

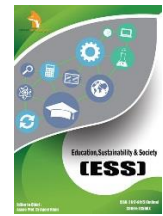


ZIBELINE INTERNATIONAL™

ISSN: 2617-9415 (Online)

CODEN: ESSDAX

Education, Sustainability & Society (ESS)

DOI: <http://doi.org/10.26480/ess.01.2023.12.15>

REVIEW ARTICLE

EVOLVING ACADEMIC CULTURE IN THE NEW NORMAL: DIRECTION TOWARDS QUALITY MANAGEMENT, EFFECTIVENESS OF POLICY IMPLEMENTATION, AND CURRICULUM ADAPTATION IN HIGHER EDUCATION INSTITUTIONS (HEIS)

Louiene Morisey R. Acedillo, Karisa L. Ticzon

Doctor in Business Administration Fellow, San Pablo Colleges

*Corresponding Author Email: ticzonissa@gmail.com

This is an open access journal distributed under the Creative Commons Attribution License CC BY 4.0, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited

ARTICLE DETAILS

Article History:

Received 28 November 2022

Revised 11 December 2022

Accepted 06 January 2023

Available online 12 January 2023

ABSTRACT

The new normal poses a challenge to the academic culture, management, and existing policies of higher education institutions. The new normal calls for the creation and implementation of a “new normal educational policy” to ensure continued quality education despite lockdowns, community quarantine, and compliance with minimum health protocols. This study aimed to determine and analyse the factors affecting the higher education institutions’ culture, management, and policies. Specifically, it analysed the effect of total quality management and the institution’s culture on the quality assurance program. To test the hypothesis that the effectiveness of quality assurance program factors is significantly related to the level of implementation of total quality management and the level of the institution’s culture, an online survey was distributed to administrators, personnel, teachers, and students of the four (4) campuses of Laguna State Polytechnic University. The results presented that the Total Quality Management and institution’s culture is significantly related to the perception of the Quality Assurance Program effectiveness. The result shows that the schools have yet to reach a high level of quality assurance program. Relative to this, the educational institution’s Total Quality Management, as well as the school culture, must be improved in order to effect a positive change toward the creation of plans and initiatives for the implementation of an effective Quality Assurance Program.

KEYWORDS

New Normal, Quality Assurance Program, Academic Culture, Total Quality Management

1. INTRODUCTION

Academics play a significant role in society by advancing knowledge, providing analysis and informing public debate, thereby having an impact in the community. Culture, on the other hand, provides the main background of knowledge increase. As an important sub culture, academic culture has a large impact on the development of knowledge creation. The global COVID-19 phenomenon has posed significant obstacles and impacted educational institutions, with no clear end in sight. Every country is currently implementing strategies and processes to deal with the virus, yet the number of infections continues to rise. In the educational context, the new normal should be considered in the formulation and execution of the “new normal educational policy” in order to maintain and provide excellent education despite lockdowns and community quarantine. Through the lens of education in the Philippines - the new educational norm - this essay discusses chances for responding to difficulties, problems, and trends that are currently developing and will arise in the future as a result of the COVID-19 pandemic.

The Commission on Higher Education granted HEIs academic independence and mandated that they use distance learning, e-learning, and other available options for students with multiple modes of delivery beginning in August 2020. Certain colleges have implemented their own policies regarding education and class openings. It will be the new normal in education, and improving educational planning and health is a priority to give every student a high-quality, inclusive, and accessible education. As a result, this review article was written to provide a clear lens of the new

normal in education (CHED, 2020). Under the “new normal”, the Laguna State Polytechnic University stopped holding in-person classes as the COVID-19 outbreak presented an unprecedented difficulty and shifted to mass online learning instead. Students were compelled to adapt to new learning arrangement because of the sudden change brought on by this health crisis which obviously could have an impact on their academic performance. LSPU strictly adheres and comply with the different government organizations in achieving quality education, new curriculum adaptation and culture transformation while ensuring the safety of the school’s stakeholders.

