

## **CURRICULUM CONTENTS OF ENTREPRENEURSHIP PROGRAMME AND ITS IMPACT ON BASIC STUDENTS' SKILLS ACQUISITION IN ENTREPRENEURSHIP IN BENUE STATE NIGERIA**

**Emmanuel E. Achor<sup>1</sup>, Peter O. Agogo<sup>2</sup> and Emmanuel A. Dodo<sup>3</sup>**

1&2. Department of Science and Mathematics Education, Benue State University, Makurdi  
Nigeria; [nuelachor@yahoo.com](mailto:nuelachor@yahoo.com)

3. Department of Arts and Social Sciences Education, Benue State University, Makurdi  
Nigeria; [dodoemmanuel10@gmail.com](mailto:dodoemmanuel10@gmail.com)

---

**ABSTRACT:** *This study investigated curriculum content of entrepreneurship education programme and its impact on Upper Basic students' skill acquisition in entrepreneurship education in Education Zone A of Benue State, Nigeria. The study was guided by eight research questions and six hypotheses. The study adopted both survey and quasi-experimental design of non-randomized pretest-posttest control type to address the objectives. The population for the study comprised 24,110 Upper Basic III students during the 2018/2019 academic session. The sample consisted of 243 students drawn from six schools out of 369 secondary school using purposive sampling technique. Curriculum Content for Entrepreneurship Centres, (CCEC), Prevocational Studies Curriculum Content Analysis (PSCCA) and Entrepreneurship Practical Skill Acquisition Test (EPSAT) were used for data collection. The instruments were validated for face and content validity by three experts in the fields of measurement and evaluation, curriculum and instruction and entrepreneurship education. Kuder Richardson (K-20) formula was used to calculate the reliability coefficient of EPSAT and the result showed 0.66 while Cronbach Alpha was used to calculate the reliability coefficient of EIQ and the result showed 0.84. Mean and standard deviation were used to answer the research questions. Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The findings revealed that entrepreneurship centres in the study area do not have written curriculum and students were not sent to these centres for internship training. Another finding was that many topics in prevocational studies curriculum do not recommend practical teaching strategy and even those that recommended were not taught practically by the entrepreneurship education teachers. In addition, students that were taught entrepreneurship education (EE) through internship training acquired more skills ( $F=442.446$ ;  $P=0.000<0.05$ ) than students who were taught without internship training. Furthermore, there was no significant difference in acquisition of skills between male and female students taught entrepreneurship education with internship training, ( $F=0.764$ ;  $P=0.384>0.05$ ). The findings also showed no significant interaction effect of strategy and gender on students' skill acquisition in entrepreneurship education. Based on the findings, it was recommended among others that government should ensure that entrepreneurship centres have a documented curriculum and students should be sent to those centres for internship training. Also, prevocational studies curriculum should be reviewed to ensure a more practical-oriented content and that entrepreneurship education teachers should be trained and encouraged to take students to internship training.*

**KEY WORDS:** Entrepreneurship education; curriculum content; internship training; skill acquisition, interaction effect.

---

### **INTRODUCTION**

Curriculum is a tool through which the needs, aspirations, interest and objectives of a society are articulated and addressed as learning experiences for the development of individuals through teaching

and learning process (Ijaiye, 2007). Curriculum consists of all the knowledge, skills, attitudes and values that are designed to be studied by learners. It is an organisation or a prescribed pattern of subject matter which addresses the needs, problems, desires, values and dreams of the society and is designed to be achieved through the school. It includes issues in the society about the child and knowledge, skill, attitudes and values needed to achieve set objectives (Gbamanja, 2002).

Tanner and Tanner (1980) define curriculum as the planned and guided learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, from the learners' continuous and wilful-growth in personal-social competence. According to Ivowi (2009), curriculum is a tool designed for educating a person in order to change the orientation, behaviours, actions and values of learners not only to develop self, but also the world around them. Curriculum as an educational process, therefore, equips an individual with enabling knowledge and skills to be productive in the dynamic society.

The national education goals for basic education in the Nigeria's National Policy on Education (FRN, 2013) among others are to: provide the child with diverse basic knowledge and skills, wealth generation and educational advancement; provide opportunities for the child to develop manipulative skills that will enable him/her function effectively in the society within the limits of his/her capacity; and inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour (FRN, 2013). These goals are to ensure that the products of the system are equipped with the relevant knowledge, skills and attitudes needed to contribute meaningfully to themselves and economic development of the nation.

Despite this laudable policy, Baba (2013) reported that about 80% of Nigerian graduates find it difficult to get employed every year. This is corroborated by the National Bureau of Statistics (NBS), Nigeria Report (Damilare, 2015) which showed that unemployment rate increased to 29.90% in the third quarter of 2015 from 8.20% in the second quarter of 2015. Moreover, the report adds that despite the creation of about 427,000 new jobs in the third quarter of 2015, Nigeria's unemployment rate stood at 9.9%. This shows an inadequate space for over 1.9 million new entrants into the labour force. The implication of the forgoing is that the problem of massive youth unemployment is on the high side in Nigeria. At the same time, much has not been done to bring collaboration between entrepreneurs and institutions.

In response to these problems, Successive Nigerian governments introduced programmes which include the National Directorate for Employment (NDE), the National Youth Service Corps Empowerment Loan Scheme (NYSCELS), the National Poverty Eradication Scheme (NPES), Family Economic Advancement Programme (FEAP), National Economic Empowerment and Development Strategy (NEEDS), Subsidy Reinvestment Programme (Sure-P) and the present N-power programme. These programmes were established to cushion, or if possible, eradicate the problems of graduate unemployment and youth restiveness (Mamani, 2010). The author also points out that all these programmes had good intentions, but their impacts are not very visible. This is because despite the introduction of these programmes, many youths can be seen roaming about in search of unavailable government paid jobs. Moreover, each of these programme died a natural death after the administration that introduced it. As a result, massive graduate unemployment still persists in Nigeria.

The persistence increase in the level of all employment has called for careful selection of curriculum contents that the school could use (Ukoje, 2010). An area in the education sector which many believe could provide solution to this problem is the entrepreneurship education (Agatue & Nnamdi, 2011). Entrepreneurship is the capacity to harness the right quantity, quality and combination of resources that

are consistent with profit making under risk and uncertainty. It is a dynamic and social process where individuals solely or in corporation identify possibilities and utilize them by transforming ideas into practical and goal-oriented activities in a social, cultural or economic context. It involves educating learners through inculcation of a range of skills and attitudes including the ability to think creatively, work in teams, manage risk and handle uncertainty. This is supported by the recognition that changing “mind set” is part of the entrepreneurial pipeline which starts in education and runs through research to running enterprises (Uwem, 2012). The various entrepreneurship areas which students can engage in after graduation include: traditional cloth weaving, soap making, hair dressing, blacksmithing, poultry, charcoal production, shoe making and detergent production sale of different products among others.

Entrepreneurship education is concerned with acquisition of knowledge that culminate to an individual becoming self-employed, self-reliant and then create job and wealth for himself. It is the form of education which involves learners in acquiring skills, knowledge and competencies that will enable them to maximally use the available resources for firm career marketing service or being employees of an organisation. According to Iyekekpolor (2007), the goal of this kind of education is entrepreneurship, that is production of an individual who is self-reliant and an employer of labour.

Entrepreneurship education is considered relevant in equipping both male and female youth with entrepreneurial skills that would enable them engage in productive livelihood. Maigida, Saba and Namkere (2013) opine that entrepreneurship education skills could help the male and female youth acquire the mindset and the know-how necessary to become self-employed or achieve viable career options.

According to Odei (2010), this has made the introduction of entrepreneurship education a compulsory course in the Nigerian educational institutions like secondary schools, colleges of education, polytechnics and universities. The author further stresses that this measure is aimed at addressing the problems of graduate unemployment and strategically repositioning the Nigerian economy for leadership in Africa. Nwosu (2007) observes that the need to consider entrepreneurship as a mean of job creation is anchored on the fact that government alone cannot provide all the jobs that the school leavers required. Therefore, this study focuses on entrepreneurship education programme at the upper basic level of education.

