

**TRANSFORMING EDUCATION IN HOSPITALITY
MANAGEMENT TO PROMOTE ENTREPRENEURSHIP:
A COMPETENCY-BASED GAP ANALYTICAL
APPROACH**

Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY

in

Management

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**LOVELY PROFESSIONAL UNIVERSITY, PUNJAB
2022**

Declaration

I hereby declare that this thesis with the title of “**Transforming education in hospitality management to promote entrepreneurship: a competency-based gap analytical approach**” is submitted by Manoj Kumar Sharma in fulfillment of the requirement of the degree of Doctor of Philosophy from Mittal School of Business of Lovely Professional University.

I hereby also declare that the entire work is original and carried out under my guide Dr Mohit Jamwal, Assistant Professor, Mittal School of Business, Lovely Professional University.

This research work is not presented anywhere else to get a degree or award.



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Certificate To whomsoever it may concern

I certify that Manoj Kumar Sharma has prepared his thesis entitled **“Transforming education in hospitality management to promote entrepreneurship: a competency-based gap analytical approach”** for the award of Ph.D. of the Lovely Professional University, under my guidance. He has carried out work at the Department of Management, Lovely Professional University.



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Acknowledgment

Firstly, I would like to express my sincere gratitude to my advisor **Dr. Mohit Jamwal** for the continuous support of my Ph.D study and related research, and for his patience, motivation, and immense knowledge. His guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my Ph.D study. His advice on my research has been invaluable.

Besides my advisor, I would like to thank the rest of my thesis committee: **Dr. Mridula Misra, Dr. Pretty Bhalla, Dr. Shikha Goel** and **Dr. Sunil** for their insightful comments and encouragement, but also for the hard question which incanted me to widen my research from various perspectives. I would also like to thank for all the support from School of Business, Lovely Professional University.

I would also like to thank my wife Ms. Meenaxi Gautam Sharma and my daughter Oss Sharma for their continuous support and motivation during this research.

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Abstract

The issue of labor shortages in the hospitality and tourism (H&T) sector has long been a wide-reaching concern for H&T educators, policy decision-makers, and practitioners. Many developing nations, including India, view entrepreneurship as a powerful solution to the problem of graduate unemployment.

Past research suggests that H&T entrepreneurship significantly and positively influences – the socio-economic development of regions, destination development (i.e., destination attractiveness, socio-economic progress, and sustainable tourism development). Studies found support for tourism entrepreneurship significantly augmenting and improving rural tourism opportunities, socio-economic development, poverty reduction, destination branding and development, and even wildlife conservation.

There have been extensive calls for educators to adopt sector-appropriate and industry-specific H&T education models. However, there exist significant gaps between H&T industry expectations, student experiences, and educator approach and deliverables. Accordingly, H&T education, of late, has attracted widespread criticism worldwide. At the core of this issue lies the fact that the traditional education system adopted by H&T institutions does not necessarily promote and facilitate vocational and action learning.

Given students' poor industry readiness, overall lack of confidence, receding career optimism, and an apparent mismatch between industry-academia expectations, experts have called for sweeping transformations in H&T education curricula to not only elicit compelling learning experiences among the students but also facilitate creativity, innovation, employability, and job creation avenues in this particular domain.

The research objectives of this study are manifold.

- To qualitatively probe into what elements of entrepreneurship education (i.e., ecosystem, pedagogy, coursework, and assessment mechanisms) would contribute to the development of a dedicated H&T entrepreneurship program.
- To identify key entrepreneurial competencies for students to engage in successful enterprising activities in the future.
- To adopt a competency-based gap-analytic approach to estimate the strength of H&T students on the identified entrepreneurial competencies.
- To empirically investigate the relationship between EE and students' EI.

- To further explore the effects of proactiveness, entrepreneurial self-efficacy, and individual self-regulation on the relationship between EE and EI.

This particular research endeavor to the following questions:

- What key elements/dimensions would contribute to a robust H&T EE program/course?
- What entrepreneurial competencies are perceived to be most important for entrepreneurial success? Whether students and educators believe that the current H&T EE programs aids in the development of such competencies?
- How does EE relate to EI in H&T students? Is the relationship direct or one that is mediated by ESE? What are the ‘boundary’ conditions that strengthen the hypothesized relationships between EE-ESE and ESE-EI?

The thesis follows the following structure. The second chapter brings forth the key findings from relevant conceptual/theoretical and empirical studies and, in the process, presents the framework of this research. The third chapter offers in-depth insights on the methods and procedures adopted for this study. The fourth chapter that follows presents, interprets, and discusses the results emanating from this study. The final chapter focuses on institutional, practitioner, and research implications. The final chapter, in its accord, summarizes the key findings of the study and offers the concluding remarks.

The research adopted a “mixed-method” approach — a robust combination of qualitative and quantitative research approaches. Accordingly, first, the researcher elucidates at length the rationale for using a mixed-method approach and offers insights on the steps taken to adhere to ethical and practical issues for this study. The researcher then follows this up with the details of the procedures followed for the qualitative phase of this study, namely, the semi-structured interview schedules and the steps that the researcher undertook to establish the ‘trustworthiness’ of the qualitative findings. Last, the researcher clarifies the procedures adopted for the quantitative phase of this research, namely, the pilot questionnaire, content validity, pilot study, survey instruments, and its reliability and validity issues.

The findings from the first phase (i.e., qualitative) of this research allowed the researcher to develop a strong framework and content for the H&T EE program. They identified key entrepreneurial competencies that the practicing H&T entrepreneurs felt were important for the aspiring H&T entrepreneurs/students. This finding, in particular, was used to finalize the items

of ESE – on which the researcher captured perceptions about the importance (from practicing H&T entrepreneurs) and the current efficacy levels on these competencies (from students).

For this study, the researcher adopted the Interpretative Phenomenological Analysis (IPA) as the driving/predominant methodological framework to gain greater insights on individual H&T entrepreneur's viewpoints, opinions, and experiences to arrive at the specific elements of and the framework for a robust H&T EE program and also the entrepreneurial competencies that are deemed necessary for H&T entrepreneurial aspirants. In IPA, not more than 15 experts are invited for a discussion who are best suited to share the necessary insights and information on the subject of the study.

The study later consists of questions that capture student perceptions on the constructs of EE, ESE, EI, and the personality traits of proactiveness and self-regulation.

The researcher analyzed the data collected through qualitative interviews for themes related to EE content, its focus, pedagogical approach, and preferred practices for the first two objectives. Not surprisingly, through his data analysis, the researcher found an overlapping premise that emphasized much on education founded on skills orientation and hands-on experience over and above the necessary theoretical/conceptual education. The practicing H&T entrepreneurs spoke of educational content and skills specific to H&T.

Practicing H&T entrepreneurs emphasized the importance of developing a *supportive institutional ecosystem* to promote entrepreneurial behaviors among students. The majority of the practicing entrepreneurs believed that the focus of the H&T EE program '*content*' should be on relevance, orientation, and structure.

Entrepreneurs believed that at the '*foundational stage*' of the EE program, teachers should focus on offering more profound insights into the fundamentals of entrepreneurship, the ecosystem, and relevant entrepreneurial and leadership theories.

Contrariwise, at the '*functional stage*,' entrepreneurs believed that teachers should emphasize rigorously exposing the students to the different stages involved in the process of new venture creation. Further, the entrepreneurs also highlighted the importance of including relevant subjects like, for example, data science and management (accounting, book-keeping, finance, marketing, human resources, applied research) in the EE curriculum.

Empirical results of the present study, using a moderated-mediation regression approach on 416 H&T students from nine H&T institutes in Karnataka, situates students' favorable

perception of EE as a potent antecedent of students' ESE and EI. However, the magnitudes of these observed relationships were conditional to the personality traits of pro-activeness and individual self-regulation.

In essence, the relationship between EE and EI was not direct and was mediated by students' ESE. Further, the observed positive relationship between EE and ESE was moderated by the personality trait of pro-activeness. The relationship was more potent in students who reported higher levels of pro-activeness. Furthermore, the observed positive relationship between ESE and EI was moderated by the construct of self-regulation. The relationship was more robust in students who reported higher levels of self-regulation. Accordingly, this study has put into perspective the significance of ESE as an intervening role in the relationship between EE and EI and the traits of proactiveness and self-regulation as the boundary conditions that strengthen the EE—ESE and ESE—EI relationships.

Last, this study found incongruence in students' perceptions of current expertise and importance across four entrepreneurial competencies, i.e., cognitive, action orientation, social networking, and leadership. Further, gap analysis and relative competence metrics reveal negative gaps among students for all these competencies. A point worth considering, in this regard, is that the significant purpose of carrying out a competency gap analysis was not to offer insights into the magnitude of the gap but to offer evidence to the H&T institutions have to reconceptualize, design, and implement an H&T EE program that may in future be able to address these competency gaps and student concerns.

Preface

The primary purpose of this study is to identify What key elements/dimensions would contribute to a robust H&T EE program/course, what entrepreneurial competencies are perceived to be most important for entrepreneurial success and lastly How EE relate to EI in H&T students. Chapter I discuss the gaps in Past Entrepreneurship Education vis-a-vis Entrepreneurial Intentions. Chapter II presents a review of the literature, provides the background of the topic, and identifies the need for the study. In particular, the literature explored the dimensions of entrepreneurship and antecedents that correlate to H&T entrepreneurship. This chapter expounded at length the findings of extant literature available in H&T entrepreneurship, entrepreneurship education, entrepreneurial self-efficacy, and intentions. The content of the reviewed literature and the proposed study hypotheses have been presented sequentially. Chapter III will present and discuss at length the research methodology adopted by the researcher for this study. It outlines the research design and provides a description of the process followed for the development of the research instrument. This chapter explains how to mix method approach was adopted for the study. Sample profile, data analysis techniques and limitations of the present study have been presented in this chapter. Chapter IV demonstrates the data analysis and interpretations. Chapter V presents findings, implications, and conclusions. It also discusses the scope of future research.

Table of Contents

Sr. No.	Particulars	Page no.
1	Table of Contents	X1-XIII
2	List of Tables	XIV
3	List of Figures	XV

Table of Contents		
Sr. No.	Particulars	Page no.
	Table of Contents	X1-XIII
	List of Tables	XIV
	List of Figures	XV
Chapter 1	Introduction	1-12
1.1	The Issue of Labor Shortage in the Hospitality and the Tourism Sector	1
1.2	Entrepreneurship as an Effective Antidote to the Issues of Labor Shortages in the Hospitality and Tourism Sector	2
1.3	Positioning Entrepreneurship Education as a Game Changer in Driving the Entrepreneurship Intentions and Behaviors among Students	5
1.4	Insights and Gaps from the Past Entrepreneurship Education-Entrepreneurial Intentions Research	7
1.4.1	Lack of Research Linking Entrepreneurship Education to Entrepreneurial Intentions in the Domain of Hospitality and Tourism	7
1.4.2	Possibility of an Indirect Conditional Relationship between Entrepreneurship Education and Entrepreneurial Intentions	9
1.4.3	Lack of Studies on Entrepreneurial Competencies Specific to Hospitality and Tourism	10
1.5	Objectives of the study	11
1.5.1	Research Questions	11
1.5.2	Research Objectives	11
1.6	Thesis Structure	12
Chapter 2	Review of literature	13-44
2.1	Entrepreneurship	13
2.2	Hospitality and Tourism Entrepreneurship Research	15
2.3	Hospitality and tourism entrepreneurship education	16
2.4	Components of Effective Entrepreneurship Education Program	21

2.4.1	EE Ecosystem	22
2.4.2	EEP outcomes and Objectives	23
2.4.3	EEP Audience	24
2.4.4	EEP Content	26
2.4.5	EEP Pedagogy	27
2.4.6	EEP Assessment	29
2.5	Entrepreneurship Education –Self-Efficacy – Entrepreneurial Intention	30
2.5.1	Entrepreneurship Education and Entrepreneurship Self Efficacy	30
2.5.2	Proactive personality and entrepreneurial self-efficacy	32
2.5.3	Entrepreneurship self-efficacy and entrepreneurial intentions	35
2.5.4	Self-Regulation and Entrepreneurial Intention	36
2.5.5	Entrepreneurship Education and Entrepreneurial Intentions	38
2.5.6	Entrepreneurial Competencies in the Hospitality and Tourism Management	41
2.6	Theoretical Framework	43
Chapter 3	Research Methodology	45-66
3.1	Justifying the Use of Mixed-Methods Approach	45
3.2	The mixed-methods approach used in this study	46
3.3	Approach to Interviewing	48
3.3.1	Methods and Procedures	48
3.3.2	Source of Information and Sampling Technique	48
3.3.3	Semi-structured Interviews	51
3.3.4	Recording	52
3.3.5	Data Transcription	52
3.4	Data Analysis- Qualitative Phase	53
3.4.1	Content Analysis and word clouding using Nvivo	53
3.4.2	Trustworthiness	55
3.5	Pilot Study	55
3.6	Drawing the final sample survey	56
3.7	Survey questionnaire	64
3.8	Data Analysis Strategy	64
Chapter 4	Data Analysis and Interpretation	67-96
4.1	Main Content and Pedagogical Approach for Entrepreneurship Education in H&T Domain	68
4.2	Predominant Pedagogical Approach	74
4.3	Other Key Elements of Entrepreneurship Education	76
4.4	Entrepreneurial Competencies and Students Perceptions	78
4.4.1	Cognitive Competencies	79
4.4.2	Social Competencies	81

4.4.3	Action--Orientation Competencies	82
4.4.4	Leadership Competencies	84
4.4.5	Entrepreneurial Competencies – A Gap-analytic Approach	87
4.5	Hypotheses Testing of the Research Model	92
Chapter5	Summary of Findings and Implications	97-123
5.1	Key Summary/Highlights of Findings	98
5.2	Study Implications	101
5.2.1	Implications for Theory	101
5.2.1.1	Conceptualizing a Framework for Hospitality and Tourism Entrepreneurship Program	101
5.2.1.2	Uncovering the 'black-box' of Entrepreneurship Education—Entrepreneurial Linkage	106
5.2.1.3	Identifying Key Competencies for H&T Entrepreneurs and their Relative Expertise	108
5.2.2	Implications for Practice	109
5.2.2.1	Proposing a Dedicated H&T Centric Entrepreneurial Education Course	109
5.2.2.2	Implications for Education	115
5.2.2.3	Exploring the Possibility of Developing a Comprehensive Learning Outcomes Matrix to Evaluate the Course Usefulness	116
5.2.2.4	Using a Robustly Designed Entrepreneurship Education Program to Elicit Entrepreneurial Behavior in Students	117
5.2.2.5	Molding Personality Traits to Promote Entrepreneurial Behaviors in Students.	118
5.2.3	Limitations and Future Directions	119
5.3	Conclusion	122
	Bibliography	124-159
	Annexure I	
	Questionnaire to measure Quantitative data: conceptual framework constructs and variables	160
	Annexure II	
	Qualitative data questionnaire: Entrepreneurship Education and Entrepreneurship Venture Startup and Sustainability in Hospitality and Tourism	162

List of Tables		
Table no	Title of Table	page no
1	Key entrepreneurship outcomes	2
2	Key antecedents and consequences of Hospitality entrepreneurship	5
3.1	Entrepreneur Profile	49
3.2	Respondents' Main Demographic Profile	59
3.3	Survey Instrument Structure	60
3.4	Descriptive Statistics, Model Fit Indices, Composite Reliability, Convergent and Discriminant Validity Estimates	66
4.1	Respondent's Examples of Emerging Elements of a Robust Entrepreneurship Education Program in H&T	69
4.2	Gap-Analysis and T-Test Statistics	90
4.3	Moderated Mediation Analysis	94
4.4	Moderation Effects of the Trait of Proactiveness on the Relationship between Entrepreneurship Education and Entrepreneurial Self-Efficacy	94
4.5	Moderation Effects of the Trait of Self-Regulation on the Relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intentions	95
5.1	Emergent Entrepreneurship Educational Paradigm	104
5.2	Proposed H&T Entrepreneurship Course Curriculum	111

List of Figures		
Figure no	Title of Figures	page no
1	Research Model [Theoretical Framework]	43
3.1	Research Framework and Timeline	47
4.1	Content Domain – Foundational Level	71
4.2	Foundational Level Entrepreneurship Education Focus	72
4.3	Content Domain – Functional Level	73
4.4	Functional Level Entrepreneurship Education Focus	74
4.5	Predominant Pedagogical Approach	76
4.6	Elements of the H&T Entrepreneurial Education Program	77
4.7	Cognitive Competencies	80
4.8	Social Competencies	82
4.9	Action-Oriented Competencies	84
4.10	Leadership Competencies	85
4.12	Entrepreneurial Competencies	86
4.13	Gap-Analysis Visualization	91
4.14	Hypothesized Model	93
4.15	Moderation Plot for the Moderator Proactiveness	95
4.16	Moderation Plot for the Moderator Self-Regulation	96
5.1	Learning Doing Dichotomy	103
5.2	Hospitality and Tourism Entrepreneurship Education Framework	105

List of Abbreviations	Sr no	Description	Abbreviation
	1	Adjusted Goodness of Fit Index	AGFI
	2	Akaike Information's Criterion	AIC
	3	Average Variance Extracted	AVE
	4	Bachelor of Hotel Management	BHM
	5	Comparative Fit Index	CFI
	6	Composite Reliability	CR
	7	Confirmatory Factor Analysis	CFA
	8	Degree of Freedom	Df
	9	Entrepreneurship education	EE
	10	Entrepreneurship Education Programs	EEP
	11	Entrepreneurship intention	EI
	12	Entrepreneurship Self- Efficacy	ESE
	13	Expected Cross-Validation Index	ECVI
	14	Foreign Direct Investment	FDI
	15	Goodness of Fit	GOF
	16	Goodness of Fit Index	GFI
	17	Gross Domestic Product	GDP
	18	Gross State Product	GSP
	19	Head of Institute	HOI
	20	Higher-education institutions	HEI
	21	Hospitality and Tourism	H&T
	22	Indian Brand Equity Fund	IBEF
	23	Interpretative Phenomenological Analysis	IPA
	24	Lower Limit Confidence Interval	LLCI
	25	Non-normed Fit Index	NNFI
	26	Normed Fit Index	NFI
	27	Proactive Personality	PP

27	qualitative dominant	QUAL
28	quantitative dominant	QUAN
29	Root Mean Squared Error of Approximation	RMESA
30	Standard Factor Loading	SFL
31	Structure Equation Modeling	SEM
32	Trucker Lewis Index	TLI
33	Upper Limit Confidence Interval	ULCI

Chapter I

Introduction

1.1 The Issue of Labor Shortage in the Hospitality and the Tourism Sector

The issue of labor shortages in the hospitality and tourism (H&T) sector has long been a wide-reaching concern for H&T educators, policy decision-makers, and practitioners. There is ample empirical evidence to suggest that the H&T industry's performance gets adversely affected in the long run by shortages of the skilled workforce (Safavi, Karatepe, & O. M, 2018). An extensive analysis of H&T research points to two specific patterns emerging from the recent past. First, more than half of the H&T students are reluctant to pursue a career in H&T upon graduation and, second, graduates invariably change their industry shortly after entering the H&T workforce (Rastogi et.al., 2019) thereby, leading to very high levels of graduate dropouts and attrition at the early stages of career. This is more of a concern in a developing nation like India. India's H&T sector contributes significantly to the country's economic growth and youth employment. IBEF's, (2020) report suggests that India is ranked 10th in terms of its H&T sector's direct contribution of 6.8 percent to the country's gross domestic product (GDP) in FY 2019. Further, India's H&T sector created 39 million jobs – that is 8 percent of the total employment created in India in FY 2019 (IBEF, 2020). Also, as regards foreign direct investments (FDI), the Indian H&T sector attracted US\$10.6bn between the years 2000 and 2017 (Ministry of Tourism, 2018, Government of India). With the Indian government's belligerent investments in the H&T sector, innovative and aggressive re-branding of India as a tourism epicentre, and new visa reforms, the industry is expected to grow exponentially by 2030 (IBEF, 2020).

Given the growth potential of the H&T sector in India, significant demand for labor has spurred a large pool of applicants to enroll in various H&T programs across the country.

Notwithstanding these positive trends and developments, surprisingly, the Indian H&T sector continues to be grappled with issues that relate to labor shortages contributed by high levels of graduate drop-outs and attrition at the early stages of career (Rishipal & H., 2019; Sanjeev, Birdie, & A. K, 2019; Sen & Bhattacharya, 2019) Therefore, it is necessary to begin the diagnosis of the problem by gaining insights on

what possible alternative could mitigate Indian H&T students' indecisiveness facilitates their readiness to sustain and thrive in the H&T sector.

1.2 Entrepreneurship as an Effective Antidote to the Issues of Labor Shortages in the Hospitality and Tourism Sector

Against this background of the issues discussed above, many developing nations, including India views entrepreneurship as a powerful solution to the problem of graduate unemployment.

(Baker, Miner, & Eesley, 2003) as cited in (Fisher, 2012; pp.1022), broadly conceptualize the function of entrepreneurship as a "... *linear process in which entrepreneur volition leads to gestational and planning activities*" (pp. 256) and that entrepreneurship initiatives presuppose the act of "...*discovery, evaluation, and exploitation of opportunities*" (Shane & Venkataraman, 2000; pp.218) that are critical to the success of new enterprises, ventures, and the nation (**Refer to Table 1**).

Table 1: Key Entrepreneurship Outcomes

Dimension	Outcomes	Sources
Entrepreneurship	General employment and job creation (i.e., regional employment growth – though in an unsecured environment with lower remuneration); firm growth and market performance, innovation (i.e., patents, patent frequency, new product/technology developments, generated royalties, % share from sales contribution, rate of penetration through commercialization, level of adoption); productivity improvement (i.e., value added output/hour, total factor productivity); utility (i.e., job satisfaction, self-employment, individual income); economic outcomes (contribution to gross state product [GSP] and gross domestic	(Campbell, & Mitchell, 2012; Müller, & Korsgaard, 2018; Praag & Versloot, 2007)
	product [GDP] growth, exports, shipment shares); public policies; regional development.	

Source: Author's elaboration

Research suggests that H&T entrepreneurship significantly and positively influences – the socio-economic development of regions, destination development (i.e., destination attractiveness, socio-economic progress, and sustainable tourism development), novel service innovations and agility, and growth in terms of market expansion and profitability; thereby giving rise to employment opportunities (e.g., Hernandez-Maestro & Gonzalez-Benito, 2011; Peng & Lin, 2016; Roxas, Ashill, & Chadee, 2017; Shinde, 2010) (**Refer to Table 2**). H&T entrepreneurs achieve this by engaging in robust environment scanning leading to new business opportunity identification and amassing investors and the resources necessary to turn these identified opportunities into reality.

Given the fact that entrepreneurship serves as a strong driving force/foundation for creative and innovative ideas/solutions, economic development, and job creation in the H&T sector (Ahmad, 2015; Fadda, and Sørensen, 2017a; Liu, & Fang, 2016a) many researchers have attempted to identify and establish critical antecedents and correlates of H&T entrepreneurship (Fu et.al., 2019; Li., 2008; Ratten, 2019; Sølvi, 2015)

In particular, early research in H&T entrepreneurship has predominantly focused on small businesses, behavioral and myriad activity aspects of entrepreneurs, education and training of entrepreneurs, family businesses, and new ventures (Li, 2008). Other reviews have synthesized the key antecedents and consequences of H&T entrepreneurship activities. For example, a comprehensive review (Sølvi, 2015) of 32 research articles in some of the top indexed journals reported studies found support for tourism entrepreneurship significantly augmenting and improving rural tourism opportunities, socio-economic development, poverty reduction, destination branding and development, and even wildlife conservation.

A perspective article on tourism entrepreneurship research (Ratten, 2019) finds support for the observations above. In particular (Ratten, 2019) finds that majority of researchers by emphasizing the focus on social, rural, cultural, religious, and agricultural tourism (Franzidis & Yau, 2018; Jeffrey, 2018; Tham, and Huang, 2019) as potent tourism entrepreneurship and intrapreneurship avenues offer in-depth insights into the essential driving and motivating forces that influence small/medium tourism business venture effectuation and success (Andreas et.al.,2019). In this regard, strong empirical support exists to situate factors like, for example, entrepreneurs' self-efficacy

beliefs, community support, growth, and lifestyle orientation, tourism infrastructure, and presence of competent human capital as the key drivers for successful tourism entrepreneurship (Sølvi, 2015).

In a similar vein, findings from the studies mentioned above notwithstanding, a systematic review by (Fu et al., 2019) of 108 research articles in the domain of H&T entrepreneurship found that studies across the world have consistently found empirical support to situate some variables under two specific categories as significant precursors of H&T activities.

In particular, (Fu et al., 2019) listed, categorized, and placed the identified variables into 'individual' and 'environmental' factors. Individual dimensions that favorably influenced H&T entrepreneurship success include personality traits (i.e., rationality, risk-taking, achievement motivation, confidence, self-efficacy, and locus of control) (e.g., Antonio & José, 2012; Burgess, 2013; Mody et.al., 2016) demographic variables (i.e., age, gender, education, work experience) (e.g.,

(Malmström, Johansson, & Wincent, 2017; Sandy, 2013) and motivation orientations (i.e., growth-oriented approach and lifestyle-oriented approach) (e.g., Ahmad, et.al., 2014; Gary, 2011). On the other hand, destination environment dimensions that positively influences H&T entrepreneurship activities to include economic issues (i.e., financing, incentives, and unemployment rates) (e.g., Bosma et.al., 2012); socio-cultural factors (e.g., Jóhannesson, 2012; Kline, 2015); destination/place identity (e.g., Hallak, Rob, Guy, 2018); government policies (i.e., administrative regulations, legislations, compliance, and government interference) (e.g.,

Shi et.al., 2014; Strobl & Andreas, 2013); technological advances (e.g.,Buhalis et.al., 2019; Glavas, & Mathews, 2014; Wang & Hung, 2019). Moreover, studies position H&T entrepreneurship as a key antecedent to socio-economic development; firm - innovation, agility, and growth in terms of productivity, market share, and profitability (e.g., Hallak,

Assaker & O'Connor, 2014; Hernandez-Maestro & Gonzalez-Benito, 2011; Roxas, Ashill, & Chadee, 2017) and destination development (i.e., destination attractiveness,

socio-economic progress, and sustainable tourism development) (e.g., Roxas, 2013; Peng & Lin, 2016; Shi et.al., 2014; Shinde, 2010)

Table 2: Key Antecedents and Consequences of Hospitality Entrepreneurship

Dimension	Correlates in H&T research	Sources
Entrepreneurship	<p><u>Most Widely Covered Antecedents</u></p> <p><i>Individual factors</i> [e.g., personality types, rational thinking, risk propensity, achievement motivation, confidence, self-efficacy, and locus of control]</p> <p><i>Demographics</i> [e.g., Age, gender, work experience, level of education]</p> <p><i>Motivation</i> [i.e., Lifestyle orientation, growth orientation]</p> <p><i>Contextual factors</i> [Economic factors – financing, (un)employment rates; Socio-cultural factors; Community support; Technology advancements; Government regulations and policies]</p> <p><u>Outcomes</u> [Employment; Innovation; Firm growth; Productivity; Market share and performance;</p>	(Fu et al., 2019; Li, 2008; Sølvi, 2015)
	Sustainable regional tourism development; Socio-economic development; Destination/place attractiveness]	

Source: Author's elaboration

1.3 Positioning Entrepreneurship Education as a Game Changer in Driving the Entrepreneurship Intentions and Behaviors among Students

As regards the H&T sector, there have been extensive calls for educators to adopt sector-appropriate and industry-specific H&T education models (Airey & Tribe, 2000; Dredge, Airey, & Gross, 2015; Stefanos, 2015) There exist, however, significant gaps between H&T industry expectations, student experiences, and educator approach and deliverables. Accordingly, H&T education, of late, has attracted widespread criticism worldwide. At the core of this issue lies the fact that the traditional education

system adopted by H&T institutions does not necessarily promote and facilitate vocational and action learning (Sheldon, et.al., 2008).

'*Education*' (i.e., both elementary and/or advanced), domain and/or specialization notwithstanding, is considered an essential tool to augment students' employability opportunities by facilitating - effective dissemination of timely and relevant knowledge, enhancement of key skills and competencies, and opportunities for professional development. Experts (e.g., Airey & Tribe, 2000), however, believe that traditional education systems and approaches, most often than not, fall short of delivering core and/or specific employability skills and contextual skills like critical thinking capabilities, logical reasoning, pattern recognition, leadership, and management skills to students that facilitates them to succeed in their respective professions. Consequently, poor employability opportunities coupled with a lack of career optimism, in their turn, exercise their negative influence on talent retention, performance, and growth opportunities; thereby, forcing H&T graduates to shift their respective careers to other domains where there are more significant opportunities for survival and growth (Edmund, 2020; Li, 2008; Ning-Kuang, Ben, Goh, 2007)

Given students' poor industry readiness, overall lack of confidence, receding career optimism, and an apparent mismatch between industry-academia expectations, experts have called for sweeping transformations in H&T education curricula to not only elicit compelling learning experiences among the students but also facilitate creativity, innovation, employability, and job creation avenues in this particular domain (Chung-Jeng, Huei-Ting, 2014; George, 2017; J.B, 2018; Lashley, 2018a).

Accordingly, through their government-driven education and employment policies, these countries actively encourage academic institutions and universities to adopt and integrate EE into regular course curriculum (Ahmad, 2015). This is because experts position '*education*' as a key enabler of individuals' enterprising behavior (Otache, 2019); supported by the fact that entrepreneurial knowledge, skills, and attitudes can be learned, taught, and altered (Matlay, 2013; Pandit, Joshi, & Tiwari, 2018) In addition, governments of many nations offer support to academic institutions and universities to develop robust ecosystems and support mechanisms to facilitate innovation and entrepreneurial ideas among students. For example, in India, the government usually promotes several entrepreneurial developments and promotional

activities (Pandit, et. Al., 2018) in collaboration with leading Indian universities and academic institutions. Platforms like '*Atal Innovation Mission (AIM)*', '*Start-up and Stand-up India*' offer a strong foundation for fostering innovation and entrepreneurial ideas among the youth. Human capital theory (HCT) offers the theoretical lens through which the significance of

EE in augmenting individuals' capabilities can be understood (Anosike, 2019; Martin, McNally, & Kay, 2013; Marvel, Davis, & Sproul, 2016; Westhead & Solesvik, 2016). Human capital refers to an individual's competency inventory (i.e., knowledge, skills, and attributes) through training, education, and work experiences. These competencies are crucial for materializing entrepreneurial ideas, activities, and success (Anosike, 2019). Accordingly, experts situate EE as a critical enabler of human capital (Marvel, et. al., 2016); endowing students with the necessary knowledge, skills, and competencies for idea generation, enterprise creation, and new-venture survival and sustainability (Westhead & Solesvik, 2016).

1.4 Insights and Gaps from the Past Entrepreneurship Education- Entrepreneurial Intentions Research

1.4.1 Lack of Research Linking Entrepreneurship Education to Entrepreneurial Intentions in the Domain of Hospitality and Tourism

The importance of EE emanates from the significant contributions that successful H&T entrepreneurs and their respective ventures are expected to render to their own, the organization, and the country's overall growth (Ahmad, 2015). As cited by (Ahmad, 2015b; pp.21), (Jones

& English, 2004) conceptualize EE as "*... the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge, and skills to act on them - It includes instruction in opportunity recognition, commercializing a concept, marshaling resources in the face of risk, and initiating a business venture*" (pp. 416).

