



INTERNATIONAL JOURNAL OF  
ENTREPRENEURSHIP AND  
MANAGEMENT PRACTICES  
(IJEMP)

[www.ijemp.com](http://www.ijemp.com)



A MODEL FOR A FUNCTIONAL AND ENTREPRENEURIAL  
INTERNSHIP PROGRAM FOR HOSPITALITY EDUCATION IN  
THE PHILIPPINES

Evangeline E. Timbang<sup>1\*</sup>, Mary Caroline N. Castano<sup>2</sup>

<sup>1</sup> Assistant Dean College of Tourism and Hospitality Management, University of Santo Tomas (UST), Philippines  
Email: eetimbang@ust.edu.ph

<sup>2</sup> Member, Ethics Review Committee, The Graduate School, and Program Lead, Business Cluster, College of  
Commerce, University of Santo Tomas (UST), Philippines  
Email: mncastano@ust.edu.ph

\* Corresponding Author

**Article Info:**

**Article history:**

Received date: 02.11.2020

Revised date: 10.11.2020

Accepted date: 25.11.2020

Published date: 01.12.2020

**To cite this document:**

Timbang, E. E., & Castano, M. C. N. (2020). A Model For A Functional And Entrepreneurial Internship Program For Hospitality Education In The Philippines. International Journal of Entrepreneurship and Management Practices, 3 (12), 09-27.

DOI: 10.35631/IJEMP.312002.

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



**Abstract:**

The main objective of this study is to develop a functional and responsive entrepreneurial internship model for the Philippine Hospitality Management Education program. Mixed methods research design was employed using a combination of the following: a survey that contained an assessment of compliance to a checklist from the Philippines' Commission on Higher Education [CHED] Student Internship Program in the Philippines [SIPP] Requirements, a survey questionnaire containing proposed requirements for the quantitative portion of the study, and a semi-structured interview with key informants was utilized for the qualitative side. The study showed that there were no significant differences in the level of compliance to CHED's SIPP between autonomous and non-autonomous HEIs. Moreover, the elements of an entrepreneurial internship program namely entrepreneurial objectives, internship trainer/facilitator, pre-entrepreneurial internship stage, entrepreneurial internship stage, and post-entrepreneurial internship stage were perceived to be important but non-existent in most hospitality management internship programs.

**Keywords:**

Entrepreneurship, Internship, Hospitality Education, Entrepreneurial Internship Model

**Introduction**

Recent developments strengthened the key role that a university plays in the transformation of global businesses. This led to the emergence of the entrepreneurial university phenomenon in

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

the new knowledge-based society (Etzkowitz, 2013). The paradigm shift on the responsibility of a university from teaching and research to include business activities clearly put into action the helix model of industry, government and university relationships. This model further showed how a university becomes an important innovation key element in providing seed bed for new business human and financial capital (Etzkowitz, 2013). The entrepreneurship education [EE] has developed as a vital instrument to enhance entrepreneurial orientation and as such, has been highlighted in several policy measures, strategic recommendations, and action plans of diverse international organizations, such as the EU, the World Bank, OECD, and the World Economic Forum (Ndou, 2016). The study of Mustafa, Hernandez, Mahon, and Chee Lai Kei (2016) emphasized the need for educational support of academic institutions through the creation of an environment conducive for entrepreneurship. A university which assumes a serious role in providing an entrepreneurial environment may provide the students with the relevant projects, activities, course works and industry immersions to help turn their business ideas into feasible entrepreneurial endeavors (Saeed, Yani & Muffatto, 2015).

The major reasons for the closure of businesses are poor profitability and lack of access to capital (Velasco et. al, 2014). The limiting factors identified by the study contributing to these situations include lack of financial resources and access to institutional credit as main reasons followed by the need to improve formal and informal education and training toward entrepreneurship and the improvement of technological infrastructure, research and development (Velasco et. al, 2014). Studies revealed that 89.5% of the Filipino entrepreneurs did not have formal education (Velasco et. al, 2014). This warrants new academic programs and courses to be opened and offered with partnerships on start-ups to help propel entrepreneurial developments in the country. The need to review the secondary and tertiary education in the country in order to promote entrepreneurship as an alternative to employment now becomes imperative. The Filipino youth have started to present a new position on entrepreneurship as one best option towards improving one's status of living (Velasco et. al, 2014). With reference to the formal education concern identified by the GEM report, the National Statistical Data of the Commission on Higher Education [CHED], Business Administration and Related Courses cluster (including Hospitality Management Program) is among the programs with the highest number of enrollees in the country. In light of the recent ASEAN integration, the Philippine business initiatives, recent country's K to 12 education program, the GEM report on the need to upgrade formal business programs, the Asia Pacific tourism and hospitality industry growth marks and emerging issues on hospitality business program internship policies and standards, a need to review the present educational offerings in entrepreneurship and business-management related courses specially the hospitality program in the country becomes a must.

Internship is recognized to be an integral component of hospitality management students' academic journey. Citing Velasco et al's (2014) observation on the need to improve formal and informal education and training toward entrepreneurship, this research acknowledged that the gap on entrepreneurial training among hospitality management internship programs exists. Despite the rigorous on-the-job training on various operational departments, the aspect of entrepreneurial management of the business was excluded. This is the research problem that this study proposed to explore and recommend solutions. Doing so will uplift not only the skills aspect of the internship programs but the competency of students on entrepreneurship and management side of the business. The objective of the study is to develop a functional and responsive model for entrepreneurial internship program for hospitality education in the

Philippines. This helps address the research problem and contribute to the growing literature on entrepreneurship and tourism management.

### Literature Review

Today, entrepreneurship is regarded as one of the widely discussed economic development strategies to develop the country's economic growth and sustain the country's competitiveness in facing the increasing trends of globalization (Stoica, Roman, and Rusu, 2020). Because of this, entrepreneurship training among future business leaders needs to be enhanced. Entrepreneurship education does not solely focus on start-up business development but also reward the learner with enhanced creativity and improved personal attitudes on entrepreneurial thinking, behavioral changes, decision-making, assessing risk and employment. The relevance of academic programs in helping shape students' entrepreneurial intentions are reflected in Fayolle and Linan's (2015) study. Entrepreneurial education studies further support a growing need to attain a paradigm shift in students' way of thinking from future job hunters to creative and innovative entrepreneurs (Da Silva, Costa, and De Barros, 2015). This will help develop not just skills but enlighten students on the need to be trained on entrepreneurship and business management.

