

## **Evaluation of the Implementation of Senior Secondary School Catering Craft Practice Curriculum in Ogun State, Nigeria**

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### **Abstract**

*In Nigeria Catering Craft Practice was included to the senior secondary school curriculum as a trade and entrepreneurship subject. The main goals of this inclusion were to give students practical skills and prepare them for jobs after graduation, which would help reduce unemployment and promote personal and economic growth. This study evaluated the implementation of the Senior Secondary School Catering Craft Practice curriculum in Ogun State, Nigeria, using the Input, Process, and Output (IPO) evaluation model. A descriptive survey research design was adopted, employing a multi-stage sampling techniques to select a total sample of 20 teachers and 615 students of intact classes. The results showed that many teachers are not qualified and not specialised in the Catering Craft Practice as a trade subject. Students possessed positive attitude towards Catering Craft Practice and exhibited favourable study habits. Material resources necessary for teaching Catering Craft Practice were available in the schools, but not effectively utilised. Teachers employed effective teaching strategies; students' level of acquiring general knowledge was low but had a high level in acquiring practical skills. The study concluded that the majority of Catering Craft Practices teachers are not qualified to teach the subject because they do not specialise in the area. It was recommended that only qualified and specialised teachers should be allowed to teach Catering Craft Practices to further boost students' attitudes, study habits, general knowledge, and practical skills thereby utilise the available resources.*

**Keywords:** School Curriculum, General knowledge, Practical Skills Acquisition, Catering Craft Practice.

**Word Count:** 236 words

### **INTRODUCTION**

Concern over the rising unemployment rate in the world has grown recently, especially in emerging nations where young people are believed to be the most affected group. The Nigerian government formed numerous institutions and implemented a number of policies, strategies, and programmes to help its citizens develop employable skills and achieve economic stability. Since unemployment is still quite high in the nation, despite all the efforts, skill levels have not been sufficiently raised, the skill gap has not been closed, and anticipated jobs have not been created. These programmes could have been affected by common problems such as: inadequate funding, project duplication, gross inefficiency, poor coordination of programmes, corruption, lack of transparency and accountability.

Nonetheless, the introduction of trade and entrepreneurship courses at all educational levels is one of the steps the Nigerian government has taken to address unemployment in the country. One

positive development in the Nigerian educational system is the inclusion of trade subjects in the Senior Secondary (SS) curriculum. Entrepreneurship education is defined by Nwaiwu et al. (2018) as instruction that focuses on developing students' willingness, skills, ability, capacity, and drive to find the means necessary to harness all available resources in order to achieve a specific goal. Among other goals, Nigerian entrepreneurship education aims to equip students with the information, abilities, and drive to promote entrepreneurial success in a range of contexts (Nwagidi, 2020). It involves applying the abilities and mindsets that can shape many people's careers and produce a number of long-term advantages for society.

A notable feature in the revised curriculum is the integration of Catering Craft Practice (CCP) among others into the new trade subjects curricular of Senior Secondary education. Catering Craft Practice is a field that encompasses a wide range of culinary skills and techniques used in food preparation, production and presentation as it plays a vital role in the food service industry, providing enjoyable dining experiences for customers in various settings such as restaurants, hotels, and events. Acquiring the necessary skills such as manipulative and service skills in Catering Craft Practice education is germane for students pursuing careers in the culinary arts. According to Kim et al. (2017), students who want to become professionals in this field must master a variety of skills, including cutting and chopping, cooking methods, planning menus, keeping food safe, and making dishes look appealing.

However, mastering these skills can be challenging for students due to various factors such as availability of training materials, quality and experienced teachers, assessment techniques, teaching strategies, complexity of the craft, time constraints, and the need for continuous practice and improvement. In this regard, Catering Craft Practice education in Senior Secondary Schools play a critical role in equipping students with necessary skills to become an entrepreneur. Therefore, it is important to explore the acquisition of knowledge and skills in the implementation of Catering Craft Practice programme in Senior Secondary Schools.

In other words, despite the laudable objectives of Catering Craft Practice as a trade/entrepreneurship subject introduced in the secondary school system, it seems the subject has failed to meet the expectation of stakeholders due to its implementation in the secondary school system. The consistent re-occurring problems highlighted by West African Examination Council (WAEC) Chief Examiner's reports in Catering Craft Practice subject over several years (2014-2023) reflected the poor implementation of the Catering Craft Practice as a trade subject in Senior Secondary Schools. There are several reasons Catering Craft Practice in Senior Secondary Schools is not being taught well, these include not having enough qualified teachers, lacking well-equipped labs, and not having enough recipe books and textbooks. To teach Catering Craft Practice (CCP) curriculum effectively, schools need qualified teachers, the right training materials, and good teaching strategies.

