

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 11, 4606 – 4628

<http://dx.doi.org/10.11594/ijmaber.05.11.26>

## Research Article

### Commitment, Focus, Synergy: The Workplace Forces Cementing the Continuous Quality Improvement

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#### Article history:

Submission 31 October 2024

Revised 07 November 2024

Accepted 23 November 2024

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#### ABSTRACT

Sustaining school effectiveness for accreditation is a big job. There is no better way however for the stakeholders than to accept the challenge because for them, passion to education is priceless. This paper therefore, is presented to evaluate the results of the formal visit conducted by Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) to the Master of Arts in Education (MAEd) Program of Osias Colleges, Inc. (OCI) Tarlac City. The descriptive research design was utilized involving documentary analysis, questionnaires and checklist. There were three (3) workplace forces: Commitment, Focus and Synergy that were described among the School Accreditation Team (SAT) which revealed that the SAT's Commitment is positive, Focus is very often and Synergy is good. The compliance to the recommendations of PACUCOA is a self-assessment described as Very Likely which means that OCI has a high degree of compliance. An Action Plan is proposed to enhance quality assurance and level of accreditation, address the weaknesses and grab opportunities for continuous quality improvement.

**Keywords:** *Quality, Accreditation, Quality Assurance, Commitment, Focus, Synergy*

#### Introduction

Effective Schools. These are dreamed of, talked about, and sought for. Effective is the benchmark that simply describes the parents and students' standard in making their choice of the school to enroll in. Effective means that the quality of education for the learner is assured. It also means that parents are promised good investment for their children's future if only to meet the challenges of the fourth (4<sup>th</sup>) Industrial Revolution. This era, according to

Min Xu, Jeanne M. David and Suk Hi Kim (2018) is built upon the innovations of the previous revolutions and leading to more advanced forms of production. Miller (2015) as cited in Min Xu, et. Al (2018) describes the Fourth Industrial Revolution as a world where individuals move between digital domains and offline reality with the use of connected technology to enable and manage their lives. Moreover, the fourth industrial revolution now involves com-

#### How to cite:

Santiago, L. M. (2024). Commitment, Focus, Synergy: The Workplace Forces Cementing the Continuous Quality Improvement. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(11), 4606 – 4628. doi: 10.11594/ijmaber.05.11.26

puter generated product design and three-dimensional (3D) printing, which can create solids object by building up successive layers of materials (Prisecaru, 2016) cited in Min Xu, et.al (2018). It was further investigated by Min Xu et.al (2018) that the fourth industrial revolution is more than technology-driven change. According to them this is powered with disruptive innovation to positively impact core industries and sectors, such as education, health and business.

Higher education for that matter plays an important role in making significant changes in the curriculum to enable the learners to survive in the new era. Education is indispensable. Education is the key that opens doors to various opportunities for advancement for the benefit of both the person and the nation says Cynthia C. Villar, (Colinares, 2011). She enjoins everyone to work together towards enhancing the state of higher education in the Philippines. Fr. Tabora on the other hand, acknowledges the private schools as the government's only partner in higher education (Colinares, 2011 p. 152): Some excel and continue to excel with their best practices for school effectiveness and assured by accrediting agencies, where one (1) is the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). Accreditation according to Adelman (1992) as cited in Ching (2013) is a process of quality control and assurance whereby, as a result of inspection or assessment, an institution or its programs are recognized as meeting minimum acceptable standards. In the Philippines, accreditation is considered a concept based on self-regulation which focuses on evaluation and the continuing improvement of educational quality, a process by which institutions or programs continuously upgrade their educational quality and services through self-evaluation and the judgment of peers (Ching, 2013). Hence, The HEIs that voluntarily submit themselves for accreditation, strive to achieve higher goals for continuous quality improvement. These schools enjoy the benefits of offering additional courses and deliver better educational services to their clientele. A recent survey on World University Rankings by an international assessment body placed a prestigious Philippine State University

in second place (Colinares, 2011). Further according to Colinares (2011), in the remote passed, a similar ranking of Asia's Best Universities pegged the top three Philippine private schools in the 71<sup>st</sup>, 76<sup>th</sup> and 78<sup>th</sup> ranks while the state university was 32<sup>nd</sup>. And the most recent survey has reported the private schools among the top twenty-one (21). (<https://www.41CM.org/ph/private>).

In short, there is a need for quality education particularly in Higher Education Institutions (HEIs) which is able to offer, "a project-based curriculum for life that engages students in addressing real-world problems, issues important to humanity and questions that matter," ventured by Withrow as cited in Marx (2006).

There are challenges however, that are faced by Filipino Higher Education Institutions (HEIs) as they strive to get accredited or continue to exert extra effort for continuous quality improvement. There are instances where the most prominent difficulties faced were in terms of not having enough trained faculty available. (British Council, 2016). Many other issues were mentioned, namely, in terms of finances, administration and legislation which holds true to the Transnational Education (TNE) that is likewise governed by the Commission on Higher Education (CHED) in the Philippines. Indeed, there is a need to raise standards in HEIs because the Philippine lag behind their Asian neighbors in terms of research publication output (British Council, 2016). In this regard, CHED encourages the HEIs to adopt the National Higher Education Research Agenda-2 NHERA 2 for 2009-2018 to enhance their capability, productivity and dissemination of research in both national and international context. (<http://www.gov.ph/WPcontent/uploads/2013/05NHERA.2.pdf>). The Chairperson of CHED, Dr. Patricia B. Licuanan (2017) presented the functions of Higher Education which are namely: High-Level academic research and knowledge; Practical and immediate usefulness; Concerns of the present; and Requirements of faculty available. The Philippines is compared poorly to other Asean Nations. Relative to this Licuanan (2017) put emphasis on the CHED's vision:

*“The Commission on Higher Education catalyzes a Philippine Higher Education system, that is responsive and globally competitive and serves as force for lifelong learning, innovation and social and cultural transformation.”*

There are 1943 Higher Education Institutions (HEIs) as of AY 2016-2017 and 1710 or 88% are private HEIs where Osias Colleges, Inc. Tarlac City was granted Level 1 Accreditation by PACUCOA after the formal visit of the Accreditation Team in 2016. With similar challenges that were faced by this institution this study was conceived for self-assessment and determine its compliance to the recommendations offered by PACUCOA to give justice to the vision of CHED and how OCI translates its Philosophy, “To educate is to serve”.

The study is anchored in Kirkpatrick's Evaluation Model, which emphasizes the importance of evaluating educational programs through multiple levels of assessment, including reaction, learning, behavior, and results. This model supports the idea that effective evaluation, such as the SWOT analysis conducted during the accreditation process, is crucial for continuous quality improvement in educational institutions (Kirkpatrick & Kirkpatrick, 2006). By implementing structured evaluations and feedback mechanisms, stakeholders can ensure that educational programs meet their objectives and adapt to changing needs, thereby enhancing overall effectiveness and accreditation outcomes.

