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Quality Assurance Practices by the Administrators of the Association of Local Colleges and Universities in CAMANAVA

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ABSTRACT

This research investigates the effectiveness of quality assurance measures implemented by administrators in the CAMANAVA's Association of Local Colleges and Universities (ALCU). CAMANAVA Area is composed of the cities of Caloocan, Malabon, Navotas, and Valenzuela, located in the northern part of Metro Manila, Philippines. The study examines four key areas in quality assurance: analysis, design and development, implementation, and evaluation, seeking correlations among them. Using a quantitative approach, the study analyzes administrators' demographics, assesses the effectiveness of quality assurance practices, identifies any significant relationships among these practices, and suggests solutions to encountered challenges. Data were gathered through a questionnaire survey involving 68 administrators from various member institutions. Findings reveal that administrators are predominantly male, married, in their forties and fifties, with varying educational backgrounds, and mostly serving as department chairs for less than ten years. Agreement levels varied across different aspects of quality assurance practices, with emphasis on curriculum classification, instructional program clarity, and formative evaluation by department chairs. Design and development focused on course objective identification, while implementation centered on communicating performance standards, with discrepancies in activities such as peer coaching. Evaluation parameters showed strong agreement on identifying summative evaluation goals but gaps in execution. Correlation analysis indicates strong positive relationships between various phases of quality assurance practices, particularly between design and implementation, and implementation and evaluation. Identified problems mainly revolve around curriculum, instruction, faculty, and student-related issues, with summative evaluation goals and student competencies being significant concerns. Proposed solutions include recognizing curriculum programs, effective communication of performance standards, and addressing student needs.

I. INTRODUCTION

Quality in education is essential for achieving excellence, with Quality Assurance (QA) and Quality Control (QC) playing vital roles in ensuring institutions meet defined standards (Manghani, 2011). Higher education significantly contributes to a nation's progress, impacting economic growth, poverty reduction, and employability (Bloom, Canning, & Chan, 2005). As educational landscapes evolve, stakeholders increasingly demand efficient teaching methods and personalized support for students (Khan, 2014).

Every academic institution aims to deliver quality education, enhancing learning services to address academic challenges (Spanbaeur, 1992). Quality assurance in education ensures acceptable standards are maintained, enhancing student competitiveness and trust in institutions (Church, 1988). In tertiary education, quality assurance is vital for satisfying students' demands, particularly as higher education becomes more market-oriented (Jones, 2003). Quality assurance in higher learning focuses on improving and maintaining academic standards, ensuring stakeholder satisfaction and monitoring performance against learning objectives (Brennan & Shah, 2000; Chalmers & Johnston, 2012). Despite self-regulation by accreditation agencies, their effectiveness in strengthening institutional processes remains uncertain (Dill, 2003).

Administrators continually strive to improve the quality of education, comparing practices to generate ideas for improvements (Machumu & Kisanga, 2014). Quality assurance focuses on ensuring organizational missions are clearly defined, effectively communicated, and implemented (Moutakis, 2004). Accreditation plays a crucial role in meeting standards and addressing skill demands (Shah & Do, 2017). Continuous monitoring of student learning and faculty

teaching is essential for ensuring the validity of quality systems (Tam, 2001). Faculty engagement and student involvement are vital for effective quality assurance processes (Rhoades & Sporn, 2002).

Local Colleges and Universities (LCUs) aim to meet the intellectual and socio-economic needs of their communities, supported by the Association of Local Colleges and Universities (ALCU) (De Leon, 2017). ALCU member universities actively engage in quality assurance initiatives (Danao, 2005). LCUs in CAMANAVA, including the University of Caloocan City (UCC), City of Malabon University (CMU), Navotas Polytechnic College (NPC), and Pamantasan ng Lungsod ng Valenzuela (PLV), strive to provide accessible yet quality education (Calundan, 2012). This research aims to gain insights into the quality assurance practices and challenges faced by these institutions, contributing to the enhancement of educational standards and opportunities for all.

This study focuses on evaluating academic quality assurance practices in participating institutions, aiming to transform them and gather best practices in quality assurance management. By addressing challenges and suggesting improvements, this research contributes to the enhancement of quality systems in state institutions, ultimately benefiting the education sector. This research focuses on evaluating the academic quality assurance practices conducted by administrators of member schools within the Association of Local Colleges and Universities (ALCU). The study seeks to address the following key questions:

Firstly, it aims to determine the demographic profile of administrators, examining factors such as age, gender, marital status, educational level, position, and length of service. Secondly, the research investigates the effectiveness of the quality assurance practices employed by ALCU administrators, specifically in terms of measurement and monitoring. This encompasses analysis, design and development, implementation, and evaluation aspects. Furthermore, the study explores potential relationships among the academic quality assurance practices conducted by administrators. Additionally, it seeks to identify any challenges encountered by administrator respondents in implementing academic quality assurance practices. Lastly, the research examines the proposed measures suggested by administrator respondents to address the identified problems.

