

# Total Quality Management Practices, Managerial Capabilities of School Administrators and Performance of Public Junior High School Teachers

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**Abstract**— *This study aimed to determine the significant relationship between total quality management (TQM) practices and managerial capabilities of school administrators and the performance of public junior high school teachers in the Division of the Island Garden City of Samal. Universal sampling was used, which included ten (10) school administrators and 240 public junior high school teachers. Through non-experimental quantitative descriptive-correlational research technique, validated questionnaire, frequency and percentage, mean, Pearson-Product Moment Correlation Coefficient (Pearson-r), results showed that 50% of the school administrators have Master's Degree units and 1 to 5 years of experience as school administrators. Most school administrators have attended 11 to 15 seminars and trainings. It was found that school administrators' total quality management practices and managerial capabilities were very high or always manifested. It was also shown that the performance of public junior high school teachers was outstanding. There was a significant relationship between school administrators' TQM practices, managerial capabilities, and teachers' performance. This implies that when school administrators employ effective total quality management practices and demonstrate strong managerial capabilities, it positively impacts teachers' teaching performance. Accordingly, teamwork and community building have the highest influences on teaching performance. It was recommended that a management plan should be proposed and implemented.*

**Keywords**— *total quality management, managerial capabilities, teaching performance, universal sampling, management plan*

## I. INTRODUCTION

The concerning circumstances of teaching performance among teachers prompt serious consideration. It was mentioned in the study of Weisberg et al. (2009) that despite positive evaluation ratings, teachers and administrators both recognize ineffective teaching in the schools. As a matter of fact, 81 percent of administrators and 57 percent of teachers said there is a tenured teacher in the school who is performing poorly, and 43 percent of teachers said there is a tenured teacher who should be dismissed for poor performance. This phenomenon is common in many countries and cultures (Zhang, 2007). If left unaddressed, this can lead to a decline in teaching performance. Underperforming teachers fail to deliver the desired learning outcomes, and their unprofessional conduct may also cause others to become distracted from their tasks and diminish staff credibility (Banfield et al., 2006).

With the confronting issues cited, administrators face the complex task of balancing support, accountability, and professional development to address the poor performance of teachers and maintain well-being (Taufik & Istiarsono, 2020; Yariv, 2011; Rhodes & Beneicke, 2003). Managing and administering a school in elementary and secondary schools faces several internal and external challenges to sustain and maintain its survival. Quality management is the only way that enables them to meet these challenges by utilizing the available talent to gain a competitive edge. Total Quality Management (TQM) has helped the world comprehensively manage schools and industry (Al-Jammal & Ghamrawi, 2013). Like many other concepts, this concept originated within the business sector and has migrated to the Education sector, and many educators

believe it could help leverage reform efforts in schools. In this line, TQM is viewed as a systematic approach to education reform based on the philosophy of Deming (2000), who provides a revolutionary vision of how organizational change can be realized, resulting in optimal quality production (Al-Jammal & Ghamrawi, 2013). In a TQM school, improvement teams and individuals are constantly working on improving customer service (Al-Jammal & Ghamrawi, 2013).

Several researchers have addressed TQM in education, including De Cosmo, Parker, and Heverly (1991), Ewell (1993), Sherr and Lozier (1991), Bonser (1992), Tribus (1993), Brigham (1993), Rhodes (1992), Cunningham (2007) and Kumar, Choisne, Grosbois and Uma Kumar (2009). Most of these studies' findings revolve around the fact that applying TQM principles in education could improve quality, help decrease waste, and raise productivity, hence keeping costs low and increasing student satisfaction. In addition, various studies also emphasized the critical role of administrators' capabilities in shaping teaching performance and overall school success (Nwankwo *et al.*, 2021; Valmores, 2021; Wenceslao *et al.*, 2018; Pricellas *et al.*, 2016).

In the context of management, the Philippine Educational System was focused on reform in the country's governance. Republic Act 9155, the Governance of Basic Education Act of 2001, provides the framework for school head empowerment within local accountability. The legislation aims to strengthen the leadership roles of principals. This provision involves school heads' training to develop and enhance the skills and competencies needed for school-based management, emphasizing instructional leadership. The managerial capabilities of school administrators have always been at the top of school-based management (Department of Education, 2001).

According to the American Association of Administrators and the National Association of Secondary School Principals, the benefits of school-based management (Myers & Stonehill, 1993) may be summed up as follows: it allows competent individuals in the schools to make decisions that will improve learning; it gives the entire school community a voice in critical decisions; it focuses accountability on decisions; it redirects resources to support the goals developed in each school; it leads to realistic budgeting as parents and teachers become more aware of the school's financial status; spending limitations and programs' cost; finally, it improves teachers' morale and nurture new leadership at all levels.

The Department of Education in the Philippines emphasizes preparing college students to be independent and productive. Thus, there is a need to equip secondary school administrators with the competence to address the growing concerns of Secondary Education in the country. These school administrators have different dimensions inside or outside the classroom and demand corresponding competence areas to constitute the desired workforce and the preferred output.

