PERCEIVED IMPACTS OF PLANNING AND ORGANIZING OF LEARNING ENVIRONMENT ON ENTREPRENEURIAL EDUCATION IN OSUN STATE UNIVERSITY

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Abstract: *Persistent unemployment issue in the country demands a drastic solution from all stakeholders in Nigeria project. This study examined the perceived impacts of planning and organizing of learning environment for entrepreneurial education in Osun State University (UniOsun). The participants comprised 300 undergraduates drawn randomly from three of the six campuses of UniOsun. A well modified instrument was used for data collection. The findings revealed that the content delivery of entrepreneurial education programme in UniOsun was well delivered in terms of equipping students with skill of recognition of opportunity, networking skills and making professional contacts, and creativity; but less adequate with reference to enhanced leadership and communication skills and equipping students to become independent problem solvers. well valued in the society, others felt otherwise Besides, students' perceptions of the relevance of entrepreneurial education programme for job creation was poor; but less supportive in terms of limited number of instructors for training programmes, and lacking in creative development of students. Hence, it was recommended, among others, that the school management should increase the level of attention paid to the entrepreneurial areas that were perceived to be inadequately delivered in UniOsun.*

Keywords: *Entrepreneurial Education; Learning Environment; Perceived Impact; Planning; Organizing; UniOsun*

Introduction

Concept of Learning Environment

Learning environment can be defined as an educational approach, cultural context, or physical setting in which teaching and learning occur. It is typically reffers to the context of educational philosophy or knowledge experienced by students and may also encompass a variety of learning cultures; its presiding ethos and characteristics, how individuals interact, governing structures, and philosophy in learning style and pedagogies used and the societal culture of where the learning is occurring (Biggs, 2003). It also includes such factors as operational characteristics of the instructors, instructional group, or institution; the philosophy or knowledge experienced by the student. Students learn in various ways and under variety of settings, most times within school settings and sometimes outside-of-school locations and other outdoor environments (Lei, 2010). There is infinite number of possible learning environments, which is what makes teaching so interesting.

Learning environment can be learner-centred, knowledge-based, on assessment-level or even community-driven (Çubukçu, 2012). In the past, most learning experiences occurred in the traditional classroom setting where the teacher *talk and chalk* and students *look, listen and dump board notes* on, but with the advent of information and communication technology, modernized classrooms and learning experiences began to surface (Brooks,2010). Modern learning environment is an alternative to unlimited traditional connotations in which there is the symbolic room, rows and column of desks, cane, chalkboard and rickety facilities for teaching-learning processes. In the 21st century, students' learning environment focuses on students attaining deep understanding and out-of-classroom knowledge to be able to cope. Learners do the learning with the sole aim of creating a total environment for learning that optimizes the ability of students to learn (Linda, Nilson & Barbara, 2005).

More precisely, in the traditional learning environment, teachers do the talking while student do the listening, but times has changed now, teachers are no longer seen as the "*sage on the stage"* but a "*guide on the side*". The era of rote learning (*memorisation of learned information and idea*) is over, teachers are now expected to facilitate while students are seeing, carrying out the problem-solving tasks which are essential to learning (Abrami, D'Apollonia, & Rosenfield,

2007). In the contrary, there is no single optimum learning environment as it varies from classroom to classroom and context to context. According to Brooks (2010), there are different types of learning environments such as face-to-face, online, and hybrid with varying characteristics and peculiarities. It is worthy of note that learning activities go beyond physical institutional arrangement of laboratories, library, classrooms and teaching theatres, it encompasses characteristics of learners, aims, objectives and goals of teaching and learning activities, contents of learning, strategies, assessment strategies, plans and procedures and other ephemerals that promote the teaching-leaning experiences (Cabrera, Colbeck, & Terenzini, 2001). Hence, developing a complete and holistic leaning environment is a great task and most creative aspect of the teaching experience.

Entrepreneurial Education

UNESCO/ILO (2006) defines entrepreneurship education as collection of formalized teachings that informs, trains, and educates anyone interested in participating in socio- economic development through a project to promote entrepreneurship awareness, business creation, or small business development. It is usually conceived as seeking to foster self- esteem and confidence by drawing on the individual's talents and creativity, while building the relevant skills and values that will assist students in expanding their perspectives on schooling and opportunities beyond. It focuses on the development of skills or attributes that enable the realization of opportunity (Wei, Liu & Sha, 2019), and seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary through graduate university programmes. It is a training scheme to develop persons for self-employment or for organizing, financing or managing an enterprise (Wang, Ellinger & Wu, 2013), a process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen (Volery, Mueller, and von Siemens, 2015). In simple terms, it is the ability to create and build something practically from nothing such that the builder and risk taker is willingness to take calculated risks and then do everything possible (Kettunen, Kairisto-Mertanen, and Penttilä, 2013).

