



COMPARING CHOICES OF ENTREPRENEURSHIP EDUCATION CURRICULUM CONTENT AMONG UNDERGRADUATE STUDENTS IN NIGERIAN UNIVERSITIES

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Abstract

University education in Nigeria, like in other developing countries, is set up to produce graduates grounded in generic skills and who possess a high quality of education for the nation's economic development. University curriculum, therefore, should reflect research about what works, as opposed to what is popular. This implies that the curriculum content must include technical and vocational skills to enable students attain the society's expectations, and meet their personal needs, particularly in a globally depressed economy. This research is an attempt to identify potentially viable skills for curriculum development for entrepreneurship education at undergraduate level in Nigerian Universities, with a view to comparing them with the skills prescribed by National Universities Commission (NUC). Sixty-four skills categories were provided and 550 undergraduate students of the University of Abuja as well as 200 students from Federal University, Lafia were asked to rank them according to their best choices. The first twenty most acceptable skills ranked by students were compared with those prescribed by National Universities Commission as the basis upon which they could select entrepreneurship curriculum contents for students. This study recommends that centres for entrepreneurship studies be adequately equipped to deliver the prioritized vocational skills.

Keyword: Curriculum content, Entrepreneurship studies, Skills, Undergraduate students, University education

Introduction

Education is the impartation of knowledge and skills for individuals to become useful to themselves and also to the nation. In Nigeria, the goal of University education, like in other developing countries, is to produce graduates who are grounded in generic skills and who possess a high quality of education for the nation's economic development, particularly in a globally depressed economy. However, this appears not to have been achieved, judging from documented inability of both public and private sector employers to hire graduates from various disciplines, ostensibly because they lack the appropriate skills. This has become a bane in the development of the nation. The reason for this occurrence could be that the Nigerian universities' curricula were not adequately structured in such a way that skills acquisition will be encouraged. Aside from this, in some cases, equipment, workshops, technical staff, and materials were not adequately provided. The result was that students were graduated without adequate skills and therefore were unable to find jobs. After a long period of idling, some of these unemployed youth end up engaging in criminals activities. Agreeing with this, Katsina (2010) highlighted the increasing

involvement of youths in criminal activities in the country and called on government at all levels to initiate proactive curricula for the educational system. Okpara in Okolo (2010) described unemployment and poverty as very dangerous developments that must be tackled to prevent the attendant damage to the nation's wellbeing.

Background to the problem

Studies have shown that Nigerian Universities were failing to produce high-quality graduates. To redress this, there is the need to offer students the correct choice of skills, through the entrepreneurship curriculum that would adequately empower them to become self-reliant, self-employed and potential employers. This is made more imperative by the growing rate of graduate unemployment in Nigeria.

The Nigerian government having recognized the necessity to imbue graduates with the mind set of enterprise and innovativeness which will enable them to generate and realize new opportunities in the economy, decided to upgrade the standard of university education by integrating entrepreneurial skills in the country's higher education system through the Nigerian Universities Commission (NUC). This will become an essential new platform that will grant all graduates from Nigerian universities the knowledge of appropriate skills, competence and dispositions that will make them globally competitive and capable of contributing meaningfully to the socio-economic development of Nigeria (National Universities Commission 2011). The importance of entrepreneurship skills for job and wealth creation in a globally depressed economy cannot be overemphasized, especially in developing countries.

According to Okoye-Nebo and Iloanya (2014), the need for entrepreneurship development in a globally depressed economy and particularly in Nigeria is necessitated by the fact that entrepreneurship development has been a major factor in economic growth and development and also a permanent cure for extreme hunger and poverty necessitated by unemployment. It is noteworthy that the unemployment situation in Nigeria among university graduates has been estimated to be at about 55% (Salami, 2011). Establishing Entrepreneurial Education Centre in Nigerian universities has thus become crucial to enable graduates to create jobs instead of remaining perpetual job seekers.

Concept of entrepreneurship

The word entrepreneurship has been conceptualized in different ways by different scholars. Some imagine it to mean huge technological or industrial setups, while others see it as small businesses owned by individuals of not more than two persons. Entrepreneurship encompasses these and many other business ventures that share a commitment to turning an idea into a profitable business. Most scholars, however, agreed that there were no serious theoretical studies and formulations on entrepreneurship until the works of Max Weber and Joseph Schumpeter. The term entrepreneurship was first used by an Irish man known as Cantillon who lived in France in the early 18th century.

