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EXTENT OF PRINCIPALS' COMPLIANCE WITH POLICY IMPLEMENTATION STRATEGIES AND GOVERNMENT SUPERVISION ON TRADE/ENTREPRENEURSHIP EDUCATION FOR SECONDARY SCHOOL STUDENTS' EMPLOYABILITY SKILLS ACQUISITION IN DELTA STATE

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ABSTRACT
This study investigated the extent of principals' compliance with policy implementation strategies and government supervision on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. Two research questions guided the study. Two null hypotheses were tested in the study. The study adopted a descriptive survey research design in order to conduct the study. 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. A Questionnaire titled: Extent of Principals' Compliance with Policy Implementation Strategies and Government Supervision on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition Questionnaire (EPCPISGSTEESSSESAQ) which was constructed for principals and teachers, containing 15 items and designed on a 4-point scale, was used for data collection in the study. 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. 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 and 0.69 for the two clusters respectively; which were added up to give an overall internal consistency reliability value of 0.79, showing that the questionnaire was reliable. Data collated were presented in tables and analyzed using mean score at 2.50 rating and standard deviation in order to analyze the two 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; principals to a low extent complied in employing the various policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The difference in mean ratings of principals and teachers on the extent of principals' compliance in employing the various policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was not significant. From the findings of the study, recommendations were proffered and among them included that principals should be constantly monitored by the PPEB to ensure their compliance towards employing various policy implementation strategies on trade and entrepreneurship education to a high extent which is very essential for secondary school students' employability skills acquisition in Delta State.

Keywords: Principals, Compliance, Policy, Implementation, Strategies, Government, Supervision, Trade/Entrepreneurship, Education, Employability, Skills, Acquisition

Introduction

Education is generally a furculum for sustainable development in the society. It is an aggregate tool for capacity building and human empowerment. Education is likewise an important instrument for national development which equips individuals with requisite employability skills in order to function effectively in the world of work. As regards, the importance and benefits of education to manpower development cannot be overemphasized. 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 different levels of Early Childhood Care and Development Education (ECCDE), Basic/Primary Education, Secondary Education and Tertiary or Higher Education. 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 as indicated by Federal Republic of Nigeria (FRN, 2014) prepares students for higher education. The goals and objectives of secondary education as stated by (FRN, 2014:17) in the National Policy on Education (NPE) are to:

i. provide holders of the basic education certificate and junior Arabic and Islamic studies certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
ii. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
iii. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
iv. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
v. develop and promote Nigerian languages, art and culture in the context of worlds' cultural heritage;
vi. inspire students with a desire for self-improvement and achievement of excellence;
vii. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
viii. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

Achievement of all the above goals and objectives of secondary education lies majorly upon the principal who is the chief custodian of all academic activities likewise, the administrative head of the school. The principal as the chief custodian of all curricular and extra-curricular activities is responsible for educational policy implementation at the secondary school level in order to achieve educational goals and objectives. By showing compliance in implementing all policies, educational goals and objectives are achieved. The principal is equally the head of general administration of the school as indicated by Akpakwu (2012). The above statements make the principal equally accountable for the policy implementation on T/EE in the secondary schools. The principal carries out specific management functions, roles and responsibilities while controlling the day-to-day activities of the school, and they include: curriculum implementation and instructional leadership functions, educational resources management functions, staff management functions, among others (Akpakwu, 2012). By applying effective practices and strategies, the principal executes all managerial functions including the aspect of policy implementation in order to achieve educational goals and objectives. In the secondary school system, the principal is charged with the responsibility of ensuring that quality education triumphs while teaching various subjects which includes trade and entrepreneurship education.

