Entrepreneurial Project-based Education through E-Learning among Employed College Students

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ABSTRACT: This study aims to examine the satisfaction of employed college students about the entrepreneurial project-based education using an e-learning platform. One hundred seventy-nine students of the Creative Design course which requires entrepreneurial projects. Multiple regression analysis examined the influence of six independent variables, namely: «perceived navigation», «perceived convenience», «perceived compatibility», «perceived usefulness», «perceived ease to use» and «perceived enjoyment» towards the satisfaction in the use of e-learning platform for the course. Results showed that only «perceived navigation», «perceived compatibility», «perceived usefulness», and «perceived enjoyment» significantly influence the satisfaction on the use of e-learning platform for entrepreneurial projects. «Perceived navigation» is the most significant variable that influences these students' satisfaction in the use of e-learning for the required entrepreneurial project. There is a need to ensure the consistency to resources (i.e. e-learning platform), environment, and management to make the entrepreneurial project-based activities adapt the smart-classroom characteristics.

KEYWORDS: Entrepreneurial, project-based education, e-learning, employed students.

1 INTRODUCTION

Various fields of business massively use technologies. Education, as one of the business fields, requires academic institutions to adopt new technology-based systems in this modern time. College students who are millennials or Gen Z demand the advanced features of technology to make their life and learning process easier. This situation exemplifies the concept of modernity in social, economics, and cultural aspects [1]. Thus, it is imperative for higher education institutions (HEIs) to aggressively and continuously innovate their learning methodologies using digital information and technology.

Entrepreneurship education at the college level is increasing, and becoming the trend in the world of higher education. The common goal of such education is to imbibe among students the eagerness to create and innovate new ventures [2]. The course on entrepreneurship requires theories, competencies and even practical works that enhance the creativity, initiative, teamwork, and entrepreneurial capabilities. Its popularity is attributed to the use of distance learning methodologies and access to the internet [2].

Participants of this research are college students under the Management degree program. Nine-three percent (93%) of these students are employed and enrolled in regular evening classes. They are regular employees of private enterprises or government institutions which require them to stay in the workplace during the day, and attend classes in the evening.

By the fifth semester of their studies, these students have to enroll and complete the practical work, called Entrepreneurial Project. This project is undertaken from Weeks 4 to 14 of the fifth semester before a written group final report is submitted to the advisor. All courses taught in the fifth semester end in a classroom delivery mode, and continue using an e-learning platform. This platform helps the student to access the course materials, and indicates a student's presence and participation to the lecturer. Some students consider this platform helpful because they can allocate more time for the Project. On the other hand, some students had difficulty in communicating with their teammates to discuss extensively the Project as well as in understanding course materials given by the lecturer. These students consider that a face-to-face discussion with the lecturer is necessary. Despite these situations, there are messaging applications such as Whatsapp, Line or email that can be used. Eventually, e-learning methods and applications will be used extensively in HEIs.

This study examines the students' satisfaction in doing the entrepreneurial projects through an e-learning platform. The satisfaction level is measured by perceived navigation, convenience, compatibility, usefulness, ease to use and enjoyment while accessing e-learning in doing the entrepreneurial project-based activities.

2   LITERATURE REVIEW

2.1   MOBILE LEARNING AND E-LEARNING

M-Learning is a form of e-learning in terms of the mobile devices usage, such as smartphones, tablets and other devices instead of personal desk-top computers that are used to deliver and receive the learning contents [3]. E-learning is defined as a set of application and process using the web. It is a computer-based learning, conducted in virtual classroom and supports the digital collaboration [4]. Although mobile learning is very common these days, it has limitations such as complicated interface, consumption on gadget memory and battery life, and potential low internet connection that is annoying the learning process [5].

This study used the measurement of the constructs raised by Cheng with some adjustments to the research inquiry, research questions and the situation of research objects with the usage of structural equation modelling while this study used multiple regression analysis [3]. This study also adapted the seven constructs in Cheng's study, namely: navigation, convenience, compatibility, and perceived-usefulness, perceived-ease of use, perceived enjoyment and intention to use. Perceived navigation, convenience, compatibility, usefulness, ease of use and perceived enjoyment are independent variables and satisfaction is the dependent variable. Cheng's construct of intention to use was merged as an indicator of satisfaction.

