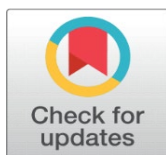
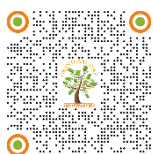


# ENTREPRENEURIAL INTENTIONS OF INDIAN UNIVERSITY STUDENTS: A FRAMEWORK OF INDIVIDUAL, CONTEXTUAL, AND EDUCATIONAL FACTORS

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## ABSTRACT

This study explores how universities in India can cultivate entrepreneurial potential among students, driving both innovation and economic growth. By developing a detailed framework, the research dives into the personal, contextual, and educational factors that inspire students' entrepreneurial intentions. It identifies self-efficacy, social networks, and structured entrepreneurship education as critical motivators, shedding light on how these elements collectively influence a student's journey toward entrepreneurship. Using a thematic approach, the study pieces together insights from the literature, revealing that tailored educational programs, dedicated university support, and awareness of sustainability play powerful roles in equipping students with the skills and mindset needed for success. Social and cultural capital also stand out as key forces, creating support networks that can either fuel or dampen entrepreneurial ambitions. While the framework provides a valuable roadmap, it also highlights the need to adapt educational strategies to diverse cultural contexts, suggesting areas for future exploration. This work aims to inform educational practices and policies, ultimately contributing to a more vibrant entrepreneurial ecosystem. Through this integrated approach, the study offers new perspectives on how institutions can inspire and support the next generation of entrepreneurs, using education, social capital, and institutional resources as essential building blocks.

**Keywords:** Entrepreneurial Intentions, University Students, Self-Efficacy, Social Capital, Sustainability

## 1. INTRODUCTION

The role of entrepreneurship as a crucial catalyst for economic growth and innovation is gaining increasing recognition, particularly among India's youth. The rising enthusiasm for entrepreneurship amongst university students underscores the importance of comprehending the factors that shape their entrepreneurial aspirations, which often precede actual entrepreneurial activities. While previous studies have explored various influences on entrepreneurial intentions, there remain substantial gaps in fully grasping the interplay between personal traits,

environmental factors, and educational elements within the Indian university context. Furthermore, global initiatives such as the Sustainable Development Goals (SDGs) introduce an additional dimension, as awareness of sustainability objectives nurtures a drive for sustainability-oriented entrepreneurship [Sharma et al. \(2023\)](#). This research aims to address these gaps by constructing a comprehensive framework that investigates how individual, contextual, and educational factors collectively impact the entrepreneurial intentions of Indian university students. University backing, through mentorship and resource provision, has been demonstrated to bolster confidence and provide direction regarding entrepreneurial objectives [Aboobaker and Renjini \(2020\)](#). Additionally, the socio-economic climate can serve as either a facilitator or hindrance to entrepreneurial aspirations [Gupta and Matharu \(2022\)](#), [Kumar and Das \(2019\)](#), while social capital embodied by networks and relationships offers vital support for emerging entrepreneurs [Jain et al. \(2019\)](#). Cultural capital, encompassing access to educational and intellectual resources, further aids students in traversing the entrepreneurial terrain [Ellikkal and Rajamohan \(2023\)](#). At the individual level, self-efficacy, or the belief in one's abilities, has been strongly associated with heightened entrepreneurial intentions [Gupta \(2022\)](#). The need for achievement also drives students towards entrepreneurial pursuits, as it cultivates the ambition to attain personal and professional goals [Adhikari and Ghosh \(2022\)](#). Moreover, risk-taking propensity, a crucial trait for entrepreneurship, positively correlates with entrepreneurial endeavours [Shrivastava and Acharya \(2020\)](#). The aims of this study are to amalgamate these diverse influences into a unified framework and offer insights for educators, policymakers, and stakeholders on nurturing entrepreneurial intentions among university students. This research provides significant theoretical contributions by enhancing understanding of the interaction between personal attributes, contextual factors, and educational support, which are vital to establishing a supportive ecosystem for youth entrepreneurship. Ultimately, by addressing these interrelationships, this study contributes to the development of a robust entrepreneurial ecosystem in India that aligns with both national and global development objectives.

