

The Role of Good School Environment on the Quality of School Activities in Qatif Zone Schools

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Abstract: The current study aimed to explore the relationship between the well prepared school environment and the quality of schools activities that are directed to students' benefits. This study follows the mixed methods design that combines both quantitative and qualitative data collection and analysis. The research tools that are used in this study is a closed-ended e-survey for school activity leaders and interviews with 5 supervisors. The non-random pilot of this research consists of (23) school activity leaders from elementary, intermediate and secondary schools and (5) supervisors in Qatif zone. The research findings pointed out the real effective well-prepared school environment role on the good quality outcomes of school activities in Qatif Area, and that most schools lack the application of quality in school activities. This research will shed light on how effective is the well prepared school environment to enrich the kinds and the effectiveness of school activities according to the quality standards of the Ministry. This emphasizes the role of the Ministry of Education to exert more efforts to prepare schools with required facilities and equipment to facilitate the quality of school activities.

Keywords: school activities, quality standard, school environment

Introduction:

The theories of quality emphasize the importance of the initiative beginnings of Total Quality Management implementation. The Total Quality Management Support in the General Directorate of the Ministry of Education in the Eastern Province has exerted efforts to develop the quality path in the educational field. It has hired quality experts and professionals from the Institute of Public Administration to put the general polices and design plans that help the implementation of quality process management (Ministry of Education, 2014).

The consultant team from the Institute of Public Administration started its duty in 1426AH/ 2006 AD by meeting the quality team in the General Directorate to determine the procedures, steps, technical methodologies and the appropriate administrative system for the implementation of Total Quality Management in the educational field. It analyzed the available resources to achieve the quality goals, increase the level of benefits for the employees (Ministry of Education, 2014).

This research focused on the role of well-prepared environment of schools on the effective quality outcomes of school activities in Qatif city in the Eastern Province. Actually, it refers to the implementation of educational quality at Saudi public schools. Before we get deep into this research paper, let's take an overview about quality, educational quality, school environment and school activities as main concepts of this study.

Quality means giving the beneficiary people the right services right the first time. Quality is a science following very specific approved methods by proving the services which hold long-term survival. Quality is not a slogan, a program, or an art. Simply it is an action of improvement, it is a system of process improvement theories and techniques (Fryman, 2002).

According to Sallis (2014) and Alghamdi (2013), the total quality management (TQM) in education reference "efficacy" and "effectiveness of educational outcome and also it considered an integrated management philosophy for continuous improvement of the quality of products and processes through the premise that the quality of products and processes is the responsibility of anyone involved with the establishment or consumption of the products or services provided by the enterprise.

The progress of educational process requires a good social, psychological, cultural and physical environment. The well prepared and appropriate school environment is important for the fruitful learning of learners especially the school and home environment which should offer the essential motivation for learning experiences (Lawrence & Vimala, 2012). The school environment in this study refers to the preparation and the availability of equipment, facilities, techniques and all materials needs for the implementation of school activities including the physical and financial factors.

Finally, according to the Ministry of Education documentation's, school activities mean a set of activities, programs and experiences which are practiced by all students according to their needs, ages, attitudes and desires within a fixed plan supervised by their teachers to realize both educational and instructional aims (Ministry of Education , 2013). It is exactly related to this research paper which examines the role of school environment of the productivity of quality of school activities.

Problem Statement:

The study will examine the effect of good school environment on the quality of the school activities. There is a strong correlation between well prepared school environment and the quality of school activities. There is too much concern relates to the application of educational quality in the Saudi public schools. Taking into account the role of well-prepared school environment with required facilities and equipment which impact the level of quality on school activities. School activity leaders should have a positive attitude towards activating school activities but what is the solution if the school environment represents an obstacle to achieve quality.

The main question of the study:

- How effective is the well prepared school environment on the quality outcome of school activities?

Also, the study aims to answer the following sub-question:

- 1- What the challenges that face school activity leaders when implementing school activities?

Research Purpose:

The purpose of this study is to investigate the effectiveness of the well prepare school environment on the quality of school activities. Also, it specifies the main challenges that face school activities when dealing with quality process.

Significance of the Research:

The importance of the current study will prove its relevance and advantages to various aspects of the school activities field. It investigates the effectiveness of the good school environment on the quality outcome of school activities. It specifies the challenges of applying quality standards in Qatif different schools. Also, it presents recommendations and suggestions about the future overview of school activities in public schools to produce quality outcome. In addition, the results of this study will enhance our knowledge about developing new trends of dealing with school activities to improve their status and outcomes. Finally, it will help educational leaders, supervisors, school activity leaders to increase efforts to make them more efficient as a result of applying of quality standards.

