

The Moderating Role of Field of Study and Its Impact on Entrepreneurial Intentions

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Abstract

Self-employment is the phenomenon that can single-handedly transform the economic and industrial situation of any country, especially Pakistan. The study of entrepreneurial intentions of Pakistani university students has always been considered to be complex and layered. A revised and extended questionnaire based on the Entrepreneurship Intention Questionnaire was used to collect data from students belonging to all regions of Pakistan pursuing their BS in 31 different departments, schools, centers and institutes at QAU Islamabad, Pakistan. The main results of this empirical study suggested that both internal and external factors play significant roles in shaping entrepreneurial intentions with internal factors assuming larger importance. Respondents aim to start their own ventures after gaining some experience. Professional attraction towards entrepreneurship and perceived behavior control have been found to be significant in impacting their entrepreneurial intentions. Pure sciences students have shown stronger attraction towards entrepreneurial intentions than social sciences stream indicating that familiarity with technology could be a strong factor influencing entrepreneurship.

Keywords: Entrepreneurial Intentions, Theory of Planned Behavior, Professional Attractions, Social Norms, Perceived Behavior Control

Pakistan is continuously moving up the ladder of population growth and has now become the fifth most populous country in the world. Economic survey (2021-22) of Pakistan indicates that population of Pakistan has reached 224.78 million. As per the figures presented in the Labor Force Survey for the year 2020-2021 published by Ministry of Planning and Development & Special Initiatives (MPDSI), Pakistan Bureau of Statistics (PBS), Government of Pakistan (GOP), the total labor force is 71.76 million for the year 2020 – 2021. Out of this labor force of 71.76 million people 67.25 million people got employment and resultantly 4.51 million people are unemployed in Pakistan (See table 1.1). This high number of unemployment is even going up because of the situation of the economy and impact of recent floods and is one of the biggest challenges for the country with a lot of other challenges and needs to be addressed on urgent basis.

Table 1.

Labor Force Statistics (2020-21)

Labor force & Status	In Millions
Employed	67.24
Unemployed	4.51
Labor Force	71.76

(Source: Pakistan Bureau of Statistics)

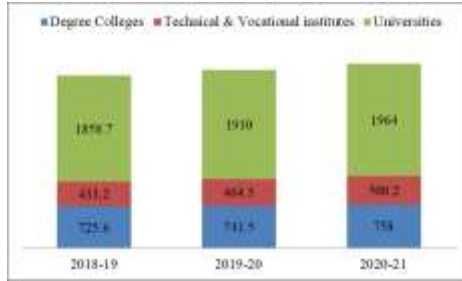
As per article published in The News in October 2022 before the visit of Mr. Ishaq Dar, Finance Minister of Pakistan to Washington for his meeting with the IMF officials, the impact of recent floods in the country has added to the problem of unemployment. The flood related loss is estimated to reach rupees 2.4 trillion for the year 2022-23. The unemployment is expected to increase due to the flood and 1.8 to 2 million jobs will be lost. The impact on poverty is expected to be 4.5% to 5% resulting in an increase of 9 to 12 million people entering the poverty strata (The News, 2022). Because of the impact of recent floods in Pakistan, the unemployment numbers are expected to cross the 6 million mark in coming year.

Unemployment becomes even a bigger challenge because the biggest employer i.e., public sector enterprises (PSE's) are not performing well because of Mismanagement (Ogohi, 2014); Over-staffing (Appana, 2003); Political Interference (Ashraf, 2017); Corruption (Iftikhar, 2015); and, Natural Disaster (Fahad, S. et al., 2022). The private sector which generally absorbs the unemployed does not have the capacity in case of Pakistan because they are not growing fast to address the challenge of unemployment (Nwankwo and Ifejiofor, 2014); lack of infrastructural support by the government affects their growth (Osemeke, 2011); inconsistent policies hinder their

performance (Andabai, 2014); shortage of electricity (Siyal et.al., 2014) has pushed the private sector to shift their manufacturing to neighboring countries like Bangladesh etc.; and, terrorism (Hayes and Ebinger, 2011), law and order conditions have negatively affected the private sector and the foreign direct investments. Total registered students enrolled in Pakistani universities, Higher education institutes (HEI's), Degree Awarding Institutes (DAI's), Centers of Excellence (COE's), and distance learning institutions has crossed the 3.2 million (see figure 1.1)¹.

Figure 1.

