

Human Resource Management and Development Program for ISO 9001:2015 Certified Higher Education Institutions

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ABSTRACT

This study explored how ethical climate, organizational culture, and total quality management (TQM) contribute to the performance of ISO 9001:2015 certified higher education institutions (HEIs), with the goal of designing a strategic human resource development program. Using a descriptive-correlational approach, the research involved 397 QMS team members from Region XII. The analysis used statistical tools like mean, Pearson correlation, and multiple regression to uncover insights.

Results showed that these institutions maintain a very strong ethical climate, especially in promoting employee well-being, community involvement, and operational efficiency. The organizational culture reflects high levels of empowerment and collaboration. TQM is deeply embedded in their systems, focusing on ongoing improvement, leadership commitment, customer orientation, and streamlined processes. Among the four measured areas of performance—leadership, planning, support, operations, and evaluation—HEIs scored impressively across the board.

A strong positive correlation was found between ethical climate, organizational culture, TQM, and institutional performance. Notably, TQM stood out as the strongest predictor of success. While ethics and culture were also positively associated, their impact was more modest. The findings suggest that HEIs can enhance performance by focusing on continuous improvement, strong leadership, and targeted staff development. Future studies should explore qualitative insights and long-term trends in performance growth.

Keywords: human resource management and development, ethical climate, organizational culture, total quality management, organizational performance

INTRODUCTION

The Problem and Its Setting

Higher Education Institutions (HEIs) aspire to meet quality standards beyond minimum requirements to support regulatory functions and gain government recognition (Cabaron, 2018). According to Ganesh and Raghavan (2018), HEIs need to achieve a strategic benefit of the company in their current, and future business and needs to search for strategies to attract that are both innovative and useful, retain and develop better relationships with customers, particularly with students.

ISO 9001:2015 provides a strong foundation for establishing effective Quality Management Systems (QMS), enhancing consistency both in service and product quality, thereby improving satisfaction of customer and loyalty. Furthermore, implementing ISO 9001:2015 leads a plethora of advantages to organizations, emphasizing their dedication to quality management. The idea of continuous improvement and the creation of efficient performance measurement systems first emerged as a categorical necessity in practically every area of human endeavor.

Consequently, the problems of organizational performance such as developing effective performance measurement systems over the past few decades as a crucial component of organizational management and

process outcome evaluation (Yaya, 2018). Government interest in various accountability mechanisms, particularly evaluation and performance measurement, has increased as a result of the higher education sector's need for increased productivity, efficiency, and quality. (Kivistö et al., 2019). In addition, the education and training world is losing much of its special status. This also indicates that colleges and universities are increasingly anticipated to perform to the highest level, behave professionally, and deliver quality services.

In line with this, ISO 9001:2015 is an recognized internationally standard that sets out the criteria for a quality management system (QMS). Implemented by establishments across various industries worldwide, ISO 9001:2015 provides a framework for guaranteeing that goods and services continuously satisfy consumer demands and legal requirements.

Further, the benefits of ISO 9001:2015 are substantial, organizations may encounter challenges during implementation and certification. These challenges include resource constraints, hesitation to change, and the entanglement of aligning QMS with existing business processes. However, overcoming these challenges presents opportunities for organizations to streamline operations, optimize resource allocation, and cultivate an innovative and ever-improving culture.

In this context, CHED Memorandum Order Number 52 series of 2006 or the New Policies and guidelines for the grant of autonomous and deregulated status to selected private higher education institutions with benefits accruing thereto states that in order for the institutions to be granted with autonomous and deregulated status they need to obtain certification, accreditations, awards and categories and ranks. ISO 9001:2015 is one of the certifications that can be awarded to Higher Education Institution.

In the same manner, the adoption of ISO 9001:2015 in the Philippines has gained attraction across various sectors including like the academe. To show their dedication deliver high standard products and services, organizations pursue ISO 9001 certification quality, improve operational efficiency, and access new markets. According to the Philippine Accreditation Bureau (PAB), the national accreditation body, there has been a steady increase in the number of institutions obtaining ISO 9001 certification over the past decade. This trend underscores the growing recognition of ISO 9001 as a benchmark for organizational excellence in the Philippine business landscape.

Despite its numerous benefits, implementing ISO 9001:2015 poses several challenges for Philippine organizations which include resource constraints, lack of awareness or expertise in QMS implementation, objection to change within organizational culture, and the perceived complexity of the certification process.

To help HEIs develops a culture of quality, the Commission on Higher Education issued CHED Memorandum Order (CMO) No. 46, series of 2012, also known as “Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-based and Typology-based QA.” With this regards, HEIs seek for autonomous or deregulated status.

Understanding how ISO certification impacts HEIs in Region XII provides insights into the unique challenges, opportunities, and dynamics within the local higher education landscape. Because of this contextualization, initiatives for quality assurance and improvement can be customized to meet the unique needs of the area. Furthermore, research on ISO-certified HEIs in Region XII allows for an evaluation of how well quality management systems guarantee educational quality and ongoing development, according to Molina et al. (2019). HEIs can improve their programs and services to better deliver the needs of students and stakeholders in the area by determining their areas of strength and improvement.

The intention of this study was to find out how three important exogenous variables related to organizational performance in Region XII Higher Education Institutions (HEIs) that were certified by ISO 9001:2015. These factors include overall quality management, organizational culture, and ethical climate. Although earlier research has looked at each variable's effect on organizational performance separately, this study aims to integrate these variables holistically to offer a thorough understanding and add to the existing body of knowledge.

This study of HEIs in Region XII that were certified by ISO 9001:2015 provided important theoretical and practical insights into how organizational culture, ethical climate, and total quality management interact to affect organizational performance. In order to attain better results, the study underlined how essential it is to generate efficient policies and strategies that are in line with the organization's vision, mission, and strategic goals. This study was therefore carried out.

LITERATURE REVIEW

The following are the related literature on ethical climate, organizational culture, total quality management and organizational performance.

Organizational Performance

The study of organizational performance, which focuses on a number of elements that improve effectiveness, has grown in importance. The significance of leadership in influencing organizational outcomes is emphasized by research. According to Yu et al. (2023), supportive leadership is essential for raising worker satisfaction and productivity. In a similar vein, Arif and Akram (2018) discovered that transformational leadership qualities greatly enhance organizational outcomes by inspiring and motivating staff. The assertion is supported by Maccoby (2019), who highlights how superior performance is fueled by a collaborative and adaptable culture that is fostered by effective leadership.

Performance, according to Anwar (2016), is the accomplishment of tasks that advance organizational objectives, including things like financial success and employee satisfaction. Additionally, Evans (2017) contends that an integrated performance approach promotes sustainability and improves value delivery to stakeholders. Financial outcomes, operational effectiveness, and customer satisfaction are examples of key performance indicators that require alignment with strategic objectives (Aguinis et al., 2019).

Meeting stakeholder needs requires a more productive workforce. Anwar (2017) talks about how employee outcomes are improved by training, which raises investment potential and improves work-life balance. Aggestam and Wigren (2021) link organizational success to performance evaluations and emphasize their significance in decision-making.

Additionally, job security is essential because, according to Prabhu et al. (2020), workers who trust that their jobs are safe are more committed and productive. Research shows that job security and organizational effectiveness are positively correlated, supporting the notion that workers are more dedicated when they feel safe in their roles.

Performance measurement is made more difficult by the many standards that organizations must meet, such as sustainability and profitability. Anwar (2017) criticizes the use of financial metrics and argues in favor of a more inclusive definition that takes into account the interests of various stakeholders. According to Mousa and Othman (2020), efficiency and turnover rates are also important measures of success, with a focus on the crucial role of profitability.

According to Cooke et al. (2020) and Ali and Anwar (2021), who discovered that dedicated workers result in lower turnover and increased productivity, employee engagement has a major impact on performance.

Organizational performance is affected by the environment externally; economic conditions and industry competition are important factors. While Andrews and Peterson (2018) point out that economic prosperity frequently results in improved financial metrics, Porter and Turner (2021) emphasize that businesses in competitive markets face performance volatility. In order to sustain performance during downturns, businesses must modify their strategies.

Quality performance is also influenced by leadership styles. While Lee and Kim (2018) connected technology adoption to quality improvements, Rodriguez and Garcia (2020) discovered that transformational leadership increases productivity. This emphasizes how well technology integration and effective leadership work together.

Collaboration networks and culture of organization have a valued impact on innovation performance. Collaborations with outside organizations improve capabilities, and a culture that fosters creativity can increase innovation (Zhang et al., 2023).

Environmental performance is becoming more and more important. Strong green marketing campaigns are associated with eco-efficiency, according to Cooper and Turner (2019). Pambreni (2019) highlights the benefits of employee involvement in sustainability initiatives, arguing that improved results are the result of an environmentally conscious culture.

Corporate social responsibility significantly impacts financial performance. Garcia and Martinez (2018) argue that socially responsible businesses attract investors, while Nguyen et al. (2020) link social performance to employee satisfaction and productivity. These knowledge emphasize the significance of social performance in contemporary business practices.

Ethical considerations are crucial for fostering organizational performance. Hijal-Moghrabi et al. (2015) stress the need for ethical values to enhance overall performance, while Sabiu et al. (2018) highlight the mediating role of ethical climates. A strong ethical environment correlates positively with performance metrics, as supported by Schneider et al. (2013) and Khan et al. (2020).

In a wider range of situations, Baumann and Scheffer (2020) found a positive relationship between an ethical climate and organizational performance. As with the general model, performance is significantly impacted by ethical environments in individual states. This suggests that an ethical workplace greatly facilitates performance improvement (Hijal-Moghrabi et al., 2015). They also emphasized that it is empirically supported that an ethical climate is necessary for improving performance.

The aforementioned assumption is amply supported by Prajogo and Olhager's study (2020), which offers concrete proof of a importance positive correlation between TQM approaches and operational performance. This alignment implies that TQM can be used in a various of organizational set-up and has positive effects that go beyond manufacturing.

Ethical Climate. The common beliefs among members of an organization about what behavior is right and wrong are referred to as the ethical climate. It affects how decisions are made and how staff members react to moral conundrums (Kumar et al., 2020). Without the need for clear regulations, an ethical climate promotes moral clarity and enables people to make decisions in complex situations by drawing on a shared understanding of the organization's values. The performance of the organization as a whole is impacted by this environment in addition to how individuals behave.

According to Naz et al. (2019), an ethical climate governs decision-making by giving staff members a moral foundation. Unambiguous ethical standards are crucial because they aid workers in resolving moral dilemmas and increase organizational loyalty and trust (Hijal-Moghrabi et al., 2015). Employee behaviors are directly impacted by organizations that cultivate an ethical culture; positive environments result in higher job satisfaction and fewer deviant behaviors (Newman et al., 2017). Furthermore, both generally and within particular organizations, Mohanty's (2012) research showed a positive correlation between organizational citizenship behavior and organizational culture.

According to research, prosocial behaviors and ethical work environments are associated with improved productivity and happier workers (Pagliaro et al., 2018). Workers frequently identify more strongly with companies that uphold an ethical, friendship-oriented culture, which can boost job satisfaction and organizational commitment (Teresi et al., 2019).

