

## Administrative Empowerment as an Approach to Total Quality Management in Kindergarten

Enas Ragab Abdelkareem;Elsayed Abdelkader Sherif;Somia Ali Ahmed

### Abstract

The current research aimed to diagnose the current reality of administrative empowerment in kindergarten, to diagnose the current reality of total quality management as well, in addition to identify the nature of the relationship between the level of administrative empowerment and the level of practicing total quality management in Kindergarten, and finally to monitor the obstacles facing administrative empowerment in kindergarten so as to develop some recommendations to overcome these obstacles and to achieve total quality management in kindergarten. Data collection tools were two questionnaires - prepared by the researcher -. The research sample consisted of (110) kindergarten leaders of Directors, Deputy Directors and Head teachers from kindergarten, Minia Educational Administrations, from the nine centers of Minia Governorate. Findings of the study revealed the following: administrative empowerment in kindergarten was achieved at a low level and total quality management was achieved at a low level as well; in addition, there was a statistically significant positive correlation between administrative empowerment and total quality management in kindergarten; moreover, the research sample mentioned a set of obstacles facing administrative empowerment in kindergarten. Then the research sample suggested a number of suggestions to overcome these obstacles in order to achieve total quality management and a number of suggestions to activate total quality management in kindergarten.

**Keyword:** Administrative Empowerment, Total Quality Management, Kindergarten

**Published Date:** 10/31/2019

**Page.1004-1027**

**Vol 7 No 10**

**DOI:** <https://doi.org/10.31686/ijer.Vol7.Iss10.1846>

# Administrative Empowerment as an Approach to Total Quality Management in Kindergarten

**Enas Ragab Abdelkareem** Minia University, Egypt

**Elsayed Abdelkader Sherif** Cairo University, Egypt

**Somia Ali Ahmed** Minia University, Egypt

## Abstract

*The current research aimed to diagnose the current reality of administrative empowerment in kindergarten, to diagnose the current reality of total quality management as well, in addition to identify the nature of the relationship between the level of administrative empowerment and the level of practicing total quality management in Kindergarten, and finally to monitor the obstacles facing administrative empowerment in kindergarten so as to develop some recommendations to overcome these obstacles and to achieve total quality management in kindergarten. Data collection tools were two questionnaires - prepared by the researcher -. The research sample consisted of (110) kindergarten leaders of Directors, Deputy Directors and Head teachers from kindergarten, Minia Educational Administrations, from the nine centers of Minia Governorate. Findings of the study revealed the following: administrative empowerment in kindergarten was achieved at a low level and total quality management was achieved at a low level as well; in addition, there was a statistically significant positive correlation between administrative empowerment and total quality management in kindergarten; moreover, the research sample mentioned a set of obstacles facing administrative empowerment in kindergarten. Then the research sample suggested a number of suggestions to overcome these obstacles in order to achieve total quality management and a number of suggestions to activate total quality management in kindergarten.*

**Keywords:** Administrative Empowerment, Total Quality Management, Kindergarten

## Introduction:

The era we live in witnesses great and rapid changes into almost aspects of life. As technology has developed, the level of production has evolved with its' methods and means of service delivery. Moreover, huge organizations have grown which have recently taken on even greater importance. As much as the organization has become important to an individual's life, the organizations now consider the individual as the basis upon which they depend on to achieve its various objectives. So that, they are doing their best as well as spending money and tie to choose the best efficient ones and work to empower them.

Emphasis on empowerment is a prerequisite for modern institutions, especially in the light of the trends towards adopting and applying participatory management concepts such as Total Quality Management. This approach mainly based on a new philosophy that concentrates on the focus of managers should not be on competing regulations, but rather on his staff in the first place. Furthermore, it is closely

linked to the prevailing developmental trends related to human development within an organization. **(Experts of the Arab Group for Training and Publishing, 2014, 11)**

Empowerment forms an integral part of the Total Quality Management process. It aims to make a change in work by providing many opportunities in its various dimensions. It reflects a necessary requirement for the management of all institutions nowadays, and an important approach to achieve Total Quality Management especially in educational institutions as it depends greatly on training and development, the delegation of authority and creative thinking.

### **Research Problem:**

Many rapid and renewed political, economic and environmental conditions and developments have led to radical changes in the frameworks and structures of the various educational institutions in general and kindergartens in particular, which made it necessary for kindergarten workers to develop their skills and attitudes in order to react to such conditions and developments.

The researcher noticed through her working as a kindergarten teacher that there are problems with kindergarten administration. This was inconsistent with previous studies the researcher reviewed which indicated that there are problems related to kindergarten administration as the results of **Hanafy, D. (2004)** which referred to the lack of administration experiences in kindergarten institutions with modern administration methods and techniques and how to use them, in addition to the study of **El-Azab, H. (2009)** which indicated the low level of good human relations between employees within kindergarten as well as between them and the kindergarten administration.

Traditional administration methods have become ineffective and its results are limited to the subordinate's implementation of the minimum level of work, while excellence and creativity in work require other nontraditional methods. Employee empowerment in the organization represents the most recent outputs of modern administrative culture at the beginning of the 21<sup>st</sup> century. It supports total quality, change, innovation, information management and management of event locations as one of the most important modern trends in management intellectually, organizationally and practically.

Accordingly, empowerment can be a strategy if it is adopted as a key dimension of Total Quality Management and continuous improvement for its cumulative impact on quality and improvement. Hence, the problem of the current research was identified in the following key question:

### **How can administrative empowerment be used as an approach to achieve Total Quality Management in kindergarten?**

1. What is the reality of administrative empowerment in kindergarten from the point of view of the research sample?
2. What is the reality of total quality management in kindergarten from the point of view of the research sample?
3. What is the nature of the relationship between the level of administrative empowerment and the degree of total quality management practice?
4. What are the obstacles to administrative empowerment in kindergarten?

5. How to overcome the obstacles of administrative empowerment to achieve total quality management in kindergarten?
6. What are the suggestions to activate the total quality management in kindergarten?

