

Instructional Strategies and Students' Entrepreneurial Empowerment through Marketing Trade Subject in Lagos State, Nigeria

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Abstract

The increasing occurrences of youth unemployment and the associated vices led to the introduction of Marketing Trade subject, and other trade/entrepreneurship subjects, at senior secondary schools in Nigeria. Therefore, this study was carried out to assess the instructional strategies and students' entrepreneurship empowerment through the acquisition of competences in Marketing Trade subject. The study raised and answered two related research questions and also formulated and tested one relevant research on the null hypothesis (H_0). The descriptive survey research design was adopted for the study. The population for the study comprised 1367 students of Marketing Trade subject in the randomly selected public senior secondary schools under Education District IV of Lagos State, Nigeria. Using Taro Yamane's sample size calculation method, the sample size was 309 respondents, but 308 was returned eventually. The research instrument used was structured questionnaire. The Cronbach Alpha correlation coefficient used to determine the internal consistency of the research instrument yielded an average index of 0.88. The research questions and hypotheses data were analysed using mean and Pearson Product Moment of Correction statistical tools respectively. The findings show that recommended instructional strategies were not used appropriately, and as a result, the expected marketing competences were not acquired to the extent that they can empower students for entrepreneurship. It was therefore recommended that Government, Ministry of Education, teachers, and other relevant stakeholders should collaborate to ensure that Marketing Trade subject is ideally implemented to empower students with the requisite competences needed to achieve its goals and objectives in Nigeria.

Keywords: Marketing Trade Subject, Entrepreneurial Empowerment, Instructional Strategies, Marketing Competences, Secondary Schools.

INTRODUCTION

The rate of youth unemployment is increasing daily, especially in the developing countries. Attempts at solving this problem of unemployment among the youth led to the introduction of entrepreneurship/trade subjects at secondary schools in Nigeria. The philosophy of senior secondary education, according to Orji (2013), include preparation for higher education, acquisition of functional trade/entrepreneurship skills, and ability to uphold ethical, moral and civic values in the society. Trade subjects were introduced to the senior secondary schools in Nigeria to meet the key targets of the National Economic Empowerment and Development Strategy (NEEDS). This initiative is for entrepreneurship empowerment of youths for employment generation, poverty eradication, and wealth creation in the society (Yusuf, 2018). The attainment of Nigeria's economic goals becomes a reality when appropriate entrepreneurship empowerment of pre-tertiary institutions students is ascertained (Iroegbu, 2017). Orji (2013) also emphasizes that Trade subjects are meant to promote occupational

aspirations and job readiness; acquisition of functional skills; development of responsible and enterprising individuals, problem-solving and decision-making abilities; among others. Specifically, Marketing Trade subject was introduced to achieve value re-orientation, poverty eradication, job creation, wealth generation, and citizenry empowerment (Nigerian Education Research and Development Council, 2007). It is expected that Marketing Trade subject will enable students to acquire the requisite entrepreneurship skills to create jobs and generate wealth in the nation.

Marketing was also introduced to the senior secondary curriculum as a Trade subject to make the learners self-reliant and functional as responsible and disciplined members of their societies. Marketing (as a trade subject) is a vocational and specialized area in business education that equips its recipients with specified skills, knowledge and technical expertise to function effectively in today's competitive economy (NERDC, 2007). Gumbari (2011) affirms that entrepreneurship empowerment and skills acquisition through Marketing Trade subject will help eradicate poverty, hunger, joblessness, armed robbery, militancy, kidnapping, human trafficking, prostitutions, and other social, economic and environmental problems that affect youths and the society at large. Iroegbu (2017) also buttresses that attaining full entrepreneurship empowerment through Marketing trade subject would demand a deliberate effort by the students to translate their orientation and knowledge into innovative, creative and problem-solving enterprises. There is need for the youths and graduates to embrace and pursue vocational or entrepreneurial-related careers for the nation to experience and achieve quick and total economic transformation and sustainable development. Abdul Wahab, Jaafar and Sunarti (2020) emphasise that exposing youths to vocational education and training would bring about the development of career opportunities, poverty eradication, personal emancipation and societal transformation in any nation. Olokundun, Falola, Stephen and Inelo (2014) stress the need for innovative teaching before students can acquire entrepreneurial competences and become entrepreneurs. Orji (2013) describes an entrepreneur to be an individual, with an entrepreneurial mindset, who converts new ideas and risk-taking ability into a successful innovation.

