

ASSESSMENT OF THE IMPLEMENTATION OF TRADE AND ENTREPRENEURSHIP SUBJECTS IN AKWA IBOM STATE SECONDARY SCHOOLS FOR SELF RELIANCE AND YOUTHS' SOCIO-ECONOMIC EMPOWERMENT

NAMKERE J. UDOUDO, Ph.D
namjohn4u@gmail.com

and

UDO, SAMUEL DAVID
udosamueld@gmail.com

**DEPARTMENT OF VOCATIONAL EDUCATION,
UNIVERSITY OF UYO, UYO**

Abstract

The study was aimed at assessing the mode of implementation of the **Trade/Entrepreneurship subjects** in Akwa Ibom state secondary schools for self reliance and youths' socio-economic empowerment. The survey research design was used and it was carried out in Akwa Ibom North East senatorial district of Akwa Ibom State. The population of the study consisted of 223 teachers of vocational education subjects from 84 public secondary schools in Akwa Ibom North East senatorial district of Akwa Ibom State. A sample of 142 respondents made up of 78 male and 64 female teachers was selected through a two-stage cluster sampling method. The sample include teachers from each of the five vocational education areas namely Agricultural Education, Business Education, Computer Education, Home Economics and Technical Education. A questionnaire structured on a five point scale was developed and used for data collection. The questionnaire which was validated by three research experts from the Faculty of Education, University of Uyo, has a reliability index of 0.89 established using Cronbach alpha technique. The data collected were analysed with frequency counts, percentage, Mean, standard deviation and the independent t-test. Findings include (1) Very few of the trade and entrepreneurship subjects are taught in secondary schools in Akwa Ibom state (2) Specialist teachers are not available for majority of the trade and entrepreneurship subjects are not taught in secondary schools in Akwa Ibom state (3) Majority of the required facilities available for implementation of the trade and entrepreneurship subjects in secondary schools in Akwa Ibom state are inadequate. It was recommended, among others, that the Ministry of education and its associated agencies should ensure that specialist teachers are employed for the trade and entrepreneurship subjects to facilitate effective implementation of the subjects in secondary schools in the state

Key Words: Curriculum Implementation, Trade and Entrepreneurship Subjects, Self Reliance, Youths' Socio-Economic Empowerment

Introduction

The rate of youths' unemployment in Nigeria and other developing countries in Africa is very alarming. Dalberg Global Development Advisors (2014) reported that youths unemployment rate in Nigeria has grown from 41 per cent in 2009 to over 50 per cent in 2012-2013 and is continuing to grow at a rate of 16 per cent per annum. Omosewo

and Akanmu (2013) posited that with an unemployment rate of 23.9% in the first half of 2011, it means that among the estimated population of 165 million people in the country, about 40 million Nigerians are unemployed. Invariably, this translates to eight out of every 10 school leavers in Nigeria roaming the streets looking for non-existing white collar jobs.

In apparent response to this scourge, the Federal Government of Nigeria restructured the secondary education system with the introduction of 34 Trade and Entrepreneurship Subjects into the Curriculum of Senior Secondary Schools, including technical colleges. Under the new arrangement, every student, irrespective of his or her field of study is expected to study 5 core subjects viz; English Language, General Mathematics, Civic Education, Computer Studies and one out of the 34 Trade and Entrepreneurship subjects which include: Auto body repair and spray painting; Auto electrical work; Auto Mechanical Work; Air condition/Refrigeration; Electrical installation and maintenance work; Radio, TV and Electrical Work and Block Laying; Brick Laying and Concrete Work. Others are Painting and Decoration; Carpentry and Joinery; Upholstery; Garment Making; Cosmetology; Keyboarding; Leather Goods Manufacturing and repair; Animal Husbandry; Marketing; Tourism and GSM Maintenance. Each secondary school was expected to choose at least one of the **Trade/Entrepreneurship subjects** to teach in their school.

