

Understanding Entrepreneurial Intentions among University Students: An Empirical Investigation

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Abstract

In most nations, entrepreneurship has been crucial to economic growth and social stability. India has the world's biggest proportion of young people in its population, and it is struggling with the high rates of youth unemployment. In this jobless situation, finding new jobs is challenging for students. Therefore, having an entrepreneurial goal is the most crucial mechanism for doing a new business and being self-employed. This research aims to evaluate the perceptions of the Berhampur University students toward entrepreneurial attitude, subjective norm, and perceived behavioural control on entrepreneurial intentions by using Aizen's (1991) Theory of Planned Behaviour (TPB) and data validation in the state of Odisha setting. This research study population was 1048 students of Berhampur University, and 319 students participated in data collection for research sample but 294 usable sample responses received as of the 2021-2022 academic year. The study used a cross-sectional research design. Purposive sampling was used to gather the data, and a closed-ended questionnaire was given to respondents. Data was cleaned and analysed by applying statistical tool of structural equation modelling to examine at the relationships between the constructs and variables. The research findings revealed a positive relationship between perceived behavioural control and entrepreneurial intentions. Surprisingly, the outcome results were somewhat contrary to TPB because the construct of personal attitude and subjective norm with entrepreneurial intentions did not have any significant relationships with the population of university students. This research will offer fresh perspectives on both academics and policymakers. Universities today play a key role in impacting students' views and behaviours by offering a platform and an atmosphere that encourage an entrepreneurial spirit. In order to emphasise the advantages of being a young entrepreneur, policymakers should concentrate on establishing a new business and funding start-ups.

Keywords: Entrepreneurial Attitudes, Entrepreneurial Intention, Perceived Behavioural Control, Subjective Norm, University Students

1. Introduction

Students are valuable resource that contribute to every nation's economic development. Unemployment is currently measuring issue in India because the number of jobs offers is not proportional to the number of job seekers at all levels of education. University students should explore entrepreneurship as a potential career path to solve this national issue. Why does a person

choose to o start a business venture? Since it is clear that entrepreneurship is what drives the economy, entrepreneurship research focuses primarily on understanding existing business owners and developing methods for finding possible ways to identify potential entrepreneurs (Doanh & Bernat, 2019).

As per Ajzen (1991), the TPB states that perceptions of behavioural control, attitudes towards the behaviour,

subjective norms may all be utilised to predict intention to engage in various types of behaviours with high accuracy. The difference between these intentions and behaviour are greatly explained by belief of behavioural control. The TPB identifies intentions as the most important factor in predicting human behaviour.

With the development of an innovative trustworthy model of entrepreneurial intention, it is possible to identify areas that support students' entrepreneurial aspirations because the students represent potential future providers of entrepreneurial activity (Zovko *et al.*, 2020). The disparity between the unemployment and poverty issues in the nation is narrowed by entrepreneurship. Any country's economy can be said to be driven by entrepreneurship. Economic growth, employment creation, economic advancement, and local development are all important outcomes of entrepreneurial activity. The Indian government is implementing numerous initiatives to boost entrepreneurship in the MSMEs sector.

The importance of promoting students pursuing various academic programs is required to take entrepreneurship courses to know them and understand their entrepreneurial knowledge, skills, attitudes and behaviours. Therefore, shaping the students' mindset towards entrepreneurial orientation to start a business or self-employment plays a vital role in developing countries like India.

2. Review of Literature and Theoretical Underpinnings

2.1 Theoretical Underpinnings

Regarding theoretical underpinnings consideration, Ajzen's (1991) "Theory of Planned Behaviour (TPB) postulates that behavioural intention is stimulated by three independent antecedents: attitudes toward the behaviours, subjective norms and perceived behavioural control". The behavioural intent can be predicted by attitude toward the behaviours, i.e., the extent to which the individual has suitable or unsuitable assessment behaviours in investigation. The subjective norm denotes the perceived community pressure to execute (or not execute) behaviours, and perceived

behavioural control states how easy or difficult to perceive by individuals to perform the behaviours (Ajzen, 1991). Moreover, it's likely that individuals have a tendency to have stronger intents when the behaviours in question are believed to be attainable (Bandura, 2000).

