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Management Students' Entrepreneurial Intentions: Mediating Role of Personal Attitude, Subjective Norms, and Perceived Behavioural Control

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Abstract

Entrepreneurship education is widely recognised as a crucial driver of entrepreneurial intentions, especially in contexts where youth entrepreneurship supports socioeconomic growth. Grounded in the Theory of Planned Behaviour, this study explores how entrepreneurship education influences entrepreneurial intentions through the mediating roles of attitude, subjective norms, and perceived behavioural control. Using a quantitative design, data were collected from 544 students in the management stream across five universities in Jammu and Kashmir, India. These data were analysed using Structural Equation Modelling. Results show that entrepreneurial education significantly enhances attitude, subjective norms, and perceived behavioural control, which collectively mediate entrepreneurship education and entrepreneurial intention, indicating that entrepreneurship education shapes intentions indirectly by fostering positive attitudes, social support, and self-efficacy. The study extends the application of the theory of planned behaviour to entrepreneurship education and offers practical guidance for designing entrepreneurship education programmes that cultivate entrepreneurial mindsets. Findings provide context-specific evidence from India on how psychological factors transform entrepreneurial education into entrepreneurial intention.

Keywords: Subjective Norms, Entrepreneurial Intention, Attitude, Entrepreneurship Education, Theory of Planned Behaviour, Perceived Behavioural Control

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1. Introduction

Entrepreneurship is widely recognised as a catalyst for the development of the economy and social transformation. Entrepreneurship directly addresses several pressing challenges, such as unemployment and poverty, by fostering innovation, enhancing productivity, and creating new employment opportunities (Enaifoghe & Vezi-Magigaba, 2023; Al-Qudah et al., 2021). While initial entrepreneurship research emphasises that entrepreneurial success is determined by innate personality traits, contemporary perspectives increasingly acknowledge the pivotal role of entrepreneurship education (EE) towards cultivating skills, attitudes, and intentions that foster conducive entrepreneurial behaviours (Entrialgo & Iglesias, 2016; Nowiński et al., 2017; Walter & Block, 2016).

EE serves as a key mechanism through which individuals acquire the cognitive, behavioural, and motivational competencies needed to pursue entrepreneurial ventures. EE contributes to the development of entrepreneurial intentions (EIs), which is a crucial precursor to initiate entrepreneurial actions, by fostering favourable attitudes toward entrepreneurship, strengthening self-efficacy, and shaping positive perceptions of entrepreneurial feasibility and desirability (Hussain et al., 2018; Karimi & Makreet, 2020). Despite extensive empirical evidence linking EE to entrepreneurial outcomes (Iwu et al., 2019; Trip et al., 2021), the underlying psychological mechanisms through which EE transforms into EIs remain underexplored, particularly in emerging economies such as India.

The Theory of Planned Behaviour (TPB) (Ajzen, 1991) provides a well-established framework to explain how intentions are formed through three determinants, including attitude, subjective norms, and perceived behavioural control. Within entrepreneurship research, TPB emerges as a key theory in explaining how cognitive, relational and social processes shape entrepreneurial intentions (Linan & Chen, 2009; Fragoso et al., 2019). However, most of the prior studies have treated TPB either as a predictive model and in some instances, individual components of TPB have been examined in isolation. (e.g., attitude or perceived behavioural control as single mediators) (Wang et al., 2022; Bhat et al., 2023). Aga and Singh (2022) have investigated the comprehensive mediating role of all three TPB constructs in describing how entrepreneurship education shapes and enhances individuals' intentions to engage in entrepreneurial activities. Furthermore, there is limited empirical evidence examining this mediating framework among management students cohort strategically

positioned to drive entrepreneurial ventures and contribute to broader socioeconomic development.

The present study addresses these gaps by focusing on management students in Jammu & Kashmir, India, a region where entrepreneurship is increasingly viewed as a pathway to sustainable economic revitalisation. By applying TPB as an integrated mediating framework, this research extends the theoretical utility of TPB beyond its traditional predictive role, offering a nuanced understanding of how entrepreneurship education operates through attitudinal, normative, and control-related pathways to shape entrepreneurial intentions.

Accordingly, the study aims to answer two research questions. First, how does entrepreneurship education influence the entrepreneurial intentions of management students? Second, to what extent attitude, subjective norms, and perceived behavioural control mediate the relationship between entrepreneurship education and entrepreneurial intentions? Through this investigation, the study contributes to both theory and practice by advancing TPB's conceptual application as a mediating mechanism in entrepreneurship education research and by providing context-specific evidence from a developing regional context.

Study Context

The study is conducted in Jammu and Kashmir, a mountainous region in India. Tourism and horticulture are the main sectors of its economy (Malik & Bhat, 2015). In 2022, a record of 1.88 million tourists' arrivals was reported in the region (Khan, 2022). Similarly, according to the Department of Horticulture, Jammu and Kashmir (2025), the area under horticultural crops in the region increased from approximately 335,000 hectares in 2020–21 to approximately 345,000 hectares by 2023–24, reflecting a significant expansion in horticultural cultivation. During the same period, production of these crops also increased, from 2.23 million metric tons to 2.64 million metric tons. These statistics suggest that Jammu and Kashmir has a huge potential for entrepreneurship, but very few tourism and horticulture-related ventures can be heard of in Jammu and Kashmir.

Entrepreneurship is being taught at the college and university level in Jammu and Kashmir. However, it has been observed that the students do not take up entrepreneurship as their occupation. Thus, there is a need to build and motivate their entrepreneurial intentions which in turn can assist them in turning their

entrepreneurship knowledge into entrepreneurial activity, resulting in creation of more employment and having a positive economic impact (Altinay et al., 2012), as entrepreneurial intention is widely regarded as one of the strongest indicators of future entrepreneurial actions or involvement in business ventures (Tsai et al., 2016). Thus, it is crucial to identify measures to strengthen the entrepreneurial mindset of students in general and specifically among management students, if the goal is to secure the sustained growth and future advancement of the local economy (Tsai et al., 2016).

2. Literature Review and Hypothesis Development

2.1 Theory of Planned Behaviour (TPB)

Theory of Planned Behaviour (TPB), proposed by Ajzen (1991), offers an appropriate framework for understanding how intentions shape human behaviour. According to this model, an individual's intention to engage in a particular behaviour is the most immediate and reliable predictor of that behaviour. The theory posits that behavioural intention is influenced by three fundamental determinants, including one's attitude toward the behaviour, subjective norms or perceived social expectations, and perceived behavioural control, which reflects the individual's assessment of their ability to perform the behaviour. Collectively, these components explain the psychological mechanisms underlying why people decide to act or refrain from acting in particular ways. Thus, within the entrepreneurial context, TPB provides a robust foundation in explaining how educational experiences shape students' intentions to start new ventures.

