

Exploring the Responsibilities of School Leaders in Technical Vocation Education and Training (TVET) Policy Implementation in Nigeria

Muhammad Abdullahi*, Nooraini Othman

Perdana Centre of Science Technology and Innovation Policy, Razak Faculty of Technology and Informatics,

University Teknologi Malaysia, Kuala Lumpur

ABSTRACT

The primary purpose of establishing Technical Vocational Education and Training (TVET) is to nurture job-ready graduates who can be employed and be self-employed. However, TVET has failed to achieve its objective due to a lack of knowledge and practical skills to fulfil job requirements. Overlooked was the school leaders' responsibilities in the implementation of the TVET policy. The study aimed to explore the responsibilities of school leaders in the implementation of TVET policy in Nigeria. The study used qualitative semi-structured interviews with school leaders in the TVET institutions in Nigeria. Thematic analysis was used to analyse the interview transcripts. The main themes obtained from the data was the awareness of TVET policy documents. Most of the participants are aware but do not border to go through the policy document. Some participants show concern that the TVET policy focuses on nurturing graduates with specific skills that will not allow career expansion later in life. Furthermore, on the mechanism to implement TVET policy, entrepreneurship education and industrial attachment will produce job-ready graduates. TVET policy had not been implemented successively in Nigeria. There are complaints from employers that TVET graduates lack practical skills and knowledge to fulfil job requirements. TVET school leaders need to be involved in a thorough implementation.

Keywords: Responsivities of School Leaders, Technical Vocational Education and Training, Policy Implementation, Nigeria

The primary purpose of establishing TVET is to nurture job-ready graduates who can be employed or self-employed. TVET in Nigeria occurs at the vocational schools that are often done in an academic setting, working on fictional tasks that are not in line with actual work tasks daily. Pinnow (2019) stated that this creates problems when students graduate since they lack the practical skills and knowledge needed to fulfil job requirements. Overlooked was school leaders' responsibilities: employees who translate strategy into action through implementation (S. A. Birken 2011). School leaders mediate between policy and day-to-day work (S. A. Birken et al. 2016) by selling implementation (S. A. Birken, Lee, and Weiner 2012), synthesise data (S. A. Birken et al. 2015). They obtained and disseminated information (S. Birken et al. 2018). School leaders act as middle leaders by balancing messages received from their superiors and teachers (Reid 2020).

School leaders' responsibilities are to translate educational leaders' strategies to frontline employees, and they can positively or negatively influence the implementation of TVET policy. School leaders teach and supervise the implementation of TVET policy to ensure that students learn the skills necessary to make them job-ready after graduation and ensure that students have a place where they can do their practical experience in industries. School leaders are the implementer and interpreters of education policy in their various schools (Mallay 2016). School leaders play an essential role in implementing TVET policy; as stated by Brandmo et al. (2019), school leaders' understanding of their role clearer, school leaders and teachers played irreplaceable roles to ensure the TVET policy implementation success.

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School leaders' responsibilities in implementing TVET policy may influence the translation of policy into practice. To also demonstrate how school leaders' might affect the implementation of TVET policy of facilitating the learners from school to work. School leaders' responsibilities are the support or non-support of TVET policy implementation. Therefore, the school leaders interact with frontline workers daily; they may be in the best position to influence frontline workers to implement the policy. School leaders' responsibilities are to translate educational leaders' strategies to frontline employees, and they can positively or negatively affect the implementation of TVET policy. The study contributes to TVET policy implementation by shedding more light on the school leaders' responsibilities.

