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DEVELOPING THE PRACTICES OF BASIC EDUCATION SCHOOL

LEADERS IN THE SULTUNATE OF OMAN IN LIGHT OF THE

TOTAL QUALITY MANAGEMENT APPROACH

By

SUHAIR ALI MOHAMMED AL-MAMARI

A Thesis Submitted to

United Arab Emirates University

In Partial Fulfillment of the Requirements

For the Degree of

Master of Education

Educational Leadership

Supervised by

Prof. Mohammad Abdel-Dayem

May 2013

UAEU College of
Education

جامعة الإمارات العربية المتحدة
United Arab Emirates University

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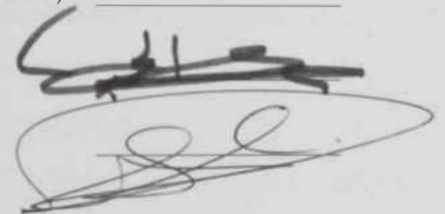For the Degree of

Master of Education

(Educational Leadership)

Thesis Approved by:

1. Prof. Mohammad Ahmed Abdel-Dayem   (Advisor and Chair) _____

2. Dr. Hasan Alkhamiri   (Member)

3. Dr. Mohamed Alhosani   (Member)

THESIS ABSTRACT

This study aimed at identifying the reality of leadership practices of Basic Education (BE) school principals in the Sultanate of Oman and limited to Al Buraimi Governorate in order to develop their practices in light of the Total Quality Management Approach (TQM). It tried to know the effects of the study variables of respondents on their views. The study problem was determined by the question: What is the reality of implementing the theory of TQM in Basic Education schools in Oman through the principals' practices?

The researcher conducted the study on a sample of (470) employees at BE schools. A questionnaire was used consisting of 60 items representing leadership practices for BE school principals listed into six domains representing some basic principles of TQM.

The questionnaire was divided into three sections: the first section asks for personal information, the second section consists of the questionnaire items, and the third section is an open ended question to solicit some suggestions. It was validated and tested by a group of experts in the study field. It used Cronbach's alpha formula which achieved (0.97). The study data was collected from the field and analyzed by SPSS program.

In light of the findings, the study reached the following results: TQM investigated principles are highly existent in leadership practices in BE schools in Al Buraimi Governorate, planning for TQM in school practices are more existent among other principles, however, principals may lack the practices of adopting a culture of quality. In addition, there is a statistical significant effect of participants' gender on their views regarding the school principals' implementation of TQM theory in BE schools in Al Buraimi Governorate.

Finally, the researcher proposed the following recommendations: promoting awareness of the TQM approach, expanding decentralization in policy formulation and decision-making, increasing staff participation through the involvement and the empowerment of all staff in making educational-decisions, organizing professional development programs based on the needs of principals, increasing the local community's participation in the process of decision-making and school planning taking into account their assessment of the school services.

TABLE OF CONTENTS

LIST OF TABLES

Dedication

Knowing your purpose and ambition will certainly motivate your life and keep you enthusiastic. Gradually, any work can't be done without the support and influence of others. Therefore, this thesis is dedicated to my parents who encouraged me to be the best I can be and to have high expectations as well as to follow my dreams and let them come true. Not to mention the best opportunities in life they have provided me with. Their endless support, confidence in me, as long as comforting me in possible way enabled me to cope with stress that accompanied study. Eventually, I couldn't have done it without them. They share in my success, and I would be forever grateful for their loving support.

My husband, Ahmed, his love and encouragement have been a continuous source of motivation and inspiration throughout the study. Likewise, his faith in me never fails.

My brothers and sisters have always been a constant source of inspiration and motivation, too. Their guidance showed me the path and let taste the success.

To my friends, my school staff, workmates and teachers who helped me and all who were there along the way, I dedicate this thesis.

Acknowledgement

First and foremost, my deepest thanks and gratitude go to Allah for providing me with the means to complete this work.

I would like to express my gratitude to Prof. Mohamed Abdel-Dayem for spending hours on my work providing me with feedback and discussion. I would like to thank him for pushing me to the limits on this thesis for his valuable comments and feedback.

I would like to thank Prof. Abdulmoniem for sharing his wealth knowledge and experience. I want also to acknowledge Mr. Mohammed Dadoa for his support and guidance in the early stages of joining MA program.

Special appreciation is extended to all who helped me along the way. The heart-full support of my friends meant a great deal to me.

My deepest thanks go to all of MOE staff in Al Buraimi Governorate who supported me and volunteered to participate in this study.

I extend my sincerest gratitude to the UAE university staff and colleagues. Thank you all.

CHAPTER ONE

GENERAL FRAMEWORK

Introduction

We have entered a new millennium with sophisticated science and impressive technology. Globalization together with the advent of information technology appears to be driving a revolution in the organization of work. In addition, the Second World War was followed by two decades of rapid economic growth (Daun, 2002). The forces and tensions understood as "globalization" constitute a significantly different environment for educational institutions and policy makers to operate in. The impact of various trends and challenges related to globalization at educational institutions is profound and diverse. It has created new and important demands towards educational systems. The high demands placed upon them create tensions in institutions. The most important challenge is to develop an international approach to quality assurance and accreditation (UNESCO, 2002).

With this rapid globalization in all fields in the life, education is faced with a changing competitive environment. It is competing in creating the conditions that will enable them to be competitive in international markets (Ismail, 2009). Almost everywhere in the world, educational systems are now under the pressure to produce individuals for global competition, individuals who themselves compete for their own positions in the global context (Daun, 2002). In some developed countries such as Japan, the United Kingdom and the United States of America, a number of organizations have adopted Total Quality Management as a way of life for the continuous improvement of quality of their products and services to their customers (Alemna, 2001).

Education is expected to respond through educational changes and reforms that are taking place around the world in the name of globalization. Such educational reforms are made in relation to the requirements and conditions of the national economy and culture

(Daun, 2002). Accordingly, it has become important for educational institutions to develop their own values framework to present themselves in the global market place. One of the ways of communicating the unique or highly credible nature of a particular institution and its programs is to describe its quality (Liston, 1999).

To face the demands of the 21st century, all countries of the world are concerned with making their schools more effective, to enhancing quality and raising standards of achievement. School effectiveness is an issue that has occupied researchers and policy makers. Therefore, a rational approach to improving the professional practice by embracing a model for educational change should be emphasized (Rossman, Corbett & Firestone, 1988).

The practices of school principals are significant factors in the efforts of schools to improve. With guidance, many principals can become more effective and make a positive difference. They have been one of the focuses of recent research on the effectiveness of schools. They have been held accountable for the performance of students, they have the power base to make a difference, they are seen as the equivalent to managers in industry, and they are accountable for the productivity of their organization. They are responsible for their schools' continuous efforts to improve. For progress to occur, they must provide leadership in the school improvement process. They are the key to educational change in schools (Hall & Hord, 1987).

All organizations seek to adopt and implement a set of management practices that have been successful elsewhere in order to respond proactively through continuous improvement. One form of operations management practices is Total Quality Management, a practice that has received a lot of attention in the last two decades. Much has been written on TQM and its value in improving the performance of manufacturing industries in general (Ismail, 2009).

Attention to quality and standards in educational institutions is increasing, and standards are becoming an issue in the education sector (Liston, 1999). Quality and excellence can be

built on a foundation of good management principles and practices, of this there is no doubt. Quality has been the process of achieving excellence (Robson, 1986). The importance of quality has been a main concern for many organizations. Around the world, most organizations have started to consider quality as an essential part of their plans in order to meet the challenges of the new global environment (Samat & others, 2006).

People's awareness of quality is central to TQM's purpose. Quality awareness is not just promoting quality within an organization, but it is also the spreading of information around. Quality awareness extends to the way in which managers act and talk about quality. Thus, quality awareness begins from management and spreads throughout the entire organization (Psychogios, 2007).

Among all quality practices, increasingly organizations have focused on total quality management (TQM) as a source of competitive advantage. It has been widely promoted around the world. TQM's main objective is to ensure that customer satisfaction is enhanced, which results in high quality products and services. TQM could also lead to better service quality (Samat & others, 2006). TQM can also guide how public educational administrators can continually improve and more effectively educate, train, and influence their human resources. They can take to heart the essentials of the TQM philosophy and apply them creatively to management to positively influence the outcomes of their students (Babbar, 1995).

Problem Statement

Most countries have criticized their educational systems because of the low quality of school outcomes. Regardless of the continuous development of the educational system in Oman has witnessed, previous studies found in literature have indicated that school management is suffering from major problems which are directly related to the quality of education (Aliyya Al-Mamari, 2001; Ayda Al-Qasmi, 2000; Hamad Al-Yahmadi, 1998;

Ibtisam Al-Shuhi, 2003; Khalifa Al-Busaeedi, 2001; Maryam Al-Nabhani, 2001; Mohammed Al-lawati, 1992; Saif Al-Mamari, 1998; and Zainah Al-Mahrooqi, 2003). These studies all painted a dismal picture of school leadership.

A study by Al-lawati (1992) found that some schools lack a full management staff. Al-Mamari (1998) found that school principals have limited freedom because of the centralization in planning. Al-Nabhani (2001) identified a problem with school management concerned with the qualifications of principals. Some principals are not well-qualified to accomplish their roles while other principals keep most of the responsibilities to themselves and they delegate authority unsuccessfully.

All these problems could be tackled if the school management is enhanced and improved. School management is the main factor leading to the success and failure of schools and also to meet the aims of the Ministry of Education (MOE). Moreover, the reform of the educational system has produced a challenge to the Ministry of Education. Introducing the Basic Education system (BE) has been an attempt to improve the quality of education. This is as a result of developing a new curriculum and improving the existing one, providing resources and essential training for all staff (MOE, 2004).

School management is enhanced by developing school leaders' practices. The Ministry of Education in Oman is paying attention to quality. In 2008, it created a new department called, "The General Directorate for Planning and Quality Control" to improve the quality of education by meeting the aims of MOE (http://www.moe.gov.om). There is therefore the need to adopt approaches that help to achieve quality. TQM has also been the most global and advanced approach in the area of quality (Samat, et al., 2006).

Attention to quality is extremely significant nowadays. The researcher as an educator, who really cares about the development of school leadership particularly in her governorate, has considered the necessity of conducting this study in order to improve the effectiveness

schools by developing the practices of school leaders in light of the TQM approach. Adopting TQM helps to establish a culture of never-ending improvement of quality (Alemna, 2001).

Research Questions

Four research sub-questions were subsumed by the primary research question that guided this study: What is the reality of implementing the Total Quality Management approach in Basic Education schools in Oman? The following are the four sub-questions:

1. What does the term of TQM mean? What is the importance of adopting the TQM approach in education in general and in Basic Education schools in particular?

2. What is the reality of implementing the TQM approach of in Basic Education schools in Al Buraimi Governorate?

3. How can the practices of Basic Education school leaders be developed in light of TQM in Al Buraimi Governorate?

4. Is there a statistical significant effect of participants' gender, position held, and years of experience on their views towards principals' implementation of TQM approach in BE schools in Al Buraimi Governorate?

Objectives of the Study

The study aimed at identifying the reality of leadership practices of Basic Education school principals in Al Buraimi Governorate in order to develop their practices in light of the Total Quality Management Approach (TQM). The specific objectives are as follows:

1. Surveying the literature on TQM to discover the philosophy of TQM and the importance of adopting the TQM approach in the educational system.

2. Examining the reality of to what extent Basic Education school leaders are implementing the TQM approach in their schools in Al Buraimi Governorate.

3. Finding ways in which BE school leaders in Al Buraimi Governorate can develop their practices in light of TQM.

5

Scope of Study

To truly contribute to enhancing the leadership practices in the schools in Al Buraimi governorate, and to promote the effectiveness of school performance, the field study was conducted in Al Buraimi BE schools only. The participants were the teachers administrative technical staff except principals working in the BE public schools, in both urban and rural areas, under the auspices of the Ministry of Education in the Sultanate of Oman. The field study took place in Fall 2012/2013, and the results were based on the information gathered from the field.

Significance of the Study

This study may represent a contribution to be added to other previous studies in TQM on education in Oman. To the best of the researcher's knowledge, most previous studies on TQM in Omani schools have excluded Al Buraimi governorate due to certain factors like its size compared to other governorates. Therefore, this study would raise the awareness of principals in this governorate to implement the approach of TQM in education. It would be a significant endeavor to promote good working environments in schools. In addition, it would be beneficial to the principals in all schools by enhancing their knowledge and leadership practices. This would form a basis for subsequent research to explore other effective approaches to develop leaders' practices that improve the effectiveness of schools. The output of this study would be source material for principals in BE schools, and could be used by training center providers to design future professional development programs to improve principals' practices. It would assist policy makers to implement with informed policies on how to recruit principals. Moreover, this study would provide recommendations on how to effectively implement the approach of TQM in other governorates.

Terms and Acronyms

Leadership: Yukl (2006) defines leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p. 8).

Management: Management is "the art and science of getting things done through others" (The Meaning of Management, Chapter 1, n. d.).

Quality: Quality includes "the totality of features and characteristics of a product or service that bears on its ability to meet a stated or implied need" (Ho S. H., 2002, p.5).

Total Quality Management (TQM): TQM is a philosophy that includes a commitment to continuous improvement in quality and performance, strives to enhance profitability by focusing on meeting and exceeding customer expectations involving employees, departments, and all levels of an organization in the process of continuous improvement (Hewitt-Edmond, 2009).

Continuous improvement: an ongoing effort to improve products, services or processes seeking incremental improvement over time.

Process: A set of common tasks that create a product, service, process or plan that would satisfy a consumer or group of customers (Hewitt-Edmond, 2009).

MOE: Ministry of Education.

Basic Education: It is a unified education system covering the first ten years of schooling. Basic Education is organized into two cycles followed by a two-year post-Basic Education School System. In 1997, the Ministry began replacing the three-level General Education system (primary, preparatory and secondary) with this system (MOE, 2004).

Administrative/Technical Staff: It is the staff working in BE schools including principals, assistant-principals, social workers, professional orientation specialists, secretaries, databases specialists, and school activities specialists (MOE, 2011).

SPSS: The Statistical Package for the Social Sciences; a software package which is used for statistical analysis.

Plan of Study

This thesis consists of five chapters: the general framework, the literature review, research methodology, data analysis and findings, discussions and conclusions. Chapter one, the general framework, aims to provide a background to the study. It provides information about the problems present in the study, the research questions, aims and objectives and the plan of study. Then, it surveys some the previous studies conducted in the field of TQM.

Chapter two, Total Quality Management, is divided into two parts: Total Quality Management; its concept, importance and impact upon school, and education in the Sultanate of Oman. The Chapter introduces the concept of quality and TQM. Then, it examines the development of TQM, and traces its evolution, and discusses the principles of TQM. It also discusses TQM in an educational context, and highlights the benefits of TQM implementation in education. The second part presents the stages of improving the quality of education system in the Sultanate of Oman.

Chapter three is the research methodology. It describes the stages of the study, and considers the validity and reliability of the questionnaire. Chapter four is data analysis and findings. It describes the statistical analysis process used.

Chapter five is the discussion, conclusions and recommendations. It discusses the results of data collected by the questionnaire. It also gives recommendation on how BE school leaders can develop their practices in light of TQM.

Literature Review

TQM has become a way of life in organizations, and human resources have been important for TQM success. There has been also considerable interest in the application of TQM type models to educational institutions. It particularly emphasizes the role of staff to

endorse the use of TQM in education. This part reviews a number of studies that have examined the practices of leaders and implications of TQM in particular organizations.

Previous Studies

Mouza Saif Al-Ketbi (2012) conducted a study entitled "**Total Quality Management and its Impact on Establishing an Effective Learning Environment in Abu-Dhabi High Schools.**" The purpose of the study was to investigate TQM practices and to examine its impact on the learning environment in secondary schools in Abu Dhabi Emirate, UAE. It focused on the links between TQM and the effectiveness of the learning environment. She used a mixed method study using a cluster sample survey to collect data from both academic and administrative staff in 34 schools in three educational zones: Abu Dhabi, Al Ain and Western Region. A questionnaire was used including the main elements of effective learning environments and the key components of TQM approach. The findings indicated a significant application of TQM in Abu Dhabi Emirate with comparative differences in the three educational zones. The study recommended giving more attention of TQM principles in the educational zones, and ensuring teachers' involvement in the implementation of total quality management as there were not aware of TQM implementation.

Gil Pereg (December, 2011) conducted a study entitled, "**The Making of a Successful Principal: A Phenomenological Research Study.**" It was a qualitative research study, using a phenomenological in-depth interview process with open-ended questions to achieve the essence of experiences and to examine the reasons why principals succeed and others fail. Data collected from interviews with 10 Israeli high school principals. It aimed to examine what these principals experienced as the major challenges presented by their jobs, and their perceptions concerning the behaviors and practices they found to be most effective in meeting the various challenges. The findings of this research show that successful Israeli principals depend on the following common practices and behaviors in their work: building a vision,

planning and setting goals, total commitment and devotion, managing people, and emphasizing pedagogy. The obstacles they face include the lack of control principals have over continuous training of teachers besides being held responsible for the school's academic achievements on the other. The study recommended adopting a school-based management (SBM) reform in Israel, in which the principals are given some authority in handling the schools.

To determine the requisite leadership skills and capabilities required for the success of total quality management and continuous improvement programs, Richard A. Antonaros (July, 2010) conducted a research entitled **"Continuous Quality Improvement, Total Quality Management, and Leadership."** Using a quantitative approach, he incorporated the analytical approach to research to understand why the failure of TQM and continuous quality improvement initiatives persist. Two hundred individuals participated in the study to implement or sustain TQM and continuous quality improvement initiatives.

The study found that total quality attainment is not dependent upon leadership, leaders' knowledge of quality and systems, or knowledge of change management. The findings suggest that leadership must revisit older quality management theories that can be integrated into more recent quality management concepts to achieve mutual responsibility between leadership and labor for total quality attainment. It also recommended that leadership should focus on the vision, mission, and long term commitment to resources required for achievement while labor focus on the day-to-day process management and quality performance outcomes.

Grace Kim (May, 2010) conducted a study entitled, **"Investigating Promising School Leaders Practices in Two California Charter schools."** Qualitative case study methods were used in this research such as pre-site interviews, principal interviews, lead teacher interviews, document analysis, and observations. The study composed two case studies that

aimed to identify and explore programs related to school leadership in two California charter schools. Implementation of such programs produced positive results including increased teacher leadership, collaboration, empowerment, improved student achievement, and parent satisfaction. These programs aided in improving student achievement and in creating a collaborative school culture. This study has provided some practical ideas for educators involved in designing and implementing leadership practices with the ultimate goal of increased student performance.

Pamela Stacey Quebodeaux (May, 2010) conducted a qualitative research entitled, **"Quality in Education in the Calcasieu Parish School System: Experiences of Administrators."** It took the form of a phenomenological study of principals' experiences in which the researcher concentrated on the implementation of Quality in Education. Data were collected through individual interviews and questionnaires. Participants included ten principals who had been leaders at their schools and were implementing Quality in Education for at least three years. The purpose of this study was to explore the implementation of Quality in Education in terms of school improvement and to understand the experiences of principals with this implementation.

The study revealed that principals and staff understood how to use data for decision-making; the use of data binders by students contributed to increased student responsibility and ownership for learning; principals and teachers learned to work smarter, not harder; involvement of stakeholders increased, in particular, that of students whose responsibility for learning improved. It recommended that principals need training and support in understanding, analyzing, and utilizing data in their roles as school leaders for decision-making and to support their teachers' and students' use of data.

Nicole M. Scuderi (June, 2007) study, **"Perceptions of the Principal of a Learning Organization,"** was a case study of a middle school where a qualitative approach was used in

11

the form of narrative inquiry. The school was within a suburban school district in southeast Virginia. The study aimed to examine the perceptions of teachers and administrators of their principal as a leader of a learning organization

The results indicated that the characteristics of a learning organization include common goals, collaboration, and continuous growth. Therefore, the principal must promote those qualities through his/her leadership. In an effective learning organization, collaborative leadership is imperative in creating a culture where its members feel empowered and important. They study also indicated the specific characteristics of a principal who leads a learning organization. These qualities include (a) the encouragement of self-directed learning, (b) the encouragement of instructional risks, and (c) the encouragement of fostering a culture that promotes the school as a learning organization.

The study recommended to conduct a study of principals' perceptions of the school system in which they work as a learning organization, and to also investigate the correlation between a principal's level of education and whether or not he or she leads the school as a learning organization.

In her study, **"What Makes Total Quality Management Work: A Study of Obstacles and Outcomes,"** Deborah A. Hill (April, 2008) used the optimal quantitative approach to analyze the results. The questionnaire consists of four sections. American Society for Quality (ASQ) members from the Raleigh, NC, section were surveyed, using a Web-based survey that used a 25-item scale that lists statements representing potential barriers to TQM and statements representing potential undesirable outcomes from failed TQM. There were 848 members in the Raleigh section that provided their e-mail addresses.

The purpose of the study was to determine what obstacles are associated with managing a successful quality transformation and compare them to specific outcomes that measure TQM success. This study showed that the five most significant barriers to TQM were: (a)

12

management's compensation was not tied to achieving quality goals, (b) employees are not trained in quality improvement skills, (c) there are not adequate resources to effectively employ TQM, (d) employees are resistant to change, and (e) employees are not trained in problem identification and problem solving techniques. These barriers to TQM relate to the three factors of lack of planning, lack of training, and lack of leadership for quality.

To avoid the obstacles, the study recommended that organizations do better at planning, training, and leading in quality initiatives. TQM initiatives must include all employees, and TQM takes time to be effective and efficient.

Another study entitled, **"Educator Attitudes towards the Appropriateness of Total Quality Management: A Survey of Elementary and Middle School Administrators and Faculty,"** was conducted by Melinda K. Cunningham (May, 2007). The study was quantitative in which a link to a cross-sectional survey instrument was emailed to gather the attitudes of a random sample of American elementary and middle school educators and support staff within Chicago and surrounding suburban. They were given an opportunity to complete the survey online. It aimed to determine the perspectives of elementary and middle school educators on the appropriateness of TQM in education.

The study found that educators at elementary and middle school grade levels support the 10 Core Constructs of TQM, they agree with the core constructs of TQM, and they do not greatly favor one core construct over another.

The study recommended employing the expertise of business professionals who have expertise in working with educational institutions on implementing quality management as a necessary next step.

Lawrence A. Ibekwe (December, 2006) conducted a study called, **"Using Total Quality Management to Achieve Academic Program Effectiveness: An Evaluation of Administrator and Faculty Perceptions in Business Schools at Historically Black**

Colleges and Universities." The study was conducted using a self-administered well-structured questionnaire form of closed-end choice questions. The researcher used descriptive and correlation approaches for data analysis. The correlation approach was used to display the relationship among variables (such as, cross-tabulation and correlations) to evaluate the degree of faculty awareness, practice, and appreciation of using TQM to achieve academic program effectiveness and student-learning objectives in the school of business at Historically Black Colleges and Universities (HBCUs) in the United States. The study focused on 105 HBCUs. Participants included faculty and heads of school of business in HBCUs.

In general, the key finding is that the implementation of quality elements in business programs enhances their programs accreditation, and also improves their programs effectiveness and student-learning outcomes. In order for HBCUs to achieve success in TQM implementation, the institutions must promote and encourage implementing TQM elements in their school academic programs, including (a) Teamwork and Cooperation; (b) A shared vision; (c) A strong leadership; (d) Adequate funding; (e) Faculty empowerment; (f) Effective communication and feedback; (g) Adequate planning and monitoring process; and (h) Top-management support.

