

Effects of Accreditation in the Professional Development and Work Performance of the Faculty Members in Tomas Claudio Colleges

Andreyya Gwyneth C. Flores¹, Claire Donnah Fernando², Dr. Eva R. De Rosas³ and Dr. Ruel G. Manalo⁴

¹Accreditation Staff, Tomas Claudio Colleges, Philippines

³Dean, Graduate School Program, Tomas Claudio Colleges, Philippines

^{2,4}Professorial Lecturers, Tomas Claudio Colleges, Philippines

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Email of Corresponding Author: evr.derosas@yahoo.com.ph

Abstract

This study aimed to evaluate the effects of accreditation on the professional development and work performance of faculty members at Tomas Claudio Colleges. The research focused on understanding how accreditation impacts teaching competencies, leadership capabilities, and research involvement among faculty members. Utilizing a descriptive research design, the study employed a questionnaire-checklist to gather data from a total population of 125 faculty members, with 123 providing valid responses. The respondents were categorized based on variables such as age, sex, civil status, position title, educational attainment, length of service, and in-service training attended. The study investigated the perceived extent of the effects of accreditation on various aspects of professional development and examined the relationship between these effects and faculty work performance. The analysis revealed that accreditation had a very high extent of effect on faculty professional development, particularly in teaching competencies and leadership capabilities, while the effect on research involvement was significant but lower. Differences in perceptions of accreditation's effects were found based on faculty position titles and educational attainment, indicating that these factors influenced how faculty perceived the impact of accreditation. However, no significant relationship was found between the perceived effects of accreditation and the level of work performance as revealed in the latest performance evaluations. These findings suggested that while accreditation positively influenced faculty development, its impact on improving work performance was not statistically significant. Based on these findings, the study recommended several initiatives to enhance faculty development and work performance, including targeted professional development programs, mentorship opportunities, and improved feedback mechanisms. The results provide valuable insights for academic institutions seeking to leverage accreditation processes to foster faculty growth and enhance overall institutional effectiveness.

Keywords: Accreditation, Effects, Faculty Work Performance, Tomas Claudio Colleges, Performance Evaluation

1. Introduction

Accreditation is an essential component of quality assurance in higher education, functioning as a systematic mechanism to ensure that educational institutions meet established standards of academic excellence. It serves as both an evaluative and developmental tool, assessing multiple facets of an institution, including academic programs, faculty qualifications, curriculum design, infrastructure, governance, and student support services. In practice, accreditation also drives the institutionalization of quality systems—clarifying processes, strengthening documentation discipline, and reinforcing performance accountability as part of continuous improvement cycles (Gamit et al., 2024). Accreditation is particularly significant for private schools, where institutional reputation, credibility, and competitiveness are often heavily influenced by external validation. By aligning institutional practices with national and international standards, accreditation provides a benchmark for quality, guiding institutions toward continuous improvement and promoting public confidence in the value of the education they offer.

The relationship between accreditation and faculty professional development is particularly critical, as faculty members are the primary agents of instructional quality and academic success within any institution. Through the accreditation process, faculty are encouraged to pursue advanced training, participate in research activities, and adopt innovative pedagogical practices. This engagement not only improves individual competencies but also fosters collaboration among faculty members, cultivating a culture of shared learning, mentoring, and mutual support. Studies by Johnson (2022), Smith and Williams (2021), Anderson and Keller (2022), and Brown and Jackson (2022) consistently

highlight that accreditation processes stimulate enhancements in faculty development programs, leading to measurable improvements in teaching effectiveness, leadership skills, and scholarly engagement. In comparable quality-driven settings, research also suggests that structured standards and process alignment can strengthen workforce capability development through clearer performance expectations, targeted support mechanisms, and more coherent professional learning pathways (Santos, 2023). Faculty who are actively involved in professional development and research demonstrate greater confidence, methodological rigor, and analytical skills, which, in turn, positively impact the learning experiences of students.

