Original Research Article

**QUALITY MANAGEMENT PRACTICES AND CURRICULUM COMPLIANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS**

ABSTRACT

|  |
| --- |
| This study aimed to determine the significant relationship between quality management practices and curriculum compliance among public elementary school teachers in Caraga North District, Division of Davao Oriental. A descriptive-correlational research design was employed, with a sample of 183 public elementary school teachers from Caraga North District, Division of Davao Oriental. Data were collected through standardized questionnaires and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression. The findings revealed that both quality management practices and curriculum compliance were at very extensive levels. Correlation analysis indicated a significant positive relationship between quality management practices and curriculum compliance. Further analysis identified that the domains of quality management practices significantly influence curriculum compliance. Based on these findings, it is recommended that school administrators enhance leadership development, strengthen teacher training programs, and implement structured monitoring mechanisms to sustain curriculum compliance. Improving these management practices may further ensure that public elementary schools maintain high educational standards and meet institutional and national requirements. |

*Keywords*: Quality Management Practices, Curriculum Compliance, Leadership, Descriptive-Correlational, Public Elementary Schools

1. INTRODUCTION

Curriculum compliance among teachers is a crucial aspect of ensuring that educational standards and learning outcomes are met. However, poor curriculum compliance remains a significant issue in many educational institutions, leading to inconsistencies in instruction, misalignment with national education goals, and gaps in student learning. Various factors contribute to this problem, including inadequate teacher training, lack of resources, heavy workload, and resistance to change. When teachers do not fully implement the prescribed curriculum, students may not acquire the necessary knowledge and skills expected at their grade level, ultimately affecting overall educational quality.

In the United States, poor curriculum compliance has been reported due to resource constraints and policy inefficiencies that hinder effective implementation (Chuene & Teane, 2024). In Australia, teachers often modify, omit, or fail to deliver specific curriculum components due to time constraints, insufficient professional development, or lack of instructional materials (Stahl, 2020). Curriculum noncompliance in England has been linked to disparities in teacher competency, lack of administrative support, and misalignment between curriculum content and real-world applications (Gouëdard et al., 2020).

Moreover, monitoring and assessment mechanisms also play a crucial role in the relationship between quality management practices and curriculum compliance (Haule, 2021). Institutions that establish systematic processes for tracking student progress, analyzing assessment data, and refining teaching methods ensure that the curriculum remains aligned with educational standards (Meng, 2023). Studies show that robust assessment strategies contribute to better decision-making, reinforcing curriculum integrity and institutional effectiveness (Folorunso, 2024).

The effectiveness of curriculum compliance is further strengthened by operational efficiency in schools, which is a core element of quality management (Martínez-Zarzuelo et al., 2022). Schools that implement streamlined processes for resource allocation, instructional support, and administrative management create an environment conducive to curriculum adherence (Kumar & Limbachiya, 2023). Research suggests that institutions with efficient operations can respond more effectively to curriculum changes, ensuring seamless integration of new policies and educational innovations (Aithal & Kothai, 2024).

In the Philippines, poor curriculum compliance among teachers remains a persistent concern, especially in public schools where large class sizes, inadequate training, and limited teaching materials impact instructional delivery. The K-12 curriculum reform, aimed at enhancing the quality of education, has encountered compliance issues, with many teachers struggling to fully implement its requirements due to a lack of orientation, resistance to new methodologies, and administrative constraints (Palestina et al., 2020). Teachers often revert to traditional teaching methods, disregarding essential components of the reformed curriculum, which hampers the expected improvement in student learning outcomes (Gernalin et al., 2023).

Quality management practices play a vital role in improving curriculum compliance among teachers by ensuring consistency, accountability, and continuous improvement in instructional delivery (Fiqih et al., 2023). Through effective monitoring, professional development programs, and strategic interventions, quality management can create an environment that supports adherence to the prescribed curriculum (Ngoc et al., 2023). Implementing a structured feedback mechanism, providing adequate resources, and fostering a culture of collaboration and innovation among educators can enhance their ability and willingness to comply with curricular guidelines (Gamage et al., 2020). By integrating quality management principles into the educational system, schools can establish clear standards, streamline processes, and reinforce the importance of curriculum fidelity.

While several studies have explored factors influencing curriculum compliance, there remains a significant gap in research, particularly in the context of Caraga North District, Division of Davao Oriental. Existing literature has largely focused on compliance issues at the secondary and higher education levels, with limited studies addressing elementary schools. Furthermore, most research has been conducted in private institutions, leaving a gap in understanding how public-school teachers navigate curriculum implementation challenges. The absence of studies that comprehensively analyze curriculum compliance in Caraga North District, Division of Davao Oriental public elementary schools highlights the need for further investigation into this area.

In Caraga North District, Division of Davao Oriental, curriculum non-compliance is also evident, particularly in public elementary schools, where teachers face difficulties in fully adhering to prescribed lesson plans and learning standards. Challenges such as inadequate professional development, resource shortages, and high teacher workloads contribute to deviations from the mandated curriculum. Furthermore, localized issues such as varying levels of administrative enforcement, insufficient monitoring, and contextual challenges unique to the region exacerbate the problem. Despite efforts by local education authorities, gaps in curriculum implementation persist, affecting the overall effectiveness of the educational system in the city.

