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Perception of Students towards Entrepreneurship Courses: A Case Study of Pokhara University Business Students in Kathmandu

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Abstract

This study examines the perceptions of business students at Pokhara University regarding entrepreneurship courses, focusing on the relationship between these perceptions and various influencing factors. Perception of entrepreneurship course is the dependent variable, while the independent variables are course content, teaching quality, learning environment, student characteristics, institutional support, and instructor experience. The study uses primary data from 146 respondents to assess their opinions on these variables in the context of Pokhara University in Kathmandu. A structured questionnaire was prepared for data collection. Descriptive statistics, Kendall's Tau correlations, and regression models were used to test the significance and importance of students' perceptions of entrepreneurship courses in Kathmandu.

The findings indicate that course content is positively correlated with the perception of entrepreneurship courses, suggesting that enhanced course content leads to a more favourable perception of entrepreneurship course. Teaching quality also has a positive impact on perception of entrepreneurship course, implying that higher teaching quality results in a better perception of entrepreneurship courses. Similarly, the learning environment positively affects perception, indicating that a better learning environment leads to a more favourable view of these courses. Student characteristics is positively correlated with perception of entrepreneurship course. Additionally, institutional support positively influences perception, suggesting that increased support enhances students' views of entrepreneurship courses. Lastly, instructor experience positively affects perception of entrepreneurship course, indicating that greater experience leads to a more favourable perception of these courses.Top of Form

Keywords: perception of entrepreneurship course, course content, teaching quality, learning environment, student characteristics, institutional support, instructor experience

1. Introduction

Entrepreneurship has been defined and redefined over centuries by various scholars. Richard (1755) described an entrepreneur as an individual who purchases means of production at certain prices to combine them into a new product. This early definition emphasizes the role of the entrepreneur in managing resources and taking on risks and uncertainties inherent in self-employment. Similarly, Jean (1824) expanded this concept by defining the entrepreneur as someone who reallocates economic resources from less productive areas to more productive ones, thereby increasing yield and efficiency.

Furthermore, Shane (2003) simplified the definition by describing entrepreneurship as the act of being an entrepreneur, highlighting the transformative efforts in innovation, finance, and business acumen necessary to convert ideas into economic goods. In addition, Burnet (2000) further associated entrepreneurship with risk-bearing, resource coordination, innovation introduction, and technical know-how provision.

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In recent years, entrepreneurship education has grown beyond traditional boundaries in management and business economics to encompass fields like engineering, information technology, and healthcare. This expansion signifies a broader recognition of the importance of cultivating entrepreneurial skills, knowledge, and attitudes among students from various disciplines (Shane & Venkataraman, 2000). Similarly, the role of entrepreneurship in driving innovation, job creation, and economic growth has become increasingly evident, making it a critical factor in national development strategies (European Commission, 2003). Furthermore, academic institutions worldwide are now pivotal in promoting entrepreneurship education, with many colleges and universities integrating entrepreneurship programs to foster an entrepreneurial mindset and equip students with essential skills for success (Richard, 2005). In many countries, students often prefer traditional employment over entrepreneurial ventures due to societal expectations and perceptions of success that prioritize stable employment in established organizations (Karim, 2016). Consequently, many graduates aim for high-paying jobs in the public or private sectors, overlooking the potential opportunities entrepreneurship can offer.

The government today emphasizes entrepreneurship education to encourage graduates to pursue entrepreneurial careers rather than rely solely on traditional employment. This educational focus helps young people discover hidden talents and develop skills they were previously unaware of (Cheung, 2008). Likewise, Universities play a crucial role in supporting government efforts to cultivate entrepreneurial intentions among students, encouraging them to consider business ventures after graduation. Aziz et al. (2018) noted that entrepreneurship is now a required subject for students in various programs at Institutions of Higher Learning (IHL) to embed entrepreneurial thinking in their daily lives. However, many graduates still underestimate the value of entrepreneurship education, often failing to see it as a viable career option (Norasmah, 2011).

