

## CHAPTER I

### INTRODUCTION

The intention of this introductory chapter is to provide the reader with a brief overview of the background of the study. This is followed by a discussion of why this topic is chosen, as well as an explanation of the objectives of the study, the study questions, significance of the study and definition of terms. Finally, it will describe the structure of the entire research write-up.

#### 1.1 Background of the Study

In this changing world, education is considered a fundamental right of individuals in addition to being a vital instrument of national development. Michael and Kretovics (2005) consider it to have an essential role in the production of well skilled manpower. With this in mind, higher education is fully responsible for teaching and refining our future workforce's technical and professional skills (Apple, 1982). Because economic development in any country depends largely on the presence of skilled manpower, there is a strong positive link between the quality of higher education output and economic development (Weber & Dolgova-Dreyer 2007). Moreover, Bligh (1999) found that, quality higher education programs can provide required general and specific skills, and therefore, contribute to a nation's desired development.

These days, the purpose of universities is to educate and equip students with the capacity to develop socially, economically, culturally and intellectually within their community (Moore & Anderson, 2003). Eventually these graduates will become human resource assets that are essential to any country's development. Scientific and technological developments and changes in society and business have put higher education under pressure to prepare manpower that is equipped with the requisite skills to form a labor force that matches the market, therefore providing flexible higher education programs will continue to be an ongoing issue of the utmost importance that every country must face in the 21<sup>st</sup> century (Harbison, 1973).

In recent years, higher education institutions (HEIs) and, more specifically, private HEIs have faced increasing pressure on various levels. This is because higher

education has a number of stakeholders under increasing pressure, for instance, students, their parents and family, academic and administration staff, and society (Jaideep, 1995; Quinn et al., 2009; Mirvis, 1993). In the Arab World, according to Al-Amri & Bin Bon (2012) and Issa & Siddiek (2012) the main external challenges facing HEIs consist of globalization, adopting new technologies, open relationships with the media, the information explosion, and trading blocs. While the internal challenges include an increase in social demand for quality education, low graduate skill levels with respect to the skills required in the labor market, excessive red tape, low levels of performance among staff and university personnel, misuse of material and human resources through the repetition of mistakes and rework procedures and weaknesses in the efficiency of administrators and academic leadership (Aljodea, 2012). In order to overcome these challenges, both now and in the future, educational organizations must change their traditional administration and management styles, and academic leadership must find new ways of providing high quality services for their customers (Vazzana et al., 1997).

In recent decades, there has been sound evidence to suggest that the Total Quality Management (TQM) principles are one of the most important new managerial approaches being adopted by high level management (Jala, 2011). The use of TQM has become a logical step in resolving the problems listed above, and to cope with new challenges as they arise. It is also a useful method of making an organization more profitable, competitive and sustainable. In spite of this, in many developing countries, including Arab countries, TQM is not embraced nearly as much by HEIs as it is with industries and governments (Mills et al., 2009; Salameh et al., 2011; Gharib & Alfarah, 2012). Owing to the success achieved by the application of TQM in areas such as industry, commerce and technology in developed countries, an urgent need to implement this system in educational institutions has arisen in order to provide higher quality and standards for both public and higher education (Mukherjee & Kachwala, 2009).

At the present time, a quality system is a strategic objective for all contemporary educational reformers locally, regionally and globally (Doherty, 1994). In this context, TQM is a holistic philosophy which means the quality of everything and everyone is involved. It also requires leadership to delegate authority and involve

subordinates in problem solving as well as decision-making. Additionally, it aims for long term success by focusing on continuous feedback in order to make improvements and increase customer satisfaction (Kohli & Chitkava, 2007).

