

**PROBING THE IMPACT OF TEACHER QUALITY CIRCLE (TQC) TO TEACHING  
PERFORMANCE AS A BASIS FOR PROGRAM ENHANCEMENT**

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**ARTICLE INFORMATION**

**ABSTRACT**

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*Achieving sustainable success requires organizations to utilize a variety of strategic approaches. In order to satisfy strict quality requirements, all staff members—from top managers to frontline personnel—are expected to exhibit outstanding performance and an unwavering dedication to ongoing improvement. Initiatives like Quality Circles (QCs) are established with the express objective of increasing operational effectiveness and overall quality results. Similarly, employees in educational institutions must consistently perform effectively in order to lead necessary changes and enhancements that improve the standard of service for all stakeholders. This study explicitly examined the impact of the Teacher Quality Circle (TQC) on teaching performance. This revealed that while TQC effectively fostered employee involvement, team spirit, and an improved working environment, and aided in constructing a stronger professional knowledge base among teachers, the analysis revealed that TQC did not have a statistically significant impact on teaching performance. This outcome, consistent with research, signifies difficulties in identifying and measuring the direct effects of collaborative administrative procedures on complex classroom outcomes. Factors such as teaching experience, current workload, and specialized training received were likely more influential contributors to their performance level. Notwithstanding the non-significant impact on performance metrics, teachers rated the TQC as "very satisfactory," indicating its value in encouraging peer collaboration. Therefore, the proposed teacher enhancement program is designed to build upon the TQC's success in fostering collaboration. This focused intervention will significantly booster teacher effectiveness by directly enhancing the quality of instructional delivery in the classroom targeting instructional skill to drive measurable performance improvement.*

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## INTRODUCTION

A quality circle is a participatory management approach that involves employees in identifying and solving work-related problems through regular group discussions. It is founded on the belief that employees are capable of resolving issues affecting their own work when given the opportunity to collaborate and contribute. This concept has been widely adopted across organizations, including educational institutions, as it promotes shared responsibility and continuous improvement (Yamuna, 2019).

Quality has become a crucial factor for organizational success in today's competitive environment. To achieve and maintain high standards, organizations adopt various strategies, one of which is the Quality Circle—a dynamic and collaborative method that empowers employees to actively engage in quality improvement initiatives. Originating in Japan in the 1960s, Quality Circles, also known as QC or Kaizen Circles, have proven effective globally in enhancing operational efficiency and work quality (Kothari, 2024).

Quality circles are easy to establish and serve as effective tools for involving front-line employees in problem-solving. They encourage creativity, teamwork, and the optimal use of employees' skills and talents while improving planning and analysis of work processes. When effectively implemented by management, quality circles contribute to increased productivity and improved work standards, offering both tangible and intangible benefits to organizations (Indeed Editorial Team, 2024; Yamuna, 2019).

According to Abukhader (2023), the quality circle approach positively influences organizational change; however, its application in the education sector remains underexplored and fragmented. Education plays a vital role in societal development and is constitutionally protected in the Philippines, emphasizing the state's responsibility to ensure quality education through competent teachers. Republic Act 7836 underscores the government's recognition of teachers' critical role in nation-building and highlights the importance of investing in their professional growth and well-being (Alba & Gamozo, 2024).

Educational institutions worldwide strive to improve teaching quality, as it significantly impacts student learning (McKinsey & Company, 2012). In the Philippines, the Department of Education promotes professional development through initiatives such as the Learning Action Cell (LAC), a collaborative school-based community of practice institutionalized under DepEd Order No. 35, s. 2016. These initiatives support instructional improvement, leadership development, and continuity of learning as guided by the Basic Education–Learning Continuity Plan (PRC, 2022).

In this context, teachers from Sampaloc Site II Elementary School and Col. E. de Leon Elementary School in Parañaque City have been participating in a Teacher Quality Circle (TQC) since November 2022. This collaborative professional development initiative aims to enhance teaching practices and student outcomes. The present study seeks to determine the impact of the Teacher Quality Circle on teaching performance as a basis for program enhancement, ensuring the protection, safety, and professional growth of participating teachers while ultimately benefiting both educators and learners.

