

Unravelling the Drivers of Entrepreneurial Intention Among College Students: The Role of Entrepreneurial Education, Attitude, Self-Efficacy, Subjective Norms, and Innovation Orientation

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Abstract:

Entrepreneurship has emerged as a key driver of economic growth, innovation, and employment generation. Fostering entrepreneurial intention among college students should be a strategic priority for higher education institutions, as it encourages innovation, self-employment, and economic development. This study explores the influence of Entrepreneurial Education, Subjective Norms, Entrepreneurial Self-Efficacy, Innovation Orientation, and Entrepreneurial Attitude on Entrepreneurial Intention among college students. The study also investigates the mediating role of Entrepreneurial Attitude in the relationship between Entrepreneurial Education and Entrepreneurial Intention. A descriptive and analytical research design with a quantitative approach was adopted. Primary data were collected from 272 undergraduate and postgraduate students enrolled in selected arts and science colleges in North Kerala, using a structured questionnaire. Structural Equation Modelling was used to test the proposed conceptual framework and hypotheses. The findings reveal that Entrepreneurial Education significantly enhances Entrepreneurial Attitude. At the same time, the Entrepreneurial Attitude positively influences Entrepreneurial Intention, confirming its mediating role. Entrepreneurial Self-Efficacy emerged as the strongest predictor of Entrepreneurial Intention, followed by Entrepreneurial Attitude, Subjective Norms, and Innovation Orientation. The structural model explained 22.4% of the variance in Entrepreneurial Attitude and 68.5% of the variance in Entrepreneurial Intention. The study concludes that entrepreneurial intention among college students is shaped by a combination of educational, psychological, social, and innovation-related factors. The findings offer important insights for policymakers, higher education institutions, and entrepreneurship educators in designing effective entrepreneurship education programmes that foster entrepreneurial mindsets and encourage venture creation among young graduates.

Keywords: Entrepreneurial Education; Entrepreneurial Intention; Entrepreneurial Attitude; Subjective Norms; Entrepreneurial Self-Efficacy; Innovation Orientation

1. Background of the Study

Over the past decade, India's entrepreneurial ecosystem has evolved from a fragmented, region-specific system into a dynamic and globally competitive innovation ecosystem. India is now the world's third largest start-up ecosystem, comprising more than 113,000 registered start-ups, including 109 unicorns (MeitY, 2024). This significant progress has been driven by a proactive policy environment that promotes entrepreneurship and innovation. Government initiatives such as Start-up India and Atmanirbhar Bharat Abhiyan have simplified business registration process. It introduced tax incentives, and improved access to start-up financing, thereby enhancing the ease of doing business in the country (Ministry of Commerce and Industry, 2023). India's entrepreneurial transformation has also been marked by the development of a new generation of technology driven and risk taking entrepreneurs. These entrepreneurs are transforming conventional views of business success. A substantial portion of these entrepreneurs possess global experience, advanced technical expertise, and professional experience in multinational corporations. By leveraging global experience alongside local market knowledge, these new generation entrepreneurs have successfully developed technology driven enterprises that serve both domestic and international markets (MeitY, 2023). Kerala has emerged as one of India's leading start-up destinations by creating a supportive entrepreneurial ecosystem. The Kerala Start-up Mission (KSUM) has introduced several initiatives, including the Innovation Grant and Seed Fund Support

schemes, which provide financial assistance to entrepreneurs to develop and commercialize their innovations while retaining full equity ownership (Kerala Startup Mission [KSUM], 2023). The Government of Kerala launched the Year of Enterprises campaign to promote grassroots entrepreneurship. Between 2022-23 and November 2025, more than 3.6 lakh micro, small, and medium enterprises (MSMEs) were established under this programme, that attracted investments exceeding ₹23,000 crore and generating more than 7.6 lakh employment opportunities. By February 2026, the number of MSMEs established under the initiative had exceeded four lakh (Kerala State Planning Board, 2026). Kerala's long-term development strategy also focuses strengthening higher education through digital transformation and industry collaboration. The widespread use of digital technologies, e-learning platforms, virtual laboratories, and data driven academic management systems is projected to improve educational accessibility and institutional efficiency. Meanwhile, capacity-building programmes designed to enhance the digital competencies of both students and faculty, together with sustained partnerships between higher education institutions and industry are expected to enhance employability (Kerala State Planning Board, 2026).

