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Assessment of Quality Assurance Indicators (QAI) Towards Quality Standard in Teaching English Language in Technical and Vocational Education and Training (TVET) in Secondary Schools in Kaduna State.

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ABSTRACT **Original research paper**

This paper explores the relationship between Quality Assurance Indicators (QAI) and Technical and Vocational Education and Training (TVET), drawing a parallel to the symbiotic relationship between bacteria and its host. TVET, a key driver of skill development, has the potential to foster technological advancement, improve employability, and support national development. Quality Assurance (QA) ensures that TVET programs meet the required standards. To examine this, the study adopts a descriptive research design, addressing two research questions and corresponding hypotheses. Purposive sampling was used to select four government TVET institutions and three private institutions in Kaduna State, with 150 participants surveyed via questionnaires. A total of 143 responses were returned. The study is grounded in two theoretical frameworks: the Human Capital Theory and the Critical Conflict Theory. The data was analyzed using descriptive and inferential statistics. Findings indicate that TVET institutions in Kaduna State have not effectively contributed to technological progress, employability, or local and national development. The paper concludes that the success of TVET institutions should be measured by the performance quality of all involved actors, supported by solid evidence. Recommendations include the need for curriculum harmonization at local, state, and federal levels to achieve the national objectives of the TVET program.

Keywords: Quality Assurance, indicators, Standards, English and Vocational Education Curriculums.

Introduction

Quality Assurance (QA) and Technical Vocational Education and Training (TVET) are central concepts in specialized education systems focused on skill acquisition. QA has emerged as a critical pillar in Nigeria's educational framework, largely due to efforts by experts aimed at rescuing the education sector from a state of disarray. The widespread academic underperformance and the deteriorating professionalism of educators, compounded by a diminished enthusiasm for learning, have led to a drastic loss in the credibility

and prestige of academic certificates. As a result, graduates often struggle to validate their qualifications, further highlighting the collapse in standards, both in terms of character and knowledge.

From a developmental standpoint, formal education is viewed as a vital tool for fostering economic growth and technological innovation, a lesson learned from the experiences of industrialized nations (Onyeson&Ashibogiols, 2013). From a functionalist perspective, education serves as a medium through which societal norms and values are passed on to students (Filloux, 1993). When considering education through a policy lens, it is often seen as a significant investment that can propel economic growth, technological advancement, and societal progress (World Bank, 2008). Regardless of the perspective from which education is viewed, its quality can be enhanced through rigorous QA processes. According to Fadokaun (2005), QA refers to the thorough evaluation of goals, attitudes, procedures, and institutional management systems to ensure the maintenance of quality standards. This underscores QA's vital role in enhancing the overall effectiveness of educational systems in achieving set standards, particularly in TVET environments.

Building on the lessons from industrialized nations, the Nigerian government established numerous TVET institutions aimed at advancing technological development and national progress (Besmart-Digbori, 2011). The primary objective of TVET, as articulated in the National Policy on Education (2004), is to equip students with practical skills and scientific knowledge for meaningful participation in society. The policy outlines three key outcomes for TVET, including the provision of technical and vocational skills to support agriculture, commerce, and economic growth.

In recent years, the Federal Ministry of Education, through the National Board for Technical Education (NBTE), has expanded the scope of TVET by approving the establishment of 99 vocational institutes and Innovation and Enterprise Institutions (IEIs) across Nigeria (NBTE, 2011; Lincoln, 2019). Despite these efforts, the pace of technological growth, employment opportunities, and industrial development has remained sluggish, as evidenced by high unemployment rates and widespread poverty in the country (Ladepo et al., 2013). As of 2023, the World Bank estimates that 38.9% of Nigerians live below the poverty line, making Nigeria home to the world's second-largest population of impoverished individuals, behind only India.

In light of these challenges, this paper aims to assess the Quality Assurance Indicators (QAI) employed in evaluating TVET in secondary schools within Kaduna State. The goal is to identify solutions that address the issues hindering the effectiveness of TVET institutions and to offer recommendations for improving outcomes.

