



# Assessment of the institution's compliance with the standards of quality education: Inputs to development plan

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## Abstract

Higher Education Institutions (HEIs) have become the trusted producers of countless generations of professionals who undeniably contribute to the attainment of the nation's development goals. Relatively, they are expected to become so responsive to the needs and demands of society. This study aimed to assess the compliance of the institution with the standards of quality education and used the results as a basis for the creation of a development plan. The study utilized a descriptive-normative design to compare the performance of the institution within the areas of quality education enumerated by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). In addition, one hundred forty (140) respondents, chosen through fishbowl sampling, were asked to complete the adapted survey questionnaire composed of two sections – demographic characteristics of the respondents and the extent of the institution's compliance with the standards of quality education. Furthermore, the study revealed that most respondents perceived the institution's compliance with the quality education standards to a Very Great Extent (VGE). Moreover, the study also stressed that perception of the extent of the institution's adherence to the standards varies according to their academic program and sex. Meanwhile, based on the results, some of the indicators were perceived to be significantly affected by the respondents' age, year level, and enrolment status. Given these findings, undergoing accreditation must be given attention to ensure the delivery of quality teaching-learning processes deserved by all learners.

**Keywords:** *institution's compliance, development plan, quality education, standards, community involvement*

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## 1. Introduction

Transforming lives, enhancing and shaping people's dreams, and designing the unpredictable trajectory and projection of the communities and the entire nation are envisioned to be achieved through education (Andal & Andrade, 2022). Accordingly, the 1987 Philippine Constitution's Article XIV of Section 1 emphasizes and upholds notion that a state must defend and advance every citizen's right to a high-quality education at all educational levels. The Republic Act No 7722 of 1994 on Higher Education has been considered to comply with that requirement. This served as the impetus for the creation of the Commission on Higher Education (CHED), an independent regulatory agency for higher education that oversees and encourages adherence to the established standards by all Higher Education Institutions (HEIs). In this regard, it evaluates, develops, and suggests plans, policies, and initiatives for program and plan development aimed at achieving high-quality education that fulfills the needs of every student (Fernando, 2021).

The HEI where the study is conducted has been offering college academic programs for almost twelve years. It is realized that despite setting clear goals, there are still negative comments that are prevalent relative to the delivery of education. Some students mentioned that school activities conducted are not enough to reach the institution's philosophy and objectives. Despite asking for more, they fail to be heard and instead of enjoying oneness with other students at different levels, they feel isolated. They even stressed their claim that some instructors and professors do not teach very satisfactorily in terms of the methods, strategies, and techniques they employ in the teaching-learning process including their dedication to the field. There are also areas such as laboratories, libraries, and facilities that according to them are not providing them with all their needed materials, equipment, and other related resources. Meanwhile, it can also be concluded that students find writing research difficult and irrelevant; this implies that the institution does not make the students realize its real essence. On the other hand, as empirically analyzed, students also experience the struggle of receiving more satisfying student support services in the context of admission, health services, orientation services, guidance services, and scholarships. Hence, it can be concluded that students experience problems in dealing with the different areas of the institution implying that it does not fully satisfy them.

Accordingly, the researcher concluded that the study's primary tool for getting ready for the future was evaluating the institution's adherence to the requirements of high-quality

education. Furthermore, the results of this research were used as inputs to the creation of an effective development plan for the private non-sectarian HEI within Lipa City, Philippines while strengthening the degree of compliance with the standards set for HEIs. This is in consideration of the benefits that could be provided by the study to the students, faculty and staff, administrators, and CHED.

## **2. Literature Review**

### ***2.1. Quality and Compliance***

The concept of quality is a multifaceted and intangible construct that has become the focus of numerous interpretations and perspectives in various aspects of life (Zhang, 2001; Martin, 2020). However, as time passes, the concept of quality also changes as it covers a wider scope that now refers to the characteristics of a thing or a matter that serves current and future needs. This is the level of compliance with the specifications, norms, and expectations, including goals or acceptable values (Lysenko & Zharinova, 2021). On the other hand, compliance is viewed as an important mechanism or process to ensure the successful implementation of legislation and regulations (Iksanov et al., 2021). Furthermore, Seyffarth and Kuehnel (2020) addressed the issue by clearly guaranteeing adherence to a predetermined set of guidelines, regulations, or legal standards.

This study adopted the standards listed by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) including physical plant and facilities, faculty and instruction, research, organization and administration, social orientation and community involvement, library, and laboratory.

***Academic Program.*** HEIs provide several services to all its stakeholders and an academic program is one of the educational services offered particularly to their admitted students (Iqbal et al., 2022). An academic program is a predefined learning path that consists of certain courses with or without practical work/lab work headed by an institution. Harvey (2022) as cited by Iqbal et al. (2022) found that students use their academic program as a foundation for evaluating the caliber of their education.

***Quality Education.*** Richardson (2003) as cited by Acharya (2019) stressed that there are background variables that primarily affect the students' perception of quality education. These include age, faculty, gender, hearing status, and prior qualifications. A study conducted supporting this stated that despite experiencing difficulty in starting their higher

education journey, older students have unique approaches to learning that can improve their perception of quality education (Douglas, 2020).

**Philosophy and Objectives.** Yazici (2016) as cited in Alemdar and Aytac (2022), noted that questions about educational goals, approaches, and issues along with the educational philosophy, pedagogy, and curriculum are more likely to be properly and appropriately addressed through the institution's goals and objectives. On the other hand, Tozlu (2006) and Tuncel (2004) emphasized that the philosophy and objectives affect teachers' thoughts and practices regarding classroom instructions. The study also revealed that these have an impact on the ways teachers view the curriculum. Educational philosophy can serve as guidance to teachers in realizing their roles, responsibilities, and obligations as educators (Khairani et al., 2023).

**Instruction.** HEIs seek to support a mode of learning that sustains lifelong learning and ensures job stability and relevance because education is widely regarded as the primary driver toward human equality, opportunity, and technological innovation (Mamites et al., 2022). According Mamites et al. (2022), the most crucial element in providing a high-quality education that results in the achievement of the objectives is the quality of the instruction. It was highlighted that a teacher's professional background, experience, residence, and in-service training, along with behaviors that highlight their teaching methods, attitudes, and subject-matter expertise, all play a role in how well their instruction is.