Students Enrolment from 2018 – 2021 (in '000)



(Source: Author's Derivation)

Entrepreneurship as education has become an integral part of the modern education system. According to Haque (2007), if the field of entrepreneurial education is to grow and become a major component for the development of Pakistan then the government is required to take serious measures to restrict rent-seeking, it also should promote innovation and nurture businesses. One can see the same factors playing a role in case of Pakistan, where job is considered to be the best outcome of education. Most of the students studying at the PSUs and HEIs in Pakistan aim to find a good job after completing their education and they are not even giving self-employment a serious thought whereas the unemployment is growing and has crossed the 4.5 million mark in Pakistan (Pakistan Economic Survey 2021-22). Hence, by examining the problem an improved know how of the situation can be accomplished which can be beneficial for the policy makers, faculty, university administration, economy and above all the university graduate students.

Scope of the Study and Research Objectives

This research study will include university graduate students coming from all regions of Pakistan registered in different BS programs. The respondents from the selected sample include students pursuing different BS degree programs (see figure 1.2) at QAU, Islamabad.

Figure 2.

Filed of Study of Students who participated in Research



(Source: Author's Derivation)

¹ The data has been extracted from Chapter 10: Education of Pakistan Economic Survey (2020-2021). The web reference of this chapter is https://www.finance.gov.pk/survey/chapter_22/PES10-EDUCATION.pdf

The main objective of this research is to study the impact, significance and robustness of elements of TPB on EI of the university graduate students with a moderating impact of discipline of the students. From the initial finding, it has been observed that among the theory of planned behavior components Professional Attraction (PA) and Perceived Behavior Control (PBC) are the strong components having positive relationship with entrepreneurial intentions (EI) of the university graduate students.

Literature Review

The entrepreneur is a risk-taker who launches a company, becomes independent, or develops a brand-new enterprise. Richard Cantillon (1680-1734) first discussed the concept of buying and selling in the context of agriculture, which was uncertain in terms of sales (Brewer, 2002). It has been argued by different researchers that, adding to the other qualities like need for achievement (Karimi et al. 2017; Rauch & Frese, 2007), entrepreneurial enthusiasm is an important personal trait that can inspire entrepreneurial endeavors (Cardon et al., 2009; Robert et al., 2009). While significant progress has been made in understanding the landscape and power of entrepreneurship and the role of entrepreneurs, among majority of the countries around the world, entrepreneurship plays a crucial role in fostering economic expansion, the development of new jobs, the advancement of technology, etc. (Yu, T., et. al., 2021). The relevance of how entrepreneurship contributes to job creation, greater national productivity, international competitiveness, quality of life development, and the accomplishment of community goals has been acknowledged by a global chorus of individual experts and international publications (Jena, 2020). One of the important questions that have yet to be answered is how and to what extent university graduate students possess an entrepreneurial behavior, especially to pursue a career in terms of starting an innovative business of their own. Our study, along with others, aims to fill this knowledge gap by building on the theoretical work that has already been done on general entrepreneurial passions.

The entrepreneurial intention of a university student is "an individual who is consciously aware and convinced that they have intentions to build a new enterprise and is planning to do so" (Nabi et al., 2010). This explanation implies that entrepreneurship stems from conscious organized behavior (Liñán, 2008), so it is very essential to know the course of action and its related motivations. A lot of researchers previously have attempted to describe why a few individuals, not others, take the path of becoming entrepreneurs (Autio et al., 2001; Segal et al., 2005; Chou et al., 2017; Padilla-Angulo, 2019). In the literature, empirical evaluation of entrepreneurial purpose is gaining popularity (Esfandiar et al., 2019; Zhao et al., 2005; Autio et al., 2001).

The findings demonstrate the relevance of the Theory of Planned Behavior (TPB) to the study of the intention to become an entrepreneur, despite the fact that there are few variations between the many research projects. Ajzen (1991) first presented the theory of planned behavior (TPB), which is based on the fundamental idea that people behave rationally and consider both the available knowledge and the results of their actions. The TPB assumes that intent is a dependable forecaster of planned behavior in a lot of different conditions (Ajzen, 1991). Thus, entrepreneurship is classified as a planned behavior, and the recognition and awareness of opportunities involves a great deal of thinking and preparation (Krueger et al., 2000).

According to Ajzen (1991), entrepreneurial intent is the dependent variable, whereas professional attraction, subjective or social norms, and perceived behavioral control toward expected conduct are the three independent variables or antecedents., where:

- Professional attraction, often known as attraction to behavior, refers to how well someone thinks of and feels about behavior.
- The susceptibility of a person to social pressure to engage in a particular conduct is referred to as subjective or social norms.
- A person's view of their capacity to carry out a specific behavior is known as perceived behavior control (Ajzen, 1991).

