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University Undergraduate Students' Perception of Arts Course Content, Behavioural Outcomes and Entrepreneurial Skills in Cross River State, Nigeria

By Ineme, A.E. & Arikpo, A.

University of Calabar, Nigeria

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The study involved 74 students accidentally selected from the faculty of arts. Ex-post facto design was used for the study. A well validated instrument, students' opinion questionnaire was used for data collection. The reliability of the studies was ascertained using Cronbach Alpha Correlation Co-efficient. Pearson Product Moment Correlation Co-efficient was used for data analysis. The .05 level of significant was used to statistically test each hypothesis. The result showed a statistically significant relationship between undergraduate students' perception of Art course content curriculum outcomes and entrepreneurial skills. The study recommended among other things, that tertiary school curriculum should be made in such a way as to inculcate and reflect the hopes and aspirations of the society and objectives should be stated in behavioural terms.

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I. INTRODUCTION

According to the University of Calabar brochure (1986-1988), the goal of the Faculty of Arts is focused on its product teaching Endeavour. It is believed that in offering students training in the various disciplines which constitute the Faculty of Arts, they are helping to achieve a deeper level of understanding themselves and fellow human beings. Through this understanding, they will be able to attain greater fulfillment of their own lives as they strive to serve the society and their nation.

The departments which make up the Faculty of arts are English & Literary Studies, History, languages and linguistics, Religious studies and philosophy as well as theatre Arts. Arts and its disciplines have much in common but each has its own contents, language and traditions that must be learnt separately. The Arts occur in schools because of the joy, enrichment and fulfillment they can bring to every human being. They are essential part of the cultural heritage of every Nigerian tribe and

The essence of civilization. Ajala, Babalola and Fadoju (2002). They stress that there should be a systematic effort to determine whether the contents of the courses have been learnt and if the instruction has been effective, then somehow, sometime, the students will behave differently.

The basic skills of arts develop the intellect and increase visual sensitivity. They enable student to identify and solve problems more effectively through the manipulation of visual images in an increasing visual society; and to make positive contributions to society by communicating effectively through visual images. Uwatt, Odey and Ebam(2006). The introduction of French as a second official Language in Nigeria and compulsory core subject in Junior and senior secondary schools was a policy enshrined in the 1984 edition of the National policy on education. Nigeria is surrounded on all sides by French speaking countries; economic activities with these countries are ever increasing. Again, diplomatic activities are carried out through the most widely spoken languages of the world (English and French). Therefore ability to speak these languages will foster unification and development in technology among countries of the African Union, as well as give added advantage to Nigerian seeking international jobs in the united Nations, UNESCO, ECOWAS and other multinational companies belonging to French speaking countries (Anyanwu 2008:310).

The primary goal of every educational institution is to achieve quality, which stems from effective teaching and learning. This can only be possible if deliberate efforts are made to ensure implementation of the curriculum. The curriculum at any school level remains the official and authentic content that translate the expectations of the society into bits of knowledge, skills and attitude, that should be transmitted to learners within a given programmed or course in both the formal and non-formal school systems. Generally, the curriculum plays the "middleman" for the society in relation to the learners. As such the content must be properly articulated as well as implemented and evaluated. Nwauhunanya(2009). Education is an orderly and deliberate effort to transmit or develop knowledge, concepts, and skills.

Author α : School of Nursing Teaching Hospital, University of Calabar, Nigeria. E-mail : abamarikposfso@yahoo.com
Author σ : Dept. of Curriculum/Teaching, University of Calabar, Nigeria.

Research question- Based on stated problem, the study sought to answer this question:

What is the relationship between undergraduate students' perception of Arts course contents, Art course content behavioural outcomes and entrepreneurial skills.

Research Design: Ex-post factor design was used in this study. The design was appropriate since the independent variables under study, course content and behavioral outcomes have already existed in the individuals concerned.

Population of the study: The population of study consisted of all final year undergraduate students in the faculty of Arts in the University of Calabar.

Sampling procedure: Accidental sampling technique was adopted in selecting the sample for the study. The researcher visited the lecture halls of final year students in the faculty. A total of 74 respondents were selected.

Instrumentation: The instrument used for the study was questionnaire. It was called students' opinion questionnaire. It was divided into four (4) sections A-D. Section A dealt with personal data of the final year undergraduate students. This contained 4 items: sex, department, faculty and institution of learning. Section B consisted of ten (10) items which measured the adequacy of the course content in producing specific outcomes. The item were arranged in a four (4) point scale ranging from very adequate (AV), adequate (A), fairly adequate (FA) and inadequate (IA). Section C was made of seventeen (17) items arranged in a four (4) point scale. It measured the adequacy of the course contents and the behavioural outcomes in equipping the students with qualities needed for effective functioning in the world of work. The items in both sections B and C were adopted from University Of Calabar Research Project opinion questionnaire (form 5).

Section D was an instrument developed by the researcher. There were twenty five (25) items in this section. It measured the adequacy of course content and behavioral outcomes in enhancing acquisition of

entrepreneurial skills, thereby preparing undergraduate students for the world of work. The items in this section were arranged in a four (4) point scale. The respondents were required to rate the responses as follow: very adequate (AV), adequate (A), Fairly Adequate (FA), inadequate (IA),

Validation of the instrument: The instrument adapted and the one developed by the researcher were vetted by experts in curriculum and teaching. They suggested modifications and were carried out.

