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# THE MEDIATING EFFECT OF ORGANIZATIONAL CULTURE ON THE RELATIONSHIP BETWEEN TOTAL QUALITY MANAGEMENT PRACTICES IN SECONDARY SCHOOL PERFORMANCE IN ABU DHABI

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# ABSTRACT

The main purpose of this study was to investigate mediating effect of Organizational Culture (OC) on the relationship between Total Quality Management Practices (TQMP) and Secondary School Performance (SSP) in Abu Dhabi. The study objectives are to identify the relationship between TQMP and SSP; TQMP and OC; OC and SSP; and the mediating effect of OC in the relationship between TQMP and SSP. A quantitative research design was adopted. A total of 320 senior staff were chosen as a sample through stratified random sampling technique. The three instruments used were TQMP, OC and SSP. Data were analyzed using Exploratory Factor Analysis (EFA) for data reduction as well as structure identification for all the variables. Analysis of a Moment Structures-Structural Equation Modeling (AMOS-SEM) software and descriptive statistics were used for data analysis. The findings showed that significant relationship was found between TQMP and SSP ($\beta=0.74$, $p<0.001$); TQMP and OC ($\beta=0.86$, $p<0.001$); OC and SSP ($\beta=0.87$, $p<0.001$). Then, OC is also identified as a complete mediation on the relationship between TQMP and SSP where total indirect effect (0.74) > direct effect (.01). TQMP dimensions have a significant relationship with SSP where school leadership $\beta=0.24$, $p<0.001$; student focus ($\beta=0.23$, $p<0.001$); strategic quality planning ($\beta=0.22$, $p<0.001$); knowledge and process management ($\beta=0.23$, $p<0.001$); training ($\beta=0.20$, $p<0.001$). Also, OC dimensions (team orientation $\beta=0.38$, $p<0.001$; communication $\beta=0.29$, $p<0.001$; goals orientation $\beta=0.34$, $p<0.001$; rules orientation $\beta=0.27$, $p<0.001$) have a significant relationship with SSP. In conclusion, total quality management and organizational culture are the crucial indicators that can lead to effective realization of secondary school performance goals. As implication, this study has contributed a new outlook in the field of educational management and practitioners by internalizing the approach for the success of secondary school performance.

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# KESAN PENGANTARA BUDAYA ORGANISASI TERHADAP HUBUNGAN ANTARA AMALAN PENGURUSAN KUALITI MENYELURUH DAN PRESTASI SEKOLAH MENENGAH DI ABU DHABI

## ABSTRAK

Tujuan utama kajian ini adalah untuk mengkaji kesan pengantara Budaya Organisasi (OC) terhadap hubungan antara Amalan Pengurusan Kualiti Menyeluruh (TQMP) dan Prestasi Sekolah Menengah (SSP) di Abu Dhabi. Secara khususnya, objektif kajian ini adalah untuk mengenal pasti hubungan antara TQMP dan SSP; TQMP dan OC; OC dan SSP; dan kesan pengantara OC terhadap hubungan antara TQMP dan SSP. Reka bentuk penyelidikan kuantitatif telah digunakan dalam kajian ini. Seramai 320 kakitangan kanan telah dipilih sebagai sampel melalui teknik persampelan rawak berstrata. Tiga instrumen yang digunakan ialah TQMP, OC dan SSP. Data dianalisis menggunakan Exploratory Factor Analysis (EFA) untuk pengurangan data serta pengenal pastian struktur untuk semua pemboleh ubah. Perisian Analisis Struktur Momen-Pemodelan Persamaan Struktur (AMOS-SEM) dan statistik deskriptif digunakan untuk analisis data. Dapatan kajian menunjukkan bahawa terdapat hubungan yang signifikan antara TQMP dan SSP ($\beta=0.74$, $p<0.001$); TQMP dan OC ($\beta=0.86$, $p<0.001$); OC dan SSP ($\beta=0.87$, $p<0.001$). OC juga menunjukkan pengantara lengkap antara hubungan TQMP dan SSP (jumlah kesan tidak langsung 0.74 > kesan langsung 0.01). Dimensi-dimensi TQMP juga mempunyai hubungan yang signifikan dengan SSP (kepimpinan sekolah $\beta=0.24$, $p<0.001$; fokus pelajar $\beta=0.23$, $p<0.001$; perancangan kualiti strategik $\beta=0.22$, $p<0.001$; pengurusan pengetahuan dan proses $\beta=0.23$, $p<0.001$; dan latihan $\beta=0.20$, $p<0.001$). Begitu juga dimensi-dimensi OC (orientasi pasukan $\beta=0.38$, $p<0.001$; komunikasi $\beta=0.29$, $p<0.001$; orientasi matlamat $\beta=0.34$, $p<0.001$; dan orientasi peraturan $\beta=0.27$, $p<0.001$) mempunyai hubungan yang signifikan dengan SSP. Kesimpulannya, Amalan Pengurusan Kualiti Menyeluruh dan Budaya Organisasi adalah petunjuk penting yang boleh membawa kepada pencapaian matlamat prestasi sekolah menengah yang berkesan. Implikasinya, kajian ini telah menyumbangkan pandangan baharu dalam bidang pengurusan dan pengamal pendidikan dengan menghayati pendekatan untuk kejayaan prestasi sekolah menengah.