**Research.** Basu (2020) emphasized the need to conduct research. Relatively, the education system needs to transform and adapt to drastic changes required to maintain quality (Rathnakar, 2018; Basu, 2020). To try to close the learning gaps, this may be used in the teaching-learning process in the classroom. Furthermore, Pramodini and Sophia (2012) highlighted the role that research plays in enhancing policies, curriculum development initiatives, and teacher training programs. More research could offer viable answers and approaches for addressing issues that affect the sector's improvement as well as the health of the educational system and society.

**Faculty.** Teachers must consider a variety of aspects, such as how their pupils perceive, process, and respond to information in the classroom while determining which instructions to carry out or impart to them (Duschl & Wright, 1989; Ullah et al., 2021). Furthermore, the instructors or professors in HEIs are the ones who are considered change agents tantamount to what students can bring to society. Relatively, teachers consider

differentiated tasks as they believe that individuals or learners are unique and that they have their own way of acquiring information, knowledge, and competencies (Ullah et al., 2021). In relation, as many instructors see it difficult to handle so many students, they are making groups of five to eight students led by an intelligent one or a fast learner.

**Library.** HEIs are anticipated to have academic libraries that primarily support teaching and research activities in a college context, given their crucial role in providing high-quality education (Mahmood et al., 2021). The library is thought to be the greatest location for students to enhance their search and use of information skills as part of providing high-quality education. In addition, study space preferences, provisions of the latest books and periodicals, possession of a peaceful and comfortable environment with adequate study spaces, and proper lighting arrangements are among the characteristics of the library that students can enjoy visiting. Mahmood and Rehman (2021) posited that a library can support the delivery of quality education if it has adequate staff, ample furniture, sufficient library materials, and proper shelving of library materials or resources. In addition, Rodriguez (2021) asserts that the library must have enough books and other references, a computer for information access and a data bank, reading materials enough for research works, and learning software for video shows. Additionally, this must be managed by a librarian who is technically skilled to assist students and teacher needs.

**Laboratory.** Rodriguez (2021) enumerated the different characteristics of a quality laboratory. These include a functional multimedia center, structured learning resource center, and functional science laboratory and speech laboratory. To deliver quality education, there should be complete sports equipment and a covered court for athletics needs, a functional school clinic, an audio video room, a functional computer laboratory with Wi-Fi connections, and the existence of functional music room, dancing and theatre rooms. Meanwhile, De Borja and Marasigan (2020) stressed that the school's laboratory is the heart of science where individuals can put theory into practice. Furthermore, it is said to be essential in developing every student or learner holistically for this might involve complex tasks targeting the attainment of complex skills. For the students to be able to acquire learning and competencies, there should be adequate laboratory materials and apparatuses, justified class size, clear time duration for the experiment, available laboratory room, and safety measures.

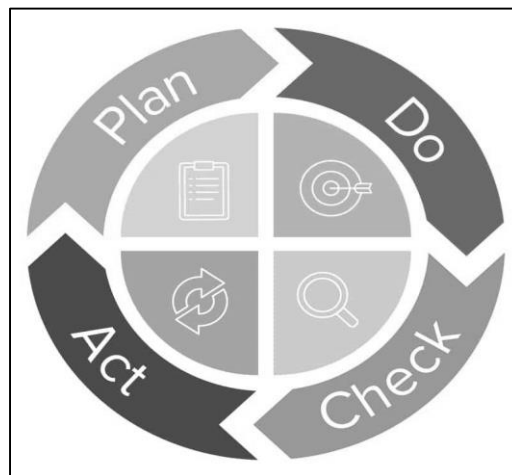
**Physical Plants and Facilities.** Institutions should also be characterized by adequate physical plants and facilities (Rodriguez, 2021). As part of delivering quality education, there should be concrete school buildings, science, speech, and computer laboratories, study shed for students, toilets for urination and disposal, covered court for physical activities, ample classroom furniture, and social spaces in and around school premises. Students' academic performance has something to do with the provision of learning facilities. Ishak (2018) claimed that having high-quality school facilities is crucial to guaranteeing both the caliber of instruction and learning as well as the attainment of a high-caliber education. This is supported by Asiabaka (2007) that many schools improved facilities as a priority to enhance learning among students believing that school facilities that are in good condition help achieve educational purposes.

**Governance.** Kadir (2019) noted in his research that prioritizing excellent governance is necessary as it is one of the fundamental pillars of high-quality education. Good governance or organization and administration is considered a major factor in improving and developing a quality education. The availability of resources, accountability, and democratic decision-making are the primary foci of the idea of governance in the context of education. Accordingly, accountability denotes that each member of the organization holds themselves responsible for a particular action taken by a predetermined strategy. Furthermore, this necessitates maintaining copious records, conducting frequent performance evaluations, and soliciting feedback from the organization's stakeholders (Okunamiri & Ajoku, 2010; Kadir, 2019).

## 2.2 Theoretical Framework

**Figure 1**

*Total quality management theory*



This study was anchored on the Theory of Total Quality Management introduced by William Edwards Deming in 1982. Relatively, this theory emphasizes that students are considered the primary customers of all education sectors who must be placed at the top as the greatest priority and, thus should be satisfied. Bringing a quality education, their needs and expectations must be met and services as well as learning outcomes should be strengthened. Moreover, it is even suggested that for the institution to continuously and consistently improve and deliver the education that every learner deserves while complying with and meeting the designed standards, the Plan-Do-Check-Act (PDCA) cycle may be used (Olmoguez et al., 2020). It is an improvement cycle based on the scientific method, which includes proposing a change in procedure, implementing it, assessing the results, and then taking the required action.

Likewise, this study was also directed to the standards stipulated by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). The PACUCOA lists the several areas or standards that each institution must keep an eye on and work to improve to provide high-quality instruction. These include physical plant and facilities, faculty and instruction, research, organization and administration, social orientation and community involvement, library, and laboratory.

Furthermore, this study was also outlined in the General Systems Theory introduced by Ludwig Von Bertalanffy in 1930. In the study conducted by Mwangeka (2020), it is emphasized that the provision of quality education by promoting and upholding the established standards can be analyzed and examined from the General Systems Theory perspective. The theory concluded that non-conformities happen in a variety of settings, including institutions. Several directives and memos issued by CHED serve as guidelines for HEIs. As described, these non-conformities mean a deviation or going away from norms or the conventional or accepted standards in society. In line with this, the theory dealt with the idea that identifying the reasons or roots of these deviances may help the institution provide solutions in coming up with a satisfying outcome.

