

# Total Quality Management - Related Attributes, Knowledge, and Practices of Academic Leaders, in Selected SUC-TEI's in Region – IX

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**Abstract**— This study was designed to determine the *Total Quality Management — Related Attributes, Knowledge, and Practices of Academic Leaders, in Selected SUC-TEI's in Region - IX*. The study utilized descriptive - evaluative analysis utilizing 36 deans, directors, key teacher education instructors, and 120 instructors in the four SUC-TEIs in Region IX. Three (3) Survey questionnaires, and the Schmidt and Finnigan's Test were used in this study. The instruments were used to determine the Professional Preparation Profile, the TQM — Related Attributes, Knowledge and Practices of the Academic Leaders in SUC-TEIs in Region - IX. Results showed that: Most of the academic leaders are professionally prepared to accomplish their academic tasks; The TQM — related attributes manifested by the academic leaders in SUC — TEIS in Region — IX, are to a Very Great Extent; there is no significant difference between the 'Extents Of TQM — Related Attributes Manifested By The Academic Leaders In SUC — TEIS In Region — IX, Classified According To Level Of Management; most of the academic leaders were knowledgeable on the TQM competency areas, and that the level of Knowledge of the Academic Leaders in TQM is 'Very High; however there is a significant difference between the 'The Knowledge Levels On TQM Of The Academic Leaders In SUC — TEIS In Region — IX, Classified According To Level Of Management; and the educational managers apply/practice the TQM — Related Principles in their activities to a greater extent compared to their instructor counterparts; as well as the Academic Leaders' TQM Knowledge Level is related to Professional Preparation, Attributes and Practices. As recommended: an insight on the *Total Quality Management — Related Attributes, Knowledge, and Practices of Academic Leaders, in Selected SUC-TEI's in Region IX, could serve as basis in formulating proposals for revitalized instruction for the SUC-TEIs in the region, it could serve as well, as a valuable input in the generation of an appropriate TQM training design for its personnel.*

**Keywords**— Academic Leaders, attributes, knowledge and practices, Total Quality Management.

## I. THE PROBLEM AND BACKGROUND OF THE STUDY

### Introduction

The educational panorama today has increasingly loaded learners and educators with reforms global in scope to local-technical demands. Curricular programs have already been attuned to national as well as international situations. Strategic measures made the classrooms vision-mission-goal oriented. The Commission on Higher Education has been a part of the restructured DECS to the reengineered CHED, TESDA, and DepEd. This stimulated authentic changes which articulated transformations in the different levels of education particularly tertiary academics which has the enormous responsibility of

building professionals, skilled technicians and scientists, and resourceful educational leaders and managers in the academe.

College teaching has been made difficult due to faculty attitudes which are often rigidly held to the fact that teaching and learning are resistant to change. Certain characteristics of the academic profession as a whole impede the process. Certain conditions prevalent in postsecondary institutions affect the academic environment in ways that hinder, if not militate against increased instruction effectiveness. All these add to serious motivational problems and outright resistance to improvement initiatives (Weimer, 1990). School output however, depends on the skill of those who will work with the instructors. According to Deming, the father of TQM (1986), success depends almost completely on how well instructors are managed by the deans or directors or academic leaders (Glasser, 1986).

Instruction in tertiary academics is within the responsibility of Language, Math, Science, History and Culture, Sociology, Psychology and Technology academic leaders. Time and faculty resources are useful investments in developing creativity, productivity, morale, and self-renewing energy (Sivimicki, 2002). Current college instruction likely focuses on the course or the curriculum as a unit of analysis. The interplay is more between instructors and students anchored on clear goals, selection of appropriate instructional strategies to achieve these goals, and the design of adequate assessment strategies to determine goal attainment.

Present issues condition implementing and sustaining change in improving the teaching of academics despite a wide range of discipline coverage. External dimensions affect tertiary instruction which is political, pragmatic, altruistic, and sociological. Using transactional schemes, these factors could contribute desired results through flexibility and stability.

The researcher as a college professor is obliged to explore deeper into reinforcing the teaching of tertiary academics to inculcate in the college learner's sustainable transformation. Thus, this study on the TQM — Related Attributes, Knowledge, and Practices of Academic Leaders, in Selected SUC-TEI's in Region — IX.

### Theoretical-Conceptual Framework of the Study

Total quality management is a way of managing in which everyone is committed to continuous improvement of their part. It is important because surveys show that quality is consistently considered for quality output (Batenan & Zeithaml, 1993).

The godfather of the quality movement was W. Edwards Deming. Initially, U.S. managers rejected his ideas, and not until his ideas had helped rebuild Japan's industrial might after World War II were his ideas accepted in the U.S. Highly esteemed in Japan, Deming's process of continuous improvement and rebuilding the postwar productive system was the hallmark of the TQM and a key to Japan's economic ascendancy (Covey, 1989). TQM is a philosophy of management that is driven by the constant attainment of customer satisfaction through the continuous improvement of all organizational processes (Sashkin & Kiser, 1993). Its implications for organizational behavior require employees to rethink what they do and become more involved in workplace decisions. TQM is a way of managing in which everyone is committed to continuous improvement of their part of the operation.

The goal of Deming's fourteen points lies in altering the behavior of managers and employees so that companies can become low-cost, high quality and high productive suppliers of goods and services. He called these points the "14 Responsibilities of Management." He stated that "workers are responsible for only 15 percent of the problems, the system for the other 85 percent." The system is the responsibility of management. (Cunningham & Cordeiro, 2000).

#### *TQM in Education*

The TQM approach is a formal with direct participation of teachers in school. It is substantially participative management (Newstrom & Davis, 1997). To Hellriegel and Siocum (1996), it is an organizational philosophy and strategy making quality a responsibility of each one in the school staff. In the quest for quality, Rivera (1996) recommends a school of excellence as a holistic reform strategy. Appropriate interventions, effective linkages or complementation, and collaborative assistance from other schools and the community are expected to contribute to TQM.

#### *Statement of The Problem*

This study Was designed to determine the 'Total Quality Management — Related Attributes, Knowledge, and Practices of Academic Leaders, in Selected SUC-TEI's in Region - IX'.

Specifically, the study answered the following questions:

1. What is the Professional Preparation profile of the academic leaders in terms of:
  - a. Educational Qualification;
  - b. Work Experience; and
  - c. Relevant Training?
2. To what extent are the TQM — related attributes manifested by the academic leaders in SUC — TEIS in Region — IX, in terms of:
  - a. Personality Development;
  - b. Planning; and
  - c. Improvement?
3. Is there a significant difference between the extents that the TQM — related attributes are manifested by the academic leaders in SUC — TEIS in Region — IX, classified according to level of management?
4. What are the knowledge levels on TQM of the academic leaders in SUC — TEIS in Region — IX, in terms of:

- a. Developing relationships of openness and trust;
  - b. Building collaboration and teamwork;
  - c. Managing by fact;
  - d. Supporting results through recognition and awards; and
  - e. Creating a learning and continuously improving organization?
5. Is there a significant difference between the knowledge levels on TQM of the academic leaders in SUC — TEIS in Region — IX, classified according to level of management?
  6. To what extent are TQM — related principles practiced by the academic leaders in SUC — TEIS in Region — IX, in terms of Deming's Fourteen (14) Principles?
  7. Is there a significant difference between the extents that the TQM — related principles are practiced by the academic leaders in SUC — TEIS in Region — IX, classified according to level of management?
  8. Are there significant relationships between the academic leaders' TQM knowledge levels with their professional preparation, attributes, and practices?

## II. REVIEW OF RELATED LITERATURE

TQM is a continuous process of ensuring that every aspect of production builds in product quality. Quality is stressed repeatedly so that it becomes second nature to everyone in an organization. Training, strategic planning, product design, management information systems, marketing, and other key activities all play a role in meeting quality goals. It makes quality a responsibility of all employees (Hellriegel et.al., 1999).

