

MANAGEMENT OF TRADE/ENTREPRENEURSHIP EDUCATION THROUGH INDUSTRIAL COLLABORATIONS FOR EFFECTIVE INSTRUCTIONAL DELIVERY IN SECONDARY EDUCATION AND NATIONAL DEVELOPMENT IN NIGERIA

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ABSTRACT

This chapter discussed the management of trade and entrepreneurship education through industrial collaborations for effective instructional delivery in secondary education and national development in Nigeria. Several concepts such as management, trade and entrepreneurship education, industrial collaborations, instructional delivery, secondary education and national development were described in the chapter. The chapter also looked into the importance of trade and entrepreneurship education coupled with the role of trade and entrepreneurship in national development. Further discussed in the chapter were issues which concerned the management of trade and entrepreneurship education through effective industrial collaborations for effective instructional delivery in secondary education and national development in Nigeria. This chapter also examined the challenges affecting the management of trade and entrepreneurship education through effective industrial collaborations

Introduction:

Education is the fulcrum on which the development of any society hangs. It has been the bedrock for sustainable national development in any society. The Federal Republic of Nigeria (FRN, 2013) referred to education as “an instrument par excellence”, important for nation-building, social reconstruction and economic reconstruction of the nation. Government regards education as the key to the realization of Nigeria’s collective aspiration of being among the top 20 developed nations of the world. Therefore, all directives must be focused and channeled towards effective management of educational programmes at all levels of education including secondary education for sustainable national development in the country.

for effective instructional delivery in secondary education and national development in Nigeria. Way forward towards improving effective school and industrial collaborations for the of management trade and entrepreneurship education for effective instructional delivery and national development in Nigeria were also discussed in the chapter before it was finally concluded and references provided as well.

Keywords: *Management, Trade, Entrepreneurship, Education, Industrial, Collaborations, Instructional, Delivery, Secondary education, National, Development*

On the other hand, trade and entrepreneurship education has been one subject introduced at the secondary schools that equips students with the skills and competences to operate in the business world for economic development in the Nigerian society. According to the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE), trade and entrepreneurship education is an aggregate tool of empowerment. It is one of the effective means of developing the full capacities and potentials of human resources in the society for sustainable development.

Given the above statements, effective management of trade and entrepreneurship education at the secondary school level is therefore one means by which a competent work force can be developed through the acquisition of practical life skills relevant to the world of work. It is a veritable means of developing sound intelligent learning societies which is fit and relevant to the 21st century. The relevance and benefits of trade and entrepreneurship education towards national development cannot be overemphasized. In essence, management of trade and entrepreneurship education at the secondary schools does not stop at the classroom level, it demands that students should undergo practical exercises including outside the school premises. This call for effective schools and industrial collaborations for effective instructional delivery in secondary education and national development. When schools collaborate with industries, opportunities for good careers when they leave secondary school are created and learning which exposes students to practical exercises and skills acquisition is highly improved and enhanced for effective participation towards national development. Secondary education as described by the Federal Republic of Nigeria (FRN,

2013) is education provided after primary education which entails both the junior and senior secondary education. The main objective of secondary education is to prepare the youth for higher education. National development entails all spheres of socio-economic, political and cultural development of the society. With an improved system of national development, this leads to environmental sustainability. Besides, the recent happenings in the Nigerian society today where so many youths engage into criminal acts, brutality and violence, which include rituals, theft and stealing through the popular 419 act, robbery, thuggery, election rigging, kidnapping, murder and among others, all in the name of unemployment, poverty and to make quick money coupled with other excuses; these ugly situations requires and calls effective management of trade and entrepreneurship subjects taught in the secondary school so that even if students graduate acquiring secondary education and they do not want to further university education, they must have acquired adequately, skills and competences that will make them self-employed as well as become useful members of the society.

