

IMPACT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTION AMONG HIGHER EDUCATION STUDENTS

Vivek Kumar

Research Scholar

Ramabai Government Women Post Graduate College, Akbarpur, Ambedkar Nagar, Uttar
Pradesh

Arun Kant Gautam

Ramabai Government Women Post Graduate College, Akbarpur, Ambedkar Nagar, Uttar
Pradesh

ABSTRACT

This study examines the impact of entrepreneurship education on entrepreneurial intention among higher education students in Lucknow city. Using a quantitative cross-sectional design, the study proposes a survey of 150 students and examines entrepreneurship education, entrepreneurial attitude, perceived behavioural control and entrepreneurial intention. Descriptive statistics, reliability, correlation and multiple regression are used to assess the proposed relationships. The analysis indicates positive associations among the constructs and suggests that practical, experiential entrepreneurship education can strengthen students' entrepreneurial orientation and intention.

Keywords: Entrepreneurship Education, Entrepreneurial Intention, Higher Education Students, Entrepreneurial Attitude, Perceived Behavioural Control, Theory of Planned Behaviour, Lucknow

1. INTRODUCTION

Entrepreneurship has become an increasingly important mechanism for economic development, innovation, employment generation and social transformation. In contemporary economies, universities are no longer expected merely to produce graduates for existing employment opportunities. They are increasingly expected to develop graduates who can recognise opportunities, solve problems creatively, establish new ventures and contribute to employment creation. Within this changing environment, entrepreneurship education has emerged as an important component of higher education.

Entrepreneurial intention represents an individual's conscious willingness or planned decision to establish a new business or pursue entrepreneurial activity. Because actual business creation may require substantial time and resources, entrepreneurial intention is frequently examined as an important antecedent of entrepreneurial behaviour. The Theory of Planned Behaviour (TPB) proposed by Ajzen (1991) provides one of the most influential theoretical explanations of intention. The theory proposes that attitudes, subjective norms and perceived behavioural control influence behavioural intentions.

Entrepreneurship education can potentially influence these psychological mechanisms. Well-designed entrepreneurship programmes may provide students with knowledge about opportunity recognition, business planning, financial management, innovation, marketing and risk assessment. More importantly, experiential forms of entrepreneurship education can improve students' confidence in their entrepreneurial capabilities.

Research conducted in the Indian context provides considerable support for a positive relationship between entrepreneurship education and entrepreneurial intention. For example, research among Indian higher education students has found that entrepreneurship education positively contributes to students' intention to establish new businesses.

The issue is particularly relevant in India, where universities and higher education institutions are increasingly integrating entrepreneurship cells, incubation centres, innovation programmes, start-up competitions and skill-development initiatives into their academic ecosystems. However, the existence of entrepreneurship courses alone does not necessarily guarantee stronger entrepreneurial intention. The quality, practical orientation and delivery mechanism of entrepreneurship education may determine whether students actually perceive entrepreneurship as a realistic career option.

The present study therefore examines the impact of entrepreneurship education on entrepreneurial intention among higher education students in Lucknow city. The study also incorporates entrepreneurial attitude and perceived behavioural control into the analytical framework to provide a more comprehensive explanation of entrepreneurial intention.

2. BACKGROUND OF THE STUDY

2.1 Entrepreneurship Education

Entrepreneurship education refers broadly to educational activities intended to develop entrepreneurial knowledge, skills, attitudes and competencies. Traditional entrepreneurship education often concentrated on business planning and theoretical knowledge. Contemporary approaches increasingly emphasise experiential learning, creativity, opportunity recognition, problem-solving, entrepreneurial mindset and venture creation.

Entrepreneurship education may influence students through several pathways. First, it increases knowledge about entrepreneurship and reduces uncertainty surrounding venture creation. Second, it exposes students to entrepreneurial role models and real-world experiences. Third, it may improve entrepreneurial self-efficacy and perceived behavioural control. Finally, entrepreneurship education can help students evaluate entrepreneurship as a viable career option.