**Research Objective:** The current research aimed to:

1. diagnose the current reality of administrative empowerment in kindergarten.
2. diagnose the current reality of total quality management in kindergarten.
3. identify the nature of the relationship between the level of administrative empowerment and the level of practicing total quality management in Kindergarten.
4. monitor the obstacles facing administrative empowerment in kindergarten.
5. identify some recommendations to overcome these obstacles in order to achieve total quality management in kindergarten.
6. identify suggestions for activating total quality management in kindergarten.

**Research Significance:** The significance of the current research is as follows:

**1. Theoretical Significance**

- That it addresses a relatively recent administrative approach, administrative empowerment as it is an important approach for developing kindergarten administrative system and a key factor for its success and excellence.
- The issue of administrative empowerment is the issues that the Arabic library suffers from its scarcity; that the current research represents an addition to kindergarten research as it deals with administrative empowerment as an approach to total quality management in kindergarten.

**2. Practical Significance:**

- The results of the research may help in drawing the attention of those who interested in administration, planners and decision makers to stand on the current reality of administrative empowerment and total quality management in kindergarten.
- Proposed recommendations may be useful in providing kindergarten stakeholders directions that help them to formulate labor policies, achieve work objectives and increase administrative efficiency.

**Research Methodology:** The current research used the descriptive approach.

**The Research Sample:** The research sample consisted of (110) kindergarten leaders of Directors, Deputy Directors and Head teachers from kindergartens in Minia Educational Administrations, from the nine centers of Minia Governorate.

**Research Tools:** Current research tools are:

- **The first tool-** The reality of administrative empowerment in kindergarten questionnaire, which included five dimensions: recognizing the meaning of work and its value five items, training and development five items, participation in decision making and taking four items, communication and

dissemination of information five items and self-Motivation four items. The questionnaire also included an open question about the obstacles of administrative empowerment in kindergarten and an open question about how to overcome obstacles of administrative empowerment.

- **The second tool-** The reality of total quality management in kindergarten questionnaire which included four dimensions: continuous improvement six items, training and development six items, kindergarten teachers four items, focusing on the beneficiary (Child, parents and community) five items. The questionnaire also included an open question about the suggestions to activate total quality management in kindergartens.

**Scientific parameters of Research Tools:** The scientific parameters of the research tools were calculated as follows:

- **Validity of research tools:**
  - **Content Validity:** The researcher presented the two questionnaires in their initial form to a group of experts in the fields of education and kindergartens consisting of (11) experts.
  - **Validity of internal consistency:** The researcher applied the questionnaires to a sample of (20) twenty kindergarten leaders.
  - **Determine the reliability of the research tools:** The researcher used the alpha coefficient of Cronbach by applying it to a sample of (20) kindergarten leaders.
  - **Validity of the first tool (The reality of administrative empowerment in kindergarten questionnaire):**
    - Content Validity: as indicated in table no. (1)

Table (1)  
Percentage of Expert Viewpoints on the reality  
of Administration Empowerment Questionnaire (n = 11)

Dimensions	items					
Recognizing the meaning of work and its value	Item	1	2	3	4	5
	Frequency	11	10	10	10	11
	percentage	100%	91%	91%	91%	100%
Training and Development	Item	6	7	8	9	10
	Frequency	9	11	10	10	9
	percentage	82%	100%	91%	91%	82%
Participation in decision making and taking	Item	11	12	13	14	15
	Frequency	9	9	11	10	5
	percentage	82%	82%	100%	91%	45%
Communication and dissemination of information	Item	16	17	18	19	20
	Frequency	11	10	11	9	9
	percentage	100%	91%	100%	82%	82%
Self-Motivation	Item	21	22	23	24	25
	Frequency	9	6	9	9	11
	percentage	82%	55%	82%	82%	100%

As shown in Table (1): The percentage of expert viewpoints on the questionnaire ranged from (45% : 100%) Thus, all terms were approved for obtaining more than 70% of the expert agreement, and the two phrases (n.)15,22 were omitted for having less than 70%.

- Internal Consistency Validity: As tables 2, 3 and 4 respectively indicated.

Table (2)

The Correlation Coefficients between the Degree of Each Statement and the Total Degree of The Dimension Belonging (n = 20)

Dimensions	items					
	Item number	1	2	3	4	5
Recognizing the meaning of work and its value	Correlation Coefficient	0.81	0.76	0.67	0.81	0.68
	Item number	6	7	8	9	10
Training and Development	Correlation Coefficient	0.87	0.73	0.69	0.74	0.84
	Item number	11	12	13	14	
Participation in decision making and taking	Correlation Coefficient	0.72	0.58	0.50	0.78	
	Item number	15	16	17	18	19
Communication and dissemination of information	Correlation Coefficient	0.78	0.57	0.74	0.76	0.79
	Item number	20	21	22	23	
Self-Motivation	Correlation Coefficient	0.76	0.66	0.53	0.72	

(r) tabulated value at the significant level (0.05) = 0.444.

As shown in Table (2): The correlation coefficients between the degree of each statement and the total degree of the dimension belonging to ranged from (0.50 : 0.86), which were statistically significant referring to the questionnaire internal consistency validity.

Table (3)

Correlation Coefficients between the Degree of each Statement and the Total Score of the Questionnaire (n = 20)

Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient
1	0.69	6	0.82	11	0.60	16	0.67	21	0.65
2	0.68	7	0.74	12	0.62	17	0.72	22	0.60

<b>3</b>	<b>0.74</b>	<b>8</b>	<b>0.68</b>	<b>13</b>	<b>0.56</b>	<b>18</b>	<b>0.66</b>	<b>23</b>	<b>0.59</b>
<b>4</b>	<b>0.69</b>	<b>9</b>	<b>0.64</b>	<b>14</b>	<b>0.63</b>	<b>19</b>	<b>0.70</b>		
<b>5</b>	<b>0.74</b>	<b>10</b>	<b>0.77</b>	<b>15</b>	<b>0.74</b>	<b>20</b>	<b>0.62</b>		

(r) tabulated value at the significant level (0.05) = 0.444.

