

# **Spotting Exit Assessment of the Graduating Batch'15 on ZSCMST's Quality Education: Implications of Accreditation Standards**

**By**

**Penelope G. Colisao**

Ph. D in Education, Zamboanga State College of Marine Sciences and Technology,  
Zamboanga City, Philippines

Email: [drpgcolisao@gmail.com](mailto:drpgcolisao@gmail.com)

## **Abstract**

This study employed a mixed approach (quantitative and qualitative) spotted the graduating Batch '15 responses to ZSCMST's Quality Education as an exit assessment via a self-created tool composed of two parts: Part I determined the demographic profile of the graduates and PART II assessed the perceptions (10-item question form) of graduating batch '15 on ZSCMST's quality education relative to accreditation that led to the discussions of its implications to accreditation standards. Findings and conclusions were posited :1. By gender and college affiliation, College of Education and Liberal Arts (CELA) females dominated the group, from average families. 2. The students were very satisfied with the overall evaluation of the ZSCMST service education and would proudly recommend or suggest it to anyone who wanted to study or work with it. 3. There is no significant difference in the perceived quality of ZSCMST education according to the graduating batch of '15 based on demographic profile. 4. The implications of the research on accreditation standards for ZSCMST graduates are the following: a) Institutional prestige and recognition; b) Continual Service Delivery Satisfaction; c) Enhanced Curricular Offerings Matched with Industry's Needs; d) Strengthened and Growth of learning resources and facilities; e) Faculty's Improved Job Performance and awareness of Students' Improved Academic Performance; and g) International Benchmarking Rise Up.

The following recommendations were noted positively:1. Increase the number of respondents and the study must be region-wide by adapting the modified survey questionnaire on the perceived quality of education of SUCs and PHEIs. 2. Determine also if there is any relationship between academic performance as a success story of graduates' employability indicator and educational excellence. 3. Include additional predicting variables affecting the impediment to quality education.

**Index Terms**—Accreditation standards, curriculum, exit assessment, quality education.

## **1. Introduction**

Exit evaluation in schools and colleges is a massive pro-cess that examines if students have truly learned over their four years of education. It highlights the skills, information, and behaviors acquired by graduates as learning outputs through individual experiential learning.

According to the preceding definition, Tomlinson (2014) was correct in stating that employability is not the sole factor in judging the value of higher education. To some educators, Working life, is a traditional "public service mindset" that attempts to teach graduates for immediate employability than group leadership. Graduate students are crucial to

the dedication and success of this diverse student group, who offer their particular qualities to their educational experiences by heeding to the latest and past reviews through this input.

Though universities and colleges have been attempting to quantify college performance for decades, the most effective method of attempting to determine students' performance is to react to changes in the higher education environment which has fundamentally transformed as a result of increased use of technology, changing student and faculty demographics, and educational political and economic challenges.

Changes like this will assist students in determining which SUCs (State, Universities and Colleges) they want and why it should be.

Furthermore, Dill, D. D. (2000). has emphasized, that exit valuation as serious issue, particularly in higher education institutions (HEIs), in the Philippines becomes a byproduct of quality education. In fact, an excellent higher education program may have a positive impact on the general skills and expert knowledge of its graduates' human capital. Others argue that the increasing presence of technology and distant delivery in the landscape of higher education, by definition, increases the importance of the so called student learning outcomes.”

Gooblar, David (Chronicle Vitae columnist, 2016), has expressed his thoughts in PedagogyUnbound.com (the teaching website), that if colleges, teachers, and educators believe in active learning in the classroom environment, the only way to involve students in ways that allow them to know more, update and develop their thought is to involve them in ways that allow them to update and develop their thought. Thus, active student participation results in learning performance and implies learning appraisal as part of the curriculum known as OBE (outcomes-oriented education). In fact, he defined student involvement as the extent to which students participate in actual classroom talks, writing, disclosing, and supporting school group activities involving fair and equal evaluation, as well as determining whether student achievement has grown. Moreover, Adriano (2003), disclosed that, accreditation in the Philippines is a popular notion, which will serve as evidence of student learning. The success of quality education is increasingly measured by student learning outcomes, which are important for both private and SUC institutions (Schools, Universities, and Colleges). Never before have school administrators and academic leaders been more explicit in their demand that their graduates possess an ever-growing set of higher-order literacy and communication skills in order to succeed in today's of rapid change.

In the local setting, the Zamboanga State College of Marine Sciences and Technology (ZSCMST), in an effort to continuously improve quality service education and excellence has been under the CHED, AACUP and ISO accreditation for years and has been awarded with certification of competency, authority, or credibility in its own means. Needless to say, the ZSCMST administration, middle managers and faculty members have worked and keep working closely with commitment and dedication in fulfilling the minimum standards of the accreditation agencies for enforcement and quality improvement. The school administration, therefore, with the vibrant leadership of the President, assumes that expectations of excellence encourage quality progress through a clear appraisal of student performance.

