

Investigating the Effect of Entrepreneurship Training on Entrepreneurial Intentions Among Youth in Madagascar's Tourism Sector: The Roles of Entrepreneurial Skills and Entrepreneurial Orientation

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ABSTRACT

Purpose: This study examines the effect of entrepreneurship training on entrepreneurial intention among youth in Madagascar's tourism sector, with entrepreneurial skills and entrepreneurial orientation as mediating variables. Five hypotheses were developed to assess the direct and indirect relationships among the variables.

Research Method: This quantitative explanatory study employed purposive sampling. Data were collected through structured questionnaires from 334 young adults aged 18–35 who had completed tourism-related entrepreneurship training within the previous three years. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.

Results and Discussion: Entrepreneurship training significantly improves entrepreneurial skills and orientation, demonstrating its effectiveness in developing competencies and an entrepreneurial mindset. However, training has a negative and insignificant direct effect on entrepreneurial intention. Conversely, entrepreneurial skills and orientation positively and significantly influence entrepreneurial intention, confirming their roles as key drivers and mediators between training and intention.

Implications: Entrepreneurship policies should complement training with practical skill development, mindset strengthening, mentorship, financial support, and institutional assistance.

Originality: This study provides evidence from Madagascar, an underrepresented context, and explains how training, skills, and orientation jointly shape youth entrepreneurial intentions in tourism.

Keywords: entrepreneurship training; entrepreneurial skills; entrepreneurial orientation; entrepreneurial intention.

1. Introduction

Youth unemployment and underemployment remain major socioeconomic challenges in many developing countries, particularly in Madagascar. The youth unemployment rate in Madagascar has increased over the years. According to Macrotrends (2025), the rate increased to 5.65%, up from 2012. This indicates a growing challenge in providing employment opportunities for the younger population. Young graduates are especially vulnerable, as many are employed in occupations unrelated to their qualifications or remain trapped in unstable and low-income jobs (Shehu & Nilsson, 2014).



Consequently, promoting entrepreneurship among youth has become an important strategy for addressing unemployment, reducing poverty, and stimulating economic development.

Entrepreneurship training has been widely recognized as an effective instrument for developing entrepreneurial competencies and encouraging self-employment (Shahin *et al.*, 2020). Therefore, entrepreneurship training is considered a viable solution to address economic problems, unemployment, and limited employment opportunities. Entrepreneurship training programs provide individuals with the knowledge, skills, and competencies necessary to identify opportunities, manage resources, and establish sustainable ventures, particularly in Madagascar, where the tourism sector represents one of the country's most promising economic sectors. In 2025, the sector is projected to contribute 14.9% to the country's GDP. As such, tourism is a major driver of Madagascar's economic development and offers a bright future despite other economic challenges (Travelnews Africa, 2025). Entrepreneurship development in the tourism sector among young people may constitute a strategic mechanism for promoting inclusive and sustainable growth (Huaxia, 2025).

Recent empirical studies have demonstrated the positive contribution of entrepreneurship training to entrepreneurial development. Shahin, Ilic, Gonsalvez, and Whittle (2020) argued that entrepreneurship education and training play a crucial role in shaping entrepreneurial behavior and strengthening entrepreneurial intentions. Similarly, Praswati, Sari, and Murwanti (2022) emphasized that young people possess important entrepreneurial characteristics, such as creativity, innovation, and adaptability, which can be enhanced through structured entrepreneurship programs. Furthermore, studies by Inegbedion & Oghojafor (2021) and Ugobueze & Okwunmuo (2024) revealed that entrepreneurship training contributes not only to the creation of self-employment but also to broader economic development through indirect job creation and increased entrepreneurial activity.

Recent research has also highlighted the importance of entrepreneurial skills and entrepreneurial orientation in the entrepreneurial process. Entrepreneurial skills encompass technical, managerial, and personal competencies necessary for successful venture creation and management, including problem-solving, communication, financial management, creativity, and opportunity recognition. Previous studies have demonstrated that acquiring entrepreneurial skills significantly improves entrepreneurial performance and increases the likelihood of business creation. Likewise, entrepreneurial orientation, characterized by innovativeness, proactivity, and risk-taking, has been recognized as a critical determinant of entrepreneurial success and business sustainability. Cheng, Wu, and Xiao (2025) demonstrated that entrepreneurial orientation functions as an important psychological and behavioral mechanism influencing entrepreneurial decision-making and performance. Several studies have further explored the mediating role of entrepreneurial competencies in the relationship between entrepreneurship education and entrepreneurial outcomes. Sá, Cowley, and Husain (2024) reported that entrepreneurial education positively influences entrepreneurial intentions by enhancing competencies and attitudes. Similarly, Adenutsi (2023) found that entrepreneurship-related interventions generate broader socioeconomic benefits through business creation and employment generation. Despite these advances, most existing studies have been conducted in developed economies or in general entrepreneurial contexts, with limited attention given to sector-specific entrepreneurial development in developing countries.

