

Students' Perception Towards Tourism Entrepreneurship Education and Entrepreneurial Desirability in South Africa

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Abstract | This paper explored students' perception towards the effectiveness of tourism entrepreneurship education in developing entrepreneurial attributes and achieving entrepreneurial desirability. A structured questionnaire was used to collect data from 154 randomly selected tourism students at a South African comprehensive University. Descriptive, bivariate, and multivariate data analyses were employed to address the research objectives. The study found that having entrepreneurship education and entrepreneurial family background played a role in achieving entrepreneurial attributes and desirability. Students' demographic characteristics (gender and age group) did not play a role in the achievement of entrepreneurial attributes and desirability. Nonetheless, the study recommended ways to improve the quality of entrepreneurship education being offered in the university's tourism department that was studied.

Keywords | Tourism entrepreneurship, entrepreneurship education, entrepreneurial intention, entrepreneurial desirability, entrepreneurial feasibility

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1. Introduction

The Scholarship of Teaching and Learning (SoTL) entails conducting systematic research on student learning that is informed by prior teaching and learning scholarship and publishing the findings. SoTL practitioners identify and share good practice principles (Felten, 2013). The scholarship of teaching and learning of entrepreneurship in higher education is now attracting much attention. A substantial amount of research on entrepreneurship education, personality traits, and entrepreneurial intentions has been conducted (e.g., Blimpo & Pugatch, 2021; García-González & Ramírez-Montoya, 2021; Martínez-Gregorio, Badenes-Ribera, & Oliver, 2021; Masoabi & Alexander, 2021). These studies highlight the factors that influence people's decision to start a business. In addition, the factors that impact the decision to start tourism-related businesses have been also highlighted in research studies (such as those of Badi & Khan, 2020; Ezeudui & Ntshangase, 2017; Ntshangase & Ezeudui, 2019; Nzama & Ezeudui, 2020). Based on what numerous studies have reported, entrepreneurship is becoming a popular career option among younger generations, even among the university students (Meoli, Fini, Sobrero & Wiklund, 2020; Shah, Amjed & Jaboo, 2020).

Recent entrepreneurship literature shows that there has been an increasing interest in studying entrepreneurial characteristics, entrepreneurial intentions, and entrepreneurial behaviour to sustain the culture of entrepreneurship (Blimpo & Pugatch, 2021; Martínez-Gregorio et al., 2021; Ntshangase & Ezeudui, 2019; 2020; Nzama & Ezeudui, 2020; Kallmuenzer & Peters, 2018). While previous research has improved academics' and practitioners' understanding of the relationship between entrepreneurship education and entrepreneurial behaviour, there are some limitations that raise several pertinent research questions. Firstly, prior studies have acknowledged

their limitations in the generalisability of the entrepreneurship education and entrepreneurial behaviour relationship, as some of these studies have primarily focused on existing business organisations (business entrepreneurs/owners) and demographics (such as location, gender, age, entrepreneurial attributes). Second, the contexts of previous studies (see Blimpo & Pugatch, 2021; Esfandiari, Sharifi-Tehrani, Pratt, & Altinay, 2019; Kallmuenzer & Peters, 2018) are also quite limited, as most of them are based on entrepreneurship education in general, and not within specific discipline or industry. According to recent research, South Africa (SA) has the dubious distinction of having one of the highest rates of youth unemployment in the world (Mseleku, 2022). South Africa has a low entrepreneurial activity disadvantage (Maduku & Kaseeram, 2021), and high unemployment rate compared to most of the other sub-Saharan African countries. Tourism has become a significant industry for sustainable economic development (Giampiccoli & Mtapuri, 2022; Wirahayu, Sumarmi, Arinta, Islam, & Kurniawati, 2022).

Even though people's attitudes toward starting their own business are influenced by their level of education, age, gender, and prior entrepreneurial experiences (Ezeudui & Ntshangase, 2017; Ntshangase & Ezeudui, 2020), the impact of entrepreneurial education on tourism-related entrepreneurship has remained relatively untested. Previous studies (such as Meoli et al., 2020; Ncanywa, 2019; Nyoko & Fanggidae, 2019) might have explored the consequence of participating in entrepreneurship education programme, but few studies have focussed on the national higher education sector, for example South African universities. There is still a dearth of literature on how tourism students differ based on certain demographic variables, regarding entrepreneurship education and intentions of starting a tourism-related business from the South African context. Surveys conducted by Ojo (2019) and Iwu, Opute, Nchu, Eresia-Eke, Tengeh, Jaiyeoba and Aliyu (2019)

have for instance shown that university-based entrepreneurship curricula have attracted the bulk of research within the area of entrepreneurship education (Iwu et al., 2019). Students have expressed desire to participate in entrepreneurship education programmes, so general entrepreneurship development at the university level has started receiving attention (Iwu et al., 2019; Meoli et al., 2020; Ojo, 2019).

