



The Impact Of Training School Leaders On Applying Comprehensive Quality Management Systems In Improving The Performance Of Public Education Services In The Al-Jawf Region

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ARTICLE INFO ABSTRACT

This study examined the impact of training of school leaders on TQM systems in improving the performance of the public education services. The study was conducted at Al-Jawf region. The problem of the study was to neglect the qualitative aspects of the public education system and to focus on the teaching function without the administrative side. And the shortage of qualified cadres, which led to low service and quality of outputs of education. The importance of the study is to know the importance of qualified human cadres, particularly in public education, strategies to improve performance and to cope with continuous change. And the development and improvement of elements of quality assurance, which supports the role of administrative officials and educators in achieving the goals of the public education. The study was aimed at finding out the extent of the training and qualifying (members and administrators) to achieve a high-quality level the study aims to know the importance of training and qualifying (members and administrators) to achieve a high-quality level. To achieve the goal, the study dealt with two hypotheses: the interest in qualifying the school leaders for the application of quality leads to improving the performance of the public education services. Attention to quality management training leads to improved performance. The study used the historical descriptive method. The data was analyzed logically and statistically using the SPSS program. The study concluded with a number of conclusions and recommendations.

Keywords: Training; Total Quality Management Systems (TQM); Performance Improvement; Service.

Introduction

Public education, in the context of forming a knowledge society after the information and technological revolution witnessed by contemporary societies, is considered one of the most important stages of education. It plays a crucial role in preparing trained and qualified scientific personnel to lead community institutions and serves as a fundamental pillar for developing a productive society. Investing in university education is an investment in human resources, which is the most valuable asset any society possesses if it aims to advance and achieve its best goals and objectives. This has led various societies, both developed and developing, to place public education at the top of their priorities. Every institution working in the field of education must improve its outputs by adopting modern administrative methods, the most important of which is total quality management.

Research Methodology

Study Problem

The significant expansion in the number of Saudi schools in recent years, accompanied by a substantial increase in student numbers at these schools, has been accompanied by a neglect of the qualitative aspects of

the education system and a focus on the teaching function without the administrative aspect. Additionally, there has been a lack of trained and qualified personnel, leading to a decline in service quality and the quality of educational outputs.

Importance of the Study

This study sheds light on the impact of employee training on quality management systems in improving the educational process and services provided. Therefore, the importance of the study lies in the following:

- Understanding the significance of qualified human resources, especially in school education, and strategies for performance improvement and continuous change management.
- Serving as a reference for researchers interested in public education quality and enhancing the performance of educational services.
- Providing information to decision-makers about the actual performance of public education to help develop and improve quality assurance elements, thereby supporting the role of administrative and educational officials in achieving the school's goals.

Objectives of the Study

The study aims to:

1. Determine the extent of focus on training and qualifying (faculty members and administrators) to meet market requirements and achieve high-quality standards.
2. Grasp the concept of total quality and quality in public education as one of the most critical service sectors.

General Objective

To comprehend the concept of total quality management and quality in public education, considering it as one of the most important service sectors.

Study Hypotheses

1. Attention to qualifying school leaders to apply quality leads to improved High education service performance.
2. Attention to training administrators on quality leads to improved performance.

Research Methodology

The descriptive historical method was used.

Sources of Information Collection

A/ Primary sources: "Statistical data of the Saudi schools in Al-Jawf region the year 2023, questionnaires, interviews, observations." B/ Secondary sources: Books and scientific references related to the study topic, the internet.

Study Population

Public education institutions in Al-Jawf region.

Study Sample

All schools in Al-Jawf region.

Study Boundaries

- Spatial boundaries: Al-Jawf region/ KSA.
- Temporal boundaries: The period from 2015-2023.
- Human boundaries: members, administrators, and students.

Division of the Study

The paper consists of four sections: an introduction, a methodological and theoretical framework on total quality, a field study, followed by results and recommendations.

Section Two: Theoretical Framework

The Concept of Total Quality

Total quality has several definitions in management, including:

1. According to the Federal Quality Institute, it is "doing the right job, the right way, the first time, relying on the opinions of workers and beneficiaries of services and goods on the improvement of performance" (Aziz Maawad, 2016, p. 62-62-32-33).
2. Oakland defines it as "a method to improve the effectiveness and flexibility of work generally, and it is an organizational method that includes the entire establishment, involving all departments, activities, and employees at all levels" (Saeed Salem Al-Hanki, 2012, p. 24-24-36-32).

3. Jablonski defines it as "a cooperative form of performance that mobilizes the talents and capabilities of employees and management to continuously improve productivity and quality using work teams."

