

## Awareness and Acceptance of the New Trade and Entrepreneurship Curriculum among Public and Private School Teachers in North East Nigeria

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### Abstract

*The successful implementation of any educational reform is hinged upon teachers' well informed interest and endorsement of the reform. This study centered on teachers' awareness and acceptance of the trade and entrepreneurship curriculum newly introduced into the Nigeria education system. Specifically, the study ascertained the levels of awareness and acceptance of the new trade and entrepreneurship curriculum among senior secondary school teachers in North East Nigeria. Using a survey design, data were collected from 123 teachers who responded to the Teachers' Trades Awareness and Acceptance Questionnaire (TTAAQ). They were requested to express on 3-point loading ('Certainly No', 'Not sure' & 'Definitely Yes') their awareness and acceptance level. Findings revealed that the respondents were 'not sure' about their awareness as well as their acceptance of the new Trades curriculum. Their awareness and acceptance levels were poor or uncertain. It was found that there were no significant differences between public and private school teachers in their awareness as well as acceptance of the new curriculum. It was therefore suggested that the relevant authorities should intensify sensitization and advocacy on the new trade and entrepreneurship curriculum as well as increase teachers' involvement in the entire curriculum development and implementation process.*

**Keywords:** Awareness, Acceptance, Curriculum, Education Reform, Trade and Entrepreneurship

### Introduction

The Nigerian education system has witnessed several changes since the pre-colonial era. During the colonial and early independence years, the erstwhile distinctive indigenous education system gave way to the formal 8-6-2-3 system (that is, 8years primary, 6years secondary, 2years higher school certificate and 3year university education) and later the 6-5-2-3 system that reduced the number of years for primary and secondary education. In the 1980s, the system changed to the 6-3-3-4; that is, 6years primary, 3years junior secondary, 3year senior secondary and 4years university schooling (Adeyinka, 1991; Gusau, 2008; Wodi & Dokubo, 2012). The target of the post-independence education reforms was to provide vital and relevant education to empower the country for self-rule and self-reliance, and chart the course for scientific and technological advancement. Particularly, the 6-3-3-4 education system promulgated a merger of academic and prevocational subjects for production of skilled and self-reliant school leavers who will contribute socially and economically to the country.

The 6-3-3-4 system was widely appraised as a revolutionary reform, desirable for provision of needed manpower and reduction of youth unemployment. It witnessed the procurement and deployment to schools of large number of equipment to drive learning of techno-scientific skills in Junior Secondary School (JSS) level. However, researchers

and scholars (Gusau, 2008; Uwaifo & Uddin, 2009; Awoyinfa, 2013) criticized the reform asserting that it lacked proper planning and consultation. They maintained that the reform was haphazardly implemented with insufficient supply and preparation of teachers/technicians to utilize and maintain the equipment; and no arrangement was made to meet the high energy demands of the equipment. Consequently, as noted by Gusau (2008), “the prevocational subjects of the JSS ended up having neither workshop nor qualified teachers ... the practical-oriented prevocational subjects were taught like social studies – theoretically; and the equipment were abandoned, damaged or stolen”.

Reforms in the Nigerian Education has also been criticized as being rather too frequent and short-lived; and have failed to address the myriad of problems confronting the education system (Awoyinfa, 2013). In spite of the several reforms, there are still educational imbalance, acute shortage of qualified teachers, recruitment of unqualified and untrained people into teaching, inadequate management staff to coordinate efforts in the implementation exercise, and inadequate curriculum materials and funds to run school programmes (Gusau, 2008; Ayeni & Dada, 2011; Onlinenigeria, 2014). The Federal Ministry of Education (2009) recognizing the failure of previous reforms, initiated a review of the education sector to identify the challenges and proffer solutions. According to Orji (2012), the review identified and categorized the challenges of Nigerian education under four focal areas:

1. *Access and Equity*

Inadequate and inaccurate data, inadequate infrastructure, distance of schools from home, urban-rural dichotomy, Myths, early marriage, aversion of western education by some communities, HIV/AIDS infection, migration of nomads and fishermen, school-drop-out, almajiris, non-literate adults, special needs, and difficult terrains

