

# Employee or Employer? Entrepreneurial Perspectives of Tourism Management Students of a Higher Education Institution in Angeles City, Philippines

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## Abstract

The study aims to understand the entrepreneurial perspectives of tourism management students of a higher education institution in Angeles City, Philippines. It assesses the relationships of the five dimensions of entrepreneurial perspectives namely Intention and Desire for Venture Creation (IDVC), Knowledge of Venture Creation (KVC), Desire for Taking Entrepreneurship Education (DTEE), Confidence in Venture Creation (CVC), and Intention of Overseas Venture Creation with Teamwork (IOVCT). The participants of the study were randomly selected and descriptive-correctional research was employed. Using simple linear correlation, the results revealed that significant relationships exist between IDVC and KVC, IDVC and DTEE, IDVC and CVC, IDVC and IOVCT, KVC and DTEE, KVC and CVC, KVC and IOVCT, DTEE and CVC, DTEE and IOVCT, and CVC and IOVCT.

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*Keywords:* Entrepreneurial Perspective, Intention and Desire for Venture Creation (IDVC), Knowledge of Venture Creation (KVC), Confidence in Venture Creation (CVC), Intention of Overseas Venture Creation with Teamwork (IOVCT), Desire for Taking Entrepreneurship Education (DTEE).

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## 1. Introduction

**E**MPHASIS on entrepreneurship has been the battle-cry of many organizations not only of private enterprises but also of government agencies. The role of entrepreneurship in shaping the lives of many cannot be underestimated because of its impact in eradicating some social ills such as poverty and unemployment [1]. Several caravans, seminars, trainings, and multimedia campaigns have been laid out by non-government organizations (NGOs) to promote entrepreneurship and make venture creation a major consideration in battling unemployment and poverty.

In the Philippine higher education institutions, entrepreneurship is also emphasized in the curricula of business administration and business-related programs. The importance of en-

trepreneurship as a vehicle towards economic development has been viewed as vital in inculcating entrepreneurial spirits among Filipino youth, college and university students. For instance, in the Commission on Higher Education (CHED) Memorandum Order No. 30 Series 2006 for Bachelor of Science in Tourism Management, a 4-year degree program, the course Entrepreneurship and Business Planning is part of the tourism core subject. Furthermore, in the content of CHED Memorandum Order (CMO) 30, Entrepreneurship in Tourism is added as an elective course [2]. Thus, entrepreneurship education is viewed as an integral component of learning.

Despite the positive outlook of entrepreneurship as a field and as a career, venture creation among Filipinos is still low. The entrepreneurial culture is lacking as evidenced in the employee mentality of the many. Thus, it is timely to come up with an undertaking that will measure and analyze the entrepreneurial perspectives of Filipino youth. This empirical study can be a spring-

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board to further scrutinize the entrepreneurial spirit of Filipinos including their: 1) intention and desire for venture creation; 2) knowledge of venture creation; 3) desire for taking entrepreneurship education; 4) confidence in venture creation; and 5) intention of overseas venture creation [3].

## 2. Literature Reviews

Several scholars and literatures discussed that there are significant factors which influence entrepreneurial intentions such as development support, business development support, institutional support and being the highest is the perceived educational support [4].

Meanwhile, there is an empirical study, showing the factors that affect entrepreneurial intention of students, given as: educational and structural support [5].

This notion is supported by observation of which entrepreneurial intention is positively correlated with significant phenomena such as environment and education in starting new business [6]. For instance, entrepreneurial self-efficacy and students' attitudes toward a career in entrepreneurship are positively associated with prior exposure to entrepreneurship education [7]. Moreover, less distinctive entrepreneurship education can lead to lower level of entrepreneurship intentions among students [8]. Further study showed that entrepreneurial education is relatively linked to social competence and to a greater degree as to basic entrepreneurial training skills and venture's effectiveness [9]. Entrepreneurial education is subdivided into two classifications namely: theoretically oriented courses and practically oriented courses; and it is found that the lower entrepreneurial intentions in the theoretically oriented courses and the higher entrepreneurial intentions in the practically oriented courses are relative to higher self-efficacy [10].

Furthermore, entrepreneurship promotion and entrepreneurial curriculum have significant relationship with entrepreneurship inclination [11]. Examination of significant relationship between entrepreneurship education and entrepreneurship intention has also been undertaken and the findings revealed that entrepreneurship students increased their competencies and intention towards venture creation [12]. The evidences presented above are rebutted by the argument that entrepreneurial intention is not significantly related to individual's entrepreneurial education [13]. In addition, several scholars further argued that entrepreneurial education has no significant impact on strengthening entrepreneurial traits and intentions of university students, however, innovation, propensity to take risks, entrepreneurial family and entrepreneurial intention are positively related with each other and this is with regard to Tourism Students [14]. In order to quantify the relationship, it has been held that there is a small yet significant relationship between entrepreneurship education and entrepreneurial intentions [15].