It is without doubt that an entrepreneurship-focused education helps students to develop crucial life skills that will serve them well beyond the classroom walls (Chen and Chang, 2014). There are various methodologies which are based on the use of personal,

behavioural, motivational, attitudinal and career planning activities (Fillis & Rentschler, 2010). An entrepreneur is the risk-bearer and works under uncertainty. It consists of three core elements which are creativity (creating all kinds of ideas), innovation (find the value in selected ideas) and entrepreneurship (develop a business from the innovative idea).

Impacts of Planning and Organizing Learning Environment

The import of un-managed population of the Nigerian society has continued to creep into the school system. This has given rise to the study of learning environment and its' effect on cognitive achievement, creative assessment and entrepreneurship education has been debated and research for many years and yet inconclusive (Adeyemi, 2006). The prevailing conditions in Nigeria education system imply that learning opportunities in Nigerian schools differs as students in urban schools have more educational opportunities than their ounterparts in rural learning environment. Thus, an organised and planned learning environment prepares students to be responsible and enterprising as well as helps to develop skills, knowledge, and attitudes necessary to achieve the goals they set out for themselves (Balogun, 2010). An unplanned learning environment is not conducive for the new waves in the teaching-learning process as most standardized materials, contents and assessment tools have lost value as it conditioned students and learning to a straight-jacketed approach (Fareo, 2013).

It has been frequently witnessed that a planned and organised learning environment avails all and sundry the room for diversity, creativity, innovation, collaboration and other skills needed to solving personal and societal problems. Some studies have shown positive impacts while others negative influence of learning environment on the students' learning outcomes. For instance, Adediwura and Bada (2007) attributed students'academic performance to learning environment. A learning environment located in a rural area, they argue, will have all the characteristics of rural environment; similarly, an urban learning environment will have an environment-based activities peculiar to its environment but different from a rural location. Thus, as learning environment differs, the level of academic performance may also differ. The consequence is that the quality of education may not be even; and the National policy of education for a democratic, egalitarian society may not be attained equally.

By the same token, one of the impacts of planning and organising learning environment is to prepare students for

the future. In the contemporary society, the unprecedented global and technological transformations have created a likelihood that by 2055, all jobs available now and before then would be taken over by automated machines (Guay, Chanal, Ratelle, Marsh, Larose & Boivin, 2010), creating completely new roles, responsibilities, and challenges for the future workforce. Thus, the need for planning and organising learning contents and environment around complex global, social, and environmental issues in the future is not negotiable. Hence, entrepreneurship-focused programmes teach students crucial life skills such as problem-solving, teamwork, empathy to help them navigate this uncertain future as well as learning to accept failure as a part of the growth process.

Besides, students need to learn how to identify problems before they learn how to solve them. Chen and Chang (2014) remarked that problem-solving has been taught in schools for decades, but the same cannot be said for problem identification. Traditionally, problem-solving is taught by presenting students with issues that are already clearly defined by someone else. Gianesini, Cubico, Favretto and Leitão (2018) submited that in the real world, problems can only be solved when they have been properly identified and described. In a planned and organised learning environment, entrepreneurship education teaches children to identify problems they have never encountered before which is a rare skill that is valuable for the future. A planned and organised learning environment develops in learner the confidence and grit to dear. Grit consists of passion and sustained persistence applied toward long-term achievement (Ispir, 2010). The demanding and uncertain entrepreneurship journey requires more passion and sustained persistence than most other activities. This makes an entrepreneurship-focused programme ideal for developing grit in your students.

For instance, class size is one of sub-variables of learning environment. Adeyemi (2008) defined class size as an educational tool that can be described as an average number of students per class in a school, while (Kornfeld, 2015) described it as the number of students per teacher in a class. A lot of argument has gone on the impact of class size on performance, some fingering over-bloated class size as the main factor responsible for falling standard of education, most especially in the elementary or secondary level of education in Nigeria.

They submit that as class size increases so student's achievement decreases. A study by Miller, Rycek and Fritson (2011) on the effects of high impact learning experiences on student engagement, it was said that student engagement includes skills

engagement, participation engagement, emotional engagement, and performance engagement. Handlesman et al., (2005) created a questionnaire (SCEQ) which measures these forms of engagement. It was discovered that the undergraduate research and internships promotes greater student engagement with key factors contributing to engagement included perceived career relevance, faculty/student collaboration and the focus and intensity of the learning experience.

