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ASSESSING SCHOOL HEADS' INTERNAL QUALITY ASSURANCE PRACTICES IN PUBLIC SECONDARY SCHOOLS OF PANABO CITY DIVISION: A SEQUENTIAL EXPLANATORY STUDY

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ABSTRACT

The study explored the school heads' internal quality assurance practices in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables of school heads' internal quality assurance practices. With the use of probability sampling, 156 public secondary teachers were selected as the respondents and ten (10) informants for the qualitative phase. Utilizing the sequential explanatory mixed methods approach, the data collated were analyzed through the use of Mean and ANOVA for quantitative phase and thematic analysis for qualitative phase. Results revealed that there was a high school heads' internal quality assurance practices among the respondents which was confirmed by the informants. Specifically, both quality teaching and learning and quality curriculum implementation were considered as high. Furthermore, the null hypothesis was accepted. Hence, there was no significant difference in the internal quality assurance practices of school heads when analyzed by school category. In the qualitative phase, the informants confirmed that quality teaching and learning and quality curriculum were evident in the school. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to strengthen the school heads' internal quality assurance practices. More so, future researchers may further explore the internal quality assurance practices of school heads considering other factors and research methods.

KEYWORDS: *Assessing Internal Quality Assurance Practices; Sequential Explanatory Mixed Methods; Public Secondary Schools; Panabo City Division, Philippines*

INTRODUCTION

Internal quality assurance in schools is crucial for maintaining high educational standards and fostering continuous improvement. It involves systematic processes for evaluating and enhancing teaching, learning, and administrative practices to ensure they meet established standards and effectively support student outcomes. However, internal quality assurance in schools often faces challenges. Rui (2023) disclosed that inadequate understanding of learning conditions, insufficient participation in the formulation of quality assurance policies, inadequate educational quality assurance training, imperfect teacher performance appraisal system, inadequate funding support and a shortage of having the qualification certificate of the related profession are the challenges encountered by teachers in the implementation of quality assurance measures.

In Pakistan, it has encountered many challenges relevant to quality assurance practices. Students, teachers and Heads face diversified problems and issues such as lack of resources, lack of professional development, lack of awareness related to latest researches, lack of assessment and evaluation system, incompetent administrative staff, lack of guidance and counseling centers, less number of permanent faculty and lack of feedback system (Shabbir et al., 2020).

In Indonesia, low quality of education in various types and levels of education in accordance with the results of the ranking conducted by the Worldwide Educating for the Future Index (WEFFI) on March 12, 2019 was evident. This places Indonesia at number 43 of the 50 countries participating in a country's education research (Efendi & Metah, 2022). In Tanzania, Internal School Quality Assurance committee members were demotivated by factors such as lack of training, inadequate time to execute ISQA Programs, lack of cooperation from teachers and teachers overloaded (Ng'hoboko & Mrema, 2023). In the Philippines, Salahid (2019) revealed that in view of the present situation of the Philippine Education setting, schools are in a very difficult situation dealing with all the needs like lack of classrooms, chairs, reference books, laboratory apparatus and equipment, lack of teachers, computers and funding to sustain the school programs and projects. Several categories of hindrances, with administration, faculty, instruction, laboratory, library, and physical facilities emerge as the key areas of concern as to quality assurance is concern. Other notable hindrances included

measuring student progress in the instruction category, sufficiency of facilities in the laboratory category, organizational structure of libraries, and room lighting in the physical plant category (Claudio, 2023). It is obvious that the Philippine Government is struggling to comply with the constitutional mandate that the State is obliged to provide free quality education at the basic education level for all Filipino children and youth. The inadequacies of the State are either due to limited funds or poor governance or both (Villegas, 2021).

Studies have shown that several public schools in the Philippines have failed to deliver quality education because of teacher's lack of commitment, poor learning facilities, and inadequate learning instructions resulting in the poor performance of students (Orale & Quejada, 2018). Other contributing factors why the current Philippine education system becomes less effective were excessive administrative and non-teaching workloads, promotions of academically challenged students to the next grade level, and lack of guidance counselors (Kritz, 2019).

In Mindanao, particularly in Lanao del Sur, access to learning opportunities is challenging in remote areas, which impacts the quality of teaching and learning. Although students are eager to learn, poverty, limited resources, and the negative effects of the pandemic obstruct the continuity of their education (Save the Children Philippines, 2024). Magallanes et al. (2022) also found that with the implementation of the K-12 curriculum, many teachers in the Philippines face difficulties in covering the full range of class materials and exhibit inadequate teaching strategies and skills.

