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APPENDICES

Appendix A: Questionnaire

Dear Participants,

I am Sulaiman AL Mahdhoori, a Ph.D candidate, currently working towards the degree of 'Doctor of Human Resources Management' at the Islamic Science University of Malaysia. I am conducting a study which purpose is to find out the current situation of leadership practices in the way in which Omani Private Higher Education Institutions (HEIs) are working with quality management in light of Total Quality Management (TQM) principles.

You have been kindly asked to voluntarily participate because you are an administrative employee / faculty member in one of the private higher education institutions. I am sure your response will help me to carry out my research successfully.

The questionnaire has been designed in three sections and there are 55 questions overall, and if you agree to be in this study, you will be asked to complete a survey/questionnaire that will take approximately 10 minutes. Please read it carefully and complete it to the best of your knowledge, as your response is extremely important to the success of this study. In this regard, I assure you that all responses will be kept confidential and anonymous, and will be used for academic purposes only. Kindly click the link below:

<https://www.surveymonkey.com/s/9YXCUMX>

Thank you in advance for your contribution and valuable time , and if you have any questions, please feel free to contact me via phone: (00968) 99321179, or via email: abualazher@gmail.com

Sincerely,

Sulaiman AL Mahdhoori

Section One: Personal Details/General Information

The responses to the following questions are meant only for analysis purposes. Please provide your responses by placing an "X" in the relevant boxes.

- Gender:** 1. () Male 2. () Female
- Nationality:** 1. () Omani 2. () Non-Omani
- Age:** 1. () Under 30 year 2. () 31-39 year
3. () 40-49 ye 4. () 50-59year 5. () 60 year or over

Educational Qualification:

1. () Secondary school or less 2. () 1 or 2 years diploma
3. () Bachelor Degree 4. () Master's Degree 5. () Doctoral Degree

Job Classification:

1. () Administrative employee 2. () Faculty member 3. () Other (Please specify).

Working experience in higher educational institutions:

1. () Less than 5 years 2. () 6-10 years 3. () 11-15 years 4. () more than 15 years

How long have you been working in your current institution?

1. () less than 1 year 2. () 2-3 years 3. () 4-6 years 4. () more than 7 years

Does your institution have a unit/office of quality management? 1. () Yes 2. () No

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Section Two: Attitudes about leadership administrative practices of the current quality management system

Introduction: kindly read carefully each of the statements given below, then select and check the one that best reflects your own view of your current leadership practices. Do this by circling one of the five numbers

Strongly Agree (SA):5 Agree (A): 4 Uncertain (UNC):3

Disagree (D): 2 Strongly Disagree (SD):1

No.	STATEMENTS	LEVEL OF AGREEMENT				
		SA	A	UNC	D	SD
First Principle: Senior Leadership						
1	Senior leadership acts as an example in terms of development of administrative work quality.	5	4	3	2	1
2	Senior leadership has formulated a quality steering committee/ council to speed up the implementation of the quality management system.	5	4	3	2	1
3	Senior leadership of my institution actively supports improvement by providing necessary resources and assistance.	5	4	3	2	1
4	Senior leadership makes organizational changes that agree with quality requirements.	5	4	3	2	1
5	Senior leadership is keen to spread a quality culture among staff through quality activities such as workshops, meetings, seminars and conferences.	5	4	3	2	1
6	University/college senior leadership provides effective communication channels between themselves and staff.	5	4	3	2	1
7	Senior leadership holds periodic meetings to discuss the strengths and challenges in the current quality management system.	5	4	3	2	1
Second Principle: Strategic Planning						
8	The university/college has a clear strategic plan (vision, mission and objectives).	5	4	3	2	1
9	The objectives of the institution's plan are related to the needs of Omani society.	5	4	3	2	1
10	Institution planning is relevant to the developmental plans in the Ministry of Higher Education.	5	4	3	2	1
11	The institution's leadership keeps strong connections to the ongoing changes in the job market.	5	4	3	2	1
12	The objectives of the institution's plan are related to the expectations and needs of the staff.	5	4	3	2	1
13	In the institution, there is a distinct vision and strategy for continuous quality improvement.	5	4	3	2	1
14	Leadership always takes into consideration the sufficient time to complete the strategic plan.	5	4	3	2	1
15	Leadership regularly reviews the effectiveness of the strategic and operational plans.	5	4	3	2	1
16	The institution's plan helps in facilitating and improving administrative work.	5	4	3	2	1
Third Principle: Training Programs						
17	Training in quality improvement techniques is a main part of each staff development plan.	5	4	3	2	1
18	Leadership participates in the training programs.	5	4	3	2	1
19	Leadership encourages staff to attend training programs in order to develop their abilities and potentials.	5	4	3	2	1
20	Staff members of my institution are constantly trained in line with the changes and developments in the field of quality.	5	4	3	2	1
21	Staff members are trained to use scientific methods in dealing with institution's problems.	5	4	3	2	1
22	The training programs are practical and can be implemented in the	5	4	3	2	1