The researcher insists, however, that students, as direct beneficiaries of all these educational programs, are the true assessors and evaluators if quality education really exists. This study therefore raises questions to ponder, not only for ZSCMST, but for all SUCs: How much research has been conducted to evaluate genuine student learning in the local setting?

How do students, particularly graduates, perceive their learning? What is the difference between student learning and learning outcomes? Why have teachers never realized that structural issues like "evaluation" may then be translated into usable research to address intuitional issues? These are only a few of the questions that caused the researcher to believe that this exit evaluation must be carried out. As a result, this analysis is the researcher's second investigation, which is part of the first phase of the research, titled: *Stakeholders' perceived understanding and acceptability of the ZSCMST VMGO :An Action Research for Area 1 AACUP Compliance (published in National Library Board of Singapore,2017).*

### ***Theoretical Framework***

This study is based on different theories and principles governing the attributes of quality education through assessment, curriculum and instruction, starting with:

#### ***A. Beyond Accreditation Philosophy***

Ewell, Peter T. (2010) highlighted, that accreditation is best done by mutual association of academic institutions with accrediting agencies to certify their best efforts to improve academic excellence. This means that accreditation happens when a university is accredited to improve the standard of education. Accreditation of both the method and the product is founded on integrity, prudent and good judgment, a rigorous application of the requirements and a culture of confidence.

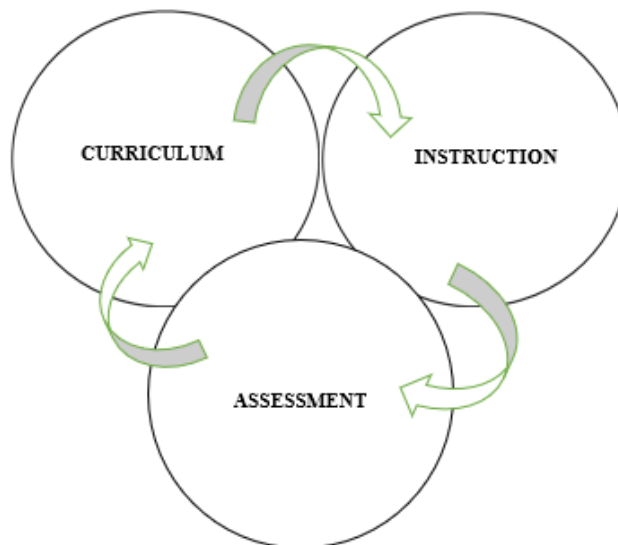
Similarly, Derick (2008) also believes, that accreditation, local, national and international, is the process that encourages evaluation and reform, based on sound decision-making, while at the same time providing members and the public with a course of continuous accountability. The public declaration of an institution's continued ability to provide effective programs and services on the basis of agreed requirements is the product of accreditation. -- school enhances the quality of its programs and services in terms of its resources and capacities and provides an environment in which teaching, public service, research and learning are carried out as required.

Moreover, Konting, M.(2008) disclosed that there are two types of academic accreditation: institutional accreditation and specialized accreditation. The first type directs and confirms that the entire college has met certain standard for quality education. Programs, departments, or schools that are a part of an institution are subject to the second type, specialized accreditation.

The accredited unit could be as big as a college or school inside a university, or it could be as small as a discipline's curriculum. It assesses both institutional efficacy and student learning outcomes, and implies that each of the sections of an institution, such as its academic departments or degree programs, contribute to achieving the general educational goals of the institution.

#### ***B. Combining Theories to Researcher's claim***

In addition to the institution's educational offerings, other attributes such as governance and management, recruitment strategies are often checked and evaluated. The triangular examination, instruction and curriculum relationship shows in Fig.1



**Fig.1 Triangulation of Curriculum, Instruction and Assessment**  
 (source: Fraser K, & Thomas T.:2013)

Clearly, fig. 1 demonstrated how competent teachers maximize learning (*assessment*: appraisal proof that justifies students' performance, equipped with abilities and attitudes) to define what they teach (*curriculum*: what ought to be taught based on students' demands) and how they teach (*instruction*: an offshoot of mastery and competence) religiously.

Hence, evaluations are used to collect learning data for a wide range of stakeholders and clients, including students, teachers, parents, and schools. As a result, it is not intended to provide a detailed description of all aspects of assessment or the various assessments available to teachers or the paper used in the complete exams, as then reviewed, but rather to provide an overview of how evaluations are directly related to teaching and learning.

Precisely, Brown, D. F. (2006) & Silva, E. (2009) revealed that *curriculum* focuses on what students can accomplish with knowledge rather than what units of knowledge they have in relation to "would-be" 21st-century abilities. In fact, it denotes the knowledge and abilities that students must learn, depending on how educators understand or apply things/word appropriately with attuned virtues. The core learning ideas, classes, assignments, and materials used to organize and deliver a specific lesson, for example, will constitute an individual teacher's curriculum. There are numerous tasks to complete in the design and analysis of curricula.

