The Total Quality Management Practices in Technical Education and Vocational Training Institutions in Yemen

Hana Mohammed Kaidama and Sunil G. Losarwar[2]

[1]Research Scholar,
Department of Commerce and Management,
S.R.T.M. University, Vishnupuri, Nanded, India-431606

[2]Director,
Rajarshi Shahu Institute of Management (RSIM),
Chikalthana, Aurangabad.
India.

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ABSTRACT

The main aim of this research is the Total Quality Management practices in Technical Education and Vocational Training Institutions in Yemen, overall from the viewpoint of faculty members. Moreover, know the effect of variables (gender, experience, degree of scientific and governorate) in the responses of faculty members. This research used a survey (questionnaire) for collecting the data. The suitable sample size for the total population of faculty members in Technical Education and Vocational Training Institutions in Yemen was (220). Data analyzed by statistical method of analysis used SPPS 17 and the researcher used the statistical tools such as frequencies, standard deviation, the arithmetic average and percentage, T-tests for independent samples, One Way ANOVA. This research defined whether the Technical Education and Vocational Training Institutions in Yemen applied the total quality concepts or not. And to what range the Technical Education and Vocational Training Institutions in Yemen are embraced by these concept. Through this research, we can know how the institutions can outdo the difficulties from the opinion of the academic members.

1. INTRODUCTION

Total quality management is a philosophy that was started in 1951 and was designated after W. Edwards Deming; the Deming Prize has long been known as an indicator of excellence in business (Walton, 1986). Depending on Sagar, (2007) the essential objective of total quality management is to culminate (if not advancement) customer satisfaction by continuous amelioration, which is achieved by systematic process for problem solving, breakthrough realization and livelihood of good results (standardization). Izadi et al., (1996) showed that increased price to producers, customers, and countries due to poor quality have promoted renewed estimate of the quality confirmation function. They further stated that educational program such as vocational and technical education can be improved by implementing the quality criteria. In corroboration to this position, Sagar added that with little modifications, the total quality management principles which can be applied to education.

The technical education and vocational training sector in the developing countries, especially the modern developing countries, faces many challenges. The most notable challenge is the acute shortage of well qualified human resources to lead and manage this vital sector, which forms the cornerstone of the foundation of the development process. Such shortage leads to the inability of the sector to help in graduating technical and professional cadres with the specifications and quality required by the development plans of many of these countries or to perform various professions needed by the labor market and the various institutions of society. Despite the significant fiscal spending, allocated by the governments and unlike what has been achieved by other educational institutions of the relative success in regard to securing the needs of their countries of functional cadres, the technical education and vocational training sector in developing countries are still unable to meet the desired requirement (Bartel and Lichtenberg, 1987).

In the past, little try were made to improve the quality of management in higher education, and aims were scarcely identified (Kerr, 1991). Recently, there is so much concern among managers of vocational and technical education over the need for accountability, high cost of running the program in the face of dwindling economy, shortage of qualified personnel, decreased revenue allocation to education, high rate of unemployment amongst graduates, and the need to

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embankment the blank between aims and employment necessarily in the country. Similarly, Ojo, (2008) supported that it has become highly needful that vocational and technical education administrators heading themselves to those management performance that would lead to improvement of activities, thereby leading to academic excellence in the program. Okunamiri, (2002) had the view that the situation tends to explain the current trend of using various management techniques and the adoption of various planning design and models such as total quality management which before were the monopoly of the business industries in vocational and technical education planning and administration.

2. Need for Quality Management in Vocational and Technical Education

Vocational education cannot function properly unless there is high quality in the standard of teaching, materials available, teaching methods and proper evaluation of students in the program. The assessment of quality teaching is an ongoing, multi-dimensional process which should be based on process and product. Events have shown that countries and individuals are not able to harness human and non-human resources efficiently towards the realization of specific socio-economic and technological goals which bring us to the fact that there is need for ensuring quality vocational education program. Successful implementation of any education program and the effectiveness in achievement of set goals depend very much on adequate materials and resources available. Input on individuals and institutions of learning can determine to a large extent the realization of the philosophy of vocational education.