Statement of the Problem

Before Quality Assurance (QA) became prevalent in secondary schools across Nigeria, the primary method of monitoring school quality was the School Inspection Unit. This unit was responsible for inspecting schools and reporting their findings to relevant authorities, such as the State Commissioner of Education or the Chief Education Officer at the local level. However, as the number of schools increased significantly, inspections became less frequent, and the quality of reports deteriorated. This decline in inspection effectiveness highlighted the need for a more structured and standardized approach to quality assurance.

In 2009, the Nigerian government introduced a unified set of QA practices across all secondary schools, encapsulated in the Quality Assurance Handbook and Toolkit. The toolkit was revised in 2015 to incorporate lessons learned from previous experiences and to align with global best practices. Despite these reforms, questions remain about the actual impact of QA on improving TVET outcomes. This paper seeks to explore the practical implications of QA principles and assess their effectiveness in enhancing the quality of TVET in secondary schools in Kaduna State, with particular emphasis on the role of language teachers in implementing these indicators.

Research Questions

To guide this study, the following research questions have been formulated:

1. How do QA indicators influence technological progress, employment, and national development in TVET institutions in Kaduna State?
2. What is the impact of QA indicators on the overall effectiveness of TVET institutions in Kaduna State?

Conceptualizing TVET and QA

The term "Technical and Vocational Education and Training" (TVET) was formally recognized at the 1999 World Congress on TVET in Seoul, South Korea. This congress acknowledged TVET as an inclusive term that encompasses various similar concepts previously used, such as TVE, VET, TVSD, and TET for TVET. According to UNESCO (2005), TVET refers to education, training, and skill development related to numerous occupational sectors, production, services, and livelihoods.

TVET, as part of lifelong learning, occurs at multiple levels, including secondary, post-secondary, and tertiary education. It encompasses work-based learning and continuing professional development, leading to qualifications that support national and local development (Sanni, 2018; Malechwanzi, 2020). TVET fosters skills such as literacy, numeracy, and transversal abilities, integral to preparing individuals for the workforce (UNESCO, 2014).

TVET marks a significant departure from traditional education focused on the "3 Rs"—reading, writing, and arithmetic—which primarily served as pathways to elite status. Historically, graduates of such systems often struggled to find relevant employment, particularly in non-existent white-collar job markets (Okoye, Okwelle, &Dibua, 2013). In contrast, TVET emphasizes the "3 HS"—developing the head (knowledge), training the hands (skills), and enriching the heart (conscientiousness and diligence). This approach aims to cultivate a holistic individual capable of contributing to both personal and community development.

Quality Assurance (QA) is critical not only to TVET but to all formal education systems. Gillis (2019) defines QA as any structured process that ensures a product or service meets predetermined requirements. In the context of education, the European Commission (2018) asserts that QA involves the systematic review of educational provisions to enhance their quality, equity, and efficiency. It incorporates self-evaluation, external assessments, and feedback from school leadership and students. This suggests that creating a robust QA system is crucial for fostering inclusive and high-quality education.

In Nigeria, the relationship between QA and TVET is integral, and this paper will utilize QA indicators to assess the effectiveness of TVET programs in Kaduna State.

Assessing TVET Functionality via indicators

Understanding what constitutes quality in education can be a complex task, as the concept of quality often varies across countries and educational systems. Different stakeholders, including educators, policymakers, and researchers, may offer varying definitions of what "quality" means in education. However, most experts agree that there are three broad principles of quality that should guide any educational system: relevance, equality of access and outcomes, and respect for individual rights (UNESCO, 2004).

