

# Intention of Hospitality Students towards Entrepreneurial Education

Savita Sharma★ Prem Ram★★ Sidharth Srivastava★★★

## Abstract

*Entrepreneurs have made a huge contribution on the economic and social lives of people in India. The Government plays a critical role in nurturing innovative ideas and encourages entrepreneurship in the skill based sectors. The present study aims to determine whether considering entrepreneurship as a subject in the course curriculum will help the students to decide entrepreneurship as their career in case they are pursuing hotel administration or hospitality management course. McIntyre and Roche (1999) define “entrepreneurship education as the process of passing the necessary skills and concepts to individuals to identify new business opportunities and to reach high level of self-confidence to benefit from such opportunities”. Thus, entrepreneur education plays a crucial and important role in providing the necessary skills for an entrepreneur to carry out their daily business requirements and to handle obstacles. A total of 245 students participated in the survey from ten institutions offering hospitality program located in Delhi/NCR, India. Findings reveal that students of this course are positively inclined towards entrepreneurship as a part of curriculum for hotel and hospitality sector.*

**Keywords:** *Entrepreneurial Education, self confidence, hospitality industry, students’ intention*

## Introduction

Professional courses offered by educational institutions are expected to develop students competent as per the industry requirements. Professional courses includes curriculum both theoretical as well as hands on training to improve employability of students. Hotel Management is one of the popular professional courses chosen by the students while deciding their career path. It is a part of service industry which deals with the provision of lodging and food facilities. As mobility within and across countries have been increasing, demand for hospitality professionals has been surging both in India and globally. According to the

Indian Hotel Industry Survey 2016-17, compiled by Hotelivate in association with the Federation of Hotel & Restaurant Associations of India (FHRAI), the Indian hotel industry is estimated to expand to 13 billion U.S. dollars by 2020 (This was pre Covid-19 estimation). Professional courses provide skills and technical knowledge that make the students competent to handle challenging situations of the service industry like hotel management. Opportunities for placement after completing hotel management courses are there in Hotels, Guest Houses, Airlines, Railways, Catering, Retail Sectors, Banks, Cruise lines, Travel & Tourism, Event Management, Entrepreneurship. and many more. But in today’s scenario, entrepreneurship is also an equally preferred option for the students who dream big and wish to establish their own organizations like restaurants, hotels, catering business, etc. Training students in entrepreneurship has become an essential element for professional

- ★ Dr. Savita Sharma, Associate Professor, Amity School of Hospitality, Amity University, Sector-125, Noida
- ★★ Dr. Prem Ram, Assistant Professor, Banarsidas Chandiwala Institute of Hotel Management and Catering Technology, New Delhi
- ★★★ Mr. Sidharth Srivastava, Assistant Professor, Banarsidas Chandiwala Institute of Hotel Management and Catering Technology, New Delhi

courses. The present Govt. has been developing appropriate ecosystem and supportive institutions to encourage startup ventures after completing professional courses. This research is relevant and has potentiality to contribute to the question whether or not Hotel management course is able to create intention among students to start new venture. Also the paper has researched on difference in students' inclinations towards entrepreneurs between two groups viz who studied entrepreneurship and those who did not.

Thus the research paper aims to explore aspects such as:

- i) The relationship between students' demographic characteristics and their intention towards entrepreneurship.
- ii) To investigate whether or not students of hotel management course having additional entrepreneurship training have intention to start entrepreneurs.
- iii) To investigate whether or not students feel any need for entrepreneurship course in the hotel management curriculum.

