

Total Quality Management Practices and Organizational Performance of Private Secondary Schools in the Division of Laguna

Fernan Pamatmat Ramos

Abstract— Total Quality Management is essential in the performance of private schools. It is one of the biggest challenges to make TQM an integral part of the school organization. Hence, the researcher investigated the total quality management practices and organizational performance of private secondary schools in the division of Laguna. A total of nine private schools with nine school principals, one hundred sixty-three teachers and three hundred thirty-five senior and junior high school students in the Division of Laguna were used as respondents of the study.

The following were the significant findings of the investigation.

The overall mean $M = 4.08$ and $SD = 0.808$ show that the level of total quality management practices of secondary private schools in terms of customer satisfaction is highly practiced. The overall mean $M = 4.42$ and $SD = 0.728$ show that the level of total quality management practices of secondary private schools in terms of process approach is highly practiced. The overall mean $M = 4.40$ and $SD = 0.705$ show that the level of total quality management practices of secondary private schools in terms of leadership is highly practiced. The overall mean $M = 4.36$ and $SD = 0.750$ show that the level of total quality management practices of secondary private schools in terms of system approach to management is highly practiced. The overall mean $M = 4.17$ and $SD = 0.831$ show that the level of total quality management practices of secondary private schools in terms of continuous improvement is practiced. The overall mean $M = 4.22$ and $SD = 0.799$ show that the level of total quality management practices of secondary private schools in terms of decision making is highly practiced.

The Weighted Mean = 90.67 $SD = 2.514$ and with Lowest grade=80.00, Highest grade=96.00 shows that the level of organizational performance of private secondary schools in terms of teacher's performance has a descriptive equivalent of Outstanding. The Weighted Mean = 89.07 $SD = 3.923$ and with Lowest grade=78.00, and Highest grade=97.00 shows that the level of organizational performance of private secondary schools in terms of student's performance has a descriptive equivalent of Very Satisfactory. The overall mean $M = 2.59$ and $SD = 0.565$ show that the level of organizational performance of private secondary schools in terms of financial performance has a remark of always observed and verbally interpreted as very high. The overall mean $M = 2.81$ and $SD = 0.403$ show that the level of organizational performance of private secondary schools in terms of social responsibility has a remark of always observed and verbally interpreted as very high. The overall mean $M = 2.86$ and $SD = 0.387$ show that the level of organizational performance of private secondary schools in terms of plant facilities and learning resources has a remark of always observed and verbally interpreted as very high.

The overall mean $M = 1.56$ and $SD = 0.897$ show that the level of organizational performance of private secondary schools in terms of school benefits has a remark of never observed and verbally interpreted as low. The customer satisfaction is significantly correlated with teacher performance ($r=0.3274$), students' performance ($r=0.9369$), financial performance ($r=0.9359$), social responsibility ($r=0.9347$), plant facilities and learning resources ($r=0.9287$) and benefits ($r=0.9309$) where p-value lies at 0.0000 and shows slight to very high relationship and with verbal analysis of significant at 0.05 level of significance.

The process approach is significantly correlated with student's performance ($r=0.1205$), financial performance ($r=0.1293$), social responsibility ($r=0.1201$), plant facilities and learning resources ($r=0.1167$) with p-value lies at 0.0179-0.0327 and shows very low relationship and with verbal analysis of significant at 0.05 level of significance. While for the teacher performance ($r=0.0571$) and benefits ($r=0.1053$) where p-value lies at 0.0543-0.2977 has a verbal analysis of not significant at 0.05 level of significance. For the leadership is significantly correlated with teacher performance ($r=0.1886$), students' performance ($r=0.2924$), financial performance ($r=0.2799$), social responsibility ($r=0.2770$), and benefits ($r=0.2182$) where p-value lies at 0.0001-0.0040 and shows very low to slight relationship and with verbal analysis of significant at 0.05 level of significance. While for the plant facilities and learning resources ($r=0.0967$) where p-value lies at 0.2069 has a verbal analysis of not significant at 0.05 level of significance. The system approach to management is significantly correlated with teacher performance ($r=0.1708$), students' performance ($r=0.2423$), financial performance ($r=0.2854$), social responsibility ($r=0.3181$), plant facilities and learning resources ($r=0.1500$) and benefits ($r=0.2074$) where p-value lies at 0.0000-0.0495 and shows very low to slight relationship and with verbal analysis of significant at 0.05 level of significance. The continuous improvement is significantly correlated with teacher performance ($r=0.1869$), students' performance ($r=0.4188$), financial performance ($r=0.4418$), social responsibility ($r=0.4385$), plant facilities and learning resources ($r=0.2381$) and benefits ($r=0.3376$) where p-value lies at 0.0000-0.0017 and shows very low to moderate relationship and with verbal analysis of significant at 0.05 level of significance. Lastly, the decision making is significantly correlated with teacher performance ($r=0.1708$), students' performance ($r=0.5295$), financial performance ($r=0.6419$), social responsibility ($r=0.5955$), plant facilities and learning resources ($r=0.4386$) and benefits ($r=0.4789$) where p-value lies at 0.0000-0.0017 and shows very

Index Terms—Private Secondary Schools, School Organization, Total Quality Management

1 INTRODUCTION

One of the widely accepted philosophies of management today is the Total Quality Management or TQM. It is defined as "the management approach for long term success through customer satisfaction" (www.asq.org) It has received acceptance globally as an effective approach for achieving quality in the business and industry today because

it provides lasting solutions to the organizations' problems" (Subburaj, 2009).

Total Quality Management principles are now used in many industries worldwide. TQM has developed overtime as different schools have emphasized different aspects of Total Quality Management, but one thing remains, it is seen as an effective method of improving the quality and performance of an organization [1].

With its recognition and acceptance, academic institutions have started to explore the potential for applying the TQM philosophy to education because quality has become an integral feature of a successful educational system.

However, the above statement is not always true with the management practices of private secondary schools as observed by the writer who has devoted his 19 years of educational career working with some small private schools and universities around the province of Laguna and abroad.

Absolutely certain about the lament of school owners and administrators as to managing and delivering quality school performance.

As a school manager for many years, the researcher observed and experienced that private schools have no homogeneous standardized management system instead they apply diversified school management practices which are based on their brand, experience, routine, and intuition.

The researcher also found out that much of what we understand about private school existence and governance is under-researched, and there has been almost no recent research undertaken because these schools are reluctant to accept researcher for they do not like to be disturbed and think that the research process might put their school in jeopardy because the questionnaires are imagined as external evaluation.

In that event, the Department of Education secretary admitted that there is a phenomenon of small private schools closing, not the big ones which are happily surviving.

This dissertation wishes to focus on the total quality management practices of private schools which affect the school performance. Moreover, the study is hoping to become an eye-opener in the importance of adopting the culture of TQM and implementing standardized management processes and to bring about results for all the challenges confronting the organizational performance of private schools today.

2 OBJECTIVES

The aim of the study is to investigate the total quality management practices and the organizational performance of private secondary schools in the province of Laguna. The results will serve as basis in formulating action plan for private schools in the division of Laguna.

Specifically, it sought answers to the following questions:

1. What is the level of total quality management practices of private secondary schools in the province of Laguna in terms of:

- 1.1 customer satisfaction
- 1.2 process approach
- 1.3 leadership
- 1.4 system approach to management
- 1.5 continuous improvement
- 1.6 decision making?

2. What is the level of organizational performance of private secondary schools in terms of:

- 2.1 teacher's performance
- 2.2 student's performance
- 2.3 financial performance
- 2.4 social responsibility
- 2.5 plant facilities and learning resources
- 2.6 school benefits?

3. Do the total quality management practices have significant relationship to the organizational performance of private secondary schools in the province of Laguna?

3 METHODOLOGY

The researcher used descriptive type of research since the research is helpful in important decision-making because the data is obtained from a large population. At the same time, using the descriptive survey method, statistical information can be obtained, and analysis of that data can be made to deduce desired results.

The study used private secondary schools in the Division of Laguna. There are only nine private schools who responded positively with restriction as respondents of the study. There are nine school principals, one hundred sixty three teachers and three hundred thirty five senior and junior high school students are used as population of the study namely; school (1) one principal, twenty students and twenty teachers, school (2) one principal, twenty three teachers and eighty six students, school (3) one principal, twenty teachers and twenty seven students, school (4) one principal, thirty one teachers and fifty students, school (5) one principal, sixteen teachers and twenty one students, school (6) one principal, eleven teachers and forty seven students, school (7) one principal, seven teachers and thirty seven students, school (8) one principal, eleven teachers and sixteen students, school (9) one principal, sixteen teachers and twenty five students.