Movement towards implementation of TQM in higher education since the 1990s has gained a lot of momentum around the globe. Some educational institutions have achieved successful results, while others have not. Numerous universities and educational institutions in the U.S., the U.K., New Zealand and Australia have hailed TQM as one of the most important techniques responsible for improving the quality of its educational affairs; particularly in administrative applications (Sallis, 2002). Examples of success in adopting TQM are revealed in case studies involving Fox Valley Technical College and Oregon State University (U.S.), Wolverhampton University and Aston University (U.K.), University of Central Queensland (Australia) and Otago Polytechnic (New Zealand) (Najafabadi et al, 2008). Despite the success achieved by significant numbers of organizations as a result of the application of this quality management system, others did not obtain optimal results due to numerous obstacles, the reasons for which will be clarified in some detail in next chapter.

Numerous organizations have been taught the principles of TQM, but only a few have reported it being put into practice. Practice is defined as "*regularly repeated exercise in order to improve one's skill, or doing something that is common, habitual or as expected*" (Ehigie & Akpan, 2004, p.25). The lack of uptake reveals that a desire for change by employees' at institutions is lacking, yet absolutely necessary for a switch to TQM to succeed. Studies have shown that the human factor often makes change difficult and sometimes impossible (Ehigie & Akpan, 2004). The implementation of TQM requires a quality management team that enables TQM to flourish over time. Mauro & Mauro (1999) pointed out that "*any individual or organization that wishes to take their initial steps on their journey toward quality must begin with a near sighted examination of its organization leadership capability and culture*" (p.37). Therefore, many quality management philosophers have written a great deal about leadership and leadership development. Research findings suggest that leadership is a cornerstone to the success of TQM (Harrington-Mackin, 1994; Klocinski, 1999; Sirvanci, 2004; Osseo-Asare et al., 2005, 2007). For instance, Osseo-Asare et al. (2005) argue that "*leadership*" is central in all TQM implementations in

HEIs and seems to be the most critical factor for its success" (p.149). Klocinski's (1999) study indicated that 37% of educational institutions in the United States of America suffer from a lack of top administrative support and a weakness in leadership, which is considered a major constraint in the implementation of TQM. Similarly, according to Rago (1996) the key to successful implementation of TQM is to begin at the top of the organization.

In fact, senior leadership has the central role in planning, organizing, controlling and decision making in addition to development and creativity (Harrison & Pelletier, 1987). According to Deros et al. (2009) senior leadership has two major roles; they are shaping organisational values and also establishing a managerial infrastructure to bring about meaningful change. Osseo-Asare et al. (2005) stated that it is the responsibility of quality leadership to "do right things" and to "do things right". In other words, they have to be both effective and efficient in what they do. Implementation of TQM requires leadership that clearly communicate the organization's vision and goals, empower people to work toward a shared vision, train and educate employees and provide an open environment that is conducive to change (Aljodea, 2012). Beer (2003) summarizes the role of quality leadership as follows:

- developing commitment to the new TQM direction through behavior and decision making that are consistent with it
- developing the cross-functional mechanisms, leadership skills and team culture needed for TQM implementation; and
- creating a climate of open dialogues about progress in the TQM transformation that will enable learning and further change.

For all these reasons, choice of the supreme administrative leadership is a critical factor for success and progress of any organization quality (Osseo-Asare et al., 2005).

Quality specialists state that ineffective leadership can hinder and even destroy efforts to implement TQM. If senior leadership is able to play their role effectively, then the plans an institution has devised will materialize. However, the converse is also true, if leadership is ineffective then the plans and objectives which have been targeted struggle to be implemented, and deadlines will remain unachieved (Abd Manf, 2000). It comes as no surprise then that a number of studies have stressed that

only if senior leadership is fully committed a quality program will succeed. However, some leaders have not achieved desired progress because they gave quality planning low attention or they are unable to plan effectively for quality improvement. Even though many leaders have wide experience in their field, they often do not have the adequate experience in quality improvement and this is important for the successful implementation of TQM (Yousaf, 2006). Beekun and Badawi (1999) point out that a leadership with weak or inadequate expertise can bring disaster to an organization, while a skilled leadership may advance and help the same organization. In summary, to achieve TQM in higher education, leadership needs to understand and commit to quality system (Latchem, & Hanna, 2001).

