

Assessment Of Trade Subjects For Curriculum Relevance In Senior Secondary Schools In Rivers State

Ohia, Adanma Ngozi (Ph.D.)

Faculty of Education, University of Port Harcourt, Choba
Rivers State, Nigeria

Osah, Sarah Oyemwen

Postgraduate Student, Faculty of Education, University of
Port Harcourt, Choba, Rivers State, Nigeria

Abstract: This study assesses the trade subjects' curriculum that will be relevant to Rivers state secondary school students to stimulate their interest in entrepreneurship. Three research questions and two hypotheses guided the study. The descriptive survey research design was used. The population for the study was 247 public senior secondary schools in Rivers State with 8452 teachers and 43898 Senior Secondary 3 (SS3) (2016/2017 session) students as respondents. A sample of 2617 respondents made up of 422 teachers and 2195 students; based on location, 997 urban respondents and 1620 rural respondents were used for the study. Stratified random sampling technique was used to draw the sample size. A structured questionnaire titled: "Assessment of Senior Secondary School Trade Subjects Questionnaire" (ASSSTSQ) was used to collect data from the respondents. The instrument was validated by three experts. A reliability coefficient of 0.74 was derived using the Cronbach alpha reliability technique. Mean statistics was used to answer the research questions while the hypotheses were tested using z-test. Findings revealed that the trade subjects that will stimulate students to pursue a career in entrepreneurship were: cosmetology, garment making, catering and practice, fisheries, marketing, data processing, tourism, leather goods manufacturing and repair and animal husbandry. It was therefore recommended that Rivers state school principals and teachers come to an agreement on what trade subject(s) to teach in their schools, putting into consideration the subjects that will motivate students to pursue a career in entrepreneurship, available resources and needs of the society as evident in this study.

Keywords: Senior secondary schools, trade subjects, curriculum relevance

I. INTRODUCTION

Education has been regarded as a tool for achieving desirable change, and the curriculum as an instrument for the delivery of educational goals and objectives. The relevance of the curriculum to societal needs is therefore a key issue to education stakeholders. Curriculum refers to the entire programme offered in a school in order to achieve the set down objectives. Alade (2011) referred to curriculum as the defined programme of study, which students must fulfil in order to attain certain level of education. It entails the course content, learning objectives and teaching methods, learning resources, structure of the programme, assessment and evaluation. Nigeria educational institutions have been criticized for the fact that their curriculum has little or no relevance to the social and economic needs of the country

which consequently leads to the production of unemployable graduates (Rufai, Bakar & Rashid, 2015). It has been observed that educational stakeholders seem to be dissatisfied with the curriculum content and mode of delivery in Nigeria education as many of the students come out of school with credentials and little or no skills. According to the International Bureau of Education (2018), a relevant curriculum is seen in its ability to meet the needs, interests, aspirations and expectations of learners and society in general. Similarly Amadi and Ememe (2013) conceptualized a relevant curriculum as a curriculum that is project-based and produces skill that is connected to the community – local, state, national and global. A relevant curriculum encourages thinking skills, multiple intelligence, use of technology and multimedia. Self-directed learning and delivery methods are designed to challenge all students to be self-reliant.

The traditional model, in which students complete secondary education and then progress into tertiary education, is being challenged in Nigeria with the increased rate of youth unemployment. It is evident that millions of young people leaving school are unable to find work, while businesses are facing shortage of talents with appropriate skills. It is estimated that by the year 2020 there will be about 45 million vacant jobs for workers with secondary school education globally (Department for International Development, 2013). The evolving thinking now is that students should attain basic education, including learning skills for employability and livelihood which are increasingly important, rather than mere gaining of a general education degree. There have been curriculum reviews over the years in a bid to tackle the emerging trends in Nigeria labour market and make curriculum more relevant to the needs of the society. The Universal Basic Education (UBE) program was introduced in Nigeria in 1999 and passed into law by the Federal Government in 2004 to ensure unfettered access to quality and functional education. The 6-3-3-4 education system is made up of 9 years of continuous basic education with certificate examinations first written at the end of Grade 9 (JSS3). It was to be followed by 3 years of senior secondary education, with a clear path to a technical education or a more entrepreneurship-driven education. The gains of the Universal Basic Education program are to be further consolidated through a new Senior Secondary Education Curriculum (SSEC) developed by Nigerian Educational Research and Development Council (NERDC) and launched in 2011. The SSEC is intended to meet national and global goals such as National Economic Empowerment and Development Strategy (NEEDS), Education For All (EFA) and Millennium Development Goals (MDGs), and to bridge the gaps in the content and delivery processes of the secondary school curriculum to be more relevant to societal needs.

