International Journal of
Science, Architecture, Technology and Environment

Quality Management System and its Implication to Public Elementary School Governance and Improvement in Surallah South District" To Quality Management System and its Implication to Public Elementary School Governance and Improvement in Surallah South District: Basis for QMS Localized Framework

ADONIS S. BESA[1], MAILYN MAE A. EJERCITO[2*]

[1,2]*Sultan Kudarat State University*

[*]*Corresponding author*

DOI: https://doi.org/10.63680/ijsate0526029.20

Abstract

This study examines the impact of the Quality Management System (QMS) on governance and school improvement in public elementary schools in the Surallah South District, South Cotabato, Philippines. Grounded in Holistic Management Theory, Deming's Management Theory, and Crosby's Total Quality Management, the research uses a descriptive-correlational design.

School heads and teachers completed surveys measuring QMS implementation in learning delivery, resource management, and educational assessment, and its effects on teaching, curriculum, assessment, and school environment. Data were analyzed using descriptive statistics and Pearson's correlation. Results indicate that QMS is highly rated and positively influences governance and school improvement, particularly in curriculum planning and infrastructure.

However, the direct impact on academics and curriculum is moderate, highlighting the importance of local context and resources. The study recommends focused professional development, community engagement, and evidence-based practices to maximize QMS benefits. Findings contribute to quality assurance discourse and call for context-sensitive strategies in education.

Keywords: Quality Management System (QMS); School Governance; School Improvement; Public Elementary Education; Educational Quality Assurance

APRIL 2026

CHAPTER I

INTRODUCTION

Background of the Study

Quality Management Systems (QMS) represent an organized approach to organizational excellence, designed to ensure that every process within an institution contributes effectively to its main objective. In an educational setting, these systems function as a framework to promote consistency, accountability, and continuous improvement. By combining administrative functions with pedagogical goals, a quality management system aims to move beyond only compliance, developing a culture in which evidence-based decision-making and systematic evaluation lead to enhanced learning outcomes for every student.

Internationally, the adoption of QMS in education has become a global standard for driving institutional efficiency and raising academic benchmarks (CEDEFOP, 2011; Kaplan & Norton, 1996). Originally rooted in industrial quality control, these systems were first embraced by universities in Europe and have since expanded into primary and secondary education sectors. Organizations such as the European Foundation for Quality Management (EFQM) have established excellence criteria that cover all operations, providing a set of rules for assessing performance against uniform benchmarks (Rusjan, 2005; Watson & Howart, 2011). This global movement stresses that quality within education is not accidental but is the result of deliberate intent and expert execution.

In the Philippines, this global development is institutionalized through the Department of Education's (DepEd) mandate for all schools to implement a quality management system. This program is guided by official manuals and procedures meant to align and improve efforts across all schools and offices, encouraging a unified approach to service delivery. The main goal is to enhance the department's internal systems and processes, thereby assuring the efficient and effective delivery of basic education services in line with national standards and the Philippine Quality Award criteria.

At the local level, however, implementing these systems faces major hurdles. In the Surallah South District of South Cotabato, recent reviews show a troubling reality: over 50% of learners in Grades 1 to 3 are classified as either "Low" or "High Emerging Readers." Specifically, data show that 35.42% of students are Low Emerging Readers, who are significantly behind and require foundational support. Despite adherence to national directives and an intensive campaign to standardize QMS, only 19.05% of students in the district read fluently and independently at their expected grade level.

These statistics show a persistent difference between policy implementation and actual academic results. While school heads and teachers are trained to meet national performance standards, the high percentage of struggling readers suggests that the current implementation of QMS has yet to fully permeate core classroom instruction and literacy development. There is a lack of localized evidence on how QMS domains, such as learning resource management and research

utilization, directly influence school governance and physical or academic improvements. This disconnect indicates a need for a thorough intervention to determine if the standardization of management is truly translating into the mastery of student competencies.

The purpose of this study is to examine the quality management system and its outcomes for public elementary school governance and improvement within the Surallah South District. By evaluating the level of knowledge among school heads and teachers regarding QMS components, including learning delivery and assessment, this investigation intends to identify how these systems affect school dimensions such as pedagogy, learning environment, and community linkages. Ultimately, the study intends to provide a localized framework that unifies administrative governance with the vital need for academic and physical improvements in schools.

Theoretical and Conceptual Framework

This study was grounded in three complementary theories: Savory's Holistic Management Theory (1935), Deming's Theory of Management (1950), and Crosby's Total Quality Management Theory (1961).

Holistic Management Theory, which integrates environmental and workplace approaches, defines management as a goal-oriented activity that involves establishing an appropriate relationship among work, people, and the workplace.

Similarly, Deming's Theory of Deep Knowledge is a management philosophy based in systems theory. Building on the preceding discussion, this approach suggests that organizations consist of interrelated processes and individuals that constitute the system's components. The effectiveness of all personnel within the system depends on management's ability to coordinate these components to optimize overall corporate performance.

Deming believed profound knowledge generally comes from outside the system and is only helpful if it is invited and received with a readiness to learn and improve. A system cannot understand itself without external assistance, because prior experiences can bias its objectivity, preventing critical analysis of the organization. Critical self-examination is brutal without impartial analysis from outside the organization. Additionally, insiders can rarely serve as candid critics who speak openly without fear of reprisals.

Moreover, Philip Crosby, the author of Total Quality Management Theory, believed that quality should be defined as conforming to requirements and that prevention is better than inspection. His theory emphasizes management, measurement of current quality, determination of the cost of quality issues, training supervisors, setting goals, and recognition of employee participation.

Furthermore, quality management has developed into a recognized management philosophy and a key area of research. A quality management system serves as a performance management tool for school-based educators, evaluating individual performance and improving school outcomes. Assessing the alignment between educators' performance and their job descriptions is key to advancing accountability throughout educational institutions. Additionally, the motivation for implementing a quality management system is reported to influence its effectiveness. Based on this foundation, it is important to consider how deliberate processes are used to achieve excellence.

Excellence in quality does not occur by chance. It results from deliberate intent, sustained effort, well-informed guidance, and expert execution. To achieve this, organizations establish

management procedures and instructions for creating and delivering products and services to customers.

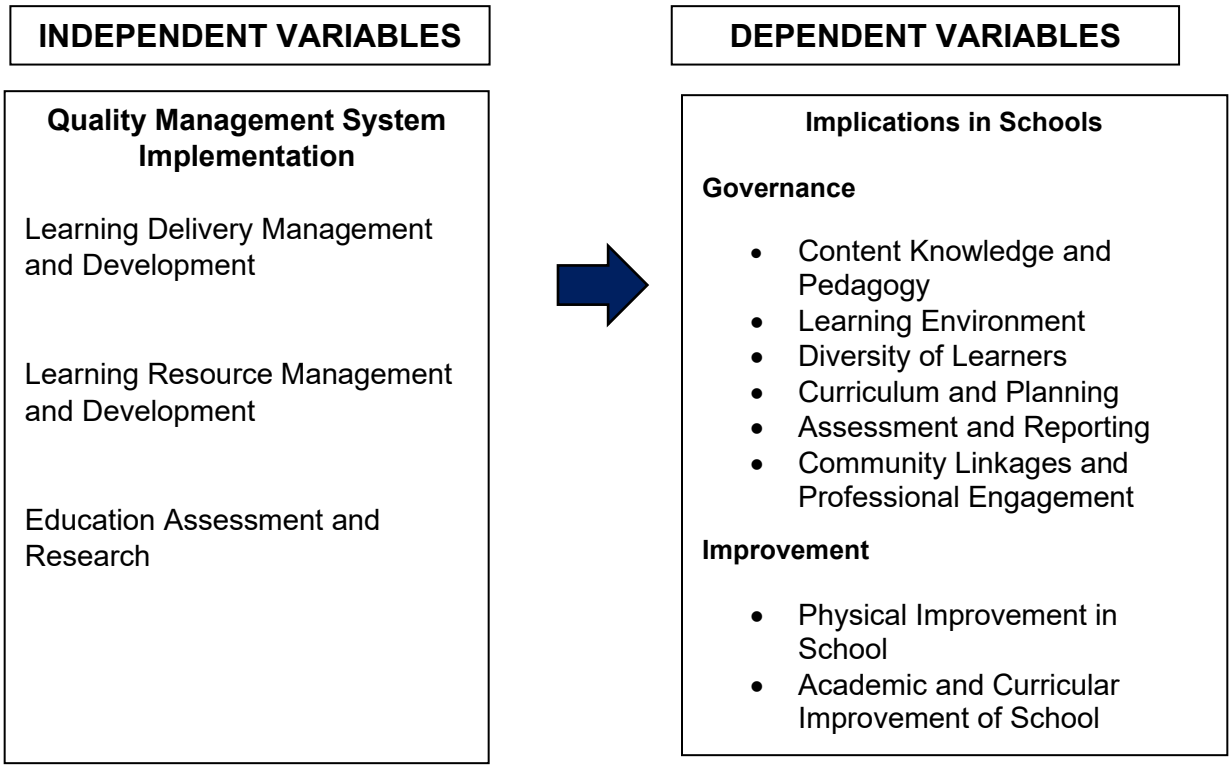


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study Quality Management System and Its Implication to Public Elementary School Governance and Improvement in Surallah South District: Basis for QMS Localized Framework aim to answered the following questions:

1. What is the level of QMS implementation in terms of:
    1.1 learning delivery management and development;
    1.2 learning resource management and development; and
    1.3 education assessment and research?
2. What is the extent of the implications of QMS implementation on the schools' dimensions as perceived by the respondents in terms of:
    2.1 school governance;
        2.1.1 content knowledge and pedagogy,
        2.1.2 learning environment,
        2.1.3 diversity of learners,
        2.1.4 curriculum and planning,
        2.1.5 assessment and reporting,
        2.1.6 community linkages and professional engagement,
    2.2 school improvement;
        2.2.1 physical improvement, and,
        2.2.2 academic and curricular improvement?

3. Is there a significant relationship between the level of QMS implementation and its implications in school governance and improvement among the public elementary schools in Surallah, South Cotabato?
4. What localized framework can be designed to link school governance with improving students' learning and school facilities?

Hypothesis

1. There is no significant relationship between the level implementation of the QMS and its implications in school governance and improvement among public elementary schools in Surallah, South District.

Significance of the Study

The study is beneficial to the following:

Learners. The relationship between QMS and school governance is important for boosting educational outcomes. By fostering this connection, students can better master essential learning competencies, as the lessons' context directly corresponds to their lived experiences in the community. This relevance helps learners recognize their strengths and weaknesses, allowing targeted support that targets their specific literacy and numeracy needs. Additionally, it improves their critical thinking skills by engaging them in activities aimed at achieving mastery of these competencies, ultimately contributing to their development as functional literates.

Teachers. This study intends to provide teachers with guidance on the latest directives from the Department of Education (DepEd), empowering them to effectively address learners' specific needs.

The findings can give insights into teachers' understanding of new programs introduced by DepEd and their unified implementation in alignment with national goals. Additionally, the study can identify necessary interventions to enhance teachers' professional skills. Ultimately, these insights may contribute to improving the quality of service provided to learners, particularly in tackling critical issues related to literacy and numeracy achievement among graduates.

School Heads. This study intends to provide insights into QMS, their governance, and management. The findings can contribute to enhancing the school's efforts to offer quality education in accordance with the DepEd's mission, vision, and expectations. Additionally, the study considers critical issues related to learners' functional literacy, particularly performance on literacy and numeracy assessments at both national and international levels.

Stakeholders: This study's findings can provide a foundation for engaging both internal and external stakeholders in the school's programs, activities, and objectives. It seeks to improve collaboration and increase the quality of education using shared governance and effective networking. Additionally, the results provide insights from the client's satisfaction survey, serving as essential feedback on the school's responsiveness and progress relative to established national standards.

Future Researchers. This investigation could be a valuable resource for other researchers interested in improving and extending this work. The present study would also serve as a foundation for conceptualizing parallel studies.

Scope and Delimitation of the Study

The researcher focused on the Quality Management System implementation of the DepEd, particularly the elementary school heads and teachers of the Surallah South District, which includes: Lamian Central Elementary School (ES), Valeriana L. Barber ES, Lamsogod ES, Veterans ES, Lambontong ES, New Antique ES, and Romeo R. Monsale ES. Research on the level of knowledge among school heads and teachers regarding quality management systems and their effects on school governance and improvement remains limited. By investigating these variables, the study determined whether greater knowledge of QMS contributes to more effective decision-making, greater accountability, and improved overall school performance. Ultimately, this examination aimed to provide valuable insights into the role of QMS in promoting quality education and sustainable development in public elementary schools.

Operational Definition of Terms

The following terms are defined operationally based in the study:

Academic and Curricular Improvement. It refers to the study's dependent

variable, which pertains to students' academic performance in school across several subject areas and the activities, training, and contests associated with each subject.

Assessment and Reporting. It refers to the dependent variable, governance,

which encompasses the results of standardized, summative, and formative tests administered to learners, as well as the reporting of intervention and action plans based on the gathered data.

Community Linkages and Professional Engagement. It refers to stakeholders'

ongoing participation in understanding and fulfilling their obligations in schools, notably to uphold professional ethics, accountability, and transparency, thereby promoting professional and harmonious relationships with learners, parents, schools, and the wider community.

Content Knowledge and Pedagogy. It refers to the teachers' ability to apply

developmentally appropriate and meaningful pedagogy grounded in content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino, and English in the teaching and learning process, as well as the skills needed to use communication, teaching, and technological strategies to promote high-quality learning outcomes.

Curriculum and Planning. It refers to the ability to translate curriculum content

into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design well-structured, sequenced lessons, individually or in collaboration with colleagues. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs, and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding, and achievement.

Diversity of Learners. It refers to the importance of teachers' knowledge and

understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the acknowledgment of diversity in classrooms and the need for differentiated teaching practices to support all learners in becoming successful citizens in a changing local and global environment.

Education Assessment and Research. It refers to the independent variables in

the study, which includes assessment operations, data analysis and interpretation, the DepEd research framework, design procedures and instruments, and the conduct and utilization of research data and information that pertain to the direct functions of school heads and teachers under QMS.

Governance. It refers to the significant variables in the implications of QMS for

schools, which describes the mechanisms an organization uses to ensure that its constituents comply with established processes and policies. This is the primary determinant of the organization's growth, development, and poverty reduction, including in schools. In particular, governance includes content knowledge and pedagogy, the learning environment, learner diversity, curriculum and planning, assessment and reporting, community linkages, and professional engagement.

Improvement. It refers to the major variables related to the implications of QMS

for schools, which is considered a key process in assessing physical, academic, and curricular development.

Learning Delivery Management and Development. It refers to the independent

variables in the study, which include Instructional Supervision and Management, which pertain to the direct functions of school heads and teachers under QMS.

Learning Resource Management and Development. It refers to the independent

variables in the study, which include Learning Resource Implementation, which pertains to the direct functions of school heads and teachers under QMS.

Learning Environment. It refers to creating a learner-centered environment in

which teachers efficiently manage learner actions across physical and virtual spaces. It draws attention to the need for teachers to use a range of resources and to provide intellectually challenging, stimulating activities that foster constructive classroom engagements to achieve high standards of learning.

Physical Improvement. It refers to the dependent variable of the study involving

infrastructure, school facilities, and resources that have been included in AIP and SIP PPA's for maintenance, rehabilitation, building, and enhancement.

Quality Management System (QMS). It refers to the response of Philippine

government agencies to the needs of their intended beneficiaries by improving productivity.

School Head. It refers to the person responsible for the administration and instructional supervision of the cluster's schools.

Teacher. It refers to elementary license teachers teaching in public elementary schools within the study locale who have been in service for at least 3 years, have been promoted at least once in their careers, and have been teaching in that school for at least 3 years as well.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents various reviews of the quality management system implementation, its implications, and its alignment with all legal provisions and mandates under RA 9155, and highlights the implementation of shared governance.

Quality Management System

Introducing a Quality Management System (QMS) in schools is seen as key to improving performance, managing resources, and delivering instruction. Sallis (2014) explains that QMS in education focuses on systematic planning, ongoing improvement, and stakeholder involvement, all of which help schools operate more effectively and improve student outcomes.

Bush and Glover (2016) add that effective resource management and professional development, supported by strong QMS practices, are important for creating positive learning environments and assuring that teachers and school leaders can meet students' varied needs. Deming (1986), a leader in total quality management, also stresses the value of periodic monitoring, evaluation, and evidence-based decision-making. These steps not only increase accountability but also help teachers and schools continue to improve.

Research shows that when school leaders and staff understand QMS well, schools perform better in resource management, curriculum development, and student assessment. A study by Canonizado (2020) found that most school leaders value ongoing training and improved technology. Still, issues such as limited funding and logistical constraints can make it hard to fully implement a QMS, especially when adding technology or improving access to resources.

UNESCO (2017) also notes that equitable access to professional development and digital tools is needed to make the most of QMS in public schools. Fullan (2014) supports ongoing learning and coordinated effort in schools, arguing that they are important for implementing quality management and encouraging new ideas in teaching.

The Department of Education (DepEd) in the Philippines is resolute in its determination to transform the nation's education system through the enactment of DepEd Memorandum 014, series of 2022. This key directive introduces the DepEd Quality Management System (QMS) Manual, accompanied by comprehensive Procedures and Work Instructions, meant to streamline the department's efforts to implement and coordinate policies, plans, programs, and projects related to both formal and non-formal basic education. The primary aim of this program is to nurture a culture of continuous improvement throughout the educational sector.

At the core of this program is the setting up of a robust Quality Management System to enhance individuals' capabilities within the educational system and improve the effectiveness of the department's internal processes. By achieving this, the initiative aims to optimize the delivery of basic education services, ensuring they effectively respond to learners' multiple needs nationwide.

Furthermore, the memorandum points out the essential role of governing and managing educational institutions in accordance with national standards. It places particular emphasis on several critical areas, including social mobilization; thorough monitoring and evaluation of school management practices; strategic planning and research; professional development of human resources; enhancement of educational facilities; and the overall improvement of the teaching and learning experience.

These planned actions are intended to improve the quality of education and address ongoing challenges in learners' performance on both national and international assessments. Through this detailed approach, DepEd aims to ensure that all students receive an education that not only meets but also aspires to exceed current standards, ultimately developing a generation of competent individuals.

It is important to evaluate how well educators fulfill their job descriptions to improve accountability and advance overall school performance. The motivation behind implementing a Quality Management System (QMS) has also been shown to change its effectiveness. The ISO 9000 series aims to encourage organizations to adopt quality assurance management programs. Furthermore, ISO 9000 is progressively recognized as a popular option for quality management systems in educational institutions worldwide.

The Quality Management System functions as a fundamental framework for ISO and as a performance management tool for school-based educators. Its primary goal is to evaluate individuals' performance levels to increase overall school performance. It is essential to assess how well educators are meeting their job descriptions to foster greater accountability inside our schools. Quality Management System (QMS) principles are widely regarded as key to improving schools, particularly in resource management, teaching, and assessment (Sallis, 2014). Sallis pointed out that effective resource management, backed by a quality management system, is essential to achieving quality in education because it helps schools plan, monitor, and improve their resources.

Bush and Glover (2016) agreed, noting that maintaining school facilities and supporting ongoing professional development are important components of strong school leadership and direct outcomes of effective QMS practices. Deming (1986) highlighted that continuous improvement and evidence-based decisions are central to QMS, with periodic monitoring and evaluation helping schools stay accountable and improve their processes.

Black and William (1998) also stated that systematic assessment and reporting, encouraged by QMS, are important for identifying learning gaps and guiding teaching strategies. UNESCO (2017) found that access to digital materials and ongoing teacher training are necessary to getting the most

out of QMS, but public schools commonly face organizational and financial challenges. Canonizado (2020) added that while school leaders recognize the value of ongoing training and technology, real-world obstacles can make it difficult to fully implement QMS principles.

Another important aspect of QMS in education is cultivating collaborative cultures and self-reflective practices. Fullan (2014) asserted that ongoing investment in professional learning communities and action research promotes innovation and flexibility among teachers, both of which are necessary to meet progressing educational demands. Darling-Hammond et al. (2017) also noted that effective QMS implementation bolsters community linkages and professional development, which in turn help to improve teaching and student outcomes.

However, the relationship between QMS knowledge and school improvement is complex. Navarro and Bernardo (2020) observed that physical improvements in schools are often determined more by external funding and policy requirements than by internal management knowledge.

Furthermore, Delos Santos and Reyes (2019) cautioned that excessive bureaucracy associated with QMS processes can sometimes detract from practical improvements in infrastructure or the versatility needed for curriculum development. Ornstein and Hunkins (2017) noted the need for QMS practices to be adaptable and context-sensitive, ensuring that standardization does not stifle innovation or responsiveness to diverse learner needs.