To understand the Omani context, a little must be explained of its history. In 1970 when his Majesty Sultan Qaboos assumed power, there were only three primary schools for boys with a total of 909 students and thirty teachers. There was neither an Omani curriculum nor text books (MoE, 2011). Since then the Sultanate of Oman has witnessed rapid growth and development in all sectors, with the education sector being no exception. Thus, it was given significant attention by the government as the result of a need for qualified cadres to carry out and implement the aims and objectives of the development (Al-Nabhani, 2001). Moreover, prior to 1970, there was no formal post-secondary education in Oman, and consequently there were limited opportunities for secondary school graduates to be enrolled into higher education (Carroll et al., 2009; Issan & Osman, 2010). Despite the lack of opportunities available to those students at first, the numbers have continued to increase. For example, the numbers of students enrolled in the general education in Oman during the 1970/71 academic year was 6,941, this number increased to 10,632 during the 1980/81 academic year, then to 387,289 at the beginning of the nineties, while the 2010/2011 academic year saw this number reach 522,520 (MoE, 2011).

According to a World Bank report in 1994 *“the development of higher education is correlated with economic development. Enrolment ratios in higher education average 51% in the countries that belong to the OECD, compared with 21% in middle-income countries and 6% in low-income countries”* (Ali & Shastri, 2010, p.15). Thus, the first and primary task for Oman as a developing country has been to include as large a portion of the eligible age group as possible through

judicious further expansion of its higher education system (Issan & Osman, 2010). It is clear that growth in demand for higher education is a global issue (Wright, 2000), and one that the Sultanate of Oman is experiencing as it develops. Therefore, the policy of the Ministry of Higher Education (MoHE) has promoted increased competition and demand for higher education to establish a well qualified higher education sector in Oman with international standards (MoHE, 21 March 2013). Continuing growth of secondary education graduates combined with a limited capacity of the public higher education system puts pressure on the government to balance demand for higher education and actual admission to these institutions. Consequently, as more students are being accepted by these institutions every year, it will require more financial support from the government. Despite this cost, Oman as a globally orientated, modern country realizes that investment in its human resources is crucial to building a strong society. Hence, encouraging collaboration and investment in the private higher education sector is one the best strategies to increase competition and demand in response to dramatic changes in society and business in order to provide society and the marketplace with well qualified graduates (Al-Lamki, 2006).

As a result, in the mid 1990s private higher education in Oman was established, it began with one college offering a diploma with a total of 150 students (Al Harthey, 2011). Since 1995, the private higher education sector has undergone a great deal of development and has made especially significant progress in the task of absorbing secondary school graduates. For example, during the 2011/2012 academic year, the number of private HEIs stood at 11 universities and 19 colleges which enrolled more than 40,000 students (MoHE, 22 March 2013). Since the opening of the first private institution in Oman, the MoHE has been diligent in attending to quality issues related to education in the higher education private sector, by using a range of different procedures (MoHE, 27 March 2013). The Minister of Omani Higher Education, Dr. Rawya Al Busaidi, stressed that increasing access to Higher Education while at the same time continuing to emphasise quality is one of the MoHE's priorities to ensure that the higher education system meets high standards with outcomes that are competitive domestically and internationally (MoHE, 21 March 2013). In light of this interest in quality education, the MoHE announced its vision as follows: *to ensure quality higher education that meets the requirements for sustainable development*

(MoHE, 23 March 2013). The government's policies are intended to encourage the implementation of quality programs successfully in HEIs; it is through assessment of these programs, and the provision of advisory and technical assistance that they seek to ensure the continuation and relevance of such programs. In addition, the Sultanate's strategy is now a focus on qualitative improvement after the enormous quantitative development in education over the last 44 years. Furthermore, the education vision stated above was formulated as a reformation of the education system within Oman in view of the stated vision for Oman's economy 2020 (MoHE, 23 March 2013). There are many important areas covered by the education vision, but the one dealt with in the present study is enhancing the quality and effectiveness of this developing sector (MoHE, 22 March 2013). This is demonstrated by the Omani government's efforts towards upgrading quality, and the establishment of the Oman Academic Accreditation Authority (OAAA) in 2010, which is the first independent accreditation body in the Arab region, created in order to provide a quality assurance framework to assist local institutions develop their own local programs and qualifications (Al Harthey, 2011).

