

MANAGEMENT OF TRADE/ENTREPRENEURSHIP EDUCATION IN PUBLIC SENIOR SECONDARY SCHOOLS FOR SMOOTH TRANSITION INTO THE WORLD OF WORKS IN RIVERS STATE, NIGERIA

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ABSTRACT: *The study investigated management of trade/entrepreneurship education in public senior secondary schools for smooth transition into the world of works in Rivers State, Nigeria. Four research questions guided the study. The study adopted descriptive survey design. The population of the study comprised of all the 234 principals in the 234 public secondary schools in Rivers State, Nigeria. The purposive sampling technique was used. A self designed instrument titled Management of Entrepreneurship Education for Smooth Transition into the World of Works Questionnaire (MEESTWWQ) containing 35 items was used for data collection. Face and content validities were ensured by experts. The internal consistency reliability co-efficient of 0.89 was determined using Cronbach Alpha statistics. Frequency, percentage, mean and standard deviation were used to answer the research questions. It was found among others that of all the 35 subjects recommended on the FRN, only catering, dyeing/bleaching, data processing and book keeping were taught. It was recommended among others that the inspectors from the Ministry of Education should extend their inspection to subjects in the trade/entrepreneurship centers for smooth transition into the world of works.*

KEYWORDS: Trade, Entrepreneurship Education, Smooth Transition, World of Works

INTRODUCTION

Education is one of the basic institutions established by society to meet its essential needs. The survival of any society depends on its ability to have a ready stock of human resources at all levels with the skills and capabilities to maintain all aspects of the societal education concerned with the preparation of the young ones so that they can serve societal needs as adults. For over a decade now, the issue of quality and functional education in Nigeria has dominated discussions at homes, offices and public places. Nigeria as a nation is making strides towards industrialization, scientific, technological and entrepreneurship development. FRN (2013) recognizes education as an instrument “par excellence” for effective national development. Thus the National Policy on education specifies the goals of each level of education. Section 5 of this policy stated some of the goals of secondary education as providing trained manpower in the applied Science, Technology, Vocational and Technological, Entrepreneurship and grades to raise a generation of people that can think, respect the views of others, respect the dignity of labour, appreciate those values specified under our broad national goals as well as live as good citizens which can provide technical and vocational skills necessary for agriculture, industrial, commercial and economic development.

However, to achieve these goals, secondary education students need to be taken through a learning process that will inculcate into them the ability and skills that prepare them for entrepreneurship which will enable them to put into use the knowledge acquire. Moreover, the Federal Republic of Nigeria through Nigerian Education Research and Development Council

in May, 2008, published “The New Senior Secondary School Curriculum Structure which was meant to take effect and be implemented from September 2011. The new senior secondary Education Curriculum structure comprised of five compulsory core subjects that must be offered by all students viz:

- English Language
- General Mathematics
- Compulsory Studies ICT
- Civil Education
- Trade/entrepreneurship subjects (FRN, 2011, 4).

This paper focuses on the skilled acquisition subject which Nigeria Educational Research and Development Council addressed as trade/entrepreneurship subject which comprised thirty-five subject areas such as: auto body repair and spray painting; Auto Electrical work; Auto Mechanical work; Auto Parts merchandising; Air Conditioning Refrigerator; Welding and Fabrication Engineering Craft practice; Electrical Installation and Maintenance work; Radio, TV, and Electrical work; Block Laying, Brick Laying and Concrete work; Painting and decorating; Plumbing and pipe fitting; Machine woodwork; 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 among others (FRN, 2011, 5&6).

According to this New Senior Secondary School curriculum structure, every student on graduation would have acquired and become competent in at least one functional trade that would make him to be functionally useful, become ICT literate, a better citizen, be fully prepared for higher education and could easily fit into the world of works. This new curriculum if properly implemented will eradicate poverty, create jobs/innovation, generate wealth and also strengthen the ethical moral standard and societal values which should be inculcated at the basic level of education.

