VMC ANALYTIKS

Towards the Development of a Standardized Quality Management Framework for Rogationist Schools in the Philippines: A Mixed Methods Study

OPEN ACCESS

Jed T. Belardo, ORCID No. 0009-0009-1598-9118

Doctor of Philosophy in Education, St. Paul University Manila, Pedro Gil Street, Malate, Manila, Philippines

Abstract

This study employed a mixed methods research design and multiple case study approach to develop a standardized quality management framework for Rogationist schools in the Philippines. With a focus on exploring complex real-life situations, the multiple case study method allows for an in-depth analysis of diverse educational institutions within the cultural and administrative context of the country. The mixed methods nature of the study integrates quantitative and qualitative data collection techniques effectively into the multiple case study approach. Through document analysis, interviews, surveys, and the Delphi method, data is gathered from various stakeholders including top management, school heads, teachers, non-academic staff, and top administrators. The findings revealed both facilitating and restraining factors influencing quality management practices in Rogationist schools. While the schools demonstrate a commitment to excellence and holistic development, challenges such as financial constraints, infrastructure deficiencies, and assessment limitations are identified. Recommendations are provided to address these gaps, including establishing clear guidelines for quality assurance practices, enhancing institutional support, and improving staff training programs. Overall, this study contributes to the development of a comprehensive and contextually relevant quality management framework tailored to Rogationist schools in the Philippines, promoting continuous improvement and excellence in education.

Keywords: Standardized Quality Management, Facilitating Factor, Restraining Factor, Improvement, Quality Education

INTRODUCTION

In today's complex and rapidly changing world, institutions across various sectors, including education, healthcare, manufacturing, and finance, face significant challenges in ensuring consistent performance and maintaining high-quality standards. To address these challenges, a standardized Quality Management Framework (QMF) is essential. According to ISO 9001, an essential tool for organizations looking to attain and sustain excellence in their operations is a standardized quality management framework. It promotes regulatory compliance, encourages continuous improvement, minimizes risks, and increases customer satisfaction. Institutions that implemented a Quality Management Framework built a solid foundation for ongoing success and maintained their position as market leaders.

On the other hand, the Rogationist Schools in the Philippines is a reputable institution that combines academic excellence with a strong commitment to serving others, making it a great choice for students who are looking for a holistic education that emphasizes both knowledge and social responsibility. It was founded by the religious congregation known as the Rogationists of the Heart of Jesus in 1998. Rogationist has five campuses across the Philippines: (1) Rogationist College-Cavite, located in Lalaan II, Silang, Cavite, which offers Basic Education, including Junior High School, Senior High School, College Department, and Technical Education Department; (2) Rogationist College-Parañaque, located at Don Bosco Street, Better Living Subdivision, Paranaque City, offering Basic Education Programs such as Preschool, Elementary, Junior High School, and Senior High School; (3) St. Hannibal Multilevel

School Foundation, Inc., also located in Paranaque City, which offers free Elementary Education to students unable to attend school; (4) Rogationist Academy–Davao, located in Toril, Davao City, offering Junior High School and Senior High School programs; and (5) Rogationist Seminary–Cebu, located in Talisay City, Cebu, offering a comprehensive program of priestly formation for young men aspiring to become Rogationist priests.

The push for a standardized quality management framework in schools arises from several compelling factors. First and foremost, ensuring a consistent and high-quality education is paramount for students' success and their future contributions to society. By implementing a standardized framework, schools can establish uniform benchmarks and performance metrics, allowing them to identify areas for improvement and track progress over time. Moreover, a standardized approach fosters accountability and transparency, enabling parents, educators, and policymakers to assess the effectiveness of educational practices objectively. In an increasingly interconnected and competitive world, standardization helps align educational outcomes with global standards, ensuring students are prepared to thrive in a diverse and dynamic workforce. Furthermore, the adoption of a common quality management framework facilitates knowledge sharing and best practices among institutions, promoting collaboration and collective improvement. The motivation to implement a standardized quality management framework in schools stemmed from the desire to provide equitable and effective education while meeting the demands of a rapidly evolving global landscape. Moreover, Rogationist schools were actively advocating for the implementation of a standardized Quality Management Framework as part of a broader effort to enhance educational excellence and accountability. This push aligned with a strategic thrust toward continuous improvement and quality assurance within the educational landscape. The motivation behind this recommendation was rooted in the desire to ensure consistent and high-quality educational experiences for

students, streamline administrative processes, and provide a benchmark for assessing and comparing academic institutions.

At present, the state of the Quality Management Framework in Rogationist Schools can vary significantly. While some institutions had already embraced comprehensive quality assurance systems, others may have had more rudimentary or fragmented approaches in place. These may have included internal audits, periodic evaluations, and ad-hoc assessments. The implementation of a standardized framework would consolidate and formalize these efforts, enabling schools to systematically monitor and improve various aspects of their operations, curriculum, faculty performance, student outcomes, and overall institutional effectiveness. By aligning with such a framework, schools aimed to foster a culture of continuous improvement, respond effectively to changing educational landscapes, and ultimately raise the overall standard of education provided to their students.

Meanwhile, due to different management approaches, the Rogationist Schools in the Philippines had different quality management practices, and this was the reason why the researcher was interested in conducting this study. As the new principal of one of the campuses of Rogationist Schools in the Philippines, the researcher aimed to establish standard quality management practices. The study was significant because it provided an in-depth understanding of the profile of Rogationist schools in the Philippines and their quality management practices. It identified areas for improvement in terms of their level of performance and factors that affected their quality assurance practices. The standard quality management framework that was developed based on the study's results is useful for Rogationist schools in the Philippines to enhance their quality management practices and ensure the delivery of quality education to their students.

Thus, conducting research on the quality management framework was highly aligned with a degree in leadership and administration

for several compelling reasons. First and foremost, effective leadership and administration involve overseeing and optimizing processes within an organization to achieve its objectives efficiently. A comprehensive understanding of quality management frameworks equips leaders with the necessary tools and insights to enhance productivity, identify areas for improvement, and implement best practices, ultimately leading to higher performance and organizational success.

Moreover, a degree in leadership and administration emphasized the importance of fostering a culture of continuous improvement and innovation within an organization. By delving into research on quality management frameworks, aspiring leaders gained valuable knowledge about quality control, assurance, and improvement methodologies that could be applied to drive organizational excellence and adapt to changing environments effectively.

Furthermore, conducting research on quality management was aligned with the degree's focus on strategic decision-making. Leaders must make informed choices about resource allocation, process optimization, and risk mitigation, and a strong grasp of quality management principles enables them to base these decisions on empirical evidence and data-driven insights.

Leadership and administration are closely tied to managing diverse teams and stakeholders. Understanding quality management frameworks provides leaders with the ability to communicate expectations clearly, set performance standards, and measure outcomes objectively, fostering a culture of accountability and teamwork.

Lastly, research in this domain contributed to a leader's ability to respond to challenges proactively. By staying informed about the latest developments and best practices in quality management, leaders could anticipate potential issues, address them promptly, and promote a culture of adaptability and resilience throughout the organization.

