

¹KAGARA, A. B.; Ph.D, ²AMINU, T., ³UDU, I., & ⁴MUSA, S. A.

¹Department of Industrial and Technology Education,
School of Science and Technology Education,
Federal University of Technology, Minna
E-mail: abdukkagara@futminna.edu.ng
Tel: 08130714376

²Department of Science and Technology Education,
Faculty of Education,
Bayero University, Kano

³Building Department
Minna Institute of Technology and Innovation,
Minna, Niger State – Nigeria

⁴Department of Technical Education (Building Tech.)
School of Vocational and Technical Education
Kaduna State College of Education, Gidan-Waya,
Kafanchan. Kaduna State - Nigeria

Abstract

The study determined the stakeholder's perception on quality implementation of Technical Vocational Education and Training (TVET) in Niger State, Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was employed for the study. A total population of 199 respondents comprising of 56 Administrators (Principals, Vice Principals and Heads of Departments) and 143 Teachers of all the trades in technical colleges were used for the study. A 25-items structured questionnaire developed by the researcher and validated by three experts in technical education was used for the data collected for the study. The data collected from the pilot testing was analyzed to establish a reliability coefficient of 0.88 for the instrument using Cronbach Alpha statistic. Mean and standard deviation were the statistical tools employed to analyze the data for the study. The findings among others revealed that: There are no good and sufficient infrastructures for quality implementation of TVET, there are no consumables for effective implementation of TVET, there is no enough illustrative textbook for

quality implementation of TVET in technical colleges in Niger State and both management staff and teachers are committed to ensure quality implementation of TVET in technical colleges in Niger State. Based on these findings, it was recommended that in order to ensure qualitative implementation of TVET government should provide the necessary facilities for nation development and also stakeholders should continue to give support to quality implementation of TVET in technical colleges in Niger State.

Keywords: Stakeholder, Perception, Quality Implementation, Technical Vocational Education and Training

Introduction

Quality Technical Vocational Educational and Training (TVET) is necessary not only for an individual but also for a country's development and economic growth. TVET is a type of education that focuses on skills acquisition in order to transform individual to become self-reliance through impacting qualitative skills and knowledge. The Federal Republic of Nigeria (FRN, 2014) defined TVET as a broad term that is referring to those areas of educational

experiences which encompasses, the general education components and the inclusion of engineering, technologies and sciences related subjects as well as acquiring of the practical skills, knowledge, attitudes, and understanding relating to different types of career professions in various field of socio-economic life.

Technical Vocational Educational and Training is a solution to prevailing national challenges facing the socio-economic condition and a major key for sustainable development. United Nations Educational, Scientific and Cultural Organisation (UNESCO) in their Sustainable Development Goals report of 2016-2030 in Khalid, Ali and Makhbul (2019) recognized TVET as strategy for the development of sustainable societies and economies, promoting social mobility through lifelong learning, access and equity and eradicating unemployment for sustainable development. Wasiu and Tolulope (2022) corroborate that TVET is necessary for sustainable development by empowering individuals, enterprises, organisations and communities to promote inclusive and sustainable economic growth, social equity and environmental sustainability. The quality of implementation of TVET in technical institutions has been the issue of a great concern.

Quality of implementation is necessary, the importance given to quality in every human endeavour has increased and quality has become a strategic tool. Quality can be defined as the competence level of a good or service (Ucar & Levent, 2017). The level of competence of technical college graduates is determined by the existence of certain characteristics such as ability to be self-reliance through enterprising (Kagara, Ibrahim & Kareem, 2020). Green (1994) opined that quality expresses effectiveness in achieving institutional goals and emphasizes the need for high quality institutional structures to have a clear vision and to know very well how institutional goals can be achieved. Quality implementation of TVET in technical colleges in this study is a process related to the degree to which trainee maximum needs are met by the provisions and utilization of all required input facilities as well as a process in which the trainees are produced economically to be self reliance. No any TVET

training can take place without the contribution of stakeholders who oversees and execute it effectively.