No.	STATEMENTS	LEVEL OF AGREEMENT				
		SA	A	UNC	D	SD
	workplace.					
23	The training programs are well-structured and match the latest trends in quality management systems.	5	4	3	2	1
24	Leadership encourages staff to apply methods and techniques learned from the training.	5	4	3	2	1
25	Leadership encourages staff to provide feedback about the quality of training they have received.	5	4	3	2	1
Fourth Principle: Empowerment & Involvement						
26	In my institution staff and leadership have a shared vision about the quality management system.	5	4	3	2	1
27	Changes have been made to my college/university organizational structure to facilitate staff empowerment.	5	4	3	2	1
28	Leadership at my institution encourages their team to be involved in developing work policies and procedures.	5	4	3	2	1
29	The administration system at my institution allows all members to participate in decision-making process.	5	4	3	2	1
30	Leadership includes staff opinions when taking work decisions.	5	4	3	2	1
31	Leadership has been given me the chance to participate in the quality team.	5	4	3	2	1
32	Leadership practices allow staff to provide feedback about the current quality management system.	5	4	3	2	1
Fifth Principle: Reward & Motivation						
33	I feel satisfied in my job.	5	4	3	2	1
34	In my institution, the system of promotion is clear and well known by all staff members.	5	4	3	2	1
35	Leadership rewards staff materially and morally for their distinguished work.	5	4	3	2	1
36	Leadership constantly motivates the staff.	5	4	3	2	1
37	Continuous improvements have been made in the reward systems to promote quality in my institution.	5	4	3	2	1
38	Staff members are rewarded with incentives to encourage them to contribute to quality improvements.	5	4	3	2	1
39	Leadership honors hard working staff.	5	4	3	2	1
40	Staff members are always respected and appreciated.	5	4	3	2	1
Sixth Principle: Teamwork						
41	The work in my institution depends on teamwork.	5	4	3	2	1
42	Leadership is keen to form an effective working team.	5	4	3	2	1
43	The institutional leadership supports group work.	5	4	3	2	1
44	In my institution, leadership appreciates suggestions and contributions of team members.	5	4	3	2	1
45	Team's leadership is appointed on the basis of their interest and passion for the quality issues.	5	4	3	2	1
46	Teamwork helps staff cooperate with their university/college leadership.	5	4	3	2	1
47	Teamwork encourages university/college staff to understand administrative work and its procedures.	5	4	3	2	1
Seventh Principle: Continuous Improvement						
48	The institution works on updating its own quality management system.	5	4	3	2	1
49	Institute activities are reviewed for continuous improvement on a regular basis.	5	4	3	2	1
50	The institution updates its quality system based upon the requirements of the labor market and domestic community.	5	4	3	2	1
51	University/college leadership believes that continuous improvement in quality leads to a better use of resources.	5	4	3	2	1
52	My institution works on updating the administrative process in a way that is relevant to quality management.	5	4	3	2	1
53	The institution responds to the changes taking place in the surrounding environment.	5	4	3	2	1

Appendix B: Semi-Structured Interview Questions

Interview Protocol

Leadership Practices and Total Quality Management Principles in Omani Private Higher Education Institutions

Date: 2014

Time:.....

Institution:

Interviewee:

Position:

How long have you been in the current position?.....

Have you been given a chance to attend internal or external training programs related to quality management while working for the institution?

Thank you for taking the time to participate in this research project. This research project investigates the private HEIs leadership practices in light of TQM principles.

Ethical Concerns

All data collected in this interview is confidential and anonymous. For the safety benefits of your institution and yourself, I will disguise your institution and your name in the final research report along with any other identifying details, in order to achieve anonymity. Could I please tape record this interview as it will assist me with my data analysis? If yes, please feel free to push 'pause' button of the tape recorder at any time during the interview.


Do you have further question regarding the objective or procedure of the interview? Please note that you can terminate the interview at any time that you wish.

Questions:

- Does your institution have an academic affiliation agreement with any foreign higher education institution, if so,
In your opinion, does an academic affiliation agreement with foreign higher education institution helped Omani private institutions continue to improve their quality services in general and administrative work development in particular?
- Do you think that the environment in the Omani private HELs is appropriate for quality initiatives implementation?
- According to your experiences, what are strength areas in the current quality management system that applied in your organization, particularly with regard to administrative affairs?
- In your view, what are the obstacles or challenges that face implementation of quality management in this institution?
- Would you kindly give your remarks and recommendations anticipated to improve the process in order to achieve the quality requirement of administrative services at Omani private HELs?