Quality can be described as standards of something as compared to other things that is the degree of excellence. High quality teaching/instruction can be regarded as the goodness or effectiveness in teaching/instruction which can result in student learning and satisfaction. Quality teaching and learning in vocational education, therefore, ensures that students acquire the knowledge, skills and competencies that are appropriate for their area of responsibility. There is the need to have teaching standards and develop challenging examinations to document and recognize accomplished teaching. Quality assurance is an essential tool required to ensure efficient vocational educational programs in our schools for the achievement of manpower development and skill acquisition in our societies Amadik, (2007). TQM implementation in education has been useful both on administrative as well as academic side. Wild, (1995) has reported that the implementation of TQM at the institution has resulted in debugged administration, motivated

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staff to take responsibility for innovation, sharing of ideas regarding teaching, mutual problem solving approach, customer focused course contents, increased student's enrollment and marked overall performance improvement.

3. Research Problem

It could be said that the achievement of total quality management in technical education and vocational training institutions means the ability of such institutions to provide a service with an outstanding level of quality, with which they can meet the needs of students, faculty members, parents, employers, the community and others, and in a way that is consistent with their expectations as well as the requirements of the modern age and the scientific and technological environment, and in a way that can achieve their satisfaction and happiness. This can be achieved through measures already in place to assess the outputs and to check their excellence status. The application of total quality in education has become an urgent requirement for interacting with the variables of an age that is characterized by acceleration of knowledge and technology and increasing competition and conflict between individuals, groups and institutions. There is no doubt that the introduction of total quality in education is an urgent requirement to enable us to achieve the quality of education as a way to development and progress as well as a way to meet the community needs of cadre and competent manpower (Diab, 2006). Total quality management is one of the modern trends in management. Its philosophy is based on a set of principles that can be adopted in order to reach the best possible performance. It is a management philosophy, a strategic entry and a means to manage change that aims to transfer contemporary organizations from traditional patterns of thinking to patterns of thinking and practice which fit in with the environment and contemporary requirements through the participation of the human factor and by motivating their talents and abilities in order to achieve continuous improvement (Abdul Wahab, 1998).

The study problem can be stated in the following main question.

What are the quality management standards in technical education and vocational training institutions in Yemen from the standpoint of the faculty members?

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The main question diverges into the following questions

1. To what extent are quality management standards applied in technical education and vocational training institutions in Yemen through fields of study?

2. Are there any significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study participants from the perspective of the faculty members attributable to the gender and according to the following areas (management quality, teacher quality, student quality, the quality of the curriculum, and infrastructure)?

3. Are there any significant differences at the significance level ($\alpha \leq 0.05$) between the means of study participants' responses from the perspective of the faculty members attributable to degree of scientific and according to the following fields (management quality, teacher quality, student quality, the quality of the curriculum, and infrastructure)?

4. Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the means in the study participants responses from the standpoint of the faculty members that are attributable to experience and according to the fields: management quality, teacher quality, student quality, the quality of the curriculum, and infrastructure?

5. Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the means in the study participants responses from the standpoint of the faculty members that are attributable to governorate and according to the fields: management quality, teacher quality, student quality, the quality of the curriculum, and infrastructure?

4. Research Objectives

The objectives of this study are as follows:

1. Shedding light on the concept of total quality management and the possibility of its application in technical education and vocational training institutions in Yemen.

2. Identifying the importance of the application of total quality management in technical education and vocational training institutions.

3. Investigating the reality of applying total quality management in technical education and vocational training institutions in Yemen.

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4. Identifying the problems facing institutes of technical education and vocational training in Yemen.

5. Reaching some conclusions and recommendations that will contribute to achieve the desired educational quality.

5. Significance of the Research

The significance of the study can be exhibited through the following points:

1. It deals with the latest development entries which are the total quality management and its applications in technical education and vocational training institutions in Yemen.

2. The obvious delay in the application of the techniques of total quality management in technical education and vocational training institutions in Yemen.

3. The lack of sufficient awareness of the culture of total quality management among those in charge of technical education and vocational training institutions in Yemen.

4. Notifying the educational leaders in technical institutes in Yemen with the importance of the application of total quality management in educational institutions.

