

ENTREPRENEURIAL INTENTION OF TOURISM AND HOSPITALITY STUDENTS IN KASHMIR

Muneer Ahmad Kashkari*, Faizan Ashraf Mir**

**Doctoral Fellow, Department of Tourism Studies, Central University of Kashmir,
Jammu & Kashmir, India. Email: muneerahmad111.ma@gmail.com*

***Assistant Professor, Department of Tourism Studies, Central University of Kashmir,
Jammu & Kashmir, India. Email: faizan.ashraf@cukashmir.ac.in*

Abstract *Entrepreneurship is acknowledged as a growth driver in a variety of industries. The role of entrepreneurship as a growth driver is well established in the tourism and hospitality industry. Travel businesses and hospitality sector provide fruitful and tempting environment for the entrepreneurship. Based on cognition, it is claimed that intent has a crucial role in starting an entrepreneurial venture. The Theory of Planned Behaviour (TPB) can aid in understanding entrepreneurial intent, by studying it via three components forecasting behavioural intention i.e., attitude, subjective norms and perceived behavioural control. The purpose of this research is to look into the significance of the components that affect the entrepreneurial intent of tourism and hospitality pupils in Kashmir. Structural equation modeling (SEM) was used to measure and analyse the relationship of variables. To investigate the hypothesized correlations in this study, the bootstrapping technique was applied. According to study findings, the three components of TPB and entrepreneurship education all illustrated a considerable impact on entrepreneurial intent. The largest influence on entrepreneurial intent among the students comes from entrepreneurship education. The findings offer educators insight into how to encourage tourism students in Kashmir to engage in tourism entrepreneurial activities.*

Keywords: *Behaviour, Entrepreneurship, Business, Attitude, Subjective Norms, Intent, Education, Tourism, Hospitality*

INTRODUCTION

Entrepreneurship is critical to a country's economy since it creates ample job opportunities and value-added products/services. Entrepreneurship is acknowledged as a growth driver in a variety of industries, including tourism and hospitality (Esfandiar et al., 2019). Entrepreneurship is critical for economic growth and development, and the hotel and tourist business provides fruitful and tempting conditions for it (Getz & Carlsen, 2000). Entrepreneurship can be understood as a process where individuals react within and interact with their environment (Giddens, 1984). Individual behaviours and relationships are guided by scripts provided by this setting, with education serving as a valuable resource. If the scripts are used successfully over time, they will serve as the foundation for individual competencies (Morris et al., 2013). By focusing on competencies, critical factors that may influence entrepreneurial ambitions can be captured.

Thus, identifying and comprehending the dynamics that influence entrepreneurial decisions is a critical challenge

for its promotion in educational institutions. According to Getz and Nilsson (2004), tourism businesses are run by people who are more motivated by the prospect of self-employment than by financial gain. Young people who run their businesses are seen as critical to the growth of entrepreneurship (Glinskiene & Petuskiene, 2011).

Based on cognition, it is claimed that intent has a crucial part in starting a firm (Barboza et al., 2017) and is considered the prime determinant of an individual's engagement in entrepreneurial activities (Guerrero et al., 2008). It is the intention which reflects an individual's willingness to get involved in the entrepreneurial activity (Ajzen, 1991).

According to Ajzen (1991), to understand the entrepreneurial intent, Theory of Planned Behaviour (TPB) can be of high importance since it specifies the importance of three components in forecasting behavioural intention: attitude, subjective norms, and perceived behavioural control. The theory has been consistently used in the entrepreneurship research studies and its usefulness has been demonstrated (Krueger et al., 2000; Linan & Chen, 2009; Tsa et al., 2016).

According to existing literature, entrepreneurship education is critical for unlocking individuals' potential, promoting new educational techniques, developing skills, character, attitude, and vision (Marques & Albuquerque, 2012). One of the important factors identified to develop motivation, knowledge and skills is entrepreneurship education (Haase & Lautenschlager, 2011).

