

## ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL ORIENTATION OF UNDERGRADUATE STUDENTS AT THE UNIVERISTY OF JOS, NIGERIA

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### ABSTRACT

The main objective of this study was to test the association between entrepreneurial education and entrepreneurial orientation of undergraduate students at the University of Jos. It is believed that entrepreneurial education will help graduates be self-employment thereby reducing the high rate of unemployment in the country. Using a cross-sectional survey design, data were collected from 261 students from the Faculty of the Management Sciences University of Jos through the administration of the questionnaire. A multiple regression analysis was used to test the hypotheses. The result indicates that classroom setting is not associated with entrepreneurial orientation but lecture delivery and curriculum design are positively and significantly related to entrepreneurial orientation. It was concluded that taking entrepreneurship class as a faculty-wide course will not allow for a good learning environment because of the large class.

**Key Words:** Entrepreneurship Education; Lecture delivery, Classroom setting, Curriculum design, University of Jos

### INTRODUCTION

Entrepreneurship is globally accepted as one of the key tools for eradicating extreme poverty through creation of employment opportunities (Basu & Virick, 2015). According to the Nigerian Bureau of Statistics (2019), the youth unemployment rate in the country is on the increase from 18.8 million in 2017 to 23.1 million in 2018. 90.1% of the unemployed are first-time job seekers (NBS, 2018) especially young graduates from the Nigerian tertiary institutions.

This may explain why the Nigerian Government introduced entrepreneurship into the Nigerian educational curriculum at the tertiary level especially the university system. Entrepreneurship Education has expanded rapidly in higher education (HE) institutions around the world (Nabi, Walmsley, Liman, Akhtar & Neamu,

2018). This expansion has been driven by entrepreneurship's promise as a vehicle for promoting economic renewal and growth (Olorundare & Kayode, 2014). A major premise underpinning the expansion of EE is that entrepreneurship can be learnt (Fretschner & Weber 2013), can develop student entrepreneurial orientation and ultimately facilitate business start-up (Nabi, Holden & Walmsley 2018). The University of Jos has also keyed into this initiative and made it mandatory for every student irrespective of the discipline to undergo some courses in entrepreneurship both at the undergraduate and postgraduate level.

Despite the importance of entrepreneurship in driving global economic development and reduce poverty previous, there is limited research into entrepreneurship education its impact on the

entrepreneurship perception of students (Olorundare & Kayode, 2014). This is an area that largely remains unexplored especially in the University of Jos. In this study, we examined the impact of entrepreneurial education on the motivational processes underlying students' orientation towards entrepreneurial activities. It is believed that when students undergo such a course it may change their view positively towards entrepreneurial activities. As such the curriculum design, the physical environment like the classroom setting, the lecture delivery is designed to motivate students towards entrepreneurship activities. Drawing from Social Cognitive theory (Bandura, 1989) suggests that Education can be used to examine students' perception after undertaking a course in entrepreneurship. Since the introduction of entrepreneurship education at the University of Jos, there is no study undertaken to find out the extent to which such programme has affected the orientation of the students towards entrepreneurship. This is the motivation for the current study to find out there is a positive relationship between EE and EO of students at the University of Jos

### **STATEMENT OF THE PROBLEM**

Despite the introduction of entrepreneurship as a compulsory course in the Nigerian tertiary institutions as a means of addressing youth unemployment, there is an indication that youth unemployment, especially among graduates, is on the increase 18.8 million in 2017 to 23.1 million in 2018 (NBS, 2019). Studies to date have not paid adequate attention to the impact of entrepreneurial education on the entrepreneurial orientation of university students, especially in Nigeria.

