

## School Administrators' and Teachers' Perceptions on Policy Change Implementation Strategies Adoption in Technical Colleges in Southwest Nigeria

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### Abstract

Generally, education policy change is intended to improve the education system. The Technical and Vocational Education and Training (TVET) policy as adopted by the federal ministry of education in Nigeria is structured on three major goals believed to ameliorate economic challenges. The accomplishment of these, however, depends on the effectiveness of its policy implementation strategies. This study, therefore, investigated school administrators' and teachers' perceptions of policy change implementation strategies adoption in technical colleges in southwest Nigeria. The research was a descriptive study of the cross-sectional survey design type. It adopted a multi-stage sampling technique. A simple random sampling technique was then used to select four out of the six states in South-west, Nigeria. Respondents in the technical colleges were classified as school administrators (principals and vice-principals) and teachers. Adopting the census method, all the 21 principals, 47 vice-principals, and 570 teachers were sampled. Two self-designed questionnaires were used for data collection. It was found that there was a significant relationship between policy change implementation strategies and goal achievement in technical colleges in Southwest, Nigeria ( $F_{(6,564)} = 25.947$ ;  $p < .005, .217$ ). In conclusion, the inability to fully adopt TVET policy implementation strategies was due to poor funding to acquire adequate training resources, which was the major reason why TVET goals have not been fully achieved in technical colleges. It was recommended based on the findings that colleges should make efforts to reach out to both the Government and NGOs to assist in the provision of training resources for students.

**Keywords:** Policy; policy change; implementation strategies; TVET goals; goal achievement

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## Güneybatı Nijerya'daki Teknik Kolejlerde Politika Değişikliği Uygulama Stratejilerinin Kabulüne İlişkin Okul Yöneticileri ve Öğretmenlerin Algıları

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### Öz

Genel olarak, eğitim politikası değişikliği eğitim sistemini iyileştirmeyi amaçlar. Nijerya'da federal eğitim bakanlığı tarafından benimsenen Teknik ve Mesleki Eğitim ve Öğretim (TMEÖ) politikası, ekonomik zorlukları iyileştirdiğine inanılan üç ana hedef üzerine yapılandırılmıştır. Ancak bunların başarılması, politika uygulama stratejilerinin etkinliğine bağlıdır. Bu nedenle bu çalışma, güneybatı Nijerya'daki teknik kolejlerde okul yöneticilerinin ve öğretmenlerin politika değişikliği uygulama stratejilerinin benimsenmesine ilişkin algılarını araştırmıştır. Araştırma, kesitsel tarama deseninde betimsel bir çalışmadır. Çok aşamalı bir örnekleme tekniği benimsemiştir. Araştırmada, rastgele örnekleme tekniği Nijerya'nın güneybatısındaki altı eyaletten dördünü seçmek için kullanıldı. Teknik kolejlerdeki katılımcılar okul yöneticileri (müdür ve müdür yardımcıları) ve öğretmenler olarak sınıflandırılmıştır. 21 müdür, 47 müdür yardımcısı ve 570 öğretmen araştırmanın örneklemini oluşturmaktadır. Veri toplamak için araştırmacının tasarladığı iki anket kullanıldı. Güneybatı Nijerya'daki teknik kolejlerde politika değişikliği uygulama stratejileri ile hedefe ulaşma arasında anlamlı bir ilişki olduğu bulundu ( $F(6.564) = 25.947$ ;  $p < .005$ , .217). Sonuç olarak, TMEÖ politika uygulama stratejilerinin tam olarak benimsenmemesi, teknik kolejlerde TMEÖ hedeflerine tam olarak ulaşamamasının ana nedeni olan yeterli eğitim kaynakları elde etmek için yetersiz finansmandan kaynaklanmaktadır. Bulgulara dayalı olarak kolejlerin, öğrencilere eğitim kaynaklarının sağlanmasına yardımcı olmak için hem Hükümete hem de STK'lara ulaşmak için çaba göstermeleri önerildi.

**Anahtar Sözcükler:** Politika; politika değişikliği; uygulama stratejileri; TMEÖ hedefleri; hedef başarısı

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## Introduction

Nigeria is a country endowed with numerous human and natural resources. Despite this endowment, it is still battling with the challenge of not getting it right to solve its myriad of socio-economic and political problems. Goyol and Sunday (2020) found an inadequate technically trained workforce that possessed relevant skills as a hindrance to the successful industrial growth and unemployment in Nigeria. Similarly, Olurounbi (2021) identified unemployment which is 33.3% as of the fourth quarter of the year 2020, and high-level poverty as a common phenomenon among Nigerians. Thus, Technical Vocational Education and Training (TVET) is being redefined to do the rescue mission and serve many purposes among which are workforce production and skills development. It is also seen as a viable means of addressing these identified challenges as a propelling force for socio-economic growth (Oviawe & Anetekhai, 2019). In their submission, Olabiyi and Uzoka (2020), and Moustafa and Moustafa (2013) described TVET as a sub-set of the education system that prepares students for employment, having acquired relevant skill set, knowledge, and attitude to ease the transition from school to work cum the supply of competent labor to the labor market. Even though Nigeria has since institutionalized technical and vocational education as part of its education sub-sectors, the intending solution through it has not been realized.