Aside from entrepreneurship education, several studies also considered other factors which influence the entrepreneurship in-

tion of students. In further review, a study examined if values and skills play significant role in explaining intention, and subsequently the results showed that perceived skills is more relevant in fostering entrepreneurial intentions [16]. On the other hand, it has been found that attitude has no significant impact on entrepreneurial intention which is also not associated with psychological well-being [17]. The perceived desirability and the perceived feasibility of the entrepreneurial behaviors are positively correlated with the entrepreneurial intentions. However, perceived social support has no significant relation with the entrepreneurial intentions [18]. It has been also revealed that entrepreneurial intention is associated with student's expectations of employment and it increases in the case of business students when they choose to have future work option which is different from working in public administration. However it decreases when their academic performance increases while getting closer in contact with the business reality [19].

The desire for venture creation has also been a field of study of several scholars. Several researchers investigated and subsequently found that entrepreneurial capabilities variable influences the intentions of students in venture creation [20]. Moreover, certain study claimed that the formation of entrepreneurial intentions is more likely to be reported by students with higher levels of perceived desirability for venture creation [21].

Desire for venture creation has significant variables such as knowledge of venture creation, desire for taking entrepreneurship education, confidence in venture creations and intention of overseas venture creation with teamwork. In addition, they also suggested that in order to enhance the possibility of creating new ventures, education and training to entrepreneurship must be observed [22]. Lastly, it has been suggested that improving university student's entrepreneurial intention and self-efficacy can be achieved by incorporating elements that can possibly enhance the development of entrepreneurial intention which will lead to choosing entrepreneurship as a career choice [23].

## 3. Research Objectives and Study Framework

The study aims to provide a thorough understanding of the entrepreneurial perspectives of the Tourism Management students of a higher education institution in Angeles City, Philippines. Specifically, the undertaking assesses five domains namely: intention and desire for venture creation (IDVC), knowledge of venture creation (KVC), desire for taking entrepreneurship education (DTEE), confidence in venture creation (CVC), and intention of overseas venture creation with teamwork (IOVCT) [3]. These 5 variables are reflected in the research framework in Fig. 1. Additionally, the significant relationships among the identified variables were presented. The hypotheses of the undertaking were as follows.

$H_1$ : There is no significant relationship between IDVC and KVC;

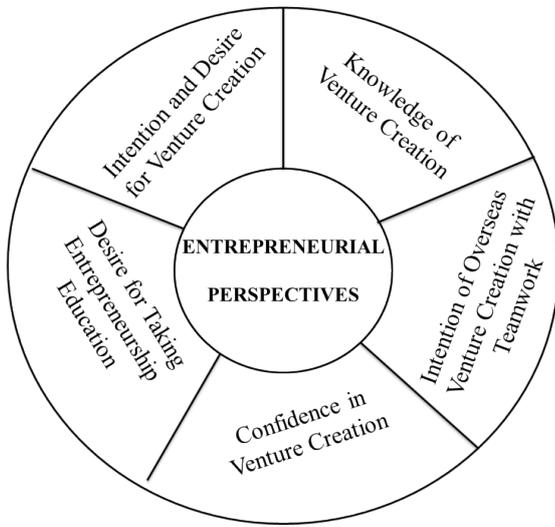


Fig. 1. Study framework.

- $H_2$ : There is no significant relationship between IDVC and DTEE;
- $H_3$ : There is no significant relationship between IDVC and CVC;
- $H_4$ : There is no significant relationship between IDVC and IOVCT;
- $H_5$ : There is no significant relationship between KVC and DTEE;
- $H_6$ : There is no significant relationship between KVC and CVC;
- $H_7$ : There is no significant relationship between KVC and IOVCT;
- $H_8$ : There is no significant relationship between DTEE and CVC;
- $H_9$ : There is no significant relationship between DTEE and IOVCT;
- $H_{10}$ : There is no significant relationship between CVC and IOVCT.

A descriptive-correlational research was employed in the undertaking in order to identify the significant relationships of the variables under study. The empirical study’s questionnaire has five parts reflecting the domains of entrepreneurship perspectives. Furthermore, a five-point Likert scale was utilized to indicate the level of agreement or disagreement of the respondents. To measure the reliability of the instrument, Cronbach’s alpha was utilized.

Table 1 shows the reliability analysis results returned by IBM SPSS Ver. 20. The Cronbach’s Alpha is 0.898 for the survey instrument composed of 16 questions. This value means that the instrument has high reliability [24].

Table 1. Reliability Statistics.