## RESEARCH PROBLEMS

This study sought to find out the impact of Teacher Quality Circle (TQC) to teaching performance in Sampaloc Site II Elementary School and Col. E. De Leon Elementary School, which was the basis for program enhancement. Specifically, it sought answers to the following questions:

1. What is the assessment of the use of TQC among teachers in Sampaloc Site II Elementary School and Col. E. De Leon Elementary School?
2. What is the teaching performance of teachers for the SY 2024-2025?
3. What is the significant impact of the TQC to teaching performance?
4. Based on the results, what is the proposed program enhancement?

## METHODOLOGY

The study employed a descriptive research design under the quantitative approach, which is commonly used to systematically describe populations, situations, or phenomena without manipulating variables, and to answer the questions how, when, where, and what (Heath, 2023). Purposive sampling was utilized, involving all 150 teachers from Sampaloc Site II Elementary School (89 or 59%) and Col. E. De Leon Elementary School (61 or 41%) in Parañaque City, with inclusion limited to teachers for SY 2024–2025 who participated in the Teacher Quality Circle (TQC) and exclusion of those without TQC experience; respondents were protected from harm, treated fairly without incentives or special treatment, and data were gathered within school premises to ensure safety. The research instrument was a 15-item survey questionnaire adapted from the school’s TQC monitoring form, using a 4-point Likert scale (4–Most of the time, 3–Some of the time, 2–Seldom, 1–Never); to ensure consistency, the instrument underwent reliability testing, yielding a Cronbach’s alpha of 0.851, interpreted as good internal consistency. For data gathering, permissions were secured from the school superintendent and principals, followed by two weeks of orientation (one week per school), distribution of informed consent forms, and administration of the survey, which took 30–45 minutes to answer and was retrieved within two to three weeks, with strict adherence to the Data Privacy Act of 2012, confidentiality, anonymity, secure storage, and eventual destruction of hard copies after manuscript submission; the entire research process spanned approximately one and a half years, and results were shared with school administrators, teachers, and the superintendent. Data analysis involved the use of percentage to describe response distributions, mean to assess teachers’ evaluation of TQC implementation, and regression analysis to determine the relationship between teachers’ involvement in TQC and their teaching performance. Throughout the study, ethical considerations were strictly observed, including voluntary participation, informed consent, absence of coercion, protection of participants, and responsible handling of all research data.

## RESULTS AND DISCUSSION

### Assessment of the Use of TQC among Teachers in Sampaloc Site II Elementary School and Col. E. De Leon Elementary School

The table below shows the assessment of the use of teacher quality circle among teachers in Sampaloc Site II Elementary School and Col. E. De Leon Elementary School.

**Table 3**  
*Assessment of the Use of Quality Circle Among Teachers*

| Description  | Mean | Interpretation |
|--|------|----------------|
| 1. I come prepared for the TQC session.  | 3.91 | MT             |
| 2. I have an opportunity to share and discuss my insights and ideas.   | 3.87 | MT             |
| 3. I listen to and consider others’ insights and ideas.  | 3.85 | MT             |
| 4. I am engaged and enthusiastic for the learning tasks during the session (including providing feedback on each other). | 3.92 | MT             |
| 5. I am eager to give suggestions to other colleagues.   | 3.88 | MT             |
| 6. I learn a lot from colleagues during the session.   | 3.88 | MT             |
| 7. The TQC session deepened my understanding on the topic discussed.   | 3.96 | MT             |
| 8. My perspectives on the topic/s covered have changed as a result of the TQC session.                                   | 3.91 | MT             |

|   |      |    |
|---|------|----|
| 9. I participate actively in the TQC session by sharing my insights, asking questions, and giving feedback on what my colleagues have shared.         | 3.94 | MT |
| 10. I interact with different types of people during the TQC session.   | 3.94 | MT |
| 11. I feel motivated to apply what I have learned in the session with my students.  | 3.93 | MT |
| 12. I intend to bring what I have learned from the TQC in my classroom.   | 3.94 | MT |
| 13. I believe that TQC helps teachers to be more productive in teaching.  | 3.92 | MT |
| 14. My quality of teaching has improved because of my participation in TQC.   | 3.95 | MT |
| 15. Throughout the institution, TQC encourages collaboration and eliminates obstacles that stand in the way of teamwork and the achievement of goals. | 3.93 | MT |
| Grand Mean  | 3.91 | MT |

Legend: Most of the time (MT) 3.26-4.00; Some of the time (ST) 2.51-3.25; Seldom (S) 1.76-2.50; Never (N) 1.00-1.75

The grand mean is 3.91, interpreted as most of the time. All the statements also have an interpretation most of the time. The teachers have been very consistent in their assessment that the teacher quality circle (TQC) sessions prove to be very relevant in their role as teachers. This also means that the teacher quality circle has been effective in its intentions of promoting teamwork and camaraderie among teachers. In return, the teachers are active in the TQC sessions.

