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EVALUATION OF EXTENT OF POLICY IMPLEMENTATION STRATEGIES ON TRADE AND ENTREPRENEURSHIP EDUCATION FOR SECONDARY SCHOOL STUDENTS' EMPLOYABILITY SKILLS ACQUISITION IN DELTA STATE

Iloh, C.A. (Mrs.), Diabuah, J.N. (Ph.D.), Onajite, F.O. (Mrs.) & Ezugoh, T.C. (Ph.D.)
Federal College of Education (Technical) Asaba
P.M.B. 1044, Asaba, Delta State

ABSTRACT

This study evaluated the Extent of Policy Implementation Strategies on Trade and Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State. Five research questions guided the study. Five null hypotheses were tested in the study. The study adopted a descriptive survey research design. Population for the study constituted 440 principals and 15533 teachers in 440 public secondary schools in Delta State. Sample size for the study comprised a total of 1,783 participants, that is, 228 principals and 1,555 teachers selected out of the entire principals and teachers' population using the stratified random sampling technique. A Questionnaire titled: Extent of Policy Implementation Strategies on Trade and Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition Questionnaire (EPISTEESSSESAQ) containing 50 items and designed on a 4-point scale, was used for data collection in the study. The research instrument was validated by three experts and reliability of the questionnaire established through a pilot-test. Data collated were presented in tables and analyzed using mean score at 2.50 rating and standard deviation in order to analyze the five research questions. The hypotheses were tested using t-test statistics tested at an alpha level of 0.05 significance. Findings of the study indicated among others that; the resources to a low extent were mobilized as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. As such, the difference in mean ratings of principals and teachers on the extent of educational resources mobilization as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was not significant. Among the recommendations proffered included that Delta State Government in collaboration with the Post Primary Education Board (PPEB) should ensure mobilization of educational resources to a high extent through adequate financial provision in order to enhance policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Keywords: Extent, Policy, Implementation, Strategies, Trade, Entrepreneurship, Education, Employability Skills, Acquisition

Introduction

Education is an instrument for human capital development in the Nigerian society. Education being an important instrument for national development, equips individuals with the requisite employability skills in order to function effectively in the world of work. According to the Federal Republic of Nigeria (FRN, 2014), education is an 'instrument par excellence' for nation building, national transformation and effecting social change in the society. Given the relevance of education to nation building, the Nigerian education system as indicated by the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education (NPE) has been structured into various levels of Early Childhood Care and Development Education (ECCDE), Basic/Primary Education, Secondary Education and Tertiary or Higher Education. All these educational programmes have been set up with different goals and objectives. Secondary education

level which is the main focus of this present study plays an important role in human capital development. It maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society. Secondary education prepares students for tertiary/higher education and has equally been constituted with several objectives by (FRN, 2014:17) in the National Policy on Education (NPE) to provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development, among others. Achievement of the objectives of secondary education demands that this level of education together with all academic programmes and subjects taught in the schools must be very effective and functional to inculcate into students such skills that will make them employable after schooling. As part of policy implementation, the secondary education curriculum was designed in order to showcase all the subjects and academic experiences that a student will undertake during their engagement in the schools. Since secondary education is quite known for preparing students for the world of work, this has led to the introduction of the 34 trade and entrepreneurship subject. With the high rate of unemployment, social vices or crimes and moral decadence found among youths in the Nigerian society, thus the need for introduction of trade/entrepreneurship education through effective policy implementation strategies. A policy as defined by the Centers for Disease Control and Prevention (CDCP, 2015) is a law, regulation, procedure, administrative action, incentive, or voluntary practice of governments and other institutions. It is also an action which employs governmental authority to commit resources in support of a preferred value. Policy decisions are frequently reflected in resource allocations. Policies can be guidelines, rules, regulations, laws, principles, or directions. They say what is to be done, who is to do it, how it is to be done and for (or to) whom it is to be done. Policies also describes government actions. Therefore, various policies exist and to mention just a few of them includes economic policy, health policy, agricultural policy and education policy, example is the National Policy on Education. Implementation as defined by Ehrens (2022) is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

Implementation is the process of putting a decision or plan into effect. Toolshero (2013) on the other hand described strategy as plan of action to achieve short, middle and long term desired goals. Therefore, a policy which guide actions and processes is always implemented through the adoption of effective strategies. More so, the Trade/Entrepreneurship Education (T/EE) has been defined by Adesulu (2011) and Obunadike and Uzoechina (2015) as a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development. The objectives of trade/entrepreneurship education are very clear. It creates all kinds of skills and experiences that give learners the ability to access, as well as transform opportunities within and outside their society. The idea behind introduction of the T/EE is majorly to provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities. According to Chinyere (2019), the trade/entrepreneurship education has made so many contributions that made it important not only for self-development of an individual but also to the nation at large. Here, the trade subjects handle all technical aspects of education like such areas as building and construction, electrical wiring and installation, while the entrepreneurship education handles such areas as marketing, salesmanship, among others. Therefore,

the implementation of trade and entrepreneurship education in Nigeria should be encouraged and studied by Nigerian youths at all levels of education including the secondary schools. Trade/Entrepreneurship education in Nigerian secondary schools has been made a core subject for all secondary school students. According to FRN (2014) policy directives in the National Policy on Education (NPE), every student while in school must study at least one or two subjects out of the list of 34 trade/entrepreneurship education subject which must be registered and taken during the WAEC examination. Orji (2013) opined that given effective implementation of the National Policy on Education and new Senior Secondary Education curriculum, every senior secondary education graduate should have been well prepared for higher education as well as acquired relevant functional trade/entrepreneurship employability skills needed for poverty eradication, job creation and wealth generation; and in the process strengthened further the foundations for ethical, moral and civic values acquired at the basic education level. Acquiring valuable employability skills would assist secondary school students to succeed in their current position and in future roles. Besides, having the knowledge, proficiency and practical skills to perform their job duties, developing a specific skillset can be key in performing at higher levels. Also, learning how one can acquire employability skills can help such individual create an effective plan for developing new abilities and advancing in his or her own career (Orji, 2013). According to the Indeed Editorial Team (2021) skill acquisition are talents and expertise often obtained through education or experience. These include soft skills such as communication and hard or technical skills such as computer programming.

