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Service Quality of Teaching Vocational Education and Training (TVET) and Student's Satisfaction in 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 aims 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 comprised of about 10,250 student during 2021/2022 academic session. Data collected were analysed through descriptive and inferential statistics. The study discovered that physical facilities, comfortable classroom, adequate academic resources and appearance of physical facilities are highly ranked tangibility. Lecturer's good knowledge, lecturer's politeness and security measures are highly ranked in assurance and support staff fairness, lecturers sincere interest on student and lecturer's teaching capability are highly ranked reliability. Also, lecturer's adequate capacity, treatment of complaints by student and support staff availability are highly ranked responsiveness and, polytechnic fair treatment, support staff attention to students and lecturer's support to individual students are highly ranked empathy. Therefore, the study concluded that students are experiencing service quality of TVET.

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Introduction

There is a broad consensus in the strategies for socio-economic development, in the focus of government policies on education, report by international organisations on sustainable development and solutions to prevailing challenges facing socio-economic condition which favoured Technical Vocational Educational and Training (TVET). Ref. [1] stated that, TVET is a technique of preparing people for dynamic engagement in occupations of functional value and effective sources of skilled workforce. 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 Ref. [2] 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. 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 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. Ref. [3] justifies 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. Management of higher education institutions is responsible for ensuring service quality to the student. 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 satisfaction 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 [4-7]. Moreover,

SERVQUAL model is the most often used model to measure and compare customer's satisfaction for service quality of banking service, marketing services, among others, but yet to be tested for trainings or programmes in education sector and other sector in Nigeria. Therefore, this study will use SERVQUAL model to examine student's satisfaction on service quality of TVET programmes in the Federal Polytechnic, Ilaro, Ogun State, Nigeria.

Literature Review

A. Service Quality and TVET

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 [8]. Service quality is defined by Ref. [9] as the assessment of how adequate a service provided meets the students' expectations. Service quality is important in ensuring excellent achievements [10] 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 [11]. 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 [12]. Service quality, according to Ref. [13] is the extent to which the service provided meets the needs or expectations of the customers. Ref. [14] attest that service quality refers to the process of establishing specifications and requirements that are needed for customer's satisfaction of needs. 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.

There is no definite definition of the concept of TVET, this is because the method of delivery varies and it is applicable to several target groups [15]. 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 [16}. On the other hand, TVET refers to the training and retraining given under public control and supervision in classes or schools [17]. 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. 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 [18].TVET is a continuous learning that can take place in the various levels of education and professional development.

Extant studies have established the relationship between service quality and education [19, 20] most especially service quality and TVET. Some of these studies have proven that service quality is an important factor to ensure students' satisfaction [21-23] while some showed the relationship between service quality, students satisfaction and loyalty [24]. Ref. [25] proved that student satisfaction is influenced by the perception of service quality or product utility, price and situational factors which is the preceding factor for recipient satisfaction [11, 26]. In furtherance to this, service quality can affect the satisfaction of the customers from three different aspects namely, functional satisfaction, technical satisfaction and overall satisfaction [27]. Ref. [28] found that perceived service quality affect the satisfaction of the students while quality have direct relationship on student satisfaction in higher education institutes. According to Ref. [29] service quality has direct and significant effects on student satisfaction. This findings is consistent with Ref. [30, 31]. On the other hand, Ref. [32] proved that student loyalty is an indication of service quality. Based on the direct and significant relationships that exist between service quality and students' experience, Ref. [33] confirm the need for further studies on the relationship that exist between service quality and other variable of students experience of TVET especially in the tertiary s institutions which is the objective of this work. None of this work or study was carried out in Nigeria or any African country.

In the study of Ref. [14], SERVQUAL model was applied in assessing service quality. The five dimensions of service quality (reliability, tangibility, responsiveness, assurance and empathy) identified by Ref. [34] 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 Ref. [35[and the findings revealed that there were deficiencies of service quality in assurance and responsiveness of the services offered thereby leading to students dissatisfaction. Ref. [25] 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. 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 Ref. [36], 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. This present study find its lacuna in the location of the study, Nigeria, which differs from all previous studies. Also, the current study another dependent variable, loyalty, to show how satisfaction and loyalty of the student are affected by quality of TVET programmes received by them.

This study adopted SERVEQUAL model which was proposed by Ref. [34]. The model was based on expectation-perception gap [37]. According to Ref. [34], 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 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; tangibility, reliability, awareness, empathy and responsiveness.

