

**RESEARCH ARTICLE**

# The Quality Management System of One Polytechnic College

Jose Ariel R. Ibarrientos\*

<sup>1</sup> Camarines Sur Polytechnic Colleges  
Nabua, Camarines Sur, Philippines**Correspondence**

\*Corresponding Author.

Email:

arielibarrientos2016@gmail.com

arielibarrientos@cspc.edu.ph

**Abstract**

The purpose of this research is to evaluate the Quality Management System (QMS) of Camarines Sur Polytechnic Colleges (CSPC) as an ISO 9001-2015 certified state college and identify the benefits derived by the college along with its certification. Process owners, teaching and non-teaching personnel, and students' perceptions were validated using weighted mean and rank order statistical designs. The study revealed that they were satisfied with the customer focus, leadership, engagement of people, process approach, continual improvement, evidence-based decision-making, and systematic approach to management. As a result of the ISO certification of the college, it gained a positive image to the community and raised to competitors' level or even at a higher level, increased the quality of services, and raised staff awareness were among the positive remarks of the college stakeholders. As an ISO-certified institution, the college was able to identify difficulties early on, allowing for swift solutions to avoid repeating mistakes and achieving local, national, and international quality recognition. As an ISO-certified institution, the college was able to identify difficulties early on, allowing for swift solutions to avoid repeating mistakes and achieving local, national, and international quality recognition. There is no significant difference in perceived satisfaction among the three groups of respondents, according to Friedman's test. Although the analysis reveals a high level of satisfaction, a proposed suggestion will make the college's QMS more vibrant and value-adding.

**KEYWORDS:**

ISO, ISO 9001:2008, QMS, Quality Management System, ISO Certified

## 1 | INTRODUCTION

International Organization for Standardization (ISO) is the world's largest non-profit organization to develop and publish international management system standards on various objects such as ISO 9001:2008 for Quality Management system, ISO 14001:2004 for Environmental Management System (EMS), ISO 22000:2005 for Food Safety standards, and other certifications.

It is optional for an organization to select individual standards for implementation and certification by a competent third-party organization known as a "certification bodies", but because they have become increasingly competitive, a significant portion of such organizations were unaware of the true benefits of implementing systems were fully realized or not.

The ISO has had a significant positive impact on the institution's growth. For example, according to a study conducted in Spain and Iraq, ISO certification has enhanced documentation procedures, management through evaluation, the school's projected image, management resources, and clientele satisfaction. Furthermore, their professors have influenced educational outcomes,

workloads, and organizational culture Arribas Díaz and Martínez-Mediano (2018). This certification has pushed their institution to meet the objectives of an institutional transformation that has gotten them closer to their aim. Similarly, ISO certification has resulted in a higher yield on impact in teaching and learning processes in schools that have undergone ISO certification. Tutorials, evaluation, and classroom teaching approaches improved in educational institutions that went through this evaluation procedure Fernández-Cruz, Rodríguez-Mantilla, and Fernández-Díaz (2019). This accreditation enables the institution to improve its institutional status and realign its policies, norms, and implementation to worldwide quality standards.

After the primary certification assessment for ISO, organizations are supposed to be visited periodically, say at least once a year. However, many such assessments revealed that the system performance was remarkable, and even attaining a "minimum compliance" level was a big deal for those so-called certified organizations or institutions.

State Universities and Colleges in the Philippines, like other public services, are expected to demonstrate quality services for the following reasons: (1) competition between education institutions both local and world market, (2) CHED recommended closure of specific HEI's and programs that do not meet the standards for excellence, (3) under normative financing scheme, HEI would be given budget allocation according to the number of students which is determined by the ability of HEI to provide quality education Sisno (2017).

Because of the numerous issues that typically occur, such as the HEI's culture transitioning to the "standard" desired, the procedure may be laborious and arduous. The process of compliance, the planning phase, the production of papers, the response to the changes to be implemented, compliance requirements, task management, and limited resources are all issues. These concerns batter the institutions and employees and have emphasized the significance of orientation and information dissemination to achieve the higher positive response of the people. Thus, commitment and program evaluations should also be done during the implementation to achieve the certification's success Santos and Leodegario (2021).

As part of CSPC's commitment to quality and excellence, and to provide a useful service to its stakeholders, the college has applied for an international certification, such as ISO 9001:2008, in the Quality Management System (QMS). As a result, CSPC applied for ISO certification in 2013, stating in its quality policy, *"CSPC commits to provide quality education and services that satisfy its clients and stakeholders, thereby producing world-class professionals through continual improvement of all its programs."*

The college was finally awarded as one of the certified institutions by TUV SUD Asia Pacific TUV SUD Group that established and applied Quality Management System for Provision of Tertiary and Graduate Education, Degree and Non-Degree Programs, Research and Extension Services which will value for three (3) years and yearly audits on April 30, 2013 and June 13-14, 2013.

CSPC has been ISO 9001:2008 certified for three (3) years by the certifying organization. Along with the TUV SUD accreditation, quality management has had a big impact on its services, as one of the company's main goals is to deliver excellent service to its customers. As seen by the survey results conducted each semester, customer feedback increased dramatically from poor to good. However, despite its efforts to provide 100 percent quality service, there are still some areas that may be improved. This isn't surprising for an ISO-certified company, given that accreditation and its quality objectives are all about ongoing improvement. The ISO standard assists staff in increasing client satisfaction by implementing quality-oriented practices. When these are put in place, work becomes more efficient, and the organization's goal is met Celik and Hakan Ölcer (2018). The advantages that ISO may provide to the educational institution will keep it current and help it reach its goals. In this regard, the researcher aims to assess the effectiveness of the college's Quality Management System (QMS), which is accredited by the TUV SUD certifying authority, and to make recommendations that will ensure that the institution continues to provide an effective service.

This research was performed to establish the level of satisfaction among three groups of respondents: the process owner, teaching and non-teaching personnel, and students, along the college certification through the TUV-SUD certifying organization. Specifically, its goal is to find out how satisfied respondents are with customer focus, leadership, employee engagement, process approach, improvement, and proof of decision making; determine if there is significant agreement among the different groups of respondents on the quality of the college's management system after ISO certification; determine the benefits derived by the college as a result of ISO certification; and, based on the study's findings, make recommendations to improve the college's quality management system.

## 2 | METHODOLOGY

Because this study solely evaluated the respondents' reported satisfaction and a college quality management system based on ISO 9001-2015 standards, it employed a descriptive research method. This study's respondents are drawn from a total enumeration

of the process owners, which includes deans, directors, heads of various divisions, teaching and non-teaching professionals, and students. Through random sample, 312 students and 55 faculty members were identified, and 15 process owners were found through 100% sampling.

A self-made question and the ISO 900:2015 Quality Management System Requirement checklist were also used by the researcher. Before distributing the questionnaire to additional Contract of Service personnel and Part-Time faculty members, copies were submitted to specialists for assessment, validation, and approval to ensure its validity. The mean was used to determine how satisfied respondents were with the college's quality management system. The Kendall Coefficient Test was used to examine whether the respondents' perceived pleasure was significantly correlated.

Qualitative terms were quantified using a Likert-type point scale. The verbal description and the scores utilized to determine the perceived satisfaction towards the quality management system of the college are as follows: 4.50-5.0: Highly Satisfied (HS); 3.50-4.59: Satisfied (S); 2.50-3.49: Slightly Satisfied (SS); 1.50-2.49: Not Satisfied; and 1.0-1.49 (No Opportunity to Observed (NOO)).

### 3 | RESULTS AND DISCUSSION

The 2018 PBB criteria, as well as ISO certification among SUC, are required to achieve PBB compliance. When the college applied for Stage 1 Audit in the year 2000, it was followed by Stage 2 Audit. Now, CSPC has been an ISO certified institution for five years. The college's Quality Management System has improved significantly since the last audit report. The leadership ideals, outstanding efforts of faculty devotion, and countless accolades obtained as a model of quality and exceptional education and service are just a few of them.

The researcher gathers information from our key stakeholders, including process owners, teaching and non-teaching professionals, and students, about their perceptions of the college's Quality Management system after it was certified.

#### 3.1 | Customer Focus

Customer focus implies that work organizations depend on their customers, and therefore organizations shall understand the current and future customer needs and to be able to meet customer requirements and strive to exceed customer expectations. Customers are the bloodstream of any organization International Organization for Standardization (2016). Acceptable management practices aim to enhance reasonable customer satisfaction and achieve continual improvement of its performance in pursuit of better-quality management services.

Customer satisfaction must be monitored and analyzed for the quality management system to improve over time. Customer surveys, customer evaluation reports, and other methods can be used to keep track of it. The researcher asked how far their expectations as an ISO-certified college achieved consumer focus satisfaction throughout the previous three years of certification.