Entrepreneurship is a dynamic process involving idea generation, change, and creation, requiring strength and passion to implement new ideas and creative solutions (Kuratko, 2009). According to Nikandrou (2009), effective entrepreneurship training involves imparting essential skills to help organizations achieve their goals by enhancing their workforce's capabilities and competitive advantage. The increasing popularity of entrepreneurship education at all educational levels, particularly within business schools, aims to raise awareness of entrepreneurship as a career option, motivate students to consider venturing careers, and provide the necessary knowledge and skills for entrepreneurial success (Menzies, 2011).

The consequences of the prevailing preference for traditional employment over entrepreneurship are evident in high unemployment rates among graduates. For instance, the Department of Statistics Malaysia (2019) reported a significant number of unemployed graduates, indicating a mismatch between their expectations and job market realities. Similarly, countries like Spain face high unemployment rates among graduates, highlighting the global need to address this issue (Estadística, 2014). Entrepreneurship education can play a vital role in fostering a culture of entrepreneurship and empowering students to pursue entrepreneurial ventures. By instilling entrepreneurial mindsets, skills, and attitudes, such education can transform students' perceptions and equip them with the tools necessary for entrepreneurial success (Wahab *et al.,* 2007).

The significance of entrepreneurship education is particularly pronounced as the

country seeks to address unemployment challenges and promote economic development. The Federal Government of Nepal, through the National Board for Technical Education (NBTE), has recognized the importance of equipping students with entrepreneurial skills, attitudes, and competencies to become job creators rather than job seekers (Okala, 2008). Integrating entrepreneurship education into Nepali educational institutions' curricula reflects a concerted effort to promote self-reliance, innovation, and industrial development. By exploring the perceptions, attitudes, and experiences of key stakeholders, this study aims to inform strategies for enhancing entrepreneurship education initiatives and fostering a culture of entrepreneurship in Nepal. Ultimately, the study's findings aim to empower graduates to pursue entrepreneurial ventures and contribute to sustainable economic growth and development in Nepal.

Various studies have examined students' perceptions and attitudes towards entrepreneurship education. Packham et al. (2010) assessed the impact of enterprise education on students' entrepreneurial attitudes in European HEIs, showing positive impacts among French and Polish students. Similarly, Sánchez-Escobedo *et al.* (2011) explored gender differences in perceptions of entrepreneurship among university students, revealing significant variations. Furthermore, Bae *et al.* (2014) conducted a meta-analytic review showing a positive relationship between entrepreneurship education and entrepreneurial intentions.

Abualbasal and Badran (2019) investigated factors influencing students' attitudes towards entrepreneurship, highlighting demographic differences and a high level of awareness among students. Likewise, Oosterbeek *et al.* (2010) found no significant impact of an entrepreneurship education program on students' entrepreneurial skills and intentions. Similarly, Zhang *et al.* (2014) identified perceived desirability as a significant predictor of entrepreneurial intentions among university students. Furthermore, while entrepreneurship education is popular, there is a lack of solid impact evaluation studies. Effective entrepreneurship teaching requires qualified, motivated teachers and a supportive university environment (Bayraktar, 2011). However, there is still a gap between students' entrepreneurial intentions and actual start-up rates (Kuratko, 2004).

In the context of Nepal, Students who enrolled in these courses demonstrated a significant increase in their intentions to start their own businesses (Sharma, 2020). Adhikari (2019) found that these courses helped students develop critical skills such as problem-solving, critical thinking, and risk assessment. Exposure to entrepreneurship education increased students' awareness of potential business opportunities in the market (Khadka, 2018). However, female students were found to be less confident in their entrepreneurial abilities compared to their male counterparts, indicating a need for more inclusive teaching methods (Bista, 2017). Regmi (2016) noted that students valued practical experiences such as internships and hands-on projects more than theoretical knowledge in entrepreneurship courses. Students from entrepreneurial family backgrounds had a more positive perception of these courses compared to those from non-entrepreneurial families (Gurung, 2019). The relevance and applicability of course content were critical factors influencing students' perceptions, with courses that included real-world case studies and guest lectures from entrepreneurs being rated higher (Thapa, 2020). Basnet (2018) emphasized that the expertise and practical experience of faculty members significantly impacted students' perceptions of entrepreneurship courses. Some students viewed entrepreneurship courses as a pathway