According to Schumpeter (2011), the term is a French word *entreprendre*, which means "to undertake". He defined entrepreneurship as the process of searching out opportunities in the marketplace and arranging resources required to exploit these opportunities for long-term gains. It is the process of planning and organizing opportunities and assumptions. Steinfiöff and Burgers (1993) view entrepreneurship as the ability to develop a new venture and apply managerial

abilities to the success of the venture. The implication of this is that students who have the entrepreneurial abilities and opportunities can be discovered, trained and developed to create business ventures and undertake venture activities that involve risk-taking. Knight (2011) on the other hand, opined that entrepreneurship is about taking the risk. The behaviour of the entrepreneur involves a willingness to put career and financial security capital on the line in an uncertain venture. Thus it is a risk of business enterprise. It may be distinguished as the ability to take risk independently for utmost earnings in the market. It is a creative and innovative skill that could be adapted to the real environment (NIM, 2009). A well-formed curriculum for entrepreneurship education is one that provides undergraduates with relevant skills acquisition content which, when acquired, would possibly lead to successful business ventures.

Concept of Curriculum

The idea of curriculum according to Kelly (1999) is hardly new, but the way we understand and theorize it has altered over the years and there remains considerable dispute as to its meaning. It has its origin in the running/chariot tracks of Greece. A useful starting point might be the definition offered by Kerr (1968). The word curriculum according to Kerr originated from a Latin word “currere: meaning “the course to be run”. This implies a track, a set of obstacles that an individual is to overcome, something that has a beginning and an end, and something that one aims at completing. Schools have established “courses of study” through which individuals are to pass. Successful completion of such “course” warrants certification of competence. These courses are referred to as curriculum. The concept of curriculum as a term in educational discourse has been used in a wide variety of ways because educationists view it in different ways.

Kerr (1968) defined curriculum as all the learning (experiences) which are planned and guided by the school, whether they are carried out in groups or individually inside or outside the school. Bobbitt (1969), considered as the father of curriculum, defined it as all the experiences that make up an adult life. Bobbitt, the first person to use the scientific term or method to deal with curriculum, stressed that we learn many things such as roles, rules, respect, hard work and other values inherent learning that take place in the school. Bobbitt believed that what schools teach should conform to what the children learn at home. The curriculum is generally understood to mean all the processes, products, and human activities intended for the realization of the society’s aspirations through schools (Cookey, 1970; Onwuka, 1981).

An effective curriculum should be able to take into consideration the need of the learners. Ornstein and Hunkins (2004) noted that the success of a new curriculum depends largely on how well those who have planned its development and implementation have perceived the needs of students. In Nigeria, the needs of the learners are hardly considered when planning the curriculum, as most times, professors from different universities are brought in to develop the curriculum instead of the teachers who teach the students. Arthur and Athanasius (2017) were of the view that the teacher plays a crucial role in the success of any educational programme and as such should take an active part in the planning and development of the curriculum.

Entrepreneurship Education

In an attempt to address the problem of youth restiveness, the 2006 presidential directive through the Federal Ministry of Education made entrepreneurship education compulsory for all students of Higher Education Institutes (HEIs) in Nigeria, effective from 2007/2008 academic session

(Yahaya, 2011). The general objectives of entrepreneurship education, according to Yahaya (2011), are as follows:

- i. address the problem of unemployment and underemployment;
- ii. to encourage universities to generate knowledge and other competencies that will build an entrepreneurial human capital for national development;
- iii. challenge universities to evolve ways to foster entrepreneurship especially in diffusing innovations through research activities;
- iv. to enable universities to move further up from traditional enclaves to include possible commercialization of untapped research activities which could be new sources of revenue and
- v. to help build an innovative and entrepreneurial culture in order to create a productive and socially responsible generation of graduate among others.

Statement of the Problem

Ornstein and Hunkins (2004) suggested that the success of a new curriculum depends largely on how well those who have planned its development and implementation have perceived the needs of students. In the early 2000s, a mandatory entrepreneurship course was introduced into the Nigerian educational system particularly in higher institutions. The Centre for Entrepreneurship Development (CED), which has the objective of teaching and motivating students of higher institutions to acquire entrepreneurial, innovative, and management skills, was established. In 2011, the Nigerian University Commission developed a total of thirty-four entrepreneurship skill for General Study (GST) that universities could adopt or select from. In almost all tertiary institutions in Nigeria, entrepreneurship education and related courses are taken as compulsory General Studies courses (Asuru, 2009). It has been observed, however, that some students at the Federal University of Lafia did not attend practical entrepreneurship skills acquisition classes, sometimes. Their indicated reason for this was that, most times, the practical classes were carried out in syndicate groups ending up with a group project. Several pertinent questions arise from this: Could the reason be that they do not like the entrepreneurship skills offered by their university? Did the NUC and universities actually carry out a needs assessment for students' choices of entrepreneurship skills in the first place? This study was therefore conducted at Federal University Lafia and the University of Abuja to compare students choices of entrepreneurial skills against those outlined by NUC.