Few researchers have attempted to quantify the influence of education on entrepreneurial intention (Iwu et al., 2019; Ntshangase & Ezeuduji, 2020; Urban & Chantson, 2019). Literature has revealed that the question of whether education (be it general or with focus on entrepreneurship) can influence entrepreneurial insights requires further research (Erasmus, Rudansky-Kloppers, & Strydom, 2019; Ezeuduji & Ntshangase, 2017; Johnson, Mans-Kemp, & Erasmus, 2019; Shah et al., 2020). The purpose of this paper is to therefore explore students' perception towards tourism entrepreneurship education and entrepreneurial desirability (the willingness of these students to start tourism business) upon graduation. The relationships between tourism entrepreneurship education and the willingness to start a tourism business in future on the one hand, and students' demographic variables on the other hand will be explored.

This study is significant in higher education institutions offering tourism programmes, especially those in the sub-Saharan Africa, as it does not only add to the entrepreneurship literature, but also assists these institutions of higher education on how to incorporate tourism-related entrepreneurship programmes into their curricula. It has been suggested that entrepreneurship education and enterprise creation have a positive relationship with economic development (Iwu et al., 2019). The next section explores relevant theories and literature in relation to this study.

2. Literature review

Studies over the past years have outlined intentions' models (Bird, 1988; Boyd & Vozikis, 1994; Peterman & Kennedy, 2003; Shapero & Sokol, 1982) that focus on individual's attitudes and their antecedents have been proposed to better explain the entrepreneurship process. According to Meoli et al. (2020), the entrepreneurial process models are developed towards incorporating behavioural and situational factors. For example, Ntshangase and Ezeuduji (2019) attributed age, gender, level of education, entrepreneurial experience, and changing experiences to a variety of factors that influence business success and entrepreneurial aspirations among tourism-related entrepreneurs in South Africa. It is important for entrepreneurs, academics, and practitioners to understand how early-stage potential entrepreneurs' intentions originate as well as what factors stimulate entrepreneurship development (Esfandiar, Sharifi-Tehrani, Pratt, & Altinay, 2019).

A variety of entrepreneurial intentions' models have been developed by previous researchers. These include the model proposed by Shapero and Sokol (1982, as cited by Peterman & Kennedy, 2003) and tested by Krueger (1993) in the university situation. Another model of entrepreneurial intentions was developed by Krueger (2009) and extended by Esfandiar et al. (2019). Based on international and national literature analysed, various studies on entrepreneurship have assumed that there is a causal relationship between entrepreneurship education and entrepreneurial behaviour (Hans, 2018; Iwu et al., 2019; Nzama & Ezeuduji, 2020; Ratten, 2019; Trip, Fagadar, Badulescu, & Badulescu, 2021).

This paper examines the students' perception towards tourism entrepreneurship education and entrepreneurial desirability upon graduation using the Shapero and Sokol's model. This model is useful in understanding how students' entrepreneurial intention influences the formation of a new venture

and its subsequent success, and it is associated with entrepreneurial behaviour (Maziriri, Tafadzwa & Nzewi, 2019). According to Shapero and Sokol (1982), intention model hypothesises that a person's intent to start a business is influenced by perceived desirability, perceived feasibility, and propensity to act (Esfandiar et al., 2019; Peterman & Kennedy, 2003). Furthermore, the authors perceived desirability and propensity to have direct antecedents to entrepreneurial intentions. Essentially, entrepreneurial intention is the readiness to start a business with risk-taking propensity, internal locus of control and attitudes toward self-employment as predictors (Maziriri et al., 2019). In this study, participation in entrepreneurship education is incorporated into Shapero and Sokol's (1982) model to determine its impact on the perceived desirability of starting a business (Peterman & Kennedy, 2003).

In addition, the effect of education on insights of entrepreneurship can be explained through theories of career socialisation, social learning, and self-efficacy (Peterman & Kennedy, 2003). Career socialisation theory proposes that the decision to initiate a career success is influenced by social factors, such as exposure to educational experiences (Esfandiar et al., 2019; Heslin, Keating, & Minbashian, 2019). Throughout this paper, the term career success refers to 'the experience of achieving goals that are personally meaningful to the individual' (Mirvis & Hall, 1994 as cited in Amore, Garofalo, & Martin-Sanchez, 2021, p. 940). Having said that, career success is now widely accepted as a multi-dimensional meaning system consisting of themes such as financial achievement, meaningful work, work-life balance, social contribution, the experiences of achieving goals, and emotional well-being (Heslin et al., 2019). These experiences may influence a person's desire to pursue a career congruent with his or her learning experiences (Esfandiar et al., 2019; Heslin et al., 2019; Krueger, 1993; Peterman & Kennedy, 2003).

