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Assessing the Impact of On- the Job-Training Quality Factors on TVET Students' Satisfaction in Developing Work Competence Skills in Oman

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Abstract

The study is based on quantitative and positivists approach method of research. The descriptive and inferential methods used to analyse data and delivered in the method of explanatory notes. The research adopted Coates (2009) AQTF quality indicator and a random sampling method was selected. The research objective is to examine the impact of On-the-Job-Training (OJT) quality factors on TVET students' satisfaction during work experience in Oman. A sample of 317 out of 400 participants from eight TVET institutes was conducted, descriptive and inferential tool used to determine the impact of OJT training quality on TVET students. The reliability test using alpha Cronbach's and Pearson correlations test indicated an acceptable level. In addition, three measurements of Goodness of fit were considered in the study. The study is only examining TVET students from the public sector which is under responsibility of the Ministry of Manpower, Oman. The research provides a platform for practitioners and authorities to discover the OJT training factors that effect on TVET students 'satisfaction. This paper provides upon the impact of OJT training quality on TVET students' satisfaction in preparing for work competence in Oman. The work experience provides a good platform for TVET students to exercise and develop their work competences skills that would assist them to engage in the labour market. The TVET candidates are provided a work-related training to develop work competence in the country. There is a necessity to define whether the quality of OJT training has any positive impact towards TVET students or else.

Keywords: Technical Vocational Education and Training (TVET), students' satisfaction, on-the-job-training (OJT), work competence

1. Introduction

The aim of this paper is to investigate the impact of On-the-Job Training (OJT) quality approach to TVET students' satisfaction in developing work competence skills. The participants are generally studying at the Technical Vocational Education and Training (TVET) colleges in various areas in Oman under supervision of MoMP.

1.1 Problem Statement

TVET in Oman is a new field compare to other Middle Eastern countries, whereas education in Oman has only started in1970 (UNESCO, 1972; Al Barwani & Azam, 2023). In addition, forty-eight years ago, there were only three official primary schools with 900 students in the whole country, it has increased to 1,125 public schools with population total of 579,024 students, while the private schools are 636 and catering to 105,680 students. (UNESCO, 1972; Al Najar, 2016; Al-Mujaini, 2018).

Focusing on the quality of learning is considered vital and by promoting TVET institutes, the shifting nature of work, and the worldwide movement of workforces is also worthwhile to consider (UNESCO, 2017; Coates, 2018). However, Jallah (2004, as cited in Mohammed, 2020) mentioned that TVET plays an important role in education field and it is for sustainable development in 21st century.

As Third International Congress on TVET (2012) has acknowledged the importance of Building Skills for Work and Life, seemingly the middle east region is lacking of quality and skills improvement. As a results declines the opportunities of employment in the labour market and yet the problem is evident (Belwal et al., 2017; Maclean & Fien, 2017; UN-ESCWA, 2020; Samuel, 2021; Al Barwani & Azam, 2023). Furthermore, the quality of improvement in the TVET institutes is considered to be higher priority for the long-term period that is required for

all sectors. Moreover, the Technical and Education training programmes in the Gulf countries indicates poor results in graduate unemployment and present great challenges to their governments (Belwal et al., 2015, 2017; UN-ESCWA, 2020; Al Barwani & Azam, 2023). This is due to lack of quality of regional education systems, adequate investment to meet new requirements and provide appropriate training programmes to young graduates (Forstenlechner & Rutledge, 2010; Barnett, 2015; UN-ESCWA, 2020; Schnitzler & Heise, 2021; Al Barwani & Azam, 2023). Hence, the gap between the needs and wants of the private sector in Oman and the abilities of training facilitator is compounded by lack of VET system development in general (Al Kindi, 2007; Belwal et al., 2015, 2017; UN-ESCWA, 2020; Pirzada, 2022; Al Barwani & Azam, 2023). Although the infrastructure and facilities are claimed to be aligned with most of the developed countries, however, there is a lack of professional services of candidates' learning engagement (Hassock & Hill, 2022 ; Shrestha, 2021; Pirzada, 2022; Al Barwani & Azam, 2023).