This study explores school leaders' responsibilities in implementing TVET policy in Nigeria. Most previous studies on implementing TVET policy focus on policymakers, employers, teachers, curriculum, and students (Arifin and Mohd Rasdi 2017; Pavlova and Chen 2019; Lam and Ng 2019). Comparing the school leaders' responsibilities in implementing TVET policy remains unexplored in different TVET institutions to better understand the school leaders' responsibilities in nurturing TVET job-ready graduates. The study aims at exploring the responsibilities of school leaders in the TVET policy implementation in Nigeria

OBJECTIVE

To identify the awareness of school leaders on TVET policy documents in Nigeria

To identify the responsibilities of school leaders in the TVET policy implementation in Nigeria

METHODS

The study is based on a qualitative approach using semi-structured interviews based on gathering data of multiple individuals' understanding and experience of TVET school leaders' responsibilities in policy implementation. The study is conducted as a single case study on the grounds of geographical location and time constraints. Rectors, provosts, principals, heads of departments, unit heads, and teachers are the participants' school leaders of the TVET institutions in two states of northwestern Nigeria. The school leaders' responsibilities from the TVET institutions will be compared to gather rich data. The study set criteria for the selection of participants. Purposely knowledgeable, interested, and unbiased (Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh 2009; Louis Cohen, Lawrence Manion 2000) and those experienced and their role in implementing TVET policy. The study believed that participants with this criterion might offer a complete picture of school leaders' responsibilities in implementing TVET policy in Nigeria. The research uses snowball and chain sampling by suggestion to pick a person of interest or where identification of members of the target group is difficult. The snowball sampling utilises original respondents to find those interested in the same field to obtain insight into the knowledge and data.

DATA COLLECTION AND ANALYSIS

The study applied to review and analyse policy documents and interviews with school leaders on their responsibilities in implementing TVET policy in Nigeria. The interview is conducted in-depth and semi-structured, reviewed, and analysed using TVET policy documents. Policy documents are the first source of data collection for this study. The document identifies for inclusion for the study is the National Policy on Education, revised 2013; one of the qualitative research methods is document analysis (Bowen 2009).

The interview was conducted with school leaders in TVET institutions (Polytechnic, Monotechnic, and Technical colleges). The process of generating the data is done systematically from the interview by transcribing verbatim the interviews. Braun, V & Clarke (2013) see the transcription process as an interaction between the recording and transcriber, who listen to the recording and choose to preserve and represent what they hear. The interview was conducted online due to the COVID 19 lockdown. The online interview cannot completely replace the face-to-face interview. The online interview also works well as an essential alternative or complementary data collection for qualitative research (Lo-lacono Valeria, Symonds Paul, and David H K 2016). Nine interviews were conducted, of which three were face to face, three by skype, and the other three by WhatsApp call. Skype, WhatsApp call and voice recorder allow the interviewer to record the video conversation.

Nine interviews were conducted, but in the seventh interview transcript, the coding process and theme creation slowly revealed a saturation point. Furthermore, two additional interviews were conducted, the researcher was confident that the data was saturated, then the study's interview process was concluded. The study transforms an interview into written form and determines how the interview data will be analysed. The thematic analysis was selected to allow the researcher to review the facts more carefully and put together points of view from various stakeholders on the research emphasis. The study data analysis utilised the NVIVO 12 qualitative data analysis software to organise the data. The paper and pencil coding method was also used for the analysis. The study adopted Braun, V & Clarke, (2013) seven thematic analysis stages (TA).

RESULT

DOCUMENT ANALYSIS

The study analysed the National Policy on Education 2013 revised edition content to understand policy ideas' arrangement and know the actions suggested to achieve the policy objective. The analysis will focus on the policy document's details on how the TVET policy should be implemented. National Policy on Education refers to TVET as:-

Those aspects of the educational process involving general education. The study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various economic and social life sectors.

The Nigerian education system was modelled on the British education system to prepare learners for white-collar jobs. Employment shortages have led to unemployment; for this reason, the National Education Policy proposes an education system that will make the students marketable by equipping them with employment opportunities. The policy seeks to offer practical skills to those students who have been judged unable to continue their academic careers in higher education. (Teboho Moja 2000).

