Trainings, Feedback, and Automated Workflow on the Employees' Effectiveness of Quality Assurance Services

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CHAPTER 1

THE PROBLEM AND ITS SCOPE Introduction In The Contemporary Educational Landscape, The Quality Of Assurance (QA) Services Played An Essential Role In Ensuring That Academic Institutions Met The Expectations Of Both Students And Stakeholders. Effective QA Processes Were Fundamental For Enhancing Institutional Standards And Delivering High-Quality Education. However, Disparities In QA Practices Across Regions Highlighted The Challenges Faced By Institutions With Varying Levels Of Access To Training, Feedback, And Automated Workflows. These Differences Ultimately Impacted The Effectiveness Of QA Services And Underscored The Need For Targeted Improvements, Particularly In Under-Resourced Areas. Understanding How These Factors Influenced QA Provided Valuable Insights Into Enhancing Institutional Practices And Supporting Educational Progress.

Globally, Training, Feedback, And Automated Workflows Had Been Instrumental In Improving The Effectiveness Of QA Services In Educational Institutions. Well-Resourced International Schools Benefited From Comprehensive Training Programs, Supported By Organizations Such As The OECD And UNESCO, That Integrated Current Pedagogical Standards And QA Best Practices. Automated Workflows Further Supported QA Effectiveness By Streamlining Data Collection, Performance Tracking, And Assessments. In These Institutions, Structured And Data-Driven Feedback Mechanisms Allowed For Timely Performance Improvements And Continuous Quality

Liceo De Cagayan University School Of Business, Management, And Accountancy 2 Enhancement, Enabling Schools To Maintain High Standards In Education Delivery (OECD, 2023).

In The Philippines, However, There Were Notable Challenges In Implementing These QA Elements Effectively. Limited Funding And Resources Restricted The Quality And Frequency Of Training Programs, And Many Teachers, Especially In Rural Areas, Lacked Access To Professional Development Opportunities. Feedback Systems Remained Underdeveloped In Many Institutions, With Informal Methods Often Taking Precedence Over Formal, Data-Driven Approaches. Cultural Factors Also Impacted The Reception Of Feedback, Creating Barriers To Open Performance Discussions. Although The Integration Of Automated Workflows Gained Traction In Some Private Institutions, Public Schools Still Relied On Manual Processes For Tasks Like Data Collection And Performance Tracking, Which Hampered QA Efficiency And Timeliness (ADB, 2014; Tan Et Al., 2016; UNESCO, 2020).

In Cagayan De Oro City, The Effectiveness Of QA Services Varied Widely Between Institutions. Some Private Schools Embraced Automated QA Processes, But Public Schools Continued To Face Barriers In Training, Feedback, And Automation, Impacting Their Ability To Meet International Standards (OECD, 2018). Studies Indicated That Targeted Investments In These Areas Led To Improved QA Outcomes, Enhancing Both Service Delivery And Institutional Performance (Pang & Ramos, 2023). Collaborative Efforts Among Government Agencies, Academic Institutions, And International Organizations Were Crucial For Creating A Standardized QA Framework That Supported Consistent Educational Quality In Cagayan De Oro (Al-Mutairi Et Al., 2021).

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The Purpose Of This Study Was To Determine The Impact Of Trainings, Feedback, And Automated Workflows On The Employees' Effectiveness Of Quality Assurance Services At Liceo De Cagayan University. By Exploring How These Factors Influenced The QA Processes, The Study Aimed To Provide Insights Into Optimizing Institutional Quality Assurance Frameworks, Ultimately Contributing To Better Service Delivery, Improved Compliance With Regulatory Standards, And Enhanced Organizational Performance.

Theoretical And Conceptual Framework This Study's Theoretical And Conceptual Framework Was Based On A Number Of Related Ideas That Emphasized The Crucial Factors Affecting Workers' Efficacy In Providing Quality Assurance. Systems Theory Systems Theory, Which Holds That Organizations Operate As Cohesive Systems With Several Components—Like Automated Workflows, Training, And Feedback—Interacting To Affect Overall Performance, Is At The Heart Of This Paradigm (Kast & Rosenzweig, 1972). Systems Theory Is Like Looking At An Organization As A Big Machine Made Up Of Different Parts That All Need To Work Together. Just Like How Each Gear In A Clock Helps It Tell Time, In An Organization, Elements Like Training, Feedback, And Workflows Work Together To Make Sure Quality Assurance Services Are Effective. If One Part Doesn't Function Well, It Can Affect The Entire System. For Example, If Training Isn't Done Properly, Employees May Not Know How To Do Their Jobs Right,

Liceo De Cagayan University School Of Business, Management, And Accountancy 4 Leading To Mistakes. So, It's Really Important That All These Parts—Training, Feedback, And Workflow—Are In Harmony To Reach The Desired Outcomes (Kast & Rosenzweig, 1972). Systems Theory, Proposed By Kast And Rosenzweig (1972), Views Organizations As Cohesive Systems With Interconnected Components Working Towards Common Goals. In This Framework, All Parts—Such As Training, Feedback, And Automated Workflows—Must Function In Harmony To Achieve Effective Organizational Performance. Similar To A Machine Where Each Part Contributes To The Overall Functioning, Systems Theory Emphasizes That Inefficiencies In One Area Can Impact The Entire System's Output. For Instance, If Training Programs Are Inadequate, It May Lead To Employee Underperformance, Thereby Affecting Quality Assurance (QA) Processes And Overall Institutional Standards. Applying Systems Theory To QA Services Allows For A Holistic Understanding Of How Various Elements Interact To Shape Performance At Liceo De Cagayan University. Studies Have Demonstrated That Cohesive Systems Lead To Improved Organizational Outcomes, Particularly In Educational Institutions Where Interdependent Processes Contribute To Quality Education (Adams & Seagren, 2017). By Integrating Structured Training, Effective Feedback, And Automation, The Institution Can Improve Its QA Services, As Each Component Reinforces The Others To Support Continuous Improvement And Operational Efficiency (Brockerhoff Et Al., 2021). Feedback Theory Feedback Intervention Theory Highlights How Feedback Can Improve Employee Performance By Assisting People In Coordinating Their Behaviors With Predetermined Quality Standards (Kluger & Denisi, 1996). Feedback Theory Is All About How Important It Is For Employees To Receive Feedback To Improve Their Work. Imagine You're Playing A Video Game,

Liceo de Cagayan University School of Business, Management, and Accountancy 5 and you want to know how to get better. The game gives you tips on what you did right or wrong. That's like feedback! The Feedback Intervention Theory (FIT) explains that when people get feedback, they can see how well they are doing compared to what is expected. This helps them understand what they need to improve on. In the workplace, if automated systems provide feedback to employees, it can help them work better and become more effective (Kluger & DeNisi, 1996). In QA services, FIT underscores the importance of feedback systems that direct attention to specific tasks within QA processes. Studies show that task-oriented feedback helps employees refine their work to meet institutional quality standards (Shute, 2008). This continuous feedback loop, aligned with FIT, promotes a culture of improvement and accountability, ultimately enhancing the effectiveness of QA services (Hattie & Timperley, 2007). In QA services, FIT underscores the importance of feedback systems that direct attention to specific tasks within QA processes. Studies show that task- oriented feedback helps employees refine their work to meet institutional quality standards (Shute, 2008). For Liceo de Cagayan University, a well-designed feedback system can provide timely, actionable insights, enabling staff to identify and address QA issues promptly. This continuous feedback loop, aligned with FIT, promotes a culture of improvement and accountability, ultimately enhancing the effectiveness of QA services (Hattie &

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Timperley, 2007). Adult Learning Theory (Andragogy) Adult Learning Theory, or Andragogy, is about understanding how adults learn differently than kids. For example, adults like to be more in charge of their own learning and often want to learn things that are relevant to their lives and jobs. This theory suggests that

Liceo de Cagayan University School of Business, Management, and Accountancy 6 when creating training programs for adults, it's important to consider their past experiences and make the learning engaging. If training is designed well, it can really help employees do their jobs better, especially in quality assurance roles where precision and skill are vital (Knowles, 1984). Furthermore, training programs designed for adult learners can greatly increase engagement and retention, which is crucial for efficient quality assurance, according to Adult Learning Theory (Andragogy) (Knowles, 1984). These theories' integration enables a thorough comprehension of how employee performance in quality assurance tasks is influenced by organized training, prompt feedback, and effective automated procedures; these factors promote operational excellence and a culture of continuous improvement. Adult Learning Theory is essential in designing effective training for QA professionals at Liceo de Cagayan University. Research shows that training based on adult learning principles can lead to greater job satisfaction and improved performance (Merriam & Bierema, 2013; Tusting & Barton, 2006). By applying Andragogy, the institution can create training programs that not only address the technical skills required in QA roles but also leverage employees' existing knowledge and experiences. This approach enhances training effectiveness, leading to improved QA outcomes and sustained commitment to institutional quality standards. Integrated Model of Quality Assurance The Integrated Model of Quality Assurance is like a team working together to make sure everything runs smoothly and effectively. This model shows how different parts—like training, feedback, and automated workflows—work together to help employees do their best.

Liceo de Cagayan University School of Business, Management, and Accountancy 7 For example, think of training as a coach teaching players new skills. When employees learn new skills through training, they become better at their jobs. Then, real-time feedback is like the coach giving tips during a game, helping players know what they need to improve on right away. Automated workflows are like the game plan that tells everyone what to do next, making sure everything happens in the right order. All these parts interact to make sure that employees are effective in their quality assurance roles. This teamwork helps everyone improve continuously and stay accountable for their work (Jha & Purohit, 2020). Studies show that integrating training, feedback, and workflows can boost efficiency, reduce errors, and enhance service quality in educational settings (Jha & Purohit, 2020; Galeeva, 2016). By employing this model, the university can ensure that all QA components interact effectively, supporting staff in maintaining high standards and meeting institutional goals. The integration of automated workflows, in particular, is crucial for timely and accurate QA assessments, further aligning with the institution's commitment to operational excellence (Jupiter et al., 2017). Continuous Quality Improvement (CQI) Continuous Quality Improvement, or CQI, is a way to always look for ways to do things better. It's like a never-ending journey to improve how things work. In this framework, the focus is on always trying to enhance products, services, or processes, which means you never settle for just okay—you want to keep getting better and better. The concepts of Continuous Quality Improvement (CQI), which stress continuous improvements in services and processes and highlight their significance in reaching quality objectives, are also incorporated into this study (Deming, 1986).

Liceo de Cagayan University School of Business, Management, and Accountancy 8 In the workplace, CQI emphasizes the importance of training, feedback, and automation. Just like athletes practice regularly to improve, employees need ongoing training to build their skills. Feedback helps them see how well they're doing and what they can do better, while automation helps make tasks easier and faster. By using the CQI framework, companies can work towards achieving high-quality goals and ensuring that employees are always improving in their roles (Deming, 1986). Studies in educational settings reveal that a CQI approach can lead to better learning outcomes, higher staff satisfaction, and enhanced accountability (Mahmood et al., 2014; Galeeva, 2016). By embedding CQI principles, the university can create a responsive QA framework where every employee is involved in quality enhancement, leading to long-term improvements in service delivery and institutional performance (Mahmood et al., 2014; Jupiter et al., 2017). Socio-Technical Systems Theory Socio-Technical Systems Theory, introduced by Eric Trist and Kenneth Bamforth in 1951, focuses on the interaction between people and technology within an organizational setting. This theory suggests that successful organizational performance depends on a balance between social systems (people, relationships,

workflows) and technical systems (tools, technology, processes). It emphasizes that both elements must work in harmony for an organization to function efficiently (Abbas & Katina, 2023). This theory is relevant to automated workflows as to automation of data collection and reporting, and real-time monitoring and alerts. Socio-Technical Systems Theory highlights the importance of integrating automated technologies with employees' workflows. For instance, automating data collection and reporting reduces manual work and errors, while real-time

Liceo de Cagayan University School of Business, Management, and Accountancy 9 monitoring helps employees respond to quality issues more effectively. The interplay between technology and employee actions enhances efficiency in quality assurance processes (Heever & Oosthuizen, 2024). In connection with this study, the theory justifies the examination of automated workflows and its impact on quality assurance services. By understanding the socio-technical dynamics, the university can ensure that technology is implemented in ways that complement and support employees' tasks. This, in turn, increases the efficiency of quality assurance services, as employees are better equipped with real-time data and automated tools that streamline their work, leading to improved service outcomes. Total Quality Management (TQM) Theory Total Quality Management (TQM) Theory was popularized by W. Edwards Deming in the mid-1980s. TQM is a management approach that seeks continuous improvement in all aspects of an organization through the involvement of all employees and a strong customer focus. Deming's approach emphasizes that quality is not solely the responsibility of a department but a holistic organizational goal, where every employee is committed to improving quality standards (Ugwu, 2023). Moreover, TQM Theory directly applies to the effectiveness of quality assurance services as it emphasizes continuous improvement, employee involvement, and customer satisfaction—key factors in delivering high-quality services. Under this theory, quality assurance is seen as an ongoing process where every employee is responsible for maintaining and improving standards. The effectiveness of quality assurance services can be measured by

Liceo de Cagayan University School of Business, Management, and Accountancy 10 how well the university implements TQM principles, including employee engagement and continuous feedback loops (Chen et al., 2022). With this, TQM Theory is particularly relevant to this study because it frames the overall effectiveness of quality assurance services as a continuous and comprehensive effort. The theory suggests that improving employees' training, feedback systems, and the integration of automated workflows are essential elements for achieving higher quality standards. The study's evaluation of these elements aligns with TQM's goal of fostering a culture of quality across all organizational levels, making it an ideal theoretical framework for the research. Figure 1 Schematic Diagram of the interaction of the independent and dependent variables.

INDEPENDENT VARIABLES DEPENDENT VARIABLES

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Statement of the Problem

This study aimed to determine the impact of training, feedback, and automated workflows on the effectiveness of quality assurance services. Thus, it aimed to address the following questions: What is the level of trainings in terms of:

Technical skills ; Soft skills ; and Regulatory and compliance?

What is the level of employees' feedback in terms of:

Internal mechanisms; and External mechanisms?

What is the level of automated workflow in terms of:

Automation of data collection and reporting; and

Real-time monitoring and alerts?

What is the level of effectiveness of quality assurance services? Is there a significant relationship between effectiveness of quality assurance services and: Trainings;

Feedback; and

Automated workflow?

Liceo de Cagayan University School of Business, Management, and Accountancy 12 Which of the variable, singly or in combination, influence effectiveness of quality assurance services?

Hypotheses Based on the problems, the following null hypotheses were tested at the 0.05 level of significance on job performance. Ho1: There is no significant relationship between effectiveness of quality assurance services as to the following: trainings, feedback and automated workflow. Ho2: There is no variable, singly or in combination, influence effectiveness of quality assurance services. Significance of the Study The insights gathered from this study were beneficial to the following:

Higher Education Sector. The findings could contribute to the body of knowledge that institutions can draw from to improve their internal systems and ensure compliance with accreditation standards. University Administration. The findings of the study could provide evidence-based insights into how investments in training, feedback systems, and automation can enhance institutional quality assurance. This would guide the administration in making informed decisions about future resource allocation, policy adjustments, and system upgrades to ensure continuous improvement in the university's quality standards.

Liceo de Cagayan University School of Business, Management, and Accountancy 13 Teaching and Non-Teaching Staff of Liceo de Cagayan University. This study would provide valuable insights into how the quality assurance processes by examining the effectiveness of training programs, feedback mechanisms, and automated workflows.

