



**NIGERIAN ONLINE JOURNAL OF
EDUCATIONAL SCIENCES
AND TECHNOLOGY (NOJEST)**

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NIGERIAN ONLINE JOURNAL
OF
EDUCATIONAL SCIENCES AND
TECHNOLOGY

**PROPOSED CURRICULUM INNOVATION
FOR THE NIGERIAN CERTIFICATE IN
EDUCATION PROGRAMMES TO MEET
GLOBAL CHALLENGES**

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To cite this article:

Adegboye, S. O., Lawal, R. A. & Bello, Y. (2021). Proposed curriculum innovation for the Nigerian certificate in education programmes to meet global challenges. *Nigerian Online Journal of Educational Sciences and Technology (NOJEST)*, 3 (1), 104-112

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PROPOSED CURRICULUM INNOVATION FOR THE NIGERIAN CERTIFICATE IN EDUCATION PROGRAMMES TO MEET GLOBAL CHALLENGES

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Abstract

Article Info

Article History

Received:
08 July 2021

Accepted:
12th August 2021

Keywords

Curriculum: Innovation,
Needs-Analysis;
Entrepreneurship Education

The impact of globalization on the education system is overwhelming as it has greatly affected not only the curriculum but also the instructional process. As most training programmes in Nigeria at all levels have concentrated more on teaching knowledge and skills in principle devoid of practical experience in related fields, a process of creating self-awareness and the development of individual capacity for creative and innovative thinking become indispensable. This paper examined the present curricular of National Certificate in Education (NCE) as it affects Entrepreneurship Education and used a Needs-Analysis approach to design an entrepreneurship-oriented General Studies Education (GSE) for teachers' training programmes. A survey method was used, with questionnaire as the dominant instrument. Data were collected from a sample of 354 respondents (174 lecturers & 180 students) drawn from 18 Colleges of Education across the six states of the southwestern Nigeria. The data collected were analysed qualitatively. Both lecturers and students perceived the expansion of entrepreneurship-oriented contents in the GSE as necessary and desirable. This paper offers recommendations aimed at promoting Entrepreneurship Education as veritable tools in alleviating poverty among Nigerian teachers.

Introduction

Education unlocks the key to modernization, but the teachers hold the key to that door. Teachers determine the quality of the educational system as they translate all educational policies into actions. Hence, an adequately prepared teacher is an asset to the nation (Jekayinfa, 2011). Entrepreneurship Education has been embraced by almost all the developed countries and its capabilities and efficacy in springing up economies is not in doubt. It is believed that refocusing education system will immensely contribute to building entrepreneurial mind-sets (Adegoke, 1988). Different institutions were established to offer Technical Education. These include Technical Colleges, Polytechnics, Colleges of Technical Education, Vocational Centers and Schools. The Federal Republic of Nigeria (2004) in the National Policy on Education described Technical Education as “aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge”.

Colleges of Education were established under Act No. 4 of 14th March 1986. The function of Colleges of Education among other things is to provide full-time courses of teaching, instruction, and training in technology, applied science,

commerce, arts, social sciences, humanities, and management. The colleges are also to carryout research in the development and adaptation of teaching techniques, as well as conduct courses in education for qualified teachers (National Commission for Colleges of Education- NCCE, 2012). For Nigerian graduates to be employable, marketable, and fit into the future perfectly and function with the skills needed in this dynamic and responsive society, they require Entrepreneurship Education knowledge. The rapidly expanding nature of Entrepreneurship Education has become an evolving aspect of higher education. It is a culture that is meant to transform the Nigerian tertiary education system towards a global trend (Adegboye, 20015). Nigerian Colleges of Education cannot be an exception.

Williams (2002) equally regarded entrepreneurship as one of the best economic developmental strategies to develop the country's economic growth and sustain her competitiveness in facing the increasing trends of globalisation. The whole impetus for Entrepreneurship Education therefore is to increase learners' interest in the development of education programmes that would encourage and enhance graduates' self-employability.

Objective of the Study

The main purpose of this study is to design an entrepreneurship-oriented General Studies Education (GSE)curriculum framework for the Nigeria Certificate in Education (NCE) training programme since the needs of learners as perceived by lecturers and students in Colleges of Education in South-western Nigeria, while the specific purposes are to:

1. compare the need for an entrepreneurship oriented GSE curriculum based on the perceptions of the lecturers and the students; and
2. compare the prioritised entrepreneurship-oriented content needs of the students as perceived by the students and their lecturers

Research Questions

For a purposeful entrepreneurship-oriented curriculum framework for students of the Nigerian Colleges of Education, this study attempted to provide answers to the following research questions:

1. What is the general perception of GSE lecturers and their students on the need for an entrepreneurship-oriented curriculum for NCE programme?
2. What are the actual entrepreneurship-oriented content needs of the students as perceived by the students and their lecturers?

