

***Demand for and Supply of Trade/Entrepreneurship Subjects Teachers in
Public Secondary Schools in Oyo State, Nigeria***

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Abstract

The study investigated the demand for and supply of trade/entrepreneurship subjects' teachers in public senior secondary schools in Oyo State, Nigeria. The concerns about the need for and the availability of teachers of the subjects served as the motivation for this study. Three hypotheses stated in null form guided the study. The descriptive research design carried out ex post facto was adopted for the study. The study population comprised all trade/entrepreneurship subjects' teachers in all public senior secondary schools in Oyo State, Nigeria. The sample size was 387 Trade/Entrepreneurship subjects' teachers selected from 45 Public Senior Secondary Schools across the six Education Zones in the state using the purposive and proportionate stratified sampling techniques. An adapted (Osuchukwu, 2021), validated and reliable ($r = .93$) instrument titled "The Demand for and Supply of Trade/Entrepreneurship Subjects Teachers Questionnaire" (TDSTESTQ) was used to generate data for the study. Data collected was analysed using mean and standard deviation to answer the research questions and the hypotheses were tested using Pearson Product Moment Correlation Statistical tool. The findings of the study showed that there was a moderate, positive and significant relationship between the status of the Trade/Entrepreneurship subjects in the curriculum and the supply of its teachers; there was a strong, positive and significant relationship between Government policy on teacher qualification and the supply of Trade/Entrepreneurship subject teachers in the schools; and there was a moderate, positive and significant relationship between class size and the supply of Trade/Entrepreneurship subjects teachers. It was recommended among others that teacher training institutions should mount courses in different areas of the trade subjects in addition, government should ensure compliance with the policy on minimum teaching qualification by ensuring that only professionally qualified teachers are engaged in schools to teach the subjects.

Keywords: Demand for, Supply of, Trade Subjects Teachers, Public Secondary Schools

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Introduction

Education is one of the fundamental institutions entrenched for the society for meeting its all-important needs. It is a process through which the expertise, personality and conducts of people are moulded and modelled. Education is expected to advance the awareness of the people. Ojo and Osoba (2019) assert that for a long time, education has been recognised as a mechanism for the advancement of national development and expectations of countries from its citizenry with regard to education is generally enshrined in the national policy on education. The continued existence of a society is no doubt hinged on its system of education which basically has to do with making the young ones to get ready for adulthood. For sometimes now, the concerns about the standard of living and the utilitarian nature of education have become emergent among different stakeholders in education. Specially, the Nigerian Government is making efforts moving the nation towards the industrial, technological, vocational and entrepreneurship advancement, hence, the Federal Republic of Nigeria (FRN) (2013) in the National Policy of Education has identified education as an instrument 'par excellence' for effecting national development.

Okafor (2011) further notes that in Nigeria, education is considered as a noteworthy factor in the attainment of accelerated and worthwhile changes that engender the advancement of the country's socio-political, economic and human capital. This is clearly evident in the National Policy of Education in addition to the other different efforts that have been put in place towards the implementation of the policy. For the enhancement of the effectiveness of an educational system, there is need to fashion out the curriculum in a manner that will appropriately serve the societal needs. Consequently, Nigeria as a country over the years has witnessed reforms in the curriculum of its educational institutions with a view to providing the learners with the appropriate contents for job creation and wealth generation, even with or without securing salaried employment. Regrettably, as observed by Oyetakin and Ishola (2018), the curricular had not been implemented in all respects and the consequence has been ill-conceived knowledge, owing to the fact that the quality of knowledge and competence imparted to the learners cannot be assured.

The adoption of the home grown National Economic Empowerment and Development Strategy (NEEDS) by Nigeria, is a response to the societal reforms and primitive climate across the globe. The significant components of NEEDS are the people's empowerment through education, job and wealth generation, value turnaround as poverty elimination. The realisation of this requires laying emphasis on innovative reasoning, possession of entrepreneurship and job-related prowess, etc.