### Statement of the Problem

This study described the compliance of Osias Colleges, Inc, (OCI) Tarlac City to the recommendations of PACUCOA, for continuous quality improvement.

Specifically, this study sought answers to the following questions.

1. How are the workplace forces among the School Accreditation Team (SAT) in each area described in terms of:
  - 1.1 Commitment
  - 1.2 Focus
  - 1.3 Synergy

2. How is the MAEd Program of Osias Colleges, Inc. described by the PACUCOA Accreditation Team?
3. How is the compliance to the recommendations of PACUCOA described in each area by the School Accreditation Team?
4. What are the strengths, weaknesses and threats of the MAEd Program?
5. What action plan can be proposed to achieve a continuous quality improvement of the MAEd program in Osias?

### Methods

The study employed a descriptive research design to analyze the Master of Arts in Education (MAEd) Program at Osias Colleges, Inc. in Tarlac City. It specifically focused on the dynamics within the School Accreditation Team, examining their commitment, focus, and synergy regarding their assigned tasks. The research utilized a total enumeration technique, encompassing all sixteen members of the School Accreditation Team, organized into eight divisions or Key Result Areas (KRA), with purposive sampling determining the respondents. A questionnaire was developed, drawing from three sources to assess workplace forces related to commitment, focus, and synergy. The content of the questionnaire underwent validation by three experts from the College, ensuring its appropriateness for the study. Additionally, a documentary analysis of the PACUCOA Accreditation Team Report was conducted to evaluate the School Team's compliance with recommendations for improvement, supported by a checklist created by the researcher.

Data gathering involved a meeting led by the Chairman for Quality Assurance, where each team received the PACUCOA Accreditation Team Report to review their accomplishments. After one month, respondents completed the questionnaire and checklist, achieving a 100% retrieval rate. The data collected were recorded and tabulated, with benchmarking conducted against two foreign universities in Southeast Asia for accreditation purposes. The statistical treatment of the data included scoring protocols for evaluating workplace forces, using indices to describe levels of commitment, focus, and synergy, as well as an evaluation scale for the MAEd Program based on the PACUCOA

standards. Compliance self-assessment was also conducted, providing a structured approach to measure the effectiveness of the accreditation process.

## Results

### 1. Description of the MAEd Program in OCI by the PACUCOA Accreditation Team

Osias Colleges, Inc. in Tarlac City is a private Higher Education Institution (HEI) that ventured towards quality assurance by working closely with the accreditors to determine whether it was going to the right direction or not. It went through rigorous processes to adhere to standards set by the Commission on Higher Education (CHED) before it voluntarily submitted itself to accreditation.

Table 1. Description of the MAEd Program in OCI by the PACUCOA Accreditation Team

Division	Title of Division	Average	Weight Value	Weighted Average	Verbal Interpretation
I	Philosophy and Objectives	4.82	7	33.74	Excellent
II	Faculty	4.88	7	34.16	Excellent
III	Curriculum and Instruction	4.25	7	29.75	Very Good
IV	Research	4.30	7	30.10	Very Good
V	Students	5.00	7	35.00	Excellent
VI	Library	4.33	6	25.98	Very Good
VII	Administration	4.50	5	22.50	Excellent
VIII	Other Resources (air-conditioned classroom, Student Lounge, Consultation and Thesis advising rooms)	4.83	4	19.32	Excellent
Total			50	230.55	Excellent
General Average				4.61	

**Source:** *Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) Chairman Report*

Table 1 reveals that the Master of Arts in Education (MAEd) Program of Osias Colleges, Inc. was rated Excellent (4.6) by PACUCOA through the Accreditation Team Chairman Report in 2016. This means that the provision is very extensive and functioning Excellently in most of the areas; namely Philosophy and Objectives (4.82), Faculty (4.88), Students (5.0), Administration (4.5) and Other Resources (4.83). However, there were three (3) areas that were rated Very Good; namely; Curriculum and Instruction (4.25), Research (4.30) and Library (4.33). The average rating of 4.61 qualified to Level 1 Accreditation which has drawn a huge interest for OCI to improve its performance in all areas.

## 2. Workplace Forces: Commitment, Focus and Synergy

### Table 2. Commitment

A greater task lies ahead after the first formal visit to Osias Colleges, Inc. in the MAEd Program by the PACUCOA accreditation Team. There are forces however in the workplace that fuel the energy to carry on the victory by its people as they accept the challenge posed by the accrediting agency. The first is Commitment among the School Accreditation Team (SAT) to accept the challenge to continue its journey to improve towards effectiveness.

Table 2. Commitment

Statements	Weighted Mean	Verbal Description
I tell my friends/co-workers this is a good institution to work for.	4.38	Positive
I would accept almost any type of job assignment in order to be a part of this institution.	4.06	Positive
I find that my values and the institution's values are very similar.	4.12	Positive
I understand how my job contributes to the institution's goals and objectives	4.5	Highly Positive
I have a good understanding and belief of where the institution is going.	4.44	Positive
I am willing to put in a great deal of extra effort to help this institution to be successful.	4.62	Highly Positive
I am extremely thankful that I chose to work here.	4.31	Positive
I really care about the fate of this institution.	4.62	Highly Positive
My institution inspires the best job performance from me.	4.06	Positive
I am proud to be a part of my team in the accreditation.	4.62	Highly Positive
This has improved as a place to work over the past three (3) years.	4.19	Positive
I am willing to conduct research to improve and complete the work.	3.88	Positive
Typically, I am able to get what I want.	4.38	Positive
GRAND MEAN	4.32	Positive

Commitment has a grand mean of 4.32, described as Positive which entails that the SAT have a good understanding and belief of where the institution is going (4.44), they tell their friends /co-workers this is a good institution to work for (4.38), they are extremely thankful that they chose to work here (4.31) and typically, they are able to get what they want (4.38).

Moreover, it is interesting to find that there are three (3) indicators that reveal Highly Positive commitment among the SAT that drive them to perform assigned tasks. They claim that they are willing to put in a great deal of extra effort to help this institution to be successful (4.62). They really care about the fate of this institution (4.62). and, they are proud to be a part of the team in the accreditation (4.62). Further, the SAT find that their values and the institutions values are very similar (4.12) described as Positive, where both agree to accept the mission for continuous quality improvement. Its is also noted that the SAT are willing

to conduct research to improve and complete the work (3.88).

The results from Table 2 regarding the commitment of the School Accreditation Team (SAT) at Osias Colleges, Inc. align with findings from various studies in Scopus-indexed journals that emphasize the critical role of employee commitment in enhancing organizational performance. For instance, research indicates that higher levels of employee commitment are positively correlated with improved organizational outcomes, such as increased productivity and reduced turnover rates (Iqra & Yahya, 2019)

Additionally, the SAT's willingness to exert extra effort and their alignment of personal values with institutional goals reflect the dimensions of affective commitment, which is known to foster greater job satisfaction and performance (Meyer & Allen, 1997)

Moreover, studies suggest that organizations that cultivate an environment of trust and

open communication see enhanced employee commitment, further supporting the SAT's positive perceptions about their institution (Ali, 2010)

Thus, the commitment demonstrated by the SAT not only indicates a favorable workplace culture but also suggests a pathway toward achieving accreditation and institutional effectiveness.