The intense focus on TQM is those outsiders or students who avail of the services as they interact and serve others in the institutions. Their concern for continuous improvement is a commitment. Improvement in quality on work processes, measurement of critical performance variables, and empowerment involving people and teams are TQM problem-solving strategies (Robbins, 1998).

#### *TQM and Personalized Management*

Using research-based strategies combining appropriate levels of dominance and cooperation and an awareness of student needs, teachers can build positive classroom dynamics. The quality of teacher-student relationships is the keystone for all others aspects of classroom management (Marzano, R.J. & Marzano, J.S., 2003).

Maxwell (2009) adds that with TQM key educational leaders exclude inspirational attitudes attuned to personal needs of students and co-workers. They believe in their potential and are encouraged to help them grow. To be inspirational leaders, they have to adopt an attitude of service, affirm a positive view of others, attend to the deeply felt needs of their team and consider the team's determination and commitment, invest time in the people they lead, and be genuine to gain trust and show a degree of transparency.

#### *TQM and Change Management*

Planning for change in the workplace involves five phases. Aligning is identifying the purpose for the change and a vision of what it will be like when completed successfully. Planning

requires getting people together to understand the environment in which change takes place and to map out strategy and implementation. Designing defines new structures, roles, decision-making, and leadership. Implementing is taking clear, flexible action to accomplish the goals. Rewarding involves acknowledging the people who made it work.

#### *Sustaining Change*

In terms of depth of learning, high-performance learning for understanding is today's goal. Stoll and Fink (1996) add that to sustain change over time, educational change requires more strategies to anticipate and overcome obstacles. Sustainable change extends to all the schools. Touchstones of change become three-dimensional with focus on deep learning, use of model schools to reculture, and wider policy context integrated in reform efforts.

#### *Principles and Practices*

While *principles* connote the *why to do*, and *practices* are the *what to do*. Practices are built on principles. Specific applications that fit specific circumstances. Deming's 14 principles are guidelines to improvement. The principle centered leadership builds principles into the center of the leaders' live, into the center of their relationships with others, into the center of their agreements and contracts, into their management processes, their mission statements (Covey, 1991).

#### *Tertiary Academics*

Tertiary education students do make changes. They have the cognitive and metacognitive abilities to understand and expand what they read and learn. Academic learning in higher education concerns knowledge-seeking orientation search for facts and information which could be mechanical and surface learning rather than deep learning. Approach to deep learning consists of comprehensive knowledge.

#### *The Academic Leader*

The academic leader in tertiary education is the dean or director (Leaming, 2002). Persons directly concerned with tertiary academics are the academic deans or directors. They must possess special leadership skills when they deal with disgruntled faculty members, behavior or disciplinary problem, disputes between faculty members, or even between departments. They help department chairperson handle morale issues.

### III. RESEARCH METHODOLOGY

#### *Research Design*

The research work is a descriptive-evaluative analysis of the teaching of tertiary academics integrating TQM principles. Using qualitative and quantitative analytical procedures, evaluative categories describing processes and relationships among the academic leaders.

#### *Research Respondents*

The research respondents were drawn from the four state institutions in Region specifically those located in Zamboanga City and Isabela City, Basilan.

#### *Research Instruments*

The specification grid of the four sets of questionnaires with 83 items. The researcher made structured information tool. The attributes of a total quality person (TQP) covered in Problem 2, has 30 items for the academic respondents, 10 items each for personality leadership, planning, and improvement. The self-assessment TQP Questionnaire determines the extent of manifestation of the attributes. The attributes are quantitatively described in terms of frequencies and percentages. These standardized questionnaire items were adopted from Nathenson's (1993) publication on Quality Progress. The questionnaire on the levels of knowledge on TQM was sourced from Schmidt and Finnigan's (1993) Five Key Managerial Competencies. The implementation of TQM in schools is drawn from the different responses of Deming (1986), Juran (1995), and Jablonski (1992).

#### IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

##### *The Professional Preparation Profile of the Academic Leaders SUC – TEIs In Region — IX*

##### *Educational Qualification*

Among the primordial factors that enrich schooling is educational enrichment in institutions. The total respondents involved in the study are 156 in the four SUCTEIS in Region IX. In the different categories of academic leaders in the tertiary level, Table 1 shows that 156 were sampled, 30 instructors, 5 teachers education instructors, 2 directors, and 2 deans for every institution making a total of 39 for each institution and 156 for the four institutions.

Fifty (50) or 32 percent of the respondents have completed the doctoral programs in their chosen specialization, be they managerial, technical, or educational. Thirty (30) instructors or 19 percent are master's graduates with doctoral units. Full-fledged MA graduates are 40 instructors or 26 percent. Eight (8) instructors or 5 percent are College Graduates w/ MA units. Twenty — Eight Instructors or 18 percent are College Graduates.

##### *The Extent of TQM — Related Attributes Manifested by the Academic Leaders in SUC — TEIS In Region — IX*

A total quality person builds and develops desirable values and relationships, keeps in mind forward goals, abides to respond quickly to effective planning, and ensures transformational and personal reforms most importantly in developing transferable skills. The three qualities of TQP focus on personality leadership, planning practices, and improvement initiatives. They are major qualities/tasks expected of tertiary academic leaders.

##### *On Personality Leadership*

The Management level academic leaders either Always or Often manifest the Personality Leadership TQM — related attributes. This would mean that the Personality Leadership TQM — related attributes are manifested from a Great Extent to a Very Great Extent. Overall, this group of academic leaders manifests these attributes to a Very Great Extent. As for the instructors, most (7 out of 10) of the Personality Leadership attributes are manifested to a Very Great Extent. Thus, overall,



this group manifests these attributes to a Very Great Extent. As a group of academic leaders, the Personality Leadership attributes are manifested to a Very Great Extent.

*On Planning*

The Management level academic leaders Often manifest most of the Planning Skills TQM — related attributes. This would mean that the Planning Skills TQM related attributes are manifested to a Great Extent Overall, this group of academic leaders manifests these attributes to a Great Extent. The practices manifested by the managers, to a Very Great Extent are:

1. Prioritizes routine jobs

2. Aligns personal values in tasks As for the instructors, most of the Planning Skills attributes are manifested to a Great Extent. Thus, overall, this group manifests these attributes to a Great Extent. The only practice manifested by the instructors, to a Very Great Extent is

Considers environment when planning'.

*On Improvement Initiatives*

Overall, the TQM — related attributes manifested by the academic leaders in SUC — TEIS in Region — IX, in terms of: Personality Leadership; Planning; and Improvement, are to a Very Great Extent. Further analysis of the TQP is categorized in Grade Levels of TQP based on Nathenson's (1993) theory.

For the Grade A level 92 percent or 33 deans, directors, and key education instructors were identified as Great Role Models. Only 73 percent or 88 of the instructors belong to this category. These academic leaders manifest a solid set of Principles in leadership, planning, and continuous improvement. The Grade B leaders with scores 159 to 229 are described as showing individual foundation for total quality principles. The remaining 8 percent of the managers and 17 percent of the instructors are classified in this category. The Grade C Total Quality Person could demonstrate some TQM patterns based on needs aligned to life's goals. The remaining 10 percent of the instructors are in this group.

*The Significant Difference Between the Extents Of TQM — Related Attributes Manifested By The Academic Leaders In SUC — TEIS In Region — (IX) Classified According To Level Of Management*

Tested at 0.05-level of significance, there is no significant difference between the 'Extents Of TQM — Related Attributes Manifested By The Academic Leaders In SUC — TEIS In Region — IX, Classified According To Level Of Management'. *The Knowledge Levels on TQM Of the Academic Leaders in SUC - TEIS In Region – IX*

The five key competencies of effective managers endorsed by Schmidt and Finnigan (1993) were surveyed by institutional academic leaders to assess their TQM competencies. It covered 25 questions focused on openness and trust, collaboration and teamwork, management based on facts, recognizing results and offering rewards, and creating and continuously improving institutions.

