



Nurturing Innovation: The Impact of Entrepreneurship Education on Entrepreneurial Intention

Shahzada Shahid Gulzar* and Irfana Rashid*

Abstract

Fostering entrepreneurial intentions among tourism and hospitality students can translate their theoretical understanding of entrepreneurship into real-world business ventures, thereby generating employment and positively impacting the economy. To ensure the current and future success of the tourism industry, it is essential to explore ways to cultivate an entrepreneurial mindset in these students, who are likely to engage with the hospitality sector in the coming years. This study aims to examine how Entrepreneurship Education, along with components of the Theory of Planned Behavior – namely Personal Attitude, Subjective Norms, and Perceived Behavioral Control – influences the entrepreneurial intentions of tourism students. The research population consists of undergraduate and postgraduate students enrolled in tourism programs at various educational institutions in Jammu and Kashmir (J&K). The findings indicate that, in addition to the factors outlined by the Theory of Planned Behavior, entrepreneurship education significantly shapes the entrepreneurial intentions of tourism students. This study highlights the critical role of integrating entrepreneurship education in tourism curricula to drive sustainable industry growth.

* Department of Management Studies, University of Kashmir, South Campus; Srinagar, Jammu & Kashmir; Email: shahzada.scholar@kashmiruniversity.net, <https://orcid.org/0000-0001-6164-3403>; babairfana@kashmiruniversity.ac.in

Keywords: Entrepreneurial intention; Entrepreneurship Education; Tourism, Theory of Planned Behavior; Subjective Norms; Perceived Behavioral Control

1. Introduction

Entrepreneurship is considered a vital solution for addressing current socio-economic challenges in various nations, particularly severe poverty and unemployment (Garba, 2012). Its popularity is increasing due to a surge in innovative research that focuses on economic, social, and environmental objectives (Doherty et al., 2014). This growing emphasis on multifaceted goals drives engagement from individuals, institutions, and organizations in entrepreneurial activities. The researchers have defined it in various ways, Shane and Venkataraman (2018) define it as “The way, by whom, and to what extent opportunities to produce future goods and services are identified, assessed, and taken advantage of” and Nambisan (2017) defines it as the process element which is a useful way to understand the way innovation and creativity in business ventures evolve over time. Furthermore, entrepreneurship is very crucial to the success and prosperity of the economy as it significantly encourages creativity, improves economic systems, develops innovation, and generates jobs, all of which lead to the economic progress of a country. (Li et al., 2008; Gurel et al., 2010; Kwaramba et al., 2012).

Entrepreneurship has covered all the arenas or production system be it agriculture (Lone and Baba 2023), industrial sector (De Massis et al., 2018), digital sector (Hassan et al., 2023), and service sector (Dobón & Soriano, 2008) likewise it is not new to the tourism sector. Tourism is among the best thriving, potent, and quickly expanding area of the global economy (Jena & Dwivedi, 2021; González-Padilla, 2022). Tourism sector is booming in spite of geopolitical unrest and economic uncertainty worldwide. The industry regained its pre-pandemic peak with an economic boost of about \$10 trillion, demonstrating its tenacity and vital position in the world economy (WTTC, 2024). In 2023, travel and tourism’s financial impact was the greatest since the travel industry’s golden year of 2019, accounting for 9.1% of the world GDP at little over \$9.9 trillion which trailed its high by a bare margin of 4% (WTTC, 2024). Similarly, in 2022, the tourism sector in

India contributed around 5.9 percent to the total GDP of the country. This amounted to over 15,687 billion Indian rupees, and an increase of nearly 89.2 percent compared to the previous year (Statista, 2024). The Indian Brand Equity Foundation (IBEF, 2021) states that 8.0% of all jobs in the nation (39 million) were created in India's tourist industry in FY20. By 2029, it is predicted that India's tourist industry would expand by approximately Rs. 35 trillion, which would account to an increase of 6.7%, contributing to the country's overall economy by 9.2% (IBEF, 2021). Thus, great scope exists for entrepreneurship and new business formation in the sector so as to cater to the demands of the rapidly growing tourism industry.

Jammu and Kashmir is one of India's mountainous regions, with tourism being a key sector of its economy (Malik & Bhat, 2015). The region is an exceptional destination for both family vacations and adventure seekers, offering diverse environmental, cultural, culinary, and lifestyle experiences in each zone (Romshoo et al., 2020). Despite the vast opportunities and significant potential for entrepreneurship in all the sectors in general and the tourism sector in particular, there are relatively few tourism-related ventures in this area (Sharma et al., 2017). While tourism is taught at colleges and universities, students often show reluctance towards pursuing tourism entrepreneurship as a career (Sharma & Jain, 2016). Therefore, it is crucial to analyze the factors which could enhance the entrepreneurial intentions of these students to help them translate their entrepreneurial knowledge into practical ventures, thereby creating employment and positively impacting the economy (Altinay et al., 2012). In this regard, entrepreneurial intent is considered as one of the most accurate predictors of business activity (Carsrud & Brannback, 2011; Tsai et al., 2016). Therefore, it is essential to strengthen the entrepreneurial mindset of tourism students so as to ensure the current and future development of the tourism and leisure industry, as these students are likely to join the industry soon (Tsai et al., 2016). This research thus aims to investigate the impact of the Theory of Planned Behavior components and Entrepreneurship Education on the entrepreneurial intentions of tourism students in Jammu and Kashmir.

Various research studies have been conducted based on the profound theory of planned behavior involving university students

as respondents viz., Wafa, 2012; Tkachev & Kolvereid 1999; Linán & Chen 2009; Moriano et al., 2012; Siu & Lo 2013; Autio et al., 2001; Kautonen et al., 2013; Mei et al., 2016. But, only a few of them have worked on the effect of entrepreneurship education on the outcome variable (intention) around the globe in general and the study area in particular. Thus, filling this gap, the study's primary goal is to put forward an extended form of the theory of planned behavior in which we add Entrepreneurship Education as an additional factor which may contribute towards building the intention of tourism students and empirically testing the relationship. This would also serve as a value addition to the body of knowledge, as it adds a new dimension to the already existing factors.

The remaining portions of the article are arranged as follows: The second section addresses the conceptual foundation, pertinent research on Entrepreneurial Intention, discusses the link among the TPB factors, EE and EI and moves on to developing the hypotheses. The third part provides a description of the research procedures utilised for evaluating the factors and hypothesis confirmation, whereas the 4th part contains the statistical findings. The 5th section is about the discussion on the findings and the relatability of the findings with the prior research works which is followed by sixth, seventh and eighth sections which present the conclusion, research implications and the limitations part respectively.

2. Theoretical Background

The study uses TPB to gauge the tourism students' entrepreneurial intentions. Apart from the factors of TPB the study has incorporated an additional factor (Entrepreneurship Education). Entrepreneurship education explicitly refers to the use of lectures and the curriculum, among other things, to provide people with required information, skills, and even motivation to take up entrepreneurship (Meyer and Allen, 1991). According to (Maheshwari & Kha, 2022) entrepreneurship education is thought to have a significant role on entrepreneurial intentions and practices. Donckels (1991) and Cho (1998) are of the view that entrepreneurship education plays a critical role in enhancing entrepreneurial intentions by providing the essential information and entrepreneurship skills that nurture

one's enthusiasm for new venture creation. To be more precise, individuals who take up entrepreneurship education demonstrate more determined entrepreneurial goals (Wu and Wu, 2008). Thus, entrepreneurship education can be a key contributing variable in predicting the entrepreneurial intention of the tourism students.