The TPB theorises that an individual's intention to execute specific behaviour rises with the perceived capacity and the individual starts a business if they have confidence in, they can do that is socially acknowledged (Kirby & Ibrahim, 2011). Chuah *et al.* (2016) studied the intentions of Malaysian university students to start their businesses. In addition, attitudes toward different types of behaviours, subjective norms, and perceptions of behavioural control can all be used to predict intentions to execute those behaviours with high accuracy. These intentions and perceptions of behavioural control together account for a considerable portion of the variation in actual behaviours. This investigation is based on Ajzen's TPB model for analysis of whether this theory encourages to entrepreneurial intentions of Berhampur University students.

2.2 Entrepreneurial Intension (EI)

Ajzen and Kruglanski (2019) state intention as "a person's readiness to perform a given behaviour". Ajzen (1991) theorizes that intention is the primary factor of behaviours, acknowledging that "the stronger the intention to engage in (planned) behaviours, the more likely should be its performance". Entrepreneurial Intention (E.I.) is defined as "the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviours such as starting a new business and becoming an entrepreneur" (Moriani *et al.*, 2012). Bird (1988) indicates that "Entrepreneurial Intention is a state of an individual mind that directs and guides them toward the development and implementation of a new business concept". The TPB was rooted on the ground of three factors: (a) attitude toward outcomes of the behaviours, (b) social/subjective norms and (c) perceived behavioural control directly provides the motivational basis for the purpose to perform the behaviours. Previous empirical study has recognized that entrepreneurial intents are a key predictor of future entrepreneurs (Krueger *et al.*,

2000). A study by Ambad and Damit (2016) aims to categorize the factors of entrepreneurial intention among college students in the public universities of Malaysia. The findings revealed that three important independent determinants of entrepreneurial intention to start a business are personal attitude, perceived behavioural control, and perceived information support. Mei *et al.*, (2020) studied the effects of entrepreneurship education on student's entrepreneurial intension in China's higher education institutes and explored the influences of entrepreneurship education in the history of entrepreneurship education in China. According to this study, students' self-efficacy in making entrepreneurial decisions and their inclination to pursue entrepreneurship increased with the level of entrepreneurship education they got. Further, Krueger *et al.* (2000) recommend that entrepreneurial activity can be foreseen extra precisely by learning goals rather than qualities of person or situation aspects. Elnadi and Gheith (2021) examined that there will be no entrepreneurial thought if there is no EI. The TPB suggests that intention is a key predictor of human behaviours, which means it can predict an individual's behaviour, so understanding the creation of entrepreneurial intentions gives insight into start-up business creation (Galanakis & Giourka, 2017). Further, Aliedan *et al.* (2022) revealed that university education support has a substantial positive impact on entrepreneurial intention. Therefore, the TPB model offers a great deal to understanding entrepreneurial intentions and activities among the student to pursue careers as entrepreneurs.

2.3 Personal Attitudes (PA) towards Entrepreneurial Intention (EI)

A person's attitude toward entrepreneurship reveals whether they have a favourable or unfavourable personal perception of being an entrepreneur (Lee-Ross, 2017; Autio *et al.*, 2013). To investigate the cognitive, affective, and behavioural facets of students' views about entrepreneurship education in Indian universities and colleges, Jena (2020) carried out a study. He evaluated the role of control variables in this connection and analysed the effect of

students' views about entrepreneurship education on entrepreneurial intention. A person is more likely to succeed in life if they have a positive attitude about a specific condition, such as having an entrepreneurial intention, according to Aragon-Sanchez *et al.* (2017). They claimed that someone with a more positive attitude towards a particular condition is more likely to succeed in life. Ayalew and Zeleke (2018) revealed that ATE has a favourable impact on students' self-employment when they examined the inclinations among Ethiopian engineering students. However, according to Gultom *et al.* (2020), the attitude among Indonesian citizens has little influence on intention, which is consistent with a study by Zahid and Din (2019). Entrepreneurial attitudes strongly predict students' entrepreneurial intentions, according to research done by Ayalew (2020) utilising multilevel logistic analysis for student entrepreneurial intension using conventional and Bayesian methodologies. Mfazi and Elliott (2022) examined the result and found that personal attitude had a significant and direct influence on entrepreneurial intention.

2.4 Subjective Norms (SN) and Entrepreneurial Intention (EI)

The subjective norm is the perceived social pressure to engage in or refrain from a particular business behaviour (Ajzen, 2001). A person's lifestyle may not be easily receptive to the multiple risks and changes that come with entrepreneurship. The term "subjective norm" relates to a person's perspective of what significance is for people in their lives to believe about their involvement or lack thereof in a specific behaviour, such as starting a business. Family members or society as a whole may exert pressure on someone to perform or refrain from performing particular responsibilities. According to Wijerathna *et al.* (2015), the most important variables affecting agricultural students' entrepreneurial intentions in Sri Lanka are subjective norm and attitudes. However, in their research in the eastern region of Ghana, Kankam and Abukari (2020) pointed out that attitudes and subjective norm seem to be good indicators of intentions than perceived behavioural control.