From these definitions, we can define it as a system concerned with designing a certain level of service that meets or exceeds the expectations of those using the services or goods provided. Total quality management is a modern philosophy that takes the form of a comprehensive administrative approach aimed at creating radical positive changes in everything within the organization to improve and develop all its components, achieving the highest quality in its outputs (goods and services) at the lowest cost. This aims to achieve the highest degree of customer satisfaction by meeting their needs and desires, even exceeding their expectations, in line with a strategy that recognizes that customer satisfaction and the organization's goal are one and the same. The organization's survival, success, and continuity depend on this satisfaction, as well as the satisfaction of all who deal with it, such as suppliers and others. This new comprehensive approach is based on the principle of "doing the job right without errors the first time."

Other Definitions Include

A/ British Quality Organization defines it as "the management philosophy of the institution" through which both the needs and project goals are achieved (Omar Wasfi Aqili, 2004, p. 20). B/ "Total quality management is a method to ensure the maximum effectiveness and efficiency of the organization by applying processes and systems that lead to excellence, prevent errors, and ensure that every activity in the organization is linked to customer needs."

From this, we conclude that total quality management is a system that connects different departments and sections of the organization and its employees, integrating their various activities into a coherent and coordinated system.

1. Van Boxtel's definition: "Defining the customer based on the actual experience of this customer with the product or service measured against his explicit and implicit requirements - known or perceived - whether this experience is operational in the technical sense or entirely subjective - and always represents a moving target in the competitive market." (Donna C.S. Summers, 2002, p. 32).
2. Crosby's definition: "Conformance to requirements" (Crosby, 1992).
3. Deming's definition: "Expected degree of consistency and reliance to meet market needs at a low cost."
4. Total characteristics and attributes of a product or service that contribute to its ability to meet implied or specified needs (Dale Besterfield, 2003, p. 63).
5. The American Federal Quality Institute: "It is a cooperative form of business performance that relies on the joint capabilities of both management and employees with the aim of continuous improvement in quality and productivity without interrupting work."

Undoubtedly, quality primarily means the customer and their expectations and the extent to which they reach satisfaction with the product provided.

Quality is performing work correctly from the first time while relying on beneficiary evaluation to assess performance improvement, undoubtedly doing the right things in the right way, as mentioned by Joseph Juran. According to ISO 8400 standard, quality is a set of entity properties (the entity can be a product, organization, person, service, or process) that enables it to meet declared or implied needs (Farid Abdel Fattah, 1999, p. 292).

The International Organization for Standardization (ISO) defines quality as the degree to which needs and expectations, both apparent and implied, are met through a set of predefined key characteristics (ISO 4111, 2011 edition). Therefore, quality, according to the aforementioned, entails:

1. Satisfying the customer.
2. Doing the work correctly from the first time.
3. Avoiding repeating mistakes.
4. Continuously improving performance.

Dimensions of Quality: Employees are no longer required just to follow orders; rather, they are expected to participate in decision-making, contribute to management, organize work with a high degree of skill, and accomplish work with a high degree of quality. Dimensions of quality include:

Performance: This dimension refers to the fundamental characteristics of the product or service, such as speed and competitiveness.

Reliability: This refers to consistency in performance. There must be a degree of reliability and confidence in the performance of the product or service, including the absence of repeated breakdowns and readiness upon request.

Durability: This dimension refers to the time period and indicates the duration of the product or service.

Special Features: This dimension points to additional characteristics of the product or service, such as safety, ease of use, or high technology.

Compatibility: This dimension indicates the extent to which the product or service meets or aligns with consumer expectations, correct performance from the first time, and its impact.

After-sales Services: This dimension refers to after-sales services such as addressing consumer complaints and ensuring consumer satisfaction.

Quality Determinants

Quality determinants include design, compliance with design, ease of use, and post-delivery service.

Quality Costs

Quality can be measured through costs. Quality costs refer to evaluation costs, error costs, failure costs, work loss costs, and remedy costs. Failure costs refer to the costs associated with a product that failed to meet quality specifications, customer requirements, and were discovered within the organization before delivery to the customer.

Basic Principles of Total Quality Management (TQM)

1. **Customer Focus:** Concentrating on the customer.
2. **Continuous Improvement:** Striving for continuous improvement.
3. **Prevention Over Inspection:** Emphasizing prevention over inspection.
4. **Collaboration Over Competition:** Promoting teamwork over competition.
5. **Full Participation:** Encouraging full participation from the entire group.
6. **Decision Making Over Competition:** Focusing on decision-making rather than competition.