Error! Reference source not found. indicated that TVET Policy documents started with the National Policy on Education (Nigerian Educational Research and Development Council (NERDC) 2013). It is a national guide for the successful implementation, administration, management of education at all government levels. Therefore, the National Policy on Education is a declaration of intentions, educational priorities, prescriptions, expectations, and criteria for delivering quality education in Nigeria. The policy document was developed after the conference of the National curriculum of 1969, then followed by consultations and a seminar of experts in 1973, which produce a draft document that lead to the publication of the first National Education Policy in 1977. The first editions of the document in 1977 have also been revised successively in 1981 2nd edition, 1988 3rd edition, 2004 and 2007 4th and 5th editions respectively. The 2013 6th edition of the National Education Policy stated the goals and the philosophy of education

Three objectives of Technical Vocational Education and Training are set out in the National Education Policy: firstly, to provide a skilled workforce in the fields of applied sciences, technology, and industry, in particular in the areas of crafts, advanced crafts, and technical skills; secondly, to provide the technical knowledge and professional skills required for agricultural, commercial and economic development; thirdly, to provide training and to economically impart the requisite skills to the person for self-reliance (Nigerian Educational Research and Development Council (NERDC) 2013).

DEMOGRAPHY OF THE PARTICIPANTS

TABLE 1, Demography of Participants provides the participant's demography; the table columns give the role, responsibilities, and experiences the participant has over the years in implementing TVET policy. The first column states the participant's pseudonyms; the second column provides discipline and participant years of experience in implementing TVET policy. The following columns provided the TVET institutions and the position of the participants. The table shows participants' knowledge and their diverse role in TVET policy implementation, which will provide the study with good in-depth evidence on TVET education and policy implementation. Participant brings their experiences to the research and at least three participants for each TVET institution. It also shows the number of school leaders who responded to the interview. It was found that each participant provided an answer addressing the research questions and also offered different views on TVET policy implementation in Nigeria.

TABLE 1, Demography of Participants

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Pseudonym	Discipline	TVET Institutions	Years of experience in TVET	Position	Course Management	Awareness of TVET policy
BDW	Mechanical Engineering	Technical College	6 Years	Education officer	Metalwork Technology	Aware of the National Policy on Education
KAU	Entrepreneurship	Polytechnic	10 Years	Lecturer	Entrepreneurship	Aware of but not gone through it
ENG	Mechanical Engineering	Polytechnic	15 Years	Former Director	Teaches Mechanical Engineering courses	I am Aware
KAD	Chemical Engineering	Polytechnic	20 Years	Chief Lecturer	Teaches Chemical Engineering courses	Aware but not too conversant with the policy
ZAM	Carpentry and Joinery	Technical Collage	18 Years	Head of Department	Woodwork	Aware
KAN	Electrical Electronics	Monotechnic	13 Years	Senior lecturer	Teaches Electrical and Electronics courses	Aware of TVET Policy
HAD	Computer Science	Monotechnic	5 Years	Teacher	Computer Engineering	Not Aware
WUD	Mechanical Engineering	Monotechnic	10 Years	Lecturer 1	Thermodynamics and fluid mechanics	Aware of but not gone through it

Pseudonym	Discipline	TVET Institutions	Years of experience in TVET	Position	Course Management	Awareness of TVET policy
YAN	Chemical Engineering	Technical College	12 Years	Head of Operation Department	Laboratory inspection and repair coordinating the Industrial Attachment program	Not Aware

INTERVIEW ANALYSIS AWARENESS OF TVET POLICY DOCUMENTS

Some participants are aware of the national policy on education, as reported by (Karatay, Lisesi, and Aksu 2012). School leaders are aware of policy documents and belief. Jabaar and Bichi (2017) said that secondary school teachers had restricted access to the National Policy on Education documents in Nigeria. Some stated that teachers and principals were not carried along in the TVET policy formulation and implementation (Karatay, Lisesi, and Aksu 2012) supported this statement. But the school leaders express a limited understanding of the policy document, and three of the respondents cannot relate the policy document to TVET. Concerning the TVET policy of nurturing job-ready graduates, all the participants are aware of the purpose. There is general support for a separate TVET policy necessary for the country's future growth. Two of the participants show concern that the TVET policy focuses on nurturing graduates on specific skills, not allow career expansion later in life as they narrate:

TVET has a role, but training students on only one skill in their lives is not proper in the current changing world and is the answer to lifelong learning.

