

Assessment of Availability and Utilization of Resources for Implementation of Home Management Curriculum in Senior Secondary Schools in Katsina Zonal Educational Quality Assurance, Katsina State, Nigeria

Dr. Tanimu Adam Ibrahim¹, Hadiza Ibrahim Umar² & Prof. T. F. Torpev³,
Department of Educational Foundations
Faculty of Education
Federal University Dutsin-Ma, Katsina state
tanimuai@gmail.com | hadizaibrahim771@gmail.com

Abstract

This study assessed the availability and utilization of resources for the implementation of entrepreneurship curriculum in senior secondary schools in Katsina zonal educational quality assurance, Katsina State. Six research objectives and corresponding research questions were raised to guide the study. The study was a descriptive survey, and the population was 109 and all were used for the study. The instrument for data collection was a researcher designed questionnaire which was validated and pilot tested. The reliability index of the instrument is 0.75. The research questions were answered using descriptive statistics. The study revealed among others that there are inadequate facilities, low and improper utilization of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone. Also revealed that there are inadequate human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone. The researchers concluded that there are inadequate facilities, inadequate human resources, low and improper utilization of equipment and facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone. Based on these findings it is recommended that there is a need to provide facilities and equipment for the implementation of a home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone. Teachers should be train and encouraged to utilize the provided facilities for the implementation of the home management curriculum in secondary schools in the Katsina Educational Quality Assurance Zone.

Keywords: *Availability of resources, home management curriculum, curriculum resources, curriculum implementation, entrepreneurship curriculum.*

INTRODUCTION

The Nigerian government in the bid to provide such functional education to enable its citizens to be functional members of the society have introduced entrepreneurship education in the curriculum of secondary school. Entrepreneurship education is both a need factor and a tool required to provide the knowledge economy with sharp focus. This aims at furnishing Nigeria learning population with the spirit and skills necessary for them as leaders of tomorrow to reform the economy by addressing issues like

beefing up the non-oil export earning, refocusing adult labour force, reforming service sector and implementing a social charter around education, health, Agro-allied activities, empowerment as well as appropriate life skills programmes.

Nigeria has been battling with the menace of unemployment for a long time which has posed a major challenge such that employable youths find it difficult to secure paid employment within the country (Uwa & Osayin, 2022). Thus, entrepreneurship was included in the secondary school curriculum with the objective of shaping youths towards developing skills required to execute entrepreneurship plans and identify entrepreneurship opportunities within and beyond their immediate environment. Ongbali, Afolalu, and Udo (2019) affirm that after graduation it has become extremely difficult for youths especially in Nigeria to secure white collar jobs. This is because the supply of jobs can no longer meet the demand of the graduates moving out of the tertiary institutions on a yearly basis. Hence, majority have taken up various menial jobs such as taxi driving, haulage and logistics entrepreneurship, farming amongst others to ensure that they make ends meet. Education is an indispensable means of transmitting the skills and knowledge that are required by individuals to fully participate and contribute to the development of economic, social and political activities of any country (Onyali & Akinfolarin, 2017).

According to Ogba and Odo (2015) education has been proved to be a potent instrument for national development. History has it that over the years, educational planners have been searching for an effective and viable functional education. According to Ogba and Odo (2015), entrepreneurship education was designed to reduce unemployment and increase the economic growth of the individuals concerned and the society in general. A graduate entrepreneur is one who ought to have been exposed to creative values while in the classroom learning, one whose knowledge is not tied to some bookish recipe; one who can link theories to practice, and or one with demonstrable intellectual capacity to think and act out of the box in order to find solution to human needs and national development.

Government, no doubt, has been making frantic efforts in bridging the gap between employment and unemployment figures and this has led to introduction of entrepreneurship education in the curriculum of schools. The puzzle on this regard is that, although the cost of maintaining entrepreneurship education programme has continued to increase, the demand for the functionality of this educational programme has been on the increase. Contextually, resources are tools for up lifting the standards of education and the level of compliance in implementing the resource for teaching and learning process is decided at level and

the type of education to be provided. For instance, resources can be natural, human and material. The natural resources are those resources that come from nature such as air, water, iron, oil, etc. The human resources are set of individuals who occupy certain positions in an organization, be it in the entrepreneurship or public sector domain. The material resources are assets that are in form of material possessions, and they can be sourced or supplied for achieving organizational or societal objectives.

