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IMPLICATIONS OF CURRICULUM DESIGN TO ENTREPRENEURIAL ABILITY A GRADUATE TRACER STUDY

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ABSTRACT: *Entrepreneurship instruction is the intentional mediation by instructors in the student's life to make due in the realm of business. This study aims to determine the implications of curriculum design to the graduates' entrepreneurial ability for the S.Y. 2019-2020. The 125 graduate respondents participated in the study on a snowball method in data gathering. Frequency and simple percentage, weighted mean, Chi-Square Test of Independence, and One-way ANOVA were used to treat and interpret the data. The study revealed that curriculum designs pertaining to traditional, thematic units, classical and technological were in great extent adopted by the department in teaching entrepreneurship. However, programmed curriculum was in moderate extent adopted and perceived by the graduates. It was also revealed that in great extent, the graduates' were able to attain entrepreneurial ability in terms of knowledge, capabilities, ways of thinking, and acting. A significant relationship was confirmed on the adoption of curriculum designs and their contribution to attaining graduates' entrepreneurial ability. The study concluded that various entrepreneurship curriculum ideas helped graduates achieve their business potential. This would enable sustainability in creating graduates who are not only job seekers but also entrepreneurs by empowering them and emphasizing these curriculum designs.*

Keywords: Business & accountancy, curriculum designs, entrepreneurial ability, descriptive- correlational, Mandaue City, Philippines

I.   INTRODUCTION

Curriculum design focuses on creating the overall course blueprint, mapping content to learning objectives, and developing a course outline and building the course. Each learning objective is met with assessment strategies, exercises, content, subject matter analysis, and interactive activities. Teachers may often transition into curriculum development if they seek to continue working in education without directly teaching students. There are many choices when seeking classroom teaching alternatives, including curriculum design (Ryan, 2020).

The curriculum about Entrepreneurship should have a great emphasis on students' college learning. Business Administration students are bound to land a better job right after graduating and seek and apply entrepreneurial abilities in real-life situations. School educational plan is receptive to society, mirroring the requirements and goals of its students. An educational plan doesn't exist in disengagement. It is a result of shifting levels of common association between understudies distinctive learning styles, educator and instructor arrangement, assessment rehearses instructional and illustrative material, and examination (Vaidya, 2014).

These days, numerous nations advance enterprising instruction or the "development, business venture, and inventiveness" training. Innovative schooling can improve a country's financial seriousness and offer ascent to new business. Teachers are right now planned enterprising courses; notwithstanding, while teachers may have business experience, they need pioneering experience. Thus, pioneering instruction courses call for specialists with enterprising experience to add to course plans and help with course lessons. Pioneering schooling improves an understudy's innovative abilities and empowers every understudy to investigate their qualities to propel the group's coordinated effort adequacy overall.

The use of enterprising ideas can help settle asset allotment issues in certain oppressed zones and improve joblessness rates. In addition, applying enterprising ideas can help make parts of our day by day daily routines or the city where individuals experience more inventive, like craftsmanship, car, and personal satisfaction. In the wake

of being prepared through the pioneering training program, laborers will actually want to grow more creative thoughts at their positions, which will bring space for change for our general public – which is likewise one of the "renaissances of business."

As of now, numerous universities in the Philippines have remembered pioneering instruction for their educational plan. The plan and instructing of such courses call for joint cooperation from experienced business people. From one perspective, finance managers can satisfy their cultural obligations.

Notwithstanding, it ran into the accompanying issues: (1) while numerous school educators have experience working in the business, they only from time to time have pioneering experience. (2) School educators are committed to showing scholastic or expert subjects, and they need showing innovative courses. (3) School educators don't approach innovative assets and, accordingly, can't furnish understudies with the assets or subsidizing approaches in their business. (4) Pioneering courses should show innovative abilities and permit understudies to find out about their qualities in cooperation.

Moreover, the pandemic had a tremendous impact on business sectors, making it harder for graduates to land a job. Despite the current situation, resiliency is a must thing to do, and empowering the knowledge, skills, and ability generated from college years is the immediate answer. The application of knowledge generated from classroom discussion, orientations, and experiences paves the way to ignite entrepreneurship's spirit and apply it to real-life situations.

