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Research Article

Quality Management Practices and Performance of Public Secondary School Heads in Pangasinan, Philippines

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ABSTRACT

This is a descriptive study which determined and analyzed the quality management practices of public secondary school heads. The study included the school heads and teachers in all Schools Division in Pangasinan. The identified quality management practices are based on the parameters of APPES Manual. Kendall's tau correlation coefficient was utilized to identify the significant relationship in the quality management practices of public secondary school heads to the performance of their respective schools. The researcher used questionnaire, interview and google form to gather the needed data. Same set of questionnaire was utilized for the teachers and school heads as respondents of this study. Findings of the study revealed that stakeholders were truly a great agent in improving the public secondary schools. Therefore, school heads must be eager to do this to have a strong partnership and participation of the stakeholders in the school. They contribute a lot for the direction leading to greater learning outcomes. Also, it was found out that weak correlation was hardly related to the quality management practices of the school heads with regard to the performance of their respective schools. Further, a proposed plan of action with regard to the indicators that were found out moderate would be presented to public secondary schools for them to better identify the risk and opportunities so to attain and maintain quality management practices of school heads and school performance in the Department of Education.

Keywords: Quality management practices, Performance, Public secondary school heads, Descriptive study

Introduction

It is a common trend nowadays that every educational institution markets their programs based on the performance of quality education

–quality in facilities, instruction, service delivery of school, thus it follows productivity. The knowledge of quality and the abilities of school manager and their leaders are key factors of the

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total quality's success of institution, thus it continuously improves its inputs, processes, and outputs that will assure quality and productivity success. Efficiency and effectiveness of educational managers of every member of the organization necessarily apply the total quality management's principles and productivity that will lead to achieve the goals and objectives of the institution. For these reasons, the researcher was challenged to undertake the study (Argyris, 2011; Boddy et al., 2010; Jones, 2020).

Related Works

The Department of Education (DepEd), through its Bureau of Human Resource and Organizational Development–Organization Effectiveness Division (BHROD-OED), formally launched its Quality Management System (QMS) certifiable to ISO 9001:2015 standards on October 19, 2018. This is in line with its mandate to formulate, implement, and coordinate policies, plans, programs, and projects in the areas of formal and non-formal basic education (GOVPH, 2018).

DepEd Secretary Leonor Magtolis Briones, together with members of the Executive Committee, graced the said launch during the Department's general assembly on October 15, 2018 at the Bulwagan ng Karunungan. The Education chief expressed her pride and appreciation of the Department's human resource: "Ito ay isang napakalaking resource dahil tayo ay repository ng available, at least available, na kaalaman sa ating mundo, sa ating bansa, at iyon ay isang napakalaking responsibilidad." (GOVPH, 2018).

The establishment of QMS in DepEd is expected to enhance people capacity, internal systems, and processes resulting in efficient and effective delivery of basic education services. It shall cover DepEd's core processes, management, and support processes, and shall be a coordinated and shared responsibility across all governance levels, pursuant to Executive Order (E.O.) No. 605, s. 2007, entitled "Institutionalizing the Structure, Mechanisms, and Standards to Implement the Government Quality Management Program (GQMP)." (GOVPH, 2018).

Meanwhile, the Development Academy of the Philippines (DAP), through the General Ap-

propriations Act (GAA) of 2018, provides DepEd offices and schools, specifically the Central Office, and the pilot field offices (CALABARZON, the Schools Division Office of Biñan, Biñan Integrated National High School, and Biñan Elementary School), with technical assistance in this undertaking (GOVPH, 2018).

The BHROD-OED, in cooperation with DAP, likewise spearheaded the roster of activities on QMS including the Orientation on ISO 9001:2015; Process Walkthrough; Training Course and Workshop on ISO 9001:2015 QMS Requirements and Documentation; Workshop on Process Mapping and Risk-Based Quality Planning; Technical Guidance on Enhancement of Operational Controls and Procedures; Seminar-Workshop on Streamlining Frontline Services and 5S Good Housekeeping; Technical Guidance on QMS Implementation; and Training Course and Workshop on Auditing QMS (Planning and Report Writing). Other activities lined up include the Training Course on Root Cause Analysis and Corrective Action Formulation; Technical Guidance on Management Review; and Readiness Assessment (GOVPH, 2018).

BHROD Director Ma. Lourdes Pantoja led the presentation of the Department's quality policy statement during the general assembly. The policy declares that DepEd is committed to provide quality basic education that is accessible, inclusive, and liberating to learners through proactive leadership; shared governance; evidence-based policies, standards, and programs; responsive curriculum and programs; highly competent and committed officers, teachers, and personnel; and appropriate learning environment. It further states that the Department upholds the highest standards of conduct and performance to meet stakeholders' expectations by adhering to constitutional mandates, statutory, and regulatory requirements, and continually improving the QMS. (GOVPH, 2018).

Based on the Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC), these are important elements of the Department of Education's (DepEd) School-Based Management (SBM) thrust. In the spirit of shared governance, the school with its stakeholders collaboratively prepares the SIP after a thorough analysis of

their school and learner situation. Likewise, the SRC is vital in SBM for it serves as a communication and advocacy tool to inform the stakeholders of the school status and to encourage and inspire them to take an active role in planning, managing, and improving the school.

On a comprehensive review of the 2009 SIP and the SRC, including consultations with various stakeholders' enhancement were made to the school improvement planning process. These enhancements build on the policies and processes already in place – strengthening the relationship between the SIP and SRC and harmonizing the planning process with the Continuous Improvement (CI) process. It thereby provides a more evidence-based, responsive, systematic, approach that aids the school in planning with their learners' perspectives in mind.

It is hoped that through this policy, the vision of the Department to develop a learner-centered organization that continuously improves to better serve the learner will be realized.

Department of Education (DepEd) implements the education reforms outlined under the Basic Education Sector Reform Agenda, which aims to systematically improve critical regulatory, institutional, structural, financial, cultural, physical, and informational conditions affecting basic education on the ground. The reforms include five Key Reform Thrusts (KRTs): 1) Strengthened school-based management, 2) Improved teaching effectiveness and teacher quality, 3) Enhanced quality through standards and assessment, 4) Improved outcomes on early childhood education, alternative learning systems, and private sector participation, and 5) Institutional culture change in DepEd to better support these key reform thrusts (Llego, 2020). Philippine-Australia Human Resource and Organizational Development Facility (PAHRODF) implemented Quality Management in Basic Education: Building the CI Models in 34 Schools in 2012 to help DepEd install a Continuous Improvement (CI) process to help achieve KRT 5. The CI Process is expected to promote a culture of excellence in service delivery at DepEd and ensure that schools are effective and efficient in performing their functions (DepEd, 2020).

“The CI program provided us with systematic, synchronized, and collaborative planning process at the school level. The intervention provided us with a guide to solve problems in the grassroots. CI program simplified the process of planning, introduced simple but strategic tools in solving the problem. One of the outcomes is the increased awareness that education is not sole responsibility of DepEd but it is the responsibility of the entire community.” DepEd Chief of Planning and Programming, Roger Masapol.

The related studies presented and reviewed here are greatly associated to the researcher's study because they provided the necessary information, idea, and findings that will enhance greater insights in knowing the quality management practices and performance of public secondary school heads in Pangasinan.

Based on the study of Northouse (2010), the practices of public elementary school heads in administrative management and instructional leadership towards a proposed continuing education program, revealed that majority of the school administrators coped with their problems by emphasizing the strict implementation of actual time on task among teachers, the need to motivate teachers to conduct remedial program to low performing students, and the need to involve parents in the school programs and activities among parents and in the community.

Among the four SBM dimensions, only the school improvement process dimension singly affects the academic performances of the students as measured by the National Achievement Test. It was found out that the higher the stakeholders' participation in the school improvement process, the higher academic performance of the students would be.

The implementation of SBM among public secondary schools of the Division of Tarlac Province: 1) The school administrators, parents, SGC, and pupils participated much in the six SBM dimensions; 2) The NAT results for SY 2009-2010 to 2011-2012 were increasing yearly; 3) There was significant difference only in the degree of participation of the respondents in the school improvement process; 4) There was significant relationship between the degree of participation of the respondents in

the school leadership and academic achievement of the pupils; 5) The implementation of SBM led to very high evidence of the decrease of retention and drop-out rates while moderately evident in increasing the number of contest wins; 6) The insufficiency of school funds, limited instructional facilities, and teaching devices.

Statement of the Problem

This study determined the Quality Management Practices of Public Secondary School Heads and School Performance in Pangasinan.

1. How are the quality management practices described by Public Secondary School Heads along the following functions:
 - 1.1 Administrative Management,
 - 1.2 Instructional Leadership,
 - 1.3 Student Development,
 - 1.4 Teaching Methods and Strategies,
 - 1.4 Curriculum and Instruction,
 - 1.5 School Assessment Program,
 - 1.6 School Plant, Facilities,
 - 1.7 Community Stakeholders?
2. What is the performance of public secondary school heads along the School-Based Management:
 - 2.1 School Profile,
 - 2.2 Access,
 - 2.3 Quality,
 - 2.4 Governance?
3. Is there a significant relationship between the quality management practices and performance of the public secondary school heads?
4. What plan of action may be proposed to attain high levels of quality management practices and school performance in the Department of Education?