It is critical to give pupils with functional education that will prepare them for self-employment and self-orientation (Paul, 2005; Ojeifo, 2013). Entrepreneurial training also has an impact on the desire to establish a firm (Lee-Gosselin & Grise, 1990). In addition to other factors, one of the important factors to influence entrepreneurship is learning from entrepreneurship courses, as these courses have a considerable influence on the one's desirability to start a new firm (Zhao et al., 2005). There has been favourable and significant impact of training and education on students' intention to pursue a career in entrepreneurship (Adekiya & Ibrahim, 2016).

STUDY OBJECTIVES

Entrepreneurship has been considered as crucial engine of economic advancement in almost all economies. In terms of entrepreneurship, the tourist industry in Kashmir is considered profitable, and the valley has profited economically from tourism. For budding entrepreneurs, the tourism industry offers immense financial possibilities. In the context of Kashmir valley, to understand the intention of students to pursue entrepreneurship, researchers have used smaller samples, and there is a scarcity of research on the entrepreneurial intent of students of tourism and hospitality studies. It is worth noting that, from the perspective of training and education, probing into the entrepreneurial intentions of tourism students may have a substantial impact on curriculum planning.

Therefore, the current study tries to fill the aforementioned gap and aims:

- To explore the entrepreneurial intentions of students in Kashmir studying in tourism and hospitality courses.
- To study the significance of the components of Theory of Planned Behaviour on entrepreneurial intention.
- To study the significance of entrepreneurship education and training on entrepreneurial intent of students.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Most studies on entrepreneurial intention have used the model of planned behaviour as a framework (Ariff et al., 2010). Attitude, subjective norms, and perceived behavioural

control are the three components of TPB (Theory of Planned Behaviour). According to the theory, "it is the amalgamation of these three which leads way to the formation of behavioural intention".

- Entrepreneurial Intention is explained as the dedication and commitment one has to have to start a venture and is considered essential for entrepreneurial behaviour (Krueger, 1993). Entrepreneurial intent is described as a student's ambition to start a business after graduating from an institution (Adekiya & Ibrahim, 2016). Attitude, subjective norms, and behavioural control all influence intention, and their significance to entrepreneurial studies have been well established in prior research in different geographical contexts.
- Attitude can be defined as a judgement of how prudent an activity is by deciding whether to support or oppose the behaviour (Ajzen, 1991). Entrepreneurial attitudes toward self-employment are defined as distinction between the desirability of being one's own boss and being salaried (Souitaris et al., 2007). People's favourable or negative thoughts about going into business for themselves are referred to as their attitudes toward starting a business (Linan & Chen, 2009). Attitude towards entrepreneurship has depicted an agreeing influence on entrepreneurial intention (Al-Jubari, 2019; Linan & Chen, 2009). Hence, the impact of attitude towards the entrepreneurial intention was inquired in the following hypothesis:

H1: Attitude towards entrepreneurship significantly influences entrepreneurial intention.

- Subjective Norms are defined as recognised beliefs about social referent groups (people regarded as important) supporting or not supporting an individual's behaviour. As stated by Ajzen (1991), subjective norms are social compulsion having two sets of beliefs: socially constructed belief and compliance motivation, where the former is concerned with the referent groups' acceptance or non-acceptance of the actions and the latter is concerned with motivation to comply with the pressures imposed by these groups. In entrepreneurial studies, subjective norms are claimed as significant prognostic to entrepreneurial intention (Almobaireek & Manolova, 2012). The critical role of social referent groups in entrepreneurial behaviour was also focused on by (ElSaid & Fuentes, 2019). Subjective norms can positively or negatively impact the intent towards entrepreneurship and are thought to be one of the context elements influencing the decision to pursue entrepreneurship as a career. Students may be hesitant to pursue a career in entrepreneurship unless they are motivated by

their social environment (Boubker et al., 2021). Accordingly, the following is a hypothesis that has been proposed:

H2: Subjective norms significantly influence the intention to pursue entrepreneurship.

