Indicators Institutional Performance in Educational Field in the Province of According to the Value-added Approach: An Analytical Study in the Public Schools in Muscat Governorate

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Abstract: This quantitative study researched the performance indicators of educational institutes through added vale approach. Schools that are under the supervision of the ministry of education are evaluating their performance through several forms. This system suffers from flaws such as inaccuracies or missing objectivity in filling the forms in addition to its ill timing as the forms are filled at the same period of teachers entering the results of semester exams. The study aimed at researching the most important indicators that affect the educational system through the added vale approach in the educational directorate in Muscat governorate, and highlighting the challenges that face the educational institutes with their performance indicators. The researcher used a descriptive and analytical methods in his investigation. The study sample consisted of 130 in government schools in the Muscat.The researcher designed two questionnaires. performance of the educational institutes,others was on the added value approach. The study concluded; Improvement in performance of the educational institutes was apparent in the areas of positive interactions between the schools and local communities. Taking on board feedback and improving, increasing the level of the teacher's awareness of the subject objectives and empowering him to achieve them. This is achieved through the care of schools to call for periodic meetings to discuss the updates in the educational process, and setting up evaluation tests for the students. In the added value approach, the study was able to increase the level of school's performance in the areas of value construction and positive directions, and diversification of the teaching strategies to improve the schools institutional performance.

1 INTRODUCTION

The management of educational institutions is one of the most important humanitarian activities in societies at different stages, because it directly affects the lives of peoples and nations socially, economically and politically. through the application of modern educational management theories, which enhance the standing of educational institutions, preserve them, promote them and overcome all the challenges they face.(Hussey, 1982).The process of improving institutional performance involves four main themes: internal processes, organizational structures, human resources and technology. Because of the importance of these themes, it became important in the field of educational institutions. In addition, global challenges made educational institutions consider modern administrative and economic methods and approaches to planning for upgrading the efficiency of those institutions in a way that achieves their objectives

1.1 Problem of the Study

The time has come for educational institutions to adopt the concept of Added Value as an approach and indicator of the effectiveness of institutional performance on the educational process in all its aspects. The researcher chose to study in government schools in the governorate of Muscat, where these schools are subject to monitoring, follow-up, and direct supervision by the Ministry of Education in Oman, which has a system of evaluating institutional performance in schools through a set of forms and surveys targeting administrators, teachers and students, as well as parents. Then are analyzed electronically through synthesized and detailed reports to identify strengths and weaknesses. Theschool must develop the necessary plans to enhance the strengths and avoid or reduce the

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weaknesses through integration with the competent authority in every aspect. However, the application of this system is flawed by inaccuracies in the objectivity in filling those surveys and the timing at which the evaluation is available, namely, the period of the input the results of the semester. In addition to the difficulty of access to the website that period because of synchronization with the network pressure in that period, according to the researcher and the official correspondence.Valueadded evaluation can improve performance by increasing the efficiency of educational leaders and making them capable of making fair judgments about the effectiveness of educational institutions. It also can draw decision makers on detailed, time-series data that improve educational programs to contribute to spreading a culture of excellence in our educational institutions

1.2 Importance of the Study

A) Theoretical importance: The importance of the study is illustrated by the fact that it contributes to the disclosure of institutional performance indicators, and its role in giving a true and honest picture of the reality of the educational system within educational institutions, which helps to modify existing policies or adopt new ones; to improve and develop the educational system in educational institutions

B) Prominent importance: This study is - within the knowledge of the researcher - the first study that seeks to link the performance indicators of the school and the educational level using the Added Value approach. The study could be a real addition to libraries, enriching this area and making future use of it by researchers. This study will undoubtedly serve as a model for researchers to conduct similar studies in light of the input used

C) Systematic importance: This study, within the confines of the researcher's science, is the first study that seeks to link school performance indicators to the level of the educational aspect using the Added Value Approach. The study could represent a real addition to libraries, enriching this area and benefiting researchers in the future. This study will undoubtedly serve as a model for researchers to conduct similar studies in light of the input used

2 TERMINOLOGY OF STUDY

-Indicator: The indicator is defined as data, information and reference points for measuring countries' comparison and measuring educational progress.

