Exploring the Total Quality Management Practices among School Heads in Elementary Public Schools: A Single Case Study

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ABSTRACT

The purpose of this single case study design was to explore the total quality management practices among school heads in elementary public schools. A total of five school heads were identified through purposive sampling. The study utilized a qualitative research design using single case study approach. Thematic content analysis used as data analysis tool. Results revealed that the practices of school heads on total quality management implementation in their respective schools were: managing of resources, collaborative decision-making, and curriculum and learning. Moreover, results revealed that on the ways to determine that the sustainable goal in practicing total quality management was achieved was by: resource saving inventory, continuous improvement, and seeking assistance from other professional. Further, on the efforts invested in total quality management practices results found were: attending professional seminars/meetings, and open-mindedness and adaptability. Based on the study's findings, it is recommended that school heads and legislators integrate TQM concepts into school guidelines. Continuous professional development for administrators and instructors is essential for enhancing TQM implementation. This can be achieved through seminars, workshops, and training sessions focused on TQM practices. Collaborative forums should be established for politicians, administrators, and educators to exchange knowledge and experiences. Facilitating such forums will promote a deeper understanding of effective TQM methods and foster a community of sustainable school administrators. Lastly, teachers should utilize feedback and regular reviews to assess TQM practices, aiding in ongoing improvement efforts.

Keywords: Total quality management, single case study, school heads, open-mindedness, and adaptability.

INTRODUCTION

Education is a multifaceted process involving various stakeholders, such as students, teachers, parents, administrators, and policymakers. Total Quality Management (TQM) recognizes the importance of engaging all these stakeholders in a collaborative effort to define, measure, and improve educational quality. TQM emphasizes a comprehensive approach to organizational excellence and continuous improvement. It also seeks to optimize organizational processes, enhance stakeholder satisfaction, and promote a culture of continuous improvement. Moreover, one of its fundamental purposes in education is to establish a holistic and inclusive approach to quality. TQM has become a paradigm-shifting force in a number of industries and has found application in the education sector by revolutionizing the operations and service delivery of educational institutions.

TQM is a management philosophy that places emphasis on both the personnel and the work process. Customer satisfaction and organizational performance enhancement are its primary concerns. Continuous

improvement is achieved across all educational business entities through the effective coordination of work processes, ultimately striving to meet or exceed customer expectations. It reduces waste and reprocessing, thereby decreasing costs and increasing production efficiency, by emphasizing quality in every aspect of an educational institution (Berns, 2022).

TQM entails setting up a work environment where persistent efforts to improve quality are always supported and encouraged. Quality is a continual process in which every employee in a business strives to perform better than before, rather than a singular objective or final result. Every person working in a school should be committed to raising the standard of instruction in order to implement TQM in the institution. It is a system where there is a constant effort by each management and staff member to accomplish everything correctly and successfully, rather than something that the management applies or dictates to the personnel (Tharwat, 2024).

Further, TQM is not a set course of action with a beginning and an end. There must be a change throughout the entire system when a school begins implementing TQM. A constant plan to achieve greater quality is chosen in place of the short-term programs they carry out in order to accomplish a specified level of quality (Tharwat, 2024).

Thornett and Viggiani (2019) investigated the use of Total Quality Management (TQM) in a secondary school located in South Wales, UK. Test results were one of the elements that improved. The school did, in fact, surpass its own goals for improved scores, exceeding the average of Welsh schools. The school and community also felt more confident as a result of this achievement. Continuous gains in students' self-esteem had a spillover effect into their non-academic lives. When TQM was applied, overall test results improved, operations improved, and staff and student happiness increased.

The purpose of the current investigation was to provide a comprehensive account to explore the total quality management practices among school heads in elementary public schools. It was anticipated that the information provided would serve as the foundation for future policy formulation and theory development aimed at enhancing the quality of education in schools via the refinement of the Total Quality Management practices and implementation in the future.

Challenges in Total Quality Management Practices

Without a question, TQM has enormous potential to benefit education, but it cannot be assumed that putting TQM into practice in the classroom is without difficulties or obstacles. There are educators who feel that a business-oriented approach might not be suitable for service organizations such as educational institutions. TQM as a concept that is developed from industry is difficult or impossible to implement in schools or other academic institutions because of their distinct ethos and qualities (Brinbaum, 2020).

