

A Study on Teachers' Perception on Entrepreneurship Education in Higher Learning Institutions

Dr. D. Aravazhi Irissappane

Department of Commerce
Associate Professor, Kanchi Mamunivar Centre
for Postgraduate Studies Autonomous and
Govt. College with Potential for Excellence
'A' Grade Re-accredited by NAAC
Puducherry

Subramanian Yasodha

Department of Commerce
Ph.D. Research Scholar, Kanchi Mamunivar
Centre for Postgraduate Studies Autonomous
and Govt. College with Potential for Excellence
'A' Grade Re-accredited by NAAC
Pondicherry University, Puducherry

Abstract

The purpose of this study is to analyze the Teachers' perception towards Entrepreneurship Education in Higher Learning Institutions. The impact of entrepreneurship education factors on teachers' perception towards entrepreneurship education in HLI have been studied with the help of primary data collected from 50 Teachers who belongs to the Department of commerce and management from Arts and Science Colleges in Puducherry region. Data were collected using structured questionnaire. The study used Mann whitney U test, Kruskal Wallis test, Correlation and Regression analysis. This study ascertains whether the students are appropriately developed by teachers towards entrepreneurship as a career option and also shows how the administrators encourages teachers towards entrepreneurial way of teaching. The findings of the study show that the encouraging teachers are influenced by Entrepreneurship Education when compared with Gender and Age. With regard to correlation analysis there is a positive relationship between Entrepreneurial encouragement, Entrepreneurial teaching, and entrepreneurial attitude and overall teachers' perception on entrepreneurial education. Multiple Regression analysis shows that the entrepreneurial method of teaching towards entrepreneurship education is the most influencing factors of entrepreneurship education on teachers' perception

Keywords:

Teachers' perception, Entrepreneurship Education (EE), Higher Learning Institution (HLI), Entrepreneurial teaching.

JEL classification: L26, I21

Introduction

As entrepreneurship education is in central focus concerning the development of social and economical well being. Since teachers are the key factors in promoting it we therefore stress their point of view as promoters. Teachers are in a crossroads of several transformation processes embedded in entrepreneurial education. Teachers are living through the overall aims of entrepreneurship education into increased future entrepreneurial activities in the society as they are transforming

the aims of entrepreneurship education into teaching activities and into learning outcomes. Along with teachers having “hands on” connection to entrepreneurship education, they are also having the best position in evaluating the aims, the actions and the outcomes of entrepreneurship education.

Teaching younger students' entrepreneurship education is more about enterprise education. The purpose is for students to take more responsibility for themselves and their learning, to try to achieve their goals, be creative, and discover existing opportunities and in general to cope in our complicated society. Moreover, the aim is for them to take an active role in job markets and consider entrepreneurship as a natural career choice. This education involves developing behaviors, skills and attributes applied individually and/or collectively to help individuals and organizations of all kinds to create, cope with and enjoy change and innovation. This involves higher levels of uncertainty and complexity as a means of achieving personal fulfillment and organizational effectiveness. (E.g. Gibb 2006).

Conceptual Framework

The understanding of the concept of entrepreneurship is fundamental for defining entrepreneurship education. So far there is no agreement of any single theory of entrepreneurship (e.g. Shane – Venkataraman 2000; Davidsson – Low – Wright, 2001) and many notions of many different approaches to conduct research on the subject (e.g. Grebel et al; Grant – Perren 2002). Hunting the Heffalump as theorizing entrepreneurship was launched by Kilby (1971) and after that more seriously pushed forward e.g. by Bygrave and Hofer (1991) as they introduced potential theoretical bases for entrepreneurship. Shane and Venkataraman (2000) reviewed previous writings and defined entrepreneurship as study of sources of opportunities, the processes of discovery, evaluation and exploitation of opportunities and those individuals who discover, evaluate and exploit them. Sarason, Dean and Dillard (2006) continued from that and stated, that, despite entrepreneurship is treated as nexus of individual and opportunity, entrepreneurship is a social undertaking and must therefore be studied within a context of social system. The proposition is that the entrepreneur and social systems co-evolve (Sarason et al. 2006).

Hence, the present study is an attempt to study the teachers' perception towards entrepreneurship education in HLI by analyzing the factors responsible for an effective entrepreneurship education.