The Federal Government of Nigeria in 1999 introduced Universal Basic Education (UBE) programme which finally took off in 2000. Basic education is aimed at equipping individuals with relevant knowledge, skills and attitudes which would enable them live meaningful and fulfilled lives and contribute to the development of the society. Nigeria’s adoption of the UBE in 1999 came as a result of the world declaration on Education For All (EFA) and its framework for action to meet the basic learning needs. The UBE programme includes adult education, nomadic education, education for migrant fishermen and out of school children (Nwokolo, 2012; FRN, 2013).

The Federal Government of Nigeria (FRN, 2013) stipulates that basic education shall be of 9 years’ duration; 6 years of primary education refers to as lower basic level, while junior secondary 1-3 refers to as upper basic level. It shall also include adult and non-formal education programmes and primary and junior secondary school levels for adults and out of school youth (Ajaegbo, 2009). Upper Basic Education according to National Policy on Education (FRN, 2013) is the level of public education given to children between the ages of 13-15 years for basic education in the language of work, in numeracy, culture, health and vocations. The inclusion of the entrepreneurship studies at the upper basic level is in line with the implementation blue print for Universal Basic Education (UBE) Scheme (FRN, 2013). The

UBE blue print is centred on restructuring and re-orientation of the nation's educational system with focus on technological, economic and social development. One of the ways by which this can likely be achieved is through internship training in entrepreneurship education. According to Ukoje (2010), the reason is that the curriculum lay too much emphasis on theory rather than practical entrepreneurial skills.

This type of curriculum when delivered, according to Okolo and Ekesionye (2011), would enhance the opportunities for economic growth and self-reliance especially with the changing societal needs. This is because internship training would equip learners with the relevant skills to be self-employed after graduation even at the basic education level. The importance of such inclusion lies in the role it could play in helping to fight the menace of unemployment.

Internship as a term is used with reference to programmes which equip students with experiences for certain professions like those preparing to become medical doctors or pharmacist. These groups of people (interns) undergo a period of internship which is at the end of the training programme. The training affords the students opportunity of putting into practices the knowledge and skills acquired through school in a practical job setting. It is a formal programme that provides practical experience in which a student has intentional learning goals and reflects actively on what he/she is learning throughout the experience. Internship provides opportunities for students to gain work experience which helps them to get a job in future (National Youth Development Agency and South African Graduate Development Agency NYDA & SAGDA, 2013).

From the foregoing, curriculum content of entrepreneurship education programme should embody the aims and objectives of entrepreneurship internship programme. In addition, it should encompass the means and method of imparting and acquiring entrepreneurial knowledge, skills, attitudes and habits through internship programmes.

Skills according to Iorbee, Amenger and Medugu (2018) are the expertness, practice, ability, dexterity and tact exhibited by an individual in a given career. It is the expertness, practised ability or proficiency displayed in the performance of a task. Skill is a well-established habit of doing things by people (Mojekwu, 2010). It involves the acquisition of performance of an operation. To possess a skill is therefore to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or practice. Osinem and Nwoji (2005) posit that the acquisition of skills varies with the nature, complexity and the type of activity.

Skills acquisition can be derived from internship programmes and expose human development professionally to changes and trends in theory and practice of management, training and development functions. Osinem and Nwoji (2005) point out that efficient skills acquisition and development programmes raise hope for better utilisation of resources for our nation's industrial growth and economic development.

An individual with basic entrepreneurship skills can manage himself/herself by setting up a personal business and so become self-employed as well as being able to employ others. This career goal of entrepreneurship can enable individuals acquire necessary skills to be self-reliant in a chosen field of endeavour (Umunadi, 2014). These chosen fields of endeavour could be among others in soap making, traditional cloth weaving, carpentry, beads making and hair dressing. This implies that the teaching of entrepreneurship should be practically oriented to make learners acquire skills and become self-reliance after graduation (Ukoje, 2010)

However, the teaching of entrepreneurship has been theoretically-based. This could be the major reason why many graduates are unemployed. This is because they (graduates) do not acquire the necessary and relevant skills which could have been obtained from practical teaching of entrepreneurship for self-employment. As a result, they continue to search for the unavailable government jobs. The study went further to investigate the interaction effect of the students and the interaction and the gender difference in entrepreneurship education when exposed to treatment. Following the aforementioned, there is the need to introduce a practical oriented approach that could make learners to be armed with requisite skills to operate and be self-employed even if they could not continue with their education after basic education level. It is on this strength that this research work investigated curriculum content of entrepreneurship education programme and its impact on Upper Basic students' skill acquisition in Education Zone A of Benue State, Nigeria.

### **Statement of the Problem**

There has been an increase in the rate of poverty, unemployment and corruption leading to prevalence of social vices in Nigeria. The problem of unemployment is pathetic as the number of those graduating from various educational institutions looking for employment opportunities is increasing day by day (Adeniyi, 2012).

According to Akinyemi, Ofem and Omore (2011) Nigerian graduates largely lack basic skills that are needed in the work place. There has been a noticeable mismatch between college graduates and labour market demands. Students often lack the basic mental, social, practical and developmental skills that could enable them to function effectively at assigned jobs. This means that job seekers lack skills that are needed in the society.

Following the forgoing, the Nigerian society recently rose to these challenges and introduced entrepreneurship education in the school curriculum. It is aimed at helping individuals acquire skills that will enable them live and contribute meaningfully in the society. It is a self-satisfying, self-rewarding and self-reliant activity (Chibueze & Eke, 2014). In relation to that, many skill acquisition centres are found in Education Zone A of Benue State. These could enable many young ones as well as adults to embark on self-reliant activities. These centres include: Fanate Information Techniques Training Institute Limited, Adikpo, Domex Computer Training Centre, Adikpo, Tse-Zurgba Tiv Cloth Weaving Industry Mbainenge, Tiv Traditional Cloth Weaving, Ushongo and Katsina-Ala, blacksmithing industry at Mbaibee, Adikpo and Tse-Agberagba, carpentry workshop at Adikpo, Katsina – Ala, Zaki – Biam, Vandeikya and Tse-Agberagba. A lot of private groups and individuals have come into vocational training centres and institutes. Yet, there is dearth of records on what the curriculum content is like, what impact it is making on its recipients and if it has helped them to develop further interest in entrepreneurship education.

Despite the introduction of entrepreneurship education in the Nigeria's school curriculum, the problem of massive graduates' unemployment still persists. This may be as a result of the approach through which learners are exposed to entrepreneurship education which is predominantly theoretical and does not equip learners with the relevant entrepreneurial skills for self-employment. The aim of introducing entrepreneurship education is to address lack of entrepreneurial zeal among Nigerian school graduates.

Nevertheless, with the indication that internship training could greatly equip learners with appropriate skills for self-employment, records on determination of curriculum content of entrepreneurship internship programme and its impact on skill acquisition are not found in the study area. The problem of the study put in a question form is: What is the curriculum content of entrepreneurship education

programme and how does it impact on entrepreneurship skill acquisition among upper basic III students in Benue State.

### **Purpose of the Study**

The purpose of the study was to find out the curriculum content of entrepreneurship education programme and its impact on Upper Basic III students' skill acquisition in Education Zone A of Benue State, Nigeria. Specifically, the study was set to:

1. Find out curriculum content of entrepreneurship centres in the study area.
2. Find out curriculum content of prevocational studies for upper basic education students.
3. Determine the difference in mean practical skills acquisition scores between students taught entrepreneurship with internship training and those taught without internship training.
4. Find out the difference in mean practical skills acquisition scores between male and female students taught entrepreneurship with internship training
5. Find out the interaction effect of strategy and gender on students' mean practical skill acquisition scores in entrepreneurship education.