2. *Standards & Quality Assurance*

Varying educational standards: inter-state, intra-state, urban-rural, public-private schools variations; low capacity of school leaders and inspectors; inadequate provision of instructional materials; low teacher morale especially among those deployed to rural schools; effective implementation of the new 9-year Basic education curriculum; lack of digitization of curriculum and none use of computer simulations

3. *Technical and Vocational Education/Training*

Lack of requisite infrastructure, instructional materials; dearth of qualified trade/entrepreneurship teachers; problems of power and energy

4. *Funding and Resource Utilization*

Inefficient resource mobilization and utilization; low private sector participation; misapplication of funds or inadequate capacity to access intervention funds; alienation of LGEAs in the implementation of basic education (P.74)

The identified challenges have become the focus of discourses of stakeholders in education. The Federal Ministry of Education (FME) reversed the National Policy on Education, initiated intervention programmes and provided funds to address the challenges. Also, the curriculum has been restructured with emphases on content and delivery standards. Importantly, the dearth of technical and vocational skills among school leavers is to be addressed in the newly introduced trade and entrepreneurship subjects (NERDC, 2008; Orji, 2014). And efforts are on-going to ensure success of the school curriculum and other reform policies of FME. Particularly, there has been increasing focus on sensitizing stakeholders on the various transformative programmes of FME. This follows the realization that effective implementation of reforms depends on stakeholders’ awareness, acceptance and involvement of the reforms.

Researchers (Ahmed, Ajidagba, Daramola, Oniyangi, Olumorin, Yusuf & Yusuf, n.d.; Davis, 2007; Wilson, 2012; Orji, 2013) have highlighted the need for teachers and all stakeholders in education to understand and be aware of any change or reform in the education system, particularly changes in the curriculum. The Oxford Dictionaries (2014) defined ‘awareness’ as knowledge or perception of a situation; the concern about and well-informed interest in a particular situation or development. It also defined “acceptance” as receiving something as adequate, valid, or suitable. Wikipedia (2014) defined “acceptance” as positive welcome, favor and endorsement. In education, awareness implies being up-to-date with changes in policies, innovations and delivery strategies, as well as knowing the demands these changes place upon the teachers and other stakeholders. According to Ahmed et al. (n.d.), awareness and involvement of teachers are basic to the success of any reform in the education sector. Teachers, the

professionals who devolve the content and intent of the curriculum, need to be aware of the innovations in the curriculum as well as be prepared to understand the ideologies underpinning the curriculum that they interpret and deliver (Davis, 2007). Rather than being unaware of the curriculum or taking it as ‘something prepared and provided by some remote policy makers’, the teachers should ‘own’ the curriculum and be well informed on its structure, content, philosophy and delivery strategy (Orji, 2013).

Studies (Ahmed et al, n.d., Davis, 2007; Wilson, 2012; Orji, 2013) suggested strategies for promoting teachers’ awareness and acceptance of education reforms:

- Involving teachers in the conception, formulation and implementation of the reform;
- Matching reforms to education problems/challenges identified by teachers and others
- Intensify sensitization and advocacy programmes on the goals of the reform
- Frequent and sustainable in-service training for teachers
- Financial assistance to develop teaching and learning materials
- Skillful communication of new expectations for teachers
- Emphasizing teachers’ open-mindedness to reforms
- Proper credits to teachers for their contribution to the reform

According to McDiarmid (1995), whenever there is new reforms teachers need to learn new techniques not taught in pre-reform teacher education programmes; they need support, resources, time and mental space – to learn what they need to know and change their role and practices in line with the reform’s new expectations for teachers. Also, teachers need opportunity to work with and learn from one another’s successes and failures, to share ideas and knowledge. They need the support and advice of a principal who understands the demands reform places on teachers and what it takes to change teachers’ roles and practice. Many teachers, according to McDiarmid (1995) may also need someone, other than the principal, to observe them trying-out new practices and provide non-evaluative comments and suggestions. And it is important for the teachers themselves to express willingness to change or unlearning old ways of doing some things.

In relation to the new curriculum reform in Nigeria that brought to the fore learning of trades and entrepreneurial skills, there are worries that teachers may not yet be adequately informed and accommodating of the reform. Though implementation of the curriculum commenced over 3 years ago (Orji, 2013), parallel study by the researcher reveals that some schools have either none or wrong subjects offering as trade/entrepreneurship subjects. This implies confusion, misunderstanding or undervaluing of the importance the trade/entrepreneurial education. In the North East Nigeria, where this study is conducted, it was observed that some schools/students provided subjects under “technology field of study” or took “commerce” mistaking them for trade/entrepreneurship. Others simply left out all trades, forgetting or not knowing that – or not accepting that - ‘all students must offer at least one trade subject’ (Orji, 2014).

This study therefore sets out to find out the extent or level of awareness and acceptance of the new trades/entrepreneurship curriculum among teachers in north east Nigeria, especially in the face of the socio-political, security and ideological stances. The study also considers the difference between public and private school teachers in terms of awareness and acceptance of the new trade curriculum.

The study raised the following research questions:

- i. What is the extent of senior secondary school teachers’ awareness of the new trade/entrepreneurship curriculum?
- ii. What is the level of acceptance of the trade/entrepreneurship curriculum among senior secondary school teachers?
- iii. Are there differences between public and private school teachers’ awareness and acceptance of the new trade/entrepreneurship curriculum?

### **Research Hypotheses**

This study will test the following hypotheses:

- i. There are no significant differences between public and private school teachers’ awareness of the new trade/entrepreneurship curriculum.
- ii. There are no significant differences between public and private school teachers’ acceptance of the new trade/entrepreneurship curriculum.

**Methodology**

The survey research design was used for this study. This involved the collection of information from a sample of individuals through their responses to predetermined questions. Survey design was chosen for this study as it is most appropriate for gathering information “as it is” on teachers’ awareness and acceptance of the new trades curriculum, without changing or modifying the situation under investigation. No cause-and-effect relationship was sought.

The study population consisted of all public and private schools in Yobe State, Nigeria that provide senior secondary education. Data from the Yobe State Education Resources Centre (ERC) and Teacher Service Board (TSB) reveal that there are a total of 40 public schools with 2,442 teachers in the 17 Local Government Areas (LGAs) of the State. These operate senior secondary education along with private schools in the State. This study purposively selected schools from 3 of the 17 LGAs – Damaturu (the State Capital), Ngelzarma and Potiskum. The 3 LGAs were selected because most sensitization and advocacy workshop on the curriculum are held in state capitals (Orji, 2013), and then security situation in the State confined the research coverage to areas around the state capital. There are 6 public schools with 749 teachers and 17 private schools in the 3 selected LGAs (2014 TSS data). From these a random sample of 4 public and 10 private schools were used for the study. 140 (40 Public and 100 Private) randomly selected teachers (10 per school) participated in the study.

The Teachers’ Trades Awareness and Acceptance Questionnaire (TTAAQ) (see appendix) developed by the researcher was used to collect data for the study. This comprised a 30 item questionnaire with 3 point loading: ‘Certainly No’ (0), ‘Not sure’ (1) and ‘Definitely Yes’. Items 1, 2, 5, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 29 & 30 measured extent of “awareness”, while items 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 23, 26, 27 & 28 are related to the “acceptance” variable of the study. For item 14, the responses are reversed to obtain needed ‘acceptance’ rating (that is, 0=2, 1=1, 2=0). Face validation of the instrument was done by two measurement & evaluation experts from NERDC. A test-retest reliability of 0.69 was obtained for the instrument when completed by 20 teachers in a space of 4 weeks.

The questionnaires were distributed to the respondents through two research assistants operating in Yobe State. They were briefed and given letters of introduction/authorization for the exercise. Preliminary questionnaires completed by education functionaries in the State furnished the researcher with background school statistics such as number and location of schools and teachers in the State. All 40 questionnaires distributed to public school teachers were duly completed and returned. But, only 83 of the 100 questionnaires to private school teachers were returned. Thus, a total of 123 questionnaires were collected and analyzed. Descriptive statistics including percentage, mean, standard deviation and t-test were used for the analysis. The SPSS 21 software facilitated the data analysis. In making decisions, the 3-point loading was converted to interval as follows: scale width = Range/no. of interval (2/3 = 0.667); width multiplied by number of items (15 each for ‘awareness’ and ‘acceptance’ items) is used for decision on overall mean scores (table 1).

