Chapter 11

Book Chapter

Fostering Entrepreneurial Mindsets: Analyzing the Influence of Higher Education on Entrepreneurial Intentions Among Indian Youth

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Abstract

Higher Education Institutions (HEIs) play a vital role in fostering entrepreneurial aspirations among students. Entrepreneurship education enhances self-efficacy, opportunity recognition, and confidence, significantly influencing students' intentions to pursue entrepreneurship. This study investigates the impact of higher education on entrepreneurial intentions among Indian youth using a quantitative approach. Data was collected from 225 students across entrepreneurial and non-entrepreneurial courses through a structured questionnaire measuring key variables such as entrepreneurial education, attitude, self-efficacy, perceived behavioral control, desirability, feasibility, and social capital. Purposive sampling ensured demographic diversity. Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) were conducted using R Studio to validate the conceptual framework and test hypotheses.

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The findings reveal that entrepreneurial education and self-efficacy are strong predictors of entrepreneurial intention, with significant mediation effects observed through attitude and perceived behavioral control. Students enrolled in entrepreneurial courses demonstrated higher levels of feasibility and desirability compared to their non-entrepreneurial peers.

Keywords: Entrepreneurial attitude. Subjective norms. Perceived behavioral control. Perceived desirability. Perceived feasibility. Social Capital.

1 Introduction

Fostering an entrepreneurial mindset has become a pivotal objective in higher education, particularly in preparing students for the dynamic demands of modern economies. As entrepreneurship continues to be a key driver of economic growth, job creation, and innovation, numerous educational institutions globally, including those in India, have integrated entrepreneurship education into their curricula. The intent is to nurture entrepreneurial intentions among students, shaping them into future entrepreneurs who contribute to societal and economic development. In this context, understanding the influence of higher education on entrepreneurial intentions, particularly among Indian youth, is essential. Entrepreneurial intention refers to the inclination or desire to start a new business or venture (Ajzen, 1991). It is often considered a precursor to entrepreneurial behavior, as intention strongly influences whether an individual engages in entrepreneurial activity. Several models, such as the Theory of Planned Behavior (TPB) by Ajzen's (1991), highlight the significance of intention as a predictor of entrepreneurial actions. In the Indian context, where the entrepreneurial ecosystem is growing rapidly, the need to understand how educational interventions foster this intention is increasingly essential.

Higher education institutions (HEIs) are central to shaping students' attitudes, skills, and mindsets, contributing significantly to the entrepreneurial ecosystem. Entrepreneurial education has been defined as the development of attitudes, skills, and knowledge that enable individuals to identify and exploit opportunities (Fayolle, Gailly, & Lassas-Clerc, 2006). Research shows that entrepreneurship education can enhance students' self-efficacy, risk-taking ability, and opportunity recognition skills, all critical to entrepreneurial intention . However, the effectiveness of such programs can vary based on the content, teaching methods, and institutional support. Several factors influence students' entrepreneurial intention in India, including socioeconomic background, cultural factors, and perceived support from the entrepreneurial ecosystem. The Indian higher education system, which comprises both public and private institutions, has seen a significant push toward entrepreneurship education in recent years. Programs such as the Startup India initiative and establishing entrepreneurship development cells (EDCs) within universities are examples of efforts to integrate entrepreneurial learning into the formal education system

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(Kuratko, 2005).

