

**ENTREPRENEURSHIP CURRICULUM IMPLEMENTATION, TOTAL QUALITY
MANAGEMENT STRATEGY AND STUDENTS' SKILLS UTILIZATION IN PUBLIC SENIOR
SECONDARY SCHOOLS, SOUTH-WEST, NIGERIA**

BY

FASANMI, Eunice Apeke

MATRIC NO: 89/021361

SUPERVISOR: DR. RHODA O. ODUWAIYE

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
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SUPERVISOR: DR. RHODA O. ODUWAIYE

2018

CERTIFICATION

This is to certify that this study was carried out by **FASANMI, Eunice Apeke(89/021361)** and has been read and approved as having met part of the requirements for the award of the degree of Doctor of Philosophy (Ph.D.) in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

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DEDICATION

This study is dedicated to the Almighty God.

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ABSTRACT

Apparently, the world is presently undergoing major transformations. Entrepreneurship curriculum implementation has been identified as part of the transformational measures towards ensuring the socio-economic empowerment of the nation's youths and her technological development. Thus, this study investigated the relationship among entrepreneurship curriculum implementation (ECI), Total Quality Management Strategy (TQMS) and Students' Skills Utilization (SSU) in Public Senior Secondary Schools (PSSS) in South-west, Nigeria. The main objectives were to examine the: (i) level of implementation of the 34 entrepreneurship subjects in PSSS in South-west, Nigeria; (ii) level of availability of entrepreneurship infrastructural facilities; (iii) practical skills students have acquired through products and services made; (iv) relationship between availability of entrepreneurship subject instructional materials and students' academic performance, and (v) relationship among ECI, TQMS and SSU.

The study adopted a descriptive survey of correlational type. The population comprised 13,225 participants from the 2,645 PSSS in South-west, Nigeria. The sample size was 1,690 comprising one principal, one vice-principal (Academic), one HOD (Entrepreneurship) and two entrepreneurship subject teachers from each selected 338 out of 2,645 PSSS using purposive sampling technique and Krejcie Morgan Table respectively. Three instruments: "Entrepreneurship Curriculum Implementation and Students' Skills Utilization Checklist" (ECISSUC), "Total Quality Management Strategy Questionnaire" (TQMSQ) and "Students' Academic Achievement Proforma" (SAAP, WAEC standardized format), were used to collect relevant data. The instruments were content validated by five experts. The reliabilities of ECISSUC and TQMSQ were established using Pearson's Product-Moment Correlation (PPMC) statistics with coefficients 0.62 and 0.65, respectively. Ten research questions were raised and answered using percentages while the main and operational hypotheses were tested using Stepwise Multiple Regression and PPMC statistics at .05 alpha level.

The findings of the study were that:

- i) the level of implementation of the 34 entrepreneurship subjects in PSSS was rated very low by participants 71.9%;
- ii) the level of availability of infrastructural facilities in PSSS in South-west, Nigeria was rated very low with the mean score of 1.28 below the cut off mean score of 1.50;
- iii) the practical skills students acquired as shown through product produced was low (39.1%);
- iv) a significant, low but positive relationship existed between availability of entrepreneurship subject instructional materials and students' academic performance ($r = 0.318$; $p < .05$); and
- v) There was significant relationship among ECI, TQMS and SSU -- ECI & TQMS ($r=0.621$; $p<.05$), ECI and SSU ($r=0.556$; $p<.05$), TQMS and SSU ($r=0.536$; $p<.05$).

The study concluded that there was a strong positive relationship among ECI, TQMS and SSU in PSSS in South-west, Nigeria. The implication of these findings is that adequate

knowledge and effective utilization of TQMS would facilitate ECI for SSU in PSSS in South-west, Nigeria. It was recommended that Ministry of Education and curriculum planners should include TQMS in their various training workshops and seminars to sensitize all PSSS stakeholders on TQMS issues and make ample provisions for infrastructural facilities and instructional materials.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Apparently, the world is undergoing major transformations. The global transformations seem to be multidimensional, affecting the technological, economic, social, cultural and political development of human communities, particularly those of developing societies, like Nigeria. Thus, entrepreneurial development is considered as a panacea for increased employment opportunities in such economies; it is also regarded as a function of education. Education in the generic and global context is a strategic instrument for social and economic transformation. The focus of education system all over the world is the development of the human capital required to meet present and future challenges of globalization and knowledge economy (Animn, 2012; Bukola, 2011; Kennedy, 2011; Ravhudzulo, 2011).

The Second International Congress on Technical and Vocational Education held in Seoul, Korea (26 – 28th April 1999) identified challenges that would cause changes in education worldwide as (a) poverty and lack of skills for income generation; (b) population growth and rapid urbanization and (c) low participation rate in technical and vocational education (Igbokwe, 2015). This probably explains why Enu (2012) argued that there seemed to be a general perception among the Nigerian society that the youths of today must brace up for the challenges of adult life. Enu (2012) averred that if the youths are to function effectively and productively in workplaces and outside of it, they must possess and be able to utilize certain basic skills and capacities that can only be provided through entrepreneurship teaching. What distinguishes entrepreneurship in this context is its stress on recognition of the right opportunity. The opportunity can be through starting a business, initiating new ideas or products by way of doing something different with a purpose. With this view in mind, the European Commission (2007, as cited in Akudolu, 2010) stated that while the term

entrepreneurship can be used to refer to the innovative business, it can also refer to "individuals who create or seize business opportunities and pursue them without regard to resources under their control. These individuals build something from practically nothing and usually reinvest earnings to expand their enterprise or to create new enterprises". (p. 5)

As a result, Akudolu (2010) emphasized the need for students to acquire and exploit among others, such entrepreneurship skills and capacities as resourcefulness, innovation, creativity, ingenious, self-motivated, risk daring, endurance, willingness to accept positive and negative results of life ventures, dynamic, and management ability. In this regard, entrepreneurship is the ability to think creatively and become an effective problem solver. When learners acquire these skills and competencies for establishing and managing various ventures such learners are said to have acquired entrepreneurial skills. Consequently, the National Economic Empowerment and Development Strategy [NEEDS] (2004) acknowledged that the only way Nigeria's economy could be transformed and sustained is through education, the kind of general education found in entrepreneurship.

That is, the type of education that equips the learner with the knowledge and skills to desire, seek, recognize and utilize available opportunity to do something new to create wealth for self and others and consequently contribute effectively to the society in this era of global economic crisis (Obanya, 2009). This in effect empowers the recipients and assures the technological development of the nation's citizens. Supporting the above views, part of the report of the Global Education Initiative (2009, as cited in Enu, 2012) on Educating the New Wave of Entrepreneurs and Unlocking Entrepreneurial Capabilities to meet the challenges of the 21st century highlighted that: Preparing today's students for success and eventual leadership in the new global marketplace is the most important responsibility in education today... Entrepreneurship education is an important tool for achieving these objectives (and)...should be universally available to provide all students with opportunities to explore and fulfil their potentials (p. 233).

Hence, the task of any contemporary educational institution, including secondary schools, is not only to provide education that prepares learners for the future but also the challenge of preparing them for the right future. To rightly fit into the future and function with the skills needed in this changing and responsive society requires entrepreneurship education knowledge. This can be obtained through the adequate implementation of the entrepreneurship curricular introduced by the Federal government. The fast-growing nature of entrepreneurship education has become a changing aspect of all levels of education. It is a culture that is meant to effectively transform the Nigerian secondary educational system towards a global trend. Nwachukwu (2012) observed that learning at the secondary level of education could be described as being effective if it results in bringing about the expected transformation in the attitude, skill and knowledge of the recipients/students over a period of time. Moreover, effective learning should result in producing graduates of this level who would be adequately informed, technologically equipped and morally prepared to become productive workers, self-reliant entrepreneurs, responsible parents, good citizens and selfless leaders, who are capable of handling the menace of health risks, such as HIV/AIDS in this 21st century.

In response to this ongoing national and global reforms in the social, physical and economic contexts, the Federal Government through the Nigerian Educational Research and Development Council (NERDC) in 2009 introduced a new Senior Secondary Education Curriculum (SSEC) and 34 Trade/Entrepreneurship curriculum aimed to meet National and global goals such as NEEDS, EFA and MDGs, and to bridge the gaps in the content and delivery processes of the extant curriculum (Academia, 2014). This curriculum was designed to ensure that every senior secondary education graduate should be well prepared for higher education as well as acquire and be able to utilize relevant functional trade/ entrepreneurship skills needed for poverty eradication, job creation and wealth generation; and in the process

strengthen further the foundations for ethical, moral and civic values acquired at the basic education level (Orji & Job, 2013; Banabo & Ndiomu, (2011).

While the success of this programme demands a very good policy, Academia (2014) also noted that the achievement of such educational targets as highlighted earlier would, to a large extent, depend upon the successful implementation of the new curriculum. Thus, a critical challenge for contemporary secondary education, then, is how to create the commitment and capacity to analyze, understand environmental forces and to effectively implement the curriculum to meet the emerging needs of a global economy and knowledge society. There is no doubt that the effective implementation of entrepreneurship curriculum will help learners not only in South-west Nigeria but in Nigeria as a whole to develop entrepreneurial capacities and the ability to be self-reliant and self-employed. It would also be of great success in helping to achieve the goals and demands of contemporary secondary education as well as the demands of the labour market at large.

According to Anaele, Adelakun, Dem-Isaiah and Barfa (2014), the labour market is the major external environment for secondary and higher education institutions as it absorbs the respective graduates from different areas, so there has become a need to have great concern with the needs of these environments to meet them since the client's satisfaction has become extremely an end goal; a thing that makes all institutions aspire to do in such a changing world. It is now obvious that the more the quality educational services provided, the more they would meet the customer's satisfaction. So, the present-day secondary institutions in Nigeria and in the South-west, in particular, need to manage these significant variables, otherwise, they would be out of the labour market. The system of total quality management in the implementation of entrepreneurship in the field of secondary education is one modern system that can help in facing graduate youths' unemployment problems by addressing (input-process-output-feedback) operations and by comparing them with many competitive local standards to achieve the highest possible international level.

As a result, in order to meet the national challenges of technological and economic crises, educational administrators at the secondary schools level as well as all other levels/sectors of education need to incorporate the modern and innovative approach to management. Total Quality Management (TQM) is one such approach. They are being sensitized and expected to effectively apply total quality management strategy, a tool once found primarily in the private sector within developed countries (Archibong, 2013; Oduwaiye, Sofoluwe & Kayode, 2012). Incidentally, while total quality management is relatively a new strategy, there has been a growing recognition of the importance and effectiveness in the use of this strategy by Nigerian educational institutions (secondary education inclusive). This is due to the fact that many of these institutions now find themselves in situations where old or traditional methods of managing the schools are no longer effective in dealing with the future. Total quality management is about developing a good match between an institution's activities and the demands on the environment in which it operates. It focuses on the objective and strengths, weaknesses, opportunities and threats of the institution. Further, it determines where the institution is going in the nearest future and how it is going to get there. Typically, the process is school-wide, focusing on major functions such as commitment to student's satisfaction and total commitment to continuous quality improvement that is always striving for programme improvement (Archibong, 2013; Oduwaiye et al., 2012).

Dare (2013) affirmed that a veritable means of improving the quality of implementing secondary education policies, in general, and the new senior secondary school entrepreneurship curriculum for students' skills utilization in particular, is the adoption of total quality management strategy as a management option. It is in the light of this realization that the secondary educational institutions are being encouraged to embrace total quality management strategy as a means of improving management of human and material resources available to them for the maximum attainment of their institutional goals. Nigerian secondary

educational institutions need a well-planned programme that could make them compete favourably with their counterparts outside the nation based on a current high rate of unemployment and economic crises (Taiwo, 2015; Omosewo & Akanmu, 2013) and the desire for more effective utilization of human resources as well as the necessity for technological advancement.

This study attempted to fill the vacuum of other researches so that there would be better management of the secondary education system. The challenge of the new secondary education curriculum implementation, the complexity and expansion in both students and staff of the Nigerian secondary educational system now, more than ever before, require abolishing the old method of managing the school system. The innovative method of harnessing the available resources within the secondary schools' system will place the institutions in a better position to meet up with the ever-increasing environmental labour and other challenges. Inefficiency and ineffectiveness in the administrative aspect of the secondary educational institutions may not be unconnected to inadequate management strategy. Over and underutilization of human resources, the incessant breakdown of the available physical resources, poor funding and conflicts are some hindrances to the management of the secondary educational system which conventional method of making and taking decisions and implementing plans can no longer cope with. It is pertinent to bring to focus that the main premise behind the selection of the topic under study is the realization of the fact that a decade after the introduction of the laudable new senior secondary education curriculum (SSEC) developed by NERDC in 2006, and the fact that more Nigerians are acquiring formal secondary education at the present time than at independence; it appears the nation is facing a different problem. This is the fact that before and after successfully completing formal education, the graduate is not sure of getting a job.

As highlighted by Undiyaundeye and Otu (2015), about 80 per cent of Nigerian youths are idle and some are involved in various vices due to unemployment. Furthermore,

the high rate of crime which has graduated in this country from social disturbance and armed robbery attacks to kidnapping can be attributed to the high rate of unemployment. The supposed graduates do not have the required skills to either fit into many types of jobs that are available or to enable them to establish and manage a small business enterprise so as to become self-employed and self-reliant on graduation (World Bank Report, 2009). The unemployment rate of many graduates from secondary and even higher educational institutions have continued to be on the increase (Omosewo & Akanmu, 2013; Ofoha, Uchegbu, Anyikwa & Nkemdirim, 2009).

Having observed the present economic dilemma, Aladekomo (2009, as cited in Akudolu, 2010) added that "sound education which equips students to challenge the status quo and proffer better alternatives is the way out of the present economic quagmire" (p. 3). In addition, reformation of the education sector is one of the strategies that has been adopted to amend the unfortunate situation. The reformation of the education sector may not be enough since it might not ensure job creation. Obanya (2009) remarked that: The solution is not increased vocalization of education, as is wrongly being canvassed, but a return to the basics. This means returning to the real goals of education, which is the cultivation of human talent and creative/imaginative potentials through all-round development (p. 43).

According to Obanya (2009), for Nigeria to "respond to the changing needs of the world of work [not necessarily the world of direct paid employment]" (p. 3), formal and non-formal education in Nigeria must move towards inculcating in learners the generic skills of knowledge, communication, team spirit, information and communication technology (ICT) fluency, lifelong learning, creativity, literacy and adaptability. These do not job specific but generic skills necessary for effective life in the present ICT oriented world. These skills can be acquired through the kind of general education found in entrepreneurship. Adekoya (1999, as cited in Ofoha et al., 2009) submitted that necessary skills acquisition should be given to the Nigerian youths for effective utilization and economic empowerment. For this to be

possible, the youths who are believed to be the future leaders of the country ought to be well equipped with basic skills to drive the economy. Moreover, to ensure a positive future for Nigeria, the curriculum should be fully and effectively implemented.

Curriculum, as viewed by Offorma (2005), is a vehicle through which education is achieved. Offerman further asserted that the curriculum is the totality of the environment in which education takes place. Besides, curriculum involves the learner, the teacher; the content; the subject; the resources; the methods of teaching; the evaluation as well as the physical and psychological environment, which must be adequate and conducive for learning to take place. Obanya (2004a) observed that the secondary school curriculum as currently implemented is far from attaining the goals of the secondary educational system. Similarly, other authors have also noted that the National Policy on Education including the new secondary school curriculum was well structured and the contents were adequately defined, however, the implementation is being questioned (Orji & Job, 2013); Ofoha et al., 2009).

Given the earlier discourse, it could be deduced, then, that if public senior secondary school authorities could consciously and actively utilize total quality management strategy to effectively plan and implement entrepreneurship education/trade subjects introduced into the curriculum of Nigerian secondary schools for acquisition and effective utilization of entrepreneurial skills that would ensure graduates' self-reliance, such approach could help the management and other concerned stakeholders in their efforts to achieving quality implementation that will instill basic skills in Nigerian youths to ensure their socio-economic empowerment. It could also help to widen the scope of leaders and administrators of secondary educational institutions to adopt new modern world criteria for socioeconomic growth and sustainable development. Therefore, this study focused on the investigation of the adequacy of the level of implementation of the 34 entrepreneurship subjects and types of management strategies used, by principals in order to ensure high quality in the

implementation process especially in the in public senior secondary schools in South-west, Nigeria.

Statement of the Problem

Several management writers had lamented on the nation's current high rate of unemployment (Anaele, Adelokun, Dem & Barfa, 2014; Omosewo & Akanmu, 2013; Akudolu, 2010). They alleged that Nigerian youths, particularly the secondary school graduates who do not wish to continue with higher education, are no longer gainfully employed nowadays as it used to be in the past like in the 1960s and 1970s even up to the 1990s. These categories of school leavers are in dilemma.

This is because they seem to lack the necessary entrepreneurship skills to empower themselves. This makes them take up menial jobs and a great number of them get involved in various social vices. The training acquired at the end of secondary education appears inadequate to make the secondary school leavers competent and self-reliant, therefore cannot translate their business ideas to realities and create new business ventures because of lack of information and skills needed to achieve their targets. Students' potentials are not properly channeled. It is desirable that a lasting solution is provided. The present research work seeks to provide empirical evidence to substantiate the previous writers' observations as well as to ascertain the validity of their claims.

Although the Federal government had introduced 34 trade/entrepreneurship subjects into Nigerian senior secondary schools curriculum in order to improve the educational, technological, political, economic, and socio-cultural status of students, these efforts never seemed to move beyond the initial rhetoric especially in most states in South-west Nigeria. Concern for functional entrepreneurship education, a key to youth empowerment, appeared to have been rekindled currently with the growing realization that "the era of overdependence on the white-collar job is over" (Olajuyigbe, 2013) and also that a technological society requires highly literate self-reliant graduates. Hence, it became imperative to investigate ways

by which public senior secondary educational institutions in the South-west, Nigeria might enhance the implementation of the entrepreneurship education and the trade subjects recently introduced by the Federal Government into the curriculum of Nigerian secondary schools.

Previous studies including Achama and Nwogu (2013), Oduwaiye et al. (2012), Ofoha et al., (2009), and Adekoya (2004) showed that implementation of Nigerian secondary school curriculum/ entrepreneurship education and total quality management had been vastly examined with little or no attention given to the management strategies used by principals to manage curriculum implementation in such a way as to ensure adequate students' skills acquisition and effective utilization. This prompted the present researcher to focus on a study in this area in the attempt to fill the gap in knowledge with regards to their contributions to the accomplishment of the ultimate secondary school objectives.

Again, some of the related management literature such as Braslavsky (2015), Brooks (2015), Gottlieb (2014) and Glatthorn, Boschee, Whitehead and Boschee (2011) reviewed on the variables under study were from other countries where situations and conditions could differ from what obtains in the Nigerian setting. Thus, a basis for further research in this area of study was created as only a few types of research seemed to have been carried out. This gave the researcher a cogent reason to embark on the present study to fill the gap in the aspect of empirical research as applies to the Nigerian setting.

The discussion of the problems of this research was such that could provide insights and create a reawakening curiosity for curriculum planners, policy-makers and other school administrative officers, particularly with the various solutions that were proffered in this study which, with collaborative efforts, were expected to attain the ultimate goals of revitalizing and re-strategizing the mode of implementation of Nigerian secondary school curriculum towards socio-economic empowerment of the youths. This was one of the reasons this study was undertaken to provide the missing knowledge and fill the gap, especially, in public senior secondary schools in the South-western states of Nigeria where visible

implementation of the 34 trade/entrepreneurship curricula had not been successful or where those that seemed to be effective had not succeeded either in empowering graduates to set small business enterprise after graduation. Another problem was on the level of preparedness of the government to make available the entire necessary wherewithal by creating enabling environment for the implementation of the new curriculum such as adequate funding, trained teachers, adequate textbooks, well equipped practical workshops, and other similar challenges. However, this study investigated the relationship among entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in public senior secondary schools, South-west, Nigeria.

Purpose of the Study

The primary purpose of the study was to investigate entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in South-west, Nigeria. Specifically, the objectives of this study were to:

- i. examine the level of implementation of the 34 trade/ entrepreneurship subjects in public senior secondary schools in South-west, Nigeria;
- ii. assess the level of teachers' perception of the need for the new curriculum;
- iii. assess the level of availability of qualified trade/entrepreneurship subject teachers in public senior secondary schools in South-west, Nigeria;
- iv. assess the level of availability of the trade/entrepreneurship subject infrastructural facilities;
- v. ascertain the level of availability of trade/entrepreneurship instructional materials;
- vi. identify trade/entrepreneurship subjects taught in public senior secondary schools in South-west, Nigeria;

- vii. examine the extent of students' interest in the entrepreneurship subjects taught;
- viii. identify practical entrepreneurial skills (i.e. products and services) students have learnt and utilized (i.e. made and marketed.) in school with which they can create self-employment;
- ix. assess the type of teaching methods used in implementing the trade/entrepreneurship curriculum in public senior secondary schools in South-west, Nigeria; and
- x. identify the perceived challenges of the inclusion and implementation of the 34 trade/entrepreneurship subjects into the curriculum of public senior secondary schools in South-west, Nigeria.
- xi. investigate the influence of curriculum implementation on total quality management strategy and the influence of both on students' skills utilization in public senior secondary schools in South-west, Nigeria.

Research Questions

The following research questions were raised to guide the study.

- RQ₁ What is the level of implementation of the 34 entrepreneurship subjects in public senior secondary schools in the South-west, Nigeria?
- RQ₂ What is the level of teachers' perception of the need for the new curriculum in the public senior secondary schools in the South-west, Nigeria?
- RQ₃ What is the level of availability of qualified entrepreneurship subject teachers by the state in public senior secondary schools in South-west, Nigeria?
- RQ₄ What is the level of availability of entrepreneurship infrastructural facilities in public senior secondary schools in the South-west, Nigeria?
- RQ₅ What is the level of availability of entrepreneurship subject instructional materials in public senior secondary schools in South-west, Nigeria?
- RQ₆ What is the level of students' academic performance in the 18 entrepreneurship subjects taught in public senior secondary schools in South-west, Nigeria from

2014-2016?

RQ₇ What is the extent of students' interest in entrepreneurship subjects taught in public senior secondary schools in the South-west, Nigeria?

RQ₈ What types of teaching methods are used in implementing the entrepreneurship curriculum in public senior secondary schools in South-west, Nigeria?

RQ₉ What products and services have students made and marketed on their own while in school in public senior secondary schools in South-west, Nigeria?

RQ₁₀ What are the perceived challenges of the inclusion and implementation of the 34 entrepreneurship subjects into the curriculum of public senior secondary schools in South-west, Nigeria?

Research Hypotheses

To guide the study, the following null hypotheses were formulated and tested:

Ho: There is no significant relationship among entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in South-west, Nigeria.

Operational Hypotheses

Ho₁: There is no significant relationship between teachers' perception of the need for the new entrepreneurship curriculum and students' academic performance in public senior secondary schools in South-west, Nigeria.

Ho₂: There is no significant relationship between the availability of qualified entrepreneurship subject teachers and students' academic performance in public senior secondary schools, South-west, Nigeria.

Ho₃: There is no significant relationship between the availability of entrepreneurship subjects

infrastructural facilities and students' academic performance in public senior secondary schools in South-west, Nigeria.

Ho₄: There is no significant relationship between the availability of entrepreneurship subject

instructional materials and students' academic performance in public senior secondary schools in the South-west, Nigeria.

Ho₅: There is no significant relationship between entrepreneurship subjects taught and students' academic performance in public senior secondary schools in the South-west, Nigeria.

Ho₆: There is no significant relationship between students' interest in entrepreneurship subjects taught and their academic performance in public senior secondary schools in South-west, Nigeria.

Ho₇: There is no significant relationship between types of teaching methods used in implementing the entrepreneurship curriculum and students' academic performance in public senior secondary schools in South-west, Nigeria.

Ho₈: There is no significant relationship between products/services made/marketed while in school by students and principals' leadership strategy in public senior secondary schools

in the South-west, Nigeria.

Ho₉: There is no significant relationship between entrepreneurship curriculum Implementation and principals' supervision of instruction in public senior secondary schools in the South-west, Nigeria.

Ho₁₀: There is no significant relationship between total quality management strategy and students' skills utilization.

The scope of the Study

The study focused on entrepreneurship curriculum implementation, total quality management strategy and students' skills' utilization in public senior secondary schools in South-west, Nigeria. While other indicators that could be used to measure level of implementation of entrepreneurship curriculum of the senior secondary schools exist, those that were used in this study included: teachers' perceived need for the new curriculum, availability of qualified entrepreneurship subject teachers, availability of entrepreneurship subject infrastructural facilities, availability of entrepreneurship subject instructional materials, entrepreneurship subjects taught, students' interest and funding, types of teaching methods, products/services made/marketed (e.g. garments, painting and printing works, etc. by students).

The indicators that were used for total quality management strategy (TQMS) included: school staff/ school-based management committee and community involvement, principals' leadership strategy, supervision of instruction, training/staff development, ICT services and library services. In addition, the indicators for students' skills' utilization included the extent of students' knowledge and ability attained and utilized in school for effective execution of his/her professional functions in: (Auto Body Repair & Spray Painting, Auto Electrical Work, Auto Mechanical Work, Garment Making, Carpentry & Joinery, etc.) with which they can create self-employment after graduation as measured by WAEC results for three consecutive years (2014; 2015 & 2016).

The participants of the study included some relevant Ministry of Education officials, school principals, vice principals, HODs and trade/entrepreneurship subject teachers of public senior secondary schools in South-west, Nigeria. The scope of the geographical coverage of the study was confined to the public senior secondary schools in the six states (Ekiti, Lagos, Ondo, Osun, Oyo and Ogun) of South-west, Nigeria.

The significance of the Study

Currently, there seemed to be a dearth of writing in the area of empirical research, especially as regards senior secondary school's entrepreneurship curriculum implementation, total quality management strategy and students' skills' utilization not only in South-west but in Nigeria educational setting as a whole. Apart from being a contemporary issue, a study of this nature would hopefully contribute greatly towards reducing the lack of researches in this direction, thereby filling the gap in the existing lack of knowledge and also contributing to knowledge in the field of educational management. The findings of this study would help the curriculum planners, secondary schools administrators, students, teaching staff, Ministry of Education administrators, government and non-government agencies to develop interest and create more awareness on the prospects of entrepreneurship skills acquisition and utilization in educational development.