Review of Literature Many researchers have conducted several studies on various aspects of teachers' perception on Entrepreneurship Education in HLI in the past. This study before analyzing the Primary data makes an attempt to

understand the contents of studies undertaken by various authors.

- **Rita Remeikiene (2013)** investigated the establishment of the impact of entrepreneurial education promoting entrepreneurship among young people. The data collected from 100 students studying in the higher education institution (Kaunas University of Technology) are inclined to seek for entrepreneurship after completion of the studies and analysed their motivational level of teachers by using Kendalls co-efficient. The results of the research confirmed that the main factors of entrepreneurial intention. The results of the empirical research revealed that both the students of economics and the students of mechanical engineering have similar motivation for business start-up – consideration to start-up personal business has been marked by 77 per cent of third-year and fourth-year students of economics and 70 per cent of third-year and fourth-year students of mechanical engineering
- **Nidheesh Joseph(2013)** this paper aims at studying the motivational factors relating to the entrepreneurial intention of postgraduate management students in India. The objective of this study is to examine the relationship between entrepreneurial intention and the given variables like attitude towards self-employment, subjective norms, perceived behavioral control, perceived educational support and perceived structural support. This study empirically tested on a sample of 382 postgraduate management students in India. The sample was collected from across seven management colleges in Kerala. The findings reveal that all the five factors, namely attitude towards self-employment, subjective norms, perceived behavioral control, perceived educational support and perceived structural support, have a positive effect on the entrepreneurial intention of an individual are personality traits (self-efficacy, risk-taking, need for achievement, proactiveness, attitude towards entrepreneurship, behavioral control and internal locus of control), and they can be developed during the study process.
- **Norfadhilah Nasrudin et. al. (2012)** this paper aims to evaluate entrepreneurship programs in polytechnic from the perspective of the lecturers. A total of 109 participants were chosen from polytechnic from six zones in Malaysia. A descriptive survey method was employed using a questionnaire designed to evaluate three

dimensions: institution, instruction, and program objectives. The results showed that the institutional dimension received a moderately high rating, with the highest mean obtained for administrator support, the lecturers' level of knowledge obtained the lowest mean rating. In the instructional dimension, teaching methods received the highest mean rating, whereas availability of facilities and infrastructures obtained the lowest. Finally, the lecturers indicated a moderately high level of satisfaction with program objectives. These results demonstrate the need to improve certain aspects of the existing entrepreneurship programs.

- **Brinda Kalyani. P. R. et. al. (2011)** the objective of this study is To understand the entrepreneurial motivational factors among women and To analyze the relationship between motivational factors and entrepreneurial factors. Out of total population of 432, 144 small scale entrepreneurs have been taken as sample size. The data collected were analyzed on the basis of Descriptive Statistics, Correlation, Regression and Kruskal Wallis Test. The findings clearly indicate that the aspirations of women and men do not have much difference. Educational institutions, training centers of entrepreneurship education and NGOs have better role in making provision skill development opportunities to rural women. The study also suggests some measure for the educational institutions in order to make its pedagogue support their entrepreneurial development efforts of the country.
- **Markku Ikävalko et. al. (2008)** investigated the crucial and challenging role that teachers have in entrepreneurship education. A group of teachers (n 29) in 2008 were asked to describe their aims and results concerning entrepreneurship education. The results indicate teachers were familiar with entrepreneurship education, but, there is a remarkable lack of cohesion in definitions of basic concepts and, most of all, in between the aims and results. They stress 1) the development of teachers' learning in terms of their reflection, 2) developing practical tools for their self reflection, 3) realizing changes of education, like curricula reforms, from the point of view of teachers' learning and 4) realizing the links between aims and results in the context of entrepreneurship education. Therefore we suggest that there is a definite need for a more systematic data gathering and discussion around these issues concerning entrepreneurship education.

Research Methodology

Objectives of the Study

General objective:

to examine the teachers' perception on Entrepreneurship Education in Higher Learning Institutions.

Specific Objectives:

- To find out the teachers' perception on the relationship between Entrepreneurial encouragement and Entrepreneurship Education in HLI.
- To find out the teachers' perception on the relationship between Incubation centre and Entrepreneurship Education in HLI.
- To find out the teachers' perception on the relationship between Entrepreneurial teaching and Entrepreneurship Education in HLI.
- To find out the teachers' perception on the relationship between Entrepreneurial attitude and Entrepreneurship Education in HLI.
- To find out the teachers' perception on the relationship between Financial Support and Entrepreneurship Education in HLI.
- To analyze the influencing factors of Entrepreneurship Education in HLI.

