

# Tourism Entrepreneurial Education And Intention Among Youths: A Case From KwaZulu-Natal In South Africa

Zinhle Mhlongo, Sibusiso David Ntshangase, Ikechukwu Onyekwere Ezeudujii

Department of Recreation and Tourism, Faculty of Humanities and Social Sciences, University of Zululand, South Africa

[zinhlez13.zm@gmail.com](mailto:zinhlez13.zm@gmail.com)

[NtshangaseSD@unizulu.ac.za](mailto:NtshangaseSD@unizulu.ac.za)

[Ezeudujii@unizulu.ac.za](mailto:Ezeudujii@unizulu.ac.za)

**Abstract:** This paper explores the relationship between entrepreneurial education (ED) and youths' entrepreneurial intention (EI) towards starting tourism businesses. A structured questionnaire was used to collect data. The study used purposive sampling method of the non-probability sampling design to select 400 youths living in different regions of the King Cetshwayo District Municipality (KCDM), KwaZulu-Natal Province of South Africa. The methodology employed partial least squares - structural equation modelling (PLS-SEM) using SmartPLS software version 4.0.8.5 to assess the relationships among the construct variables. The results show a significant positive relationship between entrepreneurial education and entrepreneurial intention. Recommendations are offered to the KCDM decision-makers (business support offices), National Youth Development Agency (NYDA), as well as Tourism KwaZulu-Natal to encourage youth entrepreneurship. South African higher education leaders and policymakers can benefit from these findings.

**Keywords:** Tourism Entrepreneurship, Entrepreneurial Education and Intention, Entrepreneurial Attributes, Youth Entrepreneurship, PLS-SEM

---

## 1. Introduction

The high rate of unemployment has led to global discussions on encouraging youth entrepreneurship around the globe (Guanah & Okowa-Nwaebi, 2022; Syed et al., 2020). According to the National Youth Policy (NYP) (2020-2030), the youth population in South Africa (SA) is diverse, accounting for 36% of the total population. However, youth unemployment remains a serious concern in SA (Statistics South Africa (Stats SA), 2023). SA, for example, was reported to have the highest youth unemployment rate of 62.1% in March 2023. In December 2020, Nigeria was reported to have youth unemployment rate of 53.4%, whereas Spain had a rate of 28.4% in April 2023, while Greece and Italy had rates were reported to be 27.4% and 20.4%, respectively (Organisation for Economic Co-operation & Development (OECD), 2023). The numbers provide a comparative insight into these countries' youth unemployment situations, with SA having the highest youth unemployment rate. It becomes important for researchers and other key stakeholders to put more effort into designing successful policies, programmes and initiatives that cater to the needs of youths to unlock their entrepreneurial potential.

Entrepreneurs play a key role in contributing to Agenda 2030 and attaining the Sustainable Development Goals (SDGs). According to Syed et al. (2020), much of entrepreneurship research focuses on students' sample and general population, with less attention on youths; hence there are relatively few unanswered questions (Neneh, 2022). The majority of EI literature has been developed and validated using student samples, and some earlier studies' contexts are quite limited (e.g., Adeel, Daniel, & Botelho, 2023; Vinogradova et al., 2023), as some of them are based in developed economies (e.g., Europe and the United States of America), with little evidence from developing economies like South Africa. The limitation in most prior studies (such as Campo-Tertera, Amar-Sepúlveda & Olivero-Vega, 2022; Hassan et al., 2020; Iwu, 2022) is the generalisability of the entrepreneurship education (ED) to entrepreneurial intention (EI) relationship, as these studies have primarily focused on specific sectors and demographics (for example, academic potential entrepreneurs and gender). Hence, the purpose of the survey was to explore the relationship between entrepreneurial education (ED) and youths' entrepreneurial intention (EI) towards starting tourism businesses, using the King Cetshwayo District Municipality (KCDM), KwaZulu-Natal Province of South Africa as a case. The KCDM boasts of Mining and Agriculture as its largest employment sectors, nonetheless, there is a huge potential for expanding its tourism industry (especially the eco-tourism niche). The largest contributing local municipalities to the Gross Domestic Product (GDP) of the district are the City of uMhlathuze at 44.0%, followed by uMfolozi Local Municipality at 25.7% (KCDM Report, 2020). Following this introduction, the study provides a literature review that includes sub-dimensions for the research hypotheses that govern this work. Next, the paper discusses methodology employed when conducting this research. In the findings, the paper presents the relationship between ED and youths' EI towards starting tourism businesses. Finally, in the discussion and conclusions section the paper reflects on the

implications, lists the limitations, and offers avenues for future research. The following section presents the literature reviewed.