Despite these initiatives, there remains a gap in understanding the direct impact of higher education on entrepreneurial intentions among Indian youth. Global studies indicate that entrepreneurship education positively impacts students' intentions to start their own businesses. However, the extent to which this holds true in the Indian context, with its unique cultural and economic landscape, remains under-researched. Previous studies on entrepreneurship in India have primarily focused on established entrepreneurs or specific sectors, with less emphasis on education's formative role in cultivating entrepreneurial aspirations among students. One key aspect of fostering an entrepreneurial mindset is experiential learning, which involves hands-on activities such as business simulations, internships, and entrepreneurial projects. Studies have shown that experiential learning is particularly effective in enhancing entrepreneurial self-efficacy and intentions (Pittaway & Cope, 2007). In India, several institutions have adopted experiential learning methods within entrepreneurship programs, yet the impact of these methods on students' entrepreneurial intentions needs further exploration. Moreover, cultural factors, such as the traditionally risk-averse nature of Indian society, may influence the effectiveness of entrepreneurship education in shaping entrepreneurial mindsets. Another critical factor influencing entrepreneurial intention is the role of role models and mentors. Research has shown that exposure to entrepreneurial role models can significantly boost students' confidence in starting a business. Family businesses are a common source of entrepreneurial role models in India, but institutional mentorship programs are also gaining popularity. Entrepreneurial development cells and incubators within universities often provide students with access to mentors who can guide them in their entrepreneurial journey.

Entrepreneurship education programs in India also increasingly focus on developing students' social capital, which refers to the networks and relationships facilitating access to resources and opportunities (Honig & Davidsson, 2000). Social capital is significant in entrepreneurial ecosystems, where network access can enhance opportunity recognition and resource acquisition. Indian universities, through initiatives such as entrepreneurship clubs and industry partnerships, are working to create networks that support student entrepreneurs. However, the extent to which these networks influence entrepreneurial intentions still needs to be explored. In addition to the content and delivery of entrepreneurship education, the institutional context also plays a critical role in shaping entrepreneurial intentions. Institutions that provide a supportive entrepreneurial environment, including access to funding, infrastructure, and mentorship, are more likely to foster entrepreneurial intentions among students (Autio et al., 2001). In India, the development of incubators and accelerators within universities has been a significant step toward creating such environments, but challenges remain in terms of scaling these efforts across the diverse higher education landscape. Finally, gender differences in entrepreneurial intention are

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another critical area of research. Studies have shown that female students often exhibit lower entrepreneurial intentions than their male counterparts due to risk aversion, lack of role models, and perceived barriers to entrepreneurship. Fostering entrepreneurial mindsets among Indian youth through higher education is a complex process influenced by multiple factors, including the content and delivery of entrepreneurship education, experiential learning opportunities, the role of mentors, and the institutional environment. While entrepreneurship education has positively impacted entrepreneurial intentions in various global contexts, further research is needed to understand the unique challenges and opportunities in the Indian context. As India continues to promote entrepreneurship as a critical driver of economic growth, higher education institutions have a crucial role in nurturing the next generation of entrepreneurs.

2 Literature Review

Entrepreneurial intention has been extensively researched as a precursor to entrepreneurial behavior. Scholars often employ theoretical models like the Theory of Planned Behavior (TPB) by Ajzen's (1991) Entrepreneurial Event Model (EEM) to explore the determinants of entrepreneurial intention. These models suggest that entrepreneurial intention is shaped by cognitive factors, including perceived desirability, feasibility, and the propensity to act. However, more recent studies argue that these factors alone may not fully explain entrepreneurial intentions, particularly in the context of higher education (N. Krueger, 2009). Higher education institutions (HEIs) are pivotal in shaping entrepreneurial intentions. Research suggests that entrepreneurship education enhances students' entrepreneurial self-efficacy, knowledge, and opportunity recognition abilities, which are directly linked to entrepreneurial intention (Fayolle, Gailly, & Lassas-Clerc, 2006). A study by Nabi et al.'s (2017) found that entrepreneurship education positively influences students' intentions to pursue entrepreneurial careers, with effects mediated by self-efficacy and perceived behavioral control. In India, entrepreneurship education is relatively nascent but rapidly gaining importance. Kuratko's (2005) emphasizes the need for tailored entrepreneurial education programs in emerging economies like India to address specific socioeconomic and cultural challenges.