2.1 Theory of Planned Behavior

The Theory of Planned Behavior (TPB) was developed by Icek Ajzen as an attempt to predict human behavior (Ajzen, 1991). The TPB posits that attitude towards the behavior, subjective norm, and perceived behavioral control influence behavioral intention. Intention is the outcome construct in this model. It is considered to be the most reliable predictor of human behavior (Krueger, 2000). The attitude towards the conduct, or how an individual perceives the activity is the degree to which someone has a positive or negative notion about establishing a firm (Mei et al., 2016). Subjective norm relates to how the "reference people"- acquaintances, family, customary norms and the general public-perceive the choice to become an entrepreneur and whether they support it or not (Linan and Chen 2006). Perceived behavioral control pertains to expectations about the anticipated complexity or ease in executing the desired action, behavior, or ideas about potential elements that might support or obstruct the entrepreneurial aim (Noor & Malek, 2021).

TPB serves as the theoretical base for the current study to comprehend the entrepreneurial intention of tourism students as it has been widely used in intention-based studies (Rashid & Lone, 2023; Al-Jubari, 2019). In addition to these factors of TPB, we have added Entrepreneurship Education as an additional factor in our study, as literature (Maheshwari & Kha, 2022; Wu and Wu, 2008) suggests that EE also plays a key role in shaping the entrepreneurial intent.

2.2 Entrepreneurial Intention

Intention indicates the level of effort people intend to put forth, or how hard they're likely to pursue an idea, in order to participate in a particular behavior. (Ajzen, 1991, p. 181). As per (Kautonen et al., 2013) intention indicates one's preparedness to participate in a particular behavior before actually engaging in it. Perugini & Bagozzi

(2001) argued that the urge to engage in a certain behavior and the motivation to accomplish a particular goal serve as the main reasons for wanting to carry out the activity. Thus, entrepreneurial intention describes a mental state that drives a person's focus, expertise, and behavior towards venture creation (Virick et al., 2015). Since it emerges before any effort at venture creation, intentions are necessary to fully comprehend the entrepreneurial process (Alpkan et al., 2010). Although many people have entrepreneurial intentions, only a tiny fraction actually act entrepreneurially, leave alone choosing to pursue it as a profession (Goethner et al., 2012; Kautonen et al., 2013)

2.3 Personal Attitude and Entrepreneurial Intention

Attitude can be described as the appraisal of people's activities and their impact on them, which decides whether they appreciate or detest a specific activity. (Ajzen & Fishbein, 1980). Personal opinions about a particular behaviour decide whether people intend to participate in that behaviour or not (Yang, 2013). Attitudes precede intentions, which in turn precede the actual behaviour, therefore, having a more positive outlook on doing something makes the goal seem more realistic to accomplish (Ajzen 1991). From the studies of Douglas & Shepherd (2002); Claar et al., 2012; Johns & Mattsson (2005) it is clear that attitude and desire to start a business are strongly correlated. The entrepreneurial inclination of students is positively influenced by their individual attitudes and capacities to effectively begin and operate a firm (Bagheri & Lope, 2013). Students' intentions to establish a business are impacted by their attitude toward entrepreneurship, innovation, income, and their perceptions of institutional support for entrepreneurship. Schwarz et al. (2009). A positive attitude toward autonomy, wealth, and control have proven to be connected to entrepreneurial intentions. (Douglas & Fitzsimmons, 2013).

Entrepreneurship is more appealing to people searching for self-reliance, contentment, riches, and other desirable outcomes (Keeble et al., 1992); (Orhan & Scott, 2001). This happens since such people may believe that, in comparison to other options, entrepreneurship provides a superior way of obtaining their desired results (Segal & Schoenfeld, 2005); (Shapero & Sokol, 1982). However, It was also discovered that in a collectivist culture, attitude could not predict

entrepreneurial intent, possibly owing to cultural differences. (Siu and Lo 2013).

H1: Personal Attitude has a significant positive impact in shaping the entrepreneurial intent of tourism students.

2.4 Subjective Norm and Entrepreneurial Intention

A person's ambition to launch his/her personal enterprise is positively influenced by optimistic expectations from others who are significant to them (Ahmad et al., 2013). People often emulate and replicate actions that are deemed proper and acceptable by their circle of acquaintances (Shteynberg et al., 2009; Stephan & Uhlaner, 2010). Influences from institutions and significant persons increase people's chances of launching a new enterprise (Meoli et al., 2020). Thus, all extrinsic forces that determine the probability that someone will execute out a specific intended behaviour are known as subjective norms (Ajzen, 1991).

In the context of the link between subjective norms and entrepreneurial inclination, previous researchers have produced contentious findings. For instance (Tong, David, and Liang, 2011; Bhuyan & Pathak, 2019; Ariff, Bidin, Sharif, and Ahmad, 2010) in their studies have discovered that reference groups play a crucial part in influencing entrepreneurial intent. Saraih et al. 's (2020) in their study found that Entrepreneurial inclination is favorably influenced by subjective norms. The intention of learners to become entrepreneurs was discovered to be strongly impacted by their idols (Shiri et al., 2012; Moriano et al., 2011; Kennedy et al., 2003; Siu & Lo, 2013, and Zhang et al., 2015) are a few of the prominent studies that have discovered a favorable correlation between SN and EI. Apart from the positive correlation between EI and SN, a few studies are the other way round e.g., (Roy et al., 2017) discovered a weak favorable correlation between SN and EI. Sommer & Haug (2011) and (Paço et al., 2011) discovered that subjective norms are inadequate or negligible determinants of entrepreneurial intent.

Thus, additional research on the influence of SN on EI is required in light of these contradictory results.

H2: Subjective norms have a significant positive impact in shaping the entrepreneurial intent of tourism students.

2.5 Perceived Behavioural Control and Entrepreneurial Intention

Perceived behavioral control is the expectation about the anticipated complexity or ease of executing out the desired action, behaviour, or ideas about potential elements that might support or obstruct the entrepreneurial aim (Noor & Malek, 2021) or it pertains to the notion of convenience or complexity in launching a new business. It is decided by the preconceptions of the things that might facilitate or obstruct the accomplishment of a specific activity (Ajzen & Cote, 2008), which may be the presence of opportunities and resources, knowledge, capabilities and talents, feelings and compulsive behaviors, reliance on someone else, previous knowledge of the conduct, supplementary information about the conduct, monitoring the accomplishments of colleagues and acquaintances (Ajzen, 2005, 2011, 2012). According to (Ramos et al., 2010) Identifying sound business opportunities is linked to people's perceptions that they have the requisite information and expertise to launch their business, as well as recognizing existing entrepreneurs. (Bagheri & Pihie, 2014) & (Ariff et al., 2010) found out that Students with strong perceived behavioral control are expected to have strong entrepreneurial inclinations. Entrepreneurial passion is higher in those who are confident in their abilities and see entrepreneurship as a prospect rather than a danger (Ezeh et al., 2019). Likewise, Ambad & Damit (2016) found out that perceived behavioral control has a significant impact on entrepreneurial intention among undergraduate students. Thus, from the above studies it has been established that PBC influences EI. On the basis of this premise, we hypothesize

H3: Perceived Behavioural Control has a strong positive influence on the entrepreneurial intention of tourism students.