The commitment of all those involved in the educational system, particularly the upper management and teachers, may be the most significant challenge. According to Brown (2022) one of the primary causes of TQM programs' failure is a lack of commitment from upper management. Massy (2023) claims that academics who view TQM as just another business-oriented fad are the ones who are most opposed to it; this kind of thinking could compromise TQM's educational value.

Moreover, Seymour (2019) identifies a number of reasons why TQM has not been successfully implemented in education, including staff and team leaders' lack of teamwork experience, administration's lack of commitment, resistance to change, high time investment from personal training, and higher education institutions' concerns about their own results not being good enough.

Rosa and Amaral (2022) also listed a number of obstacles to implementing TQM in education, including the

lack of efficient channels for communication, the difficulty of evaluating the success of higher education institutions, the coexistence of multiple goals and purposes for these institutions, the emphasis on individualism and a high level of internal competition, the bureaucratic decision-making process, and the absence of a strong leadership that is capable of involving all of the members of the institution and is deeply committed to the ideas and principles it wishes to apply.

Lastly, Dale et al. (2022) have identified several significant challenges that arise while implementing Total Quality Management (TQM), including incompetent leadership, resistance to change, incoherent policies, unsuitable organizational design, and inadequate oversight of the change management procedure.

Focus case on Total Quality Management Practices

Lack of Continuous Improvement

Horine and Hailey (2020) looked at the main challenges to a successful quality management implementation and discovered that some of the obstacles include senior leadership commitment, faculty support, implementation time, and training. Similarly, Dale et al., (2022) specified the following as the main barriers to putting Total Quality Management (TQM) into practice: poor documentation, insufficient staff training, conflicting policies, ineffective leadership, and poor communication.

In addition, the problems in adopting TQM in Kenyan secondary schools were recognized by Kosgei (2019) to include lack of commitment on the part of the administration and some staff members, organizational culture in the school, inadequate documentation, inadequate training of key team players, and ineffective communication.

Lastly, Hamidi and Zamanparrar (2023) looked at issues and obstacles related to TQM implementation and found that one significant element contributing to TQM implementation failure reports is senior management's lack of commitment. They went on to assert that without managerial commitment and a suitable and supportive corporate culture, no progress can be made. Workforce training programs are crucial to the successful application of TQM. The business plans of the organizations must include the TQM activity, and strategies for continuous improvement must be developed.

Late Submission on MOOE liquidation

Inadequate submission of Maintenance and Other Operating Expenses (MOOE) can seriously hinder school administrators' ability to apply Total Quality Management (TQM) techniques. A complete strategy, total quality management places a strong emphasis on customer satisfaction, ongoing improvement, and the engagement of all stakeholders in the quest for perfection. In the context of educational institutions, school heads' prompt access to MOOE is essential for effective resource management, improving learning environments, and attending to the various demands of staff and students (Juran, 2022).

Late MOOE filings can interfere with the budgeted activities and efforts of the school and make it more difficult for the administrators to successfully apply TQM standards. In the event that funds are not received in a timely manner, school administrators may encounter difficulties in funding extracurricular activities that help kids grow holistically, maintaining and modernizing facilities, and giving teachers the resources they need. These budgetary limitations may compromise the standard of instruction overall and make it more difficult for the school to establish an atmosphere that supports learning and ongoing development (Juran, 2022).

Research Questions:

The following sections provide an example of the application of a single-case study design to investigate the

experiences of school heads in the total quality management practices. This study addressed the following research questions:

- How do school heads practice total quality management in their respective schools?

- How do they determine that they achieved their sustainable goal in practicing total quality management?

- How much effort are they willing to invest in total quality management practices?

METHODS

In the current study, the researcher utilized a single-case study research design. A single case study was employed as a research method involving an in-depth examination of a single individual, group, or entity to understand a particular phenomenon or issue. It provided detailed insights into specific situations, allowing researchers to explore complexities and nuances in depth. Through interviews, observations, and document analysis, the study uncovered the challenges, successes, and implications within the specific context of the topic. The single case study provided rich, contextualized data to inform future decisions and initiatives in education.

The sample participants were selected explicitly to encompass instances in which the phenomena under study were likely to be found. This approach to sample design was consistent with the strategy of homogeneous sampling, in which the desired outcome was the description of some particular subgroup in depth (Patton, 2020). In this study, a sample pool of five (5) school heads was drawn from the discipline. The sample was composed of experienced school heads in their fields, with the average number of years in administrative experience being five (5) years.