Evolution of the Concept of Quality

Quality has evolved through several stages, moving from the inspection of final products to the monitoring of the production process to ultimately achieving quality control of design. The most important stages of this evolution are:

1. Final Inspection or Control:
2. Monitoring During Production:
3. Input Control:
4. Quality Assurance:
5. Quality Management:
6. Total Quality:
7. Quality Organizations and Associations.

Total Quality in High Education

Quality in academia entails an educational institution's commitment to achieving recognized indicators and standards that ultimately lead to the complete satisfaction of recipients of academic services and the community with the institution's outputs and performance.

Quality of the Educational Process

This involves the development of capabilities, knowledge, and skills for the outputs of the educational process, assisting the institution in executing its various activities (teaching, learning, scientific research, and community service) correctly and at various levels, contributing to the continuous improvement of the required performance specifications.

Quality means suitability for purpose, which alone determines quality. Therefore, it is essential to precisely define the specifications of the product, its purpose, and its various uses.

In High education, quality has three dimensions:

1. **Academic Dimension:** The institution adheres to academic professional standards and levels.
2. **Social Dimension:** The institution satisfies the needs of important sectors of the community in which it is located and serves.
3. **Individual Dimension:** The institution focuses on the personal growth of students by addressing their diverse needs.

Quality Objectives in High Education:

1. Institutional Framework: Vision, Mission, Objectives, Strategic Planning.
2. Teaching and Learning Process.
3. Learning Environment.
4. Human Resources.
5. Administrative Systems.

Basic Principles of Quality Management in High Education:

1. Focus on the Customer – Student – Community and Family.
2. Strategic Management of High Education Institutions.
3. Employee Involvement.
4. Focus on the Means.
5. Continuous Improvement.
6. Efficiency and Freedom.
7. Academic Excellence that transforms the educational institution from the traditional model to one that accommodates successive cosmic and cultural changes.

Evaluation and Accreditation in High Education: Evaluation is the process of agreement on the levels of educational programs in terms of their content, design stages, and determining whether there is a difference or disparity between some aspects of the programs and the levels governing these aspects, benefiting from this in identifying program deficiencies. This is done according to a scientific methodology that fulfills all the conditions of scientific research. Thus, evaluation reveals the movement of the system in terms of its components and environment according to global, regional, and local standards.

Justifications for Evaluation: There are a number of justifications that led High education institutions to carry out qualitative evaluation of all their functions, activities, and outputs through internal and external study and evaluation, and to work on establishing and establishing independent national bodies that have set international standards and levels to ensure the quality of High education. The most important justifications for evaluation in High education institutions are as follows:

1. The significant expansion witnessed by High education systems with the increase in the number of enrollments in High education, along with the shortage of financial resources and the rise of several internal and external voices calling for the need to verify the quality of the educational process.
2. Increased awareness among national and international institutions related to High education of the controls and standards used to ensure the quality of High education and its outputs.
3. The emergence and development of non-traditional types in High education programs (open, electronic universities, distance learning, and correspondence education), which has led to a pressing need for evaluation in order to control quality, ensure the continuity of improvement, progress, and continuous excellence, and facilitate the process of academic recognition and accreditation in order to confront the increasing cost of education with a reduction in government support.
4. The increasing regional and international calls to ensure the quality of High education.
5. The internal conviction arising from High education institutions of the need for periodic evaluation of their activities.
6. The argument for establishing foundations, controls, standards, and indicators for scientific research.
7. Evaluation provides comprehensive indicators of the current and future operations of the institution and leads to the optimal utilization of human resources.

Types of Evaluation: These can be presented in the following table according to several criteria.

By the time of evaluation	In terms of function	In terms of the system Reference for Evaluation
Pre-assessment	Diagnostic assessment	Reference group assessment
Formative assessment (Continuous assessment)	Selective assessment	Self-reference assessment
Summative assessment	Formative assessment	Criterion-referenced assessment
Strategic assessment	Cumulative assessment	Objective assessment
Pre-assessment	Sequential assessment	

Objectives of Evaluation

1. The primary objective of evaluation is to assess the feasibility or value of a program.
2. Identifying strengths and weaknesses in light of the institution's goals and its responsibility to society.
3. Updating and activating institutional systems to improve performance and enhance the quality of its outputs.
4. Providing a database and information about all inputs, processes, and outputs of the institution's system.
5. Measuring the activities and events of the institution and determining the success of evaluating resources, organizing its units, and departments.
6. Ensuring that higher education institutions achieve their purposes according to globally and regionally recognized performance standards.

7. Granting beneficiaries confidence in the institution's performance by providing them with independent reports on its efficiency and effectiveness.
8. Ensuring the institution's ability to perform its functions (education, scientific research, community service).
9. Ensuring the ability of the institution's outputs to meet the requirements of the job market.
10. Establishing a mechanism for continuous improvement in the educational process in all departments of the institution and its units.
11. Optimal investment of human and material resources in the institution.
12. Empowering the institution to measure the efficiency of its performance and the effectiveness of its components.

Evaluation is linked to the concepts of measurement and assessment and has functions such as providing information, alternatives, issuing judgments, and making decisions (excellent - very good - good - acceptable - weak).

Types of Evaluation

1. Comprehensive evaluation and partial evaluation.
2. Macro evaluation versus micro evaluation.
3. Self-evaluation and external evaluation.
4. Official evaluation and unofficial evaluation.
5. Comparative evaluation and absolute evaluation.
6. Institutional evaluation and individual evaluation.
7. Goal-oriented evaluation versus goal-less evaluation.

Accreditation

Accreditation refers to American traditions, and accreditation in public education is the recognition that an educational program or institution has reached the required standard level. It is an official and legal endorsement that grants the institution and program a certificate of recognition for possessing specific standards of good education.

The primary aim of accreditation is to reassure the general public and external stakeholders of the educational institution's system, such as the community, students, job market, and families. It thereby contributes to the continuous improvement of the academic performance of the educational institution.

Types of Accreditation:

1. Institutional accreditation focused on the institution.
2. Programmatic accreditation focused on a specific program.

Accreditation Standards in Public Education:

1. Setting, agreeing upon, and ensuring the consistency and coherence of goals with the educational institution's mission.
2. Organizing the institution's financial and human resources to achieve its goals efficiently and effectively.
3. The ability to achieve goals and enhance administrative and educational effectiveness.
4. The educational institution should have an academic, administrative, technical, and financial organizational structure that aligns with its goals and tasks and includes a clear organizational framework.
5. The institution should have an internal continuous system for reviewing and developing curriculum plans while considering contemporary requirements and performance quality.
6. The institution should have a faculty structure that encompasses the hierarchical structure of the academic process.
7. The institution should have a measurable and studiable plan for qualitative human development.
8. The institution should have demonstrated the soundness of its practices and its relationships with external and internal educational institutions effectively and through experience.

Accreditation Stages:

1. Self-assessment by the institution.
2. External evaluation and accreditation team visit.
3. Experts' decision to grant or deny accreditation.

Areas of Institutional Evaluation Interest:

- Vision
- Mission
- Objectives
- Strategic management
- Planning, evaluation mechanisms, and internal review.
- Academic programs, policies, and practices, including research methods, teaching and learning approaches, student admission and assessment, degree granting, and certification.

- Financial resources
- External and public relations and alumni affairs
- Quality and institutional evaluation
- Faculty, administrative, and technical staff
- Facilities and infrastructure
- Libraries and information resources
- Natural resources and facilities
- University services for faculty and staff
- Scientific research
- Community service
- Institutional responsibility and transparency in its operations and public declaration.

Concepts, Terms, and Methods of Evaluation:

1. Quran Evaluation: University professors evaluate programs and output quality as researchers and practitioners.

2. Accreditation: Recognizing that an institution or program has reached a certain standard level.

3. Quality Review: Ensuring the efficiency and effectiveness of plans and their alignment with outcomes.

4. Quality Assurance: The process of reaching a certain level of quality to enhance the organization's credibility with its outputs and overall system.

5. Quality Enhancement: Using information and results obtained from evaluation to improve, enhance, develop, or modify systems.

6. Verification of Quality: Procedures taken to ensure that the organization has achieved quality in its system.

7. Measurement of Quality: Ensuring that the teaching and learning process adheres to nationally, regionally, and globally accepted standards, indicators, and levels of performance.

Additionally, there are other relevant standards related to the evaluation process, including:

1. Licensing
2. Recognition
3. Accreditation
4. Levels and Standards
5. Integration of the institution and its institutional character
6. Programs and curricula
7. Outputs
8. Student admission policy
9. Student services
10. Faculty and administrative staff
11. Organization and management
12. Planning, budgeting, and auditing
13. Library and information resources
14. Infrastructure and facilities

Section Three: Field Study

Data were collected through questionnaires directed at faculty and administrative staff.

	I strongly agree		I agree		Neutral		Disagree		Strongly Disagree	
1. The school provides academic and professional development programs to qualify its teachers.	23	17.7	58	44.6	24	18.5	16	12.3	9	6.9
2. The school organizes courses to enhance the performance of teachers and improve the quality of education.	30	23.1	61	46.9	20	15.4	13	10	6	4.6

3.	The school works on developing systems and methods for school teaching to improve educational services.	24	18.5	46	35.4	23	17.7	30	23.1	7	5.4
4.	Adequate training is provided in the use of educational technology to improve teaching methods.	24	18.5	43	33.1	24	22.3	27	20.8	7	5.4
5.	There are specific policies and mechanisms to develop the capabilities of teachers to ensure quality education.	16	12.3	51	39.2	27	20.8	29	22.3	7	5.4
6.	There are clear regulations for academic promotion among teachers to ensure fairness.	25	19.2	52	40	28	21.5	19	14.6	6	4.6
7.	The school engages external evaluators to assess actual performance.	21	16.2	42	32.3	29	22.3	27	20.8	11	8.5
8.	The school offers both internal and external scholarships for faculty members to develop their capabilities.	20	15.4	39	30	20	15.4	32	24.6	19	14.6
9.	The school is committed to scientific research, funding, and publication to encourage scientific creativity.	14	10.8	37	28.5	15	11.5	41	31.5	23	17.7
10.	Continuous adaptation and qualification of teachers to have led to improved service performance.	15	11.5	41	31.5	27	20.8	33	25.4	14	10.8
11.	The school's programs and curricula align with its mission and desired goals	11	8.5	53	40.8	23	17.7	35	26.9	8	6.2

Source: Prepared by the researchers from the questionnaire results, 2019

The table shows the following:

1. The majority of the sample agrees that the school provides academic and professional development programs to qualify teachers, with 62.2% agreeing, while 24.6% disagreed. The percentage of those who did not provide specific answers was 4.3%.
2. The majority of the sample agrees that the school conducts courses to improve the performance of school teachers to enhance teaching efficiency, with 91% agreeing, while 22.2% disagreed. The percentage of those who did not provide specific answers was 3.2%.
3. The majority of the sample agrees that the school works on finding systems and methods for school's teaching to improve educational services, with 32.4% agreeing, while 24.3% disagreed. The percentage of those who did not provide specific answers was 9.9%.
4. The majority of the sample agrees that adequate training on the use of educational technology is conducted to develop teaching methods, with 30.2% agreeing, while 22.6% disagreed. The percentage of those who did not provide specific answers was 6.2%.
5. The majority of the sample agrees that there are specific policies and mechanisms to develop the abilities of school teachers to ensure the quality of education, with 30.3% agreeing, while 29.9% disagreed. The percentage of those who did not provide specific answers was 12.4%.
6. The majority of the sample agrees that there are clear regulations for the academic promotion of school members to achieve fairness among them, with 34.6% agreeing, while 24.6% disagreed. The percentage of those who did not provide specific answers was 12.3%.
7. The majority of the sample agrees that the school utilizes an external evaluator to assess actual performance, with 24.3% agreeing, while 24.2% disagreed. The percentage of those who did not provide specific answers was 16.2%.
8. The majority of the sample agrees that the school provides internal and external scholarships for members to develop their capabilities, with 23.2% agreeing, while 24.6% disagreed. The percentage of those who did not provide specific answers was 3.2%.
9. The majority of the sample disagrees that the school cares about scientific research, its funding, and publication to encourage scientific creativity, with 24.6% disagreeing, while 24.2% agreed. The percentage of those who did not provide specific answers was 0.3%.

10. The majority of the sample agrees that keeping school teachers updated with continuous changes and qualifying them has led to improved service performance, with 22% agreeing, while 22.6% disagreed. The percentage of those who did not provide specific answers was 12.4%.

11. The majority of the sample agrees that the school's programs and curricula align with its mission and desired goals, with 24.2% agreeing, while 22.0% disagreed. The percentage of those who did not provide specific answers was 9.9%.

Descriptive Statistics for Statements Measuring the Hypothesis

The arithmetic mean and standard deviation for each statement in the study axis are calculated, and the mean for each statement is compared with the study's hypothetical mean (2). Agreement on the statements is confirmed if the arithmetic mean is greater than the hypothetical mean (2), and disagreement is confirmed if the arithmetic mean is less than the hypothetical mean.

The following table shows the mean, standard deviation, relative importance of the statements measuring the second hypothesis, and their ranking according to the respondents' answers.

