

# Incidences of Trade and Entrepreneurship Implementation among Secondary Schools in Makurdi Metropolis

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## **ABSTRACT**

The study examines the incidences of trade and entrepreneurship implementation among secondary schools in Makurdi Metropolis. Three purposes, research questions as well as three hypotheses were set for the study. The study adopted Expo-facto research design. The population of 54 senior secondary schools in Makurdi Metropolis was also used for the study. Six (6) senior secondary schools in Makurdi Metropolis which represents 10% of the population were sample for the study. The records of external examination for the period of three years and a self-developed questionnaire were used for the study. Upon successful validation, the instruments were trial tested in a pilot study. The reliability coefficient of the instruments was 0.78. The data collected was analysed using descriptive statistics (mean and standard deviation) and t-test. The findings from the study revealed that both public and private secondary schools are not implementing trade and entrepreneurship subject properly in Makurdi Metropolis (P-value 0.22 is greater than 0.05 at  $df=4$  and  $t=-1.45$ ); and that trade and entrepreneurship subjects offered by students in public and private secondary schools in Makurdi Metropolis is not in line the specification stated in the national curriculum (P-value 0.18 is greater than 0.05 at  $df =4$  and  $t=-2.12$ ). The study also revealed that poor facilities and lack of teachers and supervision are some of the challenges confronting proper implementation of trade and entrepreneurship subject properly in Makurdi Metropolis (P-value 0.20 is greater than 0.05 at  $df =4$  and  $t=-0.50$ ). The recommendations were that proper implementation of trade and entrepreneurship subjects among secondary schools in Makurdi Metropolis should be given serious attention so as to achieve the goal of economic empowerment and self-reliance as well as poverty reduction in Benue State and Nigeria.

## INTRODUCTION

Guidelines are important for the success of every program across the globe. The education sector in Nigeria and beyond is not exempted from guidelines for proper and effective implementation of its programs. The Federal Republic of Nigeria, National Policy on Education (FRN, NPE) is the national guideline for the effective administration, management and implementation of education at all levels and tiers of government (NPE, 2013). The Federal Republic of Nigeria, National Policy on Education is a statement of intentions, expectations, goals, prescriptions, standards and requirements for quality education delivery in Nigeria. Nigeria like most other countries of the world is undergoing rapid social, economic and political reforms in line with day to day changes in the society and the entire world.

According to Nigerian Educational Research and Development Council (NERDC 2012) the curriculum of every nation including Nigeria must pay attention to the achievement of the Millennium Development Goals (MDGs) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS). Afoma, (2013) states that the senior secondary school education in Nigeria is not left out of the drive to meet up with the changes and growth in the education sector to meet up with the contemporary changes in the world. Therefore, The Senior Secondary Education Curriculum (SSEC) was developed to further consolidate the educational gains of the 9- Year Basic Education Curriculum as well as ensure the actualization of Governments Transformation Agenda and other national developmental aspirations (FRN, NPE, 2013). According to FRN, NPE (2013) the prime objective of senior secondary education in Nigeria is to ensure that every Senior Secondary School (SSS) graduate is well prepared for higher education as well as acquired relevant functional trade and entrepreneurship skills among others that will help him or her to live meaningfully and as well impact the society positively. As a result of this prime objective for senior secondary school education in Nigeria, the curriculum was re-directed to focus on job creation, wealth generation and poverty eradication.

FRN, NPE (2013) asserts that the Philosophy of the new Senior Secondary School Education Curriculum is that on completion of the three (3) years of senior secondary education, every graduate should have been well prepared

for higher education as well as acquired relevant functional trade and entrepreneurship skills needed for poverty eradication, job creation and wealth generation; and in the process strengthened further the foundation for ethical, moral and civic values acquired at the Basic Education Level.

Adigun and Ekwukoma, (2015) state that the senior secondary school curriculum is organized in themes to guarantee good understanding of concepts and for learning to be sequential. The themes covered in the senior secondary school curriculum are humanities, science/mathematics, technology and business. Humanities consist of Nigerian language, literature in English, geography, government, christian religious study, islamic studies, history, visual arts, music, french, arabic and economics. Science/Mathematics is made up of biology, chemistry, physics, further mathematics, agriculture, physical education, health education and computer studies. Technology consist of the following subjects; technical drawing, general metal work, basic electricity, electronics, auto-mechanics, building construction, wood-work, home management, foods and nutrition. Business as a theme has the following subjects; accounting, store management, office practice, insurance and commerce.

Besides, trade/entrepreneurship, English and civic education are made compulsory subjects for the students. Trade and entrepreneurship consist of thirty four subjects which are auto body repair and spray painting, auto electrical work, auto mechanical work, auto part merchandising, air-conditioning and refrigerator, welding and fabrication engineering craft practice, electrical installation and maintenance work, radio, television and electrical work , block laying, bricklaying and concrete work, painting and decoration, plumbing and pipe-fitting, machine woodworking, carpentry and joinery, furniture making, upholstery, printing craft practice, leather goods manufacturing and repairs, catering craft practice, garment making, clothing and textile, dyeing and bleaching, cosmetology, stenography, data processing, store keeping, book keeping, gsm maintenance, photography, tourism, mining, animal husbandry, fisheries, marketing and salesmanship.

According to FRN, NPE (2013) and Ehiamentalor, (2011) the criterion for selection of subject for public examinations for senior secondary school is that

every student must offer the 4 compulsory core subjects. Meaning that each student should choose two, three, four or five subjects from each of their preferred four fields of studies and the remaining subjects from trade and entrepreneurship depending on their potential, interest and capability such that the minimum number of subjects is eight and the maximum number of subjects is nine. Here the senior secondary school students are expected to choose at least two subjects from trade and entrepreneurship subjects to complete the total number of subjects to be registered.

Trade and entrepreneurship subject are introduced in senior secondary school to equip the young Nigerian school leavers with skills that will encourage self-reliance and alleviate poverty. According to Alao, (2011) and Jerome (2014), the aim of entrepreneurial education is not just to teach an individual how to run a business, but to encourage creative thinking, promote strong sense of self-reliance, accountability and productivity. Other objectives include: to inculcate in an individual survival skills; to build in an individual knowledge and skills either about or for the purpose of entrepreneurship; to equip the recipients usually at the secondary school level (which is the focus of this study) with such skills that enable them to fit into the world of economic and productive enterprise upon graduation; to inculcate in an individual the ability to recognize opportunities in life; to help people create and operate new ventures and be self-reliant; to reduce the soaring incidence of unemployment; to alleviate poverty; to foster socio-economic integration and development; to drastically reduce idleness among youths and thereby curb the attendant consequences of idleness such as youth restiveness, insurgency and other forms of social vices. The implementation of the senior secondary school curriculum commenced in September, 2011 with the first set of basic education graduates. The implementation of the senior secondary school curriculum especial in the area of trade and entrepreneurship subjects in Benue State and Nigeria at large is said to have characterized with lack of human and material resources, monitoring and supervision among others. In the study conducted by Adigun and Ekwukoma, (2015) on the Appraisal of the Implementation of Entrepreneurial Education in Senior Secondary Schools within the Federal Capital Territory, Abuja. The study revealed that there is poor funding, monitoring and lack of facilities. The study recommended that governments at all levels should ensure proper funding, supervision and monitoring of the

implementation of the trade subjects' curriculum. The necessary physical facilities and instructional materials should be provided in schools. Government should also subsidize the physical facilities for private schools so that they can effectively teach these subjects to the bulk of Nigerian students who are there and that teachers should be sponsored to attend workshops and seminars to acquire and update their skills in trade subjects. The trade subjects that are not part of teacher education programmes should be infused to enable teacher-trainees acquire relevant skills on them. Private school owners should be discouraged from using teachers that are not specialists in trade subjects to teach them in schools. Ali and Ajibola (2015), in their study on Issues and Prospects of Effective Implementation of New Secondary School Curriculum in Nigeria state that the implementation of the senior secondary school curriculum is parallel to its objectives and express lack of readiness for the implementation of the senior secondary school curriculum by both public and private schools in Nigeria.