Stakeholders are all direct and indirect participants in an educational system, including policy makers and members of the public, school administrators, technical teachers who have vested interest in its functioning and outcomes (Recently, it was established that educational provision is the responsibility of all stakeholders (Kufi, 2013; Takyi, Emmanuel & Yussif, 2013), and that stakeholders could play substantial roles in influencing the attainment of TVET quality by promoting the need for its effectiveness (Adebayo, 2013). Stakeholders could influence the efficiency of procedures for quality enhancement and improve the quality of decision-making, thereby improving the quality of the educational system overall (Mualuko, Mukasa & Judy, 2009; Kamba, 2010). Stakeholder involvement is capable of influencing quality implementation of policies as well as the attainment of positive educational outcomes. The National Policy on Education guaranteed stakeholder participation with a view to eliminating overlaps, and to sustain and achieve synergy among diverse stakeholder groups (FGN, 2014). Even though there are many stakeholders whose role are capable of bringing significant changes in the development of the Nigerian educational system, this study focuses only on the technical colleges' administrators and teachers.

Technical colleges' administrators are one of the major stakeholders for the implementation of TVET with an interest in the delivering of intended results and maintaining the viability of the school's services. They influence programme of activities and services offered by a college. Technical Teachers are also one of the important pillars in the education sector for without them the society would not be able to function as a global competitor. Technical Teachers are fundamental contributors to student achievement; they also steer the learning environment (Sacilotto-Vasylenko, 2013; Harford, 2010). However, in order to reap the benefits of obtaining quality TVET there is the need to have effective technical teachers who are always ready to deliver

(Menken & Garcia, 2010). As stakeholders, technical teachers are expected to possess adequate professional and requisite knowledge that will enable them lead the students in instruction. Ricento and Honberger (1996) noted that teachers are central in both policy formulation and implementation processes. As such their involvement in policy decisions and implementation can play a great role towards ensuring the quality of TVET. Hence the need for the study, therefore, is to examine stakeholder's perceptions on quality implementation of technical vocational education and training in technical colleges in Niger State, Nigeria

Theoretical Framework

TVET unlike general education is a specialized type of education intended to empower learners through the development of their technical skills, cognitive comprehensions, human abilities, attitudes and work habits in order to prepare learners sufficiently for the world of work or position them practically for self-reliant after completion of the training (Kagara et al, 2020). Considering the importance of TVET to national development, it has attracted different names such as Technical Education (TE), Vocational Training (VT), Vocational Education and Training (VTE), Technical and Vocational Education and Training, Occupational Education (OE), Apprenticeship Training (AT), and Career and Technical Education (CTE) in education research literature (Ladipo et al., 2013). A qualitative TVET curriculum implementation prospect is to eradicate poverty, creation job opportunity, sustainable development and actualisation of the Transformation Agenda (Oweh, 2013; Ladipo, Akhuemonkhan & Raimi, 2013).

The philosophy of TVET is, it is misconstrued by different people in the society. The parents and wards view vocational education as a form of education designed for drop-outs and those found to be less intelligent (Ladipo et al, 2013). TVET to some Nigerians is a low quality education suitable for the less privileged students or second class citizens (Okolocha, 2012). According to Amodu (2011), the issue of negative perception of TVET is not limited to parents and ordinary Nigerians, the policy makers are equally not

immune from negative impression about vocational education. The implication of negative perception of TVET is threefold: low societal estimation of TVET in the society, gross gender imbalance in TVET implementation, and inadequate human, material and financial resources for TVET institutions. Having explained the meaning of TVET and its socio-economic impacts on the society, implementation of TVET ensure quality assurance.

