READINESS OF HIGHER EDUCATION INSTITUTIONS FOR CHED HORIZONTAL TYPOLOGY

ALAN S. COMPE
SURIGAO DEL SUR STATE UNIVERSITY-SAN MIGUEL CAMPUS
SAN MIGUEL, SURIGAO DEL SUR, PHILIPPINES
e-mail: compealan@yahoo.com

ABSTRACT

This study was conducted to find out the level of readiness of Higher Education Institutions for CHED horizontal typology. The study employed quantitative-descriptive design. The level of readiness was investigated through ISA Framework that has five key result areas such as governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work support to students and Relations with the Community. This study revealed that HEIs is capable of preparing and be ready for CHED Institutional Sustainability Assessment. They have necessary enrolment, qualifications, curricular program offerings, budget and physical plant facilities to overcome the challenges encountered in operationalizing CHED horizontal typology. Readiness to Institutional Sustainability Assessment (ISA) included in governance and management, quality of teaching and learning, support to students and relations with community focusing on strengths to overcome weaknesses in quality of professional exposure, research, & creative works particularly in creative works/or innovation. In operationalizing CHED horizontal typology the University may consider the following challenges to overcome in order to enhance quality education such as: insufficient budget, low passing rate in licensure examination, lack of school physical plant and facilities, limited output who receives recognition in creative work and innovation and peace and order. In terms of governance and management, staff and stakeholders, key officials and stakeholders have different perception on the level of readiness of HEIs for CHED horizontal typology. However, quality of teaching and learning, quality of professional exposure, research, and creative work, support to students and relations to community did not differ significantly.

Keywords: Readiness, CHED typology, Institutional Sustainability Assessment.

1.0 Introduction

Public Higher Education Institutions ensure highest degree of standards along the fourfold functions of instruction, research, extension and production of the particular fields. In order to achieve quality education, HEIs shall adopt a system of classification to help policy makers in the distribution and the operation of higher education institutions in the Philippines, hence this study is about the readiness of HEI for CHED horizontal typology, taking into consideration the challenges encountered by HEIs key officials, faculty, staff and other stakeholders to address the underlying issues and concerns.

Several studies on typology of higher education institutions have been undertaken. Abankina, et al. (2015) focused on the typology in Malaysian Higher Education that is based on availability of resources, research, educational performance and the combination of these results with efficiency score. This typology categorizes four distinct periods as follows: the first phase “Education for Elites”, the second as “Education for Affirmative Action”, the third as “Education As and For Business” and the final phase as “Education for global competition” Arokiasamy (2010). To respond the global challenge, CHED classifies horizontally the various HEI (Hapin et al.,2016). Analysis and findings may be used by policy makers and researchers to facilitate cross-national comparisons of program design, implementation, and outcomes (Perna et al.,2014) according to CHED standards.

The above cited studies revealed a common element that the classification results of higher education institutions could be the basis for designing interventions for continuous quality improvement. In implementing Institutional Sustainability Assessment (ISA), there are challenges that key officials, faculty, staff and other stakeholders may encounter but knowing the readiness of the institution to Institutional Sustainability Assessment (ISA), policy-makers could identify the strengths and weaknesses among the different Key Result Areas (KRAs), formulate and execute policies and plans to support HEIs’ efforts to comply the requirements of CHED’s horizontal typology.

Continual quality improvement is one of the commitment of the Philippine government particularly HEIs. The findings of this study can be utilized to enhance the level of readiness of HEIs for CHED horizontal typology. Considering the challenges encountered by University’s key officials, faculty, staff, and stakeholders, intervention can be designed to enhance the level of readiness of the institution to CHED’s horizontal typology specifically to the Institutional Sustainability Assessment (ISA).

2.0 Theoretical/Conceptual Framework

Quality does not come by chance or by accident (Bautista, 2015). It is a product of thorough preparation and concerted efforts focused on the Key Result Areas in management and governance, quality of teaching and learning, quality of professional exposure, research, & creative work, support for students and relations with the community which are the areas of concern of ISA. Identifying the weaknesses among the different Key Result Areas (KRAs) served as the basis of policy-makers in formulating and executing higher education policies and plans to increase readiness for CHED’s horizontal typology.

This study is anchored mainly on Deming’s Theory of Total Quality Management (TQM) which states that in order to achieve the highest level of performance requires not just a good philosophy, but also the education and innovativeness of the organization using the Plan-Do-Check-Act (PDCA) approach. The PDCA approach is necessary for

institutions to plan, do or implement, check, monitor or evaluate progress, activities and projects and act again to prepare and be ready for assessment.

