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MANAGEMENT SUPPORT AND FINANCIAL RESOURCE AVAILABILITY IN IMPLEMENTATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING POLICY IN NIGERIA

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ABSTRACT

This study focused on the support from management and the availability of financial resources in the execution of technical and vocational education and training (TVET) policies in Nigeria. The role of schoolteachers in the implementation of the TVET program in Nigeria has been largely neglected. Policy implementation occurs after policy formulation, translating ideas into actions, but this critical stage often receives inadequate attention. While policies may be well designed, they are frequently implemented ineffectively, leading to a significant gap between policy intentions and their actual execution. TVET aims to develop and produce graduates who are job-ready for various industries. This research used a qualitative approach, gathering evidence through interviews with schoolteachers. Participants were selected using a purposive sampling technique, and the number of participants was depending on achieving data saturation. The interviews were transcribed and audio-recorded, and analyzed using thematic analysis, with paper and pencil coding employed in the analysis process. Given the unsuccessful implementation of the TVET policy in Nigeria, this study highlighted the necessity of involving schoolteachers in the policy implementation to reduce unemployment among TVET graduates in Nigeria.

Keywords: Management Support, Financial Resource, Implementation, TVET, Policy

Introduction

The role of school teachers in the implementation of the TVET program in Nigeria has been largely neglected. Policy implementation occurs after policy formulation, translating ideas into actions, but this critical stage often receives inadequate attention. While policies may be well-designed, they are frequently implemented ineffectively, leading to a significant gap between policy intentions and their actual execution. TVET aims to develop and produce graduates who are job-ready for various industries. This research will use a qualitative approach, gathering evidence through interviews with school teachers. Participants will be selected using a purposive sampling technique, and the number of participants will depend on achieving data saturation. The interviews will be audio-recorded, transcribed, and analyzed using thematic analysis, with paper

and pencil coding employed in the analysis process. Given the unsuccessful implementation of the TVET policy in Nigeria, this study aims to highlight the necessity of involving school teachers in the policy implementation to reduce unemployment among TVET graduates in Nigeria.

According to Moja (2000), Tripney and Hombrados (2013), Idris and Mbudai (2017), Datzberger (2018), most TVET programs are of low quality and theory-based rather than practical and training, and TVET policy has failed to address the true goal of its founding. The high level of unemployment and security challenges face in Nigeria is as a result of the educational system to live up to it provision of Notional Policy on Education (NPE). The TVET education has failed that is why there is joblessness within abundant skills gaps. The TVET education is established to nurture job ready graduates who can be employed or be self-employed after graduation but what is obtainable is skill mismatch leading to unemployed graduates.

Nigerian Educational Research and Development Council (NERDC), 2013) suggest that Nigeria's TVET policy needs a thorough overhaul. Presently TVET in Nigeria has no specific, comprehensive, articulated policy statement, relatively separate laws/decrees in the national policy on education, which set aside a section for TVET. The main goal for the formation of TVET in Nigeria is to prepare learners for a successful transition to the labour market. Still, there exists an implementation gap between policy expectations and outcomes. TVET policy has not been implemented successfully in Nigeria. Research is needed to understand management support and financial resource availability.

Problem Statement

A gap exists between TVET policy and implementation (Akanbi, 2017; Oviawe et al., 2017; Chigudu, 2015). The identified gaps are lack of management support and financial resource availability in the implementation of TVET policy. Management communicates the rationale for implementing the policy to school teachers, financial resources made available for implementing the policy and learning environment need to be conducive for effective implementation of the policy. School teacher's commitment to the implementation of the policy, TVET policy will be implemented effectively by nurturing job ready graduates who are employable or self-employed after graduation.

TVET policy implementation has been for the past 40 years in Nigeria. The primary purpose of establishing TVET was to nurture job-ready graduates. Students on completing shall secure employment, establish a self-employed business, or pursue further education, but studies indicated policy implementation failure (Datzberger, 2018; Idris & Mbudai, 2017; Moja T., 2000; Tripney & Hombrados, 2013). In Nigeria, TVET takes place in vocational schools, where students work on fictional duties that are not related to actual

work tasks on a regular basis. According to Pinnow (2019), this causes issues when students graduate since they lack the practical skills and knowledge needed to meet work needs. Concerns regarding the employability of TVET graduates are increasing (Idris and Mbudai, 2017), which leads to this study on management support and financial resource availability in TVET policy implementation.