Performance: It is intended to carry out an action or task or something that has been accomplished as defined as the outputs or objectives that the system seeks to achieve. Efficiently and produce outputs consistent with its objectives and suitable for its users Institution: In the term, it is a consciously coordinated social entity, with clearly defined boundaries, working on a permanent basis to achieve a specific goal or set of specific goals. As for institutional performance, the researcher defines it as:

The ability and efficiency of the educational institution in implementing its strategic objectives according to the Added Value approach

Institutional performance indicators: Performance indicators are a set of criteria resulting from the experience of the organization, formulated at specific points to be used in the performance evaluation process, which vary according to the environment in which the organization operates, and the prevailing organizational culture.

The educational aspect : is the organized process practiced by the teacher in order to transfer the knowledge and skills to the students and develop their attitudes toward them. Learning is the real outcome of the educational aspect.

Added value: A method for assessing the teacher and measuring the contributions of that teacher to a year by comparing the student test scores in the current school year to those of the previous school year, as well as those of other students in the same grade.

Comments on previous studies Previous studies are the pillars of scientific research that guide the researcher to the method of research and methodology of work, through their findings, to integrate and build on efforts, and to benefit from the results, tools and type of curriculum used. To achieve maximum benefit, as shown below:

First, it is clear from the studies of Saleh Abdel Karim (2010), Abu Hagel (2012) Suhail Sultan (2009), Brayson (2008), Macmillian, H. (2010), that agreed on a relationship between strategic management and institutional performance in universities, and the importance of activating institutional performance within universities. There is also a relationship between institutional performance and both "internal and external" environmental changes, performance and competitive development, and achievement of educational goals within educational institutions. The studies also emphasized the effectiveness of the management of excellence and its contribution to the development of theinstitutional performance of higher education. They also emphasized the importance of institutional reform of the first cycle of basic educa-

tion, in light of effective institutional performance requirements through quality and Added Value. Several aspect were emphasized, the importance of analyzing recent efforts to measure sustainability and institutional assessment tools, identifying normative indicators for institutional leaders and best practices, and sharing experiences to strengthen the concept of sustainability and institutional performance within educational institutions.

Second: studies of Brayson (2008), Choon (2010), Janan, Iman (2010), Al Isawi (2017), Tariq (2016), Hanaa (2010) mentioned the importance of the evaluation of institutional performance and quality according to the Added Value and quality approach. In addition, the need for a methodology to define quality and Added Value concepts in higher education, a weakness in the financial and administrative point of view requiring radical change, both at the institutional and organizational levels. These studies emphasized the impact of this on institutional performance in education, the identification of performance measurement methods, and the impact on the effectiveness of educational institutions' performance by balancing quantifiable factors. They also shed light on the importance of assessing the institutional performance of the faculties of education using a balanced measurement card. Such evaluation reaches a proposed framework for developing the institutional performance of universities in the light of the criteria for TQ and Added Value management, and the existence of weaknesses in the institutional performance of the schools of the first cycle of basic education

Third, the studies of Abdurrahman Mustafa (2012), Laurie (2008), ensure the importance of the control of planning processes, the importance of the implementation of self-evaluation and institutional performance and some measures to improve the educational aspect of schools in all stages and types. They also ensure that appropriate evaluation criteria exist to improve institutional performance within institutions of higher education. There is also a lack of Institutional performance assessment, teaching and learning strategies, and follow-up of academic program learning outcomes at the educational system and school level. Moreover, studies emphasized the importance of regular evaluation reports to ensure the activities of strategic planning programs at universities; and that internal evaluation is not enough to cover all issues and issues related to trends and management patterns within educational institutions; and important institutional differences in policy variables, places, cultures and structures.

Fourth: Studies of Hammoudi and Iman (2010), Hana Hagazi (2010), utilize various techniques, procedures and tools that benefit the researcher during the preparation of current study tools. Some of these tools are: the Institutional Performance Survey, the Management of Excellence for Education Institutions Survey, the Resolution of Corporate Performance Assessment, the Evaluation of the Administrative Authority for Educational Institutions Performance, and the Measurement of Quality of Institutional Performance. The researcher also benefits from the theoretical and practical orientations to which these studies have been exposed.

Fifth: The various measures of the variables of studies were examined to benefit from them in designing the current study standards.