2.6 Entrepreneurial Education and Entrepreneurial Intention

Entrepreneurial education is intended to impart and instill the competencies, abilities, and attitudes required to recognise business opportunities, organise, and launch new ventures (Brown, 2000). EE not only enhances the ideas, abilities, and expertise required to explore an opportunity, it also provides individuals with intellectual abilities and awareness about venture creation, which in-turn enhances the entrepreneurial acumen. (McMullen & Shepherd, 2006). EE may shape

a student's perspectives and intents, and lead to the formation of new ventures (Liñán, 2008). (Martin et al., 2013) discovered a statistically significant link between EE and human capital outcomes including competence and understanding required for venture creation and a favourable view of entrepreneurial intentions. Several studies, including (Henderson & Robertson, 2000), (Galloway & Brown, 2002), (Potter, 2008), (Zhang et al., 2014), and (Fayolle et al., 2006) have empirically proven entrepreneurial education to be a major predictor of entrepreneurial intent. Entrepreneurship education increases graduates' readiness to broaden their interpersonal connections and boosts their confidence in establishing their firm (Kraaijenbrink et al., 2010).

Thus, from the above studies, it can be inferred that Entrepreneurship education is pivotal in shaping the entrepreneurial intent.

H4: Entrepreneurship Education has a significant positive impact on the Entrepreneurial intention of Tourism students.

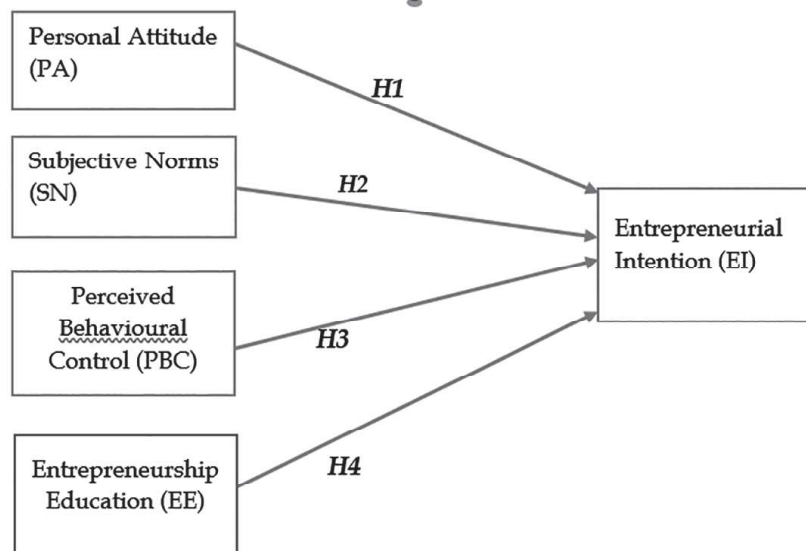


Figure 1: Proposed Model

3. Methodology

3.1 Design, Population, Sample, and Data Collection

The study employed a quantitative research technique to get a thorough knowledge of how TPB and EE contribute towards shaping the entrepreneurial intentions of tourism students of J&K. Population of this study were the students of J&K who are currently enrolled in tourism courses at graduate and postgraduate level in the various institutions imparting tourism education. The list of the students was obtained from the respective institutions and the respondents were then chosen by adopting systematic random sampling technique which is extensively used in student-based research as information about the population frame is relatively easy to get. The data was collected from August to December 2022. The students from all the institutions imparting tourism education were approached. 558 responses were received. After a thorough scrutiny of all the responses 14 were deemed to be inconclusive hence were excluded from the analysis.

3.2 Respondent Profile

There is almost an even distribution of male (56.8%) and female (43.2%) students undergoing tourism studies. The majority of the students undergoing tourism studies were from urban areas (55.6%). With regard to family background, the majority of the students (44.7%) were from families engaged in private or government jobs followed by business background (32.5%). Most of the respondents (64.9%) were postgraduate students. Majority of the students (51.4%) who joined the tourism course were from Arts/Humanities background. Table 1 presents the respondents' demographic profile.

Table 1: Respondent Profile (n = 544)

	Frequency	Percentage (%)
Gender		
Male	309	56.8%
Female	235	43.2%
Residence		
Urban	303	55.6%
Rural	241	44.4%

	Frequency	Percentage (%)
Family Background		
Business	177	32.5%
Job	243	44.7%
Other	124	22.8%
Educational Level		
Undergraduate	22	4%
Graduate	132	24.3%
Post Graduate	353	64.9%
PhD or Higher	37	6.8%
Educational background before joining the course		
88		16.1%
Science	280	51.4%
Arts/Humanities	96	17.6%
Commerce	81	14.9%
other		

Source: Data Compilation by the scholar for the present study

3.3 Measures

A questionnaire (self-administered) was used for data collection. It comprised two parts. The first part was used to collect the demographic data, such as Gender, Residence, Family Background, etc. of the participants. The next part was used to explore the elements that affect the EI of the respondents. To measure Entrepreneurial Attitude, Intention, and Perceived Behavioural Control, we adapted the respective items from the scale developed by (Linan & Chen, 2009), Subjective norm was measured by adapting 5 items from (Mei et al., 2016) while as Entrepreneurship Education was measured by adapting 6 items from (Ahmad, S. Z., 2015). A Likert scale (5-point), with 1 indicating “strongly disagree” and 5 indicating “strongly agree,” was employed to gauge the participants’ responses. The questionnaire underwent pilot testing and the feedback thus received was incorporated into the final questionnaire before dissemination.

Table 2: Constructs, Items and their Source

Construct	Items	Source
Personal Attitude	(PA1)-Being an entrepreneur implies more advantages than disadvantages to me (PA2)-A career as entrepreneur is attractive for me (PA3)-If I had the opportunity and resources, I'd like to start a firm (PA4)-Being an entrepreneur would entail great satisfactions for me (PA5)-Among various options, I would rather be an entrepreneur	Liñán and Chen (2009)
Subjective Norms	(SN1)-My best friends are encouraging me to start a business (SN2)-My parents are encouraging me to start a business (SN3)-My closest teachers are encouraging me to start a business (SN4)-My closest schoolmates think that entrepreneurship is a good career Choice (SN5)-Public opinion has contributed to my desire to start a business	(Mei et al., 2016)
Perceived Behavioural Control	(PBC1)-To start a firm and keep it working would be easy for me (PBC2)-I am prepared to start a viable firm (PBC3)-I can control the creation process of a new firm (PBC4)-I know the necessary practical details to start a firm (PBC5)-I know how to develop an entrepreneurial project (PBC6)-If I tried to start a firm, I would have a high probability of succeeding	Liñán and Chen (2009)

Construct	Items	Source
Entrepreneurship Education	(EE1)-The tourism course has exposed me to important basic knowledge on tourism entrepreneurship. (EE2)-The tourism course has exposed me to learning about how to start a new business. (EE3)-The course has created awareness of being a tourism entrepreneur. (EE4)-The tourism course was sufficient to provide me with necessary entrepreneurial knowledge and skills. (EE5)-I am interested in being a tourism entrepreneur after taking the tourism course. (EE6)-The course has successfully changed my mind set on depending on jobs offered by the government and private sector.	(Ahmad, 2015)
Entrepreneurial Intention	(EI1)-I am ready to do anything to be an entrepreneur (EI2)-My professional goal is to become an entrepreneur (EI3)-I will make every effort to start and run my own firm (EI4)-I am determined to create a firm in the future (EI5)-I have very seriously thought of starting a firm (EI6)-I have the firm intention to start a firm some day	Liñán and Chen (2009)

3.4 Statistical Tool Used

For testing the research hypotheses, structural equation modeling (SEM) was used. SEM contains two distinct kinds of models, measurement model and the structural model (Hair et al., 2019).

The structural model focuses on the hypothesized relationships between the factors, whereas the measurement model focuses on the theoretically proposed link between a collection of measuring items and their corresponding elements. In Structural Equation Modeling (SEM), measurement models examine the reliability, validity, and relationship between the factors (Hair et al., 2019).

4. Results

4.1 Measurement Model

The measurement model for this research included five constructs: entrepreneurial intention, personal attitude, entrepreneurship education, subjective norms and perceived behavioural control. The model indices' values demonstrate a good fit as GFI = .808 (>0.80), NFI = .823 (>0.80), CFI = .834 (<0.80). RMSEA = .048 (<0.08).

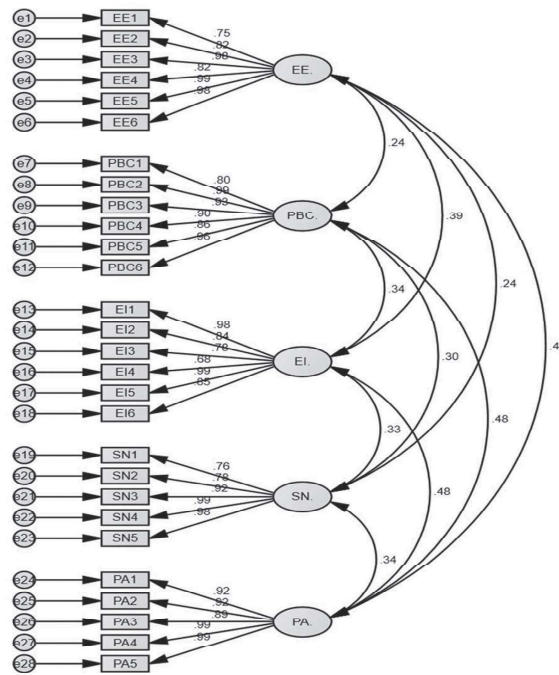


Figure 2 - Measurement model

Source. The authors.

Note: PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention

The tests for convergent validity, discriminant validity and composite reliability constitute the evaluation of the measurement model in Structural Equation Modeling (SEM) (Ghozali and Latan, 2015; Hair et al., 2019).

The factor loading and average variance extracted (AVE) analyses make up the convergent validity test. The outcomes of the factor loadings are shown in Table 3. According to Hair *et al.* (2019), while taking the model's dependability into account each item's admissible loading must be greater than 0.7. Table 3 displays that all of the five constructs' items display loadings which are above the threshold level of 0.7 indicating acceptable validity.

With the help of the AVE and CR, the model's validity and reliability were evaluated (Chin, 2009). The CR coefficient is used to evaluate the construct reliability (Hair et al., 2019). The measurement value of internal consistency or the composite reliability parameter must be greater than 0.7 (Hair *et al.*, 2019). Each variable in Table 3 has a combined reliability value greater than 0.7, indicating that the indicators are accurate at measuring the variables. AVE should be higher than 0.5 in order for convergent validity to be considered valid. In this study, the AVE is greater than 0.5., as shown in Table 3, and is regarded as acceptable.

Table 3: Confirmatory Factor Analysis

Construct	Item	Factor Loading	CR	AVE
Personal Attitude (PA)	PA1	.825	0.975	0.888
	PA2	.812		
	PA3	.813		
	PA4	.856		
	PA5	.857		
Subjective Norms (SN)	SN1	.863	0.949	0.791
	SN2	.873		
	SN3	.895		
	SN4	.917		
	SN5	.916		
Perceived Behavioural Control (PBC)	PBC1	.783	0.964	0.820
	PBC2	.931		
	PBC3	.920		

	PBC4	.915		
	PBC5	.848		
	PBC6	.930		
Entrepreneurship Education (EE)	EE1	.820	0.961	0.804
	EE2	.893		
	EE3	.916		
	EE4	.893		
	EE5	.911		
	EE6	.903		
Entrepreneurial Intention (EI)	EI1	.889	0.943	0.739
	EI2	.885		
	EI3	.818		
	EI4	.740		
	EI5	.887		
	EI6	.882		

Source: Data Compilation by the scholar for the present study

Note: PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention

Discriminant validity can be evaluated by comparing each variable’s square root of AVE with other variables in the model. The square root of AVE must be greater than its co-relation coefficient. The strongest correlations among each variable and other variables in the model are not intended to be higher than the square root of the AVE for that variable (Chin, 2010; Hair et al., 2019). Findings shown in Table 4 show that the $\sqrt{\text{AVE}}$ (square root) of each variables’ AVE are greater than their strong associations with the rest of the variables in the measuring model.

Table 4: Discriminant Validity

	EI	PA	SN	PBC	EE
EI	0.860				
PA	0.466	0.942			
SN	0.321	0.330	0.889		
PBC	0.320	0.466	0.299	0.906	
EE	0.375	0.481	0.239	0.231	0.897

Source: Data Compilation by the scholar for the present study

Note: PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention

4.2 Structural Model

For testing the hypotheses, structural model analysis was utilized to show the relationships between the study variables. After running SEM, the path analysis depicts that model fit indices have moderate values: GFI = .804(>0.80), NFI = .816(>0.80), CFI = .822(>0.80), RMSEA = .057(<0.08). These results demonstrate that the model fit is sufficient, and as a result, it is accepted as a valuable model. (Hair et al., 2010) states that the entire model is suitable for further analysis and that testing of the hypotheses can proceed if any three or four of the goodness of fit indices fall within the criteria.

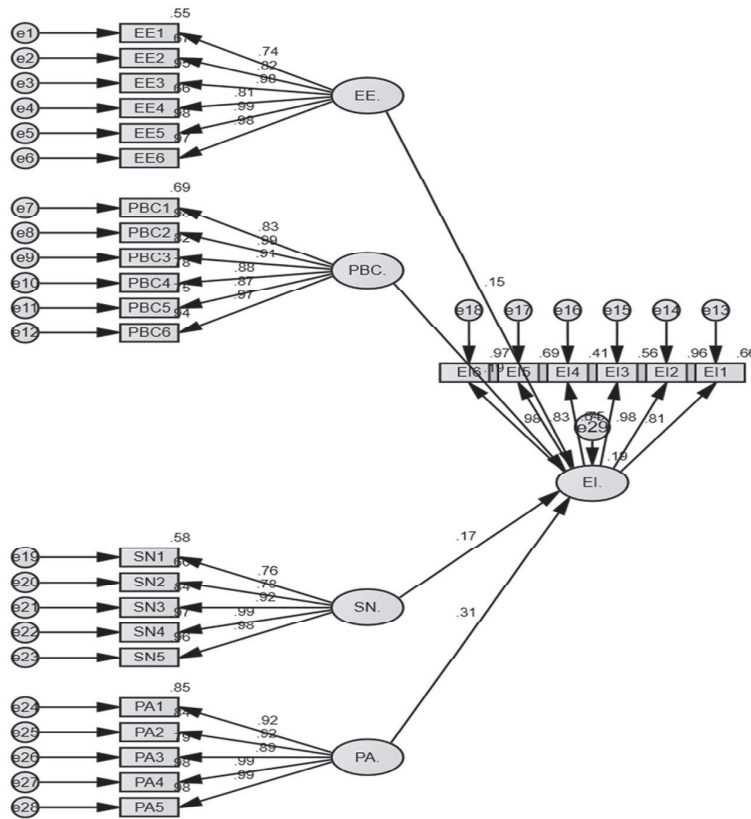


Figure 3 - Structural model

Source. The authors.