The outcome of this study would assist the public secondary education planners and Ministry of Education, Science and Technology board administrative officials in South-west, Nigeria in organizing workshops and seminars for their school administrators and other academic officers on essential contemporary issues of senior secondary schools entrepreneurship curriculum implementation, total quality management strategy and students' skills' acquisition and utilization. This study would also be significant at this time that the Nigerian educational system is going through reforms as it is expected to provide means of livelihood to its citizenry. Thus the study is expected to guide the curriculum planners in involving all the stakeholders at the beginning of educational policy formulation.

The study has implications for educational management in the area of promoting total quality management and entrepreneurship curriculum implementation (in research/publications effectiveness) and by ensuring quality provisions in the educational system through appropriate total quality management boosting activities and programmes. The study has implications also for management professionals who need to develop online

skills measurement systems, for educational managers to acquire effective management skills necessary for the performance of their tasks.

Operational Definition of Terms

For clarity and easy understanding of this research, terms and variables used were operationally defined as follows:

Entrepreneurship Curriculum Implementation (ECI): In the context of this study, ECI is the preparation of students for acquiring and using saleable skills (e.g. the 34 entrepreneurship subjects recently introduced by the Federal Government into the curriculum of Nigerian secondary school—auto body repair and spray painting, auto electrical work, welding, garment making, marketing, etc.) made available under the guidance of the schools. It means the processes involved in translating this crucial educational plan into action to bring about change in the learners as they acquire and utilize the planned experiences, skills, and knowledge that are aimed at enabling them to function effectively in the society.

Total Quality Management Strategy: In this study, total quality management strategy is a modern innovative and holistic approach to management of human and material resources to enhance quality achievement of entrepreneurship curriculum implementation. It is all-embracing and encompassing all education stakeholders from the planning stage of entrepreneurship curriculum through implementation to evaluation stage and back to the planning stage. This term refers to a style or discrete technique employed by principals and other educational administrative officers of public secondary schools to ensure efficient and effective implementation of the curriculum.

Students' Skills Acquisition: In this study, students' skills' acquisition is the systematic process of gaining or attaining effective knowledge of performing accurately the professional functions he/she had learnt while in school. It can be said to be the process of imbibing new ideas and knowledge in his/her aptitude and ability in a particular field. (i.e., Auto Body

Repair and Spray Painting, Auto Electrical Work, Auto Mechanical Work, Garment Making, Carpentry and Joinery, etc.).

Students' Skills Utilization: This refers to the learners' actual practical use of the acquired skills in the school's workshops and laboratories. In this study, this was seen in the products/services made/marketed while in school as measured by student academic performance in WAEC results for three years (2014 – 2016) based on the entrepreneurship subjects taught in public senior secondary schools in South-west, Nigeria.

Curriculum: In this study the curriculum included the 34 trade/entrepreneurship subjects recently introduced by the Federal Government into the curriculum of Nigerian secondary schools (e.g. auto body repair and spray painting, auto electrical work, welding and fabrication engineering craft practice, radio, TV and electrical work, plumbing, carpentry and joinery, data processing, cosmetology, etc.). The curriculum can be said to be what a community believes young people need to know in order to develop into good and useful adults. It is also all the organized and intended experiences of the learners for which the school accepts responsibility. In other words, the curriculum is not just the intellectual content of the subjects taught, but also the methods used to teach it, the interactions that occur between people and the school-sponsored activities that contribute to life experiences.

Students' Self-Reliance Prospects and Challenges: In this study, these are defined as the ability of an individual to self-start any small business or be gainfully employed on his or her own if empowered and even create job or employment for others. It is also the difficulty that may be encountered.

Entrepreneurship: It is defined in this study as the process of combining resources to produce new goods or services. Simply stated, it refers to the process of organizing, managing and assuming the risk of a business.

Entrepreneurship Education: This is defined as education that provides training experience and skills that will be suitable for endeavours and has advantages such as: helping students to

form a base of knowledge about the function and operation of a business; serve as complementary role in developing the occupational knowledge, job skills and work experience; offers opportunities to students for job experience and for earning, saving and investing money at an earlier stage of life; reduction in the high rate of unemployment in the society and self-employment and business ownership becoming viable and appealing goals for today's students.

Instructional Materials: In this study, instructional materials included print such as books, posters and handouts as well as non-print such as overhead transparencies, films and photographic slides that could enhance teaching and learning of entrepreneurial skills.

Infrastructural Facilities: In this study, these are such facilities as Garment Makingworkshops, Tie & Dye workshops, Weaving laboratories, Acting rooms, Farm Producestores, Soap Making workshops, Catering Craft Practices laboratories, Electrical InstallationandMaintenance Workshops, etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presented the review of related literature on entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in public senior secondary schools in South-west, Nigeria. The assessment was organized under the following sub-headings:

Concept of Entrepreneurship

Concept of Curriculum

Secondary Education and Curriculum Implementation in Nigeria

Goals of Secondary Education in Nigeria

Students' Skills Acquisition and Utilization

Concept of Self-Reliance

Theoretical Framework

Concept of Quality and Total Quality Management in Education

Empirical Studies on Entrepreneurship Curriculum Implementation,

Total Quality Management Strategy and Students' Skills Utilization

Conceptual Framework

Appraisal of the Literature Reviewed

Concept of Entrepreneurship

Entrepreneurship is not a new concept in the nation's educational system today. However, issues of entrepreneurship, either in an explicit or an implicit form are inextricably linked to current thinking and action on educational system around the world (Akhuemonkhan, Raimi & Sofoluwe, 2013). QuickMBA (2010) observed that the concept of entrepreneurship has a wide range of definitions. Entrepreneurship can be perceived as the process of designing a new business, that is, a startup company offering a product, process or service (Wikipedia, 2015). According to Wikipedia (2015), the entrepreneur recognizes a new business opportunity and often exhibits preference in his/her perception and subsequent decision to exploit the opportunity. In addition, an entrepreneur at one utmost end is an individual of very high aptitude who pioneers change, having qualities found in only a few number of the populace. On the other extremity, an entrepreneur is someone who wants to work for himself/herself (QuickMBA, 2010). Historically, the word *entrepreneur* was derived from the French word, *entreprendre*, which means "to undertake." In a business context, it means to start a business. The Merriam-Webster Dictionary (2016) gave the definition of an entrepreneur as one who organizes, manages, and assumes the risks of a business or enterprise.

The Schumpeter's definition of entrepreneurship, as further observed by QuickMBA (2010), emphasized the innovative aspect of the terms like new products, new production methods, new markets and new forms of organization. There is generation of wealth when such innovation develops in new demand. From this perspective, the function of the entrepreneur can be defined as the combination of several input factors in an innovative way

to create value to the customer expecting that this value will exceed the cost of the input factors, hence making greater returns as a result of wealth creation.

Entrepreneurship and Small Business

While the terms "entrepreneur" and "small business owner" may have much in common and may be used synonymously, the significant differences between the entrepreneurial venture and the small business are worthy of note. Entrepreneurial ventures differ from small businesses as follows:

- i) **Amount of wealth creation** - rather than simply generating an income stream that replaces traditional employment, a successful entrepreneurial venture creates substantial wealth, typically in excess of several million dollars of profit.
- ii) **Speed of wealth creation** - while a successful small business can generate several million dollars of profit over a lifetime, entrepreneurial wealth creation often is rapid; for example, within 5 years.
- iii) **Risk** - the risk of an entrepreneurial venture must be high; otherwise, with the incentive of sure profits many entrepreneurs would be pursuing the idea and the opportunity no longer would exist.
- iv) **Innovation** - entrepreneurship often involves substantial innovation beyond what a small business might exhibit. This innovation gives the venture the competitive advantage that results in wealth creation. The innovation may be in the product or service itself, or in the business processes used to deliver it (QuickMBA, 2010, pp. 1-2).

Furthermore, entrepreneurship can be described as the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. An apparent example of entrepreneurship is the starting of new business. It has been observed that in economics, entrepreneurship combined with land, labour, natural resources

and capital and capital can lead to profit. Innovation and risk-taking are important features of entrepreneurial spirit. It becomes evident; therefore, that entrepreneurial activities and spirit are vital part of any nation's ability to succeed in an ever changing and increasingly competitive global economy (Eimuhi, 2015).

Brooks (2015) conceived entrepreneurship to be the development of a business from the ground up, that is, coming up with an idea and turning it into a profitable business. However, while this definition of entrepreneurship may sound simple, Brooks pointed out that the difficulty is in its execution. Brooks also reported another instructive definition which stated that "entrepreneurship is the journey of opportunity exploration and risk management to create value for profit and/or social good," (p. 2). This latter definition emphasized the fact that entrepreneurship entails recognizing the right opportunity, finding resources — such as funding and tools — to pursue the opportunity and creating the right team to do so. It was further stated that individuals contemplating about starting their own business should indeed be aware that successful entrepreneurship involves much more than having a great concept for "most people think being an entrepreneur is all about coming up with an idea, but that's just one part". "It is also important to know right from the start how you will reach interested customers in an effective and affordable way." (p. 2)

Gottlieb (2014) observed the fact that not everybody can become a successful entrepreneur. To him, "an entrepreneur is someone who can take any idea, whether it be a product and/or service, and have the skill set, will and courage to take extreme risk to do whatever it takes to turn that concept into reality and not only bring it to market, but make it a viable product and/or service that people want or need" (p.3). While all entrepreneurs do not have particular traits most successful entrepreneurs have the following characteristics as identified by Brooks 2015):

- (i) **Ability to plan:** Entrepreneurs must be able to develop business plans to meet goals in a variety of areas, including finance, marketing, production, sales and personnel.
- (ii) **Communication skills:** Entrepreneurs should be able to explain, discuss, sell and market their goods or services.
- (iii) **Marketing skills:** Good marketing skills, which result in people wanting to buy goods or services, are critical to entrepreneurial success.
- (iv) **Interpersonal skills:** The ability to establish and maintain positive relationships with customers and clients, employees, financial lenders, investors, lawyers and accountants, among others, is crucial to the success of the entrepreneur's business venture.
- (v) **Basic management skills:** Even if entrepreneurs hire others to deal with the day-to-day tasks of the business, entrepreneurs need to know whether their company has the correct resources.
- (vi) **Leadership skills:** The ability to develop a vision for the company and to inspire employees to pursue it is imperative for success (p. 3).

The following guidelines were also identified by Brooks (2015) for individuals aspiring to venture into entrepreneurship:

- (i) **Learn from others' failures.** Rather than admiring the small percentage of businesses that grow to become successful, study those that end up failing. This research will greatly increase your chances of success, since most companies have made common mistakes that have led to their demise. Having the humility to learn from the mistakes of others before making them yourself is the secret to success.
- (ii) **Make sure this is what you want.** Because entrepreneurship entails so much hard work, it is critical to ensure you're following the right path. If this is something you really want, then think long-term, and be persistent. The vast majority of great

entrepreneurs failed multiple times before they finally found the business idea that took off and brought them success.

- (iii) **Solve problems.** Entrepreneurs should always be in search of problems to solve and not the other way around, Bam said. In other words, they should not start with a solution looking for a problem.
- (iv) **Be passionate.** To be successful, you should find your passion and then build a business around that. The passion is what will get you through the stumbling blocks and prevent you from quitting in the middle of the race.
- (v) **Get advice from those who have done it.** Would-be business owners should find mentors who are successful, as well as to read books, network with people they admire and look into great educational programs to help them throughout the process (p. 4).

Suleiman (2006) also defined entrepreneurship as the willingness and ability of an individual to seek investment opportunities to establish and run an enterprise successfully. Onuoha (2007) defined entrepreneurship as the practice of starting new organization or revitalizing mature organizations particularly, new business in response to identified opportunities. Onu and Ikeme (2008) conceived entrepreneurship as the process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled. Nwafor (2007) also described entrepreneurship as the willingness to seek out investment opportunities in an environment and to be able to establish and run an enterprise successfully based on the identified opportunities. Through entrepreneurship education students can be exposed to a wide range of business skills and management competencies.

When one acquires these business skills and management competencies for establishing and managing of a small business ventures such a person is said to have acquired entrepreneurial skills. Some of these business skills include: opportunity recognitions and selection; (that is ability to see opportunities even in situations that are quite challenging),

idea generations from problems and felt needs and opportunities for improving existing services through better service delivery. The management competencies include; basic financial planning and management, sourcing for finance management; customers' relation and marketing and small business management principles and application. Moreover, through the acquisition of these business skills and management competencies, students who graduate from senior secondary schools who may be unable to continue their education or proceed to higher institutions and unable to secure a paid employment on graduation, would have acquired appropriate skills that would enable them to venture into business industry. And this would enable them to become self-employed and self-reliant and by so doing contribute to national development.

According to Aminu (2008), entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, physical and social risk and receiving the resulting reward of monetary and personal satisfaction and independence. Ibrahim, Mandara and Soba (2008) defined entrepreneurship as the quality and characteristics normally expected as a successful entrepreneur. It includes perception of new economic opportunities, taking initiatives creativity and innovation, the ability to turn a given resources and situation to practical account and acknowledgement that failure is possible.

On the other hand, Ezeubu (2008) described entrepreneurship as a process of organizing, managing and assuming risk of a business. The practice of taking idea and inventing an organization for developing that idea is known as entrepreneurship. The entrepreneur, who sees environmental change as an opportunity uses the factors of production to produce new goods and services. Entrepreneurship is different from management because it focuses on initiating change. Entrepreneurship can occur when an individual or group of individuals start a new business (Stoner, Freeman and Gilbert, Jr.2006). In the above and

many definitions of the concept, the issue of organizing and managing a business stands out clearly.

According to Ezeubu (2008), entrepreneurship education is education that provides training experience and skills that will be suitable for life endeavours and has the following advantages:

1. Helps beneficiaries to form a base of knowledge about the functions and operation of a business and to develop some level of familiarity with the business environment and micro-enterprise as well as assist to conform to technological changes.
2. Develop the innovative and occupational knowledge, job skills and work experience.
3. Offers opportunities for learning how to save and invest money at the early stages of life, thus giving them an edge over their peers. It also builds in them confidence in their abilities while providing a sense of self-worth.
4. Reduce high rate of unemployment in the society. Self-employment and business ownership will be more appealing and fulfilling to today's youths.

Entrepreneurship education, therefore, is education given to students that will enable them to acquire saleable skills which translate into money making ventures that will make them self-employed and employers of labour rather than job seekers. Entrepreneurship education is a carefully planned process leading to acquisition of entrepreneurship skills for efficient and effective living. According to Onuma (2016) entrepreneurship education is an instrument that empowers youths to be in control of their future. It creates jobs and business. The youths have more opportunities to exercise creative freedom, higher self-esteem and overall greater sense of control over their lives. Entrepreneurship education is a lifelong learning process. One starts learning to be an entrepreneur from elementary school and progresses through all levels of education. In entrepreneurship education, one start by building appropriate objective based on what one really hopes to be in life. This depends on one's interest and talents.

The benefits of entrepreneurship education also include, among others, development of business awareness, management acumen, and ability to bear risk, economic

empowerment, self-reliance and reduction of social vices. With this importance of entrepreneurship education, it has become imperative that the inclusion of entrepreneurship subjects in the senior secondary school curriculum in Nigeria is a pointer to a sustainable national development. Branson (2008) defined entrepreneurship as something one is born with because it is about turning what excites one in life into capital so as to enjoy it even more. It can therefore be deduced that entrepreneurship deals with transformation of ideas into wealth.

Concept of Curriculum

Curriculum as a word was derived from the Latin root 'Currus' which means a race course or a Chariot. 'Currus' originated from the word 'Currere' (to run). Hence the term curriculum in its original context means runaway or racecourse. Furthermore, the term curriculum was related to the concept of a course of studies followed by learners in a teaching institution. The concept of curriculum was used in the English-speaking tradition as equivalent to the French concept *programme d'études*. However, in recent times, the concept of curriculum has evolved and gained in importance. It is used universally within the framework of globalization (Ofoha et al., 2009). Thus, the review of literature has shown that the word curriculum has different interpretations among scholars. According to Hass (2009), it has been used to mean: (i) a school written course of study and other curriculum materials (ii) the subject matter taught to the students (iii) the courses offered in a school and (iv) the planned experiences of the learners under the guidance of the school (p. 4).

Hass (2009) explained that when the term curriculum includes all of the planned experiences of the learners' under the school's guidance, curriculum and instruction cannot be regarded as separate entities. The learners' planned experiences in the school will include the planning of instruction by the teachers and the methods used by them in teaching. The conceptualization of curriculum in this sense helps to show clearly that the curriculum bases are important both for guiding decision making in teaching and for curriculum planning,

implementation and evaluation. The planning of a curriculum and the implementation are part of the same process. Hass further stated that when the curriculum is defined as “all of the planned experiences that learners have under the school’s guidance,” it includes, all school activities and planned school services such as the library, health care, assemblies, the food services and field trips. Then the school is seen as a social system designed to provide planned learning experiences for the students who attend the school. All of the aspects of the learners’ experiences in school should be examined, in terms of the appropriate curriculum bases that is, social forces, human development, learning, and knowledge, by the principals, the teachers, other staff members, as well as the learners.

Hass (2009) commented on the inadequacy of all given definitions of curriculum in terms of present needs and trends and offered the following definition:

The curriculum is all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice (p. 5).

The significance of the phrase “program of education” in the above definition is emphasized. It suggests that the curriculum is a planned program based partly on prepared curriculum materials, planning and implementation by teachers and other professional staff members” were used rather than “under the direction of the school” to point out that the planned experiences may take place in the community, in the learner’s home, in a school, or in any other suitable place. Hass definition stressed that the following factors should be taken into account when considering the meaning of curriculum:

- i) The curriculum is pre-planned.
- ii) Planned objectives, and theories and research concerning social forces, human development, learning and knowledge should guide the preplanning and implementation at all levels including the school system, the school, the instructional group, and the individual learner.
- iii) Planning of instruction by teachers is major part of the curriculum since it often has greater influence on the learners than the pre-planned curriculum, which may be used or ignored by the teacher as he/she plans

and implements.... However, in planning and implementing their instructions, teachers should be guided by their knowledge of planned objectives and of theories and research concerning the four bases of the curriculum and curriculum criteria.

- iv) For learners, the actual curriculum is their experiences as they participate in the learning opportunities provided and as they share in the planning of the program of education.
- v) As the curriculum focuses to a greater extent on programs of education instead of programs of schooling, the teachers' role in the planning and implementation becomes increasingly important, since the uniqueness of each individual and of the local community as a classroom becomes more important.
- vi) The framework of theory and research or past and present professional practice should be made part of the definition of the curriculum because it is the presence or absence of the framework of theory that may determine the quality of the curriculum or implementation (pp. 4-5).

Braslavsky (2015) argued that the term curriculum is mostly used to refer to the existing contract between society, the State and educational professionals with regard to the educational experiences that learners should undergo during a certain phase of their lives. Accordingly, for the majority of experts in the field, the curriculum defines: (i) why; (ii) what; (iii) when; (iv) where; (v) how and (vi) with whom to learn. Utilizing the educational concept, it can be said that the curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences in particular from the point of view of methods to be used, the resources for learning and teaching (for example, textbooks and new technologies), evaluation and teachers' profile.

Offorma (2005) perceived curriculum as a planned learning experiences offered to learners in school, adding that it is a program of studies made up of three components: programme of studies, programme of activities and programme of guidance. Maduewesi (2007) submitted that the two basic philosophical issues in Nigerian education stressed integrating the individual so as to become a sound and effective citizen and providing equal education for all citizens at primary through secondary and tertiary level. Maduewesi

reiterated the need for consistent change and review of Nigerian curriculum in order to integrate new areas of concern. In the recent times, human activities and life have become highly industrialized and technical therefore the meaning of the term curriculum has also been changed to meet the needs of education of different courses of studies. Maduewesi believed that curriculum is an organized plan of course outlined with the objectives and learning experiences to be used for achievement of these objectives. It is generally, a way of preparing learners to become productive citizens and useful members of the society to which they belong. Consequently, curriculum is a tool of education to educate and humanize the whole person.

The paradox for the school is that it cannot teach what is not known. The school cannot reach into the future for its curriculum. Yet, it must prepare students to live in a future, the conditions of which are only dimly perceived. To meet the challenge one draws upon past experience as a guide and adapts content to the needs of students in the current environment. The unresolved problems of humanity must be emphasized. In the end, the school can only trust that the process produces citizens with the adaptability and problem-solving ability to shape the future with which they must cope (Obanya, 2002).

The New Senior Secondary School Curriculum Structure

The Federal government (FRN, 2008) in response to the on-going national and global reforms in the social and economic context as well as its effort to address the issues and challenges of graduate youth unemployment, developed a 9-year Basic Education Curriculum that would not only facilitate the attainment of the core elements of the National Economic Empowerment and Development Strategy (NEEDS), but also the goals of education for all (EFA) and the Millennium Development Goals (MDG). According to the federal government report, the new curriculum had been distributed nation-wide. It was planned that the first products of the new Basic Education Curriculum would proceed to the senior secondary

schools in September 2011. Thus the new secondary school curriculum was ready for implementation in September 2008 beginning from SS1.

To further consolidate the gains of the new basic education programme as well as ensure the actualization of Government's 7-point agenda for national development, especially in the area of human capital development, Nigerian Education Research and Development Council (NERDC) also developed a new curriculum structure for senior secondary schools in Nigeria, which was also approved by the National Council on Education (NCE). The high points of the new curriculum structure were amongst others, the inclusion of trade/entrepreneurship, computer studies/ICT and Civic Education as compulsory cross cutting subjects. Every student, irrespective of his or her field of study, is to take one out of the 34 newly introduced trade/entrepreneurship subjects. These were as shown below.

New Curriculum Structure for the 3-Year Senior Secondary Education

- Compulsory cross cutting subjects:
- Four distinct fields of study:
 - Senior Secondary Education (Science/Mathematics)
 - Senior Secondary Education (humanities)
 - Senior Secondary Education (Technology)
 - Senior Secondary Education (Business)
- **Subject Offerings from the:**
 - Compulsory (cross cutting) core subjects
 - Core subjects in specialized fields of study
 - Elective subjects
 - Trade/Entrepreneurship.

SUBJECT OFFERINGS

A. COMPULSORY CROSS CUTTING CORE SUBJECTS:

1. English Language

2. General Mathematics
3. One Trade/entrepreneurship studies
4. Computer Studies/ICT
5. Civic Education

All students, irrespective of their field of study, are to take the above listed compulsory cross cutting core subjects.

B. CORE SUBJECTS IN SPECIALIZED FIELDS OF STUDY

HUMANITIES	SCIENCE& MATHEMATICS	TECHNOLOGY	BUSINESS STUDIES
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1	Nigerian Languages	1	Biology	1	Technical Drawing	1	Accounting
2	Literature in English	2	Chemistry	2	General Metal Works	2	Store Management
3	Geography	3	Physics	3	Basic Electricity	3	Office Practice
4	Government	4	Further Mathematics	4	Electronics	4	Insurance
5	Christian Religious Studies	5	Agriculture	5	Auto Mechanics	5	Commerce
6	Islamic Studies	6	Physical Education	6	Building Construction		
7	History	7	Health Education	7	Wood Work		
8	Visual Arts			8	Home Management		
9	Music			9	Food & Nutrition		
10	French			10	Clothing & Textiles		
11	Arabic						
12	Economics						

C. *ELECTIVES*

- Electives are subjects chosen outside the student's specialized field of study. For example, a sciences student may decide to take Music as an elective, whereas a Humanities student may choose Commerce as elective.
- Elective ensure broad-based education without overloading the student.
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D. *TRADE SUBJECTS/ENTREPRENEURSHIP*

1. Auto Body Repair and Spray Painting
2. Auto Electrical Work
3. Auto Mechanical Work

4. Auto Parts Merchandizing
5. Air Conditioning Refrigerator
6. Welding and Fabrication Engineering Craft Practice
7. Electrical Installation and Maintenance Work
8. Radio, TV and Electrical Work
9. Block Laying, Brick Laying and Concrete Work
10. Painting and Decorating
11. Plumbing and Pipe Fitting
12. Machine Woodworking
13. Carpentry and Joinery
14. Furniture Making
15. Upholstery
16. Catering and 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. Keyboarding
24. Shorthand
25. Data Processing
26. Store Keeping
27. Book Keeping
28. GSM Maintenance, etc.
29. Photography

30. Tourism
31. Mining
32. Animal Husbandry
33. Fisheries
34. Marketing.

Basic Features of the New Senior Secondary Education Curriculum

- Systematic connection with the content of Junior Secondary Education
- Provides support for higher education
- Introduction of ICT, Civic Education and Trade/Entrepreneurship as compulsory cross cutting core subjects
- ICT enables students become globally competitive
- Civic Education enables students become more responsible and responsive citizens
- Trade/Entrepreneurship provides required strategic skills for job creation and poverty eradication.

Implementation Strategies

Planned to start in September 2011 with the first set of Basic Education graduates:

- September 2011 (begin with SS1 Curriculum component)
- September 2012 (move on to SS2 curriculum component)
- September 2013(move to SS 3 curriculum component)
- June 2014 first set of SS students' graduates.
- ❖ Old SS curriculum to be phased out systematically over a period of three years (i.e. September 2011 –June 2014)
- ❖ All students are to offer all 5 cores compulsory cross cutting subjects.
- ❖ Students are to choose 3 to 4 subjects from their Field of specialization (Humanities, Science, Technology, Business Studies)

- ❖ Students are to choose their compulsory Trade/Entrepreneurship from the list of available 34 Trade subjects
- ❖ Students may choose 1 elective subject outside their field of Specialization provided that the TOTAL NUMBER OF EXAMINABLE
- ❖ SUBJECTS IS NOT MORE than (9) i.e.
 - 5 Cross cutting (including 1 Trade/Entrepreneurship)
 - $\frac{3}{4}$ Subjects from field of Specialization.
 - 1 Elective Subject
- ❖ The number of subjects is eight (8) or (9)

The Philosophy

Every senior secondary education graduate 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; and in the process strengthened further the foundation for ethical, moral and civic values acquired at the basic educational level (pp.3-8).Obioma (2006) averred that the new curriculum for the nation's secondary schools will not just equip the students with skills needed to function in tertiary institutions but will also expose to them to vocational studies. The Nigerian Educational Research and Development Council (NERDC) also explained that the restructuring of the senior secondary school curriculum resulted in the development of 42 subjects and 34 vocational trade/entrepreneurship curricula. It was also stated that the curriculum which was approved by the National Council of Education (NCE) in 2009 would provide for a systematic connection between its content and the learning of future contents.

According to Obioma (2006), the curriculum is structured in a way that would ensure that senior secondary school graduates are well prepared for higher education and would acquire relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. This he noted would strengthen the foundations for ethical moral and civic values acquired at the basic education level. This means that the new curriculum is designed to stem the tide of mass failure in the senior secondary certificate examination and the Joint Admission and Matriculation Board (JAMB) conducted examination as well as equip students with functional skills.

