

A Study and Analysis of Entrepreneurial Intention Among Postgraduate Students in Noida, Uttar Pradesh

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Abstract

This article investigates the influence of entrepreneurial intention (EI) among postgraduate students in Noida, Uttar Pradesh, with entrepreneurial orientation and business intention with the mediating impact of new business ventures. Study participants come from both private and public universities in Noida, Uttar Pradesh, and the study is composed of 450 students. The survey was developed, responses were collected from postgraduate students and descriptive analysis was used for the study. The findings indicate that social identities are positively and significantly related to EI among postgraduate students to start new ventures. The results also show that entrepreneurial and business intentions are key mediators that affect the relationship between entrepreneurship orientation and business intention. These results have significant scientific and practical implications. Fostering students' development is a priority for universities and policymakers. Entrepreneurial business intention extends an entrepreneurial sense to become an entrepreneur and influence them to start their new venture. A contribution to this field is the study of entrepreneurial orientation among postgraduate students in Noida, Uttar Pradesh, and investigates the influence of EI among them.

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Keywords

Entrepreneurship, business intention, entrepreneurial orientation, postgraduate students, Noida, Uttar Pradesh

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Introduction

Luc (2020) says individual entrepreneurial intention (EI) has a profound impact on their pioneering conduct. In other words, when people have a high ambitious goal, they are almost certain they will succeed in achieving an innovative way of behaving. Various variables influence the understudies' EIs, which incorporate natural elements, for example, enterprising schooling and underlying scaffolding, character attributes like self-adequacy, risk inclination, need for accomplishment and the hypothesis of arranged conduct parts. Character attributes that influence an individual's entrepreneurial expectations are self-control, achievement, accountability, risk resistance and pioneering readiness. It was observed that character attributes positively affected innovative expectation.

Business ventures are a significant professional choice. Individual work inclinations lean towards confidence and self-direction (Bachmann et al., 2021). Simultaneously, developments in the political and social climate have decreased opportunities for persistent hierarchical work. Econometric analysis suggests that small and private companies are responsible for employment formation, advancement and business development (Lyken-Segosebe et al., 2020).

The business venture is an idea that has been characterised in different ways (Yusoff et al., 2021), