

A PROPOSAL FOR DEVELOPING THE  
MANAGEMENT PERFORMANCE QUALITY  
STANDARDS OF THE EDUCATION DEPARTMENTS  
IN THE KINGDOM OF SAUDI ARABIA AGAINST  
BENCHMARKS OF TOTAL QUALITY MANAGEMENT  
FROM THE PROSPECTIVE OF THE EDUCATIONAL  
SUPERVISORS

BY

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## ABSTRACT

This study aims to investigate the status of educational management performance adopted by education departments in the KSA in light of the standards of total quality management and from educational supervisors' point of view. It also attempts to build and test proposed standards for the quality of administrative performance of these departments in light of the standards of total quality management and from educational supervisors' point of view. The study follows a descriptive-analytical method. The overall number of the study population is (9002) educational supervisors of (47) education departments in the KSA. These departments are divided according to the Ministry of education into five geographical areas: (North, East, West, midland, and South). Samples representing all sectors are randomly selected. To achieve the objectives of the study, a questionnaire of 119 items has been designed taking into consideration the face validity and stability test of the coefficient of Cronbach's alpha reaching general stability (0.99). The study selected sample is (369) educational supervisors and the applied analyses are: statistical (SPSS), descriptive, exploratory, EFA, CFA, AMOS, and the Smart PLS. The study concludes: the current status of the quality of educational management performance adopted by education departments in the KSA is low with an average of 1.57 and a standard deviation of 1.161 from the point of view of the educational supervisors; the importance of ten proposed criteria with an average of (4.3) and a standard deviation of (.871); alternative standards of the quality of educational management performance seem to be acceptable, significant and valid. Further, the study proposes and recommends a model that includes main and secondary standards to achieve high quality in educational management performance of education departments in the KSA equal to international quality standards.

## ملخص البحث

تهدف الدراسة الحالية إلى معرفة واقع جودة الأداء الإداري لإدارات التعليم بالمملكة العربية السعودية في ضوء معايير إدارة الجودة الشاملة من وجهة نظر المشرفين التربويين، وبناء وتقييم معايير مقترحة لجودة الأداء الإداري لإدارات التعليم بالمملكة العربية السعودية في ضوء معايير إدارة الجودة الشاملة من وجهة نظر المشرفين التربويين. وقد استخدمت الدراسة المنهج الوصفي التحليلي. وقد بلغ عدد أفراد مجتمع الدراسة (٩٠٠٢) مشرفاً تربوياً في إدارات التربية والتعليم في المملكة العربية السعودية وعددها (٤٧) إدارة تعليم، مقسمة من قبل وزارة التعليم إلى خمسة مناطق تعليمية (المنطقة الشمالية، المنطقة الشرقية، المنطقة الغربية، المنطقة الوسطى، المنطقة الجنوبية). وقد تم الأخذ بأسلوب العينة العشوائية الطبقية لتمثيل جميع الطبقات في العينة. ولتحقيق أهداف الدراسة تم تصميم أداة (استبانة) خاصة بالدراسة اشتملت على (١١٩) عبارة بعد أن أجري عليها الصدق الظاهري للمحكمين، واختبار ثبات المقياس معامل ألفا كرونباخ وقد بلغ الثبات العام (٠,٩٩). وقد بلغ عدد أفراد عينة الدراسة (٣٦٩) مشرفاً تربوياً تم تطبيق أداة الدراسة عليهم، واستخدم الباحث في تحليل البيانات البرنامج الإحصائي (spss)، والتحليل الوصفي للمتوسط الحسابي والنسب المئوية والتكرارات والثبات والارتباط التريعي، وكذلك أسلوب التحليل العاملي الاستكشافي (EFA)، وكذلك أسلوب التحليل العاملي التوكيدي (CFA)، وكذلك برنامج سمارت بي إل إس (Smart PLS). وتوصلت الدراسة إلى مجموعة من النتائج من أهمها ما يلي: أن واقع جودة الأداء الإداري التعليمي لإدارات التعليم بالمملكة العربية السعودية جاء بدرجة منخفضة بمتوسط حسابي بلغ (١,٥٧)، وبانحراف معياري (١,١٦١) من وجهة نظر المشرفين التربويين. كما دلت النتائج على أهمية المعايير العشرة المقترحة وجميعها جاءت بدرجة مهمة بمتوسط حسابي بلغ (٤,٣٠)، وبانحراف معياري بلغ (٠,٨٧١) من وجهة نظر المشرفين التربويين. كما أثبتت نتائج الدراسة أن المعايير البديلة لجودة الأداء الإداري بالمملكة العربية السعودية جاءت مقبولة وهامة وصالحة من وجهة نظر المشرفين التربويين. وفي ضوء النتائج تم وضع مجموعة من التوصيات ومنها نموذجاً مقترحاً يشمل المعايير الرئيسية والمعايير الفرعية لتحقيق جودة الأداء الإداري التعليمي لإدارات التعليم بالمملكة العربية السعودية أسوة بطريقة المعايير العالمية للجودة.

