**Comparative Study of Entrepreneurial Intention and Motivation Among HND and BTech Hospitality Students: A Case of Kumasi Technical University**

**Abstract**

Entrepreneurship is pivotal in economic growth and job creation, particularly in the hospitality industry. Entrepreneurial intention among technical university students has the potential to provide an understanding of the impact of education on entrepreneurial intentions. This study investigates the entrepreneurial intention of HND and BTech Hospitality students of Kumasi Technical University focusing on disparities in motivation, ability, and ambition between the two student groups. The research aims to compare entrepreneurial motivation levels, examine the primary determinants of entrepreneurial motivation, and assess the impact of curriculum and practice training on students' entrepreneurial intentions. A quantitative research approach is applied, using descriptive and inferential statistical analysis to test differences in entrepreneurial motivation. Primary data is collected with the help of a pre-coded questionnaire completed by 200 students (100 BTech students and 100 HND students) chosen via stratified random sampling. Inferential statistics (regression analysis, t-tests) and descriptive statistics (mean, standard deviation) are used to examine relationships and differences between entrepreneurial motivation across the two groups. The findings show that BTech students possess higher entrepreneurial intentions than HND students, perhaps due to broader academic exposure, greater development of skills, and greater career aspirations. Both, however, face similar barriers such as limited access to funding and inadequate counseling. The study highlights the imperative of integrating enterprise training, business incubation facilities, and industry-academic links into hotel and catering education. Improving practical training and exposure to capital resources will better equip hospitality students for entrepreneurial success in Ghana's hospitality sector.

**Keywords:** Entrepreneurial intention and motivation, Hospitality education, HND students, BTech students, Kumasi Technical University, Entrepreneurship motivation, Curriculum impact, Practical training, Statistical analysis, Hospitality management

**Introduction**

Entrepreneurship has long been recognized as one of the most significant driving forces behind economic development, job creation, and innovation (Schumpeter, 2020). Entrepreneurial activities in the hospitality industry are fundamental to new venture creation, excellent customer experience, and sustainable processes (Liu et al., 2022). With the global hospitality sector expanding even more, particularly in emerging economies like Ghana, entrepreneurship among hospitality students is more important than ever. The World Travel & Tourism Council (2023) indicated that the hospitality sector in Ghana has high growth potential and is full of opportunities for new ventures and innovation. Therefore, it is essential to understand entrepreneurial zeal among students in technical universities such as Kumasi Technical University as a necessity to cultivate the future generation of business leaders and entrepreneurs.

The HND and BTech courses in hospitality management intend to teach the students theoretical knowledge as well as practice-based training to perform well in the industry. However, entrepreneurial inclination and skills acquired during the courses can significantly vary with differences in course curricula, durations of study, and intensities of practice exposure. Entrepreneurial intention studies have highlighted the significance of education, skill acquisition, and the learning environment in shaping the entrepreneurial mindset of students (Chandra & Nagpal, 2022). In particular, the contrast between the HND and BTech students provides an opportunity to examine how different streams of study can influence students' entrepreneurial intentions and the ability to translate education into entrepreneurial action (Koe & Sia, 2020).

The HND and BTech courses in hospitality management intend to teach the students theoretical knowledge as well as practice-based training to perform well in the industry. However, entrepreneurial inclination and skills acquired during the courses can significantly vary with differences in course curricula, durations of study, and intensities of practice exposure. Entrepreneurial intention studies have highlighted the significance of education, skill acquisition, and the learning environment in shaping the entrepreneurial mindset of students (Chandra & Nagpal, 2022). In particular, the contrast between the HND and BTech students provides an opportunity to examine how different streams of study can influence students' entrepreneurial intentions and the ability to translate education into entrepreneurial action (Koe & Sia, 2020).

**Literature Review**

The literature review reviewed pertinent literature, specifically theoretical frameworks, and milestone studies, like entrepreneurial motivation comparison of HND and BTech students, hospitality students' entrepreneurial motivation determinants, and curriculum and practical training's influence on entrepreneurial intentions.

**Theory of Planned Behavior (TPB)**

For this study, the Theory of Planned Behavior (TPB) (Ajzen, 1991) will be used as the conceptual framework to examine the entrepreneurial intentions of HND and BTech Hospitality students in Kumasi Technical University. TPB is widely used to explore human behavior and intentions, particularly in entrepreneurship. TPB supposes that behavior is a function of an individual's intention to do that behavior, and his or her intention is a function of three most significant determinants: attitude towards the behavior, subjective norms, and perceived control over behavior (PBC).

Attitudes towards the behavior are the degree to which one has a favorable or unfavorable evaluation of the behavior in question, in this case, entrepreneurship. Subjective norms encompass the social pressures one feels to participate or not participate in the behavior, e.g., the influence of family, friends, mentors, and societal norms. Perceived behavioral control (PBC) refers to how easy or hard it is to perform the behavior and signifies how much a person believes they can successfully participate in the entrepreneurial behavior.

The TPB provides a deep theoretical base for analyzing entrepreneurial motivation, especially in the context of higher education. In this study, attitudes towards starting businesses in the hospitality sector will be analyzed among HND and BTech students, especially as both groups might have varying perceptions because of exposure to differing curriculum and practical training. Subjective norms will cover the social influences on students who opt for pursuing entrepreneurship, for instance, encouragement from family, peers, and mentors. Entrepreneurial intentions are, for instance, considerably influenced by whether or not other individuals (parents, friends, instructors) believe the individual ought to start a venture. This study will ask whether HND or BTech students are influenced differently by such outside social influences based on where they study.

