

Assessment of the Availability of Community Resources for Teaching Trade Subjects in Education District I of Lagos State: Implications for Institutional Management

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ABSTRACT

The study assessed the availability of community resources for teaching Trade Subjects in Education District I of Lagos State. A descriptive survey research design was used. The population of the study was the 41 public senior secondary schools in Education District I of Lagos State. Purposive sampling was used to select 21 principals of the 21 sampled schools, which represents 50% of the 41 schools, selected using simple random sampling technique. A researcher designed questionnaire tagged "Assessment of the Availability of Community Resources for Teaching Trade Subjects Questionnaire" (AACRTTSQ) was used to collect data from principals. The data collected for this study were analysed using frequency and percentage counts. The results showed that workshops and resource persons are available for Welding and Fabrication Engineering Craft Practice, Electrical Installation and Maintenance Work, Block Laying, Brick Laying and Concrete Work, Carpentry and Joinery, Upholstery, Catering Craft Practice, Garment Making, Clothing and Textiles, Dyeing and Bleaching, Cosmetology, Photography, Data Processing, GSM Maintenance and Repairs and Marketing in their immediate community. Based on the findings, it was recommended among others, that schools should partner with the community in order to engage artisans and craftsmen as resource person; Also, schools should engage the community in order to explore and have access to workspaces and workshops available within the community.

Introduction

The senior secondary school curriculum comprises of five compulsory subjects, among which one must be a trade subject from the available thirty-four. The trade subjects' component of the senior secondary school curriculum is aimed at fostering a functional and self-reliant society. In the opinion of Ukala (2018), the introduction of this programme suggests that every student upon graduation would have acquired and gained expertise in at least one functional trade that would make him self-reliant, functional, useful, become ICT literate, a better citizen, be fully prepared for higher education and could easily fit into the world of works.

However, one major area that continues to frustrate the effective teaching of the trade subjects is the dearth of skilled personnel who can teach the trade subjects, and the lack of equipment and facilities needed for hands-on-learning and practical activities. Most scholars in response to the crawling state of the program have suggested the partnership with the community, thus, the use of community resources by the school in teaching the trade subjects.

Relatedly, the Nigerian Educational Research and Development Council (NERDC) recommendations highlights community resources as a criterion for schools in the selection of trade subjects taught in schools. This implies that, before a school decides on the trade subjects' to be taught in the school, they are expected to consider the availability of community resources, in terms of artisans/resource persons, workshops/workspaces and cultural-economical inclination of the immediate community. In simple terms, available community resources is expected to determine the trade subjects taught in the school. As such, the school is expected to be fully aware of the available community resources and carefully explore them for the purpose of quality instruction delivery of the trade subjects.

Statement of the Problem

Different empowerment strategies employed to achieve a self-reliant and functional society in Nigeria have all been faced with a unanimous phenomenon described as “cart before the horse syndrome”. The trade subjects as included in the senior secondary school curriculum, which is aimed at developing students who are society ready with job-specific skills to contribute to economic growth of the nation has suffered the same faith. According to Amadi and Amakodi, (2019); Maduwesi, (2019); Sara, Shehu, and Muhammah, (2020), who reported that the inclusion of the trade subjects' curricula in the secondary education has also not yielded any result, noting that some schools are yet to implement the programme effectively. As a result of this abnormality of schools' incapability to offer the various trade subjects, graduates of the senior secondary schools still continue to roam the street without any entrepreneurial skill or knowledge that spurs self-reliance. This among many other factors has led to the lack of entrepreneurial intention among students and the prevailing level of social vices such as cybercrime, drug abuse, ritual and robbery among many others.

Areas such as lack of skilled specialized personnel, inadequate physical facilities such as workshops, finance, sensitization and awareness, monitoring and evaluation are considered as the challenges militating against the effective implementation of the programme. Consequently, Shantali (2015) recommended that schools and government divert attention to the use of community resources for the effective implementation of the trade subject programme.

