

**INSTRUCTIONAL MATERIALS: A TOOL FOR EFFECTIVE IMPLEMENTATION OF
ENTREPRENEURSHIP CURRICULUM IN SENIOR SECONDARY SCHOOLS IN
ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE**

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Abstract

This study examines the use of instructional materials as a tool for effective implementation of entrepreneurship curriculum in senior secondary schools in Ilorin South Local Government Area of Kwara State. The objective is to determine the effectiveness of instructional materials utilization in the implementation of entrepreneurship curriculum in senior secondary schools with a focus on Ilorin South Local Government Area of Kwara State. The paper adopted a descriptive survey research design, and the study population comprised both students (10519) and entrepreneurship teachers (37). A sample of 370, drawn through a multi-stage sampling procedure, was used in the study. Data used in this study were collected through a researcher-made questionnaire, which had a reliability index of .70, and were analyzed using mean and standard deviation to answer research questions and chi-square to test hypotheses. The findings of the study revealed that there was a significant influence of the utilization of instructional materials for effective implementation of entrepreneurship curriculum in senior secondary schools in Ilorin South Local Government Area of Kwara State. The study concludes that: teachers' instructional competency and use of instructional materials significantly influence implementation of entrepreneurship curriculum in senior secondary schools in Ilorin South Local Government Area of Kwara State. It therefore made the following recommendations, among others: Kwara State Ministry of Education should organize workshops to train teachers' instructional delivery competencies for the implementation of entrepreneurship curriculum in senior secondary schools, and teachers should be creative in using the availability of instructional materials for the implementation of entrepreneurship curriculum at the same level of education.

Keywords: *Instructional Materials, Implementation, Entrepreneurship, Curriculum, Senior Secondary Schools and Kwara State.*

Introduction.

Economic empowerment of the citizenry is the prime objective of any nation. In Nigeria, entrepreneurship education is one of the approaches which the federal government designed and embraced to reduce mass poverty and unemployment and increase self-reliance among youth. Entrepreneurship education and training entail the philosophy of self-reliance, such as creating a new cultural and productive environment, promoting a new set of attitudes and culture for the attainment of future challenges (Arogundade, 2011). Entrepreneurship education in Nigeria is geared towards bestowing young school leavers with the pre-requisite competencies essential to function effectively in the world of work.

At present, Nigeria operates a 9-3-4 system of education; the first 9 years are referred to as Universal Basic Education, which is made up of 6 years of primary education and 3 years of junior secondary education. On the completion of 9 years Universal Basic Education programme, a child can branch off into any trade of his/her choice, while those who wish to continue their career in education can move on to the 3-year senior secondary education. At the end of three years' senior secondary education, children who are capable and eager to continue their educational pursuit can move on to universities for their tertiary education. In 2010, the senior secondary education curriculum was developed to complement the 3-year system of education. The curriculum was designed to equip the students with relevant and functional trade and entrepreneurial skills needed for poverty eradication, job creation and wealth generation (Obioma, 2011). In his words, "The strategy for implementation of the new curriculum is to be done year by year commencing from September 2011 and in the process phase out the old curriculum.

The introduction of entrepreneurship secondary school curriculum in Nigeria is a good initiative which, according to NERDC (2011), aims at ensuring that graduates from secondary schools are professionally trained with entrepreneurship skills and possess relevant Information Communication Technology (ICT) skills that will equip them for challenges of the labour market. Hence every student, irrespective of his or her field of study is expected to study 5 core subjects viz; English Language, General Mathematics, Civic Education, Computer Studies and 1 out of the 33 trade and Entrepreneurship subjects which include: Auto body repair and spray painting; Auto electrical work; Auto Mechanical Work; Air condition/Refrigeration; Electrical installation and maintenance work; Radio, TV and Electrical Work; Block Laying; Brick Laying and Concrete Work; Painting and Decoration; Carpentry and Joinery; Upholstery; Garment Making; Cosmetology; Keyboarding; Leather Goods Manufacturing and repair; Animal Husbandry; Marketing; Tourism; GSM Maintenance and others.

However, curriculum implementation in senior secondary schools is done haphazardly by relevant authorities such as government and teachers who are said to be the major custodians and implementers of school curriculum. Though failure on the side of government in meeting with some of its statutory obligations might have posed serious challenges to the implementation of

entrepreneurship curriculum in public senior secondary schools in Kwara State, the teacher's quality in terms of instructional competence, subject mastery as well as delivery might be posing more serious challenges to the implementation of entrepreneurship curriculum in senior secondary schools in Kwara State.