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# LIST OF ABBREVIATIONS

| | |
|---|---|
| ADEC | Abu Dhabi Education Council |
| C | Communication |
| CFA | Confirmatory Factor Analysis |
| CFI | Comparative FitIndex |
| GO | Goal Orientation |
| GR | Graduation Rate |
| KPM | Knowledge and Process Management |
| NFI | Normed FitIndex |
| OC | Organizational Culture |
| RMSEA | The Root Mean Square Error of Approximation |
| RO | Rule Orientation |
| SA | Students Achievement |
| SF | Student Focus |
| SL | School Leadership |
| SQP | Strategic Quality Planning |
| SSP | Secondary School Performance |
| T | Training |
| TLI | Tucker-Lewis |
| TO | Team Orientation |
| TQMP | Total Quality Management practices |
| UAE | United Arab Emirate |

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# CHAPTER 1

# INTRODUCTION

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## 1.1 Introduction

The three variables used in this study are total quality management, organisational culture, and secondary school performance secondary school performance. Total quality management consists of five dimensions, school leadership, student focus, training, knowledge and process management and strategic quality planning. The second variable, organisational culture, with four dimensions: rules orientation, communication, team orientation, and goal orientation. The last variable, secondary school performance has two dimensions: graduation rates and student achievement.

The UAE became a republic in 1971 with coming together of seven emirates. The seven emirates are Ajman, Fujarah, Abu Dhabi, Ras Al-Khaimah, Sharjah, Dubai as well as Um Alquwin. It was 1972 the emirate of Ras Al-Khaimah joined the UAE.

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According to Alhebsi, Pettaway and Waller (2015) pointed that self-educationalready been taking place in all emirates before the amalgamation. The education of UAE has put more emphasis on religious instruction and acquisition of knowledge that would lead moral improvement. In the UAE, the apprenticeship is quite frequent which was used to transfer knowledge from one generation to another. Traditional education also features in UAE education with four forms of education. The four forms of education that exist are semi-organized education, Mutawa and Katateeb, educational circles and modern educational system.

Mutawa and Kateteeb is the name given to Imam or leader in mosques in the UAE. In the olden days, the Imam or Mutawa is the only one who teaches both boys and girls how to speak, read and memorise Quran and hadith. The Mutawa is the person who voluntarily offers to impart knowledge of the Holy Quran and Islamic moral thought. In the emirate, the Mutawa is regarded as a clever person and is the only one who officiates weddings. In the event of a conflict, the Mutawa arbitrates or mediates the conflict settlement. Educational instruction regarding the Holy Quran and the basics of Islam, along with writing, reading and mathematics, are also taught in mosques and homes (Alnabah, 1996). Repetition constitutes the primary method of instruction. For example, students often repeat his words. If children encountered problems in learning, the Mutawa would share his concerns with the parents directly.

The educational circles are the second traditional education in which the teacher transfers skills and knowledge to students through group lectures. Those that transfer the knowledge are people who have Islamic knowledge and often come from Saudi Arabia with the help of the Sheikh. This voluntary assignment is believed earns Allah's

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blessing. The educational cycles normally occur in the mosque or the Sheikh's home. The scholar in the educational cycles often teaches the Holy Quran, reading, mathematics and Sunnah of Prophet Mohammed (PBUH) (Alhebsi, Pettaway & Waller, 2015).

One cardinal influence of this stage was to relates to the significance was to let the people to embrace the teachings of the Quran. Further, most schools in UAE were opened in all the Arabian Peninsula. It was started in the 1914 during the time of First World War. After the First World War was ended, importance was place on development of schools in several regions in most of large cities. In all these schools often invite teachers from neighbouring countries to serve as teachers as well to help them teaching the holy Quran (Alrawi, 1996). One of the regional schools was Taimiah Almahmoudiah School which was established in 1907 in Sharjah by notable scholar Sheikh Ali Almahmoud. Sheikh Ali.

In fact, Sheikh Ali his fund to develop the A'Taimiah Almahmoudiah School make it free educational for the people in the area. He intended to broadly expand the numbers of students and participants to combat illiteracy in his region. Sheikh Ali also personally sponsored the educational growth of many students by sending them to study in Qatar and Egypt (Alrawi, 1996). Under his management, the A'Taimiah Almahmoudiah School embraced some areas in the curriculum of Egypt. Sheikh Ali split the education into two categories: (1) a primary school for learning the writing, reading, social study, math, Quran and Sunnah, script, business (2) the learning of Sharia knowledge. Some of the schools have been closed after the period of 16 years in existence (Alrawi, 1996).