Based on this, the paper seeks to assess the availability of the community resources that would aid the delivery of the trade subjects.

Research Questions

1. Are workspaces and resource centres available for the trade subjects' component of the senior secondary school curriculum in Education District I of Lagos State?
2. Are Artisans and resource persons who could teach trade subjects' available in Education District I of Lagos State?
3. Are community resources used for teaching trade subjects' component of the senior secondary school curriculum in Education District I of Lagos State?

The study was anchored on the Social Constructivism theory (1978) by Lev Vygotsky.

The social Constructivism Theory as firstly put forward by Lev Vygotsky promotes the indispensability of culture, values and language in understanding and interpreting reality. It holds that the construction of knowledge and the understanding of contexts or learning concept by persons cannot sufficiently be achieved through the passivity of the learning process, thus, the need to employ collaborative learning approach, pragmatism, cultural contexts, shared experiences and interaction with the environment. According to Vygotsky (1978), the life-long learning process is inextricably linked to social interaction. The theorist assumptions surround three key concepts that include reality, knowledge and learning. To him, learning is a social activity, as such, students under the guidance of a facilitator or teacher or instructor should be allowed to explore pragmatic learning experience that is driven by practical and adaptive engagement with the environment, collaborative-peer learning and social interaction.

The theory aligns properly to the study as the use of community resources for teaching trade subjects, which is the core of the study, reflects the basic idea of the theory that supports the construction of learning that is driven by social and cultural contexts. Extensively, students learning becomes more enriched and pragmatic through the use of community resources, this also allows for social interaction and collaborative-peer learning.

Community Resources for Education

The community houses the school and by extension, it serves as a major source of school inputs that range from human to material resources. According to Obadiah (2015), community resources are resources located outside the schools, which are used to enhance the presentation and delivery of instruction in a way that it elicits effective learning on the part of the students. They include people, places, activities etc. Ahasu et' al. (2024) postulated that Community Resources that facilitate learning include everything in the Community employed to enrich classroom-based learning. They are housed within the community, state or country where the school is situated, they can be utilized to enhance the understanding of concepts during teaching and learning process (Atubi, 2021). It could also take the form of a fieldtrip where teachers and students visit resource centres. According to Ahasu et' al (2024) community-based resource learning provides new information that concretizes the learning process eliciting development of environmental knowledge and problem-solving skills. They could be classified as human resources, material resources, natural resources and socio-cultural inclination.

- **Human resources:** These are persons with bespoke cognitive and practical knowledge and experience respectively with a trajectory of success in their various field located within the community a school is located. They include non-formal professionals such as artisans or craftsmen and white collar/ formal professionals such as bankers, pharmacists, doctors, human resource managers, engineers and architects among many others.
- **Material resources:** This encompasses the totality and entirety of the physical outlook including houses, building, companies, workspaces, workshops and sport centres that offers pragmatism, activity-based learning and first-hand experience to the learning process.
- **Natural resources:** These are resources that pre-existed man as such might not necessarily man-made but could be visited in order to enrich the learning process. These include vegetable, highlands, bodies of water such as river, streams, lakes and dams, types of trees in the bushes and forest animals etc. Ikogosi warm spring at Ekiti and Olumo Rocks at Abeokuta are notable examples (Ayelaagbe, n.d.).
- **Socio-cultural inclination:** These includes the cultural and social mainstay as well as historical antecedents be it material or immaterial that distinguishes a community from another community. These includes trading activity, commercial and business outlook, and cultural features such as dance, history, music, folktales and arts among others.

Trade Subjects Component of the Senior Secondary School Curriculum

Many have stressed that the publication of 2009 senior secondary education curriculum by the NERDC which was later implemented in 2011 captured and reiterated government interest in building students who would become self-reliant, functional and self-employed through the trade subjects' component that covers the thirty-four trade subjects (Shehu 2014; Ukala, 2018; and Albert, 2020). This opinion was further supported by the standard set by the national policy on education in ensuring that upon graduation, every student must have taken one trade subject from the available 35, which is considered mandatory and compulsory.