### **3. Methodology**

A descriptive-normative research methodology was employed in the study to evaluate the degree to which the institution met the requirements of high-quality education. In general, the study was able to evaluate and understand the study's findings in comparison to the

standards or norms—which pertain to the customary and accepted methods of doing things—by using this design (Vijayamohan, 2023). On the other hand, with the use of an adapted questionnaire that underwent pilot testing, the researcher collected data from the respondents after asking for their consent and approval from the school administrator and owner. An adapted questionnaire based on the instrument introduced by the PACUCOA was developed as the primary tool for the data-gathering procedure which aimed to achieve the main objectives of the study. Furthermore, the indicators under philosophy and objectives, instruction, research, and physical plant and facilities obtained Cronbach alpha values of 0.88, 0.84, 0.88, and 0.87, respectively, interpreted as good. Meanwhile, the indicators for the faculty, library, laboratory, student services, social orientation, and community development, as well as administration and organization gained Cronbach alpha values of 0.92, 0.92, 0.94, 0.91, 0.93, and 0.96, respectively, interpreted as excellent. Considering the overall alpha value, the entire items of the questionnaire obtained 0.90, interpreted as good.

**Table 1***Demographic characteristics of the respondents*

<b>Academic Program</b>	<b>F</b>	<b>%</b>
Bachelor of Elementary Education	5	3.57
Bachelor of Science in Accountancy	10	7.14
Bachelor of Science in Business Administration – Human Resource Management	7	5.00
Bachelor of Science in Business Administration – Marketing Management	30	21.43
Bachelor of Science in Information Technology	73	52.14
Bachelor of Secondary Education – English	15	10.71
<b>Age</b>		
18 years old and below	22	15.71
19 years old	40	28.57
20 years old	25	17.86
21 years old	22	15.71
22 years old and above	31	22.14
<b>Gender</b>		
Male	67	47.86
Female	73	52.14
<b>Year Level</b>		
First Year	52	37.14
Second Year	34	24.29
Third Year	28	20
Fourth Year	26	18.57
<b>Enrolment Status</b>		
Regular	124	88.57
Irregular	16	11.43
<b>Total</b>	<b>140</b>	<b>100</b>

Table 1 shows the demographic characteristics of the respondents. Since they are thought to have first-hand knowledge of them from their time at the institution, the study



selected the students enrolled in the second semester of the academic year 2023–2024 as the main set of respondents. It is also to their advantage that they can observe how this aligns with the philosophy and objectives, faculty and instruction, library and laboratory, research, physical plant and facilities, student services, social orientation, community involvement, organization and administration, and other standards of quality education. They are the most qualified candidates to reply to the study since they are aware of how well the institution meets their requirements and demands in terms of education. The students' responses to the institution's adherence to the various criteria of high-quality education were ascertained through the survey method. This contributed to the research study's validation and increased dependability.

Descriptive and inferential statistical treatments were used to guarantee systematic and impartial data analysis and interpretation. In line with this, utilizing descriptive statistics required the use of frequency, percentage, and mean. In the context of the study, the frequency and percentage were utilized to properly present the respondents' demographic characteristics such as academic program, age, sex, year level, and enrolment status. Meanwhile, the mean was used to determine the extent of the institution's compliance with the standards of quality education. Moreover, each mean was verbally interpreted through a 5-point Likert Scale. On the other hand, the study used inferential statistics such as Kruskal-Wallis H-Test. It became useful in realizing if there is a significant difference in the student's perception of the extent of the institution's compliance with the standards of quality education when grouped according to profile such as academic program, age, sex, year level, and enrolment status. In addition, the researcher evaluated and examined these data to make recommendations and potential conclusions based on the assessment's findings. After statistical analysis of the data, verbal interpretation was provided for the quantitative findings. To solve the issue identified by the study's findings, a Development Plan was made.

#### **4. Findings and Discussion**

Data from table 2 present that most of the respondents perceived the extent of the institution's compliance with the standards of quality education in terms of the philosophy and objectives to a "Very Great Extent" (VGE), with an overall mean of 4.39 and overall standard deviation of 0.57. This shows that these are clearly stated; support the vision-

mission statement; reflect national development goals; promote desirable Filipino cultural values; seek to hone the leadership and research skills of the students; are understood and subscribed to by the faculty; integrate the holistic development of its students; are evident in all school activities; are realized through the interaction among stakeholders; and are published in a bulletin of information.

**Table 2**

*Extent of the institution's compliance with the standards of quality education in terms of philosophy and objectives*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The Philosophy and Objectives...</i>			
1. are clearly stated.	4.41	0.63	VGE
2. support the vision-mission statement.	4.51	0.63	VGE
3. reflect national development goals.	4.41	0.65	VGE
4. promote desirable Filipino cultural values.	4.38	0.72	VGE
5. seek to hone the leadership and research skills of the students.	4.41	0.71	VGE
6. are understood and subscribed to by the faculty.	4.39	0.63	VGE
7. integrate the holistic development of its students.	4.41	0.68	VGE
8. are evident in all school activities.	4.29	0.72	VGE
9. are realized through the interaction among stakeholders.	4.29	0.73	VGE
10. are published in a bulletin of information.	4.39	0.69	VGE
<b>Overall</b>	<b>4.39</b>	<b>0.57</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

The result is supported by the study of Simbulan and Taja-on (2019), which emphasized that the school's philosophy, vision, mission, and objectives are the basis of the policies and practices. They emphasized that these must be developed and clarified through a process of shared reflection on the values, beliefs, and aspirations of the school community. Hence, the results implied that having a clear institution's philosophy and objectives is indispensable for these serve as the guide or the blueprint toward achieving the fundamental purposes of the institution.

As shown in table 3, it can be inferred that most of the respondents perceived the extent of the institution's compliance with the standards of quality education in terms of the faculty to a "Very Great Extent" (VGE), with an overall mean of 4.40 and standard deviation of 0.58. Thus, many of them perceived that the faculty provides instruction aligned with the curriculum standards, organized instruction plan, and their students' individual needs; develops and implements lessons connected to several content areas/disciplines; fosters a learning environment with acceptable student behavior and efficient time use; is aware of,

and committed to, and respects multiple aspects of diversity; engages students as individuals across a range of ability levels; works with families and/or significant adults in the lives of the students; plans and delivers effective instruction in an environment that facilitates learning; demonstrates high standards for professional conduct; links professional growth to their professional goals; and demonstrates leadership in all settings.