In this context, the Omani government realized that an unregulated free market for higher education may lead to investments in the private sector by low-quality providers, so it would be short-sighted to allow complete freedom for these providers to offer whatever they like (Al Harthey, 2011). As a result, in order to ensure the quality of the programs delivered by private HEIs, most of these institutions have academic affiliation agreements with international universities, primarily with Western universities in the USA and Europe (MoHE, 22 March 2013). As a consequence, the educational private sector has witnessed the launch of multiple quality programs. However, expansion of private education in Oman and imported non-Omani programs from different countries such as the UK, the USA, Australia, Austria, Canada, Germany, India, Jordan, Lebanon, New Zealand and others has created negative effects (Carroll & Palermo, 2006; Razvi & Carroll, 2007). According to Razvi and Carroll (2007), the consequence is that "*Oman imported a diverse range of quality assurance systems, including wide variances in standards, data, approval mechanisms, transnational quality assurance mechanisms and transparency, none of these were borne from the Omani context*" (p.2). Norrish (2012) emphasizes that in

order to develop quality in private education there is needs to be a development of new methods which are ‘made-in-Oman’. It is essential that appropriate attention be given to the cultural context to which these ideas and materials are being brought to.

The analysis of domestic research indicates that it is not sufficient to simply use tools made elsewhere in order to enhance quality in the private higher education sector in the Sultanate. As a result of the existence of multiple systems for quality at private HEIs, and in order to enable Omani educational institutions to meet their challenges, there is a need to adopt a unified quality system such as TQM that fits the Omani environment. With this in mind, we are able to look at multiple local studies that have specifically proven the applicability of applying the TQM principles system in Omani higher education institutions (Al-Ghanboosi, 2002; Al-Kiyumi, 2002; Al-Ghaithi, 2007). Unfortunately it is not all positive news, as a number of Omani literature reviews have confirmed over the last few years that quality in the Omani higher education sector needs significant improvement. The studies reveal that even though the private higher education sector is enthusiastic about implementing quality management system, these institutions have still not made the improvements required to satisfy Omani stakeholders (Al-Harbi, 2005; Carroll et al., 2009; Al Harthey, 2011; Baporikar & Shah, 2012). In addition, reports issued by the OAAA indicate that there is an urgent need to review the institutional management structure and policy management system of private Omani HEIs (OAAA, August 2013).

Based on the above discussion, the researcher felt that there is a need to assess the current practices of leadership in application of quality management to identify the strengths and weaknesses of leadership's practices as well as to determine the challenges of application processes. In doing so, this study hopes to induce the importance of these practices by conducting studies on the subject of leadership and TQM within private HEIs as an emerging sector in Arab countries, and in Omani universities and colleges in particular.

## 1.2 Statement of the Problem

As previously mentioned, the literature discussing TQM describes leadership as a central principle of quality improvement. Many researchers cite senior leadership support as key elements in TQM efforts. The need for senior leadership commitment and conviction of leadership is recognized by most prominent writers in the area of quality such as Dahlgaard et al. (1995); Sirvanci (2004); Osseo-Asare et al. (2005); Osseo-Asare et al. (2007). Furthermore, most of the quality experts such as Crosby, Deming, Feigenbaum, Ishikawa, and Juran agree that appropriate leadership is one of the main factors that determine the variation in the success rate of TQM application (Das et al., 2011). Also, the world renowned quality awards such as the EFQM Excellence Award and the Malcolm Baldrige National Quality Award (MBNQA) recognize the crucial role of leadership to quality. Both awards agree that leadership is the key driver of quality program performance and an essential requirement for successful implementation (EFQM, 19 October 2013; MBNQA, 19 October 2013). For successful and effective implementation of TQM principles in the educational sector, TQM requires immediate support from the senior leadership such as executive officers, presidents, vice-presidents, deans and heads of departments. Also, most literature on quality management indicates that lack of effective leadership or lack of leadership managerial skills and commitment is the major obstacle that faces application of TQM principles in education services environments (Jamali et al., 2010; Aljodea, 2012; Manocheri et al., 2012). Moreover, in any environment, in order for a quality management system to be successful, a radical change is needed, and organizational change cannot happen without a certain type of executive leadership. Hence, qualified and trained leadership are considered critical players in organizational change (Enigie & Akpan, 2004; Anyamele, 2005; Jamali et al., 2010; Aljodea, 2013).

In the Omani context, audit reports of private universities and colleges, which are issued by the OAAA, have confirmed that it is essential to give urgent attention to strengthen the current management and leadership of private HEIs in Oman (OAAA, November 2011; June 2013). One section of the OAAA's reports consists of an audit team's observations related to educational leadership practices and problems. For example, in many operational aspects of the private institutions' management there is

the audit process, the Panel found that both administrative and academic staff were confused about the role they played in the quality assurance process (OAAA, April 2010). Moreover, the current processes of these multiple quality systems need to be more consistently managed (OAAA, March 2010; March 2011). Consequently, the audit panel emphasized that there is a need for each institution to review its own quality assurance management system, in collaboration with its affiliate, in order to ensure that the quality of their work is rigorously monitored, and opportunities for improvement are identified and addressed, and to ensure that partnerships are effective in supporting the institutions' quality assurance arrangements (OAAA, March 2011; September 2012; November 2012). In this regard, the panel recommended that these private institutions should "*develop formal terms of reference for its quality assurance unit which ensure that it operates with an appropriate level of independence and which supports the constructive role in developing institutional quality assurance and improvement systems*" (OAAA, October 2011, p.9).

Based on the above, and according to successful educational experiences worldwide in the application of TQM principles, it is evident that TQM can be an important approach in improving administrative service areas. Particularly, OAAA's reports indicated clearly that the current performance management system of Omani private HEIs needs to be developed and improved. It appears through the literature that the effectiveness of educational institutions is frequently linked to the quality of its leadership. As mentioned earlier, OAAA reports have shown some problematic aspects of leadership within Omani private HEIs which can be expected to serve as the basis for relevant remedial measures and policy initiatives. Bearing this in mind, as well as the researcher's previous experience as a lecturer at one of the private institution in Oman, this study generally arose from a sense of employees' dissatisfaction with the current situation in leadership practices in managing quality programs. Consequently, an empirical investigation into the practices of leadership is considered necessary in order to assess the current practice of quality in the Omani higher education system.

Furthermore, although the literature has stressed the importance of leadership in the success or failure of quality programs, only a limited number of studies relevant to leadership in quality management system were conducted in Oman. Although most

of the research so far has identified the applicability of TQM to higher education, or examined the extent to which TQM has been implemented, whether in the public or private sector, very little attention has been given specifically to the leadership practices in implementing quality systems. Therefore, this study could be a useful resource for scholars and stakeholders in Oman. It is a combination of these reasons that the current study was undertaken. The purpose of this study is not to find yet another theory of leadership, but to develop better understanding in relation to the current administrative practices of educational leadership in light of TQM principles. It is important to examine leadership practices in the Omani higher education sector to illustrate areas of strength and weakness and challenges during the implementation process of quality management. Because of this importance the policy recommendations of the study could be helpful in addressing obstacles standing in the way of educational leadership completing their work. This paper includes policy recommendations based on the TQM literature and findings from this study, which can be applied to the Omani higher education context in order to improve administrative practices of Omani private HEIs in general, and to enhance and promote quality leadership practices in particular.