Besides, secondary education is quite known for preparing students for the world of work which has led to the introduction of the 34 trade and entrepreneurship subjects in the National Policy on Education and school curriculum by the Federal Republic of Nigeria (2014). With the high rate of unemployment, social vices or crimes and moral decadence found among many youths in the Nigerian society, thus has led to the introduction of trade/entrepreneurship education which made provisions for various policy implementation strategies. It is therefore, the responsibility of the principal as the head of administration of the school to comply and abide by these effective policy implementation strategies in order to achieve the goals and objectives of trade/entrepreneurship education. Trade/Entrepreneurship education in Nigerian secondary schools has therefore, 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. Obunadike and Uzoechina (2015) stated that trade/entrepreneurship education helps to reduce high rate of poverty and unemployment, by creating employment opportunities. It helps in reduction of rural-urban migration. It provides young graduates with enough training and support that will enable them establish a career in small and medium sized businesses. It inculcates the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on. It creates smooth transition from traditional to modern industrial economy. The idea behind introduction of the T/EE is majorly to provide the youth graduates with adequate training that will enable them to become creative and innovative in identifying novel business opportunities. Chinyere (2019) opined that 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.

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. 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. Secondary school students acquisition of employability skills would assist to succeed in their current position, future roles and endeavours. Therefore, having the knowledge, proficiency and practical skills to perform their job duties is the basic key towards performing and attaining higher levels in their job responsibilities. Furthermore, acquiring 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) employability 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. Employability skill acquisition under trade and entrepreneurship education helps 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. Acquisition

of employability skills according to Homden (2020) has been described as those personal qualities that make a person or someone "employable". They are sometimes called "soft skills" or "transferable skills" because they are separate from a person's technical knowledge and work experience and can be applied to almost any job, in any industry. Example of these skills may include communication skills, literacy skills, numeracy skills, interpersonal skills, computer literacy skills, problem-solving skills. 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. Observations within the Nigerian education system and society showcases that many youths including the graduates from secondary schools depend solely (even before graduation) on white collar jobs. Many are not employable because they lack the needed employability skills which were supposed to have been inculcated in them through schooling. As a result of this frustration coupled with their unemployment, 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 employability skills through their encounter with trade/entrepreneurship education, many of them would have 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 principals' compliance with the policy implementation strategies on trade and entrepreneurship education (T/EE) and government supervision of schools for secondary school students' employability skills acquisition.

The present situation whereby many secondary school students' and youth lack/deficiency of employability skills in Delta State and beyond has equally continued to raise so much doubt and questions concerning principals' strict compliance and adherence to the policy implementation strategies including government active supervision of the trade and entrepreneurship education (T/EE) for improving students' employability skills in schools. Since principals are charged with the responsibility of effective policy implementation, they must ensure that all the policy strategies are efficiently and effectively applied and adopted for the attainment of educational goals and objectives especially in trade and entrepreneurship education. In the case of the policy implementation strategies of the T/EE, the Nigerian government apart from drafting out a curriculum on the subject, likewise, identified some effective policy directive strategies for the smooth implementation of the trade and entrepreneurship education programme in which every school administrator including the secondary school principals must show adherence and compliance to. The federal government in the National Policy on Education (NPE), indicated several strategies that will aid effective implementation of the 34 trade/entrepreneurship education subjects in which principals should comply with and abide by (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. Therefore, Government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary education provided standards are set. The Government went further to announce that they 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 through the administrative head of the school (FRN, 2014). As part of the policy implementation strategy, the informal artisanship would 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 must be highly encouraged and strengthened through effective school leadership practices and strategies. Government through the various school leaderships would also 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) are supposed to frequently be organized 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 would also provide adequate funds for science, technology and trade/entrepreneurship education; among other strategies as well (FRN, 2014).

