



**The Effective Implementation of Total Quality Management and
Transformational Leadership in Higher Education Improvement:
A Case of Saudi Universities**

By

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ABSTRACT

There is limited empirical research on Total Quality Management (TQM) and Transformational Leadership (TL), and in particular the Higher Education (HE). The management literature of both Total Quality Management (TQM) and Transformational leadership is paying a great attention to higher education. However, there are gaps in the literature understanding what of the drivers that TQM and leadership can offer. This research explores the effective implementation of TQM and transformational leadership to improve the quality and ranking of Saudi Arabian universities. Many universities and colleges around the world have adopted TQM as a tool to enhance the quality of higher education. Due to the increase of competition in higher education industry (HE) e.g., the expansion of new universities and research centres in Saudi Arabia (SA) , Qatar, and Bahrain, many Middle Eastern universities are trying their best to improve their efficiency and effectiveness in H.E. by adopting TQM principles. Recently leadership emerges as a significant and powerful theme along the quality management literature, as both TQM and leadership aim at improvements. A variety of leadership characteristics is highlighted in the higher education literature, including responsiveness, integrity, courage and passion, the capacity to champion change and adopt a collaborative approach to gain the necessary support for quality management initiatives. This research study aims to explore in depth the impacts of the implementations of TQM and TL to the improvement of higher education. This study adopted a qualitative method, multiple case study approach in the interpretive paradigm. Data were collected from two major universities in Saudi Arabia with regards to the ranking and age establishment, primarily through semi-structured interviews, which was supplemented by observations and document analysis. Building themes and methods were employed to analyse the collected data. The sample consist of 22 interviewees from top management and middle management, mixed males and females working at the two universities in Saudi Arabia. A novel framework is developed to mitigate and to address the adoption of both TQM and leadership. The originality of this study is an attempt to extend the body of knowledge at both TQM and Leadership in H.E., also highlights the growing interest of implementing TQM in higher education, especially in Middle Eastern countries these days. It's believed that, The research provides vital strategy for decision makers to successfully adopt the TQM along side with transformational leadership, thus better standard will be adhered in the quality of the HE at in Saudi Arabia.

DEDICATION

This doctoral research is dedicated to the loving memory of my great mother (Baynah Aldaweesh), who did not live to see this great accomplishment. To my father (Mohammed Aldaweesh), May Allah gives him the health and the strength to see this work. Both have raised me to love, hope, believe, achieve and supported me during my very long journey of 17 years abroad.

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The completion of this piece of work is a significant turning point in my life which I always been dreaming about during my long journey abroad, even though it has sometimes been a painful, stressful and challenging journey. Praise to Allah Almighty for his blessings and guidance in giving me the strength, courage, patience, and perseverance to endure this long and challenging journey., I would like to express my most profound gratitude to my supervisor, Dr Wafi Al-Karghouli for his guidance and support all the way throughout my PhD journey, he always been there to help and support during my downtime and sickness. I have been fortunate, privileged and honoured to know and work under his supervision which was extremely rewarding to me, and a great experience and support which I will never have anywhere else. This work would not have been possible without his encouragement, guidance and supervision. My special thanks go to Prof David Gallear, my second supervisor. He always there to support and guide me through my sickness and my family critical situation. My thanks also go to the greatest wife, my love Sultanah for her continuous support, advice, *do*; she is my motivator and my strength to finish my PhD. She is always there when I need her. Also, thank you to my beautiful young children Mohammed, Baynah and Sahab, May Allah give them health and guidelines to achieve this point in their future. Last but not least, my special thanks also go to my dearest brothers, Khalid, Naif, Abdullah, Abdulrahamn, Fahad and Sultan for their support and *doa* during this journey, thank you for your *doa* and continuous support. To Dr Ahmed Al-Eissa the minister of education in Saudi Arabia and his deputy Dr Mohamed Abdulaziz Al Ohali, who supported this research from the beginning and support me to have access to most of the universities in Saudi Arabia.

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LIST OF PUBLICATIONS

The following journal and conference papers are outputs based on the research conducted during my PhD study:

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- Aldaweesh, M., Al-Karaghoul, W. and Gallear, D. (2013) The Effective Implementation of Total Quality Management and Leadership in Saudi Universities: A Review and Framework for Enhancing H.E. Strategy. Proceeding paper at the European, Mediterranean and Middle Eastern Conference on Information Systems (EMCIS). Winsor.UK
- Aldaweesh, M., Al-Karaghoul, W. and Gallear, D. (2012) The Relationship between TQM and Leadership in Saudi Arabia Higher Education. Proceeding paper at the European, Mediterranean and Middle Eastern Conference on Information Systems (EMCIS). Munich, Germany.
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ABSTRACT	II
DEDICATION.....	III
ACKNOWLEDGEMENT.....	IV
LIST OF PUBLICATIONS	V
Chapter 1: Introduction	1
1.1 Research context	1
1.2 Background of TQM and leadership practices	2
1.3 Current trends in the relationship between TQM and HE improvement.....	3
1.4 Current Trends In The Relationship Between Leadership And HE Improvement.....	4
1.5 Problem Statement and Gap of Research.....	5
1.6 Aim and Objectives.....	7
1.7 Research Methodology	8
1.8 Significance of this Study	9
1.9 Structure of this Thesis	10
Chapter 2:.....	11
Review literature	11
2.1 Introduction.....	11
2.2 Total Quality Management	11
2.2.1 Quality	12
2.2.2 Definitions of quality based on criteria	14
2.2.3 Definitions of quality from the initial conceptions.....	15
2.2.4 Definitions of quality from the reference models.....	15
2.2.5 Minimum quality standards	18
2.2.6 Total Quality (TQ).....	18
2. 2.7 TQM definitions	23
2.3 Gurus of total quality management (TQM)	26
2.3.1 Deming’s approach to TQM.....	26
2.3.2 Juran’s on TQM.....	28
2.3.3 Crosby’s on TQM.....	30
2.3.4 Feigenbaum’s TQM.....	31
2.3.5 Ishikawa’s Approach to TQM	32
2.3.6 Results from quality gurus.....	33
2.4 Leadership.....	35
2.4.1 Leadership Concept	36

2.4.2 Characteristics of leaders	37
2.5 Major theories of leadership	39
2.5.1 Trait theory	39
2.5.2 Behavioural theory	40
2.5.3 Contingency theory.....	40
2.5.4 Transactional theory	41
2. 5.5 Transformational and Neo-Charismatic leadership theories	42
2.5.6 Transformational leadership	43
2.6. Total Quality Management in Higher Education.....	47
2.6.1. Quality in Education	47
2.6.2. Approaches to the Term "Quality in Education."	49
2.6.2.1 Human Resource Management.....	51
2.6.2.2 Information Resource Management	58
2.6.2.3 Educational management.....	59
2.6.2.4 Student/ staff satisfaction.....	60
2.6.3 The need for quality improvement in universities.....	60
2.7 Leadership in Higher Education	62
2.7.1 Instructional leadership:	63
2.7.2 Moral leadership	63
2.7.3 Participative leadership.....	63
2.7.4 Managerial leadership.....	64
2.7.5 Postmodern leadership.....	64
2.7.6 Interpersonal leadership.....	64
2.7.7 Contingent leadership	64
2.7.8 Transformational leadership:	65
2.7.8 Transformational Leadership in Higher Education.....	65
2.9 Key findings from a review of the literature.....	66
2.10 Gaps in applying TQM and TL theories	69
2.11 The Kingdom of Saudi Arabia: A Brief Overview	74
2.12 Chapter Summary	77
Chapter 3 Conceptual Framework and Relevant Theories	79
3.1 Introduction.....	79
3.2 Conceptual framework.....	80

3.2.1 Total Quality Management(P1)	81
Educational management (P1a)	81
Human Resource Management (P1b).....	81
Information Resource Management (P1c).....	82
Leadership (P1d).....	82
Student/ staff satisfaction (P1e).....	83
3.2.2 Transformational Leadership (P2)	83
Inspirational motivation (P2a)	83
Intellectual stimulation (P2b)	84
Idealized Influence (P2c).....	85
Individualized Consideration (P2d).....	86
3.4 Theories of Implementing TQM, TL Toward Improvement In The HE	87
3.5 Chapter Summary	89
Chapter 4 Research methodology	90
4.1 Introduction.....	90
4.2 Research focus of this thesis	91
4.3 Type research and analysis	92
4.4 Dimensions of methodology in this study	93
4.4.1 Epistemological perspective	93
4.4.2 Ontological view.....	94
4.4.3 Methodological stance	95
4.5 Research philosophy	96
4.5.1 Selection and justification of interpretive paradigm.....	99
4.6 Application of inductive research approach	100
4.7 Selection and justification of qualitative research method	103
4.8 Case study research strategy	104
4.8.1 Number of case studies	106
4.8.2 Access to the case organisations	106
4.9 Research design	109
Unit of Analysis	110
Case Study Protocol.....	110
4.10 Sampling	110
4.11 Sample Size And Data Collection Methods.....	111

4.11.1 Interviews	113
4.11.2 Observations	114
4.11.3 Secondary data collection	115
4.12 Data analysis methods.....	116
4.12.1 Secondary data analysis.....	117
4.12.2 Analysis of interviews	117
4.12.3 Qualitative Content Analysis	118
4.12.4 Observations data analysis.....	119
4.13 Research ethics.....	119
4.14 Reliability and validity.....	120
4.15 Chapter Summary	121
Chapter five: Results and Findings	122
5.1 Introduction.....	122
5.1.1 Characteristics of the Interviewees	122
5.2 Case Study A.....	125
5.2.1 Introduction	125
5.2.2 Total Quality Management.....	125
5.2.3 Transformational Leadership	133
5.2.4 Enactment of Quality Management and Transformation-Leadership (EQMT) ...	137
5.2.5 Higher Education Improvement	141
5.2.6 Case A Summary:	143
5.3 Case Study B:.....	143
5.3.1 Introduction:	143
5.3.2 Total Quality Management:.....	143
5.3.3 Transformational Leadership:.....	151
5.3.4 Enactment of Quality Management and Transformation-Leadership (EQMT) ...	155
5.3.5 Higher Education Improvement	160
5.3.6 Case B Summary	161
Chapter Summary	162
CHAPTER SIX: DISCUSSION	163
6.0 Introduction.....	163
6.0 A Comparison between the two Cases.....	163
6.1 Total Quality Management	164

6.1.1 Educational Management	165
6.1.2 HR Management.....	165
6.1.3 Information Management	166
6.1.4 Leadership QC.....	166
6.1.5 Student focus and satisfaction	166
6.2 Transformational Leadership of Organisation	167
6.2.1 Inspirational Motivation	167
6.2.2 Intellectual Stimulation.....	167
6.2.3 Idealized Influence	168
6.2.4 Individualize Consideration.....	168
6.2.5 Contingent Reward	169
6.3 Enactment of Quality Management and Transformation-Leadership (EQMT)	169
6.3.1 Knowledge for Implementation.....	169
6.3.2 Educational Industry framework	170
6.3.3 Resolving the Conflicts of Interests.....	170
6.3.4 Ensuring impact	170
6.3.5 Culture	171
6.3.6 Establishing collaboration	171
6.3.7 Removing Barriers.....	172
6.4 Higher Education Improvement.....	173
6.4.1 Accountability	174
6.4.2 Accreditation	174
6.4.3 Transparency	175
6.5 The Developed framework	176
Chapter 7: Conclusions	177
7.1 Summary Introduction	177
7.2 Research Novelty and Contributions	179
7.2.1 Contribution to the Method.....	180
7.2.2 Contribution to Policy and Practitioners	180
7.3 Implications of the Research.....	181
7.4 Limitations of this Study.....	182
7.5 Future Scope of the Research	182
7.6 Conclusion and Meeting Research Objectives	183

References:.....	185
APPENDICES	197
APPENDIX A: Interview Agenda	197
APPENDIX C: Nvivo 10	204
APPENDIX D: Evidence	209

Chapter 1: Introduction

1.1 Research context

The majority of research carried out assessing the quality management has been centred on manufacturing organisations with attention directed towards organisational employees. Management is vital for a successful quality programme. However, studies to assess the effects of a specific leadership style and structure on quality have not been carried out. In addition, leadership and quality have their distinct importance in domains of human resources management and operations management, which have led them to be well researched separately, but their relationship is not examined in detail (Gronn, 1996; Knippenberg et al., 2004; Hirtz et al., 2007; Al-Suhaimi, 2012; Alzaharni et al., 2016; Cho, Jung and Linderman, 2017; Al-Maamari, 2018). This study addresses this relationship between leadership and their effort on improving higher education (H.E).

Increasing competition which is predominant in higher education globally and particularly in the GCC region have prompted the Saudi Arabian government towards making policies, which enable total quality management (TQM) programme implementation to enhance local education and its output. This strategy would also help the government of Saudi Arabia to reduce the number of students studying abroad. In 2016, it is estimated that more than 185,000 students are studying in universities at foreign countries. The universities in the kingdom of Saudi Arabia (KSA) are not aiming to do their best to enhance their academic ranking and performance alone but also to provide adequate services that yield best results to the community at the least possible cost. The ability of these universities to produce graduates with high academic performance as well as position these graduates in high-ranking jobs within the industry and academic sectors is still lagging behind the global competition. To this effect, the government has started to implement quality programmes in schools (Leithwood and Jantzi, 1999). This study would examine and evaluate the impact of the implementation of total quality management (TQM) programmes and other leadership practices, e.g. Transformational leadership (TL) to enhance the academic standard and output of higher education sector (universities) in the Kingdom of Saudi Arabia.

This thesis centres between human resource management and operations management domain by combining the above-mentioned theoretical links between TQM and leadership toward

higher education improvement, and practical importance of assessing this link to improve education quality by utilising leadership elements available in the universities of KSA. The next section details the background of two subjects area: total quality management and leadership.

1.2 Background of TQM and leadership practices

Recently, there has been a witness to a general reception of Total Quality Management (TQM) as a way of achieving and conserving competitiveness in the global market. The issue of globalisation has caused a giant step toward ensuring academic quality, and Institutions of Higher education have been quicker in implementing quality models to help them in surviving this competency at the global market. The swift development experienced in education and economic in KSA has compelled institutes of higher education to put into operation some current management styles (Al-Karni, 1995, 1999; Al-Naeem, 2002; KSA report, 2009 & 2010; Alzaharni et al., 2016) so as to improve upon their academic outcomes and to ensure constant academic improvement. Among these current management styles is the adoption of the TQM strategy, which has become greatly popular in managerial science and gained an extensive consideration among some developed nations, such as Japan and the United States, since the late 20th century (Deming, 1986; Juran, 1989; Samson & Terziovski, 1999; Becket & Brookes, 2008; Murad & Rajesh, 2010). In the 21st century, total quality management has become globally popular and very significance among services providers, manufacturing establishments, and organisations. During this period, total quality management has not only been accepted in industries, but it has also found its way into universities. Total quality management is accepted as a significant tool of improvement for education in universities both in the UK and the USA (Aly & Akpovi, 2001; Becket & Brookes, 2008; Murad & Rajesh, 2010). Consequently, universities are experiencing quality management in the way their works are being performed. Also, more universities offer quality management programs and courses since their leaders have accepted it.

“Despite the vast growth in the implementation of TQM in HEIs worldwide, there is no universal model for adopting TQM within a Higher Education context” (Sarvan & Anafarta, 2005, p.12).

Leadership is the main key in the implementations of total quality management in universities (Kanji, 2002), as well as being the most prominent element for the success of quality management in universities. Kanji and Tambi stated in 2002, that leadership is central to all

TQM implementations in HE institution, and it is the most critical success factor for improving the quality of higher education. A number of studies such as (Garvin, 1993; Deming, 1986. Holmes & McElwee, 1995; Stensaasen, 1995; Cheng & Tam, 1997; Crawford & Shutler, 1999; Harris, 2005; Fullan, 2006; Bush, 2008; Levin & Fullan, 2008; Saitis, 2008; Hargreaves, 2009; Middlewood, 2010) had examined the quality standards in education that are essential for the development of a productive educational system through leaders' commitments.

1.3 Current trends in the relationship between TQM and HE improvement

TQM can be seen as a philosophy, which focuses firms on satisfying their customers by improving organisational processes to improve quality of products and services while meeting predetermined standards. A reconceptualisation of TQM aided by transformational leadership and a stakeholders approach could develop the focus of H.E institutions' quality efforts from being narrow and internal process-focused to a more holistic and systems-oriented approach. This systems-oriented approach further requires changes in the educational design and delivery from faculty, staff, potential employers, the government, the community, and beyond. Traditional TQM includes a customer focus as a resultant primary output, and in the case of HE improvement, it would be the excellence of its graduates and increased accreditation of the institute itself (Venkatraman, 2007; Quinn et al., 2009). Venkatraman (2007) suggested that main educational business process is about student learning – teaching which would be fundamental to any further achievement of TQM goals about improving quality or customer satisfaction (Alzhrani et al., 2016; Manatos et al., 2017).

There are some growing consensus among researchers that TQM can be successfully implemented in higher educational institutions (Voss et al., 2005; Teelken and Lomas, 2009; Chen, 2012; Psomas and Antony, 2017) however there are difficulties in teaching-learning areas which can be overcome (Becket and Brookes, 2008; Teelken and Lomas 2009; Harvey and William, 2010). Educational quality is emphasised in progressing from the lowest service level to a level of excellence and perfection wherein it targets excellence in education to yield liberated individuals who can actively participate in the society by promoting analytical thinking, innovation, and creativity, which would assist in building an active and healthy culture (Psomas and Antony, 2017). The purpose of implementing TQM is to achieve higher research quality, better cohort output and more top ranking of the institution with a competitive advantage over other global institutions (Manatos et al., 2017). There is still a lack of research

regarding these aspects of TQM in Saudi Arabian universities. Hence, this research study focusses on exploring TQM nature, concept, its structure and influence, implementation barriers and its impacts on higher education improvement. The primary issue faced by the cultural barrier is that when people, environments and businesses grow but the planning and practice of higher education institutions do not change. To promote total quality management in education, institutes of higher education must consider key components of total quality management so as to enhance educational quality in terms of accountability, accreditation, student advantages, excellence in graduates and overall transparency of the institute (Sherr and Lozier, 1991; Sirvanci, 2004; Srikanthan and Dalrymple, 2007; Tasopoulou et al, 2017).

1.4 Current trends in the relationship between leadership and HE improvement

Leadership can be defined as the process that senior managers utilise to manage employees down the hierarchy to work toward organisational goals. Various definitions of leadership have been explained. Considering Hovell and Avolio (1993) transformational leadership (TL) it the one which contributes equally to employee development, organisational effectiveness and places their followers' needs before their own (Bass and Avolio, 1999; Cho and Dansereau, 2010). Transformational leaders persuade their followers to strive for higher expectations, which allows for more significant quality achievements (Bass, 1991; Bass et al., 2003). TL is about attributes and behaviours of leaders influencing employees regarding inspiration leading to motivation, intellect leading to stimulation and individualised consideration leading to personal development and growth (Bass, 1999). However, transformational leadership is a visionary and influencing aspect is not empirically tested; and existing management theory is not fully integrated with quality management theory. These gaps within the links of leadership and quality theories are agreed and claimed by Lohavichien et al. (2009) and Soussa and Voss (2002).

To the contrary, Leithwood and Poplin (1992) confirmed that transformational leadership provides focus and facilitative power to administrators to enable improvement in output. The collective action of transformational leadership generates empowerment for those who participate in the process. This, in turn, facilitates employees' vision, mission and commitment along with a restructuring of the whole system for goal accomplishments (Avolio et al., 2009; Tsui et al., 2006). It brings the overall change in the organisation and then the further improvement is possible as a routine element (Armenakis and Bedeian, 1999; Carter et al., 2012; Vidyarthi et al., 2014). The organisational research confirms that leaders and not bosses can bring the right improvement in the quality and create the right space for people to perform;

well without constantly being watched over; creating a flat structure with wide range of people and an overall culture where people can be responsive to business requirements and agile in the face of ever-changing macro and micro forces such as competition or technology or compliance standards. It will need self-belief, integrity, and fairness from all involved ones and right behaviour from leaders to facilitate better output such as improved higher education (Couldstone, 1999; Bommer et al., 2004; Walter and Bruch, 2010; Mitchell et al., 2014). It proves there is a link between leadership and improvement; there is a need of link between these two over-arching concepts so that leadership can deliver right results. This study further assesses this link in this thesis in detail by reviewing the literature and conducting field research.

1.5 Problem Statement and Gap of Research

As discussed above, it is evident that TQM and leadership together could enable improvement, but they have not been assessed mainly as variables impacting higher education improvement (Podsakoff et al., 1996), and numerous studies are carried out but they mostly pertain to profit-making firms of manufacturing industry sectors (Pereira and Gomes, 2012). Also, the results of any assessments of the link between leadership and improvement have not undergone rigorous empirical and analytical research, rather than that it has been more of reviewing and proposing nature. In addition to that complexities arise from structure and strategy to implement leadership style and TQM concurrently as both concepts require knowledge creation and knowledge management to exist in the organisations as pre-requisites; and their roles are unknown to each other (Zheng et al., 2010).

Although efforts are made by researchers to enhance and facilitate the increased usage of applying transformational leadership over other styles of leadership to implement, enable and achieve quality improvement; ultimately leaders and followers will have to make their own decisions with regards to real-time situations which could be different from what researched in specific contexts (Bommer et al., 2004; Walumbwa et al., 2008; Wu et al., 2010). Such decisions in the organisations like higher education schools could be based on individual values, needs and problems of leaders-teachers–students. Therefore identifying factors involving TQM and leadership both and their potential implications for higher education to

improve the output can positively advance and impact the contributions of knowledge by implementing both of the approaches, TQM and transformational leadership and adopt such programmes (Dvir et al., 2002; Tzafir, 2005; Mitchell et al., 2014).

For benefit of all stakeholders in the higher education institutions it would be essential to know the composition of transformational leadership and total quality management factors that would contribute to more natural policy development and further development and implementation of quality programmes that can ultimately improve higher education (Lambooij et al, 2006; Porter and McLaughlin, 2006). Therefore, one can enable improvement in higher education or any other industry output by developing intervention plans that can enhance the leadership and success of total quality management programme as well.

- **Research Problem**

Considering the current challenges of Saudi higher education sector, it could be said that it needs to improve outcomes and meet aims of the government's expenditure and strategies. This study is carried out to discover the suitable ways of establishing best leadership practices as well as to provide support for the application of TQM programmes in institutes of higher education in the KSA. This is based on the evidence that TQM was one of the primary tools for the improvement for the majority of the universities in the USA and the UK (Aly & Akpovi, 2001; Becket & Brookes, 2008; Murad & Rajesh, 2010).

Institutes of higher education in KSA have started to apply the tools and concepts of TQM to gain tangible benefits regarding the quality of education and global ranking of the universities. The primary focus for Saudi HE sector pertaining to this research is to give insights and thorough assessments of (i) what are the best and the most appropriate TQM and leadership factors that would enable to improve the rating and qualities of institutes of higher education in KSA, (ii) how to implement TQM in order to improve the Saudi Arabian universities that they can compete globally.

Hence, investigating transformational leadership – structure, element, style, factors and its influence (Whittington et al, 2004; Yukl, 2008; Walter and Bruch, 2010); and total quality management (TQM) – development, implementation, factors affecting such as transformational leadership; and their relationship and combined impacts on the improvement of higher education (Tsui et al, 2006; Jung et al, 2009; Menges et al, 2011; Vidyarathi et al,

2014) in KSA are central themes of this study. Transformational leadership aims could be achieved by learning, innovation and knowledge management cycle (Garcia-Morales et al., 2012; Mitchell et al., 2014).

1.6 Aim and objectives

This research study aims to explore in depth the current literature review of TQM and transformational leadership TL and to develop a framework to achieve the successful improvement and implementation of higher education in Saudi Arabia (see figure 1).

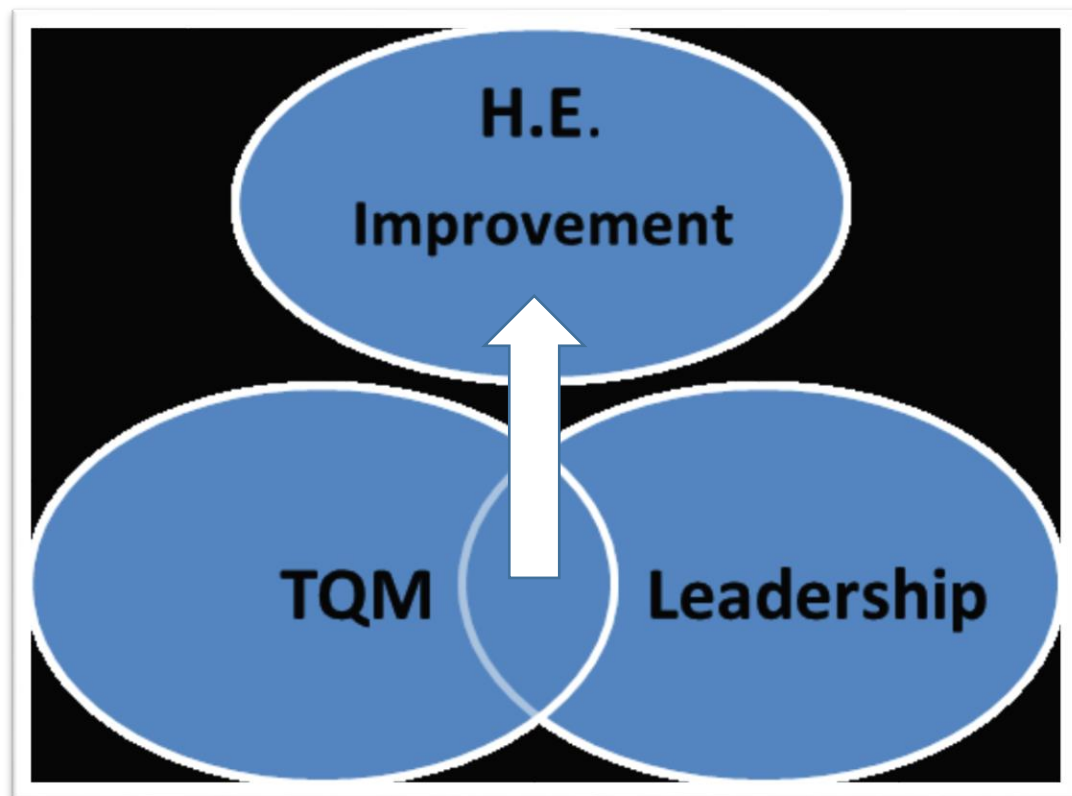


Figure 1: Aim of the Study

Objectives

1. To critically explore the literature of both TQM and leadership and its application within the H.E sector that enhances successful outcomes of higher education and its improvement directly or indirectly.

2. To identify factors and relationship between total quality management and the improvement of higher education, as well as the relationship between TQM and TL and higher education in order to understand the possibility of their effects.
 3. To examine the sub-structures of total quality management and transformational leadership in order to have an understanding of both of them in a theoretical context.
 4. To examine and analysis TQM and TL implementations and utilisations in the higher education towards improvement.
 5. To develop a framework to improve higher education in Saudi Arabia through the adoption of total quality management and transformational leadership.
- **Research Questions**

This study is conducted to answer the following two research questions:

RQ1: How to improve the higher education (universities) in Saudi Arabia and to achieve effective implementation through TQM and TL?

RQ2: What are the best practices of in Total Quality Management (TQM) and Transformational leadership (TL) to improve the Saudi universities quality to achieve higher standard? And why?

1.7 Research methodology

As seen in the aim and objectives of the study, the purpose is to determine ways of improving and to enhance the higher education in KSA. To accomplish this, a qualitative study is carried out with an interpretative research philosophy and case study research strategy (Yin, 2018). Three cases of significant universities in Saudi Arabia are selected according to the ranking, age of establishment and geographical spread. According to Yin (2018) case studies are appropriate for such a study where the knowledge of the main aim and the phenomenon to be examined are not properly comprehended but are needed to be considered in a natural setting. Proof from various case studies are often seen as more reliable than proof with just a single case; this will make the whole study to be regarded as robust (Eisenhardt, 1989). Data for this study will be collected using a semi-structured questionnaire and face-to-face interviews.

Interviews will allow the researcher to meet with quality managers from two high ranked posts which are:

- (i) The quality managers in the university, and

(ii) The dean of quality at the university, to contrast and compare, as well as to acquire several viewpoints on the key factors impacting the implementation of total quality management and the TL practices at the institutes of higher learning. Other necessary information would be collected via documentary analysis and observations. Collected qualitative data would be coded by using the content analysis method. The software program Nvivo (version10.0) is utilised to assist in data interpretation, facilitation of coding, to link text segments and codes, to documents variety in codes, re-organising, editing and searching, (Miles & Huberman, 1994; Saunders et al., 2014).

1.8 Significance of this study

Achieving the aim and objectives of this study will enable one to know the awareness level of transformational leadership and total quality management concepts application in the H.E sector in Saudi Arabia. This study will also lead to identifying and understanding the relevant style of leadership and precise TQM factors to adapt and to improve the higher education sector. Review of literature and data analyses will reveal the advantages of applying TQM along with TL from top management within the HE sector in Saudi Arabia. It could enable the findings to be utilised for further policy development and make any changes required in quality programmes already underway in the higher education sector. Ultimately this could lead to better research output and appropriate learning outcomes achieved by students improving further cohort qualities and ranking of the university as a result.

The synthesis of each case university and cross-case comparison could reveal what each case university should implement or improve concerning the application of TQM and TL as significant concepts. It could lead to the possible removal of factors hindering the actual progress of any HE institute in Saudi Arabia. Findings of this could also be useful for other service sector organisations where client satisfaction as compared to student satisfaction is significantly comparable. Taking a broader view of the findings and over-arching applications in both domains of TL and TQM, a further set of research streams could be developed based on the context of culture, data collection context and broader geographical reach.

1.9 Structure of this thesis

Chapter 1 Introduction – This chapter would discuss the introduction, importance of the study, research problem, research objectives, the study context, and significance of the study. This chapter would also present the methodology adopted for this study.

Chapter 2 Review of literature – This chapter would review the current literature on TQM, leadership and TL, and the literature on HE in the KSA, it will show the possible improvement of HE sector applying TQM and TL. finally, the Study Context.

Chapter 3 Framework and Relevant theories – This chapter presents Theoretical theories framework to address the implementation of TQM & TL consisting their important sub-factors to improve the HE and propose to assess impacts of adopting TL on TQM implementation.

Chapter 4 Research methodology – This section presents the research design, which will be defined and will go through Sampling, Data collection, Developing the interview, Data analysis methods and research ethics.

Chapter 5 Case analysis & findings – This section will present the analysis of the 2 case studies as well as the findings of the literature review. It will also provide the key findings from the 2 cases in this study.

Chapter 6 Discussion – This section will present a thorough discussion on the findings of two case studies by emphasizing the differences and similarities between each case.

Chapter 7 Conclusions – This chapter it's a conclusion of the whole thesis and makes recommendations for further research.

Chapter 2:

Review literature

2.1 Introduction

The purpose of this chapter is to provide a comprehensive and critical review of the existing literature on the concepts of TQM and leadership in H.E . It includes divisions and sub-divisions of certain topics. In the very first section Total Quality Management, commonly known as TQM, will be discussed. Second section deals with the various dimensions of leadership. The third category deals with TQM along with the modern forms of leadership in higher education sector. In fourth division, details will be provided about the TQM and leadership in a different dimension such as a mean of making improvements in higher education. However, the last and final section deals with the gaps and summary details. A brief introduction of quality along with its certain elements would be discussed. The discussion on the notion of leadership has already brought in your knowledge. In the contemporary world, the research is more focused on the potential effects of TQM and TL on higher level education, so keeping in view this reality, the whole literature is examined in the perspective of service and quality of service. Moreover, it has also been examined that how both these things are utilised by the organisations, buyers and students at the same time.

The trail to the implementation of TQM and the most delicate leadership exercise follows the impression of higher education quality, where the discussions are made on different stages and features. Finally, at the end of this chapter, will have an overview of the research context and the development of Higher education in Saudi Arabia.

2.2 Total Quality Management

TQM is a continuous improvement of the quality of goods and services (Peters and Peters, 1991; Cho, Jung and Linderman, 2017; Al-Maamari, 2018)). TQM is a connected function or process in the internal environment of the organisation with the intent of achieving high-quality improvement. It is a modern way of increasing your business. The technique is utilised internationally. It says that with the little transformation of culture, customs and acts of a given organisation the desired objectives can be achieved.

The subject of total quality management is not recently introduced. It has been in practice since the human beings started becoming buyers and sellers. It started with the supervision, then to

the assurance of quality, then to management, later on, total quality, and at present times it is called Total Quality Management (Al-Suhaimi, 2012; Alzhrani et al., 2016; Juan and Gavin, 2016).

2.2.1 Quality

The lexical meaning of quality is to define the positive or negative features of a product. For example in daily life following terms are used; this product is of high quality, that product is of poor quality etc. The word "Quality" is used as a tag of approval, acceptance, aim, or objective. In today's world, everyone wants to achieve something greater than life and at the same time wishes to be perfect where there is a matter of quality whether being in a business organisation or an educational institution. The notion of quality is widely acknowledged, and multiple fields are using it such as manufacturing, textile, marketing, health, education etc. In start, by saying "quality", it was generally assumed that the talk is about distinction of product, as the features and various properties of a product or service are meant to be linked to the desired goal or sometimes compared with the objectives of others owing to the same product (Fernandez, 2005).

With the passage of time, the term includes certain other meanings depending upon the field in which it is being used such as in the field of health, education etc. The notion of quality is a bit tricky, and this is why people have multiple views regarding product quality, its program or good or bad service. However, in the real world, one's ideas, beliefs, the influence of the market and demands also alter the use of this term.

If we examine it at the level of a company, the institutions run in a mad race of best quality of the commodities or services that are provided by them. Meanwhile, their ideas or notions about what the quality is may differ from one company to another company. Some companies define quality in quantitative or numerical terms such as quantity of operating machines in a company, strength of pupils admitted at an educational institute, sum of laboratories in one hospital or town, etc. while for the rest of the companies the criteria may be different as they define quality in actual qualitative terms such as customer satisfaction aimed by the company or customers' demands are fulfilled.

From the above discussion we can conclude that the task of defining quality is a very complicated if we analyse it in the field of education, it becomes even more intricate. In the field of education, the meaning of product is not same as in the field of industry. In the education sector, we directly deal with the human beings who are not only separate individuals but a part of society at large. In the educational field, quality is an objective which is revised in educational policies of a large number of nations of the world. Every country in general, and every society, in particular, differ from one another and therefore have their fundamental concepts of education and quality of education (Quinn et al., 2009).

In the field of education in particular, and in the department of social sciences, in particular, the meanings of terms are quite ambiguous and tricky, due to which human beings relate different meanings to different terms depending upon the circumstances, context, experience and knowledge of the subject. Ultimately, everyone has one's interpretation of word which creates barriers in the way of smooth communication (Porter and McLaughlin, 2006).

This is the reason, an institution should define a precise definition to get the quality, and this needs a concrete agreement among the members of that institution regarding the meaning of term quality. Generally, by quality, we mean something that affects the nature, texture etc. of a particular thing. Most commonly we label it with the terms “good” or “excellent.” So, by these words, we define the superiority of the given product or service. Quality, in a daily life, usually means fundamental qualities of the product or service. However, brilliance is related to the full acquirement of the certain characteristics that define that product or service (Green, 2006; Harvey and Williams, 2010).

Succeeding the above description, Juran (1997) considers that quality is well-defined as absented defects in merchandises or services. Merchandise includes goods and software such as programming or general information software and services mainly the work done by other people. Quality is also described as a limit where the requirements are fulfilled (ISO 9000:2005). The dictionary meaning of the word "quality" tells us that the term is used to describe a certain set of qualities, attributes, features and properties that are related to a material or non-material object. Hence, quality is also described as, "A vital or unique trait of some product or a person. It also includes fineness or importance", or “a distinctive feature of individual commodity or person as described by Webster in 2009. Quality also assumed as an unbiased term that is unattached with any positive or negative judgement. We can assume that

the teaching material may have positive or negative qualities or good and bad qualities. By neutral we mean that quality should not correspond with the qualifying action such as good, bad, right, wrong etc.

Secondly, quality also refers to the dominance or brilliance that describes worth of a product or service. It is a complicated term and associates different meanings in different settings. Coming directly to our initial topic of education, the estimation of goodness in education is based on certain factors and standards. After examining the various definitions from different books and periodicals as defined by Juran, Seibold, Roccaro and Fernandez in 1997, 1999, 2000, 2003 and 2005 respectively. We may group the concept of quality in following categories.

2.2.2 Definitions of quality based on criteria

The institutions check the value of a commodity or services of a person depending upon the criteria formulated by them. Apart from the criteria, effectiveness, grade of efficiency and customer satisfaction some other parameters. Few define quality regarding "effectiveness". While doing this, they check the fulfilment of objectives set by the organisation. However, there are no poor objectives that need to be achieved while assuring quality (Stenhouse, 1984). In such circumstances, term "efficiency" is widely in use while describing the achievement of goals. These states are achieving goals and improving the utilisation of resources for a defined purpose. At this level, the cost-benefit ratio is judged. Well, the explanation of quality is not related to the objectives of the educational sector because it also has preferred financial factors at the given cost of learning aims, for example, development of thinking, examination and fusion of competence, mixing up with outsiders that are gained through high-level investment or money and available resources. Juran in 1997 explained quality as the mixture of specific features of a commodity which are aimed to satisfy the customer. The features of a manufactured goods might change into certain shapes such as fragility, maintenance relaxation, courtesy or service etc. In this standpoint, the customer or buyer is an object that might be hidden or visible that might be a victim of merchandise. Customers within the organisation are called an internal customer that is concerned with the production unit. The people outside the organisation who buys the product are known to external customers such as government-owned

regulatory institutions, mango people etc. Likewise, insiders also include companies or sections that obtain provisions from the similar business.

2.2.3 Definitions of quality from the initial conceptions

Meaning of quality can vary department to department while depending on fundamental concepts and definitions of that organisation. The initial concepts or analysing the same product may have a wide variety depending on one's own definitions of good or bad services. It is possible that one person's good quality is termed as lousy quality by other people. To resolve these intricacies, the issues are settled by formulating measures and meters.

For instance, if a textile company focuses on cloth regarding longevity and the energies would be dedicated to producing a piece of fabric that has a maximum shelf life ignoring the fashion. The lifetime defines the quality criterion. On the other hand, if a textile company focuses on fabric regarding economy and level of demand, that all its efforts would be dedicated to meeting the demand level at the least possible cost. In this way, the producer might compromise on the quality and durability of the fabric and may use the low-quality raw material.

2.2.4 Definitions of quality from the reference models

Quality models can be utilised for different functions. For instance, at some level models can be used for certification and endorsement and other levels for the intention of betterment. The endorsement structure that is connected to the assurance of quality, which certainly debates that whole procedure of manufacturing commodities and provided services. The Encyclopedia of Quality written by Coartads and Woods (2004) explain authorisation regarding an official procedure with the help of which any organisation assesses and publishes a certificate. Endorsement procedures and dealings accepted by business and talents of a person.

ISO, popularly known as International Organization for Standardization, was created in 1947. The organisation has printed since 1987 global standards to regulate the methods and happenings that occur to attain management and assurance regarding quality. The ISO 9000 series is worldwide canons supposed to deliver general codes. These principles relate to those manufacturing/ industrial corporations that provide service too.

Other than ISO, there is also ASQ popularly known as American Society for Quality, recognised equally a leader in a specific community that provides various resources for reading

magazines, books, handouts, booklets etc. for the provision of guidance. These organisations observe superiority as a pattern of belongings or features of commodities that stand on the capability to fulfil specified or indirect needs as described by ISO.

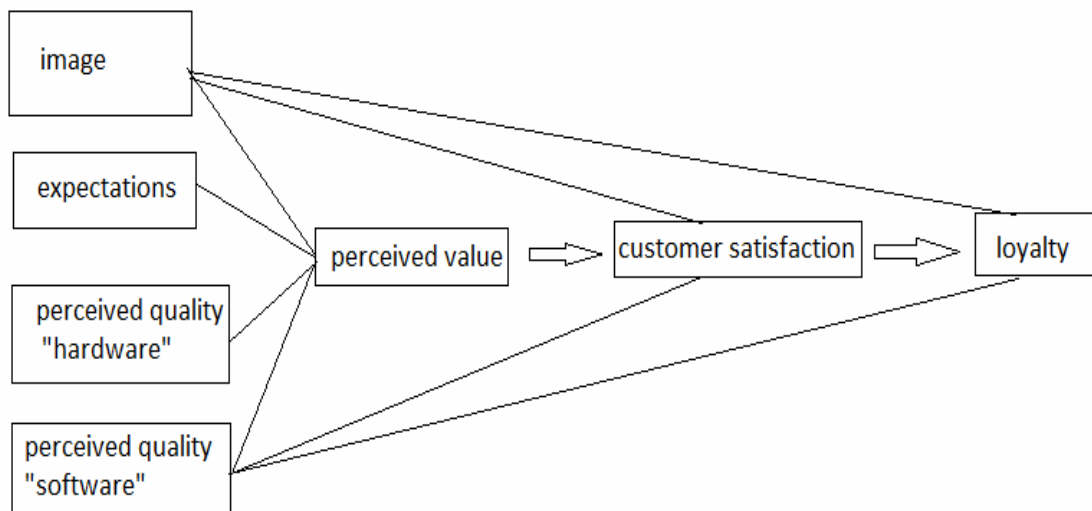
Ruiz in the year 1999 explained that authorisation might be controlled by assessment, or by alignment of the demand and through controlling offered facilities. Accreditation plays a decisive role in society, permits institutions of undertaking a quality inside like asking for accountability regarding interior circumstances of processes or findings. The accreditation reinforces an equilibrium between the demands of independence from the organisations and control and scrutiny of the State or civil society (Ali et al., 2010; Carter et al., 2012; Chen, 2012).

For a better understanding, between endorsement and uninterrupted development, a case can be assessed. An organisation is known as a quality level organisation when it attains ISO 9001 documentation, issued by a private institution, i.e. registrar. There are other organisations that use the only certification to advance their marketing strategy and hence termed as quality companies. Likewise, in the field of education, the similar situation occurs when such kind of information is included in advertising campaigns. However, there are a few other companies which can apprehend quality as a process by examining the continuous improvement as well as the result of an external evaluation in an articulated period (Teelken and Lomas, 2009; Quinn et al., 2009; Juan and Gavin, 2017).

The EPSI model:

This model originated by the European Organization for Quality (EOQ), the European Foundation for Quality Management (EFQM) and the European Academic Network for Customer Oriented Quality Analysis also supported by the European Commission (DG III). The rudimentary EPSI model is an operational equation model. The model introduces an image variable at first. Later on, it was concluded that it should be break up into two elements, i.e. a product and a service dimension.

Figure 2.1 EPSI (ECSI) model



The basic EPSI(ECSI) model

Image of a Company, expectations of customers, professed quality, and supposed value are the parameters of customer satisfaction. Professed quality is again divided into two parts namely hardware and software. Hardware signifies the quality of given product or service along with specific features. While software is all about interactive elements that are mandatory for customer satisfaction, i.e. behaviour of individuals, an environment where services are being provided. The total number of non-observable variables is seven. Multiple questions are asked for each hidden variable to know about the estimated increase. The use of generic questions in EPSI model benefits to a greater extent.

2.2.5 Minimum quality standards

On the matter of different ideas about quality, various writers are settled to recognise specific situations or lowest canons of quality that should be met by the products or services (Fernandez, 2005). These include following;

- i. The participation and promotion of all employees of the organisation along with certain other elements such as acknowledgement, motivation, learning, promotions, feeling of belonging etc. in short, satisfaction at the workplace.
- ii. The addition of quality to all essentials in the involved process. It includes all those that are grave regarding production of goods and services as well as others that enable the efficiency and efficacy in productive phases
- iii. Application of quality at all periods of the procedures, from concealment and proposal to the last stage which is distribution (Sherr et al., 1991; Ali et al., 2010; Tasopoulou et al., 2017).

After reviewing general concepts of quality, it is crucial to attaining its particular characteristics. For this purpose, a more excellent quality is referred in the educational sector. As quality is a fundamental concept in every company and so it applies differently in different institutions by objectives and the external public that is supposed to satisfy. It is essential to know the variations to understand the concept of reality and to attain desired results which involve the satisfaction of all stakeholders (Sila and Ebrahimpour, 2003; Green, 2006; Winn and Green, 1998).

Precisely, Total Quality Management is a philosophy of management philosophy. This philosophy supposes to connect all functions of a particular company such as marketing, finance, design, engineering, production, customer service, etc. it aims to focus on fulfilling customer needs and organisational aims. TQM is also described as a management tactic that focuses on handling the association to meet customer needs. It further involves all kinds of processes, material resources and individuals who are working in the company for the attainment organisational objectives (Juran and Gryan, 1993; Kanji et al., 1999; Koch and Fisher, 1998).

2.2.6 Total Quality (TQ)

A new concept of "Quality" has entered the business world in the year 1990. This new idea surfaced during the post-war time duration as an immediate need to increase the standards

related to the products and services that were surfaced in the 1930s. The main aim was to satisfy customer needs and increase customer's confidence. Feigenbaum was the first person who introduced the term “total quality” (Huggins, 1998) and later on sponsored W. E. Deming.

During the 1950s, Deming travelled to Japan and witnessed the development of Japanese companies regarding the implementation of new techniques, handling of production processes along with the collaboration of whole staff while at the same time ensuring customer satisfaction. All the features of TQM are idealised in the perspective of globalisation. Under this perspective, the quality must be ensured at all levels of the process including the research and innovation (Fernandez, 2005). By innovation, it is meant that current situation of a product or service is changed by applying new techniques and features (Koch and Fisher, 1998; Kanji et al., 1999).

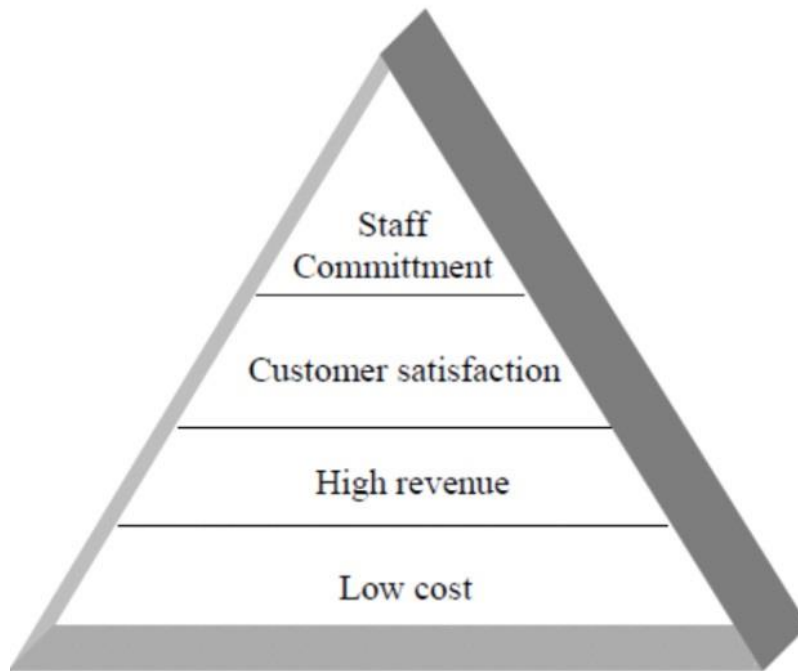
For the equipment of this innovation, a high-level research is needed at the start as well as during the given time according to the needs of the circumstances and demands of customers. Total quality is altogether a unique idea which has distinctive properties. The first property highlights the truth that total quality can be attained at the minimum possible cost. Secondly, it includes customer satisfaction along with the visible and latent demands. At the same time, total quality also aims continuous improvement by the use of TQM (Juran, 1997; Quinn et al., 1999; Psomas and Antony, 2017).

