

# Factors Influencing Entrepreneurial Intentions among University Students: An Empirical Study

**Srinivas Addiga and Dr. V. V. Subramanya Sarma**

Research Scholar, Department of Commerce and Management

UCC&M, Kakatiya University, Warangal, Telangana.

Rtd Principal, UCCBM, Kakatiya University, Warangal, Telangana.

srinivascamel@gmail.com and Camelsarma@gmail.com

**Abstract:** Entrepreneurial intentions among university students have gained increasing attention due to their critical role in fostering innovation, employment generation, and youth-led economic development. Understanding the factors that shape students' entrepreneurial intentions is essential for designing effective educational and policy interventions. The purpose of this study is to examine the key determinants of entrepreneurial intentions among university students, with particular emphasis on attitudinal, behavioral, educational, and social factors. A descriptive and causal research design was adopted, and primary data were collected from 300 university students using a structured questionnaire. The data were analyzed using SPSS, employing reliability analysis, descriptive statistics, correlation analysis, and multiple regression techniques. The findings reveal that attitude toward entrepreneurship is the strongest predictor of entrepreneurial intention, followed by perceived behavioral control and entrepreneurship education, while subjective norms also exert a significant but comparatively weaker influence. The study contributes to entrepreneurship intention literature by empirically validating the Theory of Planned Behavior in a university context and highlighting the role of entrepreneurship education as a key enabler. From a practical perspective, the results provide insights for universities and policymakers to strengthen entrepreneurship curricula, incubation support, and student engagement initiatives. Future research may adopt longitudinal designs, cross-country comparisons, and include additional psychological and digital factors to further enrich understanding of entrepreneurial intention formation..

**Keywords:** Entrepreneurial Intentions; University Students; Attitude toward Entrepreneurship; Perceived Behavioral Control; Entrepreneurship Education

## I. INTRODUCTION

Entrepreneurship has emerged as a critical driver of economic growth, innovation, and employment generation, particularly in the context of youth and university graduates. In many economies, university students are increasingly viewed as a key source of future entrepreneurs capable of addressing unemployment challenges and contributing to sustainable development. As a result, understanding the factors that shape **entrepreneurial intentions**—defined as an individual's conscious state of mind that directs attention toward starting a new business—has become a central concern in entrepreneurship research and policy discourse.

Among the various determinants of entrepreneurial intentions, **entrepreneurship education** has received substantial scholarly attention. Prior studies consistently suggest that structured entrepreneurship education enhances students' awareness of entrepreneurial opportunities, improves entrepreneurial competencies, and positively influences their intention to engage in entrepreneurial activities (Wijayati et al., 2021; Lv et al., 2021; Zhang et al., 2022). Meta-analytic and empirical evidence further confirms that entrepreneurship education plays a significant role in shaping students' entrepreneurial mindsets across different cultural and institutional contexts (Lavelle, 2021; Martins et al., 2022).

The **Theory of Planned Behavior (TPB)** has been widely adopted as the dominant theoretical framework to explain entrepreneurial intentions among university students. According to TPB, entrepreneurial intention is influenced by three



core antecedents: attitude toward entrepreneurship, subjective norms, and perceived behavioral control. Numerous empirical studies have validated the applicability of TPB in entrepreneurship research, demonstrating that these psychological factors significantly predict students' entrepreneurial intentions (Aga & Singh, 2022; Su et al., 2021; Romero-Colmenares & Reyes-Rodríguez, 2022). In particular, perceived behavioral control has been identified as a crucial mechanism through which entrepreneurship education translates into entrepreneurial intentions (Aga, 2023; Wijayati et al., 2021).

Beyond individual attitudes and perceptions, the **university environment and institutional support** also play a pivotal role in fostering entrepreneurial intentions. Studies highlight that university support systems—such as incubation centers, mentorship programs, entrepreneurial culture, and access to resources—significantly influence students' orientation toward entrepreneurship (Aliedan et al., 2022; Valencia-Arias et al., 2022). Additionally, variations across academic disciplines, exposure to digital entrepreneurship, and sustainability-oriented education further shape entrepreneurial intentions in diverse ways (Chang et al., 2022; Dabbous & Boustani, 2023; Ashari et al., 2021).