There are few or no significant studies about management support and financial resource availability in implementing TVET policy. This study adds to the implementation of TVET policies in Nigeria. Therefore, this study explores the management support and financial resource availability in TVET policy implementation in Nigeria and suggests a framework for future TVET policy research. The majority of past research on TVET policy implementation focused on policymakers, employers, school leaders, curriculum, and students (Arifin & Mohd Rasdi, 2017; Pavlova, 2019; Pinnow, 2019; Subekti, Syaom Barliana, Khoerunnisa, & Dwiyanti, 2019; Yee & Lam, 2019). Exploring management support and availability of financial resources in different TVET institutions, still remain unexplored. Thus, the purpose of this study is to explore the availability of management support and financial resource in TVET policy implementation in Nigeria and a framework of the implementation will be proposed at the end of the study. This study proposes the following research objectives to better understand management support and financial resource availability in cultivating TVET job-ready graduates. This study is theoretical in nature. Accordingly, it has no specific research objectives and research questions.

Literature Review

TVET in Nigeria was established to nurture job ready graduates who can be employed or self-employed after graduation. There is complain from the employers that the TVET graduate lack technical skills to be employed. The TVET institutions only teach the theoretical aspect, this creates a problem for the students to be employed. However, this study highlights international and local studies on the management support and financial resource availability in the implementation of TVET policy in Nigeria.

Policy Implementation

The policy implementation literature has mainly been about finding ways to reduce the gap between policy objectives and actual achievements since its inception in the 1970s. The main reason for these gaps is the lack of clear policy targets and limitations on administrative control, mainly when many agencies and layers are involved in implementation (John Wiley, 2017). Implementation researchers like Wildavsky (1984), Horn (1974), Sabatier (1986), and Mazmanian (1989) suggest that eazy, less complicated policy is the central guideline for increased execution (Pressman and Wildavsky, 1984).

Many scholars have defined the term policy implementation from various perspectives. Implementation is an important stage of the

policy-making process (Hofmann and Türk, 2006). Implementation means the execution of the law in which various stakeholders, organizations, procedures, and techniques work together to put policies into effect to attain policy goals. Implementation is the process of implementing authoritative guidelines on public policy (Dorey, 2014). The implementers are the key participants in the implementation arena. Mediators are implementers whose duty to help with execution is delegated by the formal implementers. The successful performance depends on the will and the capability of the intermediaries being built and retained. As with an intention, the intermediaries' ability must always be taken by formal implementers (McLaughlin, M., 1987).

Efficient implementation of public policy influences the extent of social care delivery, industrialization, job growth, social security, environmental conservation, modernization of urban infrastructures, reduced unemployment rates, health services access, and speed of progress of education (Ugwuanyi and Chukwuemeka, 2013; Adam et al., 2019). The majority of African and Asian countries developed and adopted strategy of their own to change quickly after years of colonial rule. Still, these policies were fraught with bureaucratic bottlenecks in their execution (Imurana et al., 2014). Global politics in Africa and political parties' false campaigns promise that if they win elections and needless bureaucratic processes, prohibit policies from being enforced. The policies in Nigeria have been conceived rightly, beautifully, and ineffectively applied (Ikelegbe 2006); Chigudu (2016). There is a wide disparity in policy goals and what is on the ground due to poor execution of the planned strategies. The relation between those who devise the process at the top and the implementers at the bottom is not vertical.

The government insists that the policy framework is clear and unambiguous and that what is required is the effective implementation of the policy (Hunter and Marks, 2002). Implementing the policy is the significant role of the school teachers. However, heads of departments and unit heads perform an essential role in implementing policy. Without school teachers support, the implementation of the policy is likely to fail. They translate strategy into practice through implementation (Bunger et al., 2019). Successful implementation depends on continuous monitoring and feedback, support and assistance, and coping with the implementation problems (Fowler, 2009).