Therefore, quality assurance refers to performance measures designed by the authorities for assessing the performance of educational institutions with a view to ensuring that the learning outcomes meet the needs of each society (Onyesom and Ashibogwu, 2013). From another viewpoint, quality assurance refers to established procedures, processes and standard systems that support and ensure effective delivery of educational services (Kontio, 2012). Besides, within the policy circles, quality assurance represents a potent tool which enables policy makers to determine national educational needs, to assess new approaches to resolving issues, and to evaluate the effectiveness of policies and strategies (Okolocha, 2012.) From the foregoing, an effective quality assurance should focus on critical elements such as access/participation, implementation, funding, relevance and quality of TVET (King, 2011).

To ensure that quality and standards are maintained different nations and TVET institutions do have in place quality assurance mechanisms that suite their socio-economic and educational aspirations. For instance, the United States of America employed the accreditation systems as quality assurance mechanism at regional, national and specialized levels for effective monitoring and coordination of educational services. Whereas, Australia created a full-fledged quality assurance unit called Australian Universities Quality Agency to ensure effective quality control of educational services in both lower and higher level of education.

Purpose of the Study

The purpose of the study is to determine stakeholder's perceptions on quality implementation of TVET in technical colleges in

(Menken & Garcia, 2010). As stakeholders, technical teachers are expected to possess adequate professional and requisite knowledge that will enable them lead the students in instruction. Ricento and Honberger (1996) noted that teachers are central in both policy formulation and implementation processes. As such their involvement in policy decisions and implementation can play a great role towards ensuring the quality of TVET. Hence the need for the study, therefore, is to examine stakeholder's perceptions on quality implementation of technical vocational education and training in technical colleges in Niger State, Nigeria

Theoretical Framework

TVET unlike general education is a specialized type of education intended to empower learners through the development of their technical skills, cognitive comprehensions, human abilities, attitudes and work habits in order to prepare learners sufficiently for the world of work or position them practically for self-reliant after completion of the training (Kagara et al, 2020). Considering the importance of TVET to national development, it has attracted different names such as Technical Education (TE), Vocational Training (VT), Vocational Education and Training (VTE), Technical and Vocational Education and Training, Occupational Education (OE), Apprenticeship Training (AT), and Career and Technical Education (CTE) in education research literature (Ladipo et al., 2013). A qualitative TVET curriculum implementation prospect is to eradicate poverty, creation job opportunity, sustainable development and actualisation of the Transformation Agenda (Oweh, 2013; Ladipo, Akhuemonkhan & Raimi, 2013).

The philosophy of TVET is, it is misconstrued by different people in the society. The parents and wards view vocational education as a form of education designed for drop-outs and those found to be less intelligent (Ladipo et al, 2013). TVET to some Nigerians is a low quality education suitable for the less privileged students or second class citizens (Okolocha, 2012). According to Amodu (2011), the issue of negative perception of TVET is not limited to parents and ordinary Nigerians, the policy makers are equally not

immune from negative impression about vocational education. The implication of negative perception of TVET is threefold: low societal estimation of TVET in the society, gross gender imbalance in TVET implementation, and inadequate human, material and financial resources for TVET institutions. Having explained the meaning of TVET and its socio-economic impacts on the society, implementation of TVET ensure quality assurance.

Therefore, quality assurance refers to performance measures designed by the authorities for assessing the performance of educational institutions with a view to ensuring that the learning outcomes meet the needs of each society (Onyesom and Ashibogwu, 2013). From another viewpoint, quality assurance refers to established procedures, processes and standard systems that support and ensure effective delivery of educational services (Kontio, 2012). Besides, within the policy circles, quality assurance represents a potent tool which enables policy makers to determine national educational needs, to assess new approaches to resolving issues, and to evaluate the effectiveness of policies and strategies (Okolocha, 2012.) From the foregoing, an effective quality assurance should focus on critical elements such as access/participation, implementation, funding, relevance and quality of TVET (King, 2011).

To ensure that quality and standards are maintained different nations and TVET institutions do have in place quality assurance mechanisms that suite their socio-economic and educational aspirations. For instance, the United States of America employed the accreditation systems as quality assurance mechanism at regional, national and specialized levels for effective monitoring and coordination of educational services. Whereas, Australia created a full-fledged quality assurance unit called Australian Universities Quality Agency to ensure effective quality control of educational services in both lower and higher level of education.