Orji (2013) defined entrepreneurship as the process of combining factors of production and innovative ideas to establish and sustain a business enterprise. Entrepreneurship education is a mechanism that can combat the prevalent problems of poverty and hunger eradication, and achieve youth empowerment for sustainable future (Undiyaundeye and Otu, 2015). Entrepreneurship education is slightly different from the conventional Business Education programmes in schools because the focus of the former is practical establishment of business enterprises. Marketing Trade subject is also among the entrepreneurship subjects introduced to senior secondary schools in Nigeria for entrepreneurial empowerment of students. Empowerment is the ability of learners to acquire the needed knowledge, skills and attitudes to make informed decision that engender self-emancipation and societal transformation (Undiyaundeye and Otu, 2015). Marketing Trade subject, in particular, is a viable instrument for youth empowerment and societal transformation. Stakeholders in the education system seem to fail in considering the urgency and necessity of building the self-employment capacity of the pre-tertiary education graduates, amidst the realities of unemployment and its associated crises in Nigeria. Therefore, any entrepreneurship education programme that fail to empower the recipients with requisite self-employment competences is yet to fulfil its mission and essence. Such programmes cannot help achieve the pressing needs addressed in the sustainable development agenda for 2030. Some of these needs are solving unemployment problems and its associated vices in the society, poverty and hunger eradication, productive employment and decent work for all, among others. Iroegbu (2017) posits that any education that would influence entrepreneurship competences in the learners must move from theories to providing avenues for students to discover and utilize their potentials.

Allam (2017) emphasizes the synergy between quality education and economic, social and technological advancement of any nation. Quality education is a powerful instrument to bring the nation from the bondage of poverty and several social problems that impede sustainable development. It is also emphasized in the National Policy on Education (FRN, 2014) that instructional strategies for achieving educational goals in Nigeria should be learner-centred, activity-based, experiential, and IT-supported. All the instructional strategies mentioned above are also the pedagogical strategies that are subsumed in Education for Sustainable Development (ESD). Education for sustainable development (ESD) is the best instructional strategy can deliver the entrepreneurial outcomes of Marketing Trade subject in the Nigerian secondary schools. Education for sustainable development demands the collective activities of stakeholders such as students, teachers, non-governmental organisations as well

as experts in the teaching and learning process (UNESCO, 2017). Other essential factors that contribute to the successful integration of education for sustainable development are continuous emergence of information and communication technologies (ICTs); practice-based learning; assessing and evaluating quality of education; developing entrepreneurship and lifelong education programmes; and reorienting education towards the achievement of sustainable development goals (Dima and Meghisan-toma, 2018). Marco (2018) also declares that meeting sustainable development goals is a function of adequate acquisition of diverse skills and competences through education for sustainable development. These skills and competences empowers the recipients for lifelong learning and for future generations. Education for sustainable development can also produce specific cognitive, socio-emotional and behavioural learning outcomes that enable the learners to deal with the specific challenges of in the society such as unemployment, poverty, hunger, insecurity, and other social, economic and environmental threats in our society (UNESCO, 2017).

Having realized Trade subjects as a panacea to the societal challenges of the twenty-first century, Okoye and Udoudo (2015) highlight some necessary elements that can guarantee effective implementation and full accomplishment of their goals in senior secondary schools. These elements include functional curriculum content, competent teachers, linkage with labour market, adequate and functional facilities, enough exposure of students to practically-based activities, among others. Apart from lack of qualified teachers, inadequate facilities, and the misconception of what vocational subject is all about by the public and administrators, Odu (2010) identified poor instructional strategies as another major challenge confronting proper implementation of Trade subjects in Nigeria. Achieving the objectives of Marketing Trade subject in schools demand a complete focus of instructional strategies towards sustainability. The teaching and learning at the secondary school level should focus on youth empowerment through job skills development. Universal access to quality education will bring about individual empowerment and promotion of social justice in the society. Teaching strategies for Trade subjects should include engaging students in active participation, encouraging teamwork, using diverse teaching methods, and improvising relevant instructional materials. Other strategies for the effective teaching and learning of trade subjects are inviting professionals from the industries to teach students in schools, using field-work, excursions, workshops, real problem-solving situations, and so on (Orji, 2013).