The challenges of translating actions into the required improvements are discussed in policy formulation and governments' adoption of policies. The execution of policies is split into various stages: establishing, formulating policies, legitimizing, enforcing, and reviewing policies. There is a difference between policymakers. expectations and the real impact of the policy, and research into the implementation of policy can generate knowledge to reduce these gaps. Cairney, Nilsen, Ståhl, & Roback (2013) referred to

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

policy implementers as responsible for implementation. Such as government authorities, private and public bodies, individuals such as teachers, police officers, and physicians who enforce policies are called frontline employees or street level bureaucrats, institutions such as hospitals, schools, and medical organizations work are known as implementing agencies or entities. Furthermore, a complex network of individuals, organizations, and intergovernmental organizations implement policy.

Factors Influencing Implementation gap

Policy implementation gap using the first-generation policy implementation research, the top-down approach, identify factors influencing the gap of implementation from the central government view of policymakers, examples which are unclear policy, inadequate capital, weak implementer enforcement, regulation, group resistance, and unfavourable socio-economic circumstances (Schofield, 2001). The second generation's bottom-up perspective has challenged the top-down perception of implementation as a solely administrative mechanism and refused to consider the frontlines' positions that enforce the policy (Schofield, 2001). In turning policy goals into practice, the bottom-up centred its emphasis on the bottom as the policy progressed (O'Tool, 2004). Bottom-up focused their attention on the local implementers whose interpretation of the policy is subjective. The frontline workers who interact with the client influence the implementation through discretion. Lipsky (2010) suggested that street-level bureaucrats could be described as policymakers. Frontline employees make discretionary decisions when delivering policies to organizations and citizens.

Schofield (2004) Bottom-up critique is that they overemphasize the frontline staff's flexibility and emphasize study factors that achieve defined targets are impossible. A flexible strategy to respond to local challenges and contextual conditions is critical policy advice (Cairney et al., 2013). Another criticism is that bottom uppers go against the significance of power mandate and democratic theory and policymakers' legitimacy (Gaus et al., 2019). Moreover, in the late half of 1980, a new policy implementation wave was initiated by integrating the top-down and bottom-up approaches by constructing synthesizable structures and systems (Columbia, 2014). Numerous models and design structures appeared, for example, the integrated implementation models (O'Toole, 2004) for a deeper understanding of implementation, the Communication Model of Intergovernmental Policy implementation (Saetren, 2014), and the Ambiguity-Conflict Model (Matland, 1995), etc. Nilsen (2015) argued that the factor that influence the implementation gap is lack of theoretical basis to understand how and why an implementation succeeds or fails.

Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training (TVET) is a program designed to

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

equip youth with skills, knowledge, and habit culture that would enable them to secure and hold a job successfully (Amadi, 2013). In addition, Idris & Mbudai (2017) define TVET as training individuals to implement a nation's technological development by providing citizens with the right skills necessary for employment. TVET is used as a broad term referring to those aspects of the education process involving, in addition to general education, the study of technology and related science and the acquisition of practical skills, attitudes, understanding, and knowledge related to occupations in various sectors of economic and social life (UNESCO, 2015).
Nigerian Educational Research and Development Council (NERDC) (2013) has described TVET as a form of education whose purpose is to prepare person(s) for employment in an occupation or group of professions. Nwachukwu (2014) stated that TVET are those aspects of the educational process involving, in addition to general education, the study of technology and related sciences and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupation in various sectors of economic life. It incorporates technical education, vocational education, vocational training, on-the-job training, and apprenticeship training (or any combination) (Education, 2013).

TVET is training programs in specific educational institutions designed to produce job-ready graduates. The primary issues identified here are public views of TVET, skilful growth and TVET recruitment programs, curriculum, students, pedagogical practice change, TVET continuum of supply, including inter-ministerial inter-sectorial cooperation and partnership both in formal and non-formal programs, as well as the employer's contribution (UNESCO 2013). Majority of education systems currently in Africa are either adopted or adapted from former colonial countries; France, Portugal, and the United Kingdom. The education system was mainly elitist and concentrated primarily on the liberal arts. TVET programs were both colonial derivatives and student preparation schemes. These orientations, which include training and education, were frequently regarded as non-academic and were therefore reserved for businesses and skills where the main concern was practical skills (Hollander, and Kerre, 2009).

