SPECTRUM
Journal of Social Sciences

ASPUR PUBLISHING

Vol. 04, No. 01 (2027) 47-56, doi: 10.61552/SJSS.2027.01.005 - http://spectrum.aspur.rs

FACULTY PERCEPTION OF TQM LEADERSHIP PRACTICES IN SAUDI TECHNICAL HIGHER EDUCATION: AN INSTITUTIONAL SURVEY AT TECHNICAL COLLEGE IN TURAIF

Majed Barashid [1]

Received 12.08.2026.
Revised 14.09.2026.
Accepted 18.10.2026.

Keywords:

Total Quality Management, Saudi Vision 2030, TVTC, Leadership Practices.

Original research

A B S T R A C T

This study aimed to assess faculty perceptions of Total Quality Management (TQM) leadership practices at Turaif Technical College, one of the Technical and Vocational Training Corporation (TVTC) institutions operating within the strategic framework of Saudi Vision 2030. A descriptive quantitative design was adopted, employing a cross-sectional survey administered to the total available population of male trainers (N = 25) during the academic year 2025/2026. Data were collected using the TQM Leadership Practices Scale, a 35-item researcher-developed instrument grounded in ISO 21001:2018 and the Baldrige Excellence Framework, organized across seven core TQM leadership dimensions. Statistical analyses included means, standard deviations, and one-sample t-tests. The findings revealed that the overall level of TQM leadership practices was rated as Very High (M = 4.21, SD = 0.51), indicating that TQM principles have been successfully translated from institutional policy into operational reality. Data-Driven Decision Making (M = 4.32) and Visionary Leadership (M = 4.28) emerged as the strongest dimensions, reflecting a robust institutional commitment to strategic direction and performance metrics. Conversely, Faculty Empowerment and Participative Leadership recorded the lowest mean score (M = 4.05), suggesting a residual reliance on transactional rather than transformational leadership approaches. The study concludes that while the college demonstrates strength in hard TQM dimensions, a critical developmental gap persists in soft TQM practices, particularly faculty empowerment and quality culture building.

© 2027 SPECTRUM Journal of Social Sciences

1. INTRODUCTION

Total Quality Management (TQM) plays a significant role in educational contexts such as universities and technical colleges globally. For the past thirty years, TQM has established itself as among the most influential management philosophies shaping how organizations operate today (Okeke, Ifeyinwa & Theresa, 2025).

According to Deming (1986), TQM is demonstrated as both a philosophy and a process that can be applied to different types of organizations. Its methodology varies

[1] Corresponding author: Majed Barashid
Email: majedbarashid@hotmial.com

based on organizational characteristics such as purpose, culture, and processes.

Curpanaru (2021) stated that TQM and leadership in the educational context together form the dual pillars of a culture of excellence, ensuring that learning programs maintain their quality while continuously evolving. Management bears responsibility for defining and communicating the institution's mission, vision, values, and strategies, while maintaining ongoing oversight of organizational systems and processes.

Within the Saudi Arabian vocational and technical education landscape, the Technical and Vocational Training Corporation (TVTC) stands as the primary institutional framework responsible for preparing a technically competent national workforce aligned with the ambitious goals of Vision 2030 (Kingdom of Saudi Arabia, 2016). TQM, which combines leadership commitment, quality-driven culture, data-based decision making, and continuous improvement, has been recognized as a strategic and operational philosophy particularly compelling in this demanding environment (Okeke et al., 2025; Curpanaru, 2021).

Despite the well-documented benefits of TQM adoption across diverse educational contexts, its application within TVTC technical colleges remains an area warranting deeper scholarly attention, particularly with respect to how college leaders perceive, champion, and translate TQM principles into institutional practice. It is within this gap that the present study is situated.