## 2. THEORETICAL BACKGROUND

Recently, sustainability awareness has emerged as a significant factor in inspiring sustainability-driven entrepreneurship [Sharma et al. \(2023\)](#), [Hoda et al. \(2021\)](#). Educational aspects such as entrepreneurship education and university support significantly enhance intentions by imparting skills, knowledge, and mindset [Ellikkal and Rajamohan \(2023\)](#), [Paray and Kumar \(2020\)](#), [Aboobaker and Renjini \(2020\)](#), [Paliwal et al. \(2022\)](#); [Sharma et al. \(2023\)](#); [Gupta \(2022\)](#). Social capital and cultural influences, including societal attitudes and gender roles, also play vital roles [Ali et al. \(2019\)](#); [Ali et al. \(2022\)](#); [Jain et al. \(2019\)](#); [Srivastava and Misra \(2017\)](#). The essential individual factors include self-efficacy, achievement motivation, and risk-taking propensity [Gupta \(2022\)](#); [Shrivastava and Acharya \(2020\)](#); [Kumar et al. \(2020\)](#); [Porkodi and Saranya \(2023\)](#). Social Cognitive Theory (SCT) emphasises observational learning, imitation, and modelling, indicating that personal factors, environmental influences, and behaviour interact to shape intentions and actions [Ali et al. \(2020\)](#); [Ali et al. \(2022\)](#). The Theory of Planned Behavior (TPB) by Ajzen 's(1991) theory of planned behaviour suggests that attitudes, subjective norms, and perceived behavioural control influence behaviour [Kumar and Das \(2019\)](#); [Srivastava and Misra \(2017\)](#). Research on entrepreneurial intentions in higher education in developing nations, such as India, has become

increasingly prominent. The Theory of Planned Behavior (TPB) by Ajzen (1991) suggests that attitudes, subjective norms, and perceived behavioural control influence behaviour [Kumar and Das \(2019\)](#); [Srivastava and Misra \(2017\)](#). Social Cognitive Theory (SCT) emphasises observational learning, imitation, and modelling, indicating that personal factors, environmental influences, and behaviour interact to shape intentions and actions [Chhabra et al. \(2020\)](#); [Ali et al. \(2022\)](#). Essential individual factors comprise self-efficacy, achievement motivation, and risk-taking propensity [Gupta \(2022\)](#); [Shrivastava and Acharya \(2020\)](#); [Kumar et al. \(2020\)](#); [Porkodi and Saranya \(2023\)](#). Social capital and cultural influences, including societal attitudes and gender roles, also play a vital role [Jain et al. \(2019\)](#); [Ali et al. \(2022\)](#); [Chaudhuri et al. \(2022\)](#); [Srivastava and Misra \(2017\)](#). Educational aspects, such as entrepreneurship education and university support, significantly enhance intentions by imparting skills, knowledge, and mindset [Ellikkal and Rajamohan \(2023\)](#); [Paray and Kumar \(2020\)](#); [Aboobaker and Renjini \(2020\)](#); [Paliwal et al. \(2022\)](#); [Sharma et al. \(2023\)](#); [Gupta \(2022\)](#). In recent times, sustainability awareness has emerged as a significant factor, inspiring sustainability-driven entrepreneurship [Sharma et al. \(2023\)](#); [Hoda et al. \(2021\)](#).

