

Actuality Of Applying Total Quality Management In Omani Schools

Dr.Mahmoud Mohamed Ali, Dr.Kirembwe Rashid Abdulhamed, Ali Mohammed Humaidalwaili

Abstract: The Interest of applying the total quality standards has become a global demand in addition to being a demand for a community due to the growing needs of the community individuals , and the various international institutions concerned with quality , and if we look at the individuals of the community , we find that his interest in improving the performance and services provided to him by the state is increasing day after day , as well as needs are increasing day after day , therefore the performance of total quality standards in different institutions , whether its economic , educational or social. The challenge for any institution to adopt of the total quality as a philosophy or Implementation of total quality has led to the growing needs of the beneficiaries, and because the achievement of total quality management standards has become a practical, any institution should be interested in it. (Radwan 2014). In the educational field most of the world focused on education improvement, and the quality comprehensive had the biggest attention and this age was called the quality comprehensive according to thoughts (Miligi 2011) beside applying the standard of quality in field of education became from the necessities to suite the advanced of knowledge technology, therefore the educational institutes can have the confidence of the other social institutions. (Hafiz 2012).

THE PROBLEM OF THE STUDY:

Total quality management considered as a continuous and variable process according to the wishes of the beneficiary which grow and change constantly , so this concept is based on the effect of continuity basis on procedural philosophy (Al-barbawi and Bashihw2011) and this cannot be achieved - of course –unless identifying the basic requirements to ensure the achievement of quality management standards , and to develop a plan for applying the visions and proposals of the beneficiaries of school services to ensure that any changes may occur on the Implementation, and majority of countries growing their interest in the achievement of quality in educational institutions widely (Miligi 2011) . Abernathy pointed that (Abernathy &Serfass, 1992, 14) to makechange process in the educational system can be applied of total quality management system because that "quality theory is an organized theory and completely applied" , as well as the quality principles focused on activating the roles of all workers in the field of educational system for the development of performance. The study of (Al-Bakr) reveals the importance of applying the international standard of quality standards (ISO), the (Duwaikat 2005) reveals that the importance of using the components and elements of comprehensive quality in education to improve the quality of services provided to teachers , in other hand the study of (Al-Osaimi) confirm the importance of the knowledge of satisfaction that educational services provided to the students and teachers , where the study of (Amin &Bukhail) said that the educational systems carefully study the concepts , philosophies and models of total quality , and then adopt the most appropriate in educational institutions. The Ministry of Education in the Sultanate of Oman has taken serious steps in the area of schools, basic education and the access to achieve a comprehensive quality standards as the ministry's vision for the fifth - Yearseighth Plan (2011 - 2015) focused on optimizing the learning environment for the management, teachers and students through the adoption of a set of values such as quality, and participation, inclusiveness, teamwork, and the plan included a set of strategic objectives which may the most important development of the education system in accordance with the quality standards appropriate to the proposes and educational policies, the development of the study plan and curriculum to ensure an educational outlet

that compatible with development and the labor market requirements (Ministry of Education, 2011). In view of carious studies & Researches discussed the applying comprehensive quality management in the Sultanate of Oman and its obstacles to assure the wright effecting continuity , the current study trying to study the practice of comprehensive quality management in the Sultanate schools through the opinions staff in the schools .

AIMS OF STUDIES :

1. Identifying the actuality of applying the comprehensive total quality management in the basic schools of the Sultanate according to the opinion of administrative authority .
2. Studding the differences between of study sample test in the actuality of applying the comprehensive total quality management regard to sec (male , female)

THE IMPORTANCE OF STUDY :

The importance of study can be determined by

1. Clear instructions about the applying of the total quality managementin the Sultanate basic schools according to the opinion of administrative authority related to schools , where the management of total comprehensive quality can be applied in proper way .
2. The study may help in applying the standard of total quality in the schools of the Sultanate .
3. May contribute in specifying the obstacles of applying the total quality management and to face any challenges come during the execution .