Navigation refers to the self-directed movement process with greater control from users to search and retrieve information [3]. In this study, the navigation is indicated by how the users are directed to all learning environments, ways to explore and move in the learning environment, and get the learning materials from this learning mode. Convenience is defined as the media used by the users that are easier for them to save their time and effort to access the learning process [3]. It consists of how the users are comfortable to use the e-learning and to learn something. It also indicates how e-learning helps the users to study whenever and wherever they are.

Because the users are required to access the material and be directed to a learning environment in various ways, compatibility is necessary. Compatibility is the consistency of innovation to users' values and experience [3]. In this study, this variable was measured by the compatibility of the users' learning aspect, way to learn something, and the learning style. Perceived usefulness in Cheng's study was not an independent variable. It is defined as how the users perceive that a learning method is useful for the entrepreneurship learning process being employed students [3]. It is measured in terms of how the users perceive that e-learning increases the effectiveness of their study, the possibility to control their learning process, and the usefulness to their learning process. On the other hand, ease of usage is perceived by the users in terms of their efforts to access the e-learning during the students' entrepreneurship learning semester either mentally and technically. Enjoyment is also the perceived variables based on the navigation, convenience and compatibility, however in this study, perceived enjoyment is defined as how the users enjoy using e-learning in their semester full of entrepreneurial projects [3].

2.2   ENTREPRENEURIAL PROJECT-BASED

Degree programs in college require teamwork, hard work, initiatives, good knowledge, and focus on entrepreneurial projects. While entrepreneurship is important in enhancing the welfare of the society, courses on entrepreneurship cannot be solely taught conventionally in the classroom. Its application and practice are necessary to prepare and improve the students' capabilities and competencies prior to venturing into the real world of business. Furthermore, mobile learning is a potential to a student's access to education and its learning materials [5].

2.3   ENTREPRENEURSHIP EDUCATION

An entrepreneur is defined as a person who is able to see and evaluate the opportunities in the business. The entrepreneur needs to apply mathematics, economics and behavioral sciences, and eventually, link them to the business process [6]. In entrepreneurship education, experiential learning is needed in which the teacher and student reveal the relationship as subject narrator and listener. In the modern era where millennials live, experiential e-learning is another option to disseminate information about the courses and degree programs that can enhance and nurture the entrepreneurial competencies of students [6].

2.4   EMPLOYED STUDENTS

Employed students can be much stressed because they have to strive with the working hours and maintain a GPA while studying [7]. Thus, the ability of an academic institution to determine the preferences for class schedule and learning methods perceived by these students are deemed necessary. Nevertheless, it is important to consider that students who are employed should be measured differently than other students who do not need to work during their study periods [8].

3   RESEARCH METHODOLOGY

The population of the study consists of 400 regular Management class students who are on their fifth semester and are required to take the Entrepreneurial Project course within the semester. This Project course comprises all courses taught in the respective semester, namely:

(1) Entrepreneurship, (2) Salesmanship, (3) Management Information Systems, (4) Business Feasibility Study, (5) Performance Management System, and (6) Creative Design. However, only 179 students were purposively selected for the study. These respondents came from three classes of the Creative Design course, which has the largest number of enrollees, and is a new course offered in the respective semester. They are also employed in several companies in the city of Surabaya.

Multiple regression analysis was used to examine the perceived effects of "navigation," "convenience," "compatibility," "usefulness," "ease of use," and "enjoyment" to the "satisfaction" in using mobile learning during their Entrepreneurial Project course. This study adapted Cheng's six constructs, namely: (1) navigation, (2) convenience, (3) compatibility, (4) usefulness, (5) ease of use, (6) enjoyment, as independent variables. These variables were measured using 21 statement-items. On the other hand, Cheng's construct of intention to use was included in the dependent variable, "satisfaction" (Table 1) [3].

Perceived navigation is measured by how the users are directed to and move in a learning environment, ways to explore, and get the learning materials from this learning mode. Perceived convenience is indicated by how the users are comfortable to the use of e-learning to learn something whenever and wherever they are. Because the users are required to access the learning materials and be directed to a learning environment in various ways, compatibility is necessary. This variable is measured by the consistency in the users' learning aspects and learning style. Perceived usefulness is defined as how a learning method is perceived useful in the entrepreneurship learning process given that these students have full-time work. Perceived ease of usage is measured in terms of users' effort to access the e-learning modules during the entrepreneurship learning semester, either mentally or technically. Perceived enjoyment is defined as how the users enjoy e-learning in their entrepreneurial projects.

The dependent variable, "satisfaction" included Cheng's construct of "intention to use." Ten statement-items measured satisfaction (Table 1) in terms of eagerness to use e-learning in other processes, cost-saving, easier collaboration, self-study, easier teamwork in the entrepreneurial project, increase in learning motivation, and appropriateness of e-learning during the semester's learning process.

Table 1.   Questionnaire

No.	Item	Code	Remark
1	I am directed to all learning environment when using e-learning.	NAVIG_1	Adapted from [3]
2	E-Learning helps me to explore learning environment in various ways.	NAVIG _2	Adapted from [3]
3	Using e-learning helps me to move more in learning environment.	NAVIG _3	Adapted from [3]
4	I get learning materials from –learning.	NAVIG _4	Adapted from [3]
5	Using e-learning is comfortable for me.	CONVEN_1	Adapted from [3]
6	I think using e-learning is comfortable way to study.	CONVEN_2	Adapted from [3]
7	E-learning helps me to study whenever I want.	CONVEN_3	Adapted from [3]
8	E-learning helps me to study wherever I want.	CONVEN_4	Adapted from [3]
9	E-learning can be fit to my learning aspects.	COMPAT_1	Adapted from [3]
10	E-learning is matched to study method I want.	COMPAT_2	Adapted from [3]
11	E-learning is matched to my learning style.	COMPAT_3	Adapted from [3]
12	E-learning increases learning effectiveness.	USEFUL_1	Adapted from [3]
13	E-learning gives possibility for me to control my learning process.	USEFUL_2	Adapted from [3]
14	E-learning is useful for my learning process in this semester.	USEFUL_3	Adapted from [3]
15	It is easy for me to interact with e-learning with simple mentally effort.	EASE_1	Adapted from [3]
16	It is easy to understand the interaction with e-learning.	EASE_2	Adapted from [3]
17	E-learning is easy to use.	EASE_3	Adapted from [3]
18	I enjoy e-learning.	ENJOY_1	Adapted from [3]
19	I enjoy the actual process using e-learning	ENJOY_2	Adapted from [3]
20	I like using e-learning.	ENJOY_3	Adapted from [3]
21	I enjoy e-learning so I will use it again in the future.	ENJOY_4	Adapted from [3]
22	I will use e-learning more frequent in the future.	SAT_1	Adapted from [3], 'Intention to use' construct
23	I will continue using e-learning in the future.	SAT_2	Adapted from [3], 'Intention to use' construct
24	I can save transport cost by using e-learning.	SAT_3	Author
25	Collaboration with other students is easy by using e-learning.	SAT_4	Author
26	Self-study using e-learning is very interesting.	SAT_5	Author
27	Entrepreneurial project team work is easier by using e-learning	SAT_6	Author
28	e-learning increases my motivation to study during this semester	SAT_7	Author
29	e-learning is suitable for this semester	SAT_8	Author
30	e-learning makes me easier to do the entrepreneurial project.	SAT_9	Author
31	e-learning makes me easier to get learning material to do the entrepreneurial project.	SAT_10	Author

4   RESULTS AND DISCUSSION

One hundred seventy-nine employed college students comprising of 78 male and 101 female students participated in this study. Table 2 provides the mean response ratings for each item-statement (Table 1). Students rated each item-statement as either "strongly disagree" (1), "disagree" (2), "neutral" (3), "agree" (4) and "strongly agree" (5).

