Abstract

This study addresses key question in the context of general research problem framework: What is the role of administrative leaderships of educational government institutions in supporting the involvement of teachers in comprehensive quality management. To answer this main question, the study seeks to answer the following secondary questions:

1. Are there any significant differences in terms of the gender of the administrative leadership when it comes to the application of comprehensive quality management in the government educational sector?
2. Are there any significant differences in terms of the educational qualifications of the administrative leaderships when it comes to the application of comprehensive quality management in the government educational sector?
3. Are there any significant differences in terms of the age group of the administrative leaderships when it comes to the application of comprehensive quality management in the government educational sector?
4. Are there any significant differences in terms of years of experience of the administrative leaderships when it comes to the application of comprehensive quality management in the government educational sector?
5. Are there any significant differences in terms of the occupational rank of the administrative leaderships when it comes to the application of comprehensive quality management in the government educational sector?

Objectives of the Study:
The study aims at identifying the role administrative leaderships in educational government institutions play in supporting the participation of teachers in comprehensive quality management by determining the following:

1. The extent to which administrative leaderships are committed to applying comprehensive quality management in terms of:
   Goals and policies
   The organizational structure
Authorities and responsibilities
Ongoing improvement and development
Improvement of channels of communication
Leadership
Enhancement of the information system
Teaching, training and preparation
2. The support of the administrative leaderships for the participation of teachers in educational and evaluation decisions

**Significance of the Study:**
The significance of the study can be summed up in the following points:
1. Developing the role of male and female teachers in the educational institution and enhancing their performance in the process of decision making.
2. Fostering the values of understanding and cooperation between the leaderships and all male and female teachers in the educational institution.
3. Fostering harmony and coordination between the leaderships and all teachers to work in the spirit of the team.
4. Identifying the strengths, and weaknesses which impede the involvement of teachers in the procedures and mechanisms of comprehensive quality.
5. Determining the extent to which administrative leaderships are committed to applying comprehensive quality.
6. Determining the objective methods in decision making and avoiding personalization.
7. Examining the problems and obstacles facing the lack of involvement of manpower by way of enhancing the mechanisms of quality management.

**Methodology:**
The Study uses the tools and applications of the descriptive approach as it is a suitable approach for the study at hand.

**Population and Sample of the Study**
The population of the study includes the government educational institutions and the top leaderships in the Ministry of Education in Kuwait. The sample of the study consists of the top leaderships, middle management supervisors and teachers in the government educational institutions. The sample was 730 administrative leaders in Kuwait City Governorate in Kuwait.

**Results of the Study:**
- The study arrived at the following results:
  1- The study showed that female leaders in government institutions (Ministry of education) are more capable than males in motivating and encouraging teachers to apply quality management in middle schools.
2- there are statistically significant differences in favor of Ph.D. holders compared to holders of other academic degrees, in favor of Masters holders compared to holders of lower academic degrees (Higher Diploma and Bachelor), and in favor of Higher Diploma holders compared to Bachelor holders.

3- there were statistically significant differences in favor of the age group (31-40) compared to the age groups (21-30), (41-50) or (more than 50); in favor of the age group (41-50) compared to the age groups (21-30) or (more than 50); and in favor of the age group (21-30) compared to the age group (more than 50).

4- there were statistically significant differences in favor of the years of experience (16-20) compared to (less than 5), (6-10), (11-15) and (more than 20); in favor of the years of experience (more than 20) compared to (less than 5), (6-10) and (11-15); in favor of the years of experience (11-15) compared to (6-10). However, there were no statistically significant difference between the years of experience (11-15) and (less than 5), and between the years of experience (6-10) and (less than 5).

As for the application of goals and policies, the organizational structure, authorities and responsibilities, ongoing improvement and development, improvement of channels of communication and enhancement of the information system of the comprehensive quality management, there were no statistically significant differences between all groups of years of experience.

5- there were statistically significant differences in favor of the occupational rank of heads of departments compared to supervisor and school principals; and in favor of supervisors compared to school principals.

Finally, the study concluded a set of recommendations as well as proposals on the basis of research findings and its data analysis toward promotional support and research enhancement.