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A study of Total Quality Management and Leadership at the
Ministry of Education in Oman

By

Salim Mohamed Salim Al Mushaifri

MEd, BA

Submitted in the fulfilment requirements for the
Degree of Doctor of Philosophy in Education

School of Education
College of Social Sciences
University of Glasgow
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Abstract

This study aims to investigate the quality of leadership practices of Omani educational leaders at the Ministry of Education Central Headquarters and eleven educational governorates — namely: director generals, assistant director generals, directors, assistant directors, and head teachers. The specific aims of the project are to investigate the leadership styles of educational leaders in the Ministry of Education, to investigate the application of Total Quality Management (TQM) principles by these educational leaders and its impact on the Omani educational system, to review current leadership practices, to highlight the obstacles that educational leaders may encounter and to present some alternative suggestions aimed at improving current leadership practices. The study employed a mixed-methods approach. The quantitative method, consisting of a questionnaire filled out by educational leaders, focused on Omani educational leadership practices and their impact on the quality of the Omani education system. The quantitative portion of the study considered five leadership styles: transformational, transactional, participative, autocratic and laissez-faire. The number of respondents to this questionnaire was 359. The qualitative method comprised 29 interviews designed to gather data relevant to the study objectives. The results show that Omani educational leaders ranked participative leadership as the style they prefer to apply in their schools. SPSS was used to analyse the quantitative data and a thematic analysis approach was employed for the qualitative data. There was a weak positive correlation between educational leaders' leadership practices and TQM principles. The results also show that leadership practices do have an impact on the Omani Education system. In addition, educational leaders face several barriers that prevent the improvement of the quality of leadership practices. The study contributes to the literature by focusing on the importance of leadership to TQM, as there is a lack of research into this relationship, both in general and particularly in Oman. Furthermore, this study will help Omani officials and policy makers realize the importance of improving the quality of the leadership practices of educational leaders, and some strategies will be recommended to aid educational leaders in enhancing the quality of their leadership practices.

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Term Definitions

1. Ministry of Education

The Ministry of Education in Oman.

2. Educational Governorates

The eleven educational governorates in Oman that work under the Ministry of Education, as follows:

- i. Muscat Educational Governorate
- ii. Dhofar Educational Governorate
- iii. Al Dakhiliyah Educational Governorate
- iv. South of Al Batinah Educational Governorate
- v. North of Al Batinah Educational Governorate
- vi. Al Dhahirah Educational Governorate
- vii. Al Buraimy Educational Governorate
- viii. Al Wusta Educational Governorate
- ix. South of Al Sharkiyah Educational Governorate
- x. North of Al Sharkiyah Educational Governorate
- xi. Musandam Educational Governorate

3. Educational Leaders

All officials with leadership positions employed at the Ministry of Education Central Headquarters, educational governorates and schools; namely, director generals, assistant director generals, directors, assistant directors and head teachers.

4. Educational Beneficiaries

All the people and organisations that benefit from the educational services in Oman, including all the employees of The Ministry of Education, students, teachers, parents, communities and organisations.

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Author's Declaration

I declare that, except where explicit reference is made to the contribution of others, that this dissertation is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.

Signature _____

Salim Mohamed Al Mushaifri

Chapter 1 Introduction

1.1 Introduction

Achieving quality in education is one of the most important objectives for all governments across the world. The delivery of exceptional services in education is crucial as it is not possible to achieve great success in the world of economics and increase the quality of production without high quality education. According to Uz-Zaman and Anjalin (2016: 208), “...the pressure and demand for quality education is increasing because it is believed that quality education is one of the fundamental building blocks of economic development.”

In the contemporary world, global challenges oblige governments to implement scientific methods and invest human resources that are able to better execute their work in a more professional and effective way. Thus, education officials seek, through applying Total Quality Management, to improve the education system, enabling it to cope with educational and administrative updates and make developments in order to excel within the field.

Total Quality Management is considered to be one of the most recently updated administration concepts. It is based on principles, standards and philosophies that can be adopted by any organisation to achieve efficient and excellent performance. According to Morgan and Murgatroyd (1994: 5), “Total Quality Management is a way of managing an organisation so that every job and every process is carried out right, the first time and every time; it affects everyone.”

Zairi *et al.*, (1994:42) defines Total Quality Management as “...a positive attempt made by the organisations concerned to improve structural, infrastructural, attitudinal, behavioural and methodological ways of delivering to the end customer, with emphasis focussed on consistency, improvement in quality, competitive enhancements and all with the aim of satisfying or delighting the end customer”. Moreover, Law and Glover (2000: 203) add that ideally, quality processes should flow out of each organisation’s strategic plan and incorporate concerns in relation to culture, commitment and communications.

In the educational domain Total Quality Management means executing the work accurately and in accordance with the specified educational standards required to raise the level of outcome quality, with the least effort and cost. Al Husain (2013) said that most of the definitions pertaining to the quality of education are concerned with achieving the needs and expectations of beneficiaries. In addition, according to Al Madhaky (2012), quality management helps education systems to prosper by offering continuous development opportunities, not only for education processes, but also for administrative work. Furthermore, educational organisations need to conduct self-evaluation exercises which focus on effective participation from all the beneficiaries in areas such as decision-making and transparency to develop the quality of education and enhance performance, all of which will ultimately lead to better quality outcomes.

Al Shahir and Al Farsi (2017) emphasise that in order for educational organisations to successfully achieve quality management, it is crucial that all of the organisation's members are involved from the top down. In addition, organisational aims, hierarchy, work processes and procedures need to be strategically planned, developed and implemented. Based on the above benefits of TQM and its applications in the education sector, this approach is no longer an option, but has become instead an urgent necessity imposed by the reality of this sector, especially following the significant attention that this concept has received in the developed world.

Total Quality Management has different principles and, as such, is interpreted differently by different scholars. For example, (Dahlgard *et al.* (1995: 446) listed the main principals of Total Quality Management as being management commitment (leadership); a focus on the customer and the employee; a focus on facts; continuous improvements; and the inclusion and participation of all interested parties.

In addition, several scholars state that leadership and leadership commitment are the main factors when applying Total Quality Management (Zairi, 1994; Dahlgard *et al.*, 1995; ASaleh, 2005; Gabriela, 2011; Mustafa and Bon, 2012; Saiti, 2012). Moreover, the lack of effective leadership practices is a crucial obstacle in the application of Total Quality Management in an organisation (Al Zoman and Abu Baker, 2007). Most quality gurus

emphasise the importance of leadership in the application of Total Quality Management in an organisation. The Table 1-1 below summarises some of their views in this regard.

Table 1-1 Quality gurus' views of the importance of leadership (by researcher)

Deming	Juran	Crosby	Feigenbaum
94 per cent of quality-related problems stem from management.	80 per cent of quality-related problems stem from management	It is the responsibility of management to achieve quality and set goals.	One approach to quality focuses on quality leadership.

Thiagarajan and Zairi (2009) believe that senior managers play a major role in achieving Total Quality Management and are obliged to create an environment which promotes quality within an organisation as a way of life. Kiran, (2016) identifies some roles of leaders to ensure that quality management is achieved. These include: commitment to quality, spreading a quality culture, encouraging continuous improvement within the organisation, building strong teams, ensuring effective communication channels are in place from the top down, creating motivation and reward systems, building common quality objectives for the organisation, encouraging positive relationships, providing ongoing training programmes and removing all obstacles from the workplace. This issue will be explained in more detail in Chapter Three.

In Oman the education system began in 1970 with a total of three schools. By 2017, the number of schools had increased significantly to a total of more than 1100 schools. In addition, the numbers of teachers and students had also increased to 56428 and 562423 respectively (Ministry of Education, online a). Over the last few decades the Omani government has made a huge effort to improve the education system and improve the quality of educational outcomes. Moreover, the Omani government gives special attention to education because it is aware of its importance and the role it plays in meeting the countries development objectives, as well as its sensitive and effective influence upon the future of its people.

As a result, in order keep in line with international standards, the Omani education system has experienced many significant changes. Within a short period of time, all aspects of education have developed, particularly in relation to the quantity of education institutions and the quality and standard of education being delivered. Some of the changes have included developing the education curriculum, preparing and training Omani teachers, spreading education amongst adults and reducing the numbers of illiterate citizens in the country.

In addition, the Ministry of Education has started to execute its duties in accordance with the principles of quality management. An example of this is the establishment of a Quality Control Department. This Department follows up on the execution of educational projects and programmes and makes sure that quality principles are met. This will be examined later in Chapter Two.

This research is essential for the Omani education system as it covers the topics of total quality management and leadership, specifically in an Omani context. This research may raise awareness of the important role total quality management plays in enhancing the education system for the decision makers at the Ministry of Education in Oman. As a result, they may then pay more attention to applying principles, such as communications with educational beneficiaries, as well as highlighting their involvement in the decision making process in enhancing the education system and improving its performance.

1.2 Research Problem

As discussed above, leadership is one of the most important elements of TQM; hence, organisations that seek to be successful should pay attention to developing the skills of their leaders and spreading a quality culture throughout their organisation. Ameen and Abdulkader (2011) believe that in order to achieve quality in education, one of the major responsibilities of education leaders is to focus on involving their subordinates in decision-making, implementing rewards and motivation systems, and providing training programmes. In addition, Total Quality Management should be included in the organisation's strategic plans,

with dedicated financial resources provided which have been designed ultimately to enhance the level of student performance.

In the Omani context the education system faces some challenges regarding its efficiency, outcomes and leadership. Al Sulaiti (2000) states that the education systems in the Gulf states (Oman, Saudi Arabia, Bahrain, Qatar, United Arab Emirates and Kuwait) are under pressure due to the urgent need to enhance the quality of the education system, which presently does not have the required level of skills needed to cope with economic development. Al-harhi (2010) states that the Omani education system began to pay attention to the quality of education in the mid of 1990s by introducing new education reforms which focus on developing the curriculum, introducing training programmes and focusing on a student-centred learning approach to teaching. In addition, the education system is also facing challenges regarding the involvement of beneficiaries of the education process and raising the criteria for selecting, preparing and rewarding teaching, administrative and technical staff.

Education leaders at the Ministry of Education in Oman, such as the director generals, assistant director generals, directors, assistant directors and head teachers, play a major role in the management of educational processes. They face several challenges which hinder their work processes, such as having no clear standards for choosing administrative leaders, unclear work plans for education leaders, which are then executed inaccurately, centralisation, a lack of evaluation processes for administrative work and the duplication of work across the departments within the Ministry of Education. As such, subjectivity prevails when executing the work (Al Nabhani, 2013; Al Jahori, 2013; Al Akzami, 2014).

The Ministry of Education conducted a joint study with the World Bank in 2012. The study made a number of recommendations for the ministry regarding the improvement of its leadership practices; these included specifying clear roles and enhancing the leadership skills of education leaders, encouraging and rewarding them as an incentive to increase their performance and providing them with more authority, particularly the leaders located in the educational governorates and schools. The issues they identified are in accordance with those identified in the present study. They also correspond with the researcher's own experience

through his employment as a manager at the Ministry, where the researcher gained first-hand knowledge of the lack of quality in leadership processes.

As a result of these findings it is imperative that education leaders and all relevant officials are made aware of the correct procedures that need to be implemented and monitored in order to increase the competency of standards in the Omani education system. Furthermore, it is now time for the Ministry of Education to address and tackle the issues and challenges facing the education system and give more attention and importance to its education leaders by providing them with required level of knowledge and skills, whilst also taking into account TQM principles. Therefore, this study focuses on investigating the quality of leadership and leadership styles of the Omani education leaders using the views of the education leaders in the Ministry of Education in Oman.

1.3 Research Aims

This study has several aims, as outlined below:

1. To investigate the leadership styles of education leaders in the Ministry of Education.
2. To investigate the application of Total Quality Management principles by education leaders in the Ministry of Education and their impact on the Omani education system.
3. To review current leadership practices and highlight obstacles which education leaders may encounter.
4. To present some alternative suggestions aimed at improving leadership practices.

1.4 Research Questions

The study is guided by five overarching research questions, as follows:

1. What are the leadership styles employed by education leaders in the Ministry of Education in Oman?

2. To what extent do the leadership practices of education leaders in the Ministry of Education in Oman match with Total Quality Management principles?
3. What impact do the leadership practices of education leaders have on the quality and management of the education system in Oman?
4. What are the challenges affecting the improvement of the quality of leadership in the Ministry of Education?
5. What are the suggestions to improve the quality of leadership in the Ministry of Education?

1.5 The Significance of the Study

This study is significant as it includes all the education leaders at the Ministry of Education. In addition, as Total Quality Management is one of the new trends in Oman, there is a shortage of studies conducted on this topic. The linkage between TQM and leadership in the field of general education is also a crucial issue which has not been paid enough attention in Oman. As a result, this is the first study to be conducted in this context.

It is expected that the results of this study will help the planners and specialists at the Ministry of Education prepare a clear framework which aims to improve the performance and competence of the education leaders, and thus develop the education system so it is able to overcome the challenges and obstacles that it faces. This can be achieved by raising the awareness of TQM among education leaders in the Ministry of Education and the educational governorates, particularly as the Ministry of Education has given this matter special attention and has recently established its Quality Control Department within the organisational structure of the Directorate General of Planning and Quality Control.

1.6 Research Methods

The study will apply the mixed-methods approach. A quantitative questionnaire and qualitative series of interviews will be conducted in order to explore the above research

questions. Participants will include all the education leaders at the Ministry of Education Central Headquarters, the eleven educational governorates and school head teachers.

1.7 Outline of Study

This study comprises eight chapters. In addition to this chapter, the following chapter presents an overview of Oman and its education system. Chapter Three reviews the literature regarding Leadership, Total Quality Management and Total Quality Management and Leadership. Chapter Four addresses the research methodology of the study. Chapter Five contains the quantitative data analysis, while Chapter Six presents the qualitative data analysis. Chapter Seven discusses the findings of the study and finally, Chapter Eight provides the conclusion and recommendations.

Chapter 2 An Overview of Oman and the Education System

2.1 Introduction

This chapter presents an overview of Oman, its location, economy and history, particularly in respect of the noticeable changes it underwent following 1970 as it entered into the current era of the Sultan (Qaboos bin Said). The developmental stages and other important aspects of the education system in Oman will also be highlighted; including the role of The Ministry of Education plays in enhancing the performance of education institutions. The chapter concludes by presenting the efforts of the Ministry to attain quality in education, the challenges currently facing the education system, and highlights the plans for the education system in the future.

2.2 Geography

The Sultanate of Oman is situated in the southeast of the Arabian Peninsula. It is located between latitudes 16°40' and 26°20' north and longitudes 51°50' and 59°40' east. The coastline of Oman is around 1700 kilometres in length, from southeast Oman up to the north of the Musndam Governorate. The capital of Oman is Muscat. Oman borders with Saudi Arabia in the west, the United Arab Emirates in the north, the Republic of Yemen in the southwest, and the Arabian Sea in the east. The area of Oman is approximately 309,500 km² (Oman News Agency, online).

The Omani landscape contains a number of different types of topography including islands, mountains, deserts and wadies. The highest mountain in Oman reaches 3000 meters above sea level (Ministry of Education, 2007a). Oman is categorised as being one of the hottest regions in the Middle East. The climate can be divided into two types: hot and humid in coastal areas in the summer and dry in the interior. At the south of Oman, in the Dhofar Governorate, the climate is completely different due to the monsoon season, which takes place between June and September when the temperature decreases (Ministry of Education, 2004).

The average temperature in the north of Oman is 32-48°C from May to September and 26-36°C from October to April (Ministry of Information, 2015a).

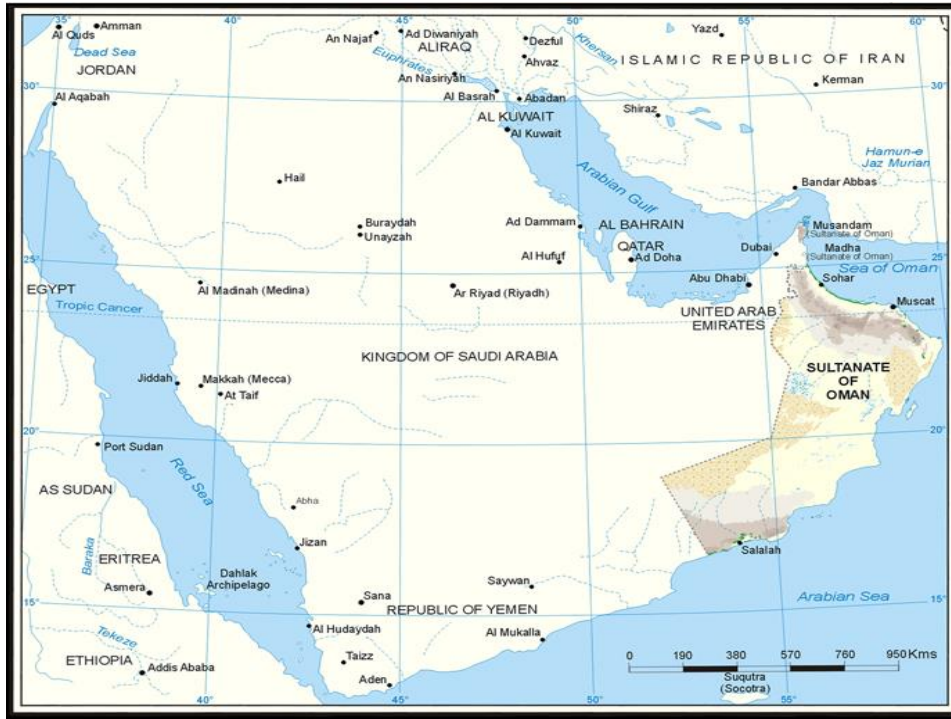


Figure 2-1 Oman Geography
Source: (Oman National Survey Authority, online)

2.3 Economy

Oman has witnessed a remarkable amount of economic development over the past decade since the government began to pay attention to building stronger road networks, ports and airports, all of which significantly contribute to improving the country's economy (Ministry of Education, 2007a). However, as its economy is heavily reliant on oil, according to (Gonzalez, 2008:147) "Oman is dealing with a less than certain economic future because its oil reserves – its major source of revenue since oil was discovered here in 1964 – are quickly being depleted". Consequently, the Omani vision of the future, intended to come to fruition in 2020, was designed with the aim of stabilising the economy and increasing the roles of private sector and human resource organisations to enhance the efficiency of national economics (Oman Supreme Council for Planning, online).

In 2014 when the oil prices dropped the government gave more attention to the diversity of other national economic resources such as increasing the total gas contribution to 10% of the national income. In addition, the government focussed on improving the effectiveness of the

industry sector and also invested heavily in petrochemical factories. As a result of these additional contributions to the various industries in Oman, the national economy raised to 1% in 2014 (Ministry of Information, 2015a).

The agriculture, fisheries and tourism sectors also play a very fundamental role in supporting the national economy. Indeed, Oman is a growing tourist destination with a variety of tourist attractions and activities being available to tourists from all over the world. Recently, the government has created a long-term strategy for developing the tourism sectors which aims to increase the level of revenue generated by this sector for the national economy. Moreover, the government is currently planning the new 2040 future vision, which is also aimed at diversifying the national economy by exploiting all the available economic sectors to minimise the country's dependency on oil as its main source of income (Ministry of Information, 2015a).

2.4 History

The written history of Oman dates as far back as 2000 years BC. Oman was a trading centre in the Indian Ocean up until the nineteenth century, thus, throughout history Oman has had several names. These include: 'Majan', which means 'the land of copper', a name given to Oman as it was at the centre of the copper industry. Historically, Oman was also famous in the shipping industry over a long period of time and as such, another former name was 'Mazon', which related to the vast amount of available water resources it had access to in comparison to other Arabic countries. Throughout history, Oman was also famous in the field of agriculture.

The literature highlighted the different views of scholars in respect to how the name 'Oman' came to pass. Some scholars believe this is related to the name of the son of the prophet 'Ibrahim', namely, Oman bin Ibrahim. However, other scholars relate the name Oman to a place in Yemen also named Oman, as a lot of people who settled in Oman originally came from Yemen (Ministry of Information, 2015a).

Oman was one of the first countries to convert to Islam and to contribute to spreading the Islamic religion. At the beginning of sixteenth century the Portuguese controlled the Omani Coast

until they were expelled in 1650 by the Omani people. The new Sultan (Said bin Sultan) became the head of the country in 1804. In this era, Oman started to build diplomatic relations with the United States of America and Europe and began working towards increasing the economic sector of the countries. Furthermore, Said bin Sultan also made Zanzibar in the East of Africa the second capital of Oman (Gonzalez, 2008).

In summary, the Omani civilization has a famous and long history which aids the country to remain connected to, have sound economic and commercial relationships and continually develop and maintain good friendships with, countries around the world. These friendships and commercial relationships enable Oman, in this modern era, under His Majesty Sultan Qaboos, to continue its role of collaborating with other countries and spread peace to all nations around the globe.

2.5 Population

In October 2017 the total population of Oman is estimated to be 4,635,997 million, comprising 262 million Omanis, representing 50% of the total population, and 2,107,345 million expatriates, representing 40% of the total population (National Centre for Statistics and Information, online).

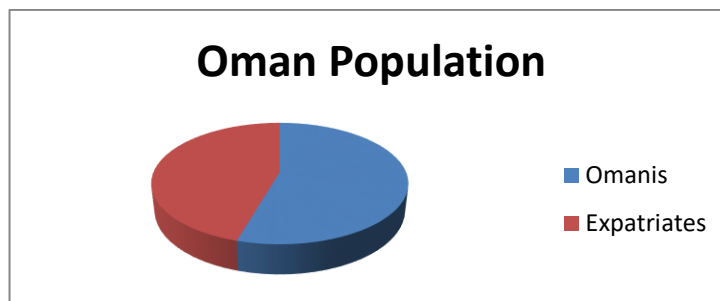


Figure 2-2 Oman Population, October (2017) (by researcher)

2.6 Leadership and quality management in Oman

Since His Majesty Sultan Qaboos bin Said ascended to the throne in 1970, Oman has evolved and transformed into a modern country. With the introduction of state institutions, Oman is

divided into eleven governorates, each of which is further divided into smaller districts, called wellayates. Oman has 61 wellayates in total and each governorate has a government representative called a ‘governor’ or ‘Mohafth’. Furthermore, each wellayate has a government representative called a ‘Wali’.

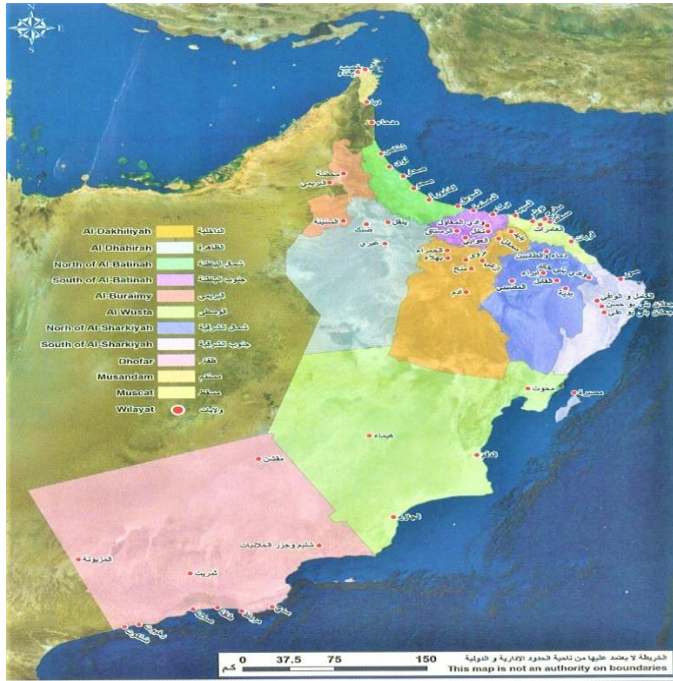


Figure 2-3 Oman Governorates
Source: Ministry of Education (2015)

In 1996 the Royale Degree issued The Basic Statute of the State. The Statute is a legal framework for all citizens and organisations and is used to run the country. It is also the source for Oman policies in all fields (Ministry of Information, 2015a). In respect of education, the Basic Statute includes several principles for directing the education system in Oman, as listed below:

1. Oman is an independent Arab state of a complete sovereignty.
2. Islam is the religion of the state and the sharia is the source of legislation.
3. Emphasis is placed on justice, consultation, equality and the right of involvement in public affairs.
4. Enforcement of loyalty to the country and to His Majesty the Sultan.

5. Work towards achieving economic and social development.
6. Encourage the concept of free economy and cooperation between public sectors.
7. Provide basic education for all and fight illiteracy.
8. Encourage the establishment of private schools and institutes under the supervision of the government.
9. Preserve national heritage and encourage sciences, arts, literature and scientific research.
10. Assure the importance of the family and provision of care to its members and develop their abilities and faculties through the provision of suitable conditions (Ministry of Education, 2009: 22-23).

The structure of the organisation for the state includes three levels; first is His Majesty the Sultan, second is the Minister's Council, which helps the Sultan to design and implement the general policies for the country to ensure a high standard of living for Omani citizens and finally, the remaining councils – such as the Civil Service Council, which designs all policies regarding administrative development for all the ministries, the Tenders Council, the Research Council, the Supreme Planning Council and the Education Council (further explanation of the latter will be introduced later in this chapter).

The Omani government plans five year strategies to run the country; this policy started in the early seventies and the country is currently in the ninth five-year plan (2016-2020) (Ministry of Information, 2015a). In terms of leadership practises, Rajasekar *et al.* (2013) asserted that the leadership practices of most of the Middle Eastern countries are shaped by culture. Common (2011: 215) states that “Oman has a culture that is potentially supportive of participative leadership”. On the other hand, Al-Araimi (2012), in his study of leadership styles of managers in the civil service in Oman, found that they practise transformational and transactional leadership.

In Oman, the Institute of Public Administration has a fundamental role in training and qualifying administrative leaders by offering training courses which aid development and enhance knowledge and skills (Institute of Public Administration, online). Al-Araimi (2014) argues that currently in the Arab world, most leaders' training programmes do not follow any clear plans or have any real aims. In 2017 the Omani government introduced the National

Leadership and Competitiveness Programme as a comprehensive program aimed at building and qualifying administrative leaders in order to enhance the efficiency of all the government sectors (National Leadership and Competitiveness, online).

In his speech at the Omani Council Annual Meeting in 2008, His Majesty gave an order to all government organisations to review their performance and apply the best techniques to facilitate the effective management of all government services, and speed up the decision-making procedures for all the citizens and residents of Oman. As a result, to put this into practice, the Ministry of Civil Service, which has the responsibility of planning the administrative development procedures for all ministries, guided all other Omani ministries to apply quality management systems so as to achieve the satisfaction of all beneficiaries and involve all employees in decision-making processes, making decisions based on data analysis. According to the Ministry of Civil Service, the adoption of quality management in all government organisations is urgently needed for the following reasons:

- to empower all government organisations, thus enabling them to deliver the highest level of services to the satisfaction of all beneficiaries;
- to create competitions between all government ministries to see who offers the best services to all beneficiaries and rate the standard of success;
- and to reduce bureaucracy in the ministries' services and encourage flexibility in their works (Ministry of Civil Service, 2013).

All governmental organisations should adopt the above instructions for applying quality management by adding value to their services, as values "... are the guiding principles of life that contribute to the all-round development of an individual" (Kalita, 2015: 566). According to Buchko (2007:37), organisations should have a set of values in order to exist, increase its performance and establish an effective unity among its subordinates.

Eikenberry (2010) point out that good values are essential for any leader as values can assist them in influencing their subordinates, provide clarity to the organisation's goals and improve the quality of decision-making processes. O'Sullivan (2009) explained that creating values in organisations can convince subordinates to utilize them in their work processes which is extremely important for achieving an organization's vision and purpose.

In the field of education, Kalita (2015) emphasises that values is one of the fundamental components of the philosophy of the education system. Values provide direction by adding quality to the education system and humanity to life by shaping behaviours as values teach the nation whatever is essential for their society. Basha and Ramana (2018:780) stress that values are urgently needed in every element of the education system to prepare learners to be good citizens and be successful in their lives. It is important to provide students with values as this will help them in the following ways:

- improving their personality;
- improving their manners and encouraging them to act respectfully within their society; increasing their democratic thinking;
- encouraging tolerance and being more accepting others; and
- encourage them to make all decisions in their life based on values and principles.

Aneja (2014) provided some examples of values which should embedded in the education system. Values, such as honesty, respect of others, kindness, cooperation, forgiveness, hard work and compassion, should be taught to students in order that they apply them in their own lives. Furthermore, Dimmock (2003 :16-17) asserts that education leaders should set values in education in order to improve educational organization. These include:

- learning-centered education: a belief in the primacy of learning as the focus of what happens in the school;
- innovation: a belief in experimenting with new ideas and implementing change as a means of improving schools;
- lifelong learning: a belief that a major goal of the school is to develop a view of learning as a continuous and ongoing process throughout its community;
- educational for all: a conviction that all students have a right to a relevant and meaningful education;
- service-orientation: a belief that a school be flexible and responsive in meeting the diverse needs of its community;
- empowerment: a commitment to the meaningful involvement and participation of school community members in the life of the school;

- equity and fairness: a belief that the rights of all schools in the community are duly recognized and that individuals be treated with justice and integrity; and
- whole person development: a commitment to producing students with a well-rounded and balanced education.

Aneja (2014) and Kalita (2015) mention some suggestions for applying values in education, for example:

- embed values in the school curriculum;
- train teachers and prepare them to teach values to the student;
- school leaders and teachers should be a role model in their students and have a positive influence on their behaviour;
- create a positive environment in the school to teach and learn values; and
- collaborate with families and communities to promote values among students.

The Ministry of Education in Oman might adopt the above instructions for applying quality management into the education system by introducing them under the framework of educational values. As the Omani education system pays more attention to integrated values in education, just as the Islamic values are the primary pillars of the Omani education system also, the aim of the education system in Oman is to encourage a variety of values such as collaboration, honesty, equality, work and productivity values.

The education system would benefit by encouraging competition between the ministries by promoting teamwork and collaborative work within the educational institutions in order to provide high quality services for all educational beneficiaries. In addition, involving the educational beneficiaries in all educational process in order to provide good services to the students and other educational beneficiaries will help all organizational organizations to achieve the aims of the education system as a whole.

As a result, currently most ministries employ adequate International Organisation Standardisation (ISO) in their workplace.

2.7 The education system in Oman

2.7.1 The principles and aims of the education system in Oman

In planning the education system, the Omani philosophy of education is guided by the Ministry of Education. Furthermore, the framework for policies and strategic plans for all educational bodies in Oman contains a number of predetermined principles and objectives. “The principles and objectives are guidelines on how to build and develop all elements of the education process” (Education Council, 2017: 20).

This philosophy comes from a number of sources, such as the Islamic faith, the thoughts of His Majesty the Sultan of Oman, the Basic Statute of Oman, the characteristics and needs of the Omani society, the future plans of the state and the characteristics of Lerner and modern educational tendencies (Education Council, 2017). The Table 2-1 below explains the sixteen principles of Education in Oman.

Table 2-1 The sixteen principles of the education system in Oman

1. The integrated growth of learners	9. Education is a national responsibility and partnership
2. Identity and citizenship	10. High quality education for all
3. National prestige and respect	10. Education and work
4. Good values and behaviour	12. A society based on knowledge and technology
5. Education on human rights and duties	13. Research and innovation
6. Responsibility and accountability	14. Entrepreneurship and initiatives
7. Education for al ‘shura’ (consultation)	15. Education for peace and mutual understanding
8. Education for sustainable development	16. Life-long learning

Source: (Education Council, 2017: 20-28)

As can be seen in the above table, the sixteen principles outlined provide a comprehensive guidance structure for the education system in Oman, which is focussed on building and

nurturing an integrated and well-rounded personality for Omani students. It also aims to provide them with high quality education so they are equipped to deal with the latest international developments.

2.7.2 The higher education system

The higher education system in Oman has developed rapidly over the last two decades. It originally began during the early seventies when the Omani governments made an effort to provide free higher education opportunities for all and offer scholarships to some students outside the country. In 1986 the first higher education institution was established when the government established the Sultan Qaboos University, which provided Omani students with a higher education qualification (Issan and Gomaa, 2010).

According to (Baporikar and Ali Shah, 2012: 9):

The higher education sector in Oman has grown and made significant developments during the last decade. Indeed, the government is investing heavily in the education sector with the aim of improving its infrastructure, providing an increasing number of opportunities and focussing on education for women so as ensure equality and equity. The spread of Higher Education Institutions (HEIs) of all types, diversified programmes and the establishment of the Quality Assurance Council is a testimony to the importance given by the nation to ensure the quality of higher education and that the needs and requirements of the 21st century are met.

Omani higher education organisations cover a variety of sectors, such as technical, health, banking and finance, education and Islam. The general aim of all of these organisations is to provide the employment sector with qualified and skilled human resources. Furthermore, the higher education in Oman is divided into government institutions and private institutions, as detailed below.

2.7.2.1 Government Institutions

Sultan Qaboos University: established in 1986, this is the only government university in Oman with supervision under the Education Council as mentioned above at the (figure 2-4). The University includes nine colleges, namely: The College of Arts and Social Science, The College of Education, The College of Economics and Political Science, The College of Agriculture and Marine Science, The College of Medicine and Health Science, The College of Nursing, The College of Law, The College of Engineering and The College of Science (Sultan Qaboos University, online).

2.7.2.2 Applied Science Colleges

In Oman there are five applied science colleges under the Ministry of Higher Education. They teach a variety of specialist subjects, including information technology, communication, international business, English, engineering and design (Ministry of Higher Education, online a).

2.7.2.3 Private Higher Education

The private higher education sector in Oman has witnessed quantitative and qualitative development over time, and there are now 27 private universities and colleges, accommodating around 60,294 students. Sohar University, Buraimi University, Oman Medical College and Caledonian College are just some of these institutions.

The Table 2-2 below shows the number of higher education institutions in Oman.

Table 2-2 Breakdown of higher education organisations in Oman in the academic year 2013/14

Organisations	Universities	Colleges	Specialist institutions	Total
Government organisations	1	16	13	30
Private organisations	7	20	0	27
Total	8	36	13	75

Source: (Education Council, 2014)

In addition to the above efforts made by the Omani government to provide students with higher education qualifications, the Ministry of Higher Education offers scholarship programmes for Omani students at different levels of higher education levels (undergraduate and postgraduate levels), studying both inside and outside of Oman, and to provide them with the required level of skills and knowledge needed to achieve national economic demands (Al Najar, 2016). However, Issan (2010) argues that the quality of the private higher education institutions in Oman are not achieving the required outcomes as their programmes are not focussed on technical education and they do not meet the labour market needs of the country.

2.7.2.4 Quality Management in higher education

The Ministry of Higher Education introduced the European Framework for Quality Management (EFQM) as the first management organisation in Oman. According to The Ministry of Higher Education, this ‘excellence model’ was applied in order to enhance existing management systems, develop the working environment, enhance the Ministry’s hierarchy and adopt new techniques for gaining employment in an acceptable and accurate manner. Moreover, it helps the planners and decision-makers put in place aims and descriptions for the work, connecting the responsibilities of all employees, thus enabling the aims to be achieved and minimising unhappiness amongst the workforce. In addition, this programme helps planners at the ministry to build measurement tools to evaluate the ministry’s performance and overcome any obstacles to achieving best practice towards providing satisfaction to the beneficiaries (Ministry of Higher Education, online b).

In order to ensure the quality of higher education institutions in Oman the government has also established Oman Academic Accreditation Authorities (OAAA), tasked with evaluating the performance of higher education institutes and providing accreditation in academic and administrative work, based on Omani accreditation standards (Oman Academic Accreditation Authority, online).

2.7.3 Management of the education system in Oman

The management of education in Oman was previously apportioned between the various ministries; each ministry was responsible for creating its own plans and policies which were subsequently accredited by the Ministries' Council. Recently, however, the Education Council has been established by Royal Decree 48/2012. This council aims to promote education in its different forms, levels and outcomes and ensure its quality, in keeping with the state's overall policy, national development plans and the demands of the labour market (Education Council, online a).

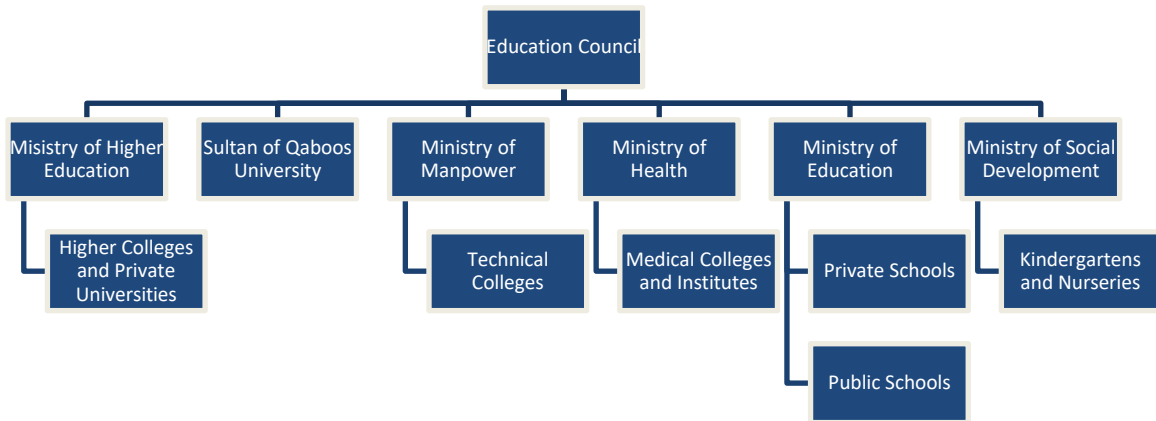


Figure 2-4 The education management in Oman (by researcher)

The main roles of The Educational Council can be summarised as follows:

1. To set and implement the general policy of the education system in order to successfully achieve the country's policies and develop the national economy.
2. To follow up and evaluate the quality of the education system to ensure the success of quality outcomes.
3. To develop and review all educational plans and programmes and ensure they are able to cope with international developments.

4. To implement all the procedures necessary to ensure integration and connectivity between general and higher education.
5. To make connections between educational programmes and the Omani labour market.
6. To organise the procedures and standards for enrolling students in higher education institutions.
7. To review curriculum educational programmes, manage student assessment criteria and supervise management to ensure it is in line with the state policy.
8. To approve higher education plans and follow up their application.
9. To monitor and follow up on any problems with the management and operation of the education system and implement plans to resolve any issues.
10. To support and encourage the contribution to educational publications and exchange experiences with educational bodies internationally.
11. To supervise Oman's Academic Accreditation Authority.
12. To approve the establishment of new higher education institutions.
13. To propose all new laws and evaluate and update current educational laws.

(Education Council, online b)

Thus, it is clear from the roles outlined above that the Educational Council is the only authority tasked with managing and evaluating the efficiency of the education system in Oman, ensuring its development is based on the rapid changing world.

2.7.4 General education system in Oman

Within the Omani education system, The Ministry of Education formed three management levels, namely: the central level, the local level (represented by eleven educational governorates) and the school level. According to The Ministry in Education and World Bank (2012: 207), the concept of

good governance and management systems in education covers many dimensions, including the government's capacity to formulate sound education policies, allocate and ensure the efficient use of resources to provide high-quality education services, develop effective management processes that allow public oversight of the delivery of education services and student learning quality, hold providers accountable and encourage respect for schools and other education institutions by the citizens of Oman.

It can be stated that the Ministry of Education follows the top-down approach in managing the education system in Oman as the main bulk of planning and decision-making is carried out in the Ministry's headquarters. The primary role of the eleven educational governorates is to implement the Ministry's policies and decisions, apply the national curriculum and evaluation system, prepare the educational plan for the educational governorates and their financial budgets, collect educational data and send it to the ministry's headquarters, allocate teachers and supervisors, follow up on the performance of teachers and administrative staff and provide support for all schools (Ministry of Education, 2006).

2.7.4.1 The history of the general education system in Oman

The official education system in Oman was established in 1970, when His Majesty Sultan Qaboos bin Said ascended to the throne. It was a "centralised education system to ensure that common national standards were applied" (Ministry of Education, 2012: 214). Initially, there were only three schools in existence at a primary level, with a total of 909 male students. His Majesty gave education special attention as he believed that the introduction and development of an effective education system in the country would aid the creation of an effective and dynamic Omani generation. In an early speech in 1972, His Majesty asserted that:

Education was my great concern and I saw that it was necessary to direct efforts to spread education. We have given The Ministry of Education this opportunity and supplied it with the capabilities needed to break the chains of ignorance. Schools have been opened regardless; the important thing is that there should be education, even under the shadow of trees (Ministry of Information, 2015b: 19).

In the early 1980s The Ministry of Education started to improve the quality of education by reviewing the curriculum, teachers' qualifications and pedagogy. The school stages were divided into three levels, as follows:

- Primary School - grades 1-6;
- Preparatory School - grades 7-9; and
- Secondary School - 10-12.

(Rassekh, 2004)

The phases of the education system development are explained below.

2.7.4.1.1 The phases of educational development in Oman

The first five years of new era (1970-1975)

Up until 1970 the main objective for Omani education in this period was to spread education by opening schools around the country. The end of this period saw a significant and rapid change to Omani education as the number of schools was increased from 16 schools in the academic year 1970/1971 to 207 schools in academic year 1975/1976. The number of students also increased from 6941 to 55,752, respectively. In addition, in this period the inclusion of special education in adult education took place in Muscat, the capital of the state (Ministry of Education, 2105a). In the following phases the first of the five year plans for developing the education system began to emerge.

The first five-year plan (1976-1980)

During this period The Ministry of Education continued to spread access to education with a specific focus on diversifying the types of educational institutions. It began by opening two female and male vocational schools and also started to introduce Business and Islamic Education courses in secondary level education, as well as opening the Institute of Agriculture. Furthermore, the Ministry started to replace the schools which were built using the same materials as tents with more modern, permanent brick buildings. Moreover, the number of schools and students had increased at the end of the fifth year to reach a total of 373 schools, educating 106,032 students.

The second five-year plan (1981-1985)

In this phase The Ministry of Education added new parts to some schools to enhance the quality of education, such as libraries and laboratories. By the end of the final year there were a total of 588 schools and the number of students had increased to 218,914.

The third five-year plan (1986-1990)

The Ministry continued to enhance the quality of education by adding new educational projects to the curriculum across all three levels of education.

The fourth five-year plan (1991-1995)

The aim of this plan was to achieve the right balance between the quality and quantity of education. The number of schools at the end of this plan had reached 953, with a total of 488,797 students.

The fifth five-year plan (1996-2000)

The most important achievement of the Omani education system during this phase was the introduction of a new reform and the application of a basic education system (a more detailed

explanation of the elements of this reform will be explained later in this chapter). In this period the Ministry focussed on preparing students to meet the challenges of living in the twenty-first century by providing students with new skills and a new, more modern curriculum.

The sixth five year plan (2001-2005)

The Ministry's efforts in this period were to continue to spread the availability and access to the education system, with a specific focus on developing the student assessment system, developing teacher training courses and evaluating the basic education system for grades 1-4.

The seventh five year plan (2006-2010)

This period witnessed the introduction to the new Post-Basic Education curriculum. This will be explained in greater detail later in this chapter.

The eighth five year plan (2011-2015)

The objectives of this plan were to apply quality standards in education, develop the teaching plan and continue to embed technology in education, enhance the efficiency of human resources and provide more schools with better quality tools and equipment (Ministry of Education, 2015a).

Table 2-3 Increase in the number of schools, students and teachers from 1970-2015

Years	Pre 1970	1970/71	1980/81	1990/91	2000/001	2010/11	2014/15
Number of Schools	3	16	373	779	993	1,040	1,048
Number of Students	909	55,752	106,032	355,986	554,845	522,520	523,522
Number of Teachers	30	1980	5150	15,121	26,416	45,142	56,211

Source: Ministry of Education, 2015a)

It can be said that the Ministry has made a vast amount of fundamental changes in developing the education system in Oman, which first started with His Majesty's vision to quantitatively increase the availability of education and ensure that it was made accessible to all citizens of Oman. Following this, concern began to move gradually towards the content and quality of the curriculum, with a specific focus on ensuring that all schools were provided with adequately qualified teachers as well as the necessary learning resources. Hence, as is clearly demonstrated by the figures shown in the above table, planning procedures and strategies followed throughout the evolution of the Omani education system resulted in a significant increase in the numbers of students, schools and teachers all around the country.

2.7.4.2 Educational reform

To achieve Oman's vision for its economy in 2020 The Ministry of Education has continued to make massive efforts to spread access to basic education around the country and encourage all citizens to be enrolled in government schools. The Ministry is continually striving to provide all students with a high standard of quality education, build new schools and education institutions, train teachers and prepare and provide all schools with a national curriculum and relevant textbooks (Ministry of Education, 2014).

In the academic year 1998/1999 a new education system called 'Basic Education' was introduced within the Education Reform Project of the Sultanate of Oman. It is defined as being a ten-year programme of education which will be offered by the government to all children of school age (Ministry of Education, 2001a). The main objectives of the Basic Education system in Oman are to create a generation of Omani citizens who are capable of coping with the progressive changes in modern life; to develop the learners' personality within the context of Islamic values and the Omani culture, and identify and develop Omani society by providing them with the technical skills they need (Ministry of Education, 2001b).

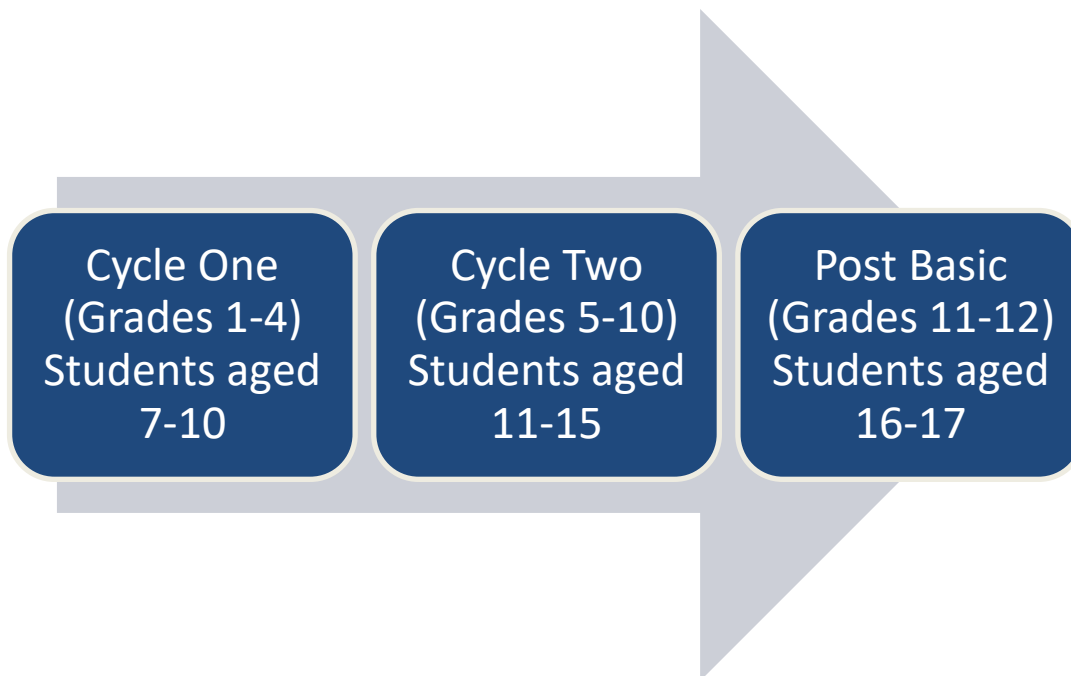


Figure 2-5 The education ladder system in Oman (by researcher)

The Ministry of Education introduced the Basic Education system in order to update the content, delivery and management of education to ensure it was at a standard necessary for it keep up with the changing world. Moreover, Basic Education was designed to tackle the insufficiencies of the existing education system; for example, to resolve the insufficiencies of elementary education and integrate practical and theoretical skills into the early stages of education (Ministry of Education, 2001c). This reform has involved developing many different aspects of education, such as teacher and employee training, student assessment, developing the curriculum and the academic year, Post-Basic Education and vocational guidance.

Basic Education divided into two cycles, according to the students' age. The first cycle covers grades 1-4 and the second cycle covers grades 5-10. After completing the two cycles, students will be enrolled into two years from grades 11-12 (Ministry of Education, 2001b). The main development of Basic Education can be summarised as follows:

- redesigning the curricula and introducing a learning approach to teaching;

- introducing new subjects which are more relevant to the students' and community's needs;
- teaching English from grade one;
- offering more time for completing mathematics and science subjects;
- embedding information technology in the education system and providing a variety of learning resources;
- increasing the length of the academic year and the number of hours spent in school each day;
- developing the student evaluation processes by introducing a continuous assessment system for some subjects;
- and offering continuous professional development training course for all staff.

(Al Shidi, 2010)

2.7.4.2.1 Employees and teacher training

One of the main roles of The Ministry of Education is to provide all its employees, particularly teachers, with a variety of training programmes and ensure they have the right qualifications. On an annual basis, The General Directorate of Human Recourses Development and The Specialist Centre for Professional Training of Teachers designs and plans all training programmes for the Ministry, both at a central and decentralised level.

These training programmes are designed to provide participants with new skills and knowledge, thus enabling them to cope with the continuous and rapid developmental changes they are faced with. The training is completed either at the Ministry of Education's headquarters or at one of the eleven Educational Governorates situated within the schools. The

table below details the number of training programmes offered at The Ministry of Education's headquarters and the Educational Governorates during 2015 and 2016.