Sixth: None of the previous studies have discussed the subject of the present study. These are the indicators of institutional performance on the educational side in Oman according to the Added Value approach. Which confirms the existence of the gap and the urgent need for conducting this study.

3 RESEARCH METHOD

The researcher used descriptive analytical method. Study population. The study population consists of all, 169 of the principals and 493 of the senior teachers. according to the official statistics

3.1 The Study Sample

Job title	*Males*	*Females*	*Total*	*Percent*
Director	15	20	35	20.7%
senior teachers	40	55	95	19.2%
Total	55	75	130	19.6%

Table (1) : study sample

Figure 1: is explain it.

3.2 Study Tools

The researcher developed a questionnaire to measure the institutional performance. Also built a questionnaire for added value and subjected it to the validity and reliability on the following detail:

Tool	*Number*	*Axis*	*Items*	*coefficient factor*
Added Value	1	Education and Learning	12	0.89
questionnaire	2	Student Environment	10	0.91
	3	School and Community	7	0.90
	4	Leadership and Management	13	0.94
The tool as a whole			42	0.96

Figure 2: validity and reliability coefficient.

Validation of the tool: The researcher relied on the report of the validity of the tool on what is known as Face Validity where the questionnaire of the institutional performance and the identification of added value were presented to the group of arbitrators from the academic professors in the various related institutions.

Reliability of the tool: The internal consistency coefficient was calculated according to the Cronbach alpha formula for each area of the tool. The internal consistency coefficient of the instrument as a whole was 0.93, where the reliability of the first axis was the efficiency of available resources (0.91) (0.93), while the reliability of the quality axis (0.93) is shown in Figure 3. All reliability coefficients for the study axes are high and suitable for the study purposes.

4 RESULTS AND DISCUSSION OF RESULTS

4.1 Results for the First Question

The question: ”Are there statistically significant differences between the averages of the level of institutional performance indicators due to the degree of Added Value in a sample of the members (administrative and teaching staff) in some public schools”?

To answer this question, the researcher first applied the one-sample sample test to all the sample members.

This test helps to determine whether there are statistically significant differences as laboratory tests that can compare two or more ; The results were as follows:

Fields	**Test value = (0)**					
	t	df	Sig.	Top change In value	Mean confidence in differences	
					Lower	top
Institutional performance	1.582	96	.211	3.760	3.37	4.10
Added Value	.074		.928	4.177	3.96	4.23

Figure 3: (One-Sample Test) The first hypothesis for all the sample.

In Figure 3 above, the probability value of Sig is greater than the level of significance ($\alpha = 0.05$) for both variables (institutional performance and Added Value). This negates the hypothesis of the study and accepts the null hypothesis. There are no statistically significant differences between the averages of the level of institutional performance indicators due to the (Added Value) value of a sample of the members (administrative and teaching staff) in some public schools.

To verify the validity of the above conclusion, the researcher conducted a T-Test according to the functional level variable, so that differences between the total of managers and teachers could be verified at the level of each field separately and at all levels for the variables of institutional performance and Added Value; The results are as follows inFigure 4:

/*Axis		field	averages		value the test (t)	Probability (Sig.)
			Senior teachers	managers		
Institutional performance	The first axis	Efficiency of school resources management	4.34	3.98	2.073	0.068
		Efficiency of equipment	3.51	3.93	1.167	0.255
		Efficiency of Digital Techniques	3.51	3.86	1.828	0.076
		School Finance Efficiency	3.50	3.90	1.427	0.123
	The second axis	is the level of educational product in light of work Teachers	4.12	3.72	1.782	*0.096
		Product level of education in the light of employment Technology	4.10	3.95	1.123	*0.055
		The level of product education in the light curriculum Education	4.00	3.66	1.548	0.251
		Product level education in management light And leadership	4.33	4.16	1.726	0.107
	The 3rd axis	Level of quality	4.00	3.79	2.012	0.444
Added Value		Teaching and Learning Area	4.23	4.14	1.111	0.042
		Student environment	3.88	3.67	1.142	0.113
		School and Community Area	4.00	3.81	1.512	0.088
		Leadership and management area	3.97	4.19	2.091	0.153
All			3.96	3.90	1.580	1.144

Figure 4: The Sample Measurement of Three Tourist Destination.