## APPROVAL PAGE

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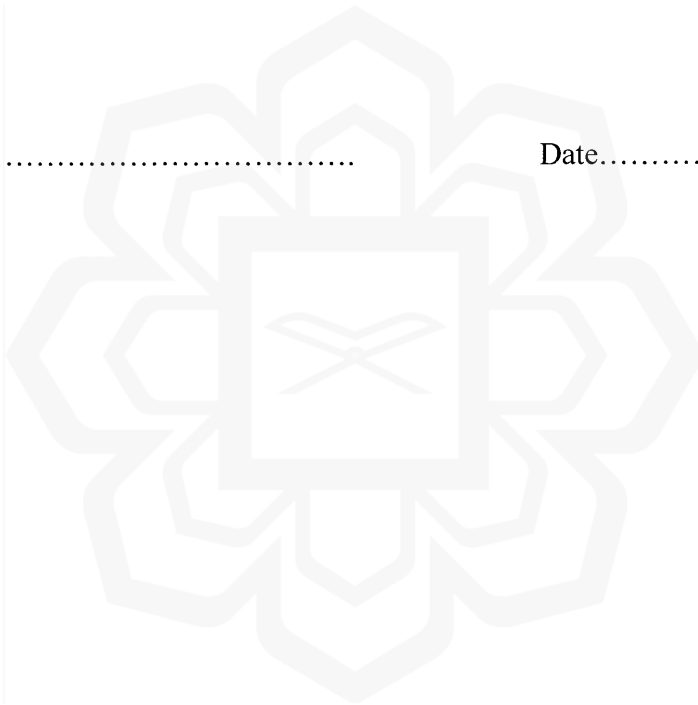
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*I dedicate this modest effort to:*

*My parents who educated and encouraged me to be passion for science, May God protect and bless them, also May God allow them to enjoy health and well-being*

*I also dedicate This work to my wife Laila Sa`ad Al Harbi, who greatly backed me after God support in my academic and practical journeys*

