

Quality Assurance, Total Quality Management, Organizational Commitment and Performance of Administrators in State Universities and Colleges

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Abstract

Using Structural Equation Modeling, it hypothesized and tested five models. It randomly selected 525 personnel with administrative positions from the different State Universities and Colleges (SUCs). Using Structural Equation Modeling (SEM), it determined the best fit model of SUC administrators' performance with the exogenous variables such as the quality assurance of the institution, organizational commitment, and total quality management. As the endogenous variable, the performance was measured in terms of instruction and extension. The quality assurance was measured by accreditation system, requirements, and financial resources; total quality management covers improvement, the process approach, and evidence-based decision making; and organizational commitment was represented by social capital, affective commitment, and normative commitment. The model suggested that the performance of SUC administrators depends on the quality assurance level attained by the institution.

Keywords: *quality assurance, total quality management, organizational commitment.*

Introduction

What the nation needs are effectively performing universities and schools that can deliver graduates who are exceptionally motivated, skilled, progress-minded, ethically upstanding, and socially-cognizant experts. For this purpose, the institutions ought to exceed expectations in the conveyance of the four-fold functions such as the Instruction, Research, Extension, and Production. These areas are significant instruments that allow the constituents to engage in with appropriate skills and abilities. Consequently, they can change and improve the quality of life of the people and their locale as a whole. This was stressed through the CHED Memorandum Order No. 51, series of 2007, which gives the Commission on Higher Education (CHED) the focus that can lead the country's push towards advancement. Subsequently, this order sets the rules in determining the Centers of Excellence (COEs) and Centers of Development (CODs). The standards comprised of: Instructional Quality (45%), Research and Publication (35%), Extension and Linkages (10%), and Institutional Qualification (10%). The COE's are Higher Education Institutions (HEIs) that show the furthest extent of standard in instruction, research, and extension, and display remarkable characteristics in creating all-around serious experts and establishing the magnificent framework in quality assurance and total quality management (Ruiz et al., 2012).

The overall performance of the institution depends largely on how effective the administrators are in delivering the four functions. According to Drucker as cited by Stoner et al. (2005), there is no measure of proficiency that can compensate for an absence of adequacy. Before, we concentrated on

doing things effectively as well as be certain that have discovered the correct activities as the way into an association's prosperity.

As indicated by Karani (2012), the exhibition of Higher Educational Institutions has been hampered due to non-compliance with the strategy and standards of Total Quality Management (TQM), quality assurance, and organizational commitment. While some institutions run their programs with the hope to work and play out the enchantment without anyone else, while others have utilized a pitiful way to deal with it, by utilizing a few odds and ends of the standards. This has accounted for the disappointment of most organizations in meeting up their normal objective from executing this belief system (Ugboro et al., 2000; Karani, 2012).

Hegina (2016) uncovered eight Philippine colleges' figures in the most recent Asian college rankings discharged by Quacquarelli Symonds (QS) in which University of the Philippines and Ateneo de Manila University were the nation's agents in the main 100. Discernibly, just a single private establishment, was remembered for the best 350 colleges from Region X.

Ruiz et al. (2012) asserted that the inevitable challenges of achieving excellence in the four-fold functions are paramount tasks to university administrators. They should plan deliberately for persistent school advancement in a community-oriented procedure between school managers, workforce, and different partners. School advancement plans ought to organize objectives and destinations, recognize vital activities to accomplish school objectives, and incorporate a lot of techniques for checking, actualizing, and assessing the entire execution of the framework (Robbins, 2012).

Leadership and administration conceptualizations have developed from early systems concentrated on characters to increasingly conduct based hypotheses. Since the times of Homer, thinkers, scholars, and specialists have proposed thoughts of what instructive organization is and why it is critical to hierarchical adequacy (Bass & Bass, 2008).

Vroom's Expectancy Theory accepts that conduct results from cognizant decisions among choices whose reason is to boost joy and limit torment. Along with Edward Lawler and Lyman Porter, Victor Vroom proposed that the connection between individuals' conduct grinding away and their objectives was not as straightforward as was originally envisioned by different researchers. Vroom understood that a worker's presentation depends on singular factors, for example, character, aptitudes, information, experience and capacities. The theory recommends that despite that the people may have various arrangements of objectives, they can be spurred if they accept that: a) there is a constructive relationship among's endeavors and execution, b) positive execution will bring about an alluring prize, and c) the prize will fulfill a significant need.