The researchers were primarily interested in ascertaining the total quality management practices, the managerial capabilities of school administrators, and their impact on the performance of public junior high school teachers in the Division of the Island Garden City of Samal.

## II. METHOD

### A. Research Design

This study utilized a non-experimental quantitative, descriptive-correlational method of research to determine the level of practices of secondary school administrators in total quality management, managerial capabilities of school administrators, and performance of public junior high school teachers in the Division of Island Garden City of Samal. The relationship between the three variables was also sought. A correlational study is a research design examining the relationship between two or more variables. Correlational studies are non-experimental, meaning the researcher does not manipulate or control variables (Cherry, 2023).

### B. Research Environment

This study mainly focused on the ten (10) Public Junior High Schools in the Division of Island Garden City of Samal, namely Anonang National High School, Balet National High School, Cogon National High School, Don Dasalla National High School, Kaputian National High School, Mambago – B National High School, Matanos National High School, Nieves Villarica National High School, Samal National High School, Sta. Cruz National High School.

### C. Research Participants

The research participants of this study were the school administrators and the public junior high school teachers in the selected school in the Division of Island Garden City of Samal. Universal sampling was used to

determine the respondents. Universal sampling is a selection of sample where not all the people in the population have the same probability of being included in the model, and for each of them, the probability of being selected is unknown (Richard & Margaret, 1990); cited in (Ramoso & Ortega-Dela Cruz, 2019). The researchers preferred to use a universal sampling technique to select respondents from the school administrators and public junior high school teachers because they are the ones who may provide helpful information to test the hypothesis of this research. Table 1 shows the distribution of respondents.

TABLE 1  
DISTRIBUTION OF RESPONDENTS

<b>School Administrator</b>	<b>10</b>
<b>Teacher</b>	<b>240</b>
<b>Total</b>	<b>250</b>

#### D. *Research Instruments*

Four instruments were used in this study; the first was a researcher-made tool to measure the profile of school administrators focused on the highest educational attainment, years of experience, and seminars and trainings attended. The second tool measured the level of practices of public Junior High School administrators in the total quality management of the school was adopted from the study of Ghamrawi (2013) in International Management of Sciences with the published book on Total Quality Management: Effectiveness of Laguna School Perceptions of School Leaders and Teachers. It evaluated the Values, Mission, and Vision of the School; School Atmosphere and Interpersonal Relationships; Performance of School Management; Quality of Teaching and Learning; Services Available to Students; Participative Management; Teamwork; Human Resources and Physical Environment for Learning and Physical Resources with a total of 85 statements.

The third tool was used to measure the managerial capabilities of the school administrators based on the following: Staff Management and Development, Resources Management, Curriculum Management and Development, Community Building, School Planning and Improvement, Leadership, Quality of Teaching and Learning, and Creating a Creative Learning Environment. This was a standardized tool used by DepEd and introduced to some private schools during the Seminar-Workshop for School Heads on School Improvement Plan Preparation.

The fourth tool was the Performance Appraisal System for Teachers (PAST). PAST is a tool used by the Department of Education (DepEd) to evaluate teachers' performance.

A 4-point Likert-type scale was used to determine the respondents' responses to the first three instruments and a 5-point Likert-type scale for the performance of public junior high school teachers. A panel of experts validated all instruments.

#### E. *Data Gathering Procedure*

The researcher sought approval from the Schools Division Superintendent; after the approval, the letter was sent to the school administrators of the selected schools in the Island Garden City of Samal Division before endorsement of the tools. Respondents were given a few minutes to complete the tool. Retrieval on the said instrument was done immediately after the respondents answered the tool thoroughly.

The researcher administered the total quality management practices, managerial capabilities of school administrators, and performance of public Junior High School teachers in the Division of Island Garden City of Samal. Respondents were given longer minutes to complete the evaluation of their respective school administrators. The responses were retrieved immediately after the said respondents conducted the standardized tool.

The next phase of data gathering was the data on the performance evaluation of the public Junior High School teachers. After gathering the necessary data, these were tabulated, subjected to statistical treatment, and interpreted accordingly.

#### F. *Statistical Treatment*

*Frequency and Percentage.* This was used to determine the total number and proportion of school administrators participating in the study.

*Weighted Mean.* This was used to present the results on the total quality management practices, managerial capabilities of school administrators, and job satisfaction and performance of secondary school teachers in the Division of Island Garden City of Samal.

*Pearson Product-Moment Correlation Coefficient.* This was used to measure the relationship between the total quality management practices, managerial capabilities of school administrators, and performance of public Junior High School teachers in the Division of Island Garden City of Samal.

### III.RESULTS AND DISCUSSION

#### Profile of Public Junior High School Administrators

Table 2 presents the profile of the secondary school administrators. In terms of highest educational attainment, 1(10%) was a graduate of doctorate; 4 (40%) were full-pledged master’s degree holders; 5(50%) earned units in master's degree programs. Half of the school administrators earned units in master's degree programs. However, most secondary school administrators pursued their graduate studies, and one proceeded to post-graduate study. The advancement in professional qualification is necessary not only for developing further knowledge and skills but also for professional development. According to Pagdilao (2011), school heads should strive to further their competence in leading the schools through certification, accreditation, licensure, and graduate studies.