Though the importance of EE is well conceptualized, very few studies in the domain of

H&T (e.g., Ahmad, 2015; ElSaid, & Fuentes, 2019) have examined EE as a possible predictor of entrepreneurial success outcomes. Accordingly, the dearth of research that positions EE as a key antecedent in H&T entrepreneurship conceptual/causal models is surprising given the fact that favorable student perception of EE is considered to be a reliable predictor of individual-level entrepreneurial intentions (EI) and the related entrepreneurial behaviors (Bay *et al.*, 2014). While robustly designed and administered EE programs are expected to act as an enabler for individuals to pursue and recognize the creative and commercial "worth" of their myriad entrepreneurship schemes, ideas, and skill-sets, on the other hand, poorly designed and operationalized EE programs are expected to have detrimental effects on students' EI and entrepreneurial orientations and push them further towards paid-employment intentions (Otache, 2019).

Accordingly, the questions of '*...Whether EE programs indeed elicit EI among students? And if yes, then 'how' and under 'what' conditions does it do so?*' have manifested themselves into a progressive concern for academicians, researchers, and policy decision-makers. This is because, though available extant research in the domain of entrepreneurship reveals insights into the EE-EI relationship (Bae *et.al.*, 2014; Martin, McNally, & Kay, 2013; Nabi *et.al.*, 2017) the evidence that emanates from past studies on the nature and magnitude of EE-EI relationship is still largely inconclusive. While some scholars have found little empirical support to situate EE as a potent antecedent to students' EI (Cheng, Chan, & Mahmood, 2009; Fayolle, & Gailly, 2015), other studies establish a positive and significant EE-EI relationship (Farashah, 2013; Karimi *et.al.*, 2016; Otache, Oluwade, & Idoko, 2020; Rauch, & Hulsink, 2015; Westhead & Solesvik, 2016) In essence, the inconsistent findings of studies that have examined the EE-EI relationship suggest that mere implementation of EE programs, most often than not, fail to elicit the necessary favorable EI, attitudes, and behaviors among students; mandating academic institutions and universities to revisit the fundamental ground (i.e., objectives, methods, content, and processes) on which their respective EE programs are founded. This mandates a study that churns out specific elements and dimensions of EE that would eventually make it effective/successful, especially in the domain of H&T.

Also, '*intention*' towards entrepreneurship assumes importance because experts situate EI as potentially the most potent antecedent to entrepreneurial outcomes and behaviors, further necessitating the need to study EI among potential entrepreneurs (Krueger, 2007). EI, in this regard, is conceptualized as '*an individual's aspiration to start his/her business venture*' (Krueger, Reilly, & Carsrud, 2000); essentially drawing its premise from the two theoretical perspectives of the entrepreneurial event model (Shapero, 1975) and the theory of planned behavior (TPB) (Ajzen, 2011). While the former framework positions EI as contingent on an individual's '*desirability of*' and '*feasibility for*' entrepreneurship, the latter presupposes EI as a function of an individual's attitude that manifests from the evaluation of social norms, control, and observed behavior. Though both frameworks are synergetic and coherent in that higher levels of perceived control over personal behavior in individuals (ESE beliefs) are also expected to render the idea of entrepreneurship among them to be more feasible (Liñán, Santos, & Fernández, 2011). In essence, individuals who aspire to become self-employed and have strong EI undertake and engage in a meticulously planned and conscious decision-making process to establish a business venture in the future (Şesen, & Basim, 2012). They engage in robust discussions with other entrepreneurs, are involved in relevant market exploration, educate themselves on different aspects of enterprising, and seek vigorous training to upgrade their skills for entrepreneurial activities. Accordingly, they develop favorable attitudes leading to EI and other possible entrepreneurial behaviors and actions over a while.

1.4.2 Possibility of an Indirect Conditional Relationship between Entrepreneurship Education and Entrepreneurial Intentions

Despite the potentially positive role that H&T EE is expected to play in enhancing students' EI, scholars contend that the hypothesized positive relationship between the two constructs may not be direct but one that may be intervened by cognitive factors (Nabi et.al., 2017; Young, & Sexton, 1997). Of the many possible cognitive constructs that may play the intervening role in the observed relationships between EE and different entrepreneurial outcomes, scholars emphasize the importance

of ESE (Bae et al., 2014) in eliciting favorable intentions/actions/behaviors from potential entrepreneurs. Drawing extensively from social cognitive theory (Bandura, 1984), self-efficacy is essentially conceptualized as an individual's self-belief and confidence regarding his/her abilities to successfully perform the task at hand (Bandura, 2007). When the self-efficacy (i.e., creative and learning) beliefs extend to the foci of starting a new business venture or other related entrepreneurial outcomes, it takes the shape of ESE (Chen, Greene, & Crick, 1998; Fuller et.al., 2018; Mcgee et.al, 2009).

Furthermore, experts argue that career intentions and outcomes (i.e., in the case of this study EI) are a function of the adaptivity or adaptive readiness dimension of the career construction model. The '*adaptivity*' dimension refers to the psychological traits of flexibility, temporal focus, and pro-activity that individuals willingly exercise to counter and mitigate the ill effects of unfamiliarity and complexity that they could face while confronting poorly defined situations in vocational tasks and work-related transitions (Hirschi, Herrmann, 2015). Adaptivity also includes personality traits (e.g., extraversion, openness to experience, conscientiousness, etc.), dispositional positivity, self-awareness, self-esteem, and core self-evaluation facets (Rudolph, et.al., 2017a) Self-efficacy beliefs of an individual are expected to be influenced by their levels of proactiveness because proactiveness relates to identifying different opportunities and seizing them; showing more risk propensity and an enterprising orientation.

1.4.3 Lack of Studies on Entrepreneurial Competencies Specific to Hospitality and Tourism

Experts also opine that robustly designed EE programs should fundamentally enhance the student perception of entrepreneurial competencies. This is because past studies situate entrepreneurial competencies as a key antecedent of new-venture success; lack of which leads to issues with business sustenance, continuity, and performance (e.g., Dulewicz, & Higgs, 2000; Eva Kyndt, 2015; González-López, Pérez-López, & Rodríguez-Ariza, 2021) This stream of inquiry has attracted very few empirical studies in the domain of H&T to examine the effectiveness of different entrepreneurial competencies on myriad entrepreneurial outcomes with mixed conclusions (e.g., Kallmuenzer et.al., 2019; Tajeddini, & Martin, 2020; Phelan, &

Sharpley, 2012). However, most of these studies have drawn the competencies extensively from entrepreneurship research (Nakhata, 2018; Quagraine, 2018; Yusuff, Bakar, & Ahmad, 2016) The most widely covered entrepreneurial competencies in H&T have been, for example, concepts, opportunity identification, networking, personnel/people-management, learning, and ethics. Accordingly, there is a lack of exploration of entrepreneurial competencies that are probably specific to the domain of H&T. Also, some vital entrepreneurial competencies may be perceived to be more critical than others in determining an enterprise's success and growth.

1.5 Objectives of the study

1.5.1 Research Questions

Within the scope and the boundaries of the reviewed literature in the domain of entrepreneurship, entrepreneurship education, H&T entrepreneurship and education, and the self-concept, the researcher limits the focus of this particular research endeavor to the following questions:

- What key elements/dimensions would contribute to a robust H&T EE program/course?
- What entrepreneurial competencies are perceived to be most important for entrepreneurial success? Whether students and educators believe that the current H&T EE programs aid in the development of such competencies?
- How does EE relate to EI in H&T students? Is the relationship direct or one is mediated by ESE? What are the 'boundary' conditions that strengthen the hypothesized relationships between EE-ESE and ESE-EI?

1.5.2 Research Objectives

The research objectives of this study are manifold.

1. To qualitatively probe into what elements of entrepreneurship education (i.e., ecosystem, pedagogy, coursework, and assessment mechanisms) would contribute to the development of a dedicated H&T entrepreneurship program.
2. To identify key entrepreneurial competencies for students to engage in successful enterprising activities in the future.

3. To adopt a competency-based gap-analytic approach to estimate the strength of H&T students on the identified entrepreneurial competencies.
4. To empirically investigate the relationship between EE and students' EI.
5. To further explore the effects of proactiveness, entrepreneurial self-efficacy, and individual self-regulation on the relationship between EE and EI.

1.6 Thesis Structure

The thesis follows the following structure. The second chapter brings forth the key findings from relevant conceptual/theoretical and empirical studies and, in the process, presents the framework of this research. The third chapter offers in-depth insights into the methods and procedures adopted for this study. The fourth chapter that follows presents, interprets, and discusses the results emanating from this study. The final chapter focuses on institutional, practitioner, and research implications. The final chapter, in its accord, summarizes the key findings of the study and offers concluding remarks.

Chapter II

Review of Literature

Chapter Overview

This chapter elucidates and explains, in-depth, some of the essential theoretical facets and foundations of the concept of entrepreneurship, hospitality and tourism entrepreneurship, entrepreneurship education, vital elements of entrepreneurship education, entrepreneurship self-efficacy, entrepreneurial intentions, and hospitality and tourism entrepreneurship education; in the process bringing forth critical qualitative and quantitative findings from the extant scholarship that exists in the domain of entrepreneurship education. Accordingly, this chapter proposes this research endeavor's research hypotheses and presents a conceptual framework to be tested empirically.

2.1 Entrepreneurship

Research on entrepreneurship and its conceptualization has progressively evolved over the years (Müller, 2016; Shane, & Venkataraman, 2000b) The earliest research has focused predominantly on arriving at a precise definition of entrepreneurship and its dimensions, underscoring the role that entrepreneurship played in economic development, policy decisions, and societal outcomes across different nations (e.g., (McClelland, 1961; Schumpeter, & Nichol, 1934). What followed next was two decades of research dedicated to identifying and expounding the various demographic factors that triggered small enterprises and ventures (e.g., Conley, 1984). Further, research in the 1980s and 1990s brought forth the influence of other contextual external factors that exercised their influence on entrepreneurship orientation, intent, and success. Research in this era also slowly started expounding the importance of linking entrepreneurship orientations and plans with strategic goals and business models of ventures by stressing the need for a 'fit' between entrepreneurship proclivity and different business strategies (e.g., Venkataraman, & Roy, 1997). Moreover, recent research across the world on entrepreneurship, spread across various industries, has emphasized much on validating different antecedents and consequents of entrepreneurship; supplemented by insights on newer typologies of entrepreneurship like, for example, tourism entrepreneurship, political entrepreneurship, social

entrepreneurship, rural entrepreneurship, and regional entrepreneurship (e.g., Audretsch, Thurik, Verheul, & Wennekers, 2002; Praag, & Versloot, 2007; Campbell, & Mitchell, 2012; Müller, 2016).

Be that as it may with regard to the critical importance of entrepreneurship for different industries, societies, and countries as a whole (Refer Table I); a clear perspective on the core definition, disciplines, and dimensions of entrepreneurship that emerged from the early entrepreneurship research remained largely obscured and elusive. Experts (e.g., Alsos, 2007; Davidsson, 2008) however, do point out the emergence of conceptually clear and theoretically robust typologies, theories, and viewpoints on the concept of entrepreneurship emanating from research, of late (e.g., Dunham, 2010; Parker, Congregado, & Golpe, 2012; Ferreira, Fernandes, & Kraus, 2019; Saiz-Alvarez, 2019)

In this connection, the first viewpoint predominantly positions entrepreneurship as an *'innovation-centric'* activity. (Schumpeter, & Nichol, 1934) presupposes that entrepreneurs essentially 'disturb' the state of equilibrium in business by bringing about dramatic 'disruptions' (i.e., creative destruction) through optimum combination and exploitation of the available resources to offer better, newer, and specific products, methods, processes, and services to the market and customers. Accordingly, entrepreneurs are viewed as 'innovators' who trigger wealth creation, jobs, and economic development in the long run through their offerings.

Further, the second viewpoint situates entrepreneurship as an activity predominantly undertaken by entrepreneurs to *'create new business ventures and establishments'* (Nancy, William & Kelly, 2003). Under this perspective, entrepreneurs are argued to create new organizations to 'imitate' other successful new businesses or conceptualize, design, produce, and launch their indigenous products for the consumers (Aldrich, & Martinez, 2001).

The third most widely acknowledged viewpoint positions entrepreneurship as an activity predominantly focused on *'recognizing, conceiving, and capitalizing on different available business opportunities'* (Shane, & Venkataraman, 2000b). The business opportunities entail the envisioned (predicted) supply-side gap in the value chain that entrepreneurs try to fill by conceptualizing and launching appropriate products in the market (Venkataraman et.al., 2012), in a timely bound manner, either

by starting a new venture or exploiting the resources of an already available organizational setting (Wiklund, & Shepherd, 2008).

2.2 Hospitality and Tourism Entrepreneurship Research

Different perspectives, definitions, and conceptualizations of the construct of entrepreneurship notwithstanding, experts universally situate it as a critical enabler to the success of different functional industries across the world, inclusive of the hospitality and tourism (H&T) sector (Luu, 2017; Yang, & Li, 2008). This is because entrepreneurship is a driving force for creative and innovative ideas/solutions, economic development, and job creation (e.g., Lackéus, 2016; Liu, & Fang, 2016; Fadda, & Sørensen, 2017b).

As regards entrepreneurs, experts posit that individuals with higher levels of entrepreneurship skills and proclivity are expected to engage in creative processes and initiatives so as to generate new business ideas and contribute significantly to the overall growth and profitability of the organization by introducing newer products and bettering the existing customer services (Bosma, Stam & Wennekers, 2010). In this connection, experts contest that not only do entrepreneurs create "value" for the industry as a whole, and the society in particular, through their distinct skills; experts also accord that key entrepreneurship skills and competencies can be significantly developed among the individuals through systematic interventions over and above the levels of competencies and entrepreneurship inclinations that are already an inherent element of their personality (Ramoglou, 2013). Further, greater entrepreneurship skills are also expected to aid and facilitate an individual's coping mechanisms to counter the employment-related uncertainties that emanate from the dynamic worldwide business environment (Jones & Iredale, 2014). Therefore, many modern organizations greatly pursue entrepreneurship skills and competencies (Hofer et.al., 2010), including those in the H&T sector.

To this end, compared to other industries, the H&T sector across the world has, in the past, shown better resilience and pliability to survive business environments that are characterized by continuous political and economic disruptions (Webster & Ivanov, 2017) As in the case of many other small and medium-sized enterprises across different industries, small H&T enterprises not necessarily aiming at huge profits attempt to

exploit financial, human capital, and technology slacks that are sometimes inherent and ingrained in the different business processes and the supply-side dimensions in the value chain (Shepherd, 2015). Accordingly, H&T entrepreneurs and their respective enterprises ensure undisrupted supply and facilitation of customer services, jobs, wealth, and destination development (e.g., Hallak, Assaker & Lee, 2015).

Against this background, entrepreneurship in H&T has witnessed an exponential growth in interest among academic researchers and practitioners over the past two (Fu et.al., 2019; Ratten, 2019; Sølvi, 2015; Yang, & Li, 2008) decades. In particular, early research in H&T entrepreneurship has predominantly focused on small businesses, behavioral and myriad activity aspects of entrepreneurs, education and training of entrepreneurs, family businesses, and new ventures (Yang & Li, 2008). Other reviews have synthesized the key antecedents and consequences of H&T entrepreneurship activities. For example, a comprehensive review (Sølvi, 2015) of 32 research articles in some of the top indexed journals reported studies had found support for tourism entrepreneurship significantly augmenting and improving rural tourism opportunities, socio-economic development, poverty reduction, destination branding, and development, and even wildlife conservation.

2.3 Hospitality and tourism entrepreneurship education

In this regard, education (i.e., both elementary and advanced), domain, and specialization notwithstanding is considered an essential tool to augment students' employability opportunities by facilitating effective dissemination of timely and relevant knowledge and enhancing key skills and competencies and opportunities for professional development. Experts (e.g. Airey & Tribe, 2000), however, believe that the traditional education system and approach, more often than not, fall short of delivering core and specific employability skills, and also contextual skills like critical thinking capabilities, logical reasoning, pattern recognition, leadership, and management skills to students that facilitates them to succeed in their respective professions.

In the hospitality domain, for example, (Chung-Jen & Huei-Ting, 2014) examined the employability readiness of H&T graduates in Taiwan through their quantitative study. Data collected from 193 hospitality graduates and 105 hospitality managers revealed significant gaps in the perceptions of competencies that are usually

considered important for graduates to succeed in the hospitality sector and the actual levels of these competencies available to hospitality students. In particular, the study found that hospitality students in Taiwan who are predominantly exposed to the traditional education system generally lacked confidence not only in core and specific employability skills but also in their respective management, developmental, innovation, behavioral, and career planning skills (Chung-Jen & Huei-Ting, 2014).

In a similar vein, (Nachmias, Walmsley & Orphanidou, 2017) through their qualitative study of 24 hospitality management graduate students from Cyprus and the UK, pointed towards the presence of the issue of usefulness, relevance, and appropriateness of the prevalent hospitality education model in meeting the H&T industry demands. Though students' decision to pursue the H&T course was driven essentially by parental/family influence, the vocational nature of the course, and limited prior work experience, the findings from this study suggested that education models as adopted by H&T institutes in UK and Cyprus contributed very little to augmenting the necessary task and contextual skills among students' or to equip them with the competencies needed to pursue and succeed in their hospitality career (Nachmias, Walmsley & Orphanidou, 2017).

Another related challenge that H&T academic institutes face is to actively '*engage*' students by offering contemporary courses delivered through extensive industry-academia collaborations and partnerships, using emergent technologies, and exposing them to highly experienced and competent H&T faculty members and industry experts (Lugosi & Jameson, 2017) Even India's academic institutions and universities offering H&T graduate and post-graduate courses are not insulated from such challenges (Sarkar & George, 2019). Against the background of increased demand for the workforce requirements in the H&T sector in India (Rao, 2014) many H&T educational institutes in the country have been extensively involved in attempts to produce industry-ready graduates who are appropriately equipped to fulfill practical and operational requirements that are specific to the H&T sector in the country. Of the many H&T institutes functional in the country, premium institutes address these challenges as mentioned above with relative ease as they are well equipped with the necessary resources, infrastructure, funds, industry collaborations, and competent teachers/faculty members. Many smaller H&T institutions in India are not as lucky as

they are plagued by a severe shortage of infrastructure, resources, and capabilities (i.e., in terms of poor in-house training facilities, lack of student engagement through robust internships, and incompetent and less experienced teachers) (Nair & George, 2016) and, therefore, predominantly churn out a large number of less employable graduates (Ernawati, 2003) because they lack the necessary skills and competencies to succeed in H&T career (e.g., (George, 2017). Issues with H&T institutions notwithstanding, many small/medium H&T organizations within the country are unaware of the different courses and content offered by these academic institutes. Unlike big and competent H&T organizations, small/medium H&T enterprises believe that many of the contextual skills on which students are developed in academic institutions are essentially incoherent with the industry demands that prioritize technical and operational skills, citing its labour-intensive nature (George, 2017; Kumar, 2013).

Consequently, poor employability opportunities coupled with a lack of career optimism, in their turn, exercise their negative influence on talent retention, performance, and growth opportunities and, thereby, force hospitality graduates to shift their respective careers to other domains where there are greater opportunities for survival and growth (Chuang et.al., 2007; Edmund, 2020; Li & Li, 2013). In fact, given students' poor industry readiness, overall lack of confidence, receding career optimism, and a clear mismatch between industry-academia expectations, experts call for sweeping transformations in hospitality education curricula to not only elicit effective learning experiences among the students but also facilitate creativity, innovation, employability, and job creation avenues in this particular domain (Chung-Jen & Huei-Ting, 2014; George, 2017; J.B, 2018; Lashley, 2018b)

Against this background, policy decision-makers, academicians, and industry practitioners accentuate and underscore the key role that educational institutions play in infusing and imbuing entrepreneurship curricula at all levels of education (Lackéus, 2016b; Valerio, Parton & Robb, 2014) In this regard, the importance of entrepreneurship education (EE) emanates from the significant contributions that successful H&T entrepreneurs and their respective ventures are expected to render to their organization and the country's overall growth (Ahmad, 2015). As cited by

(Ahmad, 2015b; pp.21), Jones & English, (2004) conceptualize EE as "... the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge, and skills to act on them - It includes instruction in opportunity recognition, commercializing a concept, marshaling resources in the face of risk, and initiating a business venture" (pp. 416). Robustly designed and administered EE is, therefore, expected to act as an enabler for individuals to pursue and recognize the creative and commercial "worth" of their myriad entrepreneurship schemes, ideas, and skill-sets. On the other hand, poorly designed and operationalized EE programs are expected to affect students' entrepreneurial orientations and intentions negatively.

For example, (Yu, Sei & Mahmood, 2009) studied the effectiveness of EE as adopted by public and private universities in Malaysia by examining i) the effect of the EE program on the entrepreneurial intentions of students, ii) the prevalent gap between the required and the available entrepreneurial skill sets and competencies among students, and iii) measuring students' knowledge of entrepreneurship. The findings from this study of 300 respondents comprising undergraduate and post-graduate students from Malaysian universities revealed that EE programs failed to elicit favorable entrepreneurial intentions among students. Further, the study also found that the EE program was ineffective in alleviating the gaps between the required and the available entrepreneurial skill sets and competencies among students, particularly those related to networking, idea generation, negotiation, and intellectual property management. Moreover, EE programs as adopted by these universities even failed to augment the overall knowledge levels of students in the domain of entrepreneurship. The statistically non-significant utility of EE in eliciting - entrepreneurial intentions, entrepreneurial competency building, and knowledge enhancement were primarily driven by poor teaching competency and experience, outdated curricula, inappropriate knowledge dissemination approaches and pedagogy, inadequate focus on action-learning, a narrow focus on few entrepreneurship theories, and over-emphasis on exam performance.

Similarly, (Ahmad, 2015) studied the perceptions of students with regard to the effectiveness of integrating EE modules with other relevant H&T courses and, in the process, examined the usefulness of the EE program in eliciting a favorable entrepreneurial environment for the students to explore as a career option in the United Arab Emirates (UAE). The results that emerged from the 67 H&T students' considered

for this study revealed that the majority of the students registered for the EE program only because it was a compulsory subject. Very few students were interested in entrepreneurship or had any intent/motive to be an H&T entrepreneur. Further, students expected the EE program to augment their overall knowledge of entrepreneurship, the essential attributes and skill sets required to succeed as an entrepreneur, and the basic mechanisms and steps of setting up an enterprise. Furthermore, though students accorded moderate satisfaction with their teacher/instructor performance, teaching quality, and the adopted pedagogy, most H&T students expressed strong apprehensions about the immediate relevance of the EE program in line with their career aspirations. Many believed that the knowledge they gained through the EE program would be valuable only at the later stages of their career, not over and above the practical knowledge they expect to gain through their work experiences in the initial stages of their career.

(Deale, 2016), with her qualitative study that adopted an Interpretative Phenomenological Analysis (IPA), examined and explored the viewpoints and perspectives of 12 small H&T entrepreneurs who functioned in North Carolina – United States of America (USA) on EE and how formal entrepreneurship education was useful and rendered its value to the possible success of entrepreneurial activities. In particular, this study elicited responses on the courses perceived by the entrepreneurs as important and the various mechanisms and methods that educators can adopt to teach entrepreneurship effectively to the H&T students who are desirous of starting their own H&T business. Entrepreneurs considered for this study emphasized the importance of management subjects (e.g., finance; marketing; revenue management; book-keeping) in EE courses that would offer deep insights on the possible financial, marketing, and resource management challenges that students are expected to face in the real world and accordingly train and prepare them for countering any such issues. Entrepreneurs also stressed the need for EE that is structured around a pedagogy that delivers hands on, real-world experiences to the H&T students through robustly designed role-plays, active interactions with other entrepreneurs in the field, 'shadow' learning through dedicated mentors, and paid or unpaid internships and industrial pieces of training. Entrepreneurs opined the need for EE programs that augmented communication skills (i.e., 'inter' and 'intra' personal considered important for customer service and

20

management), networking skills, resilience, creativity, risk-taking abilities, and emotion management skills, among people pursuing such courses.

2.4 Components of Effective Entrepreneurship Education Program

The adoption of entrepreneurship education programs (EEPs) by academic universities and higher education institutions (HEIs) across the world has witnessed an exponential rise in the past few decades (Nabi et.al., 2017). This exponential rise in EEPs is in increasing cognizance of the fact that robustly designed and operationalized EE programs hold tremendous potential to elicit myriad favorable entrepreneurial outcomes (Rideout & Gray, 2013) and, therefore, are viewed as a critical facilitator for new venture creation, socio-economic development, job creation, and a sustainable business ecosystem (e.g., O'Connor, Fenton & Barry, 2012). Support for the need for EE notwithstanding, there still exists a conceptual dilemma with regards to the meaning of EE (i.e., 'what' is EE?), the objectives of EE ('what' does EE accomplish?), and the components of EE (i.e., 'what' should EE comprise?) (Samwel, 2010). In this connection, (Fayolle, 2008) posits that EE essentially reflects a dedicated pedagogical structure that facilitates the development of personal and professional qualities, attitudes, skills, and competencies in individuals that are deemed essential for entrepreneurship through education-based interventions (Maritz, 2017; Maritz & Brown, 2013). Though much of the scholarship in the domain of EE has focused on its impact on skills (i.e., competencies), behavioral (i.e., effectuation), and attitudinal (i.e., intention, orientation) outcomes of individuals, rarely has there been any focus on the critical 'components' that should form the basis of the design of any EEP (Maritz, 2017; Maritz & Brown, 2013; Nabi, et.al., 2017) that eventually would be robust enough to pave the way for the stakeholders to assess and evaluate the effectiveness of EEPs both in short and the long-term. To this end, drawing extensively from the foundational work of Alberti, Sciascia, and Poli (2004) on EE, Maritz, (2017); Maritz & Brown, (2013) through their extensive review of EE literature have proposed a conceptual framework of EEP that comprises seven key inter-related equivocal components based on which robust EEP programs should be conceptualized, designed, operationalized, and evaluated. In particular, (Alberti, Sciascia & Poli, 2004) framework focuses on the program – objectives (i.e., why), audience (i.e., for whom?), content (i.e., what?),

pedagogies (i.e., how?), and assessment (i.e., how good?) components of EEPs. As developed by Maritz and Brown (2013) and Maritz (2017), the framework contextualizes EEP with the inclusion of two additional components of EE ecosystems and outcomes.

Extant scholarship in the domain of entrepreneurship points towards the 'context-specific nature of EE. For example, EEPs can be offered by different types of institutions and organizations, including undergraduate institutions, HEIs, training, and & development academies, private enterprises, etc. Further EEPs, for example, can be contextual or specific to – different geographies; types of entrepreneurship; business and non-business disciplines; national/local or international/global contexts; stakeholder diversity (i.e., students, educators, gender), government interventions and policies, and pedagogy and teaching approach (i.e., theory centric and practice centric). More often than not, each context demands different resources, skill sets, and EE delivery mechanisms adopting appropriate and relevant teaching-learning processes (Maritz & Brown, 2013; Maritz, 2017). Such contextualization is expected to influence EEPs expected objectives and outcomes.

2.4.1 EE Ecosystem

The central precept of an 'ecosystem' reflects the positive linear relationship between the strength of the ecosystem and the success probabilities of firms and organizations that operate and function within such ecosystems (Jha, 2018). The key dimensions of an effective ecosystem include, but are not limited to, strong institutional support, enabling culture, talented human resources, avenues for working capital, and accessible markets (Isenberg, 2011). Strong ecosystems are characterized by an environment that fosters continuous talent development, entrepreneurial recycling, and information richness (Mason & Brown, 2014). Against the obvious benefits of an 'enabling' ecosystem to different stakeholders at large, 'entrepreneurship ecosystem' as a concept has garnered much attention from EE academicians and researchers of late (Belitski & Heron, 2017). This is because some preliminary evidence from EE suggests that most academic universities and institutions fall short of creating a sustainable and enabling environment that fosters rapid conceptualization of entrepreneurial ideas and materialization of new ventures (e.g., Binks, Starkey, & Mahon, 2006) As regards the

domain of entrepreneurship, academic universities and institutions that offer robust ecosystems that encompass a high degree of entrepreneurship promotion interventions, active involvement of and support by institution's management/leadership for entrepreneurial activities, experienced entrepreneurs' as resource persons/ teachers, adequate infrastructural facilities, financial support/ funding mechanism, robust academic governance structure, startup incubations and accelerators, industry interface and functional networks, parks, innovation hackathons, public, private partnerships, and extra-curricular are considered to be most effective in eliciting desired EEP objectives and outcomes (Maritz, 2017; Mukesh, Rao, & Rajasekharan, 2018).

2.4.2 EEP outcomes and Objectives

Though the terms 'outcomes' and 'objectives' are seen to be synonymously used in the entrepreneurship literature (Balan & Metcalfe, 2012), there exists a subtle difference between the two. For instance, while objectives reflect broader EEP goals (e.g., social, economic, and individual that include, for example, innovations, new venture creation, business plans, job creation, economic development, etc.); outcomes, on the other hand, refers to the tangible individual outcomes (e.g., emotions, intentions, orientation, drive, etc.) that participants of EEPs demonstrate (e.g., skills, attitude, entrepreneurship orientations, intentions, and pragmatism, etc.) post-exposure to interventions.

In this connection, the majority of the institutions categorize EEP objectives based on the purpose that these educators intend to achieve (e.g., Fayolle, 2008; Samwel, 2010) by adopting relevant pedagogical, social, and economic approaches, accordingly. The objectives of EEPs notwithstanding, the success of individually stated program objectives is seen to be heavily contingent on stakeholder participation (Penaluna, Penaluna & Jones, 2012). When the purpose is to "create" entrepreneurs, academic institutions educate the program participants "on" entrepreneurship. Accordingly, educators actively foster entrepreneurial processes by making available the necessary infrastructure and tools to facilitate new venture creation through action and experiential learning.

In another related approach, when the objective is to educate participants on entrepreneurship "through" enterprises, educators use their own 'live and assisted'

venture creation activities as an active base to induce the necessary knowledge, skills, and competencies in the incumbents' to prepare them for future venture creation (Kirby, 2004) The objectives as mentioned above of EEP are considered as economic objectives of EEPs as both the objectives lead to venture creation, employment, and socioeconomic development of the region and, accordingly, are viewed upon as the most beneficial objectives of EE (Fayolle & Gailly, 2008).

Further, when the objective of EEP is to make the incumbents learn "about" entrepreneurship and various theories, dimensions, and attributes therein, a 'pedagogical approach (Fayolle & Gailly, 2008), educators adopt relevant pedagogical techniques and contents that sensitize the participants with the basic 'knowledge of the concepts of entrepreneurship and, in the process, make them 'aware' of the roles that different contextual factors, stakeholders, and policies, and regulations play in domain of entrepreneurship. Furthermore, when the objective of education is to train participants "in" entrepreneurship, trainers within organizations strive to make the participants/employees more enterprising, creative, and innovative in the place of their work leading, eventually, to intrapreneurship avenues (Henry, Hill, & Leitch, 2005).