The objective of this study is to determine and analyse the perceived level of effects of the COVID-19 pandemic in LSPU’s four campuses under the “new normal education policy” in terms of:

- Curriculum Adaptation and the effectiveness of the Policy Implementation.
- Manifestation of School Culture and Climate.
- The Effectiveness of the Quality Assurance Program and Application of Total Quality Management

Significantly, instructional leaders, school administrators, students and future researchers will benefit from this study.

Instructional Leaders. This study will benefit instructional leaders because it may solve some of their professional issues, especially when it comes to

Quick Response Code



Access this article online

Website:
www.educationsustainability.com

DOI:
10.26480/ess.01.2023.12.15

educational trends like different programs and projects. Through this research, instructional leaders will better understand their client's expectations and demands.

Academe. The outcomes of this study will be helpful in academia because they can help promote Total Quality Management in the classroom. They can propose approaches, tactics, and procedures that will assist in the creation of a transformative school.

Students. Increasing the educational system's quality implies reaping the benefits of its excellent output. Students are the principal clients of all advancements and conscious manifestos of changes in the curriculum, human resources, and educational administration since they are the receptors of the learning process.

Future Scientists, future scholars exploring education, promotion, professional progress of instructional leaders, and adoption of best practices may find this study useful.

2. LITERATURE REVIEW

Globalization, technological advances, a push for egalitarian principles in the teaching profession, and transformative education are just a few of the changes and demands that education is facing in its socio-political, economic, technological, and academic spheres (Abulencia, 2015; Misra, 2012; Bongco and Abenes, 2019; Coulter and Greig, 2008; Kumar 2009; Laal, 2013; Wikramanayake, 2015; Bivens et al., 2009; Bourn, 2016). These pressures have pushed basic education to redesign itself in order to educate holistically formed, lifelong learners who are prepared to succeed in the twenty-first century (Abisaki, 2015; Laal, 2013; Rotherham and Willingham, 2009). The Department of Education, Culture, and Sports typically establishes curriculum policies through various orders, circulars, memos, and bulletins.

They are in line with national priorities and help to achieve them. Achieving development objectives, several laws passed by the national legislature specifically address school curriculum: Section 3(10) of Article XIV of the Constitution mandates the study of the Philippine Constitution; Section 6, Article XIV, designates Filipino as the language of instruction; and Section 19(2) of Article XIV, state that "all educational institutions throughout the country shall undertake regular sports activities in cooperation with athletic clubs and other sectors." The researchers' beliefs concerning the consequences of TQM on school leadership and improvement at the implementation level were validated by associated theories, concepts, and ideas in this study. The TQM principles are the most important to education reform, according to John Jay Bonstinglin's article "The Quality Revolution in Education." They were dubbed the "Four Pillars of Total Quality Management" by him. Synergistic Relationships is the first pillar.

This principle emphasizes the importance of teamwork and collaboration since it results in the most significant number of people receiving high-quality benefits. Continuous Improvement and Self-Evaluation is the second pillar. This philosophy encourages everyone to reach their full potential by committing to continuous improvement of their abilities. It focuses on pupils' specific strengths, learning methods, and intelligence kinds. A System of Ongoing Process is the third pillar. This states that the system in which students and educators collaborate must be reviewed to discover and eradicate problematic processes. The quality of the final product will be mainly determined by the modifications made. Leadership is the fourth pillar. Top management's vision and skills in leadership, interpersonal communication, problem-solving, and creative cooperation are crucial attributes in developing an environment where students and educators will work together to attain their greatest potential through continual development.