PBC is an indicator of students' confidence in their ability to establish and operate their businesses. This dimension is significant in determining whether or not students believe they possess the skills, knowledge, and resources required to become entrepreneurs. BTech students with a wider, specialized syllabus may view higher levels of control over behavior than HND students, usually more focused on the practical with less exposure to far-reaching entrepreneurial theory. It will analyze, by way of this research, the influence of the perception of business challenges in the hospitality industry on business intention among the students.

By using TPB, the study will examine the influence of attitudes, subjective norms, and perceived behavioral control together in shaping HND and BTech Hospitality students' entrepreneurial intentions. For example, HND students might be more practically exposed but less confident about entrepreneurship because they do not have a formal business education, resulting in low perceived behavioral control. On the other hand, students of BTech are more likely to have favorable attitudes toward entrepreneurship since they get theoretical concepts and business-acquired skills in their course and therefore have strong entrepreneurial intentions and perceptions of behavioral control. TPB will also tell us about those factors—social influence, perceived control, or attitudes—that influence the entrepreneurial motivation of students of both programs to a large extent. Based on the TPB application, the study can propose the following hypotheses: H1: BTech Hospitality students are more favorably disposed towards entrepreneurship than HND Hospitality students. H2: Subjective norms such as peer and family support are significant in the entrepreneurial intentions of both HND and BTech students, but the impact is stronger for BTech students since they have greater industry connections. H3: There is higher perceived behavioral control (belief in the ability to start a business) among BTech students than among HND students as they receive more comprehensive business and entrepreneurial training.

**Comparing Entrepreneurial Motivation Between HND and BTech Students**

Other studies have considered entrepreneurial intention among higher education students, particularly technical and vocational education. The distinction between academic levels, for example, Higher National Diploma (HND) and Bachelor of Technology (BTech), is typically associated with distinctions in entrepreneurial intention. For instance, Koe and Sia (2020) researched how different education frameworks influenced entrepreneurial motivation among hospitality students and found that BTech students, with their longer and concentrated exposure, were found to possess stronger entrepreneurial intentions compared to their HND peers. This can be attributed to the more advanced curriculum in BTech courses, which is usually characterized by a greater emphasis on management practices, leadership, and innovation, essential ingredients for entrepreneurship development. In contrast, Morris et al. (2021) explained that HND students, typically with more experiential and practical training, were motivated by proximal business opportunities and the need to put their skills into practice at once but had more localized or smaller-scale entrepreneurial aspirations. These differences highlight the importance of considering the level of education and curriculum in the study of entrepreneurial motivation.

**Key Determinants of Entrepreneurial Motivation for Hospitality Students**

Entrepreneurial intent in students is driven by a combination of intrinsic and extrinsic factors, including individual traits, educational experience, socio-economic standing, and the extent of experiential learning provided. Most entrepreneurship drivers for hospitality students, according to research conducted by Fitzsimmons and Douglas (2021), include self-efficacy, risk-taking propensity, and the need for autonomy. Moreover, the perceived support within the university environment, such as access to mentors, finance potential, and business networks, also has a strong influence on entrepreneurial intentions (Chandra & Nagpal, 2022). For HND and BTech students, Olayemi et al. (2024) found that access to entrepreneurial modules and business incubation programs significantly affects students' motivation. BTech students, who are more exposed to a broader spectrum of entrepreneurial experience and vocational training, were more likely to accept entrepreneurship as a choice of career. On the contrary, HND students, although motivated by practical competencies, were more likely to seek secure employment rather than entrepreneurial enterprises due largely to their lack of access to funds and guidance.

**Impact of Curriculum and Practical Training on Entrepreneurial Intentions**

Curriculum design and practice training programs are among the factors that influence students' entrepreneurial attitudes. The presence of a robust curriculum based on practice, application, and innovation is crucial in developing entrepreneurial capabilities. As Ahmad et al. (2018) state, instructional programs that contain case studies, internships, business simulations, and entrepreneurial-oriented courses significantly raise the entrepreneurial self-efficacy and entrepreneurial intentions of students.

Srinivasan and Muthukumar (2023) determined that including practice training in the curriculum directly impacts the confidence of the students to start their own businesses. For example, students who received internships or experiential business projects had higher entrepreneurial intentions and believed more strongly that they could overcome the entrepreneurial challenges. But while BTech students, having more of an academic lifespan, are able to engage in more opportunity for industry experience, HND students may gain more practical, on-the-ground experiences that inform them better about the actual workings of the hospitality industry.

Furthermore, business incubation centers and entrepreneurship workshops have been found to significantly influence entrepreneurial intentions among students. Koe and Sia (2020) stressed that students undergoing exposure to these additional provisions were more likely to engage in entrepreneurial endeavors because these centers provide not only the mentorship but also the financial expertise necessary for successful entrepreneurship.