To achieve these goals, which invariably pointed to Government’s 7 point agenda for national development especially in the area of human capital development, students need to be taken through the learning process with all the resources available that will inculcate in them the abilities and skills that prepare them for entrepreneurship which will be essential for self-reliant.

A resource can be defined as a useful available material in form of money, staff, material and other assets that can be used to function effectively and achieve a desired goal. Economists divided this into land, labour, capital and entrepreneurship. However, education sees it in terms of “3M’s” (Man, Money and Materials) which centers mainly on teachers, school administrators, finance for the day to day running of the school system, physical facilities and instructional resources for effective instruction. According to Cotta (2018) educational resources are resources which are freely accessibly open licensed text, media, digital and others assets which are used for acquiring knowledge, teaching, sharing knowledge, learning as well as for research purposes. It is something that supports and makes a better educational outcome.

Resources has the ability to enhance learning, therefore it becomes imperative that the availability, management and utilization of these resources be monitored through the process of planning, organizing, directing, controlling and coordinating in a way that the goal of this new curriculum for senior public secondary schools in Rivers State be achievable. In other words, the senior public secondary schools administrators, teaching staff, would need to be trained and retrained, professionally equipped with instructional materials, laboratories, workshops among others to enable them deliver their teaching effectively. Moreover, the assessment of these resources from time to time will equally reveal whether the resources available are adequate and properly utilized for the youngsters to be competitive in the global economic arena and maintain a high standard of living.

Entrepreneurship education is that type of education that trains an individual to acquire skills and innovation for life. It is the education that prepares people to work in various job, trade, or as a technician. It is also referred to as career education or technical education. It develops opportunities for technical manpower needed in industries and enhances economic and national development. It alleviates poverty and enables the recipients to develop technical competence, communication skills, safety and health measures.

The scope of educational planning has been broadened from formal to non formal and vocational/entrepreneurship education setting in order to provide access to every citizen irrespective of age, location, religion among others especially in the developing countries where government cannot afford to give education through the formal system of schooling. In the developed countries education is provided for all her citizens. The citizens are seen as raw materials that can to be developed in order to manage other resources available for national development and economic growth. Attendance at school is compulsory and upheld by legal sanctions even though it is paid by the tax-payer. Most times pupils/students are paid for attending school and parents are also paid for the forgone income of their children/ward. For example in Britain it is upheld by the Fisher Education Act of 1918 and that of 1947 respectively.

However, in the developing countries the upsurge for school enrolments increased the demand for education and government cannot cope with the little and mismanaged resources available to give quality and functional education to all. Under these condition couple with the recent recession, most school leavers roam the street looking for employment that is non-existence. As a result of these, young people, adult and government have increasingly recognized that vocational/entrepreneurial skills are needed for participation in the world of works today. In the actual sense vocational/ entrepreneurial skills are among the skills that rule the world today. The idea of using vocational/entrepreneurship education to enhance employment opportunity and job creation has become widely accepted in developing countries as well as in the developed countries. Government, society and individuals have come to the realization that with little resources available in developing countries it would be impossible for government to provide quality education for all through the formal system. Hence the introduction of vocational education in the national policy on education in Nigeria and the restructuring of the Senior Secondary School Curriculum to suit the societal needs.

Life is a schooling process of continuous learning experiences. Every society has a need for continuous learning and similarly every individual adult and youth has some inherent urge to know more about life through experiences. Knowledge and skills were usually transmitted informally by imitating examples provided by adults, even though sometimes instructions are given to the learner, through their everyday routines. Boys follow their father to farms or fish

while girls help their mothers in house chores and learn by doing. This is the most important means of learning job responsibilities and acquiring skills. This is what is today transformed to on-the job training which is the phenomena of vocational/entrepreneurial education that has been around since the creation of man. With this every individual in the society contributes his quota in the scheme of things without being idle.

Vocational/entrepreneurial education is that type of education that trains an individual to acquire skills for life. It is the education that prepares people to work in various jobs, trades or as a technician. It is also referred as career education or technical education. It develops opportunities for technical manpower needed in industries that enhances economic and national development. It enables the recipient to develop technical competence, communication skills, safety and health measures and also entrepreneurial skills.