In this paper trade refers to entrepreneurship. Entrepreneurship is the act of designing, arranging, starting and running a business in order to make profit. Trade/entrepreneurship is a major component of the new senior secondary education curriculum. It is designed to address the dearth of technical skills amidst growing demand for the services of these skills in Nigeria and make the curriculum more relevant to societal needs. According to the Nigerian Educational Research and Development Council (2008), the senior secondary education curriculum consists of 34 trade entrepreneurship subjects which are:

- ✓ Auto Body repair and spray painting
- ✓ Auto Electrical work
- ✓ Auto Mechanical work
- ✓ Auto Parts merchandising.
- ✓ Air Conditioning Refrigerator
- ✓ Welding and Fabrication Engineering Practice
- ✓ Electrical installation and Maintenance Work
- ✓ Radio, T.V and Electrical Work
- ✓ Block laying, Brick Laying and Concrete Work
- ✓ Painting and decoration
- ✓ Plumbing and pipe fitting
- ✓ Machine Woodworking
- ✓ Carpentry and Joinery
- ✓ Furniture Making

- ✓ Upholstery
- ✓ Catering and Craft Practice
- ✓ Garment Making
- ✓ Textile trade
- ✓ Dyeing and bleaching
- ✓ Printing Craft practice
- ✓ Cosmetology
- ✓ Leather Goods Manufacturing and Repair
- ✓ Keyboarding
- ✓ Shorthand
- ✓ Data processing
- ✓ Store Keeping
- ✓ Book Keeping
- ✓ GSM maintenance
- ✓ Photography
- ✓ Tourism
- ✓ Mining
- ✓ Animal Husbandry
- ✓ Fisheries
- ✓ Marketing and Salesmanship

Students are required to offer and register one trade/entrepreneurial subject in which they will be assessed in a public examination (NECO or WAEC). Schools are required to select trade subjects based on the following considerations: type of school, teachers and infrastructural availability, community and students' interest, availability of local resources, socio-cultural inclinations among others (Nigerian Educational Research and Development Council, 2008). Student's interest is considered when deciding a trade subject that should be taught in a school. As stated by Orji (2014) the trade subjects help to impart on the new breeds of school leavers the spirit of enterprise and industry. They prepare students for self-employment (for wealth generation and poverty alleviation) and promote occupational aspirations and job readiness. Setting up a trade subject that does not put into consideration the talents, interest, ability and passion of a student will not motivate that student to pursue a career in entrepreneurship. Another variable to consider is the societal needs and availability of local resources and craft centers within the school community. Teachers and students perception of the trade subjects that should be taught in their schools should be obtained to make the curriculum delivery more relevant to the needs of the society and the interest of the students. However the extent to which this has been achieved in Rivers state is not yet addressed. This therefore calls for a critical assessment of senior secondary school trade subjects with a view to finding out how the curriculum will be made more relevant to the students and the society at large.

II. STATEMENT OF THE PROBLEM

The senior secondary school trade subjects' curriculum was scheduled to commence in September, 2011 at SS1 level. The first set of students graduated in 2014. The goal of the curriculum was to impart on the secondary school graduates the spirit of entrepreneurship and prepare them for self-employment (for wealth generation and poverty alleviation) after secondary school. In Rivers state there seem to be an upward trend in the number of young people entering higher

institutions for paper qualification. The daunting observation is that while the graduate labour force is on the rise, a large number of degree holders are finding it difficult to find employment in the formal sector as there is skills mismatch between graduates supply and graduates demand in the labour market.