The philosophy of the curriculum concerning adequate preparation of every senior secondary school graduate for higher education implies that he or she would have passed creditably well in WAEC and JAMB examinations. The graduate would have also acquired skills, with the capacity to set up their own businesses as fall-out of the skill they acquired

from the 34 trade/entrepreneurship subjects. The functional education will make them job creators instead of job seekers, hereby banishing poverty from their lives.

Ultimately, as Stoner et al. (2006) posited, a solution or policy is no better than the actions taken to make it a reality. A frequent mistake of managers and policy makers is to assume that once they make a decision or propose a solution, action on it will automatically follow. Even if a solution or policy is a good one, if others are unwilling or unable to carry it out, then the decision or suggested solution must be supervised. Are things working according to plan? What is happening in the internal and external environment as a result of the policy? Are people performing according to expectation? What is the competition doing in response? Policy making is a constant process for management and a continual challenge of dealing with other human beings over time. Hence the appropriateness of the application of the concept of Total Quality Management Strategy (TQMS) in the investigation of the extent of implementation of trade/entrepreneurship subjects introduced by the Federal Government into the curriculum of Nigerian secondary schools especially as it applies to the South-west, Nigeria.

Secondary Education Curriculum Implementation in Nigeria

Curriculum implementation has posed a major challenge in the pursuit of education goal attainment in developing countries (Ravhudzulo, 2012; Obanya, 2007). As observed in Alabi (2002), implementation is the moving force of any plan without which the plan is only a good intention. Consequently, as posited by Chikumbi and Makamure (2005), curriculum implementation is the act of putting into practice the formally prescribed courses of study, syllabuses and subjects. The execution of the curriculum will need an implementation agent. The teacher has been identified as the agent in the curriculum implementation process. Curriculum implementation thus, refers to how the planned or formally designed course of study is interpreted by the teacher into syllabuses, scheme of work and lessons to be presented to learners. Chukumbi and Makamure (2005) further explained that implementation

can only be said to occur when the teacher-constructed syllabus, the teacher personality, the teaching materials and the teaching environment interact with the learners. Implementation also occurs as the learners acquire the planned or intended experiences, skills, knowledge, ideas and attitudes that are aimed at enabling the same learners to function effectively in the society. The learners are thus seen as the central figures of curriculum implementation process.

According to Obanya (2004b), curriculum implementation is the day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Effective curriculum is the one that reflects what the learners eventually take away from an educational experience, which is called ‘the learned curriculum (Obanya, 2007). Obanya observed that at most times, there would be gap between the intended curriculum and the learned curriculum, and described effective curriculum implementation as concerned with narrowing such a gap as much as possible.

Glatthorn, Boschee, Whitehead and Boschee (2011) summarized the most important elements identified in their review of research on curriculum implementation. When these elements are strongly present, a high level of implementation can be anticipated; when they are only weakly present or absent, lower levels can be expected. The elements identified included as highlighted below:

- i) Teachers perceive the need for the new curriculum.
- ii) The curriculum changes are not unduly complex and are clearly explained to teachers.
- iii) Quality materials supporting the new curriculum are made available to teachers.
- iv) Previous attempts to change curricula have been successful
- v) Principals are strongly encouraged to take responsibility for implementing the new curriculum in their school and are given the necessary training.

- vi) Teachers have had substantial input into the new curriculum and are provided with the
- vii) necessary staff development.
- viii) There is strong school board and community support.
- ix) There is a carefully developed implementation plan which makes specific provisions for monitoring implementation.
- x) Administrators take the necessary steps to prevent and respond to the problem of 'overload' when teachers feel overwhelmed and overworked to implementing the new curriculum.
- xi) Principals play an active role in advocating and supporting the new curriculum.
- xii) Teachers have an opportunity to share ideas and problems with each other and receive support from supervisors and administrators(p. 244).

Factors Hindering Entrepreneurship Curriculum Implementation and Skill Acquisition and Utilization in Nigeria

Many researchers including Nwachukwu (2009 as cited in Matazu 2010), Oludare and Abiodun 2007), Ogunkunle and Mbelede (2008) have identified some factors that are hindering entrepreneurship curriculum implementation and skill acquisition, scientific, technological and entrepreneurship skills by students as follows.

1. Lack of planning in different sectors of Nigeria economy, including poor policy implementation procedures.
2. Lack of clear –cut goals
3. Scarcity of resources and non-usage of research reports on the performance of the programmes (evaluation).
4. Shortage of qualified and skilled entrepreneurship teachers /educators to handle the trade subjects.
5. Poor state of infrastructure.
6. Lack of equipment, where available, they are obsolete.
7. The pressure of external certificate examinations.

8. Lack of proper monitoring and feedback mechanism.
9. Absence of efforts to bring about meaningful self-reliance programmes and projects to the communities.
10. Absence of practical workshops and equipment's.
11. Poor state of maintenance of existing science technical equipment.
12. Poor provision and management of funding of entrepreneurship Education.
13. Inadequate funding on the part of both Federal and State Government just to mention but few.

Another major factor inhibiting skills acquisition and their utilization by students in secondary school was the type of education provided by Nigerian education system in the past. Nigerian education was purely “academic education” or literal education which prepared its recipients for white collar jobs or paid employment (Akudolu, 2010).

This type of education was certificate conscious and placed more emphasis on knowledge of content and passing of prescribed examinations, while skill acquisition and utilization were de-emphasized. Thus employment into the work force was based on certificates obtained and not on what individual can do or the skill he or she possessed. Most teachers taught the theoretical content of curricular and neglected the practical aspect, therefore could not develop entrepreneurship skills in their students. Akudolu (2010) opined that the traditional models of educational fell short in their ability to link the knowledge and concepts covered in the classroom to the skills and practice of entrepreneurship.

Goals of Secondary Education in Nigeria

The generally accepted goals of this nation's secondary education are contained in section 5 of the National Policy on Education [NPE] (FRN, 2004). Before highlighting the secondary education goals as contained in the NPE, it probably would be vital to examine the concepts of ‘goals’. Goals, according to Wehmeier (2001), are something you hope to

achieve. Goals are the aspiration, guidelines and foundation on which future actions are based and are usually stated in advance, describing an organizations desire for directing present and future course of action. Ujo (2002) expounded that goals establish guidelines as to the direction of activities, a foundation of a planning process. Goals also provide the foundation upon which an organization is built. It is aimed at providing the yardstick with which to measure performance, that is, whether effective or otherwise. When an organization attains stated goals, it can be said that such an organization is effective.

Goals motivate as well as direct human behaviour and are aimed at providing the relevant skills needed for national development. Ajayi (2009) remarked that goals articulate the targets against which outcomes will be supervised, evaluated and compared. Correspondingly, Yelokwu (2006) affirmed that all organizations have goals and it is the reason for their existence and their activities are directed towards achieving such goals.

The goals of secondary education are to provide a learning environment where learning opportunities abound. It is to provide opportunities to ensure a complete well-rounded education and production of quality students from the secondary school system as delineated in the National Policy on Education [NPE] (FRN, 2004). The NPE clearly highlighted that the broad goals of secondary education in Nigeria are (i) preparation of students for useful living within the society (ii) preparation of students for higher education. The specific goals of secondary school education as indicated in the (NPE) included:

- i) Providing all primary school leavers with the opportunity for higher education, irrespective of sex, social status, religious or ethnic background;
- ii) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- iii) Providing trained manpower in the applied science, technology and commerce at sub-professional grades;

- iv) Developing and promoting Nigerian languages, art and culture in the context of world's cultural heritage;
- v) Inspiring its students with a desire for self-improvement and achievement of excellence;
- vi) Fostering national unity with an emphasis on the common ties that unify us in our diversity;
- (vii) Raising a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, respect those values, specified under broad national goals and live as good citizens; and
- (viii) Providing technical knowledge and vocational skill necessary for agriculture.

The major goal of the school is to work towards attainment of academic excellence by the students, although there may be other tangential objectives emphasis is always placed on the achievement of sound scholarship. The accomplishment of the two broad goals and the other specific goals of secondary education as stated in the National Policy on Education (FRN, 2004) should be paramount and expressive in the operation of secondary schools. Nigerian secondary schools are to strive to develop the individual's mental capacity and character for higher education and useful living within the society since the future of any nation depends, to a large extent, on the quality of education it provides for its citizens.

To accomplish these related goals, there became the need for a critical re-evaluation of the worth of the goal, content, relevance, method and administration of the type of the colonial education in Nigeria pre her independence. As Ezeobata (2007) noted, this period witnessed a state of affairs in Nigerian education where every subject had to prove its practicality to be retained in the school curriculum. It was this incident that led to the historic curriculum conference at Lagos in 1969 by the then National Education Council (NEC). As a result of this conference, a new set of education goals emanated and formed the basis for major curriculum revision upon which the National Policy on Education of 1997, 2004 to

date was predicated. Given this national aspirations, a new educational system usually called the 6-3-3-4 system of education came out. This system comprised 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 (Omotayo, Ihebereme, & Maduewesi, 2008).

The implementation of the 6-3-3-4 education system started in 1982 and gave rise to other reforms into the educational system in Nigeria. One of the innovations was the introduction of vocational education into the secondary school curriculum in Nigeria. At the junior secondary level pre-vocational subjects were presented into the curriculum while vocational subjects were introduced into the senior secondary level. The pre-vocational subjects were aimed at exposing students at JSS level to the world of work through exploration. This kind of exposure allowed JSS students make intelligent career choice and also intelligent consumption patterns. Included in the pre-vocational subjects were practical Agriculture, Business Studies and Home Economics. Introductory Technology comprised integration of components of woodwork, metalwork, basic electronics, applied electricity, water flow technology, airflow technology, food preservatives, automobile, technical drawing, physics, rubber technology, chemistry, plastics, basic building technology, and ceramics. Business Studies included typewriting, shorthand, bookkeeping, office practice, commerce and computer science as components (Ofoha et al., 2009).

According to Fafunwa (2004), the specific objectives of the JSS education were to develop in the learners' manipulative skills (manual dexterity) invention, respect for dignity of labour and especially the healthy attitude towards technical areas. The proposed vocational/technical subjects for the senior secondary level comprised: clothing and textile, home management, food and nutrition, agricultural science, typewriting and shorthand, principles of accounts, commerce, woodwork, technical drawing, basic electronics, building construction, applied electricity and auto mechanics (Senior Secondary National Curriculum).

Dike (2009) mentioned that a remarkable part of the National Policy on Education was the new focus it gave to Nigerian educational system, the need for the industrialization of the nation in which technical and vocational education play vital roles and the realization to change from white collar job oriented educational system to science, vocational, technical oriented educational system which prepares people to be self-reliant and useful to the society. This is said to have aided the Federal Government to emphasize on technical even now entrepreneurship education. Dike (2009) further observed that the five National goals cannot be achieved without developing technical/vocational education, a well-rooted technical education that will definitely transform the economic, social and political life-system of the nation from the third world to be the first world class.

Specifically, the secondary school is aimed at raising a generation of individuals who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under broad national goals and live as good citizens (FRN, 2004). Based on the foregoing, a study reported in (Ofoha et al., 2009) found a positive influence of the new Nigeria secondary school curriculum on the goals of Nigeria secondary education. This meant that the new Nigeria secondary school curriculum meets the goal of Nigeria's education. The new education curriculum in Nigeria is job oriented. It attaches importance to manual activities, technical proficiency, and respect for dignity of labour and economic efficiency. It is to provide the learners with basic tools to prepare them for job creation and wealth generation. Anwuka (2009) averred that the secondary education curriculum is immense and profound for teaching and learning.

The basic trust of education policy is to give the child a holistic education that would make the child self-reliant as emphasized by the National Curriculum Conference of 1969 which today implies entrepreneurial education. As Ajala (2002) indicated, the new National Policy on education has all the necessary ingredients for landing Nigeria into the future

technologically, politically, socially and morally, adding that the policy if well-coordinated and implemented is a solid basis for the nation to launch itself among the great nations.

Students' Skills Acquisition

The preparation of students for acquisition and utilization of skills for self-reliance is dependent on the acquisition of basic knowledge about employment opportunities and possession of marketable skills. Suleiman, 2013; Ogundele, Feyisetan and Gana (2014) asserted that during the pre-colonial era which ended in the latter part of the 15th century, vocational skills such as crop and animal husbandry, tailoring, blacksmithing, carpentry and bricklaying were traditionally passed from parents to offspring as a means to keep the family name going. At that time, the education of these vocational skills included a high degree of self-reliance among children. According to the National Policy on Education [NPE], one of the broad aims and objectives of secondary education in Nigeria is preparation for useful living within the society with its specific objectives among others to include: offering a diversified curriculum to cater to differences in talents, opportunities and future roles; providing technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development (FRN, 2013).

The key factor of the National Policy on Education is the education of self-reliance. The national policies on education from 1981 through 2004 to 2013 laid a lot of emphasis on education for self-reliance. This National Policy provides in the curriculum of Junior Secondary School in Nigeria the teaching of pre-vocational practical subjects such as agriculture, home economics, music, business studies, introductory technology and fine arts. The focus was to expose students at that level of education to the world of work through exploration. Such exposure would enable them develop occupational skills that will help them to be productive citizens in the global society. Fafunwa (2004) pointed out that the

specific objectives of the Junior Secondary School education are to develop the students manipulative skills, invention, respect for dignity of labour, including a healthy attitude towards technical advancement and use. The senior secondary level subjects equally comprised: clothing and textile, home management, food and nutrition, agricultural science, typewriting and shorthand, principles of accounts, commerce, woodwork, technical drawing, basic electronics, building construction, applied electricity and auto mechanics.

According to Oviawe (2011), secondary schools in Nigeria hardly prepare students for their roles as self-reliant citizens and workers in the 21st century. Moreover, the structure of most of the schools appears to inhibit knowledge-based teaching and learning as they lack the necessary conditions needed for production of quality graduates for the labour market and subsequent employment. Lack of productive and marketable skills has been identified as the major cause of unemployment as many school leavers are not adequately prepared to fit into the productive sector of the economy and cannot provide the services that can generate sustainable income (Yakubu and Abbass, 2012; Akinyemi, 2014).

Bolt-Lee and Foster (2003) perceived skills as the art of possessing the ability to have power, authority or competency to do the task required of an individual on the job. Ezeani (2012) stated that skills are not a person's fundamental, innate capacities but must be developed through training, practice and experience. Skill acquisition is the process of acquiring or gaining effective and ready knowledge in developing one's aptitude and ability in a particular field (Kikechi, Owano, Ayodo & Ejakait, 2013). The preparation of students for skill acquisition in order to be self-reliant is dependent on the acquisition of basic knowledge about employment opportunities, requirements and trends as well as the possession of marketable skills. According to Ogundele, Feyisetan and Gana (2014), skills acquired by students would aid job creation, youth empowerment and poverty alleviation, which in turn have the capacity to solve various social problems. Mbionwu

(2008) averred that students who acquire adequate work-skills have better options to become entrepreneurs after graduation. In support of this, Kikechi et al., (2013) maintained that skills acquisition provides a platform for technological excellence in the face of globalization of the world economy. Akpotowoh and Amahi (2006) confirmed that the skills acquired through business related subjects promote training in entrepreneurship as well as equip students with the requisite skills to establish and run small businesses of their own.

The development of the economy and the craving for self-reliance and sustainability is the key driving force for the introduction of the 6-3-3-4 and now the 9-3-4 system of education in Nigeria. This education system consist of six years of primary school education, three years of Junior Secondary School (JSS) education, three years of Senior Secondary School education (SSS) and four years of tertiary education, depending on the course of study at the tertiary level since the minimum years of study of any course is two years in the polytechnic (for National Diploma), three years in the college of education (for Nigeria Certificate in Education) and four years in the university (for B.A. or B.Sc.). Junior Secondary School is a part of the education programme which lays the foundation for the acquisition of knowledge, skills and competencies.

In other words, skills acquisition and utilization is highly emphasized as the 6-3-3-4 scheme with self-reliance as its central theme. As stated in the 6-3-3-4 system of education in Nigeria, students are to be taught a number of subjects such as home economics, introductory technology and business studies at the Junior Secondary School level which is designed to equip them with the prerequisite skills for self-reliance. After the completion of this level, those students who may not want to continue their education up to the senior secondary school and will be able to become self-reliant as a result of the skills they may have learnt at the Junior Secondary School level. The problem of youth unemployment and the high degree of poverty is attributed to the theoretical nature and non-practical

orientation that is a frequent outcome of the Nigerian educational system (Ogundele et.al., 2013). Yakubu and Abbass (2012) noted that many graduates are not adequately prepared to fit into the productive sector of the economy as they cannot provide services that can generate income.

Ada, Omalle and Okedi (2008) attributed the poor level of skill acquisition and utilization to the implementation of the different subject matter, or among other things such as poor infrastructural facilities. Suleiman (2008) observed that pre-vocational subjects like introductory technology were poorly implemented with obsolete and non-functional equipment. Also Uwameiye and Oviawe (2006, as cited in Oviawe, 2011) emphasized that pre-vocational subjects should be taught through field trips and practical activities as is expected. Due to lack of materials, laboratories, equipment needed for exploratory activities, these subjects were taught in the traditional teacher-centered classroom while students copy input from the chalkboard. The scope of the present study, however, was on entrepreneurship curriculum implementation, total quality management strategies and students skills utilization that are geared towards providing students with basic skills for self-reliance. Employment requirements in most establishments have been changing as a result of technological impact, and as such educational institutions have an enormous task of ensuring that students acquire and utilize necessary marketable skills (Ottah, 2008).

Students' Skills Utilization

It became obvious after reviewing the literature that management is beginning to realize that the application and utilization of skills in the learning and working environment are just as important as skills development and acquisition. The word management as used in this discussion applies to organizations whether they are businesses, educational institutions, hospitals, political organizations, or even families. To be successful, these organizations would require every individual concerned to effectively utilize their acquired skills. According to Nwanaka and Amaehule (2011), today more than ever before, government

agencies, captains of industries and other employers of labour prefer to recruit people who can utilize their acquired skills to bring innovation and add value to their workplace. Adeogun and Osifila (2008) asserted that the most valued skill is the ability to assess, synthesize and build information into new knowledge.

Be that as it may, according to UK Commission for Employment and Skills (2009, as cited in Macleod, 2014), the term skills utilization does not have a universally accepted definition. For example, Warhurst and Findlay (2012) described skills utilization as ‘the use of better skills and the better use of skills.’ In the same vein, Skills Australia (2012) defined skills utilization as ‘a process which ensures the most effective application of skills in the workplace to maximize performance through the interplay of a number of key agents (e.g. employers, employees, learning providers and the state) and the use of a range of HR, management and working practices.’ Similarly, the word ‘skills’ has been difficult to define. Skills have been identified as ‘the qualities that enable you to apply knowledge in a practical way to get something done’. Conventionally, skills were conceived as ‘theoretical knowledge, intellectual ability and manual dexterity’ (Macleod (2014, p. 2). Nevertheless, this definition has presently stretched to incorporate versatile ‘work skills such as communication, leadership and problem solving, and personal characteristics such as enthusiasm for a field of work, commitment to on-going learning, having integrity and being honest’. Furthermore, as opined by Macleod (2014), effective skills utilization is about confident, motivated and relevantly skilled individuals who are aware of the skills they possess, can align these to the organizations’ goals and know how to best use them in the workplace. The other side of the coin is that they need to be working for employers that provide meaningful and appropriate encouragement, opportunity and support for them to use their skills effectively. Together, this can lead to outcomes such as improvements to innovation, productivity, profitability, staff retention and safety (p. 4).

Expatriating also on the definition ‘use of better skills versus better use of skills’ earlier stated Macleod (2014, p. 9) emphasized that skills acquisition does not necessarily parallel skills utilization. This was illustrated, according to Macleod, in the United Kingdom when the New Labour’s Skills Project was announced as the answer to the ‘global skills race’. In the midst of changing towards a knowledge-driven economy, skills were the remaining policy controls available to the government to address key social and economic problems. The Skills Project, which was mainly driven by the expansion of publicly-funded education and training, positively enhanced the provision of skills, but did not take into consideration the weak employer demand for, and utilization of, those skills. The UK’s Commission for Employment and Skills today have, however, realized that ‘the future employment and skills system will need to invest as much work on advancing employer ambition, on motivating demand, as it does on enhancing skills supply’. It becomes critical to be aware that the application and use of skills in the workplace is just as important as skills development. This suggests that ‘good leadership and management and the formal incorporation of aims for workforce planning in the business plans of companies and institutions is essential.

Cohen, Raudenbush, and Ball (2003) corroborated the above assertions by remarking that it is not just students acquiring skills that matters, but getting them to effectively utilize the skills to improve their ability to create job for themselves and reduce unemployment in the society. As also aptly observed by Aguolu and Aguolu (2002), skills may be acquired by students even identified as relevant skills but may not be effectively utilized due to lack of encouragement or conducive environment. Skills utilization in this context are the frequency with which the acquired skills are used in the schools, workshops, and laboratories and outside school environment. The present study, therefore, was necessary to investigate the relationship that existed among entrepreneurship curriculum implementation, total quality

management strategy and students' skills utilization in public senior secondary schools in South-west, Nigeria.

Concept of Self-reliance

An important objective of entrepreneurship education is to provide meaningful and functional education for youth self-reliance and subsequent self-independence. Nwaigburu and Eneogwe (2013) conceptualized the term self-reliance as the ability to depend on one self, one's resources instead of those of others. It could also be referred to as what one can do for himself or herself. Self-reliance could be perceived as relying on one's own capabilities and efforts to be independent. Researchers have observed that the desire of most developing countries such as Nigeria is to have a self-reliant and resilient economy capable of generating an internally self-sustaining growth (Evans-Obinna, 2016). According to Evans-Obinna (2016), self-reliance is synonymous with self-sufficiency. It implies doing things for oneself instead of allowing others to do things for you. The author stated further that self-reliance is the personal initiative in the capability and power to identify, harness and manage effectively and efficiently the personal and collective resources, human or natural in the immediate environments in order to improve one's or other people's life quality, standard and condition of existence. In this case, self-reliance warns against dependency-syndrome on the government as the monopoly of development. Self-reliance draws attention to people's major role as principal agents of development and self-determination both on the personal and group levels.

Besides, one of the national goals of Nigeria, which has been endorsed as the essential foundation for the National Policy on Education (NPE) is 'a united, strong and self-reliant nation' (FRN, 2013). This objective has remained one of the guiding principles for the development of the nation's curriculum. Esene (2015), declared that the effective implementation of entrepreneurship curriculum would help learners at every level of the nation's education to develop the necessary entrepreneurial skills and virtues to adapt to

their ever-changing environments and produce citizens who are, among others, resourceful, creative, self-motivated, dynamic, well-disciplined, loyal, obedient, honest, dedicated, committed and painstaking. According to Esene (2015), these skills and virtues are crucial in making citizens capable of contributing to the building of a democratic society as well as a great and dynamic economy.

Okebukola (2012) aptly observed that most graduates resort into kidnapping business probably because they lack entrepreneurial skills to set up legitimate business. This means that the Nigerian educational programmes emphasizes theory and are more of certificate oriented than practical or skills acquisition and utilization. Kareem, Ademoyewa, Ojenike and Sodi (2015) substantiated the above observation when he opined that the training programmes in Nigeria at both secondary and tertiary levels have focused more on teaching knowledge and skills in principles that lacked practical experience in various fields of studies. Consequently, many products of the programmes are deficient of the required skills that are necessary for self-employed jobs to meet their basic needs and economic growth.

Ubah (2012) stated that due to the dwindling economic situation in Nigeria and the resultant massive unemployment of both youths and adults in Nigeria, the federal government has emphasized the need for every Nigerian youth to strive for self-reliance through self-employment. It also directed all institutions of which senior secondary schools belong to introduce the study of entrepreneurship as a compulsory course for all students, irrespective of their field of learning. This perhaps is one of the reasons Danladi (2013) advocated for practical educational programmes that should provide entrepreneurship skills for students to achieve self-actualization. He emphasized that education should serve as an instrument that move people to the next level of the ladder of growth and self-reliance .

The researcher has observed that it might probably be very difficult for a nation like Nigeria to become self-reliant when members of the society appear not to possess relevant skills and virtues that are essential for such. Danladi (2013), Kareem et al., (2015) and Okebukola (2012) all affirmed that successful implementation of the new entrepreneurship curriculum introduced by Federal Government is the key by which the nation can unlock the padlock to economic freedom and self-reliance. It is also a key to open the door of political independence and sovereign nation.

Theoretical Framework

This study on entrepreneurship curriculum implementation, total quality management strategies and students skills utilization in public senior secondary schools in South-western states of Nigeria drew primarily from Obanya's (2004a) functional curriculum theory. Obanya argued that for Africa to develop to the level at which it can contribute to the world's pool of knowledge, ideas, inventions, human and financial capitals as well as become fully participating member of the global economy, it has to adopt a curriculum that is tripartite in nature and practical. This, according to Obanya, could be accomplished by adhering to the highlighted goal-setting:

- (i) Personal development for contributions to social transformation: A variety of core skills for the long learning, vocational awareness and vocational activities, entrepreneurship, creativity, communication and interpersonal conduct, self-awareness etc.
- (ii) Developing the deepest sense of pride in being African through a deep understanding of the pride of Africa; the mother tongue or the community language, the African world view, Africa's contribution to world civilization over the ages, the nature and literature of Africa, the creativity of African in various form, great Africans, past and present contemporary Africa's plan for its future in the emerging global community.

(iii) Access to a wide world of people, knowledge, techniques, ideas and practices; the official languages and their literatures, mathematics science and technology, informatics, tools and methods of social analysis, western and orient philosophies and religion (p. 13).

As Obanya (2004a) indicated, these three goals should be pursued simultaneously from the on-set with their horizons broadening in responses to the level of maturity of the learner. Rudiments from any of the goals can also be utilized to add functional value to existing programmes. Obanya explained that functional content education emphasizes that the situation in which the learner is growing, and the one he/she is going to live in should determine the way education is delivered, including what is taught and how it is to be taught and learned.

Functional education theory avers that the aim of education is to acquire skills of adapting to it and acting to influence it thereby contributing to its development. The future functions entail specific skills which education should seek to inculcate. Obanya contended that the notion of functional skills education had already been applied to the different aspects of education. In the basic literacy programmes, it refers to the application of reading and writing to solving day-to-day problem, including the improvement of ones living conditions. In the education of learners with learning challenges, it refers to the skills required to overcome the challenges. In science education, it refers to the abilities needed to consolidate the habits of scientific behaviour. In teachers training, it implies the aptitudes and abilities required to promote learning to obtain the best out of the learners.