With the need to eradicate socio-economic and political imbalances facing all nations of the world, especially the third world nations, Nigeria's federal government made some iconic changes to the establishment, operation, and curriculum of TVET. This was done to make allowance for progressive development in the country. These changes are taking place as a result of the country's past experiences and the current need to get rid of youth rising unemployment. The government has well moved a step further to set some policy guidelines to guide the direction of the changes. A retrospective look at the establishment and operation of technical colleges in Nigeria suggests a lot of changes in the form of reforms have taken place, especially after independence in 1960. This is conspicuously seen in the National Policy on Education (NPE) document, which described education as the instrument par excellence for engendering national development (the Federal Republic of Nigeria, [FRN], 2013). The changes made to TVET policy are intended to improve the teaching and learning of this sub-education system. The policy change is necessary because the TVET policy as adopted by the federal ministry of education in Nigeria is structured on three major goals believed to ameliorate socio-economic challenges.

Restatement of policy guidelines for TVET by the government, therefore, reflects some notable changes among which are curriculum structuring, creation of entrepreneurship education unit, ICT education components, the use of digital facilities, creation of career counseling unit, advocacy, and educational agencies, that is, National Board for Technical Education (NBTE) National Business and Technical Examination Board (NABTEB) among others. Justifying the need for policy change, Abolade and Yusuf (2005) found that majority of tutors in all technology institutions in Nigeria are ill-prepared and lack competence in the incorporation of ICTs in their instruction. In addition to the need for these changes, Adewale (2018) asserts that the changes are being carried out to meet up with what is obtainable in the world of technical education, so Nigeria is a country endowed with abundant natural resources and cultural diversity. For instance, TVET is the sector that has been harnessed by the advanced countries in general and the Asian tigers (These are Hong Kong, Singapore, South Korea, and Taiwan) that experienced a season of exceptional growth from 1965 to 1995 in particular. Extolling the import of TVET, Gebru (2017) submits that Ethiopia earned the title of African tiger like the Asian tigers, because of its ability to develop manpower in specialized skills areas, which is helping in building its economy. It has been argued that Nigeria's economy can also get to a greater height like the Asian tigers if it's planning, policies, and investment can be youth-centered (Babatunde, 2016).

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<sup>3</sup> Note: This study was extracted from the author's year 2018 PhD thesis.

To put these changes into action, strategies were put in place among which are capacity building, funding models, public-private partnership, publicity, and awareness creation among others as specified in the national education policy document (FRN, 2013). For instance, the Government stated in the master plan for TVET that 20,000 teachers (4,000 annually) must be trained by 2010 (FME, 2005). Foulger, Graziano, Schmidt-Crawford, and Slykhuis (2017) have rightly submitted that teachers who are the drivers must correct the mismatch in their training. The school administrators and teachers in all TVET institutions remain germane to the successful implementation of the policy. Their capacities must be developed and must be well mobilized with needed resources for policy implementation which will be transformed into goal achievement. To walk the talk of change, for instance, the Lagos state government has since been organizing training for both the school administrators and the teachers to upgrade their administrative, technological and academic prowess. In 2015, Lagos State Technical and Vocational Education Board, [LASTVEB] partnered with SLOT through the Teachers Industrial Works Experience Scheme [TIWES] to train teachers on the best practices in the industry (The Guardian, 2015).

However, Okoli et al. (2020) report that the sector is still not functioning properly as projected despite the adjustment made by the government to the existing policy document. This could be due to the approach to the implementation of the policy. Furthermore, it must be noted that no matter how good these policies might look, their accomplishment depends on the effective use of its policy implementation strategies which include staff awareness, staff capacity building, funding models, public-private partnerships student careers counseling services, publicity, and accessibility. Howes, et al. (2017) noted that policy implementation failure is a reason why goals are not achieved.

Among the goals of TVET institutions is working to produce the supposed manpower required by employers to grow the economy. It is still worrisome that, the geometric increase in the number of unemployed graduates has created socio-economic and security challenges in Nigeria, which presupposes that the goals of establishing these institutions are yet to be achieved. Although, it is on record that various regimes have been making efforts to actualize TVET goals through policy formulation.