## 2. Literature Review

### 2.1 Entrepreneurial Education and Intentions

Entrepreneurial education (ED) has gained popularity in higher education institutions as a means of improving social entrepreneurial knowledge (SEK) and abilities. The government in Malaysia has taken proactive steps to encourage and instil the entrepreneurial mindset through ED in higher education (Ashari et al., 2022). Many scholars (for example, Bazkiaei et al., 2020; Ratten & Usmanij, 2021; Yousaf et al., 2021) confirm that ED can boost entrepreneurial skills and potential. A positive entrepreneurial mindset and knowledge are the basis of ED which trigger interest in starting a business, and therefore, serve as primary mediators of the relationship between ED and EI (Hanandeh et al., 2021; Van Treuren, Eisenbarth & Fry, 2022). Today's competition is driven by technology, thus digital education at South African universities is increasingly essential for potential entrepreneurs to gain skills and competences required for the business to achieve sustainability and competitiveness in the business (Ogunlela & Tengeh, 2021). Thus, an entrepreneur is defined as an innovative individual with strong entrepreneurial competencies (such as knowledge and mindset) and unique skills to develop and market products and/or services to create employment opportunities and to generate profit (Campo-Ternera, Amar-Sepúlveda & Olivero-Vega, 2022; Ntshangase & Ezeudji, 2020). From the literature reviewed, EI is defined as an individual's psychological state or conscious awareness and willingness to start a business (Kong, Zhao & Tsai, 2020; Yordanova, Filipe & Pacheco Coelho, 2020). Tourism entrepreneurial education is therefore crucial in developing youths' entrepreneurial knowledge and mindset which can lead to participation in entrepreneurship. As a result, the authors propose hypothesis 1 (H1, see results section).

### 2.2 Entrepreneurial Attributes

Entrepreneurial attributes (such as entrepreneurial meanings and passion) are important towards entrepreneurial intention and business success among youths (Ehsanfar, Namak & Vosoughi, 2023; Laouiti et al., 2022). Entrepreneurship knowledge and passion are therefore prerequisites for starting a tourism business.

#### 2.2.1 Entrepreneurial Meanings and Passion

According to the previous studies (for example, Diandra & Amzy, 2021; Guanah & Okowa-Nwaebi, 2022), becoming an entrepreneur requires an understanding of what it means and what it takes to be one 'entrepreneurial meanings', entrepreneurial abilities, desire and resilience in order to establish a successful business, even though success is not assured. Entrepreneurial passion (EP) is one of the attributes that play an important role in stimulating entrepreneurs' intention. Uddin et al. (2022) posit that, EP is positively influenced by ED, therefore improving the chances of EI and participation. EP is necessary for the integration of the financial, human and social resources required to start a new business is tied to the desire for invention (Anjum et al., 2021). In this paper, researchers further assessed whether entrepreneurial meanings and passion have a significant relationship to EI among youths for tourism businesses and the hypotheses (H2, H2a and H2b) were developed, see results section. The next section presents research design and methods used.

## 3. Research Methodology

### 3.1 Study Design

This study employed the positivism research paradigm, as a statistical model is being developed. It is concerned with research hypotheses testing, generalises from sample to population, and uses large samples (Ntshangase & Ezeudji, 2022). Due to the nature of the constructs investigated, this study was designed as a survey and employed a quantitative approach. The quantitative approach allows researchers to generate statistical data and present it in percentages and tables (Veal, 2011).

