

“Olivarez College Paranaque Quality Management System: A Framework for Quality Assurance for Higher Educational Institution Towards International Standards”

Lyssander Rodan C. dela Cruz, CPA, DPA*

*Olivarez College Paranaque

ARTICLE INFO	ABSTRACT
Received: 20 Dec 2024	The formative years of the 1950s and early 1960s saw much international flow of information and ideas across international boundaries in general planning as well as in educational planning. It was in a context of unprecedented economic growth by the Third World countries that the developed countries formally and equally introduced educational planning. Subsequently, it enjoyed full development in the 1960's. Among the developed countries, there was the general acceptance that education should be regarded as an investment, as well as a consumption item. All of this was based on the “residual factor” approach to economic development. It was believed as evidenced by the development experiences of Third World countries that economic development is not economic growth alone. There are indeed some non-economic ingredients of economic development. This was borne out by the conviction that more than half the economic growth of the last decade in industrialized countries was due to factors other than increase of simple classical inputs of labor and capital, to improvements in the quality of labor particularly those to scientific research, technological innovation, and education and training. It was for this reason that educational objectives common to all educational plans, more often subsumed in national development plans of Third World countries, centered on the task of orchestrating the tremendous expansion of education systems with dual aim of both universalizing education and providing national economies with qualified manpower needed. Great hopes were placed in educational planning which was made to serve as a framework for setting objectives and priorities, directing educational policies, and optimizing the use of resources. (Miclath, 2005). The study also covers the integration of standards from various accrediting agencies such as PAASCU, PACU-COA, CHED and ISO 21001 in formulating and designing the quality management system (QMS) of the school-subject of study.
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I. Introduction

The transformation of national higher education systems is an urgent need of the Philippine society, given prominence in the current Medium Term Plan for Higher Education (2005-2010) and a priority in the national agenda. The higher education (HEI) sector is being urged to modernize, adapt, diversify, marketwise, and is expected to become entrepreneurial, competitive, more effective efficient, service oriented, and socially relevant. It also has to improve the quality of its processes and products, its relationship with the labor-market, and the governance and management of its institutions, the universities and colleges. It is generally acknowledged that this transformation can only be successful if the traditional steering relationship between state authorities and higher education institutions is changed dramatically (MTDHE, 2005).

The Commission on Higher Education (CHED) is responsible for formulating and implementing policies, plans and programs for the development and efficient operation of the system of higher education in the

country. The delivery of higher education in the Philippines is provided by private and public higher

education institutions.

A quality management system (QMS) is a set of policies, processes and procedures required for planning and execution (production/development/service) in the core business area of an organization. Quality management system integrates the various internal processes within the organization and intends to provide a process approach for project execution. It enables the organizations to identify measure, control and improve the various core business processes that will ultimately lead to improved business performance (Baldrige, 2008).

Educational accreditation is a type of quality assurance process under which services and operations of an educational institution or program are evaluated by an external body to determine if applicable standards are met. Should standards be met, accredited status is granted by the agency (PAASCU, 2008).

The co-relation behind the quality management system and accreditation is that the latter is a “formal recognition of an educational program as possessing high level of quality excellence based on the analysis of the merits of its educational operations in attaining its objectives and its role in the community it serves” (PACU-COA Manual of Regulation, 2006).

This measurement of quality excellence can be found also through the development of an organization quality management system that serves as the mainframe of its operations. Thus, it is expected that higher educational institutions must exceed the minimum requirements and standards set by the Commission on Higher Education (CHED) along the following areas: Community Outreach, Faculty, Instruction, Library, Laboratory, Physical Plant and Facilities, Student Personnel Services and Administration

Olivarez College Paranaque envisions compliance to the quality management systems for education (ISO 21001), whose backbone is the ISO 9001, quality management system for the formulation of its quality standards. There are different certifying bodies for this quality management system such as the TUV Rheinland and the SGS. Thus, the clauses of the said International Standard Organization (ISO) will serve as reference in its operating manual.

The Medium Term Development Program for Higher Education 2005-2010 specifically ... “aims for quality and excellence and the imperative for HEIs to conform to the standards that have been harmonized in terms of language of instruction, methodology of research and contents of curricular programs. Furthermore, the thrust of pursuing quality in Philippines colleges and universities becomes even more imperative in order to establish the appropriate training environment that will make Filipino workers globally competitive...” (MTDPHE, 2005-2010)

In Section 28 of Article V of the Manual of Regulations for Private Schools, the CHED “ encourages the use of the mechanism of voluntary accreditation, maintain a policy environment which enhances and protects its integrity and establish a scheme of progressive deregulation of qualified schools or specific programs or courses of study in such schools” (Sarmiento, 2006).