Marope, Chakroun, and Holmes's overview (as cited in Ukala, 2018) stated that the trade subjects' curricula is important for social equity and inclusion, as well as for the sustainability of development. According to the NERDC guideline for the implementation of the curriculum, schools are expected to carry out situational analysis and strategically select trade subjects based on the following considerations: type and nature of the school, human resource and infrastructural availability, community and students' interest, availability of local resources, socio-cultural inclinations among others (Nigerian Educational Research and Development Council, 2008).

Community Human Resources for Teaching Trade Subject

The community human resource has their businesses in the community, they include artisans, technicians, professionals and craft-men. Human Resource person(s) be it professionals or non-professional may be invited to come to school to give talks or show practical demonstrations to the learners (Ayelaagbe, n.d.). An artisan or craftsman is a practicing expert or professional in a particular trade with entrepreneurial mindset of providing service or goods in order create wealth. They are well trained and skilled in the following areas of the trade subjects. Such artisans have a tough craving for independence, he works at something that fascinates him and operates for prestige (Eneh, 2010). They learn through the apprenticeship system rather than under a well-structured formal setting, nevertheless they cannot be overlooked in this situation of inadequate qualified personnel to handle the trade subjects.

Community Physical Resources for Teaching Trade Subject

Trade subjects require the availability of equipment and other resources for the practical activities involved in the teaching-learning process. Physical resource is as important as the human resource, although they are complimentary. Facilities needed for the implementation of the trade subjects includes workspace, instructional materials and physical resources. According to Alasela (2013), community resources are resources outside the classroom, which can be used to pass across instructional contents as well as visited by students for pragmatism to what they have learnt in textbooks. Examples are factories, farms, workshops, markets, industries, commercial banks, ponds, building sites, and other business units. Undiyaundeye and Otu (2015); Alao et' al (2020); Ndu (2021) all advocated for intermittent visit and excursion to industries and business outlet with functional facilities, workshop and trade-subject-related-equipment that fosters in student entrepreneurial mindset and practical-based activity-based learning.

This also covers natural resources that are available in the community that would engender pragmatism to learning. Pragmatism is a key factor in the implementation of the trade subjects' curricula; as such it cannot be conducted in abstraction. Most of the trade subjects require workshop and space centre, e.g. fishery, carpentry and joinery, furniture making, animal husbandry, electrical installation, welding and fabrication, auto-electrical repair and mechanical work. We would be deceiving ourselves to claim that the above listed subjects can be taught within the four walls of the classroom using lecture method.

Socio-Cultural Inclination as a Basis for Teaching Trade Subject

Communities are known for one trade/commercial activities or the order, which could have been motivated by presence of natural resources or historical antecedent. For instance, Education District I of Lagos State, which comprise of Agege, Ifako-Ijaiye and Alimosho local government areas are known for fishery, farming, meat rearing, animal husbandry, marketing and poultry among many others. For instance, a riverine area, fishery should be a preferred choice, while in areas where their main trade is rearing of cattle, the prioritisation of shoemaking and abattoir should be emphasised. As such, it is important to conduct area analysis in order to find out the availability of certain resource support in terms of experts, workspace and workshops. This is a major factor to put into consideration before selecting and choosing the trade subjects to be taught in the school. In some areas, only few of the trade subjects are taught while in some other schools, not even one trade subject is taught rather they manipulate the result or teach the theoretical aspect without the student having the skills needed for the practical.

Leveraging on School-Based Management Committee to Access Community Resources

Bashir, Afolabi and Abdulmajeed (2020) argued that School-Based Management Committees (SBMCs) is an initiative developed to serve as a mechanism that offers a window of opportunity for a synergic relationship between communities and schools to work together in order to improve school governance, and promote improved management by education authorities, towards the achievement of better learning outcomes for children in basic education schools. Shehu (2014) postulated that School and community collaboration must be prioritized if entrepreneurship education in form of trade subjects is to be implemented successfully in secondary schools. He further stressed that the school should collaborate with experts in the community for the effective teaching and learning of trade subjects. Hence, schools must synergize with the community through the school-based management committee in order to take advantage of available local resources such as craft centres and artisans.