The Ministry of Labour and Manpower in Oman is facilitating the TVET students for performing On-the-Job-Training (OJT) and arranging them for employment, as part of TVET in Oman objectives (Oman, 2021; UN-ESCWA, 2020; Al Barwani & Azam, 2023). Notwithstanding all exertion completed by the government of Oman and Higher Education Institutional (HEI) to improve quality of education in Oman, the HEIs have been condemned for turning out graduates for work market with low skill and knowledge (Hassock & Hill, 2022; UN-ESCWA, 2020; Al-Azri et al., 2021). Furthermore, the HEIs resources are considered not adequate to attain the key objectives (Mellahi & Budhwar, 2016; Al Barwani & Azam, 2023). Hence, there is a strong indication that quality of education, training condition (or environment) and learner's engagement in both TVET and HEIs are not provided effectively. Therefore, there is a window of opportunity to carry out further study to determine the impact of OJT training quality factors on learner's satisfaction. Thus, it should contain the training development, facility, trainer, learning stimulation, effective assessment, and effective resources for these TVET trainees during their internship period.

1.2 Literature Review

The theoretical background of this study is based on various theories and models that related to quality perspective. In addition, the research touches some of the classic theories and link to the current development. The theories in which the study discusses in this paper are the Service Quality (SERVQUAL) by Parasuraman et al. (1985), Total Quality Management (TQM) in education developed by Sakthivel et al. (2005) and Coates (2009) quality assurance model. In addition, the Kirkpatrick evaluation of training model (Kirkpatrick, 2012) was considered in this study. The mentioned theories and models have a direct link to the research. These theories are under the term of quality and can be define as conformance to standards (Harvey & Green, 1993).

The TQM is a broadly branded as management philosophy that improves customer satisfaction and organizational performance; in this way, all members of an organization are engaged actively to enhance processes, services and products, as well as its general culture (Deming, 1986; as cited in Sfakianaki et al., 2021). The achievement of TQM in the industrial field fascinated to academics and practitioners, consequently, TQM was embraced in various service organizations (Al-Marri et al., 2007; Bouranta et al., 2019; Farrington et al., 2018; Lam et al., 2011) including educational institutions (Manatos et al., 2017; Owlia & Aspinwall, 1997; Singh, 2021). In addition, TQM in education focuses on customer satisfaction via the continuous improvement of products or services; it focuses on people and integration of employees at all levels of an association (Evans & Lindsay, 2010; Mehra et al., 2001). However, the quality assurance is more involved in process and Tuck (2007) focused on quality assurance in education and he considered as process and procedures to ensure qualifications, assessment and course delivery to meet the standards. Nevertheless, Parasuraman et al. (1985) provides a SERVQUAL model which is basically comprises into ten dimensions namely Reliability, Responsiveness, Competence, Access, Communication, Credibility, Security, Understanding and Tangible. Number of researches has been done to find out if satisfaction is directly affected by service quality or vice versa. For instant, Athiyaman (1997) noted that there is a very solid relationship between customer satisfaction and service quality. He considered that all service encounters should be controlled to raise customer satisfaction. Likewise, the results of the research model developed by Cronin and Taylor (1992) indicated that perceived service quality leads to satisfaction as recommended by the Parasuraman et al. (1985, 1988). Furthermore, evidence can be found in the higher education literature and indicates that learner's understand service quality is leading to student satisfaction (Guolla, 1999; Ahmed et al., 2015, 2021). Therefore, there is a clear acceptance among the researchers with respect to the relationship between service quality and customer satisfaction (or students' satisfaction).

1.2.1 Factors Effecting OJT Training Quality

Different models and theories have been applied to determine the impact of OJT training quality on TVET students'

satisfaction. These models and theories have assisted to build up a research framework for example the TQM is commonly used by the industry, however, Sakthivel *et al.*, (2005) developed a TQM for the academic research and is called 5-C TQM Model of Academic Excellence. This model establishes a relationship between the five TQM variables namely Commitment of Top Management, Course Delivery, Campus Facilities, Courtesy, Customer Feedback and Improvement and students' satisfaction of academic performance (Hornstein, 2017). Furthermore, the research reviewed the quality assurance model and Coates (2009) and adopted the quality indicators i.e., consisted of ten dimensions namely, Trainer Quality, Effective Assessment, Clear Expectation, Learning Stimulation, Competence Development, Training Relevance, Training Resources, Effective Support, Active Learning and Students' Satisfaction. These quality factors are embraced in this study and Parasuraman et al. (1985) SERVQUAL model is utilised to support the research study.

1) Trainer quality

Trainer quality plays significant role in providing assistance and guidance at the workplace Pineda (2010) and Coates (2009) mentioned that the trainer quality is vital and is about competency and effectiveness of teachers and trainers in the organisation in assisting learners. However, Frontczak (1998) suggested 'Trainers' should act as role model of learning; force the trainees in making good decisions; demonstrates both cognitive and behavioral-communication manage to give constructive criticism.

