

# TOTAL QUALITY MANAGEMENT (TQM) FRAMEWORK FOR THE COLLEGE OF HEALTH SCIENCES, MARIANO MARCOS STATE UNIVERSITY

FEDERICO V. NAGTALON, Ed.D. RN\*

Department of Nursing, College of Health Sciences  
Mariano Marcos State University, City of Batac 2906, Ilocos Norte, Philippines  
[raevn23@yahoo.com](mailto:raevn23@yahoo.com)

## Abstract

This study determined the extent of practice of CHS stakeholders on TQM principles as perceived by them with the end view of evolving a content validated total quality management framework for the College of Health Sciences, Mariano Marcos State University (MMSU). The study employed the research and development (R & D) model that involved the following phases: planning, development, and validation. The study found out that students, parents, alumni, faculty, administrators and non-teaching staff often practice the TQM principles along management leadership and commitment; continuous improvement; total customer satisfaction; faculty and non-teaching staff involvement; training and education; and rewards and recognition. However, some TQM principles are not always practiced especially on rewards and recognition. Hence there is a need for a TQM framework for the College to sustain its excellent performance.

## I. INTRODUCTION

The Philippines, like other developing countries in the world, is challenged by decline in the quality of education. As reported by Robles, (2012) students who opt to go to college, run the risk that the education they pay more, may turn out to be substandard or defective. For instance, in various Licensure Examinations, statistics provided by the Professional Regulation Commission (PRC), as reported by Martin (2012), a record of 88,649 graduates took the June board examination for nurses, but only 39, 445 passed or 44.50% in 2009. Similarly, out of 641 who took the examination for physical therapists in February 2009, 335 or 52.26% passed; while in the licensure examination for pharmacists in January 2009, 56.05% (584 out of 1042) passed.

In 2010, 2011 and 2012, the national passing rates (NPR) for nursing, physical therapy and pharmacy licensure examinations were 47.78%; 44.09%; and 56.05%, respectively; in the 2011, the NPRs were 45.69% ; 49.44%; and 50.0%, respectively; and in the 2012 , the NPRs were 33.92%; 50.4%; and 51.94%, respectively.

It is quite evident that on the average, hardly 50% of the examinees in the whole country passed said examinations given from 2009 to 2012. Likewise, the trend in the percentages of the national passing rates in

each of the licensure examinations also showed a decline.

Along these lines, “CHED recently announced that more nursing programs offered by colleges and universities will be “phased out” starting February 2013 for failing to meet quality standards,” as reported by Pazzibugan (2012).

In view of the decline in education, higher education, for its part, contributes to the curbing of further deterioration of the quality of education. Higher Education Institutions (HEIs) whether public or private, are supervised by the Commission on Higher Education (CHED) created under RA 7722 otherwise known as Education Modernization Act of 1994. Among others, HEIs are mandated to promote relevant and quality education.

To respond to such mandate and deliver quality service to satisfy their customers, HEIs submit themselves voluntarily to accrediting bodies/organizations. For as Corpuz (2003), states, “Accreditation is seen as a system of evaluation based on the standards of an accrediting agency. It is a means of assuring and improving the quality of education. Its focus is the assessment of programs by external accrediting bodies using peer reviewers.”

Quality has become the byword, the key strategic factor in achieving success and the key slogan as HEIs strive for competitive

advantage in markets (Sureshchandar, et al., 2001, as cited by Dinh Thai Hoang, et al. 2005). Quality as defined by gurus, refers to conformance to “requirements” (Crosby, 1979 in Tomey, 2003); “fitness for you” Juran and Gryna (1980); a predictable degree of uniformity and dependability at low cost and suited to the market (Deming, 1986 in Pour and Yeshodhara, n.d.)

Botstingle, (2001), asserts that quality must become intrinsic to an organization if it and its people are to survive and thrive in the increasingly global marketplace of ideas, human talent, products and services. To achieve quality, the whole institution, from top management to the lowest rank, must be involved. Everyone must do his/her share to attain the vision, goals and objectives that the institution has set to achieve continuous improvement. Students are likewise involved as consumers/customers. The participation of everyone in the organization is one of the concerns of total quality management (TQM).

Total quality management, according to Sallis (2005, p.25), is “a practical but strategic approach to running an organization that focuses on the needs of its customers; it is a holistic approach to long term success that views continuous improvement in all aspects of an organization as a process and not as a short term goal.” He points out that while total quality management may not be the panacea for all the problems that beset education, it can assist institutions to manage change and to set their own agenda for dealing with the plethora of new external pressures. It is an important set of tools that can be employed in the management of educational institutions.

The importance of TQM notwithstanding, it can be noted that there had been an enormous amount of literature present on its emergence and application. Most of the studies on TQM are concerned on TQM practices, relationship development and other issues. Much less has been written about the extent of practice on

TQM principles among stakeholders.