The administrators' leadership is one of the ethical climates. According to Goetsch and Davis (2016), it encompasses a number of elements, including the vision, mission, overarching goals, and the steps taken to achieve these goals. In higher education, ethical leadership from administrators plays a crucial role in shaping the ethical climate (Rothman, 2017). Considering the vital role teachers play in shaping education and fostering human development within society, it is imperative to prioritize teacher education policies and ethical

practices (Ginsburg, 2017). Institutions must align their ethical standards with contemporary societal norms to remain functional and relevant (Bennett & Lumb, 2019). Faculty and administrators are responsible for setting an ethical tone that influences the entire educational environment.

Top management is responsible for providing leadership for quality in all of these areas (Evans, 2017). They provide leadership, therefore, responsible for the supervision and administration of the services they are offering to their clients. According to Goetsch and Davis (2016), the customer directs the process in an overall quality context.

Effective ethical climates within educational institutions can lead to a better understanding of ethical behavior among staff and students alike, fostering a culture that prioritizes pro-social practices (Aloustani et al., 2020). Conversely, institutions that treat ethical misconduct merely as a behavioral issue may struggle to cultivate a genuine ethical culture, which is vital for academic integrity and overall institutional effectiveness (Richardson & Healy, 2019). In addition, cultivating an ethical culture in the firm through identifying antecedents, organizational practices, and the outcomes where profitability is an automatic but secondary outcome under the supremacy of ethics (Yazdani & Murad, 2015).

Organizations that cultivate a positive ethical climate experience enhanced employee engagement and job satisfaction (Hashish, 2015). Ethical leadership directly correlates with employee well-being, suggesting that strong ethical standards benefit both individuals and the organization as a whole (Cheng et al., 2022). Furthermore, community-focused practices, such as Corporate Social Responsibility (CSR), can improve an organization's reputation and stakeholder trust (Etikan, 2023; Korschun et al., 2021).

Employees are more likely to follow suit in settings that reward moral behavior, which strengthens the integrity culture (Teng et al., 2020). Organizations can foster a culture that values moral behavior and encourages pro-social endeavors by identifying and dealing with unethical behavior (Bai et al., 2019).

Because workers may follow instructions that go against their personal beliefs, the question of obedience in work settings presents ethical questions (Gotz et al., 2023). This conflict emphasizes how important it is for businesses to create cultures where morality takes precedence over merely following the law.

Furthermore, it can be difficult to implement ethical codes in organizations. To ensure true commitment, some ethical standards must be voluntarily adopted, even though others can be enforced by legal frameworks (Volpe, 2018). The interplay between self-interest and altruistic motives plays a significant role in shaping ethical behaviors and decision-making processes (Dries & Kase, 2023; Han et al., 2019).

Employees gain a deeper understanding of ethical behavior when exposed to an ethical work atmosphere. They can also adopt pro-social practices when they're in an environment that is conducive to ethical conduct (Aloustani et al., 2020). Institutions that adopt strategies of process innovation get improvements in their performance, both operationally and financially, while product innovation only provides improvements in the financial performance of organizations (Antunes et al., 2017).

Anwar and Abdullah (2020) discovered that fair compensation and incentives enhance efficiency. Treating employees positively and involving them in HR processes increases satisfaction. In order to higher the satisfaction, organizations must fulfill the demands and expectations. (Ahmad et al., 2019). Furthermore, configurational and contingency approaches highlight that effective HRM practices, customized to the specific characteristics of government institutions, result in improved organizational performance.

Organizational Culture. Organizational culture is a collective network of assumptions, norms, and values that shapes how members of an organization think, feel, and act in response to their environment. It serves as a framework for understanding and resolving both internal and external challenges. Scholars like Romani et al. (2018) highlight that this culture significantly influences employee behavior, and Lee et al. (2019) assert that each organization possesses a unique culture formed by its shared values.

The attitudes, actions, and general performance of employees within a company are significantly affected by the organizational culture. Maryati et al. (2019) discovered that how organizations find and use critical information shapes the relationship between culture and performance. Higher employee engagement, increased productivity, and better financial performance are all associated with a strong organizational culture (McCune & Peterson 2021; Schein 2021; Vasconcelos 2022; Keyworth et al. 2020).

Employee behavior and decision-making are determined by the common values that are ingrained in an organization's culture. According to Kiziloglu (2022), these values guide work procedures and help businesses successfully handle information and people, preserving a competitive edge (Soomro & Shah, 2019). According to Akpa et al. (2021), strategic hiring practices guarantee that employee values and organizational goals are aligned, while culture serves as a control mechanism, directing behaviors toward organizational objectives. Moreover, organizational culture profoundly impacts knowledge sharing and innovation. Abdulrahman (2020) notes that a positive culture fosters both knowledge creation and employee morale, driving organizational performance. As organizations evolve, their cultures adapt through shared experiences and interactions (Tran, 2021), influencing how employees perceive and react to their work environment. This assertion is supported, albeit within the context of the service industry, by Asif et al. (2020) found out that ISO 9001:2015 certification promotes a positive company culture. Although the study's setting is a little different, the fundamental idea that ISO 9001:2015 improves corporate culture is still true.

Understanding and cultivating organizational culture is particularly vital in sectors like hospitality, where management must prioritize cultural elements to enhance performance (Reino et al., 2020). Kaouache et al. (2020) argue that aligning culture with business strategies is essential for success, especially in competitive contexts. Jeong (2019) found out that all sub-factors of organizational culture positively impacted perceived empowerment. This, in turn, enhanced organizational citizenship behavior, as evidenced by significant path coefficients.

The interrelationship between culture and employee engagement is crucial. Research indicates that a robust culture fosters commitment and enhances productivity. For instance, Lay et al. (2020) found that culture influences employee behavior significantly, while Adam et al. (2018) demonstrated a strong positive correlation between organizational culture and commitment levels. Pathiranage (2019) stresses that shared values are essential for promoting organizational performance, motivating employees to engage passionately with their work.

In light of the challenges organizations face in fostering commitment and competency among employees, Andrew (2017) suggests that strong cultural bonds enhance performance by nurturing commitment. Cultural diversity within organizations, as explored by Tompos and Ablonczy-Mihályka (2018), can provide a competitive edge when effectively managed. To accomplish organizational goals, leaders must embrace diversity and foster productive environments.

Furthermore, a strong organizational culture is an effective performance management tool. Organizations must acknowledge that culture influences employee behavior and organizational outcomes as they develop distinctive cultural identities (Ababneh, 2021). Performance management and organizational culture have a complex relationship that highlight how necessary it is to equate strategic objectives with cultural values in order to increase overall effectiveness. Wendler (2016) found that the impact of cultural values and principles at the organizational level is shaped by a complex interplay between internal and external factors.

Additionally, research backs up the idea that successful implementation of practices like Total Quality Management (TQM) is associated with a positive organizational culture (Elkelish & Rickards, 2018). Employee collaboration and change processes are facilitated by adaptive cultures that have low hierarchies and high levels of teamwork (Wziątek-Staśko et al., 2020). Furthermore, teamwork increases organizational effectiveness by fostering collective efficacy, according to empirical data presented by Lee and Yu (2020).

The impact of the culture of the organization on performance metrics is further demonstrated by empirical research. Brown and Garcia (2020), for instance, discovered a strong link between employee engagement and

trust-based cultures, which in turn leads to increased productivity. Furthermore, Chen et al. (2018) emphasized that resilient cultures enable organizations to successfully overcome obstacles.

One important component of organizational culture is the idea of empowerment. According to Johnson (2018), empowerment is a process that gives people the ability to take charge and make wise decisions. According to Trus et al. (2018), cultures that are empowered promote organizational citizenship behavior and increase individual agency. Another crucial cultural component, team orientation, enhances cooperation and communication, which eventually boosts organizational performance (Saemundsson et al., 2022).

Teamwork and empowerment are valuable traits that demonstrate a collaborative and encouraging culture. Institutions are succeeding in creating environments where team dynamics are strong and individuals feel empowered to make meaningful contributions. It is believed that strong corporate cultures offer a powerful social force that empowers employees and propels the business toward higher performance (Akpa et al., 2021).

Organizational studies has extensively studied capability development, emphasizing its important role in boosting competitiveness and performance of the organizational. Smith et al. (2019) spearheaded a noteworthy line of inquiry that emphasized the significance of dynamic capabilities in creating and maintaining competitive advantages.

According to the study, businesses that can innovate, learn, and adapt well can outperform their competitors and effectively respond to shifting market conditions. Anderson and Lee (2020) explored the importance of strategic management and resource allocation in capability development to support this viewpoint. According to their findings, companies can succeed in the long run if they carefully allocate resources to build particular capabilities that complement their competitive strategies. The results are supported by research by Doe and Smith (2022), which demonstrates that faculty capabilities in higher education institutions are improved by professional development programs. While institutions generally offer training, they frequently fall short in providing specialized programs that address the evolving needs of education and technology.

Smith and Johnson (2023) indicated that although some institutions provide professional development opportunities, their overall commitment to enhancing employee skills and capabilities is often inconsistent and inadequate. The work of Rehman et al. (2019), which shows that organizational performance may influence planning control through organizational capabilities rather than planning control directly influencing organizational performance. Further, the core values such as regarding treatment of employees, customers, suppliers, and others, promote innovativeness and flexibility within firms. When integrated with management control, they are believed to drive sustained superior performance especially financial (Akpa et al., 2021).

Businesses seek ISO 9001 certification to demonstrate their commitment to The culture of your company can be shaped to support you in achieving your objectives. Usually, people use it to help others maintain routines that support the organization's objectives. Company executives can promote a culture where the organization places greater emphasis on greener operations to ensure that sustainability practices and outcomes are implemented consistently across the board. The smooth running operations and achieving operational goals are facilitated by effective management and efficiency (Al-Mashari et al., 2020). Further, the company produced considerable improvements in several performance indicators and optimized its operations through the successful implementation and maintenance of processes.

The level of success an organization can achieve through establishing an impactful and relevant culture could direct the supportiveness among leadership and between employees (Fok et al., 2021). It is asserted by the study of Ogbeibu et al. (2021) that offers empirical proof of the positive results of supporting organizational culture and leadership on the successful execution of strategic goals, which in turn increases organizational performance. Despite the extremely excellent ratings for all metrics, it is crucial that institutions keep an eye on and improve their procedures on a constant basis. There is always space for improvement and adjustment to new challenges and trends, even with excellent performance.

Total Quality Management. Total Quality Management (TQM) is a company-wide management philosophy aimed at continuous improvement across all aspects of business operations, including resource acquisition,

customer support, and after-sales service (Uduk, 2015). TQM emphasizes the integration of continuous improvement practices into management processes to enhance organizational performance (Evans, 2017). Despite its widespread recognition, few studies have empirically assessed the relationship between TQM implementation and organizational performance across various industries, including healthcare (Al-Shdaifat, 2015), telecommunications (Dada & Eniola, 2018), education (Ogunnaike et al., 2014), and construction (Oludare & Olugboyega, 2016). According to Obeidat et al. (2024) The reputation stems from the institutions' continuous development of study plans and educational tools, commitment to quality techniques, adoption of modern process management, and implementation of a highly developed program design aligned with labor market demands. Further, they stated that Enhancements can provide competitive advantage, resulting in increased sales and profits.

Milsom (2023) identified the eight principles of Total Quality Management such as teamwork, continuous improvement, management commitment, training, client focus, employee involvement, and processes. Therefore, Total Quality Management (TQM) is a management system for a customer-focused company that incorporates quality discipline into all aspects of operations and involves all employees in continuously improving things through the use of strategy, data, and clear communication. As demonstrated by high scores on an improvement indicator, Haas and Mortensen (2020) emphasized the significance of an institutional culture of ongoing development and adaptability. It also highlights how important flexibility and continuous development are to the efficient use of techniques.

Building an organizational culture that places a high priority on customer satisfaction through service quality is at the heart of Total Quality Management (TQM) (Talib et al., 2020). TQM is a crucial tactic for managers looking to bring about revolutionary change in their companies since it concentrates on removing flaws and cutting down on waste (Biadoun et al., 2018; Sweis & Alsayyed, 2019). Effective TQM implementation requires management commitment to ensure alignment with institutional goals (De Sá et al., 2020). For instance, TQM has been connected to cost-effective management techniques and enhanced performance in the healthcare industry (Biadoun et al., 2018; Jaiswal et al., 2019).

TQM stands out for taking a comprehensive approach, focusing on process improvement as a whole rather than on individual components. Enhancing efficiency and competitiveness in the manufacturing and service sectors requires constant improvement (Li et al., 2016). New methods that can strengthen competitive advantage are highlighted in the expanding body of literature on TQM in the service industry (Alshurideh et al., 2019). Similar to banks and hotels, TQM's overarching goal in industries like healthcare is to meet customer expectations while enhancing performance and efficiency (Biadoun et al., 2018).

Businesses that successfully apply Total Quality Management (TQM) see improvements in customer satisfaction, productivity, and efficiency (Talib et al., 2020). Studies show that TQM's hard and soft components both greatly improve an organization's capacity for innovation (Zeng et al., 2015). In addition, the TQM tenets of management commitment, teamwork, and continuous improvement are essential for cultivating a culture of quality (Milsom, 2023). A productive workplace is a result of effective teamwork, which entails information sharing, effort coordination, and trust-building (Lara et al., 2022; Alsabri et al., 2022).

Organizations must change their mindset in order to implement the continuous iteration necessary for quality management. This approach promotes incremental daily improvements, fostering operational excellence (Milsom, 2023). Organizational commitment is crucial; employees must feel an attachment to their organization for TQM to succeed (Catalano, 2023). The relationship between job training satisfaction and turnover intention is influenced by organizational commitment, emphasizing the need for comprehensive training programs (Isom, 2023).

Customers are essential because they are the ones who use and benefit from the products or services a company provides. In order to fully comprehend the long-term effects of customer focus on total organizational performance, more study on should be conducted (Pambreni, 2019). Their wants and needs reflect what customers value and look for in a product or service and, therefore, the quality of the product and service (Milsom, 2023).

Customer focus is integral to TQM, as understanding customer needs shapes product and service quality (Milsom, 2023). Organizations must prioritize customer feedback to gauge the effectiveness of their quality initiatives (Troiano, 2022). While management commitment alone may not guarantee operational performance improvements (Abusa & Gibson, 2011), it remains a critical predictor of financial performance. Enhanced performance metrics often correlate with quality certifications such as ISO 9001:2015 (Heras-Saizarbitoria; Molina-Azorin, 2019).

Ultimately, TQM requires an organization-wide commitment to quality, driven by continuous improvement and a clear focus on customer satisfaction. Employees must be empowered in an environment free from fear of change, enabling them to engage with TQM processes actively (Troiano, 2022). By focusing on defined processes and continuously monitoring performance, organizations can effectively identify and address variations that impede quality (Milsom, 2023; Troiano, 2022). TQM is not simply a set of practices but a comprehensive philosophy that necessitates dedication at all levels of an organization to achieve sustained success and customer satisfaction.

Conceptual Framework

This study aimed to design a human resource management and development program for ISO 9001:2015 certified higher education institutions (HEIs) in Region XII. Consequently, it described the relationships of organizational performance, total quality management, organizational culture and ethical climate of ISO 9001:2015 certified HEIs in Region XII. The first independent variable is the ethical climate which includes the following indicators: ethical environment which supports a appreciative reputation for the establishment while enhancing the morale of the employees; employee-focused climate exhibits openness and transparency between managers and employees so they feel comfortable sharing concerns and work together to improve the workplace; community-focused climate shares the same identity and communication platforms; and efficiency climate refers to the stage to which employees are anticipated to place efficiency above all other issues.

The second independent variable is the organizational culture which is gauged in the following factor indicators: empowerment designs to increase the level of autonomy and self-determination in people and in communities; team orientation means working well with others and taking charge when the projects comes around and focuses on tasks completion; capability development encompasses the traditional scope of professional development; and core values are the fundamental ideas that direct an individual or group and assist them in distinguishing between right and wrong.

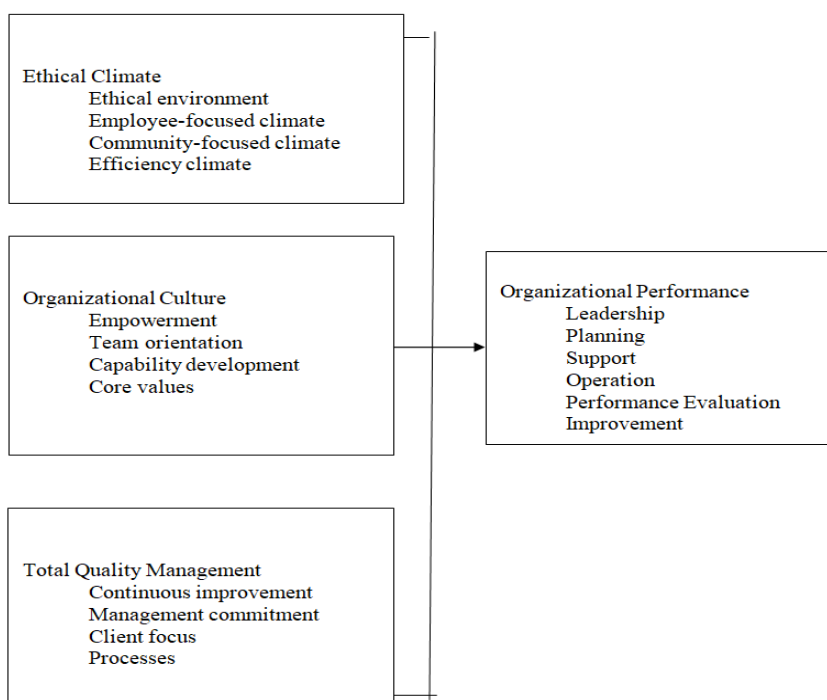


Figure 1. Conceptual Framework

However, indicators are used to measure overall quality management. Continuous improvement, for instance, refers to the constant pursuit of better products, services, and processes; management commitment, which entails the direct involvement of the highest level of management in all significant areas, including safety, quality, the environment, and security; client focus, which entails the implementation of a customer service training program; and processes, which are the continuous efforts to identify, correct, and eliminate errors that improve the customer experience.

The performance of HEIs in Region XII that are certified by ISO 9001:2015 is believed to be influenced by the three independent variables mentioned above. A key component of leadership is the capacity to articulate a vision that upholds social responsibility and sustainability principles. A crucial component of an organizational structure, planning provides an organization with the knowledge it needs to transition from its current state to its future state. The establishment of a sustainability-focused culture, the incorporation of sustainability into vision and strategy, and the backing of top management are all crucial. Operation is a framework for evaluating business performance that is primarily viewed as a collection of metrics used to assess the efficacy and efficiency of decisions. Enhancement and assessment of performance are also crucial.

Statement of the Problem

This study proposed a human resource management and development program for Region XII's higher education institutions (HEIs) that hold ISO 9001:2015 certification.

In particular, this study answered the following questions:

1. What is the level of the ethical climate of the ISO 9001:2015 certified HEIs in Region XII in terms of:

1.1 ethical environment;

1.2 employee-focused climate;

1.3 community-focused climate; and

1.4 efficiency climate?

2. What is level of the organizational culture in terms of:

2.1 empowerment;

2.2 team orientation;

2.3 capability development; and

2.4 core values?

3. What is the level of the total quality management in terms of:

3.1 continuous improvement;

3.2 management commitment;

3.3 client-focus; and

3.4 processes?

4. What is the level of the organizational performance in terms of:

4.1 leadership;

4.2 planning;

4.3 support;

4.4 operation

4.5 performance evaluation, and

4.6 improvement?

5. Is there a significant relationship between:

5.1 the ethical climate and the organizational performance;

5.2 the organizational culture and the organizational performance; and

5.3 the total quality management and the organizational performance?

6. Is there a significant influence of ethical climate, organizational culture, and total quality management on the organizational performance?

7. Based on the findings, what human resource management and development program can be proposed?

Hypotheses of the Study

Based on the above-cited specific problems, following null hypotheses were formulated and was tested at a 0.05 level of significance:

Ho₁: There is no significant relationship between the ethical climate and the organizational performance of the ISO 9001:2015 certified HEIs in Region XII.

Ho₂: There is no significant relationship between the organizational culture and the organizational performance of the ISO 9001:2015 certified HEIs in Region XII.

Ho₃: There is no significant relationship between the total quality management and the organizational performance of the ISO 9001:2015 certified HEIs in Region XII.

Ho₄: Ethical climate, organizational culture, and total quality management has no significant influence on the organizational performance of the ISO 9001:2015 certified HEIs in Region XII.

Scope and Delimitations

The goal of this study was to create a human resource management and development program for higher education institutions (HEIs) certified by ISO 9001:2015 in Region XII. The independent variables are the ethical climate with its indicators: ethical environment, employee-focused climate, community-focused climate, and efficiency climate; organizational culture with its indicators: empowerment, team orientation, capability development, and core values; total quality management with its indicators: continuous improvement, management commitment, client focus, and processes; and the dependent variable is the organizational performance of ISO 9001:2015 certified HEIs in Region XII with its indicators: leadership, planning, support, operation, performance evaluation, and improvement.

The study covered the ISO 9001:2015 certified HEIs in Region XII. In the region, there are seven ISO 9001:2015 certified higher education institutions. Out of seven Higher Education Institutions, six of them agreed to participate in the study. This study was limited to include employees from these HEIs. The target respondents were the Quality Management System (QMS) Team of the identified HEIs. One of the institutions is composed of seven campuses. Each campus has its own QMS teams.

In the data collection, the researcher ensured the respondents that their responses were treated with utmost confidentiality to avoid hesitations in getting their response to the questions to get sound and honest response from them.

Significance of the Study

The result of this study had beneficial outcomes that could be used by the following individuals deemed to be the immediate beneficiaries of this study:

HEIs aspiring for ISO Certification. This study is beneficial to the HEIs that aspires for ISO certification for them to be able to assess their institutions if they meet the standards set by the ISO 9001:2015 in the implementation of their QMS that involves a rigorous process of documentation, training, and internal auditing.

Administrators of HEIs. This study helps HEI administrators allocate resources to key factors that enhance organizational performance.

CHED Officials and Personnel. This study is beneficial to the CHED officials and personnel, since this can enable them to design relevant programs to assist HEIs in the region to achieve admirable and high organizational performance.

Faculty and Staff of HEIs. The result of this study make them aware of their existing practices and be able to take necessary and relevant innovations to improve organizational performance since it is a collective effort to be able to improve and enhance the organization.

Future researchers. The results of the study can meaningfully contribute to existing knowledge, specifically in organizational performance of HEIs. Consequently, the findings of this study can be used by future researchers as a reference in studying human resource and organizations. This study also aims to contribute to the literature on organizational performance, ethical climate, organizational culture, and total quality management.

Researcher. As a researcher, conducting this research enabled him to hone and improve his knowledge and understanding of the factors that influences the performance of organizations. Further, acquire new desirable traits for his professional and personal development.