According to Yamuna (2019), the Quality Circle program improves group involvement and workplace engagement, reflecting employee attitudes and behaviors. This crucial emotional condition of employees contributes to great internal work motivation, quality work performance, job satisfaction, and low absenteeism and turnover. Employees have more ideas, goals, and opinions for increasing human capabilities and best relationship with staff to accomplish institutional efficacy. With the goal of creating a lively environment for interactions, intellectual discussion, continued learning, academic knowledge improvements, and a paradigm shift in attitude, Quality circles were formed to address employee participation, team spirit, and working environment to improve institutional performance.

The highest mean is in statement 7 with a mean of 3.96. *The TQC sessions deepened the teachers' understanding on the topic discussed.* Teachers' comprehension on the concepts being discussed in TQC is enhanced since these sessions serve as platforms for clarifying these concepts while gaining new insights on the different subject matters. TQC helps in building a stronger professional knowledge base among the teachers.

The second-highest mean is in statement 14 with a mean of 3.95. *The quality of teaching of the teachers has improved because of their participation in TQC.* This means that the teachers have used what they learned to practice or in their actual teaching. They see that TQC has helped them become more effective as teachers.

The third highest mean is in statements 9, 10 and 12 with 3.94. *The teachers participate actively in the TQC sessions by sharing their insights, asking questions and giving feedback on what their colleagues have shared. They interact with different types of people during the TQC session. They intend to bring what they have learned from TQC in the classroom.* These reveal the active participation of the teachers. They collaborate and take advantage of the opportunity to exchange ideas with co-teachers. They put into practice what they have learned in the classroom. This ensures that TQC learnings are manifested in student outcomes.

While all of the statements are interpreted as most of the time, there are statements that are considered as the lowest among the 15 statements. Statements 5 and 6 have a mean of 3.88. The teachers are eager to give suggestions to other colleagues. *They learn a lot from colleagues during the session.* The teachers cooperate and support TQC sessions; however, there may still be hindrances to freely exchange ideas among co-teachers. Statement 2 has a mean of 3.87. *Teachers have an opportunity to share and discuss insights and ideas.* The teachers are given the opportunity to share and learn from each other through TQC. However, there may be limitations in terms of time, or probably the size of group which may hinder maximum participation among the teachers. Statement 3 has a mean of 3.85. *The teachers listen to and consider others' insights and ideas.* This means that teachers listen but there may still be a need for the teachers to be more open to different perspectives and viewpoints. There is therefore a need to expose the teachers to active listening activities.

To sum up, the results reveal that the teacher quality circle is a good strategy for the professional development of teachers, but with opportunities to further improve the program to further maximize peer collaboration.

### Teaching Performance of Teachers for SY 2024-2025

The table shows the teaching performance of teachers of Sampaloc Site II Elementary School and Col. E. De Leon Elementary School for SY 2024-2025.

**Table 4**

*Teaching Performance of Teachers for SY 2024-2025*

| Description                     | Frequency | Percent (%) |
|---------------------------------|-----------|-------------|
| Very satisfactory (3.500-4.499) | 147       | 98.00       |
| Outstanding (4.500-5.00)        | 3         | 2.00        |
| Total                           | 150       | 100.00      |

Majority of the performance of teachers for both schools, namely Sampaloc Site Elementary School and Col. E. De Leon Elementary School, for SY 2024-2025, is very satisfactory with 98% and outstanding with 2%. This means that 98% of the teachers are performing very well; however, there is still a need to raise the performance of the teachers to the highest level, which is outstanding. Only 2% of the teachers got outstanding, so there is a need for the schools to provide their teachers with more professional development programs. Teachers who got outstanding should share their best practices with the teachers who only got very satisfactory. They can inspire the teachers to strive to become outstanding teachers like them.

### Significant Impact of the TQC to Teaching Performance

This table presents the significant impact of the teacher quality circle to teaching performance for SY 2024-2025.

