

Creative Arts Curriculum Development for Entrepreneurship Skills Acquisition at Tertiary Education Level in Nigeria

OGBOJI, B.A.

Department of Arts Education, University of Nigeria Nigeria

Dr.EZEUGWU, J.O

Department of Science Education, University of Nigeria Nsukka

Email :ezeugwujustin@gmail.com

Abstract

The study sought to identify the creative arts contents for entrepreneurship skills acquisition at tertiary education in Nigeria. Three research questions guided the study. The study adopted a descriptive survey design and the sample comprised of hundred (100) out of a population of one hundred and ninety six (196) students of the Department of Arts Education. The three sets of questionnaire instruments were validated by three experts. The instrument reliability coefficient was determined using Crombach Alpha which yielded 0.82. Questionnaire was used to generate data for the study and the data were analyzed using mean, standard deviations and weighted averages. Any mean that was below 2.50 was rejected. The result revealed that all the creative arts contents such as portrait painting, moulding in mass production process of two-dimensional, three-dimensional, percussion/instrumentation and theatrical aspects respectively are creative arts contents for entrepreneurship skills acquisition at tertiary education in Nigeria. The major problem was lack of creative arts programme in tertiary institutions in Nigeria. Recommendations were made on the basis of the findings of the study.

Introduction

Curriculum at the university level is crucial because it is the level that aims at professionalism in all its areas of academic discipline. Curriculum, according to Wikipedia (2011), is the set of courses, and their content, offered at a school or university. Creative Arts curriculum is integrated because the programme has learning experiences that encompass visual art, music, dance and drama. Content according to Nicholls (1981:48) "might be described as knowledge, skills, attitudes and values to be learned". Contents are facts or topics which make up different discipline taught to the learners (Offorma 2002). Each component of Creative Arts has special skill to offer to the individual. For the integrated nature of Creative Arts Wikipedia (2010) aversed that Creative Arts is the term used to describe different types of art. It is generally described as different types of art, it is generally used as an umbrella for dramaturgy, (music theory, music history, musicology) graphic art, performing arts, film and publishing, galleries, museums and visual arts.

The contents of each aspect of creative arts inculcates knowledge, attitude, skills, values etc which when acquired by the learner, he or she becomes productive in any chosen aspect of creative art production. The contents offer the learner entrepreneurship skills. Any person who acquired these skills can automatically be self employed thereby contributing to the economic growth of his nation.

Creative Arts skills produces highly skilled artists, designers who have capacities in the numerous products of art. Similarly, the persons whose creative ingenuity has being acclaimed include Michael Angelo in the visual Arts, shakes pear in Drama and Einstein in music to mention but a few.

In Nigeria, persons like Ben Enw-onwu, Wole Soyinka, Cyprain Ekwensi, Ola Rotimi, Chinua Achebe and Akin Euba have disguised themselves as accomplished artist. Most of their themes are reflective of socio-cultural condition in Nigeria. Graduates of creative Arts are equipped for careers in industries, mass media and teaching service.

Entrepreneurship is development of skill for both individual growth and economic development of any nation. According to Iheonunekwu (2003) entrepreneurship refers to the attitude, skills and actions of an individual or individuals starting a new business. Creative Arts curriculum at the university is an entrepreneurial programme which equips the individuals with practical skills that will make him or her creative in a number of artistic production; such skills include the two and three dimensional creative art skills. For two-dimensional creative art skills, they include skills for interior decoration, advertising, poster designing, lettering, typography and portrait making. The three-dimensional creative arts skills include modeling, carving, ceramics, moulding, sieving, textile designing, and portraits making while theatrical creative arts skills include percussion/instrumentation coral in singing, voice techniques in creative speech, melo-drama with music at the background, symmetrical and asymmetrical movement in dance, improvisation in making, play writing programmes of the Centre for Entrepreneurship and Development Research (2011) write that the programme is designed to provide basic encouragement, relevant guidelines and positive mindset for entrepreneurship among undergraduates. Also the centre states that the programme is to engender creativity, innovation and self-reliance during the formation stages of human development and cause entrepreneurial culture to prevail.