1. Hypothesis 1 (H1): Entrepreneurship education positively impacts entrepreneurial intention among Indian youth.
    - The Theory of Planned Behavior (TPB)
      TPB posits that entrepreneurial intention is driven by three primary factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. Numerous studies have adopted this model to explore the determinants of entrepreneurial intention (Liñán & Chen, 2006). In the context of higher education,

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attitudes toward entrepreneurship can be shaped by exposure to entrepreneurial role models, educational programs, and the institutional environment. Subjective norms, or the perceived social pressure to engage in entrepreneurial activities, are influenced by peers, family, and societal values, while perceived behavioral control reflects the individual's confidence in their entrepreneurial abilities. Research has demonstrated the applicability of TPB in various cultural contexts, including India, where cultural and familial factors play a crucial role in shaping students' entrepreneurial intentions. However, scholars argue that the TPB model needs to be extended to incorporate factors unique to the Indian entrepreneurial ecosystem, such as government support and access to entrepreneurial networks.

2. Hypothesis 2 (H2): Attitudes toward entrepreneurship, subjective norms, and perceived behavioral control positively influence entrepreneurial intention among Indian college students.

   - Entrepreneurial Event Model (EEM)
     Shapero and Sokol's (1982) EEM suggests that entrepreneurial intentions arise from perceived desirability, perceived feasibility, and a propensity to act. This model has been widely applied to study entrepreneurial intention, with numerous studies validating its predictive power (N. F. Krueger, Reilly, & Carsrud, 2000). In the context of higher education, perceived desirability refers to students' perceptions of entrepreneurship as a desirable career choice, influenced by factors such as curriculum content, exposure to successful entrepreneurs, and institutional support. Perceived feasibility is closely linked to entrepreneurial self-efficacy, which refers to the belief in one's ability to successfully start and manage a business. Research shows that entrepreneurship education significantly enhances students' perceived feasibility by providing them with the necessary skills and knowledge (Pittaway & Cope, 2007). In the Indian context, socioeconomic conditions, access to funding, and cultural norms are critical in shaping perceived desirability and feasibility. For instance, Indian society's traditional risk-averse nature may reduce the perceived desirability of entrepreneurship, while limited access to resources may negatively impact perceived feasibility.

3. Hypothesis 3 (H3): Perceived desirability and perceived feasibility positively influence entrepreneurial intention among Indian youth.

   - Entrepreneurial Self-Efficacy and Experiential Learning
     Entrepreneurial self-efficacy, or the belief in one's capability to perform entrepreneurial tasks, is a critical determinant of entrepreneurial intention. Several studies have highlighted the role of entrepreneurship education in enhancing self-efficacy through experiential learning methods, such as business simulations, internships,

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and entrepreneurial projects (Pittaway & Cope, 2007). In India, experiential learning is increasingly being integrated into entrepreneurship education, with institutions offering hands-on activities and opportunities for students to engage in real-world entrepreneurial experiences. Research suggests that experiential learning not only enhances self-efficacy but also improves opportunity recognition and risk-taking ability, which are essential components of entrepreneurial intention. However, the effectiveness of experiential learning methods may vary depending on factors such as the availability of institutional support and the entrepreneurial ecosystem in which the student operates (Bosma et al., 2011).

4. Hypothesis 4 (H4): Entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention among Indian youth.

   - Social Capital and Entrepreneurial Networks
     Social capital, which refers to the networks and relationships that facilitate access to resources and information, is another critical factor influencing entrepreneurial intention (Honig & Davidsson, 2000). In entrepreneurial ecosystems, access to networks can enhance opportunity recognition, resource acquisition, and entrepreneurial intention. Indian universities are increasingly focusing on developing students' social capital through entrepreneurship clubs, incubators, and industry partnerships (Stam, 2015). Research has shown that access to entrepreneurial networks significantly enhances students' confidence in their ability to start a business, as it provides them with valuable resources, mentorship, and opportunities to collaborate with experienced entrepreneurs (Lans, Blok, & Wesselink, 2014). However, the extent to which social capital influences entrepreneurial intention in the Indian context requires further investigation.

5. Hypothesis 5 (H5): Social capital positively moderates the relationship between entrepreneurship education and entrepreneurial intention among Indian youth.

   - Gender and Entrepreneurial Intention
     Gender differences in entrepreneurial intention have been widely documented, with studies showing that female students often exhibit lower entrepreneurial intentions than their male counterparts (Mueller & Conway Dato-on, 2011). Factors such as risk aversion, lack of entrepreneurial role models, and societal barriers are frequently cited as reasons for this disparity. In India, where gender norms are deeply entrenched, female students may face additional challenges pursuing entrepreneurial careers. To address these challenges, several universities in India are offering gender-sensitive entrepreneurship education programs that specifically target female students and aim to enhance their entrepreneurial self-efficacy

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and intentions. However, more research is needed to evaluate the effectiveness of these programs in fostering entrepreneurial intentions among female students.

3 Research Gap and Model Construction

Despite these initiatives, there is still a lack of a clear understanding of how higher education in India directly influences students' entrepreneurial intentions. Research in various countries has shown a positive connection between entrepreneurship education and students' intentions to start their businesses Nabi et al.'s (2017), but it remains unclear how well these findings translate to the unique social, and cultural and economic context in India. The current study is extended in this area. This research aims to bridge these gaps by proposing a comprehensive model that integrates these variables The modified model for this study integrates elements from TPB, EEM, and entrepreneurial self-efficacy theories, with additional factors such as social capital and gender. The proposed model hypothesizes that entrepreneurship education, attitudes, perceived desirability and feasibility, and entrepreneurial self-efficacy directly influence entrepreneurial intention. Furthermore, social capital is expected to moderate the relationship between entrepreneurship education and entrepreneurial intention, while gender is a moderating variable across several relationships in the model.

i Entrepreneurship Education → Entrepreneurial Intention

ii Attitudes, Subjective Norms, Perceived Behavioral Control → Entrepreneurial Intention

iii Perceived Desirability & Feasibility → Entrepreneurial Intention

iv Entrepreneurial Self-Efficacy (Mediator) → Entrepreneurial Intention

v Social Capital (Moderator) → Entrepreneurial Intention

4 Objectives of the Study and Hypotheses of the Study

- To examine the impact of higher education on entrepreneurial intention among Indian youth.
- To explore how attitudes, subjective norms, and perceived behavioral control (based on TPB) influence entrepreneurial intention in Indian higher education.
- To analyze the role of perceived desirability and feasibility in shaping entrepreneurial intentions using the Entrepreneurial Event Model (EEM).
- To assess the mediating role of entrepreneurial self-efficacy between entrepreneurship education and entrepreneurial intention.

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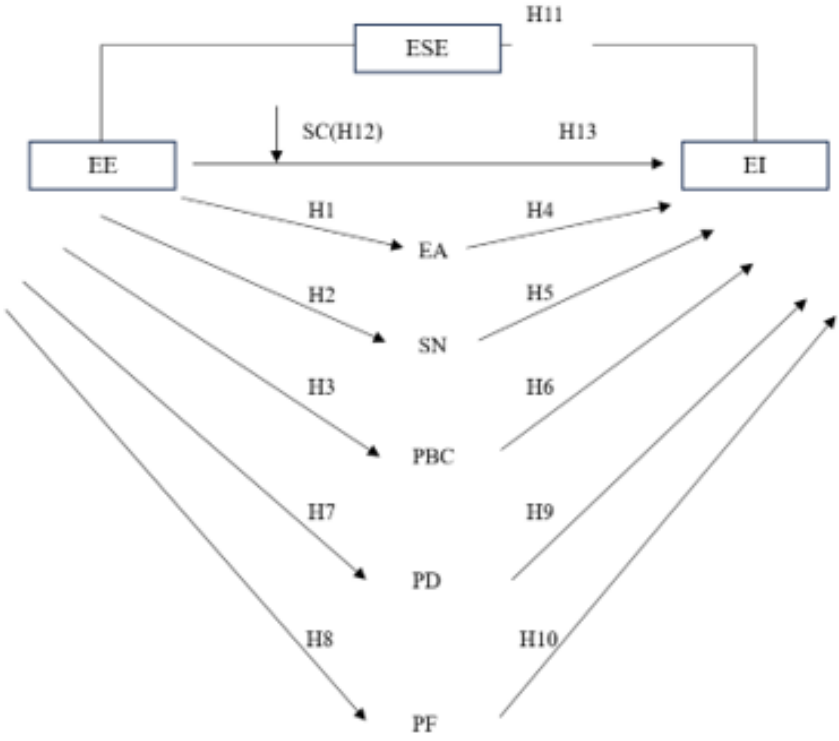