Table 2-4 Number of training programmes taken at The Ministry of Education in 2015 and 2016

Venue	No of Programmes offered in 2015	Participants	No of Programmes offered in 2016	participants
The Ministry of Education (Headquarter)	108	3792	125	5604
Educational Governorates	1010	36937	699	25408
Total	1118	40729	824	31012

Source: (Ministry of Education, 2016a; Ministry of Education, 2016b)

All employees working within the education system are eligible to receive on-the-job training throughout their employment. This includes all teachers, head teachers, supervisors and other staff. According to The Ministry of Education (2014), the training programmes witnessed remarkable changes following the establishment of dedicated training centres equipped with the necessary equipment and materials needed to provide in-house employee training. The results were positive, enhancing employee performance and ultimately improving the standard and quality of education in Oman.

2.7.4.2.2 .Continuous assessment evaluation

Student assessment is one of the crucial components in evaluating student learning. With the educational reform in 1998, The Ministry of Education introduced a continuous assessment system. This approach enables students to be assessed on an ongoing basis throughout the year and incorporates different methods of evaluation, including observation, quizzes, reports, research projects and tests (Ministry of Education, 2007). Thus, the Directorate General of Educational Evaluation was established within the Ministry's management structure, with the remit of implementing and monitoring the application of this new system.

2.7.4.2.4 .Post-Basic Education (Grades 11-12)

Post-Basic Education is a two-year programme of education which follows 10 years of Basic Education studied in grades 1-10. The Post-Basic programme is designed to continue the development of the basic skills necessary for the students' future employment and careers (Ministry of Education, 2008).

The Ministry introduced the Post-Basic Programme during the academic year 2007/2008; it includes some core subjects, along with additional subjects which are selected by the students depending on the career path they wish to pursue (Issan and Gomaa, 2010). The general objectives of Post-Basic Education are to:

1. Promote a sense of belonging to the Sultanate in Omani citizens and instil a sense of loyalty to His Majesty the Sultan.
2. Promote a sense of belonging in the Omani citizens, to the societies of the Gulf region, the Arab and Islamic worlds and to the international community.
3. Emphasise faith in Islamic principles and encourage spiritual and ideological values in learners, as well as the ability to employ these values in life and consider them criteria for good behaviour.
4. Encourage a sense of pride in the Arabic language, provide opportunities for its learning and mastery, and enable students to acquire sufficient skills in another, international language.
5. Gain an understanding of international trends in different aspects of life and make use of the experiences of other nations within the framework of Islamic values.
6. Develop different types of problem-solving thinking and abilities, as well as employing scientific thought in practical, real-life situations to arrive at relevant decisions.

7. Form positive attitudes toward all types of productive and voluntary work, and instil positive attitudes towards saving and caring for public property.
8. Use, in an effective way, the skills of independent and continuous learning in carrying out research and benefit from information technology in a way that helps the cultural, scientific and professional development of the learner.
9. Acquire the ability to interact peacefully with others and to contribute positively to social life, based on a sound knowledge of social rights and a full awareness of duties and responsibilities.
10. Develop public awareness in health, population and environmental issues, create positive attitudes towards the environment and an appreciation of aesthetic and artistic values.

(Ministry of Education, 2010)

2.7.4.2.5 .Vocational guidance

The National Vocational Guidance Centre was established by The Ministry of Education. The Centre provides a service of vocational guidance and is one of the new developments introduced to the Post-Basic education system. Moreover, The Ministry of Education provides all students in grades 5-9 with a vocational guidance specialist in order to support students and help them to investigate vocational skills appropriate to their future needs. By grade 10 the vocational specialists offers advice to both students and their parents about the teaching plan for Post-Basic schools, providing details of a wide variety of labour market opportunities, and helps them to select the subjects which best suit their abilities and support their future plans. In grades 11 and 12 the vocational guidance specialist teach the students for one period a week and provide students with some activities which increase their skills, prepare them for higher education and for the labour market (Al Shidi, 2010; Ministry of Education, 2016c).

2.7.4.2.6 Private education

Since its inception, The Ministry of Education has paid close attention to private education in Oman. Moreover, the Director General of Private Education was established with the purpose of overseeing the management of private schools, producing the framework for private schools and categorising private schools, in accordance with the Ministry's standards. In addition The Ministry of Education sets and approves the curriculum followed by the private schools in Oman, which is based on predetermined categories. In addition, they set and approve the qualifications needed by teachers in private schools teachers. The Table 2-6 below details the number of private schools in Oman during the academic years 2013-2014 and 2015-2016.

Table 2-6 The number of private schools in Oman in the academic years 2013-2014, 2014-2015 and 2015-2016

Academic years	2013-2014	2014-2015	2015-2016
Number of private schools	510	529	574
Number of teachers	9,352	9,523	10,984
Number of students	143,580	155,451	162,285

Source: Ministry of Education (2016c)

2.7.4.2.7 Special education

The Ministry of Education applied several special education programmes for students with learning difficulties to ensure that they too had the opportunity to become effective members of society. Some examples of these programmes are the Learning Difficulties Programme, which aims to integrate students with learning difficulties with normal students in the same classroom. The second program integrates students with special needs with other students in the same schools. These programmes also aim to raise awareness of individuals with special needs in society (Ministry of Education, 2007a).

2.7.4.2.8 Literacy and adult education

As well as formal education, literacy and adult education is one of the main objectives for the education system in Oman. Thus, in the early seventies, The Ministry of Education established the Adult Education Department and designed a special curriculum for adult learning

(Belkachla and Hidaiky, 2015). As a result, the number of illiterate people in Oman decreased to 5% in the academic year 2015-2016 for the ages of 15-44 (Ministry of Education, 2016c).

2.7.4.2.9 e-Education

As a part of educational development, The Ministry of Education is consistently making exceptional efforts to develop ‘electronic education’ in order to facilitate the education system. The General Directorate of Information Technology at the Ministry plays a fundamental role in offering electronic services to all stakeholders. These services include the educational portal, which provides interactive services for all members of the education system, such as students, teachers, schools, parents and other beneficiaries, as well as providing some additional electronic resources which help teachers to enhance their teaching process.

The correspondence system also gives the Ministry the opportunity to communicate effectively with educational governorates and schools and instantly provide them with any updates pertaining to educational developments, as well as giving instructions for the education process (Ministry of Education, 2014). Additionally, The Ministry of Education is conducting a number of electronic projects, which include converting paper textbooks to an electronic format, providing schools with interactive whiteboards and providing schools with electronic laboratories (Ministry of Education, 2014:162).

2.7.4.2.10 School buildings

The educational reform requires that school buildings are modern and are equipped with all the equipment needed to handle the constant changes in the education curriculum and facilitate the delivery of the objectives of The Ministry of Education. Some of the new equipment and facilities, such as Learning Resource Centres, computers suites and other various sources of audio-visual learning resources and books, are also provided in order to support the schools’ teaching resources and encourage self-learning. Computer laboratories and environmental life skills rooms, new furniture which is specifically designed to be consistent with educational specifications and science laboratories designed to be consistent with the science curriculum

and teaching methods are also included within schools across Oman (Ministry of Education, 2007).



Figure 2-6 An example of an Omani school building
Source: Ministry of Education (2012)

2.7.4.3 Decentralisation

According to Al Kitani (2008), the Gulf countries have made remarkable efforts to move from centralisation to decentralisation in educational management by providing schools with technical, administrative and financial authority. For example, as the part of the educational development reforms in Oman, the Ministry has started to provide schools with some financial and administrative authority. Furthermore, the Ministry's headquarters are focussed on developing educational policy at a central level. However, to enable them to do this successfully, The Ministry of Education has to ensure that good management practice takes place in schools and create an accountability system to monitor the successful application of decentralisation. According to The Ministry of Education (2006), some features of the current system in Oman have already been decentralised, such as some public examinations, in-service teacher training and financial authority.

2.7.4.4 Education budget

As education is free in Oman from grades 1-12, it is the government's responsibility to provide all students with free education. Education spending stands at 1,030,079 million

Omani Rials (Al Rawahy, 2009). The Education budget in 2014 increased to 1,316 billion Rials from the government budget (Education Council, 2014).

2.7.4.5 Efforts made by The Ministry of Education to attain quality in education and quality leadership

The Ministry has remained committed to introducing and maintaining quality in education. Indeed, in their mission statement, The Ministry of Education states that their vision is to work towards introducing quality education to Oman by taking in consideration all the necessary factors in order to build and distinguish such educational outcomes that will improve the state of the economy and social development (Ministry of Education, online b). To this end, the Ministry is making a great deal of effort to enhance the quality of education; measures include:

1. The establishment of the Quality Control Department in 2011 under the Director General of Planning and Quality Control. This department subsequently implemented the Quality Management System (ISO9001:2008) for the purpose of:
 - continually improving the performance of the ministry's departments;
 - emphasising the interactive relationship between leaders and employees;
 - focusing on customer satisfaction by meeting their needs;
 - cooperating with other departments at the Ministry to design the quality standards for the aims and policies of the Omani education system;
 - creating quality measurement tools for the Omani education system;
 - following up on the application of quality measurement tools at the Ministry;
 - and studying and evaluating educational projects based on quality standards.

(Al Shidi, 2010, Ministry of Education, 2013)

2. In the first phase, the Ministry introduced the ISO9001:2008 to two departments located at headquarters, namely, the Director General of Administration and the Director General of Planning and Quality Control, as well as in the same departments in the eleven educational governorates. In order to ensure the successes of this system, the top managers at The Ministry of Education were given good and clear work policies and high quality training to ensure quality performance. By the November 2014 the Ministry had acquired the ISO9001:2008 certificate (Educational Council, 2014).
3. Minister Degree No. 17/2016 was issued to develop a proposal of how best to expand the abilities of top leaders at the Ministry (the Director Generals and the Assistant Director Generals). The proposal should consider the current situation when formulating its recommendations for a new training programme specifically designed to enhance their skills, based on their needs (Ministry of Education, 2016d).
4. Corporation with the Oman Institute of Public Administration to provide The Ministry of Education with some training programmes in Leadership Skills and Quality Management. These training programmes cover a variety of topics, such as: strategic planning, leadership skills, organisational excellence and creativity, and innovations.
5. Establishment of The Specialist Centre for the Professional Training of Teachers, which aims to increase teachers', administrators' and supervisors' performance by providing them with specialist training courses in line with international standards. In addition, the Centre aims to develop the quality of teachers and provide them with a high level of commitment and motivation, as well as conducting scientific research to improve the education system (Ministry of Education, 2016f).
6. Conducting training programmes for head teachers and their deputies, which are organised by The Specialist Centre for the Professional Training of Teachers. This two-year programme aims to provide the trainees with the leadership skills needed to

fulfil their roles efficiently and effectively (Ministry of Education, 2016f). In this regard, Al Hajri (2014) states that the results of the educational studies indicated the importance of educational leadership at the school level to attract students and teachers, and to enhance their performance. As a result, The Ministry of Education should provide all head teachers with training programmes in order to raise the quality of educational outcomes.

7. Establish a supervision system, the stages of which are explained below.

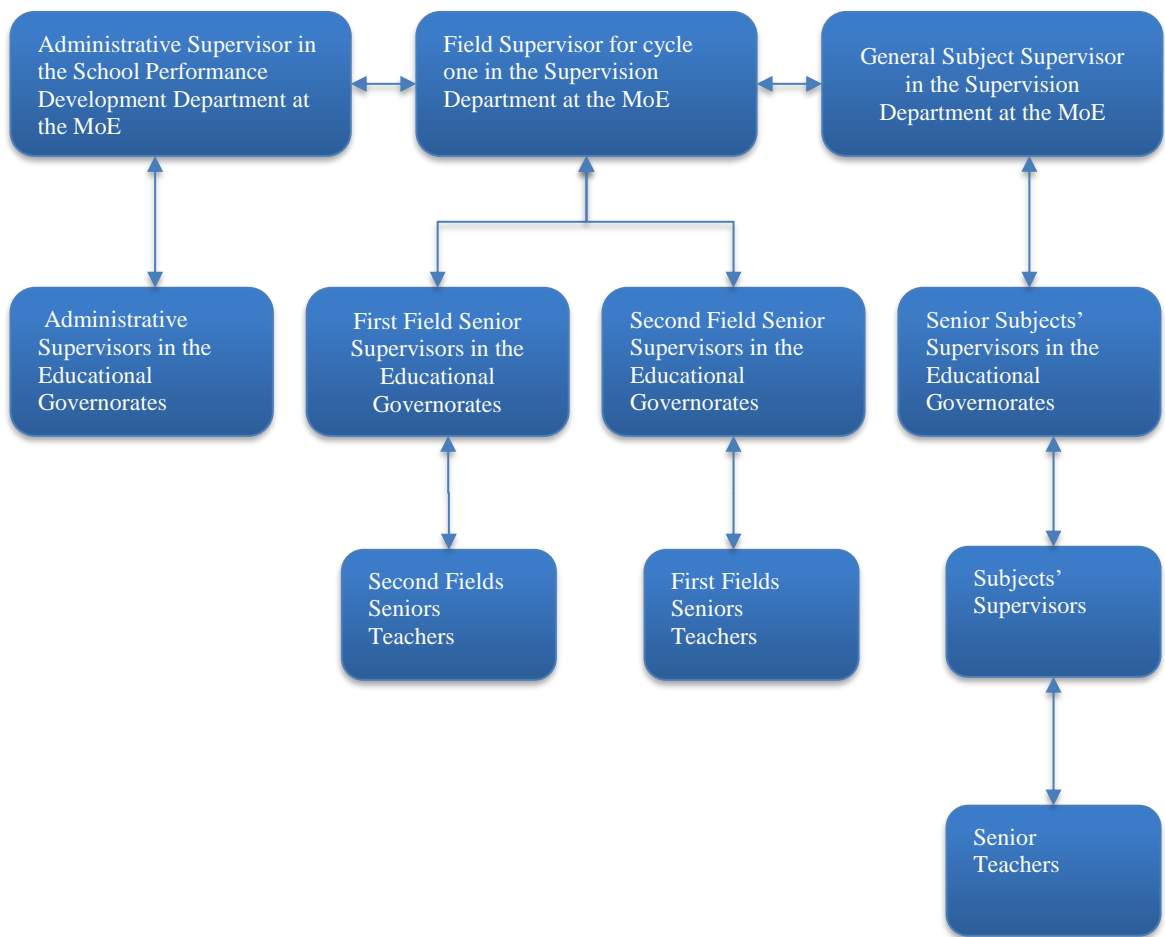


Figure 2-7 Supervision system in The Ministry of Education

8. Conducting evaluation studies with international institutions, such as The World Bank, which provided a number of recommendations necessary to raise the quality of education. These included strengthening links throughout the education system and

higher education institutions, improving the quality of the curricula, strengthening the vision and planning of the education sector and enhancing sector management capacity and performance management (Ministry of Education, 2012 a). A further study was also carried out with The New Zealand Educational Organisation in 2014 to evaluate the education system for grades 1-12. The outcome of this study formed the basis of the Ministry's roadmap of the Omani education system (Al Balushi, 2014).

9. Application of the school-based management system in the academic year 2002/2003 to decentralise authority. This allowed schools to make their own decisions on administrative, financial and technical issues. This system also aims to develop the quality of work carried out in schools by allowing individual schools to evaluate their own work under the supervision of administration and educational supervisors (Ministry of Education, 2010; Educational Council, 2014).
10. In 2015 the Ministry of Education established The Centre for the Evaluation of School Performance, with the aim of designing effective strategic plans to conduct both internal and external evaluations on schools, based on national performance standards; suggesting methods to enhance educational work in schools and supporting schools in developing their performance (Ministry of Education, 2016c). In addition, The Centre established the Educational Standards Curriculum Project for teachers and head teachers in order to raise and evaluate the performance of the educational system and create accountability documents (Al Lamki, 2012).
11. The establishment of the National Evaluation Centre to build high quality tools for measuring and evaluating the performance of the education system and student performance, and to conduct more researches to raise the efficiency of the education system (Al Hajry, 2014).
12. Applying national tests and participating in some international studies, such as The International Studies of Mathematics and Sciences (TIMSS) and The International Studies for Reading Measures PIRLS, which help the Ministry to pinpoint the

weaknesses of their students in order to develop their performance (Ministry of Education, 2016c).

13. Creating the educational indicators system in order to help the Ministry to make decisions based on accurate data (Ministry of Education, 2016c).
14. Introduction of the School Performance System under the supervision of The Departments of School Performance and Development, to contribute to increasing the quality of school performance through focussing on five standards, namely: quality of learning in all subjects, the role of teaching strategies to fulfil students' needs, improving the efficiency of evaluation techniques in motivating students, teaching self-improvement methods to teachers and improving the efficiency of senior teachers in supervisory roles within schools. All five main standards include some sub-standards in order to ensure the quality of education (Ministry of Education, 2012). More recently, The Ministry also established a new centre of school performance evaluation to create strategies for applying national and international evaluation standards.
15. Establishing the Training Evaluation Department at the Directorate General of Human Resources to oversee and follow-up on the efficiency of The Ministry's training programmes and evaluate its impact on the education system.
16. The establishment of the Curriculum Evaluation Department at the Directorate General of Curriculum, which focused on evaluating the application of the curriculum, measured its impact on enhancing the students' performance and collected feedback from teachers and parents about the curriculum (Al-Lamki, 2012).

Regarding these efforts, some scholars argue that The Ministry of Education has widely distributed the focus on achieving quality as many departments in The Ministry hierarchy are concerned with achieving quality, namely: quality control departments, supervision departments, technical and study offices, school performance departments and the quality assurance departments at The Private School Directorate (Al Shidi, 2010; Al Akzami, 2014).

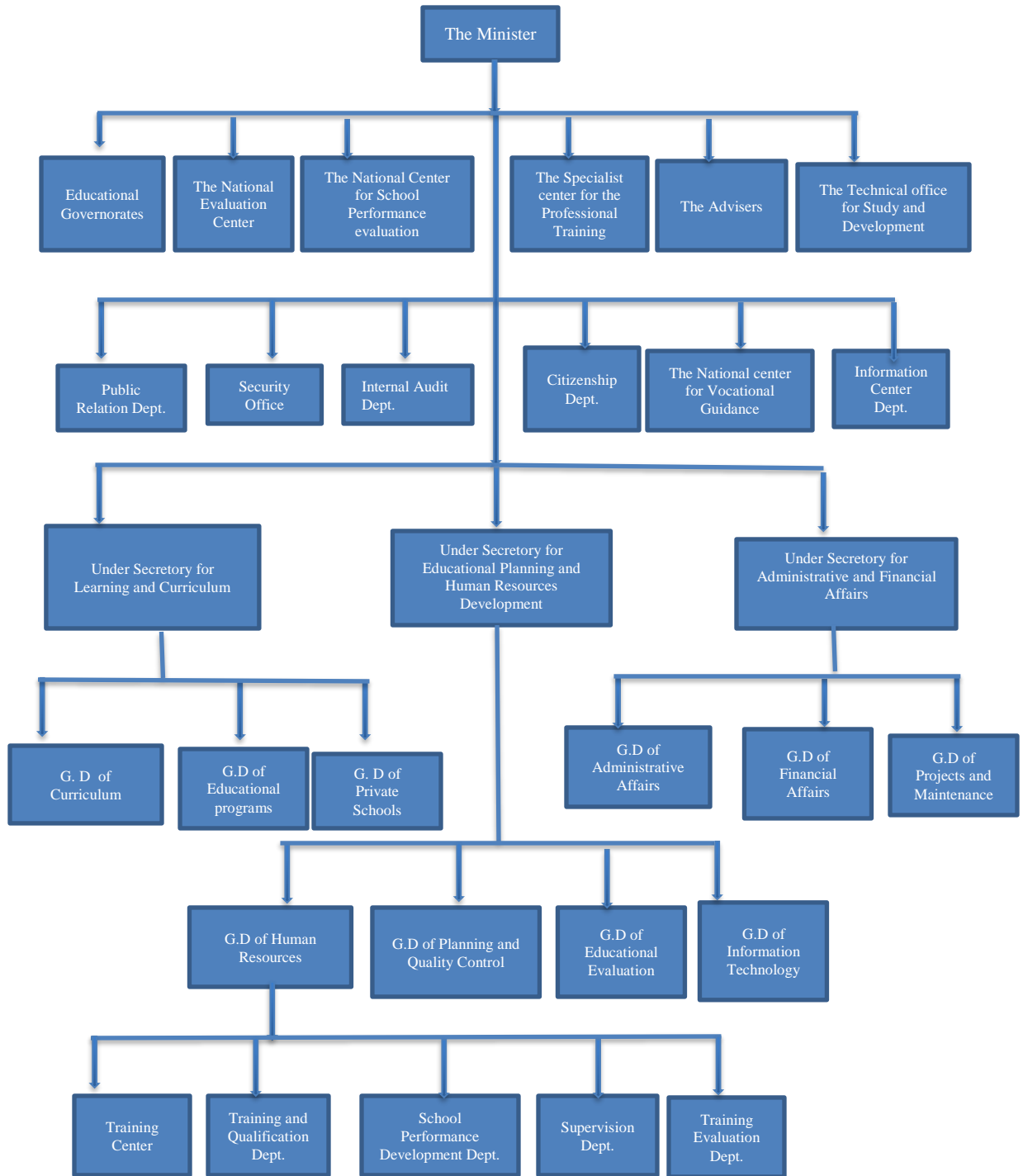


Figure 2-8 Ministry of Education Structure (by researcher)

In this regard, and from the above discussion and the Ministry structure, it can be said that The Ministry of Education tries to achieve quality in Oman and has established various

departments to focus on quality issues. Nevertheless, this number of departments might cause overlap, which may negatively affect the quality of leadership in particular and education in general. Examples of departments in The Ministry's hierarchy with similar roles include, The Department of Training and Qualification, The Main Training Centre, The Specialist Centre for the Professional Training of Teachers, The General Directorate of Educational Evaluation, The National Evaluation Centre, The National Centre of School Performance evaluation and The School Performance Development Department.

2.7.4.6 The challenges facing the educational system

Though the education system in Oman has had many achievements, the successful implementation of new policies and procedures naturally comes with some problems and challenges. These challenges affect both the educational leaders at The Ministry of Education directly and the education system in general.

2.7.4.6.1 The challenges facing educational leaders

Al Nabhani (2013) asserts that the education system in Oman faces a number of challenges, particular in the way it is managed. Some of these issues are: an absence of vision, the lack of connectivity and linkage between departments within the educational system, the lack of or ineffectual strategic planning, the failure to use accurate data to formulate education policies, the use of under-qualified educational leaders, the failure to utilise the results of previous studies and research in the progress and development of policies and the education system as a whole, the absence of evaluation and transparent procedures, the absence of accountability, the absence of a rewards system and the failure to implement a quality assurance system.

Rassekh (2004) concurs with Al Nabhani's (2013) view and also lists a number of inefficiencies associated with the Omani education system. These include: inefficient and under-qualified managers and the privatisation of educational standards used to manage the educational system. Furthermore, Al Akzami (2014) states that centralisation has prevented school leaders from developing the quality of the education system. Ismail (no date) adds that head teachers in Omani schools are also faced with a number of difficulties, including a heavy

workload, centralised decision-making, limited power, limited financial resources and unclear standards for evaluating head teachers' performance.

Al Badi (2006) asserts that the criteria used for selecting administrative leaders is unclear. According to Al Badi (2006), the Ministry of Education employed their administrative leaders as a result of management recommendations and personal experience, rather than their prior examination results, qualifications or via interviews. In 2015 The Ministry of Education introduced a new criterion for selecting directors, deputy directors and heads of departments, based on requirements such as qualifications and interviews (Ministry of Education, 2015b).

In 2012 The Ministry of Education and The World Bank conducted a study entitled Education in Oman, the Drive for Quality, which aimed to evaluate the Omani education system. The study found that:

School principals can play a stronger role in improving educational quality within their schools ... despite the careful selection and training at present, school principals have relatively little autonomy. There is scope to enhance the local leadership function and give school principals more autonomy to improve quality through actions, such as organising appropriate teacher in-service programmes and exerting a greater influence in staff selection and school budgets.

(Ministry of Education and World Bank, 2012: 135)

In addition the same study identified the following:

- Many educational leaders reach their positions without having the relevant leadership skills and / or qualifications. In addition, there are a very limited number of training programmes available for or offered to educational leaders relating to leadership and administrative skills. For example, in 2008, out of 323 programmes, few if any of them were concerned with leadership skills.

- Educational leaders have excessive workloads and the Ministry's leaders have many responsibilities; they are expected to oversee the education system and monitor the overall program outputs and outcomes against national objectives, as well as authorising appropriate actions at central, regional and governorate levels.

Other important leadership responsibilities include:

- providing direction to staff;
- mobilising and organising personnel through effective, targeted communication;
- ensuring that directorates and departments are on track and are following up and monitoring progress on an ongoing basis;
- and coordinating initiatives with the other ministries and establishing effective links between both the education and political systems.

(Ministry of Education, 2012: 215)

2.7.4.6.2 General challenges facing the Omani education system

Some of the challenges facing the Omani education system highlighted by Al Hajry (2014), Al-Ani (2017); Al-harhi (2017) are listed below:

- a large majority of teachers are not properly qualified to teach;
- the absence of government schooling for children at nursery stage;
- the lack of evaluation and accountability procedures in the education system;
- the lack of parental and community contributions to the education system;

- the gap between the level of performance of male and female students – the level of attainment for female students is significantly higher than for their male counterparts;
- and the short academic year (approximately 155 days) in comparison to the international standard (180 days).

Rassekh (2004) highlighted some further difficulties facing the Omani education system, for example, the debilitating effects of little or no connectivity between educational institutions at all levels; the failure to consult previous research studies and utilise the results so as to develop the performance of the system and a shortage of training programmes for employees.

Further, Al Najjar (2016) states that the wide gap between planning and application which affects the level of students' skills is one of the most important problems for the Omani education system and, as a result, the educational outcomes are insufficient to meet the labour market's demands (Education Council, 2014). Al Najjar (2016) argues that this problem could have been avoided had the Ministry referred to many of the previous evaluation studies where this issue had been raised a number of times.

The heavy workload of supervisory staff across the education system poses another problem for the effective delivery of education in Oman. Hence, although The Ministry has a large number of supervisors working in all areas of education, the majority are suffering from the effects of having to deal with a heavy administrative workload, which ultimately has a negative effect on their primary work (Ministry of Education, 2012 and Al Akzami, 2014).

2.7.4.7 Future plans (five year plans 2016-2020)

The Omani education plans follow the government's five-year plans and its aims to achieve the Omani vision for 2020. As a result the Ministry's ninth five-year plan (2016-2020) aims to spread the quality management system to all departments, enhance the efficiency of school management and administrative supervision, develop the accountability and motivation system, encourage and increase the rate of uptake of information technology and e-learning systems, raise the contribution of private sectors to support the education system, develop the

curriculum to cope with international standards and develop the student evaluation and assessment system and educational supervision system (Ministry of Education, 2016c).

Furthermore, in the current five-year plan, The Ministry intends to develop the legal framework for the education system, develop the performance of teachers and other educational specialists by focusing on the quality of in-service training systems, develop the adult education system and develop the student assessment system based on international standards (Educational Council, 2014). Moreover, The Ministry plans to create an evaluation system to assess educational performance in schools, educational governorates and The Ministry's headquarters to provide more decentralisation by giving the educational governorates more authority to undertake their own evaluation utilising the Ministry's evaluation system; provide head teachers with more training programmes in leadership, quality and financial resources management; and increase the interaction and collaboration programmes between schools and the community (Educational Council, 2014).

2.8 Summary

The Ministry of Education has made an exerted effort to introduce new policies and standards to evaluate and develop the education system in Oman in order to provide the Omani students with a quality education. These developments have been applied to all areas of the education system, including the curriculum, school buildings, staff and teacher training, management policies and student evaluation. The success of these developments rely on the efforts of all members of the education system, including all the staff working at The Ministry of Educations headquarters, educational governorates, in schools and in the community, and comes with a significant financial cost.

This chapter has given an overview of Oman and an insight into Oman's political and educational management systems. It has explained the criteria of the education system in Oman and describes all phases of the development of the education sector, as well as highlighting and discussing all the challenges faced by both the education sector as a whole and, more specifically, its leaders. The next chapter will focus on a review of the relevant literature surrounding leadership and Total Quality Management.

Chapter 3 Leadership and Total Quality Management

The current study aims to investigate the leadership styles of the educational leaders at The Ministry of Education in Oman, their impact on the education system and its relation to Total Quality Management principles. This chapter will be divided into three sections: Section One is focussed on leadership; in Section Two, Total Quality Management will be explained; and Section Three is concerned with leadership and Total Quality Management in education.

3.1 Section one: leadership

Effective leadership is the key to success in any organisation. Thus, in order to be efficient, effective and successful, it is crucial for an organisation to fully understand the processes and factors required to ensure effective leadership. This section will discuss the definition of leadership, leadership as social process (leadership and culture, leadership and relationships and leadership and gender). Leadership and management and major leadership theories will be discussed. Finally, five leadership styles will be examined.

3.1.1 The definition of leadership

The concept of leadership has received a great deal of attention and has been studied extensively by a wide range of researchers. It is a term which has been defined in many different ways depending on the approach and interest of the researcher; hence, there is a wide array of definitions and explanations of the concept of leadership in the available literature.

To date there has been little agreement on the definition of leadership. Antonakis *et al.* (2004), O'Sullivan (2009) and Northouse (2013) state that this concept has been widely written about, creating a variety of definitions of leadership. This belief is supported by Marian Iszatt-White (2014) who also claims that it is impossible to reach one definition to describe this phenomena. Therefore, as leadership is applied in different contexts, styles and cultures, and researchers in this field define the concept from their own point of view, it is unlikely that one overall and final definition will ever be accomplished.

Bush (2011: 5) argues that "the definition of leadership is subjective and there is no single and correct definition." Leadership can be defined as "...the ability to inspire people to

make a total willing and voluntary commitment to accomplishing or exceeding organizational goals” (Goetsch and Davis, 2014: 132). Moreover, a leader is also described as being someone who has the responsibility of leading the organisation to accomplish certain aims (Al-sharija, 2012).

Mukhopadhyay (2005: 140) views leadership as “influencing, motivating and inspiring people to create a vision and achieve it”. In his definition, Al Swidan and Basharhabil (2004) takes into account that effective leadership encompasses the ability to move people towards their aims. Yukl (2006: 8) defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individuals and collective efforts to accomplish shared objectives”.

Fairholm (1998) argues that leaders are those who define and enable the implementation of government policy and also identify and shape up teams, groups and communities. On the other hand, Owen (2000: 4) argues that “leadership is perceived as being a position responsible for singling out individuals to ‘take charge’”. Hence, these two definitions describe a leader as a person who has a managerial role and follows government policy.

In addition, Mitchell and Sackney (2016: 858) emphasise that leadership requires strategic planning with the objective of working towards implementing and progressing practices to achieve specific goals. Crawford (1997: 2) identifies one of the main aspects of leadership and considers this to be of greater importance than any other factor. He states:

there is general agreement that leadership involves influencing others to go in a particular direction. The capacity of this influence depends on several factors which include the culture of the group that are being led, the broader society of the group, the nature of the institution within which the leadership takes place and the gender of the leader(s).

According to Stoner (2016), leadership is a phenomenon that occurs when one influences the direction in which people are going and unites them towards accomplishing a common goal. On the other hand, Hartley and Benington (2010) argue that leadership is not just about goals but can also refer to values, purposes and priorities, as well as mobilisation, which is arguably stronger than influence.

A more detailed development of this concept is emerging from a number of researchers who are focussed on deeply analysing this concept with reference to specific elements. For

example, Bush (2008: 5) points out that: “Leadership requires the inclusion of three dimensions if it is to be effective, namely: leadership as influence; leadership and values; and leadership and vision”. He asserts that most of the definitions reflect the fact that leadership has a social influence, spreading the values in the process of leadership and developing a vision for the organisation in order to achieve the aims.

Similarly, Bush, Hartley and Benington, (2010) offer a categorisation for leadership and propose the ‘Warwick Six C Leadership Framework’ as being: ‘Concepts’, ‘Characteristics’, ‘Contexts’, ‘Challenges’, ‘Capabilities’ and ‘Consequences’.

Furthermore, Anderson (2008) suggests the following six categories as being necessary for effective leadership:

1. leadership as a function;
2. leadership as a process;
3. leadership as a behavioural pattern;
4. leadership as a role;
5. leadership as work tasks and activities;
6. and leadership as skills.

Based on the above discussion, leadership has a complex terminology and researchers define it from their own individual point of view and area of interest. As a result, some definitions are focused on aspects such as influence, power and motivation, while others see leadership as a position. However, there is some agreement of the definition of leadership, which is linked to some other factors, such as followers, aims and interaction between people, and this definition will be developed in the future as more researchers continue to explore it.

Overall, leadership can be described as a collaborative process between a leader and subordinate in order to achieve certain aims by employing all the available resources.

3.1.2 Leadership as social process

3.1.2.1 Leadership and organisational culture

One important aspect for a leader to consider is organisational culture. Leadership and organisational culture are two important concepts for organisations; therefore, leaders should pay attention to organisational culture in order to deal with it in an effective way (Metin and COŞKUN (2016). As with leadership, the concept of organisational culture has attracted a number of definitions from different scholars. Robins and Judge (2013) define organisational culture as a system of shared meaning held by members that distinguishes their organisation from other organisations. Tsai (2011) relates organizational culture to the beliefs and values which spread in an organisation and influence its subordinate's behaviours.

Bush and Middlewood (2013) relate culture to the values, beliefs and norms of individuals in the organisation and how these individual perceptions coalesce into shared meaning. Northouse (2013: 384) claims that culture comprises the learned beliefs, values, rules, norms, symbols and traditions that are common to a group of people. Therefore, culture gives organisations a sense of identity, which is determined through the organisation's legends, rituals, beliefs, meanings, values, norms and language (Schein, 2004).

Additionally, Trompenaars and Hampden-Turner (2012) said that culture might be divided into three levels, namely: national or regional culture, for example, Arabic or European culture; corporate or organisational culture, which refers to the behaviours and/or attitudes practised in an organisation; and professional culture, where some professions in the community share their values and beliefs. Some researchers have tried to identify dimensions of organisational culture; for example, Gordon and DiTomaso (1992) list eight dimensions of organisational culture, which are: clear vision and aims, involvement in decision-making processes, communication, encouraging creativity and innovation, suitable motivation, human resource development and problem solving and accountability. Robbins and Judge (2013: 512-513) indicate seven dimensions of organisation, as listed below:

1. Innovation and risk taking – the degree to which employees are encouraged to be innovative and take risks.

2. Attention to detail – the degree to which employees are expected to exhibit precision, analysis and attention to detail.
3. Outcome orientation – the degree to which management focuses on results or outcomes rather than on the techniques and processes used to achieve them.
4. People orientation – the degree to which management decisions take into consideration the effect of outcomes on the people within the organization.
5. Team Orientation – the degree to which work activities are organized around teams rather than individuals.
6. Aggressiveness – the degree to which people are aggressive and competitive rather than being easygoing.
7. Stability – the degree to which organizational activities emphasize maintaining the status quo in contrast to growth.

From the above definitions it is clear that culture is crucial in any organisation and a healthy culture has a positive impact on the leadership process. Leaders should first understand organisational culture, such as the relationships within an organisation, and secondly, they should shape or add new values or beliefs and pay more attention to creating a happy and healthy work culture. This will aid in promoting efficiency in the workplace and effectively facilitating communication and interactions between the leader and their subordinates, ultimately resulting in the organisation's vision and goals being achieved (Tsai, 2011; Sabri and Ryan 2014).

Common (2011) states that the leadership system in Oman is affected by Islamic principles and culture, and focuses on consultation; as a result, the Omani culture supports participative leadership. This view is supported by Almoharby (2010), who suggested that the Islamic culture affects Omani leadership styles as Islam is based on the "Shura" consultation principle. Actually, because leadership is a social, influential process, this relationship is really important. This leads to a discussion of leadership and relationships.

3.1.2.2 Leadership and relationships

Relationships are generally considered to play a major role in effective leadership. As outlined in the previous sections, the relationship between leaders and their subordinates is crucial in order for any organisational aims to be achieved. According to Kouzes and Posner (2007: 24), “leadership is the relationship between those who aspire to lead and those who choose to follow”. Furthermore, building an effective relationship with subordinates can increase motivation, team culture and ownership of an organisation’s goals.

Asmus (online:1) assert that “the most important feature of leadership is the ability to develop successful relationships. When the relationships with others, such as followers and key stakeholders etc, are healthy and successful, people are more motivated to work toward the goal. The goal becomes ‘our’ goal rather than ‘my’ goal. As a result, the selection of someone deemed to be a good leader might be dependent upon the quality of his or her relationships. In other words, selection could be based on the level of trust demonstrated between a potential leader and their employees. Thus, the greater the strength of the relationships and level of trust between the staff within an organisation, the higher the quality of outcomes produced (Van De Valk, 2008). Some researchers have identified that men and women perform leadership in different ways, meaning that gender is also an important factor in leadership, which will be discussed in the next section.

3.1.2.3 Leadership and gender

The subject of gender differences in leadership and its effect on organisational performance is being continually dissected and debated by researchers. Early on in terms of this aspect of research it was commonly agreed by researchers that there were no gender differences in relation to leadership styles (Burke and Collins 2001). For example, Alimo-Metcalfe (1998: 38) emphasised that “up until the early 1990s, some researchers and most studies investigating whether there are significant differences between the sexes in respect of leadership styles concluded that there were no major differences. Other researchers minimize the importance of any differences reported (Eagly *et al.*, 2003).

As time moved on, this position began to change. Budworth and Mann (2010) argue that men and women have their own behavioural features and life experiences which should be taken into account when assessing leadership styles. “There is also research suggesting that there are no gender differences in respect of leadership styles and effective leadership

occurs as a result of a combination of personality factors, experience, contingency factors, organizational culture and so on” (De Mascia, 2015: 2). In addition, De Mascia (2015) reported that an analysis of some studies of transformational, transactional and laissez-faire leadership styles suggest that female leaders are more transformational than male leaders.

A study carried out by the Caliper Organisation (2014) used a personality profile to explore leadership. This study also found that female leaders demonstrated a transformational style of leadership (De Mascia, 2015). A meta-analysis of 45 studies has also shown the same results, in their study, Eagly *et al.* (2003) concluded that leaders that focus on rewards and punishment tend to increase performance and adopt transactional leadership styles. In contrast, (Weyer, 2007) argued that women tend to utilise transformational leadership styles by using relationships and the sharing of power and information. However, Wolfram and Mohr (2010) found that the frequency of transformational behaviour is not related to gender.

Some other views of gender leadership styles suggest that females tend to have a more democratic leadership style, while men are more autocratic (Evans, 2010; Kiser, 2015). Brandt and Edinger (2015) are of the view that subordinates see the female leadership style as having a focus on rewards and empowerment, whereas the male leadership style has been identified as being more challenging. Eagly and Johnson, in their study in 1990, came to the conclusion that both men and women are effective in their leadership roles, no matter the model they employ (Eagly and Johnson, 1990).

Northouse (2013) argues that the effectiveness of male and female leaders might be affected by the gender of their subordinates and that both sexes could be more competent in the role when their subordinates are of the same gender. Some studies carried out in Oman regarding gender leadership conclude that Omani women are empowered (Al-Lamky, 2007) and there are no differences in the leadership styles of men and women (Mujtaba *et al.*, 2010).

In summary, the subject of gender and leadership effectiveness requires more investigation. The traits and experiences of each gender should be taken into account by identifying the differences between men and women in respect of their leadership styles, however, the most crucial issue is whether or not the vision and aims of the organisation have been achieved by the leader and his/her team.

3.1.3 Leadership and management

As with the definition of leadership, the difference between leadership and management continues to be debated. Some researchers try to separate these concepts while others stress that there is a relationship between them. For instance, Cuban (1988, cited in Bush, 2007) provides one of the clearest distinctions between leadership and management. He links leadership with change, while management is seen as a maintenance activity. In addition, (Barling, 2014: 2) emphasises that the differentiation between the two terms can be seen in several ways. Firstly, he infers that “managers are people who do things right and leaders are people who do the right thing”. Secondly, both leadership and management are crucial for an organisation and can be performed by the same person. Thirdly, a manager’s power can be obtained formally from the organisation, while the leader already has the power.

Leadership and management are interlinked and you can’t have one without the other. Leadership is about developing other people, setting examples and setting standards for others to further develop themselves; management is more about systems and how you work with staff and pupils (Day *et al.*, 2001: 47).

Al Swidan and Adloni (2000) argue that every employee has a leading and managing role but at different levels, which are increased based on the level of the position held. In order to explain and distinguish between the two terms, some researchers try to establish the main responsibilities of each role. Mostafa (2014) asserts that a leader is different to a manager. He believes that a leader has a creative personality and vision, and is able to anticipate the future, while a manager follows up on organisational roles without any change and pays attention to administrative and financial tasks. Storey (2016) provided the table below, which comprises a number of features aimed at clarifying the role of managers versus the role of leaders. He supports the idea that managers are engaged with administrative tasks, while leaders are concerned with inspiring followers, strategic planning and are tasked with creating a vision and mission. Table 3-1 below has identified each position and role.

Table 3-1 The role of managers versus the role of leaders

Managers	Leaders
Are transactional	Are transformative
Seek to operate and maintain current systems	Seek to challenge and change systems
Accept given objectives and meanings	Create new visions and meanings
Control and monitor	Empower
Trade on exchange relationships	Seek to inspire and transcend
Have a short-term focus	Have a long-term focus
Focus on detail and procedure	Focus on the strategic big picture

Source: Storey (2016: 11) Leadership in Organisations

Conversely, Bell and Bush (2002: 81) change the direction of these discussions by arguing that leadership is an aspect of management. In their view, both terms emphasise the realisation of a vision, mission and purpose and have the capacity to inspire others towards achieving a common goal.

Hartley and Benington, (2010: 22) emphasise that:

Managers are potentially leaders but they are not the only ones. Leadership is broader than management because it involves influence processes with a wide range of people, not just those who are in a relationship based on authority. It involves change but also can involve the routine; the transactional as well as the transformative.

The relationship between leadership and management has been widely investigated. Nevertheless, researchers have engaged in several perspectives and it can be argued that both concepts are integrated. Most educational leaders, both in schools and in The Ministry of Education, have practised both roles. The next sections will focus on a discussion of the major leadership theories.

3.1.4 Leadership theories

Despite the debates in the literature regarding the definition of leadership and the differences between leadership and management, scholars continue to investigate leadership in order to build a theoretical framework for this concept. As a result, many different leadership theories have been identified and discussed among researchers; these include the Traits Theory, Behavioural Theory, Situational Theory, McGregor's Theory X and McGregor's Theory Y. Some popular and important theories will be explained in the following sections.

3.1.4.1 The Trait Theory

The Trait Theory is the earliest approach to studying leadership. It is focused on identifying the qualities and personal characteristics of a successful leader in order to distinguish a leader from a non-leader. It is assumed that leaders are born with the traits and characteristics which are necessary to fulfil this role and that these are traits that cannot be taught. According to Northouse (2013), this theory stresses that effective leadership is dependent upon certain specific traits. Moreover, it is the leader and the leader's personality that are central to the leadership process.

Zaccaro (2007: 7) states that a leader's traits can be defined as relatively coherent and integrated patterns of personal characteristics which reflect a range of individual differences that foster consistent leadership effectiveness across a variety of group and organizational situations. In addition, the leader in this approach is the essential part of the organisation, rather than the situation or followers (Northouse, 2013). However, some researchers argue that no evidence or correlation can be found that personal traits alone play a major role in the leadership process (Yukl, 2002).

The different varieties of personal leadership traits have been studied extensively. Stogdill (1948) identified certain traits, such as intelligence, alertness, insight, initiative, self-confidence and sociability, as traits which are necessary for a person to be an effective leader. Another study, conducted in 1991, identified the important traits of an effective leader as drive, the ability to motivate, integrity, confidence, cognitive ability and task knowledge (Northouse, 2013).

Bennis (2009: 33-35) also identified a number of leadership characteristics; these include: integrity, curiosity and daring, clear vision on professional and personal aspects, communication skills and trust. Additionally, some modern research studies introduce other trait categories, which are called 'The Big Five'. The five traits are surgency, agreeableness, adjustment, conscientiousness and openness. Many characteristics were found under each classification, as shown in the Table 3-2 below.

Table 3-2 The Big Five model of personality

The Big Five Model of Personality	The Big Five Leadership Characteristics
Surgency	Dominance Extroversion Energy/Determination

Agreeableness	Sociability/Sensitivity Emotional Intelligence
Adjustment	Emotional Stability and Narcissism Self-Confidence
Conscientiousness	Dependability Integrity
Openness	Flexibility Intelligence Locus of Control

Source (Achua and Lussier, 2013: 63)

Accordingly, Rowe and Guerrero (2015) state that successful leaders are people who possess the traits and characteristics outlined above. Northouse (2013) believes that the traits theory is fundamental for organisational development and recommends that this leadership profile and personal assessment should be used in order to identify the correct person for a leadership position. Furthermore, it is also extremely important for an individual to be able to identify their own strengths and weaknesses and to enhance these traits to progress within an organisation and attain promotion.

In a study of 7,500 leaders, 87% highlighted the trait of honesty as being the most important characteristic of a leader (DuBrin, 1995: 32). However, when considering the traits associated with modern leaders, the qualities that differentiate leaders from non-leaders are far ranging and include not only personality attributes but also motives, values, cognitive abilities, social and problem solving skills and expertise (Zaccaro, 2007: 8).

Several limitations have been attributed to the trait approach. First, there is no agreed list of traits which guarantee the efficiency or effectiveness of a leader and the absence of some traits in one person does not necessarily indicate that this person cannot or will not be a good leader (Bolden *et al.*, 2003; Gill, 2006). The second criticism is that this theory neglects the situational role of the leadership process. For example, some people might have the ability to lead effectively in one situation but could fail to be an effective leader in other situations. A further limitation is that these traits do not describe how the leadership characteristics affect the followers or employees within an organisation.

From the above discussion it can be concluded that this theory was once at the root of leadership studies and greatly contributed to understanding leadership phenomena. Moreover, this theory takes into account that these attributes and characteristics are factors which merely identify leaders from non-leaders. However, it is clear that the way in which leaders behave is an important factor in their level of leadership efficiency.

3.1.4.2 The Behaviour Theory

With the Behaviour Theory, the focus is shifted from leadership traits to the behaviour of the leader and his/her relationship with their followers. According to the Behaviour Theory, the efficiency of the leader is based on the leadership style with his or her subordinates. Unlike the trait theory, the style approach emphasises that leadership is a behavioural process which could be learned (Den Hartog and Koopman, 2001); thus, it is possible to make, teach and train leaders to enhance their leadership qualities (Northouse, 2013). However, Achua and Lussier (2013) argue that the behaviour approach is based on the traits approach as the leader's personality traits affect the leader's behaviour, and ultimately their relationship with their team.

Several studies have been conducted on the Behaviour Theory in a variety of institutions. These include studies conducted at The University of Iowa in 1940, Ohio State in 1958, Michigan University in 1961 and The Managerial Grid. The Iowa Leadership Studies identify two types of leadership styles; namely, autocratic and democratic leadership. The autocratic leader does not involve their followers in executing the organisation's aims and decision-making processes but rather, they use their position to force to them follow their instructions. Thus, their role can be described as that of an implementer. In contrast, the democratic leader encourages their subordinates to participate in the decision-making process, establishes an attractive work environment and guides and motivates employees towards accomplishing his or her requests (Achua and Lussier, 2013).

The second set of studies, The Ohio Studies, compiled a questionnaire to investigate leadership behaviour called 'The Leadership Behaviour Description Questionnaire' (LBDQ-XII). This was developed by Stogdill to identify the actions of the leader of a group and was also used in further leadership research studies. Two primary leadership behavioural categories arose from this work – 'Initiating Structure' and 'Consideration' (Fleishman, 1953; Horner, 1997).

The Initiating Structure is task behaviour where the leader identifies the roles of themselves and their employees. The leader plans and schedules the work of their subordinates in order to achieve a good performance and good results. On the other hand, Consideration behaviours, as with relationship behaviours, are concerned with the relationship between the leader and the group, how the leader interacts with the group and

whether trust and respect is demonstrated and their needs considered (Achua and Lussier, 2013; Northouse, 2013).

According to The Ohio Studies, effective leaders should focus on achieving the organisation's aims and are successful in building strong relationships with subordinates. Moreover, the outcomes of these studies revealed that a leader's behaviour is based on four leadership styles: first, low in Initiating Structure and high in Consideration; second, low in Initiating Structure and low in Consideration; third, high in Initiating Structure and high in Consideration; and finally, high in Initiating Structure and low in Consideration (Yukl, 2002; Al-Balushi, 2012). (Al Muklafy (2009) provides some explanations of these styles, as follows:

Leaders who demonstrate high Initiating Structure and Consideration traits are focussed on integrating their subordinates in the work process by involve them in decision-making processes and developing their skills in order for them to achieve work objectives.

Leaders who have high Initiating Structure traits but are low in Consideration pay more attention to accomplishing tasks, but avoid building good relationships with their subordinates in the process.

Leaders who display low Initiating Structure characteristics, but are high in Consideration create a strong relationship with subordinates and employ this relationship to achieve the work tasks. Leaders with both low Initiating Structure and low Consideration traits do not focus on either their subordinates or their work tasks.

Another acclaimed study on leadership behaviour was carried out at the University of Michigan. It was led by Rensis Likert and was focussed on measuring a leader's behaviour of a small group. This study produced two types of leadership behaviours, namely: 'employee orientation' and 'production orientation'. Employee orientation consists of leadership behaviours that produce a great relationship with followers and pays attention to their basic human needs. Production orientation leadership places emphasis on considering the tasks and technical issues. This results in the leader becoming very close to their followers in order to ensure the work is done perfectly (Likert, 1961).

Based on the previous two, a fourth and equally important study about leadership behaviours is called The Managerial Grid (Leadership Grid). This study was conducted by

Robert Blake and Jan Mouton in 1964 and was designed to measure leadership behaviours based on two factors; namely, 'concern for production' and 'concern for people'. The flexibility dimension was subsequently added to this study (Honer, 1997; Gill, 2006; Iszatt-White and Saunders, 2014).