The study recommends that top leaders must begin to promote, encourage and support TQM in all academic programs, HBCUs should partner with the business community to seek their opinions in designing, reviewing, and evaluating academic programs and curricula, and HBCUs should promote and encourage annual faculty development workshops and seminars on TQM and its implementation process.

Shyi-Hueywu (October, 2004) conducted an experimental study that explored the causal relationship between administrative and service quality, teaching and learning quality and school performance from the school's management perspective. It was entitled, **"Improvement of School Performance: Implementing Total Quality Management and**

Learning Organization in Selected Technological Universities, Technological Colleges for Professional Training in Taiwan." The instruments used in this study are the TQM Scale and the Learning Organization (LO) Scale. The samples were administrators and faculties in selected technological universities, technological colleges, and colleges for professional training in Taiwan. Therefore, the purposes of this study were to explore the relationships, cause-and-effect relationship and path analysis between TQM, LO and school performance in the selected institutions in Taiwan.

The research concluded that administrators and faculties were more satisfied with teaching and learning quality than with administrative and service quality. The demographics of school or institution, such as kind of school, type of institution, location of institution, and age of school, were the impact factors in difference analysis of perception for TQM and LO. Furthermore, it found that low-level management was more satisfied than mid-level management in mental models. TQM and LO were determined to be effective factors for school performance. The data analysis also showed that schools, which adopted TQM philosophy, would encourage themselves to continually learn and improve performance.

The study recommended that The Ministry of Education encourage schools in different areas to develop their core characteristics based on local resources as data indicated local resources are not balanced, to appropriately reward the high achievements in administrative and service quality or teaching and learning quality.

In her study, **"Development of Primary School Management in Light of Total Quality Management,"** Hayah Ibrahim Ibn Sayffan (2003) used a descriptive method in addition to open meetings with school managers, and a questionnaire to recognize the current situation in the school management of basic education in UAE, the district of Abu Dhabi. The study aimed at recognizing and identifying the reality of the problems of management of the basic education in the United Arab Emirates through answering the question, "How could

school management of Basic Education in the United Arab Emirates be developed using the approach of total quality management?" The researcher provided general and specific suggestions for implementing the theory of TQM especially in the primary schools in United Arab Emirates.

In his study, **"Total Quality Management in Education: The Application of TQM in A Texas School district,"** Justo Rolando Hernandez, Jr. (August, 2001) aimed at examining the rationale for the implementation of the TQM Model, the implementation process, the evaluation of its effectiveness, and interpretation of stakeholder perceptions on its effect in one Texas school district as a single case study. This district has had TQM implemented for the past eight years at the district level and it continues to use quality as the chosen process for school improvement. The researcher used both qualitative and quantitative in which he conducted interviews with administration, faculty and staff, school board members, and community members through purposeful sampling besides administrating a survey to get an understanding of the perceptions of the total population in the district.

The study concluded that the primary rationale for implementing the TQM Model is take the district into a new direction, raise student achievement levels, place a focus on systems, and to remove teachers from levels of complacency and stagnancy. The evaluation of effectiveness resulted in district profiles, student-led conferences, and teacher portfolios as the most used methods. Regarding the evaluation of the use of quality in the district, some employees among administrators and teachers felt that no method of evaluation existed on quality. However, after searching for ways one could evaluate, subjects consistently looked more toward student achievement levels.

The study recommended that to increase the awareness of teachers and administrators in the continuous approach model, district leadership should extend the implementation in other ways. First, all new teachers and administrators must attend four-day training at the beginning

16

of each year. Second, the continuous improvement classes the district has established to be offered seven times a year should include levels that may consist of beginner, the use of quality tools, and then the employee becomes a trainer for others. Third, Administrators and teachers who are recognized for their advancement with the use of quality and quality tools lead the District Leadership Academy.

Comments on Previous Studies

Through surveying the previous studies, it is evident that some studies have examined the challenges and obstacles principals face such as the study of Pereg (2011) and the study of Hill (2008). Gil conducted in-depth interviews to achieve the essence of experience of 10 superintendent principals and to examine what they experienced as major challenges while Deborah used a questionnaire of four sections to determine the obstacles to managing the TQM transformation. Both studies agreed that the lack of training of employees is one of the major obstacles which induced a sense of powerlessness and stress; additionally to limited resources and lack of time.

As a result, Hill (2008) recommended that organizations do better at planning and training as the current study will examine principals' practices in planning and training in some parts. Other studies recommended improvement in the implementation of training and professional development activities like the studies of DeLucia (2011), Quebodeaux (2010), and Kim (2010).

The majority of these studies aimed at examining the most effective leadership practices perceived from different views (Antonaros, 2010; DeLucia, 2011; Hill, 2009; Pereg, 2011; and Scuderi, 2007). Generally speaking, the following practices may significantly influence and contribute to the overall success of the school: building a vision, building consensus around a common set of values, planning and setting goals, developing cooperative relationships with people they work with, enabling others to act, total commitment and

17

devotion, continuous growth, promoting collaboration among and professional development for teachers, fostering a culture that promotes the school as a learning organization, focusing attention on assessment data and providing a safe learning environment, ensuring quality teachers and quality instruction. The majority of these practices are included in TQM approach which supports the current study.

Moreover, Hernandez (2001) has recommended increasing the awareness of principals and teachers of TQM approach. The study of Ibekwe (2006) was to evaluate the degree of faculty awareness, practice, and appreciation of using TQM to achieve academic program in the school. The study recommended that top leaders must begin to promote, encourage and support TQM in all academic programs as leadership support of TQM could help to create awareness. One of the goals of the current study is to create awareness of TQM. Moreover, the study of Cunningham (2007) aimed at determining the perspectives of school educators on the appropriateness of TQM in education. The study found that they support the Core Constructs of TQM. Quebodeaux's study (2010) explored the implementation of quality in education in terms of school improvement.

Some studies such as the studies of DeLucia (2011) and Hill (2009) have emphasized that principals must present a good role model for their teachers, which emphasizes that they must be aware of their crucial function in demonstrating good leadership practices. They have a great deal of influence within their building, so they should model the way and inspire others to do the same. Setting a personal example of what principal expect of others is one of the most effective behaviors.

Some studies recommended adopting a school-based management (SBM) reform, in which the principals are given some authority in handling the schools (Pereg, 2011), Whereas Antonaros (2010) suggested that leadership must revisit older quality management theory that can be integrated into more recent quality management concepts to achieve mutual

responsibility between leadership and labor for total quality attainment, Cunningham (2007) recommended employing the expertise of business professionals who have expertise in working with educational institutions on implementing quality management. Kim (2010) provided some practical ideas for educators involved in designing and implementing leadership practices. In addition, Quebodeaux (2010) found that involvement of stakeholders contributed to increased student responsibility for learning.

The current study agrees with all these studies as adopting the TQM approach in leadership may contain and bring the required results appealed by previous studies. TQM is a recent quality management concept. It is a participatory approach that involves stakeholders and encourages teachers to be leaders. This coincides with the study of Hernandez (2001), **"Total Quality Management in Education,"** where he stated the primary rationale for implementing TQM; to take the organization into a new direction and to place a focus on systems.

In general, these studies used different methods of research; a combination of qualitative and quantitative (DeLucia, 2011; and Hernandez, 2001), experimental study (Shyi-Hueywu, 2004), quantitative (Antonaros, 2010; Cunningham, 2007; Hill, 2008; Hill, 2009; Ibekwe, 2006; and Talbert, 2009), and qualitative (Kim, 2010; Pereg, 2011; Quebodeaux, 2010; and Scuderi, 2007).The current study follows a quantitative method of research.

CHAPTER TWO

TOTAL QUALITY MANAGEMENT

Introduction

This chapter is divided into two parts: total quality management, its concept, importance and impact upon school management improvement, and improving the quality of education in the Sultanate of Oman. The purpose of the first part is to introduce the reader to the concept of quality and TQM. It opens by defining quality, quality in management, and quality in education. Then, it examines the development of TQM, and traces its evolution. The principles of TQM are discussed, and TQM tools and techniques are examined, too. The second part of this chapter introduces the development of the educational system in the Sultanate of Oman.

I. Total Quality Management, its Concept, Importance and Impact upon School Management Improvement

Global competitive pressures are causing organizations to find ways to better meet the needs of their customers and to increase productivity. Thus, quality has received much attention recently (Dale & McQuater, 1998), and there has been an increasing awareness of the importance of quality.

The Concept of Quality

Quality is one of the many concepts in the social sciences that are extremely difficult to define (Lagrosen, Seyyed-Hashemi & Leitner, 2004). The word 'Quality' has different meanings. It may be defined as a fitness for purpose, conformance to requirements, characteristics, or degree of preference (Mishra & Sandilya, 2009). The British Standard Definition for quality is that it is the totality of features and characteristics of a product, service or process, which bear on its ability to satisfy a given need; from the customer's viewpoint (Flood, 1993).

Historically, it has been defined in a variety of ways. Deming defined quality as a predicable degree of uniformity and dependability, at low cost and suited to the market. Juran defined quality as fitness for use. Crosby defined quality as conformance to requirements. Taguchi defined quality as the (minimum) loss imparted by the product to society from the time the product is shipped. Feigenbaum viewed quality in its essence as a way of managing the organization. Hoshin defined quality as correcting and preventing loss, not living with loss. According to Evans & Lindsay (1999), quality is the totality of features and characteristics of a product or service that bears on its ability to satisfy ability needs. It is meeting or exceeding customer expectations, and meeting the expectations of customers is the ultimate goal of any business.

Quality can be defined as its ability to ensure complete customer satisfaction in totality, which may include all aspects such as comfort and appearance. Poor quality may be defined as a failure of a product or service to perform an intended operation successfully, which ultimately does not satisfy the customers (Mishra & Sandilya, 2009).

Although there have been various definitions of quality, it is still a confusing concept. Thus, it is important to understand the various perspectives from which quality is viewed. For example, in the definition of Feigenbaum, quality depends mainly on the customer's perception. According to Evans & Lindsay (1999), consumers view quality as the goodness of a product. It is both "absolute and universally recognizable, a mark of uncompromising standards and high achievement" (p.11). It is determined by what a customer wants. It is defined as fitness for intended use. Quality is conformance to specifications: the desirable outcome of engineering and manufacturing practice. It is about manufacturing a product that people can depend on every time they reach for it. Conformance to specifications is a key definition of quality since it provides a means of measuring quality. However, qualifications are meaningless if they do not reflect attributes that are deemed important to the consumer.

How quality is viewed may depend on one's position in the system (Evans & Lindsay, 1999). The quality of a product can be measured using its performance characteristics (Mishra & Sandilya, 2009). Fitness for purpose, however, requires defining the purpose and setting criteria by which a judgment can be made (Doherty, 2008).

As cited in *Examination of the Dimensions of Quality in Higher Education* by Lagrosen, Seyyed-Hashemi & Leitner (2004, p.63), and based on a thorough literature review, Garvin (1988) has classified the definitions of quality into five major groups:

(1) Transcendent definitions. These definitions are subjective and personal. They are eternal but go beyond measurement and logical description. They are related to concepts such as beauty and love.

(2) Product-based definitions. Quality is seen as a measurable variable. The bases for measurement are objective attributes of the product.

(3) User-based definitions. Quality is a means for customer satisfaction. This makes these definitions individual and partly subjective.

(4) Manufacturing-based definitions. Quality is seen as conformance to requirements and specifications.

(5) Value-based definitions. These definitions define quality in relation to costs. Quality is seen as providing good value for costs.

In other words, quality can be viewed as: exceptional, perfection (or consistency), fitness for purpose, value for money or transformation (Watty, 2005). The key factor for success in improvement of quality is learning. It is through learning that improvements in products and services are made (Moen, Nolan & Provost, 1991)

Continuous improvement of quality has become necessary for organizations. It is predicted on change. The requirements for improvement of quality are a common purpose and

knowledge of concepts and methods so that change results in improvement (Moen, Nolan & Provost, 1991).

In today's markets, customers' requirements are becoming more rigorous and their expectations of the product or service (Dale & McQuater, 1998). A synthesis of ideas so far encountered is captured in the following statement about quality:

"Quality means meeting customers' (agreed) requirements, formal and informal, at lowest cost, first time every time" (Flood, 1993, p.42)

The statement can be broken down into component parts:

- Customers: are all those to whom we supply products, services, and information.

- Agreed: there is an ideal to strive for but it needs to be agreed by all parties.

- Requirements: are measurable specifications and cover such things as durability, reliability, accuracy, method of delivery and price.

- At lowest cost: there is no unnecessary loss or waste in time, effort or material in the production and delivery of the product or service.

- First time, every time: sets as ideal to carry through a policy of "no license to fail, (Flood, 1993).

Under total quality function all parts of the organization are responsible for its success. The policy of the organization should be of continuous improvement of its products/services. The key principles of total quality are the following:

- Adopt policy of continuous improvement in all areas.

- Reduce number of suppliers, and try to involve them in continuous improvement.

- Provide on-line techniques to identify problems and their solutions.

- Make use of multi-disciplinary teams (Mishra & Sandilya, 2009, p.119-120).

An organization that is committed to quality must examine quality at three levels:

- The organizational level: quality concerns center on meeting external customer requirements. An organization must seek customer input on a regular basis.

- The process level: organizational units are classified as functions or departments.

- The performer/job level: Standards for output must be based on quality and customer service requirements that originate at the organizational and process level (Evans & Lindsay, 1999).

The Evolution of Quality Management

The evolution of quality management can be traced through four main stages:

1. Inspection: "activities such as measuring, examining, testing or gauging one or more characteristic of an entity and comparing the results with specified requirements in order to establish whether conformity is achieved for each characteristic".

2. Quality control (QC): "operational techniques and activities that are used to fulfill requirements for quality".

3. Quality assurance (QA): "all planned and systematic actions implemented within the quality system and demonstrated as needed to provide adequate confidence that an entity will fulfill requirements for quality".

TQM is a "management approach of an organization, centered on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organization and to the society" (Dale & McQuater, 1998, p.7-8).

The first two stages are based on detection approach to the management of quality. The emphasis is on product, procedures, services deliverables and delivery process. The other two stages are based on prevention (Dale & McQuater, 1998).

Quality in Management

The quality of a product or service is the customer's perception of the degree to which the product or service meets perception. Perceptions become reality for the organization. Quality initial focus in production and operations management has been extended to service organizations, government, the private sector, healthcare, educational organizations (Helms, Williams & Nixon, 2001). It has its roots established predominantly in industry in order to cope with the changes in market place and to focus on quality in both their products as well as their services (Sitalakshmi, 2007).

There are many definitions of TQM. It is a holistic management system requiring the development of a system-wide culture (Doherty, 2008). The word 'total' is very important in this expression because it states that we seek comprehensive ways of dealing with complex sets of interacting issues-involving everyone at all levels, addressing all major issues (Flood, 1993). Total quality means that everyone should be involved in quality, at all levels and across all functions, ensuring that quality is achieved according to the requirements in everything they do. 'Total' injects a systematic meaning of wholeness into quality (Flood, 1993).

Total quality management (TQM) is a holistic approach that seeks to integrate all organizational functions to focus on meeting customer needs and organizational objectives through the improvement of quality, productivity and competitiveness (Pfau, 1989). TQM philosophy emphasizes the role of internal and external customers and suppliers, and the involvement of employees in pursuit of continuous improvement. The long-term goals of TQM performance measurement should include continuous improvement of performance and maximization of customer satisfaction by adapting to change in customer requirements and the general business environment (Kumar, Grosbois, Choisne & Kumar, 2008).

It is widely accepted that TQM emphasizes self-control, autonomy, and creativity among employees and requires active co-operation rather than mere compliance. In addition, TQM theory supports that internal and external information should be equally shared among all employees in order to encourage them to become responsible for quality improvement (Vouzas & Psychogios, 2007).

TQM is effective for the improvement of quality with the support of all employees of an organization (Mishra & Sandilya, 2009). "Quality" refers to the degree of excellence of a product or service; and "management" refers to an act, art or manner of handling, controlling, leading and planning. Thus, TQM is the "art of managing the whole to achieve excellence" (Vouzas & Psychogios, 2007, p. 64).

The Quality Gurus

TQM emerged in Japan in the years following World War II. The movement was inspired and sustained by two Americans; Deming and Juran. It had its beginnings in the early 1990s with W. Edward Deming. He is best known for his fourteen points of QM that help people understand and implement quality improvement through management and employee involvement. Particularly, much of the work in quality and the theory of TQM can be traced the work of Deming and Juran teachings of quality and statistics in Japan during the 1950s. A revolution followed in USA in the 1980s to meet and exceed customer expectations. The objective of TQM is to build an organization that produces products or performs services that are considered as quality by those who use them. TQM grew in a pattern pressed by growing international competitions, increasing consumer awareness and changing attitudes toward product quality (Helms, Williams & Nixon, 2001).

1. **Deming:**

W. Edward Deming's approach to QM is derived from statistical methodologies. He advocates the use of statistical methods to reduce variability and so improve production. His

emphasis was on precision, performance and attention to customer's requirement. He has 14 points for management. He has been the most influential in the education sector. The work of the British Deming Association in particular has been highly influential in a significant number of schools and colleges (West-Burnham, 1997).

Deming was in Japan during the late 1940s and early 1950s as a teacher and consultant to help get Japanese industry back on its feet (Bounds, Dobbins, & Fowler, 1995). The following table shows the fourteen points (Evans, 2008, p.29):

Table 1 Deming's 14 Points for Management

1. Create and publish to all employees a statement of the aims and purposes of the company or other organization. The management must demonstrate constantly their commitment to this statement.
2. Learn the new philosophy, top management and everybody.
3. Understand the purpose of inspection, for improvement of processes and reduction of cost.
4. End the practice of awarding business on the basis of price tag alone.
5. Improve constantly and forever the system of production and service.
6. Institute training.
7. Teach and institute leadership.
8. Drive out fear. Create trust. Create a climate for innovation.
9. Optimize toward the aims and purposes of the company the efforts of teams, groups, staff areas.
10. Eliminate exhortations for the workforce.
11. (a) Eliminate numerical quotes for production. Instead, learn and institute methods for improvement.
    (b) Eliminate MBO (Management by Objective). Instead, learn the capabilities of processes and how to improve them.
12. Remove barriers that rob people of pride of workmanship.
13. Encourage education and self-improvement of everyone.
14. Take action to accomplish the transformation

2. Crosby:

Philip Crosby is the most significant writer in terms of influence in the USA and Europe. He focuses on senior management and urges the centrality of increased profitability through quality improvement. He is best known for his four absolutes of Quality Management: (a) The definition of quality is conformance to customer requirements, (b) The system is prevention, not detection (not intrinsic goodness), (c) The standard is zero defects,

and (d) The measurement is the price of non-conformance. It's urged that zero defects as a performance standard is hopelessly unrealistic (West-Burnham, 1997).

3. Juran:

Joseph Juran is recognized as the most profound of the management theorists. He defines quality as fitness for purpose. He identifies the principle outcome of quality management as reducing the cost and increasing conformance. He identifies three steps to quality management (QM), 4 components of a systematic approach, and 10 principles of QM. He placed great emphasis on leadership and teamwork. He argued that QM is a balance of human relation skills and statistical process control skills (West-Burnham, 1997).

In addition to other figures who contributed to the development of TQM theory like Feigenbaum who is credited with linking 'total' to 'quality.' His approach is technical. He stressed the importance of quality approaches permeating every aspect of an organization. Kaoru Ishikawa is one of the leading thinkers and participants in the Japanese rise to industrial power. He puts his own slant on understanding customer focus. He has made many contributions to management theory (TQM). He is best known for his discussion of cause and effects that must be controlled to obtain better products and effects. This means that each step in a process affects the outcome or affects the next step. Conway stresses the importance of TQM as a process rather than an objective (West-Burnham, 1997).

The Principles of TQM

The principles of TQM are interrelated and interdependent, and they must be taken all together. In other words, implementing few of them is not enough to expect good results. These principles all are centered on the idea of an organization as a system. All together, they go to facilitate the management of systems (Bounds, Dobbins & Fowler, 1995). TQM initiatives require total efforts, a positive attitude and total involvement. Some attributes that the TQM philosophy encompasses are: empowerment, teamwork, rewards systems that

encourage continuous empowerment efforts, effective and open communication, sharing of common goals (Babbar, 1995). There are seven key principles of TQM:

1. Focusing on delivering value to customers:

Customers value the benefit or service they expect to get from the product, not the product itself. Focusing on customer forces managers to find the best use of people and resources to create goods and services consumers want. Moreover, it provides managers with a perspective for assessing their decisions based on how they affect the organization's ability to deliver quality. It also leads them to make better decisions, and allow them to better assess the long-term impact of their decisions.

All goods start with improving quality. Improving quality means finding what customers want, and then how to build it. Thus, it is important to focus on quality as a starting point to make good things happen in an organization, and to improve the organization's performance. Customer's requirements must be taken into account when managers design, produce and sell their products. They should focus on measures that encourage them to do the right things to produce what customers value. They can use indicators of performance to evaluate work accomplishments. This principle asserts that customer value must be the primary goal of the company, while the other principles guide manager's efforts to achieving this goal (Bounds, Dobbins & Fowler, 1995).

2. Continuously improve the system and its processes:

The world has changed since World-War II. Although there was high demand and economic growth, companies' approach to management has not changed. However, some managers see losses as a cost of doing business. They believe that continuing to improve quality is too expensive. Nevertheless, organizations should never stop improving. They must improve to respond to the changing environment in which they exist. If they stand still as the

world changes all around them, they may lose their ability to compete with companies that are improving business strategies and processes.

Some managers are not aware of the open systems view. The open systems view confirmed that the external environment is constantly changing. When organizations continually improve in light of these changes, they can remain competitive. To accomplish improvement, managers should look closely to the processes and how they should be managed (Bounds, Dobbins & Fowler, 1995).

3. Manage processes, not just people:

Traditional management emphasized managing people as people can carry out the organizational processes based on their experience, skills, understanding and the tools, and other resources organizations provide to help them do this. However, managers must be concerned with the entire organizations. To achieve good results, they must optimize the processes of the entire system, not just people who are a part of it. Process managers focus on the whole organization and its interesting pieces, not on individuals and its interacting pieces.

To achieve desired results, all the parts of the organization must be aligned and working together to manage its processes effectively and efficiently. Mangers should move from managing people and functions in an organization to managing processes. They should understand that this job facilitates the success of the entire organization rather than monitoring people constantly to find out who is doing their jobs correctly and who are not. According to this principle, organizational structure and hierarchies are not longer the relevant issue.

The focus is on how work flows through the organization to provide customers with what they value. Managing the process means creating a positive work environment for people. For instance, when employers do not worry being blamed when something goes

wrong, they can concentrate from learning from the experience and working with other employees to improve the company (Bounds, Dobbins & Fowler, 1995).

4. Look for root causes to solve and prevent problems:

Some managers seek short-term relief from a problem rather than eliminating the root cause of the problem. The root cause of problems is the initial flaw deep in a process that causes problems later in a process. Traditional management practice focuses on setting goals and lowers the responsibility of finding out how to achieve these goals. Management by objectives means that managers and employees agree on the goals. Then, they use their skills and programs to inspire and manipulate people to meet the goals. If the goals are not met, managers assume that the performance of their employees is the reason for this.

According to TQM philosophy, the system consists of interrelated parts, and work gets done by employees working together to accomplish the process steps that result in a final output. When something goes wrong in any step in the process, this is most likely an effect of a cause someplace else in the system. Therefore, managers should solve problems and make improvements in the organization to achieve the goals. They focus on process and systems, and they blame the process, not the people. TQM teaches managers to look for problem causes deep in the system and get rid of them to prevent problems (Bounds, Dobbins & Fowler, 1995).

