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The Total Quality Management Practices in Technical Education and Vocational Training Institutions in Yemen from the Viewpoint of Heads of Departments

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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 heads of departments. Moreover, know the effect of variables (gender, experience, degree of scientific and governorate) in the responses of heads of departments. This research used a survey (questionnaire) to collecting the data. The suitable sample size for the total population of heads of departments in Technical Education and Vocational Training Institutions in Yemen was (60). 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. The results indicates that, the degree of application of Total Quality Management standards in technical education and vocational training institutions in Yemen, as seen by perspective of heads of departments in all areas, it has come at an average of (2.39) and with the percentage of (47.8%). This indicates that the application of Total Quality Management standards in technical education and vocational training institutions in Yemen is low. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the areas of application of total quality management standards in technical education and vocational training institutions in Yemen attributed to the variables of gender, degree of scientific, experience and governorate as seen by heads of departments in the axes of quality administration standards, the quality of teachers, the quality of the curriculum, the quality of the students and infrastructure. This study concludes that, lack interest the Ministry of Technical Education and Vocational Training in Yemen for adopting a mode of the Total Quality Management and help in dissemination of both the culture of the total management in Technical Education and Vocational Training institutes by distributing periodicals, continuing a follow for the works, improving managing process and updating it in order to achieve the goals and improve the administrative process and developed to achieve the goals in shorter ways and in lower costs.
Keywords: *Total Quality Management, Technical Education and Vocational Training Institutions, Heads of Departments, Yemen.*

1. INTRODUCTION:

Total quality management is a philosophy that was starting in 1951 and designate 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 culminate (if not advancement) customer satisfaction by continuous amelioration, which is achieved by systematic process for

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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 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 is 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 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) is of 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 brings 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

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materials and resources available. The 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 competences 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 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).

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 heads of departments?

The main question diverges into the following questions

1. To what extent are the 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 heads of departments attributable to the gender and according to the following areas (The quality of administration, teacher quality, the quality

ISSN: 2348-0351

of the curriculum, student quality 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 heads of departments attributable to degree of scientific and according to the following fields (The quality of administration, teacher quality, the quality of the curriculum, student quality and infrastructure)?

4. Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the means of study participant's responses from the standpoint of heads of departments that are attributable to experience and according to the fields (The quality of administration, teacher quality, the quality of the curriculum, student quality and infrastructure)?

5. Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the means of study participant's responses from the standpoint of heads of departments that are attributable to governorate and according to the fields (The quality of administration, teacher quality, the quality of the curriculum, student quality and infrastructure)?

4. **Research Objectives:**

The objectives of this study are as follows:

1. Shedding light on the concept of total quality management and on 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.
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.

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

ISSN: 2348-0351

quality management from the viewpoint of heads of departments, and data analyze, then explain and write 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 study the literature in the field of Total Quality Management. It is then the process of collecting information from heads of departments in the various technical education and vocational training institutions in Yemen. A questionnaire was destined and developed for this aim by the 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.

7. **Sample of the Study:**

This study was conducted on a sample of (60) of heads of departments, 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 %
Gander	Male	47	77.0
	Female	13	21.3
	Total	60	98.4
Degree of Scientific	Diploma	15	24.6
	Bachelor	38	62.3
	Master	5	8.2
	PhD	2	3.3
	Total	60	98.4
Experience	less than30	10	16.4
	30-40	24	39.3
	more than40 - less than 50	22	36.1
	more than 50	4	6.6
	Total	60	98.4
Governorate	Sana'a	40	65.6
	Ibb	13	21.3
	Taiz	7	11.5
	Total	60	98.4

8. **Statistical Tools:**

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

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 lower (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 add 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:

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

ISSN: 2348-0351

ii. The degree of 1.80 degrees to 2.59 degrees less than that the measurement of total quality management system is a weak degree.
iii. The degree of 2.60 degrees to 3.39 degrees less than that the measurement of total quality management system is a medium degree.
iv. The degree of 3.4 degrees to 4.19 degrees less than that the measurement of total quality management system is a high degree.
v. The degree of 4.2 degrees to 5 degrees that the measurement of total quality management system is very high.

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 heads of departments 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 heads of departments attributable to the variable of degree of scientific.
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 heads of departments 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 heads of departments 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	0.942
2	The quality of a teacher	6	0.941
3	The quality of the curriculum	7	0.940
4	The quality of students	8	0.941
5	Infrastructure	11	0.940
The total		44	0.941

The results, in the above table, show that the value of the Cronbach's alpha coefficients shows the four axes as the followings: (0.942) for the specific sections of the questionnaire concerning the quality of administration; (0.941) for the specific sections of the questionnaire concerning the quality of the teacher; (0.940) for the specific sections of the questionnaire

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concerning the quality of the curriculum; (0.941) for the specific sections of the questionnaire concerning the quality of the of students; and (0.940) for the specific sections of the questionnaire concerning the infrastructure quality. The value of Cronbach's alpha coefficient for the questionnaire as a whole reaches (0.941) which is the ratio of high firming.

