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## ADEQUACY OF ECONOMICS CURRICULUM FOR THE ACQUISITION OF MANAGERIAL SKILLS IN SENIOR SECONDARY SCHOOLS IN NORTH CENTRAL, NIGERIA

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**Abstract:** This study, adequacy of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria was carried out to compare the views of teachers and students on the said topic, as a result of the increased level of joblessness and poverty in Nigeria. In line with these objectives, two research questions were raised and two hypotheses formulated for the study. The study was anchored on the theory of Science of Curriculum Product propounded by Franklin Bobbitt (1918). Descriptive survey research design was employed. The population of the study was 784,133 students and 4,496 teachers of Economics in FCT, Kogi, Nassarawa and Niger States. Stratified sampling technique was used to sample out 46 teachers and 467 students to respond to the instrument. Self-structured set of questionnaire titled Adequacy of Economics Curriculum for Managerial Skills Questionnaire (AECMSQ) and designed in a four point Likert table used to elicit responses from the respondents. The instrument was validated by the supervisors and was further pilot tested to detect the reliability using Cronbach's Alpha. The reliability index was 0.82. Data was analyzed using t-test and ANOVA. It was found out that teachers and students agreed that the contents of Economics are adequate for the acquisition of managerial in Secondary School, but that the subject does not offer among others, skills for practical production, training and retraining of staff and management of disputes among staff. It was recommended among others that the curriculum planners and implementers should ensure that Economics curriculum be made more practical so as to offer skills for production of goods and rendering of services.

**Key words:** Adequacy, Economics Curriculum, Acquisition, Managerial Skills

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## INTRODUCTION

The Federal Republic of Nigeria (2004), advocates that Economics be taught in Secondary Schools to equip recipients with the knowledge on how to allocate scarce resources, make choice, and to take rational decisions on pressing economic issues. No wonder the Nigeria Government, through one of Her Research Institutes, Nigerian Educational Research and Development Council (NERDC, 2013) emphasizes that the teaching and learning of Economics in our schools must be seen as one of the avenues for establishing a strong base for the production of effective citizens who will champion the drive for the attainment of entrepreneurial skill for self-reliance. Economics is one of the school subjects that is offered at the Senior Secondary level which studies human behaviours in relation to how his numerous wants can be met, considering the limited resources around him. Economics as a school subject aims at studying the wants of humans and finding means of producing through innovation of new concepts and managing both human and material resources to satisfy those wants. Economics is a subject that studies human behaviour in relation to how his needs and numerous wants can be met considering the resources around him. The definition of Economics therefore, depends greatly on the perception at a particular time. These inevitable variations in the definition of Economics arise because of the fact that the subject studies human beings and their behaviours are subject to different interpretations. To substantiate the argument that Economics has different interpretations based on individual perspective, the investigator quotes some definitions given by different authorities in Economics and link-up with the four parameters (Production, Distribution, Exchange and Consumption) of which this research work focuses on one upon which is the key driving force of any entrepreneur.

Economics Curriculum constitutes one of the most relevant learning experiences which are offered as a school subject within the context of the Nigeria education system that can expose the learner to different kinds of organizational skills outside the school system. The main objective of Economics as an educational programme is to change individual behaviours regarding economic issues which is an indispensable tool for job creation, building and developing effective citizens who would transform Nigeria into an industrial state. Marshal as cited in Falodun (2003), present Economics as a subject that has relevance in everyday life and could prepare graduates for meaningful living and entrepreneurial career in future. Davies in Oleabhiere (2012) maintains that economics is helpful to all and sundry; individuals, students, group, association, political class and even government to make choice, allocate and economize resources for the well-being of all.

An entrepreneur is an individual who sees opportunities for new products or services and raises the money and organizes the wherewithal to produce and deliver them to the consumers. The money may come from him or from other sources. Entrepreneurs are essential risk-takers who are generally associated with economic growth. Entrepreneurship means creating and building something of value from practically nothing. That is, entrepreneurship is the process of creating or seizing an opportunity and pursuing it regardless of the resources under control. It involves the creation (production), distribution (income/reward), exchange (marketing), and consumption of goods and services to satisfy human wants which are the basis for Economics as a school subject.

Entrepreneurship is very important to man and the entire economy of a nation at large. It encourages innovation of new concepts and ideas into businesses to earn a living, create jobs and increase the Gross Domestic Product (GDP) of a country. Rychen & Salagnik (2003) noted that Entrepreneurial skills are acquired through training and emphasizes the acquisition and development of appropriate knowledge and skills that enable an individual to maximize the resources around him within the limits of his capability. Entrepreneurial skills consist of effective utilization of ideas, information and facts that help a learner develop

competencies, marketing services or employees of industries. These skills can be acquired through vocational training or learning experiences gathered from the curriculum contents of Economics at different levels.

