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Developing the management of educational institutions in light of total quality requirements

تطوير تسيير المؤسسات التعليمية في ضوء متطلبات الجودة الشاملة

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Abstract:

This study aims to clarify the concept of total quality and its role in developing the management of educational institutions, by clarifying the concept of school administration, identifying its importance, objectives, characteristics, functions and principles, identifying the reasons and requirements for applying total quality management in educational institutions, revealing the method of achieving it, and addressing the competencies, The school principal, his characteristics, and quality specifications of principals.

Keywords: Management, Educational institution, total quality.

المخلص:

تهدف هذه الدراسة إلى توضيح مفهوم الجودة الشاملة، ودورها في تطوير تسيير المؤسسات التعليمية، من خلال توضيح مفهوم الإدارة المدرسية، والتعرف على أهميتها وأهدافها وخصائصها ووظائفها ومبادئها، وتحديد دواعي ومتطلبات تطبيق

إدارة الجودة الشاملة في المؤسسات التعليمية، والكشف عن طريقة تحقيقها، والتطرق إلى كفايات مدير المدرسة وخصائصها، ومواصفات جودة المديرين. **الكلمات المفتاحية:** التسيير، المؤسسة التعليمية، الجودة الشاملة.

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1.INTRODUCTION

There are several main principles on which educational administration is based, and the educational administration man must be familiar with them, understand them, and understand them if he is to carry out his work in a successful manner. Among these principles are those related to the principles of organization, some related to the principles of supervision, and some related to the principles of the process, Administrative management and its stages (Morsi, 2010, 42).

Since the school principal is located at the top of the school's organizational structure, he bears the greatest burden in leading individuals and groups, coordinating their efforts and directing them in the planning, direction, coordination, implementation and evaluation processes, as he is an educational leader entrusted with vital tasks, as he has the responsibility of leading the professional development of school staff, And to unleash their energies and abilities towards creativity and development, In order for the school principal to succeed in performing the tasks assigned to him with accuracy and mastery, he needs to acquire a set of technical competencies, which enable him to exercise his educational leadership role, and a set of human competencies, which enable him to deal successfully with the educational staff, And the school's administrative staff,

and a set of administrative competencies, which enable him to plan work, direct and arrange priorities, and anticipate the future (Qutaishat, 2014, 12-13).

It also needs to adopt total quality management in the management of the educational administration, through the administration's role in leading the quality system in the educational institution, The educational administration bears the responsibility of setting the quality policy, and the administration's responsibility within the framework of the quality system is to inform all employees of the quality policy and make it clear to everyone, By publishing the quality policy, declaring it and its requirements, and establishing the necessary procedures for the educational institution to carry out the basic tasks on which the improvement of the quality policy is based (Attia, 2009, 126).

At the level of management of the educational institution, it has become necessary for educational institutions to shift from the traditional school management style to electronic school management, in response to contemporary challenges, and to achieve quality performance of their various functions (Khalil, 2014, 135).

In the context of the above, the importance of total quality management and the necessity of applying it in the management of educational institutions becomes clear, and from here we raise the following questions:

- What are the reasons and requirements for applying total quality management in educational institutions?
- What is the way to achieve total quality management in educational institutions?

- What are the school principal's competencies and characteristics?
- What are the quality specifications of managers?

2. Study terms

2.1 Management

A group of accumulated daily activities, which are planned, implemented, and monitored by the director of the educational institution, to ensure the good conduct of operations related to employees, students, and the institution's internal and external relations, which together ensure the continuity of the institution and ensure that it performs the roles assigned to it.

2.2 Educational institution

An educational institution that enjoys legal personality and financial independence, It is placed under the supervision of the Ministry of National Education, It is established and closed by decree and is abolished in the same manner, Like other public institutions, it is subject to the rules of public accounting. It has the right of acquisition and ownership through a manager known as the disbursement officer and a financial manager known as the public accountant, This is in accordance with the rule of separation, Power and the duality of implementation (Sahraoui & Bounabi, 2018, 172).