Statements:	The Standard Deviation	Average	The Significance
1. The school provides academic and professional development programs to qualify school teachers.	1.12	3.53	Agree
2. The school conducts courses to evaluate the performance of teachers to enhance teaching efficiency.	1.06	3.73	Agree
3. The school works on developing teaching systems and methods in order to improve education service.	1.18	3.38	Agree
4. Adequate training is provided on using educational technology to enhance teaching methods.	1.19	3.40	Agree
5. There are specific policies and mechanisms for developing the capabilities of school teachers for quality education.	1.11	3.30	Agree
6. Clear regulations exist for academic promotion of teachers to achieve fairness among them.	1.10	3.54	Agree
7. The school utilizes external evaluators to assess actual performance.	1.20	3.26	Agree
8. The school offers internal and external scholarships for school members to develop their capabilities.	1.20	3.06	Agree
9. The school prioritizes scientific research, its funding, and dissemination to encourage scientific innovation.	1.32	2.83	Agree
10. Continuous professional development and adaptation of school teachers lead to improved service performance.			Disagree
11. The school's programs and academic curriculum align with its mission and desired objectives.	1.31	3.08	Agree
Total	1.21	3.18	Agree

Source: The researchers analyzed 6109 responses and the following findings are evident from the table above:

- All statements representing the second hypothesis axis have an average higher than the hypothetical mean of 3, except for the ninth statement. This indicates that the sample participants generally agree with the majority of statements regarding the second hypothesis axis.
- The most significant statement among those representing the second hypothesis axis is "The university provides courses to enhance the performance of university professors to improve teaching efficiency," with an average response of 2.292 and a standard deviation of 0.212.
- The least agreed-upon statement among those representing the second hypothesis axis is "The university cares about scientific research, funding, and publication to encourage scientific creativity," with an average of 2.242 and a standard deviation of 0.220.
- The average of all statements is 2.221 with a standard deviation of 0.204, indicating that the majority of sample participants agree with all statements representing the hypothesis axis.

Hypothesis Statements	Mean	Chi-Square Value	Level of Significance	Significance	In Favor
The school provides academic and professional development programs to qualify its members.	3.53	3224	0	Accept	Approves
The school organizes courses to enhance faculty performance and improve teaching efficiency.	3.73	9021	0	Accept	Approves
The school works on finding systems and methods for school teaching to improve educational services.	3.38	2122	0	Accept	Approves

Adequate training on using educational technology is provided to develop teaching methods.	3.4	6220	0	Accept	Approve rs
There are specific policies and mechanisms to develop the capabilities of the school for quality education.	3.3	2620	0	Accept	Approve rs
There are clear regulations for the academic promotion of school members to achieve justice among them.	3.5 4	2222	0	Accept	Approve rs
The school utilizes external evaluators to assess actual performance.	3.2 6	424	0	Accept	Approve rs
The school provides internal and external scholarships for members to develop their capabilities.	3.0 6	623	0	Accept	Approve rs
The school is concerned with scientific research, its funding, and dissemination to encourage scientific creativity.	2.8 3	62242	0	Accept	Non- Approve rs
Continuous adaptation of school to change and their qualification has led to improved service performance.	3.0 8	6129	0	Accept	Approve rs
The school's programs and curricula align with its mission and objectives.	3.1 8	3629	0	Accept	Approve rs
Overall	22 21	22200	0	Accept	Approve rs

Source: Prepared by the researchers using the outputs of the statistical analysis 6109 The table above shows:

- The Chi-square value for the first statement is 3224 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.53) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the second statement is 9021 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.73) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the third statement is 2122 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.38) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the fourth statement is 6220 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.40) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the fifth statement is 2620 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.30) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the sixth statement is 2222 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.54) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the seventh statement is 0424 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.26) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the eighth statement is 0623 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.06) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the ninth statement is 62242 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (2.83) and the study's hypothetical mean (2), favoring the non-approvers of the statement.
- The Chi-square value for the tenth statement is 6129 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.08) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for the eleventh statement is 3629 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the statement's mean (3.18) and the study's hypothetical mean (2), favoring the approvers of the statement.
- The Chi-square value for all the statements of the fourth hypothesis is 22200 with a significance level of 0.000. This value is less than the significance level of 5%, indicating significant differences between the overall mean (3.30) and the study's hypothetical mean (2), favoring the approvers of all the statements of the second hypothesis.

From the above, it can be concluded that the second study hypothesis, which stated "interest and qualification of teachers to apply quality leads to improved performance of education services," is accepted for all statements of the hypothesis except for the statement: "The school is concerned with scientific research, its funding, and dissemination to encourage scientific creativity."