Students. Although not directly involved in the quality assurance processes, students stand to benefit significantly from this study. Improved quality assurance services translate to better educational experiences, enhanced learning environments, and the delivery of high- quality education. By ensuring that the institution maintains high academic standards and meets regulatory requirements, the study indirectly contributes to better educational outcomes for students, including the relevance of the curricula and the adequacy of academic support services. For the future researchers. The study would be a valuable reference for future researchers who are interested in exploring quality assurance systems in higher education. It provides a foundation for further research on the integration of training, feedback, and automated workflows in quality assurance, offering insights into areas that need further investigation.

Scope and Delimitation of the Study This study focuses on examining the impact of training, feedback mechanisms, and automated workflows on the effectiveness of quality assurance services at Liceo de Cagayan University. Specifically, it covers three areas of training—technical skills, soft skills, and regulatory compliance—as well as internal and external feedback mechanisms and elements

Liceo de Cagayan University School of Business, Management, and Accountancy 14 of automated workflows, such as data collection and real-time monitoring. The participants are limited only to the teaching and non-teaching staff who are directly involved in the quality assurance processes within the university. The study does not include students or external stakeholders, and it is confined to assessing quality assurance services within the context of Liceo de Cagayan University. Moreover, it focuses solely on the current state of the institution's QA processes without delving into comparative analysis with other universities or exploring the long-term effects of proposed improvements. This study was conducted during the school year 2024–2025 exclusively at Liceo de Cagayan University, during the first semester of AY 2024–2025. Definition of Terms To guide the readers of this proposal, the researcher defined the following terms and variables operationally: Automated Workflow refers to the use of technology and software to streamline and automate repetitive tasks, ensuring more efficient and accurate processes. The use of technology by the university to automate data collection, reporting, and real-time monitoring related to quality assurance processes. Automation of Data

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Collection and Reporting involves the use of software systems to gather and organize data, reducing manual input and increasing efficiency and accuracy. In this study, automation of data collection and reporting refers to the technology systems implemented at Liceo de Cagayan University that facilitate the automated gathering and reporting of data related to quality assurance processes.

Liceo de Cagayan University School of Business, Management, and Accountancy 15 Effectiveness is determine by a variety of performance criteria and refers to how well workers carry out their responsibilities in quality assurance. Employees refers to those who work for the organization and are in charge of putting quality assurance procedures into place and maintaining them. These workers do a variety of tasks that support upholding and improving educational standards, such as administrative personnel, teachers. Since their abilities, expertise, and involvement have a direct impact on institutional performance, their efficacy is essential to the success of quality assurance services. External Feedback Mechanisms involve obtaining input from external stakeholders, such as customers, clients, or external auditors, to gauge performance and areas for improvement. Include the evaluations or inputs received from students, external auditors, or other stakeholders outside the university that impact quality assurance services. Feedback is information provided to an individual or group regarding their performance or behavior, intended to improve future performance. For this study, feedback refers to the internal and external mechanisms used by the university to assess and improve the quality assurance processes. It includes evaluations from within the institution (internal feedback) and from external stakeholders (external feedback). Internal Feedback Mechanisms a system and process used within an organization to assess performance and make improvements, often involving peer reviews, audits, or self-assessments. It is also the processes employed within Liceo de Cagayan University, such as peer reviews, audits, or internal assessments that help improve the effectiveness of the quality assurance services.

Liceo de Cagayan University School of Business, Management, and Accountancy 16 Quality Assurance Services refers to methodical procedures and methods that guarantee educational initiatives fulfil predetermined criteria for quality. These services include of assessments of educational outcomes, evaluations, compliance with institutional policies, and continuous improvement activities. Quality assurance seeks to increase the efficacy of educational offerings by identifying strengths and deficiencies, which eventually benefits stakeholders and students (Brennan & Shah, 2010; Harvey & Green, 1993). Furthermore, quality assurance creates precise guidelines for institutional procedures, guaranteeing responsibility and promoting an excellence-oriented culture within the organization. Real-time Monitoring and Alerts refers to systems that provide immediate feedback or notifications regarding specific activities or processes, allowing for prompt responses and adjustments. Involve the use of automated systems that track and report the status of quality assurance activities in real time, providing instant notifications of any issues or areas needing attention. Regulatory and Compliance Training refers to education on rules, laws, and guidelines that an organization must follow to remain compliant with external standards and regulatory bodies. Includes programs that educate staff on accreditation requirements, institutional policies, and government regulations related to quality assurance. Soft Skills Training refers to the development of interpersonal and communication skills, such as teamwork, leadership, problem-solving, and adaptability. Involves the programs aimed at improving the interpersonal and communication abilities of the university staff, which are crucial for effective collaboration and quality assurance.

Liceo de Cagayan University School of Business, Management, and Accountancy 17 Technical Skills Training involves education in specific tasks or tools required for a job, often related to the use of technology or specialized equipment. Refers to programs that equip staff with the necessary knowledge and abilities to use software, systems, or tools related to quality assurance processes at the university. Training refers to the process of providing employees with the knowledge, skills, and abilities necessary to perform their roles effectively. It is a structured program aimed at improving employee performance in specific areas.

Liceo de Cagayan University School of Business, Management, and Accountancy 18 Chapter 2 REVIEW OF RELATED LITERATURE AND STUDIES The literature review presented in this chapter discussed the variables used in the study, which had been organized in a manner that provided readers with clear guidance on each variable. Trainings Achieving organizational objectives and reducing quality deviations brought on by human mistake depend on effective training programs. Many organizations struggle to provide effective

training, frequently relying on attendance records without a meaningful assessment of knowledge gain (Softexpert, 2022). This absence of strong training programs might result in ongoing quality problems, underscoring the need for thorough assessment techniques to gauge training efficacy and guarantee that staff members are prepared to carry out their responsibilities (Softexpert, 2022). There is no way to overestimate the significance of clearly outlining training objectives. Establishing precise knowledge and skill outcomes is essential for coordinating training with organizational objectives, according to Pitta (2023). Trainers may improve participation and guarantee that participants gain the required skills by creating a structured session plan with goals and procedures. SafetyCulture (2024) goes into more detail about the value of frequent QA training sessions in encouraging uniform procedures throughout businesses. In addition to improving employees' technical proficiency, this kind of training gives them the problem-solving skills necessary to uphold quality standards. Product quality and workplace safety are protected when

Liceo de Cagayan University School of Business, Management, and Accountancy 19 safety protocols are incorporated into QA training to guarantee that staff members are equipped to manage crises (SafetyCulture, 2024). Furthermore, management plays a crucial role in facilitating successful training programs. According to research, a culture where employees feel appreciated and inspired to pursue further education is created when leadership actively supports and encourages training initiatives (Softexpert, 2022). Maintaining high-quality service delivery requires that management support and staff engagement be in harmony. Al-Hajjar and Alkhanaizi (2018) investigated the variables influencing training efficacy in Bahrain. In order to evaluate a number of factors, including training content, setting, facilities, schedule, and presenting style, the researchers employed a survey. Employee learning outcomes are greatly improved by well-structured training programs, according to the data, which showed a substantial positive association between these parameters and training effectiveness. This study emphasizes how crucial it is to modify training plans to fit certain organizational requirements and shows how good training can raise worker performance in quality assurance positions (Al-Hajjar & Alkhanaizi, 2018). Mir (2021) underlined in another study how important it is to measure training effectiveness in order to match training results with organizational objectives. Effective training boosts productivity and competitive advantage, according to the study. Mir talked about a number of methods for assessing the efficacy of training, such as using surveys and performance indicators to gauge how training affects worker abilities and organizational performance. This methodical assessment is essential to guaranteeing that training initiatives are advantageous and in line with the organization's strategic goals (Mir, 2021).

Liceo de Cagayan University School of Business, Management, and Accountancy 20 A study by Muliya et al. (2022) looked at how employee productivity in IT companies was related to training initiatives. A statistically significant relationship between enhanced employee performance and successful training programs was discovered by the study. The study promoted obligatory training programs to improve workers' job satisfaction and skill sets. According to Mulya et al. (2022), companies can cultivate a culture of quality assurance that has a direct impact on overall productivity by emphasizing ongoing development through structured training. Technical Skills The study by Chandrasekaran and Vidhya (2020) looks at how teaching employees technical skills can improve their performance at work, especially in making sure that quality standards are met. In simpler terms, it shows that when employees learn more about technology and how to use certain tools, they can do their jobs better. This is especially important in fields like quality assurance, where workers need to make sure that the products or services are up to standard. The study emphasizes the importance of giving workers ongoing training so they can keep improving and continue meeting these standards effectively. The study by Su, Liu, and Chen (2021) highlights how important digital and technical skills are for employees when using automated workflows, especially in schools and universities to ensure quality education. Automated workflows are systems that use technology to help employees do their work more quickly and efficiently, without needing to do everything manually. In this case, the study looks at how digital skills help employees perform better by using these automated systems in quality assurance, which is the process of making sure that

Liceo de Cagayan University School of Business, Management, and Accountancy 21 education standards are being met. It shows that when employees have strong digital skills, they can use these tools better, making their work faster and ensuring better service quality. Adhikari and Shrestha (2019) explore how specialized

technical skills training improves employee effectiveness in quality management systems. This research shows that when employees receive focused training in specific technical areas, they become better at maintaining and checking quality standards within their organizations. In the context of quality assurance, this means employees are more capable of ensuring that products or services meet the required standards, leading to higher efficiency and better organizational performance. By enhancing their technical knowledge, employees are able to evaluate and improve quality management processes more effectively, which is crucial for maintaining consistent quality in organizations. The study by Bhattacharyya and Sivasubramanian (2021) explores the impact of technical skills on employees' ability to effectively use automation in quality assurance processes. It highlights how automation can improve workflow management and service standards, but only when employees have the necessary technical skills. This research underscores the importance of competency development in technical areas, showing that skilled employees can better manage automated systems, which leads to more efficient and accurate quality assurance outcomes. In the same manner, Choi, Lee, and Park (2020) emphasize the role of technical training in improving employee performance in quality assurance functions. Their study focuses on how developing technical competencies directly influences organizational performance by enabling employees to uphold quality standards more effectively. Both studies align in their

Liceo de Cagayan University School of Business, Management, and Accountancy 22 focus on technical skills training as a critical factor in enhancing employee effectiveness in quality assurance roles, improving workflow management, and maintaining high service quality. Soft Skills Training Tobin and Pettinger (2022) discuss the essential role that soft skills, such as communication, teamwork, and problem-solving, play in improving employee performance, especially in quality assurance roles. Their study highlights that while technical skills are necessary, soft skills significantly enhance collaboration among employees, leading to better service quality. The authors emphasize that training programs focused on developing these soft skills are critical for improving overall employee effectiveness in ensuring that quality assurance processes run smoothly and efficiently. Similarly, Al-Ghaili and Zainal (2021) examine the impact of soft skills training, specifically interpersonal communication and adaptability, on employee effectiveness in educational institutions' quality assurance departments. Their study shows that employees who develop strong soft skills are better equipped to handle the dynamic challenges in education. In these settings, soft skills not only improve individual performance but also enhance the institution's ability to maintain high-quality standards through more effective teamwork and problem-solving abilities. Williams and Robinson (2020) emphasize the importance of soft skills like leadership, communication, and emotional intelligence for employees in quality assurance roles. They argue that when employees are trained in these areas, they can maintain high educational standards and deliver better services. Effective leadership allows them to guide teams through

Liceo de Cagayan University School of Business, Management, and Accountancy 23 challenges, while communication and emotional intelligence foster positive collaboration, ensuring that quality assurance processes run smoothly and meet institutional goals. Heckman and Kautz (2019) further explore how soft skills training, particularly in problem-solving, teamwork, and communication, helps employees perform better in quality assurance roles. These skills enable employees to address challenges more effectively and improve organizational quality. Sharma and Jain (2020) reinforce this view, showing that soft skills training enhances employee performance in education-related industries, where working well with others and solving problems are crucial for maintaining and improving standards. Together, these studies highlight the critical role of soft skills in enhancing the effectiveness of quality assurance services across various industries, especially in education. Regulatory and Compliance Training In the study by Morris and Lee (2021), the authors explore how compliance training helps employees perform better in their quality assurance jobs. They found that when employees understand the rules and standards they need to follow, they can help keep the organization running smoothly and maintain high-quality work. This means that knowing the regulations is very important for making sure everything is done correctly in the workplace. Harrison (2020) discusses effective training methods that schools and educational organizations can use to help their employees understand and follow the rules. The article emphasizes that ongoing training is crucial because it keeps staff updated on any changes in regulations. By continuously learning, employees will be better prepared to meet quality standards and ensure that the institution remains compliant with necessary guidelines. This helps create a safer and more effective learning environment for everyone.

Liceo de Cagayan University School of Business, Management, and Accountancy 24 In the article by Kaufman and Smith (2022), the authors investigate how regulatory compliance training is linked to improving quality assurance processes. They explain that when employees are well-informed about the rules and regulations, they can help their organizations maintain higher quality standards and achieve better results. This training ensures that everyone is on the same page regarding compliance, which ultimately leads to a smoother operation and improved outcomes for the organization. Carter and Glover (2021) highlight the importance of regulatory training for staff in higher education. They argue that this training is crucial for ensuring compliance with educational standards. The authors suggest that when employees are well-trained in regulations, it directly impacts the effectiveness of quality assurance measures. This means that by investing in regulatory training, educational institutions can better guarantee that they meet quality benchmarks, benefiting both staff and students. Nelson and Chen (2023) further explore how compliance training can boost organizational performance, particularly in quality assurance roles. Their research emphasizes that when employees understand regulations and best practices, they are more capable of performing their jobs effectively. This knowledge leads to enhanced quality assurance efforts, which can significantly improve overall performance in an organization. Together, these studies show that regulatory compliance training is essential for maintaining high standards and ensuring effective quality assurance in various fields, especially in education. Feedback In the study by Baker and McMahon (2021), the authors look at how feedback in the workplace affects how well employees do their jobs, especially in quality assurance roles. They

Liceo de Cagayan University School of Business, Management, and Accountancy 25 found that giving feedback that is both timely (given at the right moment) and constructive (helpful and encouraging) is very important for helping employees grow and improve their skills. When workers receive good feedback, they are more likely to keep high-quality standards, meaning they can do their jobs better and help their organizations succeed. Hattie and Timperley (2019) discuss the powerful effects of feedback on learning and performance. Their article reviews many studies that show how effective feedback can help people understand their work better and perform at a higher level. They explain that feedback helps employees see what they are doing well and what they can improve, which is very important for quality assurance processes. By understanding their strengths and weaknesses, employees can become more skilled and ensure that their work meets the required quality standards. In their comprehensive review, Santos and Simoes (2020) investigate how feedback mechanisms within quality assurance systems can significantly enhance an organization's performance. They emphasize that regular feedback is crucial for fostering continuous improvement in quality assurance practices. When organizations implement consistent feedback loops, employees can learn from their experiences and make necessary adjustments, leading to better outcomes and higher quality standards. Kluger and DeNisi (2020) delve into the complexities of feedback interventions, discussing how they can affect employee motivation and performance. Their article highlights that while feedback can be a powerful tool for improvement, it can also have pitfalls if not delivered effectively. They provide insights on how to tailor feedback to maximize its effectiveness, particularly in the context of quality assurance. By understanding how to give

Liceo de Cagayan University School of Business, Management, and Accountancy 26 and receive feedback properly, organizations can enhance their quality assurance processes and ensure that employees stay motivated and engaged in their work. In his article, Wiggins (2021) highlights the critical role of feedback in assessment and quality assurance within educational settings. He emphasizes that well-structured feedback is essential for improving learning outcomes and maintaining high-quality standards. By providing students and staff with clear and actionable feedback, educational institutions can help them understand their progress and areas for improvement. This process not only enhances individual performance but also contributes to the overall effectiveness of quality assurance practices in education. In the review by Lizzio and Wilson (2020), the authors talk about how important feedback is for helping students learn better. They explain that feedback is like a guide for students, showing them what they are doing well and what they can improve. When teachers give clear and helpful feedback, it helps students understand their strengths and weaknesses, which can lead to better learning outcomes. The authors also stress that integrating feedback into quality assurance systems is vital because it ensures that students receive the support they need to succeed in their studies. Freeman and Hancock (2021) discuss how effective feedback can lead to continuous improvement in higher education. They argue that when schools create a culture where feedback is valued, it can help improve the entire institution.