2) Effective assessment

According to Hill (1998, as cited in Mukhtar and Ahmed, 2015) that the role of assessment is accomplishment of students' potential need, which is basically the improvement of learner's learning and teachers' teaching. The continuous evaluation of the training program and assessment of experiential methods are common factors relating to trainees (Frontczak, 1998; Grosch, 2017). However, Coates (2009) describes that effective assessment as an appropriateness of assessment provide to the learner. Therefore, it is important to evaluate the programme effectively and to ensure the training is done according to learners' need (Kirkpatrick, 2022).

3) Clear expectation

Ming et al. (2016) reports that learners feel satisfied if their expectations are clearly being placed in a right environment where they could achieve their ambitions. According Coates (2009) that the clear expectation is define as clarity of the training plans which leads the learners to satisfaction.

4) Learning stimulation

According to Coates (2009) that learning stimulation extents to which training stimulated people to learn and it applies only to trainee. Besides, the human brain can rewire by its self and response to environmental stimuli and learning (Baines, 2008; Castrén, 2014; Colomer, 2021).

5) Competence development

Omar (2021) emphasises the importance of competence development and urged that internship training program should be well planned and systematically designed by the learning organization and industry for learners. Similarly, Coates (2009) mentioned that the competence development is an assessment of competencies which has been developed in the training environment.

6) Training resources

According to Coates (2009), training resources are all about quality and fitness of learning resources and this is supported by Kärnä and Julin (2015). In addition, this is considered to be physical component and the study is referring here to Parasuraman (1985) tangible service in his Conceptual Model of Service Quality. Nevertheless, Kirkpatrick (2012) stressed in selecting proper facility for trainees as success of training course and this confirms the above argument.

7) Training relevancy

Coates (2009) defined training relevance is the relevance of the training for job and carried out by trainee. Appropriateness of training is essential key for trainees to gain required skills and knowledge. Kirkpatrick (2012) has linked success of training is relaying to learner's appreciation.

8) Effective support

Student support facilities play vital role in students' success in educational institute (Nara, 2015) and several studies on the relationship between student's support facilities and student's satisfaction is relatively great (Arambewela et al., 2005; Mai, 2005; Mavondo et al., 2004; Petruzzellis et al., 2006; Htang, 2021). Similarly, Coates (2009) mentioned that effective support is basically about provision of support to assist people learnt.

9) Active learning

The learners' experience is not influenced by their inherent characteristics or background, but also the society, its culture, and practices (Kahu & Nelson, 2018). In addition, the learner is no longer to be considered as a passive receptacle for knowledge and instead as an active member in the making of knowledge (Nissim et al., 2016).

10) Students' satisfaction

Generally speaking, learner's satisfaction or student's satisfaction is provision of adequate training and education by the organisation (Coates, 2009; Cheng et al., 2016; Alam et al., 2021). According Bitner and Hubbert (1994) that satisfaction is based on all of a customer's meets and experiences with a particular organisation.

1.2.2 Conceptual Framework

Based on the theoretical approach, the author provides the conceptual framework and research model which has been proposed to assess the impact of 9 OJT Training Quality factors toward Students' Satisfaction as shown in Figure 1.