In line with these principles, UNESCO (2024) proposes a comprehensive framework for evaluating education quality, which includes five key dimensions:

1. **Learner Characteristics**: This includes factors such as students' attitudes, perseverance, preparedness for school, prior knowledge, learning barriers, and demographic variables. These characteristics play a critical role in shaping how well students engage with and succeed in TVET programs.
2. **Context**: This dimension considers the external factors that influence education, such as national standards, available public resources, socio-cultural and religious influences, parental support, labor market demands, and peer effects. These factors set the stage for the educational environment and significantly affect the effectiveness of TVET programs.
3. **Enabling Inputs**: This refers to the resources required for effective teaching and learning, including teaching materials, physical infrastructure, and human resources. The availability and quality of these inputs are essential for fostering an environment conducive to skill acquisition in TVET.
4. **Teaching and Learning**: This includes aspects such as the amount of learning time, teaching methods, assessment practices, and class sizes. Effective teaching and learning practices are crucial in ensuring that students acquire the skills and knowledge needed for success in the workforce.

5. **Outcomes**: These are the tangible results of education, including students' literacy and numeracy skills, as well as their development of values, life skills, and vocational competencies. The ultimate goal of TVET is to equip students with practical, employable skills that contribute to national development.

For the quality of education and learning outcomes to improve, policymakers need access to data that provides insights into the current state of the educational system. Indicators are powerful tools that offer evidence-based analyses of the strengths and weaknesses within a system. By monitoring trends over time and comparing data across different contexts or regions, educational planners can make informed decisions to improve TVET programs.

Indicators play a significant role in tracking progress toward achieving educational goals and ensuring that strategies are working as intended. They also provide a benchmark for comparison against global standards or best practices. For example, indicators can help monitor the effectiveness of TVET programs by assessing teaching quality, curriculum relevance, and student performance, thus identifying potential areas for improvement. Smith and Kaagen (1988) emphasize that the use of indicators allows policymakers to:

a. Track changes in key areas like teaching quality, curriculum effectiveness, and student performance, which can alert decision-makers to emerging challenges.
b. Measure the success of educational reforms and assess their impact.
c. Compare the performance of educational systems across countries or regions to identify successful practices that could be adopted elsewhere.
d. Focus attention on particular subsystems of education, such as districts or specific education levels, that may require intervention.
e. Monitor equity, ensuring that all students, regardless of background or status, have access to quality education.

In the context of TVET in Kaduna State, the use of QA indicators is crucial for assessing whether the system is inclusive and equitable, providing opportunities for all students, including those from disadvantaged groups, to succeed. These indicators will be instrumental in identifying barriers to participation and learning, such as those based on gender, ethnicity, or socio-economic status, and ensuring that TVET programs contribute to both individual and national development.

Theoretical Framework

This study draws on two theoretical perspectives: the Human Capital Theory (HCT) and the Critical Conflict Theory (CCT).

Human Capital Theory (HCT)

HCT emphasizes that investments in education and training increase the knowledge, skills, and capabilities of individuals, which, in turn, can lead to greater economic returns in the workplace. According to this theory, the knowledge and skills acquired through education are valuable assets to both individuals and society (Sebola, 2023). The more education an individual receives, the greater their financial rewards and contribution to economic growth (Gillies, 2015). HCT supports the notion that quality education is vital for improving workforce performance and economic productivity. It implies that a nation's investment in education directly influences the quality and opportunities available to its workforce, thus contributing to national development.
In this study, the Human Capital Theory helps to explore how QA indicators in TVET can improve the quality of education and provide individuals with the skills needed to contribute to technological progress and national development.

Critical Conflict Theory (CCT)

The Critical Conflict Theory, rooted in the works of Karl Marx and Max Weber, focuses on societal inequalities, including wealth, power, and class. Conflict theorists argue that educational systems do not mitigate social inequalities; rather, they reinforce and perpetuate them, particularly in terms of class, gender, race, and ethnicity. In education, CCT asserts that schools serve to maintain the status quo, pushing marginalized groups into subservience (Laven & Tyson, 2008).