5. Collect data and use science for analysis:

Rather than just taking guesses, managers collect and use basic statistical techniques to analyze data to deal with the organization as a system and find out how to improve quality. By having information about how well a system's processes are operating, more informal decisions can be made to make them work better. Decisions become more likely to contribute to an organization's success, and managing the system will be effective. When data are gathered and measurements are made, variations are found. Understanding variations help to

understand how well the processes are working and how to manage them better. When they have real information, they can make sound decisions. TQM recognizes that people are at the heart of these systems. All people are subject to variations that affect quality (Bounds, Dobbins & Fowler, 1995).

6. People are the organization's primary resources:

It is people, not machines, who perform the organization's processes. Machines are just tools that contribute to the productivity of people. Therefore, if the organization wants to improve, it must make sure that people improve through education and training. To get the most from their people, organizations must institute regular training to help them upgrade skills. Continuously improving an organization's process includes helping employees continuously improve their abilities to fulfill the job responsibilities. Therefore, managers must be concerned with continually improving the capabilities of everyone in the company. Training and education should address the knowledge and skills employees need to meet their objectives as part of the company's quality and operational performance improvement.

TQM ensures empowering employees. Employees should know their roles in implementing the organization mission, as well as have the resources, information, skills, and decision-making authority for those roles. They have the responsibility and authority for dealing with problems as they occur without checking with their manager. Empowered employees have the authority they need to make their maximum contribution for serving customers effectively. With this perspective, new roles emerged for managers. Managers are concerned with overall processes, including documentation and measurement; work with employees to improve these processes. They act as a team leaders, facilitate the success of team members and interact with other team leaders to help coordinate the work of the teams (Bounds, Dobbins & Fowler, 1995).

7. Work in teams to execute process efficiently and effectively:

TQM emphasizes the importance of teams and teamwork to facilitate people working together as this makes it easier for employees to work together to execute organizational processes. Team is a small group of people with complementary skills who are committed to common purposes and set of performance goals, and each member of the team has individual roles and responsibilities. The success of any member is dependent on the success of all of them. In this way, TQM creates Horizontal Corporation that people are primarily concerned with how their work fits into a process flow across specialized functions to serve customers (Bounds, Dobbins & Fowler, 1995).

Quality in Education

Implementing TQM in education means continuous improvement in teaching. Quality education means knowledge, skills and practice aimed at preventing, recognizing, and correcting poor quality performance (Griggs, 1989).

However, in education, quality is more difficult to measure, and the measurement of the quality of faculty's teaching, research and service is more difficult than the measurement of quality in manufacturing a more concrete output. The student evaluation of faculty and instruction is one source of input data. Yet, the students, who are dissatisfied customers, may not bring the school system any closer to improving the quality of instruction. A lack of experience, lack of faculty interest and top level support has also hindered quality efforts in higher education. TQM programs traditionally link rewards with performance being determined by the customer (Helms, Williams & Nixon, 2001).

TQM stresses a quality mission and goal, and examining the productivity and professionalism of the teaching profession is a worthwhile goal. Schools are turning to quality as a means of distinguishing themselves from their competition. The implementation of

quality standards in higher education has quite a way to go before meeting student expectations or addressing teaching, research and service quality.

TQM Implementation in Higher Education

TQM has become a mainstay in the manufacturing industry (Michael, Sower & Motwani, 1997). It is one of the emerging philosophies of management. It has been acclaimed as an effective approach for achieving quality and performance enhancement in industry. It has also been recognized and gradually more accepted in the private sector (Babbar, 1995). It is a process of the fundamental culture of an organization and redirecting it toward superior products or service quality. It can be implemented at some level in any environment including business and industry, government and education (Helms, Williams & Nixon, 2001).

Education, however, has just started to see the importance of quality (Michael, Sower & Motwani, 1997). Academic institutions have started to explore the potential for applying TQM philosophy to education. Increasingly, business are urging schools to move away from a finance focus to focus on people skills that allow their students to teach others to excel within themselves (Babbar, 1995).

Today's colleges and universities found themselves in an environment which is focused on understanding the role and importance of service quality. As higher education continues to embrace the quality movement towards TQM, more faculties will be drawn into the process of creating quality management in all aspects (Helms, Williams & Nixon, 2001).

The existential challenges call for the improvement of management effectiveness. TQM is the basis of an institutional or organizational restructuring. It has clearly become a managerial attempt at cultural transformation. It establishes dynamic planning and implementation that can organize change and consider it a provider of management techniques and practices that would help rebuild quality in higher educational systems as it did Japan's economy. TQM has become an essential component in the construction of a new

34

philosophy to guide higher education into the advanced leadership for the new century. It advocates for teams, encourages communication in all directions, utilizes resources effectively, inspires commitment and bases on quality systems (Neema-Aboki, 2004).

The cultural change associated with TQM implementation could be one of the most difficult obstacles to using TQM principles in higher education. Developing a quality culture depends on top management leadership, a systematic improvement in practices, decentralized decision-making, and realignment of rewards and measurement system. Researchers have not addressed the cultural change that is required at the academic level. Universities could learn from business about improving customer service, productivity and cost-effectiveness (Helms, Williams & Nixon, 2001).

From a business perspective, TQM means getting every person in a company to evaluate continually how every job, every system, and every product can be improved. It is based on the participation of all members of an organization in improving processes, products, services and the culture in which they work. In addition, it is a way of doing business that must be performed by top management and flow as a way of life throughout the organization, to focus on the customer and to strive to improve the product and performance continually to ensure spirited advantage. In an educational context, principal substitutes for manager; students and teachers for employees; school culture for corporate culture; and the students for customers. In a class setting, TQM is a set of guiding principles and practices the instructor applies to teaching. It is the application of procedures related to instruction that improve the quality of education provided to the students. It is a process in which the instructor adopts a total quality approach to teaching, so the needs of the students are best served (Babbar, 1995).

A recent survey showed that 415 educational institutions in the USA are implementing quality improvement practices in their curricula. TQM can be applied to higher education but

it must be modified to fully recognize some unique aspects of education. Education is a service industry with no visible, tangible product. It serves multiple customers (Michael, Sower & Motwani, 1997).

A case study of a teacher was examined by Babbar (1995) at a US public university. It presented a more general framework for possible institutional implementation of TQM by educational administrators and other educators. It offered a way in which educators and administrators can draw from the TQM philosophy and apply its essentials to teaching. The case study explained how teachers can draw from the TQM philosophy and apply its fundamental elements effectively to teaching to facilitate student motivation, involvement, effort, learning, performance and ability to contribute. No doubt, teachers are those who provide leadership in education. As there are transformational leaders in business, there can be transformational leaders (teachers) in education who can accomplish more than what is expected of them. The TQM approach helps instructors to be able to mobilize resources, motivate students, and instill in them the commitment to achieve a goal.

University education was inadequate to cope with its existential challenges, so a study was conducted in three universities in Uganda to examine the existing management structures in the stance of higher education. The study analyzed the management practices applied in the management of the selected universities. The three institutions envisioned the management practice as based on managerial hierarchies. The universities practice the bureaucratic model of management as they emphasized written job description, rules, regulations and guided behaviors. In other words, it dealt with the formal structure but explained little about the dynamic process of the institutions in action. The study also established the factors that promote integration of TQM into the existing management structures at the universities. Mission statements existed at each of the universities, and the majority of those statements reflected quality control only to some extent. Moreover, the study established the basic

36

contextual environmental factors likely to push the integration of TQM within the existing management practices at the universities. The members of the academic community at each university were not always ready. The major sources of change likely to affect the practice of management include physical environment, social environment, information environment, political environment and moral environment. This study advocates the integration of TQM in universities, and to integrate people-based management styles into their current styles (Neema-Aboki, 2004).

Deming's 14 Points Applied to Education

Demining developed 14 points describing what is necessary for an organization to develop a quality culture. Achieving a quality culture in education takes a long time to accomplish. It means creating an environment where educators, parents, governmental officials and community representatives work together to provide students with the resources they need to meet academic, business, and social challenges. The following is an adaptation of Deming's 14 points for education:

1. Create a constancy of purpose toward the improvement of product and service quality. The purpose for educators is the academic achievement which means a commitment to improving the quality of education provided to students. Principals should make their schools competitive with world-class schools.

2. Adopt a total quality philosophy, so school members would accept the quality challenge, and take responsibility for improving the quality of services they provide to students. Furthermore, principals create new relationships between themselves and their employees, and decisions made are based on facts and data.

3. Reduce the need for testing: principals should build quality into education services, and provide a learning environment that would result in quality student performance. Principals should understand that quality does not come from their inspection of

everything employees do, but from managing them in ways that encourage them to monitor and inspect their own work. Principals teach them to be better and try to create the right kind of workplace for staff to improve.

4. Award school business in new ways to minimize the total cost to education.

5. Improve quality and productivity and reduce costs. Everyone in the school should look for ways to reduce waste, save time and promote achievement. In school, waste includes time spent on unfocused, unproductive activities and strategies.

6. Life-long learning as quality begins and ends with training. There should be continual education and improvement for everyone in the job. Ongoing training is essential to all employees in the school for professional growth and personal fulfillment.

7. Leadership in education is responsible for providing direction through developing a shared vision and mission statement that incorporates quality. Leadership is finding ways to help employees to improve. Thus, principals should employ objective methods to find out who needs what kind of help.

8. Eliminate fear out of school, so everyone works effectively for school improvement. Principals should eliminate anything that prevents collaboration, and improvement, so employees can speak freely.

9. Eliminate the barriers to success by breaking down the barriers between groups such as departments, academic areas and grade levels. As a result, teachers, administrators, and other people in school work as a team. Teamwork is essential within and between groups. Trust and communication between principals and employees ensures efficiency and consistency of purpose.

10. Create a quality culture that becomes the responsibility of each member in the school. Slogans may create fear and make goals difficult or impossible to attain. It is better that employees create their own slogans.

11. Process improvement by finding better ways, processes and solutions. Data collected should be used to help employees perform better, and then they can take pride in their workmanship.

12. Help students succeed by eliminating barriers of feeling proud of their work. Principals should be sensitive and responsive. They should remove anything that interferes with the pride school members take in their work.

13. Commitment to a quality culture, and support the introduction of new ways of doing things. Principals should encourage self-improvement for everyone in school. They should help employees to overcome fear.

14. Responsibility to work to accomplish the quality transformation. Transformation should be a collective effort, with each member in the school contributing to the team to achieve school goals (Arcaro, 1995; and Schmoker, 1993).

Why TQM Implementation in Education

Some problems are recognized with today's education systems. Students, products of education systems, are graduating from schools and colleges to meet society's demands. If not prepared to be productive citizens, they become a burden on society. If quality of education is to improve, the improvement must be led by education professionals. A quality leader is "a person who measures his or her success of the individuals within the organization" (Arcaro, 1995, p.13).

The role of the administrators is to provide the focus and direction for the school. They have the vision and ability to get the teachers and the staff to accept it, so that they are all committed to achieving the vision. They also provide teachers and staff with the sources they need to succeed. Quality demands that everyone is a leader who is responsible for removing the obstacles that prevent high performance and everyone contributes to the quality effort (Arcaro, 1995).

In USA, attention was paid to the cause of TQM implementation in Academia. The chairmen of American Express, Ford, IBM, Motorola, Procter & Gamble, and Zerox urged academic institutions to embrace TQM and they offered millions of dollars in support of implementation efforts. This was in their collective letter published in the Harvard Business Review. This generated enthusiasm for TQM initiatives in institutions of learning. Researchers stressed the need for business to increase its stake in education, and business leaders continue to play an important part in facilitating a much needed turn around. It's time for educational administers and teachers to make the difference (Babbar, 1995).

There is a growing interest in applying principles of QM to higher education led by universities. TQM has been a positive experience in business organizations but has had limited success in educational administration. TQM encourages employees at all levels of an organization to make suggestions on how work should be done and actively improve processes. Educational services are different from business organizations. TQM has been addressed in higher education institutions, particularly as they relate to productivity and financing. TQM is seen as a management system with customer or student satisfaction as the crucial element. It is a philosophy fostering change in an organization or the educational institution (Helms, Williams & Nixon, 2001). Implementing TQM ensures establishing a culture of education that focuses on meeting the needs of students, involving the staff and keeping them informed and motivated to continuously improve the quality of every educational process, increasing cooperation at all levels, creating better environments for learning and working for all, and improving efficiency and productivity (Arcaro, 1995).

Advantages and Disadvantages of Implementing TQM

If the institutions follow a quality program completely, the business will run at a lower budget and make more efficient use of manpower. Problems will be permanently solved when they are addressed in a TQM program. The implementation will heighten employee morale,

better teamwork among departments, provide a bridge between faculty and administration, and will increase quality and the continuous development of everyone. All these help to provide a better working environment.

On the other hand, faculty may feel that TQM means an increase in committee work which means more time must be invested. In addition, there is no direct professional benefit for the faculty members individually. TQ is immeasurable, so managers are unable to define outcomes and standards in an educational setting. Most people who are involved with TQM expect to see results immediately and this is not the case. TQM takes time to plan, organize and implement. If students are considered as customers, defining them as 'customers' means allowing them to have what they want. This may not necessarily lead to high quality education. Moreover, faculty tend to believe that they know what is best for the students because students do not yet realize what they should be learning or need to be learning. Therefore, students should rely directly on the faculty to determine the things that they need to learn. This in general forms an obstacle because pleasing the customer in the foremost task in implementing total quality (Michael, Sower & Motwani, 1997).

Success Stories of TQM Implementation Programs

The success or failure of any institution of higher education that implements TQ plans is based on numerical data that shows the increase in enrolment, decreases in administration to curriculum and the amount of money spent on curriculum rather than administration & achieving customer satisfaction.

Some universities in USA have successfully implemented TQM programs. For example, Oregon State University has been a leader of TQM in the higher education movement. It developed successful criteria that consist of the following: changes recommended by teams are implemented; satisfied customers; improved quality of work; better service through elimination of wasted effort; greater process knowledge; improved

employee morale; improved communication; overt, visible actions by top-level management in support; people have positive attitude towards TQ; more effective utilization of resources; customers notice the changes; improved processes; management encourages employees to ask how and why; greater communication with customers; improved teamwork; broader participation in processes; university/employee orientation; funding commitments; freedom to get on with work; handle problems better; clearer understanding of how TQM process will work beyond the pilot project; natural for people to be sensitive to customers; ownership by the workers; and improved image (Michael, Sower & Motwani, 1997).

Northwest Missouri State University is another successful institution that has implemented TQM successfully. It was reflected in increased enrolment; a balanced budget; higher faculty salaries; and shifted a considerable amount of budget from administration to instruction. Moreover, Syracuse University has begun to implement total quality in its processes, too. The teams have sustained a high level of enthusiasm, and the university has developed a new focus on customers' needs and requests. Harvard University has also implemented TQM. A program began with its Office for Information Technology (IT), and has resulted in low costs on software licenses, and in paper used for billing. Other success stories of TQM implementation programs at universities include: Boston, Columbia, LeHigh, Northern Arizona, and Tennessee (Michael, Sower & Motwani, 1997).

TQM is the application of quality principles for the integration of all functions and processes of the organization. The ultimate goal is customer satisfaction, and the way to achieve it is through continuous improvement (Neema-Aboki, 2004).

II: Improving the Quality of Education in the Sultanate of Oman

The Sultanate of Oman is located in the south-eastern part of the Arab semi-peninsula bordered by UAE and Saudi Arabia in the west, Yemen in the south, and Hormoz bay in the north. It is divided into eleven governorates, and each governorate contains a number of

towns. Educational service is administered by ten general directorates. There is one directorate in each governorate (MOE, 2011).

Historical Background of Education in Oman

During the past four decades, Oman has started the first step in building its educational system. When he came to power in 1970, his Majesty Sultan Qaboos bin Said started to establish a modern government including the Ministry of Education (Ministry of National Economy, 2003). Thus, year 1970 witnessed the beginning of educational development. In his first speech, his Majesty promised to pay education special attention:

I promise you to give to proceed forthwith in the process of creating a modern government. I will proceed as quickly as possible to transform your life into a prosperous one with a bright future. Every one of you must play his role towards this goal (MOI, 1996, p.11).

The table below shows the dramatic change in the number of schools, classes, students and teachers over periods of time. The number of schools increased from 16 in 1970 to 953 in 1995, and then to 1,040 in 2010. The number of students increased from 6,941 in 1970 to 522,520 in 2005, and the number of teachers increased from 196 in 1970 to 45,142 in 2010. This acceleration in quantity resulted into a decrease in quality that caused the main challenge to the education system in 2005 (MOE, 2011).

Table 2 Educational Statistics

Academic-Year	1970/1971	1995/1996	2010/2011
Schools	16	953	1,040
Classes	151	15,024	19,296
Students	6,941	488,797	522,520
Teachers	196	22,292	45,142

However, the Ministry of Education is committed to improving the quality of education. At the 1995 conference for economic vision, 'Oman 2020', it was recommended that education should aim at developing the general cultural standard, promote scientific thought,

respond to the requirements of economic and social plans, and build a strong generation that preserves its nation's achievements (MOE, 2004).

In 1997, the ministry initiated a reform program to develop the whole of the education system (MOE, 2005). In its action plan for 2001, it planned to: conduct a full analysis of its hierarchical management and communication processes, reform and reinforce the management system and encourage decentralization, adopt a decision-making system built on up-to-date information and an effective implementation system, improve the communication system, and build a culture for professional development and self evaluation (MOE, 2001).

The Ministry required schools to be able to stand alone and be self-critical by identifying their strengths and areas for development, and taking responsibility for their own development (MOE, 2005). According to the Ministry, schools provide opportunities for their staff to work together, analyze, discuss, reflect, plan, and do something to improve the effectiveness of learning and teaching processes. Moreover, the curriculum underwent a thorough review. Consequently, life skills and information technology subjects were added to the curriculum, and a core and elective program replaced the 'science' and 'arts' streams of grades 11 and 12. In other words, development has been achieved by efforts summarized in the following (MOE, 2011):

1. **The Period 1970 - 1975:** This period was characterized by the rapid spreading of educational services as schools were opened in the cities and villages. Oman established eradication of illiteracy centers and adult education centers, and special classes were opened in some schools to enroll handicapped students.

2. **The First Five-Year plan 1976 - 1980:** In this plan, the policy of spreading educational services continued alongside the diversification of education. Two model vocational schools were opened in addition to a secondary agricultural institute and a commercial school. Teacher institutes were also opened. To guarantee educational

services of good quality, wooden buildings were replaced by concrete, and libraries and laboratories were added to school buildings.

3. **The Second Five-Year plan 1981 - 1985:** This plan focused on the expansion of education services and the improvement of quality in education. More schools were established and laboratories, libraries and workshops were added. Teacher institutes were developed, and the number of students studying abroad also increased.

4. **The Third Five-Year plan 1986 - 1990:** This plan emphasized the establishment of more schools with attention to improving the quality of education. The number of enrolled students and the number of schools and teaching staff increased.

5. **The Fourth Five-Year plan 1991 - 1995:** The main objective was to ensure balance between quality and quantity, and expenses and returns of the educational system.

6. **The Fifth Five-Year plan 1996 - 2000:** The aim was to realize the policy of the Ministry in developing education to cope with Oman's development in other fields, and to prepare Omani citizens to meet the challenges of the 21st century. Basic Education (BE) was introduced in this plan in order to develop the quality of education and reduce its cost with the guarantee of a better outcome.

7. **The Sixth Five-Year plan 2001 - 2005:** The aim was to expand the educational services through expanding the gradual implementation of basic education. For example, it aimed at minimizing the quality gap between basic education and general education and implementing a developmental evaluation system.

8. **The Seventh Five-Year plan 2006 - 2010 :** It was characterized by putting into action the first steps of development of grades 11 and 12 that follow basic education. This plan aimed at achieving development of the quality of education services in light of education indicators and evaluation of the 6th Five-Year plan.

9. **The Eighth Five-Year plan 2011 - 2015:** The purposes are to develop the educational system according to quality standards, and to raise the efficiency of human resources.

All these aspects of educational reform are compatible with the principles of TQM. Changes in the system or in the curriculum require continuous revision through studying and addressing students' and stakeholders' needs. The Ministry of Education realizes that there is no end point to the process of establishing a quality education system (MOE, 2005). By investigating the leadership practices of principals in BE schools in light of TQM approach; a greater success in assuring quality could be achieved.

The Structure of the Educational System

Currently, there are two educational systems in the MOE in Oman: General Education and Basic Education. In 1997, the Ministry began replacing the General Education System (primary, preparatory, and secondary) with the Basic Education system. The aim of this reform is to create a unified education system covering the first ten years of schooling. The basic system is organized in two cycles followed by a two-year Post-Basic Education School System. Basic Education is defined as:

"a unified 10-year education, provided by the government in the Sultanate of Oman for all children of school age. It meets their basic education needs in terms of knowledge and skills, enabling them to continue their education and training according to their interests and dispositions. It also prepares them to face the challenges of present circumstances and future development in the context of comprehensive social development" (MOE, 2001, p.1).

Basic Education is intended to provide integration between theory and practice, thought and work, education and life, comprehensiveness in developing the aspects of personality, the acquisition of self-learning skills in the context of life-long education, the

46

inclusion of the values and practices necessary for mastery and excellence in learning and teaching, and the means to meet the needs of human development in the context of comprehensive social development (MOE, 2001).

The demand for the development of education is challenged by the aspiration of quality. There is a pressing need for education to provide quality in the workplace, and there is a demand for more qualified and skillful workers. As the system of education changes, managing the process requires skills to enable schools to adapt successfully to these reforms. Schools are constantly changing, and principals are people who manage the process within the organizations.

The key success in developing education to prepare generations for the new age is to use approaches such as TQM. The requirements of the current century compel school principals to adopt a new management approach that would enable them to deal with these challenges. Thus, this study aims at developing the practices of the school principals in light of TQM approach.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The study aims at identifying the reality of leadership practices of Basic Education school principals in Al Buraimi Governorate in order to develop their practices in light of the Total Quality Management Approach (TQM). The study reports actual opinions of school teachers and administrative/technical staff in order to examine the degree to which the features of TQM are present in the practices of school principals in Al Buraimi governorate schools.

According to the literature review, most researchers use questionnaires to elicit information about management perception and practices on TQM, how the implementation was conducted, the benefits gained, the problems faced, and the factors that contribute to the success of implementing TQM. Quantitative research allows researchers to familiarize themselves with the problem to be studied. The information is the form of numbers that can be quantified and summarized; the mathematical process is the norm for analyzing the numeric data; and the final result is expressed in statistical terminologies (Charles, 1995). This study used quantitative approach in which a survey was conducted using a questionnaire to achieve the aim of the research. This section includes a description of the measuring instruments, design, validity, reliability, research participants, and data collection procedures.

Design of Questionnaire

Questionnaire is one of the most appropriate and useful data gathering instruments. It is widely used to collect factual data from people (Leung, 2001). Thus, in order to facilitate data collection, a questionnaire was developed. A lot of preparation goes into the process. The questionnaire was structured and based on the literature review as the statements were designed according to themes taken from the review with integration of the fourteen points

48

proposed by Ed. Deming. The principles of TQM were written as questionnaire statements while other statements explored the situation of quality in schools represented by leadership practices. Thus, the survey was designed to investigate the reality of implementing the approach of TQM in Al Buraimi governorate schools in order to develop leadership practices.

Most researchers found it is difficult to design a reliable and suitable questionnaire to gather information from the sample of a population as the statements must be clear and straightforward in some important aspects like simple language, common concepts and manageable tasks. Accordingly, the questionnaire was designed in a simple table format that requires the respondents to tick their answer in the appropriate box to save time when responding to statements. The statements require the degree for different leadership practices applied in the school.