### 3. REVIEW OF LITERATURE

In conclusion, comprehending the interplay of individual, contextual, and educational factors can aid in designing effective strategies to nurture entrepreneurial potential and contribute to economic growth and innovation in India. Programmes addressing gender-specific challenges and leveraging cultural contexts can enhance initiatives' effectiveness. Policymakers and educational institutions should establish supportive environments to enhance self-efficacy, promote social capital, and provide comprehensive entrepreneurship education. These studies underscore the importance of targeted interventions to foster entrepreneurial intention among university students. [Passah \(2021\)](#) investigated how motivational antecedents mediate the relationship between gender role orientation and intentions, demonstrating that individual motivations are influenced by contextual and educational factors and emphasising the need for a holistic approach. [Lone and Baba \(2023\)](#) deduced that a supportive environment amplifies traits, such as innovativeness and risk-taking, resulting in higher intentions. The interplay between individual, contextual, and educational factors creates a complex landscape for understanding entrepreneurial intentions. Practical experience and mentorship further augment aspirations. [Aboobaker and Renjini \(2020\)](#) stressed on comprehensive entrepreneurship training to enhance human capital and intentions, aligning with [Paliwal et al. \(2022\)](#), who found that entrepreneurial education fosters creativity and motivation. Educational institutions considerably impact entrepreneurial intention through structured programs and support. Contextual elements such as social capital and cultural influences are significant. Sex disparities are also noteworthy. [Aboobaker and Renjini \(2020\)](#) uncovered a strong correlation between elevated self-efficacy and heightened entrepreneurial intention, emphasising the necessity of nurturing self-assurance. The study of entrepreneurial aspirations among university students in developing nations such as India has become a focal point of research. Personal attributes, particularly self-efficacy, play a vital role in moulding these aspirations. [Aboobaker and Renjini \(2020\)](#) uncovered a strong correlation between elevated self-efficacy and heightened entrepreneurial intentions, emphasising the necessity of nurturing self-assurance. [Kumar et al. \(2020\)](#) accentuates characteristics such as innovativeness and risk-taking as crucial predictors, suggesting these traits enhance

the probability of pursuing entrepreneurship. Gender disparities are also noteworthy. [Joshi et al. \(2023\)](#) observed that gender, entrepreneurial education, and intentions varied, revealing differing entrepreneurial inclinations between male and female students influenced by their educational experiences, highlighting the need for gender-tailored education. Contextual elements like social capital and cultural influences are significant. [Gupta and Matharu \(2022\)](#) recognised social networks as crucial for sustainable entrepreneurship, providing resources and backing. [Ali et al. \(2022\)](#) emphasised that societal perceptions and norms, noting cultural attitudes, can either promote or discourage entrepreneurial activities, underscoring the importance of a positive cultural milieu. Educational institutions considerably impact entrepreneurial intentions through structured programmes and support. [Sharma et al. \(2023\)](#) discovered that university support and knowledge of Sustainable Development Goals (SDGs) boost sustainability-driven entrepreneurial intentions. [Aboobaker and Renjini \(2020\)](#) stressed comprehensive entrepreneurship training to enhance human capital and intentions, aligning with [Paliwal et al. \(2022\)](#), who found entrepreneurial education fosters creativity and motivation. Practical experiences and mentorship further augment aspirations. The interplay of individual, contextual, and educational factors creates a complex landscape for understanding entrepreneurial intentions. [Lone and Baba \(2023\)](#) deduced that a supportive environment amplifies traits like innovativeness and risk-taking, resulting in higher intentions. [Passah \(2021\)](#) investigated how motivational antecedents mediate the relationship between gender-role orientation and intentions, demonstrating that individual motivations are influenced by contextual and educational factors, emphasising the need for a holistic approach. These studies underscore the importance of targeted interventions to foster entrepreneurial intentions among university students. Policymakers and educational institutions should establish supportive environments that enhance self-efficacy, promote social capital, and provide comprehensive entrepreneurship education. Programmes addressing gender-specific challenges and leveraging cultural contexts can enhance the effectiveness of initiatives. In conclusion, comprehending the interplay of individual, contextual, and educational factors can aid in designing effective strategies to nurture entrepreneurial potential, contributing to economic growth and innovation in India.