From all the foregoing discussions, the thrust of this chapter is to discuss in essence the management of trade and entrepreneurship education through industrial collaborations for effective instructional delivery in secondary education and national development in Nigeria. However, discussions were made in the chapter in different subheadings in order to look into some definitions of terms and likewise discuss the role of trade and entrepreneurship education in national development, including management of trade and entrepreneurship education through industrial collaborations for effective instructional delivery in secondary education.

Definition of Terms

Management

Management is a term which deals with how the human and material resources of an organization are utilized and controlled in order to achieve goals and objectives of an organization. Management according to Akpakwu (2012) means to get work done. Every educational institution has certain objectives and they need to organize people, make use of resources and time in a systematic and orderly way in order to accomplish the pronounced objectives of their institution. This is where management comes in and it is needed to get the work done through effective planning, organization, control, coordination

and documentation of all activities for goal achievement. Similarly, Iloh (2016) sees management in its broad sense in an educational setting as the acts of planning, organizing, coordinating, controlling and evaluating of group activities, all human and material resources available, teaching methods and styles in order to achieve identifiable instructional objectives or benefits. In this regards, effective management of trade and entrepreneurship education requires the arrangement and utilization of both human and material resources in order to achieve the instructional objectives of a particular group. Therefore, if trade and entrepreneurship education is properly managed, this will lead to the achievement of secondary education. This calls for the definition of trade and entrepreneurship education which is done in the next section.

Trade and Entrepreneurship Education

Education as defined by Akpakwu (2012) is an activity in which the interest of the individuals and of the society are intimately interwoven. It involves training which deals with acquisition of basic information, knowledge and skills that enables an individual in building up a career life in order to leave a successful life in the society. Trade education as defined by Ikpe (2010) are aspect of vocational education designed to develop skills, attitudes, work habits and aspirations encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. Ikpe further describes trade courses as an integral part of total education programme contributing towards the development of good citizens by developing their physical, social, civic, cultural and economic competencies. As contained in the Encyclopedia Americana (International Edition) cited in Ikpe (2010), the aim of trade education is to prepare young people and adults for useful occupations, particularly for skilled trades and semi-professional careers. It also may update the knowledge and skills of workers in occupations of this kind. Trades subjects as highlighted by Ikpe (200) in Ikpe (2010) cover craft, weaving, smiting, building, carpentry, leather-working, dyeing, soap making, "osusu-collecting" (banking), catering, trading in both agricultural and manufactured goods. Skills and trades "owned" by any family or tribe were highly valued and guarded up till present day. For example, different ethnic groups specialized in various trades; like those for Edo State are popularly known for carving and sculpture; Kano State known for leather working and

dyeing; Yoruba's and Birom tribe are known for Blacksmithing; Bida is known for pottery-making; and Akwete is known for textile weaving, among others. Entrepreneurship education on the other hand entails the activity of transmitting specific mindsets and skills associated with entrepreneurship, including education and training programmes that seek to engender various entrepreneurship outcomes. It is also a process of developing entrepreneurial spirit and consciousness in the minds of young people. This consciousness will enable them to explore opportunities in the market place and arrange resources required to exploit these opportunities for long-term gain (Anyikwa, 2016). Nwosu (2015) describes entrepreneurship education as that which provides training, experiences and skills that are suitable for entrepreneurship endeavours. Agbede (2015) views entrepreneurship education as the type of education that involves the acquisition of skills, ideas, wisdom, industrial skills, mental/psychological preparations and entrepreneurial abilities which when applied appropriately, can lead to enhanced self-reliance and economic opportunities for others. However, entrepreneurship education was first taught at Harvard Business School in 1947, thereafter other institutions followed suit. Obunadike and Uzoechina (2015) foresee entrepreneurship education as opportunity, recognition, marshalling of resources in the presence of risk and building a business venture. It is a collection of formalized teachings that informs, trains, and educates anyone interested in business creation or small business development. Its aim at the secondary school level is mainly to create awareness for career options and thus, it serves a vehicle for the development of the academic skills and emphasis on the importance of school subjects. Besides, Obunadike and Uzoechina (2015) defines entrepreneurship as the ability of a person to collaborate with others and to act in the fact of new opportunities. It entails the possession of key skills and talents, innovativeness and the combination and usage of all these together with an entrepreneurship skill. Entrepreneurship is critical and important to national development involving economic growth for all economies – developing and developed countries. Additionally, from all these definitions, the importance of trade and entrepreneurship education cannot be overemphasized and a few of them have been highlighted below.