Five leadership styles were introduced via the Leadership Grid, as follows:

1. The impoverished: the leader who pays low attention to both people and production.
2. The authority-compliant: the leader whose focus is on getting the work done without paying attention to the employees' needs.
3. The country-club: the leader who has little concern with accomplishing the work. This leader is focussed on creating an attractive work environment and building a good relationship with his/her followers.
4. The middle-of-the road leader: the leader who has a balance of dealing with work and people.
5. The team leader: the leader who takes into account the quality of production as well as paying great attention to peoples' needs.

(Achua and Lussier, 2013: 74).

More examples of the task behaviour and relationship behaviour are detailed in Table 3-3 below:

Table 3-3 Task Behaviour and Relationship Behaviour

Institution	Task Behaviour	Relationship Behaviour
Ohio State Studies	<ul style="list-style-type: none"> • Initiating structure • Organisation work • Giving work structure • Defining role responsibilities • Scheduling work activities 	<ul style="list-style-type: none"> • Consideration • Building respect, trust, linking and camaraderie between followers and leaders
University of Michigan Studies	<ul style="list-style-type: none"> • Production orientation • Stress technical aspects • Stress production aspects • Workers viewed as a way to get work done 	<ul style="list-style-type: none"> • Employee orientation • Workers viewed with a strong human relations aspect • Leaders treat workers as human beings, value workers individuality, give attention to workers' need
Blake and Mouton's Grid	<ul style="list-style-type: none"> • Concern for production • Achieving tasks • Making policy decisions • Developing new products • Optimising process • Maximising workload • Increasing sales volume 	<ul style="list-style-type: none"> • Concern for people • Attending to people • Building commitment and trust • Promoting workers' personal worth • Providing good working conditions • Maintaining fair salary/benefits • Promoting good social relations

Source: Rowe and Guerrero (2015: 93)

The Style Theory has contributed significantly to leadership literature and there is an array of interesting investigations into the role of leadership behaviour in the leadership process. In addition, the Style Theory guides organisations to draw attention to both people and tasks to ensure that great potential is identified and nurtured (Northouse, 2013). However, it is crucial to point out the limitations of the behaviour approach; for example, this theory is unable to identify a universal style of leadership that could be applied to every type of situation. Another criticism is that researchers have failed to establish the link between

tasks and the relationship between the behaviours of leaders and outcomes, such as morality and job satisfaction (Northouse, 2010: 79).

In summary, the styles of leadership approach opens the floor to the scholars to investigate the types of leaders' behaviour and their interactions with their subordinates, along with how this affects organisational performance. Based on the above limitations, researchers' attention has moved to investigating the question of why leaders who succeed in certain situations are not able to lead in other situations (Goethal *et al.*, 2004).

3.1.4.3 Situational Theory

The previous theory focussed on two major leadership components, namely: people and tasks. Some researchers argue that it is not sufficient to analyse leadership success without taking into account the situation element and how this influences the leadership process (Al-Mosawi, 2004). Therefore, the situational approach was developed by Fred E. Fiedler in 1951. Situational Theory assumes that every situation demands a different type of leadership style and there is no, one appropriate style that can be applied in all situations. Therefore, leaders should modify their leadership style based on the situational demands. The essential situational contingency models are Fiedler's Contingency Model, The Hersey Blanchard's Model and the Normative Decision Model.

3.1.4.4 .Fiedler's Contingency Model (contingency theory of leader effectiveness)

Fiedler's Model was the first approach to clarify the correlation between situational variables, that is, leader personality and leader behaviour (Achua and Lussier, 2013). Fiedler asserts that the efficiency of a leader is dependent on the situation; the situation is constant and therefore, the leader should not change his style, rather, he should change the situation (Gill, 2006). Achua and Lussier (2013:109) suggest that "the model is used to determine if a person's leadership style is task or relationship-oriented and if the situation (leader-member relationship, task structure and position power) matches the leader's style to maximise performance". Furthermore, Fiedler identifies three situation variables to ensure successful leadership. These are listed below in order of importance:

1. Leader member relationship: this is the most crucial variable and is concerned with the level of communication, trust, acceptance and respect displayed between the leader and his followers.

2. Task structure: the role and responsibility is specified according to the leader's skills, experience and talent. The greater the emphasis placed on the tasks' structure, the greater the increase in organisational productivity.
3. Position power: this relates to the leader's ability to reward, promote and punish his employees. The stronger the authority of the leader, the greater the success of the leader (Achua and Lussier (2013); Zehndorfer, 2014).

The Fiedler Model made an important contribution to the leadership literature by producing the first leadership theory which considered the situation factors, as well as specifying how to select a suitable leadership style to match the job context. However, some weaknesses were attributed to this model, for instance, Fiedler's Model states that the leader should not change his style but rather, change the work context to reach his true leadership potential. However, some researchers claim it is easier to change the leadership style to match it with the tasks, rather than change the work context. Furthermore, this model does not describe how to change the job context (Achua and Lussier, 2013).

3.1.4.5 .Hersey and Blanchard's Model

Hersey and Blanchard's Model proposes that the effective leader should amend their behaviours to correspond with the maturity and development levels of their follower's. With this model, the employees play a fundamental role in selecting the leadership behaviour or style suited for their work by determining a high level of motivation and responsibility (Yukl, 1989). As a result, three variables were identified, namely: task behaviour (allocates the work accurately to the followers and guides them to achieve it); relationship behaviour (develops interaction, communication and relationship with followers); and maturity (the readiness and ability of the followers to complete the task) (Hersey and Blanchard, 1988). Accordingly, this model suggests varieties of leadership styles based on the subordinates' readiness, ability, motivation and experience (see the Table 3-4 below) (Hersey and Blanchard, 1988; Bolden *et al.*, 2003; Ayman, 2004 and Al-Farsi, 2007).

Table 3-4 Leadership Styles

Leadership styles	Leader role (responsibility)	Type of subordinate
Telling (Directing)	<ul style="list-style-type: none"> • Gives instruction • Close supervision 	<ul style="list-style-type: none"> • High task and low relationship
Selling (Coaching)	<ul style="list-style-type: none"> • Support • Integrated communication • Provides motivation 	<ul style="list-style-type: none"> • High task and high relationship
Participating (Supporting)	<ul style="list-style-type: none"> • Involvement in decision-making 	<ul style="list-style-type: none"> • High relationship and low task
Delegating	<ul style="list-style-type: none"> • Less supervision and motivation 	<ul style="list-style-type: none"> • Low relationship and low task

3.1.4.6 The Normative Decision-Making Model

Created by Victor Vroom and Philip Yetton in 1973, Normative Decision-Making is a well-known situational model. This model is based on the extent to which a leader includes their employees in decision-making processes (Deanne *et al.*, 2001). Yukl (1989: 265) asserts that “the moderator variables in this model are the characteristics of the immediate situation that determine whether a particular decision procedure will increase or decrease decision quality and acceptance”. Vroom and Yetton (1973) attempt to identify which decision-making procedures will be suitable to the given situation and introduce five types of decision-making procedures (two autocratic types, two consultative types and one involving the participation of both leaders and subordinates).

In 1988 the Model was reviewed by Vroom and Jago. According to their analysis (Vroom and Jago, 1995) the Normative Model should provide a basis for effective problem solving and decision-making by matching the desired decision-making process with relevant properties of particular problems or decisions to be made. They redesigned the model based on two factors, namely: individual or group decisions and time-driven or development-driven decisions. In 2000, Vroom further updated the model and five leadership styles based on employee participation were specified, with the aim of assisting the leader in making an effective decision. The five styles were:

1. Decide: the leader obtains the information related to the problem from the group or from others and makes a decision alone, without any consultation.
2. Consult individually: the leader counsels the team individually and obtains their individual suggestions, then makes a decision.
3. Consult group: the leader holds a meeting with his/her team to explain the problem to them then takes their views and suggestions before making any decisions.
4. Facilitate: the leader explains the problem to the group in the meeting and points out the limits of the decisions which should be made. Due to his/her authority, the leader aims to get their advice on the decisions without giving his/her ideas more attention.
5. Delegation: the leader opens the door to the followers to make decisions within specified parameters. The leader's role is to encourage and guide them towards making the right decision.

(Vroom, 2000)

Vroom (2000) emphasises two aspects of the decision-making process: the quality of the decision and its implementation. A great deal of research has been conducted to evaluate this model and the results have proved positive. In fact, according to Yukl (1989: 265), "...the model is probably the best of the situational theories". On the other hand, this model has also been subject to criticism for various reasons, which include not paying attention to leadership skills and that leaders are required to possess a certain level of skill in order to use this decision-making process model (Achua and Lussier, 2013).

3.1.4.7 The Path Goal Theory

The Path Goal Theory is another leadership approach which enlists the relationship between the leader and their followers to achieve the organisation's aims. It was introduced by Robert House in 1974 and unlike other theories, the Path Goal Theory puts the motivation factor as the main encouragement for leaders and followers to maximise their performance (House, 1996).

Robert House assumes, in his approach, that employee efforts in attaining the tasks perfectly depend on rewards, relevant experience, positive outcomes, work motivation and conviction (House, 1996). Hence, the main role of the leader is to provide their followers with information, guidance, help, support and clarity of direction, and to minimise and remove any potential obstacles in order to achieve the organisation's goals (Northouse, 2013).

The four leadership styles specified in this theory are:

1. Directive: where the leader provides followers with instructions and guidance to attain the tasks properly, as well as teaching them how the work should be done.
2. Supportive: where the leader pays high attention to the followers' needs.
3. Participative: where the leader involves the followers in the decision-making process and consults their ideas and opinions in order to accomplish the organisation's goals.
4. Achievement orientation: where the leader tries to gain high performance tasks by establishing standards and aims, builds confidence and sets challenges for the followers to achieve their goals and improve the quality of their performance (Gabain, 2009; Northouse, 2013).

Accordingly, (Gill, 2006) argues that the efficiency of using the above leadership styles depends on two essential situational factors, namely: personal characteristics, such as ability, level of skills and trust; and environment, such as task and group work. The leader has the flexibility to select the leadership style which best fits their subordinates' characters and work environment.

The Path Goal Theory makes an important contribution to the leadership process by identifying the significant theoretical framework wherein their leadership skills are influenced to the satisfaction of their followers' and in accordance with their work environment. In addition, this is the first leadership theory to take into account the motivation concept. However, despite the positive contributions made by this theory, some weaknesses have also been identified; for example, this theory contains many complex

assumptions regarding the leadership process and a shortage of research in support of the hypotheses it proposes (Northouse, 2013).

In summary, the above leadership theories and models have made a great contribution to aid the understanding of leadership, its processes and the elements to be considered, not only to ensure that leadership is effective, but also to guarantee that the aims and objectives of the leaders' followers, the situation and the organisation are achieved. Moreover, these theories prove that the motivation factor, which is a prominent component of the Path Goal Theory, is extremely crucial for leaders to be effective; as emphasised by Goleman, (1998: 88) who stated that "if there is one trait that virtually all effective leaders have, it is motivation". In addition, these and other theoretical concepts have motivated researchers to intensely investigate the aspects of leadership and translate these theoretical frameworks to some styles of practising leadership.

3.1.5 Leadership styles

As discussed above, some leadership theories, such as the Behaviour and Path Goal theories, are concerned with some of the pertinent leadership styles; however, these theories are in contrast to situational theory, which focuses on the fact that each situation occurs in specific leadership styles. Thus, leadership styles can be defined as "the behavior pattern of a person who attempts to influence others" (Northouse, 2004: 89).

Walker and Miller (2012) defined leadership styles as the patterns of interactions between leaders and subordinates. They believe that it includes techniques such as controlling, directing and all other methods apply by leaders to motivate their subordinates. On the other hand "...the absence of leadership styles brings about a lack of direction from the leader which results in low morale and a lack of interest in the work" (Bhatti *et al.*, 2012:149). They further state that it is important for leaders to explain to their subordinates how they plan to run the organisation and use their authority to build effective leadership processes and avoid any problems with their work (Tannenbaum and Schmidt, 1973).

As the present study is concerned with the leadership styles of educational leaders in the Ministry of Education in Oman, five leadership styles will be explained; these are: Transformational, Transactional, Laissez-Faire, Participative and Autocratic.

3.1.5.1 Transformational leadership

In response to the changing surge in the field of economics in 1980, research was conducted to investigate new trends in leadership styles which might assist the companies in the United States to cope with the competition from foreign sources (Yukl, 1989). Thus, the notions of transformational and transactional leadership were introduced by Bernard Bass in 1985. According to Northouse (2013: 185), "...transformational leadership is a part of the new leadership paradigm, which gives more attention to the charismatic and affective elements of leadership". In addition, Arnold and Loughlin (2013) state that the transformational leadership theory enriches the literature of leadership theories and practice, and that most applied empirical studies are concerned with transformational theory.

Transformational leadership takes into account the exchange relationship between the leader and their followers, which raises motivation and morality (Bass, 1995; Diaz-sc, 2011). The transformational leader is always engaged with, and encourages followers to, maximise their performance within an organisation by determining a high level of attention to their human and developmental needs, as well as following several unique techniques designed to increase their level of motivation and morality (James and Ogbonna, 2013). Furthermore, the transformational leader focuses their efforts on designing organisational standards and goals, and working together with employees in order to fulfil expectation achievements and increase followers' empowerment and awareness in respect of successful attainments and results. In addition, many researchers found a great correlation between transformational leadership and higher organisation performance (Achua and Lussier, 2013).

Transformational leadership contains four leadership factors, as described below:

1. Charisma or idealised influence: addresses the emotional role of leadership when the leader is a model for their team and pays attention to the team's needs. The leader also builds respect and confidence within the team, which results in followers striving to emulate their leader (Jabhoun and Al Gasyah, 2005; Bass and Bass, 2008).

The leader who demonstrates idealised influence and charisma can encourage subordinates to attain high efforts and increase their performance by coaching and

providing them with new ideas (Bass, 1990; Bass and Avolio, 1990 and Sarros and Santora, 2001). In addition, leaders of this type are inspiring, share any workplace risk with subordinates and instil in them positive values and moral principles (Bass, *et al.*, 2003).

Idealised influence can be divided into two elements; namely: behaviour and attributes. Behaviour relates to the subordinates' observations of their leader's behaviour and attributes are concerned with "... the attributions of leaders made by followers based on the perceptions they have of their leaders" (Northouse, 2013: 191).

2. **Inspirational motivation:** is when the leaders motivate their subordinates to work to achieve high performance levels by setting an attractive vision and demonstrating commitment to the organisational goals; setting challenges and creating meaning for their work; communicating effectively and explaining roles clearly, and creating an enthusiastic work environment (Bass, *et al.*, 2003; Bass and Riggio, 2006). According to Sarros and Santora (2001), it is crucial for the leader to focus on ensuring their subordinates understand and are committed to the organisational vision, as well as exceeding their personal interest, in order for inspirational motivation to occur. Al Muklafy (2009) argues that leaders of this type encourage teamwork, optimism and enthusiasm to perform and achieve high expectations.
3. **Intellectual stimulation:** this third factor of transformational leadership is concerned with creativity and innovation in the workplace. The leader encourages his or her subordinates to carry out tasks using creativity and new methods; they include them in the process of solving work-related problems in order to provide creative solutions for them and also avoid criticising their subordinates' mistakes, especially in public (Bass and Bass, 2008).

Bass (1990) argues that these types of leaders will provide their subordinates with old problems and encourage them to offer creative solutions in order to stimulate their thinking and raise their thinking skills to a higher level. Antonakis *et al.*, (2004) state that intellectual stimulation creates an environment of analysis and logic equipped to deal with difficulties in the workplace. Sarros and Santora (2001: 386) emphasise that "...these leaders cultivate the same skills in their workers; they work through difficulties with staff in a calm, calculated fashion and use problem

solving techniques for reaching decisions that reflect a mutual consensus between leaders and employees.”

4. Individual consideration: this type of leader attempts to support his subordinates by dealing positively with their needs (Sashkin, 2004; House, 2012; Al-sharija, 2012 and Northouse, 2013). Lee (2014: 18) describes individual consideration as “...an ability to evaluate individual potential and help people to realise their promise”. Bass *et al.*, (2003) state that this leader pays attention to the individual requirements and needs of each subordinate so as to help them to develop their potential. In addition, they provide their subordinates with opportunities to grow their personal performance by coaching, advising and empowering them.

Al Muklafy (2009) point out some example of how leaders can practise the act of individual consideration, as detailed below:

- provides learning opportunities for subordinates and creates a supportive climate for them;
- pays attention to the individual differences between their subordinates’ needs;
- encourages interaction and communication between them and his or her subordinates;
- and delegates work to subordinates in order to develop their skills.

In addition, Al Muklafy (2009) lists some dimensions of transformational leadership in table , as follows:

Table 3-5 Dimensions of transformational leadership

Dimensions	Leader practices
Vision	<ul style="list-style-type: none"> • Creates a vision for the organisation
Staff Development	<ul style="list-style-type: none"> • Identifies their subordinates’ individual needs and encourages them to develop

Supportive leadership	<ul style="list-style-type: none"> • Provides feedback, acknowledges subordinates' achievements and provides trust and motivation
Empowering followers	<ul style="list-style-type: none"> • Delegates work tasks and involves subordinates in decision-making processes
Innovative thinking	<ul style="list-style-type: none"> • Challenges their subordinates' skills and encourages problem solving and higher thinking skills
Leading by example	<ul style="list-style-type: none"> • Does the right things in the correct ways (leadership by doing) and supports moral and ethical values

Transformational leadership has become common practice in Oman, particularly since 1970 when the new Sultan became the head of government, as mentioned in Chapter Two. Since this time, transformational leadership styles have become an essential factor in assisting the development of the country and facilitating reforms across all sectors (Al-Araimi, 2012). Transformational leadership can be employed in the educational field. As stated by Bush and Middlewood (2013), the implementation of transformational leadership in education will aid all stakeholders in their contribution to accomplishing educational aims. In addition, in his study, Leithwood (1994) points out that transformational leadership has a strong impact in school leadership.

According to Northouse (2013), transformational leadership is concerned with leaders formulating the vision of an organisation and setting its future direction, which attracts people to utilise it. It is also focused on the impartment of the followers' needs and morals, and seeks new pictures and views of leadership aspects. Although many studies support the features of the transformational leadership style and its influence in leadership performance, some weaknesses are also noted. For instance, this style fails to point out the influence of situation and context variables on the leadership process (McCleskey, 2014). Another limitation is that it is too difficult to measure specific leadership factors (charisma or idealised influence, inspirational motivation and individual consideration). Northouse (2010) claims that some empirical studies face challenges in distinguishing between these as high correlations are always found.

3.1.5.2 . Transactional leadership

In contrast, transactional leadership or managerial leadership is focused on the integration and exchange between leaders and followers. Transactional leaders deal with their group based on a contract, or 'give and take' relationship. The followers' performance depends on the type of reward they expect to obtain. In addition, the transactional leader can be described as having short-term views and a traditional mind-set, who does not like to change the organisational tasks (McCarthy and Greatbanks 2006; Nikezić et al.,2012); Udoh and Agu, 2012; Mccleskey, 2014).

Nikezić, *et al.* (2012: 287) state that "...this style of leadership works best when organisational problems are simple and clearly defined". Inflexibility is a characteristic of this model; there have been many unsuccessful attempts to change this leadership style. The difficulty lies in this leadership style's position as part of the human personality; it is a personal characteristic and that is something which is, therefore, unchangeable. Followers who prefer this style can be seen as implementing the leader, who directs instructions to complete work tasks. It can be argued, however, that as a result, the transitional leader is quicker and more influential to her employees because of her guidance and their willingness to obey her rules. The transactional leader already has clear aims and is able to employ their followers' skills to achieve the tasks under her supervision and motivate them based on their efforts.

The evidence clearly shows that researchers have different perceptions of transactional dimensions, with some of them identifying two – contingent reward and management-by-expectation (Ismail et al., 2010). Rothfelder *et al.* (2013) addressed the passive manager as another dimension. Moreover, Etimand and Agu (2012) and Nikezić *et al.* (2012) assert that transactional leadership has four dimensions, namely: contingent reward, active management-by-expectation, passive management and laissez-fair. These dimensions are described below.

1. Contingent rewards: leaders of this type set an agreement with their subordinates which determines their tasks and the reward which will be provided based upon achievement goals. In other words, the leader clearly outlines the aims which are required to be accomplished by his or her followers, who will be rewarded based on their performance.

2. Active management-by-expectation: this leader supervises the subordinate very closely to ensure a high level of performance and avoid any obstacles or errors in work tasks.

3. Passive management: this leaders’ role begins when followers fail to achieve the aims and meet the organisational standards. They might use their punishment authority in response to late performance.

4. Laissez-faire: Bass (2006)

As detailed above, transformational and transactional styles have been studied by various researchers – some think they are the same, whereas others believe they are different (James and Ogbonna, 2013). It can be argued that they are different, each having main concepts and dimensions with some similarities. The transformational style emphasises the organisation’s vision and mission, brings new ideas to the workplace, applies morality and values and focuses on human need. The transactional style, on the other hand, has an interest in traditional, unchangeable work, reward and punishment and short-term aims.

There are, however, some concepts which can be determined from both theories, such as follower motivation, achieving goals, clear work tasks and respect for followers (Nikezić *et al.*, 2012; James and Ogbonna, 2013; Udoh and Agu, 2013). Table 3-6 below clarifies the characteristics of transformational and transactional leadership and Figure 3-1 shows the relationships between these leadership styles.

Table 3-6 Characteristics of transformational and transactional leaders

TRANSFORMATIONAL LEADER	
Charisma:	Provides vision and a sense of mission, instils pride and gains respect and trust.
Inspiration:	Communicates high expectations, uses symbols to focus efforts and expresses important purposes in simple ways.
Intellectual stimulation:	Promotes intelligence, rationality and careful problem solving.
Individualized consideration:	Pays personal attention, treats each employee individually, coaches and advises.
TRANSACTIONAL LEADER	

Contingent reward:	Contractual exchange of rewards for effort; promises rewards for good performance and recognizes accomplishments.
Management by exception (active):	Watches and searches for deviations from rules and standards and takes corrective action.
Management by exception (passive):	Intervenes only if standards are not met.
Laissez-faire:	Abdicates responsibilities and avoids making decisions.

Source: Bass (1990: 22)

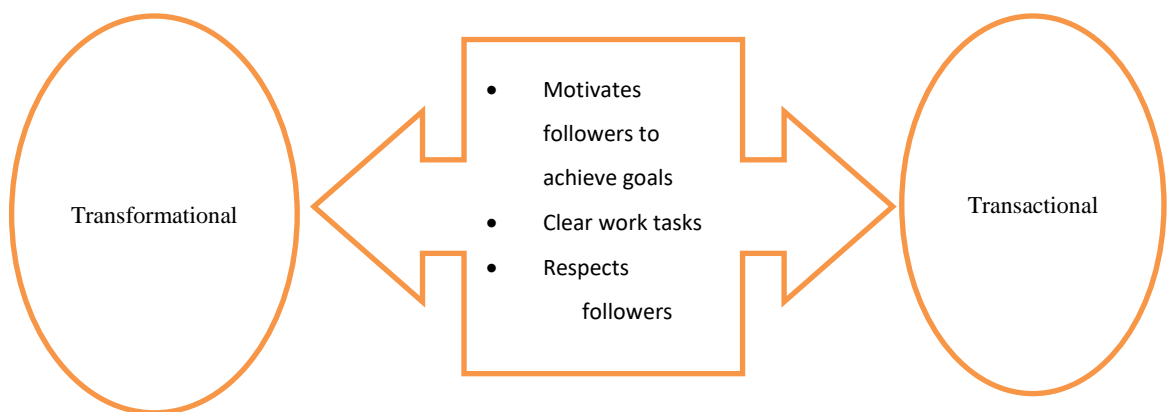


Figure 3-1 The relationship between transformational and transactional leadership

3.1.5.3 . Laissez-Faire Leadership

This concept originates from the French phrase meaning ‘leave alone’. This leadership style is based on providing subordinates with complete freedom to work using their own techniques. Leaders provide subordinates with organisational aims and advise them of what is expected from them; they are provided with the necessary space and responsibility needed to complete their duties (Sandling, 2015). In this style, the leader offers his or her followers the opportunity to make decisions and plan their work (Nikzic, *et al.*, 2012; Northouse, 2013; Udoh and Agu, 2013).

Goodnight (2004) argues that this style of working is opposite to that of a leadership role and is primarily about influencing and driving subordinates to accomplish specified objectives. In contrast, leadership is absent in this type of working as leaders transfer responsibility to their subordinates. Laissez-faire leaders have less confidence and leave subordinates alone to make decisions (Bass, 1990). “Laissez-faire is non-transactional

leadership if, indeed, it is leadership at all; this behaviour may result in conflict and lack of achievement” (Gill, 2006: 51).

According to Sandling (2015), the major roles of leaders are to afford the tools and resources which the followers need to fulfil their work. On the other hand, Goodnight (2004) emphasises that laissez-faire leaders offer less than basic data to subordinates which results in the absence of involvement, communication and feedback. “It is difficult to defend this leadership style unless the leader’s subordinates are experts and well-motivated specialists, such as scientists” (Chaudhry, 2012: 259). It is essential for leaders to understand the skills, experiences and ability levels of their subordinates in order to ensure the effective use of this style (Sandling, 2015).

Several features might be obtained from applying laissez-faire styles; for instance, subordinates may feel a greater sense of ownership of the organisation as they have the freedom to complete the work in their own way, encouraging them to raise the quality of the product. In addition, subordinates are extremely independent, empowered and trusted, and this might encourage them to be creative in their work, as well as to promote the teamwork culture to be applied (Sandling, 2015). On the other hand, another view of this leadership style considers this method to be chaotic, with less productivity and more negative results (Goodnight, 2004). It is clear that laissez-faire leaders follow the delegation method where specially trained, skilful and intuitive subordinates are required to guarantee the efficiency of the final outcome.

3.1.5.4 . Autocratic leadership

While the previous leadership style gave subordinates the complete freedom to carry out their work in a style of their own choosing, conversely, autocratic leaders have total power, control and all authority over their subordinates. All decisions are made by the leader, with less communication and involvement from their subordinates (Goodnight, 2004). In addition, autocratic leaders provide subordinates with goals and instructions to guide them towards achieving their tasks, and subordinates’ opinions are not considered relevant. Furthermore, subordinates do not have opportunities to express their ideas and suggestions, thus, collaborative working and individual initiatives are absent (Sandling, 2015).

Germano (2010) argues that this type of leadership behaviour can destroy an organisation as the leader is the only recourse for planning and direction, and little motivation is offered

to subordinates. A motivational environment is produced by creating a structured set of rewards and punishments (Khan *et al.*, 2015). This style of leadership will often be applied with less experienced and skilled subordinates, and in situations where a leader needs to make very quick decisions. Autocratic leadership is often best used in a crisis situation when decisions must be made quickly and without dissent (Amanchukwu *et al.*, 2015: 10). In addition, it can be used when a leader needs to save subordinates from a risk (Sandling, 2015).

The autocratic approach consists mostly of one-way communication as leaders do not take into account their subordinates' needs, since these do not play a fundamental role in developing and improving the quality of work processes.

3.1.5.5 . Participative leadership

The participative leadership style is an approach which supports collaborative working between a leader and subordinate. With this style of leadership a leader and subordinate will work together in order to shape the direction of an organisation. Participative leaders maintain effective communication with their subordinates, sharing with them the vision and strategic planning of the organisation (Gonos *et al.*, 2013). Subordinates are given opportunities to be part of an organisation as they are consulted, involved in decision-making processes and empowered to complete their work tasks. Furthermore, they are fully trusted, highly motivated and willing to offer new ideas to develop their work as the leader prioritises reward rather than punishment (Yukl, 2002; Goodnight, 2004). The subordinates' needs and opinions are appreciated and concern is expressed from a participative leader. Bush (2011) argues that subordinates are motivated to apply the decisions which they have already participated in formulating.

Yukl (2002: 83-84) states that several benefits can be obtained from the participation approach; for example, decision quality: involving subordinates in decision-making, allowing leaders to share knowledge and exchange experiences and seeking advice in order to reach the right decision. Secondly, decisions made by subordinates are more readily accepted as they have been fully involved in the problem-solving process and some aspect of the final outcome has been made based on their suggestions. However, this style of leader has the authority to make the final decision and/or approves any decisions recommended by their subordinates.

With regards to efficiency, Likert (1967: 46) describes the participative leadership style as having "...high productivity, low scrap loss, low costs or favourable attitudes and excellent labour relations". In addition, the efficiency of participative leaders depends on the nature of the situation, as this style of leadership is not suitable in every case. It also requires a specific level of knowledge and experience from subordinates in order to ensure the right application and outcomes (Atkinson, 2012; Sandling, 2015).

It is important to note, however, some criticisms attributed to participative leadership. This type of leadership is considered time consuming in cases where decisions need to be made quickly. Additionally, team members are required to have a high level of skills and knowledge in order to guarantee the right level of input, otherwise, this could negatively affect the quality of the decisions (Germano, 2010; Amanchukwu *et al.*, 2015). In respect of the educational field, Leithwood *et al.* (1999) state that participative leadership has an effective impact on increasing organisational effectiveness.

To sum up, it seems that participative leadership is an effective style of leadership which allows an organisation to progress further and succeed in achieving its aims by raising the motivation and ownership of subordinates. It is interesting to note that most of the above theories and styles mention participative leadership; for example, The Iowa State Studies emphasised the necessity to at least partly involve subordinates in decision-making processes in The Path Goal Theory. Transformational and transactional leadership styles can also be participative, as inferred by Bass (1999).

3.1.6 Summary

This section has investigated some leadership aspects, namely: culture, relationships and gender, and how these influence the effectiveness of leadership. Then leadership theories were presented, with a focus on the evolution of the leadership phenomena. This discussion started with Trait Theory, which looked at leaders' traits only as the main elements of effective leadership. The Behaviour and Situation Theories then examined the leadership process from the perspective of the situation and relevant behaviours. Five leadership styles were also investigated, including the transformational leadership style, which comes back to identifying leaders' traits (charisma) as important elements for effective leadership; the transitional leadership style, which states the exchange relationship between leader and subordinate; the laissez-faire leadership style, which transfers the responsibility to subordinates, offering them the total freedom to work in the

manner of their choosing; the autocratic leadership style, whereby leaders maintain all the power and authority over their subordinates; and the participative leadership style, which offers subordinates the opportunity to be involved in decision-making processes. The next section will discuss Total Quality Management.

3.2 Section 2 Total Quality Management

3.2.1 Introduction

The previous section is concerned with leadership theories and styles. This section will discuss Total Quality Management, which arose as a result of the fundamental evolution of the organisation management practices extant during the 1980s. It was then that the new trend of focusing on employees and their continuous improvement, as well as ensuring customer satisfaction, was introduced. It is crucial to deeply explain all aspects of Total Quality Management; therefore, in this section, the definition of quality will be presented. In addition, the definition of Total Quality Management and its evolution will be introduced; further, the most influential and famous Total Quality Management gurus and their contributions to the field. Finally, the section will conclude with an explanation of the TQM principles and tools.

3.2.2 Definitions of quality

In our competitive world, the definition of quality emerges as a fundamental concept because of the tangible effort undertaken by most organisations in different fields to enhance and develop their outcomes and achieve customer satisfaction. Thus, quality is a key strategic factor in achieving business success. It is crucial to explain the concept of quality so as to understand the surge of Total Quality Management and its elements, in addition to its impact on an organisation's performance.

The concept of quality was introduced to management literature during the twentieth century. This concept is not straight forward and this is an area where the perceptions of researchers differ, depending on their background and field of work. It is a slippery concept because of its variety of meanings (Oduwaiye *et al.*, 2012). As a result, it is difficult to arrive at a universal definition of quality. According to Al Nabhani (2007), the word 'quality' is taken from the Latin word 'quails' (meaning "what kind of"); however, several definitions will be discussed.

The most significant writings in relation to quality are those of Deming, Crosby, Juran and Ishikawa. According to Deming (1986: 8), "good quality means a predictable degree of uniformity and dependability with a quality standard suited to the customer". In Deming's view the customer sets the target for quality and as such, a standard should be designed in order to meet – or exceed – the customer's satisfaction.

However, Juran (1999: 2.1) consider quality to be “features of products which meet customers’ needs and thereby provide customer satisfaction”. In addition, Juran added that quality is “...freedom from deficiencies”. Juran, in his definition, pays attention to the end product as this needs to be produced with “...a high level [of] quality and without any shortages”. Crosby, a key writer in the field of quality, defines it as “...conformance to requirements” and quality is free (Crosby, 1984).

Goetsch and Davis (2014: 2) assert that quality is “... a dynamic state associated with products, service, people, process and environment that meets or exceeds expectations and helps produce superior value”. In this definition, quality is seen as a continuous and changing process which requires variable attention in order to provide value to consumers. Aguayo (1990: 32) gives a wider definition and states that “quality is anything that enhances the product from the viewpoint of the customer”.

It is notable that the definition of quality is changeable based on the writer’s point of view and background. For example, in business the focus is on the product and anticipated client needs, whilst in education the focus may be related to the quality of the teacher, the curriculum, the students and education environment.

3.2.3 The evolution of Total Quality Management

The concept of Total Quality Management has deep roots that began with Frederick Taylor in 1920 (Goetsch and Davis, 2014). Taylor emphasised that TQM relates to ongoing work built on scientific study, rather than on ideas or the experience of workers. He separates “...work planning from execution” (Juran, 1999: 2.13). According to Feigenbaum (1991), there are six stages in the evolution of quality, as detailed below:

- The first stage relates to operator quality control, which is applied within the industrial field as the worker is the only person responsible for the final product.
- The second stage relates to foreman quality. In this phase, the role of responsibility for quality is shifted to the foreman as a result of a massive development in the industrial field. The main role of foremen is to supervise group work and ensure the quality of the final product.
- The next stage is known as inspection quality control. This phase arose as a result of the field of industry becoming more complex, thus, an inspector was needed to observe the quality of products.

- The fourth step is statistical control, wherein statistical techniques are implemented to manage the quality of the product.
- The next stage concerns Total Quality Control being applied to production, from design to delivery, and on to the customer.
- The last stage is Total Quality Management.

Some researchers argue that Total Quality Management was developed from four stages. These stages occurred in what was known as the quality era, namely: Inspection, Quality Control, Quality Assurance and Total Quality Management (Al Kateeb and Al Kateeb, 2004; Al Nabhani, 2007; Hanaee, 2011; Singh, 2014). A description of each of these stages is provided below.

3.2.3.1 . Inspection (1920-1940)

Inspection started during the early twentieth century. The major role of inspection is to measure and test the product in order to ensure its compliance with the specification of the organisation. The inspection process is a mechanism for finding errors in the product, but not for preventing them from happening in the first place Sadeq (2014). Aleem and Al Ahmadi (2008) state that a properly implemented inspection regime can limit product defects before delivery to the consumer. However, the inspection process did have limitations and cannot guarantee the quality of the product. stress that if organisations have to inspect their items after the product process, a defective product has already been produced.

3.2.3.2 . Quality control (1940-1960)

The concept of quality control was introduced by Shewhart in the United States and is used to substitute defective products for acceptable products. In addition, statistical methods are used in the quality control process in order to determine product efficiency (Garvin, 1988). However, Sallis (2002: 16) argued that "...quality control and inspection is wasteful and expensive, involving considerable amount of waste, scrap and reworking".

3.2.3.3 . Quality assurance (1960-1980)

Quality assurance represents a more effective and comprehensive view of quality, leading to improved control over quality. Quality assurance works by injecting observation of, and responses to, quality into work activity from the first step, in order to eliminate defects

from the product and to ensure it reaches the organisation’s standards (Sallis, 2002).

According to Al Nabhani (2007), quality assurance concentrates on the entire production process as well as the contribution of all functional groups in order to prevent quality failure.

It can be seen from the above analysis that the evolution of quality has seen gradual improvement in light of the development and complexity of the manufacturing workplace. In order to continue to build on meeting customer expectations, the TQM system was born in the early 1980s.

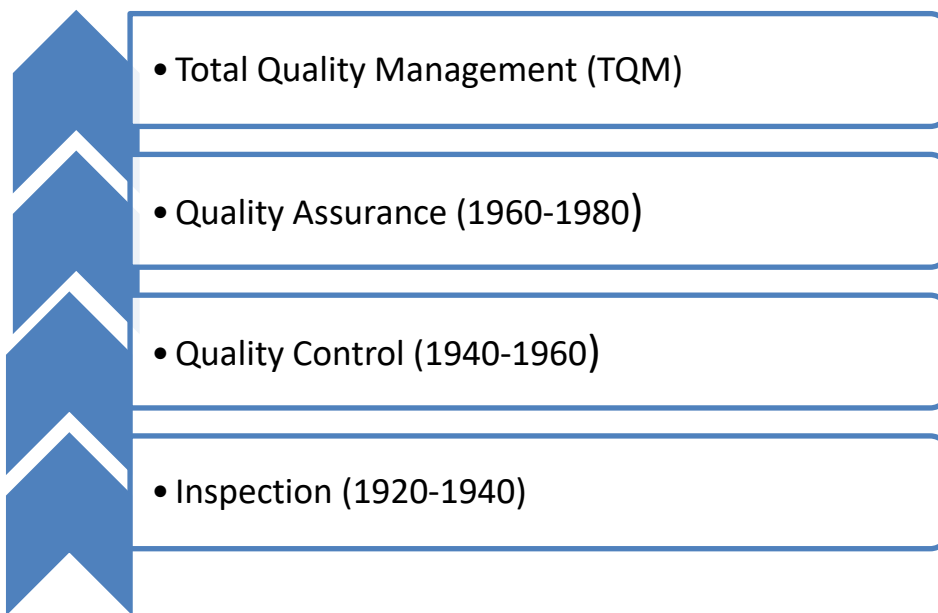


Figure 3-2 The evolution of Total Quality Management (by researcher)

3.2.4 Total Quality Management definition

Total Quality Management is a modern form of organisation management. It was developed by the American scientist, Edward Deming, after World War II. The concept was paid increased attention in America after the rapid evolution of industry in Japan in the 1950s. In 1980, most American companies had applied the quality process in order to cope with the global market (Aldaweesh *et al.*, 2012). As with many other concepts, Total Quality Management can be difficult to define. Mosadeghrad (2012: 90) suggests that “TQM is a difficult concept and an abstract term with many vague descriptions and no accepted definition or agreed content”.

Al Nabhani (2007) believes that there are a number of reasons why the definition of Total Quality Management is vague. TQM is a modern movement with developing techniques; some organisations apply different models of TQM and indeed, it has been known by a variety of different names, such as total quality improvement, among others.

American Society for Quality (online a) describes Total Quality Management as “as a management system for a customer-focused organization that involves all employees in continual improvement. It uses strategy, data, and effective communications to integrate the quality discipline into the culture and activities of the organization”. In this definition, the importance of TQM in an organisation for drawing up a strategic plan and involving everybody in the workplace in the firm’s activities is emphasised.

Furthermore, Hanaee (2011) states that Total Quality Management is an approach used to enhance and develop the business by planning and following each activity and including lower and high level members. Oduwaiye *et al.* (2012: 142) define Total Quality Management as “the process of integration of all activities, functions and process within an organisation in order to achieve continuous improvement in cost, quality, function and delivery of goods and service for customer satisfaction”. Soltani (2005: 467) states:

1. ‘Total’ means that everyone in the organisation participates in any development, including customers;
2. ‘Quality’ means to meet the customer’s expectation;
3. ‘Management’ refers to the commitment from top management.

Thus, in order to produce a high quality outcome, Total Quality Management is a philosophy that requires the management of quality in all dimensions and in all stages of the work (Woon, 2000).

Sallis (2002: 3) asserts that Total Quality Management is both a philosophy and a methodology. It can assist institutions in managing change and setting their own agendas for dealing with the plethora of new external pressures.

Oakland (1989: 14-15) introduced an important definition of Total Quality Management when he said:

Total Quality Management (TQM) is an approach to improving the effectiveness and flexibility of businesses as a whole. It is essentially a way of organizing and involving the whole organization; every department, every activity, every single person at every level. For an organization to be truly effective, each part of it must work properly together, recognizing that every person and every activity affects, and in turn is affected by others.

It can be observed from most of the definitions of TQM that it is a comprehensive system; it enables all members from all parts of an organisation to tackle every element in the organisation in order to provide an acceptable level of production to its beneficiaries.

3.2.5 Understanding Total Quality Management

There are so many key experts in Total Quality Management who have made fundamental contributions towards TQM; for instance, Edward Deming, Joseph M Juran, Kaoru Ishikawa and Philip Crosby, to name but a few. The United Kingdom's Department of Trade and Industry (2012) divide the gurus of TQM into three groups: the Americans, who took the quality ideology to Japan from the early 1950s, such as Deming and Juran; the Japanese, who developed new concepts in response to the American firms in the late 1950s, including Ishikawa; and the Western gurus such as Crosby, who followed the Japanese industrial success. Examples of each group's impact will be explained.

3.2.5.1 . Edward Deming (PDCA cycle)

After World War II the main Japanese industry was development. Deming was invited to Japan to spread his views on quality (Goetsch and Davis, 2014). According to Brawn (2008), Deming is the father of quality and he created a strong introduction to quality. Deming emphasised that "The quality of any product or service can only be defined by the customer" (Aole and Gorantiwar, 2013: 46). Gomes (online) argues that Deming determines quality as a management responsibility. Deming mentioned that management is responsible for 94% of quality related problems (Al Jabory, 2010).

According to Soltani (2005) Deming's main elements of Total Quality Management focused on leadership commitment so as to increase the efficiency of performance and quality of product outcome. Deming's contribution to quality management can be seen in his '14 Points for Management', the 'Deming Cycle' and his 'Seven Deadly Diseases'. Hirtz and Riordan (2007) highlighted that Deming strongly stresses that top management

plays a major role in the application of TQM and that nine of his 14 points emphasise leadership from the top level. The 14 points of Deming's philosophy for Total Quality Management are summarised as follows:

1. Create constancy of purpose toward improvement of product and service, with the aim to become competitive, to stay in business and to provide jobs.
2. Adopt the new philosophy. Management must awaken to the challenge, must learn their responsibilities and take on leadership for change.
3. Cease the dependence on inspection to achieve quality. Eliminate the need for inspection on a mass basis by building quality into the product in the first place.
4. End the practice of awarding business on the basis of price tag; instead, minimize total cost. Move toward a single supplier for any one item based on a long-term relationship of loyalty and trust.
5. Constantly evolve the system of production and service, to improve quality and productivity and thus, constantly decrease costs.
6. Institute training on the job.
7. Institute leadership. The aim of supervision should be to help people, machines and gadgets to do a better job. The supervision of management is in need of overhaul, as well as supervision of production workers.
8. Drive out fear so that everyone may work effectively for the company.
9. Break down barriers between departments. People in research, design, sales and production must work as a team to foresee problems of production and use that may be encountered with the product or service.
10. Eliminate slogans, exhortations and targets for the workforce asking for zero defects and new levels of productivity. Such exhortations only create adversarial relationships.

11. Remove barriers that rob the hourly worker of his right to pride of workmanship. The responsibility of supervisors must be changed from sheer numbers to quality.
12. Remove barriers that rob people in management and in engineering of their right to pride of workmanship.
13. Institute a vigorous program of education and self-improvement.
14. Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job (Deming, 1986).

Furthermore, another major facet of Deming's Total Quality Management is called the PDCA Cycle (Plan, Do, Check, Act). Rita and Lakshmi (2009: 1) said "the PDCA Cycle on quality improvement aids the initiative to focus on the goals and obtain the commitment of all stakeholders to the accomplishment of the goal set". Marquis (2009) describes the PDCA Cycle as an improvement process which begins with strong planning, resulting in great action before moving on again to careful planning, in a continuous cycle.



Figure 3-3 Deming's PDCA Cycle

An explanation of Deming's PDCA Cycle is:

Plan: Conduct research to collect data about the current situation, using the given information to improve quality.

Do: Apply the action plan.

Check: Make sure the product meets with the standards specified on the plan.

Act: Standardise a successful method and apply new techniques continually.

(Zairi, 2013)

In addition, Deming points out ‘Seven Deadly Diseases’ which might create obstacles to the correct application of his 14 points. The seven diseases are:

1. Lack of constancy of purpose to plan products and services that will have a market, keep the company in business and provide jobs.
2. Emphasis on short-term profits: short-term thinking (just the opposite from constancy of purpose to stay in business), fed by fear of unfriendly takeover and by pressure from bankers and owners for dividends.
3. Evaluation of performance, merit rating or annual review.
4. Mobility of management; job hopping.
5. Management by use only of visible figures, with little or no consideration of figures that are unknown or unknowable.
6. Excessive medical costs.
7. Excessive costs of liability, swelled by lawyers that work on contingency fees.

(Deming, 2013)

It can be observed that Deming created a significant foundation for the creation of Total Quality Management, designing a road map for organisations to reach high levels of performance. Total Quality Management focuses on the top management roles to plan long-term missions and vision for organisations, to spread the plan to all staff and to follow productive leadership techniques to succeed in an economic era. In addition, Deming

considers the rehabilitation of employees as motivation for them to raise their ways of working and meeting the customers' needs.

3.2.5.2 . Joseph Juran (fitness for use)

Juran defines quality as “fitness for use” (Juran, 2010) and he created the ‘Quality Trilogy’, which states that quality planning relates to the processes followed to reach the firm’s aims, taking into account both the customer and the needs of the organisation’s employees. Quality control is implemented by design tests and measurement in order to achieve the organisation’s objectives. Quality improvement is concerned with continuous development by pointing out the necessity for implementing improvement projects, creating project teams, providing employees with training and facilitating their work to obtain correct and great gains (Zairi, 2005).

Al-Ghanboosi (2003) states that like Deming, Juran considers that processes should be supported by the top management. Juran believes that quality can be achieved by following these ten steps:

1. Build awareness of opportunities to improve.
2. Set goals for improvement.
3. Plan and organize how to reach goals.
4. Provide training.
5. Carry out projects to solve problems.
6. Report progress.
7. Give recognition.
8. Communicate results.
9. Keep score.
10. Maintain momentum by making annual improvement part of the regular system and processes of the company.

(Oakland, 2003)

It can be said that Juran builds on Deming's work and underlines the key issues required to create a successful workplace, as well as to evaluate and measure activities and production from all stages and compare performance with actual goals.

3.2.5.3 Philip Crosby (quality with no defects)

Crosby is a key expert in quality, describing quality as "is free and zero defects" (Crosby, 1979). According to Zairi (2013), Crosby believes that top management in any organisation should apply quality management across the whole organisation because it benefits the bottom line. Crosby sets out 14 steps to quality improvement, which are:

1. Make it clear that management is committed to quality.
2. Set up quality improvement teams with representatives drawn from each department.
3. Identify where current and potential non-conformance problems come from.
4. Evaluate the cost of quality and explain its use as a management tool.
5. Raise the quality awareness and personal concerns of all employees.
6. Take actions to correct the problems identified in the previous steps.
7. Establish a committee for the zero defects program.
8. Train supervisors to actively carry out their part of the quality improvement program.
9. Hold a 'zero defects day' to let all employees realize that there has been a change.
10. Encourage individuals to establish improvement goals for themselves and their groups.
11. Encourage employees to communicate to management the obstacles they face in attaining their improvement goals.

12. Recognize and appreciate those who participate.
13. Establish quality councils to communicate on a regular basis.
14. Do it all over again to emphasize that the quality improvement program never ends.

(Goetsch and Davis, 2014: 13)

It can be observed that Crosby, in his work with Total Quality Management, agreed with Deming and Juran on the responsibility of top management in relation to the success of quality performance. He also mentioned some new concepts in his work such as the cost of quality and zero defects programs to improve quality.

3.2.5.4 . Ishikawa (quality tools)

Ishikawa positively influenced the Japanese in their understanding of quality. He believes that quality is "...development, design, production and service of a product that is most economical, most useful and always satisfactory to the customer" (Aloe and Gorantiwar, 2013: 49). Ishikawa's on Total Quality Management identified four areas of interest, namely: 1) the Quality Circle; 2) the question of continuous training; 3) Quality Tools (flow chart, check sheet, Pareto chart, histogram, fishbone diagram, scatter diagram and control chart – to be explained later in this section); and the Quality Chain (Hanaee, 2011: 32).

Ishikawa asserts that organizations need to utilise the above seven tools to analyse all problems and increase performance. He also identifies top management as being responsible for implementing quality throughout an organization and managing it by using this model (Hanaee, 2011).

3.2.6 Total Quality Management Key principles

Total Quality Management incorporates several principles which are designed to increase organisational performance and improve customer expectations. The main principles are explained below.

- **Top Management Support:** It is clear from the above discussions that the senior management of an organisation is a key element of Total Quality Management. In

addition, top management must practise the quality process and show their subordinates these processes in practice. Islam and Mustapha (2008: 21) express the opinion that "...the commitment and involvement of management needs to be demonstrated and visible; commitment means willingness to invest now in order to reap benefits later".

- **Strategic Quality Planning:** Organizations committed to Total Quality Management have to design accurate and effective long-term planning, which includes vision, mission, objectives, methods, techniques and adequate product and service standards, to ensure an acceptable outcome (Goetsch and Davies, 2014).
- **Focus on Customer:** This is an extremely important principle because Total Quality Management places the customer in the position of vital targets and all the organisation's activities must be driven to meet their requirements (Al Juady, 2005).
- **Education and Training:** Education and training is crucial in Total Quality Management. It assists the subordinate in identifying their skills and the routes for potential work (Goetsch and Davies, 2014). Al Juady (2005) argues that it is essential for organisations to provide their people with formal education and training programmes in order to instil in them the techniques of dealing with complex problems and improve their knowledge and skills.
- **Empowerment:** The participation of employees in all of the organisation's activities is highlighted; the sharing of ideas between employer and employee at all levels will enhance the efficiency of the organisation. Furthermore, this provides an opportunity for senior management to provide their employees with an explanation of their tasks and responsibilities and facilitate discussions about what top management expects from them (Ajinah, 2009).
- **Teamwork:** This is an important aspect of TQM. Organisations can gain many benefits by encouraging teamwork; more specifically, it assists in the building of trust between employees at all levels, it increase the individual's performance by exchanging ideas and experience within the team and builds communication skills across the whole organisation (Goetsch and Davies, 2014).