The solution to unemployment is entrepreneurship and this has to be instilled into the youth while in the school to reactivate their skills to entrepreneur skills and also inculcating entrepreneurial habits and culture capable of transforming the student into a complete entrepreneur. This culture can be enhanced through the use of the resources and content available in Economics curriculum.

It therefore becomes pertinent that introducing and encouraging the students to exploit the potentials of the contents in Economics is one way that entrepreneurship skills acquisition can be acquired and their learning opportunities diversified. This will enable the students to know about the different skills that can be useful in order to be a successful business owner.

The researcher observed that the primary role of curriculum of Secondary education is to enhance students' knowledge, skills, attitudes and abilities while simultaneously empowering them as lifelong critical, reflective learners. The focus of curriculum goes beyond having a workforce for economic competitiveness. To achieve this, the curriculum must be in line with skill development that is related to the needs of the labour market. This therefore means that, to reducing problem of unemployment among the Nigerian youth, their curriculum must be aligned with the needs of the labour market which the contents of Economics curriculum have done.

The whole world is clamouring for self-sustenance in terms of creating business to satisfy the needs and numerous wants of its citizens. This can only be achieved through education and training. The question now is, why are the graduates of Economics at all levels in Nigeria still find it difficult to get themselves engaged in one form of profitable business or the other? Therefore, this study sought to assess the adequacy of Economics curriculum for the acquisition of entrepreneurship skills in Senior Secondary Schools in North Central, Nigeria. North-Central Geo-political Zone is one of the six Geo-political zones in Nigeria consisting of seven states including FCT, namely Benue, Kogi, Kwara, Nassarawa, Niger and Plateau.

This study is based on **the theory of Science of Curriculum Product propounded by Franklin Bobbitt (1918)**

The theory of “**Science of Curriculum Product**” as stated by Franklin Bobbitt (1918) opined that, the purpose of education is to bring about significant changes in the students' pattern of behaviour. The theory recognizes that statements of objectives in schools are reflected in the curriculum. Tyler (1949) stressed that the success or failure of any programme and the individual learners is judged on the basis of curricula.

This theory viewed curriculum as the means that prepares learners for the definite and adequate activities of production of goods and rendering of services. The advocates of this theory were of the view that abilities, attitudes, habits, appreciations, skills and forms of knowledge that learners need in their career is provided by the curriculum content. This theory was acknowledged by some curriculum experts such as Tyack (2007), Andi (2007) and Derek (2009) who all observed that curriculum is essentially a roadmap that develops in learner's cognitive, affective, psychomotor and psycho-productive domain. In this theory, the curricular framework is centered on the grounds of education theory and work-based learning, aimed at boosting the pre-graduation employability of students by increasing their practical knowledge and ability to learn skills.

The theory established that curriculum is built upon the philosophy of economic rationalism that guides the learners into lifetime learning. Under this theory, curricular is the major provider of practical knowledge, skills and technical know-how to learners. The advocates of the theory maintained that, learners get their hands-on experience in the workplace and get accustomed to continuing learning at work. They take the initiative to build the habit of learning for improvement (Gyang, 2003). This is in line with Omorogbe & Eseosa (2010), who observed that curriculum was to provide the learners with only appropriate skills and the development of mental, competences, physical and social abilities to equip them with life and contribute to

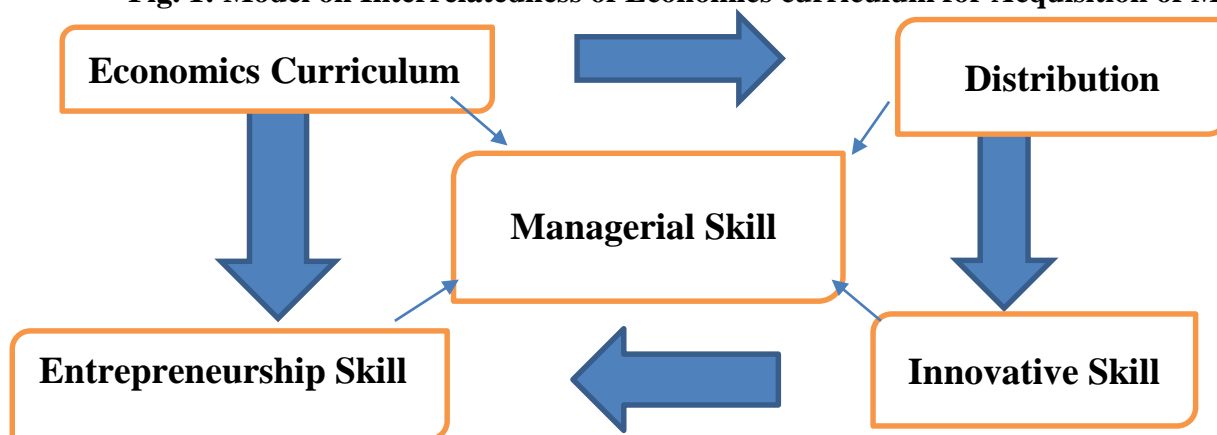
the development of the society.

