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Abstract

Entrepreneurship is recognized as a beacon of business start-ups. It drives individuals to realize their synergy, visualize and strategize / focus towards entrepreneurial path. It is a vibrant process aimed at creating economic returns through innovations. This study sought to determine the influence of internship exposure on entrepreneurial engagement between food and beverage diploma graduates from tertiary institutions. The study was informed by Human Capital Theory. An explanatory research design was adopted. Apart from graduates, lecturers from tertiary institutions that offer food and beverage courses also formed part of the respondents. Specifically, 14 institutions from Nairobi County were targeted for the study, which included two public universities, four private universities, three government technical institutions and five private training colleges. Fishers formula was used to derive the sample size from the population. Using purposive sampling technique and self-administered questionnaires, qualitative and quantitative data was collected. Descriptive and inferential procedures were used in data analysis. For quantitative data, Statistical Package for Social Sciences (SPSS) software was used, while for qualitative data, thematic analysis was used. From the inferential analysis, the findings indicated that internship exposure do not have significant effects on entrepreneurial engagements. The study concluded that internship exposure nurtures the graduates towards starting their own entrepreneurial engagement. Internship enables the graduate to build confidence, it is an eye opener for viable ventures and it's a network through interaction with diverse personalities. The study recommends that it should be essential that industry representatives work closely with hospitality programs and educators to ensure that students are developing realistic advancement expectations and positive perceptions of their future in the hospitality industry.

Keywords: *Internship Exposure, Entrepreneurial Engagement, Tertiary Institutions*

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1.1 Introduction

Entrepreneurship is a dynamic process, which involves the identification of a viable business that closes existing market gap (Rahman, Adedeji, Uddin & Rahaman, 2017). Entrepreneurship is the capacity to recognize economic opportunities, marshal appropriate resources to start a business engagement that are considered as a pillar that spurs social economic growth of nations (Reuber, Knight, Liesch & Zhou, 2018). European commission (2018) sums up entrepreneurship as the ability to critically analyze, interpret and put into practice ideas that translate into economic returns governed by a business environment. Gibb (2015) conquers with this by stating; it takes self-drive, determination and action oriented to excel or build an outgoing brand. Entrepreneurship is the best strategy towards achieving a country's competitiveness in this era of globalization (Schaper & Valeroy, 2016). Internship is an elaborate career structure in an external environment tailored to support /achieve academia credit and knowledge (Saitikoff, 2017). Internship exposure features procedures and processes, climate and educational institution as a social network captured financial aid, market trend, equipment and facilities sourcing. A well supervised internship builds trainees' self-confidence, attitude, social capital contacts, confidence and keeps them focused. Internships is a learning by dong, which is most important features of action based leaning (Cheong, Yahya, Shen, Land, 2014).

Kenya Economic Report (2013) indicated that Kenya was affected with the rates of unemployment that stood at 12.7% in the year 2012 with a notable improvement of 8.6% in the year 2010. A point of concern was raised in reference to the informal sector that had a large number of unemployed youth work force in comparison to middle income economies. Kenya trains food and beverage learners aged between 20-30, of which 41% of the graduates are absorbed into the hotel sector. This studies conquers with the Canadian employment pattern (2012) which shows that 38% of the hotel graduates work for less than 3 years, which is a clear indication that the career structure are less attractive

Economies that are challenged with job creation urge their graduates to contemplate on creating innovative business engagement rather than mere job seekers (Owuallah, 2018). It is on this basis the study strives to build the contribution of competences earned by food and beverage graduates on entrepreneurial engagements as a measure of flattening the unemployment curve.

1.2 Statement of the problem

Food and Beverage training has become a common phenomenon in tourism, leisure and hotel industry. In previous studies (Athyd, 2019; Anderson and Jack, 2018) on problems, challenges and solutions connected to the hospitality industry was that trainees who are trained in TVET institutions complain about not being able to fit in the industry after graduation. Despite these efforts, a great number of graduates carry on scouting for white collar jobs (Israr & Saleem, 2018). A study by Maina (2017) revealed that less than 10% of the graduates opt for small scale enterprises irrespective of the warning red flag of unemployment crisis. According to the Kenya Economic report 2014, it was observed that the hospitality sector supplied over 8.8% of the jobs which translated to remarkable economic growth for most economies. A study by Awogbene and Iwuamadi (2017) depicts that 72% which is 3 out 5 youths in Sub-Saharan Africa are jobless. The study by Nafukho and Helen (2017) indicated that over 80% of tertiary graduates continues to search for formal employment. Maina (2017) acknowledges that self- employment culture lacks among young graduates and that it calls for orientation and sensitization.