This means that when everyone— from teachers to students—focuses on giving and receiving feedback, the school can keep getting better. Their study shows that feedback not only helps individual students but also plays

Liceo de Cagayan University School of Business, Management, and Accountancy 27 a big role in making schools more effective and ensuring that they provide a high-quality education. In his study, Harrison (2022) examines how feedback mechanisms are connected to employee performance in quality assurance roles. He emphasizes that when feedback is structured properly, it helps identify areas where employees may be struggling, known as performance gaps. By recognizing these gaps, organizations can create targeted improvement initiatives that enhance overall performance. This means that feedback is not just about telling employees what they did right or wrong; it is a tool for continuous improvement that can lead to better outcomes in quality assurance. Piper and Setyawan (2023) investigate the importance of constructive feedback in educational settings as a means of enhancing quality assurance. Their research illustrates that when feedback is delivered in a helpful and supportive way, it can significantly improve both student and staff performance. Constructive feedback provides clear guidance on how to improve, making it an essential part of quality assurance in schools. This type of feedback not only benefits individual learners but also contributes to the overall effectiveness and quality of the educational institution. In their systematic review, Gonzalez and Smith (2021) explore various feedback practices in higher education and how these practices impact quality assurance processes. They emphasize that effective feedback is crucial for achieving educational quality standards and fostering student success. The authors highlight that different feedback strategies can influence how students engage with their learning, ultimately affecting their academic performance and satisfaction. By implementing well-structured feedback systems, educational institutions can

Liceo de Cagayan University School of Business, Management, and Accountancy 28 ensure that both students and staff understand their strengths and areas for improvement, leading to higher quality educational outcomes. Internal Mechanism The PLOS ONE (2018) article talks about how feedback can help people improve at work. It says that instead of focusing too much on what went wrong in the past, feedback should look to the future. This means helping employees think about how they can do better next time rather than just pointing out mistakes. By doing this, employees feel more motivated because they can focus on positive steps forward. Negative feedback, or telling someone what they did wrong, can sometimes make people feel bad or not want to change. Instead, feedback that helps them see how they can improve in the future makes them more eager to learn and do better. This type of feedback, called future-focused feedback, can lead to better results because it encourages people to grow and be more effective at their jobs. The Cloud Assess (2023) article talks about how internal quality assurance (IQA) processes help improve work by ensuring that trainers and assessors provide useful feedback. It stresses the importance of constructive feedback, which means giving advice that helps people improve rather than just pointing out their mistakes. By doing this, employees can learn from their feedback and get better at their jobs, especially in areas like quality assurance services where precision and accuracy are important. Correspondingly, CIPD's Performance Feedback Evidence Review (2017) shows that how feedback is delivered—whether it's positive or negative—can significantly affect how employees respond. The report suggests that even when providing negative feedback, framing

Liceo de Cagayan University School of Business, Management, and Accountancy 29 it in a positive and encouraging way leads to better results. This is particularly important in roles like quality assurance, where employees must consistently perform at high levels. Structured feedback, where feedback is organized and clear, is essential for maintaining and improving employee performance. The article Goal-Setting and Feedback in Quality Assurance (2020) focuses on how feedback plays a key role in quality assurance workflows. It explains that continuous feedback, along with automated tracking systems, helps employees achieve the benchmarks required for quality assurance. This process not only improves their performance but also makes training and operations more effective. Automated systems, by providing real-time feedback, ensure that employees can quickly adjust their actions to meet standards, thus enhancing their overall productivity. Similarly, The Role of Automated Feedback Systems in Workforce Training (2021) discusses how incorporating automated feedback into training programs improves employee performance. These systems provide immediate evaluations, enabling workers to keep up with quality assurance standards. Real-time feedback ensures employees can address issues as they happen, which leads to more efficient work and higher-

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quality results. External Mechanisms The CIPD's Performance Feedback Review (2017) talks about how getting feedback from people outside the company can be very helpful, especially when employees are doing important jobs like quality assurance. It explains that when feedback comes from someone outside the company, it is often fairer and more unbiased. This type of feedback is even more powerful when it points out things that need improvement but does so in a positive way. It

Liceo de Cagayan University School of Business, Management, and Accountancy 30 helps employees learn and get better without feeling judged, which can make them work more effectively. In the same way, the Asia-Pacific Quality Network (APQN) Survey (2017) talks about how schools and companies can use feedback from experts and outside groups to improve how they work. These outside opinions help make sure the company is doing a good job and continues to get better. By listening to feedback from people who are not part of the company, businesses can fix problems they might not notice on their own and improve the way they provide quality services. The AllVoices Report on External Employee Feedback (2021) shows how using third- party platforms for feedback collection allows employees to provide their thoughts and concerns anonymously. This makes employees feel safer sharing their honest opinions, which helps companies get more truthful feedback compared to internal feedback systems. These third-party platforms not only collect feedback but also help companies track and address workplace issues more efficiently, leading to better employee performance and satisfaction. Equally, Hansen and Smith's Study (2020) focuses on how combining external reviews with automated feedback systems supports employees in meeting the high standards required in quality assurance roles. External feedback offers an unbiased view and complements internal feedback by providing new insights. This helps companies improve training programs and increase overall operational efficiency, especially in jobs that require precision and quality control. The ENQA's Review of External Quality Assurance in Education (2017) stresses how important it is to include external reviews as part of internal quality assurance systems. It

Liceo de Cagayan University School of Business, Management, and Accountancy 31 explains that getting feedback from external experts or peer institutions provides new and valuable perspectives, helping improve quality control processes. This method, often used in educational settings, can also be applied to businesses, especially in quality assurance services, where external audits or evaluations can help identify areas for improvement and ensure operational efficiency.

Automated Workflow In Hansen and Smith's study (2020), they talk about how using automated workflows (computer systems that do tasks automatically) can help employees improve in quality assurance jobs. These systems track how well workers are doing in real-time, meaning employees get instant feedback on their performance. This helps them know right away if they're meeting quality goals or if they need to improve. Because the feedback is quick, employees can correct mistakes and learn faster, making training more effective. Likewise, Brown and Tan's study (2021) explains how automated feedback systems (which give feedback automatically) help employees get better at their jobs. Instead of waiting for a manager to tell them how they're doing, employees get evaluations immediately. This helps them stay focused on doing their job according to the standards of quality assurance. These automated systems make sure employees are always up to date on how well they're doing, which makes them more effective at their jobs. In the study by Chen and Lee (2018), they explain how automated workflows help make administrative tasks in quality assurance services much easier. When companies use automation for things like writing reports and keeping documents organized, they save a lot of

Liceo de Cagayan University School of Business, Management, and Accountancy 32 time. This means employees can spend more time on important quality assurance work instead of getting bogged down with paperwork. As a result, the overall productivity of the employees increases because they can focus on what really matters. Uniformly, in Niederhauser and Stoddard's study (2019), they explore how using automated workflows in training and quality assurance helps employees take more responsibility for their work. Automation tools make sure that workers are following procedures correctly and getting timely feedback on their performance. This means that employees can see right away if they are doing things correctly, which helps them be more accurate and follow the rules better. In the article by Santos and Rodrigues (2022), they discuss how automated workflows can significantly improve quality assurance services. One major benefit is

that automation helps reduce mistakes made by humans, known as manual errors. By using AI-based algorithms, companies can make better decisions and streamline their operations. This automation not only makes everyday tasks easier but also improves the quality checks that are part of employee training programs. In the same way, in the study by Kumar and Park (2017), they emphasize the role of automated workflows in enhancing employee engagement and productivity in quality assurance jobs. Their research shows that when employees receive feedback and training tailored to their specific needs—based on data collected about their performance—they become more engaged and work more efficiently. This personalized approach helps improve overall effectiveness in quality assurance roles.

Liceo de Cagayan University School of Business, Management, and Accountancy 33 In the paper by Walker and Green (2016), the authors discuss the positive impact of automating repetitive tasks in quality assurance services. They highlight that when routine jobs, such as data entry, are automated, employees experience a lighter workload. This allows them to concentrate more on important tasks like quality inspections, which ultimately improves the quality of services provided. By reducing the time spent on mundane tasks, workers can engage in more critical thinking and problem-solving, leading to better outcomes in quality assurance. Johnson and Patel (2019) explore how using automated workflows on digital platforms enhances training and feedback processes. Their research shows that companies that implement these automated training systems see a significant boost in employee effectiveness—up to 30%. This increase is attributed to the structured learning paths and continuous feedback loops that automation provides, ensuring employees are consistently learning and improving in their roles. Automated workflows significantly enhance Quality Assurance (QA) processes in universities by streamlining evaluations and ensuring compliance with standards. These systems utilize various methodologies, such as the Business Process Model and Notation (BPMN), to automate the assessment of educational institutions, thereby optimizing efficiency and accuracy. Automated workflows utilize BPMN to model and optimize quality assessment processes in educational institutions (Novogrudska et al., 2023). Automated workflows have become integral to quality assurance (QA) processes in universities, enhancing efficiency and accuracy in administrative and academic operations. By automating repetitive tasks such as data collection, report generation, and documentation for

Liceo de Cagayan University School of Business, Management, and Accountancy 34 accreditation, institutions can focus on high-impact activities that improve educational standards. Research shows that integrating automation into QA helps maintain consistent quality across academic programs, particularly in the context of external assessments and compliance with regulatory bodies, ensuring a transparent and accountable process. Thus, systems like the COE OBE Portal automate data collection and report generation, facilitating informed decision-making (Araña et al., 2023). Mayr-Dorn et al. (2021) inferred that intelligent information systems manage quality assurance tasks, ensuring standards are maintained across higher education. While automated systems offer significant advantages, challenges remain in addressing the ambiguity of quality concepts and ensuring stakeholder engagement in the process. Frameworks are developed to automatically check QA constraints, reducing manual oversight and enhancing compliance. Automated workflows streamline accreditation procedures. Accreditation agencies rely on timely, accurate submissions, and automation ensures that universities can meet these demands by organizing and managing large volumes of data efficiently. This automation fosters trust between educational institutions and regulatory bodies, ensuring that public funds are well-utilized, and contributing to the institution's reputation for quality education. Automation of Data Collection and Reporting In the study by Nussbaum and Ng (2018), they explain how using automation in collecting data helps companies work better in quality assurance. When businesses automate their data collection, they can get information much faster and more accurately. This means fewer mistakes made by people, called human errors. The faster and more accurate data helps

Liceo de Cagayan University School of Business, Management, and Accountancy 35 companies make better decisions about quality control, which is important for ensuring that products or services meet high standards. In similar fashion, the research by Lee and Johnson (2019), the authors highlight how automated reporting systems make quality assurance processes more efficient. They found that companies that use automated systems can get valuable insights from their data much more quickly. This speed helps employees perform better and improves the overall quality of the services provided. When employees have quick access to important information, they can do their jobs more effectively. In the article by Brown and Taylor (2020), they

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explore how automation helps make data collection and reporting easier in quality assurance programs. They found that when companies use automated workflows, it lessens the amount of paperwork and administrative tasks that employees have to deal with. This means that employees can spend more time working on improving quality rather than getting bogged down by administrative tasks. Furthermore, in the research conducted by Kumar and Singh (2021), the authors examine how automated tools for collecting data can improve the accuracy of reports in quality assurance. They explain that when data is collected in real-time, it allows for faster reporting. This speediness not only helps companies operate more effectively but also makes employees more accountable for their work, as they have access to up-to-date information. In their research, Santos and Oliveira (2022) delve into how automated data collection and reporting systems impact quality assurance frameworks. They emphasize that automation plays a significant role in improving the accuracy of data, which is crucial for making informed decisions. Additionally, the authors note that these automated systems enhance the overall

Liceo de Cagayan University School of Business, Management, and Accountancy 36 efficiency of quality control processes. This means that companies can work faster and more effectively while ensuring that the quality of their products or services remains high. Real-time monitoring and alerts Wang and Chen (2016) studied how real-time monitoring systems help employees in quality assurance do their jobs better. They found that when employees get immediate feedback and alerts about their work, they can quickly make changes. This leads to better efficiency and higher quality of the products they are working on. Companies that used these systems saw a big improvement in both the quality of their products and how responsible their employees felt. So, having a way to check on work in real-time can make a big difference in how well things are done. Jones and Taylor (2017) looked at how real-time alert systems can make quality assurance training programs more effective. They explained that when employees receive alerts about potential quality problems, they can fix them right away. This is very important for keeping up standards and helping employees learn better. Their findings showed that there is a strong connection between getting real-time alerts and having better quality control. This means that when employees know about issues immediately, they can act quickly to keep everything on track. Nguyen and Le (2018) explored how real-time data monitoring helps with decision-making in quality assurance. They found that real-time alerts about any quality problems allow teams to act quickly. This fast response not only helps to fix errors before they get bigger but also makes employees feel more involved in the quality assurance process. When employees

Liceo de Cagayan University School of Business, Management, and Accountancy 37 are engaged and can see the impact of their actions immediately, it boosts their motivation and commitment to maintaining high standards. Robinson and Smith (2019) focused on how real-time monitoring systems are used in manufacturing quality assurance. They pointed out that alerts from these systems help teams catch and solve quality issues before they turn into bigger problems. This proactive approach not only improves the quality of the products but also makes employees more productive and satisfied with their work. Their research shows that using real-time monitoring is essential for managing quality effectively. Kim and Lee (2021) conducted a review on how real-time monitoring and feedback loops impact employees in quality assurance roles. They found that when employees receive immediate alerts about their performance metrics, they are much better at self-correcting their work. This quick adjustment leads to better effectiveness in providing quality assurance services. The study highlights how timely information is crucial for creating a culture of continuous improvement within organizations.

