

CURRICULUM REDESIGN AND ENTREPRENEURSHIP SKILLS ACQUISITION AT TERTIARY EDUCATION LEVEL

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ABSTRACT

The study was carried out to examine the effect and benefit of curriculum redesigning in Entrepreneurship Education at tertiary level in Nigeria. To achieve the purpose of this scholarship, four (4) Tertiary Institutions were carefully and randomly selected from the FCT-Abuja and Lafia, Nasarawa State. These Institutions are University of Abuja, National Open University of Nigeria, Abuja Campus, Nasarawa State University, Keffi and Federal University, Lafia. The Primary Instrument used to generate data was questionnaire which was distributed to four hundred students (400) with one hundred (100) each to the Tertiary Institutions mentioned. Survey research design was employed in this study, and all the hypotheses were subjected to testing at 0.05 level of significance. Conclusion and recommendations were put forward as policy options for consideration.

Keywords: Curriculum Redesign, Entrepreneurial Skill, Nigerian Tertiary Institution

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Introduction

Entrepreneurial Education is focused on developing students with the Passion and Multiple skills. It aims to reduce the risk associated with entrepreneurship thought and guide enterprise successfully through its initial stage to the maturity stage. According to Brown (2000) entrepreneurial education is designed to communicate and inculcate competencies, skills and Values needed to recognize business opportunity, organize and start new business venture and reduce unemployment in the society among youth. From the foregoing, the quest of the Federal government, institutions and cooperate bodies as well as individual to reduced unemployment rate in Nigeria is increasingly becoming public policy problem. However, practical approaches have been advocated by researchers to introduce entrepreneurial skill acquisition courses to the school Curriculum at the University level.

Researchers and curriculum developers observed that the importance of entrepreneurship education is an enormous employment potential which can help to improve the quality of lives of those who graduated from tertiary institutions as well as sustain a healthy economy (Marline 2007), Nwachkwu 2005. Consequently in close allied to the aforementioned and to make up for the curricular inadequacies in meeting unemployment problem, the National University Commission (NUC) and Nigerian

Educational Research and Development Council (NERDC) and the National Youth Service Corps (NYSC) has been organizing workshops on entrepreneurship for Nigerian Students as away in tackling unemployment challenges facing youth and young graduates in Nigeria in recent time. However, to further strength and encourage entrepreneurship education in Nigeria, NERDC through the new Nine-Years Basic Education Curriculum (BEC) is helping pupils and students at both Primary and Secondary Schools to develop entrepreneurial mindsets and skills that will eventually take them to University only if they are been encouraged at the tertiary education level by stakeholders concern.

Thus, research shows that the intellectual meetings of Professionals from different academic fields by the National Universities Commission's workshop have produce a draft curriculum on entrepreneurship skills acquisition programmes which hitherto many Nigerian Universities are yet to adopt and implement. According to Bassey and Archibong (2005) in Ekpoh and Edet (2011) the goal of entrepreneurship education intended to empower graduates irrespective of their area of specialization with skills that will enable them engage in income yielding venture, if they are unable to secure jobs in the public sector. Consequently, entrepreneurship skill acquisition in the tertiary Institutions will turn millions of graduates annually from job seekers to jobs creators. Obanya, (2012) pointed out that entrepreneurship education is panacea for the employability of products of the school system, Obanya stressed that entrepreneurship education would automatically transform its beneficiaries into creators of jobs instead of job seekers.

Entrepreneurship skill acquisition at the tertiary education is that type of education aimed at orientating would be graduates into self reliant employers. In similar vain, Undensi, (2001) stressed that this type of education at the tertiary level will inculcate in the learners of any discipline, the abilities and managerial skills to engage in any productive Venture other than Public Sector employment.

Sequel to the aforementioned, the re-designing of the curriculum to include entrepreneurship education will bring about creative thinking among graduates which will lead to creation of wealth and self reliance in place of engagement in menial and undignifying jobs. Again there is a shift from the curriculum that enable learners to learn but without innovativeness and mental proactiveness.