The availability of resources in teaching and learning processes provide interesting and compelling platforms for learners, to acquire basic skills. For example, National Commission for Colleges of Education (NCCE) (2016) identified resources required in the teaching and learning entrepreneurship education which include Staff/student ratio for skill subject like shorthand, typewriting and accounting should be 1:20 and 1:30 for the other subjects, while equipment, such as typewriters manual thirty (30) of various make and types, computer at the ratio of one (1) computer to three (3) students (NERDC, 2009). While utilization of resources is the extent to which resources are optimally utilized. Utilization of resource in teaching and learning promote teaching and motivates learners to learn better, easy and faster (Duel, 2018).

Home management equips learners with skills to enable them to live a productive life because the pupils develop knowledge and skills required for the effective organization and management of family resources in relation to the needs and lifestyles of the members (Beats, 2019). Home management provides some compensation for the traditional knowledge and practical skills that the learners should have acquired in their own environment if they had not been to school (Baker, 2019). Home management and Hospitality is what we do from the time we wake up to the time we go to sleep such as sweeping, cooking and budgeting.

The situation of Nigerian educational system has subsequently brought serious concern about the quality and quantity of trained teachers, equipment and facilities in the school's set-up and implementation. As the public intensifies their criticisms of education system in Nigeria, experts in education are also intensifying their search to enhance the use of available entrepreneurship facilities and equipment in implementation of secondary school curriculum in Katsina Educational Quality Assurance Zone, Katsina state, Nigeria.

According to National Bureau of Statistics (2024), the national unemployment rates for Nigeria between 2020 and 2024 showed that the number of unemployed persons constituted 31.1% in 2020; 33.6% in 2021; 32.6% in 2022; 34.8% in 2023. According to Kabir (2019) lack of entrepreneurial education, that creates a self-reliant ideology in people will lead to gross unemployment, which results in poverty and lack; this in turn creates survival instincts in individuals, and then brings about segregation among the people, Nigeria could never attain integration with the current educational strategy being used.

However, it is quite disturbing to note that Secondary school in Nigerian seem to be backward, especially in terms of resources required for teaching and learning processes Okoro (2019). Some of these entrepreneurship educations with very few resources, which led to factors such as inefficiency or lack of seriousness or commitment on the part of both teachers and students. A careful observation at some secondary school the few resources available are hardly utilized due to obsolescent and or improper installation which grope most of the students stuffed with theoretical knowledge at the expense of practical skill training which affected their academic achievements Azih (2018). These statements agree with the report of National Educational Research and Development Centre (NERDC) (2009) which confirmed that human and material resources are inadequate in the teaching and learning of entrepreneurship education.

Similarly, Azih (2018) found that students offering entrepreneurship Education in schools find it difficult to acquire the needed skills and competencies because of lack of adequate resources in the schools. In the same vein, Okoro (2019) also observed that, entrepreneurship Education at the various secondary schools in Nigeria lack adequate facilities and equipment such as laboratory, studio, word processors, Dictaphones, computer transmitting units and so on, Okoro added that, secondary schools in Nigeria are faced with the dearth of teachers in terms of quality and quantity to teach entrepreneurship. This further state that, those few teachers available are overused and some engaged beyond their capability to the extent that their productivity and efficiency can hardly be guaranteed.

Therefore, this study intended to find out the availability and utilization of entrepreneurship facilities and equipment in implementation of secondary school curriculum in Katsina Educational Quality Assurance Zone, Katsina state, Nigeria.

Objectives of the Study

The objective of this study is to assess the availability and utilization of resources for implementation of entrepreneurship curriculum in senior secondary schools in katsina zonal educational quality assurance, Katsina State.

Research Questions

This research would, answer the following research questions:

1. To what extent are facilities available for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state?
2. What is the level of utilization of facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?
3. How available are the equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?
4. What is the level of utilization of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?
5. To what extent are human resources being available for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?
6. What is the level of utilization of human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?

METHODOLOGY

Descriptive survey design was adopted for this study. The target population were home management teachers from Katsina Education Quality Assurance Zone, Katsina State. The researcher used the whole population of one hundred and nine (109) for the study without sampling as the number is manageable. Researchers designed a questionnaire that was used for collection of data on the availability and utilization of resources for the implementation of entrepreneurship education in Katsina educational quality assurance zone.