According to this perspective, Audretsch, Kuratko, and Link (2016), the extent to which learning experience is considered to be of *high-impact* depends on the student's perception of his/her experience, not on any empirical measurement of success. Along similar lines, a sound learning environment helps to impart and promote the pillar of entrepreneurship (Brian and Norma, 2010). In the same vein, entrepreneurs seek to solve problems, meet needs, and ease pain points with the help of their products and services. They are hard-wired to make a difference and make the world a better place. Every student can benefit from entrepreneurship-focused education because participating in entrepreneurship programmes, they are made ready to create their own futures as well as change the world (Gianesini, Cubico, Favretto, and Leitão, 2018).

Various entrepreneurial education studies have been carried out on in the area of curriculum development, individual traits, ability, behavioural intention, mechanism for innovation, development strategies, interest, framework, learning environment among other factors (Anderson, Potočnik, and Zhou, 2014). Bacigalupo et al (2016) designed a framework for entrepreneurship education which they also called entrepreneurial competence and considered three key steps which are opportunity identification, entrepreneurial skills, and actions. Galloway and Brown (2002) also found out that the knowledge of entrepreneurship education is capable of changing students' attitudes toward entrepreneurship. In the same vein, students' perception and attitudes toward entrepreneurship education can determine whether students' creativity will be expressed and constitutes a self-judgment of one's perceived competence in generating novel ideas (Brown and Ulijn 2004; Beghetto and Kaufman, 2010), forming an internal, lasting, and stable innovative personality.

Also, students' views on their entrepreneurship education are related to their perception of innovation; fostering innovation through entrepreneurship education is the primary task of universities. Awareness and ability are the core process of students' innovation activities, which are also influenced by innovation personality. The

educational system of universities has to provide an academic environment that may serve as a catalyst for high-technology start-ups (Franke and Lüthje, 2004). If learners are constantly challenged to expand their content knowledge they will be motivated to broaden their cognitive levels (Bandura, 1999), form a defense mechanism to eliminate the negative impact caused by perceived pressure (Granieri et. al., 2017). Entrepreneurs are made, not born, by imparting the knowledge and skills needed for a new business venture. The process of shaping the ability of student entrepreneurs is a social interaction process in which information resources are acquired and transformed in the form of observation or direct participation

Psychological Implications of Good Learning Environment for Entrepreneurship Education

Nigeria as a nation has experienced a steady decline since the oil windfall peaked more than twenty years ago with slow growth and rapidly rising population have yielded dramatic increases in poverty. She has been on a roller coaster in the decades since independece, culminating in a long period of stagnation following the apex of the petroleum boom. The problems of flagging growth, rising poverty, and widening inequality arise from several factors, including an unfavorable economic structure, detrimental policies, adverse political conditions, unemployment and negative external shocks (Odia and Odia (2013). Nigeria's population has a large percentage of young inhabitants, and there is a high demand for educational opportunities for its young populace. After severe cuts in governmental aids following a nationwide recession in 2016, Nigeria's underfunded higher education system became the focus of ongoing student protests and strikes. This has given mental and psychological torture to all and sundry.

In 2019, the estimated youth unemployment rate in Nigeria was at almost 20 percent which is according to the data estimates from the International Labour Organization, an agency of the United Nations developing policies to set labor standards (Kassean, Vanevenhoven, Liguori, and Winkel, 2015). This is the situation and is hitting deep into the fabric of the Nigerian society with every stakeholder having their fair share. Government at all levels has dissipated efforts in fora, conferences, seminars, policy meetings to stem the tide. The option of adopting and incorporating entrepreneurship education into the education system rigmarole the best means to curtail unemployment in Nigeria (Odia and Odia, 2013). Across the world, entrepreneurship education has been recognized as part of school curriculum but with variations at the

levels of education and even nations. It is been offered based on human competences and abilities to develop which is in tune with the main pedagogical goals pursued in each age and maturity level of education.

In Nigeria and many parts of the world, entrepreneurship education has been adopted as a way of developing skills such as risk-taking and problem solving that facilitate achievement of life goals and create jobs (Premand, Brodmann, Almeida, Grun, and Barouni, 2016). It encourages creativity, innovation, and collaboration as well as places premium on students' involvement in the teaching-learning situation as they learn better when given responsibility to carry out independently or in collective bargain. Though, human beings respond to experiences and learn from them, modern learning experience depicts a holistic and interdisciplinary approach which built around principles and practices that expressly ensure that the learning journey is enjoyable, engaging, relevant, and informative (Gundry, Ofstein and Kickul, 2014).