Intention is considered the most reliable predictor of human behaviour (Conner & Norman, 2022). According to the TPB model, attitudes, subjective norms, and perceived behavioural control govern the intentions (Ajzen, 1991; Yarmohammadi et al., 2023). An individual's attitude towards an actual or perceived behaviour, reflects the extent to which they possess a favourable or unfavourable opinion toward initiating a business (Mei et al., 2016). The subjective norms refer to the influence of "reference groups" such as family, friends, cultural norms, and society at large, on one's decision to pursue entrepreneurship and the degree of their approval or disapproval (Linan & Chen, 2006). Perceived behavioural control denotes an individual's assessment of the ease of carrying out entrepreneurial actions, as well as their beliefs about factors that may facilitate or hinder their entrepreneurial pursuits (Noor & Malek, 2021).

The incorporation of TPB components as mediating variables is crucial for understanding the psychological mechanisms through which entrepreneurship education cultivates entrepreneurial intentions. While entrepreneurship education provides foundational knowledge and skills (Fayolle & Gailly, 2013), the transformation of these competencies into actual entrepreneurial pursuits depends on cognitive and social factors captured by TPB. Research shows that entrepreneurship education alone cannot guarantee venture creation, unless learners develop favourable attitudes (Linan & Chen, 2009), perceive social validation (subjective norms), and confidence in their capability to execute entrepreneurial tasks (Ajzen, 1991). This is particularly relevant given the persistent gap between academic curricula and industry demands (Tvaronaviciene, 2016; Belas et al., 2020), where students may acquire technical skills but lack the conviction or social support to launch ventures. Studies confirm that the effectiveness of entrepreneurship education hinges on its ability to shape attitudes Boldureanu et al. (2020) and self-efficacy Packham et al. (2010), yet these intermediate psychological constructs are often overlooked in pedagogical designs (Liu et al., 2019). By examining TPB's mediation, this study addresses a critical void in entrepreneurship education research: it moves beyond the presumption of the existence of a direct link between entrepreneurship education and entrepreneurship intention and instead reveals how education must systematically nurture attitude (e.g., personal desirability), subjective norms (e.g., peer/community approval), and perceived behavioural control (e.g., perceived feasibility) to bridge the gap between theory and practice. Such insights are vital for policymakers and educators to redesign entrepreneurship education programmes that not only impart skills but also actively cultivate the mindset and contextual support necessary for entrepreneurial action, thereby aligning educational outcomes with economic objectives (Kozina & Ponikvar, 2015). Accordingly, this study adopts the TPB as its guiding theoretical framework to examine how entrepreneurship education influences entrepreneurial intentions among management students through the mediating roles of attitude, subjective norms, and perceived behavioural control.

2.2 Entrepreneurship Education

Education generally connotes the imparting and inheriting of intellectual knowledge and skills, while entrepreneurship education involves utilising classroom instruction and academic curricula to equip individuals with the knowledge, competencies, and motivation necessary to engage in entrepreneurial activities (Miço

& Cungu, 2023). People with serious entrepreneurial intentions will take advantage of every chance to pick up the required know-how and abilities. They will thus want to pursue any accessible entrepreneurship education as part of their entrepreneurial efforts (Linan & Chen, 2009). Every nation should use its educational system as the cornerstone of its economy, enabling students to build a solid foundation for successful careers as entrepreneurs. (Jelonek et al., 2017; Kozina & Ponikvar, 2015).

Supporting the economy is one of the main functions of entrepreneurship education, which necessitates tight collaboration between the industry and educational institutions (Tesone & Ricci, 2006). Through such collaborations, industry requirements can be identified and met by supplying qualified potential entrepreneurs with the right training (Smith & Cooper, 2000). Universities often fail to provide fan innovative, integrated, interdisciplinary approach to entrepreneurship education that addresses contemporary concerns about the establishment of youthoriented businesses and to bridge the discrepancies between theory and application (Tvaronaviciene, 2016). A competent educational system must cater to the requirements and expectations of all parties concerned, especially businesses in the sector, such as learners, and institutions available for learning. This gap can be bridged by increasing curiosity among youth for entrepreneurial endeavours by setting up interactive educational pedagogy at universities and supporting these individuals through governmental organisations (Belas et al., 2019).

2.3 Entrepreneurial Intention

The TPB posits that the extent to which intentions transform into behaviour depends on the level of volitional control individuals possess. For example, certain behaviours, such as saving money, may not be fully under one's voluntary control due to limitations in resources or situational constraints. Although intentions are generally strong predictors of behaviour, this relationship is not necessarily perfect, as various external factors may influence whether intended behaviour is actually performed (Ajzen, 1991; Pham et al., 2023). Consequently, entrepreneurial intention can be understood as a cognitive state that channels an individual's attention, skills, and actions toward establishing a new venture (Virick et al., 2015). As it precedes any concrete entrepreneurial activity, intention serves as a crucial element for understanding the overall entrepreneurial process (Alpkan et al., 2010).

2.4 Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurial education is recognised to be a critical component in the formation of a favourable attitude toward beginning new ventures as it fosters an optimistic entrepreneurial mentality, keeps people interested in establishing their businesses, and supports self-employment (Sergeant & Crawford, 2001). Hussain et al. (2018) claim that education plays a significant role in the formulation of entrepreneurial attitudes among students. Karimi and Makreet (2020) found that encouraging personal worth in students through education may assist in promoting students' motivation to create their enterprises. According to Donckels (1991) and Cho (1998), entrepreneurship education is vital in strengthening entrepreneurial intentions, as it imparts crucial knowledge and skills that foster an individual's passion and drive for launching new ventures (Gulzar & Rashid, 2024). Although entrepreneurship education can't guarantee a successful business, it can certainly help people to comprehend and control the likelihood of failure associated with starting a company (Katz, 2007). Thus, each nation's academic system ought to serve as its fundamental building block and enable learners to build a substantial and high-quality foundation for eventual success in entrepreneurship (Jelonek et al., 2017; Kozina & Ponikvar, 2015). Attitudes might be changed to alter the intention to engage in a specific behaviour, through training (McNally et al., 2016). More specifically, those who participate in entrepreneurship education tend to exhibit stronger and more focused entrepreneurial ambitions (Wu & Wu, 2008). Students' entrepreneurial attitudes have been favourably impacted by effective entrepreneurial education, and this might lead to students' desire to focus more on the social advantages than the financial ones associated with entrepreneurship (Boldureanu et al., 2020). According to Leong (2008), students' personal abilities and interests are fostered through education and training programmes, which in turn help them, create a good attitude toward entrepreneurship. Therefore, we propose that;

> *H1: Entrepreneurship education significantly enhances the entrepreneurial intentions of management students.*