In section 29 of the said Manual, “the accrediting agencies now under the Federation of Accrediting Agencies of the Philippines (FAAP) are hereby recognized and authorized to continue their accreditation activities. Specifically, these agencies are the Philippines Accrediting Association of Schools, Colleges and Universities (PAASCU), the Philippines Association of Colleges and Universities (PAASCU)...” (Sarmiento, 2006).

Olivarez College voluntarily submits itself to different accrediting bodies as compliance to the policy recommendations to improve and strengthen its commitment of providing quality education.

In the Philippines, two major accrediting agencies exist – PAASCU and the Philippine Association of Colleges and Universities – Commission on Accreditation (PACU-COA), all under one umbrella – The Federation of Accrediting Agencies of the Philippines (FAAP), pursuant to the above stated PCSPE recommendations.

With the approval of the Republic Act 7722, otherwise known as The Higher Education Act of 1994, schools, colleges and universities were encouraged to submit to voluntary accreditation by giving both monetary and non-monetary incentives. Monetary incentives are in the form of subsidies and grants for faculty and infrastructure developments, while non-monetary incentives includes administrative deregulation and autonomous status, thus freeing them to formulate and implement policies and programs beyond government functions.

II. Methodology

This paper uses a descriptive analysis method of research. Relevant information from Olivarez College, and

other quality management theories were used as raw data.

III. Results and Discussions

Olivarez College Quality Management System

Organization is a word that many of us use loosely. Some would say it includes all the behavior of all participants. Others would equate it with the total system of social and cultural relationship. Still other refers to an enterprise, but for most practicing individuals, organization implies a formalized intentional structure of roles or position (Weirich, Koontz 1994).

An organization is a deliberate arrangement of people to accomplish some specific goals or purpose. An organization has the following characteristics:



Figure 1.1 Characteristic of Organizations

First, an organization has a distinct purpose. This purpose is typically expressed in terms of goal or set of goals that the organization hopes to accomplish. Second, an organization is composed of people. One person working alone is not an organization and it takes people to perform the work that's necessary for the organization to achieve its goals. Third, all organizations develop deliberate structure so that their members can do their work. That structure may be open and flexible with no clear and precise job duties or strict adherence to explicit job arrangements – in other words, it may be a simple network of loose relationship (Robbins & Coulter 2007).

Quality management is a management philosophy involving continual improvement to customer needs and expectations. The term customer has expanded beyond the original definition of the purchaser outside the organization to include anyone who interacts with the organization's products or services internally or externally. The objective of quality management is to create an organization committed to continuous improvement in work processes (Robbins, Coulter 2007).

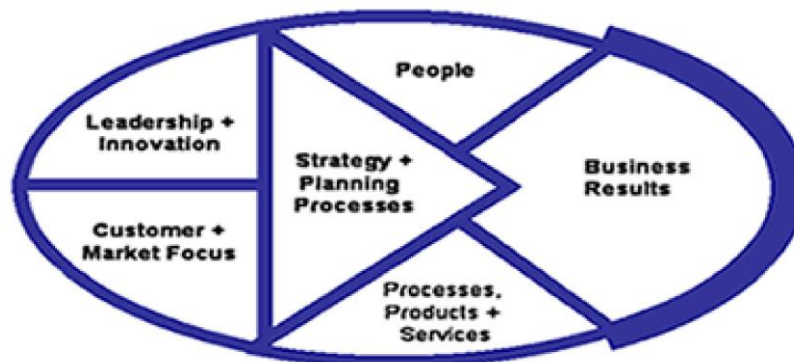


Figure 1.2 Quality Management Framework

Source: (www.its.qut.edu.au)

Leadership innovation explores how leadership uses the principles underpinning the framework. It examines how management practice and behavior are linked to these principles, and how their application has become part of daily life in the organization. It also addresses how effective leadership creates an innovative climate (www.its.qut.edu.au).

Strategy planning and processes explores the way the organization develops its strategies and plans, and how it deploys them. It also describes how the organization develops its business strategies, i.e. what business

factors are accommodated and how (www.its.qut.edu.au)?

