

The extent of the application of Excellence Management in the schools of the Royal Commission in Jubail in light of the EQFM model

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The study aimed to identify the extent of the application of Excellence Management in the schools of the Royal Commission in Jubail in the light of the EFQM model related to (purpose, vision, and strategy, organizational culture and leadership, engaging stakeholders, creating sustainable value, driving performance and transformation, stakeholders' perceptions, strategic and operational performance) from the school administrations' perspective, and the detection of statistical differences in the responses of the study sample members that are attributed to the educational stage. To achieve the objectives of the study, the descriptive survey method was used, the questionnaire was built as a tool for data collection) as a principal and vice-principal. The results of the study showed that the application of the standards of management excellence in the schools of the Royal Commission in Jubail in the light of the EQFM model from the perspective of school administrations was very high, where the general arithmetic mean of the dimensions was 4.25 with a standard deviation of 0.50, the dimensions of culture and leadership ranked first with a mean of 4.47 and a standard deviation of 0.45, followed by the purpose, vision and strategy dimension with a mean of 4.45 and a standard deviation of 0.55, and in the third place comes the dimension of engagement of stakeholders, with a mean of 4.31 and a standard deviation of 0.48, the dimension creating a sustainable value ranked fourth among the dimensions of the extent of the application of excellence management standards in the schools of the Royal Commission in Jubail in the light of the EQFM model from the perspective of school administrations with an arithmetic mean of 4.29 and a standard deviation 0.56, followed by the dimension of driving performance and transformation with an arithmetic mean of 4.25 and a deviation Standard of 0.60, and in the sixth place comes the dimension of perceptions of stakeholders with an arithmetic mean of 4.01 and a standard deviation of 0.72, and in



the last comes the dimension of strategic and operational performance as the least dimension of the extent of the application of standards of management excellence in schools of the Royal Commission in Jubail in the light of the EFQM model from the perspective of school administrations, with a mean of 3.99 and a standard deviation of 0.74.

Key words: *Excellence Management, EFQM model, School Administration, Royal Commission Schools in Jubail*

Introduction

The current era is witnessing many rapid developments and changes in all aspects of life, as a result of many social, economic, technological, and information challenges, which imposed on institutions a kind of struggle and competition to achieve the best levels of performance and production, meet the aspirations and desires of internal and external beneficiaries, also create opportunities that required strong management that can discover strengths and weaknesses, harness them to invest opportunities, and reduce risks by preparing appropriate strategies and managing them distinctly.

Educational institutions are one of the organizations that face many challenges over time, and that they can only withstand through a qualitative shift and comprehensive reforms in the educational system, which achieve the transition from the traditional role to modern models, which can invest all their human energies and resources, in order to build a generation armed with knowledge and science, and active in the development and renaissance of his country in various fields (Al-Shahrani, 2019).

The concept of institutional excellence emerges as one of the modern concepts based on the idea of total quality, which has proven its success in multiple fields, as Ahlam (2017) indicates that distinguished institutions seek to achieve their mission and progress to achieve their vision, through planning for balanced results, that meet the needs of all concerned parties in the short and long term, working to achieve those results, looking at what is better, and achieving added value by accommodating and forecasting their needs and aspirations, a goal that requires everyone to join hands and work in a team spirit to achieve outstanding performance, and to invest and improve its internal capabilities of human, material and technological elements continuously.

Jamal (2017) considers that the greatest and fundamental transformation adopted by the distinguished institution is to change its culture, through the transition from the mentality of tasks to the mentality of operations, which brings together workers and unifies efforts instead of dividing them into functional tasks, Al-Ghamdi (2011) mentions that management excellence for the school leader is a concept The modern administration, which avoids



practicing traditional methods, and it makes him open to management skills that depend on excellence in improving management and educational performance, which will reflect positively on all educational processes to achieve creativity and Excellence.

