

Exploring the Themes for Quality Assurance at Secondary Level in Punjab: A Document Analysis

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ABSTRACT

Quality assurance (Q.A.) in education is the process of ensuring that educational programs and services meet established standards and expectations. This study aimed to explore themes for quality assurance in secondary schools at the Punjab level to enhance and evaluate the quality assurance process. In order to support in-depth realities, the exploration study is grounded in the interpretivism research paradigm. Data were collected by using the document analysis technique on quality assurance standards documents implemented in different countries around the world; In-depth qualitative analysis was performed with the use of NVivo 12 software. The study's various themes have been confirmed via the use of numerous methods, including Coding Nodes, Word Trees, Word Tag Clouds, and Treemaps. Documents from eleven countries were selected to achieve the study's objective; the most updated and relative themes were extracted and presented diagrammatically and in tabular form. A total of twelve themes were found through a thematic analysis process. Twelve themes were explored and named 1)assessment; 2)community involvement; 3)curriculum; 4)early childhood education; 5)school environments; 6)school ethos and value; 7)Facilities for schools; 8)H)school administration and management, 9)school quality management and improvement. 10)School Mission, Vision, and Objectives, 11)Teacher Standards, 12)Student Standards This research study is applicable at the secondary school level in the quality assurance process. The research finding highlighted the most relevant themes/factors used in quality assurance process; to enhance or evaluate the quality assurance practices. The outcome of this research study bridges the gap in the existing literature by offering empirical knowledge on the school quality assurance process at the secondary school level. This is the first research done in an Asian setting to focus specifically on quality assurance and its associated themes and processes. This study may eventually improve educational standards and student performance.

KEYWORDS

Quality Assurance, Themes for Quality Assurance, Standards, Secondary School Level, Document Analysis

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INTRODUCTION

School quality assurance is a vital process for ensuring that educational institutions meet and maintain high standards of excellence. It involves monitoring and evaluating various aspects of a school, including its academic programs, teaching methods, student services, and overall organizational performance. According to David Hopkins, a leading scholar in the field of education and author of the book "Improving the Quality of Education", school quality assurance is "a systematic and continuous process of monitoring and evaluating the effectiveness of education in meeting the needs of learners, and taking action to improve it."

In order to achieve this, schools must implement a range of quality assurance mechanisms, such as regular assessments of student performance, evaluation of teaching practices, and ongoing professional development for teachers and staff. They must also establish clear goals and objectives, develop effective policies and procedures, and maintain open lines of communication with stakeholders such as parents, students, and the wider community.

Overall, school quality assurance plays a critical role in ensuring that schools provide high-quality education to their students and contribute to the development of a skilled and knowledgeable workforce. As Hopkins notes, "quality assurance is not an optional extra, but an essential component of any effective educational system."

Quality Assurance (Q.A.) aims to continuously improve students' educational experience, promote excellence in teaching, and ensure that the school meets educational standards. Further, it is the process of ensuring that educational programs and services meet established standards and expectations. To adapt to global realities and solve pressing problems, we need to raise the bar on the quality of our educational system. Global education initiatives have resulted in an increase in standardization and the implementation of minimum elementary school standards. In contrast, minimum quality standards specify a country's intended level of education quality. These frameworks consist of predetermined standards and indicators for gauging success levels. (Ahmad 2019)

National Education Policy 2009 highlighted the declining quality of education in Pakistan. It highlighted the necessity for a standardized education system by defining standards for educational activity inputs, processes, and outputs and institutionalizing evaluations from the lowest to the highest levels. (NEP 2009) "A key deficit is the absence of clearly



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articulated minimum standards for most educational interventions and their outcomes. Even where these are established, there is no measurement or structured follow-up". (NEP, 2009, P.12).

In Higher Education, centralized accreditation systems are in practice regarding Accreditation Counsels, e.g., medical, business, teacher education, etc. the Minimum Standards for Quality Education (MSQE) for 2016 were developed for School Education. "The provinces and areas (ICT, FATA, G.B., AJK) will decide on the degree of compliance they expect for each standard. It will require consultation and buy-in from all the relevant stakeholders to agree upon appropriate levels of compliance, which may be ambitious but achievable". (MNSQE 2016, p 12) After the 18th amendment of 2010, It was decided to decentralize educational operations to the provincial level. So these MNSQA can serve as a baseline for all provinces to establish a well-defined quality assurance system per their context.

But the report of UNDP (2019) mentioned that MNSQE is a deficit in that: The National Authority for Standards of Education has yet to be constituted, and there is no specific agency accessible at either the national or provincial level to implement and oversee the quality standards. No bench Marks/indicators for deliberations of standards and mechanisms for assessing standards are available.

School quality assurance in Punjab, Pakistan, is a complex and multifaceted process that involves multiple stakeholders and systems. By addressing the challenges and continuing to implement effective quality assurance measures, Punjab can ensure that its schools provide high-quality education to its students.