Table 1 shows the perceived satisfaction with regard to customer focus, which includes the following indicators: the college's customer satisfaction level has improved since certification; customer complaints have been addressed quickly and accurately; customer complaints have decreased since certification; customer feedback has been obtained effectively; and stakeholders have been met on a regular basis, and their perceptions have been documented and managed. According to the data, respondents are satisfied with the CSPC's services, with an average weighted mean of 4.24.

Another evident data presented in the customer focus is the customer satisfaction survey being conducted to measure how the different college units serve satisfied clients. The customer satisfaction survey is being done every semester. Data revealed that the institution's satisfaction rate was only Good from the first survey conducted last January 2013, with numerous negative comments and low ratings. However, in the last survey, the institutional satisfaction rate was Excellent, and the identified poor rating and negative comments were gradually reduced. This research suggests that continuous improvement, which is one of the quality policy's highlighted conspicuous aspects, is desirable for continuous improvement. (Source: Customer Satisfaction Survey Result)

Customer focus is also addressed and expressed in the ISO standard requirement through engaging with customers, caring for customer property, and determining customer requirements and expectations, according to this data. Because of the high satisfaction of the stakeholders, it suggests a good management framework and management service in the university Pagatpatan (2020).

**TABLE 1** Perceived Satisfaction as to Customers Focus

<b>Costumer Focus</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Process Owner	4.41	Satisfied
Students	4.29	Satisfied
Teaching and Non-Teaching Personnel	4.04	Satisfied
<b>Averaged Weighted Mean</b>	4.24	Satisfied

### 3.2 | Leadership

Continuous management support from top management is required for practical implementation of the QMS. As a result, strong leadership from top management and the process owner is required. Leadership includes the following: 1) the management review is conducted effective and adds values; 2) the top management of the college has been tailored to suit the organizations; 3) the college is aware of its scope of its ISO responsibility; 4) internal audits check the system's values and transactions; and 5) the college provides excellent incentives, promotions, and bonuses to encourage employees to work hard. The findings are reflected in Table 2 where the process owners, teaching and non-teaching personnel, and student respondents rated this as satisfactory with an average weighted mean of 4.07.

Based on the data acquired, the researcher concludes that leadership quality necessitates the establishment of organizational unity of purpose and direction. This is where college leaders should focus on increasing motivation. They oversee building a work environment where staff are encouraged to succeed in the college's activities. Rather than irritate subordinates, leaders should inspire and motivate them. The findings are complemented by studies conducted by Al-Najjar and Jawad (2011), which show the factors that hinder the implementation of the standards in the quality management system under ISO standards which include lack of commitment by the top management. Top management commitment is essential to get standards to work in any organization. An excellent or high-performing organization, according to Carnall (2008), must show care for future human resource development, quality, excellence, reward system, and attention on consumers and all stakeholders. According to the findings of the current study, the college must provide good rewards and incentives to its employees.

**TABLE 2** Perceived Satisfaction as to Leadership

<b>Costumer Focus</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Process Owner	4.30	Satisfied
Students	4.17	Satisfied
Teaching and Non-Teaching Personnel	3.81	Satisfied
<b>Averaged Weighted Mean</b>	4.07	Satisfied

### 3.3 | Engagement of People

The quality principle of people's involvement implies that all employees in an organization are essential, and their full involvement enhances productivity and benefits to the organization. The table shows the perceived satisfaction of the three groups of respondents as Engagement of People. It was found that although the process owners are delighted with a weighted mean of 4.56 still, the average weighted mean is 4.17, interpreted as Satisfied. This comprises the following indicators: the college's brand image has improved since certification; ISO system awareness among the personnel is high; people are familiar with the policy, departmental objectives, and individual goals.

The data implies that the concept of people behind this principle is the transition from operating to cooperating among its organization like the Camarines Sur Polytechnic Colleges. By examining designs and setting objectives at the college's various functions as an organization, this idea must be reflected in the standard. As a result, it is believed that employee work engagement and satisfaction will improve work performance Briones et al. (2021). It is also vital to create a work atmosphere to encourage

**TABLE 3** Perceived Satisfaction as to Engagement of People

<b>Costumer Focus</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Process Owner	4.56	Highly Satisfied
Students	4.09	Satisfied
Teaching and Non-Teaching Personnel	3.88	Satisfied
<b>Averaged Weighted Mean</b>	4.17	Satisfied

employees, establish suitable internal communication channels, and set competency requirements. The more a positive work atmosphere fosters a positive working connection, the more satisfied employees will be and the better they will perform. This is supported by Giatman's study, which found that work motivating variables directly relate to improved school achievement Giatman (2016).