Methodology

A qualitative research approach was used for this study. The school teachers of the TVET institutions serve as the study population. The study participants of this research are selected based on the justification that they are available, convenient, and represent characteristics that the study is interested on. Teachers from TVET institutions are the participants of the study in two states of north-western Nigeria (Zamfara and Kano State). The institutions are Federal Polytechnic Kaura Namoda and Federal College of Education (Technical) Gusau Zamfara State and Kano state Polytechnic, Federal College of Education (Technical) Bichi. The sampling techniques selected is purposive approach in which the researcher

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

decides who is to be included in the study based on the participant's capacity to provide the necessary data (Parahoo, 2002). Comments

Sample sizes are small in qualitative research and are not often defined at the beginning of the study (Miles et al., 2014). Interviews with participants were planned in each TVET institution, and there were no specific number of participants selected in the research. The interview continued until the detail is saturated. Therefore, as the interview continue the interview reach saturation point at number fifteen of the interviewee participants. The research focused on different items, and the potential for more in-depth analysis is advantaged with a comparative case approach (Denzin, 2012). This study used two audio recording devices during the interview. And the manual paper and pencil coding method is used for the analysis

Results

The research objective is management support and financial resource availability in TVET policy implementation. Participants believe that management support and financial resource availability play an important role in implementing TVET policy; School teachers played critical roles in ensuring the implementation's success, they serve as middle leaders by balancing messages from their managers and students. School teachers have the ability to positively or negatively influence the implementation of TVET policy by translating educational leaders' strategies. School teachers educate and supervise the execution of TVET policies to guarantee that students learn the skills they need to be job-ready after graduation and that they have a place to do their practical experience in the workplace. In their various schools, school teachers are the implementers and interpreters of educational policy (Mallay, 2016). TVET is a component of the National Policy on Education, according to participants, and the two are linked. However, all interviewees agreed that Nigeria does not have a specific TVET policy.

Management supports have an effect on teacher's commitment in the implementation of TVET policy. School teachers indicated that education managers in their institutions had the authority to define their role in promoting the implementation of TVET policy. Furthermore, without the support of manager's teachers cannot engage and commit to promoting the activities of TVET policy implementation. Supportive managers enable the teachers to lead towards the TVET policy implementation. Manager's support or lack of support influence teacher's commitment in the implementation of TVET policy. Most of the school teachers interviewed reported that access to financial resources in the implementation of TVET policy is limited in their institutions. One of the school teachers indicated that financial problems in his institution made the little available resources less accessible. For example, one participant said he cannot buy consumables and industry visitation to inspect his student on internship.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

The following four themes are explored in the study to clarify management support and financial resource availability:

1. Financial Resource Availability
2. School teacher's commitment
3. Awareness of TVET policy documents
4. Communication
5. Mechanism for Implementation

1 Financial Resource Availability

Participant mention that there are limited financial resources availability which affected acquiring personal, materials and consumables which is seen as constraining factors in the implementation of TVET policy of graduating job ready graduates.

2 School teacher's commitment

Teaching, lecture, supervision of students' project and industrial attachment, and other administrative duties are the four major categories that school teachers commit to in implementing TVET policy.

(a) Teaching

Few participants (KAN HAD) shared that they commit in teaching students in the classroom:

> I teach electrical and electronics, my role is a teacher in electrical and electronics.
>
> My primary activity is to teach students the technical skills needed to be employed in the labor market.

(b) Lecture

Participant school teachers shared that they lecture the students in the classroom as KAU stated:

> As a lecturer in an institution where I think as a lecturer working in a technical school, the school is purely technical. I lecture my students on entrepreneurship education.
>
> My primary responsibility is lecturing as academic staff; that is, my primary responsibility. (ZAM)

Lecturing coordination of students' industrial attachment (WUD)

(c) Supervision of students' projects, industrial attachment and conduct practical instructions

Two participants reported on this category (BDW and WUD)

> Conduct practical instructions to produce job-ready graduates.
>
> Coordination of students' industrial attachment.