2.3 Total quality:

A modern administrative philosophy that takes the form of an approach, or a comprehensive administrative system based on bringing about radical positive changes to everything within the organization, so that it includes thought, behavior, values,

organizational beliefs, administrative concepts, leadership style, and work systems and procedures, in order to improve and develop all components of the organization, to achieve high-quality outcomes, At the lowest cost, so that it meets the needs and desires of the beneficiaries and achieves their satisfaction (Sharif, 2014, 19-20).

3. School administration:

It is a group of activities and events carried out by those in charge of school administration or resulting from them, in order to achieve the desired educational goals and planned scientific knowledge, It is also defined as: all the coordinated efforts made by the school principal with all those working with him, including teachers, administrators, and others, with the aim of achieving the educational goals within the school in a way that is consistent with what the nation aims for, of correct education and on a sound basis (Al-Shawabkeh, 2022, 19).

3.1 The importance of school administration:

The school is no longer the environment that is considered a place for education only, but its concern has become for the student in all his mental, intellectual, spiritual and physical aspects, so that the importance of school administration is highlighted in the following:

- It is necessary and necessary for every collective effort undertaken, regardless of its level, and it is considered a means to develop the school and not an end, and its responsibility is borne by groups that ensure diversification and innovation.

- Carrying out work through other individuals, who use planning, organizing and directing as their principle.

- It works to satisfy human needs and desires inside and outside the school environment.

- Using available human and material resources in an optimal way (Jaafar & Ben Tami, 2022, 695-696).

3.2 Objectives of school administration:

The goals of school administration differ from one stage to another, from one region to another, and from one community to another, and from the size of the school, the type of educational stage in it, the type of employees, their personal qualifications and characteristics, the nature of the geographical environment, the type of educational administration (centralized or decentralized), and the personality and characteristics of the director. We classify these goals into four groups which:

- Cultural and educational goals.
- Social goals.
- Ethical goals.
- Economic objectives.

There is difficulty in separating the goals of these groups due to the large overlap between them. These goals can be generally defined as follows:

- Administration, management and exercise of responsibility.
- Managing and developing human, material and financial resources.
- Helping learners build their personalities in all aspects

(physical, spiritual, mental, social and psychological).

- Completing all administrative operations, including planning, organizing, following up and supervising.

- Distributing tasks and responsibilities among members of the school system, taking into account their individual differences.

- Connecting the school to the community.

- Providing good communications within the school and departments.

- Solve problems and crises from time to time, and predict and address them before they occur.

- Maintaining files, records and documents related to the management of the organization's affairs.

- Interacting with all sources of media and communication with the school (Haroush, 2013, 13-14).

3.3 Characteristics of school administration:

School administration is considered the focus of the educational process, and administration is a concept that is not an end in itself, but rather a means to achieve educational and pedagogical goals, Modern trends in school administration have expanded the areas of work in it, and school administration has become based on scientific principles that direct work within the school, For the school administration to succeed in its work and achieve the desired goals, it must have the following characteristics:

- To be a purposeful administration: This means that it has

planned and clear goals in advance, and does not depend on randomness in achieving them, but rather depends on objectivity and sound planning in the public interest.

- To be a positive management: It must have a leadership role in the areas of work and its direction.

- To be a social administration: so that the school administration is far from tyranny and injustice, and does not use tyranny over others, and consults others, and is responsive to that and aware of the public good, that is, the leader must not make his decisions alone, but must consult with those who work with him .

- It should not be biased toward certain intellectual or educational opinions or doctrines that may harm educational work for one reason or another rather, it should be characterized by flexibility without excessiveness, specificity without deviation and seriousness, and it should be keen to achieve its goals without shortcomings or exaggeration.

- Working to achieve the desired goals in successful school administration is what leads to achieving the desired and successful educational goals specific to society, such as: health, social life, development and development of mental, social, moral and physical collective qualities, and correct democratic life.