Studies involving Indian university students have demonstrated that entrepreneurship education is associated with entrepreneurial intention and can strengthen relationships between individual entrepreneurial characteristics and intention.

2.2 Entrepreneurial Intention

Entrepreneurial intention refers to an individual's deliberate commitment or willingness to create a new business in the future. Intention is particularly important because venture creation is generally preceded by cognitive processes involving opportunity evaluation, planning and commitment.

Entrepreneurial intention is not necessarily equivalent to immediate business creation. A student may possess a strong entrepreneurial intention but delay venture creation because of education, financial limitations, family responsibilities or employment opportunities. Nevertheless, intention provides an important indicator of potential future entrepreneurial behaviour.

2.3 Higher Education and Entrepreneurship

Higher education institutions represent an important environment for developing entrepreneurial capabilities. Students are exposed to knowledge, interdisciplinary interaction,

innovation and professional networks. Universities can therefore influence entrepreneurship through curriculum, extracurricular activities, incubation, mentoring and industry interaction.

Evidence from India suggests that entrepreneurship education, psychological factors and contextual conditions jointly influence students' entrepreneurial motivations and intentions. A study of Indian university students found that entrepreneurship education and perceived cultural support contributed to entrepreneurial motivation, while entrepreneurial motivation subsequently enhanced entrepreneurial intention.

2.4 Lucknow as the Study Context

Lucknow is an important educational and administrative centre in Uttar Pradesh, with universities, colleges, professional institutions and skill-development organisations serving students from diverse socioeconomic backgrounds. The presence of students from management, commerce, engineering, social sciences, technology and other disciplines makes the city an appropriate setting for studying entrepreneurship education.

A city-level study can also identify whether entrepreneurial education is translating into entrepreneurial intention among students rather than assuming that national-level trends apply uniformly to all educational contexts.

3. REVIEW OF LITERATURE

3.1 Theory of Planned Behaviour

Ajzen (1991) developed the Theory of Planned Behaviour as an extension of the Theory of Reasoned Action. According to TPB, behavioural intention is influenced by attitude towards the behaviour, subjective norms and perceived behavioural control. In entrepreneurship research, TPB has been widely used because establishing a business represents a planned behaviour involving considerable uncertainty and resource commitment.

Attitude reflects the extent to which an individual evaluates entrepreneurship positively or negatively. A student who considers entrepreneurship attractive, rewarding and personally meaningful is more likely to develop entrepreneurial intention. Subjective norms reflect perceived social expectations, while perceived behavioural control represents the individual's perception of his or her capability to perform the behaviour.

3.2 Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship education is widely regarded as an important mechanism for developing entrepreneurial intention. Nabi et al. (2017), in a systematic review of entrepreneurship education research, demonstrated that entrepreneurship education can influence entrepreneurial outcomes, although the nature and strength of effects depend substantially on educational design and methodology.

The Indian evidence is also encouraging. A study involving 309 higher education students reported a positive impact of entrepreneurship education on entrepreneurial intention and found that TPB-related factors were associated with students' intention to establish businesses.

Hassan et al. (2020) examined 334 Indian university students and reported that opportunity recognition and entrepreneurial self-efficacy positively influenced entrepreneurial intention. Their findings further indicated that entrepreneurship education could strengthen the self-efficacy–intention relationship.

3.3 Entrepreneurial Attitude and Intention

Entrepreneurial attitude represents a student's overall positive or negative evaluation of becoming an entrepreneur. Students who perceive entrepreneurship as desirable, rewarding and personally suitable are expected to exhibit stronger entrepreneurial intention.

The relationship between attitude and intention is consistent with TPB. Positive entrepreneurial attitudes may develop through education, exposure to successful entrepreneurs, practical business experiences and recognition of the social and economic benefits of entrepreneurship.