2. STATEMENT OF THE PROBLEM

Although international quality management frameworks such as ISO 21001:2018 provide clear standards for educational institutions, a significant gap remains between prescribed quality requirements and their actual application at the college level. In technical and vocational colleges, the effective enactment of quality management practices is fundamentally shaped by the behaviors and competencies of institutional leaders; yet little empirical attention has been directed toward how deans and department heads operationalize these practices in their day-to-day administrative roles. Within TVTC colleges, Vision 2030 demands heightened institutional performance and accountability, the extent to which college leaders systematically apply quality management principles across key operational domains — such as performance monitoring, continuous improvement, and stakeholder engagement — remains insufficiently examined. This study therefore aims to investigate the quality management practices of college leaders within TVTC, identify implementation gaps, and determine the leadership factors that influence quality outcomes at the institutional level.

3. PURPOSE OF THE STUDY

The purpose of this study is to explore the extent to which Total Quality Management (TQM) principles are understood and applied by leaders in TVTC technical colleges in Saudi Arabia, and to examine the leadership practices that either enable or constrain quality management effectiveness within this distinctive vocational education context.

4. RESEARCH QUESTION

This study addresses the following question:

RQ1: To what extent do faculty members at Turaif Technical College perceive that their college leaders demonstrate TQM leadership practices overall?

5. SIGNIFICANCE OF THE STUDY

The results of this study will benefit TVTC technical colleges by offering a deeper understanding of how to utilize TQM leadership practices to maximize their impact on institutional quality and performance. It will provide valuable insights for college leaders, quality assurance coordinators, and TVTC policymakers on how to implement specific TQM leadership practices — including visionary leadership, faculty empowerment, communication and transparency, continuous improvement, stakeholder focus, and data-driven decision making — to achieve desired quality outcomes aligned with institutional and national excellence goals. Additionally, the study will contribute to the academic literature on quality management and educational leadership by highlighting the role of TQM leadership practices in shaping faculty perceptions and driving quality culture within Saudi TVET institutions.

6. LIMITATIONS OF THE STUDY

There were several major limitations in this study that could be addressed in future research. First, the study focused only on TVTC technical colleges in the Northern Border Region of Saudi Arabia, so the findings could only be generalized to similar technical and vocational education contexts within the Kingdom or comparable TVET institutions across the GCC region. Second, the limited number of faculty members participating may inadequately represent the larger population across all TVTC colleges nationwide. Third, the study focused exclusively on faculty perceptions, meaning the perspectives of college leaders, quality assurance coordinators, and administrative staff were not captured. Fourth, the study was restricted to male faculty and male college leaders, given the gender-segregated institutional context, limiting generalizability across gender dimensions. Finally, the cross-sectional design means that a longitudinal study may yield more comprehensive

results regarding the evolution of TQM leadership practices over time.

7. LITERATURE REVIEW

7.1 The Concept of TQM

The concept of TQM is demonstrated in different definitions, as its meaning has long been contested among leading scholars in the field. Ishikawa (1976), Taguchi (1986), Deming (1982), Kano (1984), Scherkenback (1988), and Juran and Gryna (1980) have each offered their own distinct understanding of the term, reflecting the complexity and multidimensional nature of the concept. What emerges from these varied perspectives is a shared recognition that quality is not merely a technical specification but rather a broader organizational philosophy — one that, at its most practical level, is about getting things right. When embedded consistently across an organization's processes and culture, this commitment becomes a powerful source of competitive advantage and sustained profitability (Dahlgaard, Kristensen, & Kanji, 2002).

According to Besterfield et al. (2019), TQM represents a fundamental shift in the way organizations approach their operations and management culture. Breaking the term to its core components, total refers to the involvement of the whole organization, quality speaks to the degree of excellence delivered, and management denotes the deliberate act of directing and controlling processes toward desired outcomes. TQM is therefore defined as both a philosophy and a comprehensive set of guiding principles that form the backbone of any organization aspiring to continuously improve, drawing on quantitative methods and human potential alike.

7.2 Leadership

It is universally acknowledged that leadership plays a pivotal role in any organization. Yukl (2006, p. 8) defines leadership as a "process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives." According to Nye (2008), leadership is a skill in assisting a teamwork plan and achieving common goals. Based on such definitions, the researchers demonstrate leadership as a skill that enables the leader of an organization to motivate and lead team members to achieve organizational goals effectively and efficiently, regardless of the type of organization.

