

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

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DEDICATION

This thesis is dedicated to my beloved parents, wife, and children

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ABSTRACT

This study explores the roles of school teachers in the implementation of technical and vocational education and training policy in Nigeria. Their role in implementing the Technical and Vocational Education and Training (TVET) program in Nigeria has received little attention. Policy implementation is the next activity after policy making. It is a process that translates ideas into actions. However, unfortunately, attention is not given to such a crucial stage. There are excellent and well-formulated policies but ineffectively implemented. As a result, it leads to a broader gap between policy intent and its implementation. TVET is established to nurture and produce job-ready graduates for industries. This study employs a qualitative method that seeks information from policy documents and interviews among school teachers. A purposive sampling technique was used to select participants, the number of participants was based on the data saturation point. The interview was audio-recorded, transcribed, and analysed using thematic analysis. NVIVO 12 qualitative analysis software was used to analyze the data. The paper and pencil coding method was also used for the analysis. The study was based on a sole case study that was conducted on the roles and responsibilities of school teachers in implementing TVET policies in Nigeria. The central theme obtained from the data was the awareness of TVET policy documents. Majority of the participants were aware but did not border to go through the policy document. Other participants showed concern that the policy focused on nurturing graduates with specific skills which did not allow career expansion. Responsibilities of school teachers in the implementation of TVET policy involved teachers' engagement in implementing this policy and their understanding on the document policy. This study has developed a framework of responsibilities of school teachers which suggests that management support, financial resource availability, and school teachers' responsibilities lead to the implementation of vocational and technical education that nurtures job-ready graduates. As the implementation of TVET policy has not been successful in Nigeria, this study provides evidence on the need of future school teachers' involvement in implementing the TVET policy to prevent TVET graduates from being unemployed in Nigeria.

ABSTRAK

Kajian ini meneroka peranan guru sekolah dalam melaksanakan polisi Pendidikan dan Latihan Teknikal dan Vokasional di Nigeria. Peranan yang dimainkan oleh guru sekolah dalam melaksanakan program Pendidikan dan Latihan Teknikal dan Vokasional (TVET) di Nigeria kurang diberikan perhatian. Pelaksanaan polisi adalah aktiviti yang dijalankan selepas pembentukan polisi. Pengimplementasian polisi adalah proses di mana idea diterjemahkan kepada tindakan tetapi proses tersebut sering kali tidak dilihat sebagai tahap yang penting. Terdapat polisi yang dibuat dengan baik tetapi tidak dilaksanakan dengan berkesan. Kesannya membawa kepada jurang yang besar di antara matlamat polisi yang dibuat dan pelaksanaan polisi tersebut. Program TVET diwujudkan untuk memupuk dan melahirkan graduan yang bersedia untuk industri. Kajian ini menggunakan pendekatan kaedah kajian kualitatif di mana bukti diperoleh melalui dokumen polisi dan temu bual yang dijalankan dengan guru sekolah. Teknik persampelan bertujuan digunakan dalam menentukan peserta, dan jumlah peserta adalah berdasarkan titik ketepuan data. Temu bual yang dijalankan telah dirakam, ditranskripsi dan dianalisa menggunakan kaedah tematik. Perisian NVIVO 12 telah digunakan untuk menganalisis data. Kaedah pengekodan pensil dan kertas juga digunakan semasa menganalisis data. Kajian ini adalah kajian kes tunggal melibatkan guru sekolah yang bertanggungjawab dalam melaksanakan polisi TVET di Nigeria. Tema asas yang diperoleh dari data adalah kesedaran terhadap dokumen polisi tersebut. Majoriti peserta mempunyai kesedaran tetapi tidak meneliti dokumen polisi tersebut. Peserta lain pula menyatakan kebimbangan terhadap polisi program TVET dalam melahirkan graduan yang mempunyai kemahiran khusus yang tidak akan membenarkan pengembangan kerjaya. Tanggungjawab guru sekolah dalam melaksanakan polisi TVET mencakupi keterlibatan mereka dalam pelaksanaan dan kefahaman mereka mengenai dokumen polisi. Kajian ini turut membangunkan kerangka berkaitan tanggungjawab guru sekolah yang mencadangkan sokongan pentadbiran, penyediaan sumber kewangan dan tanggungjawab guru sekolah yang akan membawa kepada pelaksanaan pendidikan teknikal dan vokasional yang akan memupuk graduan yang sedia bekerja. Berikutan pelaksanaan polisi TVET yang tidak berjaya di Nigeria, kajian ini memberikan bukti perlunya penglibatan guru sekolah masa depan dalam melaksanakan polisi TVET untuk mengelakkan pengangguran graduan TVET di Nigeria.

