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Assessment of the New Trade/Entrepreneurship Education in Senior Secondary Schools: Evidence from Rural and Urban Areas of Oyo State, Nigeria

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Authors' contributions

This work was carried out in collaboration between both authors. Author AAG designed the study, performed the statistical analysis, wrote the protocol, wrote the first draft of the manuscript, and managed the analyses of the study. Author CSA managed the literature searches, and extensively reviewed and edited the manuscript. Both authors read and approved the final manuscript.

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ABSTRACT

The paper examines the recent entrepreneurship education in senior secondary schools in Oyo State, Nigeria. This is to ascertain the level of compliance with the curriculum's contents, teachers' competence and the extent to which it has empowered students for self-employment. The study builds on primary data collected in 2014 from the respondents. The samples were made up of 17 schools, 37 teachers and 317 students from rural areas, while there were 44 schools, 114 teachers and 913 students from the urban areas. These were drawn across the three senatorial districts of the state. The study utilized both quantitative and qualitative techniques in data collection and analysis with questionnaires and observation as main instruments of collection. Data were collected on schools', teachers' and students' characteristics and were analyzed through the use of descriptive statistics. The analysis reveals that only about 10% (11.8 rural and 9.1 urban) of

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sampled schools commenced the programme in 2011, while more than 70% selected between only one and two trade subjects for their students. The average age of teachers in the rural communities was 38 years while it stood at 39 years for their urban counterparts. While 76% of the teachers in the rural areas are degree holders, only 68% of those in the urban centres possess the minimum teaching requirement in secondary schools. Rural students were exposed to 10, while urban students were exposed to 11 out of the 34 entrepreneurial subjects. Students had learnt significant self-employable entrepreneurial skills in two subjects out of 10 in rural areas and six out of 11 selected subjects in urban areas. The study recommends adequate circulation of the curriculum, provision of equipment and relevant facilities, training and re-training of teachers and adequate funding among others.

Keywords: Unemployment; entrepreneurship education; senior secondary schools; Oyo State.

1. INTRODUCTION

The skyrocketing rate of unemployment in Nigeria is disturbing and it is no longer news that the nation's youth unemployment rate is very high. In 1992, the World Bank put the Nigerian youth unemployment rate at 28%. In April 2009, during the discussion of a panel of experts on youth and employment in Washington, the Director of the National Planning Commission of Nigeria, put the rate of youth unemployment in Nigeria at between 60% and 70% [1]. According to [2], only 10% of graduates can be absorbed in the Nigerian Labour Market. Unemployment statistics released by National Bureau of Statistics [3] showed that unemployment rate had increased from 12.6% in 2002 to 23.9% in 2011. With 23.9% unemployment rate in 2011, it means that among the 165 million estimated population of the country, about 40 million Nigerians are living without job. The report also revealed that unemployment rates are higher in the rural areas than the urban centres, among the females than the males, among the youths than other age groups and also among the secondary school leavers. This is disastrous.

Both unemployment and underemployment constitute a serious constraint to the economic progress of any nation. In fact, they represent an obvious waste of the nation's manpower resources. Unemployment is one of the social problems plaguing the Nigerian nation. There is no gain saying in the fact that this high rate of unemployment and its attendant poverty have resulted in youths' negative behaviour in the society. This is because most antisocial acts including thuggery, armed robbery, militancy, restiveness, ethnic-political clashes, boko haram insurgence and other social vices in Nigeria could be traced to the high rate of unemployment [4]. It appears that these unemployed youths are taking it back on a society that has failed to give them a proper sense of direction.

The problem of high rate of unemployment among school leavers has for a long time been a cause for concern to the Nigerian government. Sound education which equips students to challenge the status quo and proffer better alternatives is the way out of the present economic quagmire [5]. To this end, the Federal Government has formulated various policies to guide actions directed towards finding lasting solutions to these impediments. In this regard, [1] reported that among the strategies being adopted by Nigeria to redress the ugly situation was reformation of the education sector. A qualitative education- be it formal or informal, plays a critical role in raising a generation that is willing to create wealth for sustainable development.

