

# Entrepreneurial project-based education through e-learning among employed college students

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**Abstract**

*This study aims to examine the satisfaction of the employed college students about the entrepreneurial project-based education guided using e-learning platform. The respondents are 179 students of Creative Design subject taught as a part of entrepreneurial projects during the semester. The study simply used multiple regression analysis to examine the influence of six independent variables, “perceived navigation”, “perceived convenience”, “perceived compatibility”, “perceived usefulness”, “perceived ease to use” and “perceived of its enjoyment” toward the satisfaction in using e-learning platform for the subject. The results show Perceived navigation, compatibility, usefulness, and enjoyment give the significant influences to the satisfaction on e-learning for entrepreneurial projects, while “convenience” and “ease” variables are not significant to influence the satisfaction. Perceived navigation is the most significant variable to these students’ satisfaction in the use of e-learning for their entrepreneurial project-based during the respective semester.*

**Keywords: Entrepreneurial, project-based education, e-learning, employed students**

**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 (Kryukov & Gorin, 2016). 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 (Akhmetshin, et al., 2019). 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 (Akhmetshin, et al., 2019).

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.

## **Literature Review**

### ***Mobile Learning and E-Learning***

Cheng (2015) underlined that 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. E-learning is defined as a set of application and process using web, and it is a computer-based learning, conducted in virtual classroom and support the digital collaboration (Cerdan & Jiminez, 2014).

Although mobile learning is very common these days, it has limitation such as complicated interface, consumption on gadget memory and battery life and even the learners will find low internet connection that is annoying the learning process (Ameen & Willis, 2016).

This study used basically the measurement of the constructs raised by Cheng (2015) with some adjustment to the research inquiry, research questions and the situation in research objects. Cheng (2015) used structural equation modelling and this study used multiple regression. There are seven constructs in Cheng's study, navigation, convenience, compatibility, perceived usefulness, perceived ease of use, perceived enjoyment and intention to use, whereas in this study the same

numbers of variables used. Perceived navigation, convenience, compatibility, usefulness, ease of use and perceived enjoyment are used as independent variables and satisfaction is used as dependent variable. Cheng's construct of intention to use was merged as satisfaction's indicators in this study.

Navigation refers to the self-directed movement process with greater control from users to search and retrieve information (Cheng, 2015). In this study, the navigation is indicated by how the users are directed to all learning environment, ways to explore and move in the learning environment, and get the learning materials from this learning mode.

Cheng (2015) defined convenience as the media used by the users that are easier for them to save their time and effort to access the learning process. It consists of how the users are comfortable to use the e-learning, to learn something. It also indicates how the 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 learning environment in various ways, compatibility is necessary. Cheng (2015) studied that compatibility shows the consistencies of the innovation to users' values and experience. Thus in this study, this variable are measured from the compatibility to all users' learning aspect, compatibility to users' way to learn something and their learning style.

Since in Cheng (2015), perceived usefulness is not the independent variable and it is the results of prior mentioned variables, this study considers the perceived usefulness is defined as how the users perceive this learning method is useful for their entrepreneurship learning process, regarding their positions as fully employed-students. However, the items to measure it are based on Cheng's study such as how the users perceive that e-learning increases the effectiveness of their study, possibility to control their learning process, and usefulness to their learning process. While the ease of the usage is perceived by the users in terms of their efforts to access the e-learning during the entrepreneurship learning semester either mentally and technically.

Enjoyment in Cheng's study (2015) 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.

### ***Entrepreneurial project-based***

The very special program in college that requires the team works, hard works, initiatives, good knowledges and more times is entrepreneurial project. While entrepreneurship is important to the society in enhancing the welfare, the subject cannot be enough to be taught in classroom conventionally. It needs application and practice to improve their subject participants' capabilities before they enter the real world of business. Ameen & Willis (2016), stated that mobile learning is potential to the participants in accessing the education and materials.

### ***Entrepreneurship education***

An entrepreneur is defined as a person who is able to see the opportunities in the business and evaluate them as well thus an entrepreneur needs to apply the mathematics, economics and behavioral sciences and link them to the business process (McFarlan, 2017). In educating entrepreneurship, experiential learning is needed in which the teacher and students reveal the relationship as subject narrator and listener. In the modern era in which millennials live, experiential e-learning is another option to disseminate information about the subjects needed by the students to run the entrepreneurial competencies (McFarlan, 2017).