This study is set to fill this knowledge gap by examining the relationship between

entrepreneurship education and students entrepreneurial orientation using the University of Jos as a case study. The purpose of this study is therefore to examine the relationship between classroom setting, curriculum design, and lecture delivery and students entrepreneurial orientation. This study will be of great importance to several stakeholders such as the government in formulating policies concerning entrepreneurship education. It will also help the university community in setting policies and curriculum guide as well as a classroom setting for effective delivery of entrepreneurship education among students

## **LITERATURE REVIEW**

### **Conceptual framework**

#### **Entrepreneurship**

Entrepreneurship involves innovation; bringing something new to a market that does not exist before. Some scholars are of the view that entrepreneurship is a service rendered by anyone who starts a new business (Ogundele, Sofoluwe & Kayode, 2013). According to Nabi et al (2018) anyone who creates a business, establishes it and nurses it towards growth and profitability, or takes over an existing business because the founder is dead or has sold it, or who inherited it and continues to build and innovate it, or who runs a franchise, qualifies as an entrepreneur. From this definition, an individual can become an entrepreneur through self-establishment; taking over already existing business; inherited business venture and franchisement.

Any individual can become an entrepreneur through any of these means. Furthermore, any person who has the zeal and ability to discover and evaluate opportunities, generate resources and takes steps towards taking advantage of such opportunities can become an entrepreneur. The role of entrepreneurship towards the economic and

social development of a nation include: identification of business opportunities; selection of opportunities; decision on the form of the enterprise; allocation and distribution of resources; coordination of other factors of production such as land, labour, and capital; planning and controlling organizational programmes and activities; mobilization and utilization of locally produced raw materials; risk-bearing; creating of employment opportunities; marketing activities for customer satisfaction; Promote balanced regional development, reduces concentration on economic power; and innovation to meet with needs of the local market (Ogundele, Kayode, Oduleke, & Alade, 2013).

### **Entrepreneurship Education**

According to Alberti & Sciascia, Poli (2004) entrepreneurship education was pioneered by Shigeru Fiji, who started teaching in this field in 1938 at Kobe University in Japan. In recent years there has been enormous growth in the number of small business management and entrepreneurship courses at different educational institutions (Nabi et al., 2018). A great number of programs broadly termed as enterprise or entrepreneurship education have been carried out in schools and higher education institutions throughout the world.

There are three main sources of demand for entrepreneurship education (Alberti, Sciascia & Poli 2004): governments, students and business world. The first source is governmental, driven by the shift towards a robust economy through education, government's aim at developing an entrepreneurial culture oriented to job creation. The second source of demand is that of students. Scholars suggest that there are two sets of reasons why students may want to study entrepreneurship: first, they may want to start up their own business;

second, they may wish to acquire knowledge which will be helpful in their careers in larger organizations. The third source is the business-world itself, both large and small firms.

This study focuses on the first and second source of demand for entrepreneurship that is government and students. This is because of the introduction of entrepreneurship education to be taught to undergraduate and even graduate students by the government as demanded by the Nigerian Universities Commission. The components of Entrepreneurship Education include but not limited to lecture delivery, class-room setting, curriculum design, pedagogy and any other thing that enhances the students' learning outcome (Nabi et al., 2018). In this study, entrepreneurship education is limited to the classroom setting, method of lecture delivery and curriculum design.

### **Lecture delivery**

According to Seth, Upadhyaya, Ahmad, and Kumar (2010), a lecture is an oral presentation intended to present information or teach people about a particular subject, by a university or college teacher. Lectures are used to convey critical information, history, background, theories, and equations. Lecture delivery is described as a method used for transferring information in medical education. There are many methods of lecture delivery in entrepreneurship identified in the literature as presented by Arasti, Falavarpour and Imanipour (2012). These include case study, group discussion, individual presentation, formal class lecture and web-based lecture. In the Nigerian context, the most frequently used lecture delivery method is a classroom lecture presentation by the lecturer. There are, however, serious questions regarding this type of lectures delivery (Onuma, 2016) due to some factors such

as the instructor's effectiveness, conducive learning environment, the experience of the teacher and in particular the teachers lack experience in the subject matter and the student's need for interaction (Arasti et al., 2012). Although this method is largely criticized, it is used extensively by most instructors in the Nigerian tertiary institutions is not addressed. Lack of interaction in entrepreneurship education, academics considered it as one of the major limitations of giving effective lectures.