Skills acquisition can help prepare a person to perform the functions of his or her own job at a proficient level and take on other roles in the industry. A person can do this through practice and commitment and by seeking an apprenticeship or internship, pursuing on-the-job training, reading related books and taking classes. Ukit (2015) identified five kinds of skills which include; technical skills which involves the use of practical; personal skills, interpersonal skills, critical skills and creative thinking skills, and financial management skills. Green (2011) identified other typologies of skills as: technical skills, cognitive skills, interactive skills, physical skills, among others. Students passing through the trade/entrepreneurship education at early stages in the secondary schools will enable them acquire employability skills that will assist them to function properly within their environment. A look around the Nigerian society showcases that many youths including the graduates from secondary schools depend solely (even before graduation) on white collar jobs. Many of them become disappointed if not employed because they have not acquired the rightful skills for the job which they seek. Out of frustration many of these youths indulge in many crime, social vices and delinquent acts. Today, many youths in Delta State and beyond engage themselves in rituals, 419 and fraudulent activities including the one popularly known as ‘fast money’, ‘yahoo yahoo’ or ‘yahoo+’ just to acquire wealth. But if these youths would have acquired sound and quality trade/entrepreneurship education with adequate practical knowledge, many of them would become self-employed or become employable in the industries. The rate of youths’ engagement in fraudulent activities has become a concern for many education stakeholders and for the researchers as well. Given all these notions coupled with the high unemployment rate in the society, the present study sought to examine the extent of policy implementation strategies on trade and entrepreneurship education (T/EE) for secondary school students’ employability skills acquisition. Just as previously observed, after a policy has been adopted, the next thing is implementation which demands putting the policy decisions into action and practice through the use of several strategies. In the case of the policy implementation strategies of the

T/EE, the Nigerian government apart from drafting out a curriculum on the subject, identified other strategies for implementation of the programme. As observed in the National Policy on Education (NPE), the federal government indicated several strategies that will aid effective implementation of the 34 trade/entrepreneurship education subjects (FRN, 2014, p. 20-29). The government indicated that for the trade/entrepreneurship education subjects which has been embedded into the 2014 secondary education curriculum, each student is expected to select (1) trade/entrepreneurship subject from the list of 34 trade/entrepreneurship subject list. Government also welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary education provided standards are set. Therefore, the Government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow the approved curricula and conform to the National Policy on Education (FRN, 2014).

Informal artisanship shall be used to provide training opportunities for students at the secondary school level. Also, Vocational Enterprise Institutions shall cover all vocational and craftsmanship areas such as Adire, and other indigenous fabric making, artisans, apprenticeship, etc. as follows; Adire, Aso-Oke, Akwete, welding, motor vehicle repair, electrical writing, construction, catering, performing arts, hairdressing and beauty, arts, agriculture, fashion design, sports, all other vocational skills. Cooperation between industries and institutions in training shall be encouraged. Government shall ensure that institutions operate in collaborations with relevant industries, professional bodies and establishments to ensure practical training and experience for students. Consequently, the Industrial Training Fund (ITF) shall organize staff development in collaboration with the proprietors of institutions and industries. In recognition of the fundamental importance and cost-intensive nature of science, technology and trade/entrepreneurship; Government shall provide adequate funds for science, technology and trade/entrepreneurship education; among other strategies as well (FRN, 2014). Given all this strategies, one would have taught that teaching of trade/entrepreneurship education would have improved and made significant impact on students' employability skills so as to solve the problem of unemployment in the Nigeria society. The poor situation of teaching the trade/entrepreneurship education subjects have created so much doubts about the policy implementation strategies on T/EE. To evaluate the policy implementation strategies on T/EE, the present study however sought to investigate the extent to which educational resources are mobilized for and utilized by teachers for implementation of the policy on trade/entrepreneurship education. The study also calls for an evaluation of the extent of secondary schools' collaboration with the informal artisanship industry, schools' engagement in different intensive practical training programmes and teachers' active involvement in staff development training/retraining programmes with the industries, as policy implementation strategies on trade/entrepreneurship education for secondary school students' employability skills acquisition. Previous empirical studies such as those of Afolabi and Macheke (2012), Akpan, Effiong and Ele (2012), Amadi and Amakodi (2019), Ezeani (2021), Ezugoh and Ofojebe (2018), Nwachukwu and Okpo (2018), Okolocha and Ordu (2018), Onajite (2016), Onajite and Oyerinde (2017), Onyesom and Onajite (2013), Ozofor, Ani and Ani (2020), Ubogu (2020), and Ukala (2018), have been carried out on trade and entrepreneurship education, and these studies have their own mix, findings and shortcomings. Their difference had motivated and made it possible for the researchers to conduct this present study. None of these previous studies to the best knowledge of the researchers delved into the aspect of policy implementation strategies, which has warranted the present study. It is therefore, based on this background including the above factors that the

researchers are motivated to evaluate the extent of policy implementation strategies on Trade/Entrepreneurship Education (T/EE) for secondary school students' employability skills acquisition in Delta State.

Statement of the Problem

The incessant high rate of unemployment which has led to many Nigerian youths including those in Delta State to persistently indulge in crimes and other social vices creates a lot of worries and concern to all education stakeholders and researchers. Observation from the series of crimes reported in the society, shows that many youths who graduated from the secondary schools without furthering their studies to higher education or engaging themselves in gainful employment indulge in crimes (Anyikwa, 2016). A situation where many of these youths are not gainfully employed would push them into committing crimes and other social vices causing high moral decadence in the society experienced within the Nigerian society today. Thus the trite statement that 'an idle mind is the devil's workshop'. The high rate of moral decadence found among youths in the society including Delta State which is a consequent of unemployment and youths indulgent in social vices throws a lot of questions back on the quality and standard of education provided at the secondary school level. This situation equally raises question on the strategies adopted for policy implementation in secondary education. Educational programmes such as the trade/entrepreneurship education taught at the secondary school level is expected to equip students with sound knowledge and skills in both theory and practice that will improve their employability skills for gainful employment. Yet the teaching of the 34 trade/entrepreneurship education subjects seem not to have made any positive impact on secondary school youth in Delta State. The researchers in this present study therefore, wonders how youths having undergone the trade/entrepreneurship education training in the secondary schools failed to acquire employability skills necessary to help them to either become self-employed if not employed in an enterprise. This situation is worrisome because Delta State is also known as one of the oil producing states, rich in agricultural produce and the home of entrepreneurs for different kinds of businesses. Some industries can also be found in Delta State. Many of these secondary school youths in Delta State would have passed through a lot of teachings and training in science, technical, vocational, trade/entrepreneurship subjects designed to inculcate in them the requisite employability skills to function effectively within their environments or localities; yet they cannot gain employment and seize to engage into social vices. With the above scenario found in Delta State environs, the researchers ask, what has made the secondary school graduates in Delta State not to possess employability skills for useful living, for the world of work and for their own self-reliance? Could their lack of employability skills be a result of poor adoption of policy implementation strategies on trade/entrepreneurship education which would expose them to practical experiences? The researchers therefore, tracing it back to the time of policy implementation strategies sought to evaluate the extent of policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. Obviously, the poor adoption of the various policy implementation strategies on trade/entrepreneurship education taught subjects have created an educational gap in both theory and practice which needs to be properly addressed at the secondary school level to ensure that the products acquire sufficient employability skills. This present research sought to address the problem.