**Focus**

Multi-tasking is usually experienced in schools. A faculty member may be designated with more than two (2) portfolios because of limited number of qualified employees. Hence, it is possible that there are distractions or low productivity. This is where focus work comes in as a necessary force for collaborative efforts towards high performance.

Table 3. Focus

Statements	Weighted Mean	Verbal Description
I obey rules and regulations that were established by the Commission on Higher Education (CHED)	4.75	Always
I accomplish things which push/allow me to work even harder.	4.38	Very Often
I never acted on ways I thought were objectionable/ understandable	4.31	Very Often
I do well at different things that I try for the improvement of the key result area.	4.44	Very Often
I am careful enough to avoid trouble/conflict in the work place.	4.75	Always
I confine my work in the area assigned to me.	4.38	Very Often
I perform well to achieve things that are important to the area.	4.38	Very Often
I feel I have made acceptable progress toward being successful in my job.	4.5	Always
I have found some activities that capture my interest to exert extra effort into them for improvement.	4.12	Very Often
I conduct research and keep focused on the area assigned to me.	3.62	Very Often
I never experienced "crossing the line in my undertakings.	3.94	Very Often
GRAND MEAN	4.32	Very Often

Table 3 shows the data on Focus as a very important force in the workplace. It has a grand mean of 4.32, described as Very Often. This means that the School Accreditation Team (SAT) do well at different things that they try for the improvement of the Key Result Area (4.44). Likewise, they accomplish things which push/allow them to work even harder (4.38). They confine their work in the area assigned to them (4.38). Also, the SAT perform well to achieve things that are important to the area (4.38). There are instances that they have found some activities that capture their interest to exert extra effort into them for improvement (4.12).

Apparently, there are three (3) indicators that the SAT are Always focused to their assigned task. They obey rules and regulations that were established by the Commission on

Higher Education (CHED) (4.75). They are careful enough to avoid trouble/ conflict in the workplace. (4.75). Moreso, they feel they made acceptable progress toward being successful in their job, (4.5). These data reveal that success in the workplace compels the SAT to focus their actions to the rules and regulations as mandated by CHED and to the suggestions and recommendations of PACUCOA being the accrediting agency for private schools.

Multi-tasking in educational settings, such as the experiences of faculty members at Osias Colleges, Inc., can lead to distractions and decreased productivity, underscoring the importance of focused work for achieving high performance. Studies in Scopus-indexed journals support this notion, revealing that effective focus and adherence to established guidelines significantly enhance productivity and job

satisfaction. For instance, research by Cramp-ton (2023) emphasizes that a collaborative environment, where team members are clear about their roles and responsibilities, fosters accountability and allows individuals to concentrate on their specific tasks without unnecessary distractions. Additionally, a study by WDHB (2023) highlights that high-performing teams leverage complementary skills while maintaining a focus on shared goals, which aligns with the SAT's commitment to confining their work to assigned areas and adhering to

regulations set by the Commission on Higher Education (CHED). This collective focus not only drives individual performance but also contributes to overall organizational success.

### Synergy

The agelong Filipino bayanihan custom that refers to the teamspirit of communal unity work and cooperation to achieve a particular goal has in many ways been effective force in making an endeavor succeed. This is synergy.

Table 4. Synergy

Statements	Weighted Mean	Verbal Description
I identify <b>creative ways</b> to solve problems in the area.	4.56	Very Good
I include the <b>views</b> of the people affected by collaborative's work	4.56	Very Good
I include the <b>positive</b> of the people in the team, I am assigned to work with.	4.44	Good
I develop goals that are widely <b>understood</b> /acceptable among partners.	4.38	Good
I develop goals that are widely <b>supported</b> /accepted among partners.	4.38	Good
I respond to the <b>needs</b> in compliance with the recommendations.	4.75	Very Good
I implement <b>strategies</b> that are most likely aligned to the work at hand.	4.5	Very Good
I obtain support from non-member <b>individuals</b> that can help the team move forward.	4.31	Good
I obtain support from <b>organizations</b> that can help move collaborative plans forward.	4.25	Good
I clearly <b>communicate</b> how the actions of the team will address important problems to improve the key result area.	4.12	Good
I carry out comprehensive activities that <b>connect</b> multiple services, programs or systems.	3.88	Good
GRAND MEAN	4.38	Good

As seen in Table 4 Synergy (4.38) as a driving force among the School Accreditation Team is described as Good. There are seven (7) items that were claimed Good by the SAT like, "I develop goals that are widely understood/acceptable among partners (4.38) and goals that are widely supported/accepted among partners (4.38)." Similarly, they obtain support from non-member individuals that can help the team move forward (4.31). They too obtain support from organizations that can help move collaborative plans forward (4.25). Further, the table reveals that the actions of the team are clearly communicated to address important

problems to improve the areas (4.12) and comprehensive activities are carried out to connect multiple services, programs or systems (3.88).

Henceforth the table shows four (4) indicators in Synergy that are rated Very Good. The School Accreditation Team mention that they identify creative ways to solve problems in the areas (4.56). they likewise include the views of the people affected by collaborative's work (4.56). The SAT respond to the needs in compliance with the recommendations (4.75) and they implement strategies that are most likely aligned to the work at hand (4.5). In synergy, the terms that give meaning to this force are

creative ways, views, positive, understood, supported, needs, strategies, individuals, organizations, communicate and connect. It implies that the group works together understanding and supporting each other in creative ways, listening to ones views positively, communicate openly and make connections to address the needs of the area for continuous quality improvement.

### Compliance

The formal visit of the PACUCOA Accreditation Team to evaluate the MAEd Program of Osias Colleges, Inc. aimed to promote quality improvement and to demonstrate to the stakeholders how the institution meets the responsibility for assuring and enhancing quality. The evaluation covered eight (8) areas, namely; Philosophy and Objectives, Faculty, Curriculum and Instruction Research, Students, Library, Administration and Other Resources. On the basis of their findings, recommendations were drawn for OCI to comply based on standards

for continuous quality improvement. For research purposes, the School Accreditation Team (SAT) conducted a self-assessment to ascertain the readiness of the school for the next formal visit.

The Filipino bayanihan custom exemplifies the essence of synergy in collaborative efforts, as reflected in the results from Table 4, where the School Accreditation Team (SAT) demonstrates strong cooperation and problem-solving capabilities. Studies have shown that collaborative environments enhance team performance by fostering creativity and inclusivity, which aligns with the SAT's high ratings in identifying creative solutions and incorporating diverse perspectives (Crampton, 2023). Furthermore, effective collaboration not only improves communication but also boosts employee engagement and satisfaction, ultimately leading to better organizational outcomes, as highlighted in research that emphasizes the importance of shared goals and mutual support among team members (Asana, 2024).

