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# Perspectives on Batangas State University's direction toward sustainable culture of quality

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This research aims to delve deeper into the concept of quality culture within the context of Philippine higher education institutions (HEIs). Specifically, it examines Batangas State University – Pablo Borbon's stakeholder perspectives on the prevailing attitudes, beliefs, and behaviors related to quality assurance culture practices, this study seeks to uncover insights into the factors that contribute to the establishment and sustenance of a well-founded quality culture. Through keen analysis, this research aims to provide valuable insights and recommendations for enhancing the quality assurance culture within Philippine HEIs covering the management, leadership, organizational culture, and values, thus, aiming to contribute to the broader discourse on excellence and improvement in higher education.

## KEYWORDS

perspectives, quality culture, sustainable culture of quality, management and leadership, organizational culture and values

## 1 Introduction

In recent years, higher education institutions (HEIs) worldwide have placed significant emphasis on cultivating a sustainable culture of quality to adapt to the progressive educational expectations. In the Philippines, Batangas State University, The National Engineering University (BatStateU, The NEU) has emerged as a prominent institution dedicated to advancing such a culture, aligning its strategies with national development goals and international quality benchmarks. A study by [Godoy \(2019\)](#) assessed BatStateU's organizational quality and excellence, and identified prospects and opportunities for sustainable development to situate the university as a preferred choice for students.

This study delves into the perspectives of BatStateU's stakeholders—administrators, faculty members, employees, and students—regarding the university's trajectory toward establishing a sustainable culture of quality. The central question guiding this study is: *What are the perspectives on Batangas State University's direction toward a sustainable culture of quality?* This inquiry seeks to capture the diverse perspectives of stakeholders, and provide a comprehensive understanding of the university's progress and challenges in embedding quality assurance practices across its ecosystems. Quality assurance in institutions such as BatStateU transcends traditional frameworks, developing into a progressive and adaptive system that responds effectively to the needs of administrators, faculty, employees, students, and society as a whole. This adaptability enables for educational standards that remain relevant and impactful amidst changing academic, technological, and socio-economic settings.

Central to this vision is the concept of a sustainable culture of quality, which the researcher defines as a deeply embedded, institution-wide commitment to maintaining and enhancing quality assurance across all operations over time. Unlike transient or compliance-driven efforts, sustainability in this context refers to the enduring integration of quality principles into the university's tenet, processes, and outcomes. It is a continuous improvement mentality that

thrives through the active participation of all stakeholders—administrators, faculty, employees, and students.

The sustainability of this culture hinges on the role each stakeholder plays in upholding quality assurance. Administrators, for instance, steer the strategic direction by establishing policies and allocating resources which prioritize quality. Faculty members contribute by designing curricula and delivering instruction that align with both academics and emerging industry demands. Students, as active participants, engage in the learning process and provide feedback that drives refinement, while staff ensure the effective execution of operational and support systems. Together, these roles create a collaborative ecosystem where quality is not an imposed mandate, but a shared value reinforced through collaboration, accountability, and innovation.

In an innovative higher education institution, this sustainable culture of quality manifests as a responsive framework that anticipates and adapts to change—whether it be advancements in pedagogy, shifts in workforce needs, or global sustainability goals. The integration of technology-driven teaching methods or embedding ethical considerations into program outcomes reflects a forward-thinking approach to quality assurance. By intentionally promoting such a culture, the institution ensures that quality is not a static achievement but a dynamic, self-perpetuating process that endures across time and contexts.

The study is anchored in two theoretical frameworks: (1) Organizational Culture Theory and (2) Stakeholder Theory. The first theory suggests that the values, norms, and practices shared by members of an institution play a fundamental role in shaping its operations and outcomes. This framework highlights the central role of culture in driving performance, adaptability, and innovation within an organization. According to a study by [Ogbuana and Alenoghena \(2021\)](#), universities with a well-defined culture of quality tend to perform better in accreditation processes because their organizational values directly align with academic and operational goals, ensuring that quality standards are met across the institution. In addition, aligning organizational culture with strategic goals ensures that the vision of academic excellence permeates every level of the institution, guiding decision-making processes and promoting a unified approach to continuous improvement ([Kundu and Gahlot, 2019](#)). BatStateU's Strategic Plan 2019–2029 places a strong emphasis on the need to align organizational culture with its academic mission. It highlights the importance of developing a shared sense of purpose among all stakeholders, including faculty, students, and administrators, to ensure that the university's strategic objectives are met. The plan focuses on creating an environment where innovative and transformative solutions are developed to address both academic and societal challenges. Recent research has suggested that such alignment drives quality improvements and enhances the university's ability to adapt to changes in higher education and societal needs ([Hopper et al., 2022](#)). In addition, a study by [Lee et al. \(2020\)](#) on the impact of organizational culture in higher education institutions indicated that universities with strong and clear cultures of quality were more successful in obtaining accreditations and maintaining high standards of academic excellence. This reinforces the idea that a university's cultural alignment with its mission directly impacts its capacity to meet the requirements of sustainable culture of quality.

Stakeholder Theory, as introduced by [Freeman \(1984\)](#) and expanded upon in more recent works (such as [Greenwood, 2020](#)),

suggests that the interests and concerns of various stakeholders—such as students, faculty, staff, government agencies, and the local community—must be considered when making organizational decisions. Stakeholder Theory emphasizes that organizations should not focus solely on maximizing profits or achieving internal goals, but must also address the needs and expectations of a broad range of stakeholders, including those outside of the institution. In the context of BatStateU, this means that decisions regarding the development of a culture of quality must consider the perspectives of various stakeholders. The university's Strategic Plan 2019–2029 highlights the need to integrate the interests of stakeholders in the decision-making process. For instance, aligning the university's academic offerings with the needs of the local and global labor market is essential for preparing students for future success. Furthermore, ensuring that faculty and staff have the resources and support necessary to excel in teaching and research is vital for fostering a culture of quality. This approach is consistent with recent research, such as that by [Akinwale et al. \(2022\)](#), which stresses that stakeholder engagement is key to creating an inclusive environment where quality is not only expected but is also systematically pursued across all levels of the institution. More recent advancements in Stakeholder Theory have also shown the importance of balancing multiple stakeholder interests, particularly in academic settings. For example, a study by [Mitchell et al. \(2019\)](#) suggested that universities can achieve better educational outcomes by ensuring that their strategies and cultural norms reflect the diverse interests of students, faculty, alumni, and the wider community.