**Table 3**

*Extent of the institution's compliance with the standards of quality education in terms of faculty*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The faculty...</i>			
1. provides instruction aligned with the curriculum standards, organized instruction plan, and their students' individual needs.	4.42	0.71	VGE
2. develops and implements lessons connected to several content areas/disciplines.	4.47	0.65	VGE
3. fosters a learning environment with acceptable student behavior and efficient time use.	4.37	0.66	VGE
4. is aware of, and committed to, and respects multiple aspects of diversity.	4.44	0.66	VGE
5. engages students as individuals across a range of ability levels.	4.34	0.78	VGE
6. works with families and/or significant adults in the lives of the students.	4.29	0.74	VGE
7. plans and delivers effective instruction in an environment that facilitates learning.	4.34	0.74	VGE
8. demonstrates high standards for professional conduct.	4.40	0.70	VGE
9. links professional growth to their professional goals.	4.49	0.62	VGE
10. demonstrates leadership in all settings.	4.44	0.68	VGE
<b>Overall</b>	<b>4.40</b>	<b>0.58</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

Relatively, the study conducted by Hall (2021) supported the findings as it showed that students often mentioned the qualities of instructors they wanted to have inside the classroom. These qualities are related to personal connection, personality, teaching techniques, and accessibility outside the classroom. Meanwhile, Hall (2021) and Madernach (2009) posited that one of the main ways to increase students' engagement in classroom activities is through fostering a personal connection between the faculty and the learners.

**Table 4***Extent of the institution's compliance with the standards of quality education in terms of instruction*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The instruction...</i>			
1. in all aspects, gives clear direction and objectives.	4.44	0.66	VGE
2. includes course syllabus and prospectus provided to the students.	4.36	0.73	VGE
3. emphasizes objectives stipulated in the Student's Handbook and Manuals.	4.46	0.67	VGE
4. promotes goals evident in the manuals and handbooks that are with the stakeholders.	4.36	0.71	VGE
5. follows the target competencies in all learning outcomes.	4.38	0.72	VGE
6. allows co-curricular activities to enhance students' skills and competencies.	4.32	0.77	VGE
7. involves the utilization of varied teaching methodologies and styles.	4.46	0.66	VGE
8. requires a complete and accurate copy of students' academic records.	4.41	0.70	VGE
9. gives importance to the academic performance of the students through proper evaluation tools.	4.54	0.65	VGE
10. involves seminars and workshops that can improve students' skills and abilities.	4.36	0.70	VGE
<b>Overall</b>	<b>4.41</b>	<b>0.57</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

Data from table 4 indicate that respondents perceived the extent of the institution's compliance with the standards of quality education in terms of instruction to a "Very Great Extent" (VGE), with an overall mean of 4.41 and a standard deviation of 0.57. These present that the instruction in all aspects gives clear direction and objectives; includes course syllabus and prospectus provided to the students; emphasizes objectives stipulated in the Student's Handbook and Manuals; promotes goals evident in the manuals and handbooks that are with the stakeholders; follows the target competencies in all learning outcomes; allows co-curricular activities to enhance student's skills and competencies; involves the utilization of varied teaching methodologies and styles; requires a complete and accurate copy of students' academic records; gives importance to the academic performance of the students through proper evaluation tools; involves seminars and workshops that can improve students' skills and abilities.

Moreover, the study of Munna and Kalam (2021) emphasized that instruction or the teaching-learning process is the combination of several elements where an instructor or

professor identifies and establishes the learning objectives and develops teaching materials with the employment of the teaching and learning strategy. These imply that instruction given by the instructors or educators must revolve around developing the students or learners holistically and must have clear directions and purpose. Having this kind of instruction will help the learners to develop all aspects of themselves providing them ample abilities and capabilities to adapt to things around them.

**Table 5**

*Extent of the institution's compliance with the standards of quality education in terms of library*

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The library...</i>				
1.	develops its vision-mission statement aligned and consistent with the institution's vision-mission statement.	4.44	0.68	VGE
2.	is strategically located close to the center of academic activity.	4.31	0.73	VGE
3.	is administered and supervised by a full-time professional librarian with a Master's Degree in Library Science.	4.42	0.74	VGE
4.	provides a variety of quality services supporting and expanding the academic programs, research, and extension services.	4.37	0.73	VGE
5.	has a Library Board or Library Council.	4.32	0.76	VGE
6.	inculcates the concept of corporate social responsibility.	4.31	0.70	VGE
7.	depends on skilled human resources with appropriate educational background.	4.39	0.67	VGE
8.	promotes continuing staff development programs with ample financial assistance.	4.36	0.67	VGE
9.	has adequate print and non-print library materials.	4.26	0.75	VGE
10.	has collections of quality, authoritative, up-to-date, and relevant resources.	4.39	0.72	VGE
<b>Overall</b>		<b>4.36</b>	<b>0.60</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

Data from table 5 emphasize that most of the respondents perceived the extent of the institution's compliance with the standards of quality education in terms of the library to a "Very Great Extent" (VGE), with an overall mean of 4.36, and a standard deviation of 0.60. This means that the library develops its vision-mission statement aligned and consistent with the institution's vision-mission statement; is strategically located close to the center of academic activity; is administered and supervised by a full-time professional librarian with a Master's Degree in Library Science; provides a variety of quality services supporting and

expanding the academic programs, research, and extension services; has a Library Board or Library Council; inculcates the concept of corporate social responsibility; depends on skilled human resources with appropriate educational background; promotes continuing staff development programs with ample financial assistance; has adequate print and non-print library materials; and has collections of quality, authoritative, up-to-date, and relevant resources.

In connection, the study by Barfi and Parbie (2023) enumerated the different characteristics of quality libraries. These include the need to have a library staff who knows to answer the user's questions, can motivate the users, and are courteous. In addition, based on the study, the library should have a place that encourages a conducive learning environment. The results implied that being the heart and soul of the school, the library must exist for this serves as the source of information and knowledge which can also be added to the things acquired by the students.

