Total Quality Management in Retrospect: Implementing Innovative Practices for Continuous Improvement of Public Junior High Schools

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Abstract

This study explored the innovative practices of top-performing public junior high schools in Bulacan and their influence on the implementation of Total Quality Management (TQM). The research investigates how these schools sustain excellence through leadership, resource management, teaching strategies, professional development, and stakeholder engagement. Furthermore, it examined the challenges faced during the implementation of TQM and introduced the "Innovative Pathways to Excellence" framework to support continuous improvement in educational practices. Using a qualitative approach and phenomenological design, data were collected through document analysis and semi-structured interviews with school heads, master teachers, and Department of Education (DepEd) officials. The study's findings highlight that these schools have successfully adopted strategies such as Continuous Improvement Projects (CIP), Action Research (AR), and Learning Action Cells (LAC) to enhance teaching and learning outcomes. Strong leadership and effective resource management were observed as central to their success, while collaboration among stakeholders played a key part in aligning school goals with community needs. It has been found that the schools encountered significant challenges, including resistance to change, limited resources, insufficient training, and time constraints. These barriers affected the seamless adoption of TQM practices. To address these challenges, solutions such as targeted professional development, recognition programs, and improved resource allocation were proposed. DepEd officials emphasized the need for innovative strategies and capacity-building efforts to enable schools to adapt to changing educational demands. The study introduces the "Innovative Pathways to Excellence" framework, focusing on leadership, customer focus, and professional development as core pillars of TQM implementation. This framework provides practical guidance for schools to improve teaching and learning while addressing operational challenges. Recommendations include prioritizing teacher training, fostering collaboration among stakeholders, and exploring ways to maximize resources to achieve sustainable progress. Future research is encouraged to assess the long-term effects of TQM practices on school performance, teacher growth, and student outcomes.

Introduction

Quality refers to a product or service that meets or exceeds the expectations of customers. It reflects how effectively something performs in a particular aspect, ensuring satisfaction and reliability. Eichler (2024) described quality as the act of overseeing all activities and tasks that must be accomplished to maintain a desired level of excellence. He emphasized that quality is not just about the end product or service but also includes the processes involved in creating it and the support systems that ensure its success.

In the 20th century, there was a significant increase in the advancement and use of quality standards and certification systems. The International Organization for Standardization (ISO), established in 1947, has developed several standards, including ISO 9001, which provides a framework for quality management systems (ISO, 2021). ISO standards are acknowledged worldwide and created to enhance the quality of products and services by providing companies with specific guidelines to adhere to. ISO 9001:2015 applies to all organizations, including educational institutions, and is a thorough quality management standard. These standards cover resource allocation, product innovation, distribution, and performance assessment.

The establishment of a quality management system (QMS) by the Department of Education (DepEd) demonstrates its commitment to organizational excellence. This initiative aligns with the government's instruction for government agencies to simplify operations, offer excellent services, and carry out effective changes (DepEd, 2018). Furthermore, Executive Order No. 605 states that all Executive Branch agencies, such as DepEd, must set up a QMS that is accredited by ISO 9001.

In an educational setting, school administrators play a significant role in ensuring that all students receive a high-quality education. As the highest officials in the school hierarchy, they are in charge of managing the institution's general operations and establishing a beneficial and supportive atmosphere for a successful teaching and learning environment (DepEd Order No. 42, 2017). DepEd emphasizes the importance of school leadership and management in

cultivating outstanding teachers and well-rounded learners with 21st-century skills capable of contributing to the success of the country. (DO No. 36, s. 2013). The DepEd acknowledges the significance of teacher quality in enhancing student outcomes while also emphasizing the significance of leadership in bringing about significant changes in the field of education. According to the Organization for Economic Cooperation and Development (2018), there exists a significant correlation between teacher quality and policies that impact their working conditions, including recruitment, selection, and professional development. It emphasizes that the efficacy of an educational system is not solely determined by the teachers but also by the regulations that regulate their actions.