RESEARCH METHODOLOGY

This chapter introduces the research design, descriptions of the methods of research used, the research respondents, the locale of the study, the instruments and techniques used for the data gathering procedures, and the statistical treatment employed by the researchers in conducting the study.

Research Design

Descriptive and correlational methods were employed in the quantitative non-experimental design of the study. This was used to apply hypotheses, mathematical models, and theories regarding the variables under investigation. A program for the management and development of human resources was created using the data that was collected. It made use of the descriptive correlational method, which illustrates how data changes over time and displays average level means to define a particular attribute, aspect, or feature of a group. The relationship between two or more variables was examined and measured using the Pearson Moment Correlation. According to Creswell (2012), correlational research is a type of quantitative non-experimental methodology that measures, characterizes, and determines the relationship between variables using correlational statistics.

The multiple dependence relationships among variables were emphasized, hence a multivariate technique (Dela Cruz & Amarillo, 2022). Specifically, the research study investigated the relationships between ethical climate, organizational culture, and total quality management, and their relationship with the organizational performance of ISO 9001:2015 certified HEIs in Region XII.

It is commonly employed to distinguish causal conclusions from observable data and primarily theoretical assumptions (Bhatta et al., 2017; Hair et al., 2017; Pearl, 2012). The normal theory approach was also applied in the study, particularly for parameter estimation. You need a large sample in order to have an objective, effective, and reliable convergence for the sample (Tomarken, 2005). Therefore, some adjustments were made to the data fitting when determining the human resource management and development program, such as excluding indicators with low values for one variable—endogenous.

Selection of Respondents

The participants in the study were selected through a random sample procedure. Among the respondents to the survey were the Quality Management System (QMS) teams from the HEIs in Region XII that are ISO 9001:2015 certified. They were selected due to their extensive knowledge of how their own companies' ISO 9001:2015 QMS operates. The questions were asked of those who responded to the survey.

Box 1 Distribution of respondents

Higher Education Institution	Respondents
A	39
B	46
C	33
D	35
E	40
F	204
Total	397

Because there is no single, accurate, or widely recognized formula or technique for calculating sample size, both researchers and students frequently rely on "rules of thumb." As an example, the ratio of observations to estimated parameters (N:q) has been suggested by some statisticians as a guide. For each estimated parameter in the model, Kline (2015) suggested that the N:q ratio be 20 to 1, or 20 observations (participants). Some have proposed that the N:q ratio may be as low as 5 to 1 (Bentler & Chou, 1987) or 10 to 1 (Schreiber et al., 2006). Even the guidelines put forth by scholars are obviously subject to a great deal of variation and uncertainty. At least 397 respondents were obtained for this study. Getting a sample of 397 is reasonable and appropriate given the literature. The box below shows the distribution of the 397 responders. Given that HEI F is a system school, the majority of responders were from there.

Research Instruments

A survey questionnaire was used as data gathering tools of the study.

Since this study is a descriptive survey in nature, the main instrument that was used in gathering the data is Survey Questionnaire (SQ). An adapted and contextualized survey instrument was used. The survey questionnaire on ethical climate was adapted from Thomas (2013). The instrument was designed to measure the ethical climate attributes perceived by total quality management based on four factors, namely: ethical environment, employee-focused climate, community-focused climate, and efficiency climate. The survey questionnaire on organizational culture was also adopted from Zwaan (2006). The instrument was designed to measure the organizational culture attributes perceived based on four factors, namely: empowerment, team orientation, capability development, and core values. The survey on total quality management was adapted from Ramseook-Munhurrin et al. (2011). The questionnaire was designed to measure the total quality management attributes perceived by HEIs, namely: continuous improvement, management commitment, client focus, and processes. The instrument for organizational performance was grounded on ISO 9001:2015 Quality Management System Certification Scheme of Sri Lanka Standards Institution. The instrument was designed to measure the organizational performance based on six indicators namely: leadership, planning, support, operation, performance evaluation, and improvement.

The survey questionnaire was checked, validated, contextualized, and improved accordingly after review and approval of the adviser, the dissertation panel members, and the three expert validators.

Box 2 Survey Questionnaire Validation Results

Validators	Respondents
A	5.00
B	4.71
C	4.43
Mean	4.71

It is important to ensure the reliability and validity of the statements in the instruments in conducting a research study. The validation process involves evaluating the appropriateness and accuracy of the tools to measure the intended constructs or variables. In this study, content validity was ensured that the instruments represented specific areas and covered relevant content. Based on the result of the validation of survey questionnaire, the mean was 4.71.

The validation process requires a panel of validators with expertise and knowledge in organizational performance, ethical climate, organizational culture, organizational performance, and research methodologies. It ensures that all necessary items are included and all items not suitable to a particular construct are eliminated. In this study, two faculty from NDDU Graduate School and one from Sultan Kudarat State University Graduate School served as validators.

A pilot study is a small-scale version of the complete study. Identifying design weaknesses in instrumentation and providing proxy data for selecting a probability sample is necessary. According to Clark and Creswell (2014), a pilot test is necessary to identify design weaknesses in instrumentation and provide proxy data for selecting a probability sample. By conducting a pilot test, the researcher refined the questionnaire and ensured that the respondents in the main study did not have any difficulty answering the questions.

In the pilot study, the researchers pretested a questionnaire with thirty members of the Quality Management System Team of Sultan Kudarat State University – Access Campus and Tacurong Campus. It is worth noting that the questionnaires used in the pilot study were not used in the final study. Babbie (2015) suggests a pilot group should be between 1-10% of the sample size. In this study, the researchers adopted 7.56% of the sample size for the pilot group which comprises 30 out of 397 respondents.

To assess the questionnaire's reliability and examine the test results, we employed Cronbach's Alpha. The researcher examined the data to determine the reliability of the identically measured items in each questionnaire. The researcher made use of SPSS. The reliability results demonstrated the utility of this survey.

The research instrument was pilot tested. The data collected during this test was analyzed for validity and reliability. The instrument's validity, which indicates how well it measures what it is supposed to examine. Additionally, its reliability, or the degree to which it yields consistent findings when administered to the same subjects, was assessed. Cronbach's alpha, a measure of internal consistency, was used to evaluate the reliability. The data from respondents was inputted into a statistical software program, such as SPSS, to calculate Cronbach's alpha coefficient.

Box 3 Cronbach's alpha result for the 5-item constructs

Constructs	Reliability Cronbach Alpha (α)	Comment
Ethical Climate		
Ethical Environment	0.878	Accepted
Employee-focused Climate	0.902	Accepted
Community-focused Climate	0.919	Accepted
Efficiency Climate	0.895	Accepted

Organizational Culture		
Empowerment	0.911	Accepted
Team Orientation	0.928	Accepted
Capability Development	0.825	Accepted
Core Values	0.875	Accepted
Total Quality Management		
Continuous Improvement	0.868	Accepted
Management Commitment	0.928	Accepted
Client Focus	0.909	Accepted
Processes	0.926	Accepted
Organizational Performance		
Leadership	0.961	Accepted
Planning	0.930	Accepted
Support	0.911	Accepted
Operation	0.915	Accepted
Performance Evaluation	0.941	Accepted
Improvement	0.925	Accepted

Using Cronbach's Alpha, to have a reliable questionnaire:

$A \geq 0.70$ for every construct (variable) with less than ten (10) number of item questions; and

$A \geq 0.50$ for every construct (variable) with ten (10) and above number of item questions.

The researchers improved the questionnaire after a pilot study and used statistical methods like Cronbach's alpha to test internal consistency. This ensured accurate and reliable results essential for a successful research study.

Data Gathering Procedures

The following procedures were observed by the researcher in the conduct of data gathering.

After securing a list of ISO 9001:2015 certified HEIs in Region XII, the researcher sent a request letter to the administrators asking permission to administer the survey questionnaire (SQ).

Upon approval, a cover letter addressed to the respondents with the attached SQ were given. The retrieval of the SQ from the respondents was three (3) days from the date it was given. This gave them ample time to think critically in answering the survey questionnaire.

Data Analysis

The Statistical Package for Social Science (SPSS) software and SPSS Amos were used to encode, tabulate, organize, and analyze the data from the questionnaire that was given out in person. Regression, factor analysis, correlation, and analysis of variance are examples of common multivariate analytic techniques that can be used to obtain results with SPSS Amos, a powerful program. Compared to conventional multivariate statistical methods, its behavioral and attitudinal models more accurately depict complex interactions. This can be accomplished through a programmatic or graphical user interface.

The survey questions have been shown to be consistent among themselves, which is the primary justification for their modification. The questionnaire's items looked at organizational performance, total quality management, organizational culture, and ethical climate. The Likert scale was used in the survey.

Box 4 Scoring guide in determining the level of ethical climate, organizational culture, total quality management, and organizational performance

Scale	Range	Description	Interpretation
5	4.21 -5.00	Very High	This indicates that the level of ethical climate, organizational culture, total quality management, and organizational performance is always observed and is between 81% to 100%. This is equivalent on the response “Strongly Agree.”
4	3.41 – 4.20	High	This indicates that the level of ethical climate, organizational culture, total quality, and organizational performance is oftentimes observed and is between 61% to 80%. This is equivalent on the response “Moderately Agree.”
3	2.61 – 3.40	Moderate	This indicates that the level of ethical climate, organizational culture, total quality management, and organizational performance is sometimes observed and is between 41% to 60%. This is equivalent on the response “Agree.”
2	1.81 – 2.60	Low	This indicates that the level of ethical climate, organizational culture, total quality management, and organizational performance is rarely observed and is between 21% to 40%. This is equivalent on the response “Moderately Disagree.”
1	1.00 – 1.80	Very Low	This indicates that the level of ethical climate, organizational culture, total quality management, and organizational performance is not observed and is between 0% to 20%. This is equivalent on the response “Strongly Disagree.”

The scoring guide in Appendix I was used to determine the level of ethical climate, organizational culture, total quality management, and organizational performance of ISO 9001:2015 certified HEIs in Region XII.

The scoring guide was a valuable tool for quickly assessing relationships between ethical climate, organizational culture, total quality management, and organizational performance in statistical analyses. It helps interpret the data effectively.

Each respondent's data was processed. The researcher employed multiple linear regression analysis, weighted mean, and Pearson correlation as statistical tools to analyze the data.

The mean was used to determine the organizational culture, overall quality management, ethical climate, and organizational performance levels. We used Pearson Product Moment Correlation to determine the significant relationship between comprehensive quality management, organizational culture, and ethical climate and organizational performance. To identify the key elements influencing an organization's performance, multiple regression analysis was employed. To determine the nature of the relationship and how it functions, this study used multiple regression analysis and Pearson Product Moment Correlation. As previously stated, testing the null hypotheses was the primary goal of employing these tools in order to examine the relationship between the variables.

Ethical Considerations

The study and its researcher adhered to strong ethical values and standards throughout the entirety of the study. He followed the research procedure evaluation and standard rubric specifically in the management of the population and data, such as voluntary participation. The respondents were informed of the purpose of the research. Moreover, the informants of the study who initially agreed to participate were given notice that they could choose not to participate in the study.

To ensure privacy and confidentiality, personal or private information acquired from respondents in this study were kept private and confidential. A signed letter was attached to the questionnaire informing the respondents that the results of the survey was treated with the utmost confidentiality.