*Developing Relationship of Openness and Trust*

In terms of Openness and Trust, most (85.3%) of the academic leaders were knowledgeable on the openness and trust dimension of TQM. Most of the academic leaders are most knowledgeable that 'Openness and trust is the most powerful

management tool', and 'Trust requires reliance in the integrity, ability, and character of other people'. Practically, the same proportion of educational managers (86%) and instructors (85%) are knowledgeable on the openness and trust dimension of TQM. The educational managers (92%) were most knowledgeable that 'Openness and trust is most powerful management tool'. The instructors (87%) were most knowledgeable that 'Openness and trust is most powerful management tool'.

*Building Collaboration and Teamwork*

In terms of Building Collaboration and Teamwork, most (88.5%) of the academic leaders were knowledgeable on the Building Collaboration and Teamwork dimension of TQM. Most of the academic leaders are most knowledgeable that 'Recognizing and using teamwork builds collaboration and teamwork'. Proportionately, there are more educational managers (91%) than instructors (87%) who are knowledgeable on the Building Collaboration and Teamwork dimension of TQM. The educational managers (97%) were most knowledgeable that 'Recognizing and using teamwork builds collaboration and teamwork'.

*Managing by Fact*

In terms of Managing by Fact, most (85.3%) of the academic leaders were knowledgeable on the Managing by Fact dimension of TQM. Most of the academic; Feeders are most knowledgeable that 'Possible solutions for identified specific problems are formulated'. Proportionately, there are more educational managers (90%) than instructors (84%) who are knowledgeable on the Managing by Fact dimension of TQM. The educational managers (94%) were most knowledgeable that 'Use quality tools and processes', and 'Possible solutions for identified specific problems are formulated'. The instructors (86%) were most knowledgeable that 'Possible solutions for

identified specific problems are formulated'. The academic leaders know that they should be able to define quality (by facts) to optimize quality output (Druden, 1999).

*Supporting Results through Recognition and Rewards*

In terms of Supporting Results through Recognition and Rewards, most (88.5%) of the academic leaders were knowledgeable on the Supporting Results through Recognition and Rewards dimension of TQM. Most of the academic leaders are most knowledgeable that 'People's new job are a sacrifice when the workplace is not response to people's needs'. Practically, the same proportion of educational managers (86%) and instructors (85%) are knowledgeable on the Supporting Results through Recognition and Rewards dimension of TQM. The educational managers (94%) were most knowledgeable that 'Use quality tools and processes', and 'Possible solutions for identified specific problems are formulated'.

*Creating a Learning and Continuously Improving Organization*

In terms of Creating a Learning and Continuously Improving Organization, most (85.3%) of the academic leaders were knowledgeable on the Creating a Learning and Continuously Improving Organization dimension of TQM. Most of the academic leaders are most knowledgeable that 'Keep instructors informed of their technical and managerial tasks'. Proportionately, there are more educational managers (89%) than instructors (84%) who are knowledgeable on the

Creating a Learning and Continuously Improving Organization dimension of TQM. The educational managers (94%) were most knowledgeable that 'Academic leaders should listen, teach coach, support, and think positively for institutions not to direct and control'.

*The Significant Difference Between the Knowledge Levels on TQM of the Academic Leaders In SUC — TEIS In Region — IX, Classified According To Level Of Management*

Tested at 0.05-level of significance, overall, there is a significant difference between the 'The Knowledge Levels on TQM of the Academic Leaders In SUC — TEIS In Region — IX, Classified According To Level Of Management'. The management group of academic leaders is more knowledgeable on TQM in terms of: Developing relationship of openness and trust; Building collaboration and teamwork; Managing by fact; Supporting results through recognition and reward; and Creating learning and continuously improving organization.

