



Animal Husbandry Enrolment Strategies (AHES) and Community Resource Utilization Predictors among Senior Secondary Schools in Delta State, Nigeria

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ABSTRACT

This study examined the effect of animal husbandry enrolment strategies (AHES) on community resource utilization among senior secondary schools located in both rural and urban areas of Delta State, Nigeria. Out of the population size of 1,609, only 500 respondents (principals=290 and teachers=210) were sampled based on the Krejcie and Morgan (1970) sample size determination table alongside the multistage sampling technique. 360 questionnaires retrieved out of the 500 questionnaires shared. While responses gotten from the field survey were analyzed using simple percentages and standard deviations, the two major hypotheses were tested using t-test. The study identified nine (9) factors responsible for schools' choice of Animal Husbandry as a trade subject in SSCE in Delta State include lack of cordial relationship between school administrators and communities to promote community resources utilization, the relevance of the resources to the content of the lesson, inadequate time allotted for teaching, and so on. Also, the ten (10) AHES adopted by teachers in rural and urban areas include: availability of a well-equipped school farm, use of appropriate teaching methods to make learning interesting to students, employment of qualified teachers, provision of appropriate learning materials, making Animal Husbandry compulsory for students, creating awareness to students on the importance of Animal Husbandry etc. The study therefore concluded that if adequate attention is given to the nine (9) possible factors responsible for schools' choice of Animal Husbandry as a trade subject coupled with the ten (10) AHES adopted by teachers in rural and urban area, Animal Husbandry will bring about self-reliance among youths. Consequently, agricultural Science teachers and community farmers should be sensitized on the need for utilizing community resources in teaching students.

Keywords: Animal Husbandry Enrolment Strategies, Community Resource Utilization Predictors, Senior Secondary Schools

1. INTRODUCTION

As the numbers of young graduates from higher institutions of learning increases over time, the need for educationists to come up with a practical tool targeted at ensuring that, young graduates are self-employed remains one of the most controversial policy discourse. Accordingly, one of the attempts made by the Nigerian Educational Research and Development Council (NERDC) at directing students towards developing their potentialities, inclination and attitude to self-reliance is the inclusion of animal husbandry as one of the trade subjects in secondary school curriculum by educationists (Yusuf, 2018; Yamma,& Izom, 2018). Indeed, animal husbandry seems to be a perfect instrument for creativity, mastery

of skills rather than “credentialism” for the process of self-acculturation and self-fulfillment (Arunaye, 2022). More so, it is meant to prepare the students to face the challenges of a new millennium and in driving fast to embrace the dominance of a functional literacy in the acquisition of basic entrepreneurial skills in Animal Husbandry; it will also provide Animal Husbandry vocation for those who are terminating at SSC education but will want to use the acquired skills and competencies for later life.

According to Obue, Ikeoji, and Iloba (2023), the Animal husbandry trade subject was designed and incorporated into the Secondary school curriculum to train students in practical animal agriculture. In the view of Okereka and Princewill (2015), Animal Husbandry is an applied science and a Vocational subject that emphasizes on the acquisition of knowledge and skills associated with the rearing of animals in line with the approved curriculum to meet the key targets of the National Economic Empowerment and Development Strategy (NEEDS). The subject aims at providing Animal Husbandry vocation for those who are terminating at senior secondary school level, and also assist them to put into use the acquired skills and competencies for their sustainability later in life (Kenneth-Obosi, Chukwu, Mohammed & Adesida 2013). It is expected that schools offering Animal Husbandry keeps a school farm with different animal species that will be reared (ruminants and non-ruminants) depending on their choice, where students can learn the basic knowledge and skills on how to rear animals and keep adequate records (Oyeleye, Balogun, & Makun, 2018). These tools and equipment are needed to teach practical Animal Husbandry to students, which in line with the speculations of Charles Prosser Theorems, and the Kolb’s Experiential Learning Theory. Since most of these tools and equipment are lacking in majority of the secondary schools in Delta State, it is expected that they can be augmented with the available resources in school communities. Supporting this view, Orji (2014) stated that adequate and appropriate resources for implementing the Animal Husbandry trade subject can be secured from the school host community that has the interest and support for Animal Husbandry, and has an available abundance of local resources.

Arising from the foregoing exposition, the present study centered on two specific objectives which are to: (i) Determine the Animal Husbandry Enrolment Strategies (AHES) adopted by teachers in rural and urban areas in SSCs in Delta State; and (ii) examine the community resource utilization predictors in Senior Secondary Schools (SSCs) in Delta State, Nigeria.