Previous study further creates research gaps; Eikebrokk and Olsen (2019) established a positive relationship between competence and performance among SMEs involved in e-business activities. However, this study was conducted in a developed world while the current study was conducted in Kenya thus presenting a contextual gap. Rosnani et al. (2019) conducted in Malaysia while the current study was conducted in Kenya thus presenting a contextual gap. Wang (2018) conducted a study on entrepreneurial learning acquired through internships in the hospitality industry. The study creates a methodological gap as t-test were used for analysis while the current study used regression analysis. This study explored the entrepreneurship education practices of TVET institutions to ascertain the level of entrepreneurial activity taking place within their institutions. This will curb employment gap that exists from graduates who queue in the job market for formal employment. This reflection will indicate practical use of acquired knowledge to curb unemployment challenges among food and beverage diploma graduates. This was done using internship exposure to demonstrate the impact of career training on entrepreneurial engagement among food and beverage graduates of tertiary institutions in Nairobi County Kenya.

1.3 Objective of the Study

To determine the influence of internship exposure on entrepreneurial engagement between food and beverage diploma graduates from tertiary institutions.

1.4 Research Hypotheses

- H₀:** There is no significant relationship between internship exposure and entrepreneurial engagements among food and beverage graduates.
- H:** There is a significant relationship between internship exposure and entrepreneurial engagements among food and beverage graduates.

2.1 Literature Review

2.2 Theoretical Review: Human Capital Theory

This theory by Becker (1993) is centered on knowledge skills components and economic logic that individuals possess which serves as a driver of one's destiny (Becker, 1993). It shows that individuals with substantive human capital, excel in their endeavors. This theory is backed up with earmarked national skills in tertiary institutions with beehive practical driven teaching pedagogy. Becker argued out that a higher rate return on wages is begged on more/quality education, since it increases the level of cognitive stock of economically human resource base. Intellectual and human capital are treated as renewable sources of productivity. Organizations try to cultivate these sources, hoping for added innovation or creativity. Sometimes, a business problem requires more than just new machines or more money (Marginson, 2019).

The possible downside of relying too heavily on human capital is that it is portable. Human capital is always owned by the employee, never the employer. Unlike structural capital equipment, a human employee can leave an organization. Most organizations take steps to support their most useful employees to prevent them from leaving for other firms (Jogaratham, 2017).

Harvard economist Freeman (1976) argued that human capital only acted as a signal about talent and ability; real productivity came later through training, motivation, and capital equipment. The author concluded that human capital should not be considered a factor of production. Critiques argue against the human capital theory, saying it offers extremely simple principles that purport to explain everyone's wages, all the time or, a universal connection between human capital,

productivity, and income. However, when researchers look closely at this, for the most part, productivity differences between individuals cannot be measured objectively.

2.3 Empirical review

Wang (2018) conducted a study on entrepreneurial learning acquired through internships in the hospitality industry. A questionnaire was designed and issued twice, that is, before and after the students' internships. An independent-sample t-test analysis was used to compare mean scores before and after the internship. The results show that internships provide students with more confidence to identify opportunities and solve problems, enhance interpersonal and communication skills, and render interns more action-oriented. The study also reveals that students lack certain key abilities. The study creates a methodological gap as t-test were used for analysis while the current study used regression analysis.

Internship is an elaborate career structure in an external environment tailored to support /achieve academia credit and knowledge (Saitikoff, 2017). A well supervised internship builds trainees' self-confidence, attitude, social capital contacts, confidence and keeps them focused. Townsley, Lierman, Watermill and Rousseu (2017) highlights that trainees explore practical aspects, knowledge and attitudes as guided by professionals of the outlets/organizations where they are attached. Positive interaction with an internship environment nurtures inspires, unearths every hidden skills and abilities of trainees which serves as a turning point of decision making on field to specialize on or pursue

Internships is a learning by doing which is most important features of action based learning (Cheong, Yahya, Shen, Land, 2014). Hurst, Thye and Wise (2014) concurs with this by stating that internship are schemes that enable students to develop their personal capabilities to further their careers, enhance or meet the requirements of the workplace, or enrich their personal learning. Fox (2019) states that internship may prove disastrous especially if it turns to be strenuous which may lead a student to question his involvement and feel as time wasting in turn it will not serve the ultimate goal. Brown et al. (2014) noted that tourism and hospitality graduates often avoid staying in related industries and are more likely to find their jobs in other sector. Kutcha (2018) recognizes that entrepreneurial skills development is achieved over time and that active involvement is crucial. The program requires much creative, proactive students with internships at entrepreneurial, high growth or innovation.

