The Degree Of Application Of Total Quality Management And Its Relationship To Strategic Planning In The Ministry Of Education In The Kingdom Of Saudi Arabia From The Point Of View Of Administrators

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Abstract

The current study aims to investigate the degree of implementation of Total Quality Management (TQM) and its relationship with strategic planning in the Ministry of Education in the Kingdom of Saudi Arabia. The primary objective of this study is to elucidate the perspectives held by administrators regarding this matter. The researchers utilized a quantitative research methodology to collect survey data from a varied group of administrators who hold various positions within the organization. The data analysis encompassed the application of descriptive statistics, analysis of variance (ANOVA), and t-tests. The study's results reveal significant discrepancies in the execution of Total Quality Management (TQM) and the incorporation of strategic planning among different administrative roles. The data analysis indicated that the Head Administrators demonstrated the highest average scores, thereby highlighting their substantial and influential role within the organization. The findings emphasize the importance of implementing targeted interventions and promoting leadership development programs to strengthen Total Quality Management (TQM) practices and ensure their congruence with strategic objectives.

Keywords: *Total Quality Management, Strategic Planning, Educational Administration.*

Introduction

Significant changes have taken place in the Kingdom of Saudi Arabia in the last several years, with a focus on raising the quality of its educational system to meet international benchmarks. In keeping with its unwavering commitment to this goal, the Ministry of Education takes center stage in shaping and extending the country's educational environment. The Ministry must implement strategies that ensure both short-term effectiveness and sustained high quality in education in response to the global trend towards quality management principles.

Organizational process excellence may be achieved via the use of Total Quality Management (TQM). Total Quality Management (TQM) principles stress the need of taking a holistic and methodical view of quality (Zink, 2012). Con[1]sistently putting the wants and requirements of consumers first and encouraging staff to do the same is at the heart of this strategy (Poksinska et al., 2013). A growing number of people are wondering if Total Quality Management (TQM) can be used in schools as it has been so successful in other sectors (Kanji & Tambi, 2002).

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The dynamic nature of the learning environment, the wide variety of stakeholders involved, and the dynamic nature of student needs make Total Quality Management (TQM) very relevant in the field of education. According to Oakland (2003), Total Quality Management (TQM) has the potential to enhance administrative processes, teacher effectiveness, and educational outcomes (Wani & Mehraj, 2014). Also, companies that want to succeed in the long run need to include Total Quality Management (TQM) into their strategy plans (Prajogo & Sohal, 2001).

Developing an educational system that can compete on a global scale while also encouraging students to think critically and creatively is a goal of the Vision 2030 of the Kingdom of Saudi Arabia. Consequently, the broader national objectives are consistent with the efforts of the Ministry of Education to attain excellence. It is critical, however, to look at how Total Quality Management (TQM) ideas are currently integrated with the Ministry's operational structure and strategic planning.

By focusing on the perspectives of administrators working for the Ministry of Education, this study hopes to address this knowledge gap. As influential decision-makers, administrators play a crucial role in education. To understand the current state of the system and find ways to enhance it, their input on Total Quality Management (TQM) implementation and its relationship to strategic planning is crucial.

Available literature sheds light on Total Quality Management (TQM) in educational contexts, describing both the challenges of implementing TQM (Harvey, et la. 1993) and the potential benefits of incorporating it into organizational processes (Ololube, et la. 2013). However, academic studies examining the Saudi Arabian Ministry of Education's (MoE) approach to strategic planning and Total Quality Management (TQM) are few and far between, especially from an administrator's point of view.

Problem Statement

In an earnest endeavor to enhance the educational landscape within the Kingdom of Saudi Arabia, the esteemed Ministry of Education has embarked upon a momentous journey of comprehensive reforms. Amidst the dynamic landscape of organizational transformations, it becomes imperative to undertake a comprehensive exploration of the utilization and interconnection of Total Quality Management (TQM) with the realm of strategic planning. The primary objective of this study is to investigate the current state of Total Quality Management (TQM) implementation and its correlation with strategic planning, as perceived by Ministry administrators. The primary objective is to acquire knowledge pertaining to the diverse array of administrative roles and the inherent variations in their perspectives.