**Table 2**  
*Profile of Public Junior High School Administrators*

ASPECTS	F	%
<b>Highest Educational Attainment</b>		
<i>Doctoral Degree Holder</i>	1	10.0
<i>Doctoral Degree Units</i>	0	0.0
<i>Master's Degree Holder</i>	4	40.0
<i>Master's Degree Units</i>	5	50.0
<i>Bachelor's Degree</i>	0	0.0
<b>Years of Experience as a Secondary School Administrator</b>		
<i>16-up years</i>	0	0.0
<i>11-15 years</i>	2	20.0
<i>6-10 years</i>	3	30.0
<i>1-5 years</i>	5	50.0
<b>Seminars and Trainings Attended</b>		
<i>16-up</i>	3	30.0
<i>11-15</i>	6	60.0
<i>6-10</i>	1	10.0
<i>1-5</i>	0	0.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

In terms of years of experience as school administrators, 2(20%) had 11-15 years of experience as school administrators; 3 (30%) out of 10 had 6-10 years of experience; and 5 (50%) had a 1-5 years of experience as school administrators. This means that 50% of school administrators have 1-5 years of experience supervising and managing the schools. According to Milan (2004), experience is a good indicator of sharpened skills in managing and leading the institution.

In the aspect of seminars and trainings attended, 3(30%) attended 16 and up seminars and trainings; 6(60%) attended 11-15 relevant seminars and trainings; 1(10%) attended 6-10 relevant seminars and trainings.

The majority of the school administrators attended 11-15 trainings as school administrators. A productive school leader always seeks enhancement and development of teaching competence, as seen in years of fruitful experience. A leader who gains vast experience is a school leader who becomes a master of the strategies for managing and leading the schools.

### Level of Practices of Secondary School Administrators in the Total Quality Management of School

Table 3 presents the practices of secondary school administrators in the total quality management of the school in terms of *values, mission, and vision of the school; school atmosphere and interpersonal relationships; performance of school management; quality of teaching and learning; services available to students; participative management; teamwork; human resources; and physical environment for learning and physical resources*. The findings revealed that the practices of secondary school administrators in the total quality management of the school were manifested all the time and were functioning effectively.

The mean of the school's *values, mission, and vision* was 3.64, which is described as *very high*. This suggests that the school has successfully established a robust ethical culture, likely to promote ethical behavior among its stakeholders and contribute to achieving its mission and objectives (Team Varthana, 2023; Shapira-Lishchinsky, 2018).

The mean of *school atmosphere and interpersonal relationships* was 3.56, or *very high*. The result suggests a highly positive school environment which is known to have various benefits for both students and teachers, such as good relationships between students and staff (Council for Children's Rights, 2019; Yussif, 2023); friendly atmosphere among employees (Bahtilla & Hui, 2021; Giving Compass Network, 2022); close relationships with parents (Council for Children's Rights, 2019); good relationship between the school principal and all the staff (Council for Children's Rights, 2019); friendly atmosphere motivating teachers (Bahtilla & Hui, 2021; Giving Compass Network, 2022); and positive atmosphere encouraging students (Council for Children's Rights, 2019; Yussif, 2023; Zakrzewski, 2013). This further implies that the leader's good performance in the work field is displayed all the time and conforms with school and DepEd policies, embodying a commitment to ethical conduct.

In the aspect of *performance of school management*, the findings revealed a comprehensive and highly acclaimed performance of school administrators with a weighted mean of 3.45 described as *very high*. This result implies that the school administrators know the needs of their students and their demands and expectations, are open-minded in receiving feedback from internal groups (students, parents, and staff), and the performance of school management is based on the results of the evaluation carried out by internal or external groups when making decisions; communication takes place in both directions between the principal and the employee, and various and practical ways do it and the administrative system of the school is regularly reviewed and developed and the school has short-term plans. These findings suggest a highly effective, communicative, and forward-thinking educational institution committed to meeting the needs of all its stakeholders (Sunaengsinh *et al.*, 2019; Monsey *et al.*, 1997).

Regarding the *quality of teaching and learning*, it revealed a weighted mean of 3.47, interpreted as *very high*. This means that the school administrators were very good at managing students' teaching and learning quality. This further implies that the respondents observed the school administrators practiced effective management as the school attached great importance to enhancing and improving student learning outcomes; pupils are happy and have a sense of pride in their learning; the school takes account of individual differences among students, and focuses on learners with special needs and learning is student-centered. Finally, the findings suggest that the school implements best practices in quality teaching and learning, resulting in a positive and practical educational experience for its students (Gauthier *et al.*, 2004; Leu & Price-Rom, 2006).

The findings on *services available to students* revealed a weighted mean of 3.36, interpreted as *very high*. This shows that school administrators were very good at providing students with the information they needed, counseling and guidance, offering a range of leisure, recreation, and sporting facilities, and having open access to learning resources. The school encourages them to benefit from the resources. The majority of the items were rated very high by the respondents. However, one indicator was that the teachers were high as being practiced. "Students can access computer facilities". These aspects maintain transparency and sustain it for a more extended period. These findings imply that the school is effectively catering to the various needs of its students, creating an environment conducive to learning and personal growth (Levinson *et al.*, 2019; Alviento, 2018; Hughes & Karp, 2004).