In addition to professional development, accreditation has a direct influence on faculty work performance. Faculty members who engage in professional growth initiatives—such as workshops, seminars, mentorship programs, and research collaborations—tend to deliver higher-quality instruction, manage classroom responsibilities more efficiently, and contribute meaningfully to institutional research output. The process of accreditation often requires faculty to document teaching and research activities, align instructional strategies with outcomes-based education models, and participate in continuous evaluation. These requirements mirror broader organizational quality assurance practices, where evidence-based reporting and process compliance are used to sustain service delivery standards under constrained conditions (De Lara & Santos, 2024; Jacoba et al., 2024). While these requirements can increase workload and stress, they also encourage accountability, reflective practice, and a focus on continuous improvement. Lee and Kim (2021) note that while professional development improves specific competencies, its impact on overall work performance may be mediated by factors such as institutional support, motivation, and available resources. This underscores the importance of creating supportive environments alongside accreditation processes to maximize faculty performance. In parallel, studies in organizational settings also emphasize that work performance outcomes improve when institutions balance accountability requirements with supportive systems that protect staff wellbeing and sustain motivation over time (Armas et al., 2019; Yu & Santos, 2025).

Accreditation in the Philippines is anchored in legal and regulatory frameworks that emphasize the importance of quality education. Article XIV, Section 1 of the 1987 Philippine Constitution asserts that the State shall “protect and promote the right of all citizens to quality education at all levels” and take appropriate steps to make education accessible to all. Furthermore, the Commission on Higher Education (CHED) through Memorandum Order No. 1, series of 2005, encourages the use of voluntary accreditation systems as a mechanism for ensuring quality and excellence in higher education. These policies provide a strong legal basis for accreditation as a tool for institutional evaluation, improvement, and accountability. In this context, accreditation can also be understood as a governance mechanism that encourages institutions to strengthen systems thinking—ensuring alignment among leadership, processes, service delivery, and performance monitoring (Gamit et al., 2024; Jacoba et al., 2024). Accreditation not only validates the quality of programs but also serves as a catalyst for professional growth, research engagement, and organizational development.

For private institutions like Tomas Claudio Colleges, accreditation serves multiple purposes. Beyond validating quality, it encourages self-assessment, promotes transparency, and drives continuous improvement in academic and administrative operations. Accredited institutions are more likely to attract highly motivated students and faculty members, secure funding opportunities, and strengthen their reputation in both local and global educational landscapes. At Tomas Claudio Colleges, the ongoing accreditation process under the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) has prompted faculty to enhance their teaching strategies, integrate technology into instruction, engage in research activities, and participate in professional development programs. This direction aligns with evidence showing that digital and process innovations—when governed by quality assurance practices—can strengthen service delivery, documentation reliability, and institutional responsiveness, especially during periods of disruption or transition (Tuliao et al., 2025). These initiatives collectively aim to raise the quality of education delivered, improve institutional performance, and foster a culture of excellence and accountability.

However, accreditation is not without challenges. The process often requires faculty to manage extensive documentation, attend numerous evaluations, and adopt new teaching and research practices. These added responsibilities may contribute to workload pressures, stress, and varying perceptions of the accreditation process. Some faculty members perceive accreditation as a valuable tool for institutional and personal growth, while others view it as an additional burden with limited immediate benefits. These differences highlight the importance of institutional support mechanisms, such as mentoring, training, and workload management, to ensure that accreditation positively impacts both faculty development and work performance. Related research in professional environments indicates that sustained performance and engagement are vulnerable when institutional demands intensify without corresponding support structures, with psychosocial stressors potentially affecting commitment and productivity (Armas et al., 2019).

Research conducted in both international and local contexts underscores the positive relationship between accreditation, professional development, and faculty performance. For example, studies by Davis (2022) in Philippine

higher education institutions demonstrate that accreditation enhances access to training programs, promotes continuous improvement in teaching methods, and fosters a supportive environment for scholarly engagement. Similarly, Johnson (2022) observed in U.S. community colleges that accreditation led to substantial improvements in faculty development programs, including more targeted workshops, mentoring, and research support. These studies collectively indicate that accreditation not only enhances faculty competence but also strengthens institutional research culture, teaching quality, and overall academic performance. Complementary evidence from Philippine higher education also shows that quality assurance initiatives and structured governance practices contribute to service delivery improvements and reinforce institutional accountability—outcomes that are central to accreditation readiness and sustainability (Gamit et al., 2024; Jacoba et al., 2024).