In the context of TVET, CCT offers a framework for understanding why TVET programs often fail to stimulate economic growth and development. It argues that TVET's shortcomings in addressing social

inequalities and insufficient funding are critical factors hindering its success. This theory suggests that the educational system, including TVET, is used by the privileged segments of society to perpetuate disparities in power, class, and access to resources. The CCT highlights the structural challenges that prevent TVET from realizing its full potential, such as inadequate funding and political interference, which affect the quality and accessibility of education (Liasidou, 2009; Kendall, 2010).

Incorporating these two theories allows for a comprehensive analysis of TVET in Kaduna State, acknowledging both the economic potential of quality education (HCT) and the social constraints that impact its effectiveness (CCT). The study aims to evaluate how QA can address these disparities and improve TVET outcomes.

To cap it all, the need for using two contrasting theories in this study is premised on the statement of Ball (1994) who posits that:

… No one interpretation mode or see of theoretical tools or interpretation stance is adequate or exhaustive of the analytic possibilities of policy analysis. The same data can be subjected to very different types and level of interpretation. (p.109).

Based on the above, it is instructive to conduct a routine, periodic, internal and external QA that would serve as a potent mechanism for curtailing all the social conflicts (inequality, funding, hidden curriculum) raised within the CCT.

Materials and Methods

This study employs a quantitative research approach to assess the effectiveness of TVET programs in Kaduna State, focusing on the use of Quality Assurance Indicators (QAI). Data was collected from several TVET institutions in the region, specifically targeting both government and private institutions. The study employed purposive sampling to select four government-run TVET institutions and three private institutions.

The data collection involved the distribution of a structured questionnaire, which was administered to 150 respondents. These respondents included teachers, learners, school administrators, and other key stakeholders involved in the management and delivery of TVET programs. Out of the 150 questionnaires distributed, 143 were returned and analyzed. The findings were processed using both descriptive and inferential statistical methods.

The research design is anchored on two primary theories: the Human Capital Theory (HCT) and the Critical Conflict Theory (CCT), which provide the theoretical framework for understanding the relationship between QA indicators and the performance of TVET institutions. The study aims to explore how QA indicators impact technological progress, employment, and national development, and the overall effectiveness of TVET institutions in Kaduna State.

Presentation, Analysis, and Discussion

The data collected from the 143 respondents is presented and analyzed in the following sections, organized by key themes that emerged from the survey. Tables have been included in the appendix to provide a clear and detailed breakdown of the findings.

Table 1: Demographics of Respondents

Table 1 presents the demographic information of the respondents, including sex, age, marital status, educational qualifications, and the TVET institutions they are affiliated with. This demographic data is crucial for understanding the diversity of perspectives provided by different groups involved in TVET.

Table 2: Perception of TVET Stakeholders

Table 2 presents stakeholders' perceptions of TVET programs, including their views on the relevance of TVET for students who struggle in conventional education. A significant proportion of respondents indicated that TVET is often perceived as a last resort for students who are unable to succeed in traditional academic tracks. This perception could influence the social status and attractiveness of TVET programs among learners and their families.

Additionally, a notable percentage of respondents agreed that TVET has the potential to stimulate technological advancement and national development, although there is a perception that the curriculum is not sufficiently challenging for all students.

Table 3: Quality Assurance in TVET Institutions

Table 3 shows the results related to the implementation of QA exercises in the surveyed institutions. A significant percentage of respondents (about 77%) confirmed that their TVET institutions undergo periodic quality assurance evaluations. This suggests that QA processes are becoming increasingly integrated into the management of TVET programs. However, some respondents also indicated that socio-economic challenges and a lack of resources hinder the effectiveness of QA practices.

The majority of respondents agreed that QA exercises lead to improvements in teaching quality and instructional resources, highlighting the positive impact of QA on enhancing the overall educational experience. However, concerns were raised regarding the adequacy of funding for QA initiatives, with many participants expressing dissatisfaction with the resources allocated to TVET institutions.