### 1.3 Objectives of the Study

Bearing in mind the research problem described above and according to TQM principles, the main objectives and scope of this research is stipulated as follows:

- to identify the overall state of leadership practices in implementing a quality management system for administrative affairs at Omani private higher education institutions;
- to explore areas of strength and weakness in current leadership practices at Omani private HEIs;
- to evaluate the differences in leadership practices based on participants gender, nationality, age, educational qualification, job classification and work experience in HEIs;
- to analyze the challenges and possible impediments that face leadership during their quality management.

- to propose quality improvement policy for private HEIs.

#### 1.4 The Study Questions

In order to achieve the above-mentioned objectives, the current study proposes to seek answers to the following research questions:

1. What is the overall state of leadership practices in implementing a quality management system in administrative affairs at Omani private HEIs?
2. What are the areas of strength and weakness in current leadership practices at these institutions?
3. Are there any differences in leadership practices based on participants' gender, nationality, age, educational qualification, job classification and work experience in HEIs?
4. What are the challenges that face leadership during their quality management?
5. What is the proposed quality improvement policy for private HEIs?

#### 1.5 Overview of the Methodology

Since the use of qualitative and quantitative methodological techniques can enhance understanding of social phenomena (Creswell, 2013), this research study was conducted utilizing both qualitative and quantitative methods (mixed methods research). Data was collected via literature review, questionnaire survey and interviews. The details are discussed in chapter III.

A literature review is the ideal method for understanding the definitions of leadership and TQM, the historical development of TQM, its principles and application in educational institutions and the importance of leadership. The preliminary literature review indicated that enough studies agreed that leadership support is one of the most important issues for the successful implementation of TQM. However, there has been no study in the Sultanate of Oman that directly investigates administrative practices carried out by leadership in implementing a quality management system within the higher education sector. The purpose of this study is to address this gap by exploring the current administrative practices of leadership during the implementation of a quality management system.

In order to assess the nature of the administrative practices of leadership at private HEIs, the administration of a survey was utilized as a primary instrument of collecting data for this study. The researcher developed and administered the survey to employees (administrative and faculty members) in the 19 institutions in the Muscat governorate. The survey uses TQM principles as a theoretical base in eliciting information on quality management strategies from the respondents in these universities and colleges. Specifically, the questionnaire includes seven principles of TQM principles namely: senior leadership, strategic planning, training programs, empowerment & involvement, reward & motivation, teamwork and continuous improvement. The items in this questionnaire have already been extensively tested for their reliability and validity.

Upon receiving completed questionnaires, semi-structured follow-up interviews were conducted. Qualitative data was gathered to obtain additional details in regards to the leadership practicing of TQM principles in their day-to-day work in the context of private HEIs. The interviewees were selected randomly from different senior leadership levels (Dean, Associate Dean, Head of Human Resources and Head of Quality Assurance).

### 1.6 Significance of the Study

The importance of the present study is attributable to the significant phase of expansion of higher education in the Sultanate of Oman, which is expected to continue. Additionally, the education sector is of the utmost importance as it acts as a nursery for future leadership. This research deals with higher education, which is vital as it has a direct impact on overall development in Oman. Promisingly, this research is an empirical study to measure the reality in practices of leadership in quality management work in Omani private higher education. Consequently, the researcher expected the following from this study:

1. The study fills an important gap for empirical literature on practices of academic and administrative leadership in the field of quality management in the Omani private higher education sector.
2. It will increase awareness among educators and policymakers towards the critical role of senior educational leadership in quality management system,

and thus highlight the importance of selecting and preparing qualified educational leadership.

3. The study may be useful for academic and administration leadership for indentifying and highlighting the most important areas of strength and weakness in quality management at these institutions presently.
4. Finally, the importance of this study lies in deepening the understanding and encouraging further research on leadership best practices for sustaining improvements in quality at HEIs in the Sultanate of Oman.