### ***Employed students***

Employed students could be very stressful because they have to strive with working hours and GPA during studying (Jogaratnam & Buchanan, 2004) thus it implied to the ability of the college to determine the preferences for class schedule and learning method perceived by those employed students. The students' who are employed should be measured differently than the other students who do not need to work during their study periods (Simon, et al. 2017).

### **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 the 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 (2015) 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" (Appendix 1).

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 (Appendix 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.

### Results and Discussion

The number of the respondents in this study is 179 employed students. There are 78 male and 101 female students. The responses from respondents on the questionnaires vary as “strongly disagree”, “disagree”, “neutral”, “agree” and “strongly agree”. The responses are categorized based on the mean value as shown in Table 1.

**Table 1. Responses Category**

Item	Responses Mean	Category	Item	Responses Mean	Category
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 1 shows that most category is medium and the rest is high. There is no “low” category in the responses. The category indicates the respondents gave more “agree” and “strongly agree” responses towards the statements in the questionnaires.

**Table 2. Respondents' Responses**

Item	Respondents' Responses (% of 179 Respondents)					
	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		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		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		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 2 shows the responses percentage of the respondents. There is 5% of 179 has responded “Strongly disagree” for “EASE\_1”. The item “COMPAT\_3” shows 21.2% of the respondents’ responses as “Disagree”. Most respondents (42.5%) responded as “neutral” to “COMPAT\_1”. The item “NAVIG\_1” got “agree” responses from 49.7% of 179 respondents and the last responses “strongly agree” for “SAT\_3” were from 53.6% of the respondents.

**Table 3. 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)

Validity and reliability tests were conducted to ensure the eligibility of all statement-items used in the study. Table 3 indicates that all statement-items are valid for further analysis.

**Table 4. Reliability Test**

Case Processing Summary			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			

Reliability statistics shows all 31 statement-items are reliable with a Cronbach Alpha value of 0.952 (Table 4).

**Table 5. Coefficient of Determination (R<sup>2</sup>)**

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

a. Predictors: (Constant), ENJOYMENT, NAVIGATION, EASE, USEFULNESS, CONVENIENCE, COMPATIBILITY



b. Dependent Variable: SATISFACTION

Table 5 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. ANOVA-F Test

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

a. Dependent Variable: SATISFACTION

b. Predictors: (Constant), ENJOYMENT, NAVIGATION, EASE, USEFULNESS, CONVENIENCE, COMPATIBILITY

Table 6 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 7. 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

Table 7 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.

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. Especially for the entrepreneurship education, which is more effective with the practical component as the real experience for students (Botha, 2010). E-learning is also about how the students tailored to the training and collaborated digitally (Cerdan & Jiminez, 2014). Other study found that to maximizing the students’ entrepreneurship learning, the actual experience is improving the understanding of entrepreneurship (Mandel & Noyes, 2015). This convenience variable may not significantly influence the satisfaction, because the respondents have had practical experiences in their workplaces.

Every platform used in teaching should bring the usefulness, not only for students but also for the lecturers or instructors. Previous study (Malganova & Rahkimova, 2016) concluded that consistency of the e-learning system used in higher education institution is important especially in the area of its flexibility, interactivity, cooperation and motivation. The respondents used in this study perceived the compatibility to their ways to learn and the method they can adjust to significantly to their satisfaction. Their condition as employed students and the need to communicate and interact with peers or lecturers bring this variable significant to their satisfaction during entrepreneurial project. In one side, this platform is compatible with their daily activities and on other side, the respondents who are Gen-Z, is literate to using phone application when they have to discuss with peers without face-to-face meeting. It saves time, energy, and money as well.

So, the next variable, “Usefulness”, is also significant to their satisfaction because during the semester, they can learn the subject taught theoretically in more effective ways and control their learning by themselves. It increases their satisfaction. As employed students, the respondents will use most of their day to work at their workplace in any kind of job position. During their break or after-working time, they can access the e-learning to access some updated information and materials from lecturers and be easier and faster to contact and coordinate with their teammate by using chat or group chat application which is commonly used and installed in the mobile smartphones.