The questionnaire was first written in Arabic, and then translated into English. Basically, it was divided into three main sections (see appendix 1 for the English version of the questionnaire and appendix 2 for the Arabic version of the questionnaire). The first section is about personal information; the background aspects of the respondent such as job title, gender, academic qualification, and years of experience.

The second section consists of six sub-sections derived mainly from literature, and related to some basic principles of TQM. Groups of positive statements were prepared relating to each principle:

1. Adopting the Quality Philosophy   (10 statements, items 1 to 10)

2. Planning for TQM in the School   (7 statements, items 11 to 17)

3. Continuous Improvement   (12 statements, items 18 to 29)

4. Training and Educating Human Resources   (10 statements, items 30 to 39)

5. Policies and Decision-making   (9 statements, items 40 to 48)

6. Creating a Healthy, Safe Environment   (12 statements, items 49 to 60)

As a result, a total of 60 items were designed for the questionnaire to generate data on the current implementation of TQM in schools. Then, a five-point Likert Scale was employed for the practices with the score of; 1 = very low, 2 = low, 3 = uncertain, 4 = high, and 5 = very high. Number 3 indicates that the respondent has "no opinion" or the item was not applied in the school. For each statement, respondents were asked to rate the extent to which they thought the statement was a current practice in the school on the Likert Scale.

Finally, an open-ended question was included in the third section to allow respondents to voice their views and opinions. They had to provide their suggestions that may contribute to the development of leadership practices of school principals in light of the TQM approach. Thus, data has been collected through one measuring tool only. This tool is used here due to the large number of the sample that cannot be managed by the researcher as will be discussed later.

Validity

Validity determines whether the research truly measures what it was intended to measure (Ayodele, 2012). Once the questionnaire had been developed, it was important to discuss it with a group of professors to ensure that any errors made during design were rectified. The questionnaire had been validated through expert validation. Therefore, a total of eight university doctors from the College of Education, UAEU, in addition to an educational researcher from the Technical Office for Studies and Development in the Ministry of Education in Muscat, Sultanate of Oman, well-known for their in-depth experience in the field of conducting research, were approached to judge and evaluate validity (see appendix 3 for the list of Questionnaire Reviewers).

Then, their comments were incorporated in the improvement of the questionnaire. One suggestion was to rearrange the statements under the sub-sections as they were somehow interrelated. Some statements were tailored to be more specific, and many alternatives were

made. Based on the recommendations of their comments, the questionnaire was modified. Such feedback was used to establish the content validity of the questionnaire.

Finally, the result was a five-page questionnaire covering a wide aspect of TQM. Through this, the questionnaire has been validated and ready for a full-scale survey. The sample letter for the full-survey is given in the Appendix with the finalized versions of the questionnaire.

Reliability

Reliability refers to the consistency of a number of measurements taken using the same measurement method on the same subject (Ayodele, 2012). The reliability of the study was achieved through including sections in the questionnaire. For example, the questionnaire used both closed statements and an open ended question to ensure more valid answers. Moreover, the sample included two different groups: the teaching staff and the technical staff. To check reliability, the researcher used Cronbach's alpha which is the most common measure of scale reliability.

Table 3 Relaibility Statistics

No.	TQM Principles	Cronbach's alpha	N of Items
1	Adopting the Quality Philosophy as a Principle of TQM	.851	10
2	Planning for Total Quality Management in the School	.783	7
3	Continuous Improvement as a Principle of TQM	.856	12
4	Training and Educating Human Resources as a Principle of TQM	.929	10
5	Leadership Behaviors and Decision-Making in light of TQM	.855	9
6	Creating a Healthy, Safe Environment as a Principle of TQM	.905	12
	Total Reliability	.975	60

From table 3, the Cronbach's alpha coefficient of the TQM principles are between (.929) and (.783) and the total reliability is (.975) which indicates a satisfactory reliability.

Survey Administration

Before conducting the study, approval was obtained from the Ministry of Education in Muscat; Sultanate of Oman to conduct the study. Then, a letter outlined the purpose and the nature of the study and a copy of the questionnaire were sent to the Directorate of Al Buraimi governorate to get permission for administrating the survey (see appendixes 4 and 5 for the letters of consent). After receiving the latter, the statistics department in Al Buraimi Directorate revealed the number of teachers and the administrative/statistical staff, which allowed the researcher to choose a representative sample for the study.

Sample

A purposive sample of about 50% of teachers was extracted from all the schools in Al Buraimi governorate, except the two post-basic schools. The sample of this study was selected from a total population of approximately 1,124 teachers (Statistics from Al Buraimi Directorate, 2012), and 164 of the technical staff working in BE public schools in Al Buraimi governorate, in both urban and rural areas. The choice of target population is based on the need to have school staff's contribution to the topic. Moreover, the inclusion of a cross-section of staff would enhance the validity of the findings. The participants were purposefully selected with the help of a group of teachers. The number of participants from each school depends on the school size and staff availability as some rural schools have only a few teachers.

Different schools are included in the study to make the sample representative of the population. There are about 25 BE schools: eight schools cycle I (grades 1-4), nine schools cycle II (grades 5-10), and nine co-schools in the rural areas (grades 1-12) as the shown in table 4.

Table 4 Distribution of the Sample

No.	School Type and Name	Teachers		Technical Staff	
		Male	Female	Male	Female
	Cycle I schools:				
1	Al Buraimi for Basic Education (1- 4)	0	43	0	3
2	Al Juwaif for Basic Education (1- 4)	0	16	0	3
3	Al Khutwa for Basic Education (1- 4)	0	14	0	3
4	Al Majd for Basic Education (1- 4)	0	57	0	4
5	Al Tala'ea for Basic Education (1- 4)	0	56	0	5
6	Hamasa for Basic Education (1- 4)	0	38	0	5
7	Khadra Al Buraimi for Basic Education (1- 4)	0	50	0	5
8	Mahdha for Basic Education (1- 4)	0	29	0	4
	Co-schools:				
1	Hafeet for Basic Education (1- 12)	4	42	0	5
2	Um Dhar Al Ghafari for Basic Education (1- 12)	0	45	0	9
3	Al Sunaina for Basic Education (1- 12)	0	37	0	6
4	Al Miqdad bin Amr for Basic Education (1- 12)	26	32	5	2
5	Malik bin Anas for Basic Education (1- 12)	25	29	4	3
6	Wadi Al Huyool for Basic Education (1- 12)	19	22	4	2
7	Rawdhat Oman for Basic Education (1- 12)	14	21	2	3
8	Al Faiy for Basic Education (1- 10)	7	15	3	0
	Cycle II Schools for Girls:				
1	Saara for Basic Education (5- 10)	0	63	0	10
2	Maymona bint Al harith for Basic Education (5- 10)	0	73	0	11
3	Hafsa bint Sereen for Basic Education (5- 10)	0	71	0	10
4	Zainab bint Khazeema for Basic Education (5-10)	0	46	0	9
	Cycle II Schools for boys:				
1	Al Buraimi for Basic Education (7-8)	62	0	9	0
2	Al Khwarizmi for Basic Education (5-6)	69	0	9	0
3	Al Farooq for Basic Education (5-10)	58	0	11	0
4	Hudhaifa bin Muhsin for Basic Education (5-12)	31	0	6	0
5	Yazeed Bin Al Muhalab for Basic Education (5-12)	46	0	9	0
	Total	361	799	62	102

In addition to the schools mentioned in the table, there are two post-basic education schools (grades 11-12) which were excluded from the study. According to statistics above, administrators and technical staff numbered 164 while teachers were 1,160. Principals of all schools were excluded to avoid the possibility of bias. Additionally, staff in post basic schools was also excluded as they are not considered to be BE schools. In total, the population is

1,324. The sample should not be less than 30%, meaning more than 379. Thus, about 852 questionnaires were distributed among schools.

The following table shows the number of staff in each school, and the number of questionnaires sent to them addressing both teachers and administrative/technical staff accompanied with a paper defining the purpose of the study and the target sample. In each school, 50% of staff was expected to answer the questionnaire items taking into account that some questionnaires would be missing or unaccepted. Based on this, the researcher allocated the appropriate number of questionnaires for each school (see table 5).

Table 5 Distribution of Questionnaires

No.	School Type and Name	Number of Staff	Distributed	Returned
	Cycle I schools:			
1	Al Buraimi for Basic Education (1- 4)	46	33	17
2	Al Juwaif for Basic Education (1- 4)	19	13	11
3	Al Khutwa for Basic Education (1- 4)	17	13	8
4	Al Majd for Basic Education (1- 4)	61	38	26
5	Al Tala'ea for Basic Education (1- 4)	61	40	26
6	Hamasa for Basic Education (1- 4)	43	21	19
7	Khadra Al Buraimi for Basic Education (1- 4)	55	35	26
8	Mahdha for Basic Education (1- 4)	33	23	10
	Co-schools:			
1	Hafeet for Basic Education (1- 12)	51	32	19
2	Um Dhar Al Ghafari for Basic Education (1- 12)	54	36	27
3	Al Sunaina for Basic Education (1- 12)	43	29	19
4	Al Miqdad bin Amr for Basic Education (1- 12)	65	46	19
5	Malik bin Anas for Basic Education (1- 12)	61	46	41
6	Wadi Al Huyool for Basic Education (1- 12)	47	35	19
7	Rawdhat Oman for Basic Education (1- 12)	40	29	18
8	Al Faiy for Basic Education (1- 10)	25	23	8
	Cycle II Schools for Girls:			
1	Saara for Basic Education (5- 10)	73	45	37
2	Maymona bint Al harith for Basic Education (5- 10)	84	52	19
3	Hafsa bint Sereen for Basic Education (5- 10)	81	51	33
4	Zainab bint Khazeema for Basic Education (5-10)	55	36	10
	Cycle II Schools for boys:			
1	Al Buraimi for Basic Education (7-8)	71	41	31
2	Al Khwarizmi for Basic Education (5-6)	78	40	0
3	Al Farooq for Basic Education (5-10)	69	35	0

No.	School Type and Name	Number of Staff	Distributed	Returned
4	Hudhaifa bin Muhsin for Basic Education (5-12)	37	24	0
5	Yazeed Bin Al-muhalab for Basic Education (5-12)	55	36	27
	Total	1324	852	470

Data Collection Procedures

This sample size was decided on after considering the requirement for performing statistical analysis. After choosing the sample, the educational zone sent to schools a letter to inform the principals about the study to allow for visiting their schools. The collection of data took a month. Participants were informed about the purpose of the study, and the role of TQM in education. From the sample, only 470 teachers returned completed questionnaires while the rest did not give any feedback. A large number of teachers refused to complete the questionnaires because of teaching loads upon them. In addition, 28 questionnaires were excluded because they were incomplete or done carelessly. Three male schools were too late or did not return the questionnaires although in other schools males were more cooperative than females. In other words, 55 % of the targeted sample provided acceptable feedback.

Analysis of Data Method

This research used quantitative data. Data collected from questionnaires was treated using SPSS program. Descriptive data were used to examine the characteristics of the survey sample and to identify to what extent BE school principals are implementing TQM through their practices including the means and the standard deviations. Open ended question responses were categorized into common themes. Analysis of Variance (One-way ANOVA) was conducted to test the significance of the independent variables (like gender, position held and years of experience) and on the dependent variables (TQM principles in the questionnaire). Levene's test for Homogeneity of Variances was used to test for homogeneity of variance assumption. The data is shown in table forms. The data analysis and findings of the survey will be discussed in the next chapter.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

Introduction

This chapter presents findings from the study about developing basic education school leaders' practices in the Sultanate of Oman in light of TQM approach. The study intended to develop the practices of basic education (BE) school principals in Al Buraimi Governorate in light of TQM. The objectives were to examine the reality of to what extent BE school leaders are implementing the approach of TQM in their schools and to find ways in which BE school leaders can develop their practices in light of TQM. This section discusses the descriptive statistics and the collected data analysis. First, it presents general demographic information on the survey participants. Then, it presents information addressing the research questions.

Demographic Information about the Participants:

The study took into account the position held by participants, their gender, academic qualifications and years of experience considered relevant to the study.

Table 6 Gender Frequency Distribution of Participants

		Frequency	Percent (%)
Gender	Male	115	24.5
	Female	355	75.5
Total		470	100

Table 6 is about the gender distribution of the participants. It is evident from the gender frequency distribution table that the majority of participants were female (75.5%) while (24.5%) were male. This is principally due to the fact that the Ministry of Education employs only female teachers in Cycle I schools. Particularly in this study, three male schools from the sample did not participate.

Table 7 Participants by Position Held

Position held	Frequency	Percent (%)
Administrative/Technical	73	15.5
Teachers	397	84.5
Total	470	100

Table 7 shows participants according to their current positions in their respective schools. Out of 470 respondents, 84.5% were teachers and 15.5% were from administrative/technical staff. It is representative as they signify 12.5% from the actual target (see table 3).

Table 8 Participants by Academic Qualification

	Frequency	Valid Percent (%)
Diploma	36	7.7
Bachelor's	412	88.2
Masters	19	4.1
Missing	3	
Total	470	100

Table 8 reveals that the majority of the participants (88.2%) have bachelor's degrees, (7.7%) have diplomas and (4.1%) have Masters. The study noted from the above results that the majority of staff in schools hold BA, and those who hold MA were only 19 out of the total number of respondents.

Table 9 Participants by Work Experience

	Frequency	Valid Percent (%)
1-5 years	128	27.4
6-10 years	163	34.9
More than 10	176	37.7
Missing	3	
Total	470	100

Table 9 shows the participants' work experience at school. The results indicate that the majority are in the category 'more than 10' represented by (37.7%) of the total number of respondents. (27.4%) were in the '1-5 years' category. It was realized that most of the

respondents had worked for more than 10 years and, therefore, had relevant information necessary for this study as individuals who had experienced different principals' practices in their schools.

After introducing the participants' backgrounds, the results of the specific objectives will be reported in the following section.

First Research Question

1. What does the term of TQM mean? What is the importance of adopting the TQM approach in education in general and in Basic Education schools in particular?

The first research question aimed at defining the concept of TQM, its evolution and importance which reflects previous studies and current literature in chapters one and two.

Second Research Question

2. What is the reality of implementing the TQM approach of in Basic Education schools in Al Buraimi Governorate?

The second research question aimed at examining the reality of to what extent BE school leaders are implementing the theory of TQM in their schools leadership. The participants' responses to the items in the questionnaire were applied to answer this question. These items are representative of the six important principles of the theory of TQM (adopting the quality philosophy, planning for total quality management, continuous improvement, training and educating human resources, leadership behaviors and decision-making, and creating a healthy, safe environment).

In order to investigate the real implementation of TQM approach in school leadership practices in Al Buraimi Governorate, a test of the implementation for each principle of the approach is carried out. The mean and the standard deviation for each item was found, and then items were ranked based on the mean value from highest to lowest for each category representing the principles of TQM. This allowed the researcher to find out which practices

are more existent in schools and which areas need to be improved. The table in Appendix 6, and the results of tables 10 – 17 show the results. For the purpose of analyzing each principle, a five-scale Likert questionnaire, which is a ranking scale, was used for this. It is represented by a range of responses indicating the degree to which the practice exists in schools where very high is (5.00-4.2), high (4.19-3.4), uncertain (3.39-2.6), low (2.59-1.8), and very low (1.79-1). Table 10 in appendix 6 shows all the leadership practices ranked from highest to lowest based on the mean. From the table, we notice the following:

- The overall mean of implementing TQM practices in BE schools in Al Buraimi Governorate is (4.0064) out of 5. This indicates that the practices existing in school are highly reflective of the TQM approach.

- The first four items at the top of the list are all practices of the second principle; Planning for TQM in Schools. Item No.12, which is "The school plan includes procedures for continuous improvement in teaching and learning processes" is at the top of the list having the highest mean (4.3298). Item No.11, which is "The school principal engages the members of school community in planning for continuous improvement of the school output," is second having a mean of (4.404). Item No.16, "The school plan invests the available resources in order to improve the teaching and learning processes," is third having a mean of (4.2111), and item No. 17, "The school plan puts into account the equipments and technologies that would enhance the teaching and learning processes," is fourth with a mean of (4.2404).

- Conversely, item No.5, which reflects a practice from the first principle which is adopting the quality philosophy as a principle of TQM, is at the end of the list having the lowest mean (3.5494).

- The overall mean of the study sample (470) is (4.0064).

The Mean and the Standard Deviation of the Six Principles

To find the degree to which the principals are implementing the approach of TQM in their practices, the researcher used the mean and the standard deviation for each item to rank the practices within each principle.

1. Results of the First Principle: Adopting the Quality Philosophy

Table 11 Adopting the Quality Philosophy as a Principle of TQM

No.	Questionnaire Items	N		Mean	Std.	Rank
		Valid	Missing		Deviation	
2	The school's vision and mission includes signals to adopt the culture of total quality in teaching and learning processes.	467	3	4.0064	.95946	1
9	Works to spread the ideas of achieving the students and parents' expectations of the educational process.	467	3	3.9829	1.06833	2
4	Uses all available means, to promote the culture of total quality among the members of the school family.	466	4	3.9678	1.07615	3
1	The school's philosophy is focused on quality education.	467	3	3.9550	.96289	4
7	Believes in the values of the partnership to achieve the principles of total quality.	463	7	3.9244	1.06331	5
6	Works to build motivation among workers towards development	469	1	3.8913	1.15420	6
3	The principal adopts clear ideas about improving outcomes with high quality.	469	1	3.8699	1.04908	7
8	Represents a model example in adhering to the principles of total quality management.	469	1	3.8380	1.11102	8
10	Provides employees with clear job descriptions that define the duties and responsibilities for each job.	466	4	3.7146	1.24005	9
5	Distributes periodicals that define the principles governing the work of the school.	466	4	3.5494	1.26267	10
	Total			3.8715	.80033	

Table 11 shows that the total mean of adopting the quality philosophy as a principle of TQM in Al Buraimi schools is (3.8715) which indicates that the degree of implementing leadership practices of adopting the quality philosophy is high in BE schools. The practices were ranked from highest to lowest as follows:

- Item No.2, which is "The school's vision and mission includes signals to adopt the culture of total quality in teaching and learning processes," is first as the sample agreed that this practice is highly existent with a mean of (4.0064).

- Item No.9 which is "Works to spread the ideas of achieving the students and parents' expectations of the educational process," is second with a mean of (3.9829).

- Item No.4, which is "Uses all available means, to promote the culture of total quality among the members of the school family," is third with a mean of (3.9678).

- Item No.5, which is "Distributes periodicals that define the principles governing the work of the school," is last having the lowest mean in the list of (3.5494).

2. Results of the Second Principle: Planning for TQM in the School

Table 12 shows that the total mean of planning for TQM in schools is (4.1663) which indicates that the degree of implementing leadership practices of planning for TQM is also high in BE schools. From the table, we find the following:

- Item No.12, which is "The school plan includes procedures for continuous improvement in teaching and learning processes," is in first place as the sample agreed that this practice is highly existent with a mean of (4.3298).

- Item No.11, which is "The school principal engages the members of school community in planning for continuous improvement of the school output," is second with a mean of (4.2404).

- Item No.16, which is "The school plan invests the available resources in order to improve the teaching and learning processes," is third with a mean of (4.2111).

- Item No.14, which is "The school principal puts informed plans to manage and invest the time to improve the educational process," is last on the list having a mean of (4.0043). Notice that the mean of all items is not less than 4 out of five. This indicates that practices reflecting the planning principle of TQM are highly existent in BE schools.

Table 12 Planning for Total Quality Management in the School

No.	Questionnaire Item	N		Mean	Std. Deviation	Rank
		Valid	Missing			
12	The school plan includes procedures for continuous improvement in teaching and learning processes.	470	0	4.3298	2.51473	1
11	The school principal engages the members of school community in planning for continuous improvement of the school output.	470	0	4.2404	1.00726	2
16	The school plan invests the available resources in order to improve the teaching and learning processes.	469	1	4.2111	2.15138	3
17	The school plan puts into account the equipments and technologies that would enhance the teaching and learning processes.	470	0	4.2043	.98213	4
13	The school plan focuses on routers that lead to improve the quality of services offered to students.	469	1	4.1343	.95243	5
15	The school plan reflects the school's vision around improving the educational process.	466	4	4.0193	1.03573	6
14	The school principal puts informed plans to manage and invest the time to improve the educational process.	468	2	4.0043	1.11827	7
	Total			4.1663	.93548	

3. Results of the Third Principle: Continuous Improvement

The total mean, as shown in table 13, is (4.0238) which indicates that the degree of implementing leadership practices for continuous improvement is high in BE schools.

Table 13 Continuous Improvement as a Principle of TQM

No.	Questionnaire Item	N		Mean	Std. Deviation	Rank
		Valid	Missing			
26	Performs some development projects that would improve the educational services.	470	0	4.1766	3.17182	1
24	Encourages employees to conduct research to improve the educational process.	462	8	4.1732	1.08445	2
18	Adopts the principle of continuous development for employees at the school.	470	0	4.1021	2.5886	3
28	Follows the process of continuous assessment as a means to improve the daily practices of teachers and students.	470	0	4.0809	1.05593	4
21	Works continuously to find appropriate solutions to the problems to ensure the smooth functioning of the educational process.	469	1	4.0512	1.06896	5
23	Cares about employees' complaints and suggestions regarding the quality of school service.	469	1	4.0384	1.14849	6
25	Encourages employees to conduct research to improve the educational process.	468	2	4.0064	1.11921	7
19	Adopts the principle of continuous improvement for the development of teaching and learning processes to achieve high quality results.	468	2	3.9850	1.08612	8
22	Studies the internal environment of the school and collects statistical data to be analyzed and employed in improving the educational programs.	470	0	3.9830	2.60304	9
29	Employs the results of evaluating the performance of teachers to develop lesson plans and design future programs.	469	1	3.9765	1.06090	10
20	Establishes a clear mechanism for evaluating the quality of educational outcomes.	469	1	3.8657	1.11376	11
27	Uses some models and objective methods to evaluate the performance of the school staff.	469	1	3.8252	1.08177	12
	Total			4.0238	.94856	

Table 13 shows the following:

- Item No.26, which is "Performs some development projects that would improve the educational services," comes in first place as the sample agreed that this practice is highly existent with a mean of (4.1766).

- Item No.24, which is "Encourages employees to conduct research to improve the educational process," is second with a mean of (4.1732).

- Item No.18, which is "Adopts the principle of continuous development for employees at the school," is third with a mean of (4.1021).

- Item No.27, which is "Uses some models and objective methods to evaluate the performance of the school staff," is last on the list having the lowest mean (3.8252).

4. Results of the Fourth Principle: Training and Educating Human Resources

The participants show agreement that the principals in their schools place emphasis on training and educating the human resources as the total mean is (3.9142), as shown in table 14.

- Item No.31, which is "Conducts and arranges professional development programs for employees," is at the top as the sample agreed that this practice is highly existent with a mean of (4.0789).

- Item No.34, which is "Gives the opportunity for experienced and competent employees to give training courses to improve the school performance," is second with a mean of (4.0596).

- Item No.30, which is "Provides employees with new educational ideas that contribute to the development of teaching practices," is third with a mean of (4.0277).

- Item No.39, which is "Holds specialized courses within the school to improve the performance of employees," comes is last on the list having the lowest mean (3.6368).

Table 14 Training and Educating Human Resources as a Principle of TQM

No.	Questionnaire Item	N		Mean	Std.	Rank
		Valid	Missing		Deviation	
31	Conducts and arranges professional development programs for employees.	469	1	4.0789	1.03371	1
34	Gives the opportunity for experienced and competent employees to give training courses to improve the school performance.	470	0	4.0596	1.05936	2
30	Provides employees with new educational ideas that contribute to the development of teaching practices.	470	1	4.0277	1.10111	3
35	Employs the talents of employees and invest their intellectual abilities to achieve the quality and for continuous improvement.	470	0	3.9511	1.16622	4
38	Trains employees on methods taking advantage of the information technology to improve school services.	469	1	3.9339	1.17393	5
33	Develops the capacity of employees based on the needs of the profession in order to raise the efficiency of their performance.	470	0	3.9128	1.11151	6
32	Uses appropriate tools to identify and meet the training needs of employees.	464	6	3.8621	1.14327	7
36	Enhances the spirit of creativity and innovation among employees through establishing programs that support the creators.	470	0	3.8511	1.21607	8
37	Collaborates with other institutions to raise the efficiency of employees.	469	1	3.8316	1.19623	9
39	Holds specialized courses within the school to improve the performance of employees.	468	2	3.6368	1.28260	10
	Total			3.9142	.89616	

5. Results of the Fifth Principle: Leadership behaviors and Decision-Making

The participants agree that the principals in their schools are implementing leadership behaviors and decision-making in schools in light of TQM, as illustrated in their responses where the total mean is (3.9949), as shown in table 15.

- Item No.43, which is "Directs employees towards the practice of self-evaluation in order to develop a spirit of self-censorship," comes is in first place as the sample agreed that this practice is highly existent with a mean of (4.1343).

- Item No.46, which is "Interested in ideas and suggestions raised by employees to improve the educational process at school, is second with a mean of (4.0896).

- Item No.42, which is "Delegates some authorities, taking into account the efficiency of employees to perform administrative tasks," is third with a mean of (4.0726).

- Item No.47, which is "Checks periodically the views of students in the performance of faculty as a mechanism to achieve quality," comes last on the list having the lowest mean (3.6574).

Table 15 Leadership Behaviors and Decision-Making in Light of TQM

No.	Questionnaire Item	N Valid	Missing	Mean	Std. Deviation	Rank
43	Directs employees towards the practice of self-evaluation in order to develop a spirit of self-censorship.	469	1	4.1343	2.11150	1
46	Interested in ideas and suggestions raised by employees to improve the educational process at school.	469	1	4.0896	1.09216	2
42	Delegates some authorities, taking into account the efficiency of employees to perform administrative tasks.	468	2	4.0726	1.03424	3
45	Encourages employees to freely voice their views and to propose new ways of working collaboratively.	469	1	4.0618	1.19042	4
44	Involves employees in decision-making to develop their leadership skills.	469	1	4.0597	2.61502	5
40	Follows the consultative management style in the conduct school work to broaden the base of decentralization.	469	1	3.9915	1.17121	6
48	Follows continually the process of implementing the administrative decisions as a mechanism to achieve quality.	470	0	3.9830	1.11193	7

No.	Questionnaire Item	N		Mean	Std. Deviation	Rank
		Valid	Missing			
41	Develops policies that are essential to improve the quality of the educational process.	470	0	3.8979	1.13022	8
47	Checks periodically the views of students in the performance of faculty as a mechanism to achieve quality.	470	0	3.6574	1.25768	9
	Total Mean			3.9949	.97199	

6. Results of the Sixth Principle: Creating a Healthy, Safe Environment

Table 16 shows that the participants agree that the principals create a healthy, safe environment in schools as a principle of TQM as the total mean of their responses is (4.0569).

- Item No.52, which is "Develop good human relations among the school staff", is in first place as the sample agreed that this practice is highly existent with a mean of (4.1876).

- Item No.60, which is "Instills appropriate quality values among workers such as cooperation, tolerance and accuracy of work", is second with a mean of (4.1830).

- Item No.49, which is "Creates an atmosphere of cooperation and participation which encourages self-confidence and allows doing business efficiently", is third with a mean of (4.1745).

- Item No.55, which is "Provides orientation programs for new teachers, which help them to adapt to the school environment smoothly, comes last on the list having the lowest mean (3.7591).

Table 16 Creating a Healthy, Safe Environment as a Principle of TQM

No.	Questionnaire Item	N		Mean	Std. Deviation	Rank
		Valid	Missing			
52	Develop good human relations among the school staff.	469	1	4.1876	1.04747	1
60	Instills appropriate quality values among workers such as cooperation, tolerance and accuracy of work.	470	1	4.1830	1.04102	2

No.	Questionnaire Item	N		Mean	Std. Deviation	Rank
		Valid	Missing			
49	Creates an atmosphere of cooperation and participation which encourages self-confidence and allows doing business efficiently.	470	0	4.1745	1.02599	3
54	Provides an environment that encourages teamwork with high spirit.	459	11	4.1460	1.06063	4
57	Provides a healthy, safe environment for all members of the school family that allows them to accomplish their work without fear or shame.	470	0	4.1447	2.61297	5
50	Provides an appropriate social climate that increases intimacy, harmony and morale among the employees in the school.	469	1	4.1002	1.10775	6
56	Communicates with the other institutions in the society.	461	9	4.0217	1.05272	7
53	Activate the appropriate channels of communication for positive interaction among the school staff.	470	0	4.0723	1.09031	8
51	Provides equal opportunities for all learners and staff at the school, which promotes a feeling of satisfaction and leads to better work.	469	1	4.0490	1.14902	9
58	Provides opportunities and arranges events through which workers can be proud of and brag about their achievements.	470	0	3.9426	1.19652	10
59	Provides a network linking workers each other, and with other institutions.	470	0	3.8830	2.65764	11
55	Provides orientation programs for new teachers, which help them to adapt to the school environment smoothly.	465	5	3.7591	1.23789	12
	Total			4.0569	.94111	

From the previous analysis, it can be concluded that the degree of implementing TQM principles in BE schools in Al Buraimi Governorate is high as the responses of the participants show the leadership practices that reflect the theory of TQM exist through the practices of the principals of their schools.

The Mean and the Standard Deviation of the Six Principles of TQM

To find out which principle is highly present in schools, and which others need to be developed, the researcher used the total mean and the standard deviation of the principles.

Table 17 The Total Mean of TQM Principles

No.	TQM Principles	Total Mean	Std. Deviation	Degree	Rank
2	Planning for Total Quality Management in the School	4.1663	.93548	High	1
6	Creating a healthy, safe environment	4.0569	.94111	High	2
3	Continuous Improvement	4.0238	.94856	High	3
5	Leadership Behaviors and Decision-Making	3.9949	.97199	High	4
4	Training and Educating Human Resources	3.9142	.89616	High	5
1	Adopting the Quality Philosophy	3.8715	.80033	High	6

From table 17, it is clear that all the six principles investigated are highly existent in leadership practices in BE schools in the Al Buraimi Governorate. The second principle, Planning for Total Quality Management in the School, acquired the highest mean (4.1663) followed by the sixth principle, Creating a healthy, safe environment, that had a mean of (4.0569). Continuous Improvement, which is a core principle in TQM theory, was ranked third with a mean of (4.0238). The first principle of adopting the Quality Philosophy was last in the list with the lowest mean (3.8715).

Third Research Question

3. How can the practices of Basic Education school leaders be developed in light of TQM in Al Buraimi Governorate?

The answer to this question was mainly shaped through the responses to the open-ended question: 'In your opinion, what are the most important suggestions to improve the performance of school principals in light of the TQM approach?'

Only 119 out of 470 participants responded to the question, representing 25% of the study sample. The remainder did not provide any suggestion, or indicated that the practices mentioned throughout the questionnaire were sufficiently focused. The researcher felt that

receiving responses from 25% of the sample may affect the results of the question on providing suggestions that may improve the performance of school principals in light of the TQM approach.

A variety of suggestions were provided by the sample on how to improve the performance of school principals. The researcher read through all the responses and categorized them into the following topics:

Adopting the Culture of Quality

Two suggestions were received calling for adopting the culture of quality in schools and clarifying its concept to all people in the educational field, as well as increasing peoples' awareness of quality and its importance in the educational process. Hernandez (2001) has recommended increasing the awareness of principals and teachers of TQM approach. Attention must be drawn to the quality of education, not quantity.

Three respondents suggested the distribution of effective and useful books on management, and providing each employee with explanatory brochures that describe one's role in the school. It is necessary that employees in school are informed about the school plan, and that principals set a unique goal for each academic year to achieve. In addition, principals should keep a record of all things administration offer the teaching faculty. There should be a deliberate plan for the school that all people there are committed to and that there should be a link between the inputs, processes and outputs in the teaching and learning process. Attention to feedback should exist, too.

Selecting Principals

Some suggestions referred to the need of principals to be intellectually oriented towards the application of TQM principles. Respondents suggested that principals must be subjected to certain standard exams, including mental and psychological tests. Selection should be based on experience in the field of educational work, competence and capacity. It

70

would be preferable if the principal holds a master's degree in any educational major. The participants believe that interviews, CVs or routine tests are not true indicators of the real potentials of a person.

School administration should be formed based on quality standards different from conventional standards (experience, qualifications, pretesting, and continuous evaluation). One of the suggestions indicated that current school leadership lacks the elements of successful leadership. Thus, electing principals should not be selected by principal's nomination for him/herself or based on the number of years of experience. Instead, these criteria should be replaced by the reports on sufficiency and the opinions of a large number of principals' supervisors.

Training Principals

Suggestions indicated that the right selection of principals is not enough to improve performance. However, principals should receive continuous training and follow-up, support and monitoring to improve their performance. There was a suggestion to create a comprehensive training course for all school principals. The total number of suggestions that emphasized organizing training courses and programs in education quality and how to achieve it were nineteen. Respondents recommended that these programs should be diverse, comprehensive and ongoing on the TQM approach for principals and employees as well as for students. One participant suggested increasing intensive awareness for students themselves about their role in TQM in school.

Moreover, the training courses must meet the needs of principals. These courses should be held before the principal starts his/her administrative functions in the school in order to attain management skills. Workshops should be introductory about the roles of principals. Programs should be organized for principals on how to apply the foundations and the principles of TQM and to share ideas on the new issues in school management or the

school community. Furthermore, there should be special courses in educational psychology. Many suggestions appealed for good preparation and appropriate orientation for school principals to lead schools effectively, and be informed by continuously raising issues.

In order to improve the performance of school principals, two respondents suggested exchange visits with principals of other schools to share experiences. Another asked for regular contact between principals in different schools as well as with workers in the field of education.

Teaching Staff

Organizing and proving good training should not be limited to principals only, but school employees should also be included. Twelve suggestions focused on professional staff development to benefit the teaching faculty. Suggestions called for specialized training sessions to improve the performance of employees and to raise their efficiency in the scientific aspects of life and education, and to teach them the art of dealing with students and parents.

Another suggestion was that academic preparation for teachers in colleges and universities should include how to apply TQM in education. Three others called for attention and sensitivity to the needs of employees and how to meet them. Needs assessment should be done in collaboration with them to accurately identify their needs. Verra (2009) recommended the using of a collaborative process of specific measurable goals to achieve this.

Three respondents emphasized the need for cooperation in working with all employees and taking into account their circumstances in order to raise their performance level. Three others indicated the importance of collective action to benefit all by sharing experience. A similar number of suggestions recommended courses that would enhance team work, cooperation and achieving public benefit. Additionally, eight respondents focused on the

value of constant cooperation and participation, especially among the teaching faculty and the administrative staff.

Suggestions also presented the need to provide an appropriate social climate to increase intimacy and harmony, and to improve the morale among employees. Respondents also suggested establishing collective work projects as well as focusing on human relationships between the teachers and the administration, good understanding among the teachers, forming strong social relationships to achieve quality in work between the principals, teaching staff and students. There were five suggestions calling for continuous and better communication among teachers and stimulating possible communication channels to keep in regular contact with them.

One suggestion was that the principal should be visible to the employees in their rooms, so that they are treated in a family setting. The principal should show respect to them, and not to threaten or shout on them. At the same time, he/she should set them a good example in their dedication to work. Twelve suggestions called for some, apparently missing, values in some schools demanded by employees such as fairness, equity and equality among workers. For instance, six respondents asked for the application of a reward and punishment system based on work efficiency as a criterion. Another suggestion was to apply accountability in achieving fairness and applying quality.

Some suggestions called for creating rules to ensure the rights and rewards for committed teachers to provide them with opportunities that enhance their achievements and give them chances to feel proud of their work. There was another call for equal opportunities among employees by following the philosophy of justice where there is no special favoritism regarding promotion. Furthermore, there was a suggestion to work loyally accompanied with encouragement and promotion that provide motivation and the ability to persevere. Suggestions have shown that verbal reinforcement is not enough to praise the teachers for

their achievements. Years of praise without concrete rewards leads to frustration, especially when older employees see newly hired staff members rewarded while they are not despite years of distinguished work.

Repeatedly, suggestions were made to deal with staff members fairly, with credibility and objectivity. To measure this, there was a suggestion to conduct a survey in the form of a questionnaire to measure the employees' satisfaction as well as to assess the work of the school periodically.

Decision-Making Process

Twenty-three respondents emphasized the need to consult employees and request their input to improve the educational process. Consultation, dialogues and participation would give employees an opportunity to express their opinions and be involved in making administrative decisions, particularly the ones related to students. In addition, the opinions of employees with vast experience in school work should be integrated with the views of new members of staff.

Another suggestion was to create a council in the school to share experiences with all members of the school community. All these suggestions called for broadening the decision-making base. Another suggestion was to involve the community to participate in making school developmental plans and other programs, but under educational supervision. Others emphasized that employees should participate in leading their schools. Moreover, some people suggested appointing a day where a teacher plays the role of the school principal in order to exchange experiences. There was a suggestion to create opportunities for teachers to occupy administrative and technical functions in their school to improve their abilities. Two others suggested giving teachers the opportunity to manage the school as a way of improving performance.

Decision should not be made by one person. Some suggested a recycling operation so that the principals stay for a year in each school. Other suggested highlighting positive points in principals' leadership and promoting them. Nevertheless, principals must be constantly supplied with staff. For instance, one suggested providing principals with assistants who have reliable capabilities in carrying out administrative tasks and leadership practices assigned to them, so that they create opportunities for principals to work in other areas.

The Physical Environment

One of the suggestions was to provide a relaxed atmosphere that is suitable to perform work to a high quality. Another suggestion was to create a secure environment driving out fear and stress. Three respondents suggested decreasing the workload on teachers and releasing them from requirements that do not add anything to student achievement levels. Others suggested reducing the hours in the school day, and increasing the number of teachers in each school.

Others said that schools must be equipped with more technology that would encourage teachers to be more creative so to invest their existing talents. Six suggestions showed the necessity for creating a positive environment equipped with all essential tools to achieve a high standard of quality. Two suggestions were for curriculum integration with school activities to improve performance and another six were to provide schools with computers, activate the information network, internet services and other new technologies for easy information access and to link workers with each other. There was a suggestion to facilitate difficulties and obstacles in order to provide a productive learning environment. Another suggestion was to provide an appropriate environment that enables teachers to participate in leadership and carry out some administrative responsibilities.

Providing all of these things should be accompanied with constant motivation and stimulation. This was revealed through eight suggestions to find opportunities for members of staff to achieve progress and innovation.

Delegation

There were eleven suggestions to not restrict principals to certain laws imposed by the Ministry of Education or the Directorate of the Governorate. Principals should have clearly defined powers to deal with some unusual phenomena in schools without the intervention of the Directorate, such as dealing with teachers' frequent absences, and substituting teachers with candidates who would work for a daily wage. Principals should be given full confidence and powers necessary to perform their work efficiently.

In contrast, it was suggested authorizing principals to grant exceptional bonuses to teachers who are committed to their work as this may allow principals to exercise a kind of self-censorship. However, six people suggested that this should be accompanied with ongoing monitoring, and follow-up evaluation and assessment. Principals should be accountable, and they have to determine and resolve problems. At the same time, principals should be provided with material and moral support, and there should be legislation to protect them.

Students

Twenty-two suggestions called for more attention to student learning and their comprehension of the curriculum. Achievement levels should receive more emphasis than other school activities. Others indicated the need to move away from extra curriculum activities as they do not add anything to student achievement. Instead, they are just a waste of time and effort. Students should be the center of the educational process, and teachers should know their different backgrounds. Others suggested seeking gifted students in each school to create an opportunity for a creative generation while others suggested organizing special events and art exhibitions to highlight school activities and exhibit student work. In addition,

parents would be invited to follow their children's progress. Another suggestion called for parental involvement and communication between the school and parents.

Other respondents revealed the need to create a suitable atmosphere for learning to encourage students to conduct research and increase their motivation to cooperate and interact with all factors of the educational environment. Others showed the need for instilling ethics and good morale among students. In addition, there should be incentive awards to praise outstanding students and their schoolwork. On the other hand, there should be rules to punish disruptive students. Such rules must be applied strictly. There were two suggestions to take into account students' opinions of the faculty to identify the strengths and weaknesses for sake of improvement. All these suggestions are worthy of consideration to improve the performance of principles within a TQM framework.

Fourth Research Question

4. Is there a statistical significant effect of participants' gender, position held, and years of experience on their views towards principals' implementation of TQM approach in BE schools in Al Buraimi Governorate?

To answer this question, one way the ANOVA analysis was used was to test the effect of each factor separately on the participants' views towards implementing TQM approach in BE schools.

1. Testing the 'Gender' Factor:

The null hypothesis was: There is no statistical significant effect of participants' gender on their views regarding the implementation of TQM approach in BE schools in Al Buraimi Governorate. Table 18 shows the Descriptive Statistics.

Table 18 TQM Descriptive Statistics, Independent Variable: Gender

	TQM Principles	Gender	Mean	Std. Deviation
1	Adopting the Quality Philosophy	Male	3.5459	.85268
		Female	3.9769	.75425
2	Planning for TQM in the School	Male	3.9054	1.34715
		Female	4.2508	.73872
3	Continuous Improvement	Male	3.6401	.96588
		Female	4.1481	.91010
4	Training and Educating HR	Male	3.5235	.98154
		Female	4.0407	.82951
5	Leadership Behaviors and Decision-Making	Male	3.7563	.92654
		Female	4.0721	.97506
6	Creating a healthy, safe environment	Male	3.7893	.92965
		Female	4.1436	.92967

Table 19 One-way ANOVA test by Gender

TQM		Sum of Squares	df	Mean Square	F	Sig.
Principle 1	Between Groups	16.138	1	16.138	26.568	.000
	Within Groups	284.273	468	.607		
	Total	300.411	469			
Principle 2	Between Groups	10.366	1	10.366	12.126	.001
	Within Groups	400.068	468	.855		
	Total	410.434	469			
Principle 3	Between Groups	22.422	1	22.422	26.262	.000
	Within Groups	399.566	468	.854		
	Total	421.988	469			
Principle 4	Between Groups	23.239	1	23.239	30.774	.000
	Within Groups	353.413	468	.755		
	Total	376.652	469			
Principle 5	Between Groups	8.666	1	8.666	9.336	.002
	Within Groups	434.429	468	.928		
	Total	443.096	469			
Principle 6	Between Groups	10.904	1	10.904	12.617	.000
	Within Groups	404.481	468	.864		
	Total	415.386	469			

Table 19 shows the sum of squares, between groups and within groups, degree of freedom (df) and the mean square for each principle. The values of (F) and (Sig.) determine if there is a significant effect or not. If Sig. value is lower than 0.05, there is a significant effect of the variable on the participants' responses (Abu Zaid, 2010). The table shows that for all principles, the Sig. value is lower than 0.05 which means that there is a statistical significant

effect of participants' gender on their views regarding the implementation of TQM approach in BE schools in Al Buraimi Governorate. To test for homogeneity of variance, Levene's test was conducted. Table 20 shows the mean and the standard deviation for each group.

Table 20 Descriptive: Overall Mean

	N	Mean	Std. Deviation
Male	115	3.6934	.85047
Female	355	4.1054	.74206
Total	470	4.0046	.78923

As indicated in table 21, Levene's test is not significant. Thus, there is no statistically significant difference between males and females on the six dependent variables.

Table 21 Test of Homogeneity of Variances: Overall Mean

Levene Statistic	df1	df2	Sig.
3.090	1	468	.079

2. Testing the 'Position Held' Factor:

The null hypothesis was: There is no statistical significant effect *of participants' positions held* on their views regarding the implementation of TQM approach in BE schools in Al Buraimi Governorate. Table 22 shows the Descriptive Statistics.

Table 22 TQM Descriptive Statistics, Independent Variable: Position held

Job's Title		Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6
Administrative Technical	Mean	3.8670	4.1918	3.9321	3.8752	4.0053	3.9996
	N	73	73	73	73	73	73
	Std. Deviation	.87369	.80504	.94824	.96911	.93156	.97470
Teacher	Mean	3.8723	4.1616	4.0407	3.9213	3.9929	4.0675
	N	397	397	397	397	397	397
	Std. Deviation	.78729	.95837	.94885	.88320	.98037	.93568
Total	Mean	3.8715	4.1663	4.0238	3.9142	3.9949	4.0569
	N	470	470	470	470	470	470
	Std. Deviation	.80033	.93548	.94856	.89616	.97199	.94111

79

Table 23 One-way ANOVA test by Position held

TQM		Sum of Squares	df	Mean Square	F	Sig.
Principle 1	Between Groups	.002	1	.002	.003	.958
	Within Groups	300.409	468	.642		
	Total	300.411	469			
Principle 2	Between Groups	.056	1	.056	.064	.800
	Within Groups	410.378	468	.877		
	Total	410.434	469			
Principle 3	Between Groups	.726	1	.726	.807	.369
	Within Groups	421.262	468	.900		
	Total	421.988	469			
Principle 4	Between Groups	.131	1	.131	.163	.686
	Within Groups	376.520	468	.805		
	Total	376.652	469			
Principle 5	Between Groups	.009	1	.009	.010	.920
	Within Groups	443.086	468	.947		
	Total	443.096	469			
Principle 6	Between Groups	.284	1	.284	.321	.572
	Within Groups	415.101	468	.887		
	Total	415.386	469			

Table 24 One-way ANOVA test by Position held, Overall Mean

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.059	1	.059	.094	.759
Within Groups	292.074	468	.624		
Total	292.132	469			

Tables 23 and 24 show that for all principles, the Sig. value is more than 0.05 which means that there is no statistical significant effect of participants' position held on their views regarding the implementation of TQM approach in BE schools in Al Buraimi Governorate.

3. **Testing 'years of experience' Factor:**

The null hypothesis was: There is no statistical significant effect of participants' years of experience on their views regarding the implementation of TQM approach in BE schools in Al Buraimi Governorate. Table 25 shows the descriptive statistics.