Importance of Trade and Entrepreneurship Education:

Anyikwa (2016), Dawodu in Ogar and Okenjom (2015) observing the importance of trade and entrepreneurship education opined that they enhance economic development, creates job opportunities, transforms traditional industries, and stimulates investment and increases per capital income and

output. In essence, new businesses that result from entrepreneurial process which provide most annual net new jobs are micro, small and medium enterprises (MSMEs). It seeks to provide students with the knowledge, practical skills and motivation to encourage entrepreneurial success in a variety of setting (Anyikwa, 2016). The objective of entrepreneurship education on secondary school youths as further noted by Anyikwa is therefore to prepare the youths to be responsible enterprising individuals who will become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. It will empower graduates irrespective of their areas of specialization, with skills that will enable them engage in income generating ventures in the absence of jobs (Anyikwa, 2016). Obunadike and Uzoechina (2015) opined that among the objectives of entrepreneurship education is to offer functional education to the youths that will enable them to be well employed and self-reliant. It provides the young graduates adequate training that will enable them to be creative and innovative in identifying novel business opportunities. It serves as a catalyst for economic growth and development; and offers risk management to make certain learning feasible. 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 (Obunadike & Uzoechina, 2015). Ikpe (2010: 27) gave an outline of the aims and importance of trade and entrepreneurship education as indicated in the NPE as follows;

- (a) the provision of trained manpower in applied science, technology and commerce particularly at sub-professional grades;
- (b) the provision of technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development;
- (c) the provision of people who can apply scientific knowledge to the improvement and solution of environmental problems for the convenience of man;
- (d) the giving of training and imparting the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant; and

- (e) the enabling of young men and women to have an intelligent understanding of the increasing complexity of technology.

Given the importance of trade and entrepreneurship education in secondary education, the Federal Republic of Nigeria (FRN, 2013) gave directives in the NPE that various trade and entrepreneurship subjects should be introduced and taught in the secondary school to equip students' with skills and competences that will enable them participate in the world of work. These 34 trade and entrepreneurship subject as indicated by the FRN (2013: 20) in the NPE include; Auto body repair and spray painting, Auto electrical work, Auto mechanical work, Auto parts merchandising, Air conditioning and refrigeration, Electrical installation and maintenance work, Radio, TV and electronic servicing, Welding and fabrication engineering craft practice, Block laying, brick laying and concrete work, Painting and decorating, Plumbing and pipe lifting, Machine wood working, Carpentry and joinery, Furniture making, Upholstery, Catering craft practice, Garment making, Clothing and textile, Dyeing and bleaching, Printing craft practice, Cosmetology, Photography, Mining, Tourism, Leather Goods Manufacturing and Repair, Stenography, Data Processing, Store Keeping, Book Keeping, GSM Maintenance and Repairs, Animal Husbandry, Fishery, Marketing and Salesmanship. From the all these subjects, every student in the secondary school is supposed to at least study one of the above subjects for trade and entrepreneurship skill acquisition (FGN, 2013). Furthermore, all these subjects which involves the use of practical cannot be effectively taught without effective industrial collaborations with the micro, small and medium scale enterprises (MSMEs) or industries. What then is industrial collaborations?