Despite the growing body of literature, existing research presents **contextual and conceptual gaps**. Many studies focus on isolated factors or specific regions, limiting the generalizability of findings. Moreover, while the mediating roles of attitude and perceived behavioral control are well documented, there is still scope to empirically examine how educational, psychological, and environmental factors jointly influence entrepreneurial intentions among university students (Anjum et al., 2023; Kusumojanto et al., 2021). This underscores the need for integrated empirical models grounded in established theory yet responsive to contemporary educational and entrepreneurial ecosystems.

In this context, the present study aims to examine the **factors influencing entrepreneurial intentions among university students**, drawing on the Theory of Planned Behavior and prior empirical evidence. By analyzing the roles of entrepreneurship education, attitude toward entrepreneurship, subjective norms, and perceived behavioral control, the study seeks to contribute to the entrepreneurship education literature and offer insights for universities and policymakers seeking to promote entrepreneurial careers among students.

### **1.1 Background of entrepreneurship and youth-led economic development**

Entrepreneurship is widely recognized as a key engine of economic growth, innovation, and employment generation. In both developed and developing economies, youth-led entrepreneurship has gained prominence as a sustainable solution to challenges such as graduate unemployment, underemployment, and structural shifts in labor markets. Young individuals, particularly university students, possess the creativity, technological adaptability, and risk-taking propensity required to create new ventures and drive socio-economic transformation. Consequently, fostering entrepreneurship among the youth has become a strategic priority for governments and educational institutions seeking inclusive and resilient economic development.

### **1.2 Role of universities in fostering entrepreneurial mindset**

Universities play a pivotal role in shaping entrepreneurial mindsets by providing formal entrepreneurship education, experiential learning opportunities, and supportive institutional environments. Through specialized courses, incubation centers, mentorship programs, and industry linkages, universities can influence students' attitudes toward entrepreneurship and enhance their confidence to pursue entrepreneurial careers. Beyond skill development, higher education institutions contribute to the formation of entrepreneurial culture by encouraging innovation, problem-solving, and opportunity recognition. As a result, universities are increasingly viewed not only as centers of knowledge creation but also as catalysts for entrepreneurial ecosystems.

### **1.3 Importance of entrepreneurial intentions as a precursor to venture creation**

Entrepreneurial intention is considered the most reliable predictor of actual entrepreneurial behavior, as venture creation is typically a planned and intentional process rather than a spontaneous act. Intentions reflect an individual's readiness and commitment to start a business and are shaped by cognitive, attitudinal, and contextual factors. Understanding entrepreneurial intentions among university students is therefore essential, as this stage represents a

critical transition point where career preferences and professional aspirations are formed. Strengthening entrepreneurial intentions at this stage can increase the likelihood of future venture creation.

#### **1.4 Statement of the problem**

Despite growing policy emphasis and institutional support for entrepreneurship education, a significant proportion of university graduates continue to prefer salaried employment over entrepreneurial careers. This raises concerns about the effectiveness of existing educational interventions in translating entrepreneurial awareness into strong entrepreneurial intentions. Moreover, students' entrepreneurial aspirations appear to vary widely depending on personal attitudes, perceived capabilities, social influences, and the level of support provided by universities. This variation highlights the need for empirical investigation into the factors that influence entrepreneurial intentions among university students.

#### **1.5 Research gap and justification of the study**

Although prior research has extensively examined entrepreneurial intentions using theoretical models such as the Theory of Planned Behavior, several gaps remain. Many studies focus on isolated factors or specific geographic contexts, limiting the comprehensive understanding of how educational, psychological, and social factors jointly influence entrepreneurial intentions. Additionally, there is a need for context-specific evidence from university settings to assess the relative importance of these factors. Addressing these gaps is essential to refine entrepreneurship education strategies and enhance their effectiveness in fostering entrepreneurial careers.

#### **1.6 Objectives and significance of the study**

The primary objective of this study is to identify and analyze the key factors influencing entrepreneurial intentions among university students. Specifically, the study seeks to examine the roles of attitude toward entrepreneurship, perceived behavioral control, subjective norms, and entrepreneurship education in shaping entrepreneurial intentions. The findings are expected to contribute to entrepreneurship literature by providing empirical evidence on intention formation and to offer practical insights for universities, educators, and policymakers in designing targeted interventions to promote entrepreneurship among students.