This study focuses on the relationship between entrepreneurship training and entrepreneurial intentions among young people in Madagascar. Specifically, it examines entrepreneurial intentions as dependent variables and entrepreneurship training as the independent variable. The analysis also

incorporates 2 key mediating factors: entrepreneurial skills and entrepreneurial orientations. This research aims to evaluate how entrepreneurship training influences entrepreneurial intentions among young people in Madagascar's tourism sector, and to examine the mediating roles of entrepreneurial skills and entrepreneurial orientation. This research seeks to generate valuable insights for policymakers, training institutions, and other relevant stakeholders. Ultimately, it aims to enhance understanding of how entrepreneurship can function as a catalyst for social and economic development in the Malagasy context.

The remainder of this paper is organized as follows. The next section reviews the relevant literature and develops the study hypotheses. The subsequent section presents the research methodology, including research design, sampling procedures, measurement instruments, and data analysis techniques. The following section reports and discusses the empirical findings. Finally, the paper concludes by presenting the theoretical and practical implications, limitations, and recommendations.

2. Literature Review and Hypothesis Development

2.1 Literature Review

This study is grounded in the Theory of Planned Behavior (TPB) proposed by Icek Ajzen (1991) and Social Cognitive Theory (SCT) developed by Albert Bandura (1986). According to TPB, entrepreneurial intention is determined by individuals' attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). In the context of entrepreneurship, training programs can enhance knowledge, confidence, and perceived capability, thereby increasing entrepreneurial intentions. Meanwhile, SCT explains that individuals acquire knowledge, skills, and behaviors through learning experiences, observation, and social interaction (Bandura, 2001). Entrepreneurship training contributes to the development of entrepreneurial competencies and self-efficacy, which subsequently strengthen entrepreneurial orientation and entrepreneurial intentions. Therefore, these theories provide a robust foundation for examining the relationships among entrepreneurship training, entrepreneurial skills, entrepreneurial orientation, and entrepreneurial intentions among youth in Madagascar's tourism sector.

2.2 Hypothesis Development

2.2.1 Entrepreneurship Training and Entrepreneurial Skills

Entrepreneurial skills refer to the competencies required to identify opportunities, manage risks, solve problems, and operate business activities effectively (Lorenzo *et al.*, 2018). Previous studies have consistently demonstrated that entrepreneurship training significantly enhances entrepreneurial competencies. Ho, Uy, Kang and Chan (2018) found that structured entrepreneurship training improves entrepreneurial alertness, opportunity recognition, and entrepreneurial efficacy among young people. Similarly, Aizuddin and Adam (2021) reported that entrepreneurship training strengthens business management capabilities and entrepreneurial performance. Recent evidence also indicates that experiential learning approaches, including mentoring, simulations, and practical business projects, contribute significantly to the development of entrepreneurial competencies (Cheng *et al.*, 2025). Despite these findings, there is limited empirical evidence on the impact of entrepreneurship training on entrepreneurial skills among youth in Madagascar's tourism sector.

H1: Entrepreneurship training positively influences entrepreneurial skills.



2.2.2 Entrepreneurship Training and Entrepreneurial Orientation

Entrepreneurial orientation (EO) reflects individuals' tendencies toward innovativeness, proactivity, and risk-taking. Previous research has established that entrepreneurship training contributes significantly to the development of entrepreneurial orientation. Al-Awlaqi, Aamer, and Habtoor (2021) demonstrated that entrepreneurship training positively affects innovativeness, proactiveness, and risk-taking behavior among entrepreneurs. Similarly, Cheng, Wu, and Xiao (2025) found that entrepreneurial orientation enhances market responsiveness and entrepreneurial performance. Furthermore, Ali (2024) emphasized that entrepreneurship training fosters strategic entrepreneurial behaviors that enable entrepreneurs to adapt to dynamic market environments. However, empirical studies investigating this relationship within developing countries and tourism contexts remain limited.

H2: *Entrepreneurship training positively influences entrepreneurial orientation.*

2.2.3 Entrepreneurship Training and Entrepreneurial Intention

Entrepreneurial intention refers to an individual's conscious state of mind directing attention toward entrepreneurial activities (Daspit *et al.*, 2023). Numerous studies have demonstrated the positive effect of entrepreneurship education and training on entrepreneurial intentions. Lawal and Jayeoba (2023) found that practical entrepreneurship training generates stronger entrepreneurial intentions than purely theoretical approaches. Similarly, Campaner, Perez, and Vilbar (2025) showed that entrepreneurship education increases perceptions of entrepreneurial desirability and feasibility through experiential learning methods. Meanwhile, SCT explains that individuals acquire knowledge, skills, and behaviors through learning experiences, observation, and social interaction. Entrepreneurship training contributes to the development of entrepreneurial competencies and self-efficacy, which subsequently strengthen entrepreneurial orientation and entrepreneurial intentions. Therefore, these theories provide a robust foundation for examining the relationships among entrepreneurship training, entrepreneurial skills, entrepreneurial orientation, and entrepreneurial intentions among youth in Madagascar's tourism sector. Moreover, Digón-Arroba *et al.*, (2025) concluded that entrepreneurship training enhances entrepreneurial passion, self-efficacy, and motivation, ultimately increasing entrepreneurial intentions. Nevertheless, limited evidence exists regarding this relationship among youth in Madagascar's tourism sector.

