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# An Empirical Study on Factors Influencing Entrepreneurial Intentions Among University Students in India: A Mediation Analysis

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**ABSTRACT**
**Purpose:** The purpose of this study is to investigate how students' intentions are affected by entrepreneurship education and also to ascertain whether Personal Attitude and Perceived Behavioral Control mediate the relationship between entrepreneurial education and subjective norms with Entrepreneurial Intention.

**Methodology:** A total of 223 responses are collected from undergraduate and postgraduate students from Banaras Hindu University. Further, non-probability convenience sampling is used for data collection and PLS-SEM is used for data analysis.

**Findings:** The Findings of the study depict that perceived behavioral control is a strong predictor of Entrepreneurial Intentions and also mediates between Entrepreneurial Education and Subjective Norms with Entrepreneurial Intention.
**Limitations:** The research's breadth is constrained, because it focuses solely on a single public university for data collection from students.

**Originality:** This study is one of the few studies that have used the elements of the Theory of Planned Behavior to empirically examine the indirect effect of entrepreneurial education with Entrepreneurial Intentions**.**

**Keywords:** Entrepreneurial Education, Personal Attitude, Subjective Norms, Perceived Behavioral Control, Entrepreneurial Intentions.

**JEL Code:** L26, I25

## Introduction

Entrepreneurs are assumed to be “engines of economic growth.” If used properly, entrepreneurs can significantly contribute to a country's progress and advancement (Salah & Ayyash, 2024). Entrepreneurs' primary contributions may include developing new items, production techniques, and other discoveries as well as creating job opportunities. Many governments in both developed and developing nations have implemented policies in recent years to encourage entrepreneurship among the general public, especially among youths (Mamun, et al., 2018). Entrepreneurship is thought to be a successful approach to addressing the employability problem and is essential for promoting innovation and job creation (Rodrigues, et al., 2019). However, when compared to other industrialized countries and factor-driven countries, entrepreneurship is viewed as a secondary career possibility among Indians (Anwar & Saleem, 2018). Although the Indian government has launched numerous education, training, and support initiatives to encourage entrepreneurship and

encourage young people to pursue it as a career, Indians still favor salaried jobs as their topmost profession choice (Tognazzo, et al., 2017). Additionally, entrepreneurial education can encourage Entrepreneurship behavior and Entrepreneurial Intention among the youth (Fietz & Boyd, 2017). It has spread quickly throughout the world's higher education institutions and has been successful in influencing students' aspirations to pursue entrepreneurship. Over time, several measures have been taken into consideration to understand entrepreneurial intention (Hueso, et al., 2021). Consequently, it is indispensable to look at those variables that could stimulate entrepreneurial intentions. Some academicians argue that entrepreneurial education needs to be taken into account since it affects elements of the "theory of planned behavior" model (Sharma, et al., 2024). (Nabi, et al., 2017) contend that the creation of entrepreneurial intention in educational or learning situations may be modeled using the idea of planned behavior. Thus, the current study examines how Entrepreneurial Education and entrepreneurial intention are related, and the study attempts to check whether the two elements of intentions—Students' Personal Attitude and Perceived Behavioral Control toward entrepreneurship—based on the theory of planned behavior mediate this relationship. A list of previous research depicted that the majority of research is carried out in industrialized nations, which are developed ones (Oztemel & Gursev, 2020). However, few studies have been carried out focusing on South Asian nations especially targeting India. Thus, the current study is carried out to grasp the factors influencing students' entrepreneurial intents and proposed a new framework that integrates the idea of planned behavior theory with Entrepreneurial Education. Based on Ajzen's framework, the model modification is regarded as one contribution to the field of Entrepreneurship Intention (Ajzen, 1991). There are two ways through which the study complements the works on Entrepreneurship. The very first objective of this study is to inspect how students' intentions are exaggerated by Entrepreneurial Education. The other one is to ascertain if Perceived Behavioral Control and Personal Attitude mediate the association between entrepreneurial education and subjective norms with Entrepreneurial Intention. Thirdly, using Ajzen's framework, the model alteration regarded as one addition to the area of Entrepreneurial Intention (Ajzen, 1991). Concurrently the research model presented in the current study is measured as one addition to the area of entrepreneurial Intention using the Ajzen outline.