The instrument used in this study to gather data is a survey questionnaire -check list to determine the total quality management practices of private secondary schools. The total quality management practices in terms of customer satisfaction, process approach, leadership, system approach to management, continuous improvement and decision making were tackled. The questionnaires, consisting of a series of questions for the purpose of gathering information from the respondents

and designed for statistical analysis of the responses.

The responses were tabulated as the premise for statistical treatment. This was executed to decide the total quality management practices and organizational performance of private secondary schools in the Division of Laguna. The following statistical tools were used in the study.

Weighted mean, standard deviation, and Pearson's correlation coefficient were used to determine the total quality management practices and organizational performance of private secondary schools in the Division of Laguna.

4 LITERATURE REVIEW

In general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development. Traditionally, teacher evaluation systems relied heavily on classroom observations conducted by principals or other school administrators, sometimes with the help of rubrics or checklists. Samples of students' work, teachers' records and lesson plans, and other relevant factors were also often considered [2]. In the same sense, [3] identified tools to measure teacher performance and skill: 1. Attendance is a clear, easy-to-understand indicator of system performance. 2. Teachers' content knowledge often predicts student learning. 3. Systematic classroom observation by trained observers. 4. Simple metrics of student performance mapped to teachers.

Likewise, DepEd order no.42. s. 2017 describes the 7 Domains that are required by teachers to be effective in the 21st Century in the Philippines. Quality teachers in the Philippines need to possess the following characteristics: (1) recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. (2) provide learning environments that are safe, secure, fair, and supportive to promote learner responsibility and achievement. (3) establish learning environments that are responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. (4) interact with the national and local curriculum requirements. (5) apply a variety of assessment tools and strategies in monitoring, evaluating, documenting, and reporting learners' needs, progress, and achievement. (6) establish school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. (7) value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect, and integrity.

[4] describes formal evaluations as situations where an evaluator conducts a structured or semi structured planned

observation—either announced or unannounced—typically of a teacher who is presenting a lesson to, or interacting with, students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. Typically, the evaluator provides feedback about the observation during a review conference with the teacher. Formal classroom observations should last for a specified amount of time—for example, 30 or 45 minutes, or the duration of a full lesson. For maximum value, the building-level administrator should ensure that formal observations occur throughout the year.

[5] describes informal classroom observation as way to get instructional supervision and teacher evaluation out of the main office. Teachers need feedback more than once or twice a school year. Informal classroom observations provide valuable opportunities for more frequent interaction between the supervisor and the teacher in a nonthreatening, nonevaluative manner. Informal classroom observations can provide opportunities to extend the talk about teaching if the supervisor and coach carve out enough time after the observation to engage teachers in a discussion about their instructional practices during the post-observation conferences.

[6] Teacher Evaluation System (TES) is often cited as a rare example of a high-quality evaluation program based on classroom observations. During the yearlong TES process, teachers are typically observed and scored four times: three times by a peer evaluator external to the school and once by a local school administrator. The peer evaluators are experienced classroom teachers chosen partly based on their own TES performance. They serve as full-time evaluators for three years before they return to the classroom. Both peer evaluators and administrators must complete an intensive training course and accurately score videotaped teaching examples.

The above definitions revealed the complexity of evaluating teacher's performance. However, the authors affirmed that performance evaluation encompasses the four walls of the classroom. This requires holistic strand that affects teacher's performance. The teacher's personal characteristics, mastery of the subject and the learning environment must be given weight to the successful teacher's performance which is given importance in this study.

In the same manner, In the Philippines, Section 5 of the Republic Act 10533: the "Enhanced Basic Education Act of 2013" stated that the Department of Education must coordinate with the Commission of Higher Education in crafting the K-12 curricular framework that explicitly requires graduates to show what they may be expected to know, understand and be able to do on the basis of a given qualification (learning outcomes) as well as how qualifications of professionals within a system may move to another. OBE is the instructive design that prepares students meet these professional standards (RA 10533, 2013). OBE as a curriculum and instructional de-

sign and Quality Assurance provides Philippine Education the road map to achieve the over-all term desired goal of achieving rapid, inclusive, and sustained economic growth: one that generates jobs and livelihood for, and increase the income of the poor.