The Trade and Entrepreneurship subjects were introduced to achieve a dual purpose of preparing every secondary school and technical college graduate in Nigeria for higher education as well as enabling them to acquire relevant and functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation through self-employment (Orji, 2014). This is in line with the broad aims of secondary education in Nigeria which are preparation for useful living within the society and preparation for higher education (Federal Republic of Nigeria, FRN, 2013). According to Aboderin and Omodara (2015), the introduction of the Trade and Entrepreneurship Subjects was designed to address the dearth of technical skills amidst growing demand for the services requiring skills

other than white collar jobs in Nigeria.

Implementation of the new curriculum and its Trade and Entrepreneurship component was scheduled to commence in September, 2011 at Senior Secondary one level. Ofoha, Uchegbu, Anyika, and Nkemdirim (2009) identified some of the imperatives for effective curriculum implementation to include adequate quantity and quality of teaching staff, adequate infrastructures and availability of basic resources, including finance. Orji (2014) highlighted some of the merits of Trade and Entrepreneurship subjects in the senior secondary schools as follows: It would:

- (1) Provide students with the requisite knowledge, skills and motivation to successfully start and sustain a profitable business.
- (2) Impart on the new breed of school leavers the spirit of enterprise and industry
- (3) Prepare students for self-employment for wealth generation and poverty alleviation
- (4) Promote occupational aspirations and job readiness
- (5) Promote hands-on & work-based experiences, to meet demands of the new global work-place
- (6) Enhance acquisition of functional organizational skills such as planning, time management, leadership and interpersonal skills
- (7) Enhance development of financial literacy, and money management skills
- (8) Build responsible and enterprising individuals, capable of working independently
- (9) Develop students' problem-solving and decision-making abilities

Similarly, Omosewo and Akanmu (2013) posited that effective implementation of Trade

and Entrepreneurship subjects in secondary schools has some prospects. First, it would lead to a lot of positive development within the education sector and, more importantly, in the larger Nigerian society. Secondly, there will be increase in the number of employable graduates in the society. Also, there will be increase in the number of Small and Medium Scale Enterprise (SMEs) and hence, more employment opportunities for the unemployed youths. In addition, there will be drastic reduction in crime rate and other social vices.

Agreeably, effective implementation of Trade and Entrepreneurship subjects in secondary schools would lead to youths' self reliance and socio-economic empowerment. **Socio-economic empowerment** in this context refers to social and economic support given to people to enable them to overcome their sense of powerlessness and lack of influence, and to recognize and mobilize their efforts, resources, skills and talents in ways that is beneficial to the society. This would also enable them to participate in, contribute to and benefit from economic and social growth processes in the society.

However, although the curricular reforms came with much optimism and conviction, the implementation of the Trade/entrepreneurship component of the curriculum is highly handicapped by several challenges. The most prominent of these challenges are limited teacher availability, poor quality teachers, limited resources and incompetence of most of the available teachers to handle the subjects effectively (Atsumbe, Raymond and Mele, 2012; Dalberg Global Development Advisors, 2014). Ultimately, there is poor quality of curriculum implementation and a disconnection between the subjects taught and labour market needs. Dalberg

Global Development Advisors maintained that there is little employability or market-driven consideration given to the selection of subjects offered by schools. Schools are selecting subjects based on what they can offer with the teachers and resources they already have access to, without recourse to the needs of the labour market in their localities. Also, the tools required for effective implementation of these curricula at school level such as detailed teaching guides have not been developed. In addition, due to limited teacher availability, as a stop-gap measure, most schools are selecting subjects related to their existing curricular offerings to expand their curricular offering without necessarily expanding the workforce. Dalberg Global Development Advisors further noted that the resource- and equipment-intensive nature of vocational training requires funds for the running costs of curricular offerings which are grossly insufficient. Consequently, most schools are teaching the subjects without adequate materials.