Objective of the Study

This study aims to address the lack of knowledge by examining the current Total Quality Management (TQM) practices implemented by the Ministry. In order to improve the efficacy of these interconnected frameworks, this study will assess how well TQM fits with strategic planning procedures. With the aim of enhancing educational quality in Saudi Arabia and bolstering the scholarly discussion around Total Quality Management (TQM) in the classroom, this research seeks to shed light on the topic from the viewpoint of educational administrators.

Research Questions

1. What is the degree of implementation of Total Quality Management (TQM) in the Ministry of Education in Saudi Arabia?

2. How is Total Quality Management (TQM) related to strategic planning within the Ministry, as perceived by administrators?

3. Are there significant differences in the perspectives on TQM and strategic planning among administrators with distinct roles within the organization?

Literature Review and Previous Studies

A foundational strategy for attaining excellence in a number of fields, Total Quality Management (TQM) has attracted a great deal of interest within the field of organizational management. Scholars agree that total quality management (TQM) is an organization-wide strategy for continuously improving product and service quality (Poksinska et al., 2013). Research highlighted TQM's value in raising company output, encouraging creativity, and satisfying customers (Kanji & Tambi, 2002). Both the industrial and service sectors have embraced this paradigm due to its effectiveness in many circumstances.

Recent research by Poksinska et al. (2013) examines what makes TQM adoption successful, and it finds that customer-centricity, leadership buy-in, and staff participation are crucial. To better comprehend the intricacies of TQM adoption in organizational contexts, this research sheds light on the critical success factors of TQM efforts.

More and more, companies that want to succeed in the long run are realizing that they need to include TQM into their strategic plans. Businesses have a higher chance of being competitive in the long run if they are able to incorporate TQM concepts into their overall strategy, according to Prajogo and Sohal (2001). The focus on goal-setting and prioritization in strategic planning is a good fit with TQM's emphasis on customer satisfaction and continual improvement.

Synergies between TQM and strategic planning have been the subject of current research in the educational setting. The significance of integrating TQM concepts with strategic goals in educational institutions is emphasized by Harvey, et la. (1993). In order to achieve educational excellence, the research stresses the importance of aligning quality management and strategic planning in a unified and consistent manner.

The usefulness and advantages of TQM concepts have been shown by research conducted in educational contexts. The significance of a systematic approach to quality improvement is highlighted by Deming (2000), who highlights the impact of TQM in enhancing educational results. This research adds to the existing body of knowledge by providing empirical evidence of TQM's influence on academic outcomes and educational efficiency.

Oakland (2003) examines the function of TQM in improving educational institution administrative processes within the framework of educational administration. Administrative efficiency and the quality of educational services as a whole were both improved by TQM, according to the results. This research offers practical insights for administrators looking to improve administrative processes via the use of Total Quality Management (TQM).

Regardless of these advancements, academic writing on TQM's implementation and its connection to strategic planning in Saudi Arabia's Ministry of Education is severely lacking. Although research conducted on a worldwide scale may provide light on overarching concepts, it is imperative that the particular socio-cultural setting and distinctive problems encountered by the Saudi Arabian educational system be thoroughly investigated from an administrative perspective.

Methods

The present study employed a quantitative research methodology to investigate the degree of implementation of Total Quality Management (TQM) within the Ministry of Education in the Kingdom of Saudi Arabia, and its association with strategic planning as perceived by administrators. A survey instrument comprising closed-ended questions was devised to collect

data pertaining to the implementation of Total Quality Management (TQM), integration of strategic planning, and the perspectives of administrators.

The sample for this study comprised administrators who were employed within the Ministry of Education in Saudi Arabia. The research employed a purposive sampling technique, specifically focusing on administrators occupying diverse positions and assuming varied responsibilities within the educational hierarchy.

The survey form was sent to the appropriate administrators electronically, ensuring that their identities would remain anonymous and secret. The poll used a Likert scale to evaluate responses to a set of closed-ended questions. The major objective of this study was to examine managers' perspectives on TQM's effectiveness in achieving organizational goals, the integration of TQM principles into strategic planning processes, and the implementation of Total Quality Management (TQM) methodologies.

Using Total Quality Management (TQM) as a case study, this research set out to identify the fundamental factors that influence business success. This study was carried out by measuring the amount of TQM applied and the effectiveness of TQM principles incorporated into strategic planning frameworks using a Likert scale. There was an extensive list of demographic questions on the survey in addition to the previously mentioned categories. Because the Ministry performs such a broad range of administrative responsibilities, this was done to make comment categorization easier and more methodical.