Despite operating for several decades and offering quality education to students, well-established institutions in the Philippines must continually evaluate their profile, existing quality management practices, level of performance, and factors affecting their quality assurance practices to ensure sustained excellence and relevance (Maniago, 2021). While Rogationist Schools had a proven track record, the educational landscape is dynamic, with evolving demands from students, industries, and society. Regular evaluation allows them to adapt to changing needs and technologies, maintain their competitive edge, and meet global standards. By assessing their profile and performance, Rogationist Schools can identify areas for improvement and invest in resources, infrastructure, and faculty development to stay at the forefront of education.

Furthermore, evaluating quality assurance practices helps to address emerging challenges, enhance governance, and maintain accountability, which are crucial for preserving their reputation as reputable sources of education. Such evaluations are typically conducted through rigorous internal and external assessments, benchmarked against international best practices, and informed by reputable sources to ensure comprehensive and unbiased insights.

Overall, this study was expected to contribute to the improvement of the quality of education in Rogationist schools in the Philippines, and it could also serve as a reference for other educational institutions in the country.

LITERATURES

Foundations and Frameworks of Quality Management. Quality management frameworks have evolved alongside supply chain management, with both sharing similar developmental trends (Vanichchinchai, 2019). These frameworks can be categorized based on generality and scope into four types: Qualifier, Improver, Extender, and Winner (Vanichchinchai, 2019). The concept of quality has expanded beyond customer-centric notions to include broader stakeholder perspectives,

addressing sustainability and digitalization concerns (Martin et al., 2020). A proposed integrated framework centers on "quality-in-use," incorporating form and scope dimensions to present four quality perspectives: customer value, agreed delivery, ecosystems integration, and society values (Martin et al., 2020). In the context of Industry 4.0, Quality 4.0 is emerging as a new paradigm, focusing on digital transformation (Kumar et al., 2021). A conceptual framework for Quality 4.0 has been developed, addressing people, process, and technology dimensions, and identifying motivators, building blocks, and challenges for implementation in the digital era (Kumar et al., 2021).

Application of Quality Management in Schools. Total Quality Management (TQM) has been increasingly applied in schools to improve educational quality. While more established in higher education, TQM is gaining traction in primary and secondary schools (Kaiseroglou & Sfakianaki, 2020). Implementation of TQM principles has shown positive outcomes, including improved learning, empowered staff, and a culture of continuous improvement (Kaiseroglou & Sfakianaki, 2020; Khasanah et al., 2023). Key aspects of TQM in schools include the rule of 4C's, quality standards, and indicators (Khoury, 2020). Successful application involves continuous improvement, setting quality standards, organizational change, and customer focus (Azizah & Witri, 2021). The Juran Trilogy, encompassing planning, control, and improvement, has been used as a framework for quality management in schools (Khasanah et al., 2023). Despite challenges related to mentality and culture (Kaiseroglou & Sfakianaki, 2020), preliminary results are encouraging, suggesting TQM can enhance the quality of educational services when properly implemented.

Total Quality Management in the Education Sector. Total Quality Management (TQM) has gained significant attention in the education sector, particularly in higher education institutions (Nasim et al., 2019). While TQM practices are well-established in higher education, their application in primary and secondary schools is less common (Kaiseroglou & E. Sfakianaki, 2020). Research has shown that implementing TQM in schools can improve learning outcomes, empower personnel, and promote a culture of continuous improvement (Kaiseroglou & E. Sfakianaki, 2020). Critical success factors for TQM implementation in primary and secondary education have been identified, including leadership, strategic planning, and stakeholder involvement (Sfakianaki et al., 2020). However, challenges exist in applying TQM to education, such as skepticism about its compatibility with educational goals and difficulties in implementation (Kumar et al., 2021). Future research should address limitations in current studies, adopt a more holistic perspective, and focus on developing comprehensive TQM approaches for the education sector (Nasim et al., 2019).

Certification, Accreditation, and Factors Influencing Quality Assurance. Quality assurance (QA) in higher education, particularly in open and distance learning (ODL), is a critical focus for institutions worldwide. In the Philippines, best practices in QA implementation include strong leadership, financial management, and customer focus (Miranda & Reyes-Chua, 2021). Accreditation serves as a key strategy for achieving quality, with studies revealing various focus areas such as system-based approaches and the impact of accreditation on QA (Kumar et al., 2024). In Mexico, engineering schools have successfully implemented QA systems based on ISO 9001:2015 standards and specific accreditation criteria (Machuca et al., 2021). A study of three Asian open universities in the Philippines, Indonesia, and Pakistan highlighted the importance of continuous improvement, stakeholder focus, and the challenges of transitioning to online digital systems in QA implementation (Zuhairi et al., 2020). These findings contribute to the ongoing development of QA practices in higher education institutions.

METHODOLOGY

Research Design. This study used a mixed methods research design, combining both

qualitative and quantitative approaches in a single study. As Creswell and Plano Clark (2018) explained, mixed methods research is useful when both types of data are needed to answer complex research questions. This design helped the researcher better understand the quality management practices in Rogationist schools and supported the development of a standardized framework. The multiple case study approach was also used, which allowed for a detailed examination of five different Rogationist schools. This approach helped the researcher explore the similarities and differences in how each school applies quality management, making the findings more applicable across different school settings.

Population, Samples, Sampling Technique. The population for this study included individuals directly involved in the internal and external quality assurance practices of Rogationist schools in the Philippines. These individuals included top administrators, school heads, academic and non-academic personnel, all of whom have served in their respective roles for at least four years. The population also included official school documents related to quality assurance and quality management practices.

A total of 20 participants from five different Rogationist schools participated in the study. Each school contributed four participants, including representatives from both academic and administrative departments. The participants were chosen based on their knowledge and involvement in the quality assurance processes of their respective schools. The five participating schools were: Rogationist College–Silang, Rogationist College–Parañaque, St. Hannibal Multi-level Foundation, Inc., Rogationist Academy–Davao, and Rogationist Seminary–Cebu.

The study used purposive sampling, a method where the researcher selects participants who are knowledgeable and experienced in the topic of the study. This method was applied across all categories, including top management, school heads, teachers, non-academic staff, and top administrators. For document collection, purposive sampling was also used to gather only those materials relevant to quality

assurance and management practices. These included manuals, reports, policy documents, and certification results.

Research Instruments. Several instruments were used in this study. First, a survey questionnaire was used to collect quantitative data from participants on the status of quality management in their schools. The survey used a Likert scale with scores from 1 to 4 to rate various quality indicators such as teacher qualifications, student achievement, and facility conditions. For qualitative data, the researcher used interviews, including written interviews for those who could not participate in face-to-face sessions. The researcher also used a document matrix, which helped analyze institutional documents based on predefined indicators. Lastly, a scoring rubric was used to evaluate external quality measures using quantifiable data.