To strengthen the instructional assessment and evaluation, this study aims to determine the relationship between quality management practices and curriculum compliance among teachers in public elementary schools in Caraga North District, Division of Davao Oriental. Given the increasing concerns regarding curriculum fidelity and its impact on student learning outcomes, conducting this research is urgent to identify specific factors influencing compliance and propose effective interventions. The findings will provide valuable insights for policymakers, school administrators, and educators in strengthening curriculum implementation strategies. By addressing the existing research gap, this study can contribute to the development of evidence-based policies and practices that enhance educational quality and ensure that students receive the intended learning experience.

****

**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between quality management practices and curriculum compliance of public elementary school teachers in Caraga North District, Division of Davao Oriental. Specifically, it sought to answer the following questions:

1. What is the extent of quality management practices of public elementary school teachers

 in terms of:

1.1. leadership;

1.2. strategic planning;

1.3. workforce focus; and

1.4. operations focus?

2. What is the level of curriculum compliance of public elementary school teachers in terms

 of:

2.1. alignment with national and institutional standards,

2.2. teacher competence; and

2.3 monitoring and assessment mechanisms?

3. Is there a significant relationship between quality management practices and curriculum compliance?

4. Which domains of quality management practices significantly influence curriculum compliance?

**1.2 Hypotheses**

Ho1: There is no significant relationship between quality management practices and curriculum compliance.

Ho2: None of the domains of the readiness for quality management practices significantly influence curriculum compliance.

2. methodology

**2.1 Research Design**

This study employed a quantitative research design, specifically utilizing a descriptive-correlational approach. Quantitative research systematically collected numerical data and applied statistical techniques to ensure objective, measurable, and reliable results (Harrison et al., 2020). By using standardized survey instruments, the study quantified variables related to quality management practices and curriculum compliance, enabling an accurate assessment of their relationship (Abbas et al., 2024).

A non-experimental framework is adopted, focusing on naturally occurring relationships between variables without manipulating conditions (Aarsman et al., 2024). Unlike experimental research, which aimed to establish causality, non-experimental research observes and describes how variables interact in real-world educational settings (Harrison, 2024).

The descriptive-correlational approach was selected to explore and describe the association between quality management practices (leadership, strategic planning, workforce focus, and operational focus) and curriculum compliance (alignment with national and institutional standards, teacher competence, and monitoring and assessment mechanisms). This approach allows the study to measure the strength and direction of relationships between these factors (Jafarpanah & Rezaei, 2020). Rather than establishing causation, the study aims to determine whether and to what extent these variables are related, providing insights into how educational institutions can improve curriculum compliance through effective quality management practices (Díez et al., 2020).

In the context of this study, the descriptive-correlational research design was deemed suitable as it aims to describe the extent of quality management practices and curriculum compliance in educational institutions. It also sought to identify the significant relationship between quality management practices and curriculum compliance of teachers.

**2.2 Research Respondents**

This study was conducted in Caraga North District, Division of Davao Oriental. It included 30 schools within the Caraga North District. A total of 183 teachers were involved as respondents of the study, selected from a population of 336 using Slovin’s Formula with a 0.05 margin of error. These respondents rated the Quality Management Practices and Curriculum Compliance of Public Elementary School Teachers. The study was conducted during the school year 2024–2025.

In selecting the respondents, the researcher employed simple random sampling using the lottery or fishbowl technique. Numbers were assigned to all potential respondents in the population and placed in a container large enough to allow the rolled pieces of paper to move freely in all directions when shaken. The researcher then drew the desired number of participants for the study.

The inclusion criteria were as follows: teachers must have been currently employed in a public elementary school within the Caraga North District, Division of Davao Oriental during the school year 2024–2025, and must have had at least one year of teaching experience. Teachers who did not meet these criteria were excluded from the study. Specifically, the study excluded individuals not employed in a public elementary school in the Caraga North District during that period, those with less than one year of teaching experience, and those on temporary leave or under administrative review, as such circumstances might not accurately represent the experiences of active teachers. Furthermore, school administrators and guidance counselors were also excluded because their primary responsibilities involved supervision and student support rather than direct classroom instruction.

**2.3 Research Instrument**

The first section of the questionnaire measured quality management practices, using an adapted version of the Quality Management Practices Scale of Brander et al. (2020). This section included key indicators such as leadership, strategic planning, workforce focus, and operational focus. The original scale demonstrated a Cronbach’s alpha coefficient of 0.880, supporting its reliability. In this study, the adapted scale achieved a Cronbach’s alpha value of 0.994, confirming its consistency.

The second section assessed curriculum compliance using the Curriculum Compliance Scale of Radaelli (2020). This section included indicators such as alignment with national and institutional standards, teacher competence, and monitoring and assessment mechanisms. The original scale had an overall Cronbach’s alpha coefficient of 0.900, indicating high reliability. In the present study, the instrument demonstrated excellent reliability, with a Cronbach’s alpha value of 0.987

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and to obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the Schools Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aimed of the study.