The process of TQM must include all the employees of a company working in various departments. These days, every individual prefers to get a start from the CEO and from him all the way down to the last person in rank. All these people are involved in the quality betterment, and for this, they must rely on leadership that supports competition and increase the motivation of the employees. The optimisation of the performance of a company needs rigorous work by a team that includes staff from the senior level management as well as from the first level management. This process needs continuous staff training, their connectedness with the aims and objectives of the company as well as the professional development (Carrasco, 2007).

Last but not the least, the total quality concept also suggests the pledge of employees. The commitment or pledge necessitates a continuous process of assessment and adjustment to the changing environment where the crucial element is efficient team management. An efficient team management requires smooth and prompt communication among all employees from

senior to middle and to low level. The goals of Total Quality are shown in Figure 2.2 (J. Juran, 1999).

Figure 2.2 ultimate Goals of total quality



Source: Juran (1999)

Here it is important to mention that notion of a quality management system also includes certain disadvantages. For instance, it may burden the senior management with the extra workload. Another drawback might be the confiscation of autonomy of various departments. Moreover, there arises a need to set up a high-level company like Quality Steering Committee for coordination of various activities. Another essential task is to set up the organisational structure for the preparation of budget and report of quality either it's good or bad (Sirvanci, 2004; Sila and Ebrahimpour, 2003; Sriknathan and Dalrymple, 2007).

The history and concepts of total quality management

The history of total quality management can be traced back in the twentieth century when quality maintenance was fully controlled by the guilds who demanded for extended training periods for workers. The aim of putting the employees under training was purposeful to instil

pride in their excellent artistry. Several authors and scholars have tried to explain the concepts of total quality management with the primary intention of enabling people to have an understanding of what it entails especially its history.

In the book titled “The Principles of Scientific Management,” Taylor (1911) produced techniques like time-and-motion studies with the aim of giving managers a stronger insight on management. Nonetheless, in the year 1920s, Shewhart came up with better concepts that managers for the managers to use to control quality as a distinct discipline. On the other hand, quality control was meant to limit or control the rate at which people created products that were defective in nature with the focus being on the production processes. The best possible way in which these defective products could be eliminated and replaced with good ones was through monitoring the output method during the manufacturing process. However, the process was not fully effective because it had several limitations which were evident in the system. For instance, the people who took part in the manufacturing of the product were different from those who monitored the outcome bringing about confusion when it comes to identifying the defective products.

During the first half of the twentieth century, many organisations began to take a keen look at the concept of quality, and as a result of this move, several refinements were experienced. Shewhart (1931), Deming (1939), Juran (1951), Feigenbaum (1954), Crosby (1967) and Masaaki (1986) took an initiative to study this field by conducting intensive research on the issue of quality management. In the past, scholars recognised the fact that the process of sorting good products and differentiating them from the sub-stranded ones was not the solution. It is because the process could not guarantee efficiency in regards to determining the quality of production. They, therefore, proposed taking a philosophical approach to the management of quality as a way to avoid having defective products at the very beginning of the production process to its end. The experts also found that it was not proper to only rely on the manufacturing processes and suggested that other sectors like the service industry and the administrative processes can help in quality control.

Throughout their study, the authors recognised potential limitations in the application of quality management concepts. Shewhart of Bell Telephone Laboratories was the first to identify in the year 1924 the challenge that the producers had to face when they made attempts to produce similar products in large numbers. The primary challenge was obtaining the same standard. Shewhart came up with a statistical chart to aid in resolving this problem. The chart was being

used to control all the product variables, and as a result, he managed to obtain an output of products with similar range at a constant margin. The strategy became the starting point for a statistical quality control. Dodge and Romig managed to later in the same decade to come up with a concept that involved sampling in replacing the strategy of inspection. However, during this period, the industry did not accept the use of statistical quality control as valuable. The concept was later accepted during the Second World War when statistical concepts became crucial as a way to control product quality.

Shewhart's (1931) ideas and thoughts were supported by Deming (1939) and Juran (1951) during the early 1940s because they saw the concept of a statistical system to manage and improve quality was significant. It is important to note the TQM philosophy also stemmed from Deming's guidance showing how crucial was his idea. It is the reason several scholars consider him as the father of TQM. Deming had the idea that the best way in which a person can be responsible for quality delivery is by getting everyone in the organisation involved in this wider vision. At the same time, no restrictions should be placed when it comes to sorting out the right products from those that had defected.

The formation of the American Society for Quality Control in the year 1946 helped in promoting Deming's philosophies on the management of quality. At the same time, through publications, training sessions and conferences, quality control used for a different product and service types was promoted. Though several companies accepted the statistical concept proposed by Deming, in the US, the majority of individuals limited its usage. The case was different in other parts of the world such as in Japan. For instance, in the year the 1950s, General Douglas MacArthur took Deming to Japan after the Second World War to become a management consultant. The Japanese people felt that his philosophies and ideas were influential in rebuilding the industrial base. It was contrary to what was experienced in the U.S where people were less receptive to the concepts.

The Japanese people were in a serious need of ways in which they could control quality, especially in their industries. All the raw materials that they used were imported thus statistical quality control technique was essential for sorting all the good products from the ones which were unacceptable. They also recognised that Deming's thoughts were essential in reducing and controlling the rate of products that were defective. It also helped them when studying the main causes of defective items as a way to find a better solution that can prevent such kinds of defects in future. The approach enabled them to acquire high productivity levels which were

crucial in minimising the number of imports that they made. In an attempt to add more knowledge on quality control, Japanese Ishikawa (1970) together with Taguchi (1965) came up with a new philosophy in the year 1960s in the area of teamwork, problem-solving, defining and satisfying the expectations of the customers, and reduction of variables.

Nonetheless, these new ideas and thoughts on quality control triggered the United States to realise that there were essential management philosophies that could be used to improve quality as a way to maintain a competitive advantage within the global market. It is important to note that Feigenbaum (1954), Deming (1939) and Juran (1951) came up with further developments in the area of quality control which involved quality assurance, quality costs and product reliability. In the year 1970s, new concepts were proposed by Crosby (1967) by introducing “Zero Defect” which was a term used to obtain a step forward towards quality control. For instance, it was the first time that the world would get things right in regards to quality control. The main emphasis was on meeting the requirements of the customer while at the same time encouraging employee motivation and product liability. Deming, Jura, Feigenbaum, Ishikawa, Taguchi and Crosby played a major role in ensuring that there were developments in quality management by coming up with thoughts that could be used to improve the organisation while at the same time obtaining efficiency. The philosophy that they developed was recognised in the U.S. as Total Quality Management (TQM). The 1970s and 1980s are, therefore, considered to have played an important role in TQM revolution as it ended up becoming a complete system through various concepts and viewpoint.

2. 2.7 TQM definitions

Studies have revealed that TQM just like the quality concept is viewed differently by various authors. It is the reason there is no single definition of TQM (Holmes, 1996; Antony et al., 2002; Arasli, 2002; Aksu, 2003; Mosadegh Rad, 2005; Demirbag et al., 2006; El-Araby and Irgens, 2006). According to Vouzas (2004), TQM is among the most controversial concepts to have been established in the history of management theory. Feigenbaum was the first individual to try to define TQM in the year 1961 when the concept was still referred to as Total Quality Control (TQC). However, regardless of the controversies surrounding its definition, TQM is considered as an integrated management philosophy whose aim is to continuously improve the product performance, its services and also the processes used with the intention of meeting or exceeding the expectations of the customers (Bayazit & Karpak, 2007). According to Oakland (2003, p.2), TQM is "an approach to improving the effectiveness and flexibility of business as a whole, meeting customer requirements both external and internal to the organisation. It is

essentially a way of organising and involving the whole organisation, every department, every single person at every level".

On the other hand, Hodgkinson and Kelly (2007) defined TQM as guiding principles and philosophy that can be used to manage organisations to bring about benefits to the stakeholders. At the same time, the process is meant to meet all the customer requirements using the lowest amount of cost through using the potential of everyone (Kanji and Ashur, 1993, Kanji and Tambi, 1999). To increase performance while at the same time promotes substantial benefits in an organisation, Garcia-Bernal and Ramirez-Aleson (2010) proposed TQM concept during their empirical study. The findings emphasise on the fact that it is essential to manage the entire organisation using TQM to promote success in all operations in all the dimensions in the company (Elmuti et al., 1996). On the other hand, according to Tobin (1990), TQM is the totally integrated effort for gaining a competitive advantage by continuously improving every facet of organisational culture." These thoughts were supported by Ho and Wearn (1995) who viewed TQM as the best way in which managers can improve efficiency, competitiveness, effectiveness, and cohesiveness in the business.

Feigenbaum (1991) also echoed the above definitions involving a business by noting that TQM is the complete method of controlling quality in an organisation to achieve massive impact. However, regardless of the definitions that have been formulated, Wilkinson and Witcher's (1991) definitions of TQM is considered to be the most comprehensive. On the other hand, Ho and Wearn's (1996) definition is considered as necessary because they looked at three major components of TQM which comprise of: Total which is all the people involved including the suppliers and customers, then quality which comprise of the meeting the customer's requirement in an exact way, and lastly management which comprise of the senior executives who are fully involved in quality control.

However, regardless of the new thoughts and definitions that have been formulated, Handfield and Melnyk (1998) have indicated that TQM approach is still in the mapping stage of the building where it relates to variables. Hackman and Wageman (1995) also supported the thoughts by pointing out that TQM still must pass through the empirical tests stage for it to derive the generalisable conclusion. After this, it can move to the theory validation stage and the extension/refinement theory. On the other hand, Gallear and Ghobadian (2004) came up with a proposal by stating that TQM is "A structural attempt to re-focus the organisation's behaviour, planning and working practices towards a culture which is employee driven;

problem-solving; customer oriented, and open and fear-free. Furthermore, the organisation's business practices are based on seeking continuous improvement, devolution of decision-making, removal of functional barriers, education of sources of error, team working and fact-based decision making".

Nonetheless, TQM should be considered as a philosophy which can be used by organisations to gain customers, suppliers, social-stakeholders, and staff satisfaction through implementing issues that are considered challenging like programs, planning process, strategies and policies. At the same time, it can be applied by those who want to find efficiency in human resource and assets in the organisation (Arasli, 2002). Through this, it can be considered as a way to achieve excellence in an organisation. Demirbag et al. (2006) defined TQM as "a holistic management philosophy aimed at continuous improvement in all functions of an organisation to deliver services in line with customer's needs or requirements under the leadership of top management". On the other hand, Saylor (1992) together with Aksu (2003) found a connection of TQM with leadership hence ended up defining it as "leadership and management philosophy and guiding principles stressing continuous improvement through people involvement and quantitative methods focusing on total customer satisfaction".

In regards to education, TQM has been defined by Sahney et al. (2004) as the foundation of educational institutions which is being used when implying the management system, social system and technical system to obtain quality. The aim is also to satisfy the various stakeholders through the use of practices and principles. The quality of TQM can be identified in the teaching and learning activity and the outputs which are evident in the forms of student enlightenment in the system of education. Lastly, Dahlgard et al. (1995) also considered TQM in the line of education by defining it as an educational culture that is meant to increase consumer satisfaction by improving those who actively take part in the process such as the staff members and the students. In summary, there is broad agreement that exists among scholars regarding the definition of TQM and also what it means as an integrated management philosophy. Majority of the scholars agree that TQM has the potential to improve the performance of services, products and processes which helps an organisation to attain and exceed all the expectations of their clients.

2.3 Gurus of total quality management (TQM)

The idea of total quality management is literature available based on results of research done by renowned scholars in the field of management. Researchers included in this paper are Deming (1986), Juran & Gryna (1993), Crosby (1979) and Ishikawa (1985). Below is a detailed explanation of the principles and expected approaches on TQM by these researchers.

2.3.1 Deming's approach to TQM

TQM according to Deming approach is founded on a system where there are cooperation and productive learning to ensure management practices are fulfilled. The result of a right working environment continuous improvement of firms processes, quality of products as well as employees fulfilment is realised a component essential in ensuring customers satisfaction as well the survival of the organisation (Anderson et al., 1994a). In Deming's approach leadership in an organisation plays a key role in ensuring quality management. As such, leaders in any firm have to take the lead in changing processes and systems by taking the responsibility of leading the organisation to achieve its vision through taking necessary steps to promote quality management. In many organisations, the problems arising from quality management is due to lack of proper communication by management to the employees and laxity in doing a follow-up.

The top organisation management should set standards for the employee by identifying appropriate methods that seek to solve the problem arising from lack quality management.

Deming (1986) also emphasised the importance of identification and measurement of customer requirements, the creation of supplier partnership, use of functional teams to identify and solve quality problems, enhancement of employee skills, the participation of employees, and the pursuit of continuous improvement. Deming further reiterated the essence of identifying customer needs, making a productive partnership with suppliers, use of quality teams to identify and table solutions to issues like enhancement of employee skills to promote efficiency as well as seek to improve the organisation.

In support of Deming findings (Anderson et al., 1994a) came up with a theory on quality management. According to this theory, he underlines that through effective leadership in an organisation as stated by Deming through cooperation and learning facilitates the implementation of process management practices that when implemented promotes customer satisfaction and the sustainability of the organisation through the improved quality of services and services resulting from employee satisfaction and fulfilment.

Based on that it is evident that quality improvement is achieved through proper management and control of systems efficiently through good management practices. According to Deming (1986), it is advisable to use of methodological practices such as using certain tools and statistical methods to manage, design and facilitate organisational processes that reduce the inevitable problems arising from apparent causes and unavoids in production and delivery of services.

The common causes of variations within the system are shared by the many users, machines, and products. Examples of these include poor working environment, the inappropriate design of products and low-quality incoming materials all which are controlled by management. Special causes, however, is due to lack of training of knowledge and poor performances resulting from other unknown issues all done by the employees. Deming identified 14 points as the principles of TQM (Deming, 1986), which are listed below. These principles provide guidances purposely on how to improve quality of products and services to ensure a firm becomes competitive, remains in business and creates employment opportunities.

1. Embrace new philosophy in line with the modern economic era through taking their leadership responsibility through bringing change and taking on the challenge.
2. End the notion of relying on the masses to gauge quality through boycotting any inspection on a mass basis but rather focus on improving quality of the products.
3. Desist from awarding business based on their price tags. Focus on minimising the total cost by looking for a single supplier for a particular item leading to long-term relationships and loyalty.
4. Continuously improve the machines for production as well as services to maintain quality and productivity hence minimising costs.
5. Provide training on jobs and dealing with skill gaps.
6. Institute leadership. The aim of supervision should be to help people and machines and gadgets to do a better job. Supervision of management is in need of an overhaul, as well as supervision of production workers. Practice leadership through efficient supervision enabling people to work with machines to do a better job. Regular supervisions through rotation of supervisors as well ensuring employees work in an environment where they are not in fear. Remove barriers between employees in various departments such that employees in sales, design, and production can work in harmony and predict problems that may arise.
7. Discard slogans, unnecessary requirements that make unreasonable targets for the workforce in productivity. Incitements of that nature result in poor relationships since

most reasons for low quality and productivity result from the organisation and not solely on the workforce.

8. Eradicate the issue of work standards in the production arena. Provide leadership by being objective through avoiding management by values and specific objectives
9. Drop rules that prevent the worker the pride of being an employee. Supervisors must be shaped to not focus on value but rather quality production. Cancelling of-of annual merits and rating in management is essential in solving this and making management stay on course.
10. Convene meetings and workshops that educate and improve individuals on a personal level.
11. Set goals for the workforce in the company since to achieve its vision of transformation involves everyone.

2.3.2 Juran's on TQM

Juran believes that quality issues arise from management rather than the workers. Attaining quality is achieved through the full functioning of qualities in a firm. The firm need s a comprehensive assessment of quality through managing suppliers using statistical methods, quality systems of information, benchmarking competitors are essential in quality improvement. Juran emphasises more on teamwork and project work which can lead to quality improvement through effective communication between management and employees as well enhance coordination within them. Also, he believes commitment by the top managers through participation, recognising and rewarding employees is key to achieving quality.

Juran also focuses more on understanding what the customer which can be achieved through proper marketing, designing of products and delivery of quality services. Meeting products specification is not enough a dynamic analysis is required, so the products meet its intended use.

Doing constant research on the market trends is crucial to attend to customer needs. He suggested the use of techniques such as function deployment, experimental design, and concurrent engineering to ensure quality designs.

Juran narrowed quality management to three processes (Juran Trilogy): quality control, quality improvement, and planning. To him managing quality arises from the common problem is identified and dealt with by quality control: the recurrent problem needs improvement, and

further digging shows poor quality planning process. Juran defined a universal sequence of activities for the three quality processes, which is listed in Table 2.1.

According to Juran, there are four broad categories of costs that can be used to evaluate firms cost related to quality. Information of this nature is crucial to quality improvement, and they are listed below:

- Internal failure costs (scrap, rework, failure analysis, etc.), associated with defects found before the transfer of the product to the customer.
- External failure costs (warranty charges, complaint adjustment, returned material, allowances, etc.), associated with defects found after product is shipped to the customer;
- Appraisal costs (incoming, in-process, and final inspection and testing, product quality audits, maintaining the accuracy of testing equipment, etc.), incurred in determining the degree of conformance to quality requirements.
- Prevention costs (quality planning, new product review, quality audits, supplier quality evaluation, training, etc.), keeping failure and appraisal costs to a minimum.
-

Table 2.1 Universal processes for managing quality

Quality planning	Quality control	Quality improvement
Create quality goals	Choose control subjects	Prove the need Identify projects to diagnose the causes.
Identify customers	Set units of measurement	
Understand customer needs	Set targets	Provide remedies, prove remedies are effective
Innovate new product features	Create attractive features	Deal with resistance to change
Create new process features	Measure actual performance	
Come up with control process and transfer of information	Interpret the difference	Control to hold the gains
	Take action on the difference	

Source: Juran and Gryna (1993)

2.3.3 Crosby's on TQM

Crosby (1979) states that participation in management is managing responsibility to quality, employee recognition, quality of cost reduction, education focusing on prevention measures are essential principles and practices for successful quality improvement program.

Crosby claims that mistakes are a result of lack of knowledge and secondly lack of attention. Attention can be solved by personal commitment while training and education can solve the knowledge problem. Management styles in his view also are essential because top managers rarely accept mistakes and failures and changing this thinking can minimise expectations and perform their duties.

Communication, commitment, and understanding are essential in this process. Crosby came up with a mature grid on quality management which can be used to evaluate management quality. It includes five stages: awakening, uncertainty, enlightenment, wisdom, and certainty. The above stages can be used to assess the progress in various areas of management understanding, the status of quality, problem-solving management of the cost of quality as well as the organisation's position. Maturity grid is an and measures of cost of quality are essential tools for managers. Crosby offered a 14-step program that can guide firms in pursuing quality improvement. These steps are listed as follows:

- 1- Management commitment: management position on quality.
- 2- Quality improvement team: focus on improving quality programs
- 3- Quality measurement: measures current quality gives solutions to them through objective evaluation.
- 4- Cost of quality: states the requirements of quality and ways to achieve it.
- 5- Quality awareness provides means through which the company workforce are made aware of the quality of management by addressing issues raised and provide necessary needs to meet them.
- 6- Corrective action: a systematic method through which long-term means of solving problems are applied to avoid constant common problems.
- 7- Zero defects planning: To investigate the several activities that must be conducted in preparation for formally starting the Zero Defects program.
- 8- Supervisor training: creating programs that train supervisors efficiently, so they focus on quality improvement.

- 9- Zero defects day: Set days that reminds employees that there is a change in the organisation.
- 10- Goal setting: encouraging individuals to strive to achieve respective goals and contribute to continuous company improvement.
- 11- Error causal removal: provision of a platform where employees can share on reasons why they have not met their goals with the management.
- 12- Recognition: recognise individuals who are committed.
- 13- Quality councils: bring together individuals from different areas to share strategies on improving quality management.
- 14- Do it over again: a constant reminder of focusing on quality.

2.3.4 Feigenbaum's TQM

TQM according to Feigenbaum (1991) is an efficient system which incorporates quality development, quality maintenance, and improvement efforts of the various departments in an organisation to facilitate marketing, engineering, production and satisfactory service to customers at all levels. Effective management consists of four areas:

- Setting quality standards;
- Appraising conformance to these standards;
- Acting when standards are not met;
- Planning to improve standards

The quality chain begins with identifying needs of the customer and ends after product or service delivery to a satisfied customer.

Functional operations which include design, marketing purchasing, manufacturing inspection, shipping, installation, and service work together to achieve quality. For TQM to work, it needs integration between people machines and information which stresses on quality. A laid down total quality management system is a firm foundation for TQM. The total quality system is defined as follows:

Acceptable structure of operation in a wide firm should be captured in print and should conform to technical and managerial processes that ensure smooth operations of people's actions, machines and information about the organisations to prove quality satisfies the customers at a lower price.

Focusing on ways to prevent the problem of poor quality should be prioritised rather than identifying it later is what he agitated. According to his argument quality is a common

occurrence that should be maintained in the daily operations of a firm. In his view, human beings that is the operators and firm employees and technology which includes machines materials and process are the two main factors that influence quality. However, he acknowledges that humans are more important in this area. Further, he adds that high ranking managers, employees' participants, and commitments, quality of supplies, communication evaluation and use of statistical technology play an essential role in TQM. Feigenbaum also argued that employees who register improvement should be rewarded since this involves all personnel in the company. On training employees effectively he emphasised three areas quality skills, knowledge and attitudes.

2.3.5 Ishikawa's Approach to TQM

Ishikawa (1985) contends that the quality of management goes beyond the product and involves aftersales services management of quality, individual quality and the organisation itself. Continued improvement of quality he believes should be a firm's priority on a continuous basis and through people will never stop learning. To successfully implement TQM employee participation should be encouraged. Quality circles ensure that a firm achieves implementation. Just like the others, Ishikawa (1985) emphasises the need for education given his contribution to the advocacy for universal education in seven QC tools (Ishikawa, 1985). These tools are listed below:

- Pareto chart;
- Cause and effect diagram (Ishikawa diagram);
- Stratification chart;
- Scatter diagram;
- Check sheet;
- Histogram;
- Control chart.

Ishikawa (1985) believes that the assessing customer needs are tools that promote functional cooperation since quality is used to select a supplier rather than prices furthermore cross functional teams come up with effective ways of solving and identifying quality issues. The concept of TQM by Ishikawa is guided by six principles as follows:

- Quality first-over short-term profits;
- Customer orientation-not producer orientation;
- The next step is your customer-breaking down the barrier of sectionalism;

- Using facts and data to make presentations-utilisation of statistical methods;
- Respect for humanity as a management philosophy, full participatory management;
- Cross-functional management.

2.3.6 Results from quality gurus

Based on the several approaches to by the five gurus each is unique in one way or another. However, the principles and ideas brought forward to give a person on the concept of TQM. Insights they have written guides one in doing research, especially on quality management. These approaches on TQM by the gurus share specific views on what constitutes achievement of the quality, and they are as follows:

- (1) According to the approaches, they all agree the role of management is to provide commitment, leadership, empowerment, and support to the organisation processes. They also reiterate the need for top management to ensure there is suitable working environment through cooperation and developing positive culture towards improving quality.
- (2) Firms strategies, policies, and evaluation are prioritised
- (3) Education of employees is advocated by all the gurus who seek to make employees changed behaviour beliefs and attitudes in carrying out their duties.
- (4) They also agree employees should be rewarded for quality improvement efforts within the organisation.
- (5) According to the approaches, they agree that prevention is better than identifying the poor quality later and this can be done through improving quality systems and products features available.
- (6) Functional activities from suppliers to customers should be systematic.

Below is a table that compares ideas from three foremost Quality gurus (Crosby, Deming, and Juran) and shows the difference in their work. Oakland (1989) from (the detention, degree of senior management responsibility, performance motivation, general approach, structure, SPC, investment basis, teamwork, cost of quality, purchasing and goods received, vendor rating and single sourcing of supply).

Table 2.2 Comparison quality elements of gurus of quality

Table I

The quality gurus compared

	Crosby	Deming	Juran
Definition of quality	Conformance to requirements	A predictable degree of uniformity and dependability at low cost and suited to the market	Fitness for use
Degree of senior management responsibility	Responsible for quality	Responsible for 94 per cent of the quality problems	Less than 20 per cent of quality problems are due to workers
Performance standard/motivation	Zero defects	Quality has many "scales"; use statistics to measure performance in all areas; critical of zero defects	Avoid campaigns to "do perfect work"
General approach	Prevention, not inspection	Reduce variability by continuous improvements; cease mass inspection	General management approach to quality, especially "human elements"
Structure	14 steps to quality improvement	14 points for management	Ten steps to quality improvement
Statistical process control (SPC)	Rejects statistically acceptable levels of quality	Statistical methods of quality control must be used	Recommends SPC but warns that it can lead to "tool-driven" approach
Improvement basis	A "process", not a programme; improvement goals	Continuous to reduce variation; eliminate goals without methods	Project-by-approach team approach; set goals
Teamwork	Quality improvement teams; quality councils	Employee participation in decision making; break down barriers between departments	Team and quality circle approach
Cost of quality	Cost of non conformance; quality is free	No optimum, continuous improvement	Quality is not free, there is an optimum
Purchasing and goods received	State requirements; supplier is extension of business; most faults due to purchasers themselves	Inspection too late; allows defects to enter system through acceptable; statistical evidence and control charts	Problems are complex; carry out formal surveys
Vendor rating	Yes and buyers; quality audits useless	No, critical of most systems	Yes, but to help supplier improve
Single sourcing of supply	No	Yes	No, can neglect to sharpen competitive edge

Source: Oakland (1989)

2.4 Leadership

The topic of leadership does not have a specific definition, and numerous books have dwelt on the leadership topic. According to James McGregor (1978), a leader is an individual gives others a purpose, and not one who has a brutal way of leading by enforcing himself on others. For a leader to accomplish the defined objectives, they must inspire and fortify those under him. Burns (1978) posits that leaders and followers must work hand in hand for the effect of morality and motivation. A leader acts as a moral symbol that inspires ethical and human conduct of both the followers and the leader culminating into transformation. Also, Bob Eaton, the CEO of Daimler depicts that a leader is an individual who uplifts his followers. Leadership is a collective action which involves vision, mission and cohesion. Therefore, leadership cannot be defined in one statement.

A leader has the collective responsibility for the group, which facilitates that a leader should provide flexibility, momentum and stability in the group. A leader should also offer a sense of direction and should always think ahead to ensure the success of the team. Leaders should, therefore, possess diverse strategies, techniques and skills in communication, planning, controlling, decision making and organisation (Podsakoff et al., 1993; Shamir et al., 1996; Jarvis, 1999).

There has always been a deliberation in regards to whether leadership should revolve around one individual or shared among different members of a group. Customary, the appointment of a permanent leader is undertaken by the team members or by top-level officials. This strategy follows the traditional approach that one person can lead others. However, as time has progressed, the definition of leadership has evolved to shared social systems that encompass on organisational, team and individual interdependencies (Harrison & Day, 2007). The leadership definition comes from way back. Leadership was considered by Dublin (1968), as the act of decision making and exercising authority. On the other hand, Fiedler (1967) regarded leadership as the coordination of teams, task oriented with the purpose of fulfilling a specific objective. Alternatively, leadership is defined as a process enhancing the undertaking of activities with the purpose of achieving defined objectives Stogdill, (1990). Fiedler and Dublin depicted leadership to be associated with positional authority. However, Stogdill is more concerned with leadership that does not have any formal authority, but which encompasses on personal qualities, knowledge, and expertise and power (Spillane et al., 2001; Harris, 2002; Gronn, 2000; Hopkins and Jackson, 2002). In regards to the leadership, the view

is by Dublin which decision making oriented, conforms more to management instead of leadership. On the other hand, Stogdill and Fiedler are more concerned with change leadership. Leadership involves assembling resources, making decisions, gathering information, listening, identifying strategies, articulating visions and goals and delegate duties in addition to other duties. In the organisational setup, leadership is characterised by diverse situations of different authority levels, power, and among other prospects (Mitchell et al., 2014).

Due to the different organisational contexts, diverse sets of qualities are required (Keohane, 2005). Both personal (humane or human) and professional (the technical and formal) leadership behaviours are paramount (Mastrangelo et al., 2004). Malcolm Baldrige National Quality (MBNQ) Award (1987), posits that leadership defines the senior leaders in an organisation should be customer oriented, set the direction of the company, and enhance the expectations of the organisation in a visible and clear way. The expectations, values, and directions should conform to the needs of all the expectations. Leaders in an organisation should develop methods, strategies and systems for excellence achievement, build capabilities and knowledge and stimulating innovation. The strategies and values should define the decisions and activities of an organisation. The duty of the senior management should be to motivate and inspire all the employees and enhance the contribution of the employees through creativity and innovativeness. An argument may be raised that senior leaders should emulate the figure of role models through personal involvement in communication, planning, development, and coaching of future leaders, ethical behaviours and review employee recognition and performance. Also, the leaders should underpin expectations and values, while building initiative, commitment and leadership in all levels of the organisation (Walter and Bruch, 2010; Walumbwa et al., 2008; Vidyarthi et al., 2014; Mitchell et al., 2014).

2.4.1 Leadership Concept

The comprehension of human nature is an intuitive requirement in leadership (Weiskittel, 1999). They include abilities, wants and basic needs which are imperative for successful leadership. For the effectiveness of a leader to be enhanced they should comprehend the following aspects:

- There is sensitivity of people to eternal punishment and rewards
- People require independence and security which go hand in hand
- People like to be praised and be patted on the back for work well done.

- People rely less on statistical data and more on their gut
- The leader has to simplify things as people can only process minimal facts at a time
- The actions of the leader should not be inconsistent as the rhetoric of the leader will be disturbed by the people.

Leaders should empower their employees with independence and also facilitate a safe working environment and one who rewards and encourages success. The environment created by the leader should foster risk-taking and creativity while avoiding punishment for mistakes done. Leaders should focus on specific and few objectives and key values so that employees can easily emulate these values. Leaders should stretch the control of employees so that the initiative of the employees can be extracted (Pereira and Gomes, 2012; Voss et al., 2005; Whittington et al., 2004; Walter and Bruch, 2010).

Total quality management is not a guarantee of the participation of employees. Employees do not follow a cause but a leader. When individuals do not like the vision but on the hand they like the leader; they will try and alter the vision to conform to that of the leader. People will always try and hold onto a leader they like, and they will always try and maintain the desired quality. Leaders must have remarkable competence and character through ethics and good habit. Effective leadership is a result of the inner drive of the leader, transferred to other levels of the organisation (Lohavichien et al., 2009; Podsakoff et al., 1996; Zheng et al., 2010; Wu et al., 2010).

2.4.2 Characteristics of leaders

The characteristics of leaders are formed by their abilities, knowledge, skills, expertise, experience, personal beliefs and values, which are imperative aspects of transformational leadership (Leithwood and Jantzi, 1999; Leithwood and Poplin, 1992; Menges et al., 2011; Lohavichien et al., 2009).

Spears (2012) depicts that the characteristics of leaders are as follows:

- A. They prioritise the needs of the external and internal customers. Leaders emulate the position of the customers and therefore ensure that customers get value for their money.

B. Instead of controlling, they empower those under them. Leaders must exude confidence, and trust in their employees and their performance. Leaders provide a viable working environment; training and resources which will assist the employees to dispatch their duties. However, it is up to the employee to accept their duties.

C. Leaders are more concerned with improvements instead of maintenance. Leaders should encourage improvements despite their magnitude. Even though viable breakthroughs may take place, the little changes are responsible for making improvement a continuous process and maintaining a positive track.

D. Leaders should be concerned with prevention as the old saying depicts that prevention is far much better than cure. Perfection goes hand in hand with creativity. A leader must always ensure that they mitigate problems while on the other hand enhancing better development processes but not perfection.

E. Leaders should enhance a collaborative environment instead of a competitive one. When work groups, departments, and functional areas compete, they may develop a situation where they withhold information or work against each other. Nevertheless, groups must act collaboratively through the initiative of the leader.

F. They coach and train instead of direct supervision. Leaders should know how to nurture the employees so that they can undertake their duties with due diligence.

G. Problems are a learning platform for leaders. They should not cover up problems but rather treat them as an opportunity.

H. Leaders should be concerned with the improvement of communications. Leaders continuously disseminate information in regards to facilitate the development of quality. Hence, leaders should prove that total quality management is not a myth. Leaders should ensure that communication is a two-way process as people will always give innovative ideas if given the environment to generate them. Total quality management is enhanced through communication.

I. Leaders should always be committed to quality. Their level of commitment should be showcased in all their actions. The decision-making guide is defined by the quality statements of the leader.

J. Leaders should facilitate a support system for quality. The quality council is provided with the mandate of the senior management. The project teams and groups, on the other hand, are the responsibility of the first line supervisors who improve the process.

K. Leaders pick the suppliers not based on price but quality. The involvement of the suppliers in project teams is paramount. This is because quality commences with the quality of the materials.

L. Leaders should recognise and encourage the efforts of the teams. Leaders should provide a basis for reward and recognition for teams and individuals. Leaders should accept that employees need to be appreciated for their contribution which is one of the most vibrant tools of leadership.

2.5 Major theories of leadership

The study of leadership has been undertaken in various varying ways. It depends on how the researcher perceives leadership. Different authors have a different definition of leadership which confuses. The evolutionary of leadership is also analysed differently by different authors. The study of leadership theories encompasses on various traits of leadership from transformational leadership to trait theories. Ancient theories focus on behaviours and characteristics of successful leaders. However, other theories commenced emerging which dwelt on the contextual nature and role of leadership (Porter and McLaughlin, 2006; Knippenberg et al., 2004; Pereira and Gomes, 2012).

However, there are relatively new models of leadership formulated because most of them highlight what has already been established. Yuki (1999, 2008), posits that the classification and organisation of literature in regards to significant themes or approaches have only been moderately successful. The main module for differentiating the various leadership styles approaches is the variable which most emphasis is based upon (Zagoršek, 2004). The next segment will dwell on the simple and brief description of leadership theories.

2.5.1 Trait theory

This approach culminated from the theory of "Great Man" of identifying the trait of viable leaders. In regards to this theory, leaders were differentiated based on their traits and characteristics. In the early times, the leadership theories depicted that the success of leaders

was based on the possession of extraordinary abilities like penetrating intuition, tireless energy, enticing persuasive power and uncanny foresight (Yukl, 1989). In regards to this analysis, it was based on the notion that leaders are not made but are born. The stepping stone to success for these leaders was in the identification of those individuals who were born great. Between the 1930s and 1940s, there were various studies which were conducted to highlight the traits with indefinable qualities. However, the studies failed to come up with traits that would culminate into the great success of leadership (Yukl, 1989). Most of the results from the research were inclusive. This is because a leader may have possessed some traits but that did not necessarily mean that if those traits were absent, the leader was incompetent. Therefore, research shifted to the behavioural aspect of leadership.

2.5.2 Behavioural theory

The trait theory received various criticisms, which led to the formation of the behavioural leadership theories in the 1950s. The research was behaviour oriented on how leaders treated their subordinates. This approach puts more emphasis on what managers and leaders do when discharging their leadership duties. The approach was focused on the identification and measurement of the behavioural patterns and leadership actions which culminated into augmented productivity and morale of employees. Therefore, the focus of the research switched from what leaders are to what leaders do. One aspect of behavioural leadership is task objective indicating task-oriented. The other aspect is concerned with interpersonal relationship indicating personal-oriented. It was essential to identify what behaviour distinguished leaders from other individuals so that such behaviour could be taught.

Despite progress being achieved, researchers were not in a position to define leadership behaviours that were effective on a global scale. It led to the discovery that the success of a leader due to his/her behavioural traits was based on the prevailing situation. Consequently, the focus of leadership shifted to leadership contingencies in the 1960s.

2.5.3 Contingency theory

In regards to this approach, the best way to approach leadership was based on the behaviour of the leader, traits of the leader and the prevailing situation. The contingency theories assume that the consequences of one leadership variable are dependent on other variables. It led to the formulation that every situation required a different leadership style

(Horner, 1997; Saal and Knight, 1988). In regards to this theory, leaders are mandated to define the characteristics of a given situation so that they can formulate the kind of leadership required and then enhance flexibility to showcase these behaviours (Dorfman, 1996; Howell et al., 1990).

The real commitment to this approach made Fielder (1967), who's Leadership Contingency Theory central portal is that the circumstance directs the connection between the leaders' identity qualities and viability. The leadership circumstance is described by the nature of leader-subordinate relations, the position control of the leader and the level of assignment structure. As indicated by this hypothesis, leaders who are task motivated perform best in circumstances in which they have low or high potential direct to impact a group. Nevertheless, leaders who are relationship-motivated are better achievers in a circumstance in which they have reasonable control (Dorfman, 1996; Fielder, 1993). The Path-Goal Theory of House (1971) is another well-recognised contingency approach, which concentrates on the role of the leader in elucidating the ways what might prompt adherents' objectives. The hypothesis proposes that leaders are primarily in charge of helping adherents create practices that will empower them to achieve their objectives or desired results. Factors that affect the best leadership conduct incorporate the idea of the errand, self-governance levels of the subordinates, and employee inspiration (Horner, 1997). An illustration may elucidate how the hypothesis functions. For upsetting, exhausting, or dreary undertakings, supportive leadership will prompt expanded subordinate exertion and fulfilment (Dorfman, 1996).

According to Vroom and Yetton (1973), there was a limited version of leadership known as the Normative Decision Model. The model basis its specifications on the most effective type of decision necessary in alternate situations. When the model is applied, it does not necessarily culminate into a decision, but it derives the most viable decision process for participative, consultative or supervisor autocratic (Dorfman, 1996).

2.5.4 Transactional theory

This theory revolves around the Leader-Member Exchange Theory (LMX), which was derived by Uhl-Bien and Graen in 1991. The LMX hypothesis analyses the type of relationship which exists between the subordinates and the leader. For successful and viable relationships to exist, they must be based on mutual respect and trust while on the other hand feeble relationships are marked by contractual requirements and their satisfaction. The theory posits that relations depicted to be of high quality, culminate into more positive outcomes in a

leadership position in comparison to the relations that are of low quality (Antonakis, Cianciolo & Sternberg, 2004; Lowe & Gardner, 2000).

On the other hand, the Social Exchange Theory by Offermann & Hollander is more focused on the exchange that takes between a team of employees and the leader. In this theory, the central point is that leadership is depicted to be a dynamic process which entails interpersonal exchange and evaluation. In this regard, the leader loses or gains praises from the followers. Social exchange is in existence between the group members and the leader. The leader is mandated to defend the actions undertaken, and the group of followers accords the leader a higher status, degree of power, and influence which relies on the apparent success of the plan. The success of a leader culminates into the leader wielding more considerable influence and power. On the other hand, if a leader fails, the leader will be subjected to loss of influence and status (Zagoršek, 2004).

2. 5.5 Transformational and Neo-Charismatic leadership theories

The renowned transformational and charismatic leadership theories are those by Conger and Kanungo (1987), Burns (1978), Kouzes and Posner (1987), House (1977), Bass (1985) and Bennis and Nanus (1985). They are regarded to be “neo-charismatic theories (Aditya & House, 1997), “New Leadership” (Bryan 1992), or “Transformational and Charismatic theories” (Yulk, 1998). The theories assist in elaborating on the massive emotional impact which influential leaders possess in the creation of organisational commitment and excitement by shifting their focus on visionary, transformational and charismatic nature of effective leadership. The theories elaborate on the remarkable influence that some leaders possess over their subordinates, which was not explained in earlier theories. The new theories appreciate the imperativeness of figurative behaviour and the responsibility of the leader in giving meaning to events for the subordinates. Nevertheless, the neo-charismatic trends have in most occasions excluded urgent situations as a corresponding variable in the equation of leadership. The trend posits that transformational leadership is characterised by its universal effectiveness (Zagoršek, 2004). Transactional and Transformational theory by Bass (1985) represents charismatic theories which transcend to the Transformational leadership by Burn (1978).

The most important aspect of this theory is the alienation between transformational leadership and transactional leadership. Transaction leadership is as a result of the workers' traditional view, and it encompasses on the leader's positional power utilised to ensure the

completion of tasks by employees. Subordinates are influenced by transaction leadership because they are motivated to complete a given task through the guidance of the leader, rewarding of successful endeavours, and correcting the flaws in performance. Egotism usually influences subordinates and achieve an implied haggle with the leader. According to Dorfman (1996), leaders pass the message to the employees that they should do what they are told and the success of their activities will be highly rewarded. However, transformational leadership is concerned with the motivation of the subordinates by fulfilling their most significant needs and engaging them fully in their work process (Horner, 1997; Bass, 1985). Transformational leadership is visionary, charismatic, and inspires the behaviour of the leaders to influence the subordinates to surpass their interest for greater effectiveness. Transformational leadership relies on the personal qualities, beliefs, values of the leader, instead of the aspect of the exchange process between the subordinates and the leader.

Transformational leaders may stretch the portfolio of the subordinates' needs, transform the egoism of the subordinate, augment their confidence, elevate their expectations, increase the value of the intended results by the leader for the subordinate, promote change in behavior and motivate others to optimal level of individual accomplishment (Bolden et al., 2003; Bass, 1985). Transactional and transformational leadership are diverse and not equally exclusive practices. According to Bass (1985), transformational leadership elevates the results of transactional leadership on the effectiveness, satisfaction and efforts of the followers. For the better achievement of results and the augmenting of organisational performance, effective leaders should apply both the transactional and transformational leadership.

The interest on leadership school has been extreme. According to Gardner and Lowe (2001), a third of the undertaken research revolved around charismatic or transformational leadership. It is evident that numerous scholars have researched on transformational leadership and it has become one of the most critical aspects of the research on leadership (Northouse, 2004). As a result of the scope and space limitation of the thesis, the other leadership theories which had been highlighted by the author in the previous sections will not be analysed.

2.5.6 Transformational leadership

According to Bass (1991), when an organisation is in turbulent times and changes are rapidly required, due to the complex situations, another form of leadership is needed. This type of leadership which can apply in such a situation is transformational leadership. This type of leadership is the most common trend in leadership. According to Burn, it is the strategy

undertaken by leaders to ensure that they employees achieve elevated performance. Transformational leaders are characterised by their charismatic nature and their ability to motivate their employees in various ways:

Firstly, they emphasised on the clear communication of the vision of the company in a compelling way of where the organisation should be located in future. They also stress on the imperativeness of this vision.

Secondly, they dwell on the high personal motivation like self-actualisation, through giving the subordinates the chance to discover new attributes and be involved in activities that culminate into significant results inscribed in the vision. The moral of the employees is boosted, and they work harder when they believe that their added energy will culminate into the organisation achieving more objectives.

Thirdly, they boost the confidence and mutual trust of the employees by modelling ethical and positive values on a personal level. By undertaking these behaviours and attitude, transformational leaders inspire employees to go beyond their personal interest and shift their responsibility to become better and hardworking employees who will meet the vision of the leader. Avolio and Bass (Bass & Avolio, 1990; Bass, 1985a) stretched the ideas by Burn (1978) and depicted the proper aspects of the transformational leadership. Their studies not only concentrated on Burn's contribution, but also the assertions made by Devanna and Tichy, (1986) and Nanus and Bennis (1985) among others. Transformation leadership takes place when leaders stretch and uplift the employees' interests and the general acceptance and awareness to the mission and vision of the group. Also, it occurs when leaders influence the employees to surpass their own interest for the greater good of the organisation (Bass 1990).

According to Gunter (2001), transformational leadership encompasses on the construction of a collective united aspiration between the subordinates and the leaders. Allix and Gunter (2000) also support the arguments by Burns (1978).

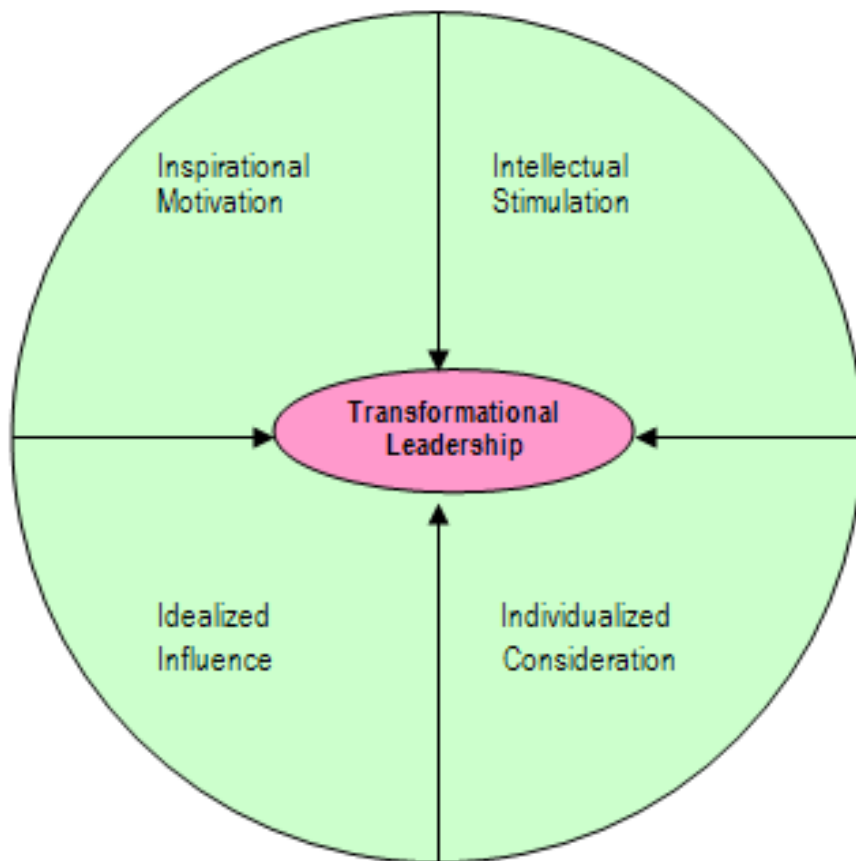


Figure 2.2 Transformational leadership

On the other hand, transformative leadership facilitates the cohesion between the subordinates and leaders to achieve elevated goals which are mutual. Both the leaders and subordinates want to bring out the best from each other. They both serve the objective of steering the school in another direction. Through the successful adoption of transformative leadership, different agendas become fused into one (Leithwood and Jantzi, 1999; Leithwood and Popolin, 1992; Sergiovanni, 1991).

There was four recognised primary behaviour by Avolio et al. (1991) which depict transformational leadership.

1. Inspirational motivation
2. Idealized or charismatic influence
3. Individualized consideration
4. Intellectual stimulation.

The four aspects will be well analysed in the section that follows and more emphasis will be their constituent characteristics.

Inspiration motivation

Leaders who are transformative motivate and inspire others through the provision of challenge and meaning to the work of the subordinates (Avolio& Bass, 2002). The moral of the team is augmented while on the other hand optimism and enthusiasm are showcased (Bass, 1998). The transformational leader forms cohesion with the subordinates through interactive communication, culminating into a cultural bond between the leader and the followers and the values between the two constituents are steered towards a common goal. The leader arouses the interest of the subordinates so that they can see a lucrative future, while communication prospects and showcasing commitment to a shared vision and objectives. Inspirational motivation and idealised influence are usually merged to come up with charismatic-inspirational leadership (Bass and Avolio, 1999; Bass, 1999; Avolio et al., 2009; Bass et al., 2003).

Idealized influence

It is a charismatic constituent of transformational leadership. Leaders are converted into role models who are emulated, respected and admired by the subordinates (Bass and Avolio, 1999; Bass, 1999; Avolio et al., 2009; Bass et al., 2003). Therefore, the subordinates showcase an augmented degree of trust with these kinds of leaders (Jung &Avolio, 2000; Bass, 1990b). Idealized influence in leadership also considers integrity, in the form of moral and ethical conduct (Tracey & Hinkin, 1998). The formulation of a mutual vision is an imperative component of the transformative role of leadership which is idealised (Jung &Avolio, 2000). Transformative leaders are also risk takers.

Intellectual stimulation

Transformational leaders stimulate the efforts of their subordinates to be creative and innovative by reframing problems, questioning assumptions and redefining old ways into new ways (Avolio& Bass, 2002). When subordinates make mistakes, they are not criticised in the open while creativity is encouraged in an open platform. Subordinates are encouraged to come up with solutions innovatively and creatively to solve problems (Bommer et al., 2004; Bass, 1999).

Individualized consideration

The transformation leader looks at the specific requirements of the subordinates and offers personal attention for growth and achievement (Bass & Avolio, 2002). To fulfil this purpose the leader acts as a coach or mentor for the subordinates to increase their potential (Bass 1998). This leader accepts that all the subordinates are different and hence they have different desires and needs. The leader encourages a two-way communication (Bass, 1998; Avolio & Bass, 2002). This form of leadership culminates into the empowerment of the subordinates (Cho and Dansereau, 2010; Behling & McFillen, 1996).

Transformational leadership is the most important form of leadership since the leaders motivate the employees in turbulent environments to achieve augmented results (Garcia-Morales et al., 2012; Colbert et al., 2008; Dvir et al., 2002).

2.6. Total Quality Management in Higher Education

The quality concept, especially TQM is universal; in the sense that it is universally applicable. It has been successfully applied in various fields of human endeavours, as well as in education environment (Staats, Brunner, and Upton 2011). In the light of this, TQM concept has been established to apply to higher education and the realm of education.

2.6.1. Quality in Education

In academic parlance, as well as in pedagogical literature, the concept of 'quality in education' can be said to be relatively recent. The history, especially the eighteenth century, has witnessed tremendous changes and improvements in education. However, it has been established that these changes lacked largely in continuity; and most changes have remained as pilot plans as a result of constraining educational policies. Changes in education as far as quality is concerned can be seen or observed in two dimensions; namely quantitative and qualitative. Quantitative criteria are: number of students benefiting, more schools and so on. While the qualitative aspect of changes in education has been mirrored in the light of 'improved level of education' and adaptation to the 'new societal education demands'. From the preceding, improving education should both be qualitative and quantitative changes, in education.

The realities of the Second World War pushed developed countries towards having good educational infrastructures for their teeming population. This push was a movement in the

direction of education's qualitative improvement, as directed by the societal challenges and needs as at then. These put together, made the possibility of 'quality in education', as often described in scientific and pedagogical literature a big reality.

Several kinds of literature have coined the word 'quality in education'; it is, therefore, pertinent to understand the real meaning of the concept. It should be noted here that, the concept, 'quality in education' does not connote a unifying meaning.

What is quality in education? This question identifies and brings to the limelight the main problem and the focal point of today's situation. Excellence is lofty and enviable; in that, every educational setting strives to attain excellence in their education performance and outputs. Towards this end, it is inherent in education parlance to strive for the higher end and excellence.

Therefore, the primary goal and nature of education are to be perfectible or attain perfection. In every set of human endeavours, especially in education, quality is desirable. For instance, quality as the primary aim of a project, a timetable or an institution can never be objected. In this direction, it can be observed that quality is desirable in an educational institution; but defining 'quality in education' is difficult and relative. It is a multidimensional concept, framed on a model called, 'institutional model' (Gronn, 1996; Ruiz, 1999; Gundersen et al., 2012).

Developing nations are still currently using the traditional notion of 'quality in education' in defining the concept. The traditional concept of quality in education sees the quality in the light of the effect of the introduction of broader contents in curriculum development; as well as the adoption of best teaching methods (Seibold, 2000). This notion agrees with 'reductionism of simple modifications'; that is, the notion that a simple modification to certain curricular systems and pedagogical practices always produce better results, and consequently high educational quality. Reductionist connotations focus mainly on the cognitive level outcomes while ignoring the human dimensions of knowledge.

Knowledge is interlinked; that is, know-how and how-to expertise- knowledge of value and expertise to decide. These are the basic knowledge that continually affects the pillar of education. However, assessing the quality of education on the background of experience or curriculum does not in general translate into the desired external results. For example, this can be seen in the overall adaptation of the student into the family life, local life, workplace and the general society. These include possessing ethics desirable and acceptable in the society, workplace, family life and domestic life; as a result of education.

The impact of culture in school or school culture cannot be divorced from the overall effect of it in learner's societal life (Lambooji et al., 2006; Hirtz et al., 2007; Jung et al., 2009; Harvey and Williams, 2010).

According to "Delors Report" education is described based on four pillars. More importantly, these pillars are: learning to know; learning to do; learning to live together and learning to be (UNESCO, 1996). It buttresses the fact that education is not mono-dimensional, that is achieving excellence in one area only. Therefore, education must be all –fulfilling in these four areas; before it can be considered quality. The fact of this report has reduced the popularity of the traditional concept of quality in education; thus making it be set aside while adopting more elaborated and wider concept of 'quality of education.'

2.6.2. Approaches to the Term "Quality in Education."

The meaning of the concept of quality varies according to the understanding of education, itself. That is, it depends on how the word education is understood. To this extent, different quality gurus in education system consider different criteria for grading or standardising an educational institution on the quality scale. This phenomenon further complicates the definitional problem of 'quality in education'.

Quality in education is like a guidance of change in any educational setting; that is quality sets the pace and direction of change. Therefore, when implementing quality improvement in education, actors of quality must first identify the direction and destination of the desired changes before implementing quality. In plain words, an educational institution will have first to determine where it wants to reach regarding advancement; and apply the quality methodology to achieve this.

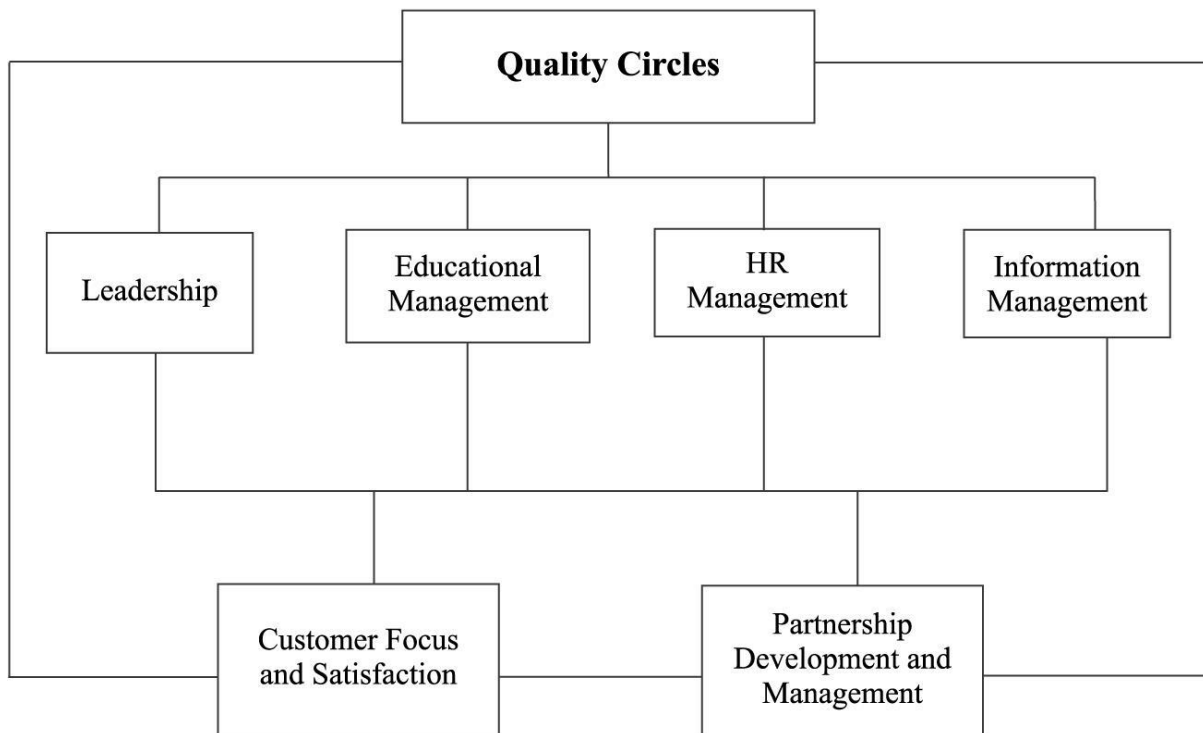
Even the word 'education or quality' itself connotes different meanings among different institutions. For instance, in defining a quality school, a school that selects best intakes and produces intensive developments in them can be considered a quality school. On the other way round, schools or institutions that are heterogeneous in their approaches by selecting students of varying intellectual capabilities and adapt them to different learning rates can equally be referred to as quality institutions.

Quality indicators can be seen in different dimensions, and this is why scholars have conflicting views regarding 'quality in education' based on logical and coherent frameworks (Sherr and Lozier, 1991; Quinn et al., 2009; Psomas and Antony, 2017).

The meaning of quality is varied according to actors and subjects involved. Excellence in education from the purviews of education key actors, teachers, parents and students, is subjective and highly variable. School actors and customers will define or quantify quality regarding their satisfaction. Therefore, quality cannot be quantified in universal terms. To buttress this, Alvarez (2001) while taking insights from the work of Uria (1991) identified different perceptions of quality in education among teachers, parents and students. The research submitted further that teachers consider 'quality of education' as the capacity or allowance is given to teachers by management to participate in areas that will make their job easier for them (teachers) Students on the other hands, from academic point of view are considered to attain quality, when they perform excellently in their courses. Students quality from teachers' perspectives are seen when students exhibit correct behaviours in the classroom activities; more importantly, achieving the minimum acceptable academic quota for securing admission in higher citadels of learning as ordinary citizens (Sirvanci, 2004; Teelken and Lomas, 2009)

In summary, teachers sometimes see the quality in education as being in charge of easy to manage classrooms with fewer numbers of students. It will imply lesser teaching hours and lesser hours to prepare for classrooms on the part of the teachers. On the other hand, students have arbitrary ways of defining quality. Students see quality indicators in the light of easy accessibility to teachers, amount of leisure hours, offers of holidays, sporting activities, interactive climate between students in the school, workloads required to pass exams, the ease of test taken by students, strictness of disciplinary laws, order of co-existence between students and management, and lots of others. However, research studies have established it that these indicators vary according to educational levels, say universities or institutes Srikanthan and Dalrymple, 2007; Venkatraman, 2007). As an emphasis on this, Venkatraman (2007) identified and proposed Total Quality Management (TQM) framework for Higher Education (HE). He also identified and explored the possibility of continuous quality improvements in teaching as the major strategy of implementing higher education's TQM. This is illustrated in figure 2.3.

Figure 2.4 TQM framework in higher education



Source: Venkatraman (2007)

Venkatraman (2007) considers there are five main elements as shown in figure 2.4 which can influence higher education and its incremental improvement. These factors are human resource management, information management, educational management, student/staff satisfaction and leadership which are explained in detail in the following sections.

2.6.2.1 Human Resource Management

Schuler and MacMillan (1984) argue that human resource management is a comprehensive, integrated system for efficiently managing the workforce in the effort to achieve an organisation's goals. Every organisation, whether it is a multinational firm, small business, a religious institution, or a government agency, depends on people. Appropriate candidates for each job from the chairman of the board to night-shift janitor must be located, either inside or outside the organisation, and they must be convinced of pay, benefits and working conditions to take and keep the job. They must also be trained and motivated. Handling this function is a part of human resource management. This system has traditionally included hiring, firing and payroll, which are essentially a reaction to a problem or organisational goals that already exist. But since World War II, the business world has grown more complicated, and human resource

management has expanded to include new technology in the workplace, arranging work task, and communicating with employees. With the great increase in global competition, in government regulation, and in need of skilled labour, human resource managers are increasingly invited to participate in strategic planning and organisational goal setting. They have also become involved in personal and career development to prevent stagnation and to develop talent, in interpersonal relations to assure teamwork and accurate communication, in attending to employee needs to demonstrate the organisation's concern for them, and in employee participation in work, life to help employees perform at their full capacity.

The human resource function plays a vital role in any firm's ability to meet its goal. Like other organisation's managers, human resource managers must consider their organisation's environment, resource and goals. Furthermore, an organisation's efforts to implement its strategy often involve a highly integrated set of human resource actions. Downsizing efforts, for instance, integrate the human resource functions of employee movement, and better human resource planning. Similarly, decentralising integrates the human resource functions of training, evaluations, and compensation.

The Human Resource Environment

Human resource is a complicated field that is affected by various external forces. Managers need to recognise the influence of these environmental forces as they develop human resource strategies and tactics for meeting organisational goals. The forces of human resource environment can be divided into five categories:

- 1 – Competition
- 2 – Labor relations
- 3 – Laws and regulations
- 4 – International scope
- 5 – Technological, economic and social influences

The Human Resource Management process

According to Foot and Hook (2005), the human resource management process consists of six different steps which are defined as (i) human resource planning (ii) staffing (iii) training and development (iv) compensation management (v) employee evaluation and (vi) employee movement. Each step leads automatically to the next step, and the process is recurring in the same logical sequence.

Step 1 – Human resource planning

Human resource planning is the process of analysing an organisation's demands for a variety of workers in accord with its goal and devising activities to meet those needs.

This preparation consists of forecasting an organisation's needs for employees by organisational targets and determining both the elements of each job necessary to fulfil those goals and the characteristics of the people required to fill each job. In simplest terms, human resource planning is about filling jobs. An occupation is defined as the collection of tasks and responsibilities given to an employee to satisfy organisational goals.

Forecasting human resource needs

Forecasting human resource demands are influenced by staff changes within the organisation, by changes in organisational aims or construction, and by the version of the organisation's requirement for individual resources or the distribution of job applicants both inside and outside the organisation.

Job analysis

The array of tasks and responsibilities directed at a worker to fulfil the organisational objective is called job, and job analysis is a systematic process of collecting information about functions, including the purpose of every project, its duties, its place in the organisational hierarchy, its operating conditions and environment, and employee requirements. Job investigation is considered to be the simple tool of human resource preparation. Job analysis can be effective because it sorts advice into project specifications and project descriptions.

Job specification

A list of the knowledge, skills, and abilities needed by an employee to successfully perform each job is called job specification.

Job description

It lists the description of duties, working conditions, relationships, equipment, and other requirements that define a particular job.

Job Features

To enhance both the quality of work life along with the organisation's utilisation of its

Workforce, tasks are often made by job characteristics, it's a theory that workers will be satisfied if they can assume sufficient responsibility, can consider their jobs are meaningful and can get feedback on their performance. This concept holds that employees will be satisfied, motivated, and powerful if their occupations five specific core job dimensions:

- 1 -- Skill variety: this is the requirement that employees utilise a variety of unique tasks, talents, and skills to complete their tasks.
- 2 -- Task individuality: this means allowing workers to finish whole tasks from start to finish.
- 3 -- Task relevance: an employee's belief that the work significantly affects the lives of others within and beyond the office has a fantastic deal to do with general job satisfaction.
- 4 -- Autonomy: a level of autonomy gives employees freedom in planning, scheduling, and choosing methods to finish the job.
- 5 -- Feedback: it means that the job itself supplies employees with a clean, direct and clear understanding of their performance.

Step 2 – Staffing

In the process of staffing, the enterprise invites application from the potential candidates for the available job position and shortlist and hire the most relevant and competitive candidates.

Recruiting

It is the process of attracting qualified people to apply for positions within an organisation. This can be done internally – among an organisation's current employees or externally – outside the organisation. The benefit of internal recruitment is that those that take the newest tasks must themselves be substituted unless their occupations are now being eliminated. Moreover, the benefit of internal recruitment is the internal promotions could improve employee morale and maintain excellent employees from seeking employment elsewhere. The drawback of outside recruitment is the new hires should experience orientation, organisational socialising, and possibly other training.

Selection

In this process, the most relevant and capable candidates are selected for the job. The best selection methods are those who have the legitimacy, that could be the level to which the selection procedure accurately forecasts future job performance. Following are the common methods are:

- Applications
- Interviews
- Reference checks
- testing **development**

Step 3 – Training and

Training and development are one of the essential functions to be performed by the HR department of the company. The main purpose of training and development is to prepare the old employees to carry on their day to day tasks using modern techniques. It is also required for new employees who are not aware of job functions and company culture. Basically, training and development is a knowledge gap bridging activity.

Orientation and socialising

Orientation is a short-term process of introducing employees to their jobs, their supervisors, the organisation's structure and its hierarchy. For instance employees, ay Mazda Motor

Manufacturing's assembly plant in Flat Rock, Michigan, undergo weeks of technical and philosophical training, including three days on Kaizen.

Socializing is a long process of making an employee aware of the organisational culture, including such issues as on the job behaviour and attitudes toward customers and suppliers.

Step 4 – Compensation management

Compensation includes the direct wages, benefits such as insurance, vacation time and incentives like merit pay, stock options and bonuses are awarded to employees in exchange for their work.

Compensation package provided by the employer aside from direct wages like health insurance and retirement plan is part of benefits. Compensation management is among the most crucial activities of an individual resource. If compensation amounts are too low, then an organisation will have trouble attracting qualified candidates, holding on its best workers and maintaining productivity and morale high.

For maximum effectiveness, employees must perceive compensation level as equitable both outside the organisation when compared with industry and regional averages, and inside the organisation as compensation changes for various jobs. The main tool human resource manager in setting compensation levels is the job evaluation. Job evaluation is a process of ascertaining how much each job is worth to the organisation.

Step 5 – Employee evaluation

If people do not know that where they have been, then it's hard for them to learn where they are going. This is why it is essential for the organisation to have a formal method of assessing employees, their managers and even the organisation itself. Worker evaluation is a procedure for assessing the grade of a worker's job performance and conveying those findings to the worker. This can be completed using a performance evaluation that's a practice of assessing employee performance about expectations and providing comments. A novel approach to appraising performance was used by Bemis of Minneapolis, Minnesota. The company hired a cultural anthropologist for 30 days to observe employees in work and social situations, which provide a more in-depth and accurate assessment of the organisation's culture and daily climate than standard appraisal method could. The anthropologists discovered that top management

did not delegate responsibility well; when supervisors and artisans were reluctant to make decisions, top management moved in quickly and made the decision for them. As a result of anthropologist's study, the company began coaching top management to help them overcome the temptation to do the work they had delegated to others.

Step 6 – Employee movement and replacement:

Employees who leave the jobs within the organisation must be replaced unless the organisation is downsizing. Employees who are leaving are a valuable source of feedback about the organisation itself, and the entire process of employee movement provide information for assessing the organisation's job analysis. Employees leave their jobs in one out of five ways:

(i) Promotion

It is the happiest way for employees to leave their jobs through promotion, which is the evaluation of an employee to a different job that pays better or is higher in the chain of command.

(ii) Transfer

Employees may also leave their jobs through transfer.

(iii) Demotion

Changing an employee's job to a lower status position is known as a demotion. If employees do not perform their jobs well or who are dissatisfied with the amount of work then these employees must face the demotion.

(iv) Voluntary severance

Managers also have to provide for the loss of employees who voluntarily leave the organisation. Employees can leave because a spouse has been transferred or because they have found more attractive jobs in other firms etc.

(v) Termination

Employees may leave an organisation voluntarily if they are surplus to the organisation's needs. Any dismissal of an employee is called termination.

The last step in the human resource management process leads back to the first two steps.

2.6.2.2 Information Resource Management

Synnott and Gruber (1981) stated that Successful organisations put a premium on information resources just as they value human, technological and financial resources. The effective use of information is the key function of total quality management. Structure of organisation and information are closely connected to each other; in fact, weak information flow is the biggest problem of organisation's design. Leaders cannot achieve effective control without accurate, timely information about the organisation's performance. Information about the economy, customers and their requirements, product quality and new technologies are all important to the survival and successful running of an organisation. Recognizing, what constitutes information is one of the essential steps in information management. An organisation's data can include everything from sales figures to customer names to their feedback and product quality to product brochures from competitors.

Data

Facts, ideas, or concepts that are collected and stored in raw form are called data. By themselves, data do not offer much meaning. For data to have meant they must be converted into a format that communicates knowledge or conclusions.

Information

Information is the result of processing correlating or summarising raw data to create knowledge.

Using the information to lead

Information is an essential part of leadership and motivation. Informational power, the ability to release or withhold vital information, is one of the six types of managerial power. And information can be used both positively and negatively. The innovative use of information and data drives the success of visible changes. For example; Xerox realised its world market shares for copiers drop from 82 percent to 41 percent in just six years, a result of Japanese competitors entering the copier business. To avoid losing market share in the mid-size copier market where it still dominates, Xerox routinely gathers competitive product data. Competing products are

taken apart by Xerox engineers to see how the copiers are made and to estimate their production cost. Meeting a leadership challenge is a technique to build higher copiers at a lower cost. In addition to ongoing programs like Xerox's benchmarking, organisations often have one time needs for information gathering as well.

Types of information system

Information system is characterised into two categories;

1 - Transactional processing system

2 – Management information system

Transactional processing system

This is an information system that supports the collection and processing of an organisation's transactions. For instance, American express uses a transactional processing system to accept charges and to bill cardholders.

Management information system

Management information system collects processes and transmits information that supports routine, predictable decisions that confront.

2.6.2.3 Educational management

According to Venkatraman, (2007) This element should examine the key aspects of process management, including learner-focused education design, education delivery, services and business operations. It should examine how key processes are innovatively designed, effectively managed and continuously improved. The performance results of this element would examine student performance and improvement using key measures and indicators.

2.6.2.4 Student/ staff satisfaction

(Eskildsen et al., 1999) Argues that any higher education institution that wants to attract students in the future, for them Continuous improvement is essential. These Continuous improvements must be based on the voice of the customer, which in this case are the students. Students measure their satisfaction through their perception of a product that is, quality education. There is a model developed that is name as EPSI rating model or ECSI to Measure the student satisfaction and loyalty. This concept was introduced by Martensen et al. in 2000. As technology changes the possibilities of learning, new market conditions for universities are being created. In Europe, Universities are facing more challenges from other public and private educational organisations and consultanciae s these days. These universities are also held accountable for their performance. To satisfy the pupil, several methods are adopted, like:

- Teaching and studying
- Course design
- Student experience
- Quality
- System policy
- Institutional management
- Academic work
- Knowledge

2.6.3 The need for quality improvement in universities

Universities are diverse, volatile and dynamic in their setups; in that, they operate in ever-changing environments. They operate in environments that continuously change in the realm of values, economics, uncertain and obscure permutations and politics (Bess and Dee, 2008). Scholars are unanimous in the assertion that university system is one of the oldest institutions; among the ancient institutions founded in the Middle Ages (Haskins, 1923). Although there are variations among universities across the globe; the fact remains that an organisation that is to be called a university must have characters defining it as such; and consistent with other universities (Salmi, 2009). Research studies are unequivocal in pointing it out that university systems play an irreplaceable role in the knowledge economy (Florida, 1999). This is the main reason why universities are linked with countries' economic and societal developments. To this

end, universities and higher education systems are paramount in building competitive skills and productive labour force for development (Salmi, 2009).

In an educational context, quality is not new; it has been on for long. In the university systems, quality has been on for long as an internal measurement of accountability and efficiency. The importance of quality in educational system cannot be over emphasised; it is vital for the sustainability of educational system (Bologna Declaration, 1999). Quality in higher education is measured based on different parameters such graduate turn out rate, research outputs, and landmark contributions to the body of knowledge, technology transfer and others.

These metrics of quality measurement are attributable to three factors that are joint and found in top universities. These factors are identified, as emphasised by Salmi (2009) as follows: high concentrations of talents, abundant resources and favourable governance (Salmi, 2009). It is depicted in Figure in 2.4.

The concentration of talents is the most popular measure of quality in universities. Talents are top class university community members such seasoned professors, high capacity students and researchers. Therefore, the ability of a university to attract, produce and retain best brains regarding students and academicians is always seen as the major measure of quality in university ranking. The abundance of a resource is another measure of quality in the university system. It implies the cost involved in managing retinue of academic staffs, complex university systems and research. The ability of a university to meet the huge cost involved in this is a significant index of university quality. The third index of quality in the university system is appropriate governance. It encompasses the overall organisation framework of the university and its managerial autonomy. It also includes the appropriate coordination of the university environments, both internal and external, that is an environment in which the university operates. Good governance, on the other hand, has to do with the quality of education system in the university environment.

2.7 Leadership in Higher Education

Some researchers have suggested that leadership has a vital role in higher education performance (Scot, Coates and Anderson 2008; Bryman, 2009). Despite this research, there is no clear explanation of what effective academic leadership involves, the duties and tasks that academic leaders should complete and what information is required to be a dynamic leader. Throughout HEIs, the leaders within HE should produce vision, share their policy and organise a strategy (Davies et al., 2001), while concurrently leading others in an institutional style (Ali and Shastri, 2010). A model was shown by Motwani and Kumar (1997) to enforce TQM which involves five parts: planning; preparing; initialisation; expanding or integrating, and reviewing. During the planning phase, the leadership must acquire a complete understanding of what TQM is and how one should prepare to obtain it. The leadership must also understand why their institutes should integrate TQM and decide at which level will start this process (Yukl, 1999, 2008).

In the opinion of Claver et al. (2003), leadership is defined by some factors; how manager convey a firm commitment, how they motivate employees to carry out changes, and how they encourage employees to be independent. To inspire outstanding commitment to TQM, these suggested practices should be adopted by top management:

- a) Defining tactical vision and conveying this to all workers (Zairi, 1994b; Cortada, 1995, see Siddiqui and Rahman, 2006);
- b) Maintaining high standards of quantifiable quality (Siddiqui and Rahman, 2006);
- c) Designing a method to increase customer attention (Siddiqui and Rahman, 2006);
- d) Encouraging a culture of constant development (Buch and Rivers, 2001; Claver et al., 2003; Siddiqui and Rahman, 2006);
- e) Promoting teamwork, enterprise and individual victories to empower the workers (Buch and Rivers, 2001; Siddiqui and Rahman, 2006);
- f) Recognizing human resource as the most crucial resource for obtaining high levels of competitiveness. It should be supported through extra training and development, while also encouraging employees to be more involved in meetings (Zairi, 1994).

As we can see, to successfully implement TQM management must act as positive role models. They must allow teamwork, encourage workers, give enough resources while also conveying

the organisations aim and policy and be optimistic in general about the lasting benefits from this effort. Therefore, a revolutionary leader is required to implement TQM in higher education efficiently. These leaders subsequently have a very dominant influence over their subordinates. For example, the power of revolutionary leadership in developing value congruency and trust has been documented by many research studies (Jung & Avolio, 2000; Kirkpatrick & Locke, 1996; Podsakoff, Mackenzie, & Bommer, 1996; Shamir, 1995; Zheng et al., 2010). These leaders are trusted and admired by employees, which is why they align their values and give their power to the leaders. The number of articles on this topic has generated many different and competing models. In the following sections, eight styles of leadership are presented.

2.7.1 Instructional leadership:

A lack of clear definition of instructional leadership in research papers suggests that this idea may have diverse meanings Leithwood et al. (1999). He defines instructional leadership as: "*The behaviour of teachers is assumed by the Instructional leadership model to contribute to the development of students directly*".

Southworth (2002) recognised that there might be multiple leaders in an organisation, so he stated that "*When institutional leadership responsibility is given to all leaders it is more effective*". He added to this: "*instructional leadership involves teaching, learning while also including the development of teachers and students*". " This extended view was also shared by Geltner and Shelton (1991) who claimed that: "When all resources are utilised and integrated with effective leadership within a well-thought strategy, they can help the school achieve its objectives."

2.7.2 Moral leadership

The values and integrity of leaders are the critical attention of Moral leadership. These defensible origins of right and wrong can develop authority and inspiration (Leithwood et al., 1999). According to the authors, this model encompasses normative, social and symbolic ideas of leadership.

2.7.3 Participative leadership

Participative leadership has been mentioned in papers for many years, and it is attractive due to its democratic foundations, but it has rarely been successfully implemented in schools. Harris

(2002) however believes that it is inevitable that this style will be introduced due to the complicated and rapidly changing world, despite the current focus on individual leaders.

The main focus of Participative leadership is decision-making. This type of leading advocates for shared direction and it is assumed to improve results, while being linked with democratic values, due to the higher involvement of all parties involved.

2.7.4 Managerial leadership

This approach shows a narrow idea of 'management' is often implemented even though it appears to be contradictory to the points made earlier (Leithwood et al., 1999). It is also mentioned in the topology which influences its inclusion in this section. This widely thought to be an outdated way of thinking and it has often built distrust within the organisations.

2.7.5 Postmodern leadership

It is a newer model which has not been properly defined. Keough and Tobin (2001) connect post contemporary leadership to educational strategy through this definition: 'present contemporary culture reveals the wealth of subjective truths and advocates for the loss of absolute authority'. This view is similar to subjective or interactionism viewpoints, which also give importance to individual experience and understanding of actions (Greenfield, 1973; Bush, 1995).

2.7.6 Interpersonal leadership

It is unfeasible to think of any model of leadership which does not have social intelligence as a critical component. Therefore, intelligence is significant according to West-Burnham (2001). Previous examples do not appear to have this notion. He defines interpersonal leadership as 'The decent range of instinctive behaviours derived from cultured self-awareness allows effective communication with others. This type of leadership also has its effect on other members of the organisation as they are often updated and feel important.'

2.7.7 Contingent leadership

This model of leadership focuses on the diverse range of school environments and the advantages of having a flexible approach to the situation rather than have the same method for every case (Leithwood et al., 1999). This model focuses on how leaders answer the unique challenges or circumstances which they face in organisations. The diverse range of environments provides the logic behind this model. Leaders must have the ability to adapt to the requirements of every situation and organisation.

2.7.8 Transformational leadership:

The transformational leadership perspective in context to education was studied by Leithwood et al. (1999) and idealised transformational leadership among eight dimensions.

1. Construction the school vision
2. Defining the school's objectives
3. Giving intellectual stimulus
4. Giving individualised attention
5. Copying the top practices and essential school values
6. Expressing high-performance hopes.
7. Ensuring an industrious school environment
8. Developing institutions to encourage participation in school choices.

It is an influence process in which the commitment of stakeholders to organisational goals is increased. Leaders hope to ensure the support of teachers for their goals for the college and to augment their capabilities towards the objectives. The focus is on the process rather than the results as this allows everyone to track progress and make changes if necessary.

2.7.8 Transformational Leadership in Higher Education

(Allen, 1996) Remarked that significant difference could be seen in the education sector due to globalisation, new technology and evolving social patterns over the past few years. Followers are inspired and encouraged by transformational leaders to obtain incredible results and meanwhile develop their own leadership capabilities. The leaders enable their followers to grow by giving them more independence and by aligning the targets and goals of the individual followers, the leader and the system. Education leaders should develop the capacity to institute change, which requires them to become transformation leaders (Tsui et al., 2006; Wu et al., 2010; Walter and Bruch, 2010; Vidyarthi et al., 2014).

Transformational leaders must grow into three roles, explained below:

- These leaders must think ahead of their contemporaries and set aims and objectives for their education system while regarding the employment rates and competition around the world. Education is changing worldwide, and it is essential that leaders stay informed so that their students can derive the most benefit.

These must be there during the transformation to ensure that their education systems can meet new expectation. It is imperative as the leader may know some parts of the plan which may have been kept from others. It will also ensure that small problems are taken care of before they grow into more significant issues. Stakeholders must be directly engaged during the preparation and execution phases of transformation to ensure that everyone is on board and will work towards the same objective (Yukl, 1999; Leithwood and Jantzi, 1999; Menges et al., 2011; Mitchell et al., 2014).

The idea of transformational leadership was initially introduced by James MacGregor Burns who was the leading specialist and presidential biographer. According to Burns, transformational leadership could be viewed when "leaders and followers make one another to progress to a higher level of morality and motivation. The work of Burns was extended by the Bernard M. Bass. Bass introduced the term "transformational" in place of "transforming." He further clarifies how transformational leadership can be measured, in addition to how it impacts follower motivation and performance.

The four Big elements of full range of transformational leadership are (I) Inspirational motivation(ii) Intellectual Stimulation (iii) idealised influence (iv) individualised consideration.

The full-range leadership version includes four leadership factors, also called the four I's. Transformational leaders, irrespective of their organisational position, may utilise individualised consideration, intellectual stimulation, and motivational motivation and idealised influence to affect others from an area. (Bush, 2008)

2.9 Key findings from a review of the literature

The following table 2.3 shows key points relevant to the successful implementation of TQM and utilisation of TL. These inferences are for all organisations and not specifically derived for HE organisations. This summarises the review of the literature and its positive supporting findings to propose a theoretical framework in the next chapter. These key findings help in two aspects mainly: (i) to identify gaps in the existing body of literature; and (ii) to finalise the theoretical framework which ultimately can enable the researcher to fill gaps found in the literature.

- **Table 2.3 Key findings from the review of TQM and TL literature**

Author(s) and Year	Source Journal(s)	Main finding(s)
Tasopoulou et al. (2017)	TQM and Business Excellence;	TQM as a theory, tool, practice or system can be applied within the higher education system. TQM application is still new and unclear for higher education industry as compared to its obsolescence for car manufacturing industry. TQM is a multi-level theory which is a composition of various sub-factors. Application of TQM to educational processes is possible but not extensively tested.
Psomas and Antony (2017)	Quality and quantity;	
Manatos et al. (2017)	Quality Assurance Education;	
Juan and Gavin (2017)	Tertiary education and Management;	
Alzhrani et al (2016)	Intl. Journal of Eng. Education;	
Chen (2012)	Intl. Journal of productions management;	
Becket and Brookes (2008)	Journal of Operational Research Society	
Venkataraman (2007)		
Quinn et al. (2009)		
Teelken and Lomas (2009)		
Winn and Green (1998)		
Vidyarthi et al. (2014)	The Leadership Quarterly;	TL could be combined with TQM and its embedded within the larger domain of QM.
Garcia-Morales et al. (2012)	Journal of Business Research;	TL itself has four archetypes and sub-factors influencing it.
Pereira and Gomes (2012)	The Intl. Journal of HRM;	

<p>Yukl (2008)</p> <p>Bruch and Walter (2007)</p> <p>Tsui et al. (2006)</p> <p>Mitchell et al. (2014)</p> <p>Leithwood & Poplin (1992)</p> <p>Leithwood and Jantzi (1999)</p> <p>Yukl (1999)</p> <p>Podsakoff et al (1996)</p> <p>Shamir et al (1993)</p>	<p>Education Leadership;</p> <p>Leadership and Organisational development Journal;</p> <p>Human relations; Journal of Management;</p> <p>Organisational Science</p>	<p>Having TL traits is not difficult for leaders but implementing alongside with TQM and influencing through use of TL is quite challenging.</p> <p>There is lack of evidence of TL application and testing in HE sector such as attempted by this study.</p>
Jaccard (2013)		Management participates in quality programmes and TQM has customer focus.
Spears (2012)		Give priority attention to internal and external customers and their needs. Leaders emphasise improvement rather than maintenance
<p>Chen (2012)</p> <p>Ogawa et al. (2012)</p> <p>Quinn et al. (2009)</p>	<p>Quality and Quantity; TQM and Business Excellence</p>	TQM enables improvement in higher education

Foot & Hook (2005)		Process leadership is cyclic and many times in auto-pilot mode where dynamics is faster than leaders respond to them
Weiskittel (1999)		The concept of leadership and how to become an effective leader
Anderson et al. (1997)		Explained ‘Taboul’ and ‘Kano’ models of customer satisfaction standards
Cohen (1995)		TQM can be deployed based on customer-centric philosophy
Peters and Peters (1991)		TQM is a continuous improvement
Bass (1991)		Introduced the term "transformational" in place of "transforming" and explained four elements of transformational leadership
Synott & Gruber (1981)		Information is an important part of leadership and motivation

2.10 Gaps in applying TQM and TL theories

The inferences from academic literature in the previous chapter confirm existing theoretical perspectives. This literature inferences support the theoretical proposition mentioned in the next chapter whereas this section analyses and explain the gaps found in the literature related to the implementation of TQM and TL to manage improvement in the HE sector. These gaps as a part of the problem have enabled the process of developing the initial theory – a conceptual framework consisting of numerous sub-factors as detailed in chapter four.

Despite the growing interest and attention from TQM and TL researchers, empirical research on the adoption of TQM implementation along with TL has been limited in the higher education organisations. Multiple researchers have examined TQM research in the top journals to profile TQM research in the HE domain. The findings of this research indicate that only a few publications have focussed on HE improvement and there is a void reported for TQM evaluation in the HE domain (Srikanthan and Dalrymple, 2007; Al-Suhaimi, 2012).

This review of literature also reveals a void for TL adoption models in the HE domain. However, very few authors have identified factors for adoption of TQM in the HE organisations especially in the Saudi universities which cannot support for building the theory. As a result, some of the researchers' findings have a limited scope of applying to extract TQM as a theory for the HE domain. Therefore to build the theory from this research study, the researcher would need to conduct primary research with the support of key findings mentioned in the previous section (Becket and Brookes, 2008; Ali et al., 2010; Chen, 2012).

As a matter of fact, various models of TQM and TL implementation have been proposed in the literature to provide an understanding of the principles behind the adoption of integrating these two domains. However, these models have been loosely coupled, and there is a little evidence that TQM and TL could be applied combined as a new approach to improve the overall quality. Furthermore, TQM and TL combination is a new area of research and there has not been an extensive study on reporting the adoption of these two concepts together. Therefore, the focus of this study is to develop a model combining these two intertwined concepts. There is a need to better explore the area of TQM wherein TL could be a part of the process and identify if any inter-relationship exists between them, or their sub-factors.

Despite quality agencies and TQM vendors promoting the ease of its implementation, there is no such 'off the shelf application' or 'one fits all' procedure that can offer 'out of the box' integration. From a technical perspective, TQM is based on a mix of concepts to incorporate them together. This, in turn, requires data, message, object, process, going live and monitoring. This shows the complexity of TQM as the a system that there is no single integration and implementation technology which can efficiently support at all levels. Therefore, one needs to understand and to overcome barriers for each different industry wherein TQM is to be applied,

for example, higher education in this study (Winn and Green, 1998; Sila and Ebrahimpour, 2003; Chen, 2012; Bayraktar et al., 2013).a

There is much confusion regarding TQM and basic quality management modules that can be utilised together to achieve improvement. The reasons evident from the review of the literature suggest (i) overlap within the functionality but differ in the quality dimensions such as workability, flexibility and scalability (ii) overlap within the sub-factors and their overall efficiency and relational inter-dependence.

Hirtz et al. (2007) suggest that selection of TQM as a quality management tool and size and scale of the organisation in addition to maturity of organisation within its industry form a major barrier to the TQM implementation. Also, in-house organisational inertia and incapability of team to undertake TQM could be a major barrier. There is a lack of knowledge about the real capability and resultant outcome of TQM implementation in HE organisations. There is not much evidence found in the literature about these organisation design elements which the researcher would find out from primary data analyses. Sometime TQM could be an appropriate choice to be implemented because of the specific type and growth stage of an organisation. To carry out such assessments whether TQM is a perfect fit or not require detailed technical expertise and a complex set of skills.

- (i) Measures applied by governments, TQM consultants and vendors for improvement in the HE organisations are many in the forms of quality standards, practices, compliance procedures, principles; however they do not collate with each other to bring the right factors to the identification for problems faced when implementing TQM and TL in HE sector (Quinn et al., 2009; Chen, 2012; Bayraktar et al., 2013; Manatos et al., 2017).
- (ii) Although there are numerous studies that have examined TQM and TL composition elements, implementation programmes or specific organisations cases; there is no study carried out to test the impacts of TQM and TL together and their factors on the resultant outcome variable that is an improvement in HE. Thus, all such factors found in the literature are not validated through the dual channel of inductive and deductive processes.

This research study aims to investigate the impacts and relationship of various dimensions of dependent variable, i.e. improvement in the HE sector. This is a necessary step in taking forward the body of knowledge within the domain of TQM and TL applications in the higher education which is acknowledged by many notable researchers and they have explained this task as a further scope in their research (Green, 2006; Srikanthan Dalrymple, 2007; Yukl, 2008; Teelken and Lomas, 2009; Mthe anatos et al., 2017; Juan and Gavin, 2017).

- (iii) Previous research studies have not been empirical in their testing of various factors of HE improvement such as accountability, accreditation, excellence in graduates and transparency. Previous research found in the literature is mainly the analysis of secondary data or literature about TQM as a quality improvement tool or system and implemented as software rather than analysing it as a theory or phenomenon. Therefore, this study aims to investigate HE improvement and its varying degrees of relationship with TQM and TL as a theoretical concepts using both primary and secondary data through interviews, observations, reports and documents (Becket and Brookes, 2008; Ali et al, 2010; Gundersen et al, 2012; Al-Suhaimi, 2012; Tasopoulou et al, 2017).
- (iv) There have been theoretical reflections about elements of TL and its overall impacts however there is complete lack of studies considering all forms of TL through idealised, inspirational, individualised or intellectual influence on improvement in HE; and also the actual impacts are rarely measured based on the development of constructs such as in this study. Numerous articles of TQM implementation focuses on management transparency, governance and employee inertia issues and their motives leading to hinder the positive outcomes; however, this leads one to the main challenge to carry out in-depth study of the HE institutions and find out the why and how their overall quality could be improved (Tsui et al., 2006, Mitchell et al., 2014). Thus, the findings of this study can help potent onial and current managers, governments and regulatory agencies to support the growth and improvement of the HE sector.
- (v) Empirical research supports the idea that TL positively influences followers and performance of the organisation (Hunt 1999, Yukl, 1999; Diaz-Saenz, 2011); however, a number of researchers do not agree with this; and suggest that underlying mechanism of

TL is unclear, and there is little evidence of effects of TL on work groups, teams and organisations. Additionally, an overlap between the constructs of idealised influence and inspirational motivation is also claimed due to lack of enough identification and contextual variables on the leadership (Leithwood and Jantzi, 1999; Gunderson et al., 2012).

(vi) Leadership phenomenon is not new however application of the TL varies according to the context, trust between leader and team, dynamics of the work environment and work adjustment in addition to the individual behavioural aspects (Yukl, 1999; Yukl, 2008). Transformational leadership is visionary leadership style as claimed by Deming (1986) but this has not been tested empirically. Researchers have not coupled with quality management as a theory to understand existing management theories (Sousa and Voss, 2002). The basic rationale of TL impacting quality management and improvement by influencing and motivating the team to improve quality performance ultimately is not tested for higher education in Saudi Arabia (Shamir et al., 1993; Waldman, 1994; Sila and Ebrahimpour, 2003). TL could significantly affect infrastructure and quality management practices however leaders' and team's behaviours' to each other can create a huge difference between non-performing and performing institutions. Koch and Fisher (1998) found very little evidence to test these relationship impacts of TL onto QM (Hirtz et al., 2007; Vidyarthi et al., 2014).

(vii) It is still unclear after decades of research about TQM and TL that what kind of top management efforts can deliver the higher performance and quality improvement in their organisations and what employees and customers expect in terms of improvement. One needs to identify which resources apart from capital are required for either side of TQM and TL relationship with the improvement in HE sector. Hence, this research study attempts to answer such questions stemming from the review of the literature and come up with evidence-based recommendations about impacts of TQM and TL.

Based on the above-discussed gaps found in the literature, the conceptual framework as a theoretical proposition is developed for this research study as shown in the next chapter four. In the proposed conceptual framework, factors which are the independent variables have been categorised into two groups of TQM and TL sub-factors. If there is any inherent relationship or causality between these independent variables or factors affecting improvement in the HE, then it would emerge from analyses of findings.

2.11 The Kingdom of Saudi Arabia: A Brief Overview

The real modern history of Saudi Arabia can be traced back to the year 1902 when its founder, King Abdulaziz Bin Abdelrahman, who was born in about 1880 and who spent his early life in exile with his father in Kuwait, took over the city of Riyadh with a group of loyalist followers. He thus returned it to the control of the Al-Saud family. After this; he spent almost 30 years of his life attempting to consolidate his territories in the Arabian Peninsula; this he eventually achieved. On 23 September 1932, he declared the name of the country to be the Kingdom of Saudi Arabia or Al Mamlakaah al Arabiya as Saudiyah which was established as an Islamic state. Arabic is the official language, and the Holy Qur'an is the basis for its constitution. In 1953, the founder King Abdulaziz died after dedicating a greater part of his life to building his ambitious empire. Riyadh, which is located in the centre of the Kingdom, became the capital city of Saudi

Arabia. Other major cities include Jeddah, a port city on the Red Sea; Mecca, the Muslims' holy place of pilgrimage; Medina, another holy and cultural city for Muslims; Dammam, an oil city on the Arabian Gulf; and Al-Jubayl and Yanbu which are two new industrial cities. Saudi Arabia is divided, for administration purposes, into 13 provinces (Mantagah): Al-Riyadh, Makkah Al-NFukaramah, Al-Madinah Al-munwwarah Al-Qasim, Al-Sharqiyah, Asir, Al-Bahah, Najran, Jazan, Al-Hudud Al-Shamaliyah, Al Jawf, Flail and Tabuk. Each region has a Regional Governor with the status of Minister who reports directly to the Interior Minister.