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LIST OF ABBREVIATIONS

ACF	-	Advocacy Coalition Framework
ANBC	-	Advanced National Business Certificate
ANTC	-	Advanced National Technical Certificate
CoL	-	Community of Learning
COM-B	-	Capacity Opportunities Motivation Behaviour
ECOWAS	-	Economic Community of West African State
FCT	-	Federal Capital Territory
F.R.N.	-	Federal Republic of Nigeria
F.S.D.	-	Flexible Skills Development
GSM	-	Global System for Mobile Communications
HND	-	Higher National Diploma
I.C.T.	-	Information Communication Technology
I.E.I.	-	Innovation Enterprise Institutions
I.L.O	-	International Labour Organization
I.M.F.	-	International Monetary Fund
IR 4.0	-	Industrial Revolution 4.0
ITF	-	Industrial Training Fund
MHRD	-	Malaysian Human Resource Practitioners Development
MMAT	-	Mixed Methods Appraisal Tool
NABTEB	-	National Business and Technical Examination Board
NBTE	-	National Board for Technical Education
NCCE	-	National Council for Colleges of Education
ND	-	National Diploma
NERDC	-	Nigerian Educational Research and Development Council
N.G.O.	-	Nongovernmental Organization
NICE	-	National Institute of Health and Care Excellence
N.O.S.	-	National Occupational Standards
N.P.E.	-	National policy on education

NSQF	-	National Skills Qualifications Framework
NVQF	-	National Vocational Qualification Framework
OECD	-	Organization for Economic Cooperation and Development
PARIHS	-	Promoting Action on Research Implementation in Health Service
PRECEDEPROCEED	-	Predisposing Reinforcing and Enabling Constructs in Educational Diagnosis and Evaluation-Policy Regulatory and Organizational Constructs in Educational and Environmental Development
PRESS	-	Peer Review of Electronic Search Strategies
PRISMA	-	Preferred Reporting Items for Systematic Reviews and Meta-Analysis
PRISMA-ScR	-	Preferred Reporting Items for Systematic Reviews and Meta-Analysis Extension for Scoping Reviews.
RE-AIM	-	Reach, Effectiveness, Adoption, Implementation, Maintenance
Tet FUND	-	Tertiary Education Trust Fund
TVET	-	Technical Vocational Education and Training
UK	-	United Kingdom
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
USA	-	United States of America
UTM	-	Universiti Teknologi Malaysia
W.B.	-	World Bank
W.O.S.	-	Web of Science

LIST OF SYMBOLS

%	-	Percentage
₦	-	Naira, Nigerian Currency

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Management support and financial resource availability in implementing Technical and Vocational Education and Training policy in Nigeria has received little attention and largely overlooked. Policy implementation is the next activity after the making of the policy. It is the process in which ideas are translated into actions, but most of the time, attention had never been paid to such a crucial stage. There are excellent and well-formulated policies but ineffectively implemented. As a result, it leads to a broader gap between policy intent and its implementation. TVET in Nigeria was established to nurture and produce job-ready graduates for industries. Indeed recent empirical studies agree that the employer of labour demands more skill than they do in the past years (Yang, 1998, Okoye and Arimonu, 2016; Sari *et al.*, 2019). There are some complaints from employers who are dissatisfied with the skills acquired by TVET graduates and their inability to apply this knowledge and skills to the workplace. The problem is that the TVET training program needs to be more connected with employers and workplaces.