Consequent upon these lapses, the teaching of the Trade/entrepreneurship subjects is done theoretically in classrooms, with little or no practical exposure given to students. Besides, most secondary schools hardly offer up to three of these subjects thereby limiting students' choices. In addition, the method of assessment is still the paper and pencil type of test organized by the West African Examinations Council (WAEC), National Examination Council (NECO) and National Business and Technical Examination Board (NABTEB). The consequence of this is that little or no skill is acquired by the students at the end of their secondary school education. Thus, the purpose for the introduction of the Trade/entrepreneurship subjects seems to be defeated. As a consequence, many secondary school leavers in Nigeria are unemployed and cannot employ themselves because they lack the pre-requisite skills for job creation despite the secondary education they received (Alabi, 2014).

Adebile (2012) noted that most of the unemployed youths migrate massively from rural areas to urban areas and engage in various forms of social vices thus bringing the level of development of the country to a ridiculous backward level. This does not augur well for youths' self reliance which is necessary for economic diversification and socio-economic empowerment in Nigeria, hence the need to tackle it urgently.

In view of these challenges, it becomes imperative to assess the mode of implementation of the Trade/entrepreneurship subjects in secondary schools in Akwa Ibom state. Obviously, when the Trade and Entrepreneurship subjects are effectively implemented to the extent that youths acquire sufficient entrepreneurial skills for self and paid employment in the various trades, it would foster economic diversification and youths' socioeconomic empowerment. Above all, it would reduce the continuously escalating high level of youths' unemployment in Nigeria which would go a long way in facilitating sustainable national development.

Purpose of the Study

The main purpose of the study was to assess the mode of implementation of the **Trade/Entrepreneurship subjects** in Akwa Ibom State secondary schools for self reliance and youths' socio-economic empowerment. Specifically, the study sought to:

1. Assess the number of Trade and Entrepreneurship subjects offered in secondary schools in Akwa Ibom State.
2. Assess the extent of availability of specialist teachers/instructors for the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State.
3. Assess the extent of availability of infrastructural facilities for effective implementation of the Trade and Entrepreneurship subjects in secondary

schools in Akwa Ibom State

Research Questions

The study was designed to provide answers to the following research questions:

1. What are the Trade and Entrepreneurship subjects offered in secondary schools in Akwa Ibom State?
2. What is the level of adequacy of specialist teachers/instructors for the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State?
3. What is the level of adequacy of infrastructural facilities available for effective implementation of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State?

Hypothesis

One null hypothesis was formulated and tested at .05 level of significance:

Ho: There is no significant difference between the mean responses of male and female teachers on the level of adequacy of infrastructural facilities available for effective implementation of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State

Research Method

The survey research design was used in the study and it was carried out in Akwa Ibom State. The study was delimited to Akwa Ibom North East senatorial district. The population of the study consisted of 223 teachers of vocational education subjects from 84 public secondary schools in Akwa Ibom North East senatorial district (Field survey, 2016). The sample size of 142 was determined using Krejcie and Morgan's (1970) sampling model. A two-stage cluster sampling technique was used to select the sample which consist of 78 male and 64 female teachers

from each of the five Vocational Education areas namely Agricultural Education, Business Education, Computer Education, Home Economics and Technical Education.

A questionnaire titled “Assessment of implementation of Trade and Entrepreneurship subjects Questionnaire” was developed and used for data collection. It contained a total of 54 items and was divided into four sections, A to D. Section A was on demographic data of the respondents. Sections B and C were checklist on the subjects offered and teachers available. Section D contained 18 items on the level of adequacy of available facilities. It was structured on a five-point scale where 1= Not Adequate, 2= Fairly Adequate, 3 = Adequate, 4 = Highly

Adequate and 5 = Very Highly Adequate. The questionnaire which was validated by three research experts from the Faculty of Education, University of Uyo, has a reliability index of 0.89 established using Cronbach alpha technique. The data collected were analysed with frequency counts, percentage, mean, standard deviation and the independent t-test using the Statistical Package for the Social Sciences (SPSS). The null hypothesis was rejected for items whose level of significance are less than or equal to .05. (ie. $p = .05$). If otherwise, they were retained.

Results

Research Question 1: What are the Trade and Entrepreneurship subjects offered in secondary schools in Akwa Ibom State?