This study is therefore justified in its focus on Tomas Claudio Colleges, as it addresses a gap in localized research on the effects of accreditation on faculty professional development and work performance. By examining how accreditation influences teaching effectiveness, research engagement, and faculty perceptions, the findings can inform strategic planning, policy formulation, and the design of faculty support programs. Ultimately, understanding the relationship between accreditation and faculty outcomes contributes to broader efforts in quality assurance, institutional improvement, and the promotion of excellence in higher education. The insights derived from this study can guide administrators, accrediting bodies, and policymakers in implementing evidence-based strategies that enhance faculty performance, professional growth, and student success.

2. Materials and methods

2.1 Research Design

The study applied the descriptive method of research to explore the effects of accreditation on the professional development and work performance of faculty members at Tomas Claudio Colleges.

2.2 Research Setting

The study was conducted in Tomas Claudio Colleges located at Sitio Taghangin, Morong Rizal. It is a private higher education institution in the Philippines, is currently undergoing the accreditation process under the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

2.3 Respondents

The respondents of the study consisted of total population of 125 faculty members, with 123 providing valid responses. The respondents were categorized based on variables such as age, sex, civil status, position title, educational attainment, length of service, and in-service training attended

2.4 Research Instruments

A questionnaire-checklist was used as the primary tool for collecting data, enabling the researchers to gather detailed information about the current status of faculty development and performance in the context of accreditation.

2.5 Data Collection

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the concerned authorities. The questionnaire-checklist was administered to the respondents through the Google survey form considering the guidelines in the Data Privacy Act of 2012. Retrieved data were encoded and processed utilizing Statistical Package for Social Sciences (SPSS). Based from the interpreted data, summary of findings, conclusions and recommendations were formulated.

2.6 Data Analysis

For the analysis and interpretation of the data, appropriate statistical tools were employed. Frequency, percentage, and rank distribution were used to describe the profile of the respondents. The same statistical measures were applied to determine the extent of effects of accreditation on the professional development of the faculty members as perceived by themselves with respect to teaching competencies, leadership capabilities, and research involvement. One-way Analysis of Variance (ANOVA) was utilized to determine whether there were significant difference on the perceived extent of effects of accreditation on the professional development of the faculty members with respect to the cited aspects in terms of their profile. The weighted mean was used to determine the level of work performance of the respondents as revealed in their latest performance evaluation while regression analysis was used to determine the significant relationship between the perceived extent of effects of accreditation on the professional development and their level of work performance

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study..

3. Results and Discussion

3.1. Profile of the Respondents in Selected Variables

Table 1 presents the key findings about the profile of the respondents. In terms of age, the largest group consisted of individuals aged 50 years and above, comprising 37 respondents (30.1%), making this the most prevalent age range. This was followed closely by the 40-49 years old group with 30 individuals (24.4%). Both the 20-29 years old and 30-39 years old groups were tied, each accounting for 28 respondents (22.8%). Regarding sex, the majority of respondents were female, with 82 individuals (66.7%), while males represented 41 respondents (33.3%). In terms of civil status, the predominant group was married, with 84 individuals (68.3%), followed by singles at 36 respondents (29.3%), and widows/widowers at 3 individuals (2.4%). As for position titles, faculty members were the largest group with 107 respondents (87.0%), while deans and heads/coordinators were tied, each with 8 individuals (6.5%). In terms of educational attainment, the majority held a Master's Degree, with 63 individuals (51.2%), followed by those with a Doctorate Degree at 35 respondents (28.5%). Those with PH.D/Ed.D units numbered 20 (16.3%), while those with PH.D/Ed.D CAR were the least common, with 5 individuals (4.1%). For length of service, the largest group had 6-10 years of experience, with 39 individuals (31.7%), followed by those with 1-5 years at 28 respondents (22.8%). The 11-15 years group had 23 respondents (18.7%), while those with 16-20 years totaled 13 (10.6%). The groups with 25 years and above and 21-24 years were the smallest, with 15 (12.2%) and 5 (4.1%) individuals respectively.