Data was collected from the five (5) school heads-participants over a period of 3 months using a pre-tested interview protocol focusing on specific total quality management practices. Each question was mapped to one or more of the main research questions. After the interviews were conducted with the participants, the results were transcribed and analyzed.

The main approach to data analysis involved a detailed analysis of the interview transcripts. As the first step in this sequential process, notes from each interview, made both during the interview and immediately after it, were reviewed; highlights or new concepts were identified. Next, the transcript from each interview was reviewed and coded. As the process continued, each new interview was compared to the previous ones for confirming or disconfirming evidence; earlier interviews were reanalyzed in light of new concepts identified in later interviews. Because the single–case study design encouraged the researcher to analyze the data from earlier interviews before scheduling and conducting the later ones, the analytic process itself influenced the emphasis placed on certain questions during the latter part of the process.

RESULT AND DISCUSSION

This chapter presented the results and discussions of the data based on the research questions of the study. It included the school head's practices on total quality management in their respective schools, how they determined that they achieved their sustainable goal in practicing total quality management, and the effort that they were willing to invest in total quality management practices.

School heads practices on total quality management in their respective schools

Figure 1 showed the practices of school heads on total quality management implementation in their

respective schools. The results revealed three (3) indicators on the practices of school heads on total quality management implementation. It was found that the common practices of school heads were: (1) Management of resources, (2) Collaborative Decision-making, and (3) Curriculum and learning.

The first theme found on the practices of school heads on total quality management implementation in their respective schools was management of resources. School heads often found themselves on the front lines of resource management, grappling with budget constraints and competing priorities. In many instances, financial resources earmarked for professional development may have fallen short, limiting opportunities for training and skill enhancement. Participants stated that

"I think one of the important parts in total quality management practices is managing the resources of the school. Sometimes there are unexpected expenses and the school does not have funds allocated for it so we have to use our own money for those resources." (P2)

"As the school head, one of our key responsibilities is budgeting our funds or resources. Budgeting is necessary because we have to follow a really strict budget. When managing our resources, we have to be mindful of what's really needed and what aren't." (P5)

"I can say that one practice is to have regular meetings or conferences with stakeholders where they can be updated on the management and allocation of school resources." (P3)

The practice of managing resources revealed a dynamic interplay of challenges and innovative solutions. Despite financial constraints, time pressures, and infrastructure limitations, school heads exhibited resilience and creativity in navigating these hurdles. Total Quality Management (TQM) focused on the efficient and effective use of resources to achieve organizational excellence. In the context of TQM, managing resources included not just tangible assets such as materials and equipment, but also people resources, time, and expertise. Scholars emphasized the importance of resource management within the TQM framework as a way to increase operational efficiency, decrease waste, and promote continuous improvement. For example, Omachonu and Ross (2019) discussed how TQM principles enabled organizations to maximize resource allocation by cultivating an employee involvement and empowerment culture, thereby tapping into the workforce's combined expertise and creativity.

Moreover, research has shown that integrating practices from TQM with resource management strategies improves performance and competitive advantage. Dean Jr. and Bowen (2021) emphasized the importance of efficient resource allocation in TQM activities such as process improvement, quality control, and customer satisfaction. Organizations streamlined operations, reduced defects, and provided value-added products and services by aligning resources with quality goals and customer needs. This synergy between TQM and resource management was especially important in today's dynamic business climate, as businesses had to constantly adjust to changing market conditions and consumer demands.

Furthermore, the literature emphasized the significance of leadership commitment and organizational culture in achieving successful TQM implementation and resource management techniques. According to Omachonu and Ross (2019), leadership support was critical for cultivating a quality culture and encouraging accountability for resource utilization at all levels of the business.

The second theme found on the practices of school heads on total quality management implementation in their respective schools was collaborative decision-making. School heads played an important role in the constantly changing field of education, and their work went beyond the classroom. School heads took on leadership roles and actively participated in the governance structures that supported the long-term adoption of Total Quality Management (TQM) practices by maintaining collaborative decision-making along with the school's stakeholders.