Table 1: Trade and Entrepreneurship Subjects Offered in Akwa Ibom State Secondary Schools (n = 142)

S/N	Trade and Entrepreneurship Subjects	Frequency	%	Remarks
1	Auto Body repair and spray painting	0	0	NT
2	Auto Electrical work	0	0	NT
3	Auto Mechanical work	0	0	NT
4	Auto Parts merchandising	0	0	NT
5	Air Conditioning and Refrigeration	0	0	NT
6	Welding and fabrication Engineering Craft Practice	0	0	NT
7	Electrical Installation and Maintenance Work	0	0	NT
8	Radio, TV and electrical work	0	0	NT
9	Block laying, Brick Laying and Concrete Work	0	0	NT
10	Painting and Decoration	0	0	NT
11	Plumbing and pipe fitting	0	0	NT
12	Machine woodworking	0	0	NT
13	Carpentry and Joinery	0	0	NT
14	Furniture Making	0	0	NT
15	Upholstery	0	0	NT
16	Catering Craft Practice	20	14.08	FT
17	Garment Making	15	10.56	FT
18	Textile Trade	5	3.52	FT
19	Dying and Bleaching	0	0	NT
20	Printing Craft Practice	0	0	NT
21	Cosmetology	0	0	NT
22	Leather Goods Manufacturing and Repair	0	0	NT
23	Keyboarding	0	0	NT
24	Data Processing	120	84.51	MT

25	Store Keeping	20	14.08	FT
26	Book Keeping	100	70.42	MT
27	GSM maintenance	0	0	NT
28	Photography	10	7.04	FT
29	Tourism	10	7.04	FT
30	Mining	0	0	NT
31	Animal Husbandry	10	7.04	FT
32	Fisheries	10	7.04	FT
33	Marketing	10	7.04	FT
34	Salesmanship	5	3.52	FT

Note: NT= Not Taught; FT = Fairly Taught; MT= Moderately Taught

The result in Table 1 shows that only 12 out of the 34 Trade and Entrepreneurship subjects are offered in secondary schools in Akwa Ibom State. Specifically, 120 (or 84.51 %) of the respondents indicate Data Processing as the commonest Trade and Entrepreneurship subject taught in most secondary schools in Akwa Ibom State. This is followed closely by Book Keeping, Store Keeping, Catering Craft practice, Garment making, Animal Husbandry and Fisheries.

Research Question 2: What is the level of adequacy of specialist teachers/instructors for the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State?

Table 2: Availability of Specialist Teachers for the Trade and Entrepreneurship Subjects in Secondary Schools in Akwa Ibom State (n = 142)

S/N	Trade and Entrepreneurship Subjects	Teachers Available		Remarks
		Frequency	%	
1	Auto Body repair and spray painting	0	0	NA
2	Auto Electrical work	0	0	NA
3	Auto Mechanical work	5	3.52	NA
4	Auto Parts merchandising	0	0	NA
5	Air Conditioning Refrigeration	0	0	NA
6	Welding and fabrication Engineering Craft Practice	10	7.4	FA
7	Electrical Installation and Maintenance Work	10	7.4	FA
8	Radio, TV and electrical work	10	7.4	FA
9	Block laying, Brick Laying and Concrete Work	5	3.52	NA
10	Painting and Decoration	0	0	NA
11	Plumbing and pipe fitting	0	0	NA
12	Machine woodworking	0	0	NA
13	Carpentry and Joinery	5	3.52	NA
14	Furniture Making	0	0	NA
15	Upholstery	0	0	NA
16	Catering Craft Practice	5	3.52	NA
17	Garment Making	5	3.52	NA
18	Textile Trade	5	3.52	NA
19	Dying and Bleaching	0	0	NA
20	Printing Craft Practice	0	0	NA
21	Cosmetology	0	0	NA
22	Leather Goods Manufacturing and Repair	0	0	NA
23	Keyboarding	0	0	NA

