



De La Salle University – Dasmariñas
GRADUATE PROGRAM

**TOTAL QUALITY MANAGEMENT (TQM) IN
DON CARLO CAVINA SCHOOL BASED
ON CORE CONCEPTS TOWARDS
CONTINUOUS IMPROVEMENT**

A Master's Thesis
Presented to
The Faculty of the Graduate School of Education, Arts and Sciences
De La Salle University – Dasmariñas
Dasmariñas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management

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March 2002



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ABSTRACT

Name of Institution : De La Salle University – Dasmariñas

Address : Bagong Bayan, Dasmariñas, Cavite

Title : Total Quality Management (TQM) in Don Carlo Cavina School Based on Core Concepts Towards Continuous Improvement

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Degree : Master of Arts in Education

Specialization : Major in Educational Management

Date Started : August 2001

Date Completed : March 2002

OBJECTIVES OF THE STUDY :

A. General :

Assess total quality management in Don Carlo Cavina School based on core concepts towards continuous improvement.

B. Specific :

1. What is the profile of the respondents in terms of : length of service, employment status, educational attainment, length of stay of the students at DCCS; and number of children enrolled at DCCS?



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2. What is the DCCS operations in terms of: school programs, academic activities, non-academic activities, attendance and enrollment statistics?

3. What is the DCCS services in terms of dental and medical clinic, guidance center, library, canteen, chapel, gym and school playgrounds, cashier, bookstore, and audio-visual room?

4. What is the DCCS resources in terms of human resources, material resources, financial resources; and cultural resources?

5. To what extent are the following five core concepts of TQM observed in DCCS clientele focus, process improvement, total involvement, measurement and systematic support?

6. Are there differences in the results of the assessment of DCCS operations, services and resources by the administrators, faculty, non-teaching staff, maintenance personnel, parents and students?

7. What specific programs for continuous improvement can be proposed for three years based on the findings of the study?

The following hypotheses are tested:

1. There are no significant differences in the results of the assessment of DCCS by the administrators, faculty, non-teaching staff, maintenance personnel, patterns and students on the areas of operations, services, and resources.



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2. There are no significant differences in the results of operations, services and resources of DCCS.

SCOPE AND COVERAGE :

This study was conducted at Don Carlo Cavina School located at Hansuyin Village, Talon, Las Piñas from August 2001 to March 2002. The respondents of the study consisted of 8 administrators, 43 faculty from pre-school, elementary and high school, 11 non-teaching staff, 18 maintenance personnel, 175 students from grade V to fourth year and 88 parents.

METHODOLOGY :

This study made use of the descriptive normative survey method of research. A self-made evaluation tool was conducted based on the core concepts of total quality management to determine the operations, services and resources of DCCS.

MAJOR FINDINGS :

The following findings resulted from the study:

1. Forty-one or 51.25 % of the 80 school personnel served the school for only 3 years and below. However, with regards to employment status, 30 out of 54 faculty and staff or 55.56% are permanent compared with the probation which is 44.44%.



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2. As to educational attainment, out of 62 school personnel, 42 Of them, that is 67.74% are bachelor's degree holder, 4 or 6.45% are master's degree and none has taken doctoral units.

3. Most of the students stayed at DCCS from pre-school to high school. Out of 175, 68 or 38.86 stayed in school for 9-12 years, 57 of them in a span of 5-8 years and 45 from 4 years and below.

4. Most of the parents, that is 66 or 75.86 % out of 87, have 1 -2 children enrolled at DCCS; 19 or 21.84 % have 3 -4 children. None has children enrolled at DCCS which numbers to 7 or 8.

5. Religious instruction as the core of the curriculum is ranked one with an average of 4.33, highly observed verbal interpretation. Religious activities and sports-related activities which has an average of 4.25 are rewarding and uplifting.

6. There is an evident yearly increase in population in DCCS since its fourteen years of operation. Classes range from two to three sections especially in the elementary.

7. The sisters' missionary zeal and dedication as educators of DCCS is ranked no. 1 with 4.40 average. A verbal interpretation of highly observed is given.

8. Some facilities are improved this year in quality and quantity, however, some are to be improved like libraries, bookstore, audio-visual room, TFE and HE rooms, multi-media and laboratory apparatus. The school plant and environment is ranked 1 with an average of 4.03, highly observed verbal interpretation.



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9. The provision of modest salary and fringe benefits to the administrators, faculty and staff is ranked the lowest with 3.56 average.