*The Extent of TQM – Related Principles Practiced By The Academic Leaders In SUC — TEIS In Region Terms Of Deming's Fourteen (14) Principles*

The following are Extent of TQM-Related Principles Practiced by The Academic Leaders: The academic leaders have 'Well Applied' practically all the TQM principles in their activities, except for one principle which was applied 'Moderately'. The sole TQM principle 'Moderately' practiced by the academic leaders was 'Eliminate numerical goals and quotas'. Overall, the academic leaders have 'Well Applied' the TQM principles in their activities.

*The Significant Difference Between the Extents of TQM — Related Principles Practiced by the Academic Leaders in SUC — TEIS In Region — IX, Classified According to Level of Management*

Tested at 0.05-level of significance, there is a significant difference between the 'Extent of TQM-Related Principles Practiced by The Academic Leaders, In SUC — TEIS In Region — IX, Classified According to Level of Management'. The educational managers apply/practice the TQM — Related Principles in their activities to a greater extent compared to their instructor counterparts.

*The Significant Relationships of the Academic Leaders' TQM Knowledge Levels with Their Professional Preparation, Attributes, And Practices Relationship Between the Academic Leaders' TQM Knowledge Level and Professional Preparation*

Between Educational Qualification and Level of Knowledge in TQM: For the Managers, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Educational Qualification. For the Instructors, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Educational Qualification. Thus, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Educational Qualification. It confirms that their educational qualifications reinforced their TQM knowledge level.

Between Work Experience and Level of Knowledge in TQM: For the Educational Managers, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Work

Experience. For the Instructors, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Work Experience. Thus, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Work Experience. This confirms the findings of Andrin (2007) that work experience provides a wealth of actual knowledge and skills in terms of problem-solving, decision-making, planning, critical thinking, communication, and work management.

Between Relevant Training and Level of Knowledge in TQM:

*Relationship Between the Academic Leaders' TQM Knowledge Level and Attributes of a Total Quality Person*

Between Attributes of a Total Quality Person and Level of Knowledge in TQM: For the Educational Managers, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Attributes of a Total Quality Person for the Instructors, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Attributes of a Total Quality Person. Thus, there is a significant relationship between the Academic Leaders' TQM

Knowledge Level and Attributes of a Total Quality Person. The findings apparently enabled academic leader - role models to demonstrate meaningful and useful strategies that translate TQM principles into successful personalized achievements.

*Relationship Between the Academic Leaders' TQM Knowledge Level and Practices*

Between TQM Practices and Level of Knowledge in TQM: Tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Practices. Thus, the Academic Leaders' TQM Knowledge Level is related to the degree of practicing/applying TQM Principles in their activities.

V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS SUMMARY OF FINDINGS

The findings of the study are as follows:

A. *In terms of Educational Qualification,*

Fifty (50) or 32 percent of the respondents have completed the doctoral Programs in their chosen specialization, be they managerial, technical, or educational. Thirty (30) instructors or 19 percent are master's graduates with doctoral units. Full-fledged MA graduates are 40 instructors or 26 percent. Eight (8) instructors or 5 percent are College Graduates w/ MA units. Twenty — Eight Instructors or 18 percent are College Graduates.

B. *In terms of Work Experience*

The academic leaders have already served an average of 20 years in government service. Most of the academic leaders have an experience of 25 to 34 years.

C. *In terms of Training* The average number of training hours per academic leader is 16.95 hours. The average number of trainings for the academic leaders is 1.67 trainings for the Five (5) year period. Most, practically 9 of 10 of the trainings were in the national level.

A. *In terms of Personality Leadership,*

The Management 'level academic leaders either Always or Often manifest the Personality Leadership TQM — related attributes. This would mean that the Personality Leadership TQM - related attributes are manifested from a Great Extent to a Very Great Extent. Overall, this group of academic leaders manifests these attributes to a Very Great Extent.

*B. In terms of Planning Skills,*

The Management level academic leaders Often manifest most of the Planning Skills TQM — related attributes. This would mean that the Planning Skills TQM — related attributes are manifested to a Great Extent.

As for the instructors, most of the Planning Skills attributes are manifested to a Great Extent. overall, this group manifests these attributes to a Great Extent. The only practice manifested by the instructors, to a Very Great Extent is 'Considers environment when planning'. As a group of academic leaders, the Personality Leadership attributes are manifested to a Great Extent.

