

Quality Assurance Management and Improvement in the Administration of Public Education Schools in Asir Province

(Proposed Scenario)

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معيار إدارة ضمان الجودة وتحسينها، وواقع تطبيقها في إدارة مدارس التعليم العام بمنطقة عسير

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المخلص:

تهدف الدراسة الحالية إلى التعرف على مؤشرات معيار إدارة ضمان الجودة وتحسينها، وواقع تطبيقها في إدارة مدارس التعليم العام بمنطقة عسير، ومن ثم التوصل إلى تصور مقترح لإدارة ضمان الجودة وتحسينها، ولتحقيق هدف الدراسة وضعت الباحثتان سؤالاً عن "ما مؤشرات معيار إدارة ضمان الجودة وتحسينها في إدارة مدارس التعليم العام بمنطقة عسير" وتكون مقياس الدراسة في صورته النهائية من (40) فقرة موزعة على خمسة أبعاد (مؤشرات الإلتزام المؤسسي بتحسين الجودة، ومؤشرات نطاق عمليات ضمان الجودة، ومؤشرات إدارة عمليات ضمان الجودة، ومؤشرات استخدام المؤشرات ونقاط المقارنة المرجعية، ومؤشرات التحقق المستقل من المعايير)، طبقت أداة الدراسة على عينة من (129) مديرة، تم اختيارهن بالطريقة العشوائية، وأوضحت الدراسة أن مؤشر الإلتزام المؤسسي بتحسين الجودة احتل المرتبة الأولى، تلى ذلك مؤشر نطاق عمليات ضمان الجودة في المرتبة الثانية، بينما احتل مؤشر التحقق المستقل من المعايير المرتبة الأخيرة، وبلغ المتوسط الحسابي لتقديرات أفراد عينة الدراسة على المؤشرات ككل (3.29)، وهو يقابل مستوى الممارسة بدرجة متوسطة. ووفقاً للنتائج قدمت الدراسة بعض التوصيات.

الكلمات المفتاحية: معيار، إدارة، ضمان الجودة، إدارة، مدارس التعليم العام، عسير.

Abstract:

The objective of this study is to identify the indicators of quality assurance management and improvement standard, and its application in the management of public schools in Asir Province. A proposed scenario was presented to manage and improve quality assurance, to achieve the purpose of the study, the researchers developed a question on "what are indicators of quality assurance management and improvement standard in the administration of public schools in Asir Province ?" the study scale in its final form, consists of (40) items distributed among five dimensions (indicators of the institutional commitment of quality improvement, quality assurance operations indicators, quality assurance operations management indicators, , indicators of the use of indicators and benchmarks comparisons, indicators of independent verification of standards) the study tool applied on a sample of (129) female principals were selected randomly, the study showed that the indicator of institutional commitment with quality improvement ranked first, followed by a scope of quality assurance operations in the second rank, while the independent verification indicator ranked last, and arithmetic average estimates of the study sample members on indicators as a whole was (3.29),

which corresponds to the practice standard to a moderate degree, according to the results, the research presented some recommendations.

Keywords: Quality, Assurance Management, Improvement, Administration, Public Education Schools, Asir.

Introduction:

The education sector is of the most important service sectors as contiguous with the lives of citizens, democratic education is directly reflected on the citizens' awareness, skills required in the labor market, which affects the citizens' quality of life and the economic growth as a whole, but the lack of transparency, efficiency and effectiveness, widespread corruption and a lack of commitment to the law, etc reflect the absence of good governance in a vital sector as education, deprives citizens of civil rights, and violates their rights to get public services with high quality and reasonable cost, and leads to unequal access to services, in the absence of good governance in the education sector, the benefits and improvements of education don't reach the poor and indigent effectively, and - eventually - the degree of trust weakens between the parties of society, especially between the government and citizens.

Since we are in the field of education, we have a strong sense of the importance of change for the better and keeping abreast with developments and guiding change in accordance with the religious and social foundations, perhaps the school is the means to achieve it, and the educational leadership of the school is moving directly promoting change and achieving goals, so we need an expert manager and a veteran leader motivated by accepting change, affecting the efficiency and effectiveness of employees, prompting and pushing to improve work, achieving integration, reinforcing creativity and innovation leading to excellence.

Because of current developments and future challenges in all political, social, cultural, information and technological areas, the role of school is to make change to develop administrative and technical processes in order to get better outcomes (students) that are able to adapt to future developments and requirements, therefore, the objectives of the school's successful management are to develop strategic plans to achieve change, educational development and Continuous improvement. (Al Taweel 1999).

As a result, we find a growing interest in the international circles in modernizing the educational management as an essential factor for each educational development in which the changing needs of society will be met, thus every development in education is basically a development in its management, the requirements of education have increased, with large size and task, requiring an educational administration capable of running on potentialities, investing resources, and continuously updated, starting from the basic foundation which is school, ending with the summit, where they set up educational policies, research, planning and approach (Strack, and Khaza'aleh, 2004).

The concern for quality assurance in educational institutions has appeared through considering education as a commodity, like other commodities, it has to compete, and strive to satisfy the consumers of that commodity of the students, society and the state, the students seek to have a better level of education that qualifies them for excellence and innovation, parents of students are looking for the best qualification for their children, the state seeks to have distinct learning outcomes to achieve the objectives of its developmental plans (Al-Khudair, 2001)

Study problem:

We have observed in the last decade a decline in the administrative level in schools, with some administrative shortcomings in secondary schools, which is a major impediment to any educational development. Schools are still doing work as routine. "adhering to futile and traditional practices (Ahmed, 2003, P. 13). According to many studies, as a study of (Al-Qarni, 2013, Al Maliki, 2011) stated that the current situation of the school administration and the problems facing the administration of public education schools can be summarized as follows:

Centralization in decision making.

Many administrative tasks assigned to the school principal.
Absence of material and moral incentives.

Deficiency of budget and funding.

Shortage of administrative staff.

Failure in the professional development of employees.

Absence of the school environment attractive to students at different stages.

Teachers' avoidance of teaching in some stages.

Weakness of educational and technical equipments and laboratories.