According to Fox (2017), internship blends to seal the gap that exists between theory and practical orientation. Career are guided by internship encounters. Kim (2017) findings affirms that internship exposure supports college tutorials. The ultimate goal of internship is to learners discover their abilities and ambitions steered by passion. These experiences will dictate career choice whether to go business world or seek formal employment in hotel/tourism industry (Akin & Deniz, 2015). Neck and Murray (2019) noted that internship experience is critical for successful transition from the school environment to workplace.

2.4 Conceptual Framework

Figure 1 shows a conceptual framework of the study variables

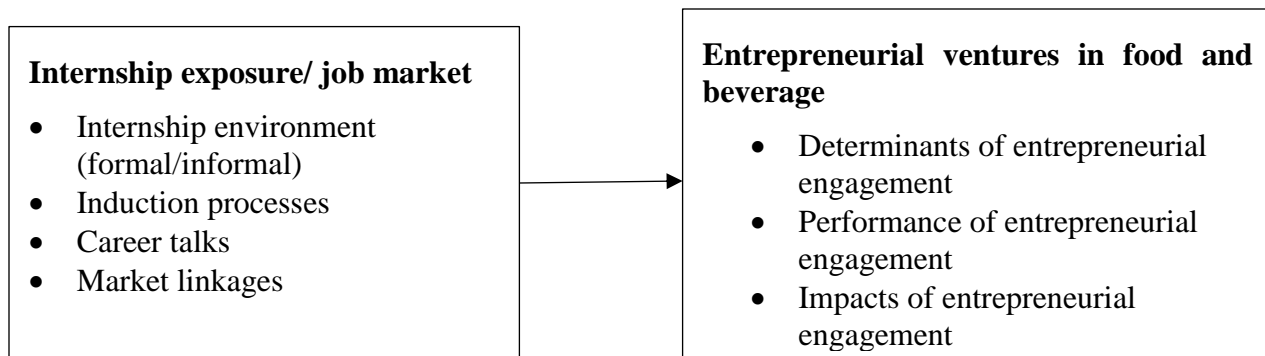


Figure 1: Conceptual framework

Figure 1 gives details of internship exposure that featured procedures and processes, internship environment (formal/informal), induction processes, career talks and market linkages.

3.1 Research Methodology

An explanatory research design was adopted. Apart from graduates, lecturers from tertiary institutions that offer food and beverage courses also formed part of the respondents. Specifically, 14 institutions from Nairobi County were targeted for the study, which included two public universities, four private universities, three government technical institutions and five private training colleges. Fishers formula was used to derive the sample size from the population. Using purposive sampling technique and self-administered questionnaires, qualitative and quantitative data was collected. Descriptive and inferential procedures were used in data analysis. For quantitative data, Statistical Package for Social Sciences (SPSS) software was used, while for qualitative data, thematic analysis was used.

4.1 Response Rate

The study targeted a sample size of 280 respondents, for both graduates and lecturers. However, only 236 individuals fully participated in the study. The distribution is as shown in Table 1.

Table 1: Response Rate

Sample Category	Expected Response	Actual Response	Percentage
Graduates	232	202	87.1%
Lecturers	48	34	70.8%

From Table 1, the response rates for graduates and lecturers was 87.1% and 70.8% respectively. These individual response rates were far much the suggested threshold since Amaya and Presser, (2017) recommend an acceptable response rate in any social research as 52.7%.