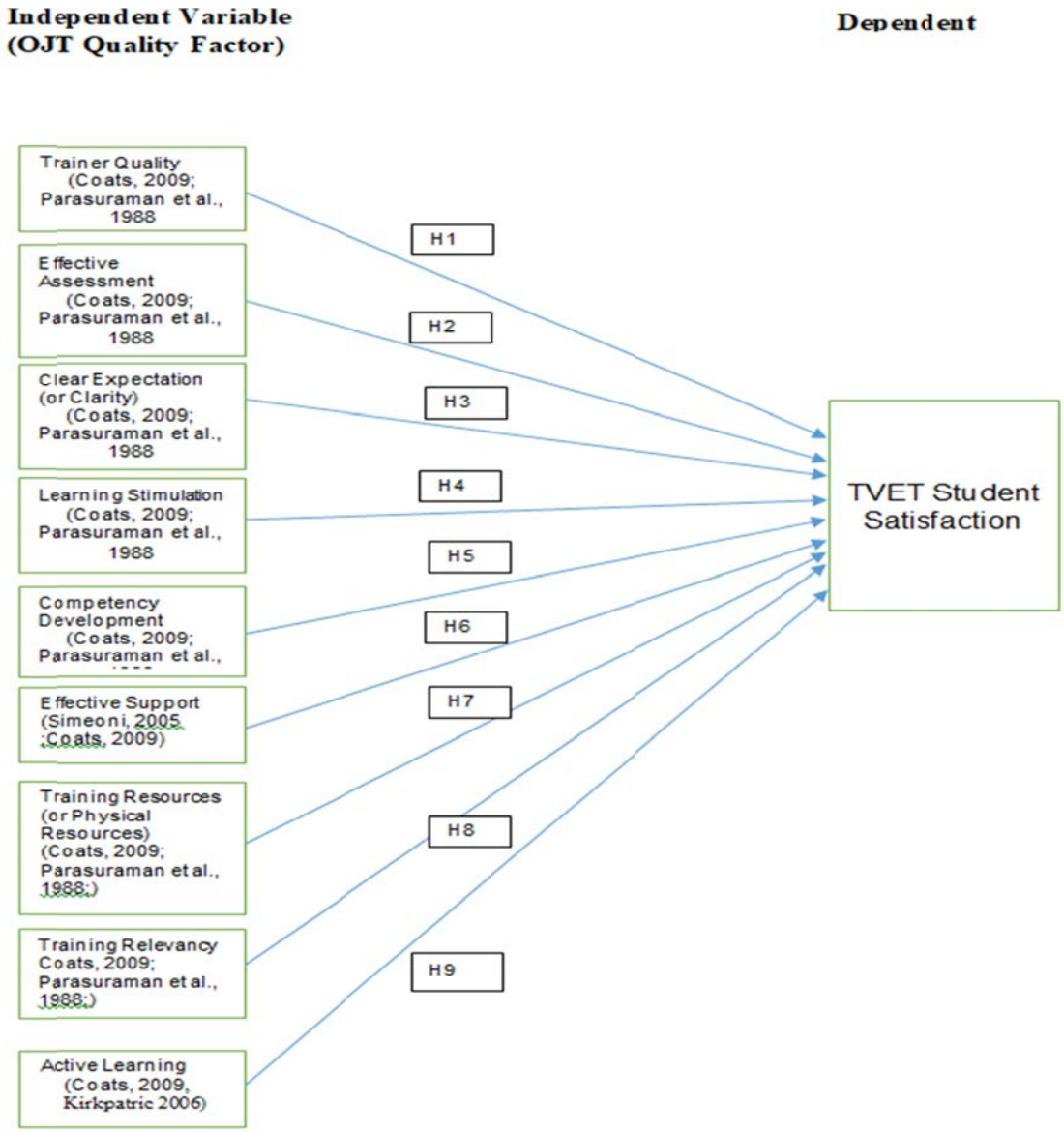

Figure 1. Conceptual framework

The research frame work comprises into 9 independent variables, in which independent variables are Trainer

Quality, Effective Assessment, Clear Expectation, Learning Stimulation, Competence Development, Training Relevance, Training Resources, Effective Support, and Active Learning while the dependent variable is Students' Satisfaction.

Based on the literature review and conceptual framework, the subsequent hypotheses can be accomplished:

H1: Trainer Quality has a positive impact on Students' Satisfaction.

H2: Effective Assessment has a positive impact on Students' Satisfaction.

H3: Clear Expectation has a positive impact on Students' Satisfaction.

H4: Learning Stimulation has positive impact on Students' Satisfaction.

H5: Competence Development has a positive impact on Students' Satisfaction.

H6: Training Resources has a positive impact on Students' Satisfaction.

H7: Training Relevancy has a positive impact on Students' Satisfaction.

H8: Effective Support has positive impact on Students' Satisfaction.

H9: Active learning has positive impact on Students' Satisfaction.

2. Methods

Study design

This study adopted questionnaire (Coates, 2009) to assess the impact of OJT Training Quality on TVET Students' Satisfaction in Oman. The institutes participate in the research study are from various region in Oman. However, the study has included two colleges from the capital area which are Higher College of Technology (HCT) and the Royal Guard of Oman Technical College (RGOTC). The rest of six colleges are from different regions in Oman and each region is located with one college. For instant, in the Dhofar region, there is one college i.e., Salalah College of Technology, in Al Batnah region, there is Shinas College of Technology, in Al Dhahira region, there is Ibri College of Technology, in Al Sharqiya region, there is an Ibra College of Technology and lastly, in Al Dakhiliyah there is a Nizwa College of Technology and is located about 150km from Muscat capital (Educational Council, 2020).