Statement of the Problem

After graduation many graduates coming out of the Universities & Colleges are either unemployed or underemployed due to lack of innovative skills. If the same trend continues, this will lead to a disastrous situation on the Indian Economy. It is lighten that the Universities & Colleges have to create entrepreneurs and not unemployable graduates by motivating teachers towards effective way of entrepreneurial teaching. If the college motivates the teachers in return the students will be motivated by the teachers towards entrepreneurship and New Venture Creation. Even though many researchers have made an attempt in this area, no major study has been done regarding the assessment of teachers' perception towards entrepreneurship education in Indian Higher Learning Institutions. In the light these facts, this study which aims at assessing teachers' perception on entrepreneurship education in HLI is to be considered as very appropriate.

Method of Data Collection

This study used convenient method of data collection from Arts and Science Colleges in Pondicherry region from teachers who belongs to the department of Commerce and Management.

Research Tools used in this study

- Mann-Whitney U Test
- Kruskal Wallis H Test
- Correlation
- Regression

Hypotheses

- H_0^1 : There is no significant difference between gender towards teachers' Perception On Entrepreneurship Education In Higher Learning Institutions.
- H_0^2 : There is no significant difference between the teachers belonging to different age groups and Entrepreneurship Education in Higher Learning Institutions.
- H_0^3 : There is no significant relationship between Entrepreneurial encouragement and Entrepreneurship Education on teachers' perception
- H_0^4 : There is no significant relationship between Incubation Centre and Entrepreneurship Education on teachers' perception
- H_0^5 : There is no significant relationship between Entrepreneurial Teaching and Entrepreneurship Education on teachers' perception
- H_0^6 : There is no significant relationship between Financial support and Entrepreneurship Education on teachers' perception
- H_0^7 : There is no significant relationship between Entrepreneurial attitude and Entrepreneurship Education on teachers' perception
- H_0^8 : There is no significant impact on Entrepreneurship Education factors and Entrepreneurship Education in Higher Learning Institutions on teachers' Perception.

Limitation & Scope of the study

1. The sample size is limited to 50 respondents only.
2. The respondent contacted belongs to Puducherry only.

Suggestions and Scope for Further Studies

Teachers who are handling entrepreneurship education must motivate the students towards entrepreneurship. They play a vital role in the development of entrepreneurial intention among the students and they are the only person can invoke the entrepreneurial spirit of the students. While they are handling the classes they have to introduce the practical experience among the students rather than the traditional

way of teaching. Administrators also play a vital role of motivating teachers towards entrepreneurial way of teaching by introducing seminars and workshops in entrepreneurship and encourage teachers to conduct activities and programmes in entrepreneurship, then the teachers will use new way of teaching what they learnt in seminars and workshops

The present study is limited to the students in Puducherry Region; the result may vary, if conducted elsewhere. The study could also be extended to other regions, by focusing on other aspects also. The present study focused only on teachers' perception on Entrepreneurship Education in HLI. Hence, further studies could also be made by concentrating on several HLIs with large size sample.

Analysis

Research Methods

To achieve the aforementioned research objectives **Mann-Whitney U Test** is employed for testing H_0^1 and **Kruskal Wallis H Test** is used for testing H_0^2 . Further, **Correlation** is used for testing H_0^3 to H_0^7 , and **Regression** is used for testing H_0^8 .

Mann-Whitney U Test

Mann-Whitney U Test is used to study whether there is a significant difference between genders with regard to factors influencing the Administrators' Perception on Entrepreneurship Education in HLI.

Mann-Whitney U Test formula is as follows:

Where,

U = Mann-Whitney U test

n_1 = sample size one

n_2 = Sample size two

R_i = Rank of the sample size

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

Kruskal Wallis H Test Formula

Kruskal Wallis H Test is used for comparing more than two samples that are independent, or not related. This test is used to study whether then administrators perception is vary with age. Kruskal Wallis H Test formula is as follows:

$$H = \left(\frac{12}{N(N+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} \right) - 3(N+1)$$

Where,

R = Sum of rank of each group

N = Total number of observations

n = Number of observations in each group

k = Number of groups

Correlation and Regression Model

Correlation analysis is used to find out the relationship between the variables. This study is used to study the relationship between Entrepreneurship Education factors and overall administrators' perception on Entrepreneurship Education. **Regression analysis** is used to study the influencing factors of entrepreneurship education from the administrators' perception.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \varepsilon$$

Y = is the dependent variable

β = are the regression model coefficients determined in the analysis

X = are the dependent variable

ε = is the residual error or the difference between the observed and estimated dependent variable.