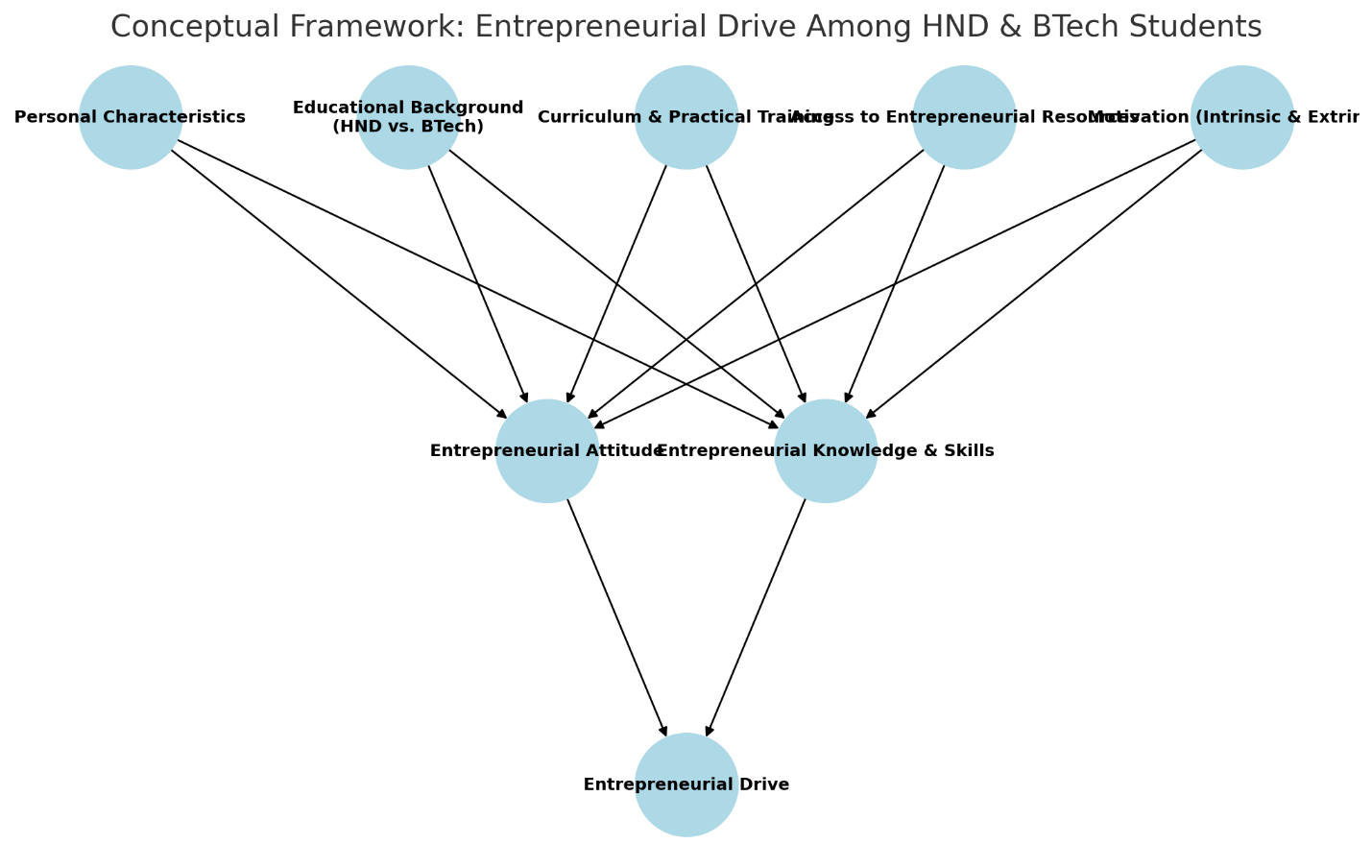
**Entrepreneurial Motivation in Hospitality Programs**

Empirical research in hospitality management education has continually emphasized the need for alignment of the curriculum with entrepreneurial growth. Liu et al. (2022) argued that the fluidity of the hospitality sector calls for a curriculum that enhances creativity, adaptability, and problem-solving skills, all of which are vital elements for entrepreneurial success. Students with well-balanced studies of academic learning and practical skills are likely to acquire entrepreneurial mindset and initiate hospitality ventures. Additionally, based on Alvarez et al. (2022) research, close collaborations between academia and industry, such as internships and working in partnership with hospitality firms, impact students' entrepreneurial motivation significantly. Those students who can observe themselves the possibilities of entrepreneurship and innovation in real life are most likely to be motivated to start their venture.

**Conceptual framework**

The conceptual model illustrates some of the primary correlations among independent variables, mediating variables, and the dependent variable. The empirical correlations among the variables are founded on existing literature and theoretical perceptions of entrepreneurship, education, and motivation. Individual attributes such as risk-taking, creativity, self-efficacy, and perseverance have direct influences on entrepreneurial behavior and attitude. Research has shown that students who are higher in self-efficacy and risk-taking propensity tend to develop entrepreneurial attitudes and seek knowledge of business start-ups.

Fig 1-



Students undertaking Higher National Diploma (HND) and Bachelor of Technology (BTech) may have different attitudes and entrepreneurial knowledge levels due to the difference in their exposure to the curriculum and training level. BTech students who are advanced in their studies could be exposed to more entrepreneurial courses, internships, and innovation courses, which will increase their entrepreneurial orientation. HND students, however, perhaps more hands-on and practical, maybe differently influenced in their entrepreneurial style. Empirical research suggests that a higher level of education is commonly associated with superior entrepreneurial choice and business know-how.

Well-structured entrepreneurship courses and experiential training programs are essential for the cultivation of entrepreneurial mindsets among students. Empirical studies show that students who undergo business simulation, internships, and case-based learning are likely to develop entrepreneurial competencies and self-assurance. Studies in hospitality education have confirmed that students who undergo intensive hands-on training in conducting business operations, managing customers, and business innovation tend to be more entrepreneurial.

Empirical evidence suggests that availability of access to funds, mentorship, incubators, and networking raises entrepreneurial disposition among the students. In Bandura's Social Learning Theory, encountering successful entrepreneurs and networks enhances the self-efficacy of the students to start enterprises. Research studies on hospitality entrepreneurship have evidenced that the availability of scholarships, seed funds, and mentorship programs to the students leads to increased entrepreneurship initiatives.