The author took an official request to authority to conduct the study and permission was granted. Also, an appointed coordinator from the ministry distributed the questionnaire to the TVET students. The students were selected by random sampling technique. About 317 questionnaires were responded out of 400 which 117 questionnaires from urban area and 200 from rural area.

2.1 Questionnaire Design

This study has adopted a questionnaire from Coates (2009) and used a five-point likert scale questionnaire to measure the impact of the OJT training quality factors. The questionnaire is divided into two parts. The first part is about students' demographic profile includes age, marital status, educational level, area of institute and education sector. The second part of the questionnaire is to measure the study variables.

2.2 Data Analysis

Quantitative research method was formed and data was analysed by using Statistical Package for Social Sciences (SPSS) version 23.0. The data from 400 students were sent to eight TVET institutes and 350 data received. Then, the data were screened to eliminate incomplete and disengaged data, and only 317 data have been provided in further analysis. Thirty-five questions were constructed using 5-points likert scale with the range from 1 (strongly disagreed) to 5 (strongly agreed) to evaluate the impact of OJT training quality factors. The descriptive analysis was used to analyse the student's demographic characteristic where percentage and frequency were tabulated as categorical variables.

3. Results

Questionnaire was completed by 317 TVET students out of an initial sample of 400 participants. The demographic details in Table 1, shows that male are 73% more than female by 27%. This indicates that male had more opportunity in the work placement than female.

Table 1. Descriptive table of demographic

Description	No	Percentage
Gender		
Male	231	73%
Female	85	27%
Status		
Married	86	27%
Single	231	73%
Age		
18–20	94	30%
21–24	125	39%
24 >	97	31%
Area		
Urban	140	44%
Rural	177	56%
Education		
Cert	167	53%
Diploma	142	45%
Bsc Deg	3	1%

The age of participants varies from 20 to 24. Majority of the students were under 20 and presents 41%. However, the another large portion is under 24 of age and presents 33% and the lowest is under above 24 and presents 26% only. The details of Marital Status are showing that majority of respondents were single which presents 73% and married presents 27% only. The Education Background of the participants is from different level of qualification and majority of the respondents are from Diploma level which presents 45% and follows with Certificate respondents which presents 53%. Those who possess BSc Degree are only presenting 1% and the rest are the same.

The table of descriptive analysis in Table 2 provides the mean value and standard deviation of the research variables from the total of 317 participants. The highest mean value is the Learning Stimulation scores 4.100946 and followed by the Training Resources and scores 3.927445, then the Trainer Quality scores 3.9211, next, the Student Satisfaction scores 3.91693 is considered to be very good. However, the Effective Assessment which scores 3.8885, the Effective Support scores 3.807571 and Training Relevance scores 3.801262 are also considered to be good. Nonetheless, Competence Development 3.762776, Clear Expectation scores 3.747634; the least mean value is scored by Active Learning and is 3.7674. The entire variables managed to achieve the above mean value and show a positive achievement.

Table 2. Descriptive analysis

Descriptive Statistics			
	Mean	Std. Deviation	N
Student Satisfaction	3.91693	0.632931	317
Trainer Quality	3.9211	0.63153	317
Effective Assessment	3.8885	0.53056	317
Clear Expectation	3.747634	0.709662	317
Learning Stimulation	4.100946	0.586692	317
Competence Development	3.762776	0.521927	317
Training Relevance	3.801262	0.648029	317
Training Resources	3.927445	0.611649	317
Effective Support	3.807571	0.718785	317
Active Learning	3.7674	0.56857	317

Reliability analysis was done and results were displayed accordingly. This study considered that Reliability value stated less than 0.60 is known to be as poor, whereas for the range of 0.70 is considered to be acceptable and more than 0.80 is identified to be good (Nunnally & Bernstein, 1994), as shown in Table 3.

Table 3. Reliability analysis

Variables	Cronbach's Alpha if Item deleted
Trainer Quality	0.785
Effective Assessment	0.776
Clear Expectation	0.779
Learning Stimulation	0.800
Competence Development	0.809
Training Relevance	0.800
Training Resources	0.788
Effective Support	0.772
Active Learning	0.808
Students' Satisfactory	0.798

Since all of the study variables have reliabilities of more than 0.70 this means that the variables are within an acceptable range. However, among them, Effective Support is the least reliable with the Cronbach's alpha value of 0.772, followed by Effective Assessment of 0.776, Clear Expectation of 0.779, Trainer Quality of 0.785, Training Resources of 0.788, Students' Satisfactory 0.798, Learning Stimulation of 0.800, Training Relevance of 0.800, and Active Learning of 0.808, and Competence Development variable with alpha of. 0.809. Therefore, the statement from the Cronbach's alpha values, the variable for Competence Development having the strongest reliability. This means that all items under the variable of Competence Development are within the acceptable range.

