

The Impact of Environmental Culture on the Implementation of Quality Culture in Educational Institutions (A Field Study in Educational Institutions in Adrar Province)

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Received: 03/2024

Published: 09/2024

Abstract:

The aim of this study was to investigate the influence of the surrounding culture on the implementation of the quality culture in educational institutions. The sample consisted of 285 employees of educational institutions in the province of Adrar. A correlational descriptive method was used and a questionnaire was used to collect data. The study found that the surrounding culture has a significant impact on the implementation of quality culture. It also showed statistically significant differences among the study sample regarding their perceptions of the impact of the surrounding culture on the implementation of quality culture, attributed to the variable of professional experience, while no differences were found regarding gender or educational level.

Keywords: Environmental culture, quality culture, educational institutions.

Introduction:

There is no doubt that focusing on the culture surrounding educational institutions contributes significantly to the success of any change or development in terms of work performance and relationships within schools. The surrounding culture, with its values relating to work for staff and values of learning and success for pupils, and values of cooperation and participation for parents and local community institutions, plays a crucial role in either the failure or success of schools in meeting the demands of the community and gaining its satisfaction.

Given that the general concept of quality is customer satisfaction, it has become imperative for Algerian schools to move towards quality and adopt its culture. For Algerian schools to move towards quality, they must explicitly declare their commitment to implementing a culture of quality by providing the necessary requirements and improving the approaches for its application. Considering the surrounding culture as one of the essential ways to implement a culture of

quality in educational institutions (primary, middle and secondary), it serves as a fertile ground and a suitable climate for the effective application of a culture of quality, which has a positive impact on the performance of educational institutions.

1. Problem of the study and its questions:

“The Algerian education system has undergone significant changes in recent years in terms of its educational framework, where the Ministry of National Education has sought to improve the quality of education to keep pace with the current era characterised by scientific and technological progress. This has included a re-evaluation of educational goals, curricula, textbooks, management, and the preparation and training of teachers and administrators.” (Abdi, 2011: 26).

However, the focus on the human element within educational institutions - teachers, administrators and students - has not received sufficient attention in the reform process, especially in terms of providing a suitable working environment and the necessary requirements to achieve quality outcomes in the educational process.

In the same context, Ghayat (2004: 81) also argues that “the school is not a closed system in terms of the elements within it, but rather an open system influenced by external factors. Students are influenced by the social, economic and cultural realities of their environment, and the same is true of educators, who are not independent of external variables”.

From the above, it is clear that most researchers emphasise the need to study the cultural environment of educational institutions through its constituent elements (local community, family and social institutions), as it is a key factor for any change within the institution, such as the implementation of a culture of quality in educational settings.

From this perspective, we can formulate the research problem as follows:

Does the surrounding culture have an impact on the implementation of total quality culture in educational institutions in Algeria?

This general problem leads to the following secondary questions:

1. Do the sub-dimensions of the surrounding culture (values related to employees, values related to parents, values related to students and values related to the local community) influence the implementation of the total quality culture in educational institutions?

2. Are there differences among the study sample in their perceptions of the impact of the surrounding culture on the implementation of Total Quality Culture in educational institutions, due to personal variables such as gender, educational level and professional experience?

2. Aims of the study:

The researchers aim to achieve the following objectives through this study:

- To investigate the impact of the environmental culture and its sub-dimensions on the implementation of quality culture in educational institutions.
- To identify the differences among the sample members in their perceptions of the impact of environmental culture on the implementation of total quality culture in educational institutions based on personal variables.

3. Significance of the study:

This research addresses the issue of environmental culture and its impact on the implementation of quality culture in educational institutions. The researchers believe that there is still a lack of scientific research on this topic in the field of education. They expect that this study will contribute to the enrichment of scientific knowledge on quality in education from a cultural perspective. In addition, the study has practical significance as it aims to identify the values within the surrounding culture (values related to staff, values related to parents, values related to students and values related to the local community) that effectively influence the implementation of quality culture in educational institutions.