On the other hand many secondary school graduates who did not gain admission into higher institutions remain unemployed and are not self-reliant; they are curiously idle because they seem not to have the skills for job creation despite the secondary education received. Therefore, researchers and educators have started to raise questions and conduct studies regarding the relevance and effective implementation of the curriculum. It appears that the trade subjects taught in Rivers state secondary schools does not motivate students to pursue a career in entrepreneurship. It is because of this scenario that this paper assesses the trade subjects' curriculum that will be relevant to the Rivers state secondary school students to stimulate their interest in entrepreneurship.

III. PURPOSE OF THE STUDY

The study sought to:

- ✓ Investigate the trade subjects that will stimulate Rivers state senior secondary school students to pursue a career in entrepreneurship
- ✓ Determine the trade subject craft centers that are available within the school community
- ✓ Determine the trade subjects that should be taught in Rivers state secondary school.

IV. RESEARCH QUESTIONS

The following research questions were answered in this study:

- ✓ What trade subjects will stimulate Rivers state senior secondary school students to pursue a career in entrepreneurship?
- ✓ What trade subject craft centers are available within the school community?
- ✓ What are the trade subjects that should be taught in Rivers state secondary schools?

V. HYPOTHESES

The following hypotheses were tested in this study:

H0₁: There is no significant difference between the mean scores of the opinions of teachers and students on the trade subjects that will stimulate Rivers state senior secondary school students to pursue a career in entrepreneurship.

H0₂: There is no significant difference between the mean scores of the opinions of respondents in urban and rural secondary schools on the trade subjects that should be taught in Rivers state.

VI. METHODS

The research design used for this study was the descriptive survey. The population for the study was 247 public senior secondary schools in Rivers State with 8452 teachers and 43898 SS3 (2016/2017 session) students as respondents. A sample of 2617 respondents made up of 422 teachers and 2195 students, including 997 respondents and 1620 respondents in urban and rural secondary schools respectively. Stratified random sampling was used to draw the sample for the study. A researchers' designed questionnaire titled: "Assessment of Senior Secondary School Trade Subjects Questionnaire" (ASSSTSQ) was used to collect data from the respondents. The ASSSTSQ had two (2) sections. Section A dealt with demographic information. Section B had 42 items. It was divided into 3 parts. The response pattern for the items was structured on a four (4) point Likert type scale of Strongly Agree (SA), Agreed (A), Disagree (D) and Strongly Disagree (SD) with values 4, 3, 2 and 1 respectively. Cronbach Alpha technique was used to establish the internal consistency which yielded a reliability index of 0.74. Mean statistics was used to answer the research questions. The criterion mean was 2.5. Any statement below 2.5 was rejected and above 2.5 was accepted. The hypotheses were tested using z-test statistics at 0.05 level of significance. Any response therefore, with a calculated z-value above 1.96 was rejected and below 1.96 was accepted.

VII. RESULTS

RESEARCH QUESTION 1: What trade subjects will stimulate Rivers state senior secondary school students to pursue a career in entrepreneurship?

S/ N	QUESTIONNAIRE ITEMS	TEACHERS N1 = 422 X1 SD1		STUDENT S N2 = 2195 X2 SD2		MEAN SET (X1)(X2)	DECISION	REMARK
1	Painting and Decoration	2.08	1.16	2.32	1.14	2.20	Disagreed	Disagreed
2	Furniture Making	1.93	1.25	1.98	1.23	1.96	Disagreed	Agreed
3	Catering and Craft Practice	2.96	1.21	2.88	1.18	2.92	Agreed	Disagreed
4	Garment Making	2.99	1.22	2.91	1.19	2.95	Agreed	Disagreed
5	Textile Trade	2.09	1.31	1.81	1.31	1.95	Disagreed	Disagreed
6	Printing and Craft Practice	1.83	1.30	1.87	1.28	1.85	Disagreed	Agreed
7	Cosmetology	3.05	1.25	3.13	1.28	3.09	Agreed	
8	Leather goods	2.75	1.14	2.42	1.12	2.56	Agreed	
9	manufacturing and repair	2.11	1.18	2.30	1.15	2.21	Disagreed	
10	Keyboarding	2.87	1.17	2.42	1.12	2.65	Agreed	
11	Data Processing	2.42	1.12	2.70	1.14	2.56	Agreed	
12		2.65	1.13	2.42	1.12	2.54	Agreed	
13		2.75	1.15	2.71	1.14	2.73	Agreed	
14		2.78	1.15			2.72	Agreed	