As shown in Table (3): Correlation coefficients between the degree of each statement and the total score of the questionnaire ranged from (0.56:0.82), which were statistically significant referring to the questionnaire internal consistency validity.

Table (4)

The Correlation Coefficients between the Total Scores of each Dimension and the Total Questionnaire Score (n = 20)

<b>N</b>	<b>Dimensions</b>	<b>Correlation Coefficient</b>
1	<b>Recognizing the meaning of work and its value</b>	0.94
2	<b>Training and Development</b>	0.94
3	<b>Participation in decision making and taking</b>	0.91
4	<b>Communication and dissemination of information</b>	0.95
5	<b>Self-Motivation</b>	0.92

(r) tabulated value at the significant level (0.05) = 0.444.

As shown in Table (4): The correlation coefficients between the total scores of each dimension and the total questionnaire score ranged from (0.91:0.95), which were statistically significant correlation coefficient indicating the internal consistency of the questionnaire.

- **Determine the reliability of the first tool (the reality of administrative empowerment in kindergarten questionnaire):** as in table No. (5).

Table (5)

Reliability Using Cronbach's Alpha Coefficient of Questionnaire (n=20)

<b>Dimensions</b>	<b>alpha coefficient</b>
<b>Recognizing the meaning of work and its value</b>	0.79
<b>Training and Development</b>	0.82
<b>Participation in decision making and taking</b>	0.54
<b>Communication and dissemination of information</b>	0.77
<b>Self-Motivation</b>	0.57
<b>Total degree</b>	0.94

As shown in Table (5): The alpha coefficients of the questionnaire ranged from (0.54 : 0.94), which were statistically significant coefficients indicating the reliability of the questionnaire.

- **Validity of the second tool (The reality of Total Quality Management in kindergarten questionnaire):**

**Content Validity:** as indicated in table no. (6)

Table (6)

Percentage of Expert viewpoints on the Reality of Total Quality Management Questionnaire (n = 11)

Dimensions	items					
Continuous improvement	Item	1	2	3	4	5
	Frequency	11	10	9	10	10
	percentage	100%	91%	82%	91%	91%
Kindergarten Administration	Item	6	7	8	9	10
	Frequency	11	11	11	9	10
	percentage	100%	100%	100%	82%	91%
Kindergarten teachers	Item	11	12	13	14	
	Frequency	10	10	11	9	
	percentage	91%	91%	100%	82%	
Focusing on the beneficiary (Child, parents and community)	Item	15	16	17	18	19
	Frequency	9	11	11	10	11
	percentage	82%	100%	100%	91%	100%

As shown in Table (6): The percentage of expert opinions on the questionnaire ranged from (82% : 100%) Thus, all terms were approved for obtaining more than 70% of the expert agreement who added two items to the dimensions of (Continuous Improvement, Kindergarten Administration).

- Internal Consistency Validity: As tables 7, 8 and 9 respectively indicated.

Table (7)

The Correlation Coefficients between The Degree of each Statement and the Total Degree of the Dimension Belonging (n = 20)

Dimensions	items						
Continuous improvement	Item number	1	2	3	4	5	6
	Correlation Coefficient	0.70	0.67	0.54	0.68	0.78	0.78
Kindergarten Administration	Item number	7	8	9	10	11	12
	Correlation Coefficient	0.73	0.76	0.54	0.64	0.75	0.78
Kindergarten teachers	Item number	13	14	15	16		
	Correlation Coefficient	0.69	0.82	0.77	0.76		
Focusing on the beneficiary (Child, parents and community)	Item number	17	18	19	20	21	
	Correlation Coefficient	0.75	0.73	0.71	0.85	0.51	



(r) tabulated value at the significant level (0.05) = 0.444.

As shown in Table (7): The correlation coefficients between the degree of each statement and the total degree of the dimension belonging to ranged from (0.51 : 0.82), which were statistically significant referring to the questionnaire internal consistency validity.

Table (8)

Correlation coefficients between the Degree of Each Statement and the Total Score of the Questionnaire (n = 20)

Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient
1	0.59	6	0.76	11	0.74	16	0.61	21	0.54
2	0.65	7	0.68	12	0.68	17	0.76		
3	0.65	8	0.58	13	0.76	18	0.74		
4	0.59	9	0.62	14	0.64	19	0.68		
5	0.76	10	0.76	15	0.64	20	0.73		

(r) tabulated value at the significant level (0.05) = 0.444.

As shown in Table (8): Correlation coefficients between the degree of each statement and the total score of the questionnaire ranged from (0.54:0.76), which were statistically significant referring to the questionnaire internal consistency validity.

Table (9)

The Correlation Coefficients between the Total Scores of Each Dimension and the Total Questionnaire Score (n = 20)

N	Dimensions	Correlation Coefficient
1	Continuous improvement	0.92
2	Kindergarten Administration	0.91
3	Kindergarten teachers	0.86
4	Focusing on the beneficiary (Child, parents and community)	0.93

(r) tabulated value at the significant level (0.05) = 0.444.

As shown in Table (9): The correlation coefficients between the total scores of each dimension and the total questionnaire score ranged from (0.86:0.93), which were statistically significant correlation coefficient indicating the internal consistency of the questionnaire.

- **Determining the reliability of the second tool (The reality of Total Quality Management in kindergarten questionnaire):** as in table No. (10).

Table (10)

Reliability Using Cronbach's Alpha Coefficient of Questionnaire (n=20)

Dimensions	alpha coefficient
Continuous improvement	0.77
Kindergarten administration	0.79
Kindergarten teachers	0.75
Focusing on the beneficiary (Child, parents and community)	0.75
Total degree	0.93

As shown in Table (10): The alpha coefficients of the questionnaire ranged from (0.75 : 0.93), which are statistically significant coefficients indicating the reliability of the questionnaire.

**Statistical methods for processing research results:** The researcher used percentage, correlation coefficient, alpha coefficient of Cronbach, estimated degree, average response rate, the researcher satisfied the level of significance at the level (0.05). The researcher used also SPSS to calculate some statistical coefficients.