Table 2.   Mean Response Rating Per Item-Statement

Item	Mean Response Rating	Remark	Item	Mean Response Rating	Remark
NAVIG_1	3.55	medium	EASE_3	4.02	high
NAVIG _2	3.68	high	ENJOY_1	3.70	high
NAVIG _3	3.48	medium	ENJOY_2	3.54	medium
NAVIG _4	3.97	high	ENJOY_3	3.59	medium
CONVEN_1	3.66	high	ENJOY_4	3.36	medium
CONVEN_2	3.46	medium	SAT_1	3.40	medium
CONVEN_3	3.98	high	SAT_2	3.45	medium
CONVEN_4	4.07	high	SAT_3	4.33	high
COMPAT_1	3.45	medium	SAT_4	3.67	high
COMPAT_2	3.28	medium	SAT_5	3.58	medium
COMPAT_3	3.21	medium	SAT_6	3.56	medium
USEFUL_1	3.42	medium	SAT_7	3.40	medium
USEFUL_2	3.45	medium	SAT_8	3.79	high
USEFUL_3	3.56	medium	SAT_9	3.79	high
EASE_1	3.74	high	SAT_10	3.69	high
EASE_2	3.33	medium			

Table 2 further shows that majority of the students' mean response rating are categorized as "medium". This implies that most of the students "agreed" to 18 item-statements of the questionnaire. Moreover, 13 item-statements are categorized "high" indicating "strongly agree" response rating.

Table 3.   Percentage of Students Who Rated Per Item-Statement

Item	Percentage of Students					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
NAVIG_1	1.1	10.1	30.2	49.7	8.9	100.0
NAVIG _2	1.1	8.4	27.4	48.0	15.1	100.0
NAVIG _3	.6	17.3	26.3	45.3	10.6	100.0
NAVIG _4	0	7.8	15.1	49.2	27.9	100.0
CONVEN_1	.6	12.8	24.0	45.3	17.3	100.0
CONVEN_2	.6	17.3	33.5	33.0	15.6	100.0
CONVEN_3	0	6.7	17.3	47.5	28.5	100.0
CONVEN_4	.6	3.4	19.6	41.9	34.6	100.0
COMPAT_1	1.1	8.4	42.5	40.2	7.8	100.0
COMPAT_2	2.8	16.8	37.4	35.8	7.3	100.0
COMPAT_3	2.8	21.2	38.0	27.9	10.1	100.0
USEFUL_1	3.9	12.8	35.8	32.4	15.1	100.0
USEFUL_2	1.1	11.2	40.2	36.9	10.6	100.0
USEFUL_3	.6	12.3	28.5	47.5	11.2	100.0
EASE_1	1.1	5.0	30.2	45.8	17.9	100.0
EASE_2	5.0	12.8	33.5	41.3	7.3	100.0
EASE_3	0	4.5	21.8	41.3	32.4	100.0
ENJOY_1	1.1	8.4	33.0	34.6	22.9	100.0
ENJOY_2	1.7	11.7	29.6	44.7	12.3	100.0
ENJOY_3	2.2	9.5	34.1	35.8	18.4	100.0
ENJOY_4	1.7	14.0	40.2	34.6	9.5	100.0
SAT_1	1.1	11.7	41.3	37.4	8.4	100.0
SAT_2	1.1	12.8	38.5	34.6	12.8	100.0

SAT_3	1.1	2.8	11.7	30.7	53.6	100.0
SAT_4	2.2	11.2	27.9	34.6	24.0	100.0
SAT_5	1.1	12.8	28.5	41.9	15.6	100.0
SAT_6	1.1	14.0	27.9	41.9	15.1	100.0
SAT_7	2.2	16.8	34.1	32.4	14.5	100.0
SAT_8	1.7	7.8	24.6	41.3	24.6	100.0
SAT_9	.6	7.3	27.9	40.8	23.5	100.0
SAT_10	.6	9.5	33.0	34.6	22.3	100.0

Table 3 shows the percentage of students who rated per item-statement. To cite, 1.1 % of 179 students "strongly disagreed" for item-statement coded "EASE_1". The item-statement coded "COMPAT_3" shows 21.2% of the students "disagreed". Most of the students (42.5%) rated "neutral" to "COMPAT_1". The item-statement coded "NAVIG_1" was rated "agree" by 49.7% of 179 students. Moreover, item-statement coded "SAT_3" was rated "strongly agree" by 53.6% of the students. Validity and reliability tests were conducted to ensure the eligibility of all statement-items used in the study. Table 4 indicates that all item-statements are valid for further analysis. Reliability statistics shows all 31 item-statements are reliable with a Cronbach Alpha value of 0.952 (Table 5).

