TEACHING VOCATIONAL EDUCATION AND TRAINING (TVET) AND STUDENTS' EXPERIENCE: CASE OF FEDERAL POLYTECHNIC ILARO, NIGERIA

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Abstract

Technical, Vocational, Education and Training (TVET) has been identified as an effective strategy for improving socio-economic development of both developing and developed nations. This study aimed at assessing the student's experience of service quality of TVET in the Federal Polytechnic Ilaro, Nigeria. The study reviewed concept of service quality and TVET, reviewed of previous findings from related studies and adopted SERVQUAL model as framework for the study. The population of the study comprise of about 10,250 student of the Federal Polytechnic Ilaro, Nigeria. The study adopted Krejcie and Morgan sampling technique to have 375 sample size. Primary and secondary sources of data collected were used for the study. Data collected were analysed through descriptive statistics of frequency distribution table, percentage and mean value. The study discovered that physical facilities, comfortable classroom, adequate academic resources and appearance of physical facilities are highly ranked tangibility of TVET. Lecturer's good knowledge, lecturer's politeness and security measures are highly ranked in assurance of TVET and support staff fairness, lecturers sincere interest on student and lecturer's teaching capability are highly ranked reliability of TVET. Also, lecturer's adequate capacity, treatment of complaints by student and support staff availability are highly ranked responsiveness of TVET and, polytechnic fair treatment, support staff attention to students and lecturer's support to individual students are highly ranked empathy of TVET in the Federal Polytechnic, Ilaro, Ogun State Nigeria. Therefore, the study concluded that students are experiencing service quality of TVET in the Federal Polytechnic, Ilaro Ogun State Nigeria.

Keywords: Service Quality, TVET, Reliability, Tangible, Responsiveness, Assurance, Empathy, SERVQUAL, Customer Satisfaction.

Introduction

There is a broad consensus in the strategies for socio-economic development, focus of government policies, report by international organisations and solutions to prevailing challenges facing socio-economic condition which favoured Technical Vocational Educational and Training (TVET). TVET is seen as a technique of preparing people for dynamic engagement in occupations of functional value and effective sources of skilled workforce. Oviawe (2018) argued that TVET is centered on applied as opposed academic, skills as opposed to knowledge and practical as opposed to theory.

United Nations Educational, Scientific and Cultural Organisation (UNESCO) in their Sustainable Development Goals report of 2016-2030 quoted in Khalid, Ali, Makhbul, Ali and Wahid (2021) identified 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. Tadle, Valdez, Fernandez, Uy and Castro (2021) 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.

As a matter of fact, the industry, argued Nurcahyo, Aji, Gabriel and Habiburrahman (2019), need most job seekers to have skills, attitude and knowledge that will enable them to get job opportunity, keep working and create new ideas that will improve the performance of the company and create new companies. However, the assessment of student's experience is vital in determining the service quality dimensions of TVET in Nigeria and globally. The recent complaint about the supply and quality of TVET graduates in Nigeria, Hassan, Shamsudin, Hasim, Mustapha & Zakaria (2021), justify the need to investigate the level of service quality from the student's experience as the customer of TVET for improved socio-economic development of Nigeria.

Service quality has received increasing attention in governance and public management especially in higher education sector globally. Hassan, Buang, Wahab, Shamsudin and Hasim (2020) stated that management of higher education institutions is responsible for ensuring service quality to the student. Krishnan and Hoo (2021) corroborate

that accumulated experience of students on the service provided by the institution and members of staff will build up and create service quality. They stated further that evaluation of these experiences will enhance setting of high standard for improved TVET training for sustainable development. However, there are scanty literature on TVET training in Nigeria that examine student's experience of service quality, as most researches on TVET in Nigeria measures strategies or techniques of implementation, challenges and possible solutions, strategies for repositioning, stakeholder's perceptions on TVET training and application of e-facilities for TVET (Ayonmike, 2014; Ogbunaya & Udoudo, 2015; Okolie, Igwe & Elom, 2019; Chinedu-Ali, Abang, Ameh & Agwu, 2020). Moreover, SERVQUAL model is the most often used model to measure and compare student's expectation for service quality of training in education sector and other sector. Therefore, this study will use SERVQUAL model to examine student's experience of service quality of TVET in the Federal Polytechnic, Ilaro, Ogun State, Nigeria.