Next step is to perform the Correlation analysis and is done in order to identify the relationship among the research variables. Nevertheless, the relationship between all the variables have shown a good relationship, however the variable with the same variable will result in perfect correlation 1, as shown in Table 4. For an example, the correlations between the students' satisfaction variable with its predictors were all highly significant, the correlation is significant at the 0.01 level (2-tailed). The highest correlation coefficient was 0.541** between Training Resources and Effective Assessment. However, the least correlation coefficient was 0.116* between Student Satisfaction and Competence Development. This indicates that the two factors are correlated to each other.

Table 4. Correlation results

Correlations											
		Trainer Quality	Effective Assessment	Clear Expectation	Learning Stimulation	Competence Development	Training Relevance	Training Resources	Effective Support	Active Learning	Student Satisfaction
Trainer Quality	Pearson Correlation	1									
Effective Assessment	Pearson Correlation	.437**	1								
Clear Expectation	Pearson Correlation	.459**	.437**	1							
Learning Stimulation	Pearson Correlation	.335**	.306**	.447**	1						
Competence Development	Pearson Correlation	.281**	.259**	.196**	.153**	1					
Training Relevance	Pearson Correlation	.328**	.314**	.276**	.223**	.218**	1				
Training Resources	Pearson Correlation	.319**	.541**	.319**	.227**	.169**	.270**	1			
Effective Support	Pearson Correlation	.447**	.428**	.467**	.359**	.189**	.264**	.393**	1		
Active Learning	Pearson Correlation	.270**	.298**	.349**	.154**	.163**	.224**	.321**	.272**	1	
Student Satisfaction	Pearson Correlation	.224**	.334**	.356**	.151**	.116*	.278**	.344**	.329**	.250**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The R squared value for the model shows 0.715 and is considered to be within the acceptable range, as shown in Table 5.

Table 5. R-Square results

Model Summary									
Model	R	**R Square**	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	.845a	**0.715**	0.706	0.342927	0.715	85.495	9	307	0

The sample adequacy was measured by using KMO and Bartlett's test and scored 0.833 meeting the threshold, as shown in Table 6. The significance level scores 0.0 which means that the null hypothesis is rejected. However, the strength of the relationship is strong among the variables and this justifies factor analysis. This it means that the researcher can progress further.

Table 6. KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.855
Bartlett's Test of Sphericity	Approx. Chi-Square	11168.246
	df	595
	Sig.	0.000

The study hypotheses test was done based on regression analysis by using SPSS software as indicated in Table 7. The given table provides details of each factor against unstandardized coefficients and standardised coefficients.

Table 7. Regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-0.214	0.219		-0.981	0.327
	Trainer Quality	0.033	0.038	0.033	0.861	0.39
	Effective Assessment	0.114	0.048	0.095	2.364	0.019
	Clear Expectation	0.162	0.035	0.181	4.585	0
	Learning Stimulation	0.008	0.038	0.007	0.209	0.835
	Competence Development	0.086	0.039	0.071	2.19	0.029
	Training Relevance	0.067	0.033	0.069	2.042	0.042
	Training Resources	0.034	0.039	0.033	0.88	0.38
	Effective Support	0.516	0.033	0.586	15.458	0
	Active Learning	0.065	0.038	0.058	1.719	0.087
a Dependent Variable: Student Satisfaction						

The final results of the hypothesis test shows that the Effective Support (TC_ES) was the most significant predictor of Student Satisfaction (SS_OS) ($\beta = 0.586$, $t = 15.458$, $p = 0.0$). This was followed by Clear Expectation (TQ TR) ($\beta = 0.181$, $t = 4.585$, $p = 0.0$). The third most significant factor was Effective Assessment (TQ TR) ($\beta = 0.095$, $t = 2.364$, $p = 0.019$). The fourth significant was Training Relevance (WR TR) ($\beta = .0.069$, $t = 2.042$, $p = 0.042$). The firth significant was Competence Development (WR CD) ($\beta = 0.071$, $t = 2.19$, $p = 0.029$). The least significant factor was Active Learning (LE_AL) ($\beta = 0.058$, $t = 1.719$, $p = 0.087$). However, the other three factors such as Trainer, Learning Stimulation and Training Resources could not accomplish the P significant value in the hypothesis test. Hence, it can be said that 70% of hypotheses test were accepted and this can be concluded as reasonable achievement.