Given all these policy implementation strategies, the principals are supposed to play active role by showcasing their compliance towards actively adopting these policy implementation strategies in order to achieve the goals and objectives of trade and entrepreneurship education. Government and its respective agencies are on their own part supposed to constantly/actively monitor and supervise schools in their locality as instructed by the federal government in the NPE. In reality, given the poor and ugly scenario of many school which seems to negatively affect students' academic performances and employability skills acquisition; these scenario shows that many principals are found wanting in the aspect of their compliance with policy implementation strategies. Many schools including those in Delta State have failed to follow the policy directives provided in the NPE by the government. In fact, many lack the necessary resources for effective knowledge dissemination in teaching trade/entrepreneurship education related subjects. Also, the government are yet to do much in through this programme supervision. Hence, the poor situation of teaching the trade/entrepreneurship education subjects have created so much doubts about the principals' compliance with policy implementation strategies and government effective supervision on T/EE. To evaluate the extent of policy implementation strategies on T/EE, the present study however sought to investigate the extent of principals' compliance in employing the various policy implementation strategies on trade/entrepreneurship education; coupled with the State government's consistency in utilizing various school supervision techniques or approaches in order to ensure schools' conformity to the approved curricular including the National Policy on Education for secondary school students' employability skills acquisition. Although, several empirical studies have been conducted on areas of trade/entrepreneurship education by researchers such as Odey, Udu and Odoh (2021), Ofojebe and Ezugoh (2018), Tongshuwal (2015) and Ukala (2018); these studies have their own mix, finding and shortcomings which has necessitated the present study investigation on extent of principals' compliance with policy implementation strategies and government supervision of trade/entrepreneurship education for secondary school students' employability skills acquisition to be carried out in Delta State, Nigeria.

Statement of the Problem

Trade/entrepreneurship education has been demonstrated as one of the important subject and educational programme which is necessary for enhancing students' employability skills acquisition likewise the attainment of the goals and objectives of secondary education. Besides, quality teaching and learning cannot be highly propagated and sustained in trade/entrepreneurship education taught subjects in the secondary schools in Delta State and beyond without adaptation of effective and successful policy implementation strategies**.** The Nigerian federal government in the NPE provided several policy implementation strategies and directives that will aid secondary schools towards actualizing the goals and objectives of trade/entrepreneurship education for students' employability skills acquisition. It is however, the responsibility of principals as head and chief custodian of the general administration of secondary schools to ensure effective implementation of these policy strategies and directives under trade/entrepreneurship education. Preliminary observations from most of the secondary schools in Delta State shows that there has been a lot of difficulties and challenges towards adaptation of the policy implementation strategies on trade/entrepreneurship education which has become threatening towards promoting students' employability skills acquisition in schools. It seems as if many of the secondary school principals are quite reluctant and incapable of adopting the policy implementation strategies which will yield successful results in the teaching and learning of trade and entrepreneurship education in schools. The State government on their own part have not played active role towards supervising instructions in trade/entrepreneurship education taught subjects which is equally worrisome in the aspect of attainment of educational goals and objectives in schools. These poor situations could have been responsible for secondary school students' lack of employability skills acquisition showcased among many of the unemployed youths after their graduation. Majority of these secondary school students and youths graduate without acquiring the requisite or needed employability skills which will make them employable in the labour market. Hence, the lack of practical trade/entrepreneurial skills has made many of these youths redundant and unemployed after their secondary schooling or education, and in a bid for survival in the society, they indulge into committing crimes and other social vices. It is however, one thing to constitute an educational policy or programme, yet another to effectively and successfully implement and monitor the policy or programme directives and strategies. This, owing to the fact that most policies have failed due to lack of or inadequate adoption of the policy implementation strategies. Therefore, the poor propagation of trade/entrepreneurship education in secondary schools in Delta State has raised a lot of questions and concerns towards principals' compliance with policy implementation strategies together with government active supervision on trade/entrepreneurship education in schools. Principals are supposed to play active role by showcasing their compliance by actively adopting all the policy implementation strategies indicated by the federal government in the NPE in order to achieve the goals and objectives of trade/entrepreneurship education. Government and its respective agencies are equally supposed to constantly/actively monitor and supervise schools within their locality as directed by the federal government in the NPE for effective policy implementation on trade/entrepreneurship education. Given the poor and ugly scenario of many schools towards propagating quality trade/entrepreneurship education with its negative consequences on attainment of educational goals and objectives coupled with enhancing students' employability skills acquisition, this situation has created a gap for this present study. In a bid to fill the present gap hindering effective policy implementation on trade/entrepreneurship

education including the challenges affecting students' employability skills acquisition in secondary schools in Delta State, this has warranted the present study to examine the extent of principals' compliance with policy implementation strategies and government supervision on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State, which is equally the problem of this study.