Quality, experienced and well-equipped teachers lead education to the high-quality academic excellence as teachers play a significant role in the success of any educational system for a positive societal change. According to Edith and Nnaka (2023) the major problem confronting entrepreneurship teacher education is lack of qualified / inadequate training of teachers who have appropriate knowledge and pedagogy to impact enterprise skills and competence into the students. Keegan (2016) affirmed that a beautiful building and expensive equipment, stocked in, will not lead to effective learning without the qualified teacher putting them into use and making students to participate in the experimental procedures.

Training materials such as recipe books, lesson notes, kitchen equipment and tools, laboratory are integral to the successful teaching of Catering Craft Practice Education. They support skill acquisition, promote engagement, and enhance learning outcomes. Training materials which

could be digital or printed designs offer opportunities for practical training of students in skill acquisition in CCP for future development. Availability of appropriate workshop facilities enhances student learning by allowing them to be involved in demonstrations, and practice which will help them to continue to build their skills. Ogunleye (2019) reported that there was a significant shortage of instructional materials and this has negatively affected the teaching and learning of entrepreneurial skilled subjects.

Effective teaching strategies in Catering Craft Practice education must go beyond traditional methods to incorporate practical, technology- driven, and industry- relevant approaches. As educators, teachers must continually seek innovative ways to deliver knowledge to learners. Effective teaching strategies include; interactive learning, demonstrations, real- world scenarios, technology integration, field trips, cooperative learning, experiential learning, simulation, hands-on practical activities. According to Onyeka and Okoro (2017), demonstration strategy such as hands-on practical activities are particularly effective in teaching Catering Craft Practice as they provide students with the opportunity to practice and develop their skills.

Quality of education is assessed through academic achievement of the students which is a function of study habits and their attitudes . Study habits are at the core of academic success. It is an action like reading, taking notes, conducting study groups that perform frequently, and regularly accomplishing the learning goals. Arieta et al.,(2017) highlighted that study habits play a significant role in students' life. The success or failure of each student depends on their study habits. The academic excellence of each student depends on the ability, intelligence, and action of the students. Thus, effective study habits can improve and make students to achieve better academic performance .

Students attitudes towards trade/entrepreneurship education encompass their psychological responses after acquiring entrepreneurial skills. Research by Pulka et al.(2015) suggests that these attitudes can be evaluated from three perspectives: cognitive aspect which is the students' thoughts, knowledge, and evaluations of trade/ entrepreneurship education; affective component that is, the students' actions, responses, and willingness to accept and engage with new experiences. In the context of CCP as a trade subject, students' attitudes significantly influence their interest in entrepreneurship and career choices, whether as entrepreneurs or employees. Understanding students' attitudes towards CCP is crucial to making the programme more engaging an effective in achieving its objectives.

From the aforementioned, this study evaluated the implementation of Catering Craft Practice Curriculum as a trade/entrepreneurship subject in Senior Secondary Schools in Ogun State Nigeria using Input, Process and Output (IPO) evaluation model. However in this study;

**INPUT-** Inputs are the antecedent factors such as human (teachers) and material resources (training materials) available that may influence the students itself directly or indirectly in acquiring necessary knowledge and skills in Catering Craft Practice such as teacher's quality in terms of experience, qualification, area of specialization and student's study habits, students' attitude and training materials for the implementation of CCP in Senior Secondary education system.

**PROCESS** -Process are operations and activities that connect between the input factors and the students' learning outcomes. Process includes usage of instructional materials and teaching activities for the implementation of CCP in Senior Secondary education system.

**OUTPUT-** Outputs are the desired results of the student's knowledge, acquisition and application of practical skills in CCP. Most often it refers to the extent the students have accomplished or achieved their goals in offering Catering Craft Practice as a

trade/entrepreneurship subject in preparation for future tasks, the uniqueness in what that have been learnt and its increment in efficiency through practice.