*To my children Osama, Aseel, Hala and Faisal*

*And to everyone who offered me advice to produce this work*

*May God benefit our Arab and Islamic nation with this work.*

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## TABLE OF CONTENTS

Abstract .....	i
Arabic Abstarct .....	ii
Approval Page.....	iii
Declaration .....	iv
Copyright .....	v
Dedication .....	vi
Acknowledgements.....	vii
List of Tables .....	xiv
List of Figures .....	xviii
List of Abbreviations .....	xx
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Problem of the Study .....	13
1.3 Aim of the Study.....	13
1.4 Questions of the Study.....	14
1.5 Significance of the Study.....	15
1.6 Frontiers of the Study .....	16
1.7 Terminologies of the Study .....	16
<b>CHAPTER TWO: THEORETICAL FRAMEWORK AND THE PREVIOUS STUDIES.....</b>	<b>20</b>
2.1 Part one: Total Quality Management.....	20
2.1.1 First: Concept of Total Quality Management .....	20
2.1.1.1 Quality on the origin of the Language.....	21
2.1.1.2 Total Quality Terminological Meaning.....	21
2.1.2 Second: Concept of Total Quality Management .....	23
2.1.3 Third: Total Quality Management in Islam .....	25
2.1.3.1 Principles of Total Quality Management in Islam.....	26
2.1.4 Fourth: Principles of Total Quality Management .....	37
2.1.5 Fifth: Benefits of Applying Total Quality Management Pattern in Education.....	40
2.1.6 Sixth: Requirements of Applying Total Quality Management in Education.....	43
2.1.7 Seventh: Justifications of Implementing Total Quality Management in Education .....	47
2.2 Second Part: Standards of Total Quality Management In Kingdom of Saudi Arabia: Including the Following Subjects.....	50
2.2.1 First: Establishment of Education Department in the Kingdom and It's Development.....	50
2.2.1.1 First Stage: General Directorate of Knowledge (1926 -1954) .....	51
2.2.1.2 Second Stage: Ministry of Knowledge (1977- 1954).....	52

2.2.1.3 Third Stage: General Education Departments (1977- 1998).....	53
2.2.1.4 Fourth Stage: (Education Integration Stage and Changing the Name of Ministry of Knowledge 2003 – 2015) .....	54
2.2.1.5 Fifth Stage: (Emergence of Ministry of Education with Ministry of Higher Education and Changing the Naming, 2015 to the Present).....	54
2.2.2 Second: Organizational Management of Education in Kingdom of Saudi Arabia.....	55
2.2.3 Third: Organizational Structure of Education Departments in the Kingdom .....	58
2.2.4 Fourth: Missions and Functions of Education Departments in the Kingdom .....	60
2.2.4.1 General Objective.....	60
2.2.4.2 Missions.....	60
2.2.4.3 The Foundations for Education in The Kingdom of Saudi Arabia.....	62
2.2.5 Fifth: Efforts and Experiences of Kingdom of Saudi Arabia in Applying Total Quality Management Standards in the Education Domain .....	64
2.2.5.1 a- Kingdom`s Efforts to Achieve Total Quality Management Standards on Education .....	65
2.2.5.2 b- Experiments of the Kingdom of Saudi Arabia on Applying Total Quality Management Standards in Education Domain.....	72
2.3 Third Part: Global, Arabian and Local Standards and Models of Total Quality Management .....	76
2.4 Comparison between Global, Arabian and Local Standards and of Total Quality Management .....	77
2.4.1 Preface.....	77
2.4.2 First: Total Quality Standards for Edward Deming.....	78
2.4.3 Second: Total Quality Standards for Philip Crosby.....	82
2.4.4 Third: European Standard Model for Quality Management and Excellence, EFQM.....	84
2.4.5 Fourth: Scottish Quality Management System [SQNS] .....	88
2.4.6 Fifth: Standards of Joseph Juran Model.....	92
2.4.7 Sixth: USA Circular Model Standards.....	95
2.4.8 Seventh: Armand Feigenbaum`s Standards and Model.....	96
2.4.9 Eighth: Koufman`s Standards and Model.....	98
2.4.10 Ninth: March Model Standards.....	100
2.4.11 Tenth: Philip Aktinson`s Standards and Model.....	104
2.4.12 Eleventh: David Waldman Standards .....	105
2.4.13 Twelfth: Hoshin Standards and Model .....	106
2.4.13.1 Standard: Determine Hoshin .....	107
2.4.13.2 Standard: Deploy Hoshin.....	107
2.4.13.3 Standard: Implement Hoshin.....	107
2.4.13.4 Standard: Review Hoshin .....	108
2.4.13.5 Standard: Adjust Hoshin.....	108