### 3.2 Sample Size, Data Collection and Analysis

The study selected King Cetshwayo District Municipality (KCDM) because of its potential to cater for a wide spectrum of tourism entrepreneurship, thus offering a solution to socio-economic challenges (such as high rates of youth unemployment, poverty and social inequality). Using purposive sampling technique (a non-probability

sampling method), a total of 580 structured questionnaires were distributed to youths residing in uMhlatuze and uMfolozi local municipalities within KCDM in the KwaZulu-Natal province, however, the researchers used a total of 400 questionnaires that were found completed and usable for data analyses. The non-probability sampling was used since the research population was largely unknown (Veal, 2011). Through a post-hoc minimum sample size implemented in SmartPLS 4, version 4.0.8.5 software, this study assessed sample size determination after the data had been collected.

The study employed two stages of analysis, starting with descriptive data analysis and missing data analysis using IBM's SPSS version 28 (IBM Corporation, 2021). The second stage focused on construct validity and reliability testing, as well as the structural model (partial least squares - structural equation modelling (PLS-SEM)), which was evaluated using a multivariate analytical technique on SmartPLS software version 4.0.8.5 (Ringle, Wende & Becker, 2022). The SEM analyses tested the underpinned research hypotheses (H) to address objectives. The measurement model includes independent variables such as entrepreneurial meanings (EM), entrepreneurial education (ED), and entrepreneurial passion (EP), as well as a dependent variable, entrepreneurial intention (EI). In this study, convergent validity is evaluated using the average variance extracted (AVE) (see Table 2), while discriminant validity is evaluated using the heterotrait-monotrait (HTMT) ratio correlation (see Table 3). Additionally, reliability is evaluated using indicator reliability, Cronbach's alpha (CA), and composite reliability (CR). To test for Common Method Bias (CMB) in this study, the researchers used a widely known collinearity variance inflation test. The researchers set a benchmark of 3.3 for the variance inflation factor (VIF), and used self-reported - cross-sectional data, which can be susceptible to CMB. The following section presents the results of the study.

#### 4. Results

Table 1 presents the respondents' profile and general information on respondents.

**Table 1: Respondents' profile**

Profile of respondents	Categories	%
To which local municipality do you belong?	"uMfolozi Local Municipality"	33.3
	"uMhlatuze Local Municipality"	66.2
Which age group do you belong?	"18-25"	71.5
	"26-30"	19.5
	"31-35"	9.0
Did you study a tourism-related Business Management or Entrepreneurship course/programme?	"Yes"	57.5
	"No"	42.5
What is your level of education?	"No western education"	1.5
	"Primary education"	4.0
	"Secondary education (Matric)"	49.8
	"Tertiary education (University, college/TVET)"	44.7
Would you want to start your own business in the future?	"Yes"	95.8
	"No"	4.2
If the answer to the above question is 'yes', then your type of business would be:	"Tourism-related"	48.2
	"Non-tourism related"	51.8

The results in Table 1 show that most of the respondents who participated in the study were from "uMhlatuze Local Municipality" (about 67%), compared to those who were from "uMfolozi Local Municipality" (33.3%), and about 72% of the respondents were between the "ages of 18 and 25". Thus, reflecting that the sample is relatively very young. Results show that more than half of the respondents (about 58%) who participated in this study have taken some "business management" or "entrepreneurship education course", and about 95% of the respondents indicated that they have "secondary or tertiary education". About 96% of respondents surveyed were willing "to start their own businesses in the future". However, out of the respondents who are willing to start a business in the future, more than half (51.8%) of respondents show interest in starting their own "non-tourism related businesses" in the future; and the rest (48.2%) are willing to start "tourism-related businesses". Results confirm previous findings by Arthur-Aidoo, Aigbayboa & Thwala (2018) who suggested that business opportunities are

historically used and dominated by people who were initially non-entrepreneurs, even though most studies in the field of entrepreneurship have only focused on general business intentions.