Table 4.   Validity Test

Item	Pearson Correlation	Item	Pearson Correlation
NAVIG_1	.625**	EASE_3	.508**
NAVIG_2	.618**	ENJOY_1	.709**
NAVIG_3	.687**	ENJOY_2	.697**
NAVIG_4	.434**	ENJOY_3	.691**
CONVEN_1	.671**	ENJOY_4	.685**
CONVEN_2	.785**	SAT_1	.701**
CONVEN_3	.617**	SAT_2	.706**
CONVEN_4	.499**	SAT_3	.471**
COMPAT_1	.711**	SAT_4	.581**
COMPAT_2	.711**	SAT_5	.688**
COMPAT_3	.723**	SAT_6	.577**
USEFUL_1	.706**	SAT_7	.785**
USEFUL_2	.609**	SAT_8	.684**
USEFUL_3	.654**	SAT_9	.556**
EASE_1	.390**	SAT_10	.637**
EASE_2	.673**		

** Correlation is significant at the 0.01 level (2-tailed)

Table 5.   Reliability Test

Case Processing Abstract						
				Reliability Statistics		
		N	%	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Cases	Valid	179	100.0	.952	.952	31
	Excluded	0	0.0			
	Total	179	100.0			

Table 6 shows that all independent variables, "enjoyment," "navigation, " "ease of use, " "usefulness, " "convenience, " and "compatibility" contributed to the satisfaction level of the students in the use of e-learning for entrepreneurial projects. The adjusted R Square value of 0.669 means that a student's satisfaction in using e-learning during the conduct of entrepreneurial projects can be explained 66.9% by those six independent variables; while 33.1% is explained by other variables not studied in this research.

Table 6.   Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.825ᵃ	.680	.669	3.746	1.482

a. Predictors: (Constant), ENJOYMENT, NAVIGATION, EASE, USEFULNESS, CONVENIENCE, COMPATIBILITY
b. Dependent Variable: SATISFACTION

Table 7.   ANOVA-F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5135.469	6	855.912	60.982	.000[b]
	Residual	2414.084	172	14.035		
	Total	7549.553	178			

a. Dependent Variable: SATISFACTION
b. Predictors: (Constant), ENJOYMENT, NAVIGATION, EASE, USEFULNESS, CONVENIENCE, COMPATIBILITY

Table 7 indicates that perceived navigation, perceived convenience, perceived compatibility, perceived usefulness, perceived ease of use, and perceived enjoyment simultaneously influence the satisfaction of e-learning usage for entrepreneurial projects. Table 8 shows that there is no item with collinearity because the tolerance value is more than 0.10 and the VIF values are not more than 10.

Table 8.   t-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	4.600	1.859		2.474	.014		
NAVIGATION	.557	.152	.224	3.653	.000	.493	2.030
CONVENIENCE	.144	.147	.064	.979	.329	.432	2.312
COMPATIBILITY	.516	.192	.186	2.694	.008	.391	2.560
USEFULNESS	.679	.193	.233	3.514	.001	.424	2.357
EASE	.357	.191	.108	1.872	.063	.555	1.800
ENJOYMENT	.391	.149	.186	2.629	.009	.372	2.689