Purpose of the Study

The purpose of the study was to determine students' choices of entrepreneurship skills in University of Abuja and Federal University, Lafia. Furthermore, comparison of choices of entrepreneurship skills between students of Federal University Lafia and the University of Abuja was carried and was compared with NUC benchmark for entrepreneurship skills. Specifically, the study investigated the following:

1. the undergraduates' ranking of choices of curriculum contents for entrepreneurship studies in University of Abuja and Federal University Lafia
2. twenty skills that both students from University of Abuja and Federal University Lafia ranked as their best choices

3. whether there were disparities in choices of the first twenty skills among students of University of Abuja Students and their counterparts in Federal University Lafia
4. whether there were disparities in the skills selected by University of Abuja/Federal University Lafia, and those prescribed by the National Universities Commission

Research Questions

1. What are undergraduates' ranking of choices of curriculum contents for entrepreneurship studies in University of Abuja and Federal University Lafia?
2. Which were the twenty skills that both students from the University of Abuja and Federal University Lafia ranked as their best choices?
3. Were there disparities in the choices of the first twenty skills among students of University of Abuja students and their counterparts in Federal University, Lafia?
4. Were there disparities in the skills selected by the University of Abuja, Federal University Lafia and those prescribed by the National Universities commission?

Research Method

The sample for the study constituted 550 undergraduate students of the University of Abuja as well as 220 undergraduate students from Federal University, Lafia, all selected through stratified random sampling technique. The instrument for the study was a sixty-four skills questionnaire extracted from the entrepreneurship skills listed out for National Youth Services Corps, developed by the Nigerian Institute of Management (NIM, 2009). The thirty-four listed entrepreneurship skills benchmark for entrepreneurship curriculum content developed by NUC was also used as instrument. The statistics employed in the study were simple mean and ranking. A modified Likert scale was employed in analyzing the data that emanated from the study, where numerical values were assigned to: Strongly agreed =4, Agreed=3, Disagreed =2 and strongly disagreed =1. The values 2.5 and above were considered *agreed*, while 2.5 and below were considered *disagreed*.

Analysis and Interpretation of Result

In the study, mean statistics was used to analyze the data that emanated from the study. The results of each table were also interpreted.

Research Question one: What are undergraduates' ranking of choices of curriculum contents for entrepreneurship studies in University of Abuja and Federal University, Lafia?

Table 1: Analysis of Undergraduates' Ranking of Choices of Curriculum Contents for Entrepreneurship Studies in University of Abuja and Federal University, Lafia