Prevalence of some behaviors among students, such as: truancy, smoking, and drop out.

On the other hand, administration is facing a difficult task not only to follow, employ technological developments to achieve goals, but also to initiate development and change (Salama, 2000, p. 263)

As a result the school administration in Saudi Arabia faces a number of challenges that limit its effectiveness, including: highly centralization, the lack of qualified educational leaders, the lack of use of administration technology, the lack of research and administration development)(Al-Sunbal, 2004, p. 56.

For the school to achieve successful implementation of the overall quality, it does not need a leader without management or without a leader, it requires a conscious educational administrative leadership of the importance of change that possesses a creative developmental vision, and it has the efficiency with which to guide the efforts of workers to complete the work according to the criteria defined in a correct manner from the first time and in all the time, so as to achieve the comprehensive quality of all school operations.

With regard to the application of quality in general, and in education in particular in the kingdom of Saudi Arabia, our wise leadership has kept on promoting and enhancing a culture of quality in the Saudi society through many meetings and conferences, notably the first national quality conference which was held under the patronage of the custodian of the two Holy Mosques King Abdullah bin Abdul Aziz in Rabea Awal 1425 AH , dated April-2004 in Riyadh city, . This conference is only a new witness to the concern of the rulers to implement quality in education.

There are also many of the state quality awards, encouraging the government and private sectors to raise its performance, reduce cost and increase the quality of their products and services, for example, not limited to King Abdul-Aziz national quality award, Prince Mohammad bin Fahd award for government excellence.

In view of the rapid development of the science of educational management, growing experiences and modern leadership methods, and emergence of total quality management, the demand of the specialists to employ total quality in education to get high quality outputs that achieve the requirements of development, so this study tries to find indicators required to quality assurance management and improvement in the administration of public schools in Asir city.

Study questions:

This study aimed to answers to the following questions:

- What are the indicators of quality assurance management and improvement standard in the administration of public education schools in Asir province?
- What is the reality of the implementation of indicators of quality assurance management and improvement standard in the administration of public education schools in Asir province?

What is the proposed scenario of quality assurance management and improvement in the administration of public education schools in Asir province?

Study objectives:

The present study sought to achieve the following objectives:

- Identification of the indicators of quality assurance management and improvement standard in the administration of public education schools in Asir province.
- Identification of the reality of the application of indicators of quality assurance management and improvement standard in the administration of public education schools in Asir province.
- Reaching a proposed scenario of quality assurance management and improvement in the administration of public education schools in Asir province.

Study significance:

The present study has its significance from the following:

- The study is a new addition to the studies of academic accreditation for being concerned with the management of public education.
- The study feeds into employment of total quality in education, access to high quality outputs in order to achieved the requirements of development.
- The study results feeds into, God willing, improving the performance of management of public education in the kingdom of Saudi Arabia.
- The study feeds into quality assurance management and improvement in the administration of public schools in Asir province.

Study limitations:**Objective limitations:**

The present study is limited to the indicators of quality assurance management and improvement in the administration of public education schools in Asir province, and the real application, a proposed scenario of quality assurance management and improvement in the administration of public education schools in Asir province.

Time limitations:

The study was applied in the second semester of the academic year 1438 AH / 2017 AD

Spatial limitations:

This study was applies to public schools in Asir province.

Study terminology:

- Concept of management.

First, the concept of management in a terminological sense

The word Administration is of (Latin origin), and consists of two syllables:

The first syllable is (Ad) with its verbal meaning, to. The second syllable is ministration means a service, this brings the semantic meaning of (Administration) doing a service to others, or in other words, it is a service done by a specific party. The definitions of administration have been varied by administrative thinkers, one of the most common definitions, defined by "Frederick Taylor " it is the correct knowledge of what individuals are meant to do, then make sure they do it in the best and cheapest way. (Diab, 2001, p. 94) Mustafa defined it as a complex set of functions or operations (planning, organizing, directing, leadership, follow up, control) aims to achieve certain objectives by means of optimum use of available resources (Mustafa, 2005, P. 7).

Arifj defined it as: achieving the expected objectives by regulating the use of available human and material resources, with the preservation of human relations within the institution (Arifaj, 2001, p. 20).

Abdullah has said that administration is a humanistic social operation in which the efforts of employees are coordinated in the organization or institution as individuals and groups to achieve the goals for which the institution was established with a view to the best possible use of material and human resources available to the organization (Abdallah, 2006, p.6).

Quality assurance:

The National Commission for Academic Accreditation and Assessment, 2009, P. 20) defined it "those operations which are adopted in order to achieve a level of quality, and reassure the students and parents, employers, and others who care about it to a high level of quality in educational institutions, or a high scientific program in reality, it is a means available to reach this goal."

On the procedural concept of quality assurance is an introduction, a responsibility for all students, references, libraries, and electronic computer centers, even the budget, buildings, environment, human resources and university leadership. It is an introduction, mechanisms achieved by an integrated strategy for the development of university education. These mechanisms lead to the performance of proper work in a model representing the instructions to avoid waste of resources. This study adopted the following procedural definition: indicators of quality in undergraduate education, an indication of the application of a better quality in different elements

and fields of university education of the stage perception and planning, to the evaluation and development through operations of implementation of all elements of university education, according to the international quality specification.(Al Agha & Al Agha, 2010, P. 5).

Research method:

The researchers used an analytical descriptive approach to describe and analyze the reality of the phenomenon under study (MR, 2005, P. 9).

Theoretical framework:

Total quality in Educational Administration:

Quality in education is an administrative operation based on a group of values depends on the investment of intellectual capacities of workers in an educational establishment, education quality describes the success of educational opportunities available to the students in assisting them to achieve the desired degrees, and provide adequate educational opportunities and appropriate, effective teaching and evaluation. It is also efforts made by all workers in the field of education to raise the level of educational product (output) which is a student.

Quality science is the newest branches of economics of education, as it is one of management techniques that attempt to reduce financial costs, and reduce the educational loss, i.e., prevention and reducing wastage substantially in the material resources of the institution, and time of workers, enabling institution of the analysis of the problems, developing effective solutions to prevent the recurrence of these problems through corrective and preventive actions, and increasing teaching efficiency through the participation of all effectively in educational school management.