Research Questions

The following two research questions guided the present study:

1. What is the extent of principals' compliance in employing the various policy implementation strategies on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?
2. What is the extent of State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State?

Hypotheses

These two null hypotheses were formulated and test 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 principals' compliance in employing the various policy implementation strategies 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 State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for 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 (information) from the participants, that is, principals and teachers within the different public secondary schools in the Delta State. Justification for the choice of the descriptive survey research design is that; this design enabled the researchers to undergo a field study so as to collect data from a sample of large population of principals and teachers; and thereafter, generalize the findings to draw inferences and make conclusion. Ogbuoshi (2006) opined that a descriptive survey research method is the type of inquiry that deals with the collection and analysis of data for the purpose of describing and interpreting existing conditions and ongoing process, current practices and attitudes. It provided information that could answer research questions and importantly discover reliance and meaning (Ogbuoshi, 2006). Population for the study constituted 440 principals and 15533 teachers in 440 public secondary schools in Delta State. According to the Post Primary Education Board (PPEB, 2021), there existed a total of 440 public State-owned secondary schools in the Delta State; having a total of 440 principals. The total teaching staff strength in the Delta State public secondary schools is a total of 15533.

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 Principals' Compliance with Policy Implementation Strategies and Government Supervision on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition Questionnaire (EPCPISGSTEESSSESAQ) which was constructed for principals and teachers, containing 15 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 15 items based on this study on the Extent Principals' Compliance of Policy Implementation Strategies and Government Supervision 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 two 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 the two 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. According to Nworgu (2015) and Ogbuoshi (2006), validity is concerned with measurements which deal with the appropriateness of an instrument in measuring what it intends to measure, that is, it deals with accuracy and effectiveness of the measuring instrument.

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 and 0.69 for the two clusters respectively; which were added up to give an overall internal consistency reliability value of 0.79, showing that the questionnaire was reliable and trustworthy. This was equally to show the degree at which the instrument was liable to collect the necessary

information for the study. The essence of conducting a pilot-test was to avoid bias according to Ogbuoshi (2006). The reliability of the questionnaire determined the trust-worthiness, consistency and dependability of the instrument (Nworgu, 2015). Both validity and reliability of the instrument had to be determined before the final instrument was administered to the respondents, in order to yield the kind of information that assisted in the decision-making process and enable the instrument to collect the expected data. The final drafted copies of the EPCPISGSTEESSSESAQ 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 distributed 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 two research questions. The decision rule for determining the extent of principals' compliance with policy implementation strategies and government supervision on trade and entrepreneurship education was rated of 2.50 and above. Only mean scores of 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: What is the extent of principals' compliance in employing the various policy implementation strategies on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State?