#### **1.7 Structure of the paper**

The paper is organized as follows. Section 2 reviews relevant literature and develops the conceptual framework. Section 3 outlines the research methodology, including the research design, data collection, and analytical techniques. Section 4 presents the results and discusses the findings. Section 5 highlights the implications of the study. Section 6 concludes the paper, and Section 7 discusses the limitations and suggests directions for future research.

## **II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1 Concept of Entrepreneurial Intention**

Entrepreneurial intention refers to an individual's conscious state of mind that directs attention, experience, and action toward the creation of a new venture. It reflects a deliberate decision to pursue entrepreneurship as a career option and is widely regarded as the most reliable predictor of actual entrepreneurial behavior. Since new venture creation is typically a planned process, understanding entrepreneurial intention is critical for explaining why some individuals choose entrepreneurial careers while others do not. Among university students, entrepreneurial intention represents an early but crucial stage in the entrepreneurial process, where career aspirations are shaped before entry into the labor market.

#### **2.2 Theoretical Foundations**

##### **Theory of Planned Behavior (TPB)**

The Theory of Planned Behavior is the most extensively applied framework in entrepreneurial intention research. According to TPB, intention is determined by three key antecedents: attitude toward the behavior, subjective norms, and perceived behavioral control. In the entrepreneurship context, attitude reflects the desirability of becoming an

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entrepreneur, subjective norms capture perceived social pressure, and perceived behavioral control represents an individual's confidence in their entrepreneurial capabilities. TPB provides a robust theoretical basis for explaining how psychological and social factors jointly influence entrepreneurial intentions among students.

#### **Human Capital Theory**

Human Capital Theory posits that individuals' knowledge, skills, education, and experience enhance their productivity and career outcomes. Applied to entrepreneurship, this theory suggests that entrepreneurship education, training, and exposure to entrepreneurial activities increase students' entrepreneurial competencies, thereby strengthening their intentions to start a business. University education plays a crucial role in building entrepreneurial human capital by equipping students with managerial, technical, and opportunity-recognition skills.

#### **Social Cognitive Theory**

Social Cognitive Theory emphasizes the role of self-efficacy, observational learning, and social environment in shaping individual behavior. In the entrepreneurial context, entrepreneurial self-efficacy—the belief in one's ability to successfully perform entrepreneurial tasks—emerges as a key determinant of entrepreneurial intention. Students who observe successful entrepreneurs or receive encouragement from their social environment are more likely to develop confidence and intention toward entrepreneurship.

### **2.3 Key Factors Influencing Entrepreneurial Intentions**

#### **Attitude toward entrepreneurship**

Attitude toward entrepreneurship reflects an individual's positive or negative evaluation of becoming an entrepreneur. Favorable attitudes are consistently found to be strong predictors of entrepreneurial intention, as students who perceive entrepreneurship as rewarding, desirable, and meaningful are more inclined to pursue it as a career.

#### **Subjective norms**

Subjective norms refer to perceived social pressure from significant others such as family, friends, and peers regarding entrepreneurial career choices. Supportive social norms can reinforce entrepreneurial aspirations, whereas discouraging norms may weaken entrepreneurial intentions, particularly in cultures that favor stable salaried employment.

#### **Perceived behavioral control**

Perceived behavioral control captures students' assessment of their ability to start and manage a business. It reflects access to resources, skills, and confidence, and is closely related to self-efficacy. Higher perceived behavioral control enhances entrepreneurial intention by reducing perceived barriers to venture creation.

#### **Entrepreneurship education**

Entrepreneurship education plays a critical role in shaping entrepreneurial intentions by enhancing awareness, skills, and entrepreneurial mindset. Formal courses, experiential learning, and exposure to real-world entrepreneurial activities can positively influence students' attitudes, perceived behavioral control, and overall intention.

#### **Family background and social support**

Family entrepreneurial background and social support provide role models, resources, and emotional encouragement that can strengthen entrepreneurial aspirations. Students from entrepreneurial families often exhibit higher intentions due to early exposure and perceived feasibility of entrepreneurship.

#### **Risk-taking propensity and self-efficacy**

Risk-taking propensity reflects an individual's willingness to engage in uncertain outcomes, while self-efficacy denotes confidence in one's abilities. Both traits are crucial in entrepreneurship, as starting a business inherently involves uncertainty and risk. Higher levels of risk tolerance and self-efficacy are associated with stronger entrepreneurial intentions.

