

From Stereotypes to Understanding: How College Courses Can Shape Undergraduates' Views on Franchising

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This study aims to assess changes in undergraduate students' perceptions of franchising after completing courses in franchising. The first objective is to examine whether significant differences exist between pre- and post-test results, measuring shifts in franchising perceptions stimulated by the curriculum. The second objective focuses on determining if a viable set of franchising perception constructs can be identified through exploratory factor analysis. This step is crucial for ensuring the constructs are reliable and valid, providing a solid foundation for further analysis. Lastly, using regression, are these constructs related to common franchise myths? Findings suggest a change in student franchise perceptions after completing an introductory course focused on the franchise business model. The data also reveals that there are specific constructs associated with franchise perceptions and that these constructs interrelate and influence student perceptions of common franchise myths. The findings of this study provide valuable insights into the effectiveness of franchise courses, inform curriculum development, and enhance our understanding of how perceptions of franchising are shaped through structured educational interventions.

Keywords: franchise education, franchise myths, franchise stereotypes

INTRODUCTION

Over the last 75 years, the franchise business model has become ubiquitous domestically and garnered significant attention globally (Aziz et al., 2023). In this alternative form for expanding the footprint of a brand, the parent organization (the franchisor) licenses the name and provides the operational procedures to individuals willing to pay a lump sum fee and monthly royalty payments on gross sales (the franchisees) (Rubin, 1978). During the 1950s, 1960s, and 1970s, restaurant chains and hotels fueled the growth of franchising in the US (Storholm & Scheuing 1994; Swift et al., 2019). In the last two decades, however,

the types of industries embracing franchising have accelerated (Williams, 2021). Furthermore, franchising has spread and is now a mature sector in North America, Europe, Asia-Pacific, and the Middle East (International Franchise Association, 2024). The concept is also gaining a foothold in emerging markets, as policymakers want to accelerate economic development through this form of entrepreneurship (Kelepouris, 2023).

In the US, the success of early entries to franchising, including brands such as McDonald's, Holiday Inn, and Kentucky Fried Chicken, led to an expansion boon for the business model. Unfortunately, ambitious businesses wanting to succeed engaged in unethical practices that deceived naïve investors (Storholm & Scheuing, 1994). Alerted by complaints from those who invested in franchising, the Federal Trade Commission stepped in and mandated those selling franchise opportunities to abide by the Franchise Disclosure Document (FDD) (Storholm & Scheuing, 1994). Those early years in franchising stained the reputation of the business model (Killion & Meiklejohn, 2013). Over time, there have also been disputes and lawsuits between franchisors and franchisees that have attracted negative publicity. Alternatively, successful franchise brands have garnered attention for their ability to help individuals become millionaires. This positive press promotes the idea that the franchise business model is an easy path to riches (Seid & Thomas, 2010).

While academic research on franchising has proliferated, little attention has been paid to the perception of franchising amongst the public (Warriach & Perrigot, 2017). As the number of businesses that use the franchising business model expands and the number of individuals wanting to be self-employed increases, the perception of the franchise business model becomes important to a wide variety of stakeholders, including franchisors, franchisees, consumers, and a critical talent pipeline, college undergraduates.

Over the last decade, universities have explored the topic of franchising-specific curricula (Cumberland, Buchan, & Litalien, 2019). HEIs with dedicated franchise programs or courses include the University of Louisville, University of Nebraska, Palm Beach Atlantic University, Babson College, University of Denver, and Northwood University. Several universities have added courses specific to this business model on the international front, including the University of South Wales, Griffith University in Australia, the University of St Gallen in Switzerland, and IE Business School in Spain.

This study aims to determine undergraduate students' perceptions of the franchise business model and whether a course on franchising alters these perceptions. Communication about what a business field offers undergraduates is important to attract well-prepared students and generate enthusiasm for pursuing careers in those industries (Lucietto et al., 2020). Our findings could highlight the need to develop franchise curriculum, providing value to business schools worldwide.