Marope, Chakroun, and Holmes (2015) stated that trade/entrepreneurship education is important for social equity and inclusion, as well as for the sustainability of development. They went further to say that trade/entrepreneurship education, training, literacy and higher education is one of the three priority subsection for UNESCO and that is in line with its work to foster inclusive and equitable quality education and lifelong learning opportunity for all.

With these, vocational/entrepreneurship education can be described as that aspect of education which facilitates the adjustment of the skills and knowledge of man to the changing demand of the society. The purpose being to prepare individuals for employment in specific skills and continuously improve on the skills acquired. According to FRN (2013) examples of these vocational subjects are home economics, carpentry, plumbing, mechanic, clothing, sewing, wood-work, raffia-work, black smiting among others.

Statement of the Problem

Senior secondary school leavers in transition to the world of works seems to be mostly affected by the economic crises in the country today. This effect seems to be especially apparent for senior secondary school leavers in Rivers State as a result of oil spillage which have affected both the farmland and the aquatic environment. Youth unemployment rate seems to be very high as job prospects for young people are often limited and most times nonexistence. However, vocational/entrepreneurship education alone might not solve the problem of unemployment and underemployment but can be used to support smooth transform from school to the world of works. If the quality of vocational/entrepreneurship skills are high, as well as status and job expectations are good, vocational/entrepreneurship education can help to fill the skill gap especially at the middle level manpower. The rate of youth restiveness and insecurity in Rivers State could also be attributed to the idleness of the senior secondary school leavers who do not have any sustainable form of employment or tangible thing to be busy with. The researcher, as well as other members of the public are worried and disturbed on how to curb this menace to help reduce the vices and other form of negative behavior we are experiencing as a result of having a lot of idle senior secondary school leavers rooming the street and being a menace to the public and most times being used as thugs by politicians. This is the crux of the problem.

Purpose of the Study

The general purpose of this study was to determine how to manage trade/entrepreneurship education in public senior secondary schools for smooth transition into the world of works in Rivers State. Specifically sought to:

- 1) find out the trade/entrepreneurship taught in public senior secondary schools in Rivers state.
- 2) Ascertain the resources centres/workshops available for trade/entrepreneurship education in public senior secondary school for smooth transition into the world of works in Rivers state
- 3) Find out the staffing capacity of teachers for the management of trade/entrepreneurship in public senior secondary schools for smooth transition into the world of works in Rivers state.
- 4) Examine the challenges confronting the management of trade/entrepreneurship education in public senior secondary school transition into the world of works in Rivers state.

Research questions

- 1) What are the trade/entrepreneurship subjects taught in public senior secondary schools for smooth transition into the world of works in Rivers state?
- 2) What are the resource centers/workshops available for the management of trade/entrepreneurship education in public senior secondary school for smooth transition into the world of works in Rivers state?
- 3) What is the staffing capacity for the teaching of trade/entrepreneurship education in public senior secondary schools for smooth transition into the world of work in Rivers state?
- 4) What are the challenge confronting the management of trade/entrepreneurship education in senior secondary schools for smooth transition into the world of works in Rivers state.

METHODOLOGY

This study used a descriptive survey design. The population was made up of 234 principals in the 234 public secondary schools in Rivers State. A sample of 234 principals was used for the study. The purposive sampling technique was used as the sampling technique. A self designed instrument titled Management of Entrepreneurship Education for Smooth Transition into the World of Works. Questionnaire (MEESTWWQ) containing 35 items was used for data collection Face and content validities were ensured by experts. The internal consistency reliability co-efficient of 0.89 was determined using Conbach Alpha statistics. Frequency, percentage, mean and standard deviation were used to answer the research questions.

RESULTS

Research Question One

What are the trade/entrepreneurship subjects taught in your senior secondary school for smooth transition into the world of works?