### **Curriculum design**

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instructions for the class (Shweitzer, 2019). When teachers design curriculum, they identify what will be done, who will do it, and what schedule to follow. In the context of entrepreneurship education, it is expected that the set of instructions to be given to the students will be such that is purposely set to make the students develop an interest to undertake some business-related ventures. For the curriculum in business education to motivate students of business, Melé, Sanchez Runde, Weber and Englehart, (2011) suggested that it meet the needs of the global business community. It must also typically address the key discipline of business as opposed to an integrated approach.

### **Classroom setting**

Scholars in the education sector have recognized the importance of a good set-up classroom for lecture delivery. Onuma (2016) submitted that Classroom setup could dramatically affect students' attitudes toward and habits of learning. Therefore, creating such an environment entails

arranging a practical physical layout, supplying diverse materials and supplies, and encouraging students to have a sense of belonging and ownership. This is necessary because both Students and teachers need clean, roomy, well-ventilated, and well-lit spaces for teaching and learning. Every school will have to air-condition, and there should be sufficient heat in classrooms when it's cold, but there should not be over-heating (Shweitzer, 2019). In teaching EE in the Nigerian Universities, there is therefore the need to find out how the classroom setting affects the student s entrepreneurship orientation.

### **Entrepreneurial orientation**

This concept is understood from different perspectives by different authors. It is defined in terms of what entrepreneurship consists of, which could be achieved either by entering a new market or by venturing into previously established markets employing existing or new goods or services. For instance, Almamun, Kumar, Ibrahim and Bin-Yusouf (2017) define the term entrepreneurial orientation (EO) as processing, practising, and decision- making actions that lead to such new entries. As such the components of entrepreneurship orientation as identified by Taatila and Down (2012) are pro-activeness, risk-taking, innovativeness, and networking. This means that any action by a student towards risks taking, pro-activeness in taking business opportunities, innovative way of doing business and networking with other businesses for new information is considered as EO in the context of this study.

### **THEORETICAL FRAMEWORK**

This study guided by the theory of Social Cognitive Learning Theory propounded by Bandura (1986). The theory is based on the idea that we learn from our interactions with others.

Social Cognitive Learning Theory (SCLT) is rooted in the traditional learning theories that are used to examine many behavioural changes in a learning environment such as the university. The theory makes three basic assumptions about the nature of social learning in a social environment like the university. The first assumption is that people learn by observing others such as the teacher or a role model. The second assumption is that learning is an internal process that may not result in behavioural change. The third is that learning can occur without a change in behaviour. Based on these assumptions, Bandura (1989) prescribed that for meaningful learning to take place the learner must be attentive to the teacher or a model, the learner also needs to have a retentive memory, be able to reproduce what was taught and be motivated towards a goal such as starting a business in an entrepreneurship program. In this study, we aim to examine a set of environmental factors within the learning environment that will motivate students to pay attention, have retentive memories, be able to reproduce what they learn in their practice sessions and be motivated towards entrepreneurship activities by changes their orientation towards them.

### **Empirical review**

There are some studies on entrepreneurship education focusing on a different aspect of entrepreneurship such as intentions, action and motivation. For instance, Blenker, Dreisler, Faergemann and Kjeldsler (2014) examined the framework for developing entrepreneurship education in Denmark. Their article explores the field of entrepreneurship and education concerning changes in the university context. It was found that that the educational system at the university level at present is not capable of

developing students' motivation, competences and skills concerning innovation and entrepreneurship. They suggest that entrepreneurship education requires learning methods, pedagogical processes and frames for education, which universities at the moment have not mastered. Such changes, however, should involve parallel transformations of pedagogy within the university context.