On the other hand, *instruction* is the actual teaching event, practical assignment, or discipline used to increase students' competencies in class management through the application of the appropriate teaching style and methodology. There is already pressure on teachers to shorten lectures, create an engaging learning environment, integrate technology into the curriculum, and use collaborative learning methods whenever possible.

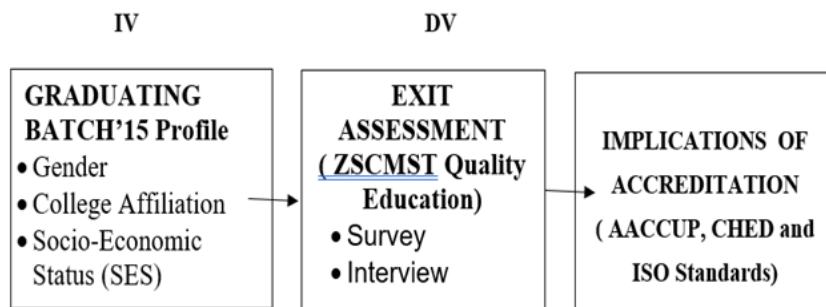
Furthermore, Petress (2008) describe active learning as an atmosphere of learning. Curriculum is related to learners and teachers because it is a vessel that helps learners acquire information, improve skills and expand comprehension, and has results that can be assessed.

Importantly, Yates (2000) stated that teachers' training is as malleable as an impulsive

learner who knows but never never learns. These findings focused on what the teacher will use for instruction and how it will be used, as well as the planning, execution of the plan, instruction, and evaluation of student comprehension. Student-participants during the class session relied on their convictions and learning objectives when preparing instruction and assessment.

**Conceptual Framework**

The researcher has conceived the schematic paradigm as shown in Fig.2:



**Fig. 2. The Schematic Paradigm of the Study and the Interplay of Variables**

As demonstrated in fig. 2, the study needed the profile and socio-economic status of the graduating batch '15 focusing on gender, the school where everyone is part of them and. The independent variables (IV) are all operationally specified for easy comprehension. It means exactly what it sounds like. It is a variable that is independent of the other factors that the researcher is attempting to spot. For instance, gender, college affiliation, and length of service, socio-economic status could be independent variables.

Next box displayed the analysis of the exit assessment on the ZSCMST quality education which were completed in the survey questionnaire and the use of the interview. Exit assessment in this study is a student's understanding of four years ' experience in improving his or her abilities and the principles of the theory and practice. The exit evaluation was done to really evaluate what the four-year experience students perceived.

Finally, as an output of this research, the implications of the purpose of accreditation, whether local, national or international usually conducted by Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), Commission on Higher Education (CHED) and International Organization for Standardization (ISO) standards, as a result of the findings, were thoroughly discussed. Finally, some studies and literature reviews were contextualized in the introduction and may be summarized by the researcher as follows:

- Accreditation is very important in student education, and thus, all societies, particularly parents, must value a school where their children can achieve and experience excellent quality education. It could never be any other way.
- It is a method in which multiple stakeholders involved themselves and invited to help review, revise and redirect the services of a school to ensure that they satisfy appropriate quality requirements. Employers without accreditation have a tough-time determining if a graduate's certificate is from a reputable institution or the so called "diploma meal"— a popular business, nowadays, that provides degrees (without actual contact hours in school) in exchange for money but not academic endeavor.

- ISO 9001, on the other hand, is the gold standard for the so called “global quality control.” It is the primary tool for promoting the growth, sustainability, and market potential of SUCs and business firms. It ensures that an organization/academic institution satisfies clients’ needs and improves client focus in the sector, by providing several other benefits, such as: a) increased competitive-ness; b) leads to higher profits; c) increased knowledge flow and consistency; d) improved clients’ satisfaction; e) motivated employee morale, enhanced resiliency; f) upgraded financial and time management, efficiency, and output at the highest level.

*Proud to mention, that although ZSCMST is just a small college (but lots of resources), it is an ISO 2015 certified college.*

## **2. Methodology**

This research used a mix method to identify responses from graduating Batch '15 as regards the perceived quality education of the Zamboanga State College of Marine Sciences and Technology (ZSCMST). As an exit assessment, a self-created tool was realized, undergoing revisions for the final draft. It composed of two parts: Part I determined the demographic profile of the graduates, and Part II assessed the perceptions (10-item question form) of the graduating students relative to accreditation, which led to discussions of its implications for the accreditation standard. Validity and reliability has been conducted, including ethical considerations were in place ( refer to Appendix A for the ample survey instrument.

## **3. Results and Discussions**

The researcher presents the findings as discussed with supporting studies, analyses and interpretations as offshoot of statistical measurements.