In the context of higher education, entrepreneurial education plays a significant role in improving students' employability. It prepares them for future entrepreneurial careers (Cui, 2021). Entrepreneurship has become an increasingly attractive career option for university graduates. Many empirical studies have identified that entrepreneurship education positively influences students' entrepreneurial intentions (Gao et al., 2022). Entrepreneurship education in higher education institutions goes beyond classroom teaching by adding experiential learning activities such as business plan competitions, start-up incubation programmes, entrepreneurship workshops etc. These initiatives are intended to enhance students' entrepreneurial competencies, creativity, and innovative thinking (Cui & Bell, 2022). Entrepreneurial intention (EI) has received considerable attention because it is regarded as one of the major predictors of entrepreneurial behaviour (Kautonen et al., 2015). Entrepreneurial intention refers to an individual's conscious desire and commitment to establish and manage a new business venture (Crant, 1996; Krueger et al., 2000). Intentions represent an individual's readiness and self-predicted likelihood of performing a particular behaviour (Ajzen, 1991). Entrepreneurial intention is widely regarded as a key antecedent of entrepreneurial action. Entrepreneurship education has been defined as any educational process designed to develop entrepreneurial attitudes, knowledge, competencies, and skills (Fayolle et al., 2006). Entrepreneurship education primarily seeks to enhance entrepreneurial awareness and provide aspiring entrepreneurs with the competencies needed to establish and sustain successful ventures (Garavan & O'Cinneide, 1994). A comprehensive understanding of the relationship between entrepreneurship education and entrepreneurial intention also requires distinguishing entrepreneurship education from traditional business education. While entrepreneurship education encourages students to view self-employment and venture creation as viable career options (Slavtchev et al., 2012), business education generally prepares graduates for careers within established organisations (Grey, 2002). Entrepreneurship has been interpreted from different theoretical perspectives by researchers. Klofsten and Jones-Evans (2000) defined entrepreneurship as the process of identifying and creating new combinations of resources to generate value. Laguador (2013) described entrepreneurship as the ability to recognise market needs and deliver the right products or services to the right customers at the appropriate time, place, and price.

1.1 Research Objectives

- To analyse the effects of entrepreneurial attitude, subjective norms, entrepreneurial self-efficacy, and innovation orientation on entrepreneurial intention among college students.
- To examine the mediating role of entrepreneurial attitude in the relationship between entrepreneurial education and entrepreneurial intention among college students.

2. Literature Review

2.1. Theoretical Development and Hypothesis Development

This study combined the Theory of Planned Behavior (Ajzen, 1991) and Social cognitive theory (Bandura, 1986) and Innovation orientation theories to examine college students' entrepreneurial intention.

2.1.1 Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) is widely regarded as the most extensively used model in Entrepreneurial Intention research (Schlaegel and Koenig, 2014). Intention is generally acknowledged as the most significant predictor of behaviour (van Gelderen et al., 2018). In this context, behavioural intentions reflect the degree of the effort that individuals are willing to exert to perform a certain behaviour (Ajzen, 1991). In entrepreneurship research, the TPB stands out as the most prominent model to explain the start-up intention (Krueger and Carsrud, 1993). In this model, the constructs explaining the individuals' Entrepreneurial Intentions include the personal attitude (PA) towards entrepreneurship, subjective norms (SNs) and the perceived behavioural control (PBC). In the field of entrepreneurship, attitude refers to the positive or negative evaluation or appraisal of the entrepreneurial behavior and its consequences. Subjective Norms represent the support expected from the individual's close environment such as family, friends, relatives, etc. if the individual demonstrated start-up behaviours. The Perceived Behavioural Control indicates the perceived ease or difficulty in undertaking entrepreneurial actions (Ajzen, 1991; Krueger and Carsrud, 1993; Kautonen et al., 2013, 2015). In accordance with the theory of planned behavior, the individual's attitudes have an impact on behaviour via intention. In particular, there are three fundamental attitudinal antecedents of intent such as personal attitude toward outcomes of the behaviour, perceived social norm, and perceived behavioral control (self-efficacy). They have proven to account for a large part of the variance in intentions (Fishbein and Ajzen, 1975). In general, attitudes can be defined as "a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object" (Fishbein and Ajzen, 1975).