Table 1: Frequency and percentage representation of trades/entrepreneurship subjects taught in public senior secondary schools in Rivers State.

s/n	Trade/entrepreneurship subjects	Taught (%)	Not taught(%)
1	Auto body repair spray painting	2(8%)	232(92%)
2	Auto electric work	2(8%)	232(92%)
3	Auto mechanic work	1(1%)	233(99%)
4	Auto parts merchandising	0(0%)	234(100%)
5	Air conditioning refrigerator	0(0%)	234(100%)
6	Welding and fabrication and engineering craft practices	0(0%)	234(100%)
7	Electrical installation and maintenance craft practices	0(0%)	234(100%)
8	Radio, TV, and electric works	0(0%)	234(100%)
9	Block laying, bricks laying and concrete works	0(0%)	234(100%)
10	Painting and decoration	0(0%)	234(100%)
11	Plumbing and pipe fitting	1(1%)	233(99%)
12	Machine woodworking	1(1%)	233(99%)
13	Carpentry and joinery	1(1%)	233(99%)
14	Furniture making	0(0%)	234(100%)
15	Upholstery	0(0%)	234(100%)
16	Catering	233(99%)	1(1%)
17	Garment and bleaching	1(1%)	233(99%)
18	Textile trade	1(1%)	233(99%)
19	Dyeing and bleaching	233(99%)	1(1%)
20	Printing craft practice	1(1%)	233(99%)
21	Cosmetology leather	1(1%)	233(99%)
22	Leather goods manufacturing and repair	1(1%)	233(99%)
23	Keyboarding	1(1%)	233(99%)
24	Shorthand	0(0%)	234(100%)
25	Data processing	233(99%)	1(1%)
26	Store keeping	1(1%)	233(99%)
27	Book keeping	233(99%)	1(1%)
28	GSM maintenance, ETC	1(1%)	233(99%)
29	Photography	1(1%)	233(99%)
30	Tourism	1(1%)	233(99%)
31	Mining	0(0%)	234(100%)
32	Animal husbandry	1(1%)	233(99%)
33	Fisheries	1(1%)	233(99%)
34	Marketing	1(1%)	233(99%)
35	Salesmanship	1(1%)	233(99%)

Data on table 1 revealed that items with serial numbers 16, 19, 25 and 27 have their percentage values above the average acceptable percentage value of 50% were the trade/entrepreneurship subjects taught in your public senior secondary school for smooth transition into the world of works. The subjects are catering, dyeing/bleaching, data processing and book keeping.

Research Question Two

What are the resources centres/workshops available for the teaching of trade/entrepreneurship subjects in public senior secondary school for smooth transition into the world of works?

Table 2: frequency and percentage representation of the available resources/workshops for teaching of trade/entrepreneurship subjects in public senior secondary schools in Rivers State.

s/n	Workshop	Available	Not available
1	Auto body repair spray painting	2(8%)	232(92%)
2	Auto electric work	2(8%)	232(92%)
3	Auto mechanic work	1(1%)	233(99%)
4	Auto parts merchandising	0(0%)	234(100%)
5	Air conditioning refrigerator	0(0%)	234(100%)
6	Welding and fabrication and engineering craft practices	0(0%)	234(100%)
7	Electrical installation and maintenance craft practices	0(0%)	234(100%)
8	Radio, TV, and electric works	0(0%)	234(100%)
9	Block laying, bricks laying and concrete works	0(0%)	234(100%)
10	Painting and decoration	0(0%)	234(100%)
11	Plumbing and pipe fitting	1(1%)	233(99%)
12	Machine woodworking	1(1%)	233(99%)
13	Carpentry and joinery	1(1%)	233(99%)
14	Furniture making	0(0%)	234(100%)
15	Upholstery	0(0%)	234(100%)
16	Catering	233(99%)	1(1%)
17	Garment and bleaching	1(1%)	233(99%)
18	Textile trade	1(1%)	233(99%)
19	Dyeing and bleaching	233(99%)	1(1%)
20	Printing craft practice	1(1%)	233(99%)
21	Cosmetology leather	1(1%)	233(99%)
22	Leather goods manufacturing and repair	1(1%)	233(99%)
23	Keyboarding	1(1%)	233(99%)
24	Shorthand	0(0%)	234(100%)
25	Data processing	233(99%)	1(1%)
26	Store keeping	1(1%)	233(99%)
27	Book keeping	233(99%)	1(1%)
28	GSM maintenance, ETC	1(1%)	233(99%)
29	Photography	1(1%)	233(99%)
30	Tourism	1(1%)	233(99%)