Researchers have attributed the inability to achieve TVET goals to several factors, among which are policy inconsistency and implementation problems. Osam (2013) and Dike (2013) affirmed that underfunding has contributed to the low social acceptability of TVET schools, which discourages parents and youths from patronizing them. These notwithstanding, findings have revealed that employment would be created if TVET synergizes industries (Ezeani, 2014; Ibidapo, 2015; Raimi & Akhuemonkhan, 2014). Thus, the study focuses on teachers' perceptions of policy change implementation strategies adoption and goals achievement in technical colleges in South-west, Nigeria.

Specifically, the objectives of this study were to determine the level of school administrators' and teachers' awareness of TVET policy change and implementation strategies in technical colleges in South-west Nigeria; to examine the colleges' adoption of TVET policy implementation strategies as stated in policy change documents, to determine the level of goal achievement in technical colleges in Southwest Nigeria and, determine the relationship between policy implementation strategies and TVET goal achievement in technical colleges in Southwest, Nigeria. Based on these specific objectives, the following research questions were raised to guide the study:

1. What is the administrative and instructional teachers' level of TVET policy change and implementation strategies awareness in technical colleges in South-west Nigeria?
2. Do colleges adopt TVET policy implementation strategies as stated in the NPE document?
3. What is the level of goal achievement in technical colleges in South-west, Nigeria?
4. Do policy implementation strategies have a relationship with TVET goal achievement in technical colleges in South-west, Nigeria?

The findings of this study may be of immense benefit to TVET administrators, especially at colleges by providing them with efficient and effective strategies suitable for the transformation of TVET, and the timing of adoption of each of the strategies to facilitate the attainment of goals of establishing technical colleges. The findings of this study will add to the existing knowledge banks, and help the educational stakeholders (government, educational planners, principals, teachers, parents, and students) to comprehend the importance of efficient management of the limited available human and material resources to ensure a quality, instead of a poor quantitative social demand approach to education, particularly TVET in Nigeria. The findings of this study may act as a propelling force to raise the status of TVET, and call the attention of the government to its necessity for eradication of unemployment and the attainment of other goals of Nigeria on TVET. Finally, the findings of this study may help the curriculum planners to modify the curriculum to suit the current needs of Nigerians and not only make entrepreneurship education mandatory but set the ball rolling in TVET institutions, to make individual citizens self-employed and reliant and de-emphasize the search for a white-collar job.

### **Literature Review**

This section presents the review of relevant literature to the study. Concept of TVET, policy implementation for goal achievement, and the roles of the school administrators and teachers in TVET policy implementation.

#### **Concept of TVET**

Any nation that premises its developmental efforts on science and technology in this contemporary world will be rated among the top world economies (Okorafor & Nnajiifo, 2017). TVET is an indispensable component of national development strategies in many nations because of its impact on productivity and economic development (Chukwuma, 2015). This is the more reason why it is globally acknowledged as a virile tool for empowering people to enjoy sustainable life and socio-economic development. The renewed agitation by the citizen for an improved TVET system that provides knowledge, skills, attitude, and technology is ongoing in many countries (Arfo, 2015). Immediately after Nigeria attained independence in 1960, Adewale (2018) and Okorafor and Nnajiifo (2017) reported that the first reform done by the government was to change the curriculum from the inherited one from the colonialist to a vocationalised one with the introduction of 6-3-34 in 1977. Furthermore, the government of Nigeria found it worthy to establish the National Board for Technical Education in 1977 to coordinate all technical colleges and polytechnics as manpower-producing institutions (Adewale, 2018) and an initiative that will address the manpower gap identified by the third national development plan.

Skills are the basis for individual employability and national competitiveness. In the contemporary world, the demand for a labor force with relevant skills has remained unfulfilled (Agrawal, 2013). If this unfulfilled requirement must be fulfilled, utmost attention must be given to transferable skills acquisition through TVET. Given the need for skills development, three major goals of TVET in Nigeria were stated in its national education policy document which, are to (Federal Republic of Nigeria [FRN], 2013):

1. Provide trained manpower in the applied sciences, technology, and business, particularly in craft, and advanced craft at technical levels;
2. Provide the technical knowledge and vocational skills necessary for agricultural, commercial, and economic development;
3. Give training and impart the necessary skills to individuals who shall be economically self-reliant.