By the presented conditions, the researchers in the field of academe enabling business management discipline will determine the implications of Business Administration curriculum design to the graduates' entrepreneurial ability and resiliency amidst the pandemic. By the examination directed, the analysts will have the choice to propose an intervention plan which expects the benefit of the College of Business and Accountancy. Additionally, this touches off the researchers to direct this examination to distinguish necessary change and mediation to enhance students' entrepreneurship learning experience.

II.   FRAMEWORK

This assessment is moored on the Dispersion of Developments Hypothesis by (Rogers 2003). As indicated by (Rogers 2003), Dissemination of Developments (DOI) is the cycle by which advancement is conveyed through specific channels after some time among the members in a social framework. Development is a thought, practice, or article apparent as new by an individual or other appropriation unit. As indicated by (Rogers, 2003) four principle components impact the spread of a development. They are simply the development, correspondence channels, time important for embraced advancements, and a social framework that joins interior and outer impacts. It can likewise be perceived that there is a significant impact of human resources, i.e., there ought to be a minimum amount of individuals who comprehend, receive and spread the advancement. Something else, supportability isn't guaranteed. The exceptional instance of dissemination of development in advanced education is the usage of e-learning. Under the term, e-learning involves all instructive advances beginning with innovation upheld learning and mixed learning and winding up with the enormous open online courses (MOOCs) and customized web based learning.

As indicated by Bates and Sangrà (2011), it is a significant advancement in schooling. The development cycle in an association comprises of two primary gatherings of exercises (Rogers, 2003): (1) Commencement, comprising of data social occasion, conceptualization and making arrangements for the selection of advancement, choice to embrace, and (2) execution, comprising of the relative multitude of occasions, activities, and choices engaged with placing the development into utilization.

Constructivism Theory is the idea that people are responsible for making their comprehension of the world and using what they know based on previous experiences in linking new information to these experiences. People use these experiences and new information to construct their meaning (Bruner, 2019).

Constructivism is not a new way to deal with learning. Like most other learning hypotheses, constructivism has various roots in this century's philosophical and mental viewpoints, unequivocally in the advancement (Simonson et al., 2006). As of late, nonetheless, constructivism has gotten a "hot" issue as it has gotten expanded consideration in various orders, including instructional plans (Karagiorgi&Symeou, 2005).

Constructivism is a hypothesis that compares taking in with making importance as a matter of fact (Ertmer& Newby, 2013). Even though constructivism is viewed as a part of cognitivism (both consider learning as a psychological movement), it separates itself from customary intellectual speculations in various manners. Most intellectual therapists consider the psyche a reference device to this present reality; constructivists accept that the brain channels the world's contribution to creating its one-of-a-kind reality (Barell, 2010). Constructivism crosses the two classes by underscoring the communication between these two factors. The constructivist position accepts that move can be encouraged by the association invalid errands moored in significant settings. Since comprehension is "listed" by experience (similarly as word implications are attached to clear cases of utilization), the validity of the experience gets basic to the person's capacity to utilize thoughts (Ertmer and Newby, 2013).

Psychological adaptability hypothesis is another hypothesis that supplements the above hypothesis. As per Spiro et al. (2003), a hypothesis is actualized in hypertext that gives a successful model for planning and creating PC

based guidance to help progressed information procurement, which experts need to take care of true issues. It is first important to recognize early on information, progressed information, and skill. Educators at that point centeraround issues in planning guidance to help progressed information procurement from PC based conditions.

Psychological Adaptability Hypothesis is tied in with getting ready individuals to choose, adjust, and consolidate information and involvement with better approaches to manage circumstances that are not the same as the ones they have experienced previously. With psychological adaptability, Spiro puts forth defences for an alternate sort of guidance. Among this new methodology's principles are that guidance needs to give understudies various portrayals of substance, be case-based, and stress information development (rather than communicating data). Information sources ought to be profoundly interconnected. The use of these standards will assist individuals with utilizing information in better approaches to suit the reasons for various situations (Lowrey and Kim, 2009).

III.   OBJECTIVES OF THE STUDY

The study aims to determine the implications of Business Administration curriculum design to the graduates' entrepreneurial ability. It identifies the respondents' profile about gender, course major, employment status, and work nature. It also identifies the respondents' perception on the adoption of curriculum designs in terms of: traditional curriculum, thematic units' curriculum, programmed curriculum, classical curriculum, and technological curriculum. Furthermore, it seeks to identify the extent of graduates' entrepreneurial ability in terms of knowledge, capabilities, and ways of thinking and acting amidst the pandemic. The study will serve as the basis for developing an intervention plan intended to enhance students' entrepreneurship learning experience.

IV.   METHODOLOGY

Research Design

The investigation uses a descriptive-correlational method for research to determine implications of Business Administration curriculum design to the graduates' entrepreneurial ability and resiliency amidst the pandemic.

Research Environment

The study was conducted in the University of Cebu Lapu – Lapu and Mandaue campus originated at the College of Business and Accountancy Department. The College offers Accountancy and Business administration Programs. Additionally, online Social Media Platforms will be used to further reach out the survey instrument to intended graduate – respondents.

Research Respondents

The investigation study formulates an aggregate of 125 alumni respondents. Slovin's equation will be used to decide the investigation's example size on the snowball inspecting strategy in information gathering.

Research Instrument

The examination uses the researcher-made Survey Questionnaire derived according to Gallup, Inc., an American analytics and advisory company based in Washington, D.C. Founded by George Gallup in 1935, the company became known for its public opinion polls conducted worldwide. The survey would give the analysts clear access and reaction from the respondents. The instrument is divided into three sections. The beginning portion is the respondent's demographic. The following section is the extent to which respondents perceive the adoption of curriculum design. The third section pertains to how the said functions contribute to attaining graduates' entrepreneurial ability and resiliency amidst the pandemic.

Treatment of Data

Frequency and simple percentage, weighted mean, Chi-Square Test of Independence, and One-way ANOVA will be used to treat the collected information.

Table 1 No. of graduate- respondents

Course Majors	f	Percentage
BSBA-MA	50	40.00
BSBA-FM	21	16.80
BSBA-MM	31	31.00
BSBA-HRDM	23	13.36
Total	125	100.00

Table 1 shows graduates' quantity - respondents utilizing snowball examining as the information gathering method.

Research Procedure

Data Gathering

To achieve the assessment study, the following procedures was observed. Letter of intent coordinated toward the Dean of CBA Department for data gathering, referencing that they consent to lead the examination. An

alternate letter of request was similarly transported off to the University Registrar to identify the list of graduates. The survey was administered through Google structure as the key instrument.

V. RESULTS AND DISCUSSION

This part presents the data accumulated. The first part gives information on the extent of the adoption of varied curriculum designs. The next part pertains to the extent of attainment of graduates' entrepreneurial ability.

Table 2 Extent of Adoption on Curriculum Designs as Perceived by the Graduates

Indicators	Mean	Interpretation	Rank
A. Traditional Curriculum			
The teacher provides his/her own opinion and experience on the topics.	3.55	Great Extent	1
The teacher imposes oral/verbal instruction on class discussions.	3.42	Great Extent	2
The teacher let the student answer specific questions at the end of the class.	3.34	Great Extent	3
Reading topics is one of the processes in-class activities.	3.34	Great Extent	3
Reciting in class in one of the evaluations/ examinations.	3.03	Moderate Extent	4
Aggregate Mean	**3.34**	**Great Extent**	
B. Thematic Units Curriculum			
Learning was applied to real-life situations and, by doing so, allowing students to see its value.	3.42	Great Extent	1
Learners can make connections by using thematic concepts.	3.37	Great Extent	2
Teachers also consider students' interests when teaching a thematic unit.	3.34	Great Extent	3
Lessons are integrated to come up with cooperative learning.	3.33	Great Extent	4
The creation of units connects cognitively, emotionally, physically, and socially with learners.	3.26	Great Extent	5
Aggregate Mean	**3.34**	**Great Extent**	
C. Programmed Curriculum			
A scope of media channels is utilized to oblige diverse learning styles and make the learning experience seriously fascinating.	3.26	Great Extent	1
The course material is adjusted to capabilities under preparing bundles and viably connected to the preparation Structure.	3.20	Moderate Extent	2
Learning occasion has a particular arrangement of educational plan or learning targets dependent on research results; when contrasted with more open and developing learning encounters that happen in cycles, for example, the Gathering Help/Strengthening model.	3.18	Moderate Extent	3
Students are given member booklets that effectively follow learning exercises and fill in as boosts after the course/modified learning.	3.17	Moderate Extent	4
Arrangements of workshops are conveyed dependent on grown-up learning standards and experiential learning.	2.98	Moderate Extent	5
Aggregate Mean	**3.16**	**Moderate Extent**	
D. Classical Curriculum			
Communicating effectively is practiced through various forms: a well-written essay, presentation, debate, or artwork.	3.38	Great Extent	1
Allows students to see commonalities among diverse topics and reinforces understanding and meaning for future applications.	3.34	Great Extent	2
Usage of language-based approach with great emphasis on the acquisition of reading, math, and writing skills.	3.28	Great Extent	3
Students sharpen their verbal and written skills to logically and persuasively express themselves across the curriculum.	3.26	Great Extent	4
Students generate their own rules and mental models, which they use to make sense of their experiences.	3.19	Moderate Extent	5
Aggregate Mean	**3.29**	**Great Extent**	
E. Technological Curriculum			
Ready to comprehend people groups jobs and obligations in plan and innovation occupations and how they add to society.	3.37	Great Extent	1
Understudies figure out how to move the information and abilities from plan and advances to new circumstances.	3.28	Great Extent	2
become basic clients of innovations, and originators and makers of planned arrangements	3.26	Great Extent	3