In Punjab, the SED, through PMIU, confirms scheduled monitoring of public schools by MEAs on different indicators in attendance, school infrastructure, and consumption of non-salary expenditure. (PMIU-PESRP, 2020) Qualitative data is missing, and Sections of the Education Management Information Systems (EMIS) found in provincial education departments are responsible for the collection of quantitative data.. (MoPD&R, 2019)

No dedicated body is available at the national or provincial level to implement and monitor the quality standards; the National Authority for Standards of Education (NASE) has still not been established. No Bench Marks/indicators for deliberations of standards and mechanisms for assessing standards are available. So these MNSQA can serve as a baseline for all provinces to establish a well-defined quality assurance system per their context. So this study is designed to *explore the emerging themes for secondary school quality assurance education in Punjab*.

REVIEW OF LITERATURE

School quality assurance is an essential component of educational systems around the world. A literature review of research on school quality assurance reveals several key themes.

One important theme in the literature is the need for clear and consistent standards for assessing school quality. According to a study by Andersson, Janssen, and Vries (2013), school quality assurance systems should be based on clearly defined standards and criteria that are consistently applied across all schools. This helps to ensure that all schools are held to the same high standards, and that students receive a high-quality education regardless of their school's location or socioeconomic status.

Another important theme in the literature is the need for ongoing evaluation and improvement of school quality assurance systems. As noted by Zhang, Gu, and Gao (2019), effective school quality assurance systems require continuous monitoring and evaluation to ensure that they are meeting the needs of all students and that they are aligned with the latest research and best practices in education.

A third theme in the literature is the importance of involving all stakeholders in the school quality assurance process. According to a study by Das and Mohapatra (2018), effective school quality assurance systems require the involvement of students, parents, teachers, and administrators in the assessment and improvement process. This helps to ensure that all perspectives are taken into account, and that everyone has a stake in the success of the school.

Finally, the literature emphasizes the need for school quality assurance systems to be data-driven and evidence-based. According to a study by Shim, Kim, and Kim (2017), effective school quality assurance systems should be based on reliable data and evidence, and should use this information to inform decision-making and improvement efforts.

In conclusion, the literature on school quality assurance highlights the importance of clear and consistent standards, ongoing evaluation and improvement, stakeholder involvement, and data-driven decision-making. By implementing these principles, schools can ensure that they are providing all students with a high-quality education that prepares them for success in the 21st century.

Several research projects have been carried out to either establish indicators of education quality or evaluate the level of education that is already available.

1. Learners, instructors, content, teaching-learning processes, learning environments, and results are all part of Thaug's (2008) list of factors that influence educational quality.
2. According to Moosa (2006), there are six fundamental educational processes—teacher, curriculum, assessment, research, communication, and students—that may be used to categorize quality concerns. Seven critical indicators were chosen by the Her Majesty Inspectorate of Education (HMIE) to assess education business out of the 33 quality

indicators found for Scottish schools. Courses and programs, overall academic achievement, student learning experiences, satisfying student needs, personal and social growth, curricular and career assistance, and improvement planning are among them. (HMIE,2004).

3. Sixteen indicators of school education have been identified by the Working Committee on Quality Indicators in the following four major categories: attainment, success, and transition; monitoring of education; and resources and structures (European Commission, 2001).
4. However, a different Working Group has identified fifteen indicators of lifetime learning in four main categories: access and participation; resources for continuous learning; methods and systems; and skills, competences, and attitudes (European Commission, 2002).
5. Five unique quality indicators and criteria have been established for each domain by the National Alliance for Secondary Education and Transition (NASSET): education; prior work experience; youth development and leadership; family participation; and linking activities (NASSET, 2005).
6. The following crucial metrics were recommended by Jahanzaib and Akhtar (2005) for Pakistan's engineering education: "leadership, quality of faculty, quality of students, infrastructural facilities, research, learning environment, governance, strategic planning, evaluation method, and market force." (p.2). Chande (2006) conducted a study on teachers' perceptions on 28 performance indicators in six categories, including students, instructors, institutions, research, higher education outcomes, and curriculum, with regard to Indian higher education.

One recent research study on school quality assurance themes was conducted by Liu and Gao (2021) in China. The study aimed to explore the key themes in school quality assurance by analyzing the literature and conducting interviews with education experts and practitioners. The study identified five main themes in school quality assurance: leadership and management, teacher quality and development, curriculum and assessment, student well-being, and parent and community engagement. These themes were found to be consistent with previous research on school quality assurance, and were considered essential components of effective quality assurance systems.

Under the theme of leadership and management, the study emphasized the importance of strong leadership and effective management practices in ensuring high-quality education. This includes establishing clear goals and objectives, promoting a culture of continuous improvement, and ensuring effective communication and collaboration among all stakeholders. The theme of teacher quality and development highlighted the importance of providing ongoing professional development and support to teachers, and of ensuring that teachers are well-prepared to meet the diverse needs of their students. The curriculum and assessment theme emphasized the importance of providing a well-rounded education that prepares students for success in the 21st century. This includes ensuring that the curriculum is rigorous and relevant, and that assessment practices are fair, valid, and reliable. The theme of student well-being highlighted the importance of creating a safe and supportive learning environment that promotes the physical, social, and emotional well-being of students.