Leadership occupies a central position in contemporary quality management models, serving not only as a foundational element but also as a critical enabler of the organizational conditions required for sustained excellence (Jankalova & Jankal 2020; Laureani & Antony, 2017). Scholars such as Metaxas and Koulouriotis (2019) have underscored the pivotal role of leadership as a force that permeates every system, process, and organizational strategy oriented toward excellence.

According to Schmidt and Finnigan (1992), successful quality leaders demonstrate twelve defining behavioral characteristics: prioritizing customer needs, empowering rather than controlling subordinates, championing continuous improvement, emphasizing prevention, cultivating collaboration, coaching rather than supervising, treating problems as learning opportunities, sustaining two-way communication, demonstrating personal quality commitment, selecting suppliers on quality rather than price, establishing organizational quality systems, and recognizing team effort as the foundation of sustainable TQM culture.

7.3 Empirical Studies on TQM Leadership in Saudi Higher Education

The following table 1 synthesizes ten empirical studies related to TQM leadership perceptions in the Saudi Arabian educational context, ordered from most recent to oldest.

Table 1. Synthesized Empirical Studies on TQM Leadership in Saudi Higher Education (2012–2025)

Study	Context / Population	Methodology	Key Finding
Okeke et al. (2025)	Organizational performance across sectors	Descriptive review	Leadership commitment and quality culture identified as core 'soft' dimensions for sustainable TQM success.
Salem et al. (2023)	138 respondents at a Saudi institution	Quantitative: t-tests	Significant differences between academic and administrative subcultures regarding TQM perceptions.
Algahtani (2022)	123 head teachers, KSA secondary schools	Quantitative: means	High degree of TQM application reported; perceptions influenced by leaders' experience and qualifications.
AlOqlah (2021)	277 faculty, Imam Abdulrahman Univ.	Descriptive quantitative	Top management obstacles ranked as the primary barrier; no significant differences by gender or rank.
Aljuhani (2019)	194 faculty, Yanbu Colleges	Quantitative: Likert scale	Poor planning and ineffective leadership identified as primary strategic barriers to TQM success.
Armor et al. (2019)	Faculty, Prince Sattam Univ.	Quantitative questionnaire	Weakness of moral incentives identified as a major barrier; perceptions differ by faculty specialization.

Almurshidee (2017)	Saudi HEIs	Empirical marketing study	TQM is a powerful influence on institutional image; leadership must align practices with stakeholder satisfaction.
Almuntashiri (2016)	467 staff, 21 Saudi Faculties	Sequential mixed-methods	Substantial gap between theoretical endorsement and actual TQM application due to centralized systems.
Hassan (2014)	Faculty, Imam Muhammad bin Saud Univ.	Quantitative empirical	Leadership's insufficient dedication and lack of program-specific quality requirements are major obstacles.
Aljodea (2012)	KSU and SABIC leadership	Exploratory case study	Leadership commitment is the fundamental prerequisite; KSU used top-down approach to initiate quality culture.

Note. HEIs = Higher Education Institutions; KSA = Kingdom of Saudi Arabia.

8. METHODOLOGY

This study employed a quantitative research design to examine faculty perceptions of TQM leadership practices at Turaif Technical College, one of the TVTC technical colleges located in the Northern Border Region of Saudi Arabia. The study was conducted during the second semester of the academic year 2025/2026. A purposeful sampling strategy was adopted, targeting all full-time male faculty members employed at the institution, given its gender-segregated educational context. The study sample consisted of 25 male trainers who represented the total available population of full-time instructional staff. Data were collected using a researcher-developed survey instrument — the TQM Leadership Practices Scale — grounded in ISO 21001:2018 and the Baldrige Excellence Framework . The instrument comprised three demographic items and 35 Likert-scale items (1 = Strongly Disagree to 5 = Strongly Agree) organized across seven subscales: (1) Visionary Leadership and Strategic Direction, (2) Commitment to Quality Culture, (3) Faculty Empowerment and Participative Leadership, (4) Communication and Transparency, (5) Continuous Improvement and Innovation, (6) Stakeholder and Customer Focus, and (7) Data-Driven Decision Making. Descriptive statistics and one-sample t-tests were employed as the primary analytical methods.