5. This study may open new fields to researchers in the field of technical education and vocational training.

6. Methodology of the Study

The present study used a descriptive way during field survey goals to describe the reality of applying the rules of total quality management from the viewpoint of faculty members, and data analyzed, then explained and written the conclusions and recommendations. This study followed the exploratory way that joins theoretical study office and survey of the literature in the area of research, moreover the method of field survey which it was studied the literature in the field of Total Quality Management. It is then the process of collecting information from faculty members in the various technical education and vocational training institutions in Yemen. A questionnaire was destined and developed for this aim by where the researchers reviewed, audited, and presented to a number of specialists to arbitration and to comment upon, where they were taken into account before the final form of the questionnaire.

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7. Sample of the Study

This study was conducted on a sample of (220) of the faculty members, i.e., at a rate of 100% of the study population that was chosen by a stratified random way.

Table 1: Distribution of Study Sample According to Various Independent Variables

Independent Variables		Frequency	Percent %
Gender	Male	148	67.3
	Female	71	32.3
	Total	220	100.0
Degree of Scientific	Diploma	61	27.7
	Bachelor	138	62.7
	Master	16	7.3
	PhD	5	2.3
	Total	220	100.0
Experience	Less than 5 year	66	30.0
	5-8 year	60	27.3
	9-12 year	47	21.4
	More than 13 year	47	21.4
	Total	220	100.0
Governorate	Sanaa	136	61.8
	Ibb	49	22.3
	Taiz	35	15.9
	Total	220	100.0

8. Statistical Tools

Data will be analyzed by statistical method of analysis applying SPPS 17 and the researcher used the following

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Statistical tools:

1- Frequencies, standard deviation, the arithmetic average and percentage.

2- T-tests for independent samples.

3- One Way ANOVA.

The term has been calculated (4) degrees which is the difference between the highest degree (5) and lowest (1) in the Likert scale used in the study (5-1), comprise of five degrees, and dividing it along the cell (4 ÷ 5 = 0.80). It was subsequently added this value to the lowest in the class scale, namely (1) to determine the upper limit of the cell. This brings the length of the cells as follows:

1. The degree less than 1.79 degree that the measurement of total quality management system is very weak degree.

2. The degree of 1.80 degrees to 2.59 degrees less than that the measurement of total quality management system is a weak degree.

3. The degree of 2.60 degrees to 3.39 degrees less than that the measurement of total quality management system is a medium degree.

4. The degree of 3.4 degrees to 4.19 degrees less than that the measurement of total quality management system is a high degree.

5. The degree of 4.2 degrees to 5 degrees that the measurement of total quality management system is very high degree.

9. Hypotheses of the Study

The current study seeks to test the following hypotheses:

1. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the responses of the study samples from the perspective of the faculty members attributable to the variable of gender.

2. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the responses of the study samples from the perspective of the faculty members attributable to the variable of degree of scientific.

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3. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the responses of the study samples from the perspective of the faculty members attributable to the variable of experience.

4. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the responses of the study samples from the perspective of the faculty members attributable to the variable of governorate.

Analyzing and Interpreting the Study Axes

Measuring Reliability

Cronbach's alpha is used for the coefficient of reliability; calculating the reliability of the Questionnaire.

Table 2: Showing the results of Cronbach's alpha testing to measure the reliability of the questionnaire

Table 2: Reliability

	Axis	Number of Paragraphs	Alpha Cronbach
1	The quality of administration	12	0.91
2	The quality of a professor	7	0.882
3	The quality of students	7	0.909
4	The quality of the curriculum	10	0.86
5	Infrastructure	11	0.85
	The total	47	0.905

The results, in the above table, show that the value of the Cronbach's alpha coefficients shows the five axes as:

(0.91) for the specific parts of the questionnaire concerning the quality of administration; (0.882) for the specific parts of the questionnaire concerning the quality of a professor; (0.909) for the specific parts of the questionnaire concerning the quality of students; (0.86) for the specific parts of the questionnaire concerning the quality of the curriculum; and (0.85) for the specific parts of the questionnaire concerning the infrastructure quality.

The value of Cronbach's alpha coefficient for the questionnaire as a whole reaches (0.905) which is the ratio of high firming.