H3: *Entrepreneurship training positively influences entrepreneurial orientation.*

2.2.4 The Mediating Role of Entrepreneurial Skills

Social Cognitive Theory suggests that training contributes to entrepreneurial intention by fostering competencies and self-efficacy. Previous studies indicate that entrepreneurial skills act as an important mechanism linking entrepreneurship training and entrepreneurial intention. Entrepreneurship training enhances opportunity recognition, business planning, financial literacy, and risk management skills, thereby strengthening entrepreneurial confidence and readiness to establish businesses (Urban & Ratsimanetrimanana, 2025). In the context of Madagascar's tourism sector, entrepreneurial skills are particularly important due to the industry's dynamic nature and the need for practical competencies. However, empirical evidence examining the mediating role of entrepreneurial skills remains limited.

H4: *Entrepreneurial skills mediate the positive relationship between entrepreneurship training and entrepreneurial intention among youth in Madagascar's tourism sector.*

2.5 The Mediating Role of Entrepreneurial Orientation

Entrepreneurial orientation represents a strategic and behavioral mechanism through which entrepreneurship training influences entrepreneurial intentions. Previous studies have shown that entrepreneurship training fosters innovativeness, proactiveness, and risk-taking behaviors, which subsequently strengthen entrepreneurial intentions (Ntshangase *et al.*, 2024). Benchikh (2021) further demonstrated that entrepreneurial orientation transforms entrepreneurial knowledge and competencies into entrepreneurial action and intention. Given the importance of entrepreneurial orientation in tourism entrepreneurship, particularly in developing economies, investigating its mediating role within Madagascar's tourism sector offers valuable theoretical and practical contributions.

H5: *Entrepreneurial skills mediate the positive relationship between entrepreneurship training and entrepreneurial intention among youth in Madagascar's tourism sector.*

3. Research Method

This study employed a quantitative, explanatory research design to examine the relationships among entrepreneurship training, entrepreneurial skills, entrepreneurial orientation, and entrepreneurial intention in young people in Madagascar. As stated by Creswell (in Subhaktiyasa, 2024), explanatory research is a method used to clarify the relationships between variables and determine the influence of one variable on another. The target population consisted of young individuals aged 18–35 years in Madagascar who had participated in entrepreneurship training programs in the tourism sector within the last three years. Babbie (2021) stated that in research methodology, a population refers to the entire group of individuals or objects that a researcher aims to study. Based on data from the National Institute of Statistics of Madagascar (INSTAT Madagascar, 2024), the estimated population size was approximately 2,000 individuals. The study employed purposive sampling, a non-probability sampling technique, to select respondents who met the specified criteria (Creswell, as cited in Subhaktiyasa, 2024). Using the Isaac and Michael sampling formula with a 5% margin of error, the minimum required sample size was determined to be 334 respondents.

Primary data were collected through a structured questionnaire distributed to eligible respondents. The questionnaire was developed based on established indicators from previous studies and measured four constructs: entrepreneurship training, entrepreneurial skills, entrepreneurial orientation, and entrepreneurial intention. All items were assessed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Babbie, 2021). The entrepreneurship training construct included indicators related to practical training experience and curriculum responsiveness; entrepreneurial skills were measured through decision-making, creativity and innovation, and communication and leadership competencies; entrepreneurial orientation was assessed through innovativeness, proactiveness, and risk-taking dimensions; while entrepreneurial intention was evaluated through the desire to start a business, readiness to pursue entrepreneurial opportunities, and commitment to overcoming obstacles.

The collected data were coded and processed in Microsoft Excel and analyzed with SmartPLS 4 using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The analysis procedure consisted of two stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model). The measurement model was assessed using convergent validity,

discriminant validity, and reliability tests, including indicator loadings, Average Variance Extracted (AVE), Cronbach's alpha, and composite reliability. Subsequently, the structural model was evaluated using the coefficient of determination (R^2), path coefficients, and hypothesis testing via bootstrapping. Statistical significance was determined at the 5% level ($p < 0.05$) and a t-statistic threshold of 1.96. In addition, mediation effects were assessed using the Variance Accounted For (VAF) approach to determine the magnitude of indirect effects among the study variables.