## Literature Review

Entrepreneurs play significant role to foster economic growth for developing countries. Entrepreneurship and innovative ideas are getting supports from the government and various industries especially in India. Entrepreneurship is also way to provide the educated youth alternative career opportunities. It has been considered as a probable catalyst and approach to launch innovative products in the market with technological progress (Mueller and Thomas, 2000; Jack and Anderson, 1999). Recently, entrepreneurship development is encouraged as it accelerates growth the country, creates better jobs and is the source of innovation to improve productivity (Urbano and Aparicio, 2015). Many researchers believe that entrepreneurs are 'born and

not made' (Kirby, 2006) while, there are researchers who have debated that entrepreneurship is a skill and can be acquired through training. Drucker (1985) proved that entrepreneurship is neither an art nor a science and it can be developed through practice. If entrepreneurship can be practiced to get perfection, then it can be learnt which implies that it needs to be taught. Researchers have stated that entrepreneurial education is an effective approach to prepare the students with required information and knowledge to start a new venture (Mumtaz et al., 2012; Turker and Selcuk, 2009). It might even help the students to choose their career wisely (Peterman and Kennedy, 2003). The intense market demand needs a thorough plan and strategy where the institutions can play an important role to guide the future entrepreneurs. Karimi et al. (2013) and Kirkwood (2007) have discussed the significance of role models on the inclinations towards entrepreneurship. Institutions may even give a platform to the students to meet their alumni who can guide them as role models by providing the useful information, guidance and also act as mentors (Postigo, 2006). Altinay et al, (2012) have found that entrepreneurial background of the family of students pursuing hospitality course is positively related to entrepreneurial intention. Zapkau, (2015) also concludes that parental role models support positive entrepreneurial intention of students. Entrepreneurial intention as a research variable is perceptible indicative that special training on entrepreneurship can have the impact on creating intention among students. Ambad & Damit (2016) have determined that it is important to have perceived relational support, personal attitude and behavioral control for entrepreneurial intentions. Entrepreneurial intention strongly depicts the entrepreneurial potential (Thompson, 2009). Ndofirepi (2020) has suggested that exposure of students towards entrepreneurship education has implication on their psychological development. He also has stated that the effect of entrepreneurship

education variable has a positive and significant relationship with need for achievement, risk taking propensity, internal locus of control and entrepreneurial goal intentions. Where, Li and Wu (2019) have stated that entrepreneurial education enhances the knowledge of entrepreneurial competence. A positive correlation is found between initiatives, incentives and other provisions provided by the government amongst the students of Ghana (Denanyoh et al., 2015). Maes et al., (2014) have found that students' personal attitude and perceived behavior have indirect influence on their social norms in setting intention to be involved into entrepreneurship. Innovation and market information are considered as essential elements to create the right product at the right time as per the market demand and leads to successful entrepreneurship (Kuratko, 2007). Hannan and Freeman (1977) have shown strong evidence about the significant role of environment in creation of entrepreneurial success. Many researchers (Katz, 2003; Shepherd, 2004; Kuratko, 2005) have stated that new programs and educational developments are introducing curriculum which provides entrepreneurial skill enhancement. Zhan et. al, (2020) have stated that entrepreneurship education may influence the entrepreneurial intentions of hospitality students of China. They have confirmed that social worth and risk-taking can strengthen the formation of entrepreneurial intention and empirical training is a leading factor in the formation of the entrepreneurial intention of hospitality students and theoretical knowledge enhancement as an important moderating role. Empirical training is a leading factor and theoretical knowledge enhancement improves formative process of the entrepreneurial intention. It is favorable to introduce the traits and support required to become an entrepreneur at the early stage of career if the students are inclined towards starting up a new venture. Students must be prepared with the competency to handle situations

like uncertainty and to deal with complexity in their projected work (Gibb, 2007; Barrie, 2007). Significance of observing entrepreneurial intention is apparent from recent empirical studies in the field of entrepreneurship (Siu and Lo, 2013; Shinnar et al., 2012). Dzisi & Otsyina, (2014) have studied the relationship between social entrepreneurship and hospitality industry in Ghana. The extra ordinary challenges faced by hospitality entrepreneurship in New Zealand are studied by Andringain, et. al, (2016). Positive relationship between creative thinking and students' entrepreneurial attitudes are found amongst the hospitality students of Egypt and Spain (Elsaid & Fuentes, 2019). Yidirim, et, al, (2016) have observed that the students showing considerable perceived behavioral control such as self-efficacy and need for achievement, have positive attitudes towards entrepreneurial behavior.