Oluwole (2014) in his study on implementing the New Senior Secondary School Curriculum for the Realization of the Objective of Entrepreneurship Education in Ondo state, findings out that variation exists on the perception of teachers in the implementation of the New Senior Secondary School Curriculum between public and private secondary schools in Ondo State. The level of implementation was significantly higher in public than in private secondary schools. The private and public schools have no functional trade workshops and students were not exposed to regular workshop practice and this was blame on the high cost of building and ineffective monitoring of the curriculum implementation in the private and public schools by the Government. Oluwole (2014) recommended serious monitoring and provision of facilities in public and private schools in Ondo State and Nigeria in general.

### **Purpose of the Study**

The purpose of this study is to assess incidences of trade and entrepreneurship implementation in secondary schools in Makurdi Metropolis. The study specifically seeks to;

1. Assess the extent of implementation of trade and entrepreneurship subjects in public and private schools in Makurdi Metropolis

2. Assess the mean difference between trade and entrepreneurship subjects offered by students in public and private schools in Makurdi Metropolis
3. Assess the views of public and private school teachers on the challenges of trade and entrepreneurship subjects implementation in Makurdi Metropolis

### **Research Questions**

1. What is the extent of implementation of trade and entrepreneurship subjects in public and private schools in Makurdi Metropolis?
2. What is the mean difference between trade and entrepreneurship subjects offer by students in public and private schools in Makurdi Metropolis?
3. What are the views of public and private school teachers on the challenges of implementing trade and entrepreneurship subjects in Makurdi Metropolis?

### **Research Hypothesis**

**H0<sub>1</sub>:** There is no significant difference between public and private secondary schools in the implementation of trade and entrepreneurship subjects in Makurdi Metropolis

**H0<sub>2</sub>:** There is no significant mean difference between trade and entrepreneurship subjects offer by students in public and private secondary schools in Makurdi Metropolis

**H0<sub>3</sub>:** There is no significant difference between the views of public and private secondary school teachers on the challenges of implementing trade and entrepreneurship subjects in Makurdi Metropolis.

## **METHODOLOGY**

### **Research Design**

Expo-facto research design was used for the study.

### **Population of the Study**

The population for the study is fifty five (54) secondary schools which comprise of twenty (20) public and thirty five (35) private senior secondary schools in Makurdi Metropolis.

### **Sample and Sampling**

Six (6) senior secondary schools and twenty four (24) trade and entrepreneurship teachers in Makurdi Metropolis were purposively sampled to

represents the population of the study. According to Emaikwu (2013), sample size must be at least 10-20% representing the population.

### **Instrumentation**

The external results of candidate who sat for senior secondary school examination in Makurdi Metropolis and questionnaire was used for the study. The researcher visited the selected senior secondary schools and obtains information for the study.

### **Method of Data Analysis**

The study employed three statistical tools for data analysis. The descriptive statistics (mean and standard deviation) was used to answer research question 1-3. The records of 2013, 2014 and 2015 external examination were assessed based on mean of public and private secondary schools. The extent of the implementation and agreement on the challenges of implementing trade and entrepreneurship subjects for research question one (1) to three (3) was base on mean of public and private secondary schools in Makurdi Metropolis. Public and private secondary schools with mean score of 2.50 and above were considered to be highly implemented and items with score range of 2.49 and below were considered not highly implemented. Hypothesis 1 and 3 was analyzed using t-test. This was done with the aid of SPSS computer package. The interpretation of the result was based on five percent (0.05) level of significance.

## **RESULTS**

The findings of the study were presented logically beginning from research question one to hypothesis three.

### **Research Question One**

What is the extent of implementation of trade and entrepreneurship subjects in public and private schools in Makurdi Metropolis?

**Table 1: Mean scores of the implementation of trade and entrepreneurship subjects in public and private schools in Makurdi Metropolis**