2.4.3 EEP Audience

As already mentioned elsewhere in this section, EEP objectives and their subsequent success are contingent on stakeholder (i.e., both internal and external) participation. In this connection, of particular interest for educators are the program participants (i.e., audience) of EEPs as the most important stakeholders among many other stakeholders (Matlay, 2009; Penaluna et.al., 2012). Program participants are expected to demonstrate diversity, and this heterogeneity among the audience, therefore, is expected to reflect their different learning needs and objectives. Therefore, the entrepreneurship educators' clear insights and understanding of these diverse participant needs are expected to exercise their beneficial influence on the objectives of EEPs, leading to robust program designs. The categorization of the audience, in this regard, can take multiple forms. For instance, the classification of the audience could be based on – socio-demographic factors; the life stage of the enterprise/venture; type of entrepreneurship; the types of entrepreneurs, geographic contextualization; the type

of academic degrees, etc. The types mentioned above of audience classification notwithstanding, research in the domain of entrepreneurship has laid much emphasis on EEPs and their impact on entrepreneurial outcomes as operationalized by different academic universities and institutions, mostly through their undergraduate and postgraduate programs (Maritz & Brown, 2013; Maritz, 2017); focusing, however, less on non-university students and professionals (Maritz, 2017) regardless of their proven propensity and motivation towards entrepreneurship; mandating the need for tailor-made customized EEPs that other organizations and non-academic training institutions could offer to such non-academic audience (Chen & Greene, 1998).

Experts (e.g., Brand, Wauke, & van; Chen & Greene, 1998) bring to the fore the difficulty in measuring the effectiveness of EEPs in terms of their usefulness and relevance in their ability to result in the establishment of new business ventures when the same is measured through student participants in different academic institutions pursuing different under-graduate or post-graduate university courses. This is because; students at the stage of their graduation/post-graduation are focused more on the successful completion of their respective courses rather than the idea of conceptualizing and starting new ventures. Therefore, undergraduate and postgraduate students are likely to approach entrepreneurship courses solely to gain relevant exposure to the basic concepts of entrepreneurship rather than seek in-depth insights on 'how to become an entrepreneur.

Further, most of the entrepreneurship courses adopted by academic universities and institutions are short-term (i.e., at-best – one semester), and this particular issue makes it quite difficult for educators to measure the effectiveness of their EEPs as many students are not likely to take up entrepreneurship as a career option immediately. Those who venture into entrepreneurship make this transition only after gaining sizable work-related experiences that last anywhere between 5 to 15 years in their work domain. Then again, carrying out longitudinal studies so as to examine whether the operationalized EEPs did lead to venture creation by collecting data across such a long duration is difficult, and also the fact that many other contextual and individual/personal factors may significantly contribute to new-venture creation makes it virtually impossible to measure whether EEPs lead to the desired social and economical entrepreneurial outcomes. Moreover, a semester-long EEP is insufficient for educators to robustly

account for audience diversity in terms of their socio-demographic and socio-economic backgrounds, individual psychological characteristics, and their predominant influencing social environment (Fayolle & Gailly, 2008; Maritz, 2017). Taking all these factors into cognizance will also allow researchers, practitioners, and educators to gain insights on whether there exists a specific set of individuals and groups who are oriented towards entrepreneurship and the other way around and, if so, how entrepreneurship related knowledge could be disseminated in accordance to the type of audience (Maritz, 2017).

2.4.4 EEP Content

The course content of any educational program that includes EEP is argued to be one that should be a coherent synergetic mix of relevant 'theory' and 'practice' (Maritz & Donovan, 2015). As regards the former, entrepreneurship theories are expected to aid entrepreneurs– robustly understand the purpose of entrepreneurship; gain deeper insights on the 'underlying' reasons that explain the observed relationships between entrepreneurial decisions and entrepreneurial outcomes, respectively; generalize findings based on sound empirical data/facts; and act accordingly to the myriad entrepreneurial business situations (Fiet & Patel, 2008). The importance of relevant entrepreneurship theories in EEPs notwithstanding, other scholars have emphasized much importance of the role that EEP content that is structured around different practical interventions and activities play in augmenting the necessary entrepreneurial knowledge, skills, competencies, and attitudes among the potential entrepreneurs (students) pursuing under-graduate or post-graduate courses in universities (Matlay, 2008). While some experts situate a predominantly theory-driven EEP to be static (Jack & Anderson, 1999) others call for integrating "action-learning" dimensions into the content of EEPs to expose students to the real-world business environment (e.g., Neck & Greene, 2011). EEP content that is heavy on "experiential" learning is expected to strengthen and equip students with diverse skillsets, further aiding them in making informed decisions when exposed to dynamic business situations (Pittaway & Cope, 2007) For example, Kassean et.al., (2015) in their study of 541 undergraduate university students in the USA, found that students who engaged in entrepreneurial experiential action-learning approaches demonstrated higher levels

of entrepreneurial outcome expectations (i.e., financial rewards, autonomy, personal rewards, family security) and entrepreneurial intentions when compared to those who were exposed to the traditional EE teaching-learning methods. Through a combination of both entrepreneurship theories and action learning approaches are deemed important for EEP's success, scholars believe that many poorly designed EEPs fall short of disseminating authentic and appropriate content on contemporary and emerging entrepreneurship topics like, for example, lean entrepreneurship (Eisemann, Ries, & Dillard, 2011), role and techniques thereof of design thinking and its implications on new-venture sustainability (e.g., Lahn & Erikson, 2016) new-venture business models and advanced EE processes (e.g., Greene, 2011), the concept of learning from entrepreneurs (e.g., Maritz, 2017), contemporary entrepreneurship approaches (Hägg & Kurczewska, 2016; Kassean et. al., 2015; Shepherd, Patzelt, & Baron, 2013) nuances of revenue – financial – marketing - human capital – resource management practices, corporate and social entrepreneurship phenomenon (Deale, 2016), and entrepreneurial orientation (Covin & Miller, 2014).

2.4.5 EEP Pedagogy

Within the confines of EE, the most authentic exemplar for measuring any EEP's success is its ability to create new business ventures. Against these expected outcomes, academic universities and institutions essentially focus much on disseminating knowledge "about" and augmenting skills "for" entrepreneurial activities among students through their EEPs

(Yamakawa et.al., 2016). In this connection, (Fayolle & Gailly, 2008) situate pedagogical methods and course content to be the most potent influencers of the success of EEPs (Maritz & Brown, 2013). This is because 'learning' is considered contingent on pedagogical and edifying theories and methods where students as 'learners' play an equally important part in the process of knowledge dissemination and acquisition. As regards different pedagogical approaches, universities and institutions predominantly adopt a "theory" centric learning approach or an "action" centric learning approach (Neck, Greene, & Brush, 2014). As discussed under the sub-section of '*content*,' theorybased approaches predominantly focus on teaching students "about" entrepreneurship and, in the process, improve students' theoretical, cognitive,

conceptual, and analytical understanding of the meaning of entrepreneurship; its scope, processes, types, and dimensions; and the driving and restraining forces that lead to successful entrepreneurial activities/ventures. Institutions achieve this objective using a range of management and entrepreneurship theories in their EE curricula and pedagogy (Neck et.al., 2014) Equipping students with the basic 'knowledge' of the aspects mentioned earlier of entrepreneurship is considered important.

Nearly half of the new entrepreneurial ventures fail to cite to lack of understanding of 'what' entrepreneurship is all about (Cobham, et.al., 2017). Though, of late, authors have argued that institutions that comport heavily with the traditional teaching-learning methods under the formal education system end up trivializing and suppressing skill sets and competencies deemed to be most important to succeed as entrepreneurs (Westhead & Solesvik, 2016). On the other hand, a practice-centric pedagogical approach attempts to infuse the necessary skills and competencies in the incumbents for them to become successful entrepreneurs through dedicated action and experiential learning interventions (Yamakawa, et.al., 2016). Though there exists a raging debate in the EE scholarship as to what pedagogical approach between the two (i.e., theory-driven; practice-driven) is most effective in leading to desirable entrepreneurial outcomes; a point worth noting, in this regard, is that both approaches are essentially aimed at eliciting favorable entrepreneurial intentions in students and, in the process, keep them engaged towards exploring entrepreneurship opportunities (Balan & Metcalfe, 2012). Further, through their systematic review, (Sirelkhatim & Gangi, 2015) found that universities and academic institutions predominantly position their choice of a pedagogical approach based on the EEP content and the desired objectives and outcomes of the program. In particular, the most commonly adopted traditional pedagogical approach in EE includes methods like, for example, classroom lectures, assignments, workshops, case studies, field trips, in-house seminars, and guest talks. These are the most commonly used pedagogical methods to create awareness and educate students about entrepreneurship. Traditional methods do have some limitations. For example, passive non-engaging lectures and non-stimulating assignments can negatively affect student learning and interest to pursue the course with full vigor. However, traditional methods - allows for significant learning from experienced entrepreneurs' who engage students in the capacity of lecturers and guest faculty

members; they present opportunities to clarify doubts and engage in continuous relevant conversations that augment students' learning about the subject. Given the facts that the traditional pedagogical approach has the same glaring limitations and that the nature of entrepreneurship is essential "activity" oriented (Hytti & O’Gorman, 2004; Maritz &

Brown, 2013) research has explored non-traditions methods that are more suited to EE (Carolis & Litzky, 2019; Ismail, Sawang, & Zolin, 2018; Verduijn & Berglund, 2019).

In this connection, as regards the practice-based pedagogical approach that focuses on '*experiential learning*' and '*learning by doing*,' the most commonly used teaching tools include business simulations, incubators, idea accelerators, mentoring, online, blended learning, self-directed activities, live projects through industry collaborations and for specific clients, and paid/unpaid internships. Action learning allows students to explore and assess different entrepreneurial opportunities actively, assess self and work-group performance in 'real-time' based on objective data during live projects/activities, develop resilience and emotional intelligence, and practice enterprising thoughts through hands-on experience (Neck et.al., 2014)

2.4.6 EEP Assessment

A cursory look at the outline, context, and attributes of the six different EE components (i.e., ecosystem, audience, outcomes, objectives, content, and pedagogy) as discussed earlier in this section brings forth their relevance in what would constitute a robustly designed EEP. However, a deeper consideration suggests that all the components mentioned earlier are interrelated and influence each other greatly. The complex presence and contributions of these components make the 'assessment' of the effectiveness of the operationalized EEPs much more difficult. Given the complexity of the issue, much research in EE has attempted to gauge the effectiveness of EEPs by predominantly measuring entrepreneurial intentions among students (Maritz, 2017) among other possible outcomes (e.g., Pittaway & Edwards, 2012) Like the 'objectives' component of EEP, assessment is also contingent on and, more often than not, specific to the program audience/program participants (Matlay, 2009) The concept of EEP assessment is different from the concept of EEP evaluation. The latter focuses on

measuring student learning and knowledge acquisition through some assessment techniques.

In contrast, the former focuses on measuring the overall effectiveness of EEPs (i.e., their ability to meet the desired objectives) by examining its influence on individual attitudes, behaviors, motivation, and experiences of budding entrepreneurs (Edwards & Muir, 2012) and also long term outcomes in terms of functional startups, job creation, and the overall socio-economic impact. Further, EEP assessment is contingent on program objectives, content, and pedagogies (Maritz & Brown, 2013; pp. 275). In this connection, at the individual level of analysis, the extant literature on EE has considered variables like, for example, student satisfaction, entrepreneurial intentions, levels of knowledge acquisition, self-efficacy, skill enhancement, and perceptions on self-employability (Samwel, 2010; Maritz & Brown, 2013; Nabi et al., 2017).

2.5 Entrepreneurship Education – Self-Efficacy – Entrepreneurial Intention

2.5.1 Entrepreneurship Education and Entrepreneurship Self Efficacy

Experts posit that EE's influence on myriad entrepreneurial outcomes may not be direct, but one may be significantly contingent on individual attitudes and beliefs. Of the many possible individual-level constructs that may play the intervening role in the observed relationships between EE and different entrepreneurial outcomes, scholars emphasize the importance of ESE Wilson (Bae et.al., 2014; Wilson, Kickul, & Marlino, 2007) in eliciting favorable intentions/actions/behaviors from potential entrepreneurs. Drawing extensively from social cognition theory (A. Bandura, 1961), self-efficacy is essentially conceptualized as an individual's self-belief regarding their abilities to successfully perform the task at hand (Bandura, 1986). Most individuals would actively approach tasks for which they hold high self-efficacy beliefs while avoiding those tasks where the probability of failure is higher, citing inadequate knowledge, skills, and competencies (Forbes, 2005).

When self-efficacy beliefs extend to the foci of starting a new business venture or other related entrepreneurial outcomes, it takes the shape of ESE (Chen et.al., 1998;

Mcgee et al., 2009). In line with the agentic perspective, entrepreneurship is considered predominantly volitional. Entrepreneurs counterbalance the uncertain and dynamic business environment they face with highly risky, proactive, creative, innovative, and informed decision-making. ESE is expected to play an important role in entrepreneurs' success with their ideas (Miao, Qian, & Ma, 2017). To this end, ESE is found to influence myriad entrepreneurial outcomes that include significantly but are not limited to entrepreneurial intentions, entrepreneurial emotions, entrepreneurial behavior, entrepreneurial performance, and firm-level outcomes (Newman et.al., 2019). Given the importance of ESE, available extant scholarship in the domain of entrepreneurship positions variables like, for example, work experience, education and training, mentorship, individual differences, firm characteristics, and cultural and institutional environment and ecosystem as key antecedents to ESE (Newman et al., 2018).

Multiple possible precursors of ESE notwithstanding, recent research has focused much on the possible ways in which EE can augment ESE among students. For example, (Karlsson & Moberg, 2013) examined the effectiveness of EEP, using a quasiexperimental design [i.e., pre/post-test surveys], in its ability to augment ESE and favorable attitudes of students towards entrepreneurship. The findings of their study suggest that EEP, as attended by undergraduate students, did indeed augment students' ESE beliefs with regard to opportunity identification, business plan development, marshaling resources, financial management, human resources management, and managing general aspects of the business. Further, EE augmented students' perceptions of entrepreneurship and triggered nascent entrepreneurial behavior.

In a similar vein, (Gielnik, et.al., 2017) have strong empirical support to position the beneficial effects of sustained entrepreneurship training on ESE, entrepreneurial passion, and business venture creation. In particular, Gielnik et al.'s (2017) study found that entrepreneurship training did indeed positively affect the ESE and entrepreneurial passion of 227 undergraduate students over time. Further, entrepreneurial passion was found to mediate the relationship between entrepreneurship training and business venture creation.

Kubberød & Pettersen, (2017) used a phenomenological approach using focus group interviews and critical incident techniques on a group of postgraduate students from two Norwegian institutes undergoing a three-month internship program which is

an integral part of their master's EEP comprising a synergetic mix of theory-based and experiential learning in American startups found that foreign EEP leads to exhilarating entrepreneurial learning experiences. As students actively engaged in experiential learning, which involved, for example, intense observational activities; time-bound business tasks like client networking, market research, and customer connect; and attending entrepreneurship lectures delivered by experienced and successful entrepreneurs, their ambiguous perception about the cross-country/culture EEP components dissipated which, in its turn, significantly improved their insights and understanding of their respective entrepreneurial environment; leading further to enhanced ESE.

Robustly designed EEPs, which adopt a blend of both theory-driven and practice-driven pedagogical approaches, allow program participants (i.e., students) to - gain mastery over entrepreneurship concepts through engaging case studies, live projects, and business plan development activities; learn - by actively hearing and observing mentors and role models, and interacting with successful entrepreneurs (i.e., vicarious learning); seek continuous relevant feedback and assessment on various tasks from the designated mentors (i.e., social persuasion); improve their coping mechanisms and strategies by learning from functional entrepreneurs as regards their ability to cope with real-time business challenges (Bandura, 1986; Zhao, Hills, & Seibert, 2005). Accordingly, the following hypothesis is formulated:

Hypothesis 1: H&T students' satisfaction with EE will positively and significantly influence their perceptions of ESE.

2.5.2 Proactive personality and entrepreneurial self-efficacy

What underlying conditions strengthen the possible positive relationship between EE and ESE further exercises its beneficial effects on myriad entrepreneurial outcomes have continued to confound and perplex many academic researchers and educators alike. In this connection, many individual-level factors influencing entrepreneurial behaviors are well established in the extant EE scholarship.

Of the many possible positive individual-level enablers of entrepreneurial actions/behaviors [e.g., personality traits, achievement motivation, locus of control, etc.

(Sesen, 2013), scholars situate proactive personality (PP) as one of its most potent antecedents (Brandstätter, 2011). The idea of PP presupposes that both individuals and the environment that they inhabit continuously influence each other (Bandura, 1986; Bateman & Crant, 1993); suggesting that individuals do strive continuously, unconstrained by contextual factors, to 'change' or 'alter' their dynamic and uncertain environment to elicit favorable individual-level outcomes by engaging in proactive behaviors (Seibert, Crant & Kraimer, 1999). Accordingly, PP is conceptualized as "...a dispositional construct that identifies differences among people in the extent to which they take action to influence their environment" (Bateman & Crant, 1993; pp. 103).

In essence, scholars argue that all the observed actions by humans are 'volitional' and 'agentic' in nature and that all self-regulated actions are essentially directed towards personal goal attainment (Bandura, 2001; Little, Snyder, & Wehmeyer, 2006; Wehmeyer et. Al., 2017). However, PPs demonstrate increased discretionary and agentic initiatives towards their goals through proactive actions, behaviors, and perseverance compared to those who demonstrate less proactiveness. Type of job or profession notwithstanding, PP has been found to exercise its beneficial influence on many individual and organizational-level outcomes like, for example, goal selfconcordance, life satisfaction, and in-role and extra-role work behaviors (e.g., Bergeron, Schroeder, & Martinez, 2014; Fuller & Marler, 2009; Greguras & Diefendorff, 2010; McCormick et.al., 2019) job reflective learning and creativity (e.g., Li, et.al., 2019); career adaptability (e.g., Jiang & Alexakis, 2017); job satisfaction (e.g., Li, Huang, & Song, 2020); career success (e.g., Turban et.al., 2017) job-crafting (e.g., Teng, & Chen, 2019) job performance (e.g., Bakker, Tims, & Derks, 2012); and entrepreneurship intentions (e.g., Prabhu, et.al., 2012); (Fuller, & Marler, 2009; Neneh, 2019; Paul, Hermel, & Srivastava, 2017).

Further, experts posit that the most potent predictor of entrepreneurial behavior is EI regarding the function of entrepreneurship. EI, in turn, manifests from a positive self-belief that an individual holds about the self. This belief establishes confidence in the person regarding their ability to achieve or accomplish a given goal or task. In this connection, the ESEs premise emerges from the fact that an individual believes in holding strong control of their competencies/skills/abilities and the surrounding

situations to start and experiment with new business ventures. Self-efficacy beliefs are expected to be influenced by PP because PP relates to identifying different business opportunities and seizing them, showing more risk propensity and an enterprising orientation (Frese, M., & Fay, 2001).

There exists some strong empirical evidence to situate PP as an antecedent to ESE. For example, the study by (Brown et.al., 2006) of 180 graduate students from a mid-western university found that PP significantly influenced job search success among students and that this relationship was not entirely direct but one that was partially mediated by self-efficacy beliefs and job-search behaviors of students. (Prabhu et.al., 2012), from their study of 523 business administration students from four distinct countries in China (Asia), USA (North America), Finland (Europe), and Russia (EuroAsia) found that PP related positively and significantly to ESE and that ESE mediated the positive relationship between PP and general EI, lifestyle EI, and growth EI among the students.

Their study also found that the observed relationship between PP and lifestyle and growth EI orientations was stronger in individuals who demonstrated higher levels of ESE when compared to their counterparts. In a similar vein, a study by (Hussain & Malik, 2018) of 306 female business management graduate students from Pakistan found that PP related significantly and positively to ESE and that ESE partially intervened in the observed positive relationship between the constructs of PP and EI.

Self-efficacy belief is, therefore, considered to be the most proximal influencer of human cognitions, feelings/effects, emotions, and behaviors (Bandura, 1986) and that distal individual personality attributes and constructs exercise their influence on myriad individual-level behavioral decisions and outcomes only through motivational constructs like self-efficacy) (Kanfer, 1992). Accordingly, the following hypothesis is posited.

Hypothesis 2: PP will moderate the relationship between students' satisfaction with EE and their perceptions of ESE. The observed relationship will be stronger in students who demonstrate higher PP levels than those who exhibit lower levels of PP.

2.5.3 Entrepreneurship self-efficacy and entrepreneurial intentions

As mentioned earlier, EI is conceptualized as an individual's aspiration to start a business venture (Krueger, 2000). In this connection, multiple studies have found a strong correlation between ESE and EI in the context of students at the school, undergraduate, and post-graduate levels (e.g., Austin & Nauta, 2016; Hallam et.al., 2016; Judge & Douglas, 2013; Lüthje & Franke, 2003; Sánchez, 2013; Zhang, & Cain, 2017). Experts (e.g., Boyd & Vozikis, 1994; Krueger & Brazeal, 1994) situate ESE as essential for entrepreneurial attitudes, emotions, intentions, actions, and behavior. In the domain of EE, for example, Zhao et.al., (2005) in their study of 265 management studies postgraduate students found support for ESE positively and significantly influencing EI to the extent that ESE fully mediated the relationship between perceived learnings from formal EE programs and students' EI. In a similar vein, (Nowiński et.al., 2019) examined the effects of EE on EI in students studying in Visegrád countries and found that EE exercised its direct impact on students' EI in only one country out of the four considered for this study.

Further, the findings from this study point towards an indirect relationship between the constructs of EE and EI such that ESE was found to mediate the relationship between the two parts. However, the magnitude and strength of relationships between EE, EI, and ESE and the strength of ESE as an intervening variable varied across countries. This observed variation notwithstanding, EE was found to influence ESE, which, in its turn, influenced students' EI. In a recent study (Mukesh et.al., 2020), the authors, using a quasi-experimental design (Pre/Post-tests), examined the influence of action-based EEP on 83 students' EI and compared it with the influence that a traditional pedagogy exercised on 70 students' EI. The study found that action-based EEP strongly predicted both ESE and EI.

Further, this observation was found to be relatively stronger than the one found with the EEP embodying a traditional pedagogical approach. In this connection, extant entrepreneurship research draws extensively from TPB (Ajzen, 2011) to elucidate the observed relationship between ESE and EI. In particular, ESE is posited to reflect an individual's belief and confidence in their ability to handle a situation that they confront (i.e., a notion that embodies a high perceived control over the behavior of the self). The heightened levels of efficacy beliefs coupled with self-confidence develop, in their turn,

develop positive attitudes among individuals towards exploring entrepreneurial ideas, leading to entrepreneurial actions and behaviors. Accordingly, the following hypotheses are proposed.

Hypothesis 3: H&T students' ESE will positively and significantly relate to their perceptions of EI.

2.5.4 Self-Regulation and Entrepreneurial Intention

While self-efficacy has been the most conventional central tenet used by researchers worldwide to explain the underlying motivations, choices, decisions, attitudes, and behaviors of individuals and students towards the possibility of considering '*entrepreneurship*' as an alternative career option (e.g., Newman et al., 2019) researchers, of-late, have started integrating the concepts of self-regulation and regulatory focus in theory-driven entrepreneurship frameworks (e.g., Cooper, Peake, & Watson, 2016; Shepherd, Patzelt, & Baron, 2013; Tumasjan & Braun, 2012). In this regard, self-efficacy embodies an individual's self-belief regarding their competencies, knowledge, and skill sets to accomplish the tasks at hand. On the other hand, selfregulation demonstrates an individual's ability to channel their thoughts and actions towards the desired task, different obstacles and impediments notwithstanding (Bandura, 2012).

Further, the theory of regulatory focus (e.g., Brockner, Higgins, & Low, 2004; Higgins, 1998) offers insights into how individuals, through deliberate self-regulation, approach their tasks and personal goals. To this end, experts argue that 'hedonic propensities' in people predominantly shape their individual '*approach*' (i.e., promotion-focused) or '*avoidance*' (i.e., avoidance-focused) behavioral decisions and actions (Higgins, 2006). Individuals' approach towards particular actions is driven essentially by their inherent motives, the nature of goals under pursuit, and possible outcomes that they consider salient to their success (Brockner et al., 2004). For example, individuals who pursue entrepreneurial activities in anticipation of profits, fame, and other lucrative outcomes exemplify promotion-focus and approach orientation, primarily attempting to alleviate their individual growth needs. On the other hand, people who pursue entrepreneurial activities to minimize their possible losses or maintain the status quo to avoid undesirable experiences demonstrate a

prevention-focused and avoidance approach, primarily attempting to satisfy their security and safety needs. Each individual is expected to demonstrate both the regulatory focus; and in varying magnitude. However, the predominant choice of focus (i.e., promotion or prevention) is driven significantly by an individual's past experiences. That is to say, past unique experiences with entrepreneurial decisions shape an individual's regulatory focus concerning their ability to - set ambitious but realistic enterprise goals and outcomes, effectively anticipate future trends, and arrive at appropriate strategies and actions to accomplish such performance outcomes (Brockner et al., 2004; Bryant, 2007; Pihie & Bagheri, 2013).

For example, (Trevelyan, 2011) posited that entrepreneurs' regulatory focus would predict their individualized efforts towards task accomplishment; individuals high on promotion-focus would exercise greater efforts towards accomplishing explorative entrepreneurial tasks, whereas individuals high on prevention-focus would exercise greater efforts towards accomplishing exploitative entrepreneurship tasks. That is to say, promotion-focus will facilitate individuals in exerting discretionary efforts towards identifying and recognizing new business opportunities, choosing the most feasible of the ones, and undertaking dedicated endeavors to expand their business (Trevelyan, 2011; Tumasjan & Braun, 2012). Prevention-focus will aid entrepreneurs' by repelling them away from risky markets, business Hypotheses, and over-ambitious tasks (Trevelyan, 2011). (McMullen & Shepherd, 2014), in their study of 142 graduating students, found strong empirical support to situate students' regulatory focus as an important antecedent to their EI. In particular, this study found that students high on promotion focus and approach orientation demonstrated a greater propensity towards starting their business ventures when compared to those students who demonstrated prevention focus and avoidance orientation. In a similar vein, Tumasjan and Braun (2012), in their study of 254 entrepreneurs, found that approach orientation in entrepreneurs' exercised a positive influence on innovative business opportunity recognition. Additionally, the regulatory focus of approach orientation counterbalanced the negative effects of lower levels of efficacy perceptions among the entrepreneurs'. Accordingly, the following hypothesis has been proposed.

Hypothesis 4: Self-regulation will moderate the relationship between students' perceptions of ESE and EI. The relationship between the two constructs will be stronger for students with a promotion focus when compared to students with a prevention focus.

2.5.5 Entrepreneurship Education and Entrepreneurial Intentions

The question of how EE drives entrepreneurship and related actions/ behaviors among individuals has manifested itself into a progressive concern for academicians, researchers, and policy decision-makers; answer to which would elicit a relevant understanding of the underlying mechanisms through which EE affects entrepreneurial outcomes (Nabi et al., 2017).

Scholars situate individuals' intentions towards entrepreneurship as the most potent antecedent to entrepreneurial outcomes and behaviors, further necessitating the need to study EI among potential entrepreneurs (Krueger, 2000). Entrepreneurial intention is conceptualized as an individual's aspiration to start a business venture (Krueger, Reilly, & Carsrud, 2000), essentially drawing its premise from two theoretical perspectives of the entrepreneurial event model (Shapero, 1975) and the theory of planned behavior (Ajzen, 1991). While the former framework positions EI as contingent on an individual's '*desirability of*' and '*feasibility for*' entrepreneurship, the latter presupposes EI as a function of an individual's attitude that manifests from the evaluation of social norms, control, and observed behavior. Though both frameworks are synergetic and coherent in that higher levels of perceived control over personal behavior in individuals are also expected to render the idea of entrepreneurship among them to be more feasible. On the other hand, individuals who demonstrate favorable attitudes and also exhibit strong conformance to social norms are expected to perceive the idea of entrepreneurship to be more desirable (Liñán et al., 2011).

Though moderate and largely inconsistent across studies, the relationship between EE and EI is well-established in entrepreneurship literature (Bae et al., 2014). Two possible scenarios explain the inconsistent relationship between EE and EI. First, EE exposes students to the necessary entrepreneurial knowledge, skill sets, and competencies through traditional and innovative teaching-learning experiences (Unger et al., 2011) thereby eliciting favorable attitudes among students toward

entrepreneurship leading to an intense desire in them to explore the idea of starting a new business venture (Liñán, 2008; Martin, McNally, & Kay, 2013). On the other hand, robustly designed EE also makes students aware of the difficulties and challenges in sustaining a small business, forcing them towards a realistic preview of what issues they could face if they choose to start their venture.

For example, (Sandy, 2013) adopted an experimental research design on 41 students pursuing management courses in one of the most reputed universities in Taiwan. In particular, these students were subject to 18 weeks of dedicated experimental teaching, comprising myriad pedagogical methods and resource persons, on the different aspects of entrepreneurship. Though students demonstrated greater levels of awareness and satisfaction with the entrepreneurship course, their levels of EI, however, did not record any significant change.

Similar results were found in a study by (Fayolle & Gailly, 2008). Their experimental study of 158 post-graduate students pursuing a master's degree in a reputed institute in France found that EI among students dissipated post six months of the entrepreneurial workshop. Further, the operationalized EEP exercised a negative influence on EI, suggesting that EEP exercised a positive influence on a few students' EI who demonstrated lower intentions before attending the EEP. In contrast, it negatively influenced the other few students' EI who had prior experience exposure to entrepreneurship. Fayolle and Gailly (2015) attribute this discrepancy to two scenarios; first, the student's initial perception (before EEP) towards entrepreneurship, and second, their levels of exposure to the concepts of entrepreneurship (before EEP). In particular, they argue that EEP potentially affects students' EI from both scenarios mentioned earlier. At the same time, students who have very little knowledge of 'what' entrepreneurship all about seem to benefit from EEP to the extent that they are willing to consider entrepreneurship as an alternative career choice. On the other hand, another set of students with prior knowledge of entrepreneurship, post attending EEP, would have come to believe that they had originally under-estimated the hardships and challenges associated with running one's own company; having come to terms with reality no longer desire to be entrepreneurs (Oosterbeek & Ijsselstein, 2010).

Nabi et.al.,(2018) adopted a mixed-method approach to examine the role that EE played in eliciting entrepreneurship inspiration, entrepreneurship learning, and EI

among students from a British university; some of whom were pursuing entrepreneurship courses, and other students were pursuing non-entrepreneurship courses. In particular, the findings from Nabi et.al., (2017) point towards the overall beneficial effects that robustly designed EEPs can exercise on students' entrepreneurship – inspiration and learning. However, EE did not augment EI among students from entrepreneurship courses significantly greater than the non-EE participants. While they attribute the increase in some students' EI to positive learning experiences and entrepreneurial skill enhancements in those who had not envisaged entrepreneurship as a possible career option before they registered for an EEP; a decrease in EI among some other students' is seen to emanate from "... *a more realistic and practical perspective on entrepreneurship*" (Nabi et al. 2018; pp. 13).

Non-support for consistent beneficial effects of EE on EI, as is the case that emanates from the research findings mentioned above articles. There also exists strong empirical support to situate EE as an effective tool to elicit EI among students. For example, a study by (Farashah, 2013) on 601 Iranian individuals exposed to the entrepreneurship training program, however, situated EE and related training modules as a strong antecedent of EI. This study also found that institutional (i.e., EE and training), societal (i.e., status and social norms), and individual (i.e., fear, desirability, and self-efficacy beliefs) as influencing factors of EI.