Table 1  
*Decision criteria table*

	Certainly No	Not Sure	Definitely Yes
Scale	0 – 0.66	0.67 - 1.33	1.34 – 2.0
Overall Average	< 9.98	9.98 - 20.03	> 20.03

**Findings**

The results of the study are presented in table 2 – 9 to address the research questions and null hypotheses.

**Research question 1:** What is the extent of senior secondary school teachers’ awareness of the new trade/entrepreneurship curriculum?

Table 2 & 3 show the descriptive statistics for teachers’ response to the ‘Awareness components’ of the TTAAQ, while table 2 shows the statistics for teachers’ responses against individual items of the questionnaire, table 3 shows the extent of awareness on the whole.

Table 2  
*Frequencies, descriptive statistics of teachers’ responses to TTAAQ*

	Certainly No (0)		Not Sure (1)		Definitely Yes (2)		N	Weighted Mean	Std. Deviation	*Summary/ Remark
	F	%	f	%	F	%				
Item01	37	30.1	56	45.5	30	24.4	123	0.94	0.82	Not sure
Item02	36	29.5	54	44.3	32	26.2	122	0.97	0.913	Not sure
Item05	27	22	61	49.6	35	28.5	123	1.07	1.061	Not sure
Item15	12	9.8	62	50.8	48	39.3	122	1.3	0.822	Not sure
Item16	12	9.8	51	41.8	59	48.4	122	1.39	0.86	Yes
Item17	31	25.6	40	33.1	50	41.3	121	1.16	0.866	Not sure
Item18	12	10.2	30	25.4	76	64.4	118	1.54	0.811	Yes
Item19	10	8.1	42	34.1	42	57.7	123	1.5	0.983	Yes
Item20	10	8.2	49	40.2	63	51.6	122	1.43	0.548	Yes
Item21	10	8.1	54	43.9	59	48	123	1.4	0.756	Yes
Item22	4	3.3	30	24.8	87	71.9	121	1.69	0.916	Yes
Item24	22	18	50	41	50	41	122	1.23	0.834	Not sure
Item25	14	11.5	60	49.2	48	39.3	122	1.28	1.069	Not sure
Item29	16	13.2	67	55.4	38	31.4	121	1.18	0.976	Not sure
Item30	19	15.4	51	41.5	53	43.1	123	1.28	0.988	Not sure
Valid N (listwise)							109			

\*Certainly No(0)=0.0-0.66; Not sure1=0.67-1.33; Definitely YES 2=1.34-2.0

Table 2 shows that the weighted means for the awareness items ranged from 0.94 – 1.69; the lowest and highest TTAAQ scores are observed for items 1 and 22 respectively. Thus, 71.9% of the teachers are definitely aware that ‘schools must provide at least one trade subject for their students’ (Item 22); however, only 24.4% of the teachers “know the number of subjects in the new trade/entrepreneurship curriculum” (Item 1). Similarly, only 26.2% definitely “can mention the subjects that make up the TEC” (Item2).

In Table 2, only items 16, 18, 19, 20, 21 & 22 of the TTAAQ received teachers’ ‘Definitely Yes’ rating with weighted mean > 1.34. This reveals that the teachers do not have doubts about whether all students, including those from technical and commercial schools, must offer at least one trade subject – they are definitely aware (item 16). Also, teachers are definitely aware about the nature of the TE subjects and the manner of assessment – skills oriented (item 18). And, they affirm that their awareness of the readiness and capability of the examination bodies to conduct exams on the subjects, which are not entirely new (items 18 &19). The minimum requirement for schools – providing at least one trade subjects is well known by teachers (item 201 & 22).

On the contrary, teachers are not sure (not aware) with respect to items 1, 2,5,15,17,24,29 & 30. They are not sure (unaware) of the number or entire list of trade/entrepreneurship subjects. Neither are they acquainted with the layout

of the curriculum. Also, Scores for item 15 & 17 suggest that teachers are not sure about the difference between the trades/entrepreneurship subjects and those from the Technology field of study. Maybe, the teachers only heard about the new curriculum, but have never seen or worked with them. But, Adesulu (2012), in an exclusive interview with the NERDC Boss, revealed that the curriculum has been printed, distributed to schools, and publicized among teachers nationwide. Orji (2013; 2014) agrees that sensitization and advocacy on the new trades curriculum is on-going nationwide. However, the finding reveals that there are specific areas/items requiring more sensitization.