C. In terms of Improvement Initiatives, The Management level academic leaders almost Always manifest the Improvement Initiative TQM — related attributes. This would mean that the Improvement Initiative TQM — related attributes are manifested to a Very Great Extent. Overall, this group of academic leaders manifests these attributes to a Very Great Extent.

As for the instructors, almost all of the Improvement Initiative attributes are manifested to a Great Extent. Thus, overall, this group manifests these attributes to a Great Extent. There is no practice manifested to a Very Great Extent, by the instructors. The only practice manifested by the instructors, to a Moderate Extent is 'Acknowledges mistakes and moves on with goal'. As a group of academic leaders, the Improvement Initiative attributes are manifested from a Great Extent to a Very Great Extent. The only practice commonly manifested by the academic leaders, to a Great Extent is 'Measures success in achieving goals in time'.

*D. Overall,*

The TQM — related attributes manifested by the academic leaders in SUC — TEIS in Region — [X, 'in terms of: Personality Development; Planning; and Improvement, are to a Very Great Extent.

*E. Based on Nathenson's (1993) theory,*

For the Grade A level 92 percent or 33 deans, directors, and key education instructors were identified as Great Role Models. Only 73 percent or 88 of the instructors belong to this category. These academic leaders manifest a solid set of principles in leadership, planning, and continuous improvement. The Grade B leaders with scores 159 to 229 are described as showing individual foundation for total quality principles. The remaining 8 percent of the managers and 17 percent of the instructors are classified in this category. The Grade C Total Quality Person could demonstrate some TQM patterns based on needs aligned to life's goals. The remaining 10 percent of the instructors are in this group.

*A. In terms of Openness and Trust,*

Most (85.3%) of the academic leaders were knowledgeable on the openness and trust dimension of TQM. Most of the academic leaders are most knowledgeable that 'Openness and

trust is the most powerful management tool', and 'Trust requires reliance in the integrity, ability, and character of other people'. Practically, the same proportion of educational managers (86%) and instructors (85%) are knowledgeable on the openness and trust dimension of TQM. The educational managers (92%) were most knowledgeable that 'Openness and trust is most powerful management tool'. The instructors (87%) were most knowledgeable that 'Openness and trust is most powerful management tool'.

*B. In terms of Building Collaboration and Teamwork,*

Most (88.5%) of the academic leaders were knowledgeable on the Building Collaboration and Teamwork dimension of TQM. Most of the academic leaders are most knowledgeable that 'Recognizing and using teamwork builds collaboration and teamwork'. Proportionately, there are more educational managers (91%) than instructors (87%) who are knowledgeable on the Building Collaboration and Teamwork dimension of TQM.

The educational managers (97%) were most knowledgeable that 'Recognizing and using teamwork builds collaboration and teamwork'. The instructors (92%) were most knowledgeable that 'Competition is worst when one is not a member of the group'.

*C. In terms of Managing by Fact,*

Most (85.3%) of the academic leaders were knowledgeable on the Managing by Fact dimension of TQM. Most of the academic leaders are most knowledgeable that 'Possible solutions for identified specific problems are formulated'. The instructors (86%) were most knowledgeable that 'Possible solutions for identified specific problems are formulated'.

*D. In terms of Supporting Results through Recognition and Rewards,*

Most (88.5%) of the academic leaders were knowledgeable on the Supporting Results through Recognition and Rewards dimension of TQM. Most of the academic leaders are most knowledgeable that 'People's new job are a sacrifice when the workplace is not response to people's needs' Practically, the same proportion of educational managers (86%) and instructors (85%) are knowledgeable on the Supporting Results through Recognition and Rewards dimension of TQM. The educational managers (94%) were most knowledgeable that 'Use quality tools and processes', and 'Possible solutions for identified specific problems are formulated'.