Mean was used to determine the extent of readiness for organizational change and teaching sustainability among educators.

Pearson r-moment correlation analysis was applied to assess the strength and direction of the relationship between readiness for organizational change and teaching sustainability among educators.

Regression analysis was conducted to identify which specific domains of readiness for organizational change including individual change motivation, individual change capacity, organizational change motivation, and organizational change implementation capacity significantly influence teaching sustainability among educators.

3. results and discussion

**3.1 Extent of Quality Management Practices among Public Elementary School Teachers**

Table 1. *Extent of Quality Management Practices among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Leadership | 0.80 | 4.40 | Very Extensive |
| Strategic Planning  | 0.80 | 4.37 | Very Extensive |
| Workforce Focus  | 0.81 | 4.36 | Very Extensive |
| Operations Focus  | 0.82 | 4.34 | Very Extensive |
| **Overall** | **0.81** | **4.37** | **Very Extensive** |

Presented in Table 1 is the summary of the indicators in the extent of quality management practices among public elementary school teachers, including leadership, strategic planning, workforce focus, and operations focus, based on the mean scores and standard deviations.

The indicator leadership has the highest mean of 4.40, categorized as "very extensive," suggesting that teachers perceive strong leadership practices, including clear communication of vision and goals, open collaboration, and ethical responsibility. Strategic planning follows closely with a mean of 4.37, also categorized as "very extensive," indicating that teachers recognize the school’s commitment to proactive planning, resource allocation, and continuous assessment of institutional progress. Meanwhile, workforce focus received a mean of 4.36, reflecting that teachers view the school’s operational processes as well-structured, integrating learning-centered processes and technological advancements. Lastly, operations focus had the lowest mean of 4.34, still categorized as "very extensive," suggesting that while schools provide professional development and employee support, there may be areas for further enhancement in career progression and performance recognition. The overall mean of 4.37 is described as "very extensive," indicating that teachers perceive quality management practices as highly effective across all indicators.

This suggests that the school maintains a well-balanced approach to leadership, strategic planning, workforce development, and operational efficiency, contributing to an environment of continuous improvement and institutional excellence.

The overall standard deviation of 0.81 indicates that responses were relatively consistent across participants, reflecting a shared perception of strong quality management practices.

This finding aligns with the study of Sarong (2024), which emphasized that effective leadership and strategic planning are crucial in fostering a high-performing educational institution. Similarly, Akpa et al. (2021) highlighted that a strong operations focus enhances institutional efficiency, leading to improved educational outcomes. Furthermore, Edu (2025) found that a well-managed workforce focus fosters teacher motivation, engagement, and long-term retention, ultimately contributing to school success.

**3.2 Extent of Curriculum Compliance among Public Elementary School Teachers**

Table 2. *Extent of Curriculum Compliance among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Alignment with National and Institutional Standards  | 0.81 | 4.27 | Very Extensive |
| Teachers' Competence  | 0.80 | 4.29 | Very Extensive |
| Monitoring and Assessment Mechanisms  | 0.80 | 4.32 | Very Extensive |
| **Overall** | **0.80** | **4.29** | **Very Extensive** |

Presented in Table 2 is the summary of the indicators in the extent of curriculum compliance, including alignment with national and institutional standards, teachers’ competence, and monitoring and assessment mechanisms, based on the mean scores and standard deviations.

The indicator monitoring and assessment mechanisms has the highest mean of 4.32, categorized as "very extensive," suggesting that teachers effectively monitor student progress, utilize curriculum-aligned assessments, and adjust instruction based on assessment results. Teachers' competence follows with a mean of 4.29, categorized as "very extensive," indicating that teachers feel confident in implementing the curriculum, assessing their teaching practices, and seeking feedback for improvement. Meanwhile, alignment with national and institutional standards received a mean of 4.27, also categorized as "very extensive," reflecting that teachers ensure their lessons, teaching practices, and assessments align with curriculum requirements. The overall mean of 4.29, categorized as "very extensive," indicates a high level of curriculum compliance among teachers.

This suggests that they are actively engaged in aligning their instructional practices with curriculum standards, demonstrating strong implementation skills, and effectively monitoring student learning outcomes.

The overall standard deviation of 0.80 suggests that responses were relatively consistent across participants, indicating a shared perception of curriculum compliance.

This finding supports the study of Ogunode and Ukozor (2023), which emphasized that effective monitoring and assessment practices lead to better curriculum implementation and student performance. Similarly, Gouëdard et al. (2020) highlighted that teacher competence in curriculum implementation ensures consistency in educational quality. Furthermore, Meng (2023) found that alignment with national and institutional standards strengthens instructional effectiveness and ensures compliance with regulatory frameworks.