(Rauch & Hulsink, 2015), drawing extensively from TPB, using a quasiexperimental design to study the usefulness of EE in eliciting EI among students, found that EE, by and large, is very effective in eliciting students' EI. Further, EE was found to exercise its positive influence on EI through perceived behavioral control (PBC) and attitudes. That is to say, PBC and attitudes mediated the observed relationship between EE and EI. Moreover, EI partially mediated the positive relationship between EE and entrepreneurship behaviors. Accordingly, the following hypothesis is formulated:

Hypothesis 5: H&T students' satisfaction with EE has no direct effect on their EI but has an indirect effect through ESE.

2.5.6 Entrepreneurial Competencies in the Hospitality and Tourism

Management

The question of what individual factors contribute to enterprise/business success has received significant attention in prior research (e.g., Kyndt, 2015; Andreas, 2015). This question assumes importance because multiple researchers, policy decision-makers, and practitioners position entrepreneurs as central to the success of business enterprises; more so with small - and medium-sized ventures (Volery, Mueller, & Siemens, 2015). In fact, (Markman & Baron, 2003) posit that an entrepreneur's individual/human variability, most often than not, affects their firm's performance more significantly when compared to external factors like, for example, product novelty, entry barriers, and scale of operations. Therefore, more recently, research has focused much on the personality (traits and dispositions) approach and competency approach (Wagener, Gorgievski, & Rijdsdijk, 2010).

While scholars situate personality traits and dispositions to be predominantly inflexible and fixed, they also position competency as a variable that can be altered/augmented with specific interventions and training (Wagener et al., 2010). Accordingly, studies adopting a competency approach are considered more relevant as entrepreneurial competencies are seen as more crucial for firms' performance over and above other favorable factors like, for example, driving ecosystems, ample availability of resources, and a positive environment (Kyndt & Baert, 2015).

Entrepreneurial competencies, in general, are conceptualized as an integration of knowledge, skills, and attitudes (Kyndt & Baert, 2015; Volery et al., 2015) that an entrepreneur needs to run a successful venture — meeting complex demands by adopting myriad analytical and behavioral approaches in particular contexts (Markman & Baron, 2003; Mulder et.al., 2007). The presence of entrepreneurial competencies is expected to improve the adaptive readiness of potential entrepreneurs by augmenting their psychological traits of flexibility, temporal focus, and pro-activity. Individuals willingly exercise such adaptive readiness to counter and mitigate the ill effects of unfamiliarity and complexity that they could face while confronting poorly defined problems in entrepreneurial tasks and work-related transitions (Andreas & Herrmann, 2015). Adaptive readiness also includes self-awareness and core self-evaluation facets of individuals (Rudolph et.al., 2017b). Accordingly, strong self-regulatory mechanisms

(i.e., emanating from different knowledge, skills, and attitudes) allow individuals to deal with changes in entrepreneurial tasks, occupational transitions, and work-related distress and surprises/shocks in their respective careers as entrepreneurs (Porfeli et.al., 2019).

Entrepreneurial competencies are further expected to augment the entrepreneur's adapting capabilities (i.e., the adaptive behaviors/responses that people engage in or demonstrate, voluntarily, to cope with the unstable and varying entrepreneurial choices and work/market conditions that they encounter oftentimes (Savickas & Porfeli, 2012).

Given the importance of entrepreneurial competencies for business success, research on which competencies are crucial for entrepreneurs in a variety of sectors has found support for competencies like, for example, risk-taking, perseverance, goal orientation, market insights, adaptability, an orientation towards learning, ability to identify and seize business opportunities, resource management (i.e., manpower, marketing, financial, operational), decisiveness, seeking information, autonomy/independence, self-knowledge, self-confidence, building networks, negotiation, persuasion/convincing, social and environment consciousness/responsibility, etc. (Arafeh, 2016; Baron, 2007; Chell; Kyndt, 2015; Frese & Fay, 2001; Robles & Zárraga-Rodríguez, 2015; Sánchez, 2013; Volery, T., Mueller & Siemens, 2015).

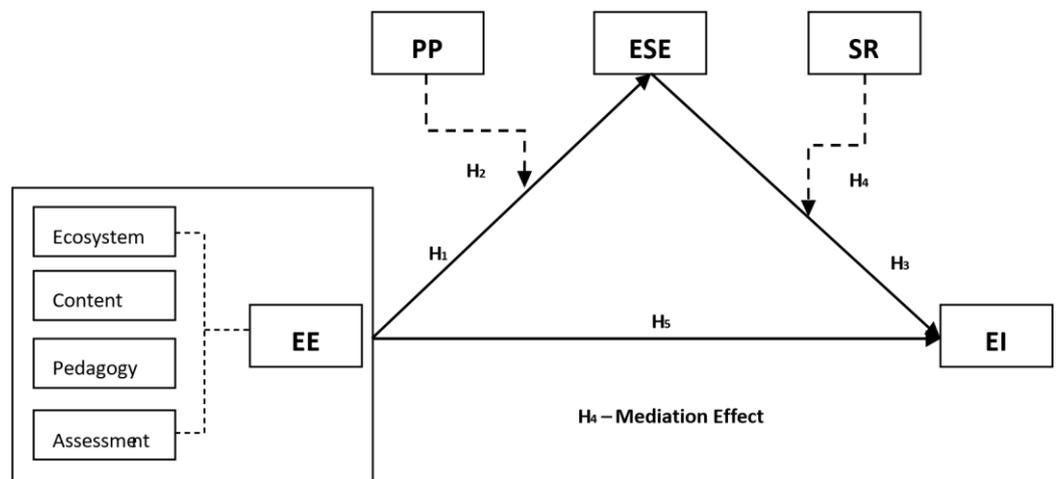
Despite a consensual agreement by multiple researchers over the importance of entrepreneurial competencies — across different sectors — conceptual and empirical studies in the H&T domain on entrepreneurial competencies is very scarce (e.g., (Daniel et.al., 2017; Phelan & Sharpley, 2012; Rimmington, Williams, & Morrison, 2009). The few existing studies do not offer much insight on whether entrepreneurial competencies needed in the H&T sector are stand-alone or are similar to entrepreneurial competencies found to be important in different other sectors; therefore, mandating some exploration and validation. These studies also don't offer much insight into whether students 'selfperceptions' of their entrepreneurial competencies match with the rated 'importance' of these identified competencies. Notwithstanding the fact that EE can significantly augment entrepreneurial competencies (Morrison & O'Mahony, 2003; Sánchez, 2013) many H&T institutions worldwide are found to still adopt entrepreneurial curriculum and pedagogical approaches that fall short on augmenting

entrepreneurial competencies and intentions in H&T students; thereby, mandating sweeping changes in H&T EE programs.

2.6 Theoretical Framework

Following study hypothesis: H₁, EE is expected to be positively and significantly associated with students' ESE. Also, H₂, proactive personality is expected to moderate the observed relationship between EE and ESE. Further, H₃, ESE is expected to be positively and significantly associated with students' EI. Moreover, H₄, self-regulation is expected to moderate the relationship between ESE and students' EI. Last, ESE is expected to mediate the possible positive association between EE and students' EI as posited by H₅.

Figure 1: Research Model [Theoretical Framework]



Source: Author's conceptualization

Conclusion

This chapter expounded at length the findings of extant literature available in H&T entrepreneurship, entrepreneurship education, entrepreneurial self-efficacy, and intentions. The content of the reviewed literature and the proposed study hypotheses

have been presented sequentially. Chapter III will present and discuss at length the research methodology adopted by the researcher for this study.

CHAPTER III

RESEARCH METHODS

The researcher adopted a “mixed-method” approach — a robust combination of qualitative and quantitative research approaches for this doctoral research. This is detailed in greater depth in the sub-sections that follow. Accordingly, first, the researcher elucidates at length the rationale for using a mixed-method approach and offers insights on the steps taken to adhere to ethical and practical issues for this study. The researcher then follows this up with the details of the procedures followed for the qualitative phase of this study, namely, the semi-structured interview schedules and the steps that the researcher undertook to establish the ‘trustworthiness’ of the qualitative findings. Last, the researcher clarifies the procedures adopted for the quantitative phase of this research, namely, the pilot questionnaire, content validity, pilot study, survey instruments, and reliability and validity issues.

3.1 Justifying the Use of Mixed-Methods Approach

Experts position the mixed-method research approach as a multi-method approach (Creswell et.al.,2003; O’Cathain, Murphy & Nicholl, 2007) and are widely used in social sciences research. This is because the mixed-method strategy allows the researcher(s) — to triangulate, validate, and counter-balance any methodological weakness that a study may encounter by the adoption of either a qualitative or a quantitative approach in isolation, answer myriad and relevant research questions of concern simultaneously, facilitate proposition development, aid in drawing robust inferences, expand, and strengthen study’s conclusions, and offer a complete understanding of an observed phenomenon (Doyle, Brady,& Byrne, 2009; Schoonenboom & Johnson, 2017).

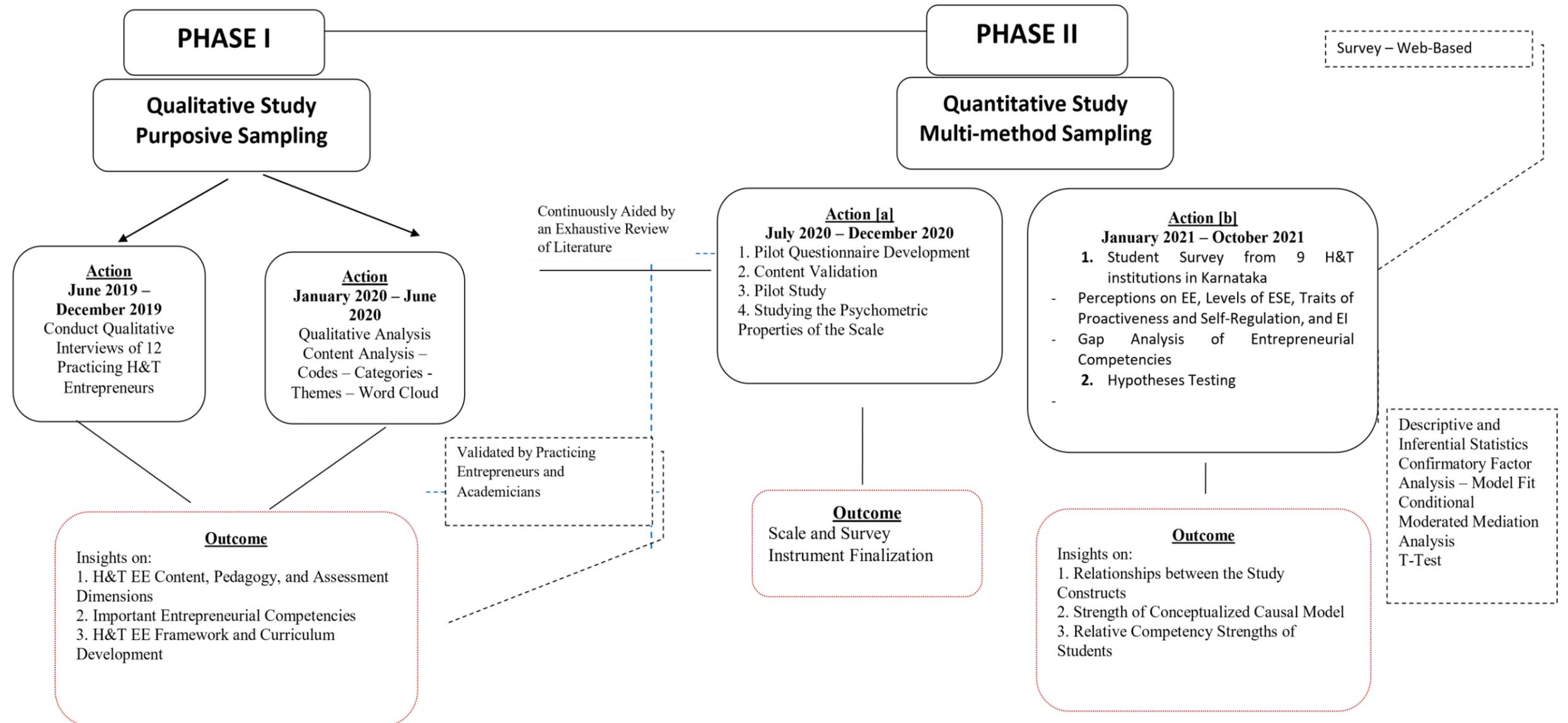
As mentioned (Schoonenboom & Johnson, 2017; pp.108) on how to construct a mixed-method research design, (Johnson, Onwuegbuzie & Turner, 2007) conceptualizes mixed-method research as one where “... researcher combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for broad purposes of

breadth and depth of understanding and corroboration” (pp.123). In essence, researchers, the world over, use mixed-method strategies as a tool to either triangulate, elaborate, develop, initiate, and expand the body of knowledge (BoK) (Bryman, 2006; Greene, 2007) suggests that the use of mixed-method strategies is contingent on the extent to which the researcher wants to establish credibility, the context of the study in consideration, the utility/usefulness of the findings, the need to illustrate emergent patterns/ — juxtaposing binaries/dualisms/dialogues, and allow for integrating diverse viewpoints.

3.2 The mixed-methods approach used in this study

Researchers who espouse a mixed-method research approach can adopt a qualitative dominant (QUAL), a quantitative dominant (QUAN), and a QUAL↔QUANT continuum approach. The timing of the qualitative and quantitative phases of a study can be ‘*sequential*’ or ‘*simultaneous*’ (Creswell, 2013; Creswell et.al., 2011; Liguori et al., 2018). The researcher has adopted a QUAL dominant embedded sequential research strategy (i.e., a strand from the qualitative findings was used in the quantitative study). In particular, the findings from the first phase (i.e., qualitative) of this research allowed the researcher to develop a strong framework and content for the H&T EE program. They identified key entrepreneurial competencies that the practicing H&T entrepreneurs felt were important for the aspiring H&T entrepreneurs/students. This finding, in particular, was used to finalize the items of ESE – on which the researcher captured perceptions about the importance (from practicing H&T entrepreneurs) and the current efficacy levels of these competencies (from students). The research framework can be found below :

Figure 3.1: Research Framework and Timeline



3.3 Approach to Interviewing

The sense of balance/equilibrium between the theoretical and action orientation regarding the teaching-learning system is a ‘natural fit’ (Deale, 2016) and mandates more emphasis on entrepreneurship education as it provides an employment opportunity and contributes significantly to the socio-economic development of regions at large. Notwithstanding the potential of entrepreneurship education to contribute to the H&T sector, questions remain as to ‘how’ H&T entrepreneurship can be best conceptualized and taught to students in India and what competencies are critical for a nascent H&T entrepreneur to succeed. Accordingly, in this study, the researcher inquired into the viewpoints of practicing H&T entrepreneurs in India to gain insights on what educational content, experiences, pedagogy, and approach they presuppose would be most beneficial for H&T students who might explore entrepreneurship in the future as a career option (Deale, 2016).

3.3.1 Methods and Procedures

For this study, the researcher adopted the Interpretative Phenomenological Analysis (IPA) (e.g., Deale, 2016; Reid, Flowers, & Larkin, 2005) as the driving/predominant methodological framework to gain greater insights into individual H&T entrepreneurs’ viewpoints, opinions, and experiences to arrive at the specific elements of and the framework for a robust H&T EE program and also the entrepreneurial competencies that are deemed necessary for H&T entrepreneurial aspirants. In IPA, no more than 15 experts are invited for discussion who are best suited to share the necessary insights and information on the subject of the study (Reid, Flowers, & Larkin, 2005).

3.3.2 Source of Information and Sampling Technique

The researcher adopted an IPA qualitative research strategy for this doctoral study; a purposive sampling strategy was adopted. The researcher chose the expert respondents for the qualitative phase based on certain characteristics. For instance, the respondents had to be currently practicing entrepreneurship in the domain of H&T and should have had exposure to formal H&T education in the past (i.e., diploma, graduate, post-graduate, and above in H&T). Additionally; their respective enterprises should have been operational from the preceding five years, at least. Last, the respondents should

have demonstrated interest in participating in this current research. Accordingly, in the first phase of this study, the researcher included only those respondents who had experienced H&T education (with or without studying the entrepreneurship subject) and the ones who dedicatedly practiced H&T entrepreneurship with their own lived experiences (making them subjectmatter experts in this field of research) to collect data on the project. Similar to the sampling strategy adopted by (Deale, 2016), the researcher used a snowballing approach to identify and invite potential experts for this research study. As a first step, the investigator approached three H&T entrepreneurs through personal knowledge and contact. These respondents/experts referred the researcher to 21 additional H&T entrepreneurs/potential respondents. The researcher used social media networks (i.e., Facebook, LinkedIn, Instagram, and Whatsapp), whichever was applicable, to send a message to the potential respondents clarifying the research objectives and motives and, in the process, inviting their participation in the interviews.

Fourteen of the 21 H&T entrepreneurs agreed to participate in the interviews. However, five of the 14 aspirants didn't meet the eligibility criteria of education (i.e., two didn't have a formal education in H&T but were from other domains migrating to H&T) and the age of business (i.e., three enterprises were less than five years into operations). Accordingly, the researcher contacted the 12 practicing H&T entrepreneurs, interested in being a part of this study, to schedule an interview. Table 3.1 exhibits the participating entrepreneurs' profiles.

Table 3.1: Entrepreneur Profile

Type of Business	Location	Gender	Age (Years)	Education in H&T	Age of Business (Years)	Employees
1. Destination Management	New Delhi	Male	52	Graduate	25	25-50
2. Destination Management	New Delhi	Male	50	Graduate	24	25-50

3. Hotel, Leisure, and Restaurant Management	Lucknow	Female	42	Graduate	13	10-25
4. Hotel, Leisure, and Restaurant Management	Chennai	Male	50	Graduate	22	10-25
5. Micro-Brewery	New Delhi	Male	53	Graduate	19	10-25
6. Micro-Brewery	Bengaluru	Male	38	Post-Graduate	10	10-25
7. Food and Beverages	Gurugram	Female	42	Post-Graduate	13	10-25
8. Destination Management	Bengaluru	Female	45	Post-Graduate	15	25-50
9. Micro-Brewery	Hyderabad	Male	46	Graduate	20	10-25
10. Hotel, Leisure, and Restaurant Management	Chandigarh	Male	45	Post-Graduate	13	10-25
11. Food and Beverages	Bengaluru	Female	39	Graduate	10	10-25
12. Food and Beverages	Chennai	Male	43	Post-Graduate	10	10-25

Source: Author's own

The 12 participating respondents operated H&T businesses that were started at least five years ago. Thirty-three percent (i.e., four enterprises) were in business for 20 or more years, and 67 percent (i.e., eight enterprises) were operational for ten or more years but less than 20. Most of the H&T businesses (75 percent; nine enterprises) employed fewer than 25 employees. Eight of the 12 respondents (i.e., 67 percent) were male, and the rest were females. Three businesses were operating in New Delhi, three in Bengaluru, two in Chennai, and one in Lucknow, Chandigarh, Gurugram, and Hyderabad. The enterprises engaged in destination management (three companies),

hotel management (three companies), micro-breweries (three companies), and food and beverages-related business (three companies). All the practicing entrepreneurs interviewed were college graduates and held undergraduate (67 percent, eight respondents) and post-graduate (33 percent, four respondents) degrees in hospitality, tourism, or culinary-related courses.

3.3.3 Semi-structured Interviews

For this study, the researcher adopted a semi-structured qualitative interview schedule. It facilitated the researcher to be flexible with the follow-up questions based on the respondent's responses, allowing the researcher to understand better the interviewees' responses (Beaney, 2010; Deale, 2016). In terms of mild variation in questions, this flexibility aided the researcher in gaining myriad insights from the interviews. Further, the researcher used a topic guide (i.e. a schedule comprising the most important questions in a particular sequence) to conceptualize and operationalize the qualitative interviews. A point worth noting, in this regard, is that though the purpose of using a topic guide was for ensuring consistency and reliability (Hussain & Malik, 2018), the investigator (interviewer) allowed the respondents to discuss freely any concern that they felt were important for the topic under consideration. The guiding questions used for the qualitative interview can be found in **Appendix II**.

As mentioned elsewhere in this section, the researcher contacted the 12 practicing H&T entrepreneurs, interested in being a part of this study, to schedule an interview. Accordingly, the participating entrepreneurs decided on the interview schedules (date and time) and communicated the same to the researcher by email. The interviews of 12 entrepreneurs spanned over six months (**June 2019 to December 2019**). The researcher engaged in five inperson (i.e., enterprises operating in Bengaluru and Chennai) and seven (i.e., from the rest of India) virtual interviews over the weekends (as decided by the participating entrepreneurs). The interviews, on average, lasted for 72 minutes. Interestingly, the duration of virtual interviews (min – 45 minutes, max – 69 minutes) was less when compared to in-person (min – 61 minutes, max – 99 minutes) interviews. Notwithstanding these variations, the researcher has made use of all interview data for analysis purposes.

Further, as regards the qualitative interviews, the researcher (interviewer) shared a consent form with the participants (expert interviewees) and sought their accord and confirmation to participate in the interviews voluntarily. The researcher promised complete anonymity by adhering to non-disclosure of participant and enterprise names, contact details, client/competitor details, and any other personal information that the researcher would otherwise have captured while conducting the interviews. This was ideally done to mask the identity of the expert participants.

3.3.4 Recording

As regards the virtual interviews, the researcher recorded the Zoom-Meeting sessions. In cases of in-person interviews, the researcher recorded the conversation using a digital voice recorder — an app that features Android/Apple Smartphones. A point worth mentioning here is that the researcher recorded the interviews with the permission of the participants. Voice recording also ensured that the researcher and the participant(s) engaged in continuous conversations. This helped in mitigating any disruption in the flow of the interview and also the possibility of missing out on crucial information if the researcher had engaged in writing/taking notes — leading to misrepresentation/misinterpretation of data. Also, voice recording allowed the researcher to revisit the recorded content to fill in the missing elements while transcribing and coding; by giving an accurate representation of the discussion points. In essence, the investigator found it very convenient to repeatedly listen to the voice recordings for robust and mistake-proof data transcription purposes.

3.3.5 Data Transcription

The researcher conducted the interviews in English, and the interviewees responded in English. There was no further need to translate the interviews into any other language. Further, the researcher transcribed the interviews using the NVivo software. NVivo software is specifically designed for qualitative analysis, and it has an automated inbuilt transcription feature. One has to add different types of media files to NVivo. The software engages in the transcription of all the uploaded audio and video files, provided the user has subscribed for the transcription service. A point worth noting here is that though NVivo automatically transcribes the uploaded media files, the quality of

transcription depends mainly on the quality of the media files. To this extent, NVivo works with approximately 80 percent accuracy in transcription.

For this reason, the researcher read all the transcripts in-depth to find language and clarity-related issues and, wherever necessary, engaged in listening to the interviews again, making notes, and correcting the transcripts himself. For instance, the researcher found some transcribed content by the software to be too vague and unclear. Under such circumstances, the researcher listened to the original interviews multiple times and paraphrased the content closest to the meaning that the interviewees were trying to convey. This iterative process allowed the researcher to immerse in the data and gain firsthand experience of interesting patterns and insights. Also, a language-corrected transcript is easy to analyze, either manually or by using any software.

3.4 Data Analysis – Qualitative Phase

3.4.1 Content Analysis and Word Clouding Using NVivo

The researcher content analyzed the interview data both manually and using NVivo software. Manually, to identify the themes that emerged organically on the essential elements of education in the context of entrepreneurship, essential competencies, and other related issues that were found to be important. The researcher also used the manual process to capture individual experiences and viewpoints and, in the process, used it to arrive at the key elements of EE.

Also, for both the manual and the automated process, the researcher coded the text and, in the process, arrived at open codes, which were then integrated under second-level sub-categories/themes/higher-order codes that carried similar meanings. The researcher then used the NVivo software to explore word clouds and project maps based on qualitative analysis. NVivo allows for a robust visual representation of textual data in terms of ‘*Word Clouds*’. Word cloud comprises a weighted list of specific keywords, specific to the area of interest/discussion, used multiple times by the interviewees (i.e., frequencies of keywords mentioned in the interviews). These are also called ‘*tags*’. A tag is a single word. The color and font of the tag represent the importance and the frequency of the repetition of the word.

3.4.2 Trustworthiness

(Creswell, 2013) contends that it is very difficult to empirically/statically establish the validity and credibility of qualitative data, unlike quantitative data. Therefore, (Creswell, 2013) encourages qualitative researchers to focus on robust processes of interviews/qualitative designs and establish ‘trustworthiness’ — ensuring the quality of the data. Robust qualitative processes and findings are credible, dependable, and easily transferable (Berg & Welander Hansson, 2000; Graneheim & Lundman, 2004).

Accordingly, the researcher ensured the ‘trustworthiness’ of the qualitative interview process and the consequent information/data that emerged from such a design in multiple ways. As regards credibility, the researcher ensured ‘*procedural robustness*’ throughout the entire phase of qualitative interviews (Bengtsson, 2016). For instance, in this report, the researcher has shared a detailed account of the choice of respondents (i.e., who and why), methods adopted to collect data, and the reasons thereof (questions schedule, type of interviews, and the tool of data collection, etc.), and how the researcher went about analyzing the qualitative data. At important stages of the qualitative data analysis, especially at the time of coding, the researcher kept two subject matter experts abreast with the process and the findings to seek their opinion and insights. This method is called peer debriefing. Further, once the codes were generated, data analyzed, and inferences are drawn/frameworks developed, the researcher shared the same four randomly chosen entrepreneur respondents from the list of 12 to ensure that the coding, findings, and inferences are consistent, relevant, and adequate. This was done by seeking their general response on the procedural correctness and the quality of findings

— seeking their levels of agreement qualitatively. Further, dependability relates closely to the concept of reliability, which is a methodological requirement to be met in quantitative studies (Bengtsson, 2016; Morse & Richards, 2002). Wherever applicable, the researcher has adequately used interviewee quotations, examples, and word clouds to demonstrate the association between the qualitative process, findings, and the EE framework that has been developed. This can be found in the data analysis and interpretation section of this report. Furthermore, ‘*transferability*’ concerns the extent to which the findings of the qualitative study may be generalized to other organizations,

groups, or informants (Bengtsson, 2016; Krippendorff, 2004). Most of the entrepreneurs who participated in the qualitative phase of this study are running their enterprises for over a decade, and have substantial experience in the H&T domain, entrepreneurship, and business operations. Accordingly, the interviewees were assumed to be very knowledgeable entrepreneurs and most suited to give insights on H&T-specific EE and entrepreneurial competencies. Also, research experts believe that a sample size of 12 experts is most suited for qualitative interviews. Therefore, it is assumed that any key insight that would have emerged from this study holds the potential to generalise to other domains (closely related to H&T), groups, and/or informants.

3.5 Pilot Study

The primary purpose of initiating a pilot study was to assess the questionnaire with students so as gain insights into the levels of clarity and the robustness of the structure of the survey instrument's design. A point worth noting, in this regard, is that the researcher chose to content/face validate the items of the questionnaire by inviting five subject matter experts to scrutinize the questions for their relevance/importance in effectively measuring the construct to which they belonged as suggested by Holden, (2010). This was done in July 2020. These five subject-matter experts comprised three academicians and two H&T entrepreneurs. Please note that these entrepreneurs were different to the 12 who were considered for the qualitative phase of the study. The researcher adopted this approach to bring in more objectivity and also mitigate any possible bias by the experts in validating the questions, especially on entrepreneurial competencies, given that the competencies and their dimensions emerged from the qualitative study. These subject-matter experts also shared their opinion about the readability of the questions.

The researcher arrived at the questions/items for the content validity stage after exhaustively reviewing the relevant literature and engaging in indepth discussions with the researcher's doctoral supervisor. In most cases, the researcher used well-established standardized scales and items to measure study constructs. In some cases, however, the researcher contextualized the questions to suit the needs of this study.

Post the content validity stage, the researcher engaged in more formal piloting of the questionnaire in October 2020. The researcher conducted the pilot study on 77 students from a premier H&T institute who had undergone an EE course and had completed it. As suggested by Olejnik, (1984) and Hayes, (2012) the sample size for a pilot study on a sample size of 22 to 100 is considered sufficient, for social science studies to know the reliability estimates of questions. The researcher communicated the purpose of piloting the questionnaire to the students in advance. Further, the researcher invited the students to participate, voluntarily, in this study. For the pilot study, the researcher used a structured questionnaire to collect students' opinions on the questions (mainly ease of reading and understanding) on the constructs of EE, ESE, EI, the traits of proactiveness and self-regulation, and entrepreneurial competencies. The questions were in English. No student found the questionnaire to be lengthy, complex, and difficult to understand. All students responded to all the questions with no questions being left out. Moreover, the researcher also engaged in assessing the psychometric properties of the questionnaire so as to gain brief insights into the reliability estimates of the constructs. Interestingly, the pilot study yielded robust results in terms of students' understanding of the language and the questions as also the reliability estimates (i.e., which were consistently greater than 0.70) of all the constructs under consideration for this study. Accordingly, based on the student feedback on the questionnaire during the pilot phase, the researcher developed the final version of the questionnaire.

3.6 Drawing the Final Sample for the Survey

The researcher considered a cross-sectional survey of students for this research. The researcher considered the students pursuing the Bachelor of Hotel Management (BHM) degree —offered by AICTE-recognized/approved H&T colleges in the state of Karnataka, India as the most suited sample for this study. AICTE mandates the integration of contemporary subjects like, for example, research, entrepreneurship, etc. into the core curriculum of degree programs, notwithstanding the different specializations/functions these programs may be catering to. Accordingly, most of the private H&T colleges have introduced the subject of entrepreneurship in either the third year or the fourth year. Against this background, the researcher considered only the third and fourthyear BHM students for the survey—who would

have studied a subject on entrepreneurship. Further, there are 14 private H&T institutions in Karnataka that offer the four-year BHM course. Out of these 14, eight are in Bengaluru, four operate in Mangaluru, one in Manipal, and one in Kolar.

The researcher estimated that given the approved intake of 1345 students for 2016-17 (spread across these 14 H&T students) for the BHM course, the total number of students in the third and fourth years should add up to 2690 (potential population size). However, a cursory inquiry by the researcher with academic and administrative experts revealed that not all colleges fill all the seats that are allotted to them as per the AICTE regulations, and the actual enrollments, on average, range from 60 percent to 65 percent. Therefore, it was difficult to arrive at a precise population estimate for this study. Also, when the researcher initially approached these H&T institutions to seek clarification on this issue, many chose not to reveal the actual student strength in their institute.

The researcher approached all these 14 private H&T institutions in January 2021 and formally invited them to participate in this study. Accordingly, the researcher mailed a letter to the Head of the Institutes (HoIs) appraising them for the purpose of this research.

Nine H&T institutes confirmed their participation in this research. Given the fact that most of the institutions in India had migrated to virtual teaching learning systems citing to the Covid-19 pandemic and the uncertainty that prevailed over the re-opening of institutions for physical classes, the HoIs of the participating institutions instructed the researcher to adopt a web-based survey for this study and this was communicated by them to the researcher by email. The HoIs of the participating colleges assigned a dedicated contact person from their institutions to coordinate with the researcher for this activity and shared their contact details with the investigator. The researcher then shared the links (one for every institution – i.e., nine individual links) of the questionnaire (i.e., conceptualized and designed through Google Forms) with the dedicated contact persons of the participating institutions in the early days of February 2021. This approach allowed the researcher to ascertain and nest student responses to specific institutions and, in the process, aid in arriving at the exact number of responses from each participating college. The researcher also requested to mail the link to only those students who had been previously exposed to the subject of entrepreneurship in

the third or fourth-year BHM course. The link also included a précis of this doctoral research - broadly outlining the nature and objectives of this study, the methods that the researcher planned to adopt for data collection, and also offered brief insights on how student participation in the survey and findings of this study would be beneficial for all the concerned stakeholders (i.e., students, institute, and H&T firms). The researcher also estimated that the students needed not more than

15 minutes to participate in the actual survey. This was also communicated in the précis mentioned above. The researcher also personally requested the dedicated contact persons to encourage students to fill up these forms at a time of their leisure that was least intrusive to students' regular academic (classes and labs) activities.