Industrial Collaborations

The term industrial simply relates to micro, small and medium industries or enterprises (MSMEs). In Nigeria, there are a lot of industries (MSMEs) which includes the manufacturing and production industry, construction industry, services industry, agro-processing enterprises, among others. Ukit (2015) describes the micro enterprise as an enterprise with one to nine employees and asset base. Small enterprise is an enterprise which employs between ten and thirty-nine persons and with asset base of less than fifty million naira. Medium enterprise is an enterprise employing between forty and hundred and ninety-

nine persons, with asset base of fifty and five hundred million naira. The MSMEs have their own characteristics which include that they exist in the form of sole proprietorship and partnership with a management structure that is simple where decision making is easy. Examples of these MSMEs as highlighted by Sabic, Adeleke and Adigwe (2015) include the extractive industry which comprises of agricultural practices – farming, hunting, among others. The secondary industry which comprises of manufacturing, retailing, wholesaling and services industry involving those into construction, management services, transportation, communication, medical and finance.

The Micro, Small and Medium Enterprises operate in different areas of economies which has been grouped into various categories to include those engaged in: manufacturing and allied businesses (only agro allied), agro-processing, services and construction (Department of Small and Medium Enterprises, Ministry of Commerce and Industry, 2016). The manufacturing and allied businesses or enterprises produce plastic pipes, rubber, garments, blocks, metal works, glasses, grinding machines, confectionaries, among many others. The agro-processing enterprises engage in the production of rice, garri, maize, tomatoes, palm oil, palm kernel oil, bread, livestock and poultry farming, processing chicks, animal husbandry, animal herds and grazing, among others. Enterprises involved in rendering services include the pharmaceutical companies which sell drugs, food selling, printing of cards, photocopy, hair dressing, window blick, restaurant, computer, books, communication, among others. Enterprises involved in construction are companies that produce blocks, doors, windows, wheel barrow, shovels, aluminum based, furniture, doors, poles, bricks, among others (Department of Small and Medium Enterprises, Ministry of Commerce and Industry, 2016). Therefore, secondary schools collaboration with all the above enterprises will definitely lead to the effectiveness of instructional delivery which a sure root to national development.

Collaboration according to the Bureau of Public Affairs, US State Department (2017) has several meanings which includes: self-consciously forging constructive interpersonal relationships; working towards interdependence (giving and receiving help); sharing information, expertise, observations and reflections; instilling a community-wide expectation of ongoing reflection and professional development; participating in co-planning and co-teaching; working to improve communication; developing a sense of belonging and

membership in a learning community; and creating a common vision and a shared purpose. According to Royal (2014), collaboration in education in its simplest form means getting individuals, who may or may not have similar interests, to work together in an organized endeavour to a satisfying and most appropriate group end. Collaborations as regards will lead to achievement of educational objectives.

Collaboration however, usually takes place when members of an inclusive learning community work together as equals to assist students to succeed in the classroom. Industrial collaboration therefore as described in this chapter entails schools partnership and integration with interested parties or stakeholders like the industries to support schools through practical works for their own mutual benefits. Through this collaboration students' learning through the provision skills acquisition training for achievement of both educational objectives and national goals is highly boosted. Slater (2004) opined that the ability of secondary schools to work closely and collaboratively with others enterprises like the MSEMs or industries in the education sector is far more becoming an essential component of contemporary school reform and in schools today there are a number of people including parents, community members, teachers, administrators, and students who demand an influence in the process of schooling. This has necessitated collaborations of schools with important stakeholders like the industries in order to improve teaching and learning in schools. Consequently, when stakeholders in education collaborate their mutual influence involves shared power and equality amongst participants. The essential nature of the process of collaboration encompasses such issues as trust, conflict, mutual respect, diversity, and shared power relate and contribute to best practice in teaching and learning. The Bureau of Public Affairs, US State Department (2017) further defined the characteristics of a successful collaboration as follows that: collaboration is voluntary; collaboration requires parity among participants; collaboration is based on mutual goals; collaboration depends on shared responsibility for participation (and decision making; individuals who collaborate share their resources; and individuals who collaborate share accountability for outcomes.