In terms of *participative management*, the school administrators, in terms of practices of TQM, gained a mean of 3.08, which is interpreted as *high*. This shows that school administrators substantially observed and sustained for a more extended period. However, there is one perceived by teachers as very high. The school applies management principles: "Staff is encouraged to be involved in the responsibilities and decision-making. This means that school administrators in this aspect comprehensively and skillfully observe and are highly acclaimed. This further implies that the constructive criticism and suggestions of staff are listened to and considered by the school, which does its best to correct the dire situation. Also, the school regularly solicits students' views and suggestions. Finally, this suggests that the school fosters a participatory management culture associated with increased innovation, collaboration, and democratic principles (Kambonde, 2008; Hamal, 2020; Gamage & San Antonio, 2006; Meintjies, 2018).

*Regarding teamwork*, the school administrators, in terms of practices of TQM, have a mean score of 3.36, or *very high*. This implies that the school administrators are allowing the different departments to cooperate to achieve the objectives of the school, provide staff training on skills of teamwork, recognize the achievements carried out by one of the teams, commend the efforts of the team, and honor the members appropriately (choice of place, timing, and the right way). This further means that the school administrators encourage team members to have good practices in their work within a team and motivate teachers to work as a team. There is strong cohesion, and the school encourages team members to have good practices in their work within the team". It entails that school administrators, in this aspect, maintain transparency and sustain it for a more extended period.

Further, it is believed that team members are more likely to make creative suggestions and solutions than those working in isolation (Loughlin, 2008). In teams, they feel more comfortable bringing up problems that may occur and can get help from other employees to find a solution and put it into place. (Ho, 2011). Teamwork also helps develop mutual trust among staff (Psychogios & Priporas, 2007). Moreover, teams could develop a total quality culture by building collective responsibility, developing a sense of ownership, and providing additional communication channels between individuals, management, and customers (Loughlin, 2008). Finally, this suggests that the school effectively implements teamwork principles to enhance organizational productivity, improve job satisfaction, and contribute to a positive school culture (Hall, 2002; Slater, 2004).

**Table 3**

*Level of Practices of Secondary School Administrators in the Total Quality Management of School*

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Descriptive Level</b>
Values, Mission, and Vision of the School	3.64	Very High
School Atmosphere and Interpersonal Relationships	3.56	Very High
Performance of School Management	3.45	Very High
Quality of Teaching and Learning	3.47	Very High
Services Available to Students	3.36	Very High
Participative Management	3.08	High
Teamwork	3.36	Very High
Human Resources	3.34	Very High
Physical Environment for Learning and Physical Resources	3.51	Very High
<b>Overall</b>	<b>3.42</b>	<b>Very High</b>

In terms of *human resources*, it denotes that the school administrator, in terms of the practices in the TQM, has a mean rating of 3.34, which is interpreted as *very high*. This means that school administrators provide professional development activities for employees commensurate with their needs, know each employee's training needs, and provide staff that is enough for the school's needs. These findings implied that school administrators managed the employees by communicating with them and explaining the tasks and the expectations of each of them, ensuring that all the employees were able to carry out the tasks assigned to them and that all the employees were willing to carry out the tasks assigned to them and develop the leadership skills among employees and allow them to practice leadership roles (launching innovative initiatives, proposing projects for the development of the school, applying new ideas). Lastly, these findings suggest that the school

implements effective human resource management practices, which can enhance organizational performance, improve job satisfaction, and contribute to a positive school culture (Omebe, 2014; Hashmi, 2014).

In terms of *the physical environment for learning and physical resources*, it revealed a weighted mean of 3.51, interpreted as *very high* in the management of school administrators. This implies that the school administrators ensure that the physical environment is well planned and organized; the number of rooms in the school (classrooms, administrative offices, etc.) is sufficient, the room spaces are suitable, and appropriate visual and learning aids are available. This also means that the school administrators are comprehensively and skillfully observed in managing the schools and ensuring that the buildings and classrooms are clean and attractive, that the school buildings and facilities meet the requirements set for health and public safety, and that the buildings, facilities, and rooms are well equipped and regularly maintained.

Additionally, a significant position of teaching effectiveness involves setting the storage. The teacher's task is to get everyone comfortable enough to learn. Research shows that successful teachers spend 10% of classroom time optimizing the arrangement of the physical setting (Lang, 2002; Jones, 2012; Philipp & Kunter, 2013). Students are more likely to learn when comfortable (Chen *et al.*, 2010; Shernoff *et al.*, 2003). The study results show that the characteristics of students ranked highly for both comfort and learning are the following: a variety of areas within space, a lot of teacher morbidity, and a lot of student mobility.

School leaders must recognize that staging the classroom's physical atmosphere to address students' needs is essential. It makes the learning environment effective, thus, in terms of facilities and the active acquisition of subject-specific and general expertise (Marzano *et al.*, 2005). These findings suggest that the school is committed to providing a conducive physical environment for learning, which can enhance student engagement, facilitate effective teaching, and contribute to positive educational outcomes (International Institute for Educational Planning, 2023; Sylvestre, 2020).