4. Concepts of the study:

4.1 Surrounding culture:

Izza (2010: 141) defines the surrounding culture as: “the cultural and social environment that supports the school in meeting the needs of the local community, and includes all institutions and entities surrounding the school, whether directly or indirectly related. Exploring this environment leads to the identification of existing or potential opportunities”.

Operationally, the researchers define it as: the degree obtained by the respondents, after applying the study tool, regarding the values that constitute the elements of the surrounding culture, which include: values related to staff, values related to parents, values related to students and values related to the local community.

4.2 Quality culture in education:

Ramdass and Kruger (2009) define quality culture as teamwork aimed at continuous improvement in education.

Operationally, the researchers define it as: the degree to which respondents, after using the study tool, agree with the elements that make up quality culture, which include: values related to quality, values related to growth and success, values related to safety, values related to job satisfaction and values related to communication.

4.3 Educational institutions:

These are the formal institutions affiliated to the state administration that perform the function of education at different levels of education (primary, intermediate, secondary).

5. Boundaries of the study:

5.1 Spatial limitations:

The study was conducted in several educational institutions in the provinces of Timimoun and Adrar.

5.2 Temporal limitations:

The study was conducted from 2 February 2022 to 14 June 2023.

5.3 Human limits:

The study focused on employees working in educational institutions from different categories (teachers, administrators and support staff), comprising a sample of 285 people.

6. Theoretical background and previous studies:

In this section, we will deal with the variables of the culture of the environment and the culture of quality in educational institutions, along with the values that make them up, based on what has been established in the scientific literature, as follows:

6.1 The culture surrounding educational institutions:

In this section, we will explore the nature of the surrounding culture in terms of its concept and the values that constitute it, as follows:

6.1.1 The concept of the surrounding culture:

To derive the concept of surrounding culture, one can refer to the definition of the environment of the institution. Koujil (2012: 93-94) defines it as: “The

working environment of the institution is the part of the administrative environment that fits the process of setting and achieving the specific goals of the institution. This environment consists of five groups of stakeholders: customers, suppliers, employees, competing institutions, and pressure and influence groups such as governments and trade unions”.

From this definition, we can define the environment of educational institutions as a set of interacting cultural, social, political and economic variables that positively or negatively affect the performance of the school and the achievement of its goals.

The surrounding culture can therefore be defined as: a set of values, customs, traditions and norms that are prevalent in the community surrounding the school, such as work values and community participation by parents and local community institutions, which help the school to fulfil its tasks and achieve its goals.

6.1.2 Values of the surrounding culture in educational institutions:

Kari (2012: 117) states that “values are among the most important determinants of behaviour from a psychological and social perspective for individuals. They are the result of the interests and activities of individuals within a group. Thus, definitions and concepts have varied from one researcher to another, due to the different cultural and scientific backgrounds from which each researcher approaches this topic, despite the different perspectives of researchers and specialists”.

Consequently, the culture of the school environment consists of the cultural values held by all individuals associated with the school (values related to staff and values related to students), interacting within a social framework (parents) and a legal-economic framework (local community institutions). Below is a detailed presentation of the values of the surrounding culture in educational institutions:

1. Values relating to staff:

These values manifest themselves through the behaviour of school staff (administrators, teachers and support staff) as individuals belonging to the surrounding community. They are clearly reflected in certain behavioural aspects that should be part of modern organisational requirements, as noted by Ghayat (2015: 33-35). The most important of these are: attitudes towards work, the need for women’s participation in the workforce, respect for time and punctuality, discipline at work, and adherence to safety procedures.

2. Values related to students:

These values are represented by the habits, traditions and beliefs that students absorb as individuals in the surrounding community, as a result of the socialisation they receive within their families. These values serve as the primary guide for their behaviour and actions both inside and outside school. They are evident in their attitudes towards the value of education, respect for teachers, striving for success and excellence, cooperation and building positive relationships with peers.