Over time, successful attempts have been made to carry out evaluation studies of secondary school curriculum in various subjects of learning like Economics, Physics, Chemistry, English, Biology, Computer Studies, etc. However, available literature reveals little or no evaluation study on entrepreneurship curriculum implementation, especially in Kwara State and specifically, in Ilorin South LGA. For the objective of entrepreneurship to be realized, there might be a need to address all these issues arising from one problem to the other, to enable the students to be properly trained. This prompted the researcher to embark on ascertaining the extent of the utilization of instructional materials for effective implementation of entrepreneurship curriculum in senior secondary schools in Ilorin South Local Government Area of Kwara State.

Literature Review: Conceptual Framework

This section attempts to review the variables and indices of this study from Concepts of Curriculum, curriculum implementation, and entrepreneurship education.

Concept of Curriculum

The term curriculum has generated several definitions and meanings. The Encarta (2009) traces its origin to the early 19th century from a Latin word "currere", meaning "to run" or "running course". Kelly (1999) defined it as all (the school) planned and guided learning, which may be conducted in groups or individually inside or outside the school. Tanner (1995) defined it as a plan or programme directed by a school towards improving the learners' experiences. Gatawa (1990) described it as the responsibility of schools to bring about the totality of children's experiences. According to Module 5.process.doc (p.3), "Curriculum is a plan for ordering and directing the teaching-learning experiences that students encounter in an educational institution". Saud and Kamin have cited that Finch and Crunkilton (1998) defined curriculum as "the sum of the learning activities and experiences that a student has under direction of school". The word curriculum, according to Olorundare (2018), is one term with several but complementary meanings. All of the definitions cited have three terms in common. The terms are plan, guide, and direction, which mean that an effective curriculum should be properly planned and implemented by a guiding teacher in a specific direction.

Curriculum Implementation

Curriculum implementation is the translation of theory into practice, or proposal, section Ivowi (2004). Wealth of learning (2000) referred to curriculum implementation as how the planned or officially designed course of study is translated into syllabi, scheme of work, and lessons to be delivered to students. Curriculum implementation, according to Mkpa (2005), is the task of translating the curriculum document into the operating curriculum by the combined efforts of the

students, teachers, and other concerned. Garba (2004) defined curriculum implementation as a process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Moreover, Onyeachu (2008) viewed curriculum implementation as the process of putting all that has been planned in the curriculum document into practice in the classroom through the combined effort of teachers, learners, school administrators, parents, as well as interaction with physical facilities, instructional materials, and psychological and social environment. From the above definition, it appears to this researcher that curriculum implementation is the process of putting into action all the contents of the curriculum document for the purpose of achieving a specified purpose.

Concept of Entrepreneurship Education

The Nigerian educational system, which is a British colonial heritage, does not have much consideration for entrepreneurship education. The colonial education was designed to assist colonial masters administer Nigeria better by breaking the communication gap between the colonialists and the colonized Nigerians. Emphasis was placed on producing clerical and administrative officers, teachers, clergy, and other liberal arts graduates who would facilitate the westernization process. At independence, the post-independence governments did not do much to restructure our education curricula, right from the primary, secondary, through the tertiary stage. Liberal arts, through rote learning, dominated our educational system. Although our educational institutions have been expanding with geometric proportion, curriculum restructuring has been with arithmetic progression. Apparently worried by the soaring unemployment rate, declining per capita income, youths' restiveness in various parts of the country, in 2006, the Federal government directed all higher education institutions in the country to run entrepreneurship studies programme as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session (Okojie, 2009).

In 2006, the government of Nigeria announced the introduction of entrepreneurship education as entrepreneurship studies, to be integrated in the higher education curriculum as a compulsory course for students irrespective of area of specialization (Okojie, 2009). Effectively, the implementation started in the 2007/2008 academic session. In pursuance of the full implementation of entrepreneurship education, most tertiary institutions established a coordinating center for entrepreneurship education to support students' training. The Nigerian University Commission (NUC) was given presidential directives by the Ministry of Education to supervise and coordinate the programme of introducing entrepreneurship education in Nigerian institutions of higher learning (Okojie, 2009). The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance, and poverty reduction. Where appropriate skills, attitude, and knowledge accompanied by appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labor. This will reduce the rate of unemployment if not completely eradicated and move Nigeria from a consumer to a producer nation (Okah & Odelola, 2009). At inception, entrepreneurship

education was harped as the panacea for youth unemployment and a catalyst for sustained private sector-led growth.