We can define shortly total quality management in education as "inputs interaction (curriculum, material supplies, personnel, administration) in the educational operation to improve the quality of outputs continuously. a learning process is an interaction between two systems: an administrative system from one hand, and a technical system, on the other hand, an expected quality may differ radically from the actual quality of graduates, the quality of teaching means to make it fun and joy.

Academic accreditation:

Concept of academic accreditation:

Academic accreditation is a system of a recognition or certification with the role of institutions created for them; the National Commission for Academic Accreditation and Assessment defined academic accreditation as (a summary report of the National Commission for Academic Accreditation and Assessment, 2011, P. 15) means that an educational institution or a scientific program at an accredited institution having an official certification from a recognized authority stating the conformity of the activities, processes and procedures within an institution or a programme with the academic standards and good practices implemented by that authority.

- Types of academic accreditation authorities:

The accreditation of educational institutions has many forms and serves many purposes. The following forms are the most common forms of accreditation as indicated by (a summary report of the National Commission for Academic Accreditation and Assessment, 2011, P. 18):

- Institutional accreditation.
- Program Accreditation.
- Professional accreditation.
- International accreditation.

Phases of academic accreditation:

Academic accreditation goes through three stages as indicated by (Al Khatib, 2003, P. 159; Majid & Al Zyadat, 2008, pp. 276-277):

1. Self- evaluation phase of an institution or a program.
2. Field visits phase of academic accreditation experts.

Phase of academic accreditation decision making

In the light of checking the documents, results of field visits, outcome of meetings with various leaders of the institution, programmes study and curriculum, we make one of the following decisions:

1. Granting accreditation.

- Without conditions or recommendations.
- With some recommendations.
- With some recommendations and a follow-up report within a certain period of time.
- With other conditions.

2. Delay of accreditation:

Due to program weaknesses, can be repaired within a period of time.

- With a follow-up report after a certain period of time.
- Schedule a visit.
- Rejection of accreditation application (withhold accreditation).

These procedures are repeated every five to eight years, a recommendation would be:

- Without conditions.
- With specific recommendations.
- With specific recommendations and a follow-up report.
- Warning or notice of the reform.
- Withholding accreditation permanently

Academic accreditation in the Kingdom of Saudi Arabia:

For performing a comprehensive development process of the system of public education in the kingdom of Saudi Arabia through two projects which are:

The National Center for Assessment in Higher Education, established in 1421 AH - 2000 AD.

The National Commission for Academic Accreditation and Assessment, established in 1424 AH - 2003 AD.

According to (a summary report of the National Commission for Academic Accreditation and Assessment, 2012) this commission has a legal entity and an administrative financial independence under the authority of the Higher Education Council, which is responsible for academic accreditation in institutions of higher education for improving the quality of private and government higher education, ensuring openness and transparency, providing regulated standards of academic performance with a document of eleven main standards including vast sectors of activity in the institutions of higher education, with approximately 373 good practices.

The following is a presentation of the National Commission for Academic Accreditation and Assessment standards:

- Message and goals.
- Authorities and management.
- Quality assurance management and improvement.
- Teaching and learning.
- Students' affairs management and support services.
- Learning resources.
- Facilities and supplies.
- Planning and Financial management.
- Recruitment processes.
- Scientific research.
- Relations of the educational institution with the community.

Quality assurance management and improvement standard:

Quality assurance management and improvement is the third standard of the National Commission for Academic Accreditation and Assessment which is a means can be used to judge the performance of educational institutions by accreditation authorities. This standard includes five sub standards, as follows:

- Institutional commitment to quality improvement.
- Scope of quality assurance processes.
- Management of quality assurance processes.
- Use of indicators and benchmarks points.
- Independent verification of standards.

Previous studies:

The purpose of a study of (Herman 1995) to identify the total quality management in education, aimed to shed light on some international changes and transformations and their impact on the setting of schools and how to cope with these changes in the light of the philosophy of total quality management, and the most important findings of the study are: a group of variables to be known in the application of the philosophy of total quality management in education, including: a society's understanding of the culture and philosophy of total quality management. Working on evaluating an educational institution continuously and making plans for the future in order to improve performance.

Scherer (2001) conducted a study in the United States titled why quality standards and what improvements added to educational work, aimed to find out the most effective quality standards and their effect on the processes of improvement and improvement of educational learning process, and the results showed that the standards are reflected positively on students' performance, achievement on tests and what they can acquire from skills and knowledge, and the results showed no relationship between students' performance, results and predefined quality standards on which educational planning and the design of teaching content are based, the study considered that only standards can reflect the effectiveness of school.

Khadir (2007) performed a study aimed to explore the nature of knowledge and the implementation of total quality management in the Palestinian education departments from teachers' point of view, the study results showed: a moderate degree of knowledge of total quality management in the Palestinian education departments, and the implementation of total quality management is moderate in the Palestinian education departments, the researcher also recommended the need to adopt a general strategy for the application of total quality management a starting point of reform and change.

A study of Amir and Al-Awamla (2011) aimed to identify the degree of application of the quality assurance standards in the Jordanian schools from the point of view of educational supervisors. A questionnaire was applied to 200 educational supervisors, randomly selected. The researchers used a questionnaire to collect the data and information, The study found a set of results including: the curriculum area was high, while the remaining areas were moderate, the study showed that there were no statistically significant differences at the level of ($\geq 0, 05$) in the degree of application of quality assurance standards, attributed to the study variables (gender, experience, academic qualification) the researchers also recommended the adoption of the project of quality assurance and its application in schools, in the Ministry of Education, the need to organize training courses and workshops related to planning according to quality assurance standards and performance indicators.

A study of Hawil (2012) aims to identify the reality of the application of educational accountability, total quality and the relationship between them in UNRWA schools in the West Bank, from the viewpoint of managers, the result found: a very high reality in educational accountability and total quality, and a statistically significant positive correlation with a significance level of (0, 05) between the means of educational accountability and total quality, and the researcher recommends the need to improve communication channels between schools principals in UNRWA and the department of education. She also highlighted the importance of training of problem solving for school principals.

