

Quality Management System (QMS) and Personnel Commitment: The Case of Calbayog City National High School

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Abstract: This case study assessed the observance of Calbayog City National High School (CCNHS) as a top-performing school in the Schools Division of Calbayog City on Quality Management System (QMS) vis-à-vis the commitment of all its employees to QMS. Employing mixed methodological research via sequential explanatory design with a hybrid of data gathering procedure through utilizing a survey questionnaire and documentary analysis, this probe determined the status of the QMS observance of its personnel relative to the standards set forth by ISO 9001. Results revealed that the school somehow manifests or observes Quality Management System (QMS) however, mandatory requirements contain inconsistent requisites from that of the ISO 9001: 2015 standards. Further, the employees do not give their full or all-out commitment to the school's QMS. This can be attributed to the fact that with QMS, their time spent at home with family is taken for granted due to loads of work assigned to them which sacrificially put their work relations at stake especially within and among their families. Hence, the school is encouraged to orient and train all employees with ISO standards so they could devote themselves to QMS and motivate them better than international standardization is inevitable and it is something everyone needs to embrace to cater quality education among their clientele.

Keywords: *QMS, Personnel Commitment, ISO 9001, CCNHS*

1. Introduction

ISO 9001 is a quality management system standard for processes within a company or organization that outlines how to continually improve and control operations to fulfill the needs and requirements of customers. This covers originally established seven (7) dimensions which are customer focus, leadership, employee commitment, process approach, improvement, fact-based decision-making, and relationship management [1]. While agencies today across social domains are mainly concerned with the concept of quality and its applications worldwide essentially in different work organization sectors and types, it is, therefore, necessary to briefly write down what has been said about quality by practitioners and researchers before introducing the ISO 9001 quality standard system.

The ISO Certification market has grown to a global scale, and studies in this area provide a basic overview of the industry, including concepts, classifications, applications, and the industry chain structure [2]. They provide ways to improve foreign markets by analyzing growth patterns, competitive landscapes, and the development status of key regions. Manufacturing processes and cost structures are also examined, as well as development policies and plans [3]. Import/export usage, supply and demand figures, expense, price, sales, and gross margin are also included in this program. This even includes schools that opt to foster quality education among its clientele and Calbayog City National High School is no exemption.

The Calbayog City National High School (CCNHS) was inaugurated when the city Mayor Mel Senen S. Sarmiento envisioned of opening a City High School in Calbayog City. It was realized when this idea was supported by the Department of Education (DepEd) represented by the Superintendent Mrs. Emilie G. Gordove, Tiburcio Tancinco Memorial School of Science and Technology (TTMIST) now Northwest Samar State University (NWSSU) represented by the President Dr. Eduardo S. Caillo

and Congressman Reynaldo S. Uy who concurred a Memorandum of Agreement to open a City High School. It was conceived with the thought that among all the cities in Region VIII, Calbayog City is the lone conurbation without a City High School, thus, in turn, would cater to the need for quality education of the increasing number of poor but deserving students in the locality who cannot afford to enroll in private secondary schools.

It was on the 28th day of April 2002 when the then Secretary of Education, Hon. Raul S. Roco together with Dr. Sol F. Matugas, DepEd Regional Director signed the memorandum as witnesses, thereby opening Calbayog City High School. The operation of the school was hampered by lack of real property and physical facilities, thus, as agreed it will occupy at TTMIST until such time that the Local Government Unit (LGU) can provide buildings and establish facilities deemed necessary in its various operational functionalities.

From its humble beginning, the school has responded to various educational calls susceptibly giving opportunities to students with diversified learning modes through opening programs that furnish an equal chance of edifications. These include the opening of the STE (Science and Technology Education) program which offers curricular advancements among students who excel both in science and mathematics; the Open High School Program established for students who wish to undergo schooling while working; the Special Education program instituted to provide educational opportunities for students who are physically incapacitated; and the recently opened Special Program in the Arts which serves to unfold students' artistic predilections in various art genres.

