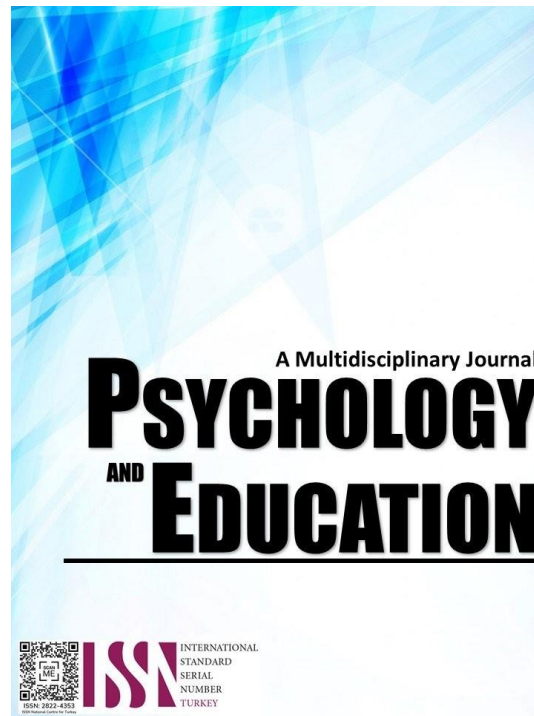


# **ADHERENCE TO QUALITY EDUCATION IN HIGHER EDUCATION AS PERCEIVED BY SCHOOL LEADERS AND ADMINISTRATORS**



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## Adherence to Quality Education in Higher Education as Perceived by School Leaders and Administrators

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### Abstract

Leadership is vital to state universities and colleges (SUCs) in the Philippines. This study aims to determine the quality of education in Iloilo State College of Fisheries (ISCOF), Iloilo, Philippines, as perceived by school leaders and administrators. This study employed a descriptive correlational design and the researcher-made questionnaire as the tool was used. There were 52 respondents: Presidents, VPs, Deans, Department Chair, and Program Coordinators. There were factors utilized in this study, "Vision, Mission, Values Focus," "Administration and Leadership," Context and Curriculum," "faculty Development," "Physical Plan and other Learning Resources," "Budget Allocation," "governance and Management," and "Students Services." The statistical tools were descriptive and inferential. Among the eight factors, educational qualification with units and doctoral Administration and Leadership ranked first, and doctorate degrees, "Administration and Leadership," and "Governance and Management," were tied in the first rank. While in training, rank 1 was "Administration and Leadership" and "Faculty Development for 1-5 training and 6-10 training, respectively. Also, in terms of faculty rank, Associate Professor III to V, rank one was "Administration and Leadership." These factors were almost classified as "Good" by the key official, but "Administration and Leadership" were "Excellent. Furthermore, all eight factors were insignificant in terms of educational attainment, training attended, and rank. In leadership, educational qualification, training attended, and rank is essential factors in quality education in ISCOF. The school should invest in faculty development because learning is vital to run the school effectively.

**Keywords:** *educational management, factors of quality education, influencing, perspective, descriptive*

### Introduction

Education is the quality and effectiveness of teaching (Latham, 2016). Education is considered imperative to every Filipino. Filipino parents send children to school to have a better future. They will be able to find a job and earn a living to provide daily essentials for themselves and their family members. The Human Rights Commission regards education as a right of every person because not all individuals have access to equitable education (Official Gazette, 2019). Education originated in early civilizations. Education may be either among those of younger age or adults. It is common for the younger generation to be trained to acquire knowledge, skills, attitudes, and values (Mosweunyane, 2013). A 20th-century education emphasized compliance and conformity over creativity, two skills necessary to do well in a professional or corporate environment and hold down a good job for decades. Compliance and conformity are now relics, but they are still vital values in many schools, informing policy even when not being expressly promoted to students (Think Strategic, 2019).