Method and procedures.**Study sample and population**

The study population consists of all school principals in Asir city, with a number of (357) female principals of public education, according to the statistics of the department of education in Asir province for the academic year (1437 AH-2016).. The study sample consisted of (129) female principals, were selected randomly available with 36% of the study population.

Study tool:

The researcher depended on the analysis of the current document of The National Commission for Academic Accreditation and Assessment of indicators of standard of quality

assurance management and improvement, in addition to the literature of the study and the previous studies of indicators of standard of quality assurance management and improvement, and then preparing, building a questionnaire to measure the reality of the application of indicators of quality assurance management and improvement standard in the departments of public education schools in Asir city, and identifying the difficulties and requirements in the application of standard indicators.

In order to achieve the objectives of the study, a scale was developed " quality assurance management and improvement in the management of public schools in Asir (a proposed scenario). A review of the educational literature on quality assurance management to be used in building a scale, with a reference to previous studies relevant to the study, such as study of (Khudair, 2007; Amir, Al Awamla, 2011; Olayani, 2014), as well as the views of arbitrators and education professionals.

A study scale in its primary form consisted of (44) items distributed in five dimensions (indicators of the institutional commitment of quality improvement, quality assurance operations indicators, quality assurance operations management indicators, indicators of the use of indicators and benchmarks comparisons, indicators of independent verification of standards). Taking into consideration the views of arbitrators, some indicators have been modified and deleted, thus a scale had its final form, consisting of (40) indicators, distributed over five dimensions as follows:

- Indicators of the institutional commitment of quality improvement consisted of (10) clauses
- Indicators of quality assurance operations consisted of (8) clauses
- Indicators of quality assurance operations management consisted of (11) clauses
- Indicators of the use of indicators and benchmarks comparisons consisted of (7) clauses
- Indicators of independent verification of standards consisted of (4) clauses

clauses of the scale were designed according to (Fifth Likert Scale) with the following ranks: very large (5) degrees, large (4) degrees, moderate (3) degrees, weak (2) degrees, and not practiced (1) degree.

Verification of a study scale

The following statistical grading was used to distribute arithmetical averages, based on the principle of periods, (Aouda 1998).

First:: from (1 to 1.80) Failure to practice of indicators of quality assurance management, and improvement standard.

Second: from (1.81 to 2.60) a weak practice of indicators of quality assurance management, and improvement standard.

Third: from (2.61 to 3.40), a moderate practice of indicators of quality assurance management, and improvement standard.

Fourth: from (3.41 to 4.20) a significant practice of indicators of quality assurance management, and improvement standard.

Fifth: a very significant practice of indicators of quality assurance management, and improvement standard.

Validity of a study scale (arbitrators).

To investigate the veracity of the study scale content, it has been presented on a number of arbitrators of the faculty members in the faculty of educational sciences in Saudi universities, to determine the validity of the indicators for each dimension, and the extent to which each clause represents the dimension of the study. In the light of the views of the arbitrators, some clauses of the scale were modified and excluded.

Reliability of the study scale:

To verify the reliability of the scale, the researcher has calculated the reliability coefficients in two ways: First: application method and re application method, the researcher has applied it twice a survey sample of (26) school principals out of the study sample and in time interval of two weeks between the first application and the second application, the Pearson's correlation coefficients were calculated between the results of the two applications. Reliability coefficients of dimensions varied from (0.84 to 0.91), the value of the correlation coefficient of total scale was (0.92).

The second method used Cronbach's Alfa method to identify the consistency of the indicators, the values of the consistency coefficients of dimensions ranging from (0.81 to 0.89), and (0.90) for the overall scale, values are acceptable for such a study.

Statistical treatment:

The researchers used the arithmetic means and standard deviations to analyze the data of this study

Presentation and discussion of the results:

After the two researchers collected the data using a study scale " quality assurance management and improvement in public education schools in Asir city (a Proposed Scenario) " the results were presented according to the study questions.

Question one: what are indicators of quality assurance management and improvement standard in the administration of public education schools in Asir province?

To identify the indicators for quality assurance application in the administration of public education schools in Asir in light of quality assurance management and improvement standard in order to achieve this objective and answer the first question of the study questions, the two researchers carried out a number of steps as follows:

1. Preparation for building the indicators.

The purpose of this present study is to apply quality assurance management and improvement in the administration of public education schools in Asir city? And the requirements of this study are to investigate the indicators required for the implementation of quality assurance management and improvement in the administration of public education schools in Asir.

The researchers prepared an initial version of the study tool, after they completed construction of the theoretical framework and the previous studies, reviewed the aspects related to the study and assisted in knowledge of various aspects of the subject to build a questionnaire to measure the actual application of indicators. The researchers also reviewed a number of studies on quality assurance management and improvement, or dealt with indicators of academic accreditation standards, in order to benefit from the experience of previous studies in this area.

The researchers reviewed the concept of indicators, sources used in building indicators of quality assurance management and improvement in the administration of public education schools in Asir city and the steps followed to propose its clauses and topics, as formulated in its final form.

Concept of the indicator:

Diab (2012, (4) defines the concept of the indicator as " a standard determines the degree of achieving a particular goal, thus it helps in building consistent classifications of the educational system and to clarify the similarities or differences in the educational field.

An indicator is defined in (Oxford Dictionary in Al-Mazin and Sikk, 2012, p. 5) suggests or draws attention to something, its accuracy is high or low. It also refers to the condition of the situation test.

- Sources of constructing indicators of quality assurance management, and improvement standard:

Building indicators of a scientific standard helps to measure a particular reality that requires a reliable, clear sources, with a strong relationship to the topic to be measured, so that these sources can divide the topics of the standard and identify the requirements under each topic.