The tourism industry is a dynamic global enterprise being one of the fastest and largest industries of the world. The industry trend forecasts a 3.3% increase in tourist arrivals until the year 2030 at 1.8 billion tourists (UNWTO Tourism Highlights, 2016 Edition). This continuous growth in tourism development created \$1.3 trillion in world exports while contributing 9% to the world's GDP. It is forecasted that international tourist arrivals in the emerging economy destinations of Asia, Latin America, Central and Eastern Europe, Eastern Mediterranean Europe, the Middle East and Africa will grow at double the rate (+4.4% a year) of that in advanced economy destinations (+2.2% a year) exceeding the latter before 2020. In 2030, 57% of international arrivals will be in emerging economy destinations (versus 30% in 1980) and 43% in advanced economy destinations (versus 70% in 1980) according to the UNWTO Tourism Highlights (2016 Edition). With the huge opportunity forecasted for world tourism, so does the need for hospitality management graduates be trained on the entrepreneurial side of the business.

The Asia and the Pacific region showed a sign of the strongest growth where arrivals are forecasted to increase by 331 million to reach 535 million in 2030 (+4.9% per year) coming from the UNWTO Tourism Highlights 2016 Edition. Expenditure data show the tourists' budget allocated to accommodation, transportation, food and drink and shopping enhance the destination's local economy from employment to new business developments.

There is no adequate literature on the Hospitality Entrepreneurial Internship and on the relationship between the entrepreneur and the student trainee (Lahm & Heriot, 2013). In the absence of a generally accepted entrepreneurship internship model in the US and Europe (Rideout & Gray, 2013), qualitative researches were conducted to accumulate by observation. Lahm and Heriot (2013) discussed the developmental components of the entrepreneurial internship observed which include: evaluation of the entire program, identifying priorities, building of local contacts, promotion of the program, internship supervision, and finalization of procedures. Common issues and concerns usually encountered in the entrepreneurial training include choice of placement (global or local), selection of industry partners' willingness to share entrepreneurial best practices and restrictions on the use of space and technology, among others (Lahm & Heriot, 2013). The internship program is very competitive

requiring strong student skill set in meeting host company needs on availability, attitude, aptitude, and ambition of applicants. Projects may include conducting research and competitive analysis, assisting in strategy development, evaluating policies, improving operational efficiency, implementing metrics to increase productivity and assisting human resources, among others. Dilts and Fowler as cited by Zreen, Farrukh Nazar & Khalid (2019) emphasized the importance and advantages of an entrepreneurial internship as a vehicle for effective learning thru hands-on application of business theories taught. These business schools integrate the classroom learnings with entrepreneurial training at the small business partners' workplace. The study of Dobratz, Abbey, and Singh (2014) emphasized the potential benefits of student internships to the students, school, and employer and suggested that internships be integrated in formal entrepreneurial education programs. The practical training component of the business program incorporates the valuable service and contribution of industry experts who serve as professional mentors during the internship process. Various strategies are implemented from the incubator concept, manpower and funding support, workshops, meetings, business plan pitches and competitions to consultations and interactions to start-up businesses. The training content components was proposed in 2007 by the paper of Pretorius & Wlodarczyk (2007) on their assessment of entrepreneurial curriculum training, focusing primarily on entrepreneurial and business skills, as outlined in Table 1.

As shown in Table 1, business skills [BS], entrepreneurship skills [ES], and motivation development [M] are the salient training components of an entrepreneurial internship program. This framework as described, outlined the fundamental elements of entrepreneurship training, namely - management skills, opportunity identification, business planning, and need for achievement [nAch] (Vosloo, Vosloo & Antonites, 2018). On the other hand, Table 2 outlined the constructs for training execution. It became compulsory for entrepreneurial students be exposed to the practice-based training environment for the development of the right entrepreneurial attitude and behaviour (Neck and Green, 2011). To further enhance training experiences, the Royal Institute of Technology University [RMIT] model was developed showing the relationship flows between and among the students, and faculty and industry mentors work in the management of an entrepreneurial internship (see Figure 1). Engaging in work-based programs, like entrepreneurial internships, create opportunities, productivity and effectiveness among future Tourism and Hospitality professionals, the RMIT model allowed students to acquire hands-on experience via various concepts which include group dynamics, client reporting, marketing, feasibility analysis, presentation skills and business case developments, among others. Gilbert (2010) explained the use of the RMIT model, the experiences gained, the skills acquired, the challenges faced and the recommendations for administration, students and industry partners for program improvements. The study revealed the abilities needed to survive the internship challenges which include: ability to work under pressure, team work, problem-solving, independent work from mentor, novel and creative customer approaches, constructive feedback, market research skills and ability to make a stand on what one believes in (Gilbert, 2010).

**Table 1. Entrepreneurial Training Content Components**

<b>Motivation</b>	<b>Entrepreneurial Skills</b>	<b>Business Skill</b>
<b>Need for achievement</b>	<b>Creativity</b>	<b>Management/Leadership</b>
<ul style="list-style-type: none"> <li>• Achievement imagery</li> <li>• Achievement goals</li> </ul>	<ul style="list-style-type: none"> <li>• Techniques</li> <li>• Critical vs creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> </ul>

- Language of achievement
- Cognitive supports
- Group supports

#### Ability to inspire

#### Expectations of the high achiever

- Thoughts on probability of personal success
- Expectation of success
- Fear of failure
- Motivation to excel

#### Obstacles or blocks

- Awareness of personal obstacles
- Awareness of obstacles in the environment

#### Help

- Towards reaching the achievement
- Thinking beyond obstacles

#### Reaction to success or failure

- Response to feelings of failure

- Personal attributes and actions that facilitate creativity
- Intuitive ability

#### Innovation

#### Ability to take risks

- Financial
- Career-related
- Family and social-related
- Psychological
- Tolerance for risk and ambiguity

#### Ability to identify opportunities

- Generation of ideas
- Prioritization of ideas
- Opportunity delineation
- Opportunity evaluation

#### Ability to have a vision for growth

- Commitment to growth

#### Interpret successful entrepreneurial role models

- Entrepreneurial characteristics (seen as a reason to try again)

- Leadership
- Control

#### Business plans

#### Financial skills (for pre-venture and infancy stages)

- Start-up planning
- Cash flow budget
- Break-even analysis
- Working capital management
- Sources of finances
- Record keeping

#### Marketing skills

- Understanding the customer
- Market size
- Competition awareness
- Pricing and sales tactics

#### Operation skills

- Methods enhancing productivity (product or service business)

#### Human resources skills

- Planning
- Compensation
- Training
- management

Note: Adapted from Pretorius, M. & Włodarczyk, T. (2007). Entrepreneurial training curriculum assessment: the case of new venture creation learnerships. *South African Journal of Economics and Management Sciences*, 10(4):504–528

### Theoretical Framework and Hypotheses Development

*Leibenstein's X-efficiency theory of entrepreneurship.* Harvey Leibenstein (1922-1994), an American economist who proposed his X-Efficiency Theory on Entrepreneurship, defined an entrepreneur as a “gap-filler who can recognize market trends and can develop new goods or processes in demands” (as cited in Nayab, 2011). According to Leibenstein, there are two main roles of entrepreneurs: complete the inputs and fill gaps.

*Peter Drucker and Howard Stevenson's opportunity-based entrepreneurship theory.* On the other hand, Drucker (as cited in Nayab, 2011) explained innovation, resources, and an entrepreneurial behavior as the keys to entrepreneurship. Moreover, entrepreneurs do not cause change but exploits the opportunities presented by change (Drucker 1985 as cited in Simpeh,

2011). Further, in support of Drucker's claim, Stevenson (1990 as cited in Simpeh, 2011), the core of entrepreneurial management is the "pursuit of opportunity regardless of resources".

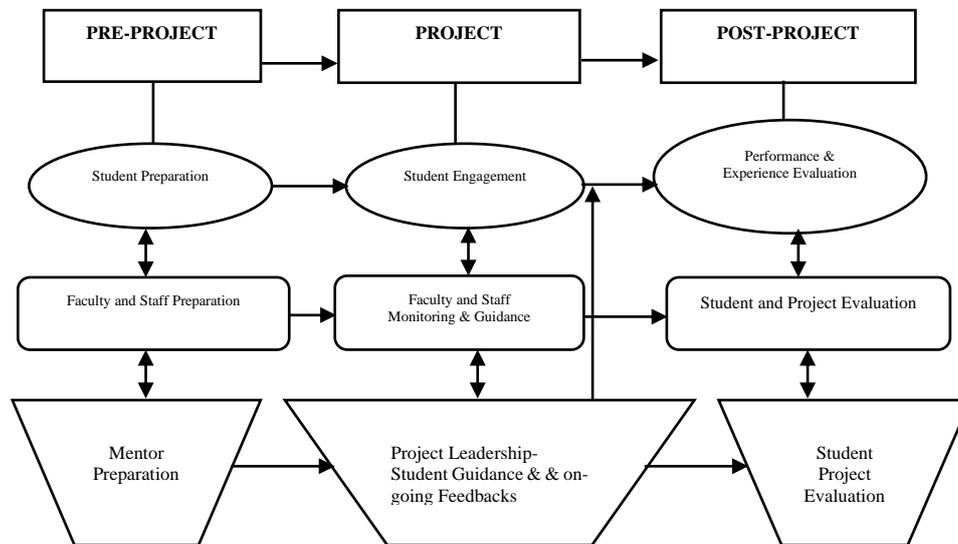
*Kirzner's theory of adjustment of price.* Kirzner's theory (as cited in Nayab, 2011) also considers the alertness to recognize opportunity more characteristic than innovation in defining entrepreneurship. Price adjustment and alertness on non-equilibrium are the two roles of entrepreneurs.

*McClelland's motivation adjustment theory.* Tenets of the need for achievement [nAch], need for affiliation [nAff], and need for power [nPow] concurred that economic development relies heavily on entrepreneurial behaviors of individuals (Dhriiti.com, 2017).

**Table 2. Constructs Pertaining to Training Execution**

<b>Factor</b>	<b>Considerations</b>
Context of the Program	<ul style="list-style-type: none"> <li>Minimum educational level of the participants</li> <li>Outcomes of the program after participation</li> <li>Needs of the target group who participate in the program</li> <li>Reasons for participating in the program</li> <li>Previous experience of the participants</li> </ul>
Business knowledge and skills	<ul style="list-style-type: none"> <li>Perceiving an opportunity in developing a concept</li> <li>Starting a business venture from the business plan</li> <li>Growing the business venture after start-up</li> <li>Competing in a mature market through effective and efficient strategies</li> <li>Exiting the market in a decline phase through successful divestment strategies</li> </ul>
Facilitator	<ul style="list-style-type: none"> <li>Developing entrepreneurial thinking patterns</li> <li>Reinforcing entrepreneurial ways of being and behaving</li> <li>Apprenticeship and mentoring through venture establishment</li> <li>Application of a holistic and multi-disciplinary approach</li> <li>Own level of practical experience with start-ups</li> </ul>
Approaches used to transfer knowledge and skills	<ul style="list-style-type: none"> <li>Use of appropriate approaches, techniques and methods that enhance learning</li> <li>Optimal participation of the learner in the learning process</li> <li>Incorporation of real-life problems and obstacles in the learning process</li> </ul>
Business plan utilization	<ul style="list-style-type: none"> <li>Preparation of a business plan</li> <li>Presentation of the business plan to peers, facilitators and potential funding institutions</li> <li>Opportunity to defend the main principles and assumptions underlying the plan against critical evaluation</li> <li>Execution of the business plan under real circumstance</li> </ul>

Note: Adapted from Pretorius (2000) "Evaluation of a proposed training methodology to enhance micro and small business start-ups in South Africa", Proceedings: ICSB World Conference. Brisbane, Australia.