31	Mining	0(0%)	234(100%)
32	Animal husbandry	1(1%)	233(99%)
33	Fisheries	1(1%)	233(99%)
34	Marketing	1(1%)	233(99%)
35	Salesmanship	1(1%)	233(99%)

Data on table 2 revealed that items with serial numbers 16, 19, 25 and 27 have their percentage values above the average acceptable percentage value of 50% were the resource centres/workshops available for the teaching of trade/entrepreneurship subjects in public senior secondary school for smooth transition into the world of works.

Research Question Three

What is the staffing capacity for the management of trade/entrepreneurship subjects in public senior secondary school for smooth transition into the world of works?

Table 3: frequency and percentage representation of staffing capacity for the teaching of trade/entrepreneurship subjects in public senior secondary schools in Rivers State.

S/N	Category of staff in their area of discipline	No. of teachers with experience in their area specialization	No. of teachers with diploma in education in their area of specialization	No. of teachers with NCE in their area of specialization	No. of teachers with 1 st degree only in their education certificate	No. of teachers with 1 st degree in education certificate and above in their area of specialization	No. of teacher qualified in their area of specialization without teaching certificate
1	Auto body repair spray painting	5(26%)	2(11%)	3(16%)	2(11%)	4(20%)	3(16%)
2	Auto electric work	2(20%)	1(10%)	1(10%)	2(20%)	2(20%)	2(20%)
3	Auto mechanic work	4(33%)	-	1(8%)	3(25%)	2(17%)	2(17%)
4	Auto parts merchandising	-	-	-	1(20%)	2(4%)	2(4%)
5	Air conditioning refrigerator	-	-	1(13%)	2(25%)	2(25%)	3(37%)
6	Welding and fabrication	-	-	1(17%)	1(17%)	3(49%)	1(17%)

	and engineering craft practices						
7	Electrical installation and maintenance craft practices	-	-	-	-	-	-
8	Radio, TV, and electric works	-	-	2(33%)	1(17%)	2(33%)	1(17%)
9	Block laying, bricks laying and concrete works	3(27%)	2(18%)	1(9%)	2(18%)	1(9%)	2(18%)
10	Painting and decoration	5(38%)	3(21%)	2(14%)	1(7%)	2(14%)	1(7%)
11	Plumbing and pipe fitting	-	2(33%)	-	1(17%)	2(33%)	1(17%)
12	Machine woodworkin g	2(20%)	3(30%)	1(10%)	2(20%)	2(20%)	-
13	Carpentry and joinery	2(25%)	2(25%)	1(13%)	1(13%)	2(25%)	-
14	Furniture making	3(25%)	3(25%)	2(17%)	1(8%)	3(25%)	-
15	Upholstery	4(31%)	3(23%)	2(15%)	2(18%)	1(9%)	1(9%)
16	Catering	3(0.1%)	2(0.1%)	3(0.1%)	1170(99%)	1(0.1)	1(0.1)
17	Garment and bleaching	3(21%)	2(14%)	3(21%)	2(14%)	3(21%)	1(7%)
18	Textile trade	2(18%)	1(9%)	2(18%)	3(27%)	2(18%)	1(9%)
19	Dyeing and bleaching	3(0.1%)	1(0.1%)	2(0.1%)	702(74%)	234(25%)	1(0.1%)
20	Printing craft practice	2(18%)	2(18%)	1(9%)	2(18%)	2(18%)	2(18%)
21	Cosmetolog y leather	2(14%)	3(21%)	3(21%)	1(8%)	1(8%)	2(14%)

