

Gap Analysis of Expectations and Performance of University's Role to Promote Entrepreneurship in Tourism - A Gender Comparison

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Abstract

Entrepreneurship is a major engine driving many nations' economic growth, innovation and competitiveness (Scarborough and Zimmerer, 2003; Kuratko and Hodgetts, 2004). Moreover, in the developing countries like India where the problem of unemployment is a serious concern, creating self employment is the only option available with the youth. But, at the same time very few people take the risk of an entrepreneurial venture and create resources and opportunities for self and others. But the Government of India, realizing the potential of entrepreneurship for tourism, has come up with many programs boosting the overall status and role of Entrepreneurs in Indian society. And with the government, there starts the role of universities in promoting this concept as a vehicle of employment. But the perception of the students before joining the university and actual performance of universities in the promotion of this, is a question yet to be answered. With this backdrop, the present research aims at evaluating the gender comparison of the expectations and performance of the tourism students vis-à-vis university's role in promoting entrepreneurship. The respondents of the study are the tourism students studying in the universities of Jammu. There are two universities offering tourism course i.e Jammu University and Central University of Jammu. Since there are only few students in these courses, census is taken for the study. The research makes use of various statistical tools like ANOVA, t-test, etc.

Keywords: Expectations, Performance, University, Tourism Students, Gender, Entrepreneurship

Introduction

Entrepreneurship is a major engine driving many nations' economic growth, innovation and competitiveness (Scarborough and Zimmerer, 2003; Kuratko and Hodgetts, 2004). The past two decades have witnessed significant growth in entrepreneurship education in

most industrialized countries (Matlay & Carey, 2006) and is also showing an increasing trend in developing countries. Today, entrepreneurship is regarded as one of the best economic development strategies to develop country's economic growth and sustain the country's competitiveness in facing the increasing trends of globalisation (Schaper and Volery, 2004; Venkatachalam and Waqif, 2005). It has acquired a special significance in the context of economic growth and industrial development in the rapidly changing socio economic and socio cultural climates both in developed and developing countries (Gangaiah & Viswanath, 2014). Moreover, in the developing countries like India where the problem of unemployment is a serious concern, creating self employment is the only option available with the youth. This sector provides 42 percent employment opportunity both for literate and illiterate. It is a state of healthy balance in the country in which entrepreneurs make their respective contributions to achieve the economic development of the nation (Gangaiah & Viswanath, 2014). But, at the same time very few people take the risk of an entrepreneurial venture and create resources and opportunities for self and others. But the Government of India, realizing the potential of entrepreneurship for tourism, has come up with many programs boosting the overall status and role of Entrepreneurs in Indian society. And with the government, there starts the role of universities in promoting this concept as a vehicle of employment. In education context, entrepreneurship education is a major step to inculcate students' tendency on entrepreneurship. Some tertiary education institutions do not give emphasis in effort to inculcate tendency entrepreneur to students. Therefore universities and other institutions of higher learning have been given the mandate to play a leading role in solving the unemployed graduate's problem by introducing entrepreneurship programmes

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to equip students the necessary entrepreneurial skills and behaviours for their future undertakings in business ventures (Staff 2006b, 2007b). In other words, the objectives of entrepreneurship education are aimed in changing students' state of behaviours and even intention that makes them to understand entrepreneurship, to become entrepreneurial and to become an entrepreneur that finally resulted in the formation of new businesses as well as new job opportunities (Fayolle and Gailly, 2005; Hannon, 2005; Venkatachalam and Waqif, 2005).

And there starts the role of universities. Universities play a functional role in promoting entrepreneurship education to develop regional and society economies (Binks, Starkey et al., 2006; Co and Mitchell, 2006). Mahlberg (1996) agrees the remarks by stating that schools and universities have a key role to play in promoting entrepreneurship since educational institutions are ideally considered the place in shaping entrepreneurial cultures and aspirations among students while they are studying to survive in today's robust business milieu (Autio, Keeley, et al., 1997; Landstrom, 2005). This could probably because universities are seedbeds of entrepreneurship to teach their students the way to think and behave entrepreneurially (Bygrave, 2004). Many of the students these days specifically join the professional courses like masters in Business Administration in Tourism with the expectations of getting support vis-à-vis the knowledge and expertise in opening their ventures. But whether their expectations actually get fulfilled is the question of the hour. Given the role of university to fulfil the expectations of the students to promote entrepreneurship, it is hypothesised that

H1: There exists no significant difference in the perceptions of expectations and performance of the students vis-à-vis university's role in promoting tourism entrepreneurship.