Effectiveness of Quality Assurance Services Borrero and Peñalosa (2016) examine the importance of effective quality assurance services in enhancing customer satisfaction across various industries. They argue that when companies align their quality assurance practices with customer expectations, they can significantly improve service effectiveness. Essentially, by paying attention to what customers

Liceo de Cagayan University School of Business, Management, and Accountancy 38 want and ensuring their services meet those needs, businesses can create happier, more satisfied customers. In a similar manner, Saeed and Hossain (2017) explore the relationship between quality assurance services and operational efficiency, particularly in manufacturing. Their research highlights how a robust quality assurance framework can lead to notable improvements in productivity. When factories implement strong quality checks, they can produce

more goods with fewer mistakes, resulting in better overall performance and increased employee satisfaction. Together, these studies illustrate that having effective quality assurance practices is crucial for both enhancing customer happiness and improving business operations. Gonzalez and Echeverria (2018) evaluate the effectiveness of quality assurance programs specifically in the service sector. Their research highlights that continuous training and active employee engagement are crucial for enhancing the effectiveness of quality assurance efforts. When employees are well-trained and involved in the quality assurance process, they are better equipped to maintain high standards of service. Khan and Ghazali (2019) investigate how quality assurance impacts service delivery in the healthcare sector. Their findings show that effective quality assurance services are directly linked to improved patient outcomes and satisfaction. This suggests that when healthcare providers implement strong quality assurance practices, patients experience better care, leading to increased satisfaction with the services they receive. Al-Shammari and Al-Humaidi (2020) analyze the impact of automated quality assurance processes on service effectiveness within the banking industry. They suggest that automation plays a crucial role in enhancing the accuracy and reliability of quality assessments,

Liceo de Cagayan University School of Business, Management, and Accountancy 39 leading to improved service delivery and customer satisfaction. By streamlining processes and reducing human error, automation can significantly elevate the standard of banking services. Jha and Purohit (2020) focus on the importance of feedback mechanisms within quality assurance frameworks. Their research demonstrates that effective feedback not only contributes to improved employee performance but also enhances overall service quality and operational effectiveness. By ensuring that employees receive timely and constructive feedback, organizations can foster an environment of continuous improvement, which is vital for maintaining high standards of service. Hansen and Smith (2021) explore how integrated quality assurance services can enhance organizational effectiveness and employee satisfaction. They emphasize the need for aligning quality standards with employee training and development, indicating that such alignment fosters a culture of quality improvement. When employees understand and are trained to meet these standards, it leads to a more efficient work environment and higher job satisfaction, ultimately benefiting the organization as a whole. Concurrently, Niu and Li (2021) evaluate the effectiveness of quality assurance services specifically in the hospitality industry. Their study highlights the strong correlation between quality assurance practices and customer loyalty. They argue that effective quality assurance not only improves service delivery but also strengthens customer relationships, leading to repeat business and a loyal customer base. This research reinforces the idea that robust quality assurance practices are essential for maintaining high service standards and customer satisfaction in competitive sectors.

Liceo de Cagayan University School of Business, Management, and Accountancy 40 Pérez and Pizarro (2022) analyze the impact of digital transformation on the effectiveness of quality assurance. They argue that technology-driven approaches significantly enhance quality monitoring and reporting processes, allowing organizations to adapt quickly to changes and improve overall service quality. The integration of digital tools not only streamlines operations but also provides real-time data, which is crucial for informed decision-making in quality management. In a related vein, Zhao and Zhang (2023) discuss the effectiveness of continuous quality improvement (CQI) initiatives across various sectors. Their research emphasizes the vital role of training and employee engagement in achieving quality goals. By involving employees in CQI efforts, organizations can foster a culture of continuous improvement, which leads to better performance and higher standards of quality. Relationship of Training to Effectiveness in Quality Assurance Training has long been recognized as a cornerstone of effective QA practices. According to Adhikari and Shrestha (2019), employees who receive targeted technical training demonstrate improved performance in QA roles, as they are better equipped to apply precise quality standards to products and services. This suggests that well-designed training programs directly contribute to the quality outcomes within organizations. Chandrasekaran and Vidhya (2020) further affirm this relationship by demonstrating how specialized training can improve employees' technical proficiency, which is critical in ensuring that QA standards are consistently met. Consequently, training enhances not only individual competency but also the collective efficiency and reliability of QA processes.

Liceo de Cagayan University School of Business, Management, and Accountancy 41 Moreover, research by Al-Hajjar and Alkhanaizi (2018) emphasizes the positive relationship between training and QA effectiveness, showing that training programs improve employee skills and, thus, the overall quality of QA outcomes. The

study highlights that quality assurance depends on employees' continuous learning, as they need to stay updated with industry standards and technology. Structured training enhances employees' capabilities, equipping them to identify and address quality issues promptly and accurately. Feedback as a Key Driver of Quality Assurance Effectiveness Feedback is another essential factor for effective QA services, with studies emphasizing its role in reinforcing quality standards and supporting employee development. Kluger and DeNisi's (1996) Feedback Intervention Theory posits that feedback helps employees align their performance with set quality benchmarks, allowing them to identify areas for improvement. Feedback mechanisms can directly impact QA outcomes by providing employees with real-time guidance on meeting quality standards. Su, Liu, and Chen (2021) further support this by highlighting the importance of feedback systems within automated workflows, showing that when employees receive constructive feedback, they can make immediate adjustments, enhancing QA effectiveness. Moreover, Jha and Purohit (2020) argue that feedback systems enable continuous improvement, which is vital in QA functions where adherence to standards is crucial. When employees receive consistent feedback, they are more likely to refine their skills and align their practices with organizational goals, directly enhancing the quality and reliability of QA processes. This view is corroborated by Heckman and Kautz (2019), who highlight that

Liceo de Cagayan University School of Business, Management, and Accountancy 42 feedback not only improves task performance but also contributes to a culture of accountability, which is essential for quality assurance success. Automated Workflows and Their Role in Quality Assurance Effectiveness Automated workflows have transformed QA services by streamlining processes, reducing manual errors, and enhancing consistency. Su et al. (2021) highlight that automated workflows can increase productivity and accuracy in QA functions, particularly in educational settings where consistent application of standards is necessary. When QA processes are automated, organizations can maintain high-quality standards by minimizing human error, which is particularly beneficial in industries where precision is critical. Studies also indicate that automated workflows enhance QA effectiveness by allowing employees to focus on more complex tasks. Muliya et al. (2022) found that employees using automated systems were more effective in their roles due to improved task management and reduced redundancies. Automated workflows serve as a foundational element in QA services by providing a structured approach that enhances efficiency and ensures that quality standards are maintained throughout the organization. Training, Feedback, and Automated Workflows as Predictors of Quality Assurance Effectiveness Training, feedback, and automated workflows collectively serve as strong predictors of QA effectiveness. Mir (2021) suggests that when organizations invest in these areas, they create an environment where employees can perform at their best, leading to improved quality outcomes. Mir's study shows that each component—training, feedback, and automation—

Liceo de Cagayan University School of Business, Management, and Accountancy 43 plays a critical role in preparing employees to adhere to QA standards, making them reliable predictors of quality performance. Furthermore, Sharma and Jain (2020) highlight that by developing technical skills through training, establishing feedback mechanisms, and implementing automated workflows, organizations can predictably improve the efficiency and effectiveness of their QA processes. This holistic approach to QA, where each component supports the others, creates a robust system where quality standards are met consistently. In this sense, training, feedback, and automated workflows are not only supportive but are essential predictors of QA success, as they collectively enhance employees' skills, provide ongoing performance insights, and streamline processes for better quality outcomes. By continuously integrating training, feedback, and automation into QA processes, organizations establish a dynamic framework that adapts to evolving quality standards and operational challenges. Training equips employees with the necessary skills and knowledge to meet QA requirements, ensuring that their technical competencies align with industry expectations. Feedback serves as an essential mechanism for identifying areas of improvement and recognizing achievements, fostering a culture of continuous learning and accountability. Automated workflows, meanwhile, enhance consistency and efficiency by reducing human error and expediting routine tasks, allowing QA teams to focus on more complex quality issues. Collectively, these elements reinforce each other: training prepares employees for feedback, feedback informs training needs, and automation enables a focus on strategic QA efforts.

Liceo de Cagayan University School of Business, Management, and Accountancy Chapter 3 METHODOLOGY This chapter covered the research approach that the study used. It explained the research

design, described the participants, outlined the sampling strategy, and discussed the validity and reliability of the research instrument. It also detailed the data collection and scoring procedures, as well as the statistical treatments that were applied to ensure accurate data analysis and interpretation. Research Setting This study was conducted at Liceo de Cagayan University, which included three campuses: the Main Campus, the RNP Campus, and the Paseo del Rio Campus. Liceo de Cagayan University was located in Carmen, Cagayan de Oro City, Philippines, and was situated along the Kauswagan-Puntod Road. Data collection took place face-to-face, involving respondents from all three campuses. The research focused on training, feedback, and automated workflow in relation to the employees' effectiveness in delivering quality assurance services, specifically targeting the 446 faculty and staff employed by the institution. However, the analysis was refined to include 203 employees to ensure manageability and depth. The findings were expected to provide valuable insights into the effectiveness of quality assurance services with regard to training, feedback, and automated workflow.

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Figure 2 Liceo main campus

Figure 3 Liceo RNP campus

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Figure 4 Liceo Paseo del Rio Campus

Research Design This study used a descriptive-correlational and causal-comparative research design to examine how training, feedback, and automated workflows influenced the effectiveness of Quality Assurance (QA) among teaching and non-teaching staff in an educational setting. This approach allowed the researcher to document current practices and analyze how these were related to QA outcomes (Creswell & Creswell, 2018). A similar study by Francisco et al. (2024) investigated the relationship between employee satisfaction and QA at Andok's outlets in North Caloocan City, looking into factors such as compensation, health and safety, and operational practices. Their findings revealed a strong correlation between employee satisfaction and QA, offering useful insights for improving workforce engagement in QA initiatives.

Liceo de Cagayan University School of Business, Management, and Accountancy 47 Likewise, Banez (2023) employed a descriptive-correlational and causal-comparative design to explore team effectiveness, school culture, and the community of inquiry in the implementation of professional learning communities (PLCs) in Philippine public elementary schools. Banez's study showed significant correlations between team effectiveness and collaborative learning, emphasizing how a supportive organizational culture enhanced professional development — insights that were relevant to QA contexts. A descriptive research design helped document and understand the characteristics of the studied factors as they naturally occurred, which made it a widely used method in education and social sciences for examining existing conditions or behaviors (Siedlecki, 2017). In this study, the researcher combined causal and correlational approaches to examine how training, feedback, and automated workflows were related to QA effectiveness. Correlational analysis measured the strength and direction of relationships between variables (Field, 2013), clarifying how staff training related to QA outcomes. Causal analysis further explored cause-and-effect links, showing how differences in training, feedback, and automation affected employee effectiveness in QA roles (Creswell, 2014). Together, these designs provided a deeper understanding of the factors influencing QA processes at Liceo de Cagayan University and offered practical insights for strengthening institutional strategies. Respondents and Sampling Procedure The participants in this study were the employed teaching and non-teaching staff of Liceo de Cagayan University. The study covered three campuses: the Main Campus, the RNP Campus, and the Paseo del Rio Campus, which together had about 203 teaching and non-teaching staff members who were included in the study.

Liceo de Cagayan University School of Business, Management, and Accountancy 48 The researcher used the RAOSOFT sample size calculator to determine an appropriate sample size. A proportionate stratified random sampling technique was applied to ensure fair representation across the three campuses. The inclusion criteria for participation were simple: any teaching or non-teaching staff member who was willing to take part in the

study was included. This voluntary participation respected the autonomy of each individual while allowing the researcher to gather relevant insights on the institution's practices related to training, feedback, and automation in QA.

Liceo de Cagayan University School of Business, Management, and Accountancy 49 Table 1 Distribution of the Participants of the Study Stratum Size (ns) Number of Population Strata Sample Size In Strata (N) (n) TOTAL NUMBER OF PARTIPANTS 446 203 Table 1 illustrates the distribution of obtained samples, representing the participants of the study.

Liceo de Cagayan University School of Business, Management, and Accountancy 50 For this study, a self-made survey questionnaire was developed. This questionnaire was carefully designed to capture specific aspects of training programs, feedback mechanisms, and automated workflows that contributed to employee effectiveness in quality assurance services. The items included were formulated based on extensive literature review and consultation with experts in the field to ensure their relevance and alignment with the study's objectives. This tailored approach provided direct insights from respondents, which enhanced the validity of the data collected and ensured a comprehensive understanding of the factors affecting quality assurance performance. The survey rated 80 items using a five-point Likert scale, with options ranging from 1 (strongly disagree) to 5 (strongly agree). The research instrument consisted of four (4) major sections:

Part 1 measured the level of training, with 30 items.

The first section of the survey included 30 items that assessed the level and quality of training received by employees in the quality assurance department. It covered various aspects, such as training content, delivery methods, frequency, relevance to job roles, and its impact on skill development. Respondents rated the comprehensiveness of training, its alignment with industry standards, trainer expertise, and its contribution to personal growth and job performance. This part covered both formal and informal training processes — including onboarding, ongoing skill development, and specialized training — to understand how training influenced employees' readiness, confidence, and performance in QA tasks. The results highlighted strengths and areas for improvement in existing training programs. Part 2 measured the level of employees' feedback, with 20 items.

The second section of the survey consisted of 20 items that evaluated the level and quality of Liceo de Cagayan University School of Business, Management, and Accountancy 51 feedback employees received in the quality assurance department. It examined perceptions of how feedback was delivered, including its frequency, clarity, relevance, timeliness, and usefulness in promoting growth and job performance. This part explored feedback sources — such as managers, peers, and automated systems — and assessed the balance between positive reinforcement and constructive criticism, the actionability of feedback, and the openness of communication within teams. It also looked at whether feedback mechanisms supported continuous improvement and accountability. Insights from this section identified strengths and areas for enhancing the feedback process to better support employee development and service quality. Part 3 measured the level of automated workflow, with 20 items.

The third section, with 20 items, assessed the effectiveness of automated workflows within the quality assurance department. It examined how automation supported task efficiency, reduced repetitive work, and helped ensure consistency in processes. Respondents rated aspects such as ease of use, reliability, integration with other tools, and the impact of automation on meeting quality standards. This section covered features like task tracking, reporting, error detection, and automated notifications. It also explored whether automation reduced errors, sped up approvals, and allowed employees to focus on higher-value tasks. The responses provided insights on how to further optimize automation to boost productivity and align workflows with the university's quality assurance goals. Part 4 measured the level of effectiveness of quality assurance services, with 20 items.

The fourth section, which included 20 items, evaluated the overall effectiveness of the quality assurance services provided by employees. It assessed how QA processes met institutional Liceo de Cagayan University

School of Business, Management, and Accountancy 52 standards, client expectations, and industry requirements, focusing on accuracy, consistency, timeliness, and issue resolution. Key performance indicators such as defect detection, error reduction, customer satisfaction, and regulatory compliance were covered, along with the impact of QA services on operational efficiency, product reliability, and achievement of organizational goals. This section also looked at how well QA teams adapted to new challenges and changing standards. The findings highlighted strengths and areas for improvement, guiding actions to enhance QA processes and results. Scoring Procedure The survey used a five-point Likert scale to measure responses. This scale, originally developed by Rensis Likert in 1932, allowed participants to indicate their level of agreement or experience from 1 (strongly disagree) to 5 (strongly agree). In this study, the scale helped capture employees' perspectives on training, feedback, and automation related to quality assurance services. The detailed scoring criteria, which were outlined in a separate section of the study, guided the interpretation of results and ensured consistency in evaluating each dimension covered by the questionnaire.

Scale For Trainings

Liceo de Cagayan University School of Business, Management, and Accountancy 53 SCALE FOR FEEDBACK

SCALE FOR AUTOMATED WORKFLOW

Liceo de Cagayan University School of Business, Management, and Accountancy 54 SCALE FOR QUALITY ASSURANCE SERVICES

Validity and Reliability of the Instruments The researcher-made questionnaire underwent content validation by three (3) experts in the field. The reliability of the research instrument was pilot tested with two hundred three (203) respondents not included in the target sample. Moreover, it was ensured that the requirements needed for ethical clearance were met. Pilot testing was conducted during the respondents' vacant time. Afterward, the analysis and coding of the results were submitted to experts specializing in the validity and reliability of the study. The two hundred three (203) respondents needed for pilot testing were excluded from the study's selected four hundred forty-six (446) respondents. After pilot testing, the results were coded and sent to the Research Office for reliability testing using Cronbach's Alpha. Only items that fell within the acceptable range of 0.7 to 0.99 were kept after each item's reliability coefficient on the instruments was evaluated individually. Items were removed from the item-total correlation if their coefficients were less than 0.30.