TVET policy have failed to address its establishment's actual purpose, and most programs are of low quality and are theory-based rather than practical and training (Teboho Moja, 2000, Tripney and Hombrados, 2013, Idris and Mbudai, 2017, Datzberger, 2018). Studies have indicated that TVET yields higher returns than general secondary and tertiary education because it focuses on providing work-relevant skills (Herschbach, 2009, Maurer, 2012). Syjuco (2006) indicated that the employment rates of TVET graduates joining the labour market are 60%. Studies indicated that management support and financial resources availability influences the school teachers commitment to implementing the policy by providing financial and human resources (Chuang *et al.*, 2011; Birken *et al.*, 2015; Lisa D. DiMartino, Sarah

A. Birken, 2019). However, what are not clear are how the management and financial resource availability influence on TVET school teachers in policy implementation.

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. The chapter began with a broad background about the subject and problem statement, which narrowed down to five objectives and research questions. The significance and scope of the research will also be stated.

1.2 Research Background

There is gap between TVET policy and implementation (Akanbi, 2017) TVET institutions in Nigeria did not live up to the provision of National Policy on Education. The gap between policy and implementation may be attributed to poor implementation of the policy (Weatherson *et al.*, 2017). Poor implementation is due to lack of implementation effectiveness and adoption of quality implementation initiatives (Katherine *et al.*, 2001; Helfrich *et al.*, 2007; Birken, 2011; Education, 2013). The TVET institutions has been recognized as an essential setting for promoting job ready graduates in Nigeria.

TVET is thought to be an education for individuals who are unable to pursue academic programs; as a result, TVET is expected to progress slowly. According to Hassan (2015), Nigeria's TVET system does not appear to be achieving its national aims and objectives. The policy does not correspond to the implementation processes of the curriculum in terms of self-employment and national development. The main issues confronting technical and vocational education and training in Nigeria, according to Moses (2016), are a lack of sufficient funding, a lack of materials, out-of-date facilities, a lack of teacher training programs, a lack of institutional structure,

and the necessary educational support materials. Challenges include a lack of connections between TVET colleges and businesses, as well as stigmatization of TVET students (Moses, 2016). These issues do not exist alone in Nigeria; they exist in practically every emerging country. As a result of these issues, as well as other external causes, the quality of education, particularly TVET, has declined or collapsed.

Technical and vocational education and training aims to offer trainees the practical experience and skills needed in workplaces to prepare students for a productive transition to the job market. TVET strategies intend to facilitate the successful implementation of performing skills in the work market by participating in educational facilities and programs (which often occur in traditional school situations). Preparation activities (which usually happen in non-formal settings) (Nigerian Educational Research and Development Council (NERDC), 2013). It suggests that, as a matter of practice, TVET legislation will tackle all steps relevant to a smooth transition from schooling to work, including tests of skills, job advice, market, and workforce preparation programs (UNESCO, 2013). Therefore, TVET is lifelong learning that encompasses the school system and out of school environment.

Nigeria faces challenges and recessions. The Federal budget will likely not increase or maintain the existing levels in 2018; government education spending concerning total government expenditure is 7%, Federal Republic of Nigeria's Budget of 2018 is below the UNESCO benchmark of 26% of the entire budget. Despite an increase in unemployed graduates, higher education continues to receive support from 35 universities in 1990 to over 170 in 2019 (Bugaje, 2019). More universities mean less money available for TVET (Ministry of Human Resources, 2013). TVET policy in Nigeria is to guide the students for successful transition to labour market through specialized education programs provided in the TVET institutions and training programs provided in the work place industry.

Despite the contribution of Vocational-and Technical Education and Training in Nigeria, it is yet to be accorded, the attention it deserves, this is one of the significant causes of unemployment, poverty, and the rising rate of crime (Okoye and Arimonu, 2016). The government gives more attention to academic education and neglects

Vocational and Technical Education. Brown et al. (2011) classify children with the intellectual ability to receive an expanded education while lower labour force levels are those with low academic knowledge and the factory model. English culture's academic-vocational division has continued amid numerous government changes, laws, and speeches to resolve it (Hyland, Terry; Winch, 2007). TVET in Nigeria is recognized by many as low-status education and for the less privileged.