Entrepreneurship is always considered as a driving force for the progress of hospitality industry (Li, 2008). Airey & Tribe(2000) think that education in hospitality industry is action directed and vocational training. Hence student's capability to think critically and stepping out of their set operations and paradigms are still a debatable. It is important to educate students to develop the self-goals for themselves, so it can impact their career when they desire to become an entrepreneur. As per the available literature, very few hospitality graduates takes the initiative to step in the entrepreneurship arena. Hospitality industry is continuously provided with skillful, smart and sophisticated manpower. Yet the opportunities for fresh graduates in this curriculum are declining. The need of the hour is to develop a frame of mind with an entrepreneurial orientation. (Ball, 2005). There are limited studies that identify the importance of entrepreneurship education for hospitality students. To bridge the gap, a rigorous analysis is required to integrate the entrepreneurship education into the current system (Ahmad, 2014). Empirical method is the prime

factor for the entrepreneurial approach among the hospitality students and theoretical enhancement plays a moderating character (Zhang, et al., 2019). In doing so, the study attempts to answer questions pertaining to the influence of entrepreneurship education on the mind of hospitality students and while doing that the study also identifies the underlying components that encourage the entrepreneurial inclination among students (Bacq & Alt, 2018). Entrepreneurial Education contributes to a thorough understanding and mastery of new problems and new development trends in the industry (Li & Liu, 2016). It is important to identify the latent demand in niche market segment and helps to create new demand pattern. Entrepreneurship is considered as an important aspect for the students of different streams such as engineering, management and hospitality in various countries like China, Egypt, Spain, Ghana, Malaysia, Turkey, New Zealand (Zhang, 2019; Yildirim, et. al. 2016; Elsaid and Fuentes, 2019; Dzisi and Otsyina, 2014) and researchers have done a lot of studies on entrepreneurship education. There is no such study in India on how students pursuing hotel management are trained or need to be trained in entrepreneurship . Therefore, this paper aims to determine the intention of hospitality students to obtain entrepreneurial knowledge and traits while pursuing hotel management program.

## Methodology

Data were gathered with the help of self-administered questionnaire. Online questionnaire was shared with students of the final year of diploma, graduation and post-graduation in hotel management from Delhi-NCR in India. The questionnaire comprised of personal characteristics and their intention towards studying entrepreneurship as a subject. Likert scale with five points was used as 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree to determine the extent of agreement or disagreement with the statements referred in the questionnaire. Total of 245 completed responses were received and used accordingly for data analysis. Final year students of ten hotel management institutions the government institute, government affiliated institutes, private institutes and private universities located in Delhi-NCR of India were contacted to fill up the questionnaire randomly as per their convenience.

## Data Analysis

Table 1 represents the demographic characteristics of 245 students who participated in the survey. Majority (79.2 %), of the responses were males (194) and female (51) students were 20.8 % of the total responses received. Maximum students were below the age of 20 years (49 %), followed by the age group 21 – 23, was 41.6 %, age group of 24 – 26 years was 4.9 % and more than age of 26 years

**Table 1: Sample profile**

S.No.	Demographics	Dimensions	Frequencies	Percentage
1	Gender	Male	194	79.2
		Female	51	20.8
2	Age (in years)	Below 20	120	49.0
		21-23	102	41.6
		24-25	12	4.9
		More than 26	11	4.5
3.	Educational Qualification	Pursuing diploma	4	1.6
		Pursuing graduation	209	85.3
		Pursuing post-graduation	32	13.1
4.	Studying Entrepreneurship as a subject	Yes	84	34.3
		No	161	65.7

**Table 2: Descriptive Statistics of Variables**

Variables	N	Min.	Max.	Mean	Std. Deviation
I am interested to start my own business	245	1	5	3.86	1.003
I have joined hotel management course with an inclination to become entrepreneurship	245	1	5	3.60	1.001
I won't mind leaving my studies if get support from someone to start the business	245	1	5	2.82	1.239
I feel that Indian Government is very supportive for entrepreneurs	245	1	5	3.00	0.947
I want to become an entrepreneur because I feel that entrepreneurs have a lot of respect in the Indian society	245	1	5	3.28	0.939
I want to become an entrepreneur because I feel that entrepreneurs have a lot of money	245	1	5	3.38	0.979

was 4.5%. Maximum participation was from the students pursuing graduation in hotel management (85.3 %) followed by students pursuing post-graduation (13.1%) while the participation of students pursuing diploma was the least at 1.6 %.