The overall mean of the level of practices of secondary school administrators in total quality management is 3.42, which is described as *very high*. The findings above suggest that the school successfully implements TQM practices, which can lead to continuous improvement, increased stakeholder satisfaction, and improved educational outcomes (UNESCO, 2020; Al-Jammal & Ghamrawi, 2013).

### Level of Managerial Capabilities of the School Administrators

Table 4 deals with the managerial capabilities of school administrators. It is shown that the overall mean is 3.74, which is described as *very high*. This means that the managerial capabilities of the school administrators are always manifested. These findings suggest that school administrators are well-prepared to lead their schools toward achieving their goals and objectives. Their effectiveness in terms of the given indicators of managerial capabilities can contribute to the overall success of the school (Pricellas *et al.*, 2016; Di Liberto *et al.*, 2015; Valmores, 2021).

Looking closely per indicator, *staff management and development* are essential in school planning and management. Human resource management is critical to enhance and develop in the organization. The make or break in organizational management depends on the type of people or workforce in the organization. The people in the organization can work for a common goal and will be the moving force to implement the school plans.

The weighted mean was 3.57, which was interpreted as *very high*. This means that the managerial capabilities of school administrators were manifested at all times in staff management and development. Staff management and development are considered one of the school's priority areas to plan and manage. The continuous training of the teachers is essential in developing workforce opportunities. This suggests that the school administrators' staff management and development capabilities are well-prepared to lead their schools toward achieving their goals and objectives. The administrator's effectiveness in these areas can contribute to the school's overall success (Isaac, 1975; Whitewood, 2022; Maryville University, 2021; Nannyonjo, 2023).

On the other hand, *resource management* is an essential area in the school management plan. It was also noted that in resources management, the school administrators were perceived as *very good* at managing the school resources, with a mean rating of 3.58. This entails the inventory and safekeeping of all the school's material resources. The key to effective management is to keep track of all its resources, contributing to the development and work efficiency of the organization. The school administrators' managerial capabilities in this domain are very high. This means that the school administrators were competent and skillful in their task as resource managers. These findings implied that the school administrators had very satisfactory practice in conducting regular health and safety audits of school facilities and equipment, using information technology in the data management of the school system, and using resources and a variety of networks and other sources to

generate income; prioritize needs for fund allocation and develop a budget; develop and implement a financial management system which incorporates financial control and fiscal management and identify and prioritize facilities and equipment requiring repair and replacement (American University, 2020; Solomon, 2022; Amber Student, 2023).

As managers and leaders, the school heads set the direction the schools are going. They are responsible for the overall operation of the school. The tremendous changes in scope, variety of competencies, and necessary skills for managing the school make their functions more complex, diverse, and challenging. These functions of school heads as educational leaders and managers are essential to the areas of management, namely the vision, mission, and goals of the institution, curriculum and instruction, financial and budgeting, school plant and facilities, student services, community relations, and the school improvement plan (Lezotte, 1992).

Meanwhile, *curriculum management and development* deal with the primary function of the school administrators, which is to implement the curriculum based on the standards set by the Department of Education. Curriculum is what makes successful learning outcomes for every school. The curriculum sets the standards of teaching-learning processes in every school.

The average weighted mean was 3.62, which was interpreted as *very high*. This means the school administrator's managerial capabilities in curriculum management and development are always manifested. According to Taba (2003), the curriculum should be considered a blueprint for successful learning opportunities. The curriculum is a powerful mechanism to realize the school's goals in developing students' potential.

The school administrators are highly effective in their curriculum management and development capabilities. These findings implied that school administrators were implementing the courses, proposing teaching methodology and student assessment procedures consistent with the Basic Education Curriculum, developing and introducing curriculum units that address local issues and interests, collecting and collating data from within the school that addresses the achievement of student learning outcomes and developing and implementing a system for identifying, prioritizing and developing learning and assessment resources by teams of teachers to be shared by teachers and identify the unique learning needs of students associated with such things as their gender and cultural background.

On the other hand, *community building* obtained a weighted mean of 3.97 and was described as *very high*. This result implied that school administrators provided information to seek parents' feedback in writing and through meetings and build and sustain partnerships and networks with groups like LGUs, NGOs, and the National Govt. Agencies and People's Organization: encourage parent and community participation and cooperation with the school and its staff and build and develop links with employers and further education providers. Many of today's leaders in education, business, and community development are coming to realize that schools alone cannot prepare our youth for productive adulthood. Schools and communities should work closely with each other to meet their mutual goals (Hausburg, 2020; Hands, 2014; Malone, 2020). Schools can support students, families, and staff more when they are integral to the community (IIEP-UNESCO, 2023). Conversely, agencies can make services more accessible to youth and families by linking with schools, and they can connect better with and have an impact on hard-to-reach clients. Appropriate and effective collaboration and teaming are crucial to community development, learning, and family self-sufficiency (Anderson-Butcher, 2022; Hausburg, 2020).

Partnerships should be considered as connections between schools and community resources. The partnership may involve the use of school or neighborhood facilities and equipment; sharing other resources; collaborative fundraising and grant applications; volunteer assistance; mentoring and training from professionals and others with particular expertise; information sharing and dissemination; networking; recognition and public relations; shared responsibility for planning, implementation, and evaluation of programs and services; expanding opportunities for internships, jobs, recreation and building a sense of community (Hausburg, 2020; Gross et al., 2015). School-community partnerships can connect many resources and strategies to enhance communities that support all youth and their families. They could improve schools, strengthen neighborhoods, and significantly reduce young people's problems. Building such partnerships requires visioning, strategic planning, creative leadership, and new multifaceted roles for professionals who work in schools and communities (The School Governing Council Workshop Handouts, 2007).

Further, the school administrators' capability in *planning and improvement* was rated 3.76, which was interpreted as *very high*. This result implied that school administrators were capable of planning and improving schools. This finding implied that school administrators were capable of creating and maintaining a shared Vision, Mission, and Goals for student development and learning through school community consultation; they

know how to develop school policies and procedures that are consistent with the School Vision and Mission through school community consultation and know how to analyze and use data in decision making and implement, monitor and evaluate the School Improvement Plan.

The Basic Education Sector Reform Agenda (BESRA) for 2006 to 2010 is a policy reform package of the Department of Education (DepEd). It aims to attain and sustain better performance in primary education in public schools. The BESRA objectives can be achieved through the five key reform thrusts (KRT), which are geared toward the schools, teachers, social support to learning, complementary interventions, and institutional culture of DepEd (SGC Workshop Primer, 2007). The school's first initiative is the government's strategy for improving primary education. It was first a popular movement featuring various local initiatives (a kind of "thousand flowers bloom" movement) by individual schools, localities, school divisions, local governments, communities, civil society organizations, and other interest groups and associations.

Alternatively, the respondents perceived the school administrators' *leadership* to be very high, with a weighted mean of 3.80. This finding implied that the school administrators were competent in developing a management team which is committed to the school's mission and vision; develop a management team which is committed to the school's mission and vision encouraging and leading change in the school, and flexibly deploying and targeting financial, physical, human, and intellectual resources to support teaching and learning efficiently managing the school's curriculum, teaching management and organizational practices to support highly effective learning and exhibit firm and purposeful leadership and share leadership responsibilities. This means that the school heads influence the teachers and students to become dynamic leaders (Aquino *et al.*, 2021; Oco, 2022). Leadership is a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life" (Astin & Leland, 1999)

On the other hand, the average weighted mean of *quality of teaching and learning* was 3.78, which was interpreted as *very high*. This means that the school administrators could effectively manage the teaching-learning environment of the school. The teaching-learning environment is essential to maximize learning opportunities. The school should be free from harm and discrimination. Students should be made to feel they are welcome and safe in the school. The school is considered as second home for the students (The University of Texas, 2023; University of Buffalo, 2023; University College London, 2022; Shean & Mander, 2020; Graham *et al.*, 2019; UNESCO, 2018; Kutsyuruba *et al.*, 2015).

Lastly, the respondents rated the school administrators *very high* in *creating a conducive learning environment*, with a weighted mean of 3.82. This means that school administrators were competent in managing the school to create a conducive learning environment. This finding implied that the school administrators had gained an outstanding performance in the following: maintaining a safe and orderly environment in which students learn free from discrimination and harassment and providing and improving ancillary services (guidance, library, SLRC, clinic canteen, and other services). This also implied that the school administrators were capable of providing praise and appreciation for appropriate student behavior, developing school rules and regulations with stakeholders about student behavior management at both whole school and classroom policy levels, maintaining a safe and orderly environment in which students learn free from discrimination and harassment and manage conflicts by addressing issues instead people, gathering and documenting information and seeking favorable outcomes for those involved.

**Table 4**  
*Level of Managerial Capabilities of the School Administrators*

Indicators	Weighted Mean	Interpretation
Staff Management and Development	3.57	Very High
Resources Management	3.58	Very High
Curriculum Management and Development	3.62	Very High
Community Building	3.97	Very High
School Planning and Improvement	3.76	Very High
Leadership	3.80	Very High
Quality of Teaching and Learning	3.78	Very High
Creating a Creative Learning Environment	3.82	Very High
<b>Overall</b>	<b>3.74</b>	<b>Very High</b>

An appropriate learning environment is the key to achieving the desired behavior teachers would want from their students. The kind of atmosphere the students should be exposed to is the type where it is involved, resulting in the effectiveness of any teaching-learning situation. It must be an environment where students and teachers are comfortable, and anxiety is not apparent (Rasna *et al.*, 2020; Arends, 2015; Mugambi *et al.*, 2015). To be effective, the school environment needs to be conducive to learning, allowing the pupils space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved through effective classroom organization, interactive whole-schoolroom displays, and a climate of innovation. The best learning environment is one of high challenge and low stress (Brighouse & Woods, 1999).