Dependent Variable: SATISFACTION

Further, the table indicates how each independent variable partially influences the dependent variable. Standardized beta coefficients show that the perceived usefulness of e-learning (Std B = 2.33) provided the greatest contribution to the satisfaction. The highly significant independent variable is "perceived navigation" (Sig = 0.000). "Perceived usefulness" is also a highly significant independent variable at Sig = 0.001. These implied that e-learning navigation is common to millennials and gen-Z as they are accustomed to various web-based applications which may be more complicated than e-learning platforms. The students perceive that e-learning navigation is easy but if they feel that e-learning is useless to their learning process, dissatisfaction results. Convenience is perceived to be not significant in the conduct of their entrepreneurial project. Face-to-face communication and discussion with their teammates are necessary instead of the "clicking activities" of the e-learning platform. The students' real and practical experience results to a more effective entrepreneurship education [9]. E-learning is also about how the students tailored to the training and collaborated digitally [4]. Other study found that the actual experience maximizes the students' entrepreneurship learning and improves the understanding of entrepreneurship [10]. Thus, "perceived convenience" variable may not significantly influence "satisfaction" because these students have practical applications and experiences in their workplaces.

Every platform used in teaching should highlight its usefulness, not only for students but also for the lecturers or instructors. A study concluded that consistency of the e-learning system used in higher education institutions is important especially in the area of its flexibility, interactivity, cooperation and motivation [11]. The respondents used in this study perceived that compatibility to their ways to learn and the method they can adjust to significantly influence their satisfaction. Their situation as employed college students and the need to communicate and interact with peers or lecturers contribute to the variable, "perceived compatibility" being significant to their satisfaction in the conduct of their entrepreneurial project. The platform used by these students is compatible with their daily activities. On the other hand, the Gen-Z students are literate in using phone applications when they have to discuss with peers without face-to-face meeting. It saves time, energy, and money as well.

The variable "perceived usefulness", is also significant to their satisfaction because during the semester, they can learn the theoretical concepts of the course in more effective ways and control their learning by themselves. As employed college students, they work most of the day regardless of job position. During their break or after-working hours, they can access the e-learning modules for information updates and materials from lecturers. It becomes easier and faster to contact and coordinate with their teammates using chat or group chat applications which are commonly used and installed in the mobile smartphones.

Entrepreneurial education is identical with real experiences which are related to the personal behavior and attitude. Theoretically, it is not compatible with conventional ways of teaching. The students of this study perceived e-learning methods as easy to use yet, not significant to their satisfaction in doing entrepreneurial projects. As full-time employed college students, they have sufficient experience in doing jobs, making decision, networking, skills, among others, entrepreneurial competencies [12]. These students may have high network literacy on the use any online application and internet, making it easy for them to use e-learning on their mobile smartphones. The challenge

then, is not about the ease of use but the discipline, safety and appropriateness to use e-learning for the project-based entrepreneurship course [13].

Another study underlined that enjoyment is a critical part in education to make the students interested and engaged to the teaching materials [14]. This study shows the significant value of the "perceived enjoyment" to students' satisfaction. It is important for the academic institution to increase the platform's quality so that the students to enjoy more. Notwithstanding, the employed students are also college students whose input and output qualities can be measured similar to unemployed college students. Obviously, the employed students are skilled and practically-trained but are also challenged given their limited time to work on their study assignments. Thus, e-learning becomes helpful for them to access learning materials, interact with the lecturer and other students using the supporting platform [4].

Any platform used for the project-based entrepreneurship education is concerned with its implementation. The online mode of learning, as in this study, has to facilitate the experiment and real practice in many ways to improve the students' learning outcomes [15].

5   CONCLUSIONS AND SUGGESTIONS

The college students who are full-time employees in companies within Surabaya are satisfied in using e-learning modalities in order to conduct and complete their entrepreneurial projects. Perceived navigation, compatibility, usefulness, and enjoyment significantly influences the satisfaction on e-learning for entrepreneurial projects. Perceived navigation is the most significant variable to these students' satisfaction in the use of e-learning. Navigation in e-learning saves time and effort with faster speed in coordination given that these students have very limited time to complete the entrepreneurial projects. Perceived convenience and ease of use are not significant to the students' satisfaction level on e-learning.

The study suggests that there is a need to ensure the consistency to resources (i.e. e-learning platform), environment, and management to make the entrepreneurial project-based activities adapt the smart-classroom characteristics as digital learning resources are accessed here [16].

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