People explore the way on how to encourage and enabled to make a personally satisfying contribution to the achievement of the organization's goals. This category examines how the organization aligns its people objectives with other objectives and enables the full potential of all people within it to be realized (www.its.qut.edu.au).

Customer and market focus addresses the way in which the organization analyses its customers and markets, and how it reflects the needs of its current and future external customers in all its activities (www.its.qut.edu.au).

Process, product and services examine the processes the organization uses to supply quality products and services to its customers, and the processes used to improve those products and services (www.its.qut.edu.au).

ISO 21001 is a quality management system that aims to standardize education management to endure it meets learner's needs. It intends to help schools, colleges, trainings providers and other educational institution implement best practices. This standard is based on the widely followed ISO 9001, quality management system. (<https://www.tuvsud.com>)

ISO 9001 combines the three standards 9001, 9002, and 9003 into one, called 9001. Design and development procedures are required only if a company does in fact engage in the creation of new products. The 2000 version sought to make a radical change in thinking by actually placing the concept of process management front and center ("Process management" was the monitoring and optimizing of a company's tasks and activities, instead of just inspecting the final product).

This quality management system version demands involvement by senior management, in order to integrate quality into the business system and avoid delegation of quality functions to junior management. Another goal is to improve effectiveness via process performance metrics — numerical measurement of the effectiveness of tasks and activities. Expectations of continual process improvement and tracking customer satisfaction were made explicit. The ISO 9000 standard is continually being revised by standing technical committees and advisory groups, who receive feedback from those professionals who are implementing the standard. (ISO 9001:2000)

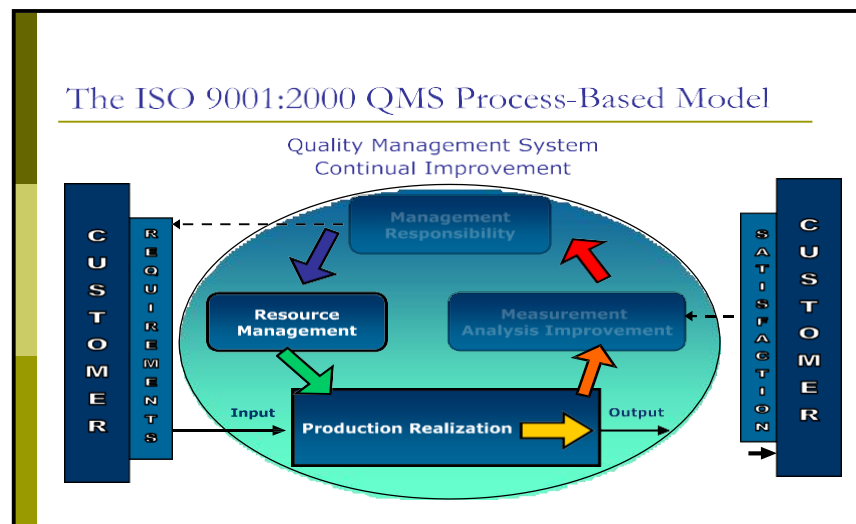


Figure 1.3 ISO Quality Management System

Management Responsibility provides evidence of its commitment to the development and improvement of its quality management system. This evidence includes communicating to the organization the importance of meeting customer needs, as well as regulatory and legal requirements. Its quality objective is measurable and is consistent with its quality policy that includes a commitment to continual improvement. Also, quality planning includes continual improvement of the quality management system. Management ensures that

customer needs and expectations are determined, converted into requirements, and fulfilled with the aim of achieving customer satisfaction. Its leadership shall ensure communication of quality management system processes and of process effectiveness among all tiers and functions of the organization (www.iso.org).

Resource Management, as an organization identify, provide and maintain the facilities it needs to achieve conformity of product, including: workspace and associated facilities; equipment, hardware and software; and supporting services. It also identifies and manages the work environment with consideration of the human and physical factors needed to achieve conformity of product (www.iso.org).

Product Realization determines its customer requirements including: product requirements not specified by the customer but necessary for intended product use; and obligation related to the product, including regulatory and legal requirements. It also identifies and implements arrangements for customer communications relating to: inquiries and customer feedback (including complaints) (www.iso.org).

Measurement Analysis and Improvement although most understand that management review, internal audits, and corrective and preventive action form an important integrated triangle for evaluating quality systems, many have done only a fair or inadequate job of facilitating improvement activities from the information within their systems. As with, Management responsibility, management must play an active role, which requires making decisions about key measures and analyzing the results of information from sources such as audits, customer feedback and analysis of other information relating to products, trends and suppliers (www.iso.org).