Methodology

A cross sectional survey was undertaken for the purpose of studying the statistical relation-

ships between the quality management practices of public secondary heads and the school performance. The results of this study were primarily taken from the results of two main groups of surveys. Survey were used because of its ability to be administered to a large number of respondents and this allow for its reliable responses that can be easily quantified.

The study was conducted in the Divisions of Pangasinan. Pangasinan I and II, Urdaneta City Division, Alaminos City Division, Dagupan City Division, San Carlos City Division were covered in the study. The respondents of the study were the school heads and the teachers of the said divisions' office.

The school heads and teachers were randomly selected using the simple random sampling technique. Each group of respondents was oriented on the purpose and mechanics of the survey after which, they were asked to answer the questionnaire.

The respondents who participated in the study were the teachers and school heads of the public secondary schools. They are chosen as a target group on account of their experiences in the institutions thereby, being able to give more accurate account of the situation being investigated.

The survey questionnaire was administered to the public secondary school heads and teachers in Pangasinan. Permission to conduct study was sought from the office of the Schools Division Superintendents and concerned school heads. Data gathered were classified and tabulated in the computer using SPSS software for the accurate computation of statistical results.

For the purpose of scoring, a numerical value of 5 to 1 was assigned to each category of response. The scale was used to generate data on the level of performance of public secondary school heads. This was a five (5) point-scale instrument adopted from the standard for measuring level of performance. The respondents answered every item by checking out one of the five (5) possible responses, but mostly answered through google form, namely Very High (5), High (4), Moderate (3), Low (2), Needs Improvement (1).

The Kendall rank correlation or Kendall's tau correlation coefficient is statistic used to measure the ordinal association between two

measured quantities. Kendall's tau-b (τ_b) correlation coefficient (Kendall's tau-b, for short) was also utilized to the variables measured on at least an ordinal scale. It is considered a non-parametric alternative to the Pearson's product-moment correlation when your data has failed one or more of the assumptions of this test.

This study asked permission from the subjects to gather the data. They will be assured of the confidentiality of information and their identities. Their identity will be anonymous unless they allow the author to reveal their names.

Results

The results were presented based from sequence and order of the questions raised:

1. The findings show that majority of the indicators for quality management practices are high. The school heads' evaluations were all high as to their quality management practices. While the teachers' evaluations were also majority high in their mean; however, there were some indicators under moderate verbal description and these were resource generation and management, furniture, facilities and equipment, and support services.

The administrative management of the public secondary school heads was described as high based on the school heads and the teachers' evaluation (4.10, 3.72). In terms of the instructional leadership, the public secondary school heads were high. Although school heads and teachers' evaluations as to their supervisory plan and strategies were high (4.08, 3.90), they both observed that topics based on the learning competencies were congested.

In terms of student development, school heads and teachers' evaluation of all the indicators were described as high (3.92, 3.74). They were at their best in their performance of their duties and responsibilities. With regard to the school heads and teachers' evaluations on teaching methods and strategies, they were described high (4.23, 3.97).

The weighted mean of curriculum and instruction of school heads and teachers' evaluations were described as high (4.12, 4.11). The

instructional support materials which were relevant to the curriculum and instruction were likewise high. Their evaluations were closely similar.

In terms of the school assessment program of the school heads, the school testing program was evaluated high (4.31, 3.99) by the school heads and teachers. While the school plant, facilities, and services had also a high evaluation with a weighted mean of 3.68 and 3.59 respectively. Lastly, community stakeholders had a weighted of 3.88 and 3.66 as rated by the school heads and teachers with the verbal description of high.

2. For the school profile, the school heads' evaluation was addressed to teachers' professional development which had a weighted mean of high (4.47). On the other hand, teachers' evaluation on learners' material got the least priority although it had also weighted mean of high (3.65).

Based on the data, school heads had high mean on the number and rates of dropouts (4.24). However, while according to teachers' evaluation, number and rate of dropouts by cause and tardiness were having a weighted mean of 3.27 and 3.33 with a verbal description of moderate.

On the part of the quality, the school heads and teachers' evaluations were in high mean (3.88, 3.64). Only the participation in non-academic competition got a moderate mean (3.33). Most of the indicators under governance were high except for learner-classroom ratio, learner-toilet ratio, and learner-seat ratio (3.49, 3.12, 3.44) which got moderate mean which were evaluated by the teachers.

3. From these results, we reject the null hypothesis of no relationship between the community stakeholders and school profile for the teachers. With a two-sided test there is a positive correlation. There is a statistically significant relationship between community stakeholders and school profile ($T=0.790$) by the teacher. Strong relationship exists between community stakeholders and school profile. This is in line to what

school head can perform one of his/her functions, defined in RA 9155, which is to mobilize community participation for improvement of education outcomes.