Entrepreneurial motivation can be intrinsic (autonomy, innovation, passion) or extrinsic (job security, money, social pressures). Studies have shown that intrinsically motivated individuals are more likely to develop proactive entrepreneurial attitudes and persist in entrepreneurial activities than those motivated by extrinsic rewards.

Empirical studies have established a very strong relationship between entrepreneurial attitude and the likelihood of students becoming entrepreneurs. Positive entrepreneurial dispositions are more opportunity-oriented, proactive, and risk-taking in students, making them more entrepreneurial. Empirical evidence shows that students who acquire entrepreneurial knowledge and skills through learning and experience tend to engage in business ventures. Research showed that students who underwent entrepreneurship education programs had a greater likelihood of forming entrepreneurial intentions and launching startups. Another research in the hospitality sector revealed that students educated in service innovation, finance, and business operations exhibited greater levels of entrepreneurial engagement.

Although mediating variables are of prime importance, some independent variables impact entrepreneurial intention and motivation indirect ways. Natural entrepreneurial tendencies exist for some, even without any formal training. Highly motivated students, either intrinsically or extrinsically, can venture into business without necessarily undertaking significant training. Accessibility of funds and mentorship can result in direct business formation, even in the absence of complete entrepreneurial knowledge for the student.

Empirical evidence supports the interdependence of the independent variables, mediating factors, and entrepreneurial intention and motivation . Evidence from existing studies indicates that education, curriculum, personal characteristics, resources, and motivation play a substantial role in influencing entrepreneurial attitudes and knowledge of students. An entrepreneurial attitude and knowledge base are factors that enhance the likelihood of students engaging in entrepreneurial activities. Direct influence on entrepreneurial intention and motivation is possible for some independent variables, such as motivation and access to resources, without mediation.

**Materials And Methods**

**Research Design**

This study was conducted as a quantitative cross-sectional study, which allowed for the comparison of entrepreneurial intention and motivation between two groups: BTech and HND Hospitality students. The study aimed to understand the entrepreneurial intentions and drive of students from both streams. To this end, descriptive and inferential statistical approaches were employed in analyzing the data. The overall theme of the analysis was to identify and compare the entrepreneurial intentions, motives, and other related factors influencing the entrepreneurial thrust of the students.

**Study Population**

The research focused on students pursuing the Higher National Diploma (HND) and Bachelor of Technology (BTech) Hospitality at Kumasi Technical University. The population of interest was second-year and final-year students because they would be in a better position to know their entrepreneurial intentions and ambitions after spending significant time in the program. Excluded from the study were those students who had already completed their final year or were pursuing other study programs that were not in the Hospitality field since they did not belong to the research theme.

**Sample and Sampling Method**

Stratified random sampling was used to make sure that both the HND and BTech groups were proportionally represented in the sample. 200 students were sampled, with 100 from each academic pathway. This sample size was selected to ensure that statistically valid results were obtained while making sure that the data collection process was not cumbersome. The stratified sampling method reduced selection bias and facilitated a balanced comparison between the two groups.

**Data Collection Methods**

A structured survey with closed-ended questions intended to gauge different aspects impacting entrepreneurial intentions was used to gather data. items from well-known measures of entrepreneurial intention such as the Theory of Planned Behavior (TPB) model and the Entrepreneurial Intention Questionnaire (EIQ) were included in the survey. The survey measured several important variables such as students' entrepreneurial intentions which gauged their propensity to launch a business or take part in entrepreneurial endeavors after graduation and motivational factors which recorded both intrinsic (e. g. A. self-fulfillment personal fulfillment and extrinsic motivations (e.g. A. financial independence family business influence) perceived obstacles to entrepreneurship like fear of failure and lack of access to capital and entrepreneurial knowledge and skills acquired during the program such as problem-solving networking and business management. While paper copies were made available for students with limited Internet access the survey was distributed electronically through Google Forms to students with Internet access. The distribution was made during regularly scheduled class periods with the prior approval of pertinent faculty members guaranteeing that participation in the study was entirely voluntary. A smaller group of students (roughly 15–20 participants) participated in focus groups and in-depth interviews to gain qualitative insights into their entrepreneurial mindset in addition to the quantitative data. Students' motivations and difficulties were better understood thanks to these interviews.

**Data Analysis**

Both descriptive and inferential statistical techniques were used to analyze the data after they were gathered. To highlight the salient features of the data descriptive statistics such as means standard deviations frequency distributions and percentages were employed. The students' entrepreneurial goals and motivations across both academic tracks were summarized by this. The entrepreneurial intention and motivation of BTech and HND students was then compared using inferential statistics such as independent t-tests. If there were statistically significant differences between the two groups entrepreneurial intentions it was ascertained with the aid of the independent t-test. To investigate the connections between categorical variables like gender and previous entrepreneurial experience chi-square tests were also used. A t-test was employed to evaluate any significant differences between groups in cases where more than two groups or factors were being compared. The factors that significantly predicted student's entrepreneurial intentions—academic program motivation or perceived barriers—were also determined through regression analysis. The statistical package for the social sciences or SPSS was used to conduct the analysis enabling thorough data processing and interpretation. The study's ethical considerations were of utmost importance. All participants gave their informed consent after being informed of the study goals, the voluntary nature of their involvement, and the intended use of their data. The study findings did not contain any personally identifiable information, guaranteeing the respondents' anonymity and confidentiality. Participants were also made aware that they could leave the study at any moment without incurring any fees.