Table 2 represents the means and standard deviation of the responses received for 06 variables of the questionnaire. It is clearly visible in the table that the mean score of “I am interested to start my own business” is the highest (3.86) which signifies very high inclination of students towards entrepreneurship. It was followed by “I joined hotel management course with an inclination to become entrepreneurship” with the mean score of 3.60 which also reflects that students have joined the hotel management program with an inclination to become an entrepreneur if they have right support for doing business. The result signifies that students perceive that entrepreneurs have a lot of money and possess respect in the Indian society and there the Government supports entrepreneurs to start a new business. The result also signifies that students are not very keen to leave the study to start their own business.

Cronbach (1951) recommended that the Cronbach’s alpha result of 0.5 - 0.7 is acceptable while Cronbach alpha higher than 0.7 and in range of 0.7 - 0.8 is considered as good with high internal consistency. Table 3 displays Cronbach’s Alpha is 0.653 which

is considered to be good with reasonably good internal consistency.

**Table 3: Reliability Statistics**

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	No. of Items
0.653	0.661	6

## Results and Analysis:

This section reports ANOVA and t-test with demographic variables to test mean response on inclination towards entrepreneurial education.

**Table 4 (a): One-Sample Statistics**

Item	N	Mean	Std. Deviation	Std. Error Mean
Inclination towards Entrepreneurial Education (mean ei)	245	3.3224	0.61875	0.03953

**Table 4 (b): One Sample Test**

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Inclination towards Entrepreneurial Education (mean ei)	8.157	244	0.000	0.32245	0.2446	0.4003

Table 4 (a) & (b) shows that there is a significant difference between sample mean of inclination towards entrepreneurial education of the overall student population as  $p < 0.001$ .

Table 5(a) shows the Independent Sample t-test with gender. This test is conducted to study the significant difference in variables across gender. It shows that the male inclination is higher towards entrepreneurial education as compared to female students. Mean for inclination towards entrepreneurial education of the female is 3.1 and male 3.3.

Table 5(b) shows that the p-value in t-test result is  $< 0.05$ , which is significant. It shows that there is a significant difference in males and females. The male respondents are more inclined towards entrepreneurial education as compared to female respondent.

Table 6(a) shows clearly that 161 students do not have entrepreneurship as a subject in their program and

84 students 245 study entrepreneurship as a subject. Table 6(b) shows that the p-value in t-test result is  $< .05$ , which is significant. Thus, it is interpreted that there is a significant difference between the students who are studying entrepreneurship and students who are not studying entrepreneurship as a subject in the hospitality program.

Students who are studying entrepreneurship as a subject are more inclined to become entrepreneurs than students who do not have entrepreneurship as a subject. One Way ANOVA test is used to test the significant difference in variables with respect to age group of students. The p value is  $>0.05$  is not significant that means there is no difference in the group as ANOVA result is presented in table 7(a). Further to confirm the results, multiple comparison tests are conducted and a post hoc follow-up test is

**Table 5 (a): Group Statistics with Gender**

Group Statistics					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Inclination towards Entrepreneurial Education (mean ei)	Female	51	3.1405	0.55012	0.07703
	Male	194	3.3703	0.62815	0.04510

**Table 5 (b): Independent Samples Test Result with Gender**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference (Lower)/ (Upper)	
Inclination towards Entrepreneurial Education (mean_ei)	Equal variances Assumed	0.827	0.364	-2.382	243	0.018	-0.22975	0.09645	-0.41973	-0.03977
	Equal variances not assumed			-2.574	87.486	0.012	-0.22975	0.08926	-0.40716	-0.05235