A similar study by Aristi, Falavarjini, and Imanipour (2012) in Iran investigated the appropriateness of teaching methods in entrepreneurship using two qualitative studies by semi-structured interviews. Results of the study show that where a complete list of items to be taught are provided to teachers, the better the outcome in terms of entrepreneurial actions of the students. The results also show that appropriate teaching methods are essential for the development of new venture creation and problem solving by students.

Studies on entrepreneurial education are also conducted in developed countries such as the UK. Scholars such as Nabi, Walmsley, Linan, Akhtar & Neama (2018) examined the role of learning and inspiration in developing students' entrepreneurial intentions in the First Year in Higher Education universities. Using a longitudinal survey of business students at a British university, the authors identify four scenarios related to the participation/non-participation in Entrepreneurship Education (EE) and subsequent increase or decrease of entrepreneurial intentions. The survey was aimed at understanding how university experience has influenced their entrepreneurial intentions. Findings suggest that the influence of EE varies and in some cases even leading to a decrease in entrepreneurial

orientation.

In the US Basu and Virick (2015) examined entrepreneurial intentions and their antecedents among 123 students at San Jose State University by building on Fishbein & Ajzen's (1975) model. In doing so, they contribute to our understanding of whether, and if so how, education can affect students' attitudes toward entrepreneurship and their entrepreneurial self-efficacy. They also examined the role of family exposure to business, personal entrepreneurial experience, and ethnic background in affecting attitudes, subjective norms, and intentions by comparing students from diverse ethnic and family backgrounds. Findings highlight the impact of education and practical exposure to entrepreneurship on entrepreneurial intentions.

In developing countries like Nigeria, there are studies on entrepreneurship education. Onuma (2016) investigated the exposure of undergraduates students to entrepreneurial education for post-graduation job creation ability. The population consisted all the final year students of Educational Administration, Ebonyi State University 2013/2014 academic year totalling 200 respondents. The instrument used was a structured questionnaire. Using the Pearson product-moment correlation, the result showed that EE is positively correlated with entrepreneurial activities.

Since the introduction of entrepreneurship as a compulsory course both at undergraduate and postgraduate levels in the university system in Nigeria, there appears to be limited empirical evidence that the programme has achieved its desired goal. The aim of this study therefore is to examine the relationship between curriculum design, lecture delivery, classroom setting and

entrepreneurial orientation of students. Based on the above we hypothesize thus:

*H<sub>1</sub>: there is a positive and significant relationship between lecture delivery and entrepreneurial orientation of students at the University of Jos*

*H<sub>2</sub>: there is a significant relationship between entrepreneurship curriculum design and entrepreneurship orientation of students at the University of Jos*

*H<sub>3</sub>: there is a significant relationship between entrepreneurship classroom setting and entrepreneurship orientation of students at the University of Jos*

## **RESEARCH METHOD**

The research design for this study is a cross-sectional field survey design. According to Bhaterchejee (2012), Field surveys are non-experimental designs that do not control for or manipulate independent variables or treatments, but measure these variables and test their effects using statistical methods. According to the author, field surveys capture snapshots of practices, beliefs, or situations from a random sample of subjects in field settings through a survey questionnaire or less frequently, through a structured interview. In cross-sectional field surveys, independent and dependent variables are measured at the same point in time (e.g., using a single questionnaire), while in longitudinal field surveys; dependent variables are measured at a later point in time than the independent variables. This study uses a cross-sectional field survey to collect data for both the dependent and the independent variable at the same point in time.

## **Population/sampling**

The population for the study comprises of all 400

level final year students in University of Jos 2018/2019 academic sessions. These students were chosen because they take the entrepreneurship course in year three. The total number of students in 400 levels is estimated at 820 based on the estimation of staff in the registry department. Using Krejcie & Morgan 1970 sample size determination table the sample size for a population of 820 is 261. Therefore, the sample size for this study is 261 students 2018/2019 academic sessions.