This paper begins with a literature review highlighting the public perceptions of the franchise business model. We also explore the literature on undergraduate educational efforts to realign college student perceptions of industries and sectors. Next, we discuss the methodology for this study and the results. This is followed by a discussion, implications, and conclusion.

LITERATURE REVIEW

Public Perceptions About Franchising

While academic literature has investigated potential, current, and former franchisees' perceptions of franchising and the franchisor (Croonen & Broekhuizen, 2019; Frazer & Winzar, 2005; Perrigot et al., 2019), there are only a handful of studies that have examined the public perceptions of this business model (Warriach & Perrigot, 2017). Furthermore, it has been two decades since Watson and Kirby (2004) fielded a study to directly investigate what the public understood about franchising and consumers' positive and negative impressions. These scholars used a series of structured interview questions and secured a sample of 1,257 individuals in the United Kingdom. The results revealed that “the concept of franchising was fully understood by only 11 percent of the respondents” (p. 77). Respondents were also queried about their assumptions regarding the business model through a series of positive statements, such as ‘safer than starting your own businesses and negative perceptions, such as ‘a way for big companies to get more money.’ The study revealed high inaccuracies about the franchise model among most of the public. These

scholars concluded “that those with an interest in promoting the development of franchising as a strategy for small business development need to ensure that there is greater awareness of it, of the opportunities it provides for those wishing to enter self-employment, and of the problems likely to be encountered (p. 81). One of the strategies offered to remedy these misperceptions included the idea of teaching franchising in business schools (Watson and Kirby, 2004).

Capelli and Hamori (2008) investigated the perception that franchise establishments have less sophisticated workplace practices and are considered ‘bad jobs.’ Their study of employment practices among franchised firms controlled for industry, establishment size, age of employees, and turnover. Using a data set from a national probability sample of establishments, the authors obtained 2,136 observations identifying organizational and work practices for a national sample of franchises and non-franchised establishments. They found the human resource practices in franchises were better than in equivalent, non-franchise operations. These scholars suggest that franchise brands, such as McDonald’s, associated with quick service restaurants, create the stereotype of franchises beset by ‘bad jobs’ due to the low entry criteria for frontline jobs.”

Recent studies of public perceptions of franchising have taken a narrow focus. For example, Warraich and Perriogot (2017) explored customer perceptions regarding franchising in the education sector in Pakistan. Jeon et al. (2014) examined customer perceptions of service-focused franchised and non-franchised chains in the US market (i.e., hair care and tax preparation). The author’s survey of 349 customers found the service reliability of nationally franchised brands lower than that of non-franchised brands. Furthermore, consumers perceived the risk of using a franchise service brand to be higher than that of a non-franchised local brand. The authors suggest that perhaps customers believe “that every individual client to a local-brand is worth more than that same client to a national conglomerate” p.48. Ultimately, this may also suggest customers are not making the connection that local businesspeople in the community may own local franchise brands. A few scholars have also studied Chinese customer perceptions of McDonald’s (Grünhagen et al., 2012; Jeon et al., 2016). Finally, Dant et al. (2016) compared consumers’ brand perceptions across the five BRICS countries (i.e., Brazil, Russia, India, China, and South Africa) for two fast food companies (i.e., McDonald’s and Burger King). They concluded that the importance of customer satisfaction decreases if customers have formed a habit of patronizing a particular franchised chain.

While the academic literature is sparse on consumer perceptions of franchising, the mainstream media have published several articles suggesting franchising is plagued by misperceptions and myths. *Forbes Magazine*, for example, published “10 Common Misperceptions About Franchising”, *Black Enterprise* offers “5 Myths about Franchising,” and *Entrepreneur* also offers an article titled “4 Myths About Franchising.” Franchise-specific journals and franchise online websites also suggest inaccurate assumptions plague the sector. These articles, such as “Top 10 Biggest Franchising Myths” (Franchise.com), “Debunking 9 Myths of Franchising” (Business News Daily), and “Destigmatizing Franchising for the Next Generation (Franchise Help), are designed to educate those interested in franchising. Books about franchising (e.g., *The Educated Franchisee, So You Want to Franchise Your Business*) also suggest numerous misperceptions about this business model.