The research findings shed light on the challenges administrators face in improving quality management and adopting best practices for sustainable development within ALCU member schools. Proposed strategies and policies were also forwarded to enhance the execution of quality systems, aiming to reduce errors and improve instructional and educational policies.

II. RESEARCH METHODS

The methodology employed in this study encompasses descriptive research, correlation research, and documentary analysis to investigate quality assurance practices among administrators of ALCU member institutions in CAMANAVA. A survey questionnaire was utilized as the primary research tool, complemented by unstructured interviews. The questionnaire consisted of sections addressing respondent profiles, effectiveness of quality assurance practices, relationships between quality instructional supervision and academic quality assurance, encountered problems, and proposed solutions.

Respondents included administrators from ALCU member schools in CAMANAVA, specifically deans and department chairs/program heads. The study involved 68 respondents from University of Caloocan City, City of Malabon University, and Navotas Polytechnic College. Data collection involved retrieving completed questionnaires and documents related to quality assurance practices. The survey questionnaire underwent validation to ensure objectivity, clarity, and appropriateness. The research obtained necessary permits from the offices of the presidents of ALCU member institutions.

Collected data were tabulated, and analyzed using SPSS. Statistical methods such as percentage, weighted mean, and Pearson Product Moment Correlation Coefficient were employed to interpret demographic profiles, effectiveness of practices, seriousness of problems, and relationship between variables.

III. DISCUSSION

3.1 Demographics of Respondents

The data regarding the demographics of the respondents revealed interesting patterns. In terms of age, the majority of respondents fell within the age range of 41-50 years old, comprising 29.41% of the sample. This was closely followed by respondents aged 20-30 years old, making up 27.94% of the sample. The remaining respondents were distributed across other age groups, with the lowest representation found in the age groups of 51-60 years old, 61-70 years old, and above 70 years old.

Regarding gender, males dominated the sample, constituting 52.94% of respondents compared to 47.06% females. This dominance was also reflected in academic positions, where males held a higher percentage of positions within ALCU member schools. In terms of civil status, the majority of respondents were married, accounting for 58.82% of the sample, while single respondents comprised 30.88%. Separated and widowed individuals constituted smaller percentages of the sample.

Educational attainment varied among respondents, with the highest percentage holding a college degree with MA/MBA units or having completed their MA/MBA, totaling 29.41%. Those with doctorate units or holding an EDD/PhD comprised 23.53% and 17.65% of the sample, respectively. Regarding academic position, the majority of respondents held the position of Department Chairperson, representing 83.82% of the sample, while only 16.18% held the position of Dean within ALCU member schools.

In terms of years of service, a significant proportion of respondents had served for 10 years or less, making up

52.94% of the sample. Those with 11-20 years of service comprised 35.29% of respondents, while smaller percentages were found in the categories of 21-30 years and 30 years or more of service.

3.2 Effectiveness of Quality Assurance Practices based on Respondents

The analysis of data from the study indicates that across all phases of quality assurance practices, administrators rated the effectiveness of their practices as very high. In the analysis phase, administrators rated all indicators as "Very Effective," with the highest weighted mean being for classifying programs for curriculum at 4.44. The average weighted mean for this phase was 4.38, indicating a consensus among administrators that their analysis practices are highly effective.

Similarly, in the design and development phase, all indicators were rated as "Very Effective" by administrators. The highest weighted mean was for identifying course objectives at 4.47. The average weighted mean for this phase was 4.26, suggesting a high level of effectiveness in designing and developing instructional programs.

During the implementation phase, administrators rated the majority of indicators as "Very Effective," with the highest being for communicating performance standards among students at 4.32. However, the weighted mean for establishing peer-coaching activities was slightly lower, indicating a less effective implementation of this practice. The average weighted mean for this phase was 4.18, indicating overall effectiveness in implementing quality assurance practices.

In the evaluation phase, all indicators were rated as "Very Effective" by administrators, with the highest weighted mean being for identifying summative evaluation goals and measures at 4.34. The average weighted mean for this phase was 4.25, indicating a high level of effectiveness in evaluating quality assurance practices.

Lastly, in the monitoring phase, administrators rated the majority of indicators as "Very Effective," with the highest being for formulating policies to ensure quality academic performance at 4.35. However, ensuring that organizing functions, manpower, and funds are attended to, received a slightly lower rating. The average weighted mean for this phase was 4.19, indicating overall effectiveness in monitoring quality assurance practices.