**Figure 1: The Royal Institute of Technology University MIT-D Conceptual Model of Applied Learning**

Adapted from Gilbert, D. (2010). Integrating Theory and Practice for Student Entrepreneurs: An Applied Learning Model. *Journal of Enterprising Culture*, 18(1), 83-106.

Taken from various literatures that acknowledged the importance of developing the right entrepreneurial attitude among students during the internship course, as well as the theories that strengthened the value of exploring opportunities, hypotheses were formed. These were cited in the studies of Dilts and Fowler as cited by Zreen, Farrukh Nazar & Khalid (2019), and Gutierrez and Baquero (2017), and Neck and Green (2011). These hypotheses were developed to address the research objectives and answer the research questions. Part of the research objectives was to determine the level of compliance of the selected HEIs' on CHED's Student Internship Program in the Philippines [SIPP] requirements, henceforth, the following hypothesis is formed.

*H01: There is no significant difference on the level of compliance between autonomous and non-autonomous HEIs.*

The existence and statement of clarified entrepreneurial objectives are important in an internship program, as defined by the study Vosloo, Vosloo & Antonites (2018), and the various entrepreneurial management models for internship. Any program for that matter should clearly state the program objectives consistent with McLelland's motivation adjustment theory that defined an individual's need for achievement [nAch]. It would be nearly impossible to achieve something, if the objective is not clarified, hence, the following hypothesis was developed:

*H02: There is no significant difference on the respondents' perception on the existence and importance of setting hospitality management program entrepreneurial objectives.*

The study of Pretorius (2000) highlighted the importance of training facilitators during internship programs, thus, from these inputs, the following hypothesis was formed.

*H03: There is no significant difference on the respondents' perception on the existence and importance of setting a hospitality management program facilitator/trainer.*

The RMIT model showed how students acquire hands-on experience via various concepts which include group dynamics, client reporting, marketing, feasibility analysis, presentation skills and business case developments, among others (Gilbert, 2010). Moreover, the RMIT model inspired the inputs for pre-entrepreneurial internship stage, the entrepreneurial internship proper stage, and the post-entrepreneurial internship stage. The entrepreneurial internship and cooperative education program of the Missouri University of Science and Technology as well as the Iowa State University Papajohn Center for Entrepreneurship, developing ability to identify opportunities. This concurred with the theories of Leibenstein's entrepreneurship theory, Drucker and Stevenson's opportunity-based entrepreneurship theory, and Kirzner's theory of adjustment of price, hence, the following hypotheses were developed:

*H04: There is no significant difference on the respondent's perception on the existence and importance of setting a pre-entrepreneurial internship stage*

*H05: There is no significant difference on the respondent's perception on the existence and importance of setting an entrepreneurial internship proper stage*

*H06: There is no significant difference on the respondent's perception on the existence and importance of setting a post-entrepreneurial internship stage.*

The research paradigm portrayed the model (see Figure 2) proposed by the researcher grounded on the framework developed by The Royal Institute of Technology University MIT-D Conceptual Model of Applied Learning (see Figure 1).

## **Research Methods**

### ***Research Design***

To achieve the objectives of this study, the mixed method research design was used. As a design, it collected and analysed data both quantitatively and qualitatively. As a third research paradigm (Muskat, Blackman & Muskat, 2012), mixed method research design allows researchers to use different approaches and strategies to help ensure best chances of answering specific research questions. The quantitative part of the study used a 3-part survey questionnaire developed by the researcher. Questionnaires are instruments commonly used in behavioral and social sciences to quantify knowledge, skills, and attitudes of participants (Hoekstra et al., 2018). Part 1 contained questions that determined the following profiles of the HEI-respondents: school background, hospitality business/management program objectives, faculty, and course profile details. Part 2 contained a checklist used to evaluate compliance/adherence of the HEI on CHED Memo 104 s. 2017 prescribed as a local internship standard. Part 3 of the survey questionnaire contained questions incorporated the entrepreneurial elements of the internship program in use. The qualitative part of the study utilized interviews conducted among thirteen [13] selected academicians and/or business owners. Interview is a method that provides data in a social context, and it is an appropriate method for use in the initial development of a larger research program (Bolderston, 2012). The main purpose is to provide data to enhance, change or create a product or service targeted at a key customer group. The whole point of gathering participants is to get as many different ideas and perspectives as possible, so having too many people can limit the ability to get ideas from all participants. The selected interview respondents from the academe were thirteen [13] HEIs from the following regions in the Philippines: Region 3 (1 HEI), National Capital Region (6

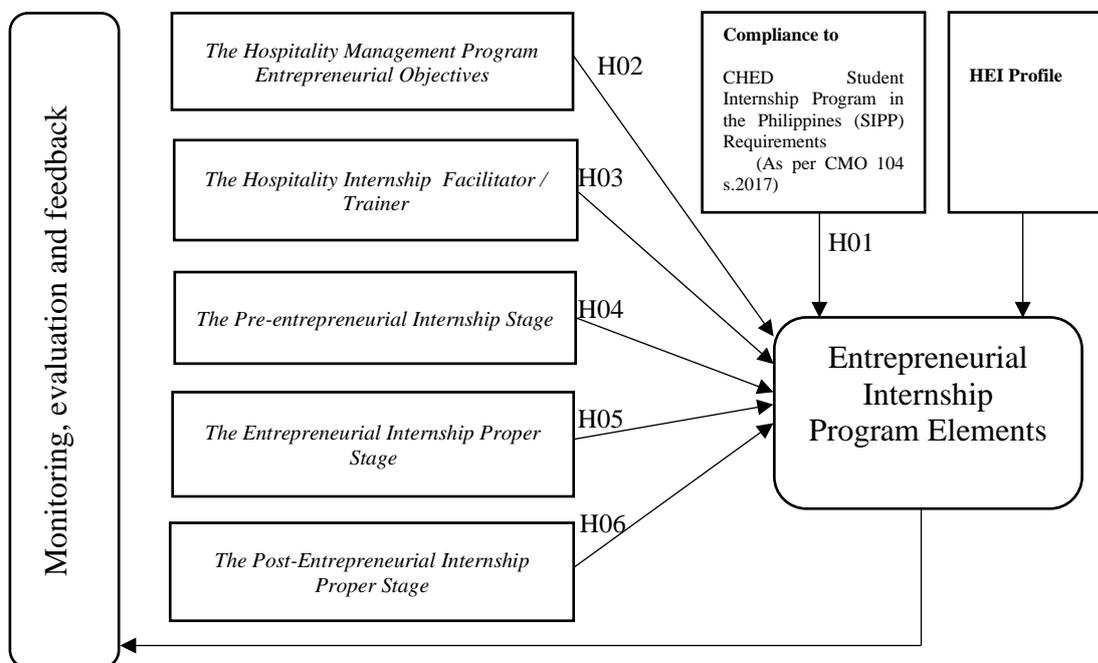
HEIs), Cordillera Autonomous Region (2 HEIs), and Region 4 (4 HEIs). The selected interview respondents among industry practitioners were twelve [12] entrepreneurs: food business (6), non-food (2), hotel and lodging (4).