Tourism	2.52	1.19	2.65 1.13	2.50	Agreed
Animal Husbandry			2.47 1.18		
Fisheries					
Marketing					
Aggregate					

Fisheries					
Marketing					
Aggregate	2.72 1.19	2.44 1.22	2.58		Disagreed

Table 2: Mean (X), standard deviation and mean set of respondents' opinions on the trade subject craft centers that are available within the school community

In Table 2, the respondents agreed that the following trade subjects have craft centers within the school community: fisheries, furniture making, garment making, catering and craft practice, textile trade, painting and decoration, animal husbandry, cosmetology, marketing and printing and craft practice with high mean set scores of 3.09, 2.99, 2.93, 2.89, 2.86, 2.78, 2.71, 2.60, and 2.57 above the criterion mean of 2.5 respectively. Respondents disagreed that keyboarding, leather and manufacturing repair, tourism and data processing trade subject centers were available within the school community with low mean set scores of 2.43, 2.13, 1.91 and 1.69 below the criterion mean of 2.5 respectively. The aggregate mean of 2.58 was above the criterion mean of 2.5. This further showed that respondents held that majority of the trade subject listed had craft centers within the school communities in Rivers State.

Table 1: Mean (X), standard deviation and mean set of respondents' opinions on the trade subjects that will stimulate students to pursue a career in entrepreneurship

Table 1 shows respondents' opinions, indicating the trade subjects that will stimulate students to pursue a career in entrepreneurship to include: cosmetology, garment making, catering and practice, fisheries, marketing, data processing, tourism, leather goods manufacturing and repair and animal husbandry with high mean set scores of 3.09, 2.95, 2.92, 2.73, 2.72, 2.65, 2.56, 2.56, and 2.54 above the criterion mean of 2.5 respectively. Respondents disagreed that keyboarding, painting and decoration, textile trade, furniture making and printing and craft trade were trade subjects that will stimulate Rivers state students to pursue a career in entrepreneurship hence the low mean set scores of 2.21, 2.20, 1.96, 1.95 and 1.85 below the criterion mean of 2.5 respectively.

RESEARCH QUESTION 2: What trade subject craft centers are available within the school community?

S/N	QUESTIONNAIRE ITEMS	URBAN N ₁ = 997 X ₁ SD ₁	RURAL N ₂ = 1620 X ₂ SD ₂	MEAN SET (X ₁)(X ₂)	DECISION	REMARK
15	Painting and Decoration	2.70 1.14	2.85 1.17	2.78	Agreed	Disagreed
16	Furniture Making	2.95 1.21	3.04 1.24	2.99	Agreed	Agreed
17	Catering and Craft Practice	2.90 1.19	2.88 1.18	2.89	Agreed	Disagreed
18	Garment Making	3.09 1.26	2.77 1.15	2.93	Agreed	Disagreed
19	Textile Trade	2.89 1.18	2.82 1.16	2.86	Agreed	Disagreed
20	Printing and Craft Practice	2.71 1.14	2.42 1.12	2.57	Agreed	Agreed
21	Craft Practice	2.90 1.19	2.30 1.15	2.60	Agreed	
22	Cosmetology	2.27 1.14	1.98 1.23	2.13	Disagreed	
23	Leather goods manufacturing and repair	2.85 1.17	2.01 1.22	2.43	Agreed	
24	Leather goods manufacturing and repair	1.93 1.25	1.45 1.53	1.69	Disagreed	
25	Leather goods manufacturing and repair	2.25 1.15	1.57 1.45	1.91	Disagreed	
26	Leather goods manufacturing and repair	2.25 1.15	2.77 1.15	2.71	Disagreed	
27	Keyboarding	2.65 1.13	3.04 1.19	3.09	Agreed	
28	Data Processing	3.13 1.28	2.26 1.14	2.59	Agreed	
	Tourism	2.91 1.19				
	Animal Husbandry					