The International Franchise Association (IFA, 2024) is dedicated to educating the various stakeholder groups, including franchisors, franchisees, employees of both groups, and governmental authorities, on how the business model operates. Their goal is to quell misperceptions that impinge on the reputation of this business approach. Communication about what a given field is genuinely like to members of the public remains a matter of utmost importance for attracting well-prepared students and generating enthusiasm for jobs in specific fields. Next, we briefly examine the literature on college students’ perceptions of professions, industries, and sectors.

College Students Perceptions of Professions, Industries, and Sectors

Research has shown that undergraduates hold stereotypes about jobs, and these mistaken beliefs influence their choice of a college major (Conlon & Patel, 2022). Additionally, it is argued that students are affected by what they hear early in their academic careers, and poor communication of specific professions

could result in fewer students pursuing certain career paths (Luicietto et al., 2020). Numerous academic studies have examined undergraduates' perceptions of careers in sales (Allen et al., 2014; Cummins & Peltier, 2020) and accounting (Stivers & Onifade, 2014). Both professions have struggled to attract college-educated talent.

Beyond specific occupations, undergraduates hold beliefs about certain industries and organizational entities. These perceptions may be positive or negative. In the US, for example, the construction industry is not only perceived by undergraduates as unsafe, unstable, and unappealing due to the harsh working conditions (Rafieyan et al., 2024), but it is also recognized as a gendered occupation that discourages women (Adogbo et al., 2013; Bigelow et al., 2018). Sport management programs, on the other hand, are associated with the glamour of professional and collegiate athletics programs. In their study to investigate the accuracy of students' perceptions about careers in the sports industry, Mathner and Martin (2012) found interest and love of sports were the primary reasons students selected sports management as a major. College students also indicated that they expected sports management careers to be high-profile and high-paying. The authors argue that sports management programs need to better calibrate students' expectations for careers in sports management, which often involve "long hours, low pay, and little prestige" (p.22).

College students also bring expectations about other large sector employers. In a study of pre-employment predictors, Tessema et al. (2013) investigated undergraduate student perceptions of labor unions. Given the importance of college students to the labor market, these scholars confirmed prior studies that found parents' attitudes about unions strongly predict undergraduates' attitudes toward unions and their willingness to join (Tessema et al., 2013).

A literature search revealed minimal empirical work focused on franchising in the college context. A recent study by Cumberland and Ellinger (2023) points to growing collaborations between HEIs and franchisor benefactors. The authors point to HEIs responding to the sector's desire for curricula that could provide a greater understanding of the potential risks and rewards of being a franchisee and help those with an entrepreneurial concept understand how to expand their business. They suggest courses in franchising can also address myths associated with the business model, provide students with knowledge of the vast number of sectors that operate franchises, and expose students who might traditionally be unable or unlikely to become entrepreneurs with the knowledge and skills needed to pursue this form of business ownership. The case study examined a franchise accelerator program offered to graduate students at a public midwestern university and a Historically Black College and University (HBCU). Findings reveal that this pragmatic and targeted entrepreneurial education can "form more realistic ownership expectations of business ownership and foster the development of both human capital and social capital networks" (p.7).

A study by Abbey (2010) investigated perceptions of Ugandan lecturers teaching franchising courses. They found that those teaching franchising with a positive perception used case studies that taught the benefit of franchising, while those with poor perceptions used teaching cases that discouraged franchise employment. These scholars conclude that Uganda business schools must focus on offering "train the trainer workshops on what, why, and how to teach franchising" (p.25).