The study is done to assess Multi-Collinearity in the model prior to proceed for Factor Analysis. The study is basically looking at two important measurements namely are the Variance tolerance (T) and Variance Inflation Factor (VIF). Furthermore, the measurement for VIF should not exceed more than 10 the threshold and for tolerance should not be less than 0.5 (Thompson et al., 2017). In this study, the VIF scored between 1.131to1.746 and the Variance Tolerance is scored between 0.573to 0.884, both tests are scored within the desired range. In addition, there was no issue reported in Collinearity test as shown in Table 8.

Table 8. Collinearity test

Factors	Collinearity Statistics	
	Tolerance	VIF
Trainer Quality	0.643	1.555
Effective Assessment	0.573	1.746
Clear Expectation	0.594	1.685
Learning Stimulation	0.752	1.329
Competence Development	0.884	1.131
Training Relevance	0.822	1.216
Training Resources	0.652	1.533
Effective Support	0.647	1.546
Active Learning	0.809	1.235

Further step, the measurement of Structural Model was done in three measurements namely, Absolute Fit and was measured in Normed Chi- square CMIN/DF, 3.274 < 5, Increment Fit and was measured in Comparative Fit Index (CFI) 0.908 > 0.90 and Parsimony and was measured in Root Mean Square Estimation (RMSEA) 0.076 < 0.08, the results are considered to be fit for purpose (Sfakianaki, 2019).

Table 9. Three Models fit measurements

Absolute Fit: CMIN					
Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	109	1587.927	485	0	3.274
Saturated model	594	0	0		
Independence model	66	12565.39	528	0	23.798

Increment Fit: CFI

Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	0.874	0.862	0.909	0.9	0.908
Saturated model	1		1		1
Independence model	0	0	0	0	0

Parsimony: RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	0.076	0.072	0.08	0
Independence model	0.24	0.236	0.243	0

The model fit measurements for the study are shown in Table 9 and all three essential readings managed to obtain and determine the fitness of the model. Therefore, the study results confirmed the model fitness accordingly.

4. Discussion

This research has embraced the Coates (2009) quality indicator instrument which was developed based on continuous quality improvement to assist the registered training organisations (RTOs) and measure the quality of vocational education and training to support the Australian Quality Training Framework (AQTF). Furthermore, numbers of theories have been considered in this study such as Parasuraman et al. (1985) which provides a service quality (SERVQUAL) approach to comprehend and facilitate academic achievement. Nevertheless, TQM was also considered in this study but in the field of education rather than in industrial point of view. Basically, TQM is focusing on customer satisfaction through the continuous improvement of services that integrates staff at all levels of an association (Mehra et al., 2008; Evans & Lindsay, 2013). Conversely, Sakthivel et al. (2005) established a TQM for the academic study and is called 5-C TQM Model of Academic Excellence. This model forms a relationship between the five TQM variables i.e., Commitment of Top Management, Course Delivery, Campus Facilities, Courtesy, Customer Feedback and Improvement and students' satisfaction of academic performance (Hornstein, 2017). Therefore, this study has considered the 5-C TQM Model in education is more appropriate for the research.

The internship (or On the Job Training) is done under authority of MoMP and is lacking of training quality which declines the opportunities of employment in the labour market in Oman and the challenges are obvious (Belwal et al., 2017; Maclean & Fien, 2017; UN-ESCWA, 2020; Samuel, 2021). Similarly, trainer is one of the OJT training quality factors which has been ignored and has impact on trainee satisfaction in both rural and urban area in Oman (Belwal et al., 2017; UN-ESCWA, 2020; Samuel, 2021). The condition of workplace and training facilities were some criticized due to adequacy of the conditions as not in line to accommodate trainees to acquire the desired skills for employment (Ernst & Young, 2015; Hassock & Hill, 2022; UN-ESCWA, 2020; Al-Azri et al., 2021). In addition, the trainee's engagement in the process of learning and attain the skills are not enough to assess the level of trainee's satisfaction (Mellahi & Budhwar, 2016; Hassock & Hill, 2022; UN-ESCWA, 2020; Al-Azri et al., 2021).

According to the research study, the high quality of TVET on the job training could be accomplished by showing the relationship between training quality and trainee's satisfaction (UNESCO & ILO, 2002; UNEVOC, 2013).