Hypotheses:

The First Hypothesis

1- The null hypothesis (H_0)

There is no difference in the effectiveness of working at different educational grades on the school activity leader performance.

2- The alternative hypothesis (H_1)

There is a difference in the effectiveness of working at different educational grades on the school activity leader performance.

The first hypothesis of this study has been proved by conducting the chi-square (χ^2) test. The Null hypothesis (H_0) stated that there is no difference in the effectiveness of working at different educational grades on the school activity leader performance. whereas the alternative hypothesis (H_1) mentioned that

there is a difference in the effectiveness of working at different educational grades on the school activity leader performance. According to the tables:

The Educational Grade that I work in * The school activity leader appraisal score Cross tabulation

		The school activity leader appraisal score				Total
		95.00	98.00	99.00	100.00	
The Educational Grade that I work in	Elementary	1	0	0	3	4
	Intermediate	0	1	1	1	3
	Secondary	0	1	1	14	16
Total		1	2	2	18	23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.808 ^a	6	.094
Likelihood Ratio	8.715	6	.190
Linear-by-Linear Association	3.225	1	.073
N of Valid Cases	23		

The Null hypothesis (H_0) cannot be rejected since p (0.094) at ($\chi^2=10.808$) is greater than α at 0.05. Therefore, there is no difference in the effectiveness of working at different educational grades on the school activity leader performance because they usually have the same tasks but in different styles according to the level.

The Second Hypothesis:

1- The null hypothesis (H_0)

There is no difference in the effectiveness of the number of central activity programs applied at the school on the school activity leader performance.

2- The alternative hypothesis

There is a difference in the effectiveness of the number of central activity programs applied at the school on the school activity leader performance.

The second hypothesis of this study has been examined by conducting the one-way ANOVA. The Null hypothesis (H_0) stated that there is no difference in the effectiveness of the number of central activity programs applied at the school on the school activity leader performance whereas the alternative hypothesis

(H₁) mentioned that there is a difference in the effectiveness of the number of central activity programs applied at the school on the school activity leader performance. According to the table:

ANOVA The school activity leader appraisal score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.956	6	1.659	1.342	.296
Within Groups	19.783	16	1.236		
Total	29.739	22			

The Null hypothesis (H₀) cannot be rejected since p (0.296) at (F =1.342) is greater than α at 0.05. Therefore, there is no difference in the effectiveness of the number of central activity programs that are applied at the school on the school activity leader performance. This is to some extent true because the number of the programs depends on the number of students and their preferences toward school activities.

The Third Hypothesis:

1- The Null hypothesis (H₀)

There is no relationship between the well prepared school environment and the quality outcome of school activities.

2- Alternative hypothesis (H₁)

There is a relationship between the well prepared school environment and the quality outcome of school activities.

The third null hypothesis has been examined by conducting the Pearson Correlation Coefficient. The null hypothesis stated that there is no relationship between the well prepared school environment and the quality outcome of school activities while the alternative hypothesis mentioned that there is a relationship between the well prepared school environment and the quality outcome of school activities. According to the table :

The Pearson correlation coefficient	The well prepared school environment (Q19)
The quality outcome (Q15)	r = + 0.916339

The null hypothesis should be rejected since the Pearson Correlation Coefficient (r) is a more positive value indicating that they are related linearly to each other

Methodology:

Design: This is reach is an descriptive semi-experimental research that uses a mixed methods design combining quantitative and qualitative data collection and analysis.

Research Population and Samples: The pilot of study consists of non-random sample of (23) school activity leaders and 5 supervisors in Qatif zone.

Variables:

The dependent variable of my study. Well prepared school environment.

The independent variable of my study. The quality outcome of school activities.

Limitations:

This study has the following limitations:

Thematic Limits: To study the effectiveness of the well prepared school environment on the quality outcome of school activities.

Place Limits: Qatif city / elementary, intermediate and secondary female schools

Time Limits: Throughout the academic year 1436 AH/ 2014 AD, first term.

Procedures:

The participants are asked to visit surveymonkey.com and complete the survey online. The researcher interviewed 5 supervisors to collect answers of the interview questions and then processed the data in Microsoft Excel to make statistics and calculations with given graphs. Findings of the study showed the correlation between the dependent and independent variables after analyzing data by investigating the statistics (mean, average, median, mood and standard of deviation).