Table 25 TQM Descriptive Statistics, Independent Variable: Years of Experience

Years of Experience		Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6
1-5 years	Mean	3.8745	4.1620	4.0059	3.8326	3.9667	3.9915
	N	128	128	128	128	128	128
	Std. Deviation	.75775	1.03021	1.02978	.87271	1.00551	.82836
6-10 years	Mean	3.8600	4.1779	3.9944	3.8911	3.9467	3.9951
	N	163	163	163	163	163	163
	Std. Deviation	.81630	.97542	.93235	.87888	.90640	1.01308
More than 10 years	Mean	3.8795	4.1623	4.0650	3.9973	4.0643	4.1736
	N	176	176	176	176	176	176
	Std. Deviation	.81291	.83126	.90727	.92824	1.01131	.93521
Total	Mean	3.8713	4.1677	4.0241	3.9151	3.9965	4.0614
	N	467	467	467	467	467	467
	Std. Deviation	.79773	.93785	.94940	.89682	.97369	.93803

Table 26 One-way ANOVA test by Experience

TQM		Sum of Squares	df	Mean Square	F	Sig.
Principle 1	Between Groups	.034	2	.017	.026	.974
	Within Groups	296.515	464	.639		
	Total	296.549	466			
Principle 2	Between Groups	.026	2	.013	.015	.985
	Within Groups	409.847	464	.883		
	Total	409.874	466			
Principle 3	Between Groups	.480	2	.240	.265	.767
	Within Groups	419.551	464	.904		
	Total	420.031	466			
Principle 4	Between Groups	2.155	2	1.078	1.342	.262
	Within Groups	372.644	464	.803		
	Total	374.799	466			
Principle 5	Between Groups	1.328	2	.664	.699	.497
	Within Groups	440.478	464	.949		
	Total	441.806	466			
Principle 6	Between Groups	3.558	2	1.779	2.031	.132
	Within Groups	406.472	464	.876		
	Total	410.030	466			

Table 26 shows the value of (F) is not significant for all the six principles. The Sig. value is more than 0.05 which means: there is no statistical significant effect of participants' years of experience on their views regarding the implementation of TQM approach in BE

schools in Al Buraimi Governorate. Table 27 shows the overall mean and the standard deviation for each group. The results were as follows:

Table 27 Descriptive: Overall Mean

	N	Mean	Std. Deviation
1-5 years	128	3.9722	.76993
6-10 years	163	3.9775	.80216
More than 10 years	176	4.0570	.79209
Total	467	4.0060	.78895

Table 28 Test of Homogeneity of Variances: Overall Mean

Levene Statistic	df1	df2	Sig.
1.329	2	464	.266

The results of Levene Statistic in table 28 show that the Sig. value is more than 0.05, which means that the difference between the three groups is equal. From the tables, it can be concluded that there is no significant difference between the three groups. Table 27 shows that the mean of the group (1-5 years) is (3.9722), the mean of the group (6-10 years) is (3.9775), and the mean of last group is (4.0570). Thus, there is no statistical significant effect of participants' years of experience on their views regarding the implementation of TQM approach in BE schools in Al Buraimi Governorate.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The study aimed at developing leadership practices of BE schools' principals in Al Buraimi Governorate in Oman in light of TQM approach. The first part of this chapter discusses and summarizes the research findings. The second part provides recommendations for practical implementation.

First: Findings of the Second Research Question:

1. Table 17 shows that all the six principles investigated are highly existent in leadership practices in BE schools in Al Buraimi Governorate. The overall mean of the degree to which school principals are implementing TQM approach through their practices is high where the mean is (4.0064).

This result reflects the efforts of MOE in preparing principals to be the leaders who control and manage the educational process and to achieve the goals of the five-year plans to attain quality in education. The Ministry of Education, since its establishment in 1970, has organized courses, seminars, conferences and workshops in addition to granting scholarships to Sultan Qaboos University in order to prepare good leaders who will manage the schools of the country. All these endeavors are in place in order to achieve the goals and objectives of his Majesty Sultan Qaboos for the education system in the Sultanate of Oman.

In addition, it also reflects the efforts of the department of human resources in the Directorate of Al Buraimi Governorate which regularly organizes programs to develop the skills of school principals. As a result, principals have the skills and the abilities that enable them to achieve a high level of excellence, and this has resulted in improving the quality of education. Generally, these results are good indicators of the successful implementation of adopting the TQM approach in the Sultanate of Oman schools as the existing practices are supportive.

2. The degree of practice of "Planning for TQM in the School" was the highest among all other principles, while the practices of "Adopting the Quality Philosophy" got the lowest degree, as shown in table 17.

The interpretation of these results is that the principals have the ability to plan for good work quality and have the ability to utilize the required resources but they lack the culture, lack the awareness of vision and the mission's effect in enhancing productivity. Many studies have shown that the practices of building a vision, building consensus around a common set of values, and fostering a culture that promotes the school as a learning organization may significantly influence and contribute to the overall success of the school (Antonaros, 2010; DeLucia, 2011; Pereg, 2011; and Scuderi, 2007).

Although the Ministry of Education is moving forward towards implementing high-quality programs to prepare principals, it seems that the preparation of principals is primarily based on teaching them planning skills. Some principals may understand that administrative work is limited to the implementations of policies and plans.

Planning practices of basic education school principals, which are one of the vital administrative tasks, were in first place as highly applied practices from participants' perspective. This is due to the way principals are prepared in the Sultanate, which is focused on Management Skills such as planning, implementation, follow-up, etc. Principals are hard-working managers in carrying out their responsibility.

Another interpretation is that principals may focus on the administrative aspects of the job such as planning and supervising the work of the school. Undoubtedly, these are important elements of any work at any organization. This indicates that principals are preparing informed school plans that include procedures leading to continuous improvement in teaching and learning processes. Moreover, they have the ability to develop plans taking

84

into account school equipment and techniques. The study by Hill (2008) emphasized that organizations do better at planning.

Another reason could be that when training courses and professional development programs are organized for principals, the topics are usually about the basics of planning for school work, management and supervision skills in school management, and effective management techniques in developing school performance through planning.

This may also reflect the principals' awareness of the importance of planning in the work as planning is the most important practice and function required by a principal. They realize that good planning for a school distinguishes it, and allows it to enter into competition with others. In addition, it can meet the aspirations sought by its members. At the beginning of each year, all schools in the Sultanate are required to create a plan for the whole academic year. This plan is checked and reviewed by a committee from the Directorate.

These practices are highly existent in schools from the participants' perspective which may be due to what they observe in practice such as well-prepared meetings organized by the school administration or the commitment of principals as they appear to have sound personal organization and self-discipline.

3. The degree for practice of "Creating a Healthy, Safe Environment" was in second position among other principles with a mean of (4.0569).

The interpretation of this result is that the teachers find their school a safe environment that helps them to do their work well. They are provided with a place of intimacy and harmony. It means that principals are interested in establishing positive human relationships and also interested in providing the appropriate atmosphere for cooperative work. They are also concerned about increasing the morale of employees, and strengthening relations between them without doubt that school leadership has a significant impact on change for the

better as it plays a role in achieving quality in work through the creation of a positive climate and activating the channels of communication.

4. The degree for practice of "Continuous Improvement" was in third position among other principles with a mean of (4.0238). Continuous development practices of the BE school principals have a high degree from the participants' perspective. The reason could be that the Ministry of Education has undergone various developmental stages and changes in its vision and goals. The Ministry of Education is committed to improving the quality of education. This has been reflected in the practices of principals in the schools, where the focus has been on quality rather than quantity as one goal of the Economic Vision 'Oman 2020' as this has become the orientation of the whole educational process. Hernandez (2001) stated the primary rationale for implementing TQM is to take the organization in a new direction and to place the focus on systems.

5. The degree for practices of "Leadership Behaviors and Decision-Making" was in fourth position among other principles with a mean of (3.9949). This is due to the fact that principals follow the management style of consultation, and they may delegate some responsibilities to employees to involve them in decision-making process. As the study of. Bozman (2011) showed the necessity for school leaders to abandon the traditional method of top-down or authoritative leadership behavioral style and adopt a more conciliatory method of leadership that follows a participatory approach to school leadership. The result also means that employees can express their views freely in meetings and present their ideas and suggestions to the school administration. Still, some teachers do not participate or express their opinions to others. Bear in mind that quality requires total involvement which means the contribution of every person's effort towards achieving quality.

6. The degree for practices of "Training and Educating Human Resources" was in fifth position among other principles with a mean of (3.9142). The interpretation of this result is

that school principals are interested in following professional development programs for their teachers in order to improve their abilities. Still, this aspect of work needs more attention. It seems that teachers in-service do not receive adequate training. Schools are required to organize a number of days for professional development in the first weeks of each year and at the end of each academic semester when the teaching load is less. In addition, teachers who join the professional programs organized by the department of human resources in the Directorate are usually selected by their supervisors while other teachers do not get the same opportunity. Being in fifth position may reflect the lack or inequality of opportunities for professional development, or that some teachers may not have their needs continuously assessed.

7. The degree for the practice of "Adopting the Quality Philosophy" was in last place among all other practices. Form the participants' perspective, the degree for practice is still high. The researcher refers this to the fact that the teachers and other employees in schools may not be informed of the vision and mission of the school, and that some principals may neglect their role to spread a particular culture amongst their employees in their schools. Certainly, creating a culture requires time and special capabilities, and efforts to instill certain values among the members of the school community. Principals should learn to use all available means to spread certain ideas.

The concept of total quality management is a relatively recent concept in the Arab world in the field of production and services. The application of such a concept requires continuous follow-up, patience, well-organized efforts and time. It seems that principals are doing well in planning and working to achieve high quality products automatically without an identified culture of quality. The results show that they have excellent planning for work quality. This draws a clear picture that principals are seeking quality without a unified, clear

idea overwhelming the work. This means that managers have strong planning skills but lack an expressive culture to spread among staff members.

As previously mentioned, the ministry works to provide principals with management and organizational skills. It is not based on educational leadership that is heavily concerned with instilling specific values, beliefs and ideas. Adopting the culture or the philosophy of quality is one of the most important principles of TQM. It is the first of Deming's fourteen points. All employees, regardless of their level and position, must be aware of the TQM concept.

The lack of quality culture could be one of the obstacles for the successful application of TQM, which requires principals to be knowledgeable of TQM principles, stages of the application, and measurement indicators. Success could be achieved through perseverance and follow-up according to the unique circumstances of each institution.

This reveals the need for the Ministry of Education and its Directorates to promote the culture of total quality by distributing periodicals, or newsletter and acquiring principals with strategies to define and spread quality culture in their institutions as it was evident that staff lacks the TQM knowledge.

By ranking the six principles from lowest to highest, we obtained the following: adopting the quality philosophy, training and educating human resources, leadership behaviors and decision-making, continuous improvement, creating a healthy, safe environment, and planning for TQM in the schools. All got a high degree for practice in BE schools in Al Buraimi Governorate as the total mean ranges from (3.8715) to (4.1663).

The Mean and the Standard Deviation of the Practices within Each Principle in the Questionnaire:

1. Results of the First Principle: Adopting the Quality Philosophy

Table 11 shows that the total mean of principles practices of adopting the quality philosophy as a principle of TQM in Al Buraimi schools is (3.8715). The practices were ranked as follows:

- Item No.2, "The school's vision and mission includes signals to adopt the culture of total quality in teaching and learning processes", achieved the highest mean (4.0064). The interpretation of this result is that school principals include the vision and mission of the school to improve the quality of teaching and learning. During the process of creating the school vision and mission, they compose a team of teachers from different subject areas to produce well-stated phrases with a careful selection of words. The final product will be hung above the schools' gate.

- Item No.9, "Works to spread the ideas of achieving the students and parents' expectations of the educational process", was second with a mean of (3.9829). The interpretation of this result is that principals are keen to meet the expectations of the students and parents. Thus, they work to spread this idea among employees. Students expect success, as do their parents, and principals seek to achieve these expectations through their commitment to routine work in addition to various school activities to achieve the intended goals of the educational process. To achieve this, principals use a variety of ways, although some of them are illegal and against the ethics of the teaching profession. For example, some parents expect their children to succeed even though they are careless. At the end of the semester, a considerable number of children fail, and principals find that this does not meet the previously stated expectations.

They ask teachers to raise the marks of students, or a committee is formed to give students marks unlawfully to pass them and reduce the percentage of failing students.

- Item No.4, "Uses all available means, to promote the culture of total quality among the members of the school family", was third with a mean of (3.9678). The interpretation of this result is that principals exploit the actual capacities of their schools in all available ways. Such ways are well-identified and clear to them so that they utilize them easily such as meetings within the school, visits to classrooms and teachers' rooms, and morning assemblies to spread their ideas of improving the quality of work.

- Item No.5, "Distributes periodicals that define the principles governing the work of the school," ranked the lowest among all practices mentioned in the questionnaire (3.5494). The interpretation of this result is that this method of spreading a specific culture or certain ideas is not followed by some principals, or is rarely used. The methods mentioned earlier such as meetings and visits are easier than publishing and distributing periodicals although the latter is of great help to spread a culture systematically.

2. Results of the Second Principle: Planning for TQM in the School

The results of table 12 show that the degree of implementing leadership practices of planning for TQM is high, too, as the total mean is (4.1663). Principals in BE schools in Al Buraimi Governorate have the skills for good planning. They engage the members of school community in producing school plans that makes the work easier and encourage members to commit to plans as planning determines the goals and organizes the work. The following three practices were ranked on the top of the all practices mentioned on the questionnaire.

- Item No.12, "The school plan includes procedures for continuous improvement in teaching and learning processes", comes at the top of planning practices, achieving the highest mean (4.3298). The interpretation of this result is that school principals

90

possess the necessary skills for preparing plans that are mainly focused on improving teaching and learning processes, which is the ultimate goal that the Ministry of Education is seeking through the establishment of schools. Moreover, they have the ability to identify the targets that would direct members of the school community members towards achieving the best results.

- Item No.11, "The school principal engages the members of school community in planning for continuous improvement of the school output", is second with a mean of (4.2404). The interpretation of this result is that school principals involve members of the school community in producing the plans giving the members an opportunity to participate, make them feel valued and enhances confidence in their abilities. School principals realize that the administrative process does not depend on the principals' views only. However, they apply the principle of partnership to achieve the goals as this leads to members' commitment to their ideas in order to accomplish them.

- Item No.16, "The school plan invests the available resources in order to improve the teaching and learning processes", was third with a mean of (4.2111). The interpretation of this result is that the school principals are good at taking advantage of the possibilities at school and the available means for optimal utilization in order to develop the overall performance of the school to achieve better results. They also invest the school capabilities for continuous improvement.

- Item No.14, "The school principal puts informed plans to manage and invest the time to improve the educational process", is last on the list having the mean (4.0043). The interpretation of this result is that designing informed plans to effectively manage their time is not an easy practice for the school principals. They should be aware of the importance of time and acquire the necessary skills that would enable them to

successfully manage their time by performing specific tasks according to a timetable to achieve the desired results.

3. Results of the Third Principle: Continuous Improvement

Table 13 shows that the degree of leadership practices for continuous improvement is high in BE schools with a mean of (4.0238). The practices are ranked as follows:

- Item No.26, "Performs some development projects that would improve the educational services", is in first place with a mean of (4.1766). The interpretation of this result is that school principals are always looking for innovative projects to make their schools more distinguished and improve educational services. There is competition among schools to have high reputation, and to win the annual Sultanate competition, "Hygiene and Health Maintenance in the School Environment". The principals perform some excellent projects within the schools themselves, or outside for the local community. In addition, there is a Media Coordinator in each school to report and post the school news in the forum of the Educational Portal (www.moe.gov.om). Principals compete to attain new educational projects.

- Item No.24, "Encourages employees to conduct research to improve the educational process", was second with a mean of (4.1732). The interpretation of this result is that principals have become aware of the modern trends that conducting educational research may contribute to the continuous development process, and may affect the performance of teachers as it enhances their self-confidence and expands their knowledge. They realize that conducting research is a useful method of professional development. Al Buraimi Directorate organizes a course called, "Research for Professional Development (RPD)." Thus, they encourage and support their employees to conduct research within the school.

- Item No.18, "Adopts the principle of continuous development for employees at the school", was third with a mean of (4.1021). The interpretation of this result is that principals are working according to the aspirations of MOE in the Sultanate which is seeking continuous improvement in the education system. The improvement of employees' skills and knowledge is directly reflected in the quality of education services. Through meetings and classroom visits, principals motivate and guide employees to adopt new methods and exchange their experiences with colleagues within the school, or from other schools. In addition, during their visits, principals provide useful feedback that contributes to improving teachers' performance.

- Item No.27, "Uses some models and objective methods to evaluate the performance of the school staff", comes last on the list having the lowest mean (3.8252). The interpretation of this result is that principals cannot improve what they cannot measure. Therefore, they cannot achieve quality standards unless they use the tools to measure progress. They are required to use diverse and objective models to assess the work of the school, and to follow a systematic evaluation mechanism such as written reports and meetings to provide employees with useful feedback for their performance as a continuous act throughout the academic year.

4. Results of the Fourth Principle: Training and Educating Human Resources

Table 14 shows that the degree of leadership practices of training and educating the human resources is high as the total mean is (3.9142). Practices were ranked as follows:

- Item No.31, "Conducts and arranges professional development programs for employees", is in first place with a mean of (4.0789). The interpretation of this result is that school principals play their role and participate in preparing their teachers professionally. They realize that they are responsible for the work of employees in their educational institutions, and they have the power to arrange professional

development programs to improve their performance. This is one of the basics to improve learning and teaching in schools as it helps teachers enhance and strengthen the positive aspects and avoid deficiencies in their performance. The implementation of training and professional development activities is recommended by many studies, such as (DeLucia, 2011; Kim, 2010; Knobl, 2010 and Quebodeaux, 2010).

- Item No.34, "Gives the opportunity for experienced and competent employees to give training courses to improve the school performance", was second with a mean of (4.0596). The interpretation of this result is that school principals trust in the capacities of the school staff and allow them to transfer their experience to others and expand their knowledge. This helps principals to know their staff well and identify expertise and personnel. Moreover, the result means that school principals have the ability to discover efficient leadership to lead and conduct courses within the school. They can manage human resources within the school, which is an important factor for the school's success in order to achieve its goals. Depending on the capacity of the special talents of employees keeps them motivated and improves the quality of work and productivity. Generally, recognizing the contributions of employees leads to improvement in their performance. Cunningham (2007) recommended employing the expertise of professionals who have expertise in working with educational institutions on implementing quality management.

- Item No.30, which is "Provides employees with new educational ideas that contribute to the development of teaching practices", was third with a mean of (4.0277). The interpretation of this result is that school principals play their role in helping teachers to improve their performance. They guide and encourage them to understand the requirements of their job and to acquire new skills. They also provide them with

opportunities to improve teaching through class visits, meetings, and arranging professional programs, as mentioned previously.

- Item No.39, which is "Holds specialized courses within the school to improve the performance of employees", achieved the lowest mean (3.6368). The interpretation of this result is that principals are not independent to exercise authority upon their institutions to arrange sessions and workshops within the schools. This may be due to the heavy burden upon them or because they see that current professional development activities are sufficient.

5. **Results of the Fifth Principle: Leadership Behaviors and Decision-Making**

Table 15 shows the degree of implementing leadership behaviors and decision-making practices in BE schools in Al Buraimi Governorate is high as the total mean is (3.9949). The practices were ranked as follows:

- Item No.43, "Directs employees towards the practice of self-evaluation in order to develop a spirit of self-censorship", is in first place with a mean of (4.1343). The interpretation of this result is that school principals adopt new methods and strategies to improve performance through trusting staff. They direct teachers for self-assessment and self-censorship to improve their work. It may be due to the large numbers of teachers in each school that principals find it difficult to monitor the work of all teachers, or principals are aware that quality stems from the workers themselves, not to impose on them.

- Item No.46, "Interested in ideas and suggestions raised by employees to improve the educational process at school", was second with a mean of (4.0896). The interpretation of this result is that the school principals interact with employees and listen to their concerns. They respect them and try to meet their needs and desires. This reflects the

95

belief of principals that employees have the right to an equal chance to express their views. Besides, this method stimulates the capacities of employees.

- Item No.42, "Delegates some authorities, taking into account the efficiency of employees to perform administrative tasks", was third with a mean of (4.0726). The interpretation of this result is that the function of school administration is no longer based on the opinion or the ideas of the principal only. However, the function depends on the principle of participation as the school does not belong to a particular person but to a group of individuals working to achieve their goals in the organization they work in. Principals delegate some responsibilities to some employees to discover their abilities and to prepare them to be leaders. They all share the load and the lead. Hart (2010) found that encouraging and inviting teachers to be leaders will encourage the growth of new leaders through providing specific instruction in leadership skills, activities, and opportunities to teachers.

- Item No.47, "Checks periodically the views of students in the performance of faculty as a mechanism to achieve quality", achieved the lowest mean (3.6574). The interpretation of this result is that the students' role is no longer as the recipients of the information. However, students have become key participants in evaluating educational services, and a source of useful feedback to improve the work of the school. Principals should allow students to express their opinions, to understand their needs and interests and then to achieve them as they are the center of the educational process. Principals are not used to checking the level of customer satisfaction, neither student satisfaction, in order to adjust and improve the processes continuously. They should move away from the traditional evaluation system that is based on a comparison of teachers' performance with each other.

6. Results of the Sixth Principle: Creating a Healthy, Safe Environment

According to Knobl (2010), providing a safe learning environment was one of the important factors to improve school work. Table 16 shows that principals create a good environment in schools that enhance the quality of work as the total mean is (4.0569). The practices were ranked as follows:

- Item No.52, "Develop good human relations among the school staff", is in first place with a mean of (4.1876). The interpretation of this result is that the school principals have high social skills that enable them to build a positive relationship between their employees. They understand the importance of integration with others and the importance of good relations that creates the appropriate conditions for work and leads to better productivity.

- Item No.60, "Instills appropriate quality values among workers such as cooperation, tolerance and accuracy of work", was second with a mean of (4.1830). The interpretation of this result is that the principals work effectively to instill positive values that enhance the building of an appropriate environment. This usually happens when there is a shortage in teachers' number in schools or to carry out collective responsibility such as maintaining the order during a school day. For example, in girls' schools, when a teacher is on maternity leave, other teachers in her group cooperate by teaching her classes through the encouragement and appreciation of the principal.

- Item No.49, "Creates an atmosphere of cooperation and participation which encourages self-confidence and allows doing business efficiently", was third with a mean of (4.1745). The interpretation of this result is that principals work to create an atmosphere of cooperation among employees and remove barriers such as fear and confusion as these lead to frustration and reduce innovation and initiatives. This kind of atmosphere stimulates employees to increase productivity and work efficiently and

effectively. Principals realize the importance of uniting the efforts of employees in school, so they encourage them to work in teams and groups to avoid individualism.

- Item No.55, "Provides orientation programs for new teachers, which help them to adapt to the school environment smoothly", achieved the lowest mean (3.7591). The interpretation of this result is that the human resources are the most important element for improving the quality of work. Therefore, principals should pay greater attention to newly hired teachers in their schools by providing them with orientation programs. Some principals neglect this point by referring new teachers to other teachers in the school and not adequately preparing them for the specific conditions of their schools. New teachers are an important requirement to achieve comprehensive quality in schools, so they must be subject to attention and interest in all respects. Principals should organize programs for them to acquire the necessary skills and knowledge, and prepare them psychologically to understand and accept the concepts and practices of improving the quality of work.

Second: Findings of the Third Research Question:

25% of participants provided suggestions on how to improve the performance of principals. Some were intended for policy makers, some for the principals themselves, and others were not related to improving principals' performance.

Participants recognize the significant role policy makers play in improving principals' performance through the right selection, good preparation and ongoing training. The conventional standards used for selecting principals should be revised and replaced with quality standards, such as efficiency reports of direct supervisors. Comprehensive training courses seem necessary, but they should be based on principals' needs to be effective. This may reflect the intensive need for training programs, and it could reflect an inadequacy of current programs provided. The studies of Pereg (2011) and Hill (2008) proved that the lack

of training of employees is one of the major obstacles that induced a sense of powerlessness and stress, and the study of Talbert (2009) found that professional development activities for principals have had a positive impact in helping schools meet their goals.

Policy makers should create rules to ensure the rights and rewards for committed staff members so others are also motivated. Principals may have limited authority and have to follow the rules imposed by senior management that may not fit the unique circumstances of their school. Giving them an area of freedom, accompanied with support, may increase their confidence and motivate them to be more productive and creative at work.

