



ASSESSMENT OF STAKEHOLDERS READINESS IN THE IMPLEMENTATION OF THE NEW VOCATIONAL TRADES IN SECONDARY SCHOOLS

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Abstract

This study assessed stakeholders' readiness for implementing new vocational trades in secondary schools in Delta State, Nigeria, using a descriptive survey design. The research targeted 2,382 stakeholders, including 1,809 vocational teachers and 573 principals. A stratified random sample of 327 teachers and 235 principals was selected across the three senatorial zones of the state to ensure geographical representation. Data were collected using a validated instrument titled Stakeholders Readiness for New Vocational Trades in Secondary Schools Questionnaire (SRNVTSSQ), which contained 42 items focusing on awareness, training, resources, institutional support, and attitudes. The instrument demonstrated strong reliability ($\alpha = 0.88$). A total of 499 completed responses were analyzed using descriptive statistics and independent t-tests at a 0.05 significance level. The findings showed that stakeholders were generally aware of the new vocational trades, though principals exhibited significantly higher awareness than teachers. Both groups reported receiving adequate training; however, principals felt better prepared. Resource availability was reported, but teachers faced more barriers to access. These disparities suggest a need for improved communication and equitable resource distribution. The study recommends strengthening awareness campaigns targeted at teachers and expanding industry-linked training opportunities. While stakeholders demonstrate overall readiness, successful implementation of vocational education reforms will depend on addressing the existing gaps between teachers and principals, particularly in terms of awareness and access to resources.

Keywords: Vocational Education, Stakeholder Readiness, Secondary Schools, Educational Reform

Introduction

The rapidly evolving economies of many developing countries have created an increasing need for governments and educators to emphasize entrepreneurial skill training and development. This shift underscores the crucial role such training plays in fostering economic empowerment, reducing unemployment, and addressing social inequalities (Evers, 2014; Hartog, 2009). Economic sustainability in modern societies is no longer driven solely by traditional white-collar jobs but is increasingly influenced by entrepreneurship and technical skill acquisition. In Nigeria, where youth unemployment rates are persistently high, Technical and Vocational Education (TVE) has been positioned as a strategic tool to address the unemployment crisis by equipping students with practical, job-ready skills. According to Rowe (2013), the primary goals of TVE in Nigeria include promoting self-reliance, creating employment opportunities, alleviating poverty, and enhancing international competitiveness in skill development. These objectives align with global trends that emphasize practical, skill-oriented education as a driver of sustainable development and economic growth (Adelekan & Akinmoladun, 2020; UNESCO, 2015). Consequently, integrating vocational education into secondary school curricula has become a priority for policymakers, with the expectation that students will graduate with relevant skills that align with labor market demands.

Vocational education has long been recognized as an effective framework for bridging the gap between formal education and the labor market by equipping students with skills and competencies essential for employment and self-reliance (Omotosho et al 2009; Boateng & Acheampong, 2015). Traditional academic education often focuses on theoretical knowledge, whereas vocational education adopts a hands-on approach that ensures students develop industry-relevant technical skills. By prioritizing employability, vocational education addresses the twin

challenges of unemployment and underemployment, which are prevalent in many developing economies, including Nigeria (Bassey & Edet, 2017). In this context, the integration of entrepreneurial skills into vocational curricula has emerged as a key strategy to prepare students not only for formal employment opportunities but also for self-employment, fostering a culture of innovation and business creation (Adewale & Idowu, 2018). This is particularly relevant given the changing nature of work, where automation and globalization are continuously redefining job opportunities. Vocational education, therefore, serves as a crucial intervention for equipping the workforce with adaptable skills that meet the dynamic needs of contemporary industries.

The historical evolution of vocational education in Nigeria provides valuable insights into its significance and the persistent challenges it faces. During the colonial era, vocational subjects such as Woodwork, Metalwork, Domestic Science, and Agriculture were introduced to address the technical and industrial needs of the economy. These subjects laid the foundation for early vocational training programs aimed at equipping individuals with practical skills (Rowe, 2013; Salami, 2017). Following Nigeria's independence in the 1960s, vocational education continued to play a prominent role in the curriculum of General Trade Schools (GTS) and public secondary institutions. These schools emphasized high-demand trades that aligned with the country's developmental priorities, ensuring that graduates possessed the skills necessary to contribute to the growing economy (Osuala, 2004; Olayiwola & Adebayo, 2016). However, despite these efforts, vocational education struggled to gain widespread acceptance due to societal preferences for conventional academic education and the perception that vocational training was a less prestigious alternative (Igwe, 2006).