Despite these laudable triadic goals, and adjustments in the national policies on education, goals of technical vocational education and training are yet to be realized, more so TVET is positioned to drive the nation's economy. Complaints still come from all stakeholders (parents, policymakers, instructional teachers, and employers of laborers worldwide and Nigeria in particular. The lamentations are unemployment, half-baked graduates, security threat, and accumulated debts on the society cum

individuals and in fact, an importation-based nation that cannot even produce toothpicks for local consumption, let alone for international use. These inadequacies have been attributed to many yet-to-be-solved problems and poor implementation strategies serving as clogs in the wheel of TVET's success in Nigeria. Poor use of implementation strategies has accounted for policy inconsistency (Adewale, 2018), unqualified teachers (Akanbi, 2017), and lack of enough funding among others. In addition, the Lagos Chamber of Commerce and Industry (2021) and Adesugba (2019) argue that some available courses of study in many TVET institutions are mismatched to the employers' demand, while some are obsolete which results in lamentation on the part of industries. The connection between TVET and industries is still weak (African Union [AU], 2015) which is one of the reasons why its contributions are not felt in Nigeria despite the policies from successive governments. Administrators' misconception of TVET, inadequate political will, social relegation of its graduates, rapid rate of technological changes, and poor motivation for the teachers are some of the arguments raised for its ineffectiveness (Omosokejimi, Brume-Ezewu, Brume-Ezewu, Nwobu, & Nweke, 2018). Hence, the need for the government to fortify TVET's linkage with industries, to meet up with the changing requirements.

### **Policy Implementation for Goal Achievement**

Policies are mostly initiatives by the government to steer the direction of a particular sector for the easy realization of objectives. Okafor and Nnajiifo (2014) describe policies as formal and written empowerment tools that guide the decision, and actions of managers and their subordinates in strategy implementation. Therefore, education policies are guidelines stated mostly by the government to direct the education system. According to Okorafor and Nnajiifo (2017) "education policies are means of directing education system usually emanate from the government". Policies are dynamic and so, not static; they keep changing to meet the yearning of a country. A policy change is normally a response to a problem or set of problems in a sector, and must, therefore, begin with an appreciation of the educational sector and its context. When an assessment is carried out to determine the efficacy of a particular policy and the result shows that the purpose of putting the policies in place is not yet met, policy change may be inevitable. A change in education policy is always preceded by sector analysis which usually starts with the identification, and comprehension of main sectoral issues relevant to the country.

The policy on education remains the nucleus through which reasonable analysis and substantial evaluation of the education system could be done. As such, education policies must be carefully stated and must work together with national and international needs. No doubt about the fact that the Nigerian government and every citizen agreed to the efficacy of TVET as it is in other countries. However, the major challenge is strategies for making it work (Akanbi, 2017) which has to do with policy implementation.

Implementation is a stage where plans and strategies are turned into action to achieve the set goals and objectives upon which plans were made (Ndzoyiya, 2019). The level at which policies are implemented is a delicate stage where plans are executed to see if they can achieve the goals earlier stated. Given the fragility of the stage, Ogbonaya (2010) described it as the stage where preparation made in the abstract is carefully concretized through the commission of resources to it. Policy implementation according to Malik (cited in Iqbal, Muhammad, Imdadullah, & Alam, 2012) is the activities that are embarked upon in the light of the established policies in a country. By implication, TVET policy implementation is a stage where the government plans are turned into action with the aid of implementation strategies by relevant stakeholders. In technical colleges in Nigeria where TVET programs are offered, the administrative staff and teachers are saddled with the responsibility of policy implementation. Effectively implemented TVET programs will boost food production and employment opportunity (Uwaifo, 2014). Failure at the implementation stage could be a result of factors like poor understanding of the policy by the implementors, poor selection or choice of strategies, insufficient policy implementation resources, and (or) inability to form a connection between policy and what is obtainable in the environment of implementation among others.

## **The Administrative Staff and Teachers in Technical College as Policy Implementers**

The principals of various technical colleges are the chief executive officer of their colleges. They see into the implementation of the broad and specific government policies on TVET. They departmentalize/sectionalize the duties and saddle their subordinates (vice-principals, teachers, non-teaching staff, and students) with the responsibilities of execution (Adewale, 2018). Going by these duties of administrative staff, the onus is on them to adopt and adapt where and when necessary, relevant strategies for the implementation of policies for goal achievement.

Teachers on the other hand are more important to curriculum implementation as they use the curriculum on daily basis. They interact as instructional staff with the students and the principals, as such, teachers in technical colleges can make or mar the attainment of the educational objectives (Omokhodion, 2008). To guarantee effective learning in schools, teachers' competence must be high (Nbisa, 2012). Teachers being the main aid to learners must have their competencies covering both pedagogical and content knowledge competencies that will accompany the effort of the learners. In addition, there is a limit to teachers' effectiveness without adequate teaching and learning resources (Orhodho, Waweru, Ndichu, & Nthinguri, 2013).

This study is anchored on general system theory, which was developed by German biologist Ludwig Von Bertalanffy in 1925 (Adams, 2013). A system that could be closed and opened systems is a set of components that mingles with one another for a common goal.

