



ISO TRAINING AND CURRICULUM DELIVERY IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN NORTH RIFT REGION, KENYA

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ABSTRACT

TVET institutions continue to face quality related challenges despite the wide adoption of ISO standards. In this regard curriculum delivery in majority of TVET institutions is bereft of quality and relevance. This calls for ISO training as a key to employee engagement and commitment to quality service delivery. However, there are limited studies related to ISO training and curriculum delivery in TVET institutions in the Kenyan context. The purpose of this study was to assess the influence of ISO training on curriculum delivery in selected public TVET institutions in North Rift Region. This research adopted a mixed methodology and sequential explanatory research design. The study targeted all teaching staff of TVET institutions with an accessible population of 735 respondents. Data analysis was done using descriptive and inferential statistics using (SPSS) version 25. From the study findings, ISO training explained 80.7 percent variation ($R^2= 0.870$) in predicting curriculum delivery at 5% level of significance. This means that when deliberate effort is put to have ISO training in place it drives curriculum delivery process. ISO training had a positive and significant correlation with curriculum delivery. The study recommended that TVET institutions should embed their operations with trainings which are intrinsically ISO oriented to give impetus to curriculum delivery. The service providers need to be trained on ISO ingrained with the elements and aspects required for quality planning, quality control and quality improvement. The findings of this study could provide government with information that can be used for policy development, which enhances the improvement and consistent focus on curriculum delivery with respect to ISO standards in the TVET sector.

Keyword: ISO Training and Curriculum Delivery

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INTRODUCTION

Globally Technical and Vocational Education and Training (TVET) has found a meaningful place in the middle section of many education and training systems. TVET has become a bridge between the working world and the education system and provides a decisive transition to the employment system for youth (Friedhelm, Gesine & Bernd,, 2016). In this regard strengthening of the quality management systems of TVET remains invariable in the delivery of a curriculum which is at the behest of the labour market. This is underpinned by the fact that quality orientation of curriculum delivery is perceived as consisting of a synthesis of conformity, adaptability and continuous improvement in tune with the expectations of stakeholders (Cheserek, 2010).

Quality management in curriculum development and delivery in Technical and Vocational Education and Training (TVET) should subscribe to standards requisite to an internationally respected education. Following the aspirations of ISO standards, learning institutions need to address factors that incentivizes quality management system implementation in promoting quality teaching and research as a cornerstone for curriculum delivery. This argument is accentuated by Too and Charles (2016) who noted that implementation of Quality Management Systems (QMS) is meant for the improvement in instructional management practices in TVET institution. Implementation of quality management system according to ISO 9001 standard has a significant influence on improving the quality of education (Michalska-Ćwiek, 2009). Training on ISO is therefore a de facto basic for implementation of quality standards by the process owners and implementers for curriculum delivery. In this regard ISO training and sensitization of employees remains incumbent in increasing technical skills, knowledge, efficiency and value creation to them and responsiveness to ISO and its requirements. Implementing an ISO 9001 compliant Quality

Management System normally requires a lot of work from a lot of people within an organization necessitating their training and engagement. The essence of ISO training is to make the employees vigilant and knowledgeable about what is “in or out of scope” and share the vision of what the QMS and resultant 9001 accreditation can do for an organization (Nolan, 2015). Employees need to be trained on the fact that all activities having the influence on quality should be planned, systematic, documented, supervised and delivered in accordance with ISO 9001 standard in consonance with customers’ requirements.

ISO 9001 has been widely adopted as a quality management system for improving performance around the world, but with mixed success. In Kenya the Curriculum delivery in majority of TVET institutions is bereft of quality and relevance hindering promotion of technical performance thresholds, professionalism, knowledge and qualification needed in the various sectors of the economy (MOEST., 2014). Nyerere (2009) had observed that, TVET institutions continue to face quality related challenges despite most of them being certified under ISO standards. However, it may be argued that organizations without exception to learning institutions can succeed without ISO 9001 implementation (Benner & Veloso, 2008; Kuo, Wu, & Deng, 2009; Prajogo, Tang, & Lai, 2012). Nevertheless, sustenance of ISO 9001 in learning institutions is a matter of making employees vigilant and knowledgeable about ISO requirements in meeting the customer needs. However limited studies have focused on the effect of ISO training on curriculum delivery in TIVET institutions in the Kenyan context providing a gap for the current study. Filling this gap remains significant to TVET management, policy makers, scholars and trainers in providing interventions for potentiating curriculum delivery standards to keep pace with industrial and societal demands.