2.1.2 Innovation Orientation

Innovativeness is a fundamental entrepreneurial characteristic that represents an individual's ability to develop new ideas, create innovative products or services, improve existing processes, and introduce effective administrative practices (Amo & Kolvereid, 2005). Innovative performance can also be described as the ability to produce and exploit ideas to generate and execute new ideas. Santandreu-Mascarell, Garzon, and Knorr (2013) suggested that entrepreneurs contribute to economic development through innovation by creating new products, introducing new production processes, identifying new sources of supply, exploring new markets, and creating innovative business organizational structures. In addition, there is another important feature of an innovator's competence, which is to know whether markets are ready for commercializing their innovative solutions (Elenurm, 2012). Strategic management literature identifies innovation as a strategic capability that enables firms to create value and gain a competitive advantage in rapidly changing and uncertain business environments (Khan et al., 2020). Firms with strong innovation capabilities are better equipped to adapt to changing market conditions and respond effectively to environmental challenges (Llorens Montes et al., 2004). Innovation Orientation theory suggests that an organization's or individual's orientation toward innovation fosters creativity, opportunity recognition, and the development of new products, services, or processes, thereby enhancing entrepreneurial intentions and entrepreneurial performance (Peter F. Drucker, 1985).

2.1.3 Social Cognitive Theory

Entrepreneurial self-efficacy is grounded in the Social Cognitive Theory proposed by Bandura (1986). Entrepreneurial self efficacy is widely considered as a strong predictor of individual behaviour. It refers to an individual's belief in their ability to successfully perform tasks and accomplish intended goals or outcomes (Tumasjan & Braun, 2012). Individuals with high self-efficacy are generally more confident in their abilities, remain resilient in the face of obstacles, and actively strive to accomplish their goals (Bandura, 1997). According to Ajzen (1991), self-efficacy influences behavioural intentions by shaping individuals' perceptions of their ability to control and perform a specific behaviour. Bandura (2001) further developed Social Cognitive Theory by emphasizing the role of human agency in determining individual behaviour. According to the theory, individuals are not passive recipients of environmental influences. They are proactive agents capable of self-reflection, self-regulation, and intentional action. The study revealed that personal efficacy beliefs influence motivation, persistence, and resilience when facing challenges. Social Cognitive theory also explains that learning occurs through observation, modelling, and social interaction. Social Cognitive theory is highly relevant in contemporary settings such as digital learning, entrepreneurship education, and technology adoption.

Soomro and Shah (2022) observed that becoming an entrepreneur is a way for individuals to express their need for achievement. It is regarded as a manifestation of outcome expectations when the individuals intend the results they will receive after performing the behaviour. The outcome expectation is an individual's imagination and subjective assessment of the effects of their behaviour, which is a belief about content, a thing, or a phenomenon, that can occur at the end of the behaviour (Lent & Brown, 2013).

2.2 Hypothesis Development

H1: Entrepreneurial Education has a positive effect on Entrepreneurial Attitude.

H2: Subjective Norms have a positive effect on Entrepreneurial Intention.

H3: Entrepreneurial Self-Efficacy has a positive effect on Entrepreneurial Intention.

H4: Entrepreneurial Attitude has a positive effect on Entrepreneurial Intention.

H5: Innovation Orientation has a positive effect on Entrepreneurial Intention.

H6: Entrepreneurial Attitude mediates the relationship between Entrepreneurial Education and Entrepreneurial Intention.