2. LITERATURE REVIEW

It is very obvious that the Animal Husbandry trade subject will bring about growth and development in the society if it is well implemented, but there are certain measures that should be put in place to develop students’ interest in enrolling Animal Husbandry in external examinations, and pick up a career in the field. Uduigwome, Ikeoji, and Obaruyi (2021) has highlighted some of these measures to include: in-service training for teachers, provision of physical facilities, employment of qualified/specialized teachers, provision of books as prescribed by NERDC, training students on business building and entrepreneurship, making entrepreneurship subjects compulsory, providing appropriate learning materials, creating an enabling environment for students to practice their entrepreneurship skills, regularly updating teachers and students with current trends in Animal Husbandry to improve their knowledge, engaging students in entrepreneurship activity in Animal Husbandry, providing programmes that give grants to start-up ventures, enacting laws that enables students and fresh graduates to access low interest business loans, constant monitoring and evaluation of programmes, and provision of remunerations for teachers.

Isiwu, Uko, and Onyendi (2021) conducted a study which revealed that constant inspection and supervision of teachers and students activities by the various stakeholders, specification of various production areas in Animal Husbandry and teaching them broadly, provision of in-service training programme for teachers at reduced or zero cost by school administrators, community leaders, government and so on, improvising when there are no instructional materials by the teacher, employment of qualified teachers to teach Animal Husbandry by the administrators and government, concerted effort by stakeholders in education in providing instructional materials for animal husbandry, payment of teachers’ allowance, entitlement and other remuneration on time, adopting suitable teaching or instructional method by the teacher for animal husbandry, motivating students to arouse their interest in Animal Husbandry as

an occupation by the stakeholders, modifying the Animal Husbandry trade curriculum to suit the learners' characteristics, establishment of small scale animal farm at home by parents for their children, and providing ICT support services for effective learning of Animal Husbandry by school administrators, community, government and other stakeholders are the ways of enhancing improved implementation of the Animal Husbandry trade subject in secondary schools.

Onyendi (2018) recommended that in-service programmes should be made available for the teachers of Animal Husbandry in senior secondary schools to participate at a reasonable cost; school administrators, the ministry of education and the government should ensure that every school that offers Animal Husbandry has a well-equipped livestock farm and regularly inspected and supervised as well as specification of the various production areas of Animal Husbandry.

Furthermore, the level of success of the implementation of the Animal Husbandry trade subject in secondary schools is greatly depends on the degree of availability, adequacy and utilization of up-to-date facilities, equipment and supplies. Nwanekezi and Ibekwe (2017), and Ibagere (2019) stated that teacher's qualification is pivotal to usage of innovative teaching techniques like community resources usage. In line with this, Parua (2019), measured the attitude of teachers towards the use of community resources and discovered that the perception of more experienced and qualified teachers was better than that of less experienced and less qualified teachers.

Adhikari (2017) opined that class size, teachers' belief, examination, time available, resources, students' interest, teaching hours, teaching experience, curriculum, technology, teacher training and school management should be considered. Similarly, Atubi (2020) further highlighted the following as factors to be considered when selecting community resource for use. They include:

- i. The appropriateness of the community resource to the achievement of instructional objective specified in the curriculum.
- ii. The relevance of the community resource to the better understanding of content and learning experience to be taught.
- iii. The availability of the community resources in relationship to the cost and accessibility.
- iv. The time of engagement by the class for community resource learning.
- v. The community resource must reflect economic, socio, political and geographical life of the learners' environment.
- vi. The community resource should help in understanding current issues, problems and trends.
- vii. The teacher must be competence and professionally knowledgeable to identifying the community resources that are current and useful to learners.

3. MATERIAL AND METHODS

The study was domiciled in Delta State. In this study, the questionnaire was used to collect data from a sample of principals and Animal Husbandry (Agricultural Science) teachers considered to be representative of the population. Out of the population size of 1,609 (principals=465 and teachers=1,144) as provided by the Delta State (Post Primary Education Board, PPEB, 2020), only 500 respondents (principals=290 and teachers=210) were sampled. The sample size was chosen based on the suggestions of Krejcie and Morgan (1970) alongside the multistage sampling technique. This is evidenced in table 1:

Table 1:

Multi-Staged Stratified Sampling

Senatorial District	LGAs	Teachers Population	Principals Population	LGAs Sampled	Teachers Sampled	Principals Sampled
Delta North	9	489	166	5	124	75
Delta Central	8	465	183	4	118	83
Delta South	8	190	116	4	48	52
Sub-total	25	1144	465	13	290	210

Source: Field Survey (2021)