*E. Based on Schmidt and Finnigan's Test,*

The following are proportions and level of Knowledge of the Academic

Leaders in TQM: Of the 36 educational managers, 89% are 'Very Much Knowledgeable', and 11% are 'Very Knowledgeable' on TQM. Of the 120 instructors, 20% are 'Very Much Knowledgeable'; 58% are 'Very Knowledgeable'; 17% are 'Moderately Knowledgeable'; and 5% are 'Barely knowledgeable' on TQM. As a whole, of the 156 academic leaders, 35.9% are 'Very Much Knowledgeable'; 47.4% are 'Very Knowledgeable'; 12.8% are 'Moderately Knowledgeable'; and 3.9% are 'Barely knowledgeable' on TQM. The level of Knowledge of the Academic Leaders in TQM is 'Very High'.

*A. Relationship Between the Academic Leaders' TQM Knowledge Level and Professional Preparation*



1. Between Educational Qualification and Level of Knowledge in TQM:

For the Educational Managers, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Educational Qualification. For the Instructors, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Educational Qualification. Thus, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Educational Qualification.

2. Between Work Experience and Level of Knowledge in TQM:

For the Educational Managers, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Work Experience. For the Instructors, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Work Experience. Thus, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Work Experience.

3. Between Relevant Training and Level of Knowledge in TQM:

For the Educational Managers, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Relevant Training. For the Instructors, tested at 0.05-level of significance, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Relevant Training. Thus, there is a significant relationship between the Academic Leaders' TQM Knowledge Level and Relevant Training.

*B. Relationship Between the Academic Leaders' TQM Knowledge Level and Attributes of a Total Quality.*

For the Educational Managers, tested at 0.05-level of significance, there is a Significant relationship between the Academic Leaders' TQM Knowledge Level and Attributes of a Total Quality Person.

*Conclusions*

Based on the findings of this study, the following conclusions are made:

1. The academic leaders are educationally prepared, experienced educators, and are exposed to both academic and management trainings, regionally, nationally, and internationally. Most of the academic leaders are professional prepared to accomplish their academic tasks.
2. The TQM — related attributes manifested by the academic leaders in SUC — TEIS in Region — IX, in terms of: Personality Development; Planning; and Improvement, are to a Very Great Extent.
3. The level of Knowledge of the Academic Leaders in TQM is 'Very High'.
4. The management group of academic leaders is more knowledgeable on TQM in terms of: Developing relationship of openness and trust; Building collaboration and teamwork; Managing by fact; Supporting results through recognition and reward; and Creating learning and continuously improving

organization. Overall, the academic leaders have 'Well Applied' the TQM principles in their activities.

5. The educational managers apply/practice the TQM — Related Principles in their activities to a greater extent compared to their instructor counterparts.

6. The Academic Leaders' TQM Knowledge Level is related to Professional Preparation, Attributes of a Total Quality Person and to the degree of practicing/applying TQM Principles in their activities.

*Recommendations*

1. With most the academic leaders professional prepared to accomplish their academic tasks, a significant portion of organizational resources be programmed for the professional development of the rest of the academic leaders who are still not that prepared.

2. Although in general, the TQM — related attributes of the academic leaders in SUC — TEIS in Region — IX, are manifested to a Very Great Extent, there are still areas in which these are manifested to a 'Great', and 'Moderate' Extents only, thus, a 'room for improvement'. TQM — related attributes enhancing training program may focus on how a trainee may acquire the TQM - Related attributes:

4. Although most of the academic leaders were knowledgeable on the TQM competency areas, still a sizable percentage needs to be trained on the following TQM — Related knowledge on:

- a. Developing relationship of openness and trust
- b. Building collaboration and teamwork
- c. Managing by fact
- d. Supporting results through recognition and reward
- e. Creating learning and continuously improving organization

5. Since there is a significant difference between the 'The Knowledge Levels On TQM Of The Academic Leaders in SUC — TEIS In Region — IX, Classified According To Level Of Management', and with the management group of academic leaders more knowledgeable on TQM than instructors, more of the instructors need to be encouraged, motivated and even required to attend TQM Knowledge enhancement trainings.

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