2.5 Perceived Behavioural Control (PBC) and Entrepreneurial Intension (EI)

People's beliefs of how easy or tough a behaviour is and how much volitional control they have on it (such as starting a business) are referred to as perceived behavioural control (Ajzen 1991). Rotter (1990) defined Locus Of Control (LOC) as a person's capacity to influence life events. The sense of one's capacity to affect behaviour results is depicted by the locus of controls (Hsiao *et al.*, 2016). The internal and external control perception categories in the locus of control theory (Zigarmi *et al.*, 2018) each have a different impact on entrepreneurial intention. A person with a greater internal locus of control is more ready to be self-employed because they believe that their future is in their own hands, according to Bönthe and Jarosch's (2011) research. A person's existence, however, is governed by other factors, such as chance, luck, or physical characteristics when they have an external locus of control. In a survey of students from Indian universities, Chaudhary (2017) found that successful business people had a different internal locus of control from regular people. Kurjono *et al.* (2020) conducted a study on a model of entrepreneurial ambitions using behavioural techniques to identify the business intents of students in order to understand differences based on gender, geographical origin, and scientific fields. The study found that entrepreneurial attitudes and control behaviour had a substantial beneficial effect on entrepreneurial aspirations, with perceived behavioural control having the most significant impact.

Hence, in a developing economy nation like India, where university students make up a large portion of the pool of potential entrepreneurs, education is thought to be a key factor in taking the decision to launch a new business. Therefore, it is crucial for entrepreneurship research to look into and confirm what elements influence entrepreneurial intention.

3. Research Model

The literature review part thus highlights the TPB's established relevance in the entrepreneurial area, and the author bases his work on Ajzen's (1991) theory of planned behaviour. The person's endeavour to carry

out such entrepreneurial behaviours is indicated by their entrepreneurial intentions.

The relevance of personal attitudes, subjective norms, and behavioural control in deciding a university student's intent to launch a new business is more or less acknowledged from the evaluation of the literature in Section 2. Therefore, TPB theorised by Ajzen in 1991 has an effective theory for confirming entrepreneurial aspirations among university students. Hence, this research theory is acknowledged as a relevant tool for a conceptual model for developing entrepreneurial intention through teaching and learning contexts.

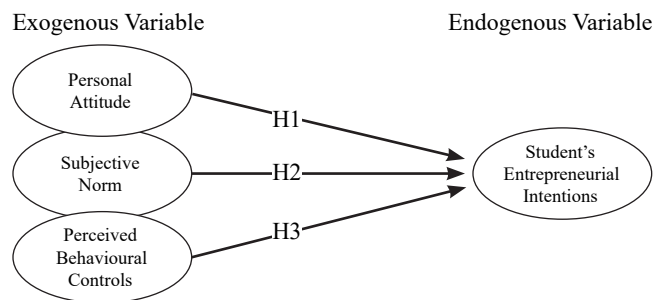


Figure 1. Study background on Ajzen's (1991) TPB Model hypothesis.

To examine entrepreneurial intentions model (Figure 1), the following sets of hypotheses were framed:

H₁: PA positively influences Student's EI.

H₂: SN positively influence Student's EI.

H₃: PBC positively influences Student's EI.

4. Research Methodology

This study employed confirmatory factor analysis to evaluate the entrepreneurial intentions among the university students of Berhampur University, Odisha. For this study, primary data were gathered using closed-ended questionnaires adopted from (Liñán & Chen, 2009). The cross-sectional survey research method was employed to measure the construct statements using a seven-point Likert scale ranging from 1 (complete disagreement) to 7 (total agreement).

The study population was comprised of 1,048 final-year students of Berhampur University in the 2021–2022 academic year.

4.1 Population and Sample Size

The population in this study was students at Berhampur University, Odisha. The study population was 1,048 students, with a sample size of 294 respondents of Berhampur University final-year students as of the 2021-2022 academic session. The sampling method, $n = N/1+N(e)^2$, was applied to estimate the sample size from the population size of 1,048 (N), which is 290 at the 0.05(e) precision level. Additionally, 10% was added to this amount in anticipation of invalid and non-responses. Therefore, 319 was chosen as the final sample size (n). Only 294 viable responses were taken into consideration for analysis out of 319 samples. The final 25 replies were deficient and unfit for analysing. Thus, 294 questionnaires were completely filled-in and considered for data analysis.