However, at the introduction of western (formal) education in Nigeria, emphasis was on the acquisition of the three Rs (reading, writing and arithmetic) with the overarching aim of preparing the learner for "white collar" job or for employment by the missionaries or colonial government. This was said to have led the National Educational Research Council (NERC) to conveying a historic curriculum conference in Lagos in 1969. The national Curriculum Conference of 1969 resulted, among other things, in increase in the number of subjects studied in schools with the aim of making education more relevant to the Nigerian society and also of unifying the educational services in the different regions. This conference recommended new set of goals and provided directions for major curriculum revision upon which the National Policy on Education of 1977 which had since been revised in 1981 and 2004 were based. Against this background of national aspirations, a new educational system commonly

referred to as the 6-3-3-4 system of education emerged. The system consisted of six years of primary school education, three years of Junior Secondary School (JSS), three years of Senior Secondary School (SSS), and four years of post-secondary education [6].

The implementation of the 6-3-3-4 education system in Nigeria began in 1982 and brought many reforms into the educational system in Nigeria. Among the innovations is the vocationalization of the secondary school curriculum in Nigeria. At the junior secondary level, pre-vocational subjects were introduced into the curriculum while vocational subjects were introduced at the senior secondary level. The focus of the pre-vocational subjects was to expose students at the JSS level to the world of work through exploration. Such exposure was to enable JSS students make intelligent career choice. Among the pre-vocational subjects are practical Agriculture, Home Economics, and Business Studies. Introductory Technology is an integration of components of woodwork, metalwork, basic electronics, applied electricity, water flow technology, airflow technology, food preservation, automobile mechanics, technical drawing, physics, rubber technology, chemistry, plastics, basic building technology, and ceramics. Business Studies has typewriting, shorthand, bookkeeping, office practice, commerce and computer science as components. The specific objectives of the JSS Education are to develop in the students' manipulative skills (manual dexterity) invention, respect for dignity of labour and above all healthy attitude towards things technical [7]. At the SSS level, recommended vocational/technical subjects include: Agricultural Science, Clothing and Textile, Home Management, Food and Nutrition, Typewriting & Shorthand, Principles of Accounts, Commerce, Woodwork, Technical Drawing, Basic Electronics, Building Construction, Applied Electricity and Auto Mechanics.

Sadly, three decades after the adoption of this laudable initiative, the majority of Nigerian youths are still idle, while some are involved in various vices due to unemployment. A good number of students who have completed their secondary education but failed to secure admission into institutions of higher learning are in dilemma. This is because they are not equipped with the requisite skills for self or paid-employment [8]. To ensure a positive future for Nigeria, the youth who are believed to be the future leaders of the country ought to be well equipped with basic skills to drive the economy [9].

Consequently, the National Council on Education (NCE) gave approval for a new curriculum structure for the three-year senior secondary education, as released by Nigerian Educational Research and Development Council (NERDC), known as Curriculum 2007.The coming on board of Curriculum 2007 is an indictment on the suitability of the existing curricula in primary, junior secondary and senior secondary schools in meeting the needs and aspirations of the teeming Nigerians. Curriculum 2007 is premised on a learner-centred, competence-based approach to education. It reflects depth, appropriateness and interrelatedness of the curricula contents, problem solving, critical and creative reasoning, quality standards, and emergent issues such as value orientation, peace and dialogue, entrepreneurial skills, etc[10]. The implementation of Curriculum 2007 started at the basic education level in September 2008 while the implementation of the senior secondary aspect began in September 2011 with the first batch of junior secondary students from Upper Basic Education Curriculum. This systematic implementation is to allow for adequate planning, teacher capacity building, textbook review, provision of learning resources, monitoring, evaluation, and feedback [11].

However, the fact that despite all the previous educational programmes in the country, the rate of unemployment among school leavers is still very high calls for the evaluation of the current programme at a time when the first set of beneficiaries are about entering the labour market. Also, there is a general consensus among development partners, both from developing and developed countries, on the need for improving the performance of development programmes. The international community, including Nigeria, has subscribed to the use of results-based monitoring and evaluation (M&E) tools to track progress and demonstrate the impact of programmes and policies. The goals and objectives set by the new programme should be periodically evaluated to give room for innovations aimed at solving the emerging problems [12].This study has therefore examined the current entrepreneurship education in Nigerian SSSs so as to ascertain how much it has helped in job creation in the country.