Liceo de Cagayan University School of Business, Management, and Accountancy 55 The final collection of items—those found to be trustworthy and legitimate throughout this procedure—was included in the survey itself. A high reliability indicator signified that the measurement was valid, as "reliability is essential because evidence of reliability is necessarily the first step in establishing the scientific acceptance and usefulness of a test. Good reliability is a prerequisite for the validity of a test" (Segal & Coolidge, 2018). Then the researchers proceeded with the administration of the survey questionnaires. Data Gathering Procedure The study proceeded through a series of planned phases to ensure thorough preparation and adherence to ethical standards. During the period from November to December 2024, the research team finalized the research proposal, developed survey instruments, and prepared informed consent forms. An application for ethical review, including the Research Ethics Application Form, was submitted to the Liceo Research Ethics Board (LREB) for approval. Ethical clearance was sought from the LREB as well as from the Office of the Vice President for Research, Extension, Planning, and Innovation. Additionally, permissions were obtained from relevant authorities, such as the Dean, Principals, and Department Heads, to facilitate smooth access to participants and necessary resources. In January 2025, the researchers began participant recruitment and data collection. They worked with the University Registrar's Office to obtain a list of potential participants and distributed the survey to 203 staff and faculty from different departments. Data collection was conducted face-to-face to ensure respondents understood the study's purpose and their

Liceo de Cagayan University School of Business, Management, and Accountancy 56 rights. The researchers then compiled and tallied the survey responses, preparing for statistical analysis. From February 2025 through

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March 2025, the manuscript was drafted and reviewed by the adviser, with necessary revisions made based on feedback. The final version was presented to the Research Panel, underwent plagiarism and grammar checks, and was prepared for binding and publication. By March 2025, the approved manuscript was finalized, and by April 2025, it was published and made accessible in the Liceo de Cagayan University library. Throughout the study, confidentiality and anonymity were strictly maintained. Statistical Techniques Descriptive statistics, particularly the mean and standard deviation, were foundational tools in data analysis, as they helped summarize data and described the main characteristics of variables in research studies. A recent article by Analytics Vidhya (2024) highlighted how the mean provided a central value, while the standard deviation indicated the extent of variability or spread within a dataset, making it easier to interpret patterns and differences among data points. Additionally, the use of descriptive statistics, such as in Python's statistical libraries, allowed for comprehensive summaries of datasets, including central tendency and measures of variability, which were invaluable for decision-making and initial data exploration (Python for Data Science, 2023). Meanwhile, the standard deviation measured how much individual data points varied from the mean, indicating the spread of variability of responses. A recent study on employee performance management highlighted the significance of descriptive statistics like standard deviation in assessing the variability in employee training outcomes and feedback

Liceo de Cagayan University School of Business, Management, and Accountancy 57 effectiveness. According to research from 2023, organizations that systematically used performance data, such as standard deviation, were better equipped to analyze the effectiveness of automated workflows and training programs. By examining variability in responses, these organizations were able to pinpoint areas where employee engagement and training outcomes differed, allowing them to tailor interventions more effectively. Standard deviation, in this context, helped in measuring the dispersion of performance across different training modules, which aided in identifying which aspects of the training or feedback mechanisms might have needed adjustment to maximize employee development and engagement (Reviewsnap, 2023; Newey, 2023). Pearson's correlation coefficient, or Pearson's r, was often used to assess the strength and direction of linear relationships between two continuous variables in research, including studies focused on employee training, feedback, and performance effectiveness. A recent study by Duan et al. (2023) leveraged Pearson's r to evaluate the relationship between types of feedback and employees' goal-setting effectiveness within online training environments. The study found a significant positive correlation between structured, formative feedback and improvements in employee goal-setting, which in turn positively impacted their training outcomes. This suggested that feedback quality could effectively predict training performance when analyzed through correlation analysis, making Pearson's r an essential tool in examining training impacts on employees' effectiveness (Duan et al., 2023). Such findings aligned well with the thesis, as understanding these relationships helped to explore how structured training,

Liceo de Cagayan University School of Business, Management, and Accountancy 58 effective feedback, and automated workflows contributed to employee effectiveness in quality assurance services. With multiple regression, the analysis went beyond assessing individual relationships (like the Pearson correlation) to model the unique contribution of each predictor while accounting for the presence of others. This was valuable in complex organizational studies where variables interacted or overlapped in their influence. Multiple regression allowed researchers to determine which predictor had the most substantial impact on effectiveness and whether the combination of all three factors significantly enhanced predictive accuracy. A study by Hee and Jing (2018) utilized multiple regression to explore the impact of human resource practices—specifically performance appraisal and training and development—on employee performance in the manufacturing sector. Their findings indicated that both performance appraisals and training significantly influenced employee productivity. This supported the use of multiple regression to model the individual and combined effects of these organizational factors, aligning with the thesis that examined how training, feedback, and automated workflows contributed to employee effectiveness in quality assurance services (Hee & Jing, 2018; Dauda & Luki, 2021).

Liceo de Cagayan University School of Business, Management, and Accountancy 59 Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA This chapter provided a complete account of the conclusions drawn from the responses. Each table and its accompanying findings were structured in the order specified in the problem description. Each table was followed by a description and explanation of its data. The presentation sequence was aligned with the order of the statement of the problems identified in the study. Problem 1. What is the level of trainings in terms of: Technical skills ;

Soft skills ; and

Regulatory and compliance?

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Liceo de Cagayan University School of Business, Management, and Accountancy 61 Table 2 presents the Results of Mean and Standard Deviation for the Level of Trainings in terms of Technical Skills. The data showed that the respondents obtained the highest mean of M=4.26 (SD=.517) for indicator number 2. The training materials provided during the technical training sessions are clear and easy to understandd because the training materials are well-designed, clear, and easy to understand, making it easier for participants to learn, stay engaged, and apply the knowledge effectively. According to Clark and Mayer (2016) clear and easy-to-understand training materials enhance learner engagement by reducing frustration and increasing motivation, improve comprehension by minimizing cognitive load through the use of plain language, logical structure, and supportive visuals, and support the effective application of technical knowledge by presenting content in a way that learners can easily recall and use in real-world tasks, ultimately leading to better learning outcomes and job performance. Followed by the second highest indicator number 4 “The trainers conducting the technical training sessions are knowledgeable and approachable” (M=4.25, SD=.599). Trainers who are knowledgeable and approachable enhance the learning experience by providing accurate instruction and creating a supportive environment that encourages questions, participation, and deeper understanding. Brookfield (2015) The effectiveness of technical training is strongly influenced by the characteristics of the trainer. Two of the most important qualities of effective instructors are subject matter expertise and the ability to build trust and rapport with learners. Knowledgeable trainers ensure that content is accurate, up-to-date, and clearly explained, which builds credibility and learner confidence.

Liceo de Cagayan University School of Business, Management, and Accountancy 62 On the other hand, respondents obtained the lowest mean of M=3.96 (SD=.670) for indicator number 5“I receive regular updates or refreshers on technical training to keep my skills current likely indicates that learners feel they are not getting enough ongoing training or refresher sessions. This suggests a gap in continuous learning support, which can lead to skill stagnation or outdated knowledge. Noe (2017). Receiving regular updates or refresher training is essential to maintain and improve technical skills, as ongoing learning helps employees keep pace with evolving technologies and practices. A lack of such continuous training can lead to skill deterioration and decreased job performance This is followed by second lowest mean indicator number 6 “The technical training sessions allow for hands-on practice and application of learned skills” (M=4.00, SD=.584) Participants feel the training lacks sufficient opportunities to actively practice what they have been taught. This suggests the sessions may be too theoretical or lecture-based, limiting participants’ ability to apply knowledge in practical scenarios. Oak Innovation’s (2024) provides a comprehensive analysis of current trends and statistics in employee training. The article highlights the increasing investment in training programs, the dominance of e-learning, the rise of microlearning, and the adoption of blended learning models. It also emphasizes the growing importance of soft skills training, mobile learning, gamification, and personalized learning paths in enhancing employee engagement and learning outcomes. The over-all mean is M=4.12 (SD=.337) described as agree and can interpreted that the respondents have a high level of Trainings in terms of Technical Skills. These findings

Liceo de Cagayan University School of Business, Management, and Accountancy 63 are supported by the claimed of Reyes (2022) shows that most people believed they received good technical training, and almost everyone felt the same way, with very few differing opinions. This result is both positive and trustworthy,

making it a strong indicator that the training programs are effective. The overall mean for SD=.337 implied that the data were closely dispersed around the mean.

Liceo de Cagayan University School of Business, Management, and Accountancy 64 Table 3 Results of Mean and Standard Deviation for the Level of Trainings in terms of Soft Skills

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Table 3 presents the Results of Mean and Standard Deviation for the Level of Trainings in terms of soft Skills. The data showed that the respondents obtained the highest mean of M=4.25 (SD=.574) for indicator number 3. The soft skills training has enhanced my ability to work collaboratively in teams. soft skills such as communication, active listening, empathy, conflict resolution, and teamwork are essential for effective collaboration in any workplace. When employees receive structured soft skills training, they often become more self-aware, respectful of diverse perspectives, and skilled in navigating interpersonal dynamics. Oak Innovation (2024) highlights that 75% of employers now prioritize soft skills in their employee development programs, particularly for roles that involve collaboration, teamwork, and customer interaction. This shift in training focus reflects a broader understanding that technical proficiency alone is no longer sufficient in today's dynamic and interconnected workplaces. While technical skills may enable an employee to complete tasks efficiently, soft skills such as communication, emotional intelligence, adaptability, conflict resolution, and active listening are essential for fostering healthy team dynamics, maintaining positive client relationships, and ensuring organizational cohesion. Followed by the second highest indicator number 2 "I would recommend the soft skills training program to my colleagues as beneficial for their professional development" (M=4.24, SD=.644). Employees who complete soft skills programs often experience improved confidence, collaboration, and decision-making abilities. These outcomes not only benefit the individual but also contribute to a more productive and harmonious work environment, making the training highly recommendable.

Liceo de Cagayan University School of Business, Management, and Accountancy 66 Soelistya (2025) conducted a systematic literature review and concluded that soft skills like communication, teamwork, leadership, and time management significantly enhance human resource performance and productivity. The study advocates for the integration of soft skills development into HR training programs to foster work efficiency and organizational effectiveness On the other hand, respondents obtained the lowest mean of M=3.93 (SD=.700) for indicator number 1"The soft skills training I received is relevant to my role in quality assurance services. Participants felt the soft skills training content was not closely aligned with the specific demands and responsibilities of their roles in quality assurance (QA) services. QA professionals often work in highly detail-oriented environments, requiring specialized competencies such as analytical thinking, process control, precision, technical communication, and regulatory compliance. Kumar et al. (2023) suggest that soft skills training programs should be customized by role or industry to maximize relevance and learning impact. For QA roles, this includes training on delivering feedback constructively, managing documentation processes, and navigating interdepartmental reviews—all vital to quality assurance. This is followed by second lowest indicator number 2 "The training sessions effectively improved my communication skills" (M=4.11, SD=.601. The low effectiveness of the communication training may be due to content not matching participants' specific role challenges, a lack of practical exercises like role-playing, insufficient follow-up or reinforcement, and varying levels of participant readiness or motivation. Bower and Griffin (2022), effective communication training programs are those that

Liceo de Cagayan University School of Business, Management, and Accountancy 67 are interactive, role-specific, and reinforced over time to facilitate behavioral change. They stress that merely presenting communication theory without practice limits skill acquisition. They warn that programs relying solely on lectures or passive learning methods tend to produce limited improvements, as participants do not get the chance to actively develop and refine their communication behaviors The over-all mean is M=4.16 (SD=.449) described as agree and can interpreted that the respondents have a high level of training in terms of soft Skills. According to Robles (2012), Soft skills are increasingly recognized as essential components in employee performance and workplace success as communication, teamwork, and adaptability are as critical as technical

skills in many professions. Organizations are now investing heavily in training programs that enhance these competencies. Meanwhile, the overall mean for SD=.449 implied that the data were moderately dispersed around the mean.

Liceo de Cagayan University School of Business, Management, and Accountancy 68 Table 4 Results of Mean and Standard Deviation for the Level of Trainings in terms of Regulatory and compliance Liceo de Cagayan University School of Business, Management, and Accountancy 69

Table 4 presents the Results of Mean and Standard Deviation for the Level of Trainings in terms of Regulatory and compliance. The data showed that the respondents obtained the highest mean of M=4.05 (SD=.56) for indicator number 3 ". I understand the regulatory requirements that apply to my work after completing the trainings. A high rating indicates that the training effectively helped participants gain a clear and comprehensive understanding of the regulatory requirements relevant to their roles. Regulatory knowledge is essential in many fields, especially those involving compliance, safety, quality assurance, or legal standards. Noe (2017) emphasizes that training programs which clearly explain relevant laws, standards, and compliance procedures are essential for empowering employees to effectively meet regulatory expectations. By providing comprehensive and well-structured information about the rules and regulations that govern their specific work environment, these programs help employees understand not just what is required, but also why compliance matters. Followed by the second highest indicator number 7 "The regulatory and compliance training included practical examples that helped me understand complex concepts" (M=4.05, SD=.59). practical examples in regulatory training make the learning process more accessible, meaningful, and actionable key factors that contribute to higher satisfaction and better training outcomes. Mayer (2020) highlights that the use of real-life examples helps reduce cognitive load by connecting new information to familiar contexts, which enhances understanding and retention.

Liceo de Cagayan University School of Business, Management, and Accountancy 70 This is particularly important for complex regulations that can otherwise seem abstract or overwhelming. On the other hand, respondents obtained the lowest mean of M=3.92 (SD=.73) for indicator number 2"The training materials provided during the regulatory and compliance training sessions are clear and comprehensive''. Participants found the training materials unclear or lacking in thoroughness. This may indicate that the materials were overly complex, poorly organized, or insufficiently detailed, making it difficult for learners to fully understand the regulatory and compliance requirements. Morrison, Ross, and Kemp (2019) argue that comprehensive training materials should provide detailed explanations, practical examples, and visual aids to help simplify dense regulatory content. Without these elements, learners may find the materials inaccessible or incomplete. This is followed by the second lowest by indicator number 5 "The training has adequately prepared me to handle compliance issues that may arise in my work" (M=3.93, SD=.693). Participants feel the training did not sufficiently equip them to manage real-world compliance issues in their roles. Ford et al. (2018) highlight the importance of continuous learning interventions, such as refresher sessions and coaching, to reinforce skills and keep employees updated on evolving compliance standards. Without such ongoing support, training impacts tend to diminish, leading to lower confidence in handling compliance issues. The over-all mean is M=3.99 (SD=.484) described as agree and can interpreted that the respondents have a high level of training in terms of Regulatory and compliance. Training

Liceo de Cagayan University School of Business, Management, and Accountancy 71 is essential in ensuring that employees understand and adhere to the laws, policies, and industry standards that govern their work. Regulatory and compliance training is essential in ensuring that employees understand and adhere to the laws, policies, and industry standards that govern their work. These findings are supported by the claimed of Gantz and Philpott (2012), emphasized that organizations across various industries are progressively adopting and institutionalizing formal compliance training programs as a strategic measure. The primary objective of these training initiatives is not only to ensure that employees are well-informed about relevant laws, regulations, and internal policies but also to significantly reduce the risk of legal infractions and regulatory violations. The overall mean for SD=.484 implied that the data were moderately dispersed around the mean.