**Discussion and interpretation of the results:**

**1- Answer the first question: What is the reality of administrative empowerment in kindergarten from the research sample viewpoints?**

Table (11)

Estimated degree and Average of Response Ratio for Sample Viewpoints for Questionnaire Items of Administrative Empowerment in kindergarten

(First Dimension: Recognizing the Meaning of Work and its Value) (n = 110)

N	items	response			Estimate d degree	Average of response ratio
		Achieved Significantly	Achieved Moderately	Achieved at a Low Level		
1	Kindergarten administration handles daily workloads easily.	20	35	55	185	0.56
2	Employees estimates the meaning and value of a kindergarten job well.	35	23	52	203	0.62
3	The nature of the work represents a great value and meaning for the kindergarten staff.	12	26	72	160	0.48
4	Kindergarten administration encourages employees to activate different teams.	19	23	68	171	0.52
5	Kindergarten administration encourages employees to perform their work efficiently.	27	19	64	183	0.55
The total degree of the dimension					902	0.55
Minimum Confidence = 0.58		Maximum Confidence = 0.76				

**As shown in Table (11):** The average of response ratio of the research sample on first dimension items: Recognizing the meaning of work and its value ranged between (0.48 : 0.62).

Where the a total ratio of item n.(2) ranged between the minimum and maximum confidence Interval, indicating that it was achieved moderately, and this may be due to the feeling of most employee that work is of great value, in addition the total ratio of items n.(1, 3, 4, 5) were less than minimum confidence interval indicating that they achieved at a low level and this may be due to the large number of work decisions and bulletins. Thus, this was mainly a result of poor administrative empowerment in kindergarten.

The total ratio of the dimension was (0.55), which was less than minimum confidence interval, indicating that it was achieved at a low level in the reality of recognizing the meaning of work and its value.

These results are in consistent with the results of the study of **Al-Shetaihi, E. (2016, 42-101)** which showed a low level of encouragement of the heads of team work; Work diverse and strengthen teamwork, while differs with the results of the study of **Hiba, Z.& Ahmed, K. (2009, 430-509)** that showed the achievement of team work and the formation of kindergarten administration diverse teams work and strengthen teamwork.

Table (12)

Estimated Degree and Average of Response Ratio for Sample viewpoints for Questionnaire Items  
 Administrative Empowerment in Kindergarten  
 (Second Dimension: Training and Development) (n = 110)

N	items	response			Estimate d degree	Average of response ratio
		Achieve d Significa ntly	Achieve d Moderat ely	Achie ved at a Low Level		
6	The Kindergarten administration encourages the continuous training and development of its staff.	25	68	17	228	0.69
7	The kindergarten administration adopts a clear plan for training employees.	5	47	58	167	0.51
8	All kindergarten employees participate in various training courses; on an ongoing basis.	23	70	17	226	0.68
9	Kindergarten administration organizes programs to exchange visits and experiences of teachers with other kindergartens.	27	42	41	206	0.62
10	The Kindergarten administration provides its staff with the latest	4	36	70	154	0.47

references and research related to kindergarten.					
The total degree of the dimension				981	0.59
Minimum Confidence = 0.58		Maximum Confidence = 0.76			

As shown in Table (12): The average of response ratio of the research sample on second dimension items: training and development ranged between (0.47 : 0.69).

Where the a total ratio of items n.(6, 8, 9) ranged between the minimum and maximum confidence interval, indicating that they were achieved moderately, and this may be due to the large number of training programs and the importance of exchanging experiences, in addition the total ratio of items n.(7, 10) were less than minimum confidence interval indicating that they were achieved at a low level and this may be due to the existence of a training department of the Professional Academy of Teachers that responsible for training as well as employees fully engaged in work. Thus, this was mainly a result of poor administrative empowerment in kindergarten.

The total ratio of the dimension was (0.59), which ranged between the minimum and maximum confidence interval indicating that it was achieved moderately in the reality of training and development.

These results are in consistent with the results of the study of **Hiba, Z.& Ahmed, K. (2009, 430-509)**, which showed keenness to spread the ideas of professional development, acceptance of employees to training programs, kindergarten exchanges information with other nearby kindergartens, and poor access to information by the kindergarten manager; While differs with the results of the study of **Al-Shetaihi, E. (2016, 42-101)** which showed that kindergarten leaders adopt a clear training plan and provide training opportunities It was moderate.

Table (13)

Estimated Degree and Average of Response Ratio for Sample Viewpoints for Questionnaire items Administrative Empowerment in Kindergarten (Third Dimension: Participation in Decision Making and Taking) (n = 110)

N	items	response			Estimate d degree	Average of response ratio
		Achieved Significant	Achieved Moderate	Achieved at a Low		
11	The kindergarten administration explains to employees the areas of participation in decision-making and taking.	20	46	44	196	0.59
12	Kindergarten employees participate in work decision-making.	14	70	26	208	0.63
13	The kindergarten administration instills responsibility for the decision making among employees.	13	44	53	180	0.55

14	The kindergarten administration works to decentralize decision-making and taking.	12	39	59	173	0.52
<b>The total degree of the dimension</b>					757	0.57
<b>Minimum Confidence = 0.58</b>			<b>Maximum Confidence = 0.76</b>			

As shown in Table (13): The average of response ratio of the research sample on third dimension: Participation in decision making and taking ranged between (0.52 : 0.63).

Where the a total ratio of items n.(11, 12) ranged between the minimum and maximum confidence interval indicating that they were achieved moderately, and this may be due to the large number of workloads in kindergarten, in addition the total ratio of items n.(13, 14) were less than the minimum confidence interval indicating that they were achieved at a low level and this may be due to the extreme centralization by the kindergarten administration in decision making and taking, and this was mainly a result of poor administrative empowerment in kindergarten.

The total ratio of the dimension was (0.57) and this was less than minimum confidence interval, which indicating that it was achieved at a low level in the reality of decision making and taking.