"One crucial skill that we must possess is developing a definite plan or action with regards to cooperation with school and community stakeholders. In order to practice total quality management in our school, everyone must commit to their duties and responsibilities." (P1)

"As I have observed, an initiative that is beneficial to our whole school organization is having collective responsibility and encouraging everyone to voice out their ideas on certain school concerns. This way, I have observed that issues and concerns are resolved with transparency and shared understanding." (P5)

"One practice is informing all the members of the organization with the decisions we made in the administration. It promotes transparency and a sense of belongingness in the school." (P3)

Total Quality Management (TQM) practices are inextricably related to collaborative leadership, in which leaders engage employees at all levels to work together to achieve organizational excellence. Collaborative leadership in the context of TQM entails creating a culture of teamwork, communication, and shared accountability for quality outcomes. Scholars have underlined the importance of collaborative leadership in driving TQM programs, as it allows firms to leverage their workforce's different talents and viewpoints toward common quality goals. For example, Smith (2020) discussed how collaborative leadership fosters trust and mutual respect among employees, creating an atmosphere in which individuals feel empowered to contribute their ideas and knowledge to quality improvement activities. Furthermore, through their experiences based on the practices, school heads emerged as architects of governance structures that laid the foundation for the sustained success of TQM in schools, shaping the future of education.

Moreover, research indicated that successful collaborative leadership improved employee enthusiasm, commitment, and involvement in TQM practices. Leaders fostered a sense of ownership and accountability for quality results throughout the organization by engaging employees in decision-making processes and fostering open dialogue. This collaborative approach not only increased communication and problem-solving but also fostered an environment of constant learning and innovation. According to Jones (2021), collaborative leadership developed a shared vision of quality excellence by bringing leaders and employees together to achieve common goals, eventually driving organizational success in today's competitive economy.

The third theme found on the practices of school heads on total quality management implementation in their respective schools was curriculum and learning. Their functions as designers of dynamic curricula and learning facilitators were crucial in determining how education would develop in the future. School heads demonstrated adaptability, dedication to quality, and a student-centered approach by utilizing TQM principles. It was essential to acknowledge and assist educators in these positions if we were to create dynamic, adaptable, and quality-focused learning environments that equipped students for the challenges of the future. School heads made a substantial contribution to the continuous narrative of educational innovation and achievement through their experiences. The participants shared that:

"One of the most important practice for me is meeting each individual demands and needs of every learner. They are unique individuals which mean that we have to use varied strategies in order to meet their individual needs." (P4)

"In TQM, it takes a lot of time, effort, and work to include methods that are fun, healthy, accessible for everyone, and good for both students and the community. But once you develop a system, it is all worth it." (P5)

"It's hard to keep up with what society expects these days. Hence, we must practice the value of flexibility

so we can make use about the newest things and trends that will enhance the learning of our dear students." *(P1)*

TQM in education emphasizes continuous improvement, stakeholder interaction, and data-driven decision-making to enhance teaching and learning processes. Scholars like Johnson (2023) advocate for integrating TQM techniques into curriculum design and delivery, stressing the importance of aligning educational goals, student needs, and teaching strategies. By incorporating TQM principles such as customer focus and process optimization, educational institutions can tailor lessons to meet diverse learner needs, foster critical thinking skills, and promote lifelong learning.