Furthermore, considering TVET as lower than higher education, the public and parents' impression is that TVET programs are terminal and do not provide enough vertical mobility for the graduates to advance (Syjuco, 2006). TVET programs and policymakers must play significant role in shifting the mind-set. It is still the misconception that TVET caters for school dropouts rather than a valuable tool that educates students on employable skills. TVET based skills and occupations are also incorrectly viewed and accepted in the workforce (Affero et al., 2013). There are still issues with a general understanding of the blue-collar job status. In a society where, social progress relied still more on academic professions, parents and students had no interest in blue-collar jobs (Teboho Moja, 2000).

Therefore, there are sound policy documents, but the problem is implementation; as Akanbi (2017) stated, those good policies are written on paper but adequately not implemented due to corruption, inadequate funding, and lack of monitoring and evaluation. In reality, many young people in Nigeria learn skills through informal rout at informal enterprises because the formal sector of the TVET institution cannot provide those skills. Furthermore, their lack of proper training limits their chances for better and more productive employment. The TVET policy documents provide limited guidance to educational leaders, teachers and policy makers on how to implement TVET policy of job ready 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 in implementing TVET policy in Nigeria. Therefore, the findings from this study could provide information helpful to TVET institutions on policy implementation.

1.3 Problem Statement

A gap exists between TVET policy and implementation (Chigudu, 2015; Akanbi, 2017; Oviawe *et al.*, 2017). The identified gaps are lack of management support and financial resource availability in the implementation of TVET policy. Management communicate 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 (Moja T., 2000; Tripney and Hombrados, 2013; Idris and Mbudai, 2017; Datzberger, 2018). 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.

1.4 Research Objective

Based on the problem statement, the objectives of this study are as follows: -

1. To explore management support and financial resource availability in TVET policy implementation.
2. To determine how management and financial supports influence the implementation of TVET policy.
3. To determine how the availability of financial and human resources influence TVET policy implementation.
4. To examine how different types of learning environments support the implementation of TVET policy.
5. To propose a framework on management support and financial resource availability in TVET policy implementation.

1.5 Research Question

The research questions of this study are as follows;

1. Are management support and financial resource available in TVET policy implementation?
2. How do management and financial support influence the implementation of TVET policy?
3. How do the availability of financial and human resources influence TVET policy implementation?
4. How does different learning environments support the implementation of TVET policy?
5. Can a framework on management support and financial resource availability be developed in the implementation of TVET policy?

1.6 Significance of the study

The rate of TVET policy implementation is low (Hamid, 2015), and TVET researchers have paid little attention to exploring management support and financial resource availability in TVET policy implementation. Therefore, the purpose of establishing TVET in Nigeria is to nurture job-ready graduates by securing or being self-employed after graduation (Nigerian Educational Research and Development Council (NERDC), 2013). Understanding management support and financial resource availability in policy implementation is vital for improving the implementation of TVET policy. The main goal of this study is the exploration of management support and financial resource availability in TVET policy implementation.

This study's results and recommendations may help the government and supervised education commissions and the Education Ministry's in Nigeria. For

example, among the three supervisory bodies of higher education; the National University Commission (NUC), which supervise the Universities, the National Board for Technical Education (NBTE), which supervises the TVET institutions and the National Council for Colleges of Education (NCCE), which supervise colleges of education, the former and the latter appear to have similar problems with the TVET concerning policy implementation. Therefore, the research outcome should be applied to Nigeria's TVET sector and to similar sectors in other developing African countries.

This research has expanded implementation analysis by investigating TVET and exploring management support and financial resource availability in TVET policy implementation. Studies connected to TVET policy should provide a foundation for discussing students' transition into the labour market. The research will be significant to the literature of TVET, especially on policy implementation. The study is a single case study concerned with understanding management support and financial resource availability in implementing TVET policy in Nigeria.