While no empirical research specific to undergraduates' perceptions of the franchise sector could be located, some related research exists within the heavily franchised hospitality industry. The poor image of the hospitality and tourism industry amongst a college-age population has been widely examined by scholars. Research has found that undergraduates perceive tourism jobs to be low paying (Lacher & Oh, 2012), stressful (Kuslivan & Kuslivan, 2000), and fraught with high turnover (AlBattat et al., 2014). In their recent meta-analysis of the hospitality industries, Liu et al. (2022) conclude that HEIs can play an "increasingly important role in forming students career intentions and career decisions" (p. 11).

Given the mission of HEIs to prepare an educated workforce across the broad landscape, and given employers are struggling with a tight labor market, collaboration between these two entities has expanded in recent years. Some industries have been and remain active in partnering with higher education institutions to build interest in their fields (e.g., engineering, healthcare, technology) to ensure that graduates possess the skills and knowledge necessary to excel in their respective fields. Plewa et al. (2015) argue that cooperation between HEI and business exposes undergraduate students to more career avenues for

employment and helps companies improve their attractiveness as prospective employers. Furthermore, it gives academics a deeper understanding of industry challenges and management topics.

METHODOLOGY

In considering the perceptions surrounding franchising, this study aims to provide an exploratory basis for assessing how individuals' views evolve over time and in response to specific franchise curriculum stimuli. The study employs a pre-post stimulus design to capture the dynamic changes in attitudes and beliefs about franchising. By administering surveys before and after exposure to targeted stimuli—such as informational videos, success stories, or expert testimonies—we can measure shifts in perceptions and identify the key factors influencing these changes. This approach allows us to observe the immediate impact of the stimuli and track longer-term shifts in perception, providing a more nuanced understanding of the factors that shape individuals' views on franchising.

To further analyze the data, dimensional reduction techniques will be employed. This type of analysis will help in distilling the complex set of survey responses into a smaller number of underlying constructs, making it easier to interpret the results and identify the primary dimensions of franchising perceptions. By examining the relationships between these constructs, we can uncover patterns and correlations that might otherwise remain hidden. This analysis will be instrumental in understanding how various factors, such as economic considerations, personal experiences, and external influences, interact to shape overall perceptions of franchising. The combination of pre-post stimulus evaluation and dimensional reduction provides a robust methodological approach to dissect and interpret the multifaceted nature of franchising perceptions. This study will:

1. Examine if there are significant differences between pre and post-test results regarding franchising perceptions.
2. Determine a viable set of franchising perception constructs
3. Examine the relationship between franchising perception constructs.

Sample and Instrument

A convenience sample of 122 undergraduate students at three regional universities was used to collect data regarding franchising perceptions. This occurred during the same semester at all three universities. Students were studying various undergraduate degrees and were at different levels of a bachelor's degree completion. All respondents were questioned at the pre and post-stages of a franchising curriculum stimuli. Table 1 provides details of the sample. Limitations of the sample include no control group and a possible bias due to the teaching ability of the faculty.

The instrument employed in this study had twenty-four variables examining five different franchising perception constructs (see Table 2). These constructs were adapted from Paswan and Kantameneni's (2004) study that examined public opinion of franchising in India. Additionally, ten university faculty pretested the survey, further supporting the instrument's validity. The reliability Cronbach Alpha was .73, further assuring the instrument's viability and appropriateness.

TABLE 1
RESPONDENT PROFILE

	n	%
Sample Size	122	100
Average Age	23.3	100
Gender		
Male	70	57
Female	52	43
Ethnic Group		
White	84	69
African American	13	11
American Indian	1	1
Asian	14	11
Middle Eastern	1	1
Hispanic	9	7
Year in University		
Freshman	4	3
Sophomore	19	16
Junior	42	34
Senior	57	47

TABLE 2
STUDY VARIABLES

FRANCHISE MYTHS

I believe the franchising business model

- Q1. – is just for fast food and retail businesses
- Q2. – is an easy way to start a business
- Q3. – allows you to “buy a job”
- Q4. – guarantees success