#### 4.1 Measurement Model Assessment

The study used factor loadings (FL), CA, CR and AVE to evaluate the internal consistency and convergence validity of the constructs. According to the results in Table 2, all item loadings were above the recommended value of 0.60, except for 14 items, which were (ED1, ED2 ED3, ED4, ED5, ED9, EI9, EM1, EM2, EM3, EM5, EM8, EP9, and EP10). Therefore, these items were removed due to their low loading (Hair et al., 2022). Afterward, the CA and CR values were found to be larger than 0.70 and the AVE values were greater than the threshold value of 0.50 (Ayanwale et al., 2022), which indicates satisfactory results in terms of convergent validity and internal consistency. The results in Table 2 implies that the measurement model used in the study is reliable and valid.

**Table 2: Summary of reliability and [convergent validity](#) assessment (N=400)**

Indicators	FL	CA	CR	AVE	VIF
ED10	0.693	0.716	0.824	0.540	1.299
ED6	0.671				1.281
ED7	0.802				1.449
ED8	0.765				1.413
EI1	0.657	0.883	0.906	0.519	1.548
EI10	0.741				1.865
EI2	0.653				1.730
EI3	0.745				2.040
EI4	0.746				1.810
EI5	0.613				1.435
EI6	0.755				1.901
EI7	0.816				2.366
EI8	0.731				1.920
EM10	0.735	0.757	0.837	0.507	1.432
EM4	0.677				1.331
EM6	0.670				1.384
EM7	0.711				1.393
EM9	0.763				1.517
EP1	0.756	0.863	0.893	0.512	2.009
EP2	0.763				1.991
EP3	0.753				1.915
EP4	0.754				1.923
EP5	0.662				1.594
EP6	0.679				1.642
EP7	0.691				1.739
EP8	0.655				1.531

To ensure discriminant validity, the HTMT ratio was used to evaluate dataset (Franke & Sarstedt, 2019). The results are presented in Table 3 and indicate that there were no issues of discriminant validity of data from the respondents.

**Table 3: Summary of discriminant assessment- Heterotrait-Monotrait ratio (N=400)**

Items	ED	EI	EM	EP
ED				
EI	0.612			
EM	0.647	0.483		
EP	0.562	0.822	0.483	

**Notes:** N = Sample size, ED = Entrepreneurial education, EI = Entrepreneurial intention, EM = Entrepreneurial meanings, EP = Entrepreneurial passion, HTMT ≤ 0.85

#### 4.2 Structural Model Assessment

The study used PLS-SEM and evaluated the model using three criteria: R-square ( $R^2$ ), predictive relevance using Q-square ( $Q^2$ ) value and path coefficients (Hair et al., 2022). The  $R^2$  measures the model's explanatory power, while the  $Q^2$  measures whether the model has predictive relevance or not ( $Q^2 > 0$  is good). Path coefficients should be significant, while  $Q^2$  values above zero indicate that the model has predictive relevance. A model explanatory power value of 0.19, 0.33, or 0.67 is considered weak, moderate, or substantial, respectively. The study found that the  $R^2$  values for the endogenous variable, EI, ranged between 0.628-0.688 across the study samples, indicating a substantial explanatory power (Hair, Ringle & Sarstedt, 2013) (see Table 4). The Q-square values for the endogenous constructs ranged from 0.581-0.627, which can be considered substantial, indicating good predictive relevance (Hair, Howard & Nitzl, 2020). The structural model determines the direct effects of independent variables and the percentage of variance predicted by the model.

**Table 4: Summary of path coefficient and hypotheses testing (N=400)**

	$\beta$	SD	T	P	Result
H1: ED → EI	0.148	0.042	3.518	0.000	Supported*
H2a: EM → EI	0.045	0.034	1.325	0.093	Not supported
H2b : EP → EI	0.728	0.037	19.501	0.000	Supported*
	<b>R-Sq.</b>	<b>Q-Sq.</b>			
EI	0.678	0.581			

**Notes:** N= Sample size, ED = Entrepreneurial education, EI = Entrepreneurial intention, EM = Entrepreneurial meanings, EP = Entrepreneurial passion, Relationships are significant at  $p < 0.05$ ,  $\beta$  - Beta weight coefficient, T = t – Statistics > 1.645 (One-tail test), P = Probability value, SD- Standard deviation. R-sq.= R square; Q-sq.= Q-square

**H1:** Entrepreneurial education will show a significant relationship to entrepreneurial intention among youths in King Cetshwayo District Municipality for tourism businesses.