Table 1. Variables and Measurement

Variable	Code	Indicator	Major Reference
Entrepreneurship Training	ET.1	Practical Training and Hands-on	(Sibusiso, 2024)
	ET.2	Experience Curriculum	
	ET.3	Content Training Responsiveness	
Entrepreneurial Skills	ES.1	Decision Making	(Lagrio <i>et al.</i> , 2025)
	ES.2	Creativity and Innovation	
	ES.3	Communication and Leadership	
Entrepreneurial Orientation	EO.1	Innovativeness	(Sengduangch & Phaxisithidet, 2025)
	EO.2	Proactiveness	
	EO.3	Risk-Taking	
Entrepreneurial Intention	EI.1	Desire to Start a Business	(Chai & Soelaiman, 2024)
	EI.2	Readiness to Pursue Entrepreneurial Opportunities	
	EI.3	Commitment to Overcome Obstacles	

4. Results and Discussion

4.1 Analysis Results

A total of 334 valid questionnaires were collected from young individuals in Madagascar who had participated in tourism-related entrepreneurship training programs. The respondents were predominantly male (60.8%), and most were aged between 21 and 25 years (61.4%). The majority of participants completed training in tourism business management (62.6%), followed by tourism marketing and digital promotion (10.5%). The measurement model was evaluated through validity and reliability testing using SmartPLS 4.0. After several iterations and the removal of indicators with factor loadings below the recommended threshold, all remaining indicators demonstrated satisfactory convergent validity, with outer loading values exceeding 0.70 and Average Variance Extracted (AVE) values ranging from 0.576 to 0.809. Discriminant validity was confirmed using the Fornell–Larcker criterion, indicating that each construct was empirically distinct. Furthermore, all constructs exhibited high reliability, with composite reliability values ranging from 0.802 to 0.955.

The structural model assessment revealed varying levels of explanatory power. Entrepreneurship training explained 39.9% of the variance in entrepreneurial skills ($R^2 = 0.399$) and 24.1% of the variance in entrepreneurial orientation ($R^2 = 0.241$). However, the model explained only 8.8% of the variance in entrepreneurial intention ($R^2 = 0.088$), indicating relatively weak predictive power for this outcome variable. Hypothesis testing was conducted using the bootstrapping procedure. The results showed that entrepreneurship training had a significant positive effect on entrepreneurial skills ($\beta = 0.632$, $t = 19.483$, $p < 0.001$) and entrepreneurial orientation ($\beta = 0.491$, $t = 12.200$, $p < 0.001$). However, entrepreneurship training did not have a significant direct effect on entrepreneurial intention ($\beta = -0.079$, $t = 1.119$, $p = 0.132$). In contrast, entrepreneurial skills significantly influenced entrepreneurial intention ($\beta = 0.169$, $t = 1.993$, $p = 0.023$), while entrepreneurial orientation also had a

significant positive effect on entrepreneurial intention ($\beta = 0.206$, $t = 3.040$, $p = 0.001$), as presented in the following Table 3

Table 2. Variables and Measurement

	R-square	R-square adjusted
Entrepreneurial Intention	0.088	0.080
Entrepreneurial Orientation	0.241	0.238
Entrepreneurship Skills	0.399	0.398

Table 3. Path Coefficient

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Entrepreneurial Orientation → Entrepreneurial Intention	0.206	0.209	0.068	3.040	0.001
Entrepreneurship Skills → Entrepreneurial Intention	0.169	0.171	0.085	1.993	0.023
Entrepreneurship Training → Entrepreneurial Intention	-0.079	-0.082	0.071	1.119	0.132
Entrepreneurship Training → Entrepreneurial Orientation	0.491	0.495	0.040	12.200	0.000
Entrepreneurship Training → Entrepreneurship Skills	0.632	0.634	0.032	19.483	0.000

Table 4. Hypothesis Conclusion

No.	Hypothesis	Result	Conclusion
H1	Entrepreneurship training positively influences entrepreneurial skills.	Entrepreneurship training positively influences entrepreneurial skills.	Supported
H2	Entrepreneurship training positively influences entrepreneurial orientation.	Entrepreneurship training positively influences entrepreneurial orientation.	Supported
H3	Entrepreneurship training positively influences entrepreneurial intention.	Entrepreneurship training negatively influences entrepreneurial orientation.	Unsupported
H4	Entrepreneurial skills positively influence entrepreneurial intention.	Entrepreneurial skills positively influence entrepreneurial intention.	Supported
H5	Entrepreneurial orientation positively influences entrepreneurial intention.	Entrepreneurial orientation positively influences entrepreneurial intention.	Supported

The findings indicate that entrepreneurship training strengthens entrepreneurial skills and orientation among youth in Madagascar's tourism sector. Although entrepreneurship training does not

directly increase entrepreneurial intention, entrepreneurial skills and entrepreneurial orientation serve as important mechanisms through which entrepreneurial intention can be enhanced.