Also with the growing interest in entrepreneurship in general (e.g. Zimmerer and Scarborough, 2001), there has been a growing interest and research that focused on women's entrepreneurship (e.g. Boyd, 2005; Bruni et al., 2004; Brush et al., 2006; Lerner and Pines, 2010; Mulholland, 1996; Pines, 2002; Pines and Schwartz, 2008). This interest is relatively recent. Until the late 1970s, the role of women entrepreneurs was rarely considered (Humbert et al., 2009). Women entrepreneurship has been gaining popularity in India due to women empowerment. The inherent abilities of innovative thinking, self

motivation, persistence, persuasiveness along with favourable external factors like Education, government Policies for women entrepreneurs have acted as catalysts resulting in the growth of women entrepreneurship.

Tourism is suitable for women as nature and expectations of tourism industry are conducive for the manifestation of the inherent qualities (Entrepreneurial abilities) of women. Women entrepreneurs have mushroomed in tourism industry – some are travel agents and tour operators, others are owning tourism enterprises, hotels and managing self help groups. However, despite this growing number of initiatives and resources made available to promote and develop women's entrepreneurship in developing countries, women still own and manage fewer businesses than men, they earn less money with their businesses that grow slower, are more likely to fail and women tend to be more necessity entrepreneurs. Also, it is seen that not many women have the inclination towards becoming the entrepreneurs, especially in this industry. Considerable research within the literature on women entrepreneurship concerns the barriers and constrains women face in the process of becoming, and being, entrepreneurs (Roomi and Parrot, 2008; Brindley, 2005; Moore and Buttner, 1997; Blanchard et al., 2008; Beeker-Blease and Sohl, 2007; Botha et al., 2006; Heidrick and Johnson, 2002; Bates, 2002; Winn, 2005; Della-Giusta and Phillips, 2006). And so, it does have an impact upon their perception too. The performance of university in promoting entrepreneurship depends upon the expectations. What expectations does female students have and how much these are been fulfilled, is a research area to be explored. Also whether the expectations of the female students differ from their male counterparts in terms of university's role in promoting tourism entrepreneurship is a question to be answered in this study. Therefore, with this backdrop, it is hypnotized that

H2: There is a significant difference in the perception of male and female student vis-à-vis their expectations and performance regarding university's role to promote entrepreneurship in tourism.

Research Questions

Based on the above mentioned review of literature, the present study seeks the following research questions:-

RQ1:- Whether there exists any significant difference in the perceptions of expectations and performance of the

students vis-à-vis university's role in promoting tourism entrepreneurship.

RQ2:- Whether there is a significant difference in the perception of male and female students vis-à-vis their perception and expectations regarding university's role to promote entrepreneurship in tourism.

Research Methodology

The study is empirical in nature and is carried upon the students studying tourism in Jammu (Capital of J&K state). A structured questionnaire consisting of four sections, adapted from Keat, Selvarajah & Meyer (2011) was as research tool. The first section comprised of demographic profile of the students. The second and third section comprised of "Image of Entrepreneurship" and "Entrepreneurial Inclination" having three and eight items respectively. All the items have been measured on a 5-point Likert scale (with 1= strongly disagree, 2= disagree, 3= no opinion, 4=agree, 5= strongly agree). A last open ended section of "suggestions" has been incorporated the questionnaire to seek subjective opinion of the respondents regarding promotion of entrepreneurship.

Study Area and Sampling

The population chosen is the pool of master degree students studying tourism in two universities of Jammu.

The reason for choosing Jammu as the study area is that Jammu Kashmir is tourism based state and Jammu, one of the two capital cities of the state has only two institutes providing master level tourism education. In the present times when tourism industry is one of the biggest employer and demands professionally qualified employees, this study tends to know what these young students perceive about tourism industry and how willing they are to go for a career in the same. The total number of tourism students enrolled in MBA Tourism course in these two universities is 84. To survey them, census sampling method was adopted and thus all the students were included in the sample, out of which 48 useable responses were received leading to the response rate of 57% approx.

Analysis and Interpretations

Table 1: Demographic Profile of Respondents

N= 48

S.No.	Demographic Variable	N	Percentage%
1	Gender		
	Male	17	35.41
	Female	31	64.59

In table 1, the demographic profile of the respondents is given. It is found that approx. 35% of the respondents are males and the rest 65% are females.

Table 2: Table Representing the Perception of Tourism Students Regarding Expectations & Performance of the University's Role to Promote Entrepreneurship

S.No.	Variables	Expectations (E)	Performance (P)	Gap (P-E)
1.	University should be an ideal place to learn about starting a business	3.958	3.979	0.021
2.	More entrepreneurship and business educational programmes on campus should help students to start businesses.	4.208	4.021	-0.187
3.	Entrepreneurial or business related examples should be included in classroom teaching.	4.437	3.916	-0.521
4.	Students should be encouraged to pursue entrepreneurship ventures in the university.	4.041	3.562	-0.479
5.	The university infrastructure and policies should encourage entrepreneurship.	3.94	3.68	-0.26
6.	Will Get to meet lots of people with good ideas for new businesses	4.167	3.625	-0.542
7.	People should be actively encouraged to pursue their own business ideas.	4.333	3.729	-0.604
8.	My university course will prepare people well for entrepreneurial careers.	3.791	3.687	-0.104
9.	There should be student clubs on campus which promote entrepreneurship.	3.708	2.625	-1.083
10.	University has infrastructure in place to support the start-up of new businesses	3.375	3.062	-0.313
11.	A creative university environment should inspire me to develop ideas for new business.	4.271	3.583	-0.688
12.	Entrepreneurial activities will not be limited only to business students.	3.458	3.062	-0.396
13.	Entrepreneurship courses should be made compulsory in order to stimulate entrepreneurial spirit in campus.	3.729	3.75	0.021
14.	The university will provide resources to assist student entrepreneurs	3.937	3.416	-0.521

Table 2 show the gap between expectation and actual performance. Based on the above tabulation it is observed that the gap value is highest between expectation and performance i.e. 1.083 which means the students expect clubs to promote entrepreneurial culture while the actual situation is different. Whereas, the gap value is found to be minimum on the statement “University should be

an ideal place to learn about starting a business” and “Entrepreneurship courses should be made compulsory in order to stimulate entrepreneurial spirit in campus” which implies that the students perceive university to be the right place to learn about business and such courses should be made mandatory and actual performance of university is as expected.

Table 3. ANOVA Represents Significant Difference in Expectation & Performance vis-à-vis Gender about Perception in Terms of University’s Role in Promoting Tourism

Source of Variation	Sum of Square	Degree of Freedom	MS	F (cal)	F (table)
Rows (gender)	0.004063	1	0.004063	0.120868	161.45
Columns (Perception)	0.123384	1	0.123384	3.67065	161.45
Error	0.033614	1	0.033614		
Total	0.16106	3			

Table 3 shows that the calculated value of $F_{0.05}$ is less than that of table value in case of treatment between columns, so *Hypothesis: 1*, i.e. there exists no significant difference in the perceptions of expectations and performance of the students vis-à-vis university’s role in promoting tourism entrepreneurship, is accepted where as in case of treatment between rows the calculated value of $F_{0.05}$ is again less

than that of the table value therefore, *Hypothesis: 2* which states that there is a significant difference in the perception of male and female students vis-à-vis their perception and expectations regarding university’s role to promote entrepreneurship in tourism, is also accepted. This means that there is significant difference in the performance of the site as far as different parameters are concerned.