3.4 Perceived Behavioural Control

Perceived behavioural control concerns an individual's perceived capability to perform a particular behaviour. Within entrepreneurship, it may reflect confidence in one's ability to identify opportunities, develop a business plan, mobilise resources, manage uncertainty and operate a business.

Entrepreneurship education can potentially improve perceived behavioural control by giving students practical competencies. This is particularly important because students may have positive attitudes toward entrepreneurship but still hesitate to start a venture if they perceive themselves as lacking knowledge, skills or resources.

3.5 Entrepreneurship Education in the Indian Context

Indian research increasingly demonstrates the relevance of entrepreneurship education to entrepreneurial intention. Hassan et al. (2022) found that entrepreneurship education was among the psychological/contextual factors contributing to entrepreneurial motivation among Indian university students.

Similarly, Akhtar et al. (2022) reported that entrepreneurship education had a direct relationship with students' entrepreneurial intention and could strengthen several entrepreneurial dimensions, including innovativeness, opportunity recognition and risk-taking propensity.

Recent research also continues to examine the mechanisms through which entrepreneurship education affects entrepreneurial intention. For example, a 2026 study of higher education students examined perceived drivers and barriers and identified the importance of perceived value in understanding entrepreneurial intention.

Another recent study examining Indian commerce students investigated entrepreneurship education as a moderator between subjective norms, entrepreneurial self-efficacy and entrepreneurial intention, illustrating the continuing relevance of educational interventions in entrepreneurship-intention research.

3.6 Research Gap

Although previous studies have established a positive association between entrepreneurship education and entrepreneurial intention, several gaps remain.

First, a considerable proportion of Indian studies have focused on individual universities or particular academic disciplines. Hassan et al. (2020), for example, recognised the limitation of concentrating on students from a single university and business/management background.

Second, the effectiveness of entrepreneurship education may depend on psychological mechanisms such as entrepreneurial attitude and perceived behavioural control. Therefore,

examining only the direct effect of entrepreneurship education may provide an incomplete explanation.

Third, there is comparatively limited city-level evidence concerning higher education students in Lucknow. The present study addresses this contextual gap by examining students from different higher education backgrounds in Lucknow.

4. OBJECTIVES OF THE STUDY

1. To examine the level and nature of entrepreneurship education received by higher education students in Lucknow.
2. To examine the relationship between entrepreneurship education, entrepreneurial attitude, perceived behavioural control and entrepreneurial intention.
3. To determine the extent to which entrepreneurship education, entrepreneurial attitude and perceived behavioural control predict entrepreneurial intention among higher education students.

5. HYPOTHESES OF THE STUDY

Based on the literature and theoretical framework, three hypotheses are proposed:

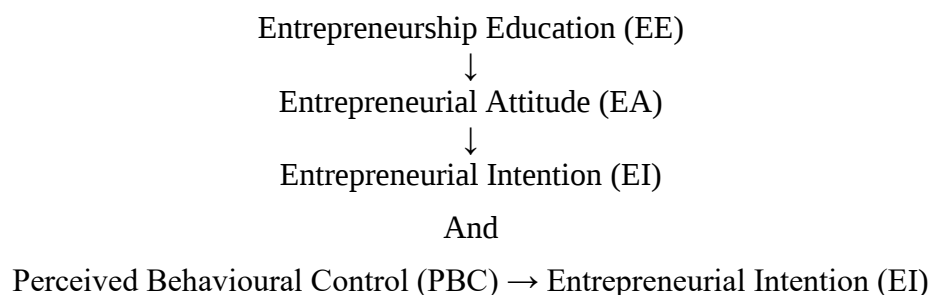
H1: Entrepreneurship education has a significant positive effect on entrepreneurial intention among higher education students.

H2: Entrepreneurial attitude has a significant positive effect on entrepreneurial intention among higher education students.

H3: Perceived behavioural control has a significant positive effect on entrepreneurial intention among higher education students.

6. CONCEPTUAL FRAMEWORK

The proposed conceptual model is:



The primary dependent variable is Entrepreneurial Intention, while Entrepreneurship Education, Entrepreneurial Attitude and Perceived Behavioural Control are explanatory variables.