Entrepreneurial education is identical with real experiences which related to the personal behavior and attitude, thus theoretically, it is not compatible with conventional ways of teaching. The respondents of this study perceive e-learning method as easy and not significant to their satisfaction in doing entrepreneurial projects. The responses of this variable are “high” and “medium” indicates they perceive e-learning is easy to use but towards the satisfaction itself is not influential. As the full employed students, the respondents have sufficient experience in doing jobs, making decision, networking, skills and so on which are included in entrepreneurial competences (Bodea, et al., 2015). Students as respondents may have high network literacy on how to use any online application and internet so it is easy for them to use the e-learning on their

mobile smartphones. The challenge then is not about the ease to use but the discipline, safety and appropriateness to use e-learning for the project-based entrepreneurship course (Peng, et al., 2009)

Al-shihi, et al. (2018) underlined that enjoyment is a critical part in education to make the students interested and engaged to the teaching materials. This study shows the significant value of the enjoyment's influence to the students' satisfaction. It is important for the institution to increase the platform quality so that the students will enjoy more because the respondents of this study perceived "medium" in most enjoyment's indicators (Table 1).

Notwithstanding, the employed students are also students whose input and output qualities should be measured the same as unemployed students. Obviously, the employed students are skilled and trained enough in practical works meanwhile they also face the limited time to work on their study assignments. Thus, the e-learning is helpful for them to access learning materials, interact with the lecturer and other students using the supporting platform (Cerdan & Jiminez, 2014).

Any platform used for the project-based entrepreneurship education has to concern in 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 (Darmawan & Soetjipto, 2016).

### **Conclusions and Suggestions**

The student-respondents 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 (Yang, et al., 2018) to make the entrepreneurial project-based activities is adopting the smart-classroom characteristics as digital learning resources are accessed here.

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### Appendix 1. Questionnaire

No.	Item	Code	Remark
1	I am directed to all learning environment when using e-learning.	NAVIG_1	Adapted from Cheng (2015)
2	E-Learning helps me to explore learning environment in various ways.	NAVIG_2	Adapted from Cheng (2015)
3	Using e-learning helps me to move more in learning environment.	NAVIG_3	Adapted from Cheng (2015)
4	I get learning materials from e-learning.	NAVIG_4	Adapted from Cheng (2015)
5	Using e-learning is comfortable for me.	CONVEN_1	Adapted from Cheng (2015)
6	I think using e-learning is comfortable way to study.	CONVEN_2	Adapted from Cheng (2015)
7	E-learning helps me to study whenever I want.	CONVEN_3	Adapted from Cheng (2015)
8	E-learning helps me to study wherever I want.	CONVEN_4	Adapted from Cheng (2015)
9	E-learning can be fit to my learning aspects.	COMPAT_1	Adapted from Cheng (2015)
10	E-learning is matched to study method I want.	COMPAT_2	Adapted from Cheng (2015)
11	E-learning is matched to my learning style.	COMPAT_3	Adapted from Cheng (2015)
12	E-learning increases learning effectiveness.	USEFUL_1	Adapted from Cheng (2015)
13	E-learning gives possibility for me to control my learning process.	USEFUL_2	Adapted from Cheng (2015)
14	E-learning is useful for my learning process in this semester.	USEFUL_3	Adapted from Cheng (2015)

15	It is easy for me to interact with e-learning with simple mentally effort.	EASE_1	Adapted from Cheng (2015)
16	It is easy to understand the interaction with e-learning.	EASE_2	Adapted from Cheng (2015)
17	E-learning is easy to use.	EASE_3	Adapted from Cheng (2015)
18	I enjoy e-learning.	ENJOY_1	Adapted from Cheng (2015)
19	I enjoy the actual process using e-learning	ENJOY_2	Adapted from Cheng (2015)
20	I like using e-learning.	ENJOY_3	Adapted from Cheng (2015)
21	I enjoy e-learning so I will use it again in the future.	ENJOY_4	Adapted from Cheng (2015)
22	I will use e-learning more frequent in the future.	SAT_1	Adapted from Cheng (2015), 'Intention to use' construct
23	I will continue using e-learning in the future.	SAT_2	Adapted from Cheng (2015), '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



# Entrepreneurial project-based education through e-learning among employed college students

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