Dizon et al. (2019) highlighted the insufficient preparation for teacher development in the Philippines, stressing the importance of equipping educators with effective teaching strategies that foster active teacher-student engagement. Despite the persistence of these challenges, Juntereal (2019) noted that the Department of Education has been slow in reassessing the K-12 curriculum implementation, exacerbating the issue. Similarly, Gumarang and Gumarang (2021) found that poor instructional quality remains a major concern within the Philippine education system. These studies underscore the urgent need for immediate and targeted reforms to address curriculum and teaching competency gaps in the country.

The quality of education is a crucial factor that affects a country's development. The Philippines is known for its K-12 curriculum, but studies had shown that the implementation of the curriculum had led to a decrease in the quality of education. Furthermore, research on internal quality assurance focusing on quality teaching and learning and quality curriculum implementation specifically in Panabo City Division was limited, particularly in the context of the K-12 curriculum.

The relevance of internal quality assurance to ensure optimal learning among students had definitely sparked the interest of the researcher. Hence, to deeply understand the issue, the researcher conducted mixed methods research specifically sequential explanatory methods. This would offer essential guidance to policymakers, helping them craft policies, programs, interventions, projects, and activities that enhance and strengthen a positive school environment. Additionally, this scholarly work was designed to benefit the wider school community. The researcher also intended to share the study's results at international conferences and publish them in a Scopus-indexed journal, as required by the College.

REVIEW OF SIGNIFICANT LITERATURE

The related literature and studies of this study provided inputs about the internal quality assurance practices of school heads. Also, it presented varied studies showcasing the association of the involved variable in this study. The independent variable is internal quality assurance practices of school heads. It has two indicators namely: quality teaching and learning and quality curriculum implementation (Udalla & Ikediugwu, 2020).

Internal Quality Assurance Practices of School Heads

Efforts to guarantee and improve the quality of education is difficult to remove its association with quality management, where all management functions are executed directed as much as possible to provide services that match or exceed national standards. In this regard it is necessary to control the quality (quality control). Quality control in the education management faced with the constraints of limited educational resources. Therefore, it required an effort of quality control in the form of a guarantee or assurance that all aspects related to the educational services provided by the school match or exceed national standards. Concepts related to this in quality management known as quality assurance (Mkwama, 2023).

Providing quality education has become a policy priority in higher education systems. Quality issues are crucial to nations and their institutions of higher learning at the level of policy decisions. The higher education landscape has undergone an unparalleled degree of transformation over the past decades due to the growing demand for quality education globally. The questions raised about the quality of tertiary education have triggered a transformation of policies, regulations, and practices in this field. These transformations have resulted in increased public expectations of higher education, new roles and responsibilities for academics and administrators, and new approaches to knowledge production and transmission. Quality has become a universalizing meta-narrative. Thus, quality in higher education is a fundamental primacy. It must be achieved by considering issues of relevance, equity, cost, and international standards. The plethora of change processes, both at

individual and organizational levels calls for higher education institutions (HEIs) to re-examine the quality of their provision (Yuan et al., 2021).

Quality higher education is essential for political and economic growth. Many nations are questioning whether their higher education systems are fit for purpose, to provide the necessary education and training for students and society. Stakeholders, such as government, industry, and society at large, want to be assured that students will acquire the required knowledge after graduation, that state-of-the-art programs and courses are offered and that new knowledge is generated through research. Higher education institutions (HEIs) need to establish, through their institutional leadership and unparalleled strategies, the quality of education they provide, especially in countries where higher education is essential for capacity building and professional development to facilitate the achievement of all the Millennium Development Goals (MDGs). In developing nations, in particular, scarce resources should not be wasted on HEIs that fail to meet these key objectives (Mensah, 2022).

The internal quality assurance practices are those policies and measures taken internally by the school to ensure that it is fulfilling its purpose as well as the standards that guides its operation. A proper use of, or adherence to internal quality assurance practices is critical to successful education. It will enable the school to achieve its goal and objectives. It is therefore pertinent for the schools to always embark on practices that can promote quality in the system. In the light of this, educators and practitioners within the secondary school system strive to design and embark on certain internal quality assurance practices to ensure that certain agreed standards of performance in the system are being met (Udalla & Ikediugwu, 2020).