- Flexibility: This feature is considered one of the most important characteristics and features necessary in successful school administration, Successful school administration is an administration characterized by movement, change, deletion, and addition, not stagnation, The frame of reference for school administration in this area is to provide administrators to meet

the needs of students and the needs of teachers, changing the appropriate school schedule and climate, And the interview means change.

- Technological management: What is meant by administrative technology is the set of scientific knowledge and organized methods that it applies in reviewing scientific obstacles, with the aim of solving them in the field of management (Jaafar & Ben Tami, 2022, 694-695).

3.4 School administration functions:

We explain the most important functions of school administration, by identifying the most important duties of the school principal as he is primarily responsible for school administration, including:

- Organizing, managing and coordinating school work.
- Supervising the school activity program.
- Professional leadership of teachers and success at work.
- Guiding and assisting students.
- Written work.
- Develop, make and implement decisions.
- Delegation of responsibilities.
- Evaluating the educational process (Atwi, 2014, 19-20).

4. Principles of total quality management:

It is an extended and never-ending process that includes every component and every individual in the organization, as it

aims to introduce them into the system of continuous quality improvement, and focuses on avoiding the occurrence of errors by ensuring that the work was performed correctly from the first time, to ensure the quality of the product and improve it continuously. Therefore, total quality management includes in its content the following principles:

4.1 Focus on the student:

Institutions must understand the current and future needs and expectations of their pupils, and strive to meet all expectations.

4.2 Driving:

Education leaders are interested in unifying the vision, goals and strategies within the education system, and creating the educational climate to achieve these goals at the lowest cost.

4.3 Employee Participation:

Emphasizing the effective and equitable participation of all employees involved in education, from the bottom to the top, without separating each according to their position, and with the same importance, which will lead to their full integration into the work, and thus allow the use of all their potential abilities and energies for the benefit of the educational institution.

4.4 Focus on the method:

It is the fundamental difference between the concepts of total quality management and the concepts of quality assurance that focus only on the product.

4.5 Make decisions based on facts:

Effective decisions focus not only on collecting data, but analyzing it, and putting conclusions at the service of decision makers.

4.6 Continuous improvement:

It should be a permanent goal of educational institutions (Taima et al., 2006, 28-29).

5. Reasons for applying total quality management in educational institutions:

Reasons for applying total quality management in educational institutions:

- The emergence of a need in the school community for integration and harmony between its various levels (teaching staff, school administration, local or central educational administration, parents and students).

- Weak cooperation between the local community and the school.

- Weakness in the productivity of school staff, and the need for a good system for accounting for productivity.

- The school needs more freedom to make decisions, and to support funding for school projects.

- The need for mastery in school.

- The need for beneficiary credibility about the school's productivity and capacity.

- The need to promote a school culture that supports development and modernization.

- The school community's need to find ways to achieve true knowledge to develop performance and productivity (Sharif, 2014, 62-63).

6. Total quality application requirements:

One of the requirements for implementing total quality is developing the necessary strategy for implementing the total quality program, The implementation strategy includes the following steps:

- Preparing to implement the program: In this stage, knowledge and experiences are exchanged, the requirements of the beneficiaries are determined, compared to the current state of the specifications of the product or service provided, and the extent of the need for improvement that should be constituted by the improvement process is determined, In light of this, the goals that the institution should seek to achieve are set, Achieving them, provided that all these tasks must be carried out in a precise manner based on accurate factual information.

- Planning: After setting the goals, an integrated plan is developed to achieve these goals in the best possible way, provided that the plan includes a detailed description of the methods by which implementation will be implemented, and the identification of the human and material resources necessary to implement the plan.

- Establishing the necessary standards to measure quality, achieving the goals that have been set, and determining appropriate measurement methods.

- Evaluation in light of the criteria that have been identified and appropriate statistical methods, The evaluation

process is conducted continuously, for the purposes of ensuring continuous development and improvement in the service or product and the way it is presented to the beneficiary.

- Resource management: It includes identifying human and material resources, developing a plan to provide them and how to manage them, and establishing the necessary structural foundations for implementing the program, including buildings, equipment, and the work environment (Attia, 2009, 90-91).