### **Objectives of the Study**

The study evaluated the implementation of Senior Secondary School Catering Craft Practice Curriculum in Ogun State, Nigeria using Input, Process and Output (IPO) evaluation model. Specifically, the study;

- 1) Investigated human and material resources used for implementing Catering Craft Practice as a trade subject.
- 2) Ascertained classroom interaction practices between students and teachers of Catering Craft Practice.
- 3) Determined the acquisition and application of knowledge and skills, and attitude of the students towards Catering Craft Practice.

### **Research Questions**

1. What is the quality of Catering Craft Practice teachers (human resources) available for implementing Catering Craft Practice qualified in terms of;
  - i academic qualifications,
  - ii years of teaching experience and
  - iii area of specialisation?
2. What are the training materials available to implement Catering Craft Practice programme?
3. What is the attitude of students towards acquiring Catering Craft Practice?
4. How well do students cultivate study habit in Catering Craft Practice?
5. Are the available training material resources being used effectively for implementation of Catering Craft Practice curriculum?
6. What are the teaching strategies do teachers use in the implementation of Catering Craft Practice curriculum?
7. What is the level of student in acquisition of general knowledge in Catering Craft Practice?
8. What is the level of students in acquisition of practical skills in Catering Craft Practice?

### **Methodology**

#### **Research Design**

The study employed descriptive survey research design. This design allows the researcher to provide status report of the current situation around a variable of study. This study, provided report on the status of how Catering Craft Practice programme as a trade/entrepreneurship subject is being implemented in Senior Secondary Schools in Ogun State, Nigeria using Input, Process and Output (IPO) evaluation model.

#### **Target Population**

The target population for this study comprised all Senior Secondary Schools where Catering Craft Practice is offered as trade/entrepreneurship subject and Senior Secondary Schools III Students (SSS III) offering Catering Craft Practice since they have almost completed all the topics in the curriculum and teachers of Catering Craft Practice in Senior Secondary Schools in Ogun State.

#### **Sample and Sampling Techniques.**

The sample of the study involved 20 teachers teaching CCP and 615 students of intact classes in Senior Secondary Schools offering Catering Craft Practice as a trade/ entrepreneurship subject in Ogun State.

**Table 1.**

***Multistage Sampling Procedures for Selection of Participants in Ogun State.***

Ogun Senatorial Districts.	Number of Selected Local Government (2/3 of the Local Govt).	Selected School (2 Schools/Local Govt).	Number of CCP Teachers in each school. 1 per school.	Number of Students In Intact Classes.
Ogun central (6 local government)	4 local government	8 schools	8 teachers	255 students of 8 intact classes
Ogun East( 9 local government)	6 local government	12 schools	12 teachers	360 students of 12 intact classes
Total	10 local government	20 schools	20 teachers	615 students

**Instrumentation**

The Instruments that were used for data collection are;

- Kitchen Equipment and Tools Scale (KETS)
- Kitchen Equipment and Tools Usage Scale (KETUS)
- Students' Attitude towards Catering Craft Practice Questionnaire (SACCPQ)
- Students' Study Habit in Catering Craft Practice Questionnaire (SSHCCPQ)
- Catering Craft Practice Practical Assessment Sheet (CCPPATS)
- Teacher's Teaching Strategies Instrument(TTSI)
- Catering Craft Practice Achievement Test (CCPAT)

**Kitchen Equipment and Tools Scale (KETS)**

It was developed by NERDC (2008) and was adapted by the researcher to suit this research work by providing column for available and not available. More so, by not measuring the adequacy of the equipment which is not part of the study. This is an instrument that elicits information on the availability of basic utensils and equipment necessary for training students of Catering Craft Practice. It is the designed in a way that the items were ticked (✓) where applicable – Available (A) or Not Available (NA). It has 49 items listed to be checked for its availability. It was administered by the researcher and 4 research assistants for assurance of the availability of necessary training materials for Catering Craft Practice education.

The instrument was given to the supervisors and two experts in Educational Evaluation and Catering Management for critique and suggestions with regards to availability, suitability in grammar and general structure of the items and relevance of the instrument in addressing the variables of study and purpose of the study. The reliability of the instrument was established through the administration of copies of the instrument to 6 schools (3 public and 3 private schools) outside the selected sample of the study. Cronbach alpha method of reliability was used to obtain 0.92 reliability coefficient.