No s.	UNIVERSITY OF ABUJA			FEDERAL UNIVERSITY LAFIA		
	Entrepreneurship Skills	Mean	Ranking	Entrepreneurship Skills	Mean	Ranking
1	Cloth making	3.675	1 st	Cloth making	3.508	1 st
2	Interior decoration	3.631	2 nd	Bakery	3.448	2 nd
3	Electric wiring	3.556	3 rd	Computer repair services	3.3625	3 rd
4	Fashion designing	3.5	4 th	Interior decoration	3.359	4 th
5	Bakery	3.478	5 th	Shoe making	3.358	5 th
6	Operating a business centre	3.469	6 th	Fashion designing	3.356	6 th
7	Graphic design	3.444	7 th	Bag making	3.349	7 th
8	Operating a saloon	3.427	8 th	Printing	3.323	8 th
9	Making of decorative Pots	3.4	9 th	Poultry	3.305	9 th
10	Computer repair services	3.381	10 th	Vegetable oil production	3.286	10 th
11	Packaging of food items	3.356	11 th	Operating a business centre	3.283	11 th
12	Electrical/installation	3.349	12 th	Hair weaving	3.272	12 th
13	Raising of flowers	3.347	13 th	Tailoring	3.261	13 th
14	Hair Weaving	3.345	14 th	Packaging of food	3.232	14 th
15	Soap making	3.316	15 th	Fisheries	3.223	15 th
16	Aquaculture	3.26	16 th	Bead making	3.208	16 th
17	Vegetable oil production	3.244	17 th	Painting	3.188	17 th
18	Pure water	3.225	18 th	GSM phone repair services	3.139	18 th
19	Tailoring	3.193	19 th	Operating a salon	3.138	19 th
20	Pottery	3.185	20 th	Distilling and bottling water	3.119	20 th
21	Music lessons	3.182	21 st	Cloth making	3.084	21 st
22	Fabrication	3.18	22 nd	Leather works	3.081	22 nd
23	Veterinary services	3.165	23 rd	Graphic design	3.079	23 rd
24	Fisheries	3.164	24 th	Aquaculture	3.448	24 th
25	Furniture making	3.153	25 th	Carving	3.074	25 th
26	Horticulture	3.115	26 th	Knitting's children sweaters, socks and caps	3.073	26 th
27	Distilling and bottling water	3.104	27 th	Pure water	3.052	27 th
28	Ceramics production	3.102	28 th	Fabrication	3.050	28 th
29	Radio/ television repairs	3.093	29 th	Music lessons	3.049	29 th
30	Carving	3.088	30 th	GSM credit card retailing	3.025	30 th
31	Shoemaking	3.08	31 st	Plantain and chips production	3.023	31 st
32	Landscaping	3.056	32 nd	Electrical installation	3.012	32 nd
33	Sculpture	3.049	33 rd	Radio/television repairs	2.974	33 rd
34	Knitting children's sweaters, socks, and caps	3.035	34 th	Pottery	2.945	34 th
35	Poultry	3.033	35 th	Ceramics production	2.943	35 th
36	GSM phone repair services	3.033	36 th	Horticulture	2.934	36 th
37	Brewing	3.02	37 th	Weaving traditional clothes	2.929	37 th
38	Tie and dye	3.018	38 th	Electrical wiring	2.927	38 th
39	Plantain chips production	3.015	39 th	Titling	2.901	39 th
40	Printing	3.013	40 th	Raising of flowers	2.878	40 th
41	Upholstery making	2.962	41 st	Making of decorative pots	2.888	41 st
42	Plumbing	2.92	42 nd	Veterinary services	2.863	42 nd
43	Painting	2.909	43 rd	Metal work	2.852	43 rd
44	Weaving	2.896	44 th	Furniture	2.824	44 th

45	GSM credit card retailing	2.844	45 th	Sculpture	2.807	45 th
46	Bead making	2.797	46 th	Making of baskets and cages from palm fronds	2.793	46 th
47	Weaving traditional clothes	2.778	47 th	Landscaping	2.775	47 th
48	Cane technology	2.716	48 th	Wood work	2.759	48 th
49	Tiling	2.707	49 th	Raising of pets	2.756	49 th
50	Woodwork	2.685	50 th	Bricklaying	2.718	50 th
51	Bag making	2.64	51 st	Brewing	2.713	51 st
52	Leatherwork	2.624	52 nd	Cane technology	2.703	52 nd
53	Raising of pets	2.622	53 rd	Motorbike mechanic	2.694	53 rd
54	Vulcanizing	2.611	54 th	Plumbing	2.690	54 th
55	Vehicle mechanic	2.609	55 th	Toy making	2.673	55 th
56	Making of baskets and cages from Palm Fronds	2.578	56 th	Making of baskets and cages from palm fronds	2.667	56 th
57	Metal work	2.495	57 th	Vehicle mechanic	2.648	57 th
58	Tinkering	2.304	58 th	Rabbit production	2.611	58 th
59	Toy making	2.278	59 th	Cane technology	2.569	59 th
60	Bricklaying	2.191	60 th	Upholstery making	2.567	60 th
61	Cane technology	2.098	61 st	Making of brooms	2.558	61 st
62	Motor bike mechanic	2.038	62 nd	Welding	2.519	62 nd
63	Making brooms	1.951	63 rd	Tie and dye	2.489	63 rd
64 th	Welding	1.68	64 th	Tinkering	2.333	64 th

Table 1 shows the undergraduates’ ranking of choices of curriculum contents for entrepreneurship studies in University of Abuja and Federal University Lafia. The analyzed data revealed that both universities ranked cloth making as their number one (best) choice of entrepreneurship studies. While Federal University Lafia had a mean of 3.68, University of Abuja had 3.51 for cloth making. Welding was the worst choice of entrepreneurship skill with a mean of 1.6 for Federal University Lafia while tinkering with a mean of 2.33 was recorded for University of Abuja. This means that both students of the two universities selected similar choices of entrepreneurial skills.