The standards of excellence in this era express the only acceptable level of performance in the era of knowledge, globalization, and competitiveness (Kanji & Moura, 2006). Performance excellence is linked to human energies in the organization because they are the real strength and effective capital. Therefore, institutions are required to shift to a culture of performance excellence; So that distinction becomes among the basic work skills. In this regard, Wagner and Komives (2012) indicate that most organizations today have tended to develop performance, relying on standards of excellence so that outstanding performance turns into a culture and usual practice in the organization.

Regional and local organizations have emerged that have taken upon themselves the task of activating the management of excellence by developing models and prizes based on a set of predetermined criteria, each criterion has its scores that enable institutions to conduct a self-assessment and identify deficiencies in performance (Al-Soussi, 2015). Most notably, the Japanese Deming model, whose award was established in 1951, and the American model Malcolm Baldrige, whose award was established in 1951. it was established in 1987, and The European Foundation for Quality Management (EFQM) Excellence Model in (1991), and there are many local and Arab models and awards, most notably: the King Abdulaziz Quality Award, the King Abdullah II Award for Excellence in Government Performance and Transparency, and the Dubai Model for Excellence in Government Performance, and many more, which indicate the growing interest in the idea of excellence. (Abdul Latif, 2018).

The European Excellence Model is one of the most prominent models used in administrative work, as the model was created and awarded by the European Foundation for Quality Management, and its philosophy is that performance excellence is a service to the beneficiaries, and benefits to the owners of the institution, through conscious management which improves the formulation of strategies and policy guidance, invests relationships and human resources and manages the administrative operations of the organization (Kim et al., 2010).

The EQFM model is a globally recognized reference framework that allows organizations to achieve success and excellence by assessing them and helping them to identify gaps and possible solutions and enabling them to improve performance and progress significantly (Attiah, 2017).

The European model in its modern version 2020 consists of three main dimensions:

First, the orientation: by defining inspirational purposes, an ambitious vision, creating sustainable values, and creating a culture of excellence and success.



Second: Implementation: involving key stakeholders and creating sustainable value; In terms of design and implementation, as well as performance leadership, risk management, organizational transformation towards the future, and asset and resource management.

Third, the results: through the responses, impressions, and personal experiences of stakeholders, as well as the strategic and operational performance related to the performance of the institution; In terms of the ability to achieve the purpose and strategy, build sustainable value, and its future suitability. (Driving organizational change and performance improvement (EFQM, 2020).

The European Excellence Model (EFQM) is one of the best tools for evaluating performance in educational institutions, as many studies have emphasized the importance of its application, such as the study (Al-Enezi, 2019), which emphasized the need to use excellence management models to serve the educational process, the study of (Abdul Latif, 2018) which recommended the promotion of a culture of excellence in all school activities, the study (Nafkhan, 2017) which indicated the importance of developing the culture of educational institutions into a culture of quality and excellence and the importance of continuous correction and evaluation of the steps to implement the management of excellence, and the study (Al-Ajami, 2017) which called for spreading awareness of the culture of excellence for all school employees, setting clear criteria for selecting school principals in the light of excellence management, following up and evaluating it. From this approach, the importance of applying the management of excellence at the level of educational institutions, by adopting one of the institutional excellence models, is due to its ability to invest all resources and achieve the school's goals effectively and efficiently.

Research problem

The Royal Commission schools in Jubail stand out as one of the distinguished schools in the Kingdom, to which the Royal Commission has given great attention and unlimited support, this is evident through the availability of attractive infrastructure, qualified human cadres, and their orientation towards the application of standards of quality and excellence, as one of the targets in the strategic plan for its management (the Commission Royal Jubail, 2018), where a group of schools won many awards and merits in the field of quality and excellence, such as: Hamdan bin Rashid Al Maktoum Award for Distinguished Performance (2014), and the Education Award for Excellence (2015), and their secondary and middle schools obtained the AdvancED accreditation (2016), and Jubail Industrial City being named the best Saudi learning city in (2021) presented by UNESCO for the best learning cities in the world, which reflects the interest of the Royal Commission in Jubail for the education sector, and always striving to make a big shift at the level of educational services.