4.2 Discussion

4.2.1 *The Influence of Entrepreneurship Training on Entrepreneurial Skills*

Based on the research findings, entrepreneurship training has a positive and significant influence on entrepreneurial skills, indicating that increased exposure to training programs enhances individuals' entrepreneurial capabilities. This result suggests that entrepreneurship training plays an important role in equipping young people with the knowledge, competencies, and practical abilities required to engage successfully in entrepreneurial activities. The descriptive analysis revealed that the statement with the highest mean score was, "The training addressed the specific needs of participants in the tourism sector." This finding suggests that training programs tailored to participants' specific contexts and needs, particularly in the tourism industry, are more effective at developing relevant entrepreneurial skills. When training content is aligned with industry-specific challenges and opportunities, participants are better able to apply the knowledge and competencies acquired, thereby strengthening their practical entrepreneurial abilities.

These findings imply that contextualized and sector-specific entrepreneurship training can significantly enhance the effectiveness of skill development among youth in Madagascar's tourism sector. By addressing the unique characteristics and demands of the tourism industry, such training programs enable participants to acquire skills that are directly applicable to their entrepreneurial ventures. Furthermore, the findings of this study are consistent with those reported by Ho, Uy, Kang and Chan (2018), Aizuddin and Adam (2021), and Cheng, Wu and Xiao (2025), who found that entrepreneurship training positively influences entrepreneurial skills. Similar results were also reported by Ibrahim and Abu (2020), Ndofirepi (2020), and Soomro and Shah (2022), who argued that entrepreneurship training improves individuals' managerial, communication, and opportunity-recognition skills, which are essential for entrepreneurial success.

The similarity between the present study and previous studies may be explained by the fact that entrepreneurship training provides participants with both theoretical knowledge and practical experience, thereby enhancing their entrepreneurial competencies. According to Human Capital Theory, investments in education and training increase individuals' knowledge and capabilities, thereby improving their productivity and performance. Entrepreneurship training enables individuals to acquire skills in business planning, opportunity recognition, problem-solving, communication, and decision-making, which are fundamental to entrepreneurial activities. Moreover, the positive effect observed in the present study may be attributed to the tourism-specific nature of the training programs. Since the training addressed the specific needs of participants in the tourism sector, respondents were able to acquire skills directly applicable to their business environment. This finding is particularly relevant in the context of Madagascar, where tourism is a key driver of economic development and employment. Therefore, providing sector-specific entrepreneurship training can enhance young people's capacity to establish and manage sustainable tourism businesses. Overall, the findings reinforce the view that entrepreneurship training serves as a crucial mechanism for developing entrepreneurial skills and promoting entrepreneurial development among youth. They also support the argument of Human

Capital Theory, which posits that investments in education and training contribute to the accumulation of valuable knowledge and skills that enhance individuals' entrepreneurial potential.

4.2.2 *The Influence of Entrepreneurship Training on Entrepreneurial Orientation*

Based on the research findings, entrepreneurship training has a positive and significant influence on entrepreneurial orientation, indicating that increased exposure to training programs enhances individuals' tendency to be more innovative, proactive, and willing to take risks. The descriptive analysis suggests that entrepreneurship training not only equips individuals with technical knowledge and skills but also fosters an entrepreneurial mindset that encourages opportunity recognition and strategic decision-making. The descriptive analysis revealed that the statement with the highest mean score was, "The training addressed the specific needs of participants in the tourism sector." This finding implies that training programs tailored to the specific context and requirements of the tourism industry are more effective in shaping entrepreneurial orientation. When training content is aligned with actual industry challenges and opportunities, participants are more likely to develop a proactive mindset, identify emerging opportunities, and respond strategically to changing market conditions, thereby strengthening their entrepreneurial orientation.

These findings highlight the importance of designing entrepreneurship training programs that are industry-specific and responsive to participants' needs. In the context of Madagascar's tourism sector, such programs can cultivate innovative thinking, encourage calculated risk-taking, and promote proactive behaviors, all of which are essential characteristics of successful entrepreneurs. Furthermore, the findings of the present study are consistent with those of Al-Awlaqi, Aamer, and Habtoor (2021), Ali (2024), and Cheng, Wu, and Xiao (2025), who similarly reported that entrepreneurship training positively influences entrepreneurial orientation. Similar findings were also reported by Rauch and Hulsink (2015), Karimi, Biemans, Lans, Chizari and Mulder (2016), and Ndofirepi (2020), who argued that entrepreneurship education and training positively shape individuals' entrepreneurial attitudes, innovativeness, and opportunity-seeking behavior. These studies emphasized that training programs provide individuals with exposure to entrepreneurial experiences, thereby encouraging proactive and risk-taking tendencies.