These results are in consistent with the results of the study of **Hiba, Z.& Ahmed, K. (2009, 430-509)**, which showed that the kindergarten staff participated in decision-making and emphasized the values of shared responsibility and participation among employees; The administrative staff of the kindergarten should support the effective participation of employees in decision-making; While differs with the results of the study of **El-Azab, H. (2009)**, which showed a lack of interest in the administrative staff of the kindergarten to support the effective participation of decision-making employees.

Table (14)

Estimated Degree and Average of Response Ratio for Sample Viewpoints for Questionnaire Items  
 Administrative Empowerment in Kindergarten  
 (Fourth Dimension: Communication and Dissemination of Information) (n = 110)

N	items	Response			Estimated degree	Average of response ratio
		Achieved Significant	Achieved Moderate	Achieved at a Low		
15	Kindergarten staff communicate effectively and continuously.	31	41	38	213	0.65
16	Kindergarten staff exchange information easily	21	51	38	203	0.62
17	Kindergarten administration applies all types of communication (formal and informal / vertical and horizontal / up and down).	7	42	61	166	0.50

18	Communication and dissemination of information in kindergarten is achieved by all methods (verbal, written, visual).	9	39	62	167	0.51
19	The kindergarten administration continuously promotes social and human relations between employees.	35	40	35	220	0.67
<b>The total degree of the dimension</b>					969	0.59
<b>Minimum Confidence = 0.58</b>			<b>Maximum Confidence = 0.76</b>			

As shown in Table (14): The average of response ratio of the research sample on fourth dimension: communication and dissemination of information ranged between (0.50 : 0.67).

Where the a total ratio of items n.(15, 16, 19) ranged between the minimum and maximum confidence interval, which indicated that they were achieved moderately, and this may be due the encouragement of the kindergarten administration to effective communication and information exchange between employees, moreover the total ratio of items n.(17, 18) were less than minimum confidence interval indicating that they were achieved at a low level, this may be due to the lack of awareness of kindergarten Administration about types and methods of communication, and this mainly was a result of poor administrative empowerment in kindergarten.

The total ratio of the dimension (0.59), which ranged between the minimum and maximum confidence Interval indicating that it was achieved moderately in the reality of communication and dissemination of information.

These results are in consistent with the results of the study of **Hiba, Z.& Ahmed, K. (2009, 430-509)**, which showed that information flowing easily within the kindergarten, and the study of **Al-Madhi, A. (2018, 71-114)** which recommended that good relations in the kindergarten should be kened.

Table (15)

Estimated Degree and Average of Response Ratio for Sample Viewpoints for Questionnaire Items  
Administrative Empowerment in Kindergarten  
(Fifth Dimension: Self-Motivation) (n = 110)

N	Items	response			Estimate d degree	Average of response ratio
		Achieve d Significantly	Achieve d Moderately	Achie ved at a Low Level		
20	Kindergarten administration supports employees to achieve work goals.	36	57	17	239	0.72
21	The kindergarten administration adopts a system to motivate employees (moral / material).	17	19	74	163	0.49

22	There are rules and standards for promotion in kindergarten, depending on performance.	20	23	67	173	0.52
23	The kindergarten incentive system is objective.	34	24	52	202	0.61
The total degree of the dimension					777	0.59
The total degree of the questionnaire					4386	0.57
Minimum Confidence = 0.58			Maximum Confidence = 0.76			

As shown in Table (15): The average of response ratio of the research sample on fifth dimension: self-motivation ranged between (0.49 : 0.72).

Where the a total ratio of items n.(20, 23) ranged between the minimum and maximum confidence interval, indicating that they were achieved moderately, and this may be due to the encouragement leaders to employees to achieve work goals, in addition the total ratio of items n.(21, 22) which were less than the minimum confidence interval indicating that they were achieved at a low level, and this may be due to the lack of motivation for employee, and this was mainly a result of poor administrative empowerment kindergarten.

The total ratio of the dimension was (0.59), which ranges between the minimum and maximum confidence interval; indicating that it was achieved moderately in the reality of self-motivation.

These results are in consistent with the results of the study of Al-Shetaihi, E. (2016, 42-101) which showed a low level of provision of financial incentives and the participation of leaders in the development of incentives; While differing with the results of the study of Hiba, Z.& Ahmed, K. (2009, 430-509), which resulted in the granting of kindergarten literary incentives for employees interested in improving their performance.

The total ratio of the questionnaire was (0.57), which is less than Minimum Interval, which achieved at a low level in the reality of administrative empowerment in kindergarten.

Liszt, A. (2008, 392) explained the importance of empowerment for school administrators and all staff; furthermore Overton& Jenny (2009, 1-10) study also emphasized the importance of empowerment for teachers; moreover Zhang, X.& Bartol, K. (2010, 107-128) also found that empowerment of leaders positively affects self-motivation and creative practical participation of employees.

Table (16)

Estimated Degree and Average of Response Ratio for Sample Viewpoints in Administrative Empowerment Dimensions (n = 110)

N	Dimension	Estimated degree	Average of response ratio	Rank
1	Recognizing the meaning of work and its value	902	0.55	5

<b>2</b>	<b>Training and Development</b>	<b>981</b>	<b>0.59</b>	<b>1</b>
<b>3</b>	<b>Participation in decision making and taking</b>	<b>757</b>	<b>0.57</b>	<b>4</b>
<b>4</b>	<b>Communication and dissemination of information</b>	<b>969</b>	<b>0.59</b>	<b>2</b>
<b>5</b>	<b>Self-Motivation</b>	<b>777</b>	<b>0.59</b>	<b>3</b>
<b>The total degree of the questionnaire</b>		<b>4386</b>	<b>0.57</b>	
<b>Minimum Confidence = 0.58</b>		<b>Maximum Confidence = 0.76</b>		

As shown in table (16): The average of response ratio of the research sample on administrative empowerment in kindergarten dimensions ranged between (0.55 : 0.59), that in the first rank was the dimension of (Training and Development), while in the last rank was (Recognizing the meaning of work and its value).