## Literature Review and Hypotheses Development

### Theoretical Framework

Entrepreneurial intention (EI) in the context of Entrepreneurship is conceptualized as an individual's "self-acknowledged conviction" that he or she is enthusiastic to launch a new business venture and consistently persue to do so in the future (Farrukh, et al., 2018). According to (Sharma, 2018)intention is regarded as the initial step in starting a new business because an individual's decision to pursue entrepreneurship is influenced by their intentions, which are mental orientations such as desire, wish, and hope. Therefore, it is crucial to comprehend Entrepreneurial Intentions to undermine the idea of Entrepreneurship. Nowadays, both scholars and practitioners are more interested in understanding the elements influencing students' Entrepreneurial Intentions as the government of India is taking various initiatives to motivate the youth to generate their interest in entrepreneurial activities and to pursue entrepreneurship as a career (Jabeen, et al., 2017). In previous literature, researchers have developed several theoretical frameworks to address this issue and shed light on the complexities of the variables influencing students' entrepreneurial intention (Elnadi & Gheith, 2021; Al-Jubari, 2019; Alam, et al., 2019). While analyzing preceding studies it is observe that several models and theories are available to understand the essentials influencing Entrepreneurial Intention among students. However, the theory of planned behavior, which was first presented by (Ajzen, 1991), and the Shapero and Sokol (1982) framework of Entrepreneurial Intention are the two most popular theoretical techniques that are widely used by researchers to analyze entrepreneurial intentions. Both models provide a logical, and highly generalizable theoretical framework for comprehending and forecasting an individual's entrepreneurial intentions (Rodrigues, et al., 2019). A collective number of studies also have chosen to use the idea of planned behavior theory as a conceptual outline for examining Entrepreneurial Intention (Aga & Singh, 2022; Tognazzo, et al., 2017; Aloulou, 2016; Çela, et al., 2024) and this study is no exception. Thus, this study also used the Theory of Planned Behavior to investigate students' Entrepreneurial Intentions, along with an extra variable that is entrepreneurial education. This current study used three construct named Personal Attitude (Ajzen, 1991), Subjective Norms (Ajzen, 1991) and Perceived Behavioral Control (Ajzen, 1991) and Entrepreneurial Intention to study Relationships among Variables.

The study's research model is depicted in Figure 1.

### Hypotheses Development

Entrepreneurial Education

Entrepreneurial education can be conceptualized as "the process of equipping with the entrepreneurial knowledge, abilities, and perspectives to the students that they need to launch their own companies" (Nasri, 2024). It has been observed that the majority of former research mostly considered the "theory of planned behavior" elements to evaluate how Entrepreneurial Education affected students' intentions to pursue entrepreneurship as a career, particularly focusing on the direct effects of Entrepreneurial Education on Entrepreneurial Intentions (Paray & Kumar, 2020). Moreover, previous research did not specifically evaluate how Entrepreneurial Education affected the three components of the theory

of planned behavior—perceived behavioral control, Attitude, and Subjective Norms. By providing the above reasoning the hypothesis is framed as follows.

H1 There is a positive and significant impact of Entrepreneurial Education on Personal Attitude.
H2 There is a positive and significant impact of Entrepreneurial Education on Perceived Behavioral Control.