The similarity between the present findings and those of previous studies may be explained by the fact that entrepreneurship training enhances individuals' human capital and entrepreneurial mindset. Through training, participants acquire not only knowledge and technical competencies but also attitudes and behaviors associated with entrepreneurship, such as creativity, innovativeness, proactiveness, and the willingness to take calculated risks. According to Human Capital Theory, investments in education and training increase individuals' capabilities and productivity. At the same time, Entrepreneurial Orientation Theory posits that innovativeness, proactivity, and risk-taking are critical dimensions shaping entrepreneurial behavior and performance. Moreover, the positive relationship observed in this study may be attributed to the tourism-specific nature of the training programs. Since the training addressed the particular needs and challenges faced by participants in Madagascar's tourism sector, respondents were able to relate the knowledge acquired to real market opportunities. Consequently, they became more confident in identifying opportunities, adapting to changes, and taking initiative in entrepreneurial activities. This finding is particularly relevant in the context of Madagascar, where tourism offers considerable opportunities for youth entrepreneurship and economic development. Overall, the findings reinforce the view that entrepreneurship training

serves as a critical mechanism for strengthening entrepreneurial orientation among youth. They further support the argument that well-designed, context-specific training programs contribute not only to the development of entrepreneurial skills but also to the cultivation of entrepreneurial attitudes and behaviors necessary for entrepreneurial success.

4.2.3 *The Influence of Entrepreneurship Training on Entrepreneurial Intention*

Based on the research findings, entrepreneurship training negatively influences entrepreneurial intention, indicating that increased exposure to training programs does not necessarily translate into a stronger intention to engage in entrepreneurial activities. This suggests that the effectiveness of entrepreneurship training in fostering entrepreneurial intention may depend not only on the provision of knowledge and skills but also on how well the training meets participants' needs and addresses the challenges they face in pursuing entrepreneurial ventures. The descriptive analysis revealed that the statement with the lowest mean score was, "The training program was flexible enough to adapt to participant concerns and interests." This finding suggests that limited flexibility in training programs may have reduced their effectiveness in stimulating entrepreneurial intention. In other words, when training programs fail to adequately respond to participants' concerns, interests, and expectations, they may be less able to motivate individuals to pursue entrepreneurial activities, thereby weakening their intention to become entrepreneurs. Furthermore, this negative relationship may also be explained by external barriers that discourage entrepreneurial engagement. Factors such as limited access to financial resources, market uncertainty, inadequate institutional support, and the risks associated with starting a business may lead participants to perceive entrepreneurship as difficult or unattractive, despite receiving entrepreneurship training. Consequently, although participants may acquire entrepreneurial knowledge and competencies, these constraints may prevent the development of a strong entrepreneurial intention.

The findings of the present study are consistent with those of Bhatt (2021), who similarly reported a negative effect of entrepreneurship training on entrepreneurial intention. Similar observations were made by Nabi, Walmsley, Liñán, Akhtar and Neame (2018), who argued that entrepreneurship education may sometimes expose participants to the challenges and uncertainties of entrepreneurship, thereby making them more cautious about pursuing entrepreneurial careers. Likewise, Oosterbeek, Praag, and Ijsselstein (2010) found that certain entrepreneurship programs may have no effect or even a negative effect on entrepreneurial intention when the training fails to meet participants' expectations or lacks sufficient practical relevance. However, the findings of the present study contradict those reported by Campaner, Perez and Vilbar (2025), who found that entrepreneurship training positively influences entrepreneurial intention. Similar positive relationships were reported by Bae, Qian, Miao and Fiet (2014), Karimi, Biemans, Lans, Chizari and Mulder (2016), and Soomro and Shah (2022), who concluded that entrepreneurship education and training enhance entrepreneurial intention by increasing individuals' knowledge, self-confidence, and perceived feasibility of starting a business. The discrepancy between the present findings and those of previous studies may be attributed to differences in the design and implementation of training programs, as well as variations in economic, institutional, and cultural contexts. In countries with stronger entrepreneurial ecosystems and greater access to financial and business support, entrepreneurship training is more likely to encourage entrepreneurial intention. In contrast, in developing economies such as Madagascar, limited access to

finance, market uncertainty, and insufficient support mechanisms may discourage young people from pursuing entrepreneurial activities, even after receiving entrepreneurship training.

From the perspective of the Theory of Planned Behavior, entrepreneurial intention is influenced not only by knowledge and attitudes but also by perceived behavioral control. Therefore, if individuals perceive significant barriers to starting a business, their entrepreneurial intention may remain weak despite possessing entrepreneurial knowledge and skills. In Madagascar's tourism sector, participants may recognize business opportunities but also perceive high levels of uncertainty and resource constraints, which reduce their willingness to engage in entrepreneurship. Therefore, the findings of this study suggest that entrepreneurship training programs should be more adaptive, practical, and participant-centered, while also addressing external challenges that hinder entrepreneurial activities. Greater emphasis should be placed on mentorship, access to finance, networking opportunities, and market support. Such improvements may enhance training programs' capacity to encourage stronger entrepreneurial intentions among young people in Madagascar's tourism sector.