Research shows that when school leaders and teachers understand QMS, schools tend to improve their resource management, teaching, assessment, and governance (Cruz, Santos, & Lim, 2021). However, a QMS works best when it aligns with the local context, includes ongoing professional development, and involves all stakeholders. An article on Consultancy-me.com (2021) outlines several advantages of implementing a quality management system, including improved product and service quality, enhanced productivity, increased customer satisfaction, streamlined processes, greater employee commitment, and better compliance.

High-quality outcomes are rarely coincidental; they result from intentional effort, thoughtful guidance, and skillful execution, reflecting informed choices among alternatives. Every organization has established management procedures and guidelines for creating and delivering its products and services to customers.

Learning Development and Management

In keeping with the Department of Education's commitment to supporting school leaders in effectively fulfilling their roles—particularly in enhancing teacher quality and, consequently, improving learner outcomes—the DepEd has issued an order titled "National Adoption and Implementation of the Philippine Professional Standards for School Heads" (PPSH). This initiative aims to underscore the significance of professional standards in the ongoing professional development and advancement of school heads, guided by the principle of lifelong learning.

This policy aligns with the implementation of the Philippine Professional Standards for Teachers, adopted through DepEd Order No. 42, series of 2017, as well as the transformation of the National Educators Academy of the Philippines, pursuant to DepEd Order No. 011, series of 2019, and the introduction of the Philippine Professional Standards for Supervisors (PPS). School leaders, as stewards of their institutions, play a pivotal role in fostering an enabling and supportive environment conducive to effective teaching and learning. Through exemplary leadership and management, the Department of Education (DepEd) can cultivate quality educators and “holistic learners who are

steeped in values, equipped with 21st-century skills, and capable of driving the country towards development and progress" (DepEd Order No. 42, s. 2017). This aligns with DepEd's vision of producing "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to nation-building" (DO No. 36, s. 2013).

The quality of teachers is essential for enhancing student achievement; however, substantive changes cannot be realized without effective leadership. The Organization for Economic Co-operation and Development (OECD, 2018, p.20) emphasizes that "the quality of an education system depends on the quality of its teachers; but the quality of teachers cannot surpass the quality of the policies that shape their work environment in schools and govern their selection, recruitment, and professional development.

Moreover, the various national reforms, including the K to 12 Basic Education Program (RA 10533; DepEd Order No. 21, s. 2019) and the Philippine Professional Standards for Teachers (DO 42, s. 2017), along with ASEAN integration, globalization, and the evolving characteristics of 21st-century learners, have made it essential for school leaders to enhance their professional practices and address their career advancement.

Republic Act 9155, known as the Basic Education Act of 2001, delineates the role of school administrators as the primary managers of educational institutions. This legislation mandates that these leaders assume comprehensive responsibility for all operational aspects of their schools. Specifically, a school head is defined as an individual responsible for the administrative and instructional oversight of a school or a network of schools, as outlined in RA 9155.

School administrators are empowered to make decisions regarding the institution's operational framework in collaboration with both internal and external stakeholders. Their responsibilities encompass creating conducive learning environments, managing human resources, and overseeing the school's facilities and materials. Given their authority and accountability, these leaders are tasked with articulating the school's mission, vision, goals, and objectives in alignment with national educational policies and standards.

The role of the principal is particularly pivotal, serving as a critical factor in the school administration process and overall quality enhancement. Jahari (2020) emphasizes the significant influence of both teacher and principal effectiveness on school performance, highlighting the principal's position as vital for institutional advancement. These leaders act as stewards of the educational environment, charged with overseeing the educational system and its associated procedures. Therefore, they must possess the requisite competencies and skills to fulfill their obligations successfully. The management acumen of school leaders directly benefits the educational community, including students, teachers, and other stakeholders.

DepEd Order No. 42 series of 2017 introduced the National Adoption and Implementation of the Philippine Professional Standard for Teachers (PPST), aimed at equipping educators to foster holistic learners with essential 21st-century skills and core Filipino values through adept leadership and guidance.

Furthermore, the Department of Education has advanced the standards for school heads by issuing DepEd Order No. 24 of 2020, which aligns local practices with effective leadership strategies recognized both nationally and internationally. This order serves as a public declaration outlining the essential knowledge, skills, and competencies required for school leaders to excel in their roles. The

established standards also facilitate a common lexicon for impactful school leadership and delineate the profile of an exemplary school leader in terms of administration and learning outcomes.

As articulated by McKinsey and Company (2007, p. 11), “the quality of an education system cannot exceed the quality of its teachers.” This underscores the need to establish a collaborative framework in which school leaders are attuned to educators' professional development needs. Such a framework involves developing professional standards for school heads to ensure they effectively contribute to the delivery of quality, accessible, relevant, and empowering basic education.

As pivotal leaders within the nation’s education system, school heads play an indispensable role in fulfilling the government's objective of providing quality basic education. According to Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, a school head is defined as “a person responsible for the administrative and instructional supervision of a school or a cluster of schools” (Section 4).

School heads hold the authority, responsibility, and accountability to care for individuals within the school environment (people effectiveness) while optimizing organizational performance and health (school effectiveness). They achieve this by setting the strategic direction of schools, managing their systems and processes, promoting quality teaching and learning, nurturing their professional growth and that of others, and engaging stakeholders in initiatives to enhance school improvement.

The Philippine Professional Standards for School Heads articulate the quality of school leadership in the Philippines. These Standards outline the expectations for increasing levels of knowledge, practice, and professional engagement among school heads. Simultaneously, they provide a framework for the evolving understanding of school leaders, which is applied with greater sophistication across a diverse and complex array of leadership and management situations. The following describes the scope of five essential domains that school heads need to be effective in the 21st century. Quality school leadership is paramount.

Bush and Glover emphasize that effective school leadership and management are fundamental to achieving educational quality. They highlight resource management, strategic planning, and adaptability as core competencies for school leaders. Their work underscores that strong leadership significantly improves teaching and learning outcomes.

Canonizado discusses the crucial role that school leaders play in implementing quality management systems within educational institutions. The study finds that when school heads have a high level of knowledge and understanding of QMS, it positively influences the school's overall performance and the work environment for teachers.

Deming, a pioneer of quality management, argues that continuous improvement and systematic management practices are essential for organizational success. His principles, when applied to education, suggest that schools should focus on long-term improvement, data-driven decision-making, and active involvement of all stakeholders in the quality process.

Fullan stresses the importance of the principal’s role in driving school improvement and fostering a culture of continuous learning. He believes that effective principals leverage collaboration and professional development to maximize their school’s impact, advocating for ongoing investment in teacher growth and resource enhancement.

Sallis asserts that total quality management (TQM) in education leads to better school performance, improved resource management, and higher stakeholder satisfaction. He highlights that a systematic approach to quality ensures all aspects of school operations are aligned toward achieving educational excellence.

UNESCO emphasizes the importance of supporting teachers by providing access to information and communication technologies (ICT). Their guidelines acknowledge the challenges public schools face in providing adequate ICT resources, but underscore that effective technology integration and ongoing teacher training are vital for quality education in the 21st century.

According to data from the Philippine Statistics Authority (PSA), approximately 6.9 percent of individuals aged 5 years and older are classified as illiterate, meaning they cannot read and write.

This statistic translates to about 7 out of every 100 people in this age group. Notably, the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) has the highest illiteracy rate among the regions, with 14.4 percent of individuals unable to read and write.

Additionally, male individuals show a higher illiteracy rate at 7.6 percent compared to 6.1 percent for females. The highest proportion of illiteracy is found among the youngest age group, specifically those aged 5 to 9 years, at 20.1 percent.

Furthermore, the Functional Literacy, Education, and Mass Media Survey (FLEMMS) found that approximately 18 million Filipinos who have graduated from basic education may be functionally illiterate.

This finding was among the initial results of a survey conducted by the PSA in the latter half of 2024. The FLEMMS aims to provide comprehensive data on literacy rates and educational skills among the Filipino population.

In its most recent update, the Philippine Statistics Authority (PSA) has redefined the concept of "functional literacy" to encompass advanced comprehension skills that extend beyond mere basic reading, writing, and numeracy. This crucial adjustment marks a significant shift in how literacy is assessed.

Under the 2019 definition, all high school graduates and junior high school completers were automatically classified as functionally literate. However, the revised 2024 definition eliminates this automatic classification, presenting a more stringent criterion for literacy.

A presentation slide from the PSA highlights the stark contrast in the rates and numbers of functionally literate Filipinos when evaluated against both the previous (2019) and newly established (2024) definitions, utilizing data from 2019 and 2024.

According to the old definition, the PSA determined that approximately 79 million Filipinos were functionally literate in 2024. In contrast, the new definition, which revokes the automatic status granted to high school graduates, has resulted in a sharp decline in this number to 60 million.

Moreover, Adrian Cerezo of PSA's Social Sector Statistics Service provided further insight, revealing that 21% of senior high school graduates do not meet the criteria for functional literacy, based on refined data from the Functional Literacy, Education and Mass Media Survey (FLEMMS).

In response to these alarming statistics, the Department of Education's Bureau of Learning Delivery has outlined a series of proactive initiatives to address the decline in literacy rates. These

initiatives include the ongoing implementation of the revised K to 10 curriculum, which is designed to enhance learning outcomes; the bolstering of the Early Language, Literacy, and Numeracy (ELLNA) Program to reinforce foundational skills; targeted learning loss remediation strategies; gender-responsive interventions to ensure equitable access to education; and the rollout of the ARAL Program, intended to provide structured learning support, the implementing rules of which were officially signed in December 2024.

Leaders define the institution's vision, goals, and objectives, ensuring that these are clearly understood and embraced by all stakeholders. School heads identify and analyze relevant sources of information, including existing laws, policies, research, feedback, and contextual factors, and establish the connections and alignments among them.

School leaders possess a thorough understanding of both the current and desired states of the school and implement collaborative strategies with stakeholders to address the institution's dynamic, rapidly changing needs effectively. Administrators are committed to a strategic course of action that aligns with institutional goals and maximizes organizational performance.

Implications of QMS on School Governance and Improvement

Governance refers to the mechanisms an organization uses to ensure that its constituents follow established processes and policies (Kefela, 2011). This is the primary determinant of the organization's (and the school's) growth, development, and poverty reduction (Dayanandan, 2013).

Governance changes will lead to improved educational outcomes and experiences for students. However, the unclear strategic reformation of school governance structures will divert focus, energy, and resources away from the overarching attainment priorities (RSE, 2017).

School governance refers to the process of determining policies and rules in schools by considering the law and the school's budget (Maile, 2002). This encompasses vision, strategy, accountability, trust, capacity, and stakeholder relationships (Leechman et al., 2019).

Good governance means competent management of resources that is open, transparent, accountable, fair, and responsive to society's needs (Kefela, 2011: 3995).

This can also be considered a new paradigm in public management (Vyas- Doorgapersad & Aktan, 2017). Good governance in education should exhibit responsiveness, accountability, transparency, and engagement in designing and implementing policies (Risteska et al., 2010).

Consequently, good school governance requires strong leadership from both the school council and the principal. The school council and principal must be able to work together. The influential school leaders set direction, develop people, lead change, improve teaching and learning, solve problems, are values-based, build trust, and are visible in the school (Gurr, 2015).

School principals bear significant responsibility for ensuring the effective operation of all school programs (Fullan, 2007; Verger et al., 2013). Typically, they are selected from among administrators or instructional leaders.

Principals collaborate with various school stakeholders to develop and implement plans related to finances, teaching, services, internal processes, and organizational development (Anderson et al., 2019; Mokoena, 2011).

This role requires them to interpret messages, approaches, and contexts within their school environments (Ingle et al., 2011) and to make informed decisions (Al-Tarawneh, 2011). In essence, school principals emerge as key stakeholders in driving school performance, which is primarily measured by student academic outcomes and teacher career satisfaction (Kasprzhak & Bysik, 2014; González-Falcón et al., 2019).

Furthermore, these practices are embedded in the school culture and teaching traditions (Bellei, 2001; MacNeil, Prater, and Busch, 2009), which explains why they are difficult to modify.

The shift by teachers towards pedagogical practices that focus more on learning achievement is still an issue which is difficult to understand and resolve, as shown by the failure of many teaching improvement programs or curricular reforms designed by the education authorities (Dumay, 2009; Sarason, 2003;

Synthesis

School heads' and teachers' knowledge of Quality Management System, particularly in Learning Development and Management, Learning Resource Management and Development, Education Assessment and Research, is only partially implemented in the teaching and learning field and in schools.

The issue about the competency achievements of Filipino graduates in the recent assessment of FLEMMSS, the current standing of the country in various international assessment and the perennial issue on functional illiteracy interrogates on the depth of the school heads and teachers' knowledge on how to implement the prescribed policies, guidelines and expectation of the Department of Education in accordance to the mandated Quality Management System of DepEd.

It is also evident that there is a significant gap between learners' performance in school and the expected achievement levels mandated by the department's Quality Management System. Monitoring educators' and administrators' knowledge of QMS will close the gaps in learners' actual performance in quality education.

This notion intensifies the call to interrogate how the yearly performance review scores of schools and teachers reflect the issue of functional illiteracy. The perennial problem, in contrast to the performance of schools and teachers on their IPCRF and OPCRF, strengthened the need to conduct this study.

Moreover, the Quality Management System is already in place and mandated to ensure quality education in the country; the depth of its implementation is just one vital factor to consider in addressing the persistent problem of literacy.

CHAPTER III

METHODOLOGY

This chapter presents the methods for conducting the study, including the research design, locale, and respondents, sampling technique, survey instrument, research procedures, and statistical treatment.

Research Design

The research employed descriptive and correlational designs. As noted by Canonizado (2020), the descriptive-correlational method seeks to understand and assess the statistical relationship between two variables while minimizing the impact of extraneous factors. Canonizado further emphasizes that this approach is effective in establishing a connection or influence of one variable on another. A correlational research design examines the relationships among variables without the researcher exerting control or manipulation over them.

This approach quantifies the strength and direction of associations between two or more variables. Correlations can be classified as either positive, indicating that as one variable increases, the other tends to increase, or negative, where an increase in one variable is associated with a decrease in the other. Siedlecki (2020), it is utilized to characterize individuals, happenings, and situations of the subject without alteration. It is further described as a research approach that outlines the characteristics of the population or phenomenon under investigation.

Locale of the Study

The participating schools were the public elementary schools in the Surallah South District of the Municipality of Surallah. Specifically, these were the public elementary schools in Barangay Lambontong, Lamsogod, Lamian, and Veterans.

In Surallah South District based from the Beginning of School Year Assessment result for literacy and numeracy, the distribution of reading proficiency levels among Grade 1 to 3 pupils, combining data from Grade 1 (Mother Tongue), Grade 2 (Filipino), and Grade 3 (English), shows that the Low Emerging Reader group is the largest, at 35.42%. These learners were significantly behind in reading and need foundational support.

There were 6.15% High Emerging and 14.29% Developing readers, who have begun to grasp reading skills and are improving but are not yet fluent or independent, respectively. However, 25.1% of the Transitioning Reader group was nearing grade-level ability, and only 19.05% of learners were reading fluently and independently at the expected grade level.

More than half, around 56% of learners, fell into the Low or High Emerging Reader categories, indicating a need for intensive reading intervention. Only 1 in every 5 students, or 19.05%, were reading at grade level. The transitioning Reader of 25.1% show promise and may benefit from targeted support to reach proficiency.

These data support the researcher's decision to conduct this study in Surallah South District.

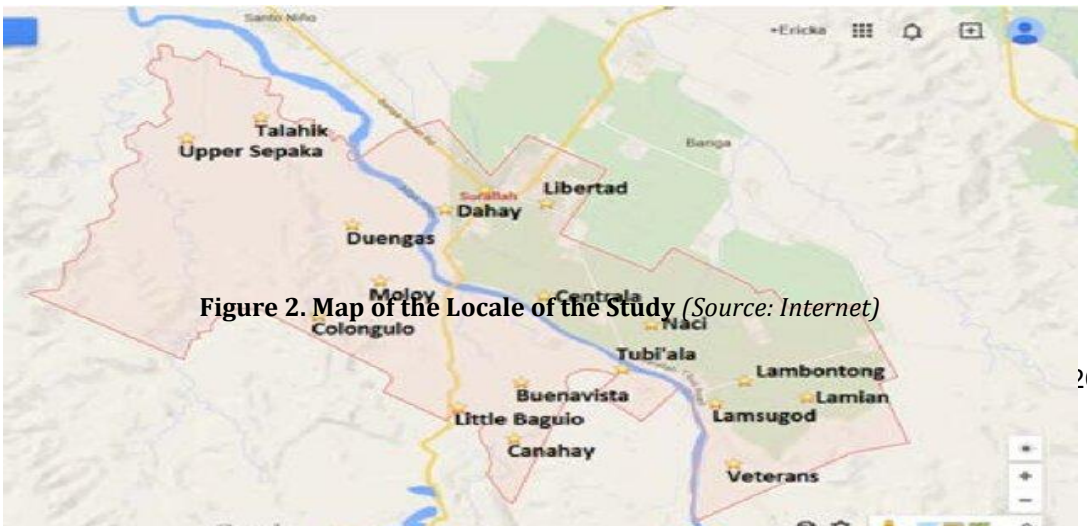


Figure 2. Map of the Locale of the Study *(Source: Internet)*

Respondents of the Study

Choosing respondents with diverse and relevant experiences increases the likelihood of addressing the question and understanding the phenomenon (Sargeant, 2012; Creswell, 2017). There were two sets of respondents: the public elementary school heads and teachers of Surallah South, District in the Municipality of Surallah, who can be chosen through a complete enumeration technique for the school heads, while a stratified sampling technique was applied among the teacher respondents who were in service for at least three years, and had at least one promotion.

The respondents were particularly from Lambontong Elementary School, Romeo N. Monsale Elementary School, New Antique Elementary School, V.L. Barber Elementary School, Lamsogod Elementary School, Lamian Elementary School, and Veterans Elementary School in Surallah South District.

Table 1. Respondents of the Study

Respondents	Population (N)	Sample (n)
School Heads	7	**7**
Teachers	93	**76**
Total	100	**83**

Sampling Technique

The study uses two sampling techniques: complete enumeration of the school heads and purposive stratified sampling of the teachers. A complete enumeration involves using every element in a population to estimate the population parameter (Arnab, 2017). Stratified sampling (Parsons, 2017) is a sampling method in which several groupings, or strata, are formed from various combinations of attributes in the study population, and a certain number of individuals belonging to each group are sampled.

Data Gathering Instrument

The researcher used a self-developed survey questionnaire to gather data from the study's respondents. These tools have undergone validation and pilot testing by experts to test their reliability.

The instrument had three parts. The first part covered the general characteristics of respondents, such as age, sex, civil status, educational attainment, current position, and length of service.

This information was necessary because it provided contextual data that respondents would use to classify their responses and may help analyze how far demographic factors influence their perceptions of the Quality Management System. The second part was about the level of implementation of the Quality Management System in selected schools in Surallah South District, which includes learning delivery management and development, and learning resource management and development, using the following Likert scale:

Scale	Range	Verbal Description	Interpretation
4	4.00 – 3.51	Strongly Agree	School Heads and teachers have a very high level of knowledge of the Quality Management System and implement it very well in their work.
3	3.50 – 2.51	Agree	School Heads and teachers have a good level of knowledge of the Quality Management System and implement it well in their work.
2	2.50 – 1.51	Disagree	School Heads and teachers have a low level of knowledge of the Quality Management System and need more training and improvement. For implementation.
1	1.50 – 1.00	Strongly Disagree	School Heads and teachers have very little knowledge of the Quality Management System and need serious improvement for implementation.

The third part covered the level of implications of school heads and teachers' on DepEd's QMS implementation, which includes Governance that contains content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and community linkages and professional engagement and school improvement that includes physical improvement in school and academic and curricular improvement of the school.

Table 2. Extent Implications of QMS on School Governance and Improvement:

Scale	Range	Verbal	Description Interpretation
4	4.00 – 3.51	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development.
3	3.50 – 2.51	Agree	QMS has a positive impact on school governance and improvement, supporting sound decision-making and regular school enhancement.
2	2.50 – 1.51	Disagree	QMS has a limited impact on school governance and improvement, indicating the need for additional training and guidance.

1	1.50 – 1.00	Strongly Disagree	QMS has little to no impact on school governance and improvement, showing a strong need for focused intervention and capacity-building.

The questionnaires were distributed in both paper and electronic formats to accommodate respondents' accessibility needs and preferences. Distribution and retrieval of survey forms were coordinated with respondents in a manner that did not hinder their official duties or the ethical principles of the entire data-gathering process.