S/No	STATEMENT	N	SD	$\bar{X}$	Remarks
1.	Auto body repair and spraying painting	6	0.40	1.17	Not highly implemt
2.	Auto electrical work	6	0.00	1.00	Not highly implemt
3.	Auto mechanical work	6	0.00	1.00	Not highly implemt
4.	Auto parts merchandising	6	0.00	1.00	Not highly implemt
5.	Air conditioning/Refrigerator	6	0.00	1.00	Not highly implemt
6.	Welding and fabrication engineering	6	0.00	1.00	Not highly implemt
7.	craft practice	6	1.63	1.67	Not highly implemt
8.	Electrical installation and maintenance	6	0.81	1.33	Not highly implemt
9.	Work	6	0.40	1.17	Not highly implemt
10.	Radio, TV and electrical work	6	0.40	1.17	Not highly implemt
11.	Block laying, brick laying and concrete work	6	0.40	1.17	Not highly implemt
12.	Painting and decoration	6	0.40	1.17	Not highly implemt
13.	Plumbing and pipe fitting	6	1.60	1.83	Not highly implemt
14.	Machine wood-working	6	1.60	1.67	Not highly implemt
15.	Carpentry and joinery	6	1.60	1.67	Not highly implemt
16.	Furniture making	6	0.00	1.00	Not highly implemt
17.	Upholstery	6	0.81	1.33	Not highly implemt
18.	Catering and craft practice	6	1.63	1.00	Not highly implemt
19.	Garment making	6	0.00	1.00	Not highly implemt
20.	Textile trade	6	0.00	1.00	Not highly implemt
21.	Dying and bleaching	6	0.00	1.00	Not highly implemt
22.	Printing craft practice	6	0.00	1.00	Not highly implemt
23.	Leather goods manufacturing repair	6	0.00	1.00	Not highly implemt
24.	Cosmetology	6	1.63	1.67	Not highly implemt
25.	Keyboarding	6	0.00	1.00	Not highly implemt
26.	Data processing	6	1.63	1.67	Not highly implemt
27.	Store keeping	6	0.00	1.00	Not highly implemt
	Book keeping	6	0.40	1.17	Not highly implemt
28.	GSM maintenance	6	0.00	1.00	Not highly implemt
29.	Photography	6	0.00	1.00	Not highly implemt
30.	Tourism	6	0.00	1.00	Not highly implemt
31.	Mining	6	0.81	1.33	Not highly implemt
32.	Animal husbandry	6	0.00	1.00	Not highly implemt
33.	Fisheries	6	0.00	1.00	Not highly implemt

In Table one, item 1to 34 have the mean score of less than 2.50, which means that trade and entrepreneurship subjects were not adequately implemented.



### Research Question Two

What is the mean difference between trade and entrepreneurship subjects offer by students in public and private schools in Makurdi Metropolis?

**Table 2: Mean scores of trade and entrepreneurship subjects offered by students in public and private schools in Makurdi Metropolis**

S/No	STATEMENT	N	SD	$\bar{x}$	Remarks
1.	Public School	3	1.52	1.67	Not highly offered
2.	Private School	3	0.57	2.30	Not highly offered

From Table 2, public secondary school has the mean score of 1.52 and private secondary school has the mean score of 2.30. This shows that the students of both public and private school have not adequately offering trade and entrepreneurship subjects. However, the mean score of private secondary school is higher than that of public secondary school. Meaning that private secondary schools trying harder than public secondary schools in the implementation of trade and entrepreneurship subjects.

### Research Question Three

What are the views of public and private school teachers on the challenges of implementing trade and entrepreneurship subjects in Makurdi Metropolis?

**Table 3: Mean scores of the views of public and private school teachers on the challenges of implementing trade and entrepreneurship subjects in Makurdi Metropolis**

S/No	STATEMENT	N	SD	$\bar{x}$	Remarks
1.	Lack of teachers	24	2.00	3.00	Agree
2.	Inadequate workshops	24	1.34	2.90	Agree
3.	Lack of supervision	24	1.22	2.64	Agree
4.	Lack of seriousness by the school managers	24	1.12	2.56	Agree

In table 3, item 1 to 4 has the mean score that is above 2.50. This indicates agreement to the challenges militating against the implementation of trade and entrepreneurship subjects in Makurdi Metropolis.

### Hypothesis One

There is no significant difference between public and private secondary schools in the implementation of trade and entrepreneurship subjects in Makurdi Metropolis

**Table 4: The t-test on the difference between public and private secondary schools in the implementation of trade and entrepreneurship subjects in Makurdi Metropolis**

Group	N	t	df	Sig	Decision Rule
Public School	3	-1.45	4	0.22	Accepted
Private School	3				

P<0.05

The result in table 4 shows that P-value 0.22 is greater than 0.05 at df=4 and t critical=-1.45. Therefore the null hypothesis was accepted. Meaning that there is no significant difference between public and private secondary schools in the implementation of trade and entrepreneurship subjects in Makurdi Metropolis.

