
THE DEGREE OF APPLYING THE CRITERIA OF THE COMPREHENSIVE QUALITY MANAGEMENT IN AL-RIYADH SCHOOLS FROM THE PERSPECTIVE OF THEIR PRINCIPALS.

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ABSTRACT

This study aims at investigating the degree of applying the criteria of the comprehensive quality management in Al –Riyadh schools in the Kingdom of Saudi Arabia, from the perspectives of their principals. In order to achieve the goals of this piece of research, the researcher has used the analytical descriptive approach, because this type of approach is considered the most appropriate scientific approach among the research and the humanities, as well as the appropriateness of such an approach to this study topic. The tools of the study consist of a questionnaire, which has been conducted by the researcher who, in his turn, has prepared and designed it. The tools' validity is verified by its reliability and the referees' validity, and by using the most appropriate educational and statistical methods. The value of the reliability coefficient for the total score amounts to (0.98), according to Cronbach Formula, which is considered appropriate for this study. The data have been analyzed by using the statistical Package Program (SPSS). The study sample consists of (117) school principals, who were chosen by intentional random method. Moreover, those principals were chosen from AL-Riyadh in the Kingdom of Saudi Arabia during the first semester of the scholastic year (2016-2017). In order to answer the basic question in this study, which is: "To what extent are the criteria of the comprehensive quality management in the schools of Riyadh in the Kingdom of Saudi Arabia applied from the perspective of the principals?" Accordingly, the means, the standard deviations and the unilateral variation analysis (One-Way –ANOVA) have been conducted in this study. The results have shown the quality management in Al-Riyadh schools in the Kingdom of Saudi Arabia from the perspective of their principals.

key words *The comprehensive quality. Schools, quality criteria, principals, the comprehensive quality management.*

Introduction

The educational process is based on the community interests, its expectations, hopes, problems, aspirations, goals and philosophy(Thapa,2011). Therefore, the educational institutions are considered community institutions which seek to prepare, develop, enhance and direct the community individuals according to the comprehensive quality requirements, which have become the cornerstone of all the different community institutions that seek distinction(Deleo, 2012). This distinction ensures high qualitative outputs of these institutions, to keep up with the accelerating revolution of communication and information technology(Chalkley,2011). It goes without saying that all walks of life have witnessed accelerating changes, and this in its turn requires the reconsideration of the educational process as a whole, and subjugating it to keep abreast with the rapid and subsequent developments, which the community witnesses(Draft guidance,2013). In order to achieve this goal, comprehensive quality management- in its wider concept- should be applied to all the components of the educational system, starting from school management, moving to teachers' rehabilitation, and curricula preparation, as well as developing the teaching methodology, constructing and equipping the school buildings(Dale,2007). In addition, there is also developing the registration and admission system, arranging the students in the classroom, enhancing the counselling process, and establishing solid relationships among the schools, the parents and the local community. Quality is a high competence of a correct practice, and a clear work. Furthermore, quality is related to the viewpoint, the aspirations and the expectations of the clients about the service offer, since the quality has some dimensions of various importance, based on the surrounding environment that ensures quality assurance. The American Association for Quality System defines quality as a set of activities, processes and services that are provided to verify that all the products, outputs, outcomes and services will meet certain needs(Tilbury,2011). The comprehensive quality in education is a philosophy that has tools and processes for practical application, which aims at achieving the culture of ongoing improvement(Li, and H,Y, 2013). It is conducted by the stakeholders of the educational institutions, for the purpose of pleasing and meeting the needs of the beneficiary students. Therefore, the concept of comprehensive quality in education includes a range of features, traits and characteristics, which defines, expresses and depicts accurately and comprehensively the essence of education and its conditions, including all its dimensions, as well as the continuous interactions which may achieve the desired and suitable goals to a certain community(Popescu, 2011). The quality of education aims at improving and enhancing the inputs of the educational process in general, including the students, teachers, school management, school buildings, health facilities, and all that needs financial support(Manochehri,2012). In addition, it aims at enhancing the educational process including the programmes, curricula, school textbooks, educational technology, teaching methods and evaluation process, which contribute in improving the education outputs, Comprehensive quality is a revolution in the methods that the management applies, especially the management that runs the operations in a way that achieves the results rather than considering the results(AL-Dahmashi,2012). Furthermore, the quality of education includes teams who work collaboratively to perform the demanded work, by developing the talents and capabilities of all the employees in the system, for the purpose of continuously improving the productivity and quality(Gracia, 2010). The researcher defines the comprehensive quality in education as a set of criteria, standards and characteristics that must be available in the educational system with all its dimensions, including inputs, processes and outputs, which aim at engaging the teacher with all his or her energies and potentials in the educational process, in order to achieve the desired educational outcomes and goals(Imeri,2013). This means a comprehensive growth of learners in the light of the optimum investment in the available material and human resources. In a study conducted by

(Detert,2000), entitled:" The Quality Management in the United States of America", the aim of this study was learning how to apply the comprehensive quality method in high management. The sample of this study consisted of principals, teachers, students and parents from (10) schools where the comprehensive quality management was applied. The results of this study concluded that the degree to which the principals had applied the method of the comprehensive management was medium. Besides, there were environmental factors that had affected the application of the comprehensive quality management, due to the availability of modern technical means at the level of the school, as well as the provision of financial resources which helped in quality management training.

