Republic of the Philippines

Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE VALENZUELA CITY
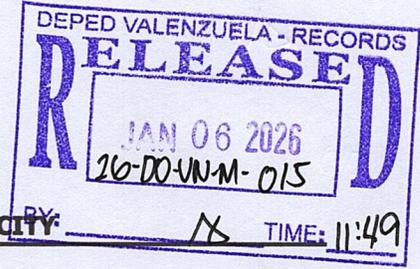
Office of the Schools Division
Superintendent

January 5, 2026

To: All Concerned

Dear Sirs / Mesdames:

This is in reference to the attached letter dated December 23, 2025, from **Jocelyn DR. Andaya**, Regional Director, DepEd NCR and Concurrent Officer-In-Charge Office of the Assistant Secretary for Operations, re. Endorsement of the survey for study **"SCHOOL TOTAL QUALITY MANAGEMENT (TQM)-ALIGNED PRACTICES AND ENABLING CONDITIONS FOR CONTINUOUS QUALITY IMPROVEMENT PLAN."**, for appropriate action.

Particular attention is invited to paragraph 2 for additional information.

Thank you.

Very truly yours,

NOEL D. BAGANO
Schools Division Superintendent
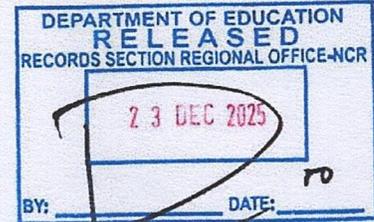
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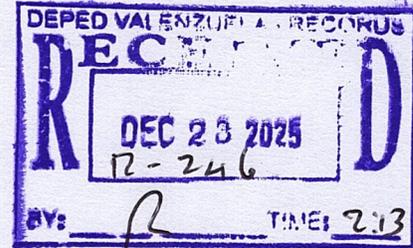
PRIME-HRM
LEVEL II ACCREDITED

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

December 16, 2024

To : **Schools Division Superintendents**

Caloocan City
Malabon City
Navotas City
Valenzuela City

Dear Sirs/Madam:

Attached is the letter of **MS. HELEN GRACE L. CABALAG,** a PhD student of University of Caloocan City (UCC), Graduate School located at Biglang Awa St., cor. 11th Avenue, Cattleya, Caloocan City, requesting permission to conduct research for her dissertation titled: **"SCHOOL TOTAL QUALITY MANAGEMENT (TQM)-ALIGNED PRACTICES AND ENABLING CONDITIONS FOR CONTINUOUS QUALITY IMPROVEMENT PLAN."**

Ms. Cabalag may administer the survey questionnaires to **selected School Heads, Head Teachers, Master Teachers** and **Teachers** stated above, subject to the conditions stated in the letter to the researcher of this Office, a copy of which is attached for reference.

Very truly yours,

JOCELYN DR ANDAYA
Regional Director, DepEd, NCR
Concurrent Officer-In-Charge Office of the
Assistant Secretary for Operations

Copy furnished:

Ms. Helen Grace L. Cabalag
helengrace.cabalag@deped.gov.ph

Regional Letter No. 2 0 0 s. 2025
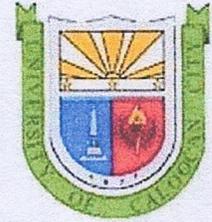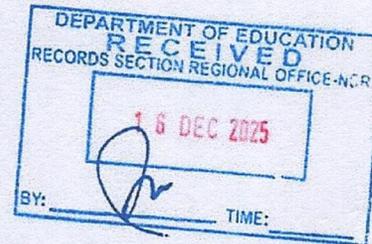
Encl.: as stated

PPRD/rbd

UNIVERSITY OF CALOOCAN CITY
Biglang Awa St. EDSA South, Caloocan City
Graduate School

December 16, 2025

DR. JOCELYN DR. ANDAYA
Regional Director
DepEd NCR

Madam:

The undersigned, Helen Grace L. Cabalag, is currently enrolled in the Doctor of Philosophy program of the University of Caloocan City. She is now on the implementation phase of her dissertation on **"SCHOOL TOTAL QUALITY MANAGEMENT (TQM)-ALIGNED PRACTICES AND ENABLING CONDITIONS FOR CONTINUOUS QUALITY IMPROVEMENT PLAN,"** which was presented to the panel of examiners and duly approved on October 16, 2025.