Philippine education has deteriorated. There are under-equipped classrooms, and inequitable access to education disfavoring especially the poor,

overcrowded classrooms due to population explosion and increasing drop-out rates (Saydoven, 2019). There is a mismatch in students' inclinations with the courses they take. There is a poverty problem in that the government cannot afford equal opportunities for its people, regardless of economic status, to go to schools with sufficient facilities and resources, both workforce and material (Paglinawan, 2016).

Schools can offer learning experiences that a child may not obtain at home, mainly if they live in a disadvantaged environment (Gideon, 2019). Higher Education Institutions (HEIs) are the one that brings about research and development (R and D) in the country. Through R and D, many breakthroughs were discovered, and education today is part of that (Regadio and Tullao, 2015). One of the essential factors of national competitiveness in this global era is the quality of higher education (Abidin, 2015). Thus, the leader or key officials should constantly strategize to achieve the institution's goals (Quitoras and Abuso, 2021).

The critical challenges of HEIs in the Philippines include access, inclusion and equity, and quality of higher education. But there is relevant development such as granting free tuition and miscellaneous fees for first-degree students studying at public higher

education institutions, shifting to outcomes-based competency standards, and multistakeholder participation in developing minimum curriculum standards. Also, most HEIs in the country are gearing toward the internationalization of higher education, enhancing global and regional partnerships, and shifting to outcomes-based competency standards (Chao, 2021).

Also, state universities and colleges (SUCs) play a significant role in this development. During the visit of Chairman Prospero J. Devera to Visayas State University in 2017, he stressed that SUCs in the country have to be respected and acknowledged. The SUCs provide educational access to the entire archipelago to make the dreams of every Filipino family to send their children to school possible (Roca, 2017; Gonzales and Ngoyahon, 2015).

The SUCs are run by a college or university president. The head appoints its key official. It manages and monitors the implementation of the curriculum as a whole, allocates resources, and evaluates faculty regularly to promote student learning and growth. To improve the quality of an educational organization, an instructional leader should play their role and responsibility efficiently and effectively (Ghavifekr et al., 2019). The study's results about the factors affecting instructional leadership in secondary schools of the Ilu Ababor administrative zone showed problems like lack of instructional materials, communication among stakeholders, and interventions of education supervisors were factors affecting good leadership among school heads (Dinie et al., 2019). Educational attainment, training attended, and years of experience are the crucial qualities of a school head. These qualifications of school leaders affect the performance of both teachers and students (Peregrino et al., 2021). The researcher was motivated if a key official of ISCOF possessed these qualities.

Leadership is influencing others to work enthusiastically toward attaining organizational goals. It is considered one of the most critical determinants of administrative processes. Evidence suggests that leadership exerts a significant positive effect on organizational performance. A study showed leadership is classified as a driver of quality management implementation (Haque et al., 2020).

Thus, This study aims to determine the quality of education in Iloilo State College of Fisheries (ISCOF), Iloilo, Philippines, as perceived by school leaders and administrators.

University President issued CNU Memorandum NO. 826, s. 2011, one of the highlights is the highest

quality and standard of professionals. According to educational attainments and experiences in the field of expertise, professors are the only ones allowed to teach the subject (Lapiz, 2015). SUCs, policy for new entrants for teachers are master's degree holders. Thus, despite family responsibilities and demanding tasks in school, continuing education is still a priority (Ramos, 2015). According to Commission on Higher Education (CHED), the quality of education depends on faculty qualifications. Teachers must continue their education because the commission believes this plays a vital role in influencing educational outcomes. More than 70,000 higher education teachers requested upgrades in previous years. Low teachers' qualifications can also cause low performance among students (Commission on Higher Education, 2022). Currently, faculty in HEIs are provided by various private and public agencies for faculty development, including graduate programs.

Just like educational qualification, training attended is also vital in faculty's experiences to become effective and efficient educators. Institutions lead by training their faculty to have a widespread impact on the community. For instance, as per the current trend, faculty should be equipped with proper knowledge and skills for effective implementation (Malvik, 2020). Seminars help create an effective learning environment. Also, it improves teaching-learning situations. In addition, it can keep you updated on modern instructional devices and inspire them to become better teachers in the modern world (Felipe, 2015). Therefore, it is crucial to determine the number of training attended by key officials in SUCs. These activities make them well-equipped to handle their duties and responsibilities effectively.