1.1 Objectives of the Study

The general objective of the study is to determine the level of implementation of the newly introduced entrepreneurship education in the SSS curriculum.

The specific objectives are to:

1. examine the level of adherence to the contents of the curriculum;
2. determine the level of competence of the teachers handling the various trade subjects; and
3. identify practical (entrepreneurial) skills thatstudents have learnt in school with which they can be self-employed.

1.2 Research Questions

1. What is the level of adherence to the contents of the curriculum?
2. How competent are the teachers of the trade subjects?
3. What practical skills have the students gained with which they can create jobs?

2. THEORETICAL/CONCEPTUAL ISSUES

2.1 Philosophy of Education in Nigeria

Education is an instrument for national development, and as such the formulation of ideas, their integration for national development, and the interaction of persons and ideals are all aspects of education. It fosters the worth and development of the individual, for each individual's sake and for the general development of the society. Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability. There is need for functional education for the promotion of a progressive, united Nigeria [13]. Whether these philosophies of education are well articulated or not is subject to critical assessment of experts and planners.

2.2 Philosophy of Curriculum 2007

The philosophy of the new Senior Secondary Education Curriculum (SSEC) is that, on completion of the three years of senior secondary education, every graduate/recipient should have been well prepared for higher education as well as acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. In the new curriculum, each SSS student is to take at least one entrepreneurship subject out of a group of 34 of such subjects. Each school is expected to choose a specified number of entrepreneurship subjects in relation to what is available and or obtainable in its immediate environment. It is however recommended that schools should choose between three and five trade subjects for their students from where they will chose one or two as the case may be. The subjects are:

1. Auto body Repair and Spray painting
2. Auto Electrical work
3. Auto Mechanical Work
4. Auto Part Merchandising
5. Air conditioning & Refrigerator
6. Welding and fabricating Engineering Craft Practice
7. Electrical installation and Maintenance Work
8. Radio, Television and Electrical Work
9. Block-Laying, Brick-Laying and Concrete Work
10. Painting and Decoration
11. Plumbing and Pipe-fitting
12. Machine Woodworking
13. Carpentry and Joinery
14. Furniture Making
15. Upholstery
16. Catering Craft Practice
17. Garment Making
18. Textile trade
19. Dying and Bleaching
20. Printing Craft Practice
21. Cosmetology
22. Leather Goods Manufacturing and Repair
23. Stenography
24. Data Processing
25. Store Keeping
26. Book Keeping
27. GSM Maintenance
28. Photography
29. Tourism
30. Mining
31. Animal Husbandry
32. Fisheries
33. Marketing
34. Salesmanship [11].

The implementation of the new SSEC commenced in September, 2011 beginning with the SSS I curriculum component. The first set of SSS student graduates were examined in April/May, 2014.

2.3 The Concept of Entrepreneurship

Entrepreneurship is the act of being an entrepreneur. It is view as a process through which individuals and/or government either on their own or jointly exploit available economic opportunities without being scared by associated risks or inadequate resources under their control [14]. In the same way, [15] defines entrepreneurship as the pursuit of opportunity without regard to resources currently controlled. The entrepreneur is the innovator who implements change within markets through the carrying out of new combinations. The carrying out of new combinations can take several forms; 1) the introduction of a new good or quality thereof, 2) the introduction of a new method of production, 3) the opening of a new market, 4) the conquest of a new source of supply of new materials or parts, and 5) the carrying out of the new organization of any industry. Entrepreneurship is equated with the concept of innovation applied to a business context. As such, the entrepreneur moves the market [16].

2.4 Entrepreneurship Education

Entrepreneurship education is a learning process, starting as early as elementary school and progressing through all levels of education. The standards and their supporting performance indicators constitute a frame work for teachers to use in building or developing appropriate objectives, learning activities and assessments for their target audience. Using this framework, students, youths and citizens will have, progressively, more challenging educational activities and experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities.