24	Data Processing	100	70.42	MA
25	Store Keeping	10	14.08	FA
26	Book Keeping	80	56.34	MA
27	GSM maintenance	0	0	NA
28	Photography	5	3.52	NA
29	Tourism	2	0.01	NA
30	Mining	0	0	NA
31	Animal Husbandry	20	14.08	FA
32	Fisheries	20	14.08	FA
33	Marketing	10	7.04	NA
34	Salesmanship	5	3.52	NA

*Note: NA = Not adequate; FA = Fairly adequate; MA = Moderately adequate

The result in Table 2 indicated that specialist teachers are available for 17 out of the 34 Trade and Entrepreneurship subjects. The highest percentage is Data Processing followed by Book Keeping, Animal husbandry, fisheries and marketing. This result indicate that the available teachers are generally not adequate for effective teaching of the Trade and Entrepreneurship subjects.

Research Question 3: What is the level of adequacy of infrastructural facilities available for effective implementation of the trade and entrepreneurship subjects in secondary schools in Akwa Ibom state?

Table 3: Level of Adequacy of Infrastructural Facilities Available for Effective Implementation of the Trade and Entrepreneurship Subjects in Secondary Schools in Akwa Ibom State (n = 142)

S/N	Facility	\bar{X}	SD	Remarks*
1	Computer laboratory	3.68	0.50	HA
2	Basic Technology Workshop	3.56	0.65	HA
3	Technical Drawing studio	3.76	0.62	HA
4	Home Economics Laboratory	3.93	1.04	HA
5	Agricultural Science Farmland	4.79	0.57	VHA
6	Arts & Craft Workshop	3.49	0.79	MA
7	Woodwork Workshop	3.20	0.78	MA
8	Electrical workshop	3.39	0.77	MA
9	Metalwork/ welding workshop	3.84	0.64	MA
10	Auto Mechanic Workshop	1.36	0.73	NA
11	Electronic Workshop	1.09	0.79	NA
12	GSM repair shop	1.68	0.50	NA
13	Leather works repair shop	1.56	0.65	NA
14	Fish pond	1.76	0.62	NA
15	Animal pen	1.93	1.04	NA
16	Poultry farm	1.79	0.57	NA
17	Brick/block moulding workshop	2.09	0.79	NA
18	Photography studio	1.20	0.78	NA

*VHA= Very highly adequate; HA = Highly adequate; NA = Not adequate

The result in Table 3 shows that apart from agricultural farmland which is very highly adequate and computer laboratory, Basic technology workshop, technical drawing studio and home economics laboratory which are highly adequate, the rest of the required facilities for implementation of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom state are inadequate. Generally, this result indicate that the available facilities are not adequate for effective teaching of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State.

Hypothesis: There is no significant difference between the mean responses of male and female teachers on the level of adequacy of infrastructural facilities available for effective implementation of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State

Table 4: Test of Significance Between the Mean Responses of Male and Female Teachers on the Level of Adequacy of Infrastructural Facilities for Teaching of Trade and Entrepreneurship Subjects in Secondary Schools in Akwa Ibom State (n_1 (male) = 78, n_2 (female) = 64)

S/N	Facility	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	t	P	Remarks
1	Computer laboratory	3.38	0.49	3.29	0.46	1.02	0.31	NS
2	Basic Technology Workshop	2.37	0.48	2.67	0.48	-3.53	0.11	NS
3	Technical Drawing studio	2.81	0.39	2.79	0.41	0.31	0.76	NS
4	Home Economics Laboratory	1.35	0.82	2.02	0.79	-2.80	0.10	NS
5	Agricultural Science Farmland	1.66	0.74	1.77	0.89	-0.78	0.44	NS
6	Arts & Craft Workshop	1.48	0.59	1.53	0.83	-0.46	0.65	NS
7	Woodwork Workshop	3.13	0.49	2.85	2.47	3.36	0.11	NS
8	Electrical workshop	2.43	0.49	2.64	0.49	-2.38	0.12	NS
9	Metalwork/ welding workshop	3.62	0.49	3.40	0.77	2.11	0.04	S
10	Auto Mechanic Workshop	3.18	0.64	2.72	0.62	2.18	0.20	NS
11	Electronic Workshop	2.31	0.47	2.26	0.44	0.73	0.47	NS
12	GSM repair shop	4.51	0.61	4.49	0.55	0.23	0.82	NS
13	Leather works repair shop	3.19	1.08	3.09	0.94	0.25	0.80	NS
14	Fish pond	3.07	0.55	3.18	0.60	-0.53	0.59	NS
15	Animal pen	3.11	0.69	2.91	0.83	0.77	0.45	NS
16	Poultry farm	2.74	0.71	2.91	0.54	-0.70	0.49	NS
17	Brick/block Moulding shop	3.54	0.75	3.43	0.57	0.40	0.69	NS
18	Photography studio	3.85	0.80	3.59	0.68	0.95	0.35	NS
	Cluster Mean	3.57	0.52	3.40	0.37	0.96	0.34	NS