Regarding in-service training attendance, international seminars were the most commonly attended, with 93 individuals (75.6%). National seminars followed, attended by 18 respondents (14.6%). Local seminars were attended by 8 individuals (6.5%), and regional seminars were the least attended, with 4 respondents (3.3%).

Table 1: Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables

Age	Frequency	Percent	Rank
20-29 years old	28	22.8	3.5
30-39 years old	28	22.8	3.5
40-49 years old	30	24.4	2
50 above	37	30.1	1
Total	123	100.0	
Sex			
Male	41	33.3	2
Female	82	66.7	1
Total			
Civil Status			
Single	36	29.3	2
Married	84	68.3	1
Widow / Widower	3	2.4	3
Total	123	100.0	
Position Title			
Dean	8	6.5	2.5
Head, Coordinator	8	6.5	2.5
Faculty Member	107	87.0	1
Total	123	100.0	
Educational Attainment			
Doctorate Degree	35	28.5	2
PH.D / Ed.D CAR	5	4.1	4
With PH.D / Ed.D uNITS	20	16.3	3
Master's Degree	63	51.2	1
Total	123	100.0	
Length of Service			
25 years above	15	12.2	4

21-24 years	5	4.1	6
16-20 years	13	10.6	5
11-15years	23	18.7	3
6-10 years	39	31.7	1
1-5 years	28	22.8	2
Total	123	100.0	
Seminars and Trainings Attended			
International Seminars	93	75.6	1
National Seminars	18	14.6	2
Regional Seminars	4	3.3	4
Local Seminars	8	6.5	3
Total	123	100.0	

3.2. Extent of Effects of Accreditation on the Professional Development of the Faculty Members as Perceived By Themselves With Respect to Teaching Competencies, Leadership Capabilities, and Research Involvement

Table 2 revealed that faculty members perceived the effects of accreditation as having a very high extent on teaching competencies (weighted mean = 4.67) and leadership capabilities (weighted mean = 4.66). Research involvement was also positively affected, though to a slightly lesser extent, with a weighted mean score of 4.38. The overall composite weighted mean score for the effects of accreditation on professional development was 4.57, indicating a very high extent of impact across the evaluated aspects. The data suggests that accreditation has a substantial positive impact on faculty members' professional development, particularly in teaching competencies and leadership capabilities. The very high extent of effect in these areas indicates that accreditation processes are significantly enhancing faculty members' skills and effectiveness in teaching and leadership roles. Although research involvement was rated slightly lower, it still reflects a high extent of positive impact, suggesting that accreditation supports faculty members in applying research to their practice. The findings imply that accreditation plays a crucial role in advancing faculty members' professional development, especially in teaching and leadership capacities. The strong impact on teaching competencies and leadership suggests that accreditation processes effectively contribute to faculty growth and effectiveness. Continued focus on supporting research involvement through accreditation may further enhance its positive impact on faculty professional development. These results are supported by research indicating that accreditation can significantly influence professional development. Johnson (2022) found that accreditation processes improve educators' skills and capabilities by providing structured feedback and development opportunities. This aligns with the current study's findings, showing that accreditation positively impacts teaching competencies, leadership capabilities, and research involvement among faculty members.

Table 2: Extent of Effects of Accreditation on the Professional Development of the Faculty Members as Perceived By Themselves With Respect to Teaching Competencies, Leadership Capabilities, and Research Involvement

Aspects	$\bar{W\bar{X}}$	Verbal Interpretation	Rank
Teaching Competencies	4.67	Very High Extent	1
Leadership Capabilities	4.66	Very High Extent	2
Research Involvement	4.38	High Extent	3
Composite $\bar{W\bar{X}}$	4.57	Very High Extent	

3.3. Significant Difference on the Perceived Extent of Effects of Accreditation on the Professional Development of the Faculty Members with Respect to the Cited Aspects in Terms of Their Profile