Data Gathering Procedure

The data collection procedure prioritized methodological rigor, ethical compliance, and contextual relevance in assessing the knowledge of school heads and teachers regarding the Department of Education's Quality Management System in Surallah South District, Division of South Cotabato. The process commenced with the Graduate School's formal endorsement for institutional clearance, which affirmed the study's academic merit and ensured compliance with ethical standards, including informed consent, data privacy, and voluntary participation.

After securing this clearance, the researcher began contacting target public elementary schools through formal communication channels, such as endorsement letters and emails, followed by scheduled meetings. This part was more directed towards introducing the study objectives, coverage, and anticipated end results to the school administrators and teachers. The purpose of this interaction is to seek administrative permission, identify focal points, and establish logistical arrangements to ensure the smooth conduct of the study.

Upon completion of institutional coordination, a sampling method was employed to select participants. Key informants comprised individuals engaged in both school administration and classroom teaching.

Once respondents were identified, an orientation was conducted either in person or virtually, depending on respondent preference and accessibility. The orientation provided information on the research objectives, rationale, research questions, ethical considerations, and the survey instrument design. It emphasized the voluntary nature of participation, the confidentiality of responses, and the intended use of data for academic and policy development purposes.

The survey questionnaire was distributed using both physical copies and secure digital platforms, such as email and Google Forms. The instruments were designed to capture quantitative data aligned with participants' knowledge of the DepEd's QMS indicators. The distribution process was closely monitored, with open communication maintained with school heads and teachers to address clarifications and technical concerns. A defined time frame was established for questionnaire completion, and follow-up reminders were issued to maximize response rates and minimize data gaps.

Upon completion, the researcher retrieved the survey forms through coordinated efforts to ensure that all completed questionnaires were collected and properly stored. The collected data were organized, encoded, and initially checked for validation before being subjected to statistical analysis. This systematic and ethical path ensured the reliability, validity, and contextual relevance of data that had been used to examine school heads’ and teachers’ knowledge on QMS of the department.

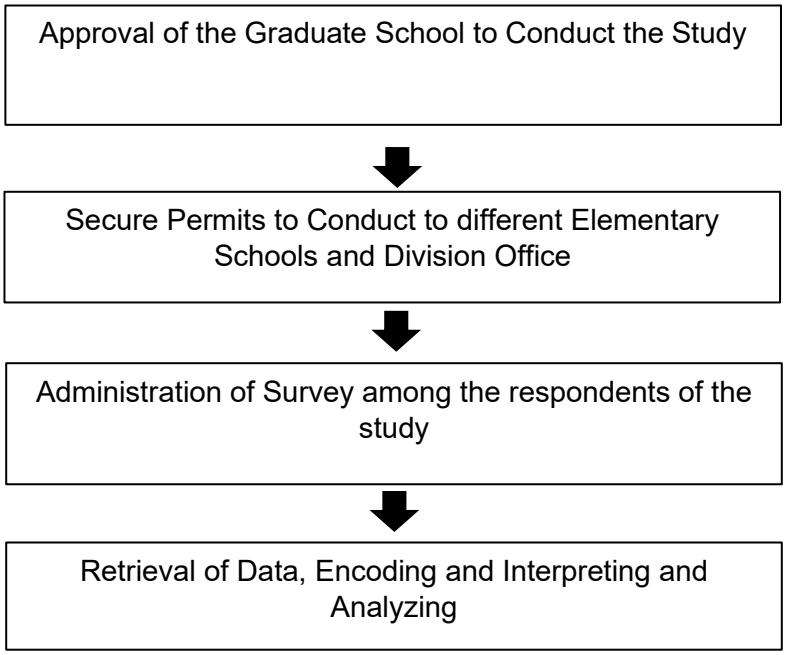


Figure 3. Process Flow and Data Gathering Procedure

Statistical Treatment

To assess the level of QMS implementation and its implications for the schools' dimensions, particularly school governance and improvement, the researcher used descriptive statistics, specifically the mean and standard deviation. Moreover, Pearson's correlation coefficient (r) was used to test the relationship between the level of QMS implementation and its implications for school governance and improvement.

Ethical Consideration

The study adhered to established ethical principles for research involving humans. Prior to data collection, a formal request for permission was made through written correspondence to the selected public elementary schools in South Cotabato, addressed to the district head, school heads, and teachers.

Each respondent was provided with a written informed consent document that stated the purpose of the study, voluntary participation, and assurance of confidentiality and anonymity. The participants were informed that they can withdraw from participating in the study at any point without any form of penalty or consequence.

Data were aggregated, and respondents remained anonymous; the raw data were coded and securely stored. No information identifying respondents was collected from the data-gathering instruments, thereby ensuring confidentiality. It was significant to note that the survey instrument was devoid of sensitive or intrusive questions and focused primarily on organizational and professional perspectives regarding their knowledge of QMS.

The researcher complied with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and the ethical standards promulgated by the different academic institutions and professional research associations.

Additionally, the study was ethically reviewed and approved by the relevant institutional research ethics committee prior to its conduct. Findings were reported with objectivity, and no data were tampered with or misrepresented.

Besides, all work and references used in the study were appropriately cited according to APA 7th edition, thereby maintaining academic integrity and recognizing intellectual property.

CHAPTER IV
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the study's results, interpretations, analyses, and discussions based on the findings.

Level of Implementation of Quality Management System

Below is the table on the level of implementation of the Quality Management System in the district of Surallah, South Cotabato.

Table 2. Learning Resource Management and Development

Indicator	Mean	SD	Adjectival Description
1. The school support expenses from the district to the regional trainings/workshops/seminars of the school head and teachers.	3.43	0.63	Agree
2. The school repairs to improve the necessary basic amenities and to meet the requirements for a child-friendly school system	3.83	0.38	Strongly Agree
3. The school provides communication services and internet access for better basic education services.	3.40	0.52	Agree
4. The school procures school supplies and other consumables for teachers and students deemed necessary in the conduct of classes.	3.81	0.40	Strongly Agree
5. The school support expenses for school-based training and activities selected or designed to improve learning outcomes, such as but not limited to, Learning Action Cells (LAC) and Continuous Improvement (CI) Sessions.	3.27	0.66	Agree
Section Mean	**3.55**	**0.29**	**Strongly Agree**

The implementation of Learning Resource Management and Development under the QMS framework yielded an overall mean of 3.55 and a standard deviation of 0.29, which is interpreted as strongly agree. This indicates that the district has established a highly effective system for managing the physical and instructional resources necessary for quality education.

The highest mean was obtained by indicator 2 - The school repairs to improve the necessary basic amenities with a score mean of 3.83 and standard deviation of 0.38. This high level of

implementation reflects the infrastructure requirements of ISO 9001:2015, which mandates that organizations determine, provide, and maintain the environment necessary for the operation of their processes.

Furthermore, this aligns with the DepEd Child-Friendly School System (CFSS) goals, which prioritize the physical safety and comfort of learners as a prerequisite for academic success.

The results imply that the QMS has been exceptionally successful in institutionalizing preventive maintenance. Instead of reactive repairs, the schools in Surallah are likely following a structured schedule to ensure that the physical environment remains conducive to learning.

The indicator "The school support expenses for school-based training... such as LAC and CI Sessions" got the lowest mean score of 3.27 and standard deviation of 0.66.

Although it still falls within the agreed description, it is notably lower than the indicators for physical procurement. While physical resources are highly prioritized, the lower score for school-based training, such as Learning Action Cells (LAC), may suggest a challenge in sustaining the development of soft resources.

According to Senge (2006), for a learning organization to thrive, there must be a constant and well-funded investment in shared learning. The higher standard deviation (0.66) also indicates a lack of consensus, suggesting that support for these sessions varies significantly across schools within the district.

This suggests a potential funding bias favoring tangible supplies and repairs over professional collaboration time. While the schools strongly agree on physical readiness, the development of internal pedagogical processes may require more consistent financial and administrative support to reach the same level of excellence as the physical facilities.

The overall mean of 3.55 demonstrates that the district of Surallah is performing at a strongly agree level in resource management. The high rating for Indicator 4 (3.81) on procuring school supplies suggests that the QMS has streamlined the supply chain, reducing out-of-stock scenarios for teachers and students.

The results imply that while the hardware of the school system (repairs and supplies) is nearly optimized, the software (internet access at 3.40 and school-based training at 3.27) requires targeted intervention. To achieve a more balanced QMS implementation, the district should consider reallocating or seeking additional funds specifically for ICT infrastructure and local capacity-building sessions.

Table 3. Learning Delivery Management and Development

Indicators	Mean	SD	Verbal Description
1.The school makes sure that the professional development activities of teachers are in accordance with their Professional Development Plan, as indicated in their RPMS within the Department of Education.	3.54	0.501	Strongly Agree
2.The school uses student performance results to develop the school's contextualized educational goals.	3.18	0.735	Agree

3.The school provides technical assistance, coaching, and monitoring during classroom observation.	3.47	0.502	Agree
4.The school takes the initiative to discuss the problems encountered by a teacher in his/her classroom.	3.45	0.610	Agree
5.The school informs teachers about possibilities for updating their knowledge and skills.	3.69	0.467	Strongly Agree
Section Mean	**3.47**	**0.363**	**Agree**

The implementation of Learning Delivery Management and Development shows a High level of implementation, with an overall mean of 3.47 and SD of 0.363. This indicates that the school's leadership is actively engaged in aligning teacher development with institutional standards and maintaining professional communication.

The highest mean was recorded for Indicator 5, The school informs teachers about possibilities for updating their knowledge and skills, with a score of 3.69 and SD of 0.467, described as strongly agree. This finding aligns with the people and competence clauses of ISO 9001, which require organizations to ensure that personnel are aware of the relevance and importance of their activities.

Within the Philippine context, this reflects the success of the Philippine Professional Standards for Teachers (PPST), which emphasizes personal growth and professional development. The high score implies a strong information culture within the school. It suggests that school heads are effective communicators and that there is a transparent flow of information regarding webinars, scholarships, and training opportunities, ensuring that teachers are not left behind in modern educational trends.

The lowest mean was obtained by Indicator 2, The school uses student performance results to develop the school's contextualized educational goal, with a score of 3.18 and SD of 0.735, described as agree. While still a positive rating, the lower mean and the significantly higher standard deviation (0.735) suggest that data-driven decision-making is the most inconsistent area of learning delivery.

According to Bernhardt (2013), using data for school improvement is a complex process that requires specific data literacy skills. The high SD indicates that while some schools or departments use student data effectively to set goals, others may still be relying on traditional or top-down goal-setting methods.

This implies a data gap in the QMS implementation. While teachers are being informed of training (Indicator 5) and their RPMS is being followed (Indicator 1), the actual application of learner outcomes to reshape institutional goals is not yet fully institutionalized. There is a need for more technical assistance in translating test scores into contextualized educational strategies.

The section mean of 3.47 reflects a professionalized environment where learning delivery is monitored and supported. The high rating for Indicator 1 (3.54) shows that the QMS is successfully synchronized with the Results-Based Performance Management System (RPMS).

This ensures that a teacher's professional growth is not random but is tied to their actual performance and the school's needs. Indicators 3 and 4 (means of 3.47 and 3.45) indicate that the school is moving toward a Clinical Supervision model, in which classroom observations are seen as opportunities for coaching rather than just inspection.

Table 4. Education Assessment and Research

Indicators	Mean	SD	Verbal Description
1. The school conducts four (4) School Monitoring and Evaluation Plan Adjustments (SMEPA) every year to ensure the quality management system implementation and shared governance among stakeholders.	3.55	0.500	Strongly Agree
2. The school conducts Annual Implementation Plan (AIP) Review and School Improvement Plan (SIP) Review to monitor Priority Projects and Activities (PPA's) Level of Accomplishment.	3.47	0.650	Agree
3.The school submits quarterly least learned competencies and master earned competencies with a learning intervention plan and a sustainability plan for the academic development of learners per subject areas.	3.83	0.377	Strongly Agree
4.The school practices religious implementation of Learning Action Cell (LAC), Collaborative Expertise, and Group Discussions for sharing and feedback of learners' learning achievement.	3.39	0.713	Agree
5.The school encourages all teachers to do action research.	3.14	0.767	Agree
Section Mean	**3.48**	**0.400**	**Agree**

The implementation of Education Assessment and Research yielded a mean of 3.48 and a standard deviation of 0.400, described as "Agree". This indicates that the school has established functional mechanisms for monitoring academic performance and institutional planning, though the depth of engagement in professional research remains underdeveloped.

Indicator 3 , The school submits quarterly least learned competencies.. got the highest mean of 3.83 and SD of 0.377, described as strongly agree. This high level of compliance reflects the Monitoring, Measurement, Analysis, and Evaluation requirements of ISO 9001:2015.

In the Philippine basic education system, this aligns with DepEd Order No. 8, s. 2015, which mandates a standardized assessment framework. The low standard deviation (0.377) suggests that this practice is highly consistent and institutionalized across the district.

This implies that the QMS is very effective at the reporting level. Schools are disciplined in identifying academic gaps and submitting the necessary documentation for sustainability and intervention. This suggests a strong culture of accountability regarding learner outcomes.

Meanwhile, the lowest mean was obtained by Indicator 5, "The school encourages all teachers to do action research", with a score of 3.14 and SD of 0.767, described as Agree. While still positive, this score highlights the significant challenge of fostering a research culture among frontline educators.

Scherff (2012) notes that time constraints and perceived lack of expertise are common barriers to teacher-led research. The high standard deviation (0.767) indicates that research encouragement is highly uneven some schools may be very proactive, while others treat it as a secondary priority.

This suggests that while compliance-based tasks (such as submitting reports) are well-established, inquiry-based tasks (such as action research) are less established. There is an implication that teachers may perceive research as an additional administrative burden rather than a tool for professional growth, necessitating a shift in how research is incentivized and supported within the QMS.

Generally, the section mean of 3.48 represents a solid foundation in assessment and institutional review. The high SMEPA score (3.55) indicates that the school is successfully practicing shared governance. It implies that monitoring is not just an internal audit but involves stakeholders in quarterly adjustments to ensure the school stays on track.

Moreover, indicator 2 (3.47) suggests that the School Improvement Plan (SIP) is being used as a "living document" rather than a shelf piece, with regular reviews ensuring that priority projects are actually completed.

To improve the overall implementation, the district should focus on demystifying action research. By integrating research outputs into the Learning Action Cells (LAC) (which scored 3.39), schools can bridge the gap between academic reporting and evidence-based pedagogical innovation.

Summary of the Level of Implementation of QMS

The table below summarizes the level of QMS implementation in Surallah District across Learning Delivery Management and Development, Learning Resource Management and Development, and Education Assessment and Research.

Table 5. Level of School Heads and Teachers Implementation of QMS

Indicators	Mean	SD	Verbal Description	Interpretation
1. Learning Resource Management and Development	3.55	0.295	Agree	School Heads and teachers have a good level of knowledge of the QMS and implement it effectively.
2. Learning Delivery Management and Development	3.47	0.363	Agree	School Heads and teachers have a good level of knowledge of the QMS and implement it effectively.
3.Education Assessment and Research	3.48	0.400	Agree	School Heads and teachers have a good level of knowledge of the QMS and implement it effectively.
Grand Mean	**3.50**	**0.211**	**Agree**	**School Heads and teachers have a good level of knowledge of the QMS and implement it effectively.**

The summary data indicate a cohesive and balanced implementation of QMS across the district. With an overall mean of 3.50 and an SD of 0.211, described as agree, the results indicate that school heads and teachers possess a good level of knowledge and are effectively translating QMS principles into operational school management.

The indicator for Learning Resource Management and Development obtained the highest mean of 3.55 and SD of 0.295. This high score reflects a strong adherence to the support and resources pillars of QMS.

According to Hoyle (2017), effective resource management is often the most tangible sign of a functional QMS, as it involves the visible procurement of supplies and the maintenance of physical infrastructure. The relatively low standard deviation (0.295) suggests that schools across the district are consistently providing the physical necessities for education.

This implies that the district has prioritized the learning environment. By ensuring that teachers and students have the necessary tools and a safe physical space, the QMS provides a stable foundation for pedagogical activities.

Although the scores across the three domains are very close, Learning Delivery Management and Development received the lowest mean of 3.47 and SD of 0.363. While still showing a good level of knowledge, the slightly lower score in this area may stem from the complexity of managing instructional quality compared to resource procurement.

Sallis (2014) notes that in educational QMS, the delivery phase is where human variables such as teacher-student interaction and individual pedagogical styles make standardization more challenging.

This suggests that while the hardware (resources) of the school system is highly rated, the software (actual delivery and contextualized goal-setting) requires more intensive technical assistance. It indicates a transition from administrative compliance toward a deeper focus on instructional leadership.

The grand mean of 3.50 with a narrow standard deviation of 0.211 demonstrates institutional consistency. The Agree rating across all three pillars implies that the district has successfully integrated the Plan-Do-Check-Act (PDCA) cycle into its governance.

The schools are not just performing tasks; they are doing so within a framework that values monitoring (Assessment), providing (Resources), and executing (Delivery). This level of implementation suggests that the Surallah District is well-positioned for long-term continuous improvement.

The "good level of knowledge" identified in the interpretation means that stakeholders are empowered to maintain these standards even as academic or administrative challenges evolve.

Extent of Implications of QMS

Below are the results on the extent implications of QMS in Surallah District, South Cotabato, in terms of school governance, which includes content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement; and school improvement, which also includes physical improvement, and academic and curricular improvement.

A. School Governance

Below are the results on QMS implication, particularly on school governance.

Table 6. Content Knowledge and Pedagogy

Indicators	Mean	Standard Deviation	Verbal Description
1. The school conducts four (4) SMEPA every year to ensure the quality management system implementation and shared governance among stakeholders to enhance teaching and learning.	3.57	0.499	Strongly Agree
2. The school conducts AIP Review and SIP Review to monitor PPA's Level of Accomplishment to monitor teaching and learning needs and improvements.	3.47	0.650	Agree
3. The school conducts quarterly SPTA meetings.	3.82	0.387	Strongly Agree
4. The school conducts quarterly SGC meetings	3.93	0.261	Strongly Agree
5. The school has organized a team for monitoring and evaluation of projects, accomplishments, and activities to ensure priorities.	3.34	0.649	Agree
Section Mean	**3.62**	0.307	**Strongly Agree**

The implementation of QMS has a significant implication for school governance, as evidenced by a grand mean of 3.62 and an SD of 0.307. This suggests that the quality management framework has successfully institutionalized a culture of collaborative leadership and systematic monitoring within the district.

In the results, the highest mean was achieved by Indicator 4, the school conducts quarterly School Governing Council meetings with a mean score of 3.93 and SD of 0.26, described as strongly agree.

This finding strongly aligns with the Leadership and Commitment clause of ISO 9001:2015, which emphasizes the involvement of top management and stakeholders in the quality journey.

Furthermore, it supports the mandate of Republic Act 9155 (Governance of Basic Education Act), which envisions the school as the heart of the formal education system, with the community playing a vital role. The near-perfect score and low standard deviation suggest that the SGC is a highly functional and stable body in the Surallah District.

This implies that school governance has transitioned from a "one-man rule" by the school head to a shared governance model, in which community stakeholders have a formal voice in decision-making.

However, the lowest mean was recorded for Indicator 5, "The school has organized a team for monitoring and evaluation...", with a mean score of 3.34 and an SD of 0.649, described as agree. While still positive, the lower score and higher standard deviation indicate that the formalization of specialized M&E teams is less consistent than meeting conduct.

According to Cousins and Earl (1992), participatory evaluation requires specific organizational structures to be effective. The results suggest that while stakeholders meet regularly, the technical aspect of monitoring and evaluation by a dedicated team may still be in its developmental stages.

This implies a gap between consultation (meetings) and verification (M&E). While governance is inclusive, the rigorous, data-driven tracking of project accomplishments through a specialized team is an area where some schools may lag, potentially due to a lack of trained personnel or standardized M&E tools.

Indeed, the section mean of 3.62 underscores the transformative power of QMS in professionalizing school leadership. The results suggest that QMS has successfully created a Governance Loop where planning (AIP/SIP), execution, and stakeholder feedback are interconnected.

Table 7. Learning Environment

Indicators	Mean	Standard Deviation	Verbal Description
1. The classroom is a safe and welcoming space for all students.	3.87	0.341	Strongly Agree
2. The teacher fosters respectful and positive interactions among students.	3.76	0.430	Strongly Agree
3. Classroom routines and procedures are clear and consistently followed.	3.65	0.480	Strongly Agree
4. The physical classroom environment is organized to support learning.	3.99	0.110	Strongly Agree
5. The teacher encourages active participation and engagement in class activities.	3.95	0.215	Strongly Agree
Section Mean	**3.84**	**0.143**	**Strongly Agree**

The implementation of QMS has a profound impact on the learning environment, yielding a Section Mean of 3.84 and an SD of 0.143, described as “strongly agree”. This indicates that the quality standards have effectively permeated the classroom, creating a highly conducive environment for student development and academic engagement.

