



QUALITY MANAGEMENT SYSTEM (QMS) OF ROXAS NATIONAL HIGH SCHOOL IN BAGUIO CITY

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KeyWords

Quality Management System, awareness, compliance, implementation, and responsiveness

ABSTRACT

This study aimed to assess the awareness, compliance, and implementation of Quality Management System (QMS) in Roxas National High School, Baguio City. The respondents are the teaching, non-teaching, parents, and barangay officials of the school. The study employed descriptive correlation design using the 4 point-Likert scale questionnaires as the main gathering tool of this study. Purposive and convenience sampling were used to determine the sample size and to determine the relationship among the variables, Spearman rho analysis was employed to understand the strength of the relationship between the variables. The salient findings of the study are as follows: The level of awareness of teaching and non-teaching employees on the eight (8) principles of Quality Management System is moderately aware; the level of compliance of teaching and non-teaching to Quality Management System is much complied by the teaching and non-teaching personnel and the overall level of implementation of the eight principles of Quality Management System to Roxas National High School is much implemented. The respondents' level of compliance depends on how aware they are of the eight principles of the Quality Management System in their school and to what extent it is implemented. Likewise, the awareness of the QMS depends on how the management implements the principles in the school organization which could increase awareness and compliance with QMS.

INTRODUCTION

Today, more than one million companies and organizations globally are certified in accordance with ISO 9001 (ISO – International Organization for Standardization, 2018 Survey). In organizations' quality management work, a substantial amount of time and focus is given to the quality management systems (QMS) (Elg *et al.*, 2011). Quality Management System, as the main reason for having the ISO, it is a performance management system for school-based educators, designed to evaluate the performance levels of individuals to achieve high levels of school performance. It is critical to assess the extent to which educators are performing in line with their job descriptions to improve levels of accountability in our schools.

There is a total of sixty-seven schools in both public elementary and secondary schools in the Department of Education, Schools Division of Baguio City. Quality does not only relate solely to the end products and services an organization provides, but also relates to the way the employees do their job and the work processes they follow to produce products or services efficiently and effectively.

This paper aims to contribute to the existing body of research on QMS by describing different ways of using a QMS in public schools. This study investigates three types of QMS usage: Awareness, Compliance and Implementation of a newly Implementing Unit School which is the Roxas National High School in Baguio City. The purpose of this paper is to explore how these three different types of

uses of QMS correlate with management perceptions of quality management in terms of respect, cost and strategic importance. This study focuses on certified QMS, and a QMS is defined as a part of a management system regarding quality, based upon a set of interconnected or interacting elements of an organization to establish the organization, operation, policies, objectives and processes to achieve those objectives (ISO 9000, 2015). Thus, such a system of elements can be viewed as a tool and support to reach an organizations' objectives. In the following section, some background to QMS usage and the three ways of using QMS are provided, after which methods, findings and discussion of the findings are given. Finally, conclusions are drawn.

Literature Review

Born with the ideas of Deming, quality management has evolved to become an established management philosophy and area of research. The Eight Principles of Quality Management can be used by senior management as a framework to guide the organizations toward improved performance. The principles are given as customer focus, continuous improvement and teamwork. A Quality Management System is a performance management system for school-based educators designed to evaluate the performance levels of individuals to achieve high levels of school performance. It is critical to assess the extent to which educators are performing in line with their job descriptions to improve levels of accountability in our schools. The type of motivation for implementing a QMS is also said to influence the performance of the system. The purpose of the ISO 9000 series is to encourage organizations to institute quality assurance management programs. Moreover, ISO 9000 is becoming a popular choice for a quality management system in educational institutions worldwide. Unlike the last two decades, when until mid-1995, just four schools in the whole world were granted accreditation by the International Organization for Standardization (ISO), the late 1990s experienced the most current movement of education institutions to adopt a quality management system (Shlomo & Moti, 1999). No formal statistics exist on the number of education institutions involved, but according to Zuckerman & Rhodes (2000), various educational institutions in Canada, Singapore, the United Kingdom, Switzerland, and Australia have started to implement ISO 9000.