(*) The differences between the averages are statistically significant at the level of significance (0.05 α)

As shown in the figure above, the probability values (Sig.) for all domains in both variables (institutional performance and Added Value) were greater than the significance ($\alpha = 0.05$) level. Thus, it can

be concluded that there are no statistically significant differences between the average estimates of the sample study on these areas and the areas combined attributable to the variable level of the function. There are no differences between the views of the senior teachers and the managers, and their opinions are all convergent, which leads to the invalid hypothesis - that the hypothesis of the study is incorrect, and therefore must accept the zero hypothesis.

The researcher concluded that there are no statistically significant differences between the average level of institutional performance indicators due to the Added Value of a sample of members (the administrative and training board) in, of course, government schools. According to the researcher, this finding can be attributed to the existence of a large agreement between teachers and managers to approve what is expressed by the paragraphs of the two questionnaires, especially as the rates of rejection came almost nonexistent, with low degrees of neutrality, and all of them are approaching approval. Because the results of the two tests match, the researcher finds no reason to repeat a T-Test (T) test to verify these differences in the light of other variables: gender, scientific qualification.. etc. Results related to the second question:

The second question is: "Are there statistically significant differences between the average level of the educational aspect due to the Added Value of a sample of the members (administrative and teaching) in some governmental schools?

The researcher first applied (One-Sample Test) for all respondents. The results were discards the hypothesis of the study, and accepts the opposite null hypothesis, which denies the existence of any differences of statistical significance in this regard. This indicates that there are no differences of statistical significance between the average level of the educational aspect is due to the score of added value of a sample of the members of the staff (administrative and teaching) in some public schools.

To make sure the previous result is more accurate, the T-Test is applied according to the type; the results were as follows:

DOMAINS		AVERAGES		V(T)	(SIG.)
		females	males		
INSTITUTIONAL PERFORMANCE: LEVEL OF THE EDUCATIONAL ASPECT	Teacher 's Work	4.05	3.53	1.901	0.196
	Technology	3.99	3.72	1.123	0.164
	Curriculum	3.77	3.66	1.548	0.454
	Management and Leadership	3.73	3.61	1.726	0.265
ADDED VALUE		3.74	3.82	1.10	0.194
ALL DOMAINS		3.87	3.67	1.481	0.254

Figure 5: Test (T-Test) for the second hypothesis: differences by type variable.

The above table shows that females have achieved the highest averages in all The four institutional performance questionnaire axes comparable to males, with a simple difference of (0.52) (0.27) (0.11) (0.12) In contrast to the averages shown in the resolution of Added Value, the difference was small (0.08) for males. As previously indicated, the majority of the sample was female, with 57.7% opposed to 42.3% for males, and the variable of gender can be a factor in detecting differences between the averages for the views of all respondents on the second hypothesis. However, the results that Figure 4above shows indicates that all probability values (Sig.) in all fields are greater than the level of significance ($\alpha = 0.05$), which in turn leads to the conclusion that also discards the hypothesis of the study, and acceptance of the zero hypothesis.

The researcher concluded that there are no statistically significant differences between the average level of the education side due to the Added Value of a sample of members (the administrative and teaching) in the following government schools due to the gender variable.

As a result, there are no statistically significant differences between the educational level averages due to the degree of Added Value in a sample of members (administrative and teaching staff) in some public schools is due to the variable career level. The researcher finds that this result indicates the consensus of the senior teachers and principals regarding the statements made by the two questionnaires, especially the areas related to the educational aspect of the areas of institutional performance related to the educational aspect, in the light of the Added Value approach. This confirms the validity of the results of the statistical analysis, which showed that most of the averages of the second axis of the institutional performance questionnaire expressed a high degree of approval by all the respondents of the four areas of the questionnaire, making the second axis occupy the first rank for the rest of the other institutional performance.

The researcher concludes that the validity of the alternative hypothesis of the study is not proven and confirms the validity of the null hypothesis, which indicates that there are no statistically significant differences between the educational level averages due to the Added Value value of a sample of the members of the administrative and teaching staff) In all public schools.