In line with the Revised Policies on Employees Suggestions and Incentive Awards System (ESIAS) provided under CSC Resolution No. 010112 and CSC MC No. 01, S. 2001, DepEd adopts the herein Program on Awards and Incentives for Service Excellence (PRAISE) to be referred to as DepEd PRAISE. The Schools Division of Bulacan, per Division Memorandum No. 311 s. 2022 dated August 15, 2022, the 2022 Search for Top Performing Schools in the Elementary and Secondary Levels. The search aims to recognize elementary and secondary schools that have shown exemplary accomplishments in the implementation of SDO's programs, projects, and activities. It will also motivate the school heads, teachers, and the community to work more collaboratively with a high degree of quality service and dedication. Lastly, it will showcase the schools' best practices in curriculum implementation and school governance. This program will be the baseline data of the researcher to describe the innovative practices of top-performing junior high schools in the Schools Division of Bulacan.

The researcher in this present study examined how school administrators demonstrate innovative practices in implementing TQM and understand the challenges they faced in terms of implementing it. The study also considered the recommendation of Basbas (2022) to use a qualitative research method for a more comprehensive understanding of implementing TQM in education. Additionally, Kigozi (2019) suggested the need for frameworks or guidelines to ensure the successful implementation of TQM in educational institutions.

The researcher conducted the study based on the facts presented above on how the innovative practices of top-performing public junior high schools helped school administrators continuously improve their implementation of TQM. The study examined how school administrators of top performing public junior high schools display innovative practices in

implementing TQM, explored the challenges and opportunities faced by school heads, teachers, and DepEd Officials in implementing TQM in terms of innovative practices, and proposed a framework to continuously improve its implementation in top performing public junior high schools.

This study aimed to explore the innovative practices of top-performing public junior high schools in Bulacan and their influence on the implementation of Total Quality Management (TQM). Specifically, it sought to:

1. Describe how school administrators of top-performing public junior high schools demonstrate innovative practices in implementing Total Quality Management (TQM).

2. Identify the challenges and opportunities faced by school heads, teachers, and Department of Education (DepEd) officials in implementing TQM in terms of innovative practices; and

3. Propose a framework to continuously improve the implementation of TQM in top-performing public junior high schools.

Methodology

Research Methodology and Design

This study employed a qualitative approach using a phenomenological research design. The phenomenological method was selected to explore the lived experiences of school administrators, master teachers, and Department of Education (DepEd) officials in implementing innovative practices that support Total Quality Management (TQM) in public junior high schools. The goal was to obtain a deeper understanding of how these key stakeholders perceive and respond to the challenges and opportunities related to TQM. The approach enabled the researcher to document rich, descriptive insights and identify recurring patterns of behavior, strategy, and leadership in the school setting.

Population and Sample of the Study

The study was conducted in the Schools Division of Bulacan, focusing on the top-performing junior high schools recognized under the 2022 Search for Top Performing Schools, under Division Memorandum No. 311, series of 2022. The sample was selected to include key informants who could provide detailed and relevant information. A total of fifteen participants

were involved in the study: three school heads from the large school category, nine master teachers (three per school), and three DepEd officials, including two Chief Education Supervisors and the Assistant Schools Division Superintendent. These participants were selected for their leadership roles, expertise, and direct involvement in school governance and instructional supervision, which positioned them as key informants on TQM practices and implementation.

Research Instruments

The main data-gathering instruments for the study were self-made, semi-structured interview guides tailored for each group of participants: school heads, master teachers, and DepEd officials. These instruments were constructed based on research objectives, the theoretical framework, and the review of relevant literature and studies. To ensure the content validity of the interview protocols, they underwent expert validation by three academic specialists in the fields of educational leadership, TQM, and qualitative research. Feedback from these experts was incorporated to refine the structure, clarity, and relevance of the questions, thereby improving the instruments' effectiveness in eliciting comprehensive and meaningful responses.

Data Gathering Procedure

The data gathering involved multiple phases. First, the researcher conducted a document analysis of the Office Performance Commitment and Review Forms (OPCRF) of the identified top-performing schools. This step included a systematic review of school programs, project documentation, reports, research outputs, and other administrative records that illustrated innovative practices and quality assurance mechanisms.

Next, semi-structured interviews were conducted. One-on-one interviews were held with each of the three school heads and three DepEd officials, while master teachers participated in group interviews to encourage dynamic discussions. Each interview session lasted approximately 45 to 60 minutes and was conducted in a quiet and private location within the participants' school or office premises to ensure comfort and confidentiality. All interviews were audio-recorded with consent and later transcribed verbatim for data analysis.

The interviews were designed to explore how TQM is implemented at the school level, the specific innovative practices that support its application, and the challenges encountered by stakeholders in sustaining quality initiatives. This triangulated approach—combining document

review, individual interviews, and focus group discussions—provided a holistic understanding of the phenomenon under study.

