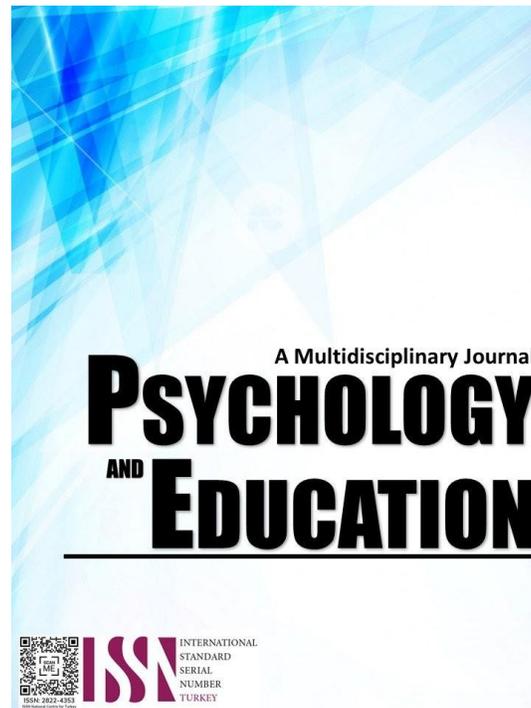


**ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTIONS
AMONG HOSPITALITY MANAGEMENT STUDENTS IN
GENERAL SANTOS CITY, PHILIPPINES**



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Entrepreneurship Education and Entrepreneurial Intentions among Hospitality Management Students in General Santos City, Philippines

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Abstract

This descriptive-correlational study examined entrepreneurship education for Bachelor of Science in Hospitality Management (BSHM) students in General Santos City Higher Education Institutions (HEIs). The research aimed to profile students, assess entrepreneurship education extent, and evaluate factors influencing entrepreneurial intentions. Employing a sample of 120 respondents, quantitative analyses included frequency distributions, percentages, means, Point-biserial correlation, Spearman's Rho, and Pearson's r. Findings revealed a predominantly female student cohort at the college level, with parents primarily employed as Overseas Filipino Workers (OFWs) or retirees, and students receiving monthly allowances below PHP 3,000. Entrepreneurship education was perceived as comprehensive, with 'very high extent' ratings for curriculum, program structure, extracurricular activities, pedagogical practices, and assessment. 'Very high extent' was also noted for perceived desirability, while propensity to act and perceived feasibility were rated 'high extent.' Correlation analyses indicated a significant relationship between age and entrepreneurial intention factors. Older students perceived higher desirability, feasibility, and actionable potential. It is recommended that HEIs foster interdisciplinary collaborations, integrating hospitality management with business, innovation, and technology through targeted training, industry immersion, and collaborative projects for students and faculty, enhancing BSHM graduates' entrepreneurial competencies.

Keywords: *entrepreneurship education, entrepreneurial intentions, hospitality management*

Introduction

Career choice is an important factor that influences an individual's decision on what course to take in college. Students who enroll in Hospitality Management program are motivated because of the perceived future employment and prospects for personal and work-related opportunities (Orpia & Cacabelos, 2023). In 2019, the tourism industry accounted for 10.4% of global GDP, around US\$10.3 trillion, and 10.5% of all jobs, estimated to be around 334 million workers (WTTC, 2020).

When the Coronavirus pandemic happened in year 2020, tourism was among the hard-hit industries for it stopped all forms of travel and restricted the movement of people to areas outside their residence. The number of workers in tourism related industries plummeted to about 271 million workers during the pandemic due to closures of businesses (Pearson, 2023).

Furthermore, another challenge that needs to be addressed is that each year, more than half a million college graduates are produced by over 2,000 training institutions nationwide (CHED statistics) and only a percentage of them hired by the industry. The question lies whether where the rest of these graduates or potential employees go and what would be their source of livelihood.

Entrepreneurship could be an option for these Filipinos and providing them with knowledge, skills, and attitude in the schools is not just possible but should be a priority. Entrepreneurial intentions of an individual are not shaped overnight nor is it a mere consequence of certain events in life but rather it is a combination of different factors.

Magnaye (2022) stated that personal, economic and technological factors can influence it. Education can motivate entrepreneurial intentions of BS Hospitality Management students due to the experiences and activities that they were exposed to or they participated in while in school or training institution.

Research Questions

This study's main purpose is to determine the entrepreneurship education and entrepreneurial intentions of BS Hospitality Management students in General Santos City leading towards enhancement of the curriculum. Specifically, it answered the following questions:

1. What is the profile of BS HM students in General Santos City in terms of age, sex, parent's occupation and estimated monthly allowance?
2. What is the extent of entrepreneurship education offered to BSHM students in terms of curriculum, program, activities, teachers' behavior, assessment?
3. To what extent are the factors affecting entrepreneurial intentions of students in the aspects of perceived desirability, propensity to act and perceived feasibility?
4. Is there a significant relationship between:
 - 4.1. Profile of BS HM students and the factors affecting their entrepreneurial intentions?,
 - 4.2. The extent of entrepreneurship education and the extent of the factors affecting entrepreneurial intentions?