The informed consent form was attached to the survey questionnaire. Participants in the study were instructed to do so with the proper authorization, which is a crucial step in ensuring that informants are respected by providing them with substantial approval actions based on their voluntary participation. The same is true for the data collection device, which was utilized with the appropriate person in charge's consent.

RESULTS AND DISCUSSION

This chapter presents statistical data and key findings on ethical climate, organizational culture, total quality management, and organizational performance in ISO 9001:2015 certified Higher Education Institutions in Region XII, followed by analyses and a proposed human resource management and development program.

Level of Ethical Climate

Reflected in Table 1 is the level of ethical climate among ISO 9001:2015 certified higher education institutions in Region XII. Ethical climate defines what is correct behavior and how ethical issues are handled within an organization. It tracks behavioral guidelines that help individuals to understand what is acceptable rather than sanctionable within an organization.

The section mean obtained on the ethical climate is 4.21 and described as very high. This means that the ethical climate among ISO 9001:2015 certified higher education institutions is always evident. Most of the indicators under ethical climate revealed very high result. Community-focused climate obtained the highest mean score of 4.35 which described as very high.

Further, the level of efficiency climate and employee-focused climate attained a mean score of 4.26 and 4.22 respectively which is described as very high. This means that the efficiency climate and employee-focused climate are always observed. This is followed by ethical environment which obtained mean rating of 4.02 which is described as high.

Table 1 Level of the Ethical Climate of the ISO 9001:2015 Certified Higher Education Institutions

Indicators	Mean	Descriptive Level
Ethical Environment	4.02	High
Employee-focused Climate	4.22	Very High
Community -focused Climate	4.35	Very High
Efficiency Climate	4.26	Very High
Section Mean	4.21	Very High

Legend: 4.21-5.00- Very High; 3.41-4.20- High, 2.61-3.40, Moderate 1.81-2.60 – Low, 1.81-2.60-Very Low.

The perceived ethical climate in ISO 9001:2015 certified higher education institutions reflect moderate agreement among stakeholders, indicating room for improvement. A very high mean suggests strong consensus on prioritizing employee welfare, leading to higher satisfaction and retention. Institutions also show that they care about being involved in the community, which helps build good ties outside of their own work. The fact that there is always an efficient climate shows that there is a strong focus on operational effectiveness and resource management, which are both important for sustainability. In general, these organizations have high moral standards, but they should work to improve moral behavior in all areas even more.

The results show that ISO 9001:2015-certified colleges and universities have a strong ethical climate, especially when it comes to focusing on employees, becoming involved in the community, and running their businesses efficiently. These factors have a big impact on the culture, effectiveness, and reputation of an institution. The overall ethical environment gets a good grade, but it gets a slightly lower score than other indicators. This suggests that there is opportunity for growth in training, consistency, and enforcing ethical regulations. The research by Hijal-Moghrabi et al. (2015) and Hashish (2015) backs up the premise that having clear ethical rules, strong leadership, and a dedication to doing the right thing can improve the performance of an organization and the happiness of its employees. Also, organizations that value ethical leadership tend to

create a good work environment, which makes employees happier and more involved. According to this study's results on the level of ethical climate, ISO 9001:2015-certified colleges and universities often have a very high level of ethical climate, especially when it comes to community focus and efficiency. There is a strong base of ethical behavior, but more work needs to be done to bring the ethical environment up to the same high standards as other sectors. Institutions may enhance their ethical climate by increasing training on ethical practices, expanding community-focused initiatives, and implementing regular assessments and feedback mechanisms to ensure continuous improvement.

Level of Organizational Culture

The level of organizational culture among ISO 9001:2015 certified higher education institutions is presented in Table 2. Organizational culture is defined as the underlying values, beliefs, and assumptions that shape employee behavior.

Table 2 Level of the Organizational Culture of the ISO 9001:2015 Certified Higher Education Institutions

Indicators	Mean	Descriptive Level
Empowerment	4.25	Very High
Team orientation	4.31	Very high
Capability Development	4.14	High
Core Values	4.17	High
Section Mean	4.22	Very High

Legend: 4.21-5.00- Very High; 3.41-4.20- High, 2.61-3.40, Moderate 1.81-2.60 – Low, 1.81-2.60-Very Low.

Organizational cultures have been associated with either positive or negative outcomes for both the effectiveness of the organization and for individual employees within the organization. Positive outcomes for individuals might include motivation and satisfaction, while negative outcomes for individuals might include job insecurity and stress. Initiatives should be embedded in an existing organizational culture which has a vital impact on the degree of success of any efforts to improve the organization.

The section mean score obtained on the organizational culture is 4.22 which is described as very high. This means that the organizational culture among ISO 9001:2015 certified higher education institutions is always observed. Two of the indicators revealed a very high result. Among the indicators, team orientation obtained the highest mean score of 4.31 described as very high.

Additionally, empowerment revealed a mean score of 4.25 which is described as very high. This means that empowerment is always observed. Moreover, this is followed by core values and capability development which obtained mean rating of 4.17 and 4.14 respectively both are described as high.

The culture of ISO 9001:2015 accredited colleges and universities is mostly good. It is based on strong core values, teamwork, empowerment, and developing skills. Stakeholders feel a strong sense of duty and teamwork, but there is space to make skill-building opportunities better and reinforce key principles more often. These schools have a high overall perception score, which means they have a lively culture that encourages growth and participation. Strengthening capability development and making core values a bigger part of everyday operations can help institutions work better and stay on track with their strategic goals.

Institutions have a strong culture of core principles, teamwork, and empowerment, which leads to high job satisfaction, engagement, and creativity. Employees who feel empowered are more likely to take the initiative and help the organization reach its goals. This is in line with Jeong (2019) and Akpa et al. (2021), who talk about the connection between a strong culture and better performance. Research by Saemundsson et al. (2022) and Lee and Yu (2020) shows that a well-developed team orientation makes it easier for people to work together, be creative, and solve problems. Even while schools spend money on professional development, research (Doe & Smith, 2022; Smith & Johnson, 2023) shows that there is still a need for more specialized training to keep up with changing educational demands.

Core values are well-integrated, supporting innovation and flexibility (Akpa et al., 2021), yet could be reinforced further in decision-making. ISO 9001:2015 certification is linked to a strong organizational culture (Asif et al., 2020), driving better performance and stakeholder satisfaction. However, continuous investment in capability development and core values will further solidify institutional excellence and long-term success.

The result of level of organizational culture indicates that ISO 9001:2015 certified higher education institutions demonstrate a very high level of organizational culture, particularly in team orientation and empowerment. While the overall culture is strong, focusing on further enhancing capability development and reinforcing core values can contribute to even greater organizational effectiveness and employee engagement. To improve organizational culture, institutions should invest more in professional development and integrate core values into daily operations through enhanced communication, workshops, and recognition programs.

Level of Total Quality Management

The level of the total quality management among ISO 9001:2015 certified higher education institutions is presented in the table below. Total Quality Management (TQM) is a philosophy with the aim of achieving an overall performance. TQM has become a globally strategic force, which may bring to various benefits such as higher customer happiness, greater employee concentration and motivation, decreased waste and enhanced overall performance.

The overall score obtained by total quality management is 4.26 which is described as very high. This means that the total quality management attribute is always observed. Management commitment, continuous improvement, processes, and client-focus obtained a mean of 4.32, 4.26, 4.24, and 4.21 respectively.

Table 3 Level of the Total Quality Management of the ISO 9001:2015 Certified Higher Education Institutions

Indicators	Mean	Descriptive Level
Continuous Improvement	4.26	Very High
Management Commitment	4.32	Very High
Client-focus	4.21	Very High
Processes	4.24	Very High
Section Mean	4.26	Very High

Legend: 4.21-5.00- Very High; 3.41-4.20- High, 2.61-3.40, Moderate 1.81-2.60 – Low, 1.81-2.60-Very Low.

ISO 9001:2015 certified higher education institutions demonstrate a strong commitment to Total Quality Management (TQM), emphasizing continuous improvement, leadership support, client focus, and well-defined processes. With high scores across key indicators, these institutions consistently prioritize stakeholder satisfaction and institutional effectiveness. Management's strong commitment ensures that quality initiatives are well-integrated, while a client-centered approach fosters trust and engagement. The high overall TQM score highlights a culture of excellence, reinforcing the need for ongoing enhancements to sustain competitiveness and adaptability in the evolving educational landscape.

Higher education institutions demonstrate a strong commitment to continuous improvement, client focus, and effective process management, ensuring high educational quality and operational efficiency. Their proactive approach aligns with Evans (2017) and Li et al. (2016), who emphasize continuous improvement as key to competitiveness and performance. Abusa and Gibson (2011) and De Sá et al. (2020) both stress the importance of strong leadership support for Total Quality Management (TQM) in keeping quality programs going. A client-focused approach enhances student satisfaction and institutional reputation, reinforcing insights from Goetsch and Davis (2016) and Ahmad et al. (2019). Well-established processes ensure operational excellence, with employee involvement positively influencing perceived performance (Pambreni, 2019). While institutions excel in these areas, maintaining and enhancing quality management strategies will be essential for long-term success, positioning ISO 9001:2015-certified institutions as leaders in educational excellence.

The ISO 9001:2015 certified higher education institutions demonstrate a very high level of Total Quality Management. The strong performance across all indicators suggests that these institutions are effectively

implementing TQM principles, with particular excellence in management commitment. Continuing to build on these strengths and focusing on innovation and adaptation will help maintain and enhance their quality management practices. To maintain and enhance total quality management, institutions should sustain high standards in key areas, celebrate successes, improve communication about quality management, and foster innovation to continually adapt and improve client satisfaction and processes.

Level of Organizational Performance

The following table shows the level of organizational performance among ISO 9001:2015 certified higher education institutions in Region XII. Organizational performance is a subjective perception that leads to varied interpretations and measurement tools. It overlaps with concepts like productivity, efficiency, and profitability, reflecting an organization's ability to meet shareholder expectations and thrive in the market.

The organizational performance achieved an overall score of 4.37. Further, it is described as very high. This means that the total quality management attribute is always observed. All indicators obtained a very high mean. Leadership attained a mean of 4.42. Planning, support, performance evaluation, operation, and improvement obtained a mean of 4.40, 4.36, 4.36, 4.35, and 4.33 respectively.

ISO 9001:2015 certified higher education institutions demonstrate strong organizational performance, excelling in leadership, planning, support, operations, performance evaluation, and improvement. High scores indicate effective leadership, strategic planning, and well-managed processes that support staff and students. A strong commitment to performance evaluation and continuous improvement ensures adaptability and long-term success. With an overall high-performance rating, these institutions are well-equipped to achieve their goals and respond to challenges, reinforcing their ability to sustain excellence in the ever-evolving higher education landscape.

Table 4 Level of the Organizational Performance of the ISO 9001:2015 Certified Higher Education Institutions

Indicators	Mean	Descriptive Level
Leadership	4.42	Very High
Planning	4.40	Very High
Support	4.36	Very High
Operation	4.35	Very High
Performance Evaluation	4.36	Very High
Improvement	4.33	Very High
Section Mean	4.37	Very High

Legend: 4.21-5.00- Very High; 3.41-4.20- High, 2.61-3.40, Moderate 1.81-2.60 – Low, 1.81-2.60-Very Low.

