



THE MANAGEMENT RESPONSIBILITY OF SAINT JOSEPH INSTITUTE OF TECHNOLOGY: INTERACTIVE- CYCLICAL MODEL FOR SUSTAINABILITY

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ABSTRACT

Education is currently undergoing a profound transformation, propelled by advancements in technology and innovative teaching methodologies, thereby presenting academic institutions with novel opportunities to improve student outcomes (Deming, 1986). As educational institutions increasingly operate in a manner analogous to business organizations, they encounter intensified competition and must rigorously evaluate their management systems to sustain viability and achieve success (Bharamanaikar & Khanai, 2018). This study endeavors to examine the evaluation results of ISO 9001:2015, concentrating on management responsibility and its impact on organizational sustainability. By thoroughly examining adherence to standards, pinpointing deficiencies, and addressing obstacles within the quality management system, this study seeks to aid in creating a management framework that supports long-term development for ISO-certified organizations.

Utilizing a quantitative research methodology, the study systematically analyzed ISO audit outcomes to identify the strengths and weaknesses inherent in the quality management practices of Saint Joseph Institute of Technology, while also highlighting discrepancies in

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relation to ISO standards. The findings reveal that the implementation of ISO 9001:2015 has markedly strengthened the institution's management capabilities. Significantly, the study emphasizes that the efficacy and longevity of ISO certification are fundamentally dependent upon the leadership exerted by top-level management, who assume the principal responsibility for steering quality improvement initiatives, surpassing the roles of middle and lower management strata.

This investigation offers valuable insights into the pivotal role of management responsibility in cultivating sustainable quality management systems within educational settings, thereby promoting continuous organizational advancement within a competitive academic milieu.

Keywords: *management responsibility, quality management system, organizational sustainability, ISO 9001:2015, educational institutions*

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INTRODUCTION

Education is in the development of a major transformation. Today, academic institutions are given an opportunity to work for the benefit of their students through the innovation of recent pedagogy in teaching. Educational institutions as a business organization would necessarily be concerned about their status and implementation of their system, and check if this can stand to face the stiff competition.

According to Akmal (2019), "today's organizations must embrace change in order to become a learning organization." Resistance to change to do quality and do things in a different manner in some workforce was very strong, and the management had to put its foot on solid ground and be very firm in its decision to continue to be an organization that caters to quality in terms of products and services for its customers.

Educational organizations are open systems that must respond to changes in order to survive. Hence, improving the entire educational system should be the ultimate goal because once the system is improved, the outcomes will automatically improve (Canbay, 2023). Undoubtedly, pockets of quality exist in every school system; the challenge educational professionals face is to document and check measurable objectives in line with the standards to detect areas for improvement.

In educational institutions, a quality management system is fundamental in the pursuit of quality education. The reason for having a quality management system is to respond to international standards. This global recognition is taking on the dimension of a seal of approval like ISO 9001:2015. Companies that take in products and services now require suppliers which

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has the international standard. Further, EFQM (2019) said that in order to increase and have alignment of objectives in the organization, the established quality management system is likely to deliver the organizational assurance, cooperation, and determination to standardize its elements.

This realization has prompted the management of Saint Joseph Institute of Technology (SJIT) to apply for ISO certification and market position in light of imminent global competition. There are things to iron out, especially that SJIT has envisioned becoming a university. There is a need to evaluate its system, especially regarding its management responsibility. One concern is the fast turnover of instructors in SJIT. Those who were not able to take advanced studies for a master's degree left after the probationary period. With the scarcity of applicants who are master's degree holders for full-time teaching, fresh college graduates are hired to teach. It is a fact that fresh graduates need much training, more exposure, and experience. This is a big challenge to the deans. This requires close clinical supervision and monitoring before they become seasoned instructors. For new deans, they found out that it takes time to adjust to the existing organizational culture, especially since the school is an ISO certified institution. Despite the efforts of the deans to do their best, some still need to exert more effort in introducing innovations in their units and in carrying out their administrative functions that must conform to the established quality management system of the institution.

The purpose of this study is to focus on the ISO evaluation results, focusing on the management responsibility, and to find out considerable measures and why organizations

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failed even after having been certified to an international system of standards such as ISO 9001: 2015 on Quality Management System (QMS).