Literature Review

Entrepreneurship and Entrepreneurship Education

Ismail and Sawang (2020) defined entrepreneurship education as the process of providing individuals with the skills, managerial and entrepreneurial, that can influence entrepreneurial intention. This process can be a formal education delivered by colleges and universities or an informal training program offered by agencies. The program content of entrepreneurship education may include entrepreneurial behavior and mindset, self-confidence, self-efficacy and leadership, creativity and innovation or thinking “out of the box”. The delivery of these concepts would include group discussions, lectures, problem-based learning, mentoring and coaching and interaction with entrepreneurs.

Moreover, Lackeus (2015) cited that entrepreneurship education can be categorized into three approaches: educating about, for and through. Teaching about entrepreneurship includes a theoretical approach where learners are provided with a general understanding of the entrepreneurial process. This is a common strategy adapted by tertiary schools and training institutions. Teaching for entrepreneurship entails an occupationally oriented approach that aims to give nascent entrepreneurs knowledge and skills about this phenomenon. It is knowledge focused on entrepreneurship and its special topics like identifying entrepreneurial opportunities and what constitutes entrepreneurial actions and activities (Hisrich, 2017). Teaching through entrepreneurship is an experiential approach where students will go through the actual entrepreneurial process: from ideation, product testing and distribution to its target market. However, Lackeus (2015) pointed the challenges of this third approach, which includes time constraints, teacher’s competency and experience, assessment of output and process and costs.

Entrepreneurial Intentions and Entrepreneurial Behavior

Entrepreneurial intention is the aim that entrepreneurs intend to start a business. It is a psychological state that guides one’s attention toward specific business goals in order to achieve entrepreneurial results (Kong et.al, 2020). According to the Entrepreneurial Event Model (EEM) (Shapero & Sokol, 1982), variables affecting entrepreneurial intentions include perceived desirability, perceived feasibility of the business venture and the propensity to act.

Researchers have noticed that perceived desirability of EEM, studies show that an entrepreneurial action can be influenced by the society or culture he belongs to. The indicator, perceived feasibility of EEM refers to the individual’s view of his ability in engaging in a business venture. It is determined by challenges, competencies, and confidence in their entrepreneurial skills together with opportunity and a regulatory environment. Jami and Gokdeniz (2020) stated that the production of innovation is complicated and requires a system of national support and collaboration between firms and higher educational institutions. Schools play a vital role in the production of knowledge and it becomes a source of its transfer and technology which could lead into a new venture creation. The study of Dotong and Manalang (2023) about the entrepreneurial intentions of Business Students at the Lyceum of the Philippines University - Manila, suggested that attitudes, subjective norms and self-efficacy has a significant impact on students’ intention to pursue self-employment. Furthermore, students who prioritize business over career, value other people’s opinions and exhibits greater self-efficacy in areas of risk, investment, opportunity and the economy are more likely to be self-employed. Factors that influence entrepreneurial intentions positively include relationship status, location, employment status, scholarships while extended academic tenure, managing cash flows concerns and age negatively affect intentions.

While intention refers to the belief of starting, entrepreneurial behavior is the process in which entrepreneurs put their entrepreneurial vision into practice (Kong et al., 2020). From seeing opportunities and creating innovations on existing technology, services and products, an entrepreneur decides to act.

BS Hospitality Management

Hospitality management education in the Philippines started in the 1970’s and it stresses on developing students to thrive in a borderless economy which is responsive to the needs of the industry. The curriculum of BS Hospitality management aims to equip students with competencies that are needed to perform operational and management functions in food production (culinary), accommodation, food and beverage service, events planning and other emerging sectors of the industry. The competencies are matched with the industry standards based on the job positions they will occupy after graduation. The program outcomes include, 1) produce food products and services complying with enterprise standards; 2) apply management skills and provide service in a food and beverage outlet or establishment; and 3) perform and maintain various housekeeping services for guest and facility operations among others. To assess the students enrolled in the program, diagnostic, formative, summative and holistic assessment methods are utilized. Work projects, oral interviews, third party report, and written questions are some of the evidence presented and done during the assessment (CMO 62 s. 2017).