QUESTIONNAIRE :

1. What is the actuality of applying the total quality management (TQM) in the basic schools of the Sultanate ?
2. What is the impression of changes in sample test (male , female) in the actuality of total quality management in the basic schools of Sultanate ?

STUDY TERMINOLOGIES :

Total Quality Management terminology had various meanings where Al-Mawsai(2003,960) define it as 'total

Sultanate for life and the work in educational institutions determine the form of administrative practicing for the purpose of improving the process of education and developing the access of education in a manner of teamwork to satisfy the teaching staff beside students , parents and business market. At the end the research will end with conclusion that " Total Quality Management ' the administrative process which basically the purpose of improving in the field of education to achieve the satisfaction of the education service beneficiaries (students , community , government or private institutions) through focusing on achieving goals in provisional way and working as one team. Administrative authority : is Principal , and the assist from both gender (male , female) whom are practicing their roles in the schools in the of the Sultanate. Concept of Quality : the concepts of describing the quality were dissimilar but all agree in developing the in institutions from different views , in other hand the each beneficiary has different view for the quality , some of them see it as fulfill of their needs and the others sees it as value of product or product name (Qanboosi 2005) , as the quality have multifaceted where its include different dimensions like effectiveness, suitability , acceptance and adequacy .(Al-barbawi and Bashiwh 2011). Others see that the quality as a constructional improvement process of last product (Ahmed 2003) .But (Edward Deming)one of the pioneers of products – the quality focus on the excellent design to gain the satisfaction of client (Al-Harbi 2002) its contains effectiveness and adequacy too . which it means using the available abilities to get good result (Olaimat 2004) , the quality also will known as the level of high quality that client expect from the service of institution (nation committee for grantee of quality 2004)

QUALITY IN EDUCATION :

The world witness various of development in all fields including the field of education , and the quality become the issue for the education system to fulfill the needs of community for those individuals who can rise it and to improve the quality of education , which it need the education structure to be reviewed by its all contains (Roman 2014) to step on the strength and weakness of the education system. The big differentiate the developed countries with its different institutions is not with not financial resource or how educated are they , but the availability of abilities , energies and skills to rise the community and develop it (Al-Khatib& Al-Khatib 2006) and from there the education system become in any country demand to invest in human resource and develop it to face the upcoming challenges including the quality in education. Al-Najar – defint the quality as compete method apply on all branches and level of education institutions to provide satisfaction for students and education beneficiaries (Al-Najar73:2002) beside , it present the high efforts of improving education product to suit the beneficiaries desires . (Al-halabi 2005) ,)(Lewis,1997) see that its apply for a group of educational standard which is necessary to improve education product (Student , school or classroom) .

TQM IN EDUCATION :

The total quality management started after the succeed of applying the concept in in the field of industry and trade ,

beside its recommended to work with it in the field of education too , (Al- Qaisi 2013) see that The total quality management systems present in directing the employees , systems ,curriculum and the process to make creative to provide access requirements to reach the level of the distention and satisfaction for those beneficiaries , other see that it's a philosophy of improving and changing of services provided to students .And this improvement need adequacy in education field and strong curriculum and educational environment (Wani& Mehraj,2014) , (Suwaillem2010) mentioned that the apply of total quality management in educational institutions means the hard work of teaching and administrative authority together to achieve the quality instead of avoiding the failure of students and to concern on rising the grade levels and skills for the students .(Raslan 2006) .

TQM IN EDUCATION :

Many researchers studied the allying of total quality management in the educational institutions or high education institution as the following : (tayoob 2011) and others studied the obstacles of applying total quality management in high education – Syria – and those obstacles were (school environment , School administration , teacher , student ,Curriculumsand the relation between school and community) and to achieve the aim of this study , questionnaire were distributed among the principals in the city of Laziqia , and the results reveals that there was an obstacles in applying total quality management like : unavailability of financial for the school , resistance to fight for change and applying for total quality management , weakness of training and rehabilitation beside communication skills , the curriculums doesn't cope with the life style , shortage of private sector participation with school activities m weakness of relationship between school and community. (Azab 2008) studied the possibility ofdeveloping primary schools in Egypt as using the standard of total quality management and he used the interview as tool of his study with some educating authorities , beside the questionnaire as other tool included (56) distributed programs : (school environment , provided services inside school , administrators , and administrative process) the sample test included (594) principals from 6 states (Qaylobia , Manfofia , Buhaira , Suwaiss , Asiot and Mina) and the study reveals that the interviews and training related to the schools specially the activities inside the school may contribute on rising the qualification of the staff in those schools .