4.2 Internship Exposure/Job Market

The respondents were first asked if they had an opportunity to develop an entrepreneurship project during their training. Their responses were as shown in Figure 2

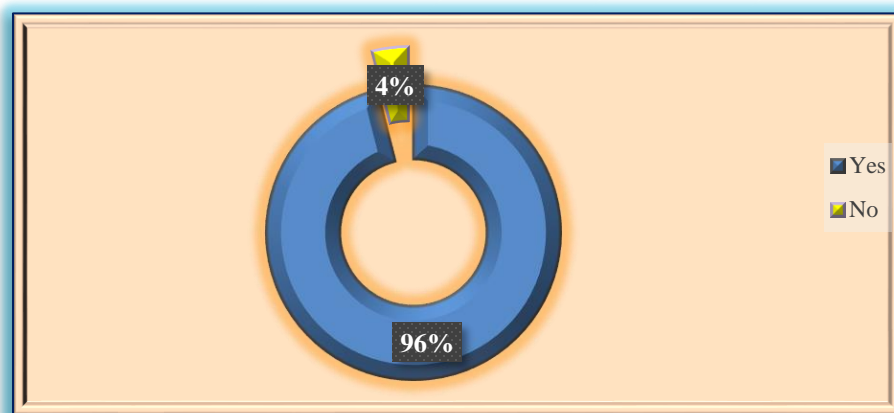


Figure 2: Developed an Entrepreneurship Project During Training

Figure 2 shows that almost all the graduates (96%) developed an entrepreneurship project during their training. On the other hand, only 4% of the graduates did not have the opportunity to develop entrepreneurship during training.

The researcher further inquired how the project developed during training was instrumental in real world. In particular, the respondents were asked whether they would consider any entrepreneurial venture related to the project proposed during their training. The results for this inquiry were as shown in Figure 3.

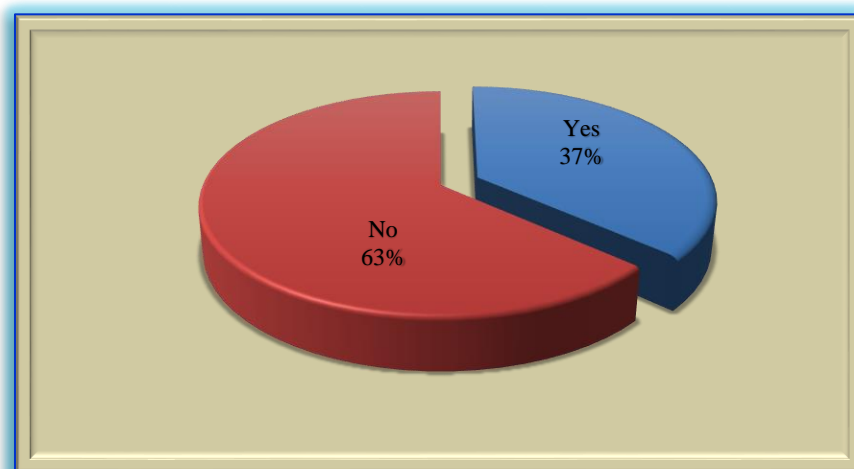


Figure 3: Whether One Would Consider an Entrepreneurial Venture (*have opened a business related to the proposed project in college*)

From figure 3, majority of the respondents (63%) responded that they had not started any entrepreneurial venture related to the proposed project during training. Only 37% of the graduates said admitted that they would consider starting a business related to or under that proposed business proposal developed in college.

While digging deep into this matter, the researcher sought for the possible reasons the graduates had not opened any business. It was found that the probable reasons included financial constraints, competitive environments, fear of risks involved, lack of space, lack of innovative project to do, no passion for business and skills, not ready/prepared and some are still nurturing their skills learnt before business venture. These findings are in line with Udonye and Mba (2018) whose study revealed that graduates are very willing to venture into business because of the skills acquired but the environment becomes so hostile/very unsupportive. From these reasons, it was clear that the graduates had a high entrepreneurial mind-set that did not mature. The study of Daniel (2016) narrates that there is an urgent need to consider a conducive and an attractive business environment that can encourage entrepreneurial behaviour otherwise we will continue blocking start-ups of ventures/innovations. Buelens and Izquierdo (2016) also adds that 30% and 40% graduates don't plan to venture into business just after graduation while 70% desires to start after 5 to 10 years.

As a way of motivating the graduates, after-graduation training was deemed to have a positive influence on entrepreneurial ventures. The respondents were then asked if they have attended any training program on food and beverage after graduation. Responses were as shown in Figure 4.

