EMPLOYEES' ATTITUDE, AND PREPAREDNESS IN THE IMPLEMENTATION OF INSTITUTIONAL SUSTAINABILITY ASSESSMENT

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ABSTRACT*: Higher education institutions are engaged in continuous improvement of the quality of education through external assessment against designed, pre-approved program standards. This study explored the significant relationship between employees' attitudes and preparedness in the implementation of institutional sustainability assessment. This study used the descriptive-correlational method. The respondents included the 100 students chosen through purposive sampling. This study used mean and standard deviation, Pearson r Product Moment Correlation, and a t-test for a quantitative approach. Results revealed that Employees' attitudes in terms of workgroup/team effectiveness are high towards Preparedness in the Implementation of the Institutional Sustainability Assessment. A high level of school preparedness in implementing Institutional Sustainability Assessment in terms of governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work supports students' relations with the Community. The School Administration may encourage faculty and employees to participate in the implementation of the sustainability assessment process. A policy on reward and benefits incorporated in the college code and faculty manual to be motivated and actively participate in the assessment process. Further study may also be conducted on how employees perceive involvement, benefits, external support, and the outcome of the institutional sustainability assessment at the school.*

Keywords: assessment, attitude, quality, sustainability

1.0 INTRODUCTION

Education for Sustainable Development motivates people to transform their thinking and strive toward a more sustainable future. Sustainability efforts in higher education in Asia and the Pacific region: diversity and globalization pose significant challenges to sustainability in education [1]. The institutional quality assurance systems are keys to the organization's sustainability, covering five key result areas (KRAs) under the ISA Framework CMO 16, s. 2005[2].

Worldwide, colleges and universities are favorably motivated to meet the United Nations' 2030 Sustainable Development Goals. The Rio+20 Higher Education Treaty, as well as the Nagoya Declaration on Higher Education for Sustainable Development, call for a transformation of higher education to better foster sustainable development through an institution-wide approach that reflects all of the different roles and dimensions in the institutions [3]. The adaptation of institutional sustainability assessment accreditation in many universities has gone through extensive monitoring and evaluation [4-7]. The ASEAN Quality Assurance Framework Institutional Quality Assurance Principles (QAF IQAP) ensures institutional and programmatic quality for social responsibility, institutional autonomy, public accountability, quality culture, institutional philosophy, and a structured quality assurance system with clearly defined responsibilities [8-11].

Additionally, in some Asian countries, including Japan, South Korea, and the Philippines, the private university sector has traditionally formed the higher education system's core. The public sector played only a limited role in accreditation frameworks [12]. For instance, universities in East Asia and Bangladesh adopted the Campus Sustainability Assessment Framework, mostly used by Canadian universities, to determine potential environmental management indicators to help environmental management practices in environmental education, research, governance, and operations [13].

The Assessment of Institutional Sustainability is a practical tool to measure or assess higher education sustainability [14]. Institutional assessment is the systematic compilation, analysis, and dissemination of educational quality information to enhance students' programs, facilities, learning, and growth [15]. This mechanism supports the schools' response to the overarching question of institutional effectiveness, which aims to lead and support a systematic review of the institutional mission, goals, and outcomes using on-going research-based planning and evaluation to continuously improve institutional quality [15]. Using sustainability assessment tools based on international standards aligned with Sustainability Development Goals 2030 complements assessment performance and measures sustainable institutions of higher learning [16, 17].

The Commission on Higher Education institution's effort to promote numerous management challenges when preparing for institutional self-assessments, which rigorously involve extensive planning and collaborations with institutional constituents, including faculty, staff, and the administration [18], makes it vital to learn the employees' attitudes and prepare for the assessment process and its corresponding documents.

Attitudes change from person to person [19]. The causes of employee attitudes are the results of positive or negative job satisfaction, which, depending on how the action is measured, influences employee attitudes, employment conditions, wages and incentives, interpersonal relationships, working conditions, management practices, and others [20]. Meanwhile, the increase in workload is easily attributable to the change and makes it unattractive and problematic, leading to non-supportive attitudes [21].

[22] In preparation for the assessment, the common problems encountered were preparing the documents, administrative support for facilities and equipment, and employees. Preparedness exists to the extent of the availability of processes [23].

In response to the call of the Commission on Higher Education to establish a quality system based on outcomes and horizontal type of school as stipulated in the Policy Standard to Enhance Quality Assurance in Philippine Higher Education through an Outcomes-Based and Typology-Based QA [24]. Higher education institutions shall undergo an institutional sustainability assessment for accreditation. work together to pursue activities and plans in preparation for sustainable implementation. While there have been several research pieces conducted about accreditation at private and public HEIs citing various points and the knowledge acquired by accredited schools, there has been no study citing employee attitudes and school preparedness in the implementation of institutional sustainability accreditation; hence, this study.