### **Research Questions**

The following research questions guided the study:

1. What is the curriculum content of entrepreneurship centres in the study area?
2. What are the curriculum contents of prevocational studies for upper basic education students?
3. What is the difference in mean practical skills acquisition scores between students taught entrepreneurship with internship training and those taught without internship training?
4. What is the difference in mean practical skill acquisition scores of male and female students taught entrepreneurship with internship training?
5. What is the interaction effect of strategy and gender on students mean practical skill acquisition scores in entrepreneurship education?

### **Hypotheses**

The following three null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in mean practical skills acquisition scores between students taught entrepreneurship with internship training and those taught without internship training.
2. There is no significant difference in mean practical skills acquisition scores between male and female students taught entrepreneurship with internship training.
3. There is no significant interaction effect of strategy and gender on students mean practical skill acquisition scores in entrepreneurship education.

## **THEORETICAL FRAMEWORK**

Two theories were used to anchor this study. These are: Adam Smith's human capital theory (1776), and Kirzner's theory of Entrepreneurship Alertness (1979).

### **Adam Smith's Human Capital Theory (1776)**

Human capital theory was propounded by Adam Smith in 1776. It proposes that human beings can be invested in and improved by means of education, training or other activities that raise their future income and hence their life time earnings. Human beings are, thus, conceptualized as assets that will generate income in future and are therefore, referred to as capital. According to Smith (1776), education helps to increase the productivity capacity of workers in the same way that the purchase of new machinery or

other forms of physical capital increases the productive capacity of a factor or other functional enterprise.

The relevance of Adam Smith's human capital theory (1776) to this study is that internship training in entrepreneurship education is expected to instil the practical skills into the learners. These skills acquired will enable them to practice entrepreneurship education upon graduation thereby raising their income. This could in turn enhance their productivity thereby raising their income leading to self-reliance as well as national development.

### **Kirzner's theory of Entrepreneurship Alertness (1979)**

Kirzner's theory of Entrepreneurship Alertness was propounded by Kirzner in 1979. This theory focuses on "entrepreneurial alertness" available, but as yet unnoticed opportunities. It proposes that someone is endowed with the trait to recognise something others have failed to recognise. It states further that there is an opportunity waiting to be exploited. Kirzner (1979) believes that this alertness is a trait successful entrepreneurs have. The alertness (trait) entails use of entrepreneurial development to generate employment, economically empower the people, reduce poverty and propel economic growth. Entrepreneurship development aims at equipping the youths and school leavers especially graduates with skills to create jobs for themselves and other people instead of hunting for non-existing jobs from the public sector.

Kirzner argues that the economy is in a constant state of disequilibrium due to the shock constantly hitting the economy. Furthermore, and economic agent suffers from "utter ignorance" they simply do not know that additional information is available. In this way, the alert entrepreneurs discover and exploit new business opportunities and eliminate (some of the) "utter ignorance" and thus move the economy toward equilibrium, which is the state no more information can be discovered.

Entrepreneurship alertness theory identifies a disequilibrium that can only be corrected to equilibrium by alert entrepreneurs who produce and exchange. The emphasis, therefore, is on the exchange opportunities and progress that come mainly from the entrepreneurial activities that lead to the exchange.

The relevance of Kirzner's theory to this work is that in Benue State and Nigeria at large, there is disequilibrium in the labour market. As such, there is low demand for labour while the supply of labour is high. This implies that there are unlimited (numerous) job seekers (graduate) chasing limited (few) available public jobs. One of the ways and probably the sure solution to the unemployment problem (disequilibrium) is entrepreneur alertness. This alertness (trait) could occur through participation of students in internship programmes where they (student) can acquire relevant entrepreneurial skills (available but yet unnoticed opportunities). This could enable students become self-employed upon graduation.

Entrepreneurship alertness theory, therefore enlightens how entrepreneurship education can instil in learners' entrepreneurship spirit to act on the spur of the moment (become self-employed). It is an outcome which is related to internship training in entrepreneurship education for skill acquisition. This is so because internship training in entrepreneurship education can prepare students to acquire skills for various entrepreneurial opportunities (alertness).

### **METHODS AND MATERIALS**

The study adopted quasi-experimental design due to the fact that the respondents were not randomly assigned to groups rather intact classes were assigned to experimental and control groups. A pre-test

and post-test controlled group design type was used. To apply this design, the researcher administered a pre-test to the students in the two groups to determine their initial knowledge and skills in all relevant aspects before they were taught theoretically by the regular entrepreneurship education teachers. Three classes each from three schools were assigned to control and experimental groups respectively.

The study was conducted such that both experimental and control group first of all were exposed to theoretical teaching of Tiv Traditional cloth weaving within six weeks each. After that a post-test was administered on the control group. On the other hand, the experimental groups were further exposed to the internship training for another six weeks. After the six weeks of internship with the experimental group, a post-test was administered on them to determine the impact of internship training. During the period of teaching, the researchers carried out regular classroom and outdoor observations to ensure the procedures were adhered to by the research assistants. The researcher also had an interaction with the entrepreneurs and inquired whether or not the entrepreneurs had a written curriculum and found out the procedure followed in weaving Tiv traditional cloth.

The area of study was education zone A of Benue State, Nigeria. The population of the study comprised 24,110 upper basic III students during the 2018/2019 academic session from 369 government grant aided schools in Education Zone A, Benue State (Source: Benue State Examination Board, 2019). The sample consisted of 243 upper Basic III students selected from six intact classes from six co-educational secondary schools. Using purposive and simple random sampling technique.

Three instruments were used to collect data. These are Curriculum Content of Entrepreneurship Center's Analysis (CCECA), qualitative data was collected using CCECA. Prevocational Studies Curriculum Content Analysis (PSCCA) which analysed curriculum of prevocational studies of upper Basic education III and had options which ranged from adequately conducted to not conducted. Four instruments were used for collection of data in the course of this study.

**i. Curriculum Content of Entrepreneurship Centres Analysis (CCECA)**

This questionnaire was administered to entrepreneurs. It unveiled the various stages and processes as well as skills involved in weaving of Tiv traditional cloth. The researcher also used the CCECA to find out if all the visited centres undergo the same stages and processes in producing Tiv traditional cloth and whether if these entrepreneurship centres have a written down curriculum or not. Thus, the researcher grouped the responses into three and presented their curriculum contents through analysis. This enabled him to make suggestions concerning the curriculum of entrepreneurship centres in the study area.

**ii. Prevocational Studies Curriculum Content Analysis (PSCCA)**

The curriculum of prevocational studies for upper basic III revised by Nigeria educational Research and Development Council (NERDC) was assessed to find out if the contents have provisions for what is needed to be covered under internship training and if the contents for internship training were selected from the content of theoretical topics. In assessing the contents, the researcher analysed them to find out whether or not students acquired sufficient entrepreneurship skills from them to be self-reliant after upper basic III even if they could not continue with education beyond this level. Moreover, it was administered to entrepreneurship teachers to ascertain whether or not they teach the content theoretically or practically. This was to enable the researcher identify the kind of skills students acquired when they were exposed to the content and whether or not such skills can enable them to be self-employed and self-reliant upon graduation. The PSCCA was structured on a 4-point Likert scale as follows: Adequately Conducted (AC) = 4, Moderately Conducted (MC) = 3, Inadequately Conducted (IC) = 2 and Not Conducted (NC) = 1. The means for answering these instruments were interpreted as: 3.50 – 4.00 (Adequately Conducted), 2.50 – 3.49 (Moderately Conducted), 1.50- 2.49 (Inadequately Conducted) and 1.00 – 1.49 (Not Conducted).



### iii. Entrepreneurship Practical Skill Acquisition Test (EPSAT)

The researcher developed 42-item Entrepreneurship Practical Skill Acquisition Test (EPSAT). This instrument initially had 52 multiple choice objective items with four options lettered A to D. After subjecting it to item analysis, the items that scaled through were 42. Each correct answer carries one mark. Thus, EPSAT carried 42 marks. The EPSAT was constructed based on the table of specification provided. It was selected from entrepreneurship-based exercise in weaving from the recommended curriculum for upper basic III.