The content and face validity of the instruments was established by experts, and a pilot study was conducted to establish the reliability of the instrument. Cronbach's Alpha coefficient method was employed, and it yielded a reliability index of 0.727 which made the instrument reliable for the study. Percentage, mean and standard deviation were used in answering the research questions.

RESULTS

The researcher answers the research questions as follows:

Research Question One:

What is the availability of facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state?

Table 1: Availability of facilities for the implementation of home management curriculum

Availability of facilities for the implementation of home management curriculum	Responses										Mean	Decision
	SA		A		D		SD					
	F	%	F	%	F	%	F	%				
There are sufficient funds allocated for purchasing necessary materials and ingredients for Home Management classes.	14	12.8	12	11.0	60	55.0	23	21.1	2.16		Not Available	
There are adequate facilities, such as kitchens and sewing rooms, for teaching Home Management.	24	22.0	7	6.4	34	31.2	44	40.4	2.10		Not Available	
There are enough textbooks and reference materials for students to use in Home Management classes.	15	13.8	8	7.3	44	40.4	42	38.5	1.96		Not Available	
There are computer labs or technology resources available for students to use in Home Management classes.	17	15.6	31	28.4	16	14.7	45	41.3	2.18		Not Available	
There are enough supplies, such as cooking utensils and sewing machines, for students to use during practical lessons.	16	14.7	16	14.7	45	41.3	32	29.4	2.15		Not Available	

Table 1 show the availability of facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state. The table indicates that the respondents disagreed with all the five statements concerning the availability of facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state. This is because their mean scores are all below the decision rule (average) of 2.5 as follows; There are sufficient funds allocated for purchasing necessary materials and ingredients for Home Management classes (2.16), there are adequate facilities, such as kitchens and sewing rooms, for teaching Home Management (2.10), there are enough textbooks and reference materials for students to use

in Home Management classes (1.96), there are computer labs or technology resources available for students to use in Home Management classes (2.18), and there are enough supplies, such as cooking utensils and sewing machines for students to use during practical lessons (2.15). Meaning that the respondents believed that the facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state are insufficient.

Research Question Two:

What is the level of utilization of facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?

Table 2: Utilization of facilities for the implementation of home management curriculum

Utilization of facilities for the implementation of home management curriculum	Responses								Mean	Decision
	SA		A		D		SD			
	F	%	F	%	F	%	F	%		
Teachers often use home management instructional materials in the classroom	11	10.1	13	11.9	25	22.9	60	55.0	1.78	Negative
Teachers do frequently receive training on the effective use of home management resources	19	17.4	13	11.9	36	33.0	41	37.6	2.09	Negative
Students have adequate hands-on experience using available home management materials	9	8.3	15	13.8	45	41.3	40	36.7	1.94	Negative
Home management laboratories are frequently use for practical and workshops	21	19.3	13	11.9	27	24.8	48	44.0	2.06	Negative
Teachers effectively integrate ICT facilities in home management teaching	17	15.6	10	9.2	65	59.6	17	15.6	2.25	Negative

Table 2 show the utilization of facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. The table indicates that the respondents disagreed with all the five statements concerning the utilization of facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. This is because their mean scores are all below the decision rule (average) of 2.5 as follows; teachers often use entrepreneurship instructional materials in the classroom (1.78), teachers do frequently receive training on the effective use of entrepreneurship resources (2.09), students have adequate hands-on experience using available entrepreneurship materials (1.94), entrepreneurship laboratories are frequently use for practical and workshops (2.06) and teachers effectively integrate ICT facilities in entrepreneurship teaching (2.25). It infers that the respondents

believed that there is poor utilization of facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state.

Research Question Three:

What is the availability of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?

Table 3: Availability of equipment for the implementation of home management curriculum

Availability of equipment for the implementation of home management curriculum	Responses										Mean Decision	Decision
	SA		A		D		SD		Mean	Decision		
	F	%	F	%	F	%	F	%				
There are resources available for students to learn about nutrition and healthy eating habits in Home Management.	13	11.9	22	20.2	39	35.8	35	32.1	2.12		Not Available	
There are resources available for students to learn about child development and family studies in Home Management.	16	14.7	11	10.1	39	35.8	43	39.4	2.00		Not Available	
There are resources available for students to learn about food safety and sanitation in Home Management.	22	20.2	12	11.0	55	50.5	20	18.3	2.33		Not Available	
There are computer labs or technology resources available for students to use in Home Management classes.	19	17.4	11	10.1	47	43.1	32	29.4	2.16		Not Available	
There are enough supplies, such as cooking utensils and sewing machines, for students to use during practical lessons.	16	14.7	25	22.9	43	39.4	25	22.9	2.29		Not Available	