Thank you for your valuable time

Appendix C: Letter of Authorization from USIM


UNIVERSITI SAINS ISLAM MALAYSIA
 جامعة العلوم الإسلامية الماليزية
 ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Faculty of Leadership and Management
 Tel: 606-7988403/8402 Fax: 606-7988244

Our Ref. : USIM/ 2.2/295/2
 Date : 3 Zulhijah 1435 / 11 October 2013

TO WHOM IT MAY CONCERN

Sir,

This is to certify that the student has registered for and currently pursuing the programmed study as mentioned below.


Name : Sulaiman Omair Nasser Al-Mahdhoori
Register Number : 4110020
Faculty : Faculty of Leadership and Management
Programme : Doctor of Philosophy Human Resource Management
Title of the Study : Leadership Practices and Total Quality Management (TQM) Principles at Omani Private Higher Education Institutions

He will conduct his survey in your organization. Kindly afford him the necessary assistance.


Thank you.

"KNOWLEDGEABLE, DISCIPLINED AND DEVOUT"

Yours sincerely,


 (PROFESSOR DR. ZULKIPLI ABD. GHANI)
 Dean
 Faculty of Leadership and Management
 Universiti Sains Islam Malaysia

Universiti Sains Islam Malaysia
 71800 Nilai, Negeri Sembilan-Darul Khusus, Malaysia
 Tel: (+606) 798 8000 Faks: (+606) 798 8204
 www.usim.edu.my



Berilmu • Berdisiplin • Berakhlak | Knowledgeable • Disciplined • Devout

Appendix D: Letter from Ministry of Higher Education giving permission to conduct research in private HEIs (written in Arabic)



Sultanate of Oman
 Ministry of Higher Education
 Directorate General of
 Private Universities and Colleges

مكتب المدير العام
 أرسلت بالبريد الإلكتروني
 بتاريخ: ١١/١٣/٢٠١٣ م

سلطنة عُمان
 وزارة التعليم العالي والبحث العلمي
 المديرية العامة للجامعات والكليات الخاصة

الرقم: ٢٠١٣/١١/٤٥/٢٠١٣ - ٢٠١٣
 التاريخ: ٢٠١٣

المحترمين
 المحترمين

الأفاضل / رؤساء الجامعات الخاصة
 الأفاضل / عمداء الكليات الخاصة

السلام عليكم ورحمة الله وبركاته وبعد ،،،

الموضوع: طلب تسهيل مهمة باحث

يرجى التفضل بالعلم بأن الفاضل سليمان بن عمير بن ناصر المحذوري طالب
 درجة الدكتوراه بجامعة العلوم الإسلامية العالمية يقوم بإجراء بحث بعنوان "ممارسات
 القيادة وإدارة الجودة السامة في مؤسسات التعليم العالي الخاصة في سلطنة عمان".
 لذا نرجو منكم التفضل بالموافقة على تسهيل مهمة الباحث في إنجاز متطلبات
 البحث، ويمكن التواصل مع المذكور على المقال رقم (٨٩٣٢١١٧٢).
 شاكرين لكم تعاونكم المثلث مع الباحثين.

وتفضلوا بتقبل فائق الاحترام

بوجه بيت عبد الله الشوكري
 المدير العام للجامعات والكليات الخاصة

نسخة مع التحية :

- الباحث / سليمان المحذوري



نحو تعليم عال ذي جودة عالية يلبى متطلبات التنمية المستدامة
 سلطنة عُمان ص.ب: ٤٥ روي - الرمز البريدي: ١١٢ - هاتف ٢٤٣٤٠٣٦٨ / فاكس ٢٤٣٤٠٣٦٦
 Sultanate of Oman, P.O.Box: 82 Ruwi, PC 112, Tel: 24340368 / Fax 24340368 www.moh.gov.om

Appendix E:

TABLE 1: Post Hoc Tests for Age of Respondents

LSD	Multiple Comparisons				
	Dependent Variable	(I) Age:	(J) Age:	Mean Difference (I-J) Sig.	
Principle.1.mean	1.Under 30 year	2.31-39 year	.23461	.068	
		3.40-49 year	-.12578	.393	
		4.50 or above	-.64881*	.001	
	2.31-39 year	3.40-49 year	.10883	.389	
		4.50 or above	-.41419	.026	
		3.40-49 year	4.50 or above	-.52903*	.009
	Principle.2.mean	1.Under 30 year	2.31-39 year	-.19614	.028
			3.40-49 year	-.04725	.643
			4.50 or above	-.42046*	.002
2.31-39 year		3.40-49 year	.14888	.089	
		4.50 or above	-.23032	.074	
3.40-49 year		4.50 or above	-.37921*	.006	
Principle.3.mean	1.Under 30 year	2.31-39 year	-.20343	.095	
		3.40-49 year	-.04593	.741	
		4.50 or above	-.36929	.052	
	2.31-39 year	3.40-49 year	.15750	.187	
		4.50 or above	-.16586	.087	
	3.40-49 year	4.50 or above	-.32336	.087	
Principle.4.mean	1.Under 30 year	2.31-39 year	-.19552	.102	
		3.40-49 year	-.06130	.654	
		4.50 or above	-.50210*	.007	
	2.31-39 year	3.40-49 year	.13423	.253	
		4.50 or above	-.30658	.076	
	3.40-49 year	4.50 or above	-.44080*	.018	
Principle.5.mean	1.Under 30 year	2.31-39 year	-.23825*	.042	
		3.40-49 year	-.07069	.598	
		4.50 or above	-.33345	.069	
	2.31-39 year	3.40-49 year	.16756	.146	
		4.50 or above	-.09520	.574	
3.40-49 year	4.50 or above	-.26276	.148		

	year			
Principle.6.mean	1.Under 30	2.31-39 year	-.18123	.096
	year	3.40-49 year	-.00738	.953
		4.50 or above	-.32305	.058
	2.31-39	3.40-49 year	.17385	.104
	year	4.50 or above	-.14182	.368
	3.40-49	4.50 or above	-.31567	.062
	year			
Principle.7.mean	1.Under 30	2.31-39 year	.18547*	.049
	year	3.40-49 year	-.05960	.580
		4.50 or above	-.37912*	.010
	2.31-39	3.40-49 year	.12587	.173
	year	4.50 or above	-.19365	.155
	3.40-49	4.50 or above	-.31953	.029
	year			

* The mean difference is significant at the 0.05 level

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Appendix E:

TABLE 2: Post Hoc Tests for Work Experience in HEIs

LSD	Multiple Comparisons					
	Dependent Variable	(I) Work experience in HEIs:	(J) Work experience in HEIs:	Mean Difference (I-J)	Sig.	
Principle.1.mean	1. Less than 5 years	2. 6 -10 years		.34608*	.003	
		3.11-15 years		.41380*	.004	
		4. more than 15 years		-.90862*	.000	
	2. 6 -10 years	3.11-15 years		-.06781	.647	
		4. more than 15 years		-.56355*	.000	
		4. more than 15 years		-.49573*	.005	
	Principle.2.mean	1. Less than 5 years	2. 6 -10 years		-.17485*	.033
			3.11-15 years		-.20583*	.043
			4. more than 15 years		-.46110*	.000
2. 6 -10 years		3.11-15 years		-.03098	.768	
		4. more than 15 years		-.28625*	.010	
3.11-15 years		4. more than 15 years		-.25526*	.043	
Principle.3.mean	1. Less than 5 years	2. 6 -10 years		-.17828	.110	
		3.11-15 years		-.23016	.095	
		4. more than 15 years		-.59305*	.000	
	2. 6 -10 years	3.11-15 years		-.05189	.716	
		4. more than 15 years		-.41478*	.006	
	3.11-15 years	4. more than 15 years		-.36289*	.034	
Principle.4.mean	1. Less than 5 years	2. 6 -10 years		-.17273	.111	
		3.11-15 years		-.33271*	.013	
		4. more than 15 years		-.74066*	.000	
	2. 6 -10 years	3.11-15 years		-.15998	.249	
		4. more than 15 years		-.56793*	.000	
	3.11-15 years	4. more than 15 years		-.40795*	.014	
Principle.5.mean	1. Less than 5 years	2. 6 -10 years		-.19589	.067	
		3.11-15 years		-.35449*	.007	
		4. more than 15 years		-.62637*	.000	
	2. 6 -10 years	3.11-15 years		-.15860	.246	
		4. more than 15 years		-.43048*	.003	
	3.11-15 years	4. more than 15 years		-.27188	.097	

Principle.6.mean	1. Less than 5 years	2. 6 -10 years	-.16840	.090
		3.11-15 years	-.33734*	.006
	2. 6 -10 years	4. more than 15 years	-.57072*	.000
		3.11-15 years	-.16893	.184
Principle.7.mean	1. Less than 5 years	4. more than 15 years	-.40232	.003
		3.11-15 years	-.23339	.125
	2. 6 -10 years	2. 6 -10 years	-.19498*	.024
		3.11-15 years	.24505*	.022
3.11-15 years	4. more than 15 years	.47249*	.000	
	3.11-15 years	-.05007	.651	
	4. more than 15 years	-.27751*	.017	
	3.11-15 years	4. more than 15 years	-.22744	.086

* The mean difference is significant at the 0.05 level

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