Another factor included in this study is faculty rank. Table 1 shows faculty rank in SUCs.

Faculty promotion depends on the National Budget Circular 461 (NBC 461, 1998); mass promotion is based on the points earned by the faculty in a specific cycle. The criteria are educational qualification, length of service, and professional development (Esponilla et al., 2020). However, many faculty members cannot be promoted to professors because publication in a journal indexed in SCOPUS, Web of Science, and CHED accredited journals is needed.

Table 1. *Faculty Rank in SUCS with minimum monthly salary*

Faculty Rank	Salary Grade	Minimum Monthly Salary
Instructor I	12	P27,608.00
Instructor II	13	P29,798.00
Instructor III	14	P32,321.00
Assistant Professor I	15	P35,097.00
Assistant Professor II	16	P38,150.00
Assistant Professor III	17	P41,508.00
Assistant Professor IV	18	P45,203.00
Associate Professor I	19	P49,835.00
Associate Professor II	20	P55,799.00
Associate Professor III	21	P62,449.00
Associate Professor IV	22	P69,963.00
Associate Professor V	23	P78,455.00
Professor I	24	P88,410.00
Professor II	25	P100,788.00
Professor III	26	P113,891.00
Professor IV	27	P128,696.00
Professor V	28	P145,427.00
Professor VI	29	P164,332.00
College/University Professor	30	185,695.00

## Methodology

This study employed a descriptive correlational design and utilized a researcher made-questionnaire. The tool was validated by experts from other SUCs on the island. The study was conducted in the Iloilo State College of Fisheries (ISCOF) system. This includes 5 (five) campuses: Poblacion Barotac Nuevo, Tiwi Main Campus, Dumangas Campus, Dingle Campus, and San Enrique Campus. The respondents of the study were the 52 key officials using stratified random sampling.

Table 2. *Profile of the Respondents*

Category	f	%
Entire Group	52	100.00
Educational Attainment		
With units in doctoral	8	15.4
Doctorate's Degree	44	84.6
Training Attended		
1 – 5 training	46	88.5
6 – 10 training	6	11.5
Academic Rank/ Level		
Associate Professor III	8	15.4
Associate Professor IV	25	48.1
Associate Professor V	19	36.5

Table 3 represents the factor examined with the 52 respondents. These were taken from the main component of the college as a learning institution.

Table 3. *The Factors to be examined with the key officials.*

Number	Factors
1	Vision, Mission, Values Focus
2	Administration and Leadership
3	Context and Curriculum
4	Faculty Development
5	Physical Plan and other Learning Resources
6	Budget allocation
7	Governance and Management
8	Students Services

The permit was submitted to the College President, and upon his approval, the researcher visited each key official and explained the research endeavor. Then, the ethical consideration regarding the respondents' consent was obtained. All their identities were kept confidential. After this, copies of the instruments were distributed to the respondents for them to answer. They were given time to answer the questionnaire, which was gathered and ready for data analysis.

The data gathered were subjected to both descriptive and inferential statistics. The descriptive statistics will include frequency, percentage, mean, and rank. These will be used in answer to Statement of the Problem Nos. 1-3. The Cronbach Alpha coefficient will be computed using SPSS Version 23. According to Fraenkel and Wallen (2010), the coefficients of 0.70 or higher make the instrument reliable. The inferential statistical tools were the Mann-Whitney U for independent samples, which was used to compare two means. At the same time, Kruskal Wallis was used to comparing three or more means. These will be used in answer to Statement of the Problem Nos. 4-5. The results of the inferential statistics will be interpreted at the alpha level of 0.05 and further subjected to analysis. All statistical analyses were performed in SPSS Version 23.