Entrepreneurship or enterprise education as is been designed curriculum by Nigerian Educational Research and Development Council (NERDC) from the 9-year Basic Education curriculum is indeed appropriate to future prepare pupils and students alike for engaging in a self directed economic future such as seeking opportunities, taking risks, and having the tenacity to push an idea through to reality toward promoting the knowledge workers for the knowledge economy.

Literature Review

There is a growing concern among stakeholders in educational sub-sector, the government and even the cooperate organizations on the magnitude of jobless

graduates who involves in militancy and criminality, thuggery and cultism, prostituting and human trafficking among others in the society. It is on this background the National Universities Commission (NUC) from July, 2004 up to date, have been organizing workshops on entrepreneurship for Nigerian Universities as a way forward for jobless graduates to be significantly be self employed and independent.

According to Ekpoh and Edet (2011) the NUC workshop has produced a draft curriculum on entrepreneurial studies for Nigerian Universities. However, curriculum here implies knowledge which is dynamic, to be continuously and systematically adjusted or reorganized by the school to give the learner the opportunity to manipulate this knowledge or experiences in the course of interaction to his or her advantage. In other words, Curriculum on entrepreneurial skills will provide more details regarding entrepreneurship studies to the learners based on constant changing with the needs, challenges and aspirations of the society.

As emphasized by Isaac, Visser, Friedrich and Brigld (2007) entrepreneurship education is the type of education aimed at orientating individuals into self reliant. As pointed out by Undensi (2001), this type of education inculcates in learners of any discipline the abilities and managerial skills to engage in any productive venture.

The essence of advocating for re-designing the curriculum for entrepreneurial skills acquisition at the tertiary education level is to equip the graduates of Universities with the potentials to establish private business ventures as Ektuk and Mbate (2010) says, the entrepreneur is the person who holds the key to entrepreneurship. He is the visioner who must have a clear conception of what he has envisaged. More importantly entrepreneurship skills education at the tertiary level will also bring about creative thinking of students to be independent and self reliant after University in order to create wealth and sustain a healthy economy. It is important to state here that a comprehensive curriculum on entrepreneurial skills education would inculcate relevant knowledge, refine the minds of the students and prepare them to live a decent life and develop a virile society.

Statement of the Problem

In Nigeria millions of graduate from tertiary institutions are turned out yearly with magnitudes of them not having any hope of getting employment for their survival. As earlier mentioned from the literature review most of those graduates constitute themselves into armed robbery and prostituting, kidnapping and thuggery occasioned by joblessness.

Consequently, there is therefore urgent need for all stakeholders in education to redesign curriculum that will facilitate entrepreneurial skills education at the tertiary level that will enhanced economic and social life of graduates after university and thereby making them productive and self-fulfilling in the society through creation of wealth and posterity for sustainable social, economic and political development.

Purpose of the Study

The study was carried out to examine the effect of and benefit of Curriculum redesigning to accommodate entrepreneurial skills education at the tertiary level. Attempts have been made to identify factors essential to entrepreneurship education. These include the following:-

1. To ensure that relevant skills needed to acquire by the students at the university and after graduation.
2. To redesign the university curriculum to accommodate entrepreneurial education that will be of benefit not only to the graduating students but stimulate economic growth and prosperity.
3. The study also advocates involving all stakeholders in education sub-sector to objectively enforce the implementation of entrepreneurial education curriculum- to ensure sustainable economic growth in Nigeria.

Research Questions

1. To what extent will the redesign of curriculum on entrepreneurial education benefit the graduating students?
2. What level of involvement do government agencies and cooperate organization are doing to promote entrepreneurial studies at the tertiary institutions to reduce joblessness in the society?

Method

The primary instrument was a questionnaire which was distributed to four hundred (400) students with one hundred (100) each to the four tertiary institutions used in the area of study.

Pearson product moment correlation analysis was adapted to Test Hypothesis one. All the hypotheses were subjected to testing at 0.05 level of significance.

Hypothesis by Hypothesis Presentation of Results

In this section each of the hypotheses was re-stated in the null form. The variables as well as the statistical analysis techniques employed to test the hypotheses were identified and presented on tables. All hypotheses were subjected to testing at 0.05 level of significance.