Reliability Test

The research conducts the pre- testing to ensure the questionnaire's reliability and to make sure that measures are free from error and therefore yield consistent result. The reliability of the questions for each variables are obtained when cronbach's alpha is at least 0.6. And the consistency and reliability of the questions will be higher, if the result is near to 1.

Here, the reliability value was found to be 0.758 (see table 1 (a)). As the reliability value is more than 0.6. It is considered good. Thus the validity of the questions in the schedule was found to be high.

Table 1(a) result of Reliability test

Cronbach's Alpha	Items
0.758	21

Factor Analysis

Factor analysis using principal component, varimax rotation is applied on the raw scores of 21 items related to entrepreneurship education on teachers' perception in HLIs. To reduce the items in the questionnaire this test is employed. Based on the factor loading the 21 questions were divided into five factors, they named as Entrepreneurial encouragement, Incubation centre, Entrepreneurial teaching, Entrepreneurial attitude, Financial Support. The factors and their Cronbach's alpha value are given in table 1(b)

Table 1(b) shows the factors.

Factors	Cronbach's Alpha
Entrepreneurial encouragement	0.627
Incubation centre	0.591
Entrepreneurial teaching	0.727
Entrepreneurial attitude	0.675
Financial Support	0.537

Descriptive analysis:

Table 2 shows the descriptive statistics of the variables. This

shows the average indicators of variables computed from the surveyed data.

Table 2 Result of Descriptive statistics

<i>Particulars</i>		<i>Respondents</i>	<i>%</i>	<i>Cumulative%</i>
Gender	Male	33	54.2	54.2
	Female	17	45.8	100.0
	Total	50	100.0	
Age	25-30	18	37.5	37.5
	31-35	16	33.3	70.8
	36-40	8	16.7	87.5
	41-45	8	12.5	100.0
	Total	50	100.0	
Teaching experience	< 5 years	16	33.3	33.3
	6-10 yrs	12	20.8	54.2
	11-15 yrs	6	12.5	66.7
	16-20 yrs	4	8.3	75.0
	> 20 years	12	25.0	100.0
	Total	50	100.0	

Table 2 shows the total number of sample size in Teacher dimension collected was 24 out of which 33 (54.05 %) were male Teachers and 17 (45.08 %) were female Teachers. The majority of the participants were male Teachers. Next the age group of the respondents are 37.05% (n=18) respondents were between the age group of 25-30 years, 33.30 % (n=16) respondents were between the age of 31-35 years and 16.70 % (n=8) respondents were in the age group 36-40. The third item is teaching experience it is having 33.3% (n= 16) were < 5 years, 20.8% (n=12) were 6-10 years and 12.5% (n=6) were 11-15, 8.3% (n=4) were 16-20 years,

25.0% (n = 12) were belongs to > 20 years.

Results of Mann Whitney U

H₀¹: There is no significant difference between gender towards teachers' Perception on Entrepreneurship Education in Higher Learning Institutions.

Mann Whitney U test is used to study whether there is any significant difference in EE on gender of the teachers of HLIs. The result of the analysis is given in table 3(a) and 3(b).

Table 3 (a) shows the result of Mann Whitney U test

<i>Particulars</i>		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Entrepreneurial encouragement	Male	33	11.73	152.50
	Female	17	13.41	147.50
	Total	50		
Incubation centre	Male	33	12.65	164.50
	Female	17	12.32	135.50
	Total	50		
Entrepreneurial teaching	Male	33	11.31	147.00
	Female	17	13.91	153.00
	Total	50		
Entrepreneurial attitude	Male	33	13.81	179.50
	Female	17	10.95	120.50
	Total	50		
Financial Support	Male	33	11.31	147.00
	Female	17	13.91	153.00
	Total	50		