RESEARCH QUESTION 3: What are the trade subjects that should be taught in Rivers state secondary schools?

S/N	QUESTIONNAIRE ITEMS	URBAN N ₁ = 997 X ₁ SD ₁	RURAL N ₂ = 1620 X ₂ SD ₂	MEAN SET (X ₁)(X ₂)	DECISION	REMARK
29	Painting and Decoration	1.82 1.31	1.57 1.45	1.70	Disagreed	Disagreed
30	Furniture Making	1.84 1.29	1.98 1.23	1.91	Disagreed	Agreed
31	Catering and Craft Practice	2.70 1.14	2.82 1.16	2.76	Agreed	Disagreed
32	Garment Making	3.33 1.39	3.17 1.30	3.25	Agreed	Disagreed
33	Textile Trade	2.18 1.16	2.29 1.14	2.24	Disagreed	Disagreed
34	Printing and Craft Practice	2.13 1.18	2.42 1.12	2.28	Disagreed	Agreed
35	Craft Practice	2.89 1.18	2.71 1.14	2.80	Agreed	
36	Cosmetology	1.18 1.14	2.71 1.14	2.33	Disagreed	
37	Leather goods manufacturing and repair	2.26 1.14	2.39 1.13	2.38	Disagreed	
38	Leather goods manufacturing and repair	2.70 1.14	2.05 1.21	2.70	Disagreed	
39	Leather goods manufacturing and repair	1.14 1.15	1.21 1.13	1.98	Agreed	
40	Leather goods manufacturing and repair	2.75 1.15	2.65 1.13	2.82	Disagreed	
41	Keyboarding	2.11 1.18	1.84 1.29	2.83	Disagreed	
42	Data Processing	2.86 1.17	2.77 1.15	2.67	Agreed	
	Tourism	2.76 1.15	2.90 1.19		Agreed	
	Animal Husbandry	2.89	2.42			

ry	1.18	1.12		
Fisherie s				
Marketi ng				
Aggrega te	2.52 1.20	2.43 1.20	2.50	Disagre ed

Table 3: Mean (\bar{X}), standard deviation and mean set of respondents' opinions on the trade subjects that should be taught in Rivers state secondary schools

In Table 3, in the respondents opinions, the major trade subjects that should be taught in Rivers state senior secondary schools were: garment making, fisheries, animal husbandry, cosmetology, catering and craft practice, data processing and marketing hence the high mean set scores of 3.25, 2.83, 2.82, 2.80, 2.76 2.70 and 2.67 far above the criterion mean of 2.5 respectively. Respondents disagreed that keyboarding, leather goods manufacturing, printing and craft practice, textile trade, tourism, furniture making and painting and decoration trade subjects should be taught in the schools hence the low mean set scores of 2.38, 2.33, 2.28, 2.24, 1.98, 1.91 and 1.70 far below the criterion mean of 2.5 respectively.

VIII. HYPOTHESES TESTING

H_{01} : There is no significant difference between the mean scores of the opinions of teachers and students on the trade subjects that will stimulate Rivers state senior secondary students to pursue a career in entrepreneurship.