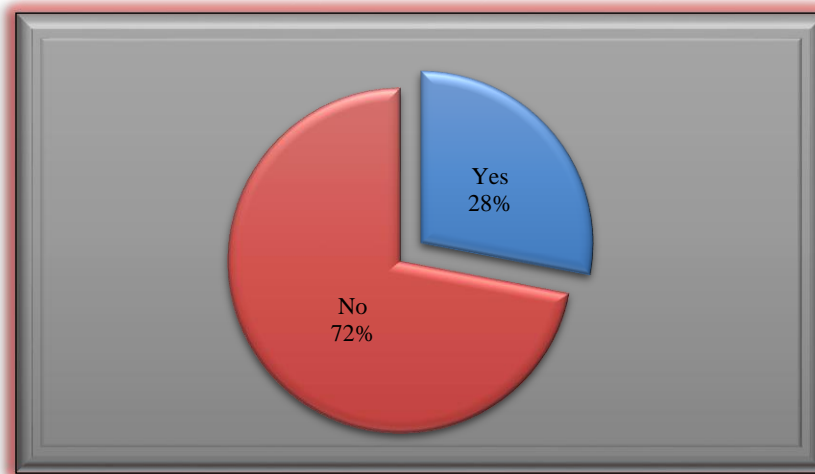


Figure 4: Have Attended a Training Program After Graduation

As seen in Figure 4, majority of the graduates (72%) had not attended any training after graduation. Only 28% of the respondents had attended a training program after graduation. From this findings, it is clear that graduates have little interest towards entrepreneurial ventures. This further explains why most graduates do not start their own enterprises but instead prefer white collar jobs.

However, for those who had attended the training after graduation, the researcher further inquired on the training programs they attended. Using tallying method and then converting into percentages, the responses were summarized as shown in Table 2.

Table 1: Training Programs Attended

Training Programme Attended	Percentage
Networking and investing programmes	39.8
Leadership and entrepreneurial growth/positioning	23.8
Management of resources e.g. finances	22.2
Healthy and safety related to food handling	6.3
ICT and marketing programmes	7.9
Total	100

From Table 2, a training program on networking and investment had the highest attendance at 39.8% followed by programs about leadership and entrepreneurial growth management of resources at 23.8% and 22.2% respectively. On the other hand, programs that had the poor attendance were healthy and safety related to food handling and ICT and marketing programs, each having 6.3% and 7.9% respectively.

Apart from checking the programs attended, the researcher further formulated various statements regarding how entrepreneurial curriculum had helped the graduates to meet their entrepreneurial aspirations. Respondents were asked to rate the level at which they agree with the statements. Summary for this inquiry was presented as shown in Figure 5.

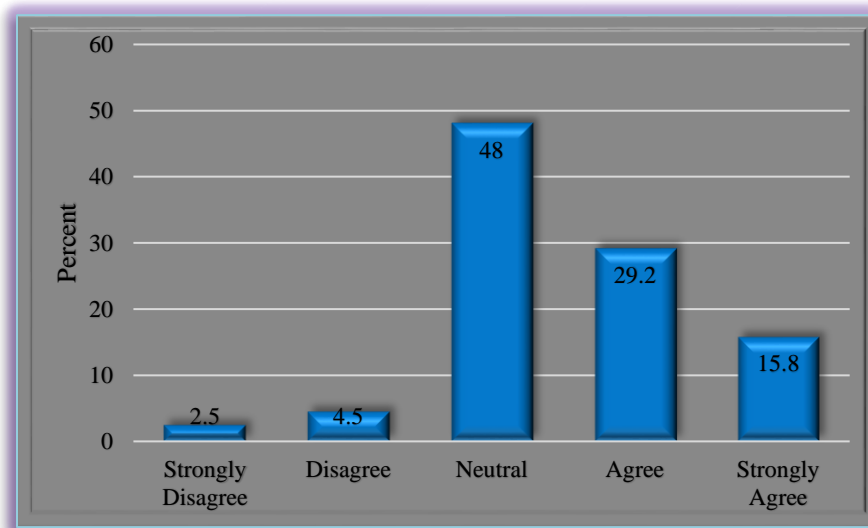


Figure 5: Entrepreneurship Curriculum and Entrepreneurial Aspirations

From the responses in Figure 5, it is noted that almost half of the graduates, on average, were undecided on whether entrepreneurship curriculum has shaped their entrepreneurial aspirations, accounting for 48%. Nevertheless, looking at the cumulative responses on either “Disagree” or “Agree”, we observe that a cumulative total of 45% agreed that entrepreneurship curriculum had

shaped their entrepreneurial aspirations. On the other hand, only 7% (cumulatively) had disagreed that entrepreneurship curriculum had shaped their entrepreneurial aspirations.