According to [17], entrepreneurship education is focused on developing youth with the passion and multiple skills. It is aimed at reducing the risk associated with entrepreneurship thought and guide the firm successfully via its initial stage to the maturity. It is designed to communicate and inculcate competencies, skills, knowledge, and values needed to recognize business opportunity, organize and start new business venture. It is about transforming an idea into reality, rather than talking about how to do it. With the knowledge of entrepreneurial action, these students or potential entrepreneurs are able to understand how and what it means and takes to own a business, create ideas towards the achievement of desired goals and objectives. Certainly, the growth and development of a country's economy is possible through entrepreneurial activities and its education.

From the foregoing, entrepreneurship education is the systematic development of skills, knowledge and attitudes necessary for an individual to perform adequately in a given business or occupational oriented opportunities for improved performance of a country's economy. The need for entrepreneurship education comes to the surface when societies have to improve on their effectiveness, efficiency and safety of their economy for a greater economic development. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/her fortune or destiny. This study was therefore designed to ascertain the level of implementation of the new curriculum and the entrepreneurial skills the recipients have acquired so far.

3. METHODOLOGY

3.1 The Study Area

The empirical setting for the study is Oyo State. Oyo state is an inland state in south-western Nigeria. It is bounded in the south by Ogun State and in the north by Kwara State. In the west it is bounded partly by Ogun State and partly by the Republic of Benin while in the east it is bounded by Osun State. The capital of the state is Ibadan, the most populous city in black Africa with about two and a half million people [18]. The land size is about 35,742.84 sqkilometres with a population of about 6,617,720 [19]. For ease of administration the state is divided into three senatorial districts and 33 local government areas (LGAs). There are about 500 public and 402 private SSSs in the state [20]. Fig. 1 shows the map of Oyo state, Nigeria.

3.2 Research Design

The study adopted the descriptive survey research design. This method was deemed appropriate as it involved the collection of extensive and cross-sectional data for the purpose of describing and interpreting an existing situation under study [21].