Understanding the perspectives of Batangas State University's stakeholders—administrators, faculty members, employees, and students—is essential in assessing the university's progress toward establishing a sustainable culture of quality. This research aims to delve into these perceptions, focusing on two primary objectives. The first objective seeks to determine stakeholders' views on the university's attainment of a sustainable culture of quality, emphasizing the dimensions of management and leadership, as well as organizational culture and values. Effective management and leadership are pivotal in driving institutional goals and fostering an environment conducive to quality and excellence. Similarly, a strong organizational culture and shared values underpin the collective commitment to these objectives.

The second objective aims to explore the perspectives of administrators, faculty members, employees, and students regarding BatStateU's progress toward a sustainable culture of quality. Each stakeholder group offers unique insights: (1) administrators: their strategic decisions and leadership styles significantly influence the university's direction and commitment to quality initiatives. A study by [Godoy \(2019\)](#) highlighted the importance of governance and management in achieving organizational quality and excellence at BatSU; (2) faculty members: As primary agents of education, their engagement with quality teaching practices and curriculum development is crucial to the university's mission. [Sipacio \(2015\)](#) emphasized the role of faculty in enhancing quality assurance through course syllabi alignment with institutional goals; (3) employees: their support roles and interactions contribute to the overall operational effectiveness and quality of services provided. A study by [Ruiz and Junio-Sabio \(2012\)](#) underscored the necessity of integrating quality assurance into institutional management and planning, affecting all members of the university community; and (4) students: their experiences and satisfaction levels are direct indicators of the university's success in implementing quality measures. The research

by Godoy (2019) also addressed the importance of student support services and process management in achieving quality outcomes.

The present study necessitates a comprehensive exploration of stakeholder perceptions regarding the university's commitment to sustainability and quality. This study aims to provide insights which can inform strategic initiatives to enhance Batangas State University's (BatStateU) educational offerings and institutional culture. The research begins by introducing the problem statement, emphasizing the importance of understanding stakeholder perspectives to guide the university's strategic direction. Recognizing the diverse stakeholders—including administrators, faculty members, employees, and students—is crucial, as their perceptions can significantly influence the implementation and success of quality initiatives.

A thorough review of existing literature provides the necessary context for the study. Theoretical frameworks such as Organizational Culture Theory and Stakeholder Theory are explored to understand how organizational culture influences perceptions of quality and how stakeholder interests shape their views on institutional quality. For instance, studies have shown that stakeholder participation in school management enhances learners' academic achievement, highlighting the importance of involving various stakeholders in educational processes (Bouchert and Rendtorff, 2016). Additionally, research indicates that leadership styles significantly impact organizational performance, suggesting that the way leaders engage with stakeholders can influence perceptions of quality (Klein et al., 2013).

## 2 Methodology

This research employed a mixed-method approach which integrated qualitative and quantitative research methodologies (Creswell and Plano-Clark, 2018), to investigate the perspectives of four specific groups of key stakeholders engaged in sustaining quality culture in Batangas State University – Pablo Borbon. The objective was to explore stakeholder perspectives and utilize structured questioning to enable them to elaborate on their individual viewpoints (Patton, 2015).

Qualitative analysis allowed for a detailed examination of stakeholders' unique experiences, and contextual factors shaping sustainability endeavors, whereas quantitative analysis provided numerical data to evaluate the stakeholders' perceived level of attainment regarding BatStateU–PB's progression toward establishing a sustainable quality assurance culture. Further, the analysis engaged a diverse group of stakeholders through interviews and focus groups. This approach ensured that the study captures a wide range of perspectives, which reflected the multifaceted nature of university operations and culture. It also involved identifying key themes related to management and leadership, organizational culture, and values. For example, transformational leadership has been associated with positive organizational outcomes, emphasizing the role of leadership in shaping organizational culture and, consequently, perceptions of quality (Klein et al., 2013).

The findings are interpreted in light of the university's goals, discussing their implications for enhancing a sustainable culture of quality. Understanding stakeholder perceptions can inform strategies to align BatStateU's initiatives with the expectations and needs of its community, which will produce a more inclusive and effective quality culture. The study concludes by summarizing the

insights gained and proposing recommendations for Batangas State University to strengthen its commitment to sustainability and quality, based on stakeholder feedback. These recommendations aim to guide the university in refining its policies and practices to better serve its diverse stakeholders and achieve its sustainability objectives.

Ultimately, this research will leave a lasting impact by demonstrating that quality culture in higher education is a multifaceted system that must be co-created, continuously assessed, and refined through the shared experiences, insights, and contributions of the academic community. By viewing quality through the lens of stakeholder experiences and institutional realities, HEIs can move beyond and take concrete steps toward establishing a culture of quality that is both meaningful and sustainable within their organizations.

## 3 Settings and sampling

In this study, the researcher allocated specific sample sizes to each stakeholder category. For the strata of administrators, permanent faculty members, and permanent employees, a census approach was adopted. This entailed the inclusion of all individuals within these groups at the BatStateU–PB campus, resulting in complete participation of 45 administrators, 94 permanent faculty members, and 24 permanent employees. This method was chosen to maximize the accuracy and reliability of data collected from these smaller, well-defined groups, in order to ensure that the perspectives of all key institutional personnel were fully represented. In contrast, the student stratum which constituted the largest segment of the campus population, required a different sampling strategy due to its size. The total student population at BatStateU–PB for the Second Semester of Academic Year 2023–2024 was 17,780. Using the Raosoft calculator, a sample size of 377 students was selected. The selection of student respondents was determined using a sampling technique appropriate to the study's scope and resources; however, the purposive sampling technique was tailored to enable adequate representation across the student population. This approach was chosen to reflect the diversity of perspectives and roles within the institution. This enables the development of targeted interventions and strategies that are likely to be effective and sustainable in evaluating the differences between the stakeholders.