The instrument utilized in this study was a structured questionnaire developed from the review of related literature. It comprised of 2 parts, Part A and B. Part A sought for the category of respondents, sex and location while Part B comprises of the responses to the research questions. It is designed on a 4-point rating scale of on a 4-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD), with their nominal values as 4, 3, 2 and 1, respectively. The research instrument was validated by Prof. Canice, N. Ikeoji, Prof. of Agricultural science education, Delta State University, Abraka and two other lecturers from the Department of Vocational Education (Agricultural Education Unit), and one lecturer from Measurement and Evaluation, Department of Guidance and Counselling, Delta State University, Abraka. They evidenced that, the instrument is valid. Meanwhile, the Cronbach alpha (reliability) test gave a coefficient of 0.84, 0.74, 0.91, 0.77, 0.72, 0.76, 0.88, 0.92, 0.92 and 0.79 for Section A, B, C, D, E, F, G, H, I, and J, respectively. Each of the values were more than 0.70; hence, the instrument is adjudged to be reliable and adequate for the study.

Lastly, data collected from respondents were gathered and keyed into the SPSS, Version 23. The bio-data of the respondents were analyzed using frequency (F) counts and percentages (%) while Means (\bar{x}) and Standard Deviations (SD) were used to analyze the two research questions. The cut-off mark was set at 2.50 for sections designed on a 4-point rating scale. Meanwhile, the hypotheses were accepted on a 5% significant level.

4. EMPIRICAL ANALYSIS

4.1. Respondents' Bio-data

Prior to presenting the responses of the respondents from the field work, their bio-data which covered their sex and locations were considered having reported 360 questionnaires retrieved out of the 500 questionnaires shared. They are expressed in table 1

Table 2: Respondents' Bio-data

Variables	Principals		Animal Husbandry Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Sex				
Male	73	48.7	106	50.5
Female	77	51.3	104	49.5
Total	150	100	210	100
Location				
Village	70	46.7	93	44.3
City	80	53.3	117	55.7
Total	150	100	210	100

Source: Field Work (2022)

From table 2, male principals accounted for 48.7% of the total numbers of principals sampled while 51.3% of the total numbers of principals are females. More so, male animal husbandry teachers accounted for 50.5% of the total numbers of animal husbandry teachers sampled while 49.5% of the total numbers of animal husbandry are females. This reveals that, most sampled principals are females while most sampled teachers are males.

Additionally, 46.7% of the principals stay in the village while the remaining 53.3% of the principals stay in the city. Meanwhile, 44.3% of the sampled teachers stay in the village while the remaining 55.7% of the teachers stay in the village. This implies that, majority of the teachers and principals sampled reside in the villages. This is because; there are much schools in the villages than in the cities.

4.2. Data Analysis and Hypotheses Testing

While responses gotten from the field survey were analyzed using simple percentages and standard deviations, the two major hypotheses were tested using t-test

4.2.1. Response to Question One

What are the perceived ways by secondary school teachers ensures improved enrolment of Animal Husbandry in secondary schools in Delta State?

Table 3: Animal Husbandry Enrolment Strategies-AHES

S/N	Ways	\bar{x}	SD	Remark
i.	Employment of qualified teachers	3.66	0.47	Agreed
ii.	Provision of appropriate learning materials	3.74	0.44	Agreed
iii.	Availability of a well-equipped school farm	3.91	0.29	Agreed
iv.	Use of appropriate teaching methods to make learning interesting to students	3.77	0.42	Agreed
v.	Making Animal Husbandry compulsory for students	3.71	0.45	Agreed
vi.	Creating an enabling environment for students to practice their entrepreneurship skills	3.71	0.46	Agreed
vii.	Introducing students to programmes that give grants for start-up ventures	3.69	0.47	Agreed
viii.	Creating awareness to students on the importance of Animal Husbandry	3.68	0.47	Agreed
ix.	Training students on building business entrepreneurship	3.70	0.46	Agreed
x.	Enacting laws that grants fresh graduates access to low interest business loans	3.67	0.47	Agreed
Grand Mean (\bar{x})		3.72	0.44	Agreed

Source: Field Work (2022)

Item i to x had a grand mean (\bar{x}) of 3.72 and SD of 0.44, which was greater than the cut-off mean (\bar{x}) value of 2.50. Also, the mean (\bar{x}) for each item were also greater than the cut-off mean (\bar{x}) value of 2.50, indicating that Agricultural Science teachers agreed that all items are ways to ensure improved enrolment of Animal Husbandry and effective implementation in secondary schools in Delta State.