Data Gathering Procedure. The data gathering process followed a clear and structured flow. The researcher started by identifying and collecting relevant documents, including administrative manuals, development plans, and assessment results from each school. These documents were reviewed using a matrix to identify the presence and quality of indicators related to internal and external quality assurance. For surveys and interviews, the researcher contacted selected participants and sent out survey forms and interview guides. Written interviews were conducted for those unavailable for in-person sessions. Before the main data collection, the instruments were pilot tested to check clarity and reliability. Based on the pilot test, adjustments were made. Reliability was confirmed using Cronbach's alpha, ensuring that the tools consistently measured what they were supposed to.

Data Analysis. The study used multiple data analysis techniques to interpret both qualitative and quantitative data:

Descriptive Statistics. For survey data, descriptive statistics such as mean, frequency, and percentage were computed. These helped summarize responses from participants and

determine the overall status of quality management indicators across the schools.

Thematic Analysis. For qualitative data from interviews and documents, the researcher used thematic analysis. This involved reading and re-reading responses, identifying recurring themes or ideas, and organizing them into categories. Themes included leadership involvement, staff training, document availability, and challenges in implementing quality practices. This method provided in-depth insights into how quality management was perceived and implemented.

Document Analysis. Documents collected were reviewed using a document matrix. This matrix helped identify which documents were available per school and whether they addressed key indicators of quality assurance. The presence, relevance, and completeness of each document were analyzed to determine how well each school formalized its quality practices.

Triangulation. To strengthen the validity of the findings, the study used triangulation. This meant comparing and cross-checking data from different sources–surveys, interviews, and documents–to confirm consistent patterns and eliminate bias. For example, what a teacher reported in an interview was compared with the results from the school's documents and survey data.

Delphi Analysis (Expert Consensus). For the Delphi method, responses from a panel of experts were analyzed across multiple rounds. Each round refined the previous answers until a consensus was reached. This was particularly useful in validating the proposed quality management framework based on expert opinion.

RESULTS AND DISCUSSION

The analysis of the vision and mission statements of the five Rogationist schools (Table 1) reveals both diversity and consistency in their institutional goals. While each school possesses unique expressions of purpose–ranging from cultural competence and holistic education to evangelization and community building–all share a firm commitment to the spiritual and educational values rooted in the teachings of St. Hannibal Mary di Francia. Core values such as love of God and neighbor, patriotism, integrity, and excellence are prominently emphasized across institutions. Schools A and B, for example, highlight the integration of faith and academic excellence, while School C focuses on holistic, Christ-centered education. School D fosters a dynamic and prayer-centered community, and School E places strong emphasis on evangelization and stewardship as essential components of their educational mission.

Table 1

Summary of Vision and Mission Status of Rogationist Schools

School	Main Focus of Vision	Main Focus of Mission	Core Values	Alignment with Rogationist Principles	Status of Publication
School A	Culturally competent, socially responsible individuals inspired by the ideals of St. Hannibal Mary di Francia	Strong foundation in love of God and neighbor, patriotism, integrity, and excellence; balanced, technically oriented curriculum; high-quality education	Love of God and neighbor, patriotism, integrity, excellence	Principles of St. Hannibal and Rogationist culture; profound commitment to service, compassion, promotion of vocations	Walls, manuals, and handbook
School B	Prioritizes the individual development of each learner, ensuring that every child's unique potential is recognized and nurtured	Center of prayer and encounter with Jesus Christ	Love for God and neighbor, patriotism, integrity	Principles of St. Hannibal and Rogationist culture; profound commitment to service, compassion, promotion of vocations	Walls, manuals, and handbook
School C	Holistic educational experience rooted in the principles of Christ-centered Catholicism	Nurture and educate children comprehensively, equipping them with academic knowledge, essential skills, values, and attitudes	Shared with School B	Principles of St. Hannibal and Rogationist culture	Walls
School D	Fostering a dynamic community where prayer, learning, and growth intersect harmoniously	Establish a nurturing environment aimed at fostering a robust and vibrant Christian community deeply imbued with the spirit of Rogate	Respect, discipline, compassion, prayer, integrity, excellence	Principles of St. Hannibal and Rogationist culture	Walls
School E	Dedicated to prayer, catalysts of the New Evangelization, custodians of God's grace, serving the marginalized	Profound teachings of the Word of God and the transformative power of the Eucharist, inspired by Mary's FIAT	Men of prayer, agents of the New Evangelization, stewards of God's grace	Principles of St. Hannibal and Rogationist culture	Walls

A notable observation is the practice of visibly displaying the vision and mission statements in classrooms, offices, and printed materials like student handbooks and manuals. This reinforces the institutional values in daily operations and school culture. The consistency of anchoring all institutional philosophies in the Rogationist tradition shows a shared framework for service, compassion, and the promotion of vocations. However, despite the

shared values, each school customizes its vision and mission to reflect its particular identity, development stage, and contextual needs. Older institutions such as Schools A, D, and E may exhibit more developed expressions of their philosophies, while Schools B and C, established in 2008, reflect a relatively contemporary articulation of their goals.

Supporting literature affirms the importance of regularly reviewing and updating vision-mission statements to ensure alignment with institutional growth and quality assurance practices. Juran (2021) emphasized the role of strategic planning and continuous improvement as vital to organizational quality, while the International Organization for Standardization (ISO, n.d.) stresses that clearly defined visions and missions guide the development of sustainable quality management systems. School A's 2013 update of its statement, despite being the oldest among the group, exemplifies this commitment to relevance and strategic alignment. Overall, the document analysis underscores how Rogationist schools integrate spiritual values with educational excellence, creating learning environments that are both mission-driven and student-centered.

The Rogationist schools under review implement various External Quality Assurance (EQA) mechanisms aligned with their mission and vision statements to ensure continuous improvement in educational practices (Table 2). Schools A, B, and D undergo recertification from the Private Education Assistance Committee (PEAC), which mandates quality enhancement across domains such as curriculum, instruction, leadership, faculty development, and governance. These schools follow a three-year cycle of compliance and reporting. Meanwhile, School C adheres to minimum standards set by the Department of Education (DepEd), suggesting a foundational level of compliance with room for the adoption of more advanced external assurance practices. School E, being a seminary, is certified by the Commission on Higher Education (CHED), with a shorter two-year compliance cycle, reflecting distinct requirements for higher education institutions.