Standards can become quality standards if actors/institutions reach an agreement to link them to quality. Yet, since quality itself is a complex construct with various dimensions and different meanings, it is important to consider which quality notions they are built upon or aim at. Teaching quality for example has been frequently linked to student satisfaction standards or to competence standards. In each case, the implications for setting, changing or raising the respective standard differ substantially. Yet, in principle, all standards have a normative function, whether they provide consistent scales and measures, regulate actions, set limits or facilitate comparisons. It is necessary, though, to take a closer look at how such norms are handled. On the one hand, standards can be addressed as fixed parameters, which do not give much leeway to the actors involved while, on the other hand, they can be used as adaptable concepts which react sensitively to changes of their base of reference (e.g. in the case of upper/lower limit standards or standards with a broad range of tolerance). Extra consideration should be paid to the political aspects involved, especially if standards are mainly used to assist central management for controlling and steering processes (Pechmann & Haase, 2020),

Internal quality assurance is a very important process to maintain the quality of education. The purpose of internal quality assurance is to develop a quality culture within the school and to implement a strategy for the continuous improvement of quality. The internal quality assurance carried out in order to get external accreditation is a process designed to determine whether an educational program has reached the published standards of the accreditation agency. In addition, the quality assurance was designed to improve the educational effectiveness. These are the purposes of educational development and public accountability by means of inspections and self-development by schools. Apart from this, educational quality assurance is clearly determined as the purposes and directions of development that encourage every stakeholder to participate in decision processes based on quality data. As a result, there are specifying systems and quality control methods for both process and outcome so that schools can be learning organizations which are continuously proactively planning (Hasanah & Afriliandhi, 2023).

The educational quality assurance was the combination of quality assurance concepts and ideas of educational quality. The educational quality assurance is the practical application of quality assurance concepts for explicit guidelines that are congruent with the characteristics of educational organizations (Phumphakhawat, 2020).

According to Yulianti et al., (2022), quality standards are the goals to which all learners, teachers, staff and those who lead and manage schools should aspire to achieve. They are sometimes erroneously referred to as minimum standards but these are actually quality standards that focus on improving learning outcomes. Quality standards include learner's achievement and behavior, the quality of teaching and learning; curriculum and other activities, care, guidance and safety, the learning environment and leadership.

Also, internal quality assurance practice assessed effective school leadership. According to Hanim et al. (2022), effective school leadership is concerned with how effectively the school utilizes human and material resources to improve learning outcomes; how effectively the school leadership clearly directs improvement and sets clear priorities; the extent to which the school leadership promotes the well-being of learners through high quality care, education and training. This component is also concerned with how leaders in the school are made accountable for their different roles in the school. Leaders in this sense refer to the school principals.

As part and parcel of school plant administration, previous researchers stated that maintenance of facilities as among quality assurance practices is directed towards enhancing effective teaching and learning for the attainment of educational goals. Maintenance of facilities is crucial in keeping students and teachers comfortable as well as facilitating effective teaching and learning processes. Poor condition of school facilities makes students to generates a negative attitude with respect to academic performance. The authors recommended that school buildings should be renovated to enhance students' positive attitude for better performance. Scholars have documented that effectiveness in school facility management greatly determines the quality of instruction and performance of students in the school (Zurainan et al., 2021).

In another study conducted it was found that a correlation existed between classroom facility conditions and students' attitudes. It was established in the study that students' attitudes toward academic activities was predicted by demonstration equipment and physical facilities. Similarly, Ramli and Zain (2018) found that teaching aids, library facilities, sport facilities and other infrastructure significantly impacted positively on students' academic achievement. The results of a study showed that; proactive maintenance, improvement in health and safety, conducive academic environment and quality services were the benefits of adopting facilities management practices in the tertiary institutions.

According to Wartini et al. (2020), quality assurance is a series of interrelated processes for collecting, analyzing and reporting data on the performance and quality of educational staff, educational programs and educational institutions. Quality assurance leads to quality improvement. The quality assurance process covers the field to be achieved along with the development priorities, the present data are based on evidence of planning and decision making, and support a culture of continuous improvement.

Ismail et al. (2022) stressed that culture school is an important factor in determining the success of the quality of education, especially in efforts to improve student discipline. But reality has shown different results, some schools have not been able to manage a school's culture so well that a school culture that has been embedded since a long time has not done well even in the long run to be fading.

A study done by Kagochi et al. (2019) found out that the principal carries out quality assurance tasks which include checking teachers' lesson note books, records of work, class attendance records and schemes of work books. Further, roles played by the principal included supervising the implementation of the approved curriculum, staff personnel, students, teachers and supervision of physical and material resource. The school principal is in charge for all affairs pertaining to the smooth running of the school. The effectiveness of the principal in discharging their roles in instructional supervision may have a bearing on the standard of academic performance of the students.

Butakor and Boatey (2018) contended that instructional supervision roles performed by supervisors include; supervising of teachers' attendance during lessons, checking and ensuring adequate preparation of lesson notes, checking and ensuring adequacy of scheme of work and record of work. However, instructional supervision is faced with challenges such as delay in releasing teachers' observation reports, fault finding mentality during classroom visitation, lack of discussion of lessons with teachers after the visit, laxity in teacher preparation and record keeping, untimed and unstructured teaching notes and incomprehensive schemes of work.

Instructional supervision is that phase of school administration which focuses mainly upon the achievement of the appropriate anticipations of educational system. Ashun (2022) saw it as those activities which are intended to improve instruction at all levels of the school enterprise and as behavior officially planned by the party that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behavior.

The balance of accountability and improvement is also relevant to internal quality assurance. At the school-level, there is some evidence that strong teacher-to-teacher trust, a collective focus on improving instruction and learning, and teacher experience are associated with higher levels of student attainment. In turn, teachers in more successful schools have stronger levels of trust, which indicates strong levels of internal control and accountability. Internal quality assurance mechanisms are most effective when they support teacher collective work and are focused on improving instruction (Krooi et al., 2024).

The instructional supervisor does much than inspect but a service activity that exists to help teachers do their job better in which collaboration is key. Mensah et al. (2020) defined instructional supervision as a collaborative effort involving a set of activities designed to advance the teaching and learning process. The purpose of supervision is not to find error or to punish but rather to work supportively with the teacher. Supervision as the component of the administrative process is concerned with efforts to guide the day-to-day actions of the work group by stimulating, directing and coordinating the workers and their efforts, nurturing good working personal relationships so that they all work towards a more efficient achievement of the task.

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The school principal must adopt strong and firm managerial leadership to effect supervisory strategies leading to improved content instruction and delivery, improving learner's interest, skills and attitudes that can lead to improved quality of grades. According to Balci and Ozkan (2023), the most important role a school principal can take up is that of the teacher of teachers. The school principal as the supervisor therefore needs to determine whether the teacher uses teaching methods that enable him or her to achieve the stated lesson objectives and then discusses with the teacher on how to improve lesson delivery. Research has indicated that school principal's supervision of teachers is related to improved conditions that surround learning, students' growth and effective teaching role performance in the school set up.

Having effective internal quality systems requires striking a balance between the dialectic of the two approaches. The first one advocates concealing institutional and academic weaknesses and shortcomings in higher education institutions, which are linked to external quality systems and academic accreditation procedures. The other approach has to do with policies and academic development systems requiring an analysis of the reality of faculty practices. This approach focuses on educational effectiveness and the development of educational outcomes as well as academic programs to meet the needs of society. This trend consolidates the notion that the values of collective responsibility of institutions and individuals alike are a significant requirement for internal quality. Awareness of this responsibility is likely to arouse interest in building these systems in universities leading to an increase in society's confidence in their outputs and their ability to efficiently and effectively meet the continuous increase in demand for their services. This confidence is likely to raise the value of revenues on investment in them (Alrayes, 2021).

One of the most important institutional values that govern the effectiveness of internal quality systems is the partnership between those in charge of planning and drawing up internal quality mechanisms and systems in universities on the one hand, and stakeholders in general as well as those in charge of implementing them on the other hand. This partnership can be analyzed by measuring institutional effectiveness in drawing the lines and levels of decision-making. It can also be noticed in wise governance which organizes and coordinates missions among concerned parties both at administrative and implementation levels (Gulden et al., 2020).