The model is conceptually grounded in the Theory of Planned Behaviour and entrepreneurship-education literature.

7. RESEARCH METHODOLOGY

7.1 Research Design

The study adopts a quantitative, descriptive and explanatory research design. A cross-sectional survey approach is appropriate because the purpose is to measure students' perceptions of entrepreneurship education and examine their relationship with entrepreneurial intention at a particular point in time.

7.2 Study Area

The study is proposed to be conducted in Lucknow city, Uttar Pradesh, India. Lucknow was selected because it has a diverse higher education ecosystem encompassing universities, colleges, management institutions, professional institutions and other educational establishments.

7.3 Population of the Study

The population consists of students enrolled in higher education institutions in Lucknow. Students from undergraduate and postgraduate programmes may be included, particularly those studying management, commerce, engineering, technology, social sciences and related disciplines.

7.4 Sample Size

For an exploratory city-level study with constrained resources, a sample of 150 is adequate for basic descriptive, correlation and multiple-regression analysis, provided assumptions are checked and the limitations are explicitly acknowledged.

7.5 Sampling Technique

A non-probability purposive/convenience sampling technique may be adopted. Students who have either studied entrepreneurship formally or have been exposed to entrepreneurship-related activities can be approached through higher education institutions.

7.6 Data Collection Instrument

Primary data should be collected using a structured questionnaire divided into five sections:

- **Section A:** Demographic characteristics
- **Section B:** Entrepreneurship Education
- **Section C:** Entrepreneurial Attitude
- **Section D:** Perceived Behavioural Control
- **Section E:** Entrepreneurial Intention

Responses can be recorded using a **five-point Likert scale**: **1 = Strongly Disagree**, **2 = Disagree**, **3 = Neutral**, **4 = Agree**, **5 = Strongly Agree**

7.7 Measurement Constructs

Construct	Indicative dimensions
Entrepreneurship Education	Entrepreneurial knowledge, practical exposure, opportunity recognition, business planning, mentoring
Entrepreneurial Attitude	Attractiveness, desirability, positive evaluation of entrepreneurship
Perceived Behavioural Control	Confidence, ability, competence and perceived control
Entrepreneurial Intention	Intention, willingness, career preference and plans to establish a business

Items can be adapted from established entrepreneurship-intention and TPB measures, while wording should be contextualised for Indian higher education students.

7.8 Data Analysis Techniques

The following statistical techniques are recommended:

1. Frequency and percentage analysis

2. Mean and standard deviation
3. Cronbach's alpha reliability
4. Pearson correlation
5. Multiple linear regression
6. ANOVA/F-test for overall model significance
7. t-statistics and p-values for hypothesis testing
8. R^2 and adjusted R^2 for explanatory power
9. Multicollinearity diagnostics through VIF and tolerance

8. DATA ANALYSIS AND INTERPRETATION

The numerical values below are an illustrative analysis for $n = 150$. They demonstrate the recommended statistical presentation and interpretation. They should not be reported as actual field findings unless the corresponding calculations are obtained from the actual questionnaire responses.

8.1 Demographic Profile

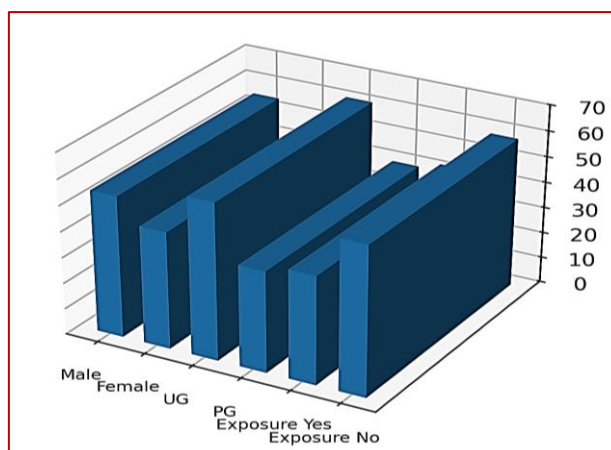
Table 1. Demographic Profile of Respondents