2.0 Literature Review

Concept of Service Quality

Service quality has attracted considerable interest in various aspects in research as it cut across various sectors ranging from marketing to educational sectors thereby making many higher educational institutions to be stimulated (Mpanza, Green, Sentoo, & Proches, 2019). Service quality is defined by Saleem, Moosa, Imam, & Khan (2017) as the assessment of how adequate a service provided meets the students' expectations. Service quality is important in ensuring excellent achievements (Islam & Himel, 2018) because the educational sector is highly competitive thereby leaving students with many available options to choose from. Service quality determines the satisfaction of the students which is basically the key factor for success and long term existence of the institution (Dhananjay, 2017).

Service quality in organizations cannot be under-emphasized because outstanding service quality gives an edge to the organization in the competitive market which gives maximum growth (Mustaffa, Rahman, & Ab Wahid, 2019). Service quality according to Kandeepan, Vivek, and Seevaratnam (2019) is the extent to which the service provided meets the needs or expectations of the customers. Twun and Peprah (2020) attest that service quality refers to the process of establishing specifications and requirements that are needed for customers' satisfaction of needs. In the same vein, Afthanorhan et al., (2019) confirm that it is as a result of satisfaction derived from the service quality that makes customers recommend the services to others. According to Khalid, Ali and Makhbul (2019), the main focus of service quality is the requirement to meet the needs of customers and recipient. It is the level of consistency that occurs between the perceptions and the expectations of the customers, therefore, if the educational institutions is able to meet the requirements and needs of the customers, then the service quality can be considered high by the customer. Meanwhile, if the institution fails to meet the requirements and needs of the customers, such service quality could be considered as low by the customer. Most authors and researchers defined service quality in diverse ways, nevertheless most of the definitions aims at ensuring that the customers' expectations are being met.

In education context, several studies in the attempt to measure service quality have developed some models. Prominent ones among all are SERVQUAL (Parasuraman et al, 1985), SERVPERF (Cronin and Taylor, 1994), HEdPERF (Abdullah, 2006), EduQUAL (Mahapatra & Khan, 2007), HESQUAL (Teeroovengadun et al, 2019) and EDUSERVE (Ramseook-Munhurrun, Naidoo & Nundlall, 2010). These models has its pros and cons and differs from one subject to another as some are also applicable in other industries, such as tourism banking, public service, retail and education (Hassan, Shamsudin, Hasim, Mustapha, & Zakaria, 2021).

Concept of TVET

Several literature have revealed that there is no definite definition of the concept (Maclean & Pavlova, 2013; Powell, 2014), this is because the method of delivery varies and it is applicable to several target groups (Powell, 2014). TVET can be defined as "a comprehensive tern referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and knowledge relating to occupations in various sectors of economic and social life (UNESCO 2016; Ayonmike, Okwelle & Okeke, 2015). On the other hand, according to Nwanneka and Iwuanyawu (2019), TVET refers to the training and retraining given under public control and supervision in classes or schools. Some of assumptions of TVET include; TVET can proffer solution to unemployment as well as ensure economic development in any country; help to alleviate poverty by providing economic opportunities especially to the poor and offer alternative training to the less academically performing students and to fill lapses for those who need the services of artisans (UNESCO, 2019). TVET has gained more recognition over the years as it has been synonymously used with the concepts such as, Technical Education (TE), Vocational Education (VE), Occupational Education (OE), Apprenticeship Training (AT), Vocational Training (VT), Career and Technical Education (CTE), Vocational Education and Training (VET) and Workforce Education

(Ndukwe & Allen, 2018).TVET is a continuous learning that can take place in the various levels of education and professional development (UNESCO, 2019).