Many studies encouraged the importance of applying management excellence in educational institutions, which demanded the need to look to the future, search for excellence, and spread

culture, such as the Maqableh study (2020), which recommended encouraging leaders to apply standards of management excellence while providing modern technologies to keep pace with developments and rapid changes, also, the study of Al-Zoubi (2019).) which called for raising the level of application of standards of management of excellence according to the European model, the study (Choubassy, 2018), which recommended establishing clear standards of excellence within the school, the study (Al-Shawa, 2016), which emphasized the need for the Ministry of Education and Higher Education to adopt a culture of excellence among school principals, the study (Al-Hayya, 2015), which emphasized the need to achieve excellence in all school activities and works, and the study in (Al-Dajni, 2013), which called for the use of modern models of excellence, such as the EFQM model while providing adequate resources.

The results of previous studies showed that the degree of school principals' practice of excellence management was high, such as the studies in (Hanoun, 2020; Al-Zoubi, 2019; Al-Najjar, 2019; Al-Shdeifat, 2019; Al-Khasawneh, 2018; Al-Ghamdi, 2018; Al-Shawa, 2016; Al-Ali, 2016; Al-Hayya, 2015; Ninlawan, 2015), while the study (Al-Enezi, 2019; Al-Saeedi, 2018; Saraiva, Rosa & Orey, 2003) was of a medium degree. This study will be distinguished from the previous studies by the population and sample of the study, and its treatment of excellence management in the light of the EFQM model (2020), the researcher benefited from previous studies in enriching the theoretical literature, preparing the study tool, using statistical methods, and helping to analyze and interpret the results of the study.

Based on the foregoing, and due to the importance of applying management excellence in educational institutions, because of its dimensions, characteristics and administrative tasks, it enables the school principal to change and transform into a situation that meets the ambition, and responds to contemporary and future challenges, the reasons that led to successes in the past can be a reason for failure at the present time , where we can't ignore development of technology, distance working, and the emergence of modern standards that keep pace with the contemporary era, and work on continuing excellence and progress, to achieve the Kingdom's vision (2030) of Making qualitative leaps in the quality of the educational process, and the vision of the Royal Commission in innovative and pioneering education with international standards, and given that no study has been conducted examining the extent of the application of Excellence Management in the Royal Commission schools in Jubail in the light of the EQFM model, conducting this study will help give a clear vision to decision makers and school principals about the level of excellence in their schools, and to present a number of proposals to help build continuous improvement plans, this study will be based on the EFQM Model in its 2020 version due to the novelty of this model, and its ability to diagnose the extent of excellence in public education schools.

Based on the foregoing, the research problem lies in answering the following main question:

1. What is the extent of the application of management excellence standards in the schools of the Royal Commission in Jubail in light of the EQFM model from the school administration's perspective?
2. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree of application of the Excellence Management Standards in the Royal Commission schools in Jubail in the light of the EFQM model from the school administration's perspective, due to the educational stage?

Study Goals

1. Identifying the degree of application of management excellence standards in the schools of the Royal Commission in Jubail in light of the EQFM model from the perspective of school administrations.
2. Detection of statistical differences between the average estimates of the study sample members about the degree of application of excellence management standards in the schools of the Royal Commission in Jubail in the light of the EQFM model from the perspective of school administrations due to the variable of the educational stage.

Research Importance

1. The results of the research will give a clear picture of the officials responsible for the application of the Excellence Management Standards in the schools of the Royal Commission in Jubail in light of the EQFM model.
2. It is hoped that the results of this study will lead to the design of training programs to train managers in the practice of management excellence, and the development of mechanisms to develop performance.
3. Its results may lead to the awareness that achieving excellence in the schools of the Royal Commission in Jubail requires achieving sustainable development for employees, as well as nurturing the gifted, and achieving partnership between the school and the community.
4. The results of this study may contribute to assisting school principals in adopting standards of excellence as a method that helps in improving the efficiency of performance.

Study delimitations

The delimitations of the study were as follows:

- **Objective delimitations:** The research was limited to revealing the extent of application of excellence management standards in the light of the EQFM model represented in the

following areas: orientation (objective, vision and strategy, organizational culture, and leadership), implementation (engagement of stakeholders, creating sustainable value, driving performance and transformation) Results (stakeholder perceptions, strategic and operational performance).