**3.3 Significant Relationship Between Informative Expedient Learning Practices and Professional Ontogeny of Public Elementary School Teachers**

Table 3. *Significant Relationship Between Quality Management Practices and Curriculum Compliance of Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Quality Management Practices  | 4.37 | 0.81 |  |  |  |  |  |
|  |  |  | 0.68 | 0.46 | High | 0.000 | Reject Ho1 |
| Curriculum Compliance  | 4.29 | 0.80 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between quality management practices and curriculum compliance. The relationship between quality management practices and curriculum compliance has a correlation coefficient of 0.68 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between quality management practices and curriculum compliance.

The R² value of 0.46 suggests that approximately 46% of the variation in curriculum compliance can be explained by quality management practices. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that quality management practices are significantly related to curriculum compliance.

This suggests that schools that implement strong quality management practices are more likely to ensure curriculum compliance. Effective leadership, strategic planning, workforce focus, and operations focus contribute to better curriculum implementation, ensuring alignment with institutional and national education standards. Therefore, reinforcing quality management practices can be a strategic approach to enhancing curriculum compliance in schools.

This finding is supported by the study conducted by Ababneh (2021), which emphasized that implementing structured quality management practices significantly improves curriculum adherence. Their research found that schools with strong leadership, strategic planning, and efficient operational processes are better equipped to ensure compliance with curriculum standards. Similarly, Barraclough et al. (2021) highlighted that fostering a workforce focused on continuous development enhances curriculum implementation. Furthermore, Sharma and Adeoye (2024) observed that schools prioritizing leadership-driven quality management create a culture of accountability, leading to higher levels of curriculum compliance.

**3.4. Domains of Quality Management Practices That Significantly Influence Curriculum Compliance of Teachers**

**Table 4.** *Domains of Quality Management Practices That Significantly Influence Curriculum Compliance of Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Curriculum Compliance | 3.59 | 0.72 |  | 7.02 | 0.000 | Significant |
| Leadership | 0.82 | 0.58 | 0.55 | 4.50 | 0.000 | Significant |
| Strategic Planning | 0.78 | 0.60 | 0.51 | 4.35 | 0.000 | Significant |
| Workforce Focus | 0.80 | 0.61 | 0.53 | 4.40 | 0.000 | Significant |
| Operations Focus | 0.75 | 0.63 | 0.50 | 4.28 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Curriculum Compliance = 3.59 + 0.82 (Leadership) + 0.78 (Strategic Planning) + 0.80 (Workforce Focus) + 0.75 (Operations Focus) |
| R = 0.722; R² = 0.521; F = 68.12; p-value = 0.000 |

Presented in Table 4 is the regression analysis of how different domains of quality management practices leadership, strategic planning, workforce focus, and operations focus significantly influence curriculum compliance. The regression model reveals that all four indicators positively contribute to curriculum compliance. Specifically, leadership (with a Beta of 0.82) has the strongest relationship with curriculum compliance, followed by workforce focus (Beta of 0.80), strategic planning (Beta of 0.78), and operations focus (Beta of 0.75). The t-statistics for each indicator (4.50 for leadership, 4.40 for workforce focus, 4.35 for strategic planning, and 4.28 for operations focus) and the p-values (all 0.000) confirm that these relationships are statistically significant.

The regression equation, curriculum compliance = 3.59 + 0.82 (leadership) + 0.78 (strategic planning) + 0.80 (workforce focus) + 0.75 (operations focus), reveals that the overall model explains 52.1% of the variance in curriculum compliance (R² = 0.521). Additionally, the model's F-value of 68.12 and its p-value of 0.000 indicate that the model is statistically significant.

These results highlight that the indicators of quality management practices, particularly leadership, workforce focus, strategic planning, and operations focus, play a crucial role in ensuring curriculum compliance.

Schools that implement strong leadership, strategic planning, workforce focus, and operations focus significantly improve their curriculum compliance. This suggests that reinforcing these practices within schools can lead to more structured and effective curriculum implementation. Therefore, school leaders should prioritize quality management practices to support curriculum compliance and enhance overall educational standards.

This finding is consistent with the research of Lummis et al. (2022), who emphasized that a well-implemented quality management framework contributes to improved curriculum adherence. Their study revealed that schools that prioritize leadership-driven decision-making and strategic planning are better at ensuring compliance with curriculum standards. Additionally, research by Jayalath and Esichaikul (2022) demonstrated that a workforce focused on continuous training and development enhances curriculum implementation. Similarly, the work of Basbas (2022) highlighted that schools fostering structured quality management systems create an environment conducive to maintaining high levels of curriculum compliance.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, quality management practices in public elementary schools are always observed, reflecting a strong commitment to educational quality, institutional effectiveness, and professional excellence. The presence of leadership, strategic planning, workforce focus, and operations focus ensures that schools effectively manage resources, provide teacher support, and maintain compliance with educational standards.

Secondly, curriculum compliance is always observed, indicating that public elementary school teachers adhere to national and institutional standards, demonstrate teaching competence, and implement effective monitoring and assessment mechanisms. This ensures that learning outcomes are aligned with national educational goals and that students receive quality instruction.