Discussion

For the sake of improvement and implement any necessary action to meet customer requirements and enhance customer satisfaction, there are opportunities that include the improving products and services to meet requirements as well as to address future needs and expectations. This can be done by preventing or reducing undesired effects so to improve the school performance and effectiveness of the quality management practices of the school heads.

With that, based on the data gathered on the quality management practices and performance of schools heads, a proposed plan of action is shown to address the necessary procedures to attain high levels in the Department of Education. The basis of this action plan are the findings that had moderate verbal description. Under the quality management practices of the school heads, moderate with verbal description were the following: resource generation and management, instruction, furniture, facilities and equipment, and support services. On the other hand, under the school performance were also having moderate verbal description that consist of the following: learner-classroom ratio, learner-toilet ratio, learner-seat ratio, participation in non-academic competition, number of rate of dropouts by cause, and tardiness.

In this view, principals really play vital role in increasing the performance of the school. This can be done by improving the self-efficacy of teachers towards their job (Fransisco, 2019; Fransisco & Celon, 2020), innovate with technology in terms of instructional delivery (Fransisco & Barcelona, 2020), and promote new normal leadership which refers to the ability of teachers to adapt, decide, and implement necessary elements of learning while following health protocols (Fransisco & Nuqui, 2020).

Conclusion

The findings show that majority of the indicators for quality management practices are high. The school heads' evaluations were all high as to their quality management practices.

While the teachers' evaluations were also majority high in their mean; however, there were some indicators under moderate verbal description and these were resource generation and management, furniture, facilities and equipment, and support services. These mean that school heads truly practiced their responsibilities in the Department of Education.

Majority of the school heads' performance were high along the School-Based Management; however, there were some evaluations as assessed by the teachers that had moderate verbal description. These were participation in non-academic competition, learner-classroom ratio, learner-toilet ratio, and learner-seat ratio. School heads were trying their best to check the schools' current situation, priority improvement areas, general objectives, target, and root causes to further arrive with the quality management system as reflected to school heads' performance.

Public Secondary School Heads and Teachers indicated that there is a strong relationship between the quality management practices and school performance based on the evaluation of the teachers. This shows that teachers believed that their school heads' practices would truly reflect with the school performance because all of the programs and projects implemented was with his/her final decision and teachers were also eager to perform well if there were quality management practices being practiced by their school heads. While the evaluation of school heads was found that there is a moderate relationship between quality management practices and school performance.

Recommendation

Research should be conducted and implemented in accordance to school planning, leadership, and management of public secondary schools. School heads should see to it that it is the first step to identify data. This is also to detect problems that are inevitable so that it can be solved /prevented in a legitimate manner.

Knowing that one of the problems in schools is to keep files and arrange properly those on-going files, school heads who have no registrar should assign records officer.

Further, to improve the curriculum and instruction, there are various resources/references that teachers could get from but school heads should refine their lesson logs/plans if they are truly catering diverse learners. Through adopting different teaching methods and strategies that are suitable or appropriate to learners and engaging related activities (Tural et al., 2010).

In order to give quality education to students, teachers should be given the leeway to seek for professional growth and focus on continuous advancement skills by enrolling in graduate school or attending trainings in line to their area of specialization.

Sustainable development is needed to maintain the school performance of public secondary school heads so to deliver quality education to the students and to satisfy other stakeholders.

School heads should have support and collaboration among the stakeholders (both internal and external) so that the school performance applied by the school heads would have a positive relationship and impact in establishing a culture and norm of continuous improvement in the Department of Education.

With these, school heads must be eager to do this to have a strong partnership and participation of the stakeholders in the school. They contribute a lot in the school performance and for the direction leading to greater learning outcomes.

Findings of the study revealed that stakeholders were truly a great agent in improving the public secondary schools. Therefore, school heads must be eager to do this to have a strong partnership and participation of the stakeholders in the school. They contribute a lot for the direction leading to greater learning outcomes.

In addition, It must have a combination of qualitative and quantitative studies in order to identify the strengths and weaknesses of schools and generate ideas that focused on probable risks and opportunities.

A proposed plan of action should be implemented to encourage and to set up the mood of the teachers, students, and other stakeholders who are the core of SBM; to enhance commitment of teachers to their responsibilities in realizing the education outcomes for students; to

promote shared governance between the school and community and; to enjoin teachers to take part in improving the school's SBM level of practice. Further, there must have a combination of qualitative and quantitative studies in order to identify the strengths and weaknesses of schools and generate ideas that focused on probable risks and opportunities.

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