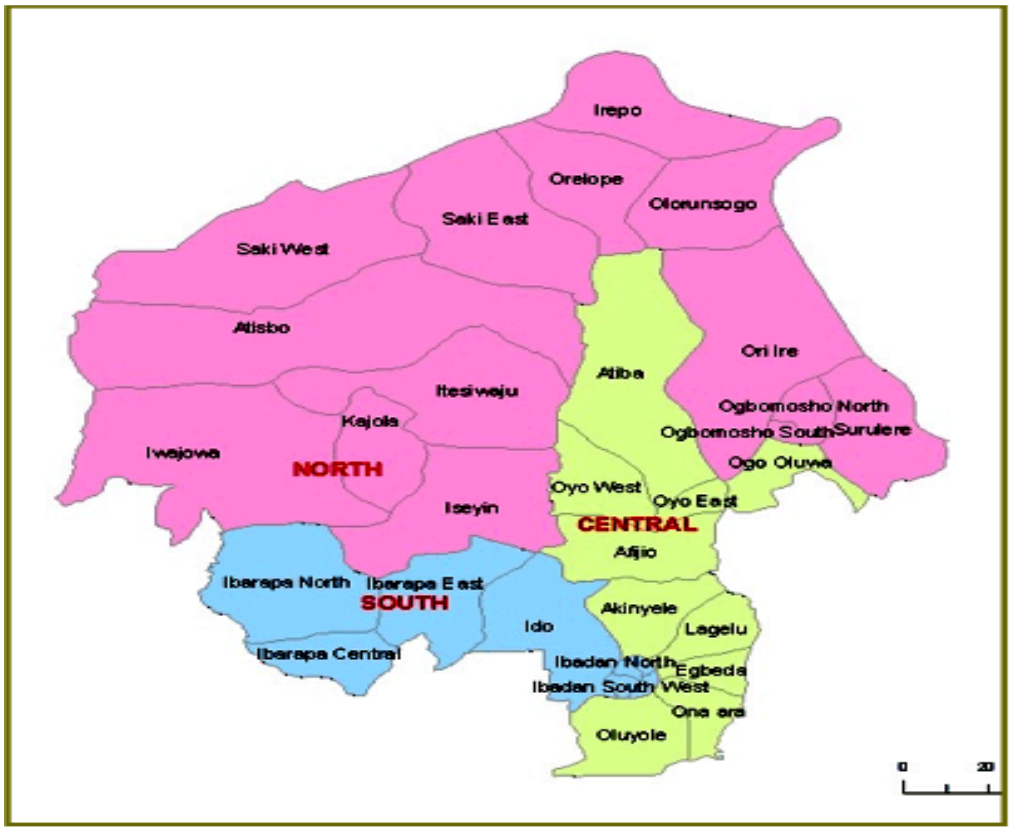

Fig. 1. Map of Oyo state, Nigeria showing the 33 LGAs and the study area

3.3 Population

The target population included all the principals/proprietors/proprietresses of SSSs, SSS III students and their trade subject teachers from public and private secondary schools in Oyo State.

3.4 Sources of Data/Sampling Procedure

Primary data was used for the purpose of this study. They were collected from the respondents through the use of well-structured questionnaire. The tool was used to collect information about the school, the trade subject teachers and SSS III students. The multi-stage sampling technique was used in selecting respondents. The first stage was the random selection of two LGAs (one rural and one urban) from each of the three senatorial districts the state is divided into. The next stage was the stratification of schools in selected LGAs into government owned and privately owned secondary schools. This was followed by the random selection of representative schools from each of the two categories of schools using probability proportionate to size in each category. All the principals and trade subject teachers in the selected schools were interviewed. The final stage was the random selection of SSS III students in the selected schools. In all, 61 schools (17 rural and 44 urban), 151 trade subject teachers (37 rural and 114 urban) and 1230 SSS3 students (317 rural and 913 urban) were sampled. Data were collected in January and February, 2014.

3.5 Instrumentation and Validation

The study utilized both quantitative and qualitative techniques with four main instruments used in data collection. These were: School Assessment Questionnaire (SAQ), Teacher Assessment Questionnaire (TAQ), Student Assessment Questionnaire [S_1AQ] and Observation Guide. SAQ was used to gather information on the school characteristics that are related to the subject matter. TAQ was useful in eliciting information about the subject teachers who are the ones responsible for impacting the entrepreneurial skills into the students while

S_1AQ was used to collect information about the students' demographic characteristics as well as their level of entrepreneurial skills' acquisition. Lastly, observation was conducted in all the selected schools using a guide. The guide contained checklist of instructional materials and infrastructural facilities with which to check materials and facilities available in school for teaching –learning of the trade subjects.

The SAQ, TAQ and S_1AQ were content- and face -validated through experts' judgment. The reliability was obtained in a test-retest procedure. The correlation coefficient value of 0.85 was obtained.

3.6 Method of Data Analysis

The data collected was analyzed using descriptive statistics such as: frequency counts, mean, standard deviation and percentages to assess the new entrepreneurship education in SSSs. The cut-off point for judging the significance /non-significance of item scores was set at forty per cent (40%) following [21]. The observation data collected were content analyzed.

4. RESULTS AND DISCUSSION

The results obtained from the analysis of data collected in the course of this study are presented in Tables 1-3 using the research questions as guideline.

Research question 1: What is the level of compliance of the schools with the contents of the trade subjects' curriculum as specified by NERDC?

Table 1 shows the level of compliance of schools with the new curriculum as stipulated by NERDC. From the table, about 12% rural and 9% urban schools commenced the implementation of the trade subjects' curriculum in 2011. It implies that just about one-tenth of the schools in Oyo State complied with the 2011 take-off year for the implementation of the progarmme. This may however have negative impact on the level of skill acquisition by the students when they will be graduating from school in 2014. This does not concur with [23], who recommends grassroots (school-level) sensitization and advocacy on the new trade curriculum to promote their appreciation and acceptance by all schools.

The majority of the sampled schools 64% and 75% for rural and urban schools respectively selected maximum of two trade subjects for their students. This means that the students were not exposed to many of the trade subjects from where they could make their choice. This is in deviant from [11], whichrecommends that schools should select minimum of three and maximum of five entrepreneurial subjects (ESs) for their schools.