to secure employment rather than starting their own businesses, reflecting a need to better communicate the entrepreneurial mindset (Maharjan, 2017). Lastly, cultural attitudes towards entrepreneurship in Nepal influenced students' perceptions, with societal support playing a crucial role in shaping their attitudes (Lama, 2016).

The above discussion shows that empirical evidences vary greatly across the studies on the perception of students towards entrepreneurship course of business students. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the perception of students towards entrepreneurship course of Pokhara University business students. Specifically, it examines the relationship of course content, teaching quality, learning environment, student characteristics, institutional support, and instructor experience with factors influencing perception of Pokhara University business students.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data. The data were gathered from 146 respondents through questionnaire. The respondents' views were collected on course content, teaching quality, learning environment, student characteristics, institutional support and instructor experience. The study used descriptive and casual comparative research design.

The model

The model estimated in this study assumes that perception of entrepreneurship courses depends on course content, teaching quality, learning environment, student characteristics, institutional support, and instructor experience. Dependent variable is perception of entrepreneurship courses and the independent variables are course content, teaching quality, learning environment, student characteristics, institutional support and instructor experience. The model is presented as:

$$PEC = \beta_0 + \beta_1 CC + \beta_2 TQ + \beta_3 LE + \beta_4 SC + \beta_5 IS + \beta_6 IE + e$$

Where,

PEC = Perception of entrepreneurship courses

CC = Course content

TQ = Teaching quality

LE = Learning environment

SC = Students characteristics

IS = Institutional support

IE = Instructor experience

Course content was measured using a 5-point Likert scale where respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "The relevance of the course content to real-world entrepreneurship challenges enhances my understanding of entrepreneurial concepts", "The depth and breadth of entrepreneurship courses prepare me for real-world entrepreneurial projects.", and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.785$).

Teaching quality was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items "The lecturer's knowledge and expertise in entrepreneurship positively impact my understanding of course material.", "The lecturer's knowledge and expertise in entrepreneurship positively impact my understanding of course material.", The level of collaboration and interaction among students in the learning environment fosters a sense of community and shared learning. and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.822$).

Learning environment were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "The physical learning environment (classroom setup, technology resources) increases my engagement with course material.", "The level of collaboration and interaction among students in the learning environment fosters a sense of community and shared learning." and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.74$).

Students characteristics was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "My personal traits shape my perception of the value of entrepreneurship education.", "Entrepreneurship course effectively satisfies students with different backgrounds and learning styles." and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.825$).

Institutional support was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "The university offers practical support such as legal and regulatory guidance for students starting their own business.", "The university's faculty and staffs are supportive and encourage students to pursue entrepreneurship course." and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.816$).

Instructor experience was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "The instructor's ability to relate the course with real-life examples enhances my understanding on entrepreneurship courses.", "The instructor's teaching styles influences my perception on entrepreneurship courses." and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.859$).

Perception of entrepreneurship courses was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree

and 5 for strongly agree. There are 5 items and sample items include "Entrepreneurship courses provide valuable knowledge and skills for starting and managing a business.", "Entrepreneurship is related to various career paths not only for starting a business." and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.796$).

The following section describes the independent variables used in this study along with hypothesis formulation.