Note: PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention

4.3 Hypothesis Testing

Table 5: Results of Path Relationships

Hypothesis	Variable Relationship	Un - Standardized (β)	S.E.	Standardized (β)	C.R.	P	Result
H1	PA ->EI	.305	.046	.315	6.689	***	Supported
H2	SN ->EI	.215	.058	.172	3.705	***	Supported
H3	PBC ->EI	.193	.047	.191	4.136	***	Supported
H4	EE ->EI	.182	.055	.154	3.329	***	Supported

Source: Data Compilation by the scholar for the present study

Note 1: *** means $p = 0.001$

Note 2: PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention

The independent variables' personal attitude, subjective norms, perceived behavioural control, and entrepreneurship education all have favorable effects on the dependent variable entrepreneurial intention, as shown by the path coefficient in Table 5; thus, the hypothesis for each independent variable is accepted. With a β value of 0.315 and a significant p-value of .000, there is a substantial correlation between entrepreneurial intention and personal attitude., supporting the hypothesis (H1). Similarly, H2 is also supported which demonstrates a favourable link between subjective norms and entrepreneurial intention ($\beta=.172$ and p-value of .000). H3 is also supported which displays that perceived behavioural control has a positive relationship with entrepreneurial intention ($\beta=.191$ and p-value of .000). Similarly, H4 is also supported which displays that entrepreneurship education has a positive relationship with entrepreneurial intention ($\beta=.154$ and p-value of .000).

Theoretical Research Model

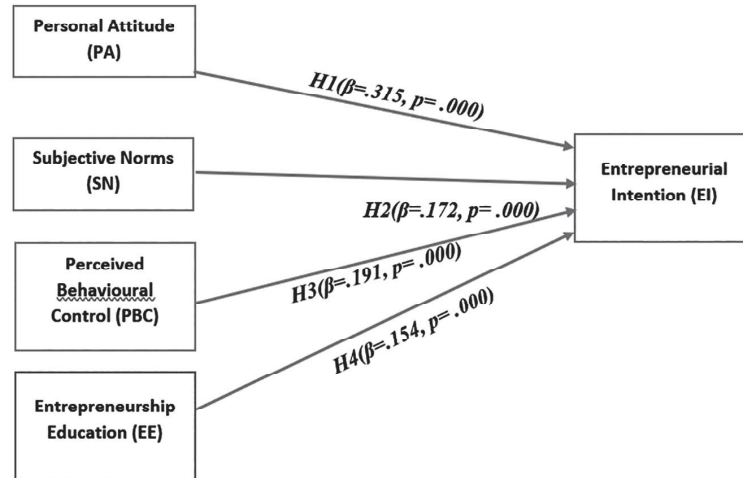


Figure 4: Theoretical research model

5. Discussion

The purpose of this study is to determine the effect of Theory of Planned Behaviour and Entrepreneurship Education on the Entrepreneurial Intentions of tourism students of J&K. The study found out that PA, SN, PBC and EE have a significant influence on the tourism students' EI.

The study findings accept **H1**, suggesting that students possessing a positive attitude towards entrepreneurship had clear intentions of new venture creation after they have finished their degree. The findings of our study are in consonance with, (Fragoso et al., 2019) who demonstrated a favourable and substantial correlation between students' intentions towards venture creation and their entrepreneurial mentality or attitude, (Gorgievski et al., 2018) who found out that a positive assessment of the venture creation process is influenced by a person's openness to change and desire to improve oneself, and from the studies of (Van Gelderen et al., 2008; Mueller, 2011; Solesvik, 2013) who discovered that the desire to launch a venture is improved by possessing an optimistic perspective on entrepreneurship.

The results of our study accept **H2**, finding out that the support from Friends, Family, Teachers, mentors etc. play a pivotal role in shaping

the entrepreneurial intent of tourism students. These findings are in agreement of the previous studies like (Zapkau et al., 2015; Yurtkoru et al., 2014) who assert that acquaintances and mentors have a significant impact in influencing one's decision to launch a business, Siu and Lo (2013); Zhang et al. (2015); Moriano et al. (2011) who discovered favorable linkages between entrepreneurial intent and subjective norms and the study of (Roy et al., 2017) who discovered subjective norm to be positively correlated with entrepreneurial intent even though the relation was on the weaker side. The results of our study contradict the findings of (Paço et al., 2011; Sommer & Haug, 2011) who discovered that subjective norms are a poor or negligible predictor of entrepreneurial intent.

The outcomes of our investigation accept **H3**, finding out that Perceived Behavioural control has a strong positive influence on the entrepreneurial intentions of tourism students. The findings of our study are in accordance with the previous studies of (Yang, 2013; Paço et al., 2011; Yurtkoru et al., 2014; Ambad & Damit, 2016;) who revealed that PBC is a strong predictor of EI, (Ariff et al., 2010) who discovered that PBC has a significant impact on the intention to launch a company and with the studies of Ajzen (2002), Krueger and Dickson (1994), Claar et al. (2012), Bateman and Crant (1993) who are of the view that a person's intent to engage in a specific conduct should be reinforced by a increased level of PBC, which will lead to an increase in efforts and persistence.

The results from our study accept **H4**, indicating a strong positive influence of Entrepreneurship Education on the Entrepreneurial Intention of the tourism students which indicates that the help, education, and atmosphere offered by a university may significantly increase one's capability and drive to launch a business endeavor (Tomy and Pardede, 2020). The findings of our research are in consonance with the prior researches of (Ahmed et al., 2020; Badri & Hachicha, 2019; Cui et al., 2021), who discovered that entrepreneurship education assists students in developing a business mindset, inspires them to launch their own enterprises, and drives them to consider entrepreneurship as a viable career choice.

6. Conclusion

The study is being conducted to determine how entrepreneurial intentions of J&K tourism students are influenced by personal attitude, entrepreneurship education, subjective norms and perceived behavioural control. Tourism students are the ones who are most likely to be associated with the tourism industry in the near future and take up entrepreneurship initiatives in the tourism industry. Thus, it is important that they possess the required attitude, positive behaviour, support from the people who matter in their lives and the requisite education which would help in shaping their entrepreneurial intention.

The study revealed that PA, SN, PBC positively influence the entrepreneurial intentions of tourism students. The study further highlighted that, apart from the components of theory of planned behaviour, EE is a key factor which helps the tourism students to shape their intentions towards taking up entrepreneurship.