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Table 1: Mean and Standard Deviation Scores on the Extent of Principals' Compliance in Employing Various Policy Implementation Strategies 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
1	Mobilization of educational resources for teachers to support teaching of trade/entrepreneurship subjects	2.00	0.94	Low Extent	1.97	1.03	Low Extent
2	Engaging a resource person, guest speaker, skilled person or craftsman for instructional delivery in various aspects of trade/entrepreneurship education	2.02	1.01	Low Extent	2.04	1.04	Low Extent
3	Organizing different intensive training programmes and practicals in school for students	2.31	1.13	Low Extent	2.15	1.03	Low Extent
4	Supporting teachers' instructional delivery through various staff development training/retraining programmes	1.99	0.94	Low Extent	2.17	1.03	Low Extent
5	Monitoring and supervising all instructions concerning teaching in different areas of trade/entrepreneurship education	2.12	1.04	Low Extent	2.26	1.09	Low Extent
6	Ensuring that every student in the school learn one aspect of, likewise sit for examination in an aspect of trade/entrepreneurship education in school	2.19	1.13	Low Extent	2.08	1.05	Low Extent
7	Ensuring that all the trade/entrepreneurship education subjects are taught in the school	2.14	1.06	Low Extent	2.21	0.98	Low Extent
8	Ensuring that the curriculum on trade and entrepreneurship education is fully and well implemented/integrated in the school	1.96	1.07	Low Extent	2.15	1.08	Low Extent
9	Soliciting or sourcing funds from the private sector so as to support teaching of trade/entrepreneurship education in the school	1.87	0.93	Low Extent	2.15	1.05	Low Extent
	Grand Mean/SD	**2.07**	**1.04**	**Low Extent**	**2.13**	**1.05**	**Low Extent**

Data on Table 1 indicates the mean and standard deviation scores on the extent of principals' compliance in employing the various policy implementation strategies on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. In addition, Table 1 reveals that the respondents rated all items below a mean score of 2.50, this implies that, to a low extent, principals comply in employing the various policy implementation strategies on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. Furthermore, the grand mean scores of 2.07 and 2.13 are empirical evidence supporting the response by both principals and teachers. The grand standard deviation scores of 1.04 and 1.05 indicate that both the principals and teachers were homogenous in their response on principals' compliance in employing the various policy implementation strategies on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Research Question 2: What is the extent of State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State?

Table 2: Mean and Standard Deviation Scores on the Extent of State Government Constant Supervision of Secondary Schools to Ensure their Conformity to the Approved Curriculum Including the National Policy on Education on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State (Principals = 228, Teachers = 1555)

S/N	Items	Principals $\bar{x}$	SD	Remark	Teachers $\bar{x}$	SD	Remark
10	Monitoring and supervising the teaching of trade/entrepreneurship education in schools through the process of full supervision	2.04	1.06	Low Extent	2.23	0.98	Low Extent
11	Organizing a follow-up visit to ensure effective teaching of trade/entrepreneurship education in schools	2.06	0.98	Low Extent	2.25	0.98	Low Extent
12	Deploying officers for a causal visit to schools to supervise the teaching of trade/entrepreneurship education	1.93	0.96	Low Extent	2.35	1.09	Low Extent
13	Engaging in pre-school inspection every term to monitor the provision coupled with adequacy of educational resources or facilities in order to promote effect teaching of trade/entrepreneurship education in schools trade/entrepreneurship education	1.93	0.93	Low Extent	2.17	1.05	Low Extent
14	Engaging in survey visits to monitor instructional delivery of trade/entrepreneurship education in schools	1.89	0.92	Low Extent	2.06	1.00	Low Extent
15	Organizing special school developmental visits to supervise aspect of teaching and learning delivery in trade/entrepreneurship education in schools	2.21	1.02	Low Extent	2.23	1.10	Low Extent
	Grand Mean/SD	**2.01**	**0.99**	**Low Extent**	**2.21**	**1.04**	**Low Extent**

Result of Table 2 indicates mean and standard deviation scores on the extent of state government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State. The analysis reveals that the items were rated below a mean score of 2.50 by the principals and teachers. This implies that, to a low extent, State government constantly supervise secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State. The response by principals and teachers are evident in grand mean scores of 2.01 and 2.21 respectively. The grand standard deviation scores of 0.99 and 1.04 indicates that both the principals and teachers do not have varied view on the extent of State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of principals and teachers on the

extent of principals' compliance in employing the various policy implementation strategies on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

Table 3: Test of Difference in the Mean Ratings of Principals and Teachers on the Extent of Principals' Compliance in Employing the Various Policy Implementation Strategies on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State

Subject	N	Mean	SD	Df	t	Sig
Principals	228	43.68	10.27	1781	-3.323	.067
Teachers	1555	45.82	8.87			

p > 0.05

Analysis on Table 3 shows that a t-test was run to test the difference in the mean ratings of principals and teachers on the extent of principals' compliance in employing the various policy implementation strategies on trade/entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The analysis reveals no significant difference given that t = -3.323, and p > 0.05 (.067 > 0.05), therefore, the null hypothesis is accepted that the difference in mean ratings of principals and teachers on the extent of principals' compliance in employing the various policy implementation strategies 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 State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State.