**Kitchen Equipment and Tools Usage Scale (KETUS)**

It was developed by NERDC (2008) and adapted by the researcher to suit this study by providing column for four response Likert scale. This is an instrument that elicits information on the extent of usage of basic utensils and equipment necessary for training students of Catering Craft practice. It was designed in a way that the items were ticked (✓) where response options will vary from rarely, frequent, often and always. It has 49 items listed to be checked for its extent of usage.

It was administered by the researcher and 4 research assistants for assurance of the extent of usage in Catering Craft Practice classes.

Copies of the instrument was given to the supervisors and experts in Educational Evaluation and Catering Management for critique and suggestions with regards to adequacy, suitability in grammar and general structure of the items and relevance of the instrument in addressing the variables of study and purpose of the study. Thereafter, the instrument was trial tested on 50 students (SS3), who were not be part of this study which determined the reliability index 0.96 of the using Cronbach Alpha reliability procedure.

#### **Students' Attitude towards Catering Craft Practice Questionnaire (SACCPQ)**

The questionnaire was constructed by the researcher to measure the extent to which the students' exhibits attitudes and knowledge in acquiring skills in Catering Craft Practice. The instrument has two sections. Section A sought demographic information of the respondents such as sex and class while Section B consists of 20 items structured in a four points of Likert scale instrument i.e. Strongly Agree(SA), Agree(A), Disagree(D), Strongly Disagree(SA).

This instrument was validated by given copies of the instrument to the supervisors and experts in educational evaluation and catering management for critique and suggestions with regards to adequacy, suitability in grammar and general structure of the items and relevance of the instrument in addressing the variables of study and purpose of the study. Thereafter, the instrument was trial tested on 50 students (SS3) who were be part of this study which determined the reliability index of 0.89 of the instruments using Cronbach Alpha reliability procedure.

#### **Students' Study Habit in Catering Craft Practice Questionnaire (SSHCCPQ)**

The questionnaire was constructed by the researcher to measure the extent to which the students' exhibits students' habits, methods and patterns in preparation for examinations in catering craft practice. The instrument has two sections. Section A contains demographic information of the respondents while Section B of 20 items structured in a four points of Likert scale instrument i.e. Always(A), Sometimes(S), Often(O), Never (N). Section B part of the instrument has items that measures the study habits, skills and methods the students exhibit in preparation for examinations both internal and external in Catering Craft Practice.

Copies of the instrument was given to the supervisors and two experts in educational evaluation and catering management for critique and suggestions with regards to adequacy, suitability in grammar and general structure of the items and relevance of the instrument in addressing the variables of study and purpose of the study. Thereafter, the instrument was trial tested on 50 students (SS3) who were not be part of this study which determined the reliability index 0.86 of the instruments using Cronbach Alpha reliability procedure.

#### **Catering Craft Practical Assessment Sheet (CCPPAS)**

This is an instrument developed by NECO (2008) and adapted by the researcher for the purpose of the study by allotting grades in each column of the assessment sheet. The instrument was used to assess students' practical acquired skills application and grades were allocated based on the performance of the students. It consists of demographic information of the school and student's manipulative and service skills.

Copies of the instrument was given to the supervisors and two experts in educational evaluation and catering management for critique and suggestions with regards to adequacy, suitability in grammar and general structure of the items and relevance of the instrument in addressing the variables of study and purpose of the study. Thereafter, the instrument was trial tested on students (an intact CCP class of SS3 students) who were not part of this study which determined by two independent raters with the reliability index 0.85of the instrument using scot pi formula.

### **Teacher's Teaching Strategies Instrument (TTSI)**

The questionnaire was constructed by the researcher to measure teacher's perception on teaching and learning activities in Catering Craft Practice. The instrument has two Sections. Section A contains demographic information of the respondents such as teacher gender, teacher's years of experience, specialization, number of students, state, school location, and so on while Section B of 20 items structured in a four points of Likert scale instrument i.e. Always (A), Often (O), Rarely (R), Never (N)..

The validity of Teacher's Teaching Strategies Instrument (TTSI) was established by giving it to the supervisors and specialists in evaluation. Thereafter, the instrument was trial tested on 50 students (an intact CCP class of SS3 students) in 6 schools who were not be part of this study which determined the reliability index 0.83 of the instrument using Cronbach Alpha procedure.

### **Catering Craft Practice Achievement Test (CCPAT)**

CCPAT was adapted by the researcher from WASSCE 2023 to measure the extent to which the students have acquired the required general knowledge in Catering Craft Practice using only paper 1 section (multiple choice test) of the examination questions. The instrument contains 40 items eliciting information on the general knowledge in Catering Craft Practice. The items have four response options with one key and three distracters.