2.5 Entrepreneurship Education and Personal Attitude

Entrepreneurship education denotes the systematic and structured process of developing entrepreneurial knowledge, skills, and mindset (Young, 2000). Prior research consistently shows that entrepreneurship education positively influences entrepreneurial attitudes of students (Esfandiar et al., 2019). Fayolle and Gailly (2013)

emphasise that entrepreneurship education primarily aims to nurture positive attitudes toward entrepreneurship by enhancing students' self-belief, creativity, and critical thinking. Similarly, Gibb (1999, 2005) highlights that effective entrepreneurship education programs cultivate an entrepreneurial mindset, deepen understanding of entrepreneurial processes, and build the confidence needed to pursue ventures (Baggen et al., 2022; Putri, 2022; Wasim et al., 2024). These insights collectively suggest that exposure to entrepreneurship education fosters more favorable attitudes toward entrepreneurship, thereby shaping students' motivation to engage in entrepreneurial behaviour. Hence, it is proposed that;

> *H2: Entrepreneurship education has a significant positive impact on shaping the attitude of management students towards entrepreneurship.*

2.6 Entrepreneurship Education and Subjective Norms

Subjective norms refer to an individual's perception of social pressure from important referents such as family, friends, peers, and mentors to perform or avoid a particular behaviour (Ajzen, 1991). In the entrepreneurial context, these norms decide how individuals perceive entrepreneurship as a socially supported and desirable career choice. Entrepreneurship education can strengthen these social perceptions by promoting positive images of entrepreneurship and highlighting the role of supportive networks in venture creation (Hieu, 2023; Utami, 2017). Through classroom discussions, mentorship, and exposure to successful entrepreneurs, students become more aware of the social legitimacy and collective value of entrepreneurship. Accordingly, entrepreneurship education functions as a mechanism that disseminates entrepreneurial norms and values, thereby fostering stronger subjective norms that encourage entrepreneurial engagement (Aga & Singh, 2022; Morris et al., 2013). Therefore;

> *H3: Entrepreneurship education has a significant positive impact on the subjective norms of management students.*

2.7 Entrepreneurship Education and Perceived Behavioural Control

Perceived behavioural control refers to an individual's belief in the level of difficulty of executing a particular action (Noor & Malek, 2021). While seeking entrepreneurial education, students get to interact with invited successful entrepreneurs and peers, get assistance from institutions, etc., all of which impact their assessment

on the ease or difficulty of starting a venture (Falck et al., 2012). Entrepreneurship education might raise perceived behavioural control by strengthening beliefs in one's capacity for entrepreneurial conduct (Kuehn, 2008; Otache et al., 2021). The courses may provide students with chances to create business strategies and take part in decision-making in fictitious or actual businesses, and this might significantly influence their opinions regarding venture creation. (McCann & Vroom, 2015). Thus, it is proposed that;

> *H4: Entrepreneurship education has a significant positive impact on the perceived behavioural control of management students towards entrepreneurship.*

2.8 Personal Attitude and Entrepreneurial Intention

Attitude refers to an individual's overall evaluation of an activity and its perceived effect on them, which forms a judgement on whether they view it favourably or unfavourably (Abun et al., 2021). Since attitudes influence intentions, which subsequently shape behaviour, a more positive attitude toward an activity enhances the likelihood of pursuing it successfully (Ajzen, 1991; Verplanken & Orbell, 2022). Research by Claar et al. (2012) and Johns and Mattsson (2005) indicate a strong link between one's attitude and the desire to start a business. Similarly, Bagheri and Lope Pihie (2013) highlight that students' entrepreneurial tendencies are positively shaped by their attitudes and their abilities to initiate and manage ventures effectively. Moreover, students' entrepreneurial intentions are affected by their perceptions of entrepreneurship, innovation, financial rewards, and institutional support for entrepreneurial initiatives (Schwarz et al., 2009). Hence it can be proposed that;

> *H5: Attitude has a significant positive influence on the formation of entrepreneurial intentions among management students.*

2.9 Subjective Norm and Entrepreneurial Intention

Social norms are shaped by various external factors. While people generally act based on personal intentions, their choices are often affected by social influences from family, friends, peers, communities, and role models (Crandall et al., 2002). Consequently, an individual's perception of societal expectations plays a significant role in shaping their decision to pursue an entrepreneurial career (Nweke, 2024).

Research examining the relationship between subjective norms and

entrepreneurial intention has yielded mixed outcomes. Several studies, including those by Ariff et al. (2010), Bhuyan and Pathak (2019), Tong et al. (2011), emphasise the significant role of reference groups in shaping entrepreneurial intentions. Similarly, Saraih et al. (2020) reported that subjective norms positively affect entrepreneurial inclination, while studies by Shiri et al. (2012), Moriano et al. (2011), Siu and Lo (2013), Zhang et al. (2015) also found a positive association between subjective norms and entrepreneurial intention. However, not all findings align with this perspective. For instance, Roy et al. (2017) observed only a weak positive relationship between subjective norms and entrepreneurial intention, and research by Sommer and Haug (2011) as well as Paço et al. (2011) concluded that subjective norms have little to no significant influence on entrepreneurial intent. Therefore, given these inconsistent findings, further investigation into the impact of subjective norms on entrepreneurial intentions remains necessary. Hence;

H6: Subjective norms significantly and positively influence the development of entrepreneurial intentions among management students.

2.10 Perceived Behavioural Control and Entrepreneurial Intention

As noted by Baron (2006), the ability to identify promising business opportunities is associated with an individual's confidence in possessing the necessary knowledge and skills to start a venture. Similarly, Bagheri and Pihie (2014) observed that students who exhibit higher levels of perceived behavioural control are more likely to display stronger entrepreneurial intentions. Entrepreneurial passion tends to be stronger among individuals who develop confidence in their abilities and begin to view entrepreneurship as a promising opportunity instead of a potential risk (Ezeh et al., 2019). Therefore, the aforementioned studies collectively indicate that perceived behavioural control has a significant impact on entrepreneurial intention. Therefore,

H7: Perceived behavioural control exerts a significant positive effect on the entrepreneurial intentions of management students.

2.11 Mediating role of Personal Attitude, Perceived Behavioural Control and Subjective Norms

Building on the TPB (Ajzen, 1991), entrepreneurial intentions are formed through three core psychological mechanisms such as attitude toward entrepreneurship, subjective norms, and perceived behavioural control. These factors not only shape

intention directly but also serve as mediating pathways through which entrepreneurship education influences entrepreneurial intention.

Entrepreneurship education enhances students' knowledge, exposure, and self-belief, which in turn shape their evaluations of entrepreneurship as desirable (attitude), socially supported (subjective norms), and feasible (perceived behavioral control). Prior studies provide empirical support for these indirect relationships. For instance, López-Sánchez et al. (2018) found that education and training significantly improved attitudes toward entrepreneurship, which subsequently increased the intention to establish ventures in the rural tourism sector. Similarly, Frank et al. (2005) demonstrated that the influence of education on entrepreneurial inclination operates through attitudinal changes toward entrepreneurship.