3. Values related to parents:

These are the values held by parents, reflected in their view of the school as an educational institution that meets their expectations and those of their children. This relationship is strengthened by close collaboration between the school and parents.

4. Values related to the local community:

These values, attitudes and beliefs are ingrained in members of the local community (such as school leaders, local authorities and association leaders) and shape their views of the school. They govern their interactions with the school, whether formal or informal. Key values related to the local community include communication, participation and cooperation between the school and the local community.

6.2 Quality culture in education:

In this section, we will explore the nature of quality culture in terms of its concept and the values that constitute it, as follows:

6.2.1 Concept of Quality Culture:

Syed Ahmed (2015) believes that in order to understand quality culture, one must first understand the prevailing organisational culture within the organisation. This involves continuous improvement of processes, organisational values, rituals and customs to develop a concept of quality culture which is defined as: “a system of organisational values that fosters an environment conducive to continuous quality improvement”.

In contrast, Enemark (2000) emphasises the need for a stimulating educational environment to apply quality culture and ensure quality assurance in educational institutions.

The above definitions of quality culture highlight that it is an organised and intentional behaviour that includes values, principles, beliefs and rules that

contribute to improving the quality of work in educational institutions and to satisfying customers.

6.2.2 Values of quality culture in educational institutions:

The values of a total quality culture are rooted in the organisational values established by the institution to achieve its objectives. Consequently, the values of quality culture within an organisation vary depending on its objectives. These include (Al-Dosari, 2007: 109-111):

1- Values Related to Quality: This indicates that the organisation's policy emphasises the need to provide customers with services that are free from defects, delivered on time and without errors or negligence.

2- Values Related to Growth and Success: This includes creating added value for the organisation and providing employees with stable job opportunities.

3- Values Related to Safety: This refers to the organisation's responsibility to provide a safe and risk-free working environment, both within the organisation and in the surrounding community.

4- Values Related to Job Satisfaction: The organisation aims to provide each individual associated with it with a satisfying job and opportunities for skill improvement and development.

5- Values Related to Communication: This emphasises providing employees with reliable and accurate information while ensuring that management listens to the opinions of others.

It is important to note that the values of a culture of quality in educational institutions are interrelated; one cannot focus on one value without considering the others because of the complementary nature of their functions.

6.3 Previous studies:

Below are some studies that have addressed the variables of environmental culture and quality culture:

6.3.1 Arab studies:

1- Study by Hussein Atoum and Yumna Atoum (2014):

This study aimed to identify the degree of implementation of community schools and the obstacles to it, from the perspective of public school principals in Jerash Governorate. The results showed that the degree of implementation of community schools was moderate, with the highest level of implementation observed in parental involvement, followed by partnerships in public relations,

volunteering, and educational services. The least emphasis was placed on making the best use of local community resources.

2- Study by Shaldan, Saimah and Barhoum (2011):

This study aimed to explore the reality of communication between schools and local community institutions in Gaza. The results showed that the perception of principals and teachers regarding the interaction between schools and the local community reached 61%. The study recommended activating communication mechanisms between schools and local community institutions in all forms to improve their relationship, as well as encouraging parental participation in school events.

3- Study by Tyoub, Darwish and Hussein (2011):

This study aimed to identify the obstacles to the implementation of total quality management in public education schools, categorised into: obstacles related to the school environment, school administration, teachers, students, curriculum, and the relationship between schools and the community. The study concluded that public education schools face several obstacles that hinder the implementation of Total Quality Management, the most important of which are the lack of a dedicated budget for the school and insufficient library resources.

6.3.2 Foreign studies:

1- Study by Pourrajab et al. (2015):

This study aimed to determine the level of resistance to change in the implementation of Total Quality Management (TQM) in Iranian schools, and to examine the impact of gender (of principals and teachers) and years of experience on resistance to change. The study presented the results of a survey conducted in Iran and concluded that the level of resistance to change in Iranian schools was moderate. The most significant factor in resistance to change was confidence in the current situation, and gender had an effect on resistance to change only for teachers.