The above principles are relevant to the current study because they are learning quality methods for achieving a transforming school and pessimistic culture toward improving the school's processes. Commitment to work and acceptance of change are two other factors that contribute to the school's overall performance. This research focused on Total Quality Management, the culture of transforming schools, and the orientations toward a Quality Assurance program in the province of Laguna's that are adopting the CHED's Quality Assurance. The Independent Variables in the study are the Total Quality Management aspects of changing schools that were presented and studied. The synergetic relationship between external and internal stakeholders; Quality Assurance and self-evaluation, such as professional learning and recognition; the system of a continuous process, which includes the school improvement process and work quality; and the leadership style, which includes transformational and transactional leadership. The school culture is also included in the independent variables, which cover the stakeholders' contributions to the vision and mission, commission, and emotional intelligence. The Quality Assurance-related factors, which include best and worst practices, commitment to change, the school's performance, and the teacher's performance, are the study's dependent variables.

3. METHODS

The study used descriptive research method through the survey strategy. An online survey via google form was randomly administered to eighty (80) participants including Administrators, Faculty, Staff and Students of Laguna State Polytechnic University (LSPU)'s four (4) campuses. It is divided into three sections. Part I consists of the Policy Implementation and Curriculum Adaptation Factors. Part II is about the school's culture and climate of transformation, which includes contributions to vision and mission cooperation. Part III includes the measures in assessing the Effectiveness of the Quality Assurance program and if the Implementation of Total Quality Management is being met. The permission to administer the instrument to university employees as respondents was secured. Experts reviewed and validated the research instrument, and the reliability index was determined after the pilot administration. Calmorin emphasizes that the questionnaire's validity refers to the degree to which a test of measuring instrument measures what it is intended to measure (Calmorin, 2009).

Appropriate statistical tools were determined to treat the data generated by the answers. The data collected were tallied and organized in tabular format in preparation for statistical analysis. The mean and standard deviation were used to evaluate the level of Total Quality Management implementation, Business Policy Implementation, the manifestation of the school's culture, and the factors related to the effectiveness of the Quality Assurance Program. It is critical to convey the findings in a clear, succinct manner that decision-makers can understand and apply, just as it is critical to conduct a solid needs assessment. The "Analysis Report Template" tool provides a list of the important issues that should be covered in a requirements assessment or task analysis report. The report's formality was determined by the project's size and scope and the nature of the client relationship.

The researcher aimed to determine the measures of the implementation of Total Quality Management and Effective Policy Implementation, measures of the manifestation of School Culture, and the effectiveness of the Quality Assurance program. The researcher also considered the evolving academic culture in the new normal setup thru policy implementations of curriculum adaptation in HEIs that are affected by the ongoing pandemic to maintain a level of excellence in the educational system thru an innovative approach to technology.

The measures of each criterion are presented below:

Table 1: Legends

Measures of the Effectiveness of Policy Implementation	Measures of the Manifestation of School Culture	Measures of the Effectiveness of the Quality Assurance program and Implementation of Total Quality Management
5-Very Highly Evident	5-Very Highly Manifested	5-Excellent
4-Highly Evident	4-Highly Manifested	4-Very Satisfactory
3-Evident	3- Manifested	3-Satisfactory
2-Quite Evident	2-Quite Manifested	2-Fair
1-Not Evident	1-Not Manifested	1-Poor

4. RESULTS

Study results demonstrated that most of the respondents deemed that the

measures of Effectiveness of Implementation of Policy of the Laguna State Polytechnic Universities especially during this phenomenon are very highly evident (43%). Of which, 34 participants from its total population.

In addition to this, (44%) or around 35 respondents said that the Manifestation of School Culture through their vision and mission was manifested. Lastly, 39 respondents (49%) of the respondents said that the Effectiveness of the Quality Assurance Program and Implementation of Total Quality Management is met and satisfactory. The results portrayed that the measures of Total Quality Management, school culture manifestation, and the effectiveness of the Quality Assurance Program in the university are not at their optimal level. The perceived levels of TQM and school culture by the chosen students and key personnel of the university are significantly related to the success of the Quality Assurance Program. Various related studies and literature are present to support and strengthen the study. These studies and their results are deemed important by the researchers in their contribution to the academe.