Purpose of the Study

The purpose of the study is to determine stakeholder's perceptions on quality implementation of TVET in technical colleges in

Niger State, Nigeria. The specific objectives of the study are to:

- i. investigate stakeholder's perception on available facilities for quality implementation of TVET in technical colleges in Niger State
- ii. determine stakeholder's perception on their attitude towards quality implementation of TVET in technical colleges in Niger State

Research Questions

The following research questions were raised to guided the study

1. What is the stakeholder's perception on available facilities for quality implementation of TVET in technical colleges in Niger State?
2. What is the stakeholder's perception on their attitude towards quality implementation of TVET in technical colleges in Niger State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀1: There is no significant difference in the mean responses of Technical Colleges Administrators and teachers as regards the stakeholder's perception on available facilities for quality implementation of TVET in technical colleges

H₀2: There is no significant difference in the mean responses of Technical Colleges Administrators and teachers as regards the stakeholders' perception on their attitude towards quality implementation of TVET in technical colleges

Methodology

A descriptive survey research design was employed for the study. The study was conducted in all the six technical colleges own by Niger State. The population for the study consisted of 199 subjects in all the six Technical Colleges in

Niger State. This is made up of 56 Administrators (Principals, Vice Principal and Heads of Departments) and 143 Technical Teachers of all trades in technical colleges. Since the population is of manageable size, no sampling technique was employed. Hence, the entire population was used for the study. A 25-items questionnaire was used as an instrument to solicit information from the respondents. The questionnaire items were structured on five-point rating scale response options of: Strongly Agree (SA) 5 points, Agree (A) 4 points, Strongly Disagree (SD) 3 point, Disagree (D) 2 points and Undecided (UN) 1 point for all section of the research questions. The instrument was validated by three experts, two from Science and Technical Education Board and one from Department of Industrial and Technology Education of the School of Science and Technology Education, Federal University of Technology, Minna. The reliability coefficient of the instrument was 0.88 using the Cronbach Alpha statistic. The researcher distributed and collected back the completed questionnaire with the help of six research assistants. Data collected for this study were analyzed using mean, standard deviation to determine the stakeholder's perception on the quality implementation of TVET in technical colleges in Niger State. A mean score of 3.00 was used as a cut-off for accepting or rejecting mean of items. Therefore, items with a mean score of 3.00 and above were considered agreed; while items with mean score of below 3.00 were considered disagreed. Also, p-value greater than alpha value at .05 level of significance, the hypotheses was accepted and if otherwise, rejected.

Results

Research Question One

What is the stakeholder's perception on available facilities for quality implementation of TVET in technical colleges in Niger State?

Data for answering research questions one were collected and analyzed. They are presented in Table 1.

Table 1: Mean Response of Respondents on the Stakeholder's Perception on Available Facilities for Quality Implementation of TVET in Technical Colleges in Niger State

S/NO	ITEM STATEMENT	\bar{x}	SD	RMKS
1.	Tools and equipment are available for quality implementation of TVET	2.12	0.39	Disagreed
2.	There are enough and qualify teachers for quality implementation of TVET	2.33	0.44	Disagreed
3.	There are good illustrative textbook for quality implementation of TVET	3.44	0.47	Disagreed
4.	There is standard workshop for quality implementation of TVET	2.21	0.65	Disagreed
5.	The classes and offices for TVET implementation are good enough	2.11	0.31	Disagreed
6.	Government is fully funding the TVET implementation for quality out put	2.03	0.28	Disagreed
7.	There are enough consumables in various trades for qualitative implementation of TVET	2.09	0.77	Disagreed
8.	There are good ICT and internet facilities for quality implementation of TVET	2.22	0.41	Disagreed
9.	There are adequate electricity for quality implementation of TVET	2.00	0.73	Disagreed
10.	There are water supply within the premises of technical colleges for easy access	2.17	0.19	Disagreed
11.	There is standard library for teachers and students' consultation which aid quality implementation	2.39	0.18	Disagreed
12.	There are good and enough furniture for both teachers and students use	2.25	0.63	
	Grand Mean/SD	2.28	0.45	Disagreed

Note: N = Number of Respondents, SD = Standard Deviation

Table 1 shows the mean responses of the respondents on the 12 items posed to determine the stakeholder's perception on available facilities for quality implementation of TVET in technical colleges with the grand mean of 2.28 which implies that the respondents jointly disagreed with all the items as the available facilities for quality implementation of TVET in Technical Colleges of Niger State. The standard deviation of the items ranges from 0.19-0.77 which further indicates that the respondents were not too far from the mean and were closed to one another in their responses. This closeness of the respondents adds value to the reliability of the mean. Hence, there are no available facilities for quality implementation of TVET in technical colleges in Niger State.

Research Question Two

What is the stakeholder's perception on their attitude towards quality implementation of TVET in technical colleges in Niger State?

Data for answering research questions two were collected and analyzed. They are presented in Table 2.

Table 2: Mean Response of Respondents on the Stakeholder's Perception on their Attitude towards Quality Implementation of TVET in Technical Colleges in Niger State N=199

S/NO	ITEM STATEMENT	\bar{x}	SD	RMKS
1.	Technical colleges administrators are fully committed towards ensuring quality implementation of TVET	3.44	0.39	Agreed
2.	Teachers are committed towards ensuring quality implementation of TVET	3.24	0.29	Agreed
3.	Administrators always monitor the implementation of TVET by going round the colleges during lesson hours	3.01	0.62	Agreed
4.	Teachers always encourage students to attend both theory and practical classes	3.55	0.91	Agreed
5.	Teachers organise practical classes with a view to ensure quality implementation of TVET	3.77	0.83	Agreed
6.	Teachers always improvise workshop tools for quality implementation of TVET	3.04	0.46	Agreed
7.	Technical college administrators ensure judicious disbursement of fund to various trades in technical colleges	2.33	0.72	Disagreed
8.	There is regular staff meeting that emphasize quality implementation of TVET	3.19	0.81	Agreed
9.	Management encourage synergy with public private partnership with technical colleges for support in quality implementation of TVET	3.08	0.66	Agreed
10.	Technical colleges administrators strictly regulate students' enrolment based on available facilities	2.05	0.44	Agreed
11.	Management always organise workshop and seminar to keep teachers improvement on quality implementation of TVET	2.33	0.77	Disagreed
12.	Teachers are punctual and always prepare for both practical and theory lessons	3.45	0.56	Agreed
13.	Teachers always ensure all students complete their exercise during practical classes	2.29	0.38	Agreed
Grand Mean/SD		3.05	0.60	Agreed

Note: N = Number of Respondents, SD = Standard Deviation

Table 2 shows the mean responses of the respondents on the 13 items posed to assess the stakeholder's perception on their attitude towards quality implementation of TVET in Technical Colleges in Niger State with 10 out of 13 items agreed and the grand mean of 3.05 which implies that the respondents jointly agreed with majority of the items as the stakeholder's attitude towards quality implementation of TVET in Technical Colleges in Niger State. The standard deviation of the items ranges from 0.29-0.91 which further indicates that the respondents were not too far from the mean and were closed to one another in their responses. This closeness of the respondents adds value to the reliability of the mean. Hence, stakeholder's perception have positive attitude towards quality implementation of TVET in Technical Colleges in Niger State

Hypotheses Testing

Hypothesis One

There is no significant difference in the mean responses of Technical Colleges Administrators and teachers as regards the stakeholder's perception on available facilities for quality implementation of TVET in technical colleges in Niger State

Data for testing null hypothesis one were collected and analyzed. They are presented in Table 3.