utilizes plan and frameworks thinking to create inventive and moral plan thoughts and impart these to a scope of crowds	3.23	Moderate Extent	4
Ready to make planned arrangements appropriate for a scope of settings by inventively choosing and securely controlling a scope of materials, frameworks, segments, instruments, and gear	3.22	Moderate Extent	5
Aggregate Mean	**3.27**	**Great Extent**	
Overall Aggregate Mean	**3.28**	**Great Extent**	

Table 2 shows the Extent of Adoption on Curriculum Designs as Perceived by the Graduates as to Traditional curriculum, thematic units curriculum, programmed curriculum, classical curriculum, and technological curriculum.

As to traditional curriculum, the teacher provides his/her own opinion and experience on the topics got the highest mean of 3.55 and interpreted as *Great Extent.* In the traditional curriculum, teachers are more inclined to provideto provide his/her opinion and experience on the topic being discussed. On the opposite side, reciting in class in one of the evaluations/ examinations got the lowest mean of 3.03 and interpreted as *Moderate Extent.* It implies that in the traditional curriculum, recitation is not that emphasized in classroom evaluations. Bleazby (2015) indicated that a conventional educational program is normally the instructor fixated conveyance of guidance on specific points to a homeroom of students. Accomplishment in the conventional educational plan is frequently estimated by retaining and comprehensive testing of information and abilities perception. Since a long time ago, the conventional educational plan can be found face-to-face, study hallway of learning utilized in many schools. Its essential methods are oral guidance, perusing, and discussing realities.

As to the thematic unit's curriculum, learning was applied to real-life situations, and by doing so, allowing students to see its value got the highest mean of 3.42. The creation of units that connects cognitively, emotionally, physically, and socially with learners got the lowest mean of 3.26. However, both indicators were interpreted as *Great Extent.* It implies that the thematic curriculum was highly used to teach and learn inside the classroom. Further, this enables students to apply relevant and significant decisions to real-life situations conforming to emotional, physical, and social aspects. Thematic learning depends on the possibility that information obtained is effective among understudies when they learn about an intelligent and all-encompassing way and when they can relate whatever they figure out how to their environmental factors and genuine models. Thematic instruction tries to put psychological abilities like perusing, thinking, remembering, and writing regarding a genuine circumstance under the expansive intent to permit an innovative investigation.

Additionally, thematic learning is a more current idea in the teaching method. It ends up being an incredible instructional technique for coordinating different educational program ideas by everyday life models and encounters. Topical learning helps in advancing learning with comprehension and debilitates repetition learning (Pat, 2001).

As to programmed curriculum, a range of media channels are used to cater to different learning styles and make the learning experience more interesting got the highest mean of 3.26 and interpreted as *Great Extent.* It means that the usage of media channels was evident among students through a programmed curriculum.

Conversely, a series of workshops delivered based on adult learning principles and experiential learning got the lowest mean of 2.98 and interpreted as Moderate Extent. It implies that workshops inside the classroom were not that emphasized in students teaching and learning experiences. As per McDonald et al. (2005), program guidance is a strategy for introducing new topics to understudies in an evaluated arrangement of controlled advances. Understudies work through the customized material without anyone else at their speed, and after each progression, tests their cognizance by responding to an assessment question or filling in a graph. They are then quickly shown the right answer or given extra data. PCs and different sorts of instructing machines are regularly used to introduce the material, although books may likewise be utilized. Moreover, another benefit is that customized materials can be ready for and adjusted to fit practically any neighborhood circumstance identified with ethnicity, financial or social varieties locally.