Quality Management System, as the main reason for having the ISO, it is a performance management system for school-based educators, designed to evaluate the performance levels of individuals to achieve high levels of school performance. It is critical to assess the extent to which educators are performing in line with their job descriptions to improve levels of accountability in our schools. According to an article published on Consultancy-me.com (2021), a quality management system has advantages. Improved products and services, enhanced productivity, increased customer satisfaction, improved processes, increased employee commitment, and better compliance are some of these benefits. It is usually by chance that something is of excellent quality. It is always the outcome of high intent, genuine effort, intelligent guidance, and skillful execution; it is the wise decision among multiple alternatives. Every organization has management procedures and instructions for creating and delivering its products and services to customers. Most have evolved over the years and are generally adequate – if they weren't, organizations would quickly go out of business. According to Zuckerman & Rhodes (2000), the 5S acronym stands for five Japanese terms that denote steps in a systematic method for implementing good housekeeping and achieving lean processes. The "Seiri" (sort), "Seiton" (order), "Seiso" (shine), "Seiketsu" (standardize), and "Shitsuke" are the "Seiri" (sort), "Seiton" (order), "Seiso" (shine), "Seiketsu" (standardize), and "Shitsuke" are the "Seiketsu" (sustain). The status of the Quality Management System of Roxas National High School is insufficiently implemented. There is no standardized operation on the processes of incoming and outgoing documents for the school. It is for this reason that this research has been conceived. The researcher aimed to expand ISO awareness, compliance, and implementation to schools, primarily at Roxas National High School, which was recently designated as an Implementing Unit to begin the process of cascading.

Theoretical Framework/Paradigm of the Study

The study is anchored on the following theories and concepts, namely: Total Quality Management Theory, Deming's Theory, and Open Systems Theory. In connection with these theories, the 8 principles of the quality management system are used for the validation and reliability of the study. The eight universal principles of quality management, according to Perryer (2018), are customer focus, leadership, people involvement, process approach, systematic approach to management, continual improvement, actual approach to decision-making, and mutually beneficial supplier relations.

A core definition of total quality management (TQM) is a management approach to long-term success through customer satisfaction. In a TQM effort, all members of an organization participate in improving processes, products, services, and the culture in which they work. TQM can be summarized as a management system for a customer-focused organization that involves all employees in continual improvement. It uses strategy, data, and effective communications to integrate the quality discipline into the culture and activities of the organization. Many of these concepts are present in modern quality management systems, the successor to TQM. The Department of Education (DepEd) has introduced the National Quality Management System (NQMS), which is certified to ISO 9001:2015 standards, to improve basic education service delivery and client satisfaction across the country. DepEd Order No. 009, s. 2021 through the QMS Manual and Procedures and Working Instructions Manual (PAWIM), which served as a reference for all DepEd offices and schools, the QMS seeks to consolidate and streamline the Department's systems and processes. The PAWIM on the other hand, outlines the procedures for implementing the Department's QMS, including management review, internal quality audit, corrective action risk management, documented information management, citizen or client satisfaction feedback management, training, advocacy, and knowledge management. The Eight Principles of Quality Management based on the manual of Whittington & Associates (2013) are Customer Focus, Leadership, Involvement of People,

Process Approach, System Approach to Management, Continual Improvement, Evidence-based decision-making, and relationship management to system.

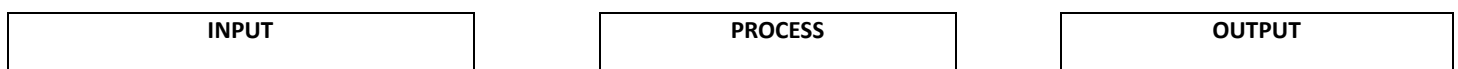
1. **Customer Focus**, wherein organizations depend on their customers and should understand current and future customer needs and strive to exceed customer expectations.
2. **Leadership** is where leaders establish unity of purpose and direction of the organization. Its key benefits are that people will understand and be motivated toward the organization's goals and objectives.
3. **Involvement of People** wherein the people at all levels are the essence of an organization, and their full involvement enables their abilities to be used for the organization's benefit. The key benefits under this principle are to be motivated, committed, and involved with people within the organization, innovation and creativity in furthering the organization's objectives, people being accountable for their performance, and people eager to participate in and contribute to continual improvement.
4. **Process Approach** is a desired result is achieved more efficiently when activities and related resources are managed as a process. Some key benefits of the process approach are lower costs and shorter cycle times through effective use of resources; improved, consistent and predictable results; focused and prioritized improvement opportunities. Application of the Principle of process approach leads to systematically defining the activities necessary to obtain the desired result; establishing clear responsibility and accountability for managing key activities; analyzing and measuring the capability of key activities; identifying the interfaces of key activities within and between the functions of the organization; focusing on the factors – such as resources methods, and materials – that will improve key activities of the organization.
5. **System Approach to Management** is identifying, understanding, and managing interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its objectives. The key benefits of the system approach to management.
6. **Continual Improvement** of the organization's overall performance should be a permanent objective of the organization. The key benefits of this principle are the performance advantage through improved organizational capabilities, alignment of improvement activities at all levels to an organization's strategic intent, and flexibility to react quickly to opportunities.
7. **Evidence-based decision-making**. Effective decisions are based on the analysis of data and information. The benefits of this principle are informed decisions; an increased ability to demonstrate the effectiveness of past decisions through reference to factual records; and an increased ability to review, challenge and change opinions and decisions.
8. **Relationship Management System** wherein the organization and its suppliers are interdependent, and a mutually beneficial relationship enhances the ability to create value. Some of the key benefits of this principle are increased ability to create value for both parties, flexibility and speed of joint responses to changing market or customer needs and expectations, and optimization of costs and resources.