3.3 Significant Relationship among the Academic Quality Assurance Practices by the Administrators

The correlation analysis between different phases of quality assurance practices reveals several significant relationships among the variables. The correlation between Analysis and Design scores shows a very strong positive relationship ($r = 0.803$), indicating that schools with higher scores in analysis tend to have higher scores in design as well. This relationship is statistically significant at a 90% confidence level. Similarly, Analysis is strongly correlated with Implementation ($r = 0.347$), Evaluation ($r = 0.355$), and Monitoring ($r = 0.342$). These correlations suggest that schools excelling in analysis also tend to perform well in implementation, evaluation, and monitoring of quality assurance practices.

The correlation between Design and Implementation scores is relatively strong ($r = 0.508$), indicating that schools with well-designed quality assurance practices are more likely to effectively implement them. Design also shows a strong correlation with Evaluation ($r = 0.477$) and Monitoring ($r = 0.510$), suggesting that schools with thorough design processes tend to have more effective evaluation and monitoring mechanisms in place. Implementation is significantly correlated with Evaluation ($r = 0.755$) and Monitoring ($r = 0.742$), indicating that effective implementation of quality assurance practices often leads to better evaluation and monitoring outcomes.

Finally, Evaluation and Monitoring exhibit a strong positive relationship ($r = 0.754$), suggesting that schools with robust evaluation processes also tend to have effective monitoring mechanisms in place. Overall, these correlations highlight the interconnectedness of different phases of quality assurance practices and emphasize the importance of a comprehensive approach to ensure the effectiveness of quality assurance systems in educational institutions.

3.4 Problems Encountered by Administrators in Relation to Quality Assurance Practices

The study identified several problems in quality assurance practices within educational institutions. Serious issues include undefined student needs, lack of identification of curriculum programs and course objectives, unestablished peer-coaching activities, and absence of pre-evaluation conferences. Moderately serious problems consist of unidentified student competencies and outcomes, unfulfilled performance standards, communication challenges during instruction, and unanalyzed summative evaluations. Overall, the average weighted mean of 3.42, suggests that the identified problems are serious and require urgent attention to enhance the quality assurance processes in these institutions.

3.5 Measures Proposed by Administrators

The administrators of ALCU member schools proposed various measures to enhance quality assurance practices across curriculum, instruction, faculty, and student areas. These measures, such as properly recognizing curriculum programs, effective communication during instruction, and defining students' needs, were generally considered very effective. Specifically, recognizing curriculum programs and communicating performance standards were highlighted as crucial aspects. Overall, the suggested measures received an average weighted mean score of 4.25, indicating their perceived effectiveness in improving quality assurance practices.

IV. CONCLUSION

In the light of the foregoing findings, the following conclusions were arrived at and presented as follows:

1. The demographic profile of the respondents reveals a diverse group primarily comprising individuals in their forties and fifties, encompassing both male and female administrators who are predominantly married. Moreover, a significant portion holds a master's degree, while some are pursuing or have completed doctoral degrees. Within the organizational hierarchy, the majority occupy positions as department chairs and have relatively short tenures of ten

years or less at their respective institutions.

2. Analysis indicators receiving the highest agreement from respondents include the classification of programs for curriculum, clear articulation of instructional program goals, and the implementation of formative evaluations by department chairs. Conversely, there was less agreement on conducting formative evaluations for both the curriculum and instructional programs.

3. Among design and development indicators, respondents most strongly agreed on the importance of identifying course objectives, whereas there was less consensus on the necessity of conducting formative evaluations for course objectives and holding pre-evaluation conferences.

4. In terms of implementation, the highest level of agreement was observed for effectively communicating performance standards among students. Conversely, there was less agreement on the establishment of peer- coaching activities.

5. Regarding evaluation parameters, identifying summative evaluation goals and measures received the highest rating of agreement from respondents. Conversely, conducting summative evaluations received the least agreement.

6. The monitoring indicator with the highest agreement among respondents was the formulation of policies to ensure quality academic performance. On the other hand, there was less agreement on attending to organizational functions, manpower, and funds.

7. The most serious problems identified by respondents were the lack of identified summative evaluation goals and measures, as well as undefined students' needs. Conversely, the least serious problems were related to the identification of course objectives and curriculum programs.

8. Respondents proposed various solutions to address the identified problems, with the most effective solutions being the recognition of curriculum programs and the effective communication and attainment of performance standards and expectations among students. Conversely, solutions involving pre-coaching activities and piloting pre-evaluation conferences were deemed less effective by respondents.

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