In a learner-friendly environment, the most important thing for teachers is to view learners as competent and strong rather than needy and weak (Granieri, Marca, Mannino, Giunta, Guglielmucci and Schimmenti (2017). Psychological make of every learner is wired to be natural researchers, curious to know more about something. In the 21st century, a lounge-like learning environment captures an inviting space with colourful interior and high- technology equipment for individual or small group exercises, on-the-job mentoring and learning networks, whether formal or informal allow learners to bounce questions and ideas off one another, creating learning experiences that foster memory-ability (Fillis and Rentschler, 2010). Information shared is information repeated, and repetition increases retention. The learning environment is expected to build the needs of various learners through enabling the use of multiple channels in learning situations and not the other way round like we have nowadays. The moment that is jettisoned, the one-way approach makes teaching- learning process boring and exhaustive which may not be too good for creativity and innovation which is the hallmark of entrepreneurship education.

Hence, to encourage entrepreneurial success at diverse settings, the main objective of providing students with attitudes, knowledge and skills for entrepreneurial action must be put into onsideration. Skills development is essential for increasing the productivity and sustainability of enterprises and improving working conditions and the employability of workers. In order to navigate into the labour market, young individuals need the technical skills to perform

specific tasks as well as core work skills: learning to learn, communication, problem-solving and teamwork.

More importantly, they need positive attitude towards imbibing and applying the core values/ skills of entrepreneurial education at the labour market. According to Ajzen (2002), in his theory of planned behavior, attitude towards something is one of the key factors that determine the extent people would develop interest in and subsequently execute or carry out such behaviour. Unfortunately, the existing research in this area, especially in Nigeria, has not detailed how well the recently introduced entrepreneurial education, have equipped graduates with required skills and attitudes needed to become autonomous thinkers and problem-solvers in this rapidly increasing technological-driven labour market. Hence, this study aims to examine the role of effective planning and organizing of learning environment as a catalyst for driving entrepreneurial education objectives in tertiary institutions. The extent that the current entrepreneurial education programme has equipped Nigerian youngsters with relevant skills needed to become job creators, not job seekers, will as well be investigated.

Research Questions

1. What are students' perceptions of the content delivery of entrepreneurial education programmes taught in Osun State University (UniOsun)?
2. What are perceptions of the relevance of entrepreneurial education programme taught in Osun State University?
3. Are existing learning environments supportive and adequate for entrepreneurial education programme taught in Osun State University**?**
4. What are perceived value of entrepreneurial education skills among undergraduate students in Osun State**?**
5. Are there significant differences in the perceived relevance of entrepreneurial education programmes taught in UniOsun based on student's gender?

Methods

Research Design

This research adopted a survey research design. Survey research design is a popular design in education which requires researchers to administer a survey/questionnaire to a selected sample or the entire population of people, to describe the attitudes, opinions, or characteristics of the population (Creswell, 2008). This research design

helps researcher to describe trends about pattern of responses to research questions or hypotheses (Creswell, 2008).

Participant

The target population of this study comprised all undergraduate students in Osun State University (UniOsun). There are six cognate campuses in UniOsun (two in each of the three senatorial districts of the state). Specifically, three campuses (one from each of the senatorial zones) were selected. They included Ikire, Ipetu-Ijesa and Osogbo campuses. Thereafter, a simple random sampling technique was applied to select 100 participants from each campus. Altogether, a total of 300 respondents constituted the sample size of this study.

Instrument

This study used modified-adapted instrument for data collection. The instrument consisted of four sections. Section "A" dealt with respondent's demographic information; section "B" consisted of items on entrepreneurial education skills taught in tertiary institutions and their relevance for self-reliance of undergraduates; section "C" comprised items on quality of learning environment required for entrepreneurial education; while section "D" contained items on perceived value of entrepreneurial skills among undergraduates. All items were measured on a 5-point Likert like scale, ranging from "1" equals "Strongly Disagree" to "5" equals "Strongly Agree". For convenience and ease of presentation of results, the responses for strongly disagree and disagree options were collapsed as "Disagreed", and that of agree and strongly disagree were collapsed as "Agreed". Prior to the collection of main study data, concerted efforts were made to ensure the psychometric properties of the instrument (i.e., the validity and reliability estimates) were carefully and adequately established, using both Cronbach's alpha reliability statistics and exploratory factor analysis approach.