Furthermore, the three topmost mean (\bar{x}) scores were recorded for item 102 (Availability of a well-equipped school farm, 3.91), 103 (Use of appropriate teaching methods to make learning interesting to students, 3.77), and 101 (Provision of appropriate learning materials, 3.74).

Hypothesis 1

Animal Husbandry Enrolment Strategies adopted by teachers in rural and urban areas does not differ significantly

Table 4: Animal Husbandry Enrolment Strategies

Variables	N	\bar{x}	SD	Df	t-value	p-value	Decision
Rural	93	3.90	0.30	208	-0.28	0.78	Accept Ho
Urban	117	3.91	0.28				

Significant Level = (p > 0.05)

Source: Field Work (2022)

Table 4 showed that the t-value is -0.28, and the p-value is 0.78 at 0.05 alpha value. Since the p-value (0.78) was greater than the alpha value (0.05), the null hypothesis was therefore accepted, indicating that AHES adopted by teachers in rural and urban areas does not differ significantly

4.2.2. Response to Question Two

What are the factors associated with Community Resource Utilization in Senior Secondary Schools in Delta State, Nigeria?

**Table 5:
Response on Community Resource Utilization Predictors**

S/N	Items	\bar{x}	SD	Remark
1.	Students' age determines the type of community resources used for teaching students	3.65	0.48	Agreed
2.	Large class sizes discourage utilization	3.62	0.49	Agreed
3.	Inadequate time allotted for teaching discourages teachers from utilizing community resources	3.80	0.40	Agreed
4.	Teachers with poor experience do not use community resources to teach students	3.53	0.50	Agreed
5.	Teachers with good educational background utilize community resources during teaching	3.66	0.48	Agreed
6.	The appropriateness of community resources to the lesson determines its utilization	3.62	0.49	Agreed
7.	Teachers' belief influences the utilization of some community resources	2.49	1.13	Disagreed
8.	The level of availability of community resources determine its utilization in teaching students	3.60	0.49	Agreed
9.	The relevance of resources to the content of the lesson encourages community resources utilization	3.79	0.41	Agreed
10.	Cordial relationship between school administrators and communities promote community resources utilization	3.81	0.39	Agreed
11.	Grand Mean (\bar{x})	3.56	0.53	Agreed

Source: Field Work (2022)

Item 1 to 11 had a grand mean (\bar{x}) of 3.56 and SD of 0.53, which was greater than the cut-off mean (\bar{x}) value of 2.50. Nine (9) out of the ten (10) items had mean (\bar{x}) values greater than the cut-off mean (\bar{x}) value of 2.50, indicating that teachers agreed that those items are teacher, student and community factors associated with the utilization of community-based resources for implementing Animal Husbandry. However, item 86 had a mean (\bar{x}) value of 2.49, less than cut-off mean (\bar{x}) value of 2.50, signifying that teachers' belief is not one of the teacher, student and community factors influencing the utilization of community-based resources for implementing Animal Husbandry trade subject. The three topmost mean (\bar{x}) scores were recorded for item 89 (Cordial relationship between school administrators and communities promote community resources utilization, 3.81), 82 (Inadequate time allotted for teaching discourages teachers from utilizing community resources, 3.80), and 88 (The relevance of resources to the content of the lesson encourages community resources utilization, 3.79).

Hypothesis 2

Community resource utilization predictors did not differ significantly among secondary schools in Delta State, Nigeria.

Table 4: Testing of Animal Husbandry Predictors

Variables	N	\bar{x}	SD	Df	t-value	p-value	Decision
Rural	93	3.77	0.42	208	-1.33	0.19	Accept Ho
Urban	117	3.85	0.36				

Significant Level = (p > 0.05)

Source: Field Work (2022)

Table 4 showed a t-value of -1.33, and a p-value of 0.19 at 0.05 alpha value. The null hypothesis was therefore accepted, since the p-value of 0.19 was greater than the alpha value of 0.05. This signifies that, animal husbandry predictors did not differ significantly among secondary schools in Delta State, Nigeria

4.3. DISCUSSIONS AND IMPLICATIONS OF FINDINGS

For ease of reference, the study was discussed in tandem with the two central objective of this research. They are discussed thus:

4.3.1. Animal Husbandry Enrolment Strategies-AHES

Table 5 revealed ten (10) ways to ensure improved enrolment of Animal Husbandry in SSCs in Delta State, amongst which are availability of a well-equipped school farm, use of appropriate teaching methods to make learning interesting to students, employment of qualified teachers, provision of appropriate learning materials, making Animal Husbandry compulsory for students, creating awareness to students on the importance of Animal Husbandry, among others. The findings correspond with Nmecha (2018) research which revealed that adopting suitable teaching or instructional method by teachers, motivating students to arouse their interest in Animal Husbandry as an occupation by the stakeholders, modifying the Animal Husbandry trade curriculum to suit the learners' characteristics, establishment of small scale animal farm at home by parents for their children, among others, were the ways for ensuring improved enrolment and effective curriculum implementation.