- Perceived Behavioural Control is the individual's belief about his skills, knowledge and opportunities. This component of TPB consists of being competent to operate a venture successfully (Miranda et al., 2017) and consists of the discernment of behavior manageability (Linan & Chen, 2009). A lot of emphases have been placed on perceived behavioural control in entrepreneurship research since it is thought to be a method for overcoming the many uncertainties that come with starting a business (Perez et al., 2016). Perceived behavioural control explained by Ajzen (1991) is divided into two parts i.e. the availability of required inputs to partake in certain behaviour and the confidence in oneself to perform the behaviour. A person with strong self-assurance to run a firm can assist in minimising the perceived risk in a startup (Linan, 2008). Students' self-efficacy should be developed and improved because it will assist them in planning to reach their entrepreneurial goals and staying dedicated to overcome obstacles (Shane et al., 2003). Thus, it is thought that students who demonstrate remarkable degree of entrepreneurial self-efficacy are more

motivated to start a firm. Therefore, the following is the hypothesis that was proposed:

H3: Perceived behavioural control significantly influences entrepreneurial intent positively.

- Entrepreneurial Education & Training has been stated as one of the most critical factors to assist students in understanding entrepreneurship. Entrepreneurship knowledge is most likely to structure their proclivity to start a company in the future (Wang & Wong, 2004). People who followed careers in entrepreneurship had greater levels of education than those who did not start their businesses (Bates, 1995). To start new ventures and manage businesses, entrepreneurship education and training could help students gain the skills required (Kimwolo et al., 2012). Many theoretical outlooks like human capital theory, self-determination theory & entrepreneurial self-efficacy have claimed a positive correlation between entrepreneurial intent and entrepreneurship education of students (Boldureanu et al., 2020). However, it is believed that specialized courses, not formal education, are associated with the encouragement of entrepreneurial behaviour in pupils (Peterman & Kennedy, 2003). Thus, following hypothesis was put forward:

H4: Entrepreneurial intent is positively influenced by entrepreneurship education.

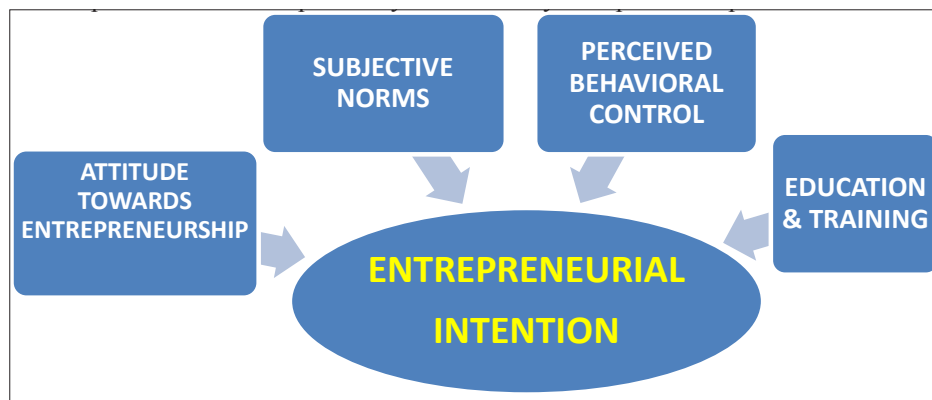


Fig. 1: Conceptual Framework

RESEARCH METHODOLOGY

Using a structured questionnaire, the study took a quantitative approach. Structural equation modeling (SEM) was used to measure and analyse the relationship of variables. To gather data, a questionnaire was created based on previous studies on behaviour prediction and the most popular questions asked of respondents. The questionnaire was divided into six segments. The first segment gathered

information on the respondents' demographics (e.g. Gender, age-group, academic level, whether or not their family owned a business etc.). The second segment of the questionnaire was allocated to the variable of the outcome i.e. Entrepreneurial Intention, which consisted of the three items directly addressing respondents' intention towards entrepreneurship. The third segment consisted of five items based on construct Attitude. The fourth segment was dedicated to the construct of Subjective Norms consisting