Table 4: Test of Difference in the Mean Ratings of Principals and Teachers on the Extent of State Government Constant Supervision of Schools to ensure their Conformity to the Approved Curricular Including the National Policy on Trade/Entrepreneurship Education for Secondary School Students' Employability Skills Acquisition in Delta State

Subject	N	Mean	SD	Df	T	Sig
Principals	228	42.64	7.54	1781	-3.602	.734
Teachers	1555	45.05	9.66			

p > 0.05

Table 4 shows that t-test was run to test the difference in the mean ratings of principals and teachers on the extent of State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State. The result shows no significant difference given that t-value = -3.602 and p > 0.05 (.734 > 0.05), therefore,

the null hypothesis was accepted that the difference in mean ratings of principals and teachers on the extent of State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State is not significant.

Discussion of Findings

It was discovered through the finding of this present study that principals' compliance in employing the various policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was to a low extent. However, the hypothesis showed that the difference in mean ratings of principals and teachers on the extent of principals' compliance in employing the various policy implementation strategies 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 shared similar opinions on the extent of principals' compliance in employing various policy implementation strategies 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 principals were not competent which negatively affected their compliance in deploying effective strategies in managing trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State.

The above result finding further indicated the secondary school principals' compliance in employing the various policy implementation strategies on trade and entrepreneurship education for students' employability skills acquisition in Delta State such areas as in the: mobilization of educational resources for teachers to support teaching of trade/entrepreneurship subjects, engaging a resource person, guest speaker, skilled person or craftsman for instructional delivery in various aspects of trade/entrepreneurship education, organizing different intensive training programmes and practicals in school for students, supporting teachers' instructional delivery through various staff development training/retraining programmes, monitoring and supervising all instructions concerning teaching in different areas of trade/entrepreneurship education, ensuring that every student in the school learn one aspect of, likewise sit for examination in an aspect of trade/entrepreneurship education in school, ensuring that all the trade/entrepreneurship education subjects are taught in the school, ensuring that the curriculum on trade and entrepreneurship education is fully and well-implemented/integrated in the school, and soliciting or sourcing funds from the private sector so as to support teaching of trade/ entrepreneurship education in the school; were to a low extent. This finding corresponds and does not deviate with Ofojebe and Ezugoh (2018) study on managing trade/entrepreneurship education subjects for national cohesion and global competitiveness in Delta State secondary schools which found out that leadership of the secondary schools did not device several ways in which to effectively operate in collaboration and liaison with relevant industries for managing trade/entrepreneurship education subjects for national cohesion and global competitiveness in Delta State. Ofojebe and Ezugoh study further found out that the leadership of the secondary schools did not effectively provide various practical training experiences for students as part of their compliance with the policy implementation strategy for managing trade and entrepreneurship education subjects for national cohesion and global competitiveness in Delta State. Nevertheless, the process would enable leadership of the secondary schools to effectively operate and seek support through their collaboration/liaison