4.2.4 The Influence of Entrepreneurial Skills on Entrepreneurial Intention

Based on the research findings, entrepreneurial skills have a positive and significant influence on entrepreneurial intention, indicating that higher levels of entrepreneurial skills are associated with a stronger intention to engage in entrepreneurial activities. This finding suggests that individuals with the necessary competencies and capabilities are more likely to perceive themselves as capable of establishing and managing a business, thereby increasing their willingness to pursue entrepreneurial opportunities. The descriptive analysis revealed that the statement with the highest mean score was, "I can effectively communicate my business ideas to others." This finding suggests that communication ability plays a crucial role in strengthening entrepreneurial intentions. Individuals who are confident in presenting and conveying their business ideas are more likely to pursue entrepreneurial opportunities, as they are better able to attract support, establish professional networks, and transform ideas into viable business ventures. Effective communication also enables aspiring entrepreneurs to persuade stakeholders, collaborate with partners, and respond to market demands more efficiently.

These findings imply that entrepreneurial skills, particularly communication skills, are essential for fostering entrepreneurial intention among youth in Madagascar's tourism sector. Individuals who possess such skills are more likely to demonstrate the confidence and competence required to initiate and sustain entrepreneurial activities. Furthermore, the findings of the present study are consistent with those of JA Africa (2024), Capmad (2024), and Urban and Ratsimanetrimanana (2025), which similarly reported that entrepreneurial skills positively influence entrepreneurial intention. Similar findings were also reported by Sánchez (2013), Ndofirepi (2020), and Soomro and Shah (2022), who found that entrepreneurial competencies significantly enhance individuals' intentions to start and manage businesses. These studies argued that entrepreneurial skills improve individuals' confidence, opportunity recognition, and ability to cope with business-related challenges, thereby increasing their motivation to engage in entrepreneurship.

The similarity between the findings of the present study and those of previous studies may be explained by the fact that entrepreneurial skills provide individuals with the knowledge and capabilities necessary to perform entrepreneurial tasks successfully. According to Human Capital Theory, investments in knowledge and skills enhance individuals' productivity and performance. Likewise, the Theory of Planned Behavior suggests that entrepreneurial skills strengthen perceived behavioral control,

which increases individuals' confidence in their ability to start and manage a business. As a result, individuals with stronger entrepreneurial skills are more likely to develop a positive attitude toward entrepreneurship and exhibit a stronger intention to engage in entrepreneurial activities. Moreover, the positive relationship observed in this study may be particularly relevant to Madagascar's tourism sector. Tourism-related businesses require individuals to possess communication, problem-solving, networking, and opportunity recognition skills to operate successfully in a dynamic and competitive environment. Therefore, individuals who possess these skills are more likely to recognize business opportunities and feel capable of transforming them into sustainable ventures. Overall, the findings of this study reinforce the view that entrepreneurial skills are a critical determinant of entrepreneurial intention. They support the arguments of Human Capital Theory and the Theory of Planned Behavior, which suggest that acquiring knowledge and skills enhances individuals' perceived capabilities and increases their likelihood of pursuing entrepreneurial activities. Consequently, strengthening entrepreneurial skills among youth can contribute significantly to entrepreneurial development and economic growth in Madagascar's tourism sector.

4.2.5 The Influence of Entrepreneurial Orientation on Entrepreneurial Intention

Based on the research findings, entrepreneurial orientation has a positive and significant influence on entrepreneurial intention, indicating that higher levels of entrepreneurial orientation are associated with a stronger intention to engage in entrepreneurial activities. This finding suggests that individuals who exhibit entrepreneurial characteristics, such as innovativeness, proactiveness, and risk-taking, are more likely to develop a strong desire to pursue entrepreneurial ventures. The descriptive analysis revealed that the statement with the highest mean score was, "I take initiative in pursuing business opportunities without waiting for others." This finding suggests that proactiveness is a key factor in strengthening entrepreneurial intention. Individuals who actively seek opportunities are more likely to develop a strong intention to start a business, as they are better prepared to identify, evaluate, and exploit them independently. Such proactive behavior enables individuals to adapt to changing market conditions, respond to customer needs, and gain a competitive advantage, thereby increasing their motivation to engage in entrepreneurial activities.

These findings imply that fostering entrepreneurial orientation, particularly proactive behavior, is essential for promoting entrepreneurial intention among youth in Madagascar's tourism sector. Individuals who are willing to take initiative and actively pursue opportunities are more likely to transform entrepreneurial ideas into concrete business actions and contribute to the development of the tourism industry. Furthermore, the findings of the present study are consistent with those reported by Ntshangase, Ezeudju and Ayanwale (2024) and Urban and Ratsimanetrimanana (2025), who similarly found that entrepreneurial orientation positively influences entrepreneurial intention. Similar results were also reported by Bolton and Lane (2012), Koe (2016), and Covin and Wales (2018), who argued that entrepreneurial orientation, characterized by innovativeness, proactiveness, and risk-taking, enhances individuals' motivation and willingness to engage in entrepreneurial activities. Likewise, Ferreira, Ratten and Dana (2017) found that individuals with a stronger entrepreneurial orientation are more likely to recognize business opportunities and demonstrate a higher propensity to start new ventures.