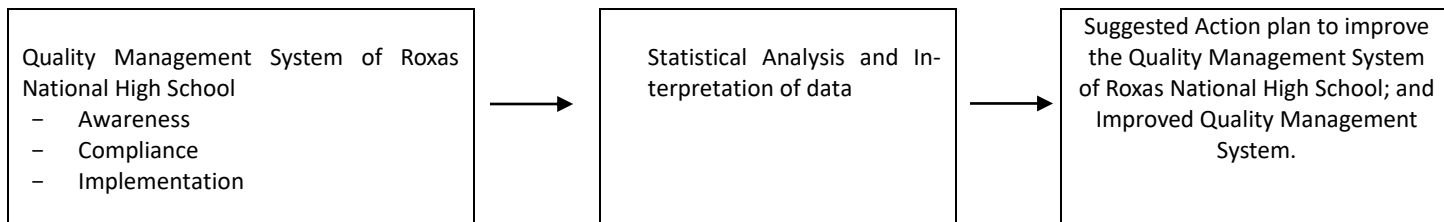
Furthermore, **Deming's theory** of the system of profound knowledge and the Shewhart Cycle (Plan-Do-Check-Act) is an international theory that has been used for the systematic process of gaining valuable learning and knowledge for continual improvement. He is known for his ratio – quality is equal to the result of work efforts over the total costs. If a company is to focus on costs, the problem is that costs rise while quality deteriorates. Deming's system of profound knowledge consists of the following four points: 1) System Appreciation – an understanding of the way that the company's processes and systems work; 2) Variation Knowledge is an understanding of the variation occurring and the causes of the variation; 3) Knowledge Theory – the understanding of what can be known and 4) Psychology Knowledge – the understanding of human nature. Deming's theory is linked to the quality management system in that to overcome an organization's issues, effective management and dedication to quality are required. He stressed the necessity of instilling a commitment to overall quality management in all employees by communicating quality messages. In the school setting, communication is essential to achieve quality performances.

More so, **Ludwig von Bertalanffy initially developed Open System Theory** in 1956. This theory sees an organization as a dynamic entity capable of adjusting and responding to internal and external changes in its environment. An organization is perceived to be a "system which consists of parts united by a system of relationships for the attainment of specific objectives." Parts include inputs, processes, outputs, the environment, and feedback loops, which are dynamically interconnected and continuously interact. As parts are interconnected, it is said that a change in one part affects the other parts of the system. The role of management then is to "make proper responses to the changes and reactions being generated by the interaction of these parts in a way that will maintain harmony, and ultimately to achieve the organizations' goals." An effective open system in management is advantageous in an organizational structure that interacts with the community of stakeholders and actively regulates the inflows and outflows of resources in a school quality management system. This open management method aids a school's ability to function despite becoming increasingly mixed and complex because of its expanding engagement with its environment.

The paradigm illustrates the direction of the study. This study considers the interplay of the input, process, and output. The input variable is the quality management system of Roxas National High School. The processes were the analysis and evaluation of the data using a descriptive survey, use of questionnaire, and statistical tools, namely: the weighted mean, standard deviation, analysis, and interpretation of data. The output of the study will be an improved quality management system.

Paradigm of the study





The relevance of the study will benefit the researcher as well as the Roxas National High School teaching and non-teaching personnel in improving the quality management system of the school and becoming ISO-ready for the One DepEd National QMS by 2025. The researcher will undertake a training/activity proposal as part of the SDO document Baguio's document controller committee, allowing the QMS to be cascaded.

Significance of the Study

This study is significant as it is timely and perhaps relevant. In July 2020, when the COVID-19 pandemic hit the learning modalities modular, an issue with the submission of the students' modules blew up due unorganized process in terms of submission. However, this is known and understood that this was affected by the pandemic. With the rise of the emphasis on lost modules and documents, it is only proper and timely to implement the quality management system in schools, most specifically for teaching and non-teaching personnel. This study thereby will help not only the learners but the entire personnel and stakeholders in the school's progress. It is also timely on the mandate of the Department of Education on the One DepEd, One QMS by year 2025. By then, Roxas National High School will be ready and well-equipped.

Objectives of the Study

The study aimed to assess the level of implementation of the quality management system in Roxas National High School, Baguio City. Specifically, the study sought to answer the following particular questions:

- What is the level of awareness of teaching and non-teaching employees on the eight (8) principles of Quality Management System?
- What is the level of compliance of teaching and non-teaching to the Quality Management System?
- What is the level of implementation of Quality Management System to Roxas National High School?
- What action plan can be crafted based on the findings of the study?

Methodology

The study made use of a quantitative research method, specifically a descriptive-correlational research design. The level of awareness of the eight principles of the Quality Management System of the teaching and non-teaching personnel at Roxas National High School in Baguio City was described. Also, the QMS' level of implementation in the school and the respondents' level of compliance with the management system were appraised. Moreover, the relationship among the three variables of this study was also identified.

Population and Locale of the Study

Purposive and convenience sampling were used to determine the sample size of this study. Forty-six respondents voluntarily answered the survey questionnaire, which is composed of sixteen (16) teaching staff and eleven (11) non-teaching personnel at Roxas National High School, nine (9) parents/guardians of the students, six (6) Barangay officials, and four (4) QMS Planning Committee Officers under SDO-Baguio City. Table 1 shows the number of respondents per strata and its respective percentage equivalent.

Table 1
The Respondents of the Study

Group	Frequency (f)	Percentage (%)
Teaching Personnel	16	34.78
Non-teaching Personnel	11	23.91
Parents	9	19.57
Barangay Officials	6	13.04
Planning Committee of QMS under SDO –Baguio City	4	8.70
Total	46	100.00

The study was conducted for School Year 2021-2022 at the Department of Education – Roxas National High School, Imelda Village Barangay, and Sto. Rosario Barangay. Primarily, the sample size is not large enough to generalize the results. It may not reflect the different situations regarding different perceptions, opinions, and preferences across diverse contexts. Thus, it can be only used as a reference for research purposes.

Data-Gathering Tool/s

The study gathered data through an adapted and slightly modified 4-point Likert Scale survey questionnaire. The questionnaire indicators were based on the checklist of the 8 principles of Quality Management System on ISO 9001:2015 Checklist per clause (Baranzelli, 2008), and Philippine National Standard, PNS ISO 9001:2015 (ISO published 2015, ICS: 03.120.10) Quality Management Systems – Requirement’s 5th Edition. The instrument was digitized into a Google form to comply with the data-gathering procedure at the onset of the pandemic. The questionnaire has four (4) parts. Part I. Personal Data Sheet, Part II. Level of Awareness of the eight (8) principles of Quality Management System (QMS). Part III. Level of Compliance of Teaching and Non-teaching to QMS. Part IV. Level of Implementation of QMS to Roxas National High School.

Data Gathering Procedure

Prior to data collection, the researcher secured a written permit from the Dean of the Graduate School of Education, University of Baguio. After the approval of the permit, the researcher sought endorsement from the Schools Division Superintendent and School Head to float the questionnaire to Roxas National High School. Due to the unprecedented outbreak of Covid-19, the Schools Division Superintendent and Head of the school did not allow the researcher to gather data via face-to-face/interview. As to reliability testing, the questionnaire was also disseminated to the parents (9 PTA Officers only), 6 Barangay officials, and the 4 QMS planning committees of SDO-Baguio City. Hence, the researcher used the online software, which is Google Forms, to collect necessary information from the study’s respondents. The researcher used purposive sampling because it is difficult to reach every respondent and member of the population with reliable information about the locations, and the number of respondents is not equal to the school’s population.

Treatment of the Data

To get the appropriate data based on the questionnaire, the mean, standard deviation, and 4-point Likert scale scoring methods were used for the respondents’ level of awareness of QMS, QMS level of implementation, and respondents’ level of compliance with QMS.