2- Study by Aaron P. (2013):

This analytical study aimed to assess quality management practices in educational institutions in the Kingdom of Bahrain, specifically in the areas of teaching, infrastructure and student services. The results showed that there was no relationship between the quality of practices in institutions and their effectiveness.

3- Study by Ritika et al. (2011):

This study aimed to identify the factors influencing the quality of management education in India and to clarify their nature, importance and interactions using structural equation modelling. The results showed that leadership was the most important factor, followed by organisational structure, practices and interpersonal relationships. Almost all the factors showed a strong correlation and cohesion when analysing their impact on students.

Comment on previous studies:

Based on the review of previous studies related to the topic of this research, the researchers observed - to the best of their knowledge - a paucity of local studies dealing with the issue of the culture surrounding educational institutions and its impact on the implementation of a culture of quality. Most of these studies have focused on quality as applied in the educational institutions under study, neglecting the factor of the surrounding culture.

8. Methodological procedures of the study:

Prior to the commencement of the field study, the researchers established a number of methodological procedures as follows:

8.1 Study Method:

The researchers used a correlational descriptive method because it is appropriate for the nature of the study. “What distinguishes this method from others is its focus on observing the facts related to the phenomenon under study in a realistic way. The importance of this method lies in the fact that description is a fundamental pillar of scientific research, which involves the collection, analysis and interpretation of information and data in order to answer the questions posed by the researchers and to find solutions to the problem at hand”. (Bouhafs, 2001, p. 235).

8.2 Sample of the study:

The study included a sample of 285 employees in the education sector from different levels of education, as shown in Table (01).

Table (01): Characteristics of the study sample

Personal characteristics		Count	Percentage
Gender	Male	160	56.1
	Female	125	43.9
	Total	285	100

Educational Stage	Primary education	79	37.7
	Middle education	87	30.5
	Secondary education	119	41.8
	Total	285	100
Professional Experience	1 to 11 years	122	42.8
	12 to 22 years	101	35.4
	23 to 34 years	62	21.8
	Total	285	100

Observations from Table (01):

It is evident that the majority of the study sample consists of males, which represents 56.10%, compared to 43.90% for females. In terms of educational level, the majority of the sample members work at the secondary level, which accounts for 41.80%, followed by the primary level with 37.70% and then the intermediate level with 30.50%. As far as the distribution of the sample in terms of work experience is concerned, the majority of the participants have work experience between 1 and 11 years, with 42.80%. This is followed by those with 12 to 22 years of experience with 35.40% and those with 23 to 34 years with 21.80%.

8.3 Study tool, description and characteristics (validity and reliability):

The study tool consists of a questionnaire designed by the researchers based on the results of some previous studies and initial interviews with sector officials. The questionnaire contains 47 items, distributed in two main dimensions, as shown in Table (02).

Table (02): Main and sub-dimensions of the questionnaire

Dimensions	Subdimension	Number of statements	From/ to
Environmental culture	Employee-related values	07	From 1 to 7

	Values Related to Parents	07	From 8 to 14
	Values related to students	06	From 15 to 20
	Values related to the local community	09	From 21 to 29
Culture of quality	Values related to quality	04	From 30 to 33
	Values related to growth and success	03	From 34 to 36
	Values related to safety	03	From 37 to 39
	Values related to job satisfaction	03	From 40 to 42
	Values related to communication	05	From 43 to 47

The researchers relied on discriminative validity to assess the ability of the tool to discriminate between the two extremes of the trait (comparative comparisons) using the statistical method (t-test) for independent samples. This is shown in Table (03).

Table (03): Discriminant validity results of the research tool

Category	Count	Mean	Standard of deviation	T- test Value	Statistical Significance
High	95	11.28	7.06	37.34	0.00
Low	95	75.56	6.08		

Observations from table (03):

It should be noted that the t-value reached 37.34, which is statistically significant at the 0.01 level. Therefore, we can conclude that the questionnaire designed by the researchers is capable of distinguishing between the two extremes of the trait and therefore measures what it is intended to measure.