For the respondents (youths) who intend to start tourism businesses, Table 4 shows that entrepreneurial education ( $\beta = 0.148$ ,  $t = 3.518$ ,  $p < 0.05$ ) has a significant positive relationship with entrepreneurial intention. Thus, the alternative hypothesis stated was supported. However, a unit increase in entrepreneurial education (ED) will bring about a 0.231 increase in youths' intention to venture into tourism businesses in King Cetshwayo District Municipality. The second research hypothesis (H2) testing entrepreneurial attributes (entrepreneurial meanings and entrepreneurial passion) was also developed to further explore entrepreneurial intention for tourism businesses. H2 (with H2a and H2b) is as follows:

**H2:** Entrepreneurial attributes (such as entrepreneurial meanings and entrepreneurial passion) will show a significant relationship to entrepreneurial intention among youths in King Cetshwayo District Municipality for tourism businesses.

This study assessed whether entrepreneurial meanings and entrepreneurial passion have significant relationship to EI among youths for tourism businesses, the analysis yielded the below hypotheses:

**H2a:** Entrepreneurial meanings will show a significant relationship to entrepreneurial intention among youths in King Cetshwayo District Municipality for tourism businesses.

There is no statistically significant relationship between entrepreneurial meanings and entrepreneurial intention among youths in King Cetshwayo District Municipality for tourism businesses ( $\beta = 0.045$ ,  $t = 1.325$ ,  $p > 0.05$ ), as shown in Table 4. There may be a chance relationship between entrepreneurial meanings and entrepreneurial intention based on the t-value of 1.325 and the p-value of greater than 0.05. Therefore, the alternative hypothesis cannot be supported.

**H2b:** *Entrepreneurial passion will show a significant relationship to entrepreneurial intention among youths in King Cetshwayo District Municipality for tourism businesses.*

The results in Table 4 shows a significant relationship between entrepreneurial passion and entrepreneurial intention ( $\beta = 0.728$ ,  $t = 19.501$ ,  $p < 0.05$ ). According to the beta coefficient of 0.678, an increase in entrepreneurial passion is associated with an increase in entrepreneurial intention of 0.678 units. This relationship between entrepreneurial passion and entrepreneurial intention does not appear to be due to chance, as the t-value of 10.590 is statistically significant. This supports the hypothesis that entrepreneurial passion is associated with entrepreneurial intention.

## 5. Discussion and Conclusions

Entrepreneurial education and entrepreneurial passion, both showed a positive relationship with entrepreneurial intention, while entrepreneurial meaning has no relationship with entrepreneurial intention. The results confirm that the relationship between ED and EI is not due to chance, since entrepreneurial education acquired by youths can have a positive impact on their entrepreneurial intention in the tourism business. This result is in line with the recent study by Ntshangase and Ezeuduji (2020) who posits that ED enables individuals to acquire skills and knowledge for entrepreneurial competency. Furthermore, Ntshangase and Ezeuduji (2022), from the perspective of Shapero and Sokol's (1982) theory of entrepreneurial event (TEE) model, state that ED has a positive influence on EI. However, in practically speaking, the current study's findings suggest that a simple entrepreneurial education programme which is only based on teaching entrepreneurship meanings may not be sufficient to boost EIs among youths in King Cetshwayo District Municipality. Meaning, it is insufficient if youths did simply comprehend the meanings associated with entrepreneurship but did not have enhanced ED which is aimed at providing knowledge and skills (Neneh, 2022). Considering these findings, encouraging and fostering entrepreneurial passion among youths may increase entrepreneurial intentions, which may result in more new business startups in tourism business in the future. These results are in line with other scholars (see Anjum, Heidler, Amoozegar et al., 2021; Sharma & Jamwal, 2022).