Brown (2022) conducted a study illustrating the positive impact of TQM on student learning outcomes in higher education settings. Through the application of TQM principles like continuous assessment and feedback, institutions can pinpoint areas for enhancement, address student needs more effectively, and elevate overall educational quality. Thus, by embracing TQM philosophies and methodologies, educational institutions can establish dynamic learning environments that empower students to excel academically and thrive in an ever-evolving world.
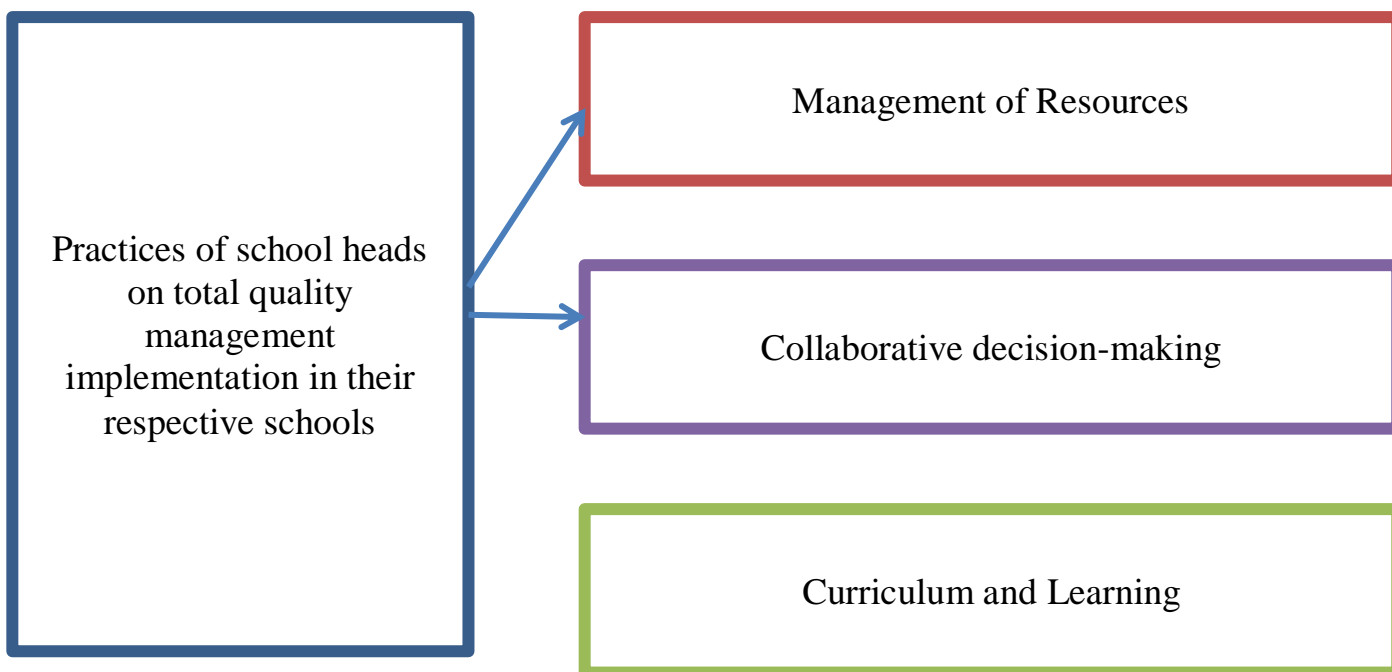

Fig 1. Practices of school heads on total quality management implementation in their respective schools

Ways to determine that the sustainable goal in practicing total quality management was achieved

Figure 2 displays the ways to determine that the sustainable goal in practicing total quality management was achieved. The results revealed three (3) indicators on the ways to determine that the sustainable goal in practicing total quality management was achieved. It was found that the common ways of school heads to determine if the goal was achieved was by: (1) Resource-saving Inventory, (2) Continuous Improvement, and (3) Seeking Assistance from other professionals.

On the first theme, it was revealed that one of the ways to determine that the sustainable goal in practicing total quality management was achieved was by resource-saving inventory. School heads used frequent resource inventories as a strategy to navigate through the challenging terrain of TQM procedures. They were empowered to discover gaps and areas for development through routine evaluations of the resources at their disposal, including technology, educational materials, and classroom infrastructure.

"I can say that we have achieved the sustainable goal in TQM by conducting effective inventories. Knowing what resources are out there helps us make the best use of them. This could help us save money and work more efficiently." (P2)

"Regularly doing a resource inventory gives us important information for budgeting and long-term planning when it comes to resources." (P5)

"One way to achieve sustainability is to always have a full inventory of all resources so that we can see where resources are lacking, set priorities for needs, and allocate funds accordingly." (P4)

Scholars such as Schmoker and Wilson (2020) emphasized the relevance of TQM concepts in education, advocating for practices like reducing waste, optimizing resource usage, and enhancing procedures to deliver quality education efficiently. Applying TQM concepts in school management enables administrators to identify inefficiencies in resource allocation, such as classroom resources, technology, and staff, and devise solutions to minimize waste and maximize resource utilization. Additionally, TQM encourages schools to implement effective inventory management systems to ensure the availability of essential educational supplies while reducing excess inventory and associated expenses. By adopting proactive inventory control and resource-saving measures, schools can enhance their financial sustainability and allocate resources more effectively to support teaching and learning activities.

According to Besterfield et al. (2019), schools can redirect funds saved through resource-saving efforts and efficient inventory management towards educational programs, teacher professional development opportunities, and student support services. Thus, by integrating TQM concepts with resource-saving techniques, schools can foster academic achievement and prepare students for success in an increasingly competitive world.