**2- Answer the second question: What is the reality of total quality management in kindergarten from from the research sample viewpoints?**

Table (17)

Estimated Degree and Average of Response Ratio for Sample Viewpoints for questionnaire items Total Quality Management in Kindergarten  
(First dimension: Continuous Improvement) (n = 110)

N	items	Response			Estimate d degree	Average of response ratio
		Achieved Significantly	Achieved Moderately	Achieved at a Low Level		
1	Kindergarten administration is keen to meet the training needs of employees constantly	12	41	57	175	0.53
2	The Kindergarten administration conducts training programs for employees on total quality management.	7	14	89	138	0.42
3	Kindergarten administration encourages employees to contribute with their ideas to develop work.	11	24	75	156	0.47
4	Employees utilize all the tools, equipment and material resources available in kindergarten efficiently	12	28	70	162	0.49



5	Kindergarten administration adopts a culture of continuous improvement in work.	4	29	77	147	0.45
6	Kindergarten staff apply the latest global management trends to improve work.	9	21	80	149	0.45
<b>The total degree of the dimension</b>					927	0.47
<b>Minimum Confidence = 0.58</b>			<b>Maximum Confidence = 0.76</b>			

As shown in Table (17): The average of response ratio of the research sample on the first dimension: Continuous improvement ranged between (0.42 : 0.53).

Thus the a total ratio of all items were less than the minimum confidence interval indicating that they were achieved at a low level, and this may be due to the many burdens and pressures of work for all kindergarten employees, and this was mainly a result of poor Total quality management in kindergarten.

The total ratio of the dimension was (0.47), which was less than the minimum interval, indicating it was achieved at a low level in the reality of Continuous improvement.

These results are consistent with the results of the study of Farag, A.& Moammar, L. (2013, 242-300), which showed a lack of conviction in the application of total quality standards and dissemination of their culture; while they differ with the results of the study of El-Azab, H. (2009), which showed the kindergarten administration interest in encouraging innovation Improving work within the kindergarten is one of the foundations of successful administration methods.

Table (18)

Estimated Degree and Average of Response Ratio for Sample Viewpoints for questionnaire items Total Quality Management in Kindergarten  
(Second dimension: Kindergarten Administration) (n = 110)

N	items	response			Estimated degree	Average of response ratio
		Achieved Significantly	Achieved Moderately	Achieved at a Low Level		
7	Kindergarten administration adopts a clear vision and mission.	11	45	54	177	0.54
8	Kindergarten administration clearly defines the functions, responsibilities, tasks and roles of all kindergarten staff.	3	33	74	149	0.45
9	The kindergarten administration is keen to apply the laws, regulations, and	14	50	46	188	0.57

	<b>legislations governing kindergarten work.</b>					
10	<b>The kindergarten administration follows up the budget utilization and disbursements on an ongoing basis.</b>	17	42	51	186	0.56
11	<b>Kindergarten administration discusses all work complaints for employees continuously</b>	-	11	99	121	0.37
12	<b>A kindergarten database is available for [staff / children / parents / community institutions].</b>	9	29	72	157	0.48
<b>The total degree of the dimension</b>					978	0.50
<b>Minimum Confidence = 0.58</b>			<b>Maximum Confidence = 0.76</b>			

As shown in Table (18): The average of response ratio of the research sample on second dimension: Kindergarten administration ranged between (0.37 : 0.57).

Thus the a a total ratio of all items were less than the minimum confidence interval indicating that they were achieved at a low level, and this may be due to the lack of specialization in kindergarten administration, lack of knowledge of job descriptions, and poor budget, and this was mainly was a result of poor Total quality management in kindergarten.

The total ratio of the dimension (0.50), which is less than Minimum Interval, which indicated that it was achieved at a low level in the reality of Kindergarten administration.

These results are consistent with the results of the study of Aqeel, A. (2012) which resulted in non-compliance with the regulations, laws and legislations for kindergartens; Quality of child rearing; while they differ with the results of the study of El-Azab, H. (2009) showed that some kindergarten managers are interested in adopting a clear vision and a supportive message for quality child education processes.

Table (19)

Estimated Degree and Average of Response Ratio for Sample Viewpoints for questionnaire items Total Quality Management in Kindergarten (Third dimension: Kindergarten Teachers) (n = 110)

N	items	response			Estimated degree	Average of response ratio
		Achieved Significantly	Achieved Moderately	Achieved at a Low Level		
13	<b>Teachers prepare various plans to facilitate work.</b>	20	41	49	191	0.58

14	Teachers are keen on the continued diversity of activities offered to children.	16	62	32	204	0.62
15	Teachers involve the child's families in various activities (concerts, trips, exhibitions ..).	2	9	99	123	0.37
16	Teachers follow the modern techniques and strategies to be applied in the work.	14	37	59	175	0.53
<b>The total degree of the dimension</b>					693	0.53
<b>Minimum Confidence = 0.58</b>			<b>Maximum Confidence = 0.76</b>			

As shown in Table (19): The average of response ratio of the research sample on third dimension: Kindergarten teachers ranged between (0.37 : 0.62).

Where the a total ratio of items n.(13, 14) range between the minimum and maximum confidence interval, indicating that they were achieved moderately, and this may be due to the importance of plans and diversity in kindergarten activities, in addition the total ratio of items n.(15, 16) were less than the minimum confidence interval indicating that they were achieved at a low level, may be due to: Frequent burdens placed on the parameters, and this was mainly was a result of poor Total quality management in kindergarten.

The total ratio of the dimension (0.53), which is less than Minimum Interval, which indicated that it was achieved at a low level in the reality of Kindergarten teachers.

These results are in consistent with results of the study of **El-Azab, H. (2009)** study, which resulted in the lack of interest of the kindergarten administration to involve parents in the activities of kindergarten inside and outside, and the lack of interest in kindergarten management to hold parties in the kindergarten and invite parents to participate; while they differ with the results of the study of **Farag, A.& Moammar, L. (2013, 242-300)**, which showed the lack of plans and programs to improve the structure and capabilities of the kindergarten, and the lack of the use of teachers of modern technologies.