### Hypothesis Two

There is no significant mean difference between trade and entrepreneurship subjects offer by students in public and private secondary schools in Makurdi Metropolis.

**Table 5: The t-test on the mean difference between trade and entrepreneurship subjects offered by students in public and private secondary schools in Makurdi Metropolis**

Group	N	t	df	Sig	Decision Rule
Public School	3	-2.12	4	0.18	Accepted
Private School	3				

P<0.05

The result in table 5 shows that P-value 0.18 is greater than 0.05 at  $df=4$  and  $t$  critical=-2.12. Therefore the null hypothesis was accepted. Meaning that there is no significant mean difference between trade and entrepreneurship subjects offered by students in public and private secondary schools in Makurdi Metropolis.

### Hypothesis Three

There is no significant difference between the views of public and private secondary school teachers on the challenges of implementing trade and entrepreneurship subjects in Makurdi Metropolis

**Table 6: The t-test on the difference between the views of public and private secondary school teachers on the challenges of implementing trade and entrepreneurship subjects in Makurdi Metropolis**

Group	N	t	df	Sig	Decision Rule
Public School	3	-0.50	4	0.20	Accepted
Private School	3				

$P < 0.05$

The result from table 6 shows that P-value 0.20 is greater than 0.05 at  $df=4$  and  $t$  critical=-0.50. Therefore the null hypothesis was accepted. Meaning that there is no significant difference between the views of public and private secondary school teachers on the challenges of implementing trade and entrepreneurship subjects in Makurdi Metropolis.

### DISCUSSION OF FINDINGS

The study revealed that trade and entrepreneurship subjects are not adequately implemented among public and private secondary schools in Makurdi Metropolis. This view is in agreement with that of Ali and Ajibola (2015) which state that the implementation of the senior secondary school curriculum is parallel to the objectives of national policy on education and the national curriculum and express lack of readiness for the implementation of the senior secondary school curriculum by both public and private schools in Nigeria.

The study also revealed that the students of both public and private school in Makurdi Metropolis are not adequately offering trade and entrepreneurship

subjects. However, private secondary schools in Makurdi Metropolis are doing better in the implementation of trade and entrepreneurship subjects than public secondary school. On the contrary, Oluwole (2014) asserted that the level of implementation of trade and entrepreneurship subjects was significantly higher in public than in private secondary schools in other states of the federation.

The study again indicates that lack of teachers, inadequate workshops, lack of supervision by the ministry of education and lack of seriousness by the school managers are some of the challenges militating against the implementation of trade and entrepreneurship subjects in public and private secondary schools in Makurdi Metropolis. Oluwole (2014) asserted that the private and public schools have no functional trade workshops and students were not exposed to regular workshop practice, blaming it on the high cost of facilities and ineffective monitoring of the curriculum implementation in the private and public secondary schools by the ministry of education.

## **CONCLUSION AND RECOMMENDATION**

In the light of the findings above, the study concluded that the implementation of trade and entrepreneurship subjects is not properly done among public and private schools in Makurdi Metropolis. The study therefore recommended that;

1. Trade and entrepreneurship subjects should be properly implemented among public and private schools in Makurdi Metropolis to achieve the Millennium Development Goals (MDGS) and the National Economic Empowerment and Development Strategies (NEEDS) in Nigeria.
2. For proper implementation of trade and entrepreneurship subjects among public and private secondary schools in Makurdi Metropolis, the school management should educate the students to offer and register in their external examination the correct number of subjects.
3. Provision of facilities for full implementation of trade and entrepreneurship subjects among public and private secondary schools in Makurdi Metropolis should be made a priority and Ministry of education at all levels of government should ensure effective supervision of both public and private secondary schools for proper implementation of trade and entrepreneurship subjects in Makurdi Metropolis so as to alleviate poverty in Benue State and Nigeria.

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**Reference to this paper should be made as follows:** Hime, E. A. and Imborivungu, T. E. (2017), Incidences of Trade and Entrepreneurship Implementation among Secondary Schools in Makurdi Metropolis. *Intl J. of Management Studies, Business & Entrepreneurship Research*, Vol. 2, No. 4, 2017, Pp 186-199

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