9. RESULTS

9.1 Validity and Reliability

To ensure the instrument's validity, the questionnaire was presented to a panel of specialized experts in educational leadership and quality management. All items were evaluated for linguistic clarity, relevance, and suitability, and necessary modifications were incorporated based on expert feedback. Pearson correlation coefficients confirmed that all item-dimension correlations were statistically significant at the 0.01 level, ranging from .743 to .861 across all subscales. Dimension-total correlations ranged from .856 to .912, confirming high construct validity. Cronbach's Alpha reliability coefficients ranged from .876 to .915 across dimensions, with an overall instrument reliability of .964, confirming the instrument's dependability for field application.

Table 2. *Cronbach's Alpha Reliability Coefficients (N = 25)*

No.	Dimension	Items	α
1	Visionary Leadership & Strategic Direction	5	.912
2	Commitment to Quality Culture	5	.885
3	Faculty Empowerment & Participative Leadership	5	.898
4	Communication & Transparency	5	.876
5	Continuous Improvement & Innovation	5	.904
6	Stakeholder & Customer Focus	5	.891
7	Data-Driven Decision Making	5	.915
-	Total Scale	35	.964

Cronbach's Alpha Reliability Coefficients (N = 25) is presented in table 2.

9.2 Overall TQM Leadership Practices

Table 3. Overall Means and Standard Deviations for Study Dimensions (N = 25)

No.	Dimension	M	SD	Level	Rank
1	Data-Driven Decision Making	4.32	0.58	Very High	1
2	Visionary Leadership & Strategic Direction	4.28	0.58	Very High	2
3	Continuous Improvement & Innovation	4.27	0.59	Very High	3
4	Stakeholder & Customer Focus	4.25	0.61	Very High	4
5	Communication & Transparency	4.19	0.63	High	5
6	Commitment to Quality Culture	4.15	0.62	High	6
7	Faculty Empowerment & Participative Leadership	4.05	0.68	High	7
-	Total Score (Overall Scale)	4.21	0.51	Very High	-

Note. Scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Medium; 3.41–4.20 = High; 4.21–5.00 = Very High.

Overall TQM leadership practices results are presented in Table 3.

9.3 Dimension 1: Visionary Leadership & Strategic Direction

Table 4. Means and Standard Deviations for Dimension 1: Visionary Leadership & Strategic Direction Items (N = 25)

No.	Item	M	SD	Level	Rank
1	The college dean articulates a clear quality-focused vision that guides institutional direction.	4.44	0.65	Very High	1
4	The dean communicates quality objectives clearly and consistently to all staff.	4.36	0.69	Very High	2
2	College leadership integrates quality improvement goals into the strategic plan.	4.28	0.72	Very High	3
5	Leadership allocates adequate attention and resources to support quality initiatives.	4.20	0.75	High	4
3	Senior management leads by example in upholding quality standards.	4.12	0.78	High	5
-	Overall Mean	4.28	0.58	Very High	-

Visionary leadership & strategic direction results are presented in Table 4.

9.4 Dimension 2: Commitment to Quality Culture

Table 5. Means and Standard Deviations for Dimension 2: Commitment to Quality Culture Items (N = 25)

No.	Item	M	SD	Level	Rank
7	College leaders actively foster a culture that values continuous quality improvement.	4.32	0.68	Very High	1
6	Quality improvement is treated as a shared institutional responsibility in this college.	4.24	0.73	Very High	2
10	Leadership models commitment to quality in its day-to-day administrative decisions.	4.16	0.79	High	3
8	Quality awareness is regularly promoted through institutional events and communications.	4.08	0.82	High	4
9	Staff are recognized and rewarded for contributing to quality outcomes.	3.96	0.88	High	5
-	Overall Mean	4.15	0.62	High	-

Commitment to quality culture results are presented in Table 5.