Table 4: TVET Facilities

Table 4 evaluates the adequacy and relevance of the facilities available in TVET institutions. While a majority of respondents agreed that the facilities were relevant to the needs of TVET, there were significant concerns about their adequacy. For example, many respondents noted that workshop rooms and equipment for practical training were either inadequate or outdated. This highlights a critical gap in infrastructure that affects the quality of TVET delivery.

Table 5: TVET Funding Levels

Table 5 presents data on the funding levels for TVET programs. A majority of respondents (about 72%) agreed that TVET programs receive insufficient funding from the government and other relevant authorities. This lack of funding affects the capacity of institutions to offer up-to-date training, support staff development, and maintain infrastructure. The limited financial resources also hinder the ability of TVET institutions to implement effective QA measures.

Table 6: Access and Participation

Table 6 explores the issue of access to TVET programs. Most respondents agreed that TVET programs are accessible to all Nigerians, regardless of social status, ethnicity, or religious affiliation. However, some respondents highlighted barriers related to geographical location and gender, indicating that while access has improved, certain groups still face challenges in participating fully in TVET programs.

Table 7: Challenges Faced by TVET Institutions

Table 7 identifies key challenges faced by TVET institutions, including the lack of instructional materials, poor remuneration for instructors, and inadequate capacity-building opportunities. A significant portion of respondents (over 40%) indicated that these challenges negatively affect the quality and effectiveness of TVET programs. These issues must be addressed to improve the overall functioning of TVET institutions.

Table 8: Hypotheses Testing

Table 8 presents the results of hypothesis testing, evaluating the relationships between QA indicators and various TVET outcomes. The statistical analysis reveals several significant relationships:

- **Ho1**: There is a significant relationship between QA indicators and technological progress. The p-value (0.032) is less than 0.05, leading to the rejection of the null hypothesis.
- **Ho2**: There is no significant relationship between QA indicators and employability. The p-value (0.291) is greater than 0.05, meaning the null hypothesis is accepted.
- **Ho3**: There is no significant relationship between QA indicators and national development. The p-value (0.420) is also greater than 0.05, so the null hypothesis is accepted.
- **Ho4**: There is a significant relationship between QA indicators and the efficacy of TVET institutions. The p-value (0.000) is less than 0.05, leading to the rejection of the null hypothesis.

The statistical findings indicate that QA indicators play a critical role in promoting technological progress and improving the efficacy of TVET institutions. However, they do not appear to have a direct impact on employability or national development, suggesting that other factors, such as curriculum relevance and access to employment opportunities, must also be considered.

Conclusion/recommendation

In conclusion, the study has shown that Quality Assurance (QA) plays a crucial role in improving the functionality and effectiveness of TVET institutions in Kaduna State. The findings suggest that QA indicators are essential for ensuring that TVET programs meet the required standards and contribute to the broader goals of technological progress, employability, and national development. However, several challenges persist, including inadequate funding, insufficient infrastructure, and socio-economic barriers that hinder the full potential of TVET institutions.

While QA processes have led to some improvements in teaching quality and institutional resources, the lack of adequate support and the slow pace of reform continue to limit the impact of TVET on economic growth and national development. The study emphasizes that for TVET to be more effective, a comprehensive approach that addresses both internal quality assurance mechanisms and external factors, such as funding and policy support, is necessary.

Recommendations

Based on the findings, the following recommendations are proposed to enhance the effectiveness of TVET institutions in Kaduna State:

1. **Increase Funding for TVET Programs**: To improve the quality of training and ensure that institutions have the necessary resources to implement QA processes effectively, there is a need for increased government funding. Both federal and state governments should prioritize investments in TVET infrastructure, equipment, and training resources.
2. **Improve Curriculum and Teacher Training**: TVET curricula should be reviewed and aligned with the latest technological developments and labor market demands. Regular capacity-building programs for instructors should also be implemented to enhance their teaching effectiveness and keep them updated on industry trends.
3. **Enhance Access to TVET**: Efforts should be made to ensure that TVET programs are accessible to all Nigerians, especially marginalized groups such as women and people from disadvantaged backgrounds. This can be achieved by addressing barriers related to geographical location, gender, and socio-economic status.
4. **Promote Collaboration with the Private Sector**: TVET institutions should collaborate more closely with industries and businesses to ensure that programs are relevant to the labor market. This partnership can also lead to better opportunities for internships, apprenticeships, and job placements for graduates.
5. **Standardize QA Processes Across TVET Institutions**: A more uniform approach to QA across both public and private TVET institutions is necessary. The government should ensure that all institutions adhere to the same set of standards and regularly engage in both internal and external evaluations.
6. **Foster Public Awareness and Engagement**: There is a need for greater public awareness of the benefits and opportunities associated with TVET. Parents and students should be informed about the employability potential of TVET graduates, which can help change the negative perceptions that still exist about these programs.
7. **Strengthen Policy Support for TVET**: Policymakers should develop and implement more robust policies that prioritize TVET as a key component of national development. These policies should focus on improving the quality, accessibility, and relevance of TVET programs.

By addressing these recommendations, TVET institutions in Kaduna State can better equip students with the skills necessary for meaningful participation in the workforce and contribute to the technological and economic development of the region and the nation as a whole.

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Appendix

Table 1: Personal Data of Respondents

Variables	Frequency	Percentage	Rank
Sex			
Male	88	62	1st
Female	55	38	2nd

Total	143	100	100
Age			
18-25	45	31	1st
26-35	38	26	2nd
36-44	35	24.4	3rd
45-54	21	14.6	4th
55 years and above	04	03	4th
Total	143	100	100
Marital status			
Single	77	54	1st
Married	65	45.3	2nd
Widow	01	0.7	3rd
Total	143	100	100
Educational Qualification			
JSSE O/LEVEL	69	48	1st
BA/BA.ED	25	17	2nd
MASTERS/DOCTORAL	20	14.5	3rd
HND	15	10	4th
ND/NCE Technical	10	7.5	5th
Other	04	03	6th
Total	143	100	100
TVET Affiliated to			
technical school makihkaduna,	39	27	1st
GTC, Soba	37	26	2nd
TVET, zaria	30	21	3rd
Technical school Kaduna	21	15	4th
Others	16	11	5th
Total	143	100	100
Staffs in TVET Institution			
Student	69	48	1st
Staff	53	37	2nd
Parent	15	11	3rd
School based management	06	04	4th
Total	143	100	100

Table 2: perception of TVET stakeholders

S/N		SA	A	D	SD
1.	The TVET curriculum was designed for learners who cannot cope with conventional education.	20.8	36.5	18.7	23.0
2.	It is a proven fact that outstanding or brilliant student should not go for TVET programmes.	23.7	25.7	28.0	22.6
3.	The status giving to TVET in NPE is that of enhancing skills acquisition, promoting self employment and national development.	19	30	25	26

4.	The general perception of TVET is that it is designed for poor members of the society.	50.3	38.5	7.7	3.5
5.	TVET unlike conventional education, stimulates technological advancement, self employment and national development	46.9	39.2	8.5	5.1
6.	If properly maintained, TVET could be the inception for curbing unemployment of graduates in Nigerian market industry.	58.7	32	5.9	2.4

Table 3: Quality assurance in TVET institution

S/N		SA	BA	D	SD
1.	Your TVET institution undergoes periodic quality assurance exercise	26.80	50.30	15.5	7.4
2.	The routine and periodic quality assurance exercise led to the establishment of functional quality education unit in your TVET.	31.7	47.6	15.5	5.2
3.	The essence of quality assurance in TVET is to strengthen learning objectives and outcomes	45.6	51	1.4	2.0
4.	Quality assurance in your TVET improves your instructors and instructional resources	28.9%	54.7	10.3	5.2
5.	Quality assurance in your institution help school based management to explore funding from the state government	26.8	52.8	11.8	8.5
6.	Quality assurance exercise are dislike by teachers and administrative because of the socio-economic challenges	22.7	39.9	21.9	11.4
7.	The objectives of quality assurance are put aside because of personal interest and corruption	26.5	44.2	16.8	1.7
8.	Outcomes from quality assurance exercise are in some cases positive despite the lack of the necessary infrastructure	40.2	41.3	16.8	1.7