In political terms, Saudi Arabia is a monarchy, which is ruled by a king who is selected by members of the Al-Saud family. The appointed king will normally rule for the rest of his life. Besides the King there are two assistant and advisory councils: the Council of Ministers whose main responsibilities are planning and managing the implementation of general affairs in the Kingdom, such as the economy, defence, education, policies, international relations and so on, and the Consultative Council which was formed to provide the King with appropriate advice associated with issues of concern to the nation as a whole. However, the King normally appoints all members of both councils.

The Kingdom of Saudi Arabia is an active participant member in a great number of agencies and organisations world-wide. It is a founding member of the following agencies: the United Nations (UN), the Arab States League, the Islamic Conference, and the Gulf Cooperation Council (GCC). Also, it is involved in activities related to the United Nations' specialised

agencies: the World Bank, the Non-aligned Movement Organisation, the Petroleum Exporting Countries' Organisation, and the Arab Petroleum Exporting Countries' Organisation.



Figure 3.1 Saudi Arabian Map (source: Google map)

Geographically, the Kingdom of Saudi Arabia is the largest country in the Middle East, entirely occupying almost four-fifths of the Arabian Peninsula. It is positioned in south-western Asia and lies at the intersection of three continents: Europe, Asia and Africa. The country is bordered by the Red Sea on the west, and by the Arabian Gulf, the United Arab Emirates and Qatar in the east. In the south there are borders with Yemen and the Sultanate of Oman, while in the north, Saudi Arabia has borders with Kuwait, Iraq and Jordan. The country's area is estimated

to be some 2,149,690 sq. km (829,995 sq. ml) comprising most of the Arabian Peninsula (12). It has a varied landscape including the Empty Quarter (Al-Rub al Khali) in the south of the country that is considered to be the largest sand desert in the world and which is also linked to another large, sandy desert, Al-Nafud, in the north of the country. In the southwest, there are mountains rising to over 9,000 feet (about 3,133 m).

Economically, since the discovery of oil in the Kingdom in the 1930s, Saudi Arabia has undergone a rapid and radical transformation in every important aspect of life such as health, education, agriculture, industry, communication, transportation etc. The oil sector provides the Kingdom with about 75% of its total national budget revenue. The country has the largest petroleum reserve (26%) of the world's total oil reserve (15). It also has other mineral resources. However, the government of Saudi Arabia is trying to enhance and accelerate growth through direct support and encouragement to the private sector to take an active and influential part in building, developing and maintaining the stability of the economy and to generate sources of revenue other than oil. The Saudi economy could be seen as a true reflection of a free, economic-based system that allows every Saudi citizen to engage in economic activities. Recently, the government of Saudi Arabia issued a decree that permits international investors also to take part in the development and expansion of the economy.

The Higher Education in Saudi Arabia

There is no doubt that the Kingdom of Saudi Arabia is currently considered to be one of the fastest growing economies among all the developing countries (Al-Farsy, 1991; Khalil, 1994; Al-Jalal, 1996; Almousa, 2011; Niblock and Wilson, 1999). In parallel, its higher education system is also expanding very rapidly, in terms of both quantity and diversity (Al-Kami, 1995, 1999; KSA, 2000, 2001; Al-Naeem, 2002). This system, which began in 1957 with a teachers' college comprised of 21 students, five teaching staff and four administrative officers, has grown, in the space of fewer than six decades, to 38 universities. Especially in the last ten years with the late King Abdullah bin Abdulaziz leadership which was his priority to improve the higher education system, as shown in Figure 3.2

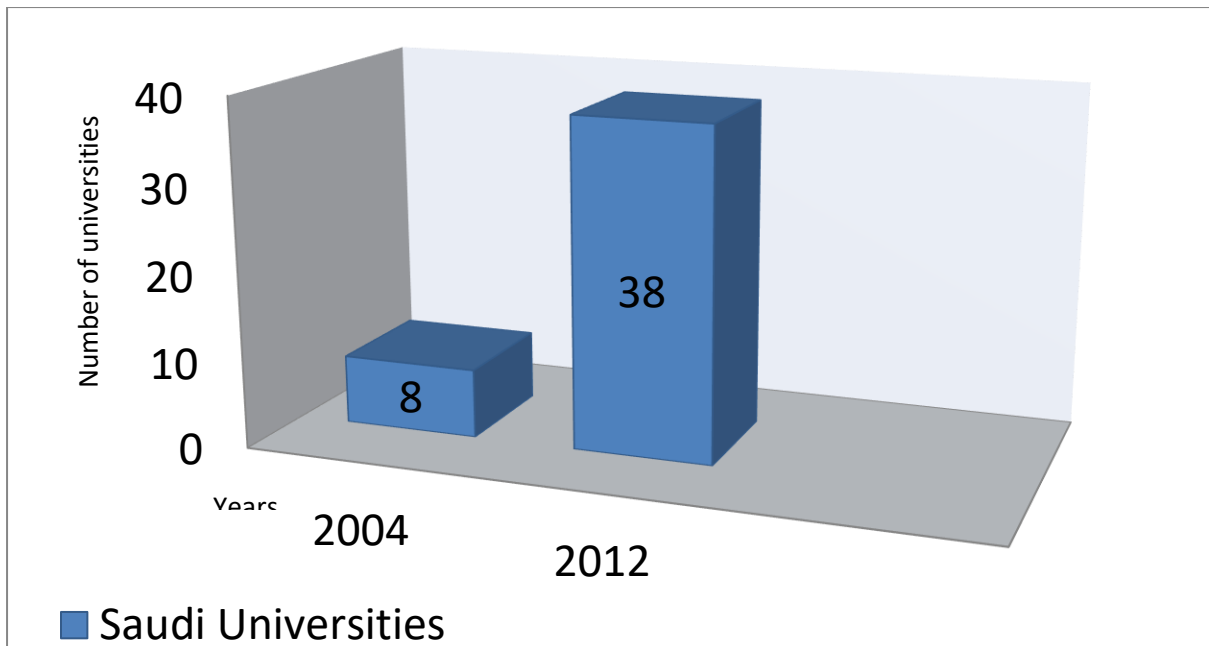


Figure 3.2 Development of Saudi Higher Education

The expansion of the Saudi higher education system is mainly the outcome of the improving national economy, which is also closely associated with social demand and demography change. Therefore, the official policies and objectives of the Saudi state have been a significant force in shaping this system. One of the main objectives for the Saudi king is educating the people of Saudi Arabia with high quality education abroad or in Saudi Arabia.

2.12 Chapter Summary

This chapter provided a critical and comprehensive review of the existing literature in the two phenomena: Total quality management and transformational leadership. The chapter aims to identify the key findings and gaps within the existing body of knowledge as to provide in-depth analyses of both total quality management (TQM) and transformational leadership (TL) within HE sector of Saudi Arabia. Main findings of this literature review include the understanding of

TQM and its role in H.E; and how quality measures could play an essential role in the in the academia. It also includes the concept of leadership and its approaches and styles, like transformational leadership which contribute an important role in H.E development. Furthermore, it shows the TQM framework which starts with the definitions and theories provided by gurus of quality which contributes to the development of principles, practices, tools and techniques for applying TQM. These practices have been implemented in the industrial realisation activity. The concept of transformational leadership and its elements such as inspirational motivation, intellectual stimulation, idealised influence, and individualised consideration are discussed in detail. The composition of TQM and TL making a case to improve the higher education is highlighted which underpins the logical development of the conceptual framework as explained in the next chapter.

Chapter 3 Conceptual Framework and Relevant Theories

3.1 Introduction

As a result of the literature review in chapter 2, there is an obvious need to develop a conceptual framework for identifying the relationship between TQM and TL, as was discussed as a research gap. The proposed conceptual framework consists of three main parts that identify the relationship between TQM and TL to improve the H.E. Earlier, the chapters thoroughly investigated the appropriate works and defined a vital link between research problem and aim of this study. Detailed previous knowledge of the study was provided while doing so. As recommended by Walsham in 1995, a curative researcher must have a skilful knowledge and curiosity for the previous interpretative research works that are a proof of his past understanding. An understandable framework has been formulated in the said chapter and presented through propositions.

As Miles and Huberman, stated in 2013 that every work that assembles the basic paradigms about the occurrence and potential relationship among them is known as a conceptual framework. Voss et al. in 2002 said that the starting point of any case study research is the design that explains the research methodology and a explains past the point of the obvious hypothesis in the form of graphs.

Saunders *et al.* (2016) contended that if a researcher wants to understand the connection between the current knowledge and the subject matter he must do it through a conceptual framework.

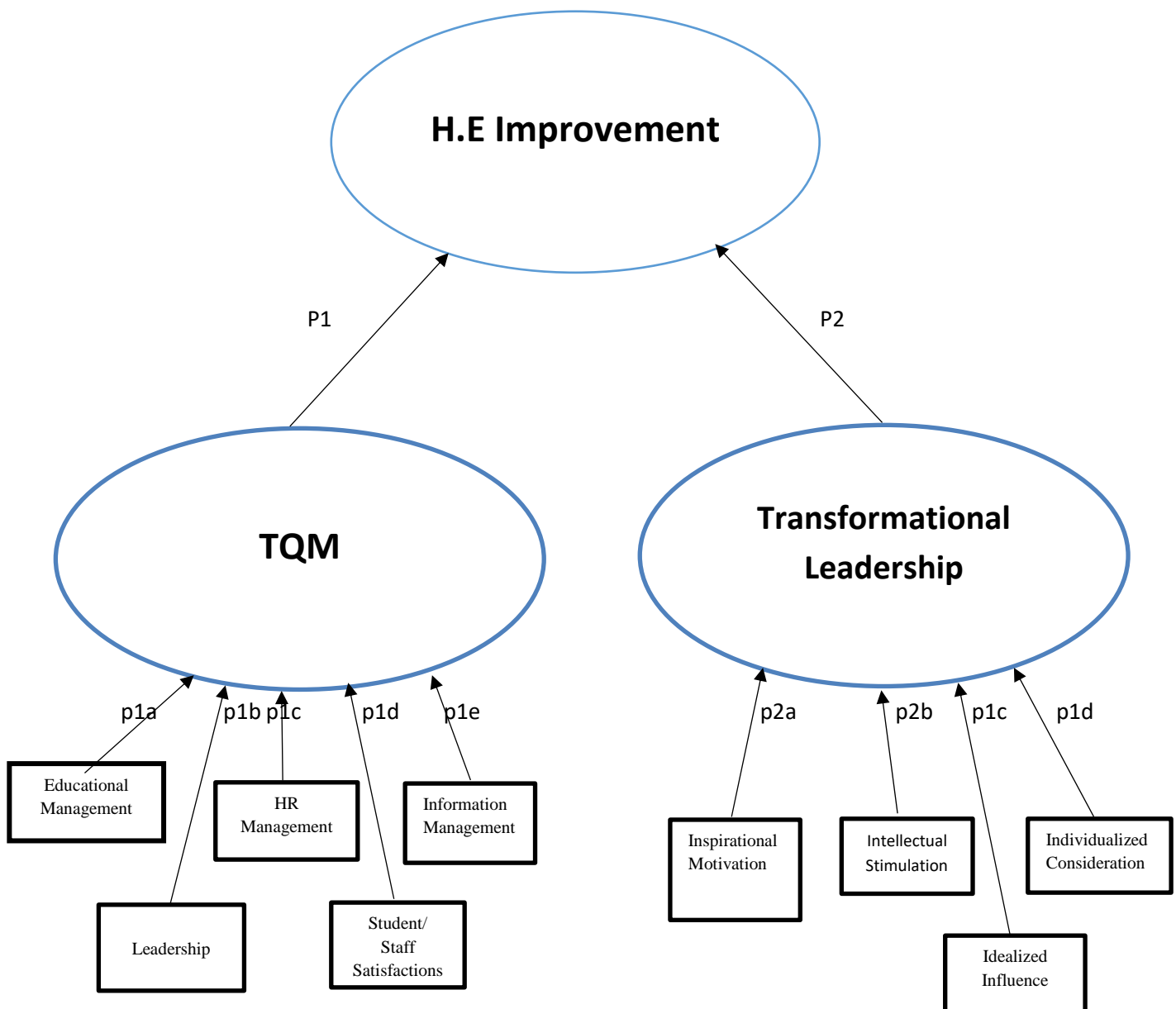
Sekarn and Bougie (2013) stated that the conceptual framework works just as an alerting device and helps the researcher in the construction of theories and make rational sense in conclusion of the research problem. So here, it can be concluded that this framework monitors the researcher in the investigation and making presentations in the implementation of total quality management and transormational leadship to improve the higher education.

3.2 Conceptual framework

The proposed framework is based on literature and the outcomes of combining of theories and models which focus on TQM and TL.

The framework contributes to the improvement of H.E through TQM themes, e.g. Information resource management, HR Management, leadership, Educational Management and customer satisfaction. These tools and techniques are used in the product and service realisation activity. Information is captured from customers to provide information in order to improve the organisation's system, product and service continually. By using TL theory which includes these themes, e.g. Idealized Influence, inspirational Motivation, Intellectual Stimulation and Individualized Consideration, as shown in figure 3.1.

Figure 3.1 Conceptual Framework for Improvement in H.E



3.2.1 Total Quality Management(P1)

These are the important TQM themes which merge from the literature to improve the H.E

Educational management (P1a)

According to Venkatraman, (2007) , this element should examine the key aspects of process management, including learner-focused education design, education delivery, services and business operations. It should examine how key processes are innovatively designed, effectively managed and continuously improved. The performance results of this element would examine student performance and improvement using key measures and indicators.

Human Resource Management (P1b)

Schuler and MacMillan (1984) argue that human resource management is a comprehensive, integrated system for efficiently managing the workforce in the effort to achieve an organisation's goals. Every organisation, whether it is a multinational firm, small business, a religious institution, or a government agency, depends on people. Appropriate candidates for each job from the chairman of the board to night-shift janitor must be located, either inside or outside the organisation, and they must be convinced of pay, benefits and working conditions to take and keep the job. They must also be trained and motivated. Handling this function is a part of human resource management. This system has traditionally included hiring, firing and payroll, which are essentially a reaction to a problem or organisational goal that already exist. But since World War II, the business world has grown more complicated, and human resource management has expanded to include new technology in the workplace, arranging work task, and communicating with employees. With the great increase in global competition, in government regulation, and in need of skilled labour, human resource managers are increasingly invited to participate in strategic planning and organisational goal setting. They have also become involved in personal and career development to prevent stagnation and to develop talent, in interpersonal relations to assure teamwork and accurate communication, in attending to employee needs to demonstrate the organisation's concern for them, and in employee participation in work, life to help employees perform at their full capacity.

The human resource function plays a vital role in any firm's ability to meet its goal. Like other organisation's managers, human resource managers must consider their organisation's environment, resource and goals. Furthermore, an organisation's efforts to implement its strategy often involve a highly integrated set of human resource actions. Downsizing efforts, for instance, integrate the human resource functions of employee movement, and better human resource planning. Similarly, decentralising integrates the human resource functions of training, evaluations, and compensation.

According to the above to figure 2.4 which shows the framework of TQM in H.E, the Human resource management will be important to element to test in our conceptual framework.

Information Resource Management (P1c)

Synnott and Gruber (1981) stated that Successful organisations put a premium on information resources just as they value human, technological and financial resources. The effective use of information is the key function of total quality management. Structure of organisation and information are closely connected to each other; in fact, weak information flow is the biggest problem of organisation's design. Leaders cannot achieve effective control without accurate, timely information about the organisation's performance. Information about the economy, customers and their requirements, product quality and new technologies are all important to the survival and successful running of an organisation. Recognizing, what constitutes information is one of the essential steps in information management. An organisation's data can include everything from sales figures to customer names to their feedback and product quality to product brochures from competitors.

Leadership (P1d)

Everybody is accountable for quality, particularly senior, direction and the chief executive officers, nevertheless on the main executive officer can offer the direction system to attain effects. As an instance, General Electric's chief executive officer, Jack Welch instituted leadership training program in any respect levels of the organisation in the 1980s. The General Electric training programs educated direction strategies and models and also provided the chance for teams to come up with solutions to actual business issues. A pioneer has different responsibilities. They ought to escape the office and see clients, providers, departments within the organisation, and plants inside the organisation.

Student/ staff satisfaction (P1e)

(Eskildsen et al., 1999) Argues that any higher education institution that wants to attract students in the future, for them Continuous improvement is essential. These Continuous improvements must be based on the voice of the customer, which in this case are the students. Students measure their satisfaction through their perception of a product that is, quality education. As technology changes the possibilities of learning, new market conditions for universities are being created. In Europe, Universities are facing more challenges from other public and private educational organisations and consultancies s these days. These universities are also held accountable for their performance. To satisfy the pupil, several methods are adopted, like:

- Teaching and studying
- Course design
- Student experience
- Quality
- System policy
- Institutional management
- Academic work
- Knowledge

3.2.2 Transformational Leadership (P2)

These are the important TL themes which merge from the literature to improve the H.E

Inspirational motivation (P2a)

Inspirational motivation is the ability of a leader to provide meaning and context to the work of those working under him/her.

Fundamentals of motivation

Understanding the forces that shape employee performance is not a simple task. Why does one employee tackle every project with enthusiasm and consistently succeed, When another grumble at every new task and often fails to meet minimum expectation? What causes an employee with a record of low performance to suddenly catch fire and become an essential

contributor to the organisation? Why does a star employee lose energy and begin to lack commitment to the organisation?

Performance depends on three forces: ability, environment, and motivation. If employees' necessary abilities are supported by their organisational environments and are appropriately motivated, they have the best chance of meeting their goals. If one of these factors is absent or weak, organisational performance is likely to suffer. In many cases, managers can help individuals develop their abilities through training and coaching. Similarly, the manager can often cope with the environmental conditions that prevent performance by improving lighting and safety, among another element. However, the manager often finds that dealing with a lack of employee motivation is more difficult.

Motivation factors differ from person to person, and because motivation is an internal force, it cannot be empirically observed, measured or analysed in under-qualified the same way that staffing, funding or other management concerns can be. Moreover, a particular act or decision may be the result of one of many different motives; just a variety of motives may cause people to act in similar or identical ways. Nonetheless, one of a manager's most important responsibilities and one of the most challenging tasks is to enable employees to perform at the highest possible level to achieve the organisation's goal.

Intellectual stimulation (P2b)

A leader must be capable of handling tasks and can give solutions to the immediate problems through his knowledgeable motivation. By intellectual motivation, authors mean that leader should have a first-hand knowledge of every new thing, and he must be adaptable of doing a thing customarily.

A familiar explanation is written below,

"Intellectual stimulation is an extent to which subordinates are motivated to do creative work and solve the current problems conventionally"

Importance of knowledgeable stimulation is the management style is investigated by many researchers in some fields mainly educational sector, governance, self-organisation, health policies etc. The thinking and grace of leadership are impacted by knowledgeable motivation as one man cannot handle all the jobs. Richard L. Daft describes that common man appreciates those managers who rouse a sense of spying in subordinates. He further states that good leaders inspire low-level staff to learn new things, ideas and substitutes. Well, there are two variables in it namely originality and improvement. It is hardly possible to give new solutions every time and quality output in this ever-changing world. Worth is given weightage in all fields of life and in the field of health quality is related to the provision of up to the mark facilities by dynamic leadership. However, the health sector is also threatened by the lack of TQM which is the main reason for lack of trust of patients. Research was conducted by McGuire and Kennerly about 12 years ago. In their research, they visited nurses in hospitals of Midwest region in the USA. The findings of their study revealed that the nurse managers consider themselves superior to the staff nurses when it comes to the knowledgeable motivation. The researchers found constructive results only because of the dynamic leadership skill.

Similar research was done by Ohman in the year 2000. Critical care managers working as nurses, 125 in number were studied. They also showed constructive links when knowledgeable motivation was applied. They conclude that leader is the one who gives a challenging environment to subordinates and stimulates their thinking by using rational techniques.

Idealized Influence (P2c)

The flawless impact is the unique attitude of the manager that is synchronised with his words. There must be no clash between his words and his actions. Such flawless leaders are always idealised by the subordinates and co-workers. The co-workers always respect them, and they make profitable decisions for the organization, and thus they are considered an asset to the organization. Bass, Burns and Avolio have supported the idealized influence of leader in 1978. A brief explanation is following;

“Dynamic leaders are those who are a role model for their subordinates and co-workers” .

Dynamic leaders always prefer the desires of their fellows of their own desires. They are more attached to their goals and persistent in attitude. Daft says that Woman leaders create more influence, gives maximum encouragement and have a more knowledgeable impact. According

to the Moe, Pappas and Murray who had conducted interviews at KHCC in the year 2007 found that idealized impact has great importance in dynamic leadership design. It also created benefitting behaviours and helped in encouragement of staff. The researchers recommended the methodology to all leaders working in the healthcare sector.

A research article was written by J.M Bally in 2007 also suggested that dynamic leadership emphasize staff especially nurses working in challenging environments. Bally recommended that nurses should align themselves to the role modelling for the achievement of organisational goals regarding supervising and they should give weight to each other's past works to get a level of brilliance. The whole discussion reaches at a conclusion that flawless impact can create miracles in hospitals and other healthcare facilities. Moreover, it can create a friendly and supportive environment for patients and doctors, which will ultimately credit the whole organisation.

Individualized Consideration (P2d)

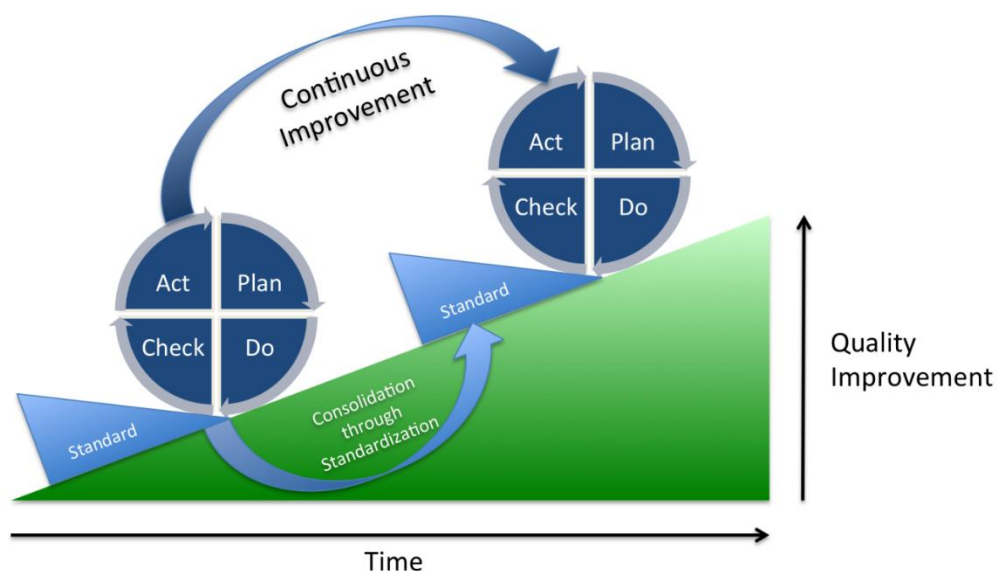
Personalized attention is another important feature of dynamic leadership. A great leader is one who pays equal attention to all his subordinates and co-workers. Individual attention to all associates can be ensured when the leader attends every person with complete attention. He must ensure smooth communication and supervise the subordinates with immediate feedback so that the flaws must be corrected. For the achievement of objectives and continuous growth, leaders give extra attention to the needs of every individual and acts as a teacher who affectionately deals with fellow beings to enable their potential. Bass and Avolio say that a transformational leader always lends his ear to the associates. Leaders supervise the assigned tasks and extend support in case of further guidance to gage development. In an ideal world, subordinates do not get an idea that they are being monitored. Personalized attention includes the following behaviours:

- Boosting creativity level of staff
- Tackling the prevailing situation
- Always working to introduce innovation
- Encouraging staff members to make a different opinion
- Enable the employees to take risks for the attainment of objectives.

3.4 Theories of Implementing TQM, TL Toward Improvement In The HE

The theories derived based on the research sequence of induction and deduction could help researchers to analyse, and the explore concept leading to a detailed review of the phenomenon. Multiple theoretical lenses have been used by prior researchers to examine issues related to higher education improvement. However, the current understanding of what contributes to successful TQM implementation by using transformational leadership is still quite limited. This study integrates the Deming's theory of PDCA - plan, do, check and act and transformational leadership theories to better conceptualise and explain how we could improve the higher education by successfully implementing TQM; and to gain a better and more holistic understanding of the factors that contribute to a successful leadership style. Incorporating these two theories enables for cross-fertilization that can address the gaps and limitations of each one when applied in isolation. The next two sub-sections discuss these two theories and explain how they inform the conceptual research framework.

Figure 2.3 Deming Circle of plan – do – check – act (PDCA) theory.



Source: Deming academy

Neo-charismatic and transformational leadership theories

House, Burner, Conger, posner, Nanus and Bass have included the important, compelling researches in the year 1977, 1978, 1987, 1987 and 1985 respectively. They gave new names to this transformational leadership called "New Leadership" or neo charismatic theories. Yukl gave another idea of Charismatic and Transformational Theories". All the theories of researchers allow us to investigate the sensitive effect created by the influential leader in any organization. They remain successful in it because of their their positive vibes, determination and idealistic nature. All these theorists explained that all leaders do not have an adequate amount of influence on subordinates.

Recent researches also recognise the role of emblematic attitude and importance of supervisors in giving memorable occasions to the followers. However, Zagorsek in 2004 said that neo-charismatic approaches omit events for the sake of significant variables in the equation of leadership. It also suggests that dynamic leadership creates universal impacts.

In 1985 Bass presented a Transformational and Transactional theory which represents other alluring theories which are fundamentally founded on Transforming leadership theory of Burns. An important portion of research is the division between the transactional style of leadership and transformational style of leadership. Transactional style of leadership has roots in old-fashioned opinions of staff and companies. Moreover, it also includes the location of the power of the supervisors which is used by the subordinates for the attainment of objectives. It also encourages subordinates during provision of guidance about the projects, rectifying mistakes and awarding fruitful labours with the use of transactional process among subordinates. Subordinates are encouraged by only personal desires, and for this, they reach at a giveaway with the leader. Dorfman in 1996 said that if you want to work for me, you must obey me and you will be rewarded when your performance is up to the mark.

While the transformational style of leadership always looks means to encourage followers by sustaining their privileged desires for this, they indulge the workers in this process. This leadership style is fanciful, charismatic and flawless. It always inspires followers to sacrifice their own needs for the greater benefit of the organization. It relies more on individual preferences, ideas, worth of leader and exchange process. Bass in 1985 said that this type of leaders can increase subordinates' collection of desires, inspires their personal interest, expand

their confidence level, uplift subordinate's prospects and increase the potential outcomes for the attainment of goals. Both styles of leadership are different but somewhere same at some points. Bass points out that transformational type of leadership supplements the impact of the transactional type of leadership mainly in the matters of labours, gratification and efficacy of followers. Popular leaders utilize both leadership styles.

Curiosity is high level in this section of leadership. Lowe and Gardner, in their articles investigated in 2001 that in all the research work on leadership, 1/3rd was on the transformational style of leadership. Numerous authors are investigating the transformational type of leadership, and it owns a prominent place in research. Boundaries of space stop the explanation of theories here.

The conceptual research framework as presented in Figure 3.1 is motivated by the notation that higher education improvement process represents a combination and a relationship between TQM and TL. The upcoming sections discuss the group of primary factors that were revealed in prior literature to influence improving higher education by implementing TQM and TL.

The framework has merged the transformational leadership framework with a TQM framework for higher education.

3.5 Chapter Summary

This chapter, the conceptual framework has been designed in order to support the aim and the research objectives. In this regard. The conceptual framework for this study has been developed to identify the relationship between TQM and TL to improve the H.E

The theoretical propositions of P1 and P2 enabled to build a conceptual research framework. This framework will be tested for impacts of TQM and TL factors on the improvement in the H.E sectors. The results and findings of primary and secondary data analyses would help the testing of theoretical propositions. The next chapter describes, the methods selected to carry out field research.

Chapter 4 Research methodology

4.1 Introduction

In the previous chapter, the conceptual framework has been suggested that is aimed at examining the relational impacts of total quality management (TQM) and transformational leadership (TL) applications on the improvement in higher education (HE). This chapter aims to provide underlying reasoning for appropriateness and selection of different research methods adopted in this study. This would guide to validation of the conceptual framework and therefore it would enable to answer the research inquiry. Application of appropriate methodology is critical for the study and its findings that would be conducted (Hussey and Hussey, 1997), well-constructed methodology guides researcher in developing a sequence of activities to follow for obtaining findings of the study inconsistency with the study aims and objectives (Antony et al., 2002). This chapter attempts to review the research methodology in detail and study various approaches and methods to finally develop the appropriate design for the study conforming to research objectives and aims. Saunders et al. (2013) described the research process as the logical and sequential layers to decide on the type of research investigation, analysis, philosophy, approach, strategy and further research design; and this is process is followed for current research.

The study is an attempt to critically review concepts of TQM and HE and and to understand the relationship between the two; and TL and HE improvement within the major context higher education sector of Saudi Arabia. Given the complexity of overly researched TQM concept and loosely applied and coupled transformational leadership within the HE sector, this chapter concentrates on providing methods to answer the research questions and provide potential methodological solutions on how to solve the research problem of improving HE utilising TQM and TL. The review of the literature has suggested that it is challenging to research the TL phenomenon since people may not observe or comment on it and also it is difficult to measure objectively. This scenario poses problems when attempting to collect reliable information (data) about something that is fundamentally not applied in the organisation. This chapter attempts to review the research methodology in detail and study various approaches and methods to finally develop the appropriate design for the study conforming to research objectives and aims. The application and relativity of the research instruments have been given

special consideration as it is critical for the study. Therefore the design of research has been developed with an appropriate explanation for the selection of the instrument for the study.

4.2 Research focus of this thesis

The review of literature discussed factors affecting TQM and TL implementation. This study aims to explore the concept of TQM in detail and to investigate its relationship with improvement in higher education with the utilisation of TL within the context of KSA. However, the objective of analysing these factors and their varying relationships is to generate a set of recommendations to remove barriers in improving higher education through the use of TQM and TL.

In this research process, it is attempted to conceptualise a construct of improvement in higher education from secondary and primary data. Given the research objectives (as mentioned in Chapter 1), the focus of this research on the higher education industry has an underlying mechanism of theory development from in-depth qualitative data analyses. As introduced by Deming in 1950s TQM is significantly concentrated on improving operational quality, however, this phenomenon has been mainly applied to gauge, improve and monitor quality in manufacturing industries but its use in the service industry has been increased in the last two decades. The increasing demand for good quality education by students and societies have created pressure for institutions to measure and to evaluate education quality so that standards and output anticipated by stakeholders are met with (Quinn et al., 2009; Alzhrani et al., 2010; Harrison et al., 2010).

Overall, the researcher considers that TQM and TL implementation could be utilised in the higher education industry as a result of following origins: institutes worry about negative feedback from stakeholders such as faculties, students, employers or parents, implicit beliefs which are often developed by the managers that TQM and TL could improve the quality and further evidence of other countries that TQM and TL has enabled improvement in higher education (Harvey and Willams, 2010). The research has applied both qualitative and the quantitative approaches for this so to address the research questions comprehensively. For example, research methods for TQM could include quantitative analytical methods; and TL could be analysed based on the qualitative or causal pattern investigations as adopted by (Juan and Gavin, 2016; Psomas and Antony, 2017)

However, this study attempts to formulate a qualitative study based on an inductive process which would involve generation of theoretical research framework and research questions from review of literature and then inductive approach for answering research questions with results from secondary and primary data analyses before finally proposing a model between TQM, TL and higher education improvement which could be later tested again by other researchers as an extension or replication of this qualitative study. Such a process of developing and building the theory from qualitative analyses and testing the proposed theory based on mixed qualitative data would be more appropriate to constructivism research philosophy (Saunders et al., 2013). In addition to this, the purpose of maintaining research quality would direct the study towards the selection of a set of appropriate research methods. The objective academic research is to find answers to theory questions whereas applied business research uses data analyses to derive solutions and recommendations. Therefore, addressing this aim of the research process, and taking into consideration type of research questions, central theory of TQM, TL and development of a final model from qualitative analyses, this study can be defined as a purely qualitative study embedded with applied research mechanism (Gray, 2014). The next section analyses various dimensions of methodology selected in this study.

4.3 Type research and analysis

The type of research can be defined based on the method; an area of academic discipline such as sociological or anthropological; based on the type of data collection procedure such as psychological tests, observations, questionnaires; or based on the purpose of research such as contribution to knowledge or policy implications (Verma and Mallick, 1999). According to Hussey and Hussey (1997), research can be classified based on the purpose of the study, applied logic for the study and what outcomes that can be expected for the study as explained below.

- Research Purpose – To identify why the study is conducted
- Process for Research – How the research was designed and what steps were followed in collection and analysis of data
- Research Logic - positivism or interpretivism
- Research Outcome – what problem does the study solve and how it contributes for the subject area

As defined by Neuman, (2006), three main categories of any research study which are pure, applied and action research. This research addresses a basic problem of higher education industry with a sample data from KSA for theories of TQM and TL implementation. This is

basic research which draws onto build theory from secondary and primary data (Easterby-Smith et al., 2004).

4.4 Dimensions of methodology in this study

4.4.1 Epistemological perspective

The study of the technique of knowledge attainment is called Epistemology. It is a way how a researcher thinks, and it helps a researcher to distinguish correct from wrong by making use of appropriate examination techniques (Remenyi et al., 1998). Two extreme epistemological positions are positivism, objectivism and subjectivism, interpretivism. In case of positivism, objectivism, a researcher is not concerned with the real knowledge, and it is assumed that there is an peripheral, general realism that can be identified by cracking it down into parts and examining each one discretely (Easterby-Smith et al, 2009).

If epistemological position is determined first in the study then it could lead to selection of other research design elements, or vice-versa if research design is already selected then researcher might already have strong beliefs of a particular epistemological context (Remenyi et al., 1998; Saunders et al., 2013). In this study, the epistemological position of constructivism is selected or has become an automatic choice since a theoretical framework is constructed by the support of the review of the literature and then it is analysed for research questions and major factors included in the framework wherein statistical analyses are not carried out. This epistemological view of constructivism is suitable to this TQM-TL study since it involves qualitative analyses, inductive approach, subjective exploration and open-ended and semi-structured interviews as main tools of collecting data to develop final model linking causality between TQM-TL as independent variables and improvement in the HE as dependent variable.

Chia (2002) provides three generic positions on the epistemology of which subjective epistemology is the most appropriate for this study. This is rooted in the primary principle of reality developed from external factors. That is to say; there is a subjective perception of TQM is ‘out there’ in organisations or elements of TL in individuals in varying degrees which is evident from findings from a review of the literature as stated in chapter 2. Other two epistemological positions are not suitable for this study because a conceptual perspective of improvement in HE is not considered independent and is not statistically tested here as an objective reality. It strongly emphasised that findings emerge from the subject or due to effects

of the outside world, or it is often imposed within a context by a situation or by another individual to another subject (Sahney et al., 2008).

In case if a dialogue is applied between company and employees, or between leaders, then there could be a positive outcome or an overall reduction in the barriers to implementation of these concepts. Structural elements of TQM, the scope of TL and other organisational, cultural, personal and administrative factors within the higher education institutes play a crucial role in creating successful outcome of applying TQM and TL as practical concepts (Gray, 2014). The above discussion reveals that two differing views of research philosophies are adopted and applied in this study: Ontological view leading to constructivism and Epistemological view leading to subjectivism. However an application of differing views of these two positions is not deliberate, but it has emerged from the type of research, theory development and type of variables and their proposed causality which all require further exploration and examination at different stages of the research process.

4.4.2 Ontological view

Ontology refers to the nature of existence and details understanding of what is a reality, whereas epistemology explains what type of knowledge is legitimate and sufficient. Ontological questions raise an issue of basic belief of researcher about how they perceive that the world operates. Two major domains of ontology are objectivism and subjectivism. Objectivism considers social entity's existence as external to any social actors concerned; whereas subjectivism takes a view of creating social phenomena from perspectives and the consequential act of the social concerned that are related to the existence (Remenyi et al., 1998). The ontological position of this research study is more concerned with a *Heraclitean* ontology of 'what is becoming' because the emphasis on the improvement in higher education confirms it is changing and emergent based on accountability, transparency, accreditation, benefit, excellence in graduates in each organisation (Easterby-Smith et al., 2009).

Ontology is concerned with assumptions about the functionality of the real world and how the world is operating, what leads to creation and relationship of social actors and how they are dependent and independent of each other and perceptions that individuals attach to social phenomena (Gray, 2014). One can argue that the concept of TL is generated as a functional result of leadership, hierarchies or top-down management approaches and with that perspective

it can be objectively measured and analysed. Whereas subjectivism loyalists would argue that TL can be better understood by sense-making of employee personalities, idealised influence, motivation and their intellect rather than statistical or numerical analyses. Thus, attaching meaning to TL as a social phenomenon.

In this study, the researcher has developed a theoretical framework and research questions which could be analysed and answered by taking a subjectivist position of ontology wherein sense-making of the various scenarios of transformational leadership are explored and analysed by their responses to semi-structured and open-ended interviews. This has allowed the researcher to combine the personality of transformational leaders and the development of various TQM implementation programmes in the organisation. Hence, ontologically this study concentrates on the subjectivism – in understanding and analysing theories and a further selection of a precise philosophical position would not only depend on ontological views of this research but equally enabled by the epistemological view of this research study.

4.4.3 Methodological stance

The methodology is defined as a framework of methods within which research is conducted (Leedy, 1989). It explains a path within which the whole research process is carried out (Collis, 2013). The methodology has its main and the first element of research philosophy which directs how an aim, objective or research question would be approached and research design is implemented (Gray, 2014). Methodology refers to the activity of the combination of techniques applied to enquire into a specific research context or situation while methods mean selecting and justifying set individual techniques for collecting and analysing data (Easterby-Smith et al., 2009). For example, application of sampling or any technique which could provide the basis for further analyses or building theories (Yin, 2018; Bryman and Bell, 2014). Therefore, the methodology is about an overall approach, design and practical implementation characteristics of selected methods by the researcher (Crotty, 1998, Gray, 2014). There are inter-relationships between selected methodology, philosophy, methods applied and the epistemological view of the researcher (Easterby-Smith et al., 2009; Gray, 2014).

Before methodology and philosophical selection, research decisions for ontological or epistemological positions are required. Each methodological view has its own set of assumptions and principles embedded in it. Main issues in the selection and justification of the methodology: what is an acceptable knowledge in the field (epistemological view); and it is

possible to consider a social entity as an objective one (ontological view). Various sub-routes of research philosophies are defined based on the combinations of these two fundamental research perspectives as discussed in the following sections.

4.5 Research philosophy

Research philosophies are defined based on the attributes of the type of research, type of data collected and appropriateness of the study. Research philosophy is relevant to the progress of knowledge and type of knowledge, and it consists of meaningful supposition regarding areas in which the finder views the world. The option of a research technique has to be instructed by a scientific exploration paradigm concentrating at the kind of reality and how information about truth can be perceived (Easterby-Smith et al., 2009). A research pattern is a bundle of ideologies, people's hypothesis and acceptance about some aspects of the world and the kind of information and in this example it is about how scientific research should be judged high points that researcher have various standards and beliefs, and all finding is based on some critical acceptances about what compose authentic research and which research formulas are correct. All research pattern that helps field research have four important, integral views about ontology, epistemology and methodology (Collis and Hussey, 2003). The above said ontological and epistemological perspectives are vital to selecting methodology, research strategy and research design elements. This will enable the researcher to differentiate which design is suitable for this study.

The aim of this part is not to give a general account of the philosophical controversies covering debate about various research patterns, but rather to establish the context of the research and establish the epistemological method followed in this study and the effect that this will have on the analysis (Saunders et al., 2012). Research pattern remains advantageous in facilitating researchers allocation themselves accurately and argue for the importance of their work. The following conversation, therefore, points out the striking considerations linked with the various philosophical methodologies within the management field. There are four given pattern that is used within the management research, namely: positivist, interpretive, critical and pragmatic. The section below describes the tabular formation of what is discussed.

Table 4.1 Types of research philosophies

Paradigm	Ontology	Epistemology	Question	Method
Positivism	Hidden rules govern teaching & learning process	Focus on reliable and valid tools to uncover rules	What works?	Quantitative
Interpretive/ Constructivist	Reality is created by individuals in groups	Discover the underlying meaning of events and activities	Why do you act this way?	Qualitative
Critical	Society is rife with inequalities and injustice	Helping uncover injustice and empowering citizens	How can I change this situation?	Ideological review, Civil actions
Pragmatic	Truth is what is useful	The best method is one that solves problems	Will this intervention improve learning?	Mixed methods, Design based

Source: Saunders *et al.* (2013, p.119)

As mentioned in the above table 4.1 three major philosophical streams are positivism, interpretivism and realism. Positivism being the influential epistemological paradigm is appropriate when natural science view with an objective approach is adopted. Whereas realism and interpretivism are more concerned with subjective standpoint rather than varying degree of causal and statistical relationships. The main goal such as in this qualitative study is to understand and derive the meaning so that researcher can explore and discover findings and the true state of theory and scenarios. This, in turn, would enable the researcher to explain and clarify further experiences, feelings, views, perceptions, beliefs and values of subjects or group of subjects in each institute selected in the study sample (Bulmer, 2003; Bloomberg *et al.*, 2014). This form of qualitative inquiry constitutes the main basis for this study. Even though TQM and TL are proven facts in the management literature and researcher has derived a framework in the previous chapter, it would be unjustifiable to start drawing hypotheses and testing them with quantitative data. Therefore, the researcher has selected inductive approach – qualitative analyses which is more suitable to realism and subjectivism philosophical stance (Bryman and Bell, 2014).

In addition to the above, the realism paradigm is applied as the main philosophy in this study by:

- Transformational leadership is external and internal both and it's more subjective
- It is difficult to quantify or to measure TQM, TL or improvement in higher educations as a number and rather their qualitative analyses are more meaningful and sense-making
- TQM is a proven management concept existing in the current world but it is still ambiguous, and their utilisation in higher education is still developing
- TQM, TL and HEI are explored as a theoretical concept or a perception rather than measurable variable
- Sample drawn for the study is very specific to educational sector institutions and is focused for TQM implementation where the TL is at least enabled if not fully applied due to cultural barriers

(Adapted from Sila and Ebrahimpour, 2003; Srikanthan and Dalrymple, 2007; Psomas and Antony, 2017)

According to Williams and May, (1996), realism can be explained as a derivation of meaning and relationship among subjects and objects without any direct interaction or working with them (Easterby-Smith et al., 2009). Positivism considers subject and objects independent of each other; such a bias would not allow a concept such as TQM or TL to be explored from all possible perspectives. The crux of the realism is what one can perceive through its senses as reality is believed to be the truth which means that objects have an existence which could be independent of the human mind. This argument of realism fits with this study as one of view of TQM or TL is that it is a concept or reality existing within organisations and is independent of human mind (Easterby-Smith et al., 2009).

Employees might unknowingly follow their transformational leaders only to realise later when an organisation is already grown and improved. Realism is a branch of epistemology similar to positivism however it refers to the scientific development of knowledge. Realism has two differing views: direct and critical. Direct realism is about what we see is what we get whereas critical realism is about experiencing sensations or imagery of the things. Critical realist argues that our senses could often deceive us, which can be called illusions. In this thesis, TQM and TL are viewed from both perspectives – their emergence from organisational views or individual leadership views (Saunders et al., 2013). The researcher has decided to obtain multiple views through interviews in each sample organisation. This will allow realism to be

deployed in its true state and researcher would be able to view and to analyse the TQM/TL phenomena from all perspectives. Next section discusses how an inductive research approach is applied in this study.

4.5.1 Selection and justification of interpretive paradigm

The interpretive pattern is built on ontology in which truth is biased and is normally a method of good research (Creswell, 2013). The interpretive expects that the reality is illusory and socially build up by the people in the scenario, according to their appraisal system. Thus Interpretivist does not agree on the status of a finder as an unbiased observer, and places focus on human analysis and judgment as a part of important information (Oates, 2006). Comparatively to a positivist, a constructivist gives more importance to use valuable data to build inductive controversies about a paradox. Interpretive exploration does not try to prove or disprove a conclusion as in positivist studies but tries to locate, give a glance and explain how all the thing in certain social criteria are relevant and interdependent (Gray, 2014, Saunders *et al.*, 2013).

Many researchers, points out the significance of the interpretive method of research and it valuable input to TQM theory and practices, especially as the focus and opinions of TQM (Orlikowski and Baroudi). Interpretive scholars try to obtain a vast understanding of the development through examining the values and meanings that party members assign to them and put importance on the cultural and historical background (Andrade, 2009).

As Collis and Hussey explain it, the interpretive methodology is related with getting the human attitude from the participants personal frame of reference based on their direct communication and trials with the phenomenon under research (Creswell, 2013). Moreover, views that the interpretive scholars examine the perspectives from the view of the party members have been discussed without dumping any present or prior knowledge of the situation (Sedmak and Longhurst, 2010). The Moto of the interpretive research is to looking for various interpretations and quality knowledge of the phenomenon which can then intimate other arrangements in place of generalizing locate with reference to the interpretive methodology. Generalizing the arrangements ,such as only one or a bunch of field sites to a population is not sought, in spite the intention is to understand the inside hierarchy of a phenomenon which it is considered can then be useful to intimate other settings (Andrade, 2009).

After keeping in mind the four striking patterns in TQM Theory this study finds out the connection between TQM and TL, catch up an interpretive pattern as the suitable to address the goal of this research (Gray, 2014, Saunders *et al.*, 2013). The rationale behind considering

the interpretive paradigm in this study explained below. The objective of this research is to give a gap in the present theory that does not explore the connection between the TQM and TL in HE context. Previously, TQM analysis concludes that interpretive pattern is better adopted to praise the high quality social context in the society.

Thus the interpretive paradigm permits the vast analysis, fruitful explanation and the holistic knowledge of the factors that throws light in interlinking the TQM and TL in HE context. As a matter of fact as there is no analysis testing, quantifiable values of variables or formal propositions, and since there is not any of these in this research the positivist approach cannot be used. Therefore, the interpretive methodology was deemed to be the most appropriate platform for this study. After discussing the fact for taking such theory the next section conveys the most appropriate method to answer the research (Orlikowski and Baroudi, 1991).

4.6 Application of inductive research approach

The selection of methodology, philosophy and approach are basic and pre-requisite components of further decision making about how the whole research study would be carried out. Based on a theory deriving process, two basic research approaches are inductive that is to build theory from the data; and a deductive that is to test theory utilising the data (Saunders et al, 2013). The inductive approach is where data enables the development of a theory and the deductive approach is when data tests a proposed theory. Inductive approach is mainly applied for qualitative analyses whereas the deductive approach is mainly associated with quantitative analyses (Bryman and Bell, 2014).