LITERATURE REVIEW

ISO training and curriculum delivery

ISO is the international organization that specifies requirements for various areas through standards (de Vries, Bayramoglu & van der Wiele, 2012). Organizations use the standard to demonstrate the ability to consistently provide products and services that meet customer and regulatory requirements. In this regard it requires a careful and considerate oversight of the individuals who are responsible for making sure the processes and outputs meet the organizations benchmarks. Therefore, it's important to provide proper quality awareness training and sensitization for the employees. Scott., (2020) noted that ISO awareness training is intended to educate your team on how their specific duties tie into your QMS and how their solid understanding of their responsibilities and their competency in performing their assigned duties play a critical role in the quality of your company's deliverable. Therefore, in an organizations journey towards accreditation, or simply trying to maintain its QMS after a successful audit, the organization needs to ensure that competence and awareness are at the forefront of their thoughts. The importance of competence and awareness is pretty self-explanatory; after all, it doesn't matter how good the organizations processes and documentation are if people aren't aware and competent of what exists, then the quality and management system will not be effective (Nolan J. , 2020). Therefore, it is important to provide the guidance and knowledge to ensure that the workforce is educated and focused on the important aspects of the QMS and the 9001 standards. There is also need for constantly assessing the effectiveness of training by comparing the two, existing performance to post-training performance.

In studies on quality management systems there is a considerable agreement that what teachers do to facilitate student learning is a very important variable for institutional improvement (Langstrand, Cronemyrn & Poksinska, 2015). It has been known for a long time that the characteristics, organization

and management process in the classroom are decisive in determining quality and student academic performance (Kunter, et al., 2013). Besides Kunter, et al., (2013) adds that the effects of teachers' pedagogical content knowledge, enthusiasm for teaching, and self-regulatory skills on instructional quality, which in turn affected student outcomes. In contrast, teachers' general academic ability did not affect their instruction. Despite the growing popularity and increasing numbers of ISO 9001 certified organizations across many public and private sectors in the global economy, whether this brings about better performance is still an open question (Bichanga & Kimani, 2013). However, ISO recognizes the fundamental contribution that educational institutions can give to standardization in terms of teaching what is and what can be achieved through standardization participating in the development of standards, providing the invaluable contribution of academia's work (iso.org., 2014). Andiva (2019) adds that academic staff's attitude moderates the influence of ISO 9001:2008 quality management systems on academic service delivery on teaching, such that when academic staff's attitude is positive the influence of ISO 9001:2008 quality management system will increase thus improving academic staff's service delivery in teaching.

Rodríguez-Mantilla, Fernández-Cruz and Fernández-Díaz (2019) analyzed and compared the impact of implementation of ISO 9001:2008 Standards perceived by Management Teams and Teachers in schools in four autonomous communities in Spain. The authors conducted descriptive and differential analyses (ANOVA and *t*-test for independent samples) of the assessments by professional position (managers and teachers) and other variables (size and type of school, years of implantation, etc.). The most significant results show a high impact on the dimension management, medium on communication, learning process and external relations and low impact on climate, support and recognition and satisfaction. Adela & Catalina, (2016) Sellgren, Ekvall, and Tomson,

(2008) adds that Leadership behaviour of the management affects job satisfaction and work climate. Rodríguez-Mantilla, et al, (2019) also found that members of the Management Teams valued the impact that ISO 9001:2008 Standards have had on all dimensions at a higher level, except for external relations, where no significant differences between Teachers and Management Team members were found. However, the study was not conducted in the TVET institutions in the Kenyan context but Spain.

Fernández-Cruz, Rodríguez-Mantilla and Díaz (2020) studied the impact of application of ISO 9001 standards on the climate and satisfaction of the members of a school. The study surveyed 80 Spanish preschools, primary and secondary schools in different autonomous communities. The analyses performed show conclusive results regarding the impact of ISO: 9001 standards on teachers' involvement in improving the school's climate, conflict resolution by the management team and in families' involvement and satisfaction with the school. However, no apparent evidence was found of the impact on relations among teachers, conflict resolution among staff members and the perception of satisfaction by the teachers themselves.