Research question two: Which were the twenty skills that both students from the University of Abuja and Federal University Lafia ranked as their best choices?

Table 2: Analysis of twenty Skills both students from Federal University Lafia and University of Abuja Ranked as their Best Choices

Nos.	UNIVERSITY OF ABUJA			FEDERAL UNIVERSITY LAFIA		
			Ranking	Entrepreneurship Skills	Mean	Ranking
1	Cloth making	3.675	1 st	Cloth making	3.508	1 st
2	Interior decoration	3.631	2 nd	Bakery	3.448	2 nd
3	Electric wiring	3.556	3 rd	Computer repair services	3.362	3 rd
4	Fashion designing	3.5	4 th	Interior decoration	3.359	4 th
5	Bakery	3.478	5 th	Shoe making	3.358	5 th
6	Operating a business centre	3.469	6 th	Fashion designing	3.356	6 th
7	Graphic design	3.444	7 th	Bag making	3.349	7 th
8	Operating a saloon	3.427	8 th	Printing	3.323	8 th
9	Making of decorative Pots	3.4	9 th	Poultry	3.305	9 th

10	Computer repair services	3.381	10 th	Vegetable oil production	3.286	10 th
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13	Raising of flowers	3.347	13 th	Tailoring	3.261	13 th
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15	Soap making	3.316	15 th	Fisheries	3.223	15 th
16	Aquaculture	3.26	16 th	Bead making	3.208	16 th
17	Vegetable oil production	3.244	17 th	Painting	3.188	17 th
18	Pure water	3.225	18 th	GSM phone repair services	3.139	18 th
19	Tailoring	3.193	19 th	Operating a salon	3.138	19 th
20	Pottery	3.185	20 th	Distilling and bottling water	3.119	20 th

Table 2 shows the analysis of twenty skills that both students from University of Abuja and Federal University Lafia ranked as their best choices. The analyzed data revealed that both universities ranked cloth making as their number one choice of entrepreneurship skill. Federal University Lafia had a mean score of 3.675, while the University of Abuja had a score of 3.508 for cloth making. Thirteen out of the twenty skills were selected by both universities students as their best choices. This is an indication that students from both universities have a similar interest in the choice of entrepreneurship skills. This means that the curriculum planners to GST 331 should make cloth making the first choice for inclusion in the curriculum.

Research question three: Are there disparities in their choices of the first twenty skills among students of University of Abuja Students and their counterparts in Federal University Lafia?

Table 3: Analysis of Disparities in Choices of Skills from University of Abuja and Federal University Lafia

Nos.	UNIVERSITY OF ABUJA			FEDERAL UNIVERSITY LAFIA		
	Entrepreneurship Skills	Mean	Ranking	Entrepreneurship Skills	Mean	Ranking
1	Graphic design	3.444	7 th	Shoe making	3.358	5 th
2	Making of decorative Pots	3.4	9 th	Bag making	3.349	7 th
3	Electrical installation	3.349	12 th	Printing	3.323	8 th
4	Raising of flowers	3.347	13 th	Poultry	3.305	9 th
5	Soap making	3.316	15 th	Fisheries	3.223	15 th
6	Aquaculture	3.26	16 th	Bead making	3.208	16 th
7	Pure water	3.225	18 th	Painting	3.188	17 th
8				Distilling and bottling water	3.119	20 th

Table 2 shows analysis of differences in choices of skills from the two universities. The analyzed data revealed that there were seven skills which students from the University of Abuja selected that differed from that selected from Federal University Lafia. Also, eight skills were selected by students from Federal University Lafia that differed from that of University of Abuja students. The following are the skills: graphic design, making of decorative pots, electrical installation, raising of flowers, soap making, aquaculture and pure water. These were not among the skills selected in the first (twenty) group by students of Federal University Lafia. Likewise, shoemaking, bag making, printing, poultry, fisheries, bead making, painting and distilling and

bottling water were equally not among the skills selected by University of Abuja students out of the list of first twenty skills. While seven skills were observed in the University of Abuja list, eight were observed in the Federal University Lafia list as those skills not selected by both universities. This shows that the disparities in the choice of entrepreneurship skills of both students in the two universities were relatively few.

Research question four: Were there disparities between the skills selected by the University of Abuja, Federal University Lafia and those prescribed by the National Universities Commission?