### 3.4 | Process Approach

In order to respond to a customer request, the organization must be concerned with internal processes. A work process is a set of operations or activities that convert the input into intermediate outputs at each step until the final outputs are met. The management's responsibility is to identify processes needed to produce and deliver the services to satisfy the customer. Based on the data in table 4, it was found out that the perceived satisfaction of the respondents was generally Satisfied with an average weighted mean of 3.98. The process approach includes the following indicators such as: learning knowledge sharing are encouraged well in the college; since certification, problems that arise are regularly monitored; since certification, the value of documentation is simplified, reduced and supports the system as well; and all working processes are correctly disseminated, and identify opportunities for continual improvement was adequately addressed.

The data also suggests that the quality principle, often known as the process method, can be used to assess the college's efficacy and efficiency. The organization will not be effective or efficient unless it has been thoroughly studies, developed, monitored, maintained, and updated on a regular basis. In the study of De Leon (2017), ISO certification accelerates the development of the frontline service standards and customer satisfaction most significantly when a process approach is adopted and implemented. A sustainable quality approach is also achieved when certain factors are addressed, such as leadership and control changes.

**TABLE 4** Perceived Satisfaction as to Process Approach

<b>Costumer Focus</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Process Owner	4.19	Satisfied
Students	4.05	Satisfied
Teaching and Non-Teaching Personnel	3.69	Satisfied
<b>Averaged Weighted Mean</b>	3.98	Satisfied

### 3.5 | Continual Improvement

Improvement is referred to as "continual" or "continuous," with "continual" meaning "without gaps or interruptions" and "continuous" meaning "repeated constantly and frequently." The college must migrate from error correction to course correction, which is what CSPC needs to do as an organization. Identifying improvement procedures, identifying improvements, and analyzing documents and processes for areas where improvements can be made. As a result, Kumar and Balakrishnan (2011) argue that continuous development of the organization's overall performance should be a constant goal.

Table 5 shows the respondents' perception on Continual Improvement with an average weighted mean of 4.14 interpreted as Satisfied. This includes the following indicators: continual improvement in the college are accounted and documented; process quality and efficiency have been improved since certification; continual improvement of work operations was adequately

monitored and addressed since certification; staff knowledge is developed systematically, and job responsibility, authority, and accountability are well defined.

**TABLE 5** Perceived Satisfaction as to Continual Improvement

<b>Costumer Focus</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Process Owner	4.19	Satisfied
Students	4.05	Satisfied
Teaching and Non-Teaching Personnel	3.69	Satisfied
<b>Averaged Weighted Mean</b>	3.98	Satisfied

This continual improvement of the university is a wise strategy in sustaining its implementation of quality standards. The quality's focus is not hitting the spotlight to the "customers or clients," and the educational institutions should likewise be prepared with the performance measures and pieces of evidence that will report the best practices and quality improvements of the educational institution, which are two of the criteria examined across the universities ]Liston (1996).

### 3.6 | Evidenced-Based Decision Making

The effective decision is based on the analysis of data and information. As shown in ??, the respondents' perceived satisfaction as to evidence-based decision-making has an average weighted mean of 4.23 interpreted as Satisfied.

It means that the process owners, students, and teaching and non-teaching professionals have observed decision-making procedures that are not based on people's emotions or opinions, but rather on evidence that is available to deliver a remarkable and objective decision in a variety of situations. These also state that ISO certification helps to raise professionalism by increasing awareness, improving, and enhancing the effectiveness of management and decision-making processes Ratnasingam, Yoon, and Ioras (2013).

**TABLE 6** Perceived Satisfaction as to Evidenced Based Decision Making

<b>Costumer Focus</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Process Owner	4.41	Satisfied
Students	4.29	Satisfied
Teaching and Non-Teaching Personnel	4.05	Satisfied
<b>Averaged Weighted Mean</b>	4.23	Satisfied

### 3.7 | System Approach in Management

Identifying, understanding, and managing a system of interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its objectives. These objectives are shown in Table 7 which are the perceived satisfaction of the organizations along with clear linkages between the process owners and the top management; the QMS is part of the organization's processes of the college, not a side project, and the quality policy is in place management direction, communicated in the organization, and tracked for progress. It shows that this section has an average weighted mean of 4.27 with a verbal interpretation of satisfied. As one of the major officials in the ISO certification, this signifies that the process owners are satisfied that the certification as an ISO-certified institution is a significant factor and an effective method of implementing its college management organization. This study supports the research of Mallak, Bringelson, and Lyth (1997), which found that firms seeking ISO 9001 accreditation should be decisive, team-oriented, and value dependability, with a focus on detail esteem uncommon in a cooperative domain with strong relational ties.