According to Bandura (1969), the social le-

arning theory is applied with varying success to problems of explaining, predicting, and influencing behaviour. Self-efficacy relates to a person's perception of the ability to execute a target behaviour (Abbasi, Ghahremani, Nazari, Fararouei, & Khoramaki, 2021). Abbasi et al. (2021) noted that self-efficacy has a motivating value because it predicts the perceived value (desirability) of entrepreneurship. In essence, self-efficacy relates to a person's perception of ability to execute a target behaviour (Bandura, 1969; 1986). Shapero's model therefore assumes that self-efficacy is central to intentions towards entrepreneurship and specifically influences the perceived desirability of starting a business (Shapero, 1975; Shapero & Sokol, 1982). This paper therefore assumes that entrepreneurship education experience is expected to influence students' entrepreneurial desirability of starting a tourism-related business or other types of businesses.

As this study is focused on the impact of entrepreneurship education on tourism students' entrepreneurial desirability, previous related research done, were explored in this study. Ferreira, Morais and Brothers (2019) developed a battery of hands-on learning methods to enhance students' efficacy beliefs regarding their tourism entrepreneurial skills, and suggested improvements on the students' efficacy to pursue innovation. These hands-on learning methods include identifying and bringing in recent tourism graduates who are successful entrepreneurs as mentors to students, to evidence that students have what it takes to succeed in entrepreneurship. Other suggested learning methods include developing a collaboration between tourism departments in the universities and Entrepreneurship Clinics, which are usually run by business schools, which serves as loci of interaction between university and the area's start-ups. In this case, entrepreneurially minded tourism students work with entrepreneurs in implementing their businesses plans. Additionally, select students might be paired with local micro-entrepreneurs du-

ring a semester, and internships with very small tourism companies could be made available. The authors (Ferreira et al.) posit that high entrepreneurial self-efficacy is related to enterprise success. It is therefore better to develop entrepreneurial potential in students than to strive to service the industry with a “plug-and-play workforce” (p. 341).

According to Binti Othman and Othman (2017), successful local entrepreneurs and guest speakers inspire students’ development of entrepreneurial mind-set. Hence it is recommended that academic institutions offer mentorship programmes directed at matching entrepreneurship students to successful entrepreneurs in the hospitality and tourism industry to ease their difficulties and steer them in their entrepreneurial decision making. Furthermore, Ayeh, Bondzi-Simpson and Baah (2022) called for the need to include risk management as a core part of the entrepreneurship education curriculum. This is due to the recent COVID-19 pandemic’s devastating impact on both the tourism education and the tourism industry (Tiwari, Séraphin, & Chowdhary, 2021). Risk management modules can help improve entrepreneurial attitudes and support students to adopt a rational approach to address concerns. In sub-Saharan Africa, particularly South Africa, there is strong emphasis on tourism research topics in tourism-related entrepreneurship. Therefore, there is an opportunity to test what has remained relatively untested, and consequently, move the tourism entrepreneurship research field beyond its exploratory stage in South Africa.

Completing relevant entrepreneurship modules by students is expected to result in positive changes in student’s perceptions of entrepreneurship, thereby fostering self-efficacy. This paper explored students’ perception towards tourism entrepreneurship education and entrepreneurial desirability upon graduation, using a tourism department of a South African university as a case. In the next section, the researchers outline the study’s design, methods of data collection and analyses.

3. Methods

The study targeted the undergraduate and postgraduate tourism students at a comprehensive university in South Africa. The university in question is among the few universities in the country that have tourism qualifications at both the undergraduate and postgraduate levels. The study adopted exploratory but descriptive research design due to the nature of issues under investigation towards addressing study objectives (Iwu et al., 2019). Exploratory research design helps in identifying problems, generate hypotheses and gain insight into a subject (Shah et al., 2020; Somro, Abdelwahed, & Shah, 2019), and formulating conclusions and recommendations. The concepts being studied in this paper are better described using numbers, so that relationships between study constructs can be generated and interpreted. Hence a quantitative research method hinging on positivist paradigm becomes valuable for the study. Veal (2011) recommended that questionnaire survey is an ideal way of generating quantified information.

This study, using a structured questionnaire as a research instrument, surveyed tourism students’ respondents selected randomly (simple random sampling) from the two campuses of the university. The questionnaire was handed-out and emailed to randomly selected students. Unfortunately, the questionnaire survey was conducted between June and November 2021, a national lockdown period during the COVID-19 Pandemic, when most students were not on campus. Hence, this affected the response rate. The questionnaire has mostly close-ended questions. The researchers distributed questionnaires to 43 tourism students (undergraduates) on the university’s smaller campus, and 250 students (undergraduates and postgraduates) on the main and bigger campus (via email or in-person).