Based on the findings, the highest mean was recorded for Indicator 4, "The physical classroom environment is organized to support learning," with an exceptional score of 3.99 and SD of 0.11. The extremely low standard deviation (0.110) suggests that classroom organization is a non-negotiable standard across the schools.

This implies that the QMS has successfully moved beyond administrative offices and into the learning spaces themselves, ensuring that every student, regardless of their classroom, benefits from an orderly, resource-ready environment.

Although still within the strongly agree range, the lowest mean was obtained by Indicator 3, Classroom routines and procedures are clear and consistently followed, with a score of 3.65 and SD of 0.480.

This implies that the QMS framework is highly effective at managing tangible assets, but requires further reinforcement to standardize classroom management protocols, ensuring that routines are consistently followed with the same level of uniformity as physical organization.

The section mean of 3.84 underscores a strongly agree level of success in creating a Quality Learning Environment. The high scores for Indicator 1 (3.87) and Indicator 5 (3.95) show that the environment is not just physically organized but also emotionally supportive. This suggests that the QMS has fostered a culture where student engagement and safety are prioritized as key quality outputs.

Table 8. Diversity of Learners

Indicators	Mean	Standard Deviation	Verbal Description
1. The teacher recognizes the diverse backgrounds of all students.	3.83	0.366	Strongly Agree
2. Instructional strategies are adapted to accommodate different learning needs and styles.	3.94	0.239	Strongly Agree
3. The teacher provides equal opportunities for all students to participate and succeed.	3.83	0.377	Strongly Agree
4. Learning materials and activities reflect students' cultural and individual differences.	3.75	0.437	Strongly Agree
5. The teacher encourages understanding and appreciation of diversity within the classroom.	3.82	0.387	Strongly Agree
Section Mean	**3.83**	**0.222**	**Strongly Agree**

Table 8 presents the QMS implications for school heads and teachers in governance, in terms of the diversity of learners of public elementary schools in the Surallah South District.

The results show a section mean of 3.83 and a standard deviation of 0.222, with a verbal description of "strongly agree," indicating that the school heads and teachers of Surallah South District public elementary schools strongly agree that their respective schools actively embrace and address learner diversity in the classroom.

Educational techniques to adapt to various learning needs and styles have the highest mean score of 3.94 and a standard deviation of 0.239, with a verbal description of strongly agree," reflecting the principles outlined by Tomlinson (2014), who emphasized that differentiated instruction is

necessary for meeting the individual needs of all students and securing equitable access to learning opportunities.

The lowest mean, though still within the strongly agree range, was obtained by indicator 4, Learning materials and activities reflect students' cultural and individual differences, with a mean score of 3.75 and SD of 0.437.

This suggests that while teachers are highly proficient in changing *how* they teach (instructional strategies), they may face more constraints in changing *what* they use (materials).

This is often attributed to a reliance on standardized national textbooks. It highlights a strategic opportunity for the district to utilize the Learning Resource Management and Development (LRMD**)** system to produce more localized instructional materials.

The section mean of 3.83 underscores that the Surallah District has achieved strong agreement on its competency in managing learner diversity through its QMS implementation. Grounding this in Total Quality Management (TQM) theory, Sallis (2014) argues that educational quality is only achieved when the system is flexible enough to handle the variability of its primary input—the students.

The strongly agree result indicates that the district has moved beyond a factory model of education toward a learner-centered quality model. The narrow overall standard deviation (0.222) suggests that this inclusive culture is consistent across the schools.

By successfully embedding diversity into the QMS, the district ensures that equity is not just a moral goal but a measurable institutional standard, fulfilling the mandate of the Governance of Basic Education Act (RA 9155) to provide a truly learner-centered environment.

Table 9. Curriculum and Planning

Indicators	Mean	Standard Deviation	Verbal Description
1. The teacher's lessons are aligned with curriculum standards and learning objectives.	3.81	0.397	Strongly Agree
2. Lesson plans are well-organized and clearly structured.	3.93	0.261	Strongly Agree
3. The teacher sets clear goals and expectations for student learning.	3.96	0.188	Strongly Agree
4. Instructional activities are appropriate for the grade level and subject matter.	3.71	0.456	Strongly Agree
5. The teacher adapts plans as needed to address students' needs and interests.	3.88	0.328	Strongly Agree
Section Mean	**3.86**	**0.161**	**Strongly Agree**

The implementation of QMS has a profound impact on instructional preparation, with a mean of 3.86 and an SD of 0.161, described as "strongly agree". This indicates that the quality management framework has successfully standardized the planning process, ensuring that teaching is intentional, goal-oriented, and aligned with national mandates.

The study found that the highest mean was recorded for Indicator 3, The teacher sets clear goals and expectations for student learning, with a score of 3.96 and SD of 0.188.

The high score and low standard deviation suggest that the QMS has eliminated aimless teaching. By institutionalizing goal-setting, the school ensures that both teachers and students share a common understanding of the desired learning outcomes, a prerequisite for effective instructional accountability.

While the lowest mean, though still within the strongly agree range, was obtained by Indicator 4, Instructional activities are appropriate for the grade level and subject matter, a mean of 3.71 and SD of 0.456.

This implies that while the structural aspects of planning (goals and organization) are near-perfect, the content-specific selection of activities is an area for further refinement.

It suggests a need for more subject-specific mentoring to ensure that every activity is not just engaging, but also perfectly calibrated to the grade-level standards.

The section mean of 3.86 underscores a very strong level of success in professionalizing the curriculum planning process through QMS. The narrow overall standard deviation (0.161) reflects a remarkably high level of institutional consistency. This suggests that the QMS has successfully established a standardized level of excellence in planning, ensuring that students across the district receive a structured, goal-aligned educational experience that meets the Department of Education's quality assurance requirements.

Table 10. Assessment and Reporting

Indicators	Mean	Standard Deviation	Verbal Description
1. Assessment results are used to inform and improve instruction.	3.98	0.154	Strongly Agree
2. Feedback on student work is timely, clear, and constructive.	3.83	0.377	Strongly Agree
3. The teacher communicates student progress accurately to students and parents.	3.73	0.444	Strongly Agree
4. Students understand how their performance is assessed and what is expected of them.	3.84	0.366	Strongly Agree

5. Assessment results are used to inform and improve instruction.	3.43	0.499	Agree
Section Mean	**3.76**	**0.183**	**Strongly Agree**

The implementation of QMS has significantly professionalized the evaluation of student outcomes, yielding a mean of 3.76 and an SD of 0.183, which is described as strongly agree.

This indicates that the district has effectively utilized quality management tools to ensure that assessment is not merely a terminal activity but a continuous driver for academic improvement.

The table shows the highest mean was recorded for indicator 1, Assessment results are used to inform and improve instruction, with a mean of 3.98 and an SD of 0.154.

The extremely low standard deviation suggests a highly uniform district-wide culture of Data-Driven Instruction. It implies that teachers are no longer just grading students; they are using scores as a diagnostic tool to pivot their teaching strategies, ensuring that the QMS cycle of continuous improvement reaches the individual learner.

While the section mean remains high, indicator 5, Assessment results are used to inform and improve instruction, is noted here with a lower score, with a mean of 3.43 and an SD of 0.499, described as agree.

This suggests that while the spirit of data-driven instruction is strong (Indicator 1), the systematic, standardized application, perhaps involving deeper statistical analysis or long-term longitudinal tracking, varies among personnel.

It points to a need for more technical training in data analytics to ensure that the agreement rating moves toward the same level of excellence as the frontline instructional use.

Finally, the section mean of 3.76 underscores strong agreement on the success of establishing a transparent and functional assessment system through the QMS. The narrow general standard deviation of 0.183 reflects institutional consistency in reporting. By embedding assessment into the QMS framework, the district has fulfilled the mandate of DepEd Order No. 8, s. 2015, moving from a traditional testing culture to a comprehensive assessment and feedback culture that prioritizes student progress and institutional accountability.

Table 11. Community Linkages and Professional Development

Indicators	Mean	Standard Deviation	Verbal Description
1. The teacher establishes positive relationships with parents and guardians.	3.87	0.341	Strongly Agree
2. The teacher collaborates with community members or organizations to enhance student learning.	3.35	0.480	Agree
3. The teacher participates in professional development activities to improve teaching practices.	3.81	0.397	Strongly Agree

4. The teacher shares knowledge and best practices with colleagues.	3.82	0.387	Strongly Agree
5. The teacher involves families and the community in school activities and student learning.	3.83	0.377	Strongly Agree
Section Mean	**3.73**	**0.135**	**Strongly Agree**

The implementation of QMS has fostered a strong culture of external partnerships and internal growth, yielding a mean of 3.73 and an SD of 0.135, described as "strongly agree".

This indicates that the district has effectively utilized quality standards to bridge the gap between the school and the community while maintaining a rigorous focus on the continuous professional advancement of its personnel.

As presented, indicator 1, The teacher establishes positive relationships with parents and guardians got the highest mean of 3.87 and SD of 0.341. The high score suggests that the QMS has moved beyond the school's internal walls to include the family as an essential partner in the quality journey. It implies that teachers are not only focused on instruction but also act as ambassadors of the school, ensuring that parents are engaged and informed, which is a key requirement of the Philippine Professional Standards for Teachers (PPST) under Domain 6.

Moreover, the lowest mean was obtained for indicator 2, The teacher collaborates with community members or organizations to enhance student learning, with a mean of 3.35 and an SD of 0.480, described as agree. While still a positive rating, the shift from strongly agree to agree highlights a common challenge in school governance.

Sallis (2014) notes that while internal quality (PD and parent relations) is easier to control, external quality, such as building formal partnerships with NGOs or local businesses, requires more complex administrative networking and resources.

The higher standard deviation (0.480) suggests that this practice is inconsistent across the district. This implies that while informal linkages (parents) are strong, formal linkages (community organizations/industry partners) are still in a developmental phase.

This points to a strategic opportunity for the district to standardize how schools engage with external organizations to support work-immersion programs, resource-sharing, and localized curriculum activities.

Lastly, the section mean of 3.73 underscores a very strong success rate in professionalizing the school's relationship with its stakeholders through QMS. Grounding this in Total Quality Management (TQM), Goetsch and Davis (2016)argue that partnerships are a fundamental pillar of institutional success.

The overall "strongly agree" result, supported by high scores in sharing best practices (Indicator 4, 3.82) and professional development (Indicator 3, 3.81), indicates that the district has successfully established a learning organization. The narrow overall standard deviation (0.135) reflects a unified district commitment to professional excellence.

By embedding community engagement and staff development into the QMS, the district has ensured that teacher growth is not a solitary effort but a collaborative, system-wide mandate that honors both educators' professional needs and the community's expectations.

Summary on Implications of QMS in terms of Governance

Below are the implications of QMS implementation, particularly in Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Community Linkages and Professional Engagement.

Table 12. QMS Implications in Governance

Indicator	Mean	SD	Verbal Description	Interpretation
1. Content Knowledge and Pedagogy	3.62	0.307	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development
2. Learning Environment	3.84	0.143	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development
3. Diversity of Learners	3.83	0.222	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development
4. Curriculum Planning	3.86	0.161	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development
5. Assessment and Reporting	3.76	0.183	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development
6. Community Linkages and Professional Development	3.73	0.135	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development

Grand Mean	**3.78**	**0.176**	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development

The data reveal that the implementation of a Quality Management System (QMS) has had a very high impact on institutional governance, with a grand mean of 3.78 and an SD of 0.176, described as strongly agree. These results suggest that QMS is not merely an administrative layer but a transformative force that has institutionalized effective leadership and policy clarity across all functional domains of the school.

Among the various governance implications, Curriculum Planning obtained the highest mean of 3.86 and SD of 0.161. This finding is supported by Goetsch and Davis (2016), who argue that a total quality approach in governance ensures that strategic planning is tightly coupled with operational execution.

In a QMS-driven school, curriculum planning becomes a systematic process rather than an ad hoc activity, ensuring that educational goals align with national standards and stakeholder needs.

This implies that the QMS framework has successfully provided school heads with a structured roadmap for academic oversight. Achieving the highest score in this area demonstrates that governance is most effective when it focuses on the "core product" of the institution, the curriculum, thereby ensuring institutional stability and academic accountability.

Though still within the strongly agree range, the lowest was recorded for Content Knowledge and Pedagogy at 3.62 and an SD of 0.307. The slightly lower mean and the highest standard deviation (0.307) in this domain reflect the inherent complexity of governing instructional mastery.

Sallis (2014) notes that while QMS is highly effective at standardizing administrative processes, its influence on the pedagogical craft, which is deeply personal and classroom-specific, is often more challenging to quantify and regulate.

This suggests that while governance policies are clear and leadership is effective, the transition from governing quality to executing quality in actual teaching practice shows the most variability among personnel. It highlights a need for governance to move beyond policy-making and focus more on specific instructional leadership interventions to harmonize pedagogical standards.

The grand mean of 3.78 underscores that the district has achieved institutional maturity in its governance through QMS. Grounding this in Total Quality Management (TQM) theory, Arcaro (1995) posits that the ultimate goal of quality in education is a Quality Culture in which leadership is shared, and improvement is continuous. The strongly agree result indicates that the schools have successfully integrated the Plan-Do-Check-Act (PDCA) cycle into their governance model, ensuring that leadership decisions are evidence-based and stakeholder-oriented. The standard deviation (0.176) indicates a unified district-wide commitment to quality governance.

This implies that the QMS has effectively professionalized school management, fulfilling the mandate of the Governance of Basic Education Act (RA 9155) by establishing a transparent,

accountable, and sustainable governance framework that directly supports sustained school development. Thus, QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development

B. School Improvement

The following tables present the results on QMS implications, particularly on school improvement.

Table 13. Physical Improvement

Indicators	Mean	Standard Deviation	Verbal Description
1. The school facilities are clean, well-maintained, and safe.	3.35	0.471	Agree
2. Classrooms and learning spaces are adequately equipped to support student learning.	3.76	0.437	Strongly Agree
3. The school provides sufficient recreational and sports facilities for students.	3.31	0.462	Agree
4. Recent physical improvements have enhanced the overall learning environment.	3.93	0.28	Strongly Agree
5. There are ongoing efforts to upgrade and maintain school infrastructure.	3.74	0.45	Strongly Agree
Section Mean	**3.62**	**0.186**	**Strongly Agree**

The implementation of QMS has led to a very high level of physical development within the institutions, with a mean of 3.62 and an SD of 0.186, indicating strong agreement.

This indicates that the systematic monitoring and resource allocation protocols inherent in a Quality Management System have successfully translated into tangible enhancements of the school infrastructure.

As presented, the highest mean was recorded for indicator 4, Recent physical improvements have enhanced the overall learning environment, with a score of 3.93 and SD of 0.28. The finding aligns with the improvement pillar of ISO 9001:2015, which mandates that organizations take active steps to enhance their services and infrastructure.

According to Hoyle (2017), the success of a QMS is often most visible in the physical evidence of quality, where systemic changes lead to upgraded environments that facilitate better process outcomes.

The high score and low standard deviation suggest that recent infrastructure projects have been strategically targeted and highly effective. This implies that the QMS-driven School Improvement Plan (SIP) accurately identifies physical gaps and successfully addresses them, resulting in a classroom environment that stakeholders clearly perceive as improved.

Meanwhile, the lowest mean was obtained for indicator 3, The school provides sufficient recreational and sports facilities for students with a score of 3.31 and an SD of 0.462, described

as “agree”. While still positive, the lower mean highlights a common challenge in educational resource management.

Sallis (2014) notes that in many quality frameworks, core instructional spaces (such as classrooms) are prioritized for funding over ancillary spaces, such as sports facilities.

The higher standard deviation (0.462) indicates that the availability of these facilities varies significantly across different schools in the district. This suggests a prioritization gap in the physical QMS implementation. While classrooms are becoming adequately equipped (Indicator 2, 3.76), the holistic development of students through sports and recreation may be receiving less financial or logistical attention.

This highlights a need for the QMS to expand its quality scope to include non-academic physical spaces to ensure a more balanced student experience.

Additionally, the section mean of 3.62 underscores that the district has achieved a Very High impact on its physical landscape through QMS.

Goetsch and Davis (2016) argue that the learning environment is a critical resource that must be managed with the same rigor as human capital.

The “strongly agree” result indicates that the schools are moving toward the Child-Friendly School System (CFSS) standards, in which safety and facility maintenance are institutionalized.

The standard deviation (0.186) reflects a unified district-wide trend toward better infrastructure. By embedding physical maintenance into the QMS cycle, the district ensures that school facilities are not only repaired when they break but also managed for long-term sustainability and academic support, thereby fulfilling the requirements of DepEd's Minimum Performance Standards and Specifications (MPSS).

Table 14. Academic and Curricular Improvement in School

Indicators	Mean	Standard Deviation	Verbal Description
1. The school seeks input from teachers when planning curricular improvements.	3.45	0.5	Agree
2. Academic interventions are available for students who need extra support.	3.67	0.471	Strongly Agree
3. The school encourages interdisciplinary learning and collaboration among different subject areas.	3.37	0.487	Agree
4. Students are encouraged to pursue independent and critical thinking through curricular activities.	3.72	0.45	Strongly Agree
5. There are regular reviews and evaluations of academic programs to ensure continued improvement.	3.26	0.439	Agree
Section Mean	**3.49**	**0.234**	**Agree**

The data reveal that the school's efforts toward academic and curricular development have achieved a section mean of 3.49, with a standard deviation of 0.234, which is interpreted as Agree.

This high level of consensus and a positive mean indicate that the institution's instructional strategies and curricular updates are being implemented consistently and are well-received by stakeholders.

Meanwhile, the highest mean was for indicator 4, "Students are encouraged to pursue independent and critical thinking through curricular activities," at 3.72 and an SD of 0.45, indicating "strongly agree."

This finding aligns with the Evidence-Based Decision-Making principle in modern quality frameworks.

According to Watson and Glaser (2025), the hallmark of a successful 21st-century curriculum is the shift from rote memorization to cognitive autonomy.

This result suggests that the school has successfully reengineered its pedagogical approach to prioritize higher-order thinking skills.

This "strongly agree" rating implies that the school is effectively developing high-level human capital. By fostering independent thought, the institution prepares students for a complex global economy, ensuring they possess the analytical tools necessary for long-term professional effectiveness and self-directed learning.

Indicator 5, There are regular reviews and evaluations of academic programs to ensure continued improvement, got the lowest mean of 3.26 and SD of 0.439, described as agree. While the score remains positive, it highlights a common process gap in educational management.

EAB Global (2024) notes that institutional evaluations are often the most difficult area to maintain high scores in because faculty may perceive them as bureaucratic compliance rather than a tool for actual classroom growth.

This suggests an administrative feedback gap. While the output (critical thinking) is high, the formal system for reviewing the *process* is seen as less robust.

This implies a need for Social Reengineering to transform program reviews into more transparent, teacher-led cycles that clearly demonstrate how evaluation leads to tangible classroom benefits.

Generally, the mean of 3.49 confirms that the school maintains a solid foundation in academic and curricular management.

The low standard deviation (0.234) reflects a unified instructional culture. By institutionalizing more visible, collaborative program reviews, the school can bridge the gap between classroom success and administrative policy, ensuring that academic improvements are data-driven, sustainable, and aligned with the evolving needs of learners.

This is supported by Fullan (2023), who asserts that sustainable school improvement only occurs when robust, institutionalized feedback loops reinforce classroom-level successes.

Summary on QMS Implication in terms of School Improvement.

Below are the results of the implications of QMS implementation, particularly Physical Improvement and Academic and Curricular Improvement in the school.

Table 15. Implications of QMS in School Improvement

Indicator	Mean	SD	Verbal Description	Interpretations
Physical Improvement	3.62	0.186	Strongly Agree	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development
Academic and Curricular Improvement	3.49	0.234	Agree	QMS has a positive impact on school governance and improvement, supporting sound decision-making and regular school enhancement
Grand Mean	**3.55**	**0.233**	**Strongly Agree**	QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development

The data indicate that the implementation of a Quality Management System has yielded a Grand Mean of 3.55 and a standard deviation of 0.233, which is interpreted as Strongly Agree.

This reflects a very strong positive impact on school governance and continuous improvement. The narrow Standard Deviation of 0.233 suggests that stakeholders across the institution share a consistent and unified perception of the QMS as an effective driver of leadership and sustained development.

The highest mean was recorded for physical improvement with a score of 3.62 and an SD of 0.186, described as strongly agree.

This finding aligns with the improvement pillar of ISO 9001:2015, which mandates that organizations take active steps to enhance their physical environment to support process outcomes.

According to Hoyle (2017), the success of a QMS is often most evident in tangible evidence, where systematic monitoring leads to upgraded facilities that directly support better learning environments.