Reliability of the instrument: In order to establish the reliability of the instrument, trial testing of the instrument was undertaken. Fifty (50) respondents were selected and copies of the questionnaires were distributed to them to complete. Data collected from them were coded, scored and analysis using Cronbatch's co-efficient Alpha formular. The reliability estimates of the variables were 0.67 for course content, 0.89 for Behavioural outcomes and 0.82 for entrepreneurial skills respectively. These results were considered satisfactory.

Data analysis: In order to prepare the data collected for statistical analysis, a key was developed by the researcher by which all information received were scored and coded. Different sections of the instrument were scored differently. The scores obtained were analyzed using Pearson's Product Moment Correlation Co-efficient Statistics. The hypothesis was tested at.05 level of significance.

II. RESULT

The study examined this hypothesis:

There is no statistically significant relationship between Arts course contents, Arts course content behavioural outcomes and undergraduate students' perception of Entrepreneurial skills.

The result is presented in the table below.

Pearson product Moment Correlation of arts course content behavioral outcomes and Art students' perception of entrepreneurial skills (N=74)

S/N	Variable	X	S	1	2	3
1	Course contents	36.53	3.10	700.45 ^a	.46 ^b *	.37*
2	Behavioural outcomes	84.73	12.90	1373.54 ^c	12144.60	.70*
3	Entrepreneurial skills	61.28	6.21	4119.68	513.93	2819.04

- N/B
- sum of square ($\sum x^2, \sum y^2$) are along the principal diagonal
 - calculated r value are above the principal diagonal
 - sum of cross-products ($\sum xy$) are below the principal diagonal
- *P < .05 df = 72 critical r = .232

All the calculated values are positive indicating that the observed relationships are positive. In other words for each pair of variables, as one increase, the other also increases and vice versa. Each of the calculated r values is greater than the critical r value of .232 at .05 significance levels and 72 degree of freedom. This means that they are statistically significant

at.05 level of significance. That is there is a statistically significant positive relationship between students' perception of arts course content, behavioral outcomes and entrepreneurial skills. Therefore, the null hypothesis was rejected.

III. DISCUSSION OF FINDING

The result of the hypothesis tested showed a statistically significant positive relationship between students' perception of art course content, Art course content behavioral outcomes and entrepreneurial skills. This finding drives home the assertion by Ajala, Babalola and Fadoju (2002), that Arts and its disciplines are essential part of the cultural heritage of every Nigerian tribe and the essence of their civilization. This is evidenced by the creativity associated with arts and its related disciplines. The result again corroborates with Uwatt, Odey & Ebam (2006), who pointed out that the basic skills in Arts develop the intellect and increase visual sensitivity. This enables students to identify and solve problems more effectively.

It is also in agreement with Anyanwu (2008), who in his work on challenges of Assuring Quality in French, opined that the ability to speak this language will foster unification and development in technology among countries of the African Union, as well as give added advantage to Nigerians seeking international jobs in the United Nations, United Nations Educational scientific and cultural organization, Economic community of West African states and other multinational companies belonging to French speaking countries.

This finding again agrees with Nwokenna (2005), who noted that, the range of difference in approaches to the curriculum reflect history, politics and culture of each country. And that the basic standards will prepare students for occupations in higher technology economy and to ensure that education does not produce disadvantage under classes. The result also supports Ho (1999) in his study on the multiple functions served by music in the society. He presented a document which showed how the Chinese government used music to facilitate social transitions in the society.

It again, corroborates with Haroutounian (1995), who in an artistic and educational dialogue with one hundred and eighteen students, discovered that the interdisciplinary approach of music education, theatre arts and Arts education, the contents of courses were effective means of identifying potential talents, and developing more talents and skills in all students, including students with exceptional talents. The research finding finally buttresses home the result by Zimmerman (1995) in whose study with ninety two (92) artistically talented students found that the greatest contribution to their success was made by the curricular layout and the content of courses of their programmers.

This is contrary to the popular world view that there is no prospect or future for those offering Arts courses and its associated disciplines.

IV. RECOMMENDATIONS

Base on the above finding, it was recommended that students at the undergraduate level should insist on direction about what to do; their active participation in tasks; reinforcement that can be derived from participation in tasks as well as success experienced or recorded in them, and feedback and corrections from teachers.

Curriculum experts and other stakeholders should see the need to revisit and review the curricular at frequent intervals. Tertiary school curricular should be made in such way as to inculcate and reflect the hopes and aspirations of the society, and objectives should be stated in behavioural terms.

V. CONCLUSIONS

It is the hope and desire of the researcher that, curriculum experts, teachers and other stakeholders will make the components of the curricular comprehensive and constitutive, curriculum outcomes to characterize acquisition of entrepreneurial skills among tertiary school graduates.

This finding would reverse the employee-prone seeking behavior of Nigerian tertiary school graduates and rather make them employer-prone in order to help Nigerian government tackle through the curricular, the problem of mass tertiary schools' graduate unemployment threats in the country.

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