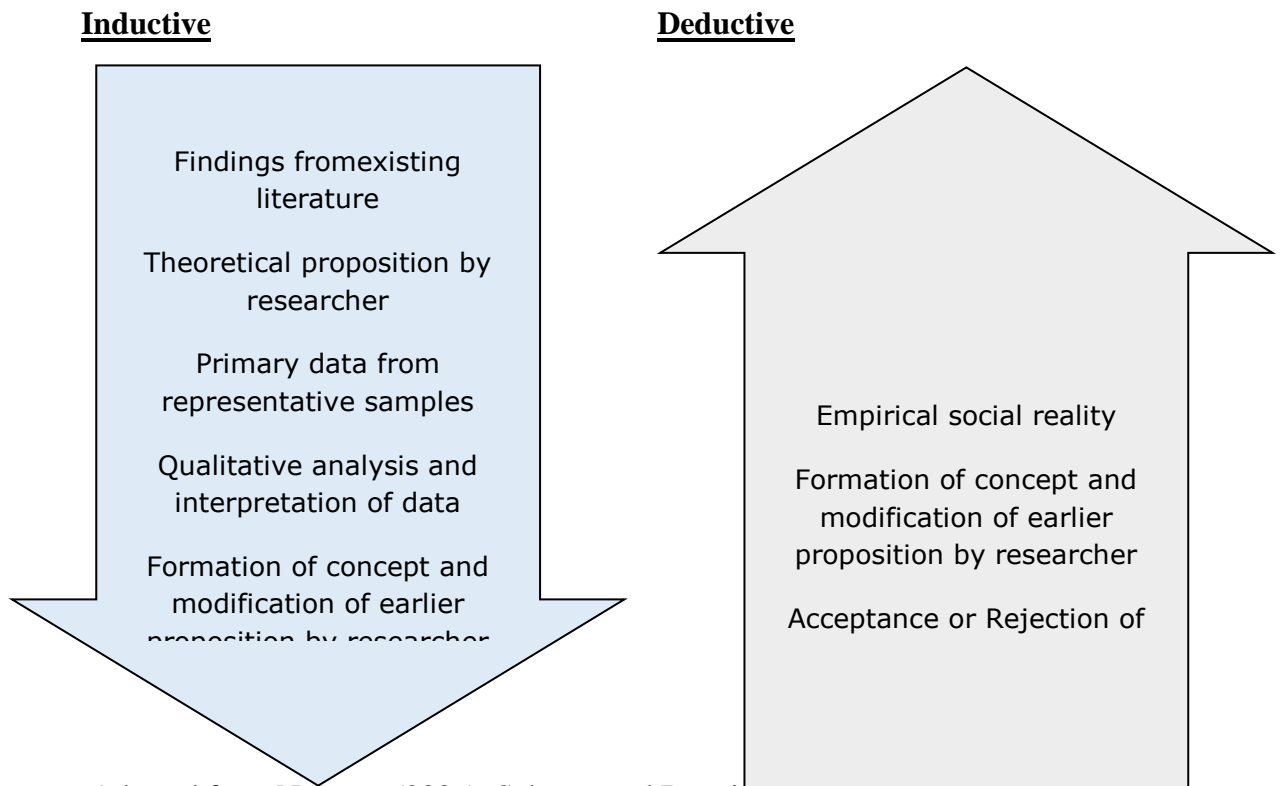
In this study it is important to understand the phenomenon based on what leaders and followers have to say about TQM from their point of view without any bias or interference from researcher. Secondly, an overview type survey is not required in this case but contrary to that a rich and specific description of the complex subject is required. This philosophical position is also defined as phenomenological paradigm in which investigation is about a fact that could be perceived relating to the research questions (Allen, 1990 in Collis, 2013). This stance is preferred by researchers especially when carrying out studies to develop the theoretical issues and building up the conceptual and substantive theories (Saunders et al, 2013; Gray 2014) in TQM or TL concepts. The selection of such research philosophy automatically leads one to preferential choice of inductive research approach which is applied in this study.

Also, a research approach is considered as a main element of research helping the researcher to decide how to carry out the actual research design and field work processes. Research

philosophy is about how researchers and respondents are perceiving what is being investigated and their stance about intervening and believing the results (Gray, 2014). Research approach is about how researcher would like to approach the theory involved in the research frame. This largely depends on the richness of available information. In this case, author has many theoretical propositions available from existing studies of TQM and TL, its perspectives, implementation and relevant case analyses but all this literature is not clear about critical individual factors embedded into them and affecting them and their root causes. In addition to this, literature has not attracted any information regarding very specific research context such as Middle East region. Therefore, as the first reason, insufficient academic literature and regional industry information have major influences on the selection of research approach for this study. Secondly, researcher agrees with other researchers that any theory must be clearly defined with its concept, scope and relationships before getting adapted by academics and industry practitioners (Neuman, 2006). Finally, the selected philosophical stance of realism shall be relevant and appropriate to the research approach and its requirement.

To explore, to describe or to make sense of available data, it is very much necessary to interpret and to analyse the maximum possible information which may result into causal relationships or conceptual clusters or emergence of critical variables or relationship patterns. Inferences from this as supporting evidence may help in developing and building the theoretical proposition further (Saunders et al, 2013). Development of theory as a generalised concept can have two major phases to pass through: induction that is drawing conclusions to build a final form of a concept, and deduction that is testing the derived theory. Large data sets are required in both phases and whether to use primary or secondary data for induction or deduction depends upon the type of theory, scale and scope of the research and data availability (Bryman and Bell, 2014). These two phases of theory development are actually sequential parts of theory development but major researchers are attracted either to prove the proposition by building it or by testing it. Following diagrams of these approaches show the main difference between them as Induction leads data to theory whereas deduction takes theory to data.

Figure 4.1 Comparison of Research Approaches



Source: Adapted from Neuman (2006); Sekaran and Bougie (2013)

As explained in the above diagram, inductive approach starts with inferring the meanings of concepts and literature to reach middle range theoretical framework and then derive the final theory with the help of other data sets analyses. This process can be called concept formation, grounded theorizing and empirical generalisation to produce final social reality in the form of theory or model (Neuman, 2006). This theory or model then becomes a testable framework for a deductive approach researcher who would then lead to modify the theory with hypothesis testing by quantitative analysis. Finally, this may result into a modified or improved version of theory. One can see that this can become a cyclic process where researchers can contribute to build up the domain of knowledge (Gray, 2014).

In this study, author wishes to develop the constructs or theoretical proposition for higher education improvement (HEI) factors; and to analyse TQM and TL that how these concepts could be applied within the organisation and how their barriers could be countered at individual and institutional level within the context of higher education and TQM programmes in Saudi Arabia. This aim does not forecast or does not measure the variables but instead of that, it is

about exploring the subject, extracting the key findings and developing substantive theory which can be supported by qualitative analyses of primary and secondary data collected by researcher. Thus, author selects inductive research approach for theorizing the concept of HEI (Collins and Hussey, 2003).

The TQM and TL are well-researched subjects with enumerate peer reviewed literature to analyse; however there are overlapped concepts which requires refinement, development and testing of the concept and measurement. Additionally, there are differing views about TQM application in the service industry such as higher education from practicing managers. This requires an inductive approach or qualitative analyses of data and interpretation of a concept as a theory and as a measurable variable. This is well supported by various researchers of TQM and TL as research streams as they attempted to capture snapshots of reality as it exists for actors in a social system using qualitative studies (Salih, 2008; Khan, 2013; Aldaweesh et al, 2013; Alzhrani et al, 2016,). A precise application of a research approach could add quality to the development and testing of a theoretical concept (Sekaran and Bougie, 2013).

Inductive approach enables one to derive meaningful findings from analysis of data to develop the theory. Such developed theories are then categorised by direction of reasoning, level of explanation, forms of explanation or framework of assumptions. In this study, an inductive approach is applied to develop formal, substantive and mid-range claims about TQM/ TL implementation and its findings (Duneier, 1999). The next element in the research process is to finalise main research strategy and research design which will be applied in this study to carry out the primary research.

4.7 Selection and justification of qualitative research method

The qualitative approach comprises of identifying, gathering, analysing, interpreting and reporting the narrative or more descriptive information (Gray, 2014). Qualitative research is based on meaning derived from words or pictures rather than quantification or numbers (Miles and Huberman, 1994). Qualitative approach usually works on small samples of people who are studied in-depth in their natural context. In this case researcher attempts to explore and to understand meanings from interview responses about respondents' experiences of TQM and TL. The researcher often talks to the participants face-to-face and observes the behaviour and

act within their context (Creswell, 2013). Qualitative research is adopted when we cannot measure levels of participant or there are more subjects to analyse as in this study.

Justifications for the qualitative research method

Qualitative approach is suitable for this study as it provides a detailed set of data analyses than what is available from quantitative data collection (Boyce and Neale, 2006). A qualitative approach gives more room for the participants to express their knowledge and practical service conceptualisations that they have developed through experiences. Qualitative research methods are better suited to analyse any phenomenon where little information is available, as well as to gain new perspectives on issues about which much is already known, or in order to gain more in-depth information that may be difficult to convey quantitatively. It gave the researcher better interact with the quality makers in Saudi HE to understand and observe the current issues.

4.8 Case study research strategy

The selection of realism research philosophy and inductive approach allows one to gain understanding of the meanings attached to events and responses from individuals. In the research context of this study, this is vital as it would help in flexible structure to permit findings from multi-modal analyses of much information collected from various data sources. The generalisation may not be the main concern as the author conducts this research study in the specific service industry segment that is educational institutes of Saudi Arabia (Saunders et al, 2013).

This study comprises exploration and explanation in terms of the type of investigation as it finds out new insights in TQM and TL causes, factors and stages of development by asking questions, observing individuals and understanding leaders and organisational views. These methods are used to analyse the phenomena revolving around TQM as a main concept or perception in the organisation and individual's thinking. Post-analysis phase of the investigation would comprise of forming and deriving theory from explanation of different findings (Robson, 2002 as cited in Saunders et al, 2013). Such a research design needs a clear research strategy which can be used for exploration and explanation (Yin, 2013).

The scholar put forward case study exploration technique in this project for multiple reasons such as:

- Case finding can justify a quality tool in understanding, extending, finding and describing the subject under inquiry such as TQM (Stake, 2000 in Gray, 2014).

- Most of the time they linked qualitative explorations because they are more workable. To use in judging a contemporary phenomenon with in real life context when boundaries among phenomena and context are not exactly evident. This is exactly correct in case of controversies between TQM and TL both objectives as a common observer (Yin, 2018).
- a wide understanding of the context of the research and the techniques being extracted in targeted area in this course of study (Saunders et al, 2016).
- To implement research queries of type 'why" and 'How" in exploring the content (Yin, 2018).
- inductive and researchable method with multiple cases is pure theory development approach promoting the importance of case study method
- Well organized and accurately formulated case study can give outcome strong enough to challenge the present literature or methodologies.
- Case study is an applicable style to inquire an area in which few prior studies have been achieved
- Numerous case studies are chosen because they provide comparably different and numerous background for model interpretation and development and build series of signs which can raise investigation generalisability or transferability of data (yin, 2013).

One of the strength of the case study technique is that it permits the finder to use different kinds of ways in multiple forms of information as a part of the inquiry (Denscombe,2003). Case study technique is suitable if the scholar indented to achieve a good knowledge of the text of the findings and the method being achieved (Saunders et al, 2016).In this course of study system has been elected to achieve the inside meaning of knowledge must to locate and inquire the connection between TQM application and the excellent command practice at Saudi Universities. in(2014) shows that the research work is a suitable technique when ‘how or why questions are being implemented , since it allows the scholar to settle not only what occurred but also why it happened .He further suggests case study methodology when the finder has a bit control over the actions and when spotlight is on contemporary development. This survey has its target on new events new affairs, as it aims to answer the three survey queries pertaining to the causes influencing the TQM implementation and the good command to favor it in the Saudi Universities.

It has been pointed by Bardoel and Sohal (1999) that the benefit of survey technique research to work on TQM matters has been obtaining momentum. They locate two studies in which it was mentioned that case study methodology had specific implementation to the evaluation of TQM projects. These surveys tell that this methodology gives the contextual explanation that is missing most of the time from other research techniques such as surveys. The research study methodology was selected for this research because of the explanatory manner of this research, and the questionnaire was taken as a survey tool because it can give a snapshot of commanding style furthermore case study methodology is beneficial in the prior development of specific research area, and the survey of TQM application with the perfect leadership practice in progressing countries is one such instance (Mellahi and Eyuboglu, 2001).

4.8.1 Number of case studies

Vose et al. (2002) is of the view that a single research work put forward huge concept of knowledge, it has specifications in terms of the generalisability of the results to be taken out from it. In addition, a single case study also refers to the biases such as wrongly interpreting the presentations of a single action and dragging out easily available information. Another style of watching against observer bias and augmenting outer reliability is to utilize various cases (Vose et al., 2002) is of the view that a tiny number of cases gives even better option for detail hypothesis.

The researcher also believed that a focus on three case studies would permit a more in-depth study than would be possible with additional cases. The researcher therefore believed that three case studies would be sufficient to satisfy the aim and objectives of this research.

4.8.2 Access to the case organisations

It is important that participants of the case study are selected and their acceptance is obtained before the start of process, this can be done by approaching organisation for study and ensuring that relevant permissions have been received (Lewis, 2003). This aspect is particularly critical due to that fact that researcher needs considerable amount of time for the completion of the study with case study organisation (Yin, 2014). In this study, access to managerial level in the higher education in Saudi Arabia was very difficult due to their busy schedule and almost a year of time taken to get approval from the HE ministry. After the approval from the Saudi HE ministry, the researcher faced another challenge by organising the appointment with rectors and quality deans of 13 universities in Saudi which allocated all over Saudi Arabia. The

researcher had to wait for responses and sometimes a confirmed appointment was cancelled at the very last minute after 200 miles journey was done to meet interviewee. This is why researcher has to focus on the only three case studies due to the limit time of this research. see figure 4.2 which shows the universities in Saudi Arabia map.

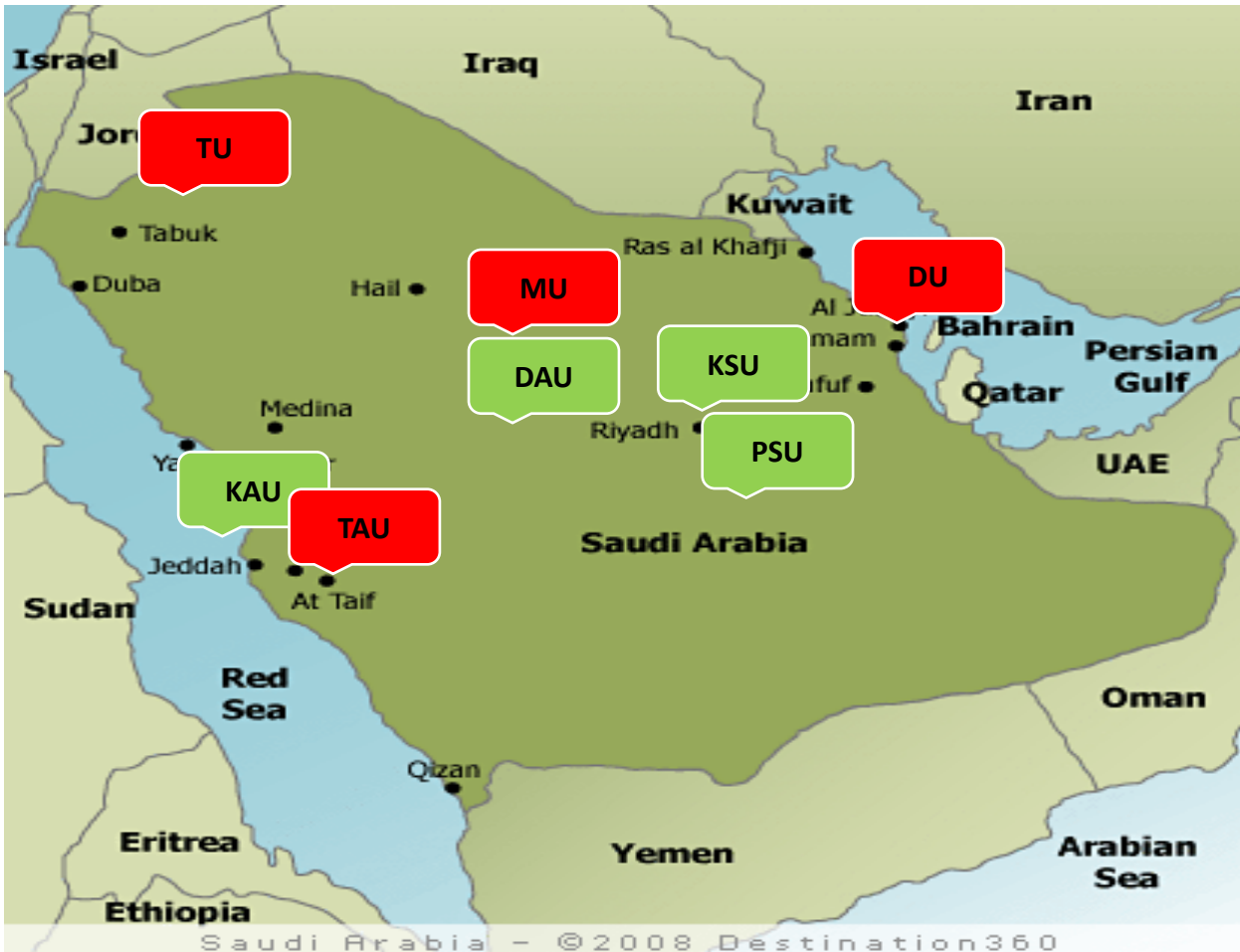


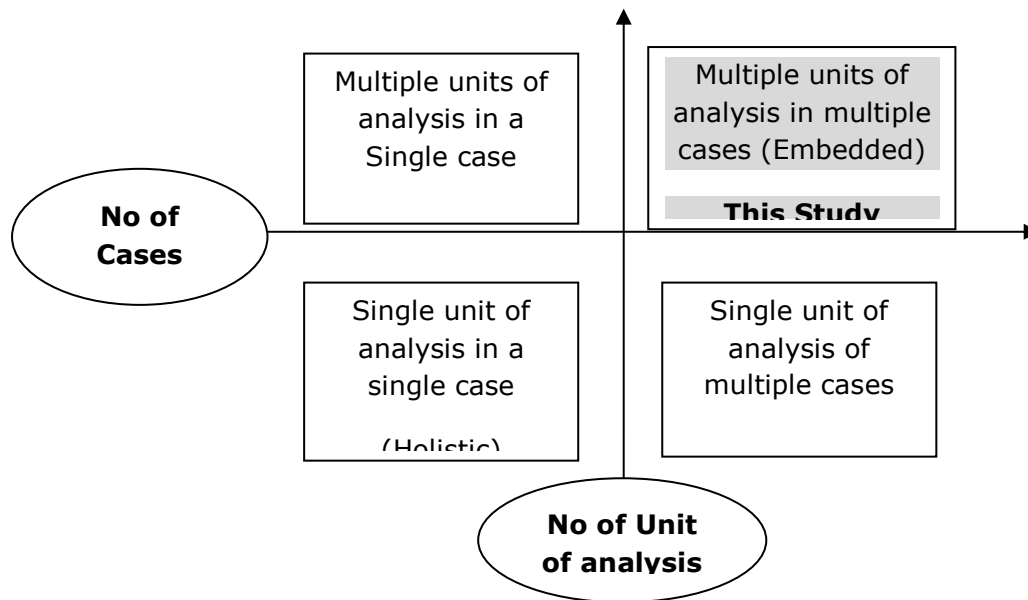
Figure 4.2. The Universities in Saudi Arabia map

The next section explains the type of case study which would be applied in this research project and how it would be used in the present context. The design of research is the main structure which enables linking of objectives of the study with the findings by guiding research appropriate steps and for data collection and tool for analysis of data enabling research to apply theory to the concept practically to interpret findings (Yin, 2013).

Use of single or multiple cases again very much rely on what is to be find out, how much information a case can provide and how much degree of generalisation or rigorous analyses are expected in the research. The selection of units of analysis rests with study proposition and research question themes. This project involving research questions about TQM and TL, and its development would require multiple cases to increase reliability and validity of the research

and strength of findings and concluding recommendations. As a result, a case design to be used in this thesis is embedded and multiple type case as mentioned in the following figure.

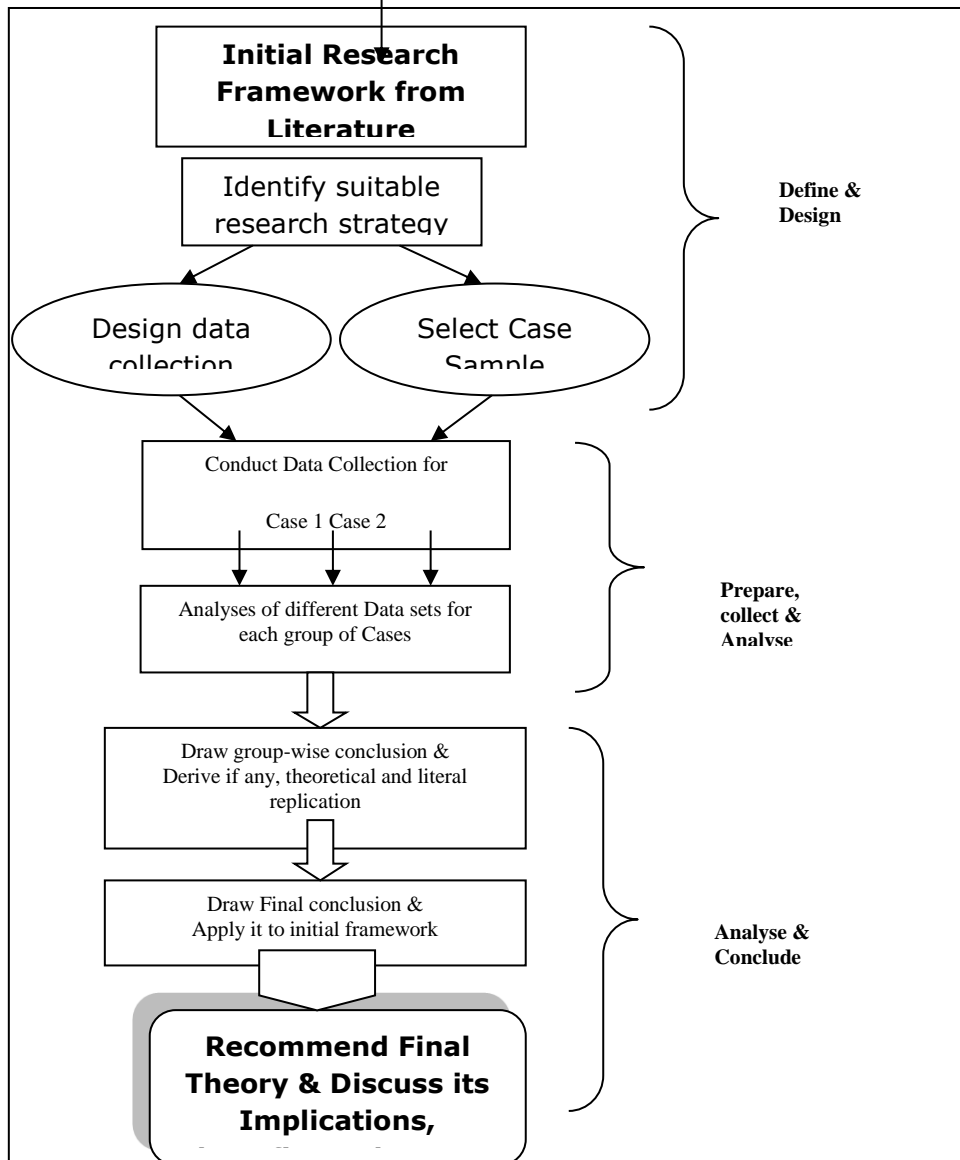
Figure 4.3 Types of case study



Source: Yin (2018)

Major advantage of applying multiple cases in a research is that inferring evidences are often compelling and results from the study are considered reliable, valid and robust. Embedded multiple case study type deletes the negatives of holistic and analysis done through single cases since it offer increased sensitivity and can lead to skipping or overlooking research questions during the first phase of the research (Gray, 2014). There is an issue that multiple case studies can lead to complexities in the overall working and resource development for the information (Herriot and Firestone, 1983 as cited in Yin, 2018). An idea of using many cases can lead to replication which can theoretical or literal. This can be because findings are can be similar for different case and lead to excess working and repetition in the paper (Yin, 2013). Therefore case study research process as explained in following figure 4.3 is applied this study using above mentioned principles to derive the theory. The diagram below explains the research design process to be carried out which has its next step to select cases. The following section would detail the sampling method to define case selection and data collection methods for the survey within this study.

Figure 4.4 Case study research designs



Source: Sekaran and Bougie (2013), Gray (2014), Yin (2018)

4.9 Research design

Research design is a cohesive and logical method being taken by a scholar to gather, to survey and to understand data (Yin, 2018). The upcoming sections describe the plan and the formation of the inquiry that the researcher has taken together to analyses the information of the field work. They give the unit of survey, the research protocol, the information collection methods and data analysis.

Unit of Analysis

A research work is a comprehensive analytical technique (Creswell, 2003; Stoecker, 1991; Yin, 2003). This technique is used to determine the unit of analysis for an investigation when there is a level at which the study is being carried out and which goals are researched (Blumberg et al., 2011). Dube and Pare (2003) put focus that the clear limitation of the unit of survey is difficult to grasp how research work could be inter-linked to a vast body of information. Since the aim of this work is to inquire how the HE brings betterment through TQM and TL, the HE Sector is the initial unit of analysis in the research.

Case Study Protocol

After choosing survey organizations and unit of research work, the scholar then needs to develop a detailed research protocol (Eisenhardt et al., 1999; Yin, 2018). That is an important instrument to be created before gathering information. The case study protocol for this analysis includes a common rule regarding the interview guide, the participant's information and opinion sheets, the moral approval types. It may contain data about the scholar and the research, and the details about how interviews are recorded in audio format and then transcribed for the analysis.

4.10 Sampling

Sampling is a technique which helps in deriving the representation of population for the research studies. It is not always possible that whole population can be considered in the study and be given an equal chance to participate. This is where sampling technique becomes very useful as it allows researcher to derive a group of units from population which can represent the population with a less degree of margin of error (Saunders et al, 2013).

For this research project, the population refers to all the educational institutes in Riyadh, Saudi Arabia. Many educational institutions have implemented TQM for improving higher education standards however major concentration of this population is either yet to realise benefits of TQM or their TQM implementation have been stalled due to lack of policies previously for years and predominant authoritarian organisational and social culture nationwide. Therefore, researcher finally selected 3 cases as established universities with different scale and status from the whole population of higher educational institutes. The details of these institutes are mentioned in Appendix A which forms main sample of this study. In this case, it is practically not possible to collect data from all other HE organisations in Saudi Arabia because of size, budget and time resources. This is wherein stratification and sampling techniques would help to finalise how many cases to be taken into study.

Sampling can be divided into major two categories: probability (representative sampling) and non-probability (judgemental) sampling. Non-probability sampling is often used with case study research strategy and when total population is not known. Because total population is not known, it is difficult to make statistical inferences about the population under investigation (Sekaran and Bougie, 2013). The size of sampling frame is governed by characteristics of data, margin of error to be allowed in the study, types of analyses required and possible number of cases by which data replication starts (Saunders et al, 2013; Gray, 2014).

In this study, author selects non-probability sampling based on his judgement, experience, type of study, purpose and size of population involved. Even when using non-probability sampling, it is required to achieve high responses rate through valid research instruments. Many alternatives such as quota, purposive, snowball, self-selection and convenience sampling is available in non-probability sampling. In this case, author implements a method to categorise the sample into one stratum based on – age, position level, degree qualification, functional expertise and work experience of the interviewees. This stratification characteristics allowed researcher to select 7 out of 28 institutes in Riyadh with highest leader to followers' ratio.

This stratification enabled researcher to analyse each institute in detail. This in turn would increase reliability and reduce any bias in responses within each case which is much necessary to derive literal or theoretical replications as explained in the earlier sections. To get rich description about the TQM and TL implementation within organisation, it is required that one understand level of engagement, communication or voice opportunities. Both horizontal – all respondents of all three case organisations, and vertical – all TQM and TL factors for all three case organisations analyses of secondary and primary both data would make it possible to find patterns emerging in results.

4.11 Sample Size And Data Collection Methods

The most crucial phase of case study process is data collection. The research framework derived based on the literature is provisional stance of the theory and it is open for further improvement and modifications as theory is developed and built during the research process (Gray, 2014). First, very important task in the data collection is selection of cases and units of analysis apart from doing field work to collect primary data from respondents. Before implementing actual data collection, one must follow principles of the case study protocol (Yin,

2017). In this section, researcher discusses selection of two different types of research instruments for data collection and the sources of data.

Sources of case study evidence can be obtained from documents, archival records, interviews, direct observations, and participant–observation and physical artefacts. Multiple data collection methods and data sources both helped in improving the quality of data (Yin, 2018; Webb et al., 1966 in Bryman and Bell, 2014). This refers to the use of multiple reference points as to locate object’s position in navigation. This method of deploying multi-methods of data collection and data sources increase the transferability, dependability, confirmability and authenticity of the data and research findings, finally (Bryman and Bell, 2014).

Table 4.6. Participants of the two case studies

Positions	Rector	Vice Rector	Dean	Vice Dean	Staff
Case A	0	1	2	2	3
Case B	1	1	3	1	7

After formulating the case studies the scholar takes a bundle of suitable methodologies and sources to gather the proof. Before the information collection, four pilot interviews were conducted to examine the questions and gives broader understanding about TQM application in Saudi HE sector the pilot informants & quote; quality dean of two universities. The interviews were invited to give views and provide suggestions with refer to any doubt on wording of interview questions. In addition, those pilot interviews were proved advantageous in obtaining feedback about TQ implementation in Saudi Arabia. In this study, various techniques of information collection along with the observation and documentation data serving as important supplementary sources for getting the phenomenon (Miles and Huberman,1994;Elsenhardt,1998). Taking various data collection methods and various Sources of evidence to get a fuller picture of what is going . (Myerr, 2009). A main advantage of deploying the technique is in the reduction of inappropriate uncertain information (Robsn,2002). It also enable the finder to get a big bundle of data surrounding the limited analysis issue as well as taking the contextual complexity(Benbaset et al.,1987) noted the data from various sources improves the quality of data and consequently the perfection of the findings.

Qualitative research of this kind involves interpreting description and emphasising what participants have to say about management or leadership in their organisation. This focuses on how managers construe such a large organisational system at different stages and how they manage the hierarchical communication for implementing TQM as a new tool or system in the organisation or influence behaviour and values through transformational leadership. These exchanges could either derive tangible results of TQM / TL; or it could create more barriers and organisational inertia over the time.

4.11.1 Interviews

In this study field work has chosen to get two types of research tools for initial data gathering, consultations and hypothesis. Since the administration of the university has the acknowledge and data which have not been utilised, discussions took place with them can bring unknown issues from the forms of the interviews, which is very important to take authentic method. To allow the conversation to reveal more related information and to minimize any scholar's bias, semi structured and face to face conversations are elected over the structured paper of questions are telephonic interviews. This may proceed the type if informal conversation regarding the TQM /TL in application in their constitutions and its detailed frame of reference (Winn and Green,1998; Sevnsso et al., 2013; Antony , 2014 ; Alzhrani et al., 2016).

Semi constructed interviews are often applied for qualitative analysis such as this course of study (Neuman, 2006; Bryman and Bell , 2014; Saunders et al., 2016).Interviews are very fine at searching the information but they are a time consuming process as it's a matter of much hard work to arrange meetings with leaders and about six to seven hours for transcribing the replies (Grey, 2013).Use of electronic device to make a record of the conversation needs the acceptance of interviewee and operational ease of interviewer (Yin, 2014).

The concept of using semi constructed interviews us about having flexible method where investigator and respondent understand the issue an event of conversation questions and talk is more open ended rather than closed and on extremes. The researcher has formulated a series of interview questions as mentioned in appendix-B. Semi constructed interview was taken for data collection since this course of study has adopted an interpretive philosophy and qualitative nature of inquiry and analyses, and tried to analyses views of the competitors with regard to

the actions and events that are occurring or have already taken place with regard to a good leadership practice.

The semi constructed interviews are balance between formal structure approach and an informal conversation approach facilitating the scholar to probe in genuinely to explore replies in more depth , to open the seal of new clues (Easter by -Smith et al., 2009). Preceding to the interviews , competitors were observed of a summary about aim and the common objectives of the study .Some of the interviews favoured to answer in Arabic and others in English , so scholar had to go through in English and explaining the questions sometimes in Arabic ,also have to translate (English /Arabic) or (Arabic /English) to make the interviewees more satisfied during the interviews were tape recorded with interviewees permission and to transcribe so that a Perfect record of the conversation could be obtained.

Furthermore hand outs were made during the interview process and spotlight the key points build during the interview. By recording and transcribing the interviews, it was convenient to revisit and recode text as more evidence emerged and patterns became clear. In addition, recording allowed listening to the interviews and taking out direct codes to support arguments in writing a process.

4.11.2 Observations

Observational data are collected to gather information regarding activities conducted in complex, dynamic systems. In its simplest forms, observations involve observing an individual or group of individuals performing work related activity. The observational data can be mainly categorised into four categories based on two attributes: observer's involvement and participant's knowledge about observations (Gray, 2014).

In this study, observer is the researcher and is performing only task of observing employees related to TQM implementation and leaders who could be directly or indirectly responsible for transformational leadership practice in each sample organisation. Participants are not told about the observations made and there is no video recording is done, but notes are made by observer (researcher).

The types of observations include direct, covert and participant observations. Observations make useful and attractive data because of the volume and utility. In this case, it would reveal the issues faced by employees and leaders within the context of what are the barriers and how they can overcome it. Researcher would observe them for a whole critical day in each

organisation selected in the sample. Careful planning and execution are required that how data will be collected, in which form and how these notes made by researcher would be analysed. The output in this study would be analysed using task analysis, root cause analysis, theme analysis and charting the logical sequences and results from the notes according to initial theoretical proposition (Stanton, 2003, Saunders et al, 2013, Gray, 2014). The analyses of observations made would reveal problems with TQM, TL and higher education improvement in either team setting or one-to-one interaction. As highlighted by Marshall and Rossman (2011), observation is one the most notable approach to collection of data for qualitative analysis, it is further described as the name suggests is a process of recording the proceeding the and noting down points or minutes, however this also involves checking behaviours between subject and object in social environment.

4.11.3 Secondary data collection

Secondary data is the data already collected or published. The reliability of such data depends upon the authenticity of the data source, content, method and who collected it as a primary data before (Saunders et al., 2016; Sekaran and Bougie, 2013). Hence, if it is from a trustworthy source where researchers have received higher acceptance rate of findings from such data then it can be considered reliable for other studies as secondary data. Secondary data can immensely influence the results or findings. Therefore, case must be taken to check its authenticity before collecting it.

Archived documents and presentations

As mentioned above, data applied in this project in terms of data collection methods and data sources. This project makes use of secondary data three times during the research process from various sources. Secondary data are collected from three sources: peer reviewed literature published in the research journals and data bases; from organisational policy documents; from trade and regulators about TQM and TL. Trade reports, analysts' reports, presentations and documents retrieved from government organisations websites, institutional websites, other archived policy and strategy documents are major sources selected in this study to obtain secondary data. TQM / TL data can also be obtained from incident and event records, operating records, fixed data sources and records generated from other analyses (Neuman 2006).

This list is indicative but not tiring, since it can be continuous process until the data analysis completes. In contrast to the initial data, there is a less consumption of time and money in collecting secondary data; however, ease of data availability can lead to researchers getting

overload with irrelevant information which results in increasing the time consumption for categorizing, coding and finding deep arrays of information to meaningful interpretation (Gray,2014)As one can observe the quality of secondary data can impact the findings of this project as it influences both ends of inductive approach and more quantity of secondary data is collected compared to primary data from observations and interviews. Out of many benefits from this data source, they contain pitfalls on the issues like availability, access, relevance, sufficiency and perfection (Saunders et al., 2016)

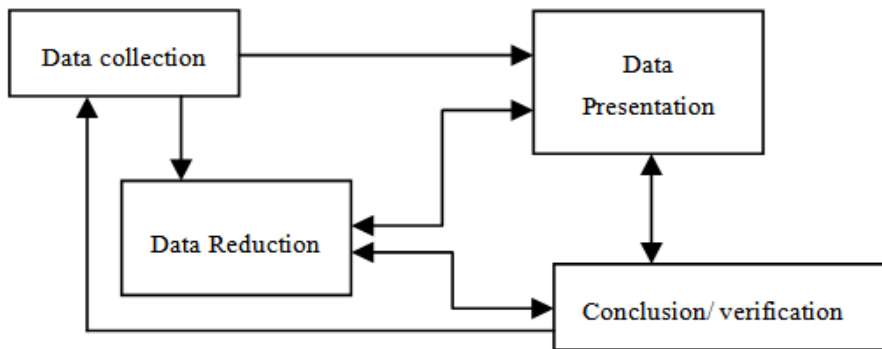
Getting documents has been regarded as an important source of data gathering in qualitative studies (Creswell, 2009; Saunders et al., 2016) and it plays an important role in case study research (Bloomberg et al., 2011). Case study scholars often supplement interviewing and observation with the gathering and analyzing related documents created in the course of everyday events (Gibson and Brown, 2009). Some documents were reviewed by scholar

4.12 Data analysis methods

In this study data analysis is done for three forms of data: secondary data, observations and interviews transcripts. Each analysis method is explained as follows.

“A qualitative data analysis means building sense of related data collected from sources such as interviews, on-site observations and documents and then responsibly present what the data reveal” (Caudle, 2004, p. 417). Data analysis is termed as a systematic process of finding and managing the data in order to obtain understanding and highlight useful context (Boeije, 2000; Burns, 2000). According to Bogdon and Bikle (2006). Qualitative data analysis is working with qualitative data such as interview transcripts, field notes and other materials, organizing them, breaking them into manageable units, searching for patterns , discovering what is significant and what is to be learned and deciding findings. Miles and Huberman (1994) suggest that qualitative analysis is not a sequential process but rather an interactive one involves three important activities: data reduction, data display and conclusion/verification as exemplified in figure 4.4. Data reduction refers to the process of choosing, simplifying and transforming the raw case data.

Figure 4.4 Iterative data analysis process



Source: modified from Miles and Huberman (1992)

4.12.1 Secondary data analysis

This data is obtained from three major sources: research literature, organisational documents and industry reports including consulting companies or industry journals and reports. Each source of data provides different kind of information to the research and proves to be complementary to fill the gaps for required analyses. Such data obtained from various documents can be coded and categorised into tabular formats and then prepare the charts for pre-set concepts and research themes to find any pattern emerging from their trends. Coding patterns depend upon the type of research question and analysis problem. This particularly helps in reducing large amounts of data to smaller analysis units. These units lead the researcher to identify the schema of integrated and evolving patterns of different variables to make meaningful inferences (Miles and Huberman, 1994). These analyses can take various forms such as causal analysis, exploratory or descriptive analysis, explanatory or trends analysis using different types of data stream displays, for example matrices or graphs.

4.12.2 Analysis of interviews

Interview data is in the form of answers to the questions asked by investigator to respondents. This data needs to be transcribed in a format suitable for further coding and categorisation. This process involves breaking and reducing the data to smaller units where it can reveal their salient elements, structure, pattern and characteristics. Qualitative analysis comprises of not only describing the data but explains the constituents of theory, linkages between concepts and classifying it further to create new relationships (Dey, 1993 as cited in Gray, 2014). This project uses content analysis technique for interview data.

Flick (1998) explains three steps of content analysis: *Summarising the content analysis*: Grouping of similar textual material to eliminate less relevant data; *Explicating the content*

analysis: Introducing the definitions or explanation of terms of remove any ambiguity from the reduced data, including the context of discussion into analysis; *Structuring the content analysis*: Identifying the formal structures or emerging patterns from the coded data. Coding of the data can be divided into three types: open coding, axial coding and selective coding (Strauss and Tobin, 1998 as cited in Bryman and Bell, 2014).

4.12.3 Qualitative Content Analysis

Qualitative content analysis, also known as thematic analysis, is one of the popular methods in analysing qualitative data. It is an interpretation method for qualitative interviews (Kolbarcher, 2006; Zhang and Wildemuth, 2006) which involves activity like summarising raw data into categories or themes based on valid understanding and interpretation. This process uses inductive reasoning, by which themes and categories emerge from the data through the researcher's careful analysis and continuous comparison. Also, importantly this process should not exclude deductive reasoning, where a deductive thematic analytic approach is also useful in this process (Miles and Huberman, 1994; Patton, 2002). According to Hsieh and Shannon (2005), there are three approaches to qualitative content analysis, namely, conventional qualitative content analysis, directed content analysis and summative content analysis.

Content analysis is an important tool to analyse qualitatively the interview data but only disadvantage is that it does not offer associations and casual relationships between variables (Gray, 2014). This is also known as thematic analysis is one of the important techniques in analysing qualitative data (Flick, 2009; Gray, 2009) It is an interpretation method for qualitative interviews (Kolbarcher, 2006; Zhang and Wildemuth, 2006) which involves activity like summarising raw data into categories or themes based on valid understanding and interpretation. Qualitative content analysis goes beyond merely counting words to examining language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings (Hsieh and Shannon, 2005). This qualitative analysis would mainly consist of understanding the language, discovering any regularities and irregularities in the data, deriving the meaning of text or action and reflection. This allows researcher to analyse the data in a systematic process which can lead to easy interpretations and induction of theoretical concepts (Saunders et al., 2016). Hence, qualitative analysis using content analysis method for interview data is one of the most suitable methods in this context to deploy for interview data. Also, the descriptive content of the interview material might not be amenable to reduction to numerical form and therefore may not be suitable for carrying out statistical tests.

4.12.3 Observations data analysis

Prior to carrying out observational data collection, one must have defined the objective of analysis, define the scenarios and observations plan. Also, one must have done pilot observations and data analyses of pilot collections. The main observations should be carried out only after final modifications in the pilot templates. Observations data must be transcribed and coded for further analysis. Observations data can be analysed depending on the type of data collected. The usual methods are task analysis, error analysis and communication analysis. In this thesis, task sequence analysis, root cause analysis and thematic analysis are deployed to analyse the observational data. The procedure for the task analysis involves order of transcribe scenario, record task sequences, record task times, record any errors observed, record frequency of tasks, record verbal interaction and carry out task analysis. Root cause analysis is about event observed by researcher and notes are analysed until the all and final cause which initiated the sequence is analysed. Thematic analysis is about analysing transcripts for each factor initially proposed for TQM and TL. This can take a very simple form of frequency observation such as noting each process of TQM implementation occurred, or any challenge faced by employees in implementing TQM or because of TL application.

4.13 Research ethics

Responsible scientific research considers ethics significantly within the research inquiry. The Brunel University ethics committee assessed and approved this research. Brunel University's latest code of ethics has the following objective:

“To achieve a balance between safeguarding the dignity and rights of the research participant and providing a supportive and protective ethical environment within which the university researcher can seek to further the boundaries of human knowledge. (Brunel University Code of Research Ethics, 2010, p. 2)”. Therefore the ethical issues are important concepts in social research in general and in qualitative research in particular. At the beginning of all interviews, the researcher explained the interviewees their rights and assured of confidentiality as well as sole academic purpose of using the responses.

- **Ensuring the research quality**

A scientific inquiry is expected to ensure the research quality through executing a rigorous research process. The quality in case study research can be established and evaluated through different approaches. Conventionally, validity and reliability are the two core parameters for

evaluating the quality of a scientific inquiry. However, these norms are not strictly applicable to the qualitative nature of service-system research (Han, 2010). Guba and Lincoln (1994) suggested the criteria of credibility, dependability, conformability and transferability for qualitative research while Yin (2018) suggested validity, internal validity, external validity and reliability. Malterud (2001) proposed the criteria of relevance, validity and reflexivity. The pragmatists also value utility and the problem's relevance to the research outputs (Van-Aken, 2004, 2005). This present research has used validity, reliability and problem's relevance/ or utility as three-point criteria to establish quality in this inquiry. These three points cover most of the quality issues captured in other terms such as transferability, conformability and credibility.

4.14 Reliability and validity

The key issues for any research findings are acceptance by peer review based on its validity, reliability and generalisability. In quantitative studies, it is easy to measure reliability and validity of sample, scale and measurement dimensions applied using statistical analyses; whereas this becomes very difficult in the qualitative studies and with instruments used such as observations, focus groups or interviews.

Validity of the findings refers about yielding the similar or same results if applied on other occasions and generalisability refers to what extent the findings of research completed confirm or contradict the existing body of knowledge. In addition to the data and instruments, the appropriateness of the methodological selection in the research process plays a vital role in the reliability and validity of the findings. The selection of research methods relating to research strategy and research design are supported by the evidence of applications of such methods in the research by previous researchers.

The reliability and validity of the observations collection and analysis is controlled by researcher and participants. However, in this case participants are not told that they are being observed. Observational methods possess a high level of face validity (Drury, 1990) and ecological validity (Baber and Stanton, 1996) however bias or error from researcher or participant can adversely affect their reliability and validity. There is not much literature available about task analysis method but it can mainly suffer reliability issues stemming from the subjective bias of the researcher in collecting and analysing the data (Neuman, 2006). An important aspect to ensure reliability and validity of observations studies can come from field

settings, sampling methods, time taken to record activities, type of analyses carried out and types of scenarios built to analyse the tasks (Miles and Huberman, 1994).

Miles and Huberman (1994) recommend variety of techniques to ensure the validity of the inferences made from qualitative data such as observations or interviews. These techniques include developing sampling plan so that unusual and difficult access events are observed; conforming the representativeness of observations with other existing secondary records; applying data and methodology to compare results or findings with other forms of data analyses for example interviews and observations in this study; considering biases of the observations; finding the extreme value results such as seeking out disconfirming observations.

With respect to reliability, one can observe multiple participants in the same events or contexts to see and to compare the resultant observations. Use of observations and interviews are less intrusive as compared to controlled setting of experiments in the laboratory or experiments involving human subjects (Saunders et al, 2013). Therefore, in the real world settings these less intrusive methods applied in this study can result into producing better insights and grounding required for recommending and generalising the findings for practical applications. Hence, only source of bias is errors in the collection and analysis carried out by researcher. In the same manner, interviewees are offered complete confidentiality and anonymity plus followed interview protocol to conduct interviews. In this manner, the researcher has attempted to increase the reliability and validity of the studies.