Course content

Course content is essential as it encompasses the knowledge and skills that students should acquire during their educational journey (Kuratko, 2005). Effective course content design is crucial for achieving educational objectives and involves a careful organization of topics, materials, and teaching activities (Müller, 2011). The course content is structured around specific learning objectives that guide the educational process (Heinonen & Poikkijoki, 2006). Instructional materials are a core component of course content, providing the resources necessary for effective teaching and learning (Packham et al., 2010). Pedagogical approaches, including interactive and experiential methods, are integral to the course content in entrepreneurship education (Duval-Couetil *et al.,* 2016). Assessment and evaluation are critical components of course content, ensuring that students' learning and progress are effectively measured (Nieuwenhuizen & Kroon, 2002). Based on it, this study develops following hypothesis:

H_1: There is a positive relationship between course content and perception of entrepreneurship course.

Teaching quality

Effective pedagogical skills are essential for high teaching quality, enabling instructors to deliver content in an engaging and comprehensible manner (Heinonen & Poikkijoki, 2006). High-quality teaching is characterized by robust student-teacher interactions that promote feedback, mentoring, and active learning (Packham *et al.,* 2010). Adaptability and responsiveness to student feedback are key aspects of teaching quality, ensuring that instructional methods meet learners' needs (Müller, 2011). Engaging and motivating students are critical indicators of teaching quality, as these elements contribute significantly to a positive learning environment (Duval-Couetil *et al.,* 2016). The organization and clarity of course content are essential to teaching quality, as they help students understand and retain the material more effectively (Nieuwenhuizen & Kroon, 2002). Based on it, this study develops following hypothesis:

H_2: There is a positive relationship between teaching quality and perception of entrepreneurship course.

Learning environment

A conducive learning environment includes well-equipped physical and virtual spaces that support student engagement and learning (Kuratko, 2005). A positive classroom climate is a crucial component of the learning environment, fostering a sense of safety and encouragement for students (Packham *et al.,* 2010). Opportunities for interaction and collaboration significantly enhance the learning environment, promoting deeper understanding and engagement (Heinonen & Poikkijoki, 2006). A supportive learning environment provides

essential resources and services that help students succeed academically and personally (Duval-Couetil *et al.,* 2016). Experiential learning opportunities are a vital part of the learning environment, providing practical experience that enhances theoretical knowledge (Müller, 2011). An inclusive and accessible learning environment ensures that all students have equal opportunities to engage and succeed (Nieuwenhuizen & Kroon, 2002). Based on it, this study develops following hypothesis:

H_3: There is a positive relationship between learning environment and perception of entrepreneurship course.

Student characteristics

Demographic factors such as age, gender, and socio-economic background are important student characteristics that can impact their learning experiences and outcomes (Packham et al., 2010). Students' academic backgrounds, including their previous education and field of study, play a significant role in shaping their perceptions and engagement in entrepreneurship courses (Müller, 2011). Personal traits like creativity, resilience, and risk-taking are key student characteristics that influence their entrepreneurial mindset and success in entrepreneurship courses (Heinonen & Poikkijoki, 2006). Students' motivational factors, including their career aspirations and personal goals, are crucial characteristics that determine their level of engagement in entrepreneurship courses (Duval-Couetil *et al.,* 2016). Understanding students' learning styles, whether visual, auditory, or kinesthetic, is essential for tailoring entrepreneurship education to meet their needs (Nieuwenhuizen & Kroon, 2002). Students' prior entrepreneurial experiences are significant characteristics that influence their understanding and expectations of entrepreneurship education (Kuratko, 2005). Based on it, this study develops following hypothesis:

H_4: There is a positive relationship between students' characteristics and perception of entrepreneurship course.

Instructor experience

Subject matter expertise is a vital component of instructor experience, significantly impacting the quality of education delivered to students (Rae & Carswell, 2000). The duration of teaching tenure contributes to instructor experience, enhancing their ability to manage classrooms and deliver engaging content (Fayolle & Gailly, 2008). Instructors with practical industry background bring valuable real-world insights into the classroom, enhancing the learning experience (Brush *et al.,* 2003). Pedagogical expertise, which includes the use of diverse teaching methods, is a critical aspect of instructor experience (Neck & Greene, 2011). Continuous professional development is essential for enhancing instructor experience and ensuring that educators remain updated with the latest trends and practices (Jones & Matlay, 2011). Effective mentoring is a key element of instructor experience, offering students personalized support and fostering their entrepreneurial growth (Pittaway & Cope, 2007). Based on it, this study develops following hypothesis:

H_5: There is a positive relationship between instructor experience and perception of entrepreneurship course.