Table 3(b) shows Test Statistics of Mann Whitney U test

Particulars	Entrepreneurial encouragement	Incubation centre	Entrepreneurial teaching	Entrepreneurial attitude	Financial Support
Mann Whitney U Test	61.500	69.500	56.000	54.500	56.000
Wilcoxon W	152.500	135.500	147.000	120.500	147.000
Z	-.585	-.118	-.904	-.994	-.960
Asymp. Sig(2tailed)	.558	.906	.033	.030	.004

Source: Computed result based on survey data. Grouping Variable: Gender

*Significant @5% level

The result of table 3(a) and (b) shows that there is a significant difference for the factors “Entrepreneurial teaching, Entrepreneurial attitude and financial support”. Since the P value for Entrepreneurial teaching (0.033), Entrepreneurial attitude (0.030) and financial support (0.004) are less than 0.05, the null hypothesis is rejected @5% level. Entrepreneurial encouragement (0.558) and Incubation centre (0.906) are insignificant. Therefore, it can be concluded that there is a significant relationship for few factors in EE on gender of the Teachers in HLIs.

Results of Kruskal Wallis Test

H₀²: There is no significant difference between the teachers belonging to different age groups and Entrepreneurship Education in Higher Learning Institutions.

Kruskal Wallis Test is used to study whether there is any significant difference in EE on different age group of teachers. The result of the analysis is given table4 (a) and (b).

Table 4 (a) shows the result of Kruskal Wallis test

Particulars		N	Mean Rank
Entrepreneurial encouragement	25-30	18	12.83
	31-35	16	14.38
	36-40	8	11.75
	41-45	8	7.50
	Total	50	
Incubation centre	25-30	18	15.39
	31-35	16	9.63
	36-40	8	12.00
	41-45	8	12.17
	Total	50	
Entrepreneurial teaching	25-30	18	12.33
	31-35	16	11.50
	36-40	8	15.38
	41-45	8	11.83
	Total	50	
Entrepreneurial attitude	25-30	18	12.17
	31-35	16	14.19
	36-40	8	15.00
	41-45	8	5.67
	Total	50	
Financial Support	25-30	18	13.44
	31-35	16	10.06
	36-40	8	16.63
	41-45	8	10.67
	Total	50	

Table 4(b) shows Test Statistics Kruskal Wallis test

Particulars	Entrepreneurial encouragement	Incubation centre	Entrepreneurial teaching	Entrepreneurial attitude	Financial Support
Chi- Square	2.172	2.934	.863	3.851	3.054
Df	3	3	3	3	3
Asymp. Sig(2tailed)	.538	.402	.003	.025	.001

Source: Computed result based on survey data. Grouping Variable: Age , *Significant @5% level

The result of table 4(a) and 4(b) reveals that there is a significant difference for the factors “Entrepreneurial teaching, Entrepreneurial attitude and Financial support”. Since the P value for Entrepreneurial teaching (0.003) Entrepreneurial attitude (0.025), Financial support (0.001), are less than 0.05, the null hypothesis is rejected @5% level. Entrepreneurial encouragement (0.538) and Incubation centre (0.402) are insignificant. Therefore, it can be

concluded that different age groups of teachers teaching entrepreneurship education positive opinion on different factors of entrepreneurship education.

Results of Correlation

H₀³: There is no significant relationship between Entrepreneurial encouragement and overall teachers' perception on Entrepreneurship Education in HLI.

Table 5 shows result of Correlation

Particulars		Entrepreneurial encouragement	Overall teachers' perception on Entrepreneurship Education in HLI
Entrepreneurial encouragement	Pearson correlation	1	.715**
	Sig.(2tailed)		0.000
	N	50	50
Overall teachers' perception on Entrepreneurship Education in HLI	Pearson correlation	.715**	1
	Sig.(2tailed)	0.000	
	N	50	50

Source: Computed result based on survey data. **significant @1%

Table 5 shows the analysis of the relationship between Entrepreneurial encouragement and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Entrepreneurial encouragement and Entrepreneurship Education factors is 0.715; it means there

is very good relationship between them. So we can conclude that the administrators encourage teachers to teach in entrepreneurial way.

H₀⁴: There is no significant relationship between Incubation Centre and overall teachers' perception on Entrepreneurship Education in HLI.