Table 4: quality and relevance TVET facilities

S/N			Adequate relevant	Fairly adequate relevant	Inadequate not relevant

1.	Workshop rooms meant for TVET in your institution	Quality relevance	25.2% 49.7%	60.1% 43.3%	14.7% 7.0%
2.	Books and relevant materials in your institutions library	Quality relevance	20.3% 41.3%	62.9% 53.1%	16.8% 5.6%
3.	Learning teaching environment in your TVET institution	Quality relevant	30.8% 50.3%	57.3% 40.6%	11.9% 9.1%
4.	Machines, equipment and tools for TVET in your institution	Quality relevant	27.3% 44.1%	54.5% 47.6%	18.2% 8.8%
5.	Computer rooms, TV and audio visual aid in your TVET institution	Quality relevant	27.3% 42.0%	44.8% 43.4%	28.0% 14.7%
6.	Instructors and trainers for your TVET institution	Quality relevant	28.7% 30.1%	54.5% 40.6%	10.8% 19.6%

Table 5: TVET funding level in your institution

S/N		SA	A	D	SD
1.	TVET program receive adequate funding from government and other relevant authorities	18.3%	34.0%	38.0%	14.3%
2.	As a species education institution the TVET program receive massive funding	14.1	32.3	37.9	15.5
3.	As a national development program, the TVET program receive donations from the private sectors and other non-government organization	20.1	26.1	40.0	12.0
4.	TVET institution capacity building receive necessary attention to the government and its agencies	30.3	25.5	41.3	2.9
5.	Quality assurance exercise receive funding from government in your institution	16.2	24.6	46.3	12.6
6.	Research and development has received funding in your institution	16.4	28.1	40.3	10.6

Table 6: Access and Participation

S/N		SA	A	D	SD
1.	Access to the TVET programme is the same as access to conventional education programmes	16.2	45.3	30.7	6.8
2.	Nigerians for all the social strata have access to the TVET programme in your institution	23.2	46.9	20	11
3.	Learners, irrespective of their tribe or religion have access to the TVET programme in your	30.3	40.7	21	08

	institution				
4.	Learner from other education zones in the state have access TVET in your institution	26	40	23.2	10.3
5.	Access to TVET programme is made available to all Nigerians	25.4	40.7	21.7	14

Table 7: TVET challenge in your institution

S/N		SA	A	D	SD
1.	Lack of instruction materials affect the TVET programme in your institution	40%	50%	4%	6%
2.	Poor renumeration affect the motivation of TVET instructions in your institution	36.5	51	7.8	5
3.	Lackof regular capacity building programmes affect the input of your teachers and outcomes from learners	37.2	503	16.9	6.4
4.	Lack of well trained TVET institution affect learning outcome in your institution	40.1	42.7	7.2	6.2
5.	Poor funding of TVET institution hinders Nigerians technological progress.	41.3	42.7	8.5	6.5
6.	Corruption is the TVET programme perpetuates unemployment and underdevelopment.	41.4%	42.2%	7.8%	8.6%

Table 8: Hypotheses Testing

S/N	HYPOTHESES	DF and level of significant	Chi square and p-value	Decision rule
1.	There is no significant difference between impact of QA indicators on TVET AND			
2.	Technological In progress	12(5%)	22.496(0.032)	Reject Ho1
3.	Employability, and	9(5%)	10.752(0.291)	Accept Ho3
4.	National development in Kaduna state.	9(5%)	48.579(0.000)	Reject HO3
	There is no significant relationship between QA indications and efficacy of TVET constitutions in Kaduna state	16(5%)	48.579(0.000)	REJECT HO3