## Results and Discussion

Table 4 presents the mean ratings of factors affecting the quality of higher education in terms of educational attainment and training attended. It reveals that for units in a doctoral degree, "Administration and Leadership" is the most critical factor in the quality of higher education, followed by "Context and Curriculum," "Faculty Development," "Governance and Management," and "Vision, Mission and Value Focus." While for doctorate holders, "Administration and Leadership" and "Faculty Development" are the most important factors, followed by "Context and

Curriculum," "Vision, Mission and Value Focus," and "Governance and Management." It reveals that for 1-5 training attended, "Administration and Leadership" is the most important factor in the quality of higher education, followed by "Faculty Development," "Context and Curriculum," "Vision, Mission and Value Focus," and "Governance and Management." While for 6-10 training attended, "Faculty Development" is the most important factor, followed by "Administration and Leadership," "Context and Curriculum," "Vision, Mission and Value Focus," and "Governance and Management."

Table 4. *Factors Affecting Quality of Higher Education in the Province of Iloilo as to Educational Qualification and Trainings Attended*

Number	W/ Units in Doctoral			Doctorate's Degree		
	Mean	SD	Rank	Mean	SD	Rank
1	2.78	.311	5 <sup>th</sup>	2.85	.408	4 <sup>th</sup>
2	3.30	.185	1 <sup>st</sup>	3.22	.237	1.5
3	3.20	.214	2 <sup>nd</sup>	3.04	.347	3 <sup>rd</sup>
4	3.18	.311	3 <sup>rd</sup>	3.22	.232	1.5
5	2.08	.413		2.01	.267	
6	1.93	.212		2.04	.347	
7	2.80	.107	4 <sup>th</sup>	2.54	.258	5 <sup>th</sup>
8	2.35	.141		2.23	.242	
	CM =			CM		
	2.70	.107			.118	
				2.65		

1-5 Training			6-10 Training		
Mean	SD	Rank	Mean	SD	Rank
2.83	.415	4 <sup>th</sup>	2.93	.103	4 <sup>th</sup>
3.23	.233	1 <sup>st</sup>	3.30	.210	2 <sup>nd</sup>
3.08	.344	3 <sup>rd</sup>	2.97	.234	3 <sup>rd</sup>
3.21	.246	2 <sup>nd</sup>	3.23	.234	1 <sup>st</sup>
2.04	.288		1.90	.303	
2.03	.324		1.97	.408	
2.57	.267	5 <sup>th</sup>	2.63	.197	5 <sup>th</sup>
2.52	.229		2.20	.283	
CM =			CM =		
2.66	.123		2.64	.056	

Private Higher Education Institutions (PHEIs) invest in their faculty profiles. The quality of academic staff, such as the qualification of the teaching personnel, their educational backgrounds, and industry experience, was highly influential for students to enroll in certain private institutions (Bajar and Gopun, 2021).

The networking of reform leaders is one of the key characteristics of higher education. In the Philippines, leaders are nurtured within a particular set of contextual factors (Schweisfurth et al., 2018.).

Table 5 presents the mean ratings of factors affecting the quality of higher education in the Province of Iloilo. It reveals that for associate professor III, "Administration and Leadership" is the most critical factor in the quality of higher education, followed by "Context and Curriculum," "Faculty Development," "Vision, Mission and Value Focus," and "Governance and Management." While for associate professor IV, "Administration and Leadership" and "Faculty Development" is the most important factor, followed by "Context and Curriculum," "Vision, Mission and Value Focus," and "Governance and Management." And for associate professor V, "Administration and Leadership" is the most important factor, followed by "Faculty Development," "Context and Curriculum," "Vision, Mission and Value Focus," and "Governance and Management."

Table 5. *Factors Affecting Quality of Higher Education in the Province of Iloilo as to Rank*

Number	Asso Prof III			Asso Prof IV			Asso Prof V		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank
1	2.85	.499	4 <sup>th</sup>	2.74	.320	4 <sup>th</sup>	2.98	.410	4 <sup>th</sup>
2	3.25	.256	1 <sup>st</sup>	3.23	.269	1.5	3.23	.167	1 <sup>st</sup>
3	3.20	.385	2 <sup>nd</sup>	3.07	.310	3 <sup>rd</sup>	3.00	.340	3 <sup>rd</sup>
4	3.18	.311	3 <sup>rd</sup>	3.23	.221	1.5	3.20	.249	2 <sup>nd</sup>
5	2.15	.424		2.05	.226		1.94	.291	
6	2.00	.239		2.08	.374		1.96	.302	
7	2.70	.239	5 <sup>th</sup>	2.55	.260	5 <sup>th</sup>	2.56	.263	5 <sup>th</sup>
8	2.28	.212		2.27	.230		2.20	.249	
	CM =			CM =			CM =		
	2.70	.181		2.27	.099		2.63	.107	