**Personal Attitude**

As per (Anjum, et al., 2023) Attitude is referred to as "The individual's perception and interests, which significantly affect their intention to venture into new businesses," According to (Ajzen, 1991), one's attitude toward entrepreneurship is determined by how positively or negatively one's views on entrepreneurial conduct. According to (Acheampong & Tweneboah-Koduah, 2018) people with a positive attitude toward entrepreneurial behavior and intention are more likely to engage in it. Accordingly, an attitude toward entrepreneurship can be described as "the degree to which an individual has a favorable or unfavorable personal opinion about starting their own business". There are several studies identified from the previous literature that depict a positive influence of personal attitude on Entrepreneurial Intention (Rodrigues, et al., 2019; Shriha, et al., 2024; Abaddi, 2023). In addition, earlier research on entrepreneurial intention also discovered that Personal Attitude serves as a mediator. However, there is a dearth of research that states Personal Attitude a mediator between students' entrepreneurial intentions with entrepreneurial education and Subjective Norms. Furthermore, evidencing with previous literature this study shows Personal Attitude does not serve as a mediator between the two. Thus, the Hypothesis is formulated as follows.

H3 There is a positive and significant impact of Personal Attitude on Entrepreneurial Intention

H8 Personal Attitude does not mediate the relationship between Subjective Norms and Entrepreneurial Intention

H10Personal Attitude does not mediate the relationship between Entrepreneurial Education and Entrepreneurial Intention
Perceived Behavioral Control

The Perceived Behavioral Control concept was first proposed by (Ajzen, 1991) as an additional antecedent factor that can predict intention. It was demarcated as a "person's perception of the ease or difficulty of performing the behavior of interest" (Ajzen, 1991). As per (Melhem & Al-Shaikh, 2018) Perceived behavioral control is stated as "an individual's control-oriented attitudes toward being an entrepreneur and plays a crucial role in determining whether someone becomes an entrepreneur". Perceived Behavioral Control has defining characteristics which are Feelings of control, both internal and external. While external feelings of control include things like time constraints, resource availability, and peer acceptance that may impact or inspire an individual's entrepreneurial behavior, internal feelings of control are related to how people view their skills and abilities to function as entrepreneurs (Ajzen, 2020). The degree to which a person feels in control of a particular target behavior is reflected in their Perceived Behavioral Control (Shriha, et al., 2024).A substantial body of prior research indicates a positive correlation between Perceived Behavioral Control and Entrepreneurial Intention (Acheampong & Tweneboah-Koduah, 2018; Çela, et al., 2024; Al-Mamary & Alraja, 2022). Additionally, earlier research on entrepreneurial intention also discovered that Perceived Behavioral Control serves as a mediator (Adu, et al., 2020) However, there is a dearth of research that states Perceived Behavioral Control as a mediator between students' entrepreneurial intentions with entrepreneurial education and Subjective Norms, so we propose the following hypothesis:

H4 Perceived Behavioral Control Positively and Significantly Impacts the Entrepreneurial Intentions of Students.

H7 Perceived Behavioral control mediates the relationship between Subjective Norms and Entrepreneurial Intention.

H9 Perceived Behavioral control mediates the relationship between Entrepreneurship Education and Entrepreneurial Intention.