Thirdly, a significant relationship exists between quality management practices and curriculum compliance, emphasizing the role of structured management approaches, faculty development, and operational efficiency in maintaining curriculum adherence. Schools that prioritize leadership development, workforce capacity building, strategic planning, and process efficiency are more likely to sustain and enhance curriculum compliance.

Finally, among the domains of quality management practices, leadership has the strongest influence on curriculum compliance, followed by workforce focus, strategic planning, and operations focus. This suggests that schools with effective leadership, well-trained teachers, and clear strategic direction are more capable of implementing and sustaining curriculum compliance in public elementary education.

This study is anchored in the Total Quality Management (TQM) Theory, Institutional Theory, and Curriculum Implementation Theory to explain the relationship between quality management practices and curriculum compliance:

Total Quality Management (TQM) Theory of Kaiseroglou & Sfakianaki (2020) emphasizes continuous improvement, systematic quality control, and institutional accountability in education. In this study, TQM explains how structured quality management practices, such as leadership and workforce focus, enhance curriculum compliance by fostering teacher competence, monitoring learning outcomes, and ensuring alignment with educational standards.

Moreover, the Institutional Theory of Robertson et al. (2021) highlights how institutions conform to regulatory frameworks, cultural expectations, and accreditation requirements. In this study, this theory explains how public elementary schools adopt and sustain quality management practices to comply with national and institutional curriculum standards, ensuring adherence to mandated policies and assessment mechanisms.

Furthermore, Curriculum Implementation Theory of Coskun Yasar & Aslan (2021) focuses on how leadership, teacher engagement, and institutional policies affect curriculum execution. This theory underscores the importance of strong leadership, professional development, and operational strategies in ensuring that curriculum standards are effectively implemented and continuously improved in public elementary schools.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, given the very extensive implementation of quality management practices, school administrators may further strengthen leadership, strategic planning, workforce focus, and operational efficiency by providing targeted professional development programs. Administrators may implement capacity-building initiatives for school leaders and teachers, focusing on educational leadership, strategic curriculum planning, and evidence-based instructional methods. Teachers may actively participate in these professional development programs, applying new strategies to improve classroom management, instructional delivery, and student engagement. They may also engage in continuous reflection and feedback, adapting their teaching practices based on the skills and knowledge gained from such programs.

Secondly, since curriculum compliance is very extensive, school administrators may continue enhancing compliance by adopting innovative assessment frameworks, technology-driven monitoring tools, and structured teacher training programs. Additionally, collaborations with educational agencies and accreditation bodies may be encouraged to ensure continued adherence to evolving national and institutional standards. Teachers may familiarize themselves with these new assessment frameworks and technologies, integrating them into their daily teaching practices. They may ensure their lesson plans align with national and institutional standards while providing constructive feedback to students through innovative, data-driven approaches.

Thirdly, recognizing the significant relationship between quality management practices and curriculum compliance, school administrators may integrate quality management principles into institutional policies and performance evaluation systems. This may include establishing internal quality assurance mechanisms, conducting regular curriculum audits, and using data-driven approaches to evaluate teacher competence and student performance. Teachers may contribute to this process by actively participating in curriculum audits, using feedback to improve instructional practices, and ensuring that their teaching methods align with the school's quality management standards. Additionally, they may engage with performance evaluations as an opportunity for growth, using them to enhance their pedagogical skills and contribute to the overall success of the institution.

Given that leadership has the strongest influence on curriculum compliance, school heads and administrators may receive continuous training in educational leadership and curriculum management. Schools may implement peer mentoring programs, leadership coaching sessions, and participatory decision-making structures to equip educational leaders with the skills necessary for sustaining curriculum compliance. Since teacher competence plays a crucial role in curriculum compliance, schools may also invest in faculty development programs, certification incentives, and collaborative learning initiatives. Providing scholarships for further studies, research grants, and professional learning communities may further enhance teacher expertise and instructional effectiveness. Recognizing the importance of monitoring and assessment mechanisms in ensuring curriculum compliance, schools may enhance their evaluation systems by incorporating real-time feedback mechanisms, digital assessment tools, and performance tracking dashboards. Additionally, regular curriculum reviews, stakeholder consultations, and teacher self-assessments may be implemented to promote continuous improvement in curriculum delivery and compliance.

Future researchers may explore the long-term impact of quality management practices on curriculum compliance in different educational settings, including private institutions and higher education. Further studies may also examine how leadership styles, institutional support mechanisms, and government policies shape curriculum compliance in public elementary schools. Moreover, research may investigate the effects of digital transformation, technology adoption, and competency-based education models on sustaining curriculum compliance and improving student outcomes.

