

LIST OF TABLES

	Page
Table 1.1: Uses and Users of QA	17
Table 1.2: The Baldrige Approach in QA Process	24
Table 1.3: Quality System and Important Issues Facing Higher Education	40
Table 3.1: General Research Design	96
Table 3.2: Item Category for the Student Survey Questionnaire	99
Table 3.3: Example of Student Survey Items Regarding the Rigour and Quality of Study Programmes in Eight Private Colleges in Oman	100
Table 3.4: Summary of items used for the Manager Survey Questionnaire	101
Table 3.5: Examples of Survey Items for College Managers Regarding the Implementation Extent of Quality Assurance Policy on College Mission by Private Colleges in Oman	102
Table 3.6: Factor Loading, Mean and Standard Deviation for significant four factors	109
Table 3.7: Correlation matrix- for students' perception on quality of private institutions	111
Table 3.8: Overall Reliability of the Items and Factors for The Manager Survey Questionnaire	113
Table 3.9: Private Colleges and Universities in Oman	114
Table 4.1: Summary (n, %) of the Distribution of the Respondents' Background Characteristics [N=411]	135
Table 4.2: Distribution of Frequency and Percentage of Responses Regarding the Rigour and Quality of Study Programmes in Eight Private Colleges in Oman	136
Table 4.3: The Average Score and Average Mean Score of Items Regrouped into Six Categories	149
Table 4.4: Items' Reliability	152
Table 4.5: Summary of items' communalities	160
Table 4.6: Summary Statistics of the Model -Fit Measurement	165
Table 4.7: Levene's test of equality of error variances	168
Table 4.8: Summary of factorial MANOVA (subscales according to gender, age, sponsor and specialization) for the Omani private institutions of higher education	170
Table 4.9: Results of the ANOVA of private higher institution subscales according to demographic variables effects	173
Table 4.10: Results of the ANOVA of private higher institution subscales according to demographic variables	175
Table 4.11: Mean differences across Gender	180
Table 4.12: Mean differences across Course	181
Table 4.13: Mean differences across Age	182
Table 4.14: Frequency and Percentage of Responses by College Managers Regarding the Implementation Extent of Quality Assurance Policy on College Mission by Private Colleges in Oman	185

Table 4.15: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Governance by Private Colleges in Oman	187
Table 4.16: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Effectiveness of Management by Private Colleges in Oman	191
Table 4.17: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Instructional Matters in Private Colleges in Oman	193
Table 4.18: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Students Support in Private Colleges in Oman	198
Table 4.19: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Library and Learning Support Services in Private Colleges in Oman	200
Table 4.20: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Human Resource Management in Private Colleges in Oman	202
Table 4.21: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Physical Resources in Private Colleges in Oman	206
Table 4.22: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Technology Resources in Private Colleges in Oman	208
Table 4.23: Frequency and Percentage of Managers' Perceptions on the Extent of Implementation of Quality Assurance Policy Concerning Financial Resources in Private Colleges in Oman	209

LIST OF FIGURES

	Page
Figure 1.1: Dimensions of Quality	8
Figure 1.2: Conceptual Framework for the Implementation and Assessment of QA for Accreditation in Higher Education	27
Figure 1.3: The Ten Aspects of QA and Accreditation of a College	30
Figure 1.4: Quality Assurance Models for Higher Education Institution	31
Figure 1.5: Classification of Higher Education Institution in Oman	46
Figure 2.1: Modes of Quality Assurance	72
Figure 2.2: Steps in Accreditation	81
Figure 4. 1: Measurement Model for Oman Private Institutions of Higher Education	166
Figure 5.1: The Quality Assurance Process Model for Higher Education Institutions	264

CONTENTS

	Page
Acknowledgement	i
Declaration of Originality	ii
Synopsis	iii—iv
List of Figures	v—vi
List of Tables	vii
Contents	viii—xi
CHAPTER ONE: INTRODUCTION	1
1.1: The Contextual Development of Quality Assurance in Higher Education	1
1.2: Perspectives of Quality Assurance in Higher Education	5
1.3: Uses and Purposes of QA	16
1.4: Related Theories, Conceptual Framework, and Theoretical Model of the Study	19
1.5: Statement of the Research Problems	34
1.6: Purposes and Objectives of the Study	47
1.7: Research Questions	49
1.8: Significance of the Study	50
1.9: Limitations of the Study	52
1.10: Operational Definition of Terms	53
1.11: Summary	57

CHAPTER TWO: LITERATURE REVIEW	59
2.1 : Introduction	59
2.2: Perspectives and Conceptions of Quality Assurance in Higher Education	59
2.3: Modes of Quality Assurance	72
2.4: Accreditation in Higher Education	75
2.5: The Malaysian National Quality Assurance	83
2.6: Quality Assurance and Accreditation in the Sultanate of Oman	87
2.7: Criterion and Stages of Accrediting Higher Education Institutions in Oman	89
2.8: Comments and Summary	92
CHAPTER THREE: RESEARCH METHODOLOGY	95
3.1: Introduction	95
3.2: Construction of the Survey Instrument	98
3.2.1: Validity and Reliability of the Survey Instruments	104
3.2.2: Pilot Study	105
3.2.3: Results of the Pilot Study	106
3.2.4: Manager Survey Instrument Reliability	114
3.3: Respondents of the Study	116
3.3.1: Student Respondents	117
3.3.2: Manager Respondents	119
3.4: Determining the Sample Size	120
3.4.1: Sampling technique	123
3.5: The Qualitative Part of This Study	124
3.5.1: Validity of qualitative research	127
3.5.2: Qualitative Data Analysis	129
3.6: Summary	130

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS	132
4.1: Introduction:	132
4.2: Part I: Analysis and Results of the Student Survey on the Quality of Study Programs in Private Colleges in Oman	134
4.3: The Main Factors and Their Interrelations in the Student QA Assessment Model	151
4.3.1: Reliability Assessment	151
4.3.2: Test of Assumption	153
4.3.3: Results of Principal Component Analysis	156
4.3.4: Measurement Model Assessment	161
4.3.5: The Model Goodness of Fit	164
4.3.6: Manova	167
4.3.7: Interaction Effects	173
4.3.8: Examination of mean differences	179
4.4: Part II: Analysis and Results of the Survey on the Implementation Extent of Quality Assurance Policy by College Managers in Oman	184
4.5: Part III: Interview Results on the Implementation of Quality Assurance by Private Higher Education Institutions in Oman	210
4.5.1: Demographic Background of the Private Colleges	211
4.5.2: Interview Findings for Section A	213
4.5.3: Interview Results for Section B	236
4.6: Chapter Summary	242
CHAPTER FIVE: SUMMARY, DISCUSSION, AND CONCLUSION	244
5.1: Introduction	244
5.2: Summary of Findings and Implications for Improvement	246
5.3: Discussion	258
5.4: Suggestions for Further Research	268
5.5: Conclusion	270

REFERENCES	274
APPENDICES	286
Appendix 1: Student Survey Questionnaire	287
Appendix 2: Manager Survey Questionnaire	290
Appendix 3: Interview Questions	301