This theory in summary was based on two components: (1) the core requisite Job skills that are to be integrated throughout the instructional course sequence of a given programme; and (2) the technical skill standards that reflect the occupational-cluster performance requirements unique to a given course. The theory emphasizes on core requisite job skills that are basic requirements for any career. Nevertheless, one of the criticisms made was that there is no social vision or programme to guide the process of curriculum construction.

The theory of Science of Curriculum Product was suitable for this study which says adequacy of the contents of Economics curriculum for entrepreneurship skill acquisition since the theory viewed curriculum as that which prepares learners for the definite activities of production of goods and rendering of services. The contents of Economics curriculum is to prepare learners for entrepreneurial activities of production, managing, marketing and wise consumption of goods and services.

Marshall in Osanaiye (2019) confined Economics to be the study of consumption, production, exchange and distribution of wealth by men engaged in the ordinary business of life. According to him, Economics as a social science, deals with the activities of mankind that include; the production, distribution, exchange and consumption of goods and services. Therefore, this study considers one of the four parameters of Economics by Marshall, the distribution. Distribution determines the proportion in which the individual shares in the product. It divides the goods according to social laws. The researcher in line with the definition of Economics given by Marshall, presented the pictorial figure of the relationship that exist within the four parameters of the definition.

**Fig. 1: Model on Interrelatedness of Economics curriculum for Acquisition of Managerial Skills**



**Source: the Researchers**

**Distribution** according to Marshall in the strict economic sense is a branch of Economics which deals with what determines the share of National income received by those who supply factors of production-land, labour, capital and entrepreneur. The price of labour is wage; the owner of land receives rent; the price of capital is interest; the entrepreneur earns profits. Their rewards depend on the forces of demand and supply. An entrepreneur employs other factors of production-land, labour and capital so as to make profit. This involves managerial skill i.e ability to coordinate human and material resources. A business owner needs managerial skills so as to effectively manage and coordinate the human and material resources available to him/her. Therefore, the effectiveness of distribution is dependent on managerial and Innovative skills. This innovative skill is needed in order to find out the needs of consumers (market survey) and to produce or create something unique to attract the target market.

Ibrahim (2010) opined that unemployment, poverty and other socio-economic problems have been the bane of many nations, especially developing ones like Nigeria. In Nigeria, unemployment has now become a household phenomenon due to the increase in the number of graduates that lack the desired entrepreneurship skills to successfully engage in and sustain the vocations they are trained to engage in as self-employ individuals.

Based on these observations, the study therefore sought to assess the views of teachers and students on the adequacy of economics curriculum for acquisition of managerial skills in Senior Secondary Schools in North-Central Geo-Political Zone of Nigeria.

### **Purpose of the Study**

The purpose of this research was to assess the adequacy of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North-Central, Nigeria. It is on this fact and among other objectives that the investigator sought to:

- i. examine the views of teachers and students on the the adequacy of the contents of Economics curriculum for the acquisition of managerial skills;
- ii. Compare the mean responses of the respondents in the four States on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills.

### **Research Questions:**

The following research questions were generated to guide the course of the study.

- i. What are the views of teachers and students on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria?
- ii. Is there any difference in mean response of the respondents among the four States on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills?

### **Hypotheses**

The following null hypotheses were formulated to guide the course of this study:

H<sub>01</sub>. There is no significant difference in the views of teachers and students on the adequacy of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria

H<sub>02</sub>. There is no significant difference on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools among four States in North Central, Nigeria.