Higher education institutions demonstrate strong leadership, strategic planning, and operational excellence, fostering a culture of continuous improvement and stakeholder satisfaction. Effective leadership, as highlighted by Goetsch and Davis (2016) and Evans (2017), ensures clear vision and strategic direction, while robust planning processes, supported by Rehman et al. (2019), enable resource optimization and future readiness. Strong institutional support enhances employee and student experiences, aligning with Yu et al. (2023), and efficient operations drive smooth institutional functioning (Al-Mashari et al., 2020). Performance evaluation fosters accountability and adaptability, as emphasized by Aggestam and Wigren (2021), while continuous improvement ensures sustained relevance in a competitive environment (Haas & Mortensen, 2020). The high overall performance of ISO 9001:2015-certified institutions, supported by Heras-Saizarbitoria and Molina-Azorin (2019), underscores their commitment to quality and excellence. These institutions do well on important measures, but they need to keep improving and adapting to new problems (Ogbeibu et al., 2021).

The results demonstrate that higher education institutions that are ISO 9001:2015 certified have a very high degree of organizational performance. The excellent performance on all metrics shows that there is strong leadership, good planning, a lot of support, efficient operations, solid performance evaluation, and a dedication to always doing better. Keeping these qualities and working on making them even better will help the company

continue to perform well and be flexible. To sustain and improve organizational performance, institutions should continue investing in leadership development, regularly update planning and support mechanisms, and foster a culture of continuous improvement through feedback, new technologies, and best practices.

Table 5 Summary of Organizational Metrics of the ISO 9001:2015 Certified Higher Education Institutions

Variables	Mean	Descriptive Level
Ethical Climate	4.21	Very High
Organizational Culture	4.22	Very High
Total Quality Management	4.26	Very High
Organizational Performance	4.37	Very High
Section Mean	4.26	Very High

Legend: 4.21-5.00- Very High; 3.41-4.20- High, 2.61-3.40, Moderate 1.81-2.60 – Low, 1.81-2.60-Very Low.

Table 5 illustrates the summary of the survey on level of ethical climate, organizational culture, total quality management and organizational performance among respondents. The result of the survey reveals that the level of the ethical climate, organizational culture, total quality management, and organizational performance of ISO 9001:2015 certified higher education institutions is very high with a section mean of 4.21, 4.22, 4.26, and 4.37 respectively. The ethical climate is rated very high with a mean score of 4.21. This shows that colleges and universities that are ISO 9001:2015 accredited have a strong moral climate. The institutions always follow high moral standards in their work, relationships, and decision-making, which creates a strong moral atmosphere.

The score for organizational culture is 4.22, which is very high. This shows that the organization has a strong and positive culture, with a lot of focus on core values, team orientation, and empowering employees. This result shows that the institutions do a good job of fostering a culture of support and teamwork.

The total quality management score is 4.26, which is a very high score. This shows that organizations are doing well with TQM practices like focusing on the customer, committing to management, and constantly improving. The average score for organizational performance is 4.37, which is very high. The Grand Mean of 4.26 means that all of the metrics that were looked at got a Very High rating.

Higher education institutions that are ISO 9001:2015 certified show a strong ethical climate, organizational culture, total quality management, and organizational performance. High scores on these metrics show a dedication to doing things the right way, managing quality, and making the institution the best it can be. The highest rank is for organizational performance, which means that goals are being met. This unified approach makes sure that the higher education landscape can change, that stakeholders are happy, and that the organization will be successful in the long term. Keeping this focus will make institutions even more resilient and help them keep getting better.

A strong ethical climate fosters trust, integrity, and sustainability within higher education institutions, reinforcing reputational strength (Yazdani & Murad, 2015). A supportive organizational culture enhances employee engagement and institutional effectiveness, aligning with findings that highlight its impact on well-being and productivity (Sisodia et al., 2018; Oswald et al., 2015; McCune & Peterson, 2021). The emphasis on TQM drives continuous improvement, client satisfaction, and operational excellence, increasing employee commitment and loyalty (Obeidat et al., 2024). Effective HRM practices tailored to institutional needs further enhance organizational performance (Ahmad et al., 2019). Consistently high ratings across these areas demonstrate a holistic commitment to quality, fostering institutional resilience and long-term success.

Correlation Analysis between Ethical Climate and Organizational Performance

Significant relationship was tested using Pearson r Correlation coefficient. Based on the result of this study, with the aid of Person Correlation r, there is significant relationship between ethical climate and organizational performance if the significance value “sig” is less than 0.05.

Table 6 Correlation Analysis between Ethical Climate and Organizational Performance of the ISO 9001:2015 Certified Higher Education Institutions

Variables		Ethical Climate	Organizational Performance
Ethical Climate	Pearson Correlation	1	.763**
	Sig. (2-tailed)		.000
	N	397	397
Organizational Performance	Pearson Correlation	.763**	1
	Sig. (2-tailed)	.000	
	N	397	397
**. Correlation is significant at the 0.01 level (2-tailed).			

Results showed that there was a high positive relationship ($r=0.763$) between ethical climate and the organizational performance ($\text{sig}=0.000$) of ISO 9001:2015 certified higher education institutions in Region XII.

The correlation analysis for ISO 9001:2015-certified colleges and universities shows a strong positive relationship (Pearson coefficient = 0.763) between ethical climate and organizational performance. This means that when the ethical climate gets better, the performance also gets better. The results are statistically significant and very reliable, with a significance level of 0.000 and a strong sample size of 397 respondents. These results show how important it is for institutions to have ethical practices in order to reach their goals. They also show how important it is for organizations to have initiatives that promote an ethical culture in order to be successful.

A strong ethical climate in organizations is closely linked to better performance because ethical leadership encourages staff and students to be honest, responsible, and behave well (Baumann & Scheffer, 2020). This moral base improves important performance indicators like student satisfaction, retention, and academic success, as well as employee engagement, teamwork, and creativity (Hijal-Moghrabi et al., 2015). Institutions that put ethics first are more likely to have better management, productivity, and trust from stakeholders (Schneider et al., 2013; Khan et al., 2020). Based on these results, the researcher agrees with the alternative hypothesis, which shows that there is a strong link between the ethical climate and the performance of ISO 9001:2015 certified HEIs in Region XII.

The results show that there is a strong and significant positive link between the ethical climate and the performance of ISO 9001:2015-certified higher education institutions. The correlation coefficient of 0.763 and the significance level of 0.000 show how important it is to keep a strong ethical climate in order to get good results from an organization. Institutions that invest in ethical practices and foster a positive ethical environment are likely to see substantial improvements in their overall performance. To enhance the ethical climate and organizational performance, institutions should implement robust ethical guidelines and training, integrate ethical values into performance management, and continuously monitor and evaluate ethical practices through surveys and feedback mechanisms.

Correlation Analysis between Organizational Culture and Organizational Performance

Results showed that there was a very high positive relationship ($r=0.742$) between organizational culture and organizational performance ($\text{sig}=0.000$). This relationship revealed that the more extensive organizational culture will result to higher organizational performance.

Table 7 Correlation Analysis between Organizational Culture and Organizational Performance of the ISO 9001:2015 Certified Higher Education Institutions

Variables		Organizational Culture	Organizational Performance
Organizational Culture	Pearson Correlation	1	.742**
	Sig. (2-tailed)		.000
	N	397	397

Organizational Performance	Pearson Correlation	.742**	1
	Sig. (2-tailed)	.000	
	N	397	397
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis for ISO 9001:2015 certified colleges and universities shows a strong positive relationship (Pearson coefficient = 0.742) between organizational culture and organizational performance. This means that changes in culture are closely linked to better performance. The results are statistically significant and very reliable, with a significance level of 0.000 and a large sample size of 397 respondents. These results show how important a positive organizational culture is for the success of an institution. They also stress the need for efforts that create a supportive and collaborative environment to improve overall performance.

A strong organizational culture makes people work better by encouraging teamwork, giving people power, and promoting shared values. This makes the workplace more cohesive and productive (Akpa et al., 2021). Good leadership is important for creating and promoting this culture, making sure that the values of the organization are in line with its strategic goals. Training programs that stress the connection between culture and performance can help staff and students work together better, be more flexible, and communicate better. Because culture and performance are so closely linked, organizations should work to create a positive work environment to promote stability, job satisfaction, and overall effectiveness. Based on these results, the researcher accepts the alternative hypothesis, which shows that there is a strong link between organizational culture and performance in ISO 9001:2015 certified HEIs in Region XII.

Result reveals a significant and strong positive correlation between organizational culture and organizational performance among ISO 9001:2015 certified higher education institutions. The correlation coefficient of 0.742 and the significance level of 0.000 highlight the critical role of organizational culture in driving performance outcomes. Institutions that foster a supportive and effective culture are likely to experience higher levels of performance. Continued focus on enhancing organizational culture can contribute to sustained success and improved institutional performance. To improve organizational success, institutions should enhance their culture through targeted initiatives, align cultural strategies with performance goals, and regularly assess cultural impact to make data-driven adjustments.

Correlation Analysis between Total Quality Management and Organizational Performance

Results showed that there was a very high positive relationship ($r=0.923$) between work total quality management and organizational performance ($\text{sig}=0.000$). This relationship revealed that the more extensive the total quality management will result to higher organizational performance.

Table 8 Correlation Analysis between Total Quality Management and Organizational Performance of the ISO 9001:2015 Certified Higher Education Institutions

Variables		Total Quality Management	Organizational Performance
Total Quality Management	Pearson Correlation	1	.923**
	Sig. (2-tailed)		.000
	N	397	397
Organizational Performance	Pearson Correlation	.923**	1
	Sig. (2-tailed)	.000	
	N	397	397
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis for ISO 9001:2015 certified higher education institutions reveals an exceptionally strong positive relationship (Pearson coefficient = 0.923) between Total Quality Management (TQM) and organizational performance, indicating that improvements in TQM practices significantly enhance performance. With a significance level of 0.000, the correlation is highly reliable and statistically significant, eliminating the likelihood of chance influence. Based on a robust sample of 397 respondents, these findings emphasize the critical role of TQM in driving institutional success. To stay competitive in the academic world,

colleges and universities should make TQM initiatives a top priority to improve the way they work and keep up their high standards.

A strong link suggests that putting Total Quality Management (TQM) first can greatly improve how well an organization works, especially by making sure quality, improving processes, and involving stakeholders. Institutions that make TQM a part of their culture and how they do business are likely to see big improvements, especially if they invest in training programs that give staff the tools they need to help with quality initiatives. Regular performance reviews that are in line with TQM goals can help managers improve their work even more. This is in line with what Prajogo and Olhager (2020) say, which is that TQM has a positive effect on many different types of organizations. Based on these results, the researcher accepts the alternative hypothesis, which shows that there is a strong link between TQM and the performance of organizations in Region XII that are ISO 9001:2015 certified.

The data shows a very strong and statistically significant link between Total Quality Management and Organizational Performance in higher education institutions that are ISO 9001:2015 certified. The correlation coefficient of 0.923 and the significance level of 0.000 demonstrate that effective TQM practices are closely linked to higher levels of organizational performance. Institutions that prioritize and excel in TQM are likely to experience substantial improvements in performance, underscoring the importance of robust quality management systems in achieving institutional success. To enhance institutional success, continue developing TQM practices by investing in training, adopting best practices, focusing on continuous improvement, and maintaining a strong emphasis on customer satisfaction and feedback.

Regression Analysis of Ethical Climate, Organizational Culture, Total Quality Management and Organizational Performance

Inter Multiple Regression Analysis was used to determine the influence of ethical climate, organizational culture, and total quality management on the organizational performance.