However, only 36 students from the smaller campus and 118 students from the main campus

returned completed questionnaires, and these were found usable for data analysis. The sample size of 154 students was considered large enough to reach conclusions on the research purpose, as the number of tourism students on both campuses did not exceed 300 during the 2021 academic year. It can therefore be said that more than half of the tourism student population was surveyed. The variables introduced in the questionnaire emanated from previous empirical studies related to entrepreneurship education (such as Ahmad, Bakar, & Ahmad, 2018; Badi & Khan, 2020; Esfandiar et al., 2019; Figueroa-Domecq, de Jong, & Williams, 2020; Iwu et al., 2019; Meoli et al., 2020; Ncanywa, 2019; Ntshangase & Ezeuduji, 2019; Peterman & Kennedy, 2003; Shah et al., 2020). These variables were set as categorical and ordinal in nature, where the ordinal variables (students' perceptions of 'entrepreneurship education', 'entrepreneurial desirability', and 'entrepreneurial attributes') were measured along a 5-point Likert scale response (ranging from 1 – strongly agree to 5 – strongly disagree).

A computer software, IBM SPSS Statistics version 28 (IBM Corporation, 2021) was used for data analysis. Descriptive analysis (frequency, mean and standard deviation) was initially conducted for all questionnaire variables. A reliability test, using Cronbach's Alpha reliability coefficient, was conducted on ordinal questions to measure the level of internal consistency of variables measuring the study dimensions: 'perceptions of entrepreneurship education', 'perceptions of entrepreneurial desirability', and 'measurement of entrepreneurial attributes', respectively. Cronbach's Alpha value ranges from 0 to 1. A cut-off point of between 0.5 and 0.7 is commonly used by researchers to denote internal consistency or reliability of variables measuring a particular dimension or study construct (Collier, 2020; Etikan & Bala, 2017; Iwu et al., 2019). A low Cronbach's Alpha score may result where researchers use few items to measure a particular dimension or where there is poor inter-

relatedness among items used in analysis (Tavakol & Dennick, 2011). This study considered a Cronbach's Alpha coefficient of 0.6 and above acceptable for good-enough reliability. The Cronbach's Alpha reliability coefficients generated in this study range from 0.69 to 0.86.

As is common in social sciences, population distributions of the ordinal dimensions were not normally distributed (Kolmogorov-Smirnov's and Shapiro-Wilk's tests of normality yielded p -values of less than 0.001), this study therefore conducted non-parametric bivariate analysis (comparing two variables) employing Mann-Whitney U test to look for relationships between variables (Bolboacă, Jäntschi, Sestraş, Sestraş, & Pamfil, 2011). All tests were done at 95% confidence interval. Responses to 'perceptions of entrepreneurship education', 'perceptions of entrepreneurial desirability', and 'measurement of entrepreneurial attributes' statements were compared with some respondents' profile (demographic variables) and general questions. Mann-Whitney U tests were done based on the following criteria: that the dependent variables have ordinal scale; the independent variables have only two groups; and normality of distribution and homogeneity of variance did not prove true in a t-test (George & Mallery, 2003; Veal, 2011). Variables were individually tested for relationships, rather than aggregated, to enable more specific than general findings, typical of exploratory studies.

4. Results

The results in Table 1 show the profile of the respondents.

Results from Table 1 show that more female (57.5%) than male (42.5%) students responded to the questionnaire, and majority of the respondents were between the ages of 18 and 25 (89%) compared to those who were 30 years old

and above, reflecting that the sample is relatively young. These results reflect that more female students are enrolled for tourism studies, and the students' population mostly fall within the age bracket of 18-25. This study found that about 66% of the population intend to start their own businesses in the future, despite the fact that the majority of them come from non-entrepreneurial families (about 60% of them stated that their parents are not entrepreneurs). These findings are consistent with those of Ahmad et al. (2018) and Ezeuduji and Ntshangase (2017), who found that young people have a positive attitude toward starting their own businesses and seeing themselves as entrepreneurs. The major problem, especially in South Africa is that while young people are willing and are more involved in entrepreneurial activities, most of them however fail to demonstrate the required level of maturity along the way, resulting in a high rate of business failure (Ramasobana & Fatoki, 2017). Interestingly, majority of the respondents (about 59%) went further to agree that they "know enough to start a business". This must be as a result of the impact of the entrepreneurship education they have had in the university.

Table 1 | Respondents' profile and general questions (N = 154)

Variable	Category	Frequency (%)
Gender	Male	42.5
	Female	57.5
Age group	18-25	89.0
	30 and above	11.0
Would you want to start your own tourism business in the future?	Yes	65.6
	No	34.4
Is any of your parents an entrepreneur?	Yes	39.9
	No	60.1
Do you know enough to start a business?	Yes	58.8
	No	41.2

This study also used Mann-Whitney U test to compare differences between independent variables (students' profile) which are nominal in form (2 groups); and dependent variables (entrepreneurship statements), which are ordinal variables (Likert-type scale). The results in Table 2 through Table 4 show some identified differences for some respondents' profile in relation to entrepreneurship

statements.