J&K is considered as one of the most scenic places in the world, tourists from all around the globe throng this place round the year thus, avenues for entrepreneurship in the tourism sector are vast. But it has been seen that the tourism students are hesitant to venture into the industry as entrepreneurs. Thus, by strengthening the TPB factors (Personal Attitude, Subjective Norms, Perceived Behavioural Control) accompanied with the right kind of education would help the tourism students to boost their entrepreneurial intentions which in turn will lead to successful venture creation.

7. Implications and Research Recommendations

The study highlighted the importance of PA, SN, PBC and EE on the EI of tourism students. The research has implications for the educational institutions who are imparting tourism education. It is pertinent to mention that there are almost a dozen institutes in J&K who offer tourism courses but, it has been seen that the tourism pass-outs are not open to the idea of taking up tourism entrepreneurship. The institutes need to rethink the course structure and pedagogy and shape it in a way that would focus on building the mental orientation of tourism students towards entrepreneurship. This vision can also

be fulfilled if the entrepreneurship module is incorporated into the already existing modules so that the tourism students gradually get inclined towards entrepreneurship during their tourism course. The institutes can also tie up with JKEDI for conducting workshops and conferences in their institutes and highlight the various avenues which can be explored by the students and thus their interest in entrepreneurship can be enhanced.

8. Limitations

- The study employed quantitative techniques for data collection, future researchers can employ mixed method techniques to lessen the social desirability bias which usually comes with adoption of quantitative data collection technique.
- The study extended the TPB by adding entrepreneurship education to it. Future researchers may add other factors such as compatibility, collaboration which may affect the intention towards venture creation.
- Our study employed a limited sample of tourism students over a limited geographical area. Future researchers can add to the study field by increasing the size of the population and considering a bigger geographic region.
- The research in this area is very scant and is in its infancy stage in India in general and the study area in particular. Thus future researchers can tap this gap and add to the research in this area.

Declaration of Conflicting Interests:

The authors declare no potential conflict of interest with respect to the research, authorship, and publication of this article.

Funding: Not Applicable

References

- Ahmad, N. H., Ramayah, T., Mahmud, I., Musa, M., & Anika, J. J. (2019, October 3). Entrepreneurship as a preferred career option. *Education + Training*, 61(9), 1151-1169. <https://doi.org/10.1108/et-12-2018-0269>

- Ahmad, S. Z. (2015, January 2). Entrepreneurship Education in Tourism and Hospitality Programs. *Journal of Hospitality & Tourism Education*, 27(1), 20–29. <https://doi.org/10.1080/10963758.2014.998764>
- Ahmed, I., Islam, T., & Usman, A. (2020, March 11). Predicting entrepreneurial intentions through self-efficacy, family support, and regret. *Journal of Entrepreneurship in Emerging Economies*, 13(1), 26–38. <https://doi.org/10.1108/jeee-07-2019-0093>
- Ajzen, I. (1991, December). 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](https://doi.org/10.1016/0749-5978(91)90020-t)
- Ajzen, I. (2005). *EBOOK: Attitudes, Personality and Behaviour*. McGraw-hill education (UK).
- Ajzen, I. (2011). Design and evaluation guided by the theory of planned behavior. *Soc psychol Eval, Guilford Publications*, 74–100.
- Ajzen, I. (2012). The theory of planned behaviour. In Lange, P A. M., Kruglanski, A. W. & Higgins, E. T. (Eds) *Handbook of theories of social psychology*, 1, 438–459, Sage, London, UK.
- Ajzen, I., & Cote, N. G. (2008). Attitudes and the prediction of behavior. *Attitudes and attitude change*, 13.
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood
- Al-Jubari, I. (2019). College students' entrepreneurial intention: Testing an integrated model of SDT and TPB. *Sage Open*, 9(2), 2158244019853467.
- Alpkan, L., Bulut, C., Gunday, G., Ulusoy, G., & Kilic, K. (2010, June 1). Organizational support for intrapreneurship and its interaction with human capital to enhance innovative performance. *Management Decision*, 48 (5), 732–755. <https://doi.org/10.1108/00251741011043902>
- Altinay, L., Madanoglu, M., Daniele, R., & Lashley, C. (2012). The influence of family tradition and psychological traits on entrepreneurial intention. *International Journal of hospitality management*, 31(2), 489–499.
- Ambad, S. N. A., & Damit, D. H. D. A. (2016). Determinants of Entrepreneurial Intention Among Undergraduate Students in Malaysia. *Procedia Economics and Finance*, 37, 108–114. [https://doi.org/10.1016/s2212-5671\(16\)30100-9](https://doi.org/10.1016/s2212-5671(16)30100-9)

- Ariff, A. H. M., Bidin, Z., Sharif, Z., & Ahmad, A. (2010). Predicting entrepreneurship intention among Malay university accounting students in Malaysia. *UNITAR e-Journal*, 6(1), 1-10.
- Autio, E., H. Keeley, R., Klofsten, M., GC Parker, G., & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 2(2), 145-160.
- Badri, R., & Hachicha, N. (2019). Entrepreneurship education and its impact on students' intention to start up: A sample case study of students from two Tunisian universities. *The International Journal of Management Education*, 17(2), 182-190.
- Bagheri, A., & Lope Pihie, Z. A. (2013). Role of university entrepreneurship programs in developing students' entrepreneurial leadership competencies: perspectives from Malaysian undergraduate students. *Journal of Education for Business*, 88(1), 51-61.
- Bagheri, A., & Pihie, Z. A. L. (2015). Factors influencing students' entrepreneurial intentions: The critical roles of personal attraction and perceived control over behavior. *The International Journal of Management Science and Information Technology (IJMSIT)*, (16), 16-28.
- Bhuyan, M., & Pathak, P. (2019). The impact of subjective norms on entrepreneurial intention of university students in Uttarakhand State. *International Journal for Research in Engineering Application and Management*, 4(10), 1-6.
- Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. *Academy of management Review*, 13(3), 442-453.
- Brown, C. (2000). Entrepreneurial education teaching guide. *Kansas City, MO: Kauffman*.
- Carsrud, A., & Brännback, M. (2011). Entrepreneurial motivations: what do we still need to know?. *Journal of small business management*, 49(1), 9-26.
- Chin, W. W. (2009, November 16). How to Write Up and Report PLS Analyses. *Handbook of Partial Least Squares*, 655-690. https://doi.org/10.1007/978-3-540-32827-8_29
- Cho, B. (1998), "Study of the effective entrepreneurship education method and its process", *Business Education Research*, Vol. 2 No. 1, pp. 27-47.