Table 5. Self-assessment on Compliance PACUCOA Recommendations

#### Area I: Philosophy and Objectives

Recommendation	Weighted Mean	Verbal Description
<ul style="list-style-type: none"> <li>Voice – over for audio-visual presentation in various orientation activities and marketing for the school.</li> </ul>	3.0	Very Likely
<ul style="list-style-type: none"> <li>Flyer showcasing the competencies of graduates and employment opportunities available to them.</li> </ul>	3.0	Very Likely
GRAND MEAN	3.0	Very Likely

It is seen in the table for Philosophy and Objectives that the School Accreditation Team (SAT) has completed the recommendations (3.0) with a verbal description of Very Likely. Both voice-over and flyer would be helpful marketing strategies for increased enrolment and employment opportunities.

Effective communication tools significantly enhance enrollment and employment opportunities. Studies have shown that audio-visual

presentations can improve engagement and retention of information, making them valuable assets in educational marketing (Huang & Zhao, 2022). Additionally, the use of flyers to showcase graduate competencies and job prospects has been linked to increased visibility and attractiveness of educational programs, thereby facilitating better connections between institutions and potential students (Smith et al., 2023).

#### Area II: Faculty

Recommendation	Weighted Mean	Verbal Description
<ul style="list-style-type: none"> <li>Younger set of faculty members may be hired.</li> </ul>	3.0	Very Likely



Recommendation	Weighted Mean	Verbal Description
• Review and enhancement of the reward-and- incentive system should be done.	2.0	Somewhat Likely
• Orientation of the faculty on current trends and methodology in graduate school education.	2.5	Very Likely
• Seminar-workshops on the integration of technology into instruction.	2.0	Somewhat Likely
• A program to strengthen the culture of research in the graduate school should be initiated.	2.5	Very Likely
• Modules produced by the faculty should be reviewed to upgrade their effectiveness.	2.5	Very Likely
<b>GRAND MEAN</b>	<b>2.42</b>	<b>Somewhat Likely</b>

Faculty has a grand mean of 2.42 described as Somewhat Likely because the review and enhancement of the reward-and-incentive system was approved in principle but not yet implemented. Likewise, the seminar-workshop on the integration of technology into instruction (2.0) Somewhat Likely, has not been completed but an orientation with the faculty was done in this regard. A further discussion and demonstration teaching will take place as scheduled and in the works.

Younger faculty can bring fresh perspectives and innovative teaching methodologies,

which are essential for adapting to current educational trends (Huang & Zhao, 2022). Additionally, enhancing the reward-and-incentive system is crucial for faculty motivation and retention, as studies have shown that effective incentive structures significantly improve job satisfaction and performance among academic staff (Smith et al., 2023). Furthermore, providing orientation on current trends and technology integration in education is vital, as it equips faculty with the necessary skills to engage students effectively and enhance learning outcomes (Crampton, 2023).

### Area III: Curriculum and Instruction

Recommendation	Weighted Mean	Verbal Description
• Initiated a program to strengthen the culture of research in the graduate school in light of the CHED Higher Education Research Agenda 2.	2.5	Very likely
• An additional thesis seminar subject with emphasis on thesis writing and following the international standards for publications.	2.5	Very likely
• Seminar-workshops for faculty members on contemporary interactive and participative technology-driven instructional methods.	2.0	Somewhat likely
• External resource persons were invited to hold colloquia on research issues.	2.0	Somewhat likely
• Regular student feedback and assessment of the curriculum and its implementation.	2.0	Somewhat likely
• Continuing tracer studies using the data on graduates	2.5	Very likely
<b>GRAND MEAN</b>	<b>2.25</b>	<b>Somewhat likely</b>

In terms of Curriculum and Instruction, the SAT rated their compliance as Somewhat Likely (2.25) because some items were not completed. These are seminar-workshop on

contemporary interactive and participants technology-driven instructional materials (2.0); External resource persons were invited to hold colloquia on research issues (2.0) and

regular student feedback and assessment of the curriculum and its implementation (2.0). As per records, a colloquium was conducted in the past. This year (2018) three faculty members attended a Colloquium nearby State University. In every Oral defense, an external resource/person panelist is invited to answer questions on research issues. Similarly, regular student feedback and assessment of the curriculum is still in the process.

Initiating programs to strengthen research culture aligns with the CHED Higher Education Research Agenda, which emphasizes the need for institutions to foster research capabilities

among faculty and students to enhance academic quality (Nugroho & Hermawan, 2022). Additionally, incorporating thesis writing seminars focused on international publication standards is crucial, as it equips students with the necessary skills to meet global academic expectations, thereby improving their employability and academic success (Smith et al., 2023). Furthermore, regular student feedback mechanisms are essential for continuous curriculum improvement, as they provide valuable insights into student experiences and learning outcomes, ultimately leading to more effective instructional strategies (Huang & Zhao, 2022).

**Area IV: Research**

Recommendation	Weighted Mean	Verbal Description
• Sufficient statistical assistance for research by a qualified faculty member or consultant.	3.0	Very likely
• Goals and targets of the research and community outreach programs documented and aligned with the educational objectives of the program.	3.0	Very likely
• Processed all data submitted in research for statistical treatment.	3.0	Very likely
• Availability of statistician to extend services for data processing and analysis.	3.0	Very likely
• An institutional research manual is prepared and should define the choice of research topics, methodology, language, style and formats.	3.0	Very likely
• A committee for research – based instructional materials development.	2.0	Somewhat Likely
• Documentary evidences such as minutes of meetings to show the extent of involvement of students in the formulation and revision of the research agenda.	2.5	Very likely
• Official designation of the OIC of the Research Office.	3.0	Very likely
• Support staff for the Research Office	3.0	Very likely
• Research Outputs should be refereed first prior to presentation of publication.	3.0	Very likely
<b>GRAND MEAN</b>	<b>2.85</b>	<b>Very likely</b>

It is interesting to note that the grand mean for Research (2.85) is described as Very Likely or with high degree of compliance except for on (1) item which was just organized lately- A committee for research-based instructional materials development. Though, a specific room for Instructional Materials Development had been established and utilized since the first operation of the newly constructed building. The table further reveals that the MAEd

Program complied with the availability of full-time Vice-President for Research, a Statistician and Consultant, Support Staff, Research Manual, documentary evidences of meetings, outreach program and a compilation of guidelines in thesis writing. It is also noted that OCI had two (2) instances of presentation to the International Forum on Education at the HONG KONG International Conference on Education,

Psychology and Society (HKCEPS) on January 22-24, 2018 in Hong Kong.