- **Measurement and Feedback:** The measurement of performance is an effective technique in TQM. The indications and data collected from measurement are useful to both the organisation and employees for continuous improvement. The employees can investigate their strengths and weaknesses and try to improve, and the organisation can employ the data to increase the quality of the workplace (Islam and Mustapha, 2008).

3.2.7 Total Quality Management Tools

Total Quality Management is a continuous process, which requires planning, making decisions based on customer feedback and collecting data. Accordingly, specific quality tools have been generated which might be used in solving problems and improving processes. According to Downey *et al.* (1994), quality tools drive organisations to obtain specific information for process improvement to achieve customer requirements. Thus, "...one of the powerful aspects of TQM is the bringing together of a range of useful tools to implement its underlying concepts" (Salies, 2002: 91). Gray (2016: 326) states: "beyond the theoretical elements, the quality philosophy introduces the employed to several tools and techniques to measure and plan the continual improvement of quality".

Literature has introduced several tools, some of which have common elements. The quality tools can be divided in two groups, as follows:

1. **The seven old tools:** Flow chart, check sheet, Pareto chart, histogram, fishbone diagram, scatter diagram and control chart. These simple but effective tools of improvement are widely used as graphical problem-solving methods and as general management tools in every process between design and delivery (Aishoni, 2010; Haider, 2016; Al Jabore, 2017).
2. **The seven planning tools:** Flow tree, affinity diagram, nominal group technique, brainstorming, matrices diagram, deployment flowchart and interrelationship digraph (relations diagram) (Downey *et al.*, 1994). Some of these tools are explained below:
 - **Flow chart:** According to Paton *et al.* (2011: 431), a flow chart is a series of connected supplier-input-process-output diagrams. It provides a visual representation of the different steps in a process. In addition it shows teamwork,

how the process works and consequently suggests any modifications required to progress the product through process work (Arcaro, 1995; Aishoni, 2010).

- **Check sheet:** A check sheet is a form used for collecting, recording and analysing data (Hider, 2016). It aids the organisation of data in order to observe it via specific categories and in a specified time, and enables the user to make decisions based on the indicators derived from the data (Al Jabore, 2017). For example, an attendance sheet in a school (Arcaro, 1995: 132).

- **Pareto chart:** The Pareto chart was developed by Pareto, an Italian economic scientist. His tool states that eighty percent of problems come from 20% of reasons (Downey *et al.*, 1994). The 80:20 principal can be applied in most situations (Suganthi and Samuel, 2004; Al Ali, 2008). This analysis tool can aid in addressing the real cause of a problem and help solve it directly (West-Burnham, 1992). Added to this, the Pareto chart aids in the categorisation of the problem from more frequent to less frequent (Aishoni, 2010), and focuses efforts on the problems that offer the greatest potential for improvement (Arcaro, 1995: 132). Al Juady (2005) lists some advantages of the Pareto chart, which include:
 - identifying the main problems which effect specific topics;
 - help in setting priorities in order to solve any problem;
 - and assisting decision-makers in collecting qualitative data for problem solving.

- **Histogram:** The histogram is a bar graph that allocates data in different groups (Suganthi and Samuel, 2004) in order to understand and analyse data in appropriate ways (Al Jabore, 2017). It can be used to understand differentiation and variation in any process observations and analyse processes in order to continue improvement (Aishoni, 2010). Moreover, “a histogram can be used for comparisons of process distribution before and after the improvement action (production, vendor performance, administration, purchase, inspection, etc.); comparison of different groups (production, vendor to vendor difference etc.); and relationships with specification limits” (Naidu *et al.*, 2006: 92). For example, to illustrate the phase of quality in a school or district (Arcaro, 1995: 136).

- **Fishbone diagram:** The fishbone diagram is also referred to as the cause and effect diagram, or Ishikawa diagram (Aishoni, 2010). It is a structured approach to finding the possible causes of problems (Paton *et al.*, 2011: 434), widely employed to identify problems by mapping the factors that affect problems and focussing on the available solutions (Aishoni, 2010). Sallis (2002) points out that this tool aids the improvement of processes by utilizing brainstorming to illustrate the cause and effect of the problem.
- **Scatter diagram:** It is “cause and effect relationship” (Ishikawa, 1982: 86). According to Aishoni (2010), the scatter diagram is used to identify the correlation between two variables. “It is a two dimensional graph known as the ‘X-Y’ graph. This gives the relationship if there is significant correlation between the variables. If the value of one variable is very much affected by a change in another variable, then one can say that there is correlation between the variables” (Panneerselvam and Sivasankaran, 2014). For example, the correlation between the speed of producing an item and its defects.
- **Control chart:** The control chart was developed by Dr. Walter A. Shewhart in 1920 (Magar and Shinde, 2014). The chart is a graph which is used to study how a process changes over time (American Society for Quality, online b). Arcaro (1995: 135) states that “a control chart is used to graphically display the variation in an ongoing process”. Several aims can be obtained from utilizing this tool, namely: continuous process improvement, process capability, decision-making in relation to specification, decision-making based on process and increased productivity (Aishoni, 2010: 81-82).
- **Brainstorming:** Brainstorming is one of the seven planning tools of TQM. It was developed by Alex Osborn in the 1940s and is an ideal TQM tool (Salies, 2002). It is an activity which is employed to obtain a variety of ideas from one or more groups of people (Suganthi and Samuel, 2004). Thus, it helps in creating teamwork and encourages creative thinking by giving all participants the opportunity to express their ideas and thinking, and enrich the topic under discussion (Mohanty and Lakhe, 2011). However, Sallis (2002) argues that this tool cannot be employed to analyse and solve problems as it does not provide objective assessments of a situation; hence, it is crucial to combine this with other tools, such as the Ishikawa diagram.

It can be concluded that by incorporating the aforementioned tools and techniques, Total Quality Management will make a significant impact on the management, functionality and successes achieved by any organisation. These tools can be applied to a variety of areas including planning, increasing performance and continuous improvement, to name but a few. This variation of tools will also aid practitioners in identifying any problems which could potentially obstruct the production process; furthermore, Deming's PDCA Cycle provides all the basic quality tools needed for organisations to rectify any existing problems.

3.2.8 Quality Management System model

The most popular Quality Management System, ISO 9000, is the model employed in Oman and the Gulf countries, which includes Oman, Qatar, Bahrain, United Arab Emirates, Kuwait and Saudi Arabia. As discussed in the second chapter, the Ministry of Education in Oman has applied the ISO 9000:2015 in two departments (Planning and Administration) in their headquarters, and in eleven educational governorates.

3.2.8.1 ISO

The ISO is the International Organisation for Standardization, an organisation which publishes international standards, founded in 1947 in Swaziland (Al Jabor, 2017). The ISO 9000 is a series, or family, of standards and the ISO 9001 is a standard within this family. It gives requirements for an organization's Quality Management System (QMS). The ISO 9001:2015 is one series within this family, which includes the latest updates of the standards for a Quality Management System. It can be used as a guide for an organisation so they can guarantee the quality of their products and ultimately achieve customer satisfaction (ISO 9001 Quality management, online). Huarng (1998) argues that some organisations look to the ISO as a technical system, used to guide them through the necessary paperwork required to achieve certification.

3.2.8.2 Benefits and drawbacks of the ISO 9000 quality system

There are several advantages attributed to the application of ISO 9000, which include:

- the ability to consistently provide products and services that meet customer and applicable statutory and regulatory requirements;

- facilitating opportunities to enhance customer satisfaction;
- addressing risks and opportunities associated with its context and objectives;
- and the ability to demonstrate conformity to specified quality management system requirements (ISO, 2015: 6).

3.2.8.3 ISO 9000 principles

The quality management principles are:

- customer focus;
- leadership;
- engagement of people;
- process approach;
- improvement;
- evidence-based decision-making;
- and relationship management.

(ISO, 2015)

3.2.8.4 Total Quality Management and ISO

The linkage between Total Quality Management and ISO is not clear in the literature. TQM is a systemic philosophy or approach for managing organisational quality, whereas ISO is an award program (ASQ, 2013). In addition, Lakhali, (2014) indicates that researchers have different views regarding this relationship; some of them suggest that an organisation should apply ISO first in order to create a favourable environment and then apply TQM afterwards, while others say that TQM should be applied first. Zhu and Scheuermann (1999) state that ISO focuses on standardized specific processes, but Total Quality Management is used for continuous improvement. They cannot replace each other and have no significant correlation between them, but applying them together can provide

more features to organisation. Goetsch and Davis (2014) assert that Total Quality Management and ISO are related and ISO might be part of TQM. The Table 3-7 below summarises the relationship between Total Quality Management and ISO.

Table 3-7 Total Quality Management Characteristics Compared with ISO9000

Characteristics	ISO9000	TQM
Customer focus (internal and external)	√	√
Obsession with quality		√
Scientific approach to problem solving	√	√
Long-term commitment	Partial	√
Teamwork		√
Continual process and product improvement	√	√
Education and training intensive	√	√
Freedom through control		√
Unity of purpose	√	√
Employee involvement and empowerment	Partial	√

Goetsch and Davis (2014: 251)

3.2.9 Summary

Total Quality Management is a continuous process utilised by organisations with the aim of improving employee and customer needs by implementing a variety of different tools and methods of delivery. Most experts consider that Total Quality Management should start with reliable planning, excellent leadership and employee empowerment and that everyone within an organisation has a responsibility for incorporating quality in their approach to work. Effective TQM can instil organisations with the confidence and belief that they are guaranteed to meet customer expectations and deliver products and services of the highest standards in the most cost-effective manner.

3.3 Section 3: Leadership and Total Quality Management in Education

3.3.1 Introduction

The previous two sections are concerned with leadership theories and styles and Total Quality Management. The aim of this section is to review some of the literature relating to leadership and Total Quality Management in education. Quality education is the cornerstone in developing any country in this ever-changing and competitive world. As such, it is of paramount importance that attention is given to improving the quality of education and ensuring that adequate systems are implemented within educational institutions so as to enhance their outcomes and overcome any challenges.

Ali (2013) describes leadership as the brain of any organisation with quality at its heart and leaders have to connect with both of them in order quality and management to succeed. Arcaro (1995: 1) emphasises that “quality management is a vehicle that professionals in education can use to cope with the forces of change”. Hence, as this study is aimed at investigating the impact of leadership practices, the quality of education in Oman and its relationship with Total Quality Management principles, the definition of educational leadership and Total Quality Management in education will be analysed. Thus, the importance and impact of Total Quality Management in education will be presented, along with the obstacles of its application. Furthermore, the necessary application requirements will be suggested; the role of leadership in TQM, the linkage between leadership and TQM and the leadership styles in TQM in education will be also discussed.

3.3.2 Educational leadership

The terminology of educational leadership is derived from educational administration and educational management (Gunter, 2004). According to Simkins (2005: 9), “we now live in a world dominated by the idea that leadership is one of the major factors – sometimes it seems the only factor – that will determine whether an educational organization, be it a school, a college or a university, will succeed or fail”. In addition, Bush (2007) states that educational leadership has received great attention as there is a belief that high quality leadership can make a positive impact on school and student outcomes; therefore, schools should have effective leaders in order to enhance the quality of education. Leithwood (2007: 60-61) identified some educational leader responsibilities which are able to enhance the quality of education, as follows:

Clarifying the academic mission: creating a school mission and vision; setting goals and directing teachers, colleagues, students and parents towards improving school outcomes.

Building commitment and capacity: commitment to motivation and capacity building are necessary qualities for both staff and students, and should be pursued in tandem. They are part of a system of developing people by providing them with individualized support.

Sustaining an upward trajectory: encourage and promote continuous improvement.

Redesigning the organization: encourage a collaborative culture and good relationship throughout the school, as well as creating effective relationships with parents and communities, to obtain feedback on school outcomes.

3.3.3 Leadership and student performance

One of the most important aims of the education leaders is to develop every learner. Moreover, education leadership plays a fundamental role in enhancing student performance (Leithwood, *al*, 2006). There are many ways that education leaders can develop students' performance; for example, creating a collaborative environment in school, promoting teachers and improving student motivation (Leithwood and Riehl, 2003).

In addition, education leaders should pay attention to some factors in order to promote better educational outcomes, such as focusing on improving the curriculum content and assessment techniques, monitoring student performance and enhancing the atmosphere in the classroom. According to Dufour and Matoos (2013), the key factor in increasing student achievement is to enhance the quality of teaching and creating a healthy environment and culture for learning in school.

O' Sullivan (2009:127) emphasises that "... leaders need to be very informed and knowledgeable about how children and adults learn and what is needed to facilitate this. Al Domkhy (2017) suggests some techniques which will help education leaders enhance students' performance. These include:

- creating educational activities which encourage students to improve their performance;
- involving students in making decisions and encouraging them to participate in managing their school;

- creating an attractive culture and atmosphere for study;
- motivating teachers to achieve the educational aims; and
- encouraging students and teachers by offering continuous personal development and self-improvement programmes.

Moreover, Shatzer *et. al.* (2013: 455) added that school head teachers should implement some activities which would guarantee that the performance of high school students will improve. For example:

- encouraging students to meet with teachers to discuss their needs;
- teachers discussing the performance and results with their students;
- minimising the number of interruptions to classroom instruction;
- encouraging teachers to use classroom time effectively;
- recognising and identifying the students who exhibit academic excellence or improvement;
- providing clear expectations and implementing appropriate rewards for teachers; and
- providing recognition at assemblies, facilitating office visits and providing regular communications to parents.

3.3.4 Total Quality Management in education

As discussed in the previous section, the concept of quality developed in the fields of business and manufacturing. Following its success it was adopted by different sectors, such as education. Arcaro (1995) points out that quality is a revolution in education, as in business, and it is crucial that it is applied in education to enable the discipline to cope with the ever-changing world. UNESCO, (2004: 29) insists that quality is ‘at the heart of education’. Arcaro (1995: 56) states that “quality is creating an environment where educators, parents, government officials, community representatives and business leaders work together to provide students with the resources they need to meet current and future academic, business and social challenges”.

According to Cheng and Tam (1997), the notion of quality is ambiguous, with no agreed definition. UNICEF (2000: 5) insists that “definitions of quality must be open to change and evolution, based on information, changing contexts and new understandings of the nature of education’s challenges”.

Ali and Shastri (2010: 10) present another view, dividing their framework into four dimensions, namely:

- **Consistency:** Consistency within the educational processes, which involves meeting specifications through a zero defect approach and the establishment of a quality culture. However, there are limitations in achieving consistent standards and conforming to those standards.
- **Fitness to purpose:** Tailoring the product and processes to meet customer specifications, creating minimum-based fitness for purpose and customer satisfaction.
- **Value for money:** Achieved through efficiency and effectiveness.
- **Transformative:** Education is an ongoing process of transformation that includes empowerment and enhancement of the customer or student.

Alnaweigah (2013: 56) defines quality in education is as a series of communications with customers (students), with a view to providing them with the knowledge, skills and attitudes that enable them to meet the organisation's expectations.

Deming (1986) emphasises that TQM principles are applicable to education. Moreover, following his review of several studies, Kwan (1996) revealed that many education organisations moved towards incorporating TQM for many of the same reasons as business organisations. In addition, Sallis (2002: 3) states that "educational institutions are pursuing quality improvement for a number of important reasons – some are linked with professional responsibility while others result from the competition inherent in educational marketplaces or from the need to demonstrate accountability". Al Mudiars and Al Husain (2008) added that the decline in economic indicators following World War II, the increase in the number of unemployed graduates emerging from educational institutions, advancing technology, increased education tuition fees and an increase in the concern for excellence in education are all significant reasons for applying TQM in education.

On the other hand, some scholars are skeptical about introducing TQM to educational organizations. They believe that these organizations do not accept the need for change and

argue against the usefulness of TQM; although TQM might focus on enhancing existing processes, it cannot make radical changes (Motwani and Kumar, 1997; Al Juady, 2005).

Ahmed and Siddiek (2012: 92) state “Total Quality Management in education as an administrative process strategy is based on a set of values”. It can be defined as an integrated strategy for continuous improvement. Harris (1994: 33) has three approaches to TQM in education. He stated: “the first approach has a customer focus where the idea of service to students is fostered through staff training and development. The second approach has more of a staff focus and is concerned with valuing and enhancing the contribution of all members of staff for the effectiveness of an institution’s operation. The third approach takes a service agreements stance and seeks to ensure conformity to specifications at certain key measurable points of the educational process”.

Dahlgard *et al.* (1995: 445) refer to TQM in education as a culture which is characterized by increased customer satisfaction through continuous improvements, in which all employees and students actively participate. Furthermore, Berry (1997) supports this view and defines TQM in education as a process for building a culture equipped to reach standards of excellence.

It can be seen that Total Quality Management in education is an emerging issue which is perceived differently by different scholars; some look to TQM as an administrative process, while others consider TQM to be a work culture. Nevertheless the agreement is that TQM aims to enhance the outcomes of education systems and achieve the satisfaction and needs of its beneficiaries. As a result, the researcher can define Total Quality Management in education as a group of principles, steps and procedures applied by the leaders in educational organisations and involve all beneficiaries (students, teachers, staff, parents, communities and labour markets) in order to gain its educational aims, allowing these organizations to reach and exceed the beneficiaries’ expectations.

3.3.4.1 Impact of TQM in education

TQM plays a major role in education and in the literature, many writers have explained its importance and the impact it has on increasing the effectiveness of education. According to Töremen *et al.* (2009: 33):

As a human focused approach, TQM can make important contributions to the increase of quality of education and the improvement of educational

organisations. As both the inputs and outputs of educational organizations are human beings, and human beings are the main actors at all levels and in all processes of these organizations; without the satisfaction of human beings (both as customers and providers), it is very hard to ensure the effectiveness of educational organisations.

Wani and Mehraj (2014) insist that high priority should be afforded to TQM principles by schools and educational organisations in order to achieve high quality performance and quality learners. Weinstein (2009: 371) divides the impact of TQM in education into seven elements, which are listed below.

1. **Teacher and staff involvement improves:** Total Quality Management provides a means for everyone in the organisation to understand his or her role in achieving success for the programme.
2. **Communication improves:** Total Quality Management provides techniques through which teachers, staff and stakeholders can communicate and collaborate more effectively.
3. **Productivity increases:** Total Quality Management improves productivity by introducing a supportive work environment that is characterised by teacher and staff empowerment.
4. **Quality improves:** Employees place greater emphasis on identifying student and stakeholder requirements and proactively seeking ways to ensure their programme can meet these requirements.
5. **Customer satisfaction improves:** With a greater focus on work processes and improvement, the organisation provides a better product or service to the market.
6. **Costs attributable to poor quality decrease:** Effective implementation of TQM leads to a significant reduction in costs attributable to ineffective processes. Tangible and significant cost saving in the order of 5-10 percent of operating costs.
7. **Competitive advantage goes up:** When an organisation implements TQM, improved student and stakeholder satisfaction and lower costs lead to increased demand and organizational growth. Research shows a strong positive correlation between a comprehensive approach to improving quality and organisations.

Al Jabore (2017) points out that there are several benefits attributed to the inclusion of Total Quality Management in education; these include: enhancing the quality of outcomes (students), providing society with qualified graduates who will lead society to succeed, developing leadership skills for employees in educational organisation, decreasing the cost of educational processes and efficiency in the use of human and financial resources, raising society's trust in educational organisations and increasing awareness and belonging for the educational organisations.

Furthermore, Al Rothan (2015) lists a variety of important reasons for employing TQM in education, as listed below.

1. Increasing the efficiency of educational processes through enhancing the administrative systems in educational organisations.
2. Enhancing the skills of educational beneficiaries (students, teachers, administrative staff and other employees) by increasing their efficiency.
3. Achieving beneficiary satisfaction by offering quality educational services.
4. Reducing the number of complaints made by society in respect to the standard of education.
5. Achieving an integrated teamwork environment within all departments in educational organisations.

Al Fatlawi (2008) added that educational organisations will attain a number of benefits when applying Total Quality Management in education; such as developing the relationship and connectivity between education and the labour market, meeting targets and achieving the educational organisations' goals in reducing costs, the continued improvement of education systems enabling them to cope with the requirements of society and the labour market, avoiding bureaucracy at work and increasing the motivation of employees in educational organisations through involving them in decision-making.

Mukhopadhyay (2005) added that TQM provides qualitative factors to decision-making processes by involving all levels of the extant hierarchy and encouraging the use of facts in decision-making, rather than hearsay or supposition. Moreover, in the paper he presented at the Education Quality Conference in Saudi Arabia about leadership and its role in

enhancing quality, Al Kahtani (2017) argues that TQM is not difficult to apply in education and will contribute to the enhancement of the education system. Furthermore, it will help decrease the cost of education and might also be a solution for most of the problems and challenges currently facing the education system.

There have been several studies in the literature reporting on the positive impact of TQM in education. For instance, Jaradat (2013) conducted a study in Jordan schools aimed at identifying the degree to which TQM criteria implemented in public schools in the Governorate of Jarash has been effective, as viewed by educational supervisors. The results showed that the degree of impact was high in all the areas (school administration, teaching and learning, links with the community and school activities). In his study to assess the Total Quality Management practices in educational institutions in the Kingdom of Bahrain, Pineda (2013) found that all of the schools in that country were perceived to have a high level of effectiveness.

The Table 3-8 below provides the differences between traditional organisations and TQM organisations.

Table 3-8 The differences between a quality institution and an ordinary institution.

Quality Institutions	Ordinary Institutions
Customer focused	Focused on internal needs
Focus on preventing problems	Focus on detecting problems
Invests in people	Is not systematic in its approach to staff development
Has a strategy for quality	Lacks a strategy quality vision
Treats complaints as an opportunity to learn	Treats complaints as nuisance
Has defined the quality characteristics for all areas of the organisation	Is vague about quality standards
Has a quality policy and plan	Has no quality plan
Senior management is leading quality	The management role is seen as one of control
The improvement process involves everybody	Only the management team is involved
A quality facilitator leads the improvement process	There is no quality facilitator

Quality Institutions	Ordinary Institutions
People are seen to create quality Creativity is encouraged	Procedures and rules are all important
Is clear about roles and responsibility	Is vague about roles and responsibility
Has a clear evaluation strategy	Has no systematic evaluation strategy
Sees quality as a means to improving customer satisfaction	Sees quality as means to cut costs
Plans are long-term	Plans are short-term
Quality is seen as part of the culture	Quality is seen as another troublesome initiative
Is developing quality in line with its on strategic imperatives	Is examining quality to meet the demands of external agencies
Has a distinctive mission	Has no distinctive mission

Source: (Sallis, 2002: 64)

On the other hand, Bonstingl (1992) argues that the leaders in education applying TQM as their operational philosophy will discover that “Total Quality Management is neither a Holy Grail nor a magic silver bullet. TQM cannot be successful if it is viewed as the flavour of the month or as our project for this school year”. In addition, Sallis (2002: 3) emphasises that “TQM does not and will not bring results overnight; neither is it a panacea for all the problems that beset education. Rather, it is an important set of tools that can be employed in the management of educational institutions”.

In summary, it is clear from the information above that applying Total Quality Management in education results in a variety of benefits, which lead to the enhancement and improvement of the effectiveness and efficiency of educational organisations. The aims of educational organisations will be achieved, education systems will be more systematic and developed by continuous improvement, student motivation will be increased as a result of their participation in all processes, education outcomes will be enhanced and the satisfaction of all beneficiaries will be achieved.

3.3.4.2 Barriers to implementing TQM in education

Despite the effective impact of TQM in organisations, several obstacles may face its application in education. These barriers are described in detail below.

3.3.4.2.1 Ambiguity in customer identification

As mentioned above, TQM has adapted and progressed from business to education and it is concerned with customer satisfaction. Despite this, however, some scholars refuse to accept the word ‘customer’ in education, as this is perceived to be a word associated with the commercial world (Al Gamdi, 2007; Iftikhaar Ahmad, 2014). It is crucial to identify the customer in education as an organizations’ mission and objectives depend on this; moreover, whether an educational organization is achieving their customer expectations or not is a fundamental measure of the progress (Frazier, 1997; Taylor, and Hill, 1997).

Sallis (2002: 21-22) also stated:

If quality is about meeting and exceeding customer needs and wants, it is important to be clear whose needs and wants we should be satisfying. It is important to say something about the idea of a ‘customer’ in the context of education. To some educationalists ‘customer’ has a distinctly commercial tone that is not applicable to education. They prefer to use ‘client’ instead. Client, with its connotations of professional service, is seen as more appropriate. ‘Stakeholder’ is another term often used in this context. Others reject all such language and would rather stay with ‘pupil’ or ‘student’. Language is important if an idea is to be acceptable.

In this study, the researcher will use the word ‘beneficiary’ as this terminology is used in the Ministry of Education in Oman. According to Kwan (1996: 28) “in education there are many customers: the students themselves, the parents, the teachers, the school management, the potential employers and society in general. Whose interest should be the first priority if there are conflicts between their interests? Are students, being participants and ‘customers’, in the foremost position to determine what is the best for themselves?”. Brundrett and Rhodes (2010), emphasised that it is important to identify the customer of education as there is a problem in understanding who education is for. On the other hand, Tribus (1993) appears to have accepted the word ‘customer’ and asserts that education has a variety of customers, namely: students, parents, employers and society. Mukhopadhyay (2014: 66) considers the customers in education to be internal customers (student, faculty staff, administrative staff, management etc.), external customers (community, government, etc.) and stakeholders, to whom quality is ultimately meaningful”. Moreover, Sallis (2012) divided customers into primary customers, secondary customers, tertiary customers and internal customers, as clarified in the Table 3-9 below.

Table 3-9 The customers of education (Sallis, 2002: 22)

Education (valued added to learners) =	The service
The learner =	Primary external customer or client
Parents/governors/ employers =	Secondary external customer
Labour market/government/ society =	Tertiary external customer
Teachers /support staff =	Internal customer

Thus, it can be argued that the education system must clearly identify its beneficiaries, point out their right to quality services and identify their roles in supporting the education system in order to build quality education, which is able to cope in a competitive world.

3.3.4.2.2 Lack of leadership

One of the common difficulties facing the application of TQM in educational organisations is the lack of management commitment (American Society for Quality, 2013). Bonstingl (1992) states that educational organisation cannot apply TQM without providing resources, inspiration, commitment and support to its employees from the top leaders. Mohanty and Lakhe (2011) point out that some of the obstacles to applying TQM in educational organisations are related to the lack of commitment of leadership and the lack of, or inadequate, reward systems and training. Sallis (2002: 31) asserts that “senior management may themselves be the problem; they may want the results that TQM can bring, but be unwilling to give it their whole hearted support”. Rijal (2010: 54) argues that many educational leaders fail in their attempts to implement TQM as they are unwilling to apply the commitment necessary for its success. Mosadeghrad (2012: 136) carried out a study which looked at the reasons why TQM programmes fail. He found that the results of the multiple regression model indicated that management turnover, middle management resistance, poor leadership, inappropriate planning and unrealistic expectations were responsible for 6 per cent of TQM related problems.

3.3.4.2.3 Lack of knowledge

According to Soltani *et al.* (2005: 1015) “there is a lack of knowledge of the TQM philosophy and it seems that the impact of TQM initiatives has not been nearly as powerful or pervasive as the theory suggests, or TQM gurus claim”. Moreover, Bonstingl (1992:) said,

Know, before you start, that the road to ‘total quality in any learning organization’ is not a smooth path. No magic plan, externally applied, will assure an efficient or painless process. Outside experts can show you models,

teach you useful tools and offer encouragement, but they cannot and should not do the work of transformation for you. A 'yearning for learning' comes, ultimately, from within the individual and within the organization.

Al Gamdi (2007) highlights the fact that a lack of knowledge includes limited or no understanding of the TQM dimensions, the inability to plan effectively and the omission of offering effective training programmes, all of which lead to inefficient application of TQM in schools.

In their study about the barriers associated with applying TQM in higher education institutions in Kuwait, Al Tasheh (2013) identify many obstacles. These include a lack of support and commitment to TQM by top management, the lack of highly qualified professionals in the field of quality in higher education, the lack of knowledge of self-assessment mechanisms and a lack of knowledge of continuous improvement methods.

3.3.4.2.4 Lack of some concepts

Al Jabore (2017) argues that some leaders feel under pressure to do the right thing from the first time in relation to applying TQM. West-Bumham (1997: 26) mentions that “the concept of ‘right first time’ is highly problematic in an educational context when there is effectively no control over the intake into the school system”. Sallis (2002: 129) also argues that “the TQM approach [tries] to make things right the first time, every time, and to aim for zero defects”. He emphasises that this approach is not easy to apply in educational organisations and since institutions try to achieve a target of ‘get it right from the second time’, the important thing is to minimize mistakes by effective planning and teamwork, and making honest mistakes, as this may lead to innovation and initiative. Kwan (1996) raised a question regarding Crosby’s statement in relation to TQM as ‘quality is zero defects’. He asked, “Can any educator claim that his students can achieve perfect standards? This is just one of many questions that must be addressed before defining the quality of the outputs. It is very difficult to define any perfect standard of education” (p.28).

3.3.4.2.5 Fear of change

According to Al Ghamdi (2007), some employees are comfortable with their work because they understand their roles; they fear the prospect of change and, as a result, they resist it. In addition, Gray (2016) argues that some of the top managers in the education hierarchy

might resist change arising from the application of TQM as they fear that their position and authority might be reduced.

Al Mudiars and Al Husain (2008) highlight some obstacles which might contribute to the application of TQM failing in education, as follows:

- A lack of top management commitment and contradiction between what they say and what they do, lack of interest in feedback, lack of communication with employees, lack of involvement in decision-making, lack of delegation and a lack of teamwork.
- Fear of change (gap between the organisation and employee aims, a lack of relationship between top management and employees and a feeling of fear when doing non-traditional work).
- Lack of planning for quality.
- Lack of training.
- Lack of attention to beneficiaries and their requirements.
- Traditional hierarchy.
- Applying a ready-made quality program.
- Lack of a database.
- Lack of a continuous improvement policy.

Furthermore, Al Edreisy (2017) lists other obstacles which might inhibit the application of TQM in education, namely: the instability of educational leaders in schools arising from the frequency of change; a lack of human and financial resources; resistance to change; a lack of involvement in decision-making; inadequate strategic planning with a focus on short-term gains and obtaining quick results.

Freeston (1992) suggests another category of difficulty for TQM in education, called 'attitudinal barriers to quality'. This is explained in the Table 3-10 below.

Table 3-10 Attitudinal barriers to quality (Freeston, 1992: 10)

The word 'quality' itself	Seen by many as a platitude, unobtainable, and overused by advertisers.
The corporate world as the model	Skepticism about corporate examples, rejection of customer orientation.
Leadership	Low confidence in leader commitment, scant examples of quality-oriented leaders.
Just another change	Regarded as another trend that will pass.
One year at a time	Quality is a long-range commitment and schools plan on a one-year basis.
I know that already	False perception that there's nothing new in a quality orientation.
Students don't value school	If only the students worked harder, we wouldn't need to improve schools.
It's not my fault	Changed social context of families presents insurmountable barriers to successful schools.
A question of culture	Belief that quality management is only achievable in Japanese culture.
Teacher as self-employed entrepreneur	Teaching is an independent, isolated profession without the collaboration needed for a quality approach.

3.3.4.3 The requirements for the successful implementation of Total Quality Management in education

In order to overcome the above barriers and to ensure high quality results attributed to TQM in educational organisations, all beneficiaries should play essential roles in their respective organisations. According to Weinstein (2009), TQM offers a means for all members of an organisation to understand their role in accomplishing success for the programme. Arcaro (1995: 2) argues “the quality of education will improve when administrators, teachers, staff and school board members develop new attitudes that focus on leadership, teamwork, cooperation, accountability and recognition”.

Al Mudiars and Al Husain (2008) state that the successful application starts with leadership, listening, fulfilling the beneficiaries' requirements, focussing on the culture of the organisation culture, planning towards quality and not focussing on the urgency of results. In addition, Haider (2016) suggested that several requirements can be followed in order to achieve the successful application of TQM in educational organisations, namely: reshaping the organisation (culture, aims and responsibilities); commitment from top management; creating and implementing an effective strategic plan; offering comprehensive training programmes to leaders and all employees; involving all

educational and administrative staff in decision-making processes; utilising feedback from the educational field to enhance the work and designing programs to improve education systems.

To ensure a high quality impact of Total Quality Management in education, in his book, 'A Roadmap for Quality Transformation in Education', Frazier (1997) offers five phases of quality transformation, namely: preparing for change; assessing school system performance; planning; deploying; and sustaining the quality transformation.

Mukhopadhyay (2005: 185) lists six steps for implementing TQM in education which are: prepare the ground, define the baseline, set targets, plan for implementation, implement and revise baseline and take-off.

In short, implementing TQM in education requires designing a framework for implementation, collaboration from all beneficiaries and utilizing wise leaders who are able to lead educational organisations to succeed. As demonstrated above, the leaders of an organization have the most responsibility for ensuring the high-quality application of TQM in educational organisations. As a result, the next section will provide an overview of leadership roles in TQM.

3.3.5 Leadership roles in TQM

Total Quality Management gurus emphasise that leadership is a key factor of TQM. For instance, in his book, 'Out of Crises', the majority of the fourteen points of Deming's (1986) TQM philosophy are concerned with leadership. Similarly, Juran, in his steps for quality, also believes in the responsibility of top managers, their roles and the support for required for successful TQM. In his book, 'Juran on Leadership for Quality' (1989: 143), he states that leadership for change in quality planning must come from senior managers. In addition, he lists several tasks for them, including training, creating teamwork, identifying customers and setting methods to achieve their needs. Furthermore, Crosby, in his fourteen steps to quality improvement, focussed on top management roles in achieving quality.

Dahlgaard-Park (2015: 2) reiterated that:

Quality is viewed as ultimately and inescapably the responsibility of organizational leadership. In fact, most quality management gurus and their

advocates lay stress on 'top management leadership', 'top management support and commitment', and 'the need for strategic quality management,' thus conjuring up echoes of 'effective leadership' or 'quality leadership' as a means of enacting quality management in its totality.

Mohammed and Abdulaziz (2016) assert that leadership is a fundamental element of TQM and that top management should be committed to and concerned with the customers' needs and expectations and defining appropriate goals. Arcaro (1995) defines a quality leader as a leader who evaluates his or her success by the success of their followers within the organisation. Panneerselvam and Sivasankaran (2014) assert that quality leadership leads an organisation to clearer directions, achieves customer satisfaction and increases organisational efficiency and effectiveness. Sallis (2002) demonstrates that leaders at all levels in an organisation have made significant efforts to implement TQM. He added that the commitment of leaders is also essential, as TQM is a top-down process and 80 per cent of quality programmes fail as a result of inadequate commitment from top management. In addition, Sallis (2002: 49) lists some principles of the responsibilities of leaders in conducting the effective implementation of TQM as follows:

- a vision for the institution;
- a clear commitment to quality improvement;
- an ability to communicate the quality message;
- meeting customer needs;
- ensuring that the voices of customers are heard;
- leading staff development;
- a no blame culture – most quality problems are the result of management and policies and not the failings of staff;
- leading innovation;
- ensuring that organizational structures have clearly defined responsibilities and provide the maximum delegation compatible with accountability;

- a commitment to the removal of artificial barriers, whether these are organizational or cultural;
- building effective teams;
- and developing appropriate mechanisms for monitoring and evaluating success.

It can be seen from the above that leadership is an essential pillar in Total Quality Management, as the application is started from leaders and they can move organisation towards further development with their team and achieve brilliant development, or take their organisation backward by planning for and implementing failure.

3.3.5.1 Deming's fourteen points in education

The fourteen points of Deming's philosophy for Total Quality Management are summarised in the previous section; however, it is essential to interpret these in the context of education.

1. Create constancy of purpose

Each educational organisation should develop its mission and vision in order to achieve its aims. It should create a long-term plan which includes input from its beneficiaries' and all beneficiaries should understand this mission, as well as their roles, responsibilities and contribution to the constancy of educational organisations. The mission and plan should focus on providing students and other beneficiaries' with good quality services.

Furthermore, the mission statement should be hierarchical (Winn and Green, 1998; Al Jabore, 2017); for example, the Omani schools' missions and plans should reflect the mission statement of The Ministry of Education.

2. Adopt a new philosophy

Total Quality Management principles should be applied in all educational organisations. Top management should prepare all members of the education system to accept this change and train them to gain good outcomes, as well as create a cooperative work environment which leads to success (Arcaro, 1995).

3. Cease dependence on inspection to achieve quality

Educational organisations must focus on developing students' learning, experiences and performance to build quality and reduce the need for testing and inspection. Winn and Green (1998: 26) state: "we need to develop processes in which there is less testing but more focus on progress in learning".

4. Terminate the awarding of business on basis of price

Quality of education cannot be achieved with a low-cost approach, hence, the quality of teachers and learning materials should be taken into account in order to ensure the required quality of outcomes. Mukhopadhyay (2005: 40) states: "opt for the best available teachers and instructional resources at affordable prices, not lowest prices."

5. Improve quality and productivity and reduce costs

Continuous improvement is one of the key features of TQM, hence, educational leaders should always evaluate progress and point out all areas for development to enhance the educational performance of students and encourage all subordinates to participate in continuous improvement processes (Al Juady, 2005).

6. Lifelong learning

Training is crucial for developing knowledge, skills and increasing the performance of teachers and staff. "Quality begins and ends with training [...], training provides people with the tools necessary to improve their work processes" (Arcaro, 1995: 64).

7. Institute leadership

Leadership in TQM has several responsibilities, such as creating an organisation's vision and mission, promoting the participation of students, teachers, staff, parents and other beneficiaries in work processes and encouraging staff to play a leadership role, as well as being a model for them by practicing quality principles (Arcaro, 1995; Al Jabore, 2017). In addition, the aim of supervision (leadership) should be to help people use technology and materials to do a better job and set the pace for driving human creativity (Cotton, 1990).

8. Eliminate fear

Fear is an enemy of innovation and as such, educational leaders should ensure security for teachers, students and staff to improve their performance and productivity by creating an attractive and comfortable environment which leads to greater efficiency. Al Juady (2005) emphasised that fear will be eliminated if trust and good relationships are spread throughout an organization. Mohanty and Lakhe (2011) stated, “drive out fear so that everyone can work effectively for the school system. Create an environment that encourages people to speak freely”.

9. Eliminate the barriers to success

Break down barriers between departments; encourage teamwork and cooperation, not competition or rivalry. For instance, at The Ministry of Education, the curriculum department, financial department, planning department, administrative departments etc. must work as a team to ensure a high performance, not against one another.

10. Eliminate slogans, exhortations and targets for teachers and students

Slogans and targets that ask for perfect performance and new levels of productivity should be eradicated. In education, leaders should remove all posters, slogans and exhortation instructions for teachers, students and staff, especially those which talk about hard work leading to high productivity. This might lead to low performance, frustration and bad relationships, particularly in the cases of organizations which are failing to achieve their aims. Most of these failings are related to the system, not the staff, as mentioned by Deming in his approach (Al Juady, 2005; Al Mudiars and Al Husain, 2008).

11. Eliminate numerical quotas

To raise quality in education, leaders should not focus on quantity but rather, their focus should be directed at quality. For example, some schools and universities offer places to a greater number of students than their capacity and this leads to low quality outcomes.

12. Remove barriers to pride of workmanship

Educational leaders should involve students, teachers and staff in the work process and encourage them to celebrate their achievements and successes, which will not only

promote the sense of their belonging to the organization, but will also have a positive effect on their efficiency and productivity, and remove any obstacles that they may be facing (Al Jabore, 2017).

13. Encourage education and self-improvement

According to Mukhopadhyay (2005), educational organisations should develop a mechanism of continuous improvement for all staff members to learn new knowledge and to achieve their aims.

14. Put everyone in the organisation to work to accomplish transformation

Everyone in the organisation is responsible for transformation; this means that all stakeholders should be involved (Downey *et al.*, 1994) and leaders must be committed to quality transformation (Arcaro, 1995).

In general, Deming's fourteen points focus on leadership roles for developing quality and can be used as a guide by any educational organisation to ensure effective outcomes. According to Bass and Bass (2008), leadership is a crucial aspect of Deming's 14 points for Total Quality Management.

3.3.5.2 Leadership styles and Total Quality Management

Following the presentation of leadership theories and styles, TQM evolution, principles and gurus, and the leadership role in TQM, it is now crucial to indicate the linkage with the leadership styles which might be suited to TQM, as this study is concerned with the quality leadership practises of educational leaders in The Ministry of Education in Oman. In the above analysis it is clear that TQM leaders are responsible for progressing organisations so that they can offer quality services and achieve their objectives in satisfying, or even exceeding, the expectations of their beneficiaries by following a continuous improvement programme. Thus, in order to reap the maximum benefits, leading by example, effective strategic planning, involving beneficiaries, encouraging teamwork, implementing effective training for staff, offering good motivation and reward systems and making decisions based on data needs to be applied throughout the whole organisation.

In clarifying the linkage, there is relationships between leadership styles and total quality management; moreover, it is not possible to apply quality management without leadership

(AL Attar and Al Any, 2017). Munoz (1999) stated that one of the important elements in applying total quality management is supporting the leadership and empowerment of employees. According to Zairi, (2005) leadership and quality is about integration work towards achieving customer satisfaction; empowering subordinates and stabilising communication towards achieving valuable attainment, as well as the successful application of total quality management, none of which can be achieved with traditional leadership styles.

In addition, Mishra and Pandey (2013:2149) stated:

“Leadership quality can make any institution the best one. Implementing TQM requires a team effort headed by the organization's leadership team. Each person involved in change management has their responsibilities and it is important for the entire organization to understand the role of leadership in TQM to make delegating responsibility more effective”.

Puffer and McCarthy (1996) mention that leadership theories and TQM have much in common as their primary aims are both focused on increasing performance and employee satisfaction. According to Leithwood (2007: 44), “leadership is all about organizational improvement; more specifically, it is all about establishing widely agreed upon and worthwhile directions for the organization and doing whatever it takes to prod and support people to move in those directions”.

In addition, Lakshman (2006: 44-45) asserts that TQM literature provides some contributions to leadership, namely:

the TQM notion of participation and teamwork is broader and more widespread in the organization than is conceptualized in the leadership literature, the TQM philosophy's concern for customer focus and continuous improvement and its stress on recognition of these elements by the organization's leaders is lacking in the leadership literature and the TQM literature stresses the importance of managers and employees at all levels in the organization, which is also wanted in the leadership literature.

Deming (1986) states that the TQM leaders should work toward improvement and change, which requires a transformation of management styles. Waldman (1993: 199) assumes that transformational leadership has an influence on the policies and practices of TQM, such as continuous improvement, teamwork and its systemic approach, not only directly, but also through the organizational culture. Hirtz *et al.* (2007), in their study about 'The Effective of Leadership on Quality', found that transformational and transactional leadership does have an effect on quality.

On the other hand, according to Mosadeghrad (2012: 164) top-down authoritative leadership styles must be replaced with a more supportive, democratic, charismatic and participative style that allows employees' involvement in the TQM programme to improve their performance. Rui *et al.* (2010) infer that Total Quality Management can be practised through a leadership share and participative management style. Al Bana (2007) classifies participative leadership as components of TQM. Furthermore, in their study 'TQM and Management Improvement in Educational Organisations in Jordan', Al Asafe and Al Sarayra (2011) recommended that participative leadership might aid in enhancing the management of educational organisations.

In the Omani context, although total quality management started originally in the business field and achieved some successful contributions in changing organizational performance, the application of total quality management is a new phenomenon and is urgently needed to increase an organization's performance, particularly as the Omani evolution only started in 1970, as mentioned in Chapter Two. As a result, the evolution of total quality management might be accepted as a tool used for modifying operational procedures in Omani organisations, especially in education.

Total quality management brings some new concepts to management theory, such as customer services and continuous improvement, which will help to facilitate the Omani government's plans to develop the performance of all organizations. In addition, it will help to ensure that the Omani citizens are satisfied with the quality of the services they receive.

From the above dissociations and literature presented in this chapter, it can be said that:

- Both transformational and participative styles can be linked to TQM.

- There is a relationship between leadership practices and TQM, as the main focus of both is achieving organisational aims. As leadership practices have a longer history than TQM, the latter is able to draw from leadership theories and literature, and the two share some common principles – for example, subordinate involvement in decision-making, motivation, strategic planning, feedback, evaluation and teamwork.
- TQM introduces new terminology, such as satisfaction of subordinates and beneficiaries, continuous improvement and the roles of these aspects in developing the work process.
- TQM pays more attention to the commitment of leaders in order to achieve a high quality of work. In the opinion of the researcher, this is the central principle of Total Quality Management, as leadership commitment and effectiveness allow the other goals to be achieved – for example, motivation and rewards, teamwork, evaluation and continuous improvement, the involvement and empowerment of subordinates and customer satisfaction.

3.3.6 Summary

Total Quality Management plays a fundamental role in the field of education. The commitment to leadership and its continued support is vital in order to ensure its successful implementation and execution. This section has focused on leadership and Total Quality Management in the education system in Oman in order to explore and explain the quality of leadership currently practised and how this is related to TQM. Hence, to identify this, some of the main issues surrounding TQM are addressed, including the definition of TQM in education, its impact, obstacles which may obstruct its application in education and some of the requirements which are essential to ensuring that the outcomes of TQM in education are effective. Added to this, the role of leadership in TQM is explained, the applications of Deming's 14 priceless points in education are presented and finally, the relationship between leadership styles and TQM is investigated. The next chapter will discuss the research methodology.

Chapter 4 Research Methodology

4.1 Introduction

This chapter presents the researcher's approach to the study and chosen research paradigm; the methods used to achieve the aims of this study will also be explored and explained. In addition, the validity, reliability and ethical issues will be discussed. Finally, the chapter concludes by highlighting the issues, dilemmas and limitations the researcher faced whilst undertaking the study.

4.2 Research paradigm

Research can be defined as the steps which are followed in order to collect and analyse information to raise the understanding of a topic or issue. It contains three main steps, namely: 1) to ask the question(s); 2) to collect the information required to answer the question(s); and 3) to provide the answer(s) to the question(s) (Creswell, 2012). More specifically, research is defined as a “scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation” (Kothari, 2004: 1).

In the field of education, the main aim of traditional educational research is “to explain or help understand educational issues, questions and processes” (Gay and Airasian, 2000: 19). Educational research can be defined as “...critical enquiry aimed at informing educational judgments and decisions in order to improve educational action” (Bassegy, 1999: 39).

Moreover, educational leadership research is a “systematic enquiry that is both a distinctive way of thinking about educational phenomena, that is, an attitude and a way of investigating those phenomena, that is, an action or activity” (Briggs *et al.*, 2012: 2). It is focused on analysing concepts and styles of leadership and how they relate to the educational environment (Briggs *et al.*, 2012).

Thus, educational research attempts to investigate educational problems in order to enhance the educational organisations' performance and productivity. Moreover, researchers of educational leadership usually obtain opinions and perspectives about practical issues in the field (Briggs *et al.*, 2012).

In this study, the quality of the leadership styles of the educational leaders at The Ministry of Education in Oman and how this impacts the Omani educational system is being investigated.

With respect to the term ‘research paradigm’, the word ‘paradigm’ derives from the Greek word ‘paradeigma’, which means ‘pattern’ (Killam, 2013). It is an approach to research which provides a unifying framework of understanding, knowledge, truth, values and the nature of being (Somekh and Lewin, 2005: 347). Al-Lamki (2009) also asserts that the research paradigm is very important as it provides a guide for the researcher to select the most suitable data methods and data analysis, as well as sampling strategies.

Paradigms can be grouped into three categories: ontological, epistemological and methodological (Morgan, 2007; Tashakkori and Teddlie, 2010). Ontology refers to the researcher’s perceptions about the nature of reality (Creswell, 2013), in reference to our beliefs of “how things really are and how things really work” (Scotland, 2012: 9). In other words, it’s how a researcher looks at the world and the assumptions or claims they make in respect of their research topic (Saunders et al., 2015). Epistemology can be described as the means of producing the required knowledge (Flowers, 2009); it “examines the relationship between knowledge and the researcher during discovery. It, therefore, refers to how we come to know what we know” (Killam, 2013:112). In addition, methodology is the approach applied to the collection and analysis of data. In contrast, methods are the instruments used to conduct the research. The Figure 4-1 below describes the relationship between these terminologies.

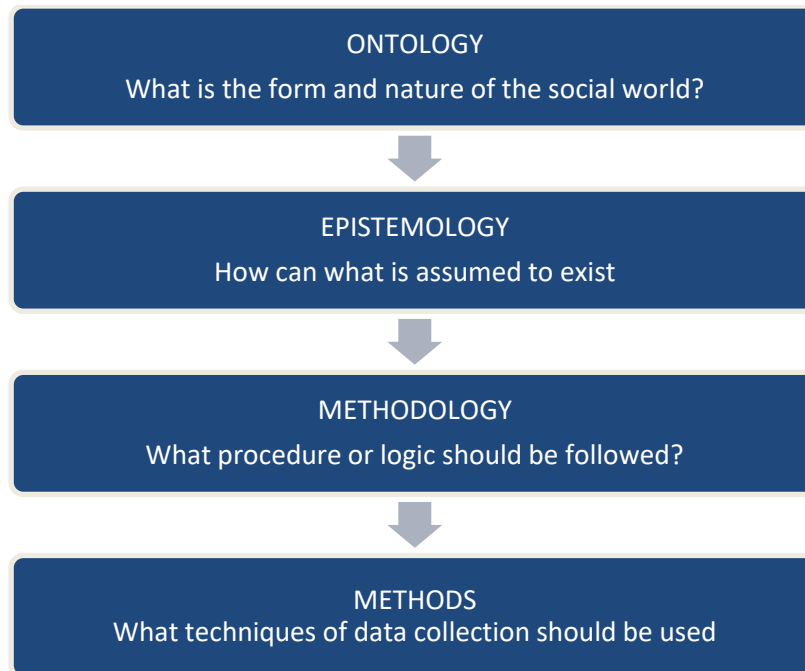


Figure 4-1 The relationship between ontology, epistemology, methodology and methods (Arthur *et al.*, 2012:16)

Notably, the research paradigm is the key process used for conducting research as it provides a map for the researcher enabling them to adopt the most relevant and appropriate research tools and instruments to achieve the aims of their study. Research paradigms differ in each study as the tools required are dependent on the research purpose and aims. Hiberts and Johnson (2012) suggested that the main research paradigms in educational leadership are quantitative research, qualitative research and mixed-methods research.