The TQM Theory is likewise supported by Fayol's Theory of General Management which focuses on the five (5) principles namely: forecasting and planning, organizing, commanding, coordinating and controlling. Forecasting and planning are acts of anticipating the future and acting accordingly. Organizing is the development of the institution's resources, both material and human. Commanding is sustaining the institution's actions and processes. Co-coordinating is the alignment and harmonization of the groups' efforts. Finally, controlling means that the above activities were performed in accordance with appropriate rules and procedures. Preparing the institutions for CHED horizontal typology assessment be it local, cross-border or international exchanges is not an easy task. It requires a lot of funding and the five (5) principles endorsed by Fayol.

Another theory that supports this study is on the theory of Burnes (1996) on organizational change. Two general different forces of change are noted as being external forces and internal forces. That is besides the changes driven from the organization, change could also be a response to external circumstances, situational variables and the environment faced by each organization. In the case of higher education, universities and colleges are regarded as being open systems, vulnerable to external environmental factors, such as accreditation and legislature, which are perceived to play a more direct role in higher education affairs (Ramirez and Christensen 2013; Shattock 2010).

Liu (2016) explained that the external quality assessment can provide the impetus for university change. Both the governing forces of the evaluation's owner and the influence of the evaluation results on the financial resources and reputations of institutions push the evaluated institutions to meet the demands of the external quality assessment. However, universities are not completely shaped by external pressures only but also the internal environment of universities and their initiatives in creating change should also be noted.

As stated in CMO No. 46 series of 2012, the horizontal typology includes the following types: Professional Institution, College, and University, and they are differentiated by features in the following areas: desired competency of graduates, kinds of academic and co-curricular programs, qualification of faculty, learning resources and support structures, nature of linkages and outreach activities.

Horizontal typology is done through Institutional Sustainability Assessment (ISA) which serves as a learning process for the HEI and contributes to its continuing quality cycle. ISA is developmental in nature and entails a more reflective review of the institution's VMG and desired outcomes. The ISA Framework has five key result areas within which judgments are made about the performance of institutions. These are the governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work, support for students and relations with the community (CHED Handbook 2014).

3.0 Research Design and Methods

The study employed quantitative-descriptive research design. Data were categorized and analyzed based from the purpose and specific problem of the study. Descriptive and Inferential statistics were applied in treating the data. Quantitative discussions on the readiness of HEIs for CHED horizontal typology was done based on the available data gathered.

Research Instruments

A standard survey questionnaire of CHED which is the Institutional Sustainability Assessment (ISA) Self-Survey Documents was utilized to gather the data to satisfy the problem statement.

Data Gathering Procedure

Prior to the data gathering, research ethical considerations were followed like seeking of free and prior informed consent to the President and the five campus directors in the University namely: SDSSU Main Campus in Tandag City, SDSSU Cantilan Campus in Cantilan, Surigao del Sur, SDSSU San Miguel Campus in San Miguel, Surigao del Sur, SDSSU Cagwait in Cagwait, Surigao del Sur, SDSSU Lianga Campus in Lianga, Surigao del Sur and SDSSU Tagbina in Tagbina, Surigao del Sur.

Statistical Treatment

This study employed the following statistical tools in treating the data:

Weighted Mean: was used to determine the level of readiness of HEI for CHED horizontal typology. **Analysis of Variance – One Way Classification (F ratio):** was likewise used to determine the significance of the difference of the level of readiness of HEI when grouped according to Key Results Area (KRA) and **the Tukey's Posteriori Method**: was used as a post test on the significant difference if after one – way ANOVA, the null hypothesis was rejected.

4.0 Results and discussions

Table 12 shows the level of readiness of CHED horizontal Typology.