Traditional financial performance metrics provide information about a firm past result, but are not well suited for predicting future performance or for implementing and controlling the firm strategic plan. The **balance scorecard** is a management system that maps organization strategic objectives into performance metrics in four perspectives: (a) financial, (b) internal processes; (c) customer; (d) learning and growth. These perspectives provide a relevant feedback as to how well the strategic plan is executing so that adjustment can be made as necessary (www.netmba.com).

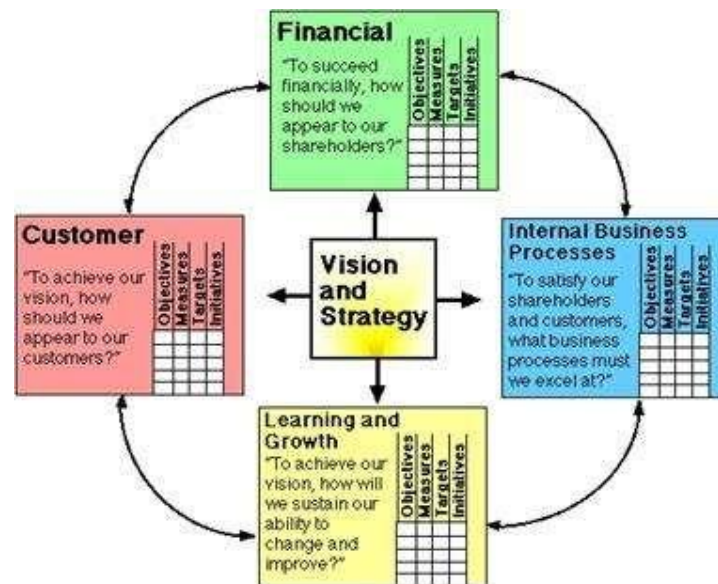


Figure 1.4. Balance Score Card Model

The balanced scorecard has evolved from its early use as a simple performance measurement framework to a full strategic planning and management system. The "new" balanced scorecard transforms an organization's strategic plan from an attractive but passive document into the "marching orders" for the organization on a daily basis. It provides a framework that not only provides performance measurements, but helps planners identify what should be done and measured. It enables executives to truly execute their strategies.

It provides feedback around both the internal business processes and external outcomes in order to continuously improve strategic performance and results. When fully deployed, the balanced scorecard transforms strategic planning from an academic exercise into the nerve center of an enterprise (Norton & Kaplan, 2000).

The **Learning & Growth Perspective** includes employee training and corporate cultural attitudes related to both individual and corporate self-improvement. In a knowledge-worker organization, people -- the only repository of knowledge -- are the main resource. In the current climate of rapid technological change, it is becoming necessary for knowledge workers to be in a continuous learning mode. Metrics can be put into place to guide managers in focusing training funds where they can help the most. In any case, learning and growth constitute the essential foundation for success of any knowledge-worker organization.

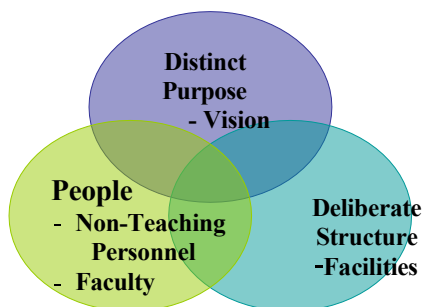
The **Business Process Perspective** refers to internal business processes. Metrics based on this perspective allow the managers to know how well their business is running, and whether its products and services conform to customer requirements (the mission). These metrics have to be carefully designed by those who know these processes most intimately; with our unique missions these are not something that can be developed by outside consultants.

The **Customer Perspective** recent management philosophy has shown an increasing realization of the importance of customer focus and customer satisfaction in any business. These are leading indicators: if customers are not satisfied, they will eventually find other suppliers that will meet their needs. Poor performance from this perspective is thus a leading indicator of future decline, even though the current financial picture may look good.

In developing metrics for satisfaction, customers should be analyzed in terms of: kinds of customers and the kinds of processes for which we are providing a product or service to those customer groups.

The **Financial Perspective**. Kaplan and Norton do not disregard the traditional need for financial data. Timely and accurate funding data will always be a priority, and managers will do whatever necessary to provide it. In fact, often there is more than enough handling and processing of financial data. With the implementation of a corporate database, it is hoped that more of the processing can be centralized and automated. But the point is that the current emphasis on financials leads to the "unbalanced" situation with regard to other perspectives. There is perhaps a need to include additional financial-related data, such as risk assessment and cost-benefit data, in this category (www.balancescorecard.org).

With the theoretical framework discussed above, Olivarez College Paranaque adopts the following:



The three areas comprise Olivarez College Paranaque characteristics as an organization. These characteristics served as its structural foundation towards commitment to excellence in education.

As we defuse the above framework in the context of quality management system and balance score card, then it is evident that Olivarez College Paranaque Integrated Quality Management System looks like:

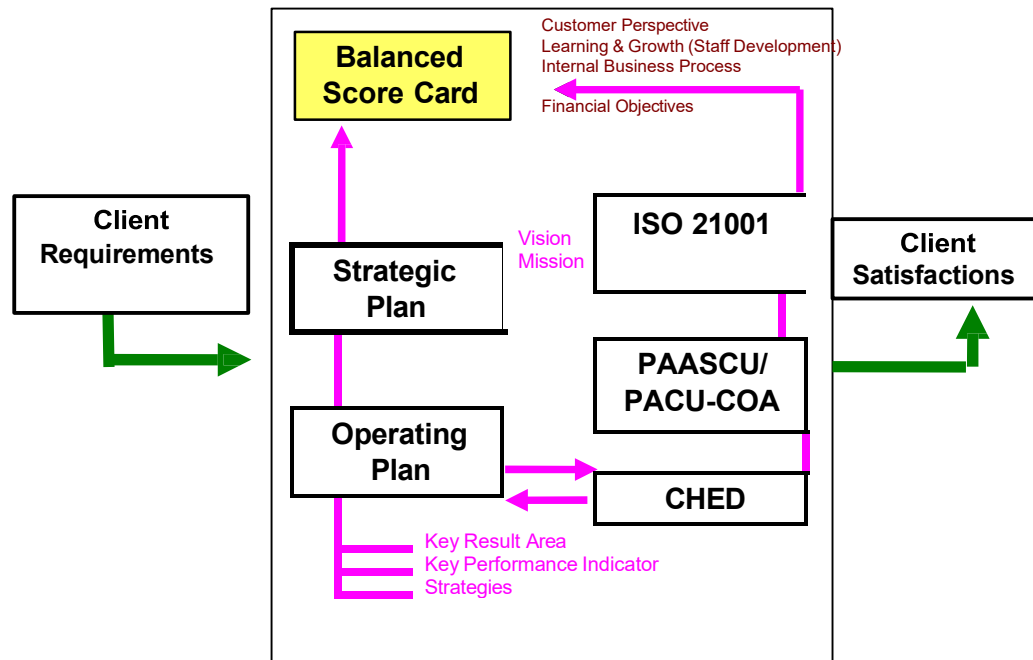


Figure 1.5. OCP Integrated Quality Management System

Olivarez College Paranaque quality management system considers the input or the requirements of its customers in the formulation of its strategic plan (operating plan). This strategy plan is designed in consideration of the College vision and mission of which its formulation rest upon the Management.

Consequently, strategic planning influences numerous aspects of the organization, the "strategic" part of this planning process is the continual attention to current changes in the organization and its external environment, and how this affects the future of the organization. Skills in strategic planning are critical to the long-term success of the organization.

The strategy plan is then cascaded to various department heads as a benchmark in the preparation of their respective operating plan. Department head likewise consults their respective human resource personnel/staff in its formulation. This process manifests valuing the importance of people, of the human resource personnel in organizational development. The human resource personnel as discussed encompassed all types of people within the organization. As written by Kotler (1992), people are the mainframe of an organization. At the end of the school year, this operating plan is measured, evaluated, critically analyzed and eventually recommendatory actions are written. This measurement is done through the balance score card framework.

The topics Quality, Quality Assurance and Total Quality Management have become the heart of the management system in business and industry. It was the industrial world which first recognized that much of the growth and success of Japan could be attributed to the consistent focus of the companies on quality and quality improvement.

A 'Total Quality Organization' generally benefits from having an effective Quality Management System (QMS). Quality Management System is defined as: a set of coordinated activities to direct and control an organization in order to continually improve the effectiveness and efficiency of its performance. QMS focus on customer expectations and ongoing review and improvement. (www.businessballs.com/qualitymanagement.htm)

As cited in Knox (2004) *Tertiary Education – International Study of Quality Management Systems*, Deming (1993) provided a working definition when arguing that a "quality management system is a network of interdependent components that work together to try to accomplish the aim of the organization". He noted that "the greater the independence between components, the greater will be the need for communication and cooperation between them."