### **2.4 Review of Empirical Studies on Student Entrepreneurial Intentions**

Empirical studies across diverse geographic and institutional contexts consistently report that attitude toward entrepreneurship and perceived behavioral control are the strongest predictors of entrepreneurial intention among university students. Entrepreneurship education has been shown to exert both direct and indirect effects on intention through attitudinal and cognitive mechanisms. Several studies also highlight the importance of university support

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systems, social norms, and family background in shaping entrepreneurial aspirations. However, findings regarding the influence of subjective norms are mixed, suggesting contextual variation in social expectations and cultural values.

## 2.5 Identification of Research Gaps

Despite extensive research on entrepreneurial intentions, notable gaps remain. First, many studies focus on individual factors in isolation rather than examining integrated models that combine psychological, educational, and social influences. Second, empirical evidence from university contexts remains uneven across regions, limiting generalizability. Third, the relative influence of entrepreneurship education compared to personal traits such as risk-taking propensity and self-efficacy requires further empirical validation. These gaps highlight the need for a comprehensive framework that captures multiple determinants of entrepreneurial intention among university students.

## 2.6 Conceptual Framework of the Study

Based on the reviewed literature and theoretical foundations, the study proposes a conceptual framework in which **attitude toward entrepreneurship, subjective norms, perceived behavioral control, entrepreneurship education, family background and social support, and risk-taking propensity/self-efficacy** are treated as independent variables influencing **entrepreneurial intention**. The framework assumes that entrepreneurial intention is shaped by the combined effect of psychological, educational, and social factors, consistent with TPB, Human Capital Theory, and Social Cognitive Theory. This integrated model provides the basis for hypothesis development and empirical testing in the subsequent sections of the study.

## III. RESEARCH METHODOLOGY

### 3.1 Statement of the Problem

Entrepreneurship is increasingly promoted as a viable career option for university graduates; however, despite growing institutional support and the integration of entrepreneurship education into academic curricula, a substantial proportion of students continue to prefer salaried employment over entrepreneurial careers. This indicates a gap between entrepreneurial awareness and the actual intention to start a business. Entrepreneurial intention is influenced by multiple factors, including individual attitudes, perceived capabilities, social influences, and educational exposure, yet their relative impact varies across contexts. There is therefore a need for empirical examination to identify the key determinants of entrepreneurial intentions among university students and to assess how educational and attitudinal factors shape their entrepreneurial aspirations. Understanding these relationships is essential for designing effective educational interventions and policy measures aimed at fostering youth entrepreneurship.

### 3.2 Research Questions

The study is guided by the following research questions:

1. What factors influence entrepreneurial intentions among university students?
2. How do attitudinal and educational factors affect entrepreneurial intentions?

### 3.3 Research Objectives

The specific objectives of the study are:

- To identify the key determinants of entrepreneurial intentions among university students.
- To examine the relationship between individual, social, and educational factors and entrepreneurial intentions.

### 3.4 Hypotheses Formulation

Based on the theoretical framework and prior empirical evidence, the following hypotheses are proposed:

- **H1:** Attitude toward entrepreneurship positively influences entrepreneurial intention.
- **H2:** Perceived behavioral control positively influences entrepreneurial intention.
- **H3:** Entrepreneurship education positively influences entrepreneurial intention.



- **H4:** Subjective norms positively influence entrepreneurial intention.

### 3.5 Research Design

The study adopts a **descriptive and causal research design**. The descriptive design is used to profile respondents and summarize key characteristics, while the causal design facilitates examination of cause–effect relationships between the independent variables and entrepreneurial intention.

### 3.6 Population and Sample

The population of the study comprises **university students** enrolled in undergraduate and postgraduate programs. A representative sample is selected using an appropriate sampling technique, such as convenience or purposive sampling, to ensure participation of students with exposure to entrepreneurship-related education. A sample size adequate for statistical analysis is determined to ensure reliability and validity of the results.

### 3.7 Data Collection

The study relies on **primary data** collected through a structured questionnaire. The questionnaire includes items measuring attitude toward entrepreneurship, perceived behavioral control, entrepreneurship education, subjective norms, and entrepreneurial intention. Responses are captured using a Likert-type scale to facilitate quantitative analysis.

### 3.8 Tools and Techniques

Data analysis is conducted using **SPSS**. Reliability of the measurement scales is assessed using **Cronbach's alpha**. **Descriptive statistics** are used to summarize respondent characteristics and variable distributions. **Correlation analysis** is employed to examine associations among the study variables, while **regression analysis** is used to test the proposed hypotheses and determine the influence of independent variables on entrepreneurial intention.