2.4.14 Thirteenth: Total Quality Standards – Comprehensive Evaluation.....	108
2.4.15 Fourteenth: National Education Association of U.S.A Standards.....	110
2.4.16 Fifteenth: Educational Quality Standards of European Union States.....	111
2.4.17 Sixteenth: Australian Educational Quality Standards.....	113
2.4.18 Seventeenth: Advanced World Wide Organization Standards ...	115
2.4.19 Eighteenth: (ISO 9000) Standards .....	116
2.4.19.1 a- ISO Concept .....	116
2.4.19.2 b- ISO 9000 Implementation Requirements.....	116
2.4.19.3 c- ISO in Education .....	119
2.4.20 Nineteenth: British Standards Institution (BSI: 5750).....	120
2.4.21 Twentieth: Malcolm Baldrige Model Standards.....	121
2.4.22 Twentieth First: Education National Standards in Arab Republic of Egypt .....	122
2.4.23 Twentieth Second: Standards and Model of Dubai Award for Distinguished Performance Quality.....	124
2.4.24 Twentieth Third: Standards and Model Al Khateeb for Total Quality Management .....	125
2.4.25 Twentieth Fourth: Standards and Model Al Saud for Total Quality Management .....	127
2.4.26 Twentieth Fifth: Standards and Model of Hamdan bin Rashed Award for Performance Quality and Excellence- Educational Management .....	129
2.4.26.1 Summary for Standards of Hamdan Bin Rashed Award for Performance Quality and Excellence- Education Management.....	131
2.4.27 Twentieth Sixth: National Commission for Academic Accreditation and Assessment in Kingdom of Saudi Arabia .....	132
2.4.28 Twentieth Seventh: Standards and Model of King Abdul Aziz Award for Quality .....	133
2.4.28.1 Comparison between Global, Arabian and Local Standards for Total Quality Management, and the Extent of Benefit of Them to Build Standards for Education Departments in the Kingdom .....	134
2.4.28.2 First: Reasons of Similarities and Differences between the Models and the Total Quality Standards..	135
2.4.28.3 Secondly: the Previous Studies.....	147
2.4.28.4 Similarities and Differences between the Recent Study and the Previous Studies .....	193

<b>CHAPTER THREE: RRSEARCH .....</b>	<b>197</b>
3.1 Introduction.....	197
3.2 Methodology of the Study .....	197
3.3 The Study Population .....	198
3.4 The Study Sample.....	199
3.5 Stratified Random Sample.....	203
3.6 Instrument of the Study .....	205

3.7 Study Instrument Validity and Invariance .....	211
3.8 Content Validity.....	211
3.9 Study Instrument Content (Questionnaire).....	213
3.10 Instrument Sections Details (Questionnaire) as follows.....	213
3.11 Structural Validity .....	215
3.12 Scale Invariance.....	217
3.13 Study Implementation Procedures.....	218
3.14 Statistical Techniques in Research Data Analysis.....	221
3.14.1.1 First: Data-Screening Steps .....	221
3.14.1.2 Second: Research Questionnaire Processing by Statistical Process.....	223
3.14.1.3 Statistical Techniques in the Study.....	227
<b>CHAPTER FOUR: STUDY FINDINGS ANALYSIS .....</b>	<b>230</b>
4.1 Introduction.....	230
4.2 First Theme: Data Screening .....	230
4.3 Second Theme: Demographic Variables .....	231
4.4 Third Theme: The Answering of the First Question: What is the Reality of the Management Performance Quality of Saudi Arabia`s Education Departments Against Benchmarks of Total Quality Management from the Prospective of the Educational Supervisors .....	236
4.4.1 Descriptive Statistics for the Reality of Management Performance Quality of Education Departments.....	236
4.4.2 Exploratory Factor Analysis of the Reality of the Management Performance Quality in the Education Departments .....	242
4.4.2.1 Kaiser-Meyer-Olkin Measure and Bartlett`s test.....	243
4.4.3 Anti-Image Correlation.....	244
4.4.3.1 Communalities Rates of Phrases of the Reality of Management Performance Quality of Education Departments: .....	244
4.4.3.2 Standards of Factor Analysis Adequacy by Primary Components Analysis Method .....	245
4.4.3.3 Consistency of Latent Roots Number (Total Quality Standards Dimensions) with the Theoretical Framework of Total Quality Standards Dimensions.....	246
4.4.3.4 Saturation or Loading Ratios of all Phrases of The Reality of Management Performance Quality of Education Departments .....	247
4.5 Fourth Theme: Answering of the Second Question: The proposed Standards for management performance quality of Saudi Arabia`s education departments against benchmarks of total quality management standards from the prospective of the educational supervisors .....	249
4.5.1 Descriptive Statistics of Total Quality Standards of Management Performance of Education Departments.....	250
4.5.1.1 First Standard: Educational Management Leadership Quality Standard.....	250
4.5.1.2 Second Standard: Educational Management Planning Quality Standard.....	255

