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

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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 Cronbach 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) avers 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 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(c) Making all students, as part of a general programme 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>
<thead>
<tr>
<th>S/No</th>
<th>CREATIVE ARTS CONTENTS</th>
<th>SA (4)</th>
<th>A (3)</th>
<th>D (2)</th>
<th>SD (1)</th>
<th>X</th>
<th>X</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Printing in interior decoration</td>
<td>30</td>
<td>28</td>
<td>26</td>
<td>16</td>
<td>100</td>
<td>2.7</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>Advertising in prints/electronic media.</td>
<td>29</td>
<td>33</td>
<td>24</td>
<td>14</td>
<td>100</td>
<td>2.8</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Printing in packaging outfit</td>
<td>40</td>
<td>33</td>
<td>16</td>
<td>11</td>
<td>100</td>
<td>3.02</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>Poster designing</td>
<td>32</td>
<td>28</td>
<td>22</td>
<td>18</td>
<td>100</td>
<td>2.7</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>Lettering in illustration</td>
<td>21</td>
<td>44</td>
<td>28</td>
<td>07</td>
<td>100</td>
<td>2.8</td>
<td>Accepted</td>
</tr>
<tr>
<td>6</td>
<td>Typography in book publishing</td>
<td>43</td>
<td>30</td>
<td>12</td>
<td>10</td>
<td>100</td>
<td>3.16</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>Portrait painting</td>
<td>46</td>
<td>43</td>
<td>11</td>
<td>00</td>
<td>100</td>
<td>3.32</td>
<td>Accepted</td>
</tr>
<tr>
<td>Mean of mean response of items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.93</td>
<td></td>
</tr>
</tbody>
</table>
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-diversional skills are portrait parting and printing in packaging outfit. 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?

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

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 in 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.

<table>
<thead>
<tr>
<th>S/No</th>
<th>CREATIVE ARTS CONTENTS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>X</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Percussion in instrument</td>
<td>48</td>
<td>52</td>
<td>00</td>
<td>00</td>
<td>100</td>
<td>3.6</td>
<td>Accepted</td>
</tr>
<tr>
<td>17</td>
<td>Coral in singing</td>
<td>54</td>
<td>40</td>
<td>06</td>
<td>00</td>
<td>100</td>
<td>3.4</td>
<td>Accepted</td>
</tr>
<tr>
<td>18</td>
<td>Voice techniques in creative speech</td>
<td>42</td>
<td>54</td>
<td>04</td>
<td>00</td>
<td>100</td>
<td>3.3</td>
<td>Accepted</td>
</tr>
<tr>
<td>19</td>
<td>Melo-drama with music background</td>
<td>44</td>
<td>50</td>
<td>06</td>
<td>00</td>
<td>100</td>
<td>3.3</td>
<td>Accepted</td>
</tr>
<tr>
<td>20</td>
<td>Symmetrical movement in dancing</td>
<td>42</td>
<td>48</td>
<td>06</td>
<td>04</td>
<td>100</td>
<td>3.2</td>
<td>Accepted</td>
</tr>
<tr>
<td>21</td>
<td>Asymmetrical movement in dancing</td>
<td>41</td>
<td>39</td>
<td>12</td>
<td>08</td>
<td>100</td>
<td>3.1</td>
<td>Accepted</td>
</tr>
<tr>
<td>22</td>
<td>Improvisation in playwrights</td>
<td>32</td>
<td>36</td>
<td>22</td>
<td>10</td>
<td>100</td>
<td>2.9</td>
<td>Accepted</td>
</tr>
<tr>
<td>23</td>
<td>Play writing by playwrights</td>
<td>32</td>
<td>38</td>
<td>24</td>
<td>06</td>
<td>100</td>
<td>3.0</td>
<td>Accepted</td>
</tr>
<tr>
<td>24</td>
<td>Dance-drama with musical accomplishments</td>
<td>38</td>
<td>30</td>
<td>28</td>
<td>04</td>
<td>100</td>
<td>3.02</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

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)
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
Centre for Entrepreneurship and Development (CEDR).