The problem of the study

The comprehensive quality management in educational institution is considered a practical method of a comprehensive and continuous development, which is based on a group of efforts that are characterized by the team spirit, so this comprehensive quality management is a modern management philosophy, which is dependent on a comprehensive management system based upon making positive changes in everything inside a certain institution. These changes are related to the way of thinking, behaviour, values, beliefs, managerial concepts, the type of leadership, and the systems of work procedures and performance.

The Questions of the Study

Developing and advancing education quality is a vision which everyone is seeking to achieve its goals, and connect its outputs and outcomes with the school quality that is established on the progress of students' learning. The problem of this current study can be summed up as follows:" To what extent and to what degree can the criteria of the comprehensive quality management in Al-Riyadh schools in the Kingdom of Saudi Arabia be applied from the perspectives of their principals?

The Aims and Importance of the Study

The study aims at investigating the degree of how the criteria of the comprehensive quality management in AL-Riyadh schools in the Kingdom of Saudi Arabia are applied from the perspectives of their principals according to the different variables.

The Limits of the Study

The Spatial (Place) limit:

This study was exclusively restricted on Riyadh schools in the Kingdom of Saudi Arabia.

Temporal (Time) Limit:

The study was conducted during the first semester of the scholastic year (2016-2017).

The Human Limit:

This study was applied on a sample of school principals in Al-Riyadh in the Kingdom of Saudi Arabia.

The Method and Procedures:

The researcher has used the analytical descriptive method, because it agrees with the nature of the study, which aims at investigating the degree of applying the criteria of comprehensive quality management in Al-Riyadh schools in the Kingdom of Saudi Arabia from the perspective of their principals.

The Population of the Study:

The population of the study consists of school principals who work in Al-Riyadh schools in the Kingdom of Saudi Arabia.

The Sample of the study:

The sample of the study consists of (117) school principals who have been selected by conducting the intentional random method from Al-Riyadh schools in the Kingdom of Saudi Arabia during the first semester of the scholastic year (2016-2017).

The Tool of the Study

The tool of the study consists of a questionnaire prepared by the researcher, in order to measure the degree of applying the criteria of the comprehensive quality management in Al-Riyadh schools in the Kingdom of Saudi Arabia from the perspectives of their principals.

The validity and reliability of the study tool

To verify the validity of the measurement, it was exposed to a group of some experienced referees who are specialized in education, for the purpose of judging the extent of the validity of the measurement items according to the educational goals and the table of specifications. The referees have given some notes which are taken into consideration, and then the questionnaire has been prepared accordingly, and the tool reliability has been verified through suitable statistical and educational methods. The value of the reliability coefficient for the total score amounted to (0.98) according to Cronbach Formula, which is considered the most appropriate value for this study. Furthermore, the data have been analyzed by using the Statistical Package Program (SPSS).

The results and Discussion of the Study

This study aims at investigating the degree of applying the comprehensive quality management in Al-Riyadh schools in the Kingdom of Saudi Arabia, from the perspectives of their principals. In order to answer the main question of this study, the means, the standard deviations and the percentages of the items related to applying the comprehensive quality management in Al-Riyadh schools in the Kingdom of Saudi Arabia from the perspective of their principals have been calculated. The following table (1) explains this.

No	The field	The mean	The standard deviation	The percentage	The degree of application
1	The quality criteria in the education goals	3.57	0.53	71.4	high
2	The quality criteria of evaluation and tests	3.54	0.54	70.8	high
3	The quality criteria of the managerial and organizational policy	3.48	0.52	69.6	medium
4	The quality criteria of the text books	3.41	0.59	68.2	Medium
5	The quality criteria of teaching methods and techniques	3.37	0.58	67.4	medium
6	The quality criteria of the teacher	3.35	0.52	67.0	medium
7	The quality criteria of controlling, monitoring and following the teaching learning process	3.35	0.58	67.0	medium
8	The quality criteria in the studying curricula	3.31	0.59	66.2	medium
9	The quality criteria of the student	3.22	0.55	64.4	medium
The total scores of all the fields.		3.40	44.0	68.0	medium

Table (1) shows that the degree of applying the criteria of comprehensive quality management on the individuals of the study sample is medium. The percentage of the response to the degree is (68%) and with regard to ranking the fields, the field of the quality criteria in the educational goals which is ranked in the first place, with a mean of (3.57) and a percentage of (71.4). Next comes the quality criteria of the evaluation and tests, with a mean of (3.54), and a percentage of (70.8%), then comes the quality criteria of the managerial and organizational policy with a mean of (3.48), and a percentage of (69.6%). After this, comes the quality criteria of the textbook with a mean of (3.41) and a percentage of (68.2%), next comes the quality criteria of teaching methods and techniques, with a mean of (3.37%), and a percentage of (67.4). Following this comes the two fields of the quality criteria of teachers' performance and the quality criteria of monitoring and following the teaching-learning process. The mean of their response is (3.35), and with a percentage of 67.0%. Then comes the quality criteria in the studying curricula, with a mean of (3.31), and a percentage of (66.2%). Finally, comes the field of quality criteria of the student with a mean of (3.22) and a percentage of (64.4%). The results have shown the degree of applying comprehensive quality management in Al-Riyadh schools in the Kingdom of Saudi Arabia from the Perspectives of their Principals.

Recommendations

1. Involving and engaging school principals in the process of taking technical and managerial decisions, regarding the application of the comprehensive quality criteria that serve the teaching-learning process.
2. Adopting general strategies for applying the comprehensive quality criteria in schools.
3. Conducting more research related to applying comprehensive quality in the Ministry of Education.

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