#### **4. METHODOLOGY**

By synthesising the existing research, this study aims to offer valuable insights that can inform educational practices, policy formulation, and future research in the field of entrepreneurship. This methodological approach provides a fundamental understanding of the factors influencing entrepreneurial intention among Indian university students. Despite its robustness, the literature review's dependence on existing studies means that the findings are contingent upon the quality and scope of available research, potentially overlooking emerging trends. The review also highlighted research gaps, necessitating further exploration. Data synthesis was conducted to identify patterns, gaps, and areas requiring further investigation, employing thematic and comparative analysis to examine variations across contexts, such as gender, educational background, and socio-economic status. Methodological approaches, including qualitative, quantitative, and mixed-methods, have been documented. Noteworthy themes included self-efficacy, social capital, entrepreneurship education, and cultural influence. Key information was systematically extracted, identifying themes and research approaches, and summarising the findings. Scholarly databases such as Google Scholar and JSTOR

were utilised, along with publications such as the Journal of Entrepreneurship and the International Journal of Educational Management. The process commenced with the identification of pertinent scholarly articles, books, and reports centred on the entrepreneurial intentions of Indian university students. This methodology enables a thorough amalgamation of the current knowledge, theoretical frameworks, and empirical evidence. This study employs a comprehensive literature review to investigate the factors that shape entrepreneurial aspirations among university students in India. The methodology enables a thorough amalgamation of current knowledge, theoretical frameworks, and empirical evidence. The process commenced with the identification of pertinent scholarly articles, books, and reports centred on entrepreneurial intentions of Indian university students. The selection criteria encompassed relevance to personal, contextual, and educational factors; recency, with a focus on studies from the past ten years; and peer-review status to ensure credibility. Scholarly databases such as Google Scholar and JSTOR were utilised, along with publications like the Journal of Entrepreneurship and International Journal of Educational Management. Key information was systematically extracted, identifying themes, research approaches, and summarising findings. Noteworthy themes included self-efficacy, social capital, entrepreneurship education, and cultural influences. The methodological approaches, including qualitative, quantitative, and mixed-methods, were documented. Data synthesis was conducted to identify patterns, gaps, and areas requiring further investigation, employing thematic and comparative analysis to examine variations across contexts such as gender, educational background, and socio-economic status. The review also highlighted research gaps necessitating further exploration. Despite its robustness, the literature review's dependence on existing studies means that findings are contingent upon the quality and scope of available research, potentially overlooking emerging trends. This methodological approach provides a fundamental understanding of the factors influencing entrepreneurial intentions among Indian university students. By synthesising existing research, this study aims to offer valuable insights that can inform educational practices, policy formulation, and future research in the field of entrepreneurship.

## **5. CONCEPTUAL FRAMEWORK DEVELOPMENT**

This study's conceptual framework, entitled "Entrepreneurial Intentions of Indian University Students: A Framework of Individual, Contextual, and Educational Factors," aims to elucidate the interconnections among diverse elements that influence entrepreneurial aspirations in Indian university students. The framework synthesises findings from current research, emphasising personal attributes, environmental influences, and academic factors that collectively mould students' entrepreneurial inclinations.

### **5.1. FRAMEWORK COMPONENTS**

The framework comprises of three principal components: Personal Attributes, Environmental Influences, and Academic Factors. Each component encompasses specific variables that empirical research has identified as significant predictors of entrepreneurial aspirations.



### 5.1.1. INDIVIDUAL FACTORS

Furthermore, willingness to embrace risk is fundamental for entrepreneurial endeavours, given that entrepreneurship inherently involves uncertainty [Mukherjee \(2019\)](#); [Ali et al. \(2022\)](#). Another crucial attribute observed in prosperous entrepreneurs is innovativeness, which encompasses the ability to conceive of original ideas and solutions [Aboobaker and Renjini \(2020\)](#); [Kumar et al. \(2020\)](#). Those with a strong drive for achievement, marked by eagerness to reach objectives, are more inclined to embark on entrepreneurial pursuits [Shrivastava and Acharya \(2020\)](#); [Chhabra et al. \(2020\)](#). Research has shown a positive link between heightened self-efficacy and greater entrepreneurial inclination [Ellikkal and Rajamohan \(2023\)](#); [Shrivastava and Acharya \(2020\)](#). The conviction in one's capacity to excel in entrepreneurial endeavours, known as self-efficacy, is a significant factor influencing entrepreneurial aspirations. Research has shown a positive link between heightened self-efficacy and greater entrepreneurial inclinations [Ellikkal and Rajamohan \(2023\)](#); [Shrivastava and Acharya \(2020\)](#). Those with a strong drive for achievement, marked by an eagerness to reach objectives, are more inclined to embark on entrepreneurial pursuits [Chhabra et al. \(2020\)](#); [Shrivastava and Acharya \(2020\)](#). Another crucial attribute observed in prosperous entrepreneurs is innovativeness, which encompasses the ability to conceive original ideas and solutions [Aboobaker and Renjini \(2020\)](#); [Kumar et al. \(2020\)](#). Furthermore, a willingness to embrace risk is fundamental for entrepreneurial endeavours, given that entrepreneurship inherently involves uncertainty [Mukherjee \(2019\)](#); [Ali et al. \(2022\)](#).