Entrepreneurship Practical Skill Acquisition Test (EPSAT) was administered twice during the research process, first as pre-EPSAT, then as post-EPSAT to compare students' skill acquisition before and after instructional activities. It was reshuffled after pre-test before administering as post-test. A table of specification was drawn to assist in determining percentage and weighting for the topics of investigation. The EPSAT was designed to test the practical skill acquisition of the students at upper basic education III after being taught weaving by their teachers. The table of specification indicates 60: 40 percent as recommend by Bloom, Englehart, Furst, Hill and Krathwohl (1956).

The lower order questions carried 60% of the entire test items, while the higher order questions carried 40% of the entire test questions.

- i. Lower level objective questions included level of intellectual functions such as knowledge, comprehension, and application (Bloom's level of cognitive knowledge).
- ii. Higher level of objectives included intellectual functions of analysis, synthesis and evaluations (Bloom's level of cognitive knowledge).

It was adjusted after pre-test and served as post-test. A reliability test was carried out using EPSAT instruments. The internal consistency reliability co-efficiency of the instruments for the study was determined using the kudar Richardson (K-21) for EPSAT which yielded 0.66. The researcher organized a one-week orientation programme for the research assistants who were the regular entrepreneurship education teachers of the selected schools. These teachers were trained on how to assess the students before and after internship period. Mean scores of the control and experimental groups of both as pre-test and post-test were compared to answer the research question as while ANCOVA was used to test the hypotheses at 0.05 level of significance

### Control of Extraneous Variables

According to Emaikwu (2013) Extraneous variables are independent variables which could exert some influences over the dependent variable but are not themselves been studied. They are simple "unwanted or undesired" in the particular study. They therefore have to be checked or controlled otherwise they will confound the effect of the experimental treatment. The following experimental controls were used to control aspects of certain variables that were capable of affecting the result of the study.

**i. Teacher Variable:** Lesson plans and lesson notes were prepared by the researcher and handed over to the research assistants with vivid explanation. This was to reduce differences in ability and skills of lesson preparation and presentation. The use of research assistants with a minimum of three years' teaching experience further minimized differences that might arise in the treatment effect due to teacher characteristics. All research assistants used for the study were trained in one location to ensure consistency in their performance. The researcher monitored the instruction and administration of the instruments in order to ensure consistency and uniformity among different teachers and classes.

**ii. Hawthorn Effects:** This occurs when students' performances are affected because they are conscious of the fact that they are involved in an experiment. To minimize this effect, their regular teachers were used as research assistants.

**iii. Respondents' Interaction:** Since this study selected two schools each from three local government areas making up six schools sampled, it was difficult for the students to meet and share ideas. This was because this study selected two schools each from three local government areas making up six schools. To ensure that the students in each local government area do not meet and share ideas concerning the instruments, the two schools were at a distance of not less than 20 km from each other. From the two schools selected in the local government areas, one school formed the experimental group, while the other school served as a control group. Research assistants were also instructed to stick to the lesson plans outlined by the researcher and not to give comprehensive notes to students.

**iv. Homogeneity of Instructional Situation Across all Groups:** Teachers involved in the study were brought to one location and trained. Micro teaching sessions were held among them to ascertain their level of performance. This also ensured that there was little or no variation in their performances.

**v. Effects of Pre-Test on Post-Test:** The period between pre-test and post-test was six weeks. This period was long enough to make the respondents forget the similarities between the pre-test and post-test. Although the content of the pre-test and post-test was the same, it was reshuffled to make it appear different.

**vi. Initial Group Difference:** This is a difference that occurs between two or more groups of subjects used for research before they are exposed to treatment. The use of Analysis of Covariance (ANCOVA) to analyse the data took care of such initial differences statistically (Emaikwu, 2013).

## RESULTS AND DISCUSSION

Results and discussion has been done in accordance with the stated research questions and hypotheses. Data were analysed to enable the researcher answer all the research questions. The hypotheses were analysed and interpreted at 0.05 level of significance.

**Research Question 1:** What is the curriculum content of entrepreneurship centres in the study area?

Table 1: Response on Curriculum Content of Entrepreneurship Centres used

Name of Centre & Location	Entrepreneurship Activity	Have written Curriculum (yes or No)	Description of major Curriculum Contents	Sources of knowledge skills	Major topics desired for expansion	Number of Instructors at the centre & Qualifications
Tiv traditional Cloth Weavers , Ushongo	Weaving of Tiv Cloth	No	1.Warping of thread 2.Threading 3.Weaving 4.Joining	Experts or Instructors	1.Designing 2.Videoing	10 SSCE (10)
Tse Dzurgba Weaving Industry, Mbainiege Nanev	Tiv Traditional Cloth Weaving	No	1.Spinning cotton wool into thread 2.Wrapping of cloth 3.Threading 4.Tying and weaving of cloth 5.Sewing of weaved strips together	Experts or Instructors	1.Use of modern technology, ie, electrical machines 2.Modern designing	6 Diploma (2), FSLC (4)

Tale 1 shows names of centres that were used for training the students for practical teaching of Tiv traditional cloth weaving. These centres are Tiv Traditional Cloth Weavers, Ushongo in Ushongo town and Tse Zurgba Weaving Industry, Mbanienge, Nanev in Kwande Local Government Area. None of these centres had a written document as curriculum content of Tiv traditional cloth weaving. These centres relied on the knowledge of experts or instructors in the weaving of Tiv traditional cloth for training the interns.

The description of major curriculum content shows that Tiv Traditional Cloth Weavers, Ushongo has four major contents for weaving of Tiv traditional clothes. These are: warping, threading, weaving and joining of woven strips of cloth together. On the other hand, Tse Zurgba Weaving Industry has five major contents. These are spinning of cotton wool into thread, warping of thread, threading, weaving and sewing of woven strip together (joining).

**Research question 2:** What are the curriculum contents of prevocational studies for upper basic education studies?

**Table 2:** Mean Scores on Responses of Teachers on Practical Teaching of Prevocational Studies Curriculum Contents

S/N	Themes	Topics	Content	Mean	Decision	
1.	Produce packaging and marketing	1.Packaging criteria	1.Packaging criteria:	1.00	NC	
-Nature of the product (liquid or solid and shape)						
•			bulkiness (size)	1.00	NC	
			-live or frozen or dry stock	1.00	NC	
			distance to market	1.00	NC	
			2.Examples of packaging items	1.00	NC	
			-boxes			
		2.Examples	-drum/barriers	1.00	NC	
			-cages	1.00	NC	
			•	-polytene	1.00	NC
			-trays etc.	1.00	NC	
		3.Records and Book keeping	•	1.Definoin of farm records	1.50	IC
				2. Use of farm records	2.00	MC
				3.Tpes and uses of farm records	2.00	MC
				4. Computer aided farm records and its benefit	2.00	MC
				5.Definitoin of Bookkeeping	1.00	NC
		4.Agriculture in stock exchange	•	6.Source documents.	1.00	NC
	7.Journal preparation			1.00	NC	
	1.Meaning of stock:			1.00	NC	
	i. buying and selling of goods and services					

		➤	available now and in future		
			ii. buying, sellers, buyers and sellers	1.00	NC
			iii. farmer's agents	1.00	NC
			2. People involve in stock exchange:	1.00	NC
			i. encouraged investment in agriculture		
			ii. encouraged contract farming	1.00	NC
			3. Importance of stock exchange in Agriculture	1.00	NC
2.	Family living and resource management.	5. Consumer challenges and rights	1. Definition of consumer.	1.00	NC
		➤			
			2. Explains consumer rights.	1.00	NC
			3. Challenges of consumer.	1.00	NC
			4. Redress options for consumer.	1.00	NC
			5. Procedure for seeking redress.	1.00	NC
3.	Clothing and Textile.	6. Textiles types, properties, production, uses and care	1. Definition of textile with example	1.00	NC
		➤			
			2. Basic textile terms e.g fibre, yarn, warp, weft.	1.00	NC
			3. Reason for studying textiles.	1.00	NC
			4. Importance of textiles	1.00	NC
			5. Differences between natural and synthetic fibres.	1.00	NC
			6. Properties, care and uses of fibres	1.00	NC