Finally, the theme of parent and community engagement emphasized the importance of involving parents and the broader community in the school quality assurance process. This includes seeking feedback from parents and community members, and involving them in decision-making and improvement efforts. Overall, the study by Liu and Gao (2021) highlights the key themes that are essential to effective school quality assurance. By addressing these themes, schools can ensure that they are providing high-quality education and meeting the needs of all students. On the basis of the literature review the research make the following objective of the study:

- Exploring emerging themes/standards for quality assurance of schools at the Punjab level

RESEARCH METHODOLOGY

Creswell asserts that qualitative research is the process of discovering the problem, knowing the truth, and acquiring insight. When doing qualitative research, conceptual ideas and convictions are typically used to investigate a certain occurrence and obtain understanding. The conceptual ideas and convictions used in qualitative research are often used to analyze a specific occurrence. The study's data collecting and analysis methods included document analysis.

Document analysis is a qualitative research methodology commonly used in the social sciences. It involves collecting and analyzing written documents, such as letters, diaries, articles, and other texts, in order to gain a deeper understanding of the research topic. Document analysis is often used to examine how individuals or organizations communicate, to understand how certain events have been interpreted over time and to uncover the motivations behind certain actions (Henderson & Bolton, 2014).

Document analysis involves a systematic approach in which the researcher identifies the source material they wish to study, reviews and evaluates that material according to specific criteria, and extracts relevant data and information from the text (Henderson & Bolton, 2014). This data can then be interpreted and analyzed to answer specific research questions and draw meaningful conclusions. This can include looking for patterns, looking for differences between documents, or searching for constants in the data over time (Bryman et al., 2017).

In this study, the purposive sample technique was used to select quality assurance documents available on web sites. 11

documents were selected from different countries that develop for school quality assurance process and are currently used in practices for quality improvement.

DATA ANALYSIS

Collected document analysis through Brown and Cark (2006) 7-step approach. Further, with the help of NVIVO 12 qualitative data analysis software. Selected documents imported into Nvivo 12 software and prepared child nodes, case classification, and assigned attributes to the relevant documents according to the demographic characteristics.

Qualitatively, document analysis is often used to uncover information about an individual or a particular event. Using this approach, researchers may examine the contents of a text or image to assess what the author says or means by it, how it reflects upon certain themes or values and how it shapes our understanding of the world (Hammersley & Atkinson, 2007). Quantitatively, document analysis can be used to measure the frequency of words or phrases within a text, compare changes in language over time among various authors or from various sources, and determine correlations between language usage and social change (DuBois & Moberg, 2003).

Thematic analysis was used to examine the data. The first stage in the theme analysis is to transcribe the data and turn it from its recorded form into text. The information is then coded, followed by data processing. This qualitative study used the NVivo 12 programme for data processing and analysis. The use of NVivo 12 programme is expanding quickly in the area of qualitative research. NVivo can analyze qualitative data more skillfully and elegantly. the school quality assurance document import in Nvivo 12 program and follow the above procedure and create child and parents nodes.

FINDING

Hierarchical charts represent the study's findings. Typically, a hierarchy chart is a graph that arranges settled rectangles of varying sizes to represent information., Data from the nodes are displayed in the rectangles' proportions. Nodes grow in size as more data is stored within them. Similar to this, fewer data results in lower node sizes. Depending on each node's size, they all occupy space in the graph.

The quality assurance of schools is of paramount importance in ensuring that students have access to the quality education they deserve. According to a 2020 study by Rodrigues and Ginwright (2020), school quality assurance initiatives are having a significantly positive impact on student outcomes. The researchers' investigation found that comprehensive school quality assurance programs that included a focus on teacher quality, curriculum and instruction, and assessment had a statistically significant effect on student achievement. In addition to these findings, the research also revealed that when certain components of school quality assurance were implemented in isolation, the effect was much less pronounced. This suggests that for school quality assurance initiatives to be effective, all of the components should be addressed holistically. Moreover, the research also identified a need for further study into the contextual factors that influence the effectiveness of school quality assurance programs.

Table 1 Area identify through document analysis

ORIGINATION	COUNTRY	KEY QA AREAS	SCOPE
MNSQE	Pakistan	<ul style="list-style-type: none"> • Learners • Teachers • Curriculum and Textbooks • School Environment • Assessment 	Public schools
AKES	Pakistan	<ul style="list-style-type: none"> • School Leadership • Teaching • Curriculum • School Ethos and Values • Family and Community Engagement • Human Resources and Operations • Infrastructure 	Agha khan schools
ASQSG	India	<ul style="list-style-type: none"> • School Governance • Educational and Support Processes • Performance Measurement and Improvement 	Public schools
K-12 ACADEMIC STANDARDS	United Kingdom	<ul style="list-style-type: none"> • Student Attainment • Teaching and Learning • Leadership and Management • School Ethos and Climate 	