(d) Administrative duties

One participant reported on this category (ZAM)

> Secondary responsibility; administration and coordination of the overall activities of the department.

One of the participants (KAD) narrates commits in the entire four categories on the theme teacher's commitments.

> The primary activity engages in implementing TVET policy is teaching, lecturing in the class, supervising research projects, supervising industrial attachment, conducting practical and other administrative duties, and coordinating the department's overall activities to produce job-ready graduates.

3 Awareness of TVET policy documents

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

The majority of those interviewed are aware of TVET policy documents, however they are unfamiliar with them. They report to upper management and must follow the rules of the National Board for Technical Education (NBTE). These themes were divided into four categories:

(a) Share Understanding
(b) Willingness to implement
(c) Awareness
(d) Not aware

(a) Share Understanding

School teachers are expected to interpret TVET policy texts, which leads to a variety of interpretations and confusion in policy implementation. The majority of the participants stated that the policy texts are not well understood by all. YAN, for example, noted that

> There are many challenges in implementing TVET policy due to different interpretations, leading to different implementations.

(b) Willingness to implement

According to the participants, school teachers are aware of and comprehend the TVET policy. Only one participant (ZAM) disagreed, claiming that human beings have varied levels of intelligence and devotion to agreements and vows, thus understanding cannot be the same. The desire to put the policy into action is the most critical factor. The willingness or reluctance of public officials to adopt the policy is critical to meeting policy objectives (Tummers et al., 2012). (ZAM) was of the opinion that.

> The issue of policy has never been a problem in Nigeria; what has been the problem is the will to implement these policies.

(c) Awareness of TVET policy documents

Almost all of the participants in the study said they were aware of the TVET policy documents, but the majority had not read them, according to some of the school teachers interviewed.

> Well, I am aware there is a policy document on TVET, but I don't go through the document (KAU)
>
> I am aware, but I am not too conversant with the policy (KAD)
>
> I am aware, but I have not gone through it. (WUD)

(d) Not aware of TVET policy documents

> HAD and YAN, two participants, stated that they were unaware of the TVET policy documents.

HAD earlier noted

> I am not aware of any TVET policy documents. What I am concerned about is my employment status, not the policy document. (HAD)
>
> I am contented that I am employed; I did not bother myself about policy documents. I follow guidelines and directives from the top management and the supervising agency (YAN).

4. Communication

Participants agreed that they had received information on how to make the transition from school to employment easier for students. Still, some interviewees (BDW, KAU, ENG, KAN, HAD) expressed dissatisfaction with the lack of communication regarding the transition of students from school to work.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

ZAM stated that various communication platforms exist in TVET institutions, including academic board meetings, school board meetings, departmental meetings, and a series of seminars for teaching and nonteaching personnel on how to help students transition from school to work. In Nigeria, TVET policy is developed by national policymakers and implemented by the National Board of Technical Education. They inform the various heads of TVET institutions, then the heads of department or unit heads, and the respective teachers, about the procedure for implementation. School teachers follow the National Board for Technical Education's precise instructions for implementing the TVET policy in Nigeria; they follow the government's specified guidelines and directions for implementing the TVET policy. The top-down strategy is a crucial area for communication.

(a) Top-down approach

Few participants (ZAM, WUD) agreed that the top-down approach for conveying TVET policy implementation has a detrimental influence on implementation. As articulated by ZAM, a top-down method emerges from the education ministry to the Technical Education Board and then down to TVET institutions.

Communication is from the Ministry of Education through the National Board for Technical Education and to the TVET Institutions, then down to those of us who are, respectively heads of departments and individual teachers. The top-down approach did not engage us in policy formulation, and we are forced to implement the policy based on our interpretation (WUD).

5. Mechanism for Implementation

There are mechanisms which encourage implementing of TVET policy in Nigeria. These are in two categories;

(a) Entrepreneurship Education

TVET students would be able to sell their technical and vocational talents in TVET institutions with the help of entrepreneurship education. The entrepreneurship development program is viewed as a method for promoting TVET policy implementation. It will allow students to work for themselves. According to KAD,

> The students are tough entrepreneurship, they produce products and go round to advertise and sell the products. I think this will help the students to be self-employed and self-reliant.