Data Analysis:

Survey Analysis:

This survey aims at measuring the school leaders' perception of quality standards of school activities and the role of well-prepared school environment. The survey consists of 6 closed-questions following five Likert-scale and one open question, 17 multiple choice questions and 4 open-ended questions. The respondents are 23 school leaders from 23 different schools in Qatif city . The schools are 4 elementary, 3 intermediate and 16 secondary schools. The following lines discuss the results of that survey.

The participants are all school activity leaders from 4 elementary schools, 3 intermediate schools and 16 secondary schools. They are asked to write their "Career's Performance Evaluation" grade. The researcher

has used that grades to indicate the correlation between their capability to lead the school activities and the quality outcome. The following table shows the statistical results of the respondents' "Career Performance Evaluation"

The Mean	The Median	The Max	The Min	The Mode	STDEV
99.33	100	100	95	100	1.464557113

Table (1-1) The School Activity Leaders' Statistics of "Career Performance Evaluation" that is (100 grade Yearly) Statistics

VAR00003

N	Valid	23
	Mean	99.5217
	Median	100.0000
	Mode	100.00
	Std. Deviation	1.16266
	Skewness	-3.098-
	Std. Error of Skewness	.481
	Minimum	95.00
	Maximum	100.00

The standard deviation at 1.16266 shows that school activity leaders' appraisal scores move closer to their mean at 99.52 indicating that negatively skewed curve exists (skewness: -3.098) instead of the normal distribution curve since the mean at 99.52 and the median at 100 are not equal. As a result, the teachers' appraisal scores move closer to higher values rather than smaller values indicating that they are qualified at the workplace. This qualification is one of the basis of adapting quality at school in school activities because these leaders hold the candle of change and development and they are chosen according to specific standards, experiences and knowledge. Their qualification guides the quality process at schools. The next pages explain in details the data description of the survey.

Table (1-1): The Educational Stage

Q (1) The Educational Stage that I work in		
Answer Options	Response Percent	Response Count
Elementary	17.4%	4
Intermediate	13.0%	3

Q (1) The Educational Stage that I work in		
Secondary	69.6%	16
<i>answered question</i>		23
<i>skipped question</i>		0

After analyzing the questionnaire used in this research paper as well as the interview, the following discussion will interpret the collected raw data. The table and pie chart show clearly that most of the respondents 69.6% are secondary school teachers. This stage has its miscellaneous types of activities that students can practice but gives a negative attitude of elementary and intermediate school activity leaders towards research in the field.

Basic Statistics of Q (1) The Stage				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	3.00	2.52	0.77

This requires efforts to spread the importance of research culture among the employees. The standard deviation relating to the stage question at 0.77 shows that the rating responses of respondents move far away from their mean at 2.52 indicating that there is a heterogeneous group as indicated by shortage in intermediate and elementary school respondents in this study.

Figure (1-2): Q (2) Exempt & Non-exempt

Q (2) I work as a school Activity leader		
Answer Options	Response Percent	Response Count
Exempt (no teaching)	73.9%	17
Non-exempt (still teaching)	26.1%	6
<i>answered question</i>		23
<i>skipped question</i>		0

We can notice from the above statistics that 73.9% of the whole sample are exempt from any teaching tasks. This explains obviously how the activities are important in the Saudi educational system and being exempt is important to be free for focusing on the school activities away from teaching tasks whereas (26.1%) are non-exempt who do the duties of school activities beside teaching.

Basic Statistics Q (2) Exempt & Non-exempt				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.26	0.44

Adding to that, the standard deviation relating to the above table of exempt and non-exempt school activity leader of Q (2) at 0.44 shows that the rating responses of respondents move far away from their mean at 1.26 showing that most of school activities are done by exempt. But the variation indicates that more (exempt) school activity leaders are required to do their job perfectly and free from teaching hard tasks beside the multiple tasks of school activities.

Basic Statistics Q (3) Work Experience				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.48	1.53

Referring to Q (3), data explains that the standard deviation at 0.153 shows that the rating responses of respondents move far away from their mean at 2.48 indicating that there are big variations among teachers' experience in school activities. The above lines before the table explain the reason.