The student may want to move to another organisation or industry, but he cannot do so because you have put him in a cage that he cannot move out of, which means he cannot operate in another industry. This is education, but this is domination.

The literature supports the above statement by indicating that care should be taken on given more emphasis on only one set of skills to TVET students in this period of high youth unemployment and technological advancement challenges in the world. UNESCO (2015) proposed that post-school education should not prepare students for specific jobs but should include broad-based preparation skills. Also, Billett (2013) pointed out that much of the reasoning behind developing the technical vocational education and training (TVET) system in modern times was securing paid employment. This statement is similar to TVET in Nigeria to nurture graduates who are job-ready with technical skills for a specific sector; this can be counterproductive in this period. All participants indicated a need to have a specific TVET policy, not the present national policy on education, including all education forms. The interviewees agreed that a re-focus on TVET education would boost the future skills of TVET students, which will lead to graduates securing employment or be self-employed. Participants felt that the task of TVET was to nurture job-ready graduates for the world of work.

RESPONSIBILITIES OF SCHOOL LEADERS IN THE IMPLEMENTATION OF TVET POLICY

The second research question seeks views on the responsibilities of school leaders. Participants believe that they play an essential role in implementing TVET policy; Participants stated that TVET is an aspect of the National Policy on Education; they are related. However, all interviewees agreed that there is no specific TVET policy in Nigeria.

The study explains the responsibilities of school leaders with four themes they are

1. Activities engage in
2. Awareness of TVET policy documents
3. Communication

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4. Mechanism for Implementation

1. Activities engage in

Four significant categories explain the activities engage by school leaders in implementing TVET policy: lecture, teaching, supervision of the project, industrial attachment, and other administrative duties.

(a) Lecture

Participant school leaders shared that they lecture the students in the classroom as stated by a participant

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 an academic staff that is my primary responsibility.

Lecturing then coordination of students' industrial attachment

(b) Teaching

Few participants shared that they engage in teaching the students in the classroom.

I teach electrical and electronics, my role is a teacher in electrical and electronics

My primary activity is to teach the students the technical skills needed to be employed in the labour market.

(c) Supervise students' projects, industrial attachment and conduct practical

Two participants reported on this category

Conduct practical to produce job-ready graduates.

Coordination of students' industrial attachment.

(d) Administrative duties

One participant report on this category

My secondary responsibility of administration and coordination of the overall activities of the department.

One of the participants narrates on the entire four categories on the theme activities engage in that.

The primary activity I engage 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.

2. Awareness of TVET policy documents

Most of the participants interviewed are aware of TVET policy documents but are not familiar and conversant with the policy documents. They follow top management and must follow the National Board for Technical Education (NBTE) guidelines. Four categories emerged from these themes

(a) Share Understanding

(b) Willingness to implement

(c) Awareness

(d) Not aware

(a) Share Understanding

School leaders are required to interpret the TVET policy documents, which creates a different interpretation and uncertainty in implementing the policy. The majority of the participant suggested that there is a lack of shared understanding of the policy documents. As stated by a participant

There are many challenges in implementing TVET policy due to different interpretations, leading to a different implementation.

(b) Willingness to implement

School leaders are aware of and understand the TVET policy as reported by the participants. Only one participant differed that understanding cannot be the same because human beings have a different level of intelligence, commitment to promises, and pledges. The will to implement the policy is the most important. Public servants' willingness or resistance in implementing the policy is essential for achieving policy goals (Tummers, Steijn, and Bekkers 2012). (ZAM) felt that:

The issue of policy had 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 the participant interviewed indicated that they are aware of the TVET policy documents, but the majority have not gone through the policy documents as presented by some school leaders interviewed

Well, I am aware there is a policy document of TVET, but I don't go through the document
I am aware, but I am not too conversant with the policy
I am aware, but I have not gone through it.