3. Methodology and Data Collection

3.1 Research Design

This study adopted a descriptive and analytical research design to examine the factors determining entrepreneurial intention among college students. A quantitative research approach was employed to empirically test the proposed conceptual framework and the hypothesized relationships among Entrepreneurial Education, Entrepreneurial Attitude, Subjective Norms, Entrepreneurial Self-Efficacy, Innovation Orientation, and Entrepreneurial Intention. The descriptive analysis was conducted to summarize the characteristics of the respondents and the study variables. The analytical study focused on examining the hypothesized relationships through Structural Equation Modelling (SEM). This research design is appropriate to examine causal relationships among latent constructs and validating the proposed theoretical model. The study instrument consisted of 30 measurement items representing various latent constructs. All items were measured using a five-point Likert scale, ranging from strongly disagree to strongly agree, to assess respondents' perceptions and attitudes toward entrepreneurship. The measurement items used in this study were adapted from established scales developed and validated in previous studies. The constructs were assessed using items adapted from Hasan et al. (2017), Nguyen et al. (2022), Linan and Chen (2009), Chen et al. (1998), Zhao et al. (2005), Hurley and Hult (1998), Calantone et al. (2002), and Nasution et al. (2011).

3.2 Data Collection

Primary data for the study were obtained from undergraduate and postgraduate students admitted in selected arts and science colleges across North Kerala. Data were collected using a structured questionnaire distributed through an online survey. Students were selected through a combination of convenience and judgment sampling techniques. Convenience sampling enabled the inclusion of students who were readily accessible. To ensure adequate representation, participants were drawn from the Science, Humanities, and Commerce and Management disciplines. In addition, judgment sampling was employed to select respondents who possessed characteristics relevant to the study objectives, particularly those with exposure to entrepreneurship education. A total of 283 online questionnaires were received. The responses were carefully screened for completeness, consistency, and missing data. Following the screening process, 11 questionnaires were excluded because of incomplete responses. 272 valid questionnaires were retained for the final analysis. The collected data were analysed using descriptive and inferential statistical techniques.

4. Results and Discussion

Table 1. Demographic Profile of Respondents

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	105	38.6
	Female	167	61.4
Discipline	Arts and Humanities	63	23.2
	Science	125	46.0
	Commerce and Management	84	30.9
Institution Type	Government/Government Aided	84	30.9
	Private	188	69.1
Type of Programme	Undergraduate	210	77.2
	Postgraduate	62	22.8
Family Monthly Income	Below ₹25,000	42	15.4
	₹25,000–₹50,000	84	30.9
	₹50,001–₹75,000	84	30.9
	₹75,001–₹1,00,000	42	15.4
	Above ₹1,00,000	20	7.4
Family Business Background	Yes	83	30.5
	No	189	69.5
	Total	272	100

Table 1 presents the demographic profile of the 272 students. Female students constituted the majority of the sample (61.4%). The male students accounted for 38.6%. With respect to academic discipline, nearly half of the respondents were from Science stream (46.0%), followed by Commerce and Management (30.9%) and Arts and Humanities (23.2%). A substantial majority (69.1%) were enrolled in private institutions. On the other hand, 30.9% enrolled in government or government-aided institutions. In terms of programme level, undergraduate students represented the largest proportion of the sample (77.2%). The postgraduate students accounted for 22.8%. The family monthly income shows that the largest share of students belonged to the ₹25,000–₹50,000 (30.9%) and ₹50,001–₹75,000 (30.9%) income groups. Smaller proportions reported family incomes below ₹25,000 (15.4%), between ₹75,000 and ₹1,00,000 (15.4%), and above ₹1,00,000 (7.4%). It is also revealed that most respondents (69.5%) did not have a family business background. Meanwhile, 30.5% of the students reported that their family owned or operated a business.