7. How to achieve total quality management in educational institutions:

To achieve quality in the field of education, a set of important steps must be followed, including:

7.1 Quality planning:

It is seen as the activities that define the goals and requirements for quality, and apply the elements of the quality system, and includes preparing the graduate, administrative planning for the educational process, and preparing plans to achieve and improve quality.

7.2 Quality control:

Quality systems define it as the field methods and activities used to meet quality requirements and include operations:

- Monitoring the educational process.
- Reducing the causes of low and unacceptable performance in the educational process.

7.3 quality assurance:

It is viewed as all activities implemented within the quality system, and by reviewing it with the performance of the educational institution, it becomes clear that the institution is able to meet quality requirements. Therefore, quality assurance depends on the principle of prevention and prevention of errors and problems in the educational process, as follow-up is carried out at all stages of preparing the student for graduation, whether in terms of inputs or processes, and therefore it is considered a preventive method.

7.4 Quality improvement:

Quality systems define it as the work carried out by the educational institution to increase the effectiveness of activities and processes and their returns, It aims to increase the success rates of the institution and the labor market, Improvement is achieved by achieving better control of all activities within the educational institution or implementing activities in new ways. The process of improving quality is the basis for the concept of management, Total quality (Sharif, 2014, 69-70).

8. Adequacy of the school principal:

It is his ability to perform a specific administrative work, based on the skills, experience, knowledge and attitudes he possesses with a high level of accuracy and performance, to achieve the goals of the educational process.

8.1 School principal competencies and characteristics:

School principal competencies are characterized by several characteristics, including the following:

- Competence is a functional activity directed at solving a problematic situation, that is, a means of confronting situations,

such that the individual is faced with a task that he must accomplish and solve its problems.

- Competence is an expression of the ability to complete a specific task satisfactorily.

- Competency is a comprehensive and integrated activity, that is, it is linked to the mobilization and recruitment of various knowledge and skills from different levels (knowledge, attitudes, and trends) to respond to a social demand that is outside the logic of its internal development, Efficiency is an activity based on performance, which achieves quality, effectiveness and innovation, which makes the learner a producer of knowledge instead of just consuming it, and it is acquired through learning in school and in the workplace.

- Competency is subject to growth and enrichment, because mastery of a certain competency does not mean that it is final, such that the level of competency in one period of time may become exceeded in a subsequent period of time, not keeping pace with the requirements of adaptation to the surroundings, but rather it is necessary to continue improving the level of competency through training (Al-Asadi et al., 2016, 141).

8.2 Quality of managers:

The quality of managers as leaders of total quality in the educational institution means:

- Their awareness of the concept of quality and its management structure in education.

- Their ability to apply the concept of total quality in the field of work of the educational institution.

- Their ability to provide all the necessary facilities to implement the concept of total quality.
- Their ability to enable employees to innovate and create, by achieving total quality goals in their educational institutions.
- Their ability to develop their competencies and improve their performance continuously.
- Instilling a spirit of cooperation and love among employees of the educational institution.
- Their emphasis on preventing errors and defects before they occur.
- Their success in creating a culture of quality and motivating workers to adopt it.
- Their ability to develop precise, flexible plans that ensure the achievement of the required specifications that express the expectations of students and society.
- Their ability to continuously monitor the objectives of the educational process, its other inputs, operations, and evaluation (Attia, 2009, 141).

9. CONCLUSION

The application of total quality at the level of educational institutions requires great efforts on the part of all educational actors, and this requires providing and developing training programs for school principals in the field of managing educational institutions in accordance with educational quality standards, to provide them with performance, technical and social skills, and to disseminate and implement the policy and

philosophy of quality education in their schools. Through their practice of leadership, planning, organization, supervision, control and evaluation processes, we therefore present a set of recommendations for developing the management of educational institutions:

- Strengthening work teams to improve the management process of the educational institution.

- Training and training all administrators in the field of administrative management.

- Developing management training programs for educational institutions in light of education quality standards.

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