		7.Production of textile e.g woven table mat.	1.00	NC
		8.laundering of fabrics.	1.00	NC
4.	7.Sewing machines and garment construction process	1.Types and parts of the sewing machine.	1.00	NC
		➤ 2.Factors that influence choice of a sewing machine.	1.00	NC
		3.Care of sewing machine.	1.00	NC
		4.Terms peculiar to garment construction e.g. Facing, herm, openings, fastings, etc.	1.00	NC
		5.Making a simple baby's dress using the sewing machine.	1.00	NC
	8. Preparation and marketing of food items.	1.Differences between snacks and main meals.	1.50	IC
		➤ 2.Snacks and drinks available in the society.	1,50	IC
		3.Duties of food sellers/providers for the public.	1.50	IC
		4.Preparation of snacks, drinks and meals.	1.50	IC
		5.preparation of food for packaging.	1.50	IC
		6.Marketing principles.	1.50	IC
	9.Responsible food management	1.Responsibilities of food safety manager to the consumers.	1.00	NC
	•	2.Hygienic food management strategies.	1.00	NC
		3.Effect of hygienic and unhygienic food handling to the consumers.	1.00	NC

• Topics that are practical oriented

➤ Topics that recommended practical teaching

Adequately Conducted (AC):3.50-4.00; Moderately Conducted (MC):2.50-3.49;

Inadequately Conducted(IC):1.50-2.49; Not Conducted (NC): 1.00-1.49

Table 2 shows generally very low level of exposure of upper basic III students to practical teaching of prevocational studies curriculum content. This is because the mean scores of responses of teachers on

whether or not they teach practicals on the various contents of the subjects are mostly very low (1.00). It is only the content of record and book keeping that had a mean score of 2.00 and those of preparation and marketing of food items had a mean score of 1.50. However, the mean scores between 1.00-2.49 fall below the level of acceptability for conducting practicals. This indicates that teachers do not teach the contents of prevocational studies practically at upper basic education III level. This is because of the low mean values of between 1.00-2.00 obtained on the responses of teachers on practical teaching of the subject.

Table 2 also shows bullet (●) representing topics on prevocational studies curriculum that can be taught practically though the curriculum did not recommended that they should be taught practically. On the other hand, the bullet ► show topics recommended by curriculum for practical teaching of the subject. Out of the nine topics that can be taught through practicals, four of them have not recommended practical teaching. This also could be one of the draw backs for effective implementation of the prevocational studies curriculum for the production of self-employed and self-reliant graduates. Even the topics that have recommended practical teaching as shown by the bullet are not taught practically as shown by the low mean scores of between 1.00 and 2.00 of level of acceptability for practical teaching.

**Research Question 3:** What is the difference in mean practical skills acquisition scores between students taught entrepreneurship education with internship training and those taught without internship training?

**Table 3:** Mean Practical and Standard Deviation Scores of Students for Pre-test and Post-test Control and Experimental Groups on Tiv Cloth Weaving.

<b>Method</b>		<b>Pre EPSAT</b>	<b>Post EPSAT</b>	<b>Mean Gain</b>
Entrepreneurship Education without Internship	Mean	14.42	19.15	4.73
	N	117	117	
	Std. Deviation	4.59	5.93	
Entrepreneurship Education with Internship	Mean	12.73	35.65	22.92
	N	126	126	
	Std. Deviation	4.36	6.42	
<b>Mean difference</b>				<b>18.19</b>

Table 3 shows that the pre-test mean practical skill acquisition scores of students taught entrepreneurship education without internship training (control group) is 14.42 with a standard deviation of 4.59, while students taught entrepreneurship education with internship training (experimental group) mean practical skill score is 12.73 with a standard deviation of 4.36. However, after treatment, the control groups mean practical score is 19.15 with a standard deviation of 5.93, while the experimental groups mean practical skill scores is 35.65 with a standard deviation of 6.42. The mean gain for the control group is 4.73, while that of the experimental group is 22.92 with a mean difference of 18.19 in favour of the experimental group. This implies that students in the experimental group who were exposed to practical teaching of Tiv traditional cloth weaving on internship training benefited more from the internship training (practical) strategy that is, they acquire more skills than their counterparts in the control group who were exposed to only theoretical teaching of Tiv cloth weaving.

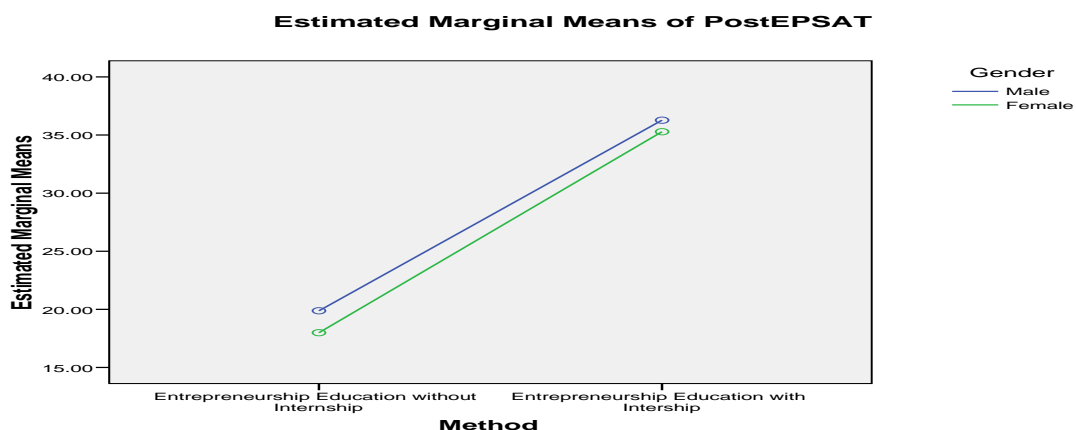
**Research Question 4:** What is the difference in mean practical skill acquisition scores of male and female students taught entrepreneurship education with internship training?

**Table 4:** Mean Practical Skill and Standard Deviation Scores of Male and Female Student for Pre-test and Post-test in Control and Experimental Groups on Tiv Cloth Weaving

Gender		Pre EPSAT	Post EPSAT	Mean Gain
Male	Mean	12.56	36.09	23.53
	N	66	66	
	Std. Deviation	4.352	5.83	
Female	Mean	12.92	35.17	22.25
	N	60	60	
	Std. Deviation	4.40	7.03	
<b>Mean difference</b>				<b>1.28</b>

Table 4 reveals that the pre-test mean practical skill scores of male and female students exposed to treatment (experimental group) is 12.56 and 12.92 with their standard deviations of 4.35 and 4.40 respectively. The result also reveals that the post-test mean practical skills scores of male and female students exposed to treatment are 36.09 and 35.17 with their standard deviation of 5.82 and 7.03 respectively. The mean gain for male students is 23.53 while that of the female is 22.25 with a mean difference of 1.28 in favour of male students. This therefore, shows that male students acquired more skills from the treatment which is practical teaching of Tiv traditional cloth weaving on internship training than female students.

**Research Question 5:** What is the interaction effect of strategy and gender on students mean practical skill acquisition scores in entrepreneurship education?



**Figure 1:** Interaction Effect Between Teaching Strategy and Gender on Students' Skill Acquisition in Entrepreneurship Education.

Figure 1 presents the profile plot/graph showing interaction effect of strategy and gender on students' skill acquisition in entrepreneurship education. The interaction pattern shows that the plot for male and female students did not intercept and are almost parallel. This means that gender and strategy did not interact to affect acquisition of skills. This indicates that there is no likelihood of an interaction effect between strategy and gender in entrepreneurship education.

**Hypothesis 1:** There is no significant difference in mean practical skill acquisition scores between students taught entrepreneurship education with internship training and those taught without internship training.