4.2 Data Collection and Measurement Scales

The data were collected from final year semester students of post-graduate departments of Berhampur University. The study's data was collected with purposive sampling via a quantitative research method with a close-ended questionnaire according to the aims of the research. For this empirical research, entrepreneurial attitude and entrepreneurial intentions scale, a close-ended questionnaire was adopted from Liñán and Chen, 2009. It was distributed to students in WhatsApp groups of the university's different departments. The measurement scale of the data for this research taken a seven-point Likert scale, ranging from 1= 'strongly disagree' to 7 = 'strongly agree'.

4.3 Description of the Variables

Entrepreneurial Intentions (EI): Entrepreneurial determination denotes the effort an individual will put in to engage in that behaviour. Thus, it encompasses the following three motivating elements, or antecedents, affecting behaviour (Ajzen, 1991): It demonstrates how an individual's ATB, SN, and PBC shape their intentions.

Attitude Toward Behaviours (ATB): It relates to the degree to which a person values becoming an entrepreneur favourably or unfavourably in their own mind (Ajzen, 2001). It takes into account both evaluative and affective factors (I like it, it's attractive, it has advantages). It reveals the person's internal attitudes.

Subjective Norm (SN): It determines the perceived group pressure to involve in entrepreneurial behaviour or refrain from doing so. It would specifically refer to the belief that "reference individuals" would support or oppose the choice to become an entrepreneur (Ajzen, 2001).

Perceived Behavioural Control (PBC): It is described as the opinion about the simplicity or complexity of starting a business. How strongly someone feels about managing and operating a business.

4.4 Statistical Tools

For generating empirical results, IBM's SPSS version 25 was used for descriptive statistics, reliability and factor analysis calculation. In addition, the AMOS version 24 programme statistical tool was analysed for SEM to obtain the study findings, which tested measurement models by comparing them to overall fit measures and structural model measurements (Hair *et al.*, 2014).

The researcher used factor analysis (the principal component analysis) to identify underlying latent constructs and then the AMOS program as SEM a statistical technique that combines factor analysis and path analysis to test theoretical linkage among the constructs (validate theoretical model) and examine the hypothesis. In addition, SEM allows the simultaneous calculation of multiple regression equations. In this study, applying individual regression estimates to build a path model can produce biased results. Hence, SEM was used for avoiding this bias.

5. Analysis and Findings of Research Results

5.1 Respondent Profile

Table 1 shows the profile of the respondent and their socio-academic demographic profile of the survey results of 294 post-graduate students in this study. The result found that 46.3% of female and 53.7% of male students participated in this study. The group of students aged 20–25 years was 69%, 26–30 age group was 15%, 31–35 age group was 12.5% and more than 35 years of age group was 3.4% respectively. The family source of income of the respondents from agriculture was 34%, business was 27.6%, service was 24.1%, and others was 14.3%. For this survey, the academic year 2021–2022 was taken. Part-I students responded to 51.4%, and Part-II students responded to 48.6% of the research questionnaire on Entrepreneurial Intentions among University students.

Table 1. Respondent profile

SI No.	Profile of Respondent	Category	Frequency	Percentage
1	Gender			
		Females	137	46.3
		Males	159	53.7
2	Age Groups			
		20 to 25 years	203	69.0
		26 to 30 years	44	15.0
		31 to 35 years	37	12.6
		More than 35 years	10	3.4
3	Source of Family Income			
		Agriculture	100	34.0
		Business	81	27.6
		Service	71	24.1
		Others	42	14.3
4	Student Batch-2021-22			
		Part-I	151	51.4
		Part-II	143	48.6
	Total		294	100%

5.2 Descriptive Statistics of the Variables

Table 2 shows that calculated descriptive statistics of variable means, Standard Deviation (SD), skewness and kurtosis. These calculated statistics show that research data is within the range limit for skewness -3 to 3 and kurtosis value should be below 10 for any research investigation.