In connection with this, she respectfully seeks your approval and endorsement to the Schools Division Offices of Caloocan City, Malabon City, Navotas City and Valenzuela City for the administration of the survey questionnaire attached hereto. The study will involve a target total of 350 participants, composed of School Heads, Head Teachers, Master Teachers and Teachers across the four Schools Division Offices.

Hoping for your kind consideration and favorable action.

Thank you very much.

Respectfully yours,
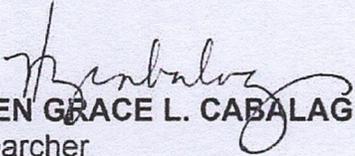
HELEN GRACE L. CABALAG
Researcher
CP No. 09223768446
email address: helengrace.cabalag@deped.gov.ph

Dear Respondent,

I am conducting a research study titled, "SCHOOL TOTAL QUALITY MANAGEMENT (TQM) - ALIGNED PRACTICES AND ENABLING CONDITIONS FOR CONTINUOUS QUALITY IMPROVEMENT PLAN" and I am inviting you to take part in this survey. Your responses will be kept confidential and will be used for research purposes only.

Thank you for your time and valuable input.

Sincerely yours,

HELEN GRACE L. CABALAG
Researcher

Part I. Institutionalization of TQM-Aligned Practices

Below is a list of school's key result areas in terms of curriculum and instruction, school leadership and governance, resource management, stakeholder engagement, and monitoring, evaluation, and accountability. Please indicate the extent to which TQM-aligned practices have been institutionalized in your school.

Directions: Kindly indicate your answer by putting a check (✔) mark on the appropriate column that corresponds to your assessment. Please be guided by the scale below for your response.

Scale Descriptive Value

4	VH – Very High
3	H – High
2	L – Low
1	VL – Very Low

TQM-ALIGNED PRACTICES	4 (VH)	3 (H)	2 (L)	1 (VL)
1.1 Curriculum and Instruction				
1. The school head and the administrators ensure that the curriculum is aligned with DepEd standards and quality objectives.				
2. The School Curriculum Committee and teachers regularly review and update the curriculum to maintain its relevance and responsiveness.				
3. The teachers prepare structured lesson plans that are aligned with the curriculum and learning standards.				
4. The teachers actively participate in Learning Action Cell (LAC) sessions to enhance instructional practices and professional collaboration.				
5. The teachers apply various evidence-based teaching strategies to address the needs of the learners.				
6. The teachers use formative and summative assessment results, along with learner feedback, to continuously improve instruction.				

	4 (VH)	3 (H)	2 (L)	1 (VL)
7. The school head regularly monitors teaching performance through Performance Management and Evaluation System (PMES).				
8. The teachers under the supervision of the School Head and Department Heads, implement remedial and enrichment programs are implemented to address individual learner differences.				
9. The School Head, Property Custodian and ICT Coordinator ensure that adequate instructional and digital resources are made available to support effective teaching and learning.				
10. The School Head and Department Heads regularly conduct instructional supervision through classroom observations to ensure the quality of teaching and learning.				
1.2 School Leadership and Governance				
1. The School Head, the administrators and the teachers clearly articulate the DepEd vision, mission, and goals which are aligned with quality objectives.				
2. The School Head and the administrators follow transparent decision-making.				
3. The School Head and the administrators establish a functional School Governance Council or committees.				
4. The school complies with DepEd orders, policies, and QMS requirements.				
5. The School Head and the administrators conduct leadership walkthroughs to monitor school operations.				
6. The School Head and the administrators develop and implement the School Improvement Plan (SIP).				
7. The School Head and the administrators regularly communicate policies and updates to stakeholders.				
8. The School Heads recognizes and empowers teacher-leaders.				
9. The School Head provides professional growth opportunities for teachers.				
10. The School Head and the administrators practice participatory and shared leadership.				
1.3 Resource Management				
1. The School Head and the administrators allot a proper budget aligned with quality objectives.				
2. The School Head ensures transparent procurement and utilization of funds.				
3. The Property Custodian and Maintenance Committee Effective maintains school facilities and equipment effectively.				
4. The School Head and Teachers ensure the adequate provision of learning and teaching resources.				
5. The Property Custodian conducts proper inventory and documentation of all school supplies and assets.				
6. The School Planning Team allocates resources based on based on identified needs in SIP/AIP.				
7. The School Head and Teachers promote cost-effective and sustainable use of resources.				
8. The DRRM Coordinator establishes and maintains disaster risk reduction and safety plans.				