Table 9 Significant Influence between Ethical Climate, Organizational Culture, Total Quality Management, and Organizational Performance of the ISO 9001:2015 Certified Higher Education Institutions

Model Summary^b									
Model	R	R Square	Adjusted R Square	Change Statistics					Durbin-Watson
				R Square Change	F Change	df1	df2	Sig. F Change	
1	.923 ^a	.852	.851	.852	754.617	3	393	.000	1.648
a. Predictors: (Constant), Total Quality Management, Organizational Culture, Ethical Climate									
b. Dependent Variable: Organizational Performance									

Results using Inter Multiple Regression Analysis revealed that ethical climate, organizational culture had significant effects (sig=0.000) to organizational performance. Altogether, the three contributed a significant effect of 85.2% to organizational performance. This further explained that organizational performance was 85.20% influenced by ethical climate, organizational culture, and total quality management.

A regression analysis examining the influence of ethical climate, organizational culture, and Total Quality Management (TQM) on organizational performance in ISO 9001:2015 certified higher education institutions revealed a very strong positive relationship, with a correlation value of 0.923. The model's high R Square value of 0.852 indicates that 85.2% of the variance in organizational performance can be explained by these factors, demonstrating its strong predictive capability. The F statistic (754.617, $p = 0.000$) confirms the model's statistical significance, reinforcing that these variables play a crucial role in institutional success. While a slight autocorrelation (1.648) is present, it remains within an acceptable range. Given these findings, institutions should prioritize ethical climate, organizational culture, and, most importantly, TQM to enhance their operational effectiveness and overall performance.

The strong R Square value highlights that ethical climate, organizational culture, and TQM collectively contribute to enhancing organizational performance, making them crucial areas for strategic focus. To improve

their operational effectiveness and keep up their high performance in a competitive academic environment, colleges and universities should make TQM initiatives a top priority. Because these dimensions are connected, institutions should take a comprehensive approach to improve all of them at the same time. Because TQM has a strong predictive power, schools and businesses that want to improve their performance should make quality management practices a top priority. Regular checks on the organization's culture and ethical climate can help improve strategies for ongoing improvement even more. This is in line with what Khan et al. (2020) say, which is that these factors have a big effect on performance when they are taken together. But out of the three, only TQM has a big direct effect on how well ISO 9001:2015 certified HEIs in Region XII do their jobs.

This study shows that ethical climate, organizational culture, and total quality management all have a very strong and statistically significant effect on how well ISO 9001:2015 certified higher education institutions do their jobs. The model works well at explaining performance outcomes, as shown by the R^2 value of 0.852 and the significant F Change. Organizations that focus on these important areas are likely to see big improvements in their overall performance. This shows how important it is to take a broad approach to making organizations more effective. Because there is a strong link and high explanatory power between ethical climate, organizational culture, total quality management (TQM), and organizational performance in ISO 9001:2015 certified higher education institutions, these institutions should focus on strategic initiatives that improve these factors. Focusing on TQM practices, creating a positive work environment, and keeping a strong ethical climate can all make a big difference in how well an organization works. To make sure that things keep getting better, there should be regular evaluations, targeted training programs, and leadership development. Adding these things to policy-making and operational strategies will also help create a long-lasting and high-performing academic environment.

Table 10 Anova

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	118.098	3	39.366	754.617	.000 ^b
	Residual	20.502	393	.052		
	Total	138.600	396			
a. Dependent Variable: Organizational Performance						
b. Predictors: (Constant), Total Quality Management, Organizational Culture, Ethical Climate						

The ANOVA table assesses whether there are significant differences among group means by analyzing the variation in the dataset. The regression sum of squares (118.098) represents the variation explained by the independent variables, while the residual sum of squares (20.502) accounts for unexplained variation or error. The total sum of squares (138.600) reflects the overall variability in the dataset, with a lower residual indicating a good model fit.

The degrees of freedom (df) for regression (3) correspond to the three independent variables, while the residual df (393) accounts for the number of observations minus the estimated parameters. The mean square for regression (39.366) and residual (0.052) are derived by dividing the respective sum of squares by their degrees of freedom, providing insight into the model's explanatory power.

With an F-statistic of 754.617, the model significantly explains the variance in the dependent variable, and the extremely low p-value (.000) confirms its statistical significance. This strong evidence supports rejecting the null hypothesis, demonstrating that at least one independent variable plays a crucial role in predicting the dependent variable.

The ANOVA results for the regression model confirm that ethical climate, organizational culture, and Total Quality Management (TQM) significantly impact organizational performance in ISO 9001:2015 certified higher education institutions. The model explains a substantial portion of the variance (regression sum of squares: 118.098) compared to the unexplained variance (residual sum of squares: 20.502), demonstrating a good fit. With an F statistic of 754.617 and a significance level of 0.000, the findings indicate a highly

significant relationship, reinforcing the importance of these factors in driving institutional effectiveness and success.

Table 11

<i>Coefficients^a</i>													
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.598	.090		6.608	.000	.420	.776					
	Ethical Climate	.049	.041	.047	1.216	.225	-.030	.129	.763	.061	.024	.248	4.034
	Organizational Culture	-.025	.040	-.024	-.619	.536	-.104	.054	.742	-.031	-.012	.259	3.857
	Total Quality Management	.862	.035	.903	24.896	.000	.794	.930	.923	.782	.483	.286	3.497
a. Dependent Variable: Organizational Performance													

The table evaluates how Ethical Climate, Organizational Culture, and Total Quality Management (TQM) influence organizational performance. The regression coefficients (B) indicate that a one-unit increase in TQM is associated with a 0.862 increase in performance, while Ethical Climate (0.049) and Organizational Culture (-0.025) have minimal impact. Standardized coefficients (Beta) show that TQM (0.903) has the strongest effect, whereas the other two variables have negligible influence. Significance values ($p = 0.225$ and $p = 0.536$) confirm that Ethical Climate and Organizational Culture are not statistically significant predictors, while TQM ($p < 0.001$) has a strong and meaningful effect.

Confidence intervals reinforce these findings, with TQM's range (0.794 to 0.930) confirming its positive impact, while the other two variables include zero, indicating no significant effect. Zero-order correlations reveal that TQM (0.923) has the strongest relationship with performance, while Ethical Climate (0.763) and Organizational Culture (0.742) show moderate associations. Multicollinearity is not a concern, as all VIF and Tolerance values fall within acceptable limits. Ultimately, the results emphasize the crucial role of TQM in enhancing organizational performance, while Ethical Climate and Organizational Culture may require further exploration to understand their potential indirect or contextual influences.

The regression analysis examines how ethical climate, organizational culture, and total quality management (TQM) influence organizational performance in ISO 9001:2015 certified higher education institutions. The intercept of 0.598 represents the expected performance level when all predictors are zero. Ethical climate has a small positive effect (0.049) but is not statistically significant ($p = 0.225$). Organizational culture shows a minor negative effect (-0.025) with no significance ($p = 0.536$). In contrast, TQM has a strong positive impact (0.862) and is highly significant ($p = 0.000$), making it the most influential factor in the model.

Standardized coefficients reinforce these findings, with TQM (Beta = 0.903) showing the greatest effect, while ethical climate (Beta = 0.047) and organizational culture (Beta = -0.024) have negligible impacts. Confidence intervals for ethical climate (-0.030 to 0.129) and organizational culture (-0.104 to 0.054) include zero, confirming their lack of statistical significance. However, TQM's confidence interval (0.794 to 0.930) highlights its strong positive effect. Correlation values also show TQM as the most closely linked variable to organizational performance.

Multicollinearity diagnostics suggest no major issues, with tolerance values above 0.1 and VIF values below 10. Ethical climate (Tolerance = 0.248, VIF = 4.034), organizational culture (Tolerance = 0.259, VIF = 3.857), and TQM (Tolerance = 0.286, VIF = 3.497) all fall within acceptable ranges. Overall, the findings emphasize that while ethical climate and organizational culture shape the institutional environment, TQM is the key driver of organizational performance, making it a crucial area for institutions to strengthen.

Human Resource Management and Development Program

The proposed Human Resource Management and Development Program is meant to improve and fit with the high levels of ethical climate, organizational culture, and total quality management (TQM) found in ISO 9001:2015 certified higher education institutions. The goal of this program is to make these areas even better and help the organization do better overall.

The main goal of the core component that focuses on ethical climate is to help employees learn more about and understand ethical standards. You can do this by having ethics awareness workshops, writing an ethical policy handbook, starting a peer mentorship program, and setting up an ethics committee. You can measure this kind of ethical climate by using surveys before and after training, keeping track of who takes part, and looking at the ethical issues that come up. When you focus on ethical standards, you create a culture of honesty and responsibility that lowers the risks of unethical behavior and improves the institution's reputation.

The main part, which is organizational culture, tries to find skill gaps and make training programs that fit those needs. You can do this by giving skills assessment surveys, setting up targeted training workshops, starting leadership development programs, and helping with team-building retreats. You can use attendance records, performance metrics, and tests before and after training to measure the culture of an organization. Improving skills and encouraging teamwork make employees happier and more likely to stay, which in turn makes the institution more effective overall.

It was suggested that total quality management would help staff improve their ability to give great customer service. You can reach your goal by hosting client service workshops, using client feedback surveys, encouraging meetings between departments, and adding a CRM system. You can keep an eye on the overall management of the organization by looking at client satisfaction scores, workshop attendance rates, and implementation tracking. The institution can build stronger relationships with students and stakeholders by focusing on customer service. This will make them happier and more loyal.

Organizational Performance was suggested as a way to find new ways to improve and make customers happier. The institutions may use processes to find opportunities, deal with problems that don't follow the rules, do root cause analyses, and keep their records up to date. You can keep track of the number of improvements found and put into place, customer satisfaction metrics, and compliance audits. Practices of continuous improvement not only improve performance, but they also create an environment of innovation and responsiveness within the organization.

The proposed program's goal is to create a more engaged, ethical, and high-performing workforce by bringing together these core elements. The structured approach makes sure that goals are measurable and in line with the goals of the institution, which encourages a culture of ongoing improvement.

There will be several ways to measure the program's success, such as higher scores on ethical climate surveys, more people attending training sessions and leadership programs, higher client satisfaction scores from good client service practices, and documented process improvements based on feedback and quality metrics. This all-encompassing program for managing and developing human resources not only meets the ISO 9001:2015 standards, but it also sets up colleges and universities for long-term success by building a skilled and proactive workforce.

The suggested Human Resource Management and Development Program for ISO 9001:2015 Certified Higher Education Institutions aims to improve the performance of these institutions through planned actions. One of the main goals is to create a strong ethical climate by raising awareness of ethical standards and setting up systems like an Ethics Committee to deal with ethical issues. Employees will act ethically because of things like ethics awareness workshops, peer mentoring, and the creation of an Ethical Policy Handbook. Surveys, participation rates, and issue resolution will be used to track progress. Investments in training materials and facilitators will help create a long-lasting ethical framework that is shown in the way employees act and the way the institution works.

The program improves organizational culture and total quality management by improving capacity development, client service, and continuous improvement, in addition to ethics. Finding skill gaps, encouraging leadership, and promoting team work will all help to strengthen the skills of the people who work there. Workshops and feedback surveys are examples of client-focused strategies that will help the institution stay responsive to its stakeholders. Continuous improvement practices will also lead to operational excellence, which will make it possible to deal with new problems. The program will create a dynamic organization that not only meets but exceeds ISO 9001:2015 standards by providing targeted training, performance evaluations, and resource allocation. This will lead to better performance and higher quality education.