Methodology

Descriptive survey research design was used. The population of the study was the 41 public senior secondary schools in Education District I of Lagos State. A sample of 21 principals was used for the study. Multi-stage sampling procedure was adopted. In the first stage, 21 schools were randomly selected representing 50% of the 41 schools. Afterwards, purposive sampling was used to select 21 principals of the 21 sampled schools. The principals were purposively selected because of their indispensable role in the selection of trade subjects offered in schools, monitoring the implementation process as well as their indispensable role in ensuring a strengthened school-community relationship. The researcher designed questionnaire tagged “Assessment of the Availability of Community Resources for Teaching Trade Subjects Questionnaire” (AACRTTSQ) was used for data collection. The instrument was divided into sections A, B and C. Section A measured availability of trade subject craft-centres in the community with the response options of: Available or Not Available. Section B sought information on the availability of Artisans and resource persons who could teach trade subjects with the response options of available or Not Available. Section C, sought information on the use of community resources for teaching trade subjects with the response options of Yes or No. Lecturers of educational management and test validated the instrument and measurement, while the reliability of the instrument was done using the test-re-test method and a reliability coefficient of 0.84 was obtained and this was adjudged to be reliable. The data collected for this study were analysed using frequency and percentage counts.

Results

Research Question One: Are workspaces and resource centres available for the trade subjects’ component of the senior secondary school curriculum in Education District I of Lagos State?

Table 1

Trade Subjects Craft Centres Available in the Community

S/N	Trade Subjects Craft Centres available within the community	Available		Not Available	
		F	%	F	%
1.	Auto Body Repair and Spray Painting	10	48	11	52
2.	Auto Electrical Work	7	33	14	67
3.	Auto Mechanical Work	10	48	11	52
4.	Auto Parts Merchandising	11	48	10	52
5.	Air Conditioning and Refrigeration	11	48	10	52
6.	Welding and Fabrication Engineering Craft Practice	13	62	8	38
7.	Electrical Installation and Maintenance Work	11	52	10	48

8.	Radio, Television and Electrical Servicing	10	48	11	52
9.	Block Laying, Brick Laying and Concrete Work	12	57	9	43
10.	Painting and Decorating	10	48	11	52
11.	Plumbing and Pipefitting	9	43	12	57
12.	Machine Woodworking	5	24	16	76
13.	Carpentry and Joinery	11	52	10	48
14.	Furniture Making	10	48	11	52
15.	Upholstery	11	52	10	48
16.	Catering Craft Practice	13	62	8	38
17.	Garment Making	12	57	9	43
18.	Clothing and Textiles	11	52	10	48
19.	Dyeing and Bleaching	12	57	9	43
20.	Printing Craft Practice	10	48	11	52
21.	Cosmetology	11	52	10	48
22.	Photography	12	57	9	43
23.	Mining	3	14	18	86
24.	Tourism	2	10	19	90
25.	Leather Goods Manufacturing and Repairs	9	43	12	57
26.	Stenography	3	14	18	86
27.	Data Processing	16	76	5	24
28.	Store Keeping	5	24	16	76
29.	Book-Keeping	9	43	12	57
30.	GSM Maintenance and Repairs	13	62	8	38
31.	Animal Husbandry	10	48	11	52
32.	Fishery	9	43	12	57
33.	Marketing	14	67	7	33
34.	Salesmanship	7	33	14	67

Source: Fieldwork, 2024.

Data in Table 1 shows that the respondents agreed that the following trade subjects have craft centres within the community, Welding and Fabrication Engineering Craft Practice, Electrical Installation and Maintenance Work, Block Laying, Brick Laying and Concrete Work, Carpentry and Joinery, Upholstery, Catering Craft Practice, Garment Making, Clothing and Textiles, Dyeing and Bleaching, Cosmetology, Photography, Data Processing, GSM Maintenance and Repairs and Marketing in their immediate community.