Table 3 results show that most profile variables, including age, sex, civil status, and in-service training attendance, did not significantly affect the perceived impact of accreditation, as indicated by p-values greater than 0.05, leading to the acceptance of the null hypothesis (H_0). However, position title and educational attainment showed significant differences in the perceived effects on teaching competencies, and leadership capabilities. Additionally, length of service had a significant effect on research involvement. The findings indicate that the perceived effects of accreditation on professional development are generally consistent across faculty members regardless of their age, sex, civil status, or in-service training attendance. However, faculty members' position titles and educational attainment influenced their perceptions of how accreditation affects their teaching competencies and leadership capabilities. Those with different position titles and higher educational attainment perceived a more significant impact of accreditation on these areas. Length of service also played a role in the perceived effects on research involvement, suggesting that more experienced faculty members may perceive the benefits of accreditation differently than their less experienced counterparts. These results suggest that while accreditation processes have a broadly uniform impact on faculty members' professional development, certain factors such as position

title, educational attainment, and length of service can influence how these effects are perceived. For instance, those in higher positions or with more advanced degrees may recognize or experience greater benefits from accreditation in terms of teaching and leadership capabilities. Similarly, experienced faculty might be more attuned to the ways accreditation impacts research involvement, potentially due to their longer engagement with academic and research activities. The variation in perceived effects based on profile characteristics aligns with the findings of Anderson and Keller (2022) which noted that educational attainment and professional roles significantly influenced educators' perceptions of professional development programs' effectiveness. This supports the idea that personal and professional background factors shape how faculty members experience and evaluate accreditation processes.

Table 3: Result of the F-test on the Significant Difference on the Perceived Extent of Effects of Accreditation on the Professional Development of the Faculty Members with Respect to the Cited Aspects in Terms of Their Profile

Aspect	F-value	p-value	Ho	Verbal Interpretation
Age				
Teaching Competencies	1.056	0.371	Accepted	Not Significant
Leadership Capabilities	1.188	0.318	Accepted	Not Significant
Research Involvement	0.398	0.754	Accepted	Not Significant
Sex				
Teaching Competencies	0.387	0.535	Accepted	Not Significant
Leadership Capabilities	0.699	0.405	Accepted	Not Significant
Research Involvement	1.290	0.258	Accepted	Not Significant
Civil Status				
Teaching Competencies	0.454	0.636	Accepted	Not Significant
Leadership Capabilities	1.410	0.248	Accepted	Not Significant
Research Involvement	0.729	0.485	Accepted	Not Significant
Position Title				
Teaching Competencies	3.283	0.041	Rejected	Significant
Leadership Capabilities	3.173	0.045	Rejected	Significant
Research Involvement	3.033	0.052	Accepted	Not Significant
Educational Attainment				
Teaching Competencies	2.927	0.037	Rejected	Significant
Leadership Capabilities	2.029	0.114	Accepted	Not Significant
Research Involvement	2.273	0.084	Accepted	Not Significant
Length of Service				
Teaching Competencies	2.052	0.076	Accepted	Not Significant
Leadership Capabilities	1.257	0.287	Accepted	Not Significant
Research Involvement	2.420	0.040	Rejected	Significant
In-Service Trainings Attended				
Teaching Competencies	2.193	0.092	Accepted	Not Significant
Leadership Capabilities	3.746	0.013	Accepted	Not Significant
Research Involvement	0.203	0.894	Accepted	Not Significant

3.4. Level of Work Performance of the Respondents as Revealed in Their Latest Performance Evaluation

Table 4 shows that out of 123 respondents, a significant majority of 106 (86%) rated the accreditation process's effects on their professional development and work performance as "Excellent" with scores ranging from 4.50 to 5.00. The remaining 17 respondents (14%) rated it as "Very Good" with scores between 3.50 and 4.49. There were no ratings falling under "Good," "Fair," or "Poor." The highest rating recorded was 5.00, while the lowest was 4.07. The weighted mean score was 5.0, interpreted as "Excellent," with a standard deviation of 4.45.

The high ratings reflect an overwhelmingly positive perception among the respondents regarding the impact of accreditation on their professional development and work performance. The weighted mean rating of 5.0, categorized as "Excellent," indicates that the faculty members strongly believe that the accreditation process has significantly enhanced their competencies and performance. The lack of ratings below "Very Good" suggests a uniform agreement on the positive effects of accreditation across the board.