- Claar, V. V., Frey, R., Szarucki, M., & TenHaken, V. R. (2012). Hope for the East: entrepreneurial attitudes of MBA students in two transition economies relative to those in the USA. *International Journal of Business Excellence*, 5(3), 220-237. Cliffs, NJ: Prentice Hall.
- Cui, J., Sun, J., & Bell, R. (2021). The impact of entrepreneurship education on the entrepreneurial mindset of college students in China: The mediating role of inspiration and the role of educational attributes. *The International Journal of Management Education*, 19(1), 100296.
- De Massis, A., Kotlar, J., Wright, M., & Kellermanns, F. W. (2018). Sector-based entrepreneurial capabilities and the promise of sector studies in entrepreneurship. *Entrepreneurship Theory and Practice*, 42(1), 3-23.
- do Paço, A. M. F., Ferreira, J. M., Raposo, M., Rodrigues, R. G., & Dinis, A. (2011). Behaviours and entrepreneurial intention: Empirical findings about secondary students. *Journal of International Entrepreneurship*, 9(1), 20-38.
- Dobón, S. R., & Soriano, D. R. (2008). Exploring alternative approaches in service industries: The role of entrepreneurship. *The Service Industries Journal*, 28(7), 877-882.
- Doherty, B., Haugh, H., & Lyon, F. (2014). Social enterprises as hybrid organizations: A review and research agenda. *International journal of management reviews*, 16(4), 417-436.
- Donckels, R. (1991, January). EDUCATION AND ENTREPRENEURSHIP EXPERIENCES FROM SECONDARY AND UNIVERSITY EDUCATION IN BELGIUM. *Journal of Small Business & Entrepreneurship*, 9(1), 35-42. <https://doi.org/10.1080/08276331.1991.10600389>
- Douglas, E. J., & Shepherd, D. A. (2002). Self-employment as a career choice: Attitudes, entrepreneurial intentions, and utility maximization. *Entrepreneurship theory and practice*, 26(3), 81-90.
- Ezeh, P. C., Nkamnebe, A. D., & Omodafe, U. P. (2019). Determinants of entrepreneurial intention among undergraduates in a Muslim community. *Management Research Review*, 43(8), 1013-1030.
- Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: a new methodology. *Journal of European industrial training*.

- Fragoso, R., Rocha-Junior, W., & Xavier, A. (2020). Determinant factors of entrepreneurial intention among university students in Brazil and Portugal. *Journal of Small Business & Entrepreneurship*, 32(1), 33-57.
- Galloway, L., & Brown, W. (2002). Entrepreneurship education at university: a driver in the creation of high growth firms?. *Education+ training*.
- Garba, A. S. (2012). Entrepreneurship, public policy and poverty reduction in Nigeria. *International Journal of Business and Social Research*, 2(2), 158-169.
- George, D., & Mallery, M. (2003). Using SPSS for Windows step by step: A simple guide & reference
- Goethner, M., Obschonka, M., Silbereisen, R. K., & Cantner, U. (2012). Scientists' transition to academic entrepreneurship: Economic and psychological determinants. *Journal of economic psychology*, 33(3), 628-641.
- González-Padilla, P. (2022). Tourist Behavior and Demand for Digital Disconnection: A Review. *Journal of Tourism, Sustainability and Well-being*, 10(3), 201-214.
- Gorgievski, M. J., Stephan, U., Laguna, M., & Moriano, J. A. (2018). Predicting entrepreneurial career intentions: Values and the theory of planned behavior. *Journal of career assessment*, 26(3), 457-475.
- Gurel, E., Altinay, L., & Daniele, R. (2010). Tourism students' entrepreneurial intentions. *Annals of Tourism Research*, 37(3), 646-669.
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019), "When to use and how to report the results of PLS-SEM", *European Business Review*, Vol. 31 No. 1, pp. 2-24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Handbook of social psychology 3rd ed. (pp. 233}346). New York: Random House.
- Hassan, S., Mir, A. A., & Khan, S. J. (2023). Digital entrepreneurship and emancipation: exploring the nexus in a conflict zone. *International Journal of Emerging Markets*, 18(10), 4170-4190.
- Henderson, R., & Robertson, M. (2000). Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career. *Career development international*, 5(6), 279-287.

- Jena, R. K., & Dwivedi, Y. (2021). Prioritizing the barriers to tourism growth in rural India: an integrated multi-criteria decision making (MCDM) approach. *Journal of Tourism Futures*.
- Johns, N., & Mattsson, J. (2005). Destination development through entrepreneurship: a comparison of two cases. *Tourism Management, 26*(4), 605-616.
- Kautonen, T., Van Gelderen, M., & Tornikoski, E. T. (2013). Predicting entrepreneurial behaviour: a test of the theory of planned behaviour. *Applied economics, 45*(6), 697-707.
- Keeble, D., Bryson, J., & Wood, P. (1992). The rise and role of small service firms in the United Kingdom. *International Small Business Journal, 11*(1), 11-22.
- Kennedy, J., Drennan, J., Renfrow, P., & Watson, B. (2003). Situational factors and entrepreneurial intentions. In *Proceedings of the 16th Annual Conference of Small Enterprise Association of Australia and New Zealand* (pp. 1-12). Small Enterprise Association of Australia and New Zealand.
- Kraaijenbrink, J., Bos, G., & Groen, A. (2010). What do students think of the entrepreneurial support given by their universities? *International Journal of Entrepreneurship and Small Business, 9*(1), 110-125.
- Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Entrepreneurial intentions: A competing models approach. *Journal of Business Venturing, 15*(5/6), 411-432.
- Kwaramba, H. M., Lovett, J. C., Louw, L., & Chipumuro, J. (2012). Emotional confidence levels and success of tourism development for poverty reduction: The South African Kwam eMakana home-stay project. *Tourism management, 33*(4), 885-894.
- Linan, F. (2008). Skill and value perceptions: how do they affect entrepreneurial intentions? *International entrepreneurship and management journal, 4*(3), 257-272.
- Liñán, F., & Chen, Y. W. (2006). Testing the entrepreneurial intention model on a two-country sample.
- Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship theory and practice, 33*(3), 593-617.
- Lone, A. H., & Baba, I. R. (2023). Entrepreneurial intentions of progressive farmers: the influence of innovativeness, risk-taking

- and proactiveness. *Journal of Agribusiness in Developing and Emerging Economies*.
- Maheshwari, G., & Kha, K. L. (2022, July). Investigating the relationship between educational support and entrepreneurial intention in Vietnam: The mediating role of entrepreneurial self-efficacy in the theory of planned behavior. *The International Journal of Management Education*, 20(2), 100553. <https://doi.org/10.1016/j.ijme.2021.100553>
- Malik, M. I., & Bhat, M. S. (2015). Sustainability of tourism development in Kashmir – Is paradise lost?. *Tourism management perspectives*, 16, 11-21.
- Martin, B. C., McNally, J. J., & Kay, M. J. (2013). Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes. *Journal of business venturing*, 28(2), 211-224.
- McGuire, W. J. (1985). Attitudes and attitudes change. In G. Lindzey & E. Aronson,
- McMullen, J. S., & Shepherd, D. A. (2006). Entrepreneurial action and the role of uncertainty in the theory of the entrepreneur. *Academy of Management review*, 31(1), 132-152.
- Mei, H., Zhan, Z., Fong, P. S., Liang, T., & Ma, Z. (2016). Planned behaviour of tourism students' entrepreneurial intentions in China. *Applied Economics*, 48(13), 1240-1254.
- Meoli, A., Fini, R., Sobrero, M., & Wiklund, J. (2020). How entrepreneurial intentions influence entrepreneurial career choices: The moderating influence of social context. *Journal of Business Venturing*, 35(3), 105982.
- Meyer, J. P., & Allen, N. J. (1991, March). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89. [https://doi.org/10.1016/1053-4822\(91\)90011-z](https://doi.org/10.1016/1053-4822(91)90011-z)
- Moriano, J. A., Gorgievski, M., Laguna, M., Stephan, U., & Zarafshani, K. (2012). A cross-cultural approach to understanding entrepreneurial intention. *Journal of career development*, 39(2), 162-185.
- Mueller, S. (2011). Increasing entrepreneurial intention: effective entrepreneurship course characteristics. *International Journal of Entrepreneurship and Small Business*, 13(1), 55-74.