The study of Pereg (2011) recommended adopting a school-based management (SBM) reform, in which the principals are given some authority in handling the schools. Participants of the current study think that if principals share the space given to them by their employees, this would improve productivity. They are correct, as this may be reflected in their understanding of their roles, their commitment, and motivation. Consulting employees enlightens principals with new ideas, and value of employee input. Giving employees the chance to play the role of a school principal may let principals learn new ways of leading as the study of DeLucia (2011) has recommended. Simultaneously, employees may try out the strategies they desire to see enacted by their principals. Involving parents in the educational process will also be of great benefit, and let principals exercise their communication skills.

Principals themselves can improve their practices first by adopting a culture of quality, and clarifying the concept of quality to school community members. These suggestions support the position of "Adopting the Quality Philosophy" as it was ranked last. Participants need to be informed about school plans, the ideas and values that motivate them for high quality. There may be a lack of using written means to spread specific ideas among them. The study of Ibekwe (2006) recommended that top leaders must begin to promote, encourage and

support TQM in all academic programs as leadership support of TQM could help to create awareness.

Principals themselves must realize that they have a great deal of influence within their building, so they should model the way and inspire others to do the same. Setting a personal example of what principal expect of others is one of the most effective behaviors, as shown in a number of studies (DeLucia, 2011; Hart, 2010; and Hill, 2009).

Participants believe in the value of cooperation among employees themselves and with administration, too. The study of Hill (2009) recommended that principals develop cooperative relationships with people they work with. Respondents of the current study realize the role of principals in creating a positive climate for employees in order to improve work quality. Establishing work-teams, having collective projects and organize the work among employees is a useful way. Principals are required to be able to organize and direct groups, and have good communication skills. It seems that teachers in BE schools in Al Buraimi Governorate like to work in groups and to share success together.

Using students' opinions on the services provided by school may be an accurate source to improve the quality of work. Therefore, principals should apply practices to gather necessary information for improvement. This matches the TQM approach that focuses on customers. Other suggestions, such as decreasing the load of teachers, decreasing the number of hours in a school day, and moving away from extra-curriculum activities, are not applicable, and they have no relation to improving principals' practices.

Third: Findings of the Fourth Research Question:

There is a statistical significant effect of participants' gender on their views regarding the implementation of TQM approach in BE schools in Al Buraimi Governorate regarding females. However, there is no statistical significant effect of participants' position held or

100

years of experience on their views regarding the implementation of TQM approach in BE schools in Al Buraimi Governorate.

From table 20, the overall mean of the males is (3.6934), while the females' overall mean is (4.1054). This means that females believe that BE school principals are implementing TQM principles through their practices in their schools more than males do. The interpretation of this result could be that female principals, or principals in female schools, are better at planning, providing a safe environment, involving staff in decision-making, creating professional development opportunities and improving their schools.

It could be because female teachers find their schools a good place to work in, more than males do, and this could be due to the nature of female schools. Female teachers enjoy good relations with others at work. In addition, they may enjoy meeting others and working in groups which support the work of principals. This creates a strong sense of belonging, while some males consider working in a school as a way of earning a living.

In schools, girls are easier to control than boys and they make less trouble, which means lighter loads upon female principals who then have time to do enhanced work at their schools. Moreover, female principals may be better engaged in their work and truly appreciate the efforts exerted in schools unlike males who may focus on the teaching and learning process, and may be not interested in school development.

There may be a difference in the way that male and female principals deal with their staff. This is affected by the staff themselves. From field experience, females are more committed than males, as some male teachers have frequent absences without excuses and others are not satisfied with their schools. Certainly, this is reflected in principals' practices. Principals need the support of their staff to improve. Besides, the differences between male and female responses may refer to the nature of each gender. Male teachers may judge things in a rational manner, unlike females who seem to be emotional in their judgment. For

101

example, when a female principal cares about her staff and treats them kindly, this may affect the judgments of female teachers who will carry out things positively.

On the other hand, there is no statistical significant effect of participants' position held or their years of experience on their views towards implementing TQM approach in BE schools. Administrative/technical staff has similar views to teachers. This may be due to the fact that all work in the same organization is dealt with by the same principal. Although administrative/technical staff may be more exposed to deal directly with the administration experiencing more interaction with principals than teachers, all have the same views. It could be because principals have the same authority, and their practices appear to be the same to all staff. Another reason could be regular meetings organized by the administration and attended by all members of staff. This may play a role in shaping similar views.

Although participants were a combination of three different categories based on their age, there was no significant difference in their opinions. The interpretation of this result could be due to pre-determined roles carried out by a principal. Even though some staff has experience with many principals through their journey in their teaching careers, and regardless of their years of experience, their views were similar to the two other groups. It seems that principals have been granted the same powers over the years, which make them familiar to staff, or that the requirement of the field of educational could have formed them into similar templates. The result could be also interpreted according to daily staff meetings and other staff of different ages, which is a social phenomenon for sharing ideas, exchanging and transferring experiences and forming the same views.

Summary and Conclusions

The important findings are:

1. TQM Investigated principles are highly existent in leadership practices in BE schools in Al Buraimi Governorate. This is a good indicator for successful implementation of the TQM approach through principals' practices.

2. Planning for TQM in school practices are more existent among other principles, however, principals may lack the practices of adopting a culture of quality.

3. There is a statistical significant effect of participants' gender on their views regarding the school principals' implementation of TQM approach in BE schools in Al Buraimi Governorate.

4. There is no statistical significant effect of participants' position held or years of experience on their views regarding the school principals' implementation of TQM approach in BE schools in Al Buraimi Governorate.

Recommendations

The findings of this study showed that the degree of practices of implementing TQM principles through BE school leadership is high in Al Buraimi Governorate. This is a good indicator of the possibility of implementing TQM approach in school leadership. In addition, it means that principals are moving forward towards improving the quality of education as MOE plans. Based on literature and conclusions reached, the researcher recommends the following:

- Promote awareness of the TQM approach: the Directorates should adopt the TQM approach, spread and instill a culture of quality in employees' minds by distributing newsletters.

- Expand decentralization in policy formulation and decision-making: by giving principals more administrative autonomy and making them responsible for their

103

schools' performance. These decisions should depend on the data and information gathered from employees and customers (the students, their parents and the local community).

- Increase staff participation: through the involvement and the empowerment of all staff in making educational-decisions, and through identifying their needs and perspectives during the decision-making to increase their level of support, enthusiasm and commitment for the implementation of the school plan.

- Organize professional development programs based on the needs of principals and, in light of the study findings, enhance their ability to influence their staff, gain their cooperation, convince them to achieve the objectives of the educational institution, and to overcome the challenges and difficulties they may encounter in the future.

- Increase the local community's participation in the process of decision-making and school planning taking into account their assessment of the services provided by the schools as this is later reflected on their childrens' achievements in addition to identifying their needs and desires to increase efforts to meet them so as to achieve satisfaction.

- Examine the ways in which principals can achieve the optimal use of human resources and possibilities for education to improve the learning environment and increase performance efficiency.

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APPENDIXES

APPENDEX

(1)

The Main Study Questionnaire (English)

Subject: Designing the Data Collection Tool

In the Name of Allah, the Most Merciful, Most Gracious

Mr. Prof. / Dr. _____,

After Regards,

The researcher is currently working on a field study entitled:

" DEVELOPING THE PRACTICES OF BASIC EDUCATION SCHOOL LEADERS IN THE SULTUNATE OF OMAN IN LIGHT OF THE TOTAL QUALITY MANAGEMENT APPROACH"

in partial fulfillment of the requirements for the degree of Master of Education in School Leadership. The aim of this study is to identify the reality of leadership practices of Basic Education school principals in the Sultanate of Oman in order to develop their practices in light of Total Quality Management Approach (TQM). This questionnaire will be applied to a sample of teaching and technical staff.

To that end, a questionnaire was developed consisting of 60 items representing leadership practices for BE school principals listed into six domains representing some basic principles of TQM. The questionnaire is divided into three sections: the first section asks for personal information about the respondent. The second section consists of the questionnaire items. The third section is an open ended question to allow respondents to provide their suggestions to develop the practices of BE school principals in the Sultanate of Oman. The attached questionnaire is the data collecting tool from the field. Based on your deep experience in this area, judge this questionnaire in terms of:

1. Integrity of the language, and semantics, and the correct expression of concepts.

2. The relevance of the questionnaire items in the domains they are listed in.

3. Adding or deleting any items or other domains.

This questionnaire is using the Likert Scale.

Note: A space has been left under each statement in the questionnaire to allow you make any changes if necessary.

Thank you for your cooperation with the researcher.

Yours Sincerely,

Suhair Ali Al Mamari

114

In the Name of Allah, the Most Merciful, Most Gracious

Dear faculty members,

After Regards,

The researcher is currently working on a field study entitled:

" DEVELOPING THE PRACTICES OF BASIC EDUCATION SCHOOL LEADERS IN THE SULTUNATE OF OMAN IN LIGHT OF THE TOTAL QUALITY MANAGEMENT APPROACH"

in partial fulfillment of the requirements for the degree of Master of Education in School Leadership. The aim of this study is to identify the reality of leadership practices of Basic Education school principals in the Sultanate of Oman in order to develop their practices in light of the Total Quality Management Approach (TQM). TQM means an effective administrative system that is based on the adoption of a new philosophy of continuous improvement to meet and satisfy customers' needs.

To that end, a questionnaire was developed consisting of 60 items representing leadership practices for BE school principals listed into six domains representing some basic principles of TQM. It is divided into three sections: the first section asks for personal information. The second section consists of the questionnaire items. The third section is an open ended question to provide suggestions.

Your help would be greatly appreciated in completing this questionnaire accurately and objectively in order to enrich the subject of study and achieve the desired results. Note that your answers will be confidential and used only for the purposes of research study.

Estimate time to read and answer the questions of this questionnaire will be 20 minutes.

Yours Sincerely,

Suhair Ali Al Mamari

United Arab Emirates University

To Contact:

E-mail: 200235586@uaeu.ac.ae

The Questionnaire

Section One: Personal Information:

Please put (√) next to the appropriate option:

1. Position Held: (   ) technical   (   ) teacher
2. Gender: (   ) male   (   ) female
3. Qualification: (   ) Diploma   (   ) Bachelor's   (   ) Master's
4. Years of Experience: (   ) 1 to 5   (   ) 6 to10   (   ) more than 10

Section Two: The Questionnaire Items

The following items reflect the leadership practices of school principals. To what extent do you agree that these practices are applied in your school? Please, determine your position and put (√) in the appropriate box.

First: Adopting the Quality Philosophy as a Principle of TQM

No.	Items related to the practices of the school principal	Degree for Practice				
		Very high	high	uncertain	low	Very low
1	The school's philosophy is focused on quality education.					
2	The school's vision and mission includes signals to adopt the culture of total quality in teaching and learning processes.					
3	The principal adopts clear ideas about improving outcomes with high quality.					
4	Uses all available means to promote the culture of total quality among the members of the school family.					
5	Distributes periodicals that define the principles governing the work of the school.					
6	Works to build motivation among workers towards development.					
7	Believes in the values of the partnership to achieve the principles of total quality.					
8	Represents a model example in adhering to the principles of total quality management.					
9	Works to spread the ideas of achieving the students and parents' expectations of the educational process.					
10	Provides employees with clear job descriptions that define the duties and responsibilities for each job.					

Second: Planning for Total Quality Management in the School

No.	The Items	Degree for Practice				
		Very high	high	uncertain	low	Very low
11	The school principal engages the members of school community in planning for continuous improvement of the school output.					
12	The school plan includes procedures for continuous improvement in teaching and learning processes.					
13	The school plan focuses on routes that lead to improve the quality of services offered to students.					
14	The school principal implements plans to manage and invest time to improve the educational process.					
15	The school plan reflects the school's vision around improving the educational process.					
16	The school plan invests the available resources in order to improve the teaching and learning processes.					
17	The school plan takes into account the equipment and technologies that would enhance the teaching and learning processes.					

Third: Continuous Improvement as a Principle of TQM

No.	The Items related to the practices of the school principal	Degree for Practice				
		Very high	high	uncertain	low	Very low
18	Adopts the principle of continuous development for employees at the school.					
19	Adopts the principle of continuous improvement for the development of teaching and learning processes to achieve high quality results.					
20	Establishes a clear mechanism for evaluating the quality of educational outcomes.					
21	Works continuously to find appropriate solutions to the problems to ensure the smooth functioning of the educational process.					
22	Studies the internal environment of the school and collects statistical data to be analyzed and implemented in improving the educational programs.					
23	Cares about employees' complaints and suggestions regarding the quality of school service.					
24	Encourages individual initiatives for improving quality of services in school.					

No.	The Items related to the practices of the school principal	Degree for Practice				
		Very high	high	uncertain	low	Very low
25	Encourages employees to conduct research to improve the educational process.					
26	Performs developmental projects that would improve the educational services.					
27	Uses appropriate models and objective methods to evaluate the performance of the school staff.					
28	Follows the process of continuous assessment as a means to improve the daily practices of teachers and students.					
29	Apply the results of evaluating the performance of teachers to develop lesson plans and design future programs.					

Fourth: Training and Educating Human Resources as a Principle of TQM

No.	The Items related to the practices of the school principal	Degree for Practice				
		Very high	high	uncertain	low	Very low
30	Provides employees with new educational ideas that contribute to the development of teaching practices.					
31	Conducts and arranges professional development programs for employees.					
32	Uses appropriate tools to identify and meet the training needs of employees.					
33	Develops the capacity of employees based on the needs of the profession in order to raise the efficiency of their performance.					
34	Provides opportunities for experienced and competent employees to lead training courses to improve the school performance.					
35	Utilizes the talents of employees and invests their intellectual abilities to achieve higher quality and continuous improvement.					
36	Enhances the spirit of creativity and innovation among employees through establishing programs that support their inventive approach.					
37	Collaborates with other institutions to raise the efficiency of employees.					
38	Trains employees on methods taking advantage of the information technology to improve school services.					
39	Holds specialized courses within the school to improve the performance of employees.					

Fifth: Leadership Behaviors and Decision-Making in Light of TQM

No.	The Items related to the practices of the school principal	Degree for Practice				
		Very high	high	uncertain	low	Very low
40	Follows the consultative management style in conducting school work to broaden the base of decentralization.					
41	Develops policies that are essential to improve the quality of the educational process.					
42	Delegates some authorities, taking into account the efficiency of employees to perform administrative tasks.					
43	Directs employees toward the practice of self-evaluation in order to develop a spirit of self-censorship.					
44	Involves employees in decision-making to develop their leadership skills.					
45	Encourages employees to freely voice their views and to propose new ways of working collaboratively.					
46	Interested in ideas and suggestions raised by employees to improve the educational process at school.					
47	Checks periodically the views of students in the performance of faculty as a mechanism to achieve quality.					
48	Follows continually the process of implementing the administrative decisions as a mechanism to achieve quality.					

Sixth: Creating a Healthy, Safe Environment as a Principle of TQM

No.	The Items related to the practices of the school principal	Degree for Practice				
		Very high	high	uncertain	low	Very low
49	Creates an atmosphere of cooperation and participation which encourages self-confidence and builds a healthy professional environment.					
50	Provides an appropriate social climate that increases intimacy, harmony and morale among the employees in the school.					
51	Provides equal opportunities for all learners and staff at the school, which promotes a feeling of satisfaction and leads to improved performance.					
52	Develops good human relations among the school staff.					
53	Activates the appropriate channels of communication for positive interaction among the school staff.					

No.	The Items related to the practices of the school principal	Degree for Practice				
		Very high	high	uncertain	low	Very low
54	Provides an environment that encourages teamwork with a positive attitude.					
55	Provides orientation programs for new teachers, which help them to adapt to the school environment smoothly.					
56	Communicates with the other institutions in the society.					
57	Provides a healthy, safe environment for all members of the school family that allows them to accomplish their work without fear or shame.					
58	Provides opportunities and arranges events through which employees can be proud of and display their achievements.					
59	Provides a network effectively connecting the staff with each other and with other institutions.					
60	Instills appropriate quality values among staff members such as cooperation, tolerance and accuracy of work.					

Section Three: The Open Ended Question:

In your opinion, what are the most important suggestions to improve the performance of school principals in the light of TQM approach?

1. _____

2. _____

3. _____

Thank you for your Time and Effort

APPENDEX

(2)

The Main Study Questionnaire (Arabic)

الموضوع: تصميم أداة الدراسة الميدانية

بسم الله الرحمن الرحيم

الفاضل الأستاذ الدكتور/ _____ المحترم، السلام عليكم ورحمة الله وبركاته

تقوم الباحثة بإجراء دراسة ميدانية تحت عنوان:

"تطوير الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان في ضوء مدخل إدارة الجودة الشاملة"

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية تخصص القيادة التربوية. وتهدف هذه الدراسة إلى التعرف على واقع الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان، ومتطلبات تطويرها في ضوء مدخل إدارة الجودة الشاملة، وسيتم تطبيق هذه الاستبانة على عينة من الهيئة التدريسية والإدارية، وتحقيقا لهذا الهدف فقد تم بناء وتطوير استبانة مكونة من 60 بنداً يمثل الممارسات الإدارية لمديري مدارس التعليم الأساسي مدرجة ضمن ستة محاور تمثل مبادئ إدارة الجودة الشاملة، وقد قسمت الاستبانة إلى ثلاثة أقسام: الأول يشتمل على بيانات شخصية عن المجيب، والثاني يتكون من بنود الاستبانة، والثالث عبارة عن سؤال مفتوح حول مقترحات تطوير إدارة مدارس التعليم الأساسي في سلطنة عمان. والاستبانة المرفقة هي أداة جمع المادة العلمية من الميدان، وبحكم خبرتكم الكبيرة في هذا المجال نرجو منكم تحكيم هذه الاستبانة من جهة:

1. سلامة الصياغة اللغوية، والدلالات اللفظية، ومدى تعبيرها عن المفاهيم المطلوبة.

2. مدى صلة بنود الاستبانة بالمحاور المختلفة التي تشتمل عليها.

3. إضافة أو حذف أية بنود أو محاور أخرى للاستبانة.

علما بأن هذه الاستبانة تستخدم مقياس ليكرت الخماسي.

ملاحظة: لقد تم ترك فراغ تحت كل عبارة في الاستبانة لإتاحة الفرصة لسيادتكم بإجراء أي تعديلات في الصياغة إذا لزم الأمر.

شاكرين لكم حسن تعاونكم وإفادتكم للباحثة.

الباحثة: سهير بنت علي المعمري

بسم الله الرحمن الرحيم

الأفاضل أعضاء الهيئة التدريسية والفنية بمدارس التعليم الأساسي   المحترمون

السلام عليكم ورحمة الله وبركاته

تقوم الباحثة بإجراء دراسة ميدانية تحت عنوان:

"تطوير الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان في ضوء مدخل إدارة الجودة الشاملة"

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية تخصص القيادة التربوية. وتهدف هذه الدراسة إلى التعرف على واقع الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان، ومتطلبات تطويرها في ضوء مدخل إدارة الجودة الشاملة، حيث أن الجودة الشاملة تعني نظاماً إدارياً فعالاً يركز على تبني فلسفة الجودة والتعرف على رغبات المستفيدين، وتلبية احتياجاتهم، والاستمرار في التطوير والتحسين، وتحقيقاً لهذا الهدف فقد تم بناء وتطوير استبانة مكونة من 60 بنداً يمثل الممارسات الإدارية لمديري مدارس التعليم الأساسي مدرجة ضمن ستة محاور تمثل مبادئ إدارة الجودة الشاملة، وقد قسمت الاستبانة إلى ثلاثة أقسام: الأول يشتمل على بيانات شخصية عن المجيب، والثاني يتكون من بنود الاستبانة، والثالث عبارة عن سؤال مفتوح حول مقترحات تطوير إدارة مدارس التعليم الأساسي.

ورغبة في الاستفادة من خبراتكم، وسعياً نحو الارتقاء بمستوى الإدارة المدرسية في السلطنة نحو الأفضل، ترجو الباحثة الإجابة عن بنود الاستبيان المرفق بكل دقة وموضوعية، من أجل إثراء موضوع الدراسة والوصول إلى النتائج المرجوة منها، علما بأن إجاباتكم وبياناتكم سوف تكون سرية ولا تستخدم إلا لأغراض البحث العلمي فقط.

وتفضلوا بقبول وافر الشكر والتقدير

الباحثة: سهير بنت علي المعمري

جامعة الإمارات العربية المتحدة

للتواصل: suhair.almamari@moe.om

200235586@uaeu.ac.ae

استبانة جمع البيانات

الجزء الأول: البيانات العامة

يرجى التأكد من ملء البيانات قبل البدء في الإجابة عن بنود الاستبانة:

المسمى الوظيفي: ( ) إداري / فني ( ) معلم

النوع: ( ) ذكر ( ) أنثى

المؤهل العلمي: ( ) دبلوم ما قبل الجامعة ( ) بكالوريوس ( ) دراسات عليا

عدد سنوات الخبرة الكلية: ( ) 1 - 5 سنوات ( ) 6 – 10 سنوات ( ) أكثر من 10 سنوات

الجزء الثاني: بنود الاستبانة

يرجى قراءة البنود الآتية المتعلقة بالممارسات الإدارية في مدارس التعليم الأساسي، وتحديد موقفكم من كل بند من حيث درجة تحقق الممارسة في مدرستكم، وذلك بوضع علامة (√)، حسب التدرج المقابل له، مع ملاحظة أن درجة الموافقة على كل بند من البنود كالآتي:

5- تتحقق بدرجة عالية   4- تتحقق بدرجة متوسطة   3- لا أدري   2- تتحقق بدرجة منخفضة   1- لا تتحقق

المحور الأول: تبني ونشر فلسفة الجودة وثقافتها كمبدأ من مبادئ إدارة الجودة الشاملة

لا تتحقق	تتحقق بدرجة منخفضة	لا أدري	تتحقق بدرجة متوسطة	تتحقق بدرجة عالية	البنـــــود المتعلقة بممارسات مدير المدرسة	م
					تركز فلسفة المدرسة على التعليم وفق مبادئ الجودة الشاملة.	1
					تشتمل رؤية المدرسة ورسالتها على إشارات لتبني ثقافة الجودة الشاملة في عمليتي التعليم والتعلم.	2
					يتبنى أفكاراً واضحة حول تجويد المخرجات الطلابية بمواصفات عالية الجودة.	3
					يستعمل كل الوسائل المتاحة، لنشر ثقافة الجودة الشاملة بين أعضاء الأسرة المدرسية.	4
					يقوم بتوزيع نشرات دورية تتضمن التعريف بالمبادئ المنظمة للعمل المدرسي وفق مبادئ الجودة الشاملة.	5
					يعمل على بناء الدافعية لدى العاملين نحو التطوير الشامل.	6
					يؤمن بقيم الشراكة تحقيقا لمبادئ الجودة الشاملة.	7
					يعمل على نشر الأفكار الخاصة بتحقيق توقعات الطلبة وأولياء الأمور من العملية التعليمية.	8

درجة تحقق الممارسات في الواقع					البنــــــود المتعلقة بممارسات مدير المدرسة	م
لا تتحقق	تتحقق بدرجة منخفضة	لا أدري	تتحقق بدرجة متوسطة	تتحقق بدرجة عالية		
					يمثل أنموذج يحتذى به في الالتزام بمبادئ إدارة الجودة الشاملة.	9
					يزود العاملين بدليل يحدد بوضوح الوصف الوظيفي لكل وظيفة بما تتضمنه من واجبات ومسؤوليات.	10