Table 4: Significant Difference in University Role to Promote Entrepreneurship in Tourism vis-à-vis Gender

S.No.	Variables	Male	Female	t-test
1.	University should be an ideal place to learn about starting a business.	3.958	3.979	-0.141
2.	More entrepreneurship and business educational programmes on campus should help students to start businesses.	4.208	4.0208	1.123
3.	Entrepreneurial or business related examples should be included in classroom teaching.	4.437	3.916	3.057
4.	Students should be encouraged to pursue entrepreneurship ventures in the university.	4.042	3.562	2.995
5.	The university infrastructure and policies should encourage entrepreneurship.	3.937	3.687	1.126*
6.	Will get to meet lots of people with good ideas for new businesses.	4.187	3.625	3.274
7.	People should be actively encouraged to pursue their own business ideas.	4.333	3.729	3.528
8.	My university course will prepare people well for entrepreneurial careers.	3.792	3.687	0.627*
9.	There should be student clubs on campus which promote entrepreneurship.	3.708	2.625	4.426
10.	University has infrastructure in place to support the start-up of new businesses.	3.375	3.062	1.483*
11.	A creative university environment should inspire me to develop ideas for new business.	3.764	3.484	1.212*
12.	Entrepreneurial activities will not be limited only to business students.	3.458	3.062	1.771*
13.	Entrepreneurship courses should be made compulsory in order to stimulate entrepreneurial spirit in campus.	3.958	3.979	0.141*
14.	The university will provide resources to assist student entrepreneurs.	3.375	3.062	1.483*

In order to test the hypothesis i.e. t-test has been applied as a test of significance in Table- which points out that out of all variables are rated important by the students and the performance means shows that these initiatives are somewhere being implemented as well. From the

test of significance at 5%, it was found out there exists a significant difference in the expectation and performance on the basis of gender on the statements, “Entrepreneurial or business related examples should be included in classroom teaching.”, “Students should be encouraged

to pursue entrepreneurship ventures in the university.”, “Will get to meet lots of people with good ideas for new businesses”, “People should be actively encouraged to pursue their own business ideas.” “There should be student clubs on campus which promote entrepreneurship” whereas there is a significant difference in the expectation and performance on the rest of the statements.

Conclusion

The past two decades have witnessed significant growth in entrepreneurship education in most industrialized countries (Matlay & Carey, 2006). Public policy makers recognise the importance of entrepreneurship as promoter of economic development and hence support instruments like entrepreneurship education to increase entrepreneurial activity (Fayolle, Gailly, & Lassas-Clerc, 2006). There comes the role of Institutions in the promotion of entrepreneurship and especially universities being the institutions of highest learning have the special role in solving the major problem of unemployment. And as the government also accepts the fact that providing entrepreneurship programmes/ knowledge in the institutions is the best way to equip students for their future undertakings in business, there comes the important role of universities to promote entrepreneurship. But with this role, the gender difference in the perception and expectations of the university's role lies there. With this concept, the purpose of the present study is to understand the significant difference in the perceptions of expectations and performance of the students vis-à-vis university's role in promoting tourism entrepreneurship. The present study also evaluated whether the difference in the perception of the male and female students lie or not. The results of the study show that students perceive university to be the right place to learn about entrepreneurship as they think that this is the right time to make their career choices. They also believed that the courses like entrepreneurship should be made mandatory at University level. The study also suggested that the expectation and experience of the male and female students existed as far as university's role in the promotion of entrepreneurship is concerned. This may be is due to the fact that women entrepreneurship concerns the barriers and constrains women face in the process of becoming, and being, entrepreneurs (Roomi and Parrot, 2008; Brindley, 2005; Moore and Buttner, 1997; Blanchard et al., 2008; Beeker-Blease and Sohl, 2007; Botha et al., 2006; Heidrick and Johnson, 2002;

Bates, 2002; Winn, 2005; Della-Giusta and Phillips, 2006).

Based on the conclusions of the present study, it can be said that there exists a significant difference in the perception and expectation of the male and female students towards University's role in promoting entrepreneurship. This significant gap needs to be countered with the help of the future research proposals like firstly there needs to be evaluation of the reasons for such gap. Therefore, the future studies can cater to this research analysis.

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