The research utilized a purposive sampling technique to select participants who are most likely to provide rich, relevant insights into the university's quality culture. These participants were drawn from a diverse cross-section of the university community, which included: (a) university administrators: key figures such as deans, department heads, and senior university administrators who play a key role in defining and enforcing quality assurance policies; (b) faculty: a selection of academic staff members from various departments to capture their experiences with academic standards, teaching practices, and their perceptions of leadership's commitment to quality; (c) administrative staff: A mix of administrative personnel who are involved in implementing and overseeing quality assurance processes, ensuring that the study includes those who manage institutional operations; and (d) students: a sample of undergraduate and students from different disciplines to represent diverse perspectives on the learning environment and quality assurance practices.

## 4 Data collection

The data collection was done through the administration of the survey questionnaire and the conduct of the Focus Group Discussion. After the careful formulation of the survey questionnaire, it was presented to practitioners and experts for face and content validation ensuring the clarity, precision and comprehensiveness of the items' content. Pilot testing was done, and Cronbach-alpha was used to determine the questionnaire's reliability and internal consistency. The result of the reliability test yielded a value of 0.963 which is greater than 0.7 making it reliable and an appropriate tool to gather data. The administration of the questionnaire to the participants of the study followed which took them 15 min to accomplish. The data obtained through the questionnaire were tallied and organized and subjected for statistical treatment.

The conduct of the Focus Group Discussion (FGD) was done and each session involved 12 participants which lasted nearly an hour. It was carried out in English using the Google meet video conferencing platform, that allowed for efficient communication across distances. The discussion was recorded with the consent of all the participants allowing for effective analysis of the participants involved. The transcriptions were made verbatim to capture the responses accurately, then returned to each of the participant individually, allowing them to review and confirm the correctness of their contributions.

## 5 Analysis

To effectively analyze the data gathered quantitatively through the survey questionnaire, appropriate statistical scale was employed coupled with the applicable statistical treatment.

To capture the perceived level of attainment of the university's direction toward a sustainable culture of quality, the researcher employed a 7-point Likert scale to score the responses, from each of the two-part section of the survey:

Point	Scale	Verbal interpretation
7	6.50–7.00	Strongly agree
6	5.50–6.49	Agree
5	4.50–5.49	Slightly agree
4	3.50–4.49	Neutral
3	2.50–3.49	Slightly disagree
2	1.50–2.49	Disagree
1	1.00–1.49	Strongly disagree

The questionnaire contained two-part indicators specifically for (a) management and leadership, and (b) organizational culture and values. Administrators, often draftspersons of institutional policies, offered strategic insights into how quality systems and sustainability goals were designed and implemented. Permanent faculty members, as stewards of academic excellence, provided perspectives rooted in their delivery of education and research within these frameworks. Administrative employees, encompassing support staff and operational personnel, contributed a practical understanding of how quality and sustainability played out in day-to-day functions, from

facilities management to student services. Students, the primary recipients of BatStateU's educational mission, brought a user-centered viewpoint, reflecting their direct encounters with campus life and learning environments.

The data collected in this study were subjected to certain statistical treatments. The data were coded, tallied, and tabulated for better presentation and interpretation of the results. Weighted Mean (WM) is used to quantify stakeholders' perspectives on Batangas State University's quality assurance culture by assigning different weights to responses based on their significance, and offered a nuanced view of how various groups prioritize aspects such as leadership and organizational values. Standard Deviation (SD) is also used to measure the level of agreement or disagreement among stakeholders, with a low SD indicating consensus and a high SD reflecting diverse opinions, which aided in pinpointing areas needing further alignment or improvement. Lastly, Verbal Interpretation (VI) translates the numerical results from the Weighted Mean into qualitative categories such as "Strongly Agree" or "Strongly Disagree," which will provide for a clear, actionable understanding of stakeholder sentiments toward different dimensions of the university's quality culture.

On the other hand, the qualitative data from the FGD were analyzed using the narrative analysis technique which focuses on the structure, content, and context of the narratives or responses given by the participants. This technique was used to uncover deeper meanings and interpretations that reflect the specific objective of the study which is to explore the perspectives of the stakeholders relative to the attainment of BatStateU toward sustainable culture of quality. The responses that were developed from the individual analysis were discussed and finalized in a group's research meeting. This discussion was primarily done to establish the reliability and accuracy of generated responses.

## 6 Findings

The findings highlighted in this section offer insights into the underlying factors which contribute to the sustainability of quality assurance culture at Batangas State University – Pablo Borbon campus, and thus substantiate that there exists a shared commitment to maintaining and enhancing quality assurance practices among the major groups of stakeholders.

The findings were drawn from the data presented in [Tables 1, 2](#) tackling the perceived level of attainment of the University's Direction Toward Sustainable Culture of Quality and Organizational Culture and Values in Batangas State University Pablo Borbon campus, respectively. Also, the findings on the perspectives of stakeholders relative to the level of attainment of BatStateU toward sustainable culture of quality drawn from the FGD are presented.

### 6.1 Perceived level of attainment of the university's direction toward sustainable culture of quality

As shown in [Table 1](#), administrators have an obligation in articulating a clear vision and mission that applies throughout the organization. The high composite means of 6.56, and interpreted as Strongly Agreed, emphasizes their confidence in the clarity and

TABLE 1 Management and leadership in Batangas State University – Pablo Borbon campus.