The overall objective of Entrepreneurship education is to continuously foster Entrepreneurship culture amongst students with a view to not only educating them but also supporting graduates of the system towards establishing and maintaining sustainable business ventures, including but not limited to those arising from research.

Challenges of Implementation of Senior Secondary School Entrepreneurship Education

The problems that hinder the development of entrepreneurship education in Nigeria according to Ojeifo (2013) are poor government support, inadequate facilities and equipment for teaching and learning of entrepreneurship, lack of entrepreneurship teachers, poor implementation of entrepreneurship programme in the school curriculum, poor social attitude to technical and vocational education development, insensitivity of government to enterprise creation, lack of effective policy on entrepreneurship, poor access to capital, poor knowledge based economy among others. The following are the most important obstacles facing rapid entrepreneurial development according to Evans (2006):

- i. Rampant political and bureaucratic corruption together with the absence of social consensus on important macroeconomic policy issues;
- ii. Poor access to vocational and skills–development training for rural and urban youths involved in the informal economy;
- iii. Absence of regulatory mechanisms for effective oversight of enterprise development initiatives, especially those in the MSME space;
- iv. The presence of administrative and trade barriers that curtail capacity building and inhibit access to technical support;
- v. Significant infrastructural deficits (especially about roads and electricity) and systematic irregularities inimical to small businesses;
- vi. Absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level;
- vii. No doubt, one of the biggest challenges of any entrepreneur is access to capital.

Data Presentation and Analysis

This section deals with presentation and analysis of data. The data were presented and analyzed according to the research questions raised and hypotheses.

Research Questions

RQ1: What is the influence of teachers' instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria?

RQ2: How available are the instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria?

RQ3: What is the extent of the utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria?

Testing of Hypotheses

H01: There is no significant influence of teachers' instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria.

Chi-Square Tests for Significant Influence of Teachers' Instructional Competences on Implementation of Entrepreneurship Curriculum in Senior Secondary Schools

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	201.349 ^a	14	.000
Likelihood Ratio	311.174	14	.000
Linear-by-Linear Association	51.353	1	.000
N of Valid Cases	370		

a. 1 cell (4.0%) has an expected count less than 5. The minimum expected count is 4.90

The table above shows a Chi-Square test for significant influence of teachers' instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools. The X^2 -value is 201.349^a, LA-value is 51.353, df-14 by 1 Asymp. Sig. (2-sided) .000, at the 0.05 level. That is, sig is less than the significance level ($0.000 < 0.05$); the H01 was not retained, hence there is a significant influence of teachers' instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria.

H02: There is no significant influence of availability of instructional materials on the implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria.

Chi-Square Tests for Significant Influence of Instructional Materials on Implementation of Entrepreneurship Curriculum in Senior Secondary Schools

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	202.349 ^a	14	.001
Likelihood Ratio	311.174	14	.001
Linear-by-Linear Association	50.353	1	.001
N of Valid Cases	370		

a. 1 cell (4.0%) has an expected count less than 5. The minimum expected count is 4.90

The above table shows a Chi-Square test for significant influence of availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools. The X^2 -value is 202.349^a, LA-value is 50.353, df-14 by 1 Asymp. Sig. (2-sided) .001, at the 0.05 level. That is, sig is less than the significance level ($0.001 < 0.05$); the H02 was not retained, hence there is a significant influence of availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria.

H03: There is no significant influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria.

Chi-Square Tests for Significant Influence of Utilization of Instructional Materials for Effective Implementation of Entrepreneurship Curriculum in Senior Secondary Schools

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	203.349 ^a	14	.001
Likelihood Ratio	311.174	14	.001
Linear-by-Linear Association	52.353	1	.001
N of Valid Cases	370		

a. 1 cell (4.0%) has an expected count less than 5. The minimum expected count is 4.90

The table above shows a Chi-Square test for significant influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools. The X^2 -value is 203.349^a, LA-value is 52.353, df-14 by 1 Asymp. Sig. (2-sided) .001, at the 0.05 level. That is, sig is less than the significance level ($0.001 < 0.05$); the H03 was not retained, hence there is significant influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria.