Research Questions

The following five research questions guided the study:

1. To what extent are resources mobilized as policy implementation strategy on trade/entrepreneurship education for secondary

school students' employability skills acquisition in Delta State?

2. To what extent do teachers' utilize educational resources as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?
3. To what extent do schools' collaborate with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?
4. To what extent do secondary schools engage in different intensive practical training programmes as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State?
5. To what extent do teachers' get actively involved in staff development training/retraining programmes with the industries as a policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?

Hypotheses

The following five null hypotheses were formulated and tested in the study at an alpha level of 0.05 significance:

1. There is no significant difference in the mean ratings of principals and teachers on the extent of educational resources mobilization as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.
2. There is no significant difference in the mean ratings of principals and teachers on the extent of teachers' educational resources utilization as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.
3. There is no significant difference in the mean ratings of principals and teachers on extent of secondary schools' collaboration with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State.
4. There is no significant difference in the mean ratings of principals and teachers on the extent of secondary schools' engagement in different intensive practical training programmes as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State.
5. There is no significant difference in the mean ratings of principals and teachers on the extent of teachers' active involvement in staff development training/retraining programmes with the industries as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Research Method

The study adopted a descriptive survey research design in order to conduct the study. This design was employed in order to conduct a field survey and gather data from a sample of large population of principals and teachers within the different public secondary schools in the Delta State; and thereafter, generalize the findings to draw inferences and make conclusion. Nworgu (2015) opined that the descriptive survey research design are those studies which aims at collecting data from sample of a given population and which described them in a systematic manner, the characteristics, features or facts about such population. These studies are only interested in describing certain variables in relation to the population. The area of this study is Delta State which is located at the South-South Geo-Political Zone of Nigeria. Population for the study constituted

440 principals and 15533 teachers in 440 public secondary schools in Delta State. Sample size for the study comprised a total of 1,783 participants, that is, 228 principals and 1,555 teachers selected out of the entire population of principals and teachers from 440 public secondary schools in Delta State using the stratified random sampling technique. Here, the researchers randomly select 50% of principals and 10% of teachers from the entire population of 440 principals and 15533 teachers respectively, from the public secondary schools selected for sampling within the 25 LGAs in Delta State. Nworgu (2015) highlighted that in the stratified random sampling technique each element in the population are selected and included in the sample based on their existing characteristics in relation to their geographical location, education zones, positions, ranks, sex, among others. To carry out this technique, it was convenient for the researchers to study and select samples from the entire elements that make up the population in the secondary schools based on their LGAs and school locations, and they could as well as be easily reached out by the researchers using the support of some research assistants. The sample size of the public secondary schools, principals and teachers selected for the study consisted of 228 principals representing 50% of the entire population, and 1,555 teachers representing 10% of teachers from the various secondary schools selected for sampling. A Questionnaire titled: Extent of Policy Implementation Strategies on Trade and Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition Questionnaire (EPISTEESSSESAQ) which was constructed for principals and teachers, containing 50 items and designed on a 4-point scale, was used for data collection in the study. Construction of the questionnaire was guided by the purpose of the study, research questions and the National Policy on Education document which enlisted the 34 trade and entrepreneurship subjects including the policy implementation strategies guideline. The questionnaire was divided into two parts. Part A is an introductory section which comprises personal details and open-ended statements that elicited from the participants their designation (whether principal or teacher) and locations of their schools. Part B of the research instrument contained 50 items based on this study on Evaluation of the Extent of Policy Implementation Strategies on Trade and Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State. Items in section B of the instrument were arranged in five clusters in order to answer questions relating to each of the research questions. The items on the EPISTEESSSESAQ was structured on a 4-point scale weighted as follows: (a) Very Highly Extent **(VHE) - 4**, Highly Extent **(HE) - 3**, Low Extent **(LE) - 2,** Very Low Extent **(VLE) - 1** for answering all the research questions.

The research instrument was validated by three experts from Educational Management and Policy Department and Educational Foundations Department (Measurement and Evaluation Unit), Nnamdi Azikiwe University, Awka, Anambra State. The corrections and modifications made by these experts were incorporated in the instrument before the final draft of the instrument. This was done in order to determine the face and content validity that aided the instrument to collect the requisite information/data for the study. These experts were requested to validate the items in the questionnaire in terms of their face value, content relevance, items clarity and sentence construction. Reliability of the questionnaire was established through a pilot-test sampling 10 principals and 80 teachers from 10 public secondary schools in Delta State, which were not part of the study; and thereafter the coefficient value were measured using the Cronbach Alpha formula to appraise the reliability of the research instrument. The scores gave coefficient reliability of 0.88, 0.72, 0.68, 0.77 and 0.81 for the five clusters respectively; which were added up to give an overall internal consistency reliability value of 0.77, showing that the questionnaire was reliable for use in order to conduct the study. The final drafted copies

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of the EPISTEESSSESAQ was distributed to the respondents on a personal and direct hand-delivery to the respondents employing the services of seven (7) research assistants. The distribution of the questionnaire entailed face-to-face contact with the respondents. An on-the-spot method was adopted by the researchers and research assistants in distributing copies of the questionnaire in order to ensure maximum recovery of the questionnaire administered. Copies of the questionnaire for the secondary school principals and teachers were delivered to them by the researchers and research assistants who were part time students in a tertiary education institution in Delta State; and were instructed to also maintain the Covid-19 rules and guidelines of social distancing, use of hand sanitizers and face mask while communicating with the respondents. These research assistants were instructed and briefed on how to administer the questionnaire to the respondents. This entailed explaining properly to the research assistants the location of the sampled secondary schools selected for the study. The researchers and the research assistants waited for the respondents to complete the questionnaire before retrieving them on the spot in order to obtain the highest possible rate of return. However, a total of 1,783 copies of the questionnaire were printed for distribution by the researchers and the research assistants. The retrieval of the research instrument from all the respondents was calculated at a 100% rate of return. Data collated were presented in tables and analyzed using mean score at 2.50 rating and standard deviation in order to analyze the five research questions. The decision rule was that only mean scores that rated 2.50 and above was accepted as an indication of high extent with the statement while mean scores below 2.49 was regarded as an indication of low extent with the statement. More so, the hypotheses were tested at an alpha level of 0.05 significance using the t-test statistics. The t-test statistics was used to test the significant difference between two mean distributions as showcased in the hypotheses. For the hypotheses testing, the decision rule was that wherever p-value obtained or calculated value is greater than or equal to the alpha 0.05 level of significance, the null hypothesis – H_0 is not rejected (accepted). On the other hand, a null hypothesis – H_0 was rejected wherever an obtained or calculated *p*-value is less than the alpha 0.05 level of significance. Data collated were coded into the SPSS (Statistical Software Package for Social Sciences) for computer analysis.