To build indicators of quality assurance management and improvement and the required management of quality assurance in the administration of public education schools in Asir city, the researcher has adopted the following sources:

- Evidences and documents issued by the National Commission for Academic Accreditation and Assessment.
- Some books and studies on the indicators of academic accreditation standards, the two researchers in their study reviewed a number of previous scientific studies related to the study topic.
- proposals of relevant experts in the field of study in many phases of the study, the researchers sought to some of the professors in the field of higher studies in general, and specialists in the

field of quality and academic accreditation in particular, in order to benefit from their knowledge and experience in the study topic.

- Access to the experiences of Arab and foreign countries in the field of accreditation and the indicators of accreditation of quality assurance management and improvement standard as referring to literature study as follows:

indicated by (Al-Zaibani, 2010, p. 67; Majid and Al-Zaydat, 2008, p. 407; Al Hilali & Al Sayed, 2009, P. 346;; Al Quarni, 2011, P. 62), the researchers designed an initial form of the questionnaire to measure the reality of the application of the indicators, it has been classified into five topics and the two researchers agreed with the topics by the National Commission for Academic Accreditation and Assessment.

- The final version of the questionnaire, measuring the reality of quality indicators.

Through the above presentation we identify the key topics, sub standards and indicators of quality assurance management, and improvement standard as follows:

Table 1: indicators of quality assurance management, and improvement standard in the administration of public education schools in Asir province.

sr	Area	Indicators
1		<ul style="list-style-type: none"> -School administration supports quality activities and improvement. -School management supports the participation of female teachers in quality assurance processes. - Provision of the necessary resources that contribute to school leadership, management of quality assurance processes. - Participation of female teachers and administrators in the school self evaluation. -Cooperation of female teachers and administrators in reporting and improving school performance. - Encouragement of innovation and creativity at school within the framework of clear policies and guidance followed by accountability. - Recognition of school administration of mistakes and shortcomings. -school administration activation of feedback to improve performance and planning processes. -school administration appreciation of the achievements of female teachers and administrators. - Evaluation and planning processes are integrated to improve quality in all usual school administration work
2		<ul style="list-style-type: none"> - All efforts of school workers are integrated by school administrative staff and teachers in quality assurance and improvement processes -school administration performs a systematic evaluation of all school activities. -school administration prepares performance reports for all school members. - School evaluation includes inputs, processes, and quality outcomes. -School evaluation processes include all activities and usual works. - School evaluation processes are carried out in accordance with the standards required to ensure achievement of the required standards and continue to improve performance. -Management and female teachers are conducting research at the school level, in achieving the goals and objectives of the school. - Clarifying all school activities with outstanding quality, and achieving their goals.
3		<ul style="list-style-type: none"> - One of the female teachers is assumed to follow quality processes within school. - Within the frame work of school is a unit of quality with a number of female teachers and administrators. - This unit is headed by (a principal or a vice principal) to lead and support quality initiatives at the school level. - Identification of tasks and responsibilities of the unit quality and its relationship with other units within a school. - Coordination between all the activities and tasks of the quality unit within a school. - Evaluation process within the school is based on evidence and proof. - Evaluation process is linked to appropriate standards and predefined performance indicators at school. - Quality unit stores statistical data in a centralized database to access it in the preparation of the reports on quality at school. - School quality unit is under a continuous evaluation. - Necessary reports are prepared on the performance of the unit and excluding unnecessary requirements. - School quality unit is evaluated according to the evidence based on judgments standard.
4		<ul style="list-style-type: none"> -Identification of a number of key performance indicators capable of measuring in an objective

		<p>way to observe and evaluate the quality of performance in the whole school.</p> <ul style="list-style-type: none"> - Selection of additional key performance indicators of performance quality control in all the various administrative units within a school. - Selection of a number of common indicators to compare the performance between units within the school in tasks shared by different units. -School quality unit identifies key performance indicators to evaluate all working units within a school. - Selection of a number of common indicators to compare the performance between units within the school in tasks shared by different units. - Appropriate formula is standardized that identifies performance indicators in a school. - Preparation of evidences and proofs related to goals and mechanism of the units in a school.
5		<ul style="list-style-type: none"> - Questionnaires are used to verify the results of performance equality evaluation process of all units in a school. - Results of quality unit are presented to quality specialists and all school activities to verify its results. -Comparing female students' achievement to other outstanding schools. - Formation of a committee of specialists for internal review at school.

Second question: "What is the reality of implementing the key indicators of quality assurance management and improvement standard in the administration of public education schools in Asir province?" To answer this question, arithmetical averages and standard deviations were calculated for the estimates of the study sample members on the key indicators of quality assurance management and improvement standard, as shown in Table (2).

Table (2) shows arithmetical averages and standard deviations were calculated for the estimates of the study sample members on the key indicators of quality assurance management and improvement standard in the administration of public education schools in a descending order by the arithmetic averages:

sr	Key Indicators	Arithmetical averages	Standard deviation	Rank	Degree of practice
1	Institutional commitment of quality improvement	3.42	0.42	1	High
2	Scope of quality assurance operations	3.40	0.38	2	High
3	Quality assurance operations management	3.33	0.39	3	Moderate
4	Use of indicators and benchmarks comparisons	3.08	0.36	4	Moderate
5	Independent verification of standards	3.02	0.42	5	Moderate
	Scale as a whole	3.29	0.27		Moderate

Maximum degree of (5)

Table (2) shows that the indicator of institutional commitment of quality improvement ranked first with an arithmetic average of (3.42) and a standard deviation of (0.42). The indicator of the scope of quality assurance operations ranked second with an arithmetic average of (3.40), a standard deviation of (0.38). While the indicator of independent verification of standards ranked last with an arithmetic average of (3.02), a standard deviation of (0.42). The arithmetic average of the estimates of the study sample members on the indicators as a whole was (3.29) with a standard deviation of (0.27), which corresponds to a moderate level of practice.