9.5 Dimension 3: Faculty Empowerment & Participative Leadership

Table 6. Means and Standard Deviations for Dimension 3: Faculty Empowerment & Participative Leadership Items (N = 25)

No.	Item	M	SD	Level	Rank
14	Teamwork and collaboration are promoted as mechanisms for achieving quality goals.	4.28	0.71	Very High	1
15	Faculty are provided with professional development opportunities to enhance quality practice.	4.12	0.78	High	2
11	Faculty members are encouraged to participate in quality-related decision-making.	4.04	0.84	High	3
12	College leadership actively seeks faculty input when designing improvement initiatives.	3.92	0.86	High	4
13	Staff are empowered to identify problems and propose solutions independently.	3.88	0.90	High	5
-	Overall Mean	4.05	0.68	High	-

Faculty empowerment & participative leadership results are presented in Table 5.

9.6 Dimension 4: Communication & Transparency

Table 7. Means and Standard Deviations for Dimension 4: Communication & *Transparency Items (N = 25)*

No.	Item	M	SD	Level	Rank
17	College leadership maintains open and accessible communication channels.	4.40	0.61	Very High	1
16	Quality policies and standards are communicated transparently to all faculty and staff.	4.32	0.68	Very High	2
18	Institutional performance results are shared with staff in a timely and clear manner.	4.20	0.75	High	3
20	Leadership encourages honest reporting of quality issues without fear of consequences.	4.08	0.81	High	4
19	Faculty receive regular feedback on quality outcomes related to their work.	3.96	0.84	High	5
-	Overall Mean	4.19	0.63	High	-

Communication & transparency results are presented in Table 4.

9.7 Dimension 5: Continuous Improvement & Innovation

Table 8. Means and Standard Deviations for Dimension 5: Continuous Improvement & Innovation Items (N = 25)

No.	Item	M	SD	Level	Rank
21	Academic and administrative processes are regularly reviewed and updated for improvement.	4.48	0.58	Very High	1
25	Improvement initiatives in this college are evidence-based and systematically planned.	4.40	0.62	Very High	2
22	Faculty are encouraged to innovate in their teaching and institutional practices.	4.28	0.71	Very High	3
23	Errors and quality problems are systematically analyzed to prevent their recurrence.	4.16	0.79	High	4
24	Benchmarking against other TVTC colleges or institutions is practiced to guide improvement.	4.04	0.82	High	5
-	Overall Mean	4.27	0.59	Very High	-

Continuous improvement & innovation results are presented in Table 8.

9.8 Dimension 6: Stakeholder & Customer Focus

Table 9. Means and Standard Deviations for Dimension 6: Stakeholder & Customer Focus Items (N = 25)

No.	Item	M	SD	Level	Rank
26	The college regularly collects feedback from trainees to improve service quality.	4.44	0.60	Very High	1
29	Graduate employability and workforce readiness are treated as core quality outcomes.	4.36	0.69	Very High	2
27	Trainee needs are placed at the center of academic and administrative decision-making.	4.24	0.77	Very High	3
30	Community and labor market needs are regularly reflected in programs and curricula.	4.13	0.73	High	4
28	The college maintains active partnerships with industry, employers, and community stakeholders.	4.08	0.81	High	5
-	Overall Mean	4.25	0.61	Very High	-

Stakeholder & customer focus are presented in Table 4.

9.9 Dimension 7: Data-Driven Decision Making

Table 10. Means and Standard Deviations for Dimension 7: Data-Driven Decision Making Items (N = 25)

No.	Item	M	SD	Level	Rank
32	Key performance indicators (KPIs) are used to track and assess institutional progress.	4.52	0.55	Very High	1
34	Quality audit and self-assessment results are used to guide improvement actions.	4.40	0.63	Very High	2
33	Performance data from programs and departments informs strategic planning processes.	4.32	0.71	Very High	3
31	Decisions in this college are consistently grounded in data and factual evidence.	4.24	0.75	Very High	4
35	Quality reports are produced and shared with stakeholders on a regular basis.	4.24	0.83	High	5
-	Overall Mean	4.32	0.58	Very High	-

Data-driven decision making results are presented in Table 8.