		<ul style="list-style-type: none"> • School Infrastructures 	
AIAA	United states of American	<ul style="list-style-type: none"> • School Vision, Mission, And Strategic Goals • The Educational Program • Administrative And Facility Support Standard • The Student Support Services • Quality Management And School Improvement 	
(ASIC)	United states of American	<ul style="list-style-type: none"> • Premises and Health and Safety • Governance, Management, and Staff Resources • Learning and Teaching; Course Delivery • Quality Assurance and Enhancement • Student Welfare • Awards and Qualifications • Marketing and Recruitment of Students • Systems Management and Compliance with Immigration Regulations 	
SACS	United states of America	<ul style="list-style-type: none"> • Beliefs and Mission • Governance and Leadership • Curriculum • Instruction • Assessment and Evaluation • Resources • Support Services for Student Learning • Stakeholder Communications and Relationships • Citizenship • Continuous Process of School Improvement 	

Table 1.0 show all documents main key themes identify through document analysis technique .in which document name , country ,key area and its scope mention.

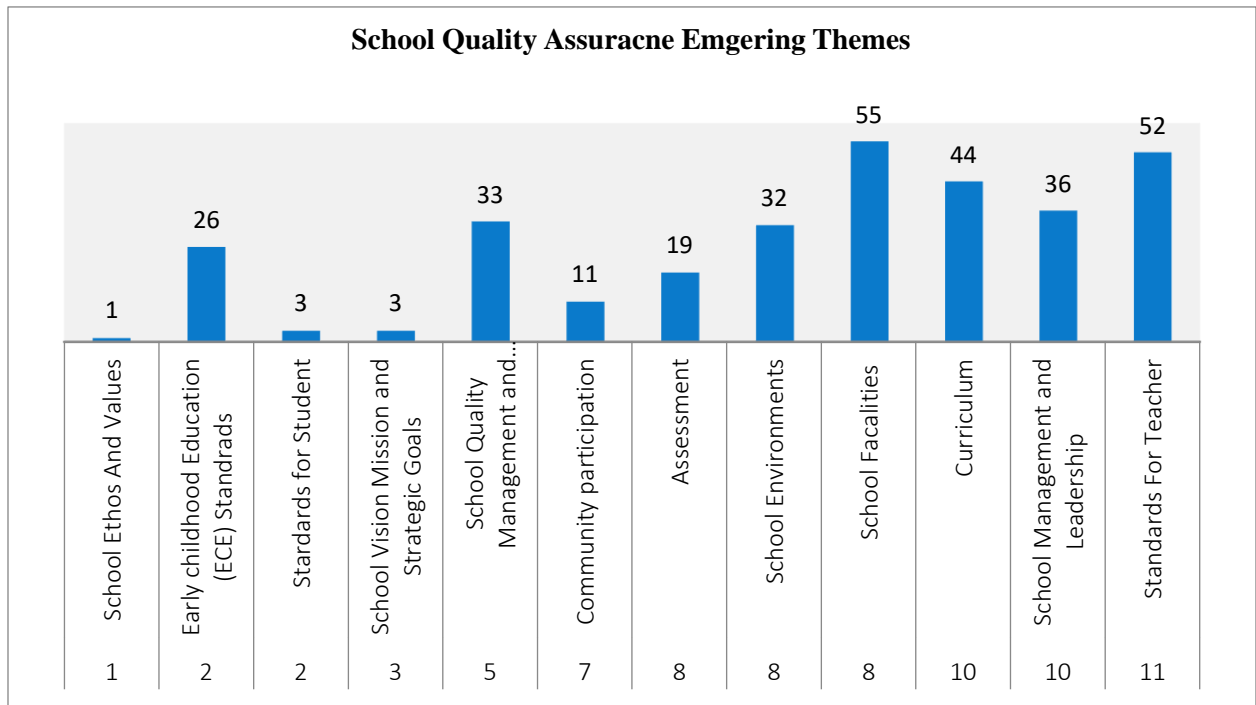


Figure 1 Emerging themes for Quality Assurance of School

Table 1.0 show the main area discuss in all sampled document slected for analysis .file import in Nvivi 12 software and follow the theoretical guide line of brawn and clark (2006) and create node which at final stage become parents nodes. As shown in figure 1.0 show, the schools’ quality assurance themes chart typically presents a visual representation of the various themes and components that make up a school's quality assurance process. The chart can include a range of information, such as the goals and objectives of each theme, the steps involved in the implementation process, and the various stakeholders involved. By interpreting the chart, individuals can better understand the overall quality assurance process, how the different themes interact with each other, and how they contribute to the overall goal of providing high-quality education to students. The chart can also help identify areas needing additional attention or resources to achieve the desired outcomes. Out of the total themes explored, nine have a high reference in the coding figure, and only three which are Ethos and Value, standards for Student and vision mission) are low for nodding reference figures. thus this empirical evidence reflected that these nine themes useful in school quality assurance process.