(Laurie 2004) made a study (Quality establishment , and the challenges in British high education) the study was focused on the opinion of some staff in field of education about the obstacles faces the concept of quality establishment , the research mad a questionnaire to determine the priority of quality establishment , and the results revealed that the applying of quality in universities should be equal with the modern culture related to the institutions. (al-Sharqawi 2003) studied to identify thetotal quality in the secondary schools in Egypt , and to found an strategic to manage total quality , the researcher made a questionnaire 5 main points as the following : Culture development , cooperation , and teamwork , reliance up on the facts and concern with appreciation certificates and rewards , education development , the researcher made a

full suggestive idea to manage total quality in secondary schools in Egypt on five stages : planning , organizing , applying , estimation and correcting. (Hurest,2002) study was to identify the way teaching staff effecting in (Idaho university) in the USA to manage total quality management in classrooms and the study reveals that the possibility of enforcement the total quality through student teamwork , also reveals that the obstacles of applying the process of total quality management in teaching was lack of coordinating and exchanged support between the teaching staff beside lack of desire in sharing information .

COMMUNITY AND TEST SAMPLE :

The sitting of study was determined in the sultanate – AL-DHAHIRA REGION with 178 person and the tool of study was distributed among them 72% of 128 questionnaire were taken back .

TOOL OF STUDY :

Questionnaires were designed by researcher on the study questions , and the credibility was confirmed through distributing it among selections and the terms of trade was 0.93 according to Cronbach's Alpha

RESULT OF STUDY :

The study reveals that the actuality of applying total quality management in schools top up to high levels and the schools provided with suitable environment and readiness of applying the standard of total quality management and that may attributed to the improvement of developing the of school performance by the ministry , where schools gain good experience in applying the tools of total quality management and helped schools to determine the priorities of development and its strength. Compare to axles standard, the high axle was the concept of total quality , which it means the principles of total quality management is so clear for the principals and headmistress their assistants , after that axle of helping students behaviorally and scholastically , then axle of practical administrative and leading , axle of evaluating staff , axle of professional development and training , axle of communication with the community , and finally axle of school environment. Results reveals that there was statistic differentiation in the axles of the concept of total quality management and the communication with community , which returns the schools principals and their assistants where they submit to the same training programs in the field of administrative activities , where all schools are applied for the development of school performance and the communication with the community , so the principles of total quality management and its concept were clear for them and the schools can be communicating with the schools environment in effective way .

RECOMMENDATIONS :

According to the study the following recommendations can be set up :

1. Making other studies in the possibility of applying the standard of total quality management in the schools targeting other castigatory individuals in the school environment .
2. Sitting up a visualization for applying total quality management match the current situation and sitting

up suggestive procedures to overcome the challenges or obstacles .

3. Spreading the culture of total quality among school society (teachers , parents , student , social institutions .
4. Focusing in practical training for the staff in the school before applying total quality management through training programs for the same
5. Directing schools to participate the parents in sitting up plans for schools and the possibility advantage for some parents to develop the school performance and to achieve total quantity .
6. Practical trial for some schools in the field of total quality management before spreading it to other schools to identify the obstacles may appears during the application and sitting up procedures for overcoming it

REFERENCES :