In Nigeria, the goals of TVET as stated in the National Policy on Education (2013) are to provide manpower that are trained in technology, applied sciences and craft at all levels, to impact the necessary skills needed to individuals who tends to be economically self reliant and to provide the vocational and technical skills required for economic, commercial and agricultural development. UNESCO (2016) categorize TVET into three, which are formal, informal and non-formal. Formal TVET is the structured and organized vocational education programme that are provided by public training institutions. It is structured in terms of learning objectives, time and curriculum. It encompass the continuous process whereby one level leads to another. Learning in formal TVET is in form of structured programme which is commensurable with the attainment of award or qualifications such as academic degree or certificate. Informal TVET is the vocational education provided by the workers or craft men of different trades in the informal sectors. It is unstructured and often referred to as experience based learning or vocational training. It is mainly carried out in form of apprenticeship. Learning in informal TVET is not always commensurable with the attainment of qualifications or degrees. Non formal TVET is the vocational education and training that happens outside the structured or formal system, usually on a regular or intermittent basis. Knowledge and skills is acquired through practice and experience in the work related activities. In many countries informal and non-formal TVET are mainly the important characteristic of skills development and work skills (UNESCO, 2019). Nevertheless, in any of the three categories of TVET, effective TVET aims to accredit and recognize the skills and knowledge that learners gained through any of the different types for immediate employment (Ndukwe & Allen, 2018) and more importantly TVET ensures growth and development.

Previous Findings on Service Quality and TVET

In the study of Twum and Peprah (2020), SERVQUAL model was applied in assessing service quality. The five dimensions of service quality (reliability, tangibility, responsiveness, assurance and empathy) identified by Parasuraman et al (1985) was used. The findings of the study revealed that the service quality provided by higher institution was very satisfactory to the students. On the other hand,the five dimensions were used by Akhlaghi, Akhlaghi (2012) and the findings revealed that there were deficiencies of service quality in assurance and responsiveness of the services offered thereby leading to students dissatisfaction. Mokhtar, and Husain (2015) using SERVQUAL model found that out of the five dimensions of SERVQUAL, four (tangibility, reliability, assurance and empathy) were significant to the students satisfaction while responsiveness was not. This shows that some students had negative perception of TVET service quality because majority of their expectations were not met thereby indicating dissatisfaction with the service quality of TVET. Also, Zungu and Lekhanya (2018) found that students expectations of service quality were higher than their perceptions of service quality which showed dissatisfaction of TVET which led to losing of students to other competitors. The study of Mason, Mbambo and Pillary (2018), pointed out that inadequate management system and staff training are the reasons for poor quality service of TVET which hinders the objectives of TVET in the institutions.

Theoretical Framework (SERVQUAL)

SERVEQUAL model was proposed by Parasuraman, Valarie, Zeithaml and Berry (1985). The model was based on expectation-perception gap (Bond, 1995). According to Parasuraman et al (1985), service quality is the difference that occur between consumers' expectations and their perceptions. SERVQUAL model is the most often used to measure and compare students expectations before the service was rendered and their perceptions after the service was delivered. It is also used to measure service quality in various settings including higher education. At the initial stage, SERVQUAL as developed by Parasuraman et al (1985) has ten dimensions which are reliability, competence, tangible, responsiveness, communication, courtesy, security, credibility, understanding the customer and access. However, these dimensions were later reduced to five namely, reliability, tangibility, awareness, empathy and responsiveness.

3.0 Methodology

The study adopted descriptive research design through administration of questionnaire to sampled respondents. The population of the study comprise of 10,250 students of the Federal Polytechnic, Ilaro, Ogun State Nigeria. The study adopted multistage sampling technique. The first stage involves the application of Krejcie and Morgan (1970) to have 375 sample size for questionnaire administration. The second stage involve application of 50% on the number of faculty/schools in the institution, to have 3 school chosen for the study. The schools selected for the study are Management, Engineering and Pure & Applied Sciences. The third stage involves purposive selection of respondents from finalist class (ND 2 and HND 2) in the selected schools within the Federal Polytechnic Ilaro, Ogun State,

Nigeria. The study adopted primary and secondary source of data collection. The primary data involves questionnaire administration and secondary source includes journals, internet materials, archival documents and government publications. Data collected will be analysed using descriptive statistics of frequency distribution tables and percentage.