In view of the lack of research on the extent of practice on TQM principles, this study therefore, was conceived to develop a TQM framework for excellent management of the MMSU College of Health Sciences (CHS). MMSU CHS was distinctly chosen to enhance and fortify its sterling record in the nursing, pharmacy and physical therapy programs.

## II. METHODS

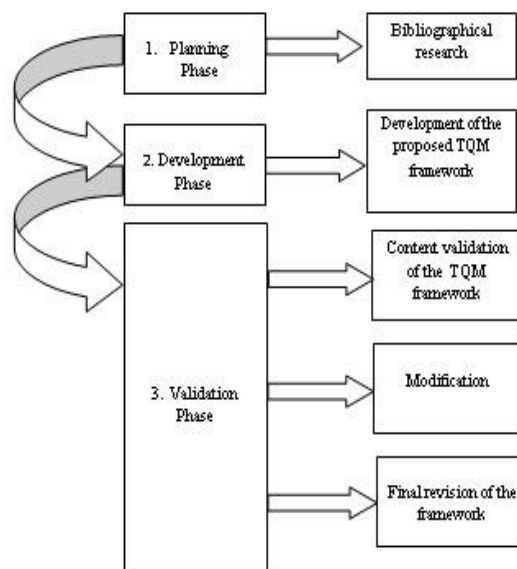
The study employed the research and development (R & D) model, also called the research-based development method for planned change in the development and validation of a TQM framework for the College of Health Sciences, MMSU. The descriptive research design was used to describe the extent of participation on total quality management practices. This study involved the following stages:

planning, developing, and evaluating.

**1. Planning.** To fully establish the basis for the development of the framework, the researcher underwent a bibliographical research or an intensive review of literature and studies and legal bases pertaining to TQM.

**2. Development.** Through the results of the survey and the bibliographical research, the researcher developed a TQM framework. After it was developed, the work was submitted to the research adviser and committee members for their appreciation.

**3. Evaluation.** In the evaluation of the TQM framework, the following steps were undertaken: a). content validation by a pool of experts from the academe. b). modification and final revision of the framework. The suggestions of the validators were incorporated to come up with a final copy of the framework for quality and excellence. The diagram below shows the steps that were undertaken in this study:



In obtaining the needed data, the following instruments were devised by the researcher with the guidance of the Advisory Committee. The questionnaires used were pretested to stakeholders outside the target institution. Then they were revised accordingly. The revised copies were shown again to the Guidance and Advisory Committee for their final imprimatur.

**A. Questionnaire on the Extent of Practice on TQM Principles as perceived by stakeholders’ (for the students, parents and alumni).**

This consisted of items that determined the extent of practice on TQM principles by the students, parents and alumni namely: Leadership Management and

Commitment; Continuous Improvement; Total Customer Satisfaction; Faculty and Non-teaching Staff Involvement; Training and Education; and Rewards and Recognition. The instrument used a five-point scale as follows: 5 - Always; 4 - Often; 3-Sometimes; 2 – Seldom; and 1 – Never.

**B. Questionnaire on the Extent of Practice on TQM Principles as perceived by stakeholders (for the faculty, administrators and non-teaching staff).**

This questionnaire gathered additional data on the extent of practice on TQM principles as perceived by the faculty, administrators and non-teaching staff namely: Management Leadership and Commitment; Continuous Improvement; Total Customer Satisfaction; Faculty and Non-teaching Staff Involvement; Training and Education; and Rewards and Recognition. The instrument used a five-point scale as follows: 5 - Always;

4 - Often; 3-Sometimes; 2 – Seldom; and 1 – Never.

**C. Semi-structured Interview Questionnaire.** This questionnaire consisted of a set of questions that elicited employers’ assessment of MMSU CHS graduates along their work attitudes and values; overall job performance; communication skills; and how they relate with their employers and fellow employees.

**D. Content Validation Instrument.**

To determine the content validity of the TQM Framework, the researcher devised the content validity instrument which consisted of objectives, strategies, persons involved and success indicators. The instrument used a five-point scale as follows: 5 - Very Highly Valid; 4- Highly Valid; 3- Moderately Valid; 2- Slightly Valid; and 1- Not Valid.

The gathered data on the extent of practice of CHS stakeholders’ were tallied, analyzed by computing the mean for each indicator. The computed means were interpreted using the following range of values with their corresponding descriptive interpretation as follows:

Range of Ratings	Descriptive Interpretation	Mean
4.51 – 5.00	Always	
3.51 – 4.50	Often	
2.51 – 3.50	Sometimes	
1.51 – 2.50	Seldom	
1.00 – 1.50	Never	

The data gathered for the validation of the TQM framework were tallied and analyzed using the mean. The computed mean were interpreted using the following range of values

with their corresponding descriptive interpretation as follows:

Range of Descriptive  
Mean Ratings Interpretation  
4.51 – 5.00 Very Highly Valid

3.51 – 4.50 Highly Valid  
2.51 – 3.50 Moderately Valid  
1.51 – 2.50 Slightly Valid  
1.00 – 1.50 Not Valid

### III. FINDINGS

Principle	Mean Rating (SPA)	Descriptive Rating	Mean Rating (FAN)	Descriptive Rating
1. Management Leadership and Commitment	3.93	Often	4.13	Often
2. Continuous Improvement	3.85	Often	4.16	Often
3. Total Customer Satisfaction	3.69	Often	3.98	Often
4. Faculty & Non-Teaching Staff Involvement			4.04	Often
5. Training and Education			3.75	Often
6. Rewards and Recognition	3.75	Often	3.74	Often
<b>Overall Mean</b>	<b>3.80</b>	<b>Often</b>	<b>3.96</b>	<b>Often</b>

Generally, all the four components on the extent of participation on Total Quality Management practices as rated by the students, parents and alumni got a mean rating of 3.80 described to be often. This means that the stakeholders are aware of such practices that lead to total quality management. Such knowledge and awareness are attributed to their background especially on the part of the students and alumni.

In the Department of Nursing, one of the courses is Nursing Management and Leadership (NCM 107A) offered to fourth year students in the first semester where concepts on total quality management are discussed. During the second semester, another three-unit course, NCM 107B is again undertaken by the fourth year students where they apply the concepts learned in NCM 107A. An elective course for fourth year students is N 164 – Quality Health Care and Nursing which is offered during the second semester further complement their knowledge on the concept of quality. In the Departments of Pharmacy and Physical Therapy, similar courses – Principles of Pharmacy Administration and Management, Organization and Administration of Physical Therapy,

respectively, are offered to fourth year students, which is why they are aware of such practices that lead to quality.

As to the faculty, administrators and non-teaching staff, all of the six components got mean ratings described as often, which means that they often participate in total quality management practices of the College. Of note is their participation in continuous improvement. This implies that everyone in the College works for the attainment of its vision and mission as well as its goals which are to provide quality education and training in order to produce knowledgeable, skillful and adaptable professional nurses, pharmacists and physical therapists; conduct relevant and applicable health and health-related research outputs; and empower the community and the people through promotion and maintenance of health, community-based rehabilitation and rational drug use. The efforts of the faculty, administrators and non-teaching staff towards continuous improvement have resulted to the high percentage of passing rates among the graduates. Already, the College produced topnotchers in the nursing, pharmacy and physical therapy licensure examinations conducted by the Professional Regulation Commission. Also the College is included

among the Top Performing Schools in the country based on the results of the licensure examinations. However, the College has not produced a one hundred per cent passing rate in said examinations for the past five years.

Another way by which the faculty improve themselves professionally is through the conduct of educational field trip. In summer 2012, the College faculty went to Mariveles, Limay and Balanga City, Bataan to visit a geriatric home, a mental hospital and a home for street children. Through such educational endeavor, the faculty widen their knowledge about obtaining situations which they can integrate in their lessons.

Aware of the benefits of continuous improvement, the faculty pursue graduate studies leading to their masterate and doctoral degrees. In the Department of Nursing, only two out of 23 faculty members have not finished their masterate degrees, while three have finished their academic requirements for the degree Doctor of Education, major in Educational Management. In the Department of Pharmacy, one graduated with the degree Doctor of Philosophy, major in Development Education; while five others out of the nine faculty are holders of masterate degrees. Only three others are about to finish their masterate degrees. Interestingly, two faculty members finished their Bachelor of Science in Clinical Pharmacy. On the other hand, only two out of the seven faculty members have finished their Master of Science in Human Movement Science and Doctor of Philosophy major in Development Education.

Attendance to seminars, trainings, conferences and fora in the local, national and international levels is another way by which the faculty participates in continuous improvement.

#### **IV. DISCUSSION**

##### **Management Leadership and Commitment**

In terms of the nine indicators reflecting their management, leadership and commitment, the students, parents and alumni believe that the administrators composing of the dean, college secretary, department chairs often participate in TQM practices as indicated by the overall mean of 3.93. While all of the indicators had means described as often, the indicator “solve problems immediately to

satisfy students’ needs” had the lowest mean (3.71) while the indicator “make students their top priority” gained the highest mean (4.13).