**Table 5:** ANCOVA Test on Post-Mean Practical Scores of Students on Tiv Traditional Clothes Weaving

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16821.83	4	4205.456	112.153	.000
Intercept	14513.325	1	14513.325	387.047	.000
Pre EPSAT	171.299	1	171.299	4.568	.034
Method	16591.368	1	16591.368	442.465	.000
Error	8924.431	238	37.498		
Total	212303.000	243			
Corrected Total	25746.255	242			

a R Squared = .653 (Adjusted R Squared = .648)

Table 5 shows that at 1 and 242 degrees of freedom and F-value of 442.465, the probability value is .000. This is less than the specific alpha level of significance of 0.05. Therefore, the null hypothesis of no significant difference in the mean practical skill acquisition between students taught entrepreneurship with internship training and those taught without internship training in Tiv traditional cloth weaving is rejected. This implies that internship training significantly enhanced practical skill acquisition in students in entrepreneurship education. This means that students who were exposed to practical teaching of Tiv traditional cloth weaving significantly acquired more skills than their counterparts who were exposed only to theoretical teaching.

**Table 6:** ANCOVA Test on Post-Mean Practical Scores of Male and Female Students on Tiv Traditional Cloth Weaving.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	126.907(a)	2	63.454	1.553	.216
Intercept	14287.619	1	14287.619	349.676	.000
Pre EPSAT	100.060	1	100.060	2.449	.120
Gender	31.209	1	31.209	.764	.384
Error	5025.728	123	40.860		
Total	165296.000	126			
<b>Corrected Total</b>	<b>5152.635</b>	<b>125</b>			

a R Squared = .025 (Adjusted R Squared = .009)



Table 6 shows that at 1 and 125 degrees of freedom and F-value of 0.764, the probability value is 0.384 which is more than the specific alpha value of 0.05. Since  $P > 0.05$ , the null hypothesis of no significance difference in the mean practical scores between male and female students taught entrepreneurship education with internship training in Tiv traditional cloth weaving is not rejected. This implies that the difference between the mean scores of male and female students exposed to internship training was not significant. This means that male and female students who were exposed to practical teaching on Tiv traditional cloth weaving on internship training in entrepreneurship education do not differ significantly in their practical skill acquisition.

**Hypothesis 2:** There is no significant interaction effect of methods and gender on students mean practical skills acquisition scores in entrepreneurship education.

**Table 7:** ANCOVA Test on Test of Between Subject Effect of Strategy and Gender on Students' Practical Skill Acquisition in Entrepreneurship Education

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16821.824(a)	4	4205.456	112.153	.000
Intercept	14513.325	1	14513.325	387.047	.000
Pre EPSAT	171.299	1	171.299	4.568	.034
Method	16591.368	1	16591.368	442.465	.000
Gender	125.303	1	125.303	3.342	.069
Method * Gender	12.110	1	12.110	.323	.570
Error	8924.431	238	37.498		
Total	212303.000	243			
<b>Corrected Total</b>	<b>25746.255</b>	<b>242</b>			

a R Squared = .653 (Adjusted R Squared = .648)

Table 7 reveals that at 1 and 242 degrees of freedom and F-Value of 0.323, the probability value is 0.570 which is greater than the specified alpha value of 0.05. Since  $P > 0.05$ , the null hypothesis of no significant interaction effect of strategy and gender on students mean practical skill acquisition scores in entrepreneurship education is not rejected. This implies that there was no significant interaction effect of strategy and gender on students' skill acquisition scores in entrepreneurship education.

## DISCUSSION OF FINDINGS

This section discusses the result of this study with respect to curriculum content of entrepreneurship education programme and its impact on upper basic students' skill acquisition in education zone A of Benue State, Nigeria. The findings of this work were discussed according to the areas addressed in the work such as curriculum content of entrepreneurship centres, prevocational studies curriculum content analysis, practical skill acquisition, gender difference and interaction effect of students taught entrepreneurship education with internship training and those taught without internship training.

The result of the study showed that Tiv traditional cloth weaving start from spinning of cotton wool into thread to joining of woven strip to form a full sized cloth. However, as shown from the table, Ushongo Tiv traditional cloth weavers do not start from spinning. This means that they rely wholly on purchasing ready-made thread for weaving of Tiv cloth. Even Tse-Dzurgba Weaving Industry that starts weaving by spinning of cotton wool into thread. The researcher's interaction with them shows that, they also rely

mostly on the ready-made thread for weaving of Tiv cloth. They only produce local thread by spinning small quantity and purchased the rest of it from other spinners. This is mainly because some of the Tiv traditional clothes like “tugudu” is woven mainly from the locally spun cotton wool. According to the entrepreneur, this cloth (tugudu) is also used by the traditional herbalists as well as ritualists.

However, the result of the study has shown that one major content in Tiv traditional cloth weaving is neglected as only few people (especially old men) can spin cotton wool into thread. However, there is need for uniformity in the content of this craft industry as this can reduce the cost of buying ready-made thread as well as engage more people in the industry. Therefore, anybody wishing to learn it could start from the beginning by spinning cotton wool into thread. On the other hand, some people may even depend on spinning on a large scale as a source of livelihood.

The result also revealed that these entrepreneurship centres visited (Tse-Dzurgba weaving industry and Tiv Traditional cloth weavers Ushonog) clamoured for four major topics desired for expansion. Ushongo weavers desired designing and videoing for expansion for teaching of interns, Tse-Dzurgba desired electrical machines and modern designing. This indicates that the desired areas can add impetus to the production of Tiv cloth weaving. Thus, if government could encourage entrepreneurship education in this trade areas, it would help these centres to acquire machines for improvement in the production of Tiv cloth. The findings of this study also agrees with the earlier findings of Inyang and Agwadu (2017) which shows that among the common vocational skills spread across Nasarawa state are carpentry/wood work and tailoring services. The study indicates that the respondents (80%) were satisfied with the training programmes where as 83.3% of the participants affirmed that vocational skills acquisition would greatly improve the quality of life to the rural poor. This implies that internship training is a viable strategy for skill acquisition and could lead to self-employment.

According to the responses from the interaction of the researcher with the entrepreneurs, these centres are not used either by the government or school authorities as centres for training students for entrepreneurship education. This means that the practical aspect of entrepreneurship education which is the bedrock of entrepreneurship education for self-reliance has not been given serious attention. This could lead to massive youth unemployment in the area. The findings of this study showed that entrepreneurship centres are essential for learning by interns for self-employment. This is because these centres equip learners with the relevant knowledge and skills for self-reliance. However, neither government, school managements nor other agencies send students for internship training to these centres to be trained. This finding is in line with the earlier findings of Izueke and Nzekwe (2013) that there was no significant cooperation between the universities and placement organisations in implementation of SIWES. This situation was worsened by over-reliance on paper qualification especially by government employers. The non-cooperation between education bodies and entrepreneurship centres in training students through internship training in entrepreneurship education in Education Zone A of Benue State as found in this study is capable of leading to massive graduate unemployment. This is because the students are not exposed to the practical approach of learning where they can acquire relevant skills for self-employment and have interest to embark on any entrepreneurial activities in life time.

The result of this study revealed that prevocational studies curriculum holds great promise in facilitating the acquisition of skills and interest to embark on productive activities for self-employment. The findings further revealed that if prevocational studies curriculum is well implemented, its graduates will not only be literate, but would also acquire entrepreneurial skills that could make them self-reliance upon graduation even if they could not continue with their education beyond upper basic level. However, the result also showed that, the content of prevocational studies curriculum is dominated by theoretical

teaching instead of practical teaching which can equip students with the relevant skills for self-reliance and interest to embark upon entrepreneurship. This implies that teachers do not expose students to practical teaching of prevocational studies curriculum. This result agrees with Okuo (2015) who found that if basic education curriculum is well implemented, its graduates will not only be literate but would also have acquired entrepreneurial skills that will make them self-reliant and enable them to live good lives upon graduation, however, the attainment was not guaranteed. The findings of Okuo further indicated that the teaching of prevocational studies for self-employment is not guarantee as its teaching is dominated by theoretical strategy and some contents that could be taught practically are not prescribed by the curriculum to be taught practically. The result of this study aligns Onuma (2016) who found that there is a significant relationship between entrepreneurial education and post graduate job creation. This result implies that entrepreneurial education is relevant to students with regards to equipping them with skills for post-graduate job creation ability rather than job seekers. This is similar to the internship training strategy for entrepreneurship skills acquisition.