- **Time delimitations:** This research was applied in the first semester of 2021/2022.
- **Spatial delimitations:** This research was applied to all the schools of the Royal Commission in Jubail for Boys which are 29 schools of all educational levels (primary, intermediate, secondary).
- **Human boundaries:** The research included all the principals and *vice Principals* of the Royal Commission schools in Jubail, who are 78 principals and vices in the three stages (primary, intermediate, and secondary).

Study definitions

The research deals with the following terms:

Excellence management: “It is the ability to harmonize and coordinate the elements of the institution, and operate them in integration and interdependence, to achieve the highest rates of effectiveness, and to reach the level of outputs that achieve the desires, benefits, and expectations of stakeholders associated with the institution” (Al-Shawa, 2016, p. 14). The researcher procedurally defines excellence management: it is the application and management of a set of quality standards that enable the school principal in the Royal Commission in Jubail to reach competitive results with high quality through continuous and distinct improvements, and it is measured procedurally through the total degree that can be obtained from the responses of the sample members, the questionnaire items prepared for this, according to the criteria of the EQFM model.

The Royal Commission in Jubail and Yanbu: A governmental body enjoying administrative and financial independence, established by Royal Decree No.: M/75 on 09/16/1395 AH; To play the comprehensive administrative role for the cities of Jubail and Yanbu, to create an integrated industrial base for the Kingdom of Saudi Arabia, and working to achieve development plans, which have been expanded in Ras Al-Khair and Jazan Economic City (Royal Commission for Jubail and Yanbu, 2020).



Theoretical framework

Excellence management concept

Excellence management was defined as “a process of generating new and creative ideas with the aim of adopting and implementing them in order to achieve qualitative and recent changes in a specific context” (Rababa’a, 2017), while Al-Soussi (2015) referred to Excellence Management as: “A set of integrated and organized steps and procedures that the organization follows to achieve excellence in multiple areas, the most important of which is (participative leadership, operations management, focus on stakeholders), to make the institution more competitive and profitable among other institutions in the labor market”, while Al-Yousef et al., (2018) that Excellence Management is “innovation processes that introduce ways, means and ideas that contribute to improving the work environment, and to the satisfaction of all members of the school community, including staff, teachers and students alike, and at the same time based on motivating what they have of skills and talents in order to reach better results”.

The European Foundation for Quality Management (EFQM) Model

The model consists of seven basic criteria: The first criterion: the purpose and strategic vision; The second criterion: organizational culture and leadership; criterion three: Stakeholder engagement; Fourth: creating sustainable value; the fifth criterion; driving performance and transformation; sixth criterion; stakeholders' perceptions; The seventh criterion: strategic performance and operation.

The EQFM model for managing excellence is widely used in several fields, and its use has spread in (Kim et at., 2010): a tool for self-assessment, a tool for benchmarking between the concerned institution and its competitors, a guide to identifying weaknesses in the institution, a structure for a system Enterprise management.

Study methodology and procedures

Methodology

The descriptive survey approach was used, which is compatible with its nature and compatible with its objectives, "in which all members of the research population or a large sample of them are interrogated, to describe the studied phenomenon in terms of its nature and degree of existence" (Al-Assaf, 2013), It “depends on the study of reality and is concerned with accurately describing the phenomenon and expressing it qualitatively or quantitatively. The qualitative expression describes the phenomenon and clarifies its characteristics, and the quantitative expression gives a numerical description that shows the amount and size of the phenomenon” (Obeidat et al., 2014).

The study population and sample:

The study population consisted of all principals and vice-principals of the schools of the Royal Commission in Jubail during the first semester of 2021/ 2022 and their number was 78 principals and vice-principals, according to the statistics of the Department of Educational Services in the Royal Commission in Jubail, and due to the small number of the study population, the researcher relied on the complete census method, and the responses of all study members of principals and vice-principals from all academic levels (primary, intermediate, and secondary) were obtained.

