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An Empirical Study on the Relationship between Demographic Factors and Entrepreneurial Intention among Students of Higher Educational Institutions in India

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ABSTRACT
This study examines the relationship between demographic factors (Age, Educational Qualification, Area of Study, and father's occupation) on Entrepreneurial Intention (Personal Attitude, Subjective Norms, and Perceived behavioral control) among students in higher educational institutions in India. The study uses a structured questionnaire to conduct a survey administered to students in Higher Educational Institutions in Uttar Pradesh. The data collected were analyzed using the Kruskal-Wallis test, and it was found that students had a high level of intention to start entrepreneurial ventures
Keywords: N/A

INTRODUCTION:

A developing nation like India needs to promote entrepreneurial activities because its economic development depends on increasing entrepreneurial activities within the country. Due to the increasing importance of the entrepreneurial sector, it has become one of the most discussed topics in India. The role of entrepreneurs and the private business sectors has been increasingly promoted by the Indian government. Entrepreneurship plays a pivotal role in the economic development of India, acting as a catalyst for innovation, job creation, and overall economic growth (Dhaliwal, 2016). Historically, India has a rich tradition of entrepreneurship dating back to ancient times, with trade and commerce flourishing during the Harappan civilization and continuing through various periods of Indian History (Bhagavatula, et al., 2019). Entrepreneurship stimulates economic development and tackles serious economic and social challenges in less developed countries (Ozaralli & Rivenburgh, 2016). Indian graduates struggle to look for jobs and business start-ups, and self-employment is seen as a strategic solution not only to create jobs for young people but also contribute significantly to the country's socio-economic development. Many studies evidence that entrepreneurship is critically important for the economic prosperity of nations (Bowen & Clercq, 2007).Entrepreneurship is one of the career options that students may consider shortly before or immediately after graduation. For all these reasons, investigating the motives that drive graduating students to envisage entrepreneurship is highly relevant (Zellweger, et al., 2011).

Entrepreneurship is a complex phenomenon, and it evolves at many stages, wherein the formation of entrepreneurial intention is an important one (Hisrich, et al., 2013). Entrepreneurial intention among youth and students studying in higher educational institutions plays a critical role in shaping their future career paths and overall economic development (Lu et al., 2021). For young individuals, particularly students, developing an entrepreneurial mindset fosters innovation, critical thinking, and problem-solving abilities, which are essential in today's dynamic global economy (Daniel, 2016). Higher Educational Institutions serve as incubators where students can explore and nurture business ideas, often providing access to resources like mentorship, networking, and funding opportunities. Entrepreneurial education significantly impacts students' intentions to pursue entrepreneurship by influencing their attitudes, perceived control, and social norms surrounding entrepreneurship (Fayolle & Gailly, 2015). Furthermore, entrepreneurial activities among students can contribute to reducing youth unemployment by creating self-employment opportunities and encouraging job creation (Sánchez, 2013).

This study comprises two key objectives: firstly, to determine the factors influencing entrepreneurial intentions among students studying in Higher Educational Institutions, and secondly, to examine the relationship between demographic variables and entrepreneurial intention. In prior studies, it has been found that several demographic variables have been used to describe the students' profile (Nguyen, 2018). Among them, the demographic variables named "Age, Educational qualification, Area of study, Father's occupation, Locality, and Family monthly income" played a significant role in influencing the students' entrepreneurial intention.

This study is classified into six sections. The second section outlines earlier research focusing on

entrepreneurial intention and contains research questions, hypothesis development, and gaps identified in the existing literature. Section three incorporates the details of the research methodology employed in this study. Section four demonstrates the study's results, while section five discusses the major findings derived from the study. Finally, section six concludes the study by highlighting the limitations of the study as well as offering a future scope of the study.

LITERATURE REVIEW

Meaning of Entrepreneurial Intention

The concept of entrepreneurial intention describes a deliberate mental state that focuses an individual's attention, experiences, and actions toward the objective of establishing a new business or creating innovative ventures (Bird & Jelinek, 1989). Entrepreneurial intention signifies a person's dedication to strategising and taking deliberate steps in pursuit of entrepreneurial activities (Krueger, et al., 2000). The intention to perform certain EIs is influenced and shaped by different factors, such as needs, values, desires, habits, beliefs, cognitive variables, and situational factors (Linan & Santos, 2007). The literature on entrepreneurial intention (EI) offers various insights into the factors that influence an individual's decision to become an entrepreneur. One of the foundational theories in this area is the Theory of Planned Behavior (TPB), proposed by Ajzen (1991). This theory suggests that entrepreneurial intention is influenced by three primary factors: attitude toward behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). These factors, attitude toward behavior, subjective norms, and perceived behavioral control, typically shape the intention to engage in entrepreneurial activities (Ajzen, 1991). The above discussion proposes the following research question:

RQ 1: *Do Factors of Entrepreneurial Intentions influence the Higher Educational Institutions students' entrepreneurial career decisions?*

RQ 2: *Is there any effect of entrepreneurial intention on the entrepreneurial careers of students in higher educational institutions?*

Various types of Entrepreneurial Intention Factors influence the decisions of students in Higher Educational Institutions, but in this study, we have considered three Elements of the Theory of Planned Behavior (TPB) proposed by (Ajzen, 1991). These three elements are “Personal Attitude, Subjective norms, and Perceived Behavioral Control”.