Research Question Two: Are Artisans and resource persons who could teach trade subjects' available in Education District I of Lagos State?

Table 2

Artisans and Resource Persons Available in the Community

S/N	Trade Subjects	Artisans available within the community		Not Available	
		Available	Not Available	Available	Not Available
		F	%	F	%
1.	Auto Body Repair and Spray Painting	10	48	11	52
2.	Auto Electrical Work	7	33	14	67

3.	Auto Mechanical Work	10	48	11	52
4.	Auto Parts Merchandising	11	48	10	52
5.	Air Conditioning and Refrigeration	11	48	10	52
6.	Welding and Fabrication Engineering Craft Practice	13	62	8	38
7.	Electrical Installation and Maintenance Work	11	52	10	48
8.	Radio, Television and Electrical Servicing	10	48	11	52
9.	Block Laying, Brick Laying and Concrete Work	12	57	9	43
10.	Painting and Decorating	10	48	11	52
11.	Plumbing and Pipefitting	9	43	12	57
12.	Machine Woodworking	5	24	16	76
13.	Carpentry and Joinery	11	52	10	48
14.	Furniture Making	10	48	11	52
15.	Upholstery	11	52	10	48
16.	Catering Craft Practice	13	62	8	38
17.	Garment Making	12	57	9	43
18.	Clothing and Textiles	11	52	10	48
19.	Dyeing and Bleaching	12	57	9	43
20.	Printing Craft Practice	10	48	11	52
21.	Cosmetology	11	52	10	48
22.	Photography	12	57	9	43
23.	Mining	3	14	18	86
24.	Tourism	2	10	19	90
25.	Leather Goods Manufacturing and Repairs	9	43	12	57
26.	Stenography	3	14	18	86
27.	Data Processing	16	76	5	24
28.	Store Keeping	5	24	16	76
29.	Book-Keeping	9	43	12	57
30.	GSM Maintenance and Repairs	13	62	8	38
31.	Animal Husbandry	10	48	11	52
32.	Fishery	9	43	12	57
33.	Marketing	14	67	7	33
34.	Salesmanship	7	33	14	67

Source: Fieldwork, 2024.

Data in Table 2 shows that the respondents agreed that the following trade subjects artisans and resource persons are available, Welding and Fabrication Engineering Craft Practice, Electrical Installation and Maintenance Work, Block Laying, Brick Laying and Concrete Work, Carpentry and Joinery, Upholstery, Catering Craft Practice, Garment Making, Clothing and Textiles, Dyeing and Bleaching, Cosmetology, Photography, Data Processing, GSM Maintenance and Repairs and Marketing in their immediate community.

Research Question Three: Are community resources used for teaching trade subjects?

Table 3

Use of community resources for teaching trade subjects

S/N	Statements	YES		NO	
		F	%	F	%
1.	The school invites local artisans, craftsmen or resource persons to teach the trade subjects offered in the school	7	33.3	14	66.7
2.	Students' visits workshops within the community for activity-based learning	5	23.8	16	76.2
3.	Socio-cultural inclination is a determinant in the choice of trade subjects offered in the school	15	71.4	6	28.6

Source: Fieldwork, 2024.

Table 3 shows that, seven schools (33.3%) invite artisans to teach trade subjects offered in the school, while 14 schools indicated that they do not invite local artisans. Similarly, 5 (23.8) allows students to visit workshops within the community for activity-based learning, while 16 (76.2%) disagreed. In addition, 15 (71.4%) schools consider socio-cultural inclination as a determinant in the choice of trade subjects offered in schools, while 6 (28.6%) disagreed.