For the lecturers, a question on whether their institutions had revenue generating ventures where learners participate to cultivate hands on skills before graduating was asked. On this question, the responses were as given in Table 3.

Table 3: Have Revenue Generating Activities in the Institution

Training Programme Attended	Percentage
Yes	58.82
No	41.18
Total	100

We observe, from Table 3, that more than half of the institutions (58.8%) had revenue generating ventures for learners, while 41.2% did not have revenue generating ventures for learners. Absence of revenue generating reduces competence, motivation and real exposure to market needs.

The researcher further probed on the type of revenue generating ventures in the institution where learners participate to cultivate hands-on skills before graduating. These were activities and/or ventures separate from practical lessons that students undergo. Two particular ventures were singled out by respondents and proportional responses for each venture was as shown in Table 4

Table 4: Type of Revenue Generating Ventures in the Institution

Ventures	Percentage
Demonstration restaurants & guest house that sell food and beverage	70
Baking courses outdoor orders	30
Total	100

From Table 4, majority of the institutions (70%) had, as a revenue generating venture, Demonstration restaurants and guest house that sell food and beverages with only 30% of the institutions with revenue generating ventures on Baking courses did outdoor orders.

As a way of linking internship exposure and entrepreneurial engagement, the researcher formulated some statements, as shown in Table 5, and asked the graduates the extent to which they agree with them. The responses were as shown in the table below.

Table 5: Internship and Entrepreneurial Venture Linkage

Internship skills	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
First-hand information and experiences	38.6	19.3	18.3	12.9	10.9	2.38	0.76
Exposes learners to industry	3.0	5.0	6.9	37.6	47.5	4.22	0.88
Exposure and participation in income generating activities	2.5	6.4	19.8	35.6	35.6	3.95	0.89
Duration of internship and level of facility	2.0	5.0	19.8	44.6	28.7	3.93	0.93
Average	11.5	8.9	16.2	32.7	30.7	3.62	0.87

According to Table 5, the identified internship skills/aspects that were believed to have some influence on entrepreneurial venture were acquisition of firsthand information and experience, exposure to industry, exposure and participation in income generating acts and duration of internship and level of facility. On whether internship provides first-hand information and experiences to learners, 38.6% strongly disagreed, 19.3% disagreed, 18.3% were neutral about the matter, 12.9% agreed and only 10.9% strongly agreed. On whether internship exposes learners to industry practices that aid in making informed decisions, 3.0% of the graduates strongly disagreed that internship exposed learners to industry practices that aid in making informed decisions, 5.0% of graduates disagreed, 6.9% of graduates were neutral on the issue, while 37.6% of the graduates agreed and 47.5% of the graduates strongly agreed with the issue.

The findings of the study on whether learners' exposure and participation in institutions income generating investments influences entrepreneurial pathways as viable option revealed that 2.5% of the graduates strongly disagreed on income generating investments influences entrepreneurial pathway as viable option, 6.4% of graduates disagreed, 19.8% of the graduates were neutral on the issue, while 35.6% agreed and 35.6% of the graduated strongly agreed. Among the reason for the graduate agreeing and strongly agreeing included, exposure build their confidence and an eye opener for viable ventures. The exposure helped in networking through interactions with diverse clients. Through the investment, they were able to acquire management and resource control skills. They were able to improve their interpersonal skills as they were in the position to exercise basic technical skills.

On whether the duration of internship and level of the facility where the learners are attached shaped their career option, majority of the graduates (44.6%) agreed that internship duration shaped their career path, 28.7% of the graduates strongly agreed, 19.8% of the graduates were neutral, 5.0% of the graduates disagreed and 2.0% strongly disagreed. Although majority agreed that internship duration and level of facility where the graduates were attached shaped their career option, few, who disagreed, cited short internship periods compared to numerous departments in an institution. Due to limited time, it was difficult to specialize on particular skill. The graduates also cited that lack of initiative by the colleges to place graduates for internship to organizations that uphold required standard. For some students, it was just a matter of going for attachment just to meet the requirement of being attached without acquiring the skills intended. In some places, the staff were averagely skilled thus transfer little knowledge to the learners.