Reliability measurement:

Reliability was assessed using two methods: Cronbach’s Alpha and the split-half method, as shown in Table (04).

Table (04): Reliability Scores for the Dimensions of the Questionnaire Using Cronbach’s Alpha and Split-Half Methods

		Number of items	Reliability Coefficient Using		
			Cronbach’s Alpha	Split-Half Method	
				Before correction	After Correction
Environmental culture	Values related to employees	07	0.55	0.46	0.63
	Values related to parents	07	0.68	0.36	0.53
	Values related to students	06	0.67	0.26	0.42
	Values related to the local community	09	0.76	0.74	0.85
Culture of quality	Values related to quality	04	0.76	0.63	0.77
	Values related to growth and success	03	0.69	0.54	0.70
	Values related to safety	03	0.58	0.66	0.80
	Values related to job	03	0.72	0.57	0.72

	satisfaction				
	Values related to communication	05	0.80	0.68	0.81

Observations on reliability scores:

It is observed that the reliability scores for the two main dimensions of the study and their sub-dimensions, using both Cronbach’s alpha and the split-half method, ranged from 0.55 to 0.81. It can be concluded that the study tool is highly reliable by both methods, indicating that similar results can be obtained when the tool is reapplied to the same group in a similar context. This qualifies the tool to effectively measure the dimensions of the issue and allows researchers to generalise the results of the study with confidence.

9. Presentation and analysis of study results and discussion:

After successfully establishing the methodological procedures for the study, the researchers proceeded to present, analyse and discuss the results as follows:

9.1. Presentation and analysis of study results:

9.1.1. Impact of the surrounding culture - with its sub-dimensions - on the degree of availability of quality cultural values in educational institutions:

To verify this, the researchers used the Pearson correlation coefficient to study the relationship between two quantitative variables. The results are shown in Table (05).

Table (05): Impact of surrounding culture on the degree of availability of quality culture values in educational institutions

Test Variables	Sample	R value	Statistical significance	Level of significance
Employee values	285	0.40	0.00	Significant at 0.01
- Quality culture				
Values of parents	285	0.41	0.00	Significant at 0.01
- Quality				

culture				
Student Values	285	0.31	0.00	Significant at 0.01
-Quality culture				
Local Community Values	285	0.42	0.00	Significant at 0.01
Quality culture				
Environmental Culture	285	0.46	0.00	Significant at 0.01
Quality culture				

Observations from Table (05):

It is observed that the correlation coefficients for the sub-dimensions of environmental culture in relation to quality culture were significant at 0.01 level. Thus, it can be concluded that the sub-dimensions of environmental culture have an impact on the implementation of quality culture in educational institutions.

Regarding the influence of the values of the surrounding culture on the culture of quality, the Pearson correlation coefficient (r) reached 0.40, which is statistically significant at the 0.01 level. This indicates that there is an effect of the values of the surrounding culture on the values of the culture of quality in educational institutions.

In order to examine the actual impact of the sub-variables of the surrounding culture (values related to employees, values related to parents, values related to students and values related to the local community) on the implementation of quality culture in educational institutions, the researchers will use stepwise multiple regression analysis. The results are presented below.

First: Identification of influential and excluded variables

This is done through the statistical significance of the coefficients (beta and t), as shown in Table (06).