From all the above explanations, industrial collaboration with secondary education is of utmost importance. Bektaş and Tayauova (2014) also highlighted the importance of collaborations between schools and industries as gearing the need for:

- i. helping instructors update themselves;
- ii. providing the basis for instructors to conduct scientific research;
- iii. conducting research to develop basic sciences;
- iv. contributing to scientific knowledge by publishing research; and
- v. preparing students for practical life.

Bektaş and Tayauova (2014), Sevim and Karamete (2003:16) identified some of the reasons or rationales for collaborations of education institutions with the industry, which are as follows:

- i. The necessity to train suitably qualified students: graduates hoping to enter industry and the service sector should have sufficient competence and knowledge to meet the requirements of these sectors;
- ii. Transferring academic skills and knowledge to industry: Industry should be allowed to take advantage of the experience and theoretical knowledge of the academic sector;
- iii. Allowing schools to take advantage of sectoral opportunities: Students should gain industrial experience via internships or exchange courses before beginning their careers; and
- iv. Creating synergistic effects: The potentials of the cooperating parties should be brought together systematically, thereby facilitating synergy between respective parties.

Essentially, secondary schools stand to gain if they collaborate with industries. The essential benefits of secondary schools collaboration with the industries as identified by Anyikwa (2016) is that trade and entrepreneurship education are skill acquisition training programmes that affect students' attitudes, influence their future career direction. It also affects the propensity of students to become entrepreneurs on graduation. It gives them an opportunity to be aware of the latest developments in their selected fields by providing them with a clear view on how to implement them in a future business. By so doing, it inculcates into the students the spirit and mindset of creativity. Global economic crisis and its resultant massive youth unemployment made many countries like US, China and Organization for Economic Development (OECD) countries resort to trade and entrepreneurship for job creation and galvanizing of their economy. Schnurr and Newing in Ogar and Okenjom (2015) justified the need for promoting entrepreneurship skill acquisition on the grounds that youth in all

societies have sterling qualities such as resourcefulness, initiative, drive, imagination, enthusiasm, ambition, energy, boldness, and courage which are all valuable traits for entrepreneurship creativity and development. In line with the above statements, Achor (2014) opined that there should be authentic collaborative partnership between institutions of learning and small and medium scale business enterprises to enable students gain useful experience in skill acquisition. This will aid to boost their creativity and enhances effectiveness of instructional delivery which has been equally defined in the next section.

Instructional Delivery

Instructional delivery involves the act of teaching and learning which takes place inside and outside the classroom environment. Instructional delivery refers to the interaction among the student, the teacher, the content, and the. Knowledge, skills and dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. The process of instructional delivery involves applying a repertoire. It is also applicable to those human interactive skills that promote or facilitate learning in face-to-face instruction, as well as those skills in using various forms of instructional delivery mechanisms. In face-to-face (traditional classroom) instruction instructional delivery skills involve such things in teaching and learning activities as: giving organized presentations; motivating students; generating enthusiasm; and communicating effectively. Online or interactive video instruction may also require skills in using various forms of computer equipment to deliver instructions (Kids Friendly KY Group, 2015). Based on this definition, the different types of instructional delivery as identified by the Kids Friendly KY Group (2015) includes project-based learning, blended learning, flipped learning and online learning, among others. The FRN (2013:3) stated that for effective instructional delivery which leads to the realization of the goals of education in Nigeria coupled with national economic development, educational activities during instructional delivery shall be learner-centred, practical, activity-based, experimental and IT supported. With the above statement, the quality of effective instructional delivery at all levels which is necessary for national development as pointed out by Olorunsola (2014:2) should be toward inculcating the following values:

- a. Respect for worth and dignity of the individual.

- b. Faith in man's ability to make rational decisions.
- c. Moral and spiritual principle in interpersonal and human relations.
- d. Shared responsibility for the common good of society.
- e. Promotion of the physical, emotional and psychological development of all children, and
- f. Acquisition of competences necessary for self-reliance.