Indicator	Administrator			Faculty			Employee			Students		
	WM	SD	VI	WM	SD	VI	WM	SD	VI	WM	SD	VI
Articulates a clear vision and mission for the institution that emphasizes a commitment to quality education and continuous improvement	6.56	0.503	Strongly Agree	5.94	0.827	Agree	6.54	0.509	Strongly Agree	6.38	0.794	Agree
Develops and manages and implement strategic plans that prioritize quality enhancement initiatives	6.56	0.503	Strongly Agree	5.83	0.757	Agree	6.50	0.511	Strongly Agree	6.38	0.806	Agree
Maintains efficient communication with stakeholders about the importance of quality and their role in contributing to a culture of excellence	6.09	0.514	Agree	5.99	0.823	Agree	6.54	0.509	Strongly Agree	6.30	0.910	Agree
Empowers all stakeholders to take ownership of quality improvement efforts	6.02	0.723	Agree	5.83	0.875	Agree	6.54	0.509	Strongly Agree	6.35	0.853	Agree
Allocates resources strategically to support quality enhancement initiatives	6.33	0.477	Agree	5.97	0.885	Agree	6.50	0.511	Strongly Agree	6.30	0.921	Agree
Establishes clear performance metrics and evaluation processes to assess progress toward quality goals and hold individuals and units accountable for results	6.24	0.609	Agree	5.90	0.843	Agree	6.50	0.511	Strongly Agree	6.38	0.813	Agree
Invests in the professional development of faculty and staff to ensure promotion of quality education and implement best practices	6.38	0.650	Agree	5.88	0.828	Agree	6.25	0.847	Agree	6.28	0.880	Agree
Recognizes and rewards individuals and teams for their contributions to quality improvement, fostering a culture of excellence and continuous learning	5.96	0.638	Agree	5.86	0.850	Agree	6.25	0.847	Agree	6.34	0.870	Agree
Models ethical behavior and integrity in all aspects of their leadership, promoting trust and accountability within the institution	6.24	0.802	Agree	6.06	0.787	Agree	6.29	0.859	Agree	6.30	0.868	Agree
Manages change processes to overcome resistance and facilitate the adoption of innovative practices	6.24	0.609	Agree	6.04	0.702	Agree	6.29	0.859	Agree	6.37	0.863	Agree
Fosters collaboration and partnerships with internal and external stakeholders, leveraging their expertise and resources to support quality improvement efforts	6.47	0.661	Agree	5.97	0.809	Agree	6.54	0.509	Strongly Agree	6.39	0.768	Agree
Overall	6.28	0.493	Agree	5.93	0.739	Agree	6.43	0.612	Agree	6.34	0.763	Agree

WM, Weighted Mean; SD, Standard Deviation; VI, Verbal Interpretation.

effectiveness of this articulation. This foundational clarity aligns stakeholders and provides a framework within which strategic decisions and actions should be grounded. Moreover, administrators are significantly involved in the development, management, and execution of strategic plans that prioritize activities intended at enhancing quality. The identical weighted mean score of 6.56, also interpreted as Strongly Agreed, highlights their dedication to strategic planning as a means to systematically elevate institutional performance. Additionally, administrators acknowledge their role in resource allocation, recognizing it as a critical lever for supporting quality enhancement projects. With a weighted average mean of 6.33, administrators affirm their accountability in strategically distributing resources to optimize educational outcomes and institutional effectiveness. This strategic allocation encompasses financial resources, personnel, infrastructure, and technological investments—all aimed at strengthening the University's capacity to deliver and sustain high quality educational experiences.

The results are supported by the study of [Schedlitzki et al. \(2017\)](#) which concluded that the reinforcement of a quality assurance culture is contingent upon the presence of efficient management and leadership that prioritizes quality. In the context of higher education institutions such as BatStateU–PB, effective management and leadership are the primary drivers that shape and sustain quality assurance culture. According to the researchers, it is recommended that institutions provide a platform for stakeholders from diverse backgrounds, including departments, programs, and offices, to converge and exchange ideas, share their expertise, and collaborate on development plans. This cross-functional collaboration of knowledge and perspectives gives rise to the emergence of innovative solutions, the sharing of best practices, and the identification of potential strategies for further application. As effective front runners, administrators empower the other stakeholder groups to take ownership of quality and implement corrective actions where needed.

As demonstrated in [Table 1](#), the composite means of 6.06 indicates a consensus among faculty members regarding the existence of an ethical conduct and integrity among them within the University's leadership. This rating highlights an understanding that the faculty consistently adheres to ethical norms and demonstrates integrity in all aspects of their responsibilities. In upholding these ethical principles, they set a positive precedent for other stakeholders, such as the students, which underpins the significance of integrity and accountability within the institution's culture of quality. Furthermore, the faculty members also recognized their adeptness in change management, as evidenced by a weighted mean of 6.04. This denotes that they are proficient in navigating and surmounting obstacles to change, which facilitates the adoption of novel practices. Their capacity to address resistance and promote innovative practices is important for maintaining the University's relevance and responsiveness. Additionally, the faculty members agreed that there is an effective communication with other stakeholders regarding the significance of quality and their roles in cultivating a culture of excellence, as reflected in a weighted average of 5.99. This finding emphasizes their acknowledgment of endeavors in order to ascertain that all stakeholders are adequately informed and engaged in quality assurance activities.

The concept that successful institutions are characterized by strong interpersonal relationships, a culture of collaboration, and the active engagement of stakeholders in the decision-making process has

been explored in terms of organizational management. As concluded by [Yeboah \(2015\)](#), the presence of these key elements is a distinguishing feature of institutions that have achieved a high level of success. This is because strong interpersonal relationships are more adoptive of environments of trust, respect, and open communication, which in turn facilitate the exchange of ideas, the sharing of knowledge, and the leveraging of diverse perspectives. This involves soliciting input from various stakeholders and intentionally empowering them to take an active role in shaping the institution's vision, mission, and strategic objectives. By doing so, institutions can tap into the collective wisdom and expertise of their stakeholders, in order to achieve decisions that are informed, inclusive, and responsive to the needs of all stakeholders involved. According to the researcher, institutions that prioritize strong interpersonal relationships, collaboration, and stakeholder engagement are likely to achieve success and sustainability.

Further, the findings in [Table 1](#) indicate that employees exhibit a high level of perceived attainment in terms of their ability to effectively communicate with stakeholders regarding the significance of quality and their role in demonstrating a culture of excellence. This is reflected in the composite mean score of 6.54, which is interpreted as Strongly Agreed. This suggests that employees are confident in their capacity to convey the importance of quality to stakeholders and to emphasize their individual contributions to achieving excellence. In communicating the importance of quality, employees help create a shared understanding of the University's quality objectives and encourage a culture of development. Furthermore, the results also indicate that employees have established strong collaborations and partnerships with both internal and external stakeholders, utilizing their expertise and resources to support quality improvement efforts. This is reflected in the identical weighted average score of 6.54, which is also interpreted as Strongly Agreed. This suggests that employees are proactive in seeking opportunities for collaboration and are able to effectively harness the knowledge and resources of other stakeholder groups to drive quality improvement activities. Additionally, employees also strongly agreed that they establish clear performance metrics and evaluation processes to assess progress toward quality goals and hold individuals and units accountable for results, with a weighted mean score of 6.50. This demonstrates a strong commitment to accountability and a focus on achieving measurable results, which is essential for driving quality improvement.