**Table 6 (a): Group Statistics of Students Studying Entrepreneurship as a subject**

		N	Mean	Std. Deviation	Std. Error Mean
Inclination towards Entrepreneurial Education (mean ei)	Yes	84	3.5198	0.57059	0.06226
	No	161	3.2195	0.61954	0.04883

**Table 6 (b): Independent Samples Test of Students Studying Entrepreneurship as a subject**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
mean_ei	Equal variances assumed	0.609	0.436	3.699	243	0.000	0.30038	0.08120	0.14044	0.46032
	Equal variances not assumed			3.797	180.987	0.000	0.30038	0.07912	0.14426	0.45649

**Table 7 (a): ANOVA Results for Age Group**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.837	3	0.612	1.611	0.187
Within Groups	91.579	241	0.380		
Total	93.415	244			

**Table 7 (b): Multiple Comparisons with Age Group**

Age			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	Below 20	21-23	-0.09044	0.08302	0.277	-0.2540	0.0731
		24-25	-0.08472	0.18664	0.650	-0.4524	0.2829
		more than 26	-.40417*	0.19419	0.038	-0.7867	-0.0216
	21-23	Below 20	0.09044	0.08302	0.277	-0.0731	0.2540
		24-25	0.00572	0.18813	0.976	-0.3649	0.3763
		more than 26	-0.31373	0.19563	0.110	-0.6991	0.0716
	24-25	Below 20	0.08472	0.18664	0.650	-0.2829	0.4524
		21-23	-0.00572	0.18813	0.976	-0.3763	0.3649
		more than 26	-0.31944	0.25732	0.216	-0.8263	0.1874
	more than 26	Below 20	.40417*	0.19419	0.038	0.0216	0.7867
		21-23	0.31373	0.19563	0.110	-0.0716	0.6991
		24-25	0.31944	0.25732	0.216	-0.1874	0.8263

**Table 7 (c) : Homogeneous Subset Result with Age Group**

Age		N	Subset for alpha = 0.05
			1
Tukey B <sup>a,b</sup>	Below 20	120	3.2625
	24-25	12	3.3472
	21-23	102	3.3529
	more than 26	11	3.6667

done.

In multiple comparison result of Table 7(b), there a significant difference at the 5% level between the mean of the Below 20 compared to the mean of group of More than 26. In other group there is no significant difference between the groups. The result in Table 7(c) confirmed that there is no significant difference in Inclination towards Entrepreneurial with respect to the age group of students. Comparative means of variables are calculated with respect to education level of students.

Descriptive results in Table 8(a) found that mean

repose of pursuing diploma respondents is highest followed by pursuing post-graduation and lower mean values for pursuing graduation.

The p value of inclination towards entrepreneurial education  $.001 < .05$  is significant . thus mean response is difference in the group as ANOVA result is presented in Table 8(b).

It confirms that at least one of the group means is significantly different from the others (or that at least two of the group means are significantly different from each other). Here, it is needed to conduct a post hoc follow-up test to determine

**Table 8 (a): Descriptive Statistics with Education Level of Students**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
pursuing diploma	4	4.2083	0.43833	0.21916	3.5109	4.9058	3.83	4.83
pursuing graduation	209	3.2711	0.59455	0.04113	3.1901	3.3522	1.17	4.67
pursuing post graduation	32	3.5469	0.67233	0.11885	3.3045	3.7893	2.00	5.00
Total	245	3.3224	0.61875	0.03953	3.2446	3.4003	1.17	5.00

**Table 8 (b): ANOVA Results for Education Level**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.301	2	2.651	7.280	0.001
Within Groups	88.114	242	0.364		
Total	93.415	244			

**Table 8 (c): Multiple Comparisons with Education Level**

(I) Education		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
LSD	pursuing Diploma	pursuing graduation	.93720*	0.30458	0.002	0.3372	1.5372
		pursuing post graduation	.66146*	0.32001	0.040	0.0311	1.2918
	pursuing Graduation	pursuing diploma	-.93720*	0.30458	0.002	-1.5372	-0.3372
		pursuing post graduation	-.27574*	0.11454	0.017	-0.5014	-0.0501
	pursuing post graduation	pursuing diploma	-.66146*	0.32001	0.040	-1.2918	-0.0311
		pursuing graduation	.27574*	0.11454	0.017	0.0501	0.5014