22	Leather goods manufacturing and repair	4(29%)	3(21%)	2(14%)	3(21%)	1(7%)	1(7%)
23	Keyboarding	-	3(30%)	2(20%)	2(20%)	2(20%)	1(10%)
24	Shorthand	3(33%)	-	1(11%)	2(22%)	3(33%)	-
25	Data processing	3(0.1%)	4(0.1%)	1(0.1%)	702(99%)	2(0.1%)	2(0.1%)
26	Store keeping	3(20%)	3(20%)	3(20%)	2(13%)	3(20%)	1(6%)
27	Book keeping	3(0.1%)	3(0.1%)	2(0.1%)	460(53%)	401(46%)	1(0.1%)
28	GSM maintenance, ETC	2(25%)	1(13%)	2(25%)	1(13%)	1(13%)	1(13%)
29	Photography	4(13%)	1(8%)	2(17%)	2(17%)	1(8%)	2(17%)
30	Tourism	-	1(17%)	1(17%)	1(17%)	2(3%)	1(17%)
31	Mining	2(18%)	3(27%)	3(27%)	1(9%)	1(9%)	1(9%)
32	Animal husbandry	2(25%)	2(25%)	-	1(17%)	2(25%)	1(17%)
33	Fisheries	3(23%)	3(23%)	1(8%)	2(15%)	3(23%)	1(8%)
34	Marketing	3(21%)	2(14%)	2(14%)	2(14%)	1(8%)	2(14%)
35	Salesmanship	3(23%)	2(15%)	1(7%)	2(15%)	3(23%)	2(15%)

Table 3 showed that these schools have enough teachers in the areas of catering, dyeing, bleaching, data processing and book keeping. The teachers in catering have only 1st degree in their education certificate, dyeing/bleaching have teachers with only 1st degrees and those above 1st degree in their education certificates, teachers in data processing area have only 1st degree in their areas of education certificate while those in book keeping are both 1st degree only and above in their education certificate. The result showed that the teachers are grossly inadequate both in their quantity and quality to teacher trade/entrepreneurship subjects for smooth transition into the world of works in public secondary schools in Rivers State..

Research Question Four

What are the challenges confronting the management of trade/entrepreneurship subjects in public senior secondary school for smooth transition into world of works in Rivers State?

Table 4: Weighted mean and standard deviation scores on the challenges confronting the management of trade/entrepreneurship subjects in public senior secondary schools in Rivers State.

s/n	Challenges	Mean	Std.	Decision
1	High cost of resources facilities	3.20	1.01	Agreed
2	Inadequate supply of needed facilities	3.00	1.03	Agreed
3	Lack of human resources in their area of specialization	3.65	0.66	Agreed
4	Poor funding	3.21	1.00	Agreed
5	Lack of maintenance culture for existing facilities	2.77	1.43	Agreed
6	Obsolete facilities	2.90	1.22	Agreed
7	Lack of modern equipment	2.88	1.50	Agreed
8	Frequent breakdown of facilities due to overuse	3.21	1.02	Agreed
9	Lack of regular retraining program to update teachers knowledge for better performance	2.65	1.88	Agreed
10	Poor working condition in schools that discourage skilled teachers to stay on the job	2.72	1.52	Agreed
11	Lack of encouraging welfare packages	2.88	1.50	Agreed
12	Lack of space for installation of most centres	2.32	1.99	Disagreed
13	Attitude of students towards such skill as menial jobs	2.56	1.89	Agreed
14	Lack of encouragement by government in sustaining the program through orientation	2.66	1.88	Agreed
15	Political instability	2.50	1.90	Agreed

Data on table 4 revealed that items with serial numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14 and 15 have their various mean values above the criterion mean value of 2.50 and were agreed by the respondents as the challenges confronting the management of trade/entrepreneurship subjects in public senior secondary schools for smooth transition into world of works in Rivers State. High cost of resources facilities, inadequate supply of needed facilities, lack of human resources in their area of specialization, poor funding, lack of maintenance culture for existing facilities, obsolete facilities, lack of modern equipment, frequent breakdown of facilities due to overuse, lack of regular retraining program to update teachers knowledge for better performance, poor working condition in schools that discourage skilled teachers to stay on the job, lack of encouraging welfare packages, attitude of students towards such skill as menial jobs, Lack of encouragement by government in sustaining the program through orientation and political instability.