MODEL BENEFITS

I believe the franchising business model

- Q5. – provides a greater ability to attract customers
- Q6. – allows a small business to be more competitive in the market
- Q7. – provides the benefit of resources & means of a network
- Q8. – offers the ability to take advantage of concepts that have already succeeded
- Q9. – has fewer risks than being independent

STRUCTURAL IMPACT

I believe franchising

- Q10. – harms small businesses
- Q11. – only benefits big companies
- Q12. – exploits franchisees
- Q13. – benefits only the franchisor
- Q14. – restricts the freedom of franchisees

SOCIETAL IMPACT

I believe franchising

- Q15. – creates a healthy economy
- Q16. – is bad for the economy
- Q17. – is good for society
- Q18. – improves the quality of life
- Q19. – improves consumer choices

EMPLOYMENT BENEFITS

I believe franchising

- Q20. – leads to more employment opportunities
 - Q21. – reduce employment standards
 - Q22. – develops entrepreneurs
 - Q23. – develops managerial talent
 - Q24. – keeps employee wages low
-

Statistical Techniques

This study employs three different statistical techniques. The first is a paired t-test of the twenty-four perception variables for the purpose of determining whether the curriculum stimuli significantly affect the pre to post-test franchising perceptions. Second, Principal Component Factor Analysis (PCA) is used to reduce the study variables to a manageable level of understanding, reducing any multicollinearity and redundancy. Third, using linear regression, the study employs franchising myths as the outcome variable that reflects overall franchising perception. Having five samples per study variable (5 to 1) is acceptable for the t-test and factor analysis. However, that would be considered low for regression analysis. Therefore,

reducing the factors using PCA-generated scores would produce a more acceptable sample size ratio. In this instance, the factors were reduced to 15, resulting in an 8 to 1 rate.

Hypotheses

The following hypotheses reflect the three research focus points and are as follows:

H1: The pre-post-stimuli response results significantly differ regarding franchising perception variables.

H2: Perceptions about franchising are a multidimensional construct – Franchise Myths, Model Benefits, Structural Impacts, Societal Impacts, and Employment Benefits.

H3a: Model Benefits are significantly associated with Franchise Myths.

H3b: Structural Impacts are significantly associated with Franchise Myths.

H3c: Societal Impacts are significantly associated with Franchise Myths.

H3d: Employment Benefits are significantly associated with Franchise Myths.

RESULTS

Differences Between Pre and Post Outcomes

The analysis of the pre-post data using the paired t-test revealed that 19 out of the 24 measured differences were statistically significant, indicating substantial shifts in participants' perceptions following the stimulus intervention. This significant change underscores the efficacy of the stimuli in altering views and highlights the robust impact that targeted informational content can have on individuals' attitudes toward franchising. The paired t-test, which assesses the mean differences between the pre and post-stimulus responses, provided a reliable statistical foundation for confirming that these shifts were not due to random variation but were indeed meaningful changes attributable to the stimuli. This finding supports the hypothesis that exposure to specific information can significantly influence and potentially reshape perceptions about franchising. Furthermore, holistically, running all pre- and post-variables at once confirmed that the differences were significant (see Table 3).

There were no trends or suggestions noticed in the analysis nor were there any indicators as to why the five non-significant (Q2, Q6, Q14, Q16, Q17) variables resulted. Further analysis of why these specific variables contradicted the norm is warranted.