### **Results and Discussions:**

This simple study spotted the exit assessment of the Graduating Batch’15 on the ZSCMST quality education based on the problems raised:

The respondents of the study were graduating students, some sections of which are the researcher’s actual students across colleges as one of the Social Science teachers for long years at Zamboanga State College of Marine Sciences and Technology (ZSCMST) for school year 2014-2015.

However, the research started February 2015 but has been completed July 2016 due to some lost files but were retrieved in another back-up. In answer to the first problem: *What is the demographic profile of the Graduating Barch’15 when grouped according to gender, college affiliation and socio-economic status?* Table 1 presents the demographic profile of the student-respondents:

**Table I. Demographic Profile of the Respondents**  
(N=165)

Profile		f	%	f	%	total
		<i>male</i>		<i>female</i>		
Gender	CELA	19	26	58	62	77
	CME	46	64	11	12	57
	CHRM	4	6	14	15	18
	CFAS/CMFS	3	4	10	11	13
<b>Total</b>		<b>72</b>	<b>100%</b>	<b>93</b>	<b>100%</b>	<b>165</b>
Socio-economic status	rich	10	14	13	24	23
	average	43	60	52	56	95
	poor	19	26	28	30	47
	<b>Total</b>	<b>72</b>	<b>100%</b>	<b>93</b>	<b>100%</b>	<b>165</b>

**Legend :**

- CELA** --- College of Education and Liberal Arts  
**CME** --- College of Maritime Education  
**CHRM** --- College of Hotel and Restaurant Management  
**CFAS** --- College of Fisheries and Applied Sciences  
**CMFS** --- College of Marine and Food Sciences

Evidently seen in the Table I, the data based on gender and college affiliation revealed, that out of 165 graduating students, 46(64%) males came from the CME (College of Maritime Education ) as the biggest group, while 58(62%) of the females came from CELA (College of Education and Liberal Arts);Consequently, the least number of students-respondents came from the combined CFAS/CMFS (College of Fisheries and Applied Sciences/ College of Marine and Food Sciences, with only 3(4%) males and 10(11%) females. This is justified because the researcher has just chosen a few of her former friend-students from the mentioned colleges.

In addition, regardless of the college affiliation for secrecy, out of the 165 graduating batch'15, 43( 60%) males and 52( 56%) females were considered in the average family-bracket based on their socio-economic status. In fact, socio-economic inequity is established and educational results are critical for researchers worldwide in order to minimize their socio-economic condition.

Relative to this study, Brese and Mirazchiyski (2013) disclosed that the issue on SES (Socio-Economic Status) should consist of a composite variable that usually measures education, income and employment, since these three variables represent various aspects of family history This is a common aim for most educational systems to reduce their achievement gap. This literature review focuses on socioeconomic status and its related structures, the relation between SES (Socio-Economic Status) and educational achievements, and disparities between education systems, as well as changes over time. While literature often has a positive correlation between SES family and student success, the extent of the relationship depends on various social contexts and systems of education.

This study was conducted by employing the approaches: 1) using survey questionnaire and 2.) informal interview. The survey questionnaire has been drafted for almost three weeks which consisted of two parts. Part I dealt with the demographic profile of the student concentrating on gender, college affiliation and economic status. However, part II focused on perceptions of graduating batch '15 on ZSCMST's (Zamboanga State College of Marine Sciences and Technology) quality education relative to accreditation which is composed of ten items of varying multiple-choice type, identifying if there is significant difference in the respondents' perceptions.

**Data Gathering Procedure**

Prior to the mission, the survey was validated using a pre-tested method by which

some mixed 3rd and 4th-year college students, with a total of 45 students, were administered first. They were first oriented about the purpose of the survey and why the research is necessary.

Until the experimental manipulation is applied, the survey was pre-tested to calculate the result variable. This means that other students, not the really actual student-respondents, were tested for the both validity and reliability of the study's survey questionnaire. A statistically significant sample was discovered.

***Validity and Reliability off the Research Instruments***

The research instrument has been a self-created questionnaire that has been referred to the experts for comments, suggestion and improvement. To ensure validity of the instruments. The data in this research is an offshoot of quantitative-qualitative descriptive analysis or the so-called mixed method.

An informal interview using the same survey form has also been conducted to solicit an honest response through an ambushed interview during the scheduled practices for graduation as shown in Fig. 3 :



**Fig. 3. The Researcher's Ambushed Interview with some Graduating Batch'15 during the Graduation Practice**

***Ethical Consideration***

In the classroom setting, the “would-be graduates “ under study and actual students of the researcher were first informed ending February (2015) for their consent to take part in the research study prior to its completion. The goal of the study and its functions were directed at them. They also were told that they would determine whether or not they would like to be involved as interviewees in an unannounced date. Thus, in the actual graduation practice as shown in fig. 3, the ambushed interview has been conducted last March. All data collected by the respondents were used only for research purposes and kept confidential, limited to the variables listed in the study.