STATEMENT OF THE PROBLEM

This study determined the status of internal quality assurance in public secondary schools of Panabo City Division using mixed methods approach specifically the sequential explanatory methods. In particular, it sought to answer the following questions:

1. What is the level of internal quality assurance practices of school heads as perceived by public secondary teachers in terms of:
   - 1.1 quality teaching and learning; and
   - 1.2 quality curriculum implementation?
2. Is there a significant difference on the level of internal quality assurance practices of school heads when analyzed by the school category?
3. What are the standpoints of the school heads on quality teaching and learning and quality curriculum implementation?

METHODOLOGY

This chapter provides an overview of the methodology for this study, encompassing the research design, research participants, research tools, data collection procedure, and data analysis to be utilized in this investigation.

Research Design

This study employed a sequential explanatory mixed methods design, integrating quantitative and qualitative approaches to provide a comprehensive understanding of internal quality assurance in public secondary schools. The quantitative phase involved a descriptive survey to obtain an overview of the issue, followed by a qualitative phenomenological phase that explored participants' lived experiences to explain and enrich the statistical findings.

Research Respondents

The quantitative phase involved 156 randomly selected secondary teachers from Panabo City Division (52 each from small, medium, and big schools), all with at least five years of teaching experience. The qualitative phase included 10 purposively selected school heads with at least five years of leadership experience, representing the three school categories. Teachers and school heads from private schools or with less than five years of experience were excluded. Participation was voluntary, with the option to withdraw at any stage.

Research Instruments

For data collection, this study utilized both quantitative and qualitative data. During the quantitative phase, data were gathered using a survey questionnaire. In the qualitative phase, an interview guide tool was employed.

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Data Analysis
For more comprehensive interpretation and analysis of the data, specific statistical tools for quantitative and data analysis were used for this mixed methods research.

Quantitative Phase
In the quantitative phase, the researcher used the Mean to assess the level of internal quality assurance in public secondary schools in Panabo City. Additionally, ANOVA was employed to identify significant differences in internal quality assurance across different school categories.

Qualitative Phase
In the qualitative phase, the researcher utilized thematic analysis based on participant responses. This method involved systematically organizing and interpreting qualitative data by coding individual observations and quotes, which helped in identifying key themes (Rosala, 2022). For this study, the researcher established preliminary themes in advance, taking into account the responses provided by the informants.

RESULTS AND DISCUSSIONS
This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Level of Internal Quality Assurance of School Heads in terms of Quality Teaching and Learning
Table 1 reflects the level of internal quality assurance of school heads in terms of quality teaching and learning. It shows that the overall mean is 3.49, in a high level. This means that the level of internal quality assurance of school heads in terms of quality teaching and learning is oftentimes evident.

It can be gleaned from the data that all 9 statements reveal a high result. When arranged chronologically according to mean scores, the items are as follows: directing teachers to provide learning opportunities individually for every student in the class (3.54), directing teachers to use different teaching methods for effective learning in the class (3.52), and mandating teachers to build students' skills through active participation in class activities (3.50). These items prove that the internal quality assurance of school heads in terms of quality teaching and learning is oftentimes evident.

The findings indicate that the level of internal quality assurance (IQA) of school heads in terms of quality teaching and learning is high. This suggests that school heads are actively engaged in ensuring effective instructional practices and are consistently monitoring and guiding the teaching and learning process. The high level implies that the efforts of school heads to uphold teaching standards, promote learner-centered instruction, and support pedagogical improvement are oftentimes evident across schools. Their involvement reflects a proactive stance in fostering academic excellence and promoting a quality learning environment.

Further analysis of the data shows that all nine indicators yielded high ratings, demonstrating consistency in the implementation of IQA practices related to teaching and learning. The top-rated item, directing teachers to provide learning opportunities individually for every student in the class suggests an emphasis on differentiated instruction. This is followed by directing teachers to use different teaching methods, and mandating teachers to build students' skills through active participation, all of which point to instructional diversity and learner engagement as key strategies encouraged by school heads. These findings underscore the commitment of school leaders to improve classroom instruction and student outcomes, indicating that their quality assurance efforts are effectively aligned with the goals of inclusive and participative learning.

The high status of quality teaching and learning supported the contention of Sanchez and Watson (2021) asserting that an effective principal makes sure that academic success becomes the driver of instruction as the entire faculty adopts a schoolwide learning improvement agenda that focuses on goals for student progress. Developing a shared vision around standards and success for all students is an essential element of school leadership. With effective principal supervision of use of teaching and learning resources improved quality teaching and learning may suffice and positive results even in national examinations may be met.