### *Statistical Treatment of Quantitative Data*

Results of the survey were analyzed using T-test for difference of means of two groups, and Paired Samples T-test. In particular, the two-sample T-test was used in which the two groups are independent of each other. The independent groups were the autonomous and non-autonomous universities. T-test for difference of means of two groups was used to accept or reject the null hypothesis H01. Paired samples t-test or correlated t-test is a statistical test that compares the averages and standard deviation of two conditions performed by similar groups (Gleichmann, 2020). These groups can be the same group of people who evaluated condition 1 and condition 2. This means, the same group was tested two times. A significant difference occurs when the differences between the groups are not by chance or sampling error (Gleichmann, 2020). This test was the appropriate statistical tool to use because the same group evaluated existence and importance of the factors (or variables) identified in the study. This test was used to accept or reject the null hypotheses H02 to H06.

### *Analysis of Qualitative Data*

The data from the conduct of interviews were transcribed verbatim. Clustering of data obtained from the interviews into sections or groups of information, also known as themes or codes achieved using a repertory grid. Finally, the emerging categories generated helped identify the respondents' perception on desirable components of an Entrepreneurial Internship Program for Hospitality Education in the country. This was the triangulation process done to combine the survey results with themes extracted from the interviews to form the model as described in the research simulacrum.



**Figure 2: Hypothesized Research Model (Research Simulacrum)**

## Results

### *Descriptive Statistics*

Among the important HEI profiles derived from the descriptive statistics are the following:

1. Most of the HEIs were accredited by CHED either as autonomous or deregulated (40 out of 52);
2. Most of the faculty members have backgrounds in business (45 out of 52);
3. Most of the faculty members handle a maximum of two [2] internship batches (35 out of 52);
4. Most practicum hours were set at a minimum of 500 hours;
5. Most of the practicum in-charge were holders of master degrees in HM/HRM and/or with at least 3 years relevant industry experience (39 out of 52); and
6. Most of the HEIs designates practicum program and placement coordinators (43 out of 52)

### *Compliance to CHED's SIPP Requirements Checklist*

Part 2 of the survey is about compliance of the respondents on the guidelines set by CHED as outlined in the CHED's SIPP Requirements as per CMO 104 s.2017. Moreover, the reliability statistics of the SIPP questionnaire had a Cronbach's Alpha of 0.946 which satisfied the threshold of more than 0.7 for internal consistency. The results of part 2 survey are summarized in Table 4. The respondents perceived their respective institutions to be compliant to a larger extent with CHED's SIPP requirements.

The levels of adherence to requirements of CHED's SIPP checklist between autonomous and non-autonomous universities were compared. Using t-test for statistical significance in means, the results of were summarized in Table 5.

Results showed that there were no significant differences in adherence to CHED's SIPP requirements between HEIs that are autonomous and non-autonomous. Thus, the null hypothesis H01 was supported.

The existence and importance of the entrepreneurial elements were tested for statistical significance on difference of means using paired samples t-test. The results were shown in Table 6. Details are shown in appendices.

Results showed that there were significant differences between perceived existence and importance of the elements. It showed that the perceived existence of all elements were significantly lower than the perceived importance. The implication was, respondents recognized the importance of the elements however, in general, in most institutions, some of the elements were lacking or nonexistent at all. Hence, hypotheses H02, H03, H04, H05, and H06 were all rejected.

### *Qualitative Analysis – Themes Extracted*

#### *Motivations in Becoming an Entrepreneur*

The participants concurred that the main motivations for engaging in entrepreneurship were financial independence, exploration of opportunities and experiences, help in nation building, and inspiration from successful business entrepreneurs. Other common motivations to become entrepreneurs were inspiration taken from the experience of successful businessowners, be it

family, friends and colleagues, and the prospects of becoming an “own boss” and earn limitless income. Entrepreneurship offers limitless opportunities to explore existing and unknown territories using available resources (money, talents, ambition/drive). Successful entrepreneurs inspire others to be like them, create jobs for others and provide what the national economy needs to grow.

### ***Evaluation on The Current Internship Programs and Expectations***

There was a consensus among the two groups of respondents that current hospitality internship programs in their institution focus on skills and knowledge application. The programs were focused on training students to become employees while honing entrepreneurial skills were not really emphasized. The two groups of respondents agreed that entrepreneurial elements be integrated in the internship program for HRM/Hospitality Management. The entrepreneur respondent group agree on training students in the business management area. The expectations of entrepreneurial HRM student trainee are as follows: Flexible, professional, passionate, service-oriented, innovative, effective communicators, decisive, with leadership qualities, resourceful, hard-working, willing to learn and interested in entrepreneurship. Basic knowledge in financial management, management, marketing, leadership skills, human relation skills, communication and interpersonal skills, and different HM skills and competencies are musts for entrepreneurial HRM/HM trainees. Computer literacy, social media marketing, legal aspects of starting a business were also some of the added desirable skills. Desirable trainer / coach qualifications both from the industry partner and HEI were also defined and these are: trainer should at a minimum, a graduate of either a business-related course or HM/HRM. Added qualifications include experience in either managing own business or HM/HRM related industries. Trainers should be willing to impart their knowledge and expertise to trainees. Moreover, trainers are expected to have the following knowledge and skills: management and finance; operations; specific skills like baking, food processing; digital marketing and computer literacy (social media, other marketing platforms).