### 5.1.2. CONTEXTUAL FACTORS

Collectively, these factors contribute to the intricate landscape of entrepreneurial motivation and decision making, underscoring the multifaceted nature of influences on an individual's propensity to engage in entrepreneurial pursuits. The impact of gender role orientation, which reflects societal expectations and norms regarding gender, on entrepreneurial intentions varies across demographic groups [Chhabra et al. \(2020\)](#). Likewise, cultural capital, encompassing access to educational and intellectual assets, can bolster a person's inclination towards entrepreneurship [Chaudhuri et al. \(2022\)](#). Social capital, which refers to the networks and relationships that offer support and resources, plays a vital role in motivating individuals' entrepreneurial ambitions [Jain et al. \(2019\)](#); [Trivedi \(2016\)](#). Entrepreneurial intention is significantly influenced by three crucial elements: social capital, cultural capital, and gender role orientation. Social capital, which refers to the networks and relationships that offer support and resources, plays a vital role in moulding an individual's entrepreneurial ambitions [Jain et al. \(2019\)](#); [Trivedi \(2016\)](#). Likewise, cultural capital, encompassing one's access to educational and intellectual assets, can bolster a person's inclination towards entrepreneurship [Sharma et al. \(2023\)](#); [Chaudhuri et al. \(2022\)](#). The impact of gender role orientation, which reflects societal expectations and norms regarding gender, on entrepreneurial intentions varies across different demographic groups [Chhabra et al. \(2020\)](#). Collectively, these factors contribute to the intricate landscape of entrepreneurial motivation and decision-making, underscoring the multifaceted nature of influences on an individual's propensity to engage in entrepreneurial pursuits.