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Lastly, modern education plays a monumental part in the traditional education of the UAE. This modern school was the same thing as the present educational system in the UAE (Alhebsi, Pettaway & Waller, 2015). Sheikh Mohammed Almahmoud was the person to established modern school of Alqasimiah in Sharjah around 1930. He happed to be the son of the Sheikh Ali Almahmoud. Around 1953, the school later borrowed the Kuwaiti curriculum and books, materials and teachers were brought for students. These schools were operated under the supervision of the Kuwaiti government. As the initial instructional materials were specific to Kuwait, the local Emirates began the development of instructional materials specific to the region (Alrawi, 1996; Alnabah, 1996). The Kuwaiti model established three stages for students: (1) primary school, (2) Preparatory school and (3) secondary school. Primary school required four years (1-4) of study. Preparatory school required four years (5-8) of study. Secondary school required four years (9-12) of study (MOE, 2018). Before 1967, students completed their secondary school certificates by sitting exams in Kuwait. In 1967, the exams were conducted in the Emirates (Alrawi, 1996). After the United Arab Emirates was formed in 1971, education was developed locally and became free for all Emiratis (Alrawi, 1996).

## 1.2 Background of Study

Total quality management practices are used to further develop item quality to meet consumer loyalty (Agus, Krishnan and Kadir, 2000; Pambreni, Khatibi, Azam and Tham, 2019). Dhar (2015) stated that all out-quality administration implies the entirety of approaches associations can use to accomplish the interest of clients. Sometimes,

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total quality management is not the best approach, but it is organizational philosophy that recognizes business goals and demand of customers. The chief objectives of the total quality management are that the organisation should use as mechanism to yield the needed for the benefits of customer. For total quality management practices to be accomplished, it should be management initiative which will be directed to maximising efficiency for the purpose of promoting market dominance through improvement in the systems and prevention of errors that march corporate objectives (Sadikoglu & Olcay, 2014; Pambreni, Khatibi, Azam & Tham, 2019).

Furthermore, total quality management has been much popularity during the late 1980s as well as early 1990s before being overshadowed by iso 9000, lean manufacturing, and six sigma (Hendricks & Singhal, 2001; Jaca & Psomas, 2015). Total quality management includes the organisation's efforts to develop a permanent atmosphere where workers of the organisation the quality of the service and product provided for customers are worth the value. As stated in the principles of total quality management, those in charge of the production should endeavour to improve their task or operation while the management is obligated to observe quality leadership, training, customer organizational culture, strategic quality planning. Total quality management holistically views that organisations should continuously improve some of these by internalising and recruiting competent workers. As a result of its crucial role, total quality management is now becoming recognised as a generic management tool applicable in service and public sector organisations (Chaudary, Zafar & Salman, 2015; Kaiseroglou, & fakianaki, 2020).

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Besides this, Suleman & Gul, (2015) asserted that total quality management practices develop the organisational of workers' productivity to produce the production of quality to as to meet customer demand. Thus, organizational culture is the beliefs, values, assumptions and perfect means of interrelationship that will bring conducive atmosphere of the organisation setting. Also, organizational culture integrates an organisation vast experience, expectation philosophy, and those standards that enhance good conduct and attitude among the employees. Mahmood, Qadeer and Ahmed (2015) opined that culture is primarily relied on rule and regulation, shared attitude and customs that has been existed for so long.

Organizational culture is frequently referred to as corporate culture, according to Aminbeidokhti, Jamshidi, and Mohammadi Hoseini (2016), because it influences overall performance and productivity, directs customer care and service, improves product quality, punctuality, and ongoing commitment for the organization. Employee commitment to the organization's aims, the degree of information sharing and power decentralization from the management, fresh ideas, collective decision-making, and relationships with other nations around the world are all traits of organizational culture.

Hence, for the purpose of having quality education and student's academic performance in UAE. The Irtiqaa scheme was established by the department of education and knowledge (ADEK) in Abu Dhabi. This special scheme was purposely set up to address some of the problems that affecting Abu Dhabi educational system. Department of education and knowledge (ADEK) observed that some of the teachers are less committed to the teaching and learning in the school. Because of inefficiency in the teaching profession, training and conferences has been organized for teachers so

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that improvement can take palace in educational system of Abu Dhabi. Apart from this, mentor teachers were also set up to guide new teachers. This so called Irtiqaa scheme has play monument role in ameliorate the problems facing teaching and learning in Abu Dhabi.

Growing number of research has observed that the high performing schools in developed country are help with the competent and quality teachers used in the system. In the absence of quality management in the school system, the quality in the school would not be accomplished. Based on this explanation, secondary school performance comprises of variables input such as professionalism, students' performance, teachers' contribution in and outside the school, leadership styles of the principal also the determinant of school effectiveness.