Creative Arts in the university has learning experiences that looks exactly like that of vocational education. This is called occupational survival skills by Nelson a Leach (1981). The skills relate to problem solving, human relations, decision-making and effective communication (Offorma, 2009). According to Hodgetts (1982) some attributes required by entrepreneurs include mental ability, human relation skills, high achievement drive and creativity. In recognition of a money-making opportunity, the entrepreneur sets up a business to exploit it. Creative Arts curriculum will likely equip the learners with skills that will make them self-reliant, prepare them to enter into jobs that will sustain them in life. Offorma (2005) opines that such programmes are supposed to be inculcated in the learners' life coping skill with which they can survive in the society after graduation.

University education is the level that produces the highest level of manpower for world of work. To achieve this, the Federal Republic of Nigeria (2004) stipulates as goals of University Education that University education shall make optimum contribution to national development by:

- (a) Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation;
- (b) Making professional course contents to reflect our national requirements and
- (c) Making all students, as part of a general progrmame of all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism.

Against this background, any programme that developed needs to be appraised, to find out whether the programme is useful and of acceptable standard should meet the purposes for which it inculcates entrepreneurial skills. The need to solve the problems of unemployment for graduates and youths in the country has necessitated the improvement of old programmes and development of educational programmes for entrepreneurship skills. Therefore, the problem of the study, put as a question is: what are the creative arts skills for acquisitions for entrepreneurship in tertiary institution?

Three research questions were posed to guide the study. They are:

- (1) What are the two-dimensional creative arts contents for entrepreneurship skills acquisition at tertiary education?
- (2) What are the three-dimensional Creative Arts contents for entrepreneurship skills acquisition at tertiary institution?
- (3) What are the theatrical (Drama, Music, Dance) creative arts contents for entrepreneurship skills acquisition at tertiary institutions?

Methodology

The study which consists of one hundred (100) arts education students randomly sampled from a population of one hundred and ninety six (196) students was conducted with the descriptive survey design. The instrument for the study was validated by three experts, two in arts-education and one in measurement and evaluation of the University of Nigeria Nsukka. The instruments reliability coefficient was determined using Crombach Alpha coefficient technique, used for multiplying scored questionnaire items. The coefficient was found to be 0.82 and this is high enough to be accepted as being reliable. Data was analyzed using mean, standard deviations and weighted averages. Any mean that is 2.50 and above is accepted and those below are rejected.

Results: Research Question One

What are the two-dimensional creative arts contents for entrepreneurship skills acquisition at tertiary institutions in Nigeria?

Table 1: The responses of students on two-dimensional creative arts content for entrepreneurship skills acquisition at tertiary education

S/No	CREATIVE ARTS CONTENTS	SA (4)	A (3)	D (2)	SD (1)	X	X	Decision
1	Printing in interior decoration	30	28	26	16	100	2.7	Accepted
2	Advertising in prints/electronic media.	29	33	24	14	100	2.8	Accepted
3	Printing in packaging outfit	40	33	16	11	100	3.02	Accepted
4	Poster designing	32	28	22	18	100	2.7	Accepted
5	Lettering in illustration	21	44	28	07	100	2.8	Accepted
6	Typography in book publishing	43	30	12	10	100	3.16	Accepted
7	Portrait painting	46	43	11	00	100	3.32	Accepted
	Mean of mean response of items						2.93	

Table 1 shows that the respondents agree that the two-dimensional creative arts contents are adequate as entrepreneurial skills for students in tertiary institutions. The two most accepted two-dimensional skills are portrait painting and printing in packaging out fit. The mean of mean responses of the respondents is 2.93 or 3.00 which indicates agreement as in the scale used in this study.

Research Question Two

What are the 3-dimensional creative arts contents for entrepreneurship skills acquisition at tertiary institutions in Nigeria?

Table 2: The responses of students on three-dimensional creative arts contents for entrepreneurship skills acquisition at tertiary education?