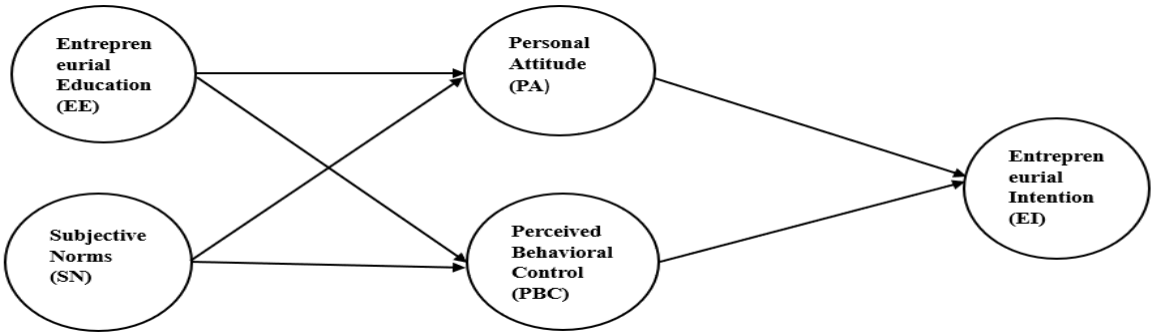
**Subjective Norms**

Social pressure can have an impact on how much someone develops the intention to act in a specific way (Shriha, et al., 2024). The behaviors of an individual are determined by their impression of the acceptance or rejection of those behaviors by other people who are close to them or whose opinions matter to them. These can be Family members, close friends, and other significant individuals, such as prosperous business owners and consultants (Nasri, 2024). According to earlier research, students' aspirations for setting up a new business can be encouraged by those who have an impact on their behavior or perception and their positive attitude towards entrepreneurial intentions. Several previous studies also stated that Subjective Norms have a positive and significant impact on Personal Attitude and Perceived Behavioral Control (Lopez, et al., 2021). Thus, the Hypothesis is put forth as follows.

H5 There is a positive and significant impact of Subjective Norms on Personal Attitude.

H6 There is a positive and significant impact of Subjective Norms on Perceived Behavioral Control.

Figure 1: Research Model for Students




Source: Authors' compilation

**Methodology**

A questionnaire is framed for this empirical study based on previous research on the variables influencing entrepreneurial intention. Non-probability convenience sampling was one of the sample strategies used in this current study to collect data. 350 questionnaires were sent to undergraduate and postgraduate students of Banaras Hindu University, and 223 of them responded, showing a 64% response rate. It is advised that a 50% or above response rate can be used for analysis, 60% or higher be understood as good, and 70% or higher be understood as very good (Salah & Ayyash, 2024). The outlined questionnaire is separated into two segments: the first segment embraces demographic data, while the second one contains variables relating to the factors influencing students' entrepreneurial inclination. Additionally, five variables and twenty-three measurement items were considered in the questionnaire in this study. Personal attitude has 5 items, Perceiver Behaviour Control includes 6 items Subjective Norms has 3 items, Entrepreneurial Education has 5 items and there are 4 items in Entrepreneurial Intention taken from (Nasri, 2024) and these all items are modified as per the requirement of the current study. A five-point Likert scale ranks from (1) strongly disagree to (5) strongly agree, prioritized to quantity of the respective construct.

**Descriptive Analysis**

Table 1 displays the descriptive analysis of the respondents' demographic profile. The data reveals that males constitute 50.2 percent of the sample, while females make up 49.8 percent. In terms of education level, 56.1 percent of participants are pursuing their graduation, and 43.9 percent are engaged in postgraduate studies. Regarding the area of study, 57.8 percent of respondents are from commerce, 35.0 percent from arts and social sciences, and 7.2 percent have a science background. Furthermore, 34.1 percent of the surveyed individuals come from families with business backgrounds, whereas 65.9 percent do not have any family business background.

**Common method bias (CMB)**

Using SPSS, the current study considered "Harman's single-factor approach" to inspect the common method bias problem. The first factor, or single factor, only explained 37.831% of the variance, or lessor than 50% of the variance, conferring to the results of an unrotated factor analysis. This recommends that there were no issues with common method variance.

**Data Analysis**

Measurement model

The present study uses the PLS-SEM to evaluate the suggested research model. PLS-SEM is especially well suited for examining complex frameworks with several concurrent relationships between variables (Hair et al., 2011). Initially, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE) were used to assess the measurement model's validity and reliability, and both Cronbach's alpha and composite reliability (CR) threshold values should be higher than 0.6. In the present study, Cronbach's alpha values ranged between 0.728 to 0.878, and CR values between 0.844 to 0.911 were higher than the acceptable threshold value, (see Table 2) indicating that internal consistency reliability was satisfied. Likewise, the model's AVE reached the 0.5 minimum needed for convergent validity as the values of AVE lie between 0.629 to 0.696 which is acceptable. (Henseler et al., 2016).