In the mean ratings column, the highest mean ratings on the aspects of interconnection between internship entrepreneurial venture was observed in ‘Exposing learners to industry,’ with a mean rating of 4.22 and a standard deviation of 0.88. The high mean rating and a generally low standard deviation for this aspect implied that the respondents uniformly agreed on a significant linkage between internship and exposure that learners require or get in the industry. A low mean rating was observed on how internship equips learners with first-hand information and experience (Mean = 2.38, SD = 0.76). Again, a low standard deviation for this aspect implied that respondents were homogeneous in their ratings.

On whether students consider entrepreneurial venture worth taking as a lifetime career, most students agreed that it is worth taking as a lifetime career. Main reason for considering entrepreneurial engagement as worth taking life time career, as observed, was that it creates self-employment. In fact, one graduate noted;

“it opens up one’s mind and enables one to be independent, maximize utilization of talents and career and fully enables one to meet new challenges, opportunities and threats”.

Another graduate added;

“one follows his or her own passion”

4.3 Direct Effect Modelling: Regression Analysis

Regression analysis was used to determine the relationship between the independent variables on the dependent variable. Further, we test research hypothesis for the study variable. Table 6 gives the result for the multiple regression analysis. It is divided into three parts, which are Model Summary, Regression Coefficients and ANOVA sections. The Model Summary section gives the overall effect of the independent variables on the changes in the dependent variable. That is, this sections gives the extent to which a change in the dependent variable is attributed to a change or changes in the independent variables.

Table 6: Direct Relationship Summary

Model Summary					
R	R ²	Adjusted R ²	Std. Error	F Change	Sig.
.277	.0767	.0752	10.505	11.728	.041
Regression Coefficients					
	Beta	Std. Error	t-statistics	Sig.	
(Constant)	0.017	.610	0.028	.090	
Internship Exposure	-0.011	.130	0.085	.533	
ANOVA					
	Sum of Squares	df	Mean Squares	F-statistics	Sig.
Regression	29.223	1	14.6115	11.728	.041
Residual	247.927	200	1.2459		
Total	277.150	201			

The coefficient for Internship exposure/job market was found to be -0.011 ($SE=0.13$). The corresponding t-statistics value was found to be 0.085. This coefficient was, however, not significant at 5% level since the p-value was greater than 0.05 ($0.533 > 0.05$). A bigger p-value

implied that the relationship between internship exposure and entrepreneurial venture is not statistically significant. Therefore, we fail to reject H_0 at 5% level of significance and conclude that there is not significant relationship between internship exposure and entrepreneurial venture. A unit improvement in internship exposure or job market will negatively influence the decision to start any business venture 0.011 units. That is, the more graduates are exposed to job market or internship, the more they change their preference from starting their entrepreneurial ventures to being employed.

4.4 Discussion of findings

The study found out that, internship exposure and participation helped the students identify and nurture their talents, build self-efficacy resolute motivation and passion, confidence, an eye opener for viable ventures and helped in networking through interactions with diverse clients (Saitikoff, 2017). Similarly Fair lie and Robb (2015) noted that the development of mentorship and apprentice programmes that emphasize apprenticeship skills acquisition in business setting very necessary for future entrepreneurs. The coefficient for Internship exposure/job market was found to be -0.011 (SE=0.13). The corresponding t-statistics value was found to be 0.085. This coefficient was, however, not significant at 5% level since the p-value was greater than 0.05 ($0.604 > 0.05$). The p-value of 0.604 implied that the relationship between internship exposure and entrepreneurial engagement is not statistically significant. The null hypothesis was not rejected and concluded that there is no significant relationship between internship exposure and entrepreneurial engagement. Taking all other independent variables to be zero, a unit improvement in internship exposure or job market would negatively influence the decision to start any business venture 0.011 units. Thus, the more graduates are exposed to job market or internship, the more they change their preference from starting their entrepreneurial engagements to being employed.

5.1 Conclusion

The study concluded that internship exposure nurtures the graduates towards starting their own entrepreneurial engagement. Internship enables the graduate to build confidence, it is an eye opener for viable ventures and it's a network through interaction with diverse personalities.

6.1 Recommendations of the Study

It should be essential that industry representatives work closely with hospitality programs and educators to ensure that students are developing realistic advancement expectations and positive perceptions of their future in the hospitality industry.

Along with providing students with the necessary knowledge and skills they will need to be successful, education institutions play an important role in guiding students in the entrepreneurial engagements and career plans. Empower the aluminae clubs, increase entrepreneurial incubators to link graduates to the other business specialists.

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