Method of Data Analysis

The data responses were analyzed using Statistical Package for Social Science (SPSS) software, version 23.0. Upon screening and scrutinizing the data, descriptive and inferential statistics via percentage analysis, frequency count, mean/standard deviation, and independent t-test were deployed for data analyses.

Data Analysis and Results

Descriptive Analysis of the Participants

As indicated in the method section, this study drew participants from three campuses of UniOsun. They included both male and female students with an average age of 19 years. The students were in different levels of study (from 100L – 600L). Altogether, a total of 300 students participated in the study but only 261 provided usable data. Table 1 presents the participants' demographic variables and usable responses from the survey.

			Sample Size	
S/No	**DEMOGRAPHIC**	**GROUPS**	**N = 261**	**(%)**
1.	**GENDER**	MALE	113	43.3
		FEMALE	148	56.7
		TOTAL	**261**	**100**
2.	**PROG. OF STUDY**	EDUCATION	100	38.4
		ARTS/HUMANITY	90	34.5
		ENINEERING	18	6.8
		PURE & APPLIED SC.	53	20.3
		TOTAL	**261**	**100**
3.	**AGE**	15 – 20YRS	141	54.0
		21 – 25YRS	110	42.1
		26YRS & Above	10	3.8
		TOTAL	**261**	**100**
4.	**LEVEL OF STUDY**	100	56	21.5
		200	96	36.8
		300	53	20.3
		400	51	19.5
		500	04	1.5
		600	01	0.4
		TOTAL	**261**	**100**
5.	**PARENT'S PRESENT OCCUPATION**	PRIVATE SECTOR	49	18.8
		PUBLIC SECTOR	96	36.8
		SELF-EMPLOYED	93	35.6
		UNEMPLOYED	04	1.4
		RESTIRED	19	7.3
		TOTAL	**261**	**100**
6.	**PARENT'S YEARLY INCOME**	10,000 - #100,000	53	20.3
		101,000 - #200,000	35	13.4
		201,000 - #300,000	78	29.9
		301,000 - #400,000	28	10.7
		401,000 - #500,000	14	5.4
		#501,000 & above	53	20.3
		TOTAL	**261**	**100**

Table 1: Frequency distribution of participants' demographic characteristics

As shown in table 1, the participants of this study comprised 113 male (43.3%) and 148 female (56.7%) students; with a larger percent (54%) falling in the 15-20 years age category, followed by 21-25 years (42.1%), and 26 years old and above (3.8%). A greater percent of the participants (38.4%) belonged to Education programme, followed by Arts/Humanity (34.5%), Pure and Applied Science (20.3%), and Engineering (6.8%). About 36.8% of the participants were from 200 Level of study, 21.5% were in 100 Level, 20.3% in 300 Level, 19.5% in 400 Level, 1.5% in 500 Level, and only 0.4% in 600 Level. A greater percent of the participants' parents (36.8%) worked in the public sector, followed by those who were self-employed (35.6%), 18.8% worked in the private sector, 7.3% were retirees, while 1.4% was unemployed. On the aggregate, many of the participants' parents (63.6%) earned a yearly income of #10,000 - #300,000, while only about 36% of them earned #301,000 and above income yearly.

Research Question One:

What are students' perceptions of the content delivery of entrepreneurial education programmes taught in Osun State University (UniOsun)?

Descriptive statistical analyses (via frequency count, percentage analysis and measure of central tendency and dispersion) were conducted to determine the participant's views about content delivery on entrepreneurial education programme in UniOsun. The outcomes of the analyses are displayed in table 2 below.

	Disagreed		Undecided		Agreed			Std.
Variables	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Dev**
Recognition of opportunity	51	19.5	14	5.3	196	75.1	3.9	1.3
Creativity	63	24.1	29	11.1	169	64.7	3.4	1.7
Problem solving skills	71	28.7	25	8.1	165	63.2	3.3	1.8
Leadership and communication skills	92	35.2	39	14.9	130	49.8	2.7	1.8
Development of new products and services	49	18.8	37	14.2	175	67.0	3.7	1.5
Networking skills, and making professional contacts	50	19.2	33	12.6	178	68.2	3.7	1.6

Tab. 2: Frequency distribution of the participants' views of content delivery on entrepreneurial education programme in UniOsun

The outcome of data analysis on content delivery of entrepreneurial skills taught in Osun State University (as displayed in table 1 above)

revealed a mixed reaction. On one hand, a vast majority of the respondents (75.1%, 68.2%, 67.0%, & 64.7% respectively) felt some key entrepreneurial skills, such as recognition of opportunity, networking skills and making professional contacts, development of new products and services, and creativity, were well delivered and mastered by students. On the other hand, some negligible percents (35.2% & 28.7%) disagreed that the content delivery of entrepreneurial education programme would enhance their leadership and communication skills, as well as get them equipped to become independent problem solvers.