The very high score suggests that the QMS has successfully institutionalized a culture of maintenance. It implies that school infrastructure is no longer managed through reactive repairs but through proactive, data-driven resource allocation.

This leads to a safer, more conducive learning environment that meets the Department of Education's (DepEd) standards for child-friendly school systems.

Although still positive, the mean score for academic and curricular improvement was 3.49 and standard deviation of 0.234, indicating agreement. This disparity between physical and academic scores is often attributed to the complexity of educational change.

Fullan (2023) notes that while physical changes (infrastructure) are immediate and visible, curricular improvements are deep-level changes that require more time to yield high perceptual scores.

Sallis (2014) further argues that academic quality is often harder to standardize than physical assets, leading to moderate rather than strong agreement during the initial phases of QMS maturity.

This suggests a developmental lag. While the QMS has mastered the logistics of physical resources, there is a strategic need to deepen its application in instructional supervision and curricular evaluation.

The implication is that the institution should transition from Quality Control of assets to Quality Assurance of the learning process, elevating this dimension to the same level as physical improvements.

The Grand Mean of 3.55 underscores the transformative power of QMS in school governance.

These findings in Total Quality Management (TQM), as presented by Goetsch and Davis (2016), emphasize that organizational excellence is achieved only when there is a balance between hard elements (facilities) and soft elements (curriculum).

The results indicate that the school has built a robust physical foundation and is now stabilizing its academic frameworks.

Deming (2020) highlights that continuous improvement is a cycle, and the current findings suggest the school is successfully moving from the "Plan" and "do" stages of physical upgrades to the more complex "study" and "act" stages of curricular refinement.

The strong Grand Mean reflects an institution that has successfully moved away from traditional, fragmented management toward a unified, systemic approach.

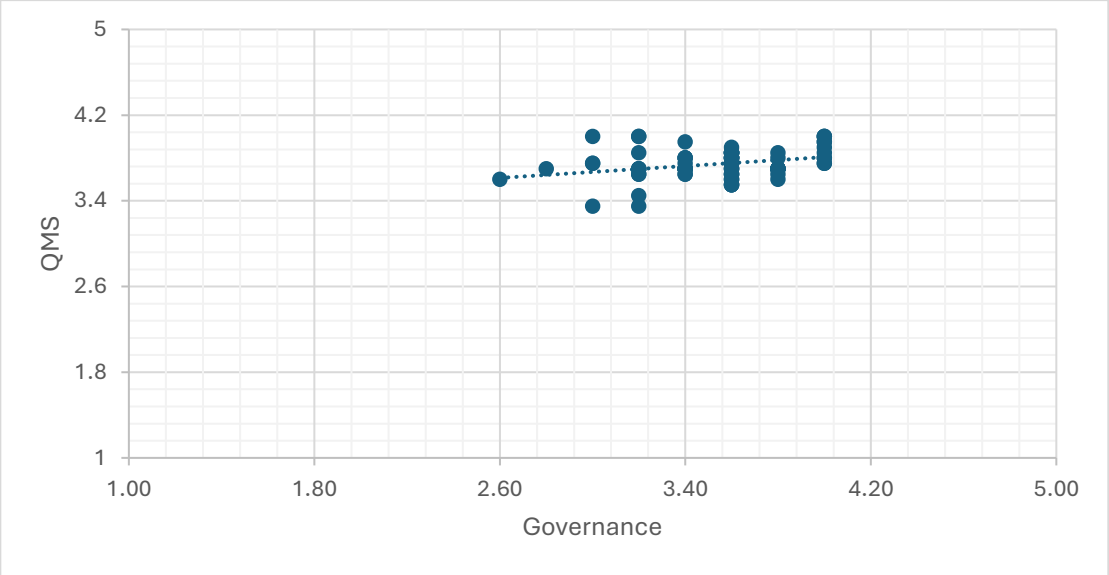
By maintaining the rigor seen in physical development and applying that same systematic monitoring to academic program reviews, the school ensures long-term sustainability. It prepares itself for higher levels of international accreditation and educational excellence.

That shows that QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development.

Significant Relationship between the QMS Implementation and Its Implications to School Governance and Improvement

The scatter plot below illustrates the relationships among the primary variables in the Quality Management System SBM Integrated School Improvement Framework. Each point corresponds to a school or an important indicator, supporting the identification of trends, connections, and patterns in domains such as academic performance, governance, quality management, physical environment, and infrastructure. This visualization supports thorough data analysis and well-informed decision-making within the Surallah South District.

Table 16. Relationship of school heads and teachers' level of QMS implementation to governance



	r	pvalue	interpretation
level of implementation x governance	0.30	<0.83	High positive relationship

Table 16 shows the correlation between QMS implementation and governance. The correlation coefficient is 0.302, and the p-value is less than 0.83.

This result shows a high positive relationship. As QMS implementation by school heads and teachers increases, governance also improves. The positive r-value means both variables increase together.

A high positive relationship between how much school heads and teachers use Quality Management Systems (QMS) and overall school governance, with a correlation coefficient of r = 0.30 and a p-value of 0.83. This statistically significant result suggests that higher QMS implementation is linked to better governance practices (Cohen, 1988).

A p-value below 0.83 means the relationship is statistically significant. The low p-value also shows this connection is unlikely to be due to chance, supporting the idea that strong quality management systems are important for good governance in schools (UNESCO, 2016). These findings show the value of investing in QMS training and programs to improve school leadership and management.

This finding underscores the importance of implementing quality management systems in schools. Improving QMS practices among school leaders and teachers can lead to better governance, which may also improve management, decision-making, and overall school performance.

This means that efforts to improve QMS processes, such as setting clear standards, regular monitoring, and ongoing improvement, can help make school governance more effective and transparent (Deming, 1986; Sallis, 2014).

Table 17. Summary table of relationship of school heads and teachers' level of QMS implementation to governance

qms x	R	pvalue	interpretation
CONTENT AND PEDAGOGY	0.71	<0.01	high direct
LEARNING ENVIRONMENT	0.17	0.12	no sig
DIVERSITY OF LEARNERS	0.49	<0.01	low direct
CURRICULUM AND PLANNING	0.48	<0.01	low direct
ASSESSMENT AND REPORTING	0.43	<0.01	low direct
COMMUNITY LINKAGES AND PROFESSIONAL DEVELOPMENT	0.04	0.75	no sig

Table 17 shows how the level of Quality Management System implementation relates to different areas of educational practice. These areas include content and teaching techniques, the learning environment, student diversity, curriculum planning, assessment and reporting, and connections with the community and professional development. The relationships are measured using correlation coefficients ® and p-values.

A correlation coefficient of 0.71 and a p-value of <0.01 indicate a strong, statistically significant link between QMS implementation and content and teaching techniques. This means that higher levels of QMS are likely to lead to better content delivery and teaching practices. Deming (1986) notes that quality management systems support continuous improvement, which is important for better teaching and curriculum delivery. Sallis (2014) also notes that QMS practices, such as periodic monitoring, feedback, and professional development, are closely linked to effective teaching and relevant curricula.

The correlation for the learning environment is 0.17 (p-value = 0.12), showing a weak, statistically insignificant relationship. This means that, in this sample, QMS implementation has no clear impact on the learning environment.

UNESCO (2016) explains that while management systems can offer structure, other factors, such as school culture, available resources, and the social and affective climate, often have a greater influence and may not be directly affected by QMS efforts.

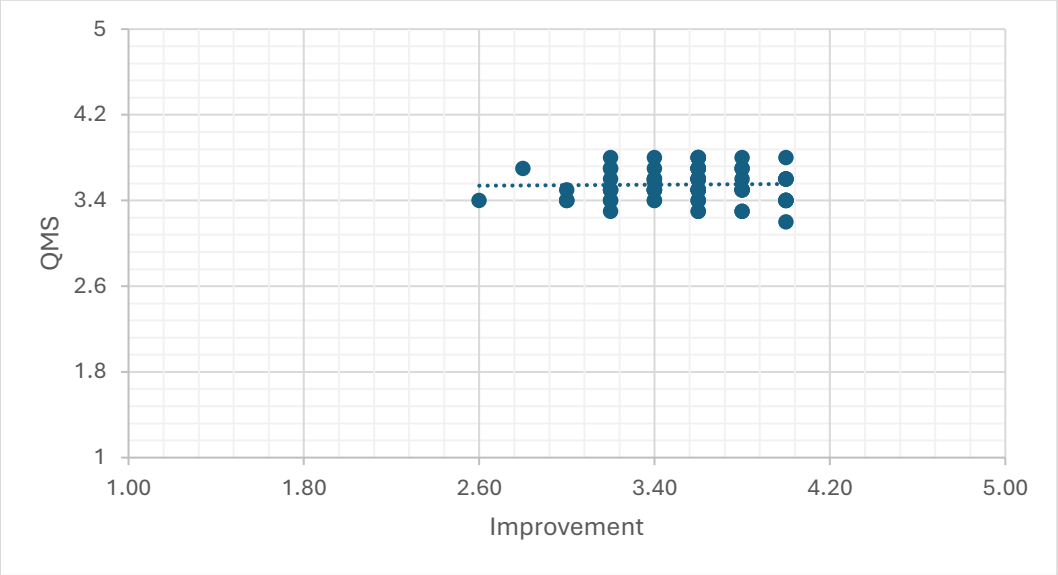
A correlation of 0.49 with a p-value of <0.01 indicates a moderate, significant relationship between QMS implementation and meeting the needs of diverse learners. This means that schools with strong QMS practices are better able to identify and address different student needs. This supports Fullan's (2001) view that quality-focused leadership helps schools adapt teaching and resources to serve a diverse student body.

A correlation of 0.48 ($p < 0.01$) indicates a moderate, significant link between QMS implementation and effective curriculum planning. This supports research suggesting that systematic quality processes help schools align curricula, assign resources, and set goals (Sallis, 2014; Deming, 1986). The correlation coefficient for assessment and reporting is 0.43 ($p < 0.0001$), showing a moderate, significant relationship. Good QMS implementation can improve assessment by encouraging data-based decisions and clear reporting, which are important for responsibility and ongoing improvement (Sallis, 2014; OECD, 2013).

The correlation between community linkages and professional development is 0.035 (p-value = 0.75), indicating no significant relationship. In this study, QMS practices do not seem to directly affect school-community partnerships or professional development. This may be because building these relationships often depends on broader social and policy factors rather than on internal quality management alone (Epstein, 2011).

The data show that QMS implementation is most closely linked to content and instructional methods, with moderate links to student diversity, curriculum planning, and assessment and reporting. However, its direct impact on the learning environment and community connections is limited. These results support research that views QMS as a strong tool for improving teaching in schools, but also indicate that other strategies may be needed to achieve wider educational goals.

Table 18. Relationship of school heads and teachers' level of QMS implementation to improvement



	r	p value	Interpretation
level of implementation x improvement	0.02	0.05	Negligible correlation

Table 18 shows how the level of Quality Management System (QMS) implementation by school heads and teachers relates to overall school improvement. The correlation coefficient of r = 0.02 is almost zero, and the p-value (0.05) is much higher than the usual cutoff for significance $p < 0.05$. This means there is no significant relationship between QMS implementation and school improvement in this study.

A correlation coefficient of 0.02 shows there is almost no connection, so changes in QMS implementation do not relate to improvements.

Cohen (1988) notes that coefficients below 0.10 usually indicate no relationship. The high p-value also suggests that any observed link is likely due to chance rather than QMS implementation.

This result stands out because QMS frameworks are usually meant to help organizations improve over time (Deming, 1986).

However, their success depends on how well they are implemented and on the specific school context (Sallis, 2014). Research shows that real school improvement with QMS needs more than just following procedures.

It also requires real commitment, enough resources, and flexible leadership (Fullan, 2001; Sallis, 2014).

The lack of a significant relationship here might point toward challenges in these areas, or it could indicate that improvement, as measured in this study, relies on factors beyond QMS, such as community involvement, external support, or the policy environment (UNESCO, 2016).

The level of QMS implementation by school heads and teachers does not have a clear effect on overall school improvement. This shows that it is important to consider many factors, and that QMS is just one part of what is needed to achieve lasting improvement in schools.

Table 19. Summary table of relationship of school heads and teachers' level of QMS implementation to improvement

qms x	r	pvalue	interpretation
PHYSICAL IMPROVEMENT IN SCHOOL	0.18	0.11	no sig
ACADEMIC AND CURRICULAR IMPROVEMENT IN SCHOOL	0.30	0.01	low direct

Table 50 shows how the level of Quality Management System (QMS) implementation by school heads and teachers relates to two areas of school improvement: physical and academic/curricular. The results show different patterns for each area.

For physical improvement, the correlation coefficient is r = 0.18 with a p-value of 0.11. This suggests a weak positive link between QMS implementation and physical improvements, but it is not statistically significant (Cohen, 1988).

In practice, while QMS processes can facilitate managing resources and facilities (Sallis, 2014), the data show that these systems alone do not lead to major changes in the school's physical environment.

This is consistent with UNESCO's (2016) findings that physical improvements commonly rely more on external funding, community involvement, and government support than on internal management systems.

In contrast, the correlation between QMS implementation and academic and curricular improvement is r = 0.30 with a p-value of 0.01. This shows a low but statistically significant direct relationship.

It suggests that higher QMS implementation is associated with superior academic programs and curricula.

Sallis (2014) notes that practices such as clear goal-setting, regular assessment, and ongoing professional development can encourage instructional innovation and improve curriculum alignment.

Deming (1986) also notes that systematic quality processes help schools determine areas for academic improvement and take targeted action. Although the relationship is not strong, the statistical significance means QMS has a real, if limited, role in improving academics and curriculum.

The results show that QMS implementation has little effect on physical improvements but is positively linked to academic and curricular progress. This supports the idea that quality management is especially useful for improving instructional methods and curriculum.

Fullan (2001) also says that lasting school improvement needs leaders who concentrate on learning and ongoing quality improvement.

QMS Localize Governance Framework for School Improvement

The expanded QMS SBM Integrated School Improvement Framework (QMS SBM ISIF) illustrates how Surallah South District integrates governance, learning, and the school environment through the combination of School-Based Management (SBM) and Quality Management Systems (QMS). The improved framework diagram emphasizes five interconnected pillars, each denoting a key domain of school improvement. These pillars are unified by community participation and guided by the continuous SIP/AIP (Plan, Do, Check, Act) cycle.

This QMS SBM ISIF is positioned at the center of the framework diagram, signifying its role as the foundation of all school improvement initiatives. Surrounding it are five interconnected pillars, arranged to demonstrate that progress in one domain supports progress in the others, and that all are essential for complete school development.

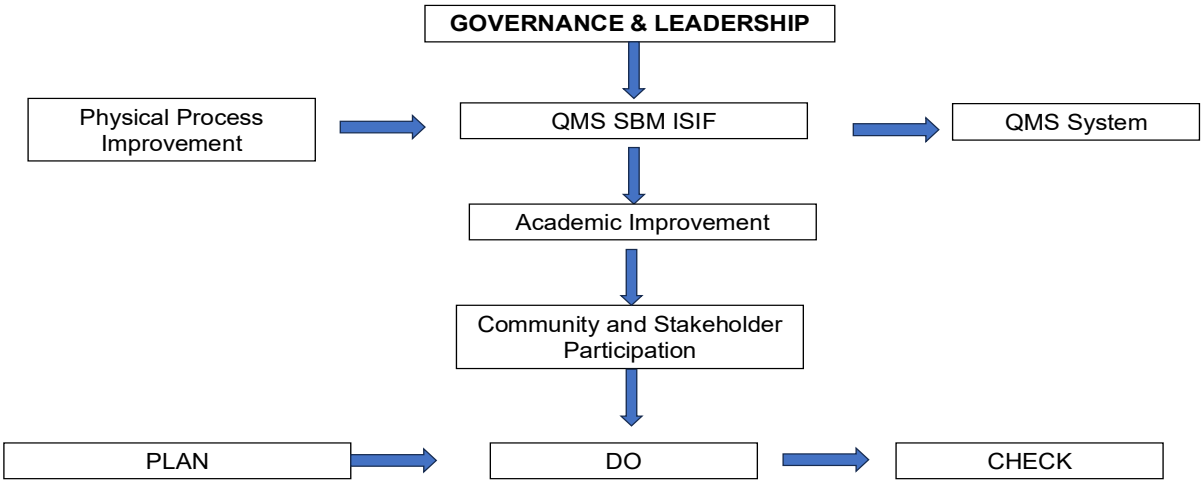


Figure 2. QMS SBM Integrated School Improvement Framework (QMS SBM ISIF) Diagram

1. Governance and Leadership (Administrative Pillar)

Located at the top of the framework, this pillar stresses the importance of efficient leadership and governance. It represents the school head, leadership team, and governing council, who collectively guide the school, make collaborative decisions, and sustain accountability.

By combining SBM and QMS, this pillar ensures that decisions are informed by actual student performance data and facility requirements, rather than just by regulatory compliance.

2. QMS Processes (Systems Pillar)

Positioned on the right side of the framework, this pillar translates governance decisions into systematic, repeatable processes. It encompasses the structured management of lesson planning, resource development, and assessment.

This approach ensures that all actions, whether administrative or instructional, are documented, monitored, and directed toward enhancing teaching, learning, and facilities.

3. Academic Improvement (Learning Pillar)

Situated at the bottom of the framework, this pillar focuses on translating QMS-guided processes into improved learning outcomes. It emphasizes instructional supervision, targeted interventions, differentiated teaching strategies, and data-driven decision-making to respond to diverse student needs. By integrating academic programs into QMS and SIP/AIP processes, this pillar advances continuous progress in literacy, numeracy, and social studies.

4. Physical Environment (Environment Pillar)

Located at the lower left of this new pillar accentuates the need to provide a safe, healthy, and encouraging environment for students. It encompasses campus cleanliness, safety protocols, green spaces, sanitation, and learner-friendly facilities. This pillar demonstrates that the physical environment strongly influences student health and learning capacity.

5. Infrastructure Development (Facilities Pillar)

Located in the upper left, this pillar covers the planning, construction, and maintenance of the school's physical infrastructure, including classrooms, libraries, ICT rooms, and other facilities. It makes certain that infrastructure investments are guided by academic data and actual needs identified through SBM self-assessment and QMS processes.

A ring labeled Community and Stakeholder Participation encircles the five pillars, signifying the critical involvement of parents, local government, alumni, non-governmental organizations, and other community members.

Their active participation in planning, project implementation, resource mobilization, and feedback collection confirms that school improvements correspond to community needs and that resources are allocated and utilized efficiently.

The entire framework is encompassed by the SIP/AIP cycle, depicted as circular arrows labeled "Plan → Do → Check → Act." This cycle illustrates the perpetual nature of school improvement, with ongoing planning, implementation, monitoring, and evaluation processes guided by data and community input.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter summarizes the study's main results, focusing on key findings, conclusions, and practical recommendations regarding how school heads and teachers in Surallah South District understand and use the Quality Management System (QMS).

Summary

The study assessed the implementation of the Quality Management System (QMS) in public elementary schools in the Surallah South District, South Cotabato, focusing on how QMS relates to school governance and school improvement. It was anchored on Holistic Management, Deming's Theory of Profound Knowledge, and Crosby's Total Quality Management, emphasizing that educational quality results from deliberate, systematic processes rather than chance. Within this framework, QMS implementation was examined through three core domains: learning delivery management and development, learning resource management and development, and education assessment and research.

Findings for the first statement of the problem showed that respondents—school heads and teachers—rated QMS implementation in all three domains at generally high levels. This indicates that QMS structures, procedures, and tools are not only formally adopted but are also being used in actual school operations, particularly in instructional supervision, resource utilization, and the conduct and use of assessment and research. The data suggest that the DepEd-mandated QMS has been internalized sufficiently to guide daily decision-making and school processes across the district.

Regarding governance, the study found that QMS implementation has favorable implications for all governance indicators: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and community linkages and professional engagement. Respondents strongly agreed that classrooms are physically organized to support learning, that the environment is emotionally supportive and conducive, and that appropriate pedagogical strategies are applied. Although classroom routines and procedures scored slightly lower than other indicators, they still fell within the "strongly agree" range, implying that governance practices are broadly aligned with QMS expectations but can still be refined for greater consistency.

The results also indicated that schools actively embrace learner diversity, which is another key governance dimension. Teachers and school heads strongly agreed that they recognize diverse backgrounds, adapt instructional strategies to different learning needs and styles, and provide equal opportunities for all learners to participate and succeed.

The highest mean was recorded for adapting instructional strategies, reflecting strong differentiation practices, while slightly lower but still high scores for culturally responsive materials pointed to some constraints in fully localizing learning resources—an area where the Learning Resource Management and Development system could be leveraged more strategically.