The result of the t-test analysis between the mean responses of male and female teachers on the level of adequacy of infrastructural facilities available for effective implementation of the trade and entrepreneurship subjects in secondary schools in Akwa Ibom State presented in Table 4 shows that the level of significance of 17 out of the 18 items exceed the stipulated probability

level of 0.05 while that of one item is less than 0.05. This implies that the calculated values of t for the 17 items are not significant at 0.05 level of significance while it is significant for that one item (item9) only. Based on the cluster mean, the value of t-cal is not significant. Since the calculated values of t are not significant for majority of the items, the null hypothesis is

retained implying that there is no significant difference between the mean responses of male and female teachers on the level of adequacy of infrastructural facilities available for effective implementation of the trade and entrepreneurship subjects in secondary schools in Akwa Ibom State.

Findings

Based on the data collected and analysed in the study, the following findings were made:

1. Only 12 out of the 34 Trade and Entrepreneurship subjects are taught in secondary schools in Akwa Ibom State
2. Specialist teachers are not available for majority of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State
3. Majority of the required facilities available for implementation of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State are inadequate.
4. There was generally no significant difference between the mean responses of male and female teachers on the level of adequacy of infrastructural facilities available for effective implementation of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State.

Discussion of the Findings

The findings of the study indicated that only 12 out of the 34 Trade and Entrepreneurship subjects are taught in secondary schools in Akwa Ibom State. The subjects mostly offered in majority of the secondary schools were Data Processing, Book Keeping, Store Keeping and Animal Husbandry. The technical subjects such as Auto Body repair and spray painting, Auto Electrical work, Air Conditioning Refrigeration and GSM maintenance are scarcely offered in

majority of the secondary schools. This finding could be attributed to the fact that most secondary schools offer those Trade and Entrepreneurship subjects related to their existing curriculum and based on the teachers and resources they already have. This explains why technical subjects are scarcely offered in majority of the secondary schools. This finding is supported by that of Dalberg Global Development Advisors (2014) that most schools are selecting subjects related to their existing curricular offerings and based on the teachers and resources they already have.

The finding also indicated that specialist teachers are not available for majority of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State. This finding could be explained by the fact that most of the Trade and Entrepreneurship subjects are not offered in many teacher education institutions in Nigeria, hence, it would be difficult to get adequate supply of specialist teachers to teach these subjects. This finding supports that of Atsumbe, Raymond and Mele (2012) who identified limited teacher availability, poor quality teachers and incompetence of most of the available teachers as the major constraints to effective implementation of vocational education programmes in secondary schools in Nigeria.

The study further found that majority of the required facilities available for implementation of the Trade and Entrepreneurship subjects are inadequate in most of the secondary schools in Akwa Ibom State. Apart from Computer laboratory, Basic Technology Workshop, Home Economics Laboratory and Agricultural Science Farmland, other facilities like Fish pond, Animal pen, Poultry farm and Photography studio are not available in most of the schools sampled. This finding is supported by the views of Dalberg Global Development Advisors (2014) that due to

limited resources, most schools are teaching the subjects without adequate facilities and materials.