Consequently, the theoretical framework of the present study based on Obanya (2004a) functional curriculum showed the symbiotic relationship among curriculum package implementation, the learners who would acquire, utilize skills for self-employment and become economically empowered leading to self-improvement and the growth of the economy and nation-wide development.

This was depicted in Figure 1.

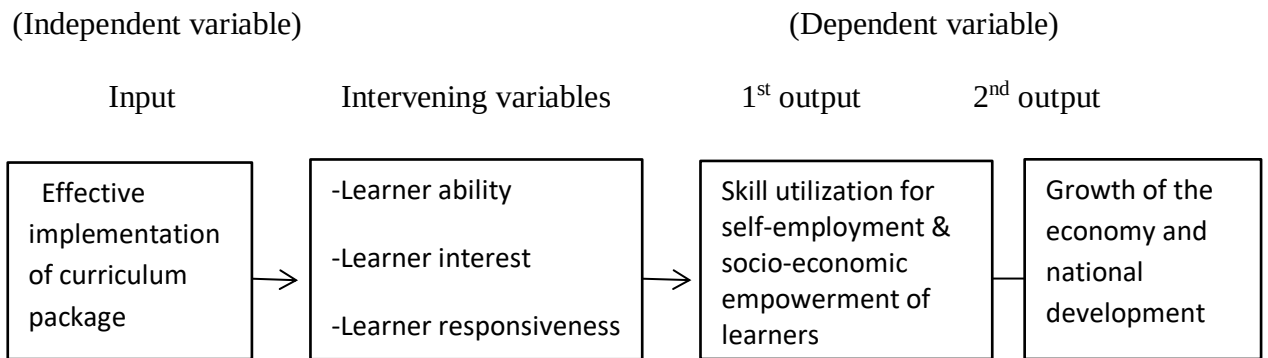


Figure. 1: Concept of functional curriculum showing mutual relationship among curriculum package, its implementation, learners' skills utilization and benefits. Source: Ofoha et al. (2009). Educational Research Network for West and Central Africa (ERNWACA), Nigeria.

Concept of Quality and Total Quality Management (TQM) in Education

Quality is a complex word derived from the Latin word *qualitas* meaning 'of what kind' or *qualis* 'what kind of a' (Harper, 2014; Iqbal & Ahmad, 2010; Mishra, 2007). Quality is an elusive concept that is virtual, subjective and mutable (Asim & Okon, 2005, Cole, 2004). The term quality has a variety of meanings and connotations and thus has been referred to as a slippery concept suggesting that quality signifies different things to different people. It is a much and least understood word (Mishra, 2007). Yet, that universally accepted definition of quality may be somewhat difficult to obtain does not dispute its central concepts, for example, quality as it is used in management means more than the informal definition of a better-than-average product at a good price. It also means focusing on the production of increasingly better products and services at progressively more competitive prices.

Fadipe (2005) conceived quality as appropriateness of resources available to education. Likewise, Akpan and Esirah (2005) affirmed that the concept of quality varies from that of providing special services to conforming to standards of fitness for purpose. Furthermore, quality entails doing the right things in organizations on the first try, rather than making and correcting mistakes. By focusing on doing things right the first time,

organizations avoid the high costs associated with rework (Cole, 2004). Okebukola (2005) defined quality as fitness of purpose as well as conformance to requirements.

Additionally, the British Standard Institution [BSI] (1991, as cited in Ijaiya, 2012) explained quality as “the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs”. Quality is a relative term and it is difficult to define it universally, yet everyone recognizes whatever possesses good quality. Accordingly, Obanya (2005) regarded quality in education as a multi-dimensional concept built into and nurtured in the course of all phases and all facets of educational development endeavours, in order to ensure that they yield the right type of fruits in a sustainable manner. Obanya (2005) postulated that quality is a degree of excellence. He further said that it is not a fixed, immutable target or destination. Consequently, some kind of mechanism has to be devised to help to clearly define and ensure quality in any viable undertaking such as the education sector. He also suggested that quality should be characterized by the following:

- a) fitness of purpose: measured by the extent to which an institution’s provision aligns with, or fits, national priorities, goals, objectives and aspirations;
- b) fitness for purpose: measured by the extent to which each higher education product fits its envisaged purpose;
- c) values of money: measured by achieving more with less in an efficient manner;
- d) transformation from one state to another, with value-added;
- e) perfection: perceived as the attainment of near flawless product; and
- f) excellence: viewed as the attainment of exceptionally high standards.

(p. 34)

Also, Green and Harvey (1993, as cited in Ijaiya, 2012) highlighted five distinctive approaches to describing quality: (a) in terms of exceptional (exceeding high standards and passing a required standard); (b) in terms of consistency (exhibited through “zero defects”

and “getting right the first time”, making quality a culture); (c) as fitness for purpose (meaning the product or service meets the stated purpose, customer specifications and satisfaction); (d) as value for money (through efficiency and effectiveness) and (e) as transformative (in term of qualitative change). These are concepts of quality that are implied in the context of the present study. The purpose of the study is to suggest the knowledge, structure, and skills necessary for public secondary school leaders to inspire all members of the school community to work together toward the goal of qualitative change and excellent education for all learners.

In the same vein, Garvin (1988, as cited in Mishra, 2007) categorized the different definitions of quality into five main classes:

- i) Transcendent definitions. These definitions are subjective and personal. They are eternal but go beyond measurement and logical description. They are related to concepts such as beauty and love.
- ii) Product-based definitions. Quality is seen as a measurable variable. The basis for measurement is objective attributes of the product.
- iii) User-based definitions. Quality is a means for customer satisfaction. This makes these definitions individual and partly subjective.
- iv) Manufacturing-based definitions. Quality is seen as conformance to requirements and specifications.
- v) Value-based definitions. These definitions define quality in relation to costs. Quality is seen as providing good value for costs (p. 12).

Mishra (2007) stated that quality has some main concepts on which the whole idea rotates, namely: quality as absolute, quality as relative, quality as process, and quality as culture. The first idea is considered as the highest possible standard. Educational institutions such as the public senior secondary schools are expected to work towards this absolute quality standard. The second idea which submits that the quality of products or services can be defined in relative terms can be measured in relation to certain specifications. It is important to note that the adherence to “product or service specification is actually the minimum conditions for quality, but not the sufficient condition” (p. 12). Customers’

satisfaction and beyond is the goal of sufficient condition. The third which is quality as a process advocates that in order to attain quality of a product or service it is essential to undergo certain processes and adapt to the procedural requirements. Quality here is conceptualized as the outcome of systems and procedures laid down for the purpose. The fourth idea, quality as a culture, understands the significance of organizational vision “of quality as a process of transformation, where each entity is concerned and acknowledges the importance of quality” (p. 13).

While all the other ideas of quality have their relevant places, members of the educational institutions should identify with the view of quality as a process of transformation in order to ensure schools continuous improvement and achievement of educational goals. This will not only allow for the satisfaction of students and societal needs but would help in national development (Mishra, 2007). Quality remains the most important attribute that creates value about the product/service for the receiver. It is also the means by which business/service providers such as the private school investors can distinguish themselves so as to measure up with the ever-changing political, social, economic scientific and technological demands.

Rationales for Quality in Education

Mishra (2007) and Van Damme (2000) proposed that quality in the educational system should be a bottom-up approach and that it is important for every member to be conscious of the purposes of quality in the schools teaching/learning, programmes and all the institutions activities. They distinguished the following rationales:

1. *Improvement of Teaching and Learning:* The issue of quality in teaching and learning cannot be over-emphasized. Quality interest for improved teaching and learning should be of concerns to the schools in their drive towards technological development.
2. *Competition:* Schools are entering a new regime, where competition among educational institutions for students and funds will be highly significant. With globalization and the GATS (Global Agreement on Trade in Services), the

educational environment will be seized by increased competition. In order to survive in such a situation, educational institutions need to be concerned about their quality.

3. *Customer Satisfaction:* Students, parents or sponsoring agencies as customer of the educational institutions are now highly conscious of their rights or getting value for their money and time spent. They are now demanding good quality teaching and receiving employable skill sets, and thus educators should constantly be concerned about the relevance of schools courses and programmes to the needs of the labour market.
4. *Maintaining Standards:* Educational institutions are always concerned about settling their own standards and maintaining it continuously year after year. In order to maintain the standard, they should consciously make efforts to improve quality of educational transactions as well as the educational provisions and facilities.
5. *Public Accountability:* Every institution is accountable to its stakeholders in terms of the funds (public or private) used on it. Concern for quality will ensure accountability of the funds utilized and inform the stakeholders about taking appropriate decisions. Thus quality can be considered as a monitoring mechanism.
6. *Improve Employee Morale and Motivation:* Your concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities. If a quality system is in place, the internal processes would be systematic making every department complementing each other's service domain and helping in developing internal customer satisfaction leading to high morale and motivation.
7. *Credibility, Prestige and Status:* If you are concerned about quality, continuously and not once in a while, it will bring in credibility to individuals and your institutions because of consistency leading to practice, status and brand value.
8. *Image and Visibility:* Quality institutions have the capacity to attract better stakeholder support, like getting merited students from far and near, increased donations/grants from philanthropists'/funding agencies and higher employer interest for easy placement of graduates (p. 14; p. 460).

Total Quality Management (TQM)

Explaining the concept of total quality management, Stoner et al. (2006) averred that it can be conceptualized as:

An organizational cultural commitment to satisfying customers through the use of an integrated system of tools, techniques, and training. Total quality management involves the continuous improvement of organizational processes, resulting in high quality products and services (p. 211).

Hence, total quality management (TQM) is used to refer to integrative approach to management through the efforts of all, both top and lower employees towards improving the

organizational practices that will produce the best output to the satisfaction of customers (Archibong, 2013). Okeke (2001, as cited in Archibong, 2013) asserted that TQM is the “aggregate of all efforts from the top management to the lowest rung of the organizational hierarchy geared towards doing the right things first and all the time and continually striving for improvement” (p. 64).

The origin of total quality management (TQM) could be traced to Edwards Deming, Joseph Juran and Kaoru Ishikawa who are widely acknowledged for their contributions in the history of transforming approaches to management. Based on these experts’ approaches to TQM, Stoner et al. (2006) delineated five main ideas that provide the context that relate to any TQM method which public secondary school investors can modify or implement. These five focal ideas are enumerated and briefly explained as highlighted by Stoner et al.:

- i) A systems Approach
- ii) The Tools of TQM
- iii) A Focus on Customers
- iv) The Role of Management
- v) Employee Participation (p. 221).

A Systems Approach

The TQM approach is contingent upon the understanding of organizations as systems. In this case, managers are responsible for three main systems, namely: the social or cultural system, the managerial system, and the technical system. These are briefly described as follows:

A system is “a series of functions or activities...within an organization that work together for the aim of the organization” (p. 221). Parts of the system must work to support each other. People must cooperate for the good of the whole system or else “sub-optimization” occurs. When parts of an organization do not support other parts, then the organization cannot focus on total quality management. Thus the task of management includes having everyone to focus on the system’s aim.

The **cultural system**, also referred to as the social system, is the set of beliefs and the resulting behaviours that are shared throughout the organization. The **technical system** is “composed of such factors as the technologies used and the physical infrastructure (including ergonomic considerations, computer software and hardware configurations, and the capital investments needed to accomplish the company’s mission). The **management system** “defines the effectiveness of those processes by which an organization manages its human and physical assets”. Continuous quality improvements and worker empowerment translate into smaller, not larger, quality departments. The responsibility for improving quality is given to everyone from workers on the lowest rung of the organization to senior executives. While quality control departments typically measure quality through inspections at the end of the manufacturing process, total quality management (TQM) requires that workers incorporate attention to quality at every step in the manufacturing process and that managers seek out root causes of variations.

The Tools of TQM

These include: first the **statistical process control**, a method of measuring variation and continuously improving work processes before the final inspection stage to prevent the production of flawed products or services. The second tool is identified as **fishbone** or cause-and-effect or Ishikawa illustration. This helps to show possible causes of problem. The third tool of TQM is dubbed **benchmarking**. This is the process of finding the best available product features, processes, and services and using them as a standard for improving an organization’s own products, processes, and services.

A Focus on Customers

Stoner et al. (2006) declared that several early attempts to improve quality systematically failed precisely because managers were very much involved with the tools of quality. They spent considerable time creating diagrams, doing statistical process control and benchmarking that little or no interest was given to customers. If customer needs are not the

starting point, using the tools of quality may result in products and services that no one would want to buy. According to Joseph Juran, quality is “fitness for use”, that is, the ability of a product or service to satisfy a customer’s real needs. By focusing on real needs, Juran believed that managers and workers can concentrate their efforts where it really matters (Stoner et al., 2006).

The Role of Management

One of the features of a TQM approach is the questioning of certain assumptions. As Deming in his fourteen points system of thinking about TQM observed most managers begin with the assumption that where there is a quality problem, the workers or some individuals (managers or workers) are to blame. Total quality management implies that when there is a quality problem it begins in the boardroom and in the offices of the top managers and others who do not take quality seriously enough. For example, Deming held that until the system that is the cause of a particular failure in quality can be identified, management cannot do its job. It is every manager’s responsibility to seek out and correct the causes of failure, rather than merely identify failure after they occur and affix blame to someone. Perhaps the most famous of all Deming’s sayings is that 85 percent of an organization’s problems come from the systems and 15 percent from the worker (Stoner et al., 2006). For a veritable quality assurance to be established in public senior secondary schools, the role of the management in initiating, coordinating and synthesizing joint team effort cannot be overemphasized.

Employee Participation

Gaining the support and attention of top management is an essential condition for the success of TQM in any organization, but without empowered staff it might not go very far.

Empowerment stands for a substantial change that businesses are implementing. It means letting workers make decisions at all levels of an organization without asking for approval from managers. In other words, it is the act of providing authority, knowledge, and resources

to individuals so they can achieve work objectives. This idea implies that the people who actually do a job, whether it is running complex machines, schools or providing services such as teaching in the classrooms, are in the best position to learn how to do that job the best way. Therefore, when there is a chance to improve the job or the systems of which a job is a part, people should make those improvements without asking for permission (Stoner et al., 2006).

Keeping the above TQM facts in mind would assist education managers to focus attention in the input-process-output framework to achieve success since quality includes quality in people, processes, services and products. Therefore, to ensure constant total quality management in public senior secondary schools, all elements in the input-process-output framework must be of acceptable quality. This suggests that educational inputs (human, fiscal resources and educational facilities) such as quality and quantity of teacher, funding, laboratories, curriculum, school materials, textbooks, teacher/learner ratio, other educational hardware and their software in the right proportion should be adequately and timely provided for quality delivery of education.

Likewise, relevant quality assurance mechanisms such as instructional supervision, staff development, counselling, libraries, and ICT facilities, should be put in place to encourage and ensure high quality in teaching and learning and other educational goals. Also, the organization and checking of learning, the content of what is taught, the hours of teaching, assessment and graduation procedure should be determined. The output should then be evaluated to establish standards and attainment which determine the relevance and fitness. These would give insight in some essential areas: such as the extent to which the students have actually gained knowledge, skills, behaviour, character and attitude expected of them (achievement); percentage number of students who completed their studies and obtained certificate; product satisfaction of societal expectations and customer needs. The feedback or data obtained from the input-process-output would help the educational planners and

managers in the public secondary schools to adjust, re-plan, implement and constantly improve as necessary for high quality result as well as for onward growth and development.

Total quality management (TQM) and management by objectives approaches are adequate spring board very effective for catalyzing quality assurance mechanism within organizations because they have people at the centre of their principles and practices. However, TQM looks beyond the boundaries of an organization and extend prominence to the interest of its clientele (Dare, 2013; Umoru-Onuka, 2001). Akinwumiju and Agabi (2008); Dare, (2013) viewed TQM as a management style that is open, supportive, and group centred. It is a management style programme that is quality-centred, customer-focused, facts-based, team-driven and seminar-led aimed at providing satisfaction to the organizational clientele and the realization of organizational goals/objectives.

Essentially, TQM has the following four major components: total commitment to quality; total commitment to students' satisfaction; total commitment to continuous quality improvement that is always striving for programme improvement; and total commitment of both the programme and teacher to each other. According to Billings (1998, as cited in Dare, 2013), TQM is a comprehensive philosophy of 'living and working in organizations,' for organizational and individual improvement. Its essence, by this definition, is quality improvement. Its application to the education sector was propelled by the fact that educating people was viewed as the same as the business of producing goods and services in an economy. Total quality management (TQM) is applicable both in the industry and in education because both deal with the quality of people and other educational resources.

As reported in Dare (2013) the application of TQM in higher education in the US proved successful because of the positive attitude to its application in the education. It was further discovered that people were aware of the importance of the use of TQM and that TQM enhanced schools' goal achievement. The quality of educational services depends essentially on the quality and ability of the managers. Umoru-Onuka (2001) showed very

clearly that the use of TQM in some Nigerian schools yielded good results and tremendous improved teaching and learning.

Oladipo, Adeosun and Oni (2005) found that total quality management in education system includes quality of inputs, quality of teachers, instruction and evaluation procedures. It is therefore imperative for the management to properly supervise these variables for sustenance. Effective utilization of total quality management strategy is a necessity for the success of educational programme implementation and a way of preventing failure and wastages at all levels in both public and private institutions. Stoner et al. (2006) averred that management is an important input into every human endeavour, public and private secondary school education inclusive. According to him, quality is unlikely to thrive in an environment of poor governance.

Hamdatu, Siddick and Al-Olyan (2013) further mentioned that some scholars inferred that total quality management in education means that an education system is positive when it yields good outputs through the inputs that enhance development and growth in community. Some theorists also have differentiated three aspects of quality namely: output quality, performance quality and design quality. Quality output is seen as obtaining educational product and services in accordance with expected specifications. The quality of performance is seen as doing business according to specific criteria and design quality deals with the design of specifications and characteristics that should be taken into consideration in the planning of the work. Total Quality (TQ) in education deals with the application of a set of standards and procedures that aim at constant improvement in the educational product and services. In addition, it indicates the expected specifications and characteristics in the educational product in processes, as well as the activities through which those specifications can be achieved. Total quality is a part of quality management, providing confidence that quality requirements (need or expectation that is stated, generally implied or obligatory) would be fulfilled (Hamdatu et al., 2013).

It is convincingly evident that attention to total quality management (TQM) is perceived by various experts as one of the most important competitive issues of today and the future. In fact quality is presently regarded as one of the most important ways all managers can add value to products and services to distinguish them in their services. Some managers once held that there was an inevitable trade-off between productivity and quality. Nowadays, however, effective administrators believe that productivity and total quality management are two sides of the same coin, one that can improve profits and promote customer loyalty (Stoner et al., 2006). As Hamdatu et al., (2013) commented, interest in TQM in educational institutions should not aim at making educational institutions, particularly secondary schools facilities – commercial or industrial that only seeks to double their profits by improving their products. School administrators should use TQM as entrance to education, to improve methods of educational management so as to attain product quality (graduates) in order to double benefit the society with all its institutions, groups and individuals in the field of education. Also, as Ibrahim (2003) succinctly stated, quality management should help in creation of healthy competition among all educational institutions in order to achieve the best results that would satisfy all concerned stakeholders.

Empirical Studies on Entrepreneurship Curriculum Implementation, Total Quality Management Strategy and Students' Skills Utilization in Public Senior Secondary Schools

Akande (1999, as cited in Ofoha et al., 2009) investigated the influence of the “present Nigerian curriculum on goals of Nigerian secondary education.” The sample of the study comprised 120 students and t-test statistical analysis was done to see whether there was significant influence of secondary school curriculum on the goals of Nigeria secondary school education. The result of the analysis revealed that there was a positive influence of the curriculum on the goals of Nigeria secondary education. The result indicated that present Nigeria secondary school curriculum met the goals of Nigeria's education.

Adekoya (2004) conducted a study on the “practical skill acquisition, utilization and socio-economic empowerment of youth in Nigeria.” Random sampling technique was used to select the sample of 150 students. The finding showed that youth practical skills acquisition and utilization significantly influenced their socio-economic empowerment in the larger society. It was inferred from the result that the joblessness of the Nigerian youth today stemmed from their non-acquisition and effective utilization of skills. This had further aggravated the youth negative behaviour in the society as many of the problems of youth violence, armed robbery, thuggery, and ethnic-political clashes in Nigeria where youth are found in large numbers could be traced to the high rate of unemployment. The Nigerian educational system is therefore expected to attend to the challenge of equipping the youth with skills for self-employment and wealth creation. This can be accomplished through the effective implementation of the 34 entrepreneurship subjects introduced by the federal government.

In the same vein, the importance of students’ skills utilization has been noted. According to Adeoye and Popoola (2011, as cited in Muicai, 2013), for effective skills utilization, learners must be provided meaningful and appropriate encouragement, opportunity and support for them to use their skills effectively. Yousuf and Ahmed (2005) reported that the educational experiences involving the learners actively participating and utilizing acquired skills are retained longer than abstract experiences. Besides, concrete experiences facilitate learning and the acquisition, retention and utilization of abstract symbols.

Achama and Nwogu (2013) conducted a study on benchmarking for improvement of quality in private schools. The focus of their study was on the role of benchmarking in improving quality in Universal Basic Education Junior Secondary Schools in Rivers State. The sample of their study comprised 250 (51%) out of 490 principals and vice principals from 245 private UBE junior secondary schools in Rivers State. Descriptive and inferential

statistics were used for data analysis of the data collected. The findings showed that benchmarking increased potentials, enabled institutions set standards which no other can beat and educational goals were achieved with benchmarking in UBE junior secondary education.

Conceptual Framework

The background to the review phase of this study succinctly demonstrated that the effective implementation of entrepreneurship curriculum is heavily related to the success of equipping learners in the public senior secondary schools with effective functional skills for utilization as depicted in figure 2:

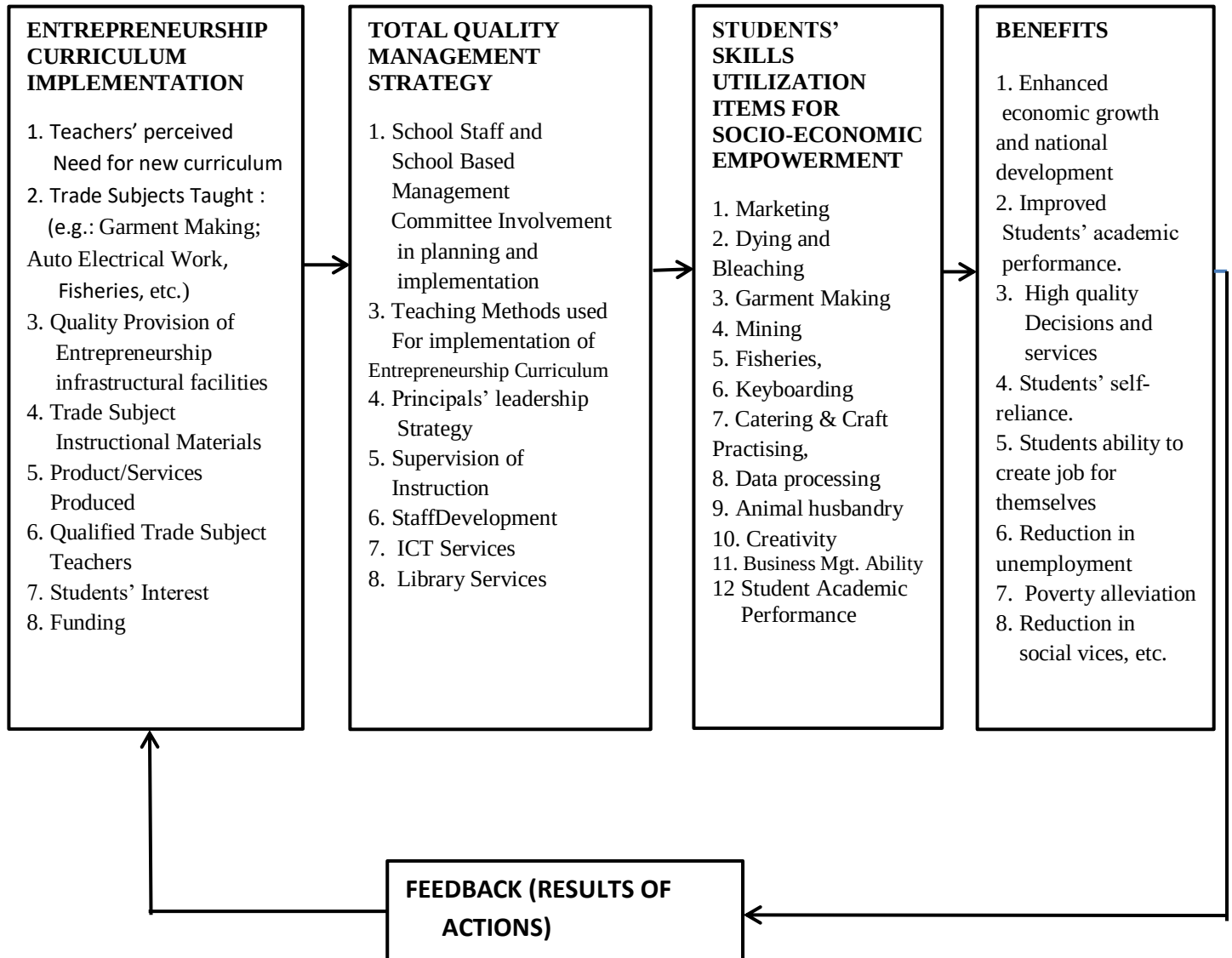


Figure 2: Conceptual Model of Entrepreneurship Curriculum Implementation, Total Quality Management Strategy and Students' Skills Utilization in public senior secondary schools, South-west, Nigeria (Source: Adapted from Obanya [2004a]. *The Dilemma of Education in Africa*, Heinemann Educational Books).

The above conceptual model showed the flows and feedback in the relationship among Entrepreneurship Curriculum Implementation, Total Quality Management Strategy

and Students' Skills Utilization in public senior secondary schools, South-west, Nigeria. From this model, entrepreneurship curriculum package included the entrepreneurship subjects and other relevant elements which when adequately and timely provided would ensure effective implementation and enable students to acquire and utilize skills for self-employment and economic empowerment leading to self-improvement as well as the growth of the economy and national development. Total quality management included school staff/school based management and community involvement in planning and implementation of the curriculum, principals' leadership strategy, supervision of instruction, type of teaching methods used for imparting entrepreneurship skills, staff development practices, ICT services, library services, which undergo transformation processes within the system as they interact in students' skills utilization (operations that alter them). They exit as desired output (improved students' academic and skills acquisition, utilization, enhanced economic growth and national development, high quality decisions and services, self-reliant students, etc.) reflecting the schools' goals that flow out into the environment.

The feedback loop in the figure 2 represented the information gained by school people during the entire process. This information makes it possible for them to oversee the schools' performance and decide whether corrective changes are needed. Consequently, it can be inferred that effective implementation of the entrepreneurship curriculum are likely to positively influence students' skills utilization for self-employment and growth of economy and national development not only in the South-western states but in Nigeria as a whole.

Appraisal of the Literature Reviewed

From the literature reviewed it was established that effective entrepreneurship curriculum implementation and employment of total quality management strategy are important to excellent students' skills' utilization for self-reliance and economic growth achievement. From a wider perspective, trade/entrepreneurship curriculum implementation included skills, methods, techniques and game plans used by principals and other

administrative official to promote and sustain active execution of the 34 entrepreneurship subjects (e.g. auto body repair and spray painting, auto electrical work, welding and fabrication engineering craft practice, radio, TV and electrical work, plumbing, carpentry and joinery, data processing, cosmetology, etc.). The achievement was measured by qualitative administration, teaching, learning and high students' skill utilization attainment. The empirical studies reviewed pointed to the relationship among the three variables of this study - entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization. The literature reviewed identified various submissions on the characteristics of effective curriculum implementation. It also revealed that there is a paucity of current research on the topic of this study.

Additionally, the literature reviewed indicated that the ultimate focus of any educational institution including public secondary schools is the attainment of the goals and objectives of education. In the context of this study, this was measured using standardized final secondary schools examination conducted by the West African Examination Council (WAEC). Today, the students' academic performance including their skills utilization for self-reliance and self-employment justifies stakeholders' need for continual support for the development of public secondary schools. From the literature reviewed, it was indicative that existing literature was focused more on the nature of curriculum implementation and various factors that affected its effectiveness. Minimal attention was given to the root cause of the problem facing Nigerian youths who after graduation from secondary schools find themselves idle and unable to contribute to nation building. This was the premise of this study. The uniqueness of the present investigation lied in the fact that it was carried out in the public senior secondary schools setting in South-west, Nigeria. This was an attempt to close the gap that had been created by previous researchers that investigated only tertiary or private institutions in their various locales.

CHAPTER THREE

RESEARCH METHOD

The study aimed at investigating the entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in South-west, Nigeria. The main thrust of this chapter, however, was to describe the procedure that was employed in gathering and analyzing the data for the study. It was presented under the following sub-headings:

Research Design

Population, Sample and Sampling Technique

Procedure for Data Collection

Data Analysis Technique

Research Design

The research design that was adopted for this study was a descriptive survey of a correlational type, carried out "ex-post facto" as it involved the collection of extensive and cross-sectional data from the representative samples of the population for the purpose of describing and interpreting the existing situation under study (Ofoha et al., 2009; Best & Kahn, 2005). The descriptive survey of correlational type was deemed appropriate for this study because it allowed the researcher to examine and to describe the extent of relationship that could exist among the three constructs which were entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization.

Population, Sample and Sampling Technique

The population for this study comprised 13,225 participants from all the 2,645 Public Senior Secondary Schools (PSSS) spread across the six states (Ekiti, Ondo, Osun, Ogun, Oyo and Lagos) in South-west, Nigeria. However, using Krejcie and Morgan's Table for determining sample size (Manno, 2013), 338 schools out of 2,645 public senior secondary

schools were selected. Then in order to select representative samples considered to be conversant with the current curriculum implementation issues and that were able to supply the relevant information needed for the study, purposive sampling technique was used to select (one principal, one vice-principal [academic], one Head of Department {HOD}[Entrepreneurship] and two entrepreneurship subject teachers = five participants each, making a total of 1,690 out of 13,225 participants) drawn from the selected 338 (13%) out of 2,645 public senior secondary schools, South-west, Nigeria. The analyses of the sampled schools and participants were as shown in Tables 1 and 2.

Table 1

<i>School Sampled Size</i>				
S/No.	State	L. G. A.	No. of Senior Secondary Schools	Sample Size
1.	Ekiti	16	192	25
2.	Lagos	20	645	82
3.	Ondo	18	301	39
4.	Osun	30	582	74
5.	Ogun	20	473	60
6.	Oyo	33	452	58
Total		137	2645	338.0

Source: Researcher's field work.

Table 2

<i>Selected Sample from the Population</i>			
S/No	Participants	Population	Sample Size
1.	Principals	2,645	338
2.	Vice-Principals (Academic)	2,645	338
3.	HOD (Entrepreneurship)	2,645	338
4.	Entrepreneurship Subject Teachers	5,290	676
Total		13,225	1,690

Source: Researcher's field work.

Instrumentation

In this study, three types of instruments were used. The first type of instrument was a researcher designed checklist labeled “Entrepreneurship Curriculum Implementation and Student Skills Utilization Checklist” (ECISSUC). This was responded to by the five selected study participants (one principal, one vice-principal [academic], one Head of Department [HOD] entrepreneurship and two entrepreneurship subject teachers) of the sampled schools. The second type of instrument comprised two researcher designed questionnaires. The first questionnaire was titled “Entrepreneurship Curriculum Implementation Questionnaire” (ECIQ) and the second questionnaire was titled “Total Quality Management Strategy Questionnaire” (TQMSQ). These instruments were used to collect germane information on entrepreneurship curriculum implementation, total quality management strategy and students skills utilization issues respectively. The questionnaires consisted of three major sections, A, B & C. Section A was designed to obtain relevant demographic data of the participants while the sections B and C consisted of questions and item of statements which were responded to by study participants as stated earlier.

The third type of instrument was a WAEC standardized Students’ Academic Pro-forma (SAP) which was used to collect the trade/entrepreneurship results of the students in senior school certificate examination for three consecutive years (2014, 2015 & 2016). The answers to the questions sought for on the checklist were indicated by checking yes or no by the study participants.

This study contained two categories of variables namely, the independent and the dependent variables. The independent variables were entrepreneurship curriculum implementation and total quality management strategy while the dependent was students’ skills utilization. The variables being qualitative in nature were measured at interval level.

Four-point Likert response scale was used for the questionnaires thus: strongly agree (SA) = 4 points; agree (A) = 3 points; disagree (D) = 2 points; strongly disagree (SD) = 1 point.

Validity

In order to ascertain, the face and content validity of the instruments used for data collection for the study, copies of (ECI/SSUC), (ECIQ) and (TQMSQ) were given to the supervisor as well as two other experts in the field of Educational Management and two experts in the field of Educational Measurement and Evaluation, University of Ilorin, Ilorin. The face validity was also determined by the practitioners, that was the principals, other administrative practitioners and teachers. The final draft that emerged after all suggested corrections were effected used for the study.

Reliability

The reliability of the instrument was ascertained through a test re-test method that was carried out on 10 public senior secondary schools which were excluded from the main study within a time interval of two weeks. This was done in order to establish the reliability of the questionnaires and checklist that were used. The data gathered were subjected to Pearson Product-Moment Correlation Statistic and were tested at .05 significance level. Pearson Product Moment Correlation was used to correlate the two sets of scores because it was the most appropriate measure of relationship when two sets of data were being correlated and the data represented either interval or ratio scales. The co-efficient obtained greatly determined the reliability of the instruments. They were .65, .67 and .69 for ECISSUC, ECIQ and TQMSQ respectively. The WAEC standardized results for three consecutive years and the percentage scores from the checklist were used for students' skills utilization. These were considered adequate to establish the reliability of the instrument.

Procedure for Data Collection

The researcher and two trained research assistants went to the respective selected public senior secondary schools and Ministry of Education in the South-western States of

Nigeria to administer the two sets of questionnaires and checklist as well as collected results of SSCE for three years (2014, 2015 & 2016) on students' academic performance. The questionnaires and checklist were administered on the participants by the researcher and the two trained research assistants. In order to avoid unnecessary delay, an introductory letter was collected from the Department to all the secondary school principals and Ministry of Education officials that were used for this study.

Data Analysis Technique

Statistical Packages for Social Sciences (SPSS, 2014 versions) were used to carry out all the analyses in the research work. Inferential and descriptive statistics were used to analyze the data for the study. Frequency counts and percentages were used to answer the research questions, while the hypotheses formulated were tested using correlational inferential statistics. The main hypothesis was tested using stepwise multiple regression analysis and operational hypotheses were tested using the Pearson product moment-correlation (PPMC) statistic as well as multiple regression showing the predictors of students' skills utilization. The hypotheses were either accepted or rejected at .05 alpha level of significance.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter focused on the analysis of the data collected for the study. The chapter also contained answers to the research questions asked as well as discussion of results.

Answering Research Questions

RQ₁:What is the level of implementation of the 34 entrepreneurship subjects in public senior secondary schools, South-west, Nigeria?

To answer this research question, the data obtained from the responses of the research participants from the 338 sampled schools were subjected to descriptive analysis and the result is presented as follows:

Table 3

Level of Implementation of the 34 Entrepreneurship Subjects

	High		Low		Total	
	N	%	N	%	N	%
Ekiti	55	44.0	70	56.0	125	100.0
Lagos	0	0.0	410	100.0	410	100.0
Ogun	87	29.0	213	71.0	300	100.0
Ondo	96	49.2	99	50.8	195	100.0
Osun	131	35.5	238	64.5	369	100.0
Oyo	106	36.4	185	63.6	291	100.0
Total	475	28.1	1215	71.9	1690	100.0

Source: Researcher's Fieldwork, 2017

Table 3 shows that 475 (28.1%) of the 1,690 participants indicated high level of implementation of the 34 entrepreneurship subjects in public senior secondary schools in South-west, Nigeria, while 1215 (71.9%) recorded low level of implementation of the entrepreneurship subjects. Analysis of the responses on state basis revealed that the level of implementation of the 34 entrepreneurship subjects in public senior secondary schools in South-west, Nigeria, was very low.

RQ₂: What is the extent of teachers' perception of the need for the new curriculum in the public senior secondary schools, South-west, Nigeria?

In order to answer this research question, responses of the teachers to items on the checklist were collated. The data collected from the study were analyzed as shown in Table 4.

Table 4

Level of Teachers' Perception of the Need for the New Curriculum

S/N	ITEMS	YES		NO		$\bar{X}$
		N	%	N	%	
1.	Do teachers in this school see the need for the new curriculum?	1497	88.6	192	11.4	1.89
2.	The curriculum changes are not unduly complex when explained to teachers.	1408	83.3	282	16.7	1.83
3.	Do you think the curriculum provides learners with sufficient knowledge and practical skills to start their own business?	1112	65.8	578	34.2	1.65

Source: Researcher's Fieldwork, 2017

Findings on the extent of teachers' perception of the need for the new curriculum in the public senior secondary schools in South-west Nigeria in Table 4 reveals that 1497 (88.6%) respondents agreed while 192 (11.4%) disagreed. The analysis also shows that 1408 (83.3%) agreed that the curriculum changes are not unduly complex when explained to teachers while 282 (16.7) disagreed. In addition, 1112 (65.8%) of the total sample agreed that curriculum provides learners with sufficient knowledge and practical skills to start their own business while 578 (34.2%) disagreed. Results on Table 4 show a wide gap between the 'agreed' and 'disagreed' responses. Also, using a cut-off mean score of 1.50 for the rating scale, all the items had mean scores above the cut-off mean. This is an indication that the extent or level of teachers' perception of the need for the new curriculum in the public senior secondary schools in South-west Nigeria is high.

RQ₃: What is the level of availability of qualified entrepreneurship subject teachers in public senior secondary schools, South-west, Nigeria?

Responses to the question on the level of availability of qualified entrepreneurship subject teachers of the respondents were collated and the summary is presented in Table 5.

Table 5

Level of availability of qualified entrepreneurship subjects teachers

S/N	ITEMS	SA	A	D	SD	$\bar{X}$
1.	There are enough academically/professionally qualified teachers to teach the entrepreneurship subjects to students.	416 (24.6%)	454 (26.9%)	608 (36.0%)	212 (12.5%)	2.64
2.	Teachers' academic/professional qualification influence the students' academic and skills utilization.	370 (21.9%)	1068 (63.2%)	166 (9.8%)	86 (5.1%)	3.02
3.	Teachers with first degree and above, academically and professionally, are more effective in the classroom and laboratories.	572 (33.8%)	852 (50.4%)	168 (9.9%)	98 (5.8%)	3.12
4.	Teachers' quality is determined by their qualifications.	198 (11.7%)	844 (49.9%)	476 (28.2%)	172 (10.2%)	2.63
5.	Teachers with first degree and above demonstrate good mastery of the subject matter.	334 (19.8%)	1029 (60.9%)	206 (12.6%)	121 (7.2%)	2.93
6.	Teacher with teaching qualifications teach the students better.	596 (35.3%)	890 (52.7%)	130 (7.7%)	74 (4.4%)	3.19
7.	Teachers with teaching qualification evaluate their students better.	616 (36.4%)	940 (55.6%)	60 (3.6%)	74 (4.4%)	3.24
8.	Students' academic performance and skills utilization reflect the quality of the teachers.	367 (21.7%)	1052 (62.2%)	173 (10.2%)	98 (5.5%)	3.00

Source: Researcher's Fieldwork, 2017

From Table 5 above, 416 (24.6%) participants of the total sample strongly agreed that there are enough academically/professionally qualified teachers to teach the entrepreneurship subjects to students, 454 (26.9%) agreed, 608 (36%) disagreed and 212 (12.5%) strongly

disagreed. On whether teachers' academic/professional qualification influenced the students' academic and skills utilization, 370 (21.9%) strongly agreed, 1068 (63.2%) agreed, 166 (9.8%) disagreed and 86 (5.1%) strongly disagreed, 572 (33.88%) respondents strongly agreed that teachers with first degree and above academically and professionally are more effective in the classroom and laboratories, 852 (50.4%) agreed, 168 (9.9%) disagreed, 98 (5.8%) strongly disagreed. 198 (11.7%) respondents strongly agreed that teachers' quality is determined by their qualifications, 844 (49.9%) agreed, 476 (28.2%) disagreed and 172 (10.2%) strongly disagreed. On whether teachers with first degree and above demonstrate good mastery of the subject matter, 334 (19.8%) strongly agreed, 1029 (60.9%) agreed, 206 (12.6%) disagreed while 121 (7.2%) strongly disagreed. 596 (35.3%) respondents strongly agreed that teachers with teaching qualifications teach the students better, 890 (52.7%) agreed, 130 (7.7%) disagreed and 74 (4.4%) strongly disagreed. On whether teachers with teaching qualification evaluate their students better, 616 (36.4%) strongly agreed, 940 (55.6%) agreed, 60 (3.6%) disagreed and 74(4.4%) strongly disagreed. 367(21.7%) respondents strongly agreed that students' academic performance and skills acquisition reflect the quality of the teachers, 1052 (62.2%) agreed, 173 (10.2%) disagreed and 98 (5.5%) strongly disagreed. Results on Table 5 show a wide gap between the 'agreed' and 'disagreed' responses. Also, with a cutoff mean score of 2.50 for the scale, all the items had mean scores above the cutoff mean score. This implies that the level of availability of qualified trade subject teachers in public senior secondary schools in South-west, Nigeria was high.

RQ4: What is the level of availability of infrastructural facilities in public senior secondary schools, South-west, Nigeria?

To answer this question, responses of the research participants were collated and the data collected from the study were analyzed as shown in Table 6.

Table 6

Level of Availability of Infrastructural Facilities

S/N	ITEMS	YES		NO		$\bar{X}$
		N	%	N	%	
1.	Adequate school library facilities?	478	28.3	1212	71.7	1.28
2.	Well-equipped ICT laboratories?	595	35.2	1095	64.8	1.35
3.	Free access to ICT facilities?	529	31.3	1161	68.7	1.31
4.	Adequate infrastructural facilities?	474	28.0	1216	72.0	1.28
5.	Well-equipped practical workshops for all entrepreneurship subjects offered in the school?					
		529	31.3	1161	68.7	1.31

Source: Researcher's Fieldwork, 2017

Table 6 presents the infrastructural facilities available in public senior secondary schools in South-west, Nigeria. The result shows that 478 (28.3%) respondents reported adequacy of school library facilities while 1212 (71.7%) disagreed. As regards well-equipped ICT laboratories, 595 (35.2%) agreed and 1095 (64.8%) disagreed. On whether there is free access to ICT facilities, 529 (31.3%) agreed and 1161 (68.7%) disagreed. 474 (28%) respondents indicated adequacy of infrastructural facilities while 1216 (72%) disagreed. On whether there are well-equipped practical workshops for all entrepreneurship subjects offered in the school, 529 (31.3%) agreed, 1161 (68.7%) disagreed. Results on Table 6 reveals a wide gap between the 'yes' and 'no' responses in a negative direction. Also, using a cutoff mean score of 1.50 for the rating scale, the entire item had mean scores below the cutoff mean score. This implies that school library facilities, well-equipped ICT facilities and well-

equipped practical workshops for entrepreneurship subjects are infrastructural facilities available in public senior secondary schools in South-west, Nigeria but at a very low level.

RQ₅: What is the level of availability of entrepreneurship subject instructional materials in public senior secondary schools, South-west, Nigeria?

Table 7

Level of Availability of Entrepreneurship Subject Instructional Materials

S/N	ITEMS	YES		NO		$\bar{X}$
		N	%	N	%	
1	Availability of relevant textbooks for entrepreneurship subjects?	609	36.0	1081	64.0	1.36
2	Lesson notes and lesson plan books for entrepreneurship subject teachers' usage?	1138	67.3	552	32.7	1.67
3	Adequate instructional materials?	605	35.8	1085	64.2	1.36
4	Current books in all entrepreneurship subjects placed in the library?	399	23.6	1291	76.4	1.24
5	Following the library procedure, relevant books are released to staff and students on loan for usage?	705	41.7	985	58.3	1.42

Source: Researcher's Fieldwork, 2017

Table 7 presents level of availability of entrepreneurship subject instructional materials. The result reveals that 609 (36%) of the total sample agreed on the availability of relevant textbooks for entrepreneurship subjects while 1081 (64%) disagreed. On the provision of lesson notes and lesson plan books for entrepreneurship subject teachers' usage, 1138 (67.3%) agreed and 552 (32.7%) disagreed. 605 (35.8%) respondents agreed on the adequacy of instructional materials while 1085 (64.2%) disagreed. 399 (23.6%) respondents agreed that current books in all entrepreneurship subjects placed in the library current books in all entrepreneurship subjects placed in the library while 1291 (76.4%) disagreed. On whether relevant books are released to staff and students on loan for usage, 705 (41.7%)

agreed while 985 (58.3%) disagreed. Results on Table 7 further reveal a wide gap between the ‘agreed’ and ‘disagreed’ responses in a negative direction. Also, with a cutoff mean score of 1.50 for the rating scale, only ‘availability of lesson notes and lesson plan books for entrepreneurship subject teachers’ usage’ had mean score above the cutoff mean. This is an indication that the level of availability of entrepreneurship subject instructional materials is low.

RQ₆: What is the level of students’ academic performance in the 18 entrepreneurship

Subject taught in public senior secondary schools, South-west, Nigeria from 2014-2016?

Study participants’ responses were collated and the analysis is presented in Table 8.

Table 8

Students’ Academic Performance in Entrepreneurship Subjects Taught

YEAR	NO. REGISTERED	A1 - B3		C4 - C6		D7 - E6		FAILURE	
		N	%	N	%	N	%	N	%
2014	50148	8730	17.4	16061	32.0	9068	18.1	16034	32.0
2015	53631	10985	20.5	14373	26.8	9950	18.6	9950	33.4
2016	47286	10994	23.2	13838	29.3	8262	17.5	13622	28.8

Source: Researcher’s Fieldwork, 2017

Table 8 presents the performance of students in entrepreneurship subjects taught in public senior secondary schools in South-west, Nigeria. The result shows that 8730 (17.4%) students of the total enrolment of students for entrepreneurship subjects in 2014 had distinction, 16061 (32%) had credit, 9068 (18.15) passed while 16034 ((32%) failed. In 2015, 20.5% of the total enrolment obtained distinction, 26.8% had credit, 18.6% passed and 33.4% failed. It further reveals that 23.2% of students’ enrolment for entrepreneurship had distinction, 29.3% had credit, 17.5% passed while 28.8% failed.

RQ₇: What is the extent of students' interest in entrepreneurship subjects in public senior secondary schools, South-west, Nigeria?

To answer this research question, responses of the participants to items on the questionnaires were collated. The data collected from the study were analyzed as shown in Table 9.

Table 9

Extent of Students' Interest in Entrepreneurship Subjects

S/N	ITEMS	SA	A	D	SD	$\bar{X}$
1.	Students are interested in offering entrepreneurship subjects.	460 (27.2%)	1064 (63.0%)	93 (5.5%)	73 (4.3%)	3.13
2.	Students are only interested in the practical aspect of entrepreneurship subjects.	260 (15.4%)	899 (53.2%)	438 (25.9%)	93 (5.5%)	2.78
3.	Majority of the students have acquired the skills and are ready to create job for themselves.	258 (15.3%)	954 (56.4%)	345 (20.4%)	133 (7.9%)	2.79
4.	Students do not like the theoretical aspect of entrepreneurship subjects.	156 (9.2%)	741 (43.8%)	592 (35.0%)	201 (11.9%)	2.50

Source: Researcher's Fieldwork, 2017

Table 9 shows that 460 (27.2%) of the total sample strongly agreed that students are interested in offering entrepreneurship subjects, 1064 (63%) agreed, 93 (5.5%) disagreed and 73 (4.3%) strongly disagreed. On whether students are only interested in the practical aspect of entrepreneurship subjects, 260 (15.4%) respondents strongly agreed, 899 (53.2%) agreed, 438 (25.9%) disagreed and 93 (5.5%) strongly disagreed. 258 (15.3%) respondents strongly agreed that majority of the students have acquired the skills and are ready to create job for themselves, 954 (56.4%) agreed, 345 (20.4%) disagreed and 133 (7.9%) strongly disagreed. Regarding students' dislike for theoretical aspect of entrepreneurship subjects, 156 (9.2%) respondents strongly agreed, 741 (43.8%) agreed, 592 (35%) disagreed and 201 (11.9%)

strongly disagreed. Results on Table show a wide disparity between the ‘agreed’ and ‘disagreed’ responses in a positive direction. Also, using a cutoff mean score of 2.50 for the rating scale, all the items had mean scores above the cutoff mean. This implies that extent of students’ interest in entrepreneurship subjects in public senior secondary schools in South-west, Nigeria is high.

RQ₈: What type of teaching methods is used in implementing the entrepreneurship curriculum in public senior secondary school, South-west, Nigeria?

In order to answer this research question, responses of the participants to items on the questionnaire were collated. The data collected from the study were analyzed as shown in Table 10.

Table 10

Type of Teaching Methods Used in Implementing the Entrepreneurship Curriculum

S/N	ITEMS	SA	A	D	SD	$\bar{X}$
1.	Teachers use more theoretical approach than practical demonstration in the implementation of the curriculum.	236 (14.0%)	831 (49.2%)	432 (25.6%)	191 (11.3%)	2.66
2.	Students are exposed to regular entrepreneurship workshop practice.	225 (13.3%)	457 (27.0%)	788 (46.6%)	220 (13.0%)	2.41
3.	Entrepreneurship teachers teach with the aid of computers.	96 (5.7%)	787 (46.6%)	506 (29.9%)	301 (17.8%)	2.40
4.	Computers and other network facilities such as the internet are installed for the use of both staffs and students.	224 (13.3%)	764 (45.2%)	412 (24.4%)	290 (17.2%)	2.55

Source: Researcher’s Fieldwork, 2017

Findings on the type of teaching methods used in implementing entrepreneurship curriculum in public senior secondary schools in South-west, Nigeria show that 236 (14%) of the total sample strongly agreed that teachers use more theoretical approach than practical demonstration in the implementation of the curriculum, 831 (49.2%) agreed, 432 (25.6%) disagreed and 191 (11.3%) strongly disagreed. On whether students are exposed to regular entrepreneurship workshop practice, 225 (13.3%) strongly agreed, 457 (27%) agreed, 788

(46.6%) disagreed and 220 (13%) strongly disagreed. 96 (5.7%) respondents strongly agreed that entrepreneurship teachers teach with the aid of computers, 787 (46.6%) agreed, 506 (29.9%) disagreed and 301 (17.8%) strongly disagreed. On whether computers and other network facilities such as the internet are installed for the use of staffs and students, 224 (13.3%) strongly agreed, 764 (45.2%) agreed, 412 (24.4%) disagreed and 290 (17.2%) strongly disagreed. The result further reveals a wide gap between the 'agreed' and 'disagreed' responses. Also, using a cutoff mean score of 2.50 for the rating scale, only items 1 and 4 had mean scores above the cutoff mean. This implies that, despite the installation of computers and other network facilities such as the internet for the use of both staffs and students, entrepreneurship subject teachers still use more of theoretical approach than practical demonstration in the implementation of the curriculum.

RQ₉: What products and services have students made and marketed on their own while in school in public senior secondary schools, South-west, Nigeria?

Responses to the items on the products and services made and marketed by the students while in school were collated and the analysis is presented in Table 11.

Table 11*Products and Services Made and Marketed by Students While in School*

S/N	ITEMS	N	%	Rank
1.	Tie & Dye	660	39.1	1 st
2.	Catering craft practices	494	29.2	2 nd
3.	Others	455	26.9	3 rd
4.	Farm produce	441	26.1	4 th
5.	Soap making	419	24.8	5 th
6.	Garment	291	17.2	6 th
7.	Fisheries	278	16.4	7 th
8.	Photography	140	8.3	8 th
9.	Weaving	131	7.8	9 th
10.	Auto body repair	98	5.8	10 th
11.	Electrical installation & maintenance	76	4.5	11 th
12.	Acting	73	4.3	12 th
13.	Plumbing & pipe fitting	53	3.1	13 th

Source: Researcher's Fieldwork, 2017

Table 11 presents products and services made and marketed by students while in school. The result shows that tie & dye (39.1%) ranked first among the products and services produced and marketed by students while in school, closely followed by catering craft practices (29.2%), other products and services (26.9%), farm produce (26.1%), soap making (24.8%), garment (17.2%), fisheries (16.4%), photography (8.3%), weaving (7.8%), auto body repair (5.8%), electrical installation & maintenance (4.5%), acting (4.3%) while plumbing & pipe fitting (3.1%) was the least in the ranking order.

RQ₁₀: What are the perceived challenges of the inclusion and implementation of the 34 entrepreneurship subjects into the curriculum of public senior secondary schools in South-west, Nigeria?