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## 1.3 Problem Statement

Now, there are many competitions among schools as an organization and this can be traced to the transformational and innovation brought by technology. Sincerely, it takes more steps for organization to survive in such a competitive situation. Therefore, there is a need for constantly improving the school performance to attain an acceptable level of performance capable of gaining and sustainingcompetitive advantage (Budiharso & Tarman, 2020). To increase organizational performance is not a new phenomenon but the best approach for improving organization performance is quite necessary.

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Like other sectors, schools' sector is also affected by the rapid changes that is taking place in world. Amin (2006) noted that changes and innovation resulting from the emerging competitive business environment have made Abu Dhabi and schools to think the same way as business organizations. Meanwhile, educational markets are becoming worldwide. In line with point, capability to compete and be in business under such a situation depends largely on how the changes, innovation and improvement are managed by school head as well as stakeholder in education.

As rightly pointed above, secondary school in Abu Dhabi have suffered several problems, particularly those related to lower academic performance. According to blueprint of ministry of education (2019) that quality education in all levels is the cardinal target for UAE schools. Therefore, what make the secondary education to function effectively are the quality of teachers and materials available for teaching. It was further noted that Abu Dhabi had suffered more than necessary in terms of the curricula, resources, teaching methods, modern technology, and research. This thereby calls for an urgent improvement in the performance of the Abu Dhabi educational organizations.

As a matter of fact, Abu Dhabi schools have been introducing many reforms and laws to tackle the problems that hinder the performance improvement. More so, the society needs for applying skilled teachers, variety of educational services and quality research. On the same note, the number of students and research fields are increasing continuously. Therefore, all of these problems put Abu Dhabi schools under high pressure if the globalization effects are considered as well (UNESCO, 2008). Numerous scholars (Chienwattanasook & Jermsittiparsen, 2019; Kaiseroglou & Sfakianaki, 2020;

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Budiharso, & Tarman, 2020) have shown that the possible solution to these problems in secondary schools is by embracing the changes and innovative and promising performance improvement. From theoretical 'technique for secondary schools viewpoint, both TQM and organizational culture (OC) have witnessed a widespread acceptance as a means of obtaining good performance and keeping a competitive advantage (Ooi, 2009; Prajogo & Hong, 2008; Wong, 2006; Hung et al., 2010; Cherian, Gaikar, Paul & Pech, 2021). Therefore, this study prompts to examine the effect of these two management paradigms on the secondary school performance of Abu Dhabi.

Despite of the growing body of studies on TQM, Venkatraman (2007) observed that the constraint for the application of TQM practices in secondary school education is the misunderstanding of TQM process and philosophy. Thus, the dearth of proper understanding due to the process and philosophy of TQM implementation is different in the educational sector is the lack of necessary understanding about TQM practices in the secondary educational context (Venkatraman, 2007). Sensing this, the present study will endeavor to bridge this gap.

Additionally, empirical evidence has valid support on the impact of TQM in secondary schools are surprisingly scarce (Koch & Fisher, 1998; Lim et al., 2004). Regarding to Abu Dhabi, the secondary education considers implementation of TQM in order to achieve better educational quality (Al-Fatlawy, 2006). Yousif (2007) noted that more works are required in TQM field regarding proper utilization and application of TQM with respect to education, research and performance development. Yet, there are little studies that look into TQM and its impact on the secondary school educational

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performance (Al-Fatlawy, 2006; Yousif, 2007; Pambreni, Khatibi, Azam & Tham, 2019). Besides, most of these studies were case study and experimental study.

From OC studies, it has been generally revealed that most of the KM-performance studies (e.g., Belias & Koustelios, 2014, Habib, Aslam, Hussain, Yasmeen & Ibrahim, 2014, Körner, Wirtz, Bengel & Göritz, 2015, Arditi, Nayak & Damci, 2017) have only been carried out in developed countries such as United States, Australia, and European countries. Even, conflicting results were also reported in those studies. Apart from this, limited empirical studies that have been conducted in developing countries. This study opens up research opportunities to fill this gap.

As OC concept is well-known among researchers, practitioners and stakeholder in the field of business management (Martin, 2005) few quantitative empirical research has been investigated to determine the influence of OC on the schools' performance (Kalling, 2003). Deveaux (2020) asserted that organizational culture is imperative for improving performance in any organizational setting. Girma (2016) opined that not much studies on the relationship between OC and school performance. Yet, the study that was conducted in the information industry and does not reflect education sector.

Again, Sallis and Jones (2002) highlighted, there is much need for OC in education as there is in business. If outstanding achievements are achieved in one area of the secondary schools, there should be a process of knowing how they were achieved. However, few empirical studies have been focused on OC in the secondary education. UAE government has designed a plan on how to provide qualitative education using TQM (Al-Dhaafri & Alosani, 2020). This is not enough in achieving quality education

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if OC is not applying together. In fact, there is no exact date for the application of OC in Abu Dhabi schools as in TQM. This current study would apply OC to strengthen secondary school performance.