Galvez, Cruz and Díaz (2016) points that quality management systems in educational institutions has gradually increased over the last few decades, even though there are still questions about the actual usefulness of these systems for improving school processes and outcomes. They add that quality management systems have a positive impact on aspects such as development of coexistence rules in schools, teacher participation in initiatives to improve schools and a positive climate in Spanish schools. However, due to the limitation of the instrument in these studies, it could be complemented in with interviews to improve on the quality of findings. Besides, the study didn't focus on the curriculum delivery as an outcome of ISO 9001 standards.

Moloi and Adelowotan (2018) reports. This exploratory study adopted the content analysis methodology, examines the nature of risks disclosed in South Africa's Technical, Vocational, Educational, and Training colleges' annual reports with the aid of a risk intelligence map developed by Deloitte. The gathered results revealed that these institutions are yet to formulate and implement risk management practices as a process in their activities, since the majority of the institutions had not disclosed major risks in their annual reports.

Andiva, (2019) studied the effect of ISO 9001:2008 quality management system on academic staff's service delivery in teaching in public Universities in Kenya. The two public universities that had the highest non-conformities were used as the site for the study. This means that when non-conformities decline there is improvement in academic staff's service delivery in teaching in public universities. The study concluded that ISO 9001:2008 quality management system improved service delivery in teaching in public universities

Indiya, Mise and Obura, (2018) established the relationship between Quality Management System adoption and of Performance of Public Universities in Kenya. The study hypothesis indicated that there was no significant correlation between organization performance and Quality Management System adoption; however the study didn't focus on curriculum delivery process as a performance index of learning institutions besides the study was not conducted in the context of tertiary institutions.

GulaliIndiya, Odoyo, Obura, Abong'o and Ondoro, (2015) studied the effect of implementing QMS on the performance of public universities, revealed that QMS implementation had a positive impact student enrolment and, infrastructural growth. Moturi and Mbithi (2015) studied the impact of implementing the ISO 9001: 2008 Standard at the University of Nairobi, in relation to effectiveness on service delivery, operational performance, automation, implementation challenges and related emerging issues. From the findings there are significant achievements have been realized with

regard to institutionalization of quality into the university processes.

Bichanga and Kimani (2013) identified the effectiveness of ISO 9001:2008 on service delivery in ISO certified public universities in Kenya and establish the effects of adaptability to changing market need, teaching facilities improvement, curricular development and streamlining of processes as a result of ISO certification. The study established that streamlining of processes as a result of ISO certification influences the public universities' service delivery most, followed by curricular development, teaching facilities improvement and adaptability to changing market needs. However, the study was a quantitative study short of triangulation. Besides, the study did not focus on ISO training hence providing a gap for the current study. A growing number of institutions are now implementing quality management systems (QMS). As a result, studies are being conducted to assess the educational benefits of these systems and their capacity to identify areas for improvement in school processes and performance (Fernández-Cruz, Rodríguez-Mantilla, & Díaz, 2017). However, there are very few studies that enable us to confirm whether these QMS bring true changes that are sustainable over time and lead to improvements in these institutions. Besides there are limited studies in the Kenyan context that have focused on ISO training and sensitization on curriculum delivery process in ISO certified TVET institutions thus providing a gap for the current study.

METHODOLOGY

This study adopted a mixed methods research which draws on potential strengths of both qualitative and quantitative methods. The general population comprised the employees of TVET institutions in North rift region. The primary characteristics were that they all were trainers hence implementing curriculum basing on QMS processes in their respective institutions. The target population comprised of employees of TVET

institutions in North rift region which have curriculum delivery basing on QMS processes in their respective institutions. For purposes of this study the accessible population was 735 respondents comprising of Deputy HoDs, ISO champion/HoDs trainers from ISO 9001: 2015 certified TVET institutions in the North-Rift region. This study employed stratified random sampling, proportionate, simple random sampling techniques to select the respondents to be included in the sample.