On the second theme, it was found that another way to determine that the sustainable goal in practicing total quality management was achieved was through continuous improvement. School heads must prioritize their professional development to enhance their leadership skills continually. They can develop as leaders through mentorship opportunities, training programs, and workshops. By investing in professional development initiatives, school leaders can ensure they have the necessary tools to meet the challenges of leadership within the context of TQM procedures.

"I think it's very important to clearly lay out the roles and responsibilities of liable and accountable people and organizational units in order to improve leadership and governance of the school." (P1)

"We should set up performance reviews where everyone can take part so that everyone will work to improve the school for the benefit of the students." (P3)

"To realize the goals of TQM, we came up with methods and approaches for clear evaluation and assessment so we are well-informed of the efficacy of this approach. Also, we need to give feedback so that everyone can understand the good and bad points of their performance." (P4)

Total Quality Management (TQM) adoption in schools emphasizes performance evaluation and continuous improvement methods to enhance educational quality and student outcomes. Akhtar (2020) underscores the importance of performance evaluation as a cornerstone of TQM in education, facilitating data-driven decision-making and accountability. By meticulously assessing student performance, instructor effectiveness, and school operations, educational institutions can pinpoint areas for improvement and implement targeted interventions to address deficiencies and enhance overall performance. Moreover, TQM principles foster a culture of continuous improvement, wherein schools strive for excellence through

ongoing reflection, innovation, and adaptability to changing educational demands.

Lastly, the third theme identified was seeking assistance from other professionals. Seeking assistance from colleagues acknowledges the collective intelligence within a school, aligning with TQM principles. School heads who seek help from other professionals exemplify this notion as they tap into a collective body of knowledge. Through collaborative learning, best practices, ideas, and techniques for improving curricula and learning experiences can be shared.

"We must exert our best effort in order to create strong ties and be able to seek assistance with our stakeholders. The skills, knowledge, and expertise of each are often different, but the collective intelligence of the team can be used for mutual skill-building." (P1)

"We can achieve the sustainable goals of TQM in our school by practicing a culture of unity. I think solving problems can be faster and easier when you work together with other people." (P2)

"Involving coworkers in decision-making processes makes everyone feel like they own and are responsible for quality improvement assignments. It encourages a mindset of working together, where everyone is involved in finding and solving problems, which is one of the advantages of practicing total quality management." (P5)

Implementing Total Quality Management (TQM) in schools involves leveraging the expertise of various fields to harness diverse skills and foster collaborative problem-solving. Juran (2020) emphasized the importance of collaboration and engagement with external stakeholders, such as educators, parents, community members, and industry professionals, in achieving TQM objectives in education. Schools that establish partnerships with a professional network gain access to valuable resources, best practices, and innovative ideas for enhancing teaching and learning experiences.

Moreover, TQM principles underscore the significance of continuous learning and professional development, with educators seeking assistance and guidance from experts across different sectors to enhance instructional techniques, curriculum design, and student support services. Research has demonstrated that schools actively seeking assistance from external experts experience higher levels of student engagement, academic achievement, and community involvement. By tapping into external expertise and cultivating relationships with educational consultants, industry specialists, and community organizations, schools can enhance their capacity to address complex challenges, implement innovative solutions, and cultivate a culture of continuous improvement.
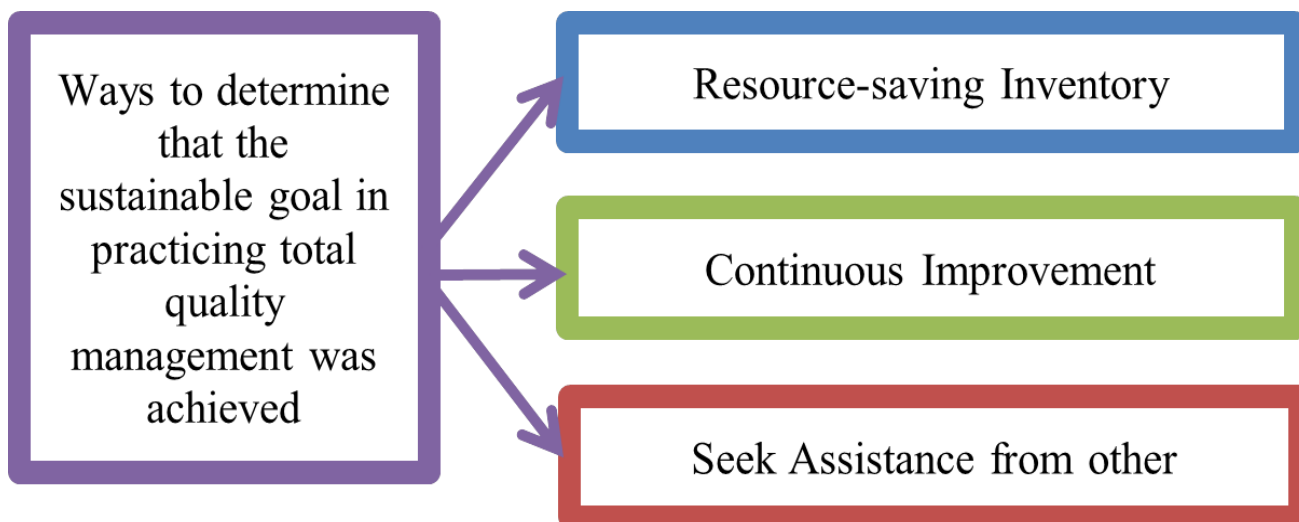