The role of OC in improving the performance of Abu Dhabi schools needs further studies. Henceforth, it is essential to conduct extensive studies on the impact of the OC processes in secondary school. Several researchers have suggested some possible process and techniques in the area of TQM and OC in their various field of study. However, a number of other authors are of the notion that both TQM and OC can complement one another. TQM and OC synergistically combined lead to a cycle of improvement in achieving organizational excellence (Hsu & Shen, 2005). From the empirical perspective, most of the related researches lack empirical evidence on the relationship between TQM and OC, and such that the relationship between both paradigms is still vague. Similarly, Ooi (2009) revealed that the empirical studies to clarify the pattern of relationship between TQM and OC are surprisingly sparse and exceptional. Therefore, more detailed empirical studies are needed to demonstrate the interrelationship between TQM and OC. Thus, providing a significant gap that needs to be addressed in this study.

In the field of business management, there are a growing body of knowledge on how of TQM and OC can be used simultaneously in education to improve performance outcome. Nonetheless, there has been almost no concrete theory-building and technique to validate the relationship. In addition, the researches which linked TQM and OC were not conducted in the most studies and no one has been done for educational industry which is of interest in this study. Thus, methodologically rigorous empirical studies that

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will examine the link between TQM, OC and SSP are needed to fill these gaps. Given the above reasons, this study will examine the following three aspects: 1) the relationship between TQM and SSP 2) the relationship between TQM and OC and 3) the practical aspect, that is, how TQM and OC impact on secondary schools' performance in the Abu Dhabi education context.

**The Gap of Study**

Given the importance of total quality management, there are many studies on total quality management relating to the performance of schools. Also, many studies dealt with the relationship between organisational culture and school performance (Arditi, Nayak & Damci, 2017). In addition, numerous studies combined total quality management and organisational culture (Al-Damen, 2017).

Nonetheless, a few studies were conducted that dealt with one or two variables for UAE, in general, and Abu Dhabi Emirate, in particular (Dhar, 2015). Furthermore, no studies have combined the three variables (within the limits of the researcher's knowledge). On the other hand, also, few studies have been applied to the education sector in the UAE education sector in particular (Sadikoglu & Olcay, 2014; Pambreni, Khatibi, Azam, & Tham, 2019). Therefore, these three aspects represent a knowledge gap and, hence, this study makes an effort to fill the above gap.

On that basis, the present study extended the previous studies (Agus, Krishnan & Kadir, 2000; Sadikoglu & Olcay, 2014; Dhar, 2015), which adopted an informational

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framework in its theoretical approach and methodology. It also constituted a new addition that deals with the effect of total quality management on school performance in the context of organisational culture in the UAE environment. It also contains the largest number of secondary schools and students in the UAE.

To clarify the impact of total quality management on the school performance in the context of organisational culture within the company is considered the main objective of the current study, which explains how structural equation modelling (SEM), a multivariate statistical technique, is applied as a statistical tool to examine the relationship between variables.

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## 1.4 Purpose of the Study

Total quality management practices have become the basic tool for organisations to create competitive advantage over others. In Abu Dhabi schools, total quality management practices have become a tool that can lead to quality service to students. The first purpose of this study was to determine the dimensions that influence total quality management in Abu Dhabi secondary schools. The study wanted to use total quality management practices and organizational culture to increase secondary school performance. As a result, the study investigated the mediating effect of organisational culture in the relationship between TQM practices and SSP in Abu Dhabi. Also, the study still examined the dimensions of organizational culture on the relationship between TQM and SSP in Abu Dhabi.

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## 1.5 Research Objectives

This study's main objective was to investigate the mediating effect of organisational culture in the relationship between total quality management and secondary school performance in Abu Dhabi. The following objectives were raised to guide this study. They include:

RO1: To determine the relationship between total quality management practices and secondary school performance in Abu Dhabi.

RO2: To investigate the relationship between total quality management practices and organizational culture in secondary schools in Abu Dhabi.

RO3: To determine the relationship between organizational culture and secondary school performance in Abu Dhabi.

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RO4: To verify whether organisational culture can mediate the relationship between total quality management and secondary school performance in Abu Dhabi.

RO5: To determine the influence of total quality management practices dimensions on secondary school performance in Abu Dhabi.

RO6: To determine the influence of organizational culture dimensions on secondary school performance in Abu Dhabi.

## 1.6 Research Questions

Based on the background of the study and the research objectives which were discussed in the above section, this study formulated six research questions as follows:

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RQ1: Is there a relationship between total quality management practices and secondary school performance in Abu Dhabi?

RQ2: Is there a relationship between total quality management practices and organizational culture in secondary schools in Abu Dhabi?

RQ3: Is there a relationship between organizational culture and secondary school performance in Abu Dhabi?