**Table 8 (d): Homogeneous Subset Result with Educational Level**

Education		N	Subset for alpha = 0.05	
			1	2
Tukey B <sup>a,b</sup>	pursuing graduation	209	3.2711	
	pursuing post graduation	32	3.5469	
	pursuing diploma	4		4.2083

Means for groups in homogeneous subsets are displayed.

which group means differ from each other. In Multiple comparisons result of Table 8c reveals that in Inclination towards Entrepreneurial Education, the value of p is significant in pursuing diploma students with pursuing graduation students and for pursuing graduation with pursuing post-graduation and pursuing diploma with pursuing graduation. Further it is required to confirm the result from the homogeneous subset result mentioned in table 8(d). The results of the homogeneous subset in Table 8(d) have interpreted that there is a significant difference

in the inclination towards entrepreneurial education with different level of education.

**Table 9: Frequency Table**

Want Entrepreneurship as a compulsory subject		
	Frequency	Percent
Yes	205	83.7
No	4	1.6
May Be	36	14.7
Total	245	100.0

Students were asked a direct question about their perception towards entrepreneurial education. Result in Table 9 reveals that out of



245 responses, 205 students believe that they should have entrepreneurship as a compulsory subject, 04 students have responded that they are not interested to have entrepreneurship as a compulsory subject and 36 students are not sure but about entrepreneurship as a compulsory subject. Students' inclination towards entrepreneurship as a subject in their course curriculum is very high. However, 84% of the students strongly prefer to study entrepreneurship as a subject in their course curriculum, where 15% of the students are not sure whether it should be there as a course or not. About 2% of the total students do not show their inclination towards entrepreneurship as a subject.

## Conclusion

The paper explored whether the present generation, specifically the students pursuing hotel management course in Delhi-NCR in India were inclined towards entrepreneurship. Interests in entrepreneurship today are important for economic growth. The government and non-government organizations are also motivating the young entrepreneur with help of startups and introduction of many schemes to promote entrepreneurial development of knowledge and skill among students through Entrepreneurship Development Programme. The study observed that there was strong inclination towards entrepreneurship amongst the students who participated in the survey to start their own business and that they joined the hotel management course with the intention to become an entrepreneur. It was also observed that few interested students wanted to move forward to start their own venture, whereas some students wanted to be an entrepreneur from the date of joining the college. It reflected that the present generation were more interested in becoming educated and professional entrepreneurship. On the other side, it was also observed that only 27% of students had knowledge about the government's support schemes for entrepreneurs which the

aspiring entrepreneurs should know. Students perceived that becoming entrepreneur would give a respectable image in the society and they perceived this to have good earning prospects. Institutional environment plays an important role in building up entrepreneurs. Professional studies offered by the institutions make the students competent with skills matching the industry demands. It provides various opportunities to students to join the industry as per their profile and suitability. Entrepreneurial education prepares the students to understand market feasibility, opportunities, threats, resource acquisition, business strategies, consumer behavior, customer relationships, and growth maximization. In case of students pursuing hotel management course in Delhi-NCR in India, it is found that they are keen to start their new ventures and want to become entrepreneurs after completing their course. They want hospitality institutions to add entrepreneurship as a subject in the course curriculum to prepare them to deal with challenging situations. They want to understand the intense market demand and prepare themselves to plan the strategies used to start new venture where, institutions can play an important role to guide the aspirants to become future entrepreneurs.

## Limitation and suggestion

Students' representation from institutions was selected as per the convenience. It was observed that 34% of the students stated that they were already studying entrepreneurship as a subject in the course curriculum. Therefore, level of qualification could have been explored; whether it was incorporated in diploma, graduation or post-graduation. Researchers can further analyze the outcome of entrepreneurial education on the entrepreneurial skills. A comparative analysis can be done to explore the benefits of studying entrepreneurship after passing out from the institution.