Respondents (tourism students) were asked to indicate their level of disagreement or agreement to a set of variables in the questionnaire, used by the study to measure the 'perceptions of the entrepreneurship education' – regarding Business Tourism and Entrepreneurship Module offered in the university, and these variables or statements were compared with the respondents' profile. Results show a general agreement of the positive impact of entrepreneurship education on the entrepreneurial process. These results in Table 2 indicate that respondents who took Business Tourism and Entrepreneurship Module and who know enough to start a business agreed more with six (6) statements in the Table. These results reflect those of Ntshangase and Ezeuduji (2019; 2020) regarding positive relationships between entrepreneurship education on the one hand, and business start-ups and entrepreneurial success on the other hand. This provides possible explanation as to why highly skilled youths face fewer barriers to starting their own businesses in the first place, implying that the impact of entrepreneurship training, mentorship, and continuous entrepreneurship training may be greater among them (Premand, Brodmann, Almeida, Grun, & Barouni, 2016; Tengan, Kissi, Asigri, & Eshun, 2020). According to Bell and Bell (2020), there is a need for strong intellectual foundations at both the theoretical and methodological levels to assist educators (or lecturers) in transitioning to a more constructivist view of entrepreneurship education, including the tourism-related entrepreneurship education.

The 'perceptions of entrepreneurship education' statements when compared to the respondents' demographic characteristics (gender and age group), show no significant relationships. It is worthy of note that the entrepreneurial process is therefore gender and age neutral. Some of these findings corroborate those of Urban (2014), Ahmad (2015), and Premand et al. (2016), who suggested no positive relationships between entrepre-

neural abilities on the one hand, and age on the other hand. This is also consistent with the recent findings of Nzama and Ezeuduji (2020). According to these latter researchers, gender and age group have no relationship with the entrepreneurial process.

Table 2 | Comparing respondents' perceptions of 'entrepreneurship education', with their profile

Perceptions of entrepreneurship education			
Statements ^a	Mean score	Standard deviation	Compared with respondents' profile ^b
Entrepreneurship education allows students to receive business training and coaching	1.53	0.678	** (Z = -2.883; p value: .004) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -3.298; p value: .001) Respondents who have entrepreneur parents agree more. * (Z = -2.460; p value: .014) Respondents who know enough to start a business agree more.
During the offering of tourism entrepreneurship module, students learnt to create business plan	1.73	0.821	** (Z = -2.737; p value: .006) Respondents who took Business Tourism and Entrepreneurship Module agree more. * (Z = -2.111; p value: .035) Respondents who have entrepreneur parents agree more. * (Z = -2.360; p value: .018) Respondents who know enough to start a business agree more.
During the offering of tourism entrepreneurship module, students learnt to develop, modify, or refine an initial business idea	1.84	0.835	*** (Z = -4.062; p value: .000) Respondents who took Business Tourism and Entrepreneurship Module agree more. * (Z = -2.336; p value: .020) Respondents who have entrepreneur parents agree more. *** (Z = -3.799; p value: .000) Respondents who know enough to start a business agree more.
Entrepreneurship education aids students to develop business knowledge, skills, and entrepreneurial attitude	1.72	0.760	* (Z = -2.446; p value: .014) Respondents who want to start their own business in the future agree more. *** (Z = -2.862; p value: .004) Respondents who know enough to start a business agree more.
Entrepreneurship education enables students to exploit entrepreneurial opportunities	2.05	1.250	* (Z = -2.240; p value: .025) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -3.004; p value: .003) Respondents who have entrepreneur parents agree more. * (Z = -2.054; p value: .040) Respondents who know enough to start a business agree more.
Entrepreneurship education and training are relevant to starting businesses	1.87	0.890	N.S.
Entrepreneurship education helps student to know the challenges of starting a business	1.71	0.809	N.S.
Entrepreneurship education assists me to deal with the negative thoughts on running my own business	1.91	0.873	N.S.
Entrepreneurship education taught me how to obtain business mentorship and create networks to sustain my future tourism business	1.88	0.902	** (Z = -3.446; p value: .001) Respondents who took Business Tourism and Entrepreneurship Module agree more. * (Z = -2.228; p value: .025) Respondents who have entrepreneur parents agree more. ** (Z = -2.789; p value: .005) Respondents who know enough to start a business agree more.
Training support in entrepreneurship is important for new entrepreneurs after starting a small tourism business	1.90	0.961	* (Z = -2.099; p value: .036) Respondents who took Business Tourism and Entrepreneurship Module agree more.

Reliability Statistics (Perceptions of entrepreneurship education), Cronbach's Alpha = .762, N of Items = 10, Valid cases = 137 (89.0%), Excluded cases = 17 (11.0%), Total = 154

Note: ^a Questionnaire were itemised along a 5-point Likert-type scale: 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Mann-Whitney U test significance. N.S, no significant results - *, p < 0.05; **, p < 0.01; ***, p < 0.000.

However, the results in Table 2 further indicate that respondents who have entrepreneur parents agreed more to four (4) of the statements in the Table. It is safe to argue that people with entrepreneurial family background will have some propensity for the entrepreneurial process.