Furthermore, the study found that there was no significant difference between the mean responses of male and female teachers on the level of adequacy of infrastructural facilities available for effective implementation of the Trade and Entrepreneurship subjects in secondary schools in Akwa Ibom State. This could be explained by the fact that both male and female teachers are direct implementers of the curriculum as such as their opinions on issues relating to curriculum implementation could not differ significantly.

Conclusion

From the findings of the study, it could be concluded that the Trade and Entrepreneurship subjects are not effectively implemented in secondary schools in Akwa Ibom State. There are serious constraints in the system notably insufficient number of specialist teachers and inadequate facilities. Obviously, the existence of these challenges does not augur well for effective implementation of the trade and entrepreneurship subjects in secondary schools in the state to the extent of realizing its laudable objectives of facilitating self reliance which is necessary for youths socio-economic empowerment.

Recommendations

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

1. The Akwa Ibom State Ministry of Education and its associated agencies should ensure that specialist teachers are employed for the Trade and Entrepreneurship subjects to facilitate effective implementation of the subjects in secondary schools in the state.
2. The Federal Ministry of Education and its associated agencies such as the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) should ensure that teacher education institutions in Nigeria offer courses in the various Trade and Entrepreneurship subjects. This would ensure adequate supply of specialist teachers in the Trade and Entrepreneurship subjects for secondary schools in the state
3. The federal and states ministries of education should endeavour to update and upgrade existing facilities and provide the non available ones in secondary schools in the State to facilitate effective **teaching and learning of the Trade and Entrepreneurship subjects.**
4. The federal and states ministries of education should explore some feasible strategies that could ameliorate the effects of non availability of specialist teachers in most of the Trade and Entrepreneurship subjects. Such strategies include re-training of teachers in the various Trade and Entrepreneurship subjects, using local tradesmen to teach the practical component of the subjects while teachers teach the theoretical aspects only, designating some schools as practicum centres where students from 3 to 5 nearby schools could go for practical training, collaborating with other schools that have facilities for practical training of students and borrowing specialist teachers from other schools to teach the subject.

References

- Aboderin, O. S. and Omhodara, O. D. (2015). The challenges and attitude of teachers toward implementation of Data Processing curriculum in secondary schools in Ondo State, Nigeria. *Global Journal of Human-Social Science G* 15 (9), 1-7
- Adebile, R. F. (2012). Strategies for functional curriculum implementation in Nigerian secondary schools: challenges for teachers. *Journal of Resourcefulness and Distinction* 1(1), 212-220
- Alabi, F. O. (2014) Implementing the senior secondary school curriculum for the realization of the objective of entrepreneurship education in Ondo state, Nigeria. *European Scientific Journal*, 1, 264-270
- Atsumbe, B. N. Raymond, E. and Mele, E. F. (2012). Retraining needs of technical educators for the implementation of the junior secondary school basic technology programme in Nigeria. *Journal of Mechanical and Civil Engineering* 1 (4), 7-13
- Dalberg Global Development Advisors (2014). Transforming secondary education in Nigeria: Supporting Vocational/technical Curriculum Rollout. Retrieved on 22/4/16 from www.dalberg.com
- Federal Republic of Nigeria (2013). *National policy on education*, 6th Ed. Lagos: NERDC Press.
- Krejice, R. V. and Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30 (3), 607-610
- Ofoha, D.; Uchegbu, C. N.; Anyika, B. and Nkemdirim, M. (2009). A critical appraisal of the mode of implementation of Nigerian secondary school curriculum: towards socio-economic empowerment of youths. Retrieved on 15/4/2016 from www.ernwaca.org
- Omosewo, O. E. and Akanmu, M. A. (2013). Evolution of functional basic and senior secondary education curriculum in Nigeria: implications for effective implementation. *Journal of Education and Practice* 4 (22), 73-80
- Orji, N. S. (2014). Teachers' perception of the trade/entrepreneurship subjects of the new senior secondary education curricula. *Journal of Education and Practice* 5 (6), 213-220