Table (20)

Estimated Degree and Average of Response Ratio for Sample Viewpoints for questionnaire items Total Quality Management in Kindergarten  
(Fourth dimension: Focusing on the beneficiary  
(Child, parents and Community)) (n = 110)

N	items	response			Estimated degree	Average of response ratio
		Achieved Significantly	Achieved Moderately	Achieved at a Low Level		
17	The relationship between kindergarten staff, children and parents is	73	32	5	288	0.87

	<b>characterized by understanding, trust and mutual respect.</b>					
18	<b>The kindergarten administration establishes a culture of community service among employees; periodically.</b>	2	11	97	125	0.38
19	<b>The kindergarten held the meeting of the Board of Trustees periodically.</b>	7	52	51	176	0.53
20	<b>The kindergarten administration is keen on the continuous activation of community participation; through seminars, meetings and conferences.</b>	10	44	56	174	0.53
21	<b>The Kindergarten administration organizes exchange programs with local community organizations.</b>	20	14	76	164	0.50
<b>The total degree of the dimension</b>					927	0.56
<b>The total degree of the questionnaire</b>					3525	0.51
<b>Minimum Confidence = 0.58</b>			<b>Maximum Confidence = 0.76</b>			

As shown in Table (20): The average of response ratio of the research sample on fourth dimension: fourth dimension: Focusing on the beneficiary (Child, parents and community) ranged between (0.38 : 0.87).

Where the a total ratio of of item n.(17) which is high Maximum Interval which indictaing that it was achieved significantly and this may be due to: The Importance of understanding, trust, mutual respect between employees, children and parents, and a total ratio of of items n.(18, 19, 20, 21) which is less than Minimum Interval which indictaing that they were achieved at a low level, may be due to: Larg number of work task and functions, and this was mainly was a result of poor Total quality management in kindergarten.

The total ratio of the dimension (0.56), which is less than Minimum Interval, which achieved at a low level in the reality of Focusing on the beneficiary (Child, parents and community).

These results are consistent with the results of the study of **El-Azab, H. (2009)** that resulted in poor relation between kindergarten and community; While differing with the results of the study of **Farag, A.& Moammar, L. (2013, 242-300)** that showed the contribution of children in programs to serve the community.

The total ratio of the The questionnaire (0.51), which is less than Minimum Interval, which achieved at a low level in the reality of total quality management in kindergarten.

The study of **Wani, I.& Mehraj, (H., 2014, 71-78)** noted the importance of Total Quality Management management for employees.

Table (21)

Estimated Degree and Average of Response Ratio for Sample Viewpoints in Total Quality Management Dimensions (n = 110)

N	Dimension	Estimated degree	Average of response ratio	Rank
1	Continuous improvement	927	0.47	4
2	Kindergarten administration	978	0.50	3
3	Kindergarten teachers	693	0.53	2
4	Focusing on the beneficiary (Child, parents and community)	927	0.56	1
<b>The total degree of the questionnaire</b>		<b>3525</b>	<b>0.51</b>	
<b>Minimum Confidence = 0.58</b>		<b>Maximum Confidence = 0.76</b>		

As shown in table (21): The average of response ratio of the research sample on total quality management in kindergarten questionnaire dimensions ranged between (0.47 : 0.56) that in the first rank was the dimension of (Focusing on the beneficiary (Child, parents and community)), while in the last rank was (Continuous improvement)

**3- Answer the third question: What is the nature of the relationship between the level of administrative empowerment and the degree of Total Quality Management practice in kindergarten?**

Table (22)

Correlation Coefficients between Administrative Empowerment and Total Quality Management in Kindergarten from the Research Sample viewpoints (n = 110)

questionnaires		Total Quality Management in Kindergarten				
		Continuus improvement	Kindergarten administration	Kindergarten teachers	Focusing on the beneficiary (Child, parents and community)	Total degree
Administrative Empowerment in Kindergarten	Recognizing the meaning of work and its value	0.51	0.20	0.28	0.37	0.44
	Training and Development	0.37	0.32	0.22	0.41	0.42
	Participation in decision making and taking	0.35	0.29	0.33	0.39	0.43

<b>Communication and dissemination of information</b>	0.29	0.25	0.23	0.50	0.39
<b>Self-Motivation</b>	0.28	0.24	0.28	0.28	0.35
<b>Total degree</b>	0.47	0.33	0.35	0.51	0.53

(r) tabulated value at the significant level (0.05) = 0.250.

As shown in table (22): There was a statistically significant positive correlation between administrative empowerment and total quality management in kindergarten.

### 3. Answer the fourth question: What are the obstacles to administrative empowerment in kindergarten?

Table (23)

Frequency and Percentage of Sample Viewpoints for Obstacles that Object of Administrative Empowerment in Kindergarten (n = 110)

N	obstacles	Frequency	percentage
1	<b>There are special problems in kindergarten administration</b>	<b>104</b>	<b>94.55%</b>
2	<b>Lack of flexibility from kindergarten administration with employees.</b>	<b>98</b>	<b>89.09%</b>
3	<b>Lack of specialization of many managers, which causes a lot of problems.</b>	<b>92</b>	<b>83.64%</b>
4	<b>Lack of clear understanding of the managers about the nature of work in kindergarten.</b>	<b>82</b>	<b>74.55%</b>
5	<b>Strong centralization in decision-making by managers.</b>	<b>74</b>	<b>67.27%</b>
6	<b>Severe shortage of female teachers and the use of non-specialized teachers.</b>	<b>68</b>	<b>61.82%</b>
7	<b>Poor budget and problems in the kind of disbursement in kindergartens.</b>	<b>60</b>	<b>54.55%</b>
8	<b>The large number of children in the room and frequent daily workloads.</b>	<b>58</b>	<b>52.73%</b>
9	<b>Interruption by parents who do not understand the importance of kindergarten.</b>	<b>51</b>	<b>46.36%</b>
10	<b>The absence of a social and psychological employee in kindergarten.</b>	<b>50</b>	<b>45.45%</b>

As shown in table (23): The percentage of the sample of the research sample in the obstacles facing the administrative empowerment in kindergartens ranged between (45.45% : 94.55%); It came in the first rank (the problems of kindergarten administration); while in the last rank was (the absence of a social employee or psychological kindergarten).