Entrepreneurial purpose continues to be the key element in predicting the projected entrepreneurial activity of university graduate students, despite the fact that these individuals are typically seen as probable entrepreneurs (Krueger et al., 2000; Hou et al., 2019). In the same context, university graduate students are categorized as the promoters of the entrepreneurial development process and thus the global economy. Therefore, it is very significant to understand the reasons and features that motivate university graduate students to pursue entrepreneurial careers. University graduate students normally become entrepreneurs on the basis of need or self-actualization. There can be number of reasons for pursuing an entrepreneurial career, which mainly include but are not limited to necessity, an economic slowdown, instability and job flexibility and low wages (Minniti, 2012; Tarapuez et al., 2018). The importance of studying and

comprehending the entrepreneurial intentions of graduate students at private institutions of higher education is emphasized by Serra et al. (2020). Studying the entrepreneurial intentions of university graduates is important for boosting the start-up of new enterprises (Zhang et al., 2015).

The impact of entrepreneurial ambitions on university graduate students' readiness to launch a firm has been the subject of numerous earlier research investigations (Al-Jubari et al., 2019; Halim et al., 2019; Sang and Lin, 2019). One study evaluated the academic entrepreneurial goals of students from Portugal and Spain (Fernandes et al., 2018). Another study on entrepreneurial intentions focused on businesses providing healthcare services (Marques et al., 2018). Oliveira et al. (2015) compared the entrepreneurial intentions of university graduate students based on their gender. There are few studies that looked at high school students' entrepreneurial intentions (Magueta et al., 2015). Another study that focused on the entrepreneurial intentions of engineering university students was carried out by Vieira and Rodrigues (2012).

The education sector can mitigate the influence of pre-existing causes on entrepreneurial willingness (Teixeira & Forte, 2017; Dao et al., 2021), because the type of knowledge and kind of skills acquired in these professional education programs can impact and influence an individual's perception towards business startup opportunities and their innovative self-efficacy can inspire them to involve in entrepreneurial activities. It has been seen in the past studies that entrepreneurial behavior can be fostered and developed in the course of university studies (Maheshwari & Maheshwari, 2021). Maresch et al. (2016) found substantial disparities in the impact of business and non-business learning on entrepreneurial intention in university courses. In fact, students in the business field are more systematically educated and prepared with knowledge in business, management and entrepreneurship than students in other majors. As a result, students from the fields of management and business studies can have a more positive approach towards entrepreneurial activity, and they also find it convenient to participate in entrepreneurial behavior than the students registered in other disciplines and fields of study (Boubker et al., 2021). According to Hood and Young (1993), entrepreneurship-related education is an experience that prepares individuals to launch a new enterprise in order to make money and take part in the growth of the economy.

Some studies have shown that the field of entrepreneurship is not intrinsic and that its teaching and training can help in development of some characteristics of it (Neck & Greene, 2011). Frank et al. (2010) supports this hypothesis and argues that intent is neither mysterious nor magical, nor intrinsic or genetic. There is a belief that entrepreneurship as a field of study can be developed and taught like science. Kuratko (2003) introduced new methods which can be used and paradigms which can be applied for teaching entrepreneurship, thus abandoning the notion that entrepreneurship is an inherent quality. As per Sánchez (2010), corporate education was used as an important technology that has empowered businesses since they were educated to do the following:

- Empower people with emotional autonomy and fearlessness.
- Authorize recognition of alternative career options,
- Broaden horizons by empowering people to identify opportunities, as well.
- Provide knowledge that people will apply to develop new venture opportunities.

Through different corporate education and training activities, individuals gain the appropriate understanding to build and sustain a venture. In this study, we believe that the field of education can promote the path from entrepreneurial education, entrepreneurial attraction, social norms and perceptual behavior control to entrepreneurial intent. Most of the previous studies have been conducted using students mainly from business and engineering field or limited number of disciplines like Alam, M. Z., Kousar, S., & Rehman, C. (2019), Al-Jubari, I., Hassan, A., & Liñán, F. (2019), Iwu, C. G., Opute, P. A., Nchu, R., Eresia-Eke, C., Tengeh, R. K., Jaiyeoba, O., & Aliyu, O. A. (2021), Vodă, A. I., & Florea, N. (2019), Valencia-Arias, A., & Restrepo, L. A. M. (2020), and Rueda Barrios, G. E., Rodríguez, J. F. R., Plaza, A. V., Vélez Zapata, C. P., & Zuluaga, M. E. G. (2022). This will be the first research focused on more than 30 disciplines from the field of pure and social sciences. The study will compare these disciplines to find out any differences in EI.