Performance in organizations is highly dependent on the performance of the people within the system itself. The SUCs administrators' performance is based on their achievement in the core function; instruction, research, extension and production, the total quality management, quality assurance, and organizational commitment. The following functions will not meet the standards if the administrators fail to create a system that promotes unity in achieving the goals of the institution (Ruiz, 2012).

According to Drucker, as cited by Brennan et al. (2012), work performance means quality for many jobs. Also, it describes the output in quality of product or service produced. Moreover, the number of results from these jobs may be quite secondary to their quality. However, this is not so simple. There are other jobs in which both quality and quantity together define performance, and thus task definition. Many sales jobs provide a near-perfect example. An unfortunately large number of organizations define mere quantity as a definition of a salesperson's quality – so many units sold, or such and such level of dollars sales reached. However, even this obvious definition of units defining quality of sales needs to be carefully analyzed.

As per Drucker, as cited by Brennan et al. (2012), work execution implies quality for some employments and in this manner likewise portrays the yield like item or administration created. Besides, the number of results from these occupations might be very optional to their quality. In any case, this isn't so basic. There are different employments in which both quality and amount together characterize execution, and in this manner task definition. Numerous business employments give a close to the consummate model. A tragically huge number of associations characterize unimportant amounts as a meaning of a salesman's quality – such a large number of units sold, or such and such degree of dollars deals came to. In any case, even this conspicuous meaning of units characterizing the nature of deals should be painstakingly broke down.

Total Quality Management (TQM) principles are also the bases of the implementation of ISO 9001: 2008, an international standard applied to any organization from all types of educational sectors and activities. When fully adopted, these principles can help improve your organizational performance (West et al., 2012)

Preliminary evidence appears to show that TQM-receiving firms acquire an upper hand over firms that don't embrace TQM (Powell, 2013). Firms that attention to consistent improvement, include and spur workers to accomplish quality yield and spotlight on fulfilling clients' needs are bound to beat firms that don't have this core interest. In this manner, we can anticipate that should the degree an association actualizes TQM rehearses, execution ought to be improved.

Also, this investigation is tied down on the organizational commitment approach, initially proposed by Becker (1960) through Meyer and Allen (1999) till Somers (2009). Employee commitment despite everything stays one of the most intriguing and challenging ideas in the fields of management, organizational behavior, and Human Resource Management (Cohen, 2013). Organizational Commitment is a core indicator of employees' disposition to the association and is a solid pointer of turnover conduct, withdrawal propensity, and organizational citizenship conduct (Mathieu, 2013).

As the study aimed at developing a structural model on SUCs administrator's performance, thus, theories like the Expectancy Theory, Total Quality Management, Organizational Commitment, and Process-driven approach principles serve as a theoretical springboard. As mentioned, Vroom's expectancy theory assumes that performance is based on individual factors such as personality, skills, knowledge, experience, and capacities; thereby, this theory helps understand the complex process in performing the four core functions of SUCs, instruction, research, extension, and production. The principles of management process-driven approach offer explicit guidance on the concept of quality assurance since performance means quality for many jobs and therefore also describes the output in quality of product or service produced. Total Quality Management theory emphasizes a coordinated organization strategy for improving product and service quality through the implementation of ISO 9001: 2008, a universal standard applied to any organization. In parallel to this, the Organizational Commitment Theory ascertains that high levels of organizational commitment results in improvement of performance.

Objectives of the Study

This study aimed to achieve the following objectives: (1) find out the relationship between the performance SUC administrators, quality management, organizational commitment, and quality assurance; and (2) identify which of the variables best predict the performance of administrators. The main focus of this study was to establish the best structural model for the performance of SUC administrators in terms of Total Quality Management, Organizational Commitment, and Quality Assurance.