Table 2. Discriminant Validity Assessment Using the Fornell–Larcker Criterion

Construct	EE	SN	ESE	EA	EI	IO
Entrepreneurial Education (EE)	.795					
Subjective Norms	.430	.764				

(SN)						
Entrepreneurial Self-Efficacy (ESE)	.342	.113	.789			
Entrepreneurial Attitude (EA)	.492	.202	.207	.784		
Entrepreneurial Intention (EI)	.427	.080	.155	.222	.834	
Innovation Orientation (IO)	.601	.418	.422	.562	.401	.779

Note: Values in bold along the diagonal represent the square root of the Average Variance Extracted , whereas the off-diagonal values represent the correlations among latent constructs.

Discriminant validity was tested using the Fornell-Larcker criterion. The test by compared the square root of the Average Variance Extracted (AVE) for each construct with its corresponding inter construct correlations. As presented in Table 2, the square root of the AVE values ranged from 0.764 to 0.834. All these values exceeded the correlations between each construct and all other constructs. Specifically, Entrepreneurial Education (.795), Subjective Norms (.764), Entrepreneurial Self-Efficacy (.789), Entrepreneurial Attitude (.784), Entrepreneurial Intention (.834), and Innovation Orientation (.779) all exhibited higher diagonal values than their respective off diagonal correlation coefficients. It confirms that each construct is empirically distinct and captures a unique aspect of the proposed conceptual framework. It is revealed the constructs are sufficiently differentiated and suitable for subsequent structural model analysis.

Table 3. Multicollinearity Diagnostics and Autocorrelation Analysis

Predictor	Tolerance	VIF
Entrepreneurial Education	0.511	1.957
Entrepreneurial Attitude	0.801	1.248
Subjective Norms	0.880	1.137
Entrepreneurial Self-Efficacy	0.756	1.323
Innovation Orientation	0.805	1.242

The assumption of multicollinearity was tested using Tolerance and VIF statistics. As presented in Table 3, the tolerance values ranged from 0.511 to 0.880. All values exceeded the suggested minimum threshold of 0.20. The VIF values also ranged from 1.137 to 1.957. The VIF are substantially less than the suggested maximum threshold of 5. Among the predictor variables, Entrepreneurial Education exhibited the lowest tolerance value (.511) and the highest VIF (1.957). It indicates relatively higher but still acceptable correlation with the other independent variables. Conversely, Subjective Norms showed the highest tolerance (0.880) and the lowest VIF (1.137). It suggests a minimal shared variance with the remaining predictors. It is observed that the assumption of no multicollinearity is satisfied.

The assumption of independence of residuals was analyzed using the Durbin-Watson statistic. As shown in Table 4, the obtained Durbin-Watson value is 1.953. The obtained value is very close to the ideal value of 2. It falls within the suggested range of 1.50 to 2.50. This reveals that the residuals are independent and that there is no evidence of positive or negative autocorrelation in the regression model. The absence of autocorrelation suggests that the prediction errors are randomly distributed and do not exhibit systematic dependence across

observations. The assumption of independent errors underlying multiple regression analysis is satisfied. It indicates that the estimated regression coefficients and statistical significance tests are reliable and unbiased.

Table 4. Convergent Validity and Reliability Assessment

Factor	Measure	Standardized Loading (λ)	p-value	AVE	Cronbach's α	Composite Reliability (CR)
Entrepreneurial Education (EE)	EE1- My institution provides effective entrepreneurship education	0.800	< .001	0.633	.895	0.90
	EE2- Entrepreneurship courses have improved my entrepreneurial knowledge	0.796	< .001			
	EE3- Entrepreneurship education has enhanced my ability to identify business opportunities	0.808	< .001			
	EE4- My entrepreneurship courses have developed my business planning skills	0.791	< .001			
	EE5- Entrepreneurship education motivates me to become an entrepreneur	0.782	< .001			
Subjective Norms (SN)	SN1- My family encourages me to become an entrepreneur	0.761	< .001	0.583	0.875	0.87
	SN2- My friends support my decision to start a business	0.811	< .001			
	SN3-- My teachers encourage students to pursue entrepreneurship	0.735	< .001			
	SN4- People who are important to me think I should become an entrepreneur	0.752	< .001			
	SN5- Society respects successful entrepreneurs	0.758	< .001			
Entrepreneurial Self-Efficacy (ESE)	ESE1- I am confident that I can identify promising business opportunities	0.793	< .001	0.623	0.892	0.89
	ESE2- I believe I can successfully develop a new business idea	0.797	< .001			
	ESE3- I am capable of solving problems encountered while starting a business	0.791	< .001			
	ESE4- I have the confidence to manage a new venture successfully	0.776	< .001			
	ESE5- I believe I can successfully run my own business	0.788	< .001			