- Noor, N. H. M., & Malek, E. N. (2021). An application of the theory of planned behavior in determining student entrepreneurship intention. *Jurnal Intelek*, 16(1), 207-214.
- Orhan, M., & Scott, D. (2001). Why women enter into entrepreneurship: an explanatory model. *Women in management review*.
- Perugini, M., & Bagozzi, R. P. (2001). The role of desires and anticipated emotions in goal-directed behaviours: Broadening and deepening the theory of planned behaviour. *British journal of social psychology*, 40(1), 79-98.
- Potter, J. (2008). Entrepreneurship and higher education: future policy directions.
- Ramos-Rodriguez, A. R., Medina-Garrido, J. A., Lorenzo-Gómez, J. D., & Ruiz-Navarro, J. (2010). What you know or who you know? The role of intellectual and social capital in opportunity recognition. *International small business journal*, 28(6), 566-582.
- Rashid, I., & Lone, A. H. (2023). Organic food purchases: does green trust play a part?. *Asia-Pacific Journal of Business Administration*.
- Romshoo, S. A., Rashid, I., Altaf, S., & Dar, G. H. (2020). Jammu and Kashmir state: an overview. *Biodiversity of the Himalaya: Jammu and Kashmir State*, 129-166.
- Roy, R., Akhtar, F., & Das, N. (2017). Entrepreneurial intention among science & technology students in India: extending the theory of planned behavior. *International Entrepreneurship and Management Journal*, 13(4), 1013-1041.
- Saraih, U. N., Ali, M. A., Sufian, M. M., & Ruslan, R. I. (2020). The relationships between learning orientation, subjective norm, and entrepreneurial intention among the undergraduate students in Malaysia. *International Journal of Psychosocial Rehabilitation*, 24(03), 2107-2115.
- Segal, G. B. D. And Schoenfeld, J. 2005. *The motivation to become an entrepreneur*, 42-57.
- Shapiro, A., & Sokol, L. (1982). The social dimensions of entrepreneurship. *University of Illinois at Urbana-Champaign's Academy for Entrepreneurial Leadership Historical Research Reference in Entrepreneurship*.
- Sharma, V., & Jain, S. (2016, September). Entrepreneurial Orientations of Youth in J&K, India: A Case for Educator Influence. In

European Conference on Innovation and Entrepreneurship (p. 733). Academic Conferences International Limited.

- Sharma, V., Jain, S. K., & Sharma, S. K. (2017). Entrepreneurial orientation of professional graduates in autonomous states: The case of Jammu & Kashmir (India). *Abhigyan*, 34(4), 38-52.
- Shiri, N., Mohammadi, D., & Hosseini, S. M. (2012). Entrepreneurial intention of agricultural students: effects of role model, social support, social norms and perceived desirability. *Archives of Applied Science Research*, 4(2), 892-897.
- Shteynberg, G., Gelfand, M. J., & Kim, K. (2009). Peering into the “magnum mysterium” of culture: The explanatory power of descriptive norms. *Journal of Cross-Cultural Psychology*, 40(1), 46-69.
- Siu, W. S., & Lo, E. S. C. (2013). Cultural contingency in the cognitive model of entrepreneurial intention. *Entrepreneurship Theory and Practice*, 37(2), 147-173.
- Solesvik, M. Z. (2013). Entrepreneurial motivations and intentions: investigating the role of an education major. *Education+ Training*, 55(3), 253-271.
- Sommer, L., & Haug, M. (2011). Intention as a cognitive antecedent to international entrepreneurship – understanding the moderating roles of knowledge and experience. *International Entrepreneurship and Management Journal*, 7(1), 111-142.
- Statista (2024). Contribution of travel and tourism to GDP of India 2019-2022 <https://www.statista.com/statistics/1250204/india-contribution-of-travel-and-tourism-to-gdp/#:~:text=In%202022%2C%20the%20travel%20and,compared%20to%20the%20previous%20year>
- Stephan, U., & Uhlaner, L. M. (2010). Performance-based vs socially supportive culture: A cross-national study of descriptive norms and entrepreneurship. *Journal of International Business Studies*, 41(8), 1347-1364.
- Tkachev, A., & Kolvereid, L. (1999). Self-employment intentions among Russian students. *Entrepreneurship & Regional Development*, 11(3), 269-280.
- Tomy, S., & Pardede, E. (2020). An entrepreneurial intention model focussing on higher education. *International Journal of Entrepreneurial Behavior & Research*.

- Tong, X. F., Tong, D. Y. K., & Loy, L. C. (2011). Factors influencing entrepreneurial intention among university students. *International journal of social sciences and humanity studies*, 3(1), 487-496.
- Tsai, K. H., Chang, H. C., & Peng, C. Y. (2016). Refining the linkage between perceived capability and entrepreneurial intention: Roles of perceived opportunity, fear of failure, and gender. *International Entrepreneurship and Management Journal*, 12(4), 1127-1145.
- Van Gelderen, M., Brand, M., Van Praag, M., Bodewes, W., Poutsma, E., & Van Gils, A. (2008). Explaining entrepreneurial intentions by means of the theory of planned behaviour. *Career development international*.
- Virick, M., Basu, A., & Rogers, A. (2015). Antecedents of entrepreneurial intention among laid-off individuals: A cognitive appraisal approach. *Journal of Small Business Management*, 53(2), 450-468.
- Wafa N. Almobaireek. (2012, March 21). Who wants to be an entrepreneur? Entrepreneurial intentions among Saudi university students. *African Journal of Business Management*, 6(11). <https://doi.org/10.5897/ajbm11.1521>
- WTTC (2024). Travel & Tourism set to Break All Records in 2024, reveals WTTC <https://wttc.org/news-article/travel-and-tourism-set-to-break-all-records-in-2024-reveals-wttc#:~:text=Representing%209.1%25%20of%20global%20GDP,to%20nearly%20330MN%20jobs%20worldwide>.
- Wu, S., & Wu, L. (2008, October 24). The impact of higher education on entrepreneurial intentions of university students in China. *Journal of Small Business and Enterprise Development*, 15(4), 752-774. <https://doi.org/10.1108/14626000810917843>
- Yang, J. (2013). The theory of planned behavior and prediction of entrepreneurial intention among Chinese undergraduates. *Social Behavior and Personality: an international journal*, 41(3), 367-376.
- Yurtkoru, E. S., Kuşcu, Z. K., & Doğanay, A. (2014). Exploring the antecedents of entrepreneurial intention on Turkish university students. *Procedia-Social and Behavioral Sciences*, 150, 841-850.
- Zapkau, F. B., Schwens, C., Steinmetz, H., & Kabst, R. (2015). Disentangling the effect of prior entrepreneurial exposure on

entrepreneurial intention. *Journal of Business Research*, 68(3), 639-653.

Zhang, P., Wang, D. D., & Owen, C. L. (2015). A study of entrepreneurial intention of university students. *Entrepreneurship Research Journal*, 5(1), 61-82.

Zhang, Y., Duysters, G., & Cloudt, M. (2014). The role of entrepreneurship education as a predictor of university students' entrepreneurial intention. *International entrepreneurship and management journal*, 10(3), 623-641.