### 1.7 Definition of Terms

For this study, these terms are used repeatedly. They are defined based on the context of the study. These terms may be further examined and explained in-depth throughout this study.

**Higher Education:** Higher education includes all type of studies, training for research at the post secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities (UNESCO, 1998).

**Leadership:** Refers to *"the process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group goals. As a property, leadership is a set of qualities or characteristics attributed to those who are perceived to successfully employ such influence"* (Stogdill, 1974, p.7).

**Private Higher Education Institutions:** Comprises of universities, colleges and specialist institutions that are not operated by governments. However, private higher education institutions may be subject to government regulation (The European Education Directory, 13 May 2013).

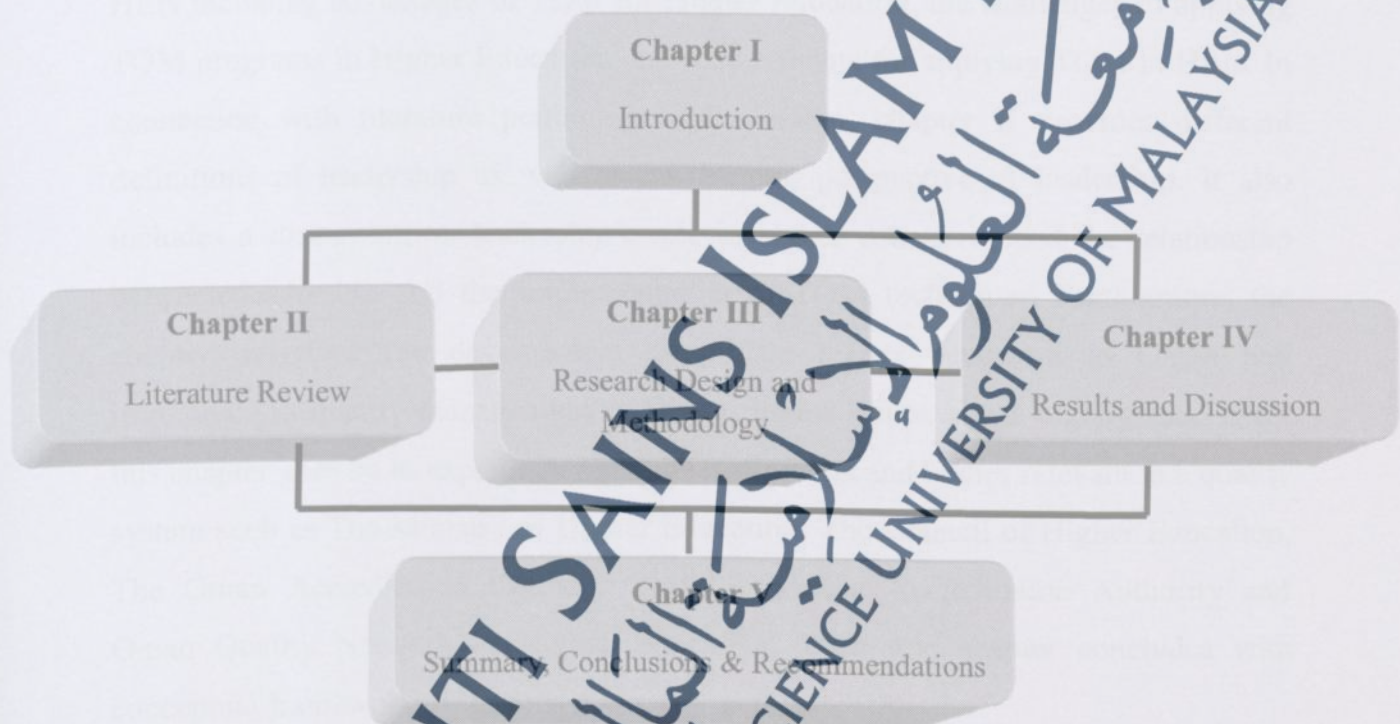
**Quality in Higher Education:** UNESCO defines quality in higher education as a multidimensional concept, which should embrace all its functions and activities: teaching and academic programs, research and scholarship, staffing, students, infrastructure and the academic environment (UNESCO, 13 May 2013).