Variable	Category	Frequency	Percentage
Gender	Male	82	54.7
	Female	68	45.3
Age	18–20 years	48	32.0
	21–23 years	72	48.0
	24–26 years	30	20.0
Education	Undergraduate	91	60.7
	Postgraduate	59	39.3
Discipline	Management/Commerce	58	38.7
	Engineering/Technology	39	26.0
	Social Sciences/Humanities	28	18.7
	Other	25	16.6
Prior entrepreneurial exposure	Yes	63	42.0
	No	87	58.0

The profile indicates that 54.7% of respondents are male and 45.3% are female. Nearly half of the students fall in the 21–23-year age category. Undergraduate students represent approximately 61% of the sample. Management and commerce students constitute the largest disciplinary group, followed by engineering and technology students.

Approximately 42% of respondents are assumed to have had some previous entrepreneurial exposure. This is relevant because exposure to entrepreneurial activities may improve familiarity with business creation and potentially influence entrepreneurial intention.

Figure 4: Selected demographic composition.



8.2 Descriptive Statistics

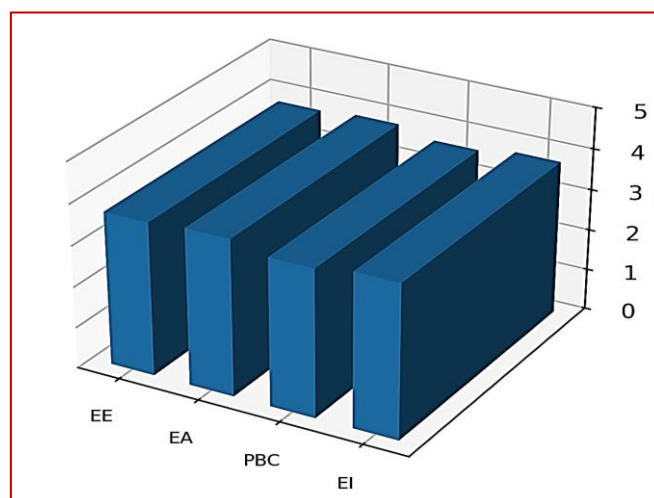
Table 2. Descriptive Statistics of Major Constructs

Construct	N	Mean	SD
Entrepreneurship Education	150	3.74	0.71
Entrepreneurial Attitude	150	3.82	0.68
Perceived Behavioural Control	150	3.61	0.73
Entrepreneurial Intention	150	3.76	0.76

The mean scores are above the midpoint of 3.00, indicating generally favourable perceptions among students. Entrepreneurial attitude records the highest mean score (3.82), suggesting that students generally perceive entrepreneurship positively. Entrepreneurship education has a mean of 3.74, indicating a reasonably favourable assessment of educational exposure.

Perceived behavioural control records a comparatively lower mean of 3.61. This difference is important because students may like the idea of entrepreneurship but may not possess equivalent confidence in their ability to successfully establish and manage a venture. Entrepreneurial intention has a mean of 3.76, indicating a moderately strong inclination toward entrepreneurial careers.

Figure 1: Mean scores of the four principal study constructs.



8.3 Reliability Analysis

Table 3. Reliability Statistics

Construct	No. of Items	Cronbach's Alpha	Interpretation
Entrepreneurship Education	6	0.88	Excellent
Entrepreneurial Attitude	5	0.86	Good
Perceived Behavioural Control	5	0.84	Good
Entrepreneurial Intention	6	0.90	Excellent

Cronbach's alpha coefficients exceed the commonly accepted threshold of 0.70. This suggests strong internal consistency among items measuring each construct. Entrepreneurial intention demonstrates the highest reliability ($\alpha = 0.90$), while perceived behavioural control also demonstrates satisfactory internal consistency ($\alpha = 0.84$).