Table 2

External Quality Assurance (EQA) Practices, Frequency, and Key Focus Areas for Rogationist Schools

School-Respondent	EQA Practices	Frequency	Key Focus Areas	Structure
School A	PEAC Recertification,	After 3 years	Curriculum, Assessment, and Instruction, Instructional Leadership, Faculty, Administration and Governance	Able to have EQA Practices particularly recertification Able to focus on assessing educational needs, designing programs and continuous improvements Able to attain quality outcomes and standards align with the institution vision-mission statements
School B	PEAC Recertification,	After 3years	Curriculum, Assessment, and Instruction, Instructional Leadership, Faculty, Administration and Governance	Able to have EQA Practices particularly recertification Able to focus on assessing educational needs, designing programs and continuous improvements Able to attain quality outcomes and standards align with the institution vision-mission statements Able to comply with the DepEd requirements
School C	Compliance with DepEd,	Every year	Curriculum, Assessment, and Instruction, Instructional Leadership, Faculty, Administration and Governance	Able to focus on assessing educational needs, designing programs and continuous improvements Able to attain quality outcomes and standards align with the institution vision-mission statements
School D	PEAC Recertification, Compliance	After 3 years	Curriculum, Assessment, and Instruction, Instructional Leadership, Faculty, Administration and Governance	Able to have EQA Practices particularly recertification Able to focus on assessing educational needs, designing programs and continuous improvements Able to attain quality outcomes and standards align with the institution vision-mission statements
School E	CHED Recertification, Compliance	After 2 years	Curriculum, Assessment, and Instruction, Instructional Leadership, Faculty, Administration and Governance	Able to have EQA Practices particularly CHED recertification Able to focus on assessing educational needs, designing programs and continuous improvements Able to attain quality outcomes and standards align with the institution vision-mission statements

All five schools demonstrate a commitment to quality assurance by engaging with government-recognized accrediting bodies. These processes are structured to ensure accountability and alignment with institutional goals. PEAC certification, DepEd compliance, and CHED recognition serve as external validations of educational quality. These certifications guide the institutions in meeting regulatory benchmarks and encourage a culture of evidence-based decision-making. Such external reviews complement the schools' internal mechanisms for quality control and enable them to align their operational strategies with both national education standards and Rogationist values.

The Internal Quality Assurance (IQA) systems in the Rogationist schools are built upon comprehensive policy frameworks, institutional manuals, improvement plans, and professional development programs (Table 3). School A demonstrates a well-structured IQA system, with clearly defined plans, operational goals, and budgeted improvement actions guided by SMART objectives. Schools B and E show evidence of similar practices, with School B

maintaining faculty development programs and feedback mechanisms, and School E ensuring regular reviews of institutional policies and procedures. However, documentation gaps–such as the absence of meeting minutes in Schools A and B–suggest that despite structural completeness, implementation fidelity and transparency may be improved. School C, while affiliated with School B, lacks its own institutional IQA identity and relies heavily on borrowed documents, which limits its autonomy in quality assurance. School D, on the other hand, has restricted access to documentation due to institutional confidentiality protocols but asserts that its policies align with Rogationist values.

Table 3
Internal Quality Assurance (IQA) Practices Compliance Structure for Rogationist Schools

Indicator	School A	School B	School C	School D	School E
IQA Policies and Procedures	Yes	Yes	No	No	No
IQA Framework	Yes	Yes	No	No	No
Assessment Reports	Yes	Yes	No	No	Yes
Review and Evaluation Processes	Yes	No	No	No	Yes
Professional Development	Yes	Yes	No	No	No
Feedback Mechanisms	Yes	Yes	No	No	No
Improvement Plans	Yes	Yes	Yes	Yes	Yes
Meeting Minutes	No	No	No	No	No
Compliance Records	Yes	Yes	No	No	Yes
Stakeholder Involvement	Yes	Yes	No	No	No

Across these institutions, best practices are evident and aligned with their mission of holistic education and spiritual development. School A exemplifies best practices through well-maintained manuals, comprehensive improvement plans, and professional growth opportunities for staff. Schools B and E focus on policy restructuring and consistent compliance, while School D sustains community engagement through deeply embedded values and traditions. School C, although still developing its unique IQA structure, has made progress by complying with DepEd regulations. Collectively, these schools highlight stakeholder involvement, continuous professional development, and value-based leadership as foundational strengths. These practices reflect core principles of Total Quality Management (TQM) and ISO 9001:2015 standards, especially in terms of fostering a culture of continuous improvement, participatory governance, and performance monitoring.

Despite these strengths, opportunities for enhancement remain. The adoption of advanced digital tools and analytics could further optimize documentation, data collection, and decision-making. Additionally, incorporating broader and more frequent stakeholder feedback–including students, parents, and alumni–would enrich the assessment process and improve institutional responsiveness. More rigorous external audits and performance evaluations can also strengthen transparency and accountability. When effectively implemented, these IQA mechanisms have the potential to significantly improve educational outcomes by promoting excellence in instruction, bolstering faculty development, and fostering an institutional culture of reflective practice and continuous learning. As the American Society for Quality (2020) emphasizes, the Plan-Do-Check-Act (PDCA) cycle remains a vital structure for managing internal quality, and Rogationist schools benefit from aligning their policies and practices to this model.

Table 4 presents the emerging themes elicited from the existing Quality Management Practices in Rogationist Schools. Continuous Improvement refers to the intentional and sustained efforts to elevate the quality of education through updated policies and feedback-driven reforms. An administrator from School A shared, "We reiterate our quality assurance policies on a regular basis, ensuring they are parallel to the current educational norms." Similarly, School B utilizes feedback systems as stated: "We implement feedback from both students and teachers to improve our educational programs." School D emphasized strategic planning as a foundation for improvement: "Strategic planning sessions help us set and achieve our quality goals." The commitment to continuous improvement among Rogationist Schools is seen in their institutional

review of existing IQA policies, incorporation of feedback mechanisms, and implementation of regular strategic planning. A critical recommendation here is the establishment of a dedicated Quality Management Team tasked with conducting periodic audits and aligning institutional goals with national education standards.

Table 4
Emerging Themes of Existing Quality Management Practices in Rogationist Schools

Four Emerging Themes of the Existing Quality Management Practices in Rogationist Schools

1. **Continuous Improvement**
   Practices: Policy Review, Feedback Implementation, Quality Management Team, Strategic Planning, and Regular Audits

2. **Collaborative Practices**
   Practices: Weekly Meetings, Peer Observations, Lesson Plan Collaboration, Student Collaboration, and Team Teaching

3. **Educational Development**
   Practices: Curriculum Update, Data-Driven Adjustments, Professional Development, Teacher Evaluations, and Innovative Methods

4. **Supportive Environment**
   Practices: Maintenance Checks, Safety and Cleanliness, Event Organization, Resource Management, and Tools and Materials Support

Collaboration fosters teamwork and shared responsibility among educators. This is evident in School A, where a teacher noted, "We have weekly meetings to discuss how the students are doing." Peer observation was highlighted in School B: "When we observe each other, we learn a lot [about how to] teach better." School E further supports collaboration through team teaching: "We practice Team Teaching to tap varied expertise into the classroom."These collaborative practices improve instructional delivery, promote co-creation of lesson plans, and enhance peer-to-peer mentoring. Encouraging students to work on group projects and enabling interdisciplinary team teaching are key strategies that support this theme. Collaboration aligns with the TQM principle of involving all stakeholders in continuous quality improvement.

Educational Development encompasses the advancement of curriculum, teaching methods, teacher competence, and learner performance. Teachers from School A emphasized annual curriculum revisions: "Our curriculum is updated annually to incorporate new teaching strategies." Likewise, School C underlined the role of training: "Professional Development workshops are held monthly to keep us updated with the latest educational trends." These findings underscore the significance of curriculum enhancement, the analysis of student assessment data, and regular teacher evaluation. Facilitating opportunities for faculty to pursue graduate studies and attend seminars ensures that educators remain abreast of pedagogical innovations. This theme highlights the role of instructional leadership in facilitating transformative change within schools.