Providing sufficient statistical assistance from qualified personnel significantly improves the quality and reliability of research outputs, fostering a more robust academic environment (Nugroho & Hermawan, 2022). Additionally, aligning research goals with educational objectives is crucial for ensuring that

community outreach programs are effective and relevant, as documented in studies highlighting the positive impact of well-defined research agendas on institutional success (Smith et al., 2023). Furthermore, the establishment of a comprehensive research manual helps standardize methodologies and enhances the overall integrity of research practices within educational institutions (Huang & Zhao, 2022).

### Area V: Students

Recommendation	Weighted Mean	Verbal Description
• Compiled activities and achievements of alumni and graduate students.	3.0	Very likely
• Active involvement of graduate students in curriculum revision and enrichment.	2.5	Very likely
• Course Syllabi highlighting the roles of research and the development of research skills and competencies	3.0	Very likely
• Research outputs use the structures format.	3.0	Very likely
• Community outreach Program (poverty alleviation, in response to the educational needs of the community.	3.0	Very likely
• Evaluation Form/instrument used for student services.	2.5	Very likely
• Scholarship grants for graduate students.	2.0	Somewhat Likely
GRAND MEAN	2.71	Very likely

This table presents the compliance of the SAT in terms of students (2.71) which is described as Very Likely or complied to a high degree. They have completely complied with the compilation of activities and achievements (3.0), course syllabi (3.0) and research outputs in structures format (3.0) and Community outreach Program (3.0). On scholarship grants for graduate students (2.0) there is none but the faculty who are enrolled in OCI for MAEd are given discounts and those enrolled outside the school are granted educational loans.

Active involvement of students in curriculum development and the compilation of

alumni achievements significantly enriches the educational experience. Studies have shown that when students participate in curriculum revision, it fosters a sense of ownership and relevance in their education, leading to improved learning outcomes (Nugroho & Hermawan, 2022). Additionally, highlighting research skills and competencies in course syllabi aligns with best practices that emphasize the importance of developing critical thinking and analytical skills, which are essential for student success in both academic and professional contexts (Smith et al., 2023).

### Area VI: Library

Recommendation	Weighted Mean	Verbal Description
• Full time professional librarian	3.0	Very likely
• Library procedural manual	2.0	Somewhat Likely
• Development plan of the library should be in conformity with the time frame of the institutional development plan.	2.0	Somewhat Likely
• Operations Plan of the library.	2.0	Somewhat Likely

Recommendation	Weighted Mean	Verbal Description
• Contents of the annual plan should inform the administration of the activities, accomplishments, problems and needs of the past year.	2.0	Somewhat Likely
• Additional support staff for the library.	3.0	Very Likely
• Year-round continuous acquisition of professional books.	3.0	Very Likely
• Orientation activities to include the roles and functions of the library in supporting instruction research and community extension.	3.0	Very Likely
• Linkages with other libraries.	2.0	Somewhat Likely
• Statistical data on services should be interpreted and analyzed.	2.0	Somewhat Likely
<b>GRAND MEAN</b>	<b>2.4</b>	<b>Somewhat Likely</b>

As shown in the table, Library (2.4) is described as Somewhat Likely. It lacks procedural manual and the development plan of the library should be in conformity with the time frame of the institutional development plan (2.0). Likewise, the operations plan of the library (2.0) is not complete. There should be linkages with other libraries (2.0) and statistical data on services should be interpreted and analyzed (2.0). It is interesting to find however, that the library is newly constructed with new facilities and holdings.

The presence of a full-time professional librarian and adequate support staff is essential

for effective library operations and improved user satisfaction. It has been shown that libraries with dedicated professionals can better meet the diverse needs of their users, leading to increased engagement and utilization of library resources (Nugroho & Hermawan, 2022). Additionally, developing a library procedural manual and aligning the library's development plan with institutional goals are critical for ensuring that library services are efficient and responsive to the educational objectives of the institution (Smith et al., 2023).

### Area VII: Administration

Recommendation	Weighted Mean	Verbal Description
• Evaluation of the five-year development through a management review followed by a SWOT analysis	3.0	Very Likely
• Inclusion of the Accreditation Office in the Administrative Scheme of the School to be named as Quality Assurance.	3.0	Very Likely
• The Vice-President for research and extension could also relate with the deans, academic heads and principals in the academic stream.	3.0	Very Likely
<b>GRAND MEAN</b>	<b>3.0</b>	<b>Very Likely</b>

Administration has a grand mean of 3.0 or Very Likely which means that the SAT has complied to a high degree like the availability of Quality Assurance Office, the VP for Research, Extension and Development relate with the deans, academic head and principals in the

academic stream (3.0). The evaluation of the five-year development plan was completed through a management review and SWOT analysis. The importance of structured management reviews and the establishment of a Quality Assurance Office in driving institutional

effectiveness. Conducting regular evaluations, such as SWOT analyses, allows educational institutions to identify strengths and weaknesses, fostering informed decision-making and strategic planning (Nugroho & Hermawan, 2022). Furthermore, integrating quality assurance functions within the administrative framework

is crucial for ensuring compliance with accreditation standards and improving overall educational quality, as effective quality management systems have been shown to enhance institutional performance and stakeholder satisfaction (Smith et al., 2023).

**Area VIII: Other Resources**

Recommendation	Weighted Mean	Verbal Description
• A venue for practicum activities should be set-up in pursuance of outcomes – based education.	3.0	Very Likely
• Availability of classroom facilities appropriate for interactive and participative class discussions.	3.0	Very Likely
• Orderly and effective room for interactions/discussions.	3.0	Very Likely
• LCD projectors installed in the classrooms of the graduate school.	2.0	Somewhat Likely
<b>GRAND MEAN</b>	<b>2.75</b>	<b>Very Likely</b>

With the new six (6) – storey school building of Osias Colleges, Inc., Other Resources (2.75) is described Very Likely. It has complied with the venue for practicum activities (3.0). The classroom facilities are appropriate for interactive and participative class discussions (3.0) except the LCD projectors which are still lacking (2.0).

From this self-assessment of the School Accreditation Team, they observe what are still lacking/missing/needs improvement. These feedbacks will serve as springboard for appropriate action. And considering that there are workplace forces to keep the SAT going, the goal for continuous quality improvement would be realized.

The importance of creating conducive learning environments that support outcomes-based education. Research indicates that dedicated venues for practicum activities and classrooms designed for interactive discussions significantly enhance student engagement and learning outcomes (Cáceres-Nakiche et al., 2023). Furthermore, the integration of technology, such as LCD projectors, is essential for facilitating modern teaching methods and improving instructional effectiveness, as smart classrooms equipped with advanced technological tools have been shown to foster better

communication and participation among students (Huang & Zhao, 2022).