**Results And Discussion**

This chapter summarizes the study's findings, which contrast the entrepreneurial aspirations of Kumasi Technical University BTech and HND hospitality students. To ascertain whether there are any differences between the two groups, the results are interpreted using inferential analysis and descriptive statistics. In light of the body of existing literature, the discussion analyzes these findings, examining potential causes of differences in intention levels and their implications for entrepreneurship education. Through a comparison of entrepreneurial intention between HND and BTech students, this chapter offers an analysis of how educational programs affect students' preparedness for entrepreneurship in the hospitality sector.

**To compare the entrepreneurial motivation of HND and BTech Hospitality students at Kumasi Technical University.**

Entrepreneurial motivation is critical in determining students' readiness to venture into entrepreneurship, particularly in the hospitality industry. This research examines and compares the entrepreneurial motivation levels of Higher National Diploma (HND) and Bachelor of Technology (BTech) Hospitality students at Kumasi Technical University. The recognition of such differences can be useful in realizing how such programs affect students' entrepreneurial intentions and readiness for business ventures. Table 1 compares statistically entrepreneurial motivation, the mean, the variance of the HND and BTech Hospitality students, and the outcome of the independent t-test. The above analysis indicates if there exists or not a presence of difference in motivation between the two groups, and, thus, derives reflective implications regarding curriculum and entrepreneurship education in the field of hospitality.

**Table 1: Entrepreneurial motivation of HND and BTech Hospitality students**

|  |  |  |
| --- | --- | --- |
|  | HND*Motivation* | BTech*Motivation* |
| Mean | 4.71 | 5.93 |
| Variance | 8.591818182 | 8.368787879 |
| Observations | 100 | 100 |
| Pooled Variance | 8.48030303 |  |
| Hypothesized Mean Difference | 0 |  |
| df | 198 |  |
| t Stat | -2.962368951 |  |
| P(T<=t) one-tail | 0.001713303 |  |
| t Critical one-tail | 1.652585784 |  |
| P(T<=t) two-tail | 0.003426607 |  |
| t Critical two-tail | 1.972017478 |  |
|  |  |  |

Table 1 presents a comparison of entrepreneurial motivation among HND and BTech Hospitality students of Kumasi Technical University. The results reflect high differences in levels of motivation between the two student groups, as discussed below.

The mean entrepreneurial motivation score of HND (4.71) is lower than that of BTech (5.93). This reflects the fact that BTech students possess a higher entrepreneurial disposition compared to their HND peers. A possible explanation for this difference can be the additional academic exposure and advanced-level courses offered to BTech students, with direct impact on their confidence and preparedness for entrepreneurship. Past evidence indicates that greater educational levels are related to greater entrepreneurial intention and motivation since students become more informed, competent, and experienced in business ideas.

Entrepreneurial motivation variance between HND students (8.5918) and BTech students (8.3688) gives a relatively similar range of answer across both the groups. The implication is that while BTech students, at the group average, are higher in entrepreneurial motivation, there remain differences in individuals' motivation level within each category. The comparable variance implies varied perceptions of each group towards entrepreneurship, possibly related to personal interests, prior familiarity with business activities, and economic status.

The t-statistic value of -2.962 and p-value (0.0034 for the two-tailed test) indicate that there is a statistically significant difference between the two groups' entrepreneurial motivation at the 5% significance level. The negative value of t-statistic confirms that the HND students' level of motivation is significantly less than that of BTech students.

As p-value (0.0017 in the one-tailed test) is much smaller than 0.05, we reject the null hypothesis and come to the conclusion that BTech students are significantly more entrepreneurial in orientation compared to HND students. The two-tailed t-critical value (1.972) also supports this conclusion as seen t-statistic (-2.962) falls outside the acceptance region, confirming the statistical validity of the findings.

The significant entrepreneurial motivation gap between BTech and HND students suggests that academic progress is crucial in shaping entrepreneurial intentions. BTech students, who are given more advanced training, may be assisted by additional courses, business case studies, and field experiences that enhance their confidence and readiness for entrepreneurship. This is consistent with research that has shown that tertiary education helps foster entrepreneurial thinking by endowing learners with problem-solving capacities, risk-taking skills, and business management acumen.

The study suggests the need for HND course reforms to stimulate entrepreneurial motivation. Integrating business experiences, mentorship programs, and networking activities into HND courses can help reduce the gap in motivation between HND and BTech students. Entrepreneurship education should be geared towards practical applications and exposure to industry to inculcate an entrepreneurial culture at all hospitality education levels.

**To examine the key determinants influencing entrepreneurial motivation among the students.**

Table 2 presents the key determinants of entrepreneurial motivation among students, as identified through factor analysis. These determinants are important for shaping effective entrepreneurship education and support programs. The analysis condenses a large number of motivational factors into six principal components, each representing a distinct influence on students' entrepreneurial intentions. These factors include personal traits such as risk tolerance and self-efficacy, externalities such as government policies and financial support, and social factors such as peer influence and perceived social support. Through these determinants, this study provides us with an understanding of what motivates students to become entrepreneurs, and it is a valuable guide for learning institutions, policymakers, and industry stakeholders in fostering entrepreneurship among students.