Copies of the instrument were given to the supervisors and experts in educational evaluation and catering management for critique and suggestions with regards to adequacy, suitability in grammar and general structure of the items and relevance of the instrument in addressing the variables of study and purpose of the study. Thereafter, the instrument was trial tested on 50 students who were not be part of this study which determined the reliability index 0.88 of the instrument using split half reliability procedure.

### **Method of Data Collection**

The researcher visited the selected schools after an approval from the school authority for the purpose of data collection with the help of four (4) assistant researchers. The copies of the instruments were administered before, during and after the course of instruction or training following the same sequence in each school visited which took eight (8) weeks during the second term 2023/ 2024 academic session. First, KETS was administered to determine the availability of training materials. Secondly, TTSI and KETUS were administered on the students and teachers during the course of teaching and learning Catering Craft Practice whereby records of the teachers' profile was obtained in terms of their area of specialisation, qualification and experiences; alongside with teacher's teaching strategies were obtained. Finally, SSHCCPQ, CCPAT and SACCPQ were administered while CCPAS were used to assess the students during the practical session of Catering Craft Practice class. The data collected was subjected to data analysis.

### **Method of Data Analysis**

Descriptive statistics involving the use of mean, frequency counts and percentages were used to answer research questions raised in this study.

### **Result and Discussion of Findings**

#### **Research question 1:**

What is the quality of Catering Craft Practice teachers available for implementing Catering Craft Practice qualified in terms of ?;

- i academic qualifications,
- ii years of teaching experience and
- iii area of specialisation?

**Table 2**

*Distribution of Catering Craft Practice programme Teachers Based on Academic Qualification, Teaching experience and Subject specialisation*

		Frequency	Percentages
<b>Teachers' Qualification</b>	Qualified	6	30.0
	Less qualified	14	70.0
	Total	20	100.0
<b>Year of Experience</b>	Less experienced	1	5.0
	Experienced	19	95.0
	Total	20	100.0
<b>Subject Specialisation</b>	Specialised	6	30.0
	Non-specialised	14	70.0
	Total	20	100.0

Table 2 showed the quality of Catering Craft Practice teachers in terms of academic qualifications, years of teaching experience and subject specialisation. The Table indicated that 6 (30.0%) are qualified while 14 (70.0%) are not qualified. It also showed that 19 (95.0%) are experienced while 1 (5.0%) are less experienced. Teachers' subject specialisation showed that 6 (30.0%) of the teachers sampled are specialised in teaching CCP while 14(70.0%) are not specialised in CCP. The implication of the result revealed that, teachers of CCP are not qualified academically and specialised in the subject they are teaching but have many years of experience in teaching as a profession.

**Research Question 2:** What training materials are available to implement Catering Craft Practice programme?

The result showed that 31 (63.0%) listed resources are available while 18 (37.0%) are not available. This indicated that more than 50% of training materials for CCP in Senior Secondary Schools are available for the practical classes. This implies that training material resources are available for the implementation of practical application of skills in Catering Craft Practice as a trade/entrepreneurship subject.

### **Research Question 3**

What is the attitude of students towards acquiring Catering Craft Practice?

The result showed that students have positive attitude towards to Catering Craft Practice as a Trade/ entrepreneurship subject in Senior Secondary School system at mean score of 3.00 above the criterion mean of 2.5. This could be because students have the opportunity to choose CCP as preferred subject amongst other trade /entrepreneurship subjects.

### **Research Question 4**

How well do students cultivate study habit in Catering Craft Practice?

The result revealed that students have high study habit towards Catering Craft Practice as a trade/ entrepreneurship subject in Senior Secondary School system at mean score of 2.82 above the criterion mean of 2.5. This could be because as a results of their positive attitude towards the subject.

### **Research Question 5.**

Are the available training material resources being used effectively for implementation of Catering Craft Practice curriculum?

The result showed that only five (5) of items were used always for the implementation of Catering Craft Practice programme while others were poorly used at mean scores of 1.92 below criterion mean of 2.5. This implies that training material for the implementation of Catering

Craft Practice programme are not being used effectively, possibly because teachers are not well grounded in the practical aspects of the subject hence poor utilisation of the available training resources.

### **Research Question 6**

What are the teaching strategies do teachers use in the implementation of Catering Craft Practice curriculum?