Calculating arithmetic averages and standard deviations of estimates of the study sample on the indicators of quality assurance improvement standard in the administration of public education schools as follows:

First indicator: institutional commitment of quality improvement

The arithmetic averages and standard deviations of estimates of the study sample members were calculated on the clauses of this indicator, as shown in Table (3)

Table (3) shows: arithmetic averages and standard deviations of estimates of the study sample on the indicator of quality assurance improvement, in a descending order:

sr	Key Indicators	Arithmetical averages	Standard deviation	Degree of practice
9	-School management appreciation of the achievements of female teachers and administrators.	4.05	0.85	High
1	-School administration supports quality activities and improvement.	3.60	0.87	high
2	-School administration supports the participation of female teachers in quality assurance processes.	3.57	0.90	High
6	- Encouragement of innovation and creativity at school within the framework of clear policies and guidance followed by accountability.	3.49	0.93	High
10	- Evaluation and planning processes are integrated to improve quality in all usual school administration work	3.49	0.98	High
8	-School administration activation of feedback to improve performance and planning processes.	3.37	0.96	moderate
7	- Recognition of school administration of mistakes and shortcomings.	3.35	1.00	Moderate
3	- Provision of the necessary resources that contribute to school leadership, management of quality assurance processes.	3.24	1.01	Moderate
4	- Participation of female teachers and administrators in the school self evaluation.	3.19	0.97	Moderate
5	-Cooperation of female teachers and administrators in reporting and improving school performance.	2.88	1.10	moderate
Scale as a whole		3.42	0.42	High

Maximum degree of (5)

Table (3) shows that indicator no 9, which states that "school administration appreciation of the achievements of female teachers and administrators " ranked first with an arithmetic average of (4.05) and a standard deviation of (0.85). The indicator no 1 which states "school management supports quality activities and improvement., ranked second with an arithmetic average of (3.60) and a standard deviation of (0.87). While the indicator no 5, which states Cooperation of female teachers and administrators in reporting and improving school performance, " ranked last with an arithmetic average of (2.88), and a standard deviation of (1.10). The arithmetic average of the sample estimates on this indicator as a whole was (3.42), a standard deviation of (0.42), which corresponds to an estimate of a high degree of practice.

The two researchers noted that the implementation of the indicator of institutional commitment of quality improvement has reached an estimate of a high degree of practice with an arithmetic average of this indicator as a whole of (3.42). The school administration appreciates the achievements of teachers and administrators, encourages innovation and creativity and supports the participation of teachers in quality assurance processes.

*** Second indicator: Scope of quality assurance operations:**

Arithmetic averages and standard deviations of the estimates of the study sample were calculated on the clauses of this indicator, as they were shown in Table (4).

Table (4) shows: Arithmetic averages and standard deviations of the estimates of the study sample on the indicator of the scope of quality assurance operations in a descending order

sr	Key Indicators	Arithmetical averages	Standard deviation	Degree of practice
	-School administration prepares performance reports for all school members.	3.80	0.86	high
	-school administration performs a systematic evaluation of all school activities.	3.52	0.87	high
	-School evaluation processes include all activities and usual works.	3.52	0.93	high
	- School evaluation includes inputs, processes, and quality outcomes.	3.51	0.95	High
	- School evaluation processes are carried out in accordance with the standards required to ensure achievement of the required standards and continue to improve performance.	3.49	0.82	High
	- Clarifying all school activities with outstanding quality, and achieving their goals.	3.45	0.97	High
	- All efforts of school workers are integrated by school administrative staff and teachers in quality assurance and improvement processes	3.34	0.98	moderate
	-Management and female teachers are conducting research at the school level, in achieving the goals and objectives of the school.	2.59	1.02	Low
	Scale as a whole	3.40	0.38	High

Maximum degree of (5)

Table (4) shows that indicator no. (3), which states that "School management prepares performance reports for all school members.", ranked first with an arithmetic average of (3.80) and a standard deviation of (0.86). The indicator no (2) which states that "school management performs a systematic evaluation of all school activities" ranked second with an arithmetic average of (3.52) and a standard deviation of (0.87), while indicator no 7, which states that "Management and female teachers are conducting research at the school level, in achieving the goals and objectives of the school" ranked last with an arithmetic average of (2.59) and a standard deviation of (1.02). The arithmetic average of the sample estimates on this indicator as a whole was (3.40), and a standard deviation of (0.38), which corresponds to an estimate of a high degree of practice.

The two researchers noted that the implementation of the indicator of the scope of quality assurance processes reached an estimate of a high degree of practice with an arithmetic average of this indicator as a whole of (3.40). The school administration appreciates the achievements of teachers and administrators, encourages innovation and creativity and supports the participation of teachers in quality assurance processes; the management prepares performance reports for all school staff, and performs a continuous evaluation of works which deal with evaluation of inputs, processes and quality of results. However, there is a lack of research by the school staff to achieve the goals and objectives of the school.

Third indicator: quality assurance processes management

The arithmetic averages and standard deviations of the estimates of the study sample members were calculated on the clauses of this indicator, as they were shown in Table (5).

Table (5) shows: the arithmetic averages and standard deviations of the estimates of the study sample members on the indicator of quality assurance processes management in a descending order

Sr	Key Indicators	Arithmetic average	Standard deviation	Degree of practice
1	- One of the female teachers is assumed to follow quality processes within school.	3.63	0.98	high
3	- This unit is headed by (a principal or a vice principal) to lead and support quality initiatives at the school level.	3.62	0.99	high

4	- Identification of tasks and responsibilities of the unit quality and its relationship with other units within a school.	3.57	1.01	high
2	- Within the frame work of school is a unit of quality with a number of female teachers and administrators.	3.52	1.08	high
6	- Evaluation process within the school is based on evidence and proof.	3.43	0.94	high
5	- Coordination between all the activities and tasks of the quality unit within a school.	3.36	0.95	moderate
7	- Evaluation process is linked to appropriate standards and predefined performance indicators within a school.	3.36	0.94	moderate
10	- Necessary reports are prepared on the performance of the unit and excluding unnecessary requirements.	3.08	1.09	moderate
8	- Quality unit stores statistical data in a centralized database to access it in the preparation of the reports on quality at school.	3.03	1.21	moderate
11	- School quality unit is evaluated according to the evidence based on judgments standard.	3.00	1.16	moderate
9	- School quality unit is under a continuous evaluation.	2.99	1.12	moderate
Scale as a whole		3.33	0.39	moderate

Maximum degree of (5)

Table (5) shows that indicator no. (1), which states that " One of the female teachers is assumed to follow quality processes within a school.

ranked first with an arithmetic average of (3.63) and a standard deviation of (0.98). The indicator no (3) which states that " this unit is headed by (a principal or a vice principal) to lead and support quality initiatives at the school level "

"ranked second with an arithmetic average of (3.62) and a standard deviation of (0.99), while indicator no 9, which states that "- School quality unit is under a continuous evaluation." ranked last with an arithmetic average of (2.99) and a standard deviation of (1.12). The arithmetic average of the sample members estimates on this indicator as a whole was (3.33), and a standard deviation of (0.39), which corresponds to an estimate of a moderate degree of practice.