The mean and standard deviation were obtained by running the variables with descriptive statistics using SPSS version 26. Moreover, for the respondents’ level of awareness of QMS, the Likert scale scoring method was used:

Scale	Verbal Description (VD)
3.26 -4.00	FA- Fully Aware
2.51 -3.25	MA-Moderately Aware
1.76 -2.50	SA -Somewhat Aware
1.00 -1.75	NA-Not Aware

Likewise, to describe respondents’ level of compliance with QMS, the Likert scale scoring method below was utilized:

Scale	Interpretation
3.26 -4.00	VMC- Very Much Complied
2.51 -3.25	MUC- Much Complied
1.76 -2.50	MOC- Moderately Complied
1.00 -1.75	NC- Not Complied

Also, to identify the QMS’ level of implementation, the Likert scale scoring method below was applied:

Scale	Interpretation
3.26 -4.00	VI- Very Much Implemented
2.51 -3.25	MI- Much Implemented
1.76 -2.50	SI- Slightly Implemented
1.00 -1.75	NI- Not Implemented

Lastly, to determine the relationship among the variables, Spearman rho analysis was employed to understand the strength of the relationship between the variables.

Ethical Considerations

For ethical considerations, anyone who does not want to answer the questionnaire is respected. Due to the unprecedented outbreak of Covid-19, the Schools Division Superintendent and Head of the school did not allow the researcher to gather data via face-to-face/interview. As to reliability testing, the questionnaire was also disseminated to the parents (9 PTA Officers only), 6 Barangay officials, and the 4 QMS planning committees of SDO-Baguio City. Hence, the researcher used the online software, which is Google Forms, to collect necessary information from the study's respondents. The researcher disseminated the questionnaire to the school's Administrative Assistant (Secretary) for its cascading to the teaching, non-teaching personnel, and Parent Teachers Academy (PTA) Officers. The researcher visited the Division Office to disseminate the questionnaire to the 4 QMS Planning Committee of the SDO Baguio City. For the barangay officials, the researcher personally visited Sto. Rosario Barangay Hall and Imelda Village Barangay Hall to explain and disseminate the questionnaire to those who are physically present during the researcher's visit. There were only 2 barangay officials from Sto. Rosario Barangay and 4 from Imelda Village Barangay willingly answered the questionnaire. The two-barangay hall did not have internet connections which is why the barangay officials made use of the researcher's phone to answer the questionnaire. Responses were downloaded from the Google form on the second week of October 2021. After extraction, the researcher tabulated, organized, and analyzed. The researcher plans to disseminate the findings of the study to Roxas National High School to also address the action plan needed stated on the 7th statement of the problem of the study.

RESULTS AND DISCUSSION

Table 1 shows the respondents' level of awareness of the eight principles of Quality Management System (QMS) customer focus, leadership, involvement of people, process approach, system approach to management, continual improvement, evidence-based decision making, and relationship management system in Roxas National High School. Accordingly, taking one indicator at a time.

Table 1

The Respondents' Level of Awareness Towards the Eight Principles of Quality Management System (QMS)

Eight (8) Principles of Quality Management System		Mean	Std. D.	Descriptive Interpretation
1.	Customer Focus (Requirements) Organizations depend on their customers and therefore should understand current and future customer needs, should meet customer requirements, and strive to exceed customer expectations.	3.47	.505	Fully Aware
2.	Leadership (Management Committee) Leaders establish unity of purpose and direction of the organization. They should create and maintain an internal environment in which people can become fully involved in achieving the organization's objectives.	3.67	.488	Fully Aware
3.	Involvement of People (Engagement of employees to management team) People at all levels are the essence of an organization and their full involvement enables their abilities to be used for the organization's benefit.	3.17	.569	Moderately Aware
4.	Process Approach (Work Instruction Manual) The desired result is achieved more efficiently when activities and related resources are managed as a process.	1.56	.867	Not Aware
5.	System Approach to Management (Manage interrelated processes as a system) Identifying, understanding, and managing interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its objectives.	1.72	.934	Not Aware
6.	Continual Improvement (Overall performance of QMS) Continual improvement of the organization's overall performance should be a permanent objective of the organization.	1.39	.906	Not Aware

7.	Evidence-based decision-making (Factual Approach to decision-making) Effective decisions are based on the analysis of data and information	2.93	.611	Moderately Aware
8.	Relationship Management System (Manage relationships with interested parties to optimize performance) An organization and its suppliers are interdependent and a mutually beneficial relationship enhances the ability of both to create value	3.07	.490	Moderately Aware

Total	2.62	.671	Moderately Aware
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As revealed in Table 1, the average mean of 2.62 and SD of .671 imply the respondents' moderate awareness of the eight principles of the Quality Management System (QMS) in Roxas National High School. This supports Deming's Theory on the system of profound knowledge that effective management and a dedication to quality are required to overcome an organization's issues. He stressed the necessity of instilling a commitment to overall quality management in all employees by communicating quality messages. In the school setting, communication is very important to achieve quality performances.