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) is among the most extensively utilized theoretical frameworks, originally proposed by (Ajzen, 1991), for predicting and elucidating human intentions and behaviors across various contexts, including entrepreneurship. In constructing the theoretical framework for the present study, we incorporated the three constructs of personal attitude, subjective norm, and perceived behavioral control to examine the influence of demographic variables on entrepreneurial intention. While numerous determinants of entrepreneurial intention exist, we employed the constructs of the TPB model to investigate how demographic characteristics, such as students' age, educational qualifications, area of study, and fathers' occupation, influence students' attitudes, subjective norms, and perceived behavioral control. The three constructs of the TPB framework are elaborated below:

Personal Attitude

The intention towards entrepreneurship is significantly influenced by an individual's personal attitude, which determines whether they view it as a viable and appealing career option. The theory of planned behavior suggests that one's attitude shapes their intention to pursue entrepreneurial activities based on their positive or negative evaluation of entrepreneurship (Ajzen, 1991). Intrinsic motivations, such as the aspiration for autonomy, creativity, and economic prosperity, often contribute to a favorable personal stance toward entrepreneurship (Krueger, et al., 2000). Studies show that individuals with high self-efficacy, who believe in their ability to start and run a business, are more prone to exhibit strong entrepreneurial intentions (Zhao, et al., 2005). Furthermore, exposure to entrepreneurship education, particularly in Higher Educational Institutions programs, has been demonstrated to positively affect students' attitudes by improving their skills and knowledge, thereby enhancing their motivation to engage in entrepreneurial endeavors (Fayolle & Gailly, 2015). This study underscores that attitude is a crucial predictor of entrepreneurial behavior, indicating that cultivating a positive entrepreneurial mindset is vital for boosting entrepreneurial intentions. (Liñán & Chen, 2009).

Subjective Norms

A crucial element of the theory of planned behavior, subjective norms encompass the social influence exerted by important individuals in one's life, such as family members, friends, and colleagues, which impacts a person's inclination to engage in entrepreneurial activity. These norms shape entrepreneurial intention by affecting how individuals view entrepreneurship as either socially acceptable or undesirable. The theory of planned behavior posits that subjective norms determine whether students feel supported or discouraged in pursuing entrepreneurship based on their social circle's approval or disapproval (Ajzen, 1991). For higher educational institution students, these norms are typically shaped by familial expectations, peer pressure, and societal attitudes toward entrepreneurship. Positive support and encouragement from close social networks can boost students' self-assurance and drive to launch a business (Kolvereid, 1996). Research indicates that in cultures where entrepreneurship is highly regarded, subjective norms significantly impact students' entrepreneurial intentions (Liñán & Chen, 2009). Consequently, backing and encouragement from a student's social environment play a crucial role in determining their propensity to pursue an entrepreneurial path.

Perceived Behavioral Control

A crucial element in shaping entrepreneurial intention is perceived behavioral control (PBC), which denotes an individual's confidence in their ability to execute

entrepreneurial tasks effectively. Drawing from Ajzen's theory of planned behavior, PBC encompasses the perceived ease or difficulty of engaging in entrepreneurial activities and directly impacts both the intention to launch a business and subsequent entrepreneurial actions (Ajzen, 1991). College students exhibiting high PBC are more inclined to believe that they possess the requisite skills, resources, and assistance to overcome challenges related to entrepreneurship, thus strengthening their entrepreneurial goals (Zhao et al., 2005). PBC is typically influenced by previous experiences, educational background, and access to resources like financial capital and mentoring. Higher educational institution students who demonstrate high PBC are more likely to feel equipped with the necessary abilities, resources, and backing to tackle entrepreneurship-related challenges, thus bolstering their entrepreneurial intentions (Zhao et al., 2005). Students who have participated in entrepreneurial education or training programs tend to display elevated levels of PBC, as they acquire practical skills and a more comprehensive understanding of the entrepreneurial journey (Fayolle & Gailly, 2015). As a result, improving PBC through educational initiatives can substantially increase the probability of students pursuing entrepreneurial endeavors.

RQ 3: *Do students of higher educational institutions behave differently in terms of Entrepreneurial Intention based on their demographic attributes?*

Hypothesis Development

We used the three elements of the Theory of Planned Behavior, namely personal attitude, subjective norms, and Perceived Behavioral Control, as determinants of entrepreneurial intention to check the relationship between demographic variables and their influence on students ' entrepreneurial intention. For this purpose, we framed our main and sub-hypotheses relating to the constructs used.

These are some of the studies that outline an overview of the relationship between demographic variables and Entrepreneurial Intention, along with supporting previous studies.

Age and Entrepreneurial Intention

Age is considered a crucial factor influencing entrepreneurial intention because the levels of maturity, exposure, and experience may differ among various categories of students' age groups. Prior studies have proposed that entrepreneurial intention might flourish with increasing age because of increasing confidence and experience among students (Suanpon, et al., 2025). Other than that, some studies also indicate that younger individuals are more likely to take entrepreneurial risks (Barrera-Verdugo, et al., 2023). Based on this the following hypotheses are framed-

$H_0$1: There is no significant difference(s) across the categories of students' age and entrepreneurial intention.