The sample of the trainers was 252 as obtained using Krejcie and Morgan (1970). Purposively sampling was used to obtain 29 staff which included; HODs who doubled up as ISO champion, auditors who were also Deputy HoDs and QASO. This study focused on primary data. Data was analyzed by use of descriptive and inferential statistics. Descriptive statistics used included measures of central tendency and dispersion were computed for the variables, using means and standard deviations as well as skewness and kurtosis. This study used correlation and regression analysis. The simple linear regression model was in form of:

$$Y = \beta_0 + \beta_1 X_1 + \dots \dots \dots (\text{Model 1})$$

Where, y = curriculum delivery

β_0 = Constant (Value. of change in y when x = 0)

β_1 represents the regression coefficients describing the degree of change in independent variable by one-unit variable.

X_1 ISO training

ϵ Error term (the residual error, which is an unmeasured variable)

All the above statistical tests were analyzed using the Statistical Package for Social Sciences (SPSS), version 25. The researcher used data condensation mode of analysis to extract important themes from qualitative data from the administrators. The researcher interrogated themes in light of the objectives of the study.

FINDINGS

The influence of ISO training on curriculum delivery in public TVET institutions in North Rift Region, Kenya

delivery in selected ISO certified public TVET institutions in North Rift Region, Kenya. As presented in table 1.

Descriptive Statistics for employees ISO training and curriculum delivery

The study evaluated the influence of ISO training of employees on implementation and curriculum

Table 1: Descriptive statistics results for ISO Training

Statement	SD	D	N	A	SA	M	SD
	%	%	%	%	%		
I was adequately trained on QMS requirement for C.D	8.5	18.8	29.1	29.1	14.5	3.22	1.17
I am able to identify our customers and their requirements for C.D	1.3	15.4	50.4	27.4	5.6	3.21	.813
I am able to relate quality service to customer satisfaction	2.6	15.0	34.2	39.3	9.0	3.37	.933
I understand the quality statement in relation to C.D	3.8	15.0	37.6	36.3	7.3	3.28	.939
I link departmental quality objectives to C.D	1.3	11.5	41.9	35.5	9.8	3.41	.866
I determine internal and external factors that influence the C.D	3.4	19.2	30.3	34.6	12.4	3.33	1.03
I develop a strategy for reviewing /monitoring external and internal factors that influence C.D	0.4	10.3	44.0	38.9	6.4	3.41	.776
I identify interested parties and determine their expectations in C.D	0.0	10.3	44.9	36.3	8.5	3.43	.790
I understand the documentations for C.D	0.0	12.4	47.0	33.8	6.8	3.35	.784
ISO training has clarified my roles and responsibilities in C.D	2.6	9.4	32.5	42.7	12.8	3.54	.922
ISO training enhance my creativity/innovation in areas of C.D	3.0	19.7	29.9	35.0	12.4	3.34	1.03
I am determine the requirements and resources needed for C.D	3.4	14.5	49.6	27.4	5.1	3.16	.859
I can identify risks and opportunities that may influence C.D	4.3	19.7	29.1	34.2	12.8	3.32	1.06
There is general lack of understanding in QMS requirements in my department	4.3	19.7	30.8	32.9	12.4	3.29	1.05
The process is not easy to implement and sustained	4.7	1.7	11.1	61.1	21.4	3.93	.902

Key: SD= strongly disagree; D= disagree; N= neutral; A= agree; SA= strongly agree

M=Mean SD= Standard deviation

Source: Research Study, 2020

Majority (43.6%) of the respondents agreed they were adequately trained on QMS process requirement for curriculum delivery. Out of (43.6%), (29.1%) Agreed, 14.5%) strongly agreed, (29.1%) were neutral, (18.8%) disagreed, and (8.5%) strongly disagreed (Mean= 3.22, SD=1.17). Most (50.4%) of the respondents were in agreement that they were able to identify customers' requirements in relation to curriculum delivery,(27.4%) agreed,

(5.6%) strongly agreed, (15.4%) disagreed, and 1.3% strongly disagreed. The study suggested that respondents were in agreement that (Mean= 3.21, SD=.813) they were able to identify their customers and their requirements for curriculum delivery process. Additionally, majority (48.2 %) of the respondents agreed that they were able to relate quality service to customer satisfaction with a (Mean= 3.37, SD=.933). Out of (48.2%) of the

respondent who agreed that they were able to relate quality service to customer satisfaction (39.2%) agreed, (9.0%) strongly agreed, (34.2%) were neutral, (15.0%) disagreed, and (2.6%) strongly disagreed.