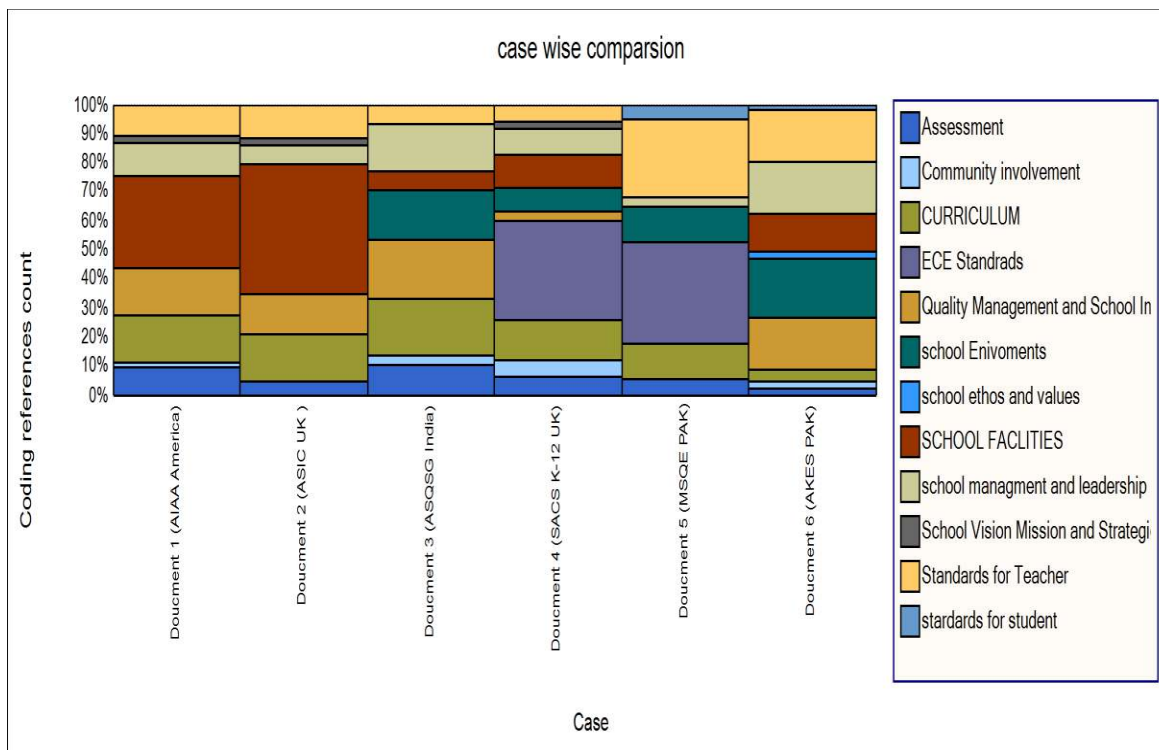


Figure 2 Country wise Comparison of Themes

Figure 2. shows an Interpretation of a country-wise comparison of school quality assurance themes involving analyzing the similarities and differences between the themes used in different countries. This study will help identify best practices and areas for improvement in each country. For example, comparing countries might reveal that one country places a greater emphasis on teacher training, which leads to higher student outcomes. In comparison, another country may emphasize stakeholder engagement more, leading to more widespread buy-in and support for the education system.

This data Interpretation can also help identify cultural and societal factors influencing the themes used in different countries. For example, countries with a strong emphasis on individual achievement may place a greater emphasis on student assessment. Countries with a stronger focus on the community may emphasize stakeholder engagement more.

In conclusion, interpretation of country-wise comparison of school quality assurance themes helps better to understand each country's approach's strengths and weaknesses and identify areas for improvement. This information can inform education policies and practices, leading to better student educational outcomes.

Figure.3 shows different levels of responsibility and decision-making within a school's quality assurance process. the chart may also help in the various stages of the quality assurance process, such as planning, implementation, evaluation, and improvement. The chart can be used to understand who is responsible for each aspect of the quality assurance process. In short, this hierarchy chart for school quality assurance is a helpful tool for visualizing the relationships between stakeholders and understanding the flow of information and decision-making within a school's quality assurance process.