Fig 2. Ways to determine that the sustainable goal in practicing total quality management was achieved

Efforts invested in total quality management practices

Figure 3 displayed the efforts invested in total quality management practices. The results have revealed two (2) indicators on the efforts invested in total quality management practices. It was found that the common experiences faced by teachers were: (1) Attend professional seminars/trainings, and (2) Open-mindedness and adaptability.

On the first theme on the efforts invested in total quality management practices was to attend professional seminars/trainings. One of the main components of school heads' ongoing professional development is their attendance at seminars and training sessions. These possibilities give school heads a platform to stay up to date on the newest developments in TQM procedures, teaching approaches, and educational trends. School heads who engage in continuous learning are better prepared to adjust to the changing demands of the educational system.

"I stay up to date on the latest changes and trends in education by going to seminars and training sessions. These events give us, participants, a chance to keep learning and grow professionally. In a way, this shows our effort in total quality management practices for the benefit of our learners." (P1)

"For me, professional seminars are the best way to meet new people and work together. It can be very motivating to connect with other teachers, share experiences, and trade ideas." (P4)

"Going to trainings and seminars for teachers is an investment in my personal drive and enthusiasm for the profession. And I think it is a way of carrying out my efforts for total quality management practices. Getting involved with new ideas and seeing new ways of doing things sparks my interest in education once more." (P1)

Arnold and Holler (2021) underline the value of continuous professional development as a fundamental component of TQM in education. Attending training sessions and seminars provides educators with essential knowledge, skills, and insights into best practices in teaching, curriculum creation, assessment, and student support. Furthermore, professional training opportunities allow educators to network, collaborate, and share creative ideas, all of which are necessary for fostering a culture of collaboration and collective learning in schools. Schools can effectively address growing difficulties in education, promote evidence-based teaching techniques, and improve instructional quality by giving educators access to high-quality training and seminars. Therefore, schools may enable teachers to thrive in their positions, promote a culture of lifelong learning, and ultimately improve the standard of teaching for all students by adopting TQM concepts and funding professional development opportunities.

On the second theme it was found that the efforts invested in total quality management practices is to foster open-mindedness and adaptability. A culture of creativity, constant improvement, and cooperative decision-making is fostered by these attributes. School heads that are flexible and open-minded help to create learning environments that are lively and responsive. By virtue of these attributes, educators turn become agents of positive change, guaranteeing the survival and prosperity of TQM techniques in the ever-changing educational environment.

"When it comes to material resources, tools and technologies for education are always changing. Being open-minded when it comes to these new technologies is one way in which I can show my efforts towards total quality management practices. It helps me find new tools to use in my teaching." (P3)

"Books, instructional resources, and tech tools might need to be replaced or updated. Being adaptable is my investment in total quality management. Adaptability for me means that I can quickly change my lesson

ideas and ways of teaching to fit these new circumstances." (P5)

"Being open-minded is important for me as a school human resource professional to understand and value the differences between the students and coworkers I work with. As an open-minded individual, this is my effort to my learners where I try my best to understand their interests and concerns. In this way, I can adapt my lessons to meet the needs of each student because each has their own skills, shortcomings, and ways of learning." (P2)