(43.6%) of the respondents were in agreement that they understood the quality statement of their institution in relation to curriculum delivery. Out of the (43.6%), (36.3%) agreed, (7.3%) strongly agreed, (37.6%) were neutral while (15.0%) disagreed, and (3.8%) strongly disagreed. The study suggested that respondents were in agreement (Mean= 3.28, SD=.939) that they understood the quality statement of their institution in relation to curriculum delivery process. Majority (45.3%) of the respondents were in agreement that they could link departmental quality objectives to curriculum delivery process. Out of (45.3%) of the respondents agreed that they could link departmental quality objectives to curriculum delivery (35.5%) agreed, (9.8%) strongly agreed, (41.9%) were neutral, (11.5%) disagreed, and (1.3%) strongly disagreed. The study revealed that respondents were in agreement (Mean= 3.41, SD=.866) that they could link departmental quality objectives to curriculum delivery process.

Similarly, most (47 %) of the respondents were in agreement that they were able to determine internal and external factors that influenced the curriculum delivery. Out of (47%) of the respondents agreed that they were able to determine internal and external factors that influenced the curriculum delivery process (34.6%) agreed, (12.4%) strongly agreed, (30.3%) were neutral, (19.2%) disagreed, and (3.4%) strongly disagreed. The study suggested that respondents were in agreement that (Mean= 3.33, SD=1.03) they were able to determine internal and external factors that influenced the curriculum delivery process. Majority (45.3%) of the respondents in agreement that they could develop a strategy to be used in reviewing and monitoring external and internal factors that influence curriculum delivery process. Out of (45.3%), (38.9%) agreed, (6.4%)

strongly agreed, (44.0%) were neutral, (10.3%) disagreed, and (0.4%) strongly disagreed. The study revealed that respondents were agreement (Mean= 3.41, SD=.776) that they could develop a strategy to be used in reviewing and monitoring external and internal factors that influence curriculum delivery process.

Most (44.9%) of the respondents were neutral on whether they could identify interested parties and determine their expectations in curriculum delivery process. However, (44.8%) were in agreement and out of this that (36.3%) agreed, (8.5%) strongly agreed, (10.3%) disagreed and 0.0% strongly disagreed. The study suggested that majority of the respondents were in agreement (Mean= 3.43, SD=.790) that they could identify interested parties and determine their expectations in curriculum delivery process. Majority (47.0%) of the respondents were neutral on whether as a trainer they understood the documentations needed for curriculum delivery process, (33.8%) agreed, (6.8%) strongly agreed, (12.4%) disagreed, and 0.0% strongly disagreed. The study revealed that respondents were in agreement (Mean= 3.35, SD=.784) on whether as a trainer they understood the documentations needed for curriculum delivery process. Most (55.5%) of the respondents were in agreement that ISO training had clarified their roles and responsibilities in curriculum delivery. Out of (55.5%) those who agreed were, (42.7%), (12.8%) strongly agreed, (32.5%) were neutral, (9.4%) disagreed and (2.6%) strongly disagreed. The study suggested that respondents agreed (Mean= 3.54, SD=.922) that ISO training had clarified their roles and responsibilities in curriculum delivery process. Majority (47.4%) of the respondents in agreement that ISO training, had enhanced their creativity/innovation in areas of curriculum delivery process. Out of (47.4%) those who agreed were (35.0%), (12.4%) strongly agreed (29.9%) were neutral, (19.7%) disagreed, and (3.0%) strongly disagreed. The study revealed that respondents were in agreement (Mean= 3.34, SD=1.03) that ISO training, had enhanced their creativity/innovation

in areas of curriculum delivery process. Moreover, most (49.6%) of the respondents were neutral on whether they were able to determine the requirements and resources needed for curriculum delivery process, (27.4%) agreed, (5.1%) strongly agreed, (14.5%) disagreed and (3.4%) strongly disagreed. The study suggested that respondents in agreement that (Mean= 3.16, SD=.859) they were able to determine the requirements and resources needed for curriculum delivery process.