## 6. Recommendations, Limitations and Future Research

Based on the findings of this research, the following recommendations are offered to the King Cetshwayo District Municipality (KCDM) decision-makers (business support offices), National Youth Development Agency (NYDA), as well as Tourism KwaZulu-Natal to encourage youth entrepreneurship. The three recommendations offered in this section are consistent with the study results.

1. Business support officers, NYDA and Tourism KwaZulu-Natal should collaborate to support youths by investing in educational programmes that teach entrepreneurial skills and knowledge, the district municipality can help foster a culture of entrepreneurship and encourage more youths to start tourism businesses. Organising workshops and seminars related to entrepreneurship aimed at promoting tourism economic development in the King Cetshwayo District Municipality can be useful.
2. This finding suggests that a simple entrepreneurial education programme may not be sufficient to boost entrepreneurial intentions among youth in King Cetshwayo District Municipality. To promote tourism entrepreneurship, policy decisions, and educational programmes should emphasise both developing skills and meanings that are tourism-related. The King Cetshwayo District Municipality, for example, may invest in programmes that provide mentorship, coaching, and networking opportunities for young entrepreneurs and successful entrepreneurs.
3. The study further revealed that in the King Cetshwayo District Municipality, entrepreneurial passion and entrepreneurial intention are strongly correlated among the youths studied. Considering these findings, encouraging and fostering entrepreneurial passion among youths may increase entrepreneurial intentions, which may result in more new tourism business startups. Business support officers, NYDA, and successful entrepreneurs (to be identified by business support officers) can

facilitate the development of entrepreneurial passion among youths in the region by developing programmes that encourage and support them, based on local contexts.

## 6.1 Study Limitations

This study employed purposive sampling (a non-probability sampling method), and it has some limitations like other previous studies. It therefore implies that one has to be careful in interpreting or implementing the results, as the results can be statistically argued as not being a true representative of the study population (the uMhlathuze and uMfolozi local municipalities within KCDM). The study is, however, significant as it contributes to the body of knowledge regarding the explanation and relationships of the entrepreneurial education and intention in King Cetshwayo District Municipality.

## 6.2 Future Research

It is advised that in the future, researchers conduct conclusive study in other district municipalities and/or provinces within South Africa. By so doing regional similarities and differences can be identified towards presenting national models.