Furthermore, following the initial acts, the researcher has summarized all of the retrieved data, which were defined, coded, classified and analyzed using appropriate statistical method as an essential basis for the analysis. The researcher was then able to summarize the obtained data with critical intuition and referred it to a ZSCMST friend statistician who employed, filtered and treated the statistical formulation:



*Frequency count and Percentage* was used to determine the profile of the graduating BATCH '15 respondents.

*Weighted mean* was employed to gather the perceptions of the respondents regarding the quality education ZSCMST provides in their four year stay in the institution.

*t-test/ANOVA* was employed to measure the significant difference in the respondents' perceptions.

Consequently, the study exposed the findings in determining the exit assessment of the Graduating Batch'15 on the ZSCMST quality education as an offshoot of the implications of accreditation throughout the educational system.

In answer to the second problem: *What is the perceived ZSCMST quality education attuned to its VGMO (Vission, Mission, Goals and Objectives) according to the graduating students when their demographic profile is considered?* The data on Tables II to XI proved their perceptions as recorded.

Table II presents the perceptions of the graduating batch'15 on Zamboanga State College of Marine Sciences and Technology's quality education relative to accreditation:

**Table II. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation based on residency**

<i>1. How's your four year stay with ZSCMST ?</i>		
College	Mean Response	Remarks
College of Education and Liberal Arts	4.39	Very satisfied and productive
College of Maritime Education	4.43	Very satisfied and productive
College of Hotel and Restaurant Management	3.48	Moderately satisfied and productive
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	4.45	Very satisfied and productive
<b>Grand mean</b>	<b>4.19</b>	<b>Very satisfied and productive</b>

*Legend:*

<u>Numerical</u>	<u>Description</u>	<u>Acronym</u>
(4.51- 5.00)	Extremely satisfied and productive	ESAP
(3.51 - 4.50)	Very satisfied and productive	VSAP
(2.51- 3.50)	Moderately satisfied and productive	MSAP
(1.51 - 2.50)	Quite satisfied and productive	QSAP
(1.00 -1.50)	Not satisfied and productive at all	NSAP

The data in Table II disclosed that the perceived quality education by ZSCMST is conveyed by the graduating batch'15 as Very satisfied and productive as an equal assessment in this study, the revelation is justified by the overall mean of 4.19 with the same descriptive expression.

Next, Table III demonstrates the perceptions of the graduating batch'15 on Zamboanga State College of Marine Sciences and Technology's quality education relative to accreditation in answer to question no.2:

**Table III. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation based on experience**

2. How well did you feel that ZSCMST administration understood what you were aiming for as based on your personal experience?

College	Mean Response	Remarks
College of Education and Liberal Arts	4.20	Very responsive
College of Maritime Education	4.06	Very responsive
College of Hotel and Restaurant Management	3.55	Very responsive
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	3.47	Quite Responsive
<b>Grand mean</b>	<b>3.82</b>	Very responsive

*Legend:*

Numerical	Description	Acronym
(4.51- 5.00)	Extremely well	EXW
(3.51 - 4.50)	Moderately well	MOW
(2.51- 3.50)	Quite well	QUW
(1.51 - 2.50)	Quite irresponsible	QUI
(1.00 -1.50)	Not Responsive at all	NRA

As seen in Table III, the perceived quality education by ZSCMST is assessed by the graduating batch '15 as Very responsive in this study. Hence, this disclosure is justified by the overall mean of 3.82 with the same descriptive expression.

Consequently, Table IV presents the perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation data in answer to question no.3 :

**Table IV. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation**

3. How would you rate the customer service of ZSCMST regarding your problems?

College	Mean Response	Remarks
College of Education and Liberal Arts	4.26	Somewhat quick
College of Maritime Education	4.72	Very quick
College of Hotel and Restaurant Management	4.30	Very quick
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	3.44	Quite quick
<b>Grand mean</b>	<b>4.18</b>	Somewhat quick

*Legend:*

Numerical	Acronym	Description
(4.51- 5.00)	Very quick	VEQ
(3.51 - 4.50)	Somewhat quick	SQU
(2.51- 3.50)	Quite quick	QUQ
(1.51 - 2.50)	Quite slow	QSW
(1.00 - 1.50)	Very slow	VSW

The data in Table IV clearly manifest the perceived quality education by ZSCMST as assessed by the graduating batch '15 disclosing somewhat quick in responding to customer service as carried out in their respective customer satisfaction evaluation. This contention is justified by the overall mean of 4.18 with the same descriptive expression.

The distinction between customer service and customer loyalty is that one is a cause, and the other is a result of the other. Customers are happy when they receive excellent customer service. Loyalty is another difference between the two ideas, so loyalty is one of the two causes. Customer satisfaction is a result of effective customer service. The ability to represent the customer and show appreciation is among the most crucial.