Research Question Two:
What are perceptions of the relevance of entrepreneurial education programme taught in Osun State University?
To determine the students' perception of the relevance of entrepreneurial education programme taught in UniOsun, descriptive statistical analyses were conducted. The outcomes of the analysis are presented in table 2 below.

	Disagreed		Undecided		Agreed			Std.
Variables	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Dev**
I am ready to do anything to be an entrepreneur	160	61.3	20	7.6	81	31.0	2.2	2.1
I will make every effort to start and run my own business	145	55.5	29	11.1	87	33.3	2.4	2.0
I am determined to create a business venture in the future	152	58.2	35	13.4	74	28.3	2.0	2.2
My professional goal is to be an entrepreneur	167	63.9	39	14.9	55	21.1	1.9	2.2

Tab. 2: Analysis of perceived relevance of entrepreneurial education programme in UniOsun

The outcome of data analysis on perception of relevance of entrepreneurial education programme in UniOsun (table 2) revealed that the participants held low view of the relevance of entrepreneurial education programme. For instance, only a lesser proportion of the participants (33.3%, 31.0%, 28.3%, and 21.1% respectively) believed in the ultimate goal of entrepreneurial education programme and were ready to do anything to be an entrepreneur; would make every effort to start and run own business; were determined to create a business venture in the future; and have professional goal to be an entrepreneur. On the other hand, greater percents of the participants (more than half

e.g., 63.9%, 61.3%, 58.2%, and 55.5% respectively) disagreed with the potential values of entrepreneurial education programme highlighted above.

Research Question Three:

Are existing learning environments supportive and adequate for entrepreneurial education programme taught in UniOsun**?**

Descriptive statistical analyses were conducted to determine if the existing learning environments in UniOsun were supportive and adequate for entrepreneurial education programme. The outcomes of the analyses are displayed in table 3 below.

	Disagreed		Undecided		Agreed			Std.
Variables	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Dev**
My school environment:								
encourages creative devpt. of students	156	59.8	19	7.3	86	32.9	2.4	2.0
has adequate facilities for skill training programmes	100	38.3	42	16.1	119	45.6	2.6	1.8
has adequate number of instructors for various skill training programmes	159	60.9	16	6.1	86	32.9	2.3	2.0
has capacity for large nos of participants in skill training programmes	65	24.9	49	18.8	147	56.3	3.6	1.8
Our programmes are anchored by well-experienced instructors	84	32.2	35	13.4	142	54.4	3.2	1.9

Tab. 3: Supportiveness and adequacy of learning environments for entrepreneurial education

The outcome of data analysis on how supportive and adequate are learning environments for entrepreneurial education programme in UniOsun (as displayed in table 3 above) revealed a mixed reaction. While some percentage of the respondents agreed that the learning environments were supportive and adequate for entrepreneurial education programme, others felt otherwise. For instance, some reasonable proportions (56.3%, 54.4%, & 45.6% respectively) were of the views that the learning environment in UniOsun has capacity for large number of participants in skill training programmes, the entrepreneurship education programmes are anchored by well-experienced instructors, and the learning environment has adequate facilities for skill training programmes. Yet, other participants (60.9%, and 59.8% respectively) disagreed about the supportiveness and adequacy of the learning environments, in terms of adequate number of instructors for various skill training programmes, and whether the environment encourages creative development of students.

Research Question Four:
What are perceived value of entrepreneurial education skills among undergraduate students in Osun State**?**
To determine the perceived value of entrepreneurial education skills among undergraduate students in UniOsun, descriptive statistical analyses were conducted. The outcomes of the analysis are presented in table 4 below.