## References

- Ahmad, S.Z. (2015), Entrepreneurship in the small and medium-sized hotel sector. *Current Issues in Tourism*,18(40). doi:10.1080/13683500.2014.934211
- Airey, D. (2005), Growth and development. In D. Airey & J. Tribe (Eds.), *An international handbook of tourism education*, 13–24. Amsterdam, the Netherlands: Elsevier.
- Altinay, L., Madanoglu, M., Daniele, & R. Lashley, C. (2012), The influence of family tradition and psychological traits on entrepreneurial intention. *International Journal of Hospitality Management*, 31 (2). 489-499.
- Ambad, S.N.A. & Ag Damit, D. H. D. (2016), Determinants of Entrepreneurial Intention among undergraduate Students in Malaysia. *Procedia Economics and Finance*,3. 108-114. doi: 10.1016/S2212-5671(16)30100-9
- Andringa, S., Paulson, J. & Pernecky, T. (2016), Hospitality Entrepreneurship: A link in the career chain. *International Journal of Contemporary Hospitality Management*, 28 (4), 1-18.
- Bacq, S., & Alt, E. (2018), Feeling capable and valued: A prosocial perspective on the link between empathy and social entrepreneurial intentions. *Journal of Business Venturing*, 33(3). 333–350.
- Ball, S. (2005), The importance of entrepreneurship to hospitality, leisure, sport and tourism. Retrieved from <http://wwwnew2.heacademy.ac.uk/assets/hlst/documents/projects/Entrepreneurship/ball.pdf>
- Barrie, S.C. (2007), A conceptual framework for the teaching and learning of generic graduate attributes. *Studies in Higher Education*, 32 (4). 439-458.
- Denanyoh, R., Adjei, K., & Nyemekye, G.E. (2015), Factors That Impact on Entrepreneurial Intention of Tertiary Students in Ghana. *International Journal of Business and Social Research*, 5 (3). 19-29.
- Drucker, P. (1985), *Innovation and Entrepreneurship*. Heinemann, London
- Dzisi, S. and Otsyina, F. A. (2014), Exploring Social Entrepreneurship in the Hospitality Industry. *International Journal of Innovative Research & Development*, Vol. 3 (6). 233-241.
- Elsaid, O.A. & Fuentes, M. D. M. (2019), Creative thinking and Entrepreneurial Attitudes Among Tourism & Hospitality Students: The Moderating Role of the Environment. *Journal of Hospitality & Tourism Education*, 31 (1). 23-33.
- Gibb, A.A. (2007), Entrepreneurship: unique solutions for unique environments. Is it possible to achieve this with the existing paradigm? *International Journal of Entrepreneurship Education*, 5. 93-142.
- Hair, Joseph F., et al. *Multivariate data analysis*. Vol. 5. No. 3. Upper Saddle River, NJ: Prentice hall, 1998
- Hannan, M. and Freeman, J. (1977), 'The population ecology of organizations'. *American Journal of Sociology*, 82(5). 929-64.
- Karimi, S., Biemans, H.J.A., Lans, T., Chizari, M., Mulder, M. & Mahdei, K.N. (2013), Understanding role models and gender influences on entrepreneurial intentions among college students. *Procedia - Social and Behavioral Sciences*, 93. 204-214.