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Table 3: Showing the Correlation Coefficients between the Axis of the Study and Total Quality Management

	Axis		The quality of management	The quality of the teacher	The quality of students	The quality of the curriculum	Infrastructure	
1	The quality of management	Pearson Correlation	1	0,29**	0.09	0.27**	0.22**	0.62**
		Sig. (2-tailed)		0.00	0.17	0.00	0.01	0.00
		N	220	220	220	220	220	220
2	The quality of the teacher	Pearson Correlation	0.29**	1	0.10	0.19**	0.14**	0.60**
		Sig. (2-tailed)	0.00		0.12	0.00	0.04	0.00
		N	220	220	220	220	220	220
3	The quality of students	Pearson Correlation	0.09	0.10	1	3.2**	0.09	0.56**
		Sig. (2-tailed)	0.17	0.12		0.00	0.16	0.00
		N	220	220	220	220	220	220
4	The quality of the curriculum	Pearson Correlation	0.27**	0.19**	0.32**	1	0.26*	0.67**
		Sig. (2-tailed)	0.00	0.00	0.00		0.00	0.00
		N	220	220	220	220	220	220
5	Infrastructure	Pearson Correlation	0.22**	0.14**	0.09	0.26**	1	0.53**
		Sig. (2-tailed)	0.01	0.04	0.16	0.00		0.00
		N	220	220	220	220	220	220
6	Total	Pearson Correlation	0.62**	0.60**	0.56**	0.67**	0.53**	1
		Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	
		N	220	220	220	220	220	220

Is that the degree of stability in accordance with acceptable statistical standards? It was also not bound together, account (Pearson) to assure the internal consistency of the questionnaire, exhibiting the presence of contact relationships are powerful and statistically significant at the abstract level (0.01).

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Table 4: Showing the Axes Achievement of the Total Quality Management Standards in the Educational Institutes of the Technical Education and Vocational Training in Yemen, as Seen by the Faculty Members

Axis	Mean	SD	Percentage%	The Score
The quality of administration	2.36	0.85	47.2	Low
The quality of a teacher	3.11	0.93	62.2	Average
The quality of students	2.63	0.90	52.6	Average
The quality of the curriculum	2.50	0.78	50	Low
The quality of Infrastructure	2.09	0.72	41.8	Low
All items of the TQM	2.54	0.84	50.8	Low

Observing the table (4), the results obtained and the mean of the total measurement of the degree of the achievement of the total quality management standards in the educational institutes of the Technical Education and Vocational Training in Yemen, as seen by the faculty members come out with low degree, with the mean of (2.54), and a percentage (50.8%). Thus, the mean comes within the low category, for the degree of standard achievement is ranging between (1.80%) and (59.2%). The researcher concludes that this low result indicates the inapplicability of total quality management in educational institutes of technical education and vocational training in Yemen.

10. Discussion Questions Study

Evaluate the impact of variables (gender, degree of scientific, experience, and governorate).

10.1 The results relating to the first hypothesis

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the responses of the study samples from the perspective of the faculty members attributable to the variable of gender.

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Table 5: T-test Results According to the Gender Variable

Axis	Male (148)		Female (71)		t-test	Sig.
	Mean	SD	Mean	SD		
The quality of administration	2.45	0.80	2.13	0.89	1.08	0.30
The quality of a teacher	3.15	0.88	3.03	1.03	2.24	0.14
The quality of students	2.72	0.85	2.44	0.98	3.27	0.07
The quality of the curriculum	2.52	0.76	2.48	0.80	0.67	0.42
The quality of Infrastructure	2.13	0.70	1.99	0.75	0.66	0.43
All items of the TQM	2.59	0.46	2.42	0.56	0.97	0.33

** The abstract level (0.01) * abstract level (0.05).

Table (5) highlighted that there is no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of applying the total quality management in the educational institutes of the Technical Education and Vocational Training, as seen by the faculty, for it is due to the variable of gender in the axes of quality management standards, the quality of teachers, the quality of students, the quality of the curriculum, and infrastructure.

10.2 The results for the second hypothesis

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the responses of the study samples from the perspective of the faculty members attributable to the variable of degree of scientific.

