

Social Pressure vs. Academic Training: Unpacking the Determinants of University Students' Entrepreneurial Intention

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Abstract:

Entrepreneurial intention (EI) is a critical precursor to nascent entrepreneurial activity and a focal point of contemporary entrepreneurship research. This systematic literature review investigates the complex relationships between EI and two primary determinants: subjective norms (SN) and entrepreneurial education (EE). Synthesising current empirical evidence, the findings demonstrate that SN significantly influence individuals' propensity to pursue entrepreneurship, highlighting the powerful role of societal expectations and perceived social support. Concurrently, EE encompassing formal academic curricula and structured mentorship programs emerges as a vital driver in fostering entrepreneurial desire and intent. Beyond these direct relationships, this review identifies key mediating and moderating mechanisms, demonstrating how individual psychological characteristics, cultural contexts, and institutional environments contextualise the impacts of SN and EE on intention. Based on these insights, a conceptual framework is proposed to integrate socio-cultural influences and educational interventions. Finally, the study discusses actionable implications for policymakers, educators, and practitioners aiming to cultivate an entrepreneurial culture, while outlining critical avenues for future empirical research.

Keywords: Entrepreneurial intention; Subjective norms; Entrepreneurial education; Systematic literature review; Mediating mechanisms; Institutional environments.

Introduction

In the contemporary global economic landscape, entrepreneurship serves as a primary catalyst for technological innovation, job creation, and sustainable economic development. Driven by the capacity to identify market opportunities, tolerate calculated risks, and mobilize resources, entrepreneurs actively disrupt status-quo markets and foster systemic growth. Consequently, deciphering the foundational drivers of entrepreneurial intention (EI) defined as an individual's conscious cognitive readiness and motivational drive to establish a new venture has emerged as a core imperative for scholars, educators, and economic policymakers alike.

To systematically analyze the cognitive mechanisms underlying venture creation, entrepreneurship literature widely adopts **Ajzen's Theory of Planned Behaviour (TPB)**.

According to TPB, intentional behaviors are predicted by three primary antecedents: attitude toward the behavior, perceived behavioral control, and **subjective norms (SN)** the latter representing the perceived social pressures, cultural expectations, and systemic support systems emanating from an individual's immediate social networks. While TPB provides a robust structural baseline, contemporary scholarship increasingly recognizes that these cognitive antecedents do not operate in a vacuum. Instead, they are continually shaped and reconfigured by a dynamic interplay between internal psychological characteristics and external environmental interventions. Within the psychological domain, an individual's foundational personality profile encompassing specific traits such as risk propensity, innovativeness, proactive personality, internal locus of control, and a high need for achievement exerts a fundamental influence on behavioral intent. However, empirical literature linking these individual personality traits directly to EI frequently yields fragmented or inconsistent findings. This empirical ambiguity suggests that trait-based models alone are insufficient, and that personality traits likely influence intention indirectly by interacting with, or altering, the core antecedents of TPB.

Concurrently, experiential and structural interventions, most notably formal **entrepreneurial education (EE)** and structured mentorship programs, serve as critical institutional mechanisms. Within the TPB ecosystem, EE acts as an external stimulus that can amplify an individual's perceived behavioral control, reshape social perceptions, and translate latent personality traits into concrete entrepreneurial desires.

Despite the recognized importance of these interconnected variables, there remains a critical gap in the literature regarding how internal personality traits interact dynamically with TPB constructs (specifically subjective norms) and institutional factors (such as entrepreneurial education) to collectively formulate EI. Prior studies frequently examine these elements in isolation, leaving the mediating and moderating mechanisms within this socio-cognitive ecosystem under-explored.

To address this gap, this paper presents a systematic literature review that utilizes the Theory of Planned Behaviour as an integrative lens to synthesize the multifaceted interplay between individual personality traits, subjective norms, and entrepreneurial education. By auditing the existing body of empirical work, this study maps the current state of literature, identifies prevailing empirical deficits, and proposes an extended conceptual framework. Ultimately, the insights derived from this review offer actionable strategic pathways for policymakers, academic institutions, and practitioners to design targeted educational interventions and cultivate a robust, resilient entrepreneurial culture.