Table 3: T-test Statistical Analysis of the Respondents as regards the Stakeholder's Perception on Available Facilities for Quality Implementation of TVET in Technical Colleges in Niger State

Sources	N	\bar{x}	SD	df	p-Val	Level of Sig.	Decision
Administrators	56	3.29	0.07	197	0.86	NS	Accepted
Teachers	143	3.52	0.05				

Note: N= Number, SD= Standard Deviation, df= Degree of freedom, P-val= Probability value

Since the p-value, Sig. (2-tailed) (0.86) is greater than 0.05, it implies that, the null hypothesis tested was accepted. This indicates that there is no significant difference between in the mean responses of technical college's administrators and teachers on the on available facilities for quality implementation of TVET in technical colleges in Niger State

Hypothesis Two

There is no significant difference in the mean responses of Technical Colleges Administrators and teachers as regards the stakeholder's perception on their attitude towards quality implementation of TVET in technical colleges in Niger State

Data for testing null hypothesis one were collected and analyzed. They are presented in Table 3.

Table 4: T-test Statistical Analysis of the Respondents as regards the Stakeholder's Perception on their Attitude towards Quality Implementation of TVET in Technical Colleges in Niger State

Sources	N	\bar{x}	SD	df	p-Val	Level of Sig.	Decision
Administrators	56	2.98	0.08	197	0.60	NS	Accepted
Teachers	143	3.46	0.04				

Note: N= Number, SD= Standard Deviation, df= Degree of freedom, P-val= Probability value

Since the p-value, Sig. (2-tailed) (0.60) is greater than 0.05, it implies that, the null hypothesis tested was accepted. This indicates that there is no significant difference between in the mean responses of technical college's administrators and teachers on the on their attitude towards quality implementation of TVET in technical colleges in Niger State

Discussion of Findings

The finding revealed that there are no available facilities for quality implementation of TVET in technical colleges in Niger State. In support of the finding Okolie (2014) who argued that Nigerian Technical Colleges and Technical Teachers face many challenges such as high-level shortage of adequate teaching facilities for teaching vocational and technical subjects and over 70% of technical teachers in the Nigerian Technical Colleges do not have University degrees as a qualification for teaching the students for quality implementation. In the same view Ayonmike (2014) also attested that poor funding, obsolete

facilities and inadequacy of instructional materials are affecting quality implementation of the TVET curriculum in Nigeria technical colleges. Moreso, Okwelle and Tambari, (2018) equally noted that provision of necessary infrastructure in educational institutions especially technology institutions in Nigeria is not encouraging and that the quality of infrastructure were grossly inadequate which resulted into ineffective teaching in our technical colleges. Also in support of the findings Aigbepele (2011) identified the challenges of TVET quality implementation to include; inadequate basic infrastructure facilities,

workshops and laboratory; inadequate funding of vocational education; inadequate and ill-equipped vocational education staff; and irregular review of the curriculum for vocational education.

The finding also revealed that there was no significant difference between in the mean responses of technical college's administrators and teachers on the on available facilities for quality implementation of TVET in technical colleges in Niger State. Since the respondents do not differ significantly, this implies that the respondents did not show the source of major difference. This gives the impetus to conclude that the groups give rise to the non available facilities for quality implementation of TVET in technical colleges. The findings of the study concur with Okebukola (2012) who asserted that the challenges of TVET quality implementation include teachers inadequacies; funding inadequacies; gross inadequacies in facilities; harsh and intimidating lecture-room; poor quality preparation by TVET lecturers; resource inadequacy; unhealthy classroom; shortage of equipment; and social vices.

The finding revealed that stakeholder's perception have positive attitude towards quality implementation of TVET in Technical Colleges in Niger State. This is in line with Onorato (2013) who stated that transformational leadership in schools played crucial roles in leading the schools to reach high-standard levels as well as the enhancement of the school's performance as with typical business organizations. To adapt, respond to, mandate, establish strategies to confront changes, and motivate stakeholders to achieve the goals set are parts of the leadership that employs a transformational leadership style in both the business and education sectors. Also good leadership in the school is considered as an important factor in quality education and for the total quality system (Pimsiri, 2014). Supporting this finding McKinsey (2007) also posited that the quality of teachers and the school principals have influence on the quality of the education system as well as the quality of students in classes. Therefore, the technical teacher is one of the key factors in producing qualified students so teachers are required to carry out their roles

efficiently. Technical teachers must have competency and commitment to deliver a quality learning process to their students.