Table 1
On the level of readiness to CHED horizontal Typology

ISA KRA	Mean Rating	Verbal Interpretation
1 Governance and Management	3.00	Moderately Ready
2. Quality of Teaching and Learning	3.66	Moderately Ready
3. Quality of Professional Exposure, Research, & Creative Work	2.75	Moderately Ready
4. Support for Students	3.00	Moderately Ready
5. Relations with the Community	3.33	Moderately Ready
mean	3.148	Moderately Ready

Mean Interval: 0-.80-Not Ready, .81-1.60-Less Ready, 1.61-2.40-Ready, 2.41-3.20-Moderately Ready,3.21-4.0-Very Much Ready

The highest rating of 3.66 0r moderately ready in quality of teaching and learning, revealed that HEI was moderately ready for Institutional Sustainability Assessment. However, the rating of 3 or moderately ready in governance and management, 3.0 or moderately ready in Support to Students and 3.33 in relations with community revealed that SDSSU was moderately ready for Institutional Sustainability Assessment. The mean

rating of 2.75 or moderately ready, for quality of professional exposure, research, & creative work, indicates that HEI was moderately ready for Institutional Sustainability Assessment but much improvement is needed to overcome weaknesses in creative work/or innovation.

The over-all mean rating 3.148 or moderately ready implies that HEI was moderately ready for Institutional Sustainability Assessment. This confirms by the study of Scherbakova et al. (2013) emphasized that when the role of universities and their development programs increases, a new funding model should give more autonomy to the HEIs and secure sustainability in the implementation of their development strategies. This served as a catalyst in the course of the modernization of the Russian education sector and everybody would benefit if it were more coordinated with general reforms.

Table 2
Difference on the Level of Readiness of HEI in terms of Governance and Management

Source	***N***	**Mean**	**St. Dev.**	**F**	**P**	**Decision on H_o**	**Conclusion**
Key Officials	65	3.183	0.312	5.71	0.001	Reject	Significant
Faculty	60	3.296	0.395				
Staff	60	3.154	0.263				
Stakeholders	18	3.466	0.217				
Total	203						

It can be gleaned from the table that the stakeholders' responses have the highest mean level of readiness but the least disperse around the mean compared to the other responses. When subjected to for further analysis, a p-value of 0.001 yield which less than the significant value of 0.005 that lead to the rejection of the null hypothesis. It can be deduced that the key informants have varied perceptions to the readiness of HEIs in terms of governance and management. This could be attributed to the fact that they have different experiences or observations in the operation of the university.

This confirms the study of Son (2012) which explained that changes are acknowledged in almost universities' vision, strategy, and action plans, particularly, ideas strongly emphasized on opportunities and challenges for higher education in different aspects, especially, in terms of international cooperation, and curriculum in internationalized process.

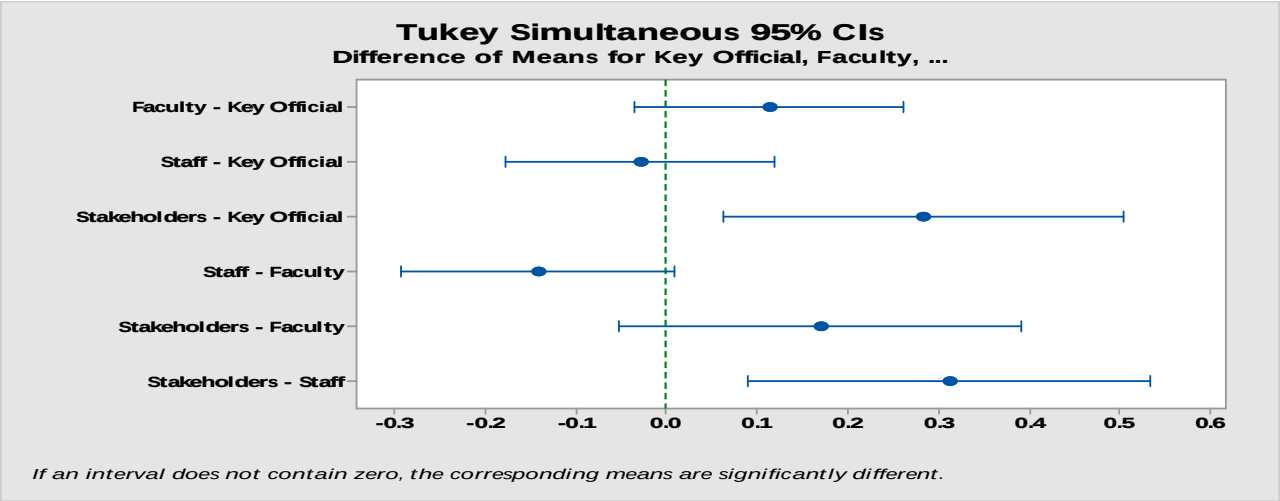

Figure 1
Tukey's Multiple Comparisons of the Means of Readiness in terms of Governance and Management

Figure 5 revealed that the multiple comparisons of the means of the responses using Turkey's Post Hoc analysis at 95% confidence interval. The figure shown that stakeholders and key officials responses as well as the stakeholders and staff responses were significantly different considering that their respective interval does not contains zero. This implies that the student which comprised most of the stakeholders under study have a substantial different point of view than the key officials and the staff. This could be attributed to the fact that they are the most affected stakeholder whenever there are changes in management.