**Table 6**

*Extent of the institution's compliance with the standards of quality education in terms of laboratory*

Indicators	Mean	SD	Interpretation
<i>The laboratory...</i>			
1. is available for each program/course.	4.21	0.78	VGE
2. has adequate points of entry/exits even for emergencies.	4.36	0.74	VGE
3. has adequate lighting /ventilation.	4.31	0.72	VGE
4. has sufficient equipment and supplies allowing students to work in small groups.	4.26	0.76	VGE
5. promotes effective maintenance and repair systems.	4.30	0.72	VGE
6. stores all materials, particularly toxic chemicals properly and are labeled and put in appropriate places.	4.37	0.73	VGE
7. exists with records of use of materials/equipment showing that their use is limited to students and school personnel.	4.31	0.70	VGE
8. has evident periodic restocking and updating of materials and supplies and systems of requisitioning.	4.16	0.82	GE
9. has existing provisions for specific courses or programs.	4.26	0.73	VGE
10. provides evidence that students/laboratory personnel know the proper use of special equipment.	4.40	0.69	VGE
<b>Overall</b>	<b>4.29</b>	<b>0.61</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

Data from table 6 show the extent of the institution's compliance with the standards of quality education in terms of the laboratory that is perceived by the majority of the

respondents as a “Very Great Extent” (VGE), with an overall mean of 4.29, and standard deviation of 0.61. This indicates that the laboratory is available for each program/course; has adequate points of entry/exits even for emergencies; has adequate lighting/ventilation; has sufficient equipment and supplies allowing students to work in small groups; promotes effective maintenance and repair systems; stores all materials, particularly toxic chemicals properly and are labeled and put in appropriate places; exists with records of the use of materials/equipment showing that their use is limited to students and school personnel; has existing provisions for specific courses or programs; and provides evidence that students/laboratory personnel know the proper use of special equipment.

With a mean of 4.16, and a standard deviation of 0.82, some of the respondents considered that the institution’s laboratory has evident periodic restocking and updating of materials and supplies and systems of requisitioning to a Great Extent (GE). Moreover, the use of the laboratory can contribute to the attainment of quality education at all levels (Seid, et al., 2022). In their study, they found out that laboratory work must be improved to address problems such as lack of resources/laboratory equipment, lack of time to practice laboratory work, and students’ lack of engagement in laboratory activities. In addition, the study also supported the idea that meaningful learning can occur through laboratories when students are given ample opportunities to operate various types of equipment and materials.

The results implied that a laboratory that exists with adequate resources can support students’ learning. This allows them to gain hands-on experience with the things they will encounter when they go outside the school premises.

Data from table 7 point out that most of the respondents perceived the extent of the institution’s compliance with the standards of quality education in terms of research to a “Very Great Extent” (VGE), with an overall mean of 4.37 and a standard deviation of 0.61. These stress that the institution conducts research that supports the development and improvement of the welfare of the community and competitiveness of the nation; is published and is ready for dissemination; focuses on explanations or findings predicting the situation; emphasizes innovation or development of science and technology; employs planning, implementation, and reporting; meets the assessment standard carried out in an integrated manner; is taught by an authorized instructor who can carry out research activities, and master research methods; is supported by the provision of facilities and infrastructure; is

supervised by a team managing research activities through planning, implementing, controlling, monitoring, and evaluating, as well as reporting; and is given importance through the provision of a minimum fund. In this regard, Basu (2020) claimed that high-quality research in the field of education benefits people as well as the local, regional, national, and worldwide communities that are a part of the educational system.

**Table 7**

*Extent of the institution's compliance with the standards of quality education in terms of research*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The research...</i>			
1. supports the development and improvement of the welfare of the community and competitiveness of the nation.	4.46	0.63	VGE
2. is published and is ready for dissemination.	4.38	0.67	VGE
3. focuses on explanations or findings predicting the situation.	4.30	0.73	VGE
4. emphasizes innovation or development of science and technology.	4.37	0.72	VGE
5. employs planning, implementation, and reporting.	4.38	0.69	VGE
6. meets the assessment standard carried out in an integrated manner.	4.34	0.77	VGE
7. is taught by an authorized instructor who can carry out research activities, and master research methods.	4.36	0.76	VGE
8. is supported by the provision of facilities and infrastructure.	4.40	0.71	VGE
9. is supervised by a team managing research activities through planning, implementing, controlling, monitoring, and evaluating, as well as reporting.	4.39	0.68	VGE
10. is given importance through the provision of a minimum fund.	4.31	0.76	VGE
<b>Overall</b>	<b>4.37</b>	<b>0.61</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

The results imply that when an institution embraces and seriously conducts research, students' needs will surely be catered to as they will be correctly identified. The administration will also have a basis for the programs and projects to be implemented through conducting studies, problems, and prevailing problems are addressed by formulating appropriate solutions.



**Table 8**

*Extent of the institution's compliance with the standards of quality education in terms of physical plant and facilities*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The physical plant and facilities are characterized by...</i>			
1. air quality, ventilation, and thermal comfort ( <i>Air quality around the school is in good condition; facilities for the ventilation around the school are enough and comfortable; and ventilation technology provided is always upgraded.</i> )	4.20	0.78	GE
2. lighting ( <i>Lighting in the classroom works well; lighting is in good condition and always maintained; and lighting provided is enough for learning facilities.</i> )	4.35	0.72	VGE
3. acoustics ( <i>Noise pollution does not exist during learning in the classroom, and noise disturbances do not emerge during learning.</i> )	4.06	0.90	GE
4. quality of furniture ( <i>The furniture provided is sufficient for learning; the furniture is sufficient and makes students more comfortable for learning; and no furniture is damaged.</i> )	4.20	0.74	GE
5. allocation of seats ( <i>The number of seats and chairs is sufficient; seats and chairs provided are in good condition; and the position of chairs in the classroom makes students comfortable to learn.</i> )	4.32	0.71	VGE
6. laboratories ( <i>The laboratories are well-equipped with all the needed equipment and materials.</i> )	4.19	0.75	GE
7. library ( <i>The institution has a librarian knowledgeable and skilled in managing the library; books needed are all available; and policies are well-implemented.</i> )	4.36	0.70	VGE
8. instructional materials ( <i>Materials for teaching-learning activities are adequate.</i> )	4.31	0.70	VGE
9. health facilities ( <i>The institution has a registered nurse and a doctor; the clinic is present with an adequate supply of equipment available for students' first-aid and emergencies.</i> )	4.36	0.72	VGE
10. recreational facilities ( <i>The gymnasium is available with enough equipment and materials; the sports office and areas for recreational activities are present.</i> )	4.34	0.74	VGE
<b>Overall</b>	<b>4.27</b>	<b>0.61</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