The findings are also in line with Onyendi (2018), Uduigwome, *et al.* (2021), and Isiwu, *et al.* (2021) whose studies revealed that employment of qualified teachers to teach Animal Husbandry by the administrators and government, concerted effort by stakeholders in education in providing instructional materials for animal husbandry, payment of teachers' allowance, entitlement and other remuneration on time, adopting suitable teaching or instructional method by the teacher for animal husbandry, motivating students to arouse their interest in Animal Husbandry as an occupation by the stakeholders, modifying the Animal Husbandry trade curriculum to suit the learners' characteristics, establishment of small scale animal farm at home by parents for their children, school administrators, the ministry of education and the government should ensure that every school that offers Animal Husbandry has a well-equipped livestock farm and regularly inspected and supervised as well as specification of the various production areas of Animal Husbandry among others were the ways for ensuring improved enrolment and effective curriculum implementation of Animal Husbandry trade subject in secondary schools. Furthermore, the study evidenced that, irrespective of schools' location, same strategies can be employed to improved students' enrolment and effective implementation of Animal Husbandry.

4.3.1. Community Resource Utilization Predictors

Table 4 identified nine (9) Animal Husbandry predictors includes lack of cordial relationship between school administrators and communities to promote community resources utilization, the relevance of the resources to the content of the lesson, inadequate time allotted for teaching, and so on. The findings are in agreement with those highlighted by Nwachukwu (2006), which include the objectives of the intended experiences, content of the lesson, capabilities of the learners, skills to be demonstrated, supportive services to be performed, teachers' manipulative skills, learners level of maturity, product to be produced and situations to be used. Also, Ogwo (2005) pointed out some factors that aligned with the study's findings. They are: economic factor, availability, durability, age or level of class of students, adaptability, and cultural setting. Ogwo and Oranu (2006) specifically opined that children must have attained the right maturation before being exposed to certain gadgets.

The findings were also in line with Atubi (2020) who stated that factors, such as appropriateness of the community resource to the achievement of instructional objective specified in the curriculum, relevance of the community resource to the better understanding of content and learning experience to be taught, availability of the community resources in relationship to the cost and accessibility, among others, should be considered in utilizing community resources for teaching. However, teachers' belief is not one of the teacher, student and community factors influencing the utilization of community-based resources for

implementing Animal Husbandry. This finding contradicts Adhikari (2017) who opined that teachers' belief is a factor to consider in utilizing community resources. Furthermore, the null hypothesis in Table 3 showed that a non-significant difference existed between the mean ratings of the Animal Husbandry resource utilization predictors in Delta State. This signifies that location does not influence the utilization of community resources in secondary schools in Delta State.

5. CONCLUSION AND RECOMMENDATIONS

This study centered on two specific objectives which are to determine the AHES adopted by teachers in rural and urban areas in SSCs in Delta State; and to examine the community resource utilization predictors in Senior Secondary Schools (SSCs) in Delta State, Nigeria. The study focused specifically on principals and Animal Husbandry teachers in SSCE in rural and urban areas in Delta state, Nigeria. While responses gotten from the field survey were analyzed using simple percentages and standard deviations, the two major hypotheses were tested using t-test. The study identified nine (9) factors responsible for schools' choice of Animal Husbandry as a trade subject in SSCE in Delta State include lack of cordial relationship between school administrators and communities to promote community resources utilization, the relevance of the resources to the content of the lesson, inadequate time allotted for teaching, and so on. Also, the ten (10) AHES adopted by teachers in rural and urban areas include: availability of a well-equipped school farm, use of appropriate teaching methods to make learning interesting to students, employment of qualified teachers, provision of appropriate learning materials, making Animal Husbandry compulsory for students, creating awareness to students on the importance of Animal Husbandry, among others. The study therefore concluded that if adequate attention is given to the nine (9) possible factors responsible for schools' choice of Animal Husbandry as a trade subject coupled with the ten (10) AHES adopted by teachers in rural and urban area, Animal Husbandry will bring about self-reliance among youths. Consequently, the following recommendations were made:

1. Agricultural Science teachers and community farmers should be sensitized on the need for utilizing community resources in teaching students.
2. The ten ways for promoting community resources utilization in secondary schools identified by the study should be adhered to by all stakeholders involved in the implementation process of the Animal Husbandry trade curriculum.

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