4.5.1.3	Third Standard: Information Technology Quality Standard.....	261
4.5.1.4	Fourth Standard: Educational Human Resources Management and Development Quality Standard.....	267
4.5.1.5	Fifth Standard: Educational Management Processes Quality Standard.....	274
4.5.1.6	Sixth Standard: Educational Management Outputs Quality Standard.....	279
4.5.1.7	Seventh Standard: Society, Various Educational Institutions and Labour Market Satisfaction Standard .....	283
4.5.1.8	Eighth Standard: Health, Security and Safety in Education Quality Standard .....	289
4.5.1.9	Ninth Standard: External Evaluation and Assessment Processes of Educational Management Processes Quality Standard.....	293
4.5.1.10	Tenth Standard: Social Participation Quality Standard..	300
4.5.2	Exploratory Factor Analysis of Total Quality Standards of Management Performance of Education Departments.....	307
4.5.2.1	Kaiser-Meyer-Olkin Measure and Bartlett`s test.....	308
4.5.2.2	Anti-Image Correlation Matrix.....	309
4.5.2.3	Communalities Estimations of Total Quality Standards of Management Performance of Education Departments	309
4.5.2.4	Standards of Factor Analysis Adequacy by Primary Components Analysis Method .....	314
4.5.2.5	Consistency of latent roots number (Total Quality Standards Dimensions) with the Theoretical Framework of Total Quality Standards Dimensions.....	324
4.5.2.6	Saturation or Loading Ratios of the Reality of Management Performance Quality of Education Departments Phrases .....	325
4.6	Fifth Theme: Answering The Third Question: The Proposed Standards of Management Performance Quality of Education Departments .....	339
4.6.1	Smart PLS Software for The Proposed Standards for Management Performance Quality of Education Departments ....	340
4.6.1.1	Statistical Significance Level of Management Performance Total Quality Model of Education Departments in the Kingdom of Saudi Arabia .....	341
4.6.1.2	Phrases Loading and Correlated Factors with The Total Quality .....	346
4.6.1.3	Validity Standards .....	346
4.6.1.4	Reliability indexes .....	359
4.6.1.5	Fornell Larcker Criterion for cross validation.....	362
4.6.1.6	Cross Loading.....	365

**CHAPTER FIVE: SUMMARY AND DISCUSSION OF FINDINGS, RECOMMENDATIONS AND PROPOSALS.....375**

5.1	Introduction.....	375
5.1	Summary and Discussion of The Study`s Important Findings.....	376

5.3 Conclusion.....	385
5.4 The Recommendations .....	388
5.5 The Proposals.....	390
<b>BIBLIOGRAPHY .....</b>	<b>403</b>