Quantitative research can be defined as those methods which use measurements to collect and analyse data (Bryman, 2012: 35). This type of study is normally used to investigate questions in natural sciences by applying specific tools, such as questionnaires or structured and semi-structured interviews, and deals with numerical data (Asiamah and Patel, 2009). Harwell (2011: 149) states that “quantitative research is described as being deductive in nature in the sense that the inferences from tests of statistical hypotheses lead to general inferences about the characteristics of populations.”

An additional focus of quantitative research is on achieving objectivity by avoiding bias from the researcher. The research design is clearly specified from the beginning of the research, moreover, a large number of samples are required in order to generalise the results of the study (Harwell, 2011; Robson, 2001).

Some features of quantitative research can be addressed as follows:

- Defining a research problem through a description of trends or a need for an explanation of the relationship among variables.
- Literature plays a fundamental role in the formulation of research questions and problems.
- Creating statements of purpose, research questions and hypotheses that are specific, narrow, measurable and observable.
- Collecting numeric data from a large number of people using instruments with pre-set questions and responses.
- Analyzing trends, comparing groups or relating variables using statistical analysis and interpreting results by comparing them with prior predictions and past research.
- Writing the research report using standard, fixed structures and evaluation criteria and taking an objective, unbiased approach.

(Creswell, 2012: 13)

On the other hand, qualitative research is an in-depth study of social and cultural phenomena and is concerned with non-numerical data (Asiamah and Patel, 2009). It also considers human attitudes and behaviours through specific methods, such as interviews and focus groups; therefore, it emphasises the study of the phenomena and interprets data using words. Qualitative research is used to explore participants' views and experiences and presents their opinions in the form of non-numerical data. Qualitative research is also referred to as being 'inductive' as the researcher can build their theories by using the data obtained from participants' (Harwell, 2011: 149). More features of qualitative research are explained below.

- Exploring a problem and developing a detailed understanding of a central phenomenon.
- The literature review plays a minor role, but justifies the problem.

- Stating the purpose and research questions in a general and broad way so as not to influence participants' experiences.
- Collecting verbal or written data from a small number of individuals so that participants' views are obtained.
- Analyzing the data for descriptions and themes using text analysis and interpreting the larger meanings of these results.
- Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

(Creswell, 2012: 16)

The use of quantitative and qualitative methods in social research is debated and dissected by scholars (Robson, 2011). For example, quantitative researchers believe that the scientific research approach is the only way to conduct research. In contrast, the qualitative researchers believe that basing investigations solely on numerical data is not a sufficient means of understanding people's attitudes or human interaction (Robson, 2011). Both groups emphasise that their approach is better for research and should not be mixed (Johnson and Onwuegbuzie, 2004).

Dawson (2009) states that some researchers believe quantitative research is more appropriate than qualitative research, despite the fact that both have benefits and researcher training and experience is crucial to the successful implementation of either approach. Furthermore, as argued by (Lincoln and Guba, 1985, cited in Harwell, 2011: 150), "both qualitative and quantitative research methods emphasize truth, consistency, applicability and neutrality while taking different procedural approaches to assure quality".

The mixed-methods approach attempts to combine quantitative and qualitative research methods in one study. Cameron (2011: 96) states that mixed-methods research is a "growing area of methodological choice for many academics and researchers from across a variety of discipline areas". It can be defined as "a paradigm that systematically combines aspects of quantitative and qualitative research methods into a single study to take advantage of each paradigm's strengths" (Hiberts and Johnson, 2012: 122).

Some researchers refer to this combination of methods as triangulation. Applying the mixed-methods approach provides the researcher with more freedom to investigate and gain a better understanding of the research problem than when using only one method (Creswell, 2014). In addition, this approach utilises the strengths of both qualitative and quantitative strategies, which can overcome their individual weaknesses (Johnson and Onwuegbuzie, 2004). However, one of the challenges associated with this type of research is that it takes more time to measure and analyse the data.

Hibberts and Johnson (2012) emphasise that having an in-depth understanding of alternative research methods will add to the effectiveness of the design of the most appropriate approach. In addition, the mixing the methods approach in educational research has the potential to ensure diversity and collaboration among researchers, increase the level of confidence in the results, increase the validity of the conclusion, yield more insightful understandings of phenomena and promote more creative designs and data collection practices (p136).

Several advantages can be obtained from using mixed research methods, such as:

- Triangulation: to enhance the validity of the findings.
- Completeness: to produce a more complete and comprehensive picture of the research topic.
- Offsetting weakness and providing stronger inferences: to neutralise the limitations of each approach and build on their strengths, leading to stronger inferences.
- Answering different research questions: multi-strategy designs can address a wider range of research questions.
- Has the ability to deal with complex phenomena and situations.
- Provides a better illustration of the data by helping to paint a better picture of the phenomena under investigation (Robson, 2011: 167).
- Provides more evidence for studying a research problem than either quantitative or qualitative research alone.

- Mixed-methods research is ‘practical’ in the sense that the researcher is free to use all available methods to address the research problem

(Creswell and Clark, 2011: 12).

The mixed-methods research approach is particularly suitable for this study because it will investigate the views of different groups at the Ministry of Education in Oman, namely, the Director General, Assistant Director General, Director, Assistant Director at the Ministry’s headquarters, Educational Governorates and school head teachers. To this end, it is very useful to gather rich data in order to compare and contrast the answers in relation to the research questions. Moreover, this study uses explanatory sequential mixed-methods research as the researcher first conducted a quantitative study (questionnaire) and, after the analysis of this, the qualitative method (interview) is applied to obtain more in-depth details which might not be covered in the responses obtained via the quantitative method alone.

4.3 Research Participants

The education system in Oman is structured and monitored centrally by The Ministry of Education. This study is concerned with the perspective of educational leaders of The Ministry of Education in Oman. Therefore, the key managers of The Ministry of Education Central Headquarters and Educational Governorates and school head teachers will contribute to this study.

The research focuses on leadership practices and how this relates to Total Quality Management (TQM). The research will explore the perceptions of educational leaders at The Ministry of Education Central Headquarters, eleven Educational Governorates and a number of schools in order to triangulate responses. Leaders from different levels of all the organizations will be assessed in this study in order to obtain a variety of views and enriched data obtained from the General Directors, Assistant General Directors, Directors and Assistant Directors of The Ministry of Education Central Headquarters and educational governorates, as they play a major role in decision-making and the formulation of policies.

Educational leaders at the governorate level carry out a key role linking schools and the Ministry, as well as making some decisions at the governorate level. In addition, head

teachers act as implementers as they are in contact with the Ministry through the Educational Governorate Directorates and also have the responsibility of making some decisions and implementing the Ministry's instructions within their schools. All the educational leaders are involved in this study. The Table 4-1 below provides information about the number of educational leaders currently employed at The Ministry of Education Central Headquarters, eleven Educational Governorates and schools (Ministry of Education, 2015).

Table 4-1 Targeted participants from educational leaders at the Ministry of Education

	Ministry Central Headquarter Level	Numbers of Population	Educational Governorate Level	Numbers of Population
Study participants	Director Generals	*M (9) *F (3)	Director Generals Administration Director (Al Wusta Governorate)	M (10) M (1)
	Assistant General Directors	M (6) F (3)	Assistant General Directors	M (11) F (2)
	Directors	M (44) F (11)	Directors	M (53) F (10)
	Assistant Directors	M (60) F (15)	Assistant Directors	M (103) F (15)
			Head Teachers	M (391) F (590)
Total		151		1186
Grand Total	1337			

*M=Male * F=Female

4.4 Research methods

Briggs, *et al.*, (2012) assert that it is essential to select research tools which are suitable for the research purposes and research questions, as well as taking into account the researcher's abilities and experience in dealing with these types of research tools. This study will mainly aim to investigate leadership styles practised by educational leaders in The Ministry of Education in Oman and whether these styles are related to Total Quality Management. As a result, two types of research instruments – questionnaires and interviews – will be employed. “Questionnaires and interviews are often used together in mixed-method studies relating to the investigation and assessment of education. While questionnaires can provide evidence of patterns amongst large populations, qualitative interview data often gathers more in-depth insights on participant attitudes, thoughts and actions” (Harris *et al.*, 2010: 1).

4.4.1 The questionnaire

The questionnaire is widely used and is a useful instrument for collecting survey information, providing structured and often numerical data and is able to be administered without the presence of the researcher (Cohen *et al.*, 2007: 317). Questionnaires will be used in this study to collect data from a large number of participants throughout the country. As a research instrument the questionnaire has some strengths and weaknesses which are explained in the Table 4-2 below:

Table 4-2 Advantages and disadvantages of the questionnaire

Advantages	Disadvantages
The researcher is able to involve large numbers of participants.	The format of the questionnaire design makes it difficult to examine complex issues and opinions.
Quick and easy to create, code and interpret.	The response rate is sometimes low, especially with long questionnaires, which might affect the quality of the responses.
Easy to standardize and all respondents are asked the same questions in the same way.	When the researcher is not present it is difficult to know if the respondent has understood the question.
Can be used to examine sensitive subjects, such as criminal matters.	It is time-consuming and difficult to follow-up and enter data.
It aids the generalisation of results to the real-world.	It does not allow the researcher to clarify answers.
It gives the opportunity to study more than one question.	It creates a lack of administrative control for the researcher.
It is easy to maintain the anonymity of participants which may lead to more complete and honest answers than less anonymous methods like interviews.	
It allows users to complete the questionnaire at their own convenience and at their own pace, which allows them the time they need to think about their answers.	

Sources : (Robson, 2011; Muijs, 2012 ; de Vaus, 2014)

The researcher tried to avoid these limitations by visiting The Ministry of Education Central Headquarters and educational governorates, as well contacting them via telephone, WhatsApp and SMS messages, in order to encourage participants to complete the questionnaire. As Cohen *et al.* (2007) suggests, there are several strategies which can be implemented to raise the response rate to questionnaires; for instance, following up the questionnaires with a personal telephone call and encouraging stakeholders via friends or

third parties. Another strategy that increases the number of responses is piloting the questionnaire by sending a sample to some experts and specialists in the field of education in order to ensure the questions are valid and their meanings clear. There are three types of questionnaire:

- Closed-question questionnaire: this questionnaire contains, for example, multiple choice questions, where the respondent is asked to choose one answer or more from a set of pre-determined answers.
- Open-ended questionnaire: this questionnaire does not contain tick boxes but instead leaves a blank section for the respondent to write their own answers.
- Combination: in this type of questionnaire, both closed and open-ended questions are used to enable respondents to provide more detailed responses

(Dawson, 2009)

For the purposes of this study a combination of closed and open-ended questions were applied in order to obtain rich data from the respondents. Moreover, in formulating the questionnaire statements the researcher avoided including leading questions, which may lead participants to believe there is one acceptable answer. In addition, complex questions, ambiguous questions and irritating questions were also omitted from the questionnaire in order to enhance its quality and generate valuable responses (Cohen *et al.*, 2007: 334-335). In order to avoid these types of questions, special attention was given to the questionnaire statements, which were reviewed and revised by educational leaders at The Ministry of Education. Also, the questionnaire underwent a pilot sample study prior to implementation.

The statements in the questionnaire were derived from the literature review investigation regarding leadership theories and styles, Total Quality Management principles and its application in educational organisations. The linkage between the research questions and the questionnaire content is clarified in the Table 4-3 below.

Table 4-3 The linkage between research questions and the questionnaire content

Sections	Questions
1	Personal information: position, number of years of experience in leadership role, number of years in current position, gender and place of work
2	Question one: what leadership styles are employed by the educational leaders in The Ministry of Education in Oman?
3	
4	Question three: To what extent do the leadership practices of the educational leaders in the Ministry of Education in Oman match with Total Quality Management principles?
5	Question two: What impact does the leadership practice of educational leaders have on the quality and management of the education system in Oman?
6	Question four: What are the challenges which may affect the improvement of the quality of leadership in The Ministry of Education?
	Question five: What are the challenges affecting the improvement of the quality of leadership in the Ministry of Education?

The Likert Scale was followed in this study questionnaire. The Likert Scale was created by Rensis Likert in 1932. It is widely applied in collecting data. It is a commonly used attitude statement asking participants to rate a minimum five-point level of response (such as levels of agreement to disagreement) from a group of categories (Allen and Seaman, 2007; Robson, 2011; de Vaus, 2014). According to de Vaus (2014: 101) "...this approach to measuring attitudes involves providing a statement that reflects a particular attitude or opinion. It is also easy to answer and analyze". Therefore, in this study the Likert Scale of five points was used in the first section of the questionnaire and, due to the nature of the questions, the six-point scale was used in sections three to five. The participants were asked to what extent they agree or disagree with the statements.

Several advantages can be obtained from applying the Likert Scale; for instance, asking a large number of respondents to check a selection based on their attitudes is easily understand, is easy to answer and can be easily analysed (Robson, 2011: 304). On the other hand, this scale is subject to bias, for example, in situations where respondents describe themselves positively. However, varying statements in positive and negative forms might eliminate the incidence of bias (Brill, 2008).

Furthermore, as Arabic is the first language of all participants, the questionnaire, the plain language statement and the consent form were translated from English to Arabic by the researcher and then reviewed by two professional translators. Finally, the translation was revised by an Arabic teacher to confirm the accuracy of the questionnaire statements and to ensure the meaning had not been lost in translation. Some items were not clear in the Arabic version and needed to be modified; for example, in section two the question was modified from ‘Which items can describe your leadership practices?’ to ‘How often you do the following ?’

As this questionnaire aimed to gather data about the leadership styles of educational leaders it is related to the Total Quality Management principles and the impact of particular leadership practices on the quality of the Omani education system. It was divided into six parts (see Appendix 1 and 2 for English and Arabic) according to research questions, as mentioned above, and comprised both open-ended and closed questions. The first part obtained personal information, namely: their position, number of years’ experience in a leadership role, number of years in the current position, gender and place of work.

The second part was focused on individual leadership practices, taking into account five leadership styles, namely: transformational, transactional, participative, autocratic and laissez-faire (seven statements for each style). The third part considered the leadership practices of line managers. The above leadership styles were then repeated (three statements for each style). The fourth part measured the relationship between leadership practice at the Ministry and Total Quality Management principles (eleven statements). The fifth part considered the impact of leadership practices on the education system in Oman (eight statements). Finally, part six asked three open questions, which were, ‘How does current leadership practices enhancing the quality of the education system?’, ‘What are the key challenges facing educational leaders in regards to improving the quality of their leadership?’ and ‘What are your suggestions as for the further improvement for the quality of leadership within the Ministry ?’

4.4.2 Piloting stage

The researcher’s instruments were examined by piloting a sample from the target population (Kelly *et al.*, 2003). Several elements were included in order to test the items included in the questionnaire, including:

- Variation: if most of the participants provide similar answers to a question, this will be of little use during the analysis.
- Meaning: the questions are clear and the language is not ambiguous.
- Redundancy: if two questions virtually measure the same thing then only one of the questions would be needed in the final questionnaire.
- Non-responses: the items which were not answered by most of the participants.
- Time: how long will the questionnaire take to be completed?

(de Vaus, 2014: 115-116)

In addition, according to Dawson (2009), once the questionnaire is designed it is crucial to pilot it in order to ensure that it covers the research aims and obtains the expected results. Two piloting stages can be applied; firstly to obtain comments from experts in the same field and make any amendments arising from their recommendations. Secondly, to send it to some of the participants involved in the main study, ask them to make comments and provide feedback on the questionnaire. As a result, the questionnaire was sent first to some of the educational leaders who were then working at the Ministry, along with some former employees who had retired. In addition, it was sent to several experts in Saudi Arabia, then to two educational leaders and three head teachers to seek their feedback prior to conducting the main study. Crucial feedback was obtained during the pilot stage; for example, the length of the questionnaire was reduced and some statements were added.

4.4.3 Distribution of the questionnaire

The questionnaire has been sent to all the employees who hold a leadership position at the Ministry following a written request made to The Ministry of Education Central Headquarters and the Educational Governorates (the target participants). The Technical Office of Study and Development at the Ministry of Education in Oman was issued with an electronic letter which was addressed to all the General Directors at the Ministry of Education Central Headquarters and eleven educational governorates to facilitate the fieldwork portion of this study (see Appendix 3). The letter was based on a letter issued from the researcher's supervisors at the University of Glasgow (see Appendix 4). The questionnaire was attached to the letter and all the General Directors were asked to

distribute the questionnaire to the participants, who were requested to complete the questionnaire electronically (Microsoft Word file) and send it back to the researcher via email.

Following this the researcher visited the Central Headquarters and most of the Educational Governorates (excluding the Al-Wusta governorate because of the distance and location, which made it difficult to reach by either road or air) in order to make sure that all the participants, in particular the school head teachers, had received the questionnaire. These visits also allowed the selection of a suitable coordinator in each Educational Governorate to encourage participants to complete the questionnaire. The researcher used a variety of techniques to ensure a good response was received. This included identifying a coordinator in each department of the Central Headquarters and Educational Governorates to follow up on the completion of the questionnaire and encourage their people to send it back to the researcher. In addition, phone calls and SMS messages were used to contact any of the participants who had not responded after a specified time interval. De Vaus, (2014) emphasised that notifying participants via telephone or mail can considerably raise the questionnaire response rate.

There were some instances where the researcher received a low response from the participants in some schools, so utilised his network of friends within those schools. The researcher's friends were asked to contact the Governorates on his behalf and remind their head teacher to complete and return the questionnaires. There were also occasions where the researcher printed out the questionnaire and distributed them by hand to the head teachers of some schools, who were then asked to complete it and return it on the same day. The questionnaire phase took place between September 2015 and February 2016.

4.4.4 Data analysis of the questionnaire

The aim of the data analysis is to summarise the data in order to establish answers to the research questions. The researcher must deal with the analysis process carefully and accurately in order to ensure that no information is missed or overlooked (Kelly et al., 2003).

Two types of research instruments were used in this study, namely: questionnaires and interviews. A total number of 395 questionnaires were received and the Statistical Package for the Social Science (SPSS) was employed for analysing the data obtained from the

questionnaires. Numbers have been allocated to each questionnaire from 1-395 and a code was given to each section statement which shows the section and the statement number. For example, the first statement in Section A was coded as A1. Each of the five or six answers to the statements was given a score of 1-5 or 1-6 where 5 corresponds to “always”, 1 to “never”, 6 corresponds to “strongly agree” and 1 to “do not know”.

A total number of 281 of participants responded to the open-ended questions. For each respondent the data was categorised by themes. All respondents were divided first by region and transferred to Microsoft Word. The table format was designed for each position in each region containing the response code, gender and the responses for each question. This technique assisted the researcher in understanding the responses for each open question and comparing the responses. After that, the first part of the questionnaire (which contains information about the position, number of years worked in a leadership role, number of years in the current position, gender and place of work, was analysed through SPSS in order to identify the research participant’s responses in relation to these categories.

4.5 Study variables

A variable is defined as any attribute of a person or unit that can vary in its value (Scott and Morrison, 2005: 258). Thus, gender is a variable and it is crucial to consider gender as an important factor when making comparisons between educational leaders because some educational leaders in The Ministry of Education are female. In addition, all head teachers in cycle one schools (grade 1-4) are female. Some studies highlight the differences in the leadership styles of males and females. Eagly and Johnson (1990: 233) emphasise that “women prefer and tend to behave in terms of alternative feminine leadership models which are characterized by cooperativeness and the collaboration of managers and subordinates”.

4.5.1 Position and experience variable

As mentioned in the previous section, this study will measure the quality of leadership in five different positions. It is therefore essential to measure the differences in practices in respect of leadership and Total Quality Management based on their positions within The Ministry of Education and schools, through to educational governorates. Experience is also an important factor which will be used to measure whether the length of time spent in each

post and leadership role has an effect on a person's ability to lead and which practices they prefer (Bass and Bass, 2008).

4.6 The interview

The interview is an exchange of knowledge between two or more people on an issue of interest (Cohen *et al.*, 2007). Coleman (2012) emphasises that interviews are likely to be used in educational leadership and management research studies as they are a more flexible research tool. As a research technique the interview incorporates many features; for example, it is a more flexible data collection method and can be conducted by using more than one style, such as face-to-face interviews, online interviews and telephone interviews. In addition, conducting interviews provides the researcher with the opportunity to clarify participants' beliefs, complex issues and explore topics in-depth, as well as allowing the interviewer to control the interview in order to probe and achieve the research goals (Cohen *et al.*, 2007; Robson, 2011).

On the other hand, the interview is subject to some limitations, such as the length of time it takes to conduct, as well as the lack of anonymity, particularly in respect of face-to-face interviews as they do not necessarily give the interviewee the freedom to express their opinion accurately or honestly. Furthermore, interviews are more prone to interviewer bias (Cohen *et al.*, 2007). Bush (2012) argues that risk of bias, especially in semi-structured and unstructured interviews, cannot be avoided. In addition, sources from the interviewer and interviewee can be reduced by raising the quality of the interview schedule and interviewer training.

In this study the interview was used alongside the questionnaire for the purpose of conducting an in-depth investigation. As with the questionnaires, the researcher sought permission from The Ministry of Education to conduct the interviews and the interview questions were sent to the Ministry for approval. The preliminary analysis of the questionnaire and its data were utilised to build the interview questions. The researcher travelled through the country to conduct face-to-face interviews. Varieties of explanations and examples were obtained from the respondents to probe for information and answers to the interview questions.

In social research, the common types of interviews are:

1. Unstructured interviews: this is a very flexible interview where the interviewee can speak freely with little control or input from the researcher (Cohen *et al.*, 2007).
2. Semi-structured interviews: this is the most common and widely used interview technique in qualitative social research. In this flexible interview the researcher has a list of questions which seeks answers from the interviewee; also, the chance is offered to raise some topics during the interview process based on the responses from the respondent (Robson, 2011).
3. Structured interviews: the content and sequence of the questions are organised in advance and the researcher has a limited chance to adjust them (Cohen *et al.*, 2007).

Comprising eight interview questions, the semi-structured interviews lasted for approximately 30-40 minutes and were selected for this study in order to acquire in-depth knowledge and explanations of the study topic, as well as to highlight any issues arising from the responses received from the questionnaires (see Appendix 5). Before the interviews commenced the interviewees were given a clear explanation of the purpose of the study and each participant was assured that their responses would be confidential. They were also required to read and sign a consent form (see Appendix 6). As Langdridge and Johnson (2013) emphasise, the researcher should clarify the confidentiality of the respondents and explain that their identity will be removed from any written documents.

The interviews started with general questions and gradually moved to a more specific set of questions. The researcher tried to ensure that the interviews were conducted in an environment which was comfortable for the interviewees and would allow participants to express themselves freely. Dawson (2009) asserts that when designing an interview schedule it is important to start with easy and general questions which will make the respondents feel comfortable and at ease.

The interviews were conducted at The Ministry of Education's Headquarters and in six Educational Governorates (Al-Dhahirah, Dhofar, Muscat, Al-Buraimy, South of Al Batinah and Musandam) based on their size and the distance from Ministry Headquarters. For example, the Al-Buraimy Educational Governorate has 27 schools; it is located around 300 km away from the Ministry's Headquarters. On the other hand, the Dhofar Educational Governorate comprises approximately 149 schools and is located in a more remote area

1000 km away from the Ministry's Headquarters. The Table 4-4 below details the allocation of schools in the above six Educational Governorates (Ministry of Education, 2015).

Table 4-4 Schools allocations in six Omani Educational Governorates

Educational Governorate	Number of schools
Muscat	147
Al-Batinah South	117
Al-Buraimy	27
Al-Dhahirah	80
Dhofar	149
Musandam	17

Under the direction of his supervisor the researcher planned to conduct 29 interviews in order to reach a wide variety of participants. The researcher selected one educational leader and four head teachers (two male and two female) from each Governorate; the head teachers represented around 73% from the study participants with a total of twenty interviews being completed. One of the female head teachers from the Al-Buraimy Governorate was forced to withdraw from the interview due to unexpected sick leave, thus, the researcher replaced her with an educational leader from the same Governorate (Assistant Director).

During the course of the interview process the researcher encountered some difficulties with the Muscat Governorate (as explained below). As a result, the researcher subsequently replaced one male General Director from the Muscat Educational Governorate included in the original sample with a General Director from the Musandam Governorate. Four interviews were conducted from the Ministry of Education Central Headquarters, which included three males and one female bringing the total to 29 interviews.

The researcher personally visited and coordinated with the educational leaders at The Ministry Central Headquarters and Educational Governorate. Furthermore, the researcher sought help from The Director of Human Resources Department in each Educational Governorate to arrange the interviews with head teachers in schools as they have direct responsibility for the schools. The researcher tried to conduct all five interviews in one day in some Educational Governorates to save time and reduce the possibility of respondents withdrawing from the interviews due to their busy schedules and operational duties.

All the interviews were conducted at the respondents' place of work (offices and schools) during work time. Prior to the interviews the researcher also confirmed the interview date and time with the participants by telephone and SMS messages. Tape recorders were used to record the interviews with those participants who gave their consent.

The researcher tried to vary the interviews according to gender, position and experiences. The Table 4-5 below shows the numbers of participants for each of the interviews conducted.

Table 4-5 Number of participants in the interview

Positions	General Director		Assistant General Director		Director		Assistant Director		Head Teacher	
	*M	*F	M	F	M	F	M	F	M	F
									2	2
			1						2	2
1										
					1				2	2
				1					2	2
						1	1		2	1
1				1	1		1		-	-
2			1	2	2	1	2		10	9
29										

***M: Male *F: Female**

The interviews were conducted in Arabic and then the transcripts were translated into English. The researcher first conducted the interviews with head teachers, followed by the educational leaders in the Educational Governorates and later with the leaders of The Ministry of Education Central Headquarters. The interviews were designed to identify any challenges they faced, as well as to give them the opportunity to make suggestions for improvements which could be shared with other educational leaders at the Educational Governorate. Lastly, the researcher conducted the interviews with the educational leaders of The Ministry of Education for the same reasons.

As mentioned above, the interviews were conducted after the questionnaires were completed and the interview schedule was developed based on the issues arising from the questionnaire. For this reason the interviews were conducted with the head teachers in the governorate first, followed by the officials in the Educational Governorate and Central Headquarters. This technique enabled the researcher to investigate the issues highlighted

by the head teachers and raise them with officials in an attempt to clarify them in greater detail and investigate how smoothly the leadership practices are being followed at all levels. The interviews were carried out between February and May 2016.

4.6.1 Piloting the interview

During this process, consideration was given to the gender and position of the sample selection, thus three educational leaders – comprising one male director, one male assistant director and a female head teacher – took part in the pilot. They were asked to review the clarity of the questions and provide feedback. Some of the comments obtained contributed to changes subsequently applied to improve the quality of the interviews. “It is definitely advisable to pilot an interview schedule with a small number of individuals to check that the questions are relevant and understandable and that the interview is manageable within the agreed time” (Coleman, 2012: 260).

4.6.2 Data analysis of the interviews

The analysis of the qualitative data varies depending on the purpose of the research as no, one, single approach can deal with qualitative data. The researcher should understand the purpose of analysing the data and how to make use of it (Cohen et al., 2007; Creswell, 2012). The transcription of the data is crucial as it is “...the process of converting audiotape recordings or field notes into text data” (Creswell 2012: 239). In this study the data analysis of the interviews commenced following the completion of the data analysis of the questionnaire. The interviews were included so as to seek additional views and opinions from the participants and facilitate an in-depth investigation into some of the issues arising from the questionnaires. All 29 interviews were initially recorded in Arabic and then translated into English. Following the translation all the interviews were transcribed into Microsoft Word documents. They were then analysed using an thematic analysis approach that categorises data and identifies themes and trends (Miles and Huberman, 1994). This classification is referred to “coding”.

According to Robson (2011: 478) “the process of coding is part of analysis as you are organising your data into meaningful groups”.

4.7 High quality research

4.7.1 Validity

In order to ensure the quality of the research instruments, validity and reliability should be taken into account. According to Bush (2012) reliability, validity and triangulation should be used to verify the quality of education research. Validity can be defined as ‘truth’ in which the research accurately measures the phenomenon (Bush, 2012; Silverman, 2013). It aids the researcher to evaluate the quality of other studies as well as helping them to select the most appropriate research methods (Bush, 2012). Furthermore, research validity can be described as ‘trustworthiness’ as it identifies the accuracy of the research results; it is used to ensure that the instruments measure what they aim to measure (Cohen et al., 2007).

Kumar (2014) argues that ‘validity’ can be applied to any step of the research in order to guarantee that the researcher is following the correct process in addressing the research questions.

There are several types of validity, for instance: internal and external. Internal validity is a measure of accuracy and whether it matches reality; external validity, on the other hand, is a measure of generalizability (Scott and Morrison, 2005: 253). Moreover, several ways can be followed to reduce the threat to validity, for example:

- applying a suitable time scale;
- ensuring that there are adequate resources for the required research to be undertaken;
- selecting an appropriate methodology for exploring the research questions;
- selecting appropriate instrumentation for gathering the type of data required;
- and asking the right types of questions.

(Cohen *et al.*, 2007: 144)

In this study, many drafts of the questionnaire were discussed with the researcher’s supervisors in order to ensure their validity. Furthermore, the literature was examined to

build the items of the research instruments and to make sure that the questionnaire covered all the research topics.

4.7.2 Reliability

Reliability is one of the essential factors to be taken into account when conducting any research study. It helps the researcher to ensure the quality and accuracy of the data and “refers to consistency and stability” (Bush, 2012: 76). According to Hammersley (1992: 67), the research reliability “refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions”. Scott and Morrison (2005) state that reliability and validity are two crucial tests that are applied in order to measure the adequacy of the research.

Several techniques should be followed to check the reliability of the research reliability, for instance, the avoidance of ambiguous statements in the questionnaire to help the participants to fully understand it. Recruiting a variety of participants and using more than one method for collecting data will also increase the reliability of the research. In this study the researcher distributed the questionnaire and interview questions to a number of experts in the quality and educational leadership field in Oman and one Gulf country, to seek their comments and make any amendments arising from their feedback. The mixed-methods approach was also used in this study to increase its reliability.

Five groups of participants were recruited, consisting of Director Generals, Assistant Director Generals, Directors, Assistant Directors and Head Teachers in order to obtain a range of different views and opinions. In addition, the reliability of the questionnaire in this study used the internal consistency Coefficient Alpha of Reliability. The result was 5 which could be considered as internally consistent. Cohen *et al.* (2007: 148) said “an alternative measure of reliability as internal consistency is the Cronbach Alpha, frequently referred to as the Alpha Coefficient of Reliability, or simply The Alpha. The Cronbach Alpha provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other relevant items and is useful for multi-item scales”. The categories of Cronbach Alpha is between >0 very highly reliable and <0 low reliability (Cohen *et al.*, 2007).

4.7.3 Generalisability

Generalisability can be described as drawing conclusions about a whole group based on the data collected from the sample selection (Denscombe, 2002). In addition, Dawsen (2009) emphasises that following the correct procedures to involve representative samples might aid the generalisation of the study results of the whole research population.

In the case of the present study the whole range of educational leaders were involved. Therefore, the result of this study might be generalised for all the population (educational leaders in the Ministry of Education in Oman).

4.7.4 Triangulation

As discussed above, triangulation is one of the aspects of quality that should be used to verify the quality of education research. Triangulation can be defined as utilising more than one method in a study to ensure the accuracy of data (Bush, 2012). It is important to develop the validity of the data by either applying mixed methods or by gathering data from a variety of participants (Bush, 2012). Therefore, this study implemented triangulation by involving five types of stakeholders (Director General, Assistant Director General, Director, Assistant Director at Ministry of Education and eleven Educational Governorates and Head Teachers in Oman) in order to seek a variety of views to answer the research questions. Furthermore, a mixed-methods approach was used in order to increase the quality of the research. Several types of triangulation are mentioned in the literature for instance:

- Data triangulation: different data sets are collected at different times with different samples and different contexts and compared.
- Investigator triangulation: where more than one data collector / analyst is used to confirm or challenge the findings of the research.
- Theoretical triangulation: where more than one theoretical position is used to interpret the data.
- Methodological triangulation: where strategies or methods are mixed to confirm, challenge or corroborate each set of data.

(Scott, 2007: 11-12)

4.8 Research ethics

Research ethics is concerned with dealing with the research participants and the data they offer with honesty and respect (Dawson, 2009). According to the British Educational Research Association of Ethical Guidance (2011), educational researchers should take into account several principles which relate to ethics. For example, all participants should be treated fairly and with respect, should be informed about their roles in the research, should be assured that their responses will remain anonymous and used solely for the purposes of the research. In addition, they must be given the right to withdraw from the research at any time, without having to provide a reason. Naturally, this study adopted the aforementioned research ethics and followed the recommended procedures.

Firstly, approval was sought and granted from the Ethical Committee at the University of Glasgow to conduct the research (see Appendix 7). Secondly, a letter requesting approval to conduct the study was sent to The Ministry of Education Central Headquarters, eleven Educational Governorates and The Technical Office of Study and Development at The Ministry of Education. The letter included details of the research background, interview questions and research instruments. Thirdly, the research questionnaire was headed with an introductory paragraph to clarify that all responses would be anonymous and treated confidentially, and that the questionnaire would be used for research purposes only. In addition, the completion and submission of the questionnaire would be taken as consent.

Fourth, participant autonomy was considered as no names were requested from any of the participants and each questionnaire was given an identification code. Finally, in term of the interviews, the researcher explained to each interviewee that the data provided would be confidential and would not be shared with any third party. Also, once the consent form had signed by the interviewee, they would still have the right to withdraw from the interview at any time and were not required to provide any reason or explanation.

4.9 Limitations

The researcher encountered some difficulties during the data collection process, which are detailed below:

- An electronic version of the questionnaire was officially distributed to the respondents by the Technical Officers of The Ministry of Education Central Headquarters through an education portal. Unfortunately, however, many of the head teachers encountered problems accessing the questionnaire for a number of reasons, including the failure of the education portal, problems with internet failure or slow internet connections, and this resulted in a low response from some of the schools' head teachers. One female head teacher stated that she preferred to use paper-based questionnaires due to the difficulties she experienced in accessing the education portal.
- Some participants said that they had received a number of questionnaires from different scholars and, as a result, they were not sure if they had responded to the questionnaire for the current study.
- Some participants said they were too busy, did not have enough human resources or did not have the time to respond. Indeed, one female head teacher in the Dhofar Governorate asked if it was compulsory to complete the questionnaire as she was very busy. In another instance, a male head teacher said that he didn't have enough administrative staff and also had a number of reports that he needed to finish, but promised to complete the questionnaire when he had the time. Also, an administrative assistant in one of the schools stated that they did not presently have a head teacher and the assistant head teacher was very busy.
- A limited number of responses were obtained from some of the Educational Governorates and schools due to the fact that they did not have a director, assistant directors or head teacher. For example, in North of Al Sharkiyah, six of the departments did not have a director. In the Al-Dakhliyah Educational Governorate, three departments also had no director. In addition, in The General Directorate of Curricula in The Ministry of Education Central Headquarters, seven departments did not have a directors or assistant directors. One director in the Dhofar Educational Governorate said that they faced additional difficulties in dealing with the schools that did not have head teachers or assistant head teachers to run the schools.
- One of the Director Generals in The Ministry of Education Central Headquarters refused to complete the questionnaire because he directly reported to The Ministry

of Education, despite the researcher's assurances that complete autonomy would be applied.

- Infrastructure problems meant that the researcher encountered difficulties in contacting some schools via the telephone as they were located in remote areas.
- The researcher found it difficult to arrange interviews with head teachers in the one Educational Governorate because the officials at the Governorate did not cooperate with the researcher. Thus, the researcher was forced to use his relationships with other members of staff in order to rearrange the interviews, although some of the head teachers still did not agree to participate.
- For cultural reasons, three females from the Muscat, Dhofar and Southern Al-Batinah Governorates declined the request to record the interviews.
- The long distance between the researcher's location and some of the Educational Governorates proved problematic at times. For example, the Dhofar Educational Governorate was located around 1000 km away and the Musandam Educational Governorate around 600 km away. The researcher was required to visit some Educational Governorates twice – once to follow up the questionnaire and later to conduct the interviews.
- In the Educational Governorates it was not clear which department was responsible for forwarding the questionnaire and following it up. For example, in the Muscat Educational Governorate the Director General forwarded the letter received from The Technical Office for Study and Development to the Training Department and this Department issued one paper copy of the letter to the Director General and his Assistant, and a second letter to the Directors and their Assistants. In the case of North Al-Sharkiyah, this task was delegated to one of the educational experts responsible for dealing with this type of topic. This meant that some head teachers in the schools did not receive the questionnaire until the researcher's visit to the Educational Governorate.
- Despite the researcher's encouragement and assurance that the interviews were required only for research purposes, some interviewees were concerned that their

interviews would be shared with third parties and this may have affected the detail in which they expressed themselves during the interviews.

If the researcher was to do the study again, it is likely that a number of things would be done differently, for example:

- It took a huge effort for the researcher to reach all the participants of the study. Primarily, this was due to the location of the participants which ranged from being based within the Ministry of Education's Headquarters and different educational governorates. It was particularly difficult to reach those participants who were located in remote parts of the country. Thus, in any future studies the researcher might choose just two or three educational governorates and also reducing the size of the study sample.
- This study targeted five levels of education leaders based at the Ministry of Education and eleven educational governorates. In any future studies the researcher may choose to select only one or two levels of education leaders, thus enabling the study to be more focused.
- In any future studies the researcher would apply different research methodologies such as observations which would enable the researcher to investigate more practices of education leaders in their work.

4.10 Summary

This chapter was concerned with identifying the research aims, objectives and questions of the study. The targeted participants of the research, comprising the senior managers of The Ministry of Education, Educational Governorates and school head teachers, were explained in detail. The mixed-methods approach was followed in this study and the research paradigms have been described in this chapter. Questionnaires and interviews were used in order to investigate the leadership styles of the educational leaders at the Ministry of Education in Oman and identify how these relate to Total Quality Management, as well as the impact this has on the Omani education system. The procedures followed in order to ensure the validity and reliability of research instruments have also been presented and any issues in respect of research ethics were explained. Any obstacles encountered during the research process have been highlighted and the data analysis techniques have been explained. The next chapter will focus on quantitative data analysis.

Chapter 5 Quantitative Data Analysis

5.1 Introduction

The purpose of this study is to examine the leadership styles of the educational leaders at the Ministry of Education in Oman to include general directors, assistant general directors, directors and assistant directors from the Ministry's Central Headquarters; eleven educational governorates and school head teachers. Using questionnaires and interviews, the study will assess how the leadership styles correspond with Total Quality Management (TQM) principles, examine the impact of leadership styles in the Omani educational system and outline some of the challenges that may affect the improvement of the quality of leadership at The Ministry of Education.

The questionnaire, which is explained in detail in the previous chapter, was used to obtain a variety of perceptions from the above five groups of participants (see the full questionnaire in Appendix 1). The questionnaire helped to investigate the similarities and differences between the participants' views about their leadership practices, measure the impact of these practices and establish exactly how they relate to the Total Quality Management principles. This chapter aims to investigate the result of the quantitative (questionnaire) data and the closed statements.

The qualitative data (open-ended questions and interview) will be reported in the next chapter; consequently, this chapter is focused on the descriptive analysis of the demographic information of the participants, the leadership styles of the Omani educational leaders, the leadership styles of their senior manager(s), the relationship between leadership practice at The Ministry of Education in Oman, and Total Quality Management principles and the impact of leadership practices on the education system in Oman.

5.2 The questionnaire

As mentioned above, the questionnaire targeted the educational leaders at The Ministry of Education Central Headquarters, the educational governorate and schools, and involved general directors, assistant general directors, directors, assistant directors and head teachers. A total of 395 questionnaires were completed by participants. The questionnaire was divided into six parts, as follows:

Part 1 - Demographic information

This section established the position, number of years' experience in a leadership role, number of years in the current position, gender and place of work of the participants.

Part 2 - Leadership practices

Five leadership styles were targeted in this section of the questionnaire and each style is represented by seven statements, as follows:

- Transformational (items 1, 3, 5, 7, 14, 17, 19);
- Transactional (items 4, 15, 18, 20, 23, , 28, 34);
- Participative (items 10, 12, 25, 27, 29, 30, 32);
- Autocratic (items 9, 16, 21, 22, 24, 33, 35); and
- Laissez-faire (items 2, 6, 8, 11, 13, 26, 31).

The frequency and effectiveness of leadership styles of the educational leaders (part two) was rated based on a five point Likert Scale (5 = always, 4 = often, 3 = sometimes, 4 = rarely and 5 = never).

Part 3 - The educational leaders' perceptions of the leadership practices of their line manager(s)

The same five leadership styles as in part 2 above were applied (three items for each style).

Part 4 - The relationship between leadership practice at The Ministry of Education in Oman and Total Quality Management principles

This section investigated the relationship between leadership practice at The Ministry of Education in Oman and Total Quality Management principles, and comprised eleven items.

Part 5 - The impact of leadership practices on the education system in Oman

This part of the questionnaire explored the impact of leadership practices on the education system in Oman and consisted of eight items. The frequency of respondents in each category (parts three to five) were rated based on a six point Likert Scale (6 = strongly agree, 5 = agree, 4 = neither agree nor disagree, 3 = disagree, 2 = strongly disagree, 1 = do not know).

Part 6 - Open-ended questions

In the final section of the questionnaire the participants were asked three open questions, specifically:

1. How do the current leadership practices enhance the quality of the education system?
2. What are the key challenges facing educational leaders in regards to improving the quality of their leadership?
3. What are your suggestions for the future improvement of the quality of leadership within the Ministry?

To address the research question, the Statistical Package for the Social Science (SPSS) was used to analyse the questionnaire (parts one to five). The frequency, percentage, mean and standard deviations for each statement were identified and each statement was ranked based on its mean value. In addition, ANOVA tests were applied to determine where there were statistically significant differences between the participants' perceptions. The Person Correlation Test was also used in order to investigate the relationship between the leadership styles and Total Quality Management principles. In addition, One-Sample Statistics were applied to measure the impact of the leadership styles on the education system in Oman.

5.2.1 Demographic data

The questionnaire started by asking the participants for demographic information, as outlined in Part 1. Demographic information is fundamental in providing differentiation between views and opinions from and between educational leaders, as well as enabling

comparisons in leadership practices to be established and assessing whether or not the demographic information is significant and bears any relevance to their leadership styles. The tables and Figures below will explain the type of frequency of the participants based on the above variables.

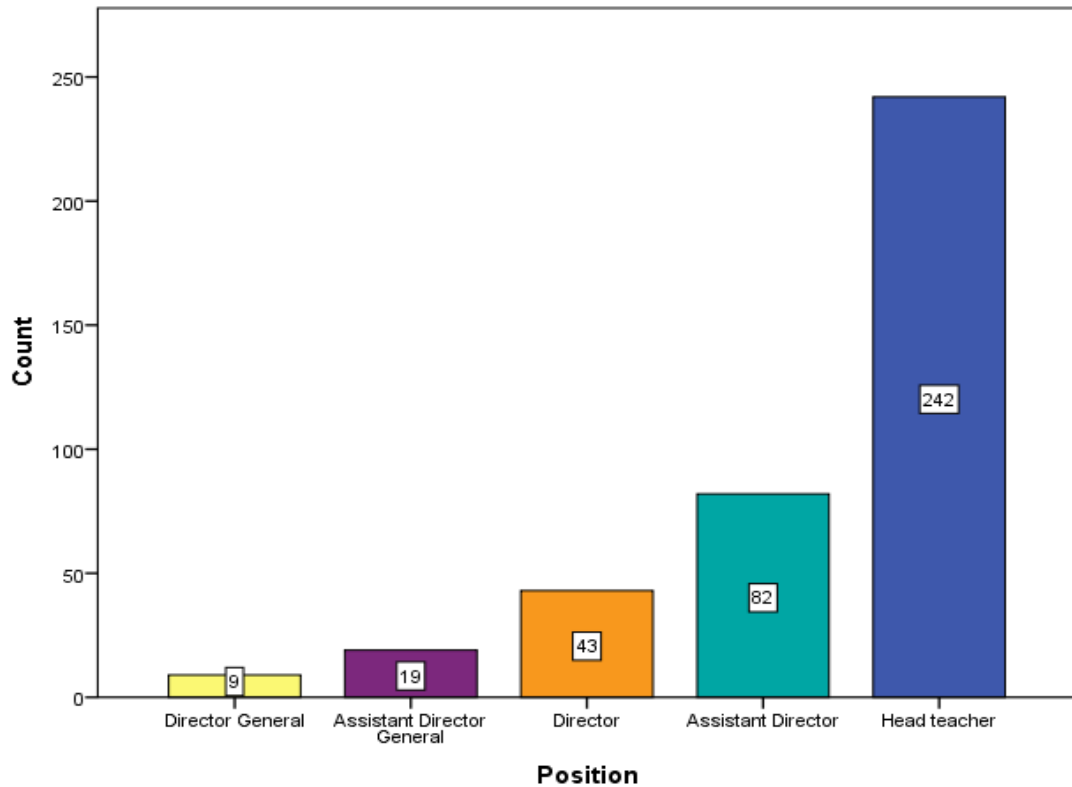


Figure 5-1 Positions

As can be seen above, Chart 5-1 demonstrates the position of the participants; where there were nine director generals (2.3%), 19 assistant director generals (4.8%), 46 directors (10.9%), 82 assistant directors (20.8%) and 242 head teachers were (61.3%). The majority of the participants are head teachers as the study targeted all the head teachers in the country. The director generals represent the minority of the participants.

Table 5-1 Number of years' experience in leadership role

Number of years	Frequency	Percent
0-2	10	2.5
3-5	13	3.3
6-10	27	6.8
>10	345	87.3
Total	395	100.0

Table 5-1 shows that the majority of participants had more than 10 years' experience in a leadership role (87.3%). Thus, it is prudent to infer that this amount of experience should be extremely beneficial to, and play a fundamental role in, improving the Omani education system. Only 2.5% of participants had less than three years' experience, 3.3% had between 3-5 years' experience and 6.8% had between 6-10 years' experience.

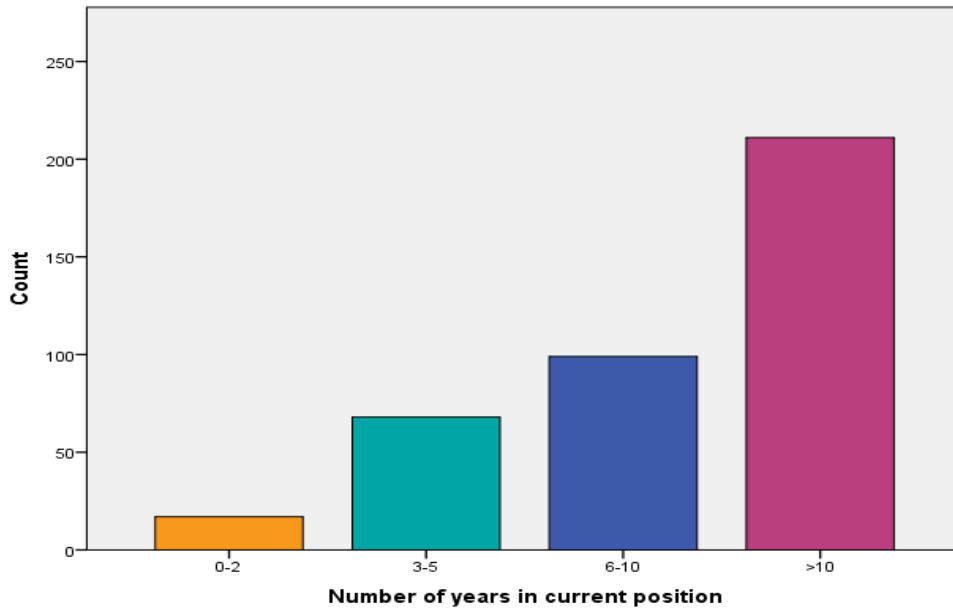


Figure 5-2 Number of years in current position

Charts 5-2 illustrates the number of years in respondents' current positions. It is notable that just over half of the participants (53.4%) had been in post for more than 10 years, with a frequency of 211, and a quarter of them (25.1%) had worked in their current role for a period of between 6-10 years, with a frequency of (99); (17.2%) of the participants had been in their present post for a period of 3-5 years, with a frequency of (68) and a further (4.3%) had less than three years' experience in their present role, with a frequency of (17).