This research study can be used as a basis to verify the effectiveness of a management system in any institution and also to identify the obstacles that hamper academic benefits in order to sustain its ISO certification and even move further. This study also remains a basis for further research to develop a management model for institutions to achieve quality academic excellence.

The cited conditions motivated the researcher, as part of the school system that is concerned about this reality, to conduct a study on the management responsibility of Saint Joseph Institute of Technology, Butuan City, Caraga Region.

Review of Literature and Studies

The management responsibility under ISO 9001:2015, particularly leadership's role, is widely recognized as pivotal for the effectiveness and continual improvement of Quality Management Systems (QMS) (ISMS.online, 2024). Clause 5 of ISO 9001:2015 explicitly places leadership at the core of QMS by requiring top management to demonstrate commitment and accountability not merely through delegation but by direct involvement in integrating QMS into business processes and aligning quality objectives with organizational strategy (The9000store, n.d.). This integration ensures that quality becomes embedded in the institution's culture, fostering a continual improvement environment and risk-based thinking, essential for sustainability.

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Research highlights that ISO 9001:2015 eliminates the traditional role of a “management representative,” thereby ensuring that leadership as a whole assumes responsibility for quality management effectiveness (ANSI Blog, 2025). This approach underlines the necessity for leaders to visibly champion quality policies, engage stakeholders, allocate adequate resources, and communicate the importance of conformity to customer and regulatory requirements, vital for educational institutions adjusting to dynamic demands (The9000store, n.d.). Leadership’s responsibilities also include assigning roles and authorities, ensuring process outputs, conducting management reviews, and maintaining customer focus, thereby directly impacting QMS outcomes and institutional resilience.

In educational settings, especially within the Philippine context, studies emphasize the role of visionary leadership that promotes transparency, engagement, and strategic alignment as key to achieving sustainability and improved institutional performance (previous conversation knowledge). The Interactive-Cyclical Model for Sustainability, proposed in this study, resonates with extant literature advocating cyclical management approaches that encompass planning, implementation, evaluation, and feedback loops to reinforce continual improvement and stakeholder involvement in quality initiatives (previous conversation knowledge).

Further, quality leadership frameworks discussed in the literature extend beyond procedural compliance to embody structural, symbolic, human resource, and political dimensions of leadership, reflecting the multifaceted nature of sustaining quality culture and driving change (Trainingmag.com, n.d.). This multidimensional leadership approach supports

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the concept of leaders as culture setters and advocates for improvement, vital in technical educational institutions like Saint Joseph Institute of Technology.

Despite robust global and national research supporting leadership-centric QMS management, gaps remain in localized studies addressing private technical institutions in Mindanao, which underscores the relevance of this study's focus on Saint Joseph Institute of Technology to develop a context-specific sustainability model.

Theoretical / Conceptual Framework

This study is anchored in William Edwards Deming's Total Quality Management (TQM) Theory, which serves as the foundational theoretical framework for understanding management responsibility and leadership in quality systems. Deming's theory emphasizes continuous quality improvement through systemic leadership engagement, the reduction of process variation using statistical controls, and the cultivation of a culture dedicated to long-term organizational excellence. Central to this theory are Deming's 14 Points for Management, which advocate for leadership to drive change by fostering employee empowerment, encouraging collaboration across departments, and prioritizing data-driven decision-making. This approach aligns closely with ISO 9001:2015's leadership requirements, which stress accountability, strategic alignment of quality objectives, and sustained commitment to continual improvement. Building on Deming's principles, this study conceptualizes an Interactive-Cyclical Model for Sustainability that integrates iterative planning, stakeholder feedback, and adaptive management to enhance institutional resilience and performance. This

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conceptual framework underscores the pivotal role of proactive leadership and systemic quality management in advancing sustainable organizational development within educational settings.