of four items. The fifth segment was dedicated to Perceived Behavior with four items and the sixth segment was about entrepreneurship education & training comprised of five items. The research was conducted using a 5-point Likert scale except for demographics, which were assessed using nominal scales. The research was conducted on current batches and recently graduated tourism and hospitality students from the Central University of Kashmir, Ganderbal, and the University of Kashmir, Srinagar. The information was gathered by an online survey using Google forms

DATA ANALYSIS AND RESULTS

The IBM SPSS software was used to examine the data.

Demographic Statistics

A total of (N) = 395 students took part in the research. No remarkable difference was seen in the number of male and female students, as seen in (Table 1). However, the major proportion was of male students i.e. (54.7%) and females constitute (45.3%). The respondents aged between 18-22 years comprised (35.2%), whereas (47.6%) of respondents belonged to the group of students who were between the ages of 23-27 years and (17.2%) belonged to the age group of 28-32 years. (61.3%) of respondents were post-graduate students and (38.7%) were UG students. (51.6%) students have parents salaried and (48.4%) students have parents self-employed.

Table 1

Variables	Category	Frequency	(%age) (Approx.)
Gender	Male	216	54.7%
	Female	179	45.3%
Age group	18-22	139	35.2%
	23-27	188	47.6%
	28-32	68	17.2%

Variables	Category	Frequency	(%age) (Approx.)
Academic Level	PG	242	61.3%
	UG	153	38.7%
Family Income Type	Salaried	204	51.6%
	Salaried	191	48.4%
Total		N = 395	100%

Result of Descriptive Statistics

The descriptive data are illustrated in (Table 2). Construct of Entrepreneurial Intention exhibits a fairly significant score where, “students thinking to start a business” show (Mean = 3.93, SD = 1.01), “planning to start a business within five years” has (Mean = 3.48, SD = 0.91), “ultimate aim to become an entrepreneur” with (Mean = 3.55, SD = 1.03). The construct of Attitude shows a mean ranging from (3.65 to 3.82) with respondents rating the item “entrepreneurship as an interesting career option” with (Mean = 3.78, SD = 0.85), and respondents rated the item “entrepreneurship as a satisfying option” with (Mean = 3.82, SD = 0.87), the fifth item “respondents looking to launch a firm, having resources and opportunities” shows the highly favourable mean (Mean = 4.25, SD = 0.89).

The descriptive results of the construct subjective norms depict the item “close family members’ support” with (Mean = 3.58, SD = 1.03) and “close friends’ support” with (Mean = 3.33, SD = 0.95), the item asking about the significance of referent groups’ advice shows (Mean = 3.65, SD = 0.75) i.e. their social referent groups’ will have fair influence in deciding to pursue a career in entrepreneurship.

In the construct of perceived behavioural control, respondents show “significant belief in their skill-set” (Mean = 3.80, SD = 0.86). The students rated their “managerial ability” with (Mean = 4.00, SD = 0.82). Students also believe in their “ability to create unique products and services” (Mean = 4.07, SD = 0.78). Students rated their “belief in coping with uncertainties” with (Mean = 3.49, SD = 0.91)

Table 2

Construct	Measurement Items	Mean	SD
Entrepreneurial Intention	<i>I'm thinking about establishing my own business.</i>	3.93	1.01
	<i>Within five years of graduating, I will have my own venture.</i>	3.48	0.91
	<i>My ultimate goal is to become an entrepreneur.</i>	3.55	1.03
Attitude Towards Entrepreneurship	<i>Pursuing a career in entrepreneurship is an interesting career option</i>	3.78	0.85
	<i>Pursuing a career in entrepreneurship has more advantages than disadvantages.</i>	3.67	0.84