In this light, entrepreneurship education is not merely an input that transmits entrepreneurial knowledge but a psychological enabler that activates favorable cognitive and social conditions necessary for entrepreneurial action. Hence, this study proposes that the relationship between entrepreneurship education and entrepreneurial intention is mediated by attitude, subjective norms, and perceived behavioural control.

Studies consistently demonstrate that entrepreneurship education plays a pivotal role in shaping such attitudes by enhancing learners' awareness of entrepreneurial opportunities, fostering creative thinking, and building confidence in self-employment (Fayolle & Gailly, 2013; Boldureanu et al., 2020). Positive attitudes, in turn, increase students' willingness to pursue entrepreneurial activities (Linan & Chen, 2009; Karimi & Makreet, 2020). Hence, attitude functions as a key cognitive mechanism translating educational exposure into entrepreneurial motivation and behavioural intention.

TPB also emphasises the role of subjective norms, the perceived social pressures or expectations from significant others such as family, peers, and mentors in determining behavioural intention (Ajzen, 1991; Carr & Sequeira, 2007). Prior research aligns with this proposition, showing that subjective norms can predict entrepreneurial intentions (de Vries et al., 1988) and act as a contextual moderator influencing self-efficacy and attitudinal processes (Tsai et al., 2016; Santos & Liguori, 2019). Specifically, when social support and approval increase, individuals are more likely to form favourable attitudes toward entrepreneurship, which strengthens their entrepreneurial intentions (Tsai et al., 2016). Entrepreneurship education can heighten awareness of these social influences and foster environments that validate and normalise entrepreneurial aspirations.

Perceived behavioural control reflects an individual's belief in their capability to perform entrepreneurial tasks successfully (Ajzen, 1991). Within entrepreneurship, this is closely associated with entrepreneurial self-efficacy, or confidence in handling challenges such as opportunity recognition, resource mobilisation, and venture management (McGee et al., 2009; Drnovšek et al., 2010). Perceived behavioural control has been found to significantly predict entrepreneurial intentions and behaviour (Tsai et al., 2016; Osiri et al., 2019), and to influence actual business start-up performance and persistence (Baum & Locke, 2004; Forbes, 2005). Entrepreneurship education enhances perceived behavioural control by providing experiential learning opportunities, mentorship, and skill-building exercises that increase individuals' perceptions of feasibility in launching a business.

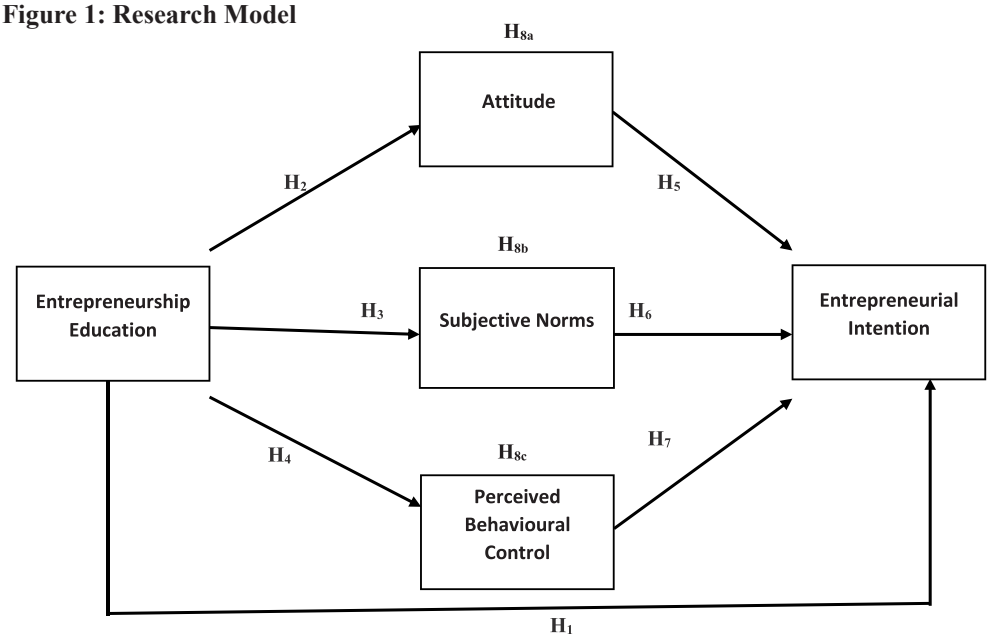
Thus, TPB components exert indirect effects on the relationship between entrepreneurship education and intention, thereby revealing how entrepreneurship education translates into entrepreneurial intention through changes in attitude, perceived social approval, and perceived behavioural control. Based on those understandings following three hypotheses are raised.

H8a: Attitude mediates the relationship between entrepreneurship education and entrepreneurial intention.

H8b: Subjective norms mediate the relationship between entrepreneurship education and entrepreneurial intention.

H8c: Perceived behavioural control mediates the relationship between entrepreneurship education and entrepreneurial intention.

Figure 1: Research Model



3. Methodology

3.1 Study Design, Target Population, Sampling Strategy, and Data Collection

The study used a quantitative approach and the population consisted of students enrolled in management courses at five universities in Jammu and Kashmir (University of Kashmir, Central University of Kashmir, Jammu University, Central University of Jammu, and Islamic University of Science and Technology). These universities were chosen as they are the prominent institutes that offer management education in the region. Moreover, we wanted to have representation from both the divisions of Jammu & Kashmir. The population consisted of 1500 students, who were undergoing management courses in these universities. Yamane's Formula (Yamane, 1973) was used to determine the sample size, and respondents were identified through convenience sampling. Data were collected between August and December 2024 through a structured questionnaire which was administered through an in class paper and pencil method and also by circulating a Google form. We received 558 responses. After thorough analysis, 14 responses were deemed inconclusive therefore, these responses were excluded from analysis. All ethical protocols were strictly adhered to during the data collection process.

3.2 Measures

Data were collected using a self-administered questionnaire consisting of two sections. The first section gathered demographic information, including gender, residence, family background, educational level, and educational background before joining the course. The second section focused on examining factors influencing the respondents' entrepreneurial intention, attitude, entrepreneurial intention, and perceived behavioural control were evaluated using measurement items adapted from Liñán and Chen (2009). The construct of subjective norm was measured through five items adopted from Mei et al. (2016), while entrepreneurship education was assessed using six items based on the scale developed by Ahmad (2015). Responses were recorded on a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). The questionnaire was tested through a pilot test, and based on feedback obtained, some questions were removed from the initial draft few questions were re-worded prior to distribution.

The Structural Equation Modeling (SEM) method was employed to analyse the data, using the software Analysis of Moments Structures (AMOS) software.

4. Results

4.1 Respondent Profile

Table 1 summarises the demographic profile of the respondents.