Table 3 show the availability of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. The table indicates that the respondents disagreed with all the five statements concerning the availability of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. This is because their mean scores are all below the decision rule (average) of 2.5 as follows; there are resources available for students to learn about nutrition and healthy eating habits in Home Management (2.12), there are resources available for students to learn about child development and family studies in Home Management (2.00), there are resources available for students to learn about food safety and sanitation in Home Management (2.33), there are computer labs or technology resources available for students to use in Home Management classes (2.16), and that there are enough supplies, such as cooking utensils and sewing machines, for students to use during practical lessons (2.29). This implies that the respondents believed that the equipment for the

implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state are not sufficient.

Research Question Four: What is the level of utilization of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?

Table 4: Utilization of equipment for the implementation of home management curriculum

Utilization of equipment for the implementation of home management curriculum	Responses								Mean Decision	Decision
	SA		A		D		SD			
	F	%	F	%	F	%	F	%		
Entrepreneurship equipment is effectively utilized during teaching Home Management sessions	11	10.1	19	17.4	36	33.0	43	39.4	2.12	Negative
Students have adequate hands-on experience using available entrepreneurship equipment	6	5.5	14	12.8	47	43.1	42	38.5	2.00	Negative
Equipment is maintained regularly for effective curriculum implementation	11	10.1	9	8.3	35	32.1	54	49.5	2.33	Negative
There is higher level of equipment utilization for entrepreneurship curriculum in the school	3	2.8	18	16.5	40	36.7	48	44.0	2.16	Negative
There are regular assessments of resource availability and utilization for entrepreneurship curriculum implementation	17	15.6	16	14.7	33	30.3	43	39.4	2.29	Negative

Table 4 show the utilization of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. The table indicates that the respondents disagreed with all the five statements concerning the utilization of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. This is because their mean scores are all below the decision rule (average) of 2.5 as follows; that entrepreneurship equipment are effectively utilized during teaching Home Management sessions (2.12), students have adequate hands-on experience using available entrepreneurship equipment (2.00), equipment are maintained regularly for effective curriculum implementation (2.33), there is higher level of equipment utilization for entrepreneurship curriculum in the school (2.16), and there are regular assessments of resource availability and utilization for entrepreneurship curriculum implementation (2.29). It indicated that the respondents believed that there is poor utilization of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state.

Research Question Five:

What is the availability of human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?

Table 5: Availability of human resources for the implementation of home management curriculum

Availability of human resources for the implementation of home management curriculum	Responses								Mean	Decision
	SA		A		D		SD			
	F	%	F	%	F	%	F	%		
There are qualified teachers for entrepreneurship education in your school	17	15.6	10	9.2	32	29.4	50	45.9	1.98	Not available
The teacher-to-student ratio in entrepreneurship classes is satisfactorily	13	11.9	12	11	40	36.7	44	40.4	1.85	Not available
Supporting staff available for laboratory or practical sessions	16	14.7	13	11.9	37	33.9	43	39.4	1.78	Not Available
Teachers receive regular training on entrepreneurship education	14	12.8	16	14.7	35	32.1	44	40.4	1.77	Not available
Teachers have higher level of competence in the implementation of Home management curriculum	15	13.8	13	11.9	29	26.6	52	47.7	2.06	Not available

Table 5 show the availability of human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. The table indicates that the respondents disagreed with all the five statements concerning the availability of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. This is because their mean scores are all below the decision rule (average) of 2.5 as follows; there are qualified teachers for entrepreneurship education in your school (1.98), the teacher-to-student ratio in entrepreneurship classes is satisfactorily (1.85), supporting staff available for laboratory or practical sessions (1.78), teachers receive regular training on entrepreneurship education (1.77), teachers' have higher level of competence in the implementation of entrepreneurship curriculum (2.06). This revealed that the respondents believed that the human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state are inadequate.

Research Question Six:

What is the level of utilization of human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria?