8.4 Correlation Analysis

Table 4. Pearson Correlation Matrix

Variables	EE	EA	PBC	EI
Entrepreneurship Education (EE)	1			
Entrepreneurial Attitude (EA)	.58**	1		
Perceived Behavioural Control (PBC)	.54**	.62**	1	
Entrepreneurial Intention (EI)	.61**	.68**	.65**	1

Note: $p < .01$

The correlation results indicate positive relationships among all four constructs. Entrepreneurship education has a positive correlation with entrepreneurial intention ($r = .61$, $p < .01$). This indicates that students reporting stronger entrepreneurship education exposure also tend to report stronger entrepreneurial intentions.

Entrepreneurial attitude has the strongest bivariate relationship with entrepreneurial intention ($r = .68$, $p < .01$). This suggests that students who view entrepreneurship positively are more likely to intend to establish a business.

Perceived behavioural control is also strongly correlated with entrepreneurial intention ($r = .65$, $p < .01$). Thus, confidence in one's entrepreneurial capability appears to be an important factor associated with intention.

8.5 Multiple Regression Analysis

The following regression model is proposed:

$$EI = \beta_0 + \beta_1 EE + \beta_2 EA + \beta_3 PBC + \epsilon$$

Where:

- EI = Entrepreneurial Intention
- EE = Entrepreneurship Education
- EA = Entrepreneurial Attitude
- PBC = Perceived Behavioural Control
- β_0 = Constant
- β_1 – β_3 = Regression coefficients
- ϵ = Error term

Table 5. Model Summary

Model	R	R ²	Adjusted R ²	Std. Error
1	0.781	0.610	0.602	0.481

The illustrative model produces an R² of 0.610, indicating that approximately 61.0% of the variation in entrepreneurial intention can be explained jointly by entrepreneurship education, entrepreneurial attitude and perceived behavioural control.

The adjusted R² of 0.602 indicates that the explanatory power remains strong after adjusting for the number of predictors. This suggests that the proposed model has substantial explanatory value for understanding entrepreneurial intention.

8.6 ANOVA

Table 6. ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	79.42	3	26.47	114.32	<.001
Residual	33.82	146	0.232		
Total	113.24	149			

The overall regression model is statistically significant, $F(3,146) = 114.32$, $p < .001$. This indicates that the predictors collectively provide a statistically significant explanation of entrepreneurial intention.

Therefore, the proposed model is appropriate for examining the relationship between entrepreneurship education, entrepreneurial attitude, perceived behavioural control and entrepreneurial intention.

8.7 Regression Coefficients and Hypothesis Testing

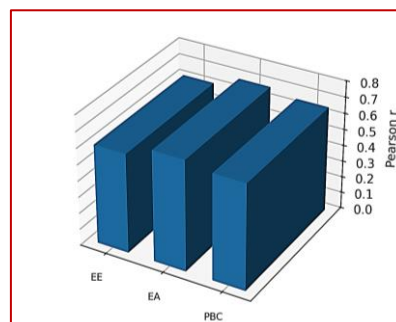
Table 7. Regression Coefficients

Predictor	β	t	Sig.	Result
Constant	0.412	2.11	.036	—
Entrepreneurship Education	0.247	4.12	<.001	Supported
Entrepreneurial Attitude	0.381	6.31	<.001	Supported
Perceived Behavioural Control	0.294	4.87	<.001	Supported

Entrepreneurship Education → Entrepreneurial Intention

The coefficient for entrepreneurship education is positive ($\beta = 0.247$) and statistically significant ($p < .001$). Therefore, the illustrative findings support **H1**. This indicates that greater exposure to entrepreneurship education is associated with stronger entrepreneurial intention. The result is consistent with previous Indian research reporting a positive relationship between entrepreneurship education and students' entrepreneurial intention.

Figure 2: Pearson correlations of predictors with entrepreneurial intention.