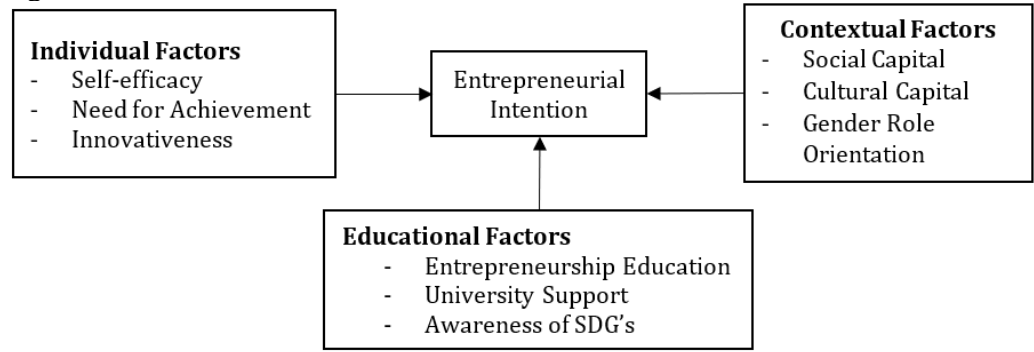
### 5.1.3. EDUCATIONAL FACTORS

These elements work in concert to shape students' entrepreneurial intentions and business creation strategies. Moreover, Sustainable Development Goals (SDGs) and practices can serve as a driving force for students to pursue entrepreneurship with a focus on social responsibility [Sharma et al. \(2023\)](#); [Hoda et al. \(2021\)](#). Furthermore, the support provided by educational institutions such as universities through mentoring initiatives and resource accessibility plays a significant role in encouraging students' entrepreneurial aspirations [Sharma et al. \(2023\)](#); [Gupta \(2022\)](#). Studies have demonstrated that entrepreneurship education is instrumental in cultivating students' entrepreneurial inclinations by imparting essential abilities and understanding [Ellikkal and Rajamohan \(2023\)](#); [Aboobaker and Renjini \(2020\)](#); [Paray and Kumar \(2020\)](#). Furthermore, the support provided by educational institutions, such as universities, through mentoring initiatives and resource accessibility, plays a significant role in encouraging students' entrepreneurial aspirations [Sharma et al. \(2023\)](#); [Gupta \(2022\)](#). Moreover, cognisance of Sustainable Development Goals (SDGs) and sustainable practices can serve as a driving force for students to pursue entrepreneurship with a focus on social responsibility [Sharma et al. \(2023\)](#); [Hoda et al. \(2021\)](#). These various elements work in concert to shape students' entrepreneurial intentions and their strategies for business creation.

### 5.2. PROPOSED RELATIONSHIPS

A visual representation of this conceptual framework is shown in [Figure 1](#). The framework also acknowledges the interconnectedness of these factors, recognising that personal traits such as self-efficacy can be moulded by educational experiences, while environmental aspects such as social resources can enhance the overall entrepreneurial ecosystem. Academic elements, notably effective entrepreneurship training and institutional support, play a vital role in substantially elevating students' entrepreneurial ambition. Environmental factors, including robust social and cultural resources, contribute to fostering entrepreneurial intention by offering crucial backing and assets. This suggests that personal attributes such as self-efficacy, achievement drive, creativity, and willingness to take risks positively influence students' entrepreneurial inclinations. The conceptual framework delineates the complex interplay between elements that shape entrepreneurial aspirations. It suggests that personal attributes, such as self-efficacy, achievement drive, creativity, and willingness to take risks, positively influence students' entrepreneurial inclinations. Environmental factors, including robust social and cultural resources, contribute to fostering entrepreneurial intentions by offering crucial backing and assets. Academic elements, notably effective entrepreneurship training and institutional support, play a vital part in substantially elevating students' entrepreneurial ambitions. Moreover, familiarity with Sustainable Development Goals (SDGs) can act as an additional catalyst for students to pursue sustainable business ventures. The framework also acknowledges the interconnectedness of these factors, recognising that personal traits like self-efficacy can be moulded by educational experiences, whilst environmental aspects such as social resources can enhance the overall entrepreneurial ecosystem. A visual representation of this conceptual framework is provided below.

**Figure 1**



**Figure 1** Proposed Conceptual Framework Model

## 6. RESULTS AND DISCUSSION

The results of this literature review offer valuable perspectives on the elements that shape the entrepreneurial aspirations of Indian university students. The analysis of diverse studies underscores the complex interrelationship between personal, environmental, and academic factors, offering a comprehensive view of how these components collectively influence students' inclination towards entrepreneurship. The results of this literature review offer valuable perspectives on the elements that shape entrepreneurial aspirations among Indian university students. The analysis of diverse studies underscores the complex interrelationship between personal, environmental, and academic factors, offering a comprehensive view of how these components collectively influence students' inclinations towards entrepreneurship.