Table 1 : Respondents Demographic profile

| Profile of Respondents | Response | Percent (%) |
|---|---|---|

| | | |
|---|---|---|
| Gender | Male | 50.2 |
| | Female | 49.8 |
| Education | Pursuing Graduation | 56.1 |
| | Pursuing Postgraduation | 43.9 |
| Area of the study | Art and Social Science | 35.0 |
| | Commerce | 57.8 |
| | Science | 7.2 |
| Family Business Background | Yes | 34.1 |
| | No | 65.9 |

Source: Authors' compilation

Table 2: Reliability of the variables

| S. No. | Constructs | Label | Factor Loading | VIF | A | CR | AVE |
|---|---|---|---|---|---|---|---|
| 1 | Entrepreneurial Education (EE) | EE1 | 0.805 | 1.673 | 0.803 | 0.871 | 0.629 |
| | | EE 2 | 0.827 | 1.957 | | | |
| | | EE3 | 0.754 | 1.599 | | | |
| | | EE4 | 0.784 | 1.537 | | | |
| 2 | Entrepreneurial Intention (EI) | E11 | 0.868 | 1.496 | 0.728 | 0.844 | 0.645 |
| | | EI2 | 0.757 | 1.397 | | | |
| | | EI3 | 0.780 | 1.426 | | | |
| 3 | Personal Attitude (PA) | PA1 | 0.748 | 1.789 | 0.878 | 0.911 | 0.674 |
| | | PA2 | 0.850 | 2.635 | | | |
| | | PA3 | 0.823 | 2.406 | | | |
| | | PA4 | 0.817 | 1.958 | | | |
| | | PA5 | 0.861 | 2.590 | | | |
| 4 | Perceived Behavioral Control (PBC) | PBC1 | 0.742 | 1.557 | 0.861 | 0.901 | 0.646 |
| | | PBC2 | 0.734 | 1.680 | | | |
| | | PBC3 | 0.867 | 2.497 | | | |
| | | PBC4 | 0.857 | 2.593 | | | |
| | | PBC5 | 0.810 | 2.214 | | | |
| 5 | Social Norms (SN) | SN1 | 0.877 | 1.902 | 0.780 | 0.872 | 0.696 |
| | | SN2 | 0.717 | 1.401 | | | |
| | | SN3 | 0.896 | 2.212 | | | |

Source: Authors' compilation

**Discriminant validity**

Additionally, both the heterotrait-monotrait (HTMT) criterion and the Fornell-Larcker technique were employed to demonstrate appropriate discriminant validity. The Fornell-Larcker strategy was fulfilled by displaying that the square root of the Average Variance Extracted (AVE) for each construct was higher than its correlations with other constructs. The square root of each variable's AVE being higher than its correlations served as proof of this (see Table 3). As seen in Table 4, the HTMT criteria were satisfied since the HTMT values for every variable were less than 0.9 (Henseler, et al., 2015). Concerns about multicollinearity were addressed by using the Variance Inflation Factor (VIF). All of the constructs in this investigation had VIF values that fell within an acceptable range of 5, which is the advised VIF value (Hair, et al., 2019)

Table 3: Fornell–Larcker Criteria

| | EE | EI | PA | PBC | SN |
|---|---|---|---|---|---|
| EE | 0.793 | | | | |
| EI | 0.475 | 0.803 | | | |
| PA | 0.366 | 0.483 | 0.821 | | |
| PBC | 0.484 | 0.687 | 0.685 | 0.804 | |
| SN | 0.350 | 0.399 | 0.427 | 0.618 | 0.834 |