S/No	CREATIVE ARTS CONTENTS	SA (4)	A (3)	D (2)	SD (1)	X	X	Decision
8	Modeling in sculpture (Bronze, Gold)	33	37	16	14	100	2.9	Accepted
9	Carving in sculpture (wood)	29	31	25	15	100	2.8	Accepted
10	Ceramics in pottery wares (glazed)	44	56	00	00	100	3.4	Accepted
11	Modeling in mass production	48	46	6	00	100	3.5	Accepted
12	Casting in sculpture	44	51	5	00	100	3.4	Accepted
13	Serving in fabric (decoration/embroidery)	47	53	00	00	100	3.5	Accepted
14	Textile designing in (tie and dye/batik)	46	54	00	00	100	3.5	Accepted
15	Portraits' in concrete (bronze, stone, concrete)	29	32	24	15		2.8	Accepted
							2.88	

Table 2 shows that the respondents agree that all the three-dimensional creative arts contents are adequate as entrepreneurial skills for students in tertiary institutions in Nigeria. The most accepted 3 dimensional entrepreneurial skills are serial Nos: 11, 13 and 14 i.e. modeling in mass production, serving in fabric (decoration/embroidery) and textile designing in (tie and dye/batik). The mean of mean responses of the respondents is 2.88 or approximately 3.00, which indicates agreement according to the scale used.

Research Question Three

What are the theatrical (drama music and dance) aspects of creative arts contents for entrepreneurship skills acquisition for students in tertiary education in Nigeria?

Table 3: The responses of students on theatrical (Drama, Music, and Dance) aspect of creative arts contents for entrepreneurial skills acquisition at tertiary education.

S/No	CREATIVE ARTS CONTENTS	SA (4)	A (3)	D (2)	SD (1)	X	X	Decision
16	Percussion in instrument	48	52	00	00	100	3.6	Accepted
17	Coral in singing	54	40	06	00	100	3.4	Accepted
18	Voice techniques in creative speech	42	54	04	00	100	3.3	Accepted
19	Melo-drama with music background	44	50	06	00	100	3.3	Accepted
20	Symmetrical movement in dancing	42	48	06	04	100	3.2	Accepted
21	Asymmetrical movement in dancing	41	39	12	08	100	3.1	Accepted
22	Improvisation in play wrights	32	36	22	10	100	2.9	Accepted
23	Play writing by play wrights	32	38	24	06	100	3.0	Accepted
24	Dance-drama with musical accomplishments	38	30	28	04	100	3.02	Accepted
	Mean of mean responses of items						3.20	

Table 3 shows that the respondents agree that all the theatrical (drama, music and dance) creative arts contents are adequate for entrepreneurial skills for students in tertiary institution in Nigeria. The mean of mean responses is 3.20 or approximately 3.00 which indicates agreement according to the scale used.

Discussion

The result of research question one reveals that all the seven identified creative arts contents lead to entrepreneurship skill acquisition in the tertiary institution. According to Amoda in Ogboji (2007), the practical in arts and crafts, which are part of creative arts, develops aptitude closely related to applied technology. The

two-dimensional contents are painting in interior decoration, poster designing and portrait painting to mention but a few. Creative arts trains people who acquire some manipulative skills in making art works which could be sold for money e.g. poster, tie and dye etc (Ogboji, 2008).

The study reveals, in research question two, that all the identified creative art contents begets entrepreneurship skills acquisition in the tertiary institution.

These include:

1. Moulding with clay bronze and gold.
2. Carving with wood in sculpture
3. ceramics in pottery ware, (glazed
4. Moulding in mass production process.
5. Casting in sculpture (bronze and cement)
6. Sewing in fabrics in decoration and embroidery.
7. textile designing in tie and dye and batik
8. Portrait making in bronze, stone and cement.

These contents provide individuals with entrepreneurship skills acquisition in the tertiary education. Creative arts as a vocational subject prepare individuals for job or profession and gives training in scientific and technical skills, occupational competency and self-reliance (Uzoagba, 2004). The results of research question three reveals that all the theatrical (Music, Drama and Dance) aspects of creative arts inculcate entrepreneurship skills acquisition in the tertiary education. These curriculum contents are percussion and instrumentation, coral in singing, voice technique in creative speech, melo-drama with music at the background, symmetrical and asymmetrical movement in dance, improvisation in play making, play writing by play wright and dance-drama with musical accompaniment.

The themes in theatrical (Music, Drama and Dance) are available from the Nigerian rich culture, conventional events. Hence, FRN (2004) states that measure shall be taken to ensure that the culture of the nation is kept alive through art. When these aspects of cultural past are re-enacted, they are turned into theatrical events. On the importance of music drama and dance, Obioma, (2006) points out that among other separated subjects like music and drama were required to be studied under creative arts. This is because it cuts across subjects boundaries and therefore provides ample knowledge. Also the organization of learning experiences permits broad coverage of the contents.

In summary, the contents of creative arts under review are valid for entrepreneurship skills acquisition in the tertiary education in Nigeria. Creative Arts contents provide wonderful opportunities for wealth creation. The graduates of creative Arts are always employable and part of public and private work force. For creative artist, there contributions in the nations productivity are indispensable due to their creative ingenuity.

Conclusion

The creative arts curriculum of entrepreneurship skills acquisition at the tertiary level is very relevant for equipping undergraduates and youths in this country with two-dimensional, three-dimensional and theatrical skills. These skills can therefore be acquired by undergraduates in schools, and youths outside the schools for the production of various creative arts products. Such products include interior decoration, poster design, book publishing, pottery wares, play writing, play making, etc. These products of creative Arts are so important in the lives of people and the products can not be done away with, hence the entrepreneurship skills continues to be sought for their inevitable contributions to the society.

Tertiary institutions give the formal training for the acquisition of survival skills for the nations need at all times. The knowledge and skills also lead to self fulfillment and actualization (Buoro, 2000). For the individuals, creative Arts is a means of self expression that is transformed into professional skills with the tertiary education (Uzoagba and Ogboji, 2008).

Recommendations

The following recommendations are made:

1. Experts to handle the curriculum of creative arts for its optimal implementation should be recruited.
2. The programme of creative arts should be adopted by the Nigerian Universities Commission (UNC) for universities now that there are emphases on entrepreneurship skills acquisition.
3. Enough funds should be provided by the various levels of government for the implementation of creative arts programme in institutions of higher learning in the country.
4. Universities to allocate space for studio, theatres and galleries for use.

References

Buoro, E.A. (2000). Art in the service of technology. *Journal of Art Education Proceedings of Africa and Middle East Regional Congress of INSEA* 27(1) 38-87.

- Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: NERDC Press.
- Hodgetts, R. (1982). *Effective Small Business Management*. New York: Academic Press.
- Inonunekwu, S. (2003). *Entrepreneurship: Theory and practice*. Owerri: Crown Publishers Nigeria Limited. Centre for Entrepreneurship and Development (CEDR).
- Ivowi, U.M.O. (ed). (2009). *Curriculum for Wealth Creation in Education for Value*. Lagos: Foremost Educational Services Ltd.
- Biomed, G. (2006). *A keynote address* presented at the National Conference of the Nigeria Council of Educational Psychologists held at University of Nigeria, Nsukka.
- Offorma, G.C. (2006). *Curriculum Theory and Planning*. Enugu: Family Circle Publication.
- Offorma, G.C. (2005). *Curriculum for wealth creation*. World Council for Curriiculum and Instruction (WCCI) Seminar Series No. 3 Enugu: Donze Press.
- Offorma, G.C. (2009). *Curriculum of Wealth Creation: In Education for value*. Ivowi, U.M.O. (Ed). Lagos: Foremost Educational Services Ltd.
- Ogboji, B.A. (2007). The open distance learning: What opportunity for arts and crafts in Nigeria. *Journal of Curriculum and Instruction of WCCI Nigeria* chapter 6: 1, 110-120.
- Ogboji, B.A. (2008). Curriculum reform in cultural and creative arts for the attainment of the (MDGS): The Nigerian Experience. *Journal of Faculty of Education*, 13-17.
- Uzoagba, I.N. & Ogboji, B.A. (2008). *Art education curriculum development and teaching method*. Nsukka: UNICA Art Publishers.
- Uzoagba, I.N. (2004). *Visual Art: The Imperative of Vocational Teacher Education*. Nsukka: Union Art Research and Publication Centre.
- Wikipedia (2010). *Meaning of Curriculum*. Retrieved September 7, 2011 from <http://www.en.wikipedia.org/wiki/curriiculum>.
- Wikipedia Encyclopedia (2010). *Concept of Art*. Retrieved September 7, 2011 from <http://www.google.org.ofOperimini>