Cronbachs Alpha	Number of Items (N)
0.898	16

### 3.1. Participants of the Study

The respondents of the study were Bachelor of Science in Tourism Management students of a higher education institution in Angeles City, Philippines. They were part and enrolled in the first semester of the academic year 2015-2016. These participants were randomly selected from the different year levels.

### 3.2. Measure

Two hundred twenty were floated among the respondents but only 202 were properly answered. These 202 answered questionnaires were utilized for data analysis. To test the normal distribution of the values of each variable, a Test for Normality using Kolmogorov-Smirnov and Shapiro-Wilk tests were conducted. Furthermore, a simple linear correlation using Spearman correlation coefficient or Spearman rho ( $r_s$ ) was used to identify the significant relationships among the five variables - intention and desire for venture creation (IDVC), knowledge of venture creation (KVC), desire for taking entrepreneurship education (DTEE), confidence in venture creation (CVC), and intention of overseas venture creation with teamwork (IOVCT).

## 4. Results and Discussion

Table 2 manifests the descriptive statistics specifically the mean and standard deviation of the five variables under study.

Table 2. Descriptive Statistics.

	N	Mean	Std. Deviation ( $\sigma$ )	Verbal Interpretation
IDVC	202	3.3582	0.80101	Neither Agree nor Disagree
KVC	202	3.4678	0.84653	Agree
DTEE	202	3.4711	0.73630	Agree
CVC	202	3.5272	0.74828	Agree
IOVCT	202	3.4059	0.87922	Agree
Grand Mean	202	3.4461	0.63029	Agree

At the outset, it is necessary to determine if the values for the five variables are normally distributed. For this purpose, a Test for Normality using Kolmogorov-Smirnov and Shapiro-Wilk tests was conducted; the results are shown in Table 3.

As can be seen, the  $\sigma$  values or  $p$  values for both tests for the five variables are all below 0.05. This means that the values differ significantly from the normal distribution. Hence, the relationships between the variables can most appropriately be tested using non-parametric tests.

Table 3. Tests of Normality.

Variable	Kolmogorov-Smirnova <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	$\sigma$	Statistic	df	$\sigma$
IDVC	0.114	202	0.000	0.975	202	0.000
KVC	0.171	202	0.000	0.922	202	0.000
DTEE	0.127	202	0.000	0.956	202	0.000
CVC	0.168	202	0.000	0.930	202	0.000
IOVCT	0.149	202	0.000	0.924	202	0.000

Note:<sup>a</sup>= Lilliefors significance correction.

The likely correlational analysis to use is Pearson  $r$  or Pearson product-moment correlation. However, that the use of Pearson  $r$ , a parametric statistic, rests on several assumptions and if any of these assumptions is violated, then Pearson  $r$  would be used inappropriately. These assumption are 1) a linear relationship exists between the variable; 2) the points are evenly distributed along the straight line (regression line), which is the assumption of homoscedasticity; 3) the data are drawn from normally distributed populations; and 4) the data are interval or ratio, obtained from continuous distributions [4]. Since the Test for Normality reflected that the variables are all non-normal, Pearson  $r$  cannot be appropriately used. The proper approach is to use Spearman rho [24]. The Spearman correlation coefficient or Spearman rho ( $r_s$ ) is the nonparametric equivalent of Pearson  $r$  and can be used to correlate data when it is ordinal, when the data are not normally distributed or when other assumptions of the Pearson correlation are violated [24]. The Spearman correlation uses exactly the same data calculations as the Pearson  $r$  but performs the analysis on the ranks of the scores instead of on the actual data values [24]. The results of simple linear correlation among the variables are shown in Table 4.

Based on Table 4, the relationships between the variables are:

**$H_1$ : IDVC and KVC**

With  $r_s = 0.403$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between IDVC and KVC. The null hypothesis is not accepted.

**$H_2$ : IDVC and DTEE**

With  $r_s = 0.431$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between IDVC and DTEE. The null hypothesis is not accepted.

**$H_3$ : IDVC and CVC**

With  $r_s = 0.525$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between IDVC and CVC. The null hypothesis is not accepted.

**$H_4$ : IDVC and IOVCT**

With  $r_s = 0.594$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between IDVC and CVC. The null hypothesis is not accepted.

**$H_5$ : KVC and DTEE**

With  $r_s = 0.384$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between KVC and DTEE. The null hypothesis is not accepted.

**$H_6$ : KVC and CVC**

With  $r_s = 0.392$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between KVC and CVC. The null hypothesis is not accepted.

**$H_7$ : KVC and IOVCT**

With  $r_s = 0.342$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between KVC and IOVCT. The null hypothesis is not accepted.