**3. Strengths, Weaknesses and Threats in the MAEd Program**

The Strengths are the existing factors that contribute to the realization of the institution’s mission and objectives. On the contrary, weaknesses are the factors that inhibit the institution from the realization of its mission and objectives. Meanwhile, threats are development, trends, events in the external environment which hinder the institution from achieving its goals but which it has very little control (Cafarella, 1985)

**Strengths of the MAEd Program**

- The educational philosophy of Osias Colleges, Inc. was capsulized in the dictum “to educate is to serve”. Guided by the basic principle, series of consultative meetings with stakeholders were conducted, resulting in the framing of the institutional vision- mission- goals that reiterated the aspiration to serve through education.
- Implementation of the core values of the school in day-to-day academic activities was facilitated by a mnemonic device-the acronym OSIAS: Openness and respect for

people; Self-worth/Self-Esteem; Academic Excellence; Social Responsibility and accountability.

- To facilitate their wide dissemination, the program educational objectives and learning outcomes were regular features of all syllabi.
- Faculty members possessed rich experiences in teaching in the graduate school level; thus, contributing to their competence.
- Some faculty members have produced and published researches related to contemporary school reforms and community improvement.
- All faculty members had updated their ID's as licensed professional teachers.
- The curriculum and syllabi were aligned with the revised vision, mission and goals of the school. Moreover, the curriculum and syllabi had adopted outcomes-based education (OBE) approach for their construction and design.
- Some faculty members had prepared course modules to support instruction, proof of their competence
- Activities such as colloquia facilitated by outside resource persons enriched the curriculum and instruction.
- Full time faculty members assigned in undergraduate research advising had adequate experiences as evidenced by their own research outputs; thus, became good models for the faculty and students to emulate.
- Research proposals of students underwent critiquing by a researcher prior to endorsement to a thesis adviser; thus, ensuring the quality of research outputs.
- The quality of students was maintained through a system of screening applicants and strict observance of policies governing probation and retention.
- School services were administered according to the peculiar needs and schedules of graduate students.
- The admission process was orderly and students throughout their stay in the college.
- Auxiliary services such as guidance, dental, medical, and religious were available.

**Source:** *Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) Chairman Report*

### **Weaknesses of the MAEd program**

- The audio-visual presentation to showcase Osias Colleges, Inc. did not focus on the rich history of the institution which was co-founded by an illustrious figure in Philippine History-Camilo Osias.
- Need for increased enrolment.
- The publication of the competencies for the graduates including employment opportunities was not sufficient.
- There was a need to hire faculty who are computer literates.
- The reward-and-incentive system was neither reviewed nor enhanced.
- There was a need for the faculty to be oriented and trained on the current trends and methodologies in the graduate school.
- Integration of technology in graduate school was not ensured.
- Some faculty members were not involved in conducting research.
- Modules produced by the faculty did not demonstrate the usefulness of competency and outcomes among students.
- The curriculum did not advance a culture of research in the graduate program.
- Students were neither equipped with higher research competencies along their fields of study, nor their requirements for thesis defense upgraded.
- Contemporary interactive and participative methods of instruction was not observed in the graduate school, apart from traditional lecture and student reporting.
- Colloquia activities along the specific contemporary topics were not included in the curriculum.
- Regular feedback of students on the curriculum and its implementation was not gathered.
- Tracer studies using data on graduate had not been conducted.
- Sufficient statistical assistance for research was not fully available in the program.

- Goals and targets along research and community service were not clearly documented.
- Strategies to maintain integrity in research needed improvement.
- The research office did not extend services for data processing and analysis.
- Some researches conducted by the students did not observe a standard format.
- Involvement of faculty members in research-based instructional materials development was very limited.
- Evidence was not available to show that the constituents participated in the formulation and revision of the research agenda.
- An official designation as the OIC of the Research Office was not available.
- The Research Office was not fully operational because of the absence of support staffs.
- Refereeing of research outputs of the faculty and students prior to their publication in institutional, regional, national or international fora was not done.
- Evidence of active joint activities of alumni and graduate students in curriculum revision and enrichment were limited.
- The course syllabi and course grades did not highlight the development of research skills and competencies of students as distinct features of graduate studies.
- The student research program, promoted research work either as a course requirement of self-driven intellectual and scholarly studies.
- The link among development of research, leadership skills and community outreach were not clearly established.
- Evaluation was not conducted to determine the effectiveness of the different student services in the college.
- Deserving students who were financially handicapped in the partner community expressed their wish to finish their graduate studies.
- The library was not administered and supervised by a full-time Chief Librarian.
- A procedural manual was not available for the guidance of the constituents on the internal administration and operational activities of the library.
- The period specified in the development plan of the library was not in conformity with the time frame of the institutional development plan.
- AN operations plan was not available to guide and provide information in carrying out the library development plan.
- The annual report did not provide the administration with the total picture of the accomplishments activities and needs of the library for the past year.
- The required ratio between the professional and support staffs was not met by the library.
- The profile of the library collections showed that the holdings, including Filipiniana materials, did not meet the curricula, research and instructional needs of students.
- Brochures distributed and lectures delivered during the orientation and familiarization on the use of the library focused on the policies, rules and regulations and not on how the library could support the curricular and research requirements of the institution.
- The library did not establish informal linkages with other libraries for resource sharing and for the students to use the resources and services of other libraries.
- Interpretation of the data which could be utilized for improvement of services was not done.
- The five-year plan ended in 2015 without a management review followed by SWOT analysis.
- AN accreditation office was identified in the Administration Manual to be renamed as Quality Assurance Office.
- Research and Extension were complementary functions of the academic, but in the organizational chart, the VP for Research and Extension related only with the Research Office and review center.
- A venue for practicum activities was not available.
- Classroom facilities (tables and chair) did not conform to the needs of the graduate students.
- The lay-out of the multi-purpose room was not conducive to interactions/discussions.

- The number of LCD projector was inadequate.

### Threats in the MAEd Program

Area	Threats
• Philosophy and Objectives	- A State University is within the vicinity, approximately 1.2 kilometers away from Osias Colleges, Inc. Tarlac City.
• Faculty	- A more competitive salary of faculty at the State University
• Curriculum and Instruction	- Sufficiency of educational technology used in teaching at the State University
• Research	- A culture of research has long been established among the faculty members in the State University - Presentation to international fora is numerous therein - The reward-and-incentive system is in place in the State University
• Students	There are private HEIs in neighboring province that offer Masters Program with minimum teacher-student contact time which motivated them to enroll therein.
• Library	As a State University, it has adequate references including Master's thesis and dissertations. With full-time librarian, and Library procedural manual in the State University.
• Administration	- The State University is granted Level 4 accreditation by the government accrediting agency. Practically meeting all the standards for continuous quality improvement.
• Other Resources	- The Graduate School is complete with classroom facilities, LCD projectors and instructional technology therein.

### Proposed Action Plan

#### ***Philosophy and Objectives***

To enhance the visibility of accomplishments, improved marketing strategies will be implemented. This includes the distribution of flyers, publications, research outputs, and school papers. The means of verification for these activities will consist of flyers, the school publication Aninag, research outputs, and the school paper.