Study Objectives

1. Determine employees' attitude toward school preparedness in the implementation of the institutional sustainability assessment in terms of supervisory relationships, workgroup/team effectiveness, and organizational climate;

2. Determine the level of the school's preparedness in the implementation of institutional sustainability assessment in terms of governance and management, quality of teaching and learning, quality of professional exposure, research and creative work, support to students, and relation with the community; and

3. Explore the significant relationship between employees' attitude and school preparedness in the implementation of institutional sustainability assessment.
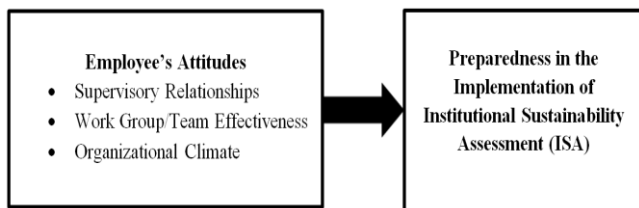
Conceptual Framework

Figure 01. **Schematic diagram of the study**

Figure 01. Illustrates a schema of employee's attitude and preparedness in implementing institutional sustainability assessment.

2.0 MATERIAL AND METHODS

2.1 Design

The study employed descriptive-correlational quantitative research. A descriptive correlational method is a study in which the researcher is primarily interested in describing relationships among variables without establishing a causal connection [25]. This descriptive-correlational study will assess the relationship between attitude and preparedness.

2.2 Respondents

The respondents of this study were the one hundred (100) employees of NMSCST who participated from both the academic and administrative departments. One hundred (100) out of two hundred thirty four (134) NMSCST employees. The Raosoft calculator was used to determine the sample size. The margin of error and confidence level are determined as 5.0% and 95, respectively. Using the aforementioned data for a population of 134 and a response distribution of 50%, the calculator determines a sample size of 100. Additionally, the researcher used purposive sampling in order to get the desired number of respondents.

struments

In this study, a modified teacher-made survey questionnaire was used. It utilized a five-point Likert scale, which measures employee attitude, and yielded a Cronbach's Alpa of 0.89 (supervisory relationships), 0.87 (work-group/team effectiveness), and 0.88 (organizational climate), and an institutional sustainability assessment checklist yielded a Cronbach's Alpa classified as 0.79 (governance and management), 0. 91 (quality of teaching and learning), 0.91 (professional exposure), 0.77 (support to students), and 0.82 (community relations) as valid and reliable to administer.

2.4 Data Gathering Procedure

Before conducting the research study, the researcher will obtain permission from the Office of the Graduate School to start the data gathering. Permission will be secured from the Office of the College President. When granted, the actual data gathering will be personally conducted by the researchers. The researcher explained thoroughly to the respondents the purpose of the study. As a result, the participants will voluntarily accept participating in the research by signing the informed consent. Other important activities like tallying responses, organizing data analysis, and interpreting the data followed.

2.5 Data Analysis

In analyzing and interpreting the quantitative data gathered, the researcher employed statistical applications. These descriptive statistics included the mean scores for each question and the frequency distributions for each response. The Pearson correlation coefficient, "r," is used to investigate the significant relationship between employee's and the school preparedness in implementing Institutional Sustainability.

3.0 RESULT AND DISCUSSIONS

Table 1. Employees' Attitude towards School Preparedness in the Implementation of the Institutional Sustainability Assessment

Construct	WM	StDev	QI
Supervisory Relationships	4.06	0.71	H
Workgroup/Team Effectiveness	4.18	0.59	H
Organizational Climate			
	3.98	0.53	H
Overall Weighted Mean	**4.07**	**0.100**	**H**

According to the figures, one of the perceived workers' attitudes regarding school preparation in executing the institutional sustainability evaluation is strong workgroup/team effectiveness. Employees noticed that the general standard of work completed is favorable, and they are committed to exceeding the expectations of both internal as

well as external customers. Employees think that discipline is applied equally and uniformly among all employees in the department, and that they have the resources they need to execute their tasks properly. Employees at the school feel safe speaking up about unethical department procedures or policies, and they have noticed that the institution is serious about preserving and abusing. This suggests that the attitude of the employee influences the planning of the evaluation activity.

[26] Workgroups or teams in the workplace are now a common and accepted reality. [27] Identified team effectiveness and developed a conceptual foundation method to comprehend it. However, team task demands are driven by the complexities of environmental dynamics; collaborative procedures and emerging situations match group-member abilities to resolve task demands and generate team effectiveness; and team outputs (effectiveness) mutually impact the environment in a continuing cycle.

Similarly, supervisory support, evaluation of performance, organizational climate clarity, autonomy, the obligation to deliver, welfare, and participation have been found to have a major effect [28]. Beneficial organizational climate allows to increased organizational commitment levels, becoming an important concept in terms of employee attitudes. Similarly, perceived organizational performance might be presumed to be a reflection of real performance [29]. Successful organization require their workers to go above and beyond their normal job tasks, which is feasible if the working atmosphere is supportive and receptive to them.