At present in Nigeria, secondary education is organised into two phases, with each making up of three years of junior and senior secondary education, the curricula of which academic and pre-vocational in outlook. As enunciated in the National Policy on Education (FRN,2013), the curriculum of the senior secondary education is tailored towards the preparation of letters for higher education in addition to laying a reasonable footing for sustainable living, poverty elimination, job creation, wealth generation and value re-orientation which are the four centres of attention of the National Economic Empowerment and Development Strategies (NEEDS).The need to actualise this led to the incorporation of trade/ entrepreneurship subjects into the curriculum. The subjects which are 34 in number are : auto-body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning/refrigerator, welding and fabrication/engineering craft practice, electrical installation and maintenance work, radio, television and electrical work, block laying, brick-

laying and concrete work, painting and decoration, plumbing and pipe fitting, machine wood working, carpentry and joinery, furniture making, upholstery and catering crafts practice. Others are garment making, textile trade, book-keeping, tourism, GSM maintenance, mining, photography, animal husbandry, fisheries, marketing, salesmanship, keyboarding, data processing, shorthand, cosmetology, printing and practice, dyeing and bleaching, leather goods and manufacturing and repair.

Administrators of senior secondary schools are required to provide opportunity for students to offer these subjects. Specifically, every child is expected to offer these subjects due to their status as cross-cutting subjects. It is worthy of note that the trade/entrepreneurship subjects offered by schools depends on many considerations such as the availability of resources (human materials, finance and time), the requirements of the host community of the school and the foresightedness of the school. The role of the teachers in the implementation of any curriculum cannot be underplayed. This is why Akande (as cited in Adekunle, 2012) has regarded the teacher as the principal factory operator in the '*educo-manufacturing*' process, and their services are no doubt a decisive factor in the production of learners as outputs of the school system who are adequately provided with the appropriate knowledge to be useful the community, they live in, hence, the quality and quantity of teachers are crucial to the attainment of the purpose of incorporating the trade subjects into the curriculum of the senior secondary schools in Nigeria.

The demand for the trade subject teachers as a variable in this study is indicative of the quality and quantity of the teachers required to teach the subjects in senior secondary schools. Gerald and Hussar (as cited in Basake, 2013), point that the major determinant of needs of teachers in the educational system are the number of teachers leaving the system and need to be replaced, as well as the number needed due to the growth or reduction in students' enrolment. Other determining factors according to Lassa (2000) include class size and teaching responsibilities as well as the required time for learning. It also involves the organisation of curriculum and educational plans, the entry age of compulsory schooling and academic standards describing graduation pre-requisites.

In educational institutions, the need for teachers is determined by the number of subjects in the curriculum and the number of manpower inputs by the teachers. Essentially these elements are decided by the ministries of education and school administrators (Adeyemi, 2006). Therefore, the demand for Trade Project teachers could be influenced by the nature of the subject, governments' policy on teacher qualification, class size and student's learning outcomes.

On the other hand, the supply of trade subjects' teachers means the quantity and quality of teachers that are available or are within the easy reach of the schools for the teaching of the subjects. Dike (2002) regards the availableness of trade subject teachers as the quantity and quality of teachers to be engaged to provide the appropriate learning experiences to the students. Agabi (as cited in Osuchukwu, 2021) opines that the availableness of trade teachers is determined by factors such as inadequate supply of technical and vocational teachers from the source of production, that is the educational institutions' unattractive remuneration, inadequate incentive packages, and changes in educational policies.

In the opinion of Akinsolu (2011), labour market is a situation in which the manufacturer and the prospective employees are provided to meet one another with the aim of engaging and rendering services for production purpose. The interplay between the demand and supply in

the labour market is a determinant of the remuneration system. When this is applied to education, the market place for teachers is the educational system, and with the opinion of this scholar, it could be observed that despite the contemporary digital era, teachers will continue to be regarded as an indispensable human resource in the educational system in view of the fact that the effectiveness of the school system is dependent on the extent of provision, standard, and competence.

In a study to determine the readiness of the Lagos state government in the provision of resources for the implementation of the new curriculum of the senior secondary schools, Adedeji and Adekunle (2018) found that the provision of teachers for the new subjects was inadequate and that the provision of instructional materials had significant effects on the implementation of the curriculum. Relatedly, Ihueme and Nwafor (2018) investigated the appropriateness of trade subjects' teachers in public secondary schools in Rivers State, and discovered among others that there was adequacy of teachers for a few trade subjects with requisite educational qualifications. The study further showed that there was no evidence of teachers teaching, or students learning a large number of the trade subjects, due to the non-availability of qualified teachers.