Similarly, the faculty, administrators and non-teaching staff have indicated that they too often participate in management, leadership and commitment practices as revealed by the overall mean of 4.13. It was revealed though that among the ten indicators “make TQM as their byword” had the lowest mean of 3.82. It implies that they are not aware of the nature of TQM; hence the need for reorientation. For as Andres (1996) mentioned, the hardest part in implementing total quality in the Philippine setting is the changing of prevailing work attitudes and sentiments and not the application of statistical or organizational techniques. The indicator “solve problems immediately to satisfy students’ needs” had the highest mean of 4.41. This implies that the faculty, administrators and non-teaching staff are quick in solving problems to satisfy students’ needs like the problems on classrooms, conflicts in class schedule, conflicts with fellow students, and the like.

**Continuous Improvement** The students, parents and alumni are often satisfied with the institution as evidenced by the mean of 3.69. Moreover, in matters pertaining to the provision of proper trainings, tools, information and empowerment required for self-management to work efficiently, which obtained the highest mean (4.23). As regards the maintenance and hygiene of facilities like toilets, washing lavatories and cafeterias, the respondents gave it an average of 3.21, which means that they sometimes participate in the upkeep of said facilities. As Andres (1996) says, “Cleanliness is not only next to godliness but is next to quality.” Workers cannot concentrate on producing quality products amidst a dirty environment.

To the faculty, administrators and non-teaching staff, they are of the belief that an unwavering focus on the employees and students is given to them often. This item received the highest mean (4.23); while the item “a round the clock network for faculty and non-teaching staff is continuously provided for them to explore new avenues of learning” received the lowest mean of 3.81, described as often. Overall, total customer satisfaction is generally rated 3.98, described as often, which implies that the faculty, administrators and non-teaching staff often participate in total customer satisfaction. This

is supported by a comment from a nursing faculty:

“We always want to maintain our record of being the top performing school in Region 1 and one of the top nursing schools in the country.”

One nursing supervisor of a tertiary hospital in Metro Manila volunteered the following information: *“Maganda ang training ng mga students nyo kasi hindi sila tumatanggi o natatakot sa anumang area mo sila ilalagay kahit sa O.R. Masaya din silang kausap kasi naipapahayag nilang mabuti ang kanilang kaisipan.”*

(MMSU students are trained very well. They perform well in any area assigned to them, even in special areas like the OR. They make a happy company because they can express themselves well).

It was also validated by another remark by a supervisor of a leading pharmaceutical firm in the locality: *“Dagitay graduates yo ket napintas ti work values da, umaydaa nasapa agtrabaho ken nasayaat ti pannakideal-da kadagiti kliente.”* (Your graduates have good work values. They come to work early and they have good attitudes towards our clients.)

An employer of PT graduates remarked:

“I employed MMSU PT graduates because of the adequacy of their academic preparation and professionalism in the work place.”

Another employer had these to say: “CHS graduates possess ability to work under pressure in coping with the day to day problems of employment.” Still another employer commented: “CHS graduates are knowledgeable especially when it comes to theories.

But they are still wanting when it comes to application.”

In general employers of CHS graduates were very satisfied with their performance in the workplace. They possess such attributes like the ability to work under pressure, and professionalism in the workplace. Besides they have good communication skills. These could be attributed to the rigorous training given to them. Besides they are exposed to quizzes, regular long examinations and practical and authentic assessments like

objective structured clinical evaluation (OSCE) for the nursing students; one-on-one practical examination and oral revalida for the PT students; and community, hospital and manufacturing pharmacy internship for the pharmacy students and a revalida. Hence the high academic standards applied translate to the impressive track record of the College in the licensure examinations.

### **Faculty and Non-teaching Staff Involvement**

In the light of their involvement, the faculty, administrators and non-teaching staff often believe that they are part of the college. While the item “they are encouraged to observe TQM behavior through a reward and recognition system” got the lowest mean of 3.91 it is still described as often. This implies that there are rewards and recognition given to the faculty and non-teaching staff in the form of merit promotion, appointment to a higher position, attendance to trainings on official business, nomination for a certain not only in the local but also in the national level. Lately, the chair of the physical therapy department was named 2012 outstanding professional of the year by the Professional Regulation Commission. Similarly, a faculty member from the pharmacy department was awarded as an outstanding thesis adviser in Region 1 in 2011. Local awards given by MMSU like loyalty and PRAISE awards were given to other faculty members of the college.

### **Training and Education**

Often, skills trainings like IV therapy, preceptorship training in specialized hospitals and clinical areas and affiliating agencies are provided to faculty; additional trainings to non-teaching staff are likewise given, obtaining the highest mean of 3.97. The college supports the faculty who go on training by way of paying half of the seminar/training fee; at other times the college also provides for those who attend trainings outside the province especially in international trainings and seminars held in the country. A male faculty remarked: *“Nakapanak Cebu City ta in-represent-ko tay schooltayo. Im-present-kotay research-ko kadagitay kakaduak a physical therapists.”* (I had the chance to travel to Cebu City as I presented my research work at the Annual Physical Therapy Convention.)