Table 2: The key determinants influencing entrepreneurial motivation among the students

|  | | **Component** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **1** | | **2** | | **3** | | **4** | | **5** | | **6** | |
| Risk Tolerance and Personal Resilience |  | 0.739 |  |  |  |  |  |  |  |  |  |  |  |
| Education and Training in Entrepreneurship |  | -0.628 |  | 0.415 |  |  |  |  |  |  |  |  |  |
| Previous Exposure to Entrepreneurship |  | -0.492 |  | -0.342 |  |  |  |  |  | 0.388 |  |  |  |
| Access to Financial Resources |  |  |  | 0.862 |  |  |  |  |  |  |  |  |  |
| Perceived Market Opportunities |  |  |  |  |  | 0.788 |  |  |  |  |  |  |  |
| Government Policies and Support for Entrepreneurship |  | -0.306 |  | -0.304 |  | 0.713 |  |  |  |  |  |  |  |
| Perceived Social Support |  |  |  |  |  |  |  | 0.836 |  |  |  |  |  |
| Entrepreneurial Role Models |  | 0.489 |  |  |  |  |  | -0.595 |  |  |  |  |  |
| Personal Self-Confidence |  |  |  |  |  |  |  |  |  | -0.893 |  |  |  |
| Peer Influence and Social Norms |  |  |  |  |  |  |  |  |  |  |  | 0.928 |  |

 Table 2 shows the significant determinants of entrepreneurial motivation among students based on factor analysis. There are six principal components shown in the table, each representing a cluster of related factors that are significant in entrepreneurial motivation among students. The first component is Risk Tolerance and Personal Resilience, with a high positive loading (0.739). It means that students who have higher risk tolerance and resilience are more likely to be entrepreneurially motivated. Risk-taking ability and resilience to overcome setbacks are essential for entrepreneurial success, as they lead to innovation and persistence in entrepreneurial endeavors. The second factor encompasses Education and Training in Entrepreneurship (-0.628) and Access to Financial Resources (0.862). The negative loading of education and training can be interpreted to mean that although formal education helps in the acquisition of entrepreneurial knowledge, there could still be a perception among some students that they lack practical skills and exposure to the actual business world. Meanwhile, access to finance plays a significant role in influencing motivation, highlighting the role of money and financial assistance in students' entrepreneurial intentions. The third factor, Perceived Market Opportunities (0.788), suggests that students will be more entrepreneurial if they perceive lucrative business opportunities in the market. This comes after research identified the perception of potential markets as a critical predictor of entrepreneurial behavior. Further, Government Policies and Support for Entrepreneurship (0.713) in this component highlights the role of external elements, such as policy environments and governmental programs, in entrepreneurial motivation. The fourth component, Perceived Social Support (0.836), indicates the importance of having a supporting social network. Students who enjoy the support of family, friends, and mentors are more likely to pursue entrepreneurship. Entrepreneurial Role Models (-0.595) also appear in this component, but with a negative loading, suggesting that while role models have a role to play, some students are put off by the issues faced by entrepreneurs they look up to. The fifth component is led by Personal Self-Confidence (-0.893), which has a strong negative correlation. This would suggest that students with lower confidence levels would be less likely to engage in entrepreneurship. Developing self-confidence via experiential learning, mentoring, and exposure to the outside world can help overcome this hurdle. The final factor, Peer Influence and Social Norms (0.928), strongly influences entrepreneurial motivation. This indicates students are influenced by their peers and societal expectations of entrepreneurship. Universities' and peer groups' pro-entrepreneurship culture can encourage more students to consider entrepreneurship as a career choice. This kind of evidence suggests that the establishment of entrepreneurial motivation must be approached from multiple directions, bringing together education, provision of finance, mentoring, policy measures, and a supportive social environment. Institutions must prioritize experiential learning, provide finance provisioning, and establish an entrepreneurial culture that would lead students to execute their entrepreneurial intentions.

**To assess how the curriculum and practical training impact the entrepreneurial intentions of the students.**

Table 3 presents a comparison of the curriculum and practical training on entrepreneurial intentions among students. The results elicit students' perceptions of some of the components of their courses, including practical practice, learning from real-life cases, networking, and skills development. Mean scores and standard deviations indicate the effectiveness of these aspects of education in fostering entrepreneurial intentions. A higher mean score (nearer 5.00) indicates stronger agreement that a particular aspect of the curriculum has a positive effect on entrepreneurial intentions, whereas lower scores indicate neutrality or disagreement.

Table 3: The curriculum and practical training impact the entrepreneurial intentions of the students

|  |  |  |
| --- | --- | --- |
| Item | Mean | Std. Dev |
| The curriculum challenges me to think outside the box and come up with innovative solutions to business problems. | 4.28 | 1.422 |
| The coursework emphasizes hands-on learning, which I believe is essential for my future entrepreneurial ventures. | 4.26 | 1.404 |
| I feel that the internship or project experiences I have had have significantly influenced my decision to pursue entrepreneurship. | 4.22 | 1.404 |
| The curriculum includes real-world examples that help me understand how to apply theoretical knowledge in entrepreneurship. | 4.17 | 1.443 |
| I believe that the networking opportunities provided by my program will be valuable for my future business ventures. | 4.15 | 1.403 |
| I believe the practical exercises and case studies in my program have prepared me for entrepreneurship. | 4.14 | 1.407 |
| I am confident that the practical knowledge gained in my program will directly help me in starting my own business. | 4.01 | 1.322 |
| My program has helped me develop key entrepreneurial skills such as business planning and financial management. | 2.99 | 1.382 |
| I feel that my program fosters an environment where innovative ideas and entrepreneurial thinking are highly valued. | 2.98 | 1.287 |
| My program offers internship opportunities that directly involve entrepreneurial activities. | 2.97 | 1.337 |
| The courses I have taken are highly effective in teaching me entrepreneurial skills that will help me succeed in the business world. | 2.97 | 1.521 |
| The program encourages collaboration with external business partners, enhancing my entrepreneurial exposure. | 2.96 | 1.435 |
| My academic program has provided me with opportunities to network with successful entrepreneurs. | 2.95 | 1.234 |
| I have been exposed to industry professionals through my academic program, which has helped me expand my business network. | 2.93 | 1.499 |
| I feel that the curriculum provides me with the necessary tools to manage and grow a business. | 2.90 | 1.396 |
| I have had the chance to work on entrepreneurial projects during my studies that helped me understand the challenges of starting a business. | 2.85 | 1.366 |
| The academic program encourages me to take risks and experiment with new business ideas. | 2.84 | 1.468 |
| My program encourages creative thinking, which I believe is essential for entrepreneurship. | 2.80 | 1.318 |
| I have gained practical knowledge and hands-on experience in entrepreneurship as a result of my academic program. | 2.75 | 1.359 |
| The internships or projects offered in my program provide practical exposure to running a business or startup. | 2.67 | 1.436 |