Discussion of Findings

The study found out that that the following trade subjects have craft centres within the community, Welding and Fabrication Engineering Craft Practice, Electrical Installation and Maintenance Work, Block Laying, Brick Laying and Concrete Work, Carpentry and Joinery, Upholstery, Catering Craft Practice, Garment Making, Clothing and Textiles, Dyeing and Bleaching, Cosmetology, Photography, Data Processing, GSM Maintenance and Repairs and Marketing in their immediate community. In the same vein, Ohia and Osah (2018) conducted a study on the assessment of trade subjects for curriculum relevance in senior secondary schools in River State. The study revealed that respondent agreed that the following trade subjects have craft centres within the school community; fisheries, furniture making, garment making, catering and craft practice, textile trade, painting and decoration, animal husbandry, cosmetology, marketing and printing and craft practice with high mean scores of 3.09, 2.99, 2.93, 2.89, 2.378, 2.71, 2.60 and 2.57 respectively which were above the criterion mean of 2.50.

The study also found out that the following trade subjects' artisans and resource persons are available, Welding and Fabrication Engineering Craft Practice, Electrical Installation and Maintenance Work, Block Laying, Brick Laying and Concrete Work, Carpentry and Joinery, Upholstery, Catering Craft Practice, Garment Making, Clothing and Textiles, Dyeing and Bleaching, Cosmetology, Photography, Data Processing, GSM Maintenance and Repairs and Marketing in their immediate community. In the same study, Dike and Effanga (2020) on the extent to which qualified teachers are available for the implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State. The study revealed that respondents agreed that on the extent to which qualified instructors are available for the implementation of trade/entrepreneurship education in public secondary schools with average mean of 3.07 that is above the criterion mean of 2.50.

In addition, the study found out that community resource was fairly used by the schools; although, a larger percentage agreed that socio-cultural inclination is a major basis for the choice of trade subjects taught in the school.

Conclusion

The findings of the study have shown that workspaces and resource centres as well as artisans and resource persons for the effective teaching of the trade subjects are available within community where the schools are situated. It can therefore be concluded that the community houses well-equipped and functioning resource centres and workspaces that appear inadequate or unavailable in some schools. Likewise, the study found out that artisans and resource persons who are specialised in the theory and practice of trade subjects offered by schools are available within the community. Based on this, the study concluded that in order for schools to solve the problem of the dearth in the provision of specialised trade subject teachers by involving and engaging the service of artisans and resource persons who are readily available within the community to teach students in order to enrich their learning experience with a more pragmatic, hands-on and activity-based learning.

Furthermore, the study also found out that community resources are fairly used by the schools to teach trade subjects offered by the schools, although, the study also showed that socio-cultural inclination is a major determinant in the choice of trade subjects offered by the schools. Based on this the study concluded that the fair utilization of community resources might have been as a result of the lack of proper strategic planning towards engaging these community resources and by extension, weak school-community relationship. However, since socio-cultural inclination serves as a determinant in the choice of trade subjects offered by the schools, exploring and utilising community resources, which is a major recommendation by the NERDC cannot be downplayed if schools seek to effectively implement the trade subject component of the senior secondary school curriculum amidst the bedevilling issues of dearth of specialised teachers as well as inadequate workspaces for hands-on and activity based learning.

Implications for Institutional Management

There is a need for school administrators to develop strategies that foster positive school-community relationship, thus, collaborate with the school-based Management Committee to access community resources that are vital for the effective implementation of the trade subjects. Extensively, Institutional administrators should partner with the SBMC should engage artisans and craftsmen available in the community who are well trained and specialised in the trade subjects offered in the school. However, bearing in mind the provision of training for them specifically in the area of teaching methodology and the goals and objectives of the programme, likewise the provision of incentives and motivational packages. In the same vein, administrators should collaborate with the community in order to ensure access to workspaces, workshops, private industries and equipment available in the community needed for the practical demonstration that would veritably improve students' hands-on skills. In addition, policy makers are tasked to consider policy directives towards ensuring that students are able to learn at the workspaces available in the community after school hours or as industrial training programme for a stipulated time either for stipulated days within the term or a mandatory one-year programme before tertiary education.

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