Table 6. *Quality of higher education in terms of educational attainment and training attended by the Key Official in ISCOF*

Number	W/ Units in Doctoral			Doctorate's Degree		
	Mean	SD	Des.	Mean	SD	Des.
1	2.78	.311	G	2.85	.408	G
2	3.30	.185	E	3.22	.237	G
3	3.20	.214	G	3.04	.347	G
4	3.18	.311	G	3.22	.232	G
5	2.08	.413	F	2.01	.267	F
6	1.93	.212	F	2.04	.347	F
7	2.80	.107	G	2.54	.258	G
8	2.35	.141	F	2.23	.242	F
	CM =			CM =		
	2.70	.107	G		.118	G
				2.65		



1-5 Training			6-10 Training		
Mean	SD	Des	Mean	SD	Des
2.83	.415	G	2.93	.103	G
3.23	.233	G	3.30	.210	E
3.08	.344	G	2.97	.234	G
3.21	.246	G	3.23	.234	G
2.04	.288	F	1.90	.303	F
2.03	.324	F	1.97	.408	F
2.57	.267	G	2.63	.197	G
2.52	.229	G	2.20	.283	F
CM=2.66	.123	G	CM=2.64	.056	G

Table 6 educational attainment and training attended by ISCOF key officials. The results reveal that educational attainment with units in doctoral (CM = 2.70) and doctorate (CM = 2.65) assessed the quality of higher education in the Province of Iloilo as GOOD. Both were classified as GOOD for training with CMs of 2.66 and 2.64, respectively.

Table 7 shows the quality of higher education in terms of educational attainment and training attended by the key official in ISCOF

The results reveals that as to rank, both associate professor III (CM = 2.70) and associate professor V (CM = 2.63) assessed the quality of education in the Province of Iloilo as GOOD, while associate professor IV (CM = 2.29) set it as FAIR.

Table 7. *Quality of higher education in terms of faculty rank of the Key Official*

Factors	Asso Prof III			Asso Prof IV			Asso Prof V			
	Mean	SD	Des	Mean	SD	Des	Mean	SD	Des	
1	2.85	.499	G	2.74	.320	G	2.98	.410	G	
2	3.25	.256	E	3.23	.269	G	3.23	.167	G	
3	3.20	.385	G	3.07	.310	G	3.00	.340	G	
4	3.18	.311	G	3.23	.221	G	3.20	.249	G	
5	2.15	.424	F	2.05	.226	F	1.94	.291	F	
6	2.00	.239	F	2.08	.374	F	1.96	.302	F	
7	2.70	.239	G	2.55	.260	G	2.56	.263	G	
8	2.28	.212	F	2.27	.230	F	2.20	.249	F	
CM=	2.70	.181	G	CM=	2.27	.099	CM=	2.63	.107	G

Table 8 shows the factors affecting higher education as to rank.

Kruskal-Wallis test result showed no significant difference in the factors affected quality of higher education when respondents were grouped as to rank at .05 alpha. Result further implied that factors affecting quality of higher education in the Province of

Iloilo do not differ among respondents of different ranks (or associate professor III, associate professor IV, and associate professor V).