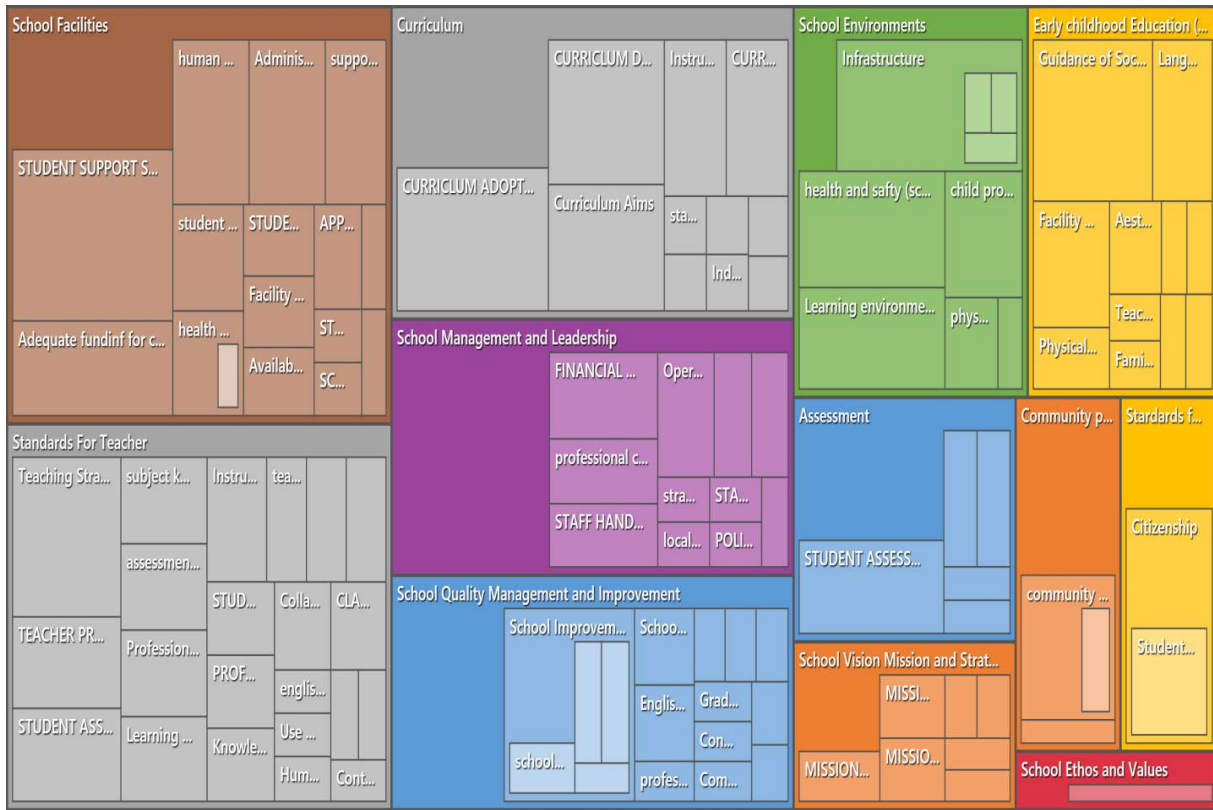


Figure 3 Hierarchy chart of School Quality Assurances

SUMMARY OF EXPLORED THEMES

1-Assessment: Assessment standards are an essential component of school quality assurance, providing a framework for evaluating student progress, teacher effectiveness, and overall school performance. These standards can help schools ensure that they are meeting the needs of their students and achieving their educational goals.

according to the National Council on Measurement in Education, assessment standards should be "clear, concise, and reflective of best practices in assessment" (NCME, 2014).

2-Community Involvement: involving parents and community members in the school improvement process and creating opportunities for them to provide feedback.

Community involvement is an essential component of quality assurance in schools, providing a framework for engaging families, community members, and other stakeholders in the educational process. According to the National Parent Teacher Association (PTA), community involvement can help schools "promote student success, well-being, and lifelong learning" (National PTA, 2018).

Some key elements of community involvement in quality assurance include:

- **Communication:** Schools should establish regular channels of communication with families and other stakeholders to keep them informed about school performance, student progress, and other important issues.
- **Collaboration:** Schools should work collaboratively with families and other stakeholders to develop and implement policies and programs that support student success.
- **Engagement:** Schools should actively engage families and other stakeholders in school activities and events, including parent-teacher conferences, volunteer opportunities, and school governance.
- **Accountability:** Schools should be accountable to families and other stakeholders for student performance and overall school performance.

By involving the community in the quality assurance process, schools can build strong partnerships with families and other stakeholders, establish a shared vision for student success, and promote a culture of continuous improvement.

3-curriculum: ensuring that the curriculum being taught in the classroom aligns with the goals and standards set by the school and district.

4-early childhood education: Early childhood education standards are an essential component of school quality assurance. According to the National Association for the Education of Young Children (NAEYC), the following are some of the key early childhood education standards that should be implemented to ensure high-quality education for young children:

- **Curriculum:** The curriculum should be developmentally appropriate and provide a broad range of experiences that support children's social-emotional, cognitive, and physical development.
- **Teaching:** Teachers should be well-qualified and have knowledge of child development and early childhood education best practices. They should also be able to individualize instruction to meet the unique needs of each child.
- **Assessment:** Assessment should be ongoing and use a variety of methods to measure children's progress and identify areas for improvement.
- **Family Engagement:** Families should be actively involved in their children's education and be provided with regular communication and opportunities for involvement in the classroom and school community.
- **Health and Safety:** Early childhood programs should provide a safe and healthy learning environment that supports children's physical and emotional well-being.
- **Professional Development:** Teachers and staff should receive ongoing professional development and support to enhance their skills and knowledge.
- These standards have been developed based on extensive research and reflect the best practices in early childhood education. They are designed to ensure that young children receive high-quality education that promotes their overall development and prepares them for success in school and beyond. In conclusion, implementing early childhood education standards is a critical component of school quality assurance. By ensuring that these standards are met, schools can provide young children with the foundation they need to achieve academic success and reach their full potential.