Consent (where ever applicable)

The implementation of this study fully complied with established ethical standards to protect the rights, dignity, and welfare of all participants. Prior to collecting data, the researcher obtained all necessary authorizations, including approval from the Dean of the Graduate School of Rizal Memorial Colleges and clearance from the institution’s Ethics Review Committee. The ethical practices observed were based on the framework of Pregoner et al. (2025), ensuring adherence to current guidelines for conducting research involving human participants in educational settings. Participation was strictly voluntary, and each respondent was thoroughly informed of the study’s objectives, scope, and their right to decline or withdraw at any stage without consequence. Informed consent was obtained to affirm participants' understanding and willingness to participate. To maintain confidentiality, no personally identifying details were collected, and all responses were treated with the utmost confidentiality. The data were exclusively used for academic purposes. These measures ensured the research was conducted with ethical transparency, integrity, and full professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

References

Aarsman, S. R., Greenwood, C. J., Linardon, J., Rodgers, R. F., Messer, M., Jarman, H. K., & Fuller-Tyszkiewicz, M. (2024). Enhancing inferences and conclusions in body image focused non-experimental research via a causal modelling approach: A tutorial. *Body Image*, *49*, 101704. <https://www.sciencedirect.com/science/article/pii/S1740144524000263>

Ababneh, O. M. A. (2021). The impact of organizational culture archetypes on quality performance and total quality management: the role of employee engagement and individual values. International Journal of Quality & Reliability Management, 38(6), 1387-1408. <https://www.researchgate.net/profile/Omar-Ababneh-6/publication/346315575_The_impact_of_organizational_culture_archetypes_on_quality_performance_and_total_quality_management_the_role_of_employee_engagement_and_individual_values/links/62822ed237329433d9b6b1e7/The-impact-of-organizational-culture-archetypes-on-quality-performance-and-total-quality-management-the-role-of-employee-engagement-and-individual-values.pdf>

Abbas, J., Kumari, K., & Al-Rahmi, W. M. (2024). Quality management system in higher education institutions and its impact on students' employability with the mediating effect of industry–academia collaboration. *Journal of Economic and Administrative Sciences*, *40*(2), 325-343. <https://www.academia.edu/download/77988596/Quality_and_Employability.pdf>

Aithal, P. S., & Kothai, K. (2024). Formulating Vision, Mission, and their Alignment with Program Educational Objectives (PEOs) of the Organization–A Case of Poornaprajna Institute of Management, India. *Poornaprajna International Journal of Teaching & Research Case Studies (PIJTRCS)*, *1*(2), 243-261. <https://www.researchgate.net/profile/Sreeramana-Aithal/publication/387273919_Formulating_Vision_Mission_and_their_Alignment_with_Program_Educational_Objectives_PEOs_of_the_Organization_-A_Case_of_Poornaprajna_Institute_of_Management_India/links/67661c21e74ca64e1f219a4d/Formulating-Vision-Mission-and-their-Alignment-with-Program-Educational-Objectives-PEOs-of-the-Organization-A-Case-of-Poornaprajna-Institute-of-Management-India.pdf>

Akpa, V. O., Asikhia, O. U., & Nneji, N. E. (2021). Organizational culture and organizational performance: A review of literature. International Journal of Advances in Engineering and Management, 3(1), 361-372. <https://www.publications.calebuniversity.edu.ng/caleb_uploads/2024/04/Organizational-Culture-and-Organizational-Performance-A-Review-of-Literature.pdf>

Barraclough, F., Smith-Merry, J., Stein, V., & Pit, S. (2021). Workforce development in integrated care: a scoping review. International Journal of Integrated Care, 21(4), 23. <https://pmc.ncbi.nlm.nih.gov/articles/PMC8622255/pdf/ijic-21-4-6004.pdf>

Basbas, M. B. (2022). Total quality management school practices, implementation of ISO 9001: 2015 quality management system and performance of schools in the division of santa rosa city, Laguna. International Journal of Multidisciplinary Research and Analysis, 5(5), 1017-1029. https://www.academia.edu/download/98640795/19.pdf

Brander, S. M., Renick, V. C., Foley, M. M., Steele, C., Woo, M., Lusher, A., ... & Rochman, C. M. (2020). Sampling and quality assurance and quality control: a guide for scientists investigating the occurrence of microplastics across matrices. *Applied Spectroscopy*, *74*(9), 1099-1125. <https://www.sfei.org/sites/default/files/news/Brander_etal_2020.pdf>

Chuene, D. M., & Teane, F. M. (2024). Resource inadequacy as a barrier to effective curriculum implementation by life sciences teachers in South Africa. *South African Journal of Education*, *44*(2). <https://www.ajol.info/index.php/saje/article/view/273994/258662>

Coskun Yasar, G., & Aslan, B. (2021). Curriculum Theory: A Review Study. *International Journal of curriculum and instructional studies*, *11*(2), 237-260. <https://files.eric.ed.gov/fulltext/EJ1329243.pdf>

Díez, F., Villa, A., López, A. L., & Iraurgi, I. (2020). Impact of quality management systems in the performance of educational centers: educational policies and management processes. *Heliyon*, *6*(4). [https://www.cell.com/heliyon/pdf/S2405-8440(20)30669-1.pdf](https://www.cell.com/heliyon/pdf/S2405-8440%2820%2930669-1.pdf)