However, effectiveness of instructional delivery will not only lead towards achievement of educational objectives but also towards national development which has been discussed in the next section.

National Development

National is something that is universal, while development on the other hand is a holistic phenomenon which is realistically seen as a multi-dimensional process involving the totality of man in his political, economic, psychological and social realities, among others (Ebeh, 2015). National development however encompasses the accelerated economic, administrative, social, political, cultural and industrial changes in a condition considered desirable to achieve the progress of civilization. The crucial element in national development is the constant and joint effort by the citizenry to harness the force of nature and human potentials for their own material well-being. When one talks about national development one is concerned about quality improvement in the various sectors of our national life such as the political, ethical, socio-psychological, and economic spheres of national existence, which combined, to define and assure quality and productive existence for the citizens of a country. Ogai (2003) sees national development as a gradual manifestation of positive changes in the economic, industrial, political, social, cultural and administrative life of a country. Ogai also went further to say that in viewing the progress of a country, the term national development is more comprehensive than economic growth. It involves high quality and large quantity of productive resources as well as efficiency in using them. In Nigeria, the crises of underdevelopment particularly in the area of abject poverty, unemployment, lack of functional industries, low foreign investment, diversion of public funds, youth restiveness, religious and social violence, poor tourist attraction, corruption, injustice, poor health care delivery services, decayed and collapsed infrastructure, environmental degradation and socio-religious crises, which have negative

effect on the psychological wellbeing of the citizenry are all threatening to national development. The above listed crises have warranted the need for effective management of trade and entrepreneurship education. Therefore trade and entrepreneurship education plays an important role in national development which has been outlined below.

The role of trade and entrepreneurship in national development:

Trade and entrepreneurship education plays important roles in socio-economic, political and cultural development of a nation, which are all indices of national development. Oluyemi, Ajayi, Abiola and Ajibade (2018) opined that the role of trade and entrepreneurship education in national development as experienced in many countries of the world, mostly the Asian territory such as Malaysia, Indonesia, Pakistan, India, etc shows that trade and entrepreneurship education contribute substantially to the national development. This also includes that trade and entrepreneurship education will lead to; rapid growth of incomes of the population in general, reducing unemployment and increasing individual's self-employment, promoting individual self-reliant, promotion of business interdependence, competitive maintain ability, poverty alleviation/reduction (rapid growth of the incomes of the poor), satisfaction of basic social and economic needs, and sustainment of a democratic and fully participatory society. In summary, Oluyemi, Ajayi, Abiola and Ajibade noted that trade and entrepreneurship education will bring about environmental sustainability; fiscal sustainability; and institutional sustainability. It also build individuals capacity for contribution in economic development of their society. Boer and During (2001) observed that trade and entrepreneurship education impacted positively on national development in two broad aspects of improvement of standard of living of people and creating innovations. To Boer and During, the standard of living includes factors such as income, quality and availability of employment, class disparity, poverty rate, quality and affordability of housing, hours of work required to purchase necessities, gross domestic product, inflation rate, amount of leisure time every year, affordable (or free) access to quality healthcare, quality and availability of education, life expectancy, incidence of disease, cost of goods and services, infrastructure, national economic growth, economic and political stability, political and religious freedom, environmental quality, climate and safety. The standard of living is closely related to quality of life. Boer and During (2001) further defines

innovation as creating a new association (combination) product-market-technology-organization. Innovation can also be defined as the application of new ideas to the products, processes, or other aspects of the activities of a firm that lead to increased “value.” Trade and entrepreneurship education contributes towards national development through high level relevant manpower training; develop and inculcate proper values for the survival of the individual and society; develop the intellectual capability of individuals to understand and appreciate their local and external environments; and acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful member of the society (Okey, Ayang, & Ndum, 2012). Given all these important roles of trade and entrepreneurship education, it is however important that these programmes are effectively managed through industrial collaborations.