Nevertheless, the best way to determine whether the trainee has received a reasonable training is basically by taking learners' response which plays important role in providing high quality in educational establishments to assess the learners' satisfaction (Leckey & Neill, 2001). Previous studies also revealed that trainer, effective assessment and clarity have a direct effect on learner's satisfaction (Richardson, 2005; Williams & Cappuccini-Ansfield, 2007).

Another study has revealed that there is a strong relationship between learner engagement and students' satisfaction (Harteis & Billet, 2008; Robertson, 1998; Abdalla, 2000; Aarkrog, 2003; Umarik et al., 2010; John, 2012). Additionally, this has been reported by number of empirical researches (Pascarella & Terenzini 2005; Kuh, 2008) and have fully admitted that the learners' engagement in an effective training shows an important key role in generating high quality of the product or service which is basically satisfying the customer.

In this study, the author assessed the impact of On-the-Job Training (OJT) Quality on Students Satisfaction in developing work competence skills in Oman. The demographic output results show that male category is 73% more than female in obtaining the work competence skills. Furthermore, the majority of participants were from the young age between 21–24 and presents 39% and followed by age of 24> which presents 31%. The study shows that single status participants are more than married status by 73%. Finally, the rural area participants were presenting 56% as majority compares to urban participants present 44%. In view of above, the rural participants are coming from six colleges whereas urban participants are coming from two colleges and provide a ratio of 6:2 respectively. This can be interpreted that 9% of each college in the rural area had a chance to go for internship and 50% of each two college in urban are having a chance to attend the internship. Therefore, it is obvious that the facilitation to provide TVET students in gaining work competence skills effectively is limited (Hassock & Hill, 2022; UN-ESCWA, 2020; Al-Azri et al., 2021).

The output results of reliability test confirmed the OJT training quality factors are within the Cronbach's alpha scale which is above 0.7. This shows that the scales are consistent and reliable as recommended by Nunnally and Bernstein (1994). Moreover, the relationship between the correspondent OJT training quality factors and students' satisfaction indicate a strong relationship. It can be said that P value is statistically high significant as $P < 0.001$. Also, the study assessed the Multi-Collinearity in the model and measured two measurements namely the Variance tolerance (T) and Variance Inflation Factor (VIF). These measurements did not exceed more than 10 the threshold and for tolerance did not go less than 0.5. In this study, the VIF scored between 1.131to1.746 and the Variance Tolerance scored between 0.573 to 0.884, both tests are scored within the desired range (Thompson et al., 2017). Therefore, there was no problem reported in Collinearity test as shown in Table 8. However, the three important readings of the structural model fit i.e., Normed Chi- square CMIN/DF, $3.274 < 5$, secondly, Increment Fit was measured in Comparative Fit Index (CFI) $0.908 > 0.90$, lastly, Parsimony and was measured in Root Mean Square Estimation (RMSEA) $0.076 \leq 0.08$ and managed to obtain the fitness of the model fit test accordingly (Albuainain, 2021; Hair et al., 2010). Thus, the structural model of this study shows a very close fit of the model in relation to the degrees of freedom.

5. Conclusion

The research used the Coates (2009) survey instrument to examine the collected data and with the assistance of two packages namely SPSS & AMOS we have managed to analyse the data effectively. The survey instrument used a five-point likert scale questionnaire to measure the impact of the OJT training quality factors on TVET students' satisfaction. Several theories and models were used in this study such as, SERVQUAL and TQM to build up the research framework. The research managed to support the output results and meet the initial study objective. The main objective of this study is to investigate the impact of On Job Training (OJT) quality factors on TVET student's satisfaction in developing the work competence skills. The demographic results of the study indicated that a low number of females are enrolled in the internship and mostly at the age between 20–25 years. The output result of demographic shows that male category is 73% more than female in receiving the work competence skills. In addition, most of the industries are located close to the capital area (Muscat) for internship and could be a main reason of limiting the chances of rural area participants to receive internship. The relationships among the variables are considered to be strong and the value of P is shown to be statistically high. The reliability test confirms the research variables are meeting the Cronbach's Alpha scale. The study checked the Multi-Collinearity in the model and measured the Variance tolerance (T) and Variance Inflation Factor (VIF). These measurements did not exceed the threshold value and this provides a positive indication in terms of achievement. The hypothesis results show that 70% are accepted and R squared value is within the acceptable range. The measuring model fit test seems to be good and all three measurements were achieved. The limitation of the research is that the study is only done for TVET students in Oman and no private institutes were involved; in addition, the employer point of view was not engaged in the study and this gives a room to other researchers

to explore more. Therefore, the OJT training quality factors can be concluded that they have a significant effect on student's satisfaction.

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