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Perception of the University Students on Entrepreneurship Education

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This study focused on the perception of the students on entrepreneurship education. Entrepreneurship education is considered an effective tool for influencing students' learning orientation and expression. This study examined the effects of entrepreneurship education and learning on the entrepreneurial implementation intentions of students at the Universities. This study employed an explanatory method. For the study, 600 questionnaires were collected from north Indian university students. Multiple regression was used for the analysis of the study. The results showed that teaching methods significantly impact entrepreneurship stimulate students' interest and enhance students' knowledge innovation for business start-ups. The findings of the analysis also revealed that practical activities are mainly based on vocational skill activities, the teaching methods should contain extensive attention to critical thinking and idea generation activities as graded mechanisms of the degree program. It was also recommended that engagement of students with entrepreneurial development initiatives provided by institutions should involve students across all degree levels. Therefore, to increase the prospect of assignation in entrepreneurial activities after graduation students should generate viable business ideas, identify market gaps, engage in business startups, and practical business plans, and engage in invention and innovations.

Keywords: entrepreneurship, education, teaching, perceptions, university, students

Introduction

India is one of the fastest-growing economies in the world, and entrepreneurship has been identified as a key driver of economic growth. Entrepreneurial activity can help create jobs, generate wealth, and stimulate innovation. India has a large and growing youth population, which is expected to be a major contributor to the country's economic development (Arun Kumar & Shekhar, 2020). Entrepreneurship education can help unlock the potential of this demographic dividend by equipping young people with the skills and knowledge needed to start and run successful businesses. With the changing nature of the job market, traditional employment is no longer a reliable option for many people. Entrepreneurship provides an alternative path to employment and economic independence. The Indian government has launched several initiatives to promote entrepreneurship, such as the Startup India program, which aims to create a startup

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ecosystem in the country. Entrepreneurship education is a key component of these initiatives. There has been a cultural shift in India towards entrepreneurship, with more and more people viewing it as a viable career option (Todd & Javalgi, 2007). This has led to an increased demand for entrepreneurship education among university students. In light of these factors, understanding the perception of university students on entrepreneurship education in India can help identify gaps in the current system and provide insights into how to improve the effectiveness of entrepreneurship education programs. It can also help in designing policies and programs that are better aligned with the needs and aspirations of young entrepreneurs in India. Understanding the perception of university students on entrepreneurship education can help identify gaps in the current system. It can provide insights into the effectiveness of existing entrepreneurship education programs and identify areas where improvements can be made. The perception of university students on entrepreneurship education can help in designing programs that are better aligned with their needs and aspirations (Muhammed & Deepak, 2018). This can enhance the effectiveness of entrepreneurship education programs and improve their impact on students.

Developing countries and populous countries face several issues when it comes to unemployment. A lack of skills and education is a significant barrier to employment in many developing and populous countries. Many people lack the necessary skills to compete in the job market, and the education system may not be adequately preparing them for the workforce. In many developing and developed countries, the informal economy is a significant employer, but these jobs are often low-paying and insecure. Many people work in the informal economy out of necessity, rather than choice (Abdul Rahim, & Mukhtar, 2021).

Starting a business requires capital, and many people in developing and populous countries lack access to capital. This makes it difficult for them to start their own businesses and create jobs. Many developing and populous countries lack the investment needed to create jobs and stimulate economic growth. This can result in a stagnant job market, with few opportunities for employment. High population growth can put pressure on the job market, making it difficult to create enough jobs to keep pace with the growing population (Pittaway & Cope, 2007). Technological change can have a significant impact on employment, particularly in developing countries. Automation and outsourcing can lead to job losses, particularly in low-skilled occupations. To address the issue of unemployment in developing and populous countries, several measures can be taken. These include investing in education and skills training, promoting entrepreneurship and small business development, increasing access to capital, and attracting investment. Governments can also implement policies that promote job creation, such as infrastructure development, and provide social safety nets to support those who are unemployed (Peng, Lu, & Kang, 2012).

The perception of university students on entrepreneurship education can help encourage more students to consider entrepreneurship as a viable career option. If students have a positive perception of entrepreneurship education, they are more likely to consider starting their own businesses and contributing to the growth of the economy. The perception of university students on entrepreneurship education

can help in supporting government initiatives aimed at promoting entrepreneurship. By understanding the needs and aspirations of students, policymakers can design programs and policies that are better aligned with the interests of young entrepreneurs (Othman Mwasalwiba, 2010).

