## CONTENTS

### CHAPTER I

THEORETICAL BACKGROUND OF THE STUDY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>QUALITY IN EDUCATIONAL ORGANIZATION</td>
<td>3</td>
</tr>
<tr>
<td>1.3</td>
<td>QUALITY PERSPECTIVE IN HIGHER EDUCATION</td>
<td>7</td>
</tr>
<tr>
<td>1.4</td>
<td>TOTAL QUALITY MANAGEMENT</td>
<td>8</td>
</tr>
<tr>
<td>1.4.1</td>
<td>Total Quality Management in Education</td>
<td>13</td>
</tr>
<tr>
<td>1.4.2</td>
<td>Total Quality Management in Higher Education</td>
<td>15</td>
</tr>
<tr>
<td>1.4.3</td>
<td>Applying Deming’s fourteen points to Higher Education</td>
<td>21</td>
</tr>
<tr>
<td>1.4.4</td>
<td>Relationship between Total Quality Management, Leadership Behavior and Organizational Commitment</td>
<td>27</td>
</tr>
<tr>
<td>1.5</td>
<td>LEADERSHIP BEHAVIOR</td>
<td>28</td>
</tr>
<tr>
<td>1.5.1</td>
<td>Leadership Behavior</td>
<td>28</td>
</tr>
<tr>
<td>1.5.2</td>
<td>Theories of Leadership Behavior</td>
<td>30</td>
</tr>
<tr>
<td>1.5.2.1</td>
<td>Behavior/style Theories</td>
<td>30</td>
</tr>
<tr>
<td>1.5.2.2</td>
<td>Trait Theories</td>
<td>32</td>
</tr>
<tr>
<td>1.5.2.3</td>
<td>Situational/Contingency Theories</td>
<td>32</td>
</tr>
<tr>
<td>1.5.3</td>
<td>Full Range Model of Leadership Behavior</td>
<td>33</td>
</tr>
<tr>
<td>1.6</td>
<td>ORGANIZATIONAL COMMITMENT</td>
<td>42</td>
</tr>
<tr>
<td>1.6.1</td>
<td>Basic Elements of Commitment</td>
<td>46</td>
</tr>
<tr>
<td>1.6.2</td>
<td>Approach to Organizational Commitment</td>
<td>50</td>
</tr>
</tbody>
</table>
1.6.3 Theory of Organization Commitment .......................................................... 55
1.7 NEED AND CONTEXT OF THE STUDY ....................................................... 59
1.8 SCENARIO OF EDUCATION IN IRAN ......................................................... 64
1.8.1 Higher Education in the Islamic Republic of Iran .................................... 67
1.9 CHAPTERIZATION .................................................................................. 74

CHAPTER II
REVIEW OF RELATED LITERATURE
2. INTRODUCTION ....................................................................................... 75
2.1 STUDIES ON TOTAL QUALITY MANAGEMENT ....................................... 76
2.2 STUDIES ON LEADERSHIP BEHAVIOR ............................................... 85
2.3 STUDIES ON ORGANIZATIONAL COMMITMENT ................................. 91
2.4 CONCLUSION ....................................................................................... 95

CHAPTER III
STATEMENT OF THE PROBLEM AND METHODOLOGY OF THE STUDY
3.1 LOCALE OF THE STUDY ......................................................................... 98
3.2 STATEMENT OF THE PROBLEM ............................................................ 99
3.2.1 Objectives of the Study ..................................................................... 100
3.2.2 Hypotheses of the study ................................................................. 102
3.2.3 Variables Considered in the Study ................................................... 104
3.3 OPERATIONAL DEFINITION OF KEY TERMS .................................... 105
3.4 TOOLS USED FOR DATA COLLECTION ............................................... 113
### 3.4.1 Survey Instrument to measure Total Quality Management (TQM) in Education

![Page 115](#)

### 3.4.2 Multifactor Leadership Behavior Questionnaire - Form (MLQ5X)

![Page 118](#)

### 3.4.3 Organizational Commitment Scale (OCS)

![Page 121](#)

### 3.4.4 Data Sheet

![Page 124](#)

### 3.5 SAMPLE OF THE STUDY

![Page 124](#)

### 3.6 DESIGN AND PROCEDURE

![Page 127](#)

### 3.7 STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS OF THE DATA

#### 3.7.1 Independent sample t-test

![Page 130](#)

#### 3.7.2 ANOVA-One Way

![Page 130](#)

#### 3.7.3 Scheffe’s HSD (Honestly significant difference) test

![Page 131](#)

#### 3.7.4 Pearson Correlation Coefficient

![Page 131](#)

## CHAPTER IV

### ANALYSIS OF THE DATA AND INTERPRETATION OF THE RESULTS

### A. DESCRIPTIVE ANALYSIS

![Page 132](#)

#### 4.1 Level of perception about TQM in higher education among heads and faculty members of Ferdowsi University of Mashhad (Iran)

![Page 133](#)

#### 4.2 Level / type of Leadership Behavior among Heads of Departments in Ferdowsi University of Mashhad

![Page 141](#)

#### 4.3 Level / type of Organizational Commitment among faculty members in Ferdowsi University of Mashhad

![Page 142](#)
B. HYPOTHESES TESTING

4.4 Difference in the perception about TQM in higher education between/among different categories of heads of departments in Ferdowsi University of Mashhad (Iran)...