4.15 Chapter Summary

This methodology chapter has reported the methodology used in this research in order to answer the research question and validate the proposed conceptual model. Qualitative research with case studies is adopted to understand the relationship between TQM and TL in the Saudi HE. The researcher used contacts in academia and industry, together with an interview guide to determine the data needed to direct the interview process. Semi-structured interviews, observations and document review were used to explore and gain a wealth of information and the software tools of NVivo10 were used in order to help the researcher in interpreting and analysing the data more systematically. Triangulations were made to corroborate the data. Chapter Five will discuss the results and the findings from multiple cases.

Chapter five: Results and Findings

5.1 Introduction

To determine the impact of TQM-TL in the Saudi Higher Education, various sources were utilised to attain information. In this chapter a thorough analysis of these sources is presented. In order to gain detailed understanding of the impact, diverse sources were used including case studies, interviews, minutes of meetings, newsletters, official reports, memos, and statistics. Observations were also made by the researcher.

In order to meticulously analyse the data, thematic analysis technique is used so that data is organised and categorised in a structured manner that could help in determining rational information (Vaismoradi, Bondas, Turunen, 2013). It helps in analytically investigating qualitative data by dividing it into comparatively small components and treating each component in a descriptive manner. Therefore, it is considered as a powerful tool for analysing complex set of data (Braun & Clarke, 2006).

In order to provide thorough analysis of data, all the key case studies are firstly introduced in this chapter. The relevant segments of each case are identified to stress the importance of TQM and TL in order to improve the H.E. Further, a brief review of the case studies is provided along with an introduction of all the universities engaged in this project. The universities are selected from different region of KSA, including East, Central and West part of Saudi Arabia. The key areas explored in this research are quality management, transformational leadership, enactment of TQM and TL and higher education improvement.

To evaluate the impact of these areas, all case studies are analysed to determine relation between TQM and TL in improving education standards. Critical component are derived from case studies to elaborate on these key areas. All the primary sources are analysed to form interconnected dimensions that provide basis for improving higher education standards in KSA by implementing total quality management and transformational leadership practices

5.1.1 Characteristics of the Interviewees

The fieldwork was carried out in three public and private Universities, newly and well established universities and the interviewees represented the three levels of the organisational hierarchy in each case, namely the top management (Rector and vice- rector of the universities) and quality dean (as one level), quality deanship staff members, and quality staff at the colleges . The researcher decided to include all these levels to gain in-depth information and clear

perceptions about the transformational leadership aspects of the case study organisations for implementing TQM and because TQM is a comprehensive quality management strategy that involves academic staff as well as support staff (Sakthivel and Rajendran, 2005). However, the majority of the interviewees in three cases were managers with sufficient knowledge of their organisations' plans to be able to provide an insight into the whole organisation.

In order to explicitly analyse the data, a brief introduction of each case study is provided to attain a better understanding of cases and interviewees involved. The interviewees selected for this research are based on their tenure and experience.

Before going further to the discussion on findings in the case by case analysis, it is good to see the overview of the three cases involved as can be seen in Table 5.1. It shows the details of the interviewee's background and the case they represent.

For this research, all the interviewees are knowledgeable to answer the interview questions with most of them having experience of around one year to 16 years in TQM implementation in higher education; However, the majority of them without any quality qualifications or background. The next section will conduct a case analysis whereby the detailed case by case analysis will be presented. The analysis is by the themes in the proposed framework and the development of the propositions. Therefore, the next section will discuss the main case findings in this research specifically through a case by case approach.

Table 5.1: Overview of Respondents in the Two Case Studies

	Interviewee	Gender	Case Representative	Age Group	Level/ Position	Degree	Subject Area	Work experience in TOM
1	ID	Male	A	40-49	Vice Dean	Associate professor	Art and science	Less than 5 Years
2	NG	Male	A	50-60	Dean	Associate professor	Business and management	More than 10 Years
3	FK	Male	A	50-60	Vice Rector	Professor	Art and science	Less than 5 Years
4	MK	Male	A	30-40	Staff	Master	Art and science	Less than 5 Years
5	NA	Female	A	50-60	Dean	Assistant Professor	Business and management	Less than 5 Years
6	TH	Male	A	50-60	Staff	Assistant Professor	Art and science	5-10 Years
7	BA	Female	A	50-60	Vice Dean	Assistant Professor	Art and science	Less than 5 Years
8	MA	Female	A	40-50	Staff	BSc	Art and science	Less than 5 Years
9	NF	Female	B	40-50	Vice Rector	Assistant Professor	Art and science	Less than 5 Years
10	AM	Male	B	50-60	Rector	Professor	Art and science	Less than 5 Years
11	MB	Male	B	40-50	Staff	Master	Business and management	5-10 Years
12	NR	Female	B	20-30	Staff	BSc	Art and science	Less than 5 Years
13	MK	Female	B	40-50	Dean	Assistant Professor	Art and science	Less than 5 Years
14	KH	Male	B	40-50	Staff	Assistant Professor	Engineering	Less than 5 Years
15	KB	Male	B	50-60	Staff	Assistant Professor	Business and management	Less than 5 Years
16	SG	Male	B	50-60	Vice Rector	Associate professor	Business and management	5-10 Years
17	SS	Male	B	50-60	Dean	Assistant Professor	Business and management	Less than 5 Years
18	SM	Male	B	50-60	Staff	Assistant Professor	Engineering	Less than 5 Years
19	NT	Female	B	40-50	Staff	Assistant Professor	Art and science	Less than 5 Years
20	MT	Male	B	40-50	Vice Dean	Assistant Professor	Computer Science	Less than 5 Years
21	AA	Male	B	30- 40	Dean	Master	Medical Sciences	Less than 5 Years
22	EG	Male	B	30- 40	Staff	Assistant Professor	Art and science	Less than 5 Years

Source: derived from empirical work

5.2 Case Study A

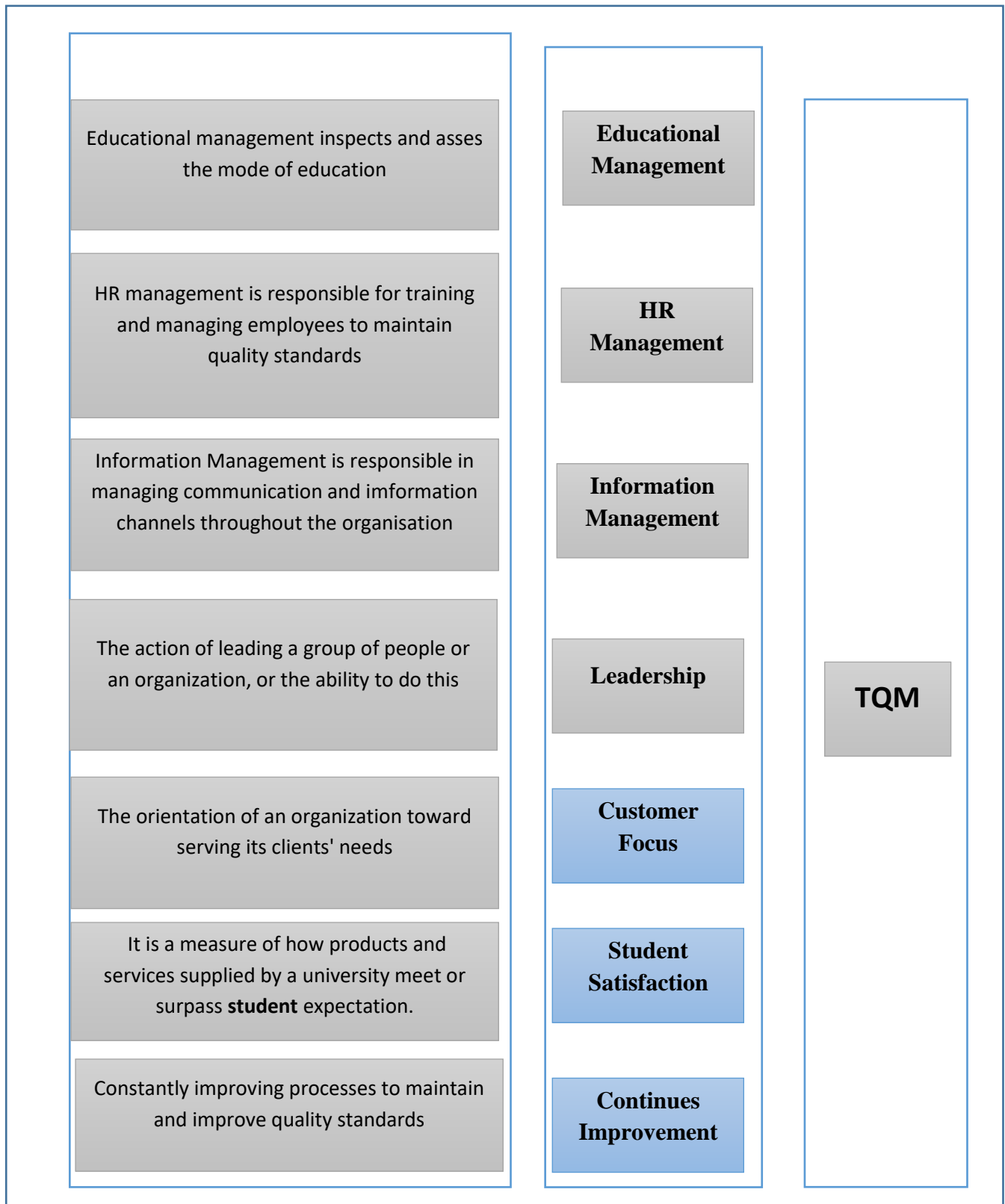
5.2.1 Introduction

University A is a well-established university which was founded in 1957. It is centrally located in Saudi Arabia with about 63,394 students and an annual budget of 2 billion Dollar. In 2009 the university paid great attention toward quality by establishing the vice-rector for quality and development which manage the deanship of quality and the deanship of development. Also, the university has allocated vice- dean of quality at each college and department which shows how the important the quality is to university A.

5.2.2 Total Quality Management

The process of continuous improvement in processes, organizational culture, quality of product and services and customer services can be termed as total quality management. It is a management concept specifically designed to attain maximum customer focus and satisfaction. The following themes were merged from literature and during the data collection, which are important pillars of TQM. In our open-ended questions we ask about the understanding of TQM, which we receive different answers were the research link it to quality themes accordingly.

Figure 5.1: Critical components for TQM derived from Case study A



Source: Derived from empirical data

5.2.2.1 Educational Management

In order to improve the educational standards, the role of educational management is quite critical. As discussed by the interviewees in first case study, it is the responsibility of educational management to inspect and assess the mode of education, the curriculum design, the methods of teaching and the tools involved in delivering of education.

Also the education management on the basis of quality standards should develop Key Performance Indicators for the sake of improving education process and performance criteria of university staff. KPI's has been set by following the National Commission for Academic Accreditation & Assessment (NCAAA) standards.

“For the future of the university, as long as you’ve built the base which his standards of work, for the colleges, centres, units and deanships, and you state the improvement and process for all of them and you state the KPI, key performance indicators, you continue going on collecting data and comparing data scientifically based on statistics. Employee development and expectation, of course, as long as you have built the relevant areas as a NCAAA and you have a curriculum as one of them and an area for teaching and learning. The curriculum aspect is one of them. I have the system, I have the process, I have the bench mark, and this is what this is all about. So, leading. Employment is different. The process occurs in every aspect,” (ID)

5.2.2.2 HR Management

The role of HR management in training and development of staff cannot be argued and that was also the stance of majority of the interviewees. It was discussed that HR management should play key role implementing quality standards as they are responsible for hiring and training of staff. Therefore in order to improve the quality standards certain actions should be taken to create a quality culture in the organisation that encourages staff growth, innovation and development. The training programs should be designed keeping in mind the quality parameters desired by the university management. Further performance should be measure on such parameters that match the university quality criteria.

However in this university, there are much problem regarding human resource management; specially hiring the right people for the right job, or training courses for the wrong people.

“If you haven’t the background in quality in general you can’t get to the position that belongs to quality because you are a professor or a professor of all the staff in the

department and you're working in the college, no, you should have certificate in the quality, you should have CV, knowledge about the quality”(ID)

“What I expect, you see, all these people are consultants, they should be knowledgeable, very important, but the more I deal with them the more that I question whether they have any knowledge in terms of real quality. That is the key issue” (TH)

The respondents indicated the reasons for the non-activation of the training programmes for academic staff members, as being the management's lack of awareness regarding the importance of training activities to improve their performance. Other academic interviewees stated that academic staff members are over qualified and should thus be trainers rather than trainees. Moreover, one academic staff member considered that financial reasons had caused the absence of training programmes within the university. Therefore, the quality management training courses mostly for contract experts from other countries who signed up for one year or two as quality consultants, then they leave to their countries.

“Like, for example, five years ago, before I came here, I told them “give me the Saudi; I have to train the Saudi, ” but over the last five years I do not see it. They only give me the ex-patriots. I told them, “your ex-patriots, they are not committed to you, they are no value to you.”(TH)

Only a few reported that an annual training plan did exist within the University, the vast majority emphasising that such a plan was not in existence

“

5.2.2.3 Information Management

With the rapidly changing business dynamics it has become necessary to manage communication and information channels proactively. The role of information management has become quite critical in managing the information flow throughout the organisation to keep all the employees in loop regarding the managing of quality standards, the changing in processes and everyday operations. It has become essential for employees to have open communication channels to avoid discrepancies and mismanagement in work places.

The interviewees indicated that many channels of communication exist at the Faculty level, such as regular meetings of the Faculty People's Committee, meetings, letters, memos, newsletters and regular meetings of the academic staff union. The management's key decisions

are communicated to the heads of the department during the meetings of the Faculty People's Committee; they meet three to four times each semester. Such meetings are occasions for the heads of department to communicate the management key decisions to all departmental staff. All the respondents agreed that the university started using electronic communication system throughout the university, by using emails and also every member of staff has his/ her own website. One of the respondents pointed out the stats department which manages the whole information flow in the university.

“We have the stats department where it is concerned about collecting data by the university. Now, we are trying to automate and have a programme where we can have a data warehouse where that data warehouse will collect every information in the university, enter it, or possible information said about the university internally or externally for the purpose of doing the analyses and follow up on all of these questionnaires, data, performance, so that decision makers will be better informed of what’s going on in the university. All of these supposedly will make the life of employees and even students, happier because there is going to be less paperwork, it is going to be all automated, and they can see their results in seconds after they enter them correctly. This programme will open within the coming year to be built through a big company, an outside company, and then implemented here and we are sure that as long as people are used to the technology, then they will see the results of the ease of processes the data and the activities” (ID)

Therefore, the university is trying their best to provide all kind of supportive systems and programs to automate the information system and the data flow within each department, to provide the right information at the right time to decision makers, students, and government, member of public and any other organisation.

However one of the staff members stated the new system is not available to ever one yet and will not meet the university needs since it’s brought it by an outside company.

5.2.2.4 Leadership QC

Progressive leadership is quite essential while introducing a newer format of process as well as maintains the quality standards of an organisation. It was also suggested by interviewees as many believed that good leadership can create wonders for an organisation. The role of leader is to unite the employees in a same platform, encourage them to perform their best and become

committed to the organisation ideologies. Leader is also responsible in directing employees towards the goals and mission of organisation in a constructive and productive manner.

The question posed to the interviewees was open ended: Do you intend to implement TQM in your university?

The majority of the interviewees agreed that the university does intend to implement TQM and confirmed that this issue was being addressed during the regular meetings of the People's Committee of the Faculty (the administration of the university, which consists of all Heads of Vice rector of Quality, Quality Dean, Registrar, Chairman of the Academic Staff Union and the representative of support staff).

“Yeah! We think that total quality management is a big task, but we are going towards that in basically getting the basic standards met as minimums. Then, building from there and checking that the implementation process is done and then, finally, fine tuning these things to follow based on a strategy either as an institution or parts of the institution, totalling in these efforts to get the big objectives of the organisations to meet their vision, finally. So, I think we are in that direction, to do that” (ID)

However, one senior leader claimed that TQM had not been fully functioning at the university and still more people against it from the top management and looking for a more comfortable way to fill out the quality standards:

“Over the last five years, actually, they have set up the committee, they have also set up the unit responsible for quality management and they have also developed the quality system for the academic side. However, for the administrative side, they are using ISO but they are still not linked together, and the most prominent issue is that it is still at the beginning of being implemented. So, those are the key steps.” (TH)

Many academic interviewees realised that TQM is about applying the regulations and legislation. Regulations governing student achievements in the courses and warning system are frozen by the Secretary of Higher Education, thereby causing many problems and accumulation in the number of students. This will cause an increase in the average time for graduation to around 13 semesters (the students usually are graduates within ten semesters).

The researcher attended the opening ceremony of the workshop "Our University Curricula - Quality and Competitiveness" held at the University over the two-day period 16-18 /3/2013 and organised by the quality deanship. This workshop focused on curricula and how to approve

them. Also to discuss the weakness of spreading the quality culture among the colleges and departments. Apart from that aspect of quality, there were no other efforts towards raising the awareness of TQM within the university. Some individuals have a particular interest in this area, and consequently, have attended courses and conferences organised by professional bodies, and some are working in quality department to be recognized and held the only position.

5.2.2.5 Customer Focus

Most of the respondents agreed that there are many customers of H.E, namely students, staff members, parents, potential employers, governmental organisations, the labour market, the private sector, and society as a whole. However, many interviewees believed that students are the foundation of the educational process and without them, there is no university. Hence, the service is offered to the students. One senior leader argued that:

"There are two customers in the Higher Education context: Explicit customer: -where the students are considered to be the primary customer, and implicit customer: where the potential employer is considered to be the customer "(ID)

One senior leader disagreed with the opinion that the student is the customer. He argued that students do not know what they need, believing their only need is to pass the course and gain a degree. Moreover, another senior leader indicated that society as a whole is the HE customer because society needs a certain number of engineers and the faculty aim is to produce the quantity and quality of graduates to meet such needs.

Two senior leaders pointed out that the government owns the universities; and hence, should identify and accommodate customer needs. However, it was noted that the government pays no attention to the recruitment of the graduates and that most graduates obtain jobs through direct contact with employers. Many academic interviewees contended that they do indeed review and develop their curricula periodically according to the social and technological needs, which they stressed were responsive to the many global changes occurring. However, one senior leader indicated that the development of the curricula is according to the staff vision and experience. Another academic respondent stated that there are no studies to determine the labour market needs. However, a different senior leader argued that a link does exist between the university and the labour market, and a third senior leader expressed the belief that such a

link did exist, but that it was not strong enough. One academic staff member stated that in the past there was a link between the governmental organisations and the universities but that it was no longer in existence. He added that, in the 1970s and 1980s, final year students undertook practical training during which employers had the chance to evaluate students' knowledge and skills and provide feedback to the universities for improvement. Many academics believe that it is difficult to determine students' needs and hence, they remain hard to specify. They expressed the belief that at this particular stage, students merely need to pass their examinations and secure high grades. However, one senior leader argued that after completing their degrees, graduates are able to criticise the system and determine what still remains to be improved. One academic staff member highlighted the fact that the University is supposed to provide an appropriate environment with all the facilities needed by the students (as customers) such as a cafeteria, infrastructure, reasonably-priced textbooks, activities, etc. The library staff pointed out that they are unable to satisfy their customers (staff members and students) and provide books, journals as their allocated budget is insufficient.

5.2.2.7 Continues Improvement

The next question asked to the interviewees covering the Continuous Improvement (CI) factor was: "*what is your understanding of continuous improvement?*". The interviews revealed that all respondents were aware of the importance of Continuous Improvement (CI) within the Higher Education context, believing it to be a wide-ranging activity. Many respondents, including senior academic managers, believe the development of curricula is one facet of CI, and they indicated that the curricula are improved periodically according to different circumstances. For instance, the curricula might develop and/or change according to the suggestions of one or more academic staff members. Such initiatives are not necessarily based on measurements or studies.

" My understanding of continuous improvement in relation to continual improvement is that continuous improvement, you are just going up, you do not look back, you do not review, you just want to go up, up, up, up. "(ID)

Many academic staff members emphasised that the provision of resources, facilities, laboratory equipment, the improvement of the teaching style, and a concentration on the practical part of the study are all very important aspects of CI. Furthermore, many of them regarded

subscriptions to international academic journals, the availability of text and reference books, their participation in conferences, communication with international universities, and the involvement of external speakers as features of a CI journey.

One senior leader argued that the university should improve the living standards of the academic staff members by, for example, providing them with accommodation, a move which it was felt would increase their productivity, and hence such an initiative would count as an element of CI. Another academic staff member described the training of students by local companies as part of the CI of students' skills.

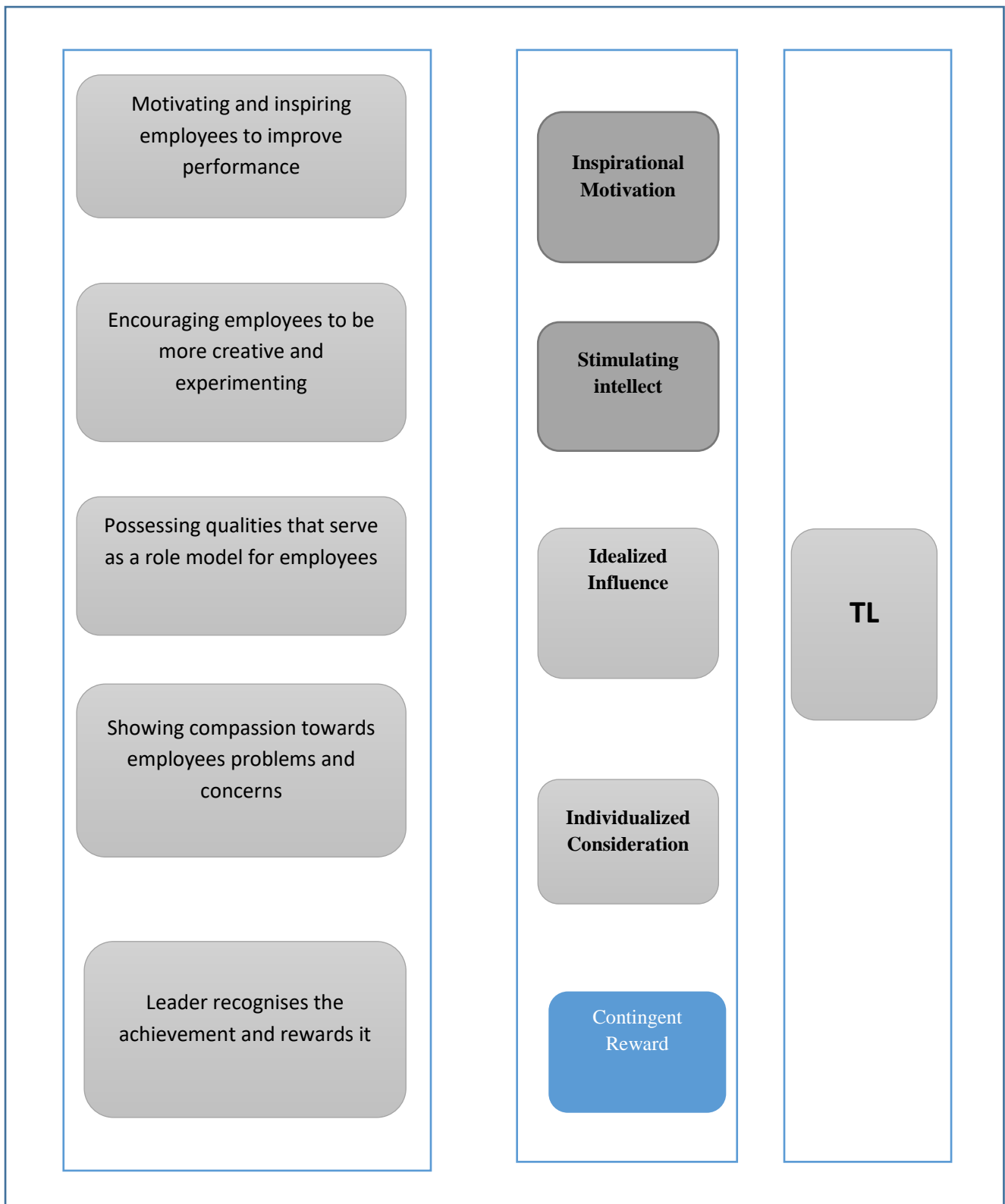
The support staff believed that CI processes are exhibited in the improvement of services to students and staff members, such as the enhancement of library services and the establishment of a network accessible to all students.

“CI is Doing things right, every time, doing the right thing every time and every... doing the right thing every time and all times. You know, just keep doing the right thing every time you do it” (FK)

5.2.3 Transformational Leadership

The quality of leader to transform the minds of employees towards a certain direction comes in the definition of transformational leadership. The transformational leadership has a vast impact on the organisational culture as it enhances the commitment level of employees by providing a secure and trustworthy environment. With this kind of leadership employees are keener on performing better as they can relate to organisation's ideology. Their dedication proves to be an important asset as it helps in introducing and changing organisation processes

Figure 5.2: Critical components for TL derived from Case study A



Source: Derived from empirical data

- **Inspirational Motivation**

Most of the interviewees agreed that, they need inspiration to motivate them to achieve the goal, some of them stated that, they are trying to listen to employee in order to motivate them

“I tell all my employees and students “look, we want to be professional but we want to be happy”. If you’re not happy there is a problem. Whether you are correct or wrong I don’t care but if you’re not happy there is a problem. I will take time to listen but I want you to take action. And I want you to like what you are doing.”(ID)

In this particular case, all of the interviewee considered the previous rector as an inspired man who lead the university and staff to something better. He has inspired them to do the best.

“ I remembered when we sit with our previous rector who adopted TQM principles, we all used to just listen to his ideas and try to do the same, he inspired us to think better about the university and our students, also the ranking and the outcomes which we never thought about.”(FK)

The inspired leader play big rule toward TQM implementation as he was the first to adopt TQM at the university and made his staff to join the quality movement.

- **Intellectual Stimulation**

For attaining better performance the leader encourages the employees to be more creative and experimenting by creating more challenges to followers to express their energy and their innovation

“Everyone is encouraged to be at their excellence through the KPIs that we are following now, and we want to fine tune better in the future where we can measure the activities of application of quality in the university and, through competition between colleges and units, we encourage them in a positive way that you’re doing good but you can do more.” (ID)

Organising workshop and courses and interact with staff/ students encourages them to to be more innovative, without that the will never have the chance to try the challenge, therefore a leader who create such environment will reach into intellectual stimulation with his/her followers.

“And sometimes some managers will apply less than the rules because they are fearful of mistakes. Leaders, they give you a dream every day to work on. And this challenge makes me and the people that I work with always under – not pressure I say – competition environment where “you can do it; you can do it”. If we don’t have a leader you won’t have that environment.” (FK)

- **Idealized Influence**

In order to attain a dedicated number of followers, leader should possess qualities that are intriguing and charismatic. The leader should have a personality that is considered to be a role model for its followers. Through its actions it should depict the ideologies of the organisation so that the employees also follow his direction in attaining those ideologies.

“you need a leader with some charisma who can really motivate people and influence them and of course you have to transform your life from not being ... you know, monitoring your performance on a daily basis into a daily basis performance check-up.”(ID)

One of the respondent trying to influence the followers by sharing the values and following them in order for them to follow him and adopt his strategy.

“Well, I can’t judge my success in them but when I see the job done and nice and people are happy and when they are speaking to me saying, and I say “do you need anything” they say “no,” it’s just a matter of doing the job right. I mean, continuing doing the job and all of these meetings and communication’s will eliminate many dissatisfying factors and will always make things good. I think and I feel it is transferring to them and transforming them.”(FK)

- **Individualized Consideration**

Being compassionate towards its followers is considered to be a key characteristic of a leader. A leader that tends to the problems and concerns of its followers is the one that gains the committed following.

“I’m learning from staff, I’m learning from students,”(ID)

When we asked a question to one of the top management about their followers if they are happy about their recognition from the university and if their work has been noticed from top management the answer as follow

“think they are happy. I mean, basically, what I say to them, always, this is our money, our sources, our building, our office, our research, it’s us. This is us. You take care of it. it’s not mine, it’s not yours.”(NA)

- **Contingent Reward (New)**

It is human nature to be motivated by rewards and recognition and therefore they form important criteria in rewarding the employees. The leader that recognises the progress and hard work of employees is more likely to derive better results from its followers.

“Everyone is encouraged to be at their excellence through the KPIs that we are following now, and we want to fine tune better in the future where we can measure the activities of application of quality in the university and, through competition between colleges and units, we encourage them in a positive way that you’re doing good but you can do more. Through KPIs we can see staff performance; therefore we give reward to encourage the best of them” (ID)

The university reward the staff for their performance by going for paid training trip or conference also university have a rewarding system for the best students, some of gift e.g. cars, holidays, money and mobile phones.

5.2.4 Enactment of Quality Management and Transformation-Leadership (EQMT)

New construct with many have arisen from the data analysis. Initially EQMT is the research gap and the main finding which connect TQM with TL. There are some new themes appeared in this research regarding implementing TQM with the best leadership practice which is TL. These themes appeared through the analysis and consider important in order to improve the H.E in Saudi with implementing TQM with the best leadership practice. During the interview we discover a lot of issues could the implementation, but due to the limitation of the study the researcher highlighted the important themes to be considered in this research.

- **Knowledge for Implementation**

In order to To implement TQM we need to know how we will implement it, we need to know the know-how, some of the responses highlighted the need to understand the TQM concept before we apply it, as it could be wasting the organisation time.

“Although, sometimes, people don’t understand the quality of quality; or the value of quality. But, it takes time, it’s understanding, it’s going to happen one day. We have to do it at home so that our children will understand these concepts” (ID)

Also they mention that, TQM could be applicable for different sectors but before we implement it in H.E we need to know which approach is suitable for H.E

“You can’t get the total quality management system to apply every way because it’s different from one sector to another sector. So, if you will work to the education process you should apply the total quality management system belonging to the education. If your field will be in a university or private sector, you need to apply the total management system.” (NA)

- **Educational Industry framework**

Is the environment within and around the university, from government, stake holders, policies and community. This theme play big rule in the implementation process.

“Government, very important because we all of us work under the philosophy and system of government. So, if you work in higher education policy you can have obstacles with the government, or can put a good plan but how you can implement it, how you can achieve this plan, you should contact with the government. So, if the government has another way, another vision, so you can’t complete what you believe. So, the most important influence for anything, I think, the top ranking, which means the government policy.” (ID)

Also the policy shape the university leadership and TQM implementation, the government supports the implmeitanion process by establisheing the deanship of quality in each university in order to follow TQM movment, where KinAbdullah announce his vision 2020 where every department in the government must implement TQM therefor all the university in Saudi starting having Quality deanship.

“establishing the deanship... establishing a vice directorate for development and deanship for the university and then establishing two deanships, the quality deanship and development deanship; and establishing units in every college called the Unit of Quality and Development who are responsible both for implementing the quality and assisting on all kinds of measurement and implementation of the system, especially the accreditation system which is, actually, a tool for the total quality management in the university.”(NA)

5.2.4.3 Resolving the Conflicts of Interests

Each individual has his own interest; therefore there will be a conflict in adopting TQM as some people the adoption could be against their interest, therefore we have to resolve such problem

“you are applying it in the total manner where everything is interlinked in that institution to make sure that the product of that process or these processes is the required by the stakeholders, officials up and down and customers and so on”(ID)

There are some of the response think if they give their view on something, they will be rejected due a conflict of interest from the top management.

“sometimes, suggestions are not taken and, maybe, I can't say it's dictatorship but, maybe, because the higher position would know more than the committee but, at least, it is practiced that we share ideas and encourage them to work in teams”(NA)

5.2.4.4 Ensuring impact

In the process of improving the H.E in Saudi we should look into TQM & TL in order to ensure the outcome of the learning process.

“Because we have noticed universities with poor leadership did not perform well, did not change, were not successful. It drives away the faculty members and it became like a high school. While, on the other hand, universities with very charismatic and transformational leaders were able not only to influence... not only to improve the performance within the university but also to influence the higher education, the administrative education and even become a role model for other universities in Saudi

Arabia. So, we have the two types. The poor management and the excellent management or leadership.”(ID)

- **Culture**

The culture play big part for this implementation as it’s the success of TQM in many countries e.g. Japan, USA and UK where in Arabic culture more lay back with the deadlines and the implminton. Also H.E leaders in Arabic countries are against any change.

“I was too sharp on my deadlines and I found out people do not necessarily apply your deadlines because of the society. You know, you think jobs should be finished in a certain time but because the society is – the culture – is sort of laid back and ... so, I kind of reduce my expectation. We should first make what’s called the quality culture among all the members, all the employees before implementing something. This is very important.”(ID)

- **Establishing Collaboration**

Saudi universities should learn from each other and also learn from top university around the world by collaborating in research are and improve their program.

The king vision was clear when the government offer around 500000 scholarship to Saudi people to gain knowledge from the top universities around the world. It’s time now for Saudi university to get that knowledge by employing these students who finished their study abroad. Also by signing exchange with international universities or international companies that provide training in Saud Arabia, in order to get the experience and change the attitude.

This university started such collaboration with different universities to adopt their quality system and try to implement it in Saudi

“we have experienced or tried to see the activities of other systems where they can manage their quality system in their university and some Korean universities have a very good system of data warehousing that they are using for their decision making and based on what we have seen around”(NA)

- **Removing Barriers**

Barriers are the biggest failure for adopting such system, therefore, we should learn from our mistake and try to remove the barrier in order to implement TQM & TL successfully. There are many barriers for this implementation as the respondents describe it as follow:

“Resistance. What I see as a barrier is a resistance. However, as I’ve known that quality takes four to five years to be understood and implemented and that goes for every segment of quality, not as a whole. Everything you start is going to take a certain time until it will be accepted and implemented. So, we have to have longer breadth and patience. I think resistance is one. Cooperation of most individuals in this society is one. Training, we are doing, we have a deanship of training. So, I think the barrier is time. And willingness to do the job from all people.”(ID)

“Many, actually. There is human resource. You should have a staff to apply and the staff ready to know what TQM is. That’s the first one. The second, financial; financial support; and infrastructures. And the most important, how you convince the administration that you need to apply TQM”(NA)

“Misunderstanding of TQM. The unenthusiastic leader should sometimes heavy burden of work and forms to fill in and all this”(FK)

Resistant is one of the important barrier for implementing TQM in H.E. as most of the academic staff at this university against the change and apply new procedures

5.2.5 Higher Education Improvement

It’s the aim of this research to improve the HE, therefore after finding out the TQM implementation, Transformational leadership and EQMT its time to find out what the important themes merge out of HE improvement from the research data.

5.2.5.1 Accountability

It is important for everyone to be accountable about their act in H.E, if we need to improve our education we should look at it accountability led. The following respondent explained it in short sentence

“Accountability, usually, you can’t make improvements without accountability. It is logic.”(NA)

5.2.5.2 Accreditation

In Saudi Arabia there is now accreditation agency(NCAA) looking after H.E process, but after conducting the data the researcher observed that, this regency requests from every university and college to fill out their forms to meet their standers, which sometimes could be useless because the standers they have is a mixture from different countries which will not work in Saudi Arabia. Therefore most of the universities in Saudi focus on the international accreditation

“to have international accreditation in the field of academic accreditation or to have some quality certificates such as ISO it should first meet what is called the situation analysis and after that from this you can put the strategy and strategy objectives and the initiatives and so on”(ID)

“Here is one element for ranking, it is quality. For example, the ranking is on the administration, is on the graduate... is on the on the honours awarded to staff and so on and so forth”(FK)

“When you need to apply the TQM you don’t think for certification first, you need to improve and the certificate will come, normally. But,I think in our country they need certification”(NA)

5.2.5.3 Transparency

Transparency is important rule in order to implement the TQM and TL. All the followers and community should understand the vision of the leadership and all the decisions which has been taken or will be taking

“We have the values. And we share this with everybody. We distribute it to every employee. We hang it in the hall ways so students, visitors, everybody can see it and

can always... well, we have to test this, but always they can hold us responsible and say “you have transparency as a value, you are not being transparent with me”. (FK)

5.2.6 Case A Summary:

In this case study the researcher spent 2 months organising the appointment with the leaders and the quality staff. University A was one of the old universities in Saudi with the highest budget in the country. TQM implementation was one of the best among Saudi universities, the leadership was previously toward the transformational style, which boosted the university profile.

5.3 Case Study B:

5.3.1 Introduction:

University B is well-established university which was founded in 1967. It's located in the Western region of Saudi Arabia with about 37,000 students and annual budget around 1.8 billion Dollar. This university was the first university in Saudi Arabia which adopted TQM concept in 2007. University B has paid great attention in recent years toward TQM by establishing the vice-rector for quality and development which manage the deanship of quality and the deanship of development. Also the university has allocated vice- dean of quality at each college and department which shows how the important the quality is to university B just a few days before the interview the university finalise it. Also this university has combined TQM department and the university strategic plan under one program in the last 3 years in order to enhance the decision outcome.

5.3.2 Total Quality Management:

Total Quality Management (TQM) is a comprehensive and structured approach to organizational management that seeks to improve the quality of products and services through

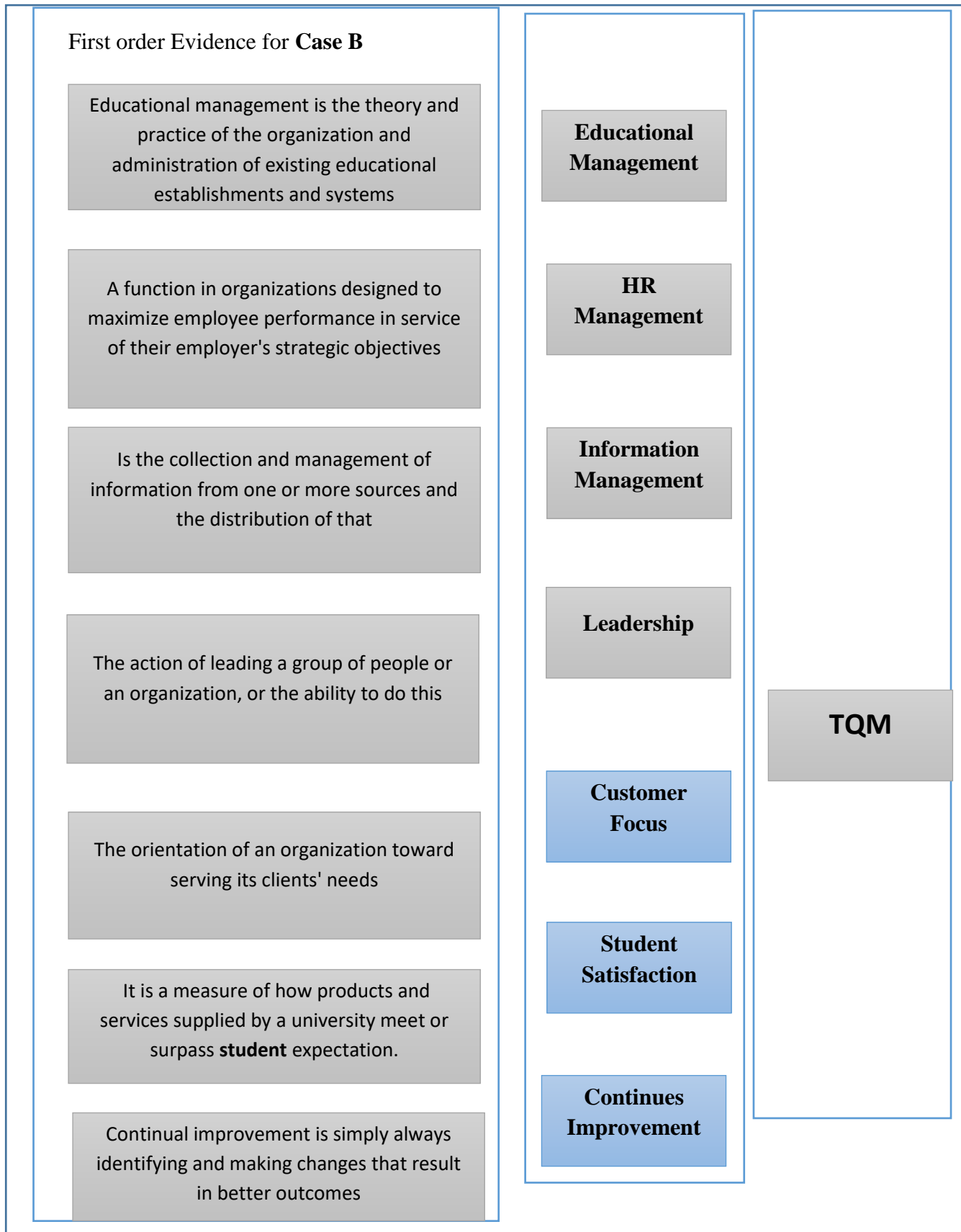
ongoing refinements in response to continuous feedback this university has paid great effort to adopt TQM as one of the first institution to apply it in the H.E in Saudi Arabia. *“Total quality management, is to make our life much easier, effective and efficient Because there was a belief that total quality management was really an important matter and also one of our missions in this university to provide quality of learning. So, we need to do, to implement total quality management in our University before we provide quality services for quality of learning.”.(NF)*

One of the quality consultant at this university think that the quality has to be a comprehensive tool to manage the excellence of the university

. “The term total really means it’s comprehensive. It will involve many components. (1) Is perhaps leadership involvement. (2) customer orientation; (3) process driven; and there are other components but these are the three components that interplay in order to really define in general what does TQM involve”.(MB)

Figure 5.3 presents the evidence map for the Total Quality Management TQM dimension in case study B Interestingly Customer Focus, Student Satisfaction, Continuous Improvement emerged as new factors which are highlighted in blue colour (see figure 5.3)

Figure 5.3: Evidence Mapping for the TQM Dimension (Case Study B)



Source: Derived from empirical data

5.3.2.1 Educational Management

The findings from case study B shows that most of the interviewees agreed that Educational Management should be there to support the improvement process and play big part to implement quality. As TQM one of the important pillars for the improvements, the management of this university was the first educational institution in the region to support TQM adaptation” *we have already implemented it 11 years ago. We are the first University in the region to implement TQM a long time ago*”(NF)

This university created implementation technique and procedure for the TQM.” *We started with a campaign like a public campaign on the level of the University, on the level of the students, employees, individual meetings from our total quality management team and to visit lots of colleges just to introduce the term total quality management. we have moved, once we started our second strategy plan in our University we moved from the total quality management focus to more on doing quality learning and put more efforts on the quality learning by having an international accreditation system and individual quality. So far right now we have 73 accredited programmes in our University. By the end of our second strategic plan we will finish the 100th programme. This is our task.*” (MB) Also, NCAAA accreditation was major goal for the university

5.3.2.2 HR Management

Many interviewees argued that human resource management should implement good development and training programs to develop the staff needs and the workforce plan. It should also have long term plan with long contract for more stability

“For the University because I am employed here as a Contractor on a 1 year basis. For me, I am looking to implement quality but being employed on a contractor basis it’s not my decision to turn back to the top management”(MB)

Once you hire people to do quality task we should develop the workforce plan for a long term in order to maintain the quality. Most of the short term contractor will not engage in your quality movement

“ I attended several inhouse courses in quality but wasn't usful for me or us. They are brining people who don't understand our current stage or quality culture, its useless, I think that framework, the consultant role, it will not work, that touch and go kind of thing, like saying “I'll build for you systems,” and they leave you behind. I don't think this is what, perhaps, many universities in this region have been suffering. They get total solution, that has been developed by somebody outside, sitting in one office and writing it down and then giving it to the top management and... ”(NF)

In other hand there are high craiteia in selecting the employee in some of the top mamangment departmnt.

“keep in mind that this way doesn't work with everybody. You have to be very careful in selecting the employees. Inside our College, we have almost 100 employees. The best of them are working here in the Associate Deanship for Development and I personally selected them. I have refused many, many attempts to join us because if I don't believe that a person will be part of the group and will mesh with the group and have this ... first of all have the skills and ability to work and then have the emotions and the belief that he wants to work for the sake of helping others, this is very important. If I don't believe that a person has that capacity, then I refuse to bring him with me” (MK)

5.3.2.3 Information Management

The information management should examine the management and effectiveness of the use of data and information to support overall mission-related performance excellence. It should ensure reliability and accessibility of the crucial necessary information required for day-to-day operational management. It would also focus on analyzing facts and information and respond to situations in a fast and efficient manner.

The interviewees indicated that many channels of communication exist at the Faculty level, such as regular meetings of the Faculty People's Committee, meetings, letters, memos, newsletters and regular meetings of the academic staff union. But there is lack of communication among the top management with departments.

“It’s very difficult to get the source of information from the top management, the strategies has been shared with us but in writing. In practice there is a gap to share the strategy. I believe, as quality implementer we should be part of the strategy plan” (MB)

They university are not sharing the strategy plan with most of the quality consultants due to short contracts. But in same time they share the announced strategy through all the channels and on the website. With you can access to it from anywhere, but in Arabic as the English version not working most of the time to due to system failures.

5.3.2.4 Leadership QC

Most the interviewees agreed that the role of leadership in quality management forms the backbone of any improvement strategy. Leaders provide a unity of purpose, while also establishing the direction of the organisation. As such, the responsibility of leaders consists of creating and maintaining the internal environment. In this environment, employees are able to become completely involved in achieving the organisation’s goals and aims. In this way, good leadership is essential in order to improve quality across the organisation, as the leading force that sets objectives and assists employees to implement these objectives.” *I think quality must be the life blood of any university. In order to happen really it’s for many reasons, I could say, many reasons because you could see that a lot of organisations could be paying lip service to be student centric. We are all... but this is only hearsay. The reality is when you implement all the quality you will truly become what you call customer oriented and you become stakeholder oriented, you become student oriented. Being in such a way you will be able to really see that total quality is what it means.” (MK)*

The question posed to the interviewees was open ended: Do you intend to implement TQM in your university?

The majority of the interviewees agreed that the university does intend to implement TQM and confirmed that this issue was being addressed during the regular meetings of the People's Committee of the Faculty (the administration of the university, which consists of all Heads of Vice rector of Quality, Quality Dean, Registrar, Chairman of Academic Staff Union and the representative of support staff).

“Because there was a belief that total quality management was really an important matter and also one of our missions in our University to provide quality of learning. So, we need to do, to

implement total quality management in our University before we provide quality services for quality of learning.” (MB)

However, there are many barriers for the implementations, which take them back to scratch

“Well, we are trying to actually begin the process of quality awareness and quality knowledge and quality management. We have some resistance and there are lots of challenges and lots of obstacles and you feel, sometimes, that you need to start from scratch everything. But, we will try. We want to and we are in the process. We have not completed anything yet but we are working in that direction” (NF)

However one academic leader argued that the university is doing very well in implementing the TQM

“So that was the initial movement towards official quality measures and improvement. That doesn't mean that before that committee there was no improvement at the University. You see, all universities are dynamic so they improve from time to time and the continuous improvement of the curricula, the activities for students and even improving the quality of instructors is a continuous process in the university. But as an official step, that was a major step in the University and then when the programme transformed, the initiative transformed into a programme, the TQM programme, it started to have official procedures inside the University. The programme is still functioning till now but the way I see it is that the programme had its ups and downs, according to the person who resides on the top of the programme” (AM)

5.3.2.5 Customer Focus

Most of the respondents agreed that there are many customers of H.E, namely students, staff members, parents, potential employers, governmental organisations, the labour market, the private sector, and society as a whole. However, many interviewees believed that students are the foundation of the educational process and without them there is no university. Hence, the service is offered to the students.