## **Rewards and Recognition**

As regards giving of rewards and recognition, the students, parents and alumni believe that rewards and recognition in the forms of medals, plaques of recognition and citations are provided. This item got the highest mean for them (3.93). On the other hand, the indicator “a suggestion box is provided and effective suggestions are rewarded by having them implemented” got the lowest mean 3.40. This must be so because while there is a suggestion box where everyone is encouraged to give his/her suggestion, the box is kept not in a conspicuous place but inside the office of the dean of the College, making it difficult to go and give suggestions.

To the faculty, administrators and nonteaching staff, they agree that often, an accurate appraisal system is conducted. This indicator received the highest mean (4.04). Every end of the semester, the faculty is evaluated by the students under their tutelage, their peers and their administrators through an evaluation form that comes in the form of a checklist. Evaluators are likewise free to write down their valuable comments and observations of the faculty. These are then collated and analyzed. Results of such evaluation are provided to the faculty for their information so as for them to strengthen those areas that need strengthening; and to overcome their weaknesses. The non-teaching staffs are likewise evaluated by their peers and their administrators. Similar to the observation of the students, parents and alumni, the item concerning the provision of the suggestion box got the lowest mean of 3.51 among the seven indicators.

A suggestion system, explains Andres (1996), stimulates constructive thinking among their employees and to give recognition to employees' ideas that can be adopted to improve the company's products, methods, operations, and working conditions. It is an important employees' relations tool and a vital factor in stimulating positive thinking. For the employees, it provides a valuable means of communication with management aside from the opportunity to earn cash, prizes and recognition.

## **Features of the Proposed TQM Framework**

The proposed TQM framework was the outcome of the integration of the assessment

of the stakeholders' extent of participation in TQM practices in the College of Health Sciences. Moreover, the comments and suggestions of experts on the content validation were integrated into the proposed framework.

Formulation of the framework was done along six (6) principles of TQM, namely: management leadership and commitment; continuous improvement; total customer satisfaction; faculty and non-teaching staff involvement; training and education; and rewards and recognition. All of these principles are geared towards quality and excellence; efficiency and effectiveness; access and equity; and relevance and responsiveness.

### **Management Leadership and Commitment**

The TQM framework formulated in the area of management leadership and commitment provide opportunities for the development of transformational formational leadership, capability building, fostering dedication, and building research expertise and other development initiatives.

### **Transformational Formational Leadership.**

Administrators must lead in changing the organization's culture through idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. They must provide a sense of direction and encourage self-management. It is a cooperative, process-focused networking.

**Capability Building.** Administrators must provide training for administrative positions. Potential administrators should be given support when they attend relevant trainings and conferences to prepare them for their tasks to avert leadership crisis.

Faculty should be provided with opportunities for skills enhancement. Through “feedforward” and peer coaching, a leader instead listens intently and asks for more ideas for the future, not “feedback” about past actions which can never be.

**Fostering Dedication.** Teaching involves a great sacrifice. Administrators should imbibe among the faculty and the non-teaching staff their responsibilities and job descriptions; regularly and continuously discuss with them their tasks and their contribution toward the

attainment of the vision, mission and goals of the University and of the College. When the school's vision is clearly communicated and articulated via oral and written means, the spirit of oneness becomes evident in the workplace.

**Building Research Expertise and other Development Initiatives.** Higher education is expected both to transmit and generate knowledge or new technology through research and to apply such knowledge and technology for enhancing productivity and improving the quality of life. Multidisciplinary research within and across the three departments will produce competitive products and services as much as form part of the innovation system that generates or provides information and data needed in formulating and implementing national programs for sustainable development.

**Showing faculty and non-teaching staff the passion, integrity and real love for people.** Knowledge in an organization begins and ends with people. The knowledge and experience that employees bring to their work is probably the greatest driver of an institution's success. What employees know helps to build an organization as well as to preserve, maintain and improve it. Some strategies like education and training, monitoring performance, hiring qualified people, motivating and by never underestimating or under-utilizing the human assets will help boost morale. If administrators show that faculty and non-teaching staff are being cared for and nourished; the human capital will surely reciprocate.

**Continuous Improvement** Continuous improvement involves personal and holistic development; professional development for the faculty; continuous upgrading of library services; periodic updating of syllabi and enriching the curriculum; collaboration or linkage with international universities/schools; creation of a functional and up-to-date CHS website; suggestion box; and broadening access to and improved equity to education.

**Personal growth and holistic development.** To ensure that the faculty continue to be at the leading edge of instruction, research, extension and production in consonance with the University's mission, goals and objectives,

they must be provided with a program consisting of activities that focus on improving the individual faculty personally based on the assumption that a better person makes a better teacher and non-teaching personnel. They must be involved in physical fitness programs, religious endeavors that touch on the spiritual side of the employees and socio-cultural programs; and broadening access and improved equity to education.

**Professional development of faculty.** The faculty play a great role in producing quality graduates; hence their capabilities should be enhanced and continuously improved. This could be addressed through the provision of opportunities for the faculty to attend trainings, seminars and other similar gatherings on official business not only at the local or national level but also at the international level conducted outside the country. They should be given equal opportunities to attend seminars to update their knowledge. By having some opportunities for academic exchange with other faculty members from other institutions, the faculty could gain valuable insights as to their best practices, which they could possibly adopt especially in matters pertaining to the preparation of students for the licensure examinations.

Agencies like the UP Manila National Teaching and Training Center (NTTC) for the Health Professions, Development Academy of the Philippines (DAP), South East Asian Ministers of Education Organization (SEAMEO) could be tapped to provide trainings to faculty to enhance their capabilities.

**Continuous upgrading of library services.** This could be done by providing updated reading materials like textbooks, magazines and journals to encourage faculty to read and learn from the expertise of the authors. Research journals likewise should be provided to update the faculty and to motivate them to undertake researches. To enable the faculty and students to access the vast knowledge resource available for free or for a minimal fee which make learning up-to-date, stimulating and global, internet facilities must be provided. Additional software and hardware must be purchased. These would encourage institutionalized online researching.

Observation tours could be done by the library staff to benchmark with modern libraries in Metro Manila or even abroad to



further improve library facilities and services to help produce quality and globally competitive graduates.

**Periodic updating of syllabi and enriching the curriculum.** There must be a regular updating of the syllabi at the end of the semester or at the end of the school year. Enriching the curriculum would entail a longer time frame. In both concerns, feedbacks from the parents and alumni are useful in updating and enriching the curriculum. To be able to update the syllabi, the faculty should attend seminars relevant to their area of specialization.

**Collaboration or linkage with local and international universities/schools.** The College should revive the faculty exchange program with the University of Hawaii at Manoa or establish linkages with other prestigious local Higher Education Institutions like the University of the Philippines, University of Sto. Tomas, St. Louis University and West Visayas State University, National University of Singapore and other universities in Southeast Asia. In this way, the faculty can gain insights into their best practices that they can adopt to promote quality education.

**Creation of a functional and up-to-date CHS website.** Through the website, communication will be facilitated; alumni, parents, employers will be updated on the information about the College; feedbacks can be easily given and acted upon.

**Suggestion box.** The suggestion box should be placed in a strategic location in the College where stakeholders can put in writing their sentiments, concerns and suggestions, if any. Some stakeholders are timid or too shy to get into the Deans' office to submit said comments. A feedback mechanism is very important in any organization for it to grow and glow.

**Broadening access to and improved equity to education.** Education is a right of every citizen as enshrined in the 1987 Constitution. A revitalized, stronger, and more feasible student financial program in coordination with the Student Council can be intensified through the conduct of an aggressive information dissemination campaign; ensuring an equal opportunity to all the students of the three departments. Moreover, scouting for more benefactors like successful alumni can be initiated.

**Total Customer Satisfaction** In line with total customer satisfaction, the following endeavors can be done to achieve it: conducting customer satisfactory survey; institutionalizing a Parent-Teachers and Non-teaching Staff Association; strengthening the Alumni Association; and improving the passing rate in the licensure examinations.

**Customer satisfaction survey.** Successful organizations quickly realize that keeping customers costs less than finding new ones. Allowing customers to give their inputs to the organization improves its efficiency and effectiveness. The use of online survey to collect feedback from the stakeholders in this computer age will facilitate the quality improvement initiatives faster. Satisfied stakeholders spread the word by recommending products and services to friends and family as an informal referral process. This practice gives the organization specific information about positive and negative perceptions. These perceptions are equally important because of the increased use of social media by people of all ages.

**Institutionalizing a Parent Teachers and Non-teaching Staff**

**Association.** There is a need to establish an organization composed of parents, faculty and non-teaching staff. The major aim of this organization is to strengthen the bond of relationship among these stakeholders. Moreover, it would be easier for the College to tap the parents' expertise and support needed in improving curricular offerings as well as physical facilities and in purchasing equipment, laboratory needs and other needs.

**Strengthening the Alumni Association.** Alumni can be involved in improving school facilities like comfort rooms, laboratories and classrooms. Considering their vast wealth of experiences, the alumni can be tapped as resource speakers or panel of experts in the fields of Nursing, Pharmacy and Physical Therapy. Likewise, they can also sponsor scholarships for faculty who want to pursue advance degrees in their respective fields of specialization.