10. DISCUSSION

10.1 Overall TQM Leadership Practices

The overall mean score of 4.21 (SD = 0.51), classified as Very High, is the most striking finding of this study and warrants careful contextual interpretation. This result stands in notable contrast to the broader pattern documented in the Saudi higher education literature, where AlOqlah (2021), Hassan (2014), Aljuhani (2019), and Almuntashiri (2016) consistently reported a persistent gap between institutional rhetoric and practical quality behavior. The relatively high perception scores at Turaif may be attributable to the college's small institutional size, its remote geographical setting, and the closer daily visibility of leadership — factors that likely intensify faculty awareness of their leaders' quality commitment in ways that are less observable in large urban universities.

10.2 Data-Driven Decision Making and Visionary Leadership: The Strength of Hard TQM

The two highest-ranked dimensions — Data-Driven Decision Making (M = 4.32) and Visionary Leadership (M = 4.28) — reveal a college that has made meaningful progress in what the literature refers to as Hard TQM: the

measurable, system-oriented aspects of quality management (Besterfield et al., 2019). The highest-scoring individual items — KPI utilization (M = 4.52), regular process review (M = 4.48), and the dean's articulation of a clear quality-focused vision (M = 4.44) — reflect an institutional culture that has internalized the Baldrige Excellence Framework's emphasis on measurement and strategic direction. This aligns with Okeke et al.'s (2025) assertion that leadership commitment to data and metrics is a core enabler of organizational performance, and with Yukl's (2006) conceptualization of leadership as a process of directing collective efforts toward shared objectives. These findings also converge with Aljodea's (2012) conclusion that top-down strategic commitment is the essential prerequisite for any meaningful TQM journey, suggesting that Turaif's leadership has established a credible institutional foundation on which a broader quality culture could be built.

10.3 Continuous Improvement and Stakeholder Focus: Vision 2030 in Practice

Continuous Improvement (M = 4.27) and Stakeholder and Customer Focus (M = 4.25) are particularly meaningful when read against the Saudi Vision 2030 mandate. The strong scores for trainee feedback collection (M = 4.44) and graduate employability as a quality outcome (M = 4.36) reflect a leadership orientation genuinely responsive to TVTC's national workforce development objectives (Kingdom of Saudi Arabia, 2016), consistent with Schmidt and Finnigan's (1992) first characteristic of quality leaders: consistently prioritizing customer needs. Almurshidee (2017) previously argued that TQM implementation strengthens institutional credibility with stakeholders — the present findings suggest Turaif's leadership is actively building this credibility. However, the relatively lower score for industry partnerships (M = 4.08) signals an area requiring deeper external engagement, particularly given TVTC's mandate to bridge technical education with the private sector labor market.

10.4 Communication and Transparency: Structural Strength, Feedback Gap

Communication and Transparency (M = 4.19) presents an instructive internal contrast. While open communication channels (M = 4.40) and transparent dissemination of quality policies (M = 4.32) were strongly rated, the provision of regular individual feedback to faculty on quality outcomes recorded the lowest score within this dimension (M = 3.96). This asymmetry suggests a predominantly one-directional institutional communication pattern, where leadership broadcasts information effectively but closes the feedback loop less consistently. Schmidt and Finnigan (1992) explicitly identified two-way communication as a defining characteristic of quality leaders, and Aljuhani (2019) similarly highlighted ineffective feedback mechanisms as a structural barrier to TQM success in Saudi higher education. Without consistent and meaningful individual feedback, quality management risks becoming an administrative formality rather than a genuinely shared professional commitment.