As to classical curriculum, communicating effectively is practiced through various forms: a well-written essay, presentation, debate, or an artwork got the highest mean of 3.38 and interpreted as *Great Extent.* It means that varied teaching methodologies were used in a classical curriculum in the department. On the other hand, students generate their own rules and mental models, which they use to make sense of their experiences, got the lowest mean of 3.19 and interpreted as *Moderate Extent.* It implies that students' conceptualization of the topics given was used to increased learning. The classical style of schooling gives the scholarly greatness and a good system to battle this foul play. It urges understudies to seek after the why, how, and who of thoughts and choices notwithstanding the what, and creates youngsters who own their influence to advance their daily routines and others' existences. Straightforwardly and by implication, traditional schooling offers a more profound, enduring groundwork for school, vocations, and carrying on with a meaningful life by empowering its two core values, shrewdness, and temperance (Weeks, 2018).

As to the technological curriculum, understanding people's roles and responsibilities in design and technology occupations and how they contribute to society got the highest mean of 3.37 and interpreted as *Great Extent.* It implies that the department greatly adopted curriculum design involving technology and understanding its impact on society. On the other hand, creating designed solutions suitable for a range of contexts by creatively selecting and safely manipulating various materials, systems, components, tools, and equipment got the lowest mean and interpreted as *Moderate Extent.* It means that problem-solving involving the use of technology was not evident in the department's curriculum. As per Nelson (2010), as the world movements towards a worldwide information economy, schooling is the entryway through which this is set to be accomplished. The nature of advanced education is surveyed through the setting of innovation reconciliation for improved execution and accomplishment. An appropriate and economic innovation ought to be utilized to electronically contact an enormous number of understudies, the overall population with quality informative material, to address the issues of admittance to training with value and quality. Innovation has made the pursuit, putting away, recovery, transmission, get-together, spread, and gathering information simpler, less expensive, and quicker. Innovation is required to change how the educational plan is created and conveyed, henceforth upgrading advanced education.

Table 3 Extent of Entrepreneurial Ability as Perceived by the Graduates

Indicators	Mean	Interpretation	Rank
A. Knowledge			
Comprehends that business venture is the consequence of human movement or advancement.	3.48	Great Extent	1
Ready to comprehend business venture includes more than realities and data and the capacity to orchestrate data into new experiences.	3.46	Great Extent	2
Perceive the inescapability of business venture in regular daily existence and its dangers and advantages.	3.42	Great Extent	3
Comprehends that business mirrors the qualities and culture of the general public.	3.39	Great Extent	4
Ready to comprehend that business venture includes frameworks, which are gatherings of interrelated segments intended to accomplish an ideal objective or objectives all things considered.	3.38	Great Extent	5
Aggregate Mean	**3.43**	**Great Extent**	
B. Capabilities			
Capacity to be idealistic on the whole undertakings.	3.34	Great Extent	1
Empower to recognize suitable arrangements, evaluate and estimate the aftereffects of executing the picked arrangement, and make an educated judgment about innovative dangers and advantages.	3.33	Great Extent	2
Utilizations a solid framework, situated, inventive, and gainful way to deal with considering and taking care of pioneering issues.	3.31	Great Extent	3
Utilizations ideas from science, math, social examinations, and other substance territories as apparatuses for comprehension and overseeing pioneering exercises.	3.29	Great Extent	4
Can utilize and oversee pioneering cycles and frameworks to improve their effectiveness and fittingness.	3.29	Great Extent	4
Aggregate Mean	**3.31**	**Great Extent**	
C. Ways of Thinking and Acting			
Appreciate the interrelationships among business venture and people, society, and the climate	3.42	Great Extent	1
Ready to comprehend and appreciate the significance of central business venture advancements	3.38	Great Extent	2
Ready to take an interest proficiently in choices about the turn of events and use in business venture	3.33	Great Extent	3
Go about as issue solvers who think about pioneering issues according to various perspectives, relate them to different settings, and pose relevant inquiries of themselves as well as other people in regards to the advantages and dangers.	3.30	Great Extent	4
Fuse different attributes from engineers, specialists, fashioners, craftspersons, professionals, sociologists. that are entwined and act synergistically	3.21	Moderate Extent	5
Aggregate Mean	**3.32**	**Great Extent**	

Overall Aggregate Mean	**3.35**	**Great Extent**

Table 3 shows the extent of entrepreneurial ability perceived by the graduates in terms of their knowledge, capabilities, ways of thinking, and acting.