10. As to clientele focus, the discussion of the administrators, faculty and staff during meeting concerning issues and problems of the students is ranked 1 with 3.97 average, interpreted as highly effective.

11. Table 20 reveals that the measurement of DCCS, specifically with regards to the holding of research studies and surveys is interpreted only as effective with 2.85 average.

CONCLUSIONS :

Based on the findings of the study, the following conclusions are drawn:

1. Faculty and staff stay in school either to gain experience or to learn and commit to be a Cavinian teacher and personnel.
2. More faculty and staff are permanent. They just do not get out of the school system for personal motives or salary motivations.
3. DCCS personnel do not have much personal resources to pursue masteral or doctoral studies.
4. Most of the pupils / students prefer DCCS as their school from pre-school, elementary to high school.
5. Despite the discount in the tuition fees for those with bigger number of children enrolled at DCCS, most of the parents do not have many children in school to enjoy the benefits.



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6. Religious instruction as the core of DCCS curriculum still appeals among parents and students in their choice of school.

7. Most of the students stayed at DCCS from pre-school to high school. Out of 175, 68 or 38.86 stayed in school for 9-12 years, 57 of them in a span of 5-8 years and 45 from 4 years and below.

8. Most of the parents, that is 66 or 75.86 % out of 87, have 1-2 children enrolled at DCCS; 19 or 21.84% have 3-4 children. None has children enrolled at DCCS which numbers to 7 or 8.

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10. There is an evident yearly increase in population in DCCS since its fourteen years of operation. Classes range from two to three sections especially in the elementary.

11. The sisters' missionary zeal and dedication as educators of DCCS is ranked no. 1 with 4.40 average. A verbal interpretation of highly observed is given.

12. Some facilities are improved this year in quality and quantity, however, some are to be improved like libraries, bookstore, audio-visual room, THEE and HE rooms, multi-media and laboratory apparatus. The school plant and environment is ranked 1 with an average of 4.03, highly observed verbal interpretation.



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13. The provision of modest salary and fringe benefits to the administrators, faculty and staff is ranked the lowest with 3.56 average.

14. An increase in population can be attributed to DCCS being a catholic school, a good avenue to develop moral and spiritual values.

15. DSFS sisters served the school with a high degree of performance and apostolic zeal.

16. Students are given focus and deliberation during meetings to assess their needs and concerns.

RECOMMENDATIONS :

Although the findings of this study are quite satisfactory, the following recommendations are suggested to meet the continuous improvement of the operations, services and resources of DCCS.

1. The school programs shall be further improved by reviewing the instructional materials particularly the textbooks used within the school year, religious instruction and activities can be strengthened through regular meeting of religion teachers and close monitoring of activities. DSFS sisters are also recommended to be the religion teachers, possibly not the lay faculty, and lastly, grading system needs revision to minimize number of failures.

2. The academic and non-academic activities can be further improved by restructuring activity programs and preparing a consolidated year round activity calendar to lessen overlapping of activities, students and teachers are also



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encouraged to participate in community service.

3. The enrollment of DCCS is very satisfactory, however the school aims not only in quantity of enrollees but also quality of student applicants. Strict adherence to schedule of enrollment is also recommended, and lastly, constant follow up through attendance sheet during school days is recommended to minimize latecomers.

4. Services is one of the aspects of DCCS that has the least average mean compared with the operations and resources. Based on the findings, two areas are recommended under services: first is to improve staff services through attendance and participation in seminar-workshops and in-service trainings and the second is to provide additional facilities and rooms for student services by purchasing additional equipment and materials.

5. The four resources of DCCS namely: human, material, financial and cultural are recommended for continuous improvement as follows: human resources can be enhanced by upgrading teacher competencies through seminars and trainings, teachers are encouraged to enroll in graduate school to pursue masteral and doctoral courses, there is also a need to realign duties and responsibilities of faculty, staff and sisters to facilitate working conditions, job descriptions especially among staff and sisters are to be specified through a well-structured organizational chart. Lastly, to improve and keep good and committed faculty and personnel, benefits, studygrants, scholarships and improved



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salary are recommended.

6. The material resources that need to be further improved are the THE, HE rooms, multi media, and laboratory apparatus. Additional function room, faculty room for elementary teachers and pre-school building are also recommended to be put up starting next year. Financial resources can be strengthened through the tuition fees so as to provide financial support to students or personnel spiritual and professional development. Lastly, the cultural resources are recommended through revision of student handbook and integrating updated school policies and programs.