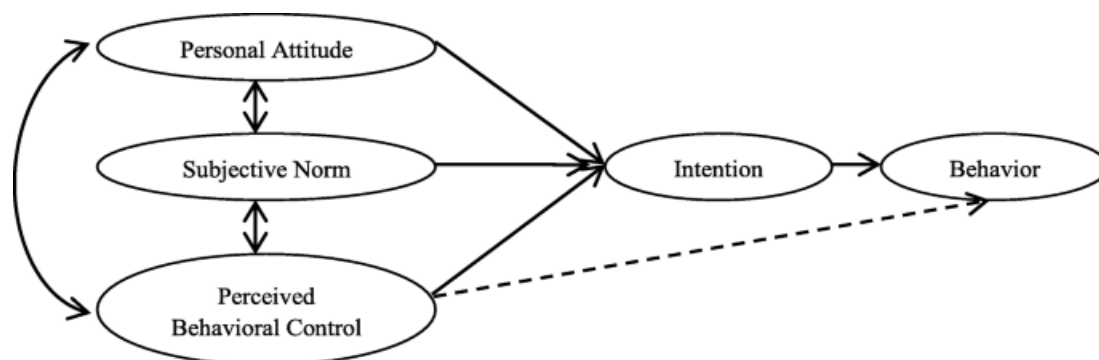
Literature Review

In the field of entrepreneurship, entrepreneurial intention as a social phenomenon has been well examined by many researchers (Carr and Sequeira, 2007; Hisrich, Bucar and Oztark, 2003; Palmer et al., 2015; Patache and Mitran, 2014). In particular, the entrepreneurial intention of the individual has recently been understood as the main stream of new business concepts. Furthermore, there is overwhelming evidence that almost all recent studies are relevant models for the entrepreneurship literature. Therefore, the subsequent positive impact on job creation needs to be investigated. Thus, entrepreneurial intentions are closely related to behaviour, attitudes, subjective norms and perceived behavioural control, as argued (Ajzen, 1985, 1991).

Wang, Q., & Liu, H. (2023) looked into how exposure to entrepreneurial role models and entrepreneurial intention are related, and how entrepreneurial education may play a moderating role in this relationship. The authors investigated how entrepreneurial education programs affect the impact of role model exposure on people's inclinations to pursue entrepreneurship using survey data from a sample of university students. The results highlighted how crucial entrepreneurial education is in influencing how role models influence entrepreneurial aspirations and offer recommendations for creating successful educational interventions. With this background, the following hypothesis has been constructed.

Zhang, L., & Wang, Y. (2020) explored how entrepreneurial goals are impacted by subjective norms in various cultural situations. The authors used structural equation modelling to examine the connections among cultural values, subjective norms, and entrepreneurial inclinations using a multi-country survey dataset. The results emphasized how subjective standards play a complex role in influencing business goals and focused on how crucial it is to take cultural aspects into account when analysing entrepreneurial behaviour.

Mueller et al. (2014a): "Theory of Planned Behavior (TPB)", three different biases tend to define the intention of an individual, namely (1) personal attitude towards the focal behaviour, which reflects the expectations of the individual about the desired or unwanted consequences of the focal behaviour, (2) subjective norm, expresses the position of the individual. Social pressure from attachment figures to perform or refrain from the focused behaviour and (3) perceived behavioural control, which represents the individual's perceived ability to carry out the intended behaviour. The relationship between these three characteristic constructs of the traditional TPB model as shown by Ajzen's theory.



Theory of planned behavior (TPB). Sources: Ajzen, (1985, 1991b); Zhang, Wang, & Owen, (2015)

Research gap

Past researchers have majorly examined the influence of subjective norms and entrepreneurial education on entrepreneurial intention. However, this is yet to be done in India along with the precise nature of their associations and its' underlying mechanism.

Objectives

To address these critical empirical omissions, this study evaluates an integrated socio-cognitive model within the Indian context. The specific research objectives are to:

- **Examine the structural impact** of subjective norms (SN) on individuals' attitudes toward entrepreneurship (ATE).
- **Investigate the conditional boundary effects** (moderating roles) of both ATE and perceived behavioral control (PBC) on the foundational relationship between subjective norms and entrepreneurial intention (EI).
- **Deconstruct the simultaneous direct and indirect mechanism pathways** through which entrepreneurial education (EE) and subjective norms (SN) transmit their effects to EI via the parallel mediating roles of ATE and PBC.