Presentation of Results

Research Question 1: To what extent are resources mobilized as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?

Table 1: Mean and Standard Deviation Scores on the Extent Resources are Mobilized as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State (Principals = 228, Teachers = 1555)

S/N	Items	Principals		Remark	Teachers		Remark
		$\bar{x}$	SD		$\bar{x}$	SD	
1	Technical workshop with adequate equipment and tools	2.13	0.96	Low Extent	2.07	1.05	Low Extent
2	Well-equipped science laboratories with sufficient species and tools	2.06	1.06	Low Extent	1.77	0.97	Low Extent
3	Home economics laboratory with adequate facilities	2.08	0.99	Low Extent	1.95	0.99	Low Extent
4	Standard T/EE curriculum to support teaching	2.02	0.98	Low Extent	2.11	1.04	Low Extent
5	Textbooks including other printed materials such as workbook, teachers' guide, etc, support teaching in trade/entrepreneurship education subjects	1.88	0.91	Low Extent	2.10	1.03	Low Extent
6	Standard vocational training centre which is well furnished in the school	2.07	0.95	Low Extent	2.06	1.03	Low Extent
7	Funds to support the teaching of trade and entrepreneurship education subjects	2.04	0.93	Low Extent	2.09	1.05	Low Extent

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8	ICT equipment such as computers, projects, smart TV, etc to support the teaching of trade and entrepreneurship education subjects	2.04	0.95	Low Extent	1.92	1.00	Low Extent
9	Well-established Art studio for teaching vocational subjects relating to creative arts, typewriting, shorthand, etc	1.94	0.94	Low Extent	1.90	1.01	Low Extent
10	Resource persons to assist in teaching practicals including other areas of need	1.92	0.88	Low Extent	2.14	1.11	Low Extent
11	Library stocked with updated textbooks, journals, etc	1.78	0.88	Low Extent	2.10	0.97	Low Extent
	Grand Mean/SD	**2.00**	**0.95**	**Low Extent**	**2.02**	**1.03**	**Low Extent**

Analysis on Table 1 reveals that the respondents rated all items less than a mean score of 2.50 which implies that, to a low extent, resources were mobilized as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The evidence of this response by the respondents is also shown in grand mean scores of 2.00 and 2.02 for both the principals and teachers respectively. The grand standard deviation scores of 0.95 and 1.03 respectively for principals and teachers indicates that the respondents have a similar view on resources that are mobilized as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Research Question 2: To what extent do teachers' utilize educational resources as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?

Table 2: Mean and Standard Deviation Scores on the Extent Teachers Utilize Educational Resources as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State (Principals = 228, Teachers = 1555)

S/N	Items	Principals		Remark	Teachers		Remark
		$\bar{x}$	SD		$\bar{x}$	SD	
12	Technical workshop with adequate equipment and tools utilized in teaching trade/entrepreneurship subjects	1.99	0.96	Low Extent	1.96	1.00	Low Extent
13	Well-equipped science laboratories with sufficient species and tools utilized in teaching trade/entrepreneurship subjects	2.09	1.02	Low Extent	2.02	0.95	Low Extent
14	Home economics laboratory with adequate facilities utilized in teaching trade/entrepreneurship subjects	1.79	0.84	Low Extent	2.11	1.02	Low Extent
15	Standard T/EE curriculum utilized in teaching trade/entrepreneurship subjects	1.80	0.83	Low Extent	2.16	0.99	Low Extent
16	Textbooks including other printed materials such as workbook, teachers' guide, etc, utilized in teaching trade/entrepreneurship subjects	2.01	0.97	Low Extent	1.89	0.89	Low Extent
17	Standard vocational training centre which is well furnished in the school utilized in teaching trade/entrepreneurship subjects	1.89	0.97	Low Extent	2.07	1.01	Low Extent
18	Funds utilized in teaching trade/entrepreneurship subjects	1.75	0.86	Low Extent	1.89	0.94	Low Extent
19	ICT equipment such as computers, projects, smart TV, etc utilized in teaching trade/entrepreneurship subjects	2.11	0.95	Low Extent	2.08	1.04	Low Extent
20	Well-established Art studio for teaching vocational subjects utilized in teaching trade/entrepreneurship subjects	1.89	0.94	Low Extent	2.03	0.93	Low Extent
21	Resource persons to assist in teaching practicals including other areas of need	1.95	0.97	Low Extent	2.14	1.00	Low Extent
22	Library stocked with updated textbooks, journals, etc	2.00	1.03	Low Extent	2.25	1.09	Low Extent
	Grand Mean/SD	**1.93**	**0.95**	**Low Extent**	**2.05**	**0.99**	**Low Extent**

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Result analysis on Table 2 indicates that all items were rated below a mean score of 2.50 by the principals and teachers. This indicates that, to a low extent, teachers' utilized educational resources as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The response by these principals and teachers are evident in grand mean scores of 1.93 and 0.99 respectively. The grand standard deviation scores of 0.95 and 0.99 indicates that both the principals and teachers do not have varied view on the extent teachers' utilize educational resources as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Research Question 3: To what extent do schools' collaborate with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?