Table 1: Respondent Profile (n = 544)

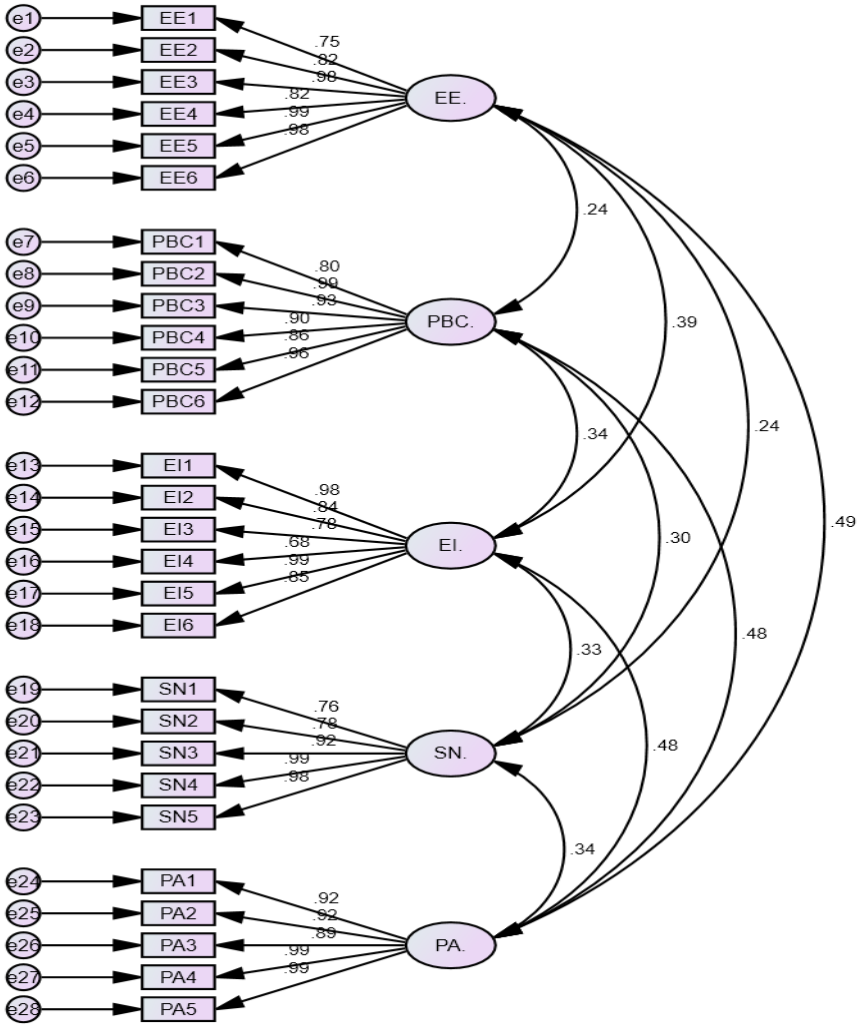
	Frequency	Percentage (%)
Gender		
Male	309	56.8%
Female	235	43.2%
Residence		
Urban	303	55.6%
Rural	241	44.4%

Family Background		
Business	177	32.5%
Job	243	44.7%
Other	124	22.8%
Educational Level		
Under Graduate	22	4%
Graduate	132	24.3%
Post Graduate	353	64.9%
PhD or Higher	37	6.8%
Educational Background before Joining the Course		
Science	88	16.1%
Arts/Humanities	280	51.4%
Commerce	96	17.6%
Other	81	14.9%

4.1 Measurement Model

The measurement model of this study comprised five constructs: entrepreneurial intention, personal attitude, entrepreneurship education, subjective norm, and perceived behavioural control. The model demonstrated an acceptable fit to the data, as indicated by the fit indices: GFI = 0.808 (> 0.80), NFI = 0.823 (> 0.80), CFI = 0.834 (> 0.80), and RMSEA = 0.048 (< 0.08).

Figure 2: Measurement Model



Source. *The authors.*

Note: *PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention*

The measurement model assessment in SEM involves examining convergent validity, discriminant validity, and composite reliability (Hair et al., 2019). Convergent validity is evaluated through factor loadings and average variance extracted (AVE). As shown in Table 2, all items across the five constructs have factor loadings exceeding the recommended threshold of 0.7, indicating satisfactory validity (Hair et al., 2019).

The reliability and validity of the model were further assessed using AVE and composite reliability (CR) (Chin, 2009). The CR coefficient measures construct reliability, with values above 0.7 considered acceptable for internal consistency (Hair et al., 2019). Table 2 shows that all constructs have CR values exceeding 0.7, confirming that the indicators reliably measure the respective variables. For convergent validity, AVE values should be greater than 0.5, and in this study, all constructs meet this criterion, demonstrating acceptable convergent validity.

Table 2: Confirmatory Factor Analysis

Construct	Item	Factor Loading	CR	AVE
Personal Attitude (PA)	PA1	0.825	0.975	0.888
	PA2	0.812		
	PA3	0.813		
	PA4	0.856		
	PA5	0.857		
Subjective Norms (SN)	SN1	0.863	0.949	0.791
	SN2	0.873		
	SN3	0.895		
	SN4	0.917		
	SN5	0.916		
Perceived Behavioural Control (PBC)	PBC1	0.783	0.964	0.820
	PBC2	0.931		
	PBC3	0.920		
	PBC4	0.915		
	PBC5	0.848		
	PBC6	0.930		
Entrepreneurship Education (EE)	EE1	0.820	0.961	0.804
	EE2	0.893		
	EE3	0.916		
	EE4	0.893		
	EE5	0.911		
	EE6	0.903		

Entrepreneurial Intention (EI)	EI1	0.889	0.943	0.739
	EI2	0.885		
	EI3	0.818		
	EI4	0.740		
	EI5	0.887		
	EI6	0.882		

Source: *Data Compilation by the scholar for the present study*

Note: *PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention*

Discriminant validity is assessed by comparing the square root of each variable's AVE with its correlations with other variables in the model. For adequate discriminant validity, the square root of a variable's AVE should exceed its correlation coefficients with all other constructs (Chin, 2010; Hair et al., 2019). As presented in Table 3, the square roots of the AVE for all variables are greater than their highest correlations with the other constructs, indicating satisfactory discriminant validity.