Uwaoma, Uma and Nwose (2019) investigated the relationship between educational infrastructure and the effective teaching of trade subjects in Ebonyi state, Nigeria and discovered that only few schools had the listed facilities and the applicable ones were not put into use due to the non-availability of teachers for the subjects. Amuyo (as cited in Jamoh and Surajo ,2021) studied the correlation between the supply of quality teachers and the execution of the secondary school curriculum in Nigeria. The finding indicated that a direct and positive relationship existed between the accessibility of subject teachers and the execution of the Secondary school curriculum. The study further showed that the available teachers concentrated more on the theoretical aspects of the subjects in their classroom teachings at the expense of the practical aspects.

From the foregoing, it is evident that teachers are the fulcrum on which the efficient execution of the new curriculum is hinged upon. Therefore, insufficient supply of teaching staff will definitely be a clog in the wheel of the attainment of goals of any educational system. For effective implementation of any curriculum. As noted by Ali and Ajibola (2015), most of the time, teachers are constrained to teach subjects outside their areas of specialization and expertise.

It is against this backdrop that the study investigated the need for and the availability of trade subjects' teachers in Public secondary schools in Oyo State, Nigeria.

Statement of the Problem

The need to increase the extent of employability of graduate of educational institutions in Nigeria, especially secondary school leavers has necessitated the introduction of 34 new trade subjects into the curriculum of the senior secondary schools in the country. The role of qualified teachers in the actualisation of this cannot be underplayed. It has however, been observed by the researcher that there seems to be a mismatch between the need for the teachers of the trade subjects and the availability of teachers of trade subjects in the schools. In some schools, non-professional teachers or non-experts were hired to pass instructions to the students on the trade subjects which in most cases are theoretical with less emphasis on practicals. The status of the subjects as compulsory cross cutting, of which has to be offered

by every student has also increased the workload of the few available teachers, and in some cases the subjects are under-represented in the schools' time schedule; hence, in most public secondary schools, the class size for the trade subjects is usually in far excess of the recommended teacher student ratio of 1:40 in the National Policy on Education. These are assumed to have implications on effective teaching and learning of the trade subjects, hence, defeating the purpose of inclusion of the subjects in the curriculum. It is consequent upon these that the researcher considers it desirable to evaluate the demand for and the supply of trade subjects' teachers in public secondary schools in Oyo state, Nigeria.

Purpose of the Study

The study is set to achieve the following objectives:

1. To determine the relationship between the status of the Trade/Entrepreneurship subjects in the curriculum and the supply of teachers in the schools
2. To evaluate government policy on teacher qualification in relation to the supply of Trade/Entrepreneurship subjects' teachers in the schools.
3. To examine the relationship between the class size for trade subjects and the supply of teachers for the Trade/Entrepreneurship subjects in the schools.

Research Hypotheses

The following null hypotheses were postulated and tested at .05 level of significance:

1. There is no significant relationship between the status of the Trade/Entrepreneurship subjects in the curriculum and the supply of teachers.
2. Government policy on teacher qualifications and the supply of trade subjects' teachers are not significantly related.
3. There is no significant relationship between class size and the supply of trade subjects' teachers.

Methodology

A descriptive research design carried out ex-post facto was adopted for the study. The population comprised all trade/ entrepreneurship subjects' teachers in all public senior secondary schools in Oyo State, Nigeria. The study population comprised all Trade/Entrepreneurship subjects' teachers in all public senior secondary schools in Oyo State, Nigeria. The sample size was 387 Trade/Entrepreneurship subjects' teachers selected from 45 Public Senior Secondary Schools across the six Education Zones in the state using the purposive and proportionate stratified sampling techniques. An adapted 25- item instrument (Osuchukwu, 2021) titled "The Demand for and Supply of Trade/Entrepreneurship Subject Teachers Questionnaire (TDFSTESTQ) was used to gather information for the study. The instrument elicited information on the variables of the study. The instrument was validated by Academic Staff in Economics Education and Educational Management, faculty of Education, University of Lagos, Nigeria. Test-retest reliability method was used in pilot-testing the instrument and a correlation co-efficient of .93 was obtained. Due to the high level of coefficient, the instrument was adjudged to be reliable. Five trained research assistants were used for the administration of the instrument. Data collected was analysed using mean and standard deviation to answer the research questions and all the hypotheses were tested using Pearson Product Moment Correlation Statistical tool.

Results

Hypothesis 1: There is no significant relationship between the status of the Trade/Entrepreneurship subjects in the curriculum and the supply of teachers.

The hypothesis was tested using Pearson Product Moment Correlation statistical tool, the result is presented in table 1

Table 1: Status of Trade/Entrepreneurship Subjects in the Curriculum and the Supply of Teachers

Variables	Mean	SD	N	DF	R	P	Remark	Decision
Status of Trade/Entrepreneurship Subjects	15.29	5.21	387	385	0.68	.00	Sig	Reject Ho ₁
Supply of Teachers	13.46	4.21						

P < 0.05, df = 385

Table 1 shows a moderate, positive and significant relationship between the status of Trade/Entrepreneurship subjects and the supply of teachers ($r = .68$; $df=385$; $p<.05$). Thus, the null hypothesis which states that there is no significant relationship between the status of Trade/Entrepreneurship subjects and the supply of teachers was hereby rejected. It therefore, implies that a significant positive relationship existed between the status of Trade/Entrepreneurship subjects in the curriculum and the supply of teachers for the subjects.

Hypothesis 2: Government policy on teacher qualifications and the supply of trade subjects' teachers are not significantly related.

The hypothesis was tested using Pearson Product Moment Correlation statistical tool, the result is presented in table 2

Table 2: Government Policy on Teacher Qualifications and Supply of Trade/Entrepreneurship Subject Teachers

Variables	Mean	SD	N	DF	R	P	Remark	Decision
Government Policy on Teacher Qualifications	22.07	5.43	387	385	0.76	.00	Sig	Reject Ho ₂
Supply of its Teachers	13.46	4.21						

P < 0.05, df = 385

The findings of the test of hypothesis 2 as indicated in Table 2 shows a strong, positive and significant relationship between Government policy on teacher qualifications and supply of trade/entrepreneurship subject teachers in the schools ($r = .76$; $df=385$; $p<.05$). Thus, the null hypothesis which states that the Government policy on teacher qualification did not have

significant relationship with the supply of Trade/Entrepreneurship subject teachers was rejected. It therefore, implies that Government policy on teacher qualification significantly related to the supply of teachers for the subjects.

Hypothesis 3: There is no significant relationship between class size and the supply of Trade/Entrepreneurship subjects' teachers.

The hypothesis was tested using Pearson Product Moment Correlation statistical tool, the result is presented in table 3

Table 3: Class Size and the Supply of Trade/Entrepreneurship Subjects' Teachers

Variables	Mean	SD	N	DF	R	P	Remark	Decision
Class Size	13.48	3.38						
Supply of its Teachers	11.94	3.11	387	385	.67	.00	Sig	Reject Ho3

P<0.05, df= 385

Table 3 shows that a moderate, positive and significant relationship existed between class size and the supply of Trade/Entrepreneurship subjects' teachers ($r = .67$; $df=385$; $p<.05$). Thus, the null hypothesis which states that there is no significant relationship between class size and the supply of Trade/Entrepreneurship subjects' teachers was rejected. It therefore, indicates that significant relationship existed between class size and the supply of Trade/Entrepreneurship subjects' teachers.

Summary of Findings

1. There was a moderate, positive and significant relationship between the nature of the Trade/Entrepreneurship subjects and the supply of its teachers.
2. There was a strong, positive and significant relationship between Government policy on teacher qualification and the supply of Trade/Entrepreneurship subject teachers in the schools.
3. There was a moderate, positive and significant relationship between class size and the supply of Trade/Entrepreneurship subjects' teachers.