المحور الثاني: التخطيط لإدارة الجودة الشاملة بالمدرسة

درجة تحقق الممارسات في الواقع					البنــــــود المتعلقة بممارسات مدير المدرسة	م
لا تتحقق	تتحقق بدرجة منخفضة	لا أدري	تتحقق بدرجة متوسطة	تتحقق بدرجة عالية		
					يشرك مدير المدرسة أعضاء الأسرة المدرسية في التخطيط للتحسين المستمر لمخرجات المدرسة.	11
					تشتمل خطة المدرسة على إجراءات للتحسين المستمر في عمليتي التعليم والتعلم.	12
					تركز خطة المدرسة على موجهات تؤدي إلى تحسين جودة الخدمات المقدمة للطلبة.	13
					يضع مدير المدرسة خططا محكمة لإدارة الوقت واستثماره في تحسين العملية التعليمية.	14
					تعكس الخطة المدرسية ما تتضمنه رؤية المدرسة حول تحسين العملية التعليمية.	15
					تستثمر خطة المدرسة المتاح من الإمكانات في سبيل الارتقاء بعمليتي التعليم والتعلم.	16
					تضع خطة المدرسة في اعتبارها التجهيزات والتقنيات التي من شأنها تعزيز عمليتي التعليم والتعلم.	17

المحور الثالث: التحسين المستمر كمبدأ من مبادئ إدارة الجودة الشاملة

درجة تحقق الممارسات في الواقع					البنــــــود المتعلقة بممارسات مدير المدرسة	م
لا تتحقق	تتحقق بدرجة منخفضة	لا أدري	تتحقق بدرجة متوسطة	تتحقق بدرجة عالية		
					يتبع منهج التطوير المستمر للعاملين في المدرسة.	18
					يتبنى مبدأ التحسين والتطوير المستمر لعمليات التعليم والتعلم لتحقيق نتائج ذات جودة.	19
					يضع آلية واضحة لتقويم جودة المخرجات التعليمية في المدرسة.	20
					يعمل بشكل مستمر على إيجاد الحلول المناسبة للمشكلات لضمان سير التحسين المستمر في العملية التعليمية.	21

لا تحقق	تتحقق بدرجة منخفضة	لا أدري	تتحقق بدرجة متوسطة	تتحقق بدرجة عالية	البنــــــــود المتعلقة بممارسات مدير المدرسة	م
					<div dir="rtl">درجة تحقق الممارسات في الواقع</div>	
					يقوم بدراسة البيئة الداخلية للمدرسة وتحليلها وجمع البيانات الإحصائية لتوظيفها في تحسين البرامج التعليمية.	22
					يهتم بشكاوى العاملين ومقترحاتهم المتعلقة بجودة الخدمة المدرسية.	23
					يعمل على تشجيع المبادرات الفردية الخاصة بجودة الأداء المدرسي.	24
					يشجع العاملين على إجراء البحوث والدراسات الإجرائية لتحسين العملية التعليمية بالمدرسة.	25
					ينفذ بعض المشاريع التطويرية الرائدة والتي من شأنها تجويد الخدمة التعليمية.	26
					يستخدم بعض النماذج الخاصة وطرق القياس الموضوعية لتقييم أداء العاملين في المدرسة.	27
					يتابع عمليات التقويم المستمر كوسيلة لتحسين الممارسات اليومية للمعلمين والطلبة.	28
					يوظف نتائج تقويم أداء المعلمين لتطوير الخطط الدراسية ورسم برامجها المستقبلية.	29

المحور الرابع: تطوير الموارد البشرية كمبدأ من مبادئ إدارة الجودة الشاملة

لا تحقق	تتحقق بدرجة منخفضة	لا أدري	تتحقق بدرجة متوسطة	تتحقق بدرجة عالية	البنــــــــود المتعلقة بممارسات مدير المدرسة	م
					<div dir="rtl">درجة تحقق الممارسات في الواقع</div>	
					يزود العاملين بالأفكار التربوية الجديدة التي تسهم في تطوير الممارسات التدريسية.	30
					ينفذ برامج التنمية المهنية للعاملين ويفعلها.	31
					يستخدم أدوات مناسبة لتحديد الاحتياجات التدريبية للعاملين وتلبيتها.	32
					يقوم بتطوير قدرات العاملين في ضوء احتياجات المهنة بهدف رفع كفاءة أدائهم.	33
					يمنح الفرصة لذوي الخبرة والاختصاص من العاملين لإعطاء دورات تدريبية في تحسين أداء المدرسة.	34
					يوظف مواهب العاملين ويستثمر قدراتهم الفكرية لتحقيق الجودة والتحسين المستمر.	35
					يعزز روح الإبداع والابتكار لدى العاملين من خلال وضع البرامج التي تدعم المبدعين.	36

درجة تحقّق الممارسات في الواقع					البنـــــــود المتعلقة بممارسات مدير المدرسة	م
لا تحقق	تحقق بدرجة منخفضة	لا أدري	تحقق بدرجة متوسطة	تحقق بدرجة عالية		
					يتعاون مع مؤسسات أخرى لرفع كفاءة العاملين.	37
					يدرّب العاملين على أساليب الاستفادة من أجهزة وتقنية المعلومات بما يحقق الارتقاء بالخدمات المدرسية.	38
					يعقد دورات متخصصة داخل المدرسة لتحسين أداء العاملين فيها.	39

المحور الخامس: السلوك القيادي واتخاذ القرارات في ضوء مدخل الإدارة بالجودة الشاملة

درجة تحقّق الممارسات في الواقع					البنـــــــود المتعلقة بممارسات مدير المدرسة	م
لا تحقق	تحقق بدرجة منخفضة	لا أدري	تحقق بدرجة متوسطة	تحقق بدرجة عالية		
					يتّبع النمط الإداري التشاوري في تسيير الأعمال وتوسيع قاعدة اللامركزية.	40
					يقوم بتطوير السياسات إلى التشاركية كمدخل أساسي لتحسين جودة العملية التربوية.	41
					يفوّض بعض السلطات مع مراعاة كفاءة العاملين عند اختيارهم لتنفيذ المهام الإدارية.	42
					يوجّه العاملين نحو ممارسة أسلوب التقويم الذاتي بهدف تنمية روح الرقابة الذاتية لديهم.	43
					يشرك العاملين في اتخاذ القرارات لتطوير مهاراتهم القيادية والإدارية.	44
					يشجّع العاملين على طرح آراءهم بحرية واقتراح سبل جديدة للعمل الجماعي.	45
					يهتم بأفكار ومقترحات العاملين والتي من شأنها رفع مستوى العملية التعليمية بالمدرسة.	46
					يجري استطلاعات دورية لآراء الطلبة في أداء الهيئة التدريسية كآلية لتحقق الجودة الشاملة.	47
					يتابع باستمرار عمليات تنفيذ القرارات الإدارية كآلية لتحقق الجودة الشاملة.	48

المحور السادس: توفير بيئة صحية آمنة كمبدأ من مبادئ إدارة الجودة الشاملة

لا تتحقق	تتحقق بدرجة منخفضة	لا أدري	تتحقق بدرجة متوسطة	تتحقق بدرجة عالية	البنـــــود المتعلقة بممارسات مدير المدرسة	م
					يهيئ مناخ يسوده التعاون والمشاركة والثقة بالنفس مما يشجع على إنجاز الأعمال بكفاءة عالية.	49
					يوفر المناخ الاجتماعي المناسب لزيادة الألفة والانسجام ورفع الروح المعنوية لدى العاملين في المدرسة.	50
					يتيح فرصاً متكافئة لجميع المتعلمين والعاملين في المدرسة مما يعزز الشعور بالرضا ويؤدي إلى تحسين العمل.	51
					ينمّي العلاقات الإنسانية ويرسخها بين العاملين في المدرسة.	52
					يفعّل قنوات الاتصال الملائم والتفاعل الإيجابي بين العاملين في المدرسة.	53
					يوفّر بيئة تشجع على العمل الجماعي بروح الفريق.	54
					يقدّم برامج تعريفية للمعلمين الجدد مما يساعدهم على سرعة التكيف مع البيئة المدرسية.	55
					يتواصل مع مؤسسات المجتمع الأخرى.	56
					يوفّر بيئة صحية آمنة لجميع أعضاء الأسرة المدرسية مما يتيح لهم إنجاز أعمالهم دون خوف أو وجل.	57
					يوفّر الفرص والمناسبات التي من خلالها يمكن للعاملين الافتخار والتباهي بإنجازاتهم.	58
					يوفر شبكة معلومات تربط بين العاملين بعضهم البعض والجهات المعنية بشؤون المدرسة.	59
					يغرس القيم الملائمة للجودة بين العاملين كالتعاون والتسامح والدقة في العمل.	60

الجزء الثالث: سؤال مفتوح

ما هي أهم مقترحاتكم لتحسين أداء مديري المدارس في ضوء مدخل إدارة الجودة الشاملة؟

1.

2.

3.

انتهت الاستبانة مع الشكر

APPENDEX
(3)

The List of Questionnaire Reviewers

The List of Questionnaire Reviewers

No.	Name	College	Department
1	Prof. Mohamed Abdel-Dayem	College of Education, UAE	Foundation and Education Department
2	Dr. Hasan Alkhamiri	College of Education, UAE	Foundation and Education Department
3	Dr. Ali Ibrahim	College of Education, UAE	Foundation and Education Department
4	Prof. Abdulaziz AlSaratawi	College of Education, UAE	Special Education Department
5	Prof. Abdulmoniem Hassan	College of Education, UAE	Curriculum and Instructions Department
6	Dr. Hassan Tairab	College of Education, UAE	Curriculum and Instructions Department
7	Dr. Ali Khalfan Al-Anqbi	College of Education, UAE	Curriculum and Instructions Department
8	Dr. Najem Aldeen Alshaikh	College of Education, UAE	Curriculum and Instructions Department
9	Dr. Mohamed Kassem	College of Education, UAE	Curriculum and Instructions Department
10	Khalid Ali Humaid Al Amri, Educational Researcher	Ministry of Education, Sultanate of Oman	Technical Office for Studies and Development

APPENDEX
(4)

The Request of Consent Letter
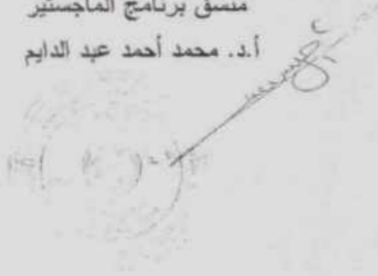
The Request of Consent Letter

تاريخ: 2012/03/15

الأستاذ الفاضل/ المدير العام لمديرية التربية والتعليم   المحترم

محافظة البريمي – سلطنة عُمان

تحية طيبة، وبعد...

بدايةً يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم ولمديرية التربية والتعليم في محافظة البريمي كل التوفيق والنجاح في الارتقاء بالعملية التعليمية التعلمية، هذا نود إفادتكم علماً بأن الطالبة/ سهير بنت علي المعمري، مسجلة في برنامج الماجستير تخصص "القيادة التربوية"، بكلية التربية بجامعة الإمارات العربية المتحدة، وتقوم بإعداد بحث بعنوان:

تطوير الممارسات القيادية لمديري مدارس التعليم الأساسي في سلطنة عُمان في ضوء مدخل إدارة الجودة الشاملة "

من ضمن متطلبات الماجستير. لذا نرجو التكرم بالموافقة على تسهيل مهمتها البحثية.

شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقدير.

منسق برنامج الماجستير

أ.د. محمد أحمد عبد الدايم

APPENDEX

(5)

The Consent Letter

الرقم : ١٢١٤٦٣٣٨

سلطنة عُمان
وزارة التربية والتعليم
الدائرة : المكتب الفني للدراسات والتطوير

الرقم المسلسل: ١

من:

الاسم: المكتب الفني للدراسات والتطوير

تاريخ الإرسال: ٢٠١٢/١٢/٠٢ ٩:١٠:٤٧ AM

إلى: م .ع للتربية والتعليم بمحافظة البريمي

نسخة للاطلاع إلى: حفصة بنت سيف بن حمدان السبتية

الموضوع: تسهيل مهمة/سهير المعمري

الملفات الملحقة:

الاستبانة - الجودة بعد التحكيم docx.docx

المرسل: بشرى بنت بدر بن ناصر الدوحاني

محتوى المراسلة:

الفاضل/ مدير عام المديرية العامة للتربية والتعليم بمحافظة البريمي المحترم

السلام عليكم ورحمة الله وبركاته،،،

الموضوع: تسهيل مهمة باحثة

أود إفادتكم بأن الفاضلة/ سهير بنت علي بن محمد المعمرية، طالبة دراسات عليا ماجستير، بجامعة الإمارات العربية المتحدة، تخصص القيادة التربوية، تقوم بإجراء دراسة حول (تطوير الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان في ضوء مدخل إدارة الجودة الشاملة) وترغب المذكورة في تطبيق أداة الدراسة على عينة من المعلمين والفنيين التابعين لمديريتكم.

عليه المرجو التكرم بتسهيل مهمة الباحثة، وذلك وفق الإجراءات المعمول بها لديكم، وفي حالة وجود أي استفسار يمكن للمعنيين لديكم الاتصال بالباحثة مباشرة على هاتف رقم (٩٥٧٧٥٣٣١).

شاكرين لكم حسن تعاونكم

...e/CRS/Print/CRSPrintPreview.aspx?TableName=tblAll&CRSID=435373&Lang=AR ٢٠١٢/١٢/٠٢

وتفضلوا بقبول فائق التقدير والاحترام

جنبو بنت محمد اللمكية

مستشارة الوزيرة لتطوير البرامج التعليمية

المكلفة بأعمال مدير المكتب الفني للدراسات والتطوير

الرقم المسلسل: ٢

من:

الاسم: حفصة بنت سيف بن حمدان السبتية

المسمى الوظيفي: باحثة تربوية

تاريخ الإرسال: ٢٠١٢/١٢/٠٢ ٩:٣٨:٥٢ AM

إلى: عبدالله بن سعيد بن محمد الحروقي

الموضوع: تسهيل مهمة/سهير المعمري

ملخص(ملاحظات): لاتخاذ اللازم مع الشكر

الملفات الملحقة:

الأسئلة-الجودة بعد التحكيم docx.docx

محتوى المراسلة:

الرقم المسلسل: ٣

من:

الاسم: م ع للتربية والتعليم بمحافظة البريمي

تاريخ الإرسال: ٢٠١٢/١٢/٠٢ ١١:٣٧:٥٤ AM

إلى: دائرة تنمية الموارد البشرية - البريمي

الموضوع: تسهيل مهمة/سهير المعمري

ملخص(ملاحظات): لإجراءاتكم

الملفات الملحقة:

...e/CRS/Print/CRSPrintPreview.aspx?TableName=tblAll&CRSID=435373&Lang=AR ٢٠١٢/١٢/٠٢

الاستبانة - الجودة بعد التحكيمdocx.docx

المرسل: مكتب المدير العام

محتوى المراسلة:

الرقم المسلسل: ٤

من:

الاسم: دائرة تنمية الموارد البشرية - البريمي

تاريخ الإرسال: ٠٢/١٢/٢٠١٢ ٥٩:٤٨:١١ AM

إلى: قسم التدريب والإنماء المهني - البريمي

الموضوع: تسهيل مهمة/سهير المعمري

الملفات الملحقة:

الاستبانة - الجودة بعد التحكيمdocx.docx

المرسل: عبدالله بن علي بن سيف النعيمي

محتوى المراسلة:

للتكرم بالعلم وعمل اللازم حسب النظام المتبع

مع خالص الشكر والتقدير

APPENDEX
(6)
Table 10 Leadership Practices

Table 10

Leadership Practices implemented by Principals from School Staff's View

No.	TQM Principle	Mean	Std. Deviation	Rank	No.	TQM Principle	Mean	Std. Deviation	Rank
12	2	4.3298	2.51473	1	25	3	4.0064	1.11921	31
11	2	4.2404	1.00726	2	14	2	4.0043	1.11827	32
16	2	4.2111	2.15138	3	40	5	3.9915	1.17121	33
17	2	4.2043	.98213	4	19	3	3.9850	1.08612	34
52	6	4.1876	1.04747	5	22	3	3.9830	2.60304	35
60	6	4.1830	1.04102	6	48	5	3.9830	1.11193	36
26	3	4.1766	3.17182	7	9	1	3.9829	1.06833	37
49	6	4.1745	1.02599	8	29	3	3.9765	1.06090	38
24	3	4.1732	1.08445	9	4	1	3.9678	1.07615	39
54	6	4.1460	1.06063	10	1	1	3.9550	.96289	40
57	6	4.1447	2.61297	11	35	4	3.9511	1.16622	41
13	2	4.1343	.95243	12	58	6	3.9426	1.19652	42
43	5	4.1343	2.11150	13	38	4	3.9339	1.17393	43
50	6	4.1002	1.10775	14	7	1	3.9244	1.06331	44
18	3	4.1021	2.5886	15	33	4	3.9128	1.11151	45
46	5	4.0896	1.09216	16	41	5	3.8979	1.13022	46
28	3	4.0809	1.05593	17	6	1	3.8913	1.15420	47
31	4	4.0789	1.03371	18	59	6	3.8830	2.65764	48
42	5	4.0726	1.03424	19	3	1	3.8699	1.04908	49
53	6	4.0723	1.09031	20	20	3	3.8657	1.11376	50

45	5	4.0618	1.19042	21	32	4	3.8621	1.14327	51
44	5	4.0597	2.61502	22	36	4	3.8511	1.21607	52
34	4	4.0596	1.05936	23	8	1	3.8380	1.11102	53
21	3	4.0512	1.06896	24	37	4	3.8316	1.19623	54
51	6	4.0490	1.14902	25	27	3	3.8252	1.08177	55
23	3	4.0384	1.14849	26	55	6	3.7591	1.23789	56
30	4	4.0277	1.10111	27	10	1	3.7146	1.24005	57
56	6	4.0217	1.05272	28	47	5	3.6574	1.25768	58
15	2	4.0193	1.03573	29	39	4	3.6368	1.28260	59
2	1	4.0064	.95946	30	5	1	3.5494	1.26267	60

The Overall Mean is 4.0064

"تطوير الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان في ضوء مدخل إدارة الجودة الشاملة"
ملخص البحث

هدفت هذه الدراسة إلى التعرف على واقع الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان، ومتطلبات تطويرها في ضوء مدخل إدارة الجودة الشاملة، حيث أن الجودة الشاملة تعني نظاماً إدارياً فعّالاً يركز على تبني فلسفة الجودة والتعرف على رغبات المستفيدين، وتلبية احتياجاتهم، والاستمرار في التطوير والتحسين، اضافة إلى تحديد دور متغيرات كل من الجنس والخبرة، وتحددت مشكلة الدراسة بالسؤال الآتي:

ما واقع تطبيق مبادئ إدارة الجودة الشاملة في الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان؟

وتحقيقا لهذا الهدف أجريت الدراسة على عينة قوامها (470) موظف من الهيئة التدريسية والإدارية لمدارس التعليم الأساسي في المحافظة، وبلغ عددها (25) مدرسة تنوعت ما بين مدارس إناث ومدارس ذكور ومدارس مشتركة للنوعين، ووزع عليهم استبانة مكونة من (60) فقرة تمثل الممارسات الإدارية لمديري مدارس التعليم الأساسي مدرجة ضمن ستة محاور تمثل مبادئ إدارة الجودة الشاملة، وهي: تبني ونشر فلسفة الجودة وثقافتها كمبدأ من مبادئ إدارة الجودة الشاملة، التخطيط لإدارة الجودة الشاملة بالمدرسة، التحسين المستمر كمبدأ من مبادئ إدارة الجودة الشاملة، تطوير الموارد البشرية كمبدأ من مبادئ إدارة الجودة الشاملة، السلوك القيادي واتخاذ القرارات في ضوء مدخل الإدارة بالجودة الشاملة، وأخيرا توفير بيئة صحية آمنة كمبدأ من مبادئ إدارة الجودة الشاملة.

وقد قسمت الاستبانة إلى ثلاثة أقسام: الأول يشتمل على بيانات شخصية عن المستجيب، والثاني يتكون من بنود الاستبانة، والثالث عبارة عن سؤال مفتوح حول مقترحات تطوير إدارة مدارس التعليم الأساسي. وتم التأكد من صدق الأداة وثباتها بالطرق الإحصائية والتربوية المناسبة، حيث تم عرضها على عشرة محكمين من الخبراء في الميدان التربوي، وبلغت قيمة معامل الثبات للدرجة الكلية وفق معادلة كرونباخ ألفا (97.) وهي قيمة عالية جداً، وتم تحليل البيانات بوساطة الحاسب الآلي باستخدام الرزمة الإحصائية للعلوم الاجتماعية (SPSS).

وتوصلت الدراسة إلى النتائج الآتية:

1. تتوافر مبادئ إدارة الجودة الشاملة التي تمت دراستها بدرجة عالية في ممارسات مديري مدارس التعليم الأساسي في محافظة البريمي.

2. تظهر ممارسات مهارات التخطيط لدى مديري المدارس بدرجة عالية مقارنة بالممارسات المتعلقة بالمبادئ الأخرى، في حين حصلت ممارسات تبني ثقافة الجودة على أقل درجة.

3. توجد فروق ذات دلالة إحصائية تعزى لمتغير النوع لعينة الدراسة في تقديرهم لدرجة توفر الممارسات الإدارية الممثلة لمبادئ إدارة الجودة الشاملة لمديري مدارس التعليم الأساسي بمحافظة البريمي.

4. لا توجد فروق ذات دلالة إحصائية تعزى لمتغير سنوات الخبرة أو لمتغير المسمى الوظيفي لعينة الدراسة في تقديرهم لدرجة توفر الممارسات الإدارية الممثلة لمبادئ إدارة الجودة الشاملة لمديري مدارس التعليم الأساسي بمحافظة البريمي.

وفي ضوء نتائج الدراسة أوصت الباحثة بما يلي:

- تعزيز الوعي بمدخل إدارة الجودة الشاملة، وعلى مديريات التربية والتعليم تبني مدخل إدارة الجودة الشاملة ونشر وغرس ثقافة الجودة في عقول العاملين، عن طريق توزيع النشرات والدوريات، لتوحيد الجهود وتوجيه العمل.

- توسيع قاعدة اللامركزية في صنع السياسات واتخاذ القرارات بمنح مديري المدارس استقلالية إدارية أكبر.

- زيادة مشاركة العاملين من خلال إشراكهم في عملية صنع القرارات، ومن خلال تحديد احتياجاتهم وذلك لرفع مستوى أدائهم والتزامهم بالقرارات المتخذة.

- عقد دورات تدريبية لمديري المدارس بناء على احتياجاتهم وفي ضوء نتائج هذه الدراسة.

- زيادة مشاركة المجتمع المحلي في صنع القرارات مع الأخذ في الاعتبار تقييمهم للخدمة التي تقدمها المدرسة لهم.

- البحث عن الطرق التي يستطيع من خلالها مديري المدارس تحقيق الاستخدام الأمثل للموارد البشرية والإمكانات المتوفرة.

جامعة الإمارات العربية المتحدة

كلية التربية

قسم أصول التربية

برنامج الماجستير في التربية

عنوان الرسالة:

تطوير الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان في ضوء مدخل إدارة
الجودة الشاملة

اسم الطالبة:

سهير بنت علي بن محمد المعمري

لجنة المناقشة:

أ. د. محمد أحمد عبد الدايم   (مشرفاً ورئيساً)

د. حسن الخميري   (عضواً)

د. محمد الحوسني   (عضواً)

جامعة الإمارات العربية المتحدة

كلية التربية

قسم أصول التربية

برنامج الماجستير في التربية

تطوير الممارسات الإدارية لمديري مدارس التعليم الأساسي في سلطنة عمان في ضوء مدخل إدارة الجودة الشاملة

رسالة مقدمة من الطالبة

سهير بنت علي بن محمد المعمري

إلى

جامعة الإمارات العربية المتحدة

استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية

تخصص "القيادة التربوية"

مايو 2013