Closed systems are completely self-supporting, and do not interact with the environment (Oyedijo, 2009). An opened system mutually on the other hand acts upon its environment. An education system is described as an open system by Ijaiya (2012) because it is greatly influenced by its environment from which it receives most of its inputs (financial, material, and human resources), and it expectedly has to react to changes in the environment. Opened system theory is suitable for this study as it gives a detailed account of the instreaming of TVET policies from the government to the college where the administrative and instructional teachers implement the policies to accomplish its goals. The inputs are the policies and the training resources. When new TVET policies are dispatched to technical colleges, the onus is on the principals to implement them with strategies. Similarly, the output is a stage where the accomplishment of the set goals is checked, such that the potency of inputs and throughput are ascertained. For TVET, the output is determined using the manpower produced for the society, employed graduates, and the relevance of the acquired skills. There should be an adequate turning of educational policies into reality if Nigeria must be transformationally developed (Muyiwa, 2015). The feedback stage is for the appraisal, which will reshape what to be sent into the system subsequently.

### **Method**

This section presents the research design, participants, demographic information, and data analysis techniques.

#### **Research Design**

This was a descriptive study of the cross-sectional survey design type. It provides data for describing the status of phenomena or relationships among phenomena at a fixed point in time (Ihudiebube-Splendor & Chikeme, 2020). A cross-sectional study is a snapshot of the frequency and characteristics of a condition in a population at a particular point in time. This method is the best for this study because the study was to assess the condition of the object of study (technical colleges) and reveal situations that might go unnoticed.

#### **Participants**

The target population for this study consisted of 21 government technical colleges in the South-west geo-political zone of Nigeria. The study adopted a multi-stage sampling technique to select the

participants. The purposive sampling technique was used to select only government technical colleges. Using the stratified random sampling technique also, the participants in each of the selected government technical colleges were grouped into two administrative strata (principals and vice-principals) and academic staff (instructional teachers). 21 principals, 47 vice-principals, and 626 teachers were sampled using the census purposive sampling method, totaling 570 respondents. This data was collected as part of the author's doctoral thesis in the year 2018.

### Demographic Information

Table 1 provides the demographic data of the participants.

Table 1.  
School Administrators' and Teachers' Qualifications

Academic Qualification	Fr equency	Perc centage (%)
PhD	2	0.4
M.Ed	29	5.1
MA/ M.Sc	63	11.1
PGDE	75	13.2
B.ED/BA/B.S	275	48.2
Btech/ HND	90	15.8
NCE/ OND	25	4.4
OTHERS	11	1.9
TOTAL	570	100

Table 1 indicates the typologies of academic qualifications possessed by the sampled technical colleges' personnel in South-west, Nigeria. Only two (0.4) teachers have a doctorate which was the highest academic qualification among the participants. This was not astonishing, because it is not a basic requirement to teach in secondary schools, more so it is not a tertiary institution. Also, 29 (5.1%) of the respondents were Master's degree (M.Ed) holders in education, while 63(11.1%) had Master's degrees in arts and sciences (MA/M.Sc). Also, teachers without teaching qualifications, but had obtained postgraduate degrees in education (PGDE) were 75 (13.2%).

Furthermore, bachelor of education, art, and sciences (B.Ed/BA/B.Sc) degrees holders were 275 (48.2%) while bachelor's degree in technology (Btech) and HND certificates in which more TVET courses are learned at the tertiary level were 90 (15.8%). In addition, NCE/ OND holders were 25 (4.4%) while (Others), that is secondary school leavers and Trade Test Certificate (TTC) are 11 (1.9%). Although, the academic qualifications of teachers in technical colleges in South-west, Nigeria were encouraging, more still needs to be done on those with no higher qualifications to upgrade. Imagine, in this 21<sup>st</sup> century, a secondary school leaver teaching in secondary schools.

### Instrumentation

Data were collected in this study with two self-designed questionnaires. The first questionnaire titled "Policy Change Implementation Strategies Questionnaire (PCISQ)" has 38 items to determine policy change implementation strategies and the second questionnaire titled "Goal Achievement in Technical and Vocational Education and Training Questionnaire (GATVETQ)" has 16-item to determine TVET goal achievement. The respondents were made to rate the items, choose and tick freely among the five response options of very high (VH) = 4, high (H) =3, fair (F) =2, low (L) =1, not available (NA) =0. The instruments are self-developed for the doctoral thesis in 2017 (Adewale, 2018).

Content validity of the instruments was done by experts from academia. Cronbach alpha reliability method was used to determine the reliability of the two questionnaires. The Cronbach alpha coefficient obtained was 0.68 for the policy change implementation strategies questionnaire and 0.81 for goal achievement in technical and vocational education and training questionnaire.

**Data Analysis Techniques**

The data collected were analyzed using frequencies and percentages for demographic information of the participants, Mean rating, standard deviation, rank-ordering, and linear multiple regression analysis were used to analyze research questions. To arrive at a decision, any policy change implementation strategy item that has a mean score that falls between 0.01 and 1.99 was low, the mean score that is within the range of 2.00 and 2.49 is moderately adopted by the technical colleges as stated in the policy document while any item that is between 2.50 and 5.00 is adjudged highly achieved.