Data Processing and Analysis of Data

The analysis of qualitative data was conducted using thematic analysis. After transcription, the researcher conducted a thorough review of the interview texts to become familiar with the data. The open coding method was employed, which involved identifying meaningful segments of text and assigning descriptive, NVivo, and process codes. These codes were later grouped into categories, from which key themes and subthemes emerged.

Thematic analysis followed Braun and Clarke's six-phase process, which includes familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and finally producing the narrative report. Themes were validated through cross-checking with document analysis findings to ensure consistency and accuracy. The researcher used participants' verbatim statements as NVivo codes to preserve authenticity and enrich the interpretation of findings.

This comprehensive coding and theme development process ensured that all key experiences and insights were systematically analyzed and synthesized into meaningful patterns that address the study's objectives.

Ethical Considerations

The research adhered to ethical standards to protect the rights and welfare of participants. Informed consent was secured from all participants before data collection. Each participant was informed of the study's purpose, the voluntary nature of their involvement, and their right to withdraw at any time without penalty. The researcher also ensured that interviews were scheduled based on the participants' availability and preference.

Confidentiality was strictly observed by anonymizing participants' identities in all transcripts, notes, and reports. The study complied with the Republic Act No. 10173 or the Data Privacy Act of 2012, ensuring that personal information was processed lawfully and responsibly. Ethical clearance was obtained from the university's Research Ethics Committee before the commencement of data collection. All collected data were securely stored and permanently deleted after the completion of the study to uphold participant privacy and data integrity.

Results and Discussion

Part I. Innovative Practices of Top-performing Junior High Schools in Compliance with Division Memorandum No. 311 s. 2022.

Domain 1: Leading Strategically: This domain focuses on how effectively schools engage stakeholders, develop and implement strategic plans, enforce policies, and promote research and innovation. Clear communication of the school's vision, mission, and core values was important in aligning all stakeholders around shared goals. The three schools demonstrated strong strategic planning through their School Improvement Plans (SIP), Annual Implementation Plans (AIP), and other related documents. They conducted thorough reviews of policy implementation to ensure compliance with national and local regulations. Furthermore, the school's research efforts, particularly in action research, were evaluated, with School No.1 receiving high marks for thorough validation and utilization of research outcomes.

Domain 2: Managing School Operations and Resources: This domain emphasizes the school's adept management of financial resources, facilities, and staff. The school efficiently used technology to streamline operations and adhere to financial policies, including procurement, disbursement, and liquidation. The management of facilities was thorough, with well-maintained ICT labs, safe and clean environments, and effective disaster risk management protocols. Staff management was also a key focus, with clear procedures for distributing teaching assignments.

Domain 3: Teaching and Learning: The analysis in this domain emphasizes the school's commitment to improving teaching quality and student outcomes. School heads supported teachers through regular evaluations, contextualization of learning standards, and the development of instructional materials like Self-Learning Modules (SLM) and Learning Activity Sheets (LAS). Continuous Improvement Programs (CIPs) were implemented to enhance academic performance, particularly focusing on improving the Mean Percentage Score (MPS) in exams. The school also created a supportive learning environment with various programs and projects aimed at the welfare of students.

Domain 4: Developing Self and Other: This domain highlights the significance of ongoing professional development for school heads and teachers. School heads participated in leadership training, seminars, and advanced studies to enhance their skills and effectiveness. Teachers engaged in benchmarking, Learning Action Cells (LACs), and peer coaching. Performance management strategies were implemented, such as mentoring, performance evaluations, and recognition for outstanding achievements with the goal of cultivating a culture of excellence and high-quality performance.

Domain 5: Building Connections: Effective school heads were recognized for their ability to build strong relationships and networks to support school goals. This included engaging with parents, students, community members, and other stakeholders through various communication platforms and partnership programs. The schools facilitated parent conferences, monitored student and staff activities, and utilized transparency boards and school report cards to keep stakeholders informed.

The Plus Factor refers to additional points awarded to school heads in the OPCRF for their significant and impactful contributions beyond regular duties.