Table 5-2 Gender

	Frequency	Percent
Male	240	60.8
Female	155	39.2
Total	395	100.0

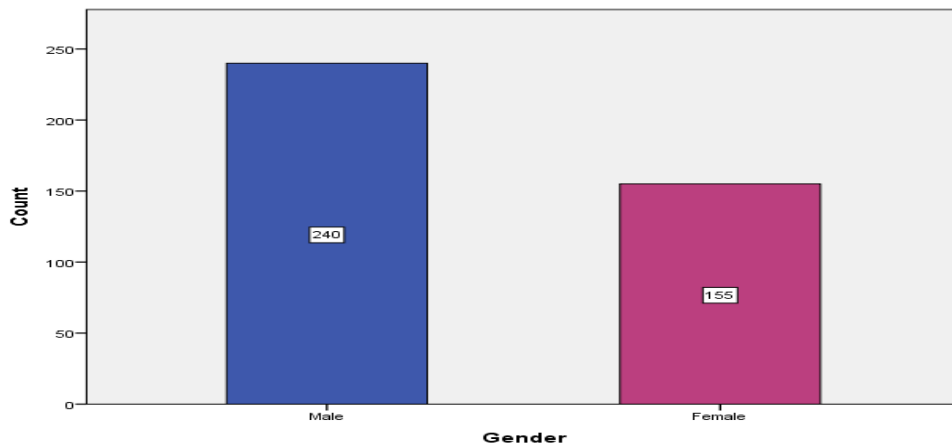


Figure 5-3 Gender

Table 5-2 and Figure 5-3 show the gender of the participants. Over half of the 395 participants (240) are male (60.8%) and 155 (39.2%) female, even though all the staff in Omani basic schools teaching grades 1-4 are female. However, as explained in the previous chapter, for cultural reasons the researcher found it easier to contact male students rather than females, irrespective of the method of communication used. This explains the increased number of male participants in this study.

Table 5-3 Place of work

	Frequency	Percent
Central Headquarters	50	12.7
Muscat	49	12.4
South of Al Batinah	65	16.5
North of Al Batinah	47	11.9
South of Al Sharkiah	17	4.3
North Al Sharkiah	19	4.8
Al Dakhiliyah	36	9.1
Al Buraimy	27	6.8
Al Dhahirah	27	6.8
Dhofar	24	6.1
Musandam	14	3.5
Al Wusta	20	5.1
Total	395	100.0

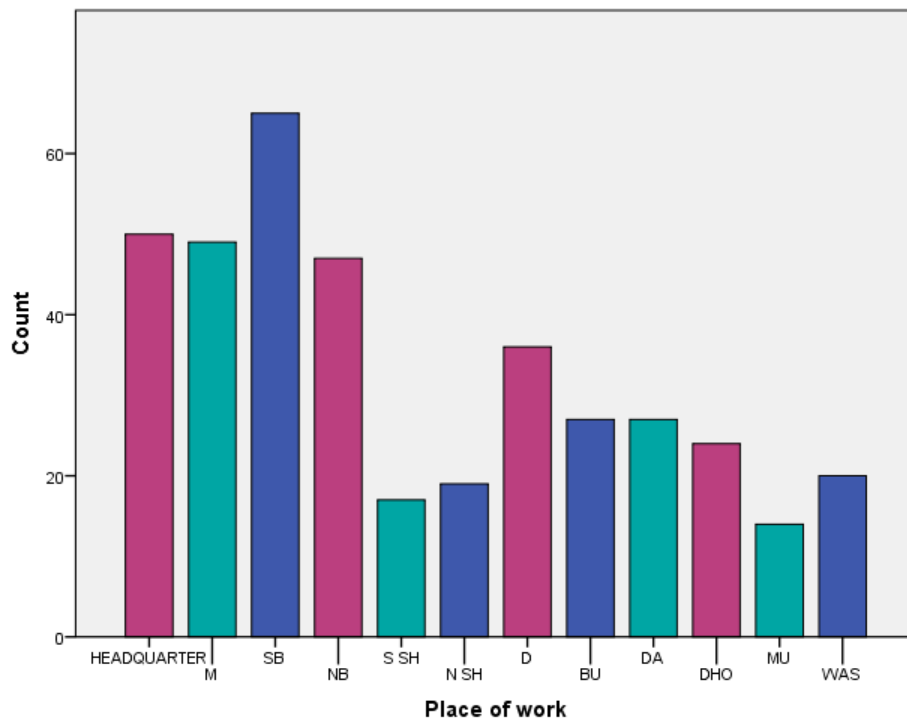


Figure 5-4 Place of work

Table 5-3 and Figure 5-4 shows the place of work for the respondents. The South Batinah Governorate had the highest rate of respondents (65, representing 16.5%). However, it is highly probable that this is due to the fact that the researcher resides within this governorate and was able to use his relationship with his peers to encourage participants to respond. The second largest number of participants came from The Ministry of Education Central Headquarters (50, representing 12.7%). Again, this is likely to be the result of the researcher's relationships, as he is currently employed at this institution.

The Muscat Governorate (the capital of the country) had 12.4% of respondents. Finally, the lowest number of respondents came from the Musandam Governorate, and total only 3.5% of the total target group. This governorate is situated in one of the remotest areas of the country and thus has the lowest number of schools (17).

The researcher provides a summary of the results of the analyses by adhering to the following strategies:

- Describing the highest and lowest items based on their ranking
- Combining the two scales 'always' and 'often' in one column ('more positive'), combining 'rarely' and 'never' in another column ('less positive'), then calculate their percentages and adjust accordingly ('neutral'), as shown in the table below

- From parts three to five: combining the two scales ‘strongly agree’ and ‘agree’ in one column (‘more positive’), combining ‘strongly disagree’ and ‘disagree’ in another column (‘less positive’), then make a calculation of their percentages, as shown in the table below (Appendix 8, all tables are provided in details).

5.2.2 Education leaders’ leadership styles

Table 5-4 Transformational leadership

No	Statements	More positive	Less positive	Neutral	Mean	Rank
1	I encourage subordinates to develop creative ways to deal with Ministry issues	92.9%	0.5%	6.6%	2.9241	6
3	I develop trust among subordinates	98.0%	0.3%	1.8%	2.9772	1
5	I discuss future plans with subordinates	64.1%	9.9%	26.1%	2.5418	7
7	I articulate Ministry’s vision	76.7%	7.1%	16.2%	2.6962	5
14	I pay attention to subordinates needs	97.2%	0.3%	2.5%	2.9696	3
17	I empower the team and individuals to make positive changes	94.2%	0.5%	5.3%	2.9367	4
19	I act as role model for my subordinates	97.5%	0.3%	2.3%	2.9722	2

Table 5-4 reports on the seven statements used to examine the attitudes of the participants in relation to transformational leadership. The table includes the percentage of the frequencies, the means for the seven statements included and the ranking for each statement. It is clear from the results shown that educational leaders are reviewed positively, as almost all of the responses given were ranked as more positive (‘always’ and ‘often’) on the scale. Item 3, “I develop trust among subordinates” was the highest in rank. Conversely, item 5, “I discuss future plans with subordinates”, ranked the lowest. This might be due to the absence of a future plan for the education system in Oman as most of the interviewees mentioned this as an issue of concern

Table 5-5 Transactional leadership

	Statements	More positive	Less positive	Neutral	Mean	Rank
4	I follow the Ministry standards and rules without question	71.6%	2.8%	25.6%	2.6886	3

15	I set the team roles and give clear expectations	92.9%	0.8%	6.3%	2.9215	1
18	I focus on subordinates' mistakes	24.1%	42.8%	33.2%	1.8127	5
20	I maintain subordinates' motivation through reward and punishment	43.3%	23.5%	33.2%	2.1975	4
23	I avoid talking with subordinates about their work performance	5.8%	78.2%	15.9%	1.2759	6
28	I wait for things to go wrong before taking action	7.8%	81.0%	11.1%	1.2684	7
34	I encourage subordinates to follow my instructions	84.3%	3.0%	12.7%	2.8127	2

Table 5-5 includes seven items that were grouped to examine transactional leadership; the mean and ranking of the respondents were applied. The highest rank was attributed to statement 15, "I set the team roles and give clear expectations". Moreover, as is clear from the respondents' answers to statement no 28, the majority (81%) selected "waiting for things to go wrong and then taking action immediately". It is interesting to note that for statement 4, more than half (71.6%) of the educational leaders followed the Ministry standards and rules without question. This may be indicative of a higher level of commitment and lower authority, as most of them raise the lack of authority during the open-ended questions and interviews. This is also supported by the responses given in relation to item number 34, where again, the majority indicated that they deliver the same behaviour with their subordinates (84.3%). It is also notable that the majority of the educational leaders update their subordinates with feedback about their performance and more than a quarter of respondents selected 'neutral' when asked if they focus on subordinates' mistakes.

Table 5-6 Participative leadership

	Statements	More positive	Less positive	Neutral	Mean	Rank
10	I delegate work to subordinates	81.8%	4.1%	14.2%	2.7772	7
12	I consult subordinates on the decision-making process	94.4%	0.8%	4.8%	2.9367	4
25	I build strong relationships with subordinates	98.5%	0.0%	1.5%	2.9848	1

27	I allow subordinates to express their ideas and suggestions	97.7%	1.0%	1.3%	2.9671	3
29	I involve subordinates in formulating the Ministry's / school's visions and missions	88.6%	3.0%	8.4%	2.8557	5
30	I encourage subordinates to adopt the plans of the Ministry	82.0%	2.5%	15.4%	2.7949	6
32	I place value on promoting subordinates' motivation to work	98.0%	0.8%	1.3%	2.9722	2

Table 5-6 shows the statements which are designed to examine participative leadership. It is clear that most of the educational leaders' answers are more positive in nature. From the above table it is apparent that the majority of the educational leaders believe that they "build strong relationships with subordinates" as this ranked as the highest item. In addition, the majority of the educational leaders state that they "place value on promoting subordinates' motivation" (statement 32), "provide their subordinates with chances to express their ideas and suggestions" (statement 27) and "consult subordinates regarding the decision-making process" (statement 12).

Table 5-7 Autocratic leadership

No	Statements	More positive	Less positive	Neutral	Mean	Rank
9	I allow little input from subordinates	86.1%	1.3%	12.7%	2.8481	2
16	I give very tight deadlines to subordinates to complete tasks	31.1%	29.6%	39.2%	2.0152	4
21	I hold all authority to control subordinates	5.3%	85.3%	9.4%	1.2	7
22	I avoid open communication with subordinates	5.1%	92.9%	2.0%	1.1215	6
24	I prioritise task completion above all	67.6%	9.1%	23.3%	2.5848	3
33	I make decisions without consulting subordinates	5.6%	78.7%	15.7%	1.2684	5
35	I give clear instructions to subordinates to accomplish goals	91.9%	0.5%	7.6%	2.9139	1

Table 5-7 demonstrates the seven statements which were grouped to examine and report on autocratic leadership, its percentages and its ranking. Statement 35, “give clear instructions to subordinates to accomplish goals”, was rated as the highest, at 91.9%, which indicates that educational leaders have communication with their subordinates. In addition, the lowest item was “I hold all authority to control subordinates”.

Table 5-8 Laissez-faire leadership

	Statements	More positive	Less positive	Neutral	Mean	Rank
2	I avoid interfering whilst subordinates are doing their work	88.6%	4.1%	7.3%	2.8456	2
6	I avoid giving feedback to subordinates	12.9%	77.0%	10.1%	1.3595	6
8	I do not listen to subordinates' views	8.4%	87.3%	4.3%	1.2101	7
11	I encourage independence among subordinates	68.1%	10.4%	21.5%	2.5772	4
13	I allow subordinates to consult me when they need to	95.2%	0.5%	4.3%	2.9468	1
26	I support subordinates to do the work in their preferred way	75.4%	2.0%	22.5%	2.7342	3
31	I minimize instructions to achieve better work	44.3%	22.3%	33.4%	2.2203	5

Table 5-8 shows the Laissez-faire leadership items. The majority of educational leaders ensure that they “allow subordinates to consult them when they need to” (95.2%) and 87.3% were less positive with statement number 8, “I do not listen to subordinates' views”, which indicates that they do, in fact, listen to their subordinates' views. In addition statement 2 “avoid interfering whilst subordinates are doing their work” had a more positive response (88.6%), which demonstrates that educational leaders allow their subordinates accomplish their responsibility in appropriate ways.

In summary, from the above table and through analysing the responses of educational leaders at The Ministry of Education in Oman, it is evident that there are a variety of leadership styles currently in use, and, as shown in Table 5-9 below, participative leadership is the highest ranked leadership style. This is followed by transformational leadership and autocratic leadership, which had the lowest ranking.

Table 5-9 Ranking of leadership styles

	Mean	Standard Deviation	Rank
Participative	4.47	0.38	1
Transformational	4.38	0.42	2
Laissez-faire	3.37	0.41	3
Transactional	3.17	0.44	4
Autocratic	2.96	0.44	5

5.3 Part three: leaders' perceptions of their line manager's leadership styles

Table 5-10 Leaders' perceptions of their line manager's leadership styles

No	Statements	More positive	Less positive	Neither agree or disagree	Do not know	Mean	Rank
1	Senior management implements the Ministry standards and rules without question	46.3%	23.8%	29.6%	0.3%	3.2203	11
2	Senior management discusses future plans with subordinates	79.0%	6.6%	13.7%	0.8%	3.7089	7
3	Senior management gives subordinates freedom to do the work in their preferred way	65.1%	13.9%	21.0%	0.0%	3.5114	8
4	Senior management consults subordinates in the decision-making process	88.4%	5.1%	6.6%	0.0%	3.8329	4
5	Senior management allows consultation with their subordinates	90.6%	3.0%	6.3%	0.0%	3.8759	1
6	Senior management encourages independence among subordinates	61.3%	10.1%	28.6%	0.0%	3.5114	9
7	Senior management does not listen to my views	6.1%	84.8%	4.6%	4.6%	2.1215	15

8	Senior management pays attention to subordinates' needs	86.8%	5.3%	7.8%	0.0%	3.8152	6
9	Senior management does not give clear instructions to subordinates to accomplish goals	9.4%	77.0%	9.9%	3.8%	2.2481	13
10	Senior management focuses on subordinates' mistakes	17.7%	68.1%	10.6%	3.5%	2.4253	12
11	Senior management does not act as role models for subordinates	8.1%	79.5%	8.9%	3.5%	2.2152	14
12	Senior management prioritises task completion above all	61.5%	18.7%	19.2%	0.5%	3.4177	10
13	Senior management sets the team roles and give clear expectations	4.8%	7.1%	88.1%	4.8%	3.8329	5
14	Senior management pays attention to promoting subordinates' motivation to work	90.6%	5.3%	4.1%	0.0%	3.8532	3
15	Senior management builds strong relationships with subordinates	89.6%	3.5%	6.8%	0.0%	3.8608	2

Table 5-10 demonstrates the leadership practices of line managers. Responses from the educational leaders' about their perceptions of their line managers indicate that participative leadership is also followed by their line managers. The majority of them answered more positively in relation to "senior management allow consultation with their subordinates", "senior management pays attention to and promotes subordinates' motivation to work" and "senior managers build strong relationships with subordinates", statements 5, 14 and 15 (90.6%, 90.6% and 89.6%, respectively). It is also noticeable that there was no single response related to the "do not know" scale.

5.3.1 Differences between leadership styles and demographic variables

The following Tables 5-11- 5-19 are concerned with illustrating different responses regarding leadership styles based on the demographic variables (position, number of years in leadership role, number of years in current position, gender and place of work). The mean, standard deviation and ANOVA tests were applied in order to investigate the differences in responses.

Table 5-11 The frequency of transformational, transactional, participative, autocratic, Laissez-faire and position

Position		Transformational	Transactional	Participative	Autocratic	Laissez-faire
Director General	Mean	4.6984	3.1587	4.4762	2.9841	3.3492
	N	9	9	9	9	9
	Std. Deviation	.30676	.57341	.34993	.47619	.44671
Assistant Director General	Mean	4.3759	3.1654	4.3985	3.0376	3.4361
	N	19	19	19	19	19
	Std. Deviation	.36331	.66028	.34856	.60953	.51831
Director	Mean	4.4419	3.0598	4.5249	2.8837	3.3588
	N	43	43	43	43	43
	Std. Deviation	.47259	.43334	.38525	.33900	.33193
Assistant Director	Mean	4.2474	3.0226	4.4059	2.8728	3.3310
	N	82	82	82	82	82
	Std. Deviation	.45787	.42973	.42797	.36749	.36809
Head teacher	Mean	4.3943	3.2344	4.4811	2.9894	3.3819
	N	242	242	242	242	242
	Std. Deviation	.39388	.39706	.36232	.45350	.43428
Total	Mean	4.3750	3.1664	4.4662	2.9559	3.3707
	N	395	395	395	395	395
	Std. Deviation	.41981	.43519	.37855	.43638	.41464

Table 5-11 shows the mean and standard deviation of the respondents, divided by position group and in relation to the five leadership styles (transformational leadership, transactional leadership, participative leadership, Laissez-faire leadership and autocratic leadership). It is clear from the above table that most of educational leaders' perceptions placed participative leadership as the highest mean, while autocratic leadership had the lowest mean. The Director Generals had the highest mean (4.6984) in relation to

transformational leadership, while the Assistant Directors had the lowest mean (4.2474). The head teacher respondents had the highest mean (3.2344) in relation to transactional leadership, while the Assistant Directors had the lowest mean (3.0226). The Directors had the highest mean (4.5249) in relation to participative leadership, while the Assistant Director Generals had the lowest mean (4.3985). The Assistant Director Generals had the highest mean (3.0376) in relation to autocratic leadership, while the Assistant Directors had the lowest mean (2.8728). The Assistant Director Generals had the highest mean (3.4361) in relation to Laissez-faire leadership, while the Assistant Directors had the lowest mean (3.3310).

Table 5-12 ANOVA (transformational, transactional, participative, autocratic, Laissez-faire and position)

		Sum of Squares	Df	Mean Square	F	Sig.
Position	Between Groups	17.879	25	.715	.697	.861
	Within Groups	378.663	369	1.026		
	Total	396.542	394			

From the above Table 5-12, the p-value was 61(>.05), which means that there was no significant relationship between leadership styles and position.

Table 5-13 The frequency of transformational, transactional, participative, autocratic, Laissez-faire and number of years' experience in leadership role:

Number of years' experience in leadership role:		Transformational	Transactional	Participative	Autocratic	Laissez-faire
0-2	Mean	4.5286	3.0000	4.5571	2.9857	3.4000
	N	10	10	10	10	10
	Std. Deviation	.26979	.43121	.35920	.38949	.43540
3-5	Mean	4.4725	3.3407	4.5604	3.0989	3.3736
	N	13	13	13	13	13
	Std. Deviation	.38855	.36205	.38888	.33698	.44622
6-10	Mean	4.3175	3.4550	4.4497	3.1746	3.4603
	N	27	27	27	27	27

	Std. Deviation	.38072	.51208	.37735	.46769	.50637
>10	Mean	4.3714	3.1420	4.4613	2.9325	3.3627
	N	345	345	345	345	345
	Std. Deviation	.42710	.42258	.37960	.43421	.40609
Total	Mean	4.3750	3.1664	4.4662	2.9559	3.3707
	N	395	395	395	395	395
	Std. Deviation	.41981	.43519	.37855	.43638	.41464

Table 5-13 demonstrates the mean and standard deviation of educational leaders based on number of years' experience in leadership role, in relation to the five leadership styles (transformational leadership, transactional leadership, participative leadership, Laissez-faire leadership and autocratic leadership). The educational leaders who had 3-5 years' experience in leadership had the highest mean (4.5604) in relation to participative leadership, while the lowest mean (2.9325) in relation to autocratic leadership is associated with educational leaders who had >10 years' experience in a leadership role. Those educational leaders who had 0-2 years' experience in leadership roles had the highest mean (4.5286), in relation to transformational leadership, while the lowest mean (4.3175) was attributable to educational leaders who had between 6-10 years' experience in a leadership role. Educational leaders who had 6-10 years' experience in leadership roles had the highest mean (3.4550) in relation to transactional leadership, while the lowest mean (3.0000) was achieved by educational leaders who had between 0-2 years' experience in leadership roles. The educational leaders who had 3-5 years' experience in leadership roles had the highest mean (4.5604) in relation to participative leadership, while the lowest mean (4.4497) was achieved by respondents who had between 6-10 years' experience in leadership roles. Those educational leaders who had 6-10 years' experience in leadership roles had the highest mean (3.1746) in relation to autocratic leadership, while the lowest mean (2.9325) was achieved by educational leaders who had >10 years' experience in a leadership role. Educational leaders who had 6-10 years' experience in leadership roles had the highest mean (3.4603) in relation to Laissez-fair leadership, while the lowest mean (3.3627) was achieved by respondents who had >10 years' experience in their leadership roles

Table 5-14 ANOVA transformational, transactional, participative, autocratic, laissez-faire and number of years' experience in leadership role

		Sum of Squares	df	Mean Square	F	Sig.
Number of years' experience in leadership role:	Between Groups	8.127	25	325	836	695
	Within Groups	143.433	369	.	.	.
	Total	151.559	394	389		

From the above table 5-14, the p-value was 695 (>.05), which means that there was no significant relationship between leadership styles and number of years' experience in leadership role.

Table 5-15 The frequency of transformational, transactional, participative, autocratic, Laissez-faire and Number of years in current position

Number of years in current position		Transformational	Transactional	Participative	Autocratic	Laissez-faire
0-2	Mean	4.3445	3.1681	4.6050	2.9076	3.3361
	N	17	17	17	17	17
	Std. Deviation	.47396	.43517	.32155	.39429	.43431
3-5	Mean	4.3655	3.1954	4.4727	2.9937	3.3845
	N	68	68	68	68	68
	Std. Deviation	.46985	.44558	.34489	.40888	.41614
6-10	Mean	4.3304	3.2107	4.4242	3.0058	3.4315
	N	99	99	99	99	99
	Std. Deviation	.40696	.43164	.40635	.43288	.43195
>10	Mean	4.4015	3.1361	4.4726	2.9242	3.3406
	N	211	211	211	211	211
	Std. Deviation	.40507	.43415	.37886	.44922	.40381
Total	Mean	4.3750	3.1664	4.4662	2.9559	3.3707
	N	395	395	395	395	395
	Std. Deviation	.41981	.43519	.37855	.43638	.41464

Table 5-15 presents the mean and standard deviation of the educational leaders, based on the number of years in their current position and in relation to the five leadership styles

(transformational leadership, transactional leadership, participative leadership, Laissez-faire leadership and autocratic leadership). It is notable that the highest mean was related to the number of years in a participative leadership, while the lowest mean was related to the number of years held in an autocratic leadership position.

The educational leaders who had 0-2 years' experience in their current position had the highest mean (4.6050) in relation to participative leadership. The educational leaders with 0-2 years' autocratic leadership experience had the lowest mean (2.9325). Educational leaders who had >10 years in their current position had the highest mean (4.4015) in relation to transformational leadership, while the lowest mean (4.3304) was scored by those educational leaders who had been in their current position for between 6-10 years.

The educational leaders who had been in their current position for between 6-10 years had the highest mean (3.2107) in relation to transactional leadership, while the lowest mean (3.1361) was scored by the educational leaders who had been in their current position for >10 years. Educational leaders who had 0-2 years in their current position had the highest mean (4.6050) in relation with participative leadership, while the lowest mean (4.4242) was achieved by educational leaders with between 6-10 years in their current position. The educational leaders who had 6-10 years in their current positions had the highest mean (3.0058) in relation to autocratic leadership, while the lowest mean (2.9076) had educational leaders who had between 0-2 years in their current position. Educational leaders who had 6-10 years in their current position had the highest mean (3.4315) in relation to Laissez-faire leadership, while the lowest mean (3.3361) was achieved by educational leaders who had between 0-2 years in their current position.

Table 5-16 ANOVA transformational, transactional, participative, autocratic, Laissez-faire and number of years in current position

		Sum of Squares	df	Mean Square	F	Sig.
Number of years in current position	Between Groups	15.806	25	632	775	.775
	Within Groups	301.116	369	.816	.	
	Total	316.922	394			

From the above Table 5-16, it can be seen that the p-value was 775 ($>.05$), which means that there was no significant relationship between leadership styles and the number of years spent in a respondent's current position.

Table 5-17 The frequency of transformational, transactional, participative, autocratic, Laissez-faire and Gender

Gender		Transformational	Transactional	Participative	Autocratic	Laissez-faire
Male	Mean	4.3292	3.1405	4.4417	2.9714	3.3970
	N	240	240	240	240	240
	Std. Deviation	.43976	.45156	.40237	.42249	.40631
Female	Mean	4.4461	3.2065	4.5041	2.9318	3.3300
	N	155	155	155	155	155
	Std. Deviation	.37738	.40672	.33614	.45739	.42533
Total	Mean	4.3750	3.1664	4.4662	2.9559	3.3707
	N	395	395	395	395	395
	Std. Deviation	.41981	.43519	.37855	.43638	.41464

Table 5-17 illustrates the mean and standard deviation of educational leaders based on their gender in relation to the five leadership styles (transformational leadership, transactional leadership, participative leadership, Laissez-faire leadership and autocratic leadership). In general, Omani educational leaders (males and females) had similar views on leadership styles, with participative leadership having the highest mean above all other leadership styles and autocratic leadership having the lowest.

Table 5-18 The frequency of transformational, transactional, participative, autocratic, Laissez-faire and place of work

Place of work		Transfor mational	Transacti onal	Participa tive	Autocra tic	Laissez- faire
Central Headquarter	Mean	4.3629	3.0571	4.4029	2.9829	3.3286
	N	50	50	50	50	50
	Std. Deviation	.38421	.41020	.38364	.33240	.31517
Muscat	Mean	4.4606	3.2945	4.5539	2.9446	3.4023
	N	49	49	49	49	49
	Std. Deviation	.38273	.38731	.30112	.35333	.42225
South Al Batinah	Mean	4.2835	3.1319	4.4527	2.8659	3.3604
	N	65	65	65	65	65
	Std. Deviation	.41992	.37822	.41463	.35344	.39778
North Al Batinah	Mean	4.3891	3.3161	4.5106	3.0881	3.4195
	N	47	47	47	47	47
	Std. Deviation	.38112	.49750	.35087	.57572	.43515
South Al Sharkiah	Mean	4.0336	3.0084	4.2437	2.7563	3.4370
	N	17	17	17	17	17
	Std. Deviation	.48846	.43586	.39694	.36688	.46694
North Al Sharqiah	Mean	4.3985	3.2256	4.6692	2.8722	3.4962
	N	19	19	19	19	19
	Std. Deviation	.38562	.45753	.20233	.58301	.50027
Al Dakiliah	Mean	4.3532	3.0317	4.3968	2.9246	3.2659
	N	36	36	36	36	36
	Std. Deviation	.39009	.39987	.39547	.37015	.37588
Al Buraimiy	Mean	4.5556	3.1217	4.5397	2.9788	3.4868
	N	27	27	27	27	27
	Std. Deviation	.35512	.52370	.30776	.60050	.47589
Al DAhirah	Mean	4.3757	3.0741	4.3598	2.9312	3.2487
	N	27	27	27	27	27
	Std. Deviation	.41772	.36394	.37246	.29748	.48135
Dohfar	Mean	4.3631	3.0476	4.4167	2.9345	3.2917
	N	24	24	24	24	24
	Std. Deviation	.49304	.46657	.36946	.45367	.40071
Musandam	Mean	4.4694	3.2653	4.5102	2.8980	3.3265
	N	14	14	14	14	14
	Std. Deviation	.65448	.31626	.62324	.40572	.36066

Place of work		Transfor mational	Transacti onal	Participa tive	Autocra tic	Laissez- faire
Al Wasta	Mean	4.4714	3.4643	4.5429	3.2714	3.4643
	N	20	20	20	20	20
	Std. Deviation	.34715	.40638	.33294	.48368	.40373
Total	Mean	4.3750	3.1664	4.4662	2.9559	3.3707
	N	395	395	395	395	395
	Std. Deviation	.41981	.43519	.37855	.43638	.41464

Table 5-18 shows the mean and standard deviation of educational leaders based on their place of work in relation to the five leadership styles (transformational leadership, transactional leadership, participative leadership, Laissez-faire leadership and autocratic leadership). It is noticeable from above table that most of the participants from The Ministry of Education's Headquarters and the educational governorates had responses with the highest means in relation to participative leadership. The participants from the Al-Buraimi Educational Governorate and the Daharah Educational Governorate had the highest mean in relation to participative leadership. This was different to the other participants, as the highest mean for these respondents was transformational leadership. The educational leaders from the Al Buraimi Educational Governorate had the highest mean (4.5556) in relation to transformational leadership, while South Sharkiyah had the lowest (4.0336).

The educational leaders from the Al Wusta Educational Governorate had the highest mean (3.4643) in relation to transactional leadership while the South Sharkiyah Educational Governorate had the lowest (3.0084). The Educational leaders from the North Sharkiyah Educational Governorate had the highest mean (4.6692) in relation to participative leadership, while the South Sharkiyah Educational Governorate had the lowest (4.2437).

The educational leaders from the Al Wusta Educational Governorate had the highest mean (3.2714) in relation to autocratic leadership, while the South Sharkiyah Educational Governorate had the lowest (2.7563). The educational leaders from the North Sharkiyah Educational Governorate had the highest mean (3.4962) in relation to Laissez-faire leadership while the Al Dhahirah Educational Governorate had the lowest (3.2487).

Table 5-19 ANOVA transformational, transactional, participative, autocratic, Laissez-faire and place of work

		Sum of Squares	df	Mean Square	F	Sig.
Place of work	Between Groups	317.444	25	12.698	1.135	.299
	Within Groups	4127.239	369	11.185		
	Total	4444.684	394			

From the above table 5-19, it can be seen that the p-value was 299 ($>.05$), which means that there was no significant relationship between leadership styles and place of work.

5.4 Part Four: the relationship between leadership practice at the Ministry of Education and Total Quality Management:

Table 5-20 the relationship between leadership practice at Ministry of Education and Total Quality Management

	Statements	More positive	Less positive	Neither agree or disagree	Do not know	Mean	Rank
1	Top Management is committed to the Ministry's quality principles	73.7%	8.4%	16.7%	1.3%	3.6278	4
2	The Ministry does not develop educational work continuously in order to keep pace with global educational standards	21.8%	54.2%	22.8%	1.3%	2.6506	11
3	The Ministry utilises technology for educational improvement	90.6%	2.5%	6.8%	0.0%	3.8810	1
4	The Ministry involves all members of the educational system in decision-making process	68.1%	13.9%	16.7%	1.3%	3.5165	8
5	The Ministry provides financial resources	81.8%	6.6%	11.4%	0.3%	3.7468	2
6	The Ministry pays more attention to the education and training of subordinates	79.2%	10.1%	10.4%	0.3%	3.6861	3
7	The Ministry establishes an effective reward system	64.8%	22.5%	11.6%	1.0%	3.4025	9
8	The Ministry regularly reviews the work system	72.4%	13.9%	12.7%	1.0%	3.5646	6
9	The Ministry prioritises stakeholder satisfaction	68.9%	13.9%	16.7%	0.5%	3.5392	7
10	The Ministry does not anticipate work problems	37.0%	42.0%	19.2%	1.8%	2.9139	10
11	The Ministry designs the Ministry's strategic plan	73.9%	11.1%	12.4%	2.5%	3.5772	5

Table 5-20 reports on the relationship between leadership practice at the Ministry of Education and Total Quality Management principles. In general, the educational leaders demonstrated positive attitudes toward this relationship, as most of their responses had the highest percentages in the more positive scales. Statement No. 3 “The Ministry utilises technology for educational improvement” had highest ranked percentages, with 90.6% of respondents. It might indicate that the Ministry provide a variety of technological services, as detailed in Chapter One, such as the educational portal and correspondence system.

The statement with the lowest rank was statement No. 2 “The Ministry does not develop educational work continuously in order to keep pace with global educational standards”; more than a half (54.2%) of respondents were less positive with this statement. In addition, more than a quarter of the educational leaders (37%) agreed with statement No. 10 “The Ministry does not anticipate work problems”. It is worth noting here that statement No. 11 “The Ministry designs the Ministry’s strategic plan” ranked as No. 5 and was not given enough importance. This may be the result of this not being visible to them as they mentioned during the interviews that they “do not know about the Ministry’s strategic plan”.

Table 5-21 Correlation matrix between leadership styles and Total Quality Management principles

	Transformational	Transactional	Participative	Autocratic	Laissez-faire	C
Pearson Correlation	.179**	.195**	.143**	.221**	.075	1
Sig. (2-tailed)	.000	.000	.004	.000	.135	
N	395	395	395	395	395	395
Decision	significant	significant	significant	significant	not significant	
Type of relation	positive weak	positive weak	positive weak	positive weak		

** Correlation is significant at the 1 level (2-tailed).

* Correlation is significant at the 5 level (2-tailed).

Table 5-21 shows the correlation matrix between leadership styles and Total Quality Management principles. The Pearson Correlation was used to identify the relationship between these two variables. Correlation coefficients were used to measure the strong relationship between two variables and the Pearson Correlation is one example of this. The range of correlation is from -1 to 1, “the strength of the relationship: the closer to 1 (+ or -)”(Muijs, 2004). It is clear from the table that the relation is positive weak, as, with the exception of Laissez-faire leadership, there is no relationship between any of the leadership styles.

5.5 Part Five: The impact of leadership practice on the education system in Oman

Table 5-22 below presents the impact of leadership practice on the education system in Oman. The education leader’s responses were also positive. As shown in the table, statement No. 1 “Leadership practice helps to embed elements of Total Quality Management in the Ministry’s strategic plans” was the highest rated statement, while statement No. 7 “Leadership practice does not encourage subordinates to develop a sense of belonging to the Ministry” had the lowest statement. In addition almost half of the educational leaders (47.6%) were more positive with statement No. 3 “Leadership practice does not supports goals to be achieved efficiently”.

Table 5-22 The impact of leadership practice on the education system in Oman

	Statements	More positive	Less positive	Neither agree or disagree	Do not know	Mean	Rank
1	Leadership practice helps to embed elements of Total Quality Management in the Ministry's strategic plans	80.5%	5.6%	12.9%	1.0%	3.7291	1
2	Leadership practice supports effective communication system between the Ministry and schools	74.4%	9.9%	15.4%	0.3%	3.6405	6
3	Leadership practice does not support goals to be achieved efficiently	47.6%	36.5%	14.9%	1.0%	3.0911	7
4	Leadership practice enhances the quality of the education outcomes in Oman	81.0%	8.1%	10.9%	0.0%	3.7291	2
5	Leadership practice make a positive contribution to the stakeholders' satisfaction	75.2%	8.6%	15.9%	0.3%	3.6608	4
6	Leadership practice assists with making useful decisions based on accurate data	76.5%	8.9%	13.4%	1.3%	3.6506	5
7	Leadership practice does not encourage subordinates to develop a sense of belonging to the Ministry	19.5%	58.7%	17.2%	4.6%	2.5165	8
8	Leadership practice promotes quality culture within the Ministry	76.2%	8.1%	15.7%	0.0%	3.6810	3

Table 5-23 One-Sample test

Test Value = 3						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
D	55.078	394	.000	1.66962	1.6100	1.7292

Table 5-24 Group statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
D Male	240	4.6438	.59011	.03809
Female	155	4.7097	.62092	.04987

Table 5-25 Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
D	Equal variances assumed	1.432	.232	-1.062	393	.289	-.06593	.06207	-.18796	.05611
	Equal variances not assumed			-1.051	316.645	.294	-.06593	.06276	-.18940	.05754

Tables 5-23-5-25 show the T-test, which was employed to measure the impact of the leadership styles on the Omani education system. The T-test is used “to compare the mean of the sample with a set value... [and] to test whether there are significant differences between the two” (Sarantakos, 2007: 77). It is clear from the tables that although there was an impact, there is no significant difference between the male and female educational leaders’ responses.

5.6 Summary

This chapter was focused on the quantitative analysis of the questionnaire study (closed questions). The leadership styles of the Omani educational leaders and their line managers were identified and ranked based on their responses. The differences between their responses, based on the study variables, were also determined. The relationship between the Omani leadership styles and Total Quality Management principles were identified based on their responses and the impact of their leadership styles on the Omani education system were analysed. The following chapter presents the qualitative analysis.

Chapter 6: Qualitative Data Analysis

6.1 Introduction

The previous chapter focused on analysis of the data obtained from the questionnaire. Qualitative methods were also used in this study to gather data from the five groups of participants (Director Generals, Assistant Director Generals, Directors, Assistant Directors and Head teachers) from the Ministry of Education central headquarters and the educational governorates in Oman. The main purpose of this triangulation was to obtain further validation of the data from the questionnaire and achieve the study aims in a more thorough manner. The qualitative data were gathered from the participants in two stages: firstly, by asking the participants three open-ended questions in the questionnaire; and then conducting semi-structured interviews. This chapter will start by focusing on the findings from the interviews, and then the responses of open-ended questions will be presented based on the thematic analysis.

6.2 Analytical Approach

The thematic analysis approach was followed in the analysis of the qualitative data. According to Bryman (2012: 578) “One of the most common approaches to qualitative data analysis entails what is often referred to as thematic analysis”. Clarke and Braun (2017: 297) defined this approach as “a method for identifying, analysing, and interpreting patterns of meaning (‘themes’) within qualitative data”. Thematic analysis enables the classification of data in relation to the research questions. Braun and Clarke (2006) state that thematic analysis contains systematic stages to ensure appropriate analysis, namely: familiarisation, coding, identification of themes, reviewing themes, defining and naming themes, producing the report. These phases are applied – with some modifications – as following:

1. **Transcription:** transcriptions of the interviews were created in Arabic
2. **Translation:** the transcripts were translated from Arabic into English
3. **Familiarisation:** the transcripts were examined carefully and organised in tables based on the responses to the interview questions
4. **Coding:** the data were divided into several groups and themes

5. **Reviewing themes:** the data were prepared for the last phase by examining the themes and ensuring that they are meaningful
6. **Reporting:** the data were introduced and interpreted in an understandable way

Based on this approach the following six themes emerged:

- Terminology and definitions
- Leadership practices in education
- Impact of leadership practices in education for the enhancement of the Omani education system
- Total quality management and the quality of the Omani education system
- Difficulties of enhancing leadership practices in education
- Suggestions for developing the quality of leadership practices in the Ministry of Education

However, it emerged that there are no significant differences between the five groups in the interviews and open-ended questions, so they have been presented together.

6.3 The Interviews

The general aim of the interviews was to gather more perceptions from educational leaders regarding their leadership practices. Twenty-nine semi-structured interviews were conducted with the five groups of educational leaders at the Ministry of Education central headquarters, educational governing bodies and schools, as explained in detail in Chapter Four. Each interviewee was asked the following questions:

1. From your point of view, what do the terms 'leadership' and 'Total Quality Management' mean?
2. How would you describe your leadership practice?

3. How does your leadership practice benefit the enhancement of the quality of the education system?
4. How would you describe the leadership practice of the top management?
5. How do the leadership practices of the top management aid the enhancement of the quality of the educational system?
6. Do you think application of TQM can aid the development of the quality of the education system at the Ministry? How?
7. What are the difficulties facing you regarding the progression of your leadership practice?
8. What suggestions do you have to develop the quality of leadership practice in the Ministry of Education in Oman?

(A copy of the interview questions is in Appendix 5). The participants were Omani citizens and the interviews were allocated by the ministry's central headquarters and six educational governorates: namely, Al Dhahira, Dhofar, Muscat, Al Buraimy, South Al Batinah and Musandam (this is explored in more detail in Chapter Four). The interviewees varied in terms of position, place of work, experience and gender (17 male and 12 female), which enriched study and helped to obtain a variety of views. All of the participants signed the consent form. The demographic variables – namely gender, experience and position – were taken into account before the interviews were conducted. Each interview began with an explanation of the research proposal, followed by questions relating to demographic information. Most of the interviews were tape-recorded.

Table 0-1 Number of interviews, based on participants' positions

Positions	Male	Female	Total
Director Generals	2	-	2
Assistant Director Generals	1	2	3
Directors	2	1	3
Assistant Directors	2	-	2
Headteachers	10	9	19
Total	17	12	29

Based on the above approach, participants' perceptions can be explained as follows:

6.3.1 Terminology and Definitions

The participants were asked, in the first part of the interview, to provide definitions of the two main terminologies in this study, leadership and Total Quality Management (TQM), in order to investigate their understanding of these concepts, which might affect their actual practice.

6.3.1.1 Leadership Definitions

All of the educational leaders agreed that leadership plays a fundamental role in any organisation. The definitions emerging from the interviews were concerned with certain aspects of leadership, such as influence, relationship, motivation, inspiration, interaction between a leader and subordinates in order to achieve organisational aims. The following are some examples of their definitions:

Leadership is the ability to influence in order to support change and achieve school aims. Leadership is the practice and interaction of the headmaster with the school community in order to achieve the educational aims effectively. (Headteacher, Int. 17).

Leadership is an investment of the potentials and abilities of people, and employing these to accomplish work based on the experience. (Director General, Int. 12).

Leadership is leading a group of people in order to achieve the organization's aims. (Headteacher, Int. 16).

One of the Directors said, Leadership is the interaction between the leader and his subordinates, in which the leader is a guide and not autocratic (Int.11).

An Assistant Director stated, Leadership is a combination of science (knowledge) and art. Each leader should have plans, skills, inspiration, as well as motivate people and lead them to reach organisational aims (Int. 10).

In addition, another Assistant Director stated, *Leadership is guiding individuals to achieve the organisation's goals.* (Int. 4).

One Head teacher connected the definition of leadership to quality, saying, Leadership is a cornerstone of society and it's correlated to quality management principles, which aim at

reinforcing positive aspects and reducing the negative aspects that hinder the achievement of the organisation's goals (Int.1).

6.3.1.2 . Total Quality Management Definitions

In terms of Total Quality Management, educational leaders had different definitions: for instance, one Headteacher explained Total Quality Management in terms of the effective management of human and financial resources, commenting,

Total Quality Management is managing the human and financial resources in order to effectively achieve aims and customer satisfaction (Int. 16).

Another Headteacher looked to the Total Quality Management (TQM) as “*continuous improvement*” (Int. 18).

One of the educational leaders believed that, *Total Quality Management aims to achieve customer satisfaction in education and the ministry has made many efforts to achieve the satisfaction of community and students, but this satisfaction can only be achieved if rights and duties of each one are clear.* (Assistant Director General, Int. 10).

From the above definitions, it can be said that the educational leaders' definitions take into account the development of the organisation in regard to accomplishing its objectives and continuing improvement.

6.3.2 Leadership Practice in Education

In order to explore how educational leaders translate their understanding of leadership into actual practice, therefore, the second question of the interview looks for a deeper explanation of Omani educational leaders' leadership practices, indicating both their leadership styles and those of their top management as integral to the process.

6.3.2.1 . Leadership Practice for Educational Leaders

All of the educational leaders described their leadership practices as participative. They focused on involving their subordinates in decision-making and planning. One of the Director Generals described his leadership practice as, *Participative leadership in decision-making, empowerment, authority, trust, flexibility, positive thinking, giving staff*

motivation and some accurate feedback. My role is as a guide to ensure work/task accomplishment (Int. 12).

- One of the Headeachers added that her participative leadership practice included various tasks:
- *Supporting the strengths and weaknesses of teachers*
- *Supporting self-monitoring*
- *Involving them in formulating the school vision and mission*
- *Motivating them by creating monthly awards for the best teachers*
- *Applying a questionnaire in order to measure their satisfaction (Int. 19)*

In addition, one of the Assistant Director Generals focused on her leadership to build teamwork and relationships with her employees, describing her leadership practice as follows:

My leadership practice is concerned with building teamwork, but I face so many challenges. For example, old employees did not cooperate with me, because they see me as an inexperienced person, as I didn't spend enough years in the ministry, but I have overcome this obstacle by respecting them and building a good relationship with them. I like teamwork because I believe that a leader does not have all the skills (Int. 10)

Another male leader raising the issues of building new leaders, utilising different types of motivation and said,

My leadership practice is to give more authority to my people in order to give chances for creativity and new ideas. We are trying to create more leaders. I use verbal motivation and we sometimes have monthly best employee awards. Our meetings are not like traditional meetings, and sometimes we try to have small parties in order to create an attractive work environment. I measure their satisfaction with my leadership through their work quality and the

relationships between them, and their relationships with me. They build positive relationships with me as well (Assistant Director, Int. 4).

One Headteacher stated that his participative leadership practice helps him to achieve quality in his leadership, mine is a participative leadership, used in order to achieve the quality of leadership. *I encourage and distribute leadership in the school to replace me when I am not available at school. At the beginning of each academic year I provide a general framework for duties and roles for each member of staff in the school (Int. 1).*

Furthermore, one of the educational leaders gave more details and examples of his participative leadership practice in terms of decision-making, motivation, communication and feedback, as follows:

I practice leadership by following the hierarchy of the directorate through directors and heads of departments. We build an annual plan for our directorate and I participate in designing, creating and implementing this plan. We also evaluate our work, very often under my supervision. We hold meetings with all employees and Head Teachers in order to discuss this plan, and reach agreements on how to implement it.

Decision-making: *I always study any topic from different perspectives and we take the decision together, based on our financial and human resources.*

Motivation: *I follow a few strategies for motivating people. For example, I take employees on formal visits to schools and praise their efforts in front of their colleagues because I believe that praise motivates them to do more. I measure their satisfaction by their interaction with me, which results in creating an attractive working environment. I created a way to identify my employees' requirements and provided spacious offices in order to encourage them to do their best at work.*

Communication: *We always communicate with society and parents through the Parents Council. In this council we listen to their needs and comments, and give them new updates.*

Feedback: *In my office, I have a record for evaluating the directors and every month I conduct a meeting with them to discuss strengths and weaknesses at work. (Director General, Int. 20).*

Another educational leader described his leadership practice and stated, in my leadership practice *I try to take advantage of other people's mistakes and I involve my team in decision-making, and building the governorate's vision and mission. He gave the following example of how he practised leadership with his subordinates:*

Motivation: *I believe most people need self-appreciation and that's why I send them thank-you letters and give them one day off. I have spent one year in this position and I am trying to motivate my staff and involve them in decision-making. In addition, I have modified the activities in schools and directed them to focus on students' achievement and behaviour.*

Feedback: *I always give feedback to my people because without that there can't be any continuous improvement at work.*

I measure my staff satisfaction by their commitment at work and the quality of the work they do. (Assistant Director General, Int. 21).

Furthermore, another educational leader said, my leadership practice depends on clarity and equality. *I have performance files for my employees and I use my relationships with them and motivate them with rewards and parties in order to encourage them to do better at work. (Director, Int. 5).*

One Headteacher described his leadership thus:

I practised participative leadership, I provide my teachers with more authority, and involve them in decision-making (Int. 23).

6.3.2.2 Leadership Practice for Top Management

The leadership practices of the top managers are viewed differently by the education leaders. Some describe their top managers as practicing participative leadership styles which empowers them and allows them to take part in decision making processes. Others consider that their top management leadership styles are bureaucratic and, as a result, they face some challenges in their works based on this style. Some examples of their perspectives are given below:

“Top management have always involved me in decision-making and they are cooperating to both develop our work and facilitate it” (Assistant Director General, Int. 13).

“Some of the top management can be described as model practitioners. Sometimes they involve us in the process of the decision-making, but the final decision depends on their own point of view” (Director, Int. 11).

One of the participants mentioned that the development of his top management practice in leadership and the techniques which followed are done in order to increase the involvement of the subordinates in the working process. He said:

“There has been an enhancement in the leadership practices of the top management. In the past there was a lack of involvement in decision-making, but now they are changing their methods to include greater involvement. They listen to our suggestions, the communication system is very effective and these measures have had a positive impact in my school. We now feel that we are an important part of educational work. So I can say that I am satisfied with how the Omani education system is currently being managed” (Head Teacher, Int. 2).

Another head teacher provided some other examples of leadership practices and explained how the top management pay more attention to solving some educational obstacles in his school as they are involved in every stage of the decision making process. She stated:

“When I came to this school there was a need to increase capacity in order to absorb students from remote villages. They formed a committee to support the school in providing transportation, maintenance and students' achievements. They involved us in most of the educational decisions in the region. They call us for meetings at the regional level and then at the ministerial level; later, the decisions made are based on the outcomes of these meetings” (Head Teacher, Int. 1).

However, other education leaders have different views on the leadership practices of their top management; they consider these practices to be bureaucratic and highlight some of the challenges that senior managers face in relation to their leadership styles. One head teacher stated that:

“... their leadership practice is bureaucratic and their work is centralised. For example, the Ministry applies many educational programmes and projects without consulting the schools” (Int. 16).

Another head teacher supported the same idea and provided some examples which were particularly concerned with the weaknesses in communications and planning. S/he said:

“Top management don't communicate with other practitioners in the field. They don't have clear decision-making strategies and procedures and even if they involve us in the process of making some decisions, they don't take our opinions on board; instead, they depend on their own opinions. Also, they don't have a mechanism for motivating staff” (Int. 19).

In addition, one assistant director general raised an issue of relating to the changes in top management which lead to changing work plans:

“The top management in my governorate changes every three years and everyone has their own attitudes and systems for leading the governorate. I believe that there should be one vision, one mission and one plan, but because the top management changes so frequently, there is no consistency. All the leaders at the Ministry's Central Headquarters and the educational governorate should follow the same plans as this would lead to a clear working strategy” (Int. 10).

During the interviews the researcher noticed that some of the head teachers, directors and assistant directors had complained about the top management leadership practices. Following this emerging observation, the researcher asked some members of the top management about this. One of the director generals emphasised that:

“The top management involves all employees in decision-making and they work hard to enhance the education system. There are committees at the Ministry that pay attention to developing the education system, for example, the committee which is concerned with the quality of education, however, the Ministry cannot consult all employees because of its size. The Ministry tries to give us some authority (administrative and technical authority) and also some schools have this type of authority. I think it is enough for a school, but we are

eager to get more authority. In general we have to follow the Ministry's policies, the curriculum and the process for selecting teachers” (Int. 20).

Moreover, one Assistant Director supported this idea, stating,

We pay attention to involving Headteachers, for example, in most issues, such as moving a teacher from one school to another, selecting school furniture and the mechanism of rewarding teachers in ‘teacher’ days. But it is not possible to involve all of them as a result of the large numbers of Head Teachers (Int. 10).