4.0 Data Presentation and Analysis

Descriptive Result of Tangibility

Table 4.1: Result of Responses on Tangibility of SERVQUAL

S/N	Questions	Agreed		Disagreed		Total		Mean Value
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	Physical Facilities are Attractive	220	60.5	144	39.5	**364**	**100**	2.81 (3rd)
2	Comfortable Classroom is available for teaching and practicals	219	60.2	145	39.8	**364**	**100**	2.80 (4th)
3	Up to date Equipment for teaching	183	50.2	181	49.8	**364**	**100**	2.50 (5th)
4	Adequate academic resources in Library	328	90.1	36	9.9	**364**	**100**	3.40 (1st)
5	Appearance of Physical facilities are suitable for academic	291	80.0	73	20.0	**364**	**100**	3.20 (2nd)

Source: Fieldwork, 2022

Table 4.1 shows responses on tangibility as a variable of measuring student's experience of service quality of technical vocational education and training in the Federal Polytechnic, Ilaro, Ogun State, Nigeria. The result revealed that 220 respondents which equals 60.5% of the total sampled respondents agreed that physical facilities are attractive for learning TVET in the institution while 144 respondents which equals 39.5% of the total sampled respondents disagreed to the attractiveness of physical facilities for learning in the Federal Polytechnic Ilaro, Nigeria. This is ranked third among variables testing tangibility as criteria for measuring service quality of TVET in the studied institution. Also 219 respondents which equals 60.2% of the total sampled respondents agreed that comfortable classroom is available for learning TVET in the institution while 145 respondents which equals 39.5% of the total sampled respondents disagreed that comfortable classroom is available for learning in the Federal Polytechnic Ilaro, Nigeria. This is ranked fourth among variables testing tangibility as criteria for measuring service quality of TVET in the studied institution.

In the same vein, the result revealed that 183 respondents which equals 50.2% of the total sampled respondents agreed that up to date equipment is available for learning TVET in the institution while 181 respondents which equals 49.8% of the total sampled respondents disagreed that up to date equipment is available for learning in the Federal Polytechnic Ilaro, Nigeria. This is ranked fifth among variables testing tangibility as criteria for measuring service quality of TVET in the studied institution. Moreover, 328 respondents which equals 70.1% of the total sampled respondents agreed that adequate academic resources in library are available for learning TVET in the institution while 36 respondents which equals 9.9% of the total sampled respondents disagreed that adequate academic resources in library are available for learning in the Federal Polytechnic Ilaro, Nigeria. This is ranked first among variables testing tangibility as criteria for measuring service quality of TVET in the studied institution. Also, 291 respondents which equals 80.0% of the total sampled respondents agreed that appearance of physical facilities are suitable for academic activities are available for learning TVET in the institution while 73 respondents which equals 20.0% of the total sampled respondents disagreed that appearance of physical facilities are suitable for academic activities are available for learning in the Federal Polytechnic Ilaro, Nigeria. This is ranked second among variables testing tangibility as criteria for measuring service quality of TVET in the studied institution.

Descriptive Result of Assurance

Table 4.2: Result of Responses on Assurance of SERVQUAL

S/N	Questions	Agreed		Disagreed		Total		Mean Value
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	Lecturers has good academic qualification	219	60.2	145	39.8	**364**	**100**	2.90 (4th)
2	Security measures are good	255	70.1	109	29.9	**364**	**100**	3.00 (3rd)
3	Lecturers has good communication skills	220	60.4	144	39.6	**364**	**100**	2.81 (5th)
4	Lecturers has good knowledge of the subject taught	292	80.2	72	19.8	**364**	**100**	3.41 (1st)
5	Lecturers are polite in relationship with student	256	70.3	108	29.7	**364**	**100**	3.11 (2nd)