In terms of school improvement, both physical and academic/curricular aspects were rated favorably in relation to QMS implementation. Respondents affirmed that QMS processes are used to plan, prioritize, and monitor physical improvements (maintenance, facilities, infrastructure) through AIP and SIP, and to support academic initiatives such as subject-area trainings, contests, and other co-curricular programs.

Overall analysis revealed a significant relationship between the level of QMS implementation and its implications for governance and improvement, leading to the rejection of the null hypothesis

and confirming that stronger QMS implementation is associated with better-governed, better-resourced, and academically more responsive schools in the Surallah South District.

Conclusions

The study concludes that the Quality Management System is highly implemented in terms of learning delivery management and development, learning resource management and development, and education assessment and research. This means that school heads and teachers in Surallah South District possess sufficient knowledge and practice of QMS processes to guide instruction, supervise learning delivery, manage resources, and utilize assessment and research data, affirming that QMS provides an effective operational framework for daily school management.

Moreover, QMS implementation has strong, positive implications for school governance and school improvement. Governance indicators—such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and community linkages—are all perceived at a "strongly agree" level, showing that QMS helps institutionalize effective teaching, inclusive and supportive classrooms, aligned curricula, and active stakeholder engagement. Likewise, QMS contributes to sustained physical improvements and academic and curricular enhancement, confirming that systematic quality processes support both the tangible and instructional dimensions of school development.

Meanwhile, the presence of a significant relationship between the level of QMS implementation and its implications for governance and improvement leads to the rejection of the null hypothesis. The study therefore concludes that stronger QMS implementation directly relates to better governance and higher levels of school improvement, consistent with Deming's, Savory's, and Crosby's quality management theories. This implies that deepening and sustaining QMS practices—rather than treating them as mere documentation—can be a strategic lever for improving learner outcomes, especially in addressing persistent issues such as literacy and numeracy in public elementary schools.

Recommendations

Based on the findings, the following are recommended:

1. Because the relatively lower means were in education assessment and research, it is recommended o institutionalize a QMS-based "Data and Research Cycle" in every school. Each quarter, a small team (school head plus key teachers) may: (1) analyze reading, numeracy, and assessment results; (2) identify priority problems; (3) plan and implement a simple intervention; and (4) document and present findings in a brief action-research report. This embeds assessment and research functions into routine QMS processes rather than treating them as optional activities, directly addressing the weaker implementation in this domain.
2. Within governance, the lowest means were on classroom routines and procedures and on learning materials that reflect students' cultural and individual differences. The recommendation is to develop and implement a district-wide "Classroom Consistency and Contextualization Program" that has two parts: (a) a common set of minimum classroom routines and expectations (arrival routines, transitions, behavior signals) monitored through QMS-aligned classroom observations, and (b) a structured process and budget line in the SIP/AIP for teachers to design, pilot, and share localized

teaching-learning materials. This simultaneously strengthens consistency in daily governance at classroom level and addresses the lack of fully contextualized materials highlighted by the lower means.

3. Although the relationship was statistically significant, the presence of lower-scoring indicators suggests that not all schools benefit equally from QMS. The best recommendation is to establish a QMS Mentoring and Differentiated Support Scheme, where schools with stronger QMS-governance-improvement profiles mentor schools with weaker scores specifically on low-mean areas (e.g., routines, contextualized materials, use of assessment data). The district can use QMS results to classify schools (e.g., "emerging," "developing," "leading") and provide tiered technical assistance, ensuring that the positive relationship between QMS implementation and school performance is more uniform across the district.
4. QMS SBM Integrated School Improvement Framework (QMS SBM ISIF) is recommended to school heads of Surallah South District as a localized framework for governance and improvement incorporating the Quality Management System of DepEd. All schools should align their School Improvement Plans (SIPs) and Annual Implementation Plans (AIPs) with the framework's five pillars: Governance and Leadership, QMS Processes, Academic Improvement, Physical Environment, and Infrastructure Enhancement. These principles should be systematically integrated into planning, policy formulation, and evaluation processes. District leaders should organize capacity development initiatives and provide technical support to school leaders and governing councils to ensure consistent understanding and application of the framework. Strong monitoring systems should be established to track progress, comprising regular feedback and coaching. Community and stakeholder engagement in planning and funding mobilization is essential. Disseminating best practices among schools will further enhance the framework's effectiveness and promote holistic, data-driven, and sustainable school improvement within Surallah South District.
5. Future researchers, they are encouraged to conduct mixed-methods or longitudinal studies that focus specifically on the lower-scoring indicators—such as consistency of classroom routines and localization of learning materials—to explore underlying causes (e.g., workload, training gaps, resource constraints) and to test specific QMS-aligned interventions over time, thereby deepening and extending the present study's findings in other districts or educational levels.

References

Aquino, C. J., Afalla, B., & Fabelico, F. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *International Journal of Evaluation and Research in Education, 10*(4).

Balarin, M., Brammer, S., James, C., & McCormack, M. (2008). *The school governance study. Business in the Community.*

Bellei, C. (2001). *Ha tenido impacto la reforma educativa chilena?* In C. Cox (Ed.), Políticas Educacionales en el Cambio de Siglo, La reforma del Sistema Escolar de Chile (pp. 125–209). Editorial Universitaria.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74. https://doi.org/10.1080/0969595980050102Opens a new window

Bush, T., & Glover, D. (2016). *School leadership and management in education.* SAGE Publications.

Canonizado, M. (2020). The role of school leaders in quality management implementation. *Journal of Educational Management, 34*(2), 45–57.

C., & Lozano-Vivas, A. (2020). Managerial ability as a tool for prudential regulation. *Journal of Economic Behavior & Organization, 174*, 87–107.

Cheng, Y.C., & Tam, W.M. (1997). Multi-models of quality in education. *Quality Assurance in Education, 5*(1), 22-31.

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Lawrence Erlbaum.

Cruz, M., Santos, R., & Lim, J. (2021). Quality management systems in education: Impacts on curriculum and student achievement. *International Journal of Educational Management, 35*(4), 455–470.

Dabash, A. N. A. (2018). *The effectiveness of school leadership on teachers' and students' performance achievement: A case study of a private school in Dubai.* https://bspace.buid.ac.ae/bitstream/1234/1456/1/2015201064.pdfOpens a new window

Daing, C. (2020). *School administrators' instructional leadership skills and teachers' performance and efficacy in senior high schools in the National Capital Region,Philippines.* https://www.researchgate.net/publication/340174980_School_Administrators'_Instructional_Leadership_Skills_and_Teachers'_Performance_and_Efficacy_in_Senior_High_Schools_in_the_National_Capital_Region_PhilippinesOpens a new window

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development. Learning Policy Institute.*

Dayanandan, R. (2013). Good governance practice for better performance of community organizations – myths and realities!! *Journal of Power, Politics & Governance, 1(*1), 10–26.

De Grauwe, A. (2005). Improving the quality of education through school-based management: Learning from international experiences. *International Review of Education, 51*(4), 269–287. https://doi.org/10.1007/s11159-005-7733-1Opens a new window

Delos Santos, G., & Reyes, F. (2019). Barriers to QMS implementation in public schools: A Philippine perspective. *Asia Pacific Education Review, 20*(3), 327–339.

De Miguel, M., & Apodaca, P. (2009). Criterios para evaluar el impacto de los planes de evaluación de la calidad de la educación superior. *Revista de Educación,* 349, 295–310.

Deming, W. E. (1986). *Out of the crisis.* MIT Press.

Doherty, G. D. (2008). On quality in education. *Quality Assurance in Education, 16*(3), 255–265.

Dumay, X. (2009). Origins and consequences of schools' organizational culture for student achievement. *Educational Administration Quarterly, 45*(4), 523–555.

Elmore, R. F. (1995). Teaching, learning and school organization: Principles of practice and the understanding the impact on school capacity and student learning. *Educational Administration Quarterly, 31*(3), 355–374.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.

Fraser, B. J. (2012). *Classroom learning environments: Retrospect, context, and prospect.* In B. J. Fraser, K. G. Tobin, & C. J. McRobbie (Eds.), Second international handbook of science education (pp. 1191–1239). Springer.

Freitas, R. de C., & Freitas, M. do C. D. (2020). Information management in lean office deployment contexts. International *Journal of Lean Six Sigma*. https://doi.org/10.1108/IJLSS-10-2019-Opens a new window

Fullan, M. (2014). *The principal: Three keys to maximizing impact*. Jossey-Bass.

Garcia, L. & Torres, J. (2021). Resource provision and student outcomes in basic education. *Education Research Quarterly, 34*(1), 23-35.

Garud, R., Hardy, C., & Maguire, S. (2007). Institutional entrepreneurship as embedded agency: An introduction to the special issue. *Organization Studies, 28*(7), 957–969. https://doi.org/10.1177/0170840607078958Opens a new window

Gurr, D. (2015). A model of successful school leadership from the International Successful School Principal Project. *Societies, 5*(1), 136–150.

Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership and Management, 30*(2), 95–110.

Harris, A. (2013). Distributed leadership: friend or foe? *Educational Management Administration & Leadership, 41*(5), 545–554.

Harvey, L., & Newton, J. (2006). *Transforming quality evaluation: Moving on.* In D. Westerheijden, B. Stensaker, & M. J. Rosa (Eds.), Quality assurance in higher education: Trends in regulation, translation and transformation (pp. xx–xx). Springer.

Hopkins, D. (2012). What we have learnt from school improvement about taking educational reform to scale. *School Effectiveness and Improvement Research, Policy and Practice, 4*(3).

Hopkins, D. (Ed.). (2005). *The practice and theory of school improvement. In International handbook of educational change* (pp. xxx–xxx). Springer.

Jahari, J. (2020). The importance of principal's managerial ability and motivation in improving teacher performance: Case study in Islamic based high school in West Java Indonesia. *International Journal of Innovation, Creativity, and Change, 1*–13.

Kaplan, R. S., & Norton, D. P. (1996). *The balanced scorecard: Translating strategy into action.* Harvard Business School Press.

Kasprzhak, A. G., Filinov, N. B., Bayburin, R. F., Isaeva, N. V., & Bysik, N. V. (2015). School principals as agents of reform of the Russian education system. *Russian Education and Society, 57*(11), 954–978. https://doi.org/10.1080/10609393.2015.1187007Opens a new window

Kasprzhak, A., & Bysik, N. (2014). Decision-making styles of Russian school principals. *Voprosy Obrazovaniya, 1*(4), 96–118. https://doi.org/10.17323/1814-9545-2014-4-96-118Opens a new window

Kefela, G. (2011). Good governance enhances the efficiency and effectiveness of public spending: Sub-Saharan countries. *African Journal of Business Management, 5(11),* 3995–3999. https://doi.org/10.5897/AJBM09.111Opens a new window

Kirana, N., Fitria, H., & Fitriani, Y. (2022). *The effect of school leadership and management on teacher performance in cluster IV of East Baturaja.* In Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP).

Kowalczyk, P., & Jakubczak, J. (2014). *New public management in education: From school governance to school management*.

Lee, S. (2020). Professional development in education: trends and challenges. *Asia-Pacific Education Review, 21*(3), 355-370.

Leechman, G., McCulla, N., & Field, L. (2019). Local school governance and school leadership: Practices, processes and pillars. *International Journal of Educational Management, 33*(7), 1641–1652. https://doi.org/10.1108/IJEM-12-2018-0401Opens a new window

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 40*(1), 5-22.

Lingard, B., Hayes, D., & Mills, M. (2002). Developments in school-based management: The specific case of Queensland, *Australia. Journal of Educational Administration, 40*(1), 6–30. https://doi.org/10.1108/09578230210415625Opens a new window

Lukas, M., & Jankovic, B. (2014). *Predictive ability of variables related to the aspects of school principals management.* In SGEM 2014 Scientific SubConference on Psychiatry, Sociology and Healthcare, Education, Psychology and (pp. 657–666). https://doi.org/10.5593/sgemsocial2014/b13/s3.087Opens a new window

MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education, 12*(1), 73–84.

Maile, S. (2002). Accountability: An essential aspect of school governance. *South African Journal of Education, 22*(4), 326–331.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Association for Supervision and Curriculum Development.

Mehra, S., & Rhee, M. (2009). On the application of quality management concepts in education: An example of a Korean classroom. *International Journal of Quality & Reliability Management, 26*(4), 312–324.

Muhammad, A. B., Al-Shehri, A. K., & Al Harthi, M. A. (2021). The *degree of availability of skills needed to build and employ electronic exams for faculty members at the university of jeddah in light of the global trend* in E-Learning. https://doi.org/10.29138/educatio.v6i1.333

Norman, S. M., Avolio, B. J., & Luthans, F. (2010). The impact of positivity and transparency on trust in leaders and their perceived effectiveness. *Leadership Quarterly, 21*(3), 350–364. https://doi.org/10.1016/j.leaqua.2010.03.002Opens a new window

Navarro, L., & Bernardo, A. (2020). School infrastructure and educational outcomes: The role of management and policy. *Journal of Educational Leadership, 18*(2), 112–124.

Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.

Özgenel, M., & Özkan, P. (2019). *The role of teacher performance in school effectiveness.* https://www.researchgate.net/publication/338083870_The_Role_of_Teacher_Performance_in_School_EffectivenessOpens a new window

Parveen, K., Tran, P. Q. B., Kumar, T., & Shah, A. H. (2022). Impact of principal leadership styles on teacher job performance: An empirical investigation. *Frontiers in Education, 7,* Article 814159. https://www.frontiersin.org/articles/10.3389/feduc.2022.814159/fullOpens a new window

Peterson, K. D., & Deal, T. E. (2009). *The shaping school culture: Fieldbook* (2nd ed.). Jossey-Bass.

Race, P. (1993). Never mind the teaching: Feel the learning! *Quality Assurance in Education, 1*(2), 40–43.

Risteska, M., Mickovskall, A., & Kraja, M. (2010). *Good governance in education: Case studies: Municipalities of Kisela Voda, Kriva Palanka, Vrapchishte, Bitola, Strumica, Shtip, Kicevo and Veles.*

Sallis, E. (2014). *Total quality management in education (*4th ed.). Routledge.

Sarason, S. B. (2003). *El predecible fracaso de la reforma educativa.* Octaedro.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education. Doubleday/Currency.*

Shakeel, M. D., & DeAngelis, C. A. (2017). Who is more free? A comparison of the decision-making of private and public school principals. *Journal of School Choice, 11*(3), 442–457. https://doi.org/10.1080/15582159.2017.1345235Opens a new window

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4–14.

Smith, P. (2019). The learning environment and student achievement. *International Journal of School Improvement, 12*(4), 112-124.

Srivastava, S., & Sushil. (2017). Quality management in education: Building excellence and equity in student performance. *International Journal of Quality & Reliability Management, 34*(7), 1067-1080.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.

United Nations Educational, Scientific and Cultural Organization. (2017). *Supporting teachers with ICT: Policy guidelines. UNESCO.* https://unesdoc.unesco.org/ark:/48223/pf0000259585Opens a new window

Usman, Y. D., & Madudili, C. G. (2019). *Evaluation of the effect of learning environment on student's academic performance in Nigeria.* https://eric.ed.gov/?id=ED602097Opens a new window

Van Berghe, W. (1998). Aplicación de las normas ISO 9000 a la enseñanza y la formación. *Revista Europea de la Formación Profesional, 15,* 21–30.

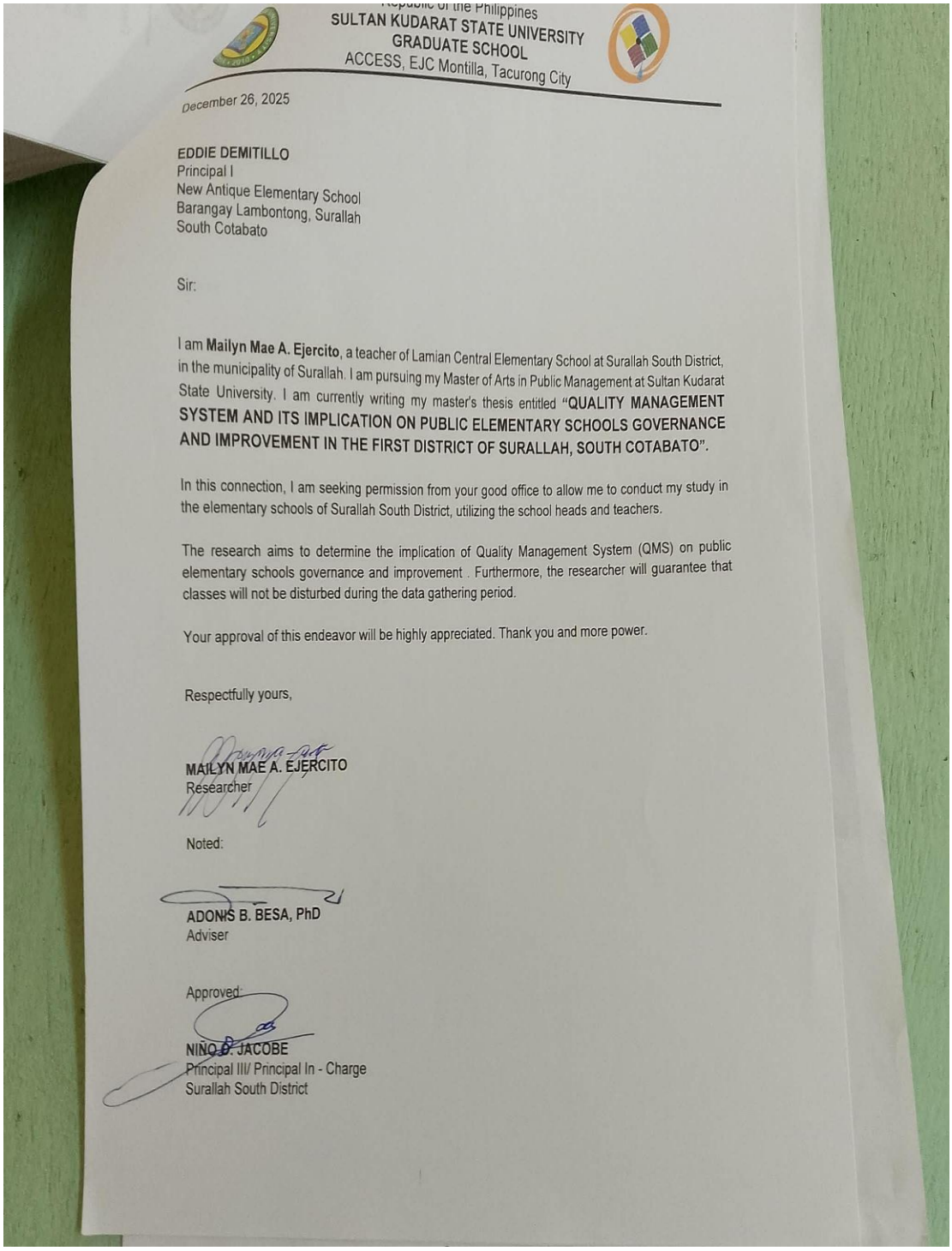
Zembylas, M. (2009). *Teacher emotions in the context of educational reforms. In A. Hargreaves,* A. Lieberman, M. Fullan, & D. Hopkins (Eds.), Second international handbook of educational change (pp. 221–236). Springer.

Zuckerman, A., & Rhodes, L. (2000). Quality assurance through ISO 9000. *School Administrator, 57*(6), 12–18. https://eric.ed.gov/?id=EJ607949

APPENDICES

APPENDIX A

LETTER TO THE SCHOOL HEADS



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

December 26, 2025

EDDIE DEMITILLO
Principal I
New Antique Elementary School
Barangay Lambontong, Surallah
South Cotabato

Sir:

I am **Mailyn Mae A. Ejercito**, a teacher of Lamian Central Elementary School at Surallah South District, in the municipality of Surallah. I am pursuing my Master of Arts in Public Management at Sultan Kudarat State University. I am currently writing my master's thesis entitled **"QUALITY MANAGEMENT SYSTEM AND ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN THE FIRST DISTRICT OF SURALLAH, SOUTH COTABATO"**.

In this connection, I am seeking permission from your good office to allow me to conduct my study in the elementary schools of Surallah South District, utilizing the school heads and teachers.

The research aims to determine the implication of Quality Management System (QMS) on public elementary schools governance and improvement . Furthermore, the researcher will guarantee that classes will not be disturbed during the data gathering period.

Your approval of this endeavor will be highly appreciated. Thank you and more power.