The result of this study also aligns with Akpan and Etor (2013) who found that lecturers were positive in their perception of the relevance of entrepreneurship education as an empowerment strategy for graduate self-employment. However, large class size, inadequate funding and poor mind-sets of students towards entrepreneurship education were rated as the major constraint for effective entrepreneurship education curriculum content delivery. The poor mind-sets may be as a result of theoretical approach of exposing learners to entrepreneurship education with lack of practical strategy for teaching the subject. It therefore, means that the massive graduate youth unemployment in Education Zone A of Benue State will continue to exist if the curriculum is not restructured as well as practical teaching strategy not enforced.

The findings of this study also agreed with the earlier findings of Onajite and Aina (2017) which showed that there was need for introducing school-based practices in secondary schools; both principals and entrepreneurship teachers were highly aware and knowledgeable to a higher extent about the type of school based practices for entrepreneurship skills acquisition in secondary school. In addition, both of them accepted the incorporation of school-based practices as part of their academic programme for entrepreneurship skill acquisition in secondary schools. Thus internship training in entrepreneurship education could lead to employment opportunities, thereby making learners useful to themselves and the society at large. The findings of this study also agreed with the earlier finding of Wilfred-Bonse, Achor and Muodumogu (2018) that Social Studies curricula reflect entrepreneurship contents at upper basic education level to a moderate extent. It was also found that Social Studies curriculum needs to be enriched in entrepreneurship education in the areas of communication, hair styles, culture, trading and resources. Thus, internship training in entrepreneurship education could lead to employment opportunities, making learners useful to themselves, and can boost skill acquisition and growth of the Nigerian economy.

The findings revealed that there was a significant difference in mean practical skill acquisition between students who went on internship training (experimental group) and those who were not exposed to internship training (control group). These results were further affirmed by the fact that the internship training (treatment) is a significant factor in the acquisition of practical skill by students in entrepreneurship education lessons. This could be due to the fact that they (experimental group) were totally involved and actively participated in the practicals which made them highly excited and favourably disposed due to the experience they got through their interaction among themselves and instructors. This finding is in line with Mlahaga, Olaiya and Ochinyabo (2015) who found that students exposed to practical instructional approach method achieved higher than those taught using lecture

method. This result also supports Onoja (2016) who found that students that went on field work achieved higher than those that were not privileged to go out to the field for studies.

The result of this study also agrees with the earlier findings of Epoh and Edet (2011) that exposure to entrepreneurship education influences career intention of students, creates inspiring awareness to business opportunities, builds self-confidence, equips student with knowledge and skills and engenders self-employment as a career option. Internship training in entrepreneurship education could equip students with relevant knowledge and skills which could lead to self-employment upon graduation. Internship training could thus, have great influence on skill acquisition of students. Usoro and Ikpe (2011) reported earlier that there was no significant different between the cognitive skills, affective skills and psycho-motive skills possessed by auto mechanic students in technical colleges and skills expected by prospective employers for establishment of SMSE.

The cognitive, psychomotor and affective influence of internship training on students is so significant to the point that it could enhance their skill acquisition to become self-reliant and self-employed upon graduation. However, the findings of this study contradicts that of Igomu, Elaigwu, Apochi, Igomu and Ajah (2018) who found that entrepreneurship education (academic skills) is insignificantly correlated with standard of living. The difference in the result may have occurred due to the fact that the earlier study adopted survey design where the respondents elicited their responses based only on the theoretical approach that students are usually exposed to in entrepreneurship education without practicals. Due to the fact that the researchers did not adopt quasi experimental design, the respondents could not experience the benefits of practical skills that could lead to self-employment thereby boosting the economic activities which could lead to high standard of living.

The findings of this study revealed that there was no significant difference in mean practical skill acquisition scores between male and female students on internship training in entrepreneurship education. The non-significance of the result may be attributed to the activity nature of internship training strategy used. It involves hands-on activities and not under class conditions where they have little or no opportunity of exposure to practical activities as well as have no interaction with the actual entrepreneurs for entrepreneurial activities. It therefore showed that, skill acquisition by students was greatly influenced by the internship training strategy than the conventional training strategy. Internship training is therefore, a very useful strategy for enabling male and female students to acquire relevant skills in entrepreneurship education. This means that students' performances and skill acquisition can be enhanced by the use of practical teaching strategy in entrepreneurship education irrespective of their gender.

The result of this study confirms owenvblugle and Ediagbonya (2014) who found that skills and entrepreneurship education have great influence on economic development and that there was no significant difference between the perception of male and female business education students on the relevance of entrepreneurship education. However, the findings of this research that boys and girls do not differ on their skill acquisition disagrees with the finding of Onoja (2016) that male students achieved higher when taught with field trip instructional strategy than female students. This difference may have occurred, perhaps because in internship training, students practise the activity in one place for a fairly long period whereas in field trips the students have to move from one place to another and may have become tired and lose concentration. This could give rise to the male students achieving higher than female students in field trips activity.

The findings of this study indicated that there is no significant interaction effect of strategy and gender on students means skill acquisition scores in entrepreneurship education. The no significant interaction

effect of strategy and gender on students mean skill acquisition scores could be due to the fact that both boys and girls were probably disposed to the teaching strategy (internship training) and not any other factor. This finding is in agreement with Olatoye and Adekoye (2010) who found that there is no significant interaction effect of treatment and gender on students' achievement in pasture and forage crops (aspect of Agricultural Science). This implies that project-based strategy of teaching is potent in raising students' knowledge when exposed to real life situation. This finding is also in conformity with Musa (2017) that there was no significant interaction effect between gender and strategy in students' achievement when there were exposed to motivational-enhanced activity-based learning. Therefore, the no significant difference in male and female students' skill acquisition may be due to the fact that both boys and girls were probably disposed to the teaching strategy (internship training) and not another factor.

## CONCLUSION

The findings of this study led to the conclusion that entrepreneurship centres in the study area do not have a written curriculum and students were not sent to these centres for internship training despite the fact that these centres can enhance skill acquisition for self-employment. The study also shows that prevocational studies curriculum is taught mainly through theoretical approach rather than practical approach which enhances acquisition of life-long skills. In addition, internship training strategy enhances students' skill acquisition in entrepreneurship education. This was because the internship strategy was more effective and learner-centred than the theoretical approach which was passive and teacher-centred.

The findings also proved that both male and female students benefited from the internship strategy and have the potentials of becoming self-employed upon graduation. This was because they have acquired relevant skills in internship education. This could lead to acquisition of more skills in entrepreneurship education irrespective of gender. This means that internship training strategy would be successful means of teaching entrepreneurship education to upper basic education students for skill acquisition to enable them become self-employed and self-reliant upon graduation.

## Recommendations

Based on the findings of the study, it was recommended that:

1. A formal curriculum for entrepreneurship centres should be developed by the government for harmonization of their content for uniformity. This would enable learners of the same trade areas to acquire same skills just as in formal education. In addition, government and other well-meaning agencies should properly recognise these entrepreneurship centres by way of giving them financial support to boost their production as this could encourage the learning and productivity amongst students.
2. Curriculum planners and developers should adopt internship learning strategy and introduce it into the entrepreneurship education curriculum especially in teaching prevocational studies.
3. Entrepreneurship education teachers should use internship training strategy to teach entrepreneurship education at upper basic education level to improve students' skill acquisition and interest in the subject. This would enable students to be self-reliant and self-employed upon graduation.
4. Both male and female students at upper basic education level should be exposed to internship training programmes in entrepreneurship education at the same level since their skills' acquisition and interest were not gender bias in the study.