**Decision Rule to Determine Levels/ Extents of Implementation and Achievement**

	Percentage	Mean scores
Highly achieved	70% -100%	2.50 – 5.00
Moderately achieved	50% - 69%	2.00 – 2.49
Lowly achieved	40% - 49%	0.01 – 1.99
Poorly achieved	0% -39%	

**Findings**

In this study, only 502 teachers returned the instrument while all the 21 principals and 47 vice-principals returned the instruments. Therefore, the analysis was based on the number of the returned instruments and not the previously projected 694 respondents. Table 2 answers research question 1, table 3 answers research question 2, table 4 answers research question 3, while tables 5-7 present answers to research question 4 raised in this study.

Research Question 1: what is the administrative and instructional teachers’ level of TVET policy change and implementation strategies awareness in technical colleges in South-west Nigeria?

Table 2.

The level of School Administrators’ and Teachers’ Awareness of TVET Policy Changes and Implementation in Technical Colleges in South-west, Nigeria

Awareness level	School Administrators		Teachers	
	Frequency	Percentage	Frequency	Percentage
Low level of awareness	1	1	6	1.2
Moderate level of awareness	4	6	42	8.4
High level of awareness	63	93	454	90.4
Total	68	100	502	100

Table 2 indicates that the majority of the participants were aware of changes that have occurred to TVET policies and their implementation strategies. Only 0.6 (1%) of the administrators have a low level of awareness while 6 (1.2%) have a low level of policy change awareness. A significant proportion was moderately aware on the side of the administrators and teachers with 4.4 (6%) and 42.4 (8.4) respectively, while most of them were highly aware with 63(93%) and 454 (90.4%) respectively. The addition of the two ratings (high and moderate awareness) resulted in 67.4 (99 %) for the administrators while teachers resulted in 496.4(98.8%). This implies that approximately 99% of the participants were aware of the new development in the policy on TVET.

Research Question 2: do colleges adopt TVET policy implementation strategies as stated in the NPE document?

Table 3.

Colleges' Adoption of TVET Implementation Strategies as Stipulated in the National Policy on Education Document.

S/N	Items	N	Mean	SD	Remark
1	Staff capacity building	570	2.47	0.81	Moderate
2	Funding models	570	1.96	0.95	Low
3	Public-Private Partnerships	570	2.51	1.38	High
4	Students' career counseling service	570	2.19	1.37	Moderate
5	Publicity and accessibility	570	2.79	0.82	High

Table 3 shows the means scores of the responses of respondents on the adoption of the TVET implementation strategies in the various colleges in South-west, Nigeria as stipulated in the NPE document. Publicity and accessibility cum PPP have the highest mean score of 2.79 and 2.51 respectively. Staff capacity development, funding, and students' career counseling service were not adequately adopted. This implies that further training to be able to implement the policies must be given to teachers.

Research Question 3: what is the level of goal achievement in technical colleges in South-west, Nigeria?

Table 4.

The level of Goal Achievement in Technical Colleges in South-west, Nigeria.

Rating	Manpower Production		Entrepreneurial Skills development	
	Frequency	%	Frequency	%
Highly achieved	134	23.5	66	11.5
Moderately achieved	163	28.5	123	21.5
Lowly achieved	184	32.2	243	42.6
Poorly achieved	89	15.6	138	27.2
Total	570	100	570	100

Table 4 indicates the levels of goal achievement in technical colleges in South-west, Nigeria. From the table, only 23.5% of manpower production has been highly achieved, 28.5 % was moderately achieved, 32 % and 15.6 % were lowly and poorly achieved. Furthermore, on entrepreneurial skills development, 11.5% rated highly achieved, 21.5 % moderately achieved while 42.6 % and 27.2 % were for low and poor achievement. This implies that, even with the addition of highly achieved and moderately achieved ratings which were 33%, the entrepreneurial skills development goal had not been fully achieved as many graduates were still not self-reliant due to a lack of innovative skills.

Research Question 4: do policy implementation strategies have a relationship with TVET goal achievement in technical colleges in South-west, Nigeria?

Table 5.

Adjusted R Square Value for the Model Summary of Perceptions on Policy Change Implementation Strategies on Goal Achievement in Technical Colleges in South-west, Nigeria

Model	R	R2	Adjusted R2	Std. The error in the Estimate
	0.465	0.217	0.208	3.04952

Predictors: (Constant), Staff awareness, Staff capacity building, Funding models, Public-private partnership' Students career counseling service, publicity, and accessibility

From the result in Table 7, the adjusted R<sup>2</sup> (0.217) has a poor fit. This reveals that the constructed multiple regression model of the independent variables (awareness, staff capacity building, funding models, Public-private partnership, student counseling services, and publicity and accessibility) account for 22% variance in the dependent variable (TVET goal achievement). The results of the Analysis of Variance (ANOVA) for the model are shown in Table 6.