For the research community, the work will help study the critical factors involved in policy implementation in TVET, which can apply to other institutions. The results of this research should contribute significantly to this study, and there is no doubt that the investigation is appropriate and timely. The study uses a conceptual framework to understand management support and financial resource availability in implementing TVET policy, but the conceptual framework is not applied in TVET policy implementation.

1.7 Scope of the Research

By empirically studying management support and financial resource availability in implementing TVET policy, the study contributes to research on the implementation of TVET policy of job-ready graduate employability, which may enable TVET institutions to deliver and nurture job-ready graduates who can secure employment or work for themselves after graduation. Students, TVET institutions, parents, communities, and the government will all gain from cultivating job-ready

graduates. The study's focus is on the management support and financial resource availability in implementing TVET policies in North-western Nigeria, which is regulated by the National Board for Technical Education (NBTE). The study's scope is restricted to TVET teachers who teaches in Nigerian TVET institutions. TVET institutions include Polytechnics, Monotechnics, and Technical Colleges, with Teachers as participants.

1.8 Conceptual Framework

The study explores management support and financial resource availability in TVET policy implementation in Nigeria. The support of managers and the availability of financial resources determined TVET policy implementation. Katherine et al. (2001) emphasize that managers play a more significant role in implementing policy distinct from frontline employees and argued that management support influences the policy's implementation. (Figure 1.1) demonstrates management support, availability of financial resources and implementation climate will lead to effective TVET policy implementation The model suggests that two organizational characteristics (management support and financial resource availability) foster a high policy implementation quality. The TVET policy's implementation will nurture job-ready graduates who will secure a job or be self-employed after graduation.

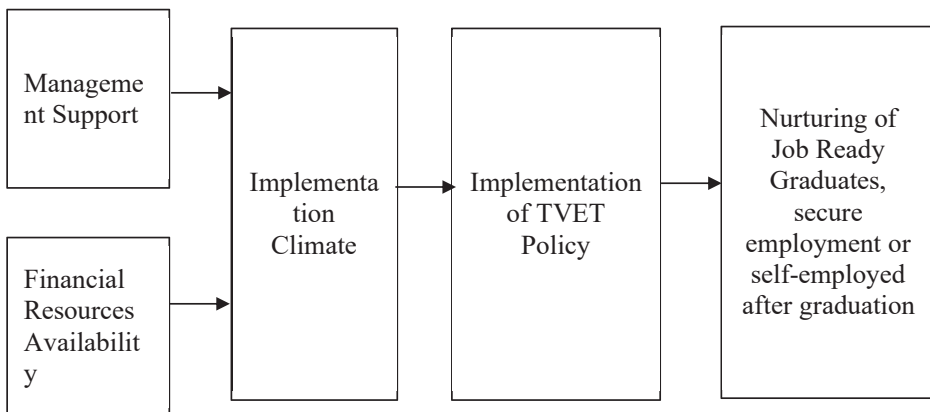


Figure 1.1 Implementation Effectiveness

The management support and financial resource availability in implementing TVET policy may influence the policy's translation into practice (Figure 1.1) and highlight how implementation climate may affect TVET policy implementation by supporting learners' transition from school to work. The support or non-support of TVET policy execution is the responsibility of management. As a result, TVET management deal with frontline workers on a regular basis, and they may be in the greatest position to persuade them to follow the policy. Furthermore, TVET teachers have the responsibility of translating educational leaders' ideas to students, and they can influence the implementation of TVET policies in a positive or negative way.

1.9 Definition of Terms

The following are the terms used in the study relevant to the research objective and conceptual framework

Management Support Is the investment of the manager in quality implementation of policies and procedure in an organization (Klein and Sorra, 1996). In this study management support is the provision of moral and material support by education leaders in the implementation of TVET policy.

Financial Resource Availability Is the provision of financial resources in order to provide quality materials, support, services and training to implement policies and practices (Helfrich *et al.*, 2007). In this research financial resource is the availability or non-availability of financial resources in the implementation of TVET policy.