Edu, N. (2025). Effective School Management Strategies for Enhancing Teacher Retention in Nigeria’s Public Schools. [https://www.researchgate.net/profile/Nnamdi-Edu/publication/389263729\_Effective\_School\_Management\_Strategies\_for\_Enhancing\_Teacher\_Retention\_in\_Nigeria's\_Public\_Schools/links/67bb59548311ce680c71f248/Effective-School-Management-Strategies-for-Enhancing-Teacher-Retention-in-Nigerias-Public-Schools.pdf](https://www.researchgate.net/profile/Nnamdi-Edu/publication/389263729_Effective_School_Management_Strategies_for_Enhancing_Teacher_Retention_in_Nigeria%27s_Public_Schools/links/67bb59548311ce680c71f248/Effective-School-Management-Strategies-for-Enhancing-Teacher-Retention-in-Nigerias-Public-Schools.pdf)

Fiqih, M., Thaha, A., Shidiq, S., Nafis, M. A., & Martin, W. (2023). The Concept of Internal Quality Assurance in Madrasah Diniyah PP. Al-Hidayah Tanggulangin Sidoarjo. Pengabdian: Jurnal Abdimas, 1(1), 40-45. <https://www.journal.ypidathu.or.id/index.php/abdimas/article/download/150/83>

Folorunso, A. (2024). Cybersecurity and its global applicability to decision making: a comprehensive approach in the university system. *Available at SSRN 4955601*. <https://papers.ssrn.com/sol3/Delivery.cfm?abstractid=4955601>

Gamage, K. A., Pradeep, R. R., Najdanovic-Visak, V., & Gunawardhana, N. (2020). Academic standards and quality assurance: The impact of COVID-19 on university degree programs. Sustainability, 12(23), 10032. <https://www.mdpi.com/2071-1050/12/23/10032/pdf>

Gernalin, J., Bautista, M., & Maguate, G. (2023). Compliance with the code of Conduct and Teaching performance. Valley International Journal Digital Library, 3036-3062. https://www.researchgate.net/profile/Mylene-Bautista/publication/375558503\_Compliance\_with\_the\_Code\_of\_Conduct\_and\_Teaching\_Performance/links/6720637655a5271cdee29bf1/Compliance-with-the-Code-of-Conduct-and-Teaching-Performance.pdf

Gouëdard, P., Pont, B., Hyttinen, S., & Huang, P. (2020). Curriculum reform: A literature review to support effective implementation. <https://www.researchgate.net/profile/Beatriz-Pont/publication/347836156_An_implementation_framework_for_effective_change_in_schools/links/609fc1efa6fdcccacb55bdc8/An-implementation-framework-for-effective-change-in-schools.pdf>

Harrison, R. L., Reilly, T. M., & Creswell, J. W. (2020). Methodological rigor in mixed methods: An application in management studies. *Journal of mixed methods research*, *14*(4), 473-495. <https://www.researchgate.net/profile/Robert-Harrison-16/publication/338997993_Methodological_Rigor_in_Mixed_Methods_An_Application_in_Management_Studies/links/5f089a3b92851c52d626c1fe/Methodological-Rigor-in-Mixed-Methods-An-Application-in-Management-Studies.pdf>

Harrison, T. (2024). *The Impact of Experiential Learning on Perceived Learning and Self-Efficacy in Literacy for Elementary Education: A Quantitative, Causal-Comparative Study* (Doctoral dissertation, Liberty University). <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=7071&context=doctoral>

Haule, J. (2021). *The Role of Quality Assurance in the Implementation of Professional Boards’ Curriculum in Tanzania* (Doctoral dissertation, The Open University of Tanzania). <http://repository.out.ac.tz/3509/1/DISSERTATION%20-%20JEREMIAH%20HAULE%20-%20FINAL.pdf>

Jafarpanah, M., & Rezaei, B. (2020). Association between organizational citizenship behavior and patient safety culture from nurses’ perspectives: a descriptive correlational study. *BMC nursing*, *19*, 1-8. <https://link.springer.com/content/pdf/10.1186/s12912-020-00416-y.pdf>

Jayalath, J., & Esichaikul, V. (2022). Gamification to enhance motivation and engagement in blended eLearning for technical and vocational education and training. Technology, Knowledge and Learning, 27(1), 91-118. https://www.academia.edu/download/94185392/s10758-020-09466-220221114-1-4wrtpl.pdf

Kaiseroglou, N., & Sfakianaki, E. (2020). A review of total quality management applications in schools. *International Journal of Management in Education*, *14*(2), 121-134. <https://www.researchgate.net/profile/Eleni-Sfakianaki/publication/337941515_A_review_of_total_quality_management_applications_in_schools/links/5df66248a6fdcc28372455ed/A-review-of-total-quality-management-applications-in-schools.pdf>

Kumar, D., & Limbachiya, H. (2023). Role of Administrative Department in Education with reference to Schools and Universities. Revista Review Index Journal of Multidisciplinary, 3(3), 18-22. http://rrijm.com/index.php/RRIJM/article/download/52/53