These results imply that the accreditation process at Tomas Claudio Colleges has been highly effective in fostering professional growth and improving work performance among faculty members. The consistently high ratings could encourage the institution to continue and possibly expand its accreditation efforts, as it clearly resonates well with the

faculty and positively impacts their professional lives. This positive feedback could also attract more faculty members to engage actively in accreditation-related activities, further enhancing the institution's overall academic quality.

The findings are also supported by Brown and Jackson (2022), who highlighted that accreditation serves as a catalyst for faculty development and significantly impacts research productivity. Their study emphasized that the structured and rigorous process of accreditation compels faculty members to engage more deeply in professional development activities, which in turn enhances their teaching effectiveness and overall work performance. This aligns with the high ratings observed at Tomas Claudio Colleges, indicating that the accreditation process has indeed fostered a strong commitment to professional growth and academic excellence among the faculty.

Table 4: *Level of Work Performance of the Respondents as Revealed in Their Latest Performance Evaluation*

Rating	Verbal Interpretation	f	%
4.50 – 5.00	Excellent	106	86
3.50 – 4.49	Very Good	17	14
2.50 – 3.49	Good	-	-
1.50 – 2.49	Fair	-	-
1.00 – 1.49	Poor	-	-
Total		123	100
Highest Rating			5.00
Lowest Rating			4.07
Weighted Mean			5.0 – Excellent
Standard Deviation			4.45

3.5. Significant Relationship Between the Perceived Extent of Effects of Accreditation on the Professional Development and Their Level of Work Performance

The computed r-values for teaching competencies (0.093), leadership capabilities (0.088), and research involvement (-0.097) indicate a weak relationship between these variables and work performance. Moreover, the p-values for all three aspects are above the 0.05 threshold, leading to the acceptance of the null hypothesis (H_0), suggesting no significant relationship.

The data reveal that there is no statistically significant relationship between the perceived extent of the effects of accreditation on the professional development of faculty members and their level of work performance. The weak r-values suggest that any changes in teaching competencies, leadership capabilities, or research involvement due to accreditation processes do not strongly correlate with the work performance of the faculty members. This indicates that while accreditation may contribute to certain aspects of professional development, these contributions do not necessarily translate into measurable improvements in work performance.

The findings imply that while accreditation efforts may enhance certain professional development areas, these enhancements do not have a direct or significant impact on faculty members' overall work performance. This could suggest the need for complementary strategies or interventions alongside accreditation to more effectively translate professional development improvements into tangible work performance outcomes. Institutions might consider integrating additional support systems or targeted training to bridge the gap between professional development gains and work performance.

This lack of a significant relationship between professional development and work performance aligns with research by Lee and Kim (2021), who found that while professional development programs improve specific competencies, these improvements do not always correlate with increased work performance. This suggests that factors other than professional development, such as institutional support or personal motivation, may play a more significant role in influencing work performance.

Table 5: *Computed r-Value on Significant Relationship Between the Perceived Extent of Effects of Accreditation on the Professional Development and Their Level of Work Performance*

Aspects	r-values	pFd-values	H_0	Verbal Interpretation
Teaching Competencies	0.093	0.307	Accepted	Not Significant
Leadership Capabilities	0.088	0.333	Accepted	Not Significant
Research Involvement	-0.097	0.287	Accepted	Not Significant

4. Conclusion & Recommendations

The study concludes that differences in perceptions of accreditation's effects were found based on faculty position titles and educational attainment, indicating that these factors influenced how faculty perceived the impact of accreditation. However, no significant relationship was found between the perceived effects of accreditation and the level of work performance as revealed in the latest performance evaluations. These findings suggested that while accreditation positively influenced faculty development, its impact on improving work performance was not statistically significant.

Based on these findings, the study recommended several initiatives to enhance faculty development and work performance, including targeted professional development programs, mentorship opportunities, and improved feedback mechanisms. The results provide valuable insights for academic institutions seeking to leverage accreditation processes to foster faculty growth and enhance overall institutional effectiveness.

Compliance with ethical standards

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