Table 3: 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 heads of departments

Axis	Mean	SD	Percentage%	The Score
The quality of administration	2.57	0.61	51.4	Low
The quality of a teacher	2.33	0.78	46.6	Low
The quality of the curriculum	2.53	0.94	50.6	Low
The quality of students	2.32	0.81	46.4	Low
The quality of Infrastructure	2.18	0.87	43.6	Low
All items of the TQM	2.39	0.58	47.8	Low

Observing the table (3), 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 heads of departments come out with low degree, with the mean of (2.39), and a percentage (47.8%). Thus, the mean comes within the low category, for the degree of standard achievement is ranging between (43.6 %) and (51.4 %). 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) from the perspective of the heads of departments.

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 heads of departments attributable to the variable of gender.

Table 4: T-test Results According to the Gender Variable

Axis	Male (47)		Female (13)		t-test	Sig.
	Mean	SD	Mean	SD		
The quality of administration	2.56	0.55	2.60	0.830	2.37	0.13
The quality of a teacher	2.31	0.74	2.38	0.96	0.35	0.56
The quality of the curriculum	2.46	0.98	2.77	0.76	3.76	0.06
The quality of students	2.28	0.79	2.44	0.88	0.49	0.49
The quality of Infrastructure	2.16	0.88	2.24	0.87	0.15	0.69
All items of the TQM	2.36	0.52	2.48	0.76	1.80	0.18

ISSN: 2348-0351

* Statistically significant at the level of $\alpha \leq 0.05$

Table (4) 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 heads of departments, attributable to the variable of gender in the axes of quality of administration standards, the quality of teachers, the quality of the curriculum, the quality of students, 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 heads of departments attributable to the variable of degree of scientific.

Table (5): Showing the Mean, the Standard Deviations According to the Variable of Degree of Scientific

Axis	Diploma (15)		Bachelor(38)		MSc(5)		PhD(2)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
The quality of administration	2.85	0.39	2.49	0.65	2.65	0.56	1.75	0.35
The quality of a teacher	2.28	0.56	2.44	0.86	2.07	0.38	1.17	0.24
The quality of the curriculum	2.45	0.66	2.63	1.05	2.46	0.63	1.36	0.51
The quality of students	2.39	0.49	2.29	0.78	2.73	1.48	1.19	0.26
Infrastructure	2.20	0.69	2.21	0.97	1.96	0.56	2.00	1.03
Total TQM	2.46	0.31	2.40	0.66	2.38	0.32	1.57	0.51

Table (5) highlights the results obtain 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, as seen by heads of departments attributable to the variable of degree of scientific.

Table 6: One Way ANOVA Results According to Degree of Scientific Variable

Axis	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
The quality of administration	Between Groups	2.763	3	0.921	2.68	0.06
	Within Groups	19.23	56	0.343		
	Total	21.99	59			
The quality of a teacher	Between Groups	3.541	3	1.180	2.031	0.120
	Within Groups	32.538	56	0.581		
	Total	36.079	59			
The quality of the	Between Groups	3.242	3	1.081	1.234	0.306

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curriculum	Within Groups	49.064	56	0.876		
	Total	52.306	59			
The quality of students	Between Groups	3.490	3	1.163	1.862	0.147
	Within Groups	34.994	56	0.625		
	Total	38.483	59			
Infrastructure	Between Groups	0.340	3	0.113	0.144	0.933
	Within Groups	43.982	56	0.785		
	Total	44.322	59			
Total TQM	Between Groups	1.433	3	0.478	1.459	0.236
	Within Groups	18.330	56	0.327		
	Total	19.763	59			

* Statistically significant at the level of $\alpha \leq 0.05$

The results highlighted in Table (6) shows no statistically significant differences in applying the total quality management in the educational institutes of the Technical Education and Vocational Training attributable to the variable of degree of scientific, as seen by heads of departments in the axes of quality administration standards, the quality of teachers, the quality of the curriculum, the quality of the students and infrastructure.

The results for the third 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 heads of departments attributable to the variable of experience.