(d) Not aware of TVET policy documents

Two participants reported that they are not aware of the TVET policy documents as stated

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

3. Communication

Participants agreed that they had been communicated on how to facilitate the students' transition from school to work. Some of the interviewees differed voiced out that there is no communication on how to facilitate students from school to work. A participant expresses many forums for communication in the TVET institutions, including academic board meetings, school board meetings, departmental meetings, and seminars among teaching and non-teaching staff to facilitate students from school to work. TVET policy emanates from the National policymakers in Nigeria down to the National Board of Technical Education. They communicate the policy for implementation to the various head of TVET institutions and then to the heads of department or unit heads and respective teachers. School leaders follow specific instruction from the National Board of Technical Education regarding the implementation of TVET policy in Nigeria; they abide by the government's prescribed guidelines and order in the TVET policy implementation. The important category for communication is the Top-down approach.

(a) Top-down approach

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A top-down approach for communicating TVET policy implementation few participants shared that the top-down approach has a negative impact on the implementation. The top-down approach emanates from the education ministry to the National Technical Education Board down to TVET institutions as presented by a participant

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 respective 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.

4. Mechanism for Implementation

The mechanism to encourage TVET policy implementation in Nigeria. There are two categories entrepreneurship and industrial attachment.

(a) Entrepreneurship

Entrepreneurship education will enable the TVET students to sell their technical and vocational skills acquired in the TVET institutions. The entrepreneurship development program is seen as a mechanism that will encourage the implementation of TVET policy, and it will enable the students to be self-employed was argued that

The students are tough entrepreneurship, and they produce products and go round to advertise the products and sell the products. I think this will help the students to be self-employed and self-reliant. It was also stated that: -

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

(b) Industrial attachment program

Industrial attachment enables the TVET students to learn in the workplace environment, facilitating their employability and self-reliance. Some participants believe that industrial attachment encourages the implementation of TVET policy, as explained

Ordinarily, this policy, as I said they are there. For instance, at the end of the first year of our students, the National Diploma students. The policy is there they most compulsorily do industrial attachment training for six months after that, there two years' 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 are compulsorily most go for Industrial Training and are also a requirement for them to continue their programs if they are going for a higher diploma is compulsory for them.

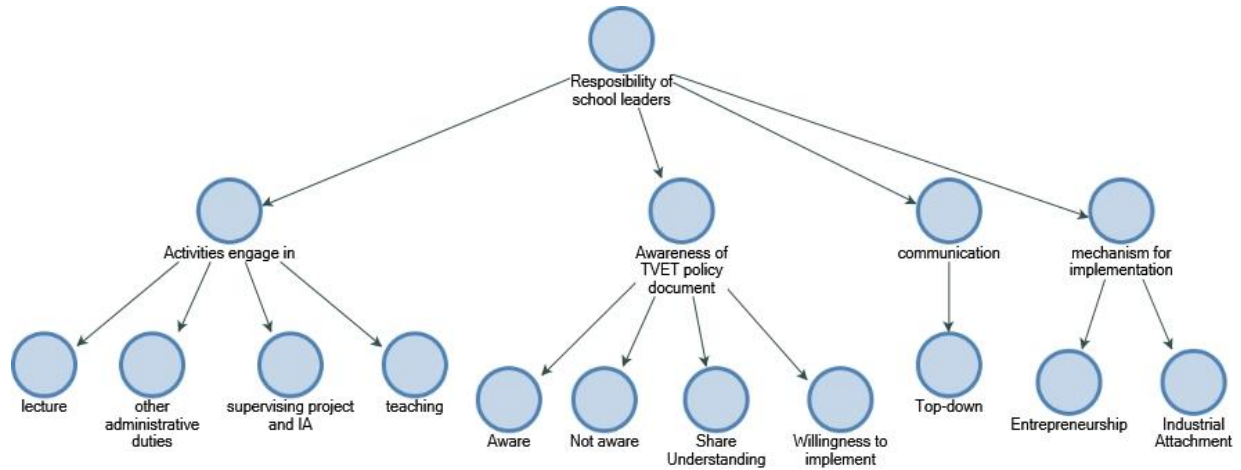


FIGURE 1, Responsibilities of school leaders in TVET policy implementation

FIGURE 1, Responsibilities of school leaders in TVET policy implementation participants identified the activities engaged. It was found that school leaders engage in lecturing, teaching, project supervision, industrial attachment, and other administrative duties. There must be a shared understanding of the policy documents and willingness to implement the policy by implementers. Some participants are aware of the TVET policy document, while others are not aware. Channel of communication is through a top-down approach, and the mechanism in which TVET policy is implemented is through Entrepreneurship education and industrial attachment program.

Discussion

The study explores school leaders' responsibilities in TVET institutions in Nigeria to nurture job-ready graduates. There is an emergence of a complex picture from the school leaders' perspective (rectors, provosts, head of department unit heads, and teachers) on implementing TVET policy. This study generated a result explaining the experience of school leaders in the TVET policy implementation. There is a need to have a shared understanding of policy implementation. Policy documents raised awareness and the need for TVET to be promoted for students to be employable. Still, these documents were inadequate to confirm the meaning of TVET and a shared purpose. Implementers of policy were compelled to pursue the interpretation of TVET from the policy documents.

The school leaders need to interpret the policy documents before implementation. This confuses the understanding and application of the policy by school leaders to benefits the students. The study finds out that there is an awareness of the policy documents, but the shared understanding and willingness to implement the policy are limited, leading to a different interpretation of the policy documents as supported by (Jabaar and Bichi 2017). Lastly, the study finds out that implementing TVET policy in Nigeria is an interpretive process operating in the policy subsystem (Sabatier 1986) which should not be limited to an interpretation of policy implementation top-down or bottom-up. Gaus et al. (2019) suggested a blended usage of approaches from top-down and bottom-up policy implementation.

The study finds evidence on school leaders' responsibilities, and they engage in teaching, lecturing, supervision of students projects, industrial attachment program, and other administrative duties. Lipscombe, Grice, Tindall-Ford, & De-Nobile (2020) indicated that school leaders' responsibilities are teaching; they spend most of their time in the classroom and occupy a leadership position. There are awareness and commitment among school leaders, and they are working together to promote TVET policy implementation. Synthesis from policy documents and interview data indicates that school leaders' involvement was achieved through the entrepreneurship education and industrial attachment program. They are the mechanisms that ensure the successful implementation of TVET policy. Given the unemployment rate of TVET graduates in Nigeria and the formal sectors' capacity to employ the graduates, self-employment through entrepreneurship education has become a viable option (Ministry of human resources, 2013). It has been recorded that a lot of students on industrial attachment in many countries end up being employed after the attachment.

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School leaders' responsibility was revealed to be implementing TVET policy nurturing of job-ready graduates who can be employed or be self-employed after graduation through teaching, coaching, supervision of student's projects, and industrial attachment. In Nigeria, implementing TVET policy was revealed to be the entrepreneurship education and industrial attachment that support successful policy implementation at all TVET institutions. The dissemination of policy to the frontline implementers is always problematic because the interview data shows that school leaders follow the National Board of Technical Education (NBTE). Supported by the literature, all TVET institutions follow and comply with the policy documents (Jr et al., 2019). The study identifies a lack of clear reference for school leaders in Nigeria on teaching and leading from the policy documents. The interview findings suggest that school leaders occupy a central role to improve teachers' practice and student learning.