Once the links were shared, the researcher gave a window of one month for the potential respondents to respond to the survey. Three reminders were sent to the dedicated contact persons from these institutions to encourage their students to participate in the survey willingly. However, the researcher deactivated/closed the link by the middle of March 2021 as India was witnessing the second wave of the Covid-19 pandemic and the situation was significantly grim in Karnataka with thousands of new emerging cases and deaths reported every day. Eventually, Karnataka went into a complete lockdown for four weeks starting in April 2021. One more reason for the researcher to de-active/close the survey link by the mid of March 2021 was citing fewer observed responses from students in the preceding week. In all, 416 students participated in the survey (**Refer to Table 3.2**). Two hundred forty-seven (i.e., 59.37 percent) participating students were male while 169 (i.e., 40.63 percent) were female. The average age of respondents was found to be 22.16 years. The participation of students in this survey was kept entirely voluntary. Further, though the researcher did collect personal and demographic details from all the participating students during the survey, the researcher committed to treating this information with complete anonymity and confidentiality. Furthermore, students were encouraged to rate all the study items/questions honestly. They were informed that there were no wrong or right answers, and each question was designed only to elicit their perception of their experiences and themselves. In addition, at a later stage, the researcher also subjected the collected data to some robust statistical tests to detect any presence of self-rating

and common method bias. The absence of this indicated that bias was not an issue with the data collected in this study.

Table 3.2: Respondents' Main Demographic Profile

S.No.	Student Participants	Gender	Average Age [Years]
H&TI1	47 [11.3%]	M-27 F-20	22.3
H&TI2	43 [10.4%]	M-21 F-22	23.1
H&TI3	57 [13.7%]	M-39 F-18	21.7
H&TI4	41 [09.8%]	M-25 F-16	21.8
H&TI5	38 [09.1%]	M-22 F-16	22.4
H&T6	44 [10.6%]	M-29 F-15	21.7
H&T7	46 [11.1%]	M-30 F-16	22.3
H&T8	49 [11.8%]	M-27 F-22	22.7
H&T9	51 [12.2%]	M-27 F-24	21.5
Total	416 [100%]	M-247 [59.37%] F-169 [40.63%]	22.16 years

Source: Author's Own –

Note: H&TI represents the nine institutes that participated in the survey

3.7 Survey Questionnaire

The researcher adopted the usage of a self-administered questionnaire (**Appendix I**) through a web-based approach for the quantitative phase of this study— giving due consideration to the constraints of cost, time, and the Covid-19 pandemic. As mentioned elsewhere in this section, the student respondents completed the survey instrument themselves without any additional external (i.e., research assistant) assistance. The researcher prepared only a single version of the questionnaire in the English Language. The questionnaire structure is listed below.

Table 3.3: Survey Instrument Structure

Part
Part A: Student Perception on Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intentions, Pro-Activeness, and Self-Regulation
Part B: Student Perception on the Importance Levels of Entrepreneurial Competencies
Part C: Demographic Information

Source: Author's Own

The researcher conceptualized a questionnaire (**Appendix I**) founded on an exhaustive review of past studies in the domain of H&T EE, ESE, EI, and the traits of proactiveness and self-regulation. For instance, for the questionnaire items on EE, the researcher drew extensively from the works of Kassean et.al., (2015); Stronge, (2018); Wei, Liu, & Sha, (2019); Kaynardağ, (2019). Items related to ESE were designed by mapping the entrepreneurial competencies that emerged from the findings of the qualitative phase of this study. Accordingly, the researcher contextualized and adapted the items for ESE from the works of, for example, Barakat, Boddington, & Vyakarnam, (2014); Barbosa, Gerhardt, & Kickul, (2007); Boyles, (2018); Chell; Chen et.al., (1998); Karlsson & Moberg, (2013); Mcgee et al., (2009). The questions measured the self-reported importance of entrepreneurial competencies and the students' levels of efficacy on these entrepreneurial competencies. Further, the items on EI were drawn from the works Lee-Ross, (2017); Liñán, (2008); Pihie & Bagheri, (2013) Furthermore, for this study the questions on the traits of proactiveness were adapted from (Bateman & Crant, 1993). Last, the items that related to the trait of self-regulation

were adapted from (Brown, Miller, & Lewandowski, (1999); Carey, Neal, & Collins, (2004); Neal & Carey, (2005).

A point worth mentioning here is that all the questions that related to the quantitative survey were close-ended. The researcher invited the study respondents (i.e., participating students) to respond to these perceptual questions by selecting the most suitable answer coherent with their levels of agreement with the statements. The researcher measured all the constructs on a five-point Likert scale. The rating anchors were similar for EE, the traits of proactiveness and self-regulation ranging from “strongly disagree” to “strongly agree”, except for the constructs of ESE that ranged from “not at all confident” to “very confident” and entrepreneurial competencies that had a rating anchor ranging from “not at all important” to “very important”. The mid-point of all the rating scales represented “not sure”. The questionnaire was divided into three sections (**Refer to Table 3.3**). To avoid the potential occurrence of common method bias, the researcher followed some procedural remedies during the data collection method. First, participation in the survey was voluntary, and respondents were assured of the confidentiality and anonymity of their opinions. Second, the questions were arranged in a random fashion (Malhotra et al., 2006). Third, the survey instrument was pre-tested by experts (academics and practitioners) to confirm its content validity in the best way possible, hence enhancing its readability, precision, size, and suitability for the respondents. Fourth, the topic on which responses were solicited was not very personal or something that would endanger the respondents' privacy, therefore providing us with more evident reasons for lower bias in the study. Moreover, the dependent and independent variables were presented on distinct survey pages, preventing respondents from identifying informal relationships between the constructs. In addition, we examined the variance inflation factor values (VIFs). All values varied from 1.096 to 2.873, which falls below the 3.3 threshold, indicating that there was no bias due to a shared variance (Kock, 2015). By utilising the afore mentioned strategies, we ensured that CMV was not an issue in this study.

PART A: Part A consists of questions that capture student perceptions on the constructs of EE, ESE, EI, and the personality traits of proactiveness and self-regulation.

For EE, the researcher included 19 items to measure student perceptions of the institutional ecosystem, content, pedagogy, and assessment dimensions of the EE program as operationalized by H&T institutes in Karnataka. All the dimensions of EE had five items each except for the dimension on

‘assessment’ which comprised four items - ‘Entrepreneurship ecosystem’ (five items; e.g., *“This institute does have a mechanism to fund and financially support sustainable business venture ideas”*, *“This institute has the infrastructure necessary to promote entrepreneurship and incubate start-up ideas”*; $\alpha = 0.855$); ‘Content’ (five items; e.g., *“In this institute, the curriculum adopted for entrepreneurship education is contemporary and relevant”*, *“The content adopted for entrepreneurship education in this institute is contributes to the development of students’ entrepreneurial knowledge and competence”*; $\alpha = 0.905$); ‘Pedagogy’ (five items; e.g., *“The pedagogy adopted by the teachers in this institute involves a range of techniques, including whole-class and structured group work, guided learning and individual activity”*, *“The pedagogy adopted by the teachers in this institute makes good use of dialogue and questioning in order to do impart quality knowledge”*; $\alpha = 0.938$); ‘Assessment’ (four items; e.g., *“The assessment techniques adopted by this institute offers input and guiding feedback on students’ relative performance to help them improve”*, *“Course and student learning measurement adopted by this institute is both sustainable and reasonable in terms of time and resources”*; $\alpha = 0.967$). The 19 items of EE demonstrated the overall scale reliability (i.e., α) of 0.891.

The construct of ESE was measured using a 37 items scale. A point worth mentioning here is that the researcher included items that would measure the students ESE beliefs across the aspects of opportunity recognition/problem-solving (four items; e.g., *“...identify needs for a new product or service”*), inventive thinking (six items; e.g., *“...create novel but workable H&T business ideas”*, *“...brainstorm (come up with) a new idea for an H&T related product or service”*), information processing (five items; e.g., *“...perceive patterns in information”*, *“...process important information”*), action-

orientation (12 items; “...take efforts to turn your business ideas into reality”, “effectively delegate tasks and responsibilities”), relationship-efficacy (six items; e.g., “... build relationships with different stakeholders to help you with business”, “...ability to convince others of the value of opportunity”, and leadership (four items; e.g., “...make decisions under uncertainty and risk”, “...inspire, encourage, and motivate my employees”). The reliability estimate α for the ESE scale was found to be 0.896.

The construct of EI was assessed using five items. Items included, for example, “I will make every effort to start and run my own H&T business in future”, and “My professional goal is to be an entrepreneur”; $\alpha = 0.723$. Accordingly, all four items were summated to arrive at a composite score of students’ EI.

The construct of the trait of self-regulation was measured using a 21 items scale. A point worth mentioning here is that the original self-regulation scale by Brown et.al., (1999) had 63 items. However, a shortened version of the selfregulation scale comprising 31 items was proposed and tested by Carey et al., (2004). However, Neal & Carey, (2005) further shortened the scale to 21 items; the same is used in this research. Also, the 21 items scale includes 9 reverse-coded items. The researcher undertook the necessary statistical steps to account for reverse coding before embarking on the data analysis. Sample items included, for example, “I usually only have to make a mistake one time in order to learn from it”, and “I have personal standards, and try to live up to them”; $\alpha = 0.917$.

The items of proactive personality were measured using five items (Bateman, T. S., & Crant, 1993). Sample items included, for example, “If I see something that I don’t like, I fix it” and “If I believe in an idea, no obstacle will prevent me from making it happen”; $\alpha = 0.876$. EFA yielded a one-factor structure with loadings ranging between 0.717 and 0.836. Based on the above results, the researcher arrived at a composite score for proactive personality. Please note that the original proactive scale by (Bateman & Crant, 1993) comprises 10 items. The researcher excluded five items from the scale as they closely resembled the ‘initiative’ and ‘opportunity recognition’ dimensions of ESE. The researcher initiated this even before the pilot questionnaire was sent for the content validity stage.

PART B: Part B consists of questions that capture student perceptions on the levels of importance they perceive for the entrepreneurial competencies that emerged from the qualitative phase of the study. As mentioned elsewhere in the section, the items of ESE were mapped with entrepreneurial competencies — meaning the elements/items remain similar for both the constructs under consideration. While ESE measures the levels of confidence of students on these identified dimensions of competencies, the items listed under Part B of the questionnaire would measure the levels of importance the students perceive of these competencies for them to be successful entrepreneurs in the future. The difference in the scores of the two constructs is further used for the analysis. Even entrepreneurial competencies were measured using 37 items; however, the rating anchors changed depicting the level of importance accorded for each competency dimension. The questions are spread across cognitive, action-orientation, social, and leadership competencies. For the entrepreneurial competencies construct the reliability estimate α was found to be 0.844.

PART C: The main aim of this section was to gather background information about the respondents. The researcher intended to use the demographic information only for the purpose of descriptive statistics and give insights on the gender and age representation in the main report, therefore, the questions on the demographic variables are kept to a few. Please note that though in the original questionnaire, personal information is sought along with the institution and graduation/semester details, the same is kept confidential and the researcher doesn't disclose any information that will reveal the identity of the respondent or the institute he/she belongs to. Gender was categorized into male and female and age was captured as a ratio scale (as an integer without fraction). No efforts were taken to categorize into some logical categories as it wasn't found to be necessary.

3.8 Data Analysis Strategy

As preliminary steps, the researcher examined the data for — the presence of any missing values and whether the data confirmed normality assumptions. The researcher found no data to be missing. Further, the skewness and kurtosis estimates of all the data points ranged between ± 2 (Field, 2009). Accordingly, based on the normality results,

the researcher deemed the parametric tests of moderated-mediation analysis fit enough to investigate the hypothesized model of this study. Further, the researcher ran a confirmatory factor analysis (CFA) to test for and establish composite reliability and construct validity (Anderson & Gerbing, 1988). All standardized factor loadings exceeded the threshold of 0.7 (Bagozzi & Yi, 1988) with the composite reliability estimates consistently above 0.7 and average variance extracted (AVE) above 0.5

(Fornell & Larcker, 1981). The researcher next tested the discriminant validity based on AVE estimates for factors with multiple sub-dimensions. In all the cases, the AVE estimate was higher than the squared correlation between the two variables. Accordingly, all the study constructs confirm construct validity (convergent validity, discriminant validity) and composite reliability norms. The results are exhibited in **Table 3.4**. Moreover, the strategy adopted for testing the hypothesized moderated-median model is explained in the next chapter.

Table 3.4: Descriptive Statistics, Model Fit Indices, Composite Reliability, Convergent and Discriminant Validity Estimates

<u>Entrepreneurship</u>		Mean ^R	Standard	Factor	χ^2 /df	CFI	TLI	NFI	RMSEA	CR	AVE	Ecosystem	Content	Pedagogy	Assessment
<u>Education</u>			Deviation ^R	Loadings											
Ecosystem		3.49 ~ 4.14	1.02 ~ 1.23	0.87 ~ 0.92	2.46	.988	.984	.980	0.044	0.834	0.627	0.792			
Content		3.16 ~ 3.79	1.00 ~ 1.33	0.71 ~ 0.83						0.927	0.809	0.359	0.900		
Pedagogy		3.75 ~ 3.98	0.92 ~ 1.10	0.70 ~ 0.84						0.817	0.599	0.303	0.451	0.774	
Assessment		3.77 ~ 3.84	0.84 ~ 0.99	0.83 ~ 0.92						0.908	0.767	0.320	0.453	0.332	0.876
<u>Entrepreneurial</u>		Mean ^R	Standard	Factor	χ^2 /df	CFI	TLI	NFI	RMSEA	CR	AVE	Cognitive	Social	Action	Leadership
<u>Self-Efficacy</u>			Deviation ^R	Loadings										orientation	
Cognitive		3.50 ~ 3.76	1.07 ~ 1.37	0.70 ~ 0.84	2.308	.983	.974	.969	0.054	0.908	0.768	0.876			
Social		3.21 ~ 3.72	1.21 ~ 1.52	0.76 ~ 0.83						0.871	0.694	0.213	0.833		
Action-Orientation		3.20 ~ 3.72	1.20 ~ 1.50	0.87 ~ 0.91						0.820	0.604	0.115	0.356	0.777	
Leadership		3.14 ~ 3.50	0.98 ~ 1.37	0.70 ~ 0.78						0.790	0.556	0.383	0.495	0.301	0.746
<u>Entrepreneurial</u>		Mean ^R	Standard	Factor	χ^2 /df	CFI	TLI	NFI	RMSEA	CR	AVE	Cognitive	Social	Action	Leadership
<u>Competencies</u>			Deviation ^R	Loadings										orientation	
<u>(Perceived Importance)</u>															
Cognitive		4.52 ~ 4.64	0.94 ~ 1.14	0.70 ~ 0.83	1.718	.985	.979	.966	0.060	0.897	0.638	0.799			
Social		4.26 ~ 4.43	0.81 ~ 1.12	0.74 ~ 0.87						0.871	0.575	0.112	0.758		
Action-Orientation		4.20 ~ 4.58	1.00 ~ 1.15	0.70 ~ 0.91						0.912	0.674	0.173	0.234	0.821	
Leadership		4.11 ~ 4.30	1.08 ~ 1.37	0.72 ~ 0.92						0.927	0.721	0.114	0.281	0.412	0.849
<u>Moderators</u>		Mean ^R	Standard	Factor	χ^2 /df	CFI	TLI	NFI	RMSEA	CR	AVE				
			Deviation ^R	Loadings											
Proactiveness		3.91 ~ 4.24	1.14 ~ 1.45	0.81 ~ 0.90	1.634	0.988	0.984	0.987	0.040	0.885	0.624				
Self-Regulation		3.66 ~ 4.00	0.98 ~ 1.62	0.71 ~ 0.88	1.811	0.976	0.969	0.981	0.053	0.887	0.541				
<u>Dependent</u>		Mean ^R	Standard	Factor	χ^2 /df	CFI	TLI	NFI	RMSEA	CR	AVE				
<u>Variable</u>			Deviation ^R	Loadings											
Entrepreneurial Intentions		2.95 ~ 4.44	1.12 ~ 1.79	0.74 ~ 0.86	1.932	0.958	0.955	0.966	0.048	0.816	0.588				

CHAPTER IV

Data Analysis and Interpretation

The purpose of this research was manifold. The first purpose was to gain insights into the perspectives of the practicing entrepreneurs in India, who were stakeholders in the local H&T sector. In particular, the objective was to capture perceptions about their views on EE in H&T-related businesses to give a detailed perspective of how formal EE could better aid and facilitate students in pursuing entrepreneurial careers in the long run. The first objective clarified the following questions (a) What ecosystem elements and courses do these practicing H&T entrepreneurs consider imperative for H&T students who plan to start their H&T-related businesses in the future? How should entrepreneurship be taught and assessed? The second purpose was to identify the key competencies that H&T entrepreneurs believe are important for H&T entrepreneurs and, in the process and to measure the gap between the perceived importance of entrepreneurial competencies and the perceptions that students hold about themselves in these competencies. The third purpose was to empirically examine the nature and magnitude of the relationship between EE and EI through ESE conditional to the effects of the traits of proactiveness and self-regulation. Accordingly, the researcher embarked on a mixed-method research study to meet these objectives.

The researcher analyzed the data collected through qualitative interviews for themes related to EE content, its focus, pedagogical approach, and preferred practices for the first two objectives. Not surprisingly, through his data analysis, the researcher found an overlapping premise that emphasized much education founded on skills orientation and hands-on experience over and above the necessary theoretical/conceptual education.

The practicing H&T entrepreneurs spoke of educational content and skills specific to H&T.

4.1 Main Content and Pedagogical Approach for Entrepreneurship Education in H&T Domain:

Although the 12 participating entrepreneurs varied greatly in their businesses/enterprises, they offered comparable viewpoints about the courses and course content that would involve theoretical and hands-on training for up-and-coming H&T entrepreneurs. Table 4.1 exhibits what entrepreneurs opined regarding EE content they envisage as crucial for budding entrepreneurs.

Table 4.1: Respondent's Examples of Emerging Elements of a Robust Entrepreneurship Education Program in H&T

Ecosystem	Content		Pedagogy	Assessment
	Foundational Level	Functional Level		
<p>Respondent 2</p> <p>[...] Any college should have a good infrastructure to support ideas and businesses.</p>	<p>Respondent 4</p> <p>[...] I guess students should know how entrepreneurship works, its theories, etc. I learned it on my own. The experiences, I mean to say.</p>	<p>Respondent 7</p> <p>[...]I skipped classes in finance, accounting, HR, etc. Thought these were not for me. Now say, after these many years, I realize what I missed. I had to redo it all again.</p>	<p>Respondent 6</p> <p>[...] Use more real-life case studies – both successes and failures. Get these children to meet them. Let them collaborate on a small assignment. Nothing succeeds like success.</p>	<p>Respondent 1</p> <p>[...]One-on-one feedback to students on assessment. Feedback should be more about learning from past actions.</p>
<p>Respondent 8</p> <p>[...] I guess colleges should help students network with funding agencies and domain experts so that these students feel supported and backed.</p>	<p>Respondent 7</p> <p>[...] Shouldn't students know the background of 'what' entrepreneurship is all about even before jumping into the fire? I only knew that I didn't want to work under anyone anymore when I started. Had no damn clue of what I was getting into. It's been 15 years now.</p>	<p>Respondent 8</p> <p>[...] God, I hated finance, economics, and accounting. Now I know why they are so critical when I am running my business.</p>	<p>Respondent 12</p> <p>[...] Doing is fundamental to Entrepreneurship. Go out and do it yourself. Experience it. Learn from it.</p>	<p>Respondent 10</p> <p>[...] Shouldn't reflective thinking be measured?</p>
<p>Respondent 5</p> <p>[...] Institutes should have an enabling culture. Many colleges talk great things, but they back out when it comes to actual support. I mean, the leadership should be strong, focused, and supportive. More entrepreneurs emerging from institutes will only brand them better.</p>	<p>Respondent 2</p> <p>[...] I would have been greatly thrilled if someone had briefed me on the real-life span of an entrepreneur when I was still young and dreaming it would be a cakewalk.</p>	<p>Respondent 3</p> <p>[...] Years back, I would have loved to learn marketing strategies.</p>	<p>Respondent 4</p> <p>[...] If colleges can arrange for great internships with good entrepreneurs, it will be great. They need to see, explore, and live the business they observe.</p>	<p>Respondent 7</p> <p>[...] I guess it would be great if colleges move away from exams, the kind we used to give – very theoretical and nonprovocative. I mean, learnings should be assessed based on some tangible outcomes</p>
<p>Respondent 10</p> <p>[...] Make available great teachers; the better if they happen to be entrepreneurs. They know their stuff. Don't make a non-</p>	<p>Respondent 11</p> <p>[...] Much has been published on entrepreneurship models and frameworks. I guess they [students] would greatly benefit if they learn it. No one taught me</p>	<p>Respondent 9</p> <p>[...] No one has so many ways of doing business. I have heard people talk about tech entrepreneurship in lean tourism startups. Are we even up to that to</p>	<p>Respondent 1</p> <p>[...] I would tell students...Get your hands dirty! Get out there to do projects and internships. Spend more time with</p>	<p>Respondent 9</p> <p>[...] I have heard of relative grading but don't know it. People talk great things about it. In my daughter's college, they use this.</p>

entrepreneur teach these subjects. It kills the interest in children.	SWOT and PESTLE. But I see now children are aware of these.	explore what all these are? I don't think so.	these entrepreneurs (mentors) than on your mobile.	
Respondent 12 [...] Promote incubation centers.	Respondent 1 [...] Someone should train students on communication. I mean, the formal business type of communication. That one. I know it's complex, but we need to know it. People lose partners, businesses, and all due to this. I even struggled with English 20 years back.	Respondent 5 [...] I say this accounting and bookkeeping are super important. One needs to learn to make sense of the numbers from these.	Respondent 9 [...] Spend less time in college. Spend the second half with mentors.	Respondent 4 [...] Not all students will take up entrepreneurship once they graduate. It is good to track the progress of the ones with strong intentions to see what they ended up doing, say five years down the line.
Respondent 7 [...] Handhold students till they start their business. Aid them financially. Let there be incentives to start own businesses. I guess these aspects are missing today in most universities.	Respondent 9 [...] Teachers should guide students on different types of business entities right at the beginning. I mean to say for-profit and hybrid and all. At some point in time, they should want to know why they want to be self-employed.	Respondent 6 [...] Everyone talks of numbers, research, and how they drive businesses. But does anyone teach the value of these to our students in H&T. They run away? When I faced a huge chunk of data in business, I didn't know what to do with it. It was garbage for me until my friend helped me find patterns. That helped.	Respondent 8 [...] I attended many workshops after I finished my graduation. It would be great if colleges arranged for multiple workshops and hackathons. Live feedback from experts does a world of good to the confidence of individuals. Believe me on this.	Respondent 3 [...] I guess more than exams, seminars and project evaluations may be more useful.

Source: Author's own

All participating H&T entrepreneurs emphasized the importance of subjects that would give students insights into the domains of entrepreneurship – fundamentals, ecosystems, frameworks, technology, leadership, and strategy; idea development; business models, and business communications at the foundational level of EE [Refer to Figure 4.1].

Figure 4.1: Content Domain – Foundational Level



Source: Author's own

The majority of the interviewees believed that the education content of '*entrepreneurship fundamentals*' would offer a robust overview of entrepreneurship to students right at the inception of the course and, in the process, set the tone for them to consider entrepreneurship as a career in the future. While few interviewees stressed the importance of exposing students to the personality traits specific to individuals considered important for becoming an entrepreneurial leader, others emphasized the importance of students learning different entrepreneurial ecosystem practices and processes and the sustainability drivers of the entrepreneurship ecosystem right at the foundational level of the course. Much was discussed on the need to include the content on entrepreneurial frameworks to theoretically expose students to and render them the knowledge on the inherent elements like, for example, Intex, Lean, PESTLE, SWOT, etc. Almost all interviewees believed that introducing business communication to H&T students early was important to make them

adept at the art of selling, negotiating, writing, and successfully pitching their business plans over time [Refer to Figure 4.2].

Figure 4.2: Foundational Level Entrepreneurship Education Focus



Source: Author's own

As against the foundational level of the H&T EE course, all participating H&T entrepreneurs emphasized the need to train students exhaustively in the areas of emerging entrepreneurship domains, marketing, finance, working of enterprises, data sciences, and new-venture management at the functional level of the H&T EE course [Refer to Figure 4.3].

Figure 4.3: Content Domain – Functional Level



Source: Author's own

Interestingly, all interviewees emphasized the importance of business management related courses like, for example, marketing management, financial management, workforce management, accounting, etc. They explicitly talked about the need for comprehensive and exhaustive educational experiences that centre on the different financial challenges and opportunities that H&T entrepreneurs are usually confronted with (i.e., startup valuation, budgeting, financial analysis, financial risk assessment, and management) and also one that trains students on optimal resource management (i.e., financial or otherwise). The interviewees mentioned the need for the students to learn more about marketing their potential business ideas and eventually their business. The majority of the participants believed that deeper educational experiences in the domain of marketing would aid entrepreneurs not only in identifying their potential markets and market segments better but also make them competent enough to market their ideas and eventually their businesses through myriad marketing channels, for example, the social media marketing. They also spoke about the importance of subjects relating to workforce management. One respondent

opined, "...knowledge of human behavior would surely help entrepreneurs deal with their customers better; It does for me." Another important point in contention is about the participants' sentiment revolving around numbers and the need for H&T students to learn data science to understand numbers and process information, analyze, and identify data patterns to engage in evidence-based decision-making [Refer Figure 4.4].

Figure 4.4: Functional Level Entrepreneurship Education Focus



Source: Author's own

4.2 Predominant Pedagogical Approach

Each interviewee stressed the need to have a coherent mix of the traditional teaching/pedagogical approach (i.e., lectures, classroom discussions) and the one that focuses on hands-on experiences, allowing students to learn from "real-world" cases and experiences. Interviewees believed that engaging in educational experiences that involve simulations, case studies, projects, role-plays, and paid and/or unpaid internships, for example, would make students multi-skilled and aid them in complex decision-making

processes that they would be involved in while performing a variety of tasks. Also, all the respondents emphasized the need to learn good interpersonal and intrapersonal skills of communication, in particular, customer skills. They believed that one's ability to work with people (i.e., multiple stakeholders that include, for example, vendors, retailers, customers, colleagues, peers, etc.) and discover their sense of the "self" goes a long way in running the business ventures successfully. Many interviewees believed that "*real/hands-on*" encounters/experiences with customers are the most unsurpassed ways of learning customer skills. This they believed could happen through internships and projects. Many participating respondents believed that the educators should conceptualize an H&T EE program that encourages students to visit, meet, and talk to different practicing entrepreneurs to gain insights on the "*real*" aspects (challenges, opportunities) of running an enterprise, even encouraging students to explore entrepreneur interviews on social media platforms like, for example, YouTube, as a potentially excellent source of first-hand information and a learning tool. All of the participating entrepreneurs, in fact, stated that they learned most not only through their own experiences of running a business but also from acknowledging other entrepreneurs' journeys and observing their sweat and tears (i.e., both success and failure). In this connection, all interviewees stressed that students would greatly benefit through mentoring experiences received from actual entrepreneurs. Not only can mentors guide entrepreneurial aspirants on critical issues related to the conceptualization of their entrepreneurial ideas but also give a fair opportunity to students to observe, listen to, converse, clarify, and ask questions to these entrepreneurs to gain greater insights on their business practices and operations like, for example, how they manage customer service, Stake holderism, entrepreneurial ethics, work-life balance, network support, etc. Though all agreed that having a real mentor for every student may not be possible, placing students with effective entrepreneurs who are trained internship supervisors would be helpful. Also, all the interviewed participants mentioned the importance of educational experiences that nurtured creativity and the ability to take risks. This, they believed, gets enhanced only through a practical/hands-on learning approach.

Figure 4.5: Predominant Pedagogical Approach

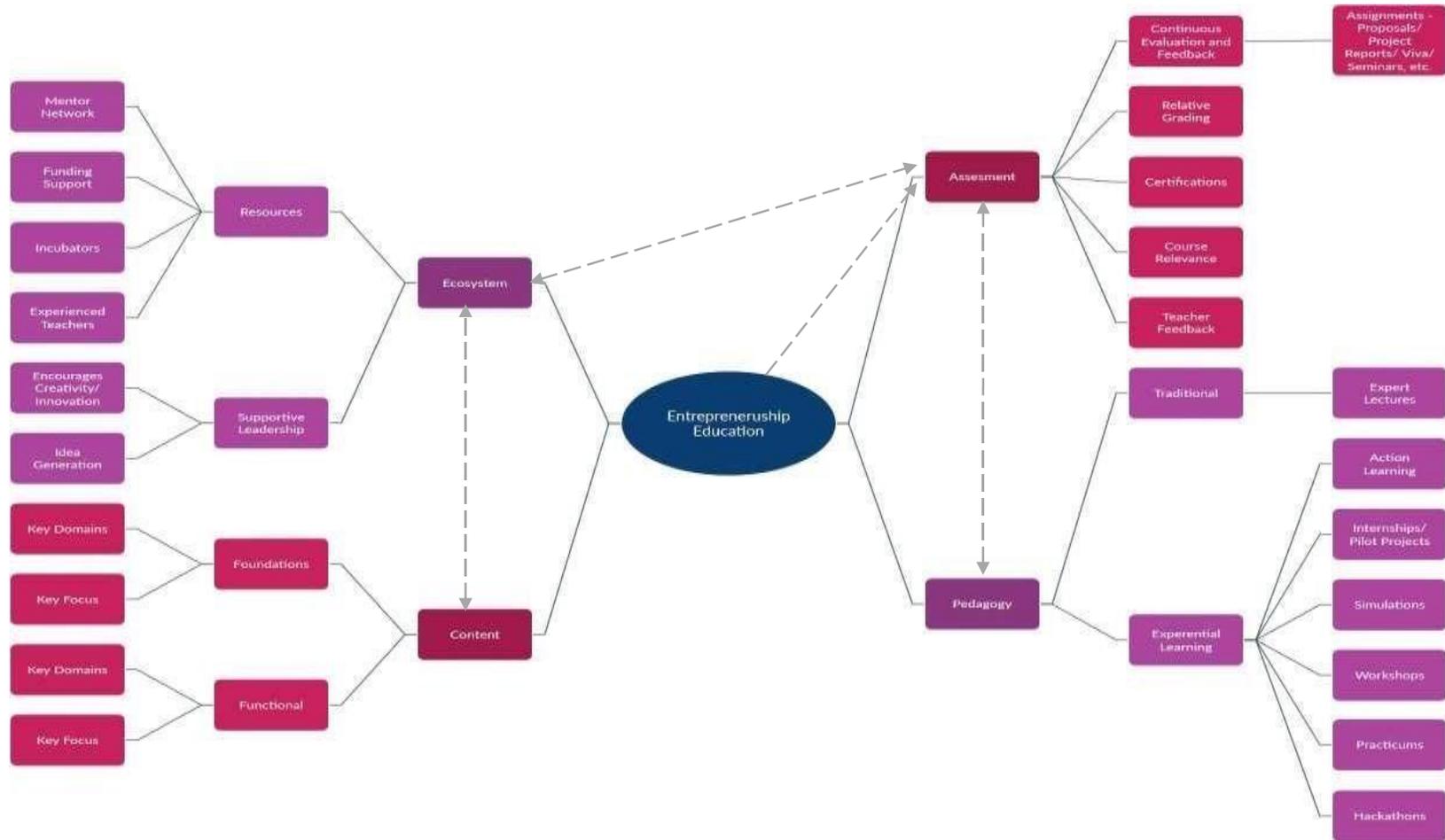


Source: Author's own

4.3 Other Key Elements of Entrepreneurship Education

Notwithstanding the proposed content and pedagogical approach that the interviewees believed were important for H&T students to learn entrepreneurship effectively, all participants held that such an EE program could be conceptualized and operationalized successfully only when an institution has a supportive ecosystem and a student and program assessment system that relies heavily on a continuous feedback loop. All the interviewees believed that H&T educational institutions should strive to create an ecosystem that offers valuable resources (i.e., alumni/mentor network, funding support, idea development centers/incubators, and great teachers) and continuously promotes creativity and innovation by providing supportive leadership. Further, the respondents contended that the assessment of any H&T EE program should not only focus on measuring student learning, knowledge acquisition, and feedback about the course in the short term but also examine the EE program's influence on attitudes, behaviors, motivation, and experiences of budding entrepreneurs — that potentially could lead to functional startups, job creation, and the overall socio-economic impact in the long run.