Table V shows the perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation data in answer to question no.4 :

**Table V. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation**

---

**4. How many of your questions on issues raised did ZSCMST personnel or customer service representative resolved ?**

College	Mean Response	Remarks
College of Education and Liberal Arts	4.41	Most of them
College of Maritime Education	4.48	Most of them
College of Hotel and Restaurant Management	4.04	Most of them
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	4.39	Most of them
<b>Grand mean</b>	<b>4.33</b>	<b>Most of them</b>

Legend:

Numerical	Description	Acronym
(4.51 - 5.00)	All of them	AOT
(3.51 - 4.50)	Most of them	MOT
(2.51 - 3.50)	About half of them	AHT
(1.51 - 2.50)	Some of them	SOT
(1.00 - 1.50)	None of them	NOT

Table V evidently disclosed that the data as regards the perceived quality education by ZSCMST as assessed by the graduating batch'15 revealed, that most of the questions on issues raised by ZSCMST personnel or customer service representative were mostly resolved. This revelation is justified by the overall mean of 4.33 with the same descriptive expression.

In addition, Table VI presents the perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation data in answer to question no.5:

**Table VI. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation**

---

**5. To what extent do you believe that ZSCMST gave you quality service as an ISO/CHED/AACCUP certified ?**

College	Mean Response	Remarks
College of Education and Liberal Arts	4.56	To a Great Extent
College of Maritime Education	4.48	To an Average Extent
College of Hotel and Restaurant Management	3.44	To a Moderate Extent
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	4.49	To an Average Extent
<b>Grand mean</b>	<b>4.24</b>	<b>To an Average Extent</b>

Legend:

Numerical	Description	Acronym
(4.51 - 5.00)	To a Great Extent	TGE
(3.51 - 4.50)	To an Average Extent	TAE
(2.51 - 3.50)	To a Moderate Extent	TME
(1.51 - 2.50)	To a Minimal Extent	TME
(1.00 - 1.50)	To No Extent at All	TNE

Evidently, Table VI shows, that the perceived quality education by ZSCMST stating the extent by which the graduating batch'15 believed that ZSCMST gave them quality service as an ISO/CHED/AACCUP certified and revealed an average extent as manifested. This revelation is justified by the overall mean of 4.24 with the same descriptive expression. This contention is supported by the study of Ibrahim, H. (2014) which emphasized disclosed, that The process by which an organization or entity evaluates the institutional program and formally declares that it has complied with or surpassed a set of predetermined requirements, parameters, or standards of educational quality is known as accreditation in the field of education.

Table VII demonstrates the perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation data in answer to question no. 6 :

**Table 7. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation**

***6. Was your experiential learning improved you and prepared you to be your best ?***

College	Mean Response	Remarks
College of Education and Liberal Arts	4.28	Quite a bit better
College of Maritime Education	4.71	A Great deal better
College of Hotel and Restaurant Management	3.49	Somewhat better
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	4.41	Quite a bit better
<b>Grand mean</b>	<b>4.22</b>	Quite a bit better

Legend :

<u>Numerical</u>	<u>Acronym</u>	<u>Description</u>
(4.51– 5.00)	AGD	A Great deal better
(3.51 - 4.50)	QBB	Quite a bit better
(2.51- 3.50)	SWB	Somewhat better
(1.51 - 2.50)	AWE	About was what expected
(1.00 - 1.50)	SMW	Somewhat worse

Furthermore, the data in Table VII only proves that the perceived quality education by ZSCMST stating that their experiential learning in totality have improved and prepared the students Quite a bit better to be their best respectively. They believed that contention which is truly manifested in the overall mean of 4.22. with the same descriptive expression. Thus, enhanced learning habits is an offshoot of emotional essence of experience requires the feelings and abilities of the students. When students see the tangible fruits of their study, they are more fulfilled and prideful, thus growing their desire for more learning, the researcher emphasized.

Table VIII provides the perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation data in answer to question no. 7:

**Table VIII. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation based on the overall impressions of their teachers**

***7. What's your overall impressions of your teachers ?***

College	Mean Response	Remarks
College of Education and Liberal Arts	4.20	Taught what I expected very well
College of Maritime Education	4.11	Taught what I expected very well
College of Hotel and Restaurant Management	4.41	Taught what I expected very well
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	4.46	Taught what I expected very well
<b>Grand mean</b>	<b>4.30</b>	Taught what I expected very well

Legend :

<u>Numerical</u>	<u>Description</u>	<u>Acronym</u>
(4.51– 5.00)	Taught excellently as I expected	TEAE
(3.51 - 4.50)	Taught what I expected very well	TWEV
(2.51- 3.50)	Moderately knowledgeable and patience	MKAP
(1.51 - 2.50)	Quite good with instilled virtues	QGIV

According to the graduating batch '15, the overall impressions of their teachers in the four year dealings during the teaching-learning process is very meaningful and they taught what the students expected very well. The same table proves that the perceived quality education by ZSCMST as expressed by the students was remarkable since teachers were hired with competence imbued with virtues. This contention has been reaffirmed by the overall mean of 4.22. with the same descriptive expression.