4.4.1 Difference between male and female heads of the departments in Ferdowsi University of Mashhad in their perception Total Quality Management (TQM) in Higher Education and its components...

4.4.2 Difference among the heads of different age groups of Ferdowsi University of Mashhad in their perception about Total Quality Management (TQM) in Higher Education...

4.4.3 Difference among Heads with different length of experience (from Ferdowsi University of Mashhad) in their perception about Total Quality Management (TQM) in Higher Education...

4.4.4 Difference among Heads of different faculties in Ferdowsi University of Mashhad in their perception about Total Quality Management (TQM) in Higher Education and its components...

4.5 Difference in the perception about TQM in higher education between/among different categories of faculty members in Ferdowsi University of Mashhad...

4.5.1 Difference between male and female faculty members in Ferdowsi University of Mashhad in their perception Total Quality Management in Education (TQM) in Higher Education and its components...
4.5.2 Difference among the faculty members of different age groups of Ferdowsi University of Mashhad in their perception about Total Quality Management (TQM) in Higher Education……………………………………..165

4.5.3 Difference among faculty members with different length of experience (from Ferdowsi University of Mashhad) in their perception about Total Quality Management (TQM) in Higher Education and its components………………179

4.5.4 Difference among faculty members of different faculties in Ferdowsi University of Mashhad in their perception about Total Quality Management (TQM) in Higher Education and its components……………………………………..190

4.6 Difference between the heads of the departments and faculty members of Ferdowsi university of Mashhad in their perception about total quality management (TQM) in higher education……………………………………194

4.7 Difference between the heads of the departments of Ferdowsi university of Mashhad in their leadership behavior…………………………………………………………198

4.7.1 Difference between male and female heads of the departments of Ferdowsi University of Mashhad in their Leadership Behavior in Higher Education and its components…………………………………………………………199

4.7.2 Difference between heads of departments with difference age groups of Ferdowsi University of Mashhad in their Leadership Behavior in Higher Education and its components………………………………………………200

4.7.3 Difference between heads of departments with different length of experience of Ferdowsi University of Mashhad in their Leadership Behavior in Higher Education and its components………………………………………………202
4.7.4 Difference between heads of departments of different faculties of Ferdowsi University of Mashhad in their Leadership Behavior in Higher Education and its components……………………………………………………………204

4.8 Difference between the heads of the departments of Ferdowsi University of Mashhad in their Leadership Behavior…………………………………206

4.8.1 Difference between male and female faculty members of Ferdowsi University of Mashhad in their Organizational Commitment in Higher Education and its components…………………………………………………………207

4.8.2 Difference between faculty members with difference age groups of Ferdowsi University of Mashhad in their Organizational Commitment in Higher Education and its components……………………………………………………………208

4.8.3 Difference between faculty members with different length of experience of Ferdowsi University of Mashhad in their Organizational Commitment in Higher Education and its components……………………………………………………………213

4.8.4 Difference between faculty members of different faculties of Ferdowsi University of Mashhad in their Organizational Commitment in Higher Education and its components……………………………………………………………218

4.9 Relationship between the perception about TQM in higher education and Leadership Behavior of heads of the departments in Ferdowsi University of Mashhad…………………………………………………………………………………221

4.10 Relationships between the perception about TQM in higher education and Organizational Commitment of faculty members in Ferdowsi University of Mashhad…………………………………………………………………………………223
CHAPTER V
SUMMARY AND CONCLUSION

5.1 AN OVERVIEW OF THE STUDY .................................................. 226

5.1.1 Objective of the study .......................................................... 227

5.1.2 Hypotheses of the study ....................................................... 229

5.1.3 Sample of the study ............................................................. 231

5.1.4 Tools used for Data collection ............................................. 231

5.2 MAJOR FINDINGS OF THE STUDY ......................................... 232

5.3 EDUCATIONAL IMPLICATION OF THE STUDY ....................... 236

5.4 DELIMITATIONS OF THE STUDY ........................................... 242

5.5 SUGGESTIONS FOR FURTHER STUDY ................................. 242