Figure 4:6 Elements of H&T Entrepreneurial Education Program



Source: Author's Own

4.4 Entrepreneurial Competencies and Students' Perceptions

All entrepreneurs unanimously believed that the entrepreneurial mindset in general and entrepreneurial competencies, in particular, can be developed over time in individuals/students and that education plays a crucial role in the competency development process; though, they had their doubts about whether the H&T education in general and EE, particularly in its current form and structure, facilitates entrepreneurial intentions and behavior. Participating entrepreneurs also felt that robust EE would not only expose students to the essential building blocks of entrepreneurship and, in the process, guide them to desirable entrepreneurial intentions and behaviors but also create and build engaging experiences through which these students can employ their learning in the real-world; thereby, continuously assess their assumptions, understanding, and their decisions to pattern their attitudes, intentions, and behaviors into competencies. As one of the respondents suggested, "*...entrepreneurship education should now shift to understanding what factors lead to enterprise success rather than only focus on the process of enterprise development, and these factors do include individual competencies.*"

In line with the above information, one of the other main objectives of this research has been to identify competencies that are core to the H&T entrepreneurship domain and, in the process, examine empirically what students perceive their current levels of efficacy on these identified competencies are — to see what competencies can be developed through education and, therefore, should be focused on by the H&T educators. Although EE continues to witness increased acceptance in universities worldwide, the structure, content, pedagogy, and delivery varies across different programs, with some clear evidence that institutions, whether offering H&T courses or not, still emphasize general business competencies rather than focus on specific entrepreneurial competencies. Accordingly, the researcher undertook a qualitative study to determine what entrepreneurial competencies are considered important by practicing H&T entrepreneurs and why these competencies are important to be included in the H&T entrepreneurship curriculum.

This study found four broad categories of entrepreneurial competencies that the practicing H&T entrepreneurs consider critical for any budding entrepreneur to succeed in their entrepreneurial ventures. These include cognitive, action-oriented, social, and leadership competencies (**Refer to Figures 4.7 through 4.11**).

4.4.1 Cognitive Competencies

Cognitive competencies refer to divergent ways individuals' cognize/think that allow them to identify — opportunities to exploit or problems to solve. Participating entrepreneurs emphasized the importance of '*opportunity recognition*'. As one interviewee opined, "*...a person's ability to recognize unexplored possibilities in the market and determine its overall attractiveness is crucial for new ideas in hospitality and tourism to emerge*". At the same time, another respondent stressed '*information processing*' as crucial to opportunity recognition and assessment. In particular, the respondent said, "*...There is vast information available today. Any aspiring entrepreneur who can't process this overwhelming size of data/information and identify interesting, meaningful patterns can't go too far with their ideas. It is bound to fail as it is not supported by evidence.*" This was corroborated by one more respondent who said, "*...I struggled in my initial years as I wouldn't know what information to collect and what to do with it or to know if it is of any use to me at all. I feel I should have had the skill to search and use information well*". Regarding information processing, all participating respondents also stressed the ability to engage in an '*active*' and '*systematic search*' of relevant information to identify opportunities in the market. Entrepreneurs also believed that information processing skill equips an individual with the ability to critically evaluate the available information to condense it to what is useful and relevant — a primer to effectively recognize patterns and, in the process, draw meaning out of the captured information that creates lasting knowledge. While few participating entrepreneurs emphasized the importance of '*entrepreneurial alertness*'; a competency that emerges from the knowledge of the business domain and the prevailing market systems (i.e., unmet needs, market demands, possible competition, entry/exit barriers, etc.), other respondents stressed the importance of '*creative thinking*'. This cognitive competency emanates from an individual's intelligence and creativity. For instance, one interviewee

commented on how training in inventive thinking improved the respondent's higher-order thinking. The process allowed the respondent to exploit an unaddressed area in rural tourism (destination management), an opportunity that the respondent initially thought never existed.

Figure 4.7: Cognitive Competencies



Source: Author's own

Respondents also shared some insights on how cognitive competencies can be developed by integrating some interventions in H&T teaching-learning systems. For instance, one entrepreneur suggested that H&T students should be allowed to spend sizable time interviewing and talking to established H&T entrepreneurs/mentors to know how exactly they went about recognizing their own business opportunities to exploit. The respondent believed that such interventions would not only lead the students to robust sources of knowledge/information and inculcate the habit of reading (e.g., trade journals, business

magazines) in them but will also give them a realistic picture of what '*real-world*' entrepreneurs do (i.e., tangible ways in which the entrepreneurs responded to unexplored territories of business opportunities). Similarly, few respondents believed that training students on ideation, business-plan development, and feasibility analysis would develop students' opportunity assessment and creative problem identification and solving skills – a key component of cognitive competencies. Further, most of the respondents vouched for including business idea '*pitching*', simulations, mock entrepreneurial tasks, and exhaustive presentations in the core pedagogical approach of H&T educators.

4.4.2 Social Competencies

Entrepreneurs stressed the importance of '*social capital*' — a subtle force that creates access to important resources only because of social relationships (i.e., social connections and networks). Accordingly, all participating entrepreneurs believed that strong social relationships (especially with important business stakeholders) played a crucial role in their business success and sustainability. Entrepreneurs emphasized the key role that social connections/networks play when the market conditions are tough and uncertain. For instance, one interviewee commented on how one specific individual in her social network channelled her to a flexible/accommodative financier whose aid helped her navigate the Covid-19 pandemic. In a similar vein, one respondent's existing customer, who happens to be a web developer, helped him devise a digital platform to showcase his enterprise's services and, in the process, expand his market to new customers post-wave 2 of the Covid-19 pandemic. All participants believed that an effective social network could also aid aspiring entrepreneurs by giving them access to necessary financial, legal, regulatory, and market resources to start their new enterprises. In essence, strong social networks aid in procuring and marshalling resources (i.e., resourcefulness) when the resources are scarce. The interviews revealed the value of '*social interaction skills*' — skill sets that permit people to establish, expand, and preserve strong relationships with those who can assist them with their business enterprise. Therefore, generating important social networks assumes importance in this regard. Strong social interaction skills encompass aspects of empathy (understanding other's point of view), emotional stability

(self-control), negotiation (ability to reach an agreement through discussions), persuasiveness (ability to convince others of the value of an idea), and collaborative interaction/communication (cooperation) that allows individuals to solve problems at hand. Against this background, entrepreneurs unanimously suggested that specific EE elements should also emphasize social processes and social behavior.

Figure 4.8: Social Competencies



Source: Author's own

4.4.3 Action-Orientation Competencies

Participating respondents contended that budding entrepreneurs need to engage in tangible actions to exploit opportunities or solve problems successfully. Accordingly, they emphasized initiative, time and resource management, adaptability, and accountability as the key areas in which the budding entrepreneurs should be skilled. For example, one

respondent stressed the importance of an individual's ability to "...*anticipate future opportunities and convert them to goals before anyone else lay their hands on it*". The respondent asserted that the goals should be "...*not taken from others*". The respondent recounted his own experience of failing badly at goal-setting because his decision to reach a particular goal of market reach was not evidence-based but was just an imitated goal of his enterprise's competitor. The respondent pondered how "...*specific training on goal-setting can help students/budding entrepreneurs position active/achievable goals with properly defined tasks*".

Similarly, another entrepreneur stressed the importance of the ability of an individual to take the initiative in planning and executing ideas. The respondent took his example of how his "...*ability to self-develop plans and fascination with detailedness*" allowed him to come up with backup plans that aided him in exploring the contingency plans when the original plans failed to bear fruits. This also helped him get the pre-signals of any potential problems/bottlenecks in the executed plan.

While few brought out the importance of utilizing resources (especially finance and workforce), many other entrepreneurs emphasized the need to be focused on the goal and yet be adaptable. Specifically, they pointed to the need for an individual to emphasize goal-achievement and engage in actions that account for external/market system dynamism or changes. As one respondent put it, "...*ability of an individual to continuously learn from the market elements and make the right moves when required*". Entrepreneurs also brought forth the importance of grit (i.e., consistency and perseverance with business interest and resilient actions to start and run an enterprise at all costs). Last, entrepreneurs stressed the competency of responsibility, which emerges from greater self-awareness and consciousness. Responsibility relates to the ability of an individual to shoulder important tasks and be accountable for the outcome. This competency class reveals the need for independent motivation, action, and decision-making as required of budding entrepreneurs.

Figure 4.9: Action-Orientation Competencies



Source: Author's own

4.4.4 Leadership Competencies

Participating respondents came up with a discussion on leadership as an important concern for budding entrepreneurs on their own. They all stressed that though they were engaged in leadership positions, they mostly learned the traits and tricks on their way in their respective long journey of being entrepreneurs through their own experiences. The biggest challenges concerned these entrepreneurs relate to creating an environment of trust, giving timely feedback, inspiring and motivating people, and risk mitigation. Most of the participating entrepreneurs believed that budding entrepreneurs could very well build an environment of trust provided they are introduced to and trained on the ideas of authenticity, transparency, and business ethics. Many believed that an authentic, transparent, and ethical approach does spill over to other dimensions like, for example, feedback mechanisms and motivating people.

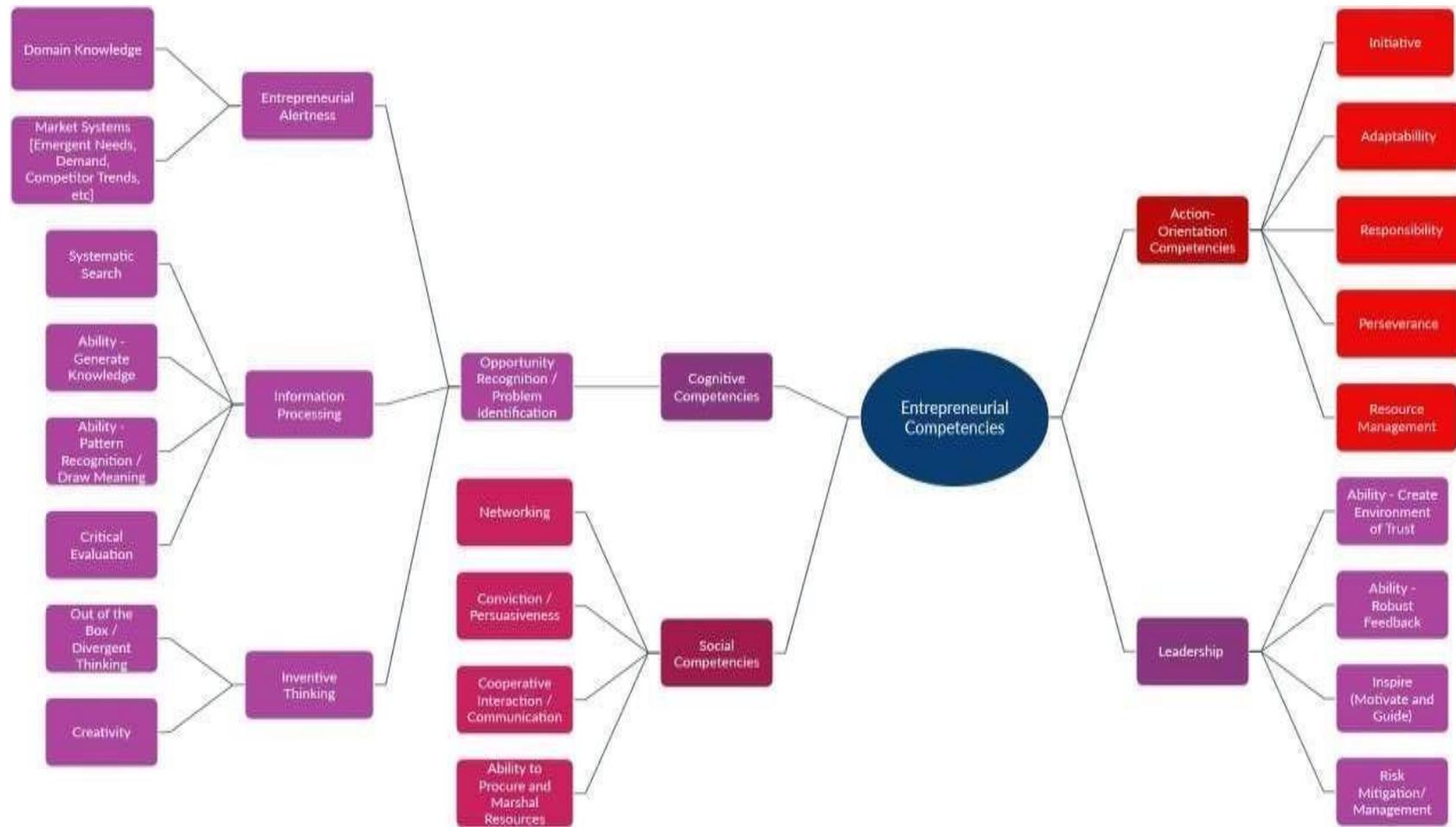
Many spoke of keeping the workforce motivated at all times as a bit tedious. Still, they confirmed that authentic leadership qualities coupled with good interpersonal skills and the ability to convey a compelling organizational/enterprise vision had attenuated the issue. One of the other skills that the entrepreneurs thought would benefit young entrepreneurs a lot was risk management — interventions that attenuate the potential negative impact of a particular decision on the enterprise and the people working in it. All entrepreneurs also spoke of leadership training (i.e., that many coaching institutes give today) and the need for youngsters to develop certain personality traits consistent with the authentic leadership paradigm. However, notwithstanding these suggestions, respondents also observed that entrepreneurs should be confident and trust their judgments that concern the operations of the enterprise they are running.

Figure 4.10: Leadership Competencies



Source: Author's own

Figure 4.12: Entrepreneurial Competencies



Source: Author's own

4.4.5 Entrepreneurial Competencies – A Gap-analytic Approach

Evidence that emerges from the extant available literature on education suggests that EE does indeed produce a range of desirable outcomes. For instance, favorable entrepreneurial intentions lead to students starting a new venture (i.e., becoming self-employed) that, in its turn, grows into a desirable business over time.

Though experts assert that EE serves as a platform for students to explore entrepreneurship and become self-employed, they also contend that a more desirable outcome would be one where a robustly designed and operationalized EE program transforms a student, by enhancing entrepreneurial competencies, into a successful entrepreneur in the truest sense. This would mean that a mere integration of EE subjects in the course curriculum is not expected to yield many favorable results — be it attitudes or behaviors. Only those EE programs founded on a strong supportive ecosystem, content, pedagogy, and robust assessment mechanisms will deliver the most beneficial outcome of — a new venture establishment that grows into a profitable and sustainable business over time.

Against the background of the information mentioned above, as mentioned elsewhere in this section, experts have, in the past, cast their apprehensions on the ability of the education system, in its current form, to induce entrepreneurial intentions and behaviors

among students, especially from the H&T domain. Accordingly, the researcher has attempted to identify entrepreneurial competencies as perceived to be important by practicing H&T experts and successful entrepreneurs. In identifying idiosyncratic entrepreneurial competencies, the researcher confesses that many competencies may not be context-specific or similar to other domains. For example, how an engineering student identifies a business/product/service opportunity may differ significantly from how H&T students approach opportunity recognition, evaluation, and assessment. However, in the example mentioned above, opportunity recognition competency is critical for budding entrepreneurs, irrespective of the context in which it is applied. However, identifying entrepreneurial competencies, measuring their importance, and gauging students' perception of their efficacy levels on the identified competency dimensions is critical as it offers insights on whether EE subjects/programs as run by H&T students are of any use at all to the students or the findings mandate

transformative/paradigm shift in how H&T EE programs are conceptualized, designed, and operationalized. The researcher adopted a gap analytic approach for this study. The core competencies were drawn from the qualitative interviews of 12 expert H&T entrepreneurs. This gap analytic approach is expected to offer insights into the changes in EE that are needed to be institutionalized in the course curriculum through effective teaching-learning systems, content development, pedagogical approach, and

assessment mechanisms so that students graduate from the EE program like the ones who have progressed from the stage of '*developing*' competencies to '*mastering*' competencies. In gap-analytic studies, any observed gap between the current perceived levels of efficacy (in some cases perceived expertise) and perceived importance of competency dimensions imply a negative gap and mandates corrective interventions. Also, given that not all competencies can be weighed equally as regards their importance for the success of enterprises – there is a possibility that the ratings for these competencies are distorted because of elevated readings. This issue is addressed effectively by the relative competence metric. **Table 4.2** exhibits the observed gaps between the perceived efficacy levels and the importance of competency dimensions in this study. The table also showcases the relative competence ratio as well. All competencies exhibited a negative gap or an adjustment margin.

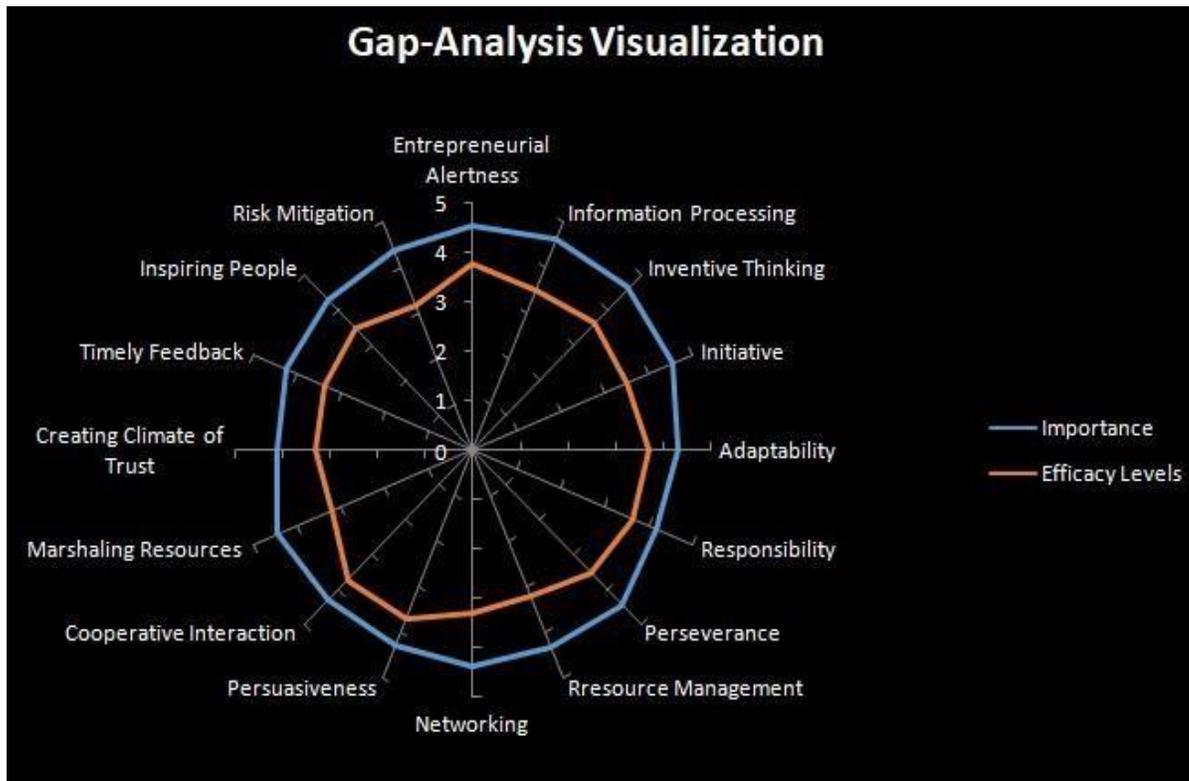
Table 4.2: Gap-Analysis and T-Test Statistics

Competencies	Importance Mean	Efficacy Mean	Relative Competence Ratio	Gap	Type	T-Statistic	p
I. Cognitive [Mean Difference is 0.9533] – Inter-Rater Reliability – 0.95							
a) Entrepreneurial Alertness	4.52 (4.64)	3.76	0.831	-0.76	N	9.450	0.011* *
b) Information Processing	4.60 (4.72)	3.50	0.760	-1.10	N		
c) Inventive Thinking	4.64 (4.72)	3.64	0.785	-1.00	N		
II. Action Orientation [Mean Difference is 0.8260] – Inter-Rater Reliability – 0.93							
a) Initiative	4.58 (4.60)	3.53	0.770	-1.05	N	7.852	0.001* **
b) Adaptability	4.34 (4.42)	3.72	0.857	-0.62	N		
c) Responsibility	4.20 (4.38)	3.67	0.873	-0.53	N		
d) Perseverance	4.46 (4.56)	3.53	0.791	-0.93	N		
e) Resource Management	4.30 (4.42)	3.20	0.744	-1.10	N		
III) Social Competencies [Mean Difference is 0.8625] – Inter-Rater Reliability – 0.89							
a) Networking	4.37 (4.51)	3.30	0.755	-1.07	N	5.197	0.014* *
b) Persuasiveness	4.26 (4.34)	3.68	0.863	-0.58	N		
c) Cooperative Interaction	4.30 (4.48)	3.72	0.865	-0.58	N		
d) Procure/Marshal Resources	4.43 (4.64)	3.21	0.724	-1.22	N		
IV) Leadership [Mean Difference is 0.9150] – Inter-Rater Reliability – 0.90							
a) Creating Climate of Trust	4.11 (4.34)	3.32	0.807	-0.79	N	9.192	0.03**
b) Continuous and Timely Feedback	4.26 (4.48)	3.40	0.798	-0.86	N		
c) Inspiring People (Motivation and Guidance)	4.30 (4.50)	3.50	0.814	-0.80	N		
d) Risk Mitigation/ Management	4.35 (4.62)	3.14	0.721	-1.21	N		

Note – Numbers in parentheses represent the average score of competency dimensions as rated by 12 expert H&T entrepreneurs; N – Negative Gap, AM – Adjustment Margin; *** indicates a T-Statistic significant at $p < 0.001$ and ** $p < 0.05$

Source: Author's own

Figure 4.13: Gap-Analysis Visualization



Source: Author's own

Gaps for all the competency dimensions were found to be negative (i.e., ≤ -0.50) (**Refer to Table 4.2 and Figure 4.13**). Further, student perceptions of the perceived importance of entrepreneurial competency dimensions were found to be statistically different from their perceptions of efficacy levels on these competency dimensions (i.e., cognitive competencies – $t_{\text{statistic}} 9.450$ at $p = 0.011$ (mean difference = 0.9533); action-orientation competencies – $t_{\text{statistic}} 7.852$ at $p = 0.001$ (mean difference = 0.8260); social competencies

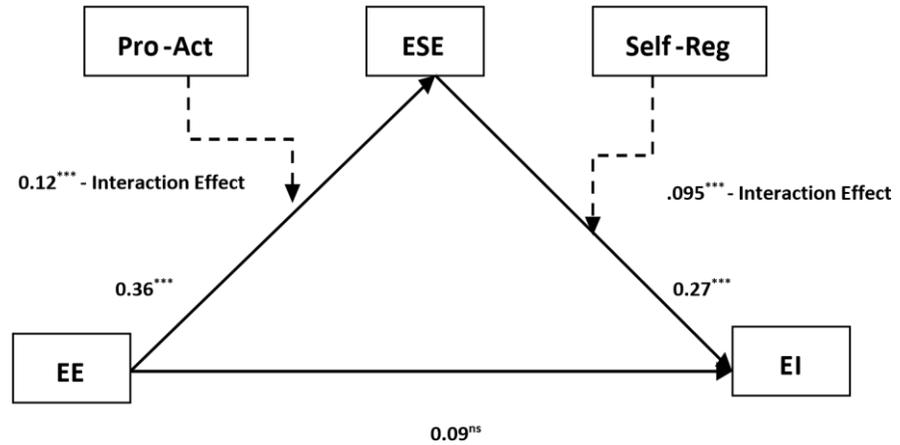
– $t_{\text{statistic}}$ 5.197 at $p = 0.014$ (mean difference = 0.8625); and leadership competencies – $t_{\text{statistic}}$ 9.192 at $p = 0.003$ (mean difference = 0.9150). However, few competency dimensions showed more gaps than the others. For instance, the competency dimensions of information processing, inventive thinking, initiative, perseverance, resource management, networking, marshaling resources, and risk mitigation showed significant gaps compared to other competency dimensions that emerged from this study. The relative competence ratio varied from 0.721 to 0.873.

4.5 Hypotheses Testing of the Research Model

The researcher used Model 21 [SPSS Process Version 3.3] to test the conditional moderated-mediation research hypotheses of this study. In particular, Model 21 allowed the researcher to empirically study the moderated-mediation model involving the traits of proactiveness and self-regulation as moderators and

ESE is the mediator in the relationship between students' perception of EE and EI (Hayes, 2013). To use SPSS Process Model 21, as a first step, the researcher arrived at the composite scores for the constructs of EE, ESE, EI, and the traits of proactive personality and self-regulation. This was well justified by the results from the psychometric analysis of these constructs as mentioned in the previous section/chapter. In particular, the researcher entered the construct of proactive personality as a moderator in the relationship between EE and ESE, self-regulation as the moderator in the relationship between ESE and EI, and ESE was entered as an intervening variable in the relationship between EE and EI. While EE was the independent variable, EI was the dependent variable considered for this study (**Refer Figure 2.1 – Chapter II – Review of Literature**). Accordingly, the researcher examined (i) the direct and indirect effects of EE on students' EI through the intervening variable ESE (ii) the effect of EE on ESE as moderated by the trait of proactiveness, and (iii) the effect of ESE on students' EI as moderated by the trait of self-regulation (**Refer to Figure 4.14 and Table 4.3**).

Figure 4.14: Hypothesized Model



Further, the researcher bootstrapped the results to an estimate of a sample of 10,000 in order to generate a bias-corrected confidence interval (CI) at 95% with a 5% level of significance. Statistical results from this study suggest that student satisfaction with EE is related positively and significantly to ESE ($B = 0.36$; $p \leq 0.01$). This supported study hypothesis H₁. Further, as proposed by hypothesis H₂, the trait construct of proactiveness significantly moderated the positive relationship between EE and ESE ($B = 0.12$; $p \leq 0.01$ – Interaction Effect) Refer to Table 4.3 and Figure 4.15. In essence, the association between EE and ESE was stronger for those with higher levels of proactiveness trait when compared to their counterparts ($\text{Effect}_{\text{High}} = 0.47$ vs. $\text{Effect}_{\text{Low}} = 0.24$ – Refer to Table 4.4 and Figure 4.15). Furthermore, as propagated by hypothesis H₃, ESE was positively and significantly related to students' EI ($B = 0.27$; $p \leq 0.01$). Moreover, in line with the hypothesis H₄, the trait of self-regulation moderated the positive relationship between ESE and EI ($B = .09$; $p \leq 0.01$ – Interaction Effect), such that the relationship was found to be stronger in individuals who demonstrated higher levels of self-regulation when compared to their counterparts ($\text{Effect}_{\text{High}} = 0.37$ vs. $\text{Effect}_{\text{Low}} = 0.18$ – Refer to Table 4.5 and Figure 4.16).

Table 4.3: Moderated Mediation Analysis

Path	Coefficient	SE	t	p	LLCI	ULCI
EE → ESE	0.36	0.09	3.12	≤ 0.01	0.12	0.49
Moderation [Proactiveness - Interaction]	0.12	0.07	1.46	≤ 0.01	0.08	0.16
ESE → EI	0.27	0.10	2.54	≤ 0.01	0.21	0.73
Moderation [Self- Regulation Interaction]	0.09	0.03	1.19	≤ 0.01	0.10	0.42
EE → EI	0.09	0.04	1.05	> 0.05 (ns)	-0.05	0.19

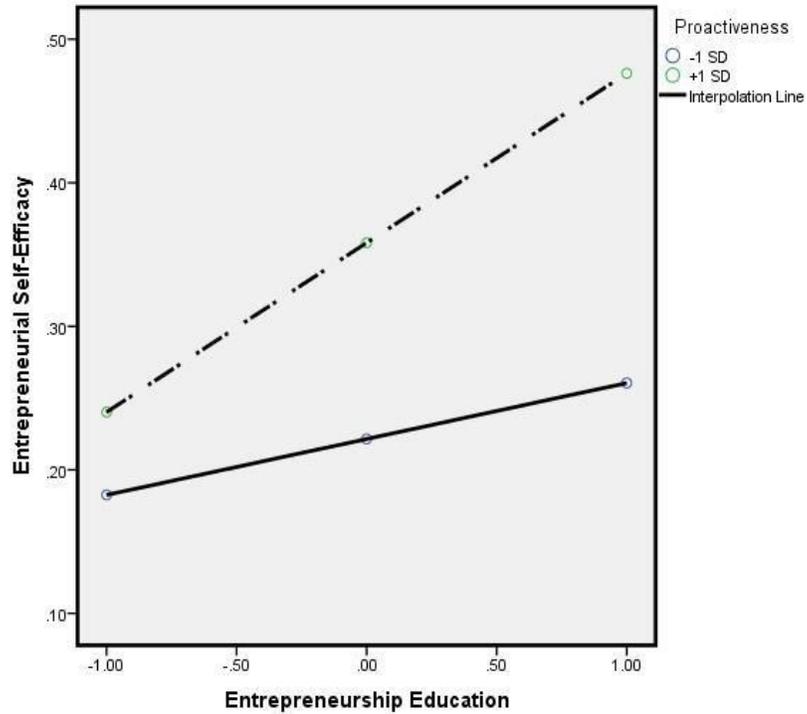
Source: Author's own

Table 4.4: Moderation Effects of the Trait of Proactiveness on the Relationship between Entrepreneurship Education and Entrepreneurial Self-Efficacy

Proactiveness	Effect	SE	LLCI	ULCI
Low	0.24	0.06	0.14	0.32
Medium	0.36	0.07	0.20	0.43
High	0.48	0.04	0.31	0.48

Source: Author's Own

Figure 4.15: Moderation Plot for the Moderator Proactiveness



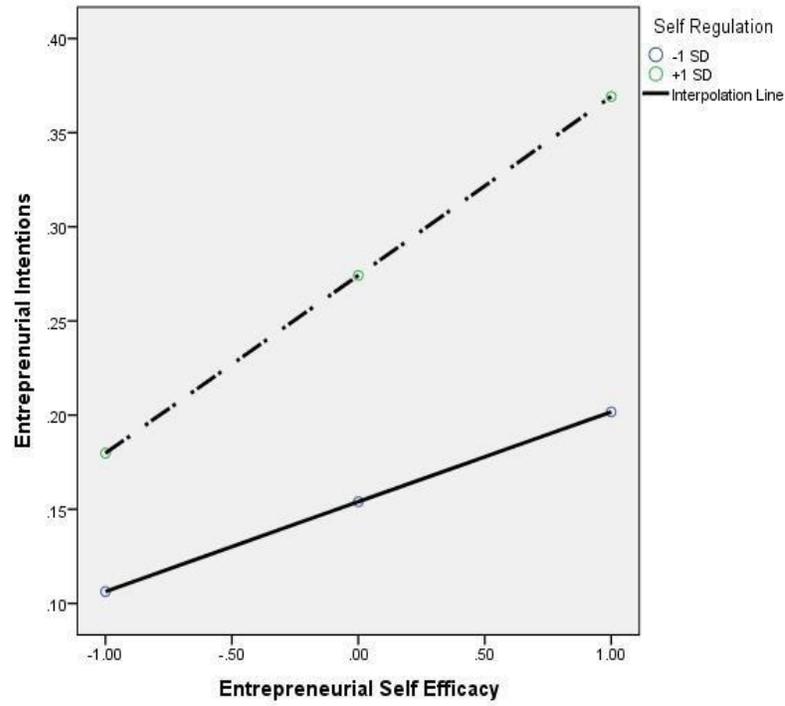
Source: Author's Own

Table 4.5: Moderation Effects of the Trait of Self-Regulation on the Relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intentions

Self-Regulation	Effect	SE	LLCI	ULCI
Low	0.18	0.04	0.21	0.41
Medium	0.27	0.05	0.23	0.40
High	0.37	0.05	0.25	0.50

Source: Author's Own

Figure 4.16: Moderation Plot for the Moderator Self-Regulation



Source: Author's Own

Results did not find support for a statistically significant direct effect between EE and students' EI ($B = .09; p \geq 0.05$), in the absence of the mediator ESE. This suggests that the relationship between EE and EI is entirely indirect and is fully mediated by the construct of ESE. This result supports the study hypothesis H₅ which postulated an entirely indirect relationship between the study variables. Results reaffirm the importance of EE and point to its role in augmenting students' ESE beliefs that, in its turn, elicit favorable intentions in students toward entrepreneurship.