Hypothesis

Hypothesis H1: Entrepreneurial education positively influences subjective norms related to entrepreneurship.

Hypothesis H2: Subjective norms positively impact individuals' attitudes towards entrepreneurship.

Hypothesis H3a: Attitude moderates the relationship between subjective norms and entrepreneurial intention, such that the effect of subjective norms on entrepreneurial intention is stronger when individuals hold more positive attitudes towards entrepreneurship.

Hypothesis H3b: Perceived behaviour moderates the relationship between subjective norms and entrepreneurial intention, such that the effect of subjective norms on entrepreneurial intention is stronger when individuals perceive their behaviour to be aligned with entrepreneurial norms and expectations.

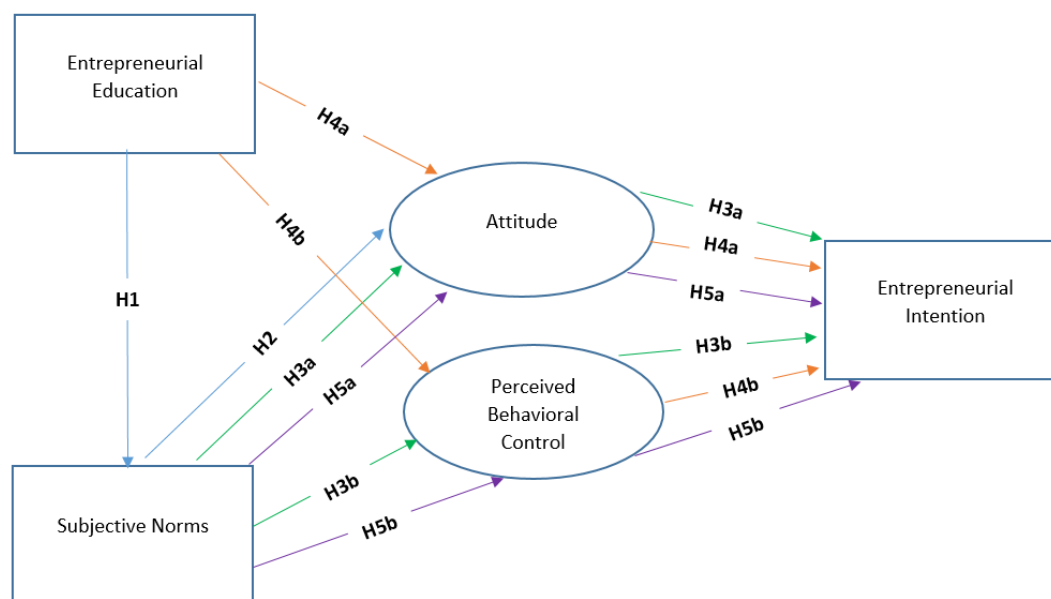
Hypothesis H4a: Entrepreneurial education has both direct and indirect effects on entrepreneurial intention, mediated by attitude

Hypothesis H4b: Entrepreneurial education has both direct and indirect effects on entrepreneurial intention, mediated by perceived behaviour

Hypothesis H5a: Subjective norms have both direct and indirect effects on entrepreneurial intention, mediated by attitude

Hypothesis H5b: Subjective norms have both direct and indirect effects on entrepreneurial intention, mediated by perceived behaviour.

The research paper is based on the following conceptual model



Source: The Author

Scope of the study

Ultimately, by shedding light on the dynamics between subjective norms, entrepreneurial education, and entrepreneurial intention, this review aims to inform policymakers, educators, and practitioners about effective strategies for promoting entrepreneurship and cultivating a conducive environment for aspiring entrepreneurs.

It seeks to identify gaps in the existing literature and provide directions for future research endeavours aimed at advancing our understanding of entrepreneurial behaviour and its determinants.

Research Methodology

In terms of sampling procedures, this research employed the non-probability convenient sampling method in obtaining the specific and comprehensive respondents. A compilation of questionnaires was delivered through several social media platforms such as WhatsApp, e-mail of students in Delhi/ NCR universities. The data analysis utilized descriptive statistical analysis and structural analysis. Based on the final data, it is noted that totally there are 226 respondents participated. Virtually all of the respondents took part an active engagement in the process of data collection. Five Likert-scales is applied to empirically measure the proposed constructs. The analysis further continues to the correlation analysis, and each indicator used as the reflective indicators should have followed the procedures of validity and reliability test. After meticulously conducting the reliability and validity test, structural analysis and hypothesis testing are performed consecutively.