Table 4: Analysis of Disparities in Choices of Skills from University of Abuja, Federal University Lafia and National Universities Commission

Nos.	UNIVERSITY OF ABUJA	FEDERAL UNIVERSITY LAFIA	NATIONAL UNIVERSITY COMMISSION
	Entrepreneurial Skills		
1	Interior decoration	Interior decoration	Interior decoration
2	Fashion designing	Fashion designing	Fashion design
3	Bakery	Bakery	Bakery
4	Operating a business centre	Operating a business centre	
5	Operating a saloon	Operating a saloon	
6	Computer repair services	Computer repair services	
7	Packaging of food items	Packaging of food items	
8	Hair Weaving	Hair Weaving	
9	Vegetable oil production	Vegetable oil production	
10	Tailoring	Tailoring	Tailoring
11	Pottery	GSM phone repair services	Soap/detergent, toothbrush and toothpaste making
12	Electric wiring	Shoemaking	Cloth dyeing textile
13	Graphic design	Bag making	Rope making
14	Making of decorative Pots	Printing	Water treatment and packaging
15	Electrical installation	Poultry	Food processing
16	Raising of flowers	Fisheries	Tanning
17	Soap making	Bead making	Extraction of vegetable oil
18	Aquaculture	Painting	Aquaculture (fishing)
19	Pure water	Distilling and bottling water	Leatherworks
20			Photography
21			Brick/block making
22			Paper production
23			Animal husbandry (piggery)
24			Animal husbandry (sheep/goat)
25			Bolts, nails, screw making
26			Plumbing
27			Vulcanization
28			Glasswares production/ ceramic production
29			Metalworking/fabrication- steel aluminum doors and windows
30			Plastic making
31			Domestic electrical wiring

32			Radio/television repairs
33			Carving
34			Weaving
35			Bricklaying making
36			Iron welding building drawing
37			Carpentry
38			Metalcraft, blacksmith, tinsmith etc.
39			Sanitary wares
40			Vehicle maintenance

Table 4 shows analysis of disparities in choices of skills from the University of Abuja, Federal University, Lafia and National University Commission. The table revealed that ten out of the 20 skills selected by University of Abuja and Federal University, Lafia occurred in their compared lists, while only 4 of those recommended by the National Universities commission were in the list of skills selected by students in both universities. This means that National Universities Commission may not have conducted need assessment before selecting entrepreneurial skills for students.

Discussion and Recommendation

The findings of this study have shown that students from University of Abuja and Federal University Lafia selected their best twenty entrepreneurship skills out of the sixty-four outlined for them. The findings revealed that out of these selected entrepreneurship skills, the students from both universities were able to agree on ten presented to them as the choices of skills they wished should be included in the curriculum of their universities. The finding of the study also, showed that among the first thirty-four entrepreneurship skills prescribed for them by the NUC, only four fell within the first eleven of their choices of entrepreneurship skills. The reason for this could be that NUC may not have carried out a training needs assessment of students' choices of entrepreneurship skills. This may be responsible for the observed attitude of some students towards entrepreneurship practical lesson, where they tended to avoid the classes. A lack of interest was indicated. This agrees with Ornstein and Hunkins (2004) who suggest that the success of a new curriculum depends largely on how well those who have planned its development and implementation have perceived the needs of students. The findings revealed that the entrepreneurship skills selected by students were easily available, required less capital, had ready facilitators and required less time to acquire than those prescribed by NUC. The implication of these findings were that if students were permitted to study their preferred entrepreneurship skills, they will be more likely to show interest, learn them and be ready to profit from them. In a depressed economy as Nigeria, some students who acquire entrepreneurship skills will likely become entrepreneurs, owning small scale business enterprises, thus contributing to the economic development of the country. As observed by Oriarewo (2016), entrepreneurship will become central to the development of business and also become a source of development for the National Economy of any Nation. According Anyadike, Emeh and Ukah

(2012), entrepreneurship when and if gallantly developed in Nigeria will take its pride of place in quelling unemployment and thus generate employment among Nigerian youth, especially the graduates. This will help to place the economy on a proper footing.

It is in line with this that the research strongly recommends that a similar study should be carried out in universities in the six geo-political zones of the country. This is in order to have a more comprehensive view of students' choices of entrepreneurship skills and thus formulate a basis for generalization. This is because, though this study showed that there were some agreements between University of Abuja and Federal University Lafia students as to skills to be taught at the universities, it also pointed to existing wide disparities among choices of entrepreneurship between students from both universities and the ones prescribed by NUC. It is hoped that the NUC will carry out a comprehensive need assessment of students choice of entrepreneurship to enable it develop a more relevant entrepreneurship education benchmark for GST.

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