“My student are the one I care about, I have to provide them with the up to date knowledge and challenge them to be creative, for me my students are my customers which I care about“ (.MK)

Two senior leaders pointed out that the government owns the universities; and hence, should identify and accommodate customer needs. However, it was noted that the government pays no attention to the recruitment of the graduates, and that most graduates obtain jobs through direct contact with employers. Many academic interviewees contended that they do indeed review and develop their curricula periodically according to the social and technological needs, which they stressed were responsive to the many global changes occurring. However, one senior leader indicated that the development of the curricula is according to the staff vision and experience. Another academic respondent stated that there are no studies to determine the labour market needs. But a different senior leader argued that a link did exist between the university and the labour market; and a third senior leader expressed the belief that such a link did exist, but that it was not strong enough. One academic staff member stated that in the past there was a link between the governmental organisations and the universities but that it was no longer in existence. He added that, in the 1970s and 1980s, final year students undertook practical training during which employers had the chance to evaluate students' knowledge and skills and provide feedback to the universities for improvement. Many academics believe that it is difficult to determine students' needs and hence, they remain hard to specify. They expressed the belief that at this particular stage, students merely need to pass their examinations and secure high grades. However, one senior leader argued that after completing their degrees, graduates are able to criticise the system and determine what still remains to be improved. One academic staff member highlighted the fact that the University is supposed to provide an appropriate environment with all the facilities needed by the students (as customers) such as a cafeteria, infrastructure, reasonably-priced textbooks, activities, etc. The library staff pointed out that they are unable to satisfy their customers (staff members and students) and provide books, journals as their allocated budget is insufficient.

5.3.2.7 Continues Improvement

The next question asked to the interviewees covering the Continuous Improvement (CI) factor was: "*what is your understanding of continuous improvement?*". The interviews revealed that all respondents were aware of the importance of Continuous Improvement (CI) within the Higher Education context, believing it to be a wide-ranging activity. Many respondents, including senior academic managers, believe the development of curricula is one facet of CI, and they indicated that the curricula are improved periodically according to different circumstances. For instance, the curricula might develop and/or change according to the

suggestions of one or more academic staff members. Such initiatives are not necessarily based on measurements or studies.

” Well, I just shared with you just now the cycle that we are using right now. We call it something that we will be using but it’s not about continuous, it’s called continual improvement because continuous improvement will make the organisation tired. Continuous means you go into a treadmill but continual improvement will allow you time to stabilise the process. When you prove it, don’t go and jump onto another initiative, stay, see the process, bring in the fruits of the change and improvement. Therefore, you move to another one so it is continual improvement. And I believe this is really the process that we hope that we can get implemented, in this university and I hope it will be embraced by everybody. It’s our prayers, Insha’Allah..” (MK)

CI is very important for the job to develop and achieve the best results. Some academic believe the improvement is more in working process than the people, but others, argued that in this university is more total continues improvement.

“Continuous improvement is once we find... we have actually... my understanding of continuous improvement, we have continuous measurement, we are working in a process, we are not working in random and also once we get feedback from our customers which is students, staff, employees, we feedback as a comments and anything we need to maintain, we feedback in our process just to make sure that everything like reports, certificates everything will be feedback in our procedures to improve quality” (MB).

5.3.3 Transformational Leadership:

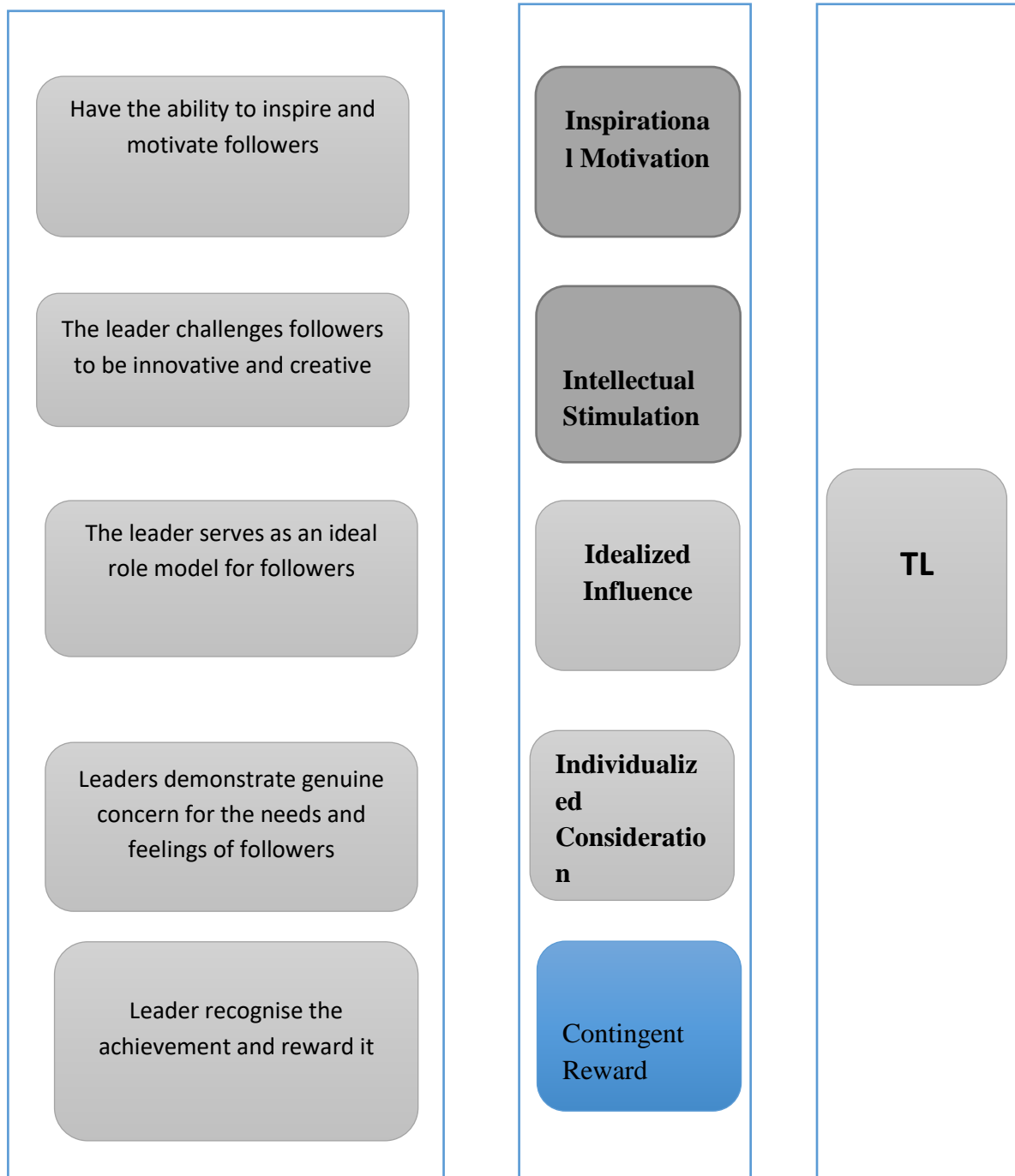
Transformational leadership It is concerned more about progress and development. Furthermore, transformational leadership enhances follower’s values (Bass, 1985b, 1990a).

Transformational leaders transform the personal values of followers to support the vision and goals of the organization by fostering an environment where relationships can be formed and by establishing a climate of trust in which visions can be shared (Bass, 1985a; Avolio, Waldman and Yammarino, 1991).

“Leaders actually needs to achieve, he’s the one who achieves the mission and he have to move the followers and change the values, Because you have achieved it, transformational leader effective otherwise it is not effective and what’s the point if I am called democratic or

transformer or whatever if I am not achieving the final goal? It's all about achieving the final goal” (MB)

Figure 5.4: Evidence of Coding and Mapping for the TL Dimension (Case Study B)



Source: Derived from empirical data

5.3.3.1 Inspirational Motivation,

Most of the interviewees agreed that, they need inspiration to motivate them to achieve the goal, some of them stated that, they are trying to listen to employee in order to motivate them

“I tell all my employees and students “look, we want to be professional but we want to be happy”. If you’re not happy there is a problem. Whether you are correct or wrong I don’t care but if you’re not happy there is a problem. I will take time to listen but I want you to take action. And I want you to like what you are doing.”(ID)

In this particular case, all of the interviewee considered the previous rector as an inspired man who lead the university and staff to something better. He has inspired them to do the best.

“ I remembered when we sit with our previous rector who adopted TQM principles, we all used to just listen to his ideas and try to do the same, he inspired us to think better about the university and our students, also the ranking and the outcomes which we never thought about.”(FK)

The inspired leader play big rule toward TQM implementation as he was the first to adopt TQM at the university and made his staff to join the quality movement.

5.3.3.2 Intellectual Stimulation

The leader challenges followers to be innovative and creative, h/she try to create more challenges to followers to express their energy and their innovation

“I see it as very effective because my colleagues are ... when you give them that trust and when you give them the freedom and you empower them with all the resources that they want you will find them working very hard with a high level of encouragement. The last weekend – normally government employees don’t come in on weekends – I found my colleagues who were involved in the programme coming on Wednesday, Thursday and Friday, working hard. And believe it, they come in early in the morning and they stay all the way until midnight. I remember on Wednesday, the last person left at 1:00 a.m. and there were four or five members. The one who left early was at 11:00 p.m. and then others left at 12:30 and the last one left at 1:00 a.m. and that is on a Friday night. Friday is, you, know, Thursday and Friday is our

weekend. And what's amazing is that all of them are government employees; government employees don't do this and they do it because they love ...” (MK)

Organising workshop and courses and interact with staff/ students encourages them to be more innovative, without that they will never have the chance to try the challenge, therefore a leader who create such environment will reach into intellectual stimulation with his/her followers

“They are loyal, they love it and they work that hard because they feel.” (MB)

5.3.3.3 Idealized Influence

Transformational leaders act as role models for their followers. Transformational leaders must embody the values that the followers should be learning and internalizing. The foundation of transformational leadership is the promotion of consistent vision and values. Transformational leaders guide followers by providing them with a sense of meaning and challenge.

“You have to be democratic with people to bring them with you. I try all the time to make, to change the system through people, not through individual effort or through proclamations to force people to do the things. The way I try to do it is to encourage people to do it themselves and sometimes ... the first time I participate a lot with a group to give them an initiative but once they get it for the first year and then the second year, then I start to pull myself back and let them work by themselves.

One example is – and you just saw with the career day that we had at the College – this is our fourth career day in a row. The first one I was heavily involved in the career day with the team in making decisions and maybe intervening a lot in making some guidance for them how to do it and then ... how to run it and how to communicate with the”(MK)

5.3.3.4 Individualized Consideration

Individualized consideration is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower, and listens to the follower's concerns also touch the follower feeling and live among them as individual in order to gain better understanding.

“Keep in mind that this way doesn't work with everybody. You have to be very careful in selecting the employees. Inside our College, we have almost 100 employees. The best of them

are working here in the Associate Deanship for Development and I personally selected them. So we work together; we are much more friends than work colleagues. He left us three, two months ago and we were very afraid that the next Dean will be a disaster. You see, this is the problem. The current Dean was part of the team himself and the Dean of Academic Postgraduate Studies and Research became the Dean. So he was part of the team ...,” (MK)

5.3.3.5 Contingent Reward

Contingent reward leadership uses recognition and rewards for goals as motivating forces for its members. Transformational leadership builds personal and social identification among its members with the mission and goals of the leader and organization.

“And also, reward them, because the reward system comes hand in hand with the continuation of total quality management. At some point if people don't put a reward system in place I think those people who are working very hard, they feel like they are not really, the top management doesn't care much, it doesn't mean monetary reward but a pat on the back for work well done is very important for the continuation and survival of TQM in this region, I'm telling you, it will not work without it.” (MK)

The university reward the staff for their performance by going for paid training trip or conference also university have a rewarding system for the best students, some of gift e.g. cars, holidays, money and mobile phones.

5.3.4 Enactment of Quality Management and Transformation-Leadership (EQMT)

EQMT is the research gap and the main finding which connect TQM with TL. There are some themes appeared in this research regarding implementing TQM with the best leadership practice which is TL. These themes appeared through the analysis and consider important in order to improve the H.E in Saudi with implementing TQM with the best leadership practice. During the interview we discover a lot of issues could the implementation, but due to the limitation of the study the researcher highlighted the important themes to be consider in this research.

5.3.4.1 Knowledge for Implementation

In order to To implement TQM we need to know how we will implement it, we need to know the know-how, some of the responses highlighted the need to understand the TQM concept before we apply it, as it could be wasting the organisation time.

“In fact, what you are talking about is really a common dilemma in many higher education institutions. I mean, we are still in search of leadership, remember? This is a turn off in a sense. We have problem with finding the right people to work for us. Very hard to find someone who knows how to implment the TQM” (NF)

The implementation is hard as most of the staff argued in this case due to lack of HR resources.

5.3.4.2 Educational Industry Framework

Is the environment within and around the university, from government, stake holders, policies and community. This theme play big rule in the implementation process.

“Government is forcing us to implement NCAA which sometimes I see it useless due to different system we are implementing .sometimes we can’t bring and recruit people from outside Saudi due to government policies or starting a conference due to regulations ” (NF)

In Saudi, in order to collaborate with universities abroad you have to send a request to H.E ministry for approval, also very hard to recruit non Saudi due to regulations which sometimes affecting university from developing

Also the policy shape the university leadership and TQM implementation, the government supports the implementation process by establishing the deanship of quality in each university in order to follow TQM movement, where King Abdullah announce his vision 2020 where every department in the government must implement TQM therefor all the university in Saudi starting having Quality deanship.

5.3.4.3 Resolving the Conflicts of Interests

Each individual has his own interest; therefore there will be a conflict in adopting TQM as some people the adoption could be against their interest, therefore we have to resolve such problem

“I believe that most of the total quality management projects or initiatives fail because of lack of interest from the top management. I believe really when they are not interested they send a bad signal to their staff that “you can do it and I don’t care” which is really what we will try to avoid at all expense in this university.”(NF)

There are some of the response think if they give their view on something, they will be rejected due a conflict of interest from the top management. There are some of the staff members who think quality wasting their time as more documentations to fill and can take their time out of their research and study.

5.3.4.4 Ensuring impact

In the process of improving the H.E in Saudi we should look into TQM & TL in order to ensure the outcome of the learning process.

“Well, we are at the initial stage, now; to tell you frankly. We are, at the moment, looking at a few things. (1) Looking at the structure of the whole university, can it really ... who is involved, who can be involved, that’s really, really looking at it. (2) Building systems, building the foundations for total quality. (3) Will be capacity building and staff and faculty development. (4) Is to create some form of self-assessment that actually helps each to realise self-review in every part of the organisation. (4) is to implement what we call evidence based performance.

So, we cannot say that I have done this based on this. You have to provide sound evidence that could tell where you’re going, where you are heading. And right now we are going to implement a simple model, a simple framework we are using in order to get the buy-in of everybody is what we call the plan, do, study, act in order t make sure everything going according to orders.”(NF)

Some of the leaders in this university are evaluation the system to make sure the impact of TQM with best leadership practice could lead the university to the excellences

5.3.4.5 Culture

The culture play big part for this implementation as it's the success of TQM in many countries e.g. Japan, USA and UK where in Arabic culture more lay back with the deadlines and the implementation. Also H.E leaders in Arabic countries are against any change.

“The culture of this organisation is more like, everyone leaving the work until last minute; also we have blaming culture in this university. Most of the departments blaming the quality deanship for wasting the time, and giving them more work and documentations. We should have trust culture; we should focus on our improvement process and daily tasks. If we can work from the university and improve our culture we can change the community. We are part of the community and the culture.”(MK)

The culture has played big part in any organstions, some of the academic staff argued that if we could change some of our culture values among us and our students, we can change the whole society. The university main role is to educate the community with the best values.

5.3.4.6 Establishing Collaboration

Collaborations is successful tool to enhance to quality of the university, where learning from other could help and enhance the process . *“The university have some good connections with some of the top universities around the world. Also the university is collaborating Baladrige award and EFQM to seek the best quality practice, also we have some of our best students studying abroad which our global partners” (MK).*

The university looking forward to expand the relation with other universities in term of research and exchange the students but their big barrier is the policies where they have to seek government permission before starting any collaboration.

5.3.4.7 Removing Barriers

Barriers are the biggest failure for adopting such system therefore we should learn from our mistake and try to remove the barrier in order to implement TQM & TL successfully. There are a lot of barriers for this implementation as the respondents describe it as follow:

“Resistance. What I see as a barrier is resistance. But, as I’ve known that quality takes four to five years to be understood and implemented and that goes for every segment of quality, not as a whole. Everything you start is going to take a certain time until it will be accepted and implemented. So, we have to have longer breadth and patience. I think resistance is one. Cooperation of most individuals in this society is one. Training, we are doing, we have a deanship of training. So, I think the barrier is time. And willingness to do the job from all people.”(MK)

“a lack of interest on the part of top leadership, lack of shared vision on the way the university, or any institution for that matter, to operate in a proper way. Sometimes even with the endorsement and support of top management they don’t know how to approach, so there is a need, a lack of understanding what it takes to implement total quality. A lot of people at the top implemented total quality but, actually, when you go down there is hardly anything there. So, they need to know what it takes, what are the ingredients for successful implementation of total quality, they need to know. So, that’s really something that needs to be done. Then, when we talk about training, there is a big mistake. A lot of organisations send their people for training. But, there is hardly any impact so there is a need for really to identify how to really engage employees in a meaningful way, using the tools and techniques that total quality can provide. But, also the training can only be one of the items, one of the ingredients, but not everything. You send people for training, you come back and they say we are committed to total quality. No!”(NF)

Resistant is one of the important barrier for implementing TQM in H.E as most of the academic staff at this university against the change and apply new procedures, also lack of knowledge and training is major issue in this university.

5.3.5 Higher Education Improvement

This research aims to improve the HE, therefore after finding out the TQM implementation, Transformational leadership, and EQMT its time to find out what the essential themes merge out of HE improvement from the research data.

5.3.5.1 Accountability

Its important for everyone to be accountable for their act in H.E, if we need to improve our education, we should look at it accountability led. The following respondent explained it in short sentence

“If TQM is presented to an organisation as an accountability tool, it will fail because people don’t like to be overlooked all the time through systems. People will not be comfortable with that so the best way to introduce TQM initiatives to an organisation is to view it as an improvement tool and one of the important ways to do that is to emphasise the improvement at a personal level, not only as an ... okay, it will improve the University but what’s in it for me as an individual? Am I going to work harder and harder for the benefit of the University for nothing or is there something, will there be some benefits for me?”(MK)

Some of the staff believes TQM it should be accountability led and improvement led as doesn’t want to be accountable for something beyond his job descriptions.

5.3.5.2 Accreditation

In Saudi Arabia there is now accreditation agency(NCAAA) looking after H.E process, but after conducting the data the researcher observed that, this regency requests from every university and college to fill out their forms to meet their standers, which sometimes could be useless because the standers they have is a mixture from different countries which will not work in Saudi Arabia. Therefore most of the universities in Saudi focus on the international accreditation

“persists. What you have here is, let me just share with you the perspective of the accreditation. Accreditation provides you with the license for practice. That’s like ISO 9000 but the other thing, it provided the baseline. It doesn’t really go into your daily operations and deal with them. When you talk about total quality management it’s really about how you embed these values inside every individual within your organisation and how they commit themselves, on a daily basis, to make sure they serve their customers very well; the leadership is involved. This doesn’t get captured here.”(NF)

According to some of academic what happened with NCAAA is more headache than approaching the best quality practice in another hand some of the senior staff member believe NCAAA could be a good start toward TQM

“So, we are actually following, as you can see here, is all NCAAA guidelines for self-assessment and for evidence based assessment and for everything that actually is embraced within the total quality framework. If you can look at it and see if you do the mapping of your framework against the standard you will find a lot of components have already been addressed. If universities and higher education would embrace total quality they may have to also look at the NCAAA to see how they can actually meet those requirements. If they do that with consistency I think there will be quite a good result” (MK).

5.3.5.3 Transparency

Transparency is an essential role to implement the TQM and TL. All the followers and community should understand the vision of the leadership and share building the strategy. Community leaders should be involved in designing the vision, mission, and strategy of the university.

“we share our information among our staff and we help the community to understand our values. We have knowledge sharing policy, where everyone can contribute to our system” (MK)

Some of the academic staff argued that they have open and transparent policy although the top management mentioned that in their answers. The observation from the researcher goes toward the lack of transparency.

5.3.6 Case B Summary

University B has a massive impact on quality and leadership; however, here are lacks of transformational leadership in this university where there is no clear vision among top management. It has been a challenge for the researcher to attend the interviews, due to lack of commitment among most of the management, due to rescheduling the appointment most of the time, although the researcher had to travel 1000KM to attend these interviews

Chapter Summary

This chapter presented the findings from two cases that analyse TQM and TL to improve the H.E. The findings were presented according to the conceptual framework in Chapter Three, along with the newly themes from which emerged from empirical findings. Each case started with a discussion on the background of the case followed by the analysis of the main contributing factors (TQM and TL); the outcome was then discussed. From this, evidence mapping is conducted to enable the analysis with newly emerged themes. The next chapter will discuss the finding from cross-case studies which discusses all two cases with similar and contradicting literature to an overall conclusion from the findings.

CHAPTER SIX: DISCUSSION

6.0 Introduction

Chapter Six is a continuation discussion from the discussion Chapter Five, comprising cross-case analysis from two cases. The multiple case study design offered the researcher an opportunity to synthesise the findings from the individual cases and to make strong analytic generalisations (Yin, 2014). The empirical findings are abstracted and linked to the theoretical discussions to draw out clear arguments (Hartley, 2004; Yin, 2014). The literature provided the necessary scholarly context in which the empirical findings are placed. It is important to undertake cross case analysis as it enhances the applicability of the findings to similar settings (Herriot and Firestone, 1983; Miles and Huberman, 1994). It is also supported by earlier founders of grounded theory in qualitative research, namely, Glaser and Strauss (1967) who explain that cross case analysis is essential to deepen and expand understanding and explanation. Essentially, the aim of this chapter is to identify and highlight relationship between TQM and TL to improve the H.E. At the same time, the main outcomes for both TQM and TL are highlighted in this chapter as a result from the win-win situation. Next, the cross-case synthesis and discussions on individual constructs are presented. Afterwards a post-empirical model is developed. This chapter focuses on the discussion of the overall original themes and newly emerged themes. It is actually done by revising the two main dimensions (TQM & TL) and also the outcomes from the overarching the H.E improvement. The following table to highlight the comparison and differences between the two cases

6.0 A Comparison between the two Cases.

The universities and staff members in case A and case B both intended to adopt TQM and forced by the government to start the implementation by having vice rector at each university in Saudi for quality also a deanship of quality and development.

The late king Abdullah bin Abdulaziz announced in October 2012 a quality department in every sector within government is a most for the vision 2020. The country is moving toward quality and best excellences in every sector, but without the best leadership practice will not achieve it. Now a say In the Saudi education we have more than one agency to implement the quality, NCAAA, quality organisation and the Quality deanship at every university, to make sure the education movement going toward quality. In 2015 the education ministry changed the name of schools principle into school leader to make the best leadership practice and improve the quality. In the university where there is vice rector of quality, dean of quality, vice dean of quality at the college and quality representatives for all the academic departments. However,

despite this level of compliance with the decree, there is tremendous gap in adopting quality in H.E due to leadership commitment and poor outcomes from the universities.

Case A and Case B are an excellent example of the current quality implementation in Saudi H.E in as both are from a different region in the country and different ranking. Case study A shows more evidence in implementing TQM due to the leadership style where case B was one of the first university to adopt TQM but with poor outcomes due to the leadership. The findings of this research have identified many reasons behind the intention to implement TQM with TL in both universities and on a governmental level. This is in line with the literature which notes the desire to maintain and improve the quality of services provided and transformational leadership style which moves the quality and, as a reason for quality Initiatives within HEIs (Sohail et al., 2003).

6.1 Total Quality Management

The subject of total quality management is not recently introduced. The total is everybody should be involved, quality to meet the expectation, and management means what we call the POC tree. Planning, organising, coordinating, communicating and controlling. It has been in practice since the human beings started becoming buyers and sellers. It started with the supervision, then to the assurance of quality, then to management, later on, total quality, and at present times it is called Total Quality Management (Al-Suhaimi, 2012; Alzhrani et al., 2016; Juan and Gavin, 2016). Total Quality Management (TQM) is a whole structured approach to any organizationa management that seeks to improve the quality of product and services through ongoing refinements in response to continuous enhancement.

TQM is essential for both case studies. In the conceptual framework and during the literature review we highlighted the main TQM factors which appear in recent literature as (Educational Management, HR Management, Information Management, Leadership, Interestingly Customer Focus, Student Satisfaction, Continues Improvement emerged as new factors in both cases. We have discussed TQM in depth in chapter two, and both cases have been confremd. During the interviews seems there is some misunderstanding of TQM due to the lack of knowlege from some of the staff members. Case B was the first to implmint TQM. However, case A has more knolwege of TQM implmition due to the manamgmt commtmint. It apperas while we were conductin the interviews the leaders in case B were trying to avoid the reseacher meeting.

sometimes, people don't understand the quality of quality; or the value of quality. But, it takes time, it's understanding, it's going to happen one day. We have to do it at home so that our children will understand these concepts. And, actually, I have to document that, that Islam, from the beginning, the sayings of God, Allah, which is in the Quran, the sayings of Prophet Mohammed which is in his book of sayings which we call the Book of Hadith, you see lots of quality components that we are not following.

6.1.1 Educational Management

Educational management will examine aspects of process management, including education design, learner-focused, education delivery, services and institution operations. In Saudi education the ministry of higher education trying to force the universities toward quality by setting the National Commission for Academic Accreditation & Assessment (NCAAA) standards. In both cases, NCAAA has been implemented. However, this implementation has a huge failure due to the belief and readiness from the staff and management; they are doing it for the sake of passing the ministry regulations. It appears that some of the universities had recruited people to just fill the forms and the documentations. The educational management process should adopt and implement TQM in a right way. It should examine how processes are creatively designed, efficiently managed and continuously improved. This element should ensure continuous improvement and innovation in educational processes of the institution. (Al-Suhaimi, 2012; Alzhrani et al., 2016; Juan and Gavin, 2016)

The findings from both cases show that all the interviewees agreed that Educational Management should examine the critical aspects of process management, including learner-focused education design, education delivery, services and business operations (Alzhrani et al., 2016). It should examine how fundamental processes are innovatively designed, effectively managed is evaluated based on specific parameters, known as the Key Performance Indicators KPI index, which has a significant effect that contributes to the success of their process and performance and also maintains the work within the university.

6.1.2 HR Management

Human Resource management is a vital element to improve the quality of H.E, in both cases, we have massive lack of experience in quality, especially for Saudi citizen, due to the knowledge of quality and less educational program in TQM. Therefore, most of the quality

implementers are expats on short contracts, where they come for a short time and leave. Therefore, it will be hard to train them whenever we know they will leave the country. It came to our attention that, both universities need to build quality management degree in order to teach the young Saudi. Also train staff Talent management department is needed for such implantation.

6.1.3 Information Management

Information management is very important to enhance the flow of the process. weak information flow is the biggest problem of organisation's design. Leaders cannot achieve effective control without accurate, timely information about the organisation's performance. Information about the economy, customers and their requirements, product quality and new technologies are all important to the survival and successful running of an organisation. Recognizing, what constitutes information is one of the most essential steps in information management. An organisation's data can include everything from sales figures to customer names to their feedback and product quality to product brochures from competitors. Case A has implemented QMS program to enhance the information system, it suggested by the researcher to the leaders in case B to coordinate and share the knowledge with case A.

6.1.4 Leadership QC

The leadership in both cases A & B, has followed the government standers in implementing TQM but case A has more commitment to adopt quality than case B. leadership in quality has to come from the top management as most of the respondents answered.

6.1.5 Student focus and satisfaction

One respondent in case 1 stated that “I benefited as a student. I tell my students, “go teach; go learn from that teacher”. They say “no, I want you as my adviser”. I say “no.” Selected topics, seminars, I don’t want to give you all of them. It’s one source of knowledge. I don’t like it. I’m not the perfect person, of course, but even if I am the perfect person I want you to hear the bad person. If he exists, or she exists, I want you to hear the bad person so that you know what is bad and good”. In case B the they are measures the student satisfaction by surveys therefore they have more efforts toward student satisfaction unlike case A.

6.2 Transformational Leadership of Organisation

Transformational leadership should come from the top person, not the second level person. As one respondents in case A said “ I was the second level person so it was difficult because I don’t have the authority. That is a key issue. I don’t have the power. But, luckily during the time the president gave me the green light so I was able to transform. So, I would say that would be effective.”

But, a lot of people will be against it because this comes back to one of the problems that is the change. Which appeared in both cases. Is Saudi education ready to change? Are they willing to change? That is the key problem. And the problem is that in the academic units none of them want to change because they think that they are already professors, they are doctors, they think they know everything already, they are doing the best

6.2.1 Inspirational Motivation

Inspirational motivation refers to the leader's ability to inspire confidence, motivation and a sense of purpose in his followers. The transformational leader must articulate a clear vision for the future, communicate expectations of the group and demonstrate a commitment to the goals that have been laid out Cho, J. and Dansereau, F. (2010). This aspect of transformational leadership requires superb communication skills as the leader must convey his messages with precision, power and a sense of authority. Other important behaviors of the leader include his continued optimism, enthusiasm and ability to point out the positive.

6.2.2 Intellectual Stimulation

The leader usually challenges followers to be innovative and creative, h/she try to create more challenges for followers to express their energy and their innovation

“I see it as very effective because my colleagues are ... when you give them that trust and when you give them the freedom and you empower them with all the resources that they want you will find them working very hard with a high level of encouragement. The last weekend – normally government employees don’t come in on weekends – I found my colleagues who were involved in the programme coming on Wednesday, Thursday and Friday, working hard. And believe it, they come in early in the morning and they stay all the way until midnight. I remember on Wednesday, the last person left at 1:00 a.m. and there were four or five members.

The one who left early was at 11:00 p.m. and then others left at 12:30 and the last one left at 1:00 a.m. and that is on a Friday night. Friday is, you, know, Thursday and Friday is our weekend. And what's amazing is that all of them are government employees; government employees don't do this and they do it because they love ...” (MK)

Organising workshop and courses and interact with staff/ students encourages them to be more innovative, without that they will never have the chance to try the challenge, therefore a leader who create such environment will reach into intellectual stimulation with his/her followers

“They are loyal, they love it and they work that hard because they feel.” (MB)

6.2.3 Idealized Influence

Act as role models and display a charismatic personality that influences others to want to become more like the leader. Idealized influence can be most expressed through a transformational leader's willingness to take risks and follow a core set of values, convictions and ethical principles in the actions he takes. It is through this concept of idealized influence that the leader builds trust with his followers and the followers, in turn, develop confidence in their leader

6.2.4 Individualize Consideration

Each individual has his own interest; therefore there will be a conflict in adopting TQM as some people the adoption could be against their interest, therefore we have to resolve such problem

“I believe that most of the total quality management projects or initiatives fail because of lack of interest from the top management. I believe really when they are not interested they send a bad signal to their staff that “you can do it and I don't care” which is really what we will try to avoid at all expense in this university

There are some of the response think if they give their view on something, they will be rejected due a conflict of interest from the top management. There are some of the staff members who think quality wasting their time as more documentations to fill and can take their time out of their research and study.

6.2.5 Contingent Reward

The contingent reward system is a motivation-based system that is used to reward those that meet their identified goals. It provides positive reinforcement for a job well done. This reinforcement measurement encourages employees to effectively complete their tasks and meet their goals in a professional and timely fashion. Unlike annual performance reviews and evaluations, the contingent reward system provides more frequent assessments of the employee's work with applicable rewards when qualified

6.3 Enactment of Quality Management and Transformation-Leadership (EQMT)

EQMT is the research gap and the main finding which connect TQM with TL. There are some themes appeared in this research regarding implementing TQM with the best leadership practice which is TL. These themes appeared through the analysis and consider important in order to improve the H.E in Saudi with implementing TQM with the best leadership practice. During the interview we discover a lot of issues could the implementation, but due to the limitation of the study the researcher highlighted the important themes to be consider in this research.

6.3.1 Knowledge for Implementation

There are a lack of knowledge for tqm adoption in both universities, before the adoption we should learn that quality to is way of life. It's not a system that "oh I have to do". No, it's the system that I must enjoy doing because it's the way of life, I think your knowledge, either your genes, number one, abilities that you have inherited and then your training and learning and continuous doings. I mean, I'm learning from staff, I'm learning from students, okay, and I'm changing ideas. Social demands and then if we say about the serving of the society I have to think of the social - not the social - the stakeholders, well, the stakeholders of the institution as well. Yes, stakeholders, so that based on that I can change things that I have to do in my research and my teaching and my administrative parts so that I meet these expectations, okay.

Higher education policy, of course we are governed by that but not limited to it. But, at least it's a ground that I start with. Government's needs, well, I have to be understanding the need of the government so that I would ... because it's part of the stakeholders, the government that I would meet the needs of the government based on which they have hired me as a teacher, as

a researcher, as a society supporter giving the society some needs according to my knowledge that I can give to them.

6.3.2 Educational Industry framework

The Saudi educational industry framework

6.3.3 Resolving the Conflicts of Interests

A conflict of interest can occur in business or in public life. This happens when a person has a divergence between what she might gain on a personal, perhaps financial level, and her professional responsibilities. If this potential for conflict is disclosed and dealt with correctly, no serious repercussions will follow. However, if it is not properly addressed, a conflict of interest has the potential to damage the people involved and also the whole organization. A recognition of the potential for conflict of interest is crucial. All too often these issues erupt when something goes wrong -- when the outside world becomes aware of the conflict of interest and the worst is assumed.

6.3.4 Ensuring impact

In the process of improving the H.E in Saudi we should look into TQM & TL in order to ensure the outcome of the learning process.

“Well, we are at the initial stage, now; to tell you frankly. We are, at the moment, looking at a few things. (1) Looking at the structure of the whole university, can it really ... who is involved, who can be involved, that’s really, really looking at it. (2) Building systems, building the foundations for total quality. (3) Will be capacity building and staff and faculty development. (4) Is to create some form of self-assessment that actually helps each to realise self-review in every part of the organisation. (4) is to implement what we call evidence based performance.

So, we cannot say that I have done this based on this. You have to provide sound evidence that could tell where you’re going, where you are heading. And right now we are going to implement a simple model, a simple framework we are using in order to get the buy-in of

everybody is what we call the plan, do, study, act in order to make sure everything going according to orders.”(NF)

Some of the leaders in this university are evaluation the system to make sure the impact of TQM with best leadership practice could lead the university to the excellences

6.3.5 Culture

The culture play big part for this implementation as it's the success of TQM in many countries e.g. Japan, USA and UK where in Arabic culture more lay back with the deadlines and the implementation. Also H.E leaders in Arabic countries are against any change.

“The culture of this organisation is more like, everyone leaving the work until last minute; also we have blaming culture in this university. Most of the departments blaming the quality deanship for wasting the time, and giving them more work and documentations. We should have trust culture; we should focus on our improvement process and daily tasks. If we can work from the university and improve our culture we can change the community. We are part of the community and the culture.”(MK)

The culture has played big part in any organstions, some of the academic staff argued that if we could change some of our culture values among us and our students, we can change the whole society. The university main role is to educate the community with the best values.

6.3.6 Establishing collaboration

Collaborations is successful tool to enhance to quality of the university, where learning from other could help and enhance the process. *“The university have some good connections with some of the top universities around the world. Also the university is collaborating Baladrige award and EFQM to seek the best quality practice, also we have some of our best students studying abroad which our global partners” (MK).*

The university looking forward to expand the relation with other universities in term of research and exchange the students but their big barrier is the policies where they have to seek government permission before starting any collaboration.

6.3.7 Removing Barriers

Barriers are the biggest failure for adopting such system, it shows in both cases there are similar barriers in Saudi universities. Foundation factors is the most important or what we call condition factors that are important. Like, for example, just now I talked about commitment; commitment of the leader, commitment of the administrators and commitment from the faculty and staff.

The second, thing is change. When you talk about change the question is, is the college willing to change? If you are not willing to change the second question is are they ready to change? That would be another question. Then, the third question, is there a champion in the university? So far I don't see any champion, even at the college. If you want the quality to succeed there must be a champion there. Then, the capability of the sub-systems, the faculty and staff and the organisation and structure.

For example, when we talk about quality should development be separated from quality? But the problem is this is structured wrong. And the capability of the administrators, faculty and staff, are they, do they have the capability to achieve the quality expected?

Then, the capital resource. Now the capital resource, this one I will look at incentive and motivations. I'm not sure but the problem is over the last four years the culture was more towards money. No money, no work. and this has become part of the culture which is not correct. So, that is the incentive and motivations.

Change agent. Is there a change agent? Within the college there is intra- and also within the deanship itself. And then coordination. Now, this is very important. Coordination within intra- and inter- units. For example, what the programmers are facing now are that they cannot get a lot of data from the administrative units. There is no coordination, there's no cooperation.

And then criteria conscious. The question is, are they using the criteria to meet their requirements? This is what NCAAA is about which is good but now the question is are the colleges, are the programmes using these criteria as guidelines to develop quality practices?

The last one is continuity, whereby we have the development plan, the annual monitoring, the annual audit and assessment and then the celebration part if they have done something good, there is celebration. So, this is what I would call 1-11 condition factors. Those are very important.

therefore we should learn from our mistake and try to remove the barrier in order to implement TQM & TL successfully. There are a lot of barriers for this implementation as the respondents describe it as follow:

“Resistance. What I see as a barrier is resistance. But, as I’ve known that quality takes four to five years to be understood and implemented and that goes for every segment of quality, not as a whole. Everything you start is going to take a certain time until it will be accepted and implemented. So, we have to have longer breadth and patience. I think resistance is one. Cooperation of most individuals in this society is one. Training, we are doing, we have a deanship of training. So, I think the barrier is time. And willingness to do the job from all people.”(MK)

“a lack of interest on the part of top leadership, lack of shared vision on the way the university, or any institution for that matter, to operate in a proper way. Sometimes even with the endorsement and support of top management they don’t know how to approach, so there is a need, a lack of understanding what it takes to implement total quality. A lot of people at the top implemented total quality but, actually, when you go down there is hardly anything there. So, they need to know what it takes, what are the ingredients for successful implementation of total quality, they need to know. So, that’s really something that needs to be done. Then, when we talk about training, there is a big mistake. Many organisations send their people for training. However, there is hardly any impact so there is a need for really to identify how to really engage employees in a meaningful way, using the tools and techniques that total quality can provide. But, also the training can only be one of the items, one of the ingredients, but not everything. You send people for training, you come back and they say we are committed to total quality. No!”(NF)

Resistant is one of the important barrier for implementing TQM in H.E as most of the academic staff at this university against the change and apply new procedures, also lack of knowledge and training is major issue in this university

6.4 Higher Education Improvement

This is the target of our study, during the data collection in both cases we found out, that the universities need to be accountable for their quality implementation in order for the universities, to meet the accreditation which has been set by NCAAA or the global ASQ or any ISO standers. Also, the level of transparency has to be high in order to improve and listen

and share. These three elements are the most needed one in order to achieve such dream in quality. Both universities have lack of it.

6.4.1 Accountability

Its important for everyone to be accountable for their act in H.E, if we need to improve our education, we should look at it accountability led. The following respondent explained it in short sentence

“If TQM is presented to an organisation as an accountability tool, it will fail because people don’t like to be overlooked all the time through systems. People will not be comfortable with that so the best way to introduce TQM initiatives to an organisation is to view it as an improvement tool and one of the important ways to do that is to emphasise the improvement at a personal level, not only as an ... okay, it will improve the University but what’s in it for me as an individual? Am I going to work harder and harder for the benefit of the University for nothing or is there something, will there be some benefits for me?”(MK)

Some of the staff believes TQM it should be accountability led and improvement led as doesn’t want to be accountable for something beyond his job descriptions.

6.4.2 Accreditation

In Saudi Arabia there is now accreditation agency(NCAAA) looking after H.E process, but after conducting the data the researcher observed that, this regency requests from every university and college to fill out their forms to meet their standers, which sometimes could be useless because the standers they have is a mixture from different countries which will not work in Saudi Arabia. Therefore most of the universities in Saudi focus on the international accreditation

“persists. What you have here is, let me just share with you the perspective of the accreditation. Accreditation provides you with the license for practice. That’s like ISO 9000 but the other thing, it provided the baseline. It doesn’t really go into your daily operations and deal with them. When you talk about total quality management it’s really about how you embed these values inside every individual within your organisation and how they commit themselves, on a daily basis, to make sure they serve their customers very well; the leadership is involved. This doesn’t get captured here.”(NF)

According to some of academic what happened with NCAAA is more headache than approaching the best quality practice in another hand some of the senior staff member believe NCAAA could be a good start toward TQM

“So, we are actually following, as you can see here, is all NCAAA guidelines for self-assessment and for evidence based assessment and for everything that actually is embraced within the total quality framework. If you can look at it and see if you do the mapping of your framework against the standard you will find a lot of components have already been addressed. If universities and higher education would embrace total quality they may have to also look at the NCAAA to see how they can actually meet those requirements. If they do that with consistency I think there will be quite a good result” (MK).

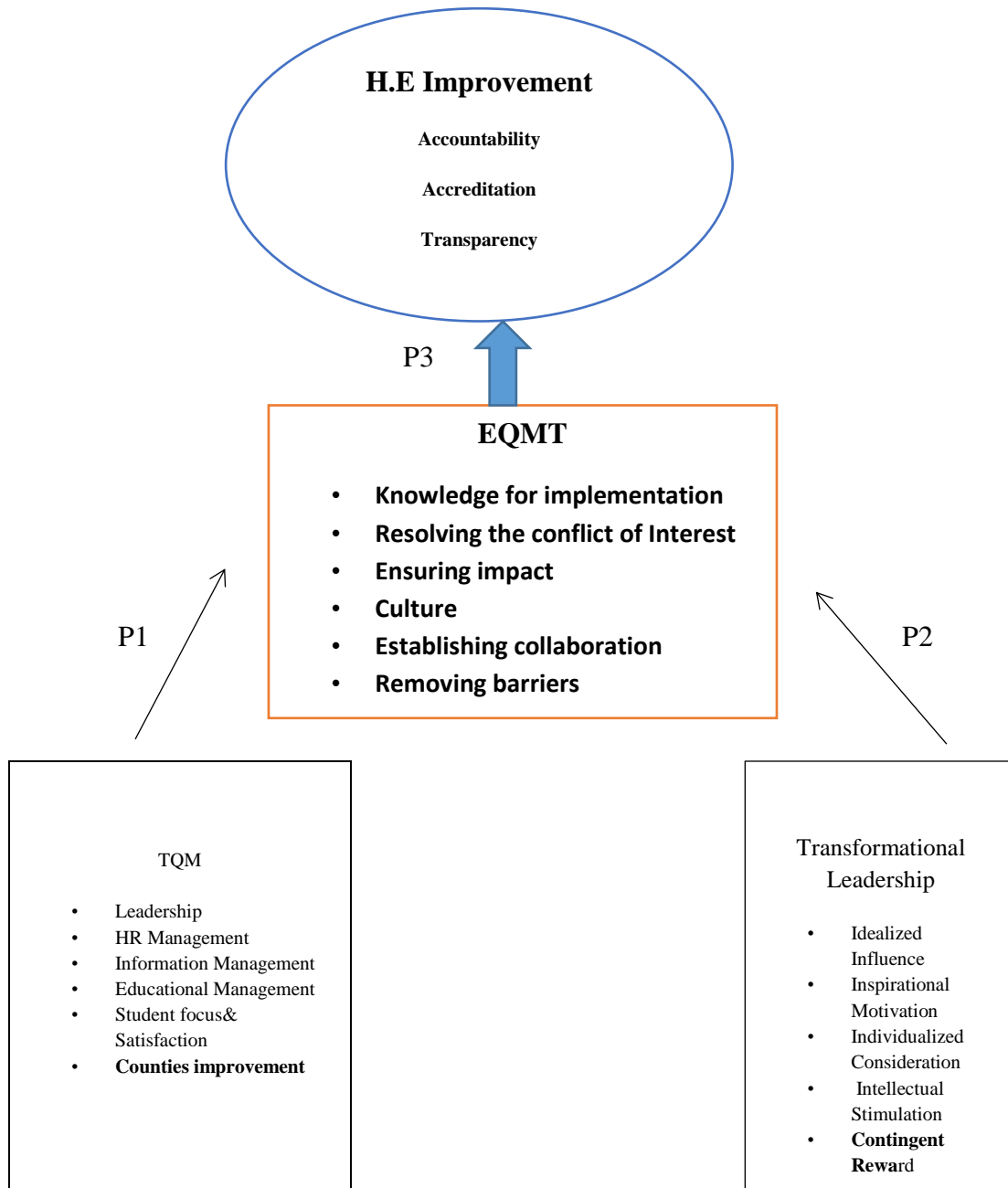
6.4.3 Transparency

Transparency is an essential role to implement the TQM and TL. All the followers and community should understand the vision of the leadership and share building the strategy (Lohavichien et al., 2009) Community leaders should be involved in designing the vision, mission, and strategy of the university. (Sohail et al., 2003).

“we share our information among our staff and we help the community to understand our values. We have knowledge sharing policy, where everyone can contribute to our system” (MK)

Some of the academic staff argued that they have open and transparent policy although the top management mentioned that in their answers. The observation from the researcher goes toward the lack of transparency.

6.5 The Developed framework



The above developed framework which shows the research propositions and the new themes were bolded. All the above propositions has been discussed previously in this chapter which has been linked to the literature review. Also were highlighted in figures (5.1,5.2,5.3,5.4)

P1 TQM led Enactment of Quality Management and Transformation-Leadership (EQMT)

P2 TL led to Enactment of Quality Management and Transformation-Leadership (EQMT)

P3 EQMT led to H.E improvement

Chapter 7: Conclusions

7.1 Summary Introduction

This chapter details what happened during the field research and explains the contribution, implication and further scope of doing research based on this study while taking into consideration its limitations. Based on results and findings of this study, recommendations are made for KSA higher education sector and could lead to changes in how to implement TQM in more educational organisations across KSA. According to Saunders et al. (2009) and Phillips and Pugh (2015) this section of the thesis details the utilisation of theory which mainly stems from the focal and data theories.

The research design combined data collection and analyses units such as multiple data sources and multiple evidences utilised enabling to derive the recommendations. Secondary data was obtained from documents and reports related to TQM implementation programmes in the HE sector whereas primary data was obtained from two cases studies conducting twenty-two semi-structured interviews.