This aligns with the research conducted by [Nillsen \(2017\)](#), which elucidated several factors into the role of employees in solidifying a quality assurance culture within higher education institutions. Nillsen's study underscored that the engagement and dedication of employees to QA processes are significantly shaped by their comprehension of policies and their active participation in the formulation and execution of these policies. When employees are meaningfully involved in quality assurance initiatives, they are more inclined to develop a sense of accountability, which in turn, augments the efficiency of the measures implemented. Moreover, the research study highlighted the necessity of professional development programs that equip employees with the requisite skills and knowledge to uphold quality assurance standards. By investing in such training, HEIs can ensure that employees are both well-informed about quality requirements and proficient in applying them in their everyday roles.

Meanwhile, students also play a significant role in sustaining and driving quality improvement efforts. As illustrated in [Table 1](#), students

TABLE 2 Organizational culture and values in Batangas State University – Pablo Borbon campus.

Indicator	Administrator			Faculty			Employee			Students		
	WM	SD	VI	WM	SD	VI	WM	SD	VI	WM	SD	VI
Demonstrates commitment to excellence in all aspects of its operations, including teaching, research, and other services	6.38	0.650	Agree	5.99	0.755	Agree	6.50	0.511	Strongly Agree	6.35	0.890	Agree
Encourages to seek opportunities for learning and growth and to implement changes that enhance quality	6.29	0.626	Agree	5.93	0.907	Agree	6.50	0.511	Strongly Agree	6.37	0.843	Agree
Evaluate the transparency of decision-making processes and the accountability Mechanisms in place to ensure that individuals and units are held responsible for their contributions to quality improvement	5.87	0.548	Agree	6.02	0.892	Agree	6.25	0.847	Agree	6.30	0.915	Agree
Values and supports innovation and creativity within the institution, leading to the development of new approaches and solutions to enhance educational quality	6.29	0.626	Agree	6.15	0.879	Agree	6.29	0.859	Agree	6.32	0.872	Agree
Collaboration and teamwork are encouraged and rewarded, fostering a sense of shared responsibility for achieving quality goals	6.47	0.505	Agree	5.97	0.809	Agree	6.29	0.859	Agree	6.40	0.867	Agree
Promotes a culture of respect and inclusivity, where diverse perspectives are valued, and all members of the community feel welcome and supported	6.33	0.477	Agree	5.97	0.885	Agree	6.29	0.859	Agree	6.14	1.118	Agree
Fosters openness of communication channels within the institution, including opportunities for feedback and dialogue	6.20	0.661	Agree	5.83	0.875	Agree	6.25	0.847	Agree	6.27	0.885	Agree
Empowers stakeholders to make decisions and take ownership of quality improvement initiatives within their areas of responsibility	6.24	0.609	Agree	5.94	0.827	Agree	6.25	0.847	Agree	6.32	0.860	Agree
Adapts to changing circumstances and embrace new opportunities for improving quality, including the flexibility to experiment with new approaches and strategies	6.24	0.609	Agree	6.02	0.855	Agree	6.54	0.509	Strongly Agree	6.29	0.908	Agree
Upholds high ethical standards in all its activities, promoting honesty, integrity, and fairness in the pursuit of quality education	6.38	0.650	Agree	6.14	0.863	Agree	6.54	0.509	Strongly Agree	6.31	0.889	Agree
Overall	6.27	0.596	Agree	5.99	0.805	Agree	6.37	0.695	Agree	6.31	0.807	Agree

WM, Weighted Mean; SD, Standard Deviation; VI, Verbal Interpretation.

are actively engaged in collaborative partnerships with internal and external stakeholders. This is evident in the high level of attainment reported, with a weighted average of 6.39, indicating a strong sense of ownership and commitment among students to contribute to quality improvement initiatives. By working closely with other stakeholders, students are able to bring exclusive perspectives and insights to the table, which help identify issues and develop innovative solutions in order to appropriately address them. Furthermore, students are also instrumental in establishing clear performance metrics and evaluation processes to assess progress toward quality goals. The weighted mean of 6.38 indicates a high level of agreement among students that such metrics and processes are in place, and that individuals and units are held accountable for results. This reveals that students are investing in quality improvement while also recognizing the importance of accountability and transparency in achieving quality goals. Additionally, students are involved in the development and management of strategic plans that prioritize quality enhancement initiatives, with a weighted value of 6.38. This highlights the critical role students play in shaping the University's quality agenda and ascertaining that quality remains a priority.

This is further substantiated by the research study conducted by Schedlitzki et al. (2017). One of the key findings of the study is that student engagement in quality assurance is positively correlated with improved student satisfaction, academic performance, and quality of education. The researchers found that when students are involved in quality assurance processes, they are likely to feel a sense of responsibility for their learning, which eventually leads to increased motivation and engagement. According to the researcher, students can provide valuable feedback and insights on the learning experience, which informs quality improvement efforts. They can also participate in quality assurance processes, such as program evaluation and accreditation, in order to evaluate if programs are relevant and effective. Students can also take on leadership roles in quality assurance, such as serving on quality assurance committees or leading quality improvement projects.

Meanwhile, for Organizational Culture and Values, the indicators were developed using a questionnaire that explored the institutional character and behavioral norms at Batangas State University – Pablo Borbon campus. The researcher adopted a mixed-method framework to evaluate commitment to excellence, encouragement of growth, transparency in decision-making, innovation support, teamwork promotion, inclusivity, communication openness, stakeholder empowerment, adaptability, and ethical integrity. This enabled the quantification of perceptions regarding the strength and presence of these cultural elements, while a supplementary question elicited specific instances and personal reflections to illustrate their application. The resulting data provided a balanced view of how the university's values shaped its operations and community, with the indicators emerging from a synthesis of statistical trends and qualitative insights. Refinement through pilot testing enabled the questionnaire to effectively capture the cultural underpinnings that drive quality improvement across the campus.