## LIST OF TABLES

Table 2.1	Scales of Standards of European Foundation for Quality Management (EFQM)	87
Table 3.1	Distribution of the Study population over the School Districts in the Kingdom	199
Table 3.2	Determination Criterion of Sample Size through the Confidence Interval and Margin of Error (Accuracy)	200
Table 3.3	Showing determining the Size of the Sample from the Study Targeted population	202
Table 3.4	Showing the Mechanism and Procedure of the Stratified Sample Size Selection	203
Table 3.5	Distribution of Sample Size on Education Departments in The Kingdom	204
Table 3.6	Standards Building Process for the Educational Management Quality in the Kingdom of Saudi Arabia	209
Table 3.7	Showing The Study Instrument as per 5 Point Likert Scale	215
Table 3.8	Showing The Survey Sample on the Classes (School Districts)	216
Table 3.9	Showing Cronbach's Alpha Coefficient	217
Table 3.10	Distributing The Study Instrument on The Study Sample and it's Feedback	220
Table 3.11	Showing Data Examination Method in Brief	223
Table 3.12	Showing Briefly The Statistical Methods Used for the questions of the Study	227
Table 4.1	Frequency and Percentages and Cumulative Proportion of Demographic Variables	233
Table 4.2	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase from the reality of the Management Performance Quality in the Education Departments and the General Reliability (Cronbach's Alpha)	239

Table 4.3	Correlation Matrix of the reality of the Management Performance Quality Phrases in the Education Departments	242
Table 4.4	KMO and Bartlett's Test	243
Table 4.5	Anti-Image Correlation Matrix of the reality of the Management Performance Quality Phrases in the Education Departments	244
Table 4.6	Communalities Matrix of the reality of the Management Performance Quality Phrases in the Education Departments	245
Table 4.7	Explained Total Variance	246
Table 4.8	Component Matrix of Phrases of the reality of the Management Performance Quality in the Education Departments	248
Table 4.9	Frequencies, percentages of Likert scale alternatives, all items of educational management leadership quality standard(QS_1_EML), the mean, deviation standard, the rank of the items, Kurtosis, Skewness, the corrected Item-total correlation, the individual reliability of each items of educational management leadership quality standard and the general reliability or Cronbach's Alpha of educational management leadership quality standard factor	251
Table 4.10	Frequencies, percentages of Likert scale alternatives, all items of educational management planning quality standard(QS_2_EMP), the mean, deviation standard, the rank of the items or phrases, Kurtosis, Skewness, the corrected Item-total correlation, the individual reliability of each items of educational management planning quality standard and the general reliability or Cronbach's Alpha of educational management planning quality standard factor	257
Table 4.11	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase of Information Technology Quality Standard and General Reliability (Cronbach's Alpha)	263
Table 4.12	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase of Educational Human Resources Management and Development Quality Standard and General Reliability (Cronbach's Alpha)	268
Table 4.13	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase of Educational Management Processes Quality Standard and General Reliability (Cronbach's Alpha)	275

Table 4.14	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase of Educational Management Outputs Quality Standard and General Reliability (Cronbach's Alpha)	281
Table 4.15	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase of society, various educational institutions and labor market satisfaction standard and general reliability (Cronbach's Alpha)	285
Table 4.16	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase of Health, Security and Safety in Education Standard and General Reliability (Cronbach's Alpha)	290
Table 4.17	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase of External Evaluation and Assessment Processes of Educational Management Processes Standard and General Reliability (Cronbach's Alpha)	296
Table 4.18	Frequency, Ratios, Average, Standard Deviation, Kurtosis and Skewness, Corrected Item-Total Correlation and Reliability of each phrase of Social Participation Quality Standard and General Reliability (Cronbach's Alpha)	301
Table 4.19	Average, Standard Deviation and General Reliability (Cronbach's Alpha)	305
Table 4.20	KMO and Bartlett's Test	308
Table 4.21	Communalities and Anti_ Image Correlation Matrix	309
Table 4.22	Total Variance Explained	316
Table 4.23	Correlation Pattern and Component Matrix of Total Quality Standards of Management Performance of Education Departments	328
Table 4.24	Cancelled items, Dimension and Reason	338
Table 4.25	Indexes of Model fit	340
Table 4.26	Ranks of the Proposed Standards as per Results of Smart PLS Program Analysis	349
Table 4.27	Loadings Values of Total Quality Model of Management Performance of Education Departments	350