Results related to Question 3 The question is : "Is there a statistically significant correlation between the level of institutional performance indicators and the level of the educational aspect according to the Added Value approach in a sample of the administrative and teaching staff members in some governmental schools? The results were as shown in the following Figure 6:

AXIS		FIELD	PEARSON COEFFICIENT	PROBABILITY (SIG.)
INSTITUTIONAL PERFORMANCE QUESTIONNAIRE	The first axis	Efficiency of school resources management	.881	*0.000
		Efficiency of equipment	.860	*0.000
		Efficiency of Digital Techniques	.819	*0.000
		School Finance Efficiency	.848	*0.000
	The second axis	is the level of educational product in light of work Teachers	.861	*0.000
		Product level of education in the light of employment Technology	.840	*0.000
		The level of product education in the light curriculum Education	.921	*0.000
		Product level education in management light And leadership	.878	*0.000
	The 3rd axis	Level of quality	.881	*0.000
ADDED QUESTIONNAIRE	VALUE	Teaching and Learning Area	.756	*0.000
		Student environment	.866	*0.000
		School and Community Area	.778	*0.000
		Leadership and management area	.794	*0.000
ALL AREAS			.845	*0.000

(*) Is statistically significant at the significance level (0.05 α)

Figure 6: Test (T-Test) for the second hypothesis: differences by type variable.

As demonstrated by the test of this hypothesis, using the Person coefficient - as shown in the Figure 6 above, it is clear that the average Pearson coefficient for all domains was 845, whereas the probability values (Sig) were all equal to zero at the significance level ($\alpha = 0.05$) 1. This indicates that the mean score for all domains (1 0.05 0.05) between the level of institutional performance indicators and the level of the educational aspect according to the valueadded approach. This, in turn, accepts the hypothesis of the alternative study, which stipulates that there is A statistically significant correlation between the level of the institutional performance indicators and the level of education in accordance with the added value approach to a sample of members of the (administrative and teaching) in some government schools as correct.

5 CONCLUSIONS

1 There has been an improvement in the level of institutional performance in the first, second and post-primary schools in Oman, focuses on the areas of positive interaction between school and community, and cooperation among teachers, principals and parents, feedback education, and the teacher's level of knowledge of the material objectives and enable them to achieve them.

2 The most important aspects of improving the level of institutional performance in the public schools in the Sultanate, the schools are hold periodic meetings to discuss theupdates of the educational process, conducting continuous evaluation of students and building cooperation relations with other institutions. All that is in a framework based on immediate and future planning aimed at developing the educational process, with a focus on the implementation of remedial and enrichment plans to develop the skills of creativity and innovation of students, taking into account individual differences between them, and the development of tools to take advantage of sources of learning.

3 The efficiency of institutional performance in schools covered by field research is due to the availability of sufficient resources for schools to achieve their objectives. Especially with regard to modern technologies and software, and the skills needed to deal with them and use them fruitfully in the school work, and the educational process as a whole, at the same time in which schools are evaluating the curriculum periodically and continuously.

4 The Added Value in the field of education in the first, second and postprimary schools in Oman contributed to raising the level of indicators of school performance efficiency, especially with regard to the construction of values and positive attitudes. It also contributed to diversify of teaching strategies used by teachers, and the improvement of institutional performance of the school - as an educational institution.

5 The value-added approach contributes to the development of teachers' ability to take into consideration individual differences among students, and their abilities to employ the skills of dealing with students.

6 The Added Value approach contributes to the support of students' learning through the results of their evaluation. This is linked to the contribution of Added Value in increasing the ability of teachers to follow the students' achievement and to employ various strategies and methods that contribute to the modification of students' behavior.

7 The Added Value approach has led to the development of the teachers' self-abilities and those working in the school environment.

8 Value-added enabled students to acquire knowledge and deal with it, encouraged self-learning. It also developed students' skills and ability to solve problems, increased their focus on creative thinking and developed their social and communication abilities by developing their ability to adopt and practice positive dialogue.

9 The introduction of Added Value has enhanced the efficiency of school performance in terms of enabling parents to obtain all information about the level of educational attainment of their children and to involve them in the development of their scientific levels.

10 Value-added input can contribute to measuring institutional performance indicators in educational institutions in a holistic manner, including institutional performance indicators related to inputs, internal process indicators and educational activities, output indicators on the one hand, and efficiency indicators, effectiveness indicators as well as quality indicators Education.

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