**$H_8$ : DTEE and CVC**

With  $r_s = 0.521$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between DTEE and CVC. The null hypothesis is not accepted.

**$H_9$ : DTEE and IOVCT**

With  $r_s = 0.579$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant moderate positive relationship between DTEE and IOVCT. The null hypothesis is not accepted.

**$H_{10}$ : CVC and IOVCT**

With  $r_s = 0.600$ ,  $N = 202$ ,  $p < 0.001$ , there is a statistically significant strong positive relationship between CVC and IOVCT. The null hypothesis is not accepted.

The results showed that there is a significant relationship between IDVC and KVC which is supported by the findings in which it showed that lower entrepreneurial intentions in the theoretically oriented courses and higher entrepreneurial intentions in the practically oriented courses are relative to higher self-efficacy [10]. Furthermore, it has been examined if values and skills play significant role in explaining intention, and subsequently the results showed that perceived skills is more relevant in fostering entrepreneurial intentions [16].

Findings also revealed that IDVC is significantly associated to DTEE, and this statically proven result is mounted by several scholars who also found significant relationship between the IDVC and DTEE. It has been found that the most significant factor which influences entrepreneurial intention is the perceived educational support [4]. This notion is supported by the observation in which entrepreneurial intention is positively correlated with education in starting new business [6]. Several scholars further examined that entrepreneurship promotion and entrepreneurial curriculum have significant relationship with entrepreneurship inclination [11]. Meanwhile, previously presented evidence are rebutted by the argument that entrepreneurial intention is not significantly related to individual's entrepreneurial education [13], which is further supported by study that entrepreneurial education has no

Table 4. Correlation Coefficients Summary.

Variable	N	Spearman's rho									
		IDVC		KVC		DTEE		CVC		IOVCT	
		Corr. Coeff.	$\sigma$ (2-tailed)	Corr. Coeff.	$\sigma$ (2-tailed)	Corr. Coeff.	$\sigma$ (2-tailed)	Corr. Coeff.	$\sigma$ (2-tailed)	Corr. Coeff.	$\sigma$ (2-tailed)
IDVC	202	1.000	-	0.403**	0.000	0.431**	0.000	0.594**	0.000	0.525**	0.000
KVC	202	0.403**	0.000	1.000	-	0.384**	0.000	0.392**	0.000	0.342**	0.000
DTEE	202	0.431**	0.000	0.384**	0.000	1.000	-	0.521**	0.000	0.579**	0.000
CVC	202	0.594**	0.000	0.392**	0.000	0.521**	0.000	1.000	-	0.600**	0.000
IOVCT	202	0.525**	0.000	0.342**	0.000	0.579**	0.000	0.600**	0.000	1.000	-

Note:\*\*Correlation is significant at the 0.01 level (2-tailed).

significant impact on strengthening entrepreneurial traits and intentions of university students specifically Tourism Students [14].

The empirical findings also investigated and subsequently found that IDVC is relatively linked with CVC, and to support this discussion, a study ascertained that the formation of entrepreneurial intentions is more likely to be reported by students with higher levels of perceived desirability for venture creation [21].

Lastly, the researchers would like to affirm that all variables are positively linked with each other. This notion is strongly supported by an empirical study which revealed that desire for venture creation has significant variables such as knowledge of venture creation, desire for taking entrepreneurship education, confidence in venture creations and intention of overseas venture creation with teamwork [22].

## 5. Conclusions

The study concludes that significant relationship exists between IDVC and KVC, IDVC and DTEE, IDVC and CVC, IDVC and IOVCT, KVC and DTEE, KVC and CVC, KVC and IOVCT, DTEE and CVC, DTEE and IOVCT, and CVC and IOVCT. Thus, it is vital to gauge and entrepreneurial perspectives in order to understand and fully comprehend the significance of venture creation and inclination.

In the tourism industry, there are numerous opportunities for tourism students and practitioners in establishing business ventures. Several employment prospects are also available for individuals leaning towards this industry. The ultimate question of whether a university will be an employee or employer lies on how higher education institutions emphasize entrepreneurship and the significant impacts of venture creation in micro and macro levels. There have been copious studies and researches on the significant contribution of entrepreneurship in the total economy. Therefore, putting importance on entrepreneurship in the academic set up may trigger entrepreneurial actions toward venture creations among university students and in the long-run, these students may

contribute a lot not only in the community but also in the society at large.

The researchers recommend that entrepreneurship should not be treated as a mere requirement among tourism students but as an endeavor that has lasting effects to the society. As evident with the results of the study, significant relationships exist among variables. This means that the perspectives of tourism students toward entrepreneurship lean toward being employer/entrepreneur. With this, the role of higher education institutions is essential in empowering the students to be venture creators.

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## Biographies



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