Source: Authors' compilation

Table 4: HTMT Criteria

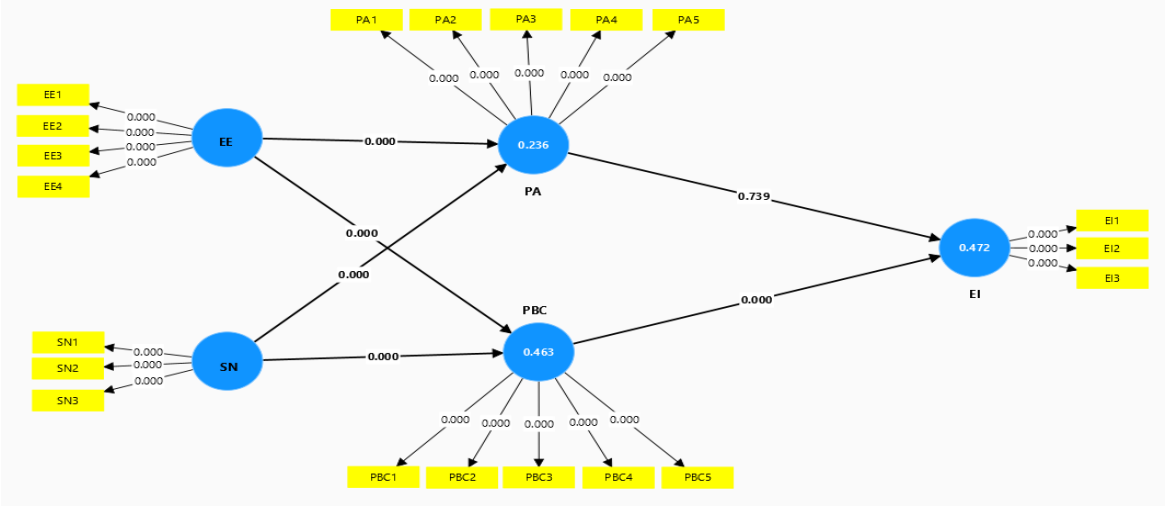
| | EE | EI | PA | PBC |
|---|---|---|---|---|
| EI | 0.594 | | | |
| PA | 0.434 | 0.582 | | |
| PBC | 0.573 | 0.842 | 0.781 | |
| SN | 0.468 | 0.546 | 0.494 | 0.746 |

Source: Authors' compilation

**Structural model**

Figure 2 displays the students' structural model, and Table 5 displays the findings of the hypothesis test. The present study employed the bootstrapping technique with 5000 samples to ascertain the statistical significance of the model and establish one or more dependent linkages between the constructs of the structural model. The hypothesis testing results show that the Perceived behavioral control (β=0.670, p<0.05) had a significant effect on Entrepreneurial Intention and also depicts as a strong predictor of entrepreneurial Intention and validates that H4 is Accepted. In contrast, Personal Attitude (β=0.025, p>0.05) does not significantly predict the effect on Entrepreneurial Intention and H3 is rejected. In addition, Subjective Norms (β=0.511, p<0.05) and Entrepreneurial Education (β=0.305, p<0.05) have a significant influence on Perceived Behavioral Control and show that Hypothesis H2 and H6 are accepted. Further, it was also found that Subjective Norms (β=0.341, p<0.05) and Entrepreneurial Education (β=0.247, p<0.05) have a significant influence on Personal Attitude which means Hypotheses H5 and H1is accepted. Further concerning the mediating effect, it was found that Perceived Behavioral Control significantly mediates between Subjective Norms and Entrepreneurial Education, and also Perceived Behavioral Control mediates between Entrepreneurial Education and Entrepreneurial Intention. In addition, Personal Attitude does not mediate the relationship between Subjective Norms and Entrepreneurial Intention and between Entrepreneurial education and Entrepreneurial Intention which means Hypotheses H5, H9 are accepted and Hypotheses H8 and H10 are rejected.

Figure 2 Structural Model




Source: SmartPLS

**Mediating effects:**

Concerning the mediating effect of the present study, it is further analyzed whether the relationship between Entrepreneurial Education and subjective norms with entrepreneurial intention is mediated by Personal Attitude and Perceived Behavioral Control. The outcomes of the mediation analysis exposed that the association between Subjective Norms (β=0.342, p<0.05), and Entrepreneurial Education (β=0.205, p<0.05), with Entrepreneurial Intention is mediated by Perceived Behavioral Control. In contrary Personal Attitude does not act as mediation for subjective norms (β=0.008, p<0.05), and Entrepreneurial education (β=0.006, p<0.05), with Entrepreneurial Intention. Variance Accounted for VAF is used to examine if there is full mediation, partial mediation, or no mediation once it is established that the Perceived Behavioral Control and Personal Attitude acts as a mediator. If VAF is more than 0.8, there is full mediation; if it is between 0.2 and 0.8, there is partial mediation; and if it is less than 0.2, there is no mediation. Each VAF value in the current mediation analysis fell between 0.2 and 0.8(refer to Table 5) indicating that Perceived Behavioral Control partially mediates the association between constructs. Examining the suggested model's predictive relevance considering the coefficient of determination, or R2, is the next stage in observing the structural model. According to the students ' conclusions, R2 values for the endogenic variables were 0.472, or 547.2 percent, for Entrepreneurial Intention, 0.236, or 23.7 percent for Personal Attitude, and 0.463, or 46.3 percent, for perceived behavioral control. R2 ranges from 0.217 to