Table 3
Difference on the Level of Readiness of HEI in terms of Quality of Teaching and Learning

Source	*N*	Mean	St. Dev.	F	P	Decision on H_o	Conclusion
Key Officials	65	3.717	0.552	2.24	0.084	Do Not Reject	Not Significant
Faculty	60	3.561	0.385				
Staff	60	3.594	0.337				
Stakeholders	18	3.476	0.278				
Total	203						

Table 3 shown that stakeholders gave the lowest mean on the quality of teaching and learning whose responses don't depart largely around the mean. When subjected to analysis, a p-value of 0.084 yields which is greater than the 0.05 level of significant that leads to the acceptance of the null hypothesis. This denote that the key informants of this study irrespective of its connection to HEI has no diverse perception on the excellence of instruction of the university. This confirms on the study of Dill (2010) found out that the interest in academic quality spread rapidly to other nations, and we now have over a quarter of a century of experience with new forms of external academic quality assurance.

The requirements of external quality assessment systems have to be interpreted and given meaning by the organizational actors involved (Rebora and Turri 2011).

Table 4
Difference on the Level of Readiness of HEI in terms of Quality of Professional Exposure, Research and Creative Work

Source	*N*	Mean	St. Dev.	F	P	Decision on H_o	Conclusion
Key Officials	65	3.385	0.349	2.17	0.093	Do Not Reject	Not Significant
Faculty	60	3.248	0.318				
Staff	60	3.288	0.338				
Stakeholders	18	3.375	0.201				
Total	203						

Table 15 revealed that faculty gave the lowest mean with a moderate dispersion of the responses compared to others. When subjected to analysis, a p-value of 0.093 yields which is greater than the 0.05 significant level that statistically leads to the acceptance of the null hypothesis. It can be deduced from the table that all the key informants in this study has the same level of perception on the excellence of expert exposure, research and creative work.

This is also confirmed the study of Stensaker et al. (2011) and Hou et al. (2015) explained that among the various dimensions of university operations, the impact of external evaluation on organizational learning is most significant but that on the development of resources is least, based on the investigations in three European countries. Some researchers also started to examine the differences of various evaluation schemes' impacts and the perceptions of different stakeholders about the impact of research is still inadequate.

Table 5
Difference on the Level of Readiness of HEI in terms of Support to Student

Source	*N*	**Mean**	**St. Dev.**	**F**	**P**	**Decision on H_o**	**Conclusion**
Key Officials	65	3.290	0.338	1.52	0.212	Do Not Reject	Not Significant
Faculty	60	3.223	0.319				
Staff	60	3.223	0.319				
Stakeholders	18	3.375	0.192				
Total	203						

Table 16 revealed that 0.212 p-value is greater than 0.005, this implies that the perception of the source was not significantly difference. These finding confirms the study of Hart (2012) explained that student persistence in an online program include satisfaction with online learning, a sense of belonging to the learning community, motivation, peer, and

family support, time management skills, and increased communication with the instructor. Persistence carries the nuance of complexity beyond mere success. Factors unrelated to knowledge have the ability to provide support, thus allowing the student to overcome hardships in completing a course.

Table 6
Difference on the Level of Readiness of HEI in terms of Relations to Community

Source	*N*	Mean	St. Dev.	F	P	Decision on H_o	Conclusion
Key Officials	65	3.276	0.343	0.39	0.759	Do Not Reject	Not Significant
Faculty	60	3.288	0.338				
Staff	60	3.288	0.338				
Stakeholders	18	3.371	0.198				
Total	203						

Table 17 shown that 0.759 p-value was greater than 0.005. This implies that there was no significant difference on the level of readiness of HEI on relations to community. This revealed that key officials, faculty and staff and stakeholders have equal perceptions to the level readiness in relations with community. This confirms the study of Ang (2010) which emphasized that community relationship management reflects what people do in communities – connect, converse, create and collaborate. Organizations can take advantage of these predispositions by using quality research and public relations, nurturing opinion leaders or advocates, placing and creating advertisements, developing new products, lowering the cost to serve and amplifying buzz and visibility for the organization.