[7] study looks at students with abilities to differentiate between what is appropriate and what is inappropriate. Goal-oriented students usually possess positive feelings regarding their school experiences, they possess the traits of discipline, diligence, and resourcefulness, are avid readers and tend to devote less time towards recreation and leisure activities. It is vital for the students to possess positive thinking in terms of their schools, teachers, and academic subjects. With positive attitude, they will be able to dedicate themselves wholeheartedly towards learning and generate the desired academic outcomes

Likewise, [8] primarily considers grades when defining academic performance. This includes schools, who rank students by their GPA, awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class. Grades do not always reflect a person’s knowledge or intelligence. Some students do not perform well in a classroom setting but are intelligent and earn high marks on IQ tests, standardized testing, or college entrance exams. Universities and employers consider these scores along with other measurements and may forgive a less-than-perfect GPA for students who perform well on these tests. The definition of academic performance extends to achievement outside the classroom. Some of the brightest students do not earn straight As but are extremely well-rounded, succeeding at everything from music to athletics. The ability to master a diverse set of skills illustrates intelligence, curiosity and persistence, qualities attractive to universities and employers.

On the one hand, the findings showed that this kind of decision making is allowing the sharing of pertinent information and issues to employees which allows and encourages the participation of employees to the decision the company will take. The findings also showed that the latter foster cooperation in the school.

4 DISCUSSION

Table 1 shows the Level of Total Quality Management Practices of secondary private schools

Total Quality Management Practices in terms of	Overall Mean	Standard Deviation	Analysis
1. Customer Satisfaction	4.08	0.828	Practiced
2. Process Approach	4.42	0.728	Highly Practiced
3. Leadership	4.40	0.699	Highly Practiced

4. System Approach to Management	4.36	0.750	Highly Practiced
5. Continuous Improvement	4.17	0.831	Highly Practiced
6. Decision Making	4.22	0.799	Highly Practiced

Legend:

Range	Verbal Interpretation
4.20-5.00	Highly Practiced
3.40-4.19	Practiced
2.60-3.39	Moderately Practiced
1.80-2.59	Seldom Practiced
1.00-1.79	Not Practiced

The level of the total quality management practices of secondary schools in terms of customer satisfaction is highly practiced as shown by the overall mean of 4.08.

Parents enrolled their students because private schools placed the most importance on learning environment, academics, socialization, interaction with peers and the classroom teacher [9], (Al Sheeb et al.2018). At the same time, Customer satisfaction is interconnected with student loyalty and it is driven by how well the company delivers on its basic promises and solves day to day problems, not on how spectacular its service experience might be. (Dixon, 2013). Further, by tangibles, reliability, responsiveness, empathy, and assurance have effect on the student’s satisfaction [10].

On the other hand, the level of the total quality management practices of private secondary schools in terms of process is highly practiced as shown by the overall mean of 4.42. This means that process approach mechanisms in the school allows the continuous improving of training learners to achieve their current level of knowledge and competencies formation by ensuring the quality of the educational process., as well as more efficient using the available personnel, material technical, informational and financial capacity of the educational organization (Levina et. Al. ,2015). This is in contrary to the fact that no widespread models or definitions of process management was a challenge to educational institutions (Palmberg, 2009). However, process approach is applicable and useful for organizations, including the educational (Pokorni, 2004).

The level of total quality management practiced of secondary private schools in terms of leadership is highly practiced is highly practiced as shown by the overall mean of 4.40.

Educational leaders have positive influence on academic achievement and improves the over-all performance of the schools (Chair, 2019). As well as, frequently taking time to informally talk with teachers and students, visiting classrooms to discuss school issues with teachers and attending extra and co-curricular activities within the organization [11]. Most importantly, the ability to lead the school organization with different leadership style depending on the existing climate, cul-

ture, and situations [12].

Additional to that, the level of total quality management practices of secondary private schools in terms of system approach is highly practiced as shown by the overall mean of 4.36. This showed that the school heads understand systems thinking in leading and managing school development (Mchunu, 2015).

The level of total quality management practices of secondary private schools in terms of continuous improvement is practiced as shown by the overall mean of 4.17.

It is truly clear that even some of the TQM principles appear to be in existence in school, there is still more to be done as far as implementation is concerned for school improvement. (Ahlstrom, 2014), (Zimmerman, 2018). If the school's management principals do not include continuous improvement, they will not survive (Sibeko, 2014). In spite the fact that School Improvement Program challenges: educational finance, lack of school facilities and support of the school owners (Mekango, 2013). Lastly, school leaders succeed by making continuous improvement as personal investment (Cox, 2014). Even, the 21st century are increasingly complex, volatile, dynamic, and unpredictable (Smylie, 2010).

The level of total quality management practices of secondary private schools in terms of decision making is highly practices as shown by the overall mean of 4.22.