Tangibility measures the appearances of physical equipment, facilities, communication materials and personnel. They are perceived to be physical items that can be seen or touched. They are essential to service delivery industries as they are important variables to ensure strong development, experience and positive customer association through its proprietary assets [38]. Examples are classroom, syllabus and library resource. Reliability refers to the ability to perform the promised service accurately and dependably. According to Ref. [39], it is the process which provide of service are faithful in rendering their services. Examples are record keeping and teaching capability. Responsiveness is the willingness to assist customers as well as provide prompt service. Examples are staff supports, channel of complaint, lecturers support and problem solving ability. Assurance refers to the courtesy and knowledge of employees and their abilities to convey trust and confidence. Examples are lecturer's qualifications, lecturer's communication skills, security measures and the knowledge of the subject. Empathy is the personal attention provided by the firm to the customers [34]. Examples are interest of students, unbiased treatment, willingness to give attention, supportive lecturers and convenient operation hours.

All of these dimensions are used to assess the students' satisfaction of TVET in this study. SERVQUAL model has been criticized because it measures both the expectations and

perceptions after the delivery of the service and at the same period. Ref. [40] argued that the model cannot be applied to all cultures in the world. Ref. [41] argued that dimensions such as availability, timeliness and condition were not included in SERVQUAL dimensions.

Despite these criticisms of SERVQUAL model many authors still see it as most relevant to examine service quality in educational institutions [29,42]. Ref. [43] indicated that the model has received validation from many service institutions as a standard model for assessing various dimensions of service quality and therefore was applied to this study. In application to this study, service quality as perceived by the students of the Federal Polytechnic Ilaro to evaluates the expectations of the students (i.e. the TVET they feel the institution should offer them) with their perception of the service provided by the institution.

A. Conceptual Framework

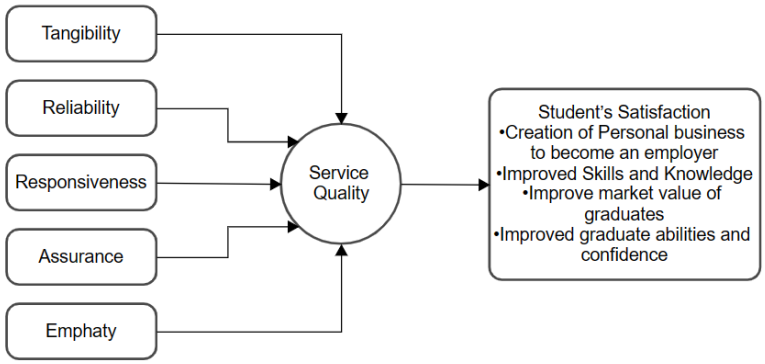


Fig. 1. The header image of journals in IISTR

Material and Method

The study adopted descriptive research design through administration of questionnaire to sampled respondents. The population of the study comprise of 10,250 students during the 2021/2022 academic session of the Federal Polytechnic, Ilaro, Ogun State Nigeria. The study adopted multistage sampling technique. The first stage involves the application to have 375 sample size for questionnaire administration. The second stage involve application of 50% on the number of faculty/school in the institution, to have 3 faculties out of 6 faculties, chosen for the study. The faculties/schools selected for the study are Management, Engineering and Pure & Applied Sciences. The third stage involves purposive selection of respondents from finalist/graduating class (National Diploma 2 and Higher National Diploma 2) in the selected schools within the Federal Polytechnic Ilaro, Ogun State, Nigeria. The research instrument were subject to Cronbach's Alpha reliability test with 0.910 result that shows that questions in the instrument were reliable to test the objectives of the study. 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 and inferential statistics of frequency distribution tables, percentage, mean value and linear regression.

Linear Regression Model of the Study:

SQ= ƒ(SERVQUAL);

SQ= ƒ(TA, AS, RE, RS, EM); Therefore;

SQ= β0+ β1TA+ β2AS+ β3RE+ β4RS+ β5EM+μ.

Where: SQ is Service Quality; TA is Tangibility; AS is Assurance; RE is Reliability; RS is Responsiveness and EM is Empathy.

Result and Discussion

A. Result of Responses on Tangibility of SERVQUAL

This section shows responses on tangibility as a variable of measuring service quality of technical vocational education and training for student's satisfaction 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.