## References

- Adeel, S., Daniel, A. D. and Botelho, A. (2023) "The Effect of Entrepreneurship Education on the Determinants of Entrepreneurial Behaviour Among Higher Education Students: A Multi-Group Analysis", *Journal of Innovation and Knowledge*, Vol. 8, No. 1, pp. 1-12.
- Anjum, T., Heidler, P., Amoozegar, A. and Anees, R. T. (2021) "The Impact of Entrepreneurial Passion on the Entrepreneurial Intention: Moderating Impact of Perception of University Support", *Administrative Sciences*, Vol. 11, No. 2, pp. 1-14.
- Arthur-Aidoo, B. M., Aigbavboa, C. O. and Thwala, W. D. (2018) "Exploratory Factor Analysis on Drivers of Firm's Growth Among Construction SMEs in Ghana", *African Journal of Science, Technology, Innovation and Development*, Vol. 10, No. 1, pp. 20-27.
- Ashari, H., Abbas, I., Abdul-Talib, A.N. and Mohd Zamani, S.N. (2022) "Entrepreneurship and Sustainable Development Goals: A Multigroup Analysis of the Moderating Effects of Entrepreneurship Education on Entrepreneurial Intention", *Sustainability*, Vol. 14, No. 431, pp. 1-13.
- Ayanwale, M.A, Sanusi, I.T., Adelana, O.P., Aruleba, K. and Oyelere, S.S. (2022) "Teachers' Readiness and Intention to Teach Artificial Intelligence in Schools", *Computers and Education: Artificial Intelligence*, Vol. 3, pp. 1-11.
- Bazkiaei, H. A., Heng, L. H., Khan, N. U., Saufi, R. B. A. and Kasim, R. S. R. (2020) "Do Entrepreneurial Education and Big-Five Personality Traits Predict Entrepreneurial Intention Among Universities Students?" *Cogent Business and Management*, Vol. 7, No. 1, pp. 1-18.
- Campo-Ternera, L., Amar-Sepúlveda, P. and Olivero-Vega, E. (2022) "Interaction of Potential and Effective Entrepreneurial Capabilities in Adolescents: Modelling Youth Entrepreneurship Structure Using Structural Equation Modelling", *Journal of Innovation and Entrepreneurship*, Vol. 11, No. 1, pp. 1-17.
- Diandra, D. and Azmy, A. (2020) "Understanding Definition of Entrepreneurship", *International Journal of Management, Accounting and Economics*, Vol. 7, No. 5, pp. 235-241.
- Ehsanfar, S., Namak, S. K. and Vosoughi, L. (2023) "A Developing-Country Perspective on Tourism Students' Entrepreneurial Intention Using Trait Approach and Family Tradition", *Tourism Recreation Research*, Vol. 48, No. 1, pp. 43-59.
- Franke, G. and Sarstedt, M. (2019) "Heuristics Versus Statistics in Discriminant Validity Testing: A Comparison of Four Procedures", *Internet Research*, Vol. 29, No. 3, pp. 430-447.
- Guanah, J. S. and Okowa-Nwaebi, L. (2022) "Motivation and Social Media as Drivers of Youth Entrepreneurship Programmes in Delta State, Nigeria", *South Asian Research Journal of Business Management*, Vol. 4, No. 2, pp. 64-74.
- Hair, J. F. Jr., Howard, M. C. and Nitzl, C. (2020) "Assessing Measurement Model Quality in PLS-SEM Using Confirmatory Composite Analysis", *Journal of Business Research*, Vol. 109, pp. 101-110.
- Hair, J. F., Hult, G. T. M., Ringle, C. M. and Sarstedt, M. (2022), (3<sup>rd</sup> Ed.) "A Primer on Partial Least Squares Structural Equation Modelling (PLS-SEM)", Sage.
- Hair, J. F., Ringle, C. M. and Sarstedt, M. (2013) "Partial Least Squares Structural Equation Modelling: Rigorous Applications, Better Results and Higher Acceptance", *Long Range Planning*, Vol. 46, No. 1-2, pp. 1-12.
- Hanandeh, R., Alnajdawi, S.M., Almansour, A. and Elrehail, H. (2021) "The Impact of Entrepreneurship Education on Innovative Start-Up Intention: The Mediating Role of Entrepreneurial Mind-Sets", *World Journal of Entrepreneurship, Management and Sustainable Development*, Vol. 17, No. 4, pp. 856-871.
- Hassan, A., Saleem, I., Anwar, I. and Hussain, S. A. (2020) "Entrepreneurial Intention of Indian University Students: The Role of Opportunity Recognition and Entrepreneurship Education", *Education and Training*, Vol. 62, No. 7/8, pp. 843-861.
- IBM Corporation (IBM Corp). (2021) "IBM SPSS Statistics for Windows, Version 28.0", IBM Corp, Armonk, New York.
- Iwu, C. G. (2022) "Entrepreneurship Education Challenges in the African setting", *Academia Letters*, Vol. 2, pp. 1-9.