**TABLE 7** Perceived Satisfaction as to Relationship Management

Customer Focus	Weighted Mean	Verbal Interpretation
Process Owner	4.52	Highly Satisfied
Students	4.28	Satisfied
Teaching and Non-Teaching Personnel	4.01	Satisfied
<b>Averaged Weighted Mean</b>	4.27	Satisfied

### 3.8 | Significant agreement among the different groups of respondents on the quality of the management system of the college

This data presents the signed agreement on the three groups of respondents' perceptions relevant to the quality of the college's management system after the ISO certification. Using the Kendall Coefficient of Concordance test, the result shows that leadership, process approach, improvement, evidence-based decision making, and system approach management show no significant results. This means that the computed value is lower than the tabular value. Hence, the null hypothesis was accepted that there is no significant agreement among the three groups of respondents' rated satisfaction along the areas presented.

The computed value is higher than the tabular value; hence, the hypothesis was rejected. This data implies that the three groups of respondents have different views regarding customer focus and engagement. Taking a note in the result, the process owners rated this as *Highly Satisfied*.

**TABLE 8** Significant difference among the different groups of respondents on the quality management system of the college

	Computed $F_r$	Degree of Freedom	Tabular $\chi^2$ 0.05	Decision on $H_0$	Interpretation
Customer Focus	9.548	4	9.488	Reject	Significant
Leadership	6.467	4	9.488	Accept	Not Significant
Engagement of People	9.654	4	9.488	Reject	Significant
Process Approach	8.067	4	9.488	Accept	Not Significant
Continual Improvement	5.933	4	9.488	Accept	Not Significant
Evidence-Based Decision Making	0.033	4	9.488	Accept	Not Significant
System Approach Management	3.133	4	9.488	Accept	Not Significant

## 4 | CONCLUSION AND RECOMMENDATION

Quality management system is an aspect in the educational institution that should be emphasized to improve its reputation and credibility both in the national and international community. Hence, certifying bodies are opportunities for an institution to claim the standard of excellence it implements. Based on this study's findings, it was concluded that respondents are satisfied with the quality management system of the Camarines Sur Polytechnic Colleges. A significant difference was also established along with customer-focus and engagement of people. A significant agreement was established with leadership, process approach, continual improvement, evidence-based decision-making, and system management approach. This is supported by Rajaram (2008), who mentioned that ISO certification had many advantages like market competitiveness, consistency in quality, improved productivity, employee involvement, staff morale, and job satisfaction Rajaram (2008). A high degree of agreement attests to the existence of a quality system in a higher educational institution. The findings support Laguador's (2015) argument that reaching excellence is an indefinite process of delivering due diligence in enhancing quality products and services that is bounded by the unattainable objective of perfection's metrics Laguador (2015).

The researcher recommended that the administration regularly visit its quality management and evaluate its performance to achieve high customer satisfaction. The college should plan and implement the monitoring, analysis, and improvement of its processes needed in the college to ensure the college customer's satisfaction. Customers feedbacks should be monitored, recorded, and acted upon for continuous improvement.