Discussion of Findings

The result of hypothesis one showed that there was a significant relationship between the nature of Trade/Entrepreneurship subjects and the supply of teachers in public secondary schools in Oyo State, Nigeria. It could be inferred from this finding that the nature of Trade/Entrepreneurship subjects in terms of the practical aspects of the subjects, inadequate number of skilled teachers and the longer hours required to teach so that students can adequately internalize the contents determined the supply of these subjects' teachers to public secondary schools in the state. This finding corroborates the earlier finding of Adedeji and Adekunle (2018) where it was reported that there was a significant relationship between the

nature of Trade/Entrepreneurship subjects and the supply of its teachers in public secondary schools. It was reported that there was inadequate provision of teachers for the new subjects including Trade/Entrepreneurship subjects which has implications on the development of entrepreneurship education.

The second result indicated that a significant relationship existed between government policy on teacher qualification and supply of Trade/Entrepreneurship subjects' teachers in public secondary schools in Oyo State. This finding can be explained in the light of the fact that the minimum requirement for teaching according to the National Policy on Education (FRN,2013) is the Nigeria Certificate in Education (NCE), and that all teachers at all levels of education shall be professionally qualified. This government policy on teachers' qualification has proven that the use of non-Education graduates or local artisans who are knowledgeable in certain Trade/Entrepreneurship skills in imparting these skills to students in schools in teaching the subjects is a clear departure from the provisions of the Policy document. This finding is in line with the findings of Ihueme and Nwafor (2018) who in their study reported that significant relationship existed between government policy on teacher qualification and supply of Trade/Entrepreneurship subjects' teachers. It was reported that a good number of teachers teaching Book Keeping, Animal Husbandry and Fishery did not have relevant qualifications from institutions of higher learning that certifies them to teach the subject.

Hypothesis three showed that there was a significant relationship between class size in Trade/Entrepreneurship subjects and the supply of teachers for the subjects in public senior secondary schools in Oyo State, Nigeria. This is an indication that large class size has implications on the quality of teaching and learning. Since Trade/Entrepreneurship subjects require practicals to help the students relate the concepts taught to real life situations, large class size calls for the supply of more teachers to teach the subjects in public secondary schools that are mostly crowded. This finding confirms the finding of Akinsolu (2011) which found that a positive and significant relationship existed between class size in Trade/Entrepreneurship subjects and the supply of teachers for the subjects. The finding is a pointer to the fact that the yearly average full time teacher pupil ratio was 1:72 in the urban areas, which indicated large class size.

Conclusion

The findings of this study have indicated that the nature of Trade/Entrepreneurship subjects in terms of the practical aspects of the subjects, longer hours requirement and availability of adequate instructional materials are strong determinants in the supply of teachers in public secondary schools in Oyo State, Nigeria. Government policy of the Nigeria Certificate in Education as the minimum qualification for entry into the teaching profession and that all teachers at all levels of education shall be professionally qualified has made it an aberration to fully incorporate local artisans who are knowledgeable in certain Trade/Entrepreneurship skills in imparting these skills to students in schools. Since Trade/Entrepreneurship subjects require practicals to help the students relate the concepts taught to real life situations, large class size had a significant relationship with the supply of more teachers to teach the subjects in public secondary schools that are mostly crowded.

Recommendations

Based on the findings of the study and the conclusion drawn therefrom, the following recommendations are made:

1. Government should employ more qualified Trade/Entrepreneurship teachers to teach in public secondary schools. Also, considering the practical nature and status of the subjects in the curriculum, a clear-cut policy should be put in place for the enlistment of local artisans/technicians who are knowledgeable in some Trade/Entrepreneurship skills as academic technologists employed on part time basis to teach the practical aspects of the subjects.
2. Teacher Training Institutions like faculties and Institutes of Education in Nigerian universities, Colleges of Education and Schools of Education in Polytechnics should mount courses in different areas of the trade/entrepreneurship subjects in order to boost the supply of professionally qualified teachers for the subjects. Government should ensure strict compliance with the policy on minimum teaching qualification by ensuring that only professionally qualified teachers are engaged in schools to teach the subjects.
3. There is the need to improve on the carrying capacity of public secondary schools through the provision of adequate and relevant educational infrastructure like classrooms and laboratories for practicals, since most of the subjects are practical-oriented. In addition, there is the need to maintain a right mix of teachers and students for the subjects through the recruitment of adequate number of teachers for the subjects. This will go a long way in maintaining the appropriate teacher-students ratio as recommended in the National Policy on Education.

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