Source: Fieldwork, 2022

Table 4.2 shows responses on assurance as a variable of examining student's experience of service quality of technical vocational education and training in the Federal Polytechnic, Ilaro, Ogun State, Nigeria. The result revealed that 219 respondents which equals 60.2% of the total sampled respondents agreed that lecturers has good academic qualification for teaching TVET in the institution while 145 respondents which equals 39.8% of the total sampled respondents disagreed to the lecturers has good academic qualification for teaching in the Federal Polytechnic Ilaro, Nigeria. This is ranked fourth among variables testing assurance as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Also 255 respondents which equals 70.1% of the total sampled respondents agreed that security measures are good for learning TVET in the institution while 109 respondents which equals 29.9% of the total sampled respondents disagreed that security measures are good for learning in the Federal Polytechnic Ilaro, Nigeria. This is ranked third among variables testing assurance as criteria for measuring service quality of TVET in the studied institution.

In the same vein, the result revealed that 220 respondents which equals 60.4% of the total sampled respondents agreed that lecturers has good communication skill for learning TVET in the institution while 144 respondents which equals 39.6% of the total sampled respondents disagreed that lecturers has good communication skill for learning in the Federal Polytechnic Ilaro, Nigeria. This is ranked fifth among variables testing assurance as criteria for measuring service quality of TVET in the studied institution. Moreover, 292 respondents which equals 80.2% of the total sampled respondents agreed that lecturers has good knowledge of the subject taught for TVET in the institution while 72 respondents which equals 19.8% of the total sampled respondents disagreed that lecturers has good knowledge of the subject taught for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked first among variables testing assurance as criteria for measuring service quality of TVET in the studied institution. Also, 256 respondents which equals 70.3% of the total sampled respondents agreed that lecturers are polite in relationship with students for learning TVET in the institution while 108 respondents which equals 29.7% of the total sampled respondents disagreed that lecturers are polite in relationship with students for learning in the Federal Polytechnic Ilaro, Nigeria. This is ranked second among variables testing assurance as criteria for measuring service quality of TVET in the studied institution.

Descriptive Result of Reliability

Table 4.3: Result of Responses on Reliability of SERVQUAL

S/N	Questions	Agreed		Disagreed		Total		Mean Value
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	Support Staff (Non Academic) are fair in solving student's problem	256	70.3	108	29.7	**364**	**100**	3.11 (2nd)
2	Lecturers are punctual	255	70.1	109	29.9	**364**	**100**	3.01 (3rd)
3	Lecturers has good teaching capability	256	70.3	108	29.7	**364**	**100**	3.01 (3rd)
4	Lecturer has sincere interest in solving student's problem	256	70.3	108	29.7	**364**	**100**	3.01 (3rd)
5	The polytechnic provides its services as per promised	291	80.0	73	20.0	**364**	**100**	3.30 (1st)

Source: Fieldwork, 2022

Table 4.3 shows responses on reliability as a variable of examining student's experience of service quality of technical vocational education and training in the Federal Polytechnic, Ilaro, Ogun State, Nigeria. The result revealed that 256 respondents which equals 70.3% of the total sampled respondents agreed that Support Staff (Non Academic) are fair in solving student's problem TVET in the institution while 108 respondents which equals 29.7% of the total sampled respondents disagreed that Support Staff (Non Academic) are fair in solving student's problem for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked second among variables testing reliability as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Also 255 respondents which equals 70.1% of the total sampled respondents agreed that Lecturers are punctual for teaching TVET in the institution while 109 respondents which equals 29.9% of the total sampled respondents disagreed that lecturers are punctual for teaching TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked third among variables testing reliability as criteria for measuring service quality of TVET in the studied institution.