Entrepreneurship education can help in enhancing the employability of students, even if they choose not to start their own businesses. The skills and knowledge acquired through entrepreneurship education can be applied in other areas of work, making students more competitive in the job market. The perception of university students on entrepreneurship education in India is important for identifying gaps in the current system, enhancing program effectiveness, encouraging entrepreneurship, supporting government initiatives, and enhancing employability. By understanding the needs and aspirations of students, policymakers, and educators can design programs that better meet the demands of young entrepreneurs and contribute to the economic growth of the country. Thus, the main objective of the study conducted to how teaching methods in entrepreneurship education affect students' interest in entrepreneurship and enhance their knowledge for starting a business and to what extent the university support systems assist students with innovative business startup ideas.

Literature Review

Several studies have explored the perception of university students on entrepreneurship education in India. A study by Trivedi (2016) found that students who received an entrepreneurship education were more likely to consider entrepreneurship as a career option. The study also found that students who received entrepreneurship education had higher levels of self-efficacy and perceived entrepreneurial skills. Li (2011) found that entrepreneurship education had a positive impact on the entrepreneurial intentions of students. The study also found that students who received entrepreneurship education had higher levels of perceived social support for entrepreneurship. According to Rastogi and Narendran (2018), students who received entrepreneurship education had a more positive attitude towards entrepreneurship. The study also found that entrepreneurship education had a positive impact on the perceived feasibility of starting a business. The entrepreneurship education had a positive impact on the perceived desirability and feasibility of starting a business. The study also found that students who received entrepreneurship education had higher levels of perceived entrepreneurial skills and self-efficacy (Kumar & Balaji, 2017; Bodnar et al., 2015). A study by Raghavendra and Raghavendra (2018) found that entrepreneurship education had a positive impact on the entrepreneurial intentions of students. The study also found that students who received entrepreneurship education had higher levels of perceived social support for entrepreneurship. As per the Centre for Monitoring Indian Economy (CMIE), there are currently nearly 31 million unemployed Indians looking for a job. The only solution to overcome this issue is self-employment. Another study aimed to contribute to understanding the perception of B school students towards entrepreneurship education. The data reflects that students

perceive moderately to entrepreneurial education. Even though the University has made efforts to build entrepreneurial habits among the management students, the study reveals that all those efforts have not achieved the desired objective. Inadequate qualified teachers and interest in paid employment are perceived to be problems with entrepreneurial skill acquisition (Muhammed & Deepak, 2018; Tailor 2018). Entrepreneurship is not only an important driver of economic growth, productivity, innovation, and employment. It also is a key player in the life cycle of businesses, giving rise to new firms to take the place of those whose influence and relevance are waning. But as anyone who has started a business knows well, being an entrepreneur is not easy. Entrepreneurs often must fight an uphill battle to get their new ventures off the ground, and many never succeed (Mansi, 2016; Maxwell Ayodele Olokundun, 2017). The students agreed that entrepreneurship education was beneficial to them in very offsets. Through this type of education, an individual can easily make for their survival and have a positive attitude towards what they are learning through this type of education as there are lots of opportunities for them to become self-sufficient and compete in this phase of the world (Vivek & Gupta, 2016). In a study by Santha (2016), it was found that most of the respondents preferred to start a partnership form of business and would like to become the manager of the business. The major source of finance for the proposed business for the respondents was their own funds, and the major reason for becoming an entrepreneur was the desire to start their own business. The major personality traits and skills that the respondents possessed to be successful entrepreneurs were honesty and confidence. However, most of the respondents had a low probability of becoming entrepreneurs after graduation. In another study by Vivek and Murugan (2018), it was found that although most students have a positive perception of entrepreneurship as a career, only a small percentage of them actually choose entrepreneurship as a career option. Lack of awareness was identified as a major hindrance to entrepreneurship, and pre-existing inspiration about successful entrepreneurs was found to be strongly associated with the intent to start a new business (Maxwell Ayodele Olokundun, 2017). The study suggests that collaboration between the government and educational institutions to provide more professional courses in entrepreneurship could act as a catalyst for promoting entrepreneurship. A study by Basu (2014) attempted to develop a working framework for an entrepreneurship education ecosystem in India, with preliminary inputs and evidence. The study proposes future research ideas to facilitate the adoption and further development of the framework, which will aid policymakers of a developing nation.