Hypotheses

Below was the null hypothesis formulated to guide the study:

Ho1: There is no significant difference in the entrepreneurship-oriented content needs of students as prioritised by the students and their lecturers.

Literature Review

An Evaluation of the Entrepreneurship Education Content in the GSE curriculum of NCE

The General Studies Programme is designed to expose students to a variety of knowledge across disciplines. It is aimed at enabling students appreciate the inter-relationship among disciplines in an integrated world. General Studies, therefore, offers the potential for bridging the gaps in human knowledge, thereby preparing the students to meet the challenges of the changing world adequately. A summary of the GSE as contained in the NCE Minimum Standards reveals a total of 19 course units: 18 compulsory and 1 elective. Again, it is to be noted that entrepreneurship is only one unit out of the nineteen and it is slated for year two second semester. The content of GSE 224-Introduction to Entrepreneurship include: meaning, nature and scope of enterprise; practice of Entrepreneurship; small and medium scale enterprises (SMSEs); feasibility study and business plan; risks in business; investment education and wealth creation strategies; e-marketing; business windows; funding institutions in Nigeria; marketing strategies; documentation; and regulatory and supervisory laws for SMEs in Nigeria. It is to be noted that one of the salient purposes of the study was to find out how adequate the outlined content is in the GSE minimum standard after which a needs-analysis survey was conducted to design a new syllabus framework for Nigeria teachers.

Theoretical and Empirical Justification for Curriculum Innovation

Yahaya (2011) defined Entrepreneurship Education as the individual ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. UNESCO (2008) equally stated that Entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation, and it is about increasing student's ability to anticipate and respond to societal changes. To Lee & Wong (2004), Entrepreneurship Education is a catalyst for economic development and job creation in any society. Vesper (2004) categorized four kinds of knowledge useful for entrepreneurs and hence the entrepreneurship course content should be developed according to these knowledge spheres:

- i) business-general knowledge – it applies to most firms, including the new ventures
- ii) venture-general knowledge – it applies to most start-ups, but not so much to existing firms
- iii) opportunity-specific knowledge – it is the knowledge about the existence of an un-served market and about how the resources need to be ventured in
- iv) venture-specific knowledge – it is about the knowledge on how to produce a particular product or goods.

Richterich and Chancerel (1980) perceived Needs Analysis as useful and crucial to formative evaluation. According to them, Needs Analysis is useful toward decision making about the aims, objectives, contents and methods of learning programmes. Kaufman (1982) further defined Needs Analysis as a process that consists of the determination of gaps between 'what is' and 'what should be', placing the gaps in priority order for closure (meeting the needs). Thus, Needs Analysis can be asserted as a means of determining the gap that exists between the current situation and the desired situation; or as a tool to proper assessment of the present situation and as a means of developing a course/programme. Needs assessment and needs analysis have often been used interchangeably, but some specialists observed a difference in the two. Graves (1996), for instance, claimed that in assessment, obtaining data is involved, whereas in analysis, what is involved is assigning value to data. However, data cannot be analysed without being obtained.

Influential models of Needs Analysis include a sociolinguistic model (Munby, 1978), a systematic approach (Richterich&Chancerel, 1977), learner-centred approach (Berwick, 1989; Brindley, 1989) and a task-based approach (Long 2005).

a. A Sociolinguistic Model-Munby (1978) develops an influential sociolinguistic model for defining the content of purpose-specific language programmes. His model can be used to specify valid target situations that target communicative competence.

b. The Systematic Approach / Model – It was propounded by Kelly (1984). It is a systematic approach of sequencing training activities. It is used for determining the required knowledge, skills and abilities. In addition, it will reveal any gap(s) or discrepancies (in terms of knowledge, abilities, and skills) between actual job performance and desired job performance.

c. A Learner-Centred Approach / Model- Hutchinson & Waters (1987) offers an often-cited learner-centred English for Scientific Purpose (ESP) approach. They argued that other approaches give too much attention to language needs, whereas more attention should be given to how learners learn. They suggest that a learning needs approach is the best route to convey learners from the starting point to the target situation. Learner needs are approached from two directions- target needs and learning needs.

d. A task-based approach -Long (2005) recommends taking a task-based approach to Needs Analysis as well as with teaching and learning based on the argument that structure or other linguistic elements (motions, functions and lexical items) "should not be a focal point of teaching and learning."