Table 6 shows result of Correlation

Particulars		Incubation centre	Overall teachers' perception on Entrepreneurship Education in HLI
Incubation centre	Pearson correlation	1	.539**
	Sig.(2tailed)		0.007
	N	50	50
Overall teachers' perception on Entrepreneurship Education in HLI	Pearson correlation	.539**	1
	Sig.(2tailed)	0.007	
	N	50	50

Source: Computed result based on survey data. **significant @1%

Table 6 shows the analysis of the relationship between Incubation centre and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Incubation centre and Entrepreneurship Education factors is 0.539; it means there is a moderate relationship between them. So we can conclude that the teachers think that if HLIs

has incubation centre the students will be more motivated towards entrepreneurship.

H₀⁵: There is no significant relationship between Entrepreneurial Teaching and overall teachers' perception on Entrepreneurship Education in HLI.

Table 7 shows result of Correlation

Particulars		Entrepreneurial teaching	Overall teachers' perception on Entrepreneurship Education in HLI
Entrepreneurial teaching	Pearson correlation	1	.634**
	Sig.(2tailed)		0.001
	N	50	50
Overall teachers' perception on Entrepreneurship Education in HLI	Pearson correlation	.634**	1
	Sig.(2tailed)	0.001	
	N	50	50

Source: Computed result based on survey data. **significant @1%

Table 7 shows the analysis of the relationship between Entrepreneurial teaching and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Entrepreneurial teaching and Entrepreneurship Education factors is 0.641; it means there is a good

relationship between them. So we can conclude that the teaching methods of entrepreneurship education are good.

H₀⁶: There is no significant relationship between Entrepreneurial attitude and overall teachers' perception on Entrepreneurship Education in HLI.

Table 8 shows result of Correlation

Particulars		Entrepreneurial attitude	Entrepreneurship Education
Entrepreneurial attitude	Pearson correlation	1	.616**
	Sig.(2tailed)		0.001
	N	50	50
Entrepreneurship Education	Pearson correlation	.616**	1
	Sig.(2tailed)	0.001	
	N	50	50

Source: Computed result based on survey data. **significant @1%

Table 8 shows the analysis of the relationship between Entrepreneurial attitude and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Entrepreneurial attitude and Entrepreneurship Education factors is 0.616; it means there is a good relationship between them. So

we can conclude that the teachers invoking entrepreneurial attitude among students.

H₀⁷: There is no significant relationship between financial support and overall teachers' perception on Entrepreneurship Education in HLI.

Table 9 shows result of Correlation

Particulars		Financial support	Entrepreneurship Education
Financial support	Pearson correlation	1	.430**
	Sig.(2tailed)		0.003
	N	50	50
Entrepreneurship Education	Pearson correlation	.430**	1
	Sig.(2tailed)	0.003	
	N	50	50

Source: Computed result based on survey data. **significant @1%

Table 9 shows the analysis of the relationship between financial support and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between financial support and Entrepreneurship Education factors is 0.430; it means there is a low relationship between them. So we can conclude that the financial support of govt. and other agencies are low towards business start up of students.

Results of Multiple Regression Analysis

H₀⁸: There is no significant impact on Entrepreneurship Education factors and Entrepreneurship Education in Higher Learning Institutions on teachers' Perception.

The purpose of multiple regressions is to learn more about the relationship between one dependent variable and more than one independent variable.

Table 10 shows result Multiple Regression

Factors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.803	0.496		3.633	0.002
Entrepreneurial encouragement	0.027	0.118	0.036	0.224	0.825
Incubation Centre	0.190	0.077	0.295	2.458	0.024
Entrepreneurial Teaching	0.256	0.64	0.569	3.991	0.001
Entrepreneurial attitude	0.157	0.078	0.341	2.005	0.001
Financial Support	-0.066	0.088	-0.104	-0.757	0.459
R					0.828
R ²					0.895
Adjusted R ²					0.795
F					(7.820) 0.000

In the above entrepreneurial teaching aspect have the highest beta (0.569) followed by entrepreneurial attitude (0.341), Incubation centre (0.295), Entrepreneurial encouragement (0.036) and financial support (-0.104). This represents Entrepreneurial teaching increased by one standard deviation the entrepreneurship education standard deviation increased by 0.569, if the teacher follows entrepreneurial method of teaching then the entrepreneurship education will be effective. So, from the result of multiple regressions we can conclude that the entrepreneurial teaching is most influencing factors of entrepreneurship education on teachers' perception in Higher Learning Institution.