Decision making process is inevitable in school (Martin, 2017), Contrary to the belief that private schools decision making process as limited, centralized, top-down approach in nature (Al Abri, 2018), Private schools somewhat more democratic than public schools because the school principal is the one who decides and control the fate of the students (Najar, 2008). Likewise, looks at the school principal as the ultimate initiator of decision maker (Nixon, 2017). And the active involvement of all stakeholders makes it successful (Hussung, 2017).

Table 2 shows the Level of organizational performance of secondary private schools

Behavioral Diversity	Overall Mean	Standard Deviation	Analysis
1. Teacher's Performance	90.67	2.514	Outstanding
2. Student's Performance	89.07	3.923	Very Satisfactory
3. Financial Performance	2.59	0.565	Very High
4. Social Responsibility	2.81	0.403	Very High
5. Plant Facilities and Learning Resources	2.86	0.387	Very High
6. School Benefits	1.56	0.897	Very Low

Table 2 shows level of organizational performance of private secondary schools in terms of teachers' performance, the performance grade "90 to 100" got the highest frequency of one hundred and seventeen (117) or 71.78% of the sample population and with descriptive equivalent of Outstanding. Followed by the performance grade "85 to 89" with the frequency of forty-four (44) or 26.99% of the sample population and with descriptive equivalent of Very Satisfactory. While the performance grade "80 to 84" receive the lowest frequency of two (2) or 1.23% of the sample population and with descriptive equivalent of Satisfactory.

With the (Weighted Mean = 90.67 SD = 2.514) and with (Lowest grade=80.00, Highest grade=96.00) shows that the level of organizational performance of private secondary schools in terms of teacher's performance has a descriptive equivalent of Outstanding.

Teachers desired to be the best teachers and wanted to grow and learn as professionals. likewise, integrate moral vision and social imperatives, into the school's professional development goals. (Abarro, 2018). At the same time, trained, grace with efficiency and productivity makes them effective teachers (Catolos and Catolos, 2017), (Wanjala, 2017).

Table above also shows level of organizational performance of private secondary schools in terms of students' performance, the performance grade "90 to 100" got the highest frequency of one hundred seventy-six (176) or 52.54% of the sample population and with descriptive equivalent of Outstanding. Followed by the performance grade "85 to 89" with the frequency of one hundred and eleven (111) or 33.13% of the sample population and with descriptive equivalent of Very Satisfactory. While the performance grade "75 to 79" receive the lowest frequency of two (2) or 0.60% of the sample population and with descriptive equivalent of Fairly Satisfactory.

With the (Weighted Mean = 89.07 SD = 3.923) and with (Lowest grade=78.00, Highest grade=97.00) shows that the level of organizational performance of private secondary schools in terms of student's performance has a descriptive equivalent of Very Satisfactory.

Students when showed emotional support, positive reinforcement by teachers and parents (Blazar's, 2016), and equitability in the classroom (Shahzadi and Ahmad, 2011), (Gbollie and Keamu, 2017) create an environment that encourages high ability students to perform better, hence promote better academic competence.

The overall mean (M =2.59, SD =0.565) shows that the level of organizational performance of private secondary schools in terms of financial performance has a remark of always observed and verbally interpreted as extremely high.

Financial management is described as lifeblood of business organization and every business concern must maintain adequate amount of finance for their smooth running. (Kileo, 2016), by which the school manager has statutory obli-

gation to put sound and sensible process in place for the school finance (Young, 2018), (Woodruff, 2018).

The overall mean (M =2.81, SD =0.403) shows that the level of organizational performance of secondary private schools in terms of social responsibility has a remark of always observed and verbally interpreted as very high.

Social responsibility is inevitable in school organization and beyond compliance with existing regulations and encompasses voluntary and proactive efforts (Bateman, 2016). It is a corporate commitment (Malhotra, 2017) to think not only of the school welfare but must extend outside the school, the community, and the world (Kambam, 2015).

The overall mean (M =2.86, SD =0.387) shows that the level of organizational performance of secondary private schools in terms of plant facilities and learning resources has a remark of always observed and verbally interpreted as very high.

Investing in strong preventive maintenance programs, school facilities best served students in the long run (Picus, 2020). As a result, the best school facilities provide students with variety of learning environment (Patrick, 2016) and empowers students in the process because of inviting school facilities and environment (Philips, 2014).

The overall mean (M =1.56, SD =0.897) shows that the level of organizational performance of secondary private schools in terms of school benefits has a remark of never observed and verbally interpreted as low.