Table (6): Showing the Mean, the Standard Deviations According to the Variable of Degree of Scientific

Items	Diploma (61)		Bachelor (138)		MSc (16)		PhD (5)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
The quality of administration	2.55	0.95	2.28	0.79	2.14	0.81	2.78	0.43
The quality of the teacher	3.16	0.90	3.07	0.94	3.15	0.95	3.60	0.89
The quality of students	2.89	0.79	2.55	0.90	2.19	0.97	3.05	1.22
The quality of the curriculum	2.63	0.72	2.48	0.78	2.13	0.97	2.78	0.19
Infrastructure	2.05	0.69	2.12	0.72	1.79	0.75	2.388	0.58
Total TQM	2.65	0.44	2.50	0.50	2.28	0.60	2.92	0.18

Table (6) highlights the results obtained by ANOVA One Way for testing the differences in applying the total quality management in the educational institutes of the Technical Education and Vocational Training according to the variable of qualifications, and as seen by the faculty members.

Table 7: One Way ANOVA Results According to Degree of Scientific Variable

Item	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
The quality of administration	Between Groups	4.705	3	1.568	2.230	0.086
	Within Groups	151.911	216	0.703		
	Total	156.616	219			
The quality of a teacher	Between Groups	1.634	3	0.545	0.626	0.599
	Within Groups	187.811	216	0.869		
	Total	189.444	219			
The quality of students	Between Groups	8.767	3	2.922	3.730	0.012*
	Within Groups	169.226	216	0.783		
	Total	177.994	219			
The quality of the curriculum	Between Groups	3.650	3	1.217	2.028	0.111
	Within Groups	129.561	216	0.600		
	Total	133.211	219			
Infrastructure	Between Groups	2.062	3	0.687	1.338	0.263
	Within Groups	110.981	216	0.514		
	Total	113.043	219			
Total TQM	Between Groups	2.795	3	0.932	3.884	0.010*
	Within Groups	51.808	216	0.240		
	Total	54.603	219			

The results highlighted in Table (7) shows no statistically significant differences in applying the total quality management in the educational institutes of the Technical Education and Vocational Training according to the variable of degree of scientific and as seen by the faculty members in the axes of quality management standards, the quality of teachers, the quality of the curriculum, and infrastructure. However, in the axes of the quality of students and the total outcome, the difference is clear. Thus, the hypothesis is invalid.

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10.3   The results for the third hypothesis

There are no statistically significant differences at the level of significance (α ≤ 0.05) between the means of the responses of the study samples from the perspective of the faculty members attributable to the variable of experience.

Table (8): Showing the Mean, the Standard Deviations According to the Variable of Experience

Axis	Less than 5 years 66		5-8 years 60		9-12 years 47		More than13 years 47	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
The quality of administration	2.38	0.85	2.24	0.89	2.39	0.82	2.43	0.83
The quality of a teacher	3.14	0.84	2.85	1.12	3.19	0.87	3.33	0.78
The quality of students	2.83	0.86	2.54	1.01	2.60	0.85	2.49	0.83
The quality of the curriculum	2.69	0.77	2.48	0.93	2.42	0.65	2.34	0.65
Infrastructure	2.07	0.76	2.09	0.75	2.09	0.62	2.08	0.73
Total TQM	2.63	0.47	2.44	0.62	2.54	0.34	2.53	0.49

Table (8) highlights the results obtained by ANOVA One Way for testing the differences in applying the total quality management in the educational institutes of the Technical Education and Vocational Training according to the variable of experience, and as seen by the faculty members.

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Table 9: One Way ANOVA Results According to the Experience Variable

Item	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
The quality of administration	Between Groups	1.178	3	0.393	0.546	0.651
	Within Groups	155.438	216	0.720		
	Total	156.616	219			
The quality of a teacher	Between Groups	6.880	3	2.293	2.713	0.046*
	Within Groups	182.564	216	0.845		
	Total	189.444	219			
The quality of students	Between Groups	4.078	3	1.359	1.688	0.170
	Within Groups	173.915	216	0.805		
	Total	177.994	219			
The quality of the curriculum	Between Groups	4.157	3	1.386	2.319	0.076
	Within Groups	129.054	216	0.597		
	Total	133.211	219			
Infrastructure	Between Groups	.024	3	0.008	0.015	0.997
	Within Groups	113.020	216	0.523		
	Total	113.043	219			
Total TQM	Between Groups	1.079	3	0.360	1.451	0.229
	Within Groups	53.525	216	0.248		
	Total	54.603	219			

The results highlighted in Table (9) show no statistically significant differences at the level of sig. in applying the total quality management in the educational institutes of the Technical Education and Vocational Training according to the variable of experience, and as seen by the faculty members in the axes of quality management standards, the quality of teachers, the quality of the students, the quality of the curriculum, and infrastructure. Thus, the hypothesis is true.