A significant position of teaching effectiveness involves setting the storage. The teacher's task is to get everyone comfortable enough to learn. Research shows that successful teachers spend 10% of classroom time optimizing the arrangement of the physical setting. Students are more likely to learn when they are comfortable, as cited by Kihu in his study on Physical Environment. The study results show that the characteristics of students ranked highly for both comfort and learning are the following: a variety of areas within space, a lot of teacher morbidity, and a lot of student mobility.

### Performance of Public Junior High School Teachers Based on Performance Appraisal System for Teachers

Table 5 presents the performance of secondary school teachers based on the Performance Appraisal System for Teachers (PAST). Based on the evaluation of the school principals, year-level heads, and subject coordinators, the teacher-participants gained an overall mean of 4.36, interpreted as *Outstanding*. This means that the teachers were competent in the following areas: instructional, personal, and professional characteristics and punctuality and attendance. In instructional competence, the teachers were rated *Outstanding* in the following aspects: lesson planning and delivery; relating new lessons with previous knowledge/skills, providing appropriate motivation, ensuring pupils/students participation, showing mastery of the subject matter; assessment, evaluating learning outcomes; management of time and learning environment; school, home, and community involvement. This means the teachers do their best to deliver competitive instructional performance as classroom managers. Teachers prepare the lessons well and deliver them with appropriate instructional materials. A rating of *Outstanding* was also given to the teachers regarding professional and personal characteristics, with a weighted mean of 4.38. This means that the teachers have to continue their professional way with an attitude. In the aspect of punctuality and attendance, the teachers were also rated *Very Satisfactory* with a weighted mean of 4.25, interpreted as *Outstanding*. This means that the teachers are significantly following the department rules and policies on punctuality.

School heads can help improve the quality of teaching by writing strong, clear policies on administrative accountability (including provisions for instructional leadership), teacher recruitment, supervision, and evaluation, an instructional model keyed to specific objectives, and in-service training for administrators and teachers. Schools Division Superintendents may provide school administrators with clerical assistance to free them of paperwork and have more time for classroom observation, clinical supervision, demonstration teaching, and staff development (Salibay, 1986).

**Table 5**

*Performance of Public Junior High School Teachers Based on Performance Appraisal System for Teachers*

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
Instructional Competence	4.45	Outstanding
Professional and Personal Characteristics	4.38	Outstanding
Punctuality and Attendance	4.25	Outstanding
<b>Overall</b>	<b>4.36</b>	<b>Outstanding</b>

Besides monitoring teacher performance, a specific objective of teacher evaluation should be to set measurable job improvement targets (Sweeney & Manatt, 1982). Once targets are set, the school administrator and teacher work out a specific action plan within a given time frame and then review the teacher's progress in conference. Such clinical supervision promotes a school climate in which continuous improvement is essential to every teacher's job. In addition to setting and clarifying expectations, school administrators can also employ incentives to induce teachers to excel in their profession. These include merit pay plans, career options

(including career ladder and s), and enhanced professional development programs (Hatry, 1994; Engelking, 1987).

**Significant Relationship between the Total Quality Management Practices of School Administrators and Performance of Public Junior High School Teachers**

Table 6 presents the test of the relationship between the total quality management practices of public junior high school administrators and the performance of public Junior High School teachers. The computed r-values of *the mission and vision of the school, school atmosphere, interpersonal relationships, quality of teaching and learning, participative management, teamwork, human resources, and physical environment for learning and physical resources* were .131, .663, 4.089, .251, .318, .819, .668, and .219; respectively, with p-values less than the 0.05 level of significance, thus, the null hypothesis was rejected. This means that the managerial practices of secondary school administrators in identified indicators, when correlated to teachers' performance, had a significant correlation and bearing. However, in *the performance of school management and services available to students*, when correlated to managerial skills of school administrators, the computed r-values of .078 and .036, respectively, have p-values greater than 0.05 level of significance. So, the decision was to accept the null hypothesis. This means that the services available to students and the performance of school management as indicators of managerial practices of school administrators in total quality management have no bearing on teachers' performance.

**Table 6**

*Significant Relationship between the Total Quality Management Practices of School Administrators and Performance of Public Junior High School Teachers*

<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>r-value</b>	<b>r<sup>2</sup></b>	<b>p-value</b>	<b>Decision</b>
<i>Total Quality Management Practices</i>	<i>Teacher's Performance</i>				
Values, Mission, and Vision of the School		0.131	1.72%	.038	Reject Ho
School Atmosphere and Interpersonal Relationships		0.663	43.96%	.000	Reject Ho
Performance of School Management		0.078	.61%	.219	Accept Ho
Quality of Teaching and Learning	<i>Overall</i>	0.251	6.30%	.000	Reject Ho
Services Available to Students		0.036	.13%	.571	Accept Ho
Participative Management		0.318	10.11%	.000	Reject Ho
Teamwork		0.819	67.08%	.000	Reject Ho
Human Resources		0.668	44.62%	.000	Reject Ho
Physical Environment for Learning and Physical Resources		0.219	4.80%	.000	Reject Ho

The school administrator's total quality management practices were significantly related to teachers' teaching performance. This finding further implied that the two variables gained a moderate relationship. This was consistent with various researchers (Kurniasih *et al.*, 2022; Al-Saidi & Amzat, 2020; Sallis, 2014; Lewis, 1999) who found that TQM practices were associated with teaching performance.