Oviawe and Anetekhai (2020) advocated the use of cooperative learning approaches because of its potentials of developing employability competences in the learners. Nigel, Martin and Carta (2011) also identify experiential learning, classroom-based, business simulation, workshops, mentoring, games and competitions, as parts of the instructional strategies that can engender full entrepreneurship empowerment. Instructional strategies that can promote entrepreneurship empowerment in the learners also include incessant visits to industries, establishment of mini enterprises, and collaboration with NGOs to carry out marketing activities in the society (Undiyaundeye and Otu, 2015). Mbanefo and Eboka (2017) opine that the focus of instructional strategies in any entrepreneurial discipline or subject should be practically-oriented and based on the acquisition of relevant innovative competences that can lead to job creation, poverty eradication and wealth generation in the society. Learners should be exposed to the realities in business establishments in order to promote entrepreneurial mindset and attitudes that would result in entrepreneurial behaviour and business venture establishment in the nearest future. Exposing students to various innovative instructional strategies such as experiential approaches, real business establishment, student's collaboration with the Non-Governmental Organisations (NGOs) to carry out marketing activities in the society will boost students' confidence and entrepreneurship empowerment. The essence of any entrepreneurship education and programme include business opportunity identification, empowerment for self-reliance, economic growth and development, employment opportunities, and poverty eradication (Undiyaundeye and Otu, 2015).

Okoye and Udoudo (2015) also recognize that empowering secondary schools students with entrepreneurship competences will help solve the problems of poverty among the vulnerable and socially-excluded in the nation. Nigel, Martin and Carta (2011) mentioned some key competences for full entrepreneurship empowerment such as self-awareness skills, financial management skills, marketing skills, human resources management skills, computer skills, creative skills, collaborating skills, problem-solving skills, and such others. Valerio, Parton and Robb (2014) also identified financial literacy skills, leadership, creativity, entrepreneurial mindset, self-confidence, risk propensity, self-

efficacy, motivation and resilience as essential competences that can engender entrepreneurship empowerment in secondary school students. Some of the impediments to entrepreneurship empowerment in the schools are insufficient fund, inadequate human and non-human instructional resources, and lack of innovative and experiential pedagogical strategies, among others. Adeyonu and Carim-Sanni (2015) discovered that most schools failed to comply with the implementation procedures of NERDC recommended curriculum on trade subjects. Most teachers teaching the trade subjects were academically qualified but lack adequate training and motivation for effective delivery. The dominant teaching methods for vocational and trade subjects in schools have been lecturing which is mainly theoretical. Most of the students offering the trade subjects have not acquired the requisite entrepreneurial skills for self-employment and self-reliance upon graduation (Odu, 2010). Olokundun, Falola, Stephen and Inelo (2014) found out in their empirical study conducted on entrepreneurship program in secondary schools in Kaduna State, Nigeria, that the programme was appropriate in content but lacked experiential instructional approaches that focus on practical skills and enterprise establishment. Yusuf (2018) found out in the research conducted on entrepreneurship skills acquired by students in trade subjects in Kano State, Nigeria that students had been exposed to a various skills and knowledge but had limited evidence of entrepreneurship empowerment.

The increasing occurrences of youth unemployment in Nigeria and its associated social vices such as armed robbery, hooliganism, prostitution, kidnapping, assassination, poverty, hunger, and such others, prompted the government to introduce some trade subjects into senior secondary schools. These trade subjects are entrepreneurial and vocational in nature and practice in order empower the recipients with requisite competences for job creation, poverty eradication, wealth generation, as well as societal holistic transformation. Marketing Trade subject was also introduced along with others to achieve a similar purpose (NERDC, 2007). Therefore, the purpose of the study was to assess the instructional strategies and entrepreneurial empowerment of students of Marketing Trade subject at senior secondary schools in Lagos State, Nigeria.

CONCEPTUAL FRAMEWORK

Logic Models components emphasised by Eaton, Sarah Elaine (2010) and Shakman, Karen and Rodriguez, Sheila M. (2015) are adapted as a conceptual framework in this study for Marketing Trade subject in senior secondary schools. The Logic Models components are illustrated in Figure 1.