The highest result is leadership, as shown by the mean of (M=3.67, SD=.488). This implies that the teaching and non-teaching personnel of Roxas National High School, together with the stakeholders, are fully aware of maintaining the internal environment in which people are fully involved in achieving the organization's objectives. According to leaders at all levels, ISO Update 2018 establishes the unity of purpose and direction and creates conditions in which people are engaged in achieving the organization's quality objectives.

Subsequent to the highest is customer focus with the result of (M=3.47, SD=.505) as shown by the indicator Organization depends on the customers' needs. This result means that Roxas National High School provides quality services contributing to the awareness of the eight principles of the Quality Management System. According to QMP of ISO 9000 and ISO 9001, competent, empowered, and engaged people at all levels throughout the organization are essential to enhance its capability to create and deliver value.

However, the involvement of people got the result of (M=3.17, SD=.569), which is interpreted as moderately aware as depicted by the statement People are the essence of an organization. As to the relationship management system with the result of (M=3.07, SD=.490), which is interpreted, the respondents are moderately aware, as described by the statement Organization and its suppliers are interdependent and beneficial relationship enhances the ability of both to create value. Evidence-based decision making with the result of (M=2.93, SD=.611) and as interpreted that the respondents are moderately aware as defined by the statement Effective decisions are based on the analysis of data and information. Given the result of being moderately aware of the involvement of people, relationship management, and evidence-based decision-making, the third, seventh, and eighth principles of the quality management system in Roxas National High School are attained.

As to the system approach to management and given the result of (M=1.56, SD=.867) and interpreted as not aware as described by the statement Identifying, understanding, and managing interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its objectives; likewise as to process approach with the result of (M=1.72, SD=.934) and interpreted as not aware described by the statement A desired result is achieved more efficiently when activities and resources are managed as a process; similarly, as to continual improvement with (M=1.39, SD=.906) and interpreted as not aware as implied by the statement Continual improvement of the organization's overall performance should be a permanent objective of the organization, based on the evaluation made, it is justifiable to say that Roxas National High School's teaching and non-teaching employees and external stakeholders are not aware of the fourth, fifth, and sixth principles of the Quality Management System namely: process approach, system approach to management, and continual improvement. These principles are tiered the lowest because, based on the result of their awareness shown in Table 2, a quality management system in schools has not yet been introduced. In a school with a culture of continuous improvement, on the other hand, every employee is key to organizational growth. A school must always change to keep up with the competition if employees are used to changing regularly. This result is nonconformity with Whittington & Associates' (2013) Eight Principles of Quality Management. The process approach is a desired result that is achieved more efficiently when activities and related resources are managed as a process; System Approach to Management is identifying, understanding, and managing interrelated processes as a system and Continual Improvement of the organization's performance should be a permanent objective of the organization.

Table 2 shows the respondents' level of compliance with the Quality Management System (QMS). The table disclosed that the QMS has much complied in Roxas National High School as described by the statement. *The school employees meet the satisfaction of the customers/clients* (M=3.07, SD=.327).

Table 2
The respondents' Level of Compliance with Quality Management System (QMS)

Compliance	Mean	Std. D.	Descriptive Interpretation
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1. The school employees meet the satisfaction of the customers/clients.	3.07	.327	Much Complied
2. The school is responsive in the procedures for the control of documents and records.	3.04	.419	Much Complied
3. There are appropriate records for training, skills, and education of personnel.	2.93	.442	Much Complied
4. The school has a plan to develop the processes needed for the delivery of services.	3.02	.393	Much Complied
5. The school follows the 5S workplace standards in compliance with the quality management system.	2.15	.666	Moderately Complied
6. The school encourages the involvement of all employees in compliance with the quality management system.	2.17	.777	Moderately Complied
7. The process of managing customer complaints and feedback is defined.	2.96	.469	Much Complied
8. The school establishes a mechanism to monitor and measure the conformity of its requirements.	3.00	.421	Much Complied
9. Management of communications for internal and external clients is handled well and achieved.	3.02	.393	Much Complied
Total	2.82	.479	Much Complied

Table 2 shows the respondents' level of compliance with the Quality Management System (QMS). The total mean of 2.82 with an SD of .479 implies that the Quality Management System (QMS) in Roxas National High School is much complied with by the teaching and non-teaching personnel.