Table (06): Results of beta coefficient and t-test for environmental culture variables on the implementation of quality culture

Models	Variables of environmental culture	Beta Value	“ T” value	Statistical Significance	Level of significance
Model 1: Values related to the local community	Values related to employees	0.21	3.36	0.00	Significant at 0.01
	Values related to parents	0.18	1.09	0.27	Not significant At 0.01
	Values related to students	0.10	1.10	0.26	Not significant At 0.01
	Values related to the local community	0.42	7.79	0.00	Significant at 0.01
Model 2: Local community values and employee values	Values related to parents (repeated)	0.21	1.31	1.18	Not significant At 0.01
	Values related to students(repeated)	0.18	2.92	0.00	Significant at 0.01

Observations from table (06):

It is noted that the sub-variables of environmental culture retained in both regression models (1 and 2) are:

- Values related to employees: The beta coefficient is 0.21 and the t-value is 3.36, both significant at the 0.01 level.
- Values related to the local community: The beta coefficient is 0.42 and the t-value is 7.79, both significant at the 0.01 level.

The scores related to students and their parents were excluded from the analysis.

Thus, we can conclude that the sub-variables of the surrounding culture that significantly influence the implementation of the culture of quality in educational institutions are the values related to employees and the values

related to the local community, as included in models (1) and (2), as shown in Tables (07) and (08).

Table (07): Stepwise multiple regression model of the values related to the local community on the dependent variable: Culture of Quality in Educational Institutions

Model 1		Sum of squares	Degrees of freedom	Mean squares	F value	Statistical significance	Correlation coefficient (r)	Coefficient determination (r ²)
Values Related to the Local Community	Regression	3393.02	1	3393.02	60.74	.000	0.42	0.18
	Residuals	15807.02	283	55.85				
	Total	19200.04	284					

Observations from table (07):

It is noted that the F-value reached 60.74, which is statistically significant at the 0.01 level. In addition, the correlation coefficient for the relationship between values related to the local community and values related to quality culture is 0.42. The R-squared value for this relationship is 0.18, which means that 18% of the total variance in the dependent variable (quality culture values) is explained by the linear relationship, i.e. the regression model. Consequently, 82% of the variance is accounted for by other factors, such as chance, which explains the weak effect of local community values on the availability of quality culture values in educational institutions.

Table (08): Stepwise multiple regression model of the variables related to the local community and the values related to the staff on the dependent variable: Culture of Quality in Educational Institutions

Model 2		Sum of squares	Degrees of freedom	Mean squares	F value	Statistical significance	Correlation coefficient (r)	Model 2
Local community and employee values	Regression	3968.64	2	1984.32	36.73	0.00	0.40	0.16
	Residuals	15231.40	282	54.01				
	Total	19200.04	284					

Observations from table (08):

It is noted that the F-value reached 36.73, which is statistically significant at the 0.01 level. In addition, the correlation coefficient for the relationship between values related to the local community and values related to quality culture is 0.40. The R-squared value for this relationship is 0.16, which means that 16% of the total variance in the dependent variable (quality culture values) is explained by the linear relationship, i.e. the regression model. Consequently, 84% of the variance is attributed to other factors, such as chance, which explains the weak effect of both local community values and employee values on the availability of quality culture values in educational institutions.

9.1.2 Differences among members of the study sample in their perception of the influence of the surrounding culture on the implementation of the Total Quality Culture in educational institutions attributed to personal variables: Gender, Educational Level and Educational Stage

The difference between the members of the study sample in their perceptions of the impact of the surrounding culture on the implementation of quality culture in educational institutions is attributed to the gender variable. To investigate this, the researchers used the t-test to examine the difference between two independent groups. The results are shown in Table (09).

Table (09): Differences among members of the study sample in their perceptions of the influence of the surrounding culture on the implementation of a culture of quality in educational institutions attributed to gender

Category	Count	Mean	Standard Deviation	T value	Statistical Significance	Level of significance
Males	160	69.29	10.56	0.18	0.85	Not significant at 0.05
Females	125	59.06	0.05			

Observations from table (09):

It is noted that the t-value reached 0.18 which is not statistically significant at 0.05 level. Therefore, we can conclude that there is no statistically significant difference between males and females in their perception of the influence of the surrounding culture on the implementation of the culture of quality in educational institutions.