- Katz, A. J. (2003), The Chronology and Intellectual Trajectory of American Entrepreneurship Education. *Journal of Business Venturing*, 18(2). 283-306.
- Kirby, D. (2006), *Entrepreneurship Education: can business schools meet the challenge?* Edward Elgar Publishing, Cheltenham.
- Kirkwood, J. (2007), Igniting the entrepreneurial spirit: is the role parents play gendered? *International Journal of Entrepreneurial Behaviour and Research* , 13(1). 39-59.
- Kuratko D.F. and Hodgetts, R.M. (2007), *Entrepreneurship; Theory, Process, Practice (7th Ed)* Natorp Boulevard Mason; Thomson South Western.
- Li, L. (2008), A review of entrepreneurship research published in the hospitality and tourism management journals. *Tourism Management*, 29(5). 1013–1022.
- Li, L. and Wu, D. (2019), Entrepreneurial education and students' entrepreneurial intention: does team cooperation matter? *Journal of Global Entrepreneurship Research*, 9 (35). 1-13.
- Li, Y. Q. & Liu, C. H. (2016), How to establish a creative atmosphere in tourism and hospitality education in the context of China. *Journal of Hospitality, Leisure, Sports and Tourism Education*, 18. 9-20.
- Maes, J., Leroy, H., & Sels, L. (2014), Gender differences in entrepreneurial intentions: A TPB multi-group analysis at factor and indicator level. *European Management Journal* 32 (5), 784-794.
- McIntyre, J., & Roche, M. (1999), University education for entrepreneurs in the United States: A critical and retrospective analysis of trends in the 1990s. Georgia Institute of Technology.
- Mueller, S.L., & Thomas, A.S. (2000), Culture and entrepreneurial potential: A nine country study of locus of control and innovativeness. *Journal of Business Venturing*, 16(1). 51-75.
- Mumtaz, B.A.K, Munirah, S., & Halimahton, K. (2012), The Relationship between educational support and entrepreneurial intentions in Malaysian Higher Learning Institution. *Procedia - Social and Behavioral Sciences*, 69( 24). 2164-2173.
- Ndofirepi, T. M. (2020), Relationship Between Entrepreneurship Education and Entrepreneurial Goal Intentions: Psychological traits as mediators. *Journal of Innovation and Entrepreneurship*, 9 (2). 1-20.
- Peterman, N.E. & Kennedy, J. (2003), Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship Theory and Practice*, 28(2). 129-144.
- Postigo, S., D. Iacobucci, & Tamborini, M.F. (2006), Undergraduates Students as a Source of Potential Entrepreneurs: A Comparative Study between Italy and Argentina. Fayole A. and Kland(ed.) *International entrepreneurship education: Issues and Newness*. Publisher: Edward Elgar Publishing
- Shepherd, D. A. (2004), Educating entrepreneurship student about emotion and learning from failure. *Academy of Management Learning & Education*, 30(3). 274-287.
- Shinner, R. S., Giacomini, O. and Janssen, F. (2012), Entrepreneurial perceptions and

- intentions: The role of gender and culture. *Entrepreneurship Theory and Practice*, 36(3), 465-93. <https://doi.org/10.1111/j.1540-6520.2012.00509.x>
- Siu, W. and Lo, E. S. (2013), Cultural contingency in the cognitive model of entrepreneurial intention. *Entrepreneurship theory and practice*, 37(2).147-73.
- Thompson, E. R. (2009), Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice*, 33(3). 669-694.
- Turker, D., & Selcuk, S.S. (2009), Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*, 33(2). 142 – 159.
- Urbano, D., & Aparicio, S. (2015), Entrepreneurship capital types and economic growth: International evidence. *Technological Forecasting and Social Change*. DOI: 10.1016/j.techfore.2015.02.018
- Yildirim, N., Cakir, O. and Askun, O. B. (2016), Ready to Dare? A case study on the entrepreneurial intentions of business and engineering students in Turkey. *Procedia Social and Behavioral Sciences*, 277-288.
- Zapkau, F.B., Schwens, C., Steinmetz, H., & Kabst, R. (2015), Disentangling the effect of prior entrepreneurial exposure on entrepreneurial Intention. *Journal of Business Research*, 68(3). 639-653.
- Zhang, S. N., Li, Y. Q., Liu, C. H., & Ruan, W. Q. (2019), Critical factors in the identification of word-of-mouth enhanced with travel apps: The moderating roles of confucian culture and the switching cost view. *Asia Pacific Journal of Tourism Research*, 5(24). 422–442.
- Zhang, S.N., Li, Y.Q. Liu, C.H. & Ruan, W.Q. (2020), Critical factors identification and prediction of tourism and hospitality students' entrepreneurial intention. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 26. 1-18. <https://doi.org/10.1016/j.jhlste.2019.100234>