The result of the finding showed that the teachers employed good teaching strategies at mean scores of 3.02 above criterion mean of 2.5. This implies that teachers used effective teaching strategies to teach Catering Craft Practice. This might be because they have a lot of years of experience in teaching.

### **Research Question 7**

What is the level of students' acquisition of general knowledge in Catering Craft Practice?

**Table 3**

*Percentage, Mean scores and Standard deviation of General Knowledge in Catering Craft Practice.*

Level of general knowledge	N	% of Students	Mean	Std. Deviation
Low general knowledge	355	57.73		
High general knowledge	260	42.27		
Total	615	100.00	17.79	5.49

Table 3 shows result of students' general knowledge in Catering Craft Practice. The Table used mean score of 17.79 obtained from the achievement test on Catering Craft Practice was used as criterion. Students who scored above mean scores were considered to have high knowledge, while those who scored below were considered to have low knowledge in Catering Craft Practice. The table further showed that 260 students (42.27%) scored high, meaning they have high knowledge Catering Craft Practice while 355 (57.73%) recorded scores below the average mean. This indicated that majority 355 students (57.73%) scored low, meaning most students do not know enough about Catering Craft Practice.

### **Research Question 8.**

What is the level of students' acquisition of practical skills in Catering Craft Practice?

**Table 4:**

*Percentage, Mean scores and Standard deviation of Students' Acquired Practical Skills in Catering Craft Practice*

Practical Skills Acquisition level	N	%	Mean	Std. Deviation
High practical skills acquisition	319	51.87		
Low practical skills acquisition	296	48.13	54.12	5.54
Total	615	100		

Table 4 showed result of students' acquired practical skills in Catering Craft Practice. The Table used 60.00 % obtained from the practical class in Catering Craft Practice was used as target score. The Table further showed that 296 students representing (48.13%) scored below 60.00% meaning

they did not do well on practical skills while 319 (51.87%) scored 60.00% or higher, meaning most students were good at practical skills in Catering Craft Practice.

### **Conclusion**

Catering Craft Practice (CCP) is one of the trade subjects introduced into senior secondary school curriculum to produce skills-oriented graduates, reduce unemployment, and boost economic growth. CCP plays a vital role in the food service industry, providing enjoyable dining experiences for customers in various settings such as restaurants, hotels and events. Acquiring the necessary skills such as manipulative and service skills in catering craft practice education is essential for the students pursuing career in the culinary arts. Despite its importance, CCP implementation faces challenges including; non qualified teachers, teacher's teaching strategies, availability and usage of training material resources, students' habits and attitudes towards the subject.

Catering Craft Practice programme in Ogun State, Nigeria has fallen short of its goals, failing to adequately equip students with the necessary skills to tackle unemployment, poverty, and wealth generation.

After years of adopting the Catering Craft Practice curriculum, the programme has yielded little effect on unemployment, and the training provided seems inadequate to make school leavers competent and self-reliant for poverty eradication, employment and wealth generation. Findings of this study revealed that many teachers of catering craft practice teachers lack the necessary qualifications and specialisation; teachers used effective teaching strategies to deliver lessons in Catering Craft Practice; students have positive attitudes and high study habit in Catering Craft Practice; there is ineffective use of available material resources; the students have acquired low general knowledge and practical skills in Catering Craft Practice in Senior Secondary Schools in Ogun State.

To address these challenges, responsible authorities in Ogun State should therefore draw on the information provided with a view to strengthening the quality of Catering Craft Practice as trade subject in the schools.

### **Recommendations**

Drawing from the conclusion of the study, the following recommendations are made:

- i. Only teachers who are qualified and specialised in Catering Craft Practice should be employed to teach the subject. Teachers who are already working should be given extra training through seminars, workshop and symposia, sponsorship to attend educational programmes that will help them improve their skills and knowledge in teaching Catering Craft Practice
- ii. Government at all levels should equip schools with necessary training resources for Catering Craft Practice, the possible reason for the low usage could be inadequacy of the training resources.
- iii. Students should be encouraged to sustain the positive attitude and study habit by having more practical classes thereby utilise the available training resources. With this, students may end up developing entrepreneurial mind. This is because low acquisition of knowledge and skills in the subject may discourage the students.
- iv. Also, qualified and experienced teachers in schools should be given added incentives, with this they can be motivated to provide mentorship for less experienced teachers.

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