Discussion of Findings

Findings from the table on research question “1” show the mean and standard deviation for responses on the influence of teachers’ instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools. The opinion of 370 respondents was weighted on four points Likert scale, 2.50 mean scale (SM) on 8 items ranging from 1 to 8, which yielded 3.27 pooled mean (PM) with standard deviation of 1.80. It is clearly shown that the pooled mean is greater than the scale mean ($PM > SM$). This implies that teachers’ instructional competences influence implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria. Drawing inferences from H_{01} , the Table shows Chi-Square test for significant influence of teachers’ instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools. The X^2 -value is 201.349^a, LA-value is 51.353, df-14 by 1Asymp. Sig. (2-sided) .000, at the 0.05 level. That is, sig is less than the significance level ($0.000 < 0.05$); the H_{01} was not retained, hence there is a significant influence of teachers’ instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria. This finding is in agreement with that of Nwoye (2012) revealed that Home economics students have low level of acquisition of entrepreneurial skill implicit in secondary school home economics curriculum, there is no gender influence in the level of acquisition of entrepreneurial skills among home economics junior secondary school students, school location does not affect the acquisition of entrepreneurial skills in home economics student and resources for teaching and learning of entrepreneurial skills implicit in the home economics curriculum are not available in secondary schools in Anambra state.

Similarly, findings from the table on research question “2” show the mean and standard deviation for responses on available are the instructional materials for effective implementation of the Entrepreneurship Curriculum in senior secondary schools. The opinion of 370 respondents was weighted on four points Likert scale, 2.50 mean scale (SM) on 24 items ranging from 9 to 32, which yielded 3.35 pooled mean (PM) with standard deviation of 1.83. It clearly shows that the pooled mean is greater than the scale mean ($PM > SM$). This implies that the availability of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria is adequately available. Drawing inferences from the H_{02} Table shows a Chi-Square test for the significant influence of availability of instructional materials on the implementation of Entrepreneurship Curriculum in senior secondary schools. The X^2 -value is 202.349^a, LA-value is 50.353, df-14 by 1Asymp. Sig. (2-sided) .001, at the 0.05 level. That is, sig is less than the significance level ($0.001 < 0.05$); the H_{02} was not retained, hence there is a significant influence of availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria. This finding is in agreement with that of Akpan, Unung and Usoroh (2014); findings revealed that there was a significant difference in technical, handiwork and teamwork skills and students' interest in Home Economics

in Uyo Educational Zone of Akwa Ibom State. Thus, all the null hypotheses were rejected, and the alternative ones were accepted.

Finally, findings from the table on research question “3” show mean and standard deviation for responses on utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools. The opinion of 370 respondents was weighted on four points Likert scale, 2.50 mean scale (SM) on 24 items ranging from 33 to 56, which yielded 3.61 pooled mean (PM) with standard deviation of 1.90. It clearly shows that the pooled mean is greater than the scale mean ($PM > SM$). This implies that the utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria is highly utilized. Drawing inferences from the Ho3 Table shows a Chi-Square test for the significant influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools. The X^2 -value is 203.349^a, LA-value is 52.353, $df = 14$, by 1 Asymp. Sig. (2-sided) .001, at the 0.05 level. That is, sig is less than the significance level ($0.001 < 0.05$); the H03 was not retained, hence there is influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria. This finding corroborated that of Ediagbonya (2013), who revealed that there is a significant utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Kaduna State, Nigeria.

Conclusion and Recommendations

The purpose of this study is to investigate the effect of the use of instructional materials on the Implementation of Entrepreneurship Curriculum in Senior Secondary Schools in Ilorin South Local Government Area of Kwara State. Based on the findings of this study, it was concluded that there is a significant influence of teachers’ instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools, there is a significant availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools, there is significant influence of utilization of instructional materials on effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria. Based on the foregoing, it was recommended that: Kwara State Ministry of education should organize workshop to train teachers’ instructional delivery competences for the implementation of Entrepreneurship curriculum in senior Secondary Schools; Teachers should be creative to use availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools and Teacher should by all means utilize instructional materials during teaching for effective implementation of Entrepreneurship Curriculum in senior secondary schools.

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