Part II A. Innovative Practices of Top-Performing Public Junior High Schools as Perceived by School Heads. In summary, the three top-performing public junior high schools use different innovative practices to improve their educational environment. School Head 1 focuses on Feedbacking, CIP, and Innovation. This approach helps continuously refine teaching methods and integrate new technologies to enhance learning outcomes. School Head 2 takes a broader approach by including CIP, innovation, physical facilities, and employee promotion. This strategy not only improves educational practices but also upgrades school infrastructure and recognizes staff achievements, creating a more motivating and effective work environment. School Head 3, while focusing solely on CIP and innovation, also prioritizes continuous improvement and adopting new methods to tackle educational challenges. All three school heads emphasize CIP as a key tool for improving school performance, showing that continuous improvement is essential for adapting to changing educational needs. Feedback mechanisms are important for identifying areas needing improvement, while innovations like new technologies and tools contribute to more effective teaching and learning. Additionally, School Head 2's investment in modern, eco-friendly facilities and employee promotion highlights the importance of creating a supportive learning environment and fostering teacher development. This well-rounded approach aligns with the findings of Cabacang (2021), which emphasize that continuous improvement, leadership commitment, and employee empowerment are essential for successful educational practices as seen in these top-performing public junior high schools.

Part II B. Innovative Practices of top-performing public junior high schools as perceived by Master Teachers. Theme 1: Enhancing Academic Achievement through Continuous Improvement and Action Research for Enhanced Teaching Practices. Among the 9 master teachers interviewed, CIP and AR are the most common innovative practices they use for

implementing TQM. Master teachers use CIP in every subject to help students understand lessons better by identifying and addressing learning gaps with targeted strategies. The study in the Philippines about the effectiveness of conducting CIP in schools proves that the study of Cerado & Garcia (2022) research indicates that CIP serves as a scientific, systematic, and practical method for selecting and executing projects, ensuring that improvements are both sustainable and seamlessly integrated into the learning environment. This approach not only facilitates better student outcomes but also fosters a culture of continuous improvement within the educational setting.

Part III A. School Heads' Implementation of TQM. In summary, school administrators of top-performing junior high schools effectively utilize stakeholder engagement, a crucial component of Total Quality Management (TQM), to improve the quality and resources of instruction. Strong relationships with a range of external organizations, including corporations, academic institutions, governmental bodies, non-governmental organizations, and community groups, are the main goal of their strategies. The learning environment is enhanced by these connections, which give schools access to more resources, practical experiences, and real-world data. Schools may match their programs to the needs of the community, provide students with opportunities for relevant and meaningful learning, and create a network of supportive individuals who are dedicated to their academic success by working with a wide range of stakeholders.

Part III B. Perspective of the Schools Division Office Officials in the implementation of TQM of top-performing public junior high schools. A study by the World Bank Group (2020) examined the effects of School-Based Management (SBM) and continuous improvement practices on the performance of public junior high schools in Quezon City. They found that SBM significantly enhanced school management by improving the efficiency of resource allocation and addressing the needs of students and teachers more effectively. The study also highlighted that schools that embraced continuous improvement practices, including CIP and Action Research, demonstrated notable advancements in teaching quality and school administration. These practices allowed schools to adapt their strategies to better meet the demands of the educational environment, leading to improved student outcomes and overall school performance. This local study aligns with the third Division Chief's observations, illustrating that both SBM and continuous improvement practices are instrumental in fostering effective leadership, enhancing educational strategies, and achieving high levels of academic success in

schools. Furthermore, the study emphasized that schools with strong SBM implementation experienced increased stakeholder engagement, fostering a more collaborative and supportive learning environment. The integration of continuous improvement practices also encouraged data-driven decision-making, enabling school leaders to implement targeted interventions based on actual school needs. Additionally, the findings suggest that sustained commitment to SBM and CIP leads to long-term institutional stability, ensuring consistent progress in both administrative efficiency and academic performance. These insights reinforce the importance of proactive leadership in promoting a culture of accountability, innovation, and continuous growth in junior high schools.

Part IV A. Challenges of School Heads in the Implementation of TQM. Theme 1: Overcoming Barriers to Organizational Transformation. In summary, school heads of the top-performing public junior high schools pose major obstacles in implementing TQM, especially in tackling resistance to change, handling time limitations, and addressing the issue of insufficient training. School administrators have noticed that teachers frequently push back against unfamiliar methodologies like Continuous Improvement Projects (CIP) and action research, mainly because they are not accustomed to them, and they feel uncomfortable. Insufficient training coupled with this reluctance results in a disorganized implementation of TQM principles, reducing the overall impact of these efforts. In the initial school, only 50% of the teachers participated in CIP, with just one teacher carrying out action research. The participation rates at the second and third schools were even lower, underscoring the widespread problem of insufficient training and support.