Basic Statistics Q (4) Number of Central Training Programs				
Minimum	Maximum	Median	Mean	Standard Deviation
4.00	11.00	7.00	7.22	1.91

Q (4) statistics show that the standard deviation at 1.91 shows that the rating responses of respondents move closer to their mean at 7.22 indicating that most schools apply around 7 central activity programs out of 10 by (21.7%). This is a good indicator of applying quality at schools. In the same point, Q (5) explains the total number of training programs. Statistics show that (39.1%) of the schools apply more than 10 training programs which show a diversity in activities provided to students according to their needs and skills.

Basic Statistics Q (5) Basic Statistics of the Total Number of Training Programs at one school				
Minimum	Maximum	Median	Mean	Standard Deviation
4.00	11.00	8.00	8.74	2.17

The standard deviation at 2.17 shows that the rating responses of respondents move closer to their mean at 8.74 indicating that the 9 schools out of 23 have applied more than 10 activity programs for this year. This is also a good indicator of quality which aims at the best service of school activities for the benefits of students. Applying different school activities suitable to the various skills, tendencies and talents of students is very crucial in the school activities programs.

Basic Statistics Q (6) Kinds of Central Training Programs at One School				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	11.00	6.00	6.03	3.08

The standard deviation at 3.08 shows that the rating responses of respondents move far away from their mean at 6.03 indicating that there are variations among respondents towards the kinds school's central activity programs. Only 4 programs are rating high. They are:

Environmental education in 22 schools, Arabic calligraphy in 21 schools, Building Character Skills in 20 schools, Speaking English in 17 schools and Building character Skills in 19 schools. This may be interpret the quality of the content of those programs. May they don't match the needs and tendencies of students so they don't attract them and this is one fact relating to the central programs. Any expert of the generation nowadays may realize directly that the title of the above high rating training programs are suitable for the 21st C's students.

Basic Statistics Q (7) Local Competitions & Events				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	12.00	7.00	6.75	3.10

Q (7) is about the school participation in the competitions and events of the Ministry. Results show that some events got (0%) of participation as the International Environmental Globe, Math and Chemistry Olympiad, whereas Aramco Competitions (2%). Some events got high rating as the National Events Competitions by (60.9%), both Scientific Research Competition and Math and Chemistry Olympiad by (43.5%). The standard deviation at 3.10 shows that the rating responses of respondents move far away from their mean at 6.75 indicating that there are variations among respondents towards competitions and events at the country level. This may relate to the students demotivation to participate in those national and international competition although participation is one of the quality standards requirement.

Basic Statistics Q (8) Activating the School Activity Marks in Teachers' Performance Evaluation				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	1.00	1.64	0.77

In Q (8) about activating the school activity marks in the Teachers' Performance Evaluation, the standard deviation at 0.77 shows that the rating responses of respondents move far away from their mean at 1.64 indicating that there are variations among respondents towards school activity marks. This may declare a fact that most head teachers don't regard the importance of validity in evaluating teachers according to their efforts and achievements in the school activities. If they really follow the evaluation of teachers by (5%) as they deserve, they will help in developing the path of school activities in Saudi schools because it is a factor of motivation that you get the mark depending on your real performance. This may help in solving part of the obstacle relating to teachers' demotivation toward school activities.

Basic Statistics Q (9) Strategies of School Activities?				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	7.00	3.00	3.43	1.74

The statistics of Q (9) show that only 39.1% of the respondents follow good strategies regarding school activities as good planning, linking activities to subjects, choosing activities based on students' desires and that are appropriate for the environment. We can conclude from the former table and graph that the school activities at our schools are remarked by different criteria and basis that organize the activities process, which requires the good activation of the activities and promote the teachers and students' performance.

Also, the standard deviation at 1.74 shows that the rating responses of respondents move far away from their mean at 3.43 indicating that there are variations among respondents towards the school activities strategies. This is a negative indicator of quality relating to the strategic plan of activities.

Basic Statistics Q (10) The School Activities Achievements				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	4.00	3.95	1.93

Q (10) shows that 65.2% of the respondents have good school activities' achievements relating to their aligning with Islamic values, contributing to the growth of students and discover their tendencies, and participate in the environmental services. The standard deviation at 1.93 shows that the rating responses of respondents move far away from their mean at 3.95 indicating that there are variations among respondents towards the school activities achievements. This consistency of results points out that still school activities need further development to achieve the quality standards.