**Table 3**  
*Descriptive statistics for overall awareness extent*

	N	Min	Max.	Sum	Mean	Std. Dev.
Awareness score	123	10	28	2355	19.15	3.821
Valid N (listwise)	123					

Table 3 reveals that the overall awareness scores for respondents ranged from 10 to 28 with a mean score of 19.15. Also, sum total of awareness scores for the teachers (N=123) is 2355. However, the maximum score sum possible is 3690 (that is, 2x15x123). Therefore, using decision criteria in table 1, table 3 reveals that on a whole the respondents are **not sure** about their awareness of the new trades/entrepreneurship curriculum. They are not sure about the trade/entrepreneurship components of the new curriculum. This finding agrees with Ahmed et al. (n.d.) assertion that the level of school teachers' awareness of education reforms is still very low; highlighting the need for adequate enlightenment.

**Research question 2:** What is the level of acceptance of the trade/entrepreneurship curriculum among senior secondary school teachers? Tables 4 & 5 show the descriptive statistics for the teachers' responses to the 'acceptance' component of the TTAAQ

**Table 4**  
*Frequencies, descriptive statistics of teachers' responses to TTAAQ*

	Certainly No (0)		Not Sure (1)		Definitely Yes (2)		N	Weighted Mean	Std. Deviation	*Summary /Remark
	F	%	F	%	F	%				
Item03	7	5.8	27	22.3	87	71.9	121	1.66	1.034	Yes
Item04	49	39.8	40	32.5	34	27.6	123	0.88	0.986	Not sure
Item06	12	9.8	42	34.4	68	55.7	122	1.46	1.062	Yes
Item07	7	5.7	16	13	100	81.3	123	1.76	0.698	Yes
Item08	7	5.7	37	30.1	79	64.2	123	1.59	1.153	Yes
Item09	12	9.8	27	22.1	83	68	122	1.58	1.006	Yes
Item10	20	16.4	50	41	52	42.6	122	1.26	0.672	Not sure
Item11	22	18	41	33.6	59	48.4	122	1.3	0.994	Not sure
Item12	14	11.5	41	33.6	67	54.9	122	1.43	0.956	Yes
Item13	11	9.2	30	25	79	65.8	120	1.57	0.985	Yes
Item14	17	13.9	54	44.3	51	41.8	122	1.28	1.035	Not sure
Item23	13	10.7	30	24.8	78	64.5	121	1.54	0.746	Yes
Item26	26	21.3	40	32.8	56	45.9	122	1.25	1.224	Not sure
Item27	18	14.6	42	34.1	63	51.2	123	1.37	1.333	Yes

Item28	10	8.2	60	49.2	52	42.6	122	1.34	0.999	Yes	
Valid N (listwise)							111				

\*% = valid percent for missing cases

\*\*Certainly No(0)=0.0-0.66; Not sure 1=0.67-1.33; Definitely YES 2=1.34-2.0)

**Table 5**  
*Descriptive statistics for overall acceptance level*

	N	Min.	Max.	Sum	Mean	Std. Dev.
Acceptance score	123	9	25	2417	19.65	3.211
Valid N (listwise)	123					

Table 5 reveals that overall acceptance scores range from 9 to 25. The mean score and sum are 19.65 and 2417 respectively (N=123). The obtained overall mean score is less than 20.03 criteria for “Definitely Yes” (table 1). This implies that, on the whole, the teachers’ are unsure about their acceptance of the curriculum. Their acceptance level is poor or uncertain.

**Hypothesis H<sub>0</sub> - i:** There are no significant differences between public and private school teachers’ awareness of the new trade/entrepreneurship curriculum? Table 6 & 7 show the group statistics and independent sample t-test comparing public and private school teachers’ mean awareness scores.