Part IV B. Challenges of Master Teachers in the Implementation of TQM. In summary, implementing TQM in top-performing public junior high schools encounters several challenges, including resistance to change, limited resources, insufficient training, and inadequate explanations of TQM principles. Resistance to change arises from educators' attachment to traditional methods and skepticism toward new practices. Effective solutions include creating a supportive environment, showcasing initial successes, and involving teachers in decision-making, as highlighted by Ventista & Brown (2021). Limited resources, such as financial constraints and lack of materials, can be addressed by prioritizing resource allocation, seeking external funding, and utilizing cost-effective professional development, as demonstrated by Cabacang (2021). Insufficient training impedes teachers' ability to apply TQM principles

effectively, underscoring the need for comprehensive, ongoing training programs, as noted by Paragas (2020).

Part IV C. Perspectives of SDO Officials on the Challenges Faced by Top-performing Public Junior High Schools in the Implementation of TQM. In summary, introducing TQM in top-performing public junior high schools comes with various obstacles, such as opposition to change, straying from continuous enhancement methods, and teachers' unfamiliarity with TQM criteria. In order to combat resistance, educational institutions can introduce programs that focus on enhancing values and implement reward systems to promote a favorable outlook on TQM. The research conducted by Rodriguez et.al (2018) indicates that these efforts can greatly enhance teacher involvement and drive. Ensuring dedicated and consistent training is crucial to address the hurdle of straying from continuous improvement. According to Cabacang (2021), specialized training programs were successful in improving teachers' abilities to use continuous improvement techniques.

Part V. TQM Framework for Continuous Improvement of Innovative Practices. Based on the findings of the study, the Total Quality Management (TQM) in Innovative Practices Framework highlights how top-performing junior high schools implement TQM to achieve continuous improvement and organizational excellence. The framework distinguishes between the roles of school heads and master teachers in driving innovation. School heads focus on strategic leadership, utilizing practices like Feedbacking, Innovation, Continuous Improvement Projects (CIP), and improving Physical Facilities to create a supportive learning environment. They also promote Employee Promotions to foster professional growth. Master teachers complement these efforts by focusing on CIP, Learning Action Cell (LAC), and Action Research (AR) to enhance teaching methods and address classroom challenges.

The framework emphasizes key areas such as Customer Focus, Benchmarking, and Linkages, and Leadership as central pillars of TQM implementation. These areas are operationalized through practices like CIP, Action Research, and School-Based Management (SBM), ensuring that school leaders manage resources effectively and remain responsive to their school communities. Schools Division Office (SDO) Officials also recognize these practices as essential to maintaining a proactive approach that addresses emerging educational challenges.

The framework identifies several challenges, including resistance to change, insufficient resources, and inadequate training, which hinder the smooth adoption of TQM. However, it

proposes solutions such as recognition and values enhancement, comprehensive training, and professional development to help schools overcome these barriers. These solutions ensure that both school leaders and teachers are equipped to implement TQM initiatives effectively.

Figure 7.