5-School Environments: creating a safe and positive school environment that promotes student learning and well-being.

6-school administration and management :Effective leadership and governance play a crucial role in school quality assurance.

7-Quality management and improvement: continuous monitoring of school performance, tracking progress and making adjustments as needed to meet goals.

8-School Mission, Vision, and Objectives : A school's mission is a brief statement that summarizes the school's purpose and values. It outlines what the school aims to achieve and who it aims to serve. According to the National School Boards Association, a mission statement should be "clear, concise, and timeless" (NSBA, 2005). A school's vision is a longer-term statement that describes what the school hopes to achieve in the future. It outlines the school's aspirations and goals and serves as a guide for planning and decision-making. The Association for Supervision and Curriculum Development (ASCD) states that a vision statement should be "inspirational, future-oriented, and focused on creating value" (ASCD, 2004).

Objectives are specific, measurable, and time-bound goals that the school aims to achieve within a certain timeframe. They provide a clear roadmap for achieving the school's mission and vision. The American Society for Quality (ASQ) states that objectives should be "realistic, achievable, and relevant to the mission and vision of the school" (ASQ, 2011). In short, school mission, vision, and objectives provide a framework for guiding the development of curriculum, instruction, and assessment. By aligning these components with the school's values and goals, schools can ensure that they are providing a high-quality education that meets the needs of their students and communities.

9-Teacher and teaching Standards: the knowledge, skills, and competencies that teachers are expected to possess, and they guide the assessment of teacher performance in the classroom. Teacher and teaching standards are an essential component of school quality assurance, providing a framework for ensuring that teachers are providing high-quality instruction that supports student learning. According to the National Board for Professional Teaching Standards (NBPTS), effective teachers should demonstrate "a deep knowledge of content and how to teach it, an understanding of their students and how to motivate them, and a commitment to continuous improvement" (NBPTS, 2016).

Some key elements of teacher and teaching standards include:

- **Knowledge of Content:** Teachers should have a deep understanding of the content they are teaching and be able to effectively convey this information to their students.
- **Pedagogical Skills:** Teachers should have effective teaching skills that support student learning, including the ability to plan and deliver effective lessons, assess student learning, and adjust instruction to meet student needs.

- **Classroom Management:** Teachers should be able to establish and maintain a positive classroom environment that supports student learning and promotes positive behavior.
- **Professionalism:** Teachers should demonstrate professionalism in their work, including a commitment to ongoing professional development, collaboration with colleagues, and engagement with families and the broader community. By adhering to these teacher and teaching standards, schools can ensure that they are providing high-quality instruction that supports student learning and promotes positive educational outcomes. providing teachers with the training and resources they need to improve their teaching practice.

10-Student Standards: the specific knowledge and skills that students are expected to learn at each grade level or within each subject area and regularly evaluating student progress and using data to inform instruction and make decisions about school improvement.

Student standards are an essential component of school quality assurance. According to the Council of Chief State School Officers (CCSSO), student standards are "clear, concise, and defined expectations for what students should know and be able to do at each grade level in each content area" (CCSSO, 2017). The following are some examples of student standards that can be used to ensure high-quality education and learning outcomes for students:

- **Common Core State Standards (CCSS):** The CCSS are a set of student standards for English Language Arts and Mathematics that have been adopted by over 40 states in the United States. The standards provide clear and consistent learning goals for students and are designed to prepare them for success in college and career.
- **Next Generation Science Standards (NGSS):** The NGSS are a set of student standards for science education that have been adopted by several states in the United States. The standards are designed to provide students with a comprehensive understanding of science and engineering practices and prepare them for careers in STEM fields.
- **International Baccalaureate (IB) Programme:** The IB Programme is a globally recognized curriculum that provides student standards for a broad range of subject areas, including language and literature, individuals and societies, sciences, mathematics, and the arts. The standards are designed to promote critical thinking, communication, and intercultural understanding.
- **National Curriculum Standards for Social Studies:** The National Curriculum Standards for Social Studies provide student standards for the social studies content area. The standards are designed to help students develop a deep understanding of history, geography, economics, and civics, and prepare them to be informed and active citizens.

By implementing student standards, schools can ensure that all students are provided with high-quality education that prepares them for success in college, career, and life. Student standards provide clear expectations for learning outcomes, and help to ensure that students are well-prepared for the next stage of their educational journey. Sure, here are some research findings on school quality assurance, along with their corresponding references:

1. Effective leadership and management are essential to quality assurance in schools (Liu & Gao, 2021).
2. Ongoing professional development and support for teachers are crucial components of quality assurance in schools (Liu & Gao, 2021; Alshmemri & Seridoğlu, 2019).
3. A well-rounded curriculum that prepares students for success in the 21st century is important for school quality assurance (Liu & Gao, 2021).
4. Fair, valid, and reliable assessment practices are necessary for quality assurance in schools (Liu & Gao, 2021; Kellaghan & Greaney, 2001).
5. Creating a safe and supportive learning environment that promotes student well-being is an important aspect of school quality assurance (Liu & Gao, 2021; Wubbels, Brekelmans, den Brok, & van Tartwijk, 2006).
6. Parent and community engagement are important for school quality assurance, as they can provide valuable feedback and contribute to improvement efforts (Liu & Gao, 2021).