Construct	Measurement Items	Mean	SD
	Pursuing a career in entrepreneurship attracts me more than other career options.	3.65	0.99
	<i>Pursuing a career in entrepreneurship will keep me more satisfied.</i>	3.82	0.87
	<i>I will launch my firm if I have the resources and opportunity.</i>	4.25	0.89
Subjective Norms	<i>My close family members will support me in pursuing a career in entrepreneurship.</i>	3.58	1.03
	<i>My family members are of the view that I should run after entrepreneurship as my career.</i>	3.23	1.03
	<i>My close friends would offer a supportive hand in pursuing a career in entrepreneurship</i>	3.33	0.95
	My family members' and close friends' advice will have a significant impact on my decision to pursue a career in entrepreneurship.	3.65	0.75
Perceived Behavioral Control	<i>I possess the necessary skill-set to start my own business.</i>	3.80	0.86
	<i>I have the ability to manage people and resources within an organization</i>	4.00	0.82
	<i>I am capable of coping-up with the technological, financial, legal and other uncertainties in business.</i>	3.49	0.91
	<i>I can create unique products/services to meet customer expectations.</i>	4.07	0.78
Entrepreneurship Education	<i>Entrepreneurial education is important in starting a business.</i>	4.15	0.92
	Entrepreneurship education aids in the development of essential entrepreneurial abilities.	4.25	0.58
	Adequate training/experience has huge impact on entrepreneurship success.	4.33	0.73
	My institute is enough focused on entrepreneurial education.	3.42	1.08
	<i>My institute provides enough entrepreneurship courses to enhance necessary skills</i>	3.35	1.12

Students' high agreement with the necessity of entrepreneurship education in beginning a firm may be seen in the construct of entrepreneurial education with a rating to the items "education is important" (Mean = 4.15, SD = 0.92), "education aids in the development of entrepreneurial abilities" (Mean = 4.25, SD = 0.58), "the importance of

training and experience" with (Mean = 4.33, SD = 0.73). Students have given their institutes ratings based on their "emphasis on entrepreneurship education" with (Mean = 3.42, SD = 1.08) and have rated the "courses available to enhance their skills" with (Mean = 3.35, SD = 1.12).

Validation and Reliability of Measurement

Table 3

Construct	Items	Factor Loading	Alpha	CR	AVE
Entrepreneurial Intention	<i>EI(1)</i>	0.852			
	<i>EI(2)</i>	0.880	0.875	0.919	0.791
	<i>EI(3)</i>	0.823			
Attitude Towards Entrepreneurship	<i>AE(1)</i>	0.903			
	<i>AE(2)</i>	0.897			
	<i>AE(3)</i>	0.854	0.881	0.922	0.828
	<i>AE(4)</i>	0.901			
	<i>AE(5)</i>	0.921			

Construct	Items	Factor Loading	Alpha	CR	AVE
Subjective Norms	SN(1)	0.878			
	SN(2)	0.823	0.818	0.904	0.729
	SN(3)	0.810			
	SN(4)	0.799			
Perceived Behavioural Control	PBC(1)	0.824			
	PBC(2)	0.873	0.864	0.917	0.772
	PBC(3)	0.849			
	PBC(4)	0.869			
Entrepreneurship Education	EE(1)	0.902			
	EE(2)	0.915	0.907	0.929	0.766
	EE(3)	0.899			
	EE(4)	0.881			
	EE(5)	0.875			

Both reliability and validity were examined as part of the scale evaluation. To test the reliability of the questionnaire, Cronbach's alpha and composite reliability were used to look into the consistency of the constructs, both of which are far over the minimum acceptable threshold as shown in (Table 3). Additionally, factor loadings were employed to determine indicator reliability, and item loadings were much greater than the recognized value of 0.7.

Convergent validity refers to whether or not the items are converging in a certain construct, and it was determined using the Fornel-Lacker's AVE (Average Variance

Extracted) concept. AVE for all the constructs exceeds well over the acceptable value of 0.50, as indicated in Table 3.