Limitation of the study

The study has several limitations regarding the school leaders selected as participants may not represent the larger pool of school leaders in the TVET institutions across Nigeria. The sample size of nine participants school leaders is too small, but the qualitative study is about in-depth rather than breadth. The study also did not interview TVET students, parents, and industry stakeholders. Therefore, the study is not fully aware of their concern and thoughts about school leaders' responsibilities in implementing TVET policy in Nigeria. Students, parents, and the industries may have a different perspective on school leaders' responsibilities in TVET policy implementation. The understanding and implementation of TVET policy would involve interviewing school leaders of TVET institutions, students, parents, and industries in Nigeria to explore their perception of school leaders' responsibilities in implementing TVET policy. This study focused only on identifying the school leaders' responsibilities in implementing TVET policy in Nigeria. Future research is needed to explore the perspective of other stakeholders in the implementation of TVET policy.

Conclusion

The study is relevant to research on implementing TVET policy of job-ready graduate employability by empirically studying school leaders' responsibilities in implementing TVET policy, enabling TVET institutions to deliver and nurture job-ready graduates securing or be self-employed after graduation. The TVET policy's implementation will benefit the students and the TVET institutions, parents' communities, and governments. The study explores the responsibilities of school leaders' in TVET policy implementation, which is under the supervision of the National Board for Technical Education (NBTE) in North-western Nigeria. The study is limited to the school leaders working in the TVET institutions in Nigeria include Polytechnics, Monotechnics, and Technical Colleges (Srinivas 2018). Participants are the Rector, Provost, Head of a department, unit heads, and teachers.

There is a need for a clear and shared understanding of policy documents in implementing TVET policy in Nigeria. These will help the school leaders to carry out their responsibilities and meet expectations. School leaders need to interpret the policy documents before implementation; this leads to a different interpretation of the policy due to the policy documents' lack of clarity. The study recommends a clear and shared understanding of the policy documents in implementing TVET policy in Nigeria. School leaders play an essential role in implementing TVET policy in Nigeria; they teach and supervise students on an internship in their workplace. School leaders lead and are also responsible for managing their school with little or no teaching responsibilities (Lipscombe et al., 2020). School leaders are also seen as learning specialists who spend most of their time in the classroom but have additional responsibilities to facilitate learning. This study recommended that school leaders combine classroom activities and leadership roles to manage school activities' functioning. The school leaders should be involved in the classroom and out-of-classroom activities.

The study generally recommended that training, workshops, and seminars be organised regularly to sensitise and expose school leaders and other stakeholders to the most effective method in facilitating TVET students to be job-ready. The recommendations presented in this study are believed to guide school leaders in implementing TVET policy in Nigeria. From the research, evidence shows that TVET institutions need to do more on nurturing job-ready graduates, especially with the current high rate of youth unemployment in Nigeria. School leaders as critical stakeholders in the TVET policy implementation need to understand TVET policy in-depth and implement it.

The study is based on a qualitative semi-structured interview with nine school leaders in TVET institutions in Nigeria. Thematic analysis was used to analyse the data to explore school leaders' responsibility in implementing TVET policy in Nigeria. The findings show that the TVET policy had not been implemented successively in Nigeria. There are complaints from employers that TVET graduates lack practical skills and knowledge to fulfil job requirements. Therefore, TVET school leaders need to be involved in a thorough TVET policy implementation to prevent TVET graduates' un-employment in Nigeria. The result also shows that TVET policy is unlikely to be implemented in Nigeria without the school leaders understanding and willingness to implement the TVET policy of nurturing TVET graduates who can be employed or self-employment.

DECLARATION

AVAILABILITY OF DATA AND MATERIALS

The data set used and analysed during the current study are available from the corresponding author on reasonable request

COMPETING INTEREST

The authors declare that they have no competing interest

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Not applicable

AUTHOR CONTRIBUTIONS

The first author conceived the study, designed the interview schedule, conducted the interview, analysed the data, and prepared the study manuscript's first draft. The second author read the manuscript suggest improvements and amendment. All authors read and approve the final manuscript.

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AUTHOR INFORMATION

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