As to indicators in graduates' knowledge, understanding that entrepreneurship is the result of human activity or innovation got the highest mean of 3.48. It means that graduates understood the general concept of entrepreneurship through various curriculum designs adopted by the department. On the other hand, understanding that entrepreneurship involves systems, which are groups of interrelated components designed to achieve a desired goal or goals collectively, got the lowest mean of 3.38 and interpreted as *Great Extent.* It implies that although perceived to a great extent, most of the graduates categorized it lesser in contributing to their knowledge about the nature of entrepreneurship.As per Veeraraghavan (2009), a few worldwide issues require creative arrangements, for example, in financial, ecological, and social angles. To deal with these issues, society and its associations need individuals with information on the best way to make new pursuits, cycles, and frameworks and how to oversee change – all in all, business people.

As to indicators in terms of graduates' capabilities, the ability to be optimistic in all endeavors got the highest mean of 3.34 and interpreted as *Great Extent.* Additionally, graduates'ability to use and manage entrepreneurial processes and systems to improve their efficiency and appropriateness also got an interpretation of *Great Extent* besides having the lowest mean of 3.29. It implies that graduates' capabilities were greatly attained due to the curriculum designs adopted by the department. In fact, many set up associations presently effectively look to support innovative action by their representatives as an approach to develop and adjust in an inexorably dubious world. Teece (2007) catches this pattern in his hypothesis about the powerful capacities that organizations need to reconfigure their assets and exercises because of chances. From this viewpoint, even huge organizations should create enterprising abilities and qualities to contend in a unique world. In synopsis, business isn't just about new startup adventures.

As to indicators in terms of thinking and acting, appreciating the interrelationships between entrepreneurship and individuals, society, and the environment got the highest mean of 3.42 and was interpreted as *Great Extent.* It implies that graduates were able to appreciate in ways and acting the interrelationships between entrepreneurship and society. On the other hand, incorporating various characteristics from engineers, artists, designers, craftspersons, technicians, sociologists.that are interwoven and act synergistically got the lowest mean of 3.21 and interpreted as *Moderate Extent.* It implies that collaborations and synergies with other fields of expertise were not that great extent as perceived by the graduates. Having innovative reasoning abilities and effectively utilizing them is not significant for entrepreneurs alone, however, for everybody seeking a fruitful vocation. Representatives with such abilities stand apart because they will, in general, think innovatively and accept responsibility for occupations just as execution (Neck and Greene, 2011).

Table 4 Significant Relationship between the Respondents' Responses on the Extent of adoption of Curriculum Designs and the Extent of contribution of the said Designs to the attainment of Graduates' Entrepreneurial Ability ($\propto = 0.05$)

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
A. Knowledge					
Traditional Curriculum	255.959[a]	81	103.010	Significant	Ho Rejected
Thematic Units Curriculum	405.223[a]	90	113.145	Significant	Ho Rejected
Programmed Curriculum	277.166[a]	108	133.257	Significant	Ho Rejected
Classical Curriculum	347.631[a]	99	123.225	Significant	Ho Rejected
Technological Curriculum	313.056[a]	81	103.010	Significant	Ho Rejected
B. Capabilities					
Traditional Curriculum	248.129[a]	90	113.145	Significant	Ho Rejected
Thematic Units Curriculum	445.556[a]	100	124.342	Significant	Ho Rejected
Programmed Curriculum	418.482[a]	120	146.567	Significant	Ho Rejected
Classical Curriculum	471.467[a]	110	135.48	Significant	Ho Rejected
Technological Curriculum	340.687[a]	90	113.145	Significant	Ho Rejected
C. Ways of Thinking and Acting					
Traditional Curriculum	251.919[a]	81	103.010	Significant	Ho Rejected
Thematic Units Curriculum	238.991[a]	90	113.145	Significant	Ho Rejected
Programmed Curriculum	358.839[a]	108	133.257	Significant	Ho Rejected
Classical Curriculum	460.795[a]	99	123.225	Significant	Ho Rejected
Technological Curriculum	368.541[a]	81	103.010	Significant	Ho Rejected

Table 4 shows the significant relationship between the respondents' responses on the extent of adoption of curriculum designs and the extent of contribution of the said designs to the attainment of graduates' entrepreneurial ability. The data revealed a significant relationship on (p-value<0.05) varied curriculum designs adopted by the department to the graduates' entrepreneurial ability. It implies that, to a great extent, the usage of various curriculum designs contributes to attaining the graduates' entrepreneurial abilityates.