Majority (47 %) of the respondents were in agreement that they could identify risks and opportunities that could influence curriculum delivery. Out of (47 %) those who were, (34.2%) agreed, (12.8%) strongly agreed, (29.9%) were neutral, (19.7%) disagreed, and 4.3% strongly disagreed. The study revealed that respondents were in agreement that (Mean= 3.32, SD=1.06) they could identify risks and opportunities that could influence curriculum delivery process. Most (45.3%) of the respondents were in agreement that there was general lack of understanding in ISO: 9001 2015 requirements in their department. Out of 45.3% those who agreed were (32.9%), 12.4% strongly agreed, 30.8% were neutral, 19.7% disagreed, and 4.3% strongly disagreed. The study suggested that respondents were in agreement that (Mean= 3.29, SD=1.05) there was general lack of understanding in ISO: 9001 2015 requirements in their department.

Majority (82.5%) of the respondents were in agreement that the process was not easy to implement. Out of these (82.5 %), those who agreed were (61.1%), (21.4%) strongly agreed, (11.1%) were neutral, (4.7%) strongly disagreed and (1.7%) disagreed. The study revealed that respondents agreed (Mean= 3.93, SD=.902) that the process was not easy to implement and sustain.

Most institutions that have embrace QMS processes have begun to be notice some changes. One HOD noted that;

"ISO standard is a tool that guide trainers to perform their roles and responsibilities in profession

manner and that if it is embrace at individual level, then less supervision will be needed in various level"

The departments are offering above average service implying that they are meeting their quality objective. They observed that there is improvement in class attendance both the learners and trainers and that they are able to give account of their daily activities. However, when asked to evaluate ISO training in relation to trainers' deliberation on curriculum delivery and general quality service delivery to their customers, both HOD and Internal Auditors bet to disagree with trainers on matters of adequacy of training. Rather, they had the following observation to make: that trainers were sensitized on ISO Standard in general and this was only during preparation for certification hence they felt, it was not adequate. An example given is the case of the departmental objectives are formulated, printed and displayed at the department and revised annually. Although, there is general understanding of the quality objective, some have not integrated them into their day to day activities. One HOD remarked:

"Majority of the trainers understand quality objectives, but they have not incorporated into their day to day performance of duties."

Most of the trainers have not internalized quality objective and more so their roles and responsibilities in relation to offering quality service to their customers. When further prompt to elaborate, they attributed this to several factors such as; trainers lamenting workload, high enrollment rates and tiresome documentation procedures this is underpinned by the following response.

"ISO training meets my training needs but find it difficult to implement because of the escalating workload every term with huge classes"

Besides this, HoDs felt Trainers did not internalize key quality concepts because some trainers were absent during the sensitization period. That the big challenges is trainers grasp on the key concept of quality and integrating to their roles and

responsibilities in meeting the customers need and that is why trainers were in agreement that there

Inferential analysis on the Influence of ISO training on curriculum delivery

The explanatory behavior of ISO training on curriculum delivery was analyzed using regression

generally there is lack of understanding in ISO and that processes are not easy to implement. analysis the model summary, F statistics and coefficients of curriculum delivery were explained by curriculum delivery and presented on table 2.

Table 2: Regression Model Summary of ISO training and Curriculum Delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig	Durbin-Watson
1	.899 ^a	.807	.806	.188	972.095	.000 ^b	1.653

- a. Predictors: (Constant), ISO Training
- b. Dependent Variable Curriculum Delivery

Source: Research Study, 2020

The model summary presented in table 2 involved ISO training (X₁) as the only independent variable. The outcome was: the coefficient of determination (R square) of .807. This indicated that the model explained a variation or change in the dependent variable of 80.7%. This means that when deliberate effort is put to have ISO training in place it drives curriculum delivery process. The remaining proportion of 19.3% can be explained by other factors other than ISO training. Adjustment of the R square did not change the results substantially, having reduced the explanatory behavior of the predictor from 80.7% to 80.6%. This meant that the model was fit to be used to generalize the findings.

From the results shown in the F-statistic was highly significant (F= 972.095 p<0.05), this showed that the model was valid. The results with a p-value of 0.000 being less than 0.05 indicated that the model is statistically significant in explaining the relationship between ISO Training and Curriculum Delivery in public TVET institutions. Results of the regression coefficients presented showed that the estimates of β values and give an individual contribution of a predictor to the model. The β value tells us about the relationship between curriculum delivery with the predictor.