**Table 4: Compliance to CHED’s SIPP Requirements**

	Mean	Std. Dev	VI
HEI Obligations/Responsibilities; Planning/Engaging/Orientation	3.801	0.248	larger extent
HEI Monitoring and Evaluation	3.787	0.316	larger extent
HEI Reporting	3.605	0.709	larger extent
SIPP Coordinators Requirements	3.714	0.645	larger extent
SIPP Coordinators Obligations	3.869	0.244	larger extent
Student Intern Requirements	3.974	0.086	larger extent
Student’s Obligations/Responsibilities	3.929	0.147	larger extent
Student's status in the HTE	3.776	0.369	larger extent
Host Training Establishments (HTEs) General Obligations	3.853	0.230	larger extent

HTE Specific Obligations and Responsibilities	3.858	0.248	larger extent
Parent/Guardian Obligations and Responsibilities	3.929	0.270	larger extent

Note: As summarized by the researcher. Null hypothesis is rejected at  $p < 0.05$  significance

**Table 5. Test for Significance of Means**

	Autonomous =		Non-autonomous =		t - test value	p - value	Decision
	Mean	Std. Dev	Mean	Std. Dev			
HEI Obligations/Responsibilities; Planning/Engaging/Orientation	3.785	0.289	3.817	0.207	-0.447	0.657	There is no significant difference
HEI Monitoring and Evaluation	3.810	0.288	3.764	0.344	0.503	0.617	There is no significant difference
HEI Reporting	3.514	0.768	3.693	0.652	-0.883	0.382	There is no significant difference
SIPP Coordinators Requirements	3.708	0.624	3.720	0.678	-0.063	0.950	There is no significant difference
SIPP Coordinator's Obligations	3.827	0.270	3.909	0.214	-1.170	0.248	There is no significant difference
Student Intern Requirements	3.964	0.105	3.983	0.063	-0.753	0.455	There is no significant difference
Student's Obligations/Responsibilities	3.913	0.188	3.943	0.095	-0.712	0.480	There is no significant difference
Student's status in the HTE	3.792	0.252	3.760	0.459	0.298	0.767	There is no significant difference
HTE Obligation	3.858	0.232	3.848	0.233	0.156	0.877	There is no significant difference
HTE Specific Obligations and Responsibilities	3.836	0.249	3.880	0.251	-0.617	0.540	There is no significant difference
Parent/guardian obligations	3.875	0.369	3.980	0.100	-1.373	0.176	There is no significant difference

Note: As summarized by the researcher. Null hypothesis is rejected at  $p\text{-value} < 0.05$  significance

**Table 6: Paired Samples T-test**

	Existence of the Elements		Importance of the Elements		t - test value	p - value
	Mean	Std. Dev	Mean	Std. Dev.		
A. The HM Entrepreneurial Objectives	3.270	0.477	3.591	0.469	3.042	0.006
B. The Hospitality Internship Facilitator/Trainer	3.304	0.663	3.722	0.417	2.617	0.016
C. The Pre-entrepreneurial Internship Stage	2.826	0.827	3.530	0.481	3.992	0.001
D. The Entrepreneurial Internship Proper Stage	2.539	0.799	3.339	0.616	4.477	0.000
E. The Post -entrepreneurial internship Stage	2.739	0.923	3.530	0.538	3.827	0.001

Note: As summarized by the researcher. Null hypothesis is rejected at  $p < 0.05$  significance. All elements showed significant differences in existence and importance

Both trainee and trainer are expected to be competent, pointing out the importance of student and mentor preparation. Students are to have necessary skills gained from their academic classes while mentors should have the appropriate industry immersion particular to the type of business the student-trainee might be interested in. It is expected that mentors shall involve student-trainees in problem solving, allow students to “shadow”, and provide guidance all throughout the program. The use of simulation exercises to allow the trainees to experience the environment during an entrepreneurial undertaking was also highlighted. Simulations can be done on site, shadowing activities, or setting up entrepreneurship laboratories. Interviewees agreed that monitoring and feedback are essential in the program. Monitoring can be in the form of regular ocular checks of the student-trainees by an assigned facilitator while feedbacks can be made by the trainer, the student themselves and the faculty in charge.

From quantitative and qualitative results, the proposed model was developed, in response to the need of integrating entrepreneurial elements in the internship programs of BS HRM/HM students, as shown in Figure 3.

### Conclusions

The model developed in this research identified elements of an entrepreneurial internship program. Within the elements, there were minimum criterion recommended to satisfy the element, all of which were based on statistical evaluation and thematic analysis of responses. The study found confirmation that entrepreneurial abilities of students undergoing practicum are not among the priorities during training. Respondents agree on the need to include entrepreneurship as among the focus of internship programs. The elements of an entrepreneurial internship program were formulated in this study, guided by models and frameworks developed by institutions practicing entrepreneurial internship in their programs. The elements hospitality management entrepreneurial objectives, internship facilitator / trainer, pre-entrepreneurial internship stage, entrepreneurial internship proper stage, and post-

entrepreneurial internship proper stage were based on the RMIT model. The researcher modified the model based on knowledge and expertise in the industry that would fill the gap of the lack in entrepreneurial elements in the HM/HRM internship programs in the Philippines. Moreover, the researcher acknowledged the importance of adhering to CHED's SIPP requirements, thus, this was included in the proposed model. In addition, the researcher found it necessary to include certain attributes of HEIs' profile as part of the model. Each of these elements contain factors that would guide institutions in meeting the requirements, and these were taken from the qualitative part of the study. Feedback and monitoring are among the components of the model because it essential to evaluate program impact on the student, the host training establishments [HTE]s and the HEIs offering HM/HRM. In this manner, not only would be the program be revised for improvement but the whole curriculum of the HM/HRM itself would be subject to changes based on industry demands and needs.