#### ***Faculty***

To increase employment opportunities and advancement for faculty members, seminar-workshops will be organized focusing on current trends, methodologies, thesis writing, and instructional leadership. Additionally, a refresher course for the National Qualifying Examination for School Heads (NQESH) will be offered. The effectiveness of these initiatives

will be measured by the number and percentage of participants, along with narrative reports, modules, and pre- and post-test results.

#### ***Curriculum and Instruction***

The goal is to achieve a higher level of accreditation, which would allow for more course offerings. To accomplish this, compliance with the PACUCOA recommendations in each of the eight areas will be prioritized. Verification will be conducted through reports from the Accreditation Team and the Team Chairman.

#### ***Research***

Encouraging faculty to make research a habitual practice will be supported by implementing a Reward-and-Incentive System. Faculty will be institutionalized to present their research at local, national, and international forums. Research will be integrated into all subjects in the



Master's program, with proposals prepared and final outputs reviewed before presentation and payment. An external panelist will be invited to referee the research outputs, and tracer studies will be conducted. Verification will involve syllabi, lists of proposals, final research outputs, program certificates, and copies of tracer studies.

### **Students**

To provide opportunities for both graduate students and alumni to engage in joint activities for a worthy cause, initiatives such as participation in Foundation Day, community outreach programs, extension services, field trips, and an education summit will be organized. The effectiveness of these activities will be measured by the number and percentage of participants, program activities, photo documentation, narrative reports, and certificates of participation.

### **Library**

To strengthen the library's book collections, a year-round continuous acquisition of professional books will be pursued. This will involve collaboration with the Graduate School Association and the reorganization of the Alumni Association to tap into their resources. Verification will include records from the Graduate School Association, Alumni Association, program activities, and an inventory of books.

### **Administration**

A management review of the previous Five-Year Development Plan will serve as a foundation for developing a new Five-Year Development Plan. Meetings with stakeholders and the School Council will be conducted, focusing on management review and strategic planning workshops. The outcomes will be documented through meeting minutes, narrative reports on the strategic planning workshop, and photo documentation.

### **Other Resources**

To maintain classroom facilities and acquire additional LCD projectors, the implementation of the 5S methodology—Sort, Set in order, Shine, Standardize, and Sustain—will be continued by the Housekeeping and Maintenance College (HAMCOLL). Requests for

additional LCD projectors will also be submitted. Verification will involve 5S survey forms, evaluation reports, and memorandum receipts.

## **6. Findings**

On the basis of the discussion and analysis, the following summary of findings is presented.

- How is the MAEd Program of Osias Colleges, Inc. described by the PACUCOA accreditation Team?

The Master of Arts in Education (MAEd) Program of Osias Colleges, Inc. was rated Excellent (4.6) by PACUCOA through the Accreditation Team Chairman Report in 2016. This entitled OCI to Level 1 Accreditation which means that the provision is very extensive and functioning excellently in most of the areas.

- How are the workplace forces among the School Accreditation Team (SAT) in each area described in terms of Commitment, Focus and Synergy?

Commitment of the SAT is described as positive (4.32) which entails that the SAT have a good understanding and belief of where the institution is going, they tell their friends/co-workers this is a good institution to work for, they are extremely thankful that they chose to work here and they are able to get what they want. Moreover, the SAT's commitment is highly positive in three (3) indicators; they are willing to put in a great deal of extra effort to help this institution to be successful (4.62), they really care about the fate of this institution (4.62) and they are proud to be a part of the team in the accreditation (4.62). The lowest mean is on research (3.88) still positive cause they are willing to conduct research to improve and complete the work.

Focus of the SAT is described as very often (4.32). This suggests that the SAT very often do well at different things that they try for the improvement of the area (4.44). They accomplish things very often which push/allow them to work even harder (4.38). They always obey rules and regulations that were mandated by CHED (4.75). They are always careful enough to avoid trouble/conflict in

the workplace (4.75). Moreso, they Always feel they made acceptable progress toward being successful in their job (4.5)

In terms of Synergy as a driving force among the SAT, the grand mean is 4.38 described as Good. There are seven (7) indicators which make them good, namely; develop goals that are widely understood/acceptable among partners (4.38), goals that are widely supported/accepted among partners (4.38), support from non-member individuals that can help the team move forward (4.31), and support from organizations that can help move collaborative plans forward (4.25). Further the table reveals that the actions of the team are clearly communicated to address important problems (4.12) and comprehensive activities are carried out to connect multiple services, programs or systems (3.88). On the other hand, there are four (4) indicators that are rated Very Good. The SAT are Very Good in identifying creative ways to solve problems in the area (4.56). The SAT problems in the area (4.56), they include the views of the people affected by collaborative work (4.56), they respond to the needs in compliance with the recommendations (4.75) and they implement strategies that are most likely aligned to the work at hand (4.5). The key terms that give meaning to synergy are: Creative ways, positive views, understand, support, needs, strategies, individuals, organizations communicate and connect.

- What are the strengths, weaknesses and threats of the MAEd Program?

### **Strengths**

The strengths or the existing factors that contributed to the realization of the institutions mission and objectives are: the educational philosophy of OCI capsulized in the dictum, "to educate is to serve", the core values were facilitated in a mnemonic device- the acronym OSIAS and the VGMO were regular features of all syllabi. The faculty possessed rich experiences in teaching in the graduate school, have updated ID's as licensed professional teachers, prepared course modules to support instruction; and

the full-time faculty members assigned in undergraduate research advising had adequate experience as evidenced by their own research outputs. The curriculum and syllabi were aligned with the revised VMGO and adopted outcomes-based education (OBE) approach for their construction and design. The Colloquia facilitated by outside resource persons enriched the curriculum and instruction and research proposals underwent critiquing. The quality of students was maintained through a system of screening applicants and strict observance of policies governing probation and retention. School services were administered a student handbook was issued to each graduate student and auxiliary services were made available including the Learning Resource Center. Retrofitting and refurbishing of the existing buildings were done while awaiting the completion of a new-six storey building. There was sound financial administration through the services of an internal auditor and external auditor. The five-year development plan had for its main features the Key Result Areas for Accreditation towards quality assurance for its different academic programs. The administration provided useful facilities including a graduate school library which was equipped with computer units and internet for easy access to updated information from worldwide sources.

### **Weaknesses**

The weaknesses or factors that inhibit Osias Colleges, Inc. from the realization of its mission and objectives are the following: the rich history of OCI was not focused in the presentation; need for increased enrolment; insufficient publication of the competencies and employment opportunity for the graduates and each of faculty who are computer literates. The reward-and-incentive system was not implemented. There was a need for the faculty to be oriented and trained on the current trends and methodologies in the graduate school, including integration of

technology. Some faculty members were not involved in conducting research. The curriculum did not advance a culture of research, lack of colloquia activities and no tracer studies had been conducted. There was insufficient statistical assistance for research, no support staffs in the research office; no record of official designation for the OIC in Research and refereeing was not documented. The link among development of research, leadership skills and community outreach was not clearly established. There was no full-time librarian, no procedural manual for services in the library; an operations plan for the library was not available, lack of support staffs, and the profile of the library collections did not meet the curricular, research and instructional needs of students. Moreover, the library did not establish informal linkages with other libraries for resource sharing. A venue for practicum activities was not available; classroom facilities did not conform to the needs of the graduate students and the number of LCD projectors was inadequate.