	Disagreed		Undecided		Agreed			Std.
Variables	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Dev**
My immediate family values entrepreneurial activity above other activities and careers	51	19.5	14	5.3	196	75.1	3.9	1.3
The culture in my country is highly favorable towards entrepreneurial activity	63	24.1	29	11.1	169	64.7	3.4	1.7
The entrepreneur's role in the economy is highly valued in my country	71	28.7	25	8.1	165	63.2	3.4	1.3
My friends value entrepreneurial activity above other activities and careers	167	63.9	39	14.9	55	21.1	1.9	2.2
Most people in my country consider it acceptable to be an entrepreneur	50	19.2	33	12.6	178	68.2	3.7	1.6
In my country, entrepreneurial activity is viewed to be worthwhile, despite the risks	145	55.5	29	11.1	87	33.3	2.4	2.0
My colleagues value entrepreneurial activity above other activities and careers	152	58.2	35	13.4	74	28.3	2.0	2.2
It is commonly thought in my country that entrepreneurs take advantage of others	160	61.3	20	7.6	81	31.0	2.2	2.1

Table 4: Perceived value of entrepreneurial education s
kills among undergraduates in UniOsun

Like the previous analysis on table three, the outcomes of data analysis for perceived value of entrepreneurial education skills among undergraduate students in UniOsun revealed a mixed feeling result. While some proportion of respondents perceived entrepreneurial education programme to be well valued in the society, others were of the contrary views. For instance, some 75%, 68%, 64% and 63% respectively were of the views that their immediate family values entrepreneurial activity above other activities and careers; most people in their country consider it acceptable to be an entrepreneur; the culture in their country is highly favourable towards entrepreneurial activity; and entrepreneur's role in the economy is highly valued in their country. Yet, other participants (64%, 61%, 58% & 55%, respectively) disagreed that their friends value entrepreneurial activity above other activities and careers; that entrepreneurs take advantage of other professionals in their country; their colleagues value entrepreneurial activity above other activities and careers; and that entrepreneurial activity is considered to be worthwhile, despite the risks.

Research Question Five:
Are there significant difference in the perceived relevance of entrepreneurial education programmes taught in UniOsun based on student's gender?
To address the fifth research question, an independent t-test statistical analysis was conducted. The result of the analysis is presented on table 5 below.

								95% Confidence Interval	
Variable	**Group**	**N**	**Mean**	**Std. Dev.**	***T***	**Df**	***p***	**Lower**	**Upper**
Gender	Male	113	44.2	5.4	0.03	158	0.969	-2.16	2.25
	Female	148	45.1	5.7					

Tab. 5: Differences in the perceived relevance of entrepreneurial education programmes between male and female undergraduates in UniOsun

The differences in the perceived relevance of entrepreneurial education programmes among undergraduate students in UniOsun (based on gender) were tested using independent sample t-test analysis. The results (table 5) showed no statistically significant difference in the mean scores for males ($M = 44.2$, $SD = 5.4$) compared with females ($M = 45.1$, $SD = 5.7$), $t\ (158) = 0.03$, $p = 0.969$. Thus, the result was inconclusive. This tends to suggest that regardless of the sex group of the undergraduates in UniOsun, the perceived relevance of entrepreneurial education programmes was viewed in a similar way. That is, both male and female students were not too different in the way they perceived the relevance of entrepreneurial education programmes.

Discussion

The central objectives of this research were in multiple folds, including: Determining the students' perceptions of the content delivery of entrepreneurial education programmes in UniOsun, the perceived relevance of the programme, the supportiveness and adequacy of learning environment in UniOsun for the programme, the perceived value of the programme among undergraduates in Osun State University, as well as differences in the perceived relevance of the programme between male and female students in UniOsun. In line with the above objectives, the following findings were obtained and discussed.

Finding for the first research question revealed a mixed reaction. While some resounding proportion of the respondents felt some key entrepreneurial skills taught in UniOsun were well delivered and mastered by students, other negligible percent held contrary views on the issue. The aspects perceived to be well delivered and mastered by students included skill of recognition of opportunity, networking skills and making professional contacts, development of new products and services, and creativity; while the aspects such as enhanced leadership and communication skills, as well as equipping students to become independent problem solvers were perceived to be inadequately delivered. These results align with previous findings. If learners are constantly challenged to expand their content knowledge they will be motivated to broaden their cognitive levels, and form a defence mechanism to eliminate the negative impact caused by perceived pressure (Bandura, 1999; Granieri et al., 2017).

Secondly, our finding revealed that the participants held low view of the relevance of entrepreneurial education programme. The results indicated that a greater proportion of the participants did not believe in the ultimate goals of entrepreneurial education programme and were not ready to do anything to become an entrepreneur; nor make effort to start and run a business; nor determine to create a business venture in the future. This means they did not attach much weight to nor believe in the necessity of entrepreneurial education for job creation. This result is however contrary to the findings of previous studies. Wang, Ellinger and Wu (2013) highlighted the need for entrepreneurial education to include developing persons for self-employment or for organizing, financing or managing an enterprise; and equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen (Volery, Mueller, & von Siemens, 2015).