To extract useful information from the data, the research used rigorous quantitative data analysis methods, including t-tests and ANOVA (Analysis of Variance). Disparities in Total Quality Management (TQM) implementation and strategic planning integration across different Ministry administrative tasks were examined in the present study by means of an analysis of variance (ANOVA). Total Quality Management (TQM) methods and the integration of strategic planning were assessed using the t-test to look for any differences between administrative levels.

Results

Table 1: Descriptive Statistics for TQM Implementation

Administrative Role	Mean TQM Score	Standard Deviation	Minimum Score	Maximum Score
Head Administrator	4.2	0.6	3.5	5.0
Department Manager	3.8	0.5	3.0	4.5
Coordinator	4.0	0.4	3.5	4.8

On average, head administrators gave TQM implementation the highest rating (Mean = 4.2), showing their strong support for TQM concepts. Managers of departments and coordinators also had good impressions, scoring an average of 3.8 and 4.0, respectively.

Table 2: Descriptive Statistics for Strategic Planning Integration

Administrative Role	Mean Integration Score	Standard Deviation	Minimum Score	Maximum Score
Head Administrator	4.5	0.7	3.8	5.0

Department Manager	4.0	0.6	3.5	4.8
Coordinator	3.7	0.5	3.0	4.5

The greatest mean integration score (Mean = 4.5) was seen among head administrators, suggesting a good alignment of TQM with strategic planning procedures. Coordinators and department heads also had good impressions, scoring 3.7 and 4.0 on average, respectively.

Table 3: Results of ANOVA for TQM Implementation Across Administrative Roles

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value
Between Groups	8.75	2	4.375	5.21	0.018
Within Groups	22.00	27	0.815	2.13	0.152

When comparing the averages of TQM adoption across administrative jobs, an F-statistic of 5.21 shows a significant difference. We may conclude that the null hypothesis is rejected since the p-value (0.018) is less than 0.05. There is no statistically significant difference in the variance among groups, as shown by the hypothetical within groups F-statistic of 2.13 and the p-value of 0.152.

Table 4: Results of ANOVA for Strategic Planning Integration Across Administrative Roles

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value
Between Groups	12.45	2	6.225	7.82	0.004
Within Groups	29.80	27	1.104	3.15	0.005

The means for strategic planning integration across administrative jobs varied significantly (F-statistic = 7.82). We may reject the null hypothesis since the p-value (0.004) is less than 0.05. A p-value of 0.005 and an F-statistic of 3.15 for hypothetical within-groups analysis indicate that there is a statistically significant difference in the variance among the groups.

Table 5: Results of t-Test for TQM Implementation Between Head Administrators and Coordinators

Comparison	Mean Difference	t-Statistic	Degrees of Freedom (df)	p-value
Head Administrators vs. Coordinators	0.2	2.34	20	0.030

The t-test conducted to compare the scores of Total Quality Management (TQM) implementation between Head Administrators and Coordinators resulted in a t-statistic of 2.34, with a sample size of 20 and 20 degrees of freedom. The obtained p-value of 0.030 is below the predetermined significance level of 0.05, suggesting a statistically significant distinction in TQM implementation scores between Head Administrators and Coordinators. The observed positive mean difference of 0.2 indicates that, on average, Head Administrators provided higher ratings for TQM implementation compared to Coordinators.

Table 6: Results of t-Test for Strategic Planning Integration Between Head Administrators and Coordinators

Comparison	Mean Difference	t-Statistic	Degrees of Freedom (df)	p-value
Head Administrators vs. Coordinators	0.8	3.67	20	0.002

The t-statistic, which measures the difference in scores on strategic planning integration between coordinators and head administrators, is calculated to be 3.67. This value is derived from a sample size of 20 degrees of freedom, indicating the number of independent observations available for analysis. There is a conspicuous discrepancy observed in the performance scores of Head Administrators and Coordinators with regards to their proficiency in incorporating strategic planning. The conclusion drawn in this study is substantiated by the rigorous statistical analysis, as indicated by the p-value (0.002) falling below the conventional significance level of 0.05. Drawing upon the empirical evidence at hand, one can reasonably deduce that Head Administrators, on average, exhibited a heightened proclivity towards prioritizing the amalgamation of strategic planning in contrast to their counterparts, the Coordinators. The aforementioned assertion is buttressed by the presence of a favorable mean difference of 0.8.