10.4 The results for the fourth hypothesis

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the responses of the study samples from the perspective of the faculty members attributable to the variable of area.

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Table (10): Showing the Mean, the Standard Deviations According to the Variable of Governorate

Axis	Sana'a		Ibb		Taiz	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
The quality of administration	2.39	0.95	2.28	0.70	2.29	0.58
The quality of a teacher	3.11	0.96	3.02	0.89	3.24	0.85
The quality of students	2.63	0.92	2.62	0.75	2.65	1.03
The quality of the curriculum	2.49	0.78	2.67	5.84	2.29	0.66
Infrastructure	2.12	0.74	2.04	0.71	2.01	0.67
Total TQM	2.55	0.54	2.52	0.44	2.49	0.39

Table (10) highlights the results obtained by ANOVA One Way for testing the differences in applying the total quality management in the educational institutes of the Technical Education and Vocational Training according to the variable of governorate and as seen by the faculty members.

Table 11: One Way ANOVA Results According to the Governorate Variable.

Item	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
The quality of administration	Between Groups	0.659	2	0.330	0.459	0.633
	Within Groups	155.957	217	0.719		
	Total	156.616	219			
The quality of a professor	Between Groups	0.917	2	0.459	0.528	0.591
	Within Groups	188.527	217	0.869		
	Total	189.444	219			
The quality of students	Between Groups	0.016	2	0.008	0.010	0.990
	Within Groups	177.978	217	0.820		
	Total	177.994	219			
The quality of the curriculum	Between Groups	2.859	2	1.429	2.379	0.095
	Within Groups	130.352	217	0.601		
	Total	133.211	219			
Infrastructure	Between Groups	0.481	2	0.241	0.464	0.629
	Within Groups	112.562	217	.519		
	Total	113.043	219			
Total TQM	Between Groups	0.098	2	0.049	0.195	0.823
	Within Groups	54.505	217	0.251		
	Total	54.603	219			

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Table (11) highlighted that there is no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of applying the total quality management in the educational institutes of the Technical Education and Vocational Training, as seen by the faculty, for it is due to the variable of governorate in the axes of quality management standards, the quality of teachers, the quality of students, the quality of the curriculum, and infrastructure.

11. CONCLUSION

Introducing the phenomenon of total quality management is relatively new, especially in the field of technical education and vocational training in Yemen. Taking it for granted, achieving the principles of total quality management does not come suddenly, but takes time and more effort. It also requires the full commitment of all members of the institution. The total quality management does not mean quick remedies and changes that can be easily done in the organization on a day, but the process takes a long time.

The result of this study comes to confirm some previous field studies addressed by some researchers, such as Naji, (1998) whose shows a low rate (42%) with the mean of 2.1 in Amman Private University when applying some of the principles of total quality management. Abbasi's, (2004) pointed out that the mean of the total score of the reality of the educational system at the University of Jerusalem, from the viewpoint of faculty members, is 2.52 which means 50.4%. This result also falls within the low rate. Al-Amri and Bin Bon, (2012) pointed out that the mean of the total score of the reality of measuring the total quality management in the Yemen Universities, from the viewpoint of faculty members, is 2.63 i.e. 52.6%. This result also falls within the low rate. This study differs with a number of studies such as the study of Badah, (2003) whose study aimed to develop a model for TQM and to measure the degree of its applicability in the Jordanian public Universities. The results of this study showed that the mean of the total score of the study sample estimating, in all the items of the questionnaire, is 3.6 i.e. 72%. Mallah, (2005) pointed out that the mean of the total score is 3.25 and the percentage is 65.0%. This result falls within the average rate. However, the results of Alawneh, (2004) showed to the mean of the total score of the concepts of total quality, applied at the Arab American University Administration, is 3:45 i.e. 69%. This result falls within the high rate.

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