Keeping in view the background information on the topic, research objectives and the problems statements following research questions will be answered:

RQ1: Is the TPB model adequate on its own to study entrepreneurial intentions of the university graduate students?

RQ2: Considering the complexity of measurement, is the TPB model robust and apt to study entrepreneurial intentions. Are the University graduate students from any particular discipline ready to start their own business and are they willing to turn entrepreneurs after graduation?

Hypotheses Formulation

The following hypotheses examines how field of study have moderation effects on the relationship of independent and dependent variables and the related outcome.

H_{3.1}: Field of study does not moderate the relation of the elements of TBP and EI of Quaid-i-Azam University graduate students.

H_{3.1.1}: Field of study does not moderate the relation between PA and EI of Quaid-i-Azam University graduate students.

H_{3.1.2}: Field of study does not moderate the relation between SN and EI of Quaid-i-Azam University graduate students.

H_{3.1.3}: Field of study does not moderate the relation between PBC and EI of Quaid-i-Azam University graduate students.

Research Methodology

The dependent variable employed, and the main subject of this study is the entrepreneurial intention (EI) of university graduate students. There are many studies which investigated the effect of EI on graduate students at university and their willingness to start a business (Sang & Lin, 2019, Halim et al., 2019; Anwar, G., & Abdullah, N. N. 2021; Douglas, E. J., Shepherd, D. A., & Venugopal, V. 2021; Barba-Sánchez, V., Mitre-Aranda, M., & del Brío-González, J. 2022). However, this study has measured the entrepreneurial intentions of Quaid-i-Azam university graduate students using their field of study. EI of graduate students at university are measured through a structured/adapted questionnaire on a 7 points Likert scale.

According to Ajzen's (1991) Theory of Planned Behavior (TPB), which is also the basis of the current study, professional attraction (PA), social norms (SN), and perceived behavior control (PBC) all have a major role in graduate students' entrepreneurial intentions (EI). The fundamental notion that many researchers utilize to assess how these three TPB components affect the EI of university graduate students. There are also some researchers who used extended models of TBP to find the impact on EI including other variables (Aga, M. K., & Singh, A., 2022; Utami, C. W., 2017). However, we have used the TPB by using PA, SN and PBC which are our independent variables. We have used field of study of the students as a moderating variables as it will affect the proposed relationship.

Data is gathered through presenting a series of statements to the respondents. A 7 – points Likert scale was used to obtain opinions regarding the questions and statements. The university offers 30 different graduate students BS 4 year programs and Lateral BS 2 years' program in 31 different departments, schools, centres and institutes. Out of these 31, 3 does not offer a BS degree and 2 offer 2 BS programs each. Quaid-i-Azam University has 3 faculties which are composed of Faculty of Social Sciences, Natural Sciences and Biological Sciences. However, for data analysis perspective, we have merged the natural and biological faculties and have categorized them as pure sciences. The reason for this is that it is considered that innovation component which is considered to be an important component of entrepreneurship takes place in discipline of natural and biological sciences, so they have been grouped as one. Finally, we have two main groups of departments in our data analysis which are pure sciences and social sciences. For this research investigation, a simple random sample technique was applied. Response was received from 806 university students. The response rate was around 11%. After screening the responses 668 valid responses for university graduate students were taken as the valid sample of this research study.

Results and Discussions

The internal reliability is also calculated by using Cronbach's alpha. According to Cronbach Alpha, all these values are significantly higher than the minimum thresholds needed for validity and reliability (see table 4.1).

Table 2.

Reliability and Validity Stats of the Entrepreneurial Intentions Scale and Its Sub-Scales

Construct and Code	No. of Items	Coefficient of Reliability (Cronbach Alpha)
P A	7	0.918
S N	6	0.853
P B C	12	0.922
E I	6	0.955

When compared to a composite reliability measure, the Cronbach's alpha might be seen of as a less accurate reliability measurement instrument. As per the recommendations given by Nunnally & Bernstein, 1994; and Joseph et al., 2019, a minimum acceptable value for Cronbach's Alpha is 0.70. All calculated values calculated in this study are above that recommended level as shown in table 4.1.

Multi-Collinearity

There is no problem of multi-collinearity in this construct, as shown by Table 4.2, which explains divergent validity through extracted average variance, CR, and off-diagonal values are latent variables' correlations and the given diagonals are the square root of AVE estimates.

Table 3.

Divergent Validity: AVE and Squared AVE Values Comparison with Construct Correlations

Factors	AVE	CR	PA	SN	PBC	EI
PA	0.674	0.935	0.821			
SN	0.573	0.889	0.467	0.757		
PBC	0.538	0.933	0.622	0.411	0.733	
EI	0.817	0.964	0.686	0.304	0.688	0.904

(Note: AVE=Average Variance Extracted; CR=Composite Reliability)

(The off-diagonal values are the correlations between latent variables and the diagonal are the square root of AVE)

(Source: Results from CFA path diagram, SmartPLS)

Both CR and AVE were used to find the measurement model's CV. AVE values fall into three categories: over 0.7 = very good, between 0.7 and 0.5 = acceptable, and below 0.5 = not acceptable. The data is deemed to have CV if CR and AVE are >0.7 and >0.5 also CR > AVE as suggested by Hair Jr et al., (2016). The AVE and CR values of the constructs shown in table 4.2 meet that criterion. Convergent validity requirements were met because the CR value for each concept is higher than the AVE value.

There are many factors which affect the entrepreneurial intention which has been analyzed and the results of analysis are discussed. Analysis of the outer loadings indicated the loading of variables on different measures. A higher outer loading on a variable indicates that the associated measure has much in common, that is measured by the variables (Hair et al., 2013). The direct impact of PA, SN and PBC on EI are analyzed as under:

The β value for professional attraction is 0.448 and corresponding t-value is 13.584. Also, with a p-value of 0.000 which implies that the professional attraction significantly impacts the EI of the Quaid-i-Azam university graduate students. The β value for professional attraction is -0.085, with a corresponding t-value of 2.862 and the p-value of 0.004 which implies that the social norms significantly impact the EI of the Quaid-i-Azam university graduates. The β value for professional attraction is 0.452, corresponding t-value is 13.626 with a p-value of 0.000 which implies that the perceived behavior control significantly impacts the EI of the Quaid-i-Azam university graduate students.

Moderating Effect on Entrepreneurial Intentions (EI)

H_{3.1}: Field of study does not moderate the relation of the elements of TPB and EI of Quaid-i-Azam university graduate students.

Hypothesis 3.1 discussed the effect of field of study on the EI of the Quaid-i-Azam university graduate students. Before presenting the results of the testing for hypothesis, the path coefficients of Professional Attraction, Perceived Behavior Control and Social Norms in relation to Entrepreneurial Intentions (EI) relationships in the model can be observed in the below table:

Table 4

The Path Coefficients having Moderating Impact of Field of Study

Field of Study	PA-EI	SN-EI	PBC-EI
Complete N=668	0.448***	-0.082***	0.451***
Pure Sciences N=303	0.466***	-0.032ns	0.41***
Social Sciences N=365	0.435***	-0.098***	0.474***

(Source: Moderation analysis output SmartPLS)

The above table 4.3 shows the relationship of independent variables on dependent variables when it is moderated by field of study. The table shows that the overall relationship of PA to EI and PBC to EI of the university graduate students of QAU is significant and positive, in case of SN to EI it

is negative for the university graduate students of QAU. The relationship of pure sciences students is positive and significant for PA and PBC to EI of the university graduate students of QAU while it is negative and insignificant for SN. In case of social sciences students, the relationship of PA and PBC to EI is positive and significant while for SN to EI of the university graduate students of QAU it is negative and significant.

H₀: Field of study does not moderate the relation between PA and EI of Quaid-i-Azam university graduate students.

H_a: Field of study does moderate the relation between PA and EI of Quaid-i-Azam university graduate students.

Table 5.

Testing of Hypothesis

Tag	Hypothesis	Pure Sciences	Social Sciences	Diff	Std Error	t value	p-value	Result
H3.1.1	PA→EI	0.466	0.435	0.031	0.004	8.292***	0.000	H _a supported
		0.047	0.049					

(Source: Moderation analysis output SmartPLS)

The influence of study field moderation on the PA→EI relationship of university graduate students at QAU is depicted in table 4.4 above. Moderation is deemed significant in this connection because it has a mean difference (0.031), t - value (8.92 > 1.96), P - value (0.000 < 0.05) and are meeting the minimum required levels of acceptance. Thus, it is assumed that field of study impacted the PA→EI of the university graduate students of QAU relationship. As B-value for pure sciences is found to be 0.466 and for social sciences is 0.435, it was concluded that pure sciences respondents show stronger attitude towards EI of Quaid-i-Azam university graduate students as compared to the social sciences students.