with relevant industries which is a necessity for managing trade/entrepreneurship education subjects for national cohesion and global competitiveness in Delta State. Tongshuwal (2015) study on improving collaboration between technical colleges and industries for skills acquisition in electrical installation and maintenance work in Plateau State found out the administrative strategies and school-based activities that could improve collaboration between technical colleges and industries for skills acquisition in electrical installation and maintenance work in Plateau State. There was no significance difference between the mean responses of industrial supervisors and Technical Teachers on the administrative strategies that could improve school-industry collaboration for skills acquisition in electrical installation and maintenance in technical colleges in Plateau State. There was no significant difference between the mean responses of industrial supervisors and technical teachers on ways for improving collaboration between technical colleges and industries for skills acquisition in electrical installation and maintenance work. There was equally no significant difference between the mean responses of industrial supervisors and technical teachers on the school-based activities that could improve school-industry collaboration for skills acquisition in electrical installation and maintenance work in technical colleges in Plateau State. Also, there was no significant difference between the mean responses of industrial supervisors and technical teachers on those industry-based activities that would improve school-industry collaboration in electrical installation and maintenance in technical colleges in Plateau State.

It was found out that the extent to which the State government constantly supervised the secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State was to a low extent. The hypothesis indicated that the difference in the mean ratings of principals and teachers on the extent of State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade and entrepreneurship education for 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 the State government supervision of schools 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 government showcased a lot of reluctance, negligence and non-challant attitude towards supervising schools constantly in managing trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State. The finding further revealed that the government to a low extent supervised the secondary schools in areas of; monitoring and supervising the teaching of trade/entrepreneurship education in schools through the process of full supervision, organizing a follow-up visit to ensure effective teaching of trade/entrepreneurship education in schools, deploying officers for a causal visit to schools to supervise the teaching of trade/entrepreneurship education, engaging in pre-school inspection every term to monitor the provision coupled with adequacy of educational resources or facilities in order to promote effect teaching of trade/entrepreneurship education in schools trade/entrepreneurship education, engaging in survey visits to monitor instructional delivery of trade/entrepreneurship education in school, and organizing special school developmental visits to supervise aspect of teaching and learning delivery in trade/entrepreneurship education in schools. The

low supervision of secondary schools was not sufficient to ensure that schools' conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State. This finding however is in agreement 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 found out that the inspectors from the Ministry of Education did not extend their inspection to subjects in the trade/entrepreneurship centers for smooth transition into the world of works. Supporting the above finding, Odey, Udu and Odoh (2021) study on evaluation of the implementation of entrepreneurship studies in Ebonyi State public secondary school curriculum entrepreneurship subjects in public secondary school confirmed that there were less effective monitoring and evaluation on the implementation of the entrepreneurship studies in the curriculum to ensure optimal advantage of the programme.

Conclusion

The practice of effective implementation of policy on trade and entrepreneurship education will not yield excellent results in secondary schools in Delta State without the principals' compliance in employing the various strategies and the State government constant supervision of instructions on trade and entrepreneurship education for secondary school students' employability skills acquisition. However, the present study concludes and submits that principals' compliance in employing the various policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was to a low extent. The hypothesis showed that the difference in mean ratings of principals and teachers on the extent of principals' compliance in employing the various policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was not significant. The extent to which the State government constantly supervised the secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade/entrepreneurship education for students' employability skills acquisition in Delta State was to a low extent. As such, the difference in the mean ratings of principals and teachers on the extent of State government constant supervision of secondary schools to ensure their conformity to the approved curricular including the National Policy on Education on trade and entrepreneurship education for students' employability skills acquisition in Delta State was not significant. This situation clearly shows that the teaching and learning of trade/entrepreneurship education has not been very effective which has continued to negatively affect students' employability skills acquisition. This situation practically calls for absolute redressing for quality education to triumph in the secondary schools. Hence,

Recommendations

Based on the finding of the study, the following recommendations have been proffered;

1. Principals should be constantly monitored by the PPEB to ensure their compliance towards employing various policy implementation strategies on trade and entrepreneurship education to a high extent which is very essential for secondary school students' employability skills acquisition in Delta State.
2. Delta State government should constantly supervise the secondary schools to a high extent to ensure their conformity to the approved curricular including the National Policy on Education on trade and entrepreneurship education for students' employability skills acquisition in Delta State.

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