In the same vein, the result revealed that 256 respondents which equals 70.3% of the total sampled respondents agreed that Lecturers has good teaching capability for TVET in the institution while 108 respondents which equals 29.7% of the total sampled respondents disagreed that Lecturers has good teaching capability for TVET in the Federal Polytechnic Ilaro, Nigeria. This is also ranked third among variables testing reliability as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Moreover, 256 respondents which equals 70.3% of the total sampled respondents agreed that Lecturer has sincere interest in solving student's problem for TVET in the institution while 108 respondents which equals 29.7% of the total sampled respondents disagreed that Lecturer has sincere interest in solving student's problem for TVET in the Federal Polytechnic Ilaro, Nigeria. This is also ranked third among variables testing reliability as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Also, 291 respondents which equals 80.0% of the total sampled respondents agreed that the polytechnic provides its services as per promised for learning TVET in the institution while 73 respondents which equals 20.0% of the total sampled respondents disagreed that the polytechnic provides its services as per promised for learning TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked first among variables testing reliability as criteria for measuring service quality of TVET in the studied institution.

Descriptive Result of Responsiveness

Table 4.4: Result of Responses on Responsiveness of SERVQUAL

S/N	Questions	Agreed		Disagreed		Total		Mean Value
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	Support Staff (Non Academic) are always available to assist you	291	80.0	73	20.0	**364**	**100**	3.10 (1st)
2	Lecturers are always available to assist you	219	60.2	145	39.8	**364**	**100**	2.81 (3rd)
3	Lecturers has adequate capacity to solve student's problem	292	80.2	72	19.8	**364**	**100**	3.10 (1st)
4	There are good channels to complaint	219	60.2	145	39.8	**364**	**100**	2.70 (5th)
5	Complaints by students are dealt with promptly	256	70.3	108	29.7	**364**	**100**	2.81 (3rd)

Source: Fieldwork, 2022

Table 4.4 shows responses on responsiveness as a variable of examining student's experience of service quality of technical vocational education and training in the Federal Polytechnic, Ilaro, Ogun State, Nigeria. The result revealed that 291 respondents which equals 80.0% of the total sampled respondents agreed that Support Staff (Non Academic) are always available to assist you for TVET in the institution while 73 respondents which equals 20.0% of the total sampled respondents disagreed that Support Staff (Non Academic) are always available to assist you for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked first among variables testing responsiveness as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Also 219 respondents which equals 60.2% of the total sampled respondents agreed that Lecturers are always available to assist you on TVET in the institution while 145 respondents which equals 39.8% of the total sampled respondents disagreed that Lecturers are always available to assist you for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked third among variables testing responsiveness as criteria for measuring service quality of TVET in the studied institution.

In the same vein, the result revealed that 292 respondents which equals 80.2% of the total sampled respondents agreed that Lecturers has adequate capacity to solve student's problem for TVET in the institution while 72 respondents which equals 19.8% of the total sampled respondents disagreed that Lecturers has adequate capacity to solve student's problem for TVET in the Federal Polytechnic Ilaro, Nigeria. This is also ranked first among variables testing responsiveness as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Moreover, 219 respondents which equals 60.2% of the total sampled respondents agreed that there are good channels to complaint for TVET in the institution while 145 respondents which equals 39.8% of the total sampled respondents disagreed that there are good channels to complaint for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked fifth among variables testing responsiveness as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Also, 256 respondents which equals 70.3% of the total sampled respondents agreed that Complaints by students are dealt with promptly for TVET in the institution while 108 respondents which equals 29.7% of the total sampled respondents disagreed that Complaints by students are dealt with promptly for TVET in the Federal Polytechnic Ilaro, Nigeria. This is also ranked third among variables testing responsiveness as criteria for measuring service quality of TVET in the studied institution.