**TABLE 3
DIFFERENCES BETWEEN PRE AND POST SURVEY OUTCOMES**

Variable	S.D of differences	Avg. of differences	t statistic	p-value
<i>FRANCHISE MYTHS</i>				
<i>Q1</i>	1.3866	0.5984	4.7595	0.0000054*
<i>Q2</i>	1.2588	0.0983	0.8651	0.38871
<i>Q3</i>	1.2696	0.2213	1.9254	0.04992*
<i>Q4</i>	1.2013	0.2459	2.2609	0.02555*

Variable	S.D of differences	Avg. of differences	t statistic	p-value
<i>MODEL BENEFITS</i>				
<i>Q5</i>	1.0157	0.3525	3.7015	0.000324*
<i>Q6</i>	1.3298	0.0163	0.1362	0.8919
<i>Q7</i>	1.0992	0.4508	4.5301	0.0000139*
<i>Q8</i>	1.1682	0.3934	3.7202	0.0003033*
<i>Q9</i>	1.2936	0.4918	4.1991	0.0000514*
<i>STRUCTURAL IMPACT</i>				
<i>Q10</i>	1.1395	0.3934	3.8137	0.0002169*
<i>Q11</i>	1.1531	0.3279	3.1406	0.002109*
<i>Q12</i>	1.0493	0.3361	3.5376	0.0005735*
<i>Q13</i>	1.0903	0.4262	4.3180	0.0000324*
<i>Q14</i>	1.1156	0.0573	0.5681	0.571
<i>SOCIETAL IMPACT</i>				
<i>Q15</i>	0.9174	0.3525	4.2434	0.0000433*
<i>Q16</i>	1.0934	0.1885	1.9044	0.05923
<i>Q17</i>	0.9475	0.1393	1.6244	0.1069
<i>Q18</i>	0.8532	0.2705	3.5019	0.000679*
<i>Q19</i>	1.0067	0.2459	2.6980	0.007902*
<i>EMPLOYMENT BENEFITS</i>				
<i>Q20</i>	0.8685	0.1967	2.5017	0.01369*
<i>Q21</i>	1.1033	0.3361	3.3652	0.001025*
<i>Q22</i>	1.1228	0.3197	3.1448	0.002091*
<i>Q23</i>	0.9342	0.2623	3.1011	0.002391*
<i>Q24</i>	0.9451	0.2705	3.1613	0.001985*
n=122				
*Sig < 0.05				
Total combined p-value = 3.656e-10*, H1 is supported.				

Therefore H1: The pre-post stimuli response results are significantly different regarding franchising perception variables is supported.

Dimensional Reduction of Variables

Using Principal Component Analysis (PCA), the data was reduced from the original set of 24 variables to a more manageable 15 variables or five underlying constructs, each of which was found to be statistically significant. This reduction process involved identifying patterns within the data that allowed us to group related variables into broader categories, effectively simplifying the complex dataset. The resulting constructs encapsulate the essential dimensions of franchising perceptions, capturing the variance in the data more efficiently and enabling a clearer interpretation of the underlying factors. Each construct's significance was determined based on its eigenvalue and contribution to the total variance, ensuring that the selected components represent the most critical aspects of the data. This dimensional reduction not only enhances the interpretability of the results but also strengthens the analytical framework by focusing on the most influential factors driving perceptions of franchising.

The PCA dimensional reduction employed the KMO measure of sampling adequacy and Bartlett's test of sphericity. KMO is a test conducted to examine the strength of the partial correlation (how the factors explain each other) between the variables. KMO values closer to 1.0 are considered ideal, while values less than 0.5 are unacceptable. The five resulting factor KMO scores were well above .5. The Bartlett's test of

Sphericity is used to test the null hypothesis that the correlation matrix is an identity matrix. An identity correlation matrix means your variables are unrelated and not ideal for factor analysis. A significant statistical test, usually less than 0.05, indicates that the correlation matrix is indeed not an identity matrix, supporting the hypothesis. All five constructs are less than .001 (see Table 4).