RECOMMENDATIONS

On the bases of the research finding, recommendations to the researcher, policy maker, and working head teacher in the school education department:

1. Regularly assess student learning and use the results to inform instructional decisions.
2. Provide ongoing professional development for teachers to enhance their teaching skills and knowledge.
3. Foster open communication and collaboration between teachers, administrators, and parents to ensure that all stakeholders have a voice in the decision-making process.
4. Use data and analytics to monitor school performance and identify areas for improvement.

5. Encourage experimentation and innovation in teaching practices to continuously improve student outcomes.
6. Provide resources and support for student assessment and evaluation, including alternative forms of assessment.
7. Foster a culture of continuous improvement by regularly reviewing and updating school policies and procedures.
8. Ensure that school leaders are well-equipped to lead and manage the quality assurance process.
9. Encourage the active participation of all stakeholders, including students, in the quality assurance process.
10. Establish and implement regular teacher evaluation processes. Evaluate the quality of instruction and provide constructive feedback to teachers in order to ensure a high standard of education.
11. Create a comprehensive curriculum that aligns with state standards and provides engaging activities for students. Update course materials regularly to reflect the changing needs of students.
12. Incorporate student feedback into the school-wide evaluation process. Utilize surveys, focus groups, and other methods to gain insight into how students perceive their academic experience.
13. Develop school-wide measures for accountability and transparency in learning outcomes. Track student performance through standardized assessments and provide information to parents about their child's progress.
14. Strengthen professional development opportunities for teachers, administrators, and support staff. Provide quality training opportunities to ensure that all individuals are adequately prepared to contribute to student success.
15. Utilize resources that measure student wellbeing in addition to academic achievement. Collect data on attendance, behavior issues, and health/mental wellness services used in order to identify any areas of concern early on.
16. Regularly assess the facility, equipment, and other school resources to ensure they are in good working order and provide a safe environment for learning.

CONCLUSIONS

The current study's primary goals to explore emerging themes for school quality assurance processes. We found several themes of school quality assurance system. In which, some themes are critical for school quality assurance process, like standards for teachers, curriculum, school leadership, management, environment, facilities, quality management but on the other hand, schools ethos, standards for students, school vision mission and community participation are less influential. Quality assurance in schools is a vital aspect of education that is to guarantee that students obtain an education of the highest calibre that will prepare them for the future. The themes of school quality assurance include curriculum development, teacher training, student assessment, stakeholder engagement, and continuous improvement. These themes are interrelated and work together to create a culture of excellence in schools. By consistently monitoring and improving the quality of education, schools can ensure that their students receive a well-rounded education that helps them reach their full potential. The goal of school quality assurance is to provide students with the abilities and information need for success in their upcoming undertakings.

Our study's findings indicate that these themes have a key role in the process of ensuring the quality of education in schools. Our study concluded that these should include quality assurance processes or practices to achieve up to the mark quality outputs from the public schools. The study's primary contribution is its exploration of the fundamental components of the quality assurance process. This exploration shows the quality assurance process interrelated to each other. The study's results will be critical in altering current practices, as well as the beliefs and views of school administrators and teachers, and they are anticipated to play a significant part in changing school quality assurance strategy. The extent of the dilemma's seriousness in the community is determined by the investigation's various findings. They'll quit playing a part in the drama and refrain from aiding in the immorality that has plagued the enterprise. So, in the context of Pakistan, this study was extremely significant.

The overall conclusions from examining school quality assurance themes is that there is a need for school systems and administrators to prioritize quality assurance initiatives. Quality assurance initiatives should be tailored to meet the needs of the school system and should incorporate input from teachers, students, and parents. Quality assurance should consider both the academic achievement and non-academic experiences of students in order to ensure a holistic and comprehensive learning experience. Quality assurance should also focus on creating strategies to increase access to learning opportunities and resources for all students, especially those with unique needs or backgrounds. Additionally, quality assurance initiatives should be continually monitored and adapted in order to ensure effective implementation, balance, and improvement of the school system.

LIMITATIONS AND RECOMMENDATIONS

Even though this study made substantial contributions to our existing body of knowledge, there are still certain flaws that need to be addressed. We began with only quality assurance standards available on website of different countries, but some other core documents could also be added to view the complete picture. Moreover, our documents only reflect the written practices and physical observation over looked by the research due to time and other ground reality obstacles. As a researcher I felt that details interviews from the experienced principal will add more ground reality based knowledge into the study. A thorough, well-funded study can discover more fascinating information.

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