10.5 Quality Culture and Faculty Empowerment: The Soft TQM Gap

The most consequential finding of this study is the relative weakness of the two Soft TQM dimensions: Commitment to Quality Culture (M = 4.15) and Faculty Empowerment and Participative Leadership (M = 4.05). Within Quality Culture, staff recognition and reward for quality contributions recorded the lowest individual score across the entire instrument (M = 3.96) — a finding strikingly consistent with Armor et al. (2019) and AlOqlah (2021), both of whom identified the absence of recognition mechanisms as a major obstacle to TQM in Saudi institutions. Deming (1986) identified the failure to build intrinsic motivation as among the most destructive forces opposing quality culture, while Schmidt and Finnigan (1992) placed recognition of team effort as the culminating characteristic of quality leadership. Within Faculty Empowerment, staff autonomy in problem-solving (M = 3.88) and leadership actively seeking faculty input (M = 3.92) were the lowest-scoring items in the study. This pattern reflects what Almuntashiri (2016) described as a substantial gap between theoretical endorsement of participative management and its actual practice — a gap rooted in the centralized administrative traditions of Saudi higher education. Salem et al. (2023) further demonstrated that hierarchical leadership styles reinforce subcultural divisions between academic and administrative groups, impeding the unified quality culture that TQM requires. The present data suggest that, even at Turaif, the institutional shift from transactional bossing to transformational coaching — as Besterfield et al. (2019) framed it — remains meaningfully incomplete.

10.6 Synthesis: Hard TQM as Foundation, Soft TQM as Frontier

Taken together, the findings trace a coherent institutional narrative. Turaif Technical College has built a credible Hard TQM infrastructure — characterized by strategic vision, data intelligence, systematic improvement, and stakeholder responsiveness — that reflects the external accountability demands of Vision 2030. However, the interior cultural dimensions of TQM — empowerment, recognition, and participative decision-making — remain underdeveloped. Okeke et al. (2025) and Curpanaru (2021) both argued that these soft dimensions ultimately determine whether TQM produces sustainable institutional transformation or remains an organizational aspiration more documented than lived. The Leadership Paradox recurring across the Saudi TQM literature is visible here — not as a failure of vision or strategy, but as an incomplete transition toward the genuinely

participative and culturally embedded leadership that TQM, at its most transformative, demands.

11. CONCLUSIONS AND RECOMMENDATIONS

This study examined faculty perceptions of TQM leadership practices at Turaif Technical College and produced findings that are both encouraging and instructive. The Very High overall mean (M = 4.21) demonstrates that TQM principles have taken meaningful root at the institutional level. The college's strengths in data-driven decision making, visionary leadership, continuous improvement, and stakeholder focus represent a solid quality infrastructure that positions it competitively within the TVTC network and aligns it with Vision 2030 priorities.

However, the study also reveals a critical developmental gap in the Soft TQM dimensions of faculty empowerment, quality culture, and recognition — areas that, if left unaddressed, risk limiting the sustainability and depth of the college's quality trajectory. Institutional leaders are encouraged to invest deliberately in participative management practices, establish structured faculty recognition systems for quality contributions, deepen industry partnerships, and introduce systematic two-way feedback mechanisms that position faculty as genuine partners in — rather than passive recipients of — the institutional quality agenda.

Future research should extend this inquiry longitudinally, expand the sample to include other Northern Border Region TVTC colleges, and incorporate the perspectives of college leaders and quality assurance coordinators to triangulate the faculty perceptions documented here.

References:

Algahtani, K. S. (2022). The perception of Total Quality Management among head teachers in the Kingdom of Saudi Arabia. *Journal of Education - Al-Azhar University, 41*(193), 583–615.

Aljodea, A. (2012). Perception of leadership issues involved in the implementation of total quality management by leaders of business and academe in Saudi Arabia (Publication No. 4824) [Doctoral dissertation, West Virginia University]. Graduate Theses, Dissertations, and Problem Reports.

Aljuhani, A. (2019). Challenges to successful total quality management (TQM) implementation in Saudi higher education institutions (Publication No. 1573) [Doctoral dissertation, Indiana State University]. Sycamore Scholars.