Openness and adaptability, which are crucial traits for promoting a culture of continual improvement and innovation, are examples of total quality management, or TQM, at action in schools. Academics like Lunenberg and Ornstein (2022) mentioned the significance of being receptive to fresh perspectives, criticism, and comments as fundamental TQM principles in the classroom. Open schools foster communication, cooperation, and transparency among all parties involved, including parents, teachers, students, and community members. Additionally, TQM encourages adaptation, whereby educational institutions proactively address modifications to curricula, student requirements, and societal trends. Schools may face changing problems and grab opportunities for growth and innovation by being adaptable and agile with their plans, processes, and practices.
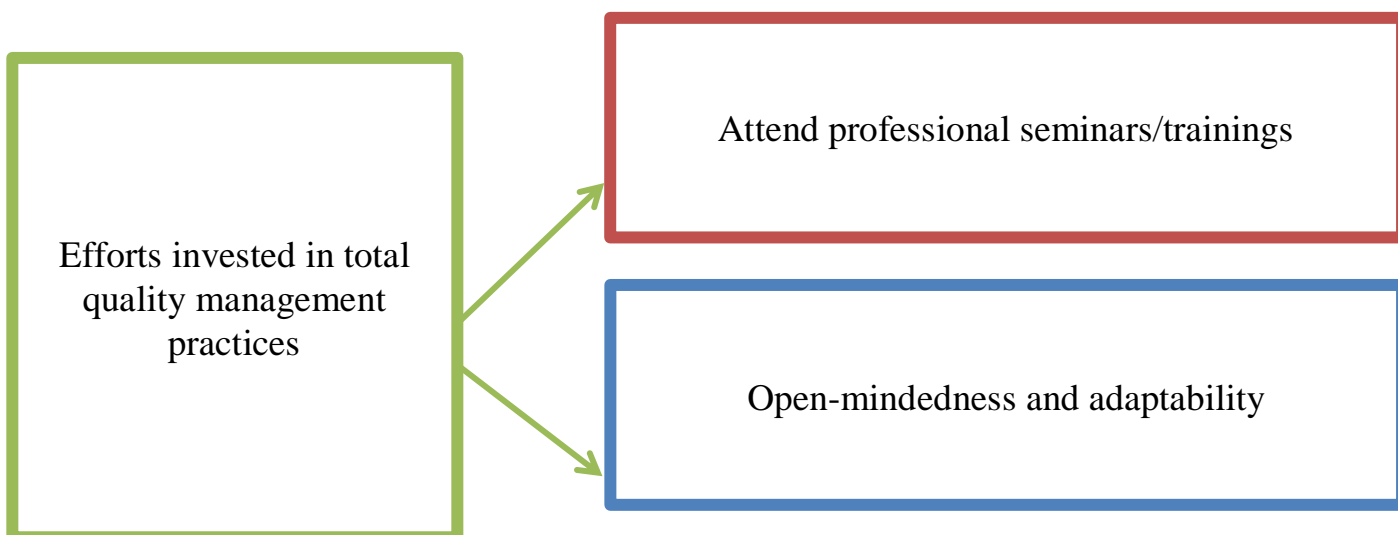

Fig 3. Efforts invested in total quality management practices

CONCLUSION

On the practices of school heads on total quality management implementation in their respective schools the results have revealed three (3) indicators namely: (1) Management of resources, (2) Collaborative Decision-making, and (3) Curriculum and learning. On the ways of school heads to determine if the goal was achieved revealed three (3) indicators namely: (1) Resource-saving Inventory, (2) Continuous Improvement and (3) Seek Assistance from other professionals. Lastly, on the efforts invested in total quality management practices. The results have revealed two (2) indicators namely: (1) Attend professional seminars/trainings, and (2) Open-mindedness and adaptability.

RECOMMENDATION

On the basis of the present study's findings, the subsequent recommendations were made: Education administrators and legislators should explore ways to formally incorporate TQM ideas into school-based guidelines. Further, Educational administrators and instructors need continual professional development to

improve TQM implementation and sustainability. Seminars, workshops, and training should teach TQM practices. Moreover, create collaborative forums for politicians, administrators, and educators to share knowledge. Facilitating forums for sharing TQM best practices, successes, and challenges will improve understanding of effective methods and build a community of sustainable school administrators. Lastly, teachers should use feedback and frequent reviews to assess TQM practices. These evaluations may assist with continuing improvement plans.

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