Discussion

Variations in TQM Implementation Across Administrative Roles

Research conducted by Poksinska et al. (2013) provides support for the findings that the Head Administrators achieved the highest mean score in terms of Total Quality Management (TQM) implementation. This study emphasizes the pivotal role of leadership in driving TQM performance. The level of commitment from upper management plays a pivotal role in cultivating a culture of quality and continuous improvement within an organization (Deming, 2000). The study conducted by Poksinska et al. (2013) reveals that the adoption of Total Quality Management (TQM) is positively influenced by the unwavering dedication of leaders.

The imperative role of robust leadership in facilitating triumphant Total Quality Management (TQM) endeavors is substantiated by the empirical evidence indicating lower mean scores among Department Managers and Coordinators. This observation implies the existence of potential domains that warrant targeted interventions, as highlighted by Oakland (2003). The intricate nature of the learning environment calls for a synchronized and harmonized approach, especially within educational institutions, where effective leadership plays a crucial role in setting standards and fostering a commitment to achieving greatness (Deming, 2000).

In light of the discernible disparities, it is imperative to duly recognize the profound influence exerted by diverse administrative roles in shaping the culture of Total Quality Management (TQM) within the organization. An effective approach to address any deficiencies in knowledge and practical experience entails the implementation of personalized leadership training programs for administrators across various hierarchical levels. In accordance with the proposition put forth by Prajogo and Sohal (2001), contemporary studies have revealed the paramount importance of proficient leadership training in the successful initiation of Total Quality Management (TQM) endeavors.

Furthermore, it is apparent that diverse administrative positions employ distinct methodologies when it comes to the implementation of Total Quality Management (TQM). This underscores the imperative of adopting a comprehensive perspective on the cultivation of leadership, wherein the unique challenges and responsibilities associated with each role are duly considered. The implementation of Total Quality Management (TQM) principles within an

organization necessitates the provision of specialized training programs tailored to the distinct roles and responsibilities of department managers and coordinators. By participating in these programs, department managers can acquire the necessary knowledge and skills to effectively integrate TQM concepts into their day-to-day operations. Similarly, coordinators can benefit from training programs that enable them to seamlessly infuse these ideas throughout the entirety of their work.

Strategic Planning Integration Across Administrative Roles:

The findings demonstrate that Head Administrators exhibited the highest average integration score, suggesting a strong correlation between top-level leadership and the alignment of Total Quality Management (TQM) practices with strategic planning. A research supports this claim by showing how Total Quality Management (TQM) and strategic planning work hand in hand, especially when it comes to helping businesses maintain a competitive edge (Prajogo & Sohal, 2001). Integrating the concepts of Total Quality Management (TQM) into the strategic planning process is crucial for promoting the establishment of a harmonious goal-setting framework within the firm.

However, it should be mentioned that there is a potential for development in how Department Managers and Coordinators use Total Quality Management (TQM) concepts when they prepare for the future. Their substantially lower average evaluations lead us to this conclusion. According to Poksinska et al. (2013), many administrative tasks must work together effectively for strategic planning to be seamlessly integrated. While senior leadership's commitment to total quality management (TQM) is admirable, it appears that middle and lower-level administrators may encounter some resistance when trying to integrate TQM principles into strategic planning.

Prajogo and Sohal (2001) highlights the criticality of incorporating Total Quality Management (TQM) into strategic planning as a means to attain organizational objectives, enhance competitiveness, and secure long-term success. The significant disparities observed in the study underscore the necessity for targeted interventions, such as training programs and capacity-building initiatives, aimed at enhancing the understanding and application of Total Quality Management (TQM) principles within the broader context of strategic planning.

Furthermore, it is crucial to comprehend the unique responsibilities and challenges associated with each administrative role, given that their methods of incorporating strategic planning differ. Due to the significant impact they hold within organizations, it is advantageous for head administrators to partake in educational programs that facilitate the integration of Total Quality Management (TQM) principles with broader strategic objectives. Nevertheless, it is plausible that department coordinators and managers could benefit from guidance in implementing Total Quality Management (TQM) principles within their distinct operational and coordinating responsibilities.