A Supportive Environment pertains to the physical, emotional, and logistical support that underpins teaching and learning. In School A, a non-academic staff member stated, "We carry out security checks at regular intervals to ensure that all the facilities are in good condition." Staff from School B emphasized safety: "The cleaning and safety of the school environment is a top priority." Meanwhile, School E staff shared, "We provide teachers and students with the tools and materials they need on a daily basis."

The evaluation of external quality measures across five Rogationist schools (Table 5) revealed that School A (PEAC) received the highest overall mean score (M = 3.40), followed by School B (M = 3.30), both interpreted as "High." These schools demonstrated notable strengths in teacher qualifications, facility quality, technology integration, attendance rates, and compliance with regulatory standards. In contrast, Schools E (CHED), D (PEAC), and C (DepEd) had moderately high ratings with mean scores of 3.20, 3.10, and 3.10, respectively.

Among the ten evaluated indicators, Regulatory Compliance had the highest descriptive mean (M = 4.00, High), signifying adherence to certification standards. Teacher Qualifications, Facility Quality, and Technological Resources followed closely (each M = 3.40, High), indicating

a strong presence of competent faculty, quality facilities, and updated educational technology. However, six indicators were rated "Moderately High" (M = 3.00): Student Achievement Scores, Attendance Rates, Dropout Rates, Parent Satisfaction, Budget Allocation, and Implementation of Best Practices.

Table 5
Performance Metrics Evaluation for Rogationist Schools Based on Mean Scores

Indicator	School A (PEAC)	School B (PEAC)	School C (DepEd)	School D (PEAC)	School E (CHED)	Descriptive Mean
1. Student Achievement Scores	3	3	3	3	3	3.00 Moderately High
2. Teacher Qualifications	4	3	3	3	4	3.40 High
3. Facility Quality	4	4	3	3	3	3.40 High
4. Technological Resources	4	4	3	3	3	3.40 High
5. Attendance Rates	3	3	3	3	3	3.00 Moderately High
6. Dropout Rates	3	3	3	3	3	3.00 Moderately High
7. Parent Satisfaction	3	3	3	3	3	3.00 Moderately High
8. Budget Allocation	3	3	3	3	3	3.00 Moderately High
9. Implementation of Best Practices	3	3	3	3	3	3.00 Moderately High
10. Regulatory Compliance	4	4	4	4	4	4.00 High
MEAN	3.40	3.30	3.10	3.10	3.20	3.22
Descriptive Equivalent	High	High	Moderately High	Moderately High	Moderately High	Moderately High

The data suggest targeted improvements are needed in these six areas. For instance, student achievement could be improved through curriculum enhancement, professional development, and integration of critical 21st-century competencies. Likewise, enhancing parent satisfaction and stakeholder engagement, improving budget allocation systems, and reinforcing dropout prevention strategies are crucial.

To maintain high-quality outcomes, consistent internal quality assurance (IQA) and external quality assurance (EQA) practices must be established. According to Akthar (2020), a solid quality management strategy rooted in performance metrics and visionary goals is essential for institutional success.

The thematic analysis in Table 6 revealed that while facilitating factors are more prominent,

several restraining factors continue to hinder the full implementation of quality assurance (QA) practices in Rogationist schools. Table 6 presents the coded data, which were categorized into emergent themes that outline the key challenges.

Table 6
Thematic Analysis Results for Facilitating Factors Affecting Quality Assurance

Respondent	School	Excerpts	Codes	Themes
Admin 1	School A	"Our commitment to continuous improvement is the key to our success."	Continuous improvement	Commitment to Quality
Teacher 1	School A	"Professional development opportunities greatly enhance our teaching capabilities."	Professional development	Commitment to Quality
Teacher 2	School A	"Access to updated resources and technology facilitates better learning outcomes."	Access to resources	Commitment to Quality
Admin Staff 1	School A	"Effective communication within the administration boosts our efficiency."	Communication	Commitment to Quality
Admin 3	School C	"Collaboration with external stakeholders provides us with new perspectives and resources."	External collaboration	Support Systems and Collaboration
Teacher 5	School C	"Parent involvement in school activities positively impacts student performance."	Parent involvement	Support Systems and Collaboration
Teacher 6	School C	"Regular feedback from peers and supervisors helps us improve our teaching methods."	Feedback	Support Systems and Collaboration
Admin Staff 3	School C	"Partnerships with local businesses have provided additional funding and resources."	Partnerships	Support Systems and Collaboration
Admin 4	School D	"Our focus on data-driven decision making helps us identify and address issues promptly."	Data-driven decisions	Commitment to Quality
Teacher 8	School D	"Support from the school leadership motivates us to strive for excellence."	Leadership support	Commitment to Quality
Admin 5	School E	"Engaging in community outreach programs has enhanced our school's reputation and resources."	Community outreach	Support Systems and Collaboration
Teacher 9	School E	"Regular workshops and seminars keep us updated with the latest educational trends."	Workshops and seminars	Commitment to Quality
Admin Staff 5	School E	"The collaborative environment among staff fosters a positive working atmosphere."	Collaborative environment	Support Systems and Collaboration

Among the most frequently mentioned restraining factors are limited financial resources, inconsistent policy implementation, and lack of stakeholder engagement. Other significant themes include insufficient training opportunities for faculty and staff, inadequate infrastructure, and resistance to change. These factors collectively create barriers that slow down or disrupt the adoption of systematic and sustainable QA practices.

One of the major themes – resource constraints – was linked to budget limitations that affect staff training, acquisition of updated instructional materials, and facility upgrades. Similarly, policy inconsistency was highlighted

by participants who cited misalignment between internal school policies and external accreditation standards. Another crucial issue was low stakeholder involvement, especially in decision-making processes, which led to limited buy-in and decreased accountability. Despite the presence of strong leadership and a clear commitment to improvement, cultural resistance and lack of collaborative systems were noted as psychological and structural impediments to QA efforts. Several excerpts underscored the absence of comprehensive data systems to guide instructional and administrative improvements – indicating a gap in data-driven decision-making.

In conclusion, the analysis suggests that although Rogationist schools have foundational systems for QA, addressing these restraining factors is essential for sustained progress. To overcome these barriers, schools must invest in capacity building, establish clearer policies, foster inclusive leadership practices, and secure adequate resources to ensure continuous quality improvement.