Institutional support

Institutional support refers to the resources, services, and structures provided by

educational institutions to foster entrepreneurial activities among students (Thompson & Phillips, 2019). According to Jones (2018), institutional support encompasses the policies, programs, and financial backing provided by universities to promote entrepreneurial learning experiences for students. Institutional support is defined as the institutional policies, practices, and resources aimed at enhancing the entrepreneurial ecosystem within universities, including curriculum development, mentorship programs, and incubation spaces (Smith & Brown, 2020). Institutional support refers to the formal and informal assistance provided by universities to enable entrepreneurial activities among students, including access to funding, networking opportunities, and mentorship (Lee & Johnson, 2017). Institutional support can be understood as the administrative, financial, and infrastructural backing provided by universities to facilitate the integration of entrepreneurial education into the academic curriculum and extracurricular activities (Roberts & White, 2016). Institutional support encompasses the array of resources and services offered by educational institutions to promote entrepreneurial mindsets and skills among students, including incubator facilities, seed funding, and networking events (Clark & Green, 2018). Based on it, this study develops following hypothesis:

H_6: There is a positive relationship between institutional support and perception of entrepreneurship course

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation have been computed and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent and independent variables. The correlation coefficients are based on 146 observations. The dependent variable is perception of entrepreneurship course (PEC). The independent variables are course content (CC), teaching quality (TQ), learning environment (LE), student characteristics (SC), institutional support (IS) and instructor experience (IE).

Variables	Mean	S.D.	PEC	CC	TQ	LE	SC	IS	IE
PEC	3.758	0.702	1						
CC	4.023	0.667	0.556**	1					
TQ	4.030	0.654	0.387**	0.217**	1				
LE	4.008	0.665	0.661**	0.330**	0.721	1			
SC	3.980	0.773	0.776**	0.424**	0.363**	0.635**	1		
IS	4.082	0.805	0.734**	0.383**	0.368**	0.663**	0.749**	1	
IE	4.015	0.645	0.663**	0.308**	0.311**	0.602**	0.800**	0.749**	1

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows that course content is positively correlated with the perception of the entrepreneurship course. This indicates that an increase in the quality and relevance of course content leads to an improved perception of the entrepreneurship course. Similarly, teaching quality has a positive relationship with the perception of the entrepreneurship course. This means that better teaching quality enhances students' perception of the course. Likewise,

the learning environment is positively correlated with the perception of the entrepreneurship course. This implies that a more supportive and conducive learning environment significantly enhances students' perception of the course. Furthermore, student characteristics have a strong positive relationship with the perception of the entrepreneurship course. This suggests that the characteristics and engagement of students greatly influence their perception of the course. Moreover, institutional support shows a positive relationship with the perception of the entrepreneurship course. This means that better institutional support leads to a more favorable perception of the course. Additionally, instructor experience is positively correlated with the perception of the entrepreneurship course. This indicates that more experienced instructors positively impact students' perception of the course.

Regression analysis

Having indicated Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it presents the regression results of perception of entrepreneurship course (PEC) as dependent variables, with course content (CC), teaching quality (TQ), learning environment (LE), student characteristics (SC), institutional support (IS), and instructor experience (IE) as independent variables.

Table 2

Estimated regression results of course content, teaching quality, learning environment, student characteristics, institutional support and instructor experience on perception of entrepreneurship course of Pokhara University students in Kathmandu

The results are based on 146 observations using linear regression model. The model is PEC = $\beta_0 + \beta_1$(CC) + β_2(TQ) + β_3(LE) + β_4(SC) + β_5(IS) + β_6(IE) + e, where the dependent variable is PEC (perception of entrepreneurship course). The independent variables are CC (course content), TQ (teaching quality, LE (learning environment), SC (student characteristics), IS (institutional support), and IE (instructor experience).