In order to answer this research question, responses of the study participants to items on the questionnaires were collated. The data collected from the study were analyzed as shown in Table 12.

Table 12

Perceived Challenges of the Inclusion and Implementation of the 34 Entrepreneurship Subjects into the Curriculum

S/N	ITEMS	SA	A	D	SD	$\bar{X}$
1.	Qualified entrepreneurship subject teachers	434 (25.7%)	893 (52.9%)	248 (14.7%)	117 (6.9%)	2.98
2.	Students' interest on entrepreneurship subjects	284 (16.8%)	915 (54.1%)	367 (21.7%)	125 (7.4%)	2.80
3.	Funding of entrepreneurship subjects	112 (6.6%)	475 (28.1%)	741 (43.8%)	362 (21.4%)	2.19
4.	School staff and community involvement	156 (9.3%)	867 (51.3%)	485 (28.7%)	182 (10.7%)	2.59
5.	Principals' leadership strategy	325 (19.2%)	1057 (62.5%)	234 (13.8%)	75 (4.4%)	2.97
6.	Supervision of instruction	264 (15.6%)	1086 (64.2%)	240 (14.2%)	100 (5.9%)	2.90
7.	Training and staff development	146 (8.7%)	776 (45.9%)	492 (29.1%)	276 (16.3%)	2.48
8.	ICT services	183 (10.8%)	761 (45.0%)	464 (27.5%)	284 (16.8%)	2.50
9.	Library services	133 (7.8%)	691 (40.9%)	588 (34.8%)	279 (16.5%)	2.40

Source: Researcher's Fieldwork, 2017

From the analysis in Table 12 on the perceived challenges of the inclusion and implementation of the 34 trade/entrepreneurship subjects into the curriculum of public senior secondary schools in South-west, Nigeria, 434 (25.7%) strongly agreed that availability of qualified entrepreneurship subject teachers constitutes a challenge to the inclusion and implementation of the trade/entrepreneurship curriculum in public senior secondary schools in South-west, Nigeria, while 893 (52.9%) agreed, 248 (14.7%) disagreed and 117 (6.9%) strongly disagreed. As regards students' interest on entrepreneurship subjects, 284 (16.8%)

strongly agreed, 915 (54.1%) agreed, 367 (21.7%) disagreed and 125 (7.4%) strongly disagreed. On funding of entrepreneurship subjects, 112 (6.6%) strongly agreed, 475 (28.1%) agreed, 741 (43.8%) disagreed and 362 (21.4%) strongly disagreed. Concerning school staff and community involvement in entrepreneurship subjects, 156 (9.3%) strongly agreed, 867 (51.3%) agreed, 485 (28.7%) disagreed and 182 (10.7%) strongly disagreed. As regard principals' leadership strategy, 325 (19.2%) strongly agreed, 1057 (62.5%) agreed, 234 (13.8%) disagreed, and 75 (4.4%) strongly disagreed. 264 (15.6%) respondents strongly agreed on supervision of instruction, 1086 (64.2%) agreed, 240 (14.2%) disagreed and 100 (5.9%) strongly disagreed. As regards training and development, 146 (8.7%) strongly agreed, 776 (45.9%) agreed, 492 (29.1%) disagreed and 276 (16.3%) strongly disagreed. On whether ICT services is a challenge to the inclusion and implementation of the 34 trade subjects into the curriculum of public senior secondary schools in South-west, Nigeria, 183 (10.8%) strongly agreed, 761 (45%) agreed, 464 (27.5%) disagreed and 284 (16.8%) strongly disagreed. On library services, 133 (7.8%) respondents strongly agreed, 691 (40.9%) agreed, 588 (34.8%) disagreed and 279 (16.5%) strongly disagreed. Results in Table 12 further show a wide gap between the 'agreed' and 'disagreed' responses. Also, using a cutoff mean score of 2.50 for the rating scale, all the items had mean scores above 2.50 except funding of entrepreneurship subjects, training and staff development, library services. This is an indication that qualified entrepreneurship subjects teachers, principals' leadership strategies, supervision of instruction, improper funding, school staff and community development, and ICT services are perceived challenges of the inclusion and implementation of the 34 entrepreneurship subjects into the curriculum of public senior secondary schools in South-west, Nigeria.

Hypotheses Testing

The main hypothesis was analyzed using multiple regression procedure. The ten operational hypotheses generated for the study were tested using Pearson Product-moment coefficient of correlation(r) as well as multiple regression at .05 level of significance.

Main Hypothesis

Ho: There is no significant relationship among entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in public senior secondary schools in South-west, Nigeria.

Table 13

Entrepreneurship Curriculum Implementation, Total Quality Management Strategy and Students' Skills Utilization

	Entrepreneurship curriculum implementation	Total quality management	Students' skills utilization
Entrepreneurship curriculum implementation	1.000	0.621**	0.556**
Total quality management		1.000	0.536**
Students' skills utilization			1.000

** $p < .05$, $N = 1690$: Source: Researcher's Fieldwork, 2017

Table 13 presents the relationship among entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in public senior secondary schools in South-west, Nigeria. The result reveals that there is significant relationship between entrepreneurship curriculum implementation and total quality management ($r = 0.621$; $p < .05$). Similarly, the correlation between entrepreneurship curriculum implementation and students' skills utilization ($r = 0.556$; $p < .05$), total quality management and students' skills utilization ($r = 0.536$; $p < .05$) is statistically significant at 95% confidence level in each case.

Operational Hypotheses

Ho₁: There is no significant relationship between teachers' perception of the need for the new entrepreneurship curriculum and students' skills utilization in public senior secondary schools, South-west, Nigeria.

Table 14

Teachers' Perception of the Need for the New Curriculum and Students' Skills Utilization

Variables	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Teachers' Perception of the Need for the New Curriculum	1690	6.56	1.08			Ho ₁ Rejected
				0.502**	0.000	
Students' Skills Utilization	1690	29.37	4.90			

****p<.05:** Source: Researcher's Fieldwork, 2017

The result in Table 14 shows that there is significant, moderate and positive relationship between teachers' perception of the need for the new curriculum and students' skills utilization in public senior secondary schools in South-west, Nigeria (calculated r-value of 0.502** > p-value of 0.000) at .05 level of significance. Therefore, the null hypothesis which stated that there was no significant relationship between teachers' perception of the need for the new entrepreneurship curriculum and students' skills utilization was rejected.

Ho₂: There is no significant relationship between level of availability of qualified entrepreneurship subject teachers by state and students' academic performance in public senior secondary schools, South-West, Nigeria.

Table 15

Qualified Entrepreneurship Subject Teachers by State and Students' Academic Performance

Variables	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Qualified Entrepreneurship Subject Teachers	1690	23.77	4.38	0.495**	0.000	Ho ₂ Rejected
Students' Academic performance	1690	29.37	4.90			

****p<.05:** Source: Researcher's Fieldwork, 2017

Table 15 reveals that there is statistical significant, moderate and positive relationship between the academic qualification of entrepreneurship subject teachers and students' academic performance in public senior secondary schools in South-West, Nigeria ($r = 0.495$; $p < .05$). The null hypothesis that there was no significant relationship between academic qualification of entrepreneurship subject teachers and students' academic performance in public senior secondary schools in South-west, Nigeria was rejected.

Ho₃: There is no significant relationship between level of availability of entrepreneurship subjects' infrastructural facilities and students' academic performance in public senior secondary schools, South-west, Nigeria.

Table 16

Entrepreneurship Subjects' Infrastructural Facilities and Students' Academic Performance

Variables	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Entrepreneurship Subjects Infrastructural Facilities	1690	42.63	9.93	0.631*	0.000	Ho ₃ Rejected
Students' Skills Utilization	1690	29.37	4.90			

***p<.05:** Source: Researcher's Fieldwork, 2017

Table 16 reveals that there is statistical significant, high and positive relationship between availability of entrepreneurship subjects' infrastructural facilities and students' skills utilization in public senior secondary schools in South-west, Nigeria ($r=0.631$; $p<.05$). Thus, the null hypothesis which stated that there was no significant relationship between availability of entrepreneurship subjects' infrastructural facilities and students' skills utilization was rejected.

Ho₄: There is no significant relationship between level of availability of entrepreneurship subject instructional materials and students' academic performance in public senior secondary schools in South-west, Nigeria.

Table 17

Entrepreneurship Subject Instructional Materials and Students' Academic Performance

Variables	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Entrepreneurship Subject Instructional Materials	1690	7.93	1.73	0.318**	0.000	Ho ₄ Rejected
Students' Academic Performance	1690	1.27	0.48			

****p<.05:** Source: Researcher's Fieldwork, 2017

As revealed in Table 17, there is significant, low but positive relationship between availability of entrepreneurship subject instructional materials and students' academic performance ($r=0.318$; $p<.05$). To this effect, the null hypothesis which stated that there was no significant relationship between level of availability of entrepreneurship subject instructional materials and students' academic performance in public senior secondary schools in South-west, Nigeria was rejected.

Ho₅: There is no significant relationship between entrepreneurship subjects taught and students' academic performance in public senior secondary schools in South-west, Nigeria.

Table 18

Entrepreneurship Subjects Taught and Students' Academic Performance

Variables	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Entrepreneurship subjects taught	1690	4.90	2.29			Ho ₅
Students' Academic Performance	1690	29.37	4.90	0.352**	0.000	Rejected

***p<.05:** Source: Researcher's Fieldwork, 2017

Cursory look at Table 18 reveals that the relationship between entrepreneurship subjects taught and students' academic performance is low, but positive statistically at .05 level of significance. Consequently, the null hypothesis which stated that there was no significant relationship between entrepreneurship subjects taught and students' academic performance in public senior secondary schools in South-west, Nigeria was rejected.

Ho₆: There is no significant relationship between students' interest and their academic performance in public senior secondary schools in South-west, Nigeria.

Table 19

Students' Interest and Their Academic Performance

Variables	N	$\bar{X}$	SD	Cal.r-Value	p-value	Decision
Students' Interest	1690	11.21	2.04	0.707**	0.000	Ho ₆
						Rejected
Academic Performance	1690	1.27	0.48			

**p<.05: Source: Researcher's Fieldwork, 2017

Table 19 reveals that that there is significant, high positive relationship between students' interest and their academic performance ($r=0.707$; $p<.05$). Therefore, the null hypothesis that stated there was no significant relationship between students' interest and their academic performance in public senior secondary schools in South-west, Nigeria was rejected.

Ho₇: There is no significant relationship between type of teaching methods used in implementing entrepreneurship curriculum and students' academic performance in public senior secondary schools in South-west, Nigeria.

Table 20

Type of Teaching Methods Used in Implementing Entrepreneurship Curriculum and Students' Academic Performance

Variables	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Type of teaching method used in implementing entrepreneurship curriculum	1690	13.40	2.09	0.374**	0.000	Ho ₇
						Rejected
Students' academic performance	1690	29.37	4.90			

*p<.05: Source: Researcher's Fieldwork, 2017

Table 20 reveals that there is statistical significant, low and positive relationship between type of teaching method used in implementing the entrepreneurship curriculum and students' skills utilization ($r = 0.374$; $p < .05$). Therefore, the null hypothesis which stated that there was no significant relationship between type of teaching methods used in implementing the entrepreneurship curriculum and students' skills utilization in public senior secondary schools in South-west, Nigeria was rejected.

Ho₈: There is no significant relationship between products made and marketed while in school by students and their academic performance in public senior secondary schools, South-west, Nigeria.

Table 21

Products Made and Marketed While in School by Students and Their Academic Performance

Variables	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Products Made and Marketed While in School by Students	1690	1.93	2.09			Ho ₈
				0.224**	0.000	Rejected
Students' Academic performance	1690	29.37	4.90			

* $p < .05$: Source: Researcher's Fieldwork, 2017

The result in Table 21 shows that there is significant relationship between products made and marketed while in school by students and their academic performance ($r = 0.224$; $p < .05$). The correlation is low but statistically significant in a positive direction. Hence, the null hypothesis which stated that there was no significant relationship between products made and marketed while in school by students and their academic performance in public senior secondary schools in South-west, Nigeria was rejected.

Ho₉: There is no significant relationship between entrepreneurship curriculum implementation and principals' supervision of instruction in public senior secondary schools, South-west, Nigeria.

Table 22

Entrepreneurship Curriculum Implementation and Principals' Supervision of Instruction

Variables	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Entrepreneurship Curriculum Implementation	1690	99.70	11.29	.621**	0.000	Ho ₉ Rejected
Principals' Supervision of Instruction	1690	104.80	17.73			

***p<0.05:** Source: Researcher's Fieldwork, 2017

Table 22 shows that there is statistical significant, high and positive relationship between entrepreneurship curriculum implementation and principals' supervision of instruction ($r = 0.621$; $p < .05$). Hence, the null hypothesis which stated that there was no significant relationship between entrepreneurship curriculum implementation and principals' supervision of instruction in public senior secondary schools in South-west, Nigeria was rejected.

Ho₁₀: There is no significant relationship between total quality management and students' skills utilization in public senior secondary schools in South-west, Nigeria.

Table 23

Total Quality Management and Students' Skills Utilization

Variables	N	$\bar{X}$	SD	Cal.r-value	p-value	Decision
Total quality management	1690	104.80	17.73	.536**	0.000	Ho ₁₀ Rejected
Students' skills utilization	1690	29.37	4.90			

***p<0.05:** Source: Researcher's Fieldwork, 2017.

As indicated in Table 23, there is statistical significant, highly and positive relationship between total quality management and students' skills utilization ($r = 0.536$; $p < .05$). Consequently, the null hypothesis which stated that there was no significant relationship between total quality management and students' skills utilization in public senior secondary schools in South-west, Nigeria was rejected.

Multiple Regression Analysis for Some of the Operational Hypotheses Showing Predictors of Students' Skills Utilization

Table 24

Multiple Regression Analysis for Operational Hypotheses

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta(β)		
(Constant)	11.204	.614		18.261	.000
Number of available qualified trade subject teachers	.262	.022	.234	11.876	.000
Entrepreneurship subjects infrastructural facilities	.307	.014	.623	21.632	.000
Entrepreneurship subjects taught	.566	.036	.265	15.562	.000
Type of teaching method used in implementing entrepreneurship curriculum	-.258	.054	-.110	-4.768	.000
Total Quality Management	-.004	.009	-.016	-.513	.608

Multiple R=0.727, Multiple R²=0.529, Adj. R²=0.528, F_{5,1689}=378.231*

***p<0.05:** Source: Researcher's Fieldwork, 2017

Table 24 shows that all the variables jointly and significantly contribute to students' skills utilization in public senior secondary schools in South-west, Nigeria ($F=378.231^*$, $p < 0.05$). The table reveals that there is a significant positive multiple correlation between the predictor variables (number of available qualified entrepreneurship subject teachers, entrepreneurship subjects infrastructural facilities, entrepreneurship subjects taught, type of teaching method used

in implementing entrepreneurship curriculum and total quality management) and students' skills utilization ($R=0.295$, $P<0.05$). This implied that all the predictor variables are factors that can exert influence on students' skills utilization in public senior secondary schools in South-west, Nigeria. The value of the coefficient of determination ($R^2=0.529$) indicates that all the predictor variables jointly accounted for 52.9% ($R^2 \times 100$) of the total variance in students' skills utilization in public senior secondary schools in South-west, Nigeria while the remaining 47.1% unexplained variation is largely due other variables that can account for students' skills utilization in public senior secondary schools in South-west, Nigeria.

The regression result in the table reveals that entrepreneurship subjects infrastructural facilities is the single best predictor variable that contributed to the total variance in students' skills utilization in public senior secondary schools in South-west, Nigeria ($\beta = 0.623$), closely followed by entrepreneurship subjects taught ($\beta = 0.265$), number of available qualified trade subject teachers ($\beta = 0.234$), type of teaching methods used in implementing entrepreneurship curriculum ($\beta = 0.110$). The variable with the least contribution to students' skills utilization in public senior secondary schools in South-west, Nigeria is total quality management ($\beta = -0.016$).

Table 25

Multiple Regression Analysis Showing the Predictors of Students' Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta (β)	T	
(Constant)	1.095	.060		18.321	.000
Entrepreneurship subjects infrastructural facilities	.000	.001	-.018	-.699	.485
Students' interest	.161	.023	.177	7.027	.000
Multiple R=0.178, Multiple R²=0.032, Adj. R²=0.031, F_{2,1529}=25.109*					

* $p<0.05$: Source: Researcher's Fieldwork, 2017

Table 25 shows that all the variables jointly and significantly contribute to students' academic performance in public senior secondary schools in South-west, Nigeria ($F=25.109^*$,

$p < 0.05$). The table reveals that there is a significant positive but low multiple correlation between the predictor variables (entrepreneurship subjects infrastructural facilities, and students' interest) and students' academic performance ($R = 0.178$, $p < 0.05$). This implies that all the predictor variables are factors that can exert influence on students' academic performance in public senior secondary schools in South-west, Nigeria. The value of the coefficient of determination ($R^2 = 0.032$) indicates that all the predictor variables jointly accounted for only 3.2% ($R^2 \times 100$) of the total variance students' academic performance in public senior secondary schools in South-west, Nigeria while the remaining 96.8% unexplained variation is largely due to other variables that can account for students' academic performance in public senior secondary schools in South-west, Nigeria.

The regression result in the table reveals that students' interest is a better predictor variable that contributed to the total variance in students' academic performance in public senior secondary schools in South-west, Nigeria ($\beta = .177$) than entrepreneurship subject infrastructural facilities ($\beta = -.018$).

Discussion of Results

After careful analysis of the data collected for this study, the findings on the level of implementation of the 34 entrepreneurship subjects in public senior secondary schools in South-west, Nigeria, stated as research question one as indicated in Table 3, showed that the level of implementation of the 34 entrepreneurship subjects in all the South-western states was very low. This finding buttressed Glatthorn, Boschee, Whitehead and Boschee (2011) who reported that when the most important elements on curriculum implementation are strongly present a high level of implementation will be expected but when they are only barely in existence or not present at all, lower levels should be anticipated. According to Glatthorn et al. (2011) These important elements included, among others, availability of qualified teachers; availability of quality facilities and materials for the new curriculum; teachers' perception of the need for the new curriculum; the curriculum changes not unduly complex and are clearly explained to teachers; as well as principals being strongly encouraged to take responsibility for implementing the new curriculum in their schools and given the necessary training.

Additionally, Matazu (2010); Ogunkunle and Mbelede (2008) identified other factors that could hinder entrepreneurship curriculum implementation. These were, among others, lack of equipment, and where available obsolete, lack of lack of planning in different sectors of Nigeria economy, including poor policy implementation procedures, lack of clear-cut goals, scarcity of resources and non-usage of research reports on the performance programmes (evaluation), shortage of qualified and skilled entrepreneurship teachers the pressure of external certificate examinations, poor state of infrastructure as well as lack of proper monitoring and feedback mechanism that must be resolved. Each of these has an effect which can be negative on the overall entrepreneurship curriculum implementation and skills acquisition and utilization.

This finding also gave credence to Babafemi (2007); Ajala (2002) who noted that the new secondary school curriculum is laudable but appeared to be experiencing poor implementation process. In the same vein, Igwe (2007) observed that the extant secondary

school curriculum prepared the graduates only for university admission. In addition, Fabunmi (2009) substantiated these views and remarked that the existing secondary school curriculum was not designed to prepare learners for self-employment when they graduate. This brings to focus as stated by Ofoha et al. (2009) the goals and objectives of senior secondary education in Nigeria. These are related to the overall philosophy of education aptly outlined in the National Policy on Education (2013). Commenting on goals and objectives of education, Omosewo and Akanmu, (2013); Akudolu (2010) noted that the goals and objectives of secondary education in Nigeria are laudable and that effective implementation of the curriculum would help to achieve these goals especially in producing functional Nigerian youths who would contribute to the scientific, technological, economic, political, social, and educational growth of the society.

The analysis of research question two on teachers' perception of the need for the new curriculum in public senior secondary schools in South-west Nigeria presented in Table 4 revealed that 1497 (88.6%) of the teachers sampled perceived the need for the new entrepreneurship curriculum while 192 (11.4%) disagreed. This result showed a wide gap between the 'agreed' and 'disagreed' responses. Also using a cut off mean score of 1.5 for the rating scale, all the items in this category had mean scores above the cut off mean which was high. Teachers' perception, while not the only factor, is very essential and valuable to the effectiveness and efficient implementation of entrepreneurship curriculum.

This result supported Glatthorn et al. (2011) that successful curriculum implementation can occur only when there is a widespread acceptance of the new curriculum by all concerned stakeholders, especially teachers. Teachers, particularly, have been identified as essential agents in the curriculum implementation process Maduwesi (2007). They are the fulcrum through which the engine of curriculum implementation rotates. This is buttressed by Okebukola (2012) who also affirmed that the process of curriculum implementation begins when teachers adopt and are handed the curriculum and ends when learners have been have been exposed to the learning experiences prescribed in the document. In consequence, curriculum implementation

could be perceived as how the teachers interpret the planned or officially designed course of study into syllabus, scheme of work and lessons to be delivered to learners. Obviously, therefore, effective curriculum implementation encompasses interactions among the educational administrators, teachers, students and others interested in accomplishing the objectives of education.

This finding in Table 4 could also be explained broadly from the fact that teachers' high perception of the need for the new entrepreneurship curriculum reflect the conviction of all educational stakeholders that successful implementation of the entrepreneurship curriculum would help learners in Nigeria to develop entrepreneurial capacities and the ability to be self-reliant. Successful implementation of the new curriculum would aid in giving the Nigerian child a holistic education that would make the child resourceful and independent learner as emphasized by the National Conference of 1969 which today implies entrepreneurial education.

Research question three was posed to find the level of availability of qualified entrepreneurship subject teachers in public senior secondary schools in South-west, Nigeria. The results in Table 5 indicated a wide gap between the 'agreed' and 'disagreed' responses. Also, with a cutoff mean score of 2.50 for the scale, all the items had mean scores above the cutoff mean score. In addition, data collected and analyzed revealed that over 60% of the entrepreneurship subject teachers sampled had first degree. From these results, it could be inferred that there were qualified teachers in public senior secondary schools in South-west, Nigeria to teach entrepreneurship subjects. The findings substantiated Arinde (2010) who reported that qualified teachers are essential inputs of an educational system. Thus, the availability of qualified teachers who possess good academic knowledge of their subject disciplines and who have professional skills and experiences are crucial in the schools for necessary output of the entrepreneurship curriculum implementation in public senior secondary schools in South-west, Nigeria.

Analysis of research question four presented in Table 6 showed the mean score of the level of availability of the entrepreneurship subject infrastructural facilities in public senior secondary schools in South-west, Nigeria. The mean score of adequate school library facilities, well-equipped ICT laboratories, free access to ICT facilities, adequate infrastructural facilities and well-equipped practical workshops for all entrepreneurship subject offered in the schools were found to be 1.28, 1.35, 1.31, 1.28 and 1.31 respectively. Therefore, using a cutoff mean score of 1.50 for the rating scale, all the items had mean scores below the cutoff mean score of 1.50 and as such considered very low. It could then be concluded that the sampled schools lack sufficient adequate infrastructural facilities required for practical work on the skill-based entrepreneurship curriculum implementation. One of the reasons for this poor availability of entrepreneurship subject facilities in public senior secondary schools in South-west, Nigeria could be traced to the seemingly general inadequate funding by the government. Durosaro (2012) observed that government often complained of lack of resources to provide sufficient schools and quality facilities.

Matazu (2010); Ogunkunle and Mbelede (2008) attributed poor level of skill acquisition and utilization to poor state of infrastructural facilities in the nation's public secondary schools. Suleiman (2002) also observed that pre-vocational subjects like introductory technology were poorly implemented with obsolete and non-functional equipment. Oviawe (2010) stressed the need for pre-vocational subjects to be taught through practical activities and field trips. However, due to lack of laboratories and equipment required for exploratory activities, these subjects are taught in a traditional teacher-centred classroom while students copy input from the chalkboard. As highlighted by Ofoha et al. (2009), this nation possibly will even face more predicaments if the policy makers and education planners and administrators fail to provide the needed infrastructural facilities for quality functional education for her citizens.

The analysis of data answering research question five on level of availability of entrepreneurship instructional materials revealed a wide gap between the 'agreed' and

‘disagreed’ responses in a negative direction. For instance, only 609 (36%) out of 1,690 participants agreed on the availability of relevant textbooks for entrepreneurship subjects as against 1081 (64%) who disagreed. The entire findings in Table 7 show a gross inadequacy in the provision of instructional materials. This deficiency has greatly robbed the schools and staff access to effective implementation of entrepreneurship curriculum in public senior secondary schools in South-west, Nigeria.

It is generally agreed that all forms of instructional materials, including textbooks, have profound influence on learning as well as curriculum implementation for skills acquisition and utilization. Research studies have been reported to buttress this assertion (Matazu, 2010; Ogunkunle and Mbelede, 2008). Besides, Mucai (2013) highlighted that textbooks are indispensable to quality education. Other studies reported in Mucai (2013) asserted that textbooks sometimes provide the only information resources for teachers and students in an entire programme. Thus, the significance of instructional materials to learning and hence effective implementation of entrepreneurship curriculum cannot be overstressed.

Conversely, Kithaka (2005) pointed out the fact that schools with abundant instructional materials may not always use them efficiently and thus fail to achieve schools goals. Then again, schools with scarce instructional resources may use what they have effectively thereby enhancing curriculum implementation and learning. The implication of this is that schools and their staff should maximize and use available instructional materials in order to help achieve government’s goal of effective entrepreneurship curriculum implementation for skills acquisition and utilization by students in public senior secondary schools not only in South-west but in Nigeria as a whole. Furthermore, it was mentioned that effective utilization of available instructional materials is more vital than quantity. This is also in line with Cohen, Raudenbush and Ball (2003) that it is not just providing instructional materials to schools that matters but making efficient and effective use of those materials by school staff and students for teaching and learning in order to achieve educational goals. It could therefore be inferred that availability

of adequate instructional materials will not always entail effective entrepreneurship implementation in public senior secondary schools in South-west, Nigeria.