Table 3: Discriminant Validity

	EI	**PA**	**SN**	**PBC**	**EE**
EI	**0.860**				
PA	0.466	**0.942**			
SN	0.321	0.330	**0.889**		
PBC	0.320	0.466	0.299	**0.906**	
EE	0.375	0.481	0.239	0.231	**0.897**

Source: *Data Compilation by the scholar for the present study*

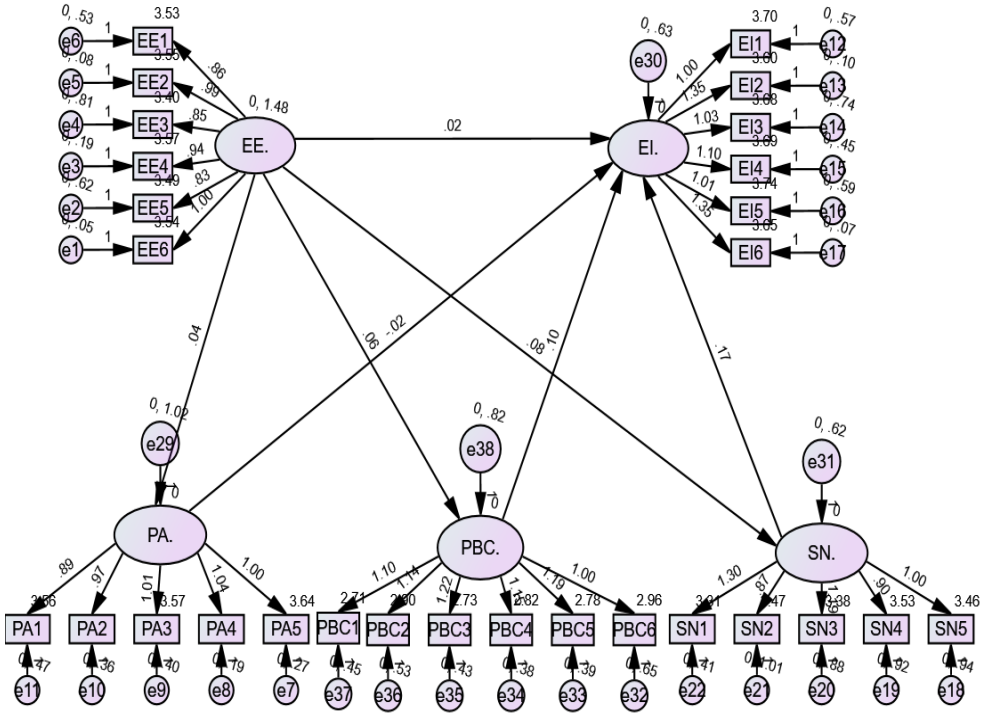
Note: *PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention*

4.2 Structural Model

To evaluate the proposed hypotheses, a structural model analysis was performed to assess the relationships among the study variables. The results of the SEM and subsequent path analysis revealed that the model fit indices were within acceptable

thresholds: GFI = 0.804 (> 0.80), NFI = 0.816 (> 0.80), CFI = 0.822 (> 0.80), and RMSEA = 0.057 (< 0.08). These results indicate that the model exhibits an adequate fit and is appropriate for hypothesis testing. As noted by Hair et al. (2011), a model can be considered suitable for analysis when at least three or four goodness-of-fit indices satisfy the recommended criteria.

Figure 3: Structural Model



Source. *The authors.*

Note: *PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention*

4.3 Hypothesis Testing

The path relationship determines that entrepreneurship education has a favourable effect on the entrepreneurial intentions of these students. Thus, H1 is accepted, having a β of .298 and a significant *p*-value of .000. Independent variable "Entrepreneurship Education" has a favourable impact on the initial dependent variables personal attitude, subjective norms, perceived behavioural control, as the path coefficient indicates in Table 4; thus, the hypotheses H2, H3 and H4 pertaining to entrepreneurial education

are accepted with a β value of 0.489, 0.246, 0.242 respectively and a significant *p*-value of 0.000. The dependent variables in first three hypothesis act as independent variables in the following hypotheses while as entrepreneurial intention acts as the dependent variable. The independent variables personal attitude, subjective norms, perceived behavioural control have a favourable effect on entrepreneurial intentions (dependent variable) as shown by the path coefficients in Table 4; thus, the hypotheses H5, H6, H7 are accepted with a β value of 0.369, 0.178, 0.184 respectively and a significant *p*-value of .000.

Table 4: Results of Path Relationships

Hypothesis	Iv	Direction	DV	Stan-dardized (β)	Un-stan-dardized (β)	S.E	C.R.	p	Result
H_1	EE	→	EI	0.298	0.203	0.102	2.916	***	Supported
H_2	EE.	→	PA.	0.489	0.597	0.061	9.818	***	Supported
H_3	EE.	→	SN.	0.246	0.233	0.048	4.840	***	Supported
H_4	EE.	→	PBC	0.242	0.284	0.059	4.805	***	Supported
H_5	PA.	→	EI.	0.369	0.372	0.047	7.870	***	Supported
H_6	SN.	→	EI.	0.178	0.232	0.059	3.922	***	Supported
H_7	PBC.	→	EI.	0.184	0.194	0.047	4.078	***	Supported

Source: *Data Compilation by the scholar for the present study*

Note 1: **** means p = 0.000*

Note 2: *PA: Personal Attitude, EE: Entrepreneurship Education, SN: Subjective Norms, PBC: Perceived Behavioural Control, EI: Entrepreneurial Intention*

4.5 Mediation Analysis

Baron and Kenny (1986) approach, which works on the bootstrapping method to determine mediation between various variables, was used to evaluate the mediation in this study. In this work, the mediating role of TPB (mediator) was determined in the path between entrepreneurship education (exogenous variable) and entrepreneurial intention (outcome variable). It can be seen from Table 5 that the strength of the path coefficients of the relationship between entrepreneurship education and

entrepreneurial intention decrease when mediated by the TPB components—personal attitude, subjective norms, and perceived behavioural control. This suggests that the TPB components partially mediate the relationship between entrepreneurship education and entrepreneurial intention.

Table 5: Mediation Analysis (H8a, H8b, H8c)

IV(MV)DV	Direct Effect β (without mediator)	Direct Effect β (with mediator)	Indirect Effect (p- Value)	Results
EE(PA) EI (H_{8a})	0.586	0.365	0.001	Partial mediation
EE(SN) EI (H_{8b})	0.586	0.379	0.001	Partial mediation
EE(PBC) EI (H_{8c})	0.586	0.204	0.001	Partial mediation

Direct Relationships Without Mediators:

EE -> EI: Without any mediators, there is a statistically significant ($p < 0.001$) and substantial ($\beta = 0.586$) direct influence of entrepreneurship education on entrepreneurial intention. This implies that entrepreneurship education significantly improves entrepreneurial intention.

Direct Relationships with Mediators:

EE -> EI (with PA): With personal attitude acting as a mediator, the influence of entrepreneurship education on entrepreneurial intention is reduced to β (with Mediator) = 0.365, which is less than the direct link β (without Mediator) =0.586, but still significant ($p < 0.001$).

EE -> EI (with SN): Just like personal attitude, subjective norms decrease the direct impact of entrepreneurship education on entrepreneurial intention from β (without Mediator) =0.586 to β (with Mediator) =0.379, which is yet statistically significant ($p < 0.001$).

EE -> EI (with PBC): The influence of entrepreneurship education on entrepreneurial intention is reduced to β (with Mediator) =.204 from β (without Mediator) = .586 by perceived behavioural control, which has a substantial ($p = 0.002$) but weaker mediating effect.