The survey is presented in the Appendix.

Entrepreneurial Intention (EI): Dependent variable. It is constructed from a set of four phrases adapted from the instrument designed by Liñán & Chen (2009).

Perceived Behavioral Control (PBC): This variable is based on a set of four sentences, taken from the instrument of Liñán & Chen, (2009).

Subjective Norm (SN): This independent variable is measured on the basis of four questions concerning the relevance that has its immediate environment in relation to entrepreneurship. The questions were taken from the instrument of Liñán & Chen (2009).

Attitude towards Entrepreneurship Behavior (ATE): This variable is measured through four sentences, describing the attitude of the person in different circumstances. They are taken from the instrument created by Liñán & Chen (2009) and Lepoutre et al. (2010)

Entrepreneurial Education (EE): This variable is measured through six sentences, describing the importance and how valuable was the course of entrepreneurial education. The affirmations were taken from Keat, et al. (2011)

Hereby is enclosed the specific information with respect to descriptive analysis of respondents' and structural analysis in the section of results and discussion.

Results analysis

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.930	28

H1: Entrepreneurial Education and Subjective norms

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.520 ^a	.270	.267	.81409	.270	82.900	1	224	.000	2.121
a. Predictors: (Constant), Entrepreneurial_education										
b. Dependent Variable: Subjective_norms										

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	54.942	1	54.942	82.900	.000 ^b
	Residual	148.456	224	.663		
	Total	203.397	225			
a. Dependent Variable: Subjective_norms						
b. Predictors: (Constant), Entrepreneurial_education						

Model Summary:

The model summary indicates a significant relationship between entrepreneurial education and subjective norms. The coefficient of determination (R-squared) is 0.270, suggesting that approximately 27.0% of the variance in subjective norms related to entrepreneurship can be explained by the included variables. The adjusted R-squared value of 0.267 suggests that the model fits the data well. The standard error of the estimate indicates the average discrepancy between the observed values and the predicted values by the model.

ANOVA:

The ANOVA table demonstrates the overall significance of the regression model. The regression model is significant, as evidenced by the F statistic of 82.900 with a corresponding p-value of less than 0.001. This suggests

that the variation in subjective norms related to entrepreneurship can be significantly explained by entrepreneurial education.

Interpretation:

The results indicate that entrepreneurial education has a significant positive influence on subjective norms related to entrepreneurship. Specifically, individuals who have received entrepreneurial education are more likely to adopt favourable subjective norms towards entrepreneurship compared to those who haven't. This finding suggests that entrepreneurial education plays a crucial role in shaping individuals' perceptions, beliefs, and attitudes towards entrepreneurship, potentially fostering a supportive environment for entrepreneurial endeavours. Overall, these results highlight the importance of entrepreneurial education programs in cultivating a conducive mindset and culture for entrepreneurship.

H2: Subjective norms positively impact individuals' attitudes towards entrepreneurship

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.601 ^a	.362	.359	.58513	.362	126.972	1	224	.000	1.980
a. Predictors: (Constant), Subjective_norms										
b. Dependent Variable: Attitude										

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	43.472	1	43.472	126.972	.000 ^b
	Residual	76.693	224	.342		
	Total	120.165	225			
a. Dependent Variable: Attitude						
b. Predictors: (Constant), Subjective_norms						

Model Summary:

The model summary indicates a significant relationship between subjective norms and attitudes towards entrepreneurship. The coefficient of determination (R-squared) is 0.362, suggesting that approximately 36.2% of the variance in attitudes towards entrepreneurship can be explained by the included variables. The adjusted R-squared value of 0.359 suggests that the model fits the data well. The standard error of the estimate indicates the average discrepancy between the observed values and the predicted values by the model.

ANOVA:

The ANOVA table demonstrates the overall significance of the regression model. The regression model is significant, as evidenced by the F statistic of 126.972 with a corresponding p-value of less than 0.001. This suggests that the variation in attitudes towards entrepreneurship can be significantly explained by subjective norms.