Methods

The study made use of descriptive - correlational and causal-comparativeresearch designs. Data gathered were analyzed quantitatively. Using a survey questionnaire, developed by Yen (2014), data were collected from randomly selected 525 personnel with the administrators of State Universities and Colleges (SUCs) of Region X-Northern Mindanao. The investigation aimed to come up with a structural equation model (SEM) that best links the quality assurance, total quality management, organizational commitment and the performance of SUC administrators. Correlational analysis using Pearson Product-Moment Correlation was used to determine the relationship of quality assurance, total quality management, organizational commitment, and performance of SUC administrators. Regression analysis using the step-wise method was used to determine the extent of relationship each variable either singly or in combination, significantly influence the performance of SUC administrators. Structural equation modeling (SEM), specifically the maximum likelihood (ML) method was used to test the hypothesized model.

Results

Table 1 presents the result of the correlation analysis used to find the best predictor of the performance of SUC administrators. Table 2 displays the regression analysis of quality assurance, total quality management, organizational commitment, and performance of state universities and colleges. Table 3 shows the standard-fit measures of the best-fit model. Figure 1 is the best fit structural model.

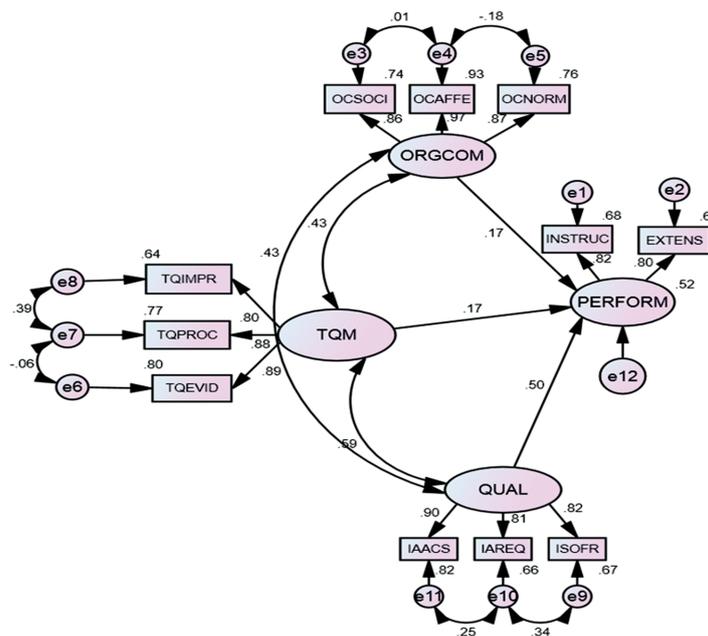
Table 1. Correlation Analysis of Quality Assurance, Total Quality Management, Organizational Commitment, and Performance of State Universities and Colleges Administrators

INDEPENDENT VARIABLE	CORRELATION COEFFICIENT (r)	PROBABILITY
Total Quality Management	.511**	.000 s
Stakeholders' Focus	.433**	.000 s
Leadership	.445**	.000 s
Engagement of People	.451**	.000 s
Process Approach	.456**	.000 s
Improvement	.421**	.000 s
Evidenced-based Decision making	.425**	.000 s
Relationship to Management	.478**	.000 s
Quality Assurance	.784**	.000 s
Program Withdrawal	.087**	.045 s
Ethics and Responsibilities	.523**	.000 s
Financial Resources	.500**	.000 s
Accreditation System	.458**	.000 s
Requirements	.548**	.000 s
Achievements	.490**	.000 s
Organizational Commitment	.399**	.000 s
Social Capital	.354**	.000 s
Affective Commitment	.412**	.000 s
Normative Commitment	.371**	.000 s
Continuance Commitment	.308**	.000 s

Table 2. Regression Analysis of Quality Assurance, Total Quality Management, Organizational Commitment, and Performance of State Universities and Colleges Administrators

INDICATORS	Unstandardized Coefficient		Standardized Coefficient		
	B	Std. Error	Beta	T	Sig.
(Constant)	1.210	.153		7.886	.000
Quality Assurance					
Accreditation System	.189	.048	.217	3.895	.000
Ethics and Social Responsibilities	.152	.046	.179	3.313	0.001
Total Quality Management					
Relationship Management	.097	.044	.110	2.200	.028
Engagement of People	.118	.039	.145	3.049	.002
Organizational Commitment					
Affective Commitment	.146	.030	.183	4.876	.000

Figure 1. The Best Fit Structural Model



LEGEND:

PERFORMA - Performance

INSTRUC - Instruction

EXTENS - Extension

TQM - Total Quality Management

TQPROC - Process Approach

TQIMPR - Improvement

TQEVID - Evidenced-based Decision Making

ORGCOM - Organizational Commitment

OCSOCI - Social Capital

OCAFFE - Affective Commitment

OCNORM - Normative Commitment

QUAL - Quality Assurance

ISOFR - Financial Resources

IAACS - Accreditation System

IAREQ - Requirements

Table 3. Standard fit measures on structural equation of the best fit model

STANDARD INDEX	STANDARD VALUE/ CRITERION	MODEL 5 FIT VALUE
CMIN/DF	$0 < \text{CMIN/DF} < 2$	1.234
P-VALUE	< 0.05	.021
NFI	< 0.95	.991
TLI	< 0.95	.997
CFI	< 0.95	.998
GFI	< 0.95	.987
RMSEA	> 0.05	.062

Legend:

CMIN/DF -Chi-Square Minimum/ Degrees of Freedom

TLI -Tucker-Lewis Index

RMSEA-Root Means Square of Errors Approximation

CFI-Comparative Fit Index

GFI-Goodness of Fit Index

NFI-Normed Fit Index

Discussion

Relationship between the performance SUC administrators, quality management, organizational commitment, and quality assurance

The correlational analysis shows that there is a significant relationship between quality assurance, total quality management, organizational commitment, and their causal relationships towards performance SUC administrators. This means that administrators' performance is positively related to Quality Assurance, Total Quality Management, and Organizational Commitment. State Universities and Colleges administrators may find means to maintain or even augment in implementing Quality Assurance System, Total Quality Management, and Organizational Commitment in the university/institution considering the promises it can yield in improving the performance.

Best predictor of the performance of SUC administrators

Among the twenty variables included in the regression analysis, only five (5) were found to be significant predictors of the dependent variable, performance. Accreditation System was found to be the greatest predictor of performance. The result implies that the accreditation system has a big effect on the performance of the administrators. Accreditation is the system adopted by SUCs concerning matters of management and staff improvement based on national and global priorities. This assessment framework likewise prompts the improvement of individual learning intends to guarantee continuous expert advancement for the instructor (Frank, 2013). To make an orderly effect, the instructive pioneer must comprehend, decipher, and afterward pack numerous speculations of best instructive accreditation practice into a down to earth model that accommodates his school to expand the presentation of the foundation, executives and staff (Kresten, et al., 2005).

Best Fit Model

The best fit model on the performance of administrators of SUCs is best anchored on the Quality Assurance of the institution as supported by Organizational Commitment and Total Quality Management. In the fit model, performance is measured in terms of instruction and extension; quality assurance is measured by accreditation system, requirements, and financial resources; total

quality management which covers improvement, the process approach, and evidence-based decision making; and organizational commitment is represented by social capital, affective commitment, and normative commitment. The model suggests that the performance of SUC administrators depends on the quality assurance level attained in the institution.

The model clearly illustrates that quality assurance has the greatest impact on the performance of SUC administrators than total quality management and organizational commitment. As indicated by Robinson (2014), quality assurance in instruction is the most proficient administration, observing, assessment and surveys of the asset information sources and change process (teaching and learning) to deliver quality yields (students) that satisfy set guidelines and desires for the general public. He characterizes quality assurance as to the arrangement of exercises that an association embraces to guarantee that a product or service will fulfill given prerequisites for quality.

Conclusion

State colleges and universities are pillars of competitiveness, giving a thorough and comprehensive image of the competitiveness landscape in nations around the world at all phases of advancement, thus, the nation must develop an excellent education framework that will improve the performance of the institution to become globally competitive. The results of the study may help administrators to cope with the demands in preparing Filipino graduates to be globally competitive. This study can also be the bases in formulating means to maintain or even augment in implementing Quality Assurance System, Total Quality Management, and Organizational Commitment in the university/institution considering the promises it can yield in improving the performance. Administrators may foster support in accreditation, quality management, and ensure organizational commitment since these variables greatly influence performance. The university administration may formulate a strategic development plan in consideration of Quality Assurance, Total Quality Management, and Organizational Commitment. It is also recommended that further research may be conducted using the research design of this investigation to verify and generalize the result of this research.

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