**Improving the passing rate in the licensure examinations.** The achievement of a 100% passing percentage in the licensure examinations has been an elusive dream for the College, the attainment of which is made more difficult by the low national passing rate. To keep in stride with this premise, initiatives could be made on policies on admission, improvement of the review program and

updating of curriculum and syllabi. The College can implement a more stringent retention policy. This initiative could result to a high rate of failing grades in the professional subjects which would be the end result of the aim of improving the level of competencies and knowledge capabilities of students. The review programs of the three departments should be evaluated and reviewed by the members of the faculty. Furthermore, the comments and suggestions of alumni on the review programs would be most welcome. Likewise, enrichment of the curriculum and updating of the syllabi would be based on the framework of the licensure examinations.

### **Faculty and Non-Teaching Staff Involvement**

Necessary in achieving TQM is faculty and non-teaching staff involvement which can be attained through regular socialization among the faculty and non-teaching staff cum planning and evaluating workshop; inclusion of non-teaching staff and other stakeholders in the formulation of the vision, mission, goals and objectives of the College; and creating an Oversight Committee to oversee the cleanliness, beautification and orderliness of the College.

**Regular socialization among the Faculty and Non-teaching staff cum Planning and Evaluating Workshop.** To promote camaraderie and unity, there must be activities whereby faculty and nonteaching staff get together not only during Christmas but also during the opening and end of the school year. During the opening of the school year, they can plan the activities for the year together synergistically. At the same time, they can sit down together again to evaluate the activities of the past year to determine their strengths and those that need to be improved.

**Inclusion of non-teaching staff and other stakeholders in the formulation of the vision, mission, goals and objectives of the College.** Charting the vision, mission, goals and objectives (VMGO) of the College is a concern of all stakeholders. It is a sound idea to include them in the formulation of the VMGO so that their thoughts, concerns, and ideas will be properly dissected in a brainstorming session for the benefit of the organization. Once formulated, it should be communicated to all the stakeholders and should be revisited after three to five years. Research on the acceptability, congruency

and suitability of the VMGO should be assessed as well.

### **Creating an Oversight Committee to oversee the cleanliness, beautification and orderliness of the College.**

Cleanliness, beautification and orderliness are pleasing to the eyes not only of the beholder, but also of godliness. They are next to quality. The formulation of this committee which will be composed of teaching, non-teaching staff and the Student Council officers take initiatives in planning and implementing various undertakings related to conducive and pleasant environment where facilities are functioning properly and fully.

### **Training and Education**

Relevant to the attainment of TQM are practices in relation to training and education which can be as follows: improving the faculty profile; continuous upgrading of teaching and clinical skills and competencies of faculty; and institutionalizing a comprehensive Faculty Development and Training Program.

### **Improving the faculty profile.**

Faculty must be encouraged to finish not only their masterate but also their doctorate degrees along their lines of specialization by availing themselves of scholarships offered by the University in the country or even abroad. Or they can pursue their advance studies through online or distance learning mode.

**Continuous upgrading of teaching and clinical skills and competencies of faculty.** This endeavor could be achieved with the attendance in trainings, seminars and workshops involving team building, instructional methodologies, and leadership and continuing professional education activities. Moreover, membership in professional organizations like the Philippine Nurses Association (PNA), Philippine Pharmacists Association (PPhA), Philippine Physical Therapists Association (PPTA) would provide the faculty with the opportunity to interact with other professionals in the field. The holding of regular professional education seminars by the said associations and other related agencies would go a long way in updating the knowledge base of the faculty. Likewise, the non-teaching staff could be members of the Association of NonTeaching Administrative Personnel (ANTAP) of the University.

**Institutionalizing a comprehensive Faculty Development and Training Program.** A school is anchored and known for its strong, committed and dedicated faculty. The faculty development and training program should be properly implemented by the three departments. Through this, there is assurance that when the faculty will come back from their scholarship, then new ideas and insights can then be shared to the students.

### **Rewards and Recognition**

In the area of rewards and recognition for achieving TQM, giving everyday recognition awards, strengthening awards given to students; giving spot award; recognizing team achievement; and creating an achievers' wall are some of the measures that can be offered.

**Everyday recognition and rewards.** Employee recognition has always been an integral part in the development of the outlook of the employees. By creating a culture of recognition, employees become more engaged. Engaged employees are happy, loyal and productive. Informal rewards are the icing on the cake that keep employees motivated and engaged and their reason for coming back for more. Low or no cost recognition ideas such as presenting a certificate of appreciation for a job well done, nominating department employee of the month, making time to stop and chat with the employee, sending a handwritten note for the successful completion of a challenging task, sending flowers to an employee's family thanking them for sharing their loved ones with the College during the preparation of an important project, sending an employee for a conference and participating in a flexible work schedule would boost their morale, thus they continue working for the benefit of the institution.