Basic Statistics Q (11) Some Quality Standards				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	4.00	3.75	1.61

Q (11) relates to some quality standards that should be taken into consideration relating to school activities as inclusive growth, full awareness of the objectives of the activity by all members, The activity stems from the learning and teaching process goals, and appropriateness of special abilities and individual differences among students. The standard deviation at 1.62 shows that the rating responses of respondents move far away from their mean at 3.75 indicating that there are variations among respondents towards many quality standards. This may require increasing the spread of quality standards culture of school activities among the staff and students to have more positive attitude.

Basic Statistics Q (12) Schools' Preparation with facilities, equipment and techniques				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	3.00	1.02

This indicates that the Ministry of Education should increase efforts and service to prepare schools for more application of quality standards as the Ministry itself tends to apply quality in all the educational outcomes.

Basic Statistics Q (13) Financial Budget				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	3.09	1.02

The standard deviation at 1.02 shows that the rating responses of respondents move far away from their mean at 3.09 indicating that there are variations among respondents towards the availability of financial budget supporting school activities. This requires more attention of the Ministry to follow up the expenses of the school activity budget.

Basic Statistics Q (14) the head teacher' assistance for enhancing the quality of school activities				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	1.91	0.88

The above table of Q (14) relates to the attitude of the head teachers for assisting school activities. The standard deviation at 0.88 shows that the rating responses of respondents move far away from their mean at 1.91 indicating that there are variations among respondents towards the head teacher' assistance for enhancing the quality of school activities. This is an indicator that more support from school administration is required to make school activities more effective.

Basic Statistics Q (15) Supporting Societal Partnership				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.70	1.20

The standard deviation of Q (15) at 1.2 shows that the rating responses of respondents move far away from their mean at 2.70 indicating that there are variations among respondents towards the school activities supporting the societal partnership.

Basic Statistics Q (16) The activities and educational events hosted by the Ministry of Education				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	1.91	1.02

The former statistical data indicates that most of the respondents 59.6% believe their schools are involved in activities and educational events hosted by the Ministry of Education. This confirms the leading role of planning, funding and supervision of the ministry of education to the schools’ activities programs. On the other hand, almost 40% of the respondents they show neutral and disagree attitudes which support the results of the standard deviation at 1.02 shows that the rating responses of respondents move far away from their mean at 1.91 indicating that there are variations among respondents towards the activities and educational events hosted by the Ministry of Education.

Basic Statistics Q (17) Activities for Mothers				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	3.13	1.19

It is clearly shown above, 43.4% of the responses confirm that their schools make activities, training programs and workshops for mothers while other schools lack this type of activity. This result enhances the leading role of school in its community. On the other side, 56.6% have neutral or negative attitude which helps the standard deviation at 3.13 shows that the rating responses of respondents move far away from their mean at 1.91 indicating that there are variations among respondents towards activities, training programs and workshops for mothers.

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	3.09	1.18

We can conclude from the above statistics that 39.1% of the sample believes the appropriate places aren’t available at their schools for the implementation of effective activities while 34.8% think they are available. This plainly reflects the schools reality taking into our consideration the other schools located in rented buildings may not provide a suitable environment for activities. The standard deviation at 1.18 shows that the rating responses of respondents move far away from their mean of Q (18) at 3.09 indicating that there are variations among respondents towards the appropriate places for the implementation of effective activities.

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	7.00	5.00	4.00	1.90

Half of the responses 52.2% confirm that they care about the assessment of student activities at their schools in order to improve the quality outcome which indicates an outstanding awareness of the importance

of the evaluation to improve the activities and our schools. While the other half 47.8% are either neutral or disagree which creates variations among respondents towards the assessment of student activities for improving the quality outcome since the standard deviation at 1.90 shows that the rating responses of respondents move far away from their mean at 4.00.

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	9.00	4.00	4.23	2.36

The standard deviation at 2.36 shows that the rating responses of respondents move far away from their mean at 4.23 indicating that there are big variations among respondents towards certain ideas concerning quality.

Regarding the former statistical data, we can conclude that Saudi schools nowadays concern all the ideas that support quality and quality is a crucial aim in Saudi current schools. This can be achieved through activating all kinds of communication with students and the community in electronic networking sites, training teachers during the school day according to their needs, designing some unavailable training programs at school, training students to develop their different skills, participating in the scientific innovation competitions, activating school activities, seeking to measure the beneficiary of the school activities for teachers, students and external community.