According to Table 2, administrators at BatStateU–PB possess a profound understanding of the organizational structure and values that underpin the University's quality assurance culture. A salient feature of this culture is the emphasis on collaboration and teamwork, which is evident in the weighted average of 6.47. This indicated that

the administrators create an environment that encourages and rewards collaborative efforts, which in turn, exemplifies a sense of shared responsibility among stakeholders to achieve quality goals. The composite means of 6.38 indicated that the administrators are steadfast in their commitment to upholding high ethical standards in all aspects of the University's activities. This commitment to ethical standards is a foundation of its quality culture, as it is important that institutional activities are guided by the principles of honesty, integrity, and fairness. Additionally, the administrators have demonstrated a strong commitment to excellence in all aspects of the University's operations, including teaching, research, and other services, with a weighted value of 6.38. This suggests that the administrators' commitment to excellence is a symbol of a quality-focused institution, and it is essential for sustaining a culture of quality.

The concept of quality assurance culture sustainability is also founded on CHED (2017) implementation of Institutional Sustainability Assessment (ISA) methodology in 2017. Central to its methodology is the developmental approach where they assist the “developed HEIs” to improve their internal quality assurance systems and processes, including institutions' organizational culture and values. ISA is concerned with the institution as a whole and can serve as a learning process for the institution and thus contribute to its continuing quality cycle. The holistic approach embedded in CHED's ISA highlights the importance of viewing quality assurance as an ongoing, integral process rather than a singular, isolated event. This perspective recognizes that quality assurance must permeate every facet of the institution, prioritize all systems, processes, and practices are in order to continuously meet high standards. University administrators are pivotal in driving this continuous process. They are tasked with establishing a strong organizational culture and values, and with regularly refining them. This involves implementing systematic evaluations, soliciting feedback, and making iterative improvements based on institutional needs and external benchmarks.

The data in Table 2 highlights that the faculty members' commitment to innovation and creativity within the institution is evident, as reflected in the weighted average score of 6.15. This demonstrates a strong accord among faculty members in valuing and supporting novel approaches and solutions that enhance educational quality. In cultivating an environment that encourages innovation and creativity, the institution is able to develop new methods and strategies that improve the quality of education. This has a positive impact on the learning experience, which enables students to benefit from cutting-edge approaches and techniques that prepare them for success in their future endeavors. The respondents' commitment to transparency and accountability is also worth to note, as indicated by the composite mean score of 6.02. This suggests that faculty members are dedicated to evaluating the decision-making processes and accountability mechanisms in place, which allow individuals and units to be held responsible for their contributions to quality improvement. This flexibility is essential in a fast-paced educational landscape, where institutions must be able to respond to emerging trends and challenges in order to remain relevant and effective.

This supports the conclusion drawn by Yeboah (2015) in which faculty members are deemed one of the primary drivers of institutional quality improvement. The researcher argued that faculty members' cultural values, beliefs, and norms influence their perception of quality assurance, which affect their willingness to

participate in quality enhancement activities. The study's findings suggested that a culture of quality assurance among faculty members is characterized by a shared understanding of the importance of quality and willingness to take ownership of quality-related responsibilities. The previous study also underscored the need for higher education institutions to cultivate a culture that encourages faculty members to prioritize quality assurance, provide them with the necessary resources and support, and recognize and reward their efforts. By doing so, institutions can establish a culture of quality assurance that permeates all aspects of academic life, which eventually leads to improved student learning outcomes, enhanced institutional reputation, and increased stakeholder satisfaction. The study's implications suggested that there is a need to prioritize cultural transformation as a key strategy for promoting a quality assurance culture that is ingrained among faculty members.

Meanwhile, the figures in [Table 2](#) also suggests that employees exhibit a high level of attainment when it comes to their adaptability and a strong commitment to quality improvement, as evidenced by their willingness to adapt to changing circumstances and explore new approaches and strategies to enhance quality. This is reflected in the composite mean score of 6.54, which indicated a strong agreement among employees that they are flexible and open to innovation in their pursuit of quality excellence. Furthermore, the present study's results show that employees uphold high ethical standards in all aspects of their work, promote honesty, integrity, and fairness in the pursuit of quality education. The identical composite mean score of 6.54 indicated a strong agreement among employees that they adhere to a strong ethical code, which is essential for building trust and credibility with stakeholders. The respondents also demonstrated a high level of commitment to excellence in all aspects of their operations, including teaching, research and services, and are encouraged to seek opportunities for learning, and to implement changes that enhance quality. This is reflected in the weighted average score of 6.50, which indicated a strong agreement among employees that they are committed to excellence.

This is parallel to the conclusion of [Nillsen \(2017\)](#), in which the researcher emphasized the importance of organizational culture and values in driving quality improvement, and the present study's results support these findings. The previous study emphasized that a culture of quality is manifested by the stakeholders' readiness to adjust to shifting circumstances and their enthusiasm for exploring innovative approaches to enhance quality. Such adaptability is a component in a quality assurance culture, as it enables employees to effectively manage and respond to changes within the educational environment, whether they arise from internal factors, such as policy changes, or external pressures, such as evolving educational standards. This flexibility supports the refinement of quality assurance practices and prioritizes a culture where proactive problem-solving and innovation are valued and encouraged.

Lastly, information from [Table 2](#) also revealed a profound consensus among students, with a weighted mean score of 6.39, indicating a high level of perceived accomplishment in establishing and maintaining effective collaborations and partnerships with both internal and external stakeholders. This interaction enables the strengthening of expertise and resources to drive quality improvement initiatives. Furthermore, the study demonstrated a strong articulation

of a clear and compelling vision and mission statement for the institution, which underscored a commitment to providing high quality education and embracing continuous improvement. This finding garnered a weighted average score of 6.38, signifying a strong agreement among students. Notably, the research also revealed a parallel consensus, with an identical composite mean score of 6.38, regarding the existence of a well-structured approach to strategic planning, development, management, and implementation. This approach prioritizes quality enhancement initiatives, which enables for a concerted effort toward achieving institutional objectives and driving excellence in education.