Sub Hypotheses

$H_0$1a: There is no significant difference(s) across the categories of students' age and personal attitude.

$H_0$1b: There is no significant difference(s) across the categories of students' age and Subjective Norms.

$H_0$1c: There is no significant difference(s) across the categories of students' age and perceived behavioral control.

Educational Qualification and Entrepreneurial Intentions

Educational qualifications contribute to entrepreneurial intentions by enhancing knowledge, skills, and exposure to entrepreneurial opportunities. Higher levels of education often provide individuals with better access to entrepreneurial training and business understanding (Malathi & Venugopal, 2025). Considering this, the hypotheses are framed as follows-

$H_0$2: There is no significant difference(s) across the categories of students' educational qualifications and entrepreneurial intention.

Sub Hypotheses

$H_0$2a: There is no significant difference(s) across the categories of students' educational qualifications and personal attitude.

$H_0$2b: There is no significant difference(s) across the categories of students' educational qualifications and Subjective Norms.

$H_0$2c: There is no significant difference(s) across the categories of students' educational qualifications and perceived behavioral control.

Area of the Study and Entrepreneurial Intentions

The area of the study mainly refers to students' academic specializations. It largely influences students' entrepreneurial intentions. Students in business and management streams are more exposed to entrepreneurship education compared to students from other disciplines (Xanthopoulou & Sahinidis, 2024).. Therefore, the hypotheses are framed as given below-

$H_0$3: There is no significant difference(s) across the categories of Students' area of study and entrepreneurial intention.

Sub Hypotheses

$H_0$3a: There is no significant difference(s) across the categories of Students' area of study and personal attitude.

$H_0$3b: There is no significant difference(s) across the categories of Students' area of the Study and subjective Norms.

$H_0$3c: There is no significant difference(s) across the categories of Students' area of the Study and perceived behavioral control.

Students' Fathers' Occupation and Entrepreneurial Intention

Family occupation specifically, students whose parental occupation is related to entrepreneurship are seen more inclined mindset toward entrepreneurship. This is because students whose parents are entrepreneurs or self-employed often gain early exposure to business activities, influencing their entrepreneurial intentions (Biclesan, et al., 2023). Hence, the hypotheses are as follows-

$H_0$4: There is no significant difference(s) across the categories of students' fathers' occupations and entrepreneurial intention.

Sub Hypotheses

$H_0$4a: There is no significant difference(s) across the categories of Students' Fathers' Occupation and personal attitude.

$H_0$4b: There is no significant difference(s) across the categories of Students' Fathers' Occupation and Subjective Norms.

$H_0$4c: There is no significant difference(s) across the categories of Students' Fathers' Occupation and perceived behavioral control.

Entrepreneurial Intention among Higher Educational Institutions Students' entrepreneurial careers decisions (Measures Adopted)

To measure the elements of Entrepreneurial Intention, previous scales from different well-regarded academic studies validated by a number of researchers have been used and are shown in Table 1. As the study population is higher educational institution students, the adopted scales were modified as required**.** The study examined three key components of Entrepreneurial Intention, namely "Personal Attitude, Subjective norms, and Perceived Behavioral Control".

Table -1 Constructs scale

Entrepreneurial Intention	**Adopted Scale**
Personal Attitude Subjective Norms Perceived Behavioral Control	(Ajzen, 1991); (Al-Mamary & Alraja, 2022)

RESEARCH DESIGN

Questionnaire design

This study used a structured questionnaire to collect data. The Questionnaire was divided into two sections. The first section comprised questions related to the demographic profile of the respondents, such as age, educational qualification, area of study, and father's occupation. The second section exhibited entrepreneurial intention element questions using a five-point Likert scale, where 1 denotes Strongly Disagree, 2 as disagree, 3 as neutral, 4 as agree, and 5 as Strongly Agree, as used in previous studies for measuring Entrepreneurial Intention.

Sampling and data collection

This study focused on higher educational institution students in Uttar Pradesh, India. We employed a convenient sampling method for data collection because of its cost-effectiveness and ease of data access (Vijver & Matsumoto, 2001). There is no direct source to obtain data on higher educational institution students from various universities, resulting in the absence of a sampling frame for the target population. Given the unknown population size, the Cochran formula (Cochran, 1977) was utilized to calculate the sample size as follows;

$$n = z^2 / 4e^2$$
$$n = (1.96)^2 / 4(0.05)^2$$
$$= 384.16$$

Where, n = sample size
p = the population proportions
e = acceptable sampling error ($e = 0.05$)
z = z value at reliability level or significance level.
- Reliability level 95% or significance level 0.05;
$z = 1.96$

The study determined a sample size of 384. Ultimately, 475 questionnaires were distributed, and 392 responses were gathered from higher educational institution students in Uttar Pradesh to minimize redundancy and ensure that the results were unbiased. This resulted in a response rate of 82.52 per cent.

Variable type and statistical tools used in this study

Entrepreneurial Intention (Personal Attitude, Subjective Norms, and Perceived Behavioral Control) is the dependent variable, and demographic factors (Age, Educational Qualification, Area of Study, Father's occupation) are the independent variables. In earlier research, several statistical techniques, including ANOVA, PLS-SEM, and both exploratory and confirmatory factor analyses, were employed to assess the association between demographic variables and Entrepreneurial Intention (Nguyen, 2018; Rodrigues et al., 2019). Descriptive analysis was utilized in the study to gather data about the respondents' demographic characteristics. ANOVA was applied to investigate the differences in means across two or more groups (Malhotra & Das, 2022).The study also uses the Kruskal-Wallis test for analysis and determining the relationship between demographic variables and Entrepreneurial Intention.