Table 3: Mean and Standard Deviation Scores on the Extent Schools Collaborate the Informal Artisanship Industry as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State (Principals = 228, Teachers = 1555)

S/N	Items	Principals $\bar{x}$	Principals SD	Remark	Teachers $\bar{x}$	Teachers SD	Remark
23	Employing services of a craftsperson or handicrafts worker to deliver teaching in trade/entrepreneurship education in the school	1.85	0.92	Low Extent	1.98	1.03	Low Extent
24	Engaging the services of an artist to support teaching of trade/entrepreneurship education in the school	1.82	0.91	Low Extent	1.94	0.94	Low Extent
25	Bringing in welders to training students in welding and fabrication or other basic technology areas	1.80	0.88	Low Extent	1.77	0.88	Low Extent
26	Employing the services of skilled workers to cover for such areas as building and construction, bricks and blocks laying, painting and decorating, plumbing and pipefitting, carpentry and joinery, furniture making, upholstery, leather goods making and repair, mining, textile and clothing, garment making, dyeing and bleaching, cosmetology, etc	1.79	0.84	Low Extent	1.95	1.01	Low Extent
27	Engaging the services of an electrician in areas related to electrical installation, wiring and maintenance	1.75	0.82	Low Extent	1.84	1.04	Low Extent
28	Engaging the services of a data processing analyst for training in computer literacy	1.80	0.94	Low Extent	1.78	0.90	Low Extent
29	Employing the services of GSM repairer for teaching in areas of phone repairs/maintenance	1.82	0.93	Low Extent	1.71	0.86	Low Extent
30	Engaging an agriculturist to boost students' knowledge in different areas of agriculture and animal husbandry, fishery, etc	2.08	0.95	Low Extent	1.87	0.87	Low Extent
31	Employing an engineering craft personnel in areas of electronic servicing such as TV and radio repairs, air conditioner and refrigerator repairs, etc.	1.96	0.97	Low Extent	2.24	1.09	Low Extent
32	Engaging the services of a skilled person in photography	1.75	0.87	Low Extent	2.08	1.03	Low Extent
33	Employing the services of skilled business personnel to handle such areas as marketing and salesmanship, book keeping, store keeping, stenography (shorthand typist), etc	1.83	0.90	Low Extent	1.86	0.84	Low Extent
34	Engaging the services of an automobile mechanic or any other skilled engineer in areas connected to automobile mechanical work, auto parts merchandising, auto body repairs and spray painting, etc	1.88	0.91	Low Extent	1.95	0.91	Low Extent
	Grand Mean/SD	**1.85**	**0.91**	**Low Extent**	**1.91**	**0.96**	**Low Extent**

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Table 3 shows that both the principals and teachers rated all items below a mean score of 2.50, and this reveals that, to a low extent, schools' collaborated with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. Furthermore, the grand mean scores of 1.85 and 1.91 are empirical evidence supporting the response made by both principals and teachers. More so, the grand standard deviation scores of 0.91 and 0.96 indicates that both principals and teachers had similar opinion on the extent schools' collaborate with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Research Question 4: To what extent do secondary schools engage in different intensive practical training programmes as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State?

Table 4: Mean and Standard Deviation Scores on the Extent Schools Engage in Different Intensive Practical Training Programmes as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State
(Principals = 228, Teachers = 1555)

S/N	Items	Principals $\bar{x}$	Principals SD	Remark	Teachers $\bar{x}$	Teachers SD	Remark
35	Use of excursion technique to visit site for practical teaching in trade/entrepreneurship education	1.76	0.86	Low Extent	2.13	0.95	Low Extent
36	Undertaking an apprenticeship/traineeship in any aspect in the industry after school	1.78	0.88	Low Extent	2.15	1.00	Low Extent
37	School vacation training programmes	1.83	0.90	Low Extent	2.20	1.12	Low Extent
38	On-site practical training at suppliers' workshop or business enterprise	1.97	0.91	Low Extent	2.09	0.97	Low Extent
39	Learning-by-doing in the areas of production and maintenance	1.77	0.83	Low Extent	2.12	1.01	Low Extent
40	School-based apprenticeship and traineeship	1.75	0.82	Low Extent	2.02	0.91	Low Extent
41	Using support mechanisms by public institutions to deliver institution in different aspects of trade/entrepreneurship education	1.90	0.91	Low Extent	2.02	0.96	Low Extent
42	Practical school-based vocational preparation training	2.15	1.00	Low Extent	2.14	0.98	Low Extent
	Grand Mean/SD	**1.87**	**0.90**	**Low Extent**	**2.11**	**0.99**	**Low Extent**

Analysis on Table 4 reveals that all the items were rated below a mean score of 2.50 and this indicates that, to a low extent, secondary schools engaged in different intensive practical training programmes as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State. This is also evident in grand mean scores of 1.87 and 2.11 for both the principals and teachers respectively indicating agreement among the respondents.

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Furthermore, the grand standard deviation scores of 0.90 and 0.99 shows that both the principals and teachers had homogenous view on the extent secondary schools engage in different intensive practical training programmes as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State.

Research Question 5: To what extent do teachers' get actively involved in staff development training/retraining programmes with the industries as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?

Table 5: Mean and Standard Deviation Scores on the Extent Teachers are Actively Involved in Staff Development Training/Retraining Programmes with the Industries as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State (Principals = 228, Teachers = 1555)

S/N	Items	Principals		Remark	Teachers		Remark
		$\bar{x}$	SD		$\bar{x}$	SD	
43	Trade/entrepreneurship training conducted through training the trainer method with industries	2.04	1.00	Low Extent	1.88	0.94	Low Extent
44	On-the-job training through job coaching and mentorship with industries	2.23	1.04	Low Extent	2.00	1.04	Low Extent
45	Staff development training learning through transaction with local and external agents	1.79	0.85	Low Extent	2.16	1.12	Low Extent
46	Trade/entrepreneurship training provided through workshop training	1.96	1.08	Low Extent	2.14	0.99	Low Extent
47	Trade/entrepreneurship training organized through seminar	1.86	0.94	Low Extent	2.04	1.02	Low Extent
48	School vacation apprenticeship training programmes with industries	1.97	1.04	Low Extent	2.16	1.09	Low Extent
49	Conferences organized by a business enterprise, venture or industry for teachers	2.11	1.01	Low Extent	2.15	0.97	Low Extent
50	Presentations by external guest speakers to deliver talks in different aspects relating to trade/entrepreneurship education	2.36	1.16	Low Extent	2.16	0.98	Low Extent
	Grand Mean/SD	**2.04**	**1.03**	**Low Extent**	**2.09**	**1.02**	**Low Extent**

Result analysis of Table 5 reveals that all items were rated below a mean score of 2.50, and this implies that, to a low extent, teachers' got actively involved in staff development training/retraining programmes with the industries as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The evidence is also shown in grand mean scores of 2.04 and 2.09 for both the principals and teachers respectively. Again, the grand standard deviation scores of 1.03 and 1.02 indicate that both the principals and teachers had same opinion on the extent teachers' get actively involved in staff development training/retraining programmes with the industries as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

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Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of principals and teachers on the extent of educational resources mobilization as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Table 6: Test of Difference in the Mean Ratings of Principals and Teachers on the Extent of Educational Resources Mobilization as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State

Subject	N	Mean	SD	df	t	Sig
Principals	228	43.75	7.70	1781	.049	.112
Teachers	1555	43.72	8.23			

p > 0.05

Table 6 reveals that t-test was run to test the difference in the mean ratings of principals and teachers on the extent of educational resources mobilization as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The result shows no significant difference given that t-value = .049 and p > 0.05 (.112 > 0.05), thus, the null hypothesis was accepted that the difference in mean ratings of principals and teachers on the extent of educational resources mobilization as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State is not significant.