Comparisons Between Head Administrators and Coordinators:

The comparative evaluation of TQM implementation and strategic planning integration ratings reveals a discernible inclination among Head Administrators towards a more favorable impression, as opposed to Coordinators. Within the realm of total quality management (TQM) initiatives, it is particularly pertinent to acknowledge the research that underscores the pivotal role of leadership in molding the organizational culture (Deming, 2000). The observed disparities serve as poignant indicators of the prevailing power dynamics within the upper echelons of the organization, and their consequential influence on the company's overarching stance towards the realm of quality management.

The statistical significance of t-test findings underscores the imperative for tailored interventions and leadership development initiatives that acknowledge the unique

responsibilities and challenges associated with each role. In the realm of cultivating a conducive atmosphere for organizational commitment to Total Quality Management (TQM) principles, the pivotal role of top-level administrators cannot be overstated. The pivotal role of Head Administrators in cultivating organizational excellence cannot be overstated. This is evident from the positive mean differences observed, which indicate that, on average, Head Administrators exhibit a higher level of alignment with Total Quality Management (TQM) principles and strategic planning objectives.

Oakland (2003) highlights the paramount importance of leadership in fostering an environment within educational institutions that places a high premium on innovation and continuous growth. A collective endeavor is imperative to enhance proficiency across all tiers of administration, thereby fostering a deeper comprehension and application of Total Quality Management (TQM) principles. This is evident in the contrasting aptitude levels exhibited by coordinators and head administrators.

Moreover, a solid groundwork exists for potential mentorship and knowledge exchange opportunities, rooted in the observed disparities in the execution of Total Quality Management (TQM) and the integration of strategic planning between Coordinators and Head Administrators (Sallis, 2014). The esteemed Head Administrators possess the invaluable capacity to assume the mantle of mentors, imparting their profound wisdom and expertise to Coordinators, thereby guiding them in the intricate art of implementing Total Quality Management (TQM) principles within their professional endeavors. Contemporary discussions surrounding the merits of collaborative decision-making and shared leadership within educational institutions align harmoniously with the notion of collective endeavor (Prajogo & Sohal, 2001).

Significance of the Study

The Ministry of Education in Saudi Arabia is steadfast in its commitment to enhancing the quality of education within the nation. Consequently, the significance of this research endeavor cannot be overstated. By delving into the perspectives of administrators, this study aims to shed light on the current status of Total Quality Management (TQM) implementation and its correlation with strategic planning. The discoveries derived from this investigation play a crucial role in enlightening strategic endeavors intended to improve organizational protocols and harmonize them with wider educational objectives, thus making a noteworthy contribution towards the Ministry's overarching aspirations.

Limitation of the Study

There are several limitations to this research, but overall, it provides useful information on the strategic planning and Total Quality Management (TQM) processes used by the Ministry of Education. In contrast to a thorough longitudinal viewpoint, cross-sectional approach offers a fleeting look at a specific instant in time. It is important to use care when interpreting survey data because of the potential for response bias that comes with using them. Unexplored contextual elements may also impact the study's results, so it's important to think about them as well. The caveats stated earlier should make readers wary of jumping to conclusions, but they also point to interesting places to go for further studies. These include the exploration of qualitative analysis in greater depth and the consideration of broader contextual factors.

Conclusion

This research offers an analysis of the perspectives and variations among administrators within the Saudi Arabian Ministry of Education regarding the adoption and incorporation of Total Quality Management (TQM) in conjunction with strategic planning. The findings underscore the significance of leadership in shaping a company's attitudes towards and execution of quality

management strategies. The findings of the study indicated that head administrators played a crucial role in promoting organizational excellence. Specifically, they demonstrated higher average scores in the implementation of Total Quality Management (TQM) and the integration of strategic planning. In order to foster a more cohesive and streamlined approach to quality management techniques within the Ministry, it is imperative to implement leadership development programs and customized interventions that specifically target the identified variations among administrative functions.

It is imperative for educational institutions, with a specific emphasis on the Ministry of Education, to place utmost importance on the implementation of leadership development initiatives. These programs should aim to equip administrators at various levels with the necessary knowledge and skills to effectively integrate Total Quality Management (TQM) principles into their strategic planning processes and subsequently apply them in practical settings. The promotion of a culture centered around continuous improvement and a shared understanding of quality management objectives can be facilitated through collaborative efforts among administrators and the provision of mentoring opportunities. This study aims to establish a foundation for future research and initiatives that will integrate administrative perspectives with the principles of Total Quality Management, with the ultimate goal of enhancing the educational system in Saudi Arabia.

Acknowledgment

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