Respondents	N	\bar{X}	SD	df	z-cal	z-critical	Decision
Teachers	422	2.52	1.19	2615	0.86	1.96	H ₀₁ was accepted
Students	2195	2.47	1.18				
Total	2617						

Table 4: z-test analysis of differences between the mean scores of the opinions of teachers and students on the trade subjects that will stimulate students to pursue a career in entrepreneurship

Table 4 shows mean scores of 2.52 and 2.47 for teachers and students respectively indicating no significant difference. Furthermore since at 2615 degree of freedom and at 0.05 alpha level of significance the calculated z score value of 0.86 was by far less than the z-critical of 1.96, the null hypothesis was accepted. Therefore there is no significant difference between the mean scores in opinions of teachers and students on the trade subjects that will stimulate Rivers state senior secondary school students to pursue a career in entrepreneurship.

H_{02} : There is no significant difference between the mean scores of the opinions of respondents in urban and rural secondary schools on the trade subjects that should be taught in Rivers state.

Respondents	N	\bar{X}	SD	df	z-cal	z-critical	Decision
Urban	997	2.52	1.20	2615	2.04	1.96	H ₀₂ was rejected
Rural	1620	2.43	1.20				
Total	2617						

Table 5: z-test analysis of difference between the mean scores of the opinions of respondents in urban and rural secondary schools on the trade subjects that should be taught in Rivers State

Table 5 shows mean scores of 2.52 and 2.43 for respondents in urban and rural secondary schools respectively.

These mean scores are far from each other indicating a significant difference. Furthermore since at 2615 degree of freedom and at 0.05 alpha level, the calculated z score value of 2.04 is greater than the z-critical of 1.96, the null hypothesis was rejected and the alternate hypothesis accepted. Therefore there is a significant difference between the mean scores of the opinions of the respondents in urban and rural secondary schools on the trade subjects that should be taught in Rivers State.

VIII. SUMMARY OF FINDINGS

- ✓ The trade subjects that will stimulate students to pursue a career in entrepreneurship were: cosmetology, garment making, catering and practice, fisheries, marketing, data processing, tourism, leather goods manufacturing and repair and animal husbandry.
- ✓ The trade subjects that have centers within the school community were: fisheries, furniture making, garment making, catering and craft practice, textile trade, painting and decoration, animal husbandry, cosmetology, marketing and printing and craft practice.
- ✓ The major trade subjects that should be taught in Rivers state senior secondary schools were: garment making, fisheries, animal husbandry, cosmetology, catering and craft practice, data processing and marketing.
- ✓ There is no significant difference between the mean scores of the opinions of teachers and students on the trade subjects that will stimulate Rivers state senior secondary school students to pursue a career in entrepreneurship.
- ✓ There is a significant difference between the mean scores of the opinions of respondents in urban and rural secondary schools on the trade subjects that should be taught in Rivers State.

IX. DISCUSSION

The findings revealed that trade subjects that will stimulate Rivers state secondary school students to pursue a career in entrepreneurship are: cosmetology, garment making, catering and practice, fisheries, marketing, data processing, tourism, leather goods manufacturing and repair and animal husbandry. This is in agreement with Orji (2014) findings in his study of teachers' perception on trade subjects that Nigeria secondary school students will like and has the ability to do. This finding will help schools in Rivers state to delimit the number of trade subjects offered in a school based on the interest of the students. This is imperative so that they do not invest in instructional materials and training of teachers on trade subjects that will not motivate students to pursue a career in entrepreneurship. The study also showed that there is no significant difference between the mean scores of the opinions of teachers and students on the trade subjects that will stimulate Rivers state senior secondary school students to pursue a career in entrepreneurship. This showed that both teachers and students are in agreement on the trade subjects that will benefit students.

The need to teach trade subjects that have craft centers within the school community constituted a concern for this study. Findings revealed that the trade subjects that have craft centers within the school community are: fisheries, furniture making, garment making, catering and craft practice, textile trade, painting and decoration, animal husbandry, cosmetology, marketing and printing and craft practice. This is in line with Alabi (2014) study on the assessment of the implementation of the trade subject curriculum. The trade curriculum will become more relevant to the students and the society when instructional materials are readily available. That is why it is important to consider crafts centers available in the school community where students can gain more practical skills. It is also essential to develop trade subjects in line with resources available in the locality as well as the needs and peculiar environment of the schools. Such trade subjects will be widely accepted by the teachers and the students.