The data for this study were collected using a structured questionnaire in 2019. The questionnaire was designed to capture all the variables in the study. The dependent variable for this study is entrepreneurial orientation while the independent variable is entrepreneurship education (classroom setting, curriculum design and lecture delivery).

### **Measurement of variables**

The classroom setting was conceptualized to measure the degree to which the learning environment is considered conducive for entrepreneurship learning. This variable was measured using five items drawn from the work of Tang, Bai, Liu, wang & Chen (2012). The items were anchored on five-point Likert scale of 1=strongly disagree, 2=disagree, 3= somehow agree, 4= agree and 5= strongly disagree. Some of the items in the questions include "there is enough seat for everyone in the class for lectures" "every student has special attention from the lecturer" "the class accommodates all students at a time" there is enough ventilation in the classroom

### **Curriculum design**

This variable was conceptualized in terms of how the entrepreneurship curriculum was designed for effective delivery of lectures in the course. The

study adopts questionnaire items from previous scholars (Tang, Bai, Liu, wang & Chen, 2012) to measure this variable. Items in the questionnaire include "the textbooks in entrepreneurship match my expectation" "there are enough practical sessions during the entrepreneurship class" "the course content meets my special needs for entrepreneurial learning" "there is online reference sources available for the course in entrepreneurship". All the statements were anchored on a five-point Likert scale of 1=strongly disagree, 2=disagree, 3= somewhat agree, 4=agree, and 5=strongly agree. We tested the questionnaire for reliability and found that the scale has a Cronbach Alpha coefficient of 0.827, which is above, the minimum threshold. We also carried out an exploratory factor analysis to determine the validity of the instrument. The result indicates that the total variance explained by 4 converging factors account for 73.8% variation suggesting that the instrument is valid

### **Lecture delivery**

This variable was conceptualized to measure the effectiveness of the teaching approach used by the lecturers to deliver entrepreneurship lectures to the students. To measure this variable, the study adopted and modified quality-teaching questionnaire developed and used by Goos and Salomons (2017). The items in the questionnaire were anchored on a five-point scale ranging from 1= strongly disagree, 2=disagree, 3= somehow agree, 4= agree and 5= strongly disagree. Some of the items in the questions include "The teacher makes clear what knowledge and skills I should acquire to pass this course" "The examination matches the proposed aims of the course (i.e. matches the knowledge and skills the teacher states I should acquire)" "The teaching method (e.g. lectures, assignments, usage of online

learning environment) has helped me prepare for entrepreneurship course" "The teaching method (i.e. lectures, tutorials, assignments, etc., taken together) stimulated me to participate actively" "The teacher provided opportunities to assess my progress during the course (by welcoming questions, giving assignments or midterm exams, providing an online discussion forum" "I am satisfied with the quality of teaching in entrepreneurship". We tested the questionnaire for reliability and found that the scale has a Cronbach Alpha coefficient of 0.785, which is above, the minimum threshold. We also carried out an exploratory factor analysis to determine the validity of the instrument. The result indicates that the total variance explained by 2 converging factors account for 78.5% variation suggesting that the instrument is valid

**Entrepreneurship orientation (EO)**

In this study, EO was conceptualized in terms of the students' risk taken behaviour, innovativeness, networks and proactiveness. To measure this variable, the study adopted and modified scales used by AlMamun, Kumar, Ibrahim and Bin-Yosouf (2017). Some of the items in the questionnaire include " I can generate new ideas" " I challenge myself to start a new business" I am training myself to be creative" " I am willing to invest a certain amount of money on something that might yield higher return " " I am an avid information seeker". All the responses were anchored on a five-point Likert scale of 1= strongly disagree, 2=disagree, 3= somehow agree, 4= agree and 5= strongly disagree. We tested the questionnaire for reliability and found that the scale has a Cronbach Alpha coefficient of 0.867, which is above, the minimum threshold. We also carried out an exploratory factor analysis to determine the validity of the instrument. The

result indicates that the total variance explained by 3 converging factors account for 69.7% variation suggesting that the instrument is valid.