Conclusion

Based on the findings of the study, it was concluded that there are no available facilities for quality implementation of TVET such as tools and equipment, shortage of qualify teachers, no standard workshop, no good funding for efficient students' output, no enough consumables in various trades for qualitative implementation and non-availability of ICT and internet facilities for quality implementation of TVET. It was also concluded that stakeholders has good attitude towards quality implementation of TVET these include administrators and teachers of technical colleges are committed towards ensuring quality implementation of TVET, administrators always monitor the implementation of TVET by going round the colleges during lesson hours, there is regular staff meeting that emphasize quality implementation of TVET and Teachers organise practical classes with a view to ensure quality implementation of TVET.

Recommendations

Based on the findings of the study, the following recommendations were preferred:

1. Government should change it attitude towards implementation of TVET in technical colleges by showing fully it commitment and ensuring all the required necessary facilities are supply for qualitative TVET implementation
2. Stakeholders both administrators and teachers of technical colleges should continue to give their maximum support in order to ensure quality implementation of TVET in technical colleges
3. Other stakeholders such as students, parent and community leaders should formulate visitation panel to State Science and Technical Education Board regularly where benefit of quality implementation of TVET can be re-emphasized in order to encourage them on funding TVET in technical colleges

References

- Adebayo, F. A. (2013). Stakeholders' perception of teachers integrity in elementary schools in Nigeria. *Literacy Information and Computer Education Journal*. 4(4):1123-1128
- Aigbepele, S. (2011). Revitalization of vocational and technical education. *JORIND* 9 (1). Retrieved 11th December, 2022 from <http://www.ajol.info/journals/jorind>.
- Amodu, T. (2011) Revamping Our National Economy through Technical Vocational Education and Training (TVET). Available: <http://www.nigerianbestforum.com/blog/revamping-our-national-economy-through-technical-vocational-education-and-training-tvet/> (Accessed: 8 September, 2013).
- Ayonmike, C. S. (2014). Challenges in Implementing the TVET Curriculum in Technical Colleges in Southern Nigeria. *Makerere Journal of Higher Education*. 6 (1). 87-97
- Federal Republic of Nigeria (2014). *National Policy on Education*, 5th edition. Abuja: NERDC Press
- Green, D. (Ed.). (1994). What is quality in higher education? London, UK: Society for Research into Higher Education & Open University Press.
- Harford, J. (2010). Teacher education policy in Ireland and the challenges of the twenty-first century, *European Journal of Teacher Education*. 33 (4), 349-360.
- Kagara, A. B., Ibrahim, D., & Kareem, W. B. (2020). Bridging the missing links in the implementation of Technical Vocational Education and Training curriculum in Nigeria. *Open Journal of Science and Technology* 3 (2), 110 - 117. <http://readersinsight.net/OJST>
- Kamba, K. (2010). Education Development in Southern Sudan: A Study of Community Participation and Democratic Leadership in Two Primary Schools in Central Equatorial State, Southern Sudan, Faculty of Education and International Studies, Oslo University College.
- Khalid, S. M., Ali, K. A. M., Makhbul, Z. K. M., (2019). Assessing the effect of higher education service quality on job performance among lecturers in premier polytechnics using HEdPERF model. *LogForum* 15 (3), 425-436, <http://doi.org/10.17270/J.LOG.2019.356>
- King, K., (2011) Eight Modest Proposals for a Strengthened Focus on Technical and Vocational Education and Training (TVET) in the Education for All (EFA) Agenda', in NORRAG NEWS, Towards a New Global World of Skills Development? TVET's turn to Make its Mark, No.46, September 2011, pp. 122-125.
- Kontio, J. (2012) Quality Assurance at Higher Education Institutes: The Role of Educational Initiatives. Retrieved from: <http://iceehungary.net>, (Accessed: 19 September, 2012).
- Kufi, E. F. (2013). The role of different stakeholders in Ethiopia in the improvement of educational quality. *International Journal of Research Studies in Education*, 2(1), 11-24.
- Ladipo, M. K., Akhuemonkhan, I. A., & Raimi, L. (2013). Technical and Vocational Education and Training as a Mechanism for Sustainable Development in Nigeria: Potentials, Challenges and Policy Prescriptions. *Vocational and Technical Education in China*, 4(1), 52-67. Retrieved from www.cctve.com.cn
- Menken, K. & Garcia, O. (2010). *Negotiating Language Policies in Schools: Educators as Policy Makers*, Routledge, New York, NY.
- Mualuko, N. J., Mukasa, S. A. and Judy, A. S. K. (2009). Improving decision making in schools through teacher participation. *Educational Research and Review*. 4 (8), 391-397.
- Okebukola, P (2012). Education, human security and entrepreneurship. 7th Convocation Lecture of Delta State University, Abraka, University Printing Press.
- Okolie, U. C. (2014). Management of woodwork workshop in tertiary institutions in Nigeria: An analytical study. *Malaysian Online Journal of Educational Management*. 2 (1), 20-36.
- Okolocha, C. C (2012) Vocational Technical Education in Nigeria: Challenges and the