Methodology

The descriptive-correlation method was employed in this study. Using stratified random sampling, 120 respondents participated, and they were currently enrolled students and fresh graduates of seven (7) higher educational institutions (HEIs) offering BS Hospitality Management course located in General Santos City. The instrument used was a self-made questionnaire that was validated, pilot tested,

distributed and gathered face-to-face. The data analysis tools used for descriptive part were frequency, percentage, mean, and standard deviation. For the inferential statistics, Point-Biserial, Spearman Rho and Pearson Correlation were employed. In conducting the study, ethical guidelines like having an informed consent and ensuring voluntary participation from respondents was ascertained. Confidentiality of data shared by respondents was made sure by using codes for their personal information. The findings of the study shall be disseminated in a way that is accessible and informative.

Results and Discussion

In the profile of BSHM students, majority are aged between 21-23 years old, female (67.77%), with parent's occupation as "Others" which is composed of overseas Filipino workers, retirees, unemployed and students. Their estimated monthly allowance is below 3,000 pesos. Most of the respondents are female because of the notion that the jobs available in the industry after graduation are for female workers. This is aligned with the Global Report on Women and Tourism of the United Nations World Tourism Organization (2019) which disclosed that in most regions of the world, 54% of people employed in tourism are women.

For the level of Entrepreneurship Education offered to BS HM students, it was comprehensive and extensive. Curriculum, program, activities, teacher's behavior and assessment were rated as "very high extent" by the respondents. This emphasizes the importance of practical application through on-the-job training (OJT) and specialized courses, which prepares students for the demands of the hospitality and tourism industry.

The extent of factors affecting entrepreneurial intentions was determined and results showed that perceived desirability was "very high extent" which suggests that BSHM students are motivated to start a business to enhance their self-esteem and confidence, to contribute to society, extend their social networks and financial gain. The indicators propensity to act and perceived feasibility were rated "high extent". The results suggest that more than motivation and desire, the students' propensity for entrepreneurial behavior can be affected by their confidence in their knowledge, resources, and support systems. This is supported by Dotong and Manalang (2023), who wrote that students who prioritize business over career, value the ideas of others and possess efficacy in terms of risk, investment, opportunity and hard work are more inclined to start their own business. Thus, institutions must improve access to resources such as funding and mentorship, and development of networks and support systems, to help these students.

For the significant relationship between demographic profile and the factors affecting entrepreneurial intentions, findings reveal no significant relationship between demographic values (sex, parent's occupation, estimated monthly allowance) and factors affecting entrepreneurial intentions. However, age showed a positive significance, see Table 1. The findings indicate that older BSHM students tend to have higher entrepreneurial intentions. They perceive entrepreneurship as more desirable, feasible, and actionable. This may be due to the age requirement and age limit for certain job positions in the tourism industry. Institutions are encouraged to design age-specific entrepreneurship programs, incorporating real-world examples and case studies to leverage students' life experiences. The absence of significant correlations between other demographic values apart from age implies that other factors may play a more critical role in shaping entrepreneurial intentions.

Table 1. *Relationship between Demographic Profile BSHM students and factors affecting entrepreneurial intentions*

Indicator	Spearman Rho Table	rs - value	p(2-tailed) -value	Significance @ $\alpha=0.05$
Age	Perceived desirability	0.23302	0.01043	significant
	Propensity to act	0.24226	0.00768	significant
	Perceived feasibility	0.26653	0.00326	significant
Parent's Occupation	Perceived desirability	-0.11672	0.20424	not significant
	Propensity to act	-0.02897	0.75347	not significant
	Perceived feasibility	-0.02213	0.81043	not significant
Monthly Allowance	Perceived desirability	0.15465	0.09169	not significant
	Propensity to act	0.0531	0.56462	not significant
	Perceived feasibility	0.09292	0.31279	not significant

A Pearson's r correlation analysis was conducted to examine the relationship between the extent of entrepreneurship education and the extent of factors affecting entrepreneurial intentions among BSHM students. The analysis revealed a statistically significant, albeit weak, positive correlation between these variables. This finding suggests that a greater extent of entrepreneurship education is associated with higher levels of factors influencing entrepreneurial intentions. However, the observed weak correlation indicates the potential influence of other salient variables on the formation of entrepreneurial intentions. To enhance the efficacy of entrepreneurship programs, institutions should consider integrating entrepreneurial concepts across the BSHM curriculum, rather than relying solely on specialized courses. This integration may encompass fostering an entrepreneurial mindset and implementing project-based and experiential learning methodologies.

Conclusions

The findings of this study demonstrate that while BSHM students perceive entrepreneurship education as comprehensive and extensive,



its impact on their entrepreneurial intentions is moderate. Beyond educational interventions, personal factors, including age, resource availability, and exposure to entrepreneurial activities, significantly influence students' decisions to pursue entrepreneurship post-graduation. To fortify these intentions, educational institutions should provide students with exposure to entrepreneurial concepts, practical activities, and strategic partnerships. Such initiatives can cultivate a desire for entrepreneurship, stimulate their interest, and empower them to engage in entrepreneurial endeavors.

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