**METHOD OF DATA ANALYSIS**

The method of data analysis used in this study is multiple linear regressions. The choice of the method is based on the nature of the hypotheses aimed at testing relationships, which is typical with survey designs. The regression model for the study is in the form  $EO = a + b_1CS + b_2LD + b_3CD$

Where:

EO=Entrepreneurship Orientation (dependent variable)

CS= Classroom setting (independent variable)

LD= Lecture delivery (independent variable)

CD=Curriculum design (independent variable)

a=constant

b1, b2, b3 coefficients of CS, LD and CD respectively

**RESULTS AND DISCUSSION**

*Respondents' characteristics*

This section presents the sample characteristics of the students that responded to the items in the questionnaire. There was two-background information in the questionnaire, which is the age group and gender of the respondents.

*Gender distribution*

As seen in table 1, it was found that the majority of the respondents are male representing 54.7% percent while the females comprised of 45.3 percent.

**Table 1: Gender distribution of the respondents**

Parameter	Frequency	%
<b>Gender</b>		
Male	143	54.7
Female	118	45.3
<b>Total</b>	<b>261</b>	<b>100</b>

Source: primary data

The results in table 2 show that 47.1 percent of the respondents were aged between 16-25 years followed by 36.4 percent who are aged 26-35 years. Results also show that 16.5 percent are aged above 36 years.

**Table 2: Age distribution of respondents**

Parameter	Frequency	%
<b>Age</b>		
16-25 years	123	47.1
26-35 years	95	36.4
36 and above	43	16.5
<b>Total</b>	<b>261</b>	<b>100</b>

**Descriptive statistics**

All the variables in this study were measured using five point Likert scale ranging from 1=strongly disagree, 2=disagree, 3=neutral and 5= strongly disagree. The result of descriptive analysis indicate that EO has a mean of 4.7 with standard deviation of .43, CS has a mean of 3.6 with a standard deviation of .51, CD has a mean of 4.3 with a standard deviation of .43 and LD has a mean of 3.7 with a standard deviation of .44. None of the mean is above the highest score of 5.

**Table 3: Descriptive Statistics**

	Mean	Std. Deviation	N
Entrepreneurial orientation (EO)	4.7100	.43846	261
Class room setting (CS)	3.6333	.51398	261
Curriculum design (CD)	4.2600	.43794	261
Lecture delivery (LD)	3.6600	.44411	261

Source: SPSS output

**Results**

To test the hypotheses in the study, a regression analysis was conducted with the aid of the Statistical Package for Social Sciences (SPSS) version 22. The results indicate that the model specified for the study fits the data. Specifically, the result shows that the independent variables (classroom setting, curriculum design, lecture

delivery) collective explain 24.9% variation in Entrepreneurship Orientation ( $R^2 = .249$ ) see table 4 and is significant  $p < 0.05$  (see table 4.5)

**Table 4: regression coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	3.985	.763		5.222	.000
	Classroom setting	.115	.170	.135	.676	.503
	Curriculum design	.452	.162	.451	2.788	.008
	Lecture delivery	.214	.173	.216	3.238	.000

$R^2 = .249$

Adjusted  $R^2 = .200$

a. Dependent Variable: Entrepreneurship Orientation

**Test of hypotheses**

**H<sub>1</sub>: Curriculum design and entrepreneurial orientation**

The regression result indicates that curriculum design and entrepreneurial orientation are positively and significantly related ( $\beta = 0.451$ ,  $p < 0.05$ ). Therefore the null hypothesis is rejected. This means that in designing curriculum to be used for an entrepreneurship class, the textbooks should be designed to match students expectation, the course content should be carefully designed for proper entrepreneurial learning and every student's special need be taken care of. This will positively change students' orientation to be creative and willing to invest in some entrepreneurship activities after school. The result aligns with findings by Tang et al (2012) that, the quality of curriculum teaching is essential in higher school education. It is also in tune with studies in learning outcomes and curriculum design such as Alfauzan and Tarchouna (2017) who documented that there is a positive relationship between learning outcomes and learning based curriculum design.