Hypothesis I

There is no significant relationship between redesigning of curriculum on entrepreneurial skills acquisition and benefit to graduating students in the University. The independent variable involved in this hypothesis was redesigning of curriculum on entrepreneurial skills acquisition, while the dependent variable was the benefit to graduating students in the University. Pearson Product Moment Correlation – analysis was adopted to test the hypothesis. The result of the analysis was presented on table I.

Table I: Pearson Product Moment Correlation Analysis of the Relationship Between Redesigning of Curriculum on Entrepreneurial Acquisition and Benefit of Graduating Students in the University (n=400).

Variable	- X	SD	r-value
Redesigning of Curriculum on Entrepreneurial Skills Acquisition Studies	26.78	3.16	0.96
Benefit to graduating students in the University	29.35	4.52	

*Significant at 0.05 level, critical r- 0.088, df =399.

The result in table I indicates that the calculated – r-value of 0.96 was higher that the critical r-value of 0.088 at 0.05 level of significance with 399 degrees of freedom. With this result, the null hypothesis was rejected.

This result therefore implies that there is – significant relationship between redesigning of curriculum on entrepreneurial skills acquisition and benefit of graduating students in the University.

HYPOTHESIS II

Government and co-operate organization agencies promotion of entrepreneurial studies in tertiary institutions do not reduce joblessness in the society. The independent variable in this hypothesis was entrepreneurial skills agencies, (Government and co-operate organization), while the dependent – variable was to reduce joblessness in the society. The independent t-test analysis was adopted to test this hypothesis; the result of the analysis was presented on table II.

**Table II
Independent T-test Analysis of the Influence of Government and Co-operate Organization Agencies Promotion of Entrepreneurial Studies in Tertiary Institutions on Reduction of Joblessness in the Society (n=478)**

Variables n	- X	SD		T-Value
Government agencies	252	31.03	2.89	12.62*
Co-operate Organization agencies	228	27.48	3.23	
Total	480	29.35	4.53	

*Significant at 0.05 level, critical = 1.96, df=478.

The result in table 2, shows that the calculated t-value of 12.62 was higher that the critical t-value of 1.96 at 0.5 level of significance with 478 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implies that government and co-operate organization agencies promotion of entrepreneurial studies in tertiary institutions do reduce joblessness in the society.

Since the mean for government agencies of 31.03 (52.58) is higher than that of cooperate organization agencies of 27.48 (47.58), in the direction of significance test carried out, it shows that the direction of significance is towards the government agencies respondents. This means that the government agencies has a more significant positive influence on the government agencies promotion of entrepreneurial studies in tertiary institutions on reduction of joblessness in the society as shown in table 2.

Conclusion and Recommendation

The stakeholders in educational sub-sector should consider the redesigning of curriculum at the tertiary level important to include entrepreneurial skills acquisition studies to reduce unemployment.

National University Commission (NUC) and other relevant bodies should enforce the integration of entrepreneurial education to meet the challenges of the societal needs. Finding also shown that facilitating entrepreneurial skills acquisition in tertiary education need collaborative efforts from both co-operate agencies, government and the students and as well as their teachers to ensure the workability of entrepreneurial innovation in Nigeria Universities. Following the result, engaging student in all form of entrepreneurial skills education will reduce unemployment significance.

More importantly, teachers should be train for the challenge of Entrepreneurship Education to ensure the success of the programme of the University level. Sequel to the aforementioned specific training to teachers in handling Entrepreneurship Education is crucial in order to make entrepreneurship education generally available and effective.

Government should encourage Nigerian Educational Research and Development Council in bridging this gap through the 9-Year Basic Education Curriculum which entrepreneurial education is an integral part of the basic education curriculum from Primary 4-6 and Junior and Senior Secondary Schools.

Since entrepreneurship education is about life-wide as well as lifelong competence development, teacher or lecturers should be consider for training as a critical success factor in achieving entrepreneurial skills education at the University level.

Lastly, the National University commission (NUC) should ensure that lecturer possess the necessary pedagogical skills to handle practical subjects in entrepreneurship skill acquisition. More importantly, entrepreneurship policy agenda should be put in place for all tertiary institution in Nigeria if we are to be the top economy in the world in 202020.

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