



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Quality Management Systems' Impact on DepEd SOCCSKSARGEN Educational Governance and Performance

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DOI : <https://doi.org/10.55248/gengpi.6.0525.1779>

Overview

This paper investigates how Quality Management Systems (QMS) affect educational governance and performance in the Department of Education (DepEd) SOCCSKSARGEN Region. QMS acts as a tool in the framework of public education reform to support responsibility, promote service delivery, and enable continuous institutional development. This study evaluates system-level results—specifically access, equity, quality, resiliency, and well-being—by means of the deployment of Quality Management Systems (QMS) in eight Schools Division Offices (SDOs), thereby assessing the influence of Total Quality Management (TQM) concepts and governance frameworks. The results show a notable link between improved customer happiness, staff involvement, and higher educational service standards and excellent QMS compliance. QMS is a driver for better governance and performance in basic education, not only a compliance instrument.

Keywords: Quality Management System, Client Satisfaction, Employee Morale, Educational Governance, Total Quality Management, DepEd SOCCSKSARGEN, Stakeholder Engagement, Continuous Improvement

Introduction

The evolving needs of 21st-century education call for systematic changes stressing organizational responsibility, stakeholder trust, and service excellence. Quality Management Systems (QMS) have developed as strategic frameworks to enhance the operational performance of educational institutions in this context. Through DepEd Order No. 9, s. 2021, the Department of Education (DepEd) in the Philippines has formalized the Quality Management System (QMS), therefore linking local educational governance with the requirements of Republic Act No. 9155 for decentralized, performance-oriented management.

DepEd area XII (SOCCSKSARGEN), a region marked by different geographical, cultural, and resource conditions, is where this study is based. By means of a cross-School Division Office (SDO) analysis, this study assesses how Quality Management System (QMS) ideas affect client satisfaction—reflected by service responsiveness and openness—and employee morale, including job satisfaction and organizational support. Educational leaders under growing pressure to reach accomplishments in student outcomes and administrative efficiency must grasp the link between structured quality systems and human-centric indicators.

Significance of the Study

Strategically, this study is important for education sector stakeholders, particularly those in the Schools Division Offices (SDOs) of DepEd SOCCSKSARGEN. The results provide DepEd decision-makers with actual data on how following QMS could improve institutional legitimacy and service delivery. Results from this study can help division executives and school administrators create programs improving staff well-being, openness, and leadership.

By linking quality systems to customer satisfaction, the study addresses service shortcomings experienced by parents, students, and community members, hence promoting the idea of learner-centered government. Data-driven suggestions in the study aim to improve employee morale through recognition systems, inclusive communication strategies, and professional development prospects. By means of a baseline for future studies in regional educational governance systems in the Philippines, this work improves academic literature on public sector quality management.

Research Parameters and Limitations

Including Cotabato, General Santos City, Koronadal City, Kidapawan City, Sarangani, South Cotabato, Sultan Kudarat, and Tacurong City, eight SDOs in Region XII (SOCCSKSARGEN) were included in this study. The assessment looked at how well Quality Management System ideas—specifically

leadership, customer orientation, evidence-based decision-making, and relationship management—are applied and their influence on two important results: client satisfaction and employee morale.

The study stresses organizational behaviors and service perceptions rather than expressly measuring learning outcomes. It is limited to internal stakeholders—SDO staff members—and client groups directly interacting with the SDOs. The scope excludes central DepEd offices and individual school-level study, thereby focusing on division-level execution and its systematic consequences.

Method

Using both primary and secondary data, this study applied a descriptive-correlational methodology. From a workforce of 1,097 spread across the eight SDOs, 294 respondents were proportionately selected. Three validated instruments were the main ones: (1) a QMS adherence survey, (2) a customer satisfaction tool based on DepEd PHROD 2021-0165, and (3) a custom-designed employee morale scale.

The statistical tools used were the weighted mean for descriptive analysis, ANOVA for determining notable group differences, and Pearson's r to assess the relationship between QMS compliance and the two dependent variables. Expert panel assessment proved validity; Cronbach's alpha verified reliability. Informed consent, confidentiality, and permission from pertinent authorities helped to uphold ethical norms.

Last Evaluation

SDOs in DepEd SOCCSKSARGEN following Quality Management System (QMS) guidelines not only improve operational efficiency but also influence people's feelings. While customers—whether parents, students, or stakeholders—feel that their opinions are recognized and their demands fulfilled, employees find more motivation and support. In educational governance, clear leadership, a strong focus on service, and continuous improvement can create a positive ripple effect. These offices are not just following policies by giving daily operations quality first priority; they are also building trust, responsibility, and a sense of purpose among their members and partners. People prosper when systems run well.

These results show the fundamental relevance of methodical quality practices in public education governance by proving that operational efficiency, open leadership, and constant improvement systems not only meet compliance criteria but also support empowered and driven workers and well-served consumers.

Recommendations

Create simple tracking systems to gauge QMS practice compliance. This helps to highlight strengths and needs for more support.

Frequent surveys or suggestion tools help students, parents, and partners to submit comments by means of which they may be guided to make required changes.

Award, public recognition, or chances for professional growth to staff members who surpass expectations in outstanding service.

Offer continuous learning chances to staff members so they stay competent and confident in leadership and flexibility amid transitions.

Use digital technologies to simplify Quality Management System activities—from report writing to guideline access—so guaranteeing everyone alignment and efficiency.

Encourage SDOs to create a learning culture by sharing success stories, obstacles, and innovations during regular meetings or virtual gatherings.