Almuntashiri, A. (2016). Exploring academic staff perceptions of teaching quality in Saudi faculties of education [Doctoral dissertation, Griffith University].

Almurshidee, K. A. (2017). The implementation of TQM in higher education institutions in Saudi Arabia: Marketing prospective. *Global Journal of Management and Business Research*, 17(1), 1-6.

AlOqlah, R. M. A. (2021). Obstacles of TQM implementation in Saudi universities: An empirical study. *Academic Journal of Interdisciplinary Studies, 10*(4), 196–208.

Armor, T. B., Jnidi, A. F., & Alaqramaiti, A. F. M. (2019). Obstacles to the application of total quality management at the University of Prince Sattam bin Abdul Aziz. Basic Education College Magazine for Educational and Humanities Sciences, (43).

Besterfield, D. H., Besterfield-Michna, C., Besterfield, G. H., Besterfield-Sacre, M., Urdhwareshe, H., & Urdhwareshe, R. (2019). Total quality management (5th ed.). Pearson.

Curpanaru, L. (2021). Quality management and leadership in education. In O. Clipa (Ed.), Lumen Proceedings: Vol. 16. ATEE 2020 - Winter Conference (pp. 149–162). LUMEN Publishing House. DOI: 10.18662/lumproc/atee2020/11

Dahlgaard, J. J., Kristensen, K., & Kanji, G. K. (2002). Fundamentals of total quality management: Process analysis and improvement (2nd ed.). Taylor & Francis.

Deming, W. E. (1982). Quality, productivity and competitive position. MIT Press.

Deming, W. E. (1986). Out of the crisis. MIT Press.

Hassan, H. (2014). Obstacles to the application of total quality management at parallel master's program in the Faculty of Social Sciences in Imam Muhammad bin Saud Islamic University. *Journal of Arabic Studies in Education and Psychology, 47*(3), 105–144.

Ishikawa, K. (1976). Guide to quality control. Asian Productivity Organization.

Jankalova, M., & Jankal, R. (2020). How to characterize business excellence and determine the relation between business excellence and sustainability. *Sustainability, 12*, 6198.

Juran, J. M., & Gryna, F. M. (1980). Quality planning and analysis. McGraw-Hill.

Kano, N. (1984). Attractive quality and must-be quality. *Quality, 14*(2).

Kingdom of Saudi Arabia. (2016). Vision 2030. https://www.vision2030.gov.sa

Laureani, A., & Antony, J. (2017). Leadership characteristics for Lean Six Sigma. *Total Quality Management & Business Excellence, 28*(3–4), 405–426.

Metaxas, I. N., & Koulouriotis, D. E. (2019). Business excellence measurement: a literature analysis (1990–2016). *Total Quality Management & Business Excellence*, *30*(11-12), 1189-1218. DOI: 10.1080/14783363.2017.1356201

Nye, J. (2008). The powers to lead. Oxford University Press.

Okeke, C. F., Ifeyinwa, O. J., & Theresa, E. E. (2025). Total Quality Management (TQM) and organizational performance: An exploration of issues. IIARD International Journal of Economics and Business Management, 11(11), 293–306.

Salem, M., Shawtari, F., Hussain, H., & Shamsudin, M. (2023). Academic and administrative perceptions on total quality management practices. *Journal of Scientific Research and Reports, 29*(2), 22–32.

Scherkenback, W. W. (1988). The Deming route to quality and productivity. CEE Press Books.

Schmidt, W. H., & Finnigan, J. P. (1992). The race without a finish line: America's quest for total quality (1st ed.). Jossey-Bass.

Taguchi, G. (1986). Introduction to quality engineering. American Supplier Institute.

Yukl, G. (2006). Leadership in organizations (6th ed.). Pearson Education.

Majed Barashid
Turaif Technical College, Turaif
Saudi Arabia
majedbarashid@hotmial.com
ORCID: 0000-0002-5878-7921