Objectives of the Study

This study analyzed the management responsibility of the institution based on ISO 9001:2015 evaluation results, focusing specifically on key areas including management commitment, customer focus, quality policy, planning, responsibility, authority, and communication. It aimed to characterize positive findings, non-conformities, and recommendations within these domains of management responsibility. Additionally, the study described the extent of compliance with the prescribed recommendations and identified existing gaps relative to ISO standards. Building on these insights, the research sought to formulate a sustainability model for quality management to support continuous improvement and institutional resilience. Through this comprehensive approach, the study intends to contribute to the enhancement of leadership accountability and quality assurance frameworks in educational organizations.

METHODOLOGY

This study utilized a qualitative research design to analyze the findings of the ISO 9001:2015 Quality Management System audit, specifically focusing on Section 5, which addresses Management Responsibility. Data from the ISO evaluation reports were

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systematically tallied and tabulated to facilitate comprehensive presentation, interpretation, and analysis. To complement document analysis, unstructured interviews were conducted to verify and clarify ambiguous items within the audit findings. Additionally, the study explored the organization's strengths and weaknesses by examining audit results from the 2020 ISO certification visit up to the present. This methodological approach enabled an in-depth understanding of the organization's management responsibility practices and informed the development of a sustainability model aligned with quality management principles.

RESULTS AND DISCUSSION

This study's results highlight the critical role of top management in ensuring effective communication, understanding customer needs, defining clear policies, and establishing measurable objectives within the management commitment domain. However, findings indicate that top management should enhance employee empowerment by strengthening institutional planning processes that encourage broad participation and provide ongoing support. Supporting this, Bharamanaikar and Khanai (2018) found that top management commitment positively correlates with successful ISO 9001 implementation, emphasizing leadership's role in identifying and satisfying customer needs. In the area of customer focus, despite a demonstrated commitment to quality, student feedback reveals challenges in fully satisfying customer expectations, particularly due to the need for improved faculty development and higher qualification standards for teachers. This aligns with research by Khotibul Umam and Rahman (2024), who stress that leadership commitment and stakeholder

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engagement directly influence service quality and client satisfaction in educational institutions.

Timely compliance with non-conformances remains a priority for the institution.

Regarding quality policy, recurrent recommendations emphasize intensified training and wider dissemination of ISO 9001:2015 standards. Although the institution shows strong determination to comply, gaps exist that hinder the achievement of optimal quality excellence. This corresponds with findings by Taguig City University researchers (2024), who reported that leadership readiness is crucial to overcoming resistance to change and ensuring sustainable ISO certification efforts in education.

Planning processes prioritize management reviews, including internal and external audits, reflecting ongoing efforts to monitor and align policies and objectives, consistent with the ISO 9001:2015 standard's emphasis on management reviews as a key tool for continual improvement (International Organization for Standardization [ISO], 2015). Notably, gaps were found in responsibility, authority, and communication, particularly in quality management system documentation and auditor training, to ensure a shared organizational understanding of customer requirements.

Overall, implementation of ISO recommendations is rated 4.0 on a 5-point scale, showing considerable effort yet room for improvement. These findings echo Deming's insight that "quality must be built into the process by management... It is management's job to design and manage the process" (Deming, 1986, p. 23), underlining leadership's indispensable role in cultivating a culture of continuous improvement and employee involvement.

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CONCLUSIONS

The implementation of ISO 9001:2015 has profoundly contributed to significant improvements in management practices, quality assurance, and organizational performance. This progress underscores the critical role of top management in steering the entire Quality Management System (QMS) toward success and sustainability. Effective leadership at the highest organizational level is pivotal, as it carries the ultimate responsibility for fostering a quality-oriented culture, ensuring strategic alignment of quality objectives, and nurturing continual improvement processes. The influence of top management surpasses that of middle and lower levels, given its capacity to allocate resources, empower employees, and drive systemic change.

Furthermore, William Edwards Deming's Total Quality Management philosophy provides a robust conceptual framework that reinforces this leadership role. His principles advocate for a collaborative approach where management and employees work synergistically, focusing on process improvement, data-driven decision making, and the elimination of inefficiencies. This cooperative dynamic is essential to achieving not only compliance with ISO standards but also sustainable organizational growth. Through embedding Deming's philosophy into the institution's management system, continuous enhancement becomes both a shared responsibility and an institutionalized practice, enabling the organization to adapt effectively to evolving challenges and stakeholder expectations.