ANALYSIS AND INTERPRETATION

Prior to performing further statistical analyses on key criteria such as data normality and reliability, Cronbach's alpha tests were employed to assess the internal consistency of the components of Entrepreneurial Intention, which include Personal Attitude, Subjective Norms, and Perceived Behavioral Control. The standard alpha values for these components are as follows: Personal Attitude = .871, Subjective Norms = .763, and Perceived Behavioral Control = .824. The reliability of the scale was confirmed by the mean value or overall reliability of entrepreneurial intention, which was .904. This value falls within the acceptable Cronbach's alpha range of greater than .70 and less than .95(see Table 2).

Table- 2 Reliability Statistics

Entrepreneurial Intention	Cronbach's alpha	No. of items	Variance
Personal Attitude	.871	5	.018
Subjective Norms	.763	3	.096
Perceived Behavioral Control	.824	6	.012

Source- Author's own compilation using SPSS

The Kolmogorov-Smirnov test was used to verify the data's normality because the sample size was less than 1000 and the P value was less than 0.5. Thus, the normality test—that is, mean=median=mode— was rejected by the study. We will now proceed with the non-parametric test of one-way ANOVA, that is, the Kruskal-Wallis test.

Table- 3 Demographic profile of Respondents

Demographic Factors	Values	Frequency	Percent
Age	18-21 22-25 Above 25	232 153 7	59.2 39.0 1.8
Gender	Male Female	204 188	52 48
Educational Qualification	Intermediate Under graduate Post graduate	45 181 166	11.5 46.2 42.3
Area of Study	Art and Humanities Commerce Science	117 255 20	29.8 65.1 5.1
Father's occupation	Government Service Private Sector Business Cultivation	101 139 107 45	25.8 35.5 27.3 11.5

Source- Author's own compilation using SPSS

Table 3 presents the demographic characteristics of the respondents. It indicates that the majority of participants, 59.2%, fall within the age group of 18–21 years, followed by the age group of 22–25 years (39.0 %), while only a small fraction (1.8 %) is aged above 25 years. In terms of educational background, the majority of respondents were undergraduates (46.2 %), followed by postgraduates (42.3 %), and the remaining 11.5% had only completed intermediate education. Concerning the Area of study, students from a commerce background comprised 65.1%, followed by students from the 'Art and Humanities ' and 'Science' backgrounds, which consisted of 29.8% and 5.1%, respectively. Lastly, regarding the fathers' occupations, most of the respondents (35.5 %) belonged to the category of those whose fathers were employed in the private sector, followed by those whose fathers were engaged in business (27.3 %), government service (25.8 %), and cultivation (11.5 %).

Entrepreneurial Intention Among Higher Educational Institutions Students

Determining the entrepreneurial intentions of 392 respondents involved taking an average of the participants for items of the same construct. Table 4 presents the ranking of the elements of entrepreneurial intention among higher education institution students. The study's results indicate that the mean of all the elements of entrepreneurial intention is greater than 3, which demonstrates that the students' entrepreneurial intention is influenced when deciding on entrepreneurship as a career.

Table-4: Ranking of Variables of Entrepreneurial Intention

Entrepreneurial Intention	**Mean**	**Rank**
Personal Attitude	4.1815	1
Subjective Norms	3.7416	3
Perceived Behavioral Control	3.9356	2

Source- Author's own compilation

Demographic Variables and Entrepreneurial Intentions

Age of the Students

The Kruskal-Wallis test yielded a p-value of .027 (<0.5), signifying notable differences among the three age categories concerning personal attitude. For Subjective Norms, the test's p-value was .001 (<0.5), indicating significant differences across the four categories. Furthermore, the perceived behavioral control results reveal a p-value of .000 (<0.5), suggesting substantial differences among the four age categories of students.

Additionally, the pairwise comparison results highlighted a significant difference between the three student age groups.

Table 5 Kruskal-Wallis test results

S.No	Null Hypothesis	Test	Sig	Decision
1	The distribution of PA is the same across categories of age.	Independent Samples Kruskal-Wallis Test	**.027**	**Reject the null hypothesis**
2	The distribution of SN is the same across categories of age.	Independent Samples Kruskal-Wallis Test	**.001**	**Reject the null hypothesis**
3	The distribution of PBC is the same across categories of age.	Independent Samples Kruskal-Wallis Test	**.000**	**Reject the null hypothesis**