**Total Quality Management (TQM):** Refers to an approach to quality management based on continuous improvement, and active involvement of everyone within an organization in the improvement process (Forrst, 1996).

## 1.8 The Structure of the Study

This study basically consists of five chapters which include tasks to achieve the objectives of the study and address the research questions. The structure of the study is set out as follows:

*FIGURE 1.1: The Structure of the Study*



### Chapter I (Introduction)

Chapter I is an introduction to the study, it covers the background of the study, a statement of the problem, and the objectives of the study. The chapter will also present the study questions, significance of the study, definition of terms and finally the structure of the study.

## Chapter II (Literature Review)

This chapter exposes the literature review of the study on Total Quality Management (TQM) and its applications in the field of Higher Education. Also, it gives a general overview of leadership and their role in implementing a TQM initiative. In addition the chapter has focused on the development of higher education sector in Oman particularly private higher education, as an attempt to shed light on the introduction of quality system in HEIs. It begins by supplying a brief background on quality concept, the development of quality management system and the definition of TQM and its background. Furthermore, the TQM principles are discussed. Then, the chapter addresses quality management from Islamic perspective, TQM implementation in HEIs including advantages of TQM for Higher Education, the challenges of applying TQM programs in Higher Education and requirements for applying TQM in HEIs. In connection with literature pertaining to leadership, chapter II provides different definitions of leadership as well as the Islamic perspective of leadership. It also includes a discussion on leadership's role in higher education, and the relationship between leadership and the implementation of TQM techniques. Furthermore, the chapter describes the development of private higher education in Oman and introducing a quality management in Omani higher education is highlighted. Then, this chapter goes on to explain in detail the institutions and bodies relevant to a quality system such as The Ministry of Higher Education, The Council of Higher Education, The Oman Accreditation Council, Oman Academic Accreditation Authority and Oman Quality Network in Higher Education. Then, the chapter concludes with conceptual framework of the study.

## Chapter III (Research Design and Methodology)

Chapter III discusses the research methodology by specifying the data collection methods used in this study. This chapter includes a brief discussion on data collection procedures, including presentation of secondary data as well as the primary data sources such as quantitative and qualitative. It also involves a clarification of each quantitative and qualitative method's advantages and limitations and the reason behind using or not using a specific method. This study has adopted two commonly used methods: questionnaire as the quantitative method and semi-structured

interviews as the qualitative method. In addition, this chapter discusses the validity, the reliability of the study instrument, pilot study and research sampling techniques.

#### **Chapter IV (Results and Discussion)**

Chapter IV aims to present and analyze the data obtained from both questionnaires and semi-structured interviews based on the seven principles of TQM in relation to the research objectives and questions. Furthermore, this chapter discusses the findings and results that have emerged from the data. Initially the findings are presented. After that, the findings and the quantitative and qualitative results generated from the data are discussed. In addition, comparative and related studies, mostly conducted in developing countries, are introduced, and special attention is given to Omani studies in particular. Moreover, at the end of this chapter, the researcher highlights the obstacles to quality management system implementation in private HEIs, particularly through the semi structured interviews.

#### **Chapter V (Summary, Conclusions and Recommendations)**

Chapter V is the final chapter of this study and involves a conclusion of the overall research based on the analysis of data presented in chapter IV. This chapter also includes the research finding's contribution to knowledge, which will address the need for a study of this type in the Oman context due to the lack of studies of TQM implementation and its relation to leadership in the Sultanate of Oman. Recommendations are supplied to improve leadership practices in adopting TQM in administrative departments at private HEIs using findings from both quantitative and qualitative data, and suggestions for further research are discussed to provide constructive recommendations to Omani private HEIs.