### **Methodology**

Descriptive survey was used for opinion of respondent since the population is large and a portion was sampled in order to elicit responses that were generalized, which means that the opinions of teachers and students were sought with regards to the adequacy of Economics curriculum contents for managerial skills acquisition in Senior Secondary School in North Central, Nigeria. The population of the study comprised all



the State owned Senior Secondary School Economics Teachers and students in North Central, Nigeria. The Federal Ministry of Education (FME, 2016) summary of the total Senior Secondary School statistics indicated that North Central, Nigeria has a total number of six hundred and forty nine (649) Senior Secondary Schools, four thousand-four hundred and ninety six (4,496) Economics teachers, and seven hundred and eighty four thousand, one hundred and thirty three (784,133) Economics students across the North Central, Nigeria. Simple random sampling technique was used to select four states out of the seven states that constitute the North Central zone. The States are: FCT, Benue, Kogi and Nassarawa States, and four Senior Secondary Schools from each State. Stratified proportional sampling technique was used to select forty six (46) and four hundred and sixty-seven teachers and students of Economics respectively. This study utilized one instrument which was used in data collection tagged Adequacy of Economics Curriculum for Managerial Skill Questionnaire (AECMSQ). The instrument contained seven (7) items to elicit feedback from the respondents. The instrument was administered and re-administered on three (3) teachers and thirty (30) students in a Senior Secondary School in Gwagwalada which was not part of the sampled schools. This was to ensure test-retest approach for reliability which yielded a coefficient index of 0.82 and was adjudged reliable for the study. Following the assertion of Tracy (2006) that, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1. The researcher used descriptive statistics of frequencies, mean score and standard deviation to answer the research questions at 2.50 decision rule. Any mean score from 2.50 and above was accepted or agreed and mean score below 2.50 was rejected or disagreed. While t-test statistic and Analysis Of Variance (ANOVA) were used to test the hypotheses to either accept or reject each of the hypotheses as the case may be at the 0.05 level of significance.

**Research Question One:** What are the views of teachers and students on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria?

**Table 1: Teachers and Students' views on Adequacy of the Contents of Economics Curriculum for the Acquisition of Managerial Skills in Senior Secondary Schools in North Central, Nigeria**

S/N	Questionnaire Items	Teachers' View				Students' View			
		Fx	Sum	Mean	Decision	Fx	sum	Mean	Decision
1	Economics contents provide skills necessary for division of labour and specialization.	160	46	3.48	Agree	1623	467	3.48	Agree
2	Economics contents provide skills necessary for training and retraining of staff.	92	46	2.00	Disagree	930	467	1.99	Disagree
3	Economics contents provide skills for setting goals.	147	46	3.20	Agree	1503	467	3.22	Agree
4	Economics contents provide skills Necessary to communicate effectively using oral and written skills.	77	46	1.67	Disagree	756	467	1.62	Disagree

5	Economics contents provide skills necessary to control, direct and delegate authority.	120	46	2.61	Agree	1360	467	2.91	Agree
6	Economics contents provide skills necessary for organizing human and material resources for goal attainment.	145	46	3.15	Agree	1404	467	3.01	Agree
7	Economics contents provide skills for settling dispute among staff.	87	46	1.89	Disagree	833	467	1.78	Disagree
<b>Sectional Mean</b>				<b>2.57</b>				<b>2.57</b>	

Tables 1 showed the analysis of data on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria. Both groups had the same mean score of 2.57 which was 0.07 higher than 2.50. This indicated that the mean score is weak and not significant. Meaning that the curriculum contents of Economics can offer managerial skills. Items 2, 4 and 8 showed low extent (disagree). That is to say that the respondents disagreed to their adequacies for acquisition of managerial skills.

**Research Question 2: Is there a Difference in Mean Response of the Respondents Among the Four States on the Adequacy of the Contents of Economics Curriculum for the Acquisition of Managerial Skills?**

**Table 2: Difference in Mean Response of the Respondents Among the Four States on the Adequacy of the Contents of Economics Curriculum for the Acquisition of Managerial Skills**

States	FX	N	Mean	Decision
FCT	355	136	2.61	Agree
Kogi	303	121	2.50	Agree
Nassarawa	332	135	2.46	Disagree
Niger	317	121	2.62	Agree
<b>Sectional Mean</b>			<b>2.55</b>	<b>Agree</b>

Table 2 shows the difference in mean scores of respondents on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in among the four states in North Central, Nigeria. Respondents from FCT indicated a mean score of 2.61; respondents from Kogi indicated 2.50; Nassarawa had 2.46 while respondents from Niger indicated 2.62. The mean scores of the States are relatively close but Nassarawa had the lowest mean score of 2.46. The respondents from Nassarawa disagreed that the curriculum contents of Economics cannot offer managerial skills. Nevertheless, the sectional mean was 2.55 > 2.50, which was agreed.