Entrepreneurial Attitude (EA)	EA1- Being an entrepreneur would be very satisfying	0.763	< .001	0.615	0.889	0.89
	EA2- I consider entrepreneurship an attractive career	0.789	< .001			
	EA3- Becoming an entrepreneur would provide me with personal fulfilment	0.773	< .001			
	EA4- I prefer owning a business to working for someone else	0.774	< .001			
	EA5- Starting my own business would be a worthwhile career choice	0.821	< .001			
Entrepreneurial Intention (EI)	EI1- I am determined to start my own business in the future	0.814	< .001	0.695	0.917	0.92
	EI2- I intend to become an entrepreneur after graduation	0.857	< .001			
	EI3- I will make every effort to establish my own business	0.823	< .001			
	EI4- I frequently think about becoming an entrepreneur	0.861	< .001			
	EI5- My long-term career goal is to become an entrepreneur	0.812	< .001			
Innovation Orientation (IO)	IO1- I enjoy generating new ideas to solve problems	0.814	< .001	0.606	0.884	0.89
	IO2- I actively seek innovative ways of doing things	0.777	< .001			
	IO3- I am willing to experiment with new approaches, even if they involve some risk	0.741	< .001			
	IO4- I like to identify opportunities for creating new products or services.	0.816	< .001			
	IO5- I continuously look for better ways to improve existing ideas or processes	0.742	< .001			

Convergent validity of the model is evaluated by examining standardized factor loadings, Average Variance Extracted (AVE), Composite Reliability (CR), and Cronbach's alpha (α). As shown in Table 5, all measurement items loaded significantly on their respective latent constructs ($p < .001$), with standardized factor loadings ranging from 0.735 to 0.861. All values were above the suggested threshold of 0.70. These findings indicate that all observed variables adequately represent their corresponding latent constructs. The AVE values ranged from 0.58 to 0.69, surpassing the recommended minimum value of 0.50 (Fornell & Larcker, 1981). This indicates that each construct explained more than 50% of the variance in its indicators. It ensures satisfactory convergent validity. Internal consistency reliability was also found to be satisfactory. Cronbach's alpha values ranged from 0.87 to 0.92. The Composite Reliability values ranged from 0.87 to 0.92. Both values exceed the recommended threshold of 0.70 (Hair et al., 2022). These results demonstrate that all constructs exhibit excellent internal consistency and measurement reliability. Among the constructs, Entrepreneurial Intention demonstrated the strongest psychometric properties, with the highest AVE (0.69), Cronbach's alpha (0.91), and Composite

Reliability (0.92). The remaining constructs such as Entrepreneurial Education, Subjective Norms, Entrepreneurial Self-Efficacy, Entrepreneurial Attitude, and Innovation Orientation also satisfied the recommended criteria for convergent validity and reliability.

Table 5. Structural Model Results and Hypothesis Testing

Hypothesis	Relationship	Unstandardized Coefficient (B)	Standardized Coefficient (β)	S.E.	C.R.	p-value	Decision
H1	Entrepreneurial Education (EE) → Entrepreneurial Attitude (EA)	0.477	0.473	0.070	6.788	< .001	Supported
H2	Subjective Norms (SN) → Entrepreneurial Intention (EI)	0.291	0.276	0.052	5.556	< .001	Supported
H3	Entrepreneurial Self-Efficacy (ESE) → Entrepreneurial Intention (EI)	0.424	0.432	0.053	7.943	< .001	Supported
H4	Entrepreneurial Attitude (EA) → Entrepreneurial Intention (EI)	0.289	0.293	0.049	5.855	< .001	Supported
H5	Innovation Orientation (IO) → Entrepreneurial Intention (EI)	0.286	0.260	0.054	5.268	< .001	Supported