The school was able to produce quality graduates who are recipients of different scholarship grants exemplifying the testimonies of excellent service it endows. Surprisingly, despite unavailable resources, it has proven its worth by providing quality and relevant education to its clientele. In the succeeding years to come, it has promised to become one school that is committed and dedicated to ensuring excellence in education.

At present, the school has established and proven its outstanding tutelages in catering to the best education all its learners deserve. It has responded to the national call of opening a Senior High School Program with 477 total students enrolled. The Open High School Program has already produced graduates who are now either enrolled in college or pursuing bachelor's degrees. Additionally, the Science, Technology and Engineering (STE) Program has also produced products that now excel in their chosen universities as passers of various scholarship programs like the University of the Philippines College Admission Test (UPCAT), Department of Science and Technology (DOST), Commission on Higher Education (CHED), to name a few. The Special Program in the Arts, on the other hand, has excellently represented the entire division as students bagged the championship in the Bayle sa Kalye competition, a festival-dance presentation in the Regional Festival of Talents held in Hilongos, Southern Leyte which eventually represented the entire region in the National Festival of Talents in General Santos City. All these and more are but fruitions of all the exudates and toils of the school's commitment to quality education. The school now in totality has a 3400 population including the Senior High School Program. It continuously inspires and hones its children's potentials like that of a clay potter who molds rocks into precious gemstones.

Manned by the ebullient School Principal-Dr. Calick D. Arrieta, the school rises as the premier secondary school in the entire Schools Division of Calbayog City which runs under one (1) Office In-Charge, one (1) department head for Junior High School (JHS), and another in the Senior High School (SHS). The administrative division is also comprised of one (1) disbursing officer, one (1) bookkeeper, one (1) registrar, one (1) human resource officer and one (1) project development officer. The JHS is divided into eight (8) learning areas with one (1) corresponding department head for each area; English with seventeen (17) faculty; Filipino with fourteen (14) teachers; Mathematics with seventeen (17) faculty; Science with twenty (20) teachers; Araling Panlipunan with fourteen (14) faculty; TLE with thirteen (13) teachers; MAPEH with fifteen (15) faculty; and ESP with eight (8) teachers. Meanwhile, the Senior High School department is divided into four (4) strands namely: STEM with sixteen (16) teachers; HUMSS with ten (10) faculty; ABM with eleven (11) teachers and GA with twelve (12) faculty members, respectively. This boils down to one-hundred seventy-six (176) total number of employees in the institution [4].

The school in general adheres to the national directive of the Department of Education in ensuring quality education to be rendered to its primary clientele. Hence, it firmly upholds DepEd's national mission, vision, core values and mandate.

2. Materials and Methods

This research project was a case study employing mixed methodological research via sequential explanatory design which assessed the observance of CCNHS on Quality Management System (QMS) vis-à-vis the commitment of all its employees to QMS. This further determined the status of the QMS observance of its personnel through Documentary Analysis forming part of the qualitative data analysis by which the researcher sought all the necessary documents from the school principal and other key officials as a basis for analysis. These documents are reflective of its policies and procedures from its Core Processes and other relevant information that was essential in data gathering.

Further, to establish the observance of the school personnel with QMS and their commitment to it, a standardized survey questionnaire which forms part of the quantitative data analysis validated through the face and content validity from ISO practitioners and professors in Centro Escolar University, administered among the employees across various divisions of the school. This survey questionnaire seeks the commitment of all the employees coming from various divisions and/or units towards QMS. It is divided among General Workers attitude towards the company; General workers attitude towards superior; Level of Satisfaction towards job standards; Work pressure based on workload; Level of workers satisfaction towards salaries and benefits; and Workers general attitude to towards co-workers.

Data were analyzed based on content analysis for all the documents gathered and through statistical tools of the weighted mean for the commitment of the personnel and One-sample T-test for the significant difference of their perceptions. These statistical tools shed light on how CCNHS manifested QMS and how it is embraced by all of its employees.

3. Results

As to the commitment of the Employees to QMS, the following tables present the data analyzed through weighted mean the general perspectives of the respondents on how committed they are to QMS.

3.1. Employees' Commitment to QMS

Table 1 presents the commitment of the employees to QMS and how they value standards as an important element in carrying out the school's mission, vision, goals and mandates.