RQ4: Does organisational culture mediate the relationship between total quality management and secondary school performance in Abu Dhabi?

RQ5: Do total quality management practices dimensions influence secondary school performance in Abu Dhabi?

RQ6: Do organisational culture dimensions influence secondary school performance in Abu Dhabi?

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## 1.7 Research Hypotheses

Research hypotheses in any study are to making predictions about the expected results of the research work after the data has been collected for the analysis (Creswell, 2017). There were three variables in this current study: two independent and dependent variables. The independent variables were total quality management and organisational culture, and the dependent variable was secondary school performance. All these variables stated in alternative hypotheses. The hypotheses were as follow:

H1: There will be a significant relationship between total quality management practices and secondary school performance in Abu Dhabi.

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H2: There will be a significant relationship between total quality management practices and organizational culture in secondary schools in Abu Dhabi.

H3: There will be a significant relationship between organizational culture and secondary school performance in Abu Dhabi.

H4: There will be a mediating role of organizational culture on the relationship between total quality management and secondary school performance in Abu Dhabi.

H5: There will be a significant relationship between total quality management practices and secondary school performance in Abu Dhabi.

H6: There will be a significant relationship between organizational culture dimensions and secondary school performance in Abu Dhabi.

## 1.8 Theoretical Framework of the Study

A theory is a system of ideas intended to clarify ideas in research, especially one based on general principles independent of the thing to be explained (Abend, 2008; Reynolds, 2015). Theory may even be defined as an idea used in a study to account for a situation or justify a course of a particular action (Reynolds, 2015; Boon, 2021). In the case of this study, Fredrick Taylor's scientific management theory is borrowed to explain how employees in an organisation can be used to increase output (Tailor, 1939; Boon, 2021). Taylor started this theory in the United States around the 1880s and 90s in manufacturing companies. Scientific management theory is still used in industrial engineering and management. There are many management theories in education, but it depends on how such theories are suitable for the study undertaken. For this study,

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scientific management theory is applied to explain the relationship between TQM and SSP with organisational culture as a mediator.

Based on Fredrick Taylor's production management theory's contribution, which emphasised quality production is necessary for an organisation. This theory assumes that the organisation should increase employees' productivity for better performance (Taylor, 1939; Chen & Hitt, 2021). In fact, scientific management theory was postulated to bring about a complete mental revolution that must be in employee's and management's minds. Taylor expressed two cardinal points (1) to increase the productivity of employees to increase performance (2) to increase the efficiency of management. Taylor primarily organizational cultured on improving the efficiency of an individual in the organisation (Taylor, 1939).

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Additionally, major principles of scientific management listed by Taylor are: financial incentives, improvement in the working environment and making the tools to be standard, time of job and cost of production; should be provided for employees so that their productivity can be increase and encourage them, proper training of employees should don regularly and educating employee to the scientific method that has been tested and proved to be effective (Taylor, 1939; Chen & Hitt, 2021). Therefore, the school head in Abu Dhabi schools needs to apply scientific management principles to increase the performance of schools. When the teacher's productivity improves, then students' academic performance also improves. Based on this discussion, these following hypotheses were discussed.

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H1: In Abu Dhabi, secondary school performance and total quality management techniques will be significantly correlated.

H2: In secondary schools in Abu Dhabi, there will be a considerable correlation between organizational culture and total quality management practices.

H3: In Abu Dhabi, secondary school performance and organizational culture will be significantly correlated.

H4: In Abu Dhabi, organizational culture will play a mediating role in the relationship between total quality management and secondary school performance.

H5: In Abu Dhabi, secondary school performance and total quality management techniques will be significantly correlated.

H6: In Abu Dhabi, there will be a strong correlation between organizational culture aspects and secondary school achievement.

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## 1.9 Conceptual Framework

This study organizational cultured on mediating effect of organizational culture in the relationship between total quality management practices and secondary school performance in Abu Dhabi. In this study, the conceptual framework was developed to explain the relationship among the variables. The conceptual framework showed a direct relationship with the dependent variable. Total quality management was the independent variable using some sets of dimensions while secondary school performance was the dependent variable. Therefore, according to Imenda (2014) a conceptual framework results from uniting several related concepts to predict and explain a phenomenon of interest in a more understanding way for a research problem.

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In the same vein, the mediating variable used in this study was organisational culture. Then, the conceptual framework showed how mediating variable mediates the relationship between total quality management and secondary school performance. The reason for using a mediator for this study was to show why IV (TQM) and DV (SSP) have a relationship. More so, the mediating variable also has some dimensions to show the extent of the relationship. Figure 1.1 showed the full conceptual relationship among independent and dependent variables and mediators. The dimension used for this study was adapted from previous studies and helped the research to construct the conceptual framework.