Characteristics of the study sample:

The study members are characterized by several characteristics represented in the educational stage, and tables (1) shows these characteristics

Table (1) Distribution of study members according to the educational stage variable

Educational Stage	Frequencies	Percentage
Primary	39	50.00
Intermediate	18	23.10
Secondary	21	26.90
Total	78	100.00

Study Tool

It included 35 items distributed over 7 fields representing all the criteria of the EQFM model (EFQM 2020), which are: The first field: deals with the purpose, vision, and strategy, and contains (5) items. The second field: deals with institutional culture and leadership and contains (5) items. The third area: deals with the engagement of stakeholders and contains (5) items. The fourth area: deals with creating sustainable value and contains (5) items. The fifth field: deals with driving performance and transformation and contains (5) items. The sixth area: deals with the perceptions of the stakeholders and contains (5) items. The seventh field: deals with strategic and operational performance and contains (5) items. Five points Likert scale was used to determine the degree of respondents' agreement with the questionnaire items: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1).

In order to determine the length of the intervals of the five points Likert scale (lower and upper limits) used in the study dimensions, the range ($5-1 = 4$) was calculated, then divided by the

number of scale categories to get the correct category interval, i.e. ($4 \div 5 = 0.80$), after that this value was added to the minimum value in the scale in order to determine the upper limit of this category, and thus the length of the categories became as follows: Strongly Agree (4.21 - 5.00), Agree (3.41 - 4.20), Neutral (2.61 - 3.40), disagree (1.81 - 2.60), strongly disagree (1 - 1.80)

Study Tool Validity

To verify the validity of the study tool (the questionnaire), the researcher performed the following:

- The *validity of arbitration* agreement (face validity): the study tool (the questionnaire) was presented to a number of arbitrators from experts in the field of educational administration, and their number reached 11 judges, and they were asked to express their opinions about the parts and items of the tool and the extent of its coverage of the elements of the subject, as well as the extent of its adequacy or the need to add some items, as well as the clarity and integrity of its linguistic formulation. After the judges expressed their opinions, the researcher made the necessary amendments according to their opinions.

- Internal consistency: by finding the correlation coefficient between each item and the dimension to which it belongs, by applying to a survey sample consisting of 30 principals and vice principals, the result showed that all correlation coefficients of the dimensions of the dimension of the extent of the application of management Excellence in the schools of the Royal Commission in Jubail in the light of the EQFM model with the total score of the dimension to which it belongs came a function at the level (0.01), where the values of the correlation coefficients for the dimension of purpose, vision and strategy ranged between (0.574, 0.680), and the dimension of institutional culture and leadership between (0.573, 0.663), the dimension of stakeholder engagement between (0.531, 0.756), the dimension of creating sustainable value between (0.619, 0.776), the dimension of driving performance and transformation between (0.603, 0.839), and the dimension of the stakeholders' perceptions between (0.674, 0.779), the strategic and operational performance dimension is between (0.756 and 0.798), all of which are good correlation coefficients; This gives an indication of the high internal consistency coefficients, and indicates high and sufficient validity indicators that can be trusted in the application of the current study tool.

The Pearson correlation coefficients for the study tool domains with the tool's total score (n = 30) were also found.

It was found that all the correlation coefficients of the dimensions of the model with the total score of the tool were high at the significance level (0.01), where the values of the correlation coefficients of the dimensions ranged between (0.738, 0.925), and all of them are good correlation coefficients; This indicates the high internal consistency coefficients and indicates

high and sufficient validity indicators that can be trusted in the application of the current study tool.

The reliability of the study tool: The researcher measured the reliability of the study tool using Cronbach's Alpha coefficient for the dimensions of the study tool. The stability coefficients of the study tool for the seven dimensions are between (0.793, 0.918), which are high-reliability coefficients that can be trusted in the application of the current study tool.