To sum up this part of interview, most educational leaders stated that they are practicing participative leadership and their methods of practice can be summarised as follows:

- Involving their subordinates in decision-making
- Providing subordinates with authority to achieve educational goals
- Build good relationships with team members
- Build teamwork practices
- Motivation and rewards
- Pay attention to their satisfaction and needs
- Pay attention to building good relationships with society and the community

In terms of top management practices, they differed in their descriptions.

6.4 . Impact of Leadership Practices of Educational Leaders for Enhancement of the Omani Education System

The educational leaders stated the following impacts of their leadership practices and the leadership practices of their top management.

6.4.1 Impact of the Leadership Practices of Educational Leaders

The interviewee stated that the main goals of their efforts to improve the quality of education in Oman were varied and included all aspects of education; such as work aims and environment, students, teachers and employees. Their views are explained below:

“Through direct influence, planning, implementation and following up on the school's plan, we hope to achieve our aims” (Head Teacher, Int. 17).

“Through supervision and following up on the implementation of the Ministry's aims; as well as guiding the teachers, supporting them to accomplish their duties effectively, creating a positive work environment and encouraging professional development, I am trying to achieve the school's vision and mission and spread the culture of change” (Head Teacher, Int. 16).

Another head teacher concerned his impact on increasing students' performance and building an effective relationship with them and said:

“My students' results have increased and I have a good relationship with their parents and the community” (Head Teacher, Int. 6).

Another head teacher emphasised the same ideas. He said:

“I have had a good impact in my school and have made a noticeable change to my students' achievements. As a result, our students and my school are achieving honours and rewards at the level of both the educational governorate and the Ministry's Headquarters. In addition, I have created an attractive work environment for my teachers in order to enhance their performance” (Int. 2).

One participant stated that teamwork offers a good work environment and increases the level of production. They commented:

“I have a good influence in my work; I feel that when I talk with my team they respect me. I am modest with them and, as a result, their standard of work is always high and meets our expectations” (Assistant Director General, Int. 10).

Some of educational leaders focus on creating an attractive work environment and are concerned with some beneficiaries' requirements which will help to deliver more impact in educational work. They stated:

“My contributions are focussed on developing my employees and increasing the community's satisfaction through investigating their needs and creating an attractive environment which enables them to practise their work perfectly” (Director General, Int. 20).

“I enhance the quality of the school's work by guiding it to focus on the students' achievements and reducing the number of celebrations conducted by some schools. This is because some parents have complained that certain schools pay more attention to organising celebrations rather than educational occasions” (Assistant Director General, Int. 21).

One director commented that her contribution to leadership practices depended on the leadership practices of the top management. She said:

“My contribution to the work depends on the decision-makers (top management). For example, I always provide them with suggestions or projects in order to develop the work, but they stop us proceeding without giving any clear justification and this practice negatively affects the educational field. Another example is that we always suggest developing the curricula, which are very old, but as a result of this type of practice, teachers become frustrated and the Ministry cannot cope with the rapid change in curricula and teaching practices” (Director, Int. 11).

6.4.2 Impact of the Leadership Practices of the Top Management

There are positive impacts, as follows:

-There is a strategic plan for the ministry: for example, schools are built based on the increase of student numbers in each region. In fact, I don't have this strategic plan, but I can request it.

-The top management is concerned with satisfying the customers by rewarding and motivating them, which leads to achieving quality work.

-The top management provides electronic services for students' parents and they have projects that support communication between the parents and the school. (Headteacher, Int. 1).

-The Ministry work hard to develop educational work and there are varieties of committees concerned with enhancing the quality of education. The Ministry applied these decisions, which take into account the public interest. (Director General, Int. 20).

On the other hand, some educational leaders had different views, as they stated the impact of educational leaders was negative, commenting the following:

The top management do not practise their roles in an appropriate way, and as a result their influence is low. This also leads employees to escape their duties and ignore the tasks they are asked to accomplish. They have become indifferent. The motivation system is not clear and insufficiently based on the huge number of employees in the ministry.(Assistant Director, Int. 4).

The impact of leadership practice is low at school because there is no clear system in the ministry. (Headteacher, Int. 3).

There are negative impacts of the leadership practice because there is no clear work mechanism in the ministry. (Director, Int. 11).

There is strategic planning, but very slow. These processes need acceleration, which affects the work at schools because such efforts and planning do not reach schools and teachers, because there is no clear process or mechanism for delivering the ministry's planning. (Director General, Int. 12).

6.5 Total Quality Management and the Quality of the Omani Education System

The participants were asked what beliefs they had about the application of total quality management and how it would help to develop the quality of the education system. In general, the majority of the views of the educational leaders were positive and encouraged applying total quality management; they believed it would increase the efficiency of the Omani education system. Their perceptions are stated below:

“Yes, I encourage the Ministry to apply total quality management because this system will help, evaluate and measure the efficiency of the educational system in Oman and we, as head teachers, can support this through having strategic plans for the schools and increasing teachers’ and students’ awareness. (Head Teacher, Int. 17).

“I encourage the implementation of total quality management in the Ministry in order to improve the work and be able to control the performance” (Director, Int. 11).

Some educational leaders look at this question from the perspective of the current application of ISO at two departments at the Ministry (administrative and planning departments). They commented,

“Yes, there is a positive impact from quality systems through application of the ISO in the Ministry: for example, I noticed that the quality of work in the Ministry has improved and teachers are judged through their students’ achievements” (Head Teacher, Int. 1).

One head teacher emphasised the importance of applying ISO throughout the Ministry’s departments which might raise the employee satisfaction. They stated:

“The implementation of ISO 9001/2008 and its use will assist the Ministry in achieving satisfaction and creating an attractive educational environment. I hope this system spreads to all the departments in the Ministry” (Head Teacher, Int. 7).

Another participant stated that ISO has had a positive impact on the work and has encouraged the Ministry to continue with its application. They said:

“The Ministry has started to apply ISO at the administration and planning departments and as a result we have started to feel that there is a good system for replying to the correspondences based on ISO instructions. I support ISO continuing to be applied in all departments. We are committed, as top management, to achieve the beneficiary’s satisfaction, although the Ministry

should work on marketing and spreading this quality culture in order to apply it in appropriate ways” (Assistant Director General, Int. 10).

Another participant mentioned the importance of conducting some awareness programmes to explain the ISO process and its requirements to the head teachers in order to ensure a good application. They stated:

“I think there is a good impact from ISO in our work and it helps us enhance the quality of our work. The quality control department plays a monitoring role in achieving the work, but some Head Teachers and employees do not realize that we are following the ISO instruction. As a result we need more programmes for raising awareness about ISO” (Assistant Director General, Int. 21).

In addition, some had views regarding the current applications of ISO, emphasising that the impact of it is not visible on the actual work:

At the ministry we have ISO, but we don't see it in our schools and it does not influence the work in the ministry. Every department is run in a different way and there is no real communication between departments. (Headteacher, Int. 3).

The ISO system is a documentation system, not a quality system, and we hope the ministry implements the TQM system, which focuses on continuous improvement. We have less impact from ISO in our work. (Assistant Director, Int. 4).

The ISO has no clear impact on the improvement of work in the ministry. (Director General, Int. 12).

Moreover, one educational leader stated that the application of TQM will not add any value as the ministry vision and mission are vague, stating,

I don't think that Total Quality Management will contribute to or help develop the leadership practices in the ministry, because the vision and mission of the ministry is not clear and not identified, and as a result there are many strategic plans which do not help improve the quality of work. Therefore, the ministry should unify the visions and missions in order to enhance the quality of the education system. I can't make a decision but my advice for the ministry is to

develop the work mechanism and curriculum, and create an accountability system in order to enhance the education system.

(Headteacher, Int. 16).

6.6 Difficulties of Enhancing the Educational Leaders' Leadership Practices

The educational leaders were asked to identify the types of obstacles which faced them in developing their leadership practices. During both the interviews and questionnaire, most agreed on the same difficulties that prevented them practicing their leadership. The main difficulties were lack of strategic planning, lack of authority, lack of training, lack of communication, lack of motivation, lack of feedback, and overlap. Some educational leaders summarised these obstacles as follows:

We have a centralised work environment which does not give us a chance to make decisions at work. We don't have standards for selecting leaders and there are some people who have leading positions but are not qualified to be leaders. We have a limited authority, for example, if we insert the absence of a student in the educational portal by mistake, we have to consult the ministry central headquarters or seek permission from the ministry to correct it, and I think this is a routine which consumes time and effort, and negatively affects the work. The work in the ministry has a lack of quality. We send a lot of reports about the work but we don't get feedback on these reports from the top management, which does not help us to improve our work. Education leaders suffer from administration overload, and I think even the minister and the under-secretaries face the same problem. (Director, Int. 5).

A Director General commented,

Lack of training in leadership skills, lack of commitment to decisions taken, lack of communication between departments in the ministry, lack of motivation, lack of human resources, and centralisation. (Int. 12).

Centralisation, unclear roles for schools, lack of qualified technical and administrative human resources, lack of accountability, unclear motivation and reward systems, and the large number of projects, programmes and competitions in the ministry. (Head Teacher, Int. 16).

A more detailed exploration of the difficulties is as follows:

Lack of Strategic Plan:

Most of the educational leaders emphasised this obstacle as the main issue at the ministry.

One Assistant Director General said,

I attended a workshop on strategic planning and we tried to apply the techniques we took from this workshop in our educational environment by creating the vision and mission of our work, but unfortunately there is no follow up and evaluation of this work because the ministry does not have a strategic plan or transparency, and there is a lack of data which can help us do the work effectively.(Int. 21).

Another educational leader commented,

The top management listens to us but their reaction for change is slow. There is a strategic plan, but I think we need awareness programmes for these strategic plans. The commitment of top management is not clear: for example, if the minister, under-secretary or Director General changes, the work plan will change because there is no clear plan. Everything depends on personal experience or whether they are convinced by existing plans. Any educational change should be based on scientific studies. (Director: 5).

Another stated that focusing on certain areas at work can help to anticipate some angles of strategic planning and commented,

I don't have the ministry's strategic plan, but I deduce the ministry's plans when I see a lot of focus on a certain area (e.g. math and science). I come to understand that this is one of the strategic plans of the ministry. I think there should be a unified vision and mission for the ministry. (Assistant Director General, Int. 10).

An Assistant Director said,

The ministry doesn't have clear vision or mission and I believe all schools are not aware of the vision and mission that is in place. (Int. 4).

One of the Directors stated,

Lack of vision and planning of some projects: we implement some of these projects in order to show people that we have projects and plans. (Int. 11).

Another Headteacher raised the issue of sudden decisions and unplanned projects: *Sudden decisions and implementing so many projects without consulting the educational field impacts negatively on the quality of our work (Int. 18).*

The ministry has a lot of ongoing projects which prevent it from paying considerable attention to the main goals of the Omani education system. Therefore, there should be clear goals for all projects. Moreover, the ministry suddenly stops many projects without any clear reasons and this indicates that we don't have strategic plans. (Assistant Director General, Int. 21).

The vision for the education system in Oman is not clear to the education community, which creates difficulties. There have been a lot of complaints about this. (Assistant Director General, Int. 13).

If the Ministry has strategic plans, committees and consultants, where is the problem? I heard in the media that the ministry has a lot of efforts to develop the educational works, but the results are below our ambitions. (Head Teacher, Int. 8).

Lack of Authority and Involvement

The obstacles of authority, centralisation and involvement in decision-making are also crucial issues highlighted during the interviews:

There is centralisation: for example, I issued a decision for moving a teacher from one school to another, but top management cancelled this decision and told me that I don't have the authority to do that. Also we have limited financial authority and we are fighting to get more authority in this regard. Similarly Head Teachers do not have any authority and I think they should get it. (Assistant Director General, Int. 10).

There is centralisation at work and a lack of trust in others, so they should train people and give them more authority. (Assistant Director General, Int. 21).

There is still centralisation in the ministry and we don't have authority. We have to consult the governing body if we want to implement anything in schools.

The work in the ministry still follows bureaucratic procedures and there is no effective integration and communication between the ministry, the regions and the schools. (Head Teacher, Int. 3).

Lack of Motivation

There is motivation in the ministry, but sometimes it goes to the people who don't deserve it. Therefore, there are no clear standards for motivation. (Director, Int. 5).

The ministry do not have clear mechanisms of motivation. (Director General, Int. 12).

Lack of Training

The educational leaders highlighted the weakness in training for all the leaders in the ministry, especially the programme focused on the development of leadership and quality skills; their views are listed below:

I think top management have not received specialized training programs that go along with their responsibilities and that is why they depend to heavily on their own experiences and beliefs in leading the educational work. This is also because of the absence of strategic plans. (Assistant Director General, Int. 21).

I don't get enough training. I spent two years in this position without taking any training in leadership (Director, Int. 5).

One educational leader said, "I enrolled in two training courses within 5 years, but when I became a manager I didn't have any training courses. (Director, Int. 11).

They don't have standards for selecting leaders. There is a lack of human resources and a lack of training in leadership (Headteacher, Int. 19).

Overlap

There is overlap between departments and schools. (Assistant Director General, Int. 10).

There is a lack of human resources in our educational governorate because it is a remote one; this has a negative impact on the students' achievement. There is overlap in some departments in the educational governorates - for example, the financial department - and we try to coordinate with the central headquarters to solve this issue. (Director General, Int. 20).

One Headeacher complained about the overlap at an educational governorate, providing an example of this overlap between department's roles:

My school is undergoing maintenance to fix some problems under the supervision of the Projects Department of the educational governorate. After all the work is finished, the Information Technology departments will start to conduct new work at my school, which later leads to more maintenance; these ongoing, uncoordinated projects affect our performance at school and wastes our time. (Int. 4).

I think there is overlap between departments and I suggest there should be a coordinating department in each governorate which all the directorates in central headquarters should communicate through if they want to contact schools. (Assistant Director General, Int. 21).

There is overlap in some departments: for example, there is both an assessment department and an assessment centre in the ministry. (Director, Int. 5).

At school we are supposed to achieve the ministry's goals, but unfortunately the reality does not reflect this because the ministry, for example, focuses on competitions and activities rather than education; each school is supposed to participate in eight competitions and this negatively affects education outcomes. (Headteacher, Int. 3).

Lack of Feedback

As an Assistant Director General, I have not got any feedback for my performance because I think top management avoid giving any. I think they consider the humanitarian aspect and I think this practice will not help in improving the work. (Int. 21).

One Headteacher provided an example regarding the lack of feedback:

I sent a suggestion to the educational governorate that school Head Teachers should be allowed to visit another country in order to exchange experiences, but I did not get any response. (Int. 8).

6.7 Suggestions for Developing the Quality of Leadership Practices in the Ministry of Education in Oman

The educational leaders provided some suggestions to develop the quality of leadership practices in the Ministry of Education in Oman. Examples of their perceptions are stated below:

The selection of the leaders is more important than developing the practice of educational leaders; it is crucial for the Ministry to build a clear path for educational leaders in terms of training and qualifications in order to build second row of leaders. (Director, Int. 15).

Another Director added their own suggestions:

Providing educational leaders with specialist training programs, and giving them more authority to practise their roles in appropriate and creative ways, along with establishing greater clarity of vision and in terms of the mission of the ministry. Together, these measures will help them achieve their educational aims. (Director, Int. 11).

One Headteacher suggested that:

The Ministry of Education should have clear aims, strategic plans, and educational legalisation in place in order to organise work, improve commitment to decisions and integration between all education departments.(Int. 3).

Training for educational leaders, more authority for educational governorates and schools, and more motivation for Head Teachers must be developed in order to improve the organisation of the educational works. (General Directors, Int. 20).

More suggestions can be summarised as follows:

1. Evaluating and/or Revising the administrative system in the ministry in order to simplify work and improve its quality
2. Building a strategic plan for the work at the ministry and specifying clear roles and aims for departments and school
3. Decentralisation
4. Providing clear work mechanisms between departments in central headquarters on one hand and between the ministry and the educational field on the other
5. Enhancing communication between educational governorates
6. Setting up clear standards for selecting leaders, from the school level to the top levels
7. The ministry should pay more attention to educational leaders and provide them with training in TQM and leadership skills. This will improve their skills, which will in turn affect their work quality and establish an institute for training educational leaders
8. There should be accountability and a standardised motivation system
9. More authority for educational governorates
10. The ministry should pay attention to measuring the beneficiaries' satisfaction
11. Creating an award for quality at the ministry and school levels
12. Directing researchers to conduct PhD studies in leadership practice and benefiting from these studies in improving leadership practices in the ministry

6.8 Open-ended Questions

During part six of the questionnaire the participants were asked three open-ended questions. These questions were focused on gathering their perceptions regarding the roles of their leadership practices in improving the quality of Omani education management, the

obstacles which face them in this regard, and their ideas to ensure the quality of the education system in Oman, as follows:

Q.1- In your view, how does current leadership practice enhance the quality of the education system?

Q.2- In your view, what are the key challenges facing educational leaders in regards to improving the quality of their leadership?

Q.3- In your view, what are your suggestions for the further improvement of the quality of leadership within the ministry?

Both the questionnaire and the interview included these questions in order to obtain rich data and a variety of views from the participants. Consequently, the analysis of these three questions was also followed thematic analysis. The key ideas of the respondents will summarize, as follows:

6.8.1 Impact of Leadership Practice on the Enhancement of the Quality of the Education System

The educational leaders' views in respect of the contribution of their leadership practices in enhancing the quality of the Omani education system suggest that they believe they have a positive impact, through applying educational plans to make correct decisions, and empowering and encouraging subordinates. As one Assistant Director General stated,

The practices of current educational leaders help ensure the right decisions are made and educational performance is enhanced by following systemic methods, and contribute to achieving integration between all the processes of the education system, adopting self-mentoring, spreading this among the employees, and encouraging teamwork.

In addition, one Assistant Director added,

The current educational system helps to adopt, accept and support new ideas and projects which improve standards, consulting research conducted in the educational field when applying for new projects and making new decisions, utilising technology in correspondence with educational stakeholders,

continuous following up in order to enhance projects, and involving employees in decision-making in order to develop their departments.

Furthermore, one Assistant Director General said,

Through solving the problems facing the educational field and involving educational members in decision-making, the quality of the Omani education system can be improved.

Another Head Teacher added,

Current leadership practice enhances the quality of the Omani education system through increasing positive attitudes at work, which inspires employees to develop their work.

Moreover, another Assistant Director suggested that,

Educational practices guide employees to accomplish their works by encouraging collaboration and creativity among them.

Further responses are summarised in the Table 0-2 below:

Table 0-2 Participants' perceptions regarding contributions to enhance the quality of the education system

Applying strategic plans based on Omani educational philosophy
Encouraging employee innovation, creativity and problem-solving skills
Follow-up and result analysis in order to identify weak and strong points
Cooperation between leaders and their employees to create involvement, participation and trust, and allocating appropriate roles for each member
Encouraging employees to give their opinions
Involving teachers and education members in decision-making
Increasing the employees' sense of belonging and job satisfaction
Making decisions based on accurate data
Commitment to educational ethics and following the ministry's decisions and instructions, leading to developing employees' potential
Solving the problems facing the educational field
Enhancing a positive attitude at work, which inspires employees to develop
Encouraging efficiency in completing work
Current leadership practices help to achieve the ministry's strategic plan, which results in improving students' performance and achievement

6.8.2 Challenges Facing Educational Leaders in Regards to Improving the Quality of Their Leadership

All the participants in both the open-ended questions and the interviews concur that they face the same challenges in order to enhance their quality of leadership. The educational leaders reported some challenges. For instance:

Most of the educational leaders emphasised creating leadership and training. As one Assistant Director stated,

Most challenges facing education relate to utilising technology in educational and leadership work, the absence of a clear plan from the ministry of education to create training programs for educational leaders based on international standards.

In addition, one Head Teacher noted more challenges. Namely:

Resistance for quality culture by some employees, lack of financial resources in schools which can reduce the quality of projects, lack of involvement in decision-making, and a lack of social atmosphere between Head Teachers and their employees.

More challenges are reported in the Table 0-3 below:

Table 0-3 Key challenges facing educational leaders in regards to improving the quality of their leadership

<u>Area of Lacking)</u>
- centralisation
- authority and delegation
- appearance of suggestions and initiative
- communication from the top down
- consultation, resulting in a clear gap between the ministry's central headquarters and educational governorates, which affects school roles

- anticipation of work problems or the future
- accurate leadership selection system
- accountability
- system for spreading quality culture among employees
- motivation and reward system
- continuous assessment of the work, which can lead to setting Keep Performance Indicators (KPIs)
- equality among leaders in getting training and conference opportunities
- trust
- commitment from top management for quality principles
- awareness of top management of the reality of education in Oman, along with its needs and problems
- lack of continuous training courses, few specialized training courses for leadership skills and quality management
- insufficient financial resources and financial resources not invested properly, but spent on unimportant issues
- involvement for the majority of school leaders
- measures to prevent becoming overloaded with work and too many committees

6.8.3 Suggestions for the further improvement in the quality of leadership within the ministry.

The educational leaders provided some recommendations that might assist them in practicing their educational work. As one Head teacher said,

Educational leaders require more training in order to achieve a greater quality of work and apply Total Quality Management. Technology training programmes ought to be provided, helping to develop educational work and increase its quality, facilitating all administrative procedures to achieve excellence in their work.

Other Head teacher stated that

Providing educational leaders with more authority, avoiding centralisation, and implementing continuous following up might help to increase educational work productivity, and will enhance the quality of educational leadership practices.

More suggestions are provided in the Table 0-4 below:

Table 0-4 Suggestions for the improvement of the quality of leadership within the ministry

<u>Suggestions</u>
- Specialised leadership training courses, especially in leadership skills and quality management
- A clear system for motivation, rewarding and accountability
- Connecting rewards with productivity
- Setting up a clear vision and mission
- Applying clear and accurate standards for the selection of suitable leaders
- More financial and administrative authority for leaders
- Involving educational leaders in formulating the ministry's vision and mission

- Conducting regular meetings between educational leaders and the wider community in order to enhance the quality of the educational system

- Encouraging leaders to communicate effectively with their employees in order to create a good work environment

6.9 Summary

This chapter was concerned with the analysis of the qualitative data. During phase one of the qualitative data, the interview results were divided into several themes. Namely: terminology and definitions (leadership and Total Quality Management definitions), leadership practices of educational leaders, the impact of the leadership practices of educational leaders for enhancement of the Omani education system, Total Quality Management and the quality of the Omani education system, the difficulties of enhancing the educational leaders' leadership practices, suggestions for developing the quality of leadership practices in the Ministry of Education. At the second phase, the responses of the three open-ended questions' results were analysed. The next chapter will fully explore the results of the qualitative and quantitative data collected in this study.

Chapter 7: Discussion of Findings

7.1 Introduction

The general purpose of this study is to understand the leadership styles of the education leaders at the Ministry of Education in Oman. More specifically, the study aims to explore how the education leaders at the Ministry of Education apply Total Quality Management principles in leadership and the impact this has on the Omani educational system. The study has also investigated the obstacles facing the educational leaders.

The study has answered the following research questions:

1. What are the leadership styles employed by the education leaders in the Ministry of Education in Oman?
2. To what extent do the leadership practices of the education leaders in the Ministry of Education in Oman match with Total Quality Management principles?
3. What impact does the leadership practice of education leaders have on the quality and management of the education system in Oman?
4. What are the challenges which may affect the improvement of the quality of leadership in the Ministry of Education?
5. What are the suggestions to improve the quality of leadership in the Ministry of Education?

Five groups of educational leaders were targeted from all the education leaders at The Ministry of Education; they included: General Directors, Assistant General Directors, Directors and Assistant Directors from the Ministry's Central Headquarters; eleven educational governorates and school head teachers.

The mixed-methods approach was followed in this study, using quantitative and qualitative analysis in the form of questionnaires and interviews. This triangulation method aids the collection of rich data and investigates the research problem at a deeper level. A total of 395 questionnaires were received and 29 interviews were conducted with participants from all five groups of educational leaders, as explained in Chapter Four. In Chapters Five and

Six, the results of the quantitative questionnaire and qualitative interview were presented. The Statistical Package for Social Sciences (SPSS) was used to analyse the questionnaires and thematic analysis was applied for the qualitative data.

In respect of leadership styles, the study focussed on measuring five leadership styles, namely: transformational leadership, transactional leadership, participative leadership, autocratic leadership and Laissez-faire leadership. The results of the study revealed that the education leaders at The Ministry of Education rated the participative leadership style as the first style they practised in their work, followed by the transformational leadership style. Autocratic leadership was the lowest rated style of leadership.

There were positive and weak relationships between the leadership styles of the education leaders and the practice of Total Quality Management. With regards to the impact to the Omani education system, the analysis found that the leadership styles do have a positive impact on the Omani Education system, although education leaders face some challenges in putting these into practise in their work.

This chapter will be divided into five sections based on the research questions. It will focus on discussing the results derived from the questionnaires and interviews conducted during the study. The results of the quantitative and qualitative data will be integrated and supported by literature. The first section will explain the leadership styles of the education leaders in The Ministry of Education in Oman. The second section will discuss how the leadership practices of the education leaders in The Ministry of Education in Oman matches with Total Quality Management principles.

The third section investigates the impact that the leadership practice of the education leaders has on the quality and management of the education system in Oman. The fourth section will highlight the challenges which may affect the improvement of the quality of leadership at the Ministry. The final section will introduce suggestions and recommendations to improve the quality of leadership at The Ministry of Education.

7.2 Q1: What are the leadership styles employed by the education leaders in the Ministry of Education in Oman?

Quality leadership is a crucial component in the delivery and achievement of organisational goals. In order to understand the leadership styles of the Omani education

leaders it is crucial to investigate the definitions of leadership; thus, during the interviews the participants were asked about their definition and understanding of leadership. As explained in Chapter Three there is no agreement on the definition of leadership. Also, the Omani education leaders' understanding of leadership is varied. The results showed that most of them defined good leadership as an ability to influence, create effective relationships with subordinates, motivate people, inspire and achieve the aims of the organisation.

One of participants stated that "leadership is the ability to influence people and motivate them to accomplish the organisation's goals". Kolzow (2014: 13) said "although it may be difficult to precisely define leadership, it is important to have a better understanding of what it means if anyone is attempting to learn how to become a leader or a more effective leader".

From this it can be said that the definitions of the education leaders are linked with some of the definitions in the literature stated by, for example, Mukhopadhyay (2005) and Yukl (2006), as mentioned in Chapter Three. Furthermore, effective leaders with a variety of leadership styles are flexible, adaptable and diverse in their actions. Leadership styles are a fundamental component of leadership (Sandling, 2015). Moreover, some researchers have demonstrated that leadership styles have an impact on the level of commitment employees have towards the organisation (Yahaya and Ebrahim, 2016).

Leadership styles indicate the manner or process of social influence with which a person can lead and enlist the support of others to accomplish a task (Ng and Jee, 2012). It is the manner in which managers exercise their authority in the workplace and ensure that their objectives are achieved. In addition, it covers how managers plan and organise work in their area of responsibility and, in particular, about how they relate to and deal with their colleagues and team members (Chartered Management Institute, 2015).

As outlined above, this study aims to investigate the leadership styles of education leaders at The Ministry of Education in Oman. The researcher focussed on examining five leadership styles; namely, transformational, transactional, participative, Laissez-faire and autocratic leadership. On the other hand, Al Shehri (2017) stated that the failure to follow an appropriate leadership style is one of reasons why leaders fail to succeed in quality programs in their organizations.

The results of the questionnaire will now be discussed following the interview results.

7.2.1 Transformational leadership

“Transformational leadership is where the leader moves their followers beyond immediate self-interest through idealised influence, inspiration, intellectual stimulation or individualised consideration” (Bass, 1999: 11).

According to Zairi, (2014), one of the roles of transformational leadership is to set the vision and from this vision, leaders are able to point out their leadership roles and aims. Connors (2000) stated that the successful leader involves all employees in formulating a clear vision and works together to translate the organisational vision to the future plan.

Owen (2000) said the transformational leader motivates their subordinates to exceed their expectations by clearly stating the aims of the organisation. Shihab (2008) argues that the ambiguity in the vision of the educational institutions in gulf countries will lead to a lack of development in the countries and their educational outcomes. Another important component of this leadership style is trust and being a good role model. Podesta and Gatz (1997) and Al Harby (2015) argued that good leaders should build a trusting relationship with their subordinates, should be open with them and should not criticise them in front of others. Furthermore, it is crucial for leaders to be a positive role model for their subordinates as subordinates are always observing the actions of their leader.

Benton and Ford (2017: 34) stated, “in our survey of over 500 emerging leaders we asked what three words best typify the qualities of ideal leadership. The top responses were all variations of the words ‘trust’, ‘trusted’ and ‘trustworthy’”. In the field of education, Bush (2011) stated that transformational leadership can aid school head teachers to influence the school’s outcomes and involve all stakeholders to achieve educational aims.

Bonnici (2011: 1) stated:

“when you take on a leadership position it is important that you try to make a positive impact on the lives of the teachers you supervise and on the instruction of the students you are responsible for. If this impact improves instruction, so much the better, for you will present yourself as a role model in this key area. As you move into a position, analyse the department or school. What can you do quickly to make an improvement? When a school leader is new to the staff,

whether of a department or of the entire school, he needs to earn the trust of his staff.”

The previous anecdote illustrates that the earning of trust is the school leader's most important role is that of instructional leader. However, sometimes a single action done on the spur of the moment can earn trust if it validates the work of the staff.

In relation to transformational leadership styles, the findings of the quantitative method (questionnaire) revealed that the education leaders rated this style as being their second choice style to practise in their work. The main findings showed that the majority of education leaders focussed on trust, acting as a role model, paying attention to the needs of subordinates and supporting their subordinates to apply creative methods at work. The findings of the qualitative data also support the results of the questionnaire as the education leaders stressed that they support teamwork, empowering their subordinates and allowing them space to demonstrate their creativity.

It was interesting to ascertain that educational leaders rate the matter of explaining the Ministry's vision and future plans as one of the least important issues concerning their leadership style. This could mean that The Ministry of Education has not circulated their plans and vision to their departments and schools, and therefore, they need to pay attention to ensuring that their departments and schools understand and work towards the Ministry's plans in order to effectively implement and achieve the educational aims in accurate ways.

The organisational structure of the Ministry of Education is substantial. It appears, in fact, to have too many departments, located both in its central headquarters and within the educational governorates. Thus, all of the schools obtain the Ministry's instructions through educational governorates and this presents operational problems relating to the lack of clear communication channels between the departments and schools. The lack of communication reduces the chances of all the necessary departments and leaders in the education institutions fully understanding their objectives and the Ministry's plans, which ultimately prevents them from translating them correctly and in a timely manner.

During one of the semi-structured interviews, one of the education leaders commented, “the Ministry has a strategic plan but there is a gap in the delivery of these plans to their departments in the Headquarters, the educational governorates and schools”. A further issue raised by an Assistant Director General concerned the lack of a clear vision and strategic plan at The Ministry of Education. He said, “they [the education leaders] do not

know the Ministry's plan and vision, but they can anticipate it from the Ministry's educational projects which are applied in the school".

The aforementioned findings corroborate the results of the survey conducted by Norwawi (2010) with the managers at The Ministry of Education in Malaysia, all of whom practised transformational leadership rather than transactional leadership. According to Al-Araimi (2012), Omani leaders and managers in the Oman civil service, including The Ministry of Education practice both transformational and transactional leadership styles.

In their study of basic schools in Oman, Al-Ani and Ismail (2015) found that the school principals spent a great deal of time and effort on designing school mission statements that directed schools towards achieving their purpose and improving their performance. However, they also raised the question, "Can mission statements predict school performance?"; they continued "Without vision, a school may improve but will lack direction".

As discussed in Chapter Three, there is a variation in the literature regarding the link between leadership styles and Total Quality Management in respect of which leadership styles work with the implementation of Total Quality Management practices. Scholars argue about the leadership styles which are best suited to Total Quality Management; for example, in his study about the relationship between Total Quality Management and leadership in Saudi higher education, Aldaweesh (2012) said that transformational leadership is the best style to use with Total Quality Management, in order to improve the performance of universities. In addition, Argia and Ismail (2013) found that transformational leadership has a great influence on the practice of TQM in the universities of Saudi Arabia.

7.2.2 Transactional leadership

According to Bass and Bass (2008) transactional leadership emphasises the exchange that occurs between a leader and their followers. This exchange involves direction from the leader or mutual discussion with the followers about the necessary requirements to reach the desired objectives. The response to this style showed that the education leaders deal positively with their team by setting specific roles for them and providing them with clear expectations. In addition, the majority of education leaders encourage their subordinates to

follow their instructions and they adhere to the Ministry's rules and standards without question, as most of their responses during the interviews were either 'always' or 'often'.

On the one hand, these responses may indicate the high level of commitment the education leaders have in following the instructions given by the Ministry. On other hand, these responses might be the result of the lack of authority they have, which, along with the issue of centralisation, was raised during the interviews. Furthermore, this might support the high response rate of 3% for 'sometimes', during the interviews.

In relation to the statement "I maintain my subordinates' motivation through reward and punishment", this could also relate to the lack of authority, unclear accountability and lack of motivation at the Ministry. One of the head teachers said "we do not have the resources to motivate subordinates financially; rather, we motivate them by praising them, acknowledging their work and showing appreciation for their work in front of their colleagues". It was noted that 3% responded to "focusing on their subordinates' mistakes".

7.2.3 Participative leadership

Osborne and Gaebler (1992) said that participative leadership encourages teamwork in any organisation. In addition, participative leadership can have positive effects on both managers and their subordinates in a number of ways. For example, this leadership style reduces the managers' workload and provides support for subordinates; it also assists all members of an organisation in realising their role and involves them in decision-making processes, which, in turn, helps to build good relationships between the leaders and their subordinates (Stronge *et al.*, 2013).

The findings from the quantitative and qualitative data revealed that this leadership style is rated the highest and practised by the education leaders at The Ministry of Education. The education leaders showed positive attitudes towards all the items relating to this style, with most of their responses leaning towards 'always' and 'often'. The education leaders believe that they practise the participative style of leadership more than any of the other styles. They considered building great relationships with their subordinates, giving their subordinates the opportunity to provide their suggestions, involving subordinates in formulating the school plans, making decisions and delegating work tasks to them to be fundamental leadership qualities.

The positive perceptions of participative leadership practices were also supported during the interviews when the participants were asked to describe their leadership styles. The majority of the issues that arose from this part of the study were concerned with teamwork, involvement in decision-making processes, empowerment, authority, motivation and good relationships with subordinates and delegation.

According to Ali (2011: 87) cultural norms and values play a significant role, not only in shaping the outlook of leaders, but also in defining leaders and their roles and functions. Moreover, some studies have shown that Arab leaders follow the participative leadership style; for example, Yousef (1998: 366), following his study, 'Predictors of Decision-Making Styles in a Non-Western Country' commented that "a tendency towards the participative style prevails among Arabic, young, middle management and highly educated managers". Additionally, Westrick and Miske (2009) also emphasised that participative leadership is popular among Arab and Middle Eastern managers.

As mentioned in Section Three of Chapter Three, some scholars found that participative leadership styles are the best for implementing Total Quality Management. Furthermore, Lawler (1994) and Mann and Kehoe (1995) believed that participative leadership is recommended in order to apply Total Quality Management effectively as subordinates will be more enthusiastic and productive when they are involved in part of the decision-making process. This study's findings are in line with several other studies; for example, in his study, Ali (2006) found that participative leadership styles applying TQM are being practised by the top managers in many organisations in Yemen.

Al-Farsi (2007) carried out a study entitled 'Omani school head teachers' views of the effectiveness of school leadership in the secondary schools in Oman'. The results of the study found that the majority of Omani head teachers follow the participation leadership styles. Further, in the study carried out by Al Ani and Al Atar (2016) about private schools, the roles of head teacher roles in applying Total Quality Management and its relationship with leadership styles in Oman, the results showed that the head teachers in the private schools in Oman are following the Total Quality Management principles as well as applying participative leadership styles at their schools. Moreover, that there is a relationship between Total Quality Management and leadership styles.

In his study about the leadership styles of Omani head teachers and its relationship with the level of quality education and the perspectives of teachers at Al Sharkiyah North

educational governorate, Al Matari (2016), observed that the head teachers follow participative leadership styles. He also recommended that head teachers should be provided with leadership training programmes in order to enhance their leadership practices and increase the quality of the education system.

7.2.4 Autocratic leadership

The autocratic leadership style demonstrates the absence of subordinate involvement in the leadership process (Al-Mosawi, 2004). The findings showed that the education leaders in Oman do not practise this leadership style and this was rated last.

7.2.5 Laissez-faire leadership

This style is a 'free' leadership style as subordinates manage their own work (Mauch, 2010). The findings showed that the education leaders pay more attention to gaining the work tasks in appropriate and correct directions. Whilst some Laissez-faire leaders do not minimise the instructions, they avoid interfering with their subordinates whilst they are working and give them chances to counsel them. This might occur because most of them are careful and ensure that they follow the Ministry's instructions without making any changes. On the other hand, this type of leader allows their subordinates the space they need in order for them to carry out their work in their preferred way, but will always obtain their feedback.

In terms of the education leaders' perceptions of their line managers' leadership styles, the findings from the quantitative data analysis showed that the respondents' feedback was positive and that the line managers are practicing participative leadership styles. The findings showed that the education leaders are building good relationships with their subordinates and this, in turn, motivates them to work. Conversely, however, during the interviews the line managers' perceptions were somewhat varied. Some of them described their line manager as being a participative leader who involves them in the decision-making process and acts as a role model. Others, on the other hand, said that their leaders were bureaucratic and did not communicate with them.

This variation in views is obviously the result of their different experiences in dealing with their respective line managers in the workplace and could depend on the position held. With the Director Generals, for example, their experiences of dealing with the Ministry's Central Headquarters on political issues may be additionally affected by the distance, as

well as poor communication channels, as some educational governorates are located in remote areas which could possibly have a detrimental effect on working relationships. Also, the top down approach which is followed by the Ministry might be another fundamental reason for the variation in the participants' perceptions.

Some education leaders and, in particular, school head teachers also mentioned that they merely apply the Ministry's policies and follow their instructions; they believe that there is a lack of involvement and/or consultation from the Ministry and this is one of the biggest challenges they face when completing their work.

Demographic information, such as position and gender, were identified in the findings in relation to the different leadership styles. Thus, the relationship between position (general directors, assistant general directors, directors, assistant directors and head teachers) and leadership styles were considered in this study. As mentioned above the qualitative and quantitative results showed that the majority of the education leaders considered participative leadership as the style that they practise in their work. Moreover, the statistical measurement results found there to be no significant relationship between leadership styles and positions. This might be due to the fact that the Omani culture supports participative leadership, which might affect the similarity of leadership styles between positions.

The literature varies regarding the relationship between leadership styles and gender. For instance, Tomlinson (2004) stated that leadership styles differ between gender, especially in practicing and influencing subordinates at work, as women are more participative and power sharing whilst men are more transactional in their leadership styles. In the Arab context, in her study of the leadership styles of the top female managers in Bahraini, Al-Al-Rashed (2008) found that they all practise transformational leadership.

The result of the study found there to be no significant difference between male and female leaders in their leadership styles as both genders operate with participative leadership styles in the Omani education system. Furthermore, during the interview both males and females had the same perceptions about leadership styles and supported the qualitative study. The researcher argues that this might be because The Ministry of Education in Oman pays equal attention to both genders and provides them with the same opportunities to attend training courses and continue their education through to a higher level.

The outcomes of this study support the findings of previous studies in respect of the link between gender, position and leadership. For example, Mujtaba *et al.* (2010) conducted a study to examine the leadership tendencies of government employees in Oman towards task or relationship orientation based on their age and gender. The study included 129 Omani government employees and found that neither gender nor age showed any statistically significant differences in their perception of leadership styles regarding task or relationship orientation. In addition, in her study about empowerment in Oman, Al-Lamky (2007) found that the ambition and motivation of the Omani women who held leadership positions was high, and this was due to the support they received from their families, as well as being treated equally and the same as their male counterparts.

In summary, the findings in this study in relation to the leadership styles of the Omani education leaders indicate that this is more participative than transformational. Furthermore, there are no differences between gender and position in respect of their leadership practice, which might be linked to the influences of the culture.

7.3 Q2: To what extent do the leadership practices of the education leaders in The Ministry of Education in Oman match with Total Quality Management principles?

As mentioned in Sections Two and Three of Chapter Three, leadership is one of the key elements of Total Quality Management. Zairi (2005) stated that all quality gurus emphasise that the leadership and top management roles are the necessary factors relating to the successful application of TQM. According to Mojahid (2008) leadership has a direct influence in guiding all subordinates in an organisation to commit to quality by building a strategic plan, paying attention to customers' needs, applying continuous improvements and spreading a quality culture.

Al Shemery (2015) believes that the successful implementation of Total Quality Management is dependent on the support and commitment of the senior management team who have a variety of roles, such as planning the policies and strategies of the quality programme and being committed to its implementation, encouraging subordinates to be committed too, using the Total Quality Management systems, spreading the quality culture throughout the organisation, correcting any work-related problems and avoiding any future problems.

Javad (2015) stated that the top management within an organisation plays a major role in empowering their subordinates to achieve effective quality management within an organisation. Additionally, Al Kuzami (1999) also emphasised that quality gurus agreed that all improvements start from higher level management.

The results of the first question clearly showed that the education leaders at The Ministry of Education practise participative and transformational leadership styles, both of which are able to cope with the application of Total Quality Management. Consequently, the participants' responses regarding the relationship between leadership practice at The Ministry of Education and Total Quality Management were positive. Statistical measurements were used to analyse this relationship and the results indicated that there were weak-positive views relating to transformational, transactional, participative and autocratic leadership styles; however, there was no relationship with Laissez-faire leadership.

This study attempted to create a linkage between leadership practice at The Ministry of Education in Oman and Total Quality Management by employing qualitative and quantitative instruments. The quantitative (questionnaire) responses indicate that the educational leaders' perceptions of the leadership practices at the Ministry matched effectively with the Total Quality Management principles. These principles include leader commitment, training and education, motivation, involvement in decision-making and utilising technology in the workplace. Added to this, the education leaders' responses during the interviews in respect of their own and their line manager's leadership practices correspond with the findings of the quantitative data, as they stated that the leadership practices in The Ministry of Education is participative leadership

The findings of this study support the findings documented in the available literature, which emphasises that the leaders in education need to pay a great deal of attention to Total Quality Management in order to enhance the efficiency of the educational outcomes (Leithwood, 2007; Bush, 2007). Furthermore, this study also supports the findings of Al Farsi's (2016) study about educational leadership practices in achieving quality in education in two educational governorates. This study stressed the importance of leaders being committed and supportive in order for the application of quality management to be effectively achieved.

In her study entitled ‘The Impact of the Implementation of ISO 9001:2008 on Administrative Services: The Case Study of the Ministry of Education in Oman’, Alruzaiqi, (2015) found that the management of The Ministry of Education in Oman are committed to applying quality in their work, which has led to the enhancement of the administrative system. In addition, this study also supports the results of Al Sawafi's (2012) study about the impact of quality practices on the performance of The Ministry of Education in Oman, which found there to be a commitment to quality from the managers so as to enhance the performance of The Ministry of Education. Similarly, after reviewing 15 studies in the Malaysian Service Sector, Mustafa and Bon (2012) found that effective high level leadership had made a significant contribution to the successful implementation of TQM.

The Table 0-1 below proposes the linkage between Total Quality Management and transformational and participative leadership styles.

Table 0-1 Linkages between TQM and leadership styles (by the researcher)

TQM principles	Leadership Styles		
	<i>Transformational</i>	<i>Participative</i>	<i>Transactional</i>
Vision and mission	√	√	
Influence	√	√	
Lead by example and commitment	√		
Motivation and reward	√	√	√
Communication	√	√	√
Involvement	√	√	
Empowerment	√	√	√
Feedback			√

7.4 Q3: What impact do the leadership practices of education leaders have on the quality of the education system in Oman?

According to AwadAllah (2010), in schools, the leaders are the ones with the most responsibility for delivering and guiding the work and developing a school's vision. Indeed, it is the leaders within schools who are responsible for ensuring that the quality principles are applied and, as such, they need to communicate with their subordinates, students and community in order to enhance the educational outcomes.

Quantitative and qualitative methods were used to measure the impact of the leadership practices on the quality of education in Oman. The results from the questionnaire showed that the education leaders at The Ministry of Education believe that the current leadership practices enhance the quality of the Omani education system. Furthermore, they contribute to the enhancement of educational outcomes, ensure the satisfaction of the educational beneficiaries and integrate Total Quality Management into the Ministry's strategic plans. This finding was also supported by the statistical test, which indicates that the leadership practices of the educational leaders had an impact on the quality of the Omani education system.

During the interviews the participants provided some examples of their practices regarding their contributions to improving student performance. These included:

- motivating teachers and students by creating an attractive educational environment which encourages learning;
- rewarding distinguished teachers and students during each academic year;
- applying educational activities outside classrooms which help students to be more effective and more active in the learning process;
- involving the community in school events by bringing some successful people from the surrounding community into schools to share their experiences with students and offering advice on how best to succeed in their study.

Using qualitative methods (open-ended questions via questionnaire and face-to-face interviews) the responses given by the study participants supported the questionnaire results. Education leaders felt that the current leadership practices of the education leaders had a positive impact and enhanced the quality of the education system

The existing leadership practices adopt new educational ideas and projects which:

- enhances the education system;
- assists senior management in making the right decisions;
- enhances educational performance;
- utilises technology in the workplace;

- encourages subordinates' innovation and creativity;
- increases subordinates' sense of belonging and job satisfaction;
- allows employees to express their opinions and ideas;
- follows and achieves the application of the Ministry's strategic plans;
- implements the school plans;
- enhance the workplace environment;
- increase their subordinates motivation;
- increase productivity;
- enhance the quality of education outcomes;
- spared a culture of change;
- enhance subordinates and community satisfaction;
- provides training programs;
- and makes suggestions and offers new ideas in order to improve the work processes.

On the other hand, the responses given by the study participants varied in respect of what they perceived to be the impact of their top management leadership practices on the quality of education in Oman. Some of the education leaders felt that the current leadership practices of top management do not follow the quality principles, nor contribute to the enhancement of the quality of the education system for the following reasons:

- the lack of authority and lack of communication with employees;
- the lack of involvement in planning processes and decision-making;

- unclear decision-making strategies;
- no clear mechanisms for working resulting in work being completed inappropriately and ineffectively;
- and lack of influence.

This variation could be due to the unclear operational systems, lack of involvement and lack of effective communication channels between the Ministry's Central Headquarters, the educational governorates and schools. It might also be the result of the overlap between the departments at the Ministry and the educational governorates. The work overload of the education leaders was mentioned by the participants in both the quantitative and qualitative data analysis.

7.4.1 Application of Total Quality Management

In terms of the impact of Total Quality Management in The Ministry of Education in Oman, the education leaders had a positive attitude. They stated that application of Total Quality Management in the Omani education system would help to improve the performance of the education system, as well as assisting in achieving the satisfaction of beneficiaries in the education system. Some of the education leaders advised that the Ministry had started to apply the quality management system ISO 9001 and that this has had a good impact on improving administrative work, as well as positively enhancing the work environment.

According to Ghani and Pourrajab (2014), the application of TQM aids in increasing the quality of the school systems, reduces the cost of the work and increases the quality of students, all of which encourages decision-makers to plan for TQM in education. This finding is in line with Al-Maqbali (2009), who carried out a study which found that Omani schools had the willingness to introduce Total Quality Management and were especially concerned with more accountability for school management in achieving educational goals.

7.5 Q4: What are the challenges which may affect the improvement of the quality of leadership in the Ministry?

Despite the efforts made by The Ministry of Education to enhance the quality of their leadership practices, along with the efforts of the leaders themselves to achieve the aims of the Omani education system, the education leaders are continually faced with a variety of challenges in their work. These challenges, unsurprisingly, have a negative effect on the quality of their work. Qualitative data collection methods were used (open-end questions and interviews) to investigate these challenges. Most of the education leaders focused on the following main challenges.

The first challenge is the lack of autonomy: Autonomy relates to the organisation independently making decisions and managing its activities. Bass and Bass (2008) argue that when autonomy is taking place, subordinates have the right to make many decisions, but this autonomy should be applied within a framework which is predetermined by the leaders of the organisation. Arcaro (1995) believed that empowering employees will allow education leaders to set a direction for the organisation and inspire and encourage their subordinates and their community towards achieving the educational aims.

Most of the education leaders expressed their concern about their lack of authority, in particular the head teachers, as they felt that they were only able to apply the Ministry's instructions which they received through the educational governorates. One example given was that the Ministry has allocated them with some financial support but did not give them enough freedom or authority in spending the additional funds in improving their schools as the Ministry gave them a list of where and how to spend this money.

In addition, some of the leaders from the Ministry's Central Headquarters and governorates also expressed their concern regarding the lack of authority and centralised work as they have to follow the Ministry's instructions. The lack of job descriptions, which includes the framework of authority and roles, was also raised as a concern. This finding is consistent with some previous studies; for example, in his study about the requirements for applying quality standards to improving school performance in The Ministry of Education in Oman, Al Alawi (2016) found that a strategic plan for performance development, authority for head teachers, training programmes for quality and accountability, were among the key requirements of quality performance.

In his study about the reality of organisational culture at Directorate General Private Schools at the Ministry of Education in Oman, Al Kalbani (2011) found that employees raised the issues of centralisation. Westrick and Miske's (2009) study mentioned that Omani head teachers have a low level of authority and this, along with centralised system at the Ministry, hinders them from making positive changes to their schools. Hussin and Abri (2015) stated that the top-down approach at The Ministry of Education in Oman affects the quality of the schoolwork and student performance as it creates a shortage of motivation among the Ministry's staff, school head teachers and teachers.

Sadeq's (2014) study described the same problem in a context which is almost similar to Oman wherein The Ministry of Education in Saudi Arabia is central to the application of decision-making and policy formulation. The study also found there to be a shortage of specialists in the field of quality management and a lack of top management commitment due to apprehension about any potential changes the application of TQM might lead to, both at the Ministry as a whole and, more specifically, to their positions.