Interpretation:

The results indicate that subjective norms positively impact individuals' attitudes towards entrepreneurship. This finding suggests that individuals who perceive favorable subjective norms towards entrepreneurship are more likely to have positive attitudes towards engaging in entrepreneurial activities. Subjective norms, which encompass social influences and perceived expectations regarding entrepreneurship within one's social circle, play a crucial role in shaping individuals' attitudes and beliefs about entrepreneurship. The significant relationship observed in this analysis underscores the importance of social perceptions and norms in influencing individuals' attitudes and predispositions towards entrepreneurship. Overall, these findings highlight the relevance of subjective norms in fostering a supportive environment and encouraging entrepreneurial initiatives among individuals.

H3a: Attitude moderates the relationship between subjective norms and entrepreneurial intention

Model Summary

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.824	0.680	0.231	156.954	3.000	222.000	.000

Model						
	coeff	se	t	p	LLCI	ULCI
constant	.117	.535	.218	.827	-.938	1.172
Subjecti	.211	.167	1.267	.207	-.117	.540
Attitude	.688	.142	4.848	.000	.408	.967
Int_1	.010	.040	.242	.809	-.070	.090

Firstly, the model's R-squared value of 0.680 suggests that approximately 68% of the variance in entrepreneurial intention (entrepre) can be explained by the variables included in the model, namely subjective norms (Subjecti) and attitude (Attitude). The coefficients associated with subjective norms and attitude are also noteworthy. The coefficient for subjective norms (Subjecti) is positive (0.211), indicating that there is a positive association between subjective norms and entrepreneurial intention. However, it is not statistically significant at the conventional level ($p = 0.207$). On the other hand, the coefficient for attitude (Attitude) is both positive (0.688) and statistically significant ($p < 0.001$). This suggests that attitude significantly influences entrepreneurial intention, with a higher positive attitude associated with a greater intention to engage in entrepreneurial activities.

Moreover, the interaction term (Int_1) between attitude and subjective norms is included in the model, but it appears to be non-significant ($p = 0.809$), indicating that the moderating effect of attitude on the relationship between subjective norms and entrepreneurial intention is not supported in this analysis.

In conclusion, the findings suggest that attitude plays a crucial role in influencing entrepreneurial intention, while subjective norms alone do not have a statistically significant effect. However, there is no evidence to suggest that attitude moderates the relationship between subjective norms and entrepreneurial intention in this study.

H3b: Perceived behaviour moderates the relationship between subjective norms and entrepreneurial intention

Model Summary

Model Summary						
R	R-sq	MSE	F	df1	df2	P
0.771	0.595	0.292	108.521	3.000	222.000	.000

Model						
	coeff	se	t	p	LLCI	ULCI
constant	-.077	.452	-.171	.865	-.969	.814
Subjecti	.567	.133	4.250	.000	.304	.830
Perceive	.819	.142	5.783	.000	.540	1.098
Int_1	-.086	.036	-2.374	.018	-.158	-.015

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	.010	5.636	1.000	222.000	.018

Conditional effects of the focal predictor at values of the moderator(s):

Perceive	Effect	se	t	p	LLCI	ULCI
2.712	.334	.057	5.894	.000	.222	.445
3.577	.259	.051	5.061	.000	.158	.360
4.443	.184	.063	2.912	.004	.060	.309

The model's R-squared value of 0.595 suggests that approximately 59.5% of the variance in entrepreneurial intention can be explained by the variables included in the model, namely subjective norms and perceived behaviour (Perceive). The coefficients associated with subjective norms and perceived behaviour are as follows:

The coefficient for subjective norms is positive (0.567), indicating a positive association between subjective norms and entrepreneurial intention. This coefficient is statistically significant ($p < 0.001$), suggesting that subjective norms significantly influence entrepreneurial intention. The coefficient for perceived behaviour (Perceive) is also positive (0.819) and statistically significant ($p < 0.001$). This implies that perceived behaviour significantly affects entrepreneurial intention, with a higher perceived behaviour associated with a greater intention to engage in entrepreneurial activities.

Furthermore, the interaction term (Int_1) between subjective norms and perceived behaviour is included in the model and is found to be statistically significant ($p = 0.018$). This suggests that perceived behaviour moderates the relationship between subjective norms and entrepreneurial intention. The conditional effects analysis reveals that the effect of subjective norms on entrepreneurial intention varies at different levels of perceived behaviour: When perceived behaviour is low (e.g., at 2.712), the effect of subjective norms on entrepreneurial intention is stronger (Effect = 0.334, $p < 0.001$). As perceived behaviour increases, the effect of subjective norms on entrepreneurial intention decreases, but remains statistically significant.