Discriminant validity relates to the dissimilarity and differences between constructs. Discriminant validity was once again demonstrated using the Fornel-Lacker criteria. According to the criteria, the square root value of every construct's AVE must be bigger than the squared correlation between each pair of constructs. Table 4 depicts squared values of AVE higher than their correlation.

Table 4

Construct	Intention	Attitude	Norms	PBC	Education
Intention	(0.889)				
Attitude	0.593	(0.909)			
Subjective Norms	0.539	0.562	(0.854)		
PBC	0.597	0.634	0.548	(0.879)	
Entrepreneurship Education	0.607	0.591	0.577	0.578	(0.875)

Structural Model and Hypothesis Testing

To investigate the hypothesized correlations in this study, the bootstrapping technique was applied. A non-parametric approach was used to assess the hypothesis's significance.

According to the analysis, Table 5 shows a positive relationship between attitude and entrepreneurial intent

($t = 2.550, p < 0.05$). Component of perceived behavioural control was also discovered to have pronounced influence on entrepreneurial intent ($t = 3.213, p < 0.05$). According to the data, subjective norms amongst the other variables had least influence on intention ($t = 2.256, p < 0.05$). Entrepreneurship education has the greatest impact on entrepreneurial intent, according to one of the findings ($t = 4.158, p < 0.05$).

Table 5

	Original Sample (O)	Sample Mean (M)	SD	t-Statistics	p-Values
AE $\Rightarrow$ EI	0.157	0.153	0.074	2.550	<i>0.013</i>
SN $\Rightarrow$ EI	0.176	0.174	0.063	2.256	<i>0.021</i>
PBC $\Rightarrow$ EI	0.205	0.207	0.058	3.213	<i>0.000</i>
EE $\Rightarrow$ EI	0.243	0.247	0.061	4.158	<i>0.001</i>

As shown in Fig. 2, all four hypothesized paths in the model have statistically significant numbers, demonstrating

that all of the independent factors significantly influencing entrepreneurial intention.

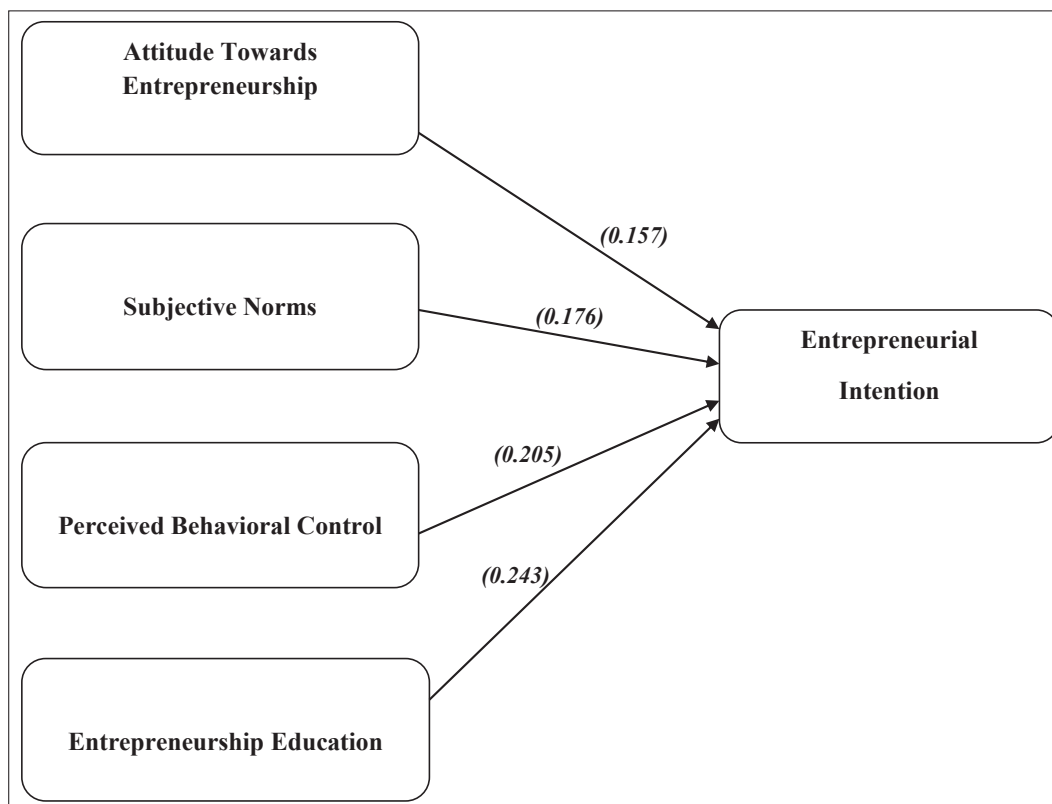


Fig. 2: Structural Model

CONCLUSION

Given the opportunity that the tourist industry in Kashmir offers for engaging in entrepreneurship, it is vital to understand the significance of factors influencing entrepreneurial intent among tourism and hospitality students. There have been few research studies that address the factors that influence Kashmiri students' intentions to pursue entrepreneurship. This study investigated the significance of attitude toward entrepreneurship, subjective norms, perceived behavioural control, and entrepreneurship education on students' entrepreneurial intention. The degree of importance of TPB components and education was investigated using SEM approach in this study. The

entrepreneurial intention was found highly influenced by entrepreneurship education, according to the findings. Entrepreneurial education was found to be more influential than the other three TPB components, according to the research. Students believe that education helps in decision making and improving entrepreneurial skills. Thus, the findings lend credence to the study results of (Wang & Wong, 2004; Kimwolo et al., 2012; Boldureanu et al., 2020). As a result, institutes must focus on strengthening students' entrepreneurial abilities by developing specialized courses.

The findings of the study indicate that students' entrepreneurial intent gets impacted by their perception of behavioural control. Students, who have a positive belief in their entrepreneurial abilities and the capacity

to manage unpredictability, are more likely to pursue an entrepreneurship profession. Students who believe in their capacity to manage resources and in their potential to create creative products/services are more likely to pursue entrepreneurship. As a result, a link between entrepreneurial intent and self-efficacy among students is established (Shane et al., 2003).

Students' attitudes toward entrepreneurship have a big influence on whether they want to set up a business or not. The outcomes were consistent with Ajzen (1991), students have higher proclivity to start their business when they possess positive attitude toward entrepreneurship. Students also tend to have a favourable attitude towards self-employment when provided the resources and opportunities.

Subjective norms have major impact on students' entrepreneurial intent as demonstrated in this research study. Students tend to take entrepreneurship as their career path if they have the support of important persons in their lives, as also stated in their studies (Almobaireek & Manolova, 2012; ElSaid & Fuentes, 2019). Students are encouraged to engage in entrepreneurship by the supportive social environment.

In terms of practical ramifications, this study can be used by institutes in Kashmir that provide tourism and hospitality education. Educational institutions that are often focused on knowledge transmission could focus more on skill development by establishing specific courses for the learning and enhancement of necessary entrepreneurial skills, which are critical in building confidence and increase behavioural control. Because attitudes are so important in decision-making, institutes should emphasise attitudinal training. Experience sharing by real successful entrepreneurs can help to influence students' attitudes. The government should assist aspiring tourism student entrepreneurs by giving resources to help them launch their businesses. Furthermore, students should be taught how to capitalise on favourable possibilities and how to be creative in meeting consumer demands in novel ways.

An ideal sample size was established for the study to make it representative of the population and result-oriented. Still, the research can be expanded in numerous areas in the future. Respondents from the institutes of the Jammu division of Union Territory can be sampled for the study. The future study could also look into the moderating effects of other factors on entrepreneurial intent, such as gender differences, educational level, family history, rural versus urban origin, personality types, and so forth.

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