Barret (1999) notes: in the past 10 - 15 years, higher education has slowly appropriated many of the QMS principles developed initially for business. This has resulted in a quality and systems culture being adopted in many leading institutions, transforming them into more effective and efficient organizations than they were previously. Banister (1992) noted in the case of tertiary education, a provider does not normally get a second chance of fixing a bad job within the training offered, it only loses goodwill.

In attempting to further define what is quality (moving theory to practice). Winart, (1999), found the concept of quality was subjective, and difficult to define. Ultimately he concluded that much of the judgment of quality rests with the customer, stakeholder, or client (student). Dimensions of quality could be defined as performance indicators, or basic operating characteristics. These became useful criteria, in establishing SMART (Specific, Measurable, Achievable, Relevant, Timed), goals within each standard.

One of the most visible features of this "quality" is the certification of the quality assurance mechanisms that form part of the basis of the *ISO 9000 Standards*. The ISO 9000 norms cover only a sub-set of the TQM principles and yet this form of certification is becoming the basic quality standard in many industrial sectors. Moreover, it also paved its implementation in the educational and training world.

Total Quality Management (TQM) programs are an important and prominent approach to management. With the creation of the Baldrige award and the competitiveness challenges which many corporations face, they have become extremely popular in the United States during the last decade. One of the most important principles of TQM concerns employee involvement, called empowerment. Employee involvement (EI) is one of the components in a TQM program that is very important to its success.

According to Cotton, EI is "a participative process to use the entire capacity of workers, designed to encourage employee commitment to organizational success" (1993: 3). In EI, employees are drawn into the work process through suggestions, increased communication, and/or incentives. In addition, EI initiatives often attempt to locate decisions at the lowest level in an organization. Thus, a well-implemented EI program may help organizations achieve a flatter structure, eliminate substantial amounts of staff and support work, and improve productivity, quality, and employee attitudes--issues critical for companies to keep a strong position in a highly competitive marketplace (Cotton, 1993; Lawler, 1994) as cited in (Daily, B.; Bishop, J. 2003).

TQM is a holistic management system that seeks to integrate functional areas across an organization to increase customer satisfaction and achieve continuous improvement (Crosby, 1979; Deming, 1986; Feigenbaum, 1991; Ishikawa, 1985; Juran, 1988; Juran and Gryna, 1993). TQM theory, as developed by the quality gurus, is an integrated management philosophy and set of practices that has an organization-wide focus on quality. It combines quality-oriented culture with intensive use of management and statistical tools to design and deliver quality products to customers (Aguayo, 1990; Berry, 1991; Crosby, 1979, 1984, 1989; Deming, 1986, 1994; Feigenbaum, 1991; Juran, 1988). TQM emphasizes customer satisfaction, employee involvement, and continuous quality improvement. Each of these must be used together in order for the application to work effectively (Crosby, 1979, 1984, 1989; Deming, 1986, 1994; Feigenbaum, 1991; Juran, 1988) as cited in (Daily, B.; Bishop, J. 2003).

One of the TQM philosophies focused on the human environment. TQM implementation relies heavily on the brawn and brain of front-line workers. Workers set the pace for quality within a TQM system (Crosby, 1979; Deming, 1986, Evans and Lindsay, 1993). It is imperative that employees are given the element of involvement to enact the tools of quality. The following arguments describe the relationships of TQM workforce factors and EI.

An organization will benefit from establishing an effective quality management system (QMS). The cornerstone of a quality organization is the concept of a symbiotic relationship of the client and the members of the school community working together for their mutual benefit.

In any accreditation, it can be noted in the foregoing that human resource personnel/staff development is always a must or major criteria. However, in view of the bias towards Faculty as *the only* human resource in an educational setting, accrediting bodies place too much emphasis on the Faculty and give less weight, if none at all for the non-teaching personnel which is also a core component in any organization, educational or corporate setting.

Skills development, training, and organizational development programs are essential to ensure that the

college institutional education is relevant, up-to-date, and effective. Staff must continually learning, improving their cognitive knowledge, skills, and behaviors to respond to evolving student, community needs, trends, and advances in the organizational functioning.

The College as a whole must be continually learning and improving, its culture, climate, structures, and processes to respond rapid changes in its internal and external environments.

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