Table 8. *Factors Affecting Higher Education as to Ranks*

Compared Means	Mean Rank	df	X <sup>2</sup>	Sig.	Interpretation
Vision, Mission, and Value Focus					
Associate Professor III	28.50				
Associate Professor IV	22.64	2	3.381	.184	Not Significant
Associate Professor V	30.74				
Administration and Leadership					
Associate Professor III	28.00				
Associate Professor IV	26.34	2	.103	.950	Not Significant
Associate Professor V	26.08				
Curriculum and Content					
Associate Professor III	31.81				
Associate Professor IV	26.98	2	1.763	.414	Not Significant
Associate Professor V	23.63				
Faculty Development					
Associate Professor III	25.44				
Associate Professor IV	27.78	2	.367	.832	Not Significant
Associate Professor V	25.26				
Physical Plant and Other Learning					
Associate Professor III	34.31				
Associate Professor IV	27.44	2	4.097	.129	Not Significant
Associate Professor V	21.97				
Budget Allocation					
Associate Professor III	25.88				
Associate Professor IV	28.86	2	1.331	.514	Not Significant
Associate Professor V	23.66				
Governance and Management					
Associate Professor III	34.63				
Associate Professor IV	24.58	2	2.953	.228	Not Significant
Associate Professor V	25.61				
Student Services					
Associate Professor III	28.13				
Associate Professor IV	28.30	2	1.292	.524	Not Significant
Associate Professor V	23.45				

Mann-Whitney U test results showed no significant differences in the quality of higher education when respondents were grouped as to sex [ U = 291.50 ; p = .779 ] ; Age [ U = 208.00 ; p = .963 ] ; Civil Status [ U = 199.50 ; p = .377 ] ; Educational Attainment [ U = 143.00 ; p = .400 ] ; and Trainings Attended [ U = 122.00 ; p = .645 ] respectively. Results further implied that regardless of their ages, sexes, civil status, educational attainment, and training attended, higher education quality does not vary among respondents. See Table 11.

In professors, experiences and scientific views are teaching qualities, but personality is the one that makes and creates a good and excellent condition for

the learning and teaching process (Yaghoubi et al., 2018).

Table 9 represents Differences in the Quality of Higher Education as to Variables (Educational Attainment, Trainings Attended)

Table 9. *Differences in the Quality of Higher Education as to Variables (Educational Attainment, Trainings Attended)*

Compared Means	Mean Rank	U	Sig.	Interpretation
With units in doctoral	30.63	143.00	.400	Not Significant
Doctorate's Degree	25.75			
Training Attended				
1-5 training	26.85	122.00	.645	Not Significant
6-10 training	23.83			

Mann-Whitney U test results showed **no significant differences** in the quality of higher education when respondents were grouped to Educational Attainment [  $U = 143.00$  ;  $p = .400$  ] ; and Trainings Attended [  $U = 122.00$  ;  $p = .645$  ] respectively. Results further implied that regardless of their ages, sexes, civil status, educational attainment and trainings attended, the quality of higher education does not vary among respondents.

Kruskal-Wallis test result showed no significant difference in higher education when respondents were grouped as to rank [  $X^2 = 1.190$ ;  $p = .552$  ] at .05 alpha. The result further implied that the quality of education of higher education does not differ among respondents of different ranks. See Table 12.

Table 10 shows the difference in the quality of higher education as to rank.

Kruskal-Wallis test result showed no significant difference in the higher education when respondents were grouped as to rank [  $X^2 = 1.190$ ;  $p = .552$  ] at .05 alpha. Result further implied that quality of education of higher education do not differ among respondents of different ranks.

Table 10. *The difference in the Quality of Higher Education to Rank*

Sources of Variations	Mean Rank	df	$X^2$	Sig.	Interpret
Associate Professor III	31.06	2	1.190	.552	Not Significant
Associate Professor IV	26.80				
Associate Professor V	24.18				

In professors, experiences and scientific views are teaching qualities, but personality is the one that makes and creates a good and excellent condition for the learning and teaching process (Yaghoubi et al., 2018).

## Conclusion

State Universities and Colleges (SUCs) in the country has specific mandates. The institutions are managed by key officials headed by an elected president. Educational attainment, training attended and faculty rank are essential in higher of school officials to have quality education. These factors indicate that the future of the school depends on the administrators because they serve as the driver the right way. With the support from faculty by the context and curriculum, the school's Vision can be achieved because there is only One ISCOF, One PRIDE!

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