Management of Trade and Entrepreneurship Education through effective Industrial Collaborations for effective Instructional Delivery in Secondary Education and National Development in Nigeria

Management of trade and entrepreneurship education through effective industrial collaboration in secondary education for effective instructional delivery and national development is of utmost importance. It creates opportunities for technical manpower needed in industries that enhances economic and national development. It enables the recipient to develop technical competence, communication skills, safety and health measures and also entrepreneurial skills (Ukala, 2018). Collaborative approaches are foundational to effective pedagogy or instructional delivery in education, as well as in the way schools themselves function in an increasingly networked world. The ability to work effectively with others is a key element of employability and a key desirable outcome of a successful educational system. Those who can work in teams and who can use and promote a ‘collective intelligence’ are often sought-after employees, as well as effective leaders in education and business settings. This means there is a real urgency to learn how to work collaboratively as well as collaborative practice underpinning effective education. Collaboration therefore is different to cooperation. Collaboration requires working with specific intent, an agreement to a common purpose or goal, and a common way of achieving this in secondary education will entail employing several mode of teaching methods pointed out by Bektaş and

Tayauova (2014), McGrath, Simon and Palmer (2004) and Njeru (2014) include formalized partnership, industrial skill training (IT), apprenticeship training, experimental or practical training, excursions, group learning technique, internship and technical visits, among others.

Ukit (2015) attested that the different modes of training options requisite for trade and entrepreneurship industrial collaborations include: undertaking an apprenticeship/traineeship in any aspect in the industry, school vacation training programmes, on-site training at suppliers' factories, on-the-job training, support mechanisms by public institutions, training the trainer method, learning through transaction with local and external agents, learning-by-doing in the areas of production and maintenance, vocational preparation and school-based apprenticeship and traineeship. However, some of these trade and entrepreneurship education programmes which creates opportunities that influences ones creativity in Nigeria include; agricultural crop production, animal husbandry, barbing, beauty care, coal production and sales, clothes dyeing and tire, home economics, driving career (cars, keke & motorcycle), iron and steel production, poultry, car wash, wood treatment, tobacco production, paper and pulp, money collection (daily/monthly isusu), beverages, soap and detergent production, fashion and design, sewing, petty trading, small and medium scale enterprise, among others (Njeru, 2014). Additionally, the industrial collaborations for management of trade and entrepreneurship education is beneficiary to both students and teachers during instructional delivery as indicated by the Bureau of Public Affairs, US State Department (2017) to include: strengthens teaching and learning, direct whole class teaching and individualization can occur simultaneously, more time is available to provide individual assistance to students as teachers pool strategic repertoires, greater and more varied ways to check for understanding, reduced referrals to special education, access for all students to limited resources, has potentials for maximizing instructional outcomes, potential for increasing teacher accountability, creates opportunities for co-planning and co-teaching (and opportunities for peer teaching and observation, creates opportunities for teachers to further develop their increased creativity in lesson planning (more ideas), enlarged repertoire of instructional strategies, increased awareness of educational research and recent developments in learning theory, allows for shared responsibility for celebrating success and analyzing failure, better understanding of different roles and areas of expertise, greater clarity and

precision in communication, increased flexibility, improved organizational skill (including time management), professional and personal growth through shared reflection and ongoing feedback, less teacher territoriality, less teacher isolation/alienation, creates room for greater professional satisfaction, and improvements in staff morale. However, it is not always easy to set up collaborative partnerships. Obstacles or challenges are plentiful. Most times, the school systems are not always willing or set up to encourage collaboration, community biases may need to be addressed, and resentment may exist when content-area teachers come to perceive collaboration as "extra work" and additional responsibilities (Teemant, Bernhardt & Rodriguez-Munoz cited in the Bureau of Public Affairs, US State Department, 2017). Other challenges have been pointed out below.