### 6.1. INDIVIDUAL FACTORS

[Adhikari and Ghosh \(2022\)](#) noted that students with a strong achievement orientation are more likely to engage in entrepreneurial endeavours, suggesting that cultivating an achievement-oriented environment within educational institutions could boost students' entrepreneurial ambitions. [Adhikari and Ghosh \(2022\)](#) noted that students with strong achievement orientation are more prone to engage in entrepreneurial endeavours and that desire for achievement has been recognised as a crucial factor driving entrepreneurial intentions. [Aboobaker and Renjini \(2020\)](#) demonstrated that self-efficacy is a robust indicator of entrepreneurial intention, with students exhibiting higher self-efficacy displaying a greater inclination towards entrepreneurial pursuits. For instance, Aboobaker et al. consistently highlighted the significance of personal attributes, notably self-efficacy, achievement motivation, and risk-taking tendencies. For example, Aboobaker et al. [Aboobaker and Renjini \(2020\)](#) demonstrated that self-efficacy is a robust indicator of entrepreneurial intentions, with students exhibiting higher self-efficacy displaying a greater inclination towards entrepreneurial pursuits. This observation aligns with Kumar and Das's [Kumar and Das \(2019\)](#) research, which emphasises that individual attitudes towards entrepreneurship are considerably influenced by self-efficacy and personal drive. Furthermore, the desire for achievement has been recognised as a crucial factor driving entrepreneurial intentions. [Adhikari and Ghosh \(2022\)](#) noted that students with a strong achievement orientation are more prone to engage in entrepreneurial endeavours. This suggests that cultivating an



achievement-oriented environment within educational institutions could potentially boost students' entrepreneurial ambitions.

## 6.2. CONTEXTUAL FACTORS

This underscores the importance of developing educational programs that address gender-specific obstacles and foster inclusivity in the entrepreneurial sphere. The landscape of entrepreneurial intentions is further complicated by cultural factors, including gender role expectations. [Jain et al. \(2019\)](#) identified a positive correlation between social capital and students' readiness to pursue entrepreneurial ventures. This observation aligns with the findings reported by [Jain et al. \(2019\)](#), [Gupta and Matharu \(2022\)](#) revealed that robust social networks offer vital backing and resources, considerably boosting students' inclination towards entrepreneurship. Social capital and cultural influence are crucial contextual elements that shape entrepreneurial aspirations. Research by [Gupta and Matharu \(2022\)](#) revealed that robust social networks offer vital backing and resources, considerably boosting students' inclination towards entrepreneurship. This observation aligns with findings from [Jain et al. \(2019\)](#), who identified a positive correlation between social capital and students' readiness to pursue entrepreneurial ventures. The landscape of entrepreneurial intentions is further complicated by cultural aspects, including gender role expectations. A study conducted by [Passah \(2021\)](#) suggests that gender roles can significantly affect entrepreneurial ambitions, with varying impacts across different population segments. This underscores the importance of developing educational programmes that tackle gender-specific obstacles and foster inclusivity in the entrepreneurial sphere.

## 6.3. EDUCATIONAL FACTORS

[Sharma et al. \(2023\)](#), which accentuates the influence of university support and the cognizance of Sustainable Development Goals (SDGs) in moulding students' entrepreneurial aspirations. This observation aligns with results reported by [Sharma et al. \(2023\)](#). Offering guidance, assets, and an enabling atmosphere for entrepreneurial pursuits can markedly enhance students' ambition to engage in entrepreneurship. [Gupta \(2022\)](#) underscored the value of university assistance in nurturing entrepreneurial intentions. For example, [Shrivastava and Acharya \(2020\)](#) discovered that focused entrepreneurship education substantially impacts students' inclination to establish their own enterprises. The literature has consistently highlighted the significance of educational elements, specifically entrepreneurship education and university backing, as crucial factors. Research repeatedly demonstrates that well-executed entrepreneurship education bolsters students' entrepreneurial aspirations by providing them with essential competencies and insights [Aboobaker and Renjini \(2020\)](#); [Paray and Kumar \(2020\)](#). For example, [Shrivastava and Acharya \(2020\)](#) discovered that focused entrepreneurship education substantially impacts students' inclinations to establish their own enterprises. Moreover, [Gupta \(2022\)](#) underscored the value of university assistance in nurturing entrepreneurial intentions. The offering of guidance, assets, and an enabling atmosphere for entrepreneurial pursuits can markedly enhance students' ambitions to engage in entrepreneurship. This observation aligns with the research of [Sharma et al. \(2023\)](#), which accentuates the influence of university support and cognizance of Sustainable Development Goals (SDGs) in moulding students' entrepreneurial aspirations.