Table 7
Thematic Analysis Results for Restraining Factors Affecting Quality Assurance

Respondent	School	Excerpts	Codes	Themes
Admin 2	School B	"Limited budget constraints us from upgrading our facilities."	Budget constraints	Resource Limitations
Teacher 3	School B	"Sometimes, the lack of motivation among students hampers the learning process."	Student motivation	Resource Limitations
Teacher 4	School B	"Insufficient training programs for new teachers are a big hurdle."	Training insufficiency	Resource Limitations
Admin Staff 2	School B	"Administrative workload often limits our ability to focus on quality assurance measures."	Workload	Resource Limitations
Teacher 7	School D	"Lack of access to advanced teaching tools can hinder effective teaching."	Lack of tools	Resource Limitations
Admin Staff 4	School D	"Sometimes, resistance to change from staff members can slow down implementation of new policies."	Resistance to change	Resource Limitations
Teacher 10	School E	"Administrative policies that are too rigid can be counterproductive."	Rigid policies	Resource Limitations

Thematic analysis of the interview data (Table 7) revealed three major domains that significantly influence the quality assurance (QA) practices in Rogationist schools: commitment to quality, resource constraints, and supportive systems and collaboration. These domains were further categorized into facilitating and restraining factors through factor analysis. Facilitating factors were found to be more prominent and impactful in supporting QA implementation. These include professional development,

commitment to quality, and the presence of support systems. Professional development opportunities allow teachers to enhance their skills, stay updated with current educational trends, and improve teaching strategies. A strong commitment to quality was also evident among school leaders and staff, reflecting a shared vision to maintain high standards. Furthermore, collaborative practices and the existence of support systems, such as mentorship programs and partnerships with stakeholders, were identified as key enablers of successful QA. Effective communication across departments and among stakeholders also contributes to a positive school climate that encourages continuous improvement.

On the other hand, several restraining factors were also identified, with resource limitations emerging as the most significant barrier to effective QA implementation. These limitations include outdated teaching resources and technology, insufficient budget allocation for facility and infrastructure upgrades, and overwhelming administrative workloads for school staff. Additionally, there were issues related to outdated school policies and a lack of updated information regarding recent changes in the education system. These challenges hinder schools from fully engaging in QA practices and from maintaining consistency in policy application. Moreover, the lack of advanced teaching tools and limited access to updated resources restrict both teaching and learning processes. Marginal student engagement, caused by low motivation, further weakens the effectiveness of instructional delivery and, by extension, QA outcomes.

The Delphi method consisted of several rounds of structured communication with a panel of experts to collect their inputs and arrive at a consensus on formulating a quality management framework that the Rogationist schools will be required to comply for high achievement. The following are some of the feedback points (Table 8) that were voted for: Experts highlighted the significance of aligning the philosophy of holistic education and value-based learning with what Rogationist believe in. They addressed that such should always form

the basis of a quality management framework developed for the schools.

Table 8

Feedback of the Experts on the Rogationist Excellence Framework for Quality Assurance (REFQA)

Differences	Similarities	Consensus
In refining the framework for educational institutions, Expert 1 proposes enhancing it with institution-specific goals, encompassing Vision, Mission, and Goals (VMG), and suggests integrating arrows for improved clarity. They underscore the importance of robust monitoring and evaluation processes to facilitate continual improvement. Conversely, Expert 2 acknowledges the standardized framework provided opportunities in achieving quality with every area of the institution while aiming for continuous improvement. Regarding challenges in implementing the framework, Expert 1 identifies potential obstacles such as resistance to change among stakeholders, budget constraints, and the allocation of resources. On the other hand, Expert 2 addressed that the challenges are alignment with the vision-mission statements as well as the reflect areas of ISO standards and provide the EQA and IQA structure as well as considering salient areas that will help in the standardization of quality management system framework. These insights highlight key considerations in both refining and implementing educational frameworks amidst varied institutional and operational challenges.	The standardized framework discussed by both experts is widely regarded as aligning with industry best practices, placing significant emphasis on Vision-Mission alignment to effectively steer the institution towards its objectives. In terms of interoperability, both experts concur that the framework supports seamless integration with other systems or frameworks in increasing the quality management and goal attainment of the institution.	Vision-Mission alignment is unanimously emphasized by both experts as crucial for guiding the school's operations and upholding quality standards. They advocate for a cohesive framework that integrates these foundational elements to enhance decision-making and ensure consistency in pursuit of organizational goals. Moreover, there is consensus regarding the necessity of continuous improvement and adaptability within the framework considering important components. Both experts stress the dynamic nature of educational environments, underscoring the need to evolve practices and strategies over time to remain relevant and effective. Moreover, they highlight the critical importance of addressing security concerns and compliance requirements. By prioritizing these aspects, they aim to uphold operational integrity and foster trust among stakeholders, ensuring the school's sustained credibility and reliability in its community and beyond.

Another important aspect elaborated upon in the meeting was on maintaining consistency of vision and mission statements in all Rogationist schools. While they proposed that schools are unique contexts and need to shape their efforts in such a way, the principles and values reflected in their vision and mission statements ought to be uniform. The report recommended strengthening continuous improvement practices by incorporating regular and more consistent policy and curriculum checks. Another tip was to use data analytics to monitor student progress and identify where things could be improved, keeping teaching techniques and educational content up to date and relevant. . Collaboration was also cited as enhancing teaching practice – and school climate. They highlighted that a supportive environment facilitated the work in respect of the quality management framework.

A vital component was involvement of stakeholders, which included parents, as well as the community Experts recommended developing formal mechanisms for stakeholder feedback in these decisions, to assure that the QM framework is complete and sound. The panel also noted that finding ways to secure additional funding from local businesses and community organizations to help the schools implement these strategies was no small feat given current budget constraints.

Continuous professional learning with a focus on training and re-training of in-service teachers and staff was also pointed out as an important aspect, with the experts emphasizing that educators must continue to learn new and innovative pedagogies to ensure they are using up-to-date techniques in the classroom. The researchers suggested further advancements in the quality management processes by integrating technology into these processes making evaluations, data analysis, and administrative tasks more efficient and effective.

Finally, experts assisted and supported that standard quality management framework following Total Quality Management (TQM) and ISO 9001:2015 best practices at the international level should be developed. It presented the framework for quality assurance in all Rogationist schools thereby ensuring high and consistent educational standards. The consensus achieved through the Delphi process provided an extensive list of recommendations to ensure a complete and appropriate quality management framework should be developed for Rogationist schools, utilizing both strengths and areas where improvement is essential.

Rogationist Excellence Framework for Quality Assurance (REFQA). The Rogationist Excellence Framework for Quality Assurance (REFQA) is a strategic model designed to elevate educational standards across Rogationist schools. It integrates visionary, mission-driven quality assurance practices rooted in holistic and value-based education. Anchored in Total Quality Management (TQM) principles and aligned with ISO 9001:2015 standards, REFQA promotes continuous improvement through standardized processes, performance metrics, and centralized oversight.