Asymptotic significance are displayed. The Significance level is .05

Source- Author's own compilation using SPSS

The Kruskal-Wallis test yielded a p-value of .027 (<.05), indicating a significant difference among the three age categories of students regarding personal attitude (refer to Table 5). Consequently, Table 6 reveals that pairwise comparisons identified significant differences between the age groups of students: those above 25 compared to 18-21 years, and 22-25 years compared to 18-21 years, at a 95% confidence level. A detailed examination of the pairwise test shows that students over 25 were more influenced than those aged 18-21, with h = 86.694 and p = .044. Additionally, the pairwise test (see Table 6) indicates that students aged 22-25 were more influenced than those aged 18-21, with a heterogeneity index (h) of 23.433 and a p-value of .045. Furthermore, for subjective norms, the Kruskal-Wallis test p-value was .001 (<.05), signifying a significant difference across the three student age categories. In Table 7, pairwise comparisons identified significant differences between the age groups of 22-25 years and above 25, as well as 18-21 years and above 25, at a 95% confidence level. The detailed pairwise test shows that students above 25 years are more influenced by subjective norms than those aged 22-25, with h = -163.392, p = .000). Regarding perceived behavioral control, the Kruskal-Wallis test p-value was .000 (<.05), indicating a significant difference between the two student age categories. Table 8 shows that pairwise comparisons identified significant differences between the age groups of above 25 and 18-21 years, and 22-25 years and 18-25 years, at a 95% confidence level. The detailed pairwise test revealed that students above 25 years were less influenced by perceived behavioral control than those aged 18-21, with h = -155.817 and p = .000. Moreover, the pairwise test also indicates that students aged 18-25 are more influenced by perceived behavioral control than those aged 22-25, with h = -130.108 and p = .003.

Table 6: Pair-wise Comparison of Age of Students for Personal Attitude

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
above 25 - 22-25 years	63.261	43.461	1.456	.146
above 25 - 18-21 years	86.694	43.136	2.010	**.044**
22-25 years - 18-21 years	23.433	11.711	2.001	**.045**

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are same. Asymptotic significances are displayed, the significance level is .05.

Source- Author's own compilation using SPSS

Table 7: Pair-wise Comparison of Age of Students for Subjective Norms

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
22-25 years - 18-21 years	17.698	11.685	1.515	.130
22-25 years - above 25	-163.392	43.365	-3.768	**.000**
18-21 years - above 25	-145.694	43.041	-3.385	**.002**

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are same. Asymptotic significances are displayed, the significance level is .05.

Source- Author's own compilation using SPSS

Table 8: Pair-wise Comparison of the Age of Students for Perceived Behavior Control

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
above 25 - 22-25 years	-25.709	11.749	-2.188	.029
above 25 - 18-21 years	-155.817	43.279	-3.600	**.000**
22-25 years - 18-21 years	-130.108	43.605	-2.984	**.003**

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are same. Asymptotic significances are displayed, the significance level is .05.

Source- Author's own compilation using SPSS

Educational Qualification

The Kruskal-Wallis test yielded a p-value of .000 (<0.5), signifying notable differences among the three Educational Qualification categories concerning personal attitude. For Subjective Norms, the test's p-value was .598 (<0.5), indicating no significant differences across the three categories. Furthermore, the perceived behavioral control results reveal a p-value of .008 (<0.5) from the Kruskal-Wallis test, suggesting significant differences among the Educational Qualification categories.

Additionally, the pairwise comparison results highlighted significant differences among the three student age groups.

Table 9 Kruskal-Wallis test results

S.No	Null Hypothesis	Test	Sig	Decision
1	The distribution of PA is the same across categories of Educational Qualification.	Independent Samples Kruskal-Wallis Test	**.000**	**Reject the null hypothesis**
2	The distribution of SN is the same across categories of Educational Qualification.	Independent Samples Kruskal-Wallis Test	.598	Retain the null hypothesis
3	The distribution of PBC is the same across categories of Educational Qualification.	Independent Samples Kruskal-Wallis Test	**.008**	**Reject the null hypothesis**

Asymptotic significance are displayed. The Significance level is .05

Source- Author's own compilation using SPSS

The p-value of the Kruskal-Wallis test is .000 (<.05), which indicates a significant difference across the three categories of educational qualification for personal attitude (See Table 9). Table 10 presents the pairwise comparison results of the educational qualifications of students on their personal attitudes. The pairwise comparison demonstrated a significant difference between the two categories of students' educational qualifications (Postgraduate - Intermediate) and (Postgraduate - Undergraduate) at the 95% confidence level. The Detailed view of the pairwise test shows that the students Educational Qualification of (Post graduate) was more influenced than the category of (Under graduate) with h = 47.808 and p = .000. Additionally, the pairwise test also shows (see Table 10) that the students Educational Qualification of (Post graduate) was more influenced in comparison to the students having (Intermediate) as educational qualification with h = 40.042 and p = .030. Further, for subjective norms, the p-value of the Kruskal-Wallis test is .598 (>.05), indicating that there is no significant difference across the three categories of students' educational qualifications (Table 9). In addition, concerning the Perceived Behavioral Control, the p-value of the Kruskal-Wallies test is .008 (<.05), indicating a significant difference across two categories of the Educational Qualification of the students. In Table 11, the pairwise comparison result identified a significant difference across the two categories of students' educational qualifications (Post graduate – Under graduate) and (Post graduate – Intermediate) at the 95% confidence level. The detailed view of the pairwise test shows that the students having postgraduate as Educational Qualification is more influenced by Perceived Behavioral Control than the students having undergraduate as Educational Qualification, with h= 37.250 and p= .049. Moreover, the pair-wise test also shows that the students having an Educational Qualification of Post graduate is more influenced by Perceived Behavioral Control than the students having intermediate as an Educational Qualification with h = 35.750 and p = .003.