***H<sub>2</sub>: lecture delivery and entrepreneurial orientation***

The coefficient table also shows that lecture delivery and entrepreneurial orientation are positively related ( $\beta=0.216$ ,  $p<0.05$ ) see table 4.6. Therefore the null hypothesis is rejected. This means that when the teacher makes clear what knowledge skill is expected to pass the entrepreneurship course when the lecturer uses assignments, tutorials and provide opportunities to assess the students progress during the course, the students will be able to have a positive mindset towards entrepreneurship.

This result with San-Martín, Fernández-Laviada, Pérez, & Palazuelos (2019) that, a teacher of entrepreneurship should have previously started a business, have the characteristics of an entrepreneur, conduct practical sessions and assignments is enough to increase entrepreneurial intentions. The result also supports the prescription of SCLT that one of the key factors in learning is the fact that the model or the teacher can motivate the students or the learner towards paying attention, memorize and reproduce what is being taught in the class.

***H<sub>3</sub>: Classroom setting and entrepreneurial orientation***

We also found that classroom setting and entrepreneurial orientation are not positively related ( $\beta=0.135$ ,  $p>0.05$ ). The possible reason for this result is that the lecture in entrepreneurship in the university of Jos is taking as a faculty-wide class. Under such an arrangement, the learning environment may not be conducive in terms of ventilation and lecturers may not be able to pay attention to the special needs of students. It may also affect the number of practical sessions that can be carried out. This is consistent with findings of Sasakara and Wiksuana (2020) that learning

environment such as provision of visual classroom and management support facilities improve students' capacity, skills and confidence towards entrepreneurial activities.

**CONCLUSION**

Finding from the test of hypothesis one indicate that the no relationship between a classroom setting and entrepreneurial orientation. This may be the fact that the students did not have enough practical session. It could also mean that the classroom for the entrepreneurship class has no enough space to accommodate all the students at once and lack of sufficient ventilation may make it difficult for the students to understand what is taught in class. Furthermore, where there is no attention given to the special needs of students, taking entrepreneurship class as a compulsory requirement may have no significant impact on their orientation.

It was found that curriculum design and entrepreneurial orientation are positively related. This finding implies that the current textbooks used for teaching entrepreneurship match the expectation of the students. It also implies that the curriculum is designed to provide enough practical sessions as well as the availability of online sources of materials for the students. This explains why curriculum design is positively related to entrepreneurial orientation.

The test of hypothesis three indicates that the method of lecture delivery and entrepreneurial orientation are positively related. This implies that the lecturers handling entrepreneurship class make clear what knowledge and skills students need to pass entrepreneurship class. It also suggests that the teaching approaches such as lectures, given of assignments, usage of online learning environment, conducting tutorials helps in changing students orientation towards entrepreneurship.

## RECOMMENDATION

Based on the findings and conclusions drawn from the study, the following recommendation is made:

For the compulsory entrepreneurship education introduced by the government of Nigeria to achieve its main objectives, attention must be given to the design of the curriculum. Specifically, the textbooks used must be such that meet the expectation of every student. It must also provide enough time for practical sessions.

Furthermore, lecturers taking entrepreneurship class must try to give enough assignments, tutorial and use more of online sources such as you-tube for demonstration.

The classroom setting should be comfortable for learning in terms of enough seats and ventilation. University management should provide support facilities that will boost confidence of the students to undertake entrepreneurial activities after graduation.

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