Table 6.

Adjusted R Square Value for the Model summary of perceptions on Policy Change Implementation Strategies for Goal Achievement in Technical Colleges in South-west, Nigeria

Model	Sum of squares	df	Mean square	f	sig
Regression	1447.784	6	241.297	25.947	.000 <sup>b</sup>
Residual	5235.648	563	9.3		
Total		6683.432	569		

a. Dependent variable: goal achievement in technical colleges

b. Predictors: (Constant), Staff awareness, Staff capacity building, Funding models, Public-private partnership Students career counseling service, publicity, and accessibility

The results of the ANOVA, F (df 6, 563) =25.947, p< 0.000), indicate a statistically significant relationship (stronger than 0.05) between the independent variables and dependent variables. Based on this significant relationship, the coefficient for the Beta weight for the amount of standard deviation unit of change in the dependent variable for each standard deviation unit of change in the dependent variable was calculated. The results are shown in Table 7.

Table 7.

Coefficients for Policy Change Implementation Strategies and Goal Achievement in Technical Colleges in South-west, Nigeria.

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	22.103	2.138			
Staff awareness	-.150	.107	-.053	.396	.163
Staff Capacity Building	.121	.043	.117	2.843	.005
Funding models	.137	.137	.177	3.686	.000
PPP	.031	.036	-.085	-2.575	.395
Student career Counseling	.131	2.138	.205	4.401	.000
Publicity and Accessibility	.209	.072	.024	2.879	.004

The standardized coefficients in Table 7 revealed that:

- The independent variable, students' career counseling service value has the strongest positive effect on the TVET goal achievement because the Beta ( $\beta = .205$ ,  $p = .000$ ) shows a statistically significant relationship because the alpha value is less than 0.05.
- The independent variable, funding models has the next stronger positive effect on the TVET goal achievement because the Beta ( $\beta = .177$ ,  $p = .000$ ) shows a statistically significant relationship because the alpha value is less than 0.05.

- c. The independent variable, staff capacity building has the next stronger positive effect on the TVET goal achievement because the Beta ( $\beta = .117$ ,  $p = .000$ ) shows a statistically significant relationship because the alpha value is less than 0.05.
- d. The independent variable, public-private partnership has the next stronger negative effect on the TVET goal achievement because the Beta ( $\beta = -.085$ ,  $p = .395$ ) shows no statistically significant relationship because the alpha value is higher than 0.05.
- e. The independent variable, staff awareness has the next stronger negative effect on the TVET goal achievement because the Beta ( $\beta = -.053$ ,  $p = .163$ ) shows no statistically significant relationship because the alpha value is higher than 0.05.
- f. The independent variable, staff capacity building has the next stronger positive effect on the TVET goal achievement because the Beta ( $\beta = .024$ ,  $p = .004$ ) shows a statistically significant relationship because the alpha value is less than 0.05.

### **Discussion, Conclusion and Recommendations**

The study examines the administrative and instructional teachers' perceptions of policy change implementation strategies adoption in technical colleges in southwest, Nigeria. General findings indicate that technical colleges are implementing the identified TVET policies but at a different pace due to differences in their approaches to the adoption and adaptation of the implementation strategies.

The result emerging from the first research question on the level of awareness of implementation strategies shows that most of the participants were highly aware of TVET policy change and implementation strategies. This aligns with Afolabi (2019) who found that teachers' awareness and ability to implement various research findings do not affect students' academic performance. The implication is that the school administrators should have been reporting improvement in TVET policy change implementation in technical colleges in the south-west, of Nigeria, but due to the inadequacies of other factors for a successful policy implementation like financial and material resources, this has not been achieved. This may be one of the reasons why unemployment and poverty are still lingering and spreading like cancer in Nigeria, especially among the youths.