These findings suggest that, to varying degrees, personal attitude, subjective norms, and perceived behavioural control partially influence the link between entrepreneurship education and entrepreneurial intention. Even if they do transfer the effect, they also lessen the direct impact of entrepreneurship education on entrepreneurial intention, indicating that these psychological constructs have a role in some of entrepreneurship education's effects on entrepreneurial intentions.

Indirect Relationships:

The indirect effects of entrepreneurship education on entrepreneurial intention through personal attitude, subjective norms, and perceived behavioural control were examined. Although the inclusion of each mediator reduced the direct effect, the estimated indirect effects were extremely small ($p = 0.001$ in all cases), indicating partial but substantively weak mediation.

5. Discussion

This study aimed to examine the direct relationship between Entrepreneurship education and Entrepreneurial intentions of management students of Jammu and Kashmir and the mediating role of the TPB components—personal attitude, subjective norms, and perceived behavioural control —in the relationship between entrepreneurship education and the entrepreneurial intentions. The findings reveal that Entrepreneurship education has a positive influence on the Entrepreneurial intentions of these students; moreover, personal attitude, subjective norms, and perceived behavioural control partially mediate the relationship between entrepreneurship education and entrepreneurial intention.

The findings of our study support H1, indicating that entrepreneurship education has a positive impact on the entrepreneurial intention of management students. These results are consistent with Gulzar and Rashid (2024), who highlighted that entrepreneurship education is vital in strengthening entrepreneurial intentions, as it imparts essential knowledge and skills that foster an individual's passion and drive for launching new ventures, and with Karimi and Makreet (2020), who suggested that promoting personal worth in students through education may enhance their motivation to create enterprises. Conversely, our findings differ from those of Díaz-Casero et al. (2012); Oosterbeek et al. (2010); Peterman and Kennedy (2003), who argued that there is, limited evidence supporting the influence of education on an individual's intention to become an entrepreneur.

The study findings support H2, suggesting that entrepreneurship education positively affects the personal attitude of management students towards taking up entrepreneurship. In other words, it can be said that the individuals who undergo entrepreneurship education are more likely to engage in entrepreneurial behaviour than those who do not. The findings are in agreement with Al Balushi et al. (2023), who found out that entrepreneurship education aims to develop and cultivate the skills, capabilities, and mindset necessary to identify business opportunities and Crammond (2024) and McMullen and Shepherd (2006) who are of the view that entrepreneurship education not only enhances the ideas, abilities, and expertise required to explore an opportunity, it also provides individuals with intellectual abilities and awareness about venture creation, which in-turn enhances the entrepreneurial acumen.

This finding contrasts with the results of previous studies. For instance, Gurel et al. (2010) and Mahendra et al. (2017) who reported that entrepreneurship education had no significant influence on developing entrepreneurial traits or intentions among university students. Similarly, Karimi et al. (2016) found that Entrepreneurship Education did not significantly affect entrepreneurial intentions, while Hsiao et al. (2012) observed no meaningful relationship between entrepreneurship education in higher education and students' entrepreneurial intentions.

The findings of our study support H3, suggesting that entrepreneurship education positively influences the subjective norms of management students. In other words, by undergoing entrepreneurship education, the students come to know that the support of their close ones is very necessary to embark on a rather difficult journey of venture creation. These results are consistent with the findings of Sutrisno et al. (2024), Hieu (2023), Utami (2017) and Morris et al. (2013) who found that entrepreneurship education and awareness play a significant part in creating awareness about the different aspects of venture creation, including the support of people like friends, family, peers, etc.,

The findings of the study support H4, suggesting that entrepreneurship education has a strong positive influence on the perceived behavioural control of management students. In other words, after undergoing entrepreneurship education, students become more aware of the facilitators and barriers they may encounter while embarking on the entrepreneurial journey. These results are consistent with Tseng et al. (2022), Aga and Singh (2022) and Falck et al. (2012), who argued that entrepreneurial education

provides students with valuable insights and experiences. They also align with Rolando and Mulyono (2025), Kuehn (2008), who found that entrepreneurship education can enhance perceived behavioral control by strengthening beliefs in one's capacity for entrepreneurial action.

The study findings support H5, indicating that students who held a favourable attitude toward entrepreneurship demonstrated a strong intention to pursue new venture creation after completing their studies. These results align with Yasir et al. (2023), Shepherd et al. (2021) and Fragoso et al. (2019), who reported a significant positive relationship between students' intentions to engage in entrepreneurship and their entrepreneurial mindset, and with Gorgievski et al. (2018), who argued that a favourable evaluation of the entrepreneurial process is shaped by an individual's openness to change and motivation for self-improvement. However, the findings of the study differ from those of Wang and Wong (2004), who reported a non-significant influence of attitude toward entrepreneurship on entrepreneurial intention.

The results of this study support H6, revealing that support from friends, family, teachers, and mentors plays a crucial role in shaping the entrepreneurial intentions of management students. These findings align with previous research of Yitshaki (2025), Van et al. (2024), Zapkau et al. (2015) and Zhang et al. (2015), which emphasises that social connections and mentorship significantly influence individuals' decisions to pursue entrepreneurship. However, the results differ from those of Anderson (2023), Bazan (2022), Paço et al. (2011), Sommer and Haug (2011), who reported that subjective norms exert a weak or insignificant effect on entrepreneurial intention.

The results of our study support H7, indicating that perceived behavioural control exerts a significant positive effect on the entrepreneurial intentions of management students. These findings are consistent with Sharma et al. (2024), Rehman et al. (2023), who identified perceived behavioural control as a key predictor of entrepreneurial intention, and with Ariff et al. (2010), who found that perceived behavioural control significantly influences the intention to start a business.

In addition to examining the direct influence of the identified factors, the study further assessed how entrepreneurship education shapes entrepreneurial intention through the mediating role of the TPB components—personal attitude, subjective norms, and perceived behavioural control. As presented in Table 5, entrepreneurship education demonstrated a direct effect on entrepreneurial intention ($\beta = 0.586$), which

decreased when each mediator was introduced, confirming partial mediation across all three pathways. Notably, the strongest mediation occurred through perceived behavioral control, where the direct effect of entrepreneurship education on intention reduced most substantially—from β (without Mediator) = 0.586 to β (with Mediator) = 0.204. This indicates that an increase in students' self-efficacy and perceived capability represent the most influential psychological mechanism linking entrepreneurship education to entrepreneurial intention. In comparison, the reductions observed via Personal Attitude (0.586 to 0.365) and Subjective Norms β (without Mediator) = 0.586 to β (with Mediator) = 0.379) were smaller, suggesting that while attitude formation and perceived social expectations do matter, they play a comparatively weaker role. Thus, hypotheses H8a, H8b, H8c are accepted.