The instructor's ability to consider each student's individual profiles — the strengths and weaknesses — is at the center of teacher effectiveness. There was a mistake. Curriculum-oriented professional learning helps teachers understand the "what" in classroom preparation.

Table IX shows the perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation data in answer to question no. 8:

**Table IX. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation based on the improved job performance of teachers and non-teaching personnel after students' feedback**

<i>8. How improved is the performance of the teaching and non-teaching personnel after students' <u>feedback</u> evaluation ?</i>		
College	Mean Response	Remarks
College of Education and Liberal Arts	4.40	Very much improved
College of Maritime Education	4.33	Much improved
College of Hotel and Restaurant Management	4.27	Much improved
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	4.38	Much improved
<b>Grand mean</b>	<b>4.34</b>	Much improved

Legend:

<u>Numerical</u>	<u>Acronym</u>	<u>Description</u>
(4.51 - 5.00)	VMI	Very much improved
(3.51 - 4.50)	MUI	Much improved
(2.51 - 3.50)	MOI	More improved
(1.51 - 2.50)	IMP	Improved

The graduating batch '15 honesty expressed that their perceived ZSCMST quality education has improved the job performance of the teaching and non-teaching personnel after students' feedback evaluation have been conducted. This contention is justified by the overall mean of 4.34. with the same descriptive expression. Almost all of teachers and academic support staff have personally witnessed and appreciated the transformative influence of a successful instructor. In fact, a variety of special teachers who made school an exciting and fascinating place if we were especially lucky. These teachers had a passion for the subjects they were teaching and sincere commitment to the students they were working with. They encouraged us to play with ideas, to think about the subjects, to work more difficultly and to take careers in a specific field of study.

Moreover, Table X provides the perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation data in answer to question no. 9: provides the data in answer to question no. 9 below :

**Table X. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation based on students' overall assessment**

*9. Overall, assess how satisfied or dissatisfied are you with ZSCMST's quality education?*

College	Mean Response	Remarks
College of Education and Liberal Arts	3.48	Much satisfied
College of Maritime Education	4.40	Very Much improved
College of Hotel and Restaurant Management	4.24	Much improved
College of Fisheries and Applied Sciences /College of Marine and Food Sciences	4.30	Very much satisfied
<b>Grand mean</b>	<b>4.11</b>	Very much satisfied

*Legend:*

<u>Numerical</u>	<u>Description</u>	<u>Acronym</u>
(4.51- <u>5.00</u> )	Excellently satisfied	EXS
(3.51 - <u>4.50</u> )	Very much satisfied	VMS
( <u>2.51</u> - 3.50 )	Much satisfied	MUS
(1.51 - <u>2.50</u> )	Satisfied	STF

The data in Table X as regards the perceived ZSCMST quality education as an overall all assessment by graduating batch'15 was very much satisfied when it comes to the institution's service delivery, This revelation has been reaffirmed by the overall mean of 4.11 with the same descriptive expression. The findings predict that positive expectations of efficiency, value and satisfaction in connection with the service education would contribute to good words and future plans for retooling students, faculty and academic support personnel.

Finally, Table XI presents the perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation data in answer to question no. 10

**Table XI. Perceptions of graduating batch '15 on ZSCMST's quality education relative to accreditation**

*10. Will you recommend or suggest anyone to study or work with ZSCMST ?*

College	Mean Response	Remarks
College of Education and Liberal Arts	4.68	Yes
College of Maritime Education	4.79	Yes
College of Hotel and Restaurant Management	4.55	Yes
College of Fisheries and Applied Sciences/College of Marine and Food Sciences	4.64	Ye
<b>Grand mean</b>	<b>4.67</b>	Yes

*Legend:*

<u>Numerical</u>	<u>Description</u>	<u>Acronym</u>
(4.51- <u>5.00</u> )	Yes	YES
(3.51 - <u>4.50</u> )	No	NOP
( <u>2.51</u> - 3.50 )	Perhaps	PHS
(1.51 - <u>2.50</u> )	It depends	IDP
(1.00 - <u>1.50</u> )	Undecided	UND

The data in Table XI presents the perceived quality education by ZSCMST stating that if given the chance will they you recommend or suggest anyone to study or work with ZSCMST? Well, as the strongest point of view revealed by the graduating bat was expressed

by the graduating batch'15 as very much satisfied when it comes to the institution's service education, overall. This revelation has been reaffirmed by the overall mean of 4.67 with the same descriptive expression.