The two researchers noted that the application of the indicators of quality assurance processes management reached an estimate of a moderate degree of practice with an arithmetic average of this indicator as a whole of (3.33). There is a lack of coordination between all school activities and tasks of the quality units within a school, and in preparing the necessary reports on the performance of the unit, and a lack of statistical data in the central database while omitting the continuous evaluation of the work of the quality unit.

Fourth indicator: using indicators and benchmarks comparisons

The arithmetic averages and standard deviations of the estimates of the study sample members were calculated on the clauses of this indicator, as they were shown in Table (6).

Table (5) shows: the arithmetic averages and standard deviations of the estimates of the study sample members on using indicators and benchmarks comparisons in a descending order:

Sr	Key Indicators	Arithmetic average	Standard deviation	Degree of practice
	. Identification of a number of key performance indicators capable of measuring in an objective way to observe and evaluate the quality of performance in the whole school.	3.16	0.91	moderate
	- Preparation of evidences and proofs related to goals and mechanism of the units in a school.	3.13	1.08	moderate
	- Appropriate formula is standardized that identifies performance indicators in a school.	3.12	0.99	moderate
	-School quality unit identifies key performance indicators to evaluate all working units within a school.	3.10	1.12	moderate
	- Selection of additional key performance indicators of performance quality control in all the various administrative units within a school.	3.05	1.05	moderate

	- Selection of a number of common indicators to compare the performance between units within the school in tasks shared by different units.	3.04	1.02	moderate
	- Selection of a number of common indicators to compare the performance between units within the school in tasks shared by different units.	2.98	1.11	moderate
Scale as a whole		3.08	0.36	moderate

Maximum degree of (5)

Table (6) shows that indicator no. (1), which states that " an identification of a number of key performance indicators capable of measuring in an objective way to observe and evaluate the quality of performance in the whole school"

ranked first with an arithmetic average of (3.16) and a standard deviation of (0.91). The indicator no (7) which states that " preparation of evidences and proofs related to goals and mechanism of the units in a school. "

"ranked second with an arithmetic average of (3.13) and a standard deviation of (1.08), while indicator no (5), which states that "- Selection of additional key performance indicators of performance quality control in all the various administrative units within a school." ranked last with an arithmetic average of (2.98) and a standard deviation of (1.11).

The arithmetic average of the sample members estimates on this indicator as a whole was (3.08), and a standard deviation of (0.36), which corresponds to an estimate of a moderate degree of practice. The two researchers noted that the application of the indicator of using indicators and benchmarks comparisons reached an estimate of a moderate degree of practice with an arithmetic average of this indicator as a whole of (3.08). Due to the non identified number of key performance indicators capable of measuring in an objective way in order to observe and evaluate the quality of performance in school, due to lack of evidences and proofs relating to the objectives and mechanism of work of the units in the school.

Fifth indicators: independent verification of standards

The arithmetic averages and standard deviations of the estimates of the study sample members were calculated on the clauses of this indicator, as they were shown in Table (7).

Table (7) shows: the arithmetic averages and standard deviations of the estimates of the study sample members on the indicator of independent verification of standards in a descending order:

sr	Key Indicators	Arithmetic average	Standard deviation	Degree of practice
	- Formation of a committee of specialists for internal review at school.	3.13	1.15	moderate
	- Questionnaires are used to verify the results of performance equality evaluation process of all units in a school.	3.08	1.02	moderate
	- Results of quality unit are presented to quality specialists and all school activities to verify its results.	3.00	1.12	moderate
	-Comparing female students' achievement to other outstanding schools.	2.87	1.25	moderate
Scale as a whole		3.02	0.42	moderate

Maximum degree of (5)

Table (7) shows that indicator no. (4), which states that " Formation of a committee of specialists for internal review at school "ranked first with an arithmetic average of (3.13) and a standard deviation of (1.15). The indicator no (1) which states that " - Questionnaires are used to verify the results of performance equality evaluation process of all units in a school. ""ranked second with an arithmetic average of (3.08) and a standard deviation of (1.02), while indicator no (3), which states that "Comparing female students' achievement to other outstanding schools" ranked last with an arithmetic average of (2.87) and a standard deviation of (1.25).

The arithmetic average of the sample members estimates on this indicator as a whole was (3.02), and a standard deviation of (0.42), which corresponds to an estimate of a moderate degree of practice. The application of the indicator of independent verification of standards reached a moderate degree of practice with an arithmetic average of this indicator as a whole of (3.02)

The two researchers showed that schools have no committees of specialists of internal school review to compare the results achieved by the school to other outstanding schools.

The two researchers showed that the application of quality assurance management and improvement indicators in the administration of public education schools in Asir reached (3.29) which corresponds to an estimate of a moderate degree of practice, that is, the standards of The National Commission for Academic Accreditation and Assessment focused on higher education, while ignoring public education, without the leaderships' recognition of public education institutions of the dimensions of practices and indicators of quality assurance management and improvement standard under the dominance of centralization in education departments, this result is consistent with a study of Khudair (2007) and (Amir and Al Awamla, 2011) but differs from a study of (Hawil 2012) with results of a very high reality of educational accountability and total quality.