Research question six was posed to identify the level of students' academic performance in the entrepreneurship subjects taught in public senior secondary schools in South-west, Nigeria. The findings presented in Table 8 indicated that the results as shown on performance of students in entrepreneurship subjects taught fluctuated in the three consecutive years under review in public senior secondary schools in South-west, Nigeria. For example, the result showed that 8730 (17.4%) of the total enrolment of students for entrepreneurship subjects in year 2014 had distinction while in 2015, 10895 (20.5%) had distinction and in the year 2016, 10994 (23.2%) had distinction with an upward rate of 3% in 2016. An upward success rate of 6% was noticed between 2014 and 2016. Additionally, from the data collected and analyzed only 18 out of the 34 entrepreneurship subjects introduced by the Federal Government in 2011 were registered and sat for at the WAEC SSCE level (2014 – 2016). Based on the above indication, it was obvious, therefore, that not all 34 subjects were taught in the public senior secondary schools in South-west, Nigeria. The subjects mostly registered for included: Animal Husbandry 65,813; Marketing 21,292; Book Keeping 17,216; Catering Craft 10,396.

According to Ofoha, et al. (2009), and in line with the goals of secondary education, each school is required to include a range of skill-based subjects which will prepare students to be self-reliant, self-employed and useful to the society. However, interview with some teacher-participants revealed that because of the bias against entrepreneurship subjects which were equated to commercial subjects and because of public perception of the so called commercial subjects being for those who are not academically strong or even for school drop outs, Nigerian parents appeared to prefer the academic subjects to these important entrepreneurship subjects. This may partially explain the reason why some schools play down on the implementation of the 34 entrepreneurship subjects which, if effectively implemented, would help to transform the economic, social and political life-system of the nation from the third world to be the first world

class (Dike, 2009). The new secondary school curriculum has been designed to enable equip learners with a combination of academic knowledge and practical skills dubbed as ‘the three Hs’ that is, the head, the heart and the hand. These three are perceived as critical for the learners’ interconnected personality growth (Ofoha et al., 2009).

Research question seven sought to investigate the extent of students’ interest in the entrepreneurship subject taught in public senior secondary schools in South-west, Nigeria. The results presented in Table 9 revealed a wide disparity between the ‘agreed’ and ‘disagreed’ responses in a positive direction. Similarly, all the items investigated under question seven had mean scores above the cutoff mean of 2.50 which was the rating scale. This finding implied that students’ interest in entrepreneurship subjects taught in public senior secondary schools in South-west, Nigeria was high. The result also gave credence to the assertion by Lucas (2017) that students’ interests are vital if they are to be empowered with both academic and professional skills.

In the words of Lucas (2017), students interest in a matter or activity concerning them holds so much power. When an issue or such activity connects to what students enjoy doing, commitment grows as they freely spend time thinking, dialoging, and creating ideas in meaningful ways. Relating learning to practical experiences is a crucial learning method that centres on student interests. In the same vein, Eberly Center (2015) pointed out the fact that irrespective of the objective value of an activity or issue, if students are not aware of its value, they may not be motivated to put more effort. Nevertheless, if students clearly see how the project, or in the context of this study, the entrepreneurship subjects relates to their interests, concerns, and goals, they will be more likely to value it, and thus more motivated to devote time and effort. The implication of this is that for effective entrepreneurship curriculum implementation to be realized, the involvement of students from planning to implementation stage is critical.

The findings on the type of teaching methods used in implementing the entrepreneurship curriculum in public senior secondary schools in South-west, Nigeria presented in Table 10 revealed that the main teaching methods used in implementing the entrepreneurship curriculum in public senior secondary schools in South-west, Nigeria was theoretical approach. This implied that the teaching and learning of entrepreneurship subject was more of theoretical method than practical demonstration. This result could partly be so due to low availability of infrastructural facilities and instructional materials as shown in Tables 10 and 11 respectively. This finding is in line with Ejeka and Mgbonyebi (2016) who attributed the poor level of skill acquisition to the implementation of different subject matter to, among other things, poor infrastructural facilities and instructional materials. This finding also confirmed other researchers' work that identified poor state of infrastructure, lack of equipment, absence of practical workshops and poor provision and management of funding of entrepreneurship education as factors hindering entrepreneurship curriculum implementation, skills acquisition, scientific and technological skills by students (Matazu, 2010; Oludare & Abiodun, 2007; Ogunkunle & Mbelede, 2008).

It becomes important to note at this juncture that the major purpose of entrepreneurship instruction is to equip learners with both practical and theoretical knowledge, thus such subjects are expected to be taught through field trips and practical activities that would actively involve the students and teachers (Aina, 2009). Hence, it is envisaged that teachers in public senior secondary schools in South-west, Nigeria would maximally combine theory and practice for effective teaching, learning and even the retention and utilization of skills acquired. Besides, learners will be more motivated and interested to work if they know and see practically what goals they are working towards than just mere theory. Apparently, these insights call for adequate provision of teaching and learning resources at all levels of the nation's educational institutions.

The research question nine was on practical entrepreneurial skills (i.e. products and services) students have learnt and utilized (i.e. made and marketed) in school with which they can create self-employment. The result in Table 11 and observations by the present researcher revealed that generally the products made and marketed were low, even the tie and dye that was ranked first, was only 39.1%. The low students' capability in these areas could be traced to the lack of instruction and infrastructural resources mentioned earlier in this discussion which are germane to practical aspect of the curriculum implementation. Perhaps, the low production of products and services could have resulted from learners' insufficient knowledge that the skills they acquired and utilized in school could be used for self-employment and creation of wealth after graduation. Also, products and services cannot be made without well- equipped workshops. Again, it might not be unconnected with some of the public bias against entrepreneurship education which they thought were the same as commercial or vocational education (Ofoha et al., 2009). These results indicated that not much had been done by students in public senior secondary schools in South-west, Nigeria. Thus the need for more integration of entrepreneurship education in the teaching and learning process in schools as well as more public enlightenment campaign for the importance of providing functional subjects such as the 34 entrepreneurship subjects cannot be overemphasized.

The findings on the perceived challenges of the inclusion and implementation of the 34 entrepreneurship subjects into the curriculum of public senior secondary schools in South-west, Nigeria presented in Table 12 indicated the various areas of concern. These challenges included qualified entrepreneurship subject teachers, principals' leadership and management strategies, supervision of instruction, school staff and community involvement, training and staff development, improper funding, ICT and library services. It can be inferred without any contradictions that achievement of effective entrepreneurship curriculum implementation in public senior secondary schools in South-west and even other deficient schools in Nigeria

depend, to a large extent, on proffering dynamic practical solutions to these fundamental challenges.

The findings highlighted in Table 13 on the main hypothesis which stated that there was no significant relationship among entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in public senior secondary schools in South-west, Nigeria revealed that the two independent variables, that is, entrepreneurship curriculum implementation, total quality management ($r = 0.621$; $p < .05$), do significantly affect students' skills utilization in public senior secondary schools in South-west, Nigeria. The implication was that there was significant relationship among the three variables under study.

This suggested that the more principals employ total quality management strategy in order to expend their time on productive activities, most especially, effective supervision of instruction, teachers and materials, the better and the more improved level of students' skills acquisition and utilization of public senior secondary schools. This will contribute, as highlighted by Enu, (2012), in preparing the learners for success and subsequent leadership in the new global market place. The finding was also consistent with that of Archibong (2013); Oduwaiye, Sofoluwe and Kayode (2012) who in their study opined the need for education planners and administrators to incorporate modern and innovative approach to management if they are to achieve the schools as well as their personal goals and objectives. It also buttressed the submission of Archibong (2013) that TQM is an integrative management technique through the efforts of all, both top and lower employees towards improving the institutional practices that will produce the best output to the satisfaction of consumers.

Furthermore, TQM strategy, if effectively employed, would assist education policy makers, planners and managers to focus attention in the input-process-output framework to achieve success since quality includes quality in people, processes, services and products. Consequently, in order to ensure constant total quality management and evaluation in public senior secondary schools generally, and entrepreneurship curriculum implementation in

particular, all elements in the input-process-output framework must be of acceptable quality. This suggests that educational inputs (human, fiscal resources and educational facilities) such as quality and quantity of qualified teacher, funding, laboratories, curriculum, school materials, textbooks, teacher/learner ratio, other educational hardware and their software in the right proportion should be adequately and timely provided for quality entrepreneurship curriculum implementation and delivery of quality education as a whole.

The result of the null hypothesis (H_{01}) which was rejected as highlighted in Table 14 showed that there was significant, moderate and positive relationship between teachers' perception of the need for the new curriculum and students' skills utilization in public senior secondary schools in South-west, Nigeria. It followed that teachers' perception influenced students' skills utilization. This may also be interpreted to mean that teachers' high perception of the need for the new curriculum would motivate them more to work closely with each other towards enhancing effective implementation of the entrepreneurship curriculum in their respective schools. It therefore becomes important for curriculum planners and administrators to give teachers' involvement a priority attention from the planning to implementation stage for effective schools' curriculum implementation. Teachers who are involved and are aware of the curriculum perform their teaching and learning duties and functions more effectively and efficiently. The result is also in line with Glatthorn et al. (2011) which identified teachers' perception of the need for a new curriculum as an important element for effective implementation.

Furthermore, as revealed in Table 15, the statistical analysis of the tested hypothesis showed that calculated r-value (.495) was greater than p-value of 0.000 at .05 level of significance. To this effect, the null hypotheses (H_{02}) which stated that there was no significant relationship between availability of qualified entrepreneurship subject teachers and students' academic performance in public senior secondary schools in South-west, Nigeria was rejected. Therefore, it can be safely deduced that the availability of qualified entrepreneurship subject

teachers is a good determinant of students' skills acquisition and utilization in public senior secondary schools in South-west, Nigeria. This result is in line with Arinde (2010) which revealed that significant relationship existed between teacher quality and students' academic performance. It is thus concluded that when qualified teachers are available to teach the entrepreneurship subjects, the students will be effectively taught and provided necessary assistance to learn and to utilize acquired skills for job-creation for themselves and for the nation's technological development.

From the findings on the null hypothesis (H_{03}) highlighted in Table 16, the calculated r-value of Pearson Product Moment Correlation Coefficient of .631 was greater than the p-value of .000 at .05 level of significance. Consequently, the null hypothesis which stated that there was no significant relationship between level of availability of entrepreneurship subjects' infrastructural facilities and students' academic performance in public senior secondary schools in South-west, Nigeria was rejected. This showed that there was indeed a significant relationship between availability of entrepreneurship subjects' infrastructural facilities and students' academic performance. Thus the finding indicated that high positive relationship existed between level of availability of entrepreneurship subjects' infrastructural facilities and students' academic performance in public senior secondary schools in South-west, Nigeria. This result was in line with Asaju (2012) who found that schools equipped with adequate relevant infrastructural facilities may likely help students in those schools to achieve better than their counterparts in less equipped schools. In the same vein, Matazu (2010); Ogunkunle and Mbelede (2008) attributed poor level of skill acquisition and utilization to poor state of infrastructural facilities in the nation's public secondary. As a result, lack of relevant infrastructural facilities in the public secondary schools will negatively affect entrepreneurship curriculum implementation and students' skills utilization. It becomes evident that urgent provisions of adequate and relevant infrastructural facilities by the authorities concerned are imperative for effective

entrepreneurship curriculum implementation in order to help improve students' skills utilization in public senior secondary schools in this country.

As indicated in Table 17, the calculated r-value of .318 was greater than the p-value of .000 at .05 level of significance. Hence, the null hypothesis (H_{04}) which stated that there was no significant relationship between level of availability of entrepreneurship subject instructional materials and students' academic performance in public senior secondary schools in South-west, Nigeria was rejected. In other words, lack of availability of instructional materials and students' high academic performance are not related. It is not possible to attain quality teaching and learning in schools that lack adequate instructional materials. Again effective education in general and entrepreneurship curriculum implementation may not be achievable in schools that lack adequate instructional materials. Accordingly, the finding in Table 17 is also in line with Matazu (2010) which revealed that poor availability of entrepreneurship instructional materials had significant negative influence on students' academic performance. It was therefore inferred that poor level of availability of entrepreneurship instructional materials will indeed hinder entrepreneurship curriculum and in turn students' academic performance.

From the analysis in Table 18, the calculated r-value of .352 is greater than p-value of .calculated r-value of .352 is greater than p-value of .000 at .05 level of significance. As a result, the null hypothesis (H_{05}) which stated that there was no significant relationship between entrepreneurship subjects taught and students' academic performance in public senior secondary schools in South-west, Nigeria was rejected. That meant there was a statistically significant relationship between entrepreneurship subjects taught and students' academic performance. The implication of this result include, among others, that the educational authorities concerned ensure that subjects taught in public senior secondary schools in South-west, Nigeria will be those that will equip students with both academic knowledge and practical skills which were described as three Hs' – the head, the heart and the hand (Ofoha et al. 2009). These three are deemed as very essential for the learners integrated personality growth and development.

The result of the correlation analysis in Table 19 showed that the calculated r-value was .707 and the p-value was .000 at .05 level of significance. The calculated r-value of .707 was greater than the p-value of .000 therefore the null hypothesis (H_{06}) which stated that there was no significant relationship between students' interest and their academic performance in public senior secondary schools in South-west, Nigeria was rejected. This meant that there was indeed a significant relationship between students' interest and their academic performance. This finding implied that high positive relationship existed between students' interest and their academic performance in public senior secondary schools in South-west, Nigeria. This result is in line with Lucas (2017)'s assertion that students' interest matters if they are to be empowered academically and provided with opportunities to explore and fulfill their potentials. The strategies for boosting students' interest according to Eberly Center (2015), include:

- (a) Clearly articulating learning goals; showing relevance to students'
- (b) academic lives;
- (c) Demonstrating relevance to students' professional lives; highlighting
- (d) Real-world applications of knowledge and skills;
- (e) Connecting to students' personal interests;
- (f) Allowing students some degree of choice and showing your own passion and enthusiasm (p. 2).

As revealed in Table 20, the calculated r-value of .374 was greater than the p-value of .000 at .05 level of significance. Since the calculated r-value of .374 was greater than the p-value of .000, the null hypothesis (H_{07}) which stated that there was no significant relationship between type of teaching methods used in implementing the entrepreneurship curriculum and students' academic performance in public senior secondary schools in South-west, Nigeria was rejected. This implied that there was a significant relationship between type of teaching methods used in implementing the entrepreneurship curriculum and students' academic performance in public senior secondary schools in South-west, Nigeria. Notwithstanding, the result and the present

researcher's observation revealed that entrepreneurship subjects were taught theoretically in most public senior secondary schools in South-west, Nigeria without practical demonstration of the work. This was found to have a negative effect on students' skills utilization as not many products and services were made by students. The result of this study was supported by other researchers (Ajibola, 2008; Offorma, 2005) who found that theoretical method of teaching dominated pedagogical approach utilized by most educators in Nigerian secondary. As mentioned earlier in the research question discussion, the basic goal for teaching entrepreneurship subjects is to teach students both practical and theory since, by nature; the subjects are practical and should ideally be taught through methods that maximize the active participation of the students (Aina, 2009). As a result, teachers and all educators are expected to blend theory with practice as appropriate for effective students' application of knowledge and boosting of their interest.

The findings in Table 21 showed the relationship between products made and marketed while in school by students and their academic performance. The calculated r-value was .224 and p-value of .000 at .05 level of significance. Therefore, the null hypothesis (H_{08}) which stated that there was no significant relationship between products made and marketed while in school by students and their academic performance in public senior secondary schools in South-west, Nigeria was rejected. This implied that there was a significant relationship between products produced and marketed while in school by students and skills utilization in public senior secondary schools in South-west, Nigeria.

This finding can be explained broadly from the fact that students' accessibility to well-equipped workshops, adequate availability of infrastructural facilities, entrepreneurship instructional materials will enhance students' production and marketing of their goods and services while in school and even after graduation. The result also established the fact that the provision of adequate infrastructural facilities, instructional materials and other relevant equipment in public senior secondary schools in South-west, Nigeria was very substandard and

deficient. It can therefore be inferred that adequate and consistent provision of these educational resources will boost students' production of goods and services while still in schools and equip them with functional skills for job and wealth creation after graduation.

Similarly, the result of the correlation analysis in Table 22 revealed that the calculated r -value was .621 and the p -value was .000 at .05 level of significance. The calculated r -value of .621 was greater than p -value of .000 therefore, the null hypothesis (H_{09}) which stated that there was no significant relationship between entrepreneurship curriculum implementation and principals' supervision of instruction was rejected. This meant that there was a statistically significant and positive relationship between entrepreneurship curriculum implementation and principals' supervision of instruction in public senior secondary schools in South-west, Nigeria. This indicated that proper and effective supervision of instruction will improve entrepreneurship curriculum implementation that will assist students in developing appropriate skills for utilization and make possible the achievement of secondary education goals

This finding was buttressed by Arinde (2010) who reported that principals' supervision of instruction guided the teachers within the school system to do the work for which they were employed as well as help enhance the efficiency and effectiveness of the educators in order to contribute maximally to the attainment of educational goals. The finding was also in agreement with Usman (2015) that regular supervision of instruction had significant correlation with teachers' performance and academic achievement of students in secondary schools. These findings were reinforced by Okendu (2012) that regular supervision of instruction had a significant bearing on students' performance. This thereby suggested that the more effective supervision of instruction in schools the higher the quality of instructional processes, such as entrepreneurship curriculum implementation, and consequently the academic outputs. This finding also agreed with that of Orenaiya (2014) who reported that internal academic supervision was the sure best for improving the present quality and also maintaining higher

standards because of its ease of access, cordial relationship to teachers for monitoring, correction, evaluation and entrenchment of ideas and innovation.

The finding in Table 23 on the null hypothesis (H_{010}) which stated that there was no significant relationship between total quality management and students' skills utilization in public senior secondary schools in South-west, Nigeria showed that the calculated r-value of .536 was greater than the p-value of .000 at .05 level of significance hence the null hypothesis was rejected. This revealed that a significant, high and positive relationship existed between total quality management and students' skills utilization in public senior secondary schools in South-west, Nigeria. This finding substantiated Stoner et al. (2006) assertion that if customers' (students, parents, employers of labour and the society) needs are not the starting and ending point, using the tools of total quality may result in products and services that no one would want to buy. Quality in this context is "fitness for use" as well as conformance to requirement, that is, the ability of a product or service to satisfy a customer's real needs. By focusing on real needs, it is believed that school managers and workers can concentrate their efforts where it really matters (Okebukola, 2005). Furthermore, Stoner et al. (2006) affirmed that many early attempts to improve institutions quality failed precisely because management were very much involved with the tools of quality. They spent considerable time creating diagrams, doing statistical process control and benchmarking that little or no interest was given to customers. This, thus, explains the multiple regression analysis result for operational hypotheses on Table 24 which revealed that total quality management was the variable with the least contribution to students' skills utilization in public senior secondary schools in South-west, Nigeria ($\beta = -.016$).

Worthy of note too, is Stoner et al., (2006) conceptualization of TQM. They perceived it as "an organizational cultural commitment to satisfying customers through the use of an integrated system of tools, techniques, and training. Total quality management involves continuous improvement of organization processes resulting in high quality products and

services”. (p.211) Central in the principles and practices of TQM is meeting the needs of people. Total quality management looks beyond the boundaries of an organization and extends prominence to the interest of its clientele (Dare, 2013). Besides, TQM is a management style programme that is customer-focused, quality-centred, facts-based, team-driven and seminar-led aimed at providing satisfaction to the organizational clientele and the realization of organizational goals and objectives even skills utilization.

Summary of Findings

This chapter as mentioned above presented the analysis of the data collected, results as well as the discussions of the findings for the study. Ten research questions were raised and answered using the percentage and mean while one main and nine operational hypotheses were formulated and statistically tested by the use of stepwise multiple regression analysis and Pearson Product Moment Correlation (PPMC) statistic at .05 level of significance. The descriptive and inferential analysis provided evidence that there was significant and high positive relationship among entrepreneurship curriculum implementation, total quality management strategy and students’ skills utilization in public senior secondary schools in South-west, Nigeria. Because of the nature of the study no causal statements could be made. However, relationship between variables obviously existed and could be inferred to exist in the entire population. Summary, conclusion and recommendations based on the findings of this study were presented in chapter five.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presented the summary, conclusion and recommendations based on the findings of the research.

Summary

The study investigated the relationship among entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in public senior secondary schools in South-west, Nigeria. The independent variables were entrepreneurship curriculum implementation and total quality management strategy while the dependent variable was students' skills utilization. It was a descriptive survey of correlational type with emphasis on the degree of relationship among the three variables. A review of related literature led to the relevant procedure for identification and design of the instruments employed for this study. A conceptual framework was developed going by the literature reviewed. Ten research questions were raised and answered and one main and ten operational research hypotheses were formulated and tested to guide the study. The study was carried out in public senior secondary schools in South-west, Nigeria. Krejcie and Morgan Table for determining sample size (Manno, 2013) and purposive sampling technique were used to select 338 (13%) out of 2,645 public senior secondary schools, South-west, Nigeria and 1,690 out of 13,225 participants respectively for the study.

Three types of instruments were used. These were researcher designed checklist, questionnaires and a WAEC standardized proforma. The checklist was tagged "Entrepreneurship Curriculum Implementation and Students' Skills Utilization Checklist" (ECISSUC), the questionnaires were tagged "Entrepreneurship Curriculum Questionnaire" (ECQ) and "Total Quality Management Questionnaire" (TQM). The ten research questions were answered using descriptive statistics of frequency counts and percentages and mean. The main hypothesis was tested using stepwise multiple regression analysis while the operational hypotheses were tested

using Pearson product moment correlation (PPMC) statistic. In addition, multiple regression analysis which showed the predictors of students' skills utilization was carried out, all at .05 level of significance.

The findings revealed the following:

- (i) The level of implementation of the 34 entrepreneurship subjects in public senior secondary schools in South-west, Nigeria was found to be very low as 28% and 71% participants' responses indicated high and low level of implementation respectively.
- (ii) The level of teachers' perception of the need for the new curriculum in all the public senior secondary schools sampled was high with the average mean of 4.27.
- (iii) The level of availability of qualified entrepreneurship subject teachers in public senior secondary schools in South-west, Nigeria was high. All the items tested had mean scores above the cut off mean score of 2.50. On the level of teachers academic/professional qualifications by State about 60% of the entrepreneurship subject teachers sampled had first degree.
- (iv) The level of availability of infrastructural facilities in public senior secondary school in South-west, Nigeria was rated very low. The entire item rated had mean scores below the cut off mean score of 1.50.
- (v) The level of availability of entrepreneurship instructional material was low as all items scored below 1.50 cut off mean score with the exception of availability of lesson note and lesson plan books that had mean score of 1.67 which was above the cut off mean score of 1.50.
- (vi) On the performance of students in entrepreneurship subjects taught, the result showed that students' performance fluctuated in the years under review in South-west, Nigeria. The result indicated, for example, that 8730 (17.4%) of the students for entrepreneurship subjects in 2014 had distinction. In 2015, 10985 (20.5%) obtained distinction and in 2016 10994 (23.2%) of students who took the examination had distinction. This showed

an upward success rate of 6% between 2014 and 2016. The result on the entrepreneurship subjects taught in the public senior secondary schools in South-west, Nigeria revealed that out of the 34 entrepreneurship subjects introduced by the Federal Government only 18 were registered and sat for in 2014 – 2016.

- (vii) The extent of students' interest in entrepreneurship subjects taught in public senior secondary schools in South-west, Nigeria was found to be high. All items rated had mean scores above the cut off mean of 2.50.
- (viii) The analysis on the type of teaching methods used in implementing the entrepreneurship curriculum revealed that the teaching and learning of entrepreneurship subjects in the public senior secondary schools in South-west, Nigeria was more of theoretical approach than practical demonstration.
- (ix) The result and the observation by the present researcher revealed that, generally that the products made and marketed by the students while in school was low even the Tie and Dye that ranked first was only 39.1%.
- (x) The result on the perceived challenges of the inclusion and implementation of the 34 entrepreneurship subjects into the curriculum of public senior secondary schools in South-west indicated the following areas of challenge: qualified entrepreneurship subjects teachers, principals' leadership strategies, supervision of instruction, inadequate funding, school staff and community involvement and ICT services.
- (xi) There was significant relationship between curriculum implementation and principals' supervision of instruction ($r = .621$; $p < .05$). Similarly, the correlation between entrepreneurship curriculum implementation and students skills utilization ($r = .556$; $p < .05$) and total quality management and students' skills utilization ($r = .536$; $p < .05$).
- (xii) Teachers' perception of the Need for the new curriculum had a significant, moderate and positive relationship on students' skills utilization ($r = .502$; $p < .05$).

- (xiii) There was a significant, moderate and positive relationship between availability of qualified entrepreneurship subject teachers and students academic performance ($r = .495$; $p < .05$) in the public senior secondary schools in South-west, Nigeria.
- (xiv) There was a statistical significant, high and positive relationship between availability of entrepreneurship subjects' infrastructural facilities and students' academic performance ($r = .631$; $p < .05$) in the public senior secondary schools in South-west, Nigeria.
- (xv) C in the public senior secondary schools in South-west, Nigeria.
- (xvi) Entrepreneurship subjects taught had a low but positive significant relationship with students' academic performance ($r = .352$; $p < .05$) in the public senior secondary schools in South-west, Nigeria.
- (xvii) There was a significant high, and positive relationship between students interest and their academic performance ($r = .707$; $p < .05$) in the public senior secondary schools in South-west, Nigeria.
- (xviii) There was a statistical significant, low and positive relationship between type of teaching methods used in implementing the entrepreneurship curriculum and students' academic performance ($r = .374$; $p < .05$) in the public senior secondary schools in South-west, Nigeria.
- (xix) There was a significant relationship between products made and marketed while in school by students and their skills utilization ($r = .224$; $p < .05$) in the public senior secondary schools in South-west, Nigeria.
- (xx) There was a statistical significant, high and positive relationship between entrepreneurship curriculum implementation and principals' supervision of instruction ($r = .621$; $p < .05$) in the public senior secondary schools in South-west, Nigeria.
- (xxi) There was statistical significant, high and positive relationship between total quality management and students' skills utilization ($r = .536$; $p < .05$) in the public senior secondary schools in South-west, Nigeria.

- (xxii) In addition, the multiple regression analysis tables showed that all the predictor variables were factors that could exert influence on students' academic performance and skills utilization in public senior secondary schools in South-west, Nigeria.

Conclusion

Based on the findings which stemmed from the data collected and analyzed with the results obtained, the following conclusions were drawn. There was a positive strong relationship among entrepreneurship curriculum implementation, total quality management strategy and students' skills utilization in South-west, Nigeria as indicated in Table 13 of result and the background to the review phase of this study. The findings of this study succinctly demonstrated that the effective implementation of entrepreneurship curriculum is heavily related to the success of equipping students in the public senior secondary schools with effective functional skills for utilization not only for self-improvement but for economic empowerment for self-employment and to the growth of the economy and nation-wide development. The results of this study also revealed that Nigerian secondary school students, particularly, in South-west have not been equipped with adequate practical entrepreneurial skills to make for self-employment. The Nigerian secondary educational system is expected to rise to the challenge of equipping the students with the needed entrepreneurial knowledge, skills, values and attitude for them to live as competent members of the society and contribute to nation building.