**Table 5***Significant Impact of Teacher Quality Circle to Teaching Performance for SY 2024-2025*

| Model |            | Unstandardized Coefficients | Standardized Coefficients | Sig.  | Decision H0 | Interpretation  |
|-------|------------|-----------------------------|---------------------------|-------|-------------|-----------------|
|       |            | B                           | Beta                      |       |             |                 |
| 1     | (Constant) | 2.892                       |                           | 0.000 |             |                 |
|       | Grand Mean | 0.033                       | 0.037                     | 0.653 | Accept H0   | Not significant |

Dependent variable: teaching performance

The unstandardized coefficient ( $B = 0.033$ ,  $p = 0.653 > 0.05$  significance level). This means that the impact of teaching performance is not significant. For every 1 unit increase in teacher quality circle, teaching performance only increases by 0.033 units, which is not statistically significant.

This means that the teachers' participation in quality circles is not enough to improve teacher performance, specifically from very satisfactory to outstanding. This aligns with the idea of Hattie (2023) that professional growth of teachers does not visibly improve their teaching effectiveness contradictory to study by Kurteshi and Rustemi (2025) that emphasized the impact on teachers' performance with ongoing PD. The role of teacher quality circles is more supportive but does not directly improve teacher performance. There are other factors like their teaching experience, the workload that they currently have, the training that they received, among others, which have contributed to their performance.

### **Proposed Program Enhancement**

In view of the aforesaid concerns, an Action Plan was made. An examination of the results of the assessments/survey indicates that the different aspects are, in general. Therefore, said matters are to be addressed through the following Action Plan. To facilitate consideration of the Plan, matters toward crafting the same are reflected using the following classifications: objectives, activities, budget, schedule, and success indicator.

**Table 6**  
*Proposed Teacher Quality Circle Enhancement Program*

| Areas of Concern   | Specific Competencies  | Objectives (Performance Indicator)  | Target Time Frame                    | Resources   | Delivery Mode/ Strategies   | Number of Participants   | Budget  | Success Indicator  |
|--|--|---|--------------------------------------|---|---|--|---|--|
| Reciprocal Learning and Knowledge Transfer (Listening and Considering to Learning a Lot) | Ability to synthesize diverse peer feedback into a concrete, classroom-applicable plan | Participants submit a Learning Synthesis Report that reflects peer insights into specific instructional modifications | One full year (8 bi-weekly sessions) | Facilitation coaches trained on synthesizing feedback         | 10-minute segment wherein the presenter commits to peer-suggested actions | 5-7 teachers/ group/ department (optimized for deep interaction and synthesis) | P15,000.00 for developing and printing Learning Synthesis Report templates and facilitator guides | 85-95% of participants agree/ strongly agree that they “learn a lot from colleagues” on the end-of-program survey. |
| <i>(1. I listen to and consider other’s insights and ideas.</i>                          |  |   |                                      | Material: Learning Synthesis Report template (digital/ print) |   |  |   |  |
| <i>2. I learn a lot from colleagues during the session.)</i>                             |  |   |                                      |   |   |  |   |  |

Table 6

## Proposed Teacher Quality Circle Enhancement Program

| Areas of Concern  | Specific Competencies  | Objectives (Performance Indicator)  | Target Time Frame                    | Resources  | Delivery Mode/ Strategies  | Number of Participants   | Budget  | Success Indicator  |
|---|--|---|--------------------------------------|--|--|--|---|--|
| Active Participation and Contribution (Proactive Input)               | Ability to deliver specific, non-judgmental, and actionable feedback/ suggestions to colleagues    | Participants submit Formal Feedback Protocol (e.g., I suggest/like) when giving suggestions     | One full year (8 bi-weekly sessions) | Peer coaching specialist<br>Material: Formal Feedback Protocol guides/cards (physical tools)                   | Peer Coaching Workshop: Initial training on the "Formal Feedback Protocol" and practice drills for giving constructive criticism | 5-7 teachers/ group/ department (optimized to ensure every member has to give suggestions)           | P25,000 for Peer Coaching Workshop materials and expenses and expert trainer fee                  | 85-95% of suggestions recorded as "highly actionable" by the facilitators                                    |
| (1. I have an opportunity to share and discuss my insights and ideas. |  |   |                                      |  |  |  |   |  |
| 2. I am eager to give suggestions to other colleagues.)               |  |   |                                      |  |  |  |   |  |
| Professional Openness and Respect (Trust and Mutual Respect)          | Ability to use verbal/non-verbal cues to show consideration for others' insights before responding | Utilization of Structured Protocol that enforces equitable speaking time and idea consideration | One full year (8 bi-weekly sessions) | Trained Facilitations to manage discussion flow<br>Material: Structured Protocol Guides, timers, digital tools | For Protocol Immersion: Direct the use of structured dialogue protocols (e.g., rounds of sharing, "listening-only" sessions in   | 5-7 teachers/ group/ department (ensures manageable group size for respectful, equitable discussion) | P15,000 for cost for printing and distributing Structured Protocol Guidelines and "norms" posters | 85-95% of participants agree/ strongly agree that they "listen to and consider other's insights" on the end- |
| (1. I listen to and consider other's insights and ideas.              |  |   |                                      |  |  |  |   |  |