The model was evaluated using Structural Equation Modeling (SEM). SEM is applied to examine the hypothesized relationships among the study constructs. As presented in Table 6, all five hypothesized relationships were positive and statistically significant ($p < .001$). It indicates empirical support for the proposed research model. The results revealed that Entrepreneurial Education has a significant positive effect on Entrepreneurial Attitude ($B = 0.477$, $\beta = 0.473$, $SE = 0.070$, $CR = 6.788$, $p < .001$). It supports H1. This result demonstrates that entrepreneurship education enhances students' positive attitudes toward entrepreneurship. Among the predictors of Entrepreneurial Intention, Entrepreneurial Self-Efficacy exhibited the strongest positive influence ($B = 0.424$, $\beta = 0.432$, $SE = 0.053$, $CR = 7.943$, $p < .001$), supporting H3. This indicates that students with greater confidence in their entrepreneurial capabilities are more likely to exhibit stronger entrepreneurial intentions. Entrepreneurial Attitude also had a significant positive effect on Entrepreneurial Intention ($B = 0.289$, $\beta = 0.293$, $SE = 0.049$, $CR = 5.855$, $p < .001$). These results confirm H4. The empirical evidence demonstrates that favourable attitudes toward entrepreneurship contribute positively to students' intentions to pursue entrepreneurship. The Subjective Norms positively influenced Entrepreneurial Intention ($B = 0.291$, $\beta = 0.276$, $SE = 0.052$, $CR = 5.556$, $p < .001$). This result supports H2. This finding indicates that encouragement and approval from family members, friends, and significant others enhance students' entrepreneurial intentions. The Innovation Orientation exerted a significant positive influence on Entrepreneurial Intention ($B = 0.286$, $\beta = 0.260$, $SE = 0.054$, $CR = 5.268$, $p < .001$) and thereby supporting H5.

Students who demonstrate greater innovativeness and creativity are more likely to intend to engage in entrepreneurial activities. The results also indicated that Entrepreneurial Education significantly and positively influenced Entrepreneurial Attitude. Entrepreneurial Attitude, in turn had a significant positive effect on Entrepreneurial Intention. The indirect effect of Entrepreneurial Education on Entrepreneurial Intention through Entrepreneurial Attitude is also statistically significant. It confirms a indirect mediation path. These findings recommend that while academic programs provide the foundational framework, their impact on students' intentions to start a business is largely realized through cultivating a positive mindset towards entrepreneurship.

The coefficient of determination was evaluated to determine the explanatory power of the structural model. The model explained 22.4% of the variance in Entrepreneurial Attitude ($R^2 = .224$). This indicates that Entrepreneurial Education accounted for nearly one-fifth of the variation in students' entrepreneurial attitudes. It suggests that entrepreneurial education is a significant predictor of entrepreneurial attitude. The model revealed considerably stronger explanatory power for Entrepreneurial Intention, with an R^2 value of .685. This indicates that 68.5% of the variance in entrepreneurial intention was jointly explained by Entrepreneurial Self-Efficacy, Subjective Norms, Entrepreneurial Attitude, and Innovation Orientation.