According to Higher Education Institutions (HEIs), there are various advantages and downsides to implementing a new normal educational setup in the face of the ongoing global pandemic. Students did not appear to be adapted to this type of teaching during the initial adaptation of this arrangement. Similarly, to academic institutions' level of quality management, there are multiple modes of the educational system being implemented in this pandemic, such as e-learning platforms and modular learning, so that HEIs can meet the level of excellence in terms of quality management into innovative and modernized ways of teaching. As part of governmental policies, universities policy & structure, and educational programs, Commission on Higher Education (CHED) is monitoring the ongoing limited face-to-face interaction with the support of the Department of Health (DOH) by their CHED-DOH joint memorandum circular in innovating ways to sustain Total Quality Management of educational system.

5. CONCLUSION

The research focused on Total Quality Management and the culture of transforming schools towards the effectiveness of the implementation of policies towards quality assurance in higher educational institutions. Eighty respondents – students and faculty – of the LSPU in the province of Laguna were surveyed. They have proven that the Total Quality Management and school culture-related factors significantly relate to the level of effectiveness of Quality Assurance among its four campuses. The highest percentage of the respondents sought the measures of implementation of Total Quality Management as highly evident and only satisfactory for the measures of implementation of their school culture. These two main variables were significantly related to the perception of the effectiveness of the Quality Assurance Program implemented in the university deemed as "Satisfactory."

Furthermore, just as the independent factors were not at their best and optimal levels, the effectiveness of the Quality Assurance Program was just the same, with most regarding it as "Highly manifested" rather than "Very highly manifested," and to a large extent, they were directly proportional. The results drawn and interpreted conclude that public schools have yet to reach a high level of quality improvement and assurance, specifically of LSPU in Laguna. The educational institution's Total Quality Management must be improved, as well as their school culture, to further effect positive change in creating plans and initiatives toward the implementation of the Quality Assurance Program. This study showed that sustaining Quality Management and creating educational programs with the cooperation of CHED and HEIs throughout this global pandemic simply implies that unity can save and restore the educational standard of LSPU in Laguna. With the joint forces of government policies and the university, they can modify their facilities during the pandemic to prevent the virus from spreading and focus on innovative solutions such as E-learning as part of Quality Assurance on the new normal Academic Curriculum.

In achieving Total Quality Management, LSPU can consider these 4 principles: Synergistic Relationships, Continuous Improvement and Self Evaluation., System of Ongoing Process and Leadership. The study can also recommend the article entitled: The School Leader's Tool for Assessing and Improving School Culture by Christopher R. Wagner emphasizing; Professional Collaboration, Affiliative Collegiality and Self-Determination/Efficacy. A clear conclusion has been also formulated regarding the effectiveness of TQM and school culture to that of the institution's Quality Assurance Program; however, the study did not include other factors to consider.

In this regard, additional research that will address other factors or variables not mentioned by the study in affecting the implementation of the Quality Assurance Program can be conducted. Moreover, further researchers may tackle how TQM can affect other programs in the

industry's educational and non-educational sectors. Delimitations of the paper included the number of respondents, the study locale, and the methodology; thus, more research is necessary to confirm the relationship between the variables tested with a bigger population in private schools within different areas of the Philippines where face-to-face data collection is available.