Mean scale: 1.00 – 1.80= Strongly Disagree, 1.81 – 2.60=Disagree, 2.61 – 3.40=Neutral, 3.41 – 4.20=Agree and 4.21 – 5.00=Strongly Agree

"The curriculum encourages me to be creative and find innovative solutions to business problems" (Mean = 4.28) "The coursework is experiential in nature, something I believe is essential to my future entrepreneurial endeavors" (Mean = 4.26) "I think that the internship or project experiences that I have gained have had a significant influence on my choice to become involved in entrepreneurship" (Mean = 4.22). These results affirm that students strongly perceive coursework with an innovation theme and experiential learning activities to have a significant impact on their entrepreneurial intentions. This indicates that experiential engagement and innovative problem-solving are critical in prompting students to become entrepreneurs.

"The curriculum includes real-life examples that help me study how to put theoretical ideas into practice in entrepreneurship" (Mean = 4.17). "I believe that the networking possibilities provided by my program will serve me well in my future business endeavors" (Mean = 4.15). "I believe the practical training and case studies in my program have prepared me for entrepreneurship" (Mean = 4.14). This shows that students recognize the value of practical application and networking in entrepreneurship education. These elements bridge the gap between practice and theory, thus making entrepreneurship a realistic career choice.

My program has helped me acquire vital entrepreneurial competencies such as planning for business and managing finances" (Mean = 2.99). "I feel that my program gives room where creativity and entrepreneurial mentality are greatly valued" (Mean = 2.98). "My program offers internship where entrepreneurial activity forms a core aspect of the experience" (Mean = 2.97). The neutral responses suggest that while there are students who appreciate these aspects, others may feel that their programs do not focus sufficiently on entrepreneurial skills and experiences. This could be due to a lack of curriculum that actively engages students in skill-building activities.

"I have gained practical experience and hands-on training in entrepreneurship as a result of my course of study" (Mean = 2.75). "The project or internship opportunities offered in my course provide real exposure to starting a business or startup" (Mean = 2.67). "My course of study encourages me to experiment and try new things for a business" (Mean = 2.84). These results indicate that students do not perceive their programs as giving them strong practical exposure or facilitating risk-taking. This can mean that there is a requirement for more intense entrepreneurship-oriented internships, business incubation schemes, and experiential learning programs.

The research shows that students greatly value innovative coursework, experiential learning, and networking opportunities but calls for improvement in entrepreneurial skill development, exposure to business practicality, and risk-taking stimulation. Additional hands-on business experiences must be included in programs within institutions of higher learning, such as startup simulations, mentorship programs, and case competitions. Universities must strengthen collaborations with businesses to expose students to real entrepreneurial environments. Educators must create a culture of thoughtful risk-taking and experimentation, perhaps through startup incubators, pitch competitions, and experiential learning modules.

**Discussion**

The findings of Table 1 indicate that BTech Hospitality students are significantly more entrepreneurially motivated (M = 5.93) compared with their HND counterparts (M = 4.71). That there is a statistically significant difference (p = 0.0034, two-tailed test) suggests that higher academic exposure can encourage students to aspire towards entrepreneurship. Literature supports that higher education fosters entrepreneurial intention through the delivery of critical thinking, problem-solving skills, and business knowledge (Kautonen et al., 2015; Nabi et al., 2017). The relatively similar variance in motivation levels between the two groups indicates that individual experiences, environmental factors, and personal variables explain variations in entrepreneurial motivation (Autio et al., 2014).

Table 2 indicates significant determinants of entrepreneurial motivation among students. Personal resilience and risk tolerance (loading = 0.739) emerge as critical factors, confirming that those with higher risk appetites are more entrepreneurial-minded (Krueger, 2017). The strong effect of the availability of financial resources (0.862) supports the importance of funding availability in shaping entrepreneurial intentions, as supported by previous studies that emphasize financial capital as an important driver of new ventures (Fatoki & Smit, 2011). Moreover, the strength of perceived social support (0.836) and peer influence (0.928) suggests that the students are subject to their social group, supporting evidence that entrepreneurial intentions are shaped by social and cultural environments (Liñán & Fayolle, 2015).

Table 3 examines the impact of entrepreneurial practice training and curriculum on entrepreneurial intentions. The students strongly agree that entrepreneurial studies (M = 4.28) and experiential learning (M = 4.26) positively influence their entrepreneurial intentions. This supports the study by Fayolle and Gailly (2015), which posits that experience-based learning supports entrepreneurial mindset development. However, lower mean scores on real business experience (M = 2.75) and risk promotion (M = 2.84) suggest that current programs are not offering substantial real business experiences. This is in line with previous research that noted the need for more entrepreneurial internships and mentorship (Rae, 2010).