**Table 6**  
*Group statistics for public and private school teachers’ awareness of the new trade/entrepreneurship curriculum*

	School Type	N	Mean	Std. Dev.	Std. Error Mean
Awareness score	Public School	40	18.38	3.933	.622
	Private School	83	19.52	3.733	.410

**Table 7**  
*Independent sample t test for public and private school teachers’ awareness of the new trade/entrepreneurship curriculum*

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Awareness	Equal variances assumed	.678	.412	-1.563	121	.121	-1.143	.731	-2.591	.304
	Equal variances not assumed			-1.535	73.611	.129	-1.143	.745	-2.627	.341

Table 6 shows that the mean awareness scores for public and private school teachers are 18.38 and 19.52 respectively. These means fall short of the 20.03 criteria (table1) and thus imply that teachers in both school types are not aware of the new trade and entrepreneurship curriculum. Table 7 reveals that there is no statistically significant difference between the mean awareness score for public school teachers (M=18.38, SD=3.9) and that of private school teachers (M=19.52, SD=3.7);  $t(121)=-1.563$ ,  $p = 0.121$ . The  $H_0$  hypothesis is therefore not rejected. The result suggests that no particular school type (private or public) is comparatively better off in terms of their teachers' awareness of the new trade/entrepreneurship curriculum in Nigeria. This may be explained by the fact that NERDC sensitization activities involve both private and public school teachers (Orji, 2013; Adesulu, 2012).

The low awareness of both public and private school teachers may be attributed to the fact that most of the sensitization and advocacy workshops of NERDC involve only selected "master-trainers" teachers due to insufficient funding; and the trainings hold in state capitals nationwide – remote schools being left out. Okieze (2014) reported NERDC's listing of "launching of the new curriculum, sensitization of schools and the proposed teacher training and capacity building workshops on the use of the curriculum" as her prominent activities that suffer the inadequacy of fund.

**Hypothesis  $H_0 - ii$ :** There are no significant differences between public and private school teachers' acceptance of the new trade/entrepreneurship curriculum? Table 8 & 9 show the group statistics and independent sample t-test comparing public and private school teachers' mean awareness scores.

**Table 8**  
*Group statistics for public and private school teachers' acceptance of the new trade/entrepreneurship curriculum*

	School Type	N	Mean	Std. Dev.	Std. Error Mean
Acceptance score	Public School	40	19.85	3.183	.503
	Private School	83	19.55	3.239	.356

**Table 9**  
*Independent sample t test for public and private school teachers' acceptance of the new trade/entrepreneurship curriculum*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Acceptance	Equal variances assumed	.181	.671	.477	121	.634	.296	.620	-.932	1.523
	Equal variances not assumed			.480	78.368	.633	.296	.616	-.931	1.522

Table 8 shows that the mean acceptance scores for public and private school teachers are 19.85 and 19.55 respectively. Thus, both public and private school teachers do not well accept the new trade and entrepreneurship curriculum, acceptance criteria being 20.03 (table1). Table 9 shows that there is no statistically significant difference between the mean acceptance score for public school teachers (M=19.85, SD=3.2) and that of private school teachers (M=19.55, SD=3.2);  $t(121)= 1.477$ ,  $p = 0.634$ . The  $H_0$  hypothesis is therefore not rejected. This result



suggests that no particular school type (private or public) is comparatively better off in terms of their teachers' level of acceptance of the new trade/entrepreneurship curriculum in North East Nigeria.

## **Conclusion**

The education system in Nigeria has witnessed several changes in a bid to provide vital and relevant education for self-reliance and competitiveness in the global world. However, the reforms have been bedeviled with inconsistencies, poor planning and haphazard implementation, and particularly lacked adequate stakeholders' consultation. The Federal Ministry of education therefore stepped in to overhaul the system and realign the school curriculum to provide skill oriented training along with academic learning. A new trade/entrepreneurship curriculum was developed by NERDC and approved for implementation in all Nigeria schools. But, what is the level of teachers' awareness of the new trades/entrepreneurship curriculum? And to what extent have they accepted it? The study found that, on the whole, the awareness and acceptance of the new trade/entrepreneurship curriculum were poor. Also, it was found that there were no significant differences between public and private schools in terms of teachers' mean awareness scores as well as mean acceptance scores.