- Way Forward. *Business Management Dynamics*, Vol.2 (6), pp. 1-8.
- Okwelle, P. C., & Tambari, M. D. (2018). Technical vocational education and training as a tool for sustainable empowerment of youths in Niger Delta, Nigeria. *International Journal of Innovative, Social and Science Education Research*. 5(1), 29-38
- Onorato, M. (2013). Transformational Leadership Style in the Education Sector: An Empirical Study of Corporate Managers and Educational Leaders. *Academy of Educational Leadership Journal*. 17(1): 33-39.
- Onyesom, M. and Ashibogwu, N. K. (2013) Towards Quality Assurance in Business Education in Nigeria: Constraints and Control. *Asian Journal of Business Management*, Vol. 5(3): pp. 306-312.
- Oweh, I. (2013) Poor perception hindering technical, vocational education in Nigeria –Rufa'i. Daily Independent Newspaper March 20th Edition. Available: <http://dailyindependentnig.com/2013/03/poor-perception-hindering-technicalvocational-education-in-nigeria-rufai/>(Accessed: 11 September, 2013).
- Pimsiri, P. (2014). Key determinants of education quality of secondary schools in Bangkok. Unpublished PhD Dissertation. National Institute of Development Administration, Bangkok
- Ricento, T. & Honberger, N.(1996), "Unfeeling the onion: language planning and policy and the ELT professional", *TESOL Quarterly*, Vol. 30, pp. 401-426.
- Sacilotto, V. M. (2013). Bologna process and initial teacher education reform in France. *International Perspectives on Education and Society*, Vol. 19, pp. 3-24.
- Takyi, H., Emmanuel, K. A. & Yussif, K. A. (2013). The level of stakeholder's participation in the district education strategic planning towards quality basic education: the case of salaga town council of Ghana, *International Journal of Humanities and Social Science*, (3) 14, 95-102.
- Ucar, E. M., & Levent, F. (2017). An accreditation experience in higher education: the case of a foreign languages preparatory school of a foundation university in Turkey. *The Journal of International Social Research*, 10 (5 2) , 8 4 6 - 8 5 7 . doi: <http://dx.doi.org/10.17719/jisr.2017.1941>
- Wasiu A. M., & Tolulope O. B. (2022). Service quality of Teaching Vocational Education and Training (TVET) and students' performance in the Federal Polytechnic Ilaro, Nigeria. *International Journal of Entrepreneurship and Business Management*. 1(.2), 116-127