Respectfully yours,

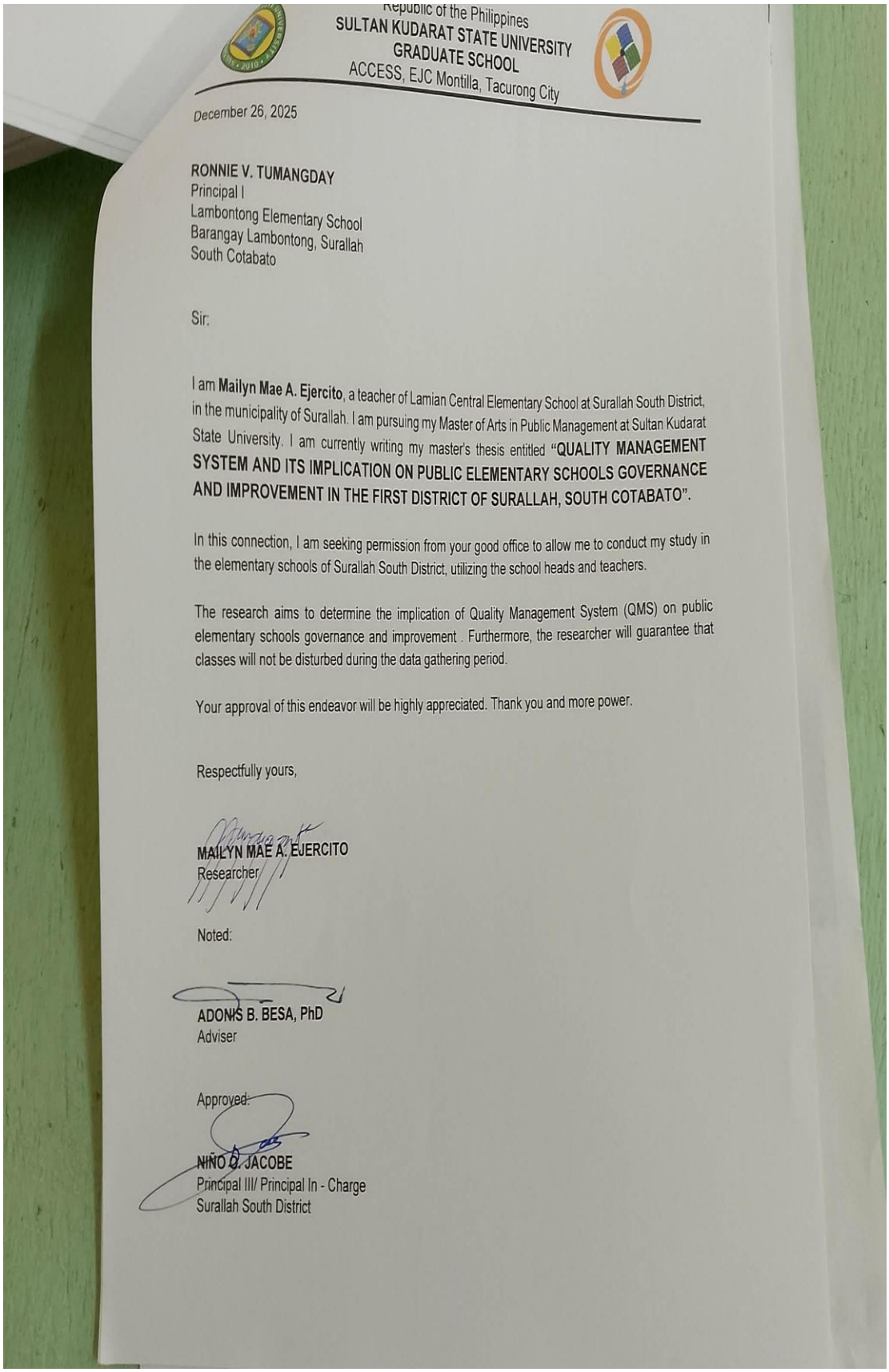
MAILYN MAE A. EJERCITO
Researcher

Noted:

ADONIS B. BESA, PhD
Adviser

Approved:

NINO D. JACOBE
Principal III/ Principal In - Charge
Surallah South District



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

December 26, 2025

RONNIE V. TUMANGDAY
Principal I
Lambontong Elementary School
Barangay Lambontong, Surallah
South Cotabato

Sir:

I am **Mailyn Mae A. Ejercito**, a teacher of Lamian Central Elementary School at Surallah South District, in the municipality of Surallah. I am pursuing my Master of Arts in Public Management at Sultan Kudarat State University. I am currently writing my master's thesis entitled **"QUALITY MANAGEMENT SYSTEM AND ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN THE FIRST DISTRICT OF SURALLAH, SOUTH COTABATO".**

In this connection, I am seeking permission from your good office to allow me to conduct my study in the elementary schools of Surallah South District, utilizing the school heads and teachers.

The research aims to determine the implication of Quality Management System (QMS) on public elementary schools governance and improvement . Furthermore, the researcher will guarantee that classes will not be disturbed during the data gathering period.

Your approval of this endeavor will be highly appreciated. Thank you and more power.

Respectfully yours,

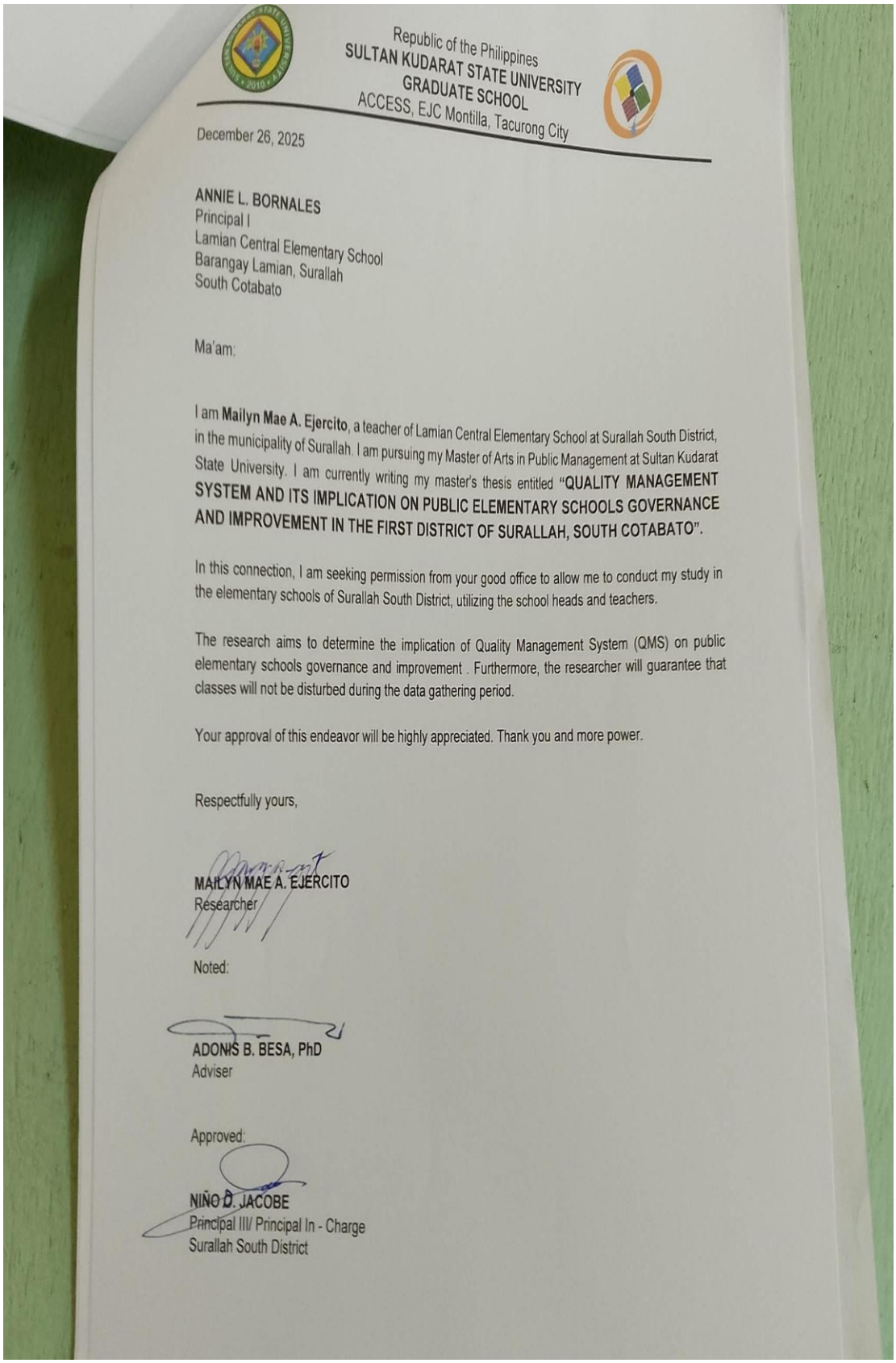
MAILYN MAE A. EJERCITO
Researcher

Noted:

ADONIS B. BESA, PhD
Adviser

Approved:

NIÑO O. JACOBE
Principal III/ Principal In - Charge
Surallah South District



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

December 26, 2025

ANNIE L. BORNALES
Principal I
Lamian Central Elementary School
Barangay Lamian, Surallah
South Cotabato

Ma'am:

I am **Mailyn Mae A. Ejercito**, a teacher of Lamian Central Elementary School at Surallah South District, in the municipality of Surallah. I am pursuing my Master of Arts in Public Management at Sultan Kudarat State University. I am currently writing my master's thesis entitled **"QUALITY MANAGEMENT SYSTEM AND ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN THE FIRST DISTRICT OF SURALLAH, SOUTH COTABATO".**

In this connection, I am seeking permission from your good office to allow me to conduct my study in the elementary schools of Surallah South District, utilizing the school heads and teachers.

The research aims to determine the implication of Quality Management System (QMS) on public elementary schools governance and improvement . Furthermore, the researcher will guarantee that classes will not be disturbed during the data gathering period.

Your approval of this endeavor will be highly appreciated. Thank you and more power.

Respectfully yours,

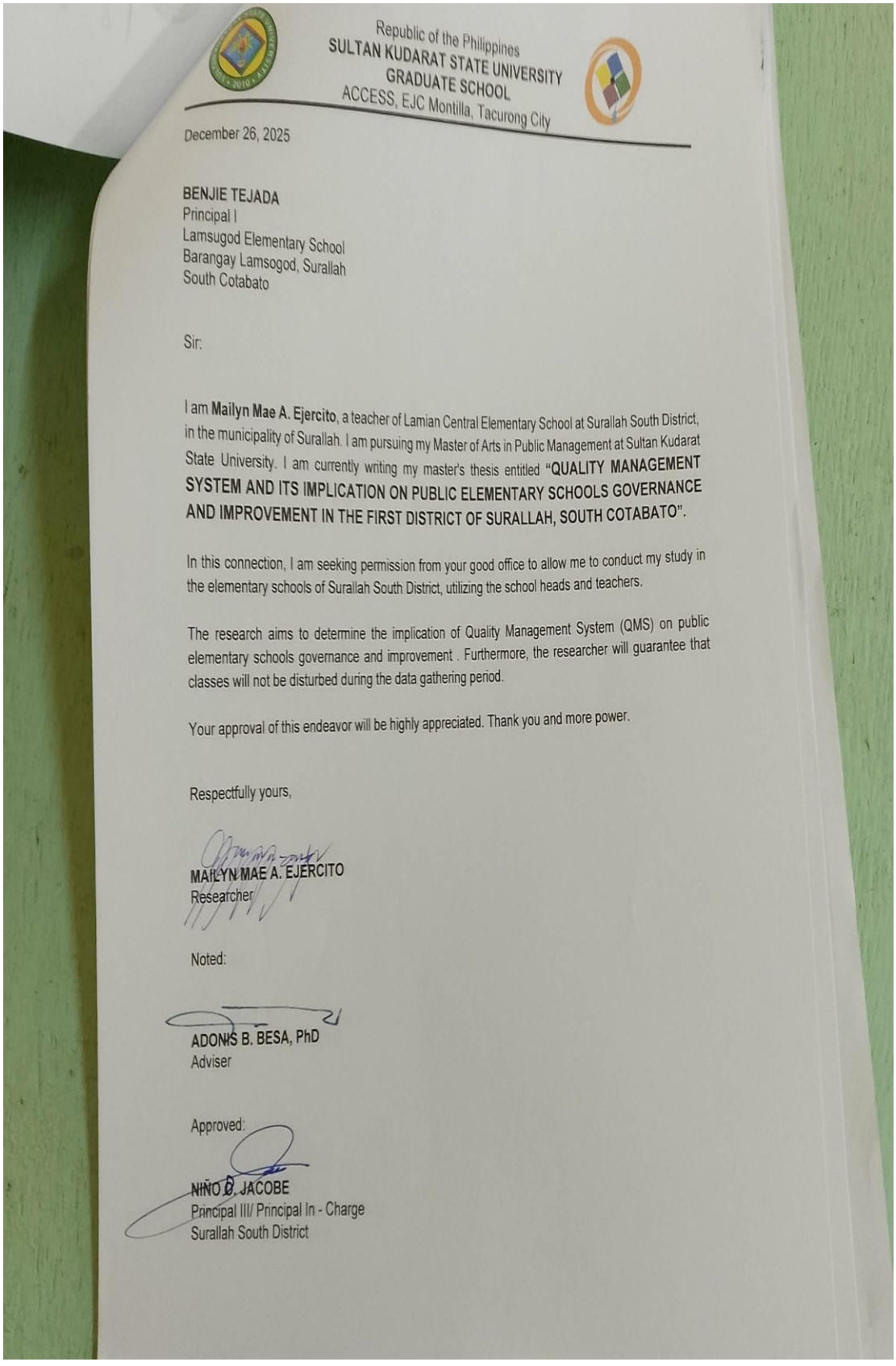
MAILYN MAE A. EJERCITO
Researcher

Noted:

ADONIS B. BESA, PhD
Adviser

Approved:

NIÑO D. JACOBE
Principal III/ Principal In - Charge
Surallah South District



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

December 26, 2025

BENJIE TEJADA
Principal I
Lamsugod Elementary School
Barangay Lamsogod, Surallah
South Cotabato

Sir:

I am **Mailyn Mae A. Ejercito**, a teacher of Lamian Central Elementary School at Surallah South District, in the municipality of Surallah. I am pursuing my Master of Arts in Public Management at Sultan Kudarat State University. I am currently writing my master's thesis entitled **"QUALITY MANAGEMENT SYSTEM AND ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN THE FIRST DISTRICT OF SURALLAH, SOUTH COTABATO".**

In this connection, I am seeking permission from your good office to allow me to conduct my study in the elementary schools of Surallah South District, utilizing the school heads and teachers.

The research aims to determine the implication of Quality Management System (QMS) on public elementary schools governance and improvement . Furthermore, the researcher will guarantee that classes will not be disturbed during the data gathering period.

Your approval of this endeavor will be highly appreciated. Thank you and more power.

Respectfully yours,

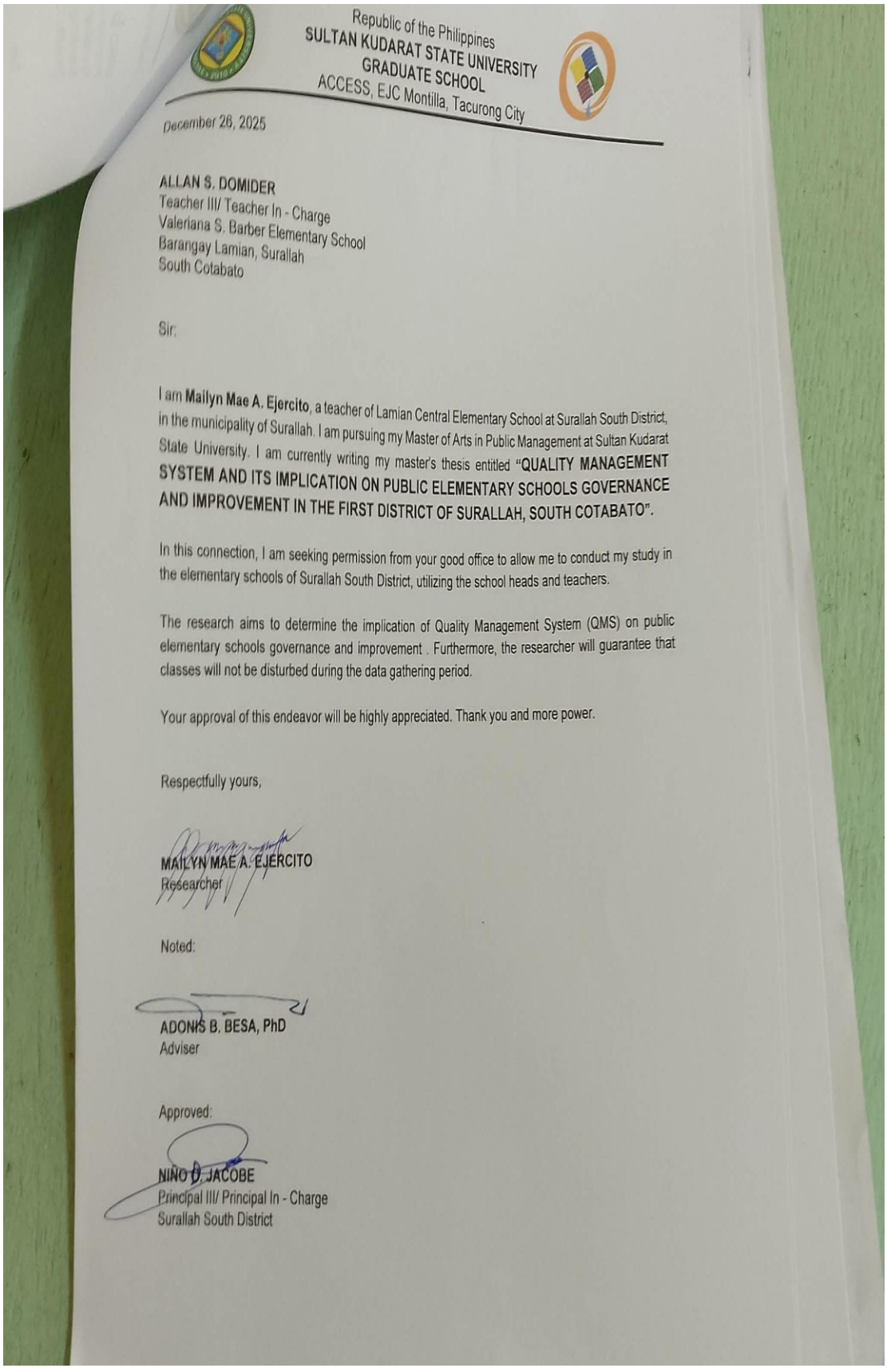
MAILYN MAE A. EJERCITO
Researcher

Noted:

ADONIS B. BESA, PhD
Adviser

Approved:

NIÑO D. JACOBE
Principal III/ Principal In - Charge
Surallah South District



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

December 26, 2025

ALLAN S. DOMIDER
Teacher III/ Teacher In - Charge
Valeriana S. Barber Elementary School
Barangay Lamian, Surallah
South Cotabato

Sir:

I am **Mailyn Mae A. Ejercito**, a teacher of Lamian Central Elementary School at Surallah South District, in the municipality of Surallah. I am pursuing my Master of Arts in Public Management at Sultan Kudarat State University. I am currently writing my master's thesis entitled **"QUALITY MANAGEMENT SYSTEM AND ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN THE FIRST DISTRICT OF SURALLAH, SOUTH COTABATO".**

In this connection, I am seeking permission from your good office to allow me to conduct my study in the elementary schools of Surallah South District, utilizing the school heads and teachers.

The research aims to determine the implication of Quality Management System (QMS) on public elementary schools governance and improvement . Furthermore, the researcher will guarantee that classes will not be disturbed during the data gathering period.

Your approval of this endeavor will be highly appreciated. Thank you and more power.

Respectfully yours,

MAILYN MAE A. EJERCITO
Researcher

Noted:

ADONIS B. BESA, PhD
Adviser

Approved:

NINO D. JACOBE
Principal III/ Principal In - Charge
Surallah South District

Republic of the Philippines

SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

Name of Respondent (*Optional*):_____ Date:_____
Age : _____ Gender:_____
School : _____
District : _____
Position: _____
Years in Service as School Head/Teacher _____
Highest Educational Attainment: _____
Field of Specialization:_____
Latest OPCRF/IPCRF Rating: _____

PART I:

School Heads and Teachers' Implementation in Quality Management System

Direction: Please check the box that best shows your level of agreement using the scale below.

Scale	Range	Verbal Description	Interpretation
4	4.00 – 3.51	Strongly Agree	School Heads and teachers have a very high level of implementation of the Quality Management System and apply it very well in their work.
3	3.50 – 2.51	Agree	School Heads and teachers have a good level of implementation of the Quality Management System and apply it effectively.
2	2.50 – 1.51	Disagree	School Heads and teachers have a low level of implementation of the Quality Management System and need more training and improvement.
1	1.50 – 1.00	Strongly Disagree	School Heads and teachers have very little or no implementation of the Quality Management System and need serious improvement.