REFERENCES

- Aman, A.D., 2017. Transformative community school practices and impacts: a tale of two community schools. Retrieved May 20, 2020, from <https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1462&context=etd>
- Azukas, M.E., 2019. Cultivating a blended community of practice to promote personalized learning, *Journal of Online Learning Research*, 5, Pp. 1 - 45.
- Bongco, R.T., and David, A.P., 2020. Filipino teachers' experiences as curriculum policy implementers in the evolving K to 12 landscapes. *Issues in Educational Research*, 30 (1), Pp. 19–34.
- CHED. 2020. Ched Covid-19 Advisory No. 3. Retrieved from <https://ched.gov.ph/wp-content/uploads/CHED-COVID-2019-Advisory-No.-3.pdf>
- Ednave, R., Gatchalian, V., Mamisao, J., Canuto, X., Caugiran, M., Ekid, J., Ila, M.J.C., 2018. Problems and challenges encountered in the implementation of the K to 12 Curriculum: A synthesis.
- Farooq, M.S., Akhtar, M.S., Ullah, Ziah, S., 2007. Application of Total Quality Management in Education. *Journal of Quality and Technology Management*, 3 (2), Pp. 87-97.
- Jonyo, D.O., and Jonyo, B.O., 2019. Curriculum supervision and implementation in Kenya: the role of secondary school heads. *European Journal of Educational Sciences*, 6 (2), Pp. 46-56. <https://doi.org/10.19044/ejes.v6no2a4>
- Kanellopoulou, E.M., and Darra, M., 2018. The planning of teaching in the context of lesson study: research findings. *International Education Studies*, 11 (2), Pp. 67-82.
- Kimosop, H., 2018. Administrative support provided to teachers during implementation of early childhood development, *European Journal of Education Studies*, 4 (8), Pp. 244 - 252. <https://doi.org/10.5281/zenodo.1287724>
- Kumar, R., 2009. *Information and Communication Technologies*, Laxmi Publications, Ltd.
- Lin, K.Y., Chang, L.T., Tsai, F.H., and Kao, C.P., 2015. Examining the gaps between teaching and learning in the technology curriculum within Taiwan's 9-year articulated curriculum reform from the perspective of curriculum implementation. *International Journal of Technology and Design Education*, 25 (3), Pp. 363-385. <https://doi.org/10.1007/s10798-014-9286-8>
- Molebash, P.E., Lee, J.K., and Heinecke, W.F., 2019. Teaching and learning inquiry framework. *Journal of Curriculum and Teaching*, 8 (1), Pp. 20-31.
- Moosa, V., and Shareefa, M., 2019. Sense of efficacy, perception, and knowledge. *Anatolian Journal of Education*, 4 (1), Pp. 23–38. <https://doi.org/10.29333/aje.2019.413a>
- Nawaz, H., and Akbar, R.A., 2019. Exploration of gaps between intended and enacted physics curriculum: teachers' professional development perspective. *Bulletin of Education and Research*, 41 (2), Pp. 1-10.
- Prado, N.L., 2020. Impact of Accreditation on the Quality of Academic Programs in a Private Higher Education Institution |ORCID NO. 0000-0001-6451-747X Liceo de Cagayan University, Philippines
- Rattanaprom, W., 2019. Failure of research-based learning implementation in basic education. *International Education Studies*, 12 (4), Pp. 19-23. <https://doi.org/10.5539/ies.v12n4p19>
- Rogayan Jr, D.V., and Villanueva, E.E.N., 2019. Implementation of status of K-12 social science studies program in Philippine public schools. *PEOPLE: International Journal of Social Sciences*, 5 (3), Pp. 233 - 250.

Sporn, B., 2001. Building adaptive universities: Emerging organizational forms based on experiences of European and US universities, *Tertiary Education and Management*, 7 (2), Pp. 121-134.

Taherdoost, H., 2018. Validity and reliability of the research instrument: how to test the validation of a questionnaire/survey in research. *SSRN Electronic Journal*, 5 (3), Pp. 28-36. <https://doi.org/10.2139/ssrn.3205040>

Tria, J.Z., 2020. The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal. *International Journal of Pedagogical Development and Lifelong Learning*, 1 (1), Pp. ep2001.

Ziebell, N., and Clarke, D., 2018. Curriculum alignment: performance types in the intended, enacted, and assessed curriculum in primary mathematics and science classrooms. *Studia paedagogica*, 23 (2), Pp. 175-203. <https://doi.org/10.5817/SP2018-2-10>.