Implementation Climate Is the shared belief that implementation is important in an organization by employees. It is strong if the employees perceive that implementation is the priority, supported, promoted and rewarded by the organization (Klein and Sorra, 1996). In this study implementation climate is policy implementation prioritizing, expected, supported and rewarded in TVET institutions in Nigeria.

Public Policy are government course of action aimed at achieving specific results. Non-governmental organizations also have policies, but public policy is the government's utilization of public resources or legal coercion. Can a democratic system tackle a public issue through the complex and value-added process? (Fowler, 2009). Public policy in this research work is the course of action designed by the government and stakeholders to achieve the purpose of TVET and the transition of students into a successful labour market by providing practical knowledge and skills required by the world of work.

Policy Implementation Many scholars from various perspectives have defined the term policy implementation. A significant stage of policymaking is execution. It involves enforcing the law, engaging different stakeholders, organizations, procedures, and techniques that cooperate in implementing policies to achieve policy objectives and compare the expected versus the fulfilled (Hamid, 2015). Based on this research, the TVET policy's execution and implementation are the management support and availability of financial resources to teachers in the TVET institutions.

Policy Interpretation The information or guidance provided in verbal or written by government officials to civil servants with regulations or specific regulatory requirements to facilitate understanding, awareness, and compliance (Del Río and Cerdá, 2014). The research clarifies how management support and financial resource availability provide efficient and effective TVET student services. Teachers struggle to understand, interpret, and enforce the policies planned for them by others.

Implementation Gaps The mismatch between policy expectation and the outcome. This work highlights the lack of successful transition of learners into the labour market by providing technical knowledge and skills required in the world of work. The implementation gap happens if the intended outcome on the targeted beneficiaries is not obtained. These problems are not limited to TVET but all other sectors of human endeavour. Where and if critical elements, whether in emerging or developed countries, necessary for enforcing public policies are absent, there is a delay

in implementation. Communication, resources, arrangements, attitudes, and bureaucratic structure are these key factors (Makinde 2017).

Policy Evaluation is a systematic research into an object's values or merit (Fowler, 2009); policies and programs cannot be better unless we know where they are healthy and weak. Operationally, Policy Evaluation is the comparative analysis of policy outcomes and the stated objectives of TVET in Nigeria.

Frontline Workers, Public service employees are described as a street-level bureaucrats or headline employees who communicate directly with people and may use discretion. They are public service staff; such jobs include teachers, officers, lawyers, health professionals, social service workers, civic defenders, etc.(Goldner and Lipsky, 1982). In the context of this research, frontline workers are teachers who are working in the TVET institutions in Nigeria.

Technical Vocational Education and Training, this means instructional programs intended to provide learners with the knowledge, expertise, and abilities unique to particular jobs, trades, or careers; this is the crucial contrast between this schooling method and other types of training (Bacca et al., 2015). There seems to be a significant difference between the two. TVET in Nigeria in this research is those institutions under the supervision of the National Board for Technical Education (NBTE) and they are Technical Colleges, Monotechnic, and Polytechnics.

1.10 Chapter Summary

The first chapter provides an overview of the research background, objectives, and research questions. The chapter also highlights the need to carry out this research to understand and explore management support and financial resource availability in implementing TVET policy. The study proposes a conceptual framework.

1.11 The Organization of the Thesis

The thesis structure is in five chapters; chapter one introduces the thesis by outlining the study background, problem statement, research objectives, questions, significance, scopes, conceptual framework.

Chapter two discusses the literature on TVET, the meaning of TVET in Nigeria's education system, National Policy on Education, and the review of related literature. Overview of theories, previous studies, and the research gap discussed.

Chapter three explains the research design and the qualitative method used in the study, and the justification presented. There are population and sampling presentations, data collection and analysis process, interview, and document analysis focusing on case studies.

Chapter four provides data analysis according to demography and research questions based on references drawn from both the literature and related theories.

Chapter five presents the findings, discussion, and implications of the study on TVET, and identifies future research possibilities

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LIST OF PUBLICATIONS

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