Innovative Pathways to Excellence: A Framework for Total Quality Management in Education
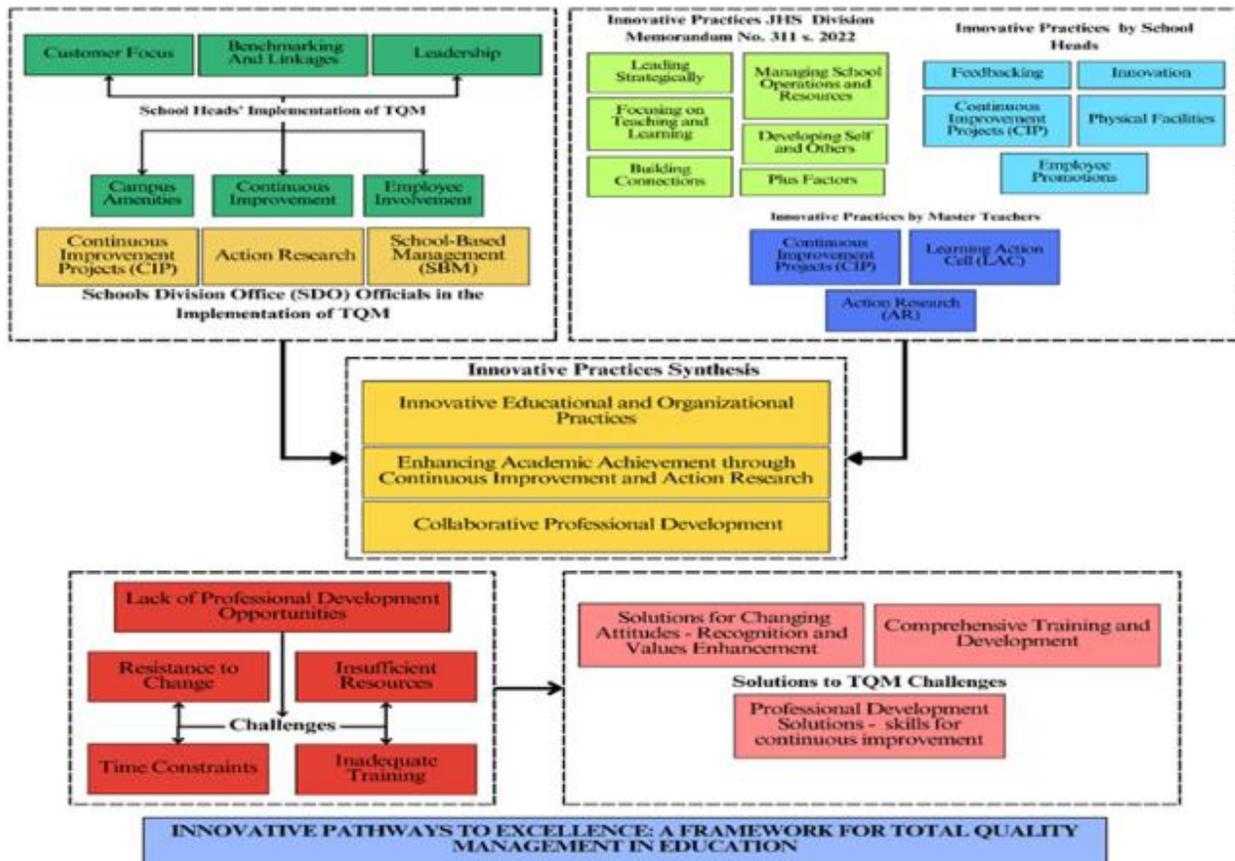
The "Innovative Pathways to Excellence" framework was developed through a detailed analysis of the innovative practices and challenges identified in top-performing public junior high schools in Bulacan. This framework reflects the practical strategies that these schools employed to implement Total Quality Management (TQM) effectively and continuously improve their performance. The framework originated from a combination of observed practices and the shared experiences of school heads, master teachers, and DepEd officials. The data highlighted the importance of specific practices that enhanced school operations and teaching strategies. For instance, school heads focused on strategic leadership through initiatives such as Feedbacking, Continuous Improvement Projects (CIP), Innovation, and improving Physical Facilities to create a more conducive learning environment. Additionally, they actively promoted

Employee Promotions to encourage professional growth among teachers and staff. These actions established a strong foundation for maintaining high standards within the schools.

Master teachers complemented the efforts of school heads by applying practices like Learning Action Cells (LAC), Action Research (AR), and CIP. These practices were geared towards refining teaching strategies and addressing classroom challenges. For example, CIP targeted specific learning gaps, while AR allowed teachers to systematically analyze and improve their teaching methods based on data. LAC, on the other hand, created an environment where teachers could collaborate and share insights, strengthening the overall quality of instruction.

The framework emphasizes key areas that were instrumental in the schools' success: Customer Focus, Benchmarking and Linkages, and Leadership. These pillars were operationalized through the schools' programs such as CIP, AR, and School-Based Management (SBM). Customer Focus involved actively seeking feedback from students, parents, and other stakeholders to align school operations with their needs. Benchmarking and Linkages allowed schools to adopt successful strategies from other institutions and collaborate with external organizations to enhance their programs. Leadership, as demonstrated by school heads, played a key part in steering these initiatives and maintaining a focus on achieving the schools' goals.