In essence, the sustained success of the ISO 9001:2015 certification hinges on the commitment, accountability, and visionary leadership of top management, coupled with an

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organizational culture that embraces quality as a strategic priority. This integrated approach lays a strong foundation for enduring excellence and the long-term sustainability of the organization.

RECOMMENDATIONS

The Interactive-Cyclical Model may be effectively applied to improve the quality management system by integrating all essential elements aimed at enhancing customer satisfaction. To address existing gaps, several key actions are recommended. As an ISO-certified institution, the organization may continuously pursue improvement through strict adherence to established policies, guidelines, and objectives. This process may incorporate consistent monitoring and effective communication to ensure transparency and responsiveness. The school administration is encouraged to plan and implement reliable monitoring and measurement tools to assess and enhance faculty competency and qualifications.

Moreover, recruitment and hiring practices may prioritize candidates who demonstrate exceptional qualifications, skills, talents, relevant education, training, and overall physical and mental fitness. Such deliberate selection is crucial, as the competence of faculty members significantly influences the quality of student outcomes. It is imperative for top management to rigorously implement ISO standards by undertaking comprehensive orientation programs to familiarize all personnel with the system requirements. Additionally, capacity-building

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initiatives may be intensified for lead and member auditors to strengthen their auditing capabilities.

Furthermore, top management may demonstrate active involvement through frequent and thorough monitoring, as well as provide strong support to administrators responsible for quality management. Assigning a dedicated management representative is essential to oversee and ensure that all recommended actions are systematically planned, executed, and evaluated. In summary, the institution's leadership may consistently exhibit a strong commitment to customer satisfaction by instituting a clear quality policy, monitoring and updating quality objectives, delegating responsibility and authority effectively, and conducting regular management reviews. These coordinated efforts will foster an environment of continual improvement and sustainable excellence aligned with ISO 9001:2015 standards.

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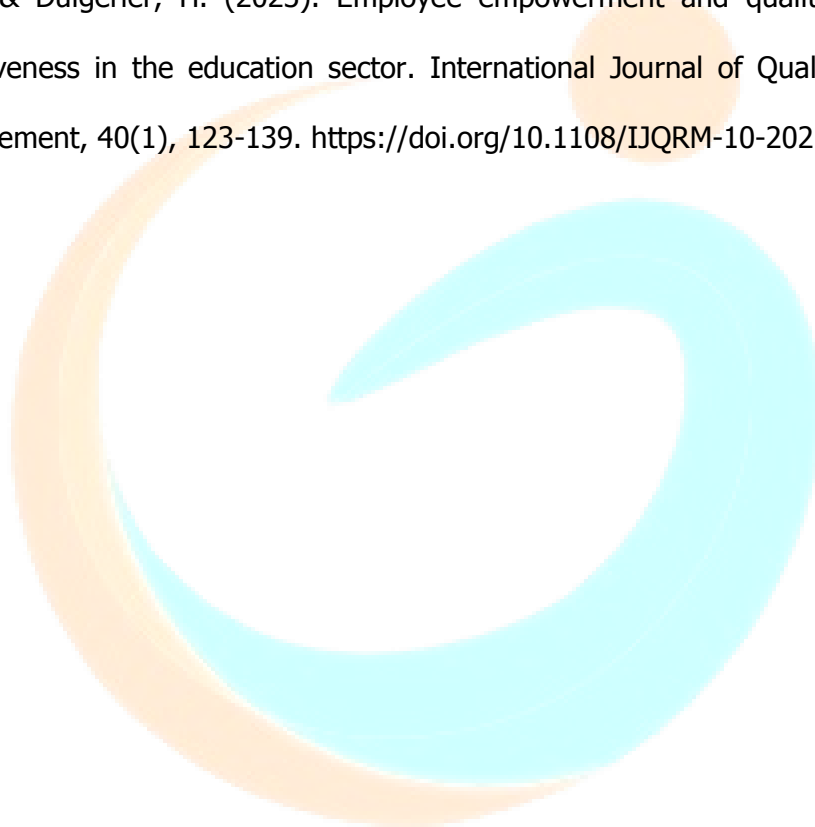
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