**Table 6**

*Proposed Teacher Quality Circle Enhancement Program*

| Areas of Concern   | Specific Competencies   | Objectives (Performance Indicator)  | Target Time Frame                    | Resources  | Delivery Mode/ Strategies  | Number of Participants   | Budget   | Success Indicator  |
|--|---|---|--------------------------------------|--|--|--|--|--|
| 2. <i>I am eager to give suggestions to other colleagues.)</i> | Ability to identify, select and integrate concepts/resources before the session | Participants submit a Pre-Session Commitment Form (PCF) detailing their presentation and intended contribution/question | One full year (8 bi-weekly sessions) | for managing time<br>Department Heads to monitor and validate PCFs.<br>Material: Digital TQC Repository of pre-readings, articles, and presentation materials;<br>Pre-Session Commitment Form (PCF) template | every meeting<br>PCF<br>Submission: Participants cannot attend the session until the PCF (detailing pre-reading completion and discussion points) is submitted | 5-7 teachers/department (ensures manageable group size; all faculty members) | P10,000 for cost for digital repository maintenance and basic administrative tracking of PCF submissions | of-program survey<br>85-95% compliance rate for Pre-Session Commitment Form (PCF) submission across the year<br>50-75% increase in discussions that reference pre-session materials showing preparedness translating to engagement |

**Table 6**

*Proposed Teacher Quality Circle Enhancement Program*

| Areas of Concern   | Specific Competencies   | Objectives (Performance Indicator)                         | Target Time Frame | Resources   | Delivery Mode/Strategies  | Number of Participants                      | Budget  | Success Indicator   |
|--|---|--|-------------------|---|---|---|---|---|
| <i>(My perspectives on the topic/s covered have changed as a result of the TQC session.)</i> | daily practice in the classroom (in school), resulting in a shift | teaching strategy, or assessment tool based on discussions |                   | Material:<br>Lesson/Strategy Modification Log (L.ML); structured Reflection Prompts focusing on pedagogical shift | participant must submit an L.ML (Lesson Modification Log) within two weeks of a session, comparing the "before" (old perspective/practice) and the "after" (new perspective/practice) | manageable group size; all faculty members) | simple incentive for the most "impactful perspective shift" submissions | My perspective on the topic/s covered have changed as a result of the TQC session on the final evaluation. Audited Lesson/Strategy Modification Logs confirm a tangible link between TQC discussion topics and subsequent changes in classroom practice |

## CONCLUSION

Based on the results, the following conclusions are drawn from the study:

1. The teachers affirm that the Teacher Quality Circle is an effective tool to support their teaching performance. As a professional development program, TQC should be improved to promote involvement, enhance active listening, and make teachers feel more at ease when interacting and exchanging ideas with their peers.
2. The performance of the teachers is commendable with majority having a very satisfactory rating. However, there is still room to raise the performance of the teachers from very satisfactory to outstanding if the schools can support their professional development.
3. The teacher quality circle (TQC) does not have a significant impact on teaching performance. There are other factors that might have influenced the performance of the teachers like their teaching experience, the workload that they currently have, the trainings that they received, among others, which have contributed in their performance.
4. The program enhancement can further assist teachers in enhancing their performance in the classroom.

## RECOMMENDATIONS

Based from the conclusions of the study, the following recommendations are proposed:

1. It is recommended that the schools maintain and strengthen further teacher quality circle (TQC) since this is already effective. However, the schools must further enhance the facilitation techniques to boost active listening and collaboration to ensure that TQC can be sustained in the future.
2. The schools must maintain the above average performance of the teachers which was already achieved by continuing to motivate and inspire teachers with very satisfactory performance to the highest level.
3. Future researchers can study how TQC can develop a collaborative culture in schools.
4. The proposed program enhancement of TQC is recommended.

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