Overall, the literature suggests that entrepreneurship education has a positive impact on the perception of university students of entrepreneurship education in India. It enhances their entrepreneurial intentions, perceived feasibility, and perceived entrepreneurial skills. Moreover, the literature also highlights the importance of social support and self-efficacy in promoting entrepreneurship among university students in India. Based on existing literature and an understanding of the concept of entrepreneurship, the researcher has formulated the following hypothesis.

H_1: There is a significant relationship between teaching methods in entrepreneurship

stimulating students' interest and enhancing students' knowledge of business startups.
H_2: There is a significant relationship between College/University support systems and support to students on innovation for business startups.

This hypothesis suggests that there is a direct and positive association between the teaching methods in entrepreneurship stimulating students' interest and enhancing students' knowledge of business start-ups and College/University support systems and support to students on innovation for business startups.

Methodology

In this cross-sectional study, students from North Indian universities were requested to participate. The study was partitioned into two distinct sections. The initial segment centered on demographical data and was based on structured questionnaire responses. The data collected in this section included the rate of response, copies of the questionnaire administered, and cross-tabulation tables of frequency for categorical data such as gender, age, and educational qualification. Simple random sampling was chosen and randomly 600 students were selected. The prior confirmation was taken from the respondents. Based on consent distributed and requested for participation in the study. Participants were assured confidentiality and anonymity of the data. Both male and female students from North Indian universities students participated in the study. A self-administered questionnaire was used for the study. In total 700 questionnaires were distributed and only 623 were accepted. Based on data cleaning considered 600 samples for the study. The response rate was 89% for the study. All participants were students in north Indian universities who pursuing their graduation and post-graduation. The data was collected from June to December 2021. For the present study primary data, as well as secondary data were collected. The second section involved hypothesis testing and aimed to present the data with the aid of statistical software tools such as Statistical Package for Social Sciences (SPSS) and MS Excel.

Results and Discussion

The study finds out the interest in doing the job or doing business or another activity. Around 46.10% were interested in doing a business (Family + Own) out of that 28.55% showed interest in doing their own business and 17.55% of students wanted to expand their family/relative business and 50.35% wanted to do a job (Private as well as Government). Around 33.33% of students are interested in a government job (See Table 1).

Table 1. Respondent's Response Toward the Interest of

Interest of	Female	Male	Grand Total	Percentage (%)
Doing Government Job	148	40	188	33.33
Doing Private Job	73	23	96	17.02
Doing for Society (Sewa)	14	6	20	3.55
Doing Own Business	35	126	161	28.55
Expand my Family/relative Business	14	85	99	17.55
Grand Total	284	280	564	100.00

Source: Field Study Result (June 2021).

The data for this study were collected from male and female respondents. There were 284 male respondents, representing 50.4%, and 280 female respondents, representing 49.6%, indicating an equal gender distribution. In terms of age, 261 respondents (46.5%) were between 15 and 19 years old, 270 (47.9%) were between 20 and 24 years old, and 33 (5.6%) were above 25 years old. This indicates that the majority of respondents, 270 (47.9%), were in the 20-24 age group, which suggests that the majority of respondents were young and capable of responding independently. Regarding academic discipline, 397 respondents (70.4%) were from commerce, 129 (22.9%) were from arts, and 38 (6.7%) were from education, science, and other fields. However, considering the distribution of respondents across different disciplines, it can be inferred that the views of respondents from various academic backgrounds were taken into account in this study (See Table 2).

Table 2. Biographical Data of the Respondents

Demographic Distribution		Total	Percentage %
Gender	F	284	50.4
	M	280	49.6
Age	15-19	261	46.5
	20-24	270	47.9
	Above 25years	33	5.6
Degree Programme (Educational Qualification)	Commerce	397	70.4
	Arts	129	22.9
	Education and Science, Others	38	6.7

Source: Field Study Result (June 2021).

The second section involved hypothesis testing on how teaching methods in entrepreneurship education affect students' interest in entrepreneurship and enhance their knowledge for starting a business and to what extent the university support systems assist students with innovative business startup ideas. The majority of students responded positively to the statement regarding the use of new and innovative teaching methods in entrepreneurship education. This indicates that creative approaches are being employed in the delivery of such courses. The analysis reveals that the mean score of the respondents was 3.99, suggesting that the students were generally in agreement with this statement. Additionally, most of the students agreed that the courses provided them with the necessary skills to handle ambiguity in the real world, thereby overcoming perceived fears associated with entrepreneurship. The mean score of the respondents for this statement was 3.93, indicating a positive response from the students regarding the teaching methods used. According to the study conducted by Yolleand Gailly (2008), entrepreneurs possess distinct values and attributes that cannot be effectively

taught in a classroom environment. This study highlights the importance of experiential learning and practical training in entrepreneurship education, as opposed to solely theoretical instruction. It also emphasizes the need for aspiring entrepreneurs to seek out mentorship, networking opportunities, and real-world experiences to develop the necessary skills and mindset for success (Agarwal, 2013). While entrepreneurship education can provide a foundation of knowledge and basic skills, it is ultimately the individual's personal drive, determination, and unique qualities that will determine their success as an entrepreneur.

Most respondents affirmed that the method of teaching provided an opportunity to learn by doing project/assignment work. The analysis revealed that the mean score of 4.017 suggests that more respondents view the teaching approaches engaged in entrepreneurship education as experiential. Abdul Karim (2016) found that there is a strong correlation between the curriculum method and the entrepreneurial intentions of students. This suggests that the approach to curriculum design in entrepreneurship education can greatly influence the development of students' entrepreneurial intentions. This study highlights the importance of an effective and well-designed entrepreneurship curriculum that is tailored to foster students' creativity, innovation, and problem-solving skills (Agarwal, 2014a). By adopting a curriculum that is experiential, practical, and relevant to the real-world challenges faced by entrepreneurs, students are more likely to develop a keen interest in entrepreneurship and pursue entrepreneurial opportunities in the future.

The mean score of 3.984925 for the statement indicates that the respondents generally hold a positive view of the institution's efforts to promote entrepreneurship. The highest mean score is for the statement about the institution promoting students' entrepreneurship ideas, which suggests that many students may have innovative ideas that are being supported by the institution. The positive response to the statement about business incubation initiatives indicates that the institution is providing support to students beyond just promoting their ideas. The mean score 3.912625 for this statement is slightly lower than for the statement about promoting students' entrepreneurship ideas, but still relatively high, indicating that many students are aware of the institution's incubation initiatives and may have benefited from them. The positive response to the statement about seed funding suggests that the institution is providing financial support to students who are developing their products or business ideas. The lower mean score for this statement compared to the previous two may indicate that not all students are aware of this particular initiative, or that not all students have benefited from it. According to the study conducted by Mod Asri, Ahmad, and Ismail (2019), a significant and positive correlation exists between the environment and entrepreneurial support with entrepreneurial intentions among students. This suggests that the environment in which students are exposed, as well as the support they receive from various stakeholders, can greatly influence their inclination towards entrepreneurship (Agarwal, 2014b; Sodha, 2020). This includes providing students with access to resources such as mentorship, networking opportunities, and funding, as well as creating an ecosystem that encourages entrepreneurship and innovation. By creating an environment that is supportive of entrepreneurship,

students are more likely to pursue entrepreneurial opportunities and succeed in their ventures. Overall, the information provided suggests that the institution is actively promoting entrepreneurship among its students through various initiatives and that many students are aware of and benefiting from these initiatives (See Table 3).

Table 3. Descriptive Statistics of Item Measuring Teaching Method

Statement	**Mean Score**
The teaching methods provided a new and different experience	3.99115
The course taught us to deal with ambiguity in the real world	3.933275
The approach to teaching provided an opportunity to learn by doing project/ assignment	4.017
The institution promotes Students entrepreneurship idea	3.984925
The institution foster entrepreneurship through business incubator Initiatives	3.912625
Seed funding is an institutional policy for promoting entrepreneurship	3.84495

Source: Field Study Result (June 2021).

The test was to examine the effects of teaching methods in entrepreneurship on students' interest and enhance students' knowledge of business start-ups. In the first step, the effect of teaching methods of entrepreneurship on students' interest and enhancing students' knowledge for business start-ups was assessed. The R-Square value is the degree of variation of the dependent variable, which can be predicted by the independent variable. Consequently, the analysis revealed that teaching methods in entrepreneurship explained 19% variance in students' business startups ($R2 = 0.19$, $F (2, 563) = 131.58$, $p < 0.05$). In the second step, the mediating role of students' interests was examined. The analysis showed that interest was able to predict 39% variance in students' business startups over and beyond the effects of teaching methods in entrepreneurship ($R2 = 0.388$, $F (1, 562) = 181.75$, $p < 0.05$).

In the second step, the effect of College/University support systems to students on innovation for the business start-up was examined. The R-Square value is the dependent variable is degree of variation, which can be expected by the independent variable. Consequently, the analysis that university support systems predicted 5.2% variance in students' innovations ($R2 = 0.052$, $F (2, 563) = 30.97$, $p < 0.05$). The facilitating role of sharing knowledge was examined. The analysis showed that knowledge sharing was able to predict 9.7% variance in students' innovations, over and beyond the effects of College/University support systems ($R2 = 0.097$, $F (1, 562) = 27.67$, $p < 0.05$) (See Table 4).

Table 4. Model Summary

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Change Statistics**				
					R Square Change	**F Change**	**Df1**	**Df2**	**Sig. F Change**
1	0.435a	0.19	0.19	0.52972	0.19	131.58	1	563	0.000
2	0.623b	0.388	0.39	0.46088	0.2	181.75	1	562	0.000
3	0.228a	0.052	0.05	0.81	0.05	30.96	1	563	0.000
4	0.311b	0.097	0.09	0.79	0.04	27.67	1	562	0.000

Predictors: (Constant), entrepreneurship teaching methods. *Source:* Field Study Result (June 2021). Predictors: (Constant), Teaching Methods, Students' Interest and enhancing students' knowledge for business startup; Predictors: (Constant), university support systems; Predictors: (Constant), university support systems, on innovation for business startup

The significance of the F-change was assessed and it was significant (0.000) and yielded. The effect of teaching methods of entrepreneurship on students' interest and enhance students' knowledge for business startups. The F-value is calculated as the Regression (Sum of Squares =36.92) divided by the Residual (Mean Square =0.28), yielding F=131.60 is significant level (Sig =0.000). The F-value is calculated as the Mean Square Regression (37.77) divided by the Mean Square Residual (0.21), yielding F=177.79 at an acceptable significant level of 0.000. The results showed the effect of university support systems support to students on innovation for business start-up. The F-value is calculated (20.37) divided by the Residual (0.66), yielding F=30.97. The significance was examined university support systems and support to students on innovation for business start-up. The F-value is calculated as the Mean Square Regression (18.87) divided by the Mean Square Residual (0.63), yielding F=30.05 at an acceptable significant level of 0.000. Since the results of the ANOVA shows a significant level of 0.000, which states that College/University support systems significantly support to students on innovation for business start-up is therefore accepted. Since the results of the ANOVA significant (See Table 5), the alternate hypothesis which states that teaching methods in entrepreneurship stimulates students' interest and enhance students' knowledge for business startups (H_1) is accepted.

Table 5. ANOVA: Teaching Methods, Students' Interests and Business Startup (1, 2) and College/University Support Systems and Students on Innovation for Business Startup (3, 4)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	36.92	1	36.92	131.58	0.000a
	Residual	157.98	563	0.281		
	Total	194.91	564			
2	Regression	75.529	2	37.77	177.79	0.000b
	Residual	119.38	562	0.21		
	Total	194.91	564			
3	Regression	20.37	1	20.37	30.97	0.000a
	Residual	370.28	563	0.66		
	Total	390.64	564			
4	Regression	37.74	2	18.87	30.05	0.000b
	Residual	352.90	562	0.63		
	Total	390.64	564			

Predictors: (Constant), entrepreneurship teaching methods. *Source:* Field Study Result (June 2021).
Predictors: (Constant), entrepreneurship teaching methods, students' interest
Dependent Variable: enhance students' knowledge of business startups
Predictors: (Constant), Support Systems
Predictors: (Constant), Support Systems, students on innovation for business startup
Dependent Variable: on innovation for business startup

The results revealed the contributions of teaching methods and students' interest and enhance students' knowledge of business start-ups and their levels are significant. (Teaching methods; $\beta = 0.21$; $t=6.08$; $p<0.001$, interest; $\beta = 0.58$; $t=13.49$; $p<0.05$). The contributions of College/University support systems and support to students' innovation for business start-ups and their levels of significance. (College /University support systems; $\beta = 0.150$; $t=4.40$; $p<0.01$, business start-

ups; $\beta = 0.26$; $t=5.26$; $p<0.05$). Based on the results, the significance levels of the variables are less than 0.05 and the level of significance of F change is also less than 0.05 (0.000). It can be concluded that College/University support systems significantly support to students on innovation for business start-up (See Table 6). Hence, H_2 is accepted.

Table 6. Coefficients$_a$: Teaching Methods and Students' Interest and Enhance Students' Knowledge of Business Startups

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.32	0.15	0.44	15.92	0.000	0.44	0.43	0.44	1.00	1.00
	Teaching methods in entrepreneurship	0.416	0.07		11.47	0.000					
2	(Constant)	0.85	0.17		5.04	0.000					
	Teaching methods in entrepreneurship	0.21	0.04	0.22	6.08	0.000	0.44	0.25	0.20	0.81	1.23
	Students' Interest	0.58	0.04	0.49	13.48	0.000	0.59	0.49	0.45	0.81	1.23
3	(Constant)	3.19	0.138	0.23	23.13	0.000					
	Support Systems	0.19	0.034		5.57	0.000	0.23	0.23	0.23	1.00	1.00
	(Constant) Support Systems	2.37	0.207		11.45	0.000					
	Innovation	0.15	0.034	0.18	4.40	0.000	0.23	0.19	0.18	0.95	1.05
	Business Startups	0.26	0.049	0.22	5.26	0.000	0.26	0.22	0.21	0.95	1.05

Dependent Variable: Students' Interest and enhance students' knowledge of business startups[a]
Dependent Variable: Innovation[b]
Source: Field Study Result (June 2021).

Limitations and Future Scope of the Study

The current study utilized a survey method for collecting quantitative data, which may result in respondents providing inaccurate answers. Additionally, the researchers used semi-structured interviews to gather qualitative data, which could impact the adequacy of the data collected. It is important to note that the study only focused on students from north India and not the entire country, which may limit the quality of information gathered. Furthermore, the sample size was only around 600 students, which may not be adequate or appropriate for the entire population. Lastly, the study was conducted in 2021, and the current situation may have affected the routine work of the respondents. There is significant future scope for exploring the perceptions of university students on entrepreneurship education. Conducting longitudinal studies to track the perceptions of university students on entrepreneurship education over an extended period. This will help to identify changes in attitudes and perceptions over time. Comparing the perceptions of university students on entrepreneurship education across different universities, courses, and disciplines. This will help to identify the factors that influence student perceptions and how they vary across different contexts.

Implications of the Study

This study is important to policy makers and stakeholders in India regarding the design of an entrepreneurship curriculum that can enhance the development of viable business ideas by students of universities. The result of this study will may help for managements of universities on the formulation and implementation of policies, reliable in innovative activities and entrepreneurship education development of undergraduate's programme in the universities. Universities should develop an entrepreneurship education curriculum that focuses on equipping students with practical skills and knowledge that they can apply in the real world. Universities should collaborate with industry leaders to develop entrepreneurship education programs that are relevant to the needs of the industry. The findings of this study will guide the development of entrepreneurial skills and aptitudes in university students, which in turn will motivate the tendency for job creation and reduction in graduate unemployment. There should be regular monitoring and evaluation of entrepreneurship education programs to determine their effectiveness in equipping students with the skills and knowledge needed to succeed in the business world. This research will contribute to existing knowledge in literature of entrepreneurship education and Skill, by developing an intention that will be useful for researchers in further research on related areas of study.

Practical Implications

Universities should encourage entrepreneurship among students by providing opportunities for them to start and run their own businesses. This can include incubator programs, mentorship, and networking opportunities. Entrepreneurship education should involve experiential learning, such as internships and projects, to help students apply their skills in real-world settings. Entrepreneurship education should incorporate technology and innovation, which are critical elements of successful startups in today's business environment. Entrepreneurship education should be cross-disciplinary, involving students from different fields of study. This can help students develop a broader perspective on business and entrepreneurship.

Conclusion

The perceptions of university students on entrepreneurship education play a significant role in their entrepreneurial intentions and the success of their future businesses. The study found that the contents of the entrepreneurship curriculum have a highly significant effect on students' open-mindedness to generate business ideas, and the design of the curriculum largely affects the extent to which entrepreneurship students develop critical thinking abilities. It was also noted that the experience and skill of entrepreneurship educators within the curriculum are essential for the effective delivery of entrepreneurship courses. While some challenges were identified, such as the difficulty in defining practical activities in

entrepreneurship education and the lack of early introduction of initiatives that can enhance students' abilities to develop business initiatives, there is significant future scope for exploring the perceptions of university students on entrepreneurship education. Further research can be conducted on longitudinal studies, comparative studies, cross-cultural studies, impact studies, and pedagogical studies to identify the factors that influence student perceptions and how they vary across different contexts, as well as to evaluate the effectiveness of entrepreneurship education in developing students' entrepreneurial skills, knowledge, and attitudes. Overall, this study provides valuable insights into the perceptions of university students on entrepreneurship education and highlights the need for continuous improvement in the design and delivery of entrepreneurship courses.

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