These results are parallel with the findings of the research study conducted by [Schedlitzki et al. \(2017\)](#) which illustrated that that integrating student feedback into quality assurance processes significantly enhances the relevance and effectiveness of educational practices while cultivating a sense of ownership among students. Through their participation in evaluations, students offer unique perspectives that enable institutions to address their outstanding problems. This engagement enables quality assurance practices to remain adaptive and responsive to the evolving needs of the student body, which contribute to the enhancement of educational quality. However, there may be potential resistance from faculty and administrative barriers that can hinder the effective incorporation of student feedback. Correspondingly, the study emphasized that overcoming these challenges presents significant opportunities for enriching quality culture.

## 6.2 Perspectives of the stakeholders relative to the level of attainment of BatStateU toward sustainable culture of quality

The selection and analysis of the transcriptions from the generated responses served the study's intent to deepen understanding of stakeholder views on BatStateU's integration of sustainability and quality. By highlighting responses that collectively affirmed progress, exposed tensions, or called for enhancement, the process illuminated the university's strengths and areas for further advancement. Whether the transcriptions converged on a narrative of success or divergence, they provided a foundation for assessing how well BatStateU's direction aligns with the aspirations of a sustainable culture of quality, and offered actionable insights for its progression.

An administrator with a vested interest in the institution's success highlighted the crucial role of collaborative effort in cultivating a culture of quality assurance at BatStateU-PB. This sentiment is substantiated by the accompanying excerpt:

*"Through collaborative effort, our university can develop a comprehensive and sustainable culture of quality that enhances its overall effectiveness and impact not only on the students but on all of its stakeholders." (S1).*

One faculty member has attested that the administrative practices in place at BatStateU-PB effectively promote transparency, which testifies that decision-making processes and institutional operations

are open and accessible to stakeholders. The administrative practices are designed to optimize efficiency and maximize the institution's resources and achieve its goals:

*"The Batangas State University commits to excellence in terms of sustainable culture of quality through inclusive, comprehensive and collaborative standards in all its operations in instruction, research, extension and administration. It is dedicated to continuous improvement in education and community engagement, ensuring it meets both local and global standards while preparing students for future challenges." (S2).*

An employee supported that the University is actively working toward becoming a more advanced and inclusive institution. According to them, honoring feedback demonstrates a willingness to listen, learn, and adapt their approaches accordingly:

*"As Batangas State University – The NEU [is] gearing toward a more advanced and inclusive institution, I believe that [the] staff and personnel are trying their best to meet the standards set to them by honoring feedback and continuously learning from both positive and negative comments. Promoting sustainability and a culture of equality involves addressing the needs of students and ensuring that the voices of all community members are heard and valued." (S3).*

As can be reflected from the responses, a student acknowledged that social responsibility is a significant pillar of BatStateU–PB's philosophy which reflects its commitment to making meaningful contributions to the academic environment. This revealed that the University extends beyond academic pursuits to encompass community engagement, outreach programs, and partnerships aimed at addressing local and global challenges. For instance,

*"Batangas State University – Pablo Borbon is focused on cultivating a culture of sustainability and quality by advocating for environmental stewardship, social responsibility, and academic excellence. Their dedication to incorporating sustainability principles into all aspects of their institution aims to contribute to a sustainable and resilient future with positive societal impacts." (S4).*

This response from a university administrator adopts a more critical tone, highlighting both the university's strengths and the areas where improvements are urgently needed to ensure the sustainability of its quality culture:

*"As an administrator, I recognize that Batangas State University has made commendable progress in enhancing academic quality and sustainability. However, I believe that without addressing key challenges, such as greater inclusivity and consistent engagement with all campus stakeholders, our progress may not be as sustainable in the long run. More deliberate efforts must be made to bridge gaps and ensure that everyone is aligned with the vision for a quality-driven institution." (S5).*

A faculty member's response emphasizes the importance of academic excellence and the role of faculty in sustaining a culture of quality. The response suggests a need for more support to empower

faculty members, which is crucial for enabling long-term sustainability of the university's quality culture:

*"From a faculty perspective, the university has made significant strides in fostering a sustainable culture of quality, especially in terms of academic rigor and innovation. However, I feel that greater emphasis should be placed on empowering faculty with the tools and resources necessary to sustain this culture in the long term, particularly as we adjust to new teaching methods and technologies." (S6).*

The administrative staff member provides an insight into the operational side of the university's quality culture, emphasizing the role of efficient systems and services. The response also highlights the importance of inclusivity and the need for the university's initiatives to address the diverse needs of all campus stakeholders:

*"As an administrative staff member, I see the university's ongoing efforts to create a quality-driven environment through better systems and processes. While there is progress in improving our services and practices, it is crucial to ensure that these initiatives also reflect the diverse needs of the entire campus community, particularly when it comes to inclusivity and well-being." (S7).*

The student's response focuses on the lived experience of those directly impacted by the university's quality assurance practices. It underscores the importance of a supportive, inclusive environment where students can freely express themselves, an essential aspect of a truly sustainable culture of quality:

*"As a student, I appreciate how Batangas State University promotes both academic excellence and sustainability on campus. However, I feel there could be more focus on creating an environment where students, especially from diverse backgrounds, can openly express themselves without fear of discrimination, supported by the leadership and policies of the university." (S8).*

## 7 Conclusion and implications

Based on the findings of this study, several significant conclusions can be drawn regarding the progress of Batangas State University, The National Engineering University (BatStateU, The NEU) in cultivating a sustainable culture of quality. First, the study indicates that stakeholders perceive the university's efforts toward establishing a sustainable quality culture as highly effective, particularly across key dimensions such as management, leadership, organizational culture, and values. This observation suggests that BatStateU has made substantial progress in creating an environment where quality is prioritized not only in academic pursuits but also in operational practices. Stakeholders, including administrators, faculty, staff, and students, collectively acknowledge the central role of these elements in developing a comprehensive quality assurance framework that encompasses all aspects of university life, extending well beyond academic performance.