Table 3: Regression Coefficients of Curriculum Delivery as Explained by ISO training

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.443	.067		19.844	.000		
	ISO training	.611	.020	.899	31.178	.000	1.000	1.000

- a. Dependent Variable: Curriculum delivery

Source: Research Study, 2020

The positive β value indicates a positive relationship between the predictors and the outcome. The β value for ISO education and training (.611) which was positive. The positive β values indicated the direction of relationship between predictor and

outcome. From the results the model was then specified as: -

y=β₁X₁+ε.....Equation 2

Curriculum delivery = 1.443+.611 ISO training + ε

The coefficient of the variable indicated the amount of change one could expect in curriculum delivery given a one-unit change in the value of that variable, given that all the variables in the model were unstandardized coefficients. Result revealed unstandardized regression coefficient for ISO training ($\beta=0.611$), implied that an increase of 1 unit in ISO training is likely to result in 0.611 unit increase in curriculum delivery.

Hypothesis testing

The study hypothesized that:

H₀₁: There is no statistically significant influence of employees' ISO training on curriculum delivery in public TVET institutions in North Rift Region, Kenya.

Therefore t-test was used to identify whether the predictor was making a significant contribution to the model. When the t-test associated with β value is significant then the predictor is making a significant contribution to the model. The results showed that ISO training ($t =31.178$, $P<.05$) significantly affects curriculum delivery. In this regard the null hypothesis was rejected thus there is a statistically significant influence of employees' ISO training on curriculum delivery in public TVET institutions in North Rift Region, Kenya.

This was in line with findings of Fernández-Cruz, Rodríguez-Mantilla and Díaz, 2017; Ermal, 2018; Bichanga and Kimani, (2013) that training on ISO 9001 standards had more than average impact on teaching learning processes. These findings were premised on ADKAR model and Theory of performance. Thus, for TVET institutions to sustain curriculum delivery the service providers need to be trained on ISO ingrained with the elements and aspects required for quality planning, quality control, quality improvement.

This implied that the TVET institutions should embed their operations with trainings which are intrinsically ISO oriented to give impetus to curriculum delivery. This was justified by the fact that training makes employees exhibit greater motivation, which will greatly influence

implementation of quality systems (Grossman & Salas, 2011). Training on ISO is a de facto basic for implementation of quality standards by the process owners and implementers for curriculum delivery. When the quality standards is implemented and complemented with best practices in the field of education, it will help learning institutions yield positive results for its beneficiaries – be it students, parents, community, primary aim is to enhance learners and other beneficiaries' satisfaction, its principles clearly outline that being more socially responsible and offering educational services (Ermal, 2018). Thus, institutions commitment to an all-inclusive ISO education and training to reduce inefficiencies will demonstrate to process owners and trainers that you take improvement seriously which is essential for sustenance of curriculum delivery process.

CONCLUSION AND RECOMMENDATION

From the findings, this study made a number of conclusions. With the ISO 9001 putting an emphasis on the constant improvement of the organization, it's only natural to strengthen the employee related critical success factors in order to maximize on the output of trainers in the realms of curriculum delivery. It is therefore inordinate that this should stem from the implementation of a quality management system.

Based on the foregoing, the study also concluded that an improvement in ISO training enhances Curriculum Delivery. Through training needs assessment, the TVET institutions would be incredibly effective at recognizing areas for improvement and then building out plans to address those improvements through ISO training. ISO training helps TVET institutions to reduce inefficiencies and improve workflow to improve the overall quality of curriculum delivery. Commitment to an all-inclusive ISO training to reduce inefficiencies would demonstrate to process owners and trainers that you take improvement seriously. Therefore TIVET institutions should honour ISO oriented unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of

communication. These would amount employee behaviour which gives credence to quality management system in compliance with the ISO 9001 standard without being oblivious of creating a positive work environment that is more conducive for both process owners and process implementers for curriculum delivery.

TVET institutions should strengthen their quality management systems through adoption strategies that enhance curriculum delivery. TVET institutions must continuously assess and evaluate its workforce for gaps in training needs for creating a

periodical employee development in tune with the needs of curriculum delivery. The study also recommended the need for motivation and follows up towards integrating the new learned knowledge and skills into their responsibilities. There is need for the management to address the barriers (resources, personality differences, workload, turnover, high enrolment rates) of implementation of the ISO process through a policy framework. TVET institution should embed their operations with trainings which are intrinsically ISO oriented to give impetus to curriculum delivery.

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