Analysis of the Data for the Second Hypothesis: Interest in Training Administrators on Quality Leads to Improved Performance

To prove the validity of this hypothesis, the researchers followed the following steps: Firstly, the frequency distribution of the statements that measure the statements of the second hypothesis axis.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. - The school implements training programs for the development of administrators' capabilities to improve performance quality	5.4 (7)	30.8 (40)	16.9 (22)	34.6 (45)	12.3 (16)
2. - The school identifies personnel from all job levels to enhance performance and achieve goals	5.4 (7)	26.9 (35)	29.2 (38)	24.6 (32)	13.8 (18)
3. - The school is committed to enhancing employees' capabilities to interact with changing customer requirements	8.5 (11)	27.7 (36)	38.8 (44)	20 (26)	10 (13)
4. - Performance is evaluated periodically based on performance reports to assess efficiency and quality application	9.2 (12)	27.7 (36)	17.7 (23)	36.2 (47)	9.2 (12)
5. - Employees participate in seminars and conferences to keep up with continuous development and training for performance improvement quality	10 (13)	40.8 (53)	19.2 (25)	22.3 (29)	7.7 (10)
6. - The school seeks to provide a positive and fair organizational climate that encourages excellence in performance	13.8 (18)	36.9 (48)	15.4 (20)	25.4 (33)	8.5 (11)

Source: The researchers compiled the results of survey 6109. The following is evident from the table:

1. The majority of the sample agree that the school implements training programs for the development of administrative skills to enhance performance quality, with a percentage of 46.9% agreeing, while the percentage of those disagreeing is 36.4%. As for those in the sample who did not provide specific answers, their percentage was 16.9%.

2. The majority of the sample agree that the school selects personnel from various job levels to improve performance and achieve goals, with a percentage of 38.4% agreeing, while the percentage of those disagreeing is 32.3%. As for those in the sample who did not provide specific answers, their percentage was 29.2%.

3. The majority of the sample do not agree that the school is committed to improving employees' abilities to interact with changing customer requirements, with a percentage of 36.2% disagreeing, while the percentage of those agreeing is 21%. As for those in the sample who did not provide specific answers, their percentage was 22.4%.

4. The majority of the sample agree that performance evaluation is conducted periodically based on criteria and standards (performance reports) to assess performance efficiency and quality application, with a percentage of 23.22% agreeing, while the percentage of those disagreeing is 22.24%. As for those in the sample who did not provide specific answers, their percentage was 9.29%.

5. The majority of the sample do not agree that employee participation in seminars and conferences to keep up with continuous development and training for quality performance improvement is conducted, with a percentage of 31.24% disagreeing, while the percentage of those agreeing is 21%. As for those in the sample who did not provide specific answers, their percentage was 4.26%.

6. The majority of the sample agree that the school seeks to provide a positive, fair organizational climate that encourages excellence in performance, with a percentage of 21.29% agreeing, while the percentage of those disagreeing is 21%. As for those in the sample who did not provide specific answers, their percentage was 4.26%.

Secondly, the descriptive statistics for the statements measuring the second hypothesis are presented in the following table, showing the mean, standard deviation, and relative importance of the statements according to the respondents' answers.

Statements	Mean	Standard Deviation	Significance
The school implements training programs to develop the capacities of administrators to improve performance quality	3.18	1.15	Agree
The school selects personnel from various job levels to enhance performance and achieve goals	3.14	1.12	Agree
The school is committed to enhancing employee capabilities to interact with changing customer requirements	2.95	1.10	Disagree

Performance evaluation is conducted regularly based on criteria and standards (Performance Reports) to assess performance efficiency and quality application	2.08	1.17	Disagree
Employees participate in seminars and conferences to keep up with continuous development and training for quality performance improvement	2.76	1.13	Disagree
The school strives to provide a fair positive organizational climate that encourages excellence in performance	2.77	1.21	Disagree
Total	2.93	1.12	Disagree

Source: The analysis results show from the table the following:

1. All statements representing axis (Hypothesis Two) have an average below the theoretical mean (3), except for the first two statements. This result indicates the sample's disagreement with the majority of statements in Hypothesis Three's axis.
2. The most important statement from the statements representing axis (Hypothesis Two) is the statement "The school implements training programs to develop the capacities of administrators to improve performance quality," where the average response of the sample on this statement was 2.204 with a standard deviation of 0.203.
3. It is also evident from the analysis results that the statement "Performance evaluation is conducted regularly based on criteria and standards (Performance Reports) to assess performance efficiency and quality application" is the least agreed upon statement among the statements representing axis (Hypothesis Two), with an average of 2.214 and a standard deviation of 0.209.
4. The average of all statements was 2.242 with a standard deviation of 0.260, indicating that the majority of the sample does not agree with all statements measuring Hypothesis Two's axis.