Differences between members of the study sample in their perceptions of the influence of the surrounding culture on the implementation of a total quality

culture in educational institutions according to professional experience and educational level:

To verify this, the researchers used one-way ANOVA as shown in Table (10).

Table (10): Differences among members of the study sample in their perceptions of the influence of the surrounding culture on the implementation of the quality culture in educational institutions attributed to educational level and professional experience.

Sample Characteristics	Groups	Sum of Squares	Degrees of freedom	Mean squares	F value	Statistical significance	Level of significance
Educational Stage	Between Groups	365.56	2	184.28	1.73	0.17	Not Significant At 0.05
	Within Groups	29929.85	282	106.13			
	Total	30298.38	284				
Professional Stage	Between Groups	1711.64	2	855.82	8.44	0.00	Significant At 0.01
	Within Groups	28586.73	282	101.37			
	Total	30298.38	284				

Observations from table (10):

It should be noted that for the variable of educational level, the F-value reached 1.73, which is not statistically significant at the 0.05 level. Therefore, we can conclude that there is no difference between the members of the study sample in their perception of the influence of the surrounding culture on the implementation of the culture of quality in educational institutions, which can be attributed to the educational level variable.

On the other hand, for the variable of professional experience, the F value reached 8.44, which is statistically significant at the 0.01 level. Therefore, we can conclude that there is a difference between the members of the study sample in their perception of the impact of the surrounding culture on the implementation of the culture of quality in educational institutions, which is attributed to the professional experience.

Given the existence of a difference between the members of the study sample in their perceptions of the impact of the surrounding culture on the implementation of quality culture due to professional experience, it is necessary to identify which categories of the professional experience variable show this difference. This is done using post-hoc comparisons with the Scheffé test, as shown in Table (11).

Table (11): Results of Scheffé’s test for post-hoc comparisons between the means of the categories of professional experience and their impact on the suitability of the surrounding culture for implementing a culture of quality in educational institutions.

Groups	Comparison	Difference between Error	Standard Error	Statistical Significance	Level of Significance
1- 11 years	12-22 years	-3.193-	1.354	.064	Not significant at 0.05
	23-34 years	-6.311-*	1.570	.000	Significant at 0.01
12-22 years	1-11 years	3.193	1.354	.064	Not significant at 0.05
	23-34 years	-3.119-	1.624	.160	Significant at 0.01
23-34 years	1-11 years	6.311*	1.570	.000	significant at 0.01
	12-22 years	3.119	1.624	.160	Not Significant at 0.05

Observations from table (11):

It can be seen that there is a difference between the means of the two categories of work experience (1-11 years and 23-34 years), with a difference of 3.11, which is statistically significant at the 0.01 level. The asterisk (*) indicates that the difference is in favour of the 23-34 years category. Therefore, we can conclude that there is a difference between the members of the study sample in their perception of the influence of the surrounding culture on the implementation of the culture of quality in educational institutions, due to professional experience, which favours the category of 23-34 years old.

9.2. Study results and discussion:

After presenting and analysing the results of the study, the researchers began to discuss them according to the sub-questions of the research as follows:

First: Do the sub-dimensions of the surrounding culture (values related to employees, values related to parents, values related to students and values related to the local community) influence the implementation of the Total Quality Culture in educational institutions?

The study found that there is a significant impact of the surrounding culture in all its sub-dimensions (values related to employees, values related to parents, values related to students and values related to the local community) on the implementation of quality culture in educational institutions. After applying stepwise multiple regression analysis, it was found that two sub-dimensions of the surrounding culture significantly influence the implementation of quality culture: the sub-dimension related to employee values and the sub-dimension related to local community values.

Regarding employee values:

The behaviour and actions of the staff in the school are influenced by the prevailing cultural values in the community, as they are individuals in the community surrounding the school. This is shaped by the value system that makes up these values, which results from the interaction of different factors. (Ghayat, 2015: 21).