Table 5 Summary of Results of Mean and Standard Deviation for the Level of Trainings

Liceo de Cagayan University School of Business, Management, and Accountancy 72 Table 5 presents the Summary of Results of Mean and Standard Deviation for the Level of Trainings. The data showed that the respondents obtained the highest mean of M=4.16 (SD=.449) for Soft skills, Participants found the program valuable, relevant, and impactful on their professional effectiveness. Soft skills, such as communication, teamwork, emotional intelligence, adaptability, and conflict resolution are increasingly recognized as essential for success in modern workplaces, especially in roles that require collaboration, leadership, or client interaction. followed by Technical skills (M=4.12, SD=.337), and last is Regulatory and compliance (M=3.99, SD=.34). The over-all mean is M=4.09 (SD=.34) described as agree and interpreted that the respondents have a high level of Trainings. Meanwhile, the overall mean for SD=.34 implied that the data were closely dispersed around the mean. These findings are supported by the claimed of Andrews and Higson (2014) explored how employers, graduates, and academics perceive employability in the modern workplace. They found that employability is not just about technical or academic skills, but also includes a wide range of soft skills and personal attributes—such as communication, teamwork, adaptability, and self-confidence. These soft skills were seen as crucial to job performance, particularly in collaborative and client-facing roles. Employers emphasized that while qualifications and technical know-how are important, the ability to interact effectively with others, solve problems, and exhibit professionalism is often what sets high- performing employees apart. The study also pointed out a common disconnect between what graduates think is important and what employers actually value highlighting the need for education and training programs to focus more intentionally on soft skill development to better prepare learners for the workplace.

Liceo de Cagayan University School of Business, Management, and Accountancy 73 Problem 2. What is the level of employees' feedback in terms of:

Internal mechanisms; and

External mechanisms?

Table 6 Results of Mean and Standard Deviation for the Level of Employees' Feedback in terms of Internal mechanisms Legend: Scale Range Description Interpretation

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Table 6 presents the Results of Mean and Standard Deviation for the Level of Employees' Feedback in terms of Internal mechanisms. The data showed that the respondents obtained the highest mean of M=4.17 (SD=.475) for indicator number 5 "The feedback I receive is timely and relevant to my current tasks and responsibilities". Participants receive prompt and meaningful feedback that directly supports their current tasks, enhancing performance and engagement. Bak's (2020) aimed to explore both how and why supervisor feedback affects employees' innovative work behavior—their ability to generate, promote, and implement new ideas in the workplace. Rather than focusing solely on the direct impact of feedback, the research also examined the underlying psychological mechanisms that might explain this relationship. Specifically, it investigated how supervisor feedback could indirectly foster innovation by enhancing employees' trust in their supervisors and strengthening their emotional attachment (affective commitment) to the organization. These mediating factors were seen as critical pathways through which feedback translates into proactive, creative behavior on the job. Followed by the second highest and indicator, number 8 "Feedback sessions are conducted in a constructive and respectful manner" (M=4.07, SD=.608), focus on behaviors rather than personal traits, they foster trust, enhance employee receptivity, and increase job satisfaction and citizenship behaviors.

Liceo de Cagayan University School of Business, Management, and Accountancy 75 Stone and Heen (2014) emphasize that the manner in which feedback is delivered is just as important as the content itself. They argue that respectful and constructive feedback— feedback that focuses on specific behaviors rather than personal traits, and is communicated with empathy and clarity plays a crucial role in how recipients perceive and respond to it. When feedback is given in a respectful way, it helps to minimize feelings of defensiveness and resistance, which are common reactions that can block learning and improvement. Instead of feeling attacked

or criticized, employees are more likely to feel valued and understood, which opens the door to honest reflection and growth. This respectful approach fosters stronger working relationships because it builds trust and mutual respect between the feedback giver and receiver. On the other hand, respondents obtained the lowest mean of M=3.95 (SD=.627) for indicator number 4"I feel comfortable giving feedback to my peers and supervisors without fear of negative consequences", usually indicates a workplace culture where employees fear retaliation, judgment, or conflict if they speak up. Morrison (2014) examines the complex factors influencing whether employees choose to speak up or remain silent in the workplace. The study highlights that employee voice and silence are multifaceted behaviors shaped by organizational culture, leadership style, and power dynamics. Supportive and open cultures encourage feedback by fostering psychological safety, while authoritarian environments increase fear and silence. Employee voice is crucial for innovation and problem-solving, whereas silence can harm morale and organizational effectiveness. Morrison's work underscores the importance of creating a safe and respectful environment to promote honest communication. This is followed by the second lowest indicator number 6 "Internal feedback

Liceo de Cagayan University School of Business, Management, and Accountancy 76 mechanisms are actively encouraged by management within the organization" (M=4.00, SD=.601). Management's role in championing and normalizing feedback is insufficient, which can weaken communication, trust, and continuous improvement within the organization. Mulki et al, (2016) Their study demonstrates that when leaders take a proactive role in soliciting, providing, and encouraging feedback, it fosters an environment where employees feel safe and valued. This culture of openness significantly enhances employee trust in management, as workers perceive that their voices are heard and respected without fear of retaliation or negative consequences. Furthermore, leaders who promote honest and transparent feedback reduce employees' anxiety around sharing their true thoughts, concerns, or ideas. The over-all mean is M=4.03 (SD=.319) described as agree and interpreted that the participants have a high level of Employees' Feedback in terms of Internal mechanisms. Participants recognize and trust the internal feedback processes, feel encouraged to engage with them, and believe these mechanisms contribute positively to the organization's growth and their own development. These findings are supported by the claimed of Anseel et al, (2018) that well-structured internal feedback mechanisms play in enhancing both employee engagement and organizational learning. Their research highlights that feedback systems— such as formal performance appraisals, regular check-ins, and continuous feedback platforms—provide employees with consistent and meaningful opportunities to receive and give feedback about their work. When these mechanisms are designed transparently, meaning employees clearly understand how feedback is collected, processed, and utilized, they feel

Liceo de Cagayan University School of Business, Management, and Accountancy 77 more confident and motivated to participate actively.

Meanwhile, the overall mean for SD=.319 implied that the data were closely dispersed around the mean. Table 7 Results of Mean and Standard Deviation for the Level of Employees' Feedback in terms of External mechanisms

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Table 7 presents the Results of Mean and Standard Deviation for the Level of Employees' Feedback in terms of external mechanisms. The data showed that the respondents obtained the highest mean of M=4.14 (SD=.464) for indicator number 9 "I feel informed about how external feedback is used to shape our quality assurance strategies". It reflects a healthy, transparent quality assurance culture where communication about the role of external input is clear, consistent, and impactful. It shows that the organization values feedback loops and ensures that its members understand how outside perspectives contribute to institutional growth and quality improvement. Singh and Rana (2019) found that integrating client and third-party feedback into quality assurance (QA) systems leads to better service delivery and improved employee morale. This is because external feedback helps align internal processes with clear performance standards and stakeholder expectations. The study also highlights that when employees understand how feedback is used to drive improvements, they feel more engaged and motivated. Overall, involving external stakeholders in QA fosters transparency, accountability, and sustainable organizational performance. Followed by the second highest

indicator number 10 “I would recommend enhancing external feedback mechanisms to better align our services with stakeholder expectations” (M=4.08, SD=.431). Participants recognize the importance of external feedback in improving

Liceo de Cagayan University School of Business, Management, and Accountancy 79 the organization’s quality and performance, and they are supportive of strengthening these systems further. Trowler (2020), Transparency and visibility in how feedback is used are essential components of effective institutional listening. Stakeholders must be able to see that their input has had a direct impact on policies, services, or practices. This visibility closes the feedback loop and reinforces a cycle of trust and engagement. When people see tangible changes resulting from their contributions—such as curriculum revisions, improved services, or revised protocols—they are more likely to continue participating in feedback processes with sincerity and enthusiasm. On the other hand, respondents obtained the lowest mean of M=3.93 (SD=.482) for indicator number 6“The organization responds effectively to external feedback received from stakeholders”. The low rating reveals a perceived failure in closing the feedback loop, either through inaction, poor communication, or weak implementation. Melo et al, (2020) conducted an in-depth and multi-contextual study focusing on public sector organizations, with the primary aim of exploring the role and impact of stakeholder feedback in shaping organizational performance, improving service delivery, and fostering a culture of continuous innovation. The researchers analyzed various mechanisms through which feedback is collected—from citizens, service users, and external partners—and investigated how, or whether, such input informs strategic and operational decisions within public institutions. Followed by the second highest indicator number 5 “I am aware of the sources from which external feedback is gathered (e.g., clients, regulatory bodies, partners)” (M=3.97, SD=.539). A low rating on this item signals a need for better internal communication,

Liceo de Cagayan University School of Business, Management, and Accountancy 80 engagement, and transparency around how and from whom external feedback is gathered. Improving awareness in this area can lead to stronger alignment with stakeholder expectations, a more informed workforce, and a more cohesive quality assurance culture. Rowe and Zegwaard (2017) explored the role of external stakeholder feedback in shaping practices within higher education and professional training environments. Their study emphasized that staff awareness and engagement with external feedback are not automatic outcomes of feedback collection, but are instead contingent upon the existence of intentional, structured communication strategies. These strategies—such as the dissemination of summary reports, regular team or departmental meetings, and organized reflective sessions—are essential for ensuring that feedback gathered from external sources like employers, industry partners, accrediting bodies, or alumni is effectively shared across the institution. The over-all mean is M=4.04 (SD=.326) described as agree and interpreted that the respondents have a high level of Employees’ Feedback in terms of external mechanisms. Reflects a healthy organizational culture where external input is valued, integrated, and acted upon. It indicates well-established feedback systems, clear communication about their purpose and outcomes, and an overall commitment to accountability and continuous improvement. These findings are supported by the claimed of Sursock (2018) highlights the importance of external feedback systems in promoting legitimacy, transparency, and trust, especially in higher education and public services. She emphasizes that feedback must go beyond collection—institutions should analyze, interpret, and visibly respond to stakeholder input. By closing the feedback loop, feedback is transformed into meaningful actions, such as changes

Liceo de Cagayan University School of Business, Management, and Accountancy 81 in teaching, policy, or services, which strengthens stakeholder engagement and institutional credibility. Meanwhile, the overall mean for SD=.319 implied that the data were closely dispersed around the mean. Table 8 Summary of Results of Mean and Standard Deviation for the Level of Employees’ Feedback

Table 8 presents the Summary of Results of Mean and Standard Deviation for the Level of Employees’ Feedback. The data showed that the respondents obtained the highest mean of M=4.04 (SD=.326) for External mechanisms followed by Internal mechanisms (M=4.03, SD=.319). The over-all mean is M=4.03 (SD=.281) described as agree and interpreted that the respondents have a high level of Employees’ Feedback. Meanwhile, the overall mean for SD=.281 implied that the data were closely dispersed around the mean. These findings are supported by the claimed of Sinitsyna et al. (2023). The study revealed that this engagement translates into

active loyalty behaviors, employees willingly go beyond their basic responsibilities, advocate for the organization, support colleagues, and contribute to a positive workplace climate. These behaviors are distinct from passive loyalty (e.g., simply staying in the job without enthusiasm) and are essential for sustaining long-term

Liceo de Cagayan University School of Business, Management, and Accountancy 82 performance and organizational resilience. Ultimately, the findings highlight that strategic internal communication is not merely a functional necessity. It is a powerful tool for strengthening organizational culture, enhancing employee retention, and cultivating a loyal, motivated workforce. The chain of influence from internal communication to communication satisfaction, to engagement, and finally to active loyalty offers a valuable framework for organizations seeking to build a more committed and high-performing employee base.

Problem 3. What is the level of automated workflow in terms of: Automation of data collection and reporting; and Real-time monitoring and alerts?

Liceo de Cagayan University School of Business, Management, and Accountancy 83 Table 9 Results of Mean and Standard Deviation for the Level of automated workflow in terms of External Automation of data collection and reporting

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Table 9 presents Results of Mean and Standard Deviation for the Level of automated workflow in terms of External Automation of data collection and reporting. The data showed that the respondents obtained the highest mean of M=4.24 (SD=.55) for indicator number 3 “I can easily access the data I need for my work through the automated system”. An effective digital infrastructure and a supportive organizational environment that empowers employees to perform their roles efficiently. It contributes to higher job satisfaction, reduced workload stress, and a more seamless workflow—all of which are essential for performance and employee retention. Ivanti (2024) Digital Employee Experience (DEX) Report strongly emphasizes that in the modern workplace, investing in and operationalizing digital employee experience is no longer a discretionary initiative—it is a core foundation of sustainable enterprise success. As organizations increasingly rely on technology to drive performance, collaboration, and communication, the quality of employees’ digital interactions has become inseparable from overall job satisfaction, engagement, and productivity. Followed by the second highest indicator number 5 “I believe that automation enhances communication between staff regarding data-related matters” (M=4.17, SD=.54). Participants view automation not only as a technical tool but as a communication enabler. By standardizing, accelerating, and clarifying data exchange, automation improves the effectiveness, reliability, and productivity of staff communication around data-related tasks. McKinsey (2022) presented compelling empirical evidence on the positive organizational impacts of automation, particularly in enhancing communication efficiency and employee productivity. The study found that automating routine communication and data-

Liceo de Cagayan University School of Business, Management, and Accountancy 85 related tasks led to a 40% reduction in average response times across various departments. This indicates that employees were able to receive and process information much more quickly, eliminating delays typically associated with manual coordination, data retrieval, or redundant status updates. On the other hand, respondents obtained the lowest mean of M=3.91 (SD=.442) for indicator number 1“The automated system for data collection saves me time in my daily tasks”. Participants do not find the system effective in improving efficiency. This may be due to system complexity, technical limitations, poor design, lack of training, or a misalignment between the system’s features and actual job tasks. Mengiste and Holmstedt (2019) They found that employees frequently resorted to manual workarounds because the system lacked essential functions, such as inventory traceability and FIFO tracking. Despite employee willingness and managerial support, the ERP system did not fully align with day-to-day operational needs. As a result, staff used informal tools like spreadsheets and manual logs. This followed by the second lowest indicator number 2 “I feel that the automation of data collection improves the accuracy of information in our records” (M=3.95, SD=.394). Participants do not yet perceive a clear benefit in terms of data accuracy from automation. This perception may be addressed by improving system reliability,

enhancing training, ensuring clean data inputs, and increasing transparency into how automation supports accurate recordkeeping. Davenport and Ronanki (2018). By embedding business logic directly into automated workflows, RPA ensures that data is processed consistently, accurately, and in compliance

Liceo de Cagayan University School of Business, Management, and Accountancy 86 with organizational standards. This minimizes manual errors, subjective interpretation, and inconsistencies that often occur when tasks are completed manually. In doing so, automation significantly enhances the trustworthiness and reliability of the datasets being generated and maintained. The over-all mean is M=4.05 (SD=.308) described as agree and interpreted that the respondents have a high level of automated workflow in terms of External Automation of data collection and reporting. These findings are supported by the claimed of Ghosh and Scott (2021) conducted an empirical investigation into how the automation of external data feeds impacts organizational decision-making and reporting efficiency. Their study emphasized that integrating automated data streams—such as customer purchase behaviors, supplier performance indicators, and regulatory compliance updates—directly into enterprise systems results in substantial improvements in both reporting reliability and strategic responsiveness. Meanwhile, the overall mean for SD=.308 implied that the data were closely dispersed around the mean

Liceo de Cagayan University School of Business, Management, and Accountancy 87 Table 10 Results of Mean and Standard Deviation for the Level of automated workflow in terms of External Real-time monitoring and alerts

Liceo de Cagayan University School of Business, Management, and Accountancy 88 Table 10 presents Results of Mean and Standard Deviation for the Level of automated workflow in terms of External Real-time monitoring and alerts. The data showed that the respondents obtained the highest mean of M=4.14 (SD=.481) for indicator number 7 “The alerts help in managing any issues or emergencies that arise in a timely manner”, The alerts are highly effective, as they enable quick responses and ensure a high rate of timely issue resolution. This can lead to many notifications, it helps ensure timely detection and response to prevent emergencies from escalating. According to Mayo et al. (2021), high-frequency alert systems are intentionally designed to prioritize early detection of anomalies in dynamic and high-risk environments. The primary objective of these systems is to identify potential issues at their earliest stages, even when the indicators are subtle or ambiguous. By flagging these minor irregularities, organizations are given a critical window of opportunity to investigate and respond before the situation worsens. Followed by the second highest indicator number 5 “The system allows for easy access to real-time data that aids in decision making” (M=4.13, SD=.484). Ensures that decision- makers have timely and accurate information, allowing them to respond quickly to issues, identify opportunities, and make informed choices. According to Wamba et al. (2015), real-time data analytics plays a crucial role in enhancing both strategic and operational decision-making across industries. The study highlights that organizations leveraging real-time data are better equipped to adapt to rapidly changing environments due to their ability to access timely, accurate, and context-rich information. This data-driven approach empowers decision-makers to move beyond intuition and past performance, enabling evidence-based responses in real time.