Thirdly, the Chi-square test for the statements of the second Hypothesis.

Hypothesis Statements	Average	Chi-square Value	Significance Level	Acceptors
School implements training programs to develop the capacities of administrators to enhance performance	3.18	0.000	Acceptance	2429
School selects personnel from various job levels to raise performance levels and achieve goals	3.14	0.000	Acceptance	6222
School is keen on enhancing employees' capabilities to interact with changing customer requirements	2.95	0.000	Acceptance	2022
Performance evaluation is conducted periodically based on standards and criteria (performance reports) to assess performance efficiency and apply quality	2.08	0.000	Acceptance	2226
Employees participate in seminars and conferences to keep up with continuous development and train them for improving performance quality	2.76	0.000	Acceptance	2221
School aims to provide a positive fair organizational climate that encourages excellence in performance	2.77	0.000	Acceptance	2229
Total	2.93	0.000	Acceptance	2124

Source: Prepared by the researchers from the survey results 6109 The table shows the following:

1. The majority of the sample agree that the school implements training programs to develop the capacities of administrators to improve performance quality, with their percentage reaching 46.9%. The percentage of those who disagree with this is 36.4%. Meanwhile, the percentage of respondents who did not give specific answers is 16.9%.
2. The majority of the sample agree that the school selects personnel from various job levels to raise performance levels and achieve goals, with their percentage reaching 38.4%. The percentage of those who disagree with this is 32.3%. Meanwhile, the percentage of respondents who did not give specific answers is 29.2%.

The Chi-square value for the third statement was 2022 with a significance level of 0.000. This value is less than the significance level of 5%, indicating statistically significant differences between the average of the statement (2.95) and the hypothetical mean of the study (3), favoring those who disagree with the statement.

The Chi-square value for the fourth statement was 2226 with a significance level of 0.000. This value is less than the significance level of 5%, indicating statistically significant differences between the average of the statement (2.08) and the hypothetical mean of the study (3), favoring those who disagree with the statement.

The Chi-square value for the fifth statement was 2229 with a significance level of 0.000. This value is less than the significance level of 5%, indicating statistically significant differences between the average of the statement (2.76) and the hypothetical mean of the study (3), favoring those who disagree with the statement.

The Chi-square value for the sixth statement was 2221 with a significance level of 0.000. This value is less than the significance level of 5%, indicating statistically significant differences between the average of the statement (2.77) and the hypothetical mean of the study (3), favoring those who disagree with the statement.

The Chi-square value for all statements of the second hypothesis was 2124 with a significance level of 0.000. This value is less than the significance level of 5%, indicating statistically significant differences between the average of the statements (2.93) and the hypothetical mean of the study (3), favoring those who disagree with all statements of the second hypothesis.

From the above, we conclude that the second hypothesis of the study, which stated: "Focusing on training administrators on quality leads to improved performance," is considered unacceptable for all statements of the hypothesis except for the following:

1. The school implements training programs to develop the capacities of administrators to improve performance quality.
2. The school selects personnel from various job levels to raise performance levels and achieve goals.

Section Four: Results and Recommendations

First: Results

The results of the study indicated a consensus among the sample members, including faculty members, administrators, and students, regarding the requirements for implementing the proposed quality management systems, although their degree of agreement on these standards varied. The key results are as follows:

1. The study hypotheses were accepted.
2. There is relative interest and focus on the requirements of school's teachers for promoting and improving performance. However, there is a lack of attention to scientific research, its funding, and publication, which is necessary to encourage scientific creativity.
3. There is a deficiency in attention to administrative staff, with no clear and tangible plans for training on total quality management programs, and no incentive system to encourage them to achieve goals and develop their capabilities to improve performance. There is also a lack of teamwork and participation through work teams, and a concentration of authority, which reduces the enthusiasm and motivation of employees for excellent performance.

Second: Recommendations

In light of the above results and the need to elevate public education to an appropriate level, the paper provides several key recommendations:

1. School should focus on the training and qualification of administrative staff and members, enhancing their scientific and professional levels to meet the needs of the labor market.
2. It is necessary to conduct periodic evaluations of schools to ensure that the foundations upon which objectives, strategies, and programs are based are in line with development requirements and societal needs to improve performance.

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