Chapter V

Summary of Findings and Implications

As per the Global Entrepreneurship Monitor (2017) report, there is an evident increase in individuals opting to start their entrepreneurial ventures spanning across different industries. This recent phenomenon is also seen in India, where entrepreneurial ventures have grown vastly in the last decade. In a fact, India is home to the third-largest cluster of startups worldwide. Further, new Indian enterprises could raise approximately \$24 billion in FY 2021 against \$12 billion in the preceding year. Also, the year 2021 witnessed over 2000 startups 2021 as against 1400 startups in 2020. In India, the recent push by the Indian Government on entrepreneurship and a favorable ecosystem for the same has played a significant role in augmenting and improving the employment scenario in the country. In recent years, startups have contributed to over six lakh direct jobs and more than 30 lakh indirect jobs (Sekhar, K. R., & Johnson, 2019). Given the recent trends in the emergence of entrepreneurial ventures and startups, the field of EE has also shown significant progress, with many institutions offering myriad entrepreneurial courses and programs to willing students across different disciplines. The governing bodies of education in India (e.g., AICTE, UGC, etc.) encourage institutions to mandate entrepreneurship in their course curriculum.

The opportunities in the Indian H&T sector specifically have caught the imagination of many budding/nascent entrepreneurs. The sector's attractiveness in India, in particular, emerges from very robust demand, policy support, and diverse attractions. Medical, rural, leisure, regional, and culinary tourism, for example, are expected to contribute approximately \$150 billion by FY 2027, a two-fold increase when compared to the actual \$75 billion in FY 2020. Further, to counter the effects of the Covid-19 pandemic on the Indian H&T sector, the Government is offering moratoriums and interest-free loans to spur growth. The Government is also promoting inbound tourism. In particular, under the Swadesh Darshan Scheme (SDS), the Indian Government has sanctioned/approved

projects worth \$ 863.60 million. This investment excludes the US\$ 171.70 million set aside for developing and promoting tourist circuits for the country's Northeastern parts (IBEF, 2021). Tourism sector attraction in India notwithstanding, food services businesses also hold tremendous potential for entrepreneurial ventures. These opportunities lie, for example, in micro-breweries, theme restaurants, hotel and lodging/accommodation facilities (including homestays), and food trucks.

Given the entrepreneurial opportunities in the H&T sector, the need for a robustly designed EE program/course for the industry also assumes importance in this regard

(Altinay et.al., 2012; Deale, 2016), especially in India. However, questions of '*what*' of entrepreneurship should be taught and '*how*' entrepreneurship can best be taught to students so that it leads to future entrepreneurial ventures are still largely unanswered in the domain of H&T. Researchers posit that though the focus on H&T entrepreneurship is increasing, the current entrepreneurship courses/subjects in the H&T curriculum are probably not well-conceptualized and designed and, therefore, not entirely coherent with the H&T industry's demands and opportunities (Deale, 2016; Olsen & Mykletun, 2012). Also, given the significance of striking a balance between — '*academics*' and '*practicals*' and '*theory*' and '*action*' in H&T EE, experts have called for methodologically rigorous studies that could offer deeper insights into the different vital aspects of EE that could enhance entrepreneurial opportunities in different areas of H&T. Accordingly, this study delved into the viewpoints of H&T entrepreneurs to explore more about the content and pedagogy as regards EE and also the nascent entrepreneurial competencies that they think would benefit H&T students who may become future entrepreneurs. Moreover, this study empirically establishes the underlying mechanisms and conditions that explain the relationship between EE and EI among H&T students.

5.1 Key Summary/Highlights of Findings

1. Practicing H&T entrepreneurs emphasized the importance of developing a *supportive institutional ecosystem* to promote entrepreneurial behaviors among students. In

particular, the H&T entrepreneurs brought forth the importance that institutional leadership and resources could play in promoting H&T entrepreneurship.

2. The majority of the practicing entrepreneurs believed that the focus of the H&T EE program '*content*' should be on relevance, orientation, and structure. Ideally, they should address and explore contemporary H&T issues, robustly integrate different dimensions of relevant theories with practice, and be organized.
3. Entrepreneurs believed that at the '*foundational stage*' of the EE program, teachers should focus on offering more profound insights into the fundamentals of entrepreneurship, the ecosystem, and relevant entrepreneurial and leadership theories.
4. Contrariwise, at the '*functional stage*,' entrepreneurs believed that teachers should emphasize rigorously exposing the students to the different stages involved in the process of new venture creation. Further, the entrepreneurs also highlighted the importance of including relevant subjects like, for example, data science and management (accounting, book-keeping, finance, marketing, human resources, and applied research) in the EE curriculum.
5. Entrepreneurs urged teachers to use various *pedagogical tools* comprising a coherent mix of traditional classroom sessions, expert lecture series, webinars/seminars, hackathons, workshops, practicum, mentored internships/projects, and simulations. The pedagogical tools should ideally be centered on theory, experiential (action) learning, and self-reflection.
6. Entrepreneurs also emphasized the importance of student *performance assessment* founded on continuous evaluation and feedback principles. Entrepreneurs believed that student performance could be assessed effectively by conducting exams, vivas, and presentations. Further, they have also highlighted the importance of well-designed and thought-provoking assignments. Entrepreneurs also believed that institutions should track and monitor new venture startups by their students in the long run.
7. As regards *entrepreneurial competencies*, entrepreneurs factored in four competencies to be crucial for budding entrepreneurs to be successful in the long run. These four entrepreneurial competencies included cognitive, action-orientation,

social, and leadership competencies. They believed that if H&T institutions could conceptualize and design EE programs that address these competencies, students would be willing to try entrepreneurship as an alternative career, given their enhanced beliefs of ESE.

8. Empirical results of the present study, using a moderated-mediation regression approach on 416 H&T students from nine H&T institutes in Karnataka, situate students' favorable perception of EE as a potent antecedent of students' ESE and EI. However, the magnitudes of these observed relationships were conditional to the personality traits of pro-activeness and individual self-regulation.
9. In essence, the relationship between EE and EI was not direct and was mediated by students' ESE. Further, the observed positive relationship between EE and ESE was moderated by the personality trait of pro-activeness. The relationship was more potent in students who reported higher levels of pro-activeness. Furthermore, the observed positive relationship between ESE and EI was moderated by the construct of self-regulation. The relationship was more robust in students who reported higher levels of self-regulation. Accordingly, this study has put into perspective the significance of ESE as an intervening role in the relationship between EE and EI and the traits of proactiveness and self-regulation as the boundary conditions that strengthen the EE—ESE and ESE—EI relationships.
10. Last, this study found incongruence in students' perceptions of current expertise and importance across four entrepreneurial competencies, i.e., cognitive, action orientation, social networking, and leadership. Further, gap analysis and relative competence metrics reveal negative gaps among students for all these competencies. A point worth considering, in this regard, is that the significant purpose of carrying out a competency gap analysis was not to offer insights into the magnitude of the gap but to offer evidence to the H&T institutions have to reconceptualize, design, and implement an H&T EE program that may in future be able to address these competency gaps and student concerns.

Surprisingly, the influence of EE on students' EI is a very rarely explored area in the

H&T Domain (e.g., Ahmad, 2015; EISaid & Fuentes-Fuentes, 2019; Zhang et al., 2020). Also, the evidence that emanates from the past literature, in different other domains, as regards the EE-EI relationship is rather inconclusive. While some studies have found no statistically significant relationship between EE and EI, other studies have found support to situate EE as a potent antecedent to students' EI. The findings of this study as regards the EE-EI relationship is similar to other published studies (e.g., Bae et al., 2014; Raunch & Hulsink, Otache et al., 2020). Also as regards the mediation effect of entrepreneurial self-efficacy in the relationship between EE and EI, the findings are similar to Zhao et al. (2005), Nowiński et al. (2019), and Mukesh et al. (2020).

5.2: Study Implications

Whetten, (1989) affirms that the originality and usefulness of any research stem from the methodological rigor that it has adopted and also the extent to which the research proffers implications for theory, practice, and future research—in essence, signifying the contribution to the body of knowledge (BoK). Accordingly, the researcher of this study puts forward the implications that this study has on theory, practice, and future research to demonstrate the contributions of this study.

5.2.1: Implications for Theory

This study contributes to H&T entrepreneurship theory in multiple ways.

5.2.1.1: Conceptualizing a Framework for Hospitality and Tourism

Entrepreneurship Program

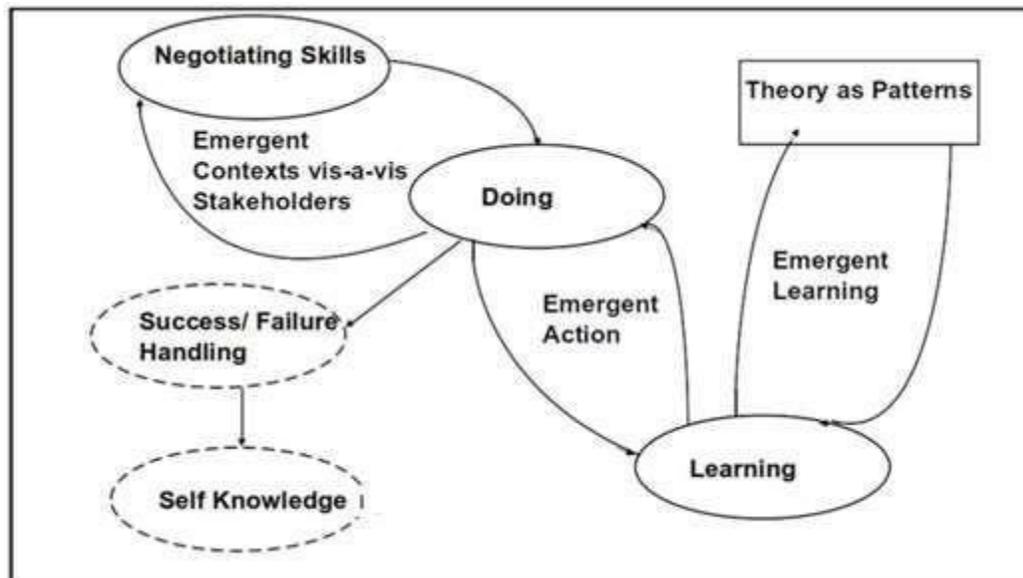
Hospitality and Tourism entrepreneurship education demands significant changes from the traditional H&T undergraduate and post-graduate programs. If undergraduate and post-graduate education is meant to generate students who fit into existing H&T organizations, the purpose of a specialized program for entrepreneurship is much more ambitious. It is to

create '*independent, autonomous*' individuals who would seek to start their organizations and contribute to their own and societal well-being.

This is more easily said than done. To conceptualize and design such a program, the researcher believes the whole program should permeate a "*Doing*" orientation. How can an entrepreneurship program encourage '*doing*'? This is primarily done by having the student set up a unit themselves during the program, or, at the least, get the student to set up a unit halfway.

In addition to helping set up a new unit, what the '*academy*' does to the individual still begs the question! *What is the relevance of the H&T institute/university in such a context?* The answer is that actions performed by the candidate would be a function of continuous '*learning*.' These respectively deal with '*emergent action*' and '*learning*'. In setting up an H&T unit/company, the accompanying preliminaries, such as product/service policy, strategic plan, etc., are to be dealt with. The students would begin to have a rich sense of how actions come about incrementally due to the distinctive nature of the *reality "out there."* The coping mechanisms by the student entrepreneur, too, would be adaptive actions, which have been christened as "*Emergent Action*". Through these actions, there is much learning that happens rather *subconsciously*.

Figure 5.1: Learning Doing Dichotomy



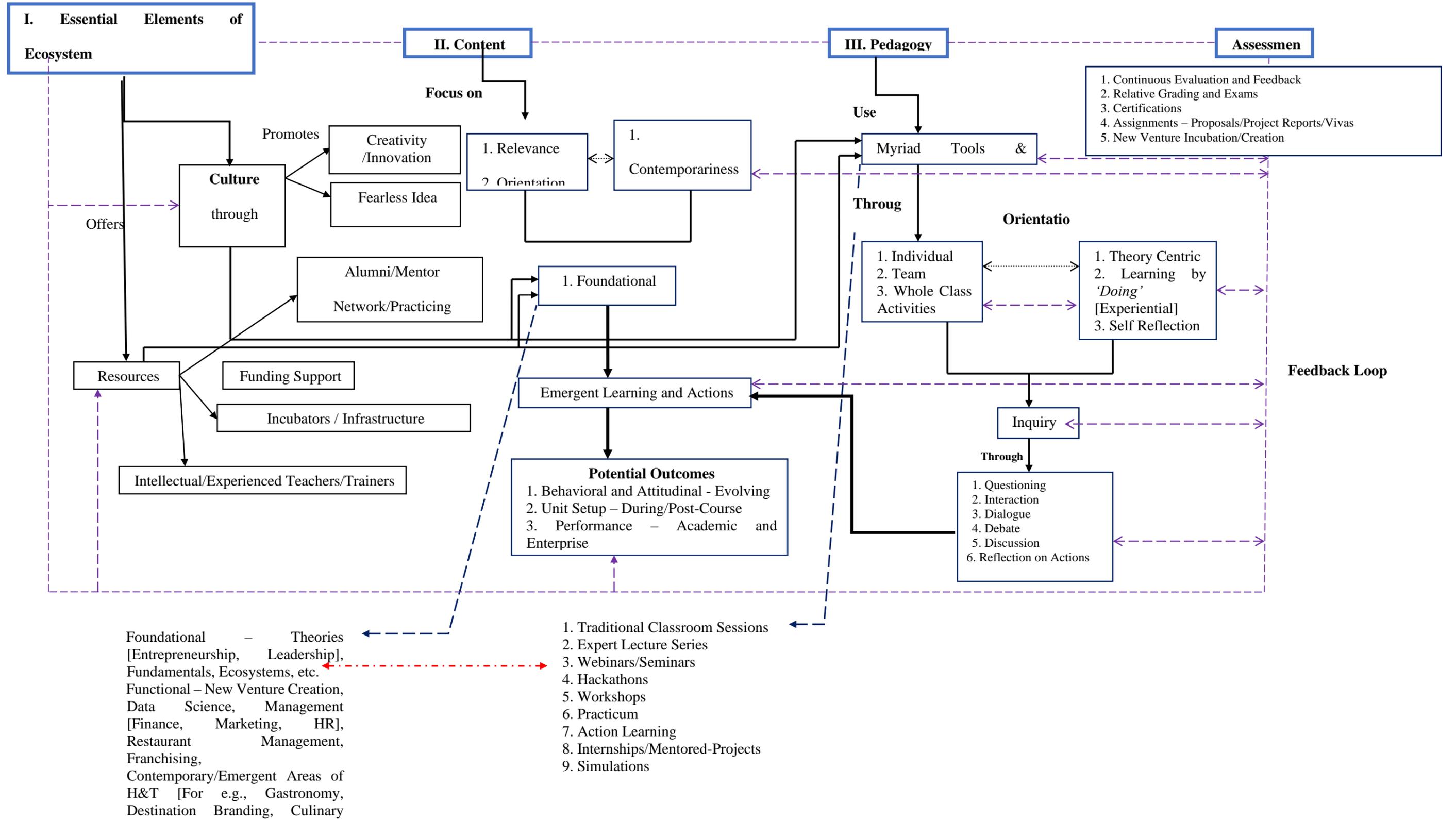
The program would surface these learnings, making the candidates smarter in reflective understanding and becoming the base for further learning. Learning also is contributed by theory. Learning by doing and theory form a duo forms a *positive feedback loop* leading to emergent learning. We mean a "wow" form of learning by emergent learning here when *learning-by-doing* and *theory* integrate/combine to give a sense of intellectual closure in the learner's mind.

The program also needs to reinforce the interpretivistic, non-rational aspects of entrepreneurship. These are particularly relevant in circumstances where exchanges with various stakeholders take place. These aspects are also to be taken into account in the program. Finally, the Items success/failure knowledge and self-knowledge deal with *deeper reflection* issues that allow the candidates to handle success and failures with stability/equanimity and move on to do bigger and greater things.

Table 5.1: Emergent Entrepreneurship Educational Paradigm

Educational Paradigm	Content	Pedagogical Process	Outcome and Assessment
<u>Doing</u> is fundamental to Entrepreneurship. Learning by doing.	Set up a unit from scratch. Language of doing rather than the language of decision-making in the program.	Doing orientation	Setting up a startup as outcomes
<u>Learning</u> is an <u>emergent process</u> resulting from Doing	Content is suggestive, not bounded by definitions	The startup process and the learning process are <u>co-evolutionary</u>	Continuous feedback Encouraging pro-activeness.
<u>Learning to adapt through incremental changes</u> is important learning.	Content is suggestive and not definitive	Classes least didactic, but interactive and even conversation which is feasible with smaller class size	One-on-one feedback to students on assessment. Feedback more about learning from past actions
Learning happens through a shorter <u>learning-cogitating-acting-feedback- second-order learning cycle</u>	Content is not linearly arranged as a series of modules or to be studied to culminate in one "grand" exam	Plenty of opportunities to simultaneously achieve do-learn-do cycles	Various methods of learning and communication of learning which is what continuous assessment is all about
<u>The theory</u> is not to be underestimated	The theoretical aspects of entrepreneurship, the historicity of entrepreneurship, and other theories are part of the curriculum	Inter-weaving of theory with the actual setting up of startups, Interpretivist aspects (meaning ascription) of swimming against the tide by the entrepreneur is conveyed (through case studies and interactions with entrepreneurs)	Departure from a traditional orientation toward examinations
Arena for <u>negotiations</u> in the context of the entrepreneur. Results achieved are the result of not just rational decisions.	Non-rational, behavioral aspects of setting up startups and progress thereafter are covered in the syllabus	The entire program involves dealing (negotiating) with faculty, guest faculty and investors, startup gurus	Their assessment involves the skills in negotiation and persuasive power of the student(s)
Arena for <u>negotiations</u> in the context of the entrepreneur. Results achieved are the result of not just rational decisions.	Non-rational, behavioral aspects of setting up startups and progress thereafter are covered in the syllabus	The entire program involves dealing (negotiating) with faculty, guest faculty and investors, startup gurus	Their assessment involves the skills in negotiation and persuasive power of the student(s)
Working towards success but facing failure is an important aspect of education	There would be discussion 'cases' not only on successes but also failure situations and toughening the <u>mental strength/resilience</u> of candidates	Resilience is consciously given importance as an outcome	Rubrics will have resilience/self-evaluation/pro-activeness as an important outcome
<u>Self-knowledge</u> is important for facing up to reality	In many projects in the curriculum where the candidate has to come up with independent ideas where introspection is important	<u>Reflection</u> is germane to the choice of business	<u>Reflective thinking</u> is encouraged by the program. There are also opportunities for reflective writing

Figure 5.2 : Hospitality and Tourism Entrepreneurship Education Framework



5.2.1.2 Uncovering the 'black-box' of Entrepreneurship Education—Entrepreneurial Linkage:

A detailed analysis of EE literature in general and H&T EE research, in particular, revealed opportunities for the researcher to explore.

First, the nature of the EE-EI relationship is highly inconsistent across past studies (e.g., Bae et al., 2015). While some studies report a significant positive relationship between the two constructs, other studies find no relationship. These mixed findings mandated some validation.

Second, though H&T entrepreneurship has attracted much attention in the recent past, studies that situate H&T EE as a strong correlate to EI are rare, at best. Third, if EE and EI are related, there is very little insight into the intervening and moderating mechanisms that explain the observed relationship between the two constructs. Scholars call for research on entrepreneurship, highlighting the need to gain better insights into the dynamic nature of influence that variables like, for example, entrepreneurial competency/self-efficacy beliefs play in the EE-EI relationship and the role of individual personality traits play in entrepreneurial activity outcomes.

This present study made a valiant attempt to fill the gaps mentioned above. The researcher tested the hypothesized model considered for this study in two phases. The researcher espoused a sequential mixed-method (qualitative + quantitative) research approach for this study. While the findings from the first (qualitative) phase of the study offered insights into the desired components of an institutional ecosystem, content, pedagogy, and assessment that a robustly designed H&T EE program should comprise, it also offered insights on the entrepreneurial competencies that are needed for the potential H&T entrepreneurs to succeed with their respective enterprises in future. The researcher then drew extensively from the findings of the first phase of this study, especially on two fronts — first, the factors of EE that were retained for the second phase; Second, the four competencies on which the questions on the student's ESE were conceptualized for the quantitative study. Not only this mixed-method approach aid the researcher to learn more

about and from the H&T entrepreneurs who participated in this study, specifically of their viewpoints on EE education, but it also facilitated the empirical testing of a complex moderated-mediation model involving the constructs of EE, ESE, EI, pro-activeness, and individual self-regulation.

Accordingly, this study clarifies the 'underlying mechanisms' that explain the link between EE and EI through ESE as a function of the individual traits of proactiveness and self-regulation. In the process, it acknowledges and brings forth the importance of students' self-driven initiative/pro-activeness and self-regulatory mechanisms that facilitate the espousal of appropriate self-efficacy beliefs and EI. (Hayes, 2012) argues that while simple/serial mediation (only) conceptual models answer the question of "*how*" two or more variables influence each other, simple/multiple moderator (only) models, on the other hand, answers the question of "*when*" or under "*what*" conditions the observed relationship between the study variables differ. Pure mediation or pure moderation models fall short of conceptual rigor. Therefore, experts e.g., Hayes, (2012) call for research/conceptual models that integrate mediators and moderators to test conditional intervening effects between different study constructs and variables. The researcher, in this study, has answered this call by integrating the theories on human capital, regulatory focus, personality, and entrepreneurial event to study the interactive effects of EE—PP and PP—Self-regulation.

The findings of this study that stem from a moderated-mediation model reveal that EE does interact with the trait of pro-activeness to be positively and significantly associated with EI through ESE. In the same breath, the study also finds that proactiveness interacts with self-regulation to be positively associated with students' EI. Experts position ESE as one of the most potent predictors of EI (Austin & Nauta, 2016; Zhang & Cain, 2017). The findings of this study show that EESE and ESEEI relationships are stronger in high—PP and high-self-regulatory students when compared to their counterparts. This suggests that though favorable perceptions towards EE augment ESE and EI, the effects are more profound in high proactiveness and self-regulated students. By situating pro-activeness and self-regulation as boundary conditions, this study has been able to investigate the intricacies

involved in EE—EI link and, in the process, enhances our understanding of *'when'* EE exercises more pronounced influence on ESE and *'when'* ESE exercise more influence on students' EI. In essence, this study offers empirical evidence to prove that EE relates positively to EI and brings forth the complex nature of this observed relationship by situating ESE as a key intervening variable between the two and foregrounding the constructs of pro-activeness and self-regulation as moderators.

5.2.1.3 Identifying Key Competencies for H&T Entrepreneurs and their Relative Expertise

As mentioned elsewhere in the report, notwithstanding a ubiquitous agreement by scholars worldwide, over the importance of entrepreneurial competencies, conceptual and empirical studies in the H&T domain on entrepreneurial competencies are very scarce (e.g., Daniel et.al., 2017; Phelan & Sharpley, 2012; Rimmington, Williams & Morrison, 2009). The few existing studies do not offer many insights into whether entrepreneurial competencies needed in the H&T sector are standalone or similar to entrepreneurial competencies found to be important in different other sectors, therefore mandating some exploration and validation. These studies don't offer much insight into whether students 'self-perceptions' of their entrepreneurial competencies match the rated 'importance' of these identified competencies programs.

In fact, the emergent new economy in the country continues to put increased prominence on knowledge, service, and information (Boyles, 2018). In its turn, this has put pressure on the existing firms to hire a highly-skilled workforce and has paved the way for new firms to emerge — dramatically increasing the competition in the market space, especially in the Indian H&T sector. Though H&T college education does its bit in meeting the workforce demand, it still falters in its ability to produce graduates who demonstrate higher-level knowledge and information skills — that which employers desire. This also results in 'talent' migration from H&T to other sectors. Against the background of the issues discussed above, scholars have called for educators at all levels of the H&T education

system to identify key challenges and opportunities in the current business scape and to ensure H&T students develop entrepreneurial competencies that overlap with the much needed 21st-century knowledge, skills, and abilities. To be fair enough to the H&T institutions in India, many have tried to integrate a subject on EE in their core curriculum. However, there exists no H&T-specific EE course. While a robust EE program, at this point in time, eludes the Indian H&T sector, the identification of key entrepreneurial competencies arguably allows the institutions to train students on specific subjects/areas arming students with relevant and contemporary KSAs and also gives students a better chance at securing employment from which to garner specific and industry important knowledge. This the students can use to establish their own firms in the future. Therefore, any conceptualized H&T EE programs are expected to be more successful only if they are conceptualized, designed, and implemented to be concurrent with the needed entrepreneurial competencies in their graduates.

5.2.2: Implications for Practice

This study has significant implications for H&T educators and policy decision makers.

5.2.2.1 Proposing a Dedicated H&T Centric Entrepreneurial Education Course

The researcher designed an H&T EE curriculum covering three specific elements – content (i.e., “*what to learn?*”), pedagogical approach (“*how to learn?*”) and learning outcomes (Biggs, 1999). Accordingly, the researcher identified and conceptualized the three aforementioned components of a dedicated H&T EE program in three sequentially interconnected stages: need analysis; content, pedagogy, and learning outcomes conceptualization and development, and validation. For the first two stages mentioned earlier, the researcher drew the outcomes extensively from the literature reviewed and also the responses as shared by the practicing H&T entrepreneurs who participated in this study. For the final stage, post content/curriculum development, the researcher shared the outcome with randomly chosen 50 percent of the respondents who participated in the first phase for seeking their opinion and approval of the proposed content, pedagogical approach, and learning outcomes.

Participating entrepreneurs repeatedly emphasized the need to expose H&T students to the idea of entrepreneurship in a sequential manner (i.e., the need for designing a robust curriculum that gradually progresses from the foundational stage to the functional stage). While during the interview majority of the respondents emphasized the need for imparting insights into entrepreneurship fundamentals, market systems, ecosystems, frameworks, business models, idea development, and business communication to students at the initial stages of the program. Entrepreneurs also stressed dedicated training workshops in idea generation, problem identification, and opportunity recognition for setting up business ideas (Srivastava, Satsangi, & Satsangee, 2019). Also, entrepreneurs contend that, at the foundational stage, a balanced EE program should predominantly embrace traditional classroom lectures and talks/seminars by industry experts, researchers, and practicing H&T entrepreneurs including a practicum that focuses on ‘*doing*’ orientation (Srivastava, Satsangi, & Satsangee, 2019). This they felt would open up a communication scape for young budding H&T entrepreneurs/students to interact with practitioners, improve their social network, and also give a realistic preview of what entrepreneurship is in ‘*reality*’ right at the initial stages of the course. Moreover, at the functional level, the practicing entrepreneurs emphasized the need for exposing students to the emerging H&T entrepreneurial domains, general management subjects (i.e., entrepreneurial finance, marketing, and operations of new venture management), and data science. They also stressed that the functional stage of the H& EE program should focus much on experiential learning, hands on-approach, simulations, workshops, mentored projects/internships, business plan development and presentations, and certifications (Fayolle & Gailly, 2008; Srivastava, Satsangi & Satsangee, 2019). A ‘*doing orientation*’, the participating entrepreneurs believed would elicit favorable EI among students (Fayolle & Gailly, 2008) by providing support to develop the most relevant entrepreneurial competencies (Svensson, et.al., 2020).