Table 10: Pair-wise Comparison of Educational Qualification for Personal Attitude

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
Postgraduate - Intermediate	40.042	18.898	2.172	**.030**
Postgraduate - Undergraduate	47.808	12.084	3.956	**.000**
Intermediate – Undergraduate	-6.767	18.730	-.361	.718

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are the same. Asymptotic significances are displayed, the significance level is .05.

Source- Author's own compilation using SPSS

Table11: Pair-wise Comparison of Educational Qualification for Perceived Behavioral Control

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
Postgraduate – Undergraduate	35.750	12.124	2.949	**.003**
Postgraduate – Intermediate	37.250	18.960	1.965	**.049**
Undergraduate - Intermediate	1.500	18.792	.080	.936

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are the same. Asymptotic significances are displayed, the significance level is .05.

Area of Study of Students

The p-value of the Kruskal-Wallis test is .000 (<0.5), indicating a significant difference across the three categories of area of study for personal attitude. Concerning subjective norms, the p-value of the Kruskal-Wallis test was .000(<0.5), which indicates a significant difference across the three categories of area of study. Regarding perceived behavioral control, the p-value of the Kruskal-Wallis test was .000 (<0.5), revealing a significant difference across the three categories of area of study.

Further pairwise comparison results identified a significant difference between the three categories of the area of the study.

Table 12: Kruskal-Wallis test results

S.No	Null Hypothesis	Test	Sig	Decision
1	The distribution of PA is the same across categories of Area of Study.	Independent Samples Kruskal-Wallis Test	**.000**	**Reject the null hypothesis**
2	The distribution of SN is the same across categories of Area of Study.	Independent Samples Kruskal-Wallis Test	**.000**	**Reject the null hypothesis**
3	The distribution of PBC is the same across categories of Area of Study.	Independent Samples Kruskal-Wallis Test	**.000**	**Reject the null hypothesis**

Asymptotic significance are displayed. The Significance level is .05

Source- Author's Compilation using. SPSS

The p-value of the Kruskal-Wallis test is .000 (<.05), which indicates a significant difference across the three categories of the area of study of the students for personal attitude (See Table 12). Therefore, in Table 13, the pairwise comparison results identified a significant difference between the two categories of students' area of study (Art and Humanities – Commerce) and (Art and Humanities – Science) at the 95% confidence level. The Detailed view of the pairwise test shows that the students of (Commerce) were more influenced than the students of (Art and Humanities) with h = -44.403 and p = .000. Additionally, the pairwise test also shows (see Table 13) that the students of (Science) were more influenced in comparison to the students of (Art and Humanities) with h = -80.834 and p = .003. Furthermore, for subjective norms, the p-value of the Kruskal-Wallis test was .000 (<.05), indicating a significant difference across the three categories of students' areas of study. In Table 14, the pairwise comparison results identified a significant difference across the three categories of students (Art and Humanities – Commerce), (Art and Humanities – Science), and (Commerce – Science) at the 95% confidence level. The detailed view of the pairwise test shows that the students of Commerce are more influenced by Subjective Norms than the students of Art and Humanities with h= -46.343 and p= .000. Furthermore, the pairwise test also shows that the students of science are more influenced by subjective norms than Art and Humanities with h= -119.756 and p= .000. In continuation, the pairwise comparison test further indicates that science students are more influenced by subjective norms than commerce students with h= 73.414 and p= .015. In addition, concerning the Perceived Behavioral Control, the p-value of the Kruskal-Wallies test is .000(<.05), indicating a significant difference across the two categories of the age of the students. In Table 15, the pairwise comparison result identified a significant difference across the two categories of students' areas of study (Art and Humanities – Commerce) and (Art and Humanities – Science) at the 95% confidence level. The detailed view of the pairwise test shows that the students of Commerce are more influenced by Perceived Behavioral Control than the students of Art and Humanities, with h= -45.572 and p= .000. Moreover, the pairwise test also shows that the students of science are more influenced by Perceived Behavioral Control than the students of Art and Humanities, with h= -90.803 and p= .001.

Table 13: Pair-wise Comparison of Are of study of Students for Personal Attitude

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
Art and Humanities – Commerce	-44.403	12.556	-3.536	**.000**
Art and Humanities – Science	-80.834	24.207	-2.971	**.003**
Commerce - Science	-36.431	26.111	-1.395	.163

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are the same. Asymptotic significances are displayed, the significance level is .05.

Source- Author's Compilation using SPSS

Table 14: Pair-wise Comparison of Area of study of Students for Subjective norms

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
Art and Humanities – Commerce	-46.343	12.528	-3.699	**.000**
Art and Humanities – Science	-119.756	27.147	-4.411	**.000**
Commerce - Science	-73.414	26.053	-2.818	**.005**

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are same. Asymptotic significances are displayed, the significance level is .05.

Source- Author's Compilation using SPSS

Table 15: Pair-wise Comparison of Area of study of Students for Perceived Behavioral Control

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
Art and Humanities – Commerce	-45.572	12.597	-3.618	**.000**
Art and Humanities – Science	-90.803	27.297	-3.326	**.001**
Commerce - Science	-45.231	26.197	-1.727	.084

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are the same. Asymptotic significances are displayed; the significance level is .05.