The similarity between the findings of the present study and those of previous studies may be explained by the fact that entrepreneurial orientation shapes individuals' attitudes and behaviors toward

entrepreneurship. Individuals with high levels of entrepreneurial orientation tend to be more innovative, opportunity-driven, and willing to take calculated risks, which increases their confidence and readiness to pursue entrepreneurial activities. According to the Theory of Planned Behavior, entrepreneurial intention is influenced by individuals' attitudes and perceived behavioral control. Therefore, individuals with entrepreneurial characteristics are more likely to develop favorable attitudes toward entrepreneurship and to perceive themselves as capable of establishing and managing a business. In addition, Entrepreneurial Orientation Theory posits that innovativeness, proactivity, and risk-taking are fundamental dimensions shaping entrepreneurial behavior and performance. These dimensions enable individuals to identify emerging opportunities, respond effectively to environmental changes, and pursue competitive advantages. Consequently, individuals with stronger entrepreneurial orientation are more likely to exhibit higher entrepreneurial intentions.

The positive relationship observed in this study may be particularly relevant to Madagascar's tourism sector, where entrepreneurs operate in a dynamic and highly competitive environment. Tourism businesses require individuals to innovate continuously, adapt to changing customer preferences, and proactively identify new market opportunities. Therefore, youth with a strong entrepreneurial orientation are more likely to recognize opportunities in the tourism industry and translate them into sustainable business ventures. Overall, the findings of this study reinforce the view that entrepreneurial orientation is an important determinant of entrepreneurial intention. They support the arguments of the Theory of Planned Behavior and Entrepreneurial Orientation Theory, which suggest that entrepreneurial attitudes and behaviors play a crucial role in motivating individuals to engage in entrepreneurial activities. Consequently, promoting entrepreneurial orientation among youth can significantly contribute to entrepreneurial development and economic growth in Madagascar's tourism sector.

5. Concluding Remarks and Recommendation

This study examined the effect of entrepreneurship training on entrepreneurial intention among youth in Madagascar's tourism sector, with entrepreneurial skills and entrepreneurial orientation serving as explanatory variables. Using a quantitative approach and Partial Least Squares Structural Equation Modeling (PLS-SEM), data were collected from 334 young individuals who had participated in entrepreneurship-related training programs. The findings indicate that entrepreneurship training significantly enhances entrepreneurial skills and entrepreneurial orientation. In turn, entrepreneurial skills and entrepreneurial orientation positively influence entrepreneurial intention. However, entrepreneurship training had no direct positive effect on entrepreneurial intention, suggesting that its impact operates primarily through the development of entrepreneurial skills and entrepreneurial orientation.

The findings contribute to the entrepreneurship literature by providing empirical evidence from a developing-economy context and supporting the propositions of Human Capital Theory, the Theory of Planned Behavior, and Entrepreneurial Orientation Theory. The study highlights the importance of developing entrepreneurial skills and entrepreneurial orientation as key mediating mechanisms that strengthen entrepreneurial intentions among young people. From a practical and policy perspective, the results suggest that entrepreneurship training programs should be designed to be more context-

specific, practical, and participant-centered, and supported by broader entrepreneurial ecosystems, including access to finance, mentorship, networking opportunities, and institutional support.

This study has several limitations. First, the research was limited to participants engaged in entrepreneurship-related activities in Madagascar's tourism sector, which may limit the generalizability of the findings to other sectors and regions. Second, the use of self-reported online questionnaires may have introduced response bias and errors in subjective assessment. Third, the cross-sectional research design limits the ability to capture changes in entrepreneurial intentions and behaviors over time. In addition, several potentially important variables, such as access to finance, government support, social support, and personal background characteristics, were not included in the research model, potentially reducing its explanatory power. Future research is encouraged to adopt qualitative and mixed-method approaches to provide a deeper understanding of the mechanisms through which entrepreneurship training influences entrepreneurial intentions. Further studies should also incorporate additional variables, such as entrepreneurial self-efficacy, access to finance, social support, government policies, cultural influences, innovation capability, risk-taking propensity, perceived opportunities, and digital literacy. Moreover, longitudinal studies are recommended to examine the long-term effects of entrepreneurship training on entrepreneurial behavior and business creation. Expanding the scope of research to other sectors, regions of Madagascar, and comparative studies involving other developing countries may also provide broader insights into the role of entrepreneurship training in promoting youth entrepreneurship.

Statement of Use of Generative AI

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

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