Figure 1. Theoretical Framework Depicting the Influence of External Factors (EF) and Internal Factors (EI) on Entrepreneurial Intention (EI) Mediated by Entrepreneurial Self-Efficacy (ESE)

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- To evaluate the moderating role of social capital in the relationship between entrepreneurship education and entrepreneurial intention.

4.1 Hypotheses of the Study

- H1: Entrepreneurship education positively affects entrepreneurial attitudes among Indian youth(see figure 1).
- H2: Entrepreneurship education positively influences subjective norms towards entrepreneurship.
- H3: Entrepreneurship education positively influences perceived behavioral control towards entrepreneurship.
- H4: Attitudes towards entrepreneurship positively affect entrepreneurial intention.
- H5: Subjective norms positively influence entrepreneurial intention.
- H6: Perceived behavioral control positively influences entrepreneurial intention.
- H7: Entrepreneurship education positively impacts perceived desirability towards entrepreneurship.
- H8: Entrepreneurship education positively impacts the perceived feasibility of entrepreneurial ventures.
- H9: Perceived desirability positively influences entrepreneurial intention.
- H10: Perceived feasibility positively influences entrepreneurial intention.
- H11: Entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention.
- H12: Social capital moderates the relationship between entrepreneurship education and entrepreneurial intention, with more potent effects for individuals with higher social capital.
- H13: Entrepreneurial education significantly affects entrepreneurial intention.

5 Research Methodology

This study employed a quantitative research approach to study the effect of higher education on entrepreneurial intentions among the youth in India. Data is collected using a structured questionnaire by using standardized scales to measure the key variables such as entrepreneurial education (EE), entrepreneurial attitude (ATE), entrepreneurial self-efficacy (ESE), perceived behavioral control (PBC), perceived desirability (PD), perceived feasibility (PF) and social capital (SC). Students from HEIs with entrepreneurial and non-entrepreneurial courses were chosen for the study. To ensure demographic diversity, purposive sampling is employed, by capturing variations across gender, academic disciplines, and socio-economic backgrounds. A sample of around 225 responses was collected. The analysis is carried out using R studio. The techniques used for the analysis are CFA and

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SEM to test the conceptual framework and hypotheses.

6 Data Analysis

6.1 CFA

The results of the CFA prove that the observed variables have significant factor loadings, demonstrating their contribution to the respective latent constructs (see table 1). For each construct, factor loadings are high and statistically significant ($p<0.001$) with standardized loadings exceeding 0.80 indicating that the observed variables are suitable indicators of their underlying factors. The comparative fit index and Tucker-Lewis index values are 0.75 and 0.68 which are closer to 0.8, indicating a moderate fit, and also standardized root mean square residual is 0.066 which is below 0.08 threshold, suggesting goodness of fit.

Table 1. Latent Variables and Measurement Model Estimates

Latent Variable	Item	Estimate	Std.Err	z-value	P(>|z|)	Std.lv	Std.all
EE	EE1	1.000				0.901	0.852
	EE2	1.067	0.071	15.103	0.000	0.961	0.802
	EE3	1.013	0.061	16.626	0.000	0.912	0.848
	EE4	1.128	0.058	19.476	0.000	1.016	0.922
	EE5	1.143	0.066	17.382	0.000	1.029	0.869
	EE6	1.200	0.067	18.017	0.000	1.081	0.886
	EE7	1.096	0.066	16.516	0.000	0.987	0.845
ATE	ATE1	1.000				0.868	0.912
	ATE2	0.960	0.052	18.625	0.000	0.833	0.840
	ATE3	1.089	0.045	23.928	0.000	0.945	0.925
	ATE4	0.873	0.050	17.416	0.000	0.758	0.815
	ATE5	0.872	0.052	16.712	0.000	0.757	0.799
	ATE6	0.947	0.051	18.634	0.000	0.822	0.840
	ATE7	1.059	0.050	21.371	0.000	0.919	0.889
SN	SN1	1.000				0.776	0.790
	SN2	1.236	0.086	14.437	0.000	0.959	0.843
	SN3	1.193	0.077	15.478	0.000	0.926	0.887
	SN4	0.865	0.091	9.537	0.000	0.671	0.606