Core Foundation: Vision, Mission, and Core Values. At the heart of REFQA lies the Vision and Mission Statements of Rogationist schools, inspired by the values of St. Hannibal Mary di

Francia. These statements guide institutional alignment, ensuring that policies and procedures reflect moral-spiritual development, holistic growth, and vocational promotion. The framework emphasizes that quality assurance is only effective when these foundational elements are consistently integrated and reinforced.
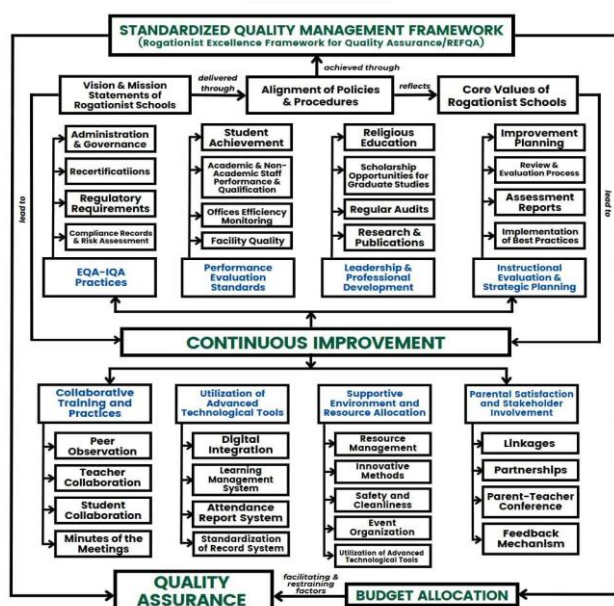

Figure 2
Rogationist Excellence Framework for Quality Assurance (REFQA)

Eight Salient Areas of REFQA. REFQA is structured around eight interrelated components, each contributing to the sustainability and enhancement of educational quality:

1. EQA and IQA Practices This area focuses on External Quality Assurance (EQA) and Internal Quality Assurance (IQA) through governance, compliance records, risk assessments, and educational re-certifications. It ensures that both internal operations and external standards are met consistently.

2. Performance Evaluation Standards Encompasses the appraisal of teaching strategies, customer satisfaction, and staff performance. It includes monitoring academic and non-academic staff qualifications, student achievements, and

office efficiency. These evaluations drive improvements in instructional quality and institutional effectiveness.

3. Leadership and Professional Development Supports quality enhancement through training, conferences, postgraduate programs, and scholarship opportunities. It also includes religious education, research, publication, and regular audits. Strong leadership fosters a culture of excellence and accountability.

4. Collaborative Training and Practices Promotes teamwork and shared learning through peer observations, team teaching, and regular staff meetings. This area builds a professional culture that encourages growth, collaboration, and collective responsibility for school improvement.

5. Supportive Environment and Resource Allocation Ensures that facilities are well-maintained and resources are equitably distributed. It includes safety, cleanliness, event organization, and innovative methods to create an environment conducive to learning and development.

6. Utilization of Advanced Technological Tools Enhances quality management through digital integration, learning management systems, standardized record systems, and attendance tracking. Technology is leveraged to streamline data collection, analysis, and reporting, improving both administrative and instructional processes.

7. Parental Satisfaction and Stakeholder Involvement Encourages active participation from parents and community members through feedback mechanisms, advisory boards, and public forums. This engagement strengthens partnerships, improves resource allocation, and ensures that educational services meet stakeholder expectations.

8. Institutional Evaluation and Strategic Planning Facilitates continuous improvement through systematic

assessment, planning, and implementation of best practices. It includes improvement planning, assessment reports, and strategic goal setting to ensure long-term sustainability and responsiveness to change.

Integrative Variables: Quality Assurance and Budget Allocation. Two critical variables – Quality Assurance Structures and Budget Allocation – underpin the successful implementation of REFQA. These elements determine the feasibility and effectiveness of quality initiatives. Budgeting must prioritize quality management activities, seek external funding, and ensure community commitment to financial support. The interplay between these variables and the eight focal areas ensures that quality assurance is not only conceptual but operational. Facilitating and restraining factors must be identified and addressed to optimize implementation.

Continuous Educational Improvement. REFQA promotes a culture of permanent change through routine policy and curriculum reviews, data-driven decision-making, and targeted interventions. This approach ensures that improvements are sustained and responsive to evolving educational needs.

Visual Framework and Design Logic. The REFQA visual framework uses boxes, arrows, and color coding to represent components and their relationships. Each box encapsulates a distinct focus area, while arrows illustrate the dynamic flow and interdependence among elements. The central box – Standardized Quality Management Framework – anchors the entire model, emphasizing its role in aligning institutional practices with vision-mission consistency.

Color schemes and layout choices enhance clarity and accessibility, making the framework a practical tool for communication and implementation. The use of white backgrounds and black fonts reflects a formal presentation style, while blue font for the main heading aligns with institutional branding.

Theoretical Anchor: Total Quality Management (TQM). REFQA is grounded in the TQM theory

developed by W. Edwards Deming, which emphasizes continuous improvement and collective responsibility. TQM principles guide the framework's emphasis on stakeholder involvement, process optimization, and outcome-based evaluation.

By integrating TQM into its structure, REFQA ensures that quality assurance is not a one-time effort but a sustained commitment to excellence. It provides a comprehensive, standardized approach to managing and improving education across Rogationist schools in the Philippines.

Conclusion. The vision and mission statements of Rogationist schools clearly express a strong dedication to a holistic education-for-formation, moral-spiritual enhancement and assimilation of the Rogationist values. Nonetheless, the ways in which schools implement the strategy tend to differ, suggesting that a greater level of standardization is required to deliver direction and improve collective impact. This supports the suggestion of common vision and mission statements taking into account pedagogic best practice and supporting a sense of purpose.

The in-depth examination of Rogationist schools in the Philippines points to a firm grounding on holistic learning and value-based education, as espoused by St. Hannibal Mary di Francia. Despite apparent strengths in the vision-mission alignment, quality management practices and stakeholder engagement demonstrated by the schools, it is apparent there is an absolute necessity for a standard quality management framework that will ensure consistency in continuous improvement across all institution also considering supporting documents and current structure of both EQA and IQA practices. The Rogationist Excellence Framework for Quality Assurance (REFQA) is a way to do this. The REFQA will certainly contribute to join these partial efforts and to create an atmosphere of excellence in education delivery.

Rogationist schools have in place sound quality management practices that focus on the need for continuous improvement through

collaborative practices, educational development and a supportive environment. Similar to the TQM philosophy, it encourages continuous improvement of educational and administrative practices. The alignment with TQM principles makes that schools are adhering to best practices in quality management, establishing an excellence and continuous improvement culture. The emphasis is placed on collaborative practices such as team teaching, professional peer observations which demonstrated that benefit schools from the teamwork and have a positive school culture that led to greater educational development.

The performance metrics show that the likes of Rogationist College–Silang scored well in various quality indicators while others could do better in terms of the qualifications of teachers and the actual as well as perceived quality of their facilities, technological resources and regulatory compliance. Differential performance metrics highlight the significant work that needs to be done by way of targeted improvements and resource allocation to raise the general quality of education across all schools. The results suggest that significant disparities exist in performance metrics between schools, raising the possibility of narrow banding within particular institutions, thriving quality management systems despite the apparent capacity gaps existing elsewhere consistencies particularly in improving student achievement scores, parent satisfaction, budget allocation, attendance rates, dropout rates and implementation of best practices.

Professional development, resources, communication and the support of leadership were significant factors that facilitated good quality assurance practices. However, there are also restraining factors such as insufficient training, budget limitations, low motivation and high work load that limit the optimal use. This study is not only help to find the factors for school administrators to take specific measures but also show a pathway where some elimination and enhancing measures can be taken in order to improve the practices. In general, these results show how the larger

community plays a role in buttressing educational quality and why external partnerships and parental support can go a long way toward enhancing student achievement.