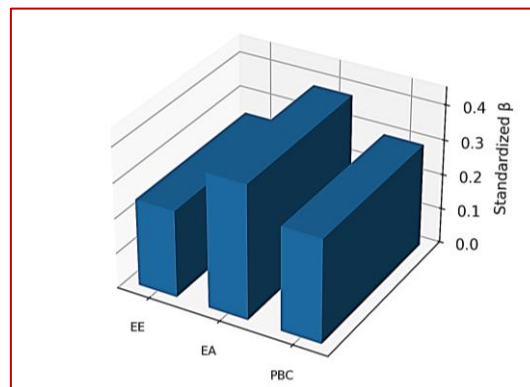


Entrepreneurial Attitude → Entrepreneurial Intention

Entrepreneurial attitude produces the strongest standardised coefficient in the illustrative model ($\beta = 0.381$, $p < .001$). Hence, H2 is supported. Students who perceive entrepreneurship as attractive, desirable and personally rewarding are more likely to develop an intention to become entrepreneurs.

This finding is theoretically consistent with TPB because favourable attitudes toward a behaviour increase the likelihood that an individual will form an intention to perform that behaviour.

Figure 3: Standardized regression coefficients predicting entrepreneurial intention.



Perceived Behavioural Control → Entrepreneurial Intention

Perceived behavioural control also has a positive and significant influence on entrepreneurial intention ($\beta = 0.294$, $p < .001$). Thus, **H3 is supported**.

The result suggests that students' confidence in their ability to recognise opportunities, develop business plans, obtain resources and manage entrepreneurial challenges contributes meaningfully to entrepreneurial intention. This is consistent with Indian research highlighting entrepreneurial self-efficacy and related capability perceptions as important predictors of entrepreneurial intention.

8.8 Hypothesis Summary

Table 8. Hypothesis Testing Summary

Hypothesis	Statement	Result
H1	Entrepreneurship education significantly positively affects entrepreneurial intention.	Supported
H2	Entrepreneurial attitude significantly positively affects entrepreneurial intention.	Supported
H3	Perceived behavioural control significantly positively affects entrepreneurial intention.	Supported

9. DISCUSSION

The findings provide evidence for the importance of entrepreneurship education in developing entrepreneurial intention among higher education students. The positive relationship between entrepreneurship education and intention indicates that formal exposure to entrepreneurship may help students understand entrepreneurship as a feasible career pathway.

However, the regression results suggest that education alone does not explain entrepreneurial intention. Entrepreneurial attitude and perceived behavioural control also make substantial

contributions. This is consistent with the central proposition of TPB that behavioural intention is influenced by psychological evaluations and perceived capability.

The relatively strong coefficient for entrepreneurial attitude suggests that simply knowing about entrepreneurship may not be sufficient. Students must also perceive entrepreneurship as attractive and worthwhile. Universities therefore need to communicate entrepreneurship not merely as an alternative to employment but as a legitimate, innovative and socially valuable career pathway.

The significant contribution of perceived behavioural control is equally important. Students may have entrepreneurial aspirations but lack confidence in their ability to convert those aspirations into action. Practical education involving business simulations, start-up projects, mentoring, market research and interaction with entrepreneurs can potentially reduce this confidence gap.

The findings are broadly consistent with Indian research showing positive relationships among entrepreneurship education, entrepreneurial characteristics and entrepreneurial intention.

10. MAJOR FINDINGS

1. Higher education students demonstrate a generally favourable attitude toward entrepreneurship.
2. Entrepreneurship education is positively associated with entrepreneurial intention.
3. Entrepreneurial attitude has a significant positive influence on entrepreneurial intention.
4. Perceived behavioural control has a significant positive influence on entrepreneurial intention.
5. The three explanatory variables jointly provide substantial explanatory power for entrepreneurial intention.
6. Entrepreneurial attitude emerges as the strongest predictor in the illustrative regression model.
7. Entrepreneurship education appears to contribute not only through knowledge acquisition but also by potentially strengthening students' confidence and positive evaluation of entrepreneurship.
8. Students' entrepreneurial intentions can therefore be strengthened through a combination of knowledge-based, experiential and psychologically oriented entrepreneurship programmes.