In the 1970s, the Nigerian government sought to enhance vocational education by sending thousands of citizens abroad, particularly to Italy and other parts of Europe, to receive specialized technical training. The expectation was that these individuals would return to Nigeria to impart their knowledge and contribute to national workforce development. However, by 1977, a significant number of the trainees opted to remain abroad, seeking better employment opportunities and improved living standards, which ultimately undermined the objectives of the program (Rowe, 2013; Salami, 2017). This experience underscored the necessity for a more sustainable and locally-driven approach to vocational education, one that would not rely heavily on external training but instead focus on strengthening domestic institutions and training facilities (Adelekan & Akinmoladun, 2020). Recognizing these challenges, the Nigerian government introduced a new vocational and technical education curriculum in the 1980s. This reform was informed by findings from various educational commissions, which highlighted the limitations of an overly theoretical education system. The revised curriculum aimed to equip students with practical, hands-on skills that would better prepare them for the realities of the labor market (Federal Ministry of Education [FME], 1981; Omotosho et al., 2009; Olaniyan & Olojede, 2019). To support this transformation, significant investments were made in materials, infrastructure, and teacher training, ensuring that vocational education could meet the demands of a rapidly changing economic landscape (Adewale & Idowu, 2018). Subsequent revisions to the National Policy on Education in 1991, 2004, and 2013 reaffirmed the government's commitment to strengthening vocational education as a strategic pillar of national development (FME, 2014; Adeyemi & Alonge, 2013).

A significant milestone in this evolution was the introduction of 38 new trades into the Senior Secondary Education curriculum as part of the 2013 policy revision. These trades, including Agricultural Implements Mechanics, Auto Electrical Work, Plumbing, Carpentry, and Upholstery, were designed to address skill shortages in key economic sectors (Gbemisola & Adeola, 2015). However, the success of these programs depends on the readiness and implementation capacity of schools, teachers, and policymakers. According to Igwe (2006), the role of school principals is crucial in supervising program implementation, managing staff, and ensuring the availability of instructional materials (Okoli & Chijioke, 2016). Furthermore, Nelson



and Dawson (2014) emphasize that educational assessment methodologies play a vital role in evaluating readiness, monitoring learning progress, and measuring skill acquisition. Readiness, as defined by Laudon and Laudon (2010), includes financial preparedness, availability of qualified teachers, and access to well-equipped training facilities (Mkpa, 2001; Atama, 2016; Kadir, 2015).

Despite extensive research on vocational education in Nigeria, a significant research gap remains in assessing the readiness of key stakeholders to implement the newly introduced vocational trades in secondary schools. While existing studies have examined general challenges such as inadequate funding, poor infrastructure, and a lack of qualified teachers (Salami, 2017; Bassey & Edet, 2017), limited attention has been given to the specific preparedness of schools, administrators, and teachers in effectively delivering these new vocational programs. Existing literature has largely focused on policy frameworks and curriculum design without evaluating the practical challenges of implementation. Additionally, there is insufficient research on how financial, human, and material resources have been mobilized to support vocational education, particularly in Delta State. This study seeks to fill this gap by providing an empirical assessment of stakeholder readiness, offering insights that can inform policy decisions and educational reforms. In conclusion, the successful implementation of vocational education in Nigeria hinges on the preparedness of stakeholders, sufficient teacher training, adequate funding, and industry-aligned curricula. Addressing these critical factors will unlock the transformative potential of vocational education, fostering economic growth, job creation, and social development. By ensuring the readiness of schools, teachers, and policymakers, Nigeria can fully realize the benefits of vocational education as a sustainable solution to unemployment and economic underdevelopment. Continued assessment and investment in these areas will determine the long-term success of vocational programs in achieving their intended socio-economic objectives (Bassey & Edet, 2017; Salami, 2017).

Statement of the Problem

The introduction of the new vocational trade curriculum in secondary schools in Nigeria is aimed at equipping students with practical skills to secure paid employment, pursue careers in trade, and foster self-reliance through self-employment. However, the implementation of this curriculum in Delta State has encountered significant challenges that hinder the achievement of these objectives. Although the program was officially introduced in 2013, many schools in the state either delayed its implementation or failed to adhere to the recommendations of the Nigerian Educational Research and Development Council (NERDC), resulting in inconsistencies and gaps in execution.

Evidence suggests that some schools either omit trade subjects entirely or offer inappropriate substitutes, such as commerce, under the guise of vocational trades. This points to a lack of understanding or undervaluation of the curriculum's importance. Furthermore, the Delta State Ministry of Education has identified several systemic issues, including the employment of unqualified vocational trade teachers, inadequate or obsolete instructional materials, and insufficient monitoring by state and federal education authorities.

These shortcomings have collectively contributed to the poor implementation of the trade curriculum, leading to significant adverse outcomes. Graduates often find themselves ill-prepared for employment or further education in trade areas, which may drive some to menial jobs, such as commercial motorcycle (okada) riding, or even illicit activities to sustain their livelihoods. These challenges undermine the primary goals of the curriculum and pose broader socio-economic risks. Given the critical importance of vocational education in preparing students for the workforce and fostering economic development, this study seeks to assess the readiness of stakeholders in implementing the new vocational trades in secondary schools in Delta State. Specifically, the study will evaluate key areas such as staffing, availability of facilities, and funding to provide

practical recommendations for addressing these challenges and ensuring the successful implementation of the program. The main purpose of this study is to assess the readiness of stakeholders in the implementation of the new vocational trades in secondary schools in Delta State. The following research questions are posed to guide this study:

1. What is the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State?
2. What is the extent of training and skills possessed by stakeholders to effectively implement the new vocational trades in secondary schools?
3. What is the availability of resources required for the successful implementation of the new vocational trades in secondary schools?
4. What is the level of institutional support provided by educational authorities, local government, and other relevant organizations to prepare stakeholders for the implementation of the new vocational trades?
5. What is the level of Stakeholders' willingness toward adopting the new vocational trades and the associated changes in the educational system?

Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significance difference in the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State
2. There is no significance difference in the extent of training and skills possessed by stakeholders to effectively implement the new vocational trades in secondary schools
3. There is no significance difference in the availability of resources required for the successful implementation of the new vocational trades in secondary schools
4. There is no significance difference in the level of institutional support provided by educational authorities, local government, and other relevant organizations to prepare stakeholders for the implementation of the new vocational trades
5. There is no significance difference in the level of stakeholder's willingness toward adopting the new vocational trades and the associated changes in the educational system

Literature Review

Vocational and Technical Education (VTE): VTE is globally recognized as a catalyst for economic empowerment and workforce development. UNESCO (2023) defines vocational education as skill-based training for specific occupations, while technical education emphasizes applied scientific knowledge for middle-level professionals. Historically, scholars like Okoh (2000) distinguished vocational education as occupation-specific and technical education as broader technological training. However, ambiguities persist in policy implementation, particularly in Nigeria, where the National Policy on Education (revised 2023) positions VTE as a tool for youth unemployment reduction and self-reliance (Ayonmike, 2018; Okafor & Eze, 2024). Despite its alignment with Sustainable Development Goal 4 (SDG 4) on quality education (World Bank, 2023), systemic challenges such as funding gaps and cultural biases against vocational careers continue to undermine its potential (UNESCO, 2023; Federal Ministry of Education [FME], 2024).

Vocational Trades in Secondary Schools: Nigeria's secondary education system integrates vocational trades to align schooling with labor market needs. The 2004 National Policy on Education introduced 34 vocational subjects, later expanded to 40 in 2023, including emerging fields like drone technology and cybersecurity (NERDC, 2023). However, implementation remains uneven: a 2022 study in Delta State revealed that only 15% of secondary schools offer



more than five vocational subjects, attributed to infrastructural deficits and teacher shortages (Onweh, 2023; World Bank, 2024). While the Senior Secondary School Curriculum (NSSC) emphasizes entrepreneurship and ICT skills (NERDC, 2023), industries report persistent skill mismatches, particularly in construction and ICT sectors (Okolie, 2023; Adeyemi, 2024). A 2024 survey by the African Development Bank (AfDB) found that 72% of Nigerian employers prioritize digital literacy, yet only 18% of vocational curricula integrate coding or data analytics.

Teacher Qualifications and Facilities: Effective VTE hinges on qualified instructors and functional infrastructure. Anaele (2004) underscored the role of human and material resources in skill acquisition, yet Nigeria faces chronic shortages. A 2024 Federal Ministry of Education (FME) survey found that 68% of vocational teachers in Delta State lack technical certifications, relying on generic pedagogical training (FME, 2024). This aligns with Oviawe's (2023) critique of Nigeria's "theoretical-heavy" teacher education programs. Infrastructure deficits compound these issues: UNESCO (2024) reports that 75% of Nigerian secondary schools lack functional workshops, forcing students to rely on simulations rather than hands-on practice (Okorie, 2023). Recent interventions, such as the World Bank's (2023) \$250 million innovation fund, aim to modernize tools like 3D printers and AI-driven simulators, but rural schools remain marginalized (Nwosu, 2024). A 2023 UNESCO-UNEVOC case study in Ghana demonstrated how VR labs improved welding skill acquisition by 45%, a model yet to be adopted in Delta State (UNESCO-UNEVOC, 2023).

Funding and Stakeholder Engagement: Sustainable VTE requires robust funding and multi-stakeholder collaboration. Nigeria's education budget stagnated at 6.2% in 2024, far below UNESCO's 15–20% benchmark (UNESCO, 2024), perpetuating reliance on public-private partnerships (PPPs). However, PPPs often prioritize urban centers, neglecting rural areas (Okoye, 2023; Ogunleye, 2024). Stakeholder disengagement further weakens implementation: only 20% of Delta State schools partner with industries for apprenticeships, limiting real-world skill application (Eze, 2023; Okeke, 2024). A 2024 UNICEF report highlighted that teacher strikes over unpaid allowances disrupted vocational training in 60% of Delta State schools, exacerbating skill gaps (UNICEF, 2024).

Challenges in Delta State: Delta State mirrors national VTE challenges. A 2024 EMIS report highlighted that 60% of vocational teachers lack updated curricula, while 85% of workshops are non-functional (Delta State Ministry of Education, 2024). Cultural biases persist, with parents favoring academic tracks over vocational training (Akinseinde, 2023; Ezeigwe, 2024). Teacher attrition exacerbates these issues, with recent protests over unpaid allowances underscoring systemic neglect (NUT, 2024; Adekunle, 2024). A 2024 study by the Delta State Innovation Hub found that 90% of vocational graduates lack access to startup capital, stifling entrepreneurship (Delta State Innovation Hub, 2024).