Table 4.28	Cronbach's Alpha Values, Rho Index of Reliability, Composite Reliability and Average Variance Extracted	359
Table 4.29	Fornell- Larkcker Criterion Matrix	363
Table 4.30	Cross Loadings Matrix of Total Quality Model	366
Table 5.1	Basic Standards of the Proposed Model	391
Table 5.2	Main and Secondary Standards of the Proposed Model	392
Table 5.3	The Figure Shows Relative weights of the Proposed Standards for Developing Education Departments Performance	401



## LIST OF FIGURES

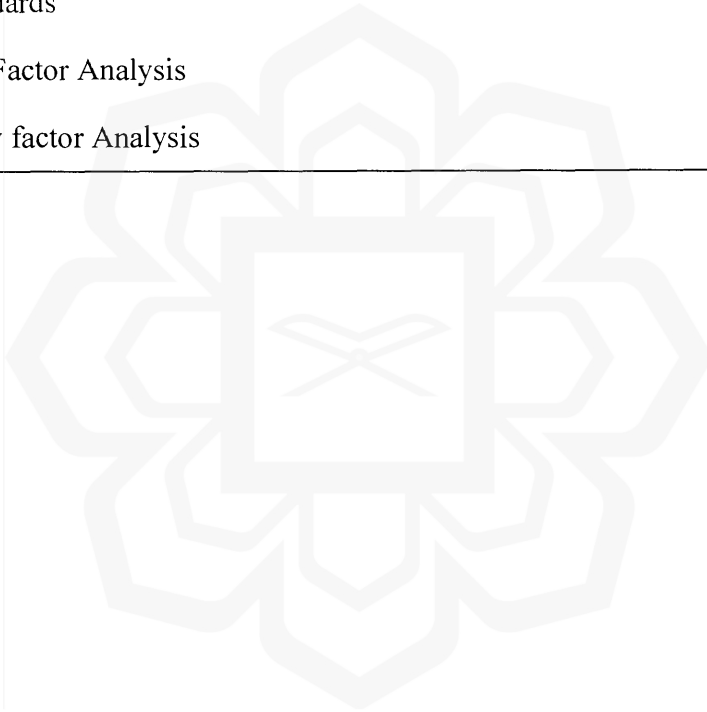
Figure 1.1	Conceptual Framework of the Study	19
Figure 2.1	Organizational Structure of Education Departments in The Kingdom of Saudi Arabia and it Direct association with deputy-Minister of Education	59
Figure 2.2	Quality Chart for Deming	79
Figure 2.3	Standards of European Excellency Model, resource: (European Foundation for Quality Management EFQM, 2013)	86
Figure 2.4	Quality management triple for Juran	93
Figure 2.5	Showing Koufman Model for Quality Management in Education	100
Figure 2.6	Quality Model Standards in Education as per March Model	103
Figure 2.7	And Showing the following Figure Application Stages of Hoshin	106
Figure 2.8	Showing Al Khateeb Model for Total Quality Management	126
Figure 2.9	Al Saud Model For Total Quality Management in the Jordanian School	128
Figure 2.10	Showing The Quality Standards in the Distinguished Educational management	130
Figure 3.1	The Map designed by the Researcher with School Districts Quoted from Ministry of Education	198
Figure 3.2	Showing the Distribution of The Study Survey Sample	217
Figure 4.1	Eigen values of the Reality of the Educational Management Performance quality of Education Departments	247
Figure 4.2	Showing Eigen Values of Total Quality Standards of Management Performance Quality of Education Departments	324
Figure 4.3	Statistical significance Level of Management Performance Total Quality Model of Education Departments	343
Figure 4.4	Statistical significance Level T Statistics of Management Performance Total Quality Model of Education Departments	345

Figure 4.5	Loadings Values of Management Performance Total Quality Model of Education Departments	348
Figure 4.6	Average Variance Extracted of Management Performance Total Quality Model of Education Departments	360
Figure 4.7	Cronbach's Alpha of Management Performance Total Quality Model of Education Departments	361
Figure 4.8	Rho Index of Reliability of Management Performance Total Quality Model of Education Departments	361
Figure 4.9	Composite Reliability of Management Performance Total Quality Model of Education Departments	361