Second, the study reveals significant variation in how the four categories of stakeholders—administrators, faculty members,

administrative staff, and students—assess the sustainability of quality assurance practices. The findings highlight notable differences in perceptions regarding management and leadership, reflecting the varying roles and responsibilities of each group within the institution. Administrators, as key decision-makers, are more likely to adopt a top-down perspective on management and leadership styles, while faculty and staff members, due to their direct engagement with students and academic processes, tend to offer more nuanced evaluations. Despite these differences, the study also uncovers no significant disparity in how administrators, faculty, and staff assess the university's organizational culture and values, pointing to a shared understanding and mutual commitment to these foundational components of the institution's quality culture.

The findings of this study hold relevance for other higher education institutions (HEIs) within the Philippines and by extension, on an international scale, particularly for those institutions aiming to develop or refine their quality assurance frameworks. While it is acknowledged that each institution operates within a distinct context—shaped by local culture, resources, and institutional goals—the core principles identified in this study are universally applicable and offer valuable guidance for universities seeking to enhance their quality assurance practices. These principles, which include the effectiveness of leadership, the importance of inclusivity, the promotion of academic reliability, and the necessity for healthy stakeholder collaboration, transcend institutional boundaries and can be adapted to the specific needs and circumstances of various HEIs. For instance, universities striving to improve their quality assurance practices may find it beneficial to adopt strategies that enable for enhanced communication between leadership, faculty, staff, and students. Establishing clear and transparent channels for dialogue ensures that feedback is both collected and acted upon in a timely and constructive manner. Such mechanisms are essential for promoting a culture of continuous improvement and fostering a sense of shared responsibility among all stakeholders. By incorporating these strategies into their operational frameworks, institutions can facilitate more inclusive decision-making processes and ensure that the perspectives of all members of the academic community are considered in the development and implementation of quality assurance initiatives.

In an increasingly globalized world, universities must position themselves as competitive and reputable institutions that attract students, faculty, and partnerships. Research into the culture of quality at Batangas State University could offer insights into how it can improve its global standing. [Marginson \(2011\)](#) emphasized that universities that cultivate a strong quality culture are more likely to rank higher in global university rankings and attract international collaboration.

A sustainable culture of quality could be a key driver in enhancing Batangas State University's global competitiveness, allowing it to attract diverse stakeholders and resources for academic development. The results of the Perspectives on Batangas State University's Direction Toward Sustainable Culture of Quality research could be transferred to other universities by adapting the insights on quality culture, sustainability, stakeholder engagement, and global competitiveness. These insights can be used by institutions to develop frameworks for improving educational outcomes, enhancing sustainability efforts, and fostering institutional quality. Moreover, the study's results have broader implications for universities globally, as they seek to improve

their rankings, align with accreditation standards, and adapt to global educational trends.

The implications of this stakeholder-driven, sustainable culture of quality extend well beyond the confines of BatStateU, presenting a replicable and scalable model for higher education institutions that seek to harmonize innovation with enduring excellence. This research highlights several conclusions that illuminate the transformative potential of this approach. First, by embedding quality as a collective responsibility shared among administrators, faculty, employees, and students, institutions can cultivate a solid resilience against external pressures—such as funding constraints, technological disruptions, or shifting regulatory demands. This stems from the proactive engagement of stakeholders, whose collaborative efforts create a self-sustaining system capable of adapting to challenges without compromising core educational values. Second, the study concludes that this model situates universities as proactive agents of societal progress, rather than mere reactors to external trends.

Moreover, the research concludes that the sustainable culture of quality transcends traditional metrics of success—such as accreditation scores or graduation rates—by emphasizing continuous improvement as a core institutional value. This shift from compliance to commitment offers a visionary ideal: quality assurance becomes a dynamic, living process rather than a static endpoint. The evidence from BatStateU suggests that when stakeholders internalize quality as a shared mission, the result is a self-perpetuating cycle of enhancement that outlasts individual initiatives or leadership tenures. This has profound implications for institutional longevity, suggesting that universities adopting this framework could redefine excellence in higher education for generations to come, setting a new standard where quality is both a practical tool and an aspirational legacy.

Many universities around the world are engaged in accreditation processes, both national and international, to ensure they meet certain quality standards. The research results from BatStateU could offer valuable insights into how an institution can meet and exceed accreditation criteria related to sustainability and quality culture. The study could reveal strategies the university has employed to improve its institutional assessment processes, which can be helpful for universities aiming for accreditation or improvement in international rankings. [Sadler \(2009\)](#) notes that universities undergoing accreditation processes need to establish frameworks for continuous quality enhancement. BatStateU's experience could serve as a model for other institutions striving to enhance their academic standards and institutional effectiveness.

However, one limitation of this study is that it relies on the perceptions of stakeholders within Batangas State University, which may not fully capture the objective reality of the institution's sustainable quality culture. The subjective nature of stakeholder assessments, influenced by their individual roles and experiences, could lead to biases in how quality practices are evaluated. Additionally, the study does not account for external factors, such as regional or national educational policies, that may also influence the university's quality assurance practices. Furthermore, the sample of stakeholders—administrators, faculty, administrative staff, and students—may not be representative of the entire university community, which potentially limit the generalizability of the findings to other institutions or even other departments within BatStateU.

For future research, it would be valuable to explore the long-term impact of Batangas State University's quality assurance practices on student outcomes and institutional performance. Longitudinal studies could provide deeper insights into how the sustainable culture of quality evolves over time and whether its effects are sustained or enhanced. Additionally, future studies could expand the scope by incorporating the perspectives of external stakeholders, such as alumni, employers, and accreditation bodies, to gain a more comprehensive understanding of the university's quality culture. Comparative research with other institutions, particularly those with similar or different quality assurance frameworks, could also offer valuable insights into best practices and areas for improvement. Lastly, investigating the role of emerging technologies and innovative practices in supporting sustainable quality assurance could provide new avenues for enhancing institutional effectiveness and student success.

## Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

## Ethics statement

Ethical review and approval was not required for the study on human participants in accordance with the local legislation and institutional requirements. Written informed consent from the

participants or participants legal guardian/next of kin was not required to participate in this study in accordance with the national legislation and the institutional requirements.

## Author contributions

CZ: Writing – original draft, Writing – review & editing.

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The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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