Hypothesis 2: There is no significant difference in the mean ratings of principals and teachers on the extent of teachers' educational resources utilization as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Table 7: Test of Difference between in the Mean Ratings of Principals and Teachers on the Extent of Teachers' Educational Resources Utilization as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State

Subject	N	Mean	SD	df	t	Sig
Principals	228	43.09	7.87	1781	-1.775	.187
Teachers	1555	44.11	8.15			

p > 0.05

Analysis on Table 7 shows that that t-test was run to test the difference in the mean ratings of principals and teachers on the extent of teachers' educational resources utilization as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The result shows no significant difference given that t-value = -1.775 and p > 0.05 (.187 > 0.05), hence, the null hypothesis was accepted that the difference in mean ratings of principals and teachers on the extent of teachers' educational resources utilization as policy implementation strategy on trade/entrepreneurship education for secondary school students'

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employability skills acquisition in Delta State is not significant.

Hypothesis 3: There is no significant difference in the mean ratings of principals and teachers on extent of secondary schools' collaboration with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State.

Table 8: Test of Difference between in the Mean Ratings of Principals and Teachers on the Extent of Secondary Schools' Collaboration with the Informal Artisanship Industry as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State

Subject	N	Mean	SD	df	t	Sig
Principals	228	44.00	8.37	1781	-2.342	.324
Teachers	1555	45.43	8.76			

p > 0.05

Data on Table 8 indicate that t-test was run to test the difference in the mean ratings of principals and teachers on extent of secondary schools' collaboration with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State. The result shows no significant difference given that t-value = -2.342 and p > 0.05 (.324 > 0.05), therefore, the null hypothesis was accepted that the difference in mean ratings of principals and teachers on extent of secondary schools' collaboration with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State is not significant.

Hypothesis 4: There is no significant difference in the mean ratings of principals and teachers on the extent of secondary schools' engagement in different intensive practical training programmes as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State.

Table 9: Test of Difference between in the Mean Ratings of Principals and Teachers on the Extent of Secondary Schools' Engagement in Different Intensive Practical Training Programmes as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State

Subject	N	Mean	SD	Df	t	Sig
Principals	228	42.89	8.46	1781	-4.505	.315
Teachers	1555	45.93	9.66			

p > 0.05

Presentation of data on Table 9 reveal that a t-test run to test the difference in the mean ratings of principals and teachers on the extent of secondary schools' engagement in different intensive practical training programmes as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State. The analysis indicates no significant difference given that t-value = -4.505 and p > 0.05 (.315 > 0.05), so, the null hypothesis is accepted that the difference in mean ratings of principals and teachers on the extent of secondary schools' engagement in different

intensive practical training programmes as policy implementation strategy on trade/entrepreneurship education for students' employability skills acquisition in Delta State is not significant.

Hypothesis 5: There is no significant difference in the mean ratings of principals and teachers on the extent of teachers' active involvement in staff development training/retraining programmes with the industries as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Table 10: Test of Difference between in the Mean Ratings of Principals and Teachers on the Extent of Teachers' Active Involvement in Staff Development Training/Retraining Programmes with the Industries as Policy Implementation Strategy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State

Subject	N	Mean	SD	df	T	Sig
Principals	228	44.61	9.30	1781	1.504	.489
Teachers	1555	43.63	9.17			

p > 0.05

Analysis on Table 10 reveals that t-test was run to test the difference in the mean ratings of principals and teachers on the extent of teachers' active involvement in staff development training/retraining programmes with the industries as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The analysis shows no significant difference given that t-value = 1.504 and p > 0.05 (.489 > 0.05), thus, the null hypothesis was accepted that the difference in mean ratings of principals and teachers on the extent of teachers' active involvement in staff development training/retraining programmes with the industries as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State is not significant.

Discussion of Findings

Findings of the present study generally indicated that the extent of policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State were all to a low extent. More so, there was no significant difference in the mean ratings of principals and teachers concerning the extent of implementation of all the policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. This means that both the principals and teachers neither differ nor have varied opinions on the extent of implementation of these policy strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State which were all to a low extent. The possible reason for this outcome could have been that these effective policy implementation strategies were not employed to a greater magnitude in managing trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. These findings agree and concur with Okolocha and Ordu (2018) study which found out that the level of availability and utilization of instructional resources as policy implementation strategy for teaching entrepreneurship in business education was inadequate for equipping students for entrepreneurial success on graduation; therefore, affecting effective policy implementation of entrepreneurship in business education. The present study findings are in line with Ukala (2018) study on

management of trade/entrepreneurship education in public senior secondary schools for smooth transition into the world of works in Rivers State, Nigeria which confirmed that of all the 34 subjects recommended on the FRN, only catering, dyeing/bleaching, data processing and book keeping were taught. Ozofor, Ani and Ani (2020) study on assessment of the implementation of trade/entrepreneurship curriculum for senior secondary schools in Enugu State, Nigeria found out that only five out of 34 trade/entrepreneurship subjects were being offered in secondary schools in the State. The present study finding equally concurs with the findings of Amadi and Amakodi (2019) study on factors influencing the implementation of entrepreneurship education in tertiary institutions in Rivers State which revealed that shortage of qualified lectures, inadequate facilities, inadequate teaching techniques, poor funding and lack of government support hindered effective implementation of entrepreneurship education in tertiary institutions in Rivers State.