Entrepreneurship is the deliberate production of an association to add an incentive through the association of assets. Business schooling is the deep-rooted discovery that includes making the limit regarding people and associations to adapt to, make and appreciate more elevated levels of vulnerability and intricacy on the whole different backgrounds. Further, to guarantee to show viability, there is a need to energize and propel understudies through entrepreneurship educational programs (Moses and Monsunmola, 2014).

Table 5 Significant difference in the Extent of the Adoption of Curriculum Designs when grouped by its Extent of Contribution to these Designs to attain Graduates' Entrepreneurial Ability (df = 9; $\propto$ = 0.05)

Grouped by	F-value	P-value	Significance	Result
A. Knowledge				
Traditional Curriculum	9.842	0.000	Significant	Ho Rejected
Thematic Units Curriculum	24.069	0.000	Significant	Ho Rejected
Programmed Curriculum	11.788	0.000	Significant	Ho Rejected
Classical Curriculum	24.828	0.000	Significant	Ho Rejected
Technological Curriculum	32.857	0.000	Significant	Ho Rejected
B. Capabilities				
Traditional Curriculum	5.842	0.000	Significant	Ho Rejected
Thematic Units Curriculum	22.397	0.000	Significant	Ho Rejected
Programmed Curriculum	12.421	0.000	Significant	Ho Rejected
Classical Curriculum	21.901	0.000	Significant	Ho Rejected
Technological Curriculum	16.206	0.000	Significant	Ho Rejected
C. Ways of Thinking and Acting				
Traditional Curriculum	8.943	0.000	Significant	Ho Rejected
Thematic Units Curriculum	17.288	0.000	Significant	Ho Rejected
Programmed Curriculum	10.979	0.000	Significant	Ho Rejected
Classical Curriculum	20.779	0.000	Significant	Ho Rejected
Technological Curriculum	23.297	0.000	Significant	Ho Rejected

Table 5 shows the significant difference in the extent of the adoption of curriculum designs when grouped by its contribution to these designs to attain graduates' entrepreneurial ability.The data revealed that there is a significant difference in the contribution of the varied curriculum designs to the attainment of entrepreneurial ability as to knowledge, capabilities, ways of thinking and acting. It implies that in the attainment of graduates' entrepreneurial ability different level of contribution has been made through traditional, thematic, programmed, classical and technological curriculums.

As per Moses and Monsunmola (2014), business and professional schooling have some common factors that cause them to be institutional methodologies that pointed toward improving instructive results by relating educating and learning exercises to the ideas of self-advancement. The pioneering educational program contains data on how understudies can distinguish and shape openings, survey business ideas, create operational plans, asset, and dispatch adventures; develop new undertakings and contextual investigations which ought to be examined in the homeroom to give understudies another setting for inspecting enterprising techniques and finding out about the victories and disappointments of new pursuits.

VI.   CONCLUSION

Entrepreneurship furnishes understudies with the extra information, traits, and capacities needed to apply these capacities with regards to setting up another endeavor or business later on. To achieve and apply these abilities, graduates' perception of curriculum designs plays an important role. In this investigation, it was revealed that curriculum designs pertaining to traditional, thematic units, classical and technological, were to a great extent adopted by the department in teaching entrepreneurship. However, the programmed curriculum was to a moderate extent adopted and perceived by the graduates. It was also revealed that, to a great extent, the graduates' were able to attain entrepreneurial ability in terms of knowledge, capabilities, ways of thinking, and acting.

Additionally, a significant relationship was confirmed on the adoption of curriculum designs and their contribution to attaining graduates' entrepreneurial ability. On the other hand, a significant difference in the contribution made by these curriculum designs to the attainment of graduates' ability was identified. The study

concluded that graduates' entrepreneurial ability was realized through the efforts of varied curriculum designs in entrepreneurship. Through empowerment and by emphasizing these curriculum designs, this will provide sustainability in producing graduates' who are not job seekers and entrepreneurs.

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