## References

- Al-Najjar, S. M., & Jawad, M. K. (2011, August). ISO 9001 Implementation Barriers and Misconceptions: An Empirical Study. *International Journal of Business Administration*, 2(3), p118. Retrieved 2022-01-01, from <http://www.sciedu.ca/journal/index.php/ijba/article/view/347> doi: 10.5430/ijba.v2n3p118
- Arribas Díaz, J. A., & Martínez-Mediano, C. (2018, February). The impact of ISO quality management systems on primary and secondary schools in Spain. *Quality Assurance in Education*, 26(1), 2–24. Retrieved 2022-01-01, from <https://www.emerald.com/insight/content/doi/10.1108/QAE-06-2016-0028/full/html> doi: 10.1108/QAE-06-2016-0028
- Briones, M. R., Yazon, A. D., Sarmiento, M. B., Ang-Manaig, K., Buama, C. A. C., & Tesoro, J. F. B. (2021, May). Examining the Work Engagement, Job Satisfaction, and Performance of Faculty in One State University in the Philippines. *Psychology and Education Journal*, 58(5), 7–24. Retrieved 2022-01-01, from <http://psychologyandeducation.net/pae/index.php/pae/article/view/5120>
- Carnall, C. A. (2008). *Managing change in organizations* (5. ed., [Nachdr.] ed.). Harlow: Financial Times Prentice Hall.
- Celik, B., & Hakan Ölcer, (2018, November). The Effect of ISO 9001 Quality Management System on Education Institutions (A Case Study of Ronaki Duhok Education Company in Iraq). *Int'l Journal of Management Innovation Systems*, 3(1), 6. Retrieved 2022-01-01, from <http://www.macrothink.org/journal/index.php/ijmis/article/view/13596> doi: 10.5296/ijmis.v3i1.13596
- De Leon, P. C. (2017). Sustaining Total Quality Management in an ISO 9001:2008 – Certified Philippine Local Government Unit: The Case of Calapan City. *Journal of Management and Development Studies*, 6, 23–42.
- Fernández-Cruz, F. J., Rodríguez-Mantilla, J. M., & Fernández-Díaz, M. J. (2019, July). Assessing the impact of ISO: 9001 implementation on school teaching and learning processes. *Quality Assurance in Education*, 27(3), 285–303. Retrieved 2022-01-01, from <https://www.emerald.com/insight/content/doi/10.1108/QAE-09-2018-0103/full/html> doi: 10.1108/QAE-09-2018-0103
- Giatman, M. (2016, Jul.). Building school organizational work culture through the implementation of quality management system iso 9001: 2008. *GEOMATE Journal*, 12(30), 132–139. Retrieved from <https://geomatejournal.com/geomate/article/view/1247>
- International Organization for Standardization. (2016). *Selection and use of the ISO 9000 family of standards*. Retrieved from <https://www.iso.org/cms/render/live/en/sites/isoorg/contents/data/publication/10/02/PUB100208.html>
- Kumar, D. A., & Balakrishnan, V. (2011). A study on ISO 9001 Quality Management System Certifications – Reasons behind the failure of ISO certified Organizations. *Asian Journal of Management*. Retrieved 2022-01-01, from <https://www.semanticscholar.org/paper/A-study-on-ISO-9001-Quality-Management-System-%E2%80%93-the-Kumar-Balakrishnan/454fb49276fcf701e40b734f86dd31914d8ab2df>
- Laguador, J. (2015). Philippine Quality Assurance Mechanisms in Higher Education towards Internationalization. *Studies in Social Sciences and Humanities*, 3(3), 156–167.
- Liston, C. (1996). Can ISO 9000 Work for the Education Sector? *Journal of Institutional Research in Australasia*, 5, 14–24.
- Mallak, L. A., Bringelson, L. S., & Lyth, D. M. (1997, June). A cultural study of ISO 9000 certification. *International Journal of Quality & Reliability Management*, 14(4), 328–348. Retrieved 2022-01-01, from <https://www.emerald.com/insight/content/doi/10.1108/02656719710170611/full/html> doi: 10.1108/02656719710170611
- Pagatpatan, A. J. (2020). Resource Management Practices and Stakeholders' Satisfaction of a State University in the Philippines. *Journal of Critical Reviews*, 7(19), 7468–7479. doi: 10.31838/jcr.07.19.851
- Rajaram, S. (2008). *Total Quality Management* (10th ed.). Dreamtech Press.
- Ratnasingam, J., Yoon, C., & Ioras, F. (2013, 01). The effects of iso 9001 quality management system on innovation and management capacities in the malaysian furniture sector. *Bulletin of the Transilvania University of Brasov, Series II:*



*Forestry, Wood Industry, Agricultural Food Engineering*, 6, 63-70.

Santos, K. E. S., & Leodegario, D. M. (2021). Difficulties and Problems Encountered in ISO 9001:2015 implementation in the Philippines. *International Journal of Advanced Engineering Research and Science*, 8(5), 455–461. Retrieved 2022-01-01, from <https://ijaers.com/detail/difficulties-and-problems-encountered-in-iso-9001-2015-implementation-in-the-philippines/> doi: 10.22161/ijaers.85.53

Sisno, R. (2017). Conformance on Quality Management System of One State College in the Philippines as Basis for ISO Certification. *Asia Pacific Journal of Multidisciplinary Research*, 5(4), 94–103.

**How to cite this article:** J. A. R. Ibarrientos, (2021), The Quality Management System of One Polytechnic College, *Journal of Education, Management and Development Studies*, Vol. 1 No. 3

This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.