Strategies for Improvement: Contemporary strategies emphasize innovation and inclusivity. UNESCO-UNEVOC (2023) advocates virtual reality (VR) simulations to bridge infrastructure gaps, a model piloted in Lagos with a 40% improvement in skill retention (Ogunleye, 2023; Okafor, 2024). Locally, Delta State's Skill-Up program (2023) leverages community funding to renovate workshops, though scalability remains unproven (Oduma, 2023; Yusuf, 2024). Teacher incentives, such as Edo State's performance-based bonuses, reduced attrition by 25% (Osunde, 2023; World Bank, 2024). A 2024 pilot project in Rivers State introduced mobile vocational workshops, reaching 10,000 rural students a replicable model for Delta (AfDB, 2024).

Theoretical Framework

Stakeholder Theory: Stakeholder Theory was propounded by R. Edward Freeman in 1984. The theory posits that the success or failure of any organizational initiative depends on the active involvement, cooperation, and alignment of all individuals and groups who have an interest in or are affected by the initiative. Rather than focusing solely on outcomes, the theory emphasizes understanding stakeholders' roles, expectations, capacities, and relationships, as neglecting any key group can undermine implementation efforts.

In the context of education, stakeholders include teachers, students, school administrators, policymakers, parents, industry partners, and the wider community. Stakeholder Theory is particularly relevant to this study because the implementation of vocational trades in Delta State requires coordinated action among these groups. Teachers' technical competence and willingness to adopt practical teaching methods, administrators' readiness to provide infrastructure and instructional materials, policymakers' commitment to funding and policy support, and community acceptance of vocational education collectively determine implementation effectiveness. Where stakeholder expectations are misaligned or support is weak, vocational education initiatives are likely to face resistance, inadequate resourcing, or poor sustainability.

This theory therefore provides a suitable framework for assessing preparedness for vocational education implementation by examining the readiness, perceptions, and level of collaboration among key stakeholders. By focusing on stakeholder engagement and shared responsibility, the theory helps to identify gaps in coordination and commitment that may hinder effective implementation of vocational trades in Delta State.

Methodology

This study employed a descriptive survey research design to systematically assess the readiness of stakeholders specifically vocational teachers and school principals in implementing new vocational trades across secondary schools in Delta State, Nigeria. This design was chosen for its ability to gather quantitative data from a geographically diverse population using structured questionnaires (Nworgu, 2015). The research was conducted in Delta State, a region strategically selected due to its emphasis on vocational education and industrial development within Nigeria's South-South geopolitical zone. Data collection spanned the state's three senatorial districts (Delta North, Central, and South) and 17 Local Government Areas (LGAs), ensuring a representative sample of both urban and rural educational settings. The study acknowledged Delta State's existing challenges, including shortages of qualified instructors, outdated infrastructure, and limited training opportunities, which highlighted the critical need to evaluate stakeholder readiness in aligning vocational training with industry demands.

The target population for the study comprised 1,809 vocational teachers and 573 principals across Delta State's public secondary schools, as enumerated by the State Ministry of Education. These groups were prioritized because of their key roles: teachers are responsible for the direct delivery of vocational curricula, while principals oversee resource allocation and policy implementation. A stratified random sampling technique was used to ensure proportional representation across senatorial zones and vocational disciplines. Using Yamane's (1967) formula, the sample size was calculated to be 327 teachers (with a 5% margin of error and a 95% confidence level) and 235 principals. Simple random sampling was then applied within each stratum to minimize selection bias. Data were collected using the Stakeholders Readiness for New Vocational Trades in Secondary Schools Questionnaire (SRNVTSSQ), a 42-item instrument divided into two sections. The first section captured demographic information about the respondents, including their roles, experience, and institutional context. The second section assessed readiness across five domains using a 5-point Likert scale (ranging from Strongly Agree [5] to Strongly Disagree [1]). These domains were: Awareness (7 items, e.g., familiarity with



vocational policies), Training/Skills (8 items, e.g., adequacy of pedagogical training), Resource Availability (9 items, e.g., access to tools and workshops), Institutional Support (9 items, e.g., funding and leadership), and Attitudes/Willingness (9 items, e.g., perceived value of vocational education).

To ensure the validity of the instrument, it underwent face validation by three experts in Industrial Technical Education from the University of Nigeria, Nsukka. These experts confirmed the clarity, relevance, and alignment of the instrument with the research objectives. The reliability of the instrument was established through a pilot test involving 10 vocational teachers and 5 principals from Anambra State (a comparable region). The pilot test yielded a Cronbach's alpha coefficient of 0.88, indicating high internal consistency across the subscales (ranging from 0.84 to 0.90).

Data collection was carried out by a team of three trained research assistants, who administered 562 questionnaires across Delta State's senatorial zones to ensure geographic diversity. Over a two-week period, 499 responses were collected, representing an 88.79% return rate. Incomplete or biased responses were excluded to maintain data integrity. The collected data were analyzed using SPSS version 22. Readiness levels were interpreted based on the following mean score ranges: 4.50–5.00 (Strongly Agree/High readiness), 3.50–4.49 (Agree/Moderate readiness), 2.50–3.49 (Undecided/Neutral), 1.50–2.49 (Disagree/Low readiness), and 0.50–1.49 (Strongly Disagree/Very low readiness). Independent t-tests were used to compare readiness levels between teachers and principals, with the significance level set at $\alpha = 0.05$. Hypotheses were rejected if the p-value was less than or equal to 0.05, indicating significant differences in preparedness between the two groups.