## Hypotheses

**H<sub>01</sub>.** There is no significant difference in the views of teachers and students on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria

**Table 3: t-test result on the views of teachers and students on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria**

Status	X	SD	F	Sig.	T	df	Sig.(2-tailed)	Decision
Teachers	2.57	0.3						
Students	2.57	7	.305	.58	.003	511	.997	Accepted
		0.40		1				

The analysis in Table 3 was carried out to determine whether teachers and students differed significantly in their views on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria. A significant value of  $0.997 > 0.05$  level of significance showed that the null hypothesis stated is accepted meaning that there is no significant difference in the views of teachers and students on the adequacy of Economics curriculum contents for acquisition of managerial skills. It simply implies that the views of teachers and students did differ, therefore bringing the conclusion that the contents of Economics curriculum contents were adequate for the acquisition of managerial skills in Senior Secondary Schools in North Central, Nigeria.

**H<sub>02</sub>.** There is no significant difference on the adequacy of the contents of Economics curriculum for acquisition of managerial skills in Senior Secondary Schools among four states in North Central, Nigeria.

**Table 4: One-way ANOVA Result of the views of Teachers and Students on adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools among four States in North Central, Nigeria.**

Adequacy on Managerial Skills	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	2.463	3	.821	1.598	.189	Accepted
Within Groups	261.520	509	.514			
Total	263.983	512				

Analysis on table 4 was carried out to determine the views of teachers and students on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools among four States in North Central, Nigeria. With significant value of 0.189 (more than the 0.05 level of



significance), the researcher found that there is no significant difference in the views of teachers and students on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills in Senior Secondary Schools among four States in North Central, Nigeria. The hypothesis is therefore accepted.

### Discussion

The sectional mean of 2.57 was the same for both teachers and students which showed that the respondents agreed that the contents of Economics curriculum can offer managerial skills but not to a high extent. 2.57 and 2.50 is just a variation of 0.07 which is not significant. This study is in agreement with the study conducted by Oduma (2010) who concluded that students should be taught to possess leadership competencies. The result of the hypothesis two which states that there is no significant difference in the views of teachers and students on the adequacy of the contents of Economics curriculum for acquisition of managerial skills was accepted which showed that there no significant difference in their views.

The respondents had a sectional mean of  $2.55 > 2.50$ , which was agreed. Hypothesis six ( $H_{06}$ ) was rejected. Concluding that there is significant difference in the views of teachers and students on the adequacy of the contents of Economics curriculum for the acquisition of managerial skills among the four states selected in the North Central, Nigeria. The study therefore found out that the contents of Economics curriculum does not offer skills for the management human and material resources. This study concurred with Agomuo (2002) that there is positive relationship between entrepreneurial abilities of the individuals and development of small-scale business management skills. This study is in agreement with Ibrahim (2017) assertion that students should be prepared to acquire skills that will make him/her to successfully manage customers. Also Udoh (2010) who stated that entrepreneur need to have leadership skills such as good communication, get along with others among others.

### Conclusion

The study on the adequacy of the contents of Economics curriculum for managerial skills acquisition in Senior Secondary Schools in North Central, Nigeria concluded that the contents of Economics curriculum are adequate for the acquisition of managerial skills based on the views of teachers and students. From hypothesis, it can be concluded that the four States do not differ significantly in the views of the respondents from the different States. It can therefore be concluded that the contents of Economics cannot offer managerial skills. But those aspects that were rejected can still be made up to have a robust curriculum contents for entrepreneurship skills acquisition in Secondary Schools.

### Recommendations

In reference to the findings and conclusion from this study, the following recommendations were made: There is need to work on the following contents;

The curriculum stakeholders should make provision for field work or practical implementation of the contents to enable the learners have the practical knowledge.

The curriculum planners should include how training and retraining of staff should be done and management of dispute among staff in the curriculum. These would enable anyone who has the passion for establishment of a business venture to know how to manage his human resources within the organization.

The curriculum stakeholders should endeavor to help the students acquire skills on how to select the right customers and how to handle complaints from the customers. These would help the producer or marketer to maintain good relationship with the customers.

Curriculum stakeholders should liaise with industries around to form a kind of partnership to ease the transmission of these skills. That is, having school-industrial link so as to have the practical knowledge.

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