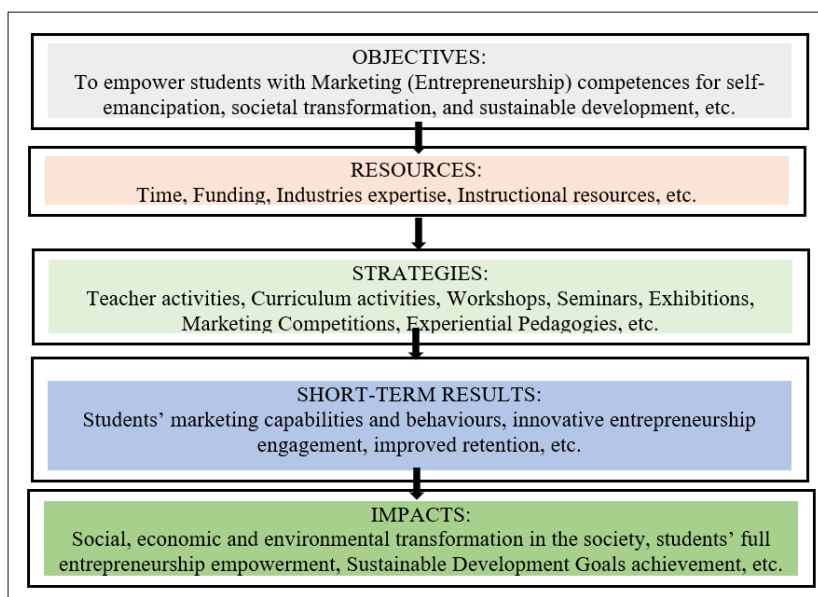


Figure 1. Model for Full Entrepreneurship Empowerment through Marketing Trade Subject in Senior Secondary Schools

Figure 1 shows the Model for full entrepreneurship empowerment of students of Marketing Trade subject at secondary schools, specifically in the Nigerian society. The Model is an adaptation from Eaton (2010), Shakman, and Rodriguez (2015) to serve as a guide for teachers, students and other

stakeholders for Marketing Trade subject. The Model identifies the primary objectives for Marketing Trade subject, which must be borne in mind by the teachers and students before and during the teaching and learning process. The major resources for effective implementation are also revealed in the Model, and the attention of the government (most especially) must be drawn to them for adequate supply of the needed resources. Having known the centrality of instructional strategies in the realization of any educational goals, therefore innovative instructional strategies necessary for actualizing the goals, aims and objectives of Marketing Trade subject are also captured by the Model. Every stakeholder such as the students, the teachers, the government, the parents, the school management, the industries, as well as the entire communities are very much concerned and must actively play their roles for effective implementation of the innovative instructional strategies. It is believed that adhering to the processes involved in the logic model will enhance the achievement of the aims and objectives of Marketing Trade subject in Nigeria, as well as other nations of the world where the Model is appropriately implemented. Ultimately, all other things being equal, the ideal implementation process would yield results that will be beneficial to the students and the entire society both in short-term as well as long-term duration.

RESEARCH QUESTIONS

1. To what extent are the instructional strategies used for Marketing Trade subject conform to the recommended curriculum in senior secondary schools in Lagos, Nigeria?
2. What is the extent to which Marketing skills acquired by students enhance their entrepreneurship empowerment in senior secondary schools in Lagos, Nigeria?

RESEARCH NULL HYPOTHESIS

1. There is no significant relationship between the instructional strategies used for Marketing Trade subject and Marketing skills acquired by students for entrepreneurship empowerment in Lagos, Nigeria.

METHODOLOGY

The descriptive survey research design was adopted for the study. The population for the study comprised 1367 Marketing students and all Marketing teachers in the selected public senior secondary schools in Education District IV of Lagos State, Nigeria. The sample of the study comprised 308 Marketing students and 9 Marketing teachers from the ten (10) selected senior secondary schools within Education District IV of Lagos State using simple random sampling technique. The research instruments used were questionnaire. Experts in the field of Business Education as well as Measurement and Evaluation at tertiary institutions validated the research instruments used. The internal consistency of the research instruments was determined using Cronbach Alpha correlation coefficient and it yielded an average index of 0.88. The research instruments were administered personally to both the teachers and students' respondents in their respective schools while the completed instruments were collected back immediately. Data analysis were done using descriptive statistics of frequency counts, percentage, mean and standard deviation to answer the research questions while the H₀ formulated was tested using the Pearson Product Moment Correction statistical tool at 0.05 level of significance at relevant degrees of freedom using Statistical Package for Social Sciences (SPSS). The decision rule was based on any calculated mean scores, such as 3.5 and above is for "to a high extent"; 2.5-3.49 is for "to a moderate extent"; 1.5-2.29 is for "to a low extent"; while below 1.5 is for "almost non-existent". Further, the value (p) was used in taking the decisions on the H₀. If the p-value is less than or equal to 0.05, the H₀ is not retained, but if the p-value is greater than 0.05, the null hypotheses is retained.