Results

Table 1: Mean Responses of the Respondents on the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State

S/N	Item Statement	Mean	SD	Decision
1	I am well-informed about the introduction of new vocational trades in secondary schools in Delta State.	4.49	.93	Agree
2	I have received official communication regarding the new vocational trades from the relevant education authorities.	4.63	.58	Strongly Agree
3	I understand the objectives and benefits of integrating new vocational trades into the secondary school curriculum.	4.53	.66	Strongly Agree
4	Training and sensitization programs have provided me with sufficient knowledge about the implementation of the new vocational trades.	4.45	.71	Agree
5	I am aware of the specific vocational trades that have been introduced in secondary schools in Delta State.	4.57	.67	Strongly Agree
6	I am familiar with the policies and guidelines governing the introduction of new vocational trades in secondary schools.	4.62	.59	Strongly Agree
7	The introduction of new vocational trades has been effectively publicized within my school or professional network.	4.47	.66	Agree
Cluster Mean		4.54	.47	Strongly Agree

Table 1 presents the mean responses on the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State. The cluster mean score of 4.54 (SD = 0.47) indicates that respondents strongly agree that they are aware of the new vocational trades. The highest-rated item was "I have received official

communication regarding the new vocational trades from the relevant education authorities" ($M = 4.63$, $SD = 0.58$), while the lowest-rated item was "Training and sensitization programs have provided me with sufficient knowledge about the implementation of the new vocational trades" ($M = 4.45$, $SD = 0.71$). These findings suggest that stakeholders are well-informed about the initiative.

Table 2: The t-test Analysis of the Mean Responses of Respondents on the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State.

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Level of Awareness	Teacher	4.50	.49	3.11	.002	
Among Stakeholders	Principal	4.64	.36			

Table 2 presents a t-test analysis comparing the awareness levels between teachers ($M = 4.50$, $SD = 0.49$) and principals ($M = 4.64$, $SD = 0.36$). The analysis revealed a statistically significant difference, $t(497) = 3.11$, $p = .002$, indicating that principals have a significantly higher level of awareness compared to teachers. Thus, the null hypothesis is rejected.

Table 3: Mean Responses of the Respondents on the extent of training and skills possessed by stakeholders to effectively implement the new vocational trades in secondary schools

S/ N	Item Statement	Mean	SD	Decision
1	I have received adequate training on the new vocational trades introduced in secondary schools.	4.32	.78	Agree
2	I possess the necessary technical skills required to effectively teach or oversee vocational subjects.	4.32	.72	Agree
3	My professional development has been enhanced through workshops and seminars on vocational education.	4.33	.71	Agree
4	I am confident in my ability to implement the curriculum requirements of the new vocational trades.	4.43	.64	Agree
5	I have access to relevant instructional materials and resources that enhance my vocational teaching or administrative role.	4.37	.67	Agree
6	My training has equipped me with modern pedagogical strategies for delivering vocational education effectively.	4.39	.63	Agree
7	I have received sufficient hands-on experience in the practical aspects of the new vocational trades.	4.48	.63	Agree
8	The training programs I have attended have improved my ability to assess students' competencies in vocational subjects.	4.44	.66	Agree
Cluster Mean		4.39	.52	Agree

Table 3 shows the mean responses on the extent of training and skills possessed by stakeholders for the implementation of new vocational trades. The cluster mean of 4.39 ($SD = 0.52$) indicates that respondents agree that they have received adequate training. The highest-rated item was "I have received sufficient hands-on experience in the practical aspects of the new vocational trades" ($M = 4.48$, $SD = 0.63$), while the lowest-rated item was "I have received adequate training on the new vocational trades introduced in secondary schools" ($M = 4.32$, $SD = 0.78$).



Table 4: The t-test Analysis of the Mean Responses of Respondents on the extent of training and skills possessed by stakeholders to effectively implement the new vocational trades in secondary schools.

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Extent of Training and Skills	Teacher	4.32	.53	4.88	.000	Significant
	Principal	4.56	.42			

Table 4 shows a comparison between teachers ($M = 4.32$, $SD = 0.53$) and principals ($M = 4.56$, $SD = 0.42$). The t-test revealed a statistically significant difference, $t(497) = 4.88$, $p < .001$, indicating that principals possess significantly higher training and skills than teachers. Hence, the null hypothesis is rejected.

Table 5: Mean Responses of the Respondents on the availability of resources required for the successful implementation of the new vocational trades in secondary schools

S/N	Item Statement	Mean	SD	Decision
1	Adequate vocational training equipment and tools are available in my school for effective practical instruction.	4.26	.68	Agree
2	My school has well-equipped vocational laboratories/workshops for hands-on training in the new vocational trades.	4.28	.76	Agree
3	The instructional materials needed for teaching vocational subjects are readily accessible to teachers and students.	4.30	.66	Agree
4	There are sufficient and up-to-date textbooks and reference materials for vocational education in my school.	4.34	.74	Agree
5	My school provides functional ICT facilities to support vocational training and digital learning.	4.40	.68	Agree
6	There is a stable supply of electricity and other necessary infrastructure to support vocational education programs.	4.43	.69	Agree
7	My school receives adequate funding to procure and maintain resources for vocational training.	4.47	.70	Agree
8	Industry-standard machines and equipment are regularly supplied and maintained for vocational skill development.	4.32	.73	Agree
9	There are adequate workshop spaces and training areas to accommodate students in vocational trade programs.	4.27	.75	Agree
	Cluster Mean	4.34	.49	Strongly Agree

Table 5 summarizes stakeholders' perceptions of the availability of resources for implementing vocational trades. The cluster mean of 4.34 ($SD = 0.49$) indicates that respondents strongly agree that resources are available. The highest-rated item was "My school receives adequate funding to procure and maintain resources for vocational training" ($M = 4.47$, $SD = 0.70$), while the lowest-rated item was "Adequate vocational training equipment and tools are available in my school for effective practical instruction" ($M = 4.26$, $SD = 0.68$).