5.0 Conclusions

Based on the findings of this study, the following conclusions are drawn:

HEI is capable of preparing to be ready for Institutional Sustainability Assessment, they have necessary enrolment, qualifications, curricular program offerings, budget and physical plant facilities to enhance the challenges encountered in operationalizing CHED horizontal typology.

The readiness of HEI for Institutional Sustainability Assessment in governance and management, quality of teaching and learning, support to students and relations to community are strength to overcome weaknesses in quality of professional exposure, research, & creative work particularly in creative work/or innovation. The University has to encourage faculty and students to participate in creative work/or innovation. However, challenges are a hindrance to meet the Higher Education Institutions standards in education.

In order to enhance the level of readiness of the institution to Institutional Sustainability Assessment HEI may consider the challenges in Governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work, support to students and relations with the community in order to meet the Higher Education Institutions standards in education.

In terms of Governance and Management, Staff and Stakeholders, Key Officials and Stakeholders have different perception on the level of readiness of HEI for CHED

horizontal typology. However, quality of teaching and learning, quality of professional exposure, research, and creative work, support to students and relations to community did not differ significantly.

Recommendations

The University should implement its development plans, supported by viable, sustainable, and appropriate resource generation strategies. It must see to it that ICT resources are properly allocated. There should be a formulated policy to contribute a creative work and innovation through its programs. Clear policies and operational guidelines on the recruitment of and support for foreign students. Enhance policies and system, processes and internationalization plan to be reflected in the extension manual.

Establish more international linkages in curricular programs, research, extension and production services. Make systems, policies and processes for faculty and staff exchange and curricular programs. Sustainable extension projects in all campuses. Three campuses have started their extension projects but needs monitoring, evaluation for re-planning, enhancement as to production and marketing of products. Other extension projects need more involvement of faculty and students. Packaging and labelling of extension products need enhancement and established partnership with DOST/DTI for funding support. There is also a need to establish Display Center, more viable demonstration farms for agriculture and fishery.

REFERENCES CITED

Ang L., (2010) Community relationship management and social media. Journal of *Database Marketing & Customer Strategy Management* (2011) **18,** 31 – 38.: 10.1057/dbm.2011.3

Burnes, B. (1996). Managing change: A strategic approach to organizational dynamics.London: Pitman.

Commission on Higher Education Memorandum Order Number 46, series 2012. Policy-standard to enhance quality assurance (QA) in Philippine higher education through an outcomes-based and typology-based QA.

Commission on Higher Education (2014). Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment.

Dill, D. D. (2010). We can't go home again: Insights from a quarter century of experiments in external academic quality assurance. Quality in Higher Education, 16(2), 159–161.

Ewell, P. T. (2010). Twenty years of quality assurance in higher education: What's happened and what's different? Quality in Higher Education, 16(2), 173–175.

Hart, L. (2012) Factors Associated with Student Persistence in an Online Program of Study: A Review of the Literature. Journal of Interactive Online Learning www.ncolr.org/jiol Volume 11, Number 1, Spring 2012 ISSN: 1541-4914

Hou, Y., Morse, R., Ince, M., Chen, H., Chiang, C., & Chan, Y. (2015). Is the Asian quality assurance system for higher education going glonacal? Assessing the impact of three types of program accreditation on Taiwanese universities. Studies in Higher Education, 40(1), 83–105.

Pfeffer, J., & Salancik, G. (2010). The external control of organizations: A resource dependence perspective. Stanford: Stanford University Press.

Ramirez, F. O., & Christensen, T. (2013). The formalization of the university: Rules, roots and routes. Higher Education, 65(6), 695–708.

Rebora, G., & Turri, M. (2011). Critical factors in the use of evaluation in Italian universities. Higher Education, 61(5), 531–544.

Shattock, M. (2010). Managing successful universities. Maidenhead: SRHE/Open University Press.

Son, N. H. (2012). Opportunities and challenges to Vietnam Higher Education in international integration. International Conference on Vietnam Higher Education in Globalization Process, Ho Chi Minh City.

Stensaker, B., Langfeldt, L., Harvey, L., Huisman, J., & Westerheijden, D. (2011). An in-depth study on the impact of external quality assurance. Assessment & Evaluation in Higher Education, 36(4), 465–478.