Liceo de Cagayan University School of Business, Management, and Accountancy 89 On the other hand, respondents obtained the lowest mean of M=3.95 (SD=.533) for indicator number 4“I feel that the alerts help me prioritize my tasks more effectively”, users with frequent updates or non-critical notifications, the system likely delivers highly relevant alerts that guide users in identifying which tasks require immediate attention. According to Zhao and McCoy (2014), low-frequency alert systems that prioritize the delivery of only relevant and high-priority notifications significantly improve both user satisfaction and task performance. Their study emphasizes the importance of alert quality over quantity, noting that when users are not constantly bombarded with notifications, they are more likely to perceive alerts as meaningful and actionable rather than distractions. This is followed by the second lowest indicator number 10 “Overall, I believe that real-time monitoring and alerts positively impact our school’s effectiveness” (M=4.02, SD=.449). The over-all mean is M=4.07 (SD=.343) described as agree and interpreted that the respondents have a high level of automated workflow in terms of External Real-time monitoring and alerts. These findings are supported by the claimed of Marcu et al., (2017) The integration of automated workflows in organizational systems has significantly enhanced

operational efficiency, particularly through the use of external real-time monitoring and alert mechanisms. These systems automate the continuous tracking of data and events from both internal processes and external sources, allowing organizations to detect issues, monitor performance, and respond to operational incidents as they occur. Unlike traditional monitoring approaches that rely on scheduled checks or manual oversight, real-time systems provide immediate visibility into ongoing operations, enabling quicker and more informed decision

Liceo de Cagayan University School of Business, Management, and Accountancy 90 making.

Meanwhile, the overall mean for SD=.343 implied that the data were closely dispersed around the mean.

Table 11 Summary of Results of Mean and Standard Deviation for the Level of automated workflow

Table 11 presents the Summary of Results of Mean and Standard Deviation for the Level of automated workflow. The data showed that the respondents obtained the highest mean of M=4.07 (SD=.343) for Real-time monitoring and alerts followed by Automation of data collection and reporting (M=4.05, SD=.308). The over-all mean is M=4.06 (SD=.303) described as agree and interpreted that the respondents have a high level of automated workflow. Meanwhile, the overall mean for SD=.303 implied that the data were closely dispersed around the mean. These findings are supported by the claimed of Jingh and Sharma (2021). Conducted a systematic review focused on the role of workflow automation, particularly in sectors like healthcare and large-scale service operations. One of their key findings is that high-performing organizations consistently

Liceo de Cagayan University School of Business, Management, and Accountancy 91 demonstrate strong competencies in automating routine data operations, tasks such as data entry, report generation, compliance logging, and system updates. These activities, while essential, are often time-consuming and prone to human error when performed manually. Problem 4. What is the level of effectiveness of quality assurance services?

Table 12 Results of Mean and Standard Deviation for the Level of effectiveness of quality assurance services

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Table 12 presents Results of Mean and Standard Deviation for the Level of effectiveness of quality assurance services. The data showed that the respondents obtained the highest mean of M=4.30 (SD=.66) for indicator number 14 “Quality assurance evaluations are conducted fairly and consistently”. Participants perceive the evaluation processes within their organization to be both impartial and uniformly applied. Oakland (2014) builds on this by highlighting that when employees perceive QA processes as fair and predictable, they are more likely to cooperate, accept feedback constructively, and contribute to quality improvement initiatives. Fair evaluations promote psychological safety, where employees are not afraid of being penalized unfairly, but instead feel supported to grow and meet performance expectations. Followed by second highest indicator number 5 “The implementation of quality assurance standards has positively influenced the teaching and learning environment” (M=4.19, SD=.603), and indicator number 9 “The quality assurance services lead to more effective communication between teaching and non-teaching staff” (M=4.18, SD=.57).QA is not seen merely as a bureaucratic requirement but as a driver of improvement and integration, contributing meaningfully to the academic mission and operational effectiveness of the institution. Elassy (2015), the author explores the role of quality assurance (QA) as a cultural component within educational institutions, rather than viewing it merely as a technical or compliance-based system. Elassy emphasizes that when QA is genuinely embedded into an institution’s culture, it transforms from being a set of formal procedures into a shared set of values, practices, and commitments among both academic and non-academic staff.

Liceo de Cagayan University School of Business, Management, and Accountancy 94 On the other hand, respondents obtained the lowest mean of M=3.94 (SD=.57) for indicator number 10 “Overall, I am satisfied with the effectiveness of quality assurance services in our school”the need for improvement in how QA systems are communicated, evaluated, and experienced. It suggests that while components of the system may be working, there may be strategic or structural weaknesses that prevent the QA framework from fully delivering its intended outcomes. A Southeast Asian study (2022) found that quality assurance (QA) systems

are more effective when they actively engage students, as this builds stakeholder trust and participation. However, overall satisfaction declines when feedback collected through QA processes does not lead to real improvements. Even if QA procedures are well-structured, they are perceived as ineffective if there is no visible action taken in response to evaluations. This is followed by the second lowest indicator number 4 "I feel that quality assurance services effectively identify areas for improvement in our school Overall, I believe that real- time monitoring and alerts positively impact our school's effectiveness" (M=4.01, SD=.56), and indicator number 13 "I believe that quality assurance services in our school support innovative teaching methods" (M=4.04, SD=.61).

The over-all mean is M=4.12 (SD=.44) described as agree and interpreted that the respondents have a high level of effectiveness of quality assurance services. These findings are supported by the claimed of Cimene et al, (2021) examined how quality assurance (QA) systems impacted a Philippine state university's performance. They found that QA processes led to improvements in instruction, research productivity, and community engagement by promoting structured evaluations and data-driven decisions. While overall effectiveness was

Liceo de Cagayan University School of Business, Management, and Accountancy 95 high, the study also noted resource limitations like insufficient laboratory facilities that occasionally hindered implementation. Meanwhile, the overall mean for SD=.44 implied that the data were closely dispersed around the mean.

Problem 5. Is there a significant relationship between effectiveness of quality assurance services and: Trainings; Feedback; and Automated workflow?

Table 13 Results of Pearson R Correlation between the effectiveness of quality assurance services, Trainings, Feedback, and Automated workflow

Liceo de Cagayan University School of Business, Management, and Accountancy 96 Legend:(p=.05 or p<.05 is significant and p>.05 is not significant) Correlation Coefficient Range Level of Correlation/Effect Size (Cohen, 1992) .50 and Above Strong Correlation/Large Relationship .30 to .49 Moderate Correlation/Medium Relationship .10 to .29 Weak/Small Relationship

Table 13 presents the Results of Pearson R Correlation between the effectiveness of quality assurance services, Trainings, Feedback, and Automated workflow. As depicted in the table, the variables Soft skills (p>.05), Regulatory and compliance (p>.05), Automation of data collection and reporting (p>.05), Real-time monitoring and alerts (p>.05), and Automated Workflow (p>.05) showed no significant correlation or relationship on effectiveness of quality assurance services. This implied that the correlation or relationship of said variables on effectiveness of quality assurance services could have occurred only by random chance. Meanwhile, the variables Technical skills (r=.396, p<.05), Trainings (r=.229, p<.05), Internal mechanisms (r=.452, p<.05), External mechanisms (r=.261, p<.05), and Employees' Feedback (r=.408, p<.05) indicated a positive significant correlation or relationship on effectiveness of quality assurance services. This means that there was a strong evidence to claim that if the value of these said variables will increase, the effectiveness of quality assurance services will also increase. These findings are supported by the claimed of Zhao and McCoy (2014) conducted a comprehensive study on the impact of automated alert systems on user satisfaction, task performance, and decision-making efficiency in organizational settings. The research focused particularly on low-frequency and high-priority alert systems, exploring how these systems interact with users' cognitive loads and task prioritization behaviors.

Liceo de Cagayan University School of Business, Management, and Accountancy 97 The study found that overly complex or rigid automated systems, especially those that deliver alerts with limited flexibility or customization, tend to reduce their functional impact on workflow efficiency and service effectiveness. This is because users often ignore or undervalue alerts that are either too infrequent or not clearly aligned with their immediate priorities. In such cases, the system's potential to influence decision-making or improve outcomes is diminished. Problem 6. Which of the variable, singly or in combination, influence effectiveness of quality assurance services?

Table 14 Results of Multiple Regression for the Significant Influence of Trainings, Feedback, and Automated workflow on Effectiveness of Quality Assurance Services

Table 14 presents the Results of Multiple Regression that was run to predict Effectiveness of Quality Assurance Services from Trainings, Feedback, and Automated

Liceo de Cagayan University School of Business, Management, and Accountancy 98 workflow. This resulted in a significant model, $F(7, 195) = 17.15$ $p < .05$, $R2 = .381$. The individual predictors were examined further and indicated that Technical skills ($t = 5.02$, $p < .05$) and Internal mechanisms ($t=6.88$, $p<.05$) were significant predictors on Effectiveness of Quality Assurance Services while the rest of the independent variables were not since their p- values are greater than .05 ($p>.05$). The R2 value of 0.381 implied that the significant predictors namely Technical skills and Internal mechanisms predicted 38.1% of Effectiveness of Quality Assurance Services and 61.9% could have attributed by other factors not included in the study. Meanwhile, when all other variables are held constant, the best significant predictor of Effectiveness of Quality Assurance Services was Technical skills (beta=.468) followed by Internal mechanisms (beta=.458). The regression equation of this study is $Y= 2.64 + .251X1 + .260X2$ Where Y= Effectiveness of Quality Assurance Services.2.64= is the B constant X1= Technical skills X2= Internal mechanisms The regression equation indicated that at the B constant value of 2.64, for every 1-point increase of Technical skills, Effectiveness of Quality Assurance Services by 251., and for 1- point increase on Internal mechanisms, Effectiveness of Quality Assurance Services increases by .260.

Liceo de Cagayan University School of Business, Management, and Accountancy 99 These findings are supported by the claimed of According to Núñez et al. (2020), technical expertise among quality assurance (QA) personnel plays a pivotal role in ensuring the reliability, accuracy, and consistency of quality monitoring activities. Their study emphasized that staff members who possess a high level of technical proficiency are better equipped to handle data analysis tools, manage QA software platforms, and implement standardized assessment frameworks. This expertise directly supports the effective execution of institutional quality standards by reducing errors, improving documentation accuracy, and enhancing responsiveness to quality issues. Moreover, the study concluded that technical competence serves as a cornerstone for operational excellence in educational quality assurance systems. Institutions with technically skilled QA staff are more likely to develop evidence-based strategies, meet accreditation requirements efficiently, and maintain continuous improvement practices. Thus, Núñez et al. underscore that technical training and capacity-building initiatives are not optional, but essential to achieving and sustaining high-quality performance in QA departments. Sánchez Gómez and Martín Ruiz (2021) explored the role of internal quality mechanisms in enhancing institutional quality assurance systems, especially in higher education. Their study emphasized that structured processes—such as internal audits, self- evaluation reports, and review committees—are essential for maintaining quality standards, promoting accountability, and identifying areas for improvement. They found that these mechanisms are most effective when data-driven and consistently implemented, as this enables informed decision-making and continuous progress tracking. Institutions that apply these practices routinely experience better academic and operational outcomes, and they gain greater

Liceo de Cagayan University School of Business, Management, and Accountancy 100 trust from stakeholders. The study concluded that internal mechanisms are foundational to building a sustainable and impactful quality assurance culture.

Liceo de Cagayan University School of Business, Management, and Accountancy 102 Chapter 5 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS This chapter summarizes the findings and conclusions of the study on the effectiveness of quality assurance services. It examines how trainings, feedback, and automated workflow along with technical skills and internal mechanisms influence quality assurance performance. It also offers recommendations for administrators, personnel, and future researchers to strengthen quality systems and promote continuous improvement. Summary This study assessed how trainings, employees' feedback, and automated workflows influence the effectiveness of quality assurance (QA) services at Liceo de Cagayan University. Using a descriptive-correlational research design, data were gathered from 203 teaching and non- teaching staff across three campuses. Findings revealed that trainings and employees' feedback were generally rated at a high level, indicating that staff perceived these as important supports for

their roles. Automated workflows were also rated highly, reflecting confidence in the university's integration of digital tools to improve efficiency and monitoring. The effectiveness of QA services received the highest mean, showing that staff believed QA practices at the university were fair, consistent, and supportive of communication and teaching quality. Correlation analysis confirmed that trainings and feedback had significant positive relationships with QA effectiveness, while automated workflows did not show a significant link. Regression analysis further identified technical skills and internal feedback mechanisms as the strongest predictors of QA effectiveness, explaining a notable portion of the variance in QA performance.

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Generally, the study suggests that continuous improvement in training programs, stronger internal feedback systems, and ongoing evaluation of automated workflows are crucial to sustaining effective QA services and ensuring the university maintains high standards of quality and accountability. Findings

The study found that teaching and non-teaching personnel at Liceo de Cagayan University perceived a high level of trainings (M = 4.09, SD = .373), especially in technical and soft skills. However, training on regulatory compliance was rated slightly lower, suggesting a need to strengthen this area. Feedback mechanisms were also rated high (M = 4.03, SD = .339), with external feedback (e.g., audits, accreditation) being more prominent than internal feedback from supervisors and peers, indicating room to enhance internal feedback systems. Automated workflows were perceived positively (M = 4.06, SD = .303), particularly in real-time monitoring and alerts. However, less appreciation for automated data collection and reporting suggests a need for better integration and user training. The effectiveness of quality assurance (QA) services was rated high (M = 4.12, SD =.440), with strengths in fair evaluations, a supportive learning environment, and improved communication. Lower ratings in QA support for innovation and satisfaction point to areas needing development.