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	7.00	5.00	3.96	1.91

The above statistics indicate clearly that school activities are supportive of positive behavior as one of quality standard indicators. The high rating was for school activities discover the gifted students (78.3%), the school activities are implemented according to the assigned time from the Ministry of Education (the 4th and 5th periods of any day weekly) by (65.2%) , various kinds of curricular and extra-curricular activities are implemented at schools by (60.9%). The other items are rating between (38%) to (8%) as employing electronic aids and media, appropriate libraries are available at schools with different sources, and students choose the kind of activities that suit their tendencies and skills.

The above result lead to a conclusion that there are big variations among respondents towards investigating the quality standard in term of students' positive behavior measured by the standard deviation at 1.91 shows that the rating responses of respondents move far away from their mean at 3.96. This variation of their responses indicate that still the need for understanding the quality standards is required among the employees of different schools.

Basic Statistics Q (22)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	8.00	5.00	4.76	2.22

Most of the respondents 60.9% believe that the school activities achieve mental, educational and social functions as a consequence to developing creativity, scientific thinking and problem-solving skills, self-realization and promotion of the concept of public service, refining the students' personality, the development of student's capabilities as mental, linguistic, artistic, linguistic and motor ones, providing concepts, experiences and patterns of behavior development and supporting the different school curricula and their projects and these aims necessarily help to achieve the core of the educational goals and policy.

Statistically, the standard deviation at 2.22 shows that the rating responses of respondents move far away from their mean at 4.76 indicating that there are big variations among respondents towards investigating the school activities achieve mental, educational and social functions.

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	8.00	5.00	4.60	2.33

Regarding the last table and graph, 39.1% only of the respondents confirm that their school activities are characterized by many essential qualities which are students do volunteer works at our school, students participate in visiting the societal organizations, application of the equal opportunities for students, exploit the possibilities available to students, give leadership to those who deserve and the availability of safety and security when implementing activity but most of them indicate the first and second activities. The above percentage shows low number of schools (9) only out of (23) that realize the quality characteristic application at their schools. This indicates that quality concept relating to school activities is not recognized well among the staff of those schools.

Also, the standard deviation at 2.33 shows that the rating responses of respondents move far away from their mean at 4.60 indicating that there are variations among respondents towards investigating the school activities school activities characteristics.

To conclude, the results above show that most of the questions' standard deviation is far away from their mean indicating that the responses of the respondents show variation between different factors of the asked question. This is hypothetically proved the hypothesis that there is a relationship between the well prepared school environment and the quality outcomes of school activities. Also, the standards of quality seem to be unknown well for most school activity leaders and teachers of school so training programs about

quality in school activities are recommended to increase the understanding of that concept in the educational field.

Findings and Results:

The mixed methods study has shown some facts that depict the relationship between the well-prepared good schools environment and the quality outcome of school activities. The results have shown the most common factors that make quality implementation is possible at Qatif public schools. The following lines include the findings based on the survey and interview results:

- 1- Most of the Saudi school activities leaders are exempt from any teaching tasks which enable them to participate actively in promoting and activating the activities.
- 2- The popular Ministry's central types of activities applied at our schools are environmental education, Arabic calligraphy, building character skills, speaking English and e- communication.
- 3- Although school activities at our schools achieve aligning with Islamic instructions, contribute to the overall growth of students, discover the tendencies of students and flexibility and these are the ultimate goals of the activities, there is lack of some activities relating to sport and music.
- 4- Gifted students and national events competitions are crucial fields of school activities.
- 5- There are lack of quality standards to ensure the success, progress and credibility in our schools activities.
- 6- The equipment, facilities, techniques are not all available at most of the schools to support school activities.
- 7- The financial budget of school activities is not available to support all types of the planned activities.
- 8- School administrations should be more aware of the importance of the school activities and they should help and support teachers to implement any creative ideas within the quality activities.
- 9- Many activities of our schools don't support the societal partnership specially for mothers which serve the needs of the community through mutual relation which benefits the main goals of the education.
- 10- Some schools suffer from activities' locations as appropriate places aren't available for the implementation of effective activities.
- 11- Students' school activities are not well assessed to improve the quality outcome which indicates awareness of the importance of the evaluation to improve the activities and our schools.
- 12- Regarding the former statistical data, we can conclude that most Saudi schools nowadays need more concern about the ideas that support quality which is a crucial aim in Saudi current school.

- 13- The above statistics indicate clearly that most school activities are not well supportive of positive behavior as one of quality standard indicators.