Furthermore, all the sampled schools in rural areas and over 95% of their urban counterparts admitted that availability of competent teachers guided the choice of the type of ESs selected. Below 50 and 40% of rural and urban schools respectively admitted that availability of equipment/facilities guided their choice. This implies that availability of facilities was not a major criterion in selecting the SEs in Oyo state schools.Schools should select ESs based on availability of instructional materials and infrastructural facilities [11]. While about 60% of the schools in rural Oyo State gave their students' interest priority in selecting the ESs of their choice, about 75% of their counterparts in urban areas considered them. Researcher [22] has suggested some considerations in choosing trade subjects for the effective implementation of the curriculum. These include: teaching staff, school infrastructures, community interest and support, availability of local resources, socio-cultural inclinations, and student attributes (ability, career interest, age, peers/family influences).

Also, below 50% for rural schools, and 40% for urban schools indicate that adequate funds were made available for the successful implementation of the programmes. This may however, not be too good for a laudable progarmme like this which could be responsible for the failure of past programmes to address youth unemployment in the country. [11, 21, 22] recommend adequate funding for the successful implementation of the progaramme. Still on funding, none of the schools in Oyo State has either the state or Federal Government as the source of funding the new ESs' curriculum, while the majority of the schools indicate that parents of the concerned students have been responsible for the funding. According to [13], the three tiers of government should be responsible for the funding of education in the country.

Table 1. Frequency and percentage distribution of level of compliance of the schools with the recommendations/suggestions made by NERDC

S/N	Variables	Rural		Urban		Total F	Total %
		F	%	F	%		
1	**Years of commencement:**						
	2011	2	11.8	4	9.1	6	9.8
	2012	5	29.4	28	63.6	33	54.1
	2013	10	58.8	12	27.3	22	36.1
	Total	17	100.0	44	100.0	61	100.0
2	**Average no of trade subjects:**						
	1	7	41.2	14	31.8	21	34.4
	2	4	23.5	19	43.2	23	37.7
	3	4	23.5	10	22.7	14	23.0
	4	2	11.8	0	0.0	2	3.3
	5	0	0.0	1	2.3	1	1.6
3	**Factors that guided the choice of the trade subjects:** **-Availability of competent teachers:**						
	Yes	17	100.0	42	4.6	59	96.7
	No	0	0.0	2	95. 5	2	3.3
	-Availability of the facilities or equipment required:						
	Yes	8	47.1	15	34.1	23	37.7
	No	9	52.9	29	65.9	38	62.3
	Students' interest:						
	Yes	10	58.8	33	75.0	43	70.1
	No	7	41.2	11	25.0	18	29.5
4	**Funding:**						
	Available	7	41.2	17	38.6	37	60.7
	Not available	10	58.8	27	61.4	24	39.3
5	**Source of funding:** **-Federal government**						
	Yes	0	0.0	0	0.0	0	0.0
	No	17	100.0	44	100.0	61	100.0
	-State government						
	Yes	0	0.0	0	0.0	0	0.0
	No	17	100.0	44	100.0	61	100.0
	-Non-governmental organization						
	Yes	0	0	4	9.1	4	9.1
	No	17	100	40	90.9	61	90.9
	Trade subject teacher						
	Yes	4	23.5	11	25.0	15	24.6
	No	13	76.5	33	75.0	46	75.4
	The school						
	Yes	7	41.2	26	59.1	33	54.1
	No	10	58.8	18	40.9	28	45.9
	Parents through their wards						
	Yes	11	64.7	20	45.5	31	50.8
	No	6	35.3	24	54.5	30	49.2

Note: 2011, 2012 and 2013 represent 2011/2012, 2012/2013 and 2013/2014 academic sessions respectively, Source: field survey, 2014

Research question 2: How competent are the teachers of the trade subjects?

As revealed in Table 2, the mean age of teachers stood at 38 and 39 years for rural and urban areas respectively, meaning that relatively younger teachers are found in the rural areas compared with urban areas. The implication of this is that the respondents are still within the very active productive age group in which they

are expected to be more active in impacting entrepreneurial skill into the students, ceteris paribus.