Table 2. Descriptive statistics of the study variables

Name of Variables	Variable Type	Mean	SD	Skewness	Kurtosis
(1) Personal Attitude	IV	5.210	0.918	-1.765	2.736
(2) Subjective Norm	IV	4.516	1.244	-0.732	-0.094
(3) Perceived Behavioural Control	IV	4.312	1.277	-0.329	-0.559
(4) Student Entrepreneurial Intention	DV	4.516	1.557	-0.345	-0.852

IV: Independent Variable, DV: Dependent Variable, SD: Standard deviation

5.3 Factor Analysis

To analyse the latent construct of entrepreneurial intentions among the students, the Confirmatory Factor Analysis (CFA) was performed on eighteen survey items. The KMO Value was 0.886. The CFA results on all the items were loaded on four factors EI, PBC, PA, and SN with more than 0.5 cut-off value as per Hair and Black book. Table 3 shows that there are four components EI, PBC, PA and S.N. Total variance extracted from the factors is 72.477 per cent which is beyond the threshold value of 50 per cent.

Table 3. Rotated component matrix

Item	1	2	3	4
EI3	0.883			
EI2	0.852			
EI1	0.844			
EI5	0.841			
EI4	0.822			
EI6	0.810			
PBC5		0.89		
PBC3		0.865		
PBC4		0.789		
PBC2		0.781		
PBC1		0.779		
PA4			0.824	
PA1			0.815	

PA3			0.802	
PA2			0.79	
SN2				0.86
SN1				0.837
SN3				0.835

El: Entrepreneurial intentions, PBC: Perceived behavioural control, PA: Personal attitude,
 SN: Subjective norms
 Extraction Method: Principal Component Analysis, Rotation Method: Varimax
 (Source: The researchers' own collected data and SPSS Version 25)

5.4 Measurement Model

The relationship that currently exists between the items and latent variables has been determined using a measurement model. Table 4 and Figure 2 show three exogenous components (attitude, subjective norms, and perceived behavioural control), as well as one endogenous construct, were loaded onto the 18 elements that make up the study proposal model (entrepreneurial intention). Due to the quantitative nature of this study,

Composite Reliability (CR), as described by Hair *et al.*, (2010) a multivariate analysis book, has been taken into account. Based on convergent and discriminant validity, the study was considered valid.

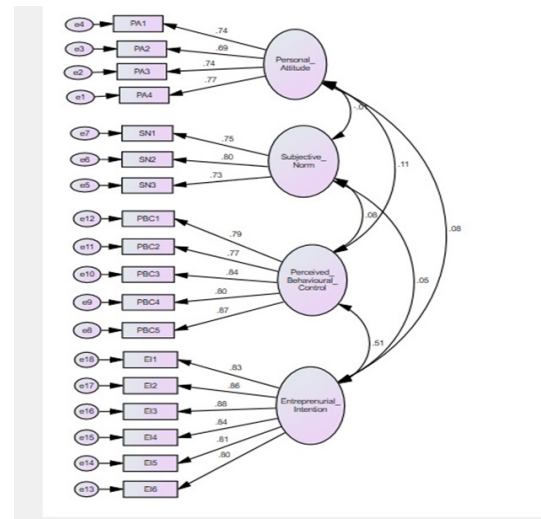


Figure 2. The final measurement model.

Table 4. Measurement models

Constructs	Loading	CR	AVE
Personal Attitude	PA	0.825	0.542
PA1- I find career as an entrepreneur is appealing to me	0.74		
PA2 – For me, an entrepreneur is more benefits than drawbacks	0.69		
PA3- I would like to establish a business if I had the chance and funding	0.74		
A4 – From many career options, I will choose to become an entrepreneur	0.77		
Subjective Norm	SN	0.795	0.564
SN1- I consider what my close family thinks about my employment decision	0.75		
SN2- I concern what my close friends think about my employment decision	0.80		
SN3- I think that my close family believe I should be self-employed	0.73		
Perceived Behavioural Control	PBC	0.907	0.662
PBC1- It would be simple for me to launch and maintain a business	0.79		
PBC2- I can control over how a new business is created	0.77		
PBC3- I am familiar with the necessary practical details to start a firm	0.84		
PBC4- I am capable of creating an entrepreneurial project	0.8		
PBC5 -I would have a good chance of prospering if I make effort to start a firm	0.87		
Entrepreneurial Intention	EI	0.926	0.677
EI1- I am ready to do anything it takes to succeed as an entrepreneur	0.83		
EI2 -My professional aspiration is to lunch my own business	0.86		
EI3 -I will work hard to lunch and run my own business	0.88		
EI4 -I am strong-minded to start a business in the future	0.84		
EI5- I am very serious about starting a firm	0.81		
EI6- I firmly intend to start a business someday	0.80		

5.5 Convergent and Discriminant Validity

Table 5 shows that CR is meeting the threshold value of 0.70 for all the latent variables, and the squares roots of Average Variances Extracted (AVE) are greater than 0.50, which met the conditions of convergent validity as per Fornell C and Larcker D. F. (1981) validity criteria. For discriminant validity, $AVE > MSV$, AVE (bold diagonal values) of latent variables should be higher than the squared correlations (off the diagonal values) between the latent variables and all other variables. This satisfies the convergent and discriminant validity of the research data (Hair *et al.*, 2013).

Table 5. Convergent and discriminant validity

Variables	CR	AVE	MSV	PA	SN	PBC	EI
Personal Attitude (PA)	0.825	0.542	0.030	0.736*			
Subjective Norms (SN)	0.795	0.564	0.030	-0.172	0.751*		
Perceived Behavioural Controls (PBC)	0.907	0.662	0.036	0.113	0.117	0.814*	
Entrepreneurial Intentions (EI)	0.926	0.677	0.036	-0.037	-0.004	0.189	0.823*

CR, AVE, and MSV stand for Composites Reliability, Average Variances Extracted, and Maximum Shared Variances, respectively.

5.6 Structural Model Result (Model Fit Values and Hypothesis Testing)

The Structural Equations Model (SEM) was developed to test model value fits and the proposed hypothesis in this research. To evaluate how best fits the SEM models and hypothesis, the SEM model was run in AMOS-24. The model fit values of SEM analysis were CIMN/DF=1.642, GFI=0.922, CFI= 0.973, NFI=0.934, RMSEA=0.047.

SEM model fit summary are presented in Tables of CIMN/DF (Table 6), GFI (Table 7), NFI and CFI (Table 8), and RMSEA (Table 9).

Table 6. CIMN/DF

Models	NAR	CMIN	DF	P	CMIN/DF
Defaults Model	42	211.81	129	0	1.642
Saturated Models	171	0	0		
Independence Model	18	3233.606	153	0	21.135

Table 7. GFI

Models	RMR	GFI	AGF	PDF
Default Model	0.118	0.922	0.897	0.696
Saturated Models	0	1		
Independences Model	0.926	0.322	0.242	0.288

Table 8. CFI and NFI

Models	NFI	RFI	IF	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Defaults Model	0.934	0.922	0.973	0.968	0.973
Saturated Model	1		1		1
Independence Model	0	0	0	0	0

Table 9. RMSEA

Models	RMSEA	LO 90	HI 90	CLOSE
Default Model	0.047	0.035	0.058	0.669
Independence Model	0.262	0.254	0.27	0

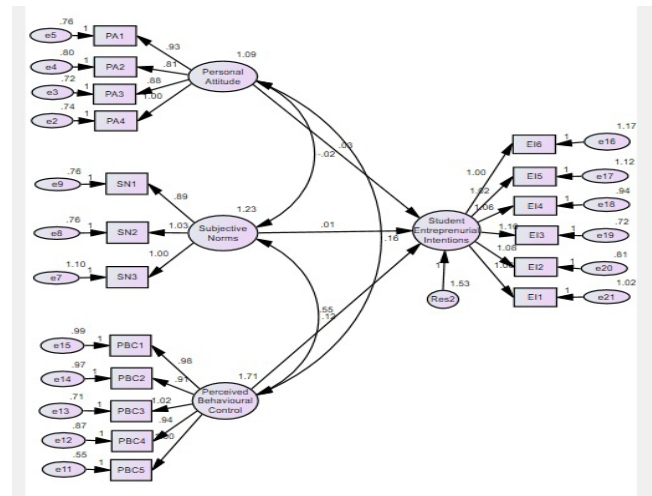


Figure 3. Structural model.

Figure 3 of the structural displays the findings from the study that present path coefficients that connect independent constructs to dependent constructs in the manner suggested by the research model’s depiction of the research hypothesis.

Table 10. Structural model result on hypothesis testing

Hypothesis	Constructs	Paths	Construct	Estimates	S.E.	C.R.	P-Value	Result
H1:	PA	→	EI	0.033	0.081	0.411	0.681	Not Significant
H2:	SN	→	EI	0.012	0.077	0.16	0.873	Not significant
H3:	PBC	→	EI	0.554	0.069	8.042	***	Significant

Substandard Error, CR: Critical Ratio, ***P< .001, **P< .001, *P< .05

Table 10 of the Structural model highlights the path coefficients for PA and EI, PBC and SN, and EI are 0.033, 0.554, and 0.012, respectively. From the SEM result, it is evident that Hypothesis 1: PA is not significantly related to EI ($\beta=.03$, $p>.05$), PBC is positively related to EI ($\beta=.55$, $p<.001$), S.N. is not significantly related with EI ($\beta=.01$, $p>.05$) as per the Hair *et al.*, 2013. Hence, it is concluded that alternative hypothesis H1 and H2 is rejected, and H3 is accepted. This study concluded with a positive relationship between PBC and EI with a path coefficient of 0.554.

6. Discussion

This study set out to evaluate a preliminary of the TPB theory of entrepreneurial intentions among university students. According to the TPB, a person's attitudes, perceived behavioural control, and subjective norms have a substantial role in deciding their desire to involve in entrepreneurship. Drawing from the research from Berhampur University on entrepreneurial intentions among the students and considering the operational characteristics of TPB, the entrepreneurial intention was hypothesized as consisting of three exogenous variables (PA, SN, PBC) and one Endogenous Variable (EI). The results of the present study examined three (3) hypothesis and the results revealing.

6.1 Personal Attitude and Student's Entrepreneurial Intension

From the results, it can be said that personal attitude was not significant factor of entrepreneurial intentions of the Berhampur University students. As predicted, the relationship between personal attitude with entrepreneurial intention is not significant, which is contrary to the TPB theory. This finding is in line with the findings of Zovko *et al.*, 2020; Herman *et al.*, 2020. In spite of the overwhelming empirical

evidence to support a positive influence of personal attitude and entrepreneurial intentions (Ayalew & Zeleke, 2018; Ayalew, 2020; Mfazi & Elliott, 2022), this study revealed that personal attitude has no influence on entrepreneurial intentions. When it comes to entrepreneurship, personal attitude is a key factor because it determines an individual's level of interest, motivation, and confidence in pursuing entrepreneurial. However, personal attitude significantly influences students' entrepreneurial intentions by several other factors, such as perceived desirability, feasibility, risk-taking propensity, and innovativeness, contribute to stronger intentions to start a business. Further, attitudes also shape cognitive processes and self-perceptions, influencing how students interpret entrepreneurial opportunities and perceive their own capabilities. Therefore, it is crucial to foster a positive attitude towards entrepreneurship among students to encourage and support their entrepreneurial aspirations, and activities are more likely to be successful in those activities.

6.2 Subjective Norm and Student's Entrepreneurial Intension

The study revealed that subjective norms and entrepreneurial intentions constructs having the insignificant relationships (Arafat *et al.*, 2020; Doanh & Bernat, 2019; Mfazi & Elliott, 2022). But According to TPB theory subjective norm has significant influence on entrepreneurial intension (Wijerathna *et al.*, 2015; Kankam & Abukari, 2020). Subjective norms play a crucial role in shaping individuals' intentions, including entrepreneurial intentions. TPB framework, subjective norms influence entrepreneurial intentions through social processes and external influences. Moreover, subjective norms significantly influence students' entrepreneurial intentions. Positive subjective norms, reflecting social support and

encouragement for entrepreneurship, increase the likelihood of stronger entrepreneurial intentions. Conversely, negative subjective norms can weaken entrepreneurial intentions.

6.3 Perceived Behavioural Control and Student's Entrepreneurial Intension

It came out from the study that PBC show a significant influence on students' entrepreneurial intention. This is consistent with the empirical studies of Abubakar *et al.*, 2019; Kurjono *et al.*, 2018; Jonanov *et al.*, 2021. Perceived behavioural control is a significant factor that positively influences students' entrepreneurial intentions, as supported by research within the TPB framework. Perceived behavioural control refers to an individual's belief in their ability to perform a behaviour successfully. Perceived behavioural control is a critical factor in the TPB because it captures an individual's confidence and belief in their ability to engage in entrepreneurial activities. It reflects their perception of having the necessary skills, knowledge, resources, and opportunities to start and manage a business. When individuals feel a sense of control over their ability to perform entrepreneurial tasks, it increases their confidence and likelihood of developing stronger entrepreneurial intentions.

7. Conclusion

This study has examined the TPB theory to understand the variables of personal attitude, subjective norm and perceived behavioural control in the context of Berhampur University on entrepreneurial intentions among the students. Specifically, the researcher analysed how personal attitude, subjective norms and perceived behavioural control influence students' entrepreneurial intention by testing three hypotheses.

The results indicated that personal attitude is one of the most important determinants of entrepreneurial intention but this study revealed no significant factor in influencing entrepreneurial intention, it could be attributed to several reasons: other motivational factors, environmental factors, cultural or social factors, or contextual specificity may be at play. Further, it posits that subjective norms play a

significant role in shaping behavioural intentions but this study found that subjective norms have a non-significant relationship with entrepreneurial intentions. For this several explanations can be considered within the framework of the TPB: subjective norms might interact with other determinants of entrepreneurial intentions such as perceived normative pressure, personal autonomy and entrepreneurial intentions, entrepreneurial culture and norms, other factors, such as personal attitudes, self-efficacy, or the perception of entrepreneurial opportunities, maybe more dominant predictors of entrepreneurial intentions in the specific study. Furthermore, it came out from the study that PBC show a significant influence on students' entrepreneurial intention. It imitates their perception of having the necessary skills, knowledge, resources, and opportunities to start and manage a business.

This study examined the TPB theory (Ajzen, 1991), only perceived behavioural control construct having an influence on entrepreneurial intension and personal attitude and subjective norm did have an influence on entrepreneurial intension with that of the theory. Hence, this study revealed that the entrepreneurial intentions of Odisha University students are influenced by perceived behavioural control only. This study established relevance in the entrepreneurial area in Odisha's educational sector which seems to be "few studies" with respect to student's entrepreneurial intentions research; thus, contributing to previous TPB-based research on entrepreneurial intension.

The study's findings will reveal fresh perspectives and use as guide to universities in Odisha, Government and decision-makers. The university environments a play pivotal role in moulding students' attitudes and behaviours. In today's increasing unemployment scenario, the university can provide a platform and environment for igniting entrepreneurial spirit among students. In order to address the issue of rising unemployment, governments should place a strong emphasis on establishing a supportive business environment, providing start-up finance, and highlighting the advantages of becoming an entrepreneur.

7.1 Policy Implications to Governments

As a recommendation for the creation and execution of policies, the government should ensure that students are inspired by entrepreneurship education as well as the spirit of innovation, initiative, and risk-taking among young people because it is important for elucidating students' entrepreneurial intention. The findings also imply that public policies should prioritise the construction of institutions that promote a favourable business climate, make it easier to start new businesses, fund start-ups, and emphasise the advantages of being an entrepreneur. Last but not least, the emphasis should be on addressing the issue of unemployment through entrepreneurship education and making sure that young students have access to enough start-up finance.

7.2 Practical Implication for Education System and Industries

Entrepreneurship grooms the students for careers in both government and private sectors and unorganized sectors such as MSMEs sectors. Therefore, the government should support start-up funds, foster a positive business environment, provide facilities for the creation of new ventures and reinforce the benefits of becoming an entrepreneur. Lastly, Government and Higher Education Departments should take the initiatives in providing training and education to youth students to develop entrepreneurship spirit and the required skills and competencies for developing a new business.

The study encourages academic institutions to assess the success of their initiatives to boost entrepreneurship through instruction, training, and financial support for new businesses. The study has significant implications for public policy for the Indian educational system, which generally trains students for careers in the public and private sectors. India is not an exception to the global trend of entrepreneurship that is on the rise. Young students are currently relocating to various start-ups in an effort to combat the country's rising youth unemployment.

7.3 Limitations and Directions for Further Study

The present empirical study has a number of limitations. First, this study is cross-sectional and uses a self-administered structured questionnaire to collect data while simultaneously measuring intentions and outcomes. Due to the potential for bias in self-administered questionnaires, the study's methodology and data collection were carefully planned. Second, the sample shouldn't be used to generalize the opinions and intentions toward entrepreneurship of the entire Indian student population because the study's focus is restricted to Berhampur University in Odisha. Third, the validity of the respondents' responses is what mostly determines the study's conclusions. It is well known that rather than fully and honestly expressing their feelings and opinions, pupils would tend to agree more with socially desirable responses and disagree more with socially undesirable replies. Fourthly, this study did not consider socioeconomic status to be a factor in behaviour when determining whether or not participants intended to start their businesses. Future studies should investigate the entrepreneurial behaviour of students who have recently launched a firm, taking into account how socioeconomic factors affect students' desire to become entrepreneurs.

8. References

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