H₀: Field of study does not moderate the relation between SN and EI of Quaid-i-Azam university graduate students.

H_a: Field of study does moderate the relation between SN and EI of Quaid-i-Azam university graduate students.

Table 6.

Testing of hypothesis

Tag	Hypothesis	Pure Sciences	Social Sciences	Diff	Std Error	t value	p-value	Result
H3.1.2	SN→EI	-0.032	-0.098	0.066	0.003	20.803***	0.000	H _a supported
		0.045	0.037					

(Source: Moderation analysis output SmartPLS)

The above table 4.5 shows that the impact of moderation of field of study on the SN→EI relation of the university graduate students of QAU. Moderation is deemed significant in this connection because it has a mean difference (0.066), t - value (20.803 > 1.96), P - value (0.000 < 0.05) and are meeting the minimum required levels of acceptance. Thus, it is assumed that field of study impacted the SN→EI of the university graduate students of QAU relationship. As B-value for pure sciences is found to be -0.032 and for social sciences is -0.098, it is concluded that pure sciences respondents show stronger attitude towards EI of Quaid-i-Azam university graduate students as compared to the social sciences students.

H₀: Field of study does not moderate the relation between PBC and EI of Quaid-i-Azam university graduate students.

H_a: Field of study does moderate the relation between PBC and EI of Quaid-i-Azam university graduate students.

Table 7.

Testing of hypothesis

Tag	Hypothesis	Pure Sciences	Social Sciences	Diff	Std Error	t value	p-value	Result
H3.1.3	PBC→EI	0.410	0.474	0.064	0.004	16.709***	0.000	H _a supported
		0.054	0.045					

(Source: Moderation analysis output SmartPLS)

The influence of study field moderation on the PBC→EI relationship of university graduate students at QAU is depicted in table 4.15 above. Moderation is deemed significant in this connection because it has a mean difference (0.064), t - value (16.709 > 1.96), P - value (0.000 <

0.05) and are meeting the minimum required levels of acceptance. Thus, it is assumed that field of study impacted the PBC→EI of the university graduate students of QAU relationship. As B-value for pure sciences is found to be 0.410 and for social sciences is 0.474, it was concluded that social sciences respondents show strong attitude towards EI of Quaid-i-Azam university graduate students as compared to the pure sciences students.

Conclusion

The present study showed that university graduate students of QAU are keen on starting their own ventures and indicated firm intentions to do so in the future. However, they are not sure about the timing of starting their own business as a career choice. The respondents in this study were all University graduate students of QAU who were enrolled in the different semesters of their respective courses. They had already thought about their careers and had taken some steps regarding future employment. Many of them had thought about starting own ventures and were interested in this choice of career. TPB model was found to be robust for measuring EI of target population as the GoF was found to be large; GoF=0.623 (values>0.36=Go Large). Strong control beliefs can be achieved through provision of internships and facilitating exposure to role models to university graduate students. The entrepreneurial intentions of university graduates at QAU are impacted by SN. Results show that SN indirectly influences QAU graduate students' entrepreneurial inclinations through PA and PBC. In terms of university graduate students, this effect emphasizes the importance of family support and societal acceptance on the choice to launch one's own firm. Looking at the results, we can see that the field of study has higher moderating effect in case of professional attraction for pure sciences students (0.466) as compared to social sciences students (0.435). Students from social sciences tend to have higher beliefs in their abilities. Whereas, in the case of social norms i.e. support from the family, friends and mates, we don't find any encouragement for starting our own business. The present study has used TPB for studying EI of the university graduate students and use of this theory for studying entrepreneurial intentions are validated by contemporary studies like those of Esfandiari et al (2019) and Schaller & Malhotra, (2015). With the renewed focus on entrepreneurship both locally and nationally, there is a growing need to bring more and more university graduate students into self-employment mode. There is a strong need to move from number-based achievement targets to attitude-based targets in helping students set up their own businesses. A longitudinal study to understand how the intentions are formed and given shape would be ideally suited to comprehend the dynamics of venture creation. Professional attraction and perceived behavior control change over time, impacting the strength of entrepreneurial intentions. Longitudinal studies can identify these changes. More disciplines can be included, and data can be collected from institutions from specific regions.

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