Findings of The Study

The objective of the study is to analyze the perception of teachers towards entrepreneurship education in HLI. For this purpose, Mann-Whitney U Test, Kruskal Wallis test correlation analysis and multiple regression analysis were used.

The finding of the study reveals that the factors such as Entrepreneurial teaching, entrepreneurial attitude and financial support are influenced by Entrepreneurship Education when compared with Gender and Age.

With regard to correlation analysis there is a strong relationship between Entrepreneurial encouragement, entrepreneurial teaching, entrepreneurial attitude and overall perception of entrepreneurial education.

Multiple Regression analysis shows that the entrepreneurial method of teaching towards entrepreneurship education is

the most influencing factors of entrepreneurship education on teachers' perception

Conclusion

The primary objective of the study is to analyze the perceptions of teachers' towards Entrepreneurship Education in Higher Learning Institutions. Relatively, hypotheses were framed and tested using Mann-Whitney U Test, Kruskal Wallis test, Correlation and Multiple Regression. The data (sample of 50 respondents) which are collected through the structured questionnaire method. The result proves that there is a significant influence on gender on teachers' perception on Entrepreneurship Education in HLI and different age groups of teachers teaching entrepreneurship education have positive opinion on different factors of entrepreneurship education. Correlation analysis conclude that the teachers' perception on encouraging teachers is the administrators has to encourage teachers to teach in entrepreneurial way, teachers think that if HLIs has incubation centre the students will be more motivated towards entrepreneurship, the teaching methods of entrepreneurship education are good, the teachers invoking entrepreneurial attitude among students, the financial support of govt. and other agencies are low towards business start up of students. The result of multiple regressions is that the entrepreneurial teaching is most influencing factors of entrepreneurship education on teachers' perception in Higher Learning Institution.

References

- Brinda Kalyani, P. R., Dileep Kuma,r M., (2011). Motivational factors, entrepreneurship and education: Study with reference to women in SMEs. *Far East Journal of Psychology and Business*. 3 (3).
- Bygrave, W.D., & Hofer, C.W. (1991). Theorizing about Entrepreneurship, *Entrepreneurship Theory and Practice*. 16(2), 13-22.
- Davidsson. P., Low, M.B., & Wright, M. (2001). "Low and MacMillan ten years on: achievements and future directions for entrepreneurship research", *Entrepreneurship Theory and Practice*, 25 (4), 5-14.
- Grebel, Thomas Pyka, & Andreas Hanush, Horst. (2003) An Evolutionary Approach to the Theory of Entrepreneurship, *Industry and Innovation*. 10(4), 493-514.
- Gibb, A. (2006). Creating Conducive Environments for Learning and Entrepreneurship. Living with, dealing with creating and enjoying Uncertainty and Complexity. *Conference Paper*: 21.-24.6.2001: Naples
- Kilby, P. (1971). Hunting the Heffalump in Entrepreneurship and Economic Development, (ed. Peter Kilby). 1-40, New York, the Free Press.
- Nidheesh Joseph. (2013). Motivational Factors Relating To Entrepreneurial Intention: A Study of Postgraduate Management Students in India. *Abac Journal*. 33(1). 82-97.
- Norfadhilah Nasrudin,. Norasmah Othman. (2012). Evaluation of Polytechnic Entrepreneurship Programs in Malaysia. *International Journal of Trade, Economics and Finance*. 3(5).
- Markku Ikävalko,. Elena Ruskovaara., & Jaana Seikkula-Leino. (2008). Promoting entrepreneurship – changing attitudes or behaviour?. *Journal of Small Business and Enterprise Development*. 10 (4), 383-392.
- Rita Remeikiene., Grazina Startiene., Daiva Dumciuviene. (2013). Explaining Entrepreneurial Intention of University Students: The Role Of Entrepreneurial Education. International Conference. *Knowledge Management & Innovation*. 19-20.
- Sarason, Y., Dean, T., & Dillard., J.F. (2006). Entrepreneurship as nexus of individual and opportunity: A structuration view. *Journal of Business Venturing*. 21, 286-305.
- Schumpeter, J.A. (1934). Theory of economic development, Cambridge Mass. *Harvard University Press*.
- Shane, S., & Venkataraman, S. (2000). The Promise of Entrepreneurship as a Field of Research, *Academy of Management Review*. 25 (1), 217-226.