In Table 3, respondents show a general positive attitude to entrepreneurial desirability and feasibility variables, however the statements on getting start-up capital, mentorship and business networks had weaker levels of agreement.

Table 3 | Comparing the respondents' perceptions of 'entrepreneurial desirability and feasibility', with students' profile

Perceptions of entrepreneurial desirability and feasibility			
Statements^a	Mean score	Standard deviation	Compared with respondents' profile^b
I can take risks in exchange for possible benefits	1.85	1.266	** (Z = -3.467; p value: .001) Respondents who have entrepreneur parents agree more. ** (Z = -2.599; p value: .009) Respondents who know enough to start a business agree more.
I am ready to do whatever it takes to be an entrepreneur	1.78	0.872	* (Z = -2.321; p value: .020) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -2.867; p value: .004) Respondents who want to start their own business in the future agree more. ** (Z = -3.119; p value: .002) Respondents who have entrepreneur parents agree more.
Nothing is more exciting than seeing my business idea turn into reality	1.68	1.149	N.S.
I believe that getting involved in situations of higher risk will create results of great impact	1.92	0.983	* (Z = -2.021; p value: .043) Respondents who took Business Tourism and Entrepreneurship Module agree more. * (Z = -1.960; p value: .050) Respondents who have entrepreneur parents agree more.
I always find creative solutions to the problems I encounter	1.88	0.865	* (Z = -2.052; p value: .040) Respondents who took Business Tourism and Entrepreneurship Module agree more.
I will make every effort to have and run my own tourism business	2.00	2.109	*** (Z = -4.564; p value: .000) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -2.991; p value: .003) Respondents who want to start their own business in the future agree more. * (Z = -2.108; p value: .035) Respondents who know enough to start a business agree more.
I am great at turning problems into opportunities	1.93	0.835	* (Z = -2.470; p value: .014) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -3.166; p value: .002) Respondents who have entrepreneur parents agree more.
I can spot a good opportunity long before others can	1.90	0.913	** (Z = -2.905; p value: .004) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -2.883; p value: .004) Respondents who have entrepreneur parents agree more.
I know how to get money to start a small tourism business	2.19	1.496	*** (Z = -4.073; p value: .000) Respondents who took Business Tourism and Entrepreneurship Module agree more. * (Z = -2.412; p value: .016) Respondents who want to start their own business in the future agree more. ** (Z = -3.336; p value: .001) Respondents who have entrepreneur parents agree more. * (Z = -2.115; p value: .034) Respondents who know enough to start a business agree more.
I know how to obtain business mentorship and create networks to sustain my future tourism business	2.12	0.938	*** (Z = -3.534; p value: .000) Respondents who took Business Tourism and Entrepreneurship Module agree more. * (Z = -2.500; p value: .012) Respondents who want to start their own business in the future agree more. ** (Z = -3.022; p value: .003) Respondents who have entrepreneur parents agree more.

Reliability Statistics (Perceptions of entrepreneurial desirability and feasibility), Cronbach's Alpha = .689, N of Items = 10, Valid cases = 145 (94.2%), Excluded cases = 9 (5.8%), Total = 154

Note: ^a Questionnaire were itemised along a 5-point Likert-type scale: 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Mann-Whitney U test significance. N.S, no significant results - *, p < 0.05; **, p < 0.01; ***, p < 0.000.

Results in Table 3 show that 'perceptions of entrepreneurial desirability and feasibility' also have no significant relationships with respondents' demographic characteristics (gender and age group), supporting earlier finding. However, results also indicate that respondents who have entrepreneur parents agreed more to seven (7) statements in Table 3. This once again reveals the advantage that those from entrepreneurial family have over others when it comes to starting a new business. They already have family mentors in place to support and guide them through. According to Hsiung (2018), entrepreneur's managerial ability can be learned. The young generation requires tourism entrepreneurship motivation in the form of rich tourism education to support their entrepreneurial desirability and feasibility. Binti Othman and Othman (2017) earlier advocated that, successful local entrepreneurs and guest speakers inspire students' development of entrepreneurial mind-set. According to Astiana, Malinda, Nurbasari, and Margaretha (2022), the propensity to act is determined by desirability and feasibility, and entrepreneurship education increases positive entrepreneurial intention among students.

Furthermore, respondents who understand how to start a business agreed more to the three (3) statements in Table 3. Previous researchers have shown that risk-taking and organisational skills are two of the most important characteristics for any business to grow (Astiana et al., 2022; Omerzel, 2016). A real entrepreneur cannot ignore any problems that arise, but the entrepreneur must solve those problems or convert it to an opportunity (Bruwer & Smith, 2018).

According to the results in Table 3, respondents who took the Business Tourism and Entrepreneurship Module agreed more to eight (8) statements in the Table. Hence, this study posits that training programmes are very important and

should be provided to low-skilled tourism entrepreneurs for the start-up and long-term survival of their businesses (Ezeudji & Ntshangase, 2017; Kallmuenzer & Peters, 2018). Previous studies indicate that, education is found to be crucial for the success of entrepreneurial activity (Baidoun, Lussier, Burbar, & Awashra, 2018; Maduku & Kaseeram, 2021; Mosweunyane, Rambe, & Dzansi, 2019; Ntshangase & Ezeudji, 2020).