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Latent Variable	Item	Estimate	Std.Err	z-value	P(>|z|)	Std.lv	Std.all
	SN5	1.021	0.072	14.123	0.000	0.792	0.830
	SN6	0.890	0.073	12.264	0.000	0.691	0.745
PBC	PBC1	1.000				0.791	0.802
	PBC2	1.073	0.074	14.595	0.000	0.848	0.834
	PBC3	0.980	0.063	15.498	0.000	0.775	0.869
	PBC4	1.021	0.069	14.720	0.000	0.808	0.839
	PBC5	1.036	0.070	14.858	0.000	0.820	0.844
	PBC6	1.016	0.068	14.944	0.000	0.803	0.848
ESE	ESE1	1.000				0.807	0.832
	ESE2	0.873	0.062	13.993	0.000	0.705	0.778
	ESE3	1.016	0.064	15.984	0.000	0.820	0.847
	ESE4	1.010	0.063	16.097	0.000	0.816	0.850
	ESE5	1.029	0.062	16.496	0.000	0.831	0.863
	ESE6	0.972	0.059	16.526	0.000	0.785	0.864
	ESE7	0.971	0.059	16.585	0.000	0.784	0.866
	ESE8	0.987	0.060	16.351	0.000	0.797	0.858
PD	PD1	1.000				0.881	0.841
	PD2	0.976	0.054	18.129	0.000	0.860	0.897
	PD3	0.948	0.050	18.993	0.000	0.835	0.919
	PD4	0.850	0.054	15.865	0.000	0.749	0.831
	PD5	1.026	0.061	16.910	0.000	0.904	0.863
	PD6	0.969	0.055	17.696	0.000	0.854	0.885
PF	PF1	1.000				0.885	0.909
	PF3	0.985	0.051	19.178	0.000	0.872	0.856
	PF4	0.905	0.048	19.025	0.000	0.801	0.853
	PF5	0.988	0.043	22.997	0.000	0.874	0.918
	PF6	0.926	0.045	20.396	0.000	0.819	0.878
SC	SC1	1.000				0.870	0.837
	SC2	1.008	0.056	17.925	0.000	0.877	0.901
	SC3	0.977	0.057	17.032	0.000	0.850	0.876

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Latent Variable	Item	Estimate	Std.Err	z-value	P(>|z|)	Std.lv	Std.all
	SC4	1.004	0.057	17.517	0.000	0.873	0.890
	SC5	0.849	0.066	12.769	0.000	0.739	0.729
	SC6	0.909	0.063	14.482	0.000	0.791	0.793
	SC7	0.901	0.057	15.704	0.000	0.784	0.835
EI	EI1	1.000				0.840	0.826
	EI2	0.969	0.056	17.158	0.000	0.814	0.892
	EI3	0.982	0.058	16.964	0.000	0.825	0.886
	EI4	1.004	0.060	16.664	0.000	0.844	0.876

6.2 SEM direct effect

Table 2. Effect of EE on ATE, SN, PBC, PD, and PF

	Estimate	Std. Err	z-value	P-val	Std. lv	Std.all
ATE ∼ EE	0.430	0.063	6.830	0.000	0.454	0.454
SN ∼ EE	0.462	0.061	7.590	0.000	0.528	0.528
PBC ∼ EE	0.445	0.058	7.632	0.000	0.542	0.542
PD ∼ EE	0.578	0.065	8.946	0.000	0.594	0.594
PF ∼ EE	0.510	0.063	8.113	0.000	0.534	0.534