**Strengthening awards given to students.** The leadership and scholastic awards should be strengthened. Said awards should not only be given during the clinical graduation rites, but during the end of each academic year to recognize deserving students who excelled in both academic and co-curricular activities as well as to motivate other students to do as well or even surpass such achievements..

**Spot awards.** The spot award program recognizes employees on an impromptu basis for their special effort to their

department or to the College. This award can be presented on the spot, when the Dean notices an employee doing something worthy. For a larger impact, the spot award can be presented during the college council meeting so the employee can be lauded by his/her peers. The experience of the recognition will last much longer than the money. It is the perfect award to present on the spot when management wants to say thank you for a job well done.

**Team achievement award.** The team achievement awards recognize teams within or across departments who meet the following criteria such as completion of an important project or milestone, provide significant positive impact on a new or existing activity, program or project, promote and demonstrate successful team collaborative behaviors, and demonstrate sustained effort. Each team member receives a certificate at a reception in their honor or awarded during the college council meeting or during the college socialization.

**Creation of an achievers' wall.** This is a permanent display area which showcases all the achievers through the years and the awards they garnered. Similar to the One Stop Information Shop, this achievement wall is located in a conspicuous place, perhaps on one of the walls in the main building of the College. Its presence could motivate alumni to keep coming back to their Alma Mater. For students, this will inspire them do their best to follow the footsteps of their predecessors. Parents, faculty and non-teaching staff would also share in the glory reaped by the achievers.

In conclusion, the CHS stakeholders often practice the TQM principles, namely: management leadership and commitment; continuous improvement; total customer satisfaction; faculty and nonteaching staff involvement; training and education; and rewards and recognition.

However, such practices of the TQM principles are not always practiced especially on rewards and recognition. Hence, there is a need for a TQM framework for the College to maintain or sustain its excellent performance.

The developed TQM Framework for the College of Health Sciences, MMSU, formulated based on a survey of the stakeholders' extent of practice is Highly Valid as assessed by the panel of experts.

The study concludes that Deming's philosophy on Total Quality Management (TQM) is still valid

## V. REFERENCES

- Andres, T. D. (1996). *Total quality management in the Philippine industrial setting*. Quezon City: Giraffe Books.
- Caldwell, K, Henshaw L, Taylor, G. (2011). *Developing a framework for critiquing health research: an early evaluation*. Retrieved March 5, 2013 from <http://www.ncbi.nlm.nih.gov/pubmed/21185111>.
- Colinares, N. E. (2005). *Philippine education in the third millennium: trends, issues and challenges, concerns*. Philippines: 6Ns Enterprises.
- Commission on Higher Education (CHED) Strategic Plan 2011-2016. Retrieved Jan.24, 2013 from [www.ched.org.ph](http://www.ched.org.ph)
- Commission on Higher Education (CHED). CHED Memoranda and Issuances. Retrieved Jan. 24, 2013 from [www.ched.org.ph](http://www.ched.org.ph)
- Corpuz, M. T. (2003, January). *Historical perspectives of the Philippine quality assurance system*. Journal of Philippine Higher Education Quality Assurance. Vol. No. 1.
- Davis, Ryan J. (2012). *The Review of Higher Education*. Volume 30, Number 1, Fall 2006. Retrieved October 28, 2013 from <http://muse.jhu.edu/journals/rhe/summary/v030/30.1davis.html>
- De Leon, H. S. (2008). *Textbook on the Philippine Constitution*. Manila, Philippines.Rex Book Store.
- Ellis, J. and Hartley C. (2009). *Managing and coordinating nursing care*. China, Lippincott Williams & Williams.
- Formoso, C. B. (2011, January 03). *Education Matters*. Philippine Daily Inquirer.
- Heverly, M. A. (1991). *Total quality management: institutional Research Applications*. Retrieved Dec. 17, 2012 from [http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&ERICExtSearch\\_SearchValue\\_0=ED335095&ERICExtSearch\\_SearchType\\_0=no&ccno=ED335095](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&ERICExtSearch_SearchValue_0=ED335095&ERICExtSearch_SearchType_0=no&ccno=ED335095)
- Marquis, B. L. and Huton, C. J. (2006). *Leadership roles and management functions in nursing: theory and application* 5<sup>th</sup> edition, Manila, Philippines: Lippincott Williams & Wilkins.
- Professional Regulation Commission Retrieved Feb.17, 2013 from <http://www.prc.gov.ph/uploaded/documents/NURS0612ps.pdf>
- Sallis, E. (2005). *Total quality management in education* 3<sup>rd</sup> edition. London N1 9JN UK: Kogan Page Ltd.