Results and discussion

The first question: **What is the extent of the application of management excellence standards in the schools of the Royal Commission in Jubail in light of the EQFM model from the perspective of school administrations?**

It is clear from Table (2) that the extent of application of the Excellence Management Standards in the Royal Commission schools in Jubail in light of the EQFM model from the perspective of school administrations, which includes (7) dimensions, whose arithmetic averages ranged between (3.99, 4.47) out of (5.00) degrees, and these averages fall into the fourth and fifth categories of the five-points scale categories, and the previous result indicates that the responses of the study individuals to the dimensions range between a degree of response (agree - strongly agree).

Table (2) shows the extent of the application of management excellence standards in the schools of the Royal Commission in Jubail in light of the EQFM model from the perspective of school administrations

#	Dimensions	Arithmetic mean	SD	Rank
2	Organizational Culture And Leadership	4.47	0.45	1
1	Purpose, vision, and strategy	4.45	0.55	2
3	Stakeholder engagement	4.31	0.48	3
4	Creating sustainable value	4.29	0.56	4
5	Driving Performance and transformation	4.25	0.60	5
6	Stakeholders' perceptions	4.01	0.72	6
7	Strategic and operational performance	3.99	0.74	7
General arithmetic mean		4.25	0.50	-

The general arithmetic mean for the dimensions was 4.25 with a standard deviation 0.50, and this indicates that the extent of the application of excellence management standards in the schools of the Royal Commission in Jubail in light of the EQFM model from the perspective of school administrations came to a very high degree, where the dimension of organizational culture and Leadership ranks first, with a mean of 4.47 and standard deviation of 0.45, followed by the purpose, vision, and strategy dimension, with a mean of 4.45 and standard deviation of 0.55, and in the third place the dimension of engagement of stakeholders, with a mean of 4.31 and a standard deviation of 0.48, the dimension of creating a sustainable value ranked fourth among the dimensions of the extent of the application of excellence management standards in the schools of the Royal Commission in Jubail in the light of the EQFM model from the perspective of school administrations with an arithmetic mean of 4.29 and a standard deviation of 0.56, followed by the dimension of driving performance and transformation with an arithmetic mean of 4.25 and a standard deviation of 0.60, and in the sixth rank the dimension of perceptions of stakeholders with an arithmetic mean of 4.01 and a standard deviation of 0.72, in the last rank the dimension of strategic and operational performance as the least dimension of the extent of the application of management excellence standards in the schools of the royal commission schools in Jubail in the light of the EQFM model from the perspective of school administrations, with a mean of 3.99 and a standard deviation of 0.74.

The results of some previous studies on the same subject were reviewed and it was found that there are congruence or differences in some of the results of those studies regarding the degree of application of the EQFM model in different environments. The result of the current study agreed with the results of the Hanoun study (2020) and the study of Al-Zoubi (2019), Al-Najjar study (2019), Al-Khasawneh study (2018), Al-Ghamdi study (2018), Al-Shawa (2016), Al-Hayya study (2015), Nina Lawan study (Ninlawan, 2015) and Kukemelk study (2015), while the result of the current study differed with the result of the study Maqableh (2020), Al-Enezi study (2019), Al-Saeedi study (2018), and Al-Mikhlaifi study (2018).

The eighth question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree of application of the Excellence Management Standards in the Royal Commission schools in Jubail in the light of the EQFM model from the school administrations' perspective due to the educational stage?

In order to find out if there are statistically significant differences between the mean responses of the study members about the extent of the application of the Excellence Management Standards in the schools of the Royal Commission in Jubail in the light of the EFQM Model from the perspective of school administrations according to the variable of the educational stage, the Kruskal-Wallis test was used as an alternative to the One Way ANOVA, due to the inequality of the years of experience variable categories, as shown in Table (3):

Table (3) The results of the Kruskal-Wallis test for the differences between the mean responses of the study members about the extent of the application of management excellence standards in the schools of the Royal Commission in Jubail in the light of the EQFM model from the perspective of school administrations according to the variable of the educational stage