RESULTS AND DISCUSSION

Research Question One: To what extent do the instructional strategies used for Marketing Trade Subject conform to the ones in the recommended curriculum?

The results in Table 1 show the extent of conformity of the actual instructional strategies to the recommended instructional strategies in the Marketing Trade subject curriculum. Generally, the instructional strategies used conformed to the recommended ones to a moderate extent (Average \bar{x} = 2.75; SD = 1.07). However, it is commendable to discover that lecture methods and responding to individual student's questions in the classroom were used to a high extent (Item: 1: \bar{x} =3.65; Item 3: \bar{x} =3.51). The use of instructional strategies such as guiding students to read (Item 2: \bar{x} =3.37; SD = 0.77), teaching with the aid of pictures and charts (Item 4: \bar{x} =3.02; SD = 1.02), using video clips and listening to radio adverts (Item 5: \bar{x} =2.57; SD = 1.19), discussion methods (Item 6: \bar{x} =3.24; SD = 1.00), practical observation of marketing activities in the communities and media (Item 8: \bar{x} =2.62; SD = 1.15), demonstration methods (Item 9: \bar{x} =3.14; SD = 0.99), inviting marketing professionals to the classroom (Item 10: \bar{x} =2.55; SD = 1.20), grouping students in segments in the classroom (Item 13: \bar{x} =2.88; SD = 1.07), project-based methods (Item 14: \bar{x} =3.14; SD = 1.03), use of internet for marketing activities (Item 15: \bar{x} =2.65; SD = 1.19), demonstrating packaging and branding (Item 16: \bar{x} =2.87; SD = 1.13), and social media and electronic marketing (Item 17: \bar{x} =2.65; SD = 1.11), conformed to the recommended instructional strategies to a moderate extent. Surprisingly, some innovative instructional strategies such as taking students to market places outside the school environment (Item 7: \bar{x} =2.15; SD = 1.17), establishing school-based marketing outlets (Item 11: \bar{x} =2.24; SD = 1.11), organising marketing competitions (Item 12: \bar{x} =2.39; SD = 1.14), involving students in publicity activities (Item 18: \bar{x} =2.33; SD = 1.12), organising seminars (Item 19: \bar{x} =2.37; SD = 1.17), using students for marketing activities in the schools (Item 20: \bar{x} =2.42; SD = 1.19), as well as using students for television and radio jingles (Item 21: \bar{x} =2.15; SD = 1.19) only conformed to the recommended instructional strategies to a low extent.

Table 1. Instructional Strategies Conformity to the Recommended Curriculum

S/N	Statements	Mean	SD	Remark
1	Explanation of the concept of marketing by the teacher in the classroom	3.65	0.69	To a High Extent
2	Guiding students to understand what they read in marketing textbooks	3.37	0.77	To a Moderate Extent
3	Responding to individual student's questions in the classroom	3.51	0.83	To a High Extent
4	Using pictures and charts to explain some marketing concepts in the classroom	3.02	1.02	To a Moderate Extent
5	Using video clips and Radio adverts to practically illustrate marketing concepts in the classroom	2.57	1.19	To a Moderate Extent
6	Allowing students to participate in the discussion during classroom teaching	3.24	1.00	To a Moderate Extent
7	Taking students to market places and shops outside the classroom for practical observation of marketing activities	2.15	1.17	To a Low Extent
8	Sending students to observe marketing activities in the communities or on the media and submit the report of such observation	2.62	1.15	To a Moderate Extent
9	Demonstration of marketing knowledge, skills and attitudes by teachers inside or outside the classroom	3.14	0.99	To a Moderate Extent
10	Inviting marketing professionals to impart some knowledge and skills in marketing to students in the classroom	2.55	1.20	To a Moderate Extent
11	Establishing a school-based business run by students to practically demonstrates and develop marketing competence	2.24	1.11	To a Low Extent
12	Organizing a marketing competition day where students display their marketing skills and prizes are given to the best students.	2.39	1.14	To a Low Extent