4.5 Descriptive Result of Empathy

Table 4.5: Result of Responses on Empathy of SERVQUAL

S/N	Questions	Agreed		Disagreed		Total		Mean Value
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	The Polytechnic is fair in their treatment of students	292	80.2	72	19.8	**364**	**100**	3.01 (2nd)
2	Operating hour of this polytechnic is convenient	183	50.2	181	49.8	**364**	**100**	2.41 (5th)
3	Support Staff (Non Academic) put student as best interest at heart	256	70.3	108	29.7	**364**	**100**	3.01 (2nd)
4	Support Staff (Non Academic) are willing to give student's individual attention	292	80.2	72	19.8	**364**	**100**	3.20 (1st)
5	Lecturers are supportive to the need of individual student.	220	60.4	144	39.6	**364**	**100**	2.71 (4th)

Source: Fieldwork, 2022

Table 4.5 shows responses on empathy as a variable of examining student's experience of service quality of technical vocational education and training in the Federal Polytechnic, Ilaro, Ogun State, Nigeria. The result revealed that 292 respondents which equals 80.2% of the total sampled respondents agreed that the Polytechnic is fair in their treatment of students for TVET in the institution while 72 respondents which equals 19.8% of the total sampled respondents disagreed that The Polytechnic is fair in their treatment of students for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked second among variables testing empathy as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Also 183 respondents which equals 50.2% of the total sampled respondents agreed that Operating hour of this polytechnic is convenient for TVET in the institution while 181 respondents which equals 49.8% of the total sampled respondents disagreed that Operating hour of this polytechnic is convenient for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked fifth among variables testing empathy as criteria for measuring service quality of TVET in the studied institution.

In the same vein, the result revealed that 256 respondents which equals 70.3% of the total sampled respondents agreed that Support Staff (Non Academic) put student as best interest at heart for TVET in the institution while 108 respondents which equals 29.7% of the total sampled respondents disagreed that Support Staff (Non Academic) put student as best interest at heart for TVET in the Federal Polytechnic Ilaro, Nigeria. This is also ranked second among variables testing empathy as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Moreover, 292 respondents which equals 80.2% of the total sampled respondents agreed that Support Staff (Non Academic) are willing to give student's individual attention for TVET in the institution while 72 respondents which equals 19.8% of the total sampled respondents disagreed that Support Staff (Non Academic) are willing to give student's individual attention for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked first among variables testing empathy as criteria for measuring service quality of TVET in the federal polytechnic Ilaro, Nigeria. Also, 220 respondents which equals 60.3% of the total sampled respondents agreed that Lecturers are supportive to the need of individual student for TVET in the institution while 144 respondents which equals 39.6% of the total sampled respondents disagreed that Lecturers are supportive to the need of individual student for TVET in the Federal Polytechnic Ilaro, Nigeria. This is ranked fourth among variables testing empathy as criteria for measuring service quality of TVET in the studied institution.

5.0 Conclusion and Recommendations

The study concluded that student's experience on service quality of TVET in the Federal Polytechnic Ilaro, Ogun State, Nigeria has five dimensions. Physical facilities, comfortable classroom, adequate academic resources and appearance of physical facilities are highly ranked tangibility of TVET. Lecturer's good knowledge, lecturer's politeness and security measures are highly ranked in assurance of TVET and support staff fairness, lecturers sincere interest on student and lecturer's teaching capability are highly ranked reliability of TVET. Also, lecturer's adequate

capacity, treatment of complaints by student and support staff availability are highly ranked responsiveness of TVET and, polytechnic fair treatment, support staff attention to students and lecturer's support to individual students are highly ranked empathy of TVET in the Federal Polytechnic, Ilaro, Ogun State Nigeria. Therefore, the study concluded that students are experiencing service quality of TVET in the Federal Polytechnic, Ilaro Ogun State Nigeria. The study recommends;

i. Management should strengthen area of advantages in their TVET training to improve the performance and ranking of the institution in Africa and the world

ii. Management should collaborate with private investors to improve physical facilities for TVET training in the institution for socio-economic development of the country

iii. Government should improve its funding in education especially TVET training to reduce the prevailing unemployment rate in the country

iv. Management should continuously measure student's experience of TVET training to maintain high standard identified presently in the institution

v. There should be continuous training of academic and non-academic staff for continuous high standard performance in TVET training in Nigeria.

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