B. Result of Responses on Assurance of SERVQUAL

This section shows responses on assurance as a variable of examining service quality of technical vocational education and training for student's satisfaction 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.

C. Result of Responses on Reliability of SERVQUAL

This section shows responses on reliability as a variable of examining service quality of technical vocational education and training for student's satisfaction 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.

D. Result of Responses on Responsiveness of SERVQUAL

This section shows responses on responsiveness as a variable of examining service quality of technical vocational education and training for student's satisfaction 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.

E. Result of Responses on Empathy of SERVQUAL

This section shows responses on empathy as a variable of examining service quality of technical vocational education and training for student's satisfaction 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.

F. Linear Regression Result

The model summary table (Table 1) shows the strength of the relationship between the variables we are considering. R value is used to determine the linear correlation between the variables involved in the study. Its large value indicates a strong relationship and its small value indicate a weak relationship. Therefore, R Value is 0.698 which shows that there is a strong relationship between independent variables (Non Academic are always available to

assist students, Lecturers has sincere interest in solving students problem, Lecturers has good academic qualification, Non Academic are fair in solving student's problem and Adequate academic resources in Library) that represent service quality and dependent variable (Creation of personal business to become employer of labour) that represent student's satisfaction.

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698[a]	.488	.480	.70467

a. Predictors: (Constant), Support staff (Non Academic) are always available to assist students, Lecturers has sincere interest in solving students problem, Lecturers has good academic qualification, Support Staff (Non Academic) are fair in solving student's problem, Adequate academic resources in Library

Table 2. ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	169.187	5	33.837	68.143	.000[b]
	Residual	177.769	358	.497		
	Total	346.956	363			

a. Dependent Variable: Creation of personal business to become employer of labour
b. Predictors: (Constant), Support staff (Non Academic) are always available to assist students, Lecturers has sincere interest in solving students problem, Lecturers has good academic qualification, Support Staff (Non Academic) are fair in solving student's problem, Adequate academic resources in Library

The ANOVA table (Table 2) is used to accept the null or alternate hypothesis. If the significance value of the F statistics is less than the specified number, which is level of significance (in this study, 0.05), we accept the alternate and reject the null hypothesis. Therefore, since the significance value of F statistics is 0.00, then we will reject null hypothesis and accept alternate hypothesis. This means that this study affirm that there is a significant relationship between service quality of technical, vocational education and training (TVET) and student's satisfaction in the federal polytechnic, Ilaro, Ogun State, Nigeria.

Coefficient table (Table 3) provide information on the effect of individual variables on the dependent variable and also the confidence with which we can support each estimate if the value in significant column is less than specified value (level of significance), then we assume that estimate of each variable in column B is asserted as true, but if it is greater than the specified value, we assert that it is not reliable because it has too much dispersion or variance. Therefore, this result shows that all variables (Tangibility, Reliability, Responsiveness and

Empathy) of the SERVQUAL are significant to service quality affecting student's satisfaction on Technical, Vocation, Education and Training (TVET), except Assurance (represented by Lecturers has sincere interest in solving students problem) which shows a significant value of 0.379 higher than 0.05 level of significance.

Table 3. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.757	.244		3.099	.002
	Adequate academic resources in Library	.621	.167	.421	3.710	.000
	Lecturers has good academic qualification	-.647	.075	-.695	-8.674	.000
	Support Staff (Non Academic) are fair in solving student's problem	.291	.082	.310	3.557	.000
	Lecturers has sincere interest in solving students problem	.077	.087	.078	.880	.379
	Support staff (Non Academic) are always available to assist students	.347	.100	.336	3.482	.001

a. Dependent Variable: Creation of personal business to become an employer of labour

Conclusion

The study concluded that student's satisfied with service quality of TVET in the Federal Polytechnic Ilaro, Ogun State, Nigeria based on has five dimensions of SERVQUAL model tested. 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. The study established a strong positive relationship between service quality and student's satisfaction on TVET in the Federal Polytechnic, Ilaro, Ogun State. Therefore, the study concluded that students are satisfied with service quality of TVET in the Federal Polytechnic, Ilaro Ogun State Nigeria. The study recommends that management should strengthen area of advantages in their TVET training to improve the performance and ranking of the institution in Africa and the world. Management should collaborate with private investors to improve physical facilities for TVET training in the institution for socio-economic

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

Conflict of Interest

The authors should declare that there is no conflict of interest.

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