Respondents who want to start their own business in the future agreed more to four (4) statements in Table 3. These results support those of Alferaih (2022). According to Alferaih's research, attitude, subjective norm, perceived feasibility, perceived desirability, propensity to act, entrepreneurial education, and innovativeness are constructs that have a significant impact on entrepreneurial intentions, while perceived behavioural control and self-efficacy have a significant impact on entrepreneurial behaviour.

Respondents generally agreed to the statements in Table 4, regarding the possession of entrepreneurial attributes.

The results in Table 4 indicate that respondents who took Business Tourism and Entrepreneurship Module agreed more to seven (7) statements in Table 4. Again, Table 4 shows that variables used to measure entrepreneurial attributes have no significant relationships with respondents' demographic characteristics (gender and age group), consistent with earlier results.

The results in Table 4 further strengthen the narrative of the importance of having entrepreneurial background. Hence respondents who have entrepreneur parents agreed more to nine (9) statements in the Table. Those who want to start their own business in the future agreed more to four (4) statements in Table 4.

Table 4 | Comparing the respondents' perceptions of 'entrepreneurial attributes statements', with their profile

Measurement of entrepreneurial attributes			
Statements ^a	Mean score	Standard deviation	Compared with respondents' profile ^b
I have the ability to learn from failure	1.49	0.770	* (Z = -2.384; p value: .017) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -3.413; p value: .001) Respondents who have entrepreneur parents agree more.
I have the ability to learn new ways of doing things	1.69	1.094	* (Z = -1.979; p value: .048) Respondents who took Business Tourism and Entrepreneurship Module agree more. * (Z = -1.986; p value: .047) Respondents who want to start their own business in the future agree more. ** (Z = -2.868; p value: .004) Respondents who know enough to start a business agree more.
I depend on my own creativity to develop my business and to make a mark in the industry	1.76	0.817	* (Z = -2.243; p value: .025) Respondents who have entrepreneur parents agree more. *** (Z = -3.668; p value: .000) Respondents who know enough to start a business agree more.
I believe my business will grow quicker if I form connections with or become a member of professional bodies	1.72	0.875	** (Z = -2.809; p value: .005) Respondents who have entrepreneur parents agree more.
I feel motivated and energetic to make a difference in the South African tourism industry	1.83	0.916	* (Z = -2.310; p value: .021) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -3.424; p value: .001) Respondents who want to start their own business in the future agree more. * (Z = -2.234; p value: .026) Respondents who have entrepreneur parents agree more. *** (Z = -3.558; p value: .000) Respondents who know enough to start a business agree more.
I always want to achieve greater things	1.61	0.773	N.S.
It helps to get additional technology education and training on an ongoing basis as an entrepreneur	1.86	0.925	** (Z = -2.607; p value: .009) Respondents who know enough to start a business agree more.
The entrepreneur's competitiveness increases by introducing and using modern technologies	1.77	0.842	* (Z = -2.120; p value: .034) Respondents who know enough to start a business agree more.
Entrepreneurial achievement motivation is one of the key components for entrepreneurial success	1.73	0.774	** (Z = -3.316; p value: .001) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -2.655; p value: .008) Respondents who want to start their own business in the future agree more. * (Z = -2.343; p value: .019) Respondents who have entrepreneur parents agree more. * (Z = -2.356; p value: .018) Respondents who know enough to start a business agree more.
I have love and passion for work in the tourism industry	1.90	0.978	** (Z = -2.784; p value: .005) Respondents who took Business Tourism and Entrepreneurship Module agree more. * (Z = -2.323; p value: .020) Respondents who want to start their own business in the future agree more. ** (Z = -2.810; p value: .005) Respondents who have entrepreneur parents agree more. * (Z = -2.088; p value: .037) Respondents who know enough to start a business agree more.
I test my abilities by engaging myself in complex tasks	1.90	0.859	* (Z = -2.424; p value: .015) Respondents who took Business Tourism and Entrepreneurship Module agree more.
No matter what the odds, if I believe in something, I make it happen	1.80	0.877	* (Z = -1.982; p value: .048) Respondents who have entrepreneur parents agree more.
I know how to anticipate problems in advance and deal with them before they occur	1.97	0.999	** (Z = -2.811; p value: .005) Respondents who took Business Tourism and Entrepreneurship Module agree more. ** (Z = -2.935; p value: .003) Respondents who have entrepreneur parents agree more.
I am good at turning resources into profitable outcomes	1.86	0.888	* (Z = -2.058; p value: .040) Respondents who have entrepreneur parents agree more.
Reliability Statistics (Measurement of entrepreneurial attributes), Cronbach's Alpha = .863, N of Items = 14, Valid cases = 142 (92.2%), Excluded cases = 12 (7.8%), Total = 154			

Note: ^a Questionnaire were itemised along a 5-point Likert-type scale: 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Mann-Whitney U test significance. N.S., no significant results - *, p < 0.05; **, p < 0.01; ***, p < 0.000.

The evidence presented thus far supports the idea that entrepreneurial intention is higher among the students whose parents are entrepreneurs (Dragin et al., 2022; Khan & Farooqi, 2022). Another recently published article by Nexhipi, Llambi Prendi and Musabelli (2022) seem to cast doubt on Dragin et al.'s assumption that entrepreneurial intention is higher among the students whose parents are entrepreneurs. Nexhipi et al. (2022) concluded that family influences entrepreneurial intention in young people, but only in certain circumstances, such as young people who are actually exposed to business by their parents.

Respondents who know enough to start a business agreed more to seven (7) statements in Table 4. From the foregoing, it seems therefore that entrepreneurship education supports the development of entrepreneurial attributes among tourism students and could decrease business.

failure rate. Studies such as that conducted by Riar, Bican and Fischer (2021, p. 115) have shown that "failure should not be romanticised because it has serious implications for attribution and its effects on learning". Their research (Riar et al.), however, has ignored questions such as how this affects the learning process. This leaves room for further investigation. Of course, we recognise that failure attribution is significant, with different consequences depending on whether it is attributed to external or internal factors (Amore et al., 2021; Riar et al., 2021), hence the need that entrepreneurs develop and maintain internal locus of control. The following sections of this paper conclude this study's findings, present study limitations and future research areas, and put forward relevant recommendations based on study results.

5. Conclusions

This study found that the respondents' demographic characteristics such as gender and age

group did not play a role in explaining impact of entrepreneurship education on entrepreneurial desirability and feasibility. However, the study found that it is easier for students who have entrepreneurial family background and entrepreneurship education to find business start-up capital, networks, and mentorship to pursue entrepreneurship. They tend to have higher propensity for entrepreneurial desirability and feasibility, based on the stronger entrepreneurial attributes they developed through entrepreneurship education and practical training. Through tourism entrepreneurship education and training, students receive business training and coaching, learn to develop, modify, or refine an initial business idea, learn how to get money to start a small tourism business, develop the ability to learn from failure, and depend on their own creativity to develop their businesses and make a mark in the industry. This study concludes that entrepreneurship education and practical training positively influence tourism students' entrepreneurial intentions, including their perceptions of the desirability and feasibility of starting some tourism-related businesses. Entrepreneurship education and training also support their development of entrepreneurial attributes.

6. Limitations and Further Research

It was the intention of this study to be exploratory in nature, hence its findings are not conclusive. The study used a relatively small sample size of 154 students for its findings and focused on one university in South Africa. These are limitations to this study; however, the study serves as a foundation for further predictive studies using variables and dimensions that are found to be relevant for larger-scale study. Therefore, this study suggests further research to sample tourism students in other South African higher education institutions to facilitate more robust findings and

conclusions for the South African context. Future conclusive studies may use much larger sample size and employ more robust multivariate analyses such as regression, structural equation modeling, and factor-cluster analyses to identify the link between entrepreneurship education and training on the one hand, and entrepreneurial intentions, entrepreneurship desirability and feasibility, on the other hand. Another attempt, using larger sample size to establish respondents' segments who are more inclined to business start-ups, can be made.

All the same, it should be noted that the findings of this study are only particular to the tourism students at the university being studied, at the time the study was conducted, and should not be over generalised.

7. Recommendations

The importance of entrepreneurship education and training towards entrepreneurial intention has been highlighted by this study. The tourism department that was studied offers in its bachelor's degree programme, entrepreneurship modules only during the first year of study, without following through on the students' entrepreneurship development till their final year of study. In its diploma programme, entrepreneurship modules are offered in the first and second years of study. To improve the quality of entrepreneurship education being offered in the tourism department that was studied, it is essential that the tourism department implements a variety of optimisation programmes, outlined.

(1) Dependent on the approval of the university management, the department of tourism staff need to re-curriculate the existing undergraduate programmes (Bachelor's degree and Diploma), to add a new entrepreneurship track to the undergraduate curriculum.

(2) If the addition of the new entrepreneurship track to the undergraduate curriculum is successful; students, as from their first year of study should be invited to apply for the entrepreneurship education track, which will include business training as well as individualised coaching and mentorship sessions with industry mentors. Students could then graduate by writing and defending a business plan. This will support the formation of professional networks, increased entrepreneurship process knowledge base, and self-efficacy among tourism students who want to become tourism entrepreneurs.

(3) The content of the curriculum should also support the education and training of tourism students on how to get start-up capital, be involved in mentorship programmes, and develop business networks, as this study revealed weaker levels of agreement to the study statements that enquired on these knowledge and abilities.

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