- [1] (Ahmed , Ibrahim 2003) total quality in school; education management – Dar Al-Wafa for press & publisher – Egypt
- [2] Amen , barabari Mohamed , Abdulqader , bakaheel (2005) principals of applying total quality management in the educational institutions
- [3] Al-bakr , Mohamed Abdullah (2001) principles and standard system of total quality management in the educational institutions , institute of general administrative , Riyadh – KSA
- [4] Al-Badrawi , Nizar Abdulmajeed , Bashibwa , mohsin Abdullah (2011) total quality management for unicity and leadership (concept , principal , application) Al-waraq publication – Amman – Jordan
- [5] Al-Jalabi – SawsanShakir (2005) standard of total quality management – conference of the 6th education college Yarmouk – Jordan
- [6] Al-harbi , Hayat Mohamed Saed (2002) total quality management as an access to develop KSA Universities – unpublished PHD , Um Al_Qura University – KSA
- [7] Al-Khateeb , ahmed , Al-Khateeb , Radah (2006) total quality management , modern world books – Amman – Jordan
- [8] Al-Sharqawi , Reem (2003) total quality management – educational Applications – amman – Jordan
- [9] Al-Osaimi , Khalid Mohamed (2007) principles & and total quality management requirements in KSA system education
- [10] Al-Ghanboosi , salim bin Saleem (2005) total quality management – methods and global experiences – the 6th education college conference – Yarmook University – Jordan

- [11] Al-Qaisi , Hana Mohamed (2013) Philosophy of total quality management
- [12] (Methods & Practices) Dar Al-manahij – Amman – Jordan
- [13] Al-Miliji , Rida Ibrahim (2011) Quality and reliability methods to achieve quality and governance institutions , institution of aiba for press & publication – Cairo – Egypt
- [14] Al-njar , farid (2002) universities total quality management , Itrak Publishing – cairo – Egypt
- [15] Hafiz , Mahmood Mohamed (2012) signs of education quality in the standard of education , dar al-Elm & iman publishing – Egypt
- [16] Duwikat , Khalid Abdul-Jaleel (2005) total quality management for distance education (Alquds Open University) – Quds – Palestine
- [17] Raslan Mustafa (2006) Education Curriculum – Dar Al-Thaqafa – Egypt
- [18] Roman , Arafa Hussain Arafa (2014) method of planning and total quality management– Dar Al-Elm W aleman - Cairo – Egypt
- [19] Radwan , Mahmood Abdul-fatah |(2014) total quality management – thought & Philosophy - Arabian Group training – Cairo – Egypt
- [20] Suwailim , Ghanim bin awad bin Rajab Bait (2010) the effect of applying total quality management in developing education in the Sultanate
- [21] Tayoub , Mahmood ,Darwish , Ramadhan , Hussian Mahmood Hassan (2011) obstacles of total quality management in high education schools
- [22] Ezb Mahmood (2008) developing school administration in standard of total quality management , modern university bureau – Egypt
- [23] Olaimat , Saihnassir (2004) total quality management in the educational institutions (application and developing Sugistion) Dar Al-Sharooq – Amman – Jordan
- [24] The Authority of total quality management assurance in Education (2004) national for quality assurance & liability – Egypt
- [25] Ministry of Education (2011) 2nd fifth plan 2011-2015 – Muscat – Oman
- [26] Abernethy , P.E & Serfass ,R.W.(1992) . One District's Quality
- [27] Improvement Story . Educational Leadership ,50 (14 -17) .
- [28] Hurst, C.M.(2002) . TQM in Higher Education : How Concepts and Processes Manifest Themselves in The Classroom , Dissertation ,Ph.D., University Of Idaho , USA.
- [29] Lewis, R.G. & Smith D.H. (1997) . Why Quality Improvement In Higher Education . International Journal , vol:1.N(2) .
- [30] Laurie, Lomas(2004) Embedding Quality: The Challenges for Higher Education, Quality Assurance in Education, 12 (4): 157-167.
- [31] Wani ,Iftikhaar&Mehraj , Hakim Khalid (2014) . TQM In Education : An Analysis . International Journal Of Humanities and Social Science Invention , V3 , I6 , pp:71-78 .