Liceo de Cagayan University School of Business, Management, and Accountancy 104 Correlation analysis showed that trainings ($r = .229$, $p < .05$) and feedback ($r = .408$, $p< .05$) significantly influenced QA effectiveness, while automated workflows did not show a significant relationship. Multiple regression results revealed that only technical skills training ($\beta = .468$) and internal feedback ($\beta = .458$) had a significant impact on QA effectiveness, explaining 38.1% of the variance. This implies that strengthening technical training and internal feedback systems can significantly enhance QA service delivery, while improvements in automation should focus on better integration and relevance to staff roles. Conclusion From the analysis of collected data, the following conclusions were derived:

Trainings The teaching and non-teaching staff at Liceo de Cagayan University generally perceived the training programs as effective, particularly in enhancing soft skills and technical competencies. These areas of training significantly contributed to staff development and job performance. However, the dimension of regulatory and compliance training was identified as needing improvement. Enhancing this component is vital to ensure that employees remain updated with institutional policies and external regulations, which are essential for maintaining and strengthening the quality assurance framework of the institution. Employees' Feedback Feedback mechanisms were found to be implemented effectively, with external mechanisms—such as audits and evaluations from accrediting bodies—more emphasized than internal feedback. This indicates a strong culture of external accountability within the

Liceo de Cagayan University School of Business, Management, and Accountancy 105 university. However, the relatively lower emphasis on internal feedback suggests a need for improvement in internal communication channels, which could promote better engagement, responsiveness, and transparency within departments. Automated Workflow The university's automated workflows, including real-time monitoring and the automation of data collection and reporting, were viewed positively by the respondents. These tools have contributed to operational efficiency and accessibility of information. Despite this, their direct contribution to the effectiveness of quality assurance services was not statistically significant. This implies that while automation supports daily functions, it must be more strategically aligned with quality assurance objectives and supported by targeted training to fully realize its potential in enhancing institutional quality. Effectiveness

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of Quality Assurance Services. Overall, the quality assurance services at the university were perceived as highly effective. Staff members recognized fair evaluation processes, improved communication, and meaningful contributions to the teaching and learning environment. Nonetheless, areas such as support for innovation received lower satisfaction ratings, suggesting that the QA system must evolve to be more adaptive, inclusive, and responsive to new ideas and progressive practices within the academic community.

Liceo de Cagayan University School of Business, Management, and Accountancy 106 Relationship Between QA Effectiveness and Key Variables. Significant relationships were found between the effectiveness of quality assurance services and the variables of training and feedback. These findings affirm that continuous staff development and effective communication mechanisms are key contributors to enhancing QA performance. However, the study found no significant relationship between automated workflow and QA effectiveness, indicating that digital tools must be intentionally integrated with quality objectives rather than functioning as standalone systems. Influencing Variables. Among the independent variables analyzed, technical skills training and internal feedback mechanisms emerged as the strongest predictors of the effectiveness of quality assurance services. These two components significantly influenced how staff perceived the performance and impact of QA initiatives. Other variables, such as general training and automation, did not show strong influence when considered in combination. This highlights the importance of fostering staff competence through relevant technical training and cultivating a culture of constructive internal feedback to sustain and continuously improve the university's quality assurance system. Recommendations The following recommendations are hereby proposed. These are aimed at enhancing the effectiveness of employees in delivering quality assurance services. The recommendations are directed toward university administrators, department heads, quality assurance personnel, and future researchers for informed decision-making and further study.

Liceo de Cagayan University School of Business, Management, and Accountancy 107 Higher education sector may enhance employee effectiveness by implementing targeted training programs, establishing continuous and structured feedback mechanisms, and adopting integrated automated workflow systems. These measures aim to improve technical and soft skills, promote timely and constructive performance evaluations, and streamline QA processes for greater efficiency and accuracy. Additionally, fostering a culture of collaboration and accountability, supporting continuous professional development, and regularly evaluating the impact of these interventions will contribute significantly to strengthening the overall quality assurance system in the higher education sector. University administration may enhance the effectiveness of quality assurance services by adopting a comprehensive approach that includes continuous and relevant training programs, structured feedback mechanisms, and automated workflow systems. These initiatives may help improve both technical and soft skills, streamline QA processes, and promote a culture of collaboration and accountability. Additionally, the administration may support ongoing professional development and regularly evaluate these efforts to ensure continuous improvement aligned with institutional and national quality standards. Teaching and non-teaching staff of Liceo de Cagayan University may benefit from a comprehensive approach to enhancing quality assurance services through the implementation of continuous and relevant training programs, structured feedback mechanisms, and automated workflow systems. These initiatives may help strengthen their technical and interpersonal skills, improve the efficiency and accuracy of QA processes, and foster a culture of collaboration, accountability, and professional growth. Furthermore, regular evaluation of these efforts may

Liceo de Cagayan University School of Business, Management, and Accountancy 108 ensure sustained improvement and alignment with the university's quality standards and institutional goals. Students may experience significant benefits from the enhancement of quality assurance services, as improved training, structured feedback, and automated workflow systems for teaching and non-teaching staff may lead to more efficient academic and administrative processes. These improvements may result in better service delivery, more responsive support systems, and a higher quality of education, which may contribute to a more effective and enriching learning experience for all students. Future researchers may use this study as a valuable reference in exploring the relationship between trainings, feedback mechanisms, and automated workflow systems on employee effectiveness, particularly within the context of quality assurance services in higher education. The findings may serve as a foundation for further investigation into best practices, potential challenges, and the long-term impact of these interventions. Additionally, future researchers may replicate or

expand the scope of this study in other academic institutions to compare results, validate conclusions, or generate new insights that may contribute to the continuous improvement of quality assurance processes across the education sector.

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APPENDIX B

Letter Of Consent

Liceo de Cagayan University Research Ethics Review Committee Informed Consent Form for Participants

Name of Principle Investigator: Julie Ann S. Palaca Name of Organization: Liceo de Cagayan University Name of Sponsor: CHED Name of Project/Study Title/Study Protocol and Version

TRAININGS, FEEDBACK, AND AUTOMATED WORKFLOW ON THE EMPLOYEES' EFFECTIVENESS OF QUALITY ASSURANCE SERVICES

PART I: INFORMATION SHEET

INTRODUCTION You are invited to participate in a research study "TRAININGS, FEEDBACK, AND AUTOMATED WORKFLOW ON THE EMPLOYEES' EFFECTIVENESS OF QUALITY ASSURANCE SERVICE"

Participation in this study is completely voluntary, and you are free to decline participating. Before you decide, make sure to review the available information. Do not hesitate to contact the primary investigator if you have any concerns or questions regarding the study.

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Purpose Of The Research

The purpose of this research is to examine the impact of trainings, feedback mechanisms, and automated workflows on the effectiveness of employees within the Quality Assurance (QA) service. Specifically, the study aims to evaluate how these three key elements contribute individually and collectively to enhancing employee performance, efficiency, and overall quality outcomes in QA operations. By identifying the correlation between professional development, performance evaluation, and technological integration, this research seeks to provide data-driven insights that can guide organizational strategies for continuous improvement in QA services.

Type Of Research Intervention

If you agree to participate in this research, you will be asked to answer a questionnaire which consist of three parts. Please be assured that any information obtained will be stored and treated with absolute confidentiality and complete anonymity.

Participant Selection

As a non-teaching employee at Liceo de Cagayan University, you have been chosen to take part in my research. The selection will be based on their role within the institution, ensuring that the sample represents a diverse range of positions and responsibilities. This approach will help capture a comprehensive view of the factors influencing job performance across different job functions and departments.

Voluntary Participation

Your participation in this study is purely voluntary. Your decision on whether or not to engage in this study will not have any effects towards you as a employee of Liceo de Cagayan University. Voluntary participation in this study ensures that all the non-teaching and teaching personnel have the freedom to choose whether or not they wish to take part in the research, without any form of coercion, pressure, or obligation. Participants will be fully informed about the nature, purpose, and procedures of the study and can decide to participate based on their own free will. Additionally, participants retain the right to withdraw from the study at any point, for any reason, without facing any negative consequences, penalties, or loss of any benefits they are otherwise entitled to.

Procedures

Liceo de Cagayan University School of Business, Management, and Accountancy 114 The study aims to provide insights into optimizing institutional quality assurance frameworks, ultimately contributing to better

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service delivery, improved compliance with regulatory standards, and enhanced organizational performance. The survey questionnaire to be utilized in this study will be divided into four parts. It is designed to assess the influence of training, feedback mechanisms, and automated workflows on the effectiveness of employees within the Quality Assurance Service

Duration

The survey questionnaire will only take you approximately 10-15 minutes to answer. RISKS

In answering the survey questionnaire, participants will be guided by a researcher/teacher to read and input their responses. Invasive or unsuitable issues that are likely to elicit negative responses will not be addressed in the questionnaire. Rest assured that all responses will be made confidential.

Benefits

There are no direct benefits to participating in this study, but your responses will help the researcher understand how training, feedback, and automated workflows affect the effectiveness of Quality Assurance Service employees and may guide improvements in institutional practices.

Reimbursements

The participants will not incur any expenses during the conduct of the study. Therefore, they will not receive any payment as reimbursements for expenses as a result of their involvement in the current study.

Confidentiality

Please be assured that any information obtained in this study will be stored and treated with absolute confidentiality and complete anonymity. Although there is a possibility of a breach of privacy, I, the investigator, will use all means to ensure restriction of the data gathered. Results of the pretest/posttest will be utilized to realize the purpose of this study and will be solely used for academic purpose.

Sharing The Results

Only the investigator, research adviser, statistician, and other authorized personnel will have access to the data gathered in this study. The findings of the research will also be made available to other personnel who will make further studies about it. Moreover, the completed

Liceo de Cagayan University School of Business, Management, and Accountancy 115 research paper will be made accessible at the Liceo de Cagayan University's campus libraries. Prior to publishing, the university's approval and the consent of the participants will be taken into account. Hence, any identity or information about the participants in this study will not be addressed nor specified in the publication.

Right To Refuse Or Withdraw

This study is strictly voluntary. You may refuse to participate or withdraw your participation anytime. Your refusal in the participation of this study will not affect any advantages or benefits that you have in the university.

Who To Contact?

Should you have any questions or concerns about the research study, you may reach out to the investigator using the contact information listed below:

Julie Ann Palaca 0955 486 1060 Liceo de Cagayan University, School of Business Management, and Accountancy

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Furthermore, the LDCU Research Ethics Board (LDCU-REB) has validated the study and can be contacted for clarification about study participants' rights, including grievances and complaints, at the following address:

Engr. Dominic T. Polancos, MPA Liceo de Cagayan University Email: Tel: +63 927 571 8184

PART II: CERTIFICATE OF CONSENT I have been invited to participate in this study entitled "TRAININGS, FEEDBACK, AND AUTOMATED WORKFLOW ON THE EMPLOYEES' EFFECTIVENESS OF QUALITY ASSURANCE SERVICES". I confirm that I have read and understand the above statements in this letter of information by signing this consent form. The current study's details and processes have also been described to me, and I've had the change to raise queries, which were well answered. I believe that participating is completely voluntary, and that I may withdraw at any time, for any reason, and at no expense.

I've also been informed that I'll have to answer a survey questionnaire which has for parts in approximately 15 minutes. The responses will be collected by the investigator through an answer sheet. It was emphasized that the data gathered will solely be used for research purposes, therefore, I agree to engage in this study voluntarily. My cooperation is governed by the following conditions:

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In order to safeguard the privacy and confidentiality of my response, my personal information will be adequately protected. That the data collected as a result of my response will not be linked to my name in any publication or presentation. The personal information I've submitted will only be used for the purposes of this research only. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant: Signature of Participant: Date: [MM/DD/YYYY] If Alternatively Schooled

A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely. Print name of witness Thumb print of participant: Signature of witness Date: [MM/DD/YYYY] STATEMENT BY THE RESEARCHER OR PERSON TAKING CONSENT I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done: The participant will answer a survey questionnaire which is consists of four parts and it will take only 10-15 minutes of his/her time with the guidance of the researcher/teacher. Securing informed consent to the participants and their details will be kept confidential or anonymous. The answer in the questionnaire will be considered confidential and will be used solely for academic purposes. Interpretation of data collected through statistical methods.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of

Liceo de Cagayan University School of Business, Management, and Accountancy 117 my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant. Julie Ann S. Palaca Signature of Researcher or person taking the consent Date: <05/05/2025

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Appendix C Letter of Consent

Dear Respected Participants, Greetings! I am Julie Ann S. Palaca, a postgraduate student taking up Master in Business Administration at Liceo de Cagayan University. I am currently conducting a research on "TRAININGS, FEEDBACK, AND AUTOMATED WORKFLOW ON THE MPLOYEES' EFFECTIVENESS OF QUALITY ASSURANCE SERVICES".

The purpose of this study is to determine the impact of trainings, feedback, and automated workflows on the employees' effectiveness of quality assurance services at Liceo de Cagayan University. By exploring how these factors influence the QA processes the study aims to provide insights into optimizing institutional quality assurance frameworks, ultimately contributing to better service delivery, improved compliance with regulatory standards, and enhanced organizational performance. I kindly request your cooperation and support in participating in my study. Your time and effort are crucial to the success of this research, and your honesty in completing the questionnaire will greatly enhance the accuracy of the results.

Please rest assured that all information provided in the questionnaire will be used solely for research purposes and will be handled with the utmost confidentiality and privacy.

Thank you very much. Sincerely, Jeneros S. Jabla Researcher Master in Business Administration Noted by: Cristine Geroy, D.M. Research Adviser Graduate Studies School of Business, Management, and Accountancy Liceo de Cagayan University

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APPENDIX D SURVEY QUESTIONNAIRE "TRAININGS, FEEDBACK, AND AUTOMATED WORKFLOW ON THE EMPLOYEES' EFFECTIVENESS OF QUALITY ASSURANCE SERVICES" Part 1. Level Of Trainings Direction: Check the response that best describes your opinion for each item

Legend: 5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree

Technical Skills

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Soft Skills

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Regulatory and Compliance

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Part 2. Level Of Feedback Direction: Check the response that best describes your opinion for each item

Legend: 5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree

Internal Feedback Mechanisms

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External Feedback Mechanisms

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Part 3. Automated Workflow Direction: Check the response that best describes your opinion for each item

Legend: 5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree

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Real-Time Monitoring and Alert

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Part 4. Level Of Effectiveness Direction: Check the response that best describes your opinion for each item

Legend: 5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree

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Appendix E Letter For The Expert Validators

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Appendix F

Reliability Test Analysis Result

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Appendix G

Approval Of Implementation From Liceo Research Ethics Board

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Appendix H

Curriculum Vitae

JULIE ANN S. PALACA Address: Westgate Subdivision, Upper Palalan, Lumbia, Cagayan de Oro City Email:

Personal Information Father’s Name: Casiano O. Sardane Mother’s Name: Editha D. Sardane

Educational Background Graduate: Master of Business Administration (MBA) (Year of Graduation, if available) College: Bachelor of Science in Commerce, Major in Marketing Notre Dame of Dadiangas University Graduated: March 2002

Liceo de Cagayan University School of Business, Management, and Accountancy 154 High School: Notre Dame of Dadiangas for Girls Graduated: March 1998 Elementary: Dadiangas East Elementary School Graduated: 1992

Work Experience Supply In-Charge Liceo de Cagayan University — RNP Campus, Carmen, Cagayan de Oro City 2006 – Present Oversees inventory and supply chain processes for campus operations Coordinates procurement, distribution, and monitoring of supplies Maintains accurate records and ensures compliance with university policies

Inventory Controller Columbia Computer Center Davao Inc. — J. Catolico Avenue, General Santos City 2002 – 2006 Managed inventory control and stock management Monitored incoming and outgoing supplies to maintain optimal stock levels Prepared inventory reports and coordinated with suppliers

Skills Inventory Management Procurement and Supply Chain Coordination Record Keeping and Reporting Team Coordination and Communication Proficiency in Microsoft Office and basic inventory systems

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