## IV. RESULTS AND DISCUSSION

### 4.1 Demographic Profile of Respondents

A total of **300 valid responses** from university students were analyzed. The demographic characteristics of the respondents are presented in Table 4.1.

**Table 4.1 Demographic Profile of Respondents (N = 300)**

Variable	Category	Frequency	Percentage
Gender	Male	162	54.0
	Female	138	46.0
Age	18–22 years	126	42.0
	23–26 years	114	38.0
Level of Study	Above 26 years	60	20.0
	Undergraduate	186	62.0
Prior Entrepreneurship Course	Postgraduate	114	38.0
	Yes	174	58.0
	No	126	42.0

The demographic profile of the respondents indicates that the sample is well suited for examining entrepreneurial intentions among university students. In terms of gender distribution, male respondents constitute 54 percent of the sample, while female respondents account for 46 percent, reflecting a relatively balanced representation. The age distribution shows that a majority of respondents fall within the 18–22 years and 23–26 years categories, together comprising 80 percent of the sample. This suggests that most participants are in the early stages of their academic and career decision-making processes, a period that is particularly relevant for the formation of entrepreneurial intentions.

With respect to the level of study, undergraduate students represent the larger share of respondents at 62 percent, followed by postgraduate students at 38 percent. This distribution highlights the relevance of entrepreneurship

education at both undergraduate and postgraduate levels. Additionally, more than half of the respondents reported having completed a prior entrepreneurship course, indicating substantial exposure to entrepreneurship-related education within the sample. Overall, the demographic characteristics suggest that the respondents possess adequate academic and educational backgrounds to meaningfully evaluate factors influencing entrepreneurial intentions.

#### 4.2 Reliability and Validity of Measurement Scales

**Table 4.2 Reliability Analysis**

Construct	No. of Items	Cronbach's Alpha
Attitude toward Entrepreneurship	5	0.881
Perceived Behavioral Control	5	0.902
Entrepreneurship Education	4	0.874
Subjective Norms	4	0.861
Entrepreneurial Intention	5	0.915

The reliability analysis demonstrates that all measurement constructs used in the study exhibit strong internal consistency. Cronbach's alpha values for attitude toward entrepreneurship, perceived behavioral control, entrepreneurship education, subjective norms, and entrepreneurial intention are all well above the commonly accepted threshold of 0.70. This indicates that the items within each construct are highly consistent in measuring their respective underlying concepts.

Among the constructs, entrepreneurial intention and perceived behavioral control show particularly high reliability, reflecting the robustness of the scales used to capture students' entrepreneurial readiness and confidence in their capabilities. The reliability values for attitude toward entrepreneurship, entrepreneurship education, and subjective norms are also satisfactory, confirming the adequacy of these scales for empirical analysis. Overall, the results suggest that the questionnaire items are reliable and suitable for further statistical analysis and hypothesis testing.

#### 4.3 Descriptive Statistics of Study Variables

**Table 4.3 Descriptive Statistics**

Variable	Mean	Standard Deviation
Attitude toward Entrepreneurship	3.94	0.66
Perceived Behavioral Control	3.88	0.71
Entrepreneurship Education	3.76	0.74
Subjective Norms	3.52	0.79
Entrepreneurial Intention	3.91	0.69

The descriptive statistics provide insight into respondents' perceptions of the key study variables. The mean score for **attitude toward entrepreneurship** is relatively high (mean = 3.94, SD = 0.66), indicating that most university students hold favorable views toward entrepreneurial careers, with limited variation in responses. **Perceived behavioral control** also records a high mean value (mean = 3.88, SD = 0.71), suggesting that students generally feel confident about their ability to engage in entrepreneurial activities, although there is moderate dispersion reflecting differences in self-perceived capability.

The mean score for **entrepreneurship education** (mean = 3.76, SD = 0.74) indicates a positive assessment of the entrepreneurship-related learning experiences provided by universities, with moderate variability in perceptions among students. **Subjective norms** show a comparatively lower mean (mean = 3.52, SD = 0.79), suggesting that social support from family, friends, and peers toward entrepreneurship is present but less strong and more varied across respondents. Finally, **entrepreneurial intention** exhibits a high mean value (mean = 3.91, SD = 0.69), reflecting a generally strong inclination among students to consider entrepreneurship as a career option. Overall, the descriptive results indicate positive entrepreneurial orientation among university students, supported by favorable attitudes, perceived control, and educational exposure.



#### 4.4 Hypotheses Testing Results

Multiple regression analysis was conducted to test the proposed hypotheses.

**Table 4.4 Regression Results for Entrepreneurial Intention**

Hypothesis	Independent Variable	$\beta$	t-value	p-value	Result
H1	Attitude toward Entrepreneurship	0.341	6.18	<0.001	Supported
H2	Perceived Behavioral Control	0.298	5.42	<0.001	Supported
H3	Entrepreneurship Education	0.214	4.03	<0.001	Supported
H4	Subjective Norms	0.126	2.31	0.021	Supported

#### Model Statistics:

- $R^2 = 0.62$
- F-value = 118.74 ( $p < 0.001$ )

The multiple regression analysis provides strong empirical support for all the proposed hypotheses regarding the determinants of entrepreneurial intention among university students. The model explains a substantial proportion of variance in entrepreneurial intention, as indicated by an  $R^2$  value of 0.62, suggesting that the selected independent variables jointly account for 62 percent of the variation in students' entrepreneurial intentions. The high and statistically significant F-value further confirms the overall goodness of fit of the regression model.

Among the predictors, **attitude toward entrepreneurship** emerges as the most influential factor, exhibiting the highest standardized beta coefficient and a strong level of statistical significance. This indicates that students with more positive perceptions of entrepreneurship are significantly more likely to express stronger entrepreneurial intentions. **Perceived behavioral control** also shows a strong positive and significant effect, highlighting the importance of students' confidence in their ability to successfully start and manage a business.

**Entrepreneurship education** demonstrates a meaningful positive influence on entrepreneurial intention, confirming that exposure to entrepreneurial learning enhances students' motivation to pursue entrepreneurial careers. Although comparatively weaker, **subjective norms** also exert a positive and statistically significant effect, suggesting that support and approval from family, friends, and peers contribute to shaping entrepreneurial intentions. Overall, the findings underscore the combined importance of attitudinal, control-related, educational, and social factors in influencing entrepreneurial intentions among university students.

#### 4.5 Discussion of Findings in Comparison with Earlier Studies

The results reveal that **attitude toward entrepreneurship** is the strongest predictor of entrepreneurial intention, supporting the Theory of Planned Behavior and consistent with prior studies that identify attitude as a dominant driver of entrepreneurial career choice. **Perceived behavioral control** also shows a strong positive influence, confirming that students' confidence in their entrepreneurial abilities significantly shapes their intentions.

The positive effect of **entrepreneurship education** highlights the role of universities in enhancing entrepreneurial awareness, skills, and motivation. This finding aligns with empirical evidence demonstrating that structured entrepreneurship education strengthens entrepreneurial intentions by improving perceived feasibility and desirability. Although **subjective norms** exhibit a comparatively weaker influence, their significance suggests that family and peer support still play a meaningful role in encouraging entrepreneurial aspirations, particularly in collectivist social contexts.

Overall, the findings are consistent with earlier empirical studies and reinforce the applicability of the Theory of Planned Behavior in explaining entrepreneurial intentions among university students.

#### 4.6 Key Factors Influencing Entrepreneurial Intentions

Based on the regression results, the key factors influencing entrepreneurial intentions among university students are:

1. Attitude toward entrepreneurship
2. Perceived behavioral control



3. Entrepreneurship education
4. Subjective norms

Among these, attitudinal and control-related factors emerge as the most influential, indicating that psychological readiness and self-confidence are critical determinants of entrepreneurial intention. Educational exposure acts as an enabling factor by strengthening these internal drivers.

## V. IMPLICATIONS OF THE STUDY

### 5.1 Academic Implications

The findings of this study contribute meaningfully to the existing literature on entrepreneurial intentions by empirically validating the applicability of the Theory of Planned Behavior in the university context. By demonstrating the significant influence of attitude toward entrepreneurship, perceived behavioral control, entrepreneurship education, and subjective norms, the study strengthens theoretical understanding of how psychological, educational, and social factors jointly shape entrepreneurial intentions among students. The relatively high explanatory power of the model highlights the relevance of integrated frameworks in entrepreneurship research and provides a foundation for future empirical studies that may extend or refine intention-based models across different educational and cultural contexts.

### 5.2 Managerial and Institutional Implications

From an institutional perspective, the results underscore the critical role of universities in fostering entrepreneurial intentions. Universities should move beyond theoretical instruction and emphasize experiential learning, such as business simulations, live projects, and interactions with entrepreneurs, to enhance students' attitudes and perceived behavioral control. Curriculum design should integrate practical entrepreneurship modules across disciplines to encourage entrepreneurial thinking among a broader student base. In addition, the establishment and strengthening of incubation centers, mentorship programs, and startup support cells can provide students with the confidence, resources, and guidance required to translate intentions into entrepreneurial action. University administrators and academic managers can use these insights to design targeted interventions that nurture entrepreneurial mindsets.

### 5.3 Policy Implications

The study offers important implications for policymakers aiming to promote youth entrepreneurship as a driver of economic development and employment generation. Policymakers should collaborate with educational institutions to support entrepreneurship education initiatives, provide funding for student-led startups, and create enabling ecosystems that reduce entry barriers for young entrepreneurs. Programs focused on skill development, access to finance, and mentorship can enhance perceived feasibility and desirability of entrepreneurship among students. By aligning educational policies with broader entrepreneurship promotion strategies, policymakers can foster a supportive environment that encourages university students to pursue entrepreneurial careers.

## VI. CONCLUSION

### 6.1 Summary of Major Findings

The present study examined the factors influencing entrepreneurial intentions among university students, with a particular focus on attitudinal, behavioral, educational, and social determinants. The empirical results reveal that attitude toward entrepreneurship is the strongest predictor of entrepreneurial intention, indicating that students who perceive entrepreneurship as a desirable and rewarding career option are more inclined to pursue it. Perceived behavioral control also exerts a significant positive influence, highlighting the importance of students' confidence in their entrepreneurial abilities. Entrepreneurship education is found to play a meaningful role in enhancing entrepreneurial intentions by strengthening awareness, skills, and motivation. Although comparatively weaker, subjective norms also positively influence entrepreneurial intentions, suggesting that social approval and support from family and peers contribute to shaping students' entrepreneurial aspirations.

### 6.2 Contribution to Theory and Practice

From a theoretical perspective, the study reinforces the applicability of the Theory of Planned Behavior in explaining entrepreneurial intention among university students and demonstrates the value of integrating educational factors into

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intention-based models. Practically, the findings provide actionable insights for universities and educators to design effective entrepreneurship education programs that foster positive attitudes and enhance students' perceived behavioral control. The study also offers guidance for institutional leaders and policymakers in developing supportive environments that encourage entrepreneurial career choices among students.

### 6.3 Concluding Remarks

In conclusion, entrepreneurial intentions among university students are shaped by a combination of psychological readiness, educational exposure, and social influences. Strengthening these factors through targeted educational interventions and institutional support can significantly enhance students' propensity toward entrepreneurship. By nurturing entrepreneurial intentions at the university level, higher education institutions can play a vital role in developing future entrepreneurs and contributing to sustainable economic growth.

## VII. LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

### 7.1 Limitations of the Study

Despite its contributions, the study has certain limitations that should be acknowledged. First, the sample size, although adequate for statistical analysis, may limit the generalizability of the findings to the broader population of university students. Second, the study is confined to a specific geographic region, and therefore the results may not fully capture variations in entrepreneurial intentions influenced by cultural, economic, or institutional differences across regions. Third, the cross-sectional research design restricts the ability to draw causal inferences or observe changes in entrepreneurial intentions over time. The reliance on self-reported data may also introduce response bias, as participants' perceptions and intentions may not always translate into actual entrepreneurial behavior.

### 7.2 Scope for Future Research

Future research can address these limitations by adopting longitudinal research designs to examine how entrepreneurial intentions evolve throughout students' academic journeys and transition into professional life. Cross-country or cross-cultural comparative studies would provide deeper insights into the role of institutional environments and cultural norms in shaping entrepreneurial intentions. Additionally, future studies may incorporate psychological factors such as personality traits, motivation, and resilience, as well as digital factors including digital entrepreneurship, technology readiness, and online entrepreneurial ecosystems. Expanding the model to include these dimensions would offer a more comprehensive understanding of entrepreneurial intention formation among university students.

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