The findings of this study also revealed that adequate knowledge and utilization of strategic effective management strategy such as TQM would facilitate the entrepreneurship curriculum implementation for skills acquisition and utilization not only in public senior secondary schools in South-west, but in all the levels of education in Nigeria. This is essential for the achievement of government objective of ensuring that graduates from every level of the nation's education should be enabled to develop entrepreneurial capacities and the ability to be self-reliant and self-employed. Again, if the national challenges of global technological and

economic crises are to be met, the need for education authorities to incorporate TQM strategy, a modern and innovative approach to management cannot be overemphasized.

Contribution to Knowledge

This study has contributed to the body of knowledge in the area of contemporary school administration by bringing into focus the need for effective utilization of a modern and innovative approach to management for successful implementation of the 34 entrepreneurship subjects introduced by the Federal Government of Nigeria. The world is embracing a knowledge-based economy. There is need to acquire more knowledge and skills for economic growth because every sector needs better skills to keep it running. By accommodating this, it is crucial to equip the youths and working adults with employment skills and knowledge to meet the increasing demand for technical manpower by various sectors of the nation's economy either through potential administrative formal, non-formal or informal training.

It is also hoped that this study would fill the gap in empirical research literature as well as in the field of educational management, especially for the benefit of educational researchers and reviewers in the area of the variables of this study as not much appeared to have been done in this regard in the locale of this study.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made.

1. The level of implementation of the 34 entrepreneurship subjects in public senior secondary schools in South-west, Nigeria was very low, possibly, due to the absence of total quality management practice, non-availability of infrastructural facilities and materials for the new curriculum. Therefore, the Ministry of Education authorities and Curriculum Planners, Civil Society Organization, School Based Management Committee should consider the inclusion of total quality management strategy as part of entrepreneurship curriculum implementation. They should make adequate provision for quality facilities to enhance effective involvement of all students and all stakeholders in the practical aspect of curriculum implementation.
2. New curriculum or any new educational programme should be subjected to pilot testing in schools, by the Curriculum Planners—Nigerian Education Research and Development Council (NERDC), to observe its prospects and challenges and make adequate provision to proffer solutions before full implementation in the whole federation.
3. Teachers and administrators of secondary schools should continue to be enlightened on the value of entrepreneurship curriculum teaching and utilization, total quality management within the school system. This could be achieved by periodic exposure of these personnel to current issues on this subject through workshops, seminars and conferences where TQM principles would be taught for continuous quality curriculum implementation improvement.
4. Thorough evaluation system should be adopted by Ministry of Education, school evaluators and school principals towards proper utilization of TQMS.

5. Since total quality management is all encompassing and all-embracing for the success of entrepreneurship curriculum implementation, all education stakeholders must be carried along by the curriculum planners right from the planning stage.

Suggestions for Further Studies

Further studies could be carried out as follows:

1. The study could be replicated in any other geo-political zone in Nigeria.
2. Further investigations could be conducted to replicate this study at comparative level between the private and public primary and secondary schools levels in Nigeria as well as between Nigeria and other countries.
3. Total quality management and administrative effectiveness could be investigated at the secondary and tertiary level institutions.
4. The study of the types of principals' management strategy used in public secondary schools in comparison to the types their counterparts use in private secondary schools
5. Similar study could also be conducted in the Nigerian Colleges of Education, Monotechnics and Polytechnics.
6. The sample for similar study could be increased to allow for generalization of findings.

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SECTION C**APPENDIX I****UNIVERSITY OF ILORIN, ILORIN****FACULTY OF EDUCATION****DEPARTMENT OF EDUCATIONAL MANAGEMENT****ENTREPRENEURSHIP CURRICULUM IMPLEMENTATION, TOTAL QUALITY
MANAGEMENT STRATEGY AND STUDENTS' SKILLS UTILIZATION
CHECKLIST/QUESTIONNAIRE (ECI, TQM&SSU C/Q)**

[To Be Filled By the Principals, Vice-Principals, HODs and Teachers.]

Dear Sir/Madam,

The checklist and questionnaires are designed to elicit information on senior secondary school trade/entrepreneurship curriculum implementation, total quality management strategy and students' skills acquisition in public secondary schools in South-West, Nigeria. The information to be provided shall be treated in absolute confidence and shall be used for research purpose only. Your sincere cooperation in completing this questionnaire would be highly appreciated. Thank you for your kind assistance.

Yours faithfully,

FASANMI, Eunice Apeke

SECTION A

PARTICIPANTS' PERSONAL DATA

Please fill and tick (✓) in the appropriate space/box against each item as it applies to you.

1. Name of School: -----
2. Location of School: Rural [] Urban []
3. State Academic and Entrepreneurship Highest Qualification: Please Specify:-----

4. Date of Entrepreneurship Curriculum Implementation: 2011 [], 2012 [], 2013 [],
2014 [], 2015 [], 2016 [] and Not Yet Started [].
5. What is the level of implementation of the 34 trade/entrepreneurship subjects in your
school?: (i) High [], (ii) Low [].
6. List the entrepreneurship subjects taught in your school -----

7. Indicate the product and services students have produced and marketed on their own
while in school (tick the appropriate ones).
 - i. Garment Making [], ii) Tie & Dye [], iii) Weaving [],iv) Acting []
 - v. Farm Produce [], vi) Soap Making [], vii) Photography, []
 - viii. Fisheries [], ix) Catering Craft Practices [], x) Plumbing and Pipe- Fitting [], xi)
 - Electrical Installation and Maintenance Work [], xii) Auto Body Repair and Spray
Painting [], Others, Specify -----

SECTION B

ENTREPRENEURSHIP CURRICULUM IMPLEMENTATION AND STUDENTS'

SKILLS UTILIZATION CHECKLIST

Please circle the answer as applicable to your school.

In this school, do you have:

1. Adequate Number of Entrepreneurship Subjects Taught?	Yes	No
2. Enough Qualified Entrepreneurship Subject Teachers to Teach?	Yes	No
3. Relevant Textbooks for Entrepreneurship Subjects	Yes	No
4. Lesson Notes and Lesson Plan Books for Entrepreneurship Subject Teachers' Usage?	Yes	No
5. Adequate School library facilities?	Yes	No
6. Teachers Properly Motivated to be Committed to Effective Implementation of the Curriculum?	Yes	No
7. Adequate Instructional materials?	Yes	No
8. Current Books in all entrepreneurship Subjects placed in the Library?	Yes	No
9. Well-equipped ICT Laboratories?	Yes	No
10. Free access to ICT facilities?	Yes	No
11. Adequate Infrastructural facilities?	Yes	No
12. Well-equipped practical workshops for all entrepreneurship subjects offered in the school?	Yes	No
13. Effective monitoring of Curriculum implementation through the Quality Assurance Agency/Inspectorate Division of Ministry of Education	Yes	No
14. Are regular workshops organized by Ministry of Education to develop skills targeted at enhancing the teaching of trade/entrepreneurship subjects?	Yes	No
15. Do students offer enough trade/entrepreneurship subjects to prepare them for future self-employment?	Yes	No

- | | | |
|---|-----|----|
| 16. Have you received any specific training to teach the entrepreneurship content in the curriculum? | Yes | No |
| 17. Do learners enjoy topics relevant to the entrepreneurship in the curriculum? | Yes | No |
| 18. Does your school reward successful entrepreneurial activities of learners? | Yes | No |
| 19. Do you think the curriculum provides learners with sufficient knowledge and practical skills to start their own business? | Yes | No |
| 20. Do teachers in this school see the need for the new curriculum? | Yes | No |

ENTREPRENEURSHIP CURRICULUM IMPLEMENTATION QUESTIONNAIRE

(ECIQ)

Please put a tick (✓) in the appropriate response column based on your opinion to indicate your degree of agreement or otherwise against each stated item as it applies to your school.

NOTE PLEASE:

SA = Strongly Agreed

A = Agreed

D = Disagreed

SD = Strongly Disagreed

S/N	ITEMS	SA	A	D	SD
ELEMENTS OF CURRICULUM IMPLEMENTATION In this School:					
1.	The infrastructure is adequate for proper teaching of the entrepreneurship subjects.				
2.	Teachers perceive the need for the new entrepreneurship curriculum.				
3.	The curriculum changes are not unduly complex and are clearly explained to teachers.				
4.	There are enough qualified teachers to teach the entrepreneurship subjects				
5.	Quality instructional materials supporting the new curriculum are made available.				
6.	Principals are encouraged to take responsibility for implementing the entrepreneurship curriculum.				
7.	Teachers use more theoretical approach than practical demonstration in the implementation of the curriculum.				
8.	Teachers are properly motivated to be committed to effective implementation of the curriculum.				
9.	Each entrepreneurship subject taught has a well-equipped practical workshop to enhance students' involvement.				
10.	Functional garment-making room well equipped with sewing machine, tape-rule, scissors, needle and thread is available.				
11.	There is adequate electricity and standing generator.				

12.	Computer education is now a compulsory subject				
13.	Students are exposed to regular entrepreneurship workshop practice.				
14.	The trade subjects taught and offered by students will prepare them for future self-employment.				
	QUALIFIED ENTREPRENEURSHIP SUBJECT TEACHERS. In this School:				
15.	There are enough academically/ professionally qualified teachers to teach the entrepreneurship subjects to students.				
16.	Teachers' academic/professional qualification influence the students' academic and skills acquisition.				
17.	Teachers with first degree and above academically and professionally are more effective in the classroom and laboratories.				
18.	Teachers' quality is determined by their qualifications.				
19.	Teachers with first degree and above demonstrate good mastery of the subject matter.				
20.	Teachers with teaching qualification teach the students better.				
21.	Teachers with teaching qualification evaluate their students better.				
22.	Students' academic performance and skills acquisition reflect the quality of the teachers.				
	STUDENTS' INTEREST ON ENTREPRENEURSHIP SUBJECTS In this School:				
23.	Students are interested in offering entrepreneurship subjects.				
24.	Students are only interested in the practical aspect of entrepreneurship subjects.				
25.	Majority of the students have acquired the skills and are ready to create job for themselves.				
26.	Students do not like the theoretical aspect of entrepreneurship subjects.				
	FUNDING OF ENTREPRENEURSHIP SUBJECTS. In this School:				
27.	The funding for the new curriculum implementation is done by both the Federal and State Governments.				
28.	Parents, teachers and students are responsible for the funding of the curriculum implementation.				

29.	Foreign aids are used for funding implementation of the curriculum.				
30.	The funding for the curriculum implementation activities is only done by the philanthropists in this country.				
31.	The Secondary Education Management Board provides an accounting procedure for monitoring appropriately usage.				
32.	Implementation of Entrepreneurship curriculum has not commenced due to inadequate funding.				

SECTION D

TOTAL QUALITY MANAGEMENT STRATEGY QUESTIONNAIRE (TQMSQ)

Instruction: This section seeks information on total quality management strategy in your school.

Please put a tick (✓) in the appropriate response column, based on your personal experience with the quality management of your school, to indicate your degree of agreement or otherwise against each stated item.

NOTE PLEASE:

SA = Strongly Agreed

A = Agreed

D = Disagreed

SD = Strongly Disagreed

S/N	ITEMS	SA	A	D	SD
SCHOOL STAFF AND COMMUNITY INVOLVEMENT.					
In this School:					
1.	All school staff including principals, vice-principals, HODs, teachers, students and other concerned community members are actively involved in the curriculum planning, and implementation decision making.				
2.	Changes in management structure, responsibility and authorities are clarified to all involved stakeholders for achieving plans.				
3.	There is free flow of information on curriculum implementation between the school and the community.				
4.	Administrators take the necessary steps to prevent and respond to the problem of “overload” – when teachers feel overworked in curriculum implementation process.				
5.	Principals play active role in advocating community support for the new curriculum implementation				
6.	There is strong school-board and community support.				

7.	Principals regularly inform staff, students and other community members on the activities and progress of the new curriculum implementation.				
8.	There are cooperative relationships among school and the community members.				
9.	Provisions are made for ways of addressing issues affecting the implementation of the new curriculum as well as ways of enhancing full involvement of all stakeholders.				
	PRINCIPALS' LEADERSHIP STRATEGY In this School:				
10.	The principal in collaboration with other school administrators organize regular staff meetings pertaining to the new curriculum implementation.				
11.	The principal regularly delegates duties to staff and students as necessary.				
12.	The principal in collaboration with other school administrators usually plan on how teachers would guide their students to perform excellently in the school and in the field.				
13.	The principal in collaboration with other school staff draw time table for every activity about the curriculum implementation that take place in the school.				
14.	The principal and other school administrators make sure that people are recognized for their contributions towards the success of the curriculum implementation.				
15.	The principal and other school administrators usually correct teachers' and students' mistakes in the implementation process.				
16.	The principal and other school staffs make rules and regulations that guide the conduct of the curriculum implementation.				
17.	The principal and other school staffs stay up-to-date on the most current developments affecting curriculum implementation.				
18.	The principal and other school administrators provide feed-back to staffs and students to improve their teaching and learning in the school.				
	SUPERVISION OF INSTRUCTION In this School:				
19.	Internal supervisors (i.e. the principal and other academic staff) supervise the trade/entrepreneurship teaching and learning.				
20.	Such supervision helps teachers in the use of teaching aids in the classrooms and workshops.				
21.	Internal supervisors help the less-effective entrepreneurship teachers to improve their teaching skills.				

22.	Internal supervisors help in making teachers punctual and regular to classes and any curriculum implementation meetings.				
23.	Internal supervision assists teachers acquire new ideas on curriculum and instruction.				
24.	Pre-lesson conference is carried out before instructional supervision				
25.	Post lesson conference takes place after every instructional supervision				
	TRAINING AND STAFF DEVELOPMENT In this School:				
26.	Teachers receive enough and appropriate training to enable them cope with the changing needs of the new curriculum implementation.				
27.	The principals constantly go for training on their new roles towards making success of the new curriculum implementation.				
28.	University and other interested organizations are involved in the training of teachers and other school personnel involved in the curriculum implementation				
29.	Teachers and other school staffs are given opportunities to attend conferences, seminars and workshops in relation to their jobs towards successful implementation of the curriculum.				
30.	Staff development programmes help to keep teachers and administrators abreast of new trends in the profession.				
	ICT SERVICES In this School:				
31.	Computers and other network facilities such as the internet are installed for the use of both staffs and students.				
32..	Entrepreneurship teachers teach with the aid of computers.				
33.	Students' records are stored in the computers for use when needed.				
34.	Students' examinations are typed and stored in the computer.				
35.	The computers are connected to the internet.				
36.	Data stored on the computer can be retrieved when needed.				
	LIBRARY SERVICES In this School:				
37.	There is a functional library.				
38.	The library is adequately stocked with entrepreneurship books and non-printed materials				

	to facilitate curriculum implementation for students' skills utilization.				
39.	Teachers refer students to the library to read more on the entrepreneurship topics taught.				
40.	Following the library procedure, relevant books are released to staff and students on loan for usage.				

APPENDIX II
UNIVERSITY OF ILORIN, ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT

PUBLIC SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION RESULT
INFORMATION PRO-FORMA (PSSSCERIP)

[To be filled by the Principals/Ministry Officials]

Dear Sir/Madam,

The pro-forma below is designed to collect data on students' Senior School Certificate Examination results for three years (2014, 2015 and 2016). The data collected shall be treated in absolute confidence and shall be used for research purpose only. Your prompt and honest response to this request shall be highly appreciated. Thanking you for your kind assistance and cooperation.

Yours faithfully,

FASANMI, Eunice Apeke

SECTION A

BACKGROUND INFORMATION

1. Name of School: -----
2. Location of the Schools, Rural or Urban -----
3. L. G. A.: -----
4. What is the level of students' skills utilization performance in the public senior secondary schools in South-West, Nigeria?

Please use the scale below to indicate the level:

H = High = With Credits

L = Low = Without Credits

WASSCE RESULTS ON STUDENTS SKILLS ACQUISITION FOR 3 YEARS (2014, 2015 & 2016)

S/N	Year	No. of Students who sat for the Exams	No. that passed trade subjects with Credits	%	No. that failed	%
1.	2014					
2.	2015					
3.	2016					

KEY:

PASSED = 2 Trade subjects with credits

FAILED = Without credits

APPENDIX III
UNIVERSITY OF ILORIN, ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT

Krejeie Morgan and Sample Size Calculator Technique 1977 or

Manno, 2013

Mathematical Representation:

Proportional Sampling Technique= $\frac{\text{Total No. of School in each State}}{\text{Total No. of Schools in South-West}}$ x No. from Sample Size Calculator

Total No. of Schools in South-West

For example: Ekiti $\frac{192}{2,645}$ x $\frac{338}{1}$ = 24.5

Please Note: High = 100 – 50%; Low = < 50%

APPENDIX IV ANALYSIS PRINTOUT

Ho: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Entrepreneurship curriculum implementation	99.70	11.288	1690
Total Quality Management	104.80	17.728	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Entrepreneurship curriculum implementation	Total Quality Management	Students' skills utilization
Entrepreneurship curriculum implementation	Pearson Correlation	1	.621**	.556**
	Sig. (2-tailed)		.000	.000
	N	1690	1690	1690
Total Quality Management	Pearson Correlation	.621**	1	.536**
	Sig. (2-tailed)	.000		.000
	N	1690	1690	1690
Students' skills utilization	Pearson Correlation	.556**	.536**	1
	Sig. (2-tailed)	.000	.000	
	N	1690	1690	1690

** . Correlation is significant at the 0.01 level (2-tailed).

Ho1: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Teachers' perception of the need for the curriculum	6.56	1.076	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Teachers' perception of the need for the curriculum	Students' skills utilization
Teachers' perception of the need for the curriculum	Pearson Correlation	1	.502**
	Sig. (2-tailed)		.000
	N	1690	1690
Students' skills utilization	Pearson Correlation	.502**	1
	Sig. (2-tailed)	.000	
	N	1690	1690

** . Correlation is significant at the 0.01 level (2-tailed).

Ho1: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Teachers' perception of the need for the curriculum	6.56	1.076	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Teachers' perception of the need for the curriculum	Students' skills utilization
Teachers' perception of the need for the curriculum	Pearson Correlation	1	.502**
	Sig. (2-tailed)		.000
	N	1690	1690
Students' skills utilization	Pearson Correlation	.502**	1
	Sig. (2-tailed)	.000	
	N	1690	1690

** . Correlation is significant at the 0.01 level (2-tailed).

Ho2: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N

Entrepreneurship subjects taught	4.90	2.292	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Entrepreneurship subjects taught	Students' skills utilization
Entrepreneurship subjects taught	Pearson Correlation	1	.352**
	Sig. (2-tailed)		.000
	N	1690	1690
Students' skills utilization	Pearson Correlation	.352**	1
	Sig. (2-tailed)	.000	
	N	1690	1690

**. Correlation is significant at the 0.01 level (2-tailed).

Ho3: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Adequacy of available entrepreneurship subject instructional materials	7.93	1.726	1690
Students' Academic Performance	1.2651	.47875	1690

Correlations

		Adequacy of available entrepreneurship subject instructional materials	Students' Academic Performance
Adequacy of available entrepreneurship subject instructional materials	Pearson Correlation	1	.318**
	Sig. (2-tailed)		.000
	N	1530	1530
Students' Academic Performance	Pearson Correlation	.318**	1
	Sig. (2-tailed)	.000	
	N	1530	1690

**. Correlation is significant at the 0.01 level (2-tailed).

Ho4: Correlations**Descriptive Statistics**

	Mean	Std. Deviation	N
Students' interest	11.21	2.036	1690
Students' Academic Performance	1.2651	.47875	1690

Correlations

		Students' interest	Students' Academic Performance
Students' interest	Pearson Correlation	1	.707**
	Sig. (2-tailed)		.000
	N	1530	1530
Students' Academic Performance	Pearson Correlation	.707**	1
	Sig. (2-tailed)	.000	
	N	1530	1690

** . Correlation is significant at the 0.01 level (2-tailed).

Ho5: Correlations**Descriptive Statistics**

	Mean	Std. Deviation	N
Products produced and marketed while in school	1.93	2.094	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Products produced and marketed while in school	Students' skills utilization
Products produced and marketed while in school	Pearson Correlation	1	.224**
	Sig. (2-tailed)		.000
	N	1690	1690
Students' skills utilization	Pearson Correlation	.224**	1

Sig. (2-tailed)	.000
N	1690

**. Correlation is significant at the 0.01 level (2-tailed).

Ho6: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Number of available qualified trade subject teachers	23.77	4.378	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Number of available qualified trade subject teachers	Students' skills utilization
Number of available qualified trade subject teachers	Pearson Correlation	1	.495**
	Sig. (2-tailed)		.000
	N	1690	1690
Students' skills utilization	Pearson Correlation	.495**	1
	Sig. (2-tailed)	.000	
	N	1690	1690

**. Correlation is significant at the 0.01 level (2-tailed).

Ho7: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Entrepreneurship subjects infrastructural facilities	42.63	9.930	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Entrepreneurship subjects infrastructural facilities	Students' skills utilization
Entrepreneurship subjects infrastructural facilities	Pearson Correlation	1	.631**
	Sig. (2-tailed)		.000

	N	1690	1690
Students' skills utilization	Pearson Correlation	.631**	1
	Sig. (2-tailed)	.000	
	N	1690	1690

** . Correlation is significant at the 0.01 level (2-tailed).

Ho8: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Type of teaching method used in implementing entrepreneurship curriculum	13.40	2.089	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Type of teaching method used in implementing entrepreneurship curriculum	Students' skills utilization
Type of teaching method used in implementing entrepreneurship curriculum	Pearson Correlation	1	.374**
	Sig. (2-tailed)		.000
	N	1690	1690
Students' skills utilization	Pearson Correlation	.374**	1
	Sig. (2-tailed)	.000	
	N	1690	1690

** . Correlation is significant at the 0.01 level (2-tailed).

Ho9: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Entrepreneurship curriculum implementation	99.70	11.288	1690
Total Quality Management	104.80	17.728	1690

Correlations

		Entrepreneurship curriculum implementation	Total Quality Management
Entrepreneurship curriculum implementation	Pearson Correlation	1	.621**
	Sig. (2-tailed)		.000
	N	1690	1690
Total Quality Management	Pearson Correlation	.621**	1
	Sig. (2-tailed)	.000	
	N	1690	1690

** . Correlation is significant at the 0.01 level (2-tailed).

Ho10: Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Total Quality Management	104.80	17.728	1690
Students' skills utilization	29.37	4.901	1690

Correlations

		Total Quality Management	Students' skills utilization
Total Quality Management	Pearson Correlation	1	.536**
	Sig. (2-tailed)		.000
	N	1690	1690
Students' skills utilization	Pearson Correlation	.536**	1
	Sig. (2-tailed)	.000	
	N	1690	1690

** . Correlation is significant at the 0.01 level (2-tailed).

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
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1	Total Quality Management, Entrepreneurship subjects taught, Number of available qualified trade subject teachers, Type of teaching method used in implementing entrepreneurship curriculum, Entrepreneurship subjects infrastructural facilities		. Enter
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- a. All requested variables entered.
b. Dependent Variable: Students' skills utilization

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727 ^a	.529	.528	3.368

- a. Predictors: (Constant), Total Quality Management, Entrepreneurship subjects taught, Number of available qualified trade subject teachers, Type of teaching method used in implementing entrepreneurship curriculum, Entrepreneurship subjects infrastructural facilities

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	21457.661	5	4291.532	378.231	.000 ^a
Residual	19107.232	1684	11.346		
Total	40564.893	1689			

- a. Predictors: (Constant), Total Quality Management, Entrepreneurship subjects taught, Number of available qualified trade subject teachers, Type of teaching method used in implementing entrepreneurship curriculum, Entrepreneurship subjects infrastructural facilities
b. Dependent Variable: Students'skills utilization.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.204	.614		18.261	.000
	Number of available qualified trade subject teachers	.262	.022	.234	11.876	.000
	Entrepreneurship subjects infrastructural facilities	.307	.014	.623	21.632	.000
	Entrepreneurship subjects taught	.566	.036	.265	15.562	.000

Type of teaching method used in implementing entrepreneurship curriculum	-.258	.054	-.110	-4.768	.000
Total Quality Management	-.004	.009	-.016	-.513	.608

a. Dependent Variable: Students' skills utilization

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Students' interest, Entrepreneurship subjects infrastructural facilities ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Students' Academic Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.178 ^a	.032	.031	.47188

a. Predictors: (Constant), Students' interest, Entrepreneurship subjects infrastructural facilities

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.182	2	5.591	25.109	.000 ^a
	Residual	340.025	1527	.223		
	Total	351.207	1529			

a. Predictors: (Constant), Students' interest, Entrepreneurship subjects infrastructural facilities

b. Dependent Variable: Students' Academic Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.095	.060		18.321	.000

Entrepreneurship subjects infrastructural facilities	.000	.001	-.018	-.699	.485
Students' interest	.161	.023	.177	7.027	.000

a. Dependent Variable: Students' Academic Performance

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Products produced and marketed while in school		. Enter

a. All requested variables entered.

b. Dependent Variable: Principal leadership strategies

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.404 ^a	.163	.162	3.88031

a. Predictors: (Constant), Products produced and marketed while in school

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4949.133	1	4949.133	328.697	.000 ^a
	Residual	25415.923	1688	15.057		
	Total	30365.056	1689			

a. Predictors: (Constant), Products produced and marketed while in school

b. Dependent Variable: Principal leadership strategies

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.148	.128		8.943	.000
	Prodycts produced and marketed while in school	.818	.045	.404	18.130	.000

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.148	.128		8.943	.000
Products produced and marketed while in school	.818	.045	.404	18.130	.000

a. Dependent Variable: Principal leadership strategies

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Entrepreneurship curriculum implementation ^a		Enter

a. All requested variables entered.

b. Dependent Variable: Principal supervision of instruction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530 ^a	.281	.280	3.10780

a. Predictors: (Constant), Entrepreneurship curriculum implementation

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6357.105	1	6357.105	658.194	.000 ^a
	Residual	16303.395	1688	9.658		
	Total	22660.500	1689			

a. Predictors: (Constant), Entrepreneurship curriculum implementation

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6357.105	1	6357.105	658.194	.000 ^a
	Residual	16303.395	1688	9.658		
	Total	22660.500	1689			

b. Dependent Variable: Principal supervision of instruction

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.135	.672		4.663	.000
	Entrepreneurship curriculum implementation	.172	.007	.530	25.655	.000

a. Dependent Variable: Principal supervision of instruction.