All concerns of teachers must be cared and provided (Junea, 2020). Likewise, schools must create development programs that really works (Ferrazzi, 2015) because superior workforce is developed individual employees can accomplish their work goals in service to the customers (Heathfield, 2020).

Table 2 shows the Analysis of relationship of the total quality management practices and the organizational performance of secondary private schools in the division of Laguna

<i>Social Responsibility</i>	0.1201	0.0279	Very Low	Significant
<i>Plant Facilities and Learning Resources</i>	0.1167	0.0327	Very Low	Significant
<i>Benefits</i>	0.1053	0.0543	Very Low	Not. Sig.
Leadership				
<i>Teachers Performance</i>	0.1886	0.0005	Very Low	Significant
<i>Students Performance</i>	0.2924	0.0001	Slight	Significant
<i>Financial Performance</i>	0.2799	0.0002	Slight	Significant
<i>Social Responsibility</i>	0.2770	0.0002	Slight	Significant
<i>Plant Facilities and Learning Resources</i>	0.0967	0.2069	Very Low	Not. Sig.
<i>Benefits</i>	0.2182	0.0040	Slight	Significant
System Approach to Management				
<i>Teachers Performance</i>	0.1708	0.0251	Very Low	Significant
<i>Students Performance</i>	0.2423	0.0014	Slight	Significant
<i>Financial Performance</i>	0.2854	0.0002	Slight	Significant
<i>Social Responsibility</i>	0.3181	0.0000	Slight	Significant
<i>Plant Facilities and Learning Resources</i>	0.1500	0.0495	Very Low	Significant
<i>Benefits</i>	0.2074	0.0063	Very Low	Significant
Continuous Improvement				
<i>Teachers Performance</i>	0.1869	0.0006	Very Low	Significant
<i>Students Performance</i>	0.4188	0.0000	Moderate	Significant
<i>Financial Performance</i>	0.4418	0.0000	Moderate	Significant
<i>Social Responsibility</i>	0.4385	0.0000	Moderate	Significant
<i>Plant Facilities and Learning Resources</i>	0.2381	0.0017	Slight	Significant
<i>Benefits</i>	0.3376	0.0000	Slight	Significant
Decision Making				
<i>Teachers Performance</i>	0.1708	0.0017	Very Low	Significant
<i>Students Performance</i>	0.5295	0.0000	Moderate	Significant
<i>Financial Performance</i>	0.6419	0.0000	Moderate	Significant
<i>Social Responsibility</i>	0.5955	0.0000	Moderate	Significant
<i>Plant Facilities and Learning Resources</i>	0.4386	0.0000	Moderate	Significant
<i>Benefits</i>	0.4789	0.0000	Moderate	Significant

Practices	r-value	p-value	Degree	Analysis
Customer Satisfaction				
<i>Teachers Performance</i>	0.3274	0.0000	Slight	Significant
<i>Students Performance</i>	0.9369	0.0000	Very High	Significant
<i>Financial Performance</i>	0.9359	0.0000	Very High	Significant
<i>Social Responsibility</i>	0.9347	0.0000	Very High	Significant
<i>Plant Facilities and Learning Resources</i>	0.9287	0.0000	Very High	Significant
<i>Benefits</i>	0.9309	0.0000	Very High	Significant
Process Approach				
<i>Teachers Performance</i>	0.0571	0.2977	Very Low	Not. Sig.
<i>Students Performance</i>	0.1205	0.0275	Very Low	Significant
<i>Financial Performance</i>	0.1293	0.0179	Very Low	Significant

Legend	Scale	Interpretation
± 0.00		no correlation, no relationship
$\pm 0.01 - \pm 0.20$		very low correlation, almost negligible relationship
$\pm 0.21 - \pm 0.40$		slight correlation, definite but small relationship
$\pm 0.41 - \pm 0.70$		moderate correlation, substantial relationship
$\pm 0.71 - \pm 0.90$		high correlation, marked relationship
$\pm 0.91 - \pm 0.99$		very high correlation, very dependable relationship

Table 3 shows the significant relationship of the total quality management practices and the organizational performance of secondary private schools in the province of Laguna to the independent variable composed of the (1) Customer satisfaction; (2) Process approach; (3) Leadership; (4) System approach to management; (5) Continuous improvement and Decision making regress to the organizational performance in terms of teachers performance, students' performance, financial performance, social responsibility, plant facilities and learning resources and benefits at 95% confi-

dence interval and p-value.

Customer satisfaction is significantly correlated with teacher performance ($r=0.3274$), students' performance ($r=0.9369$), financial performance ($r=0.9359$), social responsibility ($r=0.9347$), plant facilities and learning resources ($r=0.9287$) and benefits ($r=0.9309$) with p-value lies at 0.0000 and shows slight to very high relationship and with verbal analysis of significant at 0.05 level of significance. The findings showed that customers are satisfied when the teachers performed better as well as student performance is very satisfactorily (Catalos, 2017) and (Wanjala, 2017). Likewise, meaningful engagement of students and teachers predict academic performance (Lee, 2014). Since students are the focal point of the school, schools became socially aware of their duties and responsibilities and think of ways to improve the delivery of their services towards satisfaction (Deer and Zarestky, 2017) and developing programs by helping student achievements to nurture their knowledge in diverse areas academically and socially (Osuji, 2016), (Boudreaux, 2015), (Ramli, 2018) and also other members and aspects of the school organization (Ismail et. Al, 2013)

Process approach is significantly correlated with student's performance ($r=0.1205$), financial performance ($r=0.1293$), social responsibility ($r=0.1201$), plant facilities and learning resources ($r=0.1167$) with p-value lies at 0.0179-0.0327 and shows very low relationship and with verbal analysis of significant at 0.05 level of significance. While for the teacher performance ($r=0.0571$) and benefits ($r=0.1053$) with p-value lies at 0.0543-0.2977 has a verbal analysis of not significant at 0.05 level of significance. The finding showed four important components of educational system namely, student performance, financial performance, social responsibility, and plant facilities and learning resources for these aspects are valuable in competitive market of educational services of private schools (Levina, et. Al, 2015). These variables help the private schools to become more efficient, effective and in the delivery of school services. As well as continued managing. (Pokorni, 2004).

Leadership is significantly correlated with teacher performance ($r=0.1886$), students' performance ($r=0.2924$), financial performance ($r=0.2799$), social responsibility ($r=0.2770$), and benefits ($r=0.2182$) with p-value lies at 0.0001-0.0040 and shows very low to slight relationship and with verbal analysis of significant at 0.05 level of significance. While for the plant facilities and learning resources ($r=0.0967$) with p-value lies at 0.2069 has a verbal analysis of not significant at 0.05 level of significance. The findings showed the multi-faceted role of school leaders, a finance officer, who judiciously manages school finances (Phylisters, 2018),(Aliyu, 2018), diligently build positive relationship with teachers (Hickman, 2017), recognized teachers performance, improvement, and incentives [11]. Likewise, exhibiting positive influence with students (Morgan, 2015), [11], (Deer and Zarestky, 2017).

System approach to management is significantly correlated with teacher performance ($r=0.1708$), students' performance ($r=0.2423$), financial performance ($r=0.2854$), social responsibility ($r=0.3181$), plant facilities and learning resources ($r=0.1500$) and benefits ($r=0.2074$) with p-value lies at 0.0000-0.0495 and shows very low to slight relationship and with verbal analysis of significant at 0.05 level of significance. The above findings revealed that the school organization has very low and slight relationships among the variables because most school leaders have no concrete understanding of system approach and have different understanding of system thinking in the organization leading to lack of continuity and sustainability of the system in the school organization. (Mchunu, 2015). However, each of the school organization has best practices capable of generating good system planning (Molina, 2011), (Ulewecz, 2013).

Continuous improvement is significantly correlated with teacher performance ($r=0.1869$), students' performance ($r=0.4188$), financial performance ($r=0.4418$), social responsibility ($r=0.4385$), plant facilities and learning resources ($r=0.2381$) and benefits ($r=0.3376$) with p-value lies at 0.0000-0.0017 and shows very low to moderate relationship and with verbal analysis of significant at 0.05 level of significance. The above findings showed very low to moderate relationships among the variables because continuous improvement involved the whole school system (Elgart, 2017), (Jackson, 2012) and not just a personal investment (Cox, 2014). Achievement of continuous improvement is realized when it is clearly established among the priority of the school (Sibeko, 2014), (Mekango, 2013).