The school employees meet the satisfaction with the customers/clients is the highest with (M=3.07, SD=.327) and described as much complied. This implies that the schools are customer-focused in the conduct of their transactions. According to Baranzelli (2008), the primary focus of quality management is to meet customer requirements and strive to exceed customer expectations. Subsequently highest with (M=3.04, SD=.419) and much complied is that *The school is responsive in the procedures for the control of documents and records*. This result means that the teaching and non-teaching personnel of Roxas National High School are complying with the procedures on how to control records, most particularly in handling incoming and outgoing documents. Being responsive in the procedures on the control of documents is a strong contributor to the overall success of an organization, most in schools where everything is paper and results-based, ensuring that all aspects of the organization put its customers' satisfaction. According to DepEd Quality Manual for ISO 9001:2015, the organization must comply with the procedures for the control of documents and records by following its control of records and procedures based on the Manual of Styles issued for compliance.

On the other hand, with the result of (M=2.17, SD=.777), the QMS has moderately complied in Roxas National High School as described by the statement *The school encourages the involvement of all employees in compliance with quality management system*; together with *the school follows the 5S workplace standards in compliance with the quality management system* with the result of (M=2.15, SD=.666) and is described as moderately complied. This implies that the school's compliance with 5S workplace standards is up to date in the delivery of its services to clients. In terms of the 5S workplace standards, schools need to comply to provide the best services. According to Zuckerman & Rhodes (2000), 5S is a system for organizing spaces so work can be performed efficiently, effectively, and safely. This system focuses on putting everything where it belongs and keeping the workplace clean, which makes it easier for people to do their jobs without wasting time or risking injury. Therefore, it is a methodology that results from a workplace that is clean, uncluttered, safe, and well-organized to help reduce waste and optimize productivity. It is designed to help build a quality work environment, both physically and mentally.

The Overall Mean of 2.80 and standard deviation of .556 suggest that the eight principles of Quality Management System to customer focus, leadership, people involvement, process approach, management system approach, continual improvement, evidence-based decision making, and relationship management system are much implemented in Roxas National High School. Based on the results, the theories and concepts of Total Quality Management Theory, Deming's Theory, and Open Systems Theory support the study.

Table 3 shows the relationship between the respondents' level of awareness and QMS' level of implementation with the respondents' level of compliance towards QMS in Roxas National High School.

Table 3

Relationship among the Respondents' Level of Awareness and QMS' Level of compliance with the Respondents' Level of Implementation towards QMS

Variables Compared	Correlation Coefficient	Sig. (2-tailed)	Interpretation
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Awareness towards Compliance	.308*	.037	Significant
Implementation towards compliance	.459**	.001	Highly Significant
Awareness towards implementation	.457**	.001	Highly Significant

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

The result of the Spearman rho analysis revealed that the respondents' level of awareness of QMS is significant to their level of compliance as indicated by the r-value of .308 (p-value < .05); the QMS level of implementation is highly significant to their level of compliance as indicated by the r-value of .459 (p-value < .01); and lastly, the respondents' level of awareness is highly significant to the level of QMS' implementation indicated by the r-value of .457 (p-value < .01).

Tramantona (2018) highlighted that to attain high-quality management compliance with positive results, the employees should have a full understanding of the management system and the processes involved. The instructions should be clear and detailed to be well-implemented. Each member of the organization must have a high level of awareness of the Key Performance Indicator (KPI), expected outputs, and even the consequences and cons of non-compliance.

On the relationship of the employees' implementation and compliance with the management system, Power DMS, an Orlando-based software as a service company that aims to help organizations grow trust, integrity, and accountability, highlighted that for the employees to have a high level of compliance, implementation of the feasible and functional policies must be observed. The level of compliance with the implemented rules, regulations, and standards must also be monitored and religiously evaluated. According to them, adopting a suitable approach to implementing a management system will eventually yield a quality compliance level among the members of the organization.

Employees' awareness of what the organization is headed(vision), what it aims to accomplish (mission), and the values guiding the organization in setting its priorities and decision-making significantly impact the implementation of the quality management system. Moreover, employees' self-awareness of their strengths and weaknesses and how to use, enhance, and develop their abilities to benefit the organization is crucial to the organization. Also, the organization's awareness of how they can maximize the company's tangible and intangible resources to attain the realization of having a quality management system that is critical to meet the satisfaction of the members of the organization and their clientele (Lotich, 2022).