6. Conclusion

The research was conducted to determine how the TPB (personal attitude, subjective norms, perceived behavioural control) mediate the relationship between entrepreneurship education and entrepreneurial intention of management students of Jammu and Kashmir. Management students represent the group most likely to engage in entrepreneurship-related activities in the foreseeable future. Thus, it is important that they undergo entrepreneurship education as it will acquaint them with all the skills, techniques and information which are essential for successful venture creation. From the findings of the study, it was evident that, along with the entrepreneurship education, the management students should possess a positive attitude towards entrepreneurship, support from significant individuals in their lives, and a positive entrepreneurial behaviour. All these skills, when possessed in aggregation, contribute to building the entrepreneurial intentions of management students, which in turn help in successful venture creation.

The study revealed that entrepreneurship education exerts a significant positive influence on personal attitude, subjective norms, and perceived behavioral control, all of which, in turn, shape the entrepreneurial intentions of management students. This pattern demonstrates that the components of the TPB function as important psychological and social mechanisms through which entrepreneurship education translates into intention. In particular, the reduction in the direct effect of entrepreneurship education on entrepreneurial intention after introducing each TPB mediator confirms that these constructs partially mediate the relationship. This means that entrepreneurship education does more than simply provide knowledge—it

enhances students' confidence in their entrepreneurial abilities (perceived behavioral control), strengthens favourable evaluations of entrepreneurship (attitude), and reinforces perceived social encouragement (subjective norms). Collectively, these findings underscore that TPB components play a central role in explaining how educational experiences are internalised and transformed into entrepreneurial motivation among management students.

7. Implications

7.1 Theoretical Implications

This study makes several contributions to the literature on the TPB, entrepreneurship education, and entrepreneurial intention. By examining the mediating role of the TPB components in the relationship between entrepreneurship education and entrepreneurial intention, the study provides new insights into the psychological mechanisms through which education translates into entrepreneurial motivation. First, the findings underscore the crucial role of entrepreneurship education in shaping the cognitive and social foundations of entrepreneurial intention. Specifically, entrepreneurship education enhances students' personal attitudes toward entrepreneurship, strengthens the perceived social support for entrepreneurial action, and increases their confidence in their ability to perform entrepreneurial tasks. These results suggest that entrepreneurship education is not merely a knowledge-transfer process but also a mechanism for cultivating favorable psychological and social conditions that encourage entrepreneurial behaviour.

Second, by demonstrating that personal attitude, subjective norms, and perceived behavioural control partially mediate the effect of entrepreneurship education on entrepreneurial intention, the study extends the application of the Theory of Planned Behaviour. Prior research has predominantly considered these components as direct predictors of intention. This study provides evidence that these cognitive and social constructs serve as essential pathways through which educational interventions influence entrepreneurial motivation, thereby offering a more nuanced understanding of the theory and its relevance in the context of management students.

Finally, the results highlight that the indirect effects through psychological and relational factors may be as important, or even more prominent, than the direct effect of entrepreneurship education. This emphasises the need to integrate cognitive, social, and environmental considerations into theoretical models of entrepreneurship

education and intention formation, contributing to a more holistic understanding of the mechanisms driving entrepreneurial behaviour.

7.2 Practical Implications

The findings of this study have several practical implications for fostering entrepreneurship among management students. Educational programmes should be designed to go beyond theoretical knowledge, incorporating teaching methods and course structures that progressively cultivate a strong entrepreneurial mindset. This can be achieved by integrating entrepreneurship modules across the curriculum, allowing students to develop the necessary skills, confidence, and motivation throughout their academic journey. Collaboration with entrepreneurial organisations, such as regional development and enterprise institutions, can further enhance learning by providing workshops, seminars, mentorship programmes, and real-world exposure to successful entrepreneurs. These interactions not only showcase the diverse opportunities available but also allow students to gain practical insights and first-hand experience in entrepreneurial practices. In addition, broader support from government policies, both financial and non-financial, is essential to create an enabling environment that nurtures entrepreneurial intentions and facilitates the transition from education to venture creation. Together, these measures ensure that entrepreneurship education not only imparts knowledge but also actively fosters the attitudes, social support, and perceived capabilities required for entrepreneurial action.

8. Directions for Future Research

This study was conducted with a restricted sample of management students drawn from a specific geographical location (Jammu & Kashmir in India), which may limit the generalisability of the findings. Future research could address this limitation by expanding the sample size and incorporating a wider geographic scope to enhance representativeness. Moreover, while this study employed quantitative methods for data collection, subsequent studies could adopt a mixed-methods approach to mitigate social desirability bias commonly associated with purely quantitative designs. In addition, the present study utilised the TPB in a mediating capacity; future researchers might explore alternative analytical approaches, such as moderation analysis, to introduce new dimensions to the application of TPB.

Declaration of Conflicting Interests

The authors declare no potential conflict of interest with respect to the research, authorship, and publication of this article.

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Annexure 1: Constructs, Items and their Source

Construct	Items	Source
Personal Attitude	(PA1)-Being an entrepreneur implies more advantages than disadvantages to me (PA2)-A career as entrepreneur is attractive for me (PA3)-If I had the opportunity and resources, I'd like to start a firm (PA4)-Being an entrepreneur would entail great satisfactions for me (PA5)-Among various options, I would rather be an entrepreneur	**Liñán and Chen (2009)**
Subjective Norms	(SN1)-My best friends are encouraging me to start a business (SN2)-My parents are encouraging me to start a business (SN3)-My closest teachers are encouraging me to start a business (SN4)-My closest schoolmates think that entrepreneurship is a good career Choice (SN5)-Public opinion has contributed to my desire to start a business	**(Mei et al., 2016)**

Perceived Behavioral Control	(PBC1)-To start a firm and keep it working would be easy for me (PBC2)-I am prepared to start a viable firm (PBC3)-I can control the creation process of a new firm (PBC4)-I know the necessary practical details to start a firm (PBC5)-I know how to develop an entrepreneurial project (PBC6)-If I tried to start a firm, I would have a high probability of succeeding	**Liñán and Chen (2009)**
Entrepreneurship Education	(EE1)-The course has exposed me to important basic knowledge on entrepreneurship. (EE2)-The course has exposed me to learning about how to start a new business. (EE3)-The course has created awareness of being an entrepreneur. (EE4)-The course was sufficient to provide me with necessary entrepreneurial knowledge and skills. (EE5)-I am interested in being an entrepreneur after taking the course. (EE6)-The course has successfully changed my mind set on depending on jobs offered by the government and private sector.	**(Ahmad, 2015)**

Entrepreneurial Intention	(EI1)-I am ready to do anything to be an entrepreneur (EI2)-My professional goal is to become an entrepreneur (EI3)-I will make every effort to start and run my own firm (EI4)-I am determined to create a firm in the future (EI5)-I have very seriously thought of starting a firm (EI6)-I have the firm intention to start a firm some day	**Liñán and Chen (2009)**