## **Recommendations**

In general, the study recommends that the relevant authorities and stakeholders in education should put in place effective sensitization and advocacy programmes that will continually inform and update teachers on innovations or reforms in the education system. This will increase their awareness and acceptance of the reform and consequently improve implementation at the classroom level. Specifically, for the success of the new trade/entrepreneurship curriculum are the following recommendations:

1. The Federal and State ministries of education through their relevant agencies/departments should develop strategies that ensure proper communication of innovations, policies and changes in the curriculum. Pamphlets, fliers and posters conveying information on the structure and content of the new trades curriculum should be circulated in schools;
2. The trade/entrepreneurship curriculum should be made available and accessible to all teachers no matter their school type, locality or situation (disadvantaged or advantaged);
3. Training should be organized to equip the teachers with skills to effectively implement the curriculum. The teachers should become acquainted with the general layout of the curriculum as well as its implementation strategies;
4. Minimum standards should be established to ensure that schools teach only trades they are well prepared to teach; there should be a deliberate policy that delimit the number of trade subjects offered in a schools considering their resources. This will also address the notion that the trade subjects are rather too numerous.
5. The trade curriculum will enjoy favourable welcome when teachers receive accompanying textbooks and other relevant instructional resources for teaching the subjects in the classroom. The education authorities at both federal and state level should partner with publishers to make available and accessible to all teachers relevant trade/entrepreneurship resources.
6. NERDC should always collaborate with teachers in deciding what trade subject to develop for their locality in line with their needs and peculiar environment. Such trade subject will be widely accepted by the teachers.
7. NERDC should develop an adapted version of the trade/entrepreneurship curriculum for the physically challenged or disadvantaged;
8. It is important for NERDC and other relevant authorities to establish the difference between the trades/entrepreneurship subjects and subjects of the technology field of studies; this will dismiss every miss-up in this regard and ensure that the TEC is really implemented for practical, self-reliant and empowerment training.

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## Appendix

### Teachers' Trades Awareness and Acceptance Questionnaire (TTAAQ)

**Instruction:** kindly circle the option that represents your opinion of the new trade and entrepreneurship curriculum. Key: [0=certainly No] [1=Not really sure] [2=Definitely Yes]

1. I know the number of subjects in the new trade/entrepreneurship curriculum	0	1	2
2. I can mention the subjects that make up the TEC	0	1	2
3. I appreciate the relevance of the newly introduced trade subjects	0	1	2
4. I have worked with a number of the trade curriculum	0	1	2
5. I am acquainted with the layout of the curriculum	0	1	2
6. The trade subjects were drawn from trades common in our community	0	1	2
7. It is good our students learn trades	0	1	2
8. The trade subjects listings is appropriate for both boys and girls	0	1	2
9. Whatever their field of studies, students will find suitable trade subject to choose	0	1	2
10. I am aware of the likely challenges of teaching the trades curriculum in schools	0	1	2
11. Despite the challenges, the trade subjects can be effectively taught in our schools	0	1	2
12. Our community will appreciate inclusion of some other trades not listed	0	1	2
13. The trade list should be enlarged to include community-based trades	0	1	2
14. The trade subjects are rather too numerous	0	1	2
15. I can clearly differentiate TE subjects from those of Technology field of study	0	1	2
16. I have no doubt about whether all students, including those from <i>technical</i> and <i>commercial</i> schools, must offer at least one trade subject	0	1	2
17. Students <b>cannot</b> take any technology subject in place of the trades	0	1	2
18. I think the trade subjects will be assessed same way as other skill oriented subjects	0	1	2
19. I am aware that our public examination bodies (NECO and WAEC) are ready and able to conduct examinations in the new TE subjects	0	1	2
20. Trades assessment is <b>not</b> completely new as there has been vocation education in technical colleges and departments in schools	0	1	2
21. I understand that schools <b>must not</b> provide <b>all</b> trade subjects in their schools	0	1	2
22. Schools must provide at least one trade subject for their students	0	1	2
23. TE lessons are to be featured in the normal school time table	0	1	2
24. TE textbooks can be sourced by schools	0	1	2
25. I am aware of NERDC-publishers partnership to provide relevant TE textbooks	0	1	2
26. Consideration is given for the physically challenged or disadvantaged	0	1	2
27. Schools can source TE teachers from available subject teachers	0	1	2
28. Trade/entrepreneurship learning is intra-curricular activity, not extra-curricular	0	1	2
29. TE curriculum is both thematic and spirally structured	0	1	2
30. The TE contents are structured from simple to complex	0	1	2