About 76% and 68% of the teachers in rural and urban centres respectively are degree holders. The implication is that the majority of the teachers have minimum teaching requirement in SSSs in the study area. This is a welcome development, because the successful implementation of the programme has been hinged partly on the level of competence of the teachers who are to impact the new skills.

The mean teaching experience was 12 and 13 years respectively, indicating that the teachers handling the ESs in various schools across Oyo State are experienced teachers.

The majority of the teachers in both the rural and urban centres have not undergone training despite their teaching experience, neither have they been trained since the commencement of the implementation of the new ESs curriculum. This however signals danger in the successful implementation of the programme, since new skills are required on the part of the teachers so as to be able to transfer the same to their students. This is in sharp disagreement with [11] and [22]whorecommend training and re-training for the operators of the curriculum.

In addition, about 85% of the teachers in rural areas, and 75% in urban areas indicated that they were poorly motivated for the teaching of the subjects as the majority of them complained of poor remuneration and inadequate facilities to work with. This contradicts the recommendations of [21] and [22] that teachers be adequately motivated if the programme is to be implemented successfully.

Research question 3: What practical skills have the students gained with which they can create jobs?

From the analysis shown in Table 3a, the total number of ESs selected by the sampled schools in rural areas stood at ten while they were eleven for the urban schools. As the analysis reveals, more students chose Animal Husbandry as their ES in rural areas. This is widely followed by Book Keeping while none of them selected auto electrical work. The students in the urban areas preferred Catering Craft Practice than any of the remaining ten ESs. This was followed by Animal Husbandry and Marketing. In all, more students selected Animal Husbandry compared with others. This was closely followed by Catering Craft Practice. The reason for this may not be far-fetched. At the introduction of 6-3-3-4 system of education in the country, Agricultural Science and Food and Nutrition were introduced into the SSS curriculum as vocational subjects. Animal Husbandry is an aspect of Agriculture while Catering Craft Practice is not alien to Food and Nutrition. The familiarity of the two ESs to the schools, availability of teachers and instructional materials may explain their rank among the subjects.

As shown in Table 3b below and going by the cut-off point of 40% as stated in the methodology, the analysis shows that only in Garment Making (76%) and Marketing (67%) did the sampled students from rural areas of Oyo State admit having acquired significant entrepreneurial skills for self-employment. However, the students from the urban areas are luckier than their rural folks as they signify that they have acquired basic entrepreneurial skill with which they can become entrepreneurs in six subjects. The subjects are: Catering Craft Practice (40.5%), Auto electrical work (80.0%), Garment making (53.6%), Marketing (53.5%), Painting and Decoration (40.0%) and Dying and Bleaching (42.9%). The discrepancies between the rural and urban areas are a testimony to the neglect of rural education by the government, because the schools in urban areas are more populated. Most of the schools in the rural areas do not have adequate infrastructural facilities compared with those in the urban centres. Generally, the entrepreneurial skills acquisition reported is too low compared with the high level of unemployment in the country which was said to be higher in the rural areas among the secondary school leavers. This concurs with the findings of [22].

Table 2. Frequency and the percentage distribution of level of competence of the trade subject teachers

S/N	Variables	Rural		Urban		Total F	Total %
		F	%	F	%		
1	**Age:**						
	20-30	11	29.7	21	18.4	32	21.2
	31-40	12	32.4	46	40.4	58	38.4
	41-50	15	40.5	40	35.1	55	36.4
	51-60	0	0.0	6	5.3	6	4.0
	Mean	37.6487		39.1754		38.8013	
	SD	1.4873		0.7459		0.6703	
	Total	37		114		151	100.00
2	**Qualification:**						
	Below NCE	3	8.1	27	23.7	30	19.9
	NCE	6	16.2	10	8.8	16	10.6
	Degree	28	75.7	77	67.5	105	69.5
3	**Years of teaching experience:**						
	<6	8	21.6	41	27.2	49	32.5
	6-10	14	37.8	15	13.2	29	19.2
	11-15	2	5.4	14	12.3	16	10.6
	16-20	8	21.6	19	16.7	27	17.9
	>20	5	13.5	25	21.9	30	19.9
	Mean	12.2703		12.64912		12.5563	
	SD	1.2779		0.8063		0.6826	
4	**Training/workshop before the commencement of the trade subjects**						
	Yes	12	32.4	39	34.2	51	33.8
	No	27	67.6	75	65.8	102	66.2
5	**Training/workshop after the commencement of the trade subjects**						
	Yes	6	16.2	25	21.9	31	20.5
	No	31	83.8	89	78.1	120	79.5
6	**Adequate motivation**						
	Yes	9	24.3	29	25.4	38	25.2
	No	28	75.7	85	74.6	113	74.8