DISCUSSION OF FINDINGS

The findings of this study were discussed as shown below:

Subjects Taught in Trade/Entrepreneurship Education Centers

The findings of this study showed that the subjects taught are catering, dyeing/bleaching, data processing and book keeping. This study is in line with Adigun and Osifila (2010), Idem and Ekenem (2011), and Akuegwu, Anijaobi-Idem and Ekanem (2011) as cited in Thomas (2012)

that in terms of adequacy of the curriculum content to prepare students for the world of work, much has not been achieved as the education programmes designed for trade/entrepreneurship is not differentiated from conventional or traditional academic subjects reflecting the usual rhetoric of theory which is at variance to the needs of labour market.

Workshops Available for the Teaching of Trade/Entrepreneurship Education

The study showed that the available centres for the subjects are catering, dyeing/bleaching, data processing and book keeping. The facilities and workshops for the practical application of the trade/entrepreneurship education was found to be very inadequate (Oliobi, 2017). The few available facilities or workshops for the implementation of entrepreneurship education are totally dilapidated. The condition of infrastructure for the teaching of trade/entrepreneurship education is worrisome and embarrassing (Oliobi, 2017).

Quality of Staff Teaching Trade/Entrepreneurship

The finding revealed that the quality and quantity of teachers teaching trade/entrepreneurship are grossly inadequate for effective and efficient teaching of trade/entrepreneurship in public senior secondary schools in Rivers State. The finding of this study was supported by Ojo, Abayomi & Odozi (2014) found that lack of skilled teachers teaching trade/entrepreneurship education. Moreso, Okeke and Okorie (2014), Okebukola and Anayogu (2009) as cited in Oliobi (2017) reported that human resources for teaching trade/entrepreneurship are inadequate.

Challenges in the Teaching of Trade/Entrepreneurship

The challenges in the teaching of trade/entrepreneurship education are high cost of resources facilities, inadequate supply of needed facilities, lack of human resources in their area of specialization, poor funding, lack of maintenance culture for existing facilities, obsolete facilities, lack of modern equipment, frequent breakdown of facilities due to overuse, lack of regular retraining program to update teachers knowledge for better performance, poor working condition in schools that discourage skilled teachers to stay on the job, lack of encouraging welfare packages, attitude of students towards such skill as menial jobs, Lack of encouragement by government in sustaining the program through orientation and political instability. This is in agreement with Nwekeaku as cited in Oliobi (2017) who found that since the government directed the compulsory teaching of entrepreneurship studies, no special funds have been made available for the execution of this directive. In the same vain, Okebukola (2011) stressed that trained personnel to deliver quality entrepreneurial education are in short supply. Still in agreement to this finding was Okas-Wike (2013) who reported inadequate facilities as one of the challenges for the implementation of entrepreneurial education.

CONCLUSION

Based on the findings of this study, it was concluded that the public senior secondary schools in Rivers State are not teaching majority of the subjects as stipulated by FGN for smooth transition into the world of works. The workshops and quality of teachers in the implementation of the programme are grossly inadequate.

RECOMMENDATIONS

The following recommendations were made in this study:

1. The inspectors from the Ministry of Education should extend their inspection to subjects in the trade/entrepreneurship centers for smooth transition into the world of works.
2. The government and non-governmental organizations like churches and Tetfund should assist secondary schools in Rivers State in the procurement of trade/entrepreneurship workshops.
3. The teachers should be involved in developmental programmes like seminars, workshops and conferences by their principals and the Ministry of Education.
4. The government at all levels should increase the budgetary allocation and their level of involvement in the enhancement of effective and effective trade/entrepreneurship for smooth transition into the world of works.

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