It was also found that teamwork as a domain of the total quality management practices has the highest influence ( $r^2 = 67.08\%$ ) on teaching performance. This implies that teamwork is the most significant factor contributing to improved teaching performance. This could indicate that fostering a collaborative and team-oriented environment may be the key to enhancing overall teaching quality. This implication confirms the results of various research (Wood & Reefke, 2010; Gajda & Koliba, 2008; Coronel *et al.*, 2003; Duchardt *et al.*, 1999). It may also suggest that strategies promoting teamwork, communication, and collaboration among teachers and staff could lead to better outcomes in terms of teaching effectiveness (Garcia-Martinez *et al.*, 2021; Graham, 2007; Ainscow *et al.*, 2006; Johnson, 2003).

### Significant Relationship between the Managerial Capabilities of School Administrators and the Performance of Public Junior High School Teachers

Table 7 presents the test of the relationship between the managerial capabilities of secondary school administrators and the performance of secondary school teachers. Based on findings on the variables correlated to the performance of teachers were *curriculum management and development, staff management and development, resource management, creating a conducive learning environment; community building, school planning, and improvement; and leadership*, which revealed the computed r-values of .141, .279, .505, .282, .576, .146, .179. The p-values were less than 0.05 significance level, so the null hypotheses were rejected. This means that the identified managerial capabilities of secondary school administrators, tors when correlated to the performance of teachers, had a significant correlation. However, on the *teaching and learning* as an indicator in managerial capabilities of secondary school administrators when correlated to the performance of teachers, the computed r-value revealed .055 with a p-value of .386, which is greater than 0.05 level of significance and so the decision does not reject the null hypothesis. This means that the identified domain is not significantly correlated to the managerial capabilities of secondary school administrators.

The school administrator's managerial capabilities are significantly associated with teachers' teaching performance. This is consistent with the findings of various research (Taryanti, 2023; Silva, 2021; Anwar, 2018; Paturusi, 2017). In addition, community building as a domain of school administrators' managerial capabilities has the highest influence ( $r^2 = 33.18\%$ ) on teaching performance. This implies that effective community building, facilitated by school administrators, is considered a critical factor in improving teaching performance. This could mean that when teachers feel supported, engaged, and part of a positive and collaborative community, it positively influences their ability to perform well in their teaching roles (Affuso et al., 2023; Liu et al., 2023; Sadoughi & Hejazi, 2023; An et al., 2022; MacTavish & Kolb, 2006).

**Table 7**

*Significant Relationship between the Managerial Capabilities of School Administrators and the Performance of Public Junior High School Teachers*

Independent Variable	Dependent Variable	r-value	r <sup>2</sup>	p-value	Decision
<i>Total Quality Management Practices</i>	<i>Teacher's Performance</i>				
Curriculum Management and Development	<i>Overall</i>	0.141	1.99%	.026	Reject Ho
Staff Management and Development		0.279	7.78%	.000	Reject Ho
Resource Management		0.505	25.50%	.000	Reject Ho
Teaching & Learning		0.055	.30%	.386	Accept Ho
Creating a Conducive Learning Environment		0.282	7.95%	.000	Reject Ho
Community Building		0.576	33.18%	.000	Reject Ho
School Planning and Improvement		0.146	2.13%	.021	Reject Ho
Leadership		0.179	3.20%	.004	Reject Ho

## IV. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Based on the findings, the following conclusions were derived:

1. In the profile of public Junior High School administrators in terms of highest educational attainment, 40% of the school administrators were master's degree holders. In terms of years of experience as school administrators, 50% had 1 – 5 years of experience leading and managing the schools. In terms of seminars and trainings attended, the majority of them attended 11-15 relevant seminars and trainings.

2. The level of practices of secondary school administrators in the total quality management of the school was described as very high. This result implied that the indicators of total quality management were comprehensively and skillfully observed and were highly acclaimed.
3. The level of managerial capabilities of the school administrators was described as very high. This result implies that the level of implementation is frequently displayed, and functioning is always manifested.
4. The level of performance of public junior high school teachers, based on the Performance Appraisal System for Teachers (PAST), was rated *outstanding*. This implies that the performance is displayed all the time and functions competently.
5. The school administrator's total quality management practices and managerial capabilities are significantly related to teachers teaching performance here. This implies that teaching performance improves when school administrators employ effective total quality management practices and demonstrate solid managerial capabilities. It emphasizes the importance of leadership quality in educational institutions and suggests that investing in developing administrative skills can improve teaching outcomes.

### Recommendations

Anchored on the findings of the study, the following are recommended:

1. A management plan should be proposed and implemented.
2. This study should be communicated to the teachers and school administrators involved.
3. The Department of Education should develop a series of trainings and seminars to maintain or enhance the managerial practices and capabilities of the school administrators.
4. The school administrators should manage change and develop a mechanism to improve the school's system through creative support of its workforce – teachers, students, and community and
5. The school administrators should exhaust means to create local and international linkages to support the school's needs, especially regarding facility improvements.

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