Table 1. Perceptions of the Employees on their Commitment to QMS

Employee Commitment to QMS	Weighted Mean	Adjectival Descriptor
I. Attitude towards the school		
1. The employee values the mission, vision, goals and objectives of the school.	3.5	Agree
2. The employee promotes the school as an institution that offers quality education.	3.5	Agree
3. The employee takes pride being part of the school.	3.5	Agree
II. Attitude towards the Superior		
1. The employee supports the superior's vision for the school.	3.3	Undecided

2. The employee religiously follows assigned tasks by the superior.	3.5	Agree
3. The employee suggests rooms for improvement on the school's programs and projects to the superior.	3.8	Agree
III. Attitude towards Co-employees		
1. The employee supports his/her fellow employees in performing tasks.	3.8	Agree
2. The employee enjoys working with his fellow employees.	3.8	Agree
3. The employee is given chances to air out his/her opinions by other employees.	3.8	Agree
IV. Level of Satisfaction towards job standards		
1. The employee adheres to DepEd Policies.	4.3	Strongly Agree
2. The employee feels satisfied with DepEd programs implemented.	3.7	Agree
3. The employee feels valued by the superior, the organization and the system as a whole.	3.7	Agree
V. Work Pressure based on Work Load		
1. The employee attends to all his tasks assigned.	3.7	Agree
2. The employee feels content with his duties and responsibilities.	3.7	Agree
3. The employee has no complaints as regards workload and other ancillary services.	3.7	Agree
VI. Level of Satisfaction towards salary and benefits		
1. The employee is content with his/her salary and benefits.	3.7	Agree
2. His/her salary and benefits support his/her daily needs.	3.7	Agree
3. His/her salary and benefits are released on time.	3.7	Agree
TOTAL WEIGHTED MEAN	3.7	Agree

Legend:

4.21 – 5.00 (Strongly Agree)

3.41 – 4.20 (Agree)

2.61 – 3.40 (Undecided)

1.81 – 2.60 (Disagree)

1.00 – 1.80 (Strongly Disagree)

As shown in Table 1, the perceptions of the respondents as regards their commitment to QMS are presented. It can be gleaned from the table above that the respondents "Agree" that they are committed to the school's QMS. However, this does not mean that they have a strong commitment to QMS. It can even be noted that only one indicator is answered with "Strongly Agree" which means that it is only in this indicator that they unanimously concede.

This implies that the employees commit themselves to the school's QMS but reluctantly give their all-out focus. This can be attributed to the fact that with QMS, their time spent at home with family is set aside hence they only agree on QMS commitment.

3.1. Significant Difference in the Perceptions on QMS Commitment

Table 2 presents the One-sample T-test on the significant difference of the perceptions of the respondents as regards their commitment to QMS.

Table 2. One-sample T-test of the Significant Difference on the Perceptions of the Respondents on their Commitment to QMS

t-Test: One Sample Mean T test

AS A WHOLE	
Mean	3.759887006
Variance	0.160327871
Observations	59
Pooled Variance	0.15761045
Hypothesized Mean Difference	59
Df	58
t Stat	-193.5254742
P(T<=t) one-tail	1.03846E-84
t Critical one-tail	1.671093033
P(T<=t) two-tail	2.07693E-84
t Critical two-tail	2.000995361

Additionally, it can be noted from the table above that the over mean average of their perceptions is 3.76 which means “Agree” with a variance of 0.16 and a p-value of 1.03. Since the p-value of 1.03 is greater than the accepted margin of error of 0.05, this implies that the perceptions of the respondents do not differ from one another.

This further means that since the respondents “agree” accentuating their commitment to the school’s QMS, it can be noted then that their perceptions of not giving much of their commitment to QMS are true to all of them.

4. Discussion

The study determined the observance of the Quality Management System and the commitment of personnel to QMS in Calbayog City National High School. Specifically, emphases were given on the processes done by the school in observing QMS, the level of commitment of school personnel to QMS in terms of identified indicators (attitudes toward school, superior and co-employees, satisfaction towards job and salary and benefits, and work pressure based on workload), and the significant difference on the perceptions of the respondents on their level of commitment to QMS was also examined.