On the impact of values related to the local community:

Values related to the local community have a significant impact on the implementation of quality culture in educational institutions through the values of communication, cooperation and participation. In this regard, Shaldan et al. (2011: 12) emphasise that the importance of communication between the school and the local community lies in its ability to improve local conditions and

enhance the quality of life. The school can only fulfil its social role through cooperation with various community institutions, and such cooperation can only be achieved by deepening the bridges of communication and trust between them. In addition, school-community cooperation helps address school-related issues and alleviates the challenges faced by students.

Furthermore, Bascia (2014) argues that parental involvement in their children's education - through regular attendance at school meetings and follow-up visits - contributes to their academic, vocational and social success. Azza (2010: 142) supports this view, stating that a student's parents are the main stakeholders who significantly influence the school to adjust its plans and future vision, while working together to achieve this vision, as they are the main beneficiaries of the educational process.

Finally, Mihai Adrian Vilcea (2014) emphasises the need to create an environment characterised by trust and mutual support, fostering a participatory atmosphere that involves all stakeholders in the institution, enabling them to manage and continuously improve processes.

Second, are there differences among the members of the study sample in their perceptions of the impact of the surrounding culture on the implementation of Total Quality Culture in educational institutions that can be attributed to personal variables? Gender, Educational Level and Professional Experience?

Regarding the variable of educational level:

The results of the study indicate that there are no differences among the members of the study sample in their perceptions of the impact of the surrounding culture on the implementation of quality culture in educational institutions. This suggests that regardless of the educational stage (primary, intermediate or secondary), educational institutions are influenced by the same cultural values of the surrounding community, regardless of whether the school is located in an urban or rural area.

This finding is consistent with Sultan's (2008) study, which found significant statistical differences in headteachers' perceptions of current cooperation between the school and the local community based on educational level. It is also consistent with the study by Shaldan, Saimah, and Barhoum (2011), which found no statistically significant differences in the mean responses of the sample regarding the educational area in terms of families and governmental institutions, but found differences in the area of media and non-governmental institutions in favour of central areas.

Regarding the variable of professional experience

The results of the study indicate that there are differences among the members of the study sample in their perceptions of the impact of the surrounding culture on the implementation of a culture of quality in educational institutions, which can be attributed to the variable of professional experience, favouring the category of 23-34 year olds.

The researchers explain this result by pointing out that this age group has more professional experience than other groups in the education sector. Most of them are in the 48-60 age group, which enables them to better understand the cultural context of the surrounding community. Many hold senior positions in the education sector and have interacted with all phases of reforms that have taken place in the sector. Their perspective on the impact of the surrounding culture on the implementation of a culture of quality in educational institutions is a result of their accumulated professional experience in the field of education.

Conclusion:

From the above, we can conclude that in order to develop educational institutions, increase their efficiency and achieve customer satisfaction, it is essential to include the variable of the surrounding culture, promoting the positive values of individuals associated with the school, while addressing and mitigating the negative values. Reforms in the education sector in terms of programmes and curricula will not be effective if they do not include the human element and the cultural values derived from its context.

Furthermore, the implementation of a culture of quality in educational institutions requires an understanding of the theoretical background of its concepts, characteristics and elements, as well as the preparation of an appropriate environment and a conducive climate for its application. This highlights the need to focus on the culture of the surrounding community, as it includes the values, customs and traditions embodied by all members of the educational community.

In the light of the results of this study, the researchers propose a series of recommendations to the relevant authorities, which they consider essential for the effective application of quality culture in educational institutions, taking into account the cultural impact of the community elements surrounding the school (staff, parents, students and the local community). These recommendations include

- 1. Formation of a Quality Council:** Setting up specific working groups to promote the culture of quality within the school.
- 2. Monitoring of action plans:** Monitoring the implementation of the action plans prepared by the Directorate of Education.
- 3. Organisation of training workshops:** Conducting training and information workshops to promote and develop positive cultural values that support the application of quality culture in educational institutions for all members of the school community, each within their area of expertise.

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