Table 6: The t-test Analysis of the Mean Responses of Respondents on the availability of resources required for the successful implementation of the new vocational trades in secondary schools

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Availability of Resources	Teacher	4.29	.48	4.18	.000	Significant
	Principal	4.49	.50			

Table 6 presents the t-test results comparing responses from teachers ($M = 4.29$, $SD = 0.48$) and principals ($M = 4.49$, $SD = 0.50$). A significant difference was found, $t(497) = 4.18$, $p < .001$, indicating that principals perceive resource availability more positively than teachers. Therefore, the null hypothesis is rejected.

Table 7: Mean Responses of the Respondents on the level of institutional support provided by educational authorities, local government, and other relevant organizations to prepare stakeholders for the implementation of the new vocational trades

S/N	Item Statement	Mean	SD	Decision
1	Educational authorities provide adequate funding for vocational education programs in secondary schools.	4.41	.64	Agree
2	There are sufficient training and professional development opportunities for vocational teachers and principals to enhance their skills.	4.19	.83	Agree
3	Local government authorities actively support the implementation of vocational education through policies and resource allocation.	4.32	.80	Agree
4	Schools receive the necessary instructional materials and equipment to effectively teach vocational subjects.	4.51	.69	Agree
5	Regular workshops and seminars are organized to update vocational teachers and principals on curriculum changes and new teaching methods.	4.47	.70	Agree
6	Government agencies collaborate with schools to provide infrastructure and facilities needed for vocational training.	4.51	.72	Agree
7	There are effective monitoring and evaluation systems in place to ensure proper implementation of vocational education reforms.	4.43	.68	Agree
8	Public and private organizations provide financial and material support to enhance vocational education in secondary schools.	4.38	.73	Agree
9	Educational authorities engage stakeholders in decision-making processes related to vocational education policies and reforms.	4.32	.82	Agree
	Cluster Mean	4.39	.49	Strongly Agree

Table 7 presents the mean responses on the level of institutional support provided by educational authorities, local government, and other organizations. The cluster mean of 4.39 ($SD = 0.49$) suggests that respondents strongly agree that institutional support is available. The highest-rated item was "Schools receive the necessary instructional materials and equipment to effectively teach vocational subjects" ($M = 4.51$, $SD = 0.69$), while the lowest-rated item was "there are sufficient training and professional development opportunities for vocational teachers and principals to enhance their skills" ($M = 4.19$, $SD = 0.83$).

Table 8: The t-test Analysis of the Mean Responses of Respondents on the level of institutional support provided by educational authorities, local government, and other relevant organizations to prepare stakeholders for the implementation of the new vocational trades

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Level of Institutional Support	Teacher	4.34	.49	3.63	.000	Significant
	Principal	4.52	.48			

Table 8 presents the t-test results comparing teachers ($M = 4.34$, $SD = 0.49$) and principals ($M = 4.52$, $SD = 0.48$). A significant difference was found, $t(497) = 3.63$, $p < .001$, indicating that principals perceive higher institutional support than teachers. Thus, the null hypothesis is rejected.



Table 9: Mean Responses of the Respondents on the level of willingness of stakeholders toward adopting the new vocational trades and the associated changes in the educational system

S/N	Item Statement	Mean	SD	Decision
1	I am willing to embrace the introduction of new vocational trades in the educational system.	4.29	.79	Agree
2	I am open to adapting my teaching or administrative practices to align with the new vocational curriculum.	4.29	.71	Agree
3	I believe that adopting the new vocational trades will positively impact students' career readiness.	4.20	.70	Agree
4	I am committed to participating in professional development programs related to the new vocational trades.	4.35	.71	Agree
5	I support the integration of modern vocational training methods into the school curriculum.	4.45	.67	Agree
6	I am motivated to collaborate with other stakeholders to ensure the successful implementation of the new vocational trades.	4.45	.62	Agree
7	I am prepared to advocate for the necessary resources and infrastructure to support vocational education reforms.	4.43	.66	Agree
8	I am confident that I can effectively implement the changes required for the new vocational trades.	4.44	.67	Agree
9	I am enthusiastic about the potential benefits that the new vocational trades will bring to the educational system.	4.35	.67	Agree
Cluster Mean		4.36	.46	Strongly Agree

Table 9 presents the mean responses regarding stakeholders' willingness to adopt the new vocational trades and associated changes. The cluster mean of 4.36 (SD = 0.46) indicates that respondents strongly agree that they are willing to adopt the changes. The highest-rated item was "I support the integration of modern vocational training methods into the school curriculum" (M = 4.45, SD = 0.67), while the lowest-rated item was "I believe that adopting the new vocational trades will positively impact students' career readiness" (M = 4.20, SD = 0.70).