Question 3: What is the proposed scenario of quality assurance management and improvement in the administration of public education schools in Asir province? To answer this question, an indicator whose arithmetic average of the estimates of the study sample members, is less than a standard of (3.40), is considered a standard that requires to be developed to become a real practice for the departments of public education schools in Saudi Arabia to improve quality assurance levels. The scenario was as the following:

There should be a development in all indicators of quality assurance management and improvement standard in the management of public education schools, there was a strong need of the indicators of quality assurance management processes, the use of indicators, benchmarks comparison, independent verification of standards. There is a need to develop (24) indicators distributed on five standards as follows, as shown in Table 8.

Table 8: numbers of indicators of quality management standard that requires to be developed in the management of public education schools, in a descending order, according to the arithmetic averages:

Sr	Key indicators	No. of indicators	No. of indicators needed to be developed	%
4	Using indicators and benchmarks comparisons	7	7	100.00%
5	Independent verification of standards	4	4	100.00%
3	quality assurance operations management	11	6	54.55%
1	Institutional commitment of quality improvement	10	5	50.00%
2	Scope of quality assurance operations	8	2	25.00%
Scale as a whole		40	24	60.00%

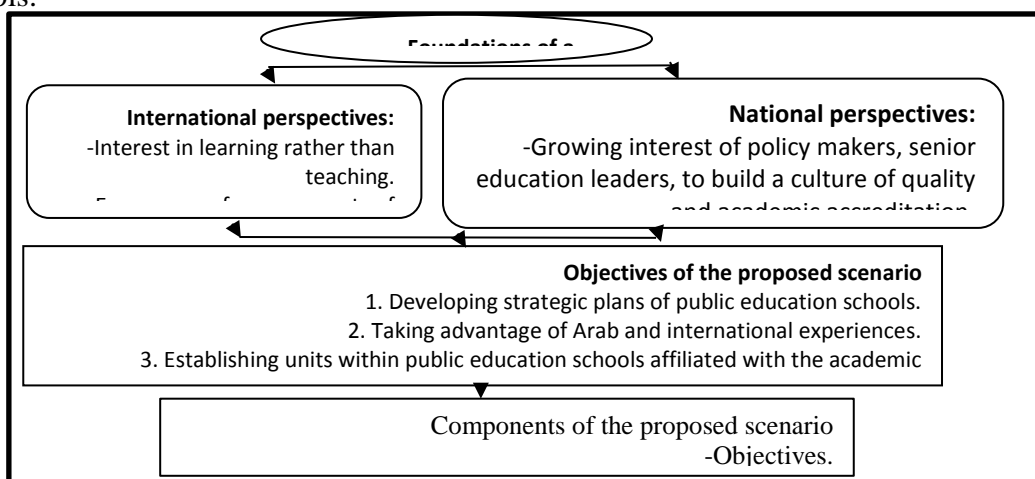
Table no. (8) shows that the indicator of the use of indicators, benchmarks comparison, and the indicator of independent verification of standards, ranked first with a percentage of (100.00%) the indicator of quality assurance operations management ranked second with a with percentage of (54.55%), while the indicator of the scope of quality assurance processes ranked last with a percentage of (25.00%). The number of indicators require to be developed (24) indicators with a percentage of (60.00%). The indicators of quality assurance management standard that needs to be developed in the management of public education were, as in table (8).

Table 8 shows: a number of indicators of quality assurance management standard that need to be developed in the management of public education schools:

Indicator of Institutional commitment to quality improvement.	1	-school administration activation of feedback to improve performance and planning processes.
	2	- Recognition of school administration of mistakes and shortcomings.
	3	- Provision of the necessary resources that contribute to school leadership, management of quality assurance processes.
	4	- Participation of female teachers and administrators in the school self evaluation.
	5	-Cooperation of female teachers and administrators in reporting and improving school performance.
Scope of quality assurance	1	All efforts of school workers are integrated by school administrative staff and teachers in quality assurance and improvement processes
	2	-Management and female teachers are conducting research at the school level, in

processes		achieving the goals and objectives of the school.
quality assurance operations management	1	Coordination between all the activities and tasks of the quality unit within a school.
	2	- Evaluation process is linked to appropriate standards and predefined performance indicators at school.
	3	- Necessary reports are prepared on the performance of the unit and excluding unnecessary requirements.
	4	- Quality unit stores statistical data in a centralized database to access it in the preparation of the reports on quality at school.
	5	- School quality unit is evaluated according to the evidence based on judgments standard.
	6	- School quality unit is under a continuous evaluation.
Using indicators and benchmark comparisons	1	-Identification of a number of key performance indicators capable of measuring in an objective way to observe and evaluate the quality of performance in the whole school.
	2	- Preparation of evidences and proofs related to goals and mechanism of the units in a school.
	3	- Appropriate formula is standardized that identifies performance indicators in a school.
	4	-School quality unit identifies key performance indicators to evaluate all working units within a school.
	5	- Selection of additional key performance indicators of performance quality control in all the various administrative units within a school.
	6	- Selection of a number of common indicators to compare the performance between units within the school in tasks shared by different units.
	7	- Selection of a number of common indicators to compare the performance between units within the school in tasks shared by different units.
Independent verification of standards	1	- Formation of a committee of specialists for internal review at school.
	2	- Questionnaires are used to verify the results of performance equality evaluation process of all units in a school.
	3	- Results of quality unit are presented to quality specialists and all school activities to verify its results.
	4	-Comparing female students' achievement to other outstanding schools.

Since all the sub standards whose indicators need to be developed passed a number of (24) indicators to become a real practice among female principals of public education schools in Saudi Arabia beyond 60% of the scale as a whole, in light of the results, the study proposed a scenario of applying quality assurance management and improvement in the management of public education schools.



Components of the proposed scenario

Recommendations:

- Adoption of the proposed scenario submitted by the study by the administration of public education schools in Asir province, and providing the basics and supporting actions to apply it.

- Creating accreditation units in public education schools affiliated the academic accreditation and assessment authority to support academic accreditation in public education schools.
- Focus on continuous self-assessment of schools and making corrective decisions of performance in the light of assessment results.
- Provision of human and material resources required to the implementation of academic accreditation in public education schools.
- Involvement of all concerned parties, within and outside in planning, formulating objectives and decision-making processes that affect them.

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