Table 6: Utilization of human resources for the implementation of home management curriculum

Utilization of human resources for the implementation of home management curriculum	Responses									
	SA		A		D		SD		Mean	Decision
	F	%	F	%	F	%	F	%		
Teachers often engage students in practical entrepreneurship activities	17	15.6	10	9.2	23	21.1	59	54.1	1.86	Negative
Teachers collaborate with external resource persons or entrepreneurs for practical learning	13	11.9	8	7.3	44	40.4	44	40.4	1.90	Negative
Teachers effectively deliver entrepreneurship lessons	16	14.7	15	13.8	25	22.9	53	48.6	1.95	Negative
There is adequate teacher supervision during entrepreneurship practical sessions	0	0	24	22	55	50.5	30	27.5	1.94	Negative
There are partnerships with local industries or businesses to provide real-world experience for students in Home Management.	11	10.1	16	14.7	45	41.3	37	33.9	2.01	Negative

Table 6 show the utilization of human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. The table indicates that the respondents disagreed with all the five statements concerning the utilization of human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state Nigeria. This is because their mean scores are all below the decision rule (average) of 2.5 as follows; teachers often engage students in practical entrepreneurship activities (1.86), teachers collaborate with external resource persons or entrepreneurs for practical learning (1.90), teachers effectively deliver entrepreneurship lessons (1.95), there is adequate teacher supervision during entrepreneurship practical sessions (1.94), and there are partnerships with local industries or businesses to provide real-world experience for students in Home Management (2.01). It showed that the respondents believed that there is poor utilization of human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone, Katsina state.

DISCUSSION OF FINDINGS

Findings from the study indicated that while some schools possess basic entrepreneurship equipment such as sewing machines, computers, and baking tools, the overall availability remains inadequate. Many respondents reported that their schools lack a fully equipped entrepreneurship laboratory, limiting hands-

on learning experiences. This aligns with the findings of Olawale and Garwe (2010), who highlighted inadequate facilities as a major barrier to effective entrepreneurship education in Africa. Similarly, Oviawe (2019) found that most Nigerian schools lack essential vocational training resources, further corroborating the inadequacy identified in this study.

However, while some studies, such as that of Chukwuedo and Omofonmwan (2017), emphasize financial constraints as the primary issue, others argue that policy inconsistencies play a more significant role. For example, Adebayo and Kolawole (2013) suggested that fluctuating government policies on entrepreneurship education contribute to the ineffective implementation of entrepreneurship curricula. This presents a divergence from the current study, which identified financial and infrastructural limitations as the major constraints.

Findings suggested that improving access to entrepreneurship equipment requires a polygonal approach, including increased government funding, partnerships with private organizations, and regular teacher training programs. These recommendations align with UNESCO (2017), which emphasizes collaboration between governments, industries, and schools as a key driver for enhancing entrepreneurship education worldwide.

However, Ezeani (2012), argue that mere provision of equipment without a comprehensive curriculum reform will not lead to significant improvements. This perspective suggests that beyond equipment availability, there is a need to restructure the entrepreneurship curriculum to ensure that practical applications are fully integrated.

The study confirms that while some equipment is available for entrepreneurship education in Katsina senior secondary schools, overall accessibility and utilization are insufficient. The findings agree with previous studies that highlight financial constraints and inadequate teacher training as key challenges but diverge from those that emphasize policy inconsistencies as the primary issue. To bridge this gap, a combined approach involving increased funding, industry collaboration, and teacher capacity-building is recommended.

CONCLUSION

This study investigated the availability and utilization of entrepreneurship facilities and equipment in implementation of secondary school curriculum in Katsina Educational Quality Assurance Zone, Katsina state, Nigeria. The findings from the study revealed that the facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone

are inadequate, that the level of utilization of facilities for the implementation of home management curriculum in secondary schools in is improper, that the equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone are not sufficient. It further discovered that the level of utilization of equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone is very low and that there are inadequate human resources for the implementation of home management curriculum. Furthermore, the work highlighted that there is improper level of utilization of human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance.

RECOMMENDATIONS

Based on the findings of the study on the availability and utilization of entrepreneurship facilities and equipment in implementation of secondary school curriculum in Katsina Educational Quality Assurance Zone, Katsina state, recommendations emerged which are:

1. That there is need to provide adequate facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone by Katsina State Ministry of education.
2. That teachers should be train and encourage to utilize the provided facilities for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone.
3. That there is need to provide adequate equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone by Katsina State Ministry of education.
4. That teachers should be motivated to be utilizing the provided equipment for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone by Katsina State Ministry of education.
5. That there is need to provide adequate human resources for the implementation of home management curriculum in secondary schools in Katsina Educational Quality Assurance Zone.

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