13	Grouping students in segments in the classroom for thorough discussion on marketing concepts	2.88	1.07	To a Moderate Extent
14	Grouping students for project work in marketing	3.14	1.03	To a Moderate Extent
15	Using internet to demonstrate marketing activities	2.65	1.19	To a Moderate Extent
16	Asking students to demonstrate packaging, branding and labelling of products	2.87	1.13	To a Moderate Extent
17	Demonstrating and involving students in social media or electronic marketing	2.65	1.11	To a Moderate Extent
18	Using students to publicize for people and school in the communities	2.33	1.12	To a Low Extent
19	Organizing seminar for students on setting up personal marketing outlet	2.37	1.17	To a Low Extent
20	Involving students to carry out marketing activities for the school such as painting of school sign post. etc.	2.42	1.19	To a Low Extent
21	Using students for TV and Radio jingles	2.15	1.19	To a Low Extent
	Grand Mean	2.75	1.07	To a Moderate extent

The findings in Table 2 reveal that students acquired the expected Marketing competences to a moderate extent (Average $\bar{x} = 3.09$; $SD = 0.94$). The inadequacies in the instructional strategies as shown in table 1 seem to have a limitation on the extent to which students have acquired the Marketing competencies; the students acquired none of the Marketing competences to a high extent.

Research Question Two: What is the extent to which Marketing skills acquired by students enhance their entrepreneurship empowerment in senior secondary schools in Lagos, Nigeria?

Table 2. The Extent of Marketing competences acquired by students.

S/N	Statement	Mean	SD	Remark
1	Knowledge or marketing and its function in Nigeria	3.21	1.04	To a moderate extent
2	Knowledge of marketing concepts	3.46	0.75	To a moderate extent
3	Knowledge of consumer behaviour	3.41	0.79	To a moderate extent
4	Knowledge of marketing planning and research	3.31	0.88	To a moderate extent
5	Knowledge of international marketing	2.86	1.07	To a moderate extent
6	Ability to use ICT and internet for marketing activities	2.84	1.03	To a moderate extent
7	Ability to identify and successfully market a product or services to a target market	3.09	0.92	To a moderate extent
8	Ability to budget and forecast sales of products or service	2.93	0.93	To a moderate extent
9	Ability to negotiate sales effectively	3.06	0.95	To a moderate extent
10	Ability to use sales promotion tools	3.02	0.94	To a moderate extent
11	Ability to set up a marketing outlet as an entrepreneur	3.00	0.98	To a moderate extent
12	Ability to market a product or services using electronic or social media marketing techniques	2.98	1.01	To a moderate extent
	Grand Mean	3.09	0.94	To a moderate extent

H₀: There is no significant relationship between instructional strategies used for Marketing Trade Subject and marketing skills acquired by senior secondary school students.

The results presented in Table 3 show the relationship between marketing teaching methods ($\bar{x} = 57.93$) and marketing competences of the students ($\bar{x} = 37.19$) using Pearson Product Moment Correction statistical tool at 0.05 level of significance. The relationship between the two variables was significant ($r = 0.45$, $p < 0.05$). Therefore, the null hypothesis was rejected. This implies that there was a significant relationship between the instructional strategies used and marketing competences acquired by students of Marketing Trade Subject. That is, teaching instructional strategies used for marketing trade subject influence the extent of students' acquisition of marketing competences in the sampled schools.

Table 3. Relationship between instructional strategies used for Marketing Trade Subject and Marketing Competences Acquired

Variable	N	Mean	SD	Df	r-calc	Sig	Decision
Marketing Instructional Strategies	308	57.93	11.23	306	0.45	0.000	Significant
Marketing Competences Acquired	308	37.19	6.012				