KAU also stated that: -

> The only mechanism helping the nurturing of job-ready graduates as a stakeholder in TVET is entrepreneurship. Entrepreneurship development centers are opening in all tertiary institutions, including my institution. I am also part of the facilitators, and that is one of the mechanisms which I know and very well aware

b) Industrial attachment program

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

Industrial attachment allows TVET students to learn in a real-world setting, enhancing their employability and independence. According to ENG and ZAM, industrial attachment facilitates the adoption of TVET policies:

> Ordinarily, the policy, as I said, is there, for instance, at the end of the first year of our study, the National Diploma students. The procedure is there they must compulsorily do industrial attachment training for six months after that, their two-year program is compulsory for them to go for Industrial Training. The policy is there, and the mechanism is there; that is just it. The mechanism is there for them to acquire knowledge. Based on the policy on the ground, so the students' compulsory goes for Industrial Training and it is also a requirement for them to continue their program if they are going for a higher diploma, it is compulsory for them

Management support and financial resource availability in TVET policy implementation. School teachers were discovered to be involved in teaching, lecturing, project management, industrial attachment, and other administrative responsibilities. Implementers must have a common understanding of the policy documents and be willing to put the policy into action. Some of the participants are familiar with the TVET policy document, while others are not. The communication channel is top-down, and the method for implementing TVET policy is through entrepreneurship education and industrial attachment programs.

Conclusion

TVET policy implementation success depends on the availability of financial resources, access to incentives, and teachers' conducive environment. Some of these were recognized and provided, while others were given less attention. If they are addressed, they act as facilitators, such as the availability of funding, incentives, and conducive environments. However, where they are not available or limited and overlooked, they become inhibitors to TVET policy implementation. The interview indicates that collaboration between TVET institutions and enterprises promotes the TVET policy implementation in Nigeria. Participation and agreement with industry also encourage the implementation of the policy. Prioritizing collaboration through industrial engagement and understanding between TVET and industries is significant within the current TVET policy (Moses, 2016).

Nigerian Educational Research and Development Council (NERDC) (2013) allows the industries' engagement in education, policymaking, and implementation. The National Policy on Education engages the enterprises to have a lived experience in the workplace, a powerful tool for integrating new ways of nurturing job-ready graduates. Industries had a central role as both policymaker and implementers. The interview data suggest that policy implementers become

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

policymakers, and the simplification of the message in the policy documents encourages the school teachers to learn and implement the policy. According to the literature, policy implementers present information to policymakers at the top and determine whether the policy can be implemented with the resources available. Abdullahi and Othman (2020) advocate for a link between policymakers and implementers, as well as community participation in policy development and implementation.

Recommendations

The study recommended that the provision of financial resources and a conducive environment in the TVET institutions will lead to TVET policy implementation. Therefore, financial resource availability is the resources and facilities to work with, including equipment and consumables made available in the implementation of TVET. The interview analysis indicated a lack of financial resources that affect institutions' ability to implement the TVET policy of nurturing job-ready graduates. A conducive environment is the provision of the necessary facilities to enable the implementation of TVET policy in Nigeria. Katherine, Amy Buhl, & Joann Speer (2001) see a conducive environment as a shared belief that implementing the policy is essential within the organization.

Furthermore, if school teachers perceive that TVET policy implementation is the priority of their institutions is supported, promoted, and rewarded by their institutions. The study finds out that nurturing job-ready graduates to be job-ready is the institutional focus in TVET, with limited moral and material support to implement the policy. The study recommends that financial resources and a conducive environment be provided, and school teachers should be supported, rewarded, and promoted in TVET policy implementation. The interview data stated a limited collaboration between industries and the TVET institutions in Nigeria because the industries are not enough to engage the TVET students in their internship programs. It is recommended that the government should allow stakeholders engagement in the implementation of TVET policy through the Industrial Training Fund (ITF).

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