TABLE 4
PRINCIPAL COMPONENT ANALYSIS

<i>Variable</i>	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>	<i>Factor 4</i>	<i>Factor 5</i>	<i>Label</i>
Q2	.660					Franchise Myths
Q3	.734					
Q4	.742					
Q5		.705				Model Benefits
Q7		.857				
Q8		.918				
Q10			.759			Structural Impact
Q11			.812			
Q12			.724			
Q15				.807		Societal Impact
Q17				.761		
Q18				.851		
Q20					.806	Employment Benefits
Q22					.759	
Q23					.856	
KMO	.712	.779	.796	.814	.750	
Bartlett	56.032	219.75	147.88	225.44	183.17	
Significance	<.001	<.001	<.001	<.001	<.001	
Variance/Construct	54.37%	77.74%	92.10%	83.03%	74.37%	

Therefore H2: Perceptions about franchising are a multidimensional construct – *Franchise Myths, Model Benefits, Structural Impacts, Societal Impacts, and Employment Benefits* is supported.

Association Between Constructs

Following the Principal Component Analysis (PCA) and the identification of the key constructs, a regression analysis was conducted with the "Franchise Myths" construct as the dependent variable. The independent variables in this regression included "Model Benefits," "Structural Impact," "Societal Impact," and "Employment Benefits." The factor loadings from the PCA provided a robust foundation for this regression analysis, ensuring that the relationships between these constructs were accurately captured and interpreted.

The regression results indicated that "Structural Impact," "Societal Impact," and "Employment Benefits" were significant predictors of the "Franchise Myths" construct, demonstrating strong relationships between these factors and perceptions about franchise myths. Conversely, the "Model Benefits" construct was not a significant predictor, suggesting that perceptions of the benefits of the franchise model did not significantly influence beliefs about franchise myths. This finding highlights the importance of structural, societal, and employment-related factors in shaping myths and misconceptions about franchising while also indicating that the perceived benefits of the franchise model itself may not play a major role in influencing

these myths. This nuanced understanding provides valuable insights for franchise organizations seeking to address and correct misconceptions within their target audiences. In addition, the R-squared score was an adequate .67, indicating the proportion of the variance in the response variable that can be explained by the predictor variables in the regression model (see Table 5).

**TABLE 5
MULTIPLE REGRESSION RESULTS USING FACTOR LOADINGS**

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.245E-16	.084		.000	1.000
	Model Benefits	.080	.107	.080	.746	.457
	Structural Impact	-.337	.097	-.337	-3.469	<.001*
	Societal Impact	.292	.118	.292	2.478	.015*
	Employment Benefits	-.281	.117	-.281	-2.396	.018*

- a. Dependent Variable: Franchise Myths
- b. *Significance level < 0.05
- c. R² = .67

Therefore,

- H3a: Model Benefits are significantly associated with Franchise Myths is not supported.
- H3b: Structural Impacts are significantly associated with Franchise Myths is supported.
- H3c: Societal Impacts are significantly associated with Franchise Myths is supported.
- H3d: Employment Benefits are significantly associated with Franchise Myths is supported.

A regression was also run to determine if there was any association between the respondent profile and the Franchise Myth responses. Results show that there is no significant association between any of the respondent profile variables (age, ethnicity, year level, or gender) and the perceptions of franchise myths.

DISCUSSION AND IMPLICATIONS

The research paper assessing the effectiveness of franchise courses offered by HEIs by analyzing changes in students' perceptions of franchising is significant for several reasons. Franchising is a critical component of the global economy, offering a pathway for entrepreneurship and business ownership. Additionally, both franchisors and franchisees have workforce talent needs that a college education population could fill. However, misconceptions and an incomplete or inaccurate understanding of franchising can hinder undergraduates from thinking about careers in the sector. By examining shifts in participants' perceptions before and after exposure to a franchise course, this study addresses a crucial gap in understanding how education can influence and improve knowledge in this area. The first objective, which focuses on identifying significant differences in pre-and post-test results, provides empirical evidence of the courses' impact, validating its role in altering perceptions and potentially guiding better decision-making.