Table (7): Showing the Mean, the Standard Deviations According to the Variable of Experience

Axis	Less than 5 year (2)		5-8 year (15)		9-12 year (19)		More than13 year (24)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
The quality of administration	2.42	0.47	2.56	0.63	2.49	0.74	2.66	0.51
The quality of a teacher	2.75	0.35	2.344	0.88	2.45	0.97	2.18	0.55
The quality of the curriculum	3.71	0.61	2.36	1.24	2.43	1.02	2.61	0.59
The quality of students	2.69	0.79	2.14	0.78	2.09	0.79	2.57	0.80
Infrastructure	2.36	1.16	2.47	1.08	2.06	0.94	2.08	0.62
Total TQM	2.70	0.45	2.39	0.64	2.29	0.75	2.43	0.37

Table (7) highlights the results obtain 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 attributable to the variable of experience, as seen by heads of departments.

ISSN: 2348-0351

Table 8: One Way ANOVA Results According to the Experience Variable

* Statistically significant at the level of $\alpha \leq 0.05$

Item	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
The quality of administration	Between Groups	0.390	3	0.130	0.337	0.799
	Within Groups	21.603	56	0.386		
	Total	21.993	59			
The quality of a teacher	Between Groups	1.152	3	0.384	0.616	0.608
	Within Groups	34.927	56	0.624		
	Total	36.079	59			
The quality of the curriculum	Between Groups	3.566	3	1.189	1.366	0.263
	Within Groups	48.739	56	0.870		
	Total	52.306	59			
The quality of students	Between Groups	3.268	3	1.089	1.733	0.171
	Within Groups	35.215	56	0.629		
	Total	38.483	59			
Infrastructure	Between Groups	1.810	3	0.603	0.795	0.502
	Within Groups	42.512	56	0.759		
	Total	44.322	59			
Total TQM	Between Groups	41.0	3	0.137	0.395	0.757
	Within Groups	19.353	56	0.346		
	Total	19.763	59			

The results highlighted in Table (8) shows no statistically significant differences in applying the total quality management in the educational institutes of the Technical Education and Vocational Training attributable to the variable of experience, as seen by heads of departments in the axes of quality administration standards, the quality of teachers, the quality of the curriculum, the quality of the students and infrastructure.

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 heads of departments attributable to the variable of area.

Table (9): Showing the Mean, the Standard Deviations According to the Variable of Governorate

Axis	Sana'a(40)		Ibb(13)		Taiz(7)	
	Mean	SD	Mean	SD	Mean	SD
The quality of administration	2.61	0.61	2.37	0.65	2.73	0.47
The quality of a teacher	2.33	0.89	2.37	0.60	2.19	0.41
The quality of the curriculum	2.51	1.01	2.65	0.87	2.41	0.67
The quality of students	2.31	0.79	2.41	0.83	2.16	0.97
Infrastructure	2.22	0.95	2.11	0.68	2.08	0.74
Total TQM	2.40	0.60	2.36	0.59	2.34	0.46

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Table (9) 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 attributable to the variable of governorate as seen by heads of departments.

Table 10: One Way ANOVA Results According to the Governorate Variable.

Axis	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
The quality of administration	Between Groups	0.807	2	0.404	1.086	0.345
	Within Groups	21.185	57	0.372		
	Total	21.993	59			
The quality of a teacher	Between Groups	0.158	2	0.079	0.125	0.882
	Within Groups	35.921	57	0.630		
	Total	36.079	59			
The quality of the curriculum	Between Groups	0.306	2	0.153	0.168	0.846
	Within Groups	52.000	57	0.912		
	Total	52.306	59			
The quality of students	Between Groups	0.293	2	0.146	0.218	0.804
	Within Groups	38.191	57	0.670		
	Total	38.483	59			
Infrastructure	Between Groups	0.199	2	0.099	0.128	0.880
	Within Groups	44.123	57	0.774		
	Total	44.322	59	0.020	0.057	0.945
Total TQM	Between Groups	.039	2	0.346		
	Within Groups	19.724	57			
	Total	19.763	59			

* Statistically significant at the level of $\alpha \leq 0.05$

The results highlighted in Table (10) shows no statistically significant differences in applying the total quality management in the educational institutes of the Technical Education and Vocational Training attributable to the variable of governorate, as seen by heads of departments in the axes of quality administration standards, the quality of teachers, the quality of the curriculum, the quality of the students and infrastructure.

11. CONCLUSION:

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 brings us to the fact that there is need for ensuring quality vocational education program.

Introducing the phenomenon of total quality management is relatively new, especially in the field of technical education and vocational training in

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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.

Lack interest the ministry of technical education and vocational training in Yemen for adopting a mode of the total quality management and help in dissemination of both the culture of the total management in technical education and vocational training institutes by distributing periodicals, continuing a follow for the works, improving managing process and updating it in order to achieve the goals and improve the administrative process and developed to achieve the goals in shorter ways and in lower costs.

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