In conclusion, these findings suggest that while both subjective norms and perceived behaviour independently influence entrepreneurial intention, perceived behaviour moderates the strength of the relationship between subjective norms and entrepreneurial intention. Specifically, the influence of subjective norms on entrepreneurial intention is stronger when perceived behaviour is low.

H4a & H4b: Entrepreneurial education has both direct and indirect effects on entrepreneurial intention, mediated by attitude and perceived behaviour.

OUTCOME VARIABLE: Attitude

Model Summary

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.443	0.197	0.431	54.788	1.000	224.000	.000

Model						
	coeff	Se	t	p	LLCI	ULCI
constant	2.558	.193	13.255	.000	2.178	2.938
Entrepre	.372	.050	7.402	.000	.273	.471

Standardized coefficients	
coeff	
Entrepre	.443

OUTCOME VARIABLE: Perceive Behaviour

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.577	0.333	0.502	111.738	1.000	224.000	.000

Model						
	coeff	se	t	p	LLCI	ULCI
constant	1.433	.208	6.877	.000	1.022	1.843
Entrepre	.574	.054	10.571	.000	.467	.681

Standardized coefficients	
coeff	
Entrepre	0.577

OUTCOME VARIABLE: Entrepreneurial intention

Model Summary						
R	R-sq	MSE	F	df1	df2	P
0.825	0.681	0.230	158.131	3.000	222.000	.000

Model						
	Coeff	se	t	p	LLCI	ULCI
constant	.097	.189	.513	.608	-.276	.470
Entrepre	-.028	.045	-.612	.541	-.116	.061
Attitude	.645	.063	10.227	.000	.520	.769
Perceive	.335	.058	5.729	.000	.219	.450

Standardized coefficients	
coeff	
Entrepre	-.028
Attitude	.559
Perceive	.343

	F	df1	df2	p
M1*X	.384	1.000	221.000	.536
M2*X	2.783	1.000	221.000	.097

***** Total Effect Model *****

OUTCOME VARIABLE: Entrepreneurial intention

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.417	0.174	0.590	47.222	1.000	224.000	.000

Model						
	Coeff	se	t	p	LLCI	ULCI
constant	2.225	.226	9.855	.000	1.780	2.670
Entrepre	.404	.059	6.872	.000	.288	.520

Standardized coefficients	
coeff	
Entrepre	0.417

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c' cs
.404	.059	6.872	.000	.288	.520	.417

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c' cs
-.028	.045	-.612	.541	-.116	.061	-.028

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.432	.060	.316	.551
Attitude	.240	.050	.149	.347
Perceive	.192	.050	.099	.295

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.446	.055	.337	.552
Attitude	.248	.049	.158	.348
Perceive	.198	.050	.105	.300

Attitude Model:

The model summary indicates a significant relationship between entrepreneurial education (Entrepre) and attitude. Entrepreneurial education has a positive and significant effect on attitude (coef = 0.372, $p < 0.001$). The standardized coefficient suggests a moderate effect size (coef = 0.443).

Perceived Behaviour Model:

Similarly, there is a significant relationship between entrepreneurial education and perceived behaviour. Entrepreneurial education positively influences perceived behaviour (coef = 0.574, $p < 0.001$). The standardized coefficient indicates a moderate effect size (coef = 0.577).

Entrepreneurial Intention Model:

The overall model summary for entrepreneurial intention suggests a strong relationship with the included variables. Entrepreneurial education does not have a direct significant effect on entrepreneurial intention (coef =

-0.028, $p = 0.541$). However, both attitude (coef = 0.645, $p < 0.001$) and perceived behaviour (coef = 0.335, $p < 0.001$) have significant positive effects on entrepreneurial intention. Standardized coefficients indicate a moderate effect size for attitude (coef = 0.559) and perceived behavior (coef = 0.343).

Interaction Effects:

The interaction between entrepreneurial education and attitude ($M1*X$) is not significant ($p = 0.536$), suggesting that attitude does not moderate the relationship between entrepreneurial education and attitude. Similarly, the interaction between entrepreneurial education and perceived behaviour ($M2*X$) is not significant ($p = 0.097$), indicating no moderation effect of perceived behaviour.

Total, Direct, and Indirect Effects:

The total effect of entrepreneurial education on entrepreneurial intention is not significant (coef = 0.404, $p < 0.001$). The direct effect of entrepreneurial education on entrepreneurial intention is also not significant (coef = -0.028, $p = 0.541$). However, there are significant indirect effects of entrepreneurial education on entrepreneurial intention mediated by both attitude (indirect effect = 0.240) and perceived behaviour (indirect effect = 0.192). Completely standardized indirect effects also confirm the mediation effects of attitude (coef = 0.248) and perceived behaviour (coef = 0.198).

H5a and H5b: Subjective norms have both direct and indirect effects on entrepreneurial intention, mediated by attitude and perceived behaviour.

OUTCOME VARIABLE: Attitude

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.601	.362	.342	126.972	1.000	224.000	.000

Model						
	coeff	se	t	p	LLCI	ULCI
constant	2.284	.153	14.954	.000	1.983	2.586
Subjecti	.462	.041	11.268	.000	.381	.543

Standardized coefficients	
	coeff
Subjecti	.601

OUTCOME VARIABLE: Perceive

Model Summary						
R	R-sq	MSE	F	df1	df2	P
0.665	.442	.420	177.661	1.000	224.000	.000

Model						
	coeff	se	t	p	LLCI	ULCI
constant	1.397	.169	8.257	.000	1.064	1.730
Subjecti	.606	.045	13.329	.000	.516	.695

Standardized coefficients	
coeff	
Subjecti	.665

OUTCOME VARIABLE: entrepreneurial intention

Model Summary						
R	R-sq	MSE	F	df1	df2	P
0.837	.701	.216	173.614	3.000	222.000	.000

Model						
	coeff	se	t	p	LLCI	ULCI
constant	-.015	.171	-.087	.930	-.353	.323
Subjecti	.175	.045	3.900	.000	.087	.263
Attitude	.585	.063	9.318	.000	.461	.708
Perceive	.227	.057	4.010	.000	.116	.339

Standardized coefficients	
coeff	
Subjecti	.197
Attitude	.507
Perceive	.233

Test(s) of X by M interaction:

	F	df1	df2	P
M1*X	.002	1.000	221.000	.968
M2*X	3.686	1.000	221.000	.056

***** Total Effect Mode*****

Outcome Variable:

Entrepreneurial intention

Model Summary						
R	R-sq	MSE	F	df1	df2	P
0.657	.432	.406	170.116	1.000	224.000	.000

Model						
	coeff	se	t	P	LLCI	ULCI
constant	1.638	.166	9.844	.000	1.310	1.966
Subjecti	.583	.045	13.043	.000	.495	.671

Standardized coefficients	
	coeff
Subjecti	.657

*****TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c' cs
.583	.045	13.043	.000	.495	.671	.657

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c' cs
.175	.045	3.900	.000	.087	.263	.197

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.408	.041	.329	.491
Attitude	.270	.046	.186	.368
Perceive	.138	.046	.050	.231

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.440	.039	.385	.539

Attitude	.305	.049	.213	.406
Perceive	.155	.051	.056	.257

Attitude Model:

The model summary indicates a significant relationship between subjective norms (Subjecti) and attitude.

Subjective norms have a positive and significant effect on attitude (coef = 0.462, $p < 0.001$).

The standardized coefficient suggests a moderate effect size (coef = 0.601).

Perceived Behavior Model:

Similarly, there is a significant relationship between subjective norms and perceived behavior.

Subjective norms positively influence perceived behavior (coef = 0.606, $p < 0.001$).

The standardized coefficient indicates a strong effect size (coef = 0.665).

Entrepreneurial Intention Model:

The overall model summary for entrepreneurial intention suggests a strong relationship with the included variables.

Subjective norms have a direct significant effect on entrepreneurial intention (coef = 0.175, $p < 0.001$).

Additionally, both attitude (coef = 0.585, $p < 0.001$) and perceived behaviour (coef = 0.227, $p < 0.001$) have significant positive effects on entrepreneurial intention.

Standardized coefficients indicate a moderate effect size for subjective norms (coef = 0.197), a strong effect size for attitude (coef = 0.507), and a moderate effect size for perceived behaviour (coef = 0.233).

Interaction Effects:

The interaction between subjective norms and attitude ($M1 \times X$) is not significant ($p = 0.968$), suggesting that attitude does not moderate the relationship between subjective norms and attitude.

However, the interaction between subjective norms and perceived behaviour ($M2 \times X$) approaches significance ($p = 0.056$), indicating a potential moderation effect of perceived behaviour.

Total, Direct, and Indirect Effects:

The total effect of subjective norms on entrepreneurial intention is significant (coef = 0.583, $p < 0.001$).

The direct effect of subjective norms on entrepreneurial intention is also significant (coef = 0.175, $p < 0.001$).

Furthermore, there are significant indirect effects of subjective norms on entrepreneurial intention mediated by both attitude (indirect effect = 0.270) and perceived behaviour (indirect effect = 0.138).

Completely standardized indirect effects confirm the mediation effects of attitude (coef = 0.305) and perceived behaviour (coef = 0.155).

Summary of hypothesis:

Hypothesis	Path / Relationship	Key Statistical Evidence	Finding Status
H1	Education→ Subjective Norms	Positive, Significant direct effect	Supported
H2	Subjective Norms→	$b=0.462$, $p<0.001$	Supported

	Attitude		
H3a	Attitude moderates (subjective norms →intention)	Interaction $p=0.809$	Rejected
H3b	Perceived behaviour moderates (subjective norms →intention)	Interaction $p=0.018$ Stronger effect when PBC is low	Supported
H4a	Attitude mediate education and intention	Indirect Effect =0.240 Completely Std. =0.248	Supported (Full Mediation)
H4b	Perceived behaviour mediate education and intention	Indirect Effect =0.192 Completely Std. =0.198	Supported (Full Mediation)
H5a	Subjective Norms →Attitude	Indirect effect=0.270, $P<0.001$	Supported (partial mediation)
H5b	Subjective Norms →Perceived behaviour	Indirect effect=0.138 $P<0.001$	Supported (Partial mediation)

Conclusion:

This study set out to investigate the complex structural mechanisms driving entrepreneurial intention through an extended lens of the **Theory of Planned Behaviour (TPB)**. By evaluating the roles of entrepreneurial education, subjective norms, personal attitudes, and perceived behaviour, the empirical analysis has provided key insights into how external inputs transform into career intentions.

The structural model yielded several milestone insights:

- **The Transformative Nature of Entrepreneurial Education:** The data revealed that entrepreneurial education has **no direct significant effect** on entrepreneurial intention ($b = -0.028$, $p = 0.541$). Instead, its total impact (Total Effect = 0.404, $p < 0.001$) is **fully mediated** through personal attitude and perceived behaviour. This proves that education does not automatically trigger an intention to start a business; rather, it functions as a cognitive catalyst that reshapes internal desires and builds perceived capabilities.
- **The Ubiquitous Power of Subjective Norms:** In contrast to education, subjective norms demonstrated a powerful **partial mediation** structure. Social approval and peer expectations directly pull entrepreneurial intention ($b = 0.175$, $p < 0.001$), while simultaneously engineering internal attitudes and perceived behavioural control.
- **The Compensatory Interaction Effect:** A major finding of this study is the significant interaction between subjective norms and perceived behaviour ($p = 0.018$). When an individual's internal confidence or

capability is low, positive social circles and structural support act as a crucial safety net, driving high entrepreneurial intentions despite personal doubts.

Practical and Policy Implications

The insights derived from this study offer actionable pathways for university administrators, educators, and economic policymakers in India:

- **Curriculum Modernization:** Higher education institutions must transition away from purely theoretical business lecturing. Entrepreneurial education programs should be re-engineered to emphasize experiential learning, simulation exercises, and live incubator mentorship. This shift is critical to directly strengthening students' perceived behavioral control (PBC) and fostering a more resilient entrepreneurial attitude.
- **Socio-Cultural Interventions:** Given the significant impact of subjective norms, policymakers and universities should actively engage students' immediate social networks. Organizing community-facing startup showcases, celebrating local student founders, and hosting family-inclusive entrepreneurship forums can destigmatize the risks of venture creation, turning parental and peer pressure into structural support systems.
- **Targeted Ecosystem Support:** State-led initiatives, such as Startup India, should collaborate directly with tier-1 and tier-2 regional universities to build localized funding and micro-incubation networks. This structural support bridges the gap between high educational intent and actual, low-risk business execution.

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