Total quality management facilitates effective secondary school performance to buttress more on the conceptual framework. With total quality management, schools can enhance school performance as total quality management is defined as an element that can provide quality service to students (Eng & Yusof, 2003; Kaiseroglou & Sfakianaki, 2020). A better understanding of total quality management allows the Abu Dhabi school management to improve schools' overall services and performance. Moreover, organisational culture (organizational culture) and total quality management practices lead to effective performance. The elements of organizational culture such as team orientation, goals orientation, communication, and rules orientation facilitate effective quality service to the client. Therefore, total quality management practices and organizational culture were inseparable because they have the same notion on the performance of the school system.

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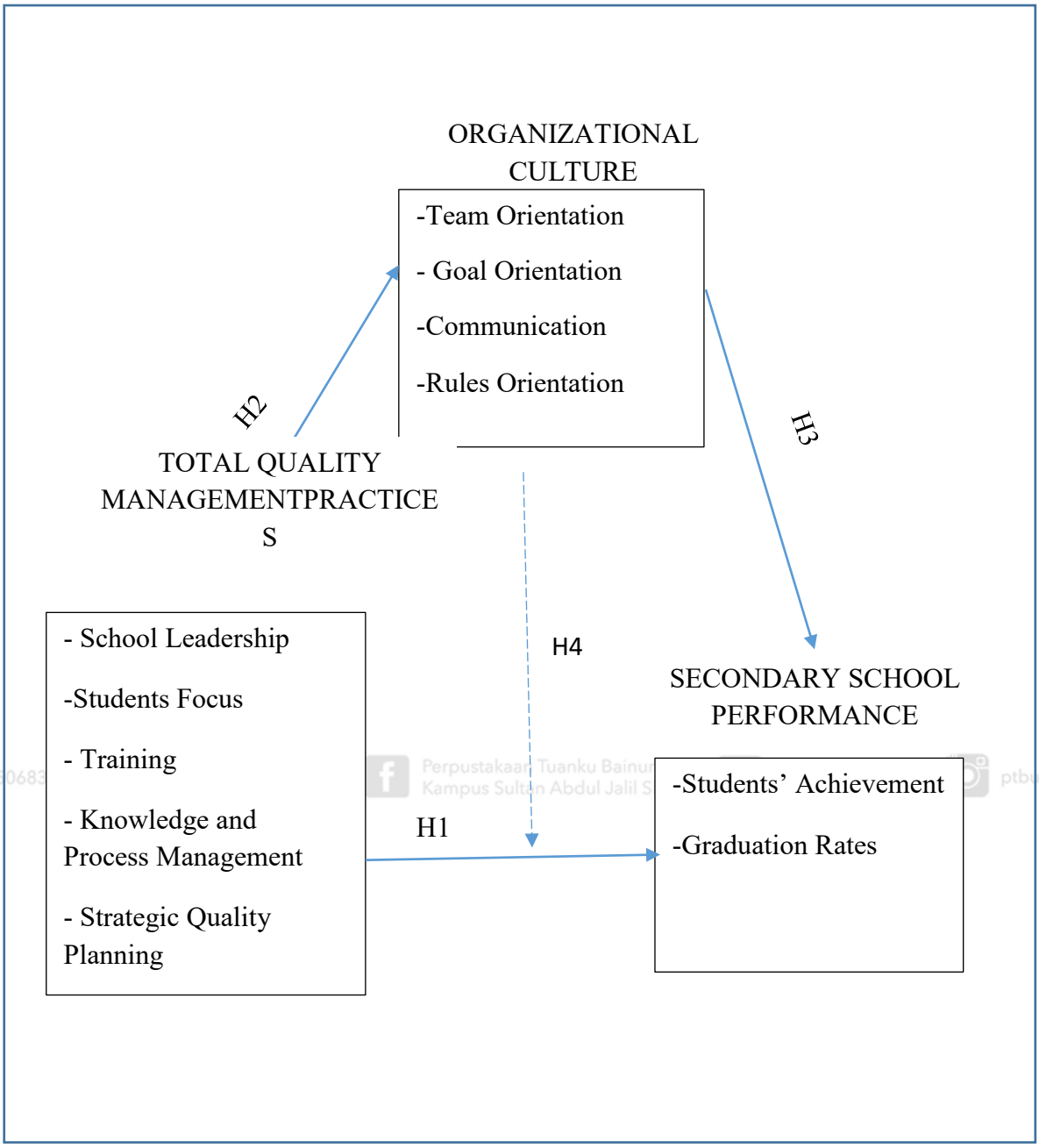


*Figure 1.1.* First Conceptual Framework. *Source:* Self-developed.

## 1.10 Significance of the Study

The study would help the UAE as a country to transform the educational sector. This is because education is the cornerstone of development for any country. A country without

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quality education for its citizens will not experience growth and development (Knapper, 2016).

Because total quality management encompasses directing, organising, formulating, and staffing, this present study would guide the educational policy makers and school heads by identifying some best practices needed to improve the service quality rendered to organizational culture. This would inform them how to make judicious use of them.