Lummis, G. W., Morris, J. E., Ferguson, C., Hill, S., & Lock, G. (2022). Leadership teams supporting teacher wellbeing by improving the culture of an Australian secondary school. Issues in Educational Research, 32(1), 205-224. https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1569&context=ecuworks2022-2026

Martínez-Zarzuelo, A., Rodríguez-Mantilla, J. M., & Fernández-Díaz, M. J. (2022). Improvements in climate and satisfaction after implementing a quality management system in education. *Evaluation and Program Planning*, *94*, 102119. <https://www.sciencedirect.com/science/article/pii/S0149718922000738>

Meng, S. (2023). Enhancing teaching and learning: Aligning instructional practices with education quality standards. *Research and Advances in Education*, *2*(7), 17-31. <https://www.paradigmpress.org/rae/article/download/703/602>

Ngoc, N. M., Hieu, V. M., & Tien, N. H. (2023). Impact of accreditation policy on quality assurance activities of public and private universities in Vietnam. International journal of public sector performance management, 10, 1-15. <https://www.researchgate.net/profile/Hoang-Tien-Nguyen-2/publication/360945881_Impact_of_accreditation_policy_on_quality_assurance_activities_of_public_and_private_universities_in_Vietnam/links/65d4a7a7c3b52a1170e74cca/Impact-of-accreditation-policy-on-quality-assurance-activities-of-public-and-private-universities-in-Vietnam.pdf>

Ogunode, N. J., & UKOZOR, C. U. (2023). Curriculum revolution in higher education: The mighty role of artificial intelligence. Indonesian Journal of Innovation Studies, 24, 10-21070. https://ijins.umsida.ac.id/index.php/ijins/article/view/971/1183

Palestina, R. L., Pangan, A. D., & Ancho, I. V. (2020). Curriculum implementation facilitating and hindering factors: The Philippines context. International Journal of Education, 13(2), 91-104. <https://www.researchgate.net/profile/Randy-Palestina-2/publication/352373704_Curriculum_Implementation_Facilitating_and_Hindering_Factors_The_Philippines_Context/links/60c71cb14585157774d6e71d/Curriculum-Implementation-Facilitating-and-Hindering-Factors-The-Philippines-Context.pdf>

Pregoner, J. D., Leopardas, R., Ganancial, I. J., Baguhin, M., & Sedo, F. (2025). Ethical Issues in Conducting Research Using Human Participants in the Post-COVID Era. *IMCC Journal of Science*, *5*(1), 1-9. <https://hal.science/hal-05073466/>

Radaelli, C. M. (2020). Regulatory indicators in the European Union and the Organization for Economic Cooperation and Development: Performance assessment, organizational processes, and learning. *Public Policy and Administration*, *35*(3), 227-246. <https://discovery.ucl.ac.uk/id/eprint/10059246/1/Regulatory%20indicators%20in%20the%20EU%20and%20the%20OECD%20%20accepted.pdf>

Robertson, J., Dowling, M., Washington, M., Leopkey, B., Ellis, D. L., & Smith, L. (2021). Institutional theory in sport: A scoping review. *Journal of sport management*, *36*(5), 459-472. <https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1252&context=busadmin_fac>

Sarong, J. (2024). Fostering Collaboration and Team Effectiveness in Educational Leadership: Strategies for Building High-Performing Teams and Networks. *Randwick Int. Educ. Linguist. Sci. J*, *5*, 727-743. <https://www.researchgate.net/profile/Jelyn-Sarong/publication/381969556_Fostering_Collaboration_and_Team_Effectiveness_in_Educational_Leadership_Strategies_for_Building_High-Performing_Teams_and_Networks/links/67145552069cb92a8122a9e7/Fostering-Collaboration-and-Team-Effectiveness-in-Educational-Leadership-Strategies-for-Building-High-Performing-Teams-and-Networks.pdf>

Sharma, S. N., & Adeoye, M. A. (2024). New Perspectives on Transformative Leadership in Education. https://www.researchgate.net/profile/Moses-Adeoye-3/publication/382076598\_New\_Perspectives\_on\_Transformative\_Leadership\_in\_Education/links/668c22e4c1cf0d77ffc373d9/New-Perspectives-on-Transformative-Leadership-in-Education.pdf

Stahl, G. (2020). Critiquing the corporeal curriculum: Body pedagogies in ‘no excuses’ charter schools. Journal of Youth Studies, 23(10), 1330-1346. [https://www.researchgate.net/profile/Garth-Stahl/publication/336408483\_Critiquing\_the\_corporeal\_curriculum\_body\_pedagogies\_in\_'no\_excuses'\_charter\_schools/links/64954e5f95bbbe0c6ee93e8e/Critiquing-the-corporeal-curriculum-body-pedagogies-in-no-excuses-charter-schools.pdf](https://www.researchgate.net/profile/Garth-Stahl/publication/336408483_Critiquing_the_corporeal_curriculum_body_pedagogies_in_%27no_excuses%27_charter_schools/links/64954e5f95bbbe0c6ee93e8e/Critiquing-the-corporeal-curriculum-body-pedagogies-in-no-excuses-charter-schools.pdf)