Data from table 8 present that respondents perceived the extent of the institution's compliance with the standards of quality education in terms of the physical plant and facilities to a "Very Great Extent" (VGE), with an overall mean of 4.27, and a standard deviation of 0.61. Furthermore, these show that most of the respondents perceived that it is to a "Very Great Extent" (VGE) that the institution complies with the aspects of the physical plant and facilities in terms of lighting, allocation of seats, library, instructional materials, health facilities, and recreational facilities, with the means of 4.35, 4.32, 4.36, 4.31, 4.36, and

4.34, and standard deviations of 0.72, 0.71, 0.70, 0.70, 0.72, and 0.74 respectively. However, some of the respondents perceived that in the aspects of physical plant and facilities such as air quality, ventilation, thermal comfort, acoustics, quality of furniture, and laboratories, the institution complies with a “Great Extent” (GE).

In this regard, it is stressed that to inspire pupils to learn, there is a need for greater physical, human, and material resources of the highest caliber (Rodriguez, 2021). The study posited that the plant and facility are indispensable in the provision of a conducive learning environment among students.

**Table 9**

*Extent of the institution's compliance with the standards of quality education in terms of student services*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The student services...</i>			
1. allow students to implement school initiatives through Student Council/Government.	4.41	0.66	VGE
2. provide Guidance and Counseling Services.	4.46	0.69	VGE
3. emphasize clear criteria for student admission and guide them in choosing the appropriate program or course.	4.44	0.70	VGE
4. disseminate quickly all the updated information regarding all institutional activities.	4.34	0.73	VGE
5. promote a balance between academic development and co-curricular activities.	4.31	0.71	VGE
6. support sports development programs.	4.41	0.71	VGE
7. involve professionally trained health personnel.	4.41	0.67	VGE
8. prioritize the safety and security of the students.	4.46	0.65	VGE
9. have clear criteria for choosing the recipients of the financial assistance and scholarships.	4.44	0.68	VGE
10. embrace activities and services that promote diverse beliefs and religions.	4.44	0.67	VGE
<b>Overall</b>	<b>4.41</b>	<b>0.58</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

Data from table 9 show that the institution complies with the standards of quality education in terms of student services to a “Very Great Extent” (VGE), with an overall mean of 4.41, and a standard deviation of 0.58. These show that the student services allow students to implement school initiatives through Student Council/Government; provide Guidance and Counseling Services; emphasize clear criteria for student admission and guide them in choosing the appropriate program or course; disseminate quickly all the updated information

regarding all institutional activities; promote a balance between academic development and co-curricular activities; support sports development programs; involve professionally trained health personnel; prioritize the safety and security of the students; have clear criteria for choosing the recipients of the financial assistance and scholarships; and embrace activities and services that promote diverse beliefs and religions.

According to Johnson et al. (2022), the institutions provide a wide range of services to their students. Certain establishments offer Academic Advising and Guidance, Career Counseling and Exploration, and Student Counseling as components of their high-quality educational offerings.

**Table 10**

*Extent of the institution's compliance with the standards of quality education in terms of social orientation and community development*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The institution relates to and orients the community through...</i>			
1. having printed materials that show general characteristics of the local community.	4.04	0.89	GE
2. compiling documentary evidence on the resources of the community.	4.12	0.75	GE
3. being aware of the prevalent and recurring needs and problems of the community.	4.29	0.68	VGE
4. conducting outreach programs where stakeholders are involved.	4.42	0.74	VGE
5. informing the community and interested public about the school.	4.24	0.80	VGE
6. employing methods to create social awareness and concern among the stakeholders.	4.31	0.71	VGE
7. exposing itself and responding to the conditions and needs of the wider community.	4.29	0.71	VGE
8. involving the student/faculty and other sectors in conducting community projects.	4.32	0.71	VGE
9. coordinating with existing organizations in the wider community.	4.32	0.65	VGE
10. letting the community participate in planning, organizing, implementing, and evaluating programs and services.	4.35	0.67	VGE
<b>Overall</b>	<b>4.27</b>	<b>0.62</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

Data from table 10 reveal that the institution complies with the standard of social orientation and community development to a “Very Great Extent” (VGE), with an overall mean of 4.27, and a standard deviation of 0.62. These show that the institution relates to and

orients the community through being aware of the prevalent and recurring needs and problems of the community; conducting outreach programs where stakeholders are involved; informing the community and interested public about the school; employing methods to create social awareness and concern among the stakeholders; exposing itself and responding to the conditions and needs of the wider community; involving the student/faculty and other sectors in conducting community projects; coordinating with existing organizations in the wider community; and letting the community participate in planning, organizing, implementing, and evaluating programs and services.

On the other hand, with the means of 4.04 and 4.12, and standard deviations of 0.89, and 0.75, it is to a “Great Extent” (GE) that the institution relates to and orients the community through having printed materials that show general characteristics of the local community, and compiling documentary evidence on the resources of the community, based on the perception of some respondents. In connection, Rodriguez (2021) listed several aspects that require emphasis on society and the community. The study found that providing kids and families with information on community health, cultural, recreational, social support, and other programs and services is essential when working with society.

Data from table 11 show that most of the respondents perceived the extent of the institution’s compliance with the standards of quality education in terms of organization and administration to a “Very Great Extent” (VGE), with an overall mean of 4.35, and a standard deviation of 0.64. These point out that the institution has an organizational chart that shows all the personnel and their position; provides a copy of the school’s administrative manual; prepares a list of names, positions, and qualifications of the principal administrative officers and the support staff; hires faculty and clerical staff with clear knowledge about the school operation; applies concrete measures that promote effective communication between all sectors concerned; embraces a system that operates harmoniously and effectively; cooperates and harmoniously works with different public/private entities; develops an organizational structure of the academic organization; provides a document describing the admissions program and policies of the college; and records and documents vital administrative files.

Accordingly, school administration and organizations have an impact on students’ welfare as well as their ability to meet learning objectives (Zahid, 2020). In the meantime, educational planning should be set up, guidance and assessment should be put into practice,

and educational administration should be supervised, according to a study by Junaidi et al. (2019). This will all help to improve the quality of school organization and administration.