Table 2. Level of School Preparedness in the Implementation of Institutional Sustainability Assessment

Construct	WM	StDev	QI
Governance and Management	3.92	0.55	E
Quality of Teaching and Learning	4.00	0.52	E
Quality of Professional Exposure, Research, and Creative Work	4.04	0.56	E
		0.48	E
Support to Students	3.79	0.52	E
Relations with the Community	3.96		
Overall Weighted Mean	**3.94**	**0.09**	**E**

The School regarded the preparedness in the implementation of institutional sustainability assessment as evident in all key result areas. This indicates that the core indicators of governance and management systems reflect the principles guiding the overall use of authority and decision-making by the institution's governing body. The quality of teaching and learning is sustained because of evident clear program standards. Professional exposure, research, and creative work are clearly displayed by employees and students. This entails structures and procedures that enable instructors and students, regardless of their subject of study, to engage in creative work and innovation. Given the evident lack of adequate and sufficient assistance, the School is correct in its objective to foster specific characteristics among its students. This applies to the procedures for student recruiting and admission, as well as academic support. The institutions and procedures that encourage extension initiatives are visible, relevant, and responsive to the needs of the community, particularly for

people's empowerment and self-reliance. This implies that the level of preparedness is manifest in all major result areas. [30]Sustainability initiatives at higher education institutions are increasingly involving inter-/trans-disciplinary cooperation and tight engagement with varied societal stakeholders. [31] The complexity inherent in sustainable governance has yet to be effectively addressed. [32] Higher Education Institution has the appropriate finances and physical plant facilities to increase the obstacles experienced in operationalizing Institutional Sustainability Assessment. Developing a shared understanding of pro-sustainable ideals can also assist employees in rethinking their work and motives in terms of assessment process.

Table 3. Significant Relationship between Employees, Attitude and School Preparedness in the Implementation Institutional Sustainability Assessment

Construct	Test Statistics		Remarks
	r value	p value	
Supervisory Relationship and:			
Governance and Management	0.05	0.58	Not Significant
Quality of Teaching and Learning	0.11	0.25	Not Significant
Quality of Professional Exposure, Research and Creative Work	0.00	0.96	Not Significant
Support to Students	0.19	0.05*	Significant
Relations with the Community	0.10	0.30	Not Significant
Workgroup/Team Effectiveness and:			
Governance and Management	0.43	0.00**	Highly Significant
Quality of Teaching and Learning	0.48	0.00**	Highly Significant
Quality of Professional Exposure, Research and Creative Work	0.50	0.00**	Highly Significant
Support to Students	0.38	0.00**	Highly Significant
Relations with the Community	0.48	0.00**	Highly Significant
Organizational Climate and:	0.44	0.00**	Highly Significant
Governance and Management	0.47	0.00**	Highly Significant
Quality of Teaching and Learning	0.39	0.00**	Highly Significant
Quality of Professional Exposure, Research and Creative Work	0.48	0.00**	Highly Significant
Support to Students	0.39	0.00**	Highly Significant
Relations with the Community			

Table 3 shows no significant relationship between employees, attitude, and school preparedness in implementing institutional in terms of the supervisory relationship and governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work relations with the Community.

Supervisory Relationships and Support to Students

There was a significant relationship between supervisory relationships and support to students (p-value 0.05). This suggests that the dimension of supervisory connection, as well as the frequency of tailored oversight meetings, were discovered to be important determinants of students' learning [33]. This leads to cooperation and a deep faith between them, bringing them closer together. It is thought that both parties must perform their respective roles.

A highly significant relationship among organizational climate, workgroup/team effectiveness, governance and management, quality of teaching and learning, quality of professional exposure, research, creative work, support for students, and relations with the community (p-value 0.05).

Workgroup/Team Effectiveness

Employees are exploring ways to improve student learning through team collaboration, focusing on problem-solving, articulating practice, and fostering trust among group members. Collaboration is crucial for program effectiveness, as it fosters core values and a working team [34]. Governance ensures alignment and communication at all levels, while autonomy-based systems foster improved learning outcomes. Accreditation improves teaching, learning, research, and management. Effective teamwork enhances organizational effectiveness, and successful implementation requires overcoming challenges and emotional attachment [35]. School-improvement efforts often involve teacher collaboration, which can improve instructional improvement. However, not all collaboration supports learning equally. School-community partnerships can help expand student learning opportunities, such as using school facilities, sharing resources, and promoting a sense of community.

Organizational Climate

Employee innovativeness and creativity have an influence on corporate effectiveness and efficiency. Creativity is crucial for modern economies' growth and relies on non-materialistic resources [36]. Employees' engagement and commitment to creative activities, particularly affective commitment, contribute to better competition and overall organizational success. This community-centered method, rooted in partnership, appreciation, hope, and imagination, transformed administration and fostered a culture of continuous engagement, helping colleges meet and exceed institutional goals [37]. Employee engagement is determined by aspects such as the organizational environment, which may assist educators in understanding school operations. A multi-faceted approach to community engagement involves involving community members in program design, implementation, and feedback. This involves shared responsibility, recognition of achievement, thoughtful communication, robust discussions, and effective decision-making.

4.0 CONCLUSION

Employees' Attitude in terms of workgroup/team effectiveness is high towards preparedness in the Implementation of the Institutional Sustainability Assessment. A high level of school preparedness in implementing Institutional Sustainability Assessment in terms of governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work supports students' relations with the Community.

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