Table 10: The t-test Analysis of the Mean Responses of Respondents on the willingness of stakeholders toward adopting the new vocational trades and the associated changes in the educational system.

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Willingness of Stakeholders	Teacher	4.29	.43	5.81	.000	Significant
	Principal	4.55	.48			

Table 10 presents a comparison between teachers (M = 4.29, SD = 0.43) and principals (M = 4.55, SD = 0.48). The t-test results show a statistically significant difference, $t(497) = 5.81$, $p < .001$, suggesting that principals are more willing to adopt vocational trades than teachers. Therefore, the null hypothesis is rejected.

Discussion

Awareness of Stakeholders Regarding the Introduction of New Vocational Trades

The findings of this study revealed that stakeholders have a high level of awareness regarding the introduction of new vocational trades in secondary schools. However, a significant difference in awareness levels was observed between teachers and principals, with principals demonstrating significantly higher awareness. This suggests that while general awareness is

widespread, dissemination of information has been more effective among school administrators than among teachers. The importance of stakeholder awareness in vocational education reforms has been widely documented in the literature. Okolie et al (2020) emphasized that effective policy implementation begins with clear communication and high awareness among key stakeholders, particularly educators and school administrators. Similarly, Ayonmike and Okeke (2021) found that school leaders, especially principals, are often prioritized in information dissemination processes, receiving direct communication from policymakers before teachers. This finding aligns with the results of the present study, which indicated that principals had significantly higher levels of awareness regarding the vocational education reforms.

However, some studies suggest that vocational education reforms in Nigeria suffer from poor communication strategies, leading to low awareness levels among some stakeholders. Ekpenyong and Edokpolor (2021) argued that many vocational education policies are developed without sufficient sensitization efforts, particularly for teachers in rural areas. Similarly, Obi and Okeke (2022) found that while policymakers often assume that awareness levels are high, many vocational teachers remain uninformed about specific aspects of reform policies due to ineffective communication channels. These findings contrast with the results of this study, highlighting the need for further research on whether awareness levels are uniform across different educational regions. Although this study found that stakeholders are highly aware of the new vocational trades, the disparity in awareness levels between teachers and principals suggests that additional sensitization efforts may be required to ensure that all educators, particularly teachers responsible for classroom implementation, fully understand the new policies and their implications.

Training and Skills Possessed by Stakeholders

The study found that stakeholders generally agreed that they possessed the necessary training and skills to implement the new vocational trades. However, principals reported significantly higher levels of preparedness than teachers, suggesting that while training programs exist, their accessibility and impact may vary across different stakeholder groups. The role of professional development in vocational education reforms has been extensively discussed in the literature. Aina and Uzoechi (2020) emphasized that teachers' ability to effectively implement new curricula is strongly linked to their exposure to continuous professional development programs. Similarly, Obi and Okeke (2022) found that vocational teachers who participated in regular training workshops demonstrated greater confidence and competence in implementing new curriculum changes. These findings support the results of this study, which indicated that stakeholders generally perceived their training as adequate.

Despite these positive findings, some researchers argue that many vocational educators still lack industry-relevant training. Majekodunmi and Adeleke (2021) pointed out that while vocational educators often receive pedagogical training, many lack practical exposure to modern industry practices, limiting their ability to effectively deliver technical content. Similarly, Olumese and Uwameiye (2019) found that many vocational training programs in Nigeria are heavily theoretical, failing to provide teachers with the hands-on experience required to teach effectively. These studies contradict the findings of the present study, suggesting that while teachers and administrators may perceive their training as adequate, gaps may still exist in the quality and relevance of the training provided. The findings of this study underscore the need for more practical, industry-driven training programs that equip vocational educators with hands-on experience in technical fields. While general perceptions of training adequacy are high, efforts should be made to ensure that vocational educators are exposed to modern teaching methodologies and real-world industrial applications.



Availability of Resources for Vocational Trade Implementation

The study found that stakeholders generally agreed that adequate resources were available for the successful implementation of vocational trades. However, significant differences were observed between teachers and principals, with principals perceiving greater resource availability. This suggests potential disparities in actual resource access, with teachers experiencing more challenges in utilizing available materials. The availability of instructional materials and equipment has been widely recognized as a critical factor in the success of vocational education. Oviawe et al (2020) found that schools with well-equipped vocational workshops and access to modern training materials produced more technically skilled graduates. Similarly, Ogbunaya and Okoli (2021) highlighted the importance of regular funding and maintenance of vocational training facilities to ensure sustainability. These studies support the findings of the present study, indicating that stakeholders generally perceive vocational resources as adequate.

However, contrasting findings exist in the literature. Ekpenyong and Nwogu (2020) argued that many vocational education institutions in Nigeria face significant resource shortages, including outdated equipment, limited instructional materials, and insufficient funding. Similarly, Ogunyemi et al. (2022) found that while some schools report having the necessary resources, delays in procurement, poor maintenance, and lack of funding often render these resources inadequate for effective teaching. These contradictions suggest that while some schools in Delta State may have adequate resources, disparities may exist in other regions, particularly in underfunded schools. Given these findings, continuous investment in vocational training infrastructure, periodic assessments of resource availability, and equitable distribution of resources are recommended to ensure uniform access across schools.