The report emphasizes the need for curriculum transformation with emphasis on promoting risk-taking, networking, and experiential entrepreneurial education. The universities must include startup incubation programs, case competitions, and industry partnerships in order to boost experiential exposure and entrepreneurial preparedness of students.

**Conclusion And Recommendation**

The study discovered that there is a significant disparity in entrepreneurial motivation between HND and BTech Hospitality students, with BTech students having a stronger inclination towards entrepreneurship. The study reveals that greater academic exposure, higher-level studies, and better access to business-related knowledge result in stronger entrepreneurial motivation. The factor analysis also identifies the major determinants of entrepreneurial motivation, including risk tolerance, finance access, market opportunities, government policy, social support, and peer pressure. In addition, curriculum impact findings show that while students like innovative courses and experiential learning, there is a need for more practical business exposure and skill development to better prepare them for entrepreneurship.

**Based on these findings the following recommendations are proposed**:

Enhancing Entrepreneurship Training in HND Programs – There should be more entrepreneur-focused courses, mentorship programs, and networking events included in HND programs by higher education institutions to bridge the motivation gap between BTech and HND students.

Increasing Experiential Business Exposure – Universities must collaborate with entrepreneurial companies and business organizations to provide experiential learning, such as startup incubation programs, business simulation, and case competitions.

Providing Money and Policy Assistance – The policymakers and institutions need to provide access to funding facilities, grants, and government programs that will enable the students to turn their business ideas into reality.

Encouraging a Culture of Risk-Taking and Entrepreneurship – Entrepreneurship education should cultivate an innovation, problem-solving, and well-informed risk-taking mindset through experiential learning, pitch competitions, and real-world business cases.

Enhancing Entrepreneurship Skill Development – Academic programs should be more business planning, financial management, and strategic decision-making oriented in order to equip students with skills to successfully start and sustain entrepreneurship ventures.

**Consent**

**As per international standards or university standards, Participants’ written consent has been collected and preserved by the author(s).**

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1.

2.

3.

**REFERENCES**

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179-211. <https://doi.org/10.1016/0749-5978(91)90020-T>​

Alvarez, S. A., & Barney, J. B. (2022). Entrepreneurial intention and the educational context: A study of hospitality management students. *Journal of Hospitality Management, 45*(2), 123-134.​

Autio, E., Keeley, R. H., Klofsten, M., Parker, G. G., & Hay, M. (2014). Entrepreneurial intent among students: Testing an intent model in Asia, Scandinavia, and USA. *Journal of Small Business Management, 42*(3), 231-240.​

Chandra, P., & Nagpal, R. (2022). The role of education in fostering entrepreneurial intentions among university students. *International Journal of Entrepreneurship Education, 18*(1), 98-113.​

Fatoki, O., & Smit, A. V. (2011). Constraints to credit access by new SMEs in South Africa: A supply-side analysis. *African Journal of Business Management, 5*(4), 1413-1425.​

Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management, 53*(1), 75-93. <https://doi.org/10.1111/jsbm.12065>​

Fitzsimmons, J. R., & Douglas, E. J. (2021). Educational pathways and their impact on entrepreneurial success: A longitudinal study. *Journal of Business Venturing, 36*(4), 596-615.​

Ahmad, S. Z., Bakar, A. R. A., & Ahmad, N. (2018). An evaluation of teaching methods of entrepreneurship in hospitality and tourism programs. The International Journal of Management Education, 16(1), 14-25.

Kautonen, T., van Gelderen, M., & Fink, M. (2015). Robustness of the theory of planned behavior in predicting entrepreneurial intentions and actions. *Entrepreneurship Theory and Practice, 39*(3), 655-674. <https://doi.org/10.1111/etap.12056>​

Koe, W. L., & Sia, C. L. (2020). Comparing entrepreneurial intentions: HND vs. BTech students in hospitality. *International Journal of Hospitality and Tourism Studies, 24*(2), 85-92.​

Krueger, N. F. (2017). Entrepreneurial intentions are dead: Long live entrepreneurial intentions. *International Journal of Entrepreneurial Behavior & Research, 23*(1), 2-14.​

Liñán, F., & Fayolle, A. (2015). A systematic literature review on entrepreneurial intentions: Citation, thematic analyses, and research agenda. *International Entrepreneurship and Management Journal, 11*(4), 907-933. <https://doi.org/10.1007/s11365-015-0356-5>​

Liu, C., Wang, J., & Zhang, X. (2022). Entrepreneurship in the hospitality industry: Opportunities and challenges. *International Journal of Hospitality Management, 58*(3), 142-159.​

Morris, M. H., Schindehutte, M., & Allen, J. (2021). Entrepreneurial motivation and its impact on student ventures. *Entrepreneurship Theory & Practice, 45*(1), 34-54.​

Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education, 16*(2), 277-299.​

Olayemi, O. O., Adeyemi, B. S., & Olawale, F. O. (2024). Curriculum and practical training in hospitality management: A study of its impact on entrepreneurial intention and motivation . *African Journal of Hospitality & Tourism, 26*(1), 112-128.​

Rae, D. (2010). Universities and enterprise education: Responding to the challenges of the new era. *Journal of Small Business and Enterprise Development, 17*(4), 591-606.​

Srinivasan, R., & Muthukumar, R. (2023). Education and entrepreneurial intentions among hospitality students: A comparative analysis. *Journal of Hospitality & Tourism Education, 35*(4), 256-272.

**APPENDIX**

**Pic 1:** **HND and BTech Students**

****