Another finding of the study revealed that the major trade subjects that should be taught in Rivers state senior secondary schools were: garment making, fisheries, animal husbandry, cosmetology, catering and craft practice, data processing and marketing. Studies have shown that there is a growing demand for entrepreneurial skills in these sectors. Recent evidence from National Bureau of Statistics (NBS) employment surveys clearly show that labour market needs are growing more in entrepreneurship and technology intensive sectors. For instance, National Bureau of Statistics (2016) Quarter 1 Employment Report revealed that job vacancies in Nigeria were concentrated in three sectors, in the following order: Trade and Services, Consulting, and Information and Communications Technology (ICT)/Telecommunications. The above-mentioned sectors accounted for 79%, 4.7%, and 2.5% of the total number of job vacancies advertised, respectively. In comparison, Oil and Gas/Mining accounted for only 0.7% of the vacancies available. Yet, an analysis of the number of job applications per vacancy in each sector show that Trade/Services received the least number of job applications while the Oil and Gas/Mining sector received the most. The study also revealed that there is a significant difference between the mean scores of the opinions of respondents in urban and rural secondary schools on the trade subjects that should be taught in Rivers state. A major reason for this variance in opinion could be lack of trade subject exposure, availability of resources and community needs.

X. CONCLUSION

The introduction of trade/entrepreneurship subjects to the senior secondary school curriculum is a laudable development. This study assessed the trade subjects' curriculum that will be relevant to the needs of Rivers state students and the society. It was discovered that not all the trade subjects examined by the study were available in the school community. The trade subjects that will motivate students to pursue a career in entrepreneurship were also identified. This is important because the rate of youth unemployment is increasing and this poses a great danger to a nation's social and economy stability. With the introduction of the trade subjects the

Nigerian secondary school system is expected to rise to the challenge of providing youth with the necessary skills needed for them to be entrepreneurs and contribute to national development.

XI. RECOMMENDATIONS

- ✓ The River State Ministry of Education should implement the teaching of trade subjects that will motivate students to pursue a career in entrepreneurship as evident in this study.
- ✓ Nigerian Educational Research and Development Council should make provisions in the curriculum for schools to seek partnerships with craft centres within the school community in order to gain access to a richer source of resource materials and practical training necessary for gaining skills to be self-employed.
- ✓ Rivers State school principals and teachers should come to an agreement on what trade subject(s) to teach in the school considering their students career interest, available resources and needs of the society.

REFERENCES

- [1] Alabi, F. A. (2014). Implementing the new senior secondary school curriculum for the realization of the objective of entrepreneurship education in Ondo state, Nigeria. *European Scientific Journal*, 1(1), 264-270
- [2] Alade, I. A. (2011). Trends and issues on curriculum review in Nigeria and the need for paradigm shift in educational practice. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2 (5), 325-333
- [3] Amadi, M. N. & Ememe, P. (2013). Re-thinking higher education curriculum in Nigeria to meet global challenges in the 21st century. In A.W.Wiseman & C. CWolhuter (Eds). *The Development of Higher Education in Africa: Prospects and Challenges*. (459-483). England: Emerald Group.
- [4] Department for International Development (2013). *Education Position Paper: Improving Learning, Expanding Opportunities*. London: DFID
- [5] International Bureau of Education (2018). *Curriculum Relevance*. From www.ibe.unesco.org/en
- [6] National Bureau of Statistics (2016). *Employment Report*. From <http://www.nigerianstat.gov.ng/report/397>
- [7] Nigerian Educational Research and Development Council (2008). *The New Senior Secondary Curriculum Structure at a Glance*. Lagos: NERDC Press
- [8] Orji, S. N. (2014). Teachers' perception of the trade/entrepreneurship of the new senior secondary education curricula. *Journal of Education and Practice*, 5(6), 213-219.
- [9] Rufai, A. U., Bakar A. B., & Rashid, M. (2015). Developing a sustainable practical model of graduate employability for higher education. *International Journal of Education and Literacy Studies*, 3(1), 42-51