Challenges affecting Management of Trade and Entrepreneurship Education through effective Industrial Collaborations for effective Instructional Delivery in Secondary Education and National Development in Nigeria

The Bureau of Public Affairs, US State Department (2017) highlighted few challenges that would negatively prevents secondary schools from collaborating with industries as: failure of school leadership to cooperate with industries, existing organizational hierarchy preventing learning to, collaborate as equals, lack of planning/reflecting time, scheduling/time-tabling problems, absence of training/in-service in the skills of collaboration, personality conflicts, differences in teaching styles, territoriality, absence of school's administrative support, communication problems, resistance to change, loss of classroom autonomy, teacher fear of criticism and/or judgment by colleagues, and fear of the unknown: "what, exactly, does collaboration look like?" The two most commonly cited challenges to collaborative planning, teaching and reflection are the lack of sufficient time and scheduling difficulties. While these obstacles to collaboration may on occasion be used to mask personality conflicts or a school climate lacking in trust, there is no question that sufficient time is a vital resource for schools and it is not auxiliary to teaching responsibility.

Suggestions for Way forward towards Improving effective School and Industrial Collaborations for Management of Trade and Entrepreneurship Education for effective Instructional Delivery and National Development in Nigeria

There are several ways towards improving effective school and industrial collaborations for the of management trade and entrepreneurship education for effective instructional delivery and national development in Nigeria and they include:

1. Improving connection between secondary education institution and industry
2. Conducting conferences and technical visits
3. Internship and increasing internship periods
4. Giving more active role within the cooperation to the industries
5. Education institutions assigning students projects that direct them to industries
6. Building collaborative partnerships and teams through effective and participatory school leadership styles
7. Appointment of more craftsmen and artisans to teach practical skills in schools
8. Financial support for students' industrial training exercises during long vacations

Generally, the onus of promoting schools' collaborations with industries lies on the principals who directs and coordinates all the affairs of the school. He or she as the chief executive of curricular and extra-curriculum activities of the school must find effective means of boosting collaborations with important stakeholders in order to ensure quality instructional delivery is sustained in the school for national development. Just as Asiyai (2015) opined that for adequate improvement in the quality of secondary education to be achieved, the principals and their management team should be performance and result oriented by focusing on the pursuit of the vision and missions of their schools. As well as commitment to infrastructural development using internally generated fund. In addition, the principal should ensure that good leadership is provided by creating conducive school climate where students, staff members, management and outsiders strives in a harmonious relationship. In such relationships, cross fertilization of ideas, information, knowledge and skills is enhanced for good quality of academic activities and disharmony, antagonism, mutual suspicion, acrimony and crises of various dimensions which are inimical to improved secondary education system and development is avoided. Additionally, the principal must be highly committed to pursuing excellence in all service delivery. The school administrator must ensure that relevant curriculum is implemented for students' better learning. School curriculum must emphasize skills acquisition training programmes that are commonly sought by employers. Such skills of important quality values incorporated into

students during instructional delivery of trade and entrepreneurship education include communication skills, problem solving, critical thinking, critical analysis, thinking inventively, logical reasoning, confidence and ability to see things from different perspectives (Asiyai, 2015). As rightly noted by Salami (2007), institutions aspiring to become world-class-institutions can innovate in many ways by choosing a radically different approach to organize the curriculum and pedagogy. The principal being driven by attainment of excellent secondary education should collaborate with important stakeholders like the industries to ensure that only high quality practical training are provided for the school. The most important determinant of excellence in secondary education is the presence of a critical mass of outstanding teaching methodologies provided through industrial collaborations (Asiyai, 2015).

Conclusion

Trade and entrepreneurship education is one education programme that will lead to national development, that is socio-economic, cultural and political development. However, effectiveness of instructional delivery of trade and entrepreneurship education in secondary education cannot be actualized without effective industrial collaboration. Collaboration make it possible for secondary schools and industries to mutual benefit for each other. Therefore, for the realization of quality education and the goals of secondary education for national development, effective industrial collaborations in trade and entrepreneurship education must be highly promoted in secondary education in Nigeria.

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