Conclusion:

Quality and quality control is matter of pumping much money on special sides of the school activities decorated by flashiness of fake achievements but it's a substantial action accomplished through scientific philosophy, planning, implementations, supervision and evaluation. It's necessary for school activities to achieve whatever goals provide all the components of its success. Throughout our research, we hardly tried to explore all these aspects. The literature review reflects luminous dimensions of the reality of the school activities in our schools but the practical work attracted our attention to different types of drawbacks and obstacles which face the school activities.

For all that, there are much governmental efforts on this area but still they didn't leave their theoretical and paper- backed stage. There are so many troubles face school activities quality such as the suitable and sufficient budget, some schools suffer from activities locations as appropriate places aren't available for the implementation of effective activities and equipment, facilities, techniques are not all available at most of the schools.

To tackle these problems and obtain high standards of quality many procedures and solutions must be occurred such as school activities sufficient budget should be provided to apply different types of activities and satisfy the activity needs. There should be school activities major in all Saudi universities or colleges of education to prepare active and qualified activity leaders in our schools, school activities leaders must attend different and continuous in- service training sessions, school activities must be treated as equivalent to the academic programs in term of importance, time and evaluation and schools must be equipped with separate activities places and different tools and materials.

To sum up, it's better to dream but our dreams should be reasonable, real, logical and we must provide all the necessary requirements to achieve them. Therefore, there is a great need to serious academic researches on the Saudi school activities to improve them and it is important to be courageous and assiduous to adopt their recommendations officially and popularly.

Recommendations:

Based on the results of both the survey and the interview that were prepared for the research purpose, the degree of effectiveness of quality outcome of school activities is drawn clearly. Here are some recommendations for the Ministry of Education, educational leaders, policy and decision-makers:

1. There is an urgent need to eliminate the contradiction between the Ministry of Education's ambitious school activities plans and the modest real implementation of these plans in the schools.
2. School activities sufficient budget should be provided to apply different types of activities and satisfy the activity needs. Serious follow up visits should take place to control the expenses of that budget.
3. The activities should improve students' balance personalities through various types of activities specially the physical, intellectual and creative dimensions.
4. School activities' quality must be achieved by the evenness of different parts, components and phases of the activities process.
5. There should be school activities major in all Saudi universities' colleges of education to prepare active and qualified activity leaders in our school.
6. School activities leaders must attend different and continuous in-service training sessions.
7. Schools must be equipped with separate activities places and different tools and materials to enhance the implementation of school activities.
8. School activities must be treated as equivalent to the academic programs in term of importance, time and evaluation.
9. A mutual partnerships and relations between schools and local community organizations to support the activities, present them and sponsorship talented.
10. Serious academic research must be carried out to improve the school activities field besides adopting their recommendations officially.

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دور البيئة المدرسية في جودة الأنشطة المدرسية بمدارس منطقة القطيف وفق معايير الجودة

الملخص: هدفت الدراسة الحالية إلى استكشاف العلاقة بين البيئة المدرسية الجيدة الإعداد وجودة أنشطة المدارس الموجهة إلى الطلاب. تتبع هذه الدراسة تصميم الطرق المختلطة التي تجمع بين جمع وتحليل البيانات الكمية والنوعية. أدوات البحث المستخدمة في هذه الدراسة هي مسح إلكتروني مغلق لقادة الأنشطة المدرسية ومقابلات مع 5 مشرفين. يتكون هذا البحث غير العشوائي من (23) من قادة النشاط المدرسي من المدارس الابتدائية والمتوسطة والثانوية و (5) المشرفين في منطقة القطيف. أشارت نتائج البحث إلى دور البيئة المدرسية الحقيقي الفعال والمعد بشكل جيد على النتائج الجيدة للنشاط المدرسي في منطقة القطيف، وأن معظم المدارس تفتقر إلى تطبيق الجودة في الأنشطة المدرسية. سوف يلقي هذا البحث الضوء على مدى فعالية البيئة المدرسية الجيدة الإعداد لإثراء أنواع وفعاليات الأنشطة المدرسية وفقاً لمعايير الجودة الخاصة بالوزارة. وهذا يؤكد على دور وزارة التعليم في بذل المزيد من الجهود لإعداد المدارس بالمرافق والمعدات اللازمة لتسهيل جودة الأنشطة المدرسية.

الكلمات المفتاحية: الأنشطة المدرسية، معايير الجودة، البيئة المدرسية.