Challenges encountered during the implementation of TQM were also analyzed to strengthen the framework. Resistance to change was one of the most common barriers, as some teachers were hesitant to adopt new practices like CIP and AR. This resistance often stemmed from a lack of understanding and familiarity with these concepts. Additionally, insufficient resources, inadequate training, and time constraints were major hurdles. Teachers reported difficulties in balancing administrative duties and professional development, which affected their ability to fully engage in TQM initiatives.

Conclusion and Recommendation

The study focuses on how top-performing public junior high schools demonstrate strong leadership by fostering collaboration and shared decision-making, which creates a culture of strategic planning that aligns short-term actions with long-term goals. Effective leadership is essential in implementing innovative practices and ensuring continuous improvement efforts.

Additionally, these schools efficiently manage resources, optimizing both physical and technological facilities to enhance the learning environment. This management not only supports their educational goals but also ensures that resources are used effectively. Innovative teaching methods, such as Continuous Improvement Programs (CIP) and Action Research (AR), enable schools to evaluate and improve teaching strategies in real-time, helping close learning gaps and improve student outcomes. Furthermore, the schools place great emphasis on professional development for teachers and staff, cultivating a culture of lifelong learning, which significantly contributes to the overall educational quality. Building strong connections with stakeholders, including parents, the community, and external partners, allows these schools to garner additional resources and support, further enhancing their programs and sustaining high performance.

In implementing Total Quality Management (TQM), these schools adopt a customer-focused approach by regularly collecting feedback from students and parents, ensuring data-driven decision-making. They also use benchmarking to adopt best practices from other institutions, staying competitive and updated with educational trends. However, challenges such as resistance to change, limited resources, time constraints, and insufficient teacher training pose obstacles to fully implementing TQM. Teachers were sometimes hesitant to adopt new practices like CIP and AR, and the lack of professional development hindered their participation in TQM initiatives. To address these challenges, schools need to provide targeted training, improve resource allocation, and communicate the benefits of new practices more effectively.

The study also proposes the TQM in Innovative Practices Framework, which focuses on leadership strategies, CIP, Learning Action Cells (LAC), and Action Research (AR) as key components. By addressing these challenges, such as resistance and resource limitations, through recognition, training, and professional development, the framework provides a structured approach for schools to improve TQM and sustain their success.

Based on the findings on leading strategically, managing school operations, focusing on teaching, developing self, and building connections, schools ought to consider enhancing their strategic leadership by fostering inclusive decision-making processes that engage school heads, teachers, and stakeholders alike. Allocating funds for the regular upgrading of physical and

technological facilities can contribute to creating a more conducive environment for teaching and learning. Additionally, schools may invest in continuous professional development programs for both teaching and non-teaching staff to strengthen capacity-building efforts. Establishing and nurturing strong partnerships with parents, local communities, and external organizations is highly recommended to further support the school's operational and educational objectives.

Based on the findings on the innovative practices by school heads and teachers, schools are encouraged to further promote the adoption of innovative practices such as Continuous Improvement Projects (CIP), Action Research (AR), and Learning Action Cells (LAC). Providing teachers with the necessary resources, ongoing support, and regular training may help ensure the successful implementation of these initiatives. It is also beneficial to strengthen feedback mechanisms to continuously assess and refine these practices, allowing them to better address the evolving needs of students and the school community. Schools may also explore new ways to motivate teachers to participate in these innovative activities by fostering a collaborative and supportive culture.

Based on the findings on TQM implementation by school administrators, school administrators are encouraged to maintain a customer-focused approach by regularly collecting and acting upon feedback from students, parents, and staff. Administrators may promote a culture of shared leadership by involving teachers in decision-making processes related to Total Quality Management (TQM) initiatives. Continuous benchmarking with other institutions is also recommended to stay updated with emerging best practices and trends in education, which can be adapted to meet the school's unique needs. Administrators ought to consider fostering professional development and collaboration to ensure that the implementation of TQM remains dynamic and responsive to ongoing educational challenges.

Based on the findings on challenges in TQM implementation, to address challenges such as resistance to change, lack of resources, and insufficient training, schools are encouraged to implement targeted professional development programs designed to equip teachers with the skills needed to effectively engage in TQM initiatives like CIP and AR. Streamlining administrative tasks may help create more time for teachers to focus on these efforts. Additionally, schools may consider optimizing resource allocation, ensuring that there is

sufficient support for the successful implementation of TQM practices. These steps can help overcome the obstacles faced by fostering a culture of continuous improvement.

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