Another objective of the study, which involves identifying viable franchising perception constructs through exploratory factor analysis, is equally important. This step is foundational for developing a robust theoretical framework that captures the dimensions of franchising perceptions. Identifying reliable and valid constructs allows for a more nuanced understanding of what shapes participants' views on franchising. These constructs can serve as a basis for future research and for refining educational programs, ensuring that they address the most relevant aspects of franchising knowledge. This process is crucial for creating

more targeted and effective training curricula that can better prepare potential franchisees for the realities of franchising.

Supplementary to this, examining the relationship between the identified constructs and common franchise myths through regression analysis further underscores the study's importance. Franchising myths, such as the belief that franchises guarantee success or that they require less effort than independent businesses, can lead to unrealistic expectations and poor business decisions. By exploring how these perception constructs influence beliefs in such myths, the study provides insights into the psychological and cognitive factors that contribute to these misconceptions. Understanding these relationships can inform the design of educational interventions that specifically target and dispel harmful myths, leading to more informed and prepared franchisees.

Overall, the significance of this research lies in its potential to improve franchise education and, by extension, the ability of franchise organizations to attract college graduates. The findings offer practical implications for curriculum developers, educators, and policymakers, who can use this knowledge to enhance curricula. By addressing misconceptions and providing a clear understanding of the franchise business model, the study contributes to the broader goal of promoting sustainable business practices and empowering future franchisees with the knowledge they need to succeed.

CONCLUSION

This paper offers important insights for several key stakeholders, including higher education institutions and the franchise industry, particularly franchisors and franchise trade associations.

For higher education institutions, the findings highlight the need to integrate franchising into business education programs. By doing so, colleges and universities can play a vital role in shaping how future entrepreneurs and business leaders perceive the franchise business model. The constructs identified in this study can inform curriculum development, ensuring that essential aspects of franchising are covered and that common myths are effectively dispelled.

For the franchise industry, the results emphasize the importance of ongoing collaboration with educational institutions. Such partnerships can enhance the public image of franchising and help create curricula that reflect the realities of the industry. These collaborations could include guest lectures, internships, and case studies that provide students with practical, real-world exposure to franchising. The franchise industry can also use the study's findings to develop targeted educational interventions that address public misconceptions about franchising. For example, franchisors could leverage the identified constructs to craft marketing and communication strategies that more accurately convey the benefits and opportunities of franchising. By addressing specific myths and misconceptions, the industry can attract a more informed and motivated pool of potential franchisees and individuals who could work for franchisors or franchisees.

This study adds to the growing literature on franchising education and presents practical implications for educators and industry stakeholders. By applying the insights gained from this research, educational institutions and the franchise industry can work together to foster more accurate perceptions of franchising and cultivate the next generation of franchise entrepreneurs.

The findings provide valuable insights into how a course on franchising can shape students' perceptions, but it's important to consider several limitations when interpreting the results. First, the sample size and diversity raise some concerns. The research was conducted with a relatively small group of undergraduate students from three institutions, which may limit the generalizability of the findings. To enhance the applicability of future studies, incorporating a larger and more diverse sample across multiple institutions would be beneficial. Additionally, since the study focused solely on undergraduate students, the findings may not be fully applicable to other groups. Perceptions of franchising could differ among graduate students, working professionals, or individuals with prior business experience, none of whom were included in this study. Expanding the participant pool to include a broader range of demographics could offer a more comprehensive understanding of how educational interventions influence perceptions of franchising.

The effectiveness of the franchise courses is closely tied to the specific content and teaching methods used. Hence, variability in teaching methods or curriculum content could lead to different outcomes, and these nuances were not fully examined in this research. A more detailed analysis of the curriculum components could offer more precise insights into what drives the changes in perception observed in the study. Moreover, the study does not account for the potential influence of the instructor delivering the course. Differences in teaching style, enthusiasm, and expertise could significantly affect how students receive and process the content, which in turn could impact their perceptions. Understanding the instructor's role could provide valuable insights into how educational interventions are implemented and received.

By acknowledging these limitations, this study lays the groundwork for future research to address these gaps and develop a more nuanced understanding of how educational interventions can shape perceptions of franchising.

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