DISCUSSION OF FINDINGS

The findings in Table 1 (Average $\bar{x} = 2.75$; $SD = 1.07$) reveal that some recommended innovative instructional strategies such as exposure of students to marketing activities in the market place; running of mini marketing business by students; organising a marketing competition day when students are allowed to display their marketing skills and products, were not used as expected. Students were not allowed to attend seminars or listen to lectures from professional marketers in order to broaden their knowledge and enhance their skills acquisition in marketing. Most of the instructional strategies used by teachers to teach Marketing trade subject were lecture methods and classroom-based. These findings support the study of Olokundun, Falola, Stephen, and Inelo (2014) who discovered that instructional approaches used for entrepreneurial aspects of the subjects at secondary schools in Kaduna, Nigeria, lacked experiential pedagogical strategies. Another research evidence that substantiates this finding was the study of Adeyonu and Carim-Sanni (2015) that recommended implementation procedures were not adhered to in the teaching and learning of trade subjects at secondary schools. Using lecture and classroom-based methods to teach Marketing can never achieve the stipulated goals and objectives of Marketing in senior secondary schools. Marketing is majorly a practical subject that can only be taught effectively with the use of innovative, learner-centred approaches and methods such as problem-solving, activity-based or experiential instructional strategies. There is need for urgent intervention through deliberate actions of the government and teachers of trade subjects at secondary schools. It must be ascertained that teachers of marketing are well trained in the use of innovative instructional strategies to avoid having the same results. In the same vein, the availability and adequacy of instructional resources necessary for effective and efficient implementation of Marketing Trade subject must be ensured because lack of adequate resources and re-training of teachers could affect non-conformity to the recommended instructional strategies.

The findings in Table 2 (Average $\bar{x} = 3.09$; $SD = 0.94$) show that students achieved the expected marketing competences only to a moderate extent. The findings of Yusuf (2018) as well as Odu (2010) also attested to the limited acquisition of entrepreneurial competences in trade subjects through their studies. This means that Marketing as a trade subject in senior secondary schools in Lagos State, Nigeria, is yet to fully empower students for entrepreneurship since the students have not adequately acquire the requisite competences. Achieving the goals and objectives of Marketing as a trade subject requires that students' competences in Marketing be achieved to a high extent. The effort and contributions of various stakeholders will be a waste of time, effort and resources if the students that offer Marketing as a trade subject in senior secondary schools cannot display full acquisition of the requisite competences in Marketing. The realization of the goals and objectives of Marketing as a trade subject in senior secondary schools will be a sure means of solving the problems of unemployment, poverty, hunger, and other social, economic and environmental challenges that threatens the Nigerian economy and that of other developing nations in the world.

The findings in Table 3 ($r = 0.45$, $p < 0.05$) show that there was a significant relationship between the instructional strategies used for Marketing as a trade subject, and the level of competences acquired by the students. This suggests that the instructional strategies employed actually affect the level of marketing competences acquired by the students. It is therefore strongly suggested that the instructional strategies recommended for the effective teaching and learning of Marketing as a trade subject should be strictly adhered to by the teachers in senior secondary schools in Nigeria.

CONCLUSION

The study examines the instructional strategies and the entrepreneurial empowerment of students of Marketing Trade subject in senior secondary schools in Lagos State, Nigeria. The findings reveal that most of the recommended innovative instructional strategies for Marketing Trade subject were not used as expected. The predominant instructional strategies used were lecture and classroom-based methods. Experiential instructional strategies that could expose and engage students in practical marketing activities were used only to a low extent. Consequently, marketing competences acquired by students were just to a moderate extent, whereas achieving the goals and objectives of Marketing Trade subject as well as sustainable development goals in Nigeria requires that students fully acquire the requisite marketing competences.

RECOMMENDATIONS

Based on the conclusion above, the recommendations are as follows:

1. Government and the Ministry of Education should ensure periodic and regular supervision and monitoring of the teaching and learning of trade subjects, especially Marketing Trade subject, to make sure that their recommended implementation strategies are not compromised in the schools.
2. School Management should render necessary support to teachers of Marketing Trade subject and encourage them to use several innovative and experiential instructional strategies for the subject.
3. School Management should also organize periodic in-service trainings for teachers of Marketing Trade subject in forms of seminars, workshops, symposia, and conferences to empower them for innovative teaching and learning of the subject.
4. Teachers of Marketing Trade subject should be ready to use the recommended instructional strategies for effective implementation and students' entrepreneurial empowerment through adequate acquisition of marketing competences.
5. Students of Marketing Trade subject should show appreciable interest and make painstaking effort to learn and acquire entrepreneurial competences necessary for their full empowerment to solve both personal and societal challenges of the twenty-first century.

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