**Table 11**

*Extent of the institution's compliance with the standards of quality education in terms of organization and administration*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<i>The institution...</i>			
1. has an organizational chart that shows all the personnel and their position.	4.43	0.73	VGE
2. provides a copy of the school's Administrative Manual.	4.25	0.79	VGE
3. prepares a list of names, positions, and qualifications of the principal administrative officers and the support staff.	4.36	0.71	VGE
4. hires faculty and clerical staff with clear knowledge about the school operation.	4.37	0.71	VGE
5. applies concrete measures that promote effective communication between all sectors concerned.	4.33	0.71	VGE
6. embraces a system that operates harmoniously and effectively.	4.35	0.74	VGE
7. cooperates and harmoniously works with different public/private entities.	4.33	0.72	VGE
8. develops an organizational structure for the academic organization.	4.31	0.79	VGE
9. provides a document describing the admissions program and policies of the college.	4.34	0.74	VGE
10. records and documents vital administrative files.	4.39	0.77	VGE
<b>Overall</b>	<b>4.35</b>	<b>0.64</b>	<b>VGE</b>

**Legend:** 1.00-1.80 (Very Low Extent – VLE); 1.81-2.60 (Low Extent – LE); 2.61-3.40 (Moderately Extent – ME); 3.41-4.20 (Great Extent – GE); 4.21-5.00 (Very Great Extent – VGE)

The results imply that the success of the entire institution relies on the ways how it is managed and organized by the administrators. With the owners who holistically oversee the school, learners and other stakeholders will be able to achieve the set mission, vision, and goals.

Data from table 12 show that there is no significant difference in the student's perception of the extent of the institution's compliance with standards of quality education when grouped according to their academic program. Meanwhile, the result revealed p-values higher than the level of significance, thus resulting in the acceptance of the null hypothesis.

The results imply that the academic program where the respondents belong does not contribute to the way how they perceive the extent of the institution's compliance with the standards of quality education. Conversely, the research conducted by Lazic et al. (2021) highlighted that students have the freedom to select the options that best fit their needs while

considering the performance indicators that showcase key components, such as their initiative in meeting program or course requirements.

**Table 12**

*Test of difference in the student's perception of the extent of the institution's compliance with the standards of quality education when grouped according to their academic program*

Variables	$\chi^2$	p-value	Verbal Interpretation
Philosophy and Objectives	6.19	0.403	Not Significant
Faculty	5.76	0.451	Not Significant
Instruction	5.76	0.450	Not Significant
Library	2.93	0.818	Not Significant
Laboratory	8.95	0.176	Not Significant
Research	6.35	0.385	Not Significant
Physical Plant and Facilities	10.29	0.113	Not Significant
Student Services	9.37	0.154	Not Significant
Social Orientation and Community Involvement	6.18	0.403	Not Significant
Organization and Administration	7.83	0.251	Not Significant

*p-value < 0.05 significant*

However, Balindong et al. (2022) stressed that students considered the settings or the characteristics of the institution where they would enroll themselves in deciding the program they would take. Hence, the study implied that an institution that does not meet the standards or expectations of the students considering their academic program would affect their excitement and enthusiasm to study; they would not be able to realize their potential to succeed in their chosen course.

**Table 13**

*Test of difference in the student's perception of the extent of the institution's compliance with the standards of quality education when grouped according to their age*

Variables	$\chi^2$	p-value	Verbal Interpretation
Philosophy and Objectives	8.06	0.153	Not Significant
Faculty	8.04	0.154	Not Significant
Instruction	13.39	0.020	Significant
Library	5.63	0.344	Not Significant
Laboratory	4.25	0.515	Not Significant
Research	4.72	0.451	Not Significant
Physical Plant and Facilities	6.06	0.300	Not Significant
Student Services	7.11	0.213	Not Significant
Social Orientation and Community Involvement	7.14	0.210	Not Significant
Organization and Administration	7.49	0.187	Not Significant

*p-value < 0.05 significant*

Data from table 13 present that there is no significant difference in the student's perception of the extent of the institution's compliance with the standards of quality

education such as philosophy and objectives, faculty, library, laboratory, research, physical plant and facilities, student services, social orientation and community involvement, and organization and administration when grouped according to their age. The test revealed p-values higher than the level of significance, thus resulting in the acceptance of the null hypothesis. On the other hand, with the p-value of 0.020, which is lower than the level of significance, it can be inferred that there is a significant difference in the student's perception of the extent of the institution's compliance with the standards of quality education in terms of instruction. Hence, this case rejected the null hypothesis.

The overall results imply that the institution should cater to the needs of all the students and deliver them the quality education that they deserve regardless of their age. Following this, the study revealed that the age of the students is not a source of difference among the variables identified as the standards of quality education (Abellanosa et al., 2019). On the other hand, the research conducted by Iqbal et al. (2022) highlighted that elderly people generally believe that the institution offers higher-quality services than younger people.

**Table 14**

*Test of difference in the students' perception of the extent of the institution's compliance with the standards of quality education when grouped according to their sex*

<b>Variables</b>	<b><math>\chi^2</math></b>	<b>p-value</b>	<b>Verbal Interpretation</b>
Philosophy and Objectives	1.54	0.214	Not Significant
Faculty	0.33	0.567	Not Significant
Instruction	1.71	0.190	Not Significant
Library	1.81	0.179	Not Significant
Laboratory	2.46	0.117	Not Significant
Research	0.03	0.863	Not Significant
Physical Plant and Facilities	0.32	0.573	Not Significant
Student Services	0.03	0.863	Not Significant
Social Orientation and Community Involvement	0.23	0.633	Not Significant
Organization and Administration	0.01	0.905	Not Significant

*p-value < 0.05 significant*

Data from table 14 emphasize that there is no significant difference in the student's perception of the extent of the institution's compliance with the standards of quality education in terms of philosophy and objectives, faculty, instruction, library, laboratory, research, physical plant and facilities, student services, social orientation and community involvement, and organization and administration when grouped according to their sex.

Relatively, the result revealed p-values higher than the level of significance, thus resulting in the acceptance of the null hypothesis. Subsequently, the previous research findings indicated that there is no correlation between the sex of the students and the variables recognized as the benchmarks of high-quality education (Abellanosa et al., 2019).