The CCNHS has been a School-based Management (SBM) Level 3 for three (3) consecutive years since 2018. The SBM is a DepEd-based Quality Management System (QMS) process of determining the performance of DepEd schools in materializing its mission. It institutionalizes a Customer Satisfaction (CS) Mechanism by providing its clients with a CS survey based on the DepEd mandate [5]. The institution strongly upholds the standards of the DepEd Quality Management System based on DepEd Order No. 43, s. 2010 Re: Institutionalization of Quality Assurance Measures in all DepEd schools. This underscores the fact that all school heads shall embrace this QMS responding to the call of the agency in matters relative to elevating educational policies and regulations. Students, teachers, parents, and other stakeholders are all consumers of education

systems, though they go by different names (like the government, board members, or taxpayers). In education, customer service refers to the interactions that students and customers have with their school or organization [6]. This underscores the essential role that the school head plays in observing and maintaining QMS at the school level. The perceptions of the respondents on the 6 indicators were generally “Agree” but it could be noticed that in the indicator "The employees support the superior's vision for the school," they responded "Undecided." This has opened further arguments to the respondents as this only goes to show that they either do not know such a vision of the superior in this case or the school principal does not have a vision at all. The “Undecided” response is a crystal clear representation that almost all employees if not the majority of them do not know or have little knowledge about envisioning or worse have remained apathetic towards quality standards.

Responding to the mandatory Customer Satisfaction is lodged ultimately to the hands of all the faculty members of the institution. As the prime movers of leveraging quality education to their students, they are set to squeeze out all possibilities and learning opportunities that all their learners shall indulge in to create an avenue that satisfies them in the process of educational amelioration. The teachers are the men and women of the organization that essentially bring the best in all their students and help them transform themselves into their own best if not better versions [7]. This is reflected in the teachers’ perception of their level of satisfaction towards job standards where they answered “Strongly Agree” on the indicator “The employees adhere to DepEd policies.” This implies the respondents’ high level of professionalism and adherence to their organizational standards as fundamental factors in QMS implementation.

Finally, with a close examination of the personnel’s response on these indicators, it can be deduced that there is no significant difference in their perceptions on their commitment to QMS which means that since all of the respondents "agree" in emphasizing their dedication to the school's QMS, it may be concluded that their beliefs of not giving much to the QMS are correct, hence, it could be a basis for a training design on this matter.

5. Conclusions and Recommendations

Based on the findings of this study, it can be concluded that based on the documentary analysis, the school somehow manifests or observes Quality Management System (QMS). However, based on DepEd mandates, there are mandatory requirements that contain inconsistent requisites from that of the ISO 9001: 2015 standards. They may execute quality practice but are not conform to ISO. This practical observation brings forth the idea of creating an avenue for all employees to get themselves engaged with the requirements of ISO.

Second, the manifestation of the school head to quality management is observable but has to specifically direct his management towards promoting teachers’ welfare. As assessed, the faculty members spend much of their time at school neglecting their filial duties most of the time. They are lodged with many things to do that they do not get themselves driven by bettering themselves especially in terms of their professional growth.

Hence, from their organizational structure, only a few have earned their master’s degrees and so as their doctorates. In fact, out of one-hundred seventy-six faculties, only one (1) of them is a doctorate holder other than the principal. This simply navigates the fact that indeed, professional growth must be given much emphasis.

Furthermore, based on the statistically treated data with the specific perceptual understanding of the commitment of CCNHS employees towards QMS, the employees do not give their full or all-out commitment to the school’s QMS. This can be attributed to the fact that with QMS, their time spent at home with family is taken for granted.

Finally, since the respondents accentuated their agreement to the school’s QMS, it can be noted then that their perceptions of not giving much of their commitment to QMS are manifested as reflected in their perceptions.

It is therefore recommended that the school must be encouraged to orient and to train all employees with ISO standards so they could devote themselves to QMS. This would motivate them

better than international standardization is inevitable and it is something everyone needs to embrace to cater quality education among their clientele.

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