As such, the proposed universally agreed REFQA and reinforced by expert consensus is holistic and integral, allowing each Rogationist Schools deliver quality in a standardized manner. The key component is a clear alignment of campus vision and mission at the department and program level to consider the following when planning for continuous improvement: Standardized Quality Management Framework (Rogationist Excellence Framework for Quality Assurance), Vision & Mission Statements, Core Values of Rogationist schools, Compliance and Regulatory Requirements, Performance Evaluation Standards, Collaborative Training and Practices, Supportive Environment & Resource Allocation, Continuous Improvement, Alignment of Policies & Procedures, Leadership and Professional Development, Utilization of Advanced Technological Tools, Parental Satisfaction and Stakeholder Involvement, and Institutional Evaluation and Strategic Planning, EQA-IQA Practices and Structures & Addressing Budget Allocation. By having REFQA, this had lead to standardize and address all the quality of systems and services provided by the different Rogationist Schools and to maintain and strengthen high standards with a culture of continuous improvement of their core values. The experts underscored the imperative of integrating modern technological enablers into quality management and of employing structured data analytics, reinforcing a call for reengineered educational practices to make them more efficient and effective.

Moreover, the researcher will ask a permission to the top management if they can have a forum on the standardized quality management system for Rogationist Schools together with the Quality Assurance Head or Coordinator of each Rogationist School. Once each member of the board is available for meeting, the researcher will present his research on REFQA in which he will present the rationale, results and details of the framework.

Recommendations. Several practical steps for school administrators to manage quality improvement processes include, conducting regular review and update of vision and mission statements to match current educational goals and best practices. It is important in this process to create clear quality management policies and procedures that all stakeholders find out about. The furthering education initiatives to up-skill and re-skill the teachers and staff are crucial, creating a feedback loop where every stakeholder feeds back the experience using this feedback tool for continuous improvement. It is also suggested to track student performance and data analytics as a powerful tool to identify problems earlier. In order to structure the REFQA framework presented, it is essential that a school administrator establish a quality management team for managing the implementation of this framework. A component equally important as the framework is putting in place an action plan covering the strategy with timelines and responsibilities of this architecture. Making group training sessions and workshops on quality management practices and the use of new technological tools will help to build a culture of cooperation. Well, team teaching, peer observations, shared professional growth opportunities plus necessary resources for facility upgrades, technological advancements along with your professional development will help bring the framework to life in schools.

Faculty and non-academic staff should actively participate in various opportunities for professional development to get up to speed with the best practices and trends in education. If they have the opportunity to participate in other collaborative practices, such as team teaching, peer observations of teaching and attending regular meetings with colleagues to talk about how students are progressing and share best practice in evidence-based pedagogical methods, it would further enhance their roles in quality management. For instance, faculty and non-academic staff should give timely feedback on the effectiveness of existing practices and making recommendations for any suggested improvements, support in implementing new policies and procedures by

adjusting teaching methods and administrative practices accordingly, making efficient use of available resources to retain a supportive learning environment amongst others.

For policymakers and education leaders, it may do well to develop policies that enforce reviewing and updating schools' vision and mission statements regularly. Funding and providing support for ongoing professional development programs that contribute to teacher betterment is a mandatory requirement that emphasized common quality management frameworks like REFQA to be adopted across all educational institutions to avoid diversity. Policy Options can lower the imports of out-of-state teachers and school administrators can help solve part of this problem, but what merits more attention are the kinds of policies that would allow states to hire top- notch quality-control managers or engage communities and businesses to help pay for schools and make the work better.

Recommendations for Future Research may explore on the development of standardized frameworks for school, the importance of establishing a quality assurance team, conducting internal and external audits for each school, integrating religious formation on curriculum implementation and frameworks on policy and procedure making.

REFERENCES

American Society for Quality [ASQ]. (2020). Plan-Do-Check-Act (PDCA) Cycle. https://asq.org/quality-resources/plan-do-check-act

Akhtar, M. S. (2020). Total quality management and its application in education in Pakistan. *Journal of Elementary Education, 10*(2), 29-43.

Azizah, L., & Witri, S. (2021). Peningkatan Mutu Pendidikan melalui Penerapan Total Quality Management dalam Program Akreditasi Sekolah. *Dawuh Guru: Jurnal Pendidikan MI/SD.*

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications.

Juran, J. M. (2021). *Juran on Quality by Design: The New Steps for Planning Quality into Goods and Services.* Free Press.

Kaiseroglou, N., & Sfakianaki, E. (2020). A review of total quality management applications in schools. International *Journal of Management in Education.*

Kaiseroglou, N., & Sfakianaki, E. (2020). A review of total quality management applications in schools. *International Journal of Management in Education.*

Khasanah, U., Riyanto, Y., & Setyowati, S. (2023). Total quality management (tqm) in education: school quality management for quality educational services at senior high schools. *SAR Journal-Science and Research, 6*(3), 211-216.

Khoury, R.E. (2020). Schools in the light of quality management. *EuroMed J. of Management.*

Kumar, A., Paliwal, J., Singh, M., Pendse, V., Gade, R., Palav, M.R., & Raibagkar, S.S. (2024). Focused literature review on accreditation and quality assurance: Insights and future research agenda. *Quality Assurance in Education.*

Machuca, J.M., Cedillo, M., Barbosa, M.D., López, H.Z., & Briones, P.C. (2021). Accreditation and Certification as Key Factors of Quality in Higher Education in Engineering Schools, in Mexico. *Herpetologica, 6*, 11.

Martin, J., Elg, M., & Gremyr, I. (2020). The Many Meanings of Quality: Towards a Definition in Support of Sustainable Operations. *Total Quality Management & Business Excellence, 36*(3–4), 185–198. https://doi.org/10.1080/14783363.2020.1844564

Miranda, R., & Reyes-Chua, E.G. (2021). Best Practices in Quality Assurance in Selected Higher Education Institutions (HEIs) in the Philippines in the Light of the Malcolm Baldrige Framework. *WSEAS TRANSACTIONS ON ENVIRONMENT AND DEVELOPMENT.*

Nasim, K., Sikander, A., & Tian, X. (2019). Twenty years of research on total quality management in Higher Education: A systematic literature review. *Higher Education Quarterly.*

Kumar, R., Ganesh, L., & Rajendran, C. (2021). Quality 4.0 – a review of and framework for quality management in the digital era. International *Journal of Quality & Reliability Management.*

Sfakianaki, E., Kakouris, A.P., & Siontorou, C.G. (2020). Critical success factors for total quality management in primary and secondary education. *International Journal of Services and Operations Management, 1*, 1.

Vanichchinchai, A. (2019). A categorization of quality management and supply chain management frameworks. *Cogent Business & Management, 6*(1). https://doi.org/10.1080/23311975.2019.1647594

Zuhairi, A., Raymundo, M.R., & Mir, K. (2020). Implementing quality assurance system for open and distance learning in three Asian open universities: Philippines, Indonesia and Pakistan. *Asian Association of Open Universities Journal, 15*, 297-320.