Moving on to the third question answered in this study is posted as : *Is there a significant difference in the perceptions of the graduating students on ZSMST quality education based on their demographic profile?* Table XII significant difference on the Perceived ZSCMST,s quality education as assessed by the graduating batch'15:

**Table XII. Significant Difference Percieved ZSMST Quality Education of the Graduating Batch ,15 According to demographic Profile**

RESPONDENTS	Mean Scores	t-value	P-value	Remarks	Decision on Ho
MALE	7.71	-0.533	0.510	NOT Significant	ACCEPT Ho
FEMALE	19.65				
	9.51	-0.350	0.914.	NOT Significant	ACCET Ho

Table XII shows the significant difference in the perceptions of the graduating batch'15. As reflected in the table, the t-value is -0.533 with a P-value of 0.510 for male students' perceptions on ZSCMST quality education while for females the t-value is -0.350 with a P-value of 0.914. Since all the P-values are greater than 0.05 level of significance, this means that there is no significant difference in the respondents' perception as regards the quality service education of the Zamboanga State College of Marine Sciences and Technology. Clearly, in terms of their gender, college affiliations and socio-economic status, the null hypothesis is accepted. This means that based on the demographic profile of the graduating batch'15, they do not manifest significant difference on the perceived ZSMST Quality Education in this study.

The fourth question posted in this research as : What are the implications of accreditation (AACCUP,CHED and ISO) standards based on the findings ? has been justified by the comprehensive discussions set forth in the result findings :

#### ***Implications of Accreditation (AACCUP,CHED and ISO) Standards to ZSCMST Graduates***

The recognized standard of quality assurance is voluntary accreditation in the Philippines and around the world. The principle of self-regulation focuses on self-study and assessment and on the continuous improvement of education quality- both a method, as well as a product.

Consequently, accreditation, whether ISO, AACCUP or CHED promote an assessment framework that addresses the entire needs of the Zamboanga Sate College of Marine Sciences and Technology as an academic institution. The college is a booming institution since its foundation in 1956 and did lots of contributions to the “right” and “just” use of human capital for the common good of stakeholders and touching lives of the communities, as well. This is well emphasized in its Vision, Mission, Goals and Objectives (VMGO) and again an offshoot of the core values : Zeal, Synergy, Commitment, Motivation, Self-Reliance and Trust.

Importantly, the Philippine government's Commission on Higher (CHED) is in charge of promoting appropriate and high-quality higher education, ensuring that all people have access to such education, and ensuring and defending academic freedom in order to support ongoing intellectual development, the advancement of learning and science, the development of skills, and competitiveness for excellence in education.

Hence, ZSCMST has been in a continual progress for accreditation standards. Thus, this second laudable research on accreditation bears a call for documentation requirements for academic endeavor. The implications of this research are the following:

1. *Institutional prestige and recognition* which integrates qualitative and quantitative approaches, including motivating educational relationships among ZSCMST Constituents and its stakeholders.
2. *Continual Service Delivery Satisfaction* which suggests that the primary method for evaluation and development is discipline aiming to provide routine insurance for accreditation.
3. *Enhanced Curricular Offerings Matched with Industries Needs* which improved employability and Income productivity.
4. *Strengthened and growth of learning resources and facilities* which implies the use of technology would raise demands for the successful incorporation of technical resources into the curriculum to improve student learning.
5. *Faculty's Improved Job performance and awareness of the technology's impact* to teaching and learning capacity needs.

Tools to help the faculty incorporate technology into the curriculum need to be created.

6. *Students' Improved Academic Performance* would suggest that through accreditation sure jobs await the graduates for much laudable completion of skills and competence.
7. *International Benchmarking Rise Up* since the internationalization of performance indicators of faculty, students and academic support personnel function effectively and efficiently and becomes a mandate of the Commission on Higher education in the coming years.

## References

- Central Queensland University (March 2005). Student Perceptions and Expectations of Flexible Learning & Teaching Approaches. Queensland: Central Queensland University.
- C. Y. Lin, M. Wu, J. A. Bloom, I. J. Cox, and M. Miller, "Rotation, scale, and translation resilient public watermarking for images," *IEEE Trans. Image Process.*, vol. 10, no. 5, pp. 767-782, May 2001.
- Ewell, Peter T.(2001). Accreditation and Student Learning Outcomes: A Proposed Point of Departure. National Center for Higher Education Management Systems, CHEA
- Fink, L.D. (2003). Creating Significant Learning Experiences in College Classrooms.San Francisco: Jossey-Bass.
- Konting,M/M et al, ( 2008). Quality Assurance in Higher Education Institutions: Exist Survey among Universiti Putra Malaysia Graduating Students. Centre for Academic Development & Faculty of Educational Studies Universiti Putra Malaysia 43400 UPM Serdang, Malaysia
- Walker, M. (2006).Higher Education Pedagogies. Maidenhead, Berkshire: Open University



Press.

- Watty, K. (2006). Want to know about quality in higher education? Ask an academic. *Quality in Higher Education*, 12(3) November, 291-301. S. Chen, B. Mulgrew, and P. M. Grant, "A clustering technique for digital communications channel equalization using radial basis function networks," *IEEE Trans. on Neural Networks*, vol. 4, pp. 570-578, July 1993.