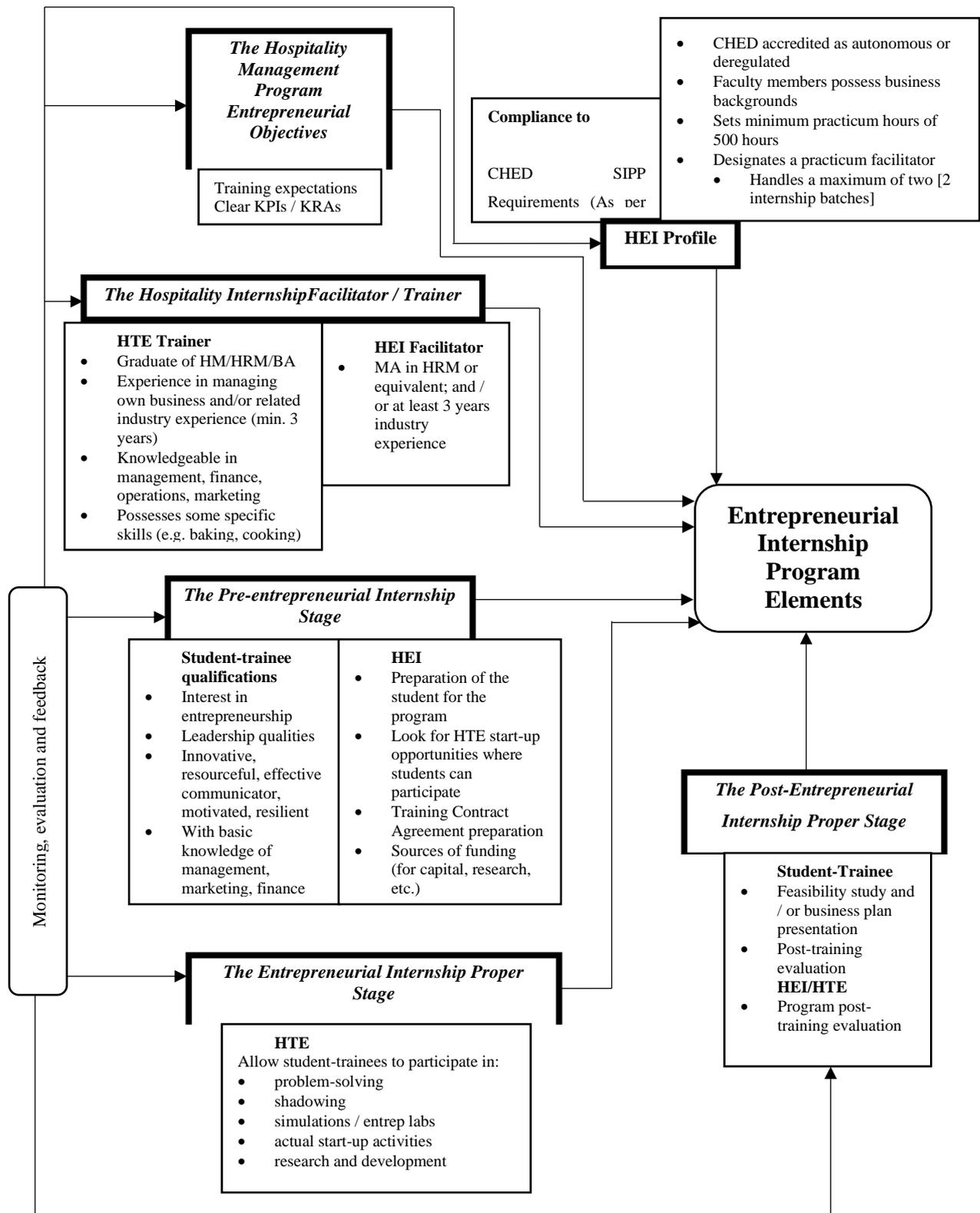


Figure 3. Proposed Model for Entrepreneurial Internship Program for HM/HRM

Recommendations for improvement are made on the use of the model (see Table 7). Since no significant difference exist between autonomous and non-autonomous compliance to CHED's SIPP requirement, all the recommendations can be applied to non-autonomous HEIs as well. It is recommended that non-autonomous HEIs prioritize accreditation with CHED. Memorandums of agreement between HEIs and HTEs be strongly forged to formalize training objectives, expectations, and implementing rules and regulations to be followed both by trainees and trainers.

**Table 7. Recommendations for Improvement**

Elements	Components	Recommendations
HEI Profile	Accreditation awarded by CHED either as autonomous or deregulated	HEIs prioritize accreditation with CHED, especially the non-autonomous ones
	HM Faculty members are with business backgrounds	Inclusion of this criteria as among the selection requirements for faculty members of HM/HRM (at least to a majority)
	Minimum practicum hours of at least 500 hours	As a minimum, students will be allowed to have practicum only upon completion and passing of all academic subjects
	A Practicum Facilitator that will handle only a maximum of 2 batches of interns	HEI may set this as a practicum policy
	Compliance to CHED's SIPP requirements	Independent audits (similar accreditation process) be made by CHED
HM Entrepreneurial Objectives	Training Expectations	These objectives, and HTE-specific KPIs and KRAs are made known during orientation  Entrepreneurial Internship maybe offered As another internship scheme
	KPIs and KRAs are clear to the HEI, the HTE and the Trainee	
Industry Partner/Facilitator and Trainer	<p><i>HTE Partner:</i> An existing small food business like Start-ups and or Ventures Willing to accept and train students</p> <p><i>HTE Trainer:</i> An HM/HRM/Business graduate Has at least 3 years' experience in managing a business</p>	<p>There must be a MOA between the HEI and HTE</p> <p>This should be stated during MOA signing between HEI and HTE</p>

	With knowledge in management, finance, operations, marketing Possesses specific skills (e.g. baking, cooking)	
	<i>HEI Facilitator:</i> MA in HRM or equivalent Has at least 3 years industry experience	HEI must set this as a practicum policy. (CHED requires only 1 year )
Pre-entrepreneurial Internship Stage	<i>Student Trainee:</i> Has interest and motivation to be an entrepreneur Possesses leadership qualities Innovative, resourceful, effective communicator, motivated and resilient With basic knowledge in management, finance, operations, marketing	HEI may consider strengthening entrepreneurship subjects in the first three years of academic engagements  Competency of students be regularly evaluated in terms of the components mentioned, in preparation for the initial stage of the internship program

Future studies may be directed towards the following: Cost-benefit analysis of the entrepreneurial internship program; Effectiveness of the program as perceived by HM/HRM graduates who underwent the entrepreneurial internship program; and A tracer study on successful business entrepreneurs of HM/HRM graduates.