This problem can also be found in some modern countries like Austria, as the government follows a centralisation system in education, with only some authority allocated to the districts. This is due to the belief of the central government that too many decision-makers at a district level might negatively affect education management systems (OECD, 2016).

The Austrian view is consistent with the view of The Ministry of Education in Oman who operate centrally in order to guarantee to apply the same education standards around the country. On the other hand, the education system in Finland is successful. The management of the education system is decentralised and depends on the trust of the head teachers, students and educational authorities (Sahlberg, 2014).

The second challenge is a shortage of involvement in planning and decisions-making. According Thiagarajan and Zairi (2009) one of the most important issues relating to the effectiveness of school leaders is to share the vision of the school with the subordinates. They said that employee involvement encourages them to raise the quality of work as the creative and innovative ideas are being produced by the people who are actually fulfilling the work.

The finding of qualitative results showed that some education leaders mentioned that they do not participate in formulating the educational vision and plans, nor are they involved in

any decision-making. For example, one educational leader said that she used her initiative and suggested some potential projects but as the Ministry does not pay attention to the education leaders' opinions her suggestions fell onto deaf ears. This lack of involvement causes the education leaders to feel frustrated and lacking in the encouragement needed for them to be creative in their work. In addition, some of them raised the issue of decision-making at the Ministry, stating that the Ministry is always making changes to decisions without offering any substantial reasons. Sometimes they are surprised by some of the decisions and the unclear reasons behind them.

With regards to planning, the participants mentioned that they do not know the Ministry's strategic plan, vision and mission and, indeed, they might not even have any strategic plans regarding the continuous changes made to educational decisions. Some leaders at the Ministry conducted a programme of strategic planning workshops; unfortunately, however, after the seminar no significant changes were experienced. The Ministry introduced many educational projects with no mechanisms in place to monitor and follow up on their progress or success rate. This has resulted in the initial extensive efforts beginning to subside. This finding is in line with Al Sawafi's (2012) study; he found that Omani head teachers are in need of more authority, financial and human resources, more coordination between governorate departments to ensure quality of services, involvement in decision-making, transparency and communication.

The other challenge is the shortage of training: According to Al Kahtani (2017) training is need to provide the education leaders with skills, knowledge and experience which will help them to enhance their performance and efficiency. Some leaders complained that they had not had any leadership training, despite there being a continuous development programme of education at work. They felt that the Ministry needs to pay more attention to training, as some of them have spent many years on the job, without having received any specialist training to develop their leadership skills.

The researcher tried to analyse the training programmes offered by the Ministry in 2016 and found there to be a shortage of training program designed for education leaders in leadership and quality management. The table below shows the number of training programmes which were included in The Ministry of Education's 2016 training plan.

Table 0-2 Ministry of Education - annual leadership and quality training programme 2016 (by the researcher)

MoE Headquarters and Educational Governorates	No. of Training Programmes	No. of Leadership Programmes	No. of Quality Management Programmes
Central Headquarters	128	2	1
Muscat	76	5	-
Dhofar	60	4	1
Al Wusta	26	1	-
Al Dakhliyah	75	4	-
Al Dhahirah	59	5	-
Musandam	56	2	2
Al Buraimy	32	3	-
North of Al Sharkiyah	62	2	-
South of Al Sharkiyah	54	4	-
South of Al Batinah	86	5	1
North of Al Batinah	113	4	1
Total	827		

The above Table 0-2 shows that Planning and Quality Assurance Department at the Ministry's Central Headquarters, responsible for applying and following the application of quality at Ministry, offered one training program in 2016. Thus, it is clearly evident that there is a shortage of leadership and quality training programs offered at the Ministry's Central Headquarters and the eleven educational governorates, which might affect the quality of educational work.

This finding concurs with Al Nabhani's (2007) study, which emphasised that The Ministry of Education in Oman should take into account the provision of training, education and identifying the responsibilities of all its employees. In addition, in his study, Al Sawafi (2012) also found that the Ministry should pay more attention to providing training to all staff in order to improve their skills in quality topics.

In her study entitled 'The Training Needs of Educational Leaders in the General Directorates of Education in The Sultanate of Oman', Al Jahori (2013) found that the education leaders were greatly in need of training programmes in strategic planning, leadership skills, quality control, performance evaluation and communication. Furthermore, Al Kalbani (2011) and Sadeq (2014) also mentioned the lack of training programmes for developing leadership skills.

The final challenge is overlapping and overloading. This finding corresponds with Sadeq (2014); following his study, he stated that, The Ministry of Education continually develops

its hierarchy by creating new departments. Unfortunately, however, this might affect the employees from understanding their individual roles, as well as leading to a lack of coordination between departments and the overlapping of roles in different departments. In addition, Abdufatah (2000) said that overloading is one of the important obstacles faced by government managers when applying Total Quality Management in their organisation. The study was conducted with The Ministry of Education in Oman and The World Bank and reported that the education leaders in the Ministry were over-worked and had heavy workloads.

As explained in Chapter Two, within the hierarchy of the Ministry, so many different departments have the same roles. For instance, The General Director of Education Evaluation and The National Centre of Educational Evaluation; The Department of Developing School Performance and The Centre of Evaluation of School Performance; The Director of Human Resources and The Specialist Centre for Professional Training for Teachers are examples of some of the departments and/or roles where overlapping occurs. This overlapping will undoubtedly lead to a duplication of work being carried out by employees in different departments who have the same job roles. These two concepts (overlap and overload) were clearly stated within the qualitative findings which the education leaders identified as being a major problem for them.

Al Akzami (2014) highlighted some additional challenges and obstacles facing the implementation and delivery of quality management in the Omani education. These included the distracted efforts of The Ministry of Education in applying quality management standards, the lack of human and financial resources which did not enable the quality department at the Ministry to fulfil its role, the lack of monitoring of the schools' performance and the lack of supervision from managerial departments in monitoring the enhancement of the education system.

7.6 Q5: What are the suggestions to improve the quality of leadership in The Ministry of Education?

Some of the education leaders gave some recommendations for enhancing the quality of the leadership practices in Oman. Some of these suggestions are detailed below, including:

- The Ministry should provide the education leaders with more authority to enable them to complete their work using relevant and appropriate methods; this would

then enable them to motivate their subordinates, teachers and students and also accomplish the objectives of the education system, as well as fulfilling the aspirations and ambitions of the Omani community by focusing on the quality of education in an effective and efficient manager.

- The top management at the Ministry should provide all education leaders with a clear path of instruction, particularly in relation to their vision for the education system. Education leaders should also be supplied with full details of the mission and objectives of the Ministry so as to minimise and hopefully completely avoid the misinterpretation of any of the educational policies.
- The Ministry should design and monitor an evaluation system that is relevant and fit for purpose to ensure the continued improvement of the education system which is able to cope with the rapid changes in the world.
- An effective communication system is required by the Ministry, which facilitates a top-down and down-up approach to communication. Not only would this enable all the education beneficiaries to be involved and participate in the education process; this would increase their feelings of belonging and being part of the education process, whilst also allowing all the relevant parties to provide the right kinds of support at the right time, for all the developments taking place within the education system.
- Design and implement comprehensive training and rehabilitation programmes, which provide education leaders with modern skills and knowledge in leadership and quality management and increase their awareness of the latest techniques in managing educational organisations.

7.7 Summary

This chapter was concerned with obtaining qualitative and quantitative data in the form of interviews and questionnaires in order to answer the five research questions. Five main topics were raised in the research questions; these were: the leadership styles of the education leaders at The Ministry of Education in Oman; the relationship between the leadership practices of the education leaders in The Ministry of Education in Oman and Total Quality Management; the impact of the leadership practices of the education leaders

on the quality and management of the education system in Oman; the difficulties which may affect the development of the quality of leadership in The Ministry of Education; and the suggestions and recommendations to enhance the quality of leadership in The Ministry of Education. Following the research, the results derived from the questionnaire and the interviews were integrated to find answers for these research questions.

8. Conclusion, Implications and Recommendations

8.1 Introduction

This last chapter presents the conclusions, implications and recommendations of the study and tries to connect the main aspects of the study together. The chapter opens by providing a summary of the study and its main findings. The contribution, implications and recommendations from the study are then discussed. Some recommendations and suggestions for future research are also provided.

8.2 Summary of the Study

The main aim of this study was to investigate the Total Quality Management and leadership practices in The Ministry of Education in Oman (the aims of the study were presented in Chapter Four). To achieve these study aims, five research questions were formulated, namely:

1. What are the leadership styles employed by the education leaders in the Ministry of Education in Oman?
2. To what extent do the leadership practices of the education leaders in The Ministry of Education in Oman match with Total Quality Management principles?
3. What impact does the leadership practice of education leaders have on the quality and management of the education system in Oman?
4. What are the challenges which may affect the improvement of the quality of leadership in The Ministry of Education?
5. What are the suggestions to improve the quality of leadership in The Ministry of Education?

The study utilised the mixed-method approach in answering research questions: both quantitative (questionnaire) and qualitative (semi-structured interview) methods. The quantitative method utilised a questionnaire which included six parts, focused mainly on investigating the research participants' perceptions of the research, questions taking into

account some demographic data. The questionnaire was analysed employing the SPSS statistical program. In addition, 29 interviews were conducted in the ministry central headquarters and five at educational governorates and was analysed employing thematic analysis. The previous chapters presented the results and findings of the study in detail. In this glance at the results, the key finding of the study will be addressed as follows:

RQ 1 - What are the leadership styles employed by the education leaders in The Ministry of Education in Oman?

As mentioned earlier, this study was focused on exploring the leadership styles of educational leaders; consequently, five leadership styles were identified – namely, transformational, transactional, participative, Laissez-faire and autocratic. The findings from the quantitative and qualitative methods stated that educational leaders at The Ministry of Education practised participative leadership. In addition, the educational leaders described their senior managers as also practicing participative leadership styles; for example: involves subordinates in discovering, making and building good relationships. There were no differences between male and female educational leaders regarding leadership styles as they all agreed that they practised participative leadership. This agreement was also shown at all levels of the five positions of the research participants.

RQ 2 - To what extent do the leadership practices of the education leaders in The Ministry of Education in Oman match with Total Quality Management principles?

The one aim of this study was to identify the relationship between leadership practices at The Ministry of Education and Total Quality Management principles. The results indicated that there was a positive relationship between the educational leaders' leadership practices and TQM principles, for example, leader commitment, motivation and involvement.

RQ 3 - What impact does the leadership practice of education leaders have on the quality and management of the education system in Oman?

The results of the study indicated an agreement between educational leaders that there was an impact on educational leader leadership practices in the quality of education system in Oman, such as increase in subordinates satisfaction and productivity.

RQ 4 - What are the challenges which may affect the improvement of the quality of leadership in The Ministry of Education?

The educational leaders addressed several issues regarding the difficulties which hindered them from increasing the quality of their leadership practices: for example, difficulties relating to the level of authority at The Ministry of Education in Oman following the top-down approach in the workplace. This approach has caused centralisation in dealings with educational governorates and schools and a lack of involvement in decision-making. This centralisation led to obstacles in communication between the ministry central headquarters, educational governorates and schools. Moreover, the issue of training was among the obstacles the educational leaders were complaining about, regarding the shortage of training in both main topic leadership skills and quality management. The overload and overlap problems were also a concern, as The Ministry of Education includes several overlapping departments, some of them doing the same work and with no coordination between them. In addition, educational leaders were engaged with too many responsibilities and meetings which distract them from their main roles.

RQ 5 – What are the suggestions to improve the quality of leadership in the Ministry of Education?

The educational leaders recommended some approaches to enhance the quality of their leadership practices, such as affording them some clear authority, engaging them in special training programmes, or involving them in formulating the education plans and in decision- making and setting clear job descriptions and responsibilities.

8.3 Original contributions to knowledge

This study has made original contributions to knowledge in three key areas:

- This study makes a contribution to knowledge by adding to our understanding about the relationship between Total Quality Management and leadership. To date, these two concepts are rarely linked in the literature and the relationship between them has received little attention This study has researched their relationship and established clear connections between the two concepts.

- This study is original in the sense that it is the first piece of empirical research to explore the relationship between TQM and leadership in the Omani context. Specifically, the original contribution focuses on two key areas. First, this study provides empirical evidence to inform future development of TQM in Oman. Second, it will provide an original contribution to the Omani literature on educational leadership and management.
- This study also confirms previous research that has explored the role of Omani culture in shaping leadership styles of Omani leaders (Common, 2011; Almoharby, 2010).

8.4 Implications of policy and practices

As mentioned above, this study is tackling new topics in regard to Total Quality Management and leadership, especially in Oman. The findings of this study should raise the awareness of the officials at The Ministry of Education of Oman in several ways:

- It might encourage them to go forward and speed up procedures to improve the levels of autonomy and decentralisation in both educational governorates and schools in order to empower them and increase their roles in the education process.
- The topic of training is another important area which needs to be considered, together with the creation of a strategy to qualify and provide the educational leaders with various skills, especially those about leadership and quality management.
- The topic of communication and involvement also features vital points for consideration by Ministry of Education officials, and this study might bring their attention to an urgent need to find out the appropriate channels for effective communication and involvement between all educational beneficiaries, taking into account the large numbers of those beneficiaries.
- spread Omani education strategic plan, educational objectives and job descriptions are fundamental to ensure the efficiency of the educational system, and this clarity should address all levels of educational leaders before being distributed and interpreted to their subordinates.

8.5 Recommendations

The Omani education system has witnessed rapid reform since 1970. The Ministry of Education in Oman has made serious efforts to improve the quality of educational leaders and the quality of the education system in general. The Ministry conducted some studies to evaluate and review the quality of education, and currently there is a new strategy (2040) in progress in Oman (Ministry of Education, 2015). Consequently, this study has drawn up some recommendations to improve the quality of education system, as follows:

1. Developing the Ministry of Education hierarchy. This will help to avoid any overlap between departments and increase the quality of communication and involvement in the education process. As mentioned in this study, the Ministry has some departments which seem to perform the same roles. In this regard, the researcher recommends establishing a Quality Centre in The Ministry of Education and bringing all the quality departments and projects under the umbrella of this centre, for example: School Performance National Centre, School Performance Department, National Evaluation Centre, Private School Quality Department, Curriculum Evaluation Department, and the Quality Department from the Directorate of Planning and Quality. The central aims of this quality centre are the following:
 - Increase the administrative and technical performance of government and private schools.
 - Provide employees of The Ministry of Education with training programs in quality.
 - Measure the satisfaction of teachers, students and the community regarding the quality of the education curriculum.
 - Apply quality management systems within the Ministry.
 - Measure the satisfaction of the community regarding the quality of the education system.
 - Ensure that the education system is achieving its aims.

- Suggest tools and methods to evaluate the efficiency of the education system.
- Coordinate with higher education institutions and labour markets to improve the outcomes of the education system.
- Spread quality culture among employees of The Ministry of Education.
- Create standards of quality for educational leaders and the criteria of selecting them.
- Create criteria to ensure the involvement of all education beneficiaries in developing and evaluating the efficiency of the education system.
- Build a performance indicator for educational work and a reward system based on performance achievements.

The researcher suggests the following structure for the Quality Centre.

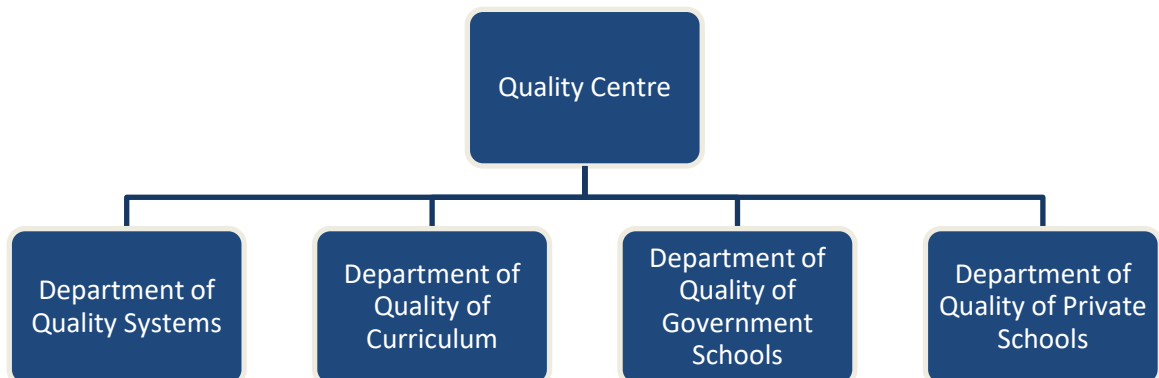


Figure 8-1 Quality centre structure (by researcher)

2. Spreading the quality culture among all employees at the Ministry of Education by ensuring the following measures are put in place:

- Quality management principles embedded clearly in the ministry plans
 - Raising awareness of educational leaders being role models in practicing quality principles in their work and showing commitment in this regard
 - Revised motivation and reward systems in the Ministry to encourage creativity and innovation in employee performance
 - Conducting a system of communication, involvement and feedback in order to support any initiative and ideas that enhance the education system and increase the sense of belonging among educational leaders and their subordinates
 - Conducting some special programmes in this regard: creating a quality reward for leaders, employees and schools, issuing a quality publication and encouraging the Ministry leaders and employees to contribute to this magazine by conducting articles and studies in order to increase their awareness and enhance their knowledge in the Total Quality Management field
3. Encouraging all educational leaders toward self-development: for example, by enrolling onto online training programmes to increase their skills and not just waiting for the Ministry training programmes.
 4. As participative leadership is practised among the educational leaders in Oman and this style is supported by Omani culture, it is worthwhile for the Ministry of Education to utilise and adopt this style to support achieving the aims of the educational system.

8.6 Recommendations for future research

The researcher suggests the following topics for exploration in future research:

- The effects of centralisation on the quality of the Omani education system
- The impact of the educational top management in improving the quality of the education system
- The quality of the educational decision-making process and its impact on the quality of the Omani education system at The Ministry of Education in Oman

- Introducing quality management training programmes for educational leaders at The Ministry of Education in Oman
- Exploring the relationships between leadership styles and job satisfaction of Omani head teachers
- The impact of leadership styles of educational leaders on the quality of the education system in Oman (a comparison study of two educational governorates)

8.7 Reflection

During the process of conducting this study about total quality management and leadership in the Ministry of Education in Oman the researcher investigated the fundamental roles of the education leaders in developing the Omani education system. The researcher also focused on the attitudes of the education leaders in respect of applying total quality management in education. One of the main results obtained from this study is that the education leaders in Oman are making a good contribution to and having a positive impact on the Omani education system by following a participative leadership style.

The study provided a good opportunity for the researcher to observe the significant efforts made by the education leaders in promoting the quality of the education systems and ensuring their readiness for applying total quality management to education. Total quality management (TQM) is one of the modern trends that could enhance the performance of education institutions. TQM could increase the sense of belonging and promote feelings of loyalty and commitment to their work and country.

The outcomes of this study could encourage education leaders to give relevant feedback and provide their comments to policy makers which could ultimately advance the country and its education system. Furthermore, this critical analysis of the education system might be implemented into the laws and systems of Oman.

The competition between the Ministries to enhance the performance of the Omani organizations and endeavour to offer quality management services to the nation of Omani is being promoted by the Omani government. This, in turn, will have a positive impact on the country and its citizens, as all the Ministries make the effort to offer excellent and high quality services which serve the same beneficiaries. As a result, they will strive to work

harder and obtain useful feedback from them in order to improve their performance. Thus, all organizations should work within a framework which is embedded in promoting quality and productivity values in order to achieve overall success in the development in Oman.

8.8 Conclusion

This study aimed to investigate the actual practice of leadership styles of the educational leaders at The Ministry of Education in Oman in regard to five leadership styles: namely, transformational, transactional, participative, Laissez-faire and autocratic. The link between the leadership styles and Total Quality Management was indicated and the influence of the educational leaders on the quality of the education system is addressed. The study utilised quantitative and qualitative methods by conducting a questionnaire and interviews to survey all the educational leaders in The Ministry of Education in Oman. The study found that participative leadership styles were practised by the educational leaders and that they faced certain problems in their work; the study introduced some recommendations to overcome these obstacles. At end of this study, the researcher created a road map for the ministry to follow or to study and take into account for future reform and plans for the Omani education system. These points focus on adopting a Total Quality Management culture and system by involving and communicating effectively with everyone benefitting from the education process. In addition, the researcher believes that for the future development of the educational system, The Ministry of Education should work hard to gain the trust of educational leaders, teachers, students and the community in order to avoid any gaps in understanding, apply the educational aims and work together to unify all efforts towards one main goal, which is improving the quality of the Omani education system.

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Appendix 1: The Study Questionnaire (English)



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Dear Educational Leaders

I am a PhD Student at the University of Glasgow. I am doing research on **Total Quality Management and Leadership in the Ministry of Education**. My study aims to investigate the quality of leadership practice in the Ministry and how it matches up with Total Quality Management principles as well as its impact on the educational system in Oman. This study will gather perceptions from senior management (Directors-General, Assistant Directors-General) Directors, Assistant Directors (at the Central headquarter and Educational Governorates) and Headteachers. I would appreciate it if you could answer this questionnaire. It will take around 20 minutes to complete. All responses will be anonymity and treated confidentially. This survey will be used for research purposes only. Your completion and submission of the questionnaire will be taken as consent. If you have any queries regarding the study, please contact the researcher.

Thank you very much for your valuable time

Salim Al Mushaifri

Phone No:

E-mail:

Part One: Personal Information

Please tick (✓) appropriate box:

1. **Position:** Director General Assistant Director General Director
 Assistant Director Headteacher

2. Number of years' experience in leadership role:

- 0-2 years 3-5 years 6-10 years 10+ years

3. Number of years in current position

- 0-2 years 3-5 years 6-10 years 10+ years

4. **Gender:** Male Female

5. **Place of work:** Central Headquarter Educational Governorates

Please indicate governorate -----

Part Two: Individual Leadership Practice

Please indicate how often you do the following? Please tick: (✓) the appropriate box.

No	The Items	Always	Often	Sometimes	Rarely	Never
1	I encourage subordinates to develop creative ways to deal with Ministry issues					
2	I avoid interfering whilst subordinates are doing their work					
3	I develop trust among subordinates					
4	I follow the Ministry standards and rules without question					
5	I discuss future plans with subordinates					
6	I avoid giving feedback to subordinates					
7	I articulate Ministry's vision					
8	I do not listen to subordinates views					
9	I allow little input from subordinates					
10	I delegate work to the subordinates					
11	I encourage independence of Subordinates					
12	I consult subordinates in decision making process					

13	I allow subordinates to consult me when they need					
14	I pay attention to subordinates needs					
15	I set the team roles and give clear expectations					
16	I give very tight deadlines to subordinate to complete tasks					
17	I empower team and individuals to make positive change					
18	I focus on subordinates mistakes					
19	I act as role model for my subordinates					
20	I maintain subordinates motivation through reward and punishment					
21	I hold all authority to control subordinates					
22	I avoid open communication with subordinates					
23	I avoid talking with subordinates about their work performance					
24	I prioritise tasks completion above all					
25	I build strong relationship with subordinates					
26	I support subordinates to do the work in their preferred way					
27	I allow subordinate to express their ideas and suggestions					
28	I wait for things to go wrong before taking action					
29	I involve subordinates in formulating the Ministry's/ school's visions and missions					
30	I encourage subordinates to adopt the plans of the Ministry					
31	I minimize instructions to achieve better work					
32	I place value in promoting subordinates' motivation to work					
33	I make decision without consulting subordinates					
34	I encourage subordinate to follow my instructions					
35	I give clear instructions to subordinates to accomplish goals					

Part Three: My line manager's leadership practice

Please indicate your perceptions in the leadership practice of your line manager.
Please tick: (√) the appropriate box.

No	Items	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Do not know
1	Senior Management implements the Ministry standards and rules without question						
2	Senior Management discusses future plans with subordinates						
3	Senior Management gives freedom to subordinates to do the work in their preferred way						
4	Senior Management consult subordinates in decision making process						
5	Senior Management allows to consult with their subordinates						
6	Senior Management encourages independence of Subordinates						
7	Senior Management does not listen to my views						
8	Senior Management pay attention to subordinates' needs						
9	Senior Management does not give clear instructions to subordinates to accomplish goals						
10	Senior Management focuses on subordinates mistakes						
11	Senior Management does not act as role model for subordinates						
12	Senior Management prioritises tasks completion above all						
13	Senior Management sets the team roles and give clear expectations						
14	Senior Management pays attention to promote subordinates' motivation to work						
15	Senior Management builds strong relationship with subordinates						

Part Four: The relationship between leadership practice at the Ministry and Total Quality Management

Please indicate your perception of the following. Please tick: (√) the appropriate box.

No	The Items	Strongly agree	Agree	Neither agree or disagree	disagree	Strongly disagree	Do not know
1	Top Management is committed to the Ministry's quality principles						
2	The Ministry does not develop educational work continuously in order to pace with global the educational standards						
3	The Ministry utilises technology for educational improvement						
4	The Ministry involves all members of the educational system in decision making process						
5	The Ministry provides financial resources						
6	The Ministry pay more attention to the education and training of subordinates						
7	The Ministry establishes effective reward system						
8	The Ministry reviews the work system regularly						
9	The Ministry prioritises stakeholder satisfaction						
10	The Ministry does not anticipate work problems						
11	The Ministry designs the Ministry's Strategic plan						

Part Five: The impact of leadership practices on the education system in Oman

Please indicate the extent to which you agree/disagree with following statements. Please tick: (√) the appropriate box.

No	The Items	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Do not know/cannot sure
1	Leadership practice helps to embed elements of Total Quality Management in the Ministry's strategic plans						

2	Leadership practice supports effective communication system between the Ministry and schools						
3	Leadership practice does not supports goals to be achieved efficiently						
4	Leadership practice enhances the quality of the education outcomes in Oman						
5	Leadership practice make a positive contribution to the stakeholders satisfaction						
6	Leadership practice assists with making useful decisions based on accurate data						
7	Leadership practice does not encourage subordinates to develop sense of belonging to the Ministry						
8	Leadership practice promotes quality culture within the Ministry						

Part Six: Open- ended Questions:

1- In your view, how does current leadership practice enhancing the quality of the education system?

.....

2- In your view, what are the key challenges facing educational leaders in regards to improving of the quality of their leadership?

.....

3- In your view, what are your suggestions for the further improvement for the quality of leadership within the Ministry?

Thank you

Appendix 2: The Study Questionnaire (Arabic)



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الأفاضل/ القادة التربويون المحترمون

الموضوع: تطبيق دراسة حول إدارة الجودة الشاملة والقيادة بوزارة التربية والتعليم بسلطنة عمان

يقوم الباحث بإجراء دراسة تطبيقية حول إدارة الجودة الشاملة والقيادة بوزارة التربية والتعليم ضمن متطلبات دراسة الدكتوراة بجامعة جلاسكو بالمملكة المتحدة. وتهدف الدراسة إلى التعرف على جودة الممارسات الحالية للقيادة التربوية بالوزارة وارتباطها بمبادئ إدارة الجودة الشاملة وأثرها على جودة النظام التعليمي بسلطنة عمان. وتعتمد الدراسة على أخذ آراء القيادات التربوية في ديوان عام الوزارة والمحافظات التعليمية والمدارس (مديرو العموم ونوابهم، مديرو الدوائر ونوابهم ومديرو المدارس). لذا نغدو شاكرين تكرم القيادات التربوية بديوان عام الوزارة والمحافظات التعليمية والمدارس بتعبئة هذا الاستبيان الذي لن يستغرق سوى 20 دقيقة من وقتكم الثمين. علماً بأنه سيتم التعامل مع كافة البيانات بسرية تامة ولن تستخدم إلا لأغراض البحث العلمي وفي حالة وجود أي استفسار حول الدراسة يمكنكم التواصل مع الباحث.

وتفضلوا بقبول فائق الاحترام

الباحث : سالم بن محمد بن سالم المشيفري

طالب دكتوراة بجامعة جلاسكو - المملكة المتحدة

هاتف :

البريد الإلكتروني:

أولاً: البيانات الشخصية:

الرجاء وضع علامة (√) في المكان المناسب

1- الوظيفة: مدير عام مدير عام مساعد مدير دائرة مدير مدرسة

2- الخبرة في العمل

عدد سنوات الخبرة في العمل : 2-0 سنة 3-5 سنوات 6-10 سنوات أكثر من 10 سنوات

عدد سنوات الخبرة كقائد تربوي: 2-0 سنة 3-5 سنوات 6-10 سنوات أكثر من 10 سنوات

3- الجنس: ذكر أنثى

4- مكان العمل: ديوان عام الوزارة المحافظات التعليمية. الرجاء تحديد المحافظة

ثانياً: أسلوب القيادة

من وجهة نظرك كقائد تربوي، كيف تصف ممارستك القيادية من خلال الآتي: الرجاء وضع علامة (√) في المكان المناسب

م	الفقرة	دائماً	غالباً	أحياناً	نادراً	أبداً
1	أشجع الموظفين على تطوير طرق إبداعية للتعامل مع قضايا الوزارة					
2	أتجنب ازعاج الموظفين أثناء تأدية العمل					
3	أنشر الثقة بين الموظفين					
4	أطبق تعليمات ومعايير الوزارة كما هي دون تغيير					
5	أناقش الخطط المستقبلية للوزارة مع الموظفين					
6	أتجنب تقديم التغذية الراجعة للموظفين					
7	أوضح رؤية الوزارة للموظفين					
8	لا أستمع لأراء الموظفين					
9	أتابع الموظفين بصورة دقيقة لضمان انجاز العمل بالطريقة الصحيحة					
10	أسند الأعمال للموظفين لإنجازها					
11	أشجع الاستقلالية في الانجاز لدى الموظفين					
12	أشرك الموظفين في اتخاذ القرارات					
13	أشجع الموظفين على استشارتي عندما يرغبون في ذلك					
14	أهتم باحتياجات الموظفين					
15	أضع أهداف وأدوار واضحة لفرق العمل					
16	أتيح وقت قصير للموظفين لإنجاز الأعمال المطلوبة					
17	أمكن الموظفين وفرق العمل من إحداث تغيير ايجابي في العمل					

م	الفقرة	دائماً	غالباً	أحياناً	نادراً	أبداً
18	أركز على الأخطاء التي يرتكبها الموظفون					
19	أكون بمثابة القدوة للموظفين					
20	أحدد للموظفين المكافآت التي سيحصلون عليها في حالة انجازهم للعمل					
21	أحتكر الصلاحيات للتحكم بعمل الموظفين					
22	أتجنب التواصل الفعال مع الموظفين					
23	أتجنب الحديث مع الموظفين حول مستوى أدائهم في العمل					
24	أعطي الأولوية لإنجاز العمل عن أي شيء آخر					
25	أبني علاقات وطيدة مع الموظفين					
26	أعطي الحرية للموظفين لإنجاز العمل بالطريقة التي يرونها مناسبة					
27	أشجع الموظفين على تقديم المبادرات والاقتراحات					
28	انتظر حتى يقع الموظفون في الخطأ ثم أتدخل لتعديله					
29	أشارك الموظفين في صياغة رؤية ورسالة المديرية/المدرسة					
30	أشجع الموظفين على تبني الخطط التنفيذية للوزارة					
31	أقلل من التعليمات المقدمة للموظفين لإنجاز العمل بصورة أفضل					
32	أحفز الموظفين على العمل					
33	أأخذ القرارات دون مشاركة الموظفين					
34	أشجع الموظفين على اتباع التعليمات التي أوجهها لهم					
35	أعطي تعليمات واضحة للموظفين حول آلية انجاز العمل					

ثالثاً: الممارسات القيادية للمسؤول المباشر

في رأيك يمكن تحديد الممارسات القيادية لمسؤولك المباشر من خلال الآتي : الرجاء وضع علامة (√) في المكان المناسب

م	الفقرة	أوافق بشدة	أوافق	محايد	غير موافق	غير موافق بشدة	لا أعرف
1	اتباع تعليمات ومعايير الوزارة كما هي دون تغيير						
2	مناقشة الخطط المستقبلية للوزارة مع الموظفين						
3	السماح للموظفين القيام بأعمالهم بالطريقة التي يرونها مناسبة						
4	مشاركة الموظفين في اتخاذ القرارات						
5	السماح للموظفين باستشارته عندما يرغبون في ذلك						
6	تشجيع الاستقلالية لدى الموظفين						
7	عدم الاستماع لآراء الموظفين						
8	الاهتمام باحتياجات الموظفين						
9	عدم اعطاء تعليمات واضحة للموظفين حول آلية انجاز العمل						
10	التركيز على الأخطاء التي يرتكبها الموظفون						
11	عدم التعامل بمثابة القدوة للموظفين						
12	إعطاء الأولوية لإنجاز العمل عن أي شيء آخر						
13	تحديد أهداف وأدوار واضحة لفرق العمل						
14	تحفيز الموظفين للعمل						
15	بناء علاقات وطيدة مع الموظفين						

رابعاً: العلاقة بين الممارسات القيادية ومبادئ إدارة الجودة الشاملة

ترتبط الممارسات القيادية في الوزارة مع عناصر إدارة الجودة الشاملة من خلال: الرجاء وضع علامة (√) في المكان المناسب

م	الفقرة	أوافق بشدة	أوافق	محايد	غير موافق	غير موافق بشدة	لا أعرف
1	التزام الإدارة العليا في الوزارة بمعايير جودة العمل						
2	عدم تطوير العمل التربوي بصورة مستمرة لمواكبة المستجدات التربوية العالمية						
3	تطبيق تكنولوجيا التعليم في العمل التربوي						
4	مشاركة واضحة لمختلف أعضاء العمل التربوي في اتخاذ القرارات التربوية						
5	توفير المصادر المالية لتطوير العمل التربوي						
6	توفير البرامج التدريبية والتأهيلية بصورة واضحة						
7	تطبيق آلية مكافآت فعالة لتشجيع الموظفين						
8	مراجعة كفاءة العمل بصورة مستمرة						
9	إعطاء الأولوية لتحقيق رضا المستفيدين						
10	عدم توقع المشاكل قبل حدوثها						
11	وجود خطط استراتيجية للوزارة						

خامساً: أثر الممارسات القيادية على جودة النظام التعليمي في سلطنة عمان

يتضح أثر الممارسات القيادية الحالية على جودة النظام التعليمي في سلطنة عمان من خلال: الرجاء وضع علامة (√) في المكان المناسب

م	الفقرة	أوافق بشدة	أوافق	محايد	غير موافق	غير موافق بشدة	لا أعرف
1	تساعد الممارسات القيادية على إدماج عناصر إدارة الجودة الشاملة ضمن خطط الوزارة الاستراتيجية						
2	تساعد الممارسات القيادية على التواصل الفعال بين الوزارة والمحافظات التعليمية والمدارس وبالعكس						
3	تعيق الممارسات القيادية إنجاز العمل بسرعة ودقة						
4	تساعد الممارسات القيادية على تحسين جودة المخرجات التعليمية						
5	تساعد الممارسات القيادية على زيادة رضا المستفيدين من النظام التربوي						
6	تساعد الممارسات القيادية على اتخاذ القرارات التربوية وفق بيانات دقيقة						
7	لا تساعد الممارسات القيادية على تعزيز انتماء الموظفين للوزارة						
8	تساعد الممارسات القيادية على نشر ثقافة جودة العمل على مختلف المستويات بين أعضاء العمل التربوي						

سادساً: الأسئلة المفتوحة

1- من وجهة نظرك كيف تساهم الممارسات القيادية الحالية في تحسين جودة النظام التربوي؟

2- من وجهة نظرك ما هي التحديات الرئيسية التي تواجه القادة التربويين لتطوير جودة قيادتهم التربوية؟

3- من وجهة نظرك ما هي مقترحاتك لزيادة تحسين جودة القيادة التربوية؟

شكراً جزيلاً لكم

Appendix 3: Ministry of Education Approval Letter (Research Permit)

Page 1 of 14

الرقم :



سلطنة عمان
وزارة التربية والتعليم
الدائرة : المكتب الفني للدراسات والتطوير

من:

الاسم: المكتب الفني للدراسات والتطوير

تاريخ الإرسال: 2015/10/07 12:33:55 PM

إلى: إدارة التربية والتعليم بمحافظة الوسطى، م.ع للتربية والتعليم بمحافظة جنوب الباطنة، م.ع للتربية والتعليم بمحافظة البريمي، م.ع للتربية والتعليم بمحافظة الداخلية، م.ع للتربية والتعليم بمحافظة الظاهرة، م.ع للتربية والتعليم بمحافظة جنوب الشرقية، م.ع للتربية والتعليم بمحافظة شمال الباطنة، م.ع للتربية والتعليم بمحافظة شمال الشرقية، م.ع للتربية والتعليم بمحافظة ظفار، م.ع للتربية والتعليم بمحافظة مسقط، م.ع للتربية والتعليم بمحافظة مسندم
نسخة للاطلاع إلى: خالد بن سالم بن سعيد البسامي، سعاد بنت مبارك بن سعيد الفوري
الموضوع: تسهيل مهمة الفاضل سالم المشيفري
المرسل: غانم بن جمعة بن صالح الحسني
محتوى المراسلة:

السلام عليكم ورحمة الله وبركاته،،،

الموضوع: تسهيل مهمة باحث

أود إفادتكم بأن الفاضل/ سالم بن محمد بن سالم المشيفري طالب دراسات عليا دكتوراه في الإدارة بجامعة جلاسكو ببريطانيا، يقوم بإجراء دراسة حول (إدارة الجودة الشاملة والقيادة بوزارة التربية والتعليم)، ويرغب المذكور في تطبيق أداة الدراسة على مديرو العموم ونوابهم ومديرو الدوائر ونوابهم ومديرو المدارس بالمحافظات التعليمية.

عليه المرجو التكرم بتسهيل مهمة الباحث في تطبيق أداة الدراسة وذلك وفق الإجراءات المعمول بها لديكم، وفي حالة وجود أي استفسار يمكن للمعنيين لديكم الاتصال بالباحث مباشرة على هاتف رقم ()

شاكرين لكم حسن تعاونكم

وتفضلوا بقبول فائق التقدير والاحترام

سعاد بنت مبارك بن سعيد الفورية

مديرة المكتب الفني للدراسات والتطوير

Appendix 4: University of Glasgow Letter



September 2015
To whom it may concern

Project Title: A Study of Total Quality Management and Leadership at the Ministry of Education in Oman

Researcher: Salim Al Mushaifri

Research outline: The study aims to investigate the quality of leadership practice in the Ministry and how it matches up with Total Quality Management principles as well as its impact on the educational system in Oman. This study will gather perceptions from senior management (Directors-General, Assistant Directors-General) Directors, Assistant Directors (at the Central headquarter and Educational Governorates) and Headteachers. All responses will be anonymity and treated confidentially.

Yours faithfully

Professor Christopher Chapman
Robert Owen Centre for Educational Change
University of Glasgow
St Andrew's Building
11 Eldon Street
Glasgow G3 6NH
T: +44(0)
www.robertowencentre.academicblogs.co.uk
Twitter: @robertowenctr
The University of Glasgow, charity number SC004401

Appendix 5: Interview Questions



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Sciences

Interviews Questions

The other questions might emerge during the interviews

- 1- From your point of view,
 - what does leadership mean?
 - What does Total Quality Management mean?
 - 2- How can you describe your leadership practice?
 - 3- How does it benefit the enhancement of the quality of the educational system?
 - 4- How would you describe the leadership practice at the ministry?
 - 5- Does it aid the enhancement of the quality of the educational system? How?
 - 6- Do you think application of TQM can aid the development of the quality education system at the Ministry? How?
 - 7- What are the difficulties facing you regarding the progression of your leadership practice?
 - 8- What suggestions do you have to develop the quality of leadership practise in the Ministry of Education in Oman?
-

Appendix 7: University of Glasgow Ethical Approval



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Sciences

Application Approved

Ethics Committee for Non-Clinical Research Involving Human Subjects

Staff Research Ethics Application Application Postgraduate Student Research Ethics

Application Details

Application Number: _____
Applicant's Name: SALIM AL MUSHAIFRI
Project Title: A Study of Total Quality Management and Leadership at the Ministry of
Education in Oman

Application Status: Approved
Start Date of Approval: 07/09/2015
End Date of Approval of Research Project: 01/09/2017

Please retain this notification for future reference. If you have any enquiries please email socsci-ethics@glasgow.ac.uk.

Appendix 8: Statistical Analysis of the Questionnaire

Part Two

No.	The Items	Always	Often	Sometimes	Rarely	Never	Mean	Std. Deviation	Rank
1	I encourage subordinates to develop creative ways to deal with Ministry issues	53.7	39.2	6.6	.5	0	4.46	0.64	4
3	I develop trust among subordinates	73.2	24.8	1.8	.3	0	4.71	0.51	1
5	I discuss future plans with subordinates	23.5	40.5	26.1	7.8	2.0	3.76	0.97	7
7	I articulate Ministry's vision	35.4	41.3	16.2	5.1	2.0	4.03	0.95	6
14	I pay attention to subordinates needs	66.3	30.9	2.5	.3	0	4.63	0.55	3
17	I empower team and individuals to make positive change	44.6	49.6	5.3	.5	0	4.38	0.61	5
19	I act as role model for my subordinates	68.1	29.4	2.3	.3	0	4.65	0.54	2
Transformational							4.38	0.42	

No.	The Items	Always	Often	Sometimes	Rarely	Never	Mean	Std. Deviation	Rank
4	I follow the Ministry standards and rules without question	16.7	54.9	25.6	2.0	.8	3.85	0.74	3
15	I set the team roles and give clear expectations	52.9	40.0	6.3	.5	.3	4.45	0.66	1
18	I focus on subordinates mistakes	8.6	15.4	33.2	32.9	9.9	2.80	1.09	5
20	I maintain subordinates motivation through reward and punishment	14.4	28.9	33.2	16.5	7.1	3.27	1.12	4
23	I avoid talking with subordinates about their work performance	2.3	3.5	15.9	32.7	45.6	1.84	0.97	6
28	I wait for things to go wrong before taking action	3.0	4.8	11.1	32.9	48.1	1.82	1.01	7
34	I encourage subordinate to follow my instructions	32.9	51.4	12.7	2.5	.5	4.14	0.77	2
Transactional							3.17	0.44	

No.	The Items	Always	Often	Sometimes	Rarely	Never	Mean	Std. Deviation	Rank
10	I delegate work to the subordinates	39.7	42.0	14.2	2.8	1.3	4.16	0.86	6.0
12	I consult subordinates in decision making process	45.6	48.9	4.8	.8	0	4.39	0.62	5
25	I build strong relationship with subordinates	74.2	24.3	1.5	0	0	4.73	0.48	1
27	I allow subordinate to express their ideas and suggestions	74.4	23.3	1.3	.3	.8	4.70	0.58	3
29	I involve subordinates in formulating the Ministry's/ school's visions and missions	57.2	31.4	8.4	2.0	1.0	4.42	0.81	4.0
30	I encourage subordinates to adopt the plans of the Ministry	35.9	46.1	15.4	2.0	.5	4.15	0.79	7
32	I place value in promoting subordinates' motivation to work	74.4	23.5	1.3	.3	.5	4.71	0.55	2
Participative							4.47	0.38	

No.	The Items	Always	Often	Sometimes	Rarely	Never	Mean	Std. Deviation	Rank
9	I allow little input from subordinates	39.2	46.8	12.7	.8	.5	4.24	0.74	2
16	I give very tight deadlines to subordinate to complete tasks	12.4	18.7	39.2	23.8	5.8	3.08	1.07	4
21	I hold all authority to control subordinates	1.5	3.8	9.4	37.5	47.8	1.74	0.89	6
22	I avoid open communication with subordinates	1.8	3.3	2.0	23.0	69.9	1.44	0.84	7
24	I prioritise tasks completion above all	24.6	43.0	23.3	7.1	2.0	3.81	0.95	3
33	I make decision without consulting subordinates	2.0	3.5	15.7	44.8	33.9	1.95	0.91	5
35	I give clear instructions to subordinates to accomplish goals	52.9	39.0	7.6	0	.5	4.44	0.68	1
Autocratic							2.96	0.44	

No.	The Items	Always	Often	Sometimes	Rarely	Never	Mean	Std. Deviation	Rank
2	I avoid interfering whilst subordinates are doing their work	50.6	38.0	7.3	3.5	.5	4.35	0.81	2
6	I avoid giving feedback to subordinates	4.3	8.6	10.1	38.0	39.0	2.01	1.11	6
8	I do not listen to subordinates views	2.8	5.6	4.3	21.5	65.8	1.58	1.00	7
11	I encourage independence of Subordinates	25.3	42.8	21.5	8.9	1.5	3.82	0.96	4
13	I allow subordinates to consult me when they need	59.5	35.7	4.3	.5	0	4.54	0.60	1
26	I support subordinates to do the work in their preferred way	31.1	44.3	22.5	1.5	.5	4.04	0.80	3
31	I minimize instructions to achieve better work	11.1	33.2	33.4	14.9	7.3	3.26	1.08	5
Laissez faire						3.37	0.41		

Part three

No		Strongly agree	Agree	Disagree	Neither agree or disagree	Strongly disagree	Do not know	mean	Std. Deviation	Rank
1	Senior Management implements the Ministry standards and rules without question	11.4	34.9	29.6	21.0	2.8	.3	4.30	1.03	11
2	Senior Management discusses future plans with subordinates	30.1	48.9	13.7	4.8	1.8	.8	4.98	0.96	7
3	Senior Management gives freedom to subordinates to do the work in their preferred way	19.5	45.6	21.0	11.9	2.0	0	4.69	0.98	9
4	Senior Management consult subordinates in decision making process	44.1	44.3	6.6	4.8	.3	0	5.27	0.81	6
5	Senior Management allows to consult with their subordinates	47.8	42.8	6.3	2.8	.3	0	5.35	0.74	4
6	Senior Management encourages independence of Subordinates	22.5	38.7	28.6	7.8	2.3	0	4.71	0.98	8

7	Senior Management does not listen to my views	1.8	4.3	4.6	26.3	58.5	4.6	2.51	0.95	15
8	Senior Management pay attention to subordinates' needs	54.2	32.7	7.8	3.8	1.5	0	5.34	0.89	5
9	Senior Management does not give clear instructions to subordinates to accomplish goals	2.8	6.6	9.9	32.4	44.6	3.8	2.79	1.08	13
10	Senior Management focuses on subordinates mistakes	3.8	13.9	10.6	32.4	35.7	3.5	3.07	1.23	12
11	Senior Management does not act as role model for subordinates	2.8	5.3	8.9	30.6	48.9	3.5	2.72	1.05	14
12	Senior Management prioritises tasks completion above all	21.3	40.3	19.2	13.9	4.8	.5	4.58	1.14	10
13	Senior Management sets the team roles and give clear expectations	53.2	34.9	7.1	4.1	.8	0	5.36	0.84	3
14	Senior Management pays attention to promote subordinates' motivation to	67.1	23.5	4.1	3.5	1.8	0	5.51	0.87	2

	work									
15	Senior Management builds strong relationship with subordinates	67.6	22.0	6.8	3.3	.3	0	5.53	0.78	1

Parts Four

No		Strongly agree	Agree	Neither agree or disagree	disagree	Strongly disagree	Do not know	mean	Std. Deviation	Rank
1	Top Management is committed to the Ministry's quality principles	31.1	42.5	16.7	6.1	2.3	1.3	4.90	1.06	5
2	The Ministry does not develop educational work continuously in order to pace with global the educational standards	5.6	16.2	22.8	28.9	25.3	1.3	3.44	1.22	11
3	The Ministry utilises technology for educational improvement	44.8	45.8	6.8	2.3	.3		5.33	0.72	1
4	The Ministry involves all members of the educational system in decision making process	32.7	35.4	16.7	8.9	5.1	1.3	4.78	1.21	8

5	The Ministry provides financial resources	43.8	38.0	11.4	4.6	2.0	.3	5.16	0.97	2
6	The Ministry pay more attention to the education and training of subordinates	42.3	37.0	10.4	6.6	3.5	.3	5.07	1.07	3
7	The Ministry establishes effective reward system	40.0	24.8	11.6	12.2	10.4	1.0	4.69	1.42	9
8	The Ministry reviews the work system regularly	41.8	30.6	12.7	9.9	4.1	1.0	4.93	1.21	4
9	The Ministry prioritises stakeholder satisfaction	32.4	36.5	16.7	9.4	4.6	.5	4.81	1.15	7
10	The Ministry does not anticipate work problems	13.7	23.3	19.2	26.8	15.2	1.8	3.88	1.34	10
11	The Ministry designs the Ministry's Strategic plan	39.2	34.7	12.4	6.8	4.3	2.5	4.90	1.26	6

Part five

No.		Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Do not know/cannot sure	mean	Std. Deviation	Rank
1	Leadership practice helps to embed elements of Total Quality Management in the Ministry's strategic plans	29.9	50.6	12.9	4.1	1.5	1.0	5.00	0.94	3
2	Leadership practice supports effective communication system between the Ministry and schools	30.9	43.5	15.4	7.6	2.3	.3	4.92	1.00	6
3	Leadership practice does not supports goals to be achieved efficiently	19.7	27.8	14.9	22.0	14.4	1.0	4.13	1.39	7
4	Leadership practice enhances the quality of the education outcomes in Oman	37.7	43.3	10.9	5.6	2.5	0	5.08	0.97	1
5	Leadership practice make a positive contribution to the stakeholders	35.4	39.7	15.9	6.6	2.0	.3	4.99	1.00	4

	satisfaction									
6	Leadership practice assists with making useful decisions based on accurate data	35.2	41.3	13.4	6.8	2.0	1.3	4.97	1.07	5
7	Leadership practice does not encourage subordinates to develop sense of belonging to the Ministry	9.1	10.4	17.2	26.6	32.2	4.6	3.24	1.36	8
8	Leadership practice promotes quality culture within the Ministry	34.4	41.8	15.7	6.8	1.3	0	5.01	0.94	2