Source- Author's Compilation using SPSS

Fathers Occupation

The p-value of the Kruskal-Wallis test is .018 (<0.5), which indicates a significant difference across the four categories of students' fathers' occupations for personal attitude. Concerning Subjective Norms, the p-value of the Kruskal-Wallis test was .038 (<0.5), which indicates significant differences across the four categories. Additionally, regarding the perceived behavioral control result, the p-value of the Kruskal-Wallis test is .002 (<0.5), which means there are significant differences across the four categories of students' fathers' occupations.

Furthermore, the pairwise comparison results identified a significant difference between the three age groups of students.

Table 16: Kruskal-Wallis test results

Serial	Null Hypothesis	Test	Sig	Decision
1	The distribution of PA is the same across categories of Father's Occupation.	Independent Samples Kruskal-Wallis Test	**.018**	**Reject the null hypothesis**
2	The distribution of SN is the same across categories of Father's Occupation.	Independent Samples Kruskal-Wallis Test	**.038**	**Reject the null hypothesis**
3	The distribution of PBC is the same across categories of Father's Occupation.	Independent Samples Kruskal-Wallis Test	**.002**	**Reject the null hypothesis**

Asymptotic significance are displayed. The Significance level is .05

Source- Author's Compilation using SPSS

The p-value of the Kruskal-Wallis test is .000 (<.05), which indicates a significant difference across the two categories of the father's occupation of the students for personal attitude (See Table 16). Therefore, in Table 17,

the pairwise comparison results identified a significant difference between the two categories of students' fathers' occupations (Government Service – Business) and (Private Sector - Business) at the 95% confidence level. The Detailed view of the pairwise test shows that the students whose fathers' occupation was business were less influenced than the students whose fathers' occupation was business with h = -44.655 and p = .004. Additionally, the pairwise test also shows (see Table 17) that the students whose fathers' occupations are business are more influenced than the students whose fathers are working in the private sector with h = -38.493 and p = .008. Furthermore, for subjective norms, the p-value of the Kruskal-Wallis test was .038 (<.05), indicating a significant difference across the two categories of fathers' occupation of students. In Table 18, the pairwise comparison result identified a significant difference across the two categories, fathers' occupation of students (Business – Government Service) and (Business – Private Sector), at the 95% confidence level. The detailed view of the pairwise test shows that students whose fathers are in business are more influenced by subjective norms than students whose fathers are in government service, with h= 33.537 and p= .031. In continuation, the pairwise comparison test further indicates that students whose fathers are in Business are more influenced by subjective norms than students whose fathers are in the Private sector with h= 39.776 and p= .006. In addition, concerning the Perceived Behavioral Control, the p-value of Kruskal-Wallies test is .002(<.05), indicating a significant difference across the three categories of the father's occupation of students. In Table 19, the pairwise comparison result identified a significant difference across the three categories of father's occupation of students (Business - Cultivation), (Government Service – Cultivation) and (Private Sector - Cultivation) at the 95% confidence level. The detailed view of the pairwise test shows that the students whose father is in cultivation is more influenced by Perceived Behavioral Control then the student whose father is in Business with h= -75.598 and p= .000. and the pair wise test also shows that the students whose father is in Cultivation is more influenced by Perceived Behavioral Control then the student whose father is in Government service with h= -63.075and p= .002. moreover, the pair wise test also shows that the students whose father is in Cultivation is more influenced by Perceived Behavioral Control then the student whose father is in Private sector with h= -.130and p= .003.

Table 17: Pair-wise Comparison of student's fathers' occupation for Personal Attitude

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
Government Service – Private Sector	-6.162	14.702	-419	.675
Government Service - Cultivation	-17.958	20.153	-891	.373
Government Service – Business	-44.655	15.600	-2.863	**.004**
Private Sector – Cultivation	-11.796	19.285	-.612	.541
Private Sector - Business	-38.493	14.461	-2.662	**.008**
Cultivation - Business	26.697	19.978	1.336	.181

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are the same. Asymptotic significances are displayed, the significance level is .05.

Source- Author's Compilation using SPSS

Table 18: Pair-wise Comparison of Fathers Occupation of students for Subjective Norms

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
Business – Cultivation	-31.569	19.934	-1.584	.113
Business – Government Service	33.537	15.565	2.155	**.031**
Business – Private Sector	39.776	14.429	2.757	**.006**
Cultivation – Government Service	1.968	20.109	.098	.922
Cultivation – Private Sector	8.206	19.243	.426	.670
Government Service – Private Sector	-6.238	14.669	-.425	.671

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are the same. Asymptotic significances are displayed; the significance level is .05.

Source- Author's Compilation using SPSS

Table 19: Pair-wise Comparison of Fathers' Occupation of Students for Perceived Behavioral Control

Sample1-sample2	Test statistic	Std errors	Std. Test Statistic	Sig.
Business – Government Service	12.523	15.651	.800	.424
Business – Private Sector	18.468	14.509	1.273	.203
Business - Cultivation	-75.598	20.044	-3.772	**.000**
Government Service – Private Sector	-5.945	14.750	-.403	.687
Government Service - Cultivation	-63.075	20.220	-3.119	**.002**
Private Sector - Cultivation	-57.130	19.349	-2.953	**.003**

Each row tests the null hypothesis that the Sample1 and Sample 2 distributions are the same. Asymptotic significances are displayed, the significance level is .05.