**Table 15**

*Test of difference in the student's perception of the extent of the institution's compliance with the standards of quality education when grouped according to their year level*

Variables	$\chi^2$	p-value	Verbal Interpretation
Philosophy and Objectives	7.33	0.062	Not Significant
Faculty	9.94	0.019	Significant
Instruction	11.58	0.009	Significant
Library	5.59	0.133	Not Significant
Laboratory	1.55	0.671	Not Significant
Research	3.90	0.273	Not Significant
Physical Plant and Facilities	3.09	0.378	Not Significant
Student Services	4.16	0.244	Not Significant
Social Orientation and Community Involvement	7.68	0.053	Not Significant
Organization and Administration	9.20	0.027	Significant

*p-value < 0.05 significant*

Data from table 15 point out that there is no significant difference in the student's perception of the extent of the institution's compliance with the standards of quality education when grouped according to their year level. In relation, the p-values that are greater than the level of significance strengthen the null hypothesis. On the other hand, the data emphasized that there is a significant difference in the student's perception of the extent of the institution's compliance with the standards of quality education, in terms of faculty, instruction, organization, and administration with 0.019, 0.009, and 0.027 as p-values respectively, when grouped according to year level. In support, Dunham (2020) underlined that taking instructions into account may produce an outcome that significantly affects students' lives. The study also emphasized how important it is to follow directions in an academic setting because not doing so can impede the development of target proficiencies and general learning. Additionally, focusing on the guidance provided by the faculty following the structure and management may have an impact on grades, subject matter acquisition, and skill demonstration.

Data from table 16 present that there is no significant difference in the student's perception of the extent of the institution's compliance with the standards of quality education such as philosophy and objectives, faculty, instruction, library, laboratory, physical



plant and facilities, and social orientation and community involvement when grouped according to their enrollment status. Meanwhile, the test employed revealed p-values higher than the level of significance, thus resulting in the acceptance of the null hypothesis.

**Table 16**

*Test of difference in the student's perception of the extent of the institution's compliance with the standards of quality education when grouped according to their enrollment status*

<b>Variables</b>	<b><math>\chi^2</math></b>	<b>p-value</b>	<b>Verbal Interpretation</b>
Philosophy and Objectives	1.595	0.207	Not Significant
Faculty	2.144	0.143	Not Significant
Instruction	2.571	0.109	Not Significant
Library	2.522	0.112	Not Significant
Laboratory	1.743	0.187	Not Significant
Research	3.893	0.048	Significant
Physical Plant and Facilities	0.617	0.432	Not Significant
Student Services	5.995	0.014	Significant
Social Orientation and Community Involvement	2.698	0.100	Not Significant
Organization and Administration	4.882	0.027	Significant

*p-value < 0.05 significant*

On the other hand, the result of the study was negated by the study of Onovo et al. (2022) which stated that the physical facility should be considered significant by all students for this has a great impact on their academic performance. The study also emphasized that adequate and appropriate school facilities should be provided by the authorities to ensure effective and efficient teaching and learning activities. Thus, without appropriate and ample facilities would hinder students from realizing their fullest potential and best performance. However, the p-values of 0.048, 0.014, and 0.027, respectively clearly strengthen the idea that there is a significant difference in the student's perception of the extent of the institution's compliance with the standards of quality education, such as research, student services, and organization and administration. Comparatively, Pendon (2016) and Orogo (2022) showed that students must consider the caliber of student services provided by their institution, irrespective of their field or course.

## 5. Conclusion

The result of the study revealed that the institution's compliance with the standards of quality education such as philosophy and objectives, faculty, instruction, library, laboratory, research, physical plant and facilities, student services, social orientation, community

involvement, organization, and administration, most of the students perceived it to a “Very Great Extent” (VGE). Meanwhile, there is no statistically significant difference in the perception of the extent of the institution’s compliance with the standards of quality education in all areas when grouped according to their academic program and sex. Hence, the null hypothesis stating that there is no significant difference in the student’s perception of the extent of the institution’s compliance with the standards of quality education when grouped according to their profile is accepted. Relatively, there is a statistically significant difference in the perception of the extent of the institution’s compliance with the standards of quality education in terms of instruction when grouped according to their age. Thus, stressing that there is no significant difference in the student’s perception of the extent of the institution’s compliance with the standards of quality education when grouped according to their profile is rejected. Furthermore, there is a statistically significant difference in the perception of the extent of the institution’s compliance with the standards of quality education in terms of faculty, instruction, organization, and administration when grouped according to their year level. In support, the null hypothesis saying that there is no significant difference in the student’s perception of the extent of the institution’s compliance with the standards of quality education when grouped according to their profile is void. Moreover, there is a statistically significant difference in the perception of the extent of the institution’s compliance with the standards of quality education in terms of research, student services, and organization and administration when grouped according to their enrolment status. Furthermore, the null hypothesis emphasizing that there is no significant difference in the student’s perception of the extent of the institution’s compliance with the standards of quality education when grouped according to their profile is rejected.

Education as a continuous learning process has been considered by many individuals as the key that opens doors of opportunities and privileges that will surely uplift the status of their lives in society. Relatively, HEIs serve as one of the primary institutions that cater to the needs of every person in preparation for the reality of the world. Following this, it is very important to establish a development plan with a fundamental goal of designing solutions and institutional initiatives to address the educational challenges experienced by all students as they head toward achieving their dreams. This development plan is based on the standards that the institution should meet as part of delivering quality education.

This study highly recommends that the institution establishes a committee that is tasked to evaluate and assess the relevance of all the proposed activities of student organizations and the institution itself against the existing philosophy and objectives. To address the need for more qualified instructors and professors handling subjects in the college department, the institution may allot a budget that can support the post-graduate studies of some select faculty members, and their attendance to some important seminars and workshops that can enhance and improve their skills and abilities. In relation, to make the library more progressive and responsive to the needs of the students and other individuals, the allocation of a budget allowing the librarian and other concerned staff to promote staff development programs and purchase ample resources may be made. The institution may also design initiatives that promote inclusivity where students will feel considered. It can also be advised that the administration shall establish a concrete Quality Assurance Committee to emphasize the Internal Quality Assurance of the institution addressing all the areas and standards of quality education. Meanwhile, the institution may volunteer to undergo accreditation under a recognized accreditation committee or association to determine how much it meets the standards of quality education. Future researchers may conduct a similar study to strengthen the courage and initiative of the institution to transform into a much more responsive one that caters to the needs of all its stakeholders. On the other hand, the institution's development plan is an initial step but could be improved by action-oriented outcomes.

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