## References

- Bolderston, A. (2012). Conducting a research interview. *Journal of Medical Imaging and Radiation Sciences*, 43, 66-76. <https://doi.org/10.1016/j.jmir.2011.12.002>
- Da Silva, G., Costa, H., and De Barros, M. (2015). Entrepreneurship in engineering education, *International Journal of Engineering Education*, 31,1701-1710. Retrieved from: [https://www.researchgate.net/publication/284174304\\_Entrepreneurship\\_in\\_Engineering\\_Education\\_A\\_Literature\\_Review](https://www.researchgate.net/publication/284174304_Entrepreneurship_in_Engineering_Education_A_Literature_Review)
- Dhriiti.com (2017). Theories of entrepreneurship. Retrieved from <https://dhriiti.com/wp-content/uploads/2017/11/theories-of-entrepreneurship-.pdf>
- Dobratz, C., Abbey, A., and Singh, R. (2014). Using formal internships to improve entrepreneurship education programs. *Journal of Entrepreneurship Education*, 17(2), 62-76. Corpus ID: 158232442
- Etzkowitz, H. (2013). Anatomy of the entrepreneurial university. *Social Science Information*, 52(3), 486-511. Doi: <https://doi.org/10.1177/0539018413485832>
- Fayolle, A., and Linan, F. (2015). The future of research in entrepreneurial education. *Journal of Business Research*, 67(5), 636-666. <https://doi.org/10.1016/j.jbusres.2013.11.024>
- Gleichmann, N. (2020). Paired vs unpaired t-test: differences, assumptions, and hypotheses. *Technology Networks*. Retrieved from <https://www.technologynetworks.com/informatics/articles/paired-vs-unpaired-t-test-differences-assumptions-and-hypotheses-330826>

- Gilbert, D. (2010). Integrating Theory and Practice for Student Entrepreneurs: An Applied Learning Model. *Journal of Enterprising Culture*, 18(1), 83-106, <https://doi.org/10.1142/S0218495810000495>
- Hoekstra, F., Mrklas, K., Sibley, K., Nguyen, T., Dunbar, M., Neilson, C., Crockett, L., Gainforth, H., and Graham, I. A review protocol on research partnerships: a coordinated multicenter team approach. *Systematic Reviews*, 7(217). Doi: <https://doi.org/10.1186/s13643-018-0879-2>
- Lahm, R. J. Jr. & Heriot, K.C. (2013). Creating an Entrepreneurship Program: A Case Study. *Journal of Entrepreneurship Education* 16, 73-98. Corpus ID: 158630405
- Muskat, M., Blackman, D., and Muskat, B. (2012). Mixed methods: combining expert interviews, cross-impact analysis and scenario development. *The Electronic Journal of Business Research Methods*, 10(1), 9-21. <https://doi.org/10.2139/ssrn.2269508>
- Mustafa, MJ, Hernandez, E., Mahon, C. & Chee LK. (2016). Entrepreneurial Intentions of university students in an emerging economy. *Journal of Entrepreneurship in Emerging Economies*, 8(2), 162 – 179. <https://doi.org/10.1108/JEEE-10-2015-0058>
- Nayab, N. (2011). What is Entrepreneurship? A Look at Theory. Retrieved from <http://www.brighthub.com/office/entrepreneurs/articles/78364.aspx>.
- Neck, H.M. & P. Green (2011). Entrepreneurship Education: Known Worlds and New Frontiers. *Journal of Small Business Management*, 49(1), 55–70. <https://doi.org/10.1111/j.1540-627X.2010.00314.x>
- Ndou, V. (2016). Entrepreneurship education in tourism: An investigation among European Universities. *Journal of Hospitality, Leisure, Sport & Tourism Education*, <https://doi.org/10.1016/j.jhlste.2018.10.003>
- Pretorius, M. & Wlodarczyk, T. (2007). Entrepreneurial training curriculum assessment: the case of new venture creation learnerships. *South African Journal of Economics and Management Sciences*, 10(4):504–528. <https://doi.org/10.4102/sajems.v10i4.1063>
- Rideout, E., and Gray, D. (2013). Does entrepreneurship education really work? A review and methodological critique of the empirical literature on the effects of university-based entrepreneurship education. *Journal of Small Business Management*, 51(3). <https://doi.org/10.1111/jsbm.12021>
- Saeed, S., Yousafzai, S.Y., Yani-De-Soriano, M. & Muffatto, M. (2015), The role of perceived university support in the formation of students' entrepreneurial intention. *Journal of Small Business Management*, 53(4), 1127- 1145. <https://doi.org/10.1111/jsbm.12090>
- Simpeh, N.K. (2011). Entrepreneurship theories and empirical research: a summary review of the literature. *European Journal of Business and Management*, 3(6). Corpus ID: 26482019
- Stoica, O., Roman, A., and Rusu, VD. (2020). The nexus between entrepreneurship and economic growth: a comparative analysis on groups of countries. *Sustainability*. Retrieved from <https://www.mdpi.com/2071-1050/12/3/1186>
- United Nations World Tourism Organization Tourism Highlights*, 2016 Edition.
- Velasco, A., Castillo, P., Conchada, M., Gozun, B., Largoza, G., Perez, J., & Sarreal, E. (2017). Entrepreneurship in the Philippines: 2015-2016 Report. De La Salle University Publishing House
- Vosloo, C., Vosloo, P. and Anonites, J. (2018). An entrepreneurship education, training and support framework for South African architects. *South African Journal of Higher Education*. <https://doi.org/10.20853/32-5-2>
- Zreen, A., Farrukh, M., Nazar, N., and Khalid, R. (2019). The role of internship and business incubation programs in forming entrepreneurial intentions: an empirical analysis from

Pakistan. *Journal of Management and Business Administration, Central Europe Sciendo*, 27(2), 97-113. <https://doi.org/10.7206/jmba.ce.2450-7814.255>.