Proposed Human Resource Management and Development Program

Table 10 Human Resource Management and Development Program for ISO 9001:2015 Certified Higher Education Institutions

CORE COMPONENTS	OBJECTIVES	ACTIVITIES	MEASUREMENT	PERSONS INVOLVED	RESOURCES	BUDGET	SUCCESS INDICATOR
Ethical Climate (i.e., Ethical Environment) ($\bar{x}=4.02$)	1. To increase awareness and understanding of ethical standards among employees.	1. Ethics Awareness Workshops	• Conduct pre- and post-training surveys to evaluate changes in ethical awareness.	1. HR Team 2. Management 3. Employees 4. Ethics Committee Members 5. External Ethics Trainers	1. Training Materials 2. Facilitators 3. Survey Tools 4. Meeting Space	Allocate for Training Workshops	1. Improved scores on ethical climate surveys.
	2. To strengthen the organization's ethical policies and practices.	2. Development of an Ethical Policy Handbook	• Track participation rates in workshops and the peer mentorship program.	1. HR Team 2. Management 3. Employees 4. Ethics Committee Members 5. External Ethics Trainers	1. Training Materials 2. Facilitators 3. Survey Tools 4. Meeting Space	Allocate for Ethical Policy Handbook Development	2. Increased participation in ethics training sessions.
	3. To promote mentorship focused on ethical decision-making.	3. Peer Mentorship Program	• Monitor the number and resolution of ethical concerns raised to the committee.	1. HR Team 2. Management 3. Employees 4. Ethics Committee Members 5. External Ethics Trainers	1. Training Materials 2. Facilitators 3. Survey Tools 4. Meeting Space	Allocate for Peer Mentorship Program Coordination	3. Number of ethical concerns reported and resolved by the Ethics Committee.
	4. To create a formal mechanism for addressing ethical concerns.	4. Establishment of an Ethics Committee	• Analyze annual survey results for trends in the ethical environment.	1. HR Team 2. Management 3. Employees 4. Ethics Committee Members 5. External Ethics Trainers	1. Training Materials 2. Facilitators 3. Survey Tools 4. Meeting Space	Allocate for Ethics Committee Operations, and Annual Survey Tools	4. Positive feedback from mentors and mentees in the Peer Mentorship Program.
CORE COMPONENTS	OBJECTIVES	ACTIVITIES	MEASUREMENT	PERSONS INVOLVED	RESOURCES	BUDGET	SUCCESS INDICATOR
Organizational Culture (i.e., Capacity Development) ($\bar{x}=4.14$)	1. To identify skill gaps and develop tailored training programs.	1. Skills Assessment Surveys	• Conduct pre- and post-training assessments to evaluate skill development.	1. HR Team 2. Department Managers 3. Employees 4. External Trainers	1. Training Materials 2. Facilitators 3. Meeting and Retreat Venues 4. Survey Tools	Allocate for Skills Assessment and Gap Analysis	1. Increased scores in employee skills assessments post-training.
	2. To enhance employees' competencies aligned with organizational goals.	2. Targeted Training Workshops	• Track attendance and engagement in workshops and leadership programs.	1. HR Team 2. Department Managers 3. Employees 4. External Trainers	1. Training Materials 2. Facilitators 3. Meeting and Retreat Venues 4. Survey Tools	Allocate for Training Workshops,	2. Higher participation rates in training workshops and leadership programs.
	3. To foster leadership skills within the organization.	3. Leadership Development Program	• Use performance metrics and employee feedback to measure team collaboration	1. HR Team 2. Department Managers 3. Employees 4. External Trainers	1. Training Materials 2. Facilitators 3. Meeting and Retreat Venues 4. Survey Tools	Allocate for Leadership Development Program	3. Improved team performance metrics following team-building activities.
	4. To promote teamwork and	4. Team Building	• Analyze feedback from coaching	1. HR Team 2. Department	1. Training Materials	Allocate for Team Building	4. Positive feedback from

	collaboration across departments.	Retreats	sessions to ensure ongoing development.	Managers 3. Employees 4. External Trainers	2. Facilitators 3. Meeting and Retreat Venues 4. Survey Tools	Retreats	performance feedback sessions.
	5. To monitor performance feedback	5. Ongoing Performance Feedback Sessions	• Performance evaluation	1. HR Team 2. Department Managers 3. Employees 4. External Trainers	1. Training Materials 2. Facilitators 3. Meeting and Retreat Venues 4. Survey Tools	Allocate for Performance Feedback Tools	5. Increase in employee performance
CORE COMPONENTS	OBJECTIVES	ACTIVITIES	MEASUREMENT	PERSONS INVOLVED	RESOURCES	BUDGET	SUCCESS INDICATOR
Total Quality Management (i.e., Client Focus) ($\bar{x}=4.21$)	1. To enhance staff capabilities in providing exceptional client service.	1. Client Service Workshops	• Analyze results from client feedback surveys for trends in satisfaction.	1. HR Team 2. Department Heads 3. Employees 4. IT Departments	1. Training Materials 2. Survey Tools 3. CRM Software 4. Facilitators	Allocate for Client Service Training Workshops	1. Improved client satisfaction scores from feedback surveys.
	2. To create a structured process for gathering and responding to client feedback.	2. Client Feedback Surveys	• Track participation rates in workshops and interdepartmental meetings.	1. HR Team 2. Department Heads 3. Employees 4. IT Departments	1. Training Materials 2. Survey Tools 3. CRM Software 4. Facilitators	Allocate for Client Feedback Survey Tools	2. Increased attendance and engagement in client service training workshops.
	3. To foster collaboration among departments to improve client satisfaction.	3. Interdepartmental Team Meetings	• Monitor the implementation of improvements made in response to client feedback.	1. HR Team 2. Department Heads 3. Employees 4. IT Departments	1. Training Materials 2. Survey Tools 3. CRM Software 4. Facilitators	Allocate for Interdepartmental Meeting Expenses	3. Enhanced collaboration evidenced by joint initiatives between departments.
	4. To implement continuous improvement practices focused on client needs.	4. Client Relationship Management System Implementation	• Evaluate the effectiveness of the CRM system through usage statistics and client outcomes.	1. HR Team 2. Department Heads 3. Employees 4. IT Departments	1. Training Materials 2. Survey Tools 3. CRM Software 4. Facilitators	Allocate for CRM System Implementation	4. Documented improvements in processes based on client feedback.
	5. To Monitor the improvement in the institutions	5. Continuous Improvement Workshops	• Monitor the implementation of improvements made in response to client feedback.	1. HR Team 2. Department Heads 3. Employees 4. IT Departments	1. Training Materials 2. Survey Tools 3. CRM Software 4. Facilitators	Allocate for Continuous Improvement Workshops	4. Documented improvements in processes based on client feedback.
CORE COMPONENTS	OBJECTIVES	ACTIVITIES	MEASUREMENT	PERSONS INVOLVED	RESOURCES	BUDGET	SUCCESS INDICATOR
Organizational Performance (i.e., Improvement) ($\bar{x}=4.33$)	1. Identify three new improvement opportunities each quarter.	1. Opportunity Identification and Improvement Implementation	• Survey results and feedback.	1. HR Team 2. Customer Service Department 3. Quality Assurance Team 4. Department Managers 5. It Department 6. Senior Management Team	1. Survey tools 2. Meeting spaces 3. Training materials for employees 4. Reporting Software 5. RCA tools and templates 6. Document management software 7. Quality improvement tools 8. Performance tracking software 9. Data analysis software	Allocate for Opportunity Identification and Improvement Implementation.	1. Number of identified and implemented improvements.
	2. Enhance annual customer satisfaction scores.	2. Non-conformity Management	• Performance review metrics.	1. HR Team 2. Customer Service Department 3. Quality Assurance Team 4. Department Managers 5. It Department	1. Survey tools 2. Meeting spaces 3. Training materials for employees 4. Reporting Software	Allocate for non-conformity management	2. Customer satisfaction metrics.

				6. Senior Management Team	5. RCA tools and templates 6. Document management software 7. Quality improvement tools 8. Performance tracking software 9. Data analysis software		
	3. Reduce non-conformities within one year and address reported issues within two weeks.	3. Root Cause Analysis	• Non-conformity logs and response times.	1. HR Team 2. Customer Service Department 3. Quality Assurance Team 4. Department Managers 5. It Department 6. Senior Management Team	1. Survey tools 2. Meeting spaces 3. Training materials for employees 4. Reporting Software 5. RCA tools and templates 6. Document management software 7. Quality improvement tools 8. Performance tracking software 9. Data analysis software	Allocate for Root Cause Analysis	3. Number of non-conformities reported and resolved.
	4. Complete root cause analyses (RCAs) for all non-conformities within one month.	4. Documentation and Retention	• RCA reports and follow-up audits.	1. HR Team 2. Customer Service Department 3. Quality Assurance Team 4. Department Managers 5. It Department 6. Senior Management Team	1. Survey tools 2. Meeting spaces 3. Training materials for employees 4. Reporting Software 5. RCA tools and templates 6. Document management software 7. Quality improvement tools 8. Performance tracking software 9. Data analysis software	Allocate for Documentation and Retention	4. Number of RCAs completed and implemented.
	5. Achieve 100% compliance with documentation policies and ensure accessibility and currency of documents.	5. Continuous Improvement of Quality Management System	• Document control logs.	1. HR Team 2. Customer Service Department 3. Quality Assurance Team 4. Department Managers 5. It Department 6. Senior Management Team	1. Survey tools 2. Meeting spaces 3. Training materials for employees 4. Reporting Software 5. RCA tools and templates 6. Document management software 7. Quality improvement tools 8. Performance tracking software 9. Data analysis software	Allocate for Continuous Improvement of Quality Management System	5. Audit results of documentation practices.

6. Review and update the quality management system bi-annually, focusing on continuous improvement and data-driven decision-making.	6. Analysis and Evaluation Consideration	• KPI tracking reports. • Meeting minutes and action plans.	1. HR Team 2. Customer Service Department 3. Quality Assurance Team 4. Department Managers 5. It Department 6. Senior Management Team	1. Survey tools 2. Meeting spaces 3. Training materials for employees 4. Reporting Software 5. RCA tools and templates 6. Document management software 7. Quality improvement tools 8. Performance tracking software 9. Data analysis software	Allocate for Analysis and Evaluation Consideration	6. Improvement in quality metrics. 7. Number of actionable insights derived from analyses.
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The Human Resource Management and Development Program that has been suggested focuses on ethical climate, organizational culture, total quality management (TQM), and organizational performance. This shows a commitment to a well-rounded and sustainable work environment. The Ethical Policy Handbook, peer mentorship, and the Ethics Committee are all examples of programs that help improve the ethical climate (mean score: 4.02) by encouraging honesty and professional alignment. The average score for organizational culture is 4.14, and it puts a lot of emphasis on capacity building through leadership programs, skills assessments, and team-building activities that encourage working together and sharing goals. The mean scores for TQM (4.21) and organizational performance (4.33) show that there is a strong focus on making customers happy and improving all the time. This is supported by client service workshops, CRM systems, and tools for monitoring performance. These strategic efforts make sure that the institution works well, that employees grow, and that high performance continues.

Institutions should use the suggested program for managing and developing their human resources, with a strong focus on an integrated approach that includes improving ethical behavior, creating a positive work environment, and using strong TQM strategies. They should also keep developing and changing their strategic initiatives to keep performance levels high.

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