Table 5.2 Proposed H&T Entrepreneurship Course Curriculum

Domain Areas	Dimensions	Potential Practicum and Learnings/ Outcomes
STAGE I		
Entrepreneurship Fundamentals	Overview of Entrepreneurship – Entrepreneurial Vision and Outcomes – Society, Economics and Entrepreneurship – Recognizing and Shaping Business Ideas and Opportunities – Design Thinking – Entrepreneurship as a Career.	<p><i>‘Doing’</i> orientation from the beginning of the course.</p> <p>Integrated workshop – Hackathon – expert lecture series comprising components that would relate to <i>broader problem identification techniques</i> [from an existing and indigenous set of open challenges/problems that needs attention], <i>ideate and comprehensively contemplate/compare workable solutions</i>, and <i>evaluate feasibility, viability, and the rationale of individual/team business ideas</i>.</p> <p><u>Output</u> – A brief individual/group/team report encompassing the afore-mentioned dimensions of identified problem(s), ideations, and idea comparisons and feasibility analysis</p>
Entrepreneurial Leadership [Individual and Personality]	Life Span of an Entrepreneur – Entrepreneurial Personality Traits – Attitude/Intent – Action Orientation and Risk Propensity/Appetite – Becoming an Entrepreneurial Leader	
Market Organization and Entrepreneurial Ecosystems	Foundations of Entrepreneurial Ecosystems – The Key Actors/Stakeholders of Entrepreneurial Ecosystems – Regulatory and Organizational Conditions Driving the Entrepreneurial Mindset - Ecosystem Practices and Processes – Sustainability and Entrepreneurship Ecosystems	
Technology Strategy for H&T Entrepreneurs	Understanding Technology, Technology Adoption and Diffusion – Understanding Sources of Innovation and Opportunities – New Product Development and Validation against Customer Needs – Patents, Intellectual Property Rights (IPRs), Copyrights, and Legal Considerations	

Domain Areas	Dimensions	Potential Practicum and Learnings/ Outcomes
STAGE II [Foundational]		
Entrepreneurial Frameworks	Intex framework –Lean canvas – PESTLE – SWOT analysis – Mullin’s 7 domains Model for New-Ventures	<p><i>‘Doing’</i> orientation [Action Learning].</p> <p>Workshops in the areas of problem framing; design-thinking in ideation; and innovation for Business.</p> <p>Expert lecture series on designing relevant products and services, scalability of ideas, building robust business models, and challenges for entrepreneurs from ideation to implementation.</p> <p>Output – Certifications in the areas of design-thinking and innovation. These workshops and certifications will aid students/teams to refine their output (problems/ideas/solutions) identified from the practicum of the first trimester</p>
Idea Development and Validation	Market Research – Problem Identification – Problem Validation - Concept Generation – Solution Exploration – Potential User Discoveries (Customers and Customer validation)	
Developing Business Models	Introduction to Business Models – Designing Business Model Canvas – [Business Value Proposition, Channels, Revenue Models, Networks/ Partnerships and Supply Chain] – Opportunity Sizing – Resource Acquisition and Optimization – Introduction to Business Model Evaluation Rubrics and Analytics (Contemporary Technology Tools and Trends)	
Business Communication for Entrepreneurs	The art of “selling” Ideas – Sales Training for Entrepreneurs – Negotiation Skills for Entrepreneurs – Writing Compelling Business Plans and Funding Proposals – Pitching	

Domain Areas	Dimensions	Potential Practicum and Learnings/ Outcomes
STAGE III [Functional]		
Emerging Entrepreneurship Domains	Technology Entrepreneurship – Lean Startups – Social Entrepreneurship – Family Business – Global Entrepreneurship	<p><u>‘Doing’</u> orientation [Action Learning].</p> <p><i>Business simulations</i> (Harvard/ ISB) and CAPSTONE projects in the domain of entrepreneurial finance and marketing.</p> <p>Expert lecture series on areas, like for example, how to raise capital for new ventures, revenue management, supply chain management, and networking.</p> <p>Output – Simulations will facilitate students’ understanding of the consequences of their respective financial and marketing decisions on business; giving them in-depth insights on the nuances of entrepreneurial decision-making.</p>
Entrepreneurial Marketing	Foundations of Marketing Decision-Making – Market Identification and Market Segmentation – Entrepreneurial Policies (Product/Service, Pricing, Distribution, and Promotion) – International Entrepreneurial Marketing – Developing the Entrepreneurial Marketing Plan	
Entrepreneurial Finance	Startup Valuation Techniques – Financing for Startup Business – Financial Statements – Financial Analysis – Risk Management Assessment	
Workings of Entrepreneurial Organizations	Purpose and Approach – Customer Service – Stake holderism and Entrepreneurial Ethics – Work-Life Balance – Network Support to Entrepreneurs	

Domain Areas	Dimensions	Potential Practicum and Learnings/ Outcomes
STAGE IV [Functional]		
Data Science for Entrepreneurs	Need to understand Numbers - Demystifying data – Data Science with SPSS/R Studio/ SAS, etc. - Data-analytics with R and Python – Data Visualization – Machine learning without coding	<u>Pedagogical Approach</u> - Workshops and webinars in the domain of data science; data analytics; and new venture management. Further, students will be exposed to business simulations/case studies in the areas of workforce planning/team building, sustainability, and survival analysis.
New Venture Management	Workforce planning and team building – Competition and sustainability – Survival analysis – Contingency exit strategies	Output – Certifications in the areas of data-science [COURSERA/ QAI Global] and assignments in form of cases analysis, business simulations, and reports. These workshops, webinars, and simulations will aid students/teams gain in-depth knowledge of data analytics, team management, and sustainability.
Domain Areas	Dimensions	
STAGE V [Functional]		
Areas to Explore in H&T Entrepreneurship	I – Agri-tourism entrepreneurship II – Rural destination branding and development III – Franchising and restaurant management IV – Emerging entrepreneurial opportunities in food technology and health management/ well-being [gastronomy, organics, etc.]	
Internships [Paid/Unpaid]	Minimum 10 Weeks	
Project	Minimum 10 Weeks [Can be Merged with Internships]	

5.2.2.2 Implications for Education

Learning more from the practicing H&T entrepreneurs as regards their perceptions of what

H&T EE program should comprise has great implications for H&T institutions and academicians given the dramatic growth of entrepreneurship and students' willingness to run their ventures. Traditional H&T subject curriculum in India is found to base content that is sector/domain-specific of the industry. However, practicing H&T entrepreneurs stressed the need for, out of the many discussed, integrating coursework in data science, business communication, focus on understanding risk, problem identification/opportunity recognition/creativity/innovation, and a need for hands-on practical training; centering around the idea of '*concepts*' and '*practice*' of entrepreneurship with a predominant '*doing*' orientation (C. S. Deale, 2016). Though the researcher had anticipated that the participating entrepreneurs would emphasize the need for a '*business-oriented*' EE program, what was surprising was their call for educators to dedicatedly focus on educational content that would inform students of entrepreneurship-related risk-management, augment creative/innovative thinking skills, and facilitate a deeper sense of self-discovery to prepare them for future entrepreneurial roles in the H&T sector (Deale, 2016; Rimmington, Williams, & Morrison, 2009). Also, while all the participating interviewees value the importance of traditional entrepreneurship in general, they revealed that students should have a deep understanding of the emerging/contemporary business areas/opportunities in the H&T domain.

Therefore, based on this study's findings, the researcher calls on the H&T educators to

extensively involve in:

- Deeper brainstorming/mind-mapping sessions to develop and augment creative thinking in students.

- Educate H&T students on risk management and risk-mitigation components to improve their overall risk tolerance through entrepreneurship simulations, role-plays, mentored projects, etc (Kuratko, 2005).
- Nurture a sense of the H&T community. Gaining a perspective of the H&T community could be key a element in the EE program and is probably best explored by hands-on classroom demonstrations of examples of community-building and H&T entrepreneurial experiences.
- Engage in entrepreneurial contests for students to create innovative H&T business ideas. Engage in curricular as well as extra-curricular workshops that offer a platform for children to develop innovative product/service ideas in the H&T domain Hindle (2007).

5.2.2.3 Exploring the Possibility of Developing Comprehensive Learning Outcomes

Matrix to Evaluate the Course Usefulness.

Strengthening H&T students with entrepreneurial competencies (consistent with 21st century KSAs) would no doubt arm them to explore an entrepreneurial career but also give them a fair chance to secure an employee if they do think of gaining specific and relevant industry experience and knowledge before venturing into their entrepreneurial ideas. Therefore, the H&T EE program will be more successful if the usefulness of the course is gauged and measured through specific and tangible learning outcomes. Accordingly, educators can develop a customized '*learning outcomes matrix*' for their respective entrepreneurship programs (Boyles, 2018). Educators can map the learning outcomes to the EE courses/subjects offered. Say for each course, the levels of expected students' entrepreneurial competency can be categorized against the learning outcomes of '*introduced*', '*developed*', and '*mastered*'. By developing such a matrix, H&T educators can comprehensively evaluate their program based on the specific contributions of these courses on overall student learning goals. Further, educators can

engage in an in-depth competency mapping of students and alumni to chart them to a rubric of evaluating their skills in specific areas of H&T and entrepreneurship with a robustly designed learning outcomes matrix.

5.2.2.4 Using a Robustly Designed Entrepreneurship Education Program to Elicit Entrepreneurial Behavior in Students.

As established in this study, the positive significant EE-EI relationship should restore confidence in academic institutions, universities, and governments and, in a sense, reassure them that their efforts and investments in EE programs do indeed pay off in terms of favorable entrepreneurial outcomes attitudes, intentions, and behaviors. Therefore, policymakers, institutions, and universities can draw from the results of this study and make wise funding decisions to promote EE in H&T.

Further, the main practical implication for those H&T institutions developing EE programs is the program's quality that they should emphasize rather than focusing on mere integration of the traditionally conceptualized EE course in the H&T curricula. It has to be noted that the

H&T institutes with a — strong supportive institutional ecosystem to promote and support H&T entrepreneurship with contemporary subjects relevant to the domain of H&T entrepreneurship and dedicated and expert H&T entrepreneurs as teachers and mentors who adopt a coherent mix of theory, action-based, and experiential learning techniques to engage with their students and practice a course assessment system that is transparent and objective are expected to do well in triggering entrepreneurial behavior in students. Emerging H&T institutions can actively strive to develop a similar, if not the same, institutional framework to promote H&T entrepreneurship comprising a supportive entrepreneurship ecosystem, contemporary and relevant content, theory-based and experiential learning-centric pedagogy, and robust course outcome assessment techniques. Moreover, the EE courses for the undergraduate/post-graduate H&T students as operationalized by the H&T institutes in India follow a semester pattern of six months duration. Given the fact that EE could elicit H&T students' EI by augmenting ESE among them in such a short duration lays down the foundation for H&T institutions to design and operationalize a 12-18 months duration

dedicated postgraduate program on H&T entrepreneurship; allowing students to further explore entrepreneurship opportunities in the domains like, for example, agri-tourism, rural-tourism, franchising and restaurant management, food technology, and health management/well-being (e.g., gastronomy, organic, ayurvedic-culinary/cuisines, etc.).

Also, H&T institutes should focus on ESE to increase EI among H&T students. In particular, EE programs offering in-depth training to students to enhance their skills and capabilities in opportunity identification, planning, resource marshalling, general management, risk mitigation, and resource management can significantly influence H&T students towards starting their business ventures. For the H&T institutions, CSE is seen as relevant for appropriate entrepreneurial responses. Accordingly, educators may find benefits in cultivating CSE in students, and in recognizing that student satisfaction with EE does indeed foster CSE.

An additional benefit for nurturing CSE may be an overall improvement in students' self-confidence, career clarity, subjective well-being, life satisfaction, and reduced stress and anxiety; an answer, probably, for mitigating early drop-outs and attrition in the H&T sector.

5.2.2.5 Molding Personality Traits to Promote Entrepreneurial Behaviors in Students.

H&T institutions can play a key role in augmenting self-regulation in students. Educators can achieve this through an effective career-counselling mechanism. Institutional career counsellors can help students by assessing their predispositions towards self-reflection and self-evaluation and, in the process, train students on effective coping mechanisms to regulate their emotions and behaviours (Ramaprasad et.al., 2021). In fact, students who inherently are aware and in control of their emotions and thoughts are expected to be better equipped to interact with their work environment (Bandura, 2001). Insights on student self-regulatory mechanisms are critical in understanding their career-related issues. These implications assume importance because this study found that the ESE-EI relationship was conditional to students' self-regulation.

H&T institutions can also, for example, take concerted efforts, right from the pre-entry stage, to channel students' entrepreneurship expectations, help them prepare to think through scenarios, prioritize, set achievable futuristic goals, and encourage actions to achieve them. By so doing, educators prepare students for entrepreneurial career exploration by sharing all relevant knowledge, and by appraising students on their respective – strengths and past achievements and bringing to the fore the potential positive outcomes of entrepreneurship (Ramaprasad et.al., 2021).

5.2.3 Limitations and Future Directions

This mixed-method study offers deep insights into EE to aid those H&T institutions/educators who are more than willing to conceptualize and introduce a dedicated H&T EE course. In particular, those interviewed during the first phase of this research endeavor not only did share their viewpoints about EE but also the concepts of entrepreneurship; the knowledge of which they felt had the potential to make individuals successful in their entrepreneurial careers. This assumes importance as the important stakeholders in an H&T education ecosystem can learn through “*reciprocal apprenticeship*” (Hindle et.al.,2021); **pp.123**). Deale, (2016) articulates, “...instructors at colleges and universities charged with teaching entrepreneurship may get bogged down in the details of information about entrepreneurship, may not be entrepreneurs themselves or, even if they are, they may not be continually engaged in understanding the array of entrepreneurial activities, but students and teachers can learn together” (pp.15). However, despite the researcher's best effects to offer in-depth insights on the ‘*what*’, ‘*why*’, and ‘*how*’ of EE in businesses connected to H&T and the mechanisms underlying the relationships between

EE and students' EI through CSE as functions of the traits of proactiveness and self-regulation, this study does indeed suffer from some methodological and conceptual limitations; that the researcher calls on future research studies to explore and address.

The first limitation relates to the sampling strategy adopted for this mixed-method study. The sample comprised 12 practicing H&T entrepreneurs and 416 H&T students

from nine units –highly ranked and reputed H&T institutes in India. Though the practicing entrepreneurs were purposefully chosen from different socio-demographic backgrounds and myriad types of locales to reveal their individual views, still the sample was small. Therefore, a valid concern remains as regards the qualitative finding's overall generalisability to other H&T entrepreneurs from other domains, H&T institutes and universities within and outside India. The researcher, therefore, encourages future studies to conceptually explore and also empirically test the EE framework and the research model that the researcher has conceptualized in this study. In the process, future studies are encouraged to compare and validate this study's conceptual and empirical findings with multiple H&T entrepreneurs and H&T institutes worldwide.

Specifically, it would be interesting to know if this study's findings hold good for students from different - countries/cultures, different majors/specialization within H&T, etc. Notwithstanding, the acknowledgement of the sampling issue in this study, this study's findings are in line with the tenets of the theories of human capital, regulatory focus, personality, and entrepreneurial event model and, in fact, is comparable with other studies that have focused on examining the role of EE on students' entrepreneurial outcomes.

The second limitation relates to the cross-sectional research design of this study. At the design phase, the researcher had indeed conceptualized a longitudinal approach. However, citing the sudden emergence of the pandemic Covid-19, the Central and State governments imposed very strict lockdowns twice starting in March 2020 (lasting almost six months). April 2021 (lasting almost three months). All the educational institutes were shut for at least six to nine months from March 2020, in absence of vaccines, during the first wave of the Covid-19 pandemic. This meant that any attempt for the researcher to consider a longitudinal design for this study was effectively ruled out due to reasons beyond the researcher's control. Also, during the initial wave of data collection, other than the personal demographic details, the researcher hadn't captured the contact (phone and email ids) details of the respondents. This rendered reapproaching the study respondents through online/virtual means for a possible second wave of data collection post 6/9 months almost impossible. The same issues also

presented themselves during the second wave of the Covid-19 pandemic. During the second wave, the H&T institutes in Karnataka were closed for three months. Given the statistical limitations of a cross-sectional design, the researcher's ability to conclusively infer that a favorable student perception of EE does indeed cause ESE and/or EI is limited, at best. This is because though cross-sectional designs can offer cogent evidence for the presence or absence of relationships between the study variables, they can't establish causality (Little et.al., 2009). Therefore, the researcher calls upon scholars to adopt robust longitudinal (inclusive of experimental and cross-lagged) research designs so as to investigate the causal relationships between these study constructs. In fact, though the path from EE to ESE to EI looks seemingly logical, one should ideally examine the possibility of any reverse causality between the variables considered for this study. Cross-lagged analysis, in this regard, allows the researchers to test and report competing models and, in the process, offers robust evidence on the causal directionality of relationships between the constructs. For H&T educators, researchers, and practitioners, there is a continual need for evidence-based insights on EE. Answers to the questions posed in this study will unpack the '*underlying process*' in between to throw some light on how the EE-EI relationship unfolds. Also, past research does indicate that ESE (self-efficacy belief), EI (intention), and the individual traits of proactiveness and self-regulation are malleable and, therefore, are argued to transform as a function of (conditional to) dedicated individual and institutional efforts/interventions. This research study hasn't considered ESE, EI, proactiveness, and self-regulation as time-variant variables. Therefore, any insight that one gets on the nature and magnitude of proactiveness, ESE, self-regulation, and EI - having captured these dimensions at a single point in time is probably misleading. For this reason, future studies are encouraged to measure the responses to these constructs on repeated occasions so as to get better perspectives.

Third, since all the main constructs (i.e., EE, proactiveness, ESE, self-regulation, and EI) considered for this study are multi-dimensional in nature, it is always advisable to test the research model considering the full latent structure. By so doing, one may measure the differential effects that the sub-dimensions of one construct exercise on the other. Having said this, given the complexity of this study's conceptual model and the researcher's desire to test a moderated-mediation model using Process v3.3, the

researcher had to arrive at a composite score for all the main constructs. This the researcher did only after finding robust model fit indices, reliability, and validity estimates supporting higher-order factor structures of EE, proactiveness, ESE, self-regulation, and EI. The researcher also ran a pooled CFA to test the robustness of the latent model comprising the higher-order factors. Though the researcher has followed and reported a robust statistical approach to test the research model, the researcher still encourages future researchers to test similar models using structural equation modeling (SEM) (Cole & Preacher, 2014).

Last, the findings that emanate from this study suggest that the ESE partially mediated the effect of EE on students' EI. This implies that the mechanism through ESE does not necessarily completely account for the significant positive relationship between EE and students' EI. There is a possibility that one or more intervening variables in the EE-EI causal model may account for the remaining indirect effect. Therefore, future studies are encouraged to position the constructs like, for example, entrepreneurial competencies and entrepreneurial passion along with ESE in the EE-EI causal model and test the conditional serial-mediation effects in the presence of other career-adaptability moderators.

5.3 Conclusion

Relative to the research interest in the role of H&T EE in students' EI, less focus has been on the conceptual H&T EE framework and the underlying mechanisms that explain the relationship between the two. Accordingly, as a first step, the researcher captured the viewpoints of 12 practicing H&T entrepreneurs in India through qualitative interviews to better understand their perceptions about H&T EE for future entrepreneurs. The researcher analyzed the qualitative data for emergent themes and findings provided ideas for a potential, robustly conceptualized, H&T EE framework along with deep insights into the desired components of an H&T EE ecosystem, content, pedagogy, and assessment dimensions that would help H&T students prepare themselves for entrepreneurial roles. Further, in phase two of this study, the researcher collected data from 416 students from nine private H&T institutes in Karnataka, India.

In particular, the researcher tested if ESE mediated the link from EE to EI as a function of the individual traits of proactiveness and self-regulation. Results of conditional moderated mediation analyses pointed to significant directional effects from EE to ESE and EI and ESE to EI, conditional to the levels of proactiveness and self-regulation. The results also supported that the link from EE to EI was intervened by ESE. Based on the results from this study, the researcher draws several implications for the theory, practice, and research on entrepreneurship education

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Appendix 1

Doctoral Study –Survey instrument

The researcher thanks you for taking time out of your busy schedule to respond to this survey.

This survey is a part of doctoral research and your response would assist us in gaining insights into the perceptions you hold on H&T entrepreneurship education, self-efficacy, entrepreneurial intentions, levels of proactiveness and self-regulation, and entrepreneurial competencies.

There are 124 items (excluding demographic details) in the survey instrument. As a respondent, you would approximately need 15 to 20 minutes to complete the survey.

Please note-

- a) Though the researcher seeks personal details such as your name, contact number, and the e-mail id, your responses are voluntary and will be kept confidential at all times. The researcher solicits your cooperation in this regard.
- c) No responses will be individually identified. All responses will be compiled and analyzed as a group.
- d) There are no right or wrong answers. The researcher only seeks to capture employee perceptions on the study variables.

The researcher humbly requests you to participate in the survey. Your participation in this survey would render great value to this research by providing vital insights on the said subject. Further, the researcher sincerely appreciates your efforts in this regard.

Thanks
Manoj Sharma
Doctoral Scholar
Lovely Professional University [LPU]
India



Please provide the following details (Please respond to all the questions)

PART A

Please indicate your response by ticking (✓) in the appropriate boxes, to indicate level of agreement to the each statement.

S.No.	Statement	Level of agreement				
		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
		1	2	3	4	5
1	This institute's values and culture emphasize creativity and innovativeness.					
2	In this institute, the curriculum adopted for entrepreneurship education is contemporary.					
3	The teachers in this institute make effective use of myriad teaching-learning processes, tools, and methods to disseminate and transfer knowledge on entrepreneurship.					
4	This institute adopts both summative (quizzes, tests, and other graded activities) and formative (guidance) approaches to assess student learning and growth.					
5	This institute has a strong network of alumni who have successfully started their business ventures in H&T.					
6	In this institute, I believe that the course/subject content of entrepreneurship education is a coherent mix of both theory and practice.					
7	The pedagogy adopted by the teachers in this institute involves a range of techniques, including whole-class and structured group work, guided learning and individual activity.					
8	The assessment techniques adopted by this institute offers input and guiding feedback on students' relative performance to help them improve.					
9	Course and student learning measurement adopted by this institute is both sustainable and reasonable in terms of time and resources.					

10	This institute focuses much on experiential learning (learning-by-doing).					
11	The pedagogy adopted by the teachers in this institute focuses on developing higher order thinking.					
12	The content adopted for entrepreneurship education in this institute is contributes to the development of students' entrepreneurial competence.					
13	The content adopted for entrepreneurship education in this institute is well structured and organized.					

S.No.	Statement	Level of agreement				
		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
		1	2	3	4	5
14	The content adopted for entrepreneurship education in this institute is of high quality.					
15	The pedagogy adopted by the teachers in this institute makes good use of dialogue and questioning in order to do impart quality knowledge.					
16	In this institute, the student learning and entrepreneurship course effectiveness evaluation is founded on continuous feedback.					
17	This institute actively supports its students to pitch-in and present new product/service ideas.					
18	This institute has the infrastructure necessary to promote entrepreneurship and incubate start-up ideas.					
19	I believe the resources in this institute are well designed to support entrepreneurial mentality among H&T students.					
20	I will make every effort to start and run my H&T own business.					
21	I am determined to create a H&T business venture in the future.					
22	My professional goal is to be an entrepreneur.					
23	In general, starting a business is expected to be very rewarding.					
24	I am actively contemplating putting together a start-up plan.					
25	I am on the constant lookout for new ways to improve my life					
26	If I see something that I don't like, I fix it.					

27	I love being a champion for my ideas, even against others' opposition.					
28	I am always looking for better ways to do things					
29	If I believe in an idea, no obstacle will prevent me from making it happen					
30	I don't notice the effects of my actions until it's too late.					
31	I put off making decisions.					
32	It's hard for me to notice when I've "had enough" of anything.					
33	I have trouble following through with things once I've made up my mind to do something.					
34	I don't seem to learn from my mistakes.					
35	I usually only have to make a mistake one time in order to learn from it.					
36	I can usually find several different possibilities when I want to change something					
37	Often I don't notice what I'm doing until someone calls it to my attention.					
38	I usually think before I act.					
39	I learn from my mistakes.					
40	I give up quickly.					

S.No.	Statement	Level of agreement				
		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
		1	2	3	4	5
41	I usually keep track of my progress toward my goals.					
42	I am able to accomplish goals I set for myself.					
43	I have personal standards, and try to live up to them.					
44	As soon as I see a problem or challenge, I start looking for possible solutions.					
45	I have a hard time setting goals for myself.					
46	When I'm trying to change something, I pay a lot of attention to how I'm doing.					
47	I have trouble making plans to help me reach my goals.					
48	I set goals for myself and keep track of my progress.					
49	If I make a resolution to change something, I pay a lot of attention to how I'm doing.					
50	I know how I want to be.					

How confident are you?

S.No.	Statement	Level of confidence				
		Not at all Confident	Not Confident	Uncertain	Confident	Very Confident
		1	2	3	4	5
51	To brainstorm (come up with) a new idea for an H&T related product or service.					
52	To envision different business possibilities					
53	To create novel but workable H&T business ideas.					
54	In your ability to reason logically to solve complex problems.					
55	In your ability to apply new practical ideas to explore opportunities/problems					
56	In your ability to apply a fresh/novel approach to problem solving.					
57	In your ability to process important information					
58	In your ability to perceive patterns in information.					
59	In your ability to generate meaning and knowledge from information.					
60	In your ability to systematically search for information.					
61	In your ability to critically evaluate information to use it appropriately					
62	In your ability to identify needs for a new product or service					
63	In your ability to estimate customer demands for a new product					

S.No.	Statement	Level of confidence				
		Not at all Confident	Not Confident	Uncertain	Confident	Very Confident
		1	2	3	4	5
64	About your knowledge the products and services that different companies offer in your domain.					
65	About your knowledge on the environment in which the H&T sector works					
66	About your ability to pursue your idea notwithstanding difficulties and disturbances					
67	About your ability to focus on goals but yet adapt.					
68	About your ability to be flexible with ideas.					

69	About your ability to be consistent with your interest					
70	About your ability to be persistent in your actions to start and run an enterprise					
71	About your ability to shoulder responsibilities.					
72	That you can take efforts to turn your business ideas into reality.					
73	That you can excel at identifying opportunities long before others can.					
74	That you can clearly and concisely develop and pitch business ideas/plans.					
75	That you can be accountable with your decisions.					
76	About your economic and financial management skills					
77	About your manpower management skills (i.e., supervise employees, recruit manpower, delegate tasks and responsibilities, etc.)					
78	About your ability to build relationships, especially with potential investors and people who are connected to capital sources.					
79	About your ability to make contact with and exchange information with others.					
80	About your ability to convince others of value of opportunity					
81	About your networking capabilities.					
82	About your ability to engage in cooperative interaction to solve problems and create innovations.					
83	About your ability to communicate and create meaning to important stakeholders					
84	Ability to make decisions under uncertainty and risk.					
85	Ability to inspire, encourage, and motivate your employees.					
86	Ability to take calculated risks.					
87	Ability to demonstrate emotional stability					

PART B

How important are these Competencies??

S.No.	Statement	Level of confidence				
		Not at all Important	Not Important	Uncertain	Important	Very important
		1	2	3	4	5
88	Brainstorm (come up with) a new idea for an H&T related product or service.					
89	Envision different business possibilities					
90	Create novel but workable H&T business ideas.					
91	Reason logically to solve complex problems.					
92	Apply new practical ideas to explore opportunities/problems					

93	Apply a fresh/novel approach to problem solving.					
94	Process important information					
95	Perceive patterns in information.					
96	Generate meaning and knowledge from information.					
97	Systematically search for information.					
98	Critically evaluate information to use it appropriately					
99	Identify needs for a new product or service					
100	Estimate customer demands for a new product					

S.No.	Statement	Level of confidence				
		Not at all Important	Not Important	Uncertain	Important	Very important
		1	2	3	4	5
101	Knowledge the products and services that different companies offer in your domain.					
102	Knowledge on the environment in which the H&T sector works					
103	Pursue your idea notwithstanding difficulties and disturbances					
104	Focus on goals but yet adapt.					
105	Flexible with ideas.					
106	Consistent with ones interest					
107	Persistent in your actions to start and run an enterprise					
108	Shoulder responsibilities.					
109	Turn your business ideas into reality.					
110	Identifying opportunities long before others can.					
111	Clearly and concisely develop and pitch business ideas/plans.					
112	Accountability with decisions.					
113	Economic and financial management skills					
114	Manpower management skills (i.e., supervise employees, recruit manpower, delegate tasks and responsibilities, etc.)					

S.No.	Statement	Level of confidence				
		Not at all Important	Not Important	Uncertain	Important	Very Important
		1	2	3	4	5

115	Build relationships, especially with potential investors and people who are connected to capital sources.					
116	Make contact with and exchange information with others.					
117	Convince others of value of opportunity					
118	Networking capabilities.					
119	Cooperative interaction to solve problems and create innovations.					
120	Communicate and create meaning to important stakeholders					
121	Decisions under uncertainty and risk.					
122	Inspire, encourage, and motivate your employees.					
123	Take calculated risks.					
124	Demonstrate emotional stability					

PART C

A) Name and Email id: _____

B) Gender: Male Female

C) Respondent Age (in completed years) –

D) Name of the Institute: _____

E) Course and Year: _____

F) UG/PG: _____

Thank you for taking time out to participate in our survey.

I truly value the information that you have provided.

Please feel free to contact for any queries on the survey instrument

Contact Details: Manoj Sharma
E-Mail Id: manoj.sharma@manipal.edu
manojks20@gmail.com

APPENDIX 2 Guiding Questions for the Semi-Structured Interviews¹

The fundamental purpose for the qualitative research approach phase in the current research endeavour is to seek entrepreneurs' perspective and insights on 'what' and 'how' (curriculum/pedagogy/ecosystem) of entrepreneurship education would facilitate establishment of sustainable business ventures. That is, this qualitative phase of the study attempts to explore what educational experiences and coursework practicing entrepreneurs' think would benefit higher education students the most, who might become future entrepreneurs. The outcome of this phase would be development of a robust entrepreneurship PG programme in the domain of H&T.

1. Would you tell me about yourself before you started your business?
 2. What kind of business do you own and operate?
 3. Does your family have a business background?
 4. Do you have business partners or are you in the business by yourself?
 5. Do you have any employees and if so, how many?
 6. How long have you operated this business? How did you find the opportunity?
 7. Who are your customers?
 8. What do you do to market your business?
-
9. What motivates you to pursue an entrepreneurial business?
 10. What is your definition of an entrepreneur?
 11. Could you tell me how you came to start this venture?
 12. Did you have any kind of start-up business plan for this business venture? If so, when did you start to ideate and conceptualize your business-plan?
 13. What issues did you face when you decided to start your own business?
 14. What challenges do you face in your business? How do you overcome them?
 15. What kinds of information sources did you seek out to plan your business?
 16. What kinds of information sources do you seek out to operate your business?
 17. What do you believe are the key forces that are driving the growth of entrepreneurship in businesses in India?
-
18. How did you learn about your current business and/or about entrepreneurship in general?

19. What is your education level and what is your educational background?
 20. Was your educational background helpful in starting your own business?
 21. If your education/ entrepreneurship education experience was helpful, specifically what courses, content, and/or experiences were helpful to you and how? Where and how exactly do you use these learnings in your daily business and enterprise operations?
 22. How do you think that entrepreneurship education could help future entrepreneurs to be better prepared?
 23. What kinds of professional development and continuing education would be helpful to you now?
 24. What are your opinions about current entrepreneurship courses on H&T in India? What are its strengths and weaknesses?
 25. What are the key competencies and skills required by entrepreneurs in your field of business to survive and excel? What courses and trainings aid in enhancing these skills? How did you acquire them?
 26. Given a choice what specific changes would you want to bring about in the entrepreneurship curriculum, pedagogy, and entrepreneurship ecosystem concerned with H&T?
-

27. What good advice have you heard or do you have for potential entrepreneurs?
28. What concerns or issues do you think potential and/or practicing entrepreneurs should be thinking about?
29. What are your short and long term goals as an entrepreneur?
30. What do you like most about being an entrepreneur?
31. Do you have any questions to ask of us?
32. Do you have anything additional to tell us that you think might help me to understand more about your role as an entrepreneur and how your business relates to sustainable hospitality and tourism?

¹ The original set of qualitative questions have been shared to Dr. Badrinarayan Srirangam Ramaprasad by Dr. Cynthia Sherley Deale [Professor - School of Hospitality Leadership - College of Business - East Carolina University] on 5th August 2020. The questions were used by her for her original published research titled “*Entrepreneurship education in hospitality and tourism: insights from entrepreneurs – 2016* [USA]”. The questions, however, are modified at some places to suit the context of this research study.