The SEM analysis provides valuable insights into the direct effects of various factors on Entrepreneurial Intention (see table 2). Perceived desirability (PD) emerges as the most influential predictor, with a significant positive estimate of 0.531 and $p < 0.001$, indicating that higher levels of perceived desirability are strongly associated with increased entrepreneurial intentions. Similarly, perceived behavioral control (PBC) also demonstrates a noteworthy positive relationship with EI (estimate = 0.103, $p = 0.017$), suggesting that individuals who feel more in control of their entrepreneurial abilities are more likely to intend to pursue entrepreneurship. On the other hand, entrepreneurial education (EE) shows a negative but non-significant effect on EI (estimate = -0.017, $p = 0.750$), imply-

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ing that simply receiving entrepreneurial education may not directly enhance intentions without considering other factors. Additionally, both attitudes toward entrepreneurship (ATE) and subjective norms (SN) are positively correlated with EI, though neither of them is statistically significant ($p > 0.05$). These findings highlight the critical roles of desirability and perceived control in shaping entrepreneurial intentions. It is also estimated that EE has a significant positive impact on attitude, behavioral control, perceived desirability and feasibility, and social norms.

6.3 SEM (mediating effect of ESE)

Table 3. Path Coefficients among EE, ESE, and EI

ESE ~	Estimate	Std.Err	z-value	P(>|z|)	Std.lv	Std.all
EE	0.436	0.061	7.211	0.000	0.491	0.491
EI ~						
ESE	0.518	0.064	8.118	0.000	0.532	0.532
EE	0.429	0.056	5.888	0.000	0.416	0.416
ESE	0.384	0.032	2.662	0.008	0.101	0.101
ESE (EE)	0.711	0.044	9.246	0.000	0.463	0.463

EE positively influences key entrepreneurial constructs such as ATE, SN, PBC, PD, PF, and ESE. The estimates for these relationships are notably strong and statistically significant ($P<0.001$), suggesting that entrepreneurial education effectively fosters positive perceptions and attitudes towards entrepreneurial activities among Indian youth. ESE demonstrated a positive association with EI (estimate=0.411, $p<0.001$) and ESE significantly mediates the effect of EE on EI. It indicates that EE boosts individual's confidence in their ability to succeed in entrepreneurial endeavors, which in turn strengthens their entrepreneurial intentions. Covariance results that there is a significant positive correlation between EE and SC (estimate=0.510, $p<0.001$)(see table 3), this indicates that education in entrepreneurship often goes hand in hand with the development of a social network that can support entrepreneurial endeavors.

6.4 SEM (moderating effect): (without the main effect of moderator)

There is a significant interaction effect between EE and SC on EI. The estimated coefficient for the interaction term is 0.905($p<0.001$), this suggests that the presence of SC strengthens the positive relationship between EE and EI. The direct effect of EE on EI

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Table 4. Structural Equation Modeling Results for EI

EI ∼	Estimate	Std.Err	z-value	P(>|z|)	Std.lv	Std.all
EE	-0.064	0.044	-1.446	0.148	-0.068	-0.068
soclcptlntrctn	0.905	0.071	12.755	0.000	0.937	0.937

is negative and insignificant, this indicates that EE alone does not directly predict EI without the context of SC. SC acts as a crucial enhancer, amplifying the effectiveness of entrepreneurial education in fostering EI.

7 Conclusion

The analysis shows that entrepreneurial intentions among Indian youth are influenced by a wide and complex network of factors. Entrepreneurial education (EE) significantly shapes entrepreneurial attitudes, subjective norms, perceived behavioral control, and perceptions of desirability and feasibility. While EE doesn't directly impact EI, it strongly influences factors that do. PD and PF have the most substantial direct effects on EI. Additionally, social capital and entrepreneurial self-efficacy closely interrelated with EE forming a network where improvements in one are reinforce the other. Variance across all indicators demonstrates reliable model fit. The findings from the study highlight the importance of educational and social factors in fostering entrepreneurial mindsets, suggesting that strengthening these elements may promote, strengthen, and persuade entrepreneurial intentions.

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