Source: field survey, 2014

Table 3a. Frequency and percentage distribution of students by trade subjects offered

S/N	Variables	Rural		Urban		Total F	Total %
		F	%	F	%		
1	Animal Husbandry	109	34.4	186	20.4	295	24.0
2	Book Keeping	53	16.7	102	11.2	155	12.6
3	Carpentry and Joinery	2	0.6	15	1.6	17	1.4
4	Catering Craft Practice	34	10.7	247	27.1	281	22.8
5	Data Processing	34	10.7	76	8.3	110	8.9
6	Auto Electrical work	0	0	5	0.5	5	0.4
7	Garment making	21	6.6	84	9.2	105	8.5
8	Marketing	6	1.9	155	17.0	161	13.1
9	Painting and Decoration	7	2.2	5	0.5	12	1.0
10	Photography	28	8.8	31	3.4	59	4.8
11	Dying and Bleaching	23	7.3	7	0.8	30	2.4
	Total	317		913		1230	

Source: field survey, 2014

Table 3b. Frequency and percentage distribution of students who felt they had acquired basic entrepreneurial skills

S/N	Variables	Rural		Urban		Total F	Total %
		F	%	F	%		
1	Animal Husbandry	21	19.3	43	23.1	295	23.98
2	Book Keeping	16	30.2	19	18.6	155	12.60
3	Carpentry and Joinery	0	0.0	3	20.0	17	1.4
4	Catering Craft Practice	7	29.17	104	40.5	281	22.9
5	Data Processing	2	0.1	6	0.1	110	8.9
6	Auto Electrical work	0	0.0	4	80.0	5	0.4
7	Garment making	16	76.2	45	53.6	105	8.5
8	Marketing	4	66.7	83	53.5	161	13.1
9	Painting and Decoration	2	28.6	2	40.0	12	1.0
10	Photography	4	14.3	9	29.0	59	5.0
11	Dying and Bleaching	4	17.4	3	42.9	30	2.0
	Total	76	23.97	321	35.16	1230	100.00

Source: field survey, 2014

5. CONCLUSION AND RECOMMENDATIONS

This study assessed the new trade/ entrepreneurship education in senior secondary schools in rural and urban centres of Oyo State. It has revealed that most of the schools in the state did not commence the implementation of the programme until last year (2013), while majority of the schools did not follow the recommendations made by NERDC for its successful implementation. The majority of the teachers teaching the ESs are qualified, experienced but not adequately trained and motivated. Only about 32% of the 34 ESs are being offered by the students and overall, the majority of them have not learnt sufficient entrepreneurial skills to allow for self-employment upon graduation. This is particularly so for students in the rural areas of the state.

Based on the findings, the following recommendations are made.

1. There should be more grassroots (school-level) sensitization and advocacy on the new entrepreneurship curriculum to promote their appreciation and acceptance by all schools.
2. More qualified teachers in the various entrepreneurial subjects should be employed, while training and re-training of the new and existing teachers should be given uttermost priority.
3. Government at all levels and other stake holders should make more funding available so that the programme will not go in the way of other programmes due to poor funding. This, with provision of instructional materials and adequate infrastructure will enhance skills acquisition by the students.
4. Efforts should be made to see that the already existing gap in the rural-urban educational sector is not widened further but rather, it should be reduced.
5. Due to cost consideration, this study could not cover all the states of the federation. Further study using secondary data, is required as a means of monitoring and evaluating the new programme.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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