	4 (VH)	3 (H)	2 (L)	1 (VL)
9. The School Head and Finance Officer ensure the prompt submission of financial and utilization reports.				
10. The School Head provides training for personnel in resource accountability and management.				
1.4 Stakeholder Engagement				
1. The Parents-Teachers Association (PTA) actively participates in school activities and programs.				
2. The School Head strengthens partnerships with LGUs, NGOs, and the private sector.				
3. The School Governing Council (SGC) organizes regular stakeholder consultations and assemblies.				
4. The School Head includes community representatives (parents, barangay officials, alumni, LGU representatives, NGO members) in school planning processes.				
5. The School Head and Teachers collaborate with barangay officials and other institutions (LGUs, NGOs, industry partners) to support learners.				
6. The School Head recognizes and appreciates stakeholder contributions to school programs.				
7. The School Head and SGC ensure transparent communication of school performance to the public.				
8. The Alumni Association engages in school projects, volunteerism, co-curricular activities that support instruction.				
9. The Student Council participates in school decision-making processes.				
10. The PTA collaborates with the teachers and school administrators to implement initiatives that enhance learner support and school improvement.				
1.5. Monitoring, Evaluation, and Accountability				
1. The Internal Audit Committee conducts regular audits of school processes.				
2. The School Head and Planning Team implement monitoring and evaluation tools such as MEPA, SIP, AIP tracking.				
3. The School Head uses performance indicators to assess program effectiveness.				
4. The Planning team ensures systematic documentation of school processes and results.				
5. The School Head reports school progress regularly to higher DepEd offices.				
6. The School Head and SGC integrate feedback from stakeholders into school plans.				
7. The Teachers and School Head analyze test results (NAT and classroom-based assessments) for improvement.				
8. The School Head evaluates teachers' and staff performance through the RPMS.				
9. The School Head and Records Officer ensure the timely submission of accomplishment and accountability reports.				
10. The School Head and Teaching Staff implement continuous improvement cycles following Plan-Do-Check-Act approach.				

Part II. Enabling Conditions for QMS Certification

Below is a list of school's enabling conditions in terms of access to technical expertise, digital infrastructure, leadership stability, supportive governance structure, and resource capacity. Please indicate the level of the presence of enabling conditions (support provided by the school).

Directions: Kindly indicate your answer by putting a check (✔) mark on the appropriate column that corresponds to your assessment. Please be guided by the scale below for your response.