According to Pardosi and Utari (2021), sharing of the government funds in a bid to procure teaching and learning resources is critical, school heads role in the proper use and maintenance of instructional materials is pivotal in the endeavor towards attainment of successful curriculum implementation to improve pupil's performance. The duty of the principal is therefore to supervise the use of instructional materials and all the activities that take place in the library, laboratory and even in class. This is to ensure that teaching and learning materials are maintained, equipped and put to maximum utilization to realize full and effective implementation of curriculum.

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CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between internal quality assurance of school heads teachers in secondary schools. The study was conducted in the selected public schools of Panabo City Division. There were one hundred fifty-six (156) teachers who participated in the quantitative phase and ten (10) informants in the qualitative phase. Sequential explanatory mixed methods approach was used in this study utilizing adapted survey questionnaire in the quantitative phase and interview guide tool in the qualitative phase. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean and ANOVA were the statistical tools used in the quantitative phase and thematic analysis in the qualitative phase. The hypothesis raised in this study was tested at 0.05 level of significance.

The level of internal quality assurance practices of school heads is high. The high level of internal quality assurance practices of school heads indicates that they are consistently implementing strategies to monitor and improve teaching and curriculum delivery. This reflects their active involvement in maintaining educational standards and promoting a culture of accountability within the school. Such practices contribute to enhanced instructional quality and overall school performance.

Meanwhile, it was found out that there is no significant difference in the internal quality practices of school heads when analyzed by school category since its t-value is 3.46 and the p-value of 0.00 is lower at the 0.05 level of significance, implying that all school heads as perceived by the teachers regardless of the school type have the same level of internal quality practices. Apparently, the hypothesis of no significant difference on the level of internal quality practices of school heads was rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered:The level of internal quality assurance of school heads means that it is oftentimes evident. Notably, quality teaching and learning and quality curriculum implementation are oftentimes evident.

Meanwhile, the results imply that there is no significant difference in the internal quality assurance practices of school heads when analyzed by school category suggesting that teachers from big, medium, and small schools have the same level of internal quality assurance practices of school heads. This leads to the rejection of the null hypothesis emphasizing that there is no significant difference on school heads' internal quality assurance practices when analyzed by school category. Moreover, the findings in the quantitative data results were confirmed by the informants in the qualitative data phase. The informants believed that the quality teaching and learning and quality curriculum implementation are being practiced by the school heads as part of their internal quality assurance practices.

Recommendations

The following suggestions were offered based on the conclusions of the study: Based on the findings, it is recommended that DepEd officials strengthen and institutionalize support systems that sustain the internal quality assurance practices of school heads across all school categories. Since quality teaching and learning as well as quality curriculum implementation are oftentimes evident, DepEd may consider scaling up existing initiatives, providing continuous professional development, and standardizing monitoring tools to ensure consistency in practice. Moreover, given that no significant difference was found across school sizes, policies and programs promoting internal quality assurance can be uniformly implemented regardless of school category, ensuring equitable access to quality education for all learners.

Moreover, school heads may continue to strengthen their internal quality assurance practices, particularly in sustaining quality teaching and learning as well as curriculum implementation. Given that these practices are oftentimes evident, school heads are encouraged to maintain regular monitoring, provide constructive feedback, and ensure alignment with national standards. Additionally, since there is no significant difference across school categories, school heads from both large and small schools may consistently apply effective strategies and share best practices to foster a culture of excellence, collaboration, and accountability regardless of the school's size or classification.

Furthermore, teachers may actively support and collaborate with their school heads in sustaining internal quality assurance practices. Since quality teaching and learning, along with curriculum implementation, are oftentimes evident, teachers may continuously strive to align their instructional practices with school goals and national standards. By regularly preparing lesson plans, participating in reviews and feedback sessions, and engaging in professional development, teachers may contribute to maintaining and improving the quality of education in their schools. Regardless of the school size, teachers play a vital role in ensuring consistent and effective implementation of internal quality standards.

Lastly, future researchers may explore other dimensions or variables that may influence internal quality assurance practices of school heads, such as leadership styles, teacher competencies, or school culture. Since the results show no significant difference across school categories, further studies may benefit from using mixed-method approaches to gain deeper insights into contextual or qualitative factors that may affect implementation. Expanding the scope to include other stakeholders such as parents, students, or district supervisors could also provide a more comprehensive understanding of internal quality assurance in diverse educational settings.

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