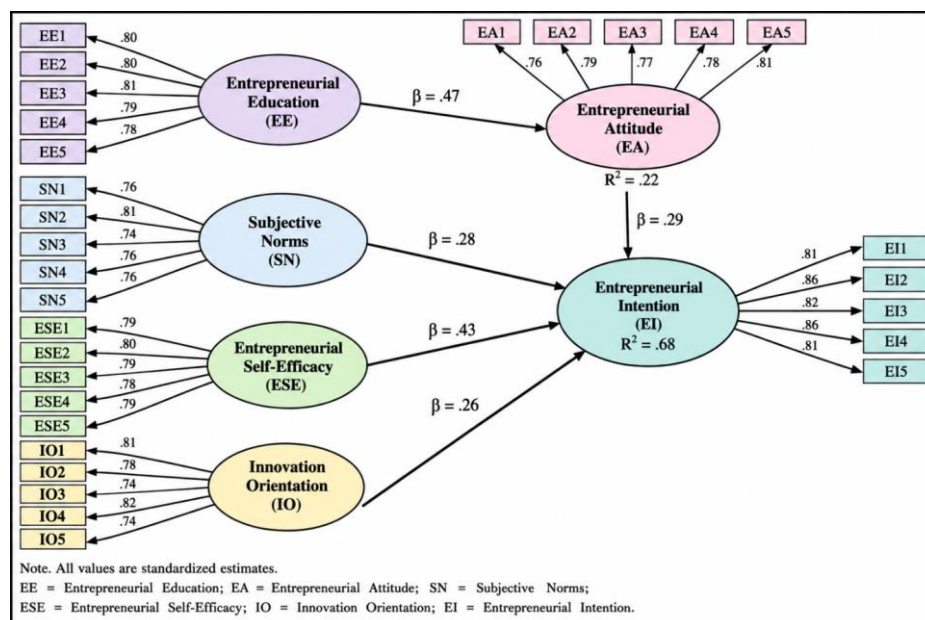


Figure 1: Structural equation model showing the relationships among Entrepreneurial Education, Subjective Norms, Entrepreneurial Self-Efficacy, Innovation Orientation, Entrepreneurial Attitude, and Entrepreneurial Intention

Table 6. Model Fit Indices of the Structural Model

Fit Index	Obtained Value	Recommended Criterion	Interpretation	References
CMIN/DF (χ^2/df)	1.089	< 3.00 (good); < 5.00 (acceptable)	Excellent	Hair et al. (2022); Byrne (2016)
NFI	0.918	≥ 0.90	Good	Hair et al. (2022)
RFI	0.910	≥ 0.90	Good	Byrne (2016)
IFI	0.993	≥ 0.90	Excellent	Hair et al. (2022)
TLI	0.992	≥ 0.90	Excellent	Hair et al.

				(2022)
CFI	0.993	≥ 0.90	Excellent	Hair et al. (2022)
RMSEA	0.018	≤ 0.06 (good); ≤ 0.08 (acceptable)	Excellent	Hair et al. (2022); Byrne (2016)

The adequacy of the structural equation model was evaluated using various goodness of fit indices. The model showed an excellent fit to the observed data. The chi-square to degrees of freedom ratio is 1.089. This is well below the recommended benchmark of 3. It indicates a very good model fit. The incremental fit indices also revealed excellent model fit. The Normed Fit Index (.918), Relative Fit Index (.910), Incremental Fit Index (.993), Tucker–Lewis Index (.992), and Comparative Fit Index (.993) all exceeded the recommended threshold value of 0.90. It demonstrates that the proposed model substantially improved upon the independence model. Model fit was further supported by the Root Mean Square Error of Approximation (.018), which is considerably below the recommended threshold of 0.06. It indicates an excellent approximation of the population covariance matrix.

5. Summary

It is concluded that entrepreneurial education serves as a key determinant of students' entrepreneurial attitudes and indirectly, their entrepreneurial intentions. The relatively high explanatory power of the model for entrepreneurial intention underscores the significance of developing students' confidence, positive attitudes, social support, and innovative capabilities alongside formal entrepreneurship education. Higher education institutions and policymakers should move beyond conventional classroom based entrepreneurship education. They may adopt experiential and practice oriented approaches such as business simulations, mentoring, start-up projects, incubation support, innovation challenges, and interaction with successful entrepreneurs. Entrepreneurship education policies should particularly focus on strengthening entrepreneurial self-efficacy and innovation orientation through real-world entrepreneurial experiences. Governments and other supporting Institutions should also encourage family, peer, industry, and entrepreneurial networks to create a supportive social environment for students interested in entrepreneurship.

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