Decision making is significantly correlated with teacher performance ($r=0.1708$), students' performance ($r=0.5295$), financial performance ($r=0.6419$), social responsibility ($r=0.5955$), plant facilities and learning resources ($r=0.4386$) and benefits ($r=0.4789$) with p-value lies at 0.0000-0.0017 and shows very low to moderate relationship and with verbal analysis of significant at 0.05 level of significance. The findings showed the very low correlation of teachers in terms of decision making because in most private schools have top-down decision-making process and involvement in decision making is limited (Al Abri, 2018) and all of the authorities are under the trustees of the school (Najjar, 2008). In this sense, decision making process in all areas of the school must be regulated by the central authority.

Based on the data, it is shown that there is significant relationship of the total quality management practices and the organizational performance of secondary private schools in the division of Laguna at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant relationship of the total quality management practices and the organizational performance of secondary private schools in the division of Laguna is rejected and the alternative hypothesis is accepted, it can infer that there is "significant" relation-

ship between them. These findings revealed that Total Quality Management is an integrative organizational -wide philosophy by which private school improve organizational performance (Hampton, 2011). Hence, private school should turn attention towards initiating the role of TQM to improve effectively and efficiently the organizational performance to meeting the expectation of the stakeholders (Mandinach and Jackson, 2012).

4 CONCLUSION

It is revealed that customer satisfaction is significantly correlated with teacher performance, students' performance, financial performance, social responsibility, plant facilities and learning resources and benefits with p-value lies at 0.0000 and shows slight to very high relationship and with verbal analysis of significant at 0.05 level of significance.

The process approach is significantly correlated with student's performance, financial performance, social responsibility, plant facilities and learning resources with p-value lies at 0.0179-0.0327 and shows very low relationship and with verbal analysis of significant at 0.05 level of significance. While the teacher performance and benefits with p-value lies at 0.0543-0.2977 has a verbal analysis of not significant at 0.05 level of significance.

The leadership is significantly correlated with teacher performance, students' performance, financial performance, social responsibility, and benefits with p-value lies at 0.0001-0.0040 and shows very low to slight relationship and with verbal analysis of significant at 0.05 level of significance. While for the plant facilities and learning resources with p-value lies at 0.2069 has a verbal analysis of not significant at 0.05 level of significance.

It is indicated that system approach to management is significantly correlated with teacher performance, students' performance, financial performance, social responsibility, plant facilities and learning resources and benefits with p-value lies at 0.0000-0.0495 and shows very low to slight relationship and with verbal analysis of significant at 0.05 level of significance.

The system approach to management is significantly correlated with teacher performance, students' performance, financial performance, social responsibility, plant facilities and learning resources and benefits with p-value lies at 0.0000-0.0495 and shows very low to slight relationship and with verbal analysis of significant at 0.05 level of significance.

It is also revealed that continuous improvement is significantly correlated with teacher performance, students' performance, financial performance, social responsibility, plant facilities and learning resources and benefits with p-value lies at 0.0000-0.0017 and shows very low to moderate relationship and with verbal analysis of significant at 0.05 level of significance.

Lastly, the decision making is significantly correlated with teacher performance, students' performance, financial performance, social responsibility, plant facilities and learning resources and benefits with p-value lies at 0.0000-0.0017 and shows very low to moderate relationship and with verbal analysis of significant at 0.05 level of significance.

Along this line, the null hypothesis that the total quality management practices have no significant relationship to the organizational performance of private secondary schools in the division of Laguna is rejected.

5 RECOMMENDATION

Based on the draw conclusions, these are highly recommended.

1. Private school's best management practices must be sustained.
2. Private schools must continue to embrace the total quality management principles for quality improvement of the school standard and resist complacency among school owners and school principals.
3. Total quality management principles must be embraced to help private school to standardize management practices in the light of school customers- the students and parents.
4. Private schools must find ways and means to shift from traditional and obsolete management practices to a total quality culture.
5. All members of the school organizations should be trained by the school leadership for implementing their role for the quality management program of the school.
6. With the help of TQM, an academic institution
7. would be able to develop its own definition of quality, benchmark, and quality im-
8. provement practices in the light of customers' requirem
9. With the help of TQM, an academic institution
10. would be able to develop its own definition of quality, benchmark, and quality im-
11. provement practices in the light of customers' requirem
12. With the help of total quality management, the private schools may develop its own definition of quality, benchmark, and quality improvement practices in the light of customer's requirements.
13. School principals in the private schools must be committed enough to make changes throughout the entire organization, not just make improvements to a few small areas.
14. Private school's best management practices must be sustained.
15. Further study may be conducted wherein private schools will be differentiated as to their closeness to the prac-

tices of total quality management.

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