LEARNING DELIVERY MANAGEMENT AND DEVELOPMENT				
Indicators	**4**	**3**	**2**	**1**
1. The school makes sure that the professional development activities of teachers are in accordance with their Professional Development Plan, as indicated in their Results-Based Performance Management System (RPMS) within the Department of Education.				
2. The school uses student performance results to develop the school's contextualized educational goals.				
3. The school provides technical assistance, coaching, and monitoring during classroom observation.				
4. The school takes the initiative to discuss the problems encountered by a teacher in his/her classroom.				
5. The school informs teachers about possibilities for updating their knowledge and skills.				

LEARNING RESOURCE MANAGEMENT AND DEVELOPMENT				
Indicators	**4**	**3**	**2**	**1**
1. The school support expenses from the district to the regional trainings/workshops/seminars of the school head and teachers.				
2. The school repair to improve the necessary basic amenities and to meet the requirements for a child-friendly school system.				
3. The school provide communication services and internet access for better basic education services.				
4. The school procure school supplies and other consumables for teachers and students deemed necessary in the conduct of classes.				
5. The school support expenses for school-based training and activities selected or designed to improve learning outcomes, such as but not limited to, Learning Action Cells (LAC) and Continuous Improvement (CI) Sessions.				

EDUCATION ASSESSMENT AND RESEARCH	**4**	**3**	**2**	**1**
1. The school conducts four (4) School Monitoring and Evaluation Plan Adjustments (SMEPA) every year to ensure the quality management system implementation and shared governance among stakeholders.				
2. The school conducts Annual Implementation Plan (AIP) Review and School Improvement Plan (SIP) Review to monitor Priority Projects and Activities (PPA's) Level of Accomplishment.				
3. The school submits quarterly least learned competencies and master earned competencies with a learning intervention plan and a sustainability plan for the academic development of learners per subject areas.				
4. The school practices religious implementation of Learning Action Cell (LAC), Collaborative Expertise, and Group Discussions for sharing and feedback of learners' learning achievement.				
5. The school encourages all teachers to do action research.				

Part II: Extent Implications of School Heads' and Teachers' QMS on School Governance and Improvement

Direction: Please check the box that best reflects your level of agreement using the scale below.

Scale	Range	Verbal Description	Interpretation
4	4.00 – 3.51	Strongly Agree	The knowledge of school heads and teachers on QMS has a very strong positive impact on school governance and continuous improvement, resulting in effective leadership, clear policies, and sustained school development.
3	3.50 – 2.51	Agree	The knowledge of school heads and teachers on QMS has a positive impact on school governance and improvement, supporting sound decision-making and regular school enhancement.
2	2.50 – 1.51	Disagree	The knowledge of school heads and teachers on QMS has a limited impact on school governance and improvement, indicating the need for additional training and guidance.
1	1.50 – 1.00	Strongly Disagree	The knowledge of school heads and teachers on QMS has little to no impact on school governance and improvement, showing a strong need for focused intervention and capacity-building.

Part A: GOVERNANCE

CONTENT AND PEDAGOGY	4	3	2	1
1. The school conducts four (4) School Monitoring and Evaluation Plan Adjustments (SMEPA) every year to ensure the quality management system implementation and shared governance among stakeholders to enhance teaching and learning.				
2. The school conducts Annual Implementation Plan (AIP) Review and School Improvement Plan (SIP) Review to monitor Priority Projects and Activities (PPA's) Level of Accomplishment to monitor teaching and learning needs and improvements.				
3. The school conducts quarterly School Parent Teacher Association (SPTA) meetings.				
4. The school conducts quarterly School Governing Council (SGC) meetings				
5. The school has organized a team for monitoring and evaluation of projects, accomplishments, and activities to ensure priorities.				

LEARNING ENVIRONMENT				
Indicators	**4**	**3**	**2**	**1**
1. The classroom is a safe and welcoming space for all students.				
2. The teacher fosters respectful and positive interactions among students.				
3. Classroom routines and procedures are clear and consistently followed.				
4. The physical classroom environment is organized to support learning.				
5. The teacher encourages active participation and engagement in class activities.				

DIVERSITY OF LEARNERS				
Indicators	**4**	**3**	**2**	**1**
1. The teacher recognizes the diverse backgrounds of all students.				
2. Instructional strategies are adapted to accommodate different learning needs and styles.				
3. The teacher provides equal opportunities for all students to participate and succeed.				
4. Learning materials and activities reflect students' cultural and individual differences.				
5. The teacher encourages understanding and appreciation of diversity within the classroom.				

CURRICULUM AND PLANNING				
Indicators	**4**	**3**	**2**	**1**
1. The teacher's lessons are aligned with curriculum standards and learning objectives.				
2. Lesson plans are well-organized and clearly structured.				
3. The teacher sets clear goals and expectations for student learning.				
4. Instructional activities are appropriate for the grade level and subject matter.				
5. The teacher adapts plans as needed to address students' needs and interests.				

ASSESSMENT AND REPORTING				
Indicators	**4**	**3**	**2**	**1**
1. The teacher uses a variety of assessment methods to evaluate student learning.				
2. Assessment results are used to inform and improve instruction.				
3. Feedback on student work is timely, clear, and constructive.				
4. The teacher communicates student progress accurately to students and parents.				
5. Students understand how their performance is assessed and what is expected of them.				

COMMUNITY LINKAGES AND PROFESSIONAL DEVELOPMENT				
Indicators	**4**	**3**	**2**	**1**
1. The teacher establishes positive relationships with parents and guardians.				
2. The teacher collaborates with community members or organizations to enhance student learning.				
3. The teacher participates in professional development activities to improve teaching practices.				

4. The teacher shares knowledge and best practices with colleagues.				
5. The teacher involves families and the community in school activities and student learning.				

Part B: IMPROVEMENT

PHYSICAL IMPROVEMENT IN SCHOOL				
Indicators	**4**	**3**	**2**	**1**
1. The school facilities are clean, well-maintained, and safe.				
2. Classrooms and learning spaces are adequately equipped to support student learning.				
3. The school provides sufficient recreational and sports facilities for students.				
4. Recent physical improvements have enhanced the overall learning environment.				
5. There are ongoing efforts to upgrade and maintain school infrastructure.				

ACADEMIC AND CURRICULAR IMPROVEMENT IN SCHOOL				
Indicators	**4**	**3**	**2**	**1**
1. The school seeks input from teachers when planning curricular improvements.				
2. Academic interventions are available for students who need extra support.				
3. The school encourages interdisciplinary learning and collaboration among different subject areas.				
4. Students are encouraged to pursue independent and critical thinking through curricular activities.				
5. There are regular reviews and evaluations of academic programs to ensure continued improvement.				

Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS Campus, EJC Montilla, Tacurong City

GS 2022-07

LANGUAGE EDITOR'S CERTIFICATION

This is to certify that the undersigned has thoroughly reviewed the thesis/dissertation of **MAILYN MAE A. EJERCITO**, titled "**QUALITY MANAGEMENT SYSTEM SCHOOL HEAD AND TEACHERS ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN SURALLAH SOUTH DISTRICT**" in partial fulfillment of the requirements for the degree **Master in Public Management**. The review covered the content, grammar, and organization to ensure clarity, coherence, and adherence to scholarly standards.

This certification is granted to **MAILYN MAE A. EJERCITO** as a requirement for the **Outline Defense/Final Defense/Final Printing and Binding**. This is issued on March 17, 2026, at SKSU Graduate School, ACCESS Campus, EJC Montilla, Tacurong City.

ADRIAN V. PROTACIO, PhD
Language Editor

Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS Campus, EJC Montilla, Tacurong City

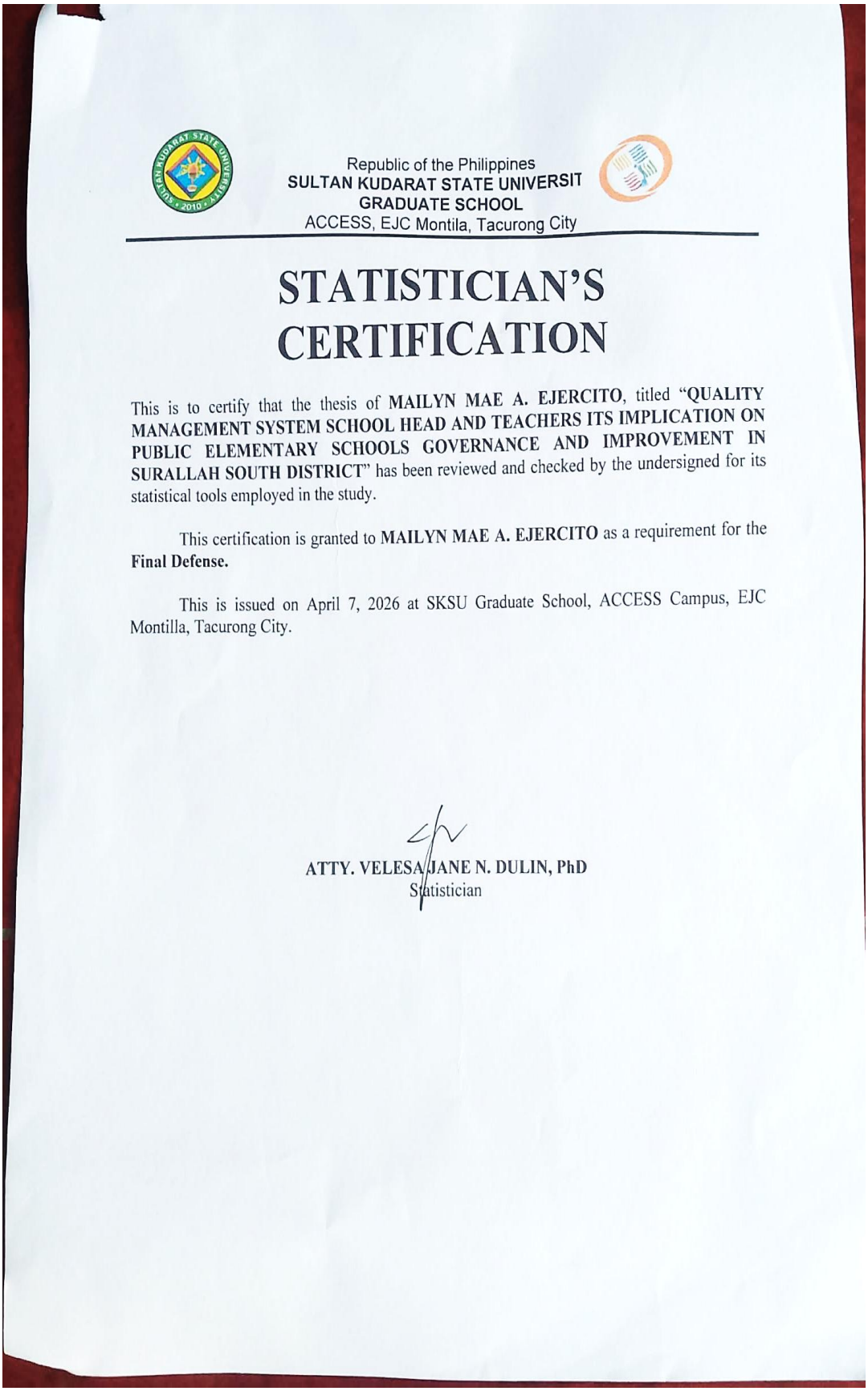
GS 2022-08

ORIGINALITY TEST CERTIFICATION

This certification confirms that the thesis/dissertation of **MAILYN MAE A. EJRCITO**, titled **"QUALITY MANAGEMENT SYSTEM SCHOOL HEAD AND TEACHERS ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN SURALLAH SOUTH DISTRICT,"** has undergone a Turnitin Similarity Test. The result shows a 15% similarity score, affirming that the manuscript has 93% originality. According to the Graduate School Manual of Operations, which the Board of Regents approved through Resolution No. 034-2022, a similarity score of 15% or below is required for Final Defense.

This certification is granted to **MAILYN MAE A. EJERCITO** since his/her thesis/dissertation passed the similarity test. This is issued on March 17, 2026, at SKSU Graduate School, ACCESS Campus, EJC Montilla, Tacurong City.

ADRIAN V. PROTACIO, PhD
Faculty, Graduate School



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSIT
GRADUATE SCHOOL
ACCESS, EJC Montila, Tacurong City

STATISTICIAN'S CERTIFICATION

This is to certify that the thesis of **MAILYN MAE A. EJERCITO**, titled "**QUALITY MANAGEMENT SYSTEM SCHOOL HEAD AND TEACHERS ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN SURALLAH SOUTH DISTRICT**" has been reviewed and checked by the undersigned for its statistical tools employed in the study.

This certification is granted to **MAILYN MAE A. EJERCITO** as a requirement for the **Final Defense.**

This is issued on April 7, 2026 at SKSU Graduate School, ACCESS Campus, EJC Montilla, Tacurong City.

ATTY. VELESA JANE N. DULIN, PhD
Statistician

Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

CERTIFICATE OF CONTENT AND FACE VALIDITY OF THE RESEARCH INSTRUMENT

TO WHOM THIS MAY CONCERN:

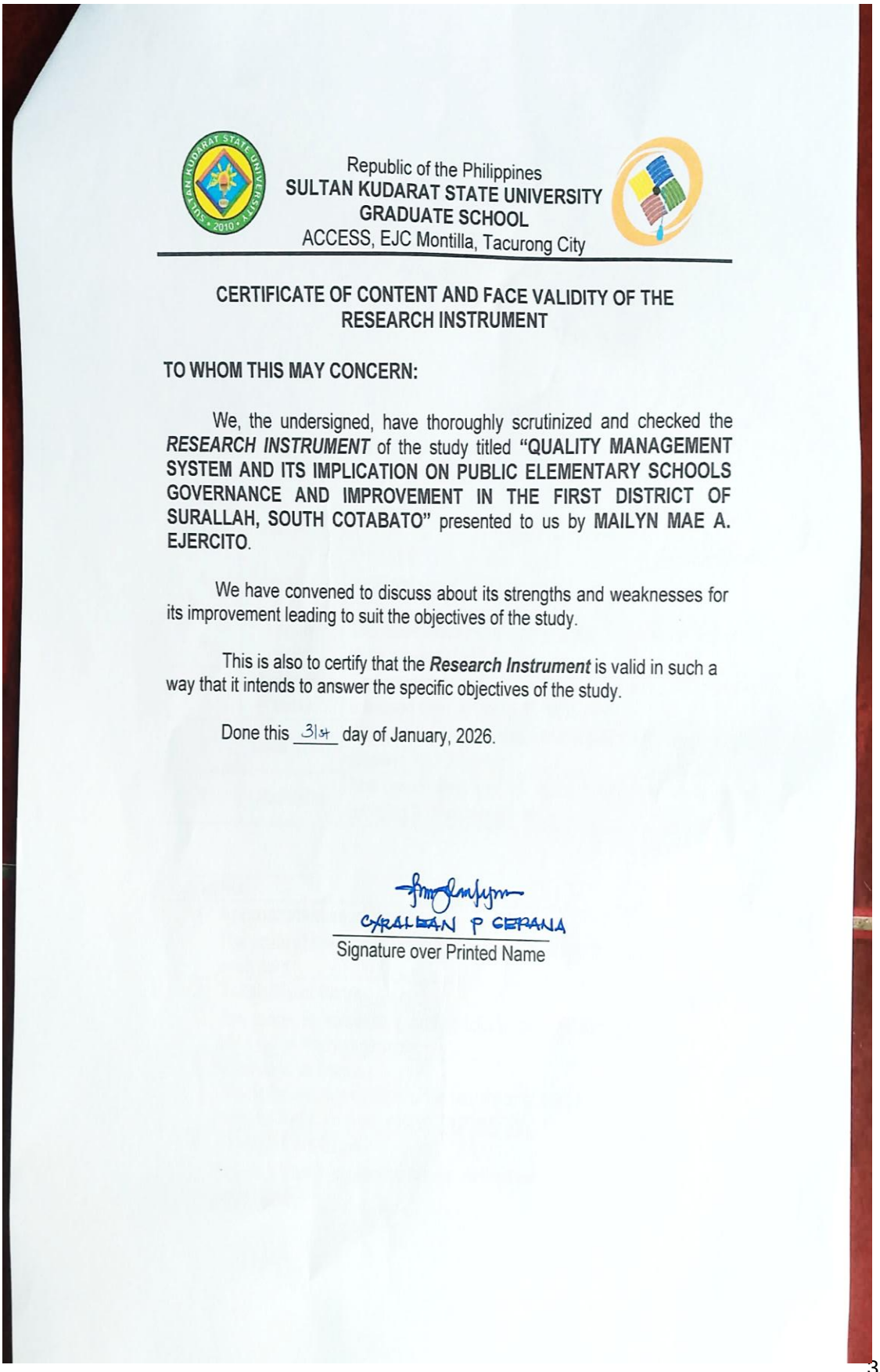
We, the undersigned, have thoroughly scrutinized and checked the ***RESEARCH INSTRUMENT*** of the study titled **"QUALITY MANAGEMENT SYSTEM AND ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN THE FIRST DISTRICT OF SURALLAH, SOUTH COTABATO"** presented to us by **MAILYN MAE A. EJERCITO**.

We have convened to discuss about its strengths and weaknesses for its improvement leading to suit the objectives of the study.

This is also to certify that the ***Research Instrument*** is valid in such a way that it intends to answer the specific objectives of the study.

Done this 31st day of January, 2026.

FRELYN JOY F. BONILLA
Signature over Printed Name



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

CERTIFICATE OF CONTENT AND FACE VALIDITY OF THE RESEARCH INSTRUMENT

TO WHOM THIS MAY CONCERN:

We, the undersigned, have thoroughly scrutinized and checked the ***RESEARCH INSTRUMENT*** of the study titled **"QUALITY MANAGEMENT SYSTEM AND ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN THE FIRST DISTRICT OF SURALLAH, SOUTH COTABATO"** presented to us by **MAILYN MAE A. EJERCITO**.

We have convened to discuss about its strengths and weaknesses for its improvement leading to suit the objectives of the study.

This is also to certify that the ***Research Instrument*** is valid in such a way that it intends to answer the specific objectives of the study.

Done this 31st day of January, 2026.

CYRALEAN P CEPANA
Signature over Printed Name

Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS, EJC Montilla, Tacurong City

CERTIFICATE OF CONTENT AND FACE VALIDITY OF THE RESEARCH INSTRUMENT

TO WHOM THIS MAY CONCERN:

We, the undersigned, have thoroughly scrutinized and checked the ***RESEARCH INSTRUMENT*** of the study titled **"QUALITY MANAGEMENT SYSTEM AND ITS IMPLICATION ON PUBLIC ELEMENTARY SCHOOLS GOVERNANCE AND IMPROVEMENT IN THE FIRST DISTRICT OF SURALLAH, SOUTH COTABATO"** presented to us by **MAILYN MAE A. EJERCITO**.

We have convened to discuss about its strengths and weaknesses for its improvement leading to suit the objectives of the study.

This is also to certify that the ***Research Instrument*** is valid in such a way that it intends to answer the specific objectives of the study.

Done this 31st day of January, 2026.

ELLEN MAE H. BONILLA
Signature over Printed Name

Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
GRADUATE SCHOOL
ACCESS Campus, EJC Montilla, Tacurong City

GS 2022-09

RELIABILITY TEST CERTIFICATION

This is to certify that the research instrument/s of **MAILYN MAE A. EJERCITO** for the study titled ***Quality Management System and It's Implication on Public Elementary Schools Governance and Improvement in Surallah South District*** was carefully reviewed and checked by the undersigned for its reliability test with a Cronbach **α= 0.8.**

Hence, the instrument is ***excellent*** in terms of reliability. The undersigned recommends that the survey questionnaire be employed as a tool in the conduct of the study.

This is issued on April 7, 2026 at SKSU Graduate School, ACCESS Campus, EJC Montilla, Tacurong City.

ATTY. VELESSA JANE N. DULIN, PhD
Statistician

CURRICULUM VITAE

MAILYN MAE A. EJERCITO
Purok Emfaville, Brgy. Lamian, Surallah, South Cotabato
9512
0953-6252-928
ailej9858@gmail.com

Professional Summary

Dedicated and experienced educator with eight years of teaching experience and three years as a school administrator. Currently serving as a classroom adviser at Lamian Central Elementary School, I bring a strong commitment to fostering a positive and inclusive learning environment. Skilled in curriculum development, team leadership, and school management, I excel at supporting student growth and collaborating with colleagues to achieve educational goals. Proven ability to adapt to diverse classroom needs while maintaining high standards of excellence and student engagement.

Education

Tertiary: Bachelor in Elementary Education - Sultan Kudarat State University, ACCESS CAMPUS

Secondary: Sultan Kudarat State University Science Laboratory High School, ACCESS CAMPUS

Elementary: Amado Fernandez Sr. Central Elementary School