It was found out that the extent to which resources were mobilized as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State was to a low extent. As such, the hypothesis indicated that the difference in mean ratings of principals and teachers on the extent of educational resources mobilization as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was not significant. This means that both the principals and teachers did not differ nor have varied opinions on the extent of resources mobilization as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State which was to a low extent. The possible reason for this outcome could have been that adequate resources were not mobilized to a greater magnitude in managing trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The result of this finding further indicated that resources such as technical workshop with adequate equipment and tools, well-equipped science laboratories with sufficient species and tools, home economics laboratory with adequate facilities, standard T/EE curriculum to support teaching, textbooks including other printed materials such as workbook, teachers' guide, etc, support teaching in trade/entrepreneurship education subjects, standard vocational training centre which is well furnished in the school, funds to support the teaching of trade and entrepreneurship education subjects, ICT equipment such as computers, projects, smart TV, etc to support the teaching of trade and entrepreneurship education subjects, well-established art studio for teaching vocational subjects relating to creative arts, typewriting and shorthand, resource persons to assist in teaching practicals including other areas of need, and library stocked with updated textbooks and journals, which impacted positively on secondary school students' employability skills acquisition, were all mobilized to a low extent in trade and entrepreneurship education in Delta State. This finding corroborates and agrees with Ubogu (2020) study on entrepreneurship education, challenges and strategies towards promoting entrepreneurship in higher education in Nigeria who found out that inadequate facilities at entrepreneurial centres in the universities constituted a challenge to entrepreneurship education. The study also found out that there was a lack of funds which hindered entrepreneurial education and development. Okolocha and Ordu (2018) study on availability and utilization of instructional resources for teaching entrepreneurship in business education which found out that the available physical facilities and equipment were inadequate for teaching entrepreneurship in business education in COEs in SSN. Findings of this past study further revealed that physical facilities were not adequately available for teaching entrepreneurship in business education in

colleges of education in South-South Nigeria. Sufficient equipment's were not adequately available for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. Nwachukwu and Okpo (2018) study on availability and adequacy of resources for entrepreneurship education in universities in South-East equally found out that adequate funds were not available for undertaking the programme. Some universities do not have separate building for entrepreneurship coupled with insufficient computers, and lack of adequate workshop. Ozofor, Ani and Ani (2020) study confirmed that the implementation of the trade/entrepreneurship curriculum and the availability of trade/entrepreneurship teachers in senior secondary schools in the State were of low extent. The findings of Ezugoh and Ofojebe (2018) study on appraisal of implementation of curriculum on entrepreneurship education for creativity and functional secondary education in Delta State confirmed that teaching resources and facilities were inadequate and limited for effective implementation of the curriculum on entrepreneurship education in the secondary schools.

It was also discovered through one of the findings that teachers to a low extent utilized educational resources as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. Also, the hypothesis indicated that the difference in mean ratings of principals and teachers on the extent of teachers' educational resources utilization as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was not significant. This means that the principals and teachers neither differ nor have varied opinions on the extent of teachers' utilization of educational resources as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State which was to a low extent. The possible reason for this outcome could have been that these teachers were not able to adequately utilize educational resources to a greater magnitude in teaching trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. However, the result of this finding further indicated that teachers' utilization of educational resources in teaching trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State such as technical workshop with adequate equipment and tools, well-equipped science laboratories with sufficient species and tools, home economics laboratory with adequate facilities, standard T/EE curriculum, textbooks including other printed materials such as workbook, teachers' guide, etc, standard and well-furnished vocational training centre in school, funds to support the teaching of trade and entrepreneurship education subjects, ICT equipment such as computers, projects, smart TV, etc, well-established art studio, resource persons, and well-furbished library stocked with updated textbooks and journals, were all to a low extent. The above finding is in agreement and in line with Ubogu (2020) study which confirmed that there were no competent lecturers to handle entrepreneurial courses in the Niger-Delta Region. The finding of this present study also corroborates with Okolocha and Ordu (2018) study on availability and utilization of instructional resources for teaching entrepreneurship in business education which found out that available physical facilities were moderately utilized by lecturers for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. It was further confirmed by Okolocha and Ordu (2018) that the available equipment was moderately utilized for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

The finding of this study indicated that the secondary schools to a low extent collaborated with the informal artisanship industry as policy implementation strategy on trade/entrepreneurship

education for secondary school students' employability skills acquisition in Delta State. Moreover, the hypothesis showcased that the difference in mean ratings of principals and teachers on extent of secondary schools' collaboration with the informal artisanship industry as policy implementation strategy on trade and entrepreneurship education for students' employability skills acquisition in Delta State was not significant. This means that that the principals and teachers neither differ nor have varied opinions on the extent of schools' collaboration with the informal artisanship industry as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State which was to a low extent. The possible reason for this outcome could have been that the secondary schools less collaborated with the informal artisanship industry which is crucial in managing trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. This finding further indicated that the secondary schools to a low extent collaborated with the informal artisanship industry in employing and engaging the services of a craftsperson or handicrafts worker, artist, welders to train students in welding and fabrication or other basic technology areas, skilled workers to cover for such areas as building and construction, bricks and blocks laying, painting and decorating, plumbing and pipefitting, carpentry and joinery, furniture making, upholstery, leather goods making and repair, mining, textile and clothing, garment making, dyeing and bleaching, cosmetology, services of an electrician in areas related to electrical installation, wiring and maintenance, a data processing analyst for training in computer literacy, services of GSM repairer for teaching in areas of phone repairs/maintenance, an agriculturist to boost students' knowledge in different areas of agriculture and animal husbandry and fishery, an engineering craft personnel in areas of electronic servicing such as TV and radio repairs, air conditioner and refrigerator repairs, the services of skilled business personnel to handle such areas as marketing and salesmanship, book keeping, store keeping, and stenographer (shorthand typist), services of a skilled person in photography likewise engaging the services of an automobile mechanic or any other skilled engineer in areas connected to automobile mechanical work, auto parts merchandising, auto body repairs and spray painting, among others in trade and entrepreneurship education for students' employability skills acquisition in Delta State. This finding corresponds and does not deviate with the findings of Ezeani (2021) study on collaborative partnership between principals and industrialists for entrepreneurship skills acquisition in Anambra State secondary schools which confirmed that principals were not into collaborative partnership with the informal artisanship industrialists, agro-allied industrialists, agro processing industrialists, the service providers' and construction industrialists for entrepreneurship skills acquisition in urban and rural secondary schools in Anambra State. As such, the difference in the mean ratings of urban and rural secondary school principals on collaborative partnership between principals and the industrialists for entrepreneurship skills acquisition in Anambra State secondary schools were not significant. Ezugoh and Ofojebe (2018) study also confirmed through their finding that effective means for schools' collaborations with SMEs have not been fully established and put in place for implementation of the secondary school curriculum on entrepreneurship education for creativity and functional secondary education in Delta State. This include collaboration through school vacation apprenticeship, interactions with entrepreneurs of SMEs, field work instructional strategy/industrial visitations, on-site suppliers' factories training, in-service training for teachers, learning-by-doing in the areas of production and one-year internship training have not been properly established for effective implementation of the entrepreneurship curriculum.