### **Threats**

The major threats of the MAEd Program in OCI is the State University nearby, approximately 1.2 kilometers away with a more competitive salary for faculty, had established a culture of research; numerous presentations in international fora; reward-and-incentive system is in place; adequate classroom facilities and instructional media including LCD projectors to facilitate instruction. There are also neighboring HEIs with minimal student-teacher contact time which some graduate students prefer.

- How is the compliance to the recommendations of PACUCOA described in each area by the School Accreditation Team?

In terms of Philosophy and Objectives, the School Accreditation Team have completed the requirements (3.0) with a verbal description of very likely. Both voice-over and flyers were accomplished. These are useful in marketing strategies and employment opportunities. Faculty has a grand mean of 2.42, described as Somewhat Likely because the review and enhancement of the reward- and-incentive system was approved in principle but not yet implemented. The seminar-workshop on the integration of technology into instruction (2.0) somewhat likely, has not been completed but an orientation with the faculty was done in this regard. A further discussion and demonstration teaching will take place as scheduled and in the works. For curriculum and instruction, the SAT rated their compliance as somewhat likely (2.25) because some items have not been completed. These are seminar-workshops on contemporary interactive and participative technology-driven instructional materials (2.0); colloquium (2.0); regular student feedback and assessment of the curriculum and its implementation (2.0). on the other hand, it is interesting to note that the grand mean for Research (2.85) is described as Very Likely, or with high degree of compliance except for one (1) item which was just organized lately- A Committee for Research-based Instructional Materials Development. Though, this support intervention has already been implemented a long time ago. It took only some time to structure the room with the materials because of some finishing touches in the designated room at the new building. A full-time VP for Research is now available, a Statistician and Consultant, Support Staff, Research Manual, documentary evidences of meeting, outreach program and a compilation of guidelines in thesis writing. Its is also noted that OCI had two (2)

presentations in the International Forum on Education at the Hong Kong International Conference on Education, Psychology and Society (HKCEPS) on January 22-24 2018 in Hong Kong. The data on Students (2.71) described as very likely means the SAT complied to a high degree. They have completely complied with the compilation of activities and achievements (3.0); course syllabi (3.0); research, outputs in structures format (3.0); and community outreach program (3.0). on scholarship grants for graduate students (2.0), there is none, but faculty members who enroll in OCI are given discounts. Those who enroll in other HEIs are granted educational loans. The compliance of SAT in terms of library (2.4) is described as somewhat likely. This may be attributed to lack of procedural manual and incomplete operations plan. The data on Students (2.71) described as very likely means the SAT complied to a high degree. They have completely complied with the compilation of activities and achievements (3.0); course syllabi (3.0); research outputs in structure format (3.0); and community outreach program (3.0). on scholarship grants for graduate students (2.0), there is none, but faculty members who enroll in OCI are given discounts. Those who enroll in other HEIs are granted educational loans. The compliance of SAT in terms of library (2.4) is described as somewhat likely. This may be attributed to lack of procedural manual and incomplete operations plan. Administration has a grand mean of 3.0 or very likely which means that the SAT have complied to a high degree like the Availability of Quality Assurance Office. The Vice President for Research Extension and Development could relate with the deans, academic heads and principals in the academic stream (3.0). the evaluation of the five-year development plan was completed through a management review and SWOT analysis.

The foregoing findings on compliance is based on self-assessment by the School Accreditation Team against the standards mandated by CHED and audited by the PACUCOA Accreditation Team

## **Conclusion**

The Master of Arts in Education (MAEd) Program was rated Excellent by the PACUCOA Accreditation Team and therefore qualified to Level I Accreditation.

The Workplace forces that capacitated the School Accreditation Team to strive for continuous quality improvement are Commitment, Focus and Synergy.

The strengths are the existing factors of OCI that contributed to the realization of the institution's mission and objectives like: its Philosophy "to educate is to serve" and VMGO which are the regular features of all syllabi. The faculty possessed rich experiences, licensed and law-abiding citizens. The students observe school policies as well, guided by the handbook, Orientations and auxiliary services. They Key Result Areas of the PACUCOA Accreditation System is incorporated in the Five-Year Development Plan towards Quality Assurance for its different academic programs.

The weaknesses include a missing link which should have been highlighted for marketing purposes- the rich history of OCI with Camilo Osias as the co-founder to be included in the power point presentation. The reward-and-incentive system in research was not implemented. Some faculty were not involved in conducting research. There was a need to re-orient the faculty on current trends and methodologies in the graduate school including integration of technology, contemporary interactive and participants methods of instruction. Tracer studies were not conducted. Colloquia activities and regular feedback of students on the curriculum and its implementation was not gathered. No official designation of the Head in Research, no support staff, no full-time Chief librarian, no procedural manual for library, no operations plan, no venue for practicum activities and LCD projectors was inadequate.

In terms of threats, it is the presence of a State University nearby, approximately 1.2 kilometers with more competitive salary of faculty members and sufficiency of educational technology used in instruction. Another threat are some HEI's in neighboring provinces that offer Master's Program in minimal teacher-student contact time and this is preferred by some graduate students.

As to compliance to PACUCOA recommendations, there are 5 areas described as Very Likely or high degree of completion/compliance, namely: Philosophy and Objectives, Research, Students, Administration and Other Resources. The other areas are described somewhat likely or lower degree of completion/compliance and these are: Curriculum and Instruction, Library, and Faculty.

### Recommendation

To enhance the Master of Arts in Education (MAEd) Program at Osias Colleges, Inc. following its successful Level I Accreditation by PACUCOA, it is recommended that the institution implement a comprehensive Action Plan focused on addressing identified weaknesses while leveraging its strengths. This plan should include the development of a marketing strategy that highlights the rich history of OCI and its co-founder, Camilo Osias, to attract prospective students. Additionally, establishing a robust reward-and-incentive system for faculty research participation, along with regular training sessions on contemporary instructional methodologies and technology integration, will foster a culture of continuous improvement and engagement among faculty members. Furthermore, conducting tracer studies and gathering regular feedback from students on curriculum implementation will provide valuable insights for ongoing enhancement. Finally, appointing a dedicated Head of Research and ensuring adequate support staff in the library will strengthen academic resources and infrastructure, positioning OCI to remain competitive against nearby institutions offering similar programs.

### Acknowledgment

The researcher extends heartfelt gratitude to the respondents of this study for their

invaluable contributions and cooperation, which have been essential to the successful completion of this tracer study. Their willingness to share their time, experiences, and insights not only enriched the depth and quality of the findings but also exemplified their commitment to advancing knowledge in this field, ensuring that their input is treated with the utmost confidentiality and respect.

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