0.739 for all endogenous variables, representing the structural model's satisfactory predictive ability. In addition, Q2 was appraised as a predictive relevance criterion, indicating the degree to which the suggested model elucidates expectations (Silva, et al., 2022). In the current model, Q2 values were more than 0, which specifies that the constructs have outstanding predictive significance. (Dieu, et al., 2023).

Table 5: Hypothesis Testing Results

| Hypothesis | Path | β | T Statistics | P Values | Result | VAF Value | Mediation |
|---|---|---|---|---|---|---|---|
| H1 | EE→PA | 0.247 | 3.532 | 0.000 | **Accept** | - | - |
| H2 | EE→PBC | 0.305 | 4.705 | 0.000 | **Accept** | - | - |
| H3 | PA→EI | 0.025 | 0.333 | 0.739 | **Reject** | - | - |
| H4 | PBC→EI | 0.670 | 12.290 | 0.000 | **Accept** | - | - |
| H5 | SN→PA | 0.341 | 5.504 | 0.000 | **Accept** | - | |
| H6 | SN→PBC | 0.511 | 7.988 | 0.000 | **Accept** | | |
| H7 | SN→PBC→EI | 0.342 | 6.708 | 0.000 | **Accept** | 0.685 | Partial |
| H8 | SN→PA→EI | 0.008 | 0.323 | 0.747 | **Reject** | - | - |
| H9 | EE→PBC→EI | 0.205 | 4.379 | 0.000 | **Accept** | 0.410 | Partial |
| H10 | EE→PA→EI | 0.006 | 0.305 | 0.760 | **Reject** | - | - |

Source: Authors' compilation

**Discussion:**

This study's goal is to use the elements of the "Theory of Planned Behavior" to investigate the indirect association between Entrepreneurial Education and Entrepreneurial Intention. Furthermore, this research aims to analyze how Subjective Norms, another component of this theory, interact with Personal Attitude and Perceived Behavioral Control in determining the relationship with the Entrepreneurial Intention of Students. The succeeding discussion offers a more comprehensive examination of the findings obtained.

The study's result concludes that the Personal Attitude of students toward entrepreneurship is significantly impacted by Entrepreneurial Education. This outcome is consistent with previous research (Nasri, 2024) which also revealed a significant correlation between Entrepreneurial education and the Personal Attitude of students towards entrepreneurship. Thus, the study hypothesis H1 was validated. Additionally, findings indicate that Perceived Behavioral Control is significantly impacted by Entrepreneurial Education. This outcome is consistent with previous research (Paray & Kumar, 2020; Lopez, et al., 2021) and research hypothesis H2 is also accepted. Additionally, the study's results indicate that Perceived Behavioral Control significantly impacts Entrepreneurial Intention aligning with previous research (Shriha, et al., 2024; La & To, 2020) that demonstrates optimistic and substantial influence of Perceived Behavioral Control on Entrepreneurial Intention. This finding supports Hypothesis H4. However, contrary to expectations, the study revealed that Personal Attitude had no significant effect on Entrepreneurial Intention as previous studies support these findings (La & To, 2020; Fragoso, et al., 2020) leading to the rejection of Hypothesis H3.