5. Government should adopt internship training strategy as a matter of urgency as an effective learning strategy in upper basic education level in entrepreneurship education.
6. Government should use the entrepreneurship centres available in each locality as centres for training interns in entrepreneurship education.

## References

- Agatue, F.N. & Nnamdi, A.E. (2011). Entrepreneurship training: A tool for job creation in Nigeria. *Journal of Teacher Perspective*, 5(3), 475-482.
- Ajaegbo, N.A. (2009). *The implementation of Universal Basic Education: Matters arising*. In N.A. Ada, B.U. Maduewesi, C.I. Ihebereme, (Eds.), *Emergent issues in Universal Basic Education programme in Nigeria* (pp. 87-88). Onitsha: West and Solomon Publishing Company.
- Akinyemi, S., Ofem, I.B. & Ikuenomore, S. (2011). Graduate turnout and graduate employment in Nigeria. Retrieved 15/09/2016 from <http://www.pagina-aede.org/malaga2011/samuepdf>
- Akpan, C. & Etor, C. (2013). University lecturers' perception of entrepreneurship education as an empowerment strategy for self-employment in South-South Nigeria. *International Journal of Asian Social Science*, 3 (5), 1180-1195.
- Baba, G.K. (2013). The challenges of entrepreneurship development in Nigeria and the way forward. *Journal of Business and Organisational Development*, 5(1), 54-64.
- Chibueze, U.M., & Eke, N.A. (2014). Creativity: A tool for enhancing social entrepreneurship education in secondary schools. *Journal of Resourcefulness and Distinction*, 7(1), 128-134.
- Ekpoh, U.I. & Edet, A.O. (2011). Entrepreneurship education and career intentions of tertiary education students in Akwa Ibom and Cross-River States, Nigeria. *International Education Studies*, 4(1), 172-178.
- Federal Republic of Nigeria (2013). *Blue Print for Universal Basic Education Scheme*. Abuja: Federal Ministry of Education.
- Fraser, B. J. (1981). Test of science-related attitudes. Victoria: *The Australian Council for Education Research Limited*.
- Gbamanja, S.T.P. (2002). *Essential of curriculum and instruction: Theory and practice*. Port Harcourt: Paragraphic.
- Igomu, J.A., Elaigwu, B.E., Apochi, S., Igomu, I., & Ajah, D.O. (2018). Entrepreneurship education and economic growth of Benue State (2007-2016). *Journal of Business and Management*, 20 (5), 62-75.
- Ijaiye, B.S. (2007). Addressing youth unemployment through entrepreneurship education. *Iroline Journal of Education*, 27(1), 54-61.
- Iorbee. M.M., Amenger, M., & Medugu, J.D. (2013). Graduates' and employer's perception of managerial skill needed by electrical installation trade students of technical colleges in North central Geopolitical zone, Nigeria. *Journal of the International Centre for Science, Humanities and Education Research*, 4(1), 2008.
- Iyekepolo, A.E. (2007). The role of entrepreneur in national development. *Knowledge Review* 14:1, 105.
- Izueke, E.M. & Nzekwe, I.F. (2013). Students' Industrial Work Experience Scheme (SIWES) and graduate employability in Nigeria: A study of the South East Geo-Political Zone. *Scottish Journal of Arts, Social Sciences and Scientific Studies*, 14(2), 110-126.
- Kirzner, I.M (1979). *Perception, opportunity and profit: Studies in the theory of entrepreneurship*. Chicago: The University of Chicago Press

- Maigida, J.F., Saba, T.M. & Namkere, J.U. (2013). Entrepreneurship skills in technical and vocational education and training as a strategic approach for achieving youth empowerment in Nigeria. *International Journal of Humanities and Social Science*, 3(5), 303-312.
- Mamani, I.A. (2010). Towards redirecting fine and applied Arts studies for poverty eradication and wealth creation in the twenty first century in Nigeria. *Journal of the National Association for Science, Human and Education Research*, 8(3),65-69.
- Mlahaga, I.M., Olaiya, F.S. & Ochenyabo, O.J. (2015). Effects of practical instructional approach on students' achievement in electricity among secondary school students in Makurdi Local Government Area of Benue State. *African Journal of Sustainable Professional Development*, 2 (1), 15-20.
- Musa, S. A. (2017). Effects of motivation – enhanced activity-based learning of difficult physics concepts and cognitive load on senior secondary students' achievement and academic engagement, Kogi State. Unpublished PhD thesis, Benue State University, Makurdi.
- National Youth Development Agency and South African Graduate Development Association (NYDA & SAGDA) (2013). Final report on the internship baseline study (2013). *Asia-Pacific Journal of Corporative Education*, 15 (2), 129-144.
- Nwokolo, I.O. (2012). The Universal Basic Education programme and the challenges of vocational and technical education in Nigeria. In J.D. Okoh, O.O. Oku, V.U. Dienya, D.A. Aboho & C.V.C. Alabekee (Eds), *Basic education in Nigeria: Fundamental exposition* (pp. 183-193). Owerri: Corporate Impressions.
- Odei, M.O. (2010). Problems and prospect of Entrepreneurship in Nigerian tertiary institutions. *Journal of the National Association for Science, Humanities and Education Research*, 8(3), 113-116.
- Okolo, A.N. & Ekesionye, E.N. (2011). Curriculum development and implementation: An imperative for production of new distance and non-formal education teachers for Nigerian society. *Nigerian Journal of Curriculum Studies*, 18(2), 243-248.
- Okuo, O.S. (2015). Exploring the role of the basic education curriculum in achieving the millennium development goals. *Nigerian Journal of Curriculum Studies*, 22(2), 13-22.
- Olatoye, R. A. & Adekoya, Y.M. (2010). Effect of project-based, demonstration and lecture teaching strategies of senior secondary students achievement in aspect of Agricultural Science in Ogun State, Nigeria. *International Journal of Education Research*, 1(1), 19-29.
- Onajite, G.O. & Aina, M.A (2017). School-based practices for entrepreneurship skills acquisition in secondary schools in Delta state of Nigeria. *International Journal of vocational Education and Training Research*, 3(5), 40-50.
- Onoja, A.I. (2016). Improving students' interest and achievement in ecological management through pictorial and field trip instructional strategies in Imo State. Unpublished Ph.D thesis of Benue State University, Makurdi.
- Onuma, N. (2016). Entrepreneurship education in Nigeria tertiary institutions: A remedy to graduate unemployment. *British Journal of Education*, 4(5), 16-28.
- Osinem, E.C. & Nwoji, U.C. (2005). *Student industrial work experience in Nigeria: Concepts, Principles and Practice*. Enugu, Cheston Agency Limited.
- Owenvblugle, R.O. & Ediagbonya, K. (2014). Perception of business education students on relevance of entrepreneurship education at colleges of education in Edo state, Nigeria. *Journal of Educational Review*, 7 (3), 439-446.
- Smith, A. (1776). *An inquiry into the nature and causes of the wealth of nations*. London: Methuen & Company. Limited Publishers.
- Tanner, D. & Tanner, L.N. (1980). *Curriculum development: Theory and practice* (2nd ed). New York: Macmillan Publishing Company.

- Ukoje, E.S. (2010). Business education curriculum for entrepreneurship development at primary school Level. *Journal of the National Association for Science, Humanities and Education Research*, 8 (3), 51-57.
- Uoro, H. & Ikpe, S.A. (2011). Entrepreneurial skills of auto-mechanic students and expectations of prospective employers in SMES. In S. Olubadewo, E.C. Onwuka & D.I. Ajoegbo, (Eds), *Issues and challenges in Nigerian education in 21st century*, pp.117-147.
- Uwen, E. (2012). Entrepreneurial culturing of formal education programmes in Nigeria. *Journal of Sustainable Society*, 1 (2), 1-5.
- Wilfred-Bonse, K.U., Achor, E.E. & Muodumogu, C.A. (2018). Contents needs of social studies curriculum for promoting entrepreneurship education at upper basic education level in Benue State, Nigeria. *Journal of the International Centre for Science, Humanities and Education Research*, 4 (1), 88-102.