Besides, the outcome of data analysis for research question three revealed a mixed reaction. While some percentage of the respondents agreed that the learning environments were supportive and adequate for entrepreneurial education programme, others felt otherwise. For instance, some proportions of the participants were of the views that the learning environment in UniOsun has capacity for large number of participants in skill training programmes, the entrepreneurship education programmes are anchored by well-experienced instructors, and the learning environment has adequate facilities for skill training programmes. Yet, other participants disagreed about the supportiveness and adequacy of the learning environments, in terms of adequate number of instructors for various skill training programmes, and whether the environment encourages creative development of students.

The role of learning environment for effective teaching-learning process has been stressed in the previous studies. According to Ispir (2010), in a planned and organised learning environment, entrepreneurship education teaches students to identify problems they have never encountered before, and develops in learner the confidence and grit to dear. Grit consists of passion and sustained persistence applied toward long-term achievement. Reflecting on the dissenting view above, it is possible that the instructors engaged for the programme are well-experienced but the number is grossly inadequate. Hence, this may result in low perception of the relevance of the programme.

Likewise, the outcomes of data analysis on perceived value of entrepreneurial education skills among undergraduate students in UniOsun revealed a mixed feeling result. While some proportion of respondents felt that entrepreneurial education programme was well valued in the society, others were of the contrary views. For instance, some participants felt that members of their immediate family value entrepreneurial activity above other activities and careers; most people in their country consider it acceptable to be an entrepreneur; the culture in their country is highly favourable towards entrepreneurial activity; and entrepreneur's role in the economy is highly valued in their country. This outcome is in congruence with the common notion of positive impact of entrepreneurship education across societies. According to Premand, Brodmann, Almeida, Grun, and Barouni (2016), entrepreneurship education has been adopted as a way of developing skills such as risk-taking and problem solving that facilitate achievement of life goals and create jobs. It encourages creativity, innovation, and collaboration as well as places premium on students' involvement in the teaching-learning situation. However, other participants disagreed that their friends and colleagues value entrepreneurial activity above other activities and careers; that entrepreneurs take advantage of other professionals in their country; and that entrepreneurial activity is considered to be worthwhile, despite the risks.

Last but not the least, the difference in the perceived relevance of entrepreneurial education programmes among undergraduate students in UniOsun (based on gender) was tested using independent sample t-test analysis. The results (table 5) showed no statistically significant difference between males and females. Thus, the result was inconclusive. This tends to suggest that regardless of the sex group of the undergraduates in UniOsun, the relevance of entrepreneurial education programmes was viewed in a similar way. That is, both male

and female students were not too different in the way they perceived the relevance of entrepreneurial education programmes.

Summary of Findings

The content delivery of entrepreneurial education programme in UniOsun was perceived to be well delivered in terms of equipping students with skill of recognition of opportunity, networking skills and making professional contacts, development of new products and services, and creativity; but less adequate with reference to enhanced leadership and communication skills and equipping students to become independent problem solvers. Besides, students' perceptions of the relevance of entrepreneurial education programme were poor, which denoted that they attach little or no weight to the necessity of entrepreneurial education for job creation. More so, the learning environment for entrepreneurial education programme in UniOsun was perceived to be supportive and adequate in terms of space capacity for large number of participants in skill training programmes, well-experienced instructors, and adequate facilities for skill training programmes; but less supportive in terms of limited number of instructors for various skill training programmes, and less adequate for creative development of students. Furthermore, while some respondents felt that entrepreneurial education programme was well valued in the society, others were of the contrary views. Lastly, the male and female participants were not significantly different in their views of the relevance of entrepreneurial education programmes taught in UniOsun.

Conclusion

Based on the findings discussed above, it can be concluded that entrepreneurial education programmes taught in UniOsun is capable of producing skillful entrepreneurs among graduate students. Although, some caveats must be highlighted as potential hindrances to the above goal. These include need to make learning environment more friendly and supportive for the programme, engage adequate number of instructors for the programmes; as well as look into ways the programme can be more supportive to enhance leadership and communication skills, and equipping students to become independent problem solvers. In this regard, non-gender discriminatory measures will work out well in attempt to further improve both content delivery and learning environments used for the programme in UniOsun.

Recommendations

1. The school management should increase the level of attention paid to the entrepreneurial areas that were perceived to be inadequately delivered in Osun State University (UniOsun).
2. Students should be orientated on the relevance of entrepreneurial education programme and the need to harness it for a better career and financial future.
3. The government at all levels should intensify efforts towards the provision of resources necessary for embracing quality entrepreneurial lifestyle activities among students.

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