The results of this current study would add to existing and incoming literature by widening the organizational culture of knowledge on the relationship among TQM, OC and SSP in Abu Dhabi. Also, it would be a source of materials for scholars who have similar motives in carrying out research in this area.

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Further, the research findings would be important to various school heads because they are the agent of policy maker by setting up a suitable organisational culture that will increase the best practices. To provide quality service to clients that require the values and beliefs to which such organisation want to operate. This means they are cardinal elements of organisational culture.

In addition, the study would help the principal and teachers at schools in Abu Dhabi identify the mechanisms of improving school performance because the determinant of secondary school performance includes teachers and parent communication, belief that students can succeed collaborative decision-making and given assignments to teachers.

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More so, the result of this study would shed light on the meaning of TQM and OC to improve SSP. In Abu Dhabi, many public schools are not well-informed about total quality management and organizational culture, but this study would increase their awareness and subsequent planning.

Lastly, this current study would draw the government's attention to the provision of periodic workshops on total quality management and organisation culture to all principals in Abu Dhabi public schools under the government. These workshops widen their knowledge on formulating a plan that would improve school performance.

## 1.11 Limitations of Study

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Education is one of the government's most important priorities, it aims to improve human capital and a diversified knowledge-based economy by building and managing an advanced educational system for a globally competitive knowledge organizational culture that includes all age groups and meets future labour market needs (Moe, 2019).

More so, the total quality management practices investigated in this study are restricted to only five dimensions. As this current study is quantitative and cross-sectional study, a structure questionnaire was employed as a research instrument, while a self-administered method was also for the data collection.

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Therefore, this study was limited to the secondary school of cycle (C3) affiliated to Abu Dhabi Educational Knowledge (ADEK) in the Emirate of Abu Dhabi. Any schools outside Abu Dhabi will not be considered part of this study.

## 1.12 Operational Definition

The following definitions were provided to have an in-depth knowledge of the terms throughout the study:

**Total Quality Management Practices**

Al-Damen (2017) defined total quality management as the culture adopted by the organisation and practised by the employees to provide quality service to customers. The dimension of TQM is school leadership, students focus, training, knowledge and process management and strategic quality planning.

**School Leadership**

This study refers to leadership as the act of encouraging a group of people to attain a collective goals for the organization. Leadership gives direction, control, and shared communication about achieving the organisation's goals.

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**Student Focus**

**Student** focus refers to the orientation of an organisation given to students to serve their students want. By having a student focus in the school will lead to the success and involves ensuring that all aspects of the school put its student's satisfaction first.

**Training**

Training is connoted in this study as an organised activity aimed at providing and information to develop the employee's productivity or in assist him or her attain a required level of skill.

**Knowledge and Process Management**

This is a discipline that encourages a combined approach to evaluating identifying, capturing, sharing and recovering all corporate information assets. These assets include policies, databases, knowledge and skills of an employee.

**Strategic Quality Planning**

For this study, strategic quality planning is a course of action that include quality managers, quality departments, and quality professionals undertake in their organisations to recognise the top-quality initiatives that would be able to manage quality.

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**Organisational Culture**

organizational culture as the pattern of basic assumptions that an organisation has improve and developed in learning to adapt with its external adaptation and internal integration problems that have been used for the organisation to function well (Belias & Koustelios, 2014). Four dimensions are formulated for measuring organizational culture which includes: team orientation, communication, goals orientation and rules orientation.

**Team Orientation**

This study defined teamwork orientation as the extent to which members have a positive attitude towards working in a team. The goals of the organisation are achievable when employees develop the spirit of teamwork.

**Communication**

In this study, communication is the whereby an organisation's leader sends and receives messages through verbal or nonverbal means, including speech, oral and writing. Direct communication between leaders and employees will help to achieve common goals.

**Goals Orientation**

Goal orientation is an individual disposition towards developing or using one's ability to achieve goals in an organisation. Goal orientation serves as a motivation variable useful for organisational performance.

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**Rules Orientation**

This is a principle, rule or law designed to control or govern the conduct of an individual in a formal organisation like schools.

**Secondary School Performance**

Secondary school performance is viewed at the level of the school in terms of educational achievements. In this study, two dimensions are raised to measure SSP which are students' achievement and graduation rates.

**Student Achievement**

Academic achievement (AA) signifies performance outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities in instructional environments, specifically in college, university as well as school.

**Graduation Rates**

The graduation rate reflects the number of students who completed their study and having a certificate from an educational institution.

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## 1.13 Summary

This chapter begin with a introduction of the study based on the relevant information to Total Quality Management, organisational culture, and secondary school performance. Besides, it explained the empirical evidence to the background of the study by identifying the validity of the concepts. Then, research questions, objectives, scope, and significance of the study were emphasised. After that, the limitations of the study were detailed. In conclusion, the structure of the study was emphasised with an outline of each chapter followed by its respective summary.

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