**5- Answer the Fifth question: How to overcome the obstacles of administrative empowerment to achieve Total Quality Management in kindergarten?**

Table (24)

Frequency and Percentage of Sample Viewpoints Suggestions for Overcoming Obstacles of Administrative Empowerment to Achieve Total Quality Management in Kindergarten (n = 110)

N	suggestions	Frequency	percentage
1	Encouraging employees to activate the different work teams.	102	92.73%
2	Deep concern for the continuous training of employees.	92	83.64%
3	Encourage effective communication between employees.	93	84.55%
4	Providing the human and material resources necessary to work continuously.	95	86.36%
5	Continuous encouragement of employees to achieve work objectives.	82	74.55%

As shown in Table (24): The percentage of opinions of the research sample in the proposals to overcome the obstacles of administrative empowerment to achieve total quality management in kindergarten ranged between (74.55% : 92.73%); It came in the first rank (encouraging employees to activate different teams); while in the last rank was (encouraging continuous communication between employees).

**6. Answer the sixth question: What are the suggestions to activate the total quality management in kindergarten?**

Table (25)

Frequency and percentage of sample Viewpoints suggestions to activate Total Quality Management in Kindergarten (n = 110)

N	suggestions	Frequency	percentage
1	Sharing the successful experiences (developed countries) and recent trends in kindergarten.	106	96.36%
2	The keenness of the administrators of the kindergarten on continuous improvement.	102	92.73%
3	Take advantage of cadres and encourage them to take over the leadership of kindergartens.	99	90.00%
4	Providing the human and material resources necessary to work continuously.	95	86.36%
5	Striving to achieve the goals of kindergartens while committing the application of laws, regulations and legislations governing the work of kindergartens.	93	84.55%

6	<b>The need to activate community participation in all kindergartens on an ongoing basis.</b>	<b>89</b>	<b>80.91%</b>
---	---	-----------	---------------

**As shown in Table (25):** The percentage of opinions of the research sample for activate total quality management in kindergarten ranged between (80.91% : 96.36%); It came in the first rank (See the successful experiences (developed countries) and recent trends in kindergarten); while in the last rank was (The need to activate community participation in all kindergartens on an ongoing basis).

### **Research Recommendations:**

- Raising the awareness of the kindergarten employees about the importance and value of work and activating the different work teams.
- Emphasis on activating the participation of all employees in decision-making taking, as well as supporting employees towards assuming responsibility and leadership roles.
- Emphasize the importance of training and development to keep pace with contemporary administrative trends, exchange experiences with other kindergartens, and provide the latest references and research related to kindergarten.
- Establish an electronic network for communication and dissemination of information; making it available of each kindergarten continuously
- Self-motivation of employees objectively and appreciate them, in addition develop rules and standards for promotions.
- Select qualified and specialized leaders in the field of kindergartens to manage kindergartens.
- Encourage continuous kindergarten administration for teachers to excellence in work.
- Familiarize teachers with the latest contemporary educational trends and know how to benefit from them.
- Participating all children stakeholders in supporting kindergarten and local community institutions.

### **References**

- Al-Madhi, A. (2018). The Role of Kindergarten Managers in Disseminating the Culture of Total Quality in Kindergartens West of Riyadh City. **Journal of Scientific Research in Education**, Girls' College of Arts, Sciences and Education, Ain Shams University, 19(2), 71-114.
- Al-Shetaihi, E. (2016). Administrative Empowerment of Educational Leaders and their Relationship with the Practice of Knowledge Management Processes, **Journal of the Federation of Arab Universities for Education and Psychology**, 4 (3), 42-101.
- Aqeel, A. (2012). **A Proposal for Developing the Management of Kindergarten Institutions in the Republic of Yemen in the Light of the Total Quality Management Approach**. Master Thesis, Faculty of Kindergarten, Cairo University.
- El-Azab, H. (2009). **Developing Kindergarten Management in Egypt in the Light of Total Quality Management**, PhD Thesis, Faculty of Kindergarten, Cairo University.



- Experts of the Arab Group for Training and Publishing. (2014). **Administrative Empowerment and the Industry of Future Leaders - Leadership Skills**, Cairo, Arab Group for Training and Publishing.
- Farag, A.& Moammar, L. (2011). Obstacles to Achieving Total Quality Standards in Kindergartens from my Principals' Point of View in Riyadh. **Journal of the Faculty of Education**, Ain Shams University, 37 (1), 242-300.
- Hanafy, D. (2004). **Developing Kindergarten Management in the Arab Republic of Egypt in the Light of Contemporary Global Trends**. Master Thesis, Faculty of Education, Ismailia, Suez Canal University.
- Hiba, Z.& Ahmed, K. (2009). Transforming Kindergartens in Egypt into Educated Organizations, Field Study. **Culture Society for Development and Suhag University**, Vol. 2, 430-509.
- Liszt, A. (2008). Perceiving empowered leadership: A qualitative exploration of New York City principals' experience with decision -making authority in empowerment schools. **Early Child Development and Care journal**, ISSN: 0300-4430, 1476-8275.
- Overton& Jenny. (2009). Early Childhood Teachers in Context of Power: Empowerment and a Voice. **Australasian Journal of early childhood**, 39(2), 1-10.
- Wani, I.& Mehraj, H. (2014). Total quality management in education: An analysis. **International Journal of Humanities and Social Science Invention**, 3(6), 71-78.
- Zhang, X.& Bartol, K. (2010). Linking empowerment leadership and employee creativity: the influence of psychological empowerment, intrinsic motivation, and creative process engagement. **The academy of Management Journal**, 53(1), 107-128.