#### **6.4. INTERRELATIONSHIPS AMONG FACTORS**

Furthermore, the moderated mediation framework suggested by [Porkodi and Saranya \(2023\)](#) shows that personal variances and innovative tendencies can affect the link between entrepreneurship education and entrepreneurial intentions. This finding implies that a nurturing environment can enhance the impact of individual traits, resulting in greater entrepreneurial aspirations. For instance, [Tiwari et al. \(2019\)](#) discovered that personal characteristics such as self-efficacy and willingness to take risks are affected by contextual elements such as social capital. Existing research has also demonstrated the interconnections between personal, environmental, and educational elements. For instance, [Tiwari et al. \(2019\)](#) discovered that personal characteristics like self-efficacy and willingness to take risks are affected by contextual elements such as social capital. This implies that a nurturing environment can enhance the impact of individual traits, resulting in greater entrepreneurial aspirations. Furthermore, the moderated mediation framework suggested by [Porkodi and Saranya \(2023\)](#) shows that personal variances and innovative tendencies can affect the link between entrepreneurship education and entrepreneurial intentions. This underscores the intricacy of the factors involved and the necessity for a comprehensive strategy to cultivate entrepreneurial ambitions among students.

#### **6.5. IMPLICATIONS FOR POLICY AND PRACTICE**

Moreover, tackling gender-specific obstacles and championing diversity in entrepreneurship education could further stimulate students' entrepreneurial ambitions. A pressing requirement exists for universities must craft bespoke entrepreneurship curricula that bolster self-confidence, nurture social networks, and offer comprehensive assistance. The conclusions of this literature review carry substantial weight for shaping policies, delivering education, and supporting entrepreneurship among university students. A pressing requirement exists for universities to craft bespoke entrepreneurship curricula that bolster self-confidence, nurture social networks, and offer comprehensive assistance. Moreover, tackling gender-specific obstacles and championing diversity within entrepreneurship education could further stimulate students' entrepreneurial ambitions.

#### **7. CONCLUSION**

This approach has the potential to significantly contribute to job creation, innovation, and sustainable economic growth in India. By tailoring educational programs to align with these factors, academic institutions and policymakers can foster a more robust entrepreneurial ethos within the student body. The study's conceptual model suggests that nurturing entrepreneurial intentions among students requires a holistic strategy that integrates psychological support, social connections, and institutional resources. Educational elements emerge as particularly significant, with entrepreneurship courses, university backing, and knowledge of sustainable practices vital in equipping students with the requisite skills and mindset for entrepreneurial endeavours. Moreover, environmental factors such as social and cultural capital play a crucial role in shaping societal attitudes and providing essential support networks that can either promote or hinder students' entrepreneurial ambitions. This study identifies key personal attributes that bolster students' entrepreneurial confidence and drive, including

self-efficacy, achievement motivation, innovative thinking, and risk tolerance. This study underscores the importance of adopting a comprehensive approach to examine the entrepreneurial aspirations of Indian university students. The study identifies key personal attributes that bolster students' entrepreneurial confidence and drive, including self-efficacy, achievement motivation, innovative thinking, and risk tolerance. Moreover, environmental factors such as social and cultural capital play a crucial role in shaping societal attitudes and providing essential support networks, which can either promote or hinder students' entrepreneurial ambitions. Educational elements emerge as particularly significant, with entrepreneurship courses, university backing, and knowledge of sustainable practices proving vital in equipping students with the requisite skills and mindset for entrepreneurial endeavours. The study's conceptual model suggests that nurturing entrepreneurial intentions amongst students necessitates a holistic strategy that integrates psychological support, social connections, and institutional resources. By tailoring educational programmes to align with these factors, academic institutions and policymakers can foster a more robust entrepreneurial ethos within the student body. This approach has the potential to contribute significantly to job creation, innovation, and sustainable economic growth in India.

### **CONFLICT OF INTERESTS**

None.

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None.

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