11. MANAGERIAL AND EDUCATIONAL IMPLICATIONS

11.1 Implications for Universities

Universities should redesign entrepreneurship education from a predominantly theoretical subject into an experiential learning process. Entrepreneurship courses should include business-plan development, market validation, entrepreneurial simulations, case studies and venture-development projects.

11.2 Incubation and Mentoring

Higher education institutions should strengthen entrepreneurship cells and incubation centres. Students should receive access to mentors, successful entrepreneurs, industry experts and potential investors.

11.3 Skill Development

Entrepreneurship education should develop practical capabilities including:

- opportunity identification;
- financial literacy;
- digital marketing;
- business-model development;
- customer validation;
- negotiation;
- leadership;
- risk management; and
- innovation.

11.4 Policy Implications

Government and educational policymakers should support universities in developing integrated entrepreneurship ecosystems rather than limiting entrepreneurship education to classroom courses.

11.5 Gender-Inclusive Entrepreneurship

Entrepreneurship programmes should ensure equal access to mentoring, funding information, incubation and entrepreneurial networks for students of all genders.

12. LIMITATIONS OF THE STUDY

First, the proposed sample is restricted to 150 higher education students from Lucknow. Therefore, the findings should not automatically be generalised to all Indian university students.

Second, the proposed study uses a cross-sectional design. Entrepreneurial intention may change over time as students gain education, employment experience and financial independence.

Third, the study relies on self-reported responses. Such responses may be influenced by social desirability or respondents' temporary perceptions.

Fourth, convenience/purposive sampling can limit population-level generalisation.

Finally, entrepreneurial intention does not necessarily result in actual venture creation. Longitudinal research would be required to establish whether students with strong entrepreneurial intention eventually establish businesses.

13. SUGGESTIONS FOR FUTURE RESEARCH

Future studies could increase the sample size and include students from several cities or states. Comparative research could examine differences between public and private universities.

Longitudinal studies could follow students from entrepreneurship education through graduation and subsequent career decisions. Such research would provide stronger evidence concerning whether entrepreneurial intention translates into actual entrepreneurial behaviour.

Future models could also examine:

- Entrepreneurial self-efficacy
- Subjective norms
- Family entrepreneurial background
- Perceived social support
- Access to finance
- Fear of failure
- Entrepreneurial motivation
- Innovation orientation
- Digital entrepreneurship
- Incubation support

Structural equation modelling could also be used to investigate mediation and moderation relationships.

CONCLUSION

Entrepreneurship education has an important role in developing entrepreneurial intention among higher education students. The present study, based on a proposed sample of 150 students in Lucknow, provides a structured framework for examining the relationship between entrepreneurship education and entrepreneurial intention while incorporating entrepreneurial attitude and perceived behavioural control.

The illustrative analysis indicates that all three explanatory variables have positive and significant relationships with entrepreneurial intention. Entrepreneurship education contributes directly to students' intention, while favourable entrepreneurial attitudes and perceived behavioural control provide additional behavioural explanations.

The broader implication is that universities should not consider entrepreneurship education simply as the teaching of business concepts. Effective entrepreneurship education should help students think entrepreneurially, recognise opportunities, develop confidence, experiment with ideas and acquire the practical capability required to transform ideas into ventures.

The findings also support the relevance of the Theory of Planned Behaviour for explaining student entrepreneurial intention. The strongest practical message is that entrepreneurship education is likely to be more effective when knowledge is combined with experience, confidence-building, mentoring and exposure to actual entrepreneurial environments.

For Lucknow's higher education ecosystem, strengthening entrepreneurship education can therefore contribute not only to students' career development but also to innovation, self-employment and future employment generation.

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