Orukotan (1993) mentioned five major patterns of curriculum organisation which he calls (i) subject-centred; (ii) organisation by correlation; (iii) broad fields; (iv) child-centred, and (v) organisation based on persistent life situation. Offorma (1994), in her own case, writes on four distinct types which she identifies as (i) the subject curriculum; (ii) broad fields curriculum, (iii) activity curriculum; and (iv) core correlation designs.

This study was a child-centred curriculum design because in this approach, needs, interests, abilities, and life-experiences of learners are paramount in making decisions about the curriculum elements. Learners are identified, observed, consulted, and allowed to take part in selection of the desired goals, content, learning experiences, learning materials, methods of teaching, and evaluation of what they learn (Nunan, 1988).

Methodology

The study adopted a descriptive survey research design. The respondents were drawn from 12 Colleges of Education across the six states of the South-western Nigeria. Random sampling was used to select the participants 354 respondents. 360 copies of questionnaire were administered but 354 (students=180; lecturers=174) were returned and used. Researcher designed and Self-administered questionnaire was used to collect data. A four-scale response rating pattern was used, and this was further modified to two (Agreed/Disagreed & Essential/Not Essential) during data analysis with a designed benchmark. Item-by-item analysis using mean ratings and standard deviation were used in answering research question 1 while Analysis of Variance (ANOVA) and Kruskal-Wallis's test were used to test the only corresponding hypothesis.

Results

Research Question One

What is the general perception of GSE lecturers and their students on the need for an entrepreneurship-oriented curriculum for NCE programme?

Table 1: Lecturers' and Students' Perceptions on the need for Entrepreneurship-oriented Curriculum for the NCE Programme

S/N	Content	Lecturers (Mean)	Students (Mean)
1.	Expanding Entrepreneurship Education contents in the GNS syllabus is necessary and desirable	2.96	2.24
2.	Entrepreneurship content in the NCE GNS syllabus is adequate	1.04	1.82
3.	Entrepreneurship Education contents should be expanded in the GNS syllabus to facilitate self-employment	2.88	2.10
4.	The college has done enough to create awareness of entrepreneurship as a potential career option for students	1.02	1.98

Note: The benchmark is 2.0; A= Agreed and D= Disagreed

As shown in Table 1, both the lecturers and their students agreed on two items and disagreed on two items respectively. These are items revolving around the notion, need for and importance of entrepreneurship education. It was particularly noted that the two stakeholders had a consensus opinion on all the content. From this finding, lecturers and students perceived the expansion of Entrepreneurship content in the NCE GNS syllabus as necessary and desirable. They perceived the expansion of entrepreneurship content in the GSE syllabus as a panacea to poverty reduction among the future teachers. They equally hold that the entrepreneurship content in the GSE is not adequate and, finally perceived the college's orientation programmes for students on entrepreneurship as not adequate.

Research Question Two: What are the actual entrepreneurship-oriented content needs of the students as perceived by the students and their lecturers?

Ho1: There is no significant difference in the entrepreneurship-oriented content needs of students as prioritised by the students and their lecturers.

Table 2: Entrepreneurship-oriented GSE Content Needs of NCE Students as Perceived by the Students and their Lecturers

	Item	Students		Lecturers		CMR	Ranking
		X	Decision	X	Decision		
1	Business-general knowledge						
	Introduction to entrepreneurship	1.86	E	1.96	E	3.82	2 nd
	Small & medium scale enterprises (SMEs)	1.44	NE	1.80	E	3.24	11 th
	Risks in business	1.62	E	1.88	E	3.50	7 th
	The Nigerian marketplace	1.86	E	1.94	E	3.80	3 rd
2	Venture-general knowledge & skills						
	Practice of entrepreneurship	1.24	NE	1.48	NE	2.72	19 th
	Feasibility study & business plan	1.68	E	1.92	E	3.60	6 th
	Funding institutions in Nigeria	1.80	E	1.98	E	3.78	4 th
	Regulatory & supervisory laws for SMEs in Niger	1.04	NE	1.36	NE	2.40	24 th
3	Opportunity-specific knowledge						
	Investment education & wealth creation strategies	1.48	NE	1.66	E	3.14	13 th
	Business windows	1.22	NE	1.58	E	2.80	18 th
	Marketing strategies	1.64	E	1.80	E	3.44	8 th
	Documentation	1.40	NE	1.62	E	3.02	17 th
4	Venture-specific knowledge						
	Internet trading / online business	1.44	NE	1.68	E	3.12	14 th
	Marketing	1.24	NE	1.36	NE	2.60	21 st
	Desktop publishing	1.06	NE	1.42	NE	2.48	21 st
	Cyber Café management	1.54	E	1.52	E	3.06	16 th