- King Cetshwayo District Municipality. (2020) "Profile and Analysis: District Development Model", [Online], <https://www.cogta.gov.za/ddm/wp-content/uploads/2020/11/King-Cetshwayo-October2020.pdf>.
- Kong, F., Zhao, L. and Tsai, C. H. (2020) "The Relationship Between Entrepreneurial Intention and Action: The Effects of Fear of Failure and Role Model", *Frontiers in Psychology*, Vol. 11, No. 229, pp. 1-9.
- Laouiti, R., Haddoud, M. Y., Nakara, W. A. and Onjewu, A. K. E. (2022) "A Gender-Based Approach to the Influence of Personality Traits on Entrepreneurial Intention", *Journal of Business Research*, Vol. 142, pp. 819-829.
- National Youth Policy (NYP) (2020-2023). (2023) "A Decade to Accelerate Positive Youth Development Outcomes", South Africa: NYP 2023, [Online], [https://www.gov.za/sites/default/files/gcis\\_document/202103/nationalyouthpolicy.pdf](https://www.gov.za/sites/default/files/gcis_document/202103/nationalyouthpolicy.pdf).
- Neneh, B. N. (2022) "Entrepreneurial Passion and Entrepreneurial Intention: The Role of Social Support and Entrepreneurial Self-Efficacy", *Studies in Higher Education*, Vol. 47, No. 3, pp. 587-603.
- Ntshangase, S. D. and Ezeuduji, I. O. (2020) "Profiling Entrepreneurial Behaviour Based on Demographic Variables: Tourism-related Entrepreneurs in Mtubatuba Local Municipality, South Africa", *GeoJournal of Tourism and Geosites*, Vol. 31, No. 3, pp. 944-950.
- Ntshangase, S.D. and Ezeuduji, I.O. (2022) "The Impact of Entrepreneurship Education on Tourism Students' Entrepreneurial Intention in South Africa", *Journal of Teaching in Travel and Tourism*, Vol. 23, No. 3, pp. 1-19.
- Ogunlela, G. O. and Tengeh, R. K. (2021) "The Fourth Industrial Revolution and the Future of the Entrepreneurial University in South Africa", *International Journal of Research in Business and Social Science*, Vol. 10, No. 3, pp. 91-100.
- Organisation for Economic Co-operation and Development (OECD). (2023) "Unemployment Rates", OECD - Updated: September 2023, Organisation for Economic Co-operation and Development, Paris.
- Ratten, V. and Usmanij, P. (2021) "Entrepreneurship Education: Time for a Change in Research Direction?" *The International Journal of Management Education*, Vol. 19, No. 1, pp. 1-8.
- Ringle, Wende and Becker. (2022) "SmartPLS 4. Oststeinbek: SmartPLS", [Online], <https://www.smartpls.com>.
- Shapiro, A. and Sokol, L. (1982) "The Social Dimensions of Entrepreneurship", in Kent, C., Sexton, D. and Vesper, K.H. (Eds), *The Encyclopaedia of Entrepreneurship*, Prentice Hall, Englewood Cliffs, New Jersey.
- Sharma, M. K. and Jamwal, M. (2022) "Role of Entrepreneurship Education, Pragmatic Thinking and Entrepreneurial Self-Efficacy on Triggering Students' Entrepreneurship Intention: Testing Moderation and Mediation Effects", In *ICEBE 2021: Proceedings of the 4th International Conference of Economics, Business, and Entrepreneurship*, October, European Alliance for Innovation, Lampung, Indonesia.
- Statistics South Africa (Stats SA). (2023) "Statistical release P0211 Quarterly Labour Force Survey (QLFS) Quarter 2: 2023", Stats SA, Pretoria.
- Syed, I., Butler, J. C., Smith, R. M. and Cao, X. (2020) "From Entrepreneurial Passion to Entrepreneurial Intentions: The Role of Entrepreneurial Passion, Innovativeness and Curiosity in Driving Entrepreneurial Intentions", *Personality and Individual Differences*, Vol. 157, pp. 1-6.
- Van Treuren, K., Eisenbarth, S. and Fry, C. (2022) "Developing Engineering Student Success: A Retention Study at Baylor University", In *proceedings of the 2022 ASEE Gulf-Southwestern Annual Conference*, March, Louisiana.
- Veal, A.J. (2011), "Research Methods for Leisure and Tourism: A Practical Guide" (4th Ed.), Financial Times, Prentice Hall, United Kingdom.
- Vinogradova, N., Novac, A., Jáki, E. and Aranyossy, M. (2023) "The Impact of Entrepreneurship Education on Entrepreneurial Intentions and Competencies of Students in Moldova", *Society and Economy*, Vol. 45, No. 1, pp. 33-52.
- Yousaf, U., Ali, S. A., Ahmed, M., Usman, B. and Sameer, I. (2021) "From Entrepreneurial Education to Entrepreneurial Intention: A Sequential Mediation of Self-Efficacy and Entrepreneurial Attitude", *International Journal of Innovation Science*, Vol. 13, No. 3, pp. 364-380.