Furthermore, the finding of research question two reveals that not all TVET policy change implementation strategies have been adopted by the technical colleges in South-west, Nigeria as specified by the nation's education policy document, particularly in the area of staff capacity development. The outcome also shows that some of the strategies were adapted by the school administrators based on the peculiarities of the environment where the colleges are located. For instance, there is a difference in the use of publicity as a strategy and, while some use social media and other mass media like radio gingles other colleges adopt the pasting of posters and rallies. From the information gathered in the field from the principals, localization of the implementation strategies was common among them. Students were taxed to provide some equipment for the schools, the inauguration of business clubs to sensitize the students on why they are in the college and what they stand to gain in terms of being their boss, self-reliant, and becoming employers of labors. Also, publicity strategy was area principals have devised various methods. It includes the use of SMS, posters, and banners to communicate with members of the public. Other methods were community self-help, discretion on which course to be offered, determined mostly by the available resources and patronage, the flexibility of admission policy, and staff capacity building. Similarly, teachers' capacity-building strategy was not the same. It is worrisome that some do not even develop the capacity of teachers at all. This finding was in line with the opinion of Oyesiku (2013) who asserted that many tutors were tutoring their students with methods they learned at least 15 years ago in their various teachers' training institutions. This implies that the knowledge, skills, and methodology teachers gained during their period of university training may have been obsolete and not conform to the new trend in knowledge in all fields of endeavor. It was found that the resources to train were largely inadequately available, while some were not even available, let alone adequate. One common thing in all the sampled schools is that they lack a school clinic except for a school in Ogun state, which is essential in TVET institutions as they do more practical where equipment is used and accidents may occur. Hence,

the government at all levels should look into this area urgently to save lives from workshop accidents. This aligns with findings by Akanbi (2017); Osam (2013) and, Bello and Babawuro (2013) that some of the needed facilities were not only unavailable; the few available ones were not functioning.

Research question three also reveals that the TVET goals have been attained on an average level. The attainment of the goal of entrepreneurial skills development of the students as a goal is still very low. This implies that the supposed skills expected of the trainees to function later in their lives as job creators and not job seekers still straggling. This study also found that adaptation of the TVET policy implementation strategies in the technical colleges varied and depended on the location of the colleges; rural or urban. This conforms to the finding of Akanbi (2017) that the gap between policy implementation and goal attainment in Nigeria is still wide. The finding further reveals that the problem which is not peculiar to Nigeria alone (some other African countries inclusive) is the problem of moving from mere document to on-the-ground implementation. In the same vein, the finding of Okorafor and Nnajiifo (2017) attest to the inability to implement policies, poor institutional framework, and lack of political will as the causes of goal attainment.

Research question four shows that there is a relationship between policy implementation strategies and goal achievements but to different degrees. This implies that each of the implementation strategies has a varying degree of relationship with goal achievement. The study found that students' career counseling service was in operation in most of the technical colleges in South-west, Nigeria. However, this department in most of the colleges visited lacked the professional counselors to do this job. It was also found that staff awareness had a high negative relationship with TVET goal achievement, which indicates that an increase in the level of awareness of staff, as a policy change implementation strategy, did not lead to improvement in the TVET goal achievement. This was because of the use of the internet and social media such as Facebook, WhatsApp, and LinkedIn among others today by the teachers, to keep them updated about new development in TVET. However, it had a negative relationship with goal achievement due to the lack and inadequacies of other policy implementation strategies. Furthermore, staff capacity building in the model indicated that it has a positive relationship with TVET goal achievements. This presupposes that an increase in staff capacity building brought about improvements in the achievement of the goal in technical colleges. The training undergone by the teachers made them understand the subject they teach better and exposed them to the innovations in their areas of specialization. This aligns with Fennema and Franke (cited in Ishikwen & Benjamin, 2014) who found that understanding the subject matter is a prerequisite to effective teaching

Conclusively, the goals of TVET have not been fully realized in technical colleges in Nigeria because TVET policies keep changing as technology and the implementation strategies too were not adequately used by the colleges. The colleges were found to have concentrated more on a few strategies (awareness creation among the staff, publicity of TVET programs among the members of the community, and partial implementation of Public-Private Partnerships cum students' career counseling services) despite the significance of strategies in goal achievement in technical education in South-west, Nigeria.

Based on the findings of this study that despite the high level of school administrators' and teachers' awareness of the change in TVET policy, and implementation strategies, TVET goals have not been fully achieved. It was therefore recommended that a standing committee on awareness and publicity should be created to sustain the high level of staff awareness; Colleges should make efforts to reach out to both Government, and NGOs to assist in the provision of training resources; Colleges should localize their policy implementation strategies in such a way that the host communities will understand and benefit from and; Improvisation of training materials should be seen as a virile alternative means of getting students trained.

#### Limitations of the study

The study is not without any limitations. The sample was drawn only from government-owned technical colleges. Private-owned technical colleges were not included. This may affect its generalization. Future

studies may study both government and privately owned TVET institutions to determine how policy implementation strategies are adopted to actualise TVET goals in Nigeria

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### **Ethics Statement**

In this study, we declare that the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" are complied with and that we do not take any of the actions based on "Actions Against Scientific Research and Publication Ethics". At the same time, we declare that there is no conflict of interest between the authors, that all authors contribute to the study and that all the responsibility belongs to the article authors in case of all ethical violations.

#### **Ethics Committee Approval Information**

The name of Ethics Committee: University of Ilorin, University Ethical Review Committee

The date of Ethich Committee Approval: 10.08.2017

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