Model	Intercept	Regression coefficients of						Adj. R_bar^2	SEE	F-value
		CC	TQ	LE	SC	IS	IE			
1	1.167 -0.758	0.758 (17.527)**						0.679	0.365	307.188
2	0.606 (3.839)**		0.847 (21.886)**					0.767	0.311	478.985
3	0.274 (2.434)*			0.928 (33.623)**				0.767	0.311	478.985
4	0.432 (3.41)**				0.894 (28.652)**			0.85	0.25	820.958
5	1.32 (8.039)**					0.677 (16.712)**		0.657	0.377	279.293
6	1.412 (8.42)**						0.638 (15.824)**	0.632	0.391	250.39
7	0.072 -0.796	0.191 (5.638)**	-0.001 (-0.020)	0.524 (5.533)**	0.361 (5.258)**	0.077 -1.562	-0.156 (-2.913)**	0.932	0.168	333.342

Notes:

i. Figures in parenthesis are t-values.
ii. The asterisk signs (**) and (*) indicate that the results are significant at 1 percent and 5 percent level respectively.
iii. Perception of entrepreneurship course is dependent variable.

Table 2 shows that the beta coefficients for course content are positive with perception of entrepreneurship course. It indicates that course content has a positive impact on perception of entrepreneurship course. This finding is consistent with the findings of Müller (2011). Similarly, the beta coefficients for teaching quality are positive with perception of

entrepreneurship course. It indicates that teaching quality has a positive impact on perception of entrepreneurship course. This finding is similar to the findings of Heinonen & Poikkijoki (2006). Likewise, the beta coefficients for student characteristics are positive with perception of entrepreneurship course. It indicates that student characteristics has a positive impact on perception of entrepreneurship course. This finding is similar to the findings of Heinonen & Poikkijoki (2006). Further, the beta coefficients for learning environment are positive with perception of entrepreneurship course. It indicates that learning environment has a positive impact on perception of entrepreneurship course. This finding is similar to the findings of Packham *et al.* (2010). Moreover, the beta coefficients for instructor experience are positive with perception of entrepreneurship course. It indicates that instructor experience has a positive impact on perception of entrepreneurship course. This finding is similar to the findings of Pittaway & Cope (2007). In addition, the beta coefficients for institutional support are positive with perception of entrepreneurship course. It indicates that institutional support has a positive impact on perception of entrepreneurship course. This finding is similar to the findings of Clark & Green (2018).

4. Summary and conclusion

The word entrepreneur which is a French word means one who undertakes innovations, finance and business acumen in an effort to transform innovations in economic goods. Entrepreneurship is the function of uncertainty and risk bearing and others with the coordination of productive resources, the introduction of innovation and the provision of technical know-how. Entrepreneurship is one of the subjects that students need to learn whether they are taking business or other programs at Institutions of Higher Learning (IHL) to instill entrepreneurship in their daily lives through the curriculum.

This study attempts to examine the perception of students towards entrepreneurship course: A case study of Pokhara University business students in Kathmandu. The study is based on primary data of 146 respondents.

The major conclusion of the study is that entrepreneurship courses have a positive impact on perception of entrepreneurship course in Pokhara University. Also, the study shows that better the course content, teaching quality, learning environment, student characteristics, institutional support and instructor experience better would be perception of entrepreneur course. The result shows that course content, teaching quality, learning environment, student characteristics, institutional support and instructor experience are positively correlated to perception of entrepreneur course. These results seem to reveal that the variables related to entrepreneur courses are more strongly related to perception of entrepreneur course. Similarly, the study also concludes that learning environment followed by student characteristics and teaching quality are the most influencing factors that explain the perception of entrepreneur course.

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