A surge in the overall Saudization wave and increasing number of competing HE institutes have attracted many researchers to test TQM and leadership theories however there was no common consensus obtained about how TQM and transformational leadership (TL) could affect improvement in the higher education. Therefore, this study attempted to analyse the impacts of TQM and TL on the HEI. In particular, GCC region universities have realised that old models of running and operating higher education system have become obsolete as compared to global advancement and growth of education as a major industry in the western countries. This has prompted government to implement TQM programmes to rectify, to change and to improve the whole higher education sector. This study sponsored by government of Saudi Arabia is an integral part of this wider initiative. This research study is focussed on sub-factors of TQM and TL along with factors comprising improvement in the higher education sector.

Chapter One explains the overall structure of the research starting with how the idea of undertaking this topic was generated. This idea originally comes from the researcher who has

a keen interest in the topic of Total quality Management also from the Saudi government who sponsor this research to improve higher education by adopting TQM with best leadership practice. As a result, an original and holistic approach is taken in this research through combining both TQM and TL in the investigation, along with the outcome.

Chapter Two provides the background theory explaining the significant relationship among channel members. In this chapter, the researcher achieves Objective number one To critically explore the literature of both TQM and leadership and its application within the H.E sector that enhances successful outcomes of higher education and its improvement directly or indirectly.. This objective is achieved by undertaking a thorough review from TQM to H.E improvement.

Chapter Three represents the focal theory of this research. The researcher develops a proposed conceptual framework for further investigation with guidance from a previous knowledge gap and also linking the theory with TQM & TL. In this chapter, the critique of the current literature is argued and taken as a base to develop a conceptual model for TQM and TL.

Chapter Four offers the data theory, and begins with an explanation of the researcher's personal philosophy in viewing the issue of TQM. Then, from this standpoint, the researcher explains the methodology chosen to allow him, research question to translate into a research project. A multiple case study strategy is adopted in order to understand the phenomena with reference to the very popular guidance from Eisenhardt (1989) and others (e.g. Miles and Huberman, 1994; Saunders, 2016; Strauss and Corbin, 1998; Yin, 2018). The methods, strategies and techniques of analysis are also presented, and a discussion of the ethical considerations is provided.

Chapter Five is where primary findings are presented on a case by case basis. Importantly, key themes are explored in every case (two cases). The researcher presents what is found in each case without making any comparison between cases. These findings extend factor and internal validity and ensure that conceptual factors and their inter-relationships are credible and reliable for each case. The findings generate a pool of first-order and second-order themes that are linked to H.E improvement which is further discussed in cross-case analysis. Propositions are posited to show the association of the key themes.

In Chapter Six, comparison from two cases is made by discussing the differences and the similarities about the key themes from the seven cases. The researcher presents the key findings

of cross-case analysis which is used to develop a new theory on the issue of H.E improvement the development of the novel conceptual model.

7.2 Research Novelty and Contributions

The novelty of this research is obtained through the analysis of both TQM- TL. There are few studies that linked TQM to TL in the existing literature, within the H.E. domain. This study has made significant contributions to the body of knowledge on the improvement of H.E in Saudi by adopting TQM and TL. The research is providing a roadmap to the education leaders in Saudi Arabia and GCC countries to make the implementation of TQM successful. As the main aim of the study is to critically exploring in-depth in depth the impacts of the implementation of TQM and transformational leadership (TL) on the improvement of higher education. Alongside this primary aim, it would also assess theoretical underpinnings of transformational leadership and total quality management as theories and factors moderating.

The main contributions of this research are presented as follows:

- It has identified a list of factors which affecting TQM implementation in Saudi Arabia within the higher education sector
- There are a dearth of literature on TQM and leadership and of those studies that do exist, none has linked TQM and TL to improve the H.E
- It has identified the impact of TQM concept implementation on the Saudi Arabia universities which could improve the ranking and increase their competitive advantage
- It has identified the best leadership practice to improve quality by exploring the leadership styles
- It has identified the variables affect the relationship between the implementation of the TQM concept and the leadership practices in H.E
- This study will provide benefits and roadmap to universities leaders in the developing countries where there is a shortage of information relating to TQM and transformational leadership adoption.

Also this research has answered the research questions as followed:

RQ1: How to improve the higher education (universities) in Saudi Arabia and to achieve effective implementation through TQM and TL?

RQ2: What are the best practices of in Total Quality Management (TQM) and Transformational leadership (TL) to improve the Saudi universities quality to achieve higher standard? And why?

7.2.1 Contribution to the Method

This research has also made some contribution with regard to the method concerned, since it provides a new insight to the research phenomenon being studied through its use of a qualitative methodology which is an advancement on the traditional means of researching into this area. Qualitative methodology is adopted with an interpretive paradigm to understand how the TQM and TL work together to improve H.E. By adopting such a qualitative approach, the investigation in this study is more holistic, and the fact that both sides TQM Top Management and staff are involved allows for an even deeper explanation of the research phenomena as both perspectives are given. In previous studies, researchers have mostly explored the issues of interest to them from one perspective only, either the buyer or the provider. In this one, however, the unit of analysis in this research is a dyadic relationship which provides a holistic and detailed explanation. This was achieved by analysing the TQM and TL (see Chapters Four, Five and Six), and thereby allowing the researcher to validate and crosscheck the information, and to draw meaningful conclusions. At the same time, by taking a qualitative (and particularly, case study) approach, the researcher was able to make some observation and collect some documents to validate the data.

It is acknowledged that the use of computer software, NVivo 10 in this research increases the robustness of the research. At the same time, the trustworthiness issue is dealt with by reference to three main criteria, i.e. accountability, accreditation and transparency. The transferability criteria embedded in this research allows the findings to be applied to other contexts.

7.2.2 Contribution to Policy and Practitioners

The most significant contribution to the practitioner from this research is the provision of a model of the EQMT which can be used by both the Top management and staff at the universities as a guide that will help them to manage their working relationships, with a view to ensuring their success. A second contribution for practitioners (Top management and staff)

lies in the fact that they can use this finding (EQMT) as guidance in how to understand their TQM implementation, and to be aware of the success factors that are required to develop and sustain their implementation.

This research also makes some contributions to the policy-makers. One of the important pieces of information that policy-makers should have, is the fact TQM implementation can be very successful if we transform the value of the staff and take the accountability for it. Currently, government policy complicates the universities by changing the universities leaders and deans every few months which will not help the implementation if we don't have a transforming system and people e.g. every new rector wants to apply new approach and have to repeat the same process of the implementation from training and polices.

7.3 Implications of the Research

The study offers a few important implications for Saudi leaders in H.E. This thesis has contributed and extended the knowledge of both TQM implementation and transformational leadership practice. Some of the finding has raised from the research findings which need to be considered from the ministry of education. The main threats for the improvement are the lack of Human resource from managerial level and staff level in both institutions. Additionally, the lack of proper communications networks was another issue identified, for both universities. There is need to address resource issues from the government of Saudi Arabia before implementing the any quality program in order to save time and money. There was a general awareness about the importance of TQM implementing among the staff, but there are huge lack of managerial commitment and gaudiness. In Order to implement the Enactment of Quality Management and Transformation-Leadership (EQMT), the leader has to be involved in every step, and have to have the knowledge of the implementation instead of hiring contractors where they short time at the institute.

Also the universities in Saudi Arabia have to adopt similar framework which provides a practical strategy to higher education improvement. The universities in Saudi in order to achieve quicker result in implementing the quality should have collaboration with universities who did well with quality implementations. Therefore, this adaptation has to be clear from leadership in order to change the staff values toward quality.

During the interviews the researcher shared some of the knowledge about TQM and TL, and gave hand out to the universities leader to enhance the effectiveness of their decisions. The

researcher noticed after few visits, that there was some enhancement after the interviews, therefore we could work closely with top management in order to improve the quality. Standard KPI's is needed within a TQM implementation, for all the universities in order for them to improve. QMS system in case 1 shows an excellent example for the such adoption, for all the Saudi university to

7.4 Limitations of this Study

It is accepted that there are number of limitations associated with this work, which need to be considered for any future studies in the context of Higher education in the region. One such limitation is the fact that Saudi Arabia is a unique country which is very hard to access to mix gender population due to culture and regulation. However, the researcher gain access to both genders after the authorisation from the minister of H.E in Saudi Arabia, the researcher was happy to interview all the gender with such access. It might, however, be interesting to try to isolate cultural variables and to observe the effects of GCC cultures to the relationship success. Another limitation relates to the sampling in the study, it was very hard to access to top management and harder to get the approval from H.E ministry. The researcher had cancer during this research which made his limitation harder.

7.5 Future Scope of the Research

Based on the current findings, the study has discovered many interesting area of study, TQM, TL, and the best way to improve education. It seems it will be the beginning not the end to discover the best way for the best educational outcomes. Many universities around the globe are trying their best to attract more students to provide better education. The suggestions are The framework has been applied in this the context of developing countries; therefore, examining and testing it in different contexts will validate the findings and confirm the reliability of the framework.

As this study concentrated only on two Universities, it is recommended that future efforts should involve more numbers with regarded to the outcomes and ranking. The focus of this study was studying TQM and TL; it is recommended that the future efforts could test different styles of leadership. With the new roles in Saudi to implement the quality, it is recommended

that to customise a quality standard for Saudi Arabia, which match the culture and the region. The research has been conducted in Higher education within the Saudi context. It is believed that, this study could be generalised to similar environments, e.g. GCC countries due to the similar H.E structures, managerial culture and similar country context.

7.6 Conclusion and Meeting Research Objectives

The table below provides evidence and linked the study conducted to its objectives.

Table 7.1 Shows the achieved research objectives.

Research objectives	Chapters
<p>To critically explore the literature of both TQM and leadership and its application within the H.E sector that enhances successful outcomes of higher education and its improvement directly or indirectly.</p>	<p>Evidence in Chapter 2</p>
<p>To identify factors and relationship between total quality management and the improvement of higher education, as well as the relationship between TQM and TL and higher education in order to understand the possibility of their effects.</p>	<p>Evidence in Chapter 2</p>

<p>To examine the sub-structures of total quality management and transformational leadership in order to have an understanding of both of them in a theoretical context.</p>	<p>Evidence in Chapter 3</p>
<p>To explore total quality management and its application within HE sector that may impact successful outcomes of higher education and its improvement directly or indirectly.</p>	<p>Evidence in Chapter 5</p>
<p>To examine and analysis TQM and TL implementations and utilisations in the higher education towards improvement.</p>	<p>Evidence in Chapters 2 and 5</p>
<p>To develop a framework to improve higher education in Saudi Arabia through the adoption of total quality management and transformational leadership</p>	<p>Evidence in Chapter 6</p>

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APPENDICES

APPENDIX A: Interview Agenda



Subject: Interview Agenda

Dear Sir/ Madam,

I am Majed Aldaweesh a PhD student, currently undertaking my research at Brunel Business School, Brunel University in UK. This Interview is essential part of my PhD research which attempts to enhance the implementation of Total Quality Management at the Saudi universities by adopting the best leadership practices to support TQM strategy.

Your response is essential in supporting this study which involves collecting data to fully understand the topical issues and to provide relevant results and recommendations of this research, which could be beneficial to the higher education in the Kingdom of Saudi Arabia.

The interview will take about 40 minutes and all the information will be kept anonymous and will be used only for the purpose of this study. We would like to assure you that your answers will be kept confidential and all the data will be anonymised security assured, accessed only by the researcher and cannot be traced to individuals or organisations.

Participation is completely voluntary and you can withdraw at any time without consequence

Thank you for your time and contribution

Yours Faithfully,

Majed Aldaweesh

PhD Candidate

Section A: Background of the Participant. (Demographic Data)

In order to analyse the data it is very important to know some background details. This will help us to identify people with common characteristics and group them appropriately, something extremely helpful during the process of data analysis. To help us please answer the following questions:

A1. What is your gender?

Male

Female

A2. What is your age group? (Please tick one)

20-29 Years old

30-39 Years old

40-49 Years old

50-59 Years old

60+ Years old

A3. Please, specify your highest academic degree? (Please tick one)

High-school graduate

Bachelor's Degree

Postgraduate Degree (Master's)

PhD (Doctorate)

A4. Indicate your subject area or specialty. (Please tick one)

Engineering

Sciences (Physics, Chemistry, etc)

- Business (Accounting, Finance, HRM, etc)
- Social Sciences-economics-sociology
- Marketing
- Civil Engineering
- Other (please specify).....

A5. What is your position at the university? (Please tick one or more)

- Faculty and Instructional
- Executive
- Staff
- Others (Please specify).....

A6. Please identify your academic status. (Please tick one)

- Professor
- Associate Professor
- Assistant Professor
- Others (Briefly specify).....
-

A7. Work experience in Saudi higher education. (Please tick one)

- Less than 5 years.
- 5-10 years.
- More than 10 years

A8. Are you responsible about implementing the Total Quality Management(TQM) at your university?

Yes

No

If yes, briefly explain?.....

If no, briefly explain?.....

Section B: Is Divided Into Three Sub-Parts, TQM Implementation, Leadership Style and TQM and Leadership.

B1: TQM Implementation

1. What is your understanding of the terminology Total Quality Management (TQM)?
2. Do you intend to implement TQM at your university? Why?
3. What are the initial steps taken by your university in the process of implementing TQM?
4. What are the current practices relevant to your university and that you do feel are contributing to the improvement and success of the university.
5. In your opinion what would you intend to use as a practice in the future which will contribute the improvement and success of the University? e.g. in terms of
 - a. Employee development and expectations
 - b. Processes
 - c. Measurements
 - d. Continuous improvement
6. Are there other quality management systems or combination of systems you would like to see your university use? Please briefly specify the reason?
7. What is your understanding of continuous improvement?
8. What do you see as the barriers of implementing TQM?
9. Do you see TQM initiatives as accountability led or improvement led? How and why?

B2: Leadership Style

1. Which of the following leadership styles did you personally adopt in leading your university? (Please tick one or more)

Autocratic Leadership

- Bureaucratic Leadership
- Democratic Leadership
- Transitional Leadership
- Charismatic Leadership
- Transformational Leadership

2. Do you find the above leadership style(s) that you have adopt effective?

Yes

No

If Yes, why (briefly explain)

If No, why (briefly explain)

3. From the factors listed below, in your opinion which are the most influencing external and/or internal factors that might shape your leadership style(s)

I. external factors:

- a. Government's
- b. Higher education policy
- c. Stakeholders of the institution
- d. Societal demands

II. internal factors:

- a. Staff
- b. Students

4. Why do people work in teams? And does the management in Saudi universities encourage people to work in teams?

5. How do you take decisions related to the academic matters?

6. What are your personal developments which you believe have impacted on the effectiveness of your leadership.

7. What is the big achievement during applying your leadership style?

8. Compare the leadership style that you used in the last 5 years with your current style? What would you do differently?

B3: TQM and Leadership

1. What do you think about the implementation of TQM in higher education provision in your department or university? (Please tick one)

- Excellent.
- Very good
- Average
- Poor

2. What are the process and techniques that you follow in order to achieve the university goal?

3. Have you used your knowledge, position and authority to improve the TQM process, and if so, how?

4. What are the difficulties and challenges you have come across in using your authority to achieve TQM implementation?

5. In your opinion what is the suitable type of leadership that enhances and supports the implementation of TQM process at your university?

6. Do you think implementing a successful TQM will enhance the university and the higher education status?

7. What are the key factors you perceive as leading to effective leadership?

8. As a leader in the higher education of Saudi Arabia, what are the values you treasure from your experience? Would you like to share such values with your team?

9. Do you wish to add any further comments?

.....
.....
.....
.....

End of questions

Thank you for your time and cooperation



Brunel Business School

Research Ethics

Participant Consent Form

Thank you for agreeing to participate in this research project. The project has to be completed in part fulfilment of my degree programme and your assistance is much appreciated.

Consent:

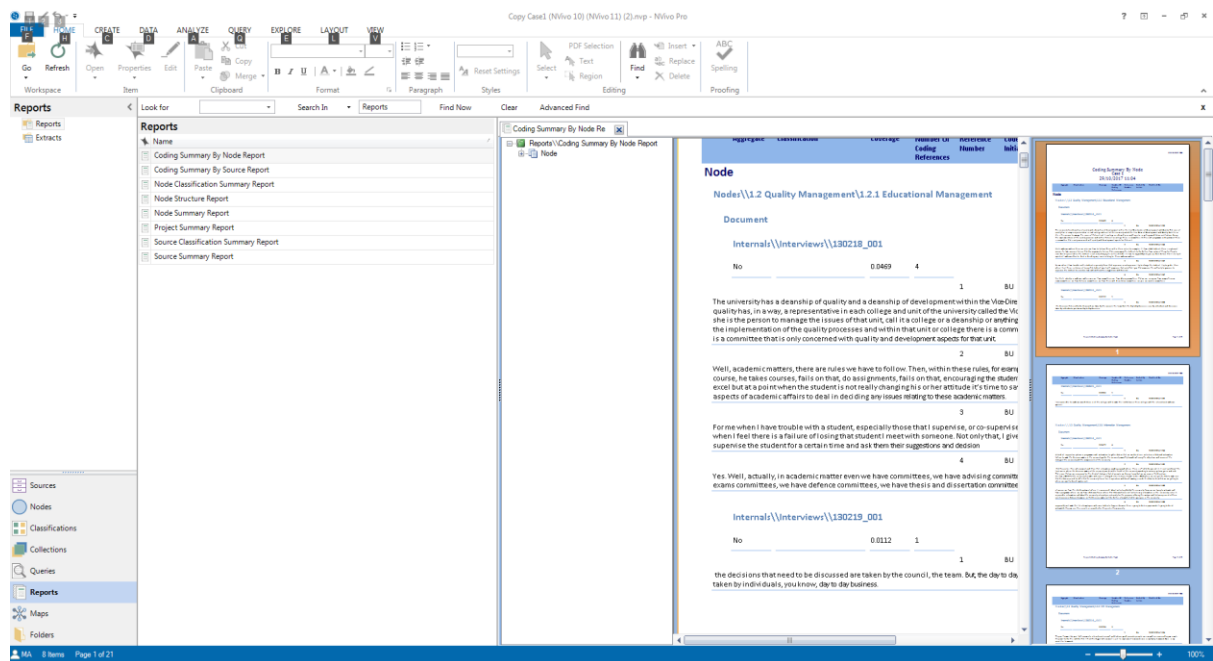
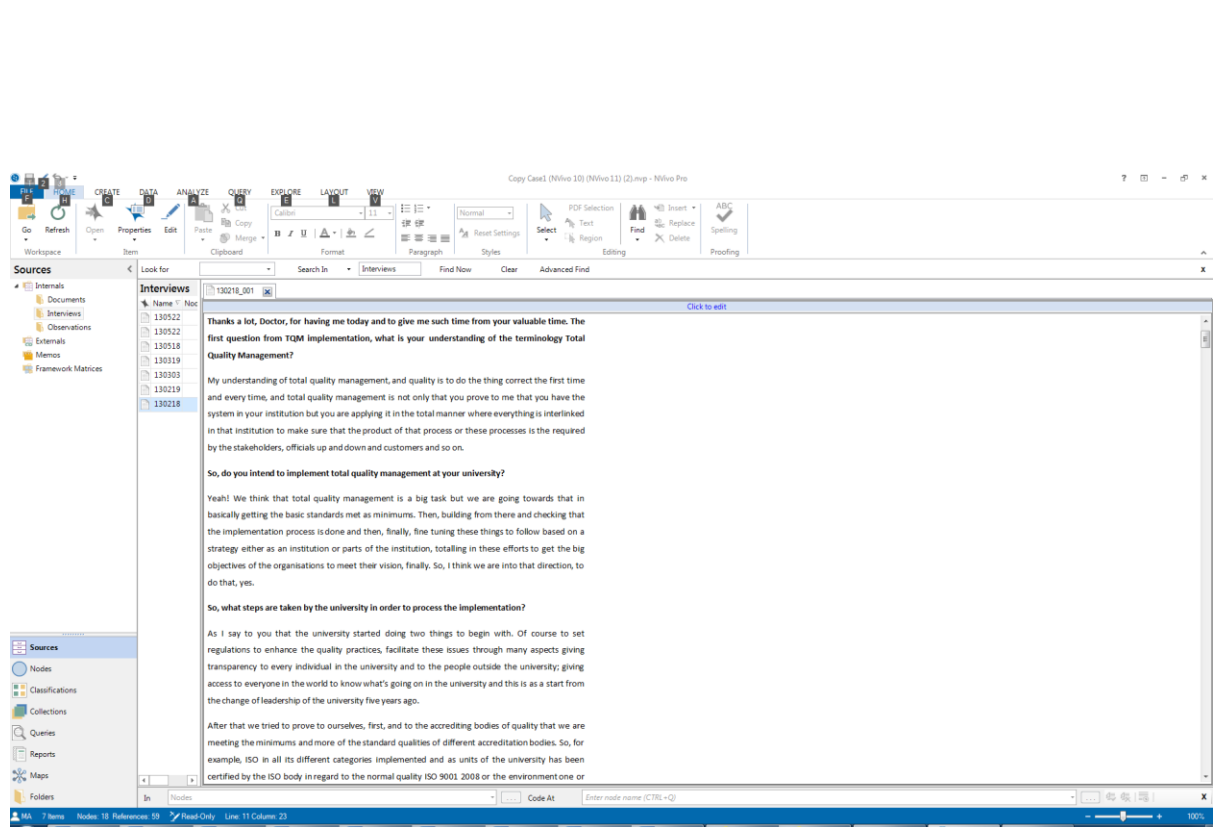
I have read the Participation Information Sheet and hereby indicate my agreement to participate in the study and for the data to be used as specified.

Name of participant or informed third party:

Signature:

Date:

APPENDIX C: Nvivo 10



Copy Case1 (Nivo 10) (Nivo 11) (2).mp - Nivo Pro

FILE HOME CREATE DATA ANALYZE QUERY EXPLORE LAYOUT VIEW

Go Refresh Open Properties Edit Paste Copy Cut PDF Selection Find Replace Spelling

Clipboard Format Paragraph Styles Editing

Workspace

Item Lock for Search Jk Find Now Clear Advanced Find

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Click to edit

That's perfect. So, in your opinion what would you intend to use as practice in the future which will contribute to the improvement and success of the university? For example, in terms of employee development and expectations, processes, measurements, or continuous improvement?

What we have now, we have, of course, balanced scorecard custom made for the university where different units of the university that have strategies will have their objectives and initiatives and projects there in the balanced scorecard programme; and they, by themselves, put KPIs based on bench marks, supposedly, that they enter their achievements and then that information cascading upward where there is a - what do you call it, it's not a platform - the final screen where the decision makers of the university can check the health of the university according to colours, yellow, green and red. That is one that we are using now for the check of strategies. Not all people are doing it now but we are now in that direction.

We have a QMS that the university has made and now it is changed into electronic format to be eQMS where we will get the data to make sure that the data required for KPIs that the university has set for its operation and bench marking is used, this data, to check that we are getting to where we want to bench mark or not.

And then, of course, we have the stats department where it is concerned about collecting data by the university. Now, we are trying to automate and have a programme where we can have a data warehouse where that data warehouse will collect every information in the university, enter it, or possible information said about the university internally or externally for the purpose of doing the analyses and follow up on all of these questionnaires, data, performance, so that decision makers will be better informed of what's going on in the university.

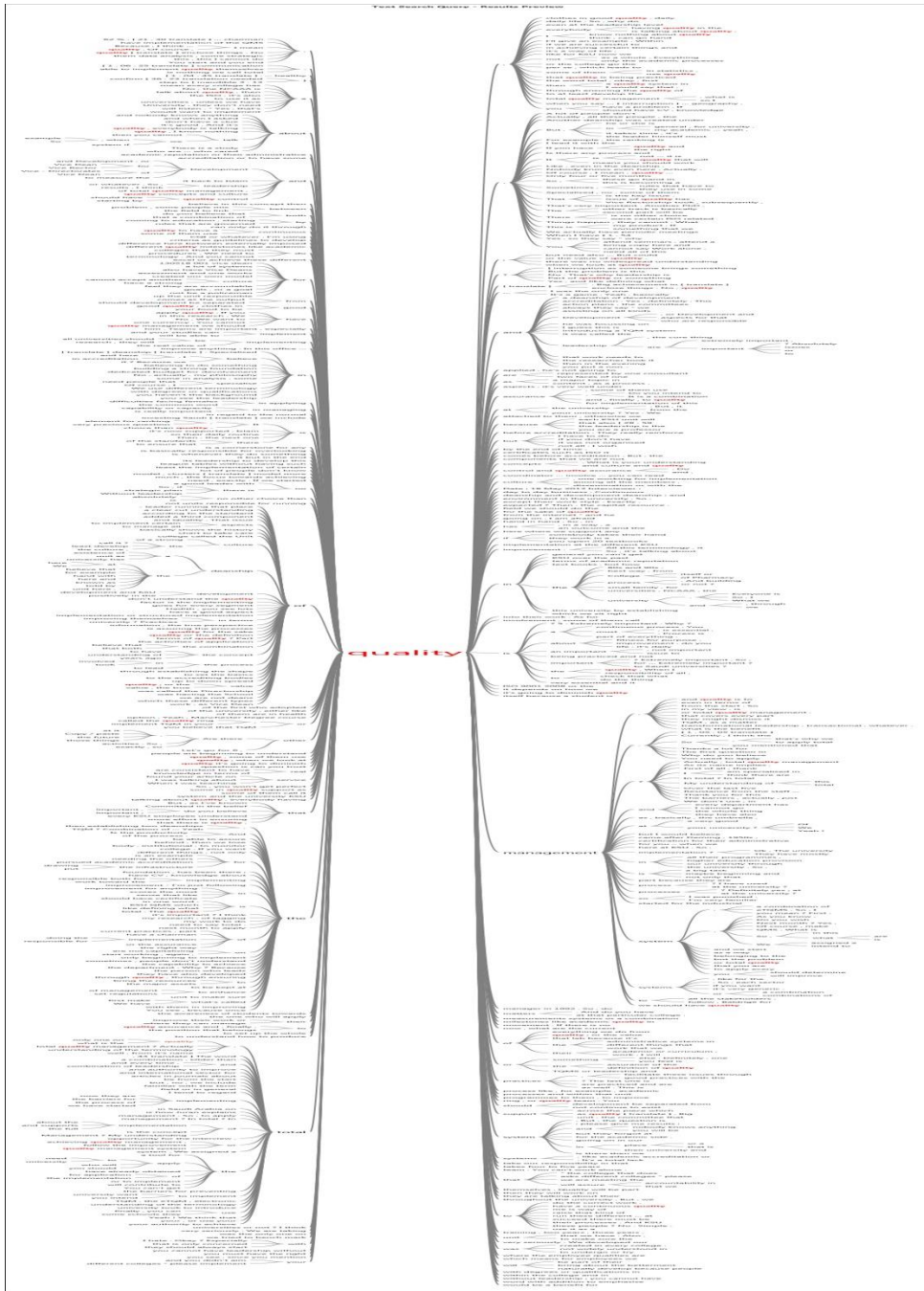
That will make the processes known and then will make the measurement easy and fast to make decisions. I would say, make decisions rapid and decisive so we don't lose the vision of our journey. And this will help us to continuously improve our work in sometimes paying attention to certain things that have problems or improving other aspects and so on.

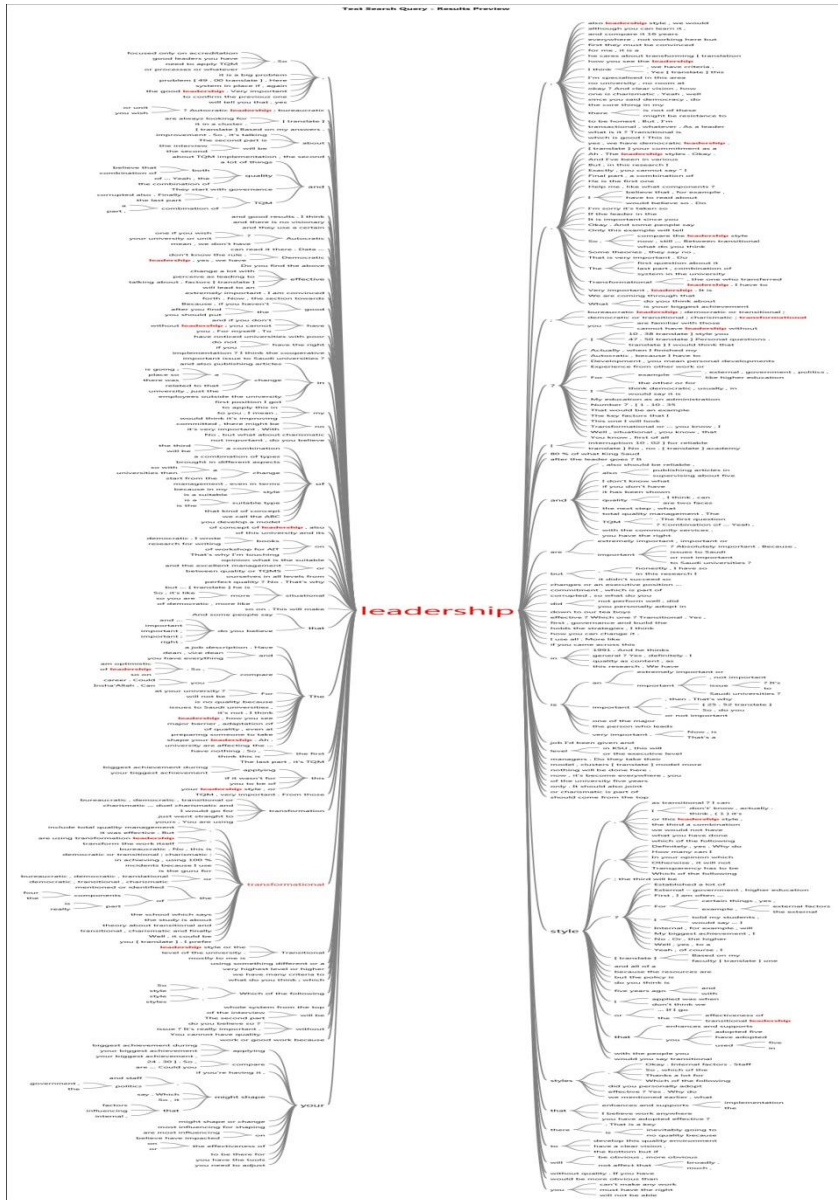
1.1 Introduction
 1.2 Quality Management
 1.2 Quality Management.1.2.1 Educational Management
 1.2 Quality Management.1.2.3 Information Management
 1.2 Quality Management.1.2.4 HR Management
 1.2 Quality Management.1.2.5 Stakeholders Involvement
 1.2 Quality Management.1.2.6 Kaizen
 1.2 Quality Management.1.2.7 Customer Focus
 1.3 Transformation Leadership
 1.3 Transformation Leadership.1.3.1 Idealized Influence
 1.3 Transformation Leadership.1.3.2 Inspirational Motivation
 1.3 Transformation Leadership.1.3.3 Intellectual Stimulation
 1.3 Transformation Leadership.1.3.4 Individualized Consideration
 1.4 Enactment of QM and TL
 1.4 Enactment of QM and TL.1.4.0 Selection of TQM standards
 1.4 Enactment of QM and TL.1.4.1 Knowledge for Implementation
 1.4 Enactment of QM and TL.1.4.2 Educational Industry framework
 1.4 Enactment of QM and TL.1.4.3 Resolving the Conflicts of Interests
 1.4 Enactment of QM and TL.1.4.4 Ensuring impact
 1.4 Enactment of QM and TL.1.4.5 Culture
 1.4 Enactment of QM and TL.1.4.6 Establishing Collaboration
 1.4 Enactment of QM and TL.1.4.7
 1.4 Enactment of QM and TL.1.4.8 Post Launch Review
 1.4 Enactment of QM and TL.1.4.9 Purpose of Quality Implementation
 1.4 Enactment of QM and TL.1.4.10 QM projects
 1.4 Enactment of QM and TL.1.4.11 Removing the Barriers
 1.4 Enactment of QM and TL.1.4.12 Situation Analysis
 1.4 Enactment of QM and TL.1.4.13 The Strategy for QM and TL Implementation
 1.5 Higher Education Improvement
 1.5 Higher Education Improvement.1.5.1 Accountability
 1.5 Higher Education Improvement.1.5.2 Accreditation
 1.5 Higher Education Improvement.1.5.3 Benefits
 1.5 Higher Education Improvement.1.5.4 Excellence in graduates

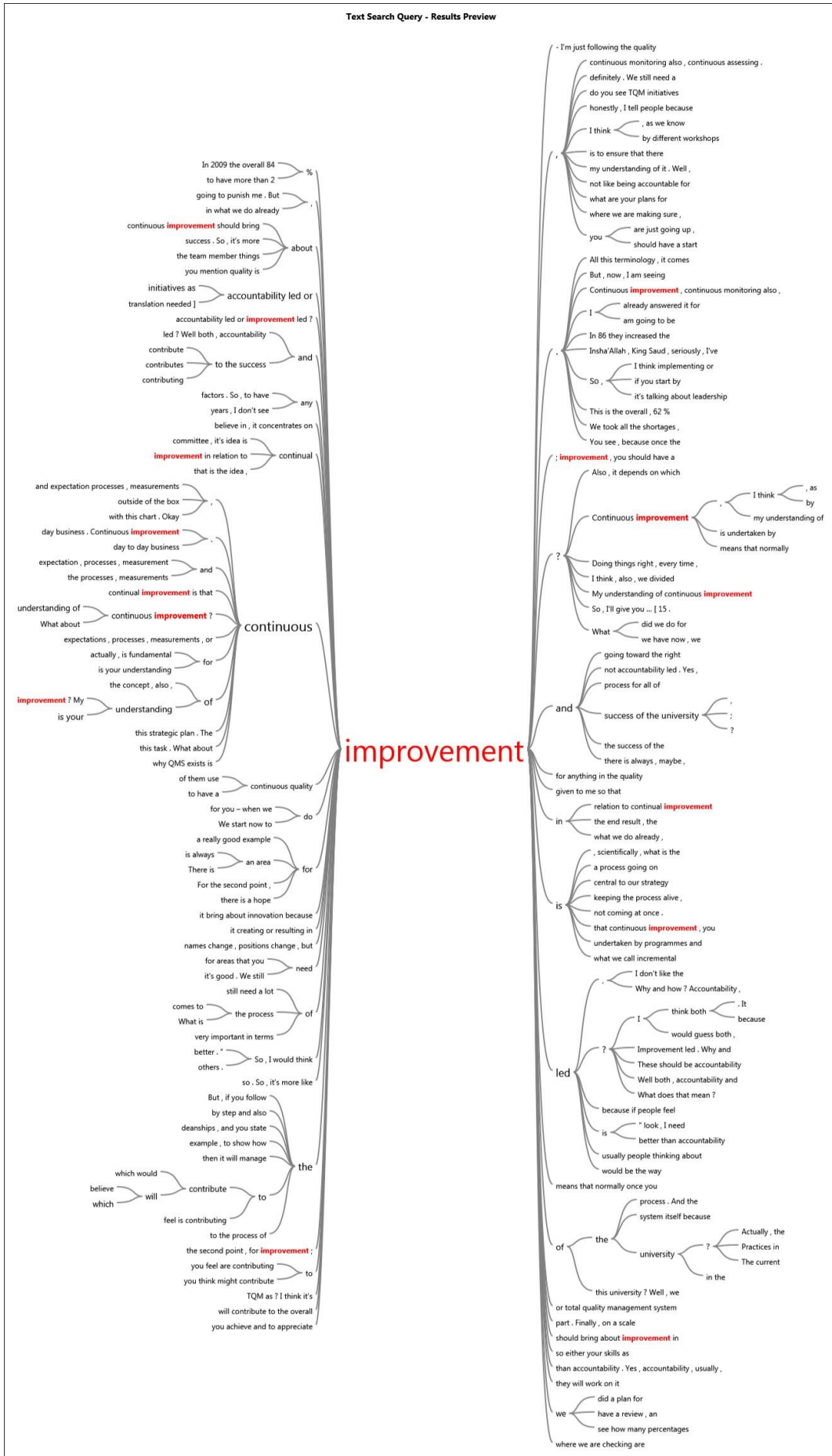
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 Queries
 Reports
 Maps
 Folders

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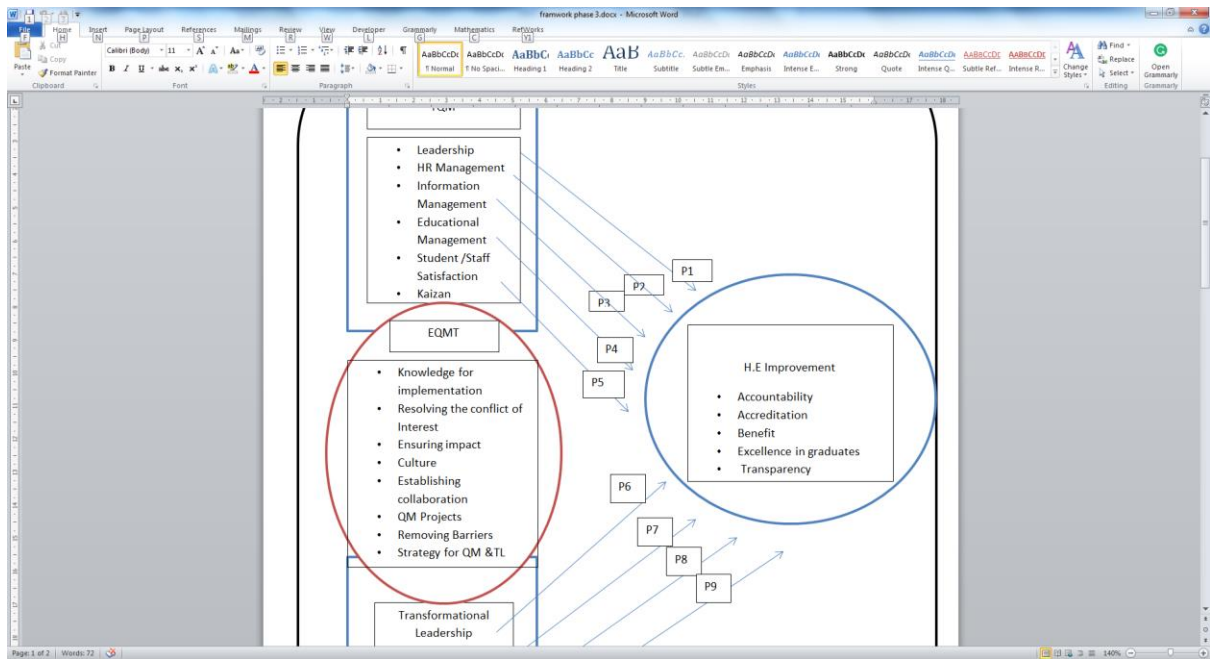








APPENDIX D: Evidence



**Kingdom of Saudi Arabia
Ministry of Higher Education
Deputy Ministry for Educational Affairs
General Department of University Relations
Department of Universities Affairs**

To: Saudi Cultural Attaché in Britain

Esq.

Dear Sir,

Reference is made to your letter no. 106987, dated 29/10/1433H(15/9/2012) regarding the request submitted by Student Majed Mohammed Abdulrahman Aldaweesh, ID. No. [REDACTED], who has scholarship to study PhD Program in Business Administration in Brunel University London regarding his thesis entitled (The Effective Implementation of Total Quality Management and Transformational Leadership on Higher Education Improvement: A Case of Saudi Arabia) which includes facilitation of the mission of the researcher to conduct field study in Saudi Arabia,

Kindly be informed that we addressed the universities which the researcher wishes to do his field study on it through our letter no. 26/24/2854, dated 11/3/1434H (22/1/2013) (whose copy is herewith attached).

This is for your kind information.

Kindest Regards,

**Deputy Minister for Educational Affairs
Dr. Mohamed Abdulaziz Al Ohali
(Signed)**

CC: Minister's Office
Our office
Gen. Dept. of University Relations
Dept. of Universities Affairs
File under no. 104187, dated 20/2/1433H





" برقية خطية عاجلة "

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سعادة وكيل جامعة الملك سعود للدراسات العليا والبحث العلمي
سعادة وكيل جامعة الملك عبد العزيز للدراسات العليا والبحث العلمي
سعادة وكيل جامعة فيصل للدراسات العليا والبحث العلمي
سعادة وكيل جامعة جازان
سعادة وكيل جامعة تبوك
سعادة وكيل جامعة المجمعة
سعادة وكيل جامعة اليمامة الأهلية
سعادة وكيل جامعة الأمير سلطان
سعادة وكلية جامعة دار العلوم
السلام عليكم ورحمة الله وبركاته،،،

إشارة إلى خطاب الملحق الثقافي السعودي في لندن رقم ١٠٦٩٨٧ وتاريخ ٢٩ / ١٠ / ١٤٣٣هـ بشأن
الطلب المقدم من الطالب/ ماجد محمد عبدالرحمن الدويش سجل مدني رقم [REDACTED]
المتبعث لدراسة تخصص إدارة أعمال لمرحلة الدكتوراه بجامعة برونييل، بخصوص إجراء بحثه
والذي هو بعنوان (إثر استخدام الجودة الشاملة والقيادة التحويلية في تطوير الجامعات السعودية)،
والمتمضمّن طلب تسهيل مهمة الباحث لإجراء دراسة ميدانية في الجامعات السعودية.
أود إفادة سعادتكم بأنه لا مانع نظاماً من تسهيل مهمة المذكور في الحصول على البيانات
المطلوبة، وإجراء المقابلات الشخصية.

ولسعادتكم أطيب تحياتي،،،
وكيل الوزارة للشؤون التعليمية

د. محمد بن عبدالعزيز العوهلي

٢١٠

مصعب ٣٤ - ٢٠١
ص: مع الحية لمكتب معالي الوزير
ص: لمكتبنا
ص: للإدارة العامة للعلاقات الجامعية
ص: لإدارة شؤون الجامعات (مع الأساس)
ص: للاتصالات القيد رقم ١٠٤١٨٧ وتاريخ ٢٠/٢/١٤٣٣هـ



**Kingdom of Saudi Arabia
Ministry of Higher Education
Deputy Ministry for Educational Affairs
General Department of University Relations
Department of Universities Affairs**

“Urgent Telegraph”

**To: H.E. Deputy Vice Chancellor of King Saud University for Higher Studies & Scientific Research Esq.
H.E. Deputy Vice Chancellor of King Abdulaziz University for Higher Studies & Scientific Research Esq.
H.E. Deputy Vice Chancellor of King Faisal University for Higher Studies & Scientific Research Esq.
H.E. Deputy Vice Chancellor of Jazan University Esq.
H.E. Deputy Vice Chancellor of Tabuk University Esq.
H.E. Deputy Vice Chancellor of Majmaah University Esq.
H.E. Deputy Vice Chancellor of Al Yamamah University Esq.
H.E. Deputy Vice Chancellor of Prince Sultan University Esq.
H.E. Deputy Vice Chancellor of Dar Al Uloom University Esq.**

Dear Sirs,

Reference is made to the letter of Saudi cultural attaché under no. 106987, dated 29/10/1433H (15/9/2012) regarding the request submitted by Student **Majed Mohammed Abdulrahman Aldaweesh**, ID. No. [REDACTED] who has scholarship to study PhD Program in Business Administration in Brunel University London regarding his thesis entitled (The Effective Implementation of Total Quality Management and Transformational Leadership on Higher Education Improvement: A Case of Saudi Arabia),

Kindly be informed that we have no objection to facilitate the mission of the mentioned above to get the required data and conduct interviews.

Kindest Regards,

**Deputy Minister for Educational Affairs
Dr. Mohamed Abdulaziz Al Ohali
(Signed)**

CC: Minister's Office
Our office
Gen. Dept. of University Relations
Dept. of Universities Affairs
File under no. 104187, dated 20/2/1433H



KINGDOM OF SAUDI ARABIA

MINISTRY OF HIGHER EDUCATION

رقم الصادر العام : 56493

التاريخ : 1434/05/15

عدد المرفقات : 2



المملكة العربية السعودية

وزارة التعليم العالي

٢٦٩

وكالة الوزارة للشؤون التعليمية

الإدارة العامة للعلاقات الجامعية

إدارة شؤون الجامعات

" برقية خطية عاجلة "

الموَقَّر

الموَقَّر

سعادة وكيل جامعة الدمام للدراسات العليا والبحث العلمي
سعادة وكيل جامعة سلمان بن عبدالعزيز للدراسات العليا والبحث العلمي

السلام عليكم ورحمة الله وبركاته،،،

إشارة إلى خطاب الملحق الثقافي السعودي في لندن رقم ١٠٦٩٨٧ وتاريخ ٢٩ / ١٠ / ١٤٣٣هـ بشأن

الطلب المقدم من الطالب/ ماجد محمد عبدالرحمن الدويش سجل مدني رقم [REDACTED] المبتعث لدراسة تخصص إدارة أعمال لمرحلة الدكتوراه بجامعة برونييل، بخصوص إجراء بحثه والذي هو بعنوان (إثر استخدام الجودة الشاملة والقيادة التحويلية في تطوير الجامعات السعودية)، والمتضمن طلب تسهيل مهمة الباحث لإجراء دراسة ميدانية في الجامعات السعودية.

أود إفادة سعادتكم بأنه لا مانع نظاماً من تسهيل مهمة المذكور في الحصول على البيانات

المطلوبة ، وإجراء المقابلات الشخصية.

٣٠

ولسعادتكم أطيب تحياتي ،،،

وكيل الوزارة للشؤون التعليمية

د. محمد بن عبدالعزيز العوهلي



Kingdom of Saudi Arabia
Ministry of Higher Education
Deputy Ministry for Educational Affairs
General Department of University Relations
Department of Universities Affairs

“Urgent Telegraph”

To: H.E. Deputy Vice Chancellor of Dammam University for Higher Studies &
Scientific Research Esq.
H.E. Deputy Vice Chancellor of Salman Ibn Abdulaziz University for Higher
Studies & Scientific Research Esq.

Dear Sirs,

Reference is made to the letter of Saudi cultural attaché under no. 106987, dated 29/10/1433H (15/9/2012) regarding the request submitted by Student **Majed Mohammed Abdulrahman Aldaweesh**, ID. No. [REDACTED], who has scholarship to study PhD Program in Business Administration in Brunel University London regarding his thesis entitled (The Effective Implementation of Total Quality Management and Transformational Leadership on Higher Education Improvement: A Case of Saudi Arabia),

Kindly be informed that we have no objection to facilitate the mission of the mentioned above to get the required data and conduct interviews.

Kindest Regards,

Deputy Minister for Educational Affairs
Dr. Mohamed Abdulaziz Al Ohali
(Signed)

CC: Minister's Office
Our office
Gen. Dept. of University Relations
Dept. of Universities Affairs
File under no. 104187, dated 20/2/1433H