Source- Author's Compilation using SPSS

1.Findings

Hypothesis	Result
$H_0$1: There is no significant difference(s) across the categories of students' age in years and Entrepreneurial Intention.	
$H_0$1a: There is no significant difference(s) across the categories of students' age in years and personal attitude.	Reject
$H_0$1b: There is no significant difference(s) across the categories of Students' age in years and Subjective Norms.	Reject
$H_0$1c: There is no significant difference(s) across the categories of students' age in years and perceived behavioral control.	Reject
$H_0$2: There is no significant difference(s) across the categories of students' educational qualifications and Entrepreneurial Intention.	
$H_0$2a: There is no significant difference(s) across the categories of students' educational qualifications and personal attitude.	Reject
$H_0$2b: There is no significant difference(s) across the categories of students' educational qualifications and Subjective Norms.	Accept
$H_0$2c: There is no significant difference(s) across the categories of students' educational qualifications and perceived behavioral control.	Reject
$H_0$3: There is no significant difference(s) across the categories of Students' Area of the Study and Entrepreneurial Intention.	
$H_0$3a: There is no significant difference(s) across the categories of Students' Area of Study and personal attitude.	Reject
$H_0$3b: There is no significant difference(s) across the categories of Students Area of the Study and Subjective Norms.	Reject
$H_0$3c: There is no significant difference(s) across the categories of Students Area of the Study and perceived behavioral control.	Reject

$H_0$4: There is no significant difference(s) across the categories of Students' Fathers' Occupation and Entrepreneurial Intention.	
$H_0$4a: There is no significant difference(s) across the categories of Students' Fathers' Occupation and personal attitude.	Reject
$H_0$4b: There is no significant difference(s) across the categories of Students' Fathers' Occupation and Subjective Norms.	Reject
$H_0$4c: There is no significant difference(s) across the categories of Students' Fathers' Occupation and perceived behavioral control.	Reject

2. The findings revealed a significant difference across the categories of students' age for personal attitude, subjective norms, and perceived behavioral control. For personal attitude, the students in the age group of above 25 years were more influenced by personal attitude than the age group of 18-21 years and the age group of 22-25 years was more influenced by personal attitude than the age group of 18-21 years. Previous studies support these findings that an increase in students age is more influenced by their personal attitude (Rudnák et al., 2025).Concerning subjective norms, it was found that the student age group of 22-25 years were more influenced by subjective norms than the–18-21 years, and students belonging to the age group of 18-21 years are more influenced by subjective norms than those above 25 years of age. Further, regarding perceived behavioral control, the results showed that the above 25 years age group was less influenced by their perceived behavioral control than that of age group of 18-21 years and the results also showed the age group of 18-21 years is more influenced that that of age group 22-25 years. The results are supported by the study of (Antohi, et al., 2025)

3. The study's finding indicated significant differences across the categories of educational qualification for personal attitude and perceived behavioral control, while no significant differences are found for subjective norms. For personal attitude, Postgraduate students showed significantly higher influence from compared to both undergraduate. Similarly, for perceived behavioral control, postgraduate students were more influenced than undergraduates. These results suggest that the increase in educational qualification of students' shapes their personal attitudes and perceived behavioral control to become more significant in determining their intentions (Xanthopoulou & Sahinidis, 2024)

4. Further, the findings of the study revealed that there are significant differences across the categories of area of study for personal attitude, subjective norms, and perceived behavioral control. For personal attitude, the results show that the students from the commerce stream, followed by science, were significantly more influenced by their personal attitude and perceived behavioral control as compared to the students from arts and humanities. Regarding subjective norms, students from commerce and science streams were more influenced than those from art and humanities. The findings indicate that students' areas of study significantly influence their entrepreneurial behavioral intentions. From the findings, it found out that Science and Commerce stream students exhibiting more robust internal and external incentive factors compared to their Arts and Humanities stream students in the formation of their entrepreneurial intentions (Vani & Ellaturu, 2022).

5. The findings of the study demonstrated that there is a difference across the categories of fathers' occupation for personal attitude, subjective norms, and perceived behavioral control. Regarding personal attitude, the results show that the students whose fathers are in business are more influenced by personal attitude than those whose fathers are in government service, the private sector, or cultivation. Moreover, students whose 'fathers' are in business are more influenced by subjective norms than those whose 'fathers' are in government service and the private sector. Furthermore, for perceived behavior control, the fathers' occupation of cultivation is more influential than business, government service, and the private sector. Therefore, the results imply that fathers' occupation has a substantial influence on students' personal attitudes, subjective norms, and perceived behavioral control. There findings are in support with the prior conducted studies (Regnault, et al., 2024).

LIMITATIONS AND FUTURE SCOPE OF THE STUDY

Although this study has its limitations, it lays out a potential path for future research in this area. Initially, we focused on only four demographic variables to explore their connection with Entrepreneurial Intention. Future research could be expanded by including additional demographic variables to assess their influence on entrepreneurial intention. Additionally, the study is geographically limited because the participants were drawn solely from one state. Subsequent studies should broaden this scope by incorporating respondents from multiple states. Furthermore, although numerous factors influence entrepreneurial intention, this study is confined to the constructs of the Theory of Planned Behavior. Future research could explore additional constructs as determinants of Entrepreneurial Intention.

DECLARATIONS

Availability of data and materials

Not Applicable

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