Dimension	Educational stage	Number	Mean ranks	Chi-Square	Level of significance
Purpose, vision, and strategy	Primary	39	38.09	2.228	0.328
	Intermediate	18	35.58		
	Secondary	21	45.48		
organizational culture and leadership	Primary	39	35.37	2.800	0.247
	Intermediate	18	42.19		
	Secondary	21	44.86		
Stakeholder engagement	Primary	39	30.12	13.741	0.001
	Intermediate	18	49.47		
	Secondary	21	48.38		
Creating sustainable value	Primary	39	33.19	6.181	0.045
	Intermediate	18	46.25		
	Secondary	21	45.43		
Driving performance and transformation	Primary	39	36.03	1.922	0.383
	Intermediate	18	41.72		
	Secondary	21	43.98		
Stakeholders' perceptions	Primary	39	34.27	4.525	0.104
	Intermediate	18	46.94		
	Secondary	21	42.83		
Strategic and operational performance	Primary	39	35.33	2.680	0.262
	Intermediate	18	43.53		
	Secondary	21	43.79		
Total	Primary	39	33.95	4.689	0.092
	Intermediate	18	44.83		
	Secondary	21	45.24		

It is clear from Table (3) that there are no statistically significant differences between the mean responses of the study members about the total degree of the extent of the application of the standards of excellence management and its dimensions represented in (purpose, vision, and strategy, organizational culture and leadership, driving performance and transformation, stakeholders' impressions, strategic and operational performance in the schools of the Royal Commission in Jubail in the light of the EQFM model from the perspective of school administrations due to the variable of the educational stage, where the value of the significance level for the dimensions, respectively, reached (0.328, 0.247, 0.383, 0.104, 0.262), and for the

total degree was 0.092, all of which are values greater than 0.05, which is not statistically significant. The previous result indicates the convergence of the responses of the study members at the different educational stages in which they work on the extent of the application of Excellence Management in the Royal Commission schools in Jubail in light of the EQFM model.

While the results showed that there are statistically significant differences between the mean responses of the study members about the extent of the application of excellence management standards related to each of (engagement of stakeholders - creating sustainable value) in the schools of the Royal Commission in Jubail in the light of the EQFM model according to the variable of the academic stage and that in favor of the study members who work in the intermediate stage, with a mean score of 49.47 for the dimension of engagement of stakeholders, and a mean of 46.25 for the dimension of creating sustainable value. Stakeholder engagement - creating sustainable value) in the schools of the Royal Commission in Jubail in the light of the EQFM model, and this may be due to the importance of this stage for students, as it is a stage in the middle of the educational process, in which students are prepared to enter the secondary stage, which is a stage determine fate; In view of the important role of this stage, it is necessary to strengthen the relations between the employees within the school, and also to provide an atmosphere of positive relations between the employees and the school administration to cooperate to achieve the goals of the educational institution, as the EQFM model in all versions and the most recent (EFQM 2020), includes focusing on stakeholders continuously and in the long term, given the importance of relations between individuals within the educational organization by supporting the efforts between the administrative and educational sides to achieve the goals of the institution in which they work.

Study recommendations

In light of the results that have been reached, the researcher recommends the following:

1. Continuing to provide training courses and workshops for school administrations in the schools of the Royal Commission in Jubail on the EQFM model to keep them updated on everything new in the administrative field.
2. Financial and moral stimulation for school administrations who practice Excellence Management in the light of the EQFM model to encourage them to continue, and to motivate others to practice Excellence Management.
3. The school administration in the schools of the Royal Commission in Jubail is keen on the participation of employees in the decision-making process, which contributes to strengthening the ability of the educational and administrative authority to achieve school goals.



4. Developing school management skills in strategic planning; enhances their ability to develop plans to improve their performance, and to develop appropriate strategies to deal with the various elements of the external environment.
5. Develop clear indicators to monitor the level of stakeholders' satisfaction with the school, and use them to identify strengths and weaknesses in the educational and administrative aspects within the school; This enhances the school's ability to improve its educational and administrative performance.
6. Using scientific standards to identify the community's perceptions of the effectiveness of the programs offered by the Royal Commission schools in Jubail; Which contributes to the school's ability to develop the programs used; This, in turn, reflects positively on the educational and administrative aspects within the school.



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