Scale Descriptive Value

4	VH -- Very High
3	H -- High
2	L -- Low
1	VL -- Very Low

	4 (VH)	3 (H)	2 (L)	1 (VL)
2.1 Access to technical expertise				
1. The School Head coordinates with available and trained consultants or specialists in TQM best practices.				
2. The Division Office provides access to DepEd or external agencies with expertise in quality assurance and management systems.				
3. The Human Resource Development (HRD) Unit conducts regular capacity-building sessions, seminars, and workshops on TQM standards.				
4. The Regional or Division Office provides technical assistance for documentation and process alignment.				
5. The School Head engages internal and external auditors with TQM expertise to assess compliance and recommend improvements.				
6. The School Head and Teachers access instructional materials, manuals, and guidelines on TQM implementation.				
7. The School Head collaborates with quality-certified institutions or schools for benchmarking and sharing of best practices.				
8. The ICT Coordinator deploys experts and system developers to support documentation, data management, and process automation.				
9. The School Head forms a technical working group composed of school staff trained in TQM processes.				
10. The Division Office sustains mentoring and coaching programs from recognized TQM practitioners to build internal expertise.				
2.2 Digital Infrastructure				
1. The School Head and ICT Coordinator ensure reliable internet connection in all learning and administrative areas.				
2. The School Division Office provides computers, laptops, and other digital devices for teachers and staff.				
3. The ICT Coordinator manages the use of Learning Management Systems (LMS) and online platforms (Google Classroom, Microsoft Teams, Zoom) for monitoring.				

	4 (VH)	3 (H)	2 (L)	1 (VL)
4. The School Head ensures access to a licensed software and applications needed for documentation.				
5. The School ICT Team maintains a school-wide Management Information System (MIS).				
6. The ICT Support Staff assist in troubleshooting and maintaining digital systems.				
7. The School Head, the administrators and the teachers integrate ICT in teaching, learning, and school operations.				
8. The ICT Coordinator oversees regular upgrading of hardware and software to meet evolving requirements.				
9. The Records Officer ensures digital archiving and secure storage of school documents and records.				
10. The School Head provides training for teachers and staff in the use of digital tools for TQM processes.				
2.3 Leadership Stability				
1. The Schools Division Office supports continuity of leadership with minimal turnover of school heads.				
2. The School Head implements clear succession planning for school leaders and department heads.				
3. The School Head ensures consistency in implementing school improvement and QMS initiatives.				
4. The School Head maintains strong institutional memory through leadership documentation.				
5. The Schools Division Office School appoints leaders with adequate tenure to sustain long-term programs.				
6. The HRD Unit provides professional development programs to strengthen leadership skills.				
7. The School Head promotes shared leadership practices that ensure stability despite transitions.				
8. The Regional and Division Offices provide continuous support for leadership continuity.				
9. The School Head enforces policies to minimize disruptions during leadership changes.				
10. The School Head and Leadership Team remain committed to sustaining QMS practices over time.				
2.4 Supportive Governance Structure				
1. The School Head ensures the existence of a functional School Governing Council (SGC).				
2. The School Head maintains a clear organizational structure with defined roles and responsibilities.				
3. The Regional and Division Offices provide strong support for school TQM implementation.				
4. The School Head enforces policies that promote participatory governance.				
5. The SGC ensures active stakeholder (parents, alumni, LGUs) participation in decision-making.				
6. The School Head establishes accountability and transparency mechanisms in school governance.				
7. The School Head fosters collaboration between administrative staff and teaching personnel in school management.				
8. The DepEd Legal Unit provides legal and policy frameworks supporting quality certification.				

	4 (VH)	3 (H)	2 (L)	1 (VL)
9. The School Governance Council (SGC) conducts regular reviews to assess the effectiveness of the school governance.				
10. The School Head implements grievance and conflict-resolution mechanisms.				
2.5 Resource Capacity				
1. The School Head and Finance Officer ensure sufficient budget allocation aligned with TQM objectives.				
2. The School Head accesses government and external funding sources for school improvement.				
3. The School Head ensures adequate human resources to support school operations and TQM activities.				
4. The Property Custodian maintains well-kept physical facilities that support teaching and management.				
5. The School Head and the teachers provide instructional and non-instructional materials for learning.				
6. The School Head uses resources flexibly to address priority needs.				
7. The School Head ensures equitable resource distribution across departments and programs.				
8. The Finance Officer and HRD Unit provide continuous training on financial and resource management.				
9. The School Head and SGC mobilize community and stakeholder contributions effectively.				
10. The School Head implements long-term resource planning to sustain TQM implementation.				

SIGNATURE OVER PRINTED NAME

Designation: _____