Institutional Support for Vocational Education

The study found that stakeholders strongly agreed that institutional support from educational authorities, local government, and other relevant organizations was available. However, a significant difference in perception was found between teachers and principals, with principals perceiving greater institutional support. Institutional support has been widely recognized as a key determinant of the success of vocational education reforms. Bolarinwa and Ige (2023) found that schools with strong institutional backing received better funding, training programs, and improved infrastructure, resulting in higher program success rates. Similarly, Ojo and Ogunyemi (2021) found that collaboration between schools and government agencies played a critical role in ensuring vocational education reforms were successfully implemented. These findings align with the present study, suggesting that vocational education in Delta State benefits from strong institutional support.

However, some researchers have pointed out inconsistencies in institutional support across different educational settings. Aina and Uzoechi (2020) argued that while vocational education policies exist, bureaucratic inefficiencies and implementation delays often undermine their effectiveness. Similarly, Oviawe (2020) found that inconsistent government support and inadequate funding frequently result in poorly implemented vocational programs. These findings suggest that while institutional support is perceived as strong in the current study, continued monitoring and policy adjustments are necessary to maintain its effectiveness.

Willingness of Stakeholders to Adopt Vocational Trades

The study found that stakeholders exhibited a strong willingness to adopt vocational trades. However, a significant difference was observed between the responses of teachers and principals, with principals demonstrating significantly higher willingness than teachers. This suggests that while there is overall enthusiasm for the implementation of vocational trades, the level of commitment and readiness may vary depending on stakeholders' roles and responsibilities within

the educational system. Principals, being key decision-makers and administrators, may have a greater awareness of the long-term benefits of vocational trades and are likely to support policies that enhance educational outcomes. On the other hand, teachers, who are directly responsible for implementing the new curriculum, may have concerns about workload increases, availability of resources, and the adequacy of training, which could influence their level of enthusiasm.

These findings align with Eze and Nwogu (2021), who emphasized that stakeholder willingness is a strong predictor of successful policy implementation in vocational education. Their study highlighted that educators and school administrators who are highly motivated and committed to vocational education reforms tend to implement them more effectively, leading to better student outcomes. Furthermore, Obi and Okeke (2022) found that when stakeholders perceive vocational education policies as beneficial, well-structured, and adequately supported, their willingness to adopt and sustain these reforms increases.

However, despite the overall high willingness reported in this study, Oviawe (2020) cautioned that enthusiasm alone may not be sufficient to guarantee the long-term success of vocational education programs. According to their study, lack of incentives, training gaps, poor resource availability, and weak institutional support can reduce long-term commitment among educators. If teachers do not receive the necessary pedagogical training, teaching materials, and professional incentives, their initial enthusiasm may diminish over time, negatively impacting the effective delivery of vocational education. Additionally, Ayonmike and Okeke (2021) argued that the sustainability of vocational education initiatives depends on the alignment between stakeholder willingness and systemic support, emphasizing the need for continuous professional development, structured implementation plans, and financial backing from government and private stakeholders. Given these considerations, while this study found high levels of stakeholder willingness to adopt vocational trades, efforts should be made to sustain this enthusiasm by addressing potential barriers such as inadequate resources, lack of continuous training, and the need for institutional incentives. Ensuring that teachers and school administrators receive ongoing support, clear policy directives, and access to necessary teaching tools will be essential for maintaining their willingness and commitment to vocational education reforms in the long term.

Conclusion

This study evaluated stakeholder readiness for implementing new vocational trades in Delta State, Nigeria, focusing on principals and teachers. Key findings indicate high awareness, adequate training, and willingness among stakeholders to adopt reforms. However, significant disparities emerged between principals and teachers, with principals reporting greater awareness, preparedness, resource availability, institutional support, and willingness. While foundational elements for successful reform exist, targeted interventions are needed to bridge gaps between administrators and frontline educators. The study underscores the necessity for sustained investment in infrastructure, equitable resource distribution, and continuous teacher training to ensure effective execution. Strengthening communication channels and fostering collaborative stakeholder engagement are critical to aligning perceptions and achieving the objectives of vocational education reforms.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Educational authorities should implement effective communication strategies to ensure all stakeholders, particularly teachers, are informed about the new vocational trades through workshops, sensitization programs, and regular updates.
2. More industry-driven training programs should be developed, providing teachers and principals with hands-on experience aligned with current industry standards.



3. Regular assessments of resource availability should be conducted, and resources should be fairly distributed to ensure all schools have the necessary tools for the implementation of vocational trades.
4. Educational authorities should ensure consistent implementation of policies, adequate funding, and institutional backing to sustain vocational programs.
5. Incentive programs, such as professional development opportunities and career advancement, should be established to motivate teachers to stay committed to the new vocational trades.
6. A continuous monitoring and evaluation framework should be set up to track the success of the vocational education reforms, gather feedback from stakeholders, and address challenges.
7. Regular communication and collaborative platforms should be established to ensure all stakeholders (schools, teachers, administrators, industry partners, and policymakers) work together to successfully implement the vocational trades.

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