Hence, it is sufficient to say that the employees' awareness of the existing quality management system denotes their compliance with the existing policies, standards, and regulations implemented by the organization. Moreover, the higher level of awareness and compliance with those policies suggest a realistic implementation of the organization's QMS.

The result and findings of this study has significant relationships among the respondents' level of awareness in QMS, level of compliance, and the respondents' level of implementation. This means that the respondents' level of compliance depends on how aware they are in the eight principles of Quality Management System in their school and to what extent it is implemented. Likewise, the awareness towards the QMS depends on how the management implements the principles in the school organization which could increase awareness and compliance towards QMS.

Considering the findings of the study, the purpose of this action plan is to cascade quality management system to all teaching and non-teaching employees of Roxas National High School to increase awareness of its duties and commitment in fulfilling the needs and expectations of its customers and interested parties, and in achieving satisfaction with its products and services. Budget utilization will be charged to the School Maintenance and Other Operating Expense (MOOE).

OBJECTIVES	ACTIVITIES	STRATEGIES	PERSONS INVOLVED	TARGET DATE (CY)	BUDGET SOURCE	EXPECTED OUTPUT	EVALUATION
To orient the benefits of implementing the requirements of the quality management system	Orientation to Quality Management System	Consultative Meeting, Seminar/Webinar	Teaching & non-teaching personnel of the school, parents, stakeholders (Barangay Officials), SDO Baguio City QMS Committee	January – May	School Maintenance and Other Operating Expense (MOOE)	Aware and oriented Teaching & non-teaching personnel, parents, stakeholders (Barangay Officials) to QMS	Accomplishment of the End of Program Evaluation Form (<i>Appendix D</i>)
To efficiently and effectively capacitate Teaching & non-teaching personnel, parents,	Personal Mastery Training to Quality Management System	Training/ Seminar-workshop	Teaching & non-teaching personnel of the school, SDO Baguio City QMS	June	School Maintenance and Other Operating Expense (MOOE)	Capacitated teaching and non-teaching personnel to quality management sys-	End of Program Evaluation Form (<i>Appendix D</i>)

stakeholders (Barangay Officials) to QMS			Committee			tem of the school.	
To craft the work instruction manual of all personnel and processes of the school.	Crafting of Work Instruction Manual	Consultative meeting, learning action cell	Teaching & non-teaching personnel of the school	July-August	Not Applicable	Complied to QMS Work Instruction Manual requirement.	Approved Work Instruction Manual
To monitor the compliance and implementation of Quality Management System to school/s.	School Monitoring and Implementation of Quality Management System to Public Schools in SDO Baguio City	School visitation, assessment and validation (face to face/virtual)	Teaching & non-teaching personnel, SDO Baguio City QMS Committee	September - December		Equipped teaching, non-teaching personnel to Quality Management System of the School, Accomplished Monitoring Tool	Accomplished Monitoring and Evaluation Tool (Appendix E)

Adoption of this Action Plan is intended to address the gaps on the Quality Management System of Roxas National High School.

Conclusion

Based on the results and findings of this study, the following conclusions were drawn. The overall state and awareness of teaching and non-teaching employees to the quality management system of the school have factors to be considered in the Continual Improvement and Process Approach. The compliance for a quality management system of teaching and non-teaching employees demonstrates its ability to consistently provide products and services that meet customer satisfaction and applicable statutory and regulatory requirements by following the 5S Workplace standards and the 8 principles of QMS. There are factors to be considered in implementing a quality management system, most specifically the process approach or work instruction manual, which results in the teaching and non-teaching employees becoming more familiar with the work instruction manual on the process approach. This means that the respondents' level of compliance depends on how aware they are of the eight principles of the Quality Management System in their school and to what extent it is implemented. Likewise, the awareness of the QMS depends on how the management implements the principles in the school organization, which could increase awareness and compliance with QMS. It is sufficient to say that the employees' awareness of the existing quality management system denotes their compliance with the existing policies, standards, and regulations implemented by the organization. Moreover, the higher their level of awareness and compliance with those policies suggests a realistic implementation of the organization's QMS. A Quality Management System Action Plan with Objectives, Activities, Strategies, and Time frame must be considered and to be crafted and approved by the School Head for its cascading. Moreover, monitoring and evaluation of QMS by the Committee will be the mode of verification as the result of the crafted action plan.

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