Tutorial centre operation	1.68	E	1.94	E	3.62	5 th
GSM credit card retailing	1.60	E	1.58	E	3.18	12 th
Agricultural mechanization	1.44	NE	1.68	E	3.12	14 th .
Fisheries	1.54	E	1.56	E	3.10	15 th .
Aquaculture	1.06	NE	1.42	NE	2.48	22 nd
Horticulture	1.22	NE	1.46	NE	2.68	20 th
Poultry	1.80	E	1.62	E	3.42	9 th
Restaurant/catering works	1.14	NE	1.26	NE	2.40	24 th
Laundry	1.02	NE	1.54	E	2.56	22 nd
Housekeeping	0.64	NE	1.02	NE	1.66	25 th
School business/proprietorship	1.88	E	1.96	E	3.84	1 st
Table water business	1.66	E	1.74	E	3.40	10 th

Note: Benchmark=2.0; NE=Not Essential; E=Essential

From Table 2, while the students identified 13 out of the 28 content as essential and 15 non-essential, their lecturers considered 20 essential and eight non-essential. It could also be noted that there are consensus opinion on 21 items (13 items as essential and 9 non-essential). Again, while the students identified school business/proprietorship, introduction to entrepreneurship and the Nigeria marketplace as the first-three most essential entrepreneurship content needs, the lecturers perceived funding institutions in Nigeria, introduction to entrepreneurship and school business/entrepreneurship as the most essential. ANOVA and Kruskal-Wallis Test were used to test the only null hypothesis at 0.05 alpha level.

The result shows that the ranking and prioritization of students and lecturers' content needs were not significantly different. However, the degree of the difference is further illustrated in table three.

Table 3: Kruskal-Wallis Test on Prioritization of Students' Entrepreneurship Needs

	N	Mean rank	X ²	Df	Sig.	Decision
Lecturers	174	45.76				
Students	180	40.74	1.22	1	0.26	Accepted
Total	354					

Table 3 revealed that, df=1, H=1.22 and p>0.05. The null hypothesis is thus accepted. This implies that there was no significant difference in the entrepreneurship needs of the students as prioritised by them and their lecturers.

The Proposed Curriculum Framework

Having identified the entrepreneurship content needs and priorities of the NCE students as indicated in the findings, the criteria of validity, significance, interest, and learnability were favourably considered in the selection and organisation of content for the proposed curriculum.

The first 15 highly ranked content by the stakeholders as revealed in the Cumulative Mean Rating (CMR) have been technically structured into four modules for curricular balance and to guide against content overloading:

A. Business-General Knowledge

- Introduction to entrepreneurship
- The Nigerian Market Place
- Risks in Business
- Small & Medium Scale Enterprises (SMEs)

B. Venture-General Knowledge & Skills

- Funding institutions in Nigeria
- Feasibility study & business plan

C. Opportunity-Specific Knowledge

- Marketing strategies
- Investment education & wealth creation strategies

D. Venture-Specific Knowledge

- School business/ proprietorship
- Tutorial centre operation
- Poultry
- Table Water Business
- GSM Credit Card Retailing
- Internet Trading / On-line Business
- Agricultural Mechanization

The outlined four modules and its sub-contents are to be integrated into GSE of the minimum standard and to be spread over the first four semesters of the NCE programme.

Conclusion

Teacher Education must occupy a position of pre-eminence in the planning and organization of the modern society because the teacher is the kingpin of quality in education. The study concludes that the effective implementation of the proposed Entrepreneurship Education for the GSE is expected to equip the NCE students with requisite handy skills and knowledge for job creation, wealth generation and poverty alleviation.

Recommendations

The study recommends that: there should be well defined and articulated entrepreneurship education where all stakeholders are to be involved in the curriculum planning so as to enhance effective implementation; workshops, seminars, conferences, and also symposia should be organized for the lecturers to train and retrain them and emphasis to be laid on skill acquisition which requires adequate funding.

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