Onajite (2016) study on the relationship between educational institutions and industries for developing quality entrepreneurial skills among business education students in Delta State found out that the partnership between the educational institutions and industrial organization in Delta State was weak. Onajite and Oyerinde (2017) study on promoting institutional collaborations for capacity improvement of business educators in tertiary institutions in Delta State confirmed that institutional collaboration will aid business educators accomplish goals which they might have not achieved individually. It enables business educators relate professionally with experts from other institutions which will enable them solve their own institutional difficulties and problems. Institutional collaboration promotes shared knowledge among business educators of various institutions collectively. It breeds collaborative researches among business educators and their institutions which improves efficiency and productivity. The finding showed that only quite a limited number of business education lecturers collaborated outside their institution as way of promoting institutional collaborations for capacity improvement in the tertiary education sector in Delta State. Altogether, the lecturers' rate and level of collaboration was low and minimal. Onyesom and Onajite (2013) study on re-engineering business education programmes through effective school-industry collaboration for students' capacity building found out that there was a little connection between schools and industries with regards to existing programmes in business education that are supposed to be jointly undertaken.

The finding of this present study indicated that the extent to which secondary schools engaged in different intensive practical training programmes as policy implementation strategy on trade and entrepreneurship education for students' employability skills acquisition in Delta State was to a low extent. Meanwhile, the hypothesis revealed that the difference in mean ratings of principals and teachers on the extent of secondary schools' engagement in different intensive practical training programmes as policy implementation strategy on trade and entrepreneurship education for students' employability skills acquisition in Delta State was not significant. This means that both the principals and teachers neither differ nor have varied opinions on the extent of secondary schools' engagement in different intensive practical training programmes as one of the policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State which was to a low extent. The possible reason for this outcome could have been that mostly majority of the public secondary schools did not sufficiently engage in different intensive practical training programmes in managing trade and entrepreneurship education and this became a problem for secondary school students' employability skills acquisition in Delta State. The finding also further indicated that the extent to which secondary schools engaged in different intensive practical training programmes such as the use of excursion technique to visit site for practical teaching, apprenticeship/traineeship in any aspect in the industry after school, school vacation training programmes, on-site practical training at suppliers' workshop or business enterprise, learning-by-doing in the areas of production and maintenance, school-based apprenticeship and traineeship, using support mechanisms by public institutions to deliver institution in different aspects of trade/entrepreneurship education, and practical school-based vocational preparation training in trade and entrepreneurship education for students' employability skills acquisition in Delta State were all to a low extent. This finding concurs and in agreement with Akpan, Effiong and Ele (2012) study on entrepreneurship education policy: an intervention strategy for economic development in Nigeria which found out that although enriched and well packaged entrepreneurship education with sufficient practical training can enhance skill acquisition and capacity building, foster

entrepreneurship development and fast tract economic growth in Nigeria but they were not sufficiently available and provided in Nigerian schools. Ezugoh and Ofojebe (2018) study confirmed that the use of intensive school-based practical exercise in teaching various entrepreneurship subjects were inadequate and limited for effective implementation of the curriculum on entrepreneurship education in the secondary schools.

It was further discovered through the finding that teachers to a low extent got actively involved in staff development training/retraining programmes with the industries as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. Additionally, the hypothesis indicated that the difference in mean ratings of principals and teachers on the extent of teachers' active involvement in staff development training/retraining programmes with the industries as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was not significant. This equally means that both the principals and teachers had similar and the same opinions on the extent of teachers' active involvement in staff development training/retraining programmes with the industries as one of the policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State, which was to a low extent. The possible reason for this outcome could have been that the staff training and retraining programmes with the industries were less provided for the teachers' active involvement in managing trade and entrepreneurship education which would have positive impact on secondary school students' employability skills acquisition in Delta State. Further indications from this finding showed that teachers to a low extent got actively involved in staff development training/retraining programmes with the industries such as trade/entrepreneurship training conducted through training the trainer method with industries, on-the-job training through job coaching and mentorship with industries, staff development training learning through transaction with local and external agents, trade/entrepreneurship training provided through workshop training, trade/entrepreneurship training organized through seminar, school vacation apprenticeship training programmes with industries, conferences organized by a business enterprise, venture or industry for teachers, and presentations by external guest speakers to deliver talks in different aspects relating to trade/entrepreneurship education, which were equally necessary for secondary school students' employability skills acquisition in Delta State. This finding corroborates and in agreement with Afolabi and Macheke (2012) study on analysis of entrepreneurial and business skills and training needs in SMEs in the plastic manufacturing industry in the Eastern Cape Province, South Africa found out that there is strong link between teachers training in entrepreneurial and business skills and success of such organization. The finding also indicated that despite the linkage between success and training, most of the organizations still have a lot of unskilled workers in their pool. The study confirmed with a strong argument that training served as an essential tool for determining organization's success, effectiveness and efficiency.

Conclusion

This study generally concluded that the extent of policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State were all to a low extent. More so, there was no significant difference in the mean ratings of principals and teachers on the extent of implementation of all these policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. Failure to effectively

implement and manage the policy on trade and entrepreneurship education, this created a lot of difficulties especially towards the teaching and learning of this subjects for quality instructional delivery in the secondary schools; with negative consequences on students' employability skills acquisition in Delta State. Hence, for quality education system to triumph in managing trade and entrepreneurship education for students' employability skills acquisition in Delta State and beyond, effective and adequate policy implementation strategies must be employed to a greater extent and magnitude. Thus, the recommendations be made below for further improvement on adopting the best policy implementation strategies on trade and entrepreneurship education for students' employability skills acquisition in Delta State.

Recommendations

Based on the findings of this present study, the following recommendations were proffered:

1. Delta State Government in collaboration with the Post Primary Education Board (PPEB) should ensure mobilization of educational resources to a high extent through adequate financial provision in order to enhance policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. Besides, Government should establish good entrepreneurship education centres with well-qualified personnel to educate and train the prospective entrepreneurs in secondary schools,
2. Principals should solicit external financial support from the individuals, private sector and financial institutions to aid teachers' utilization of educational resources to a high extent which serves as policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.
3. The Post Primary Education Board (PPEB) should encourage and urge principals to strengthen their collaborations with the informal artisanship industry to a high extent in order to enhance effective policy implementation strategy on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.
4. Secondary school principals should constantly engage in different intensive practical training programmes to a high extent to aid policy implementation strategy on trade and entrepreneurship education for students' employability skills acquisition in Delta State. However, principal must ensure that their schools center on practical orientation rather than the theoretical appreciation of teaching trade/entrepreneurship education.
5. The PPEB and principals through their collaboration and partnership with the local industries should consistently organize and schedule staff development training/retraining programmes with the industries to promote active teachers' involvement in these development programmes to a high extent, which serves as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

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