## LIST OF ABBREVIATIONS

<b>Terminology</b>	<b>Abbreviation</b>
Quality	Q
Total Quality	TQ
Total Quality Management	TQM
Standards	ST
Quality Standards	QS
Exploratory Factor Analysis	(EFA)
Confirmatory factor Analysis	(CFA)



# CHAPTER ONE

## INTRODUCTION

### 1.1 INTRODUCTION

The scientific and technological progress that recently witnessed by the world has an impact over the educational institutions efforts of various types, specialties and activities. Thus, the educational institution management is charged to keep up with this progress as well as cope with rapidly changing and that requires the educational institutions to have the accountability in constructing educational systems that's to be more mature and sophisticated. The primary characteristic of the present is development and searching for extra quality and creativity due to the developed world recently witnesses speed consecutive changes and growth within its entire sectors which requires additional evolution and performance improvement. In fact the reality of the present world is distinguished as highly stressed to facilitate high quality with low costs which lead to focus on create a strategic introductory to set the goals and to distribute the resources throughout performance assessment and improvement (Drummond, 1998, p7). Meanwhile, considering Total Quality Management came from the care of developed and progressed countries by education quality, which represented on making a reforming procedures in the educational system, and mainly the educational management development as an affective player on educational process quality improvement (Abdul Daem, 2004, P7).

The most characteristic of the structuring and progressing management on the threshold of the twenty first century is the thoroughly application of Total Quality Management in order to cover the entire activity domains and levels of the recent

organization, then arising towards more prominent quality levels, that could be described as the perfect quality (Al Solami, 2007, p110). Educational systems worldwide paid the educational assessment subject a great attention, because its significant effectiveness on the educational process as well as to be achieving the highest quality levels. Many of international educational organizations urged the countries to conduct a periodical assessment for their education. Dakar Education Framework Conference for all on which conducted on April, 2000, and approved by all the participated countries by setting strategies and mobilizing resources to support the national efforts throughout a precise monitoring, and more systematic for the progress achieved towards achieving the objectives of the education for all which include conducting a periodical assessment processes for the educational systems (UNESCO, 2000).

Streck and Alkhaza'alah (2004) indicated that there is a growing interest for the international communities by upgrading the educational management as a basic factor for each educational development that meet the social changes needs. Thus, each progress in education is based on development within its management. The educational requirements have been increased and grown up, and its function has been magnified, which need an educational management that's able to run its capabilities and invest its resources with a continuous development to these resources starting from its essential base which is the school, and ending to the top where they set the educational policies, research and planning (p.59). Ahmad noted that (2003) the educational reform processes have received a considerable attention from all countries, also quality has received much of this attention to the extent that intellectuals are identifying this age as the quality era which considered as one of the main pillars of the new management model that has been generated to cope with the

international and local developments in an attempt to adapt them. However, The international community is regarding quality and educational reform as two sides of the same coin as total quality being the genuine challenge that would face the coming generations in the next decades (p.9).

Olaimat stated that (2004) the introduction towards total quality management is through the modern managerial concepts. Japan along with some developed countries have applied the quality management system in order to solve their productivity problems and to improve the total quality since the second half of the twentieth century.

Hence, this pattern has prove its competency, therefore all the global institutions and among of which the educational institutions are in critical need to promote the productivity and improvement of the quality to confront the various aspects of the challenges and changes which encourage us to think about updating the managerial models which same applied by our productive and serving institutions (p.32).

Ahmad has indicated that (2003) most of the world countries have paid a significant attention of implementing the total quality management principles adopted within different domains and institutions, because of the positive outcomes as being approved as a new managerial methodology (p.9). Al Zawawi assures that (2003) total quality in education has formed a quantitative transfer of the minimum limit culture to mastery and excellence culture and considering learning is the only way to build human who possesses the willing to face the characteristics of this age and its repercussions that reserves the role of knowledge and educations which exaggerating in all domains (p.69).