Furthermore, the results demonstrated that students' Perceived Behavioral Control and Personal Attitudes of students toward entrepreneurship are significantly impacted by subjective norms. These results aligns with those of other prior conducted studies that determine how Subjective Norms affect students' Perceived Behavioral Control and Personal Attitudes (DINC & BUDIC, 2016; Lopez, et al., 2021). The study hypotheses H5 and H6 were thus validated. As anticipated, the study demonstrated that the superlative indicator of entrepreneurial intention was perceived behavioral control (($\beta$=0.670, $p<0.05$) (see Table 5) which points out that choosing to launch a new business is a crucial choice that is likely to be influenced by a person's perception of the "ease or difficulty of performing the behavior of interest".

Furthermore, to discuss about mediation effect of the Perceived behavioral control between Subjective Norms and Entrepreneurial Intention was found to have a partial mediating effect. Prior research confirms these findings (Nayak, et al., 2024) and the reasoning suggests that H7 is supported. Previous research has also demonstrated that the association between entrepreneurial education and entrepreneurial intentions is mediated by perceived behavioral control(Nguyen, et al., 2022; Adu, et al., 2020) and concludes that H9 is accepted. Therefore, as per the study findings, there was a partial mediation effect between Entrepreneurial Education and Entrepreneurial Intentions because the relationship between Entrepreneurial Education and subjective norms with Entrepreneurial Intentions was statistically significant in the presence of perceived behavioral control as a mediator in the model. To verify this, we computed the indirect effect's magnitude concerning the total effect using the variance accounted for (VAF). The indirect effect was divided by the total effect to determine the VAF (Hair et al., 2014). Lastly, contrary to expectations, the study's results clearly show that

Personal Attitude does not act as a mediator between subjective norms and entrepreneurial intention and also the relationship between entrepreneurial education and entrepreneurial intention is not mediated by personal attitude.

**Implications:**
This paper's prime goal was to investigate students' entrepreneurial intentions at Banaras Hindu University in Varanasi by combining aspects of the "theory of planned behavior" with entrepreneurial education. This paper evaluates the inkling of planned behavior, which was created in the West, in a novel way by integrating entrepreneurship education to determine its applicability in a developing nation such as India. Expanding the TPB framework by incorporating entrepreneurial education and evaluating this model, it underwrites to an prevailing body of research on entrepreneurial intentions. In particular, the current study examines how students' entrepreneurial intentions relate to entrepreneurial education and subjective norms by using, perceived behavioral control and personal attitude as mediation. The study shows that students' intentions of starting a business are positively impacted by entrepreneurial education. A single study, is one of the few to assess experimentally the straight and ancillary impacts of entrepreneurial education and subjective norms on students' entrepreneurial intents. Further for practical implication Our study offers crucial insights for policymakers and educational institutions. According to (Kusumojanto, et al., 2021) fostering an entrepreneurial attitude through education is essential for encouraging entrepreneurial intention. Universities should therefore set up incubation centers and entrepreneurship clubs for their students. Additionally, encouraging a favorable social view of entrepreneurship's role among college students can improve subjective norms among them. In light of our findings, we suggest universities should take the following actions: First, to encourage students' entrepreneurial behaviors and opportunity awareness, educational institutions should employ activity-based teaching methodologies in addition to focusing on the academic components of firm formation and operation. Second, regular entrepreneurship seminars should be arranged by the universities so that students can attend them and the significance and advantages of self-employment should be emphasized in these seminars. Additionally, during these events, famous entrepreneurs should be invited so that students can learn from their experiences.

**Limitations and future scope of research**
There are certain constraints to the current study. The sample size, which only includes one public central university, is its primary drawback. The results might not be representative of all Indian university students. To generalize the study's findings, it would be preferable to carry out additional research at other Indian universities. Second, additional variables like entrepreneurial skill, entrepreneurship orientation, etc. should be added to the research model to expand it. Another drawback is that the moderation analysis was not included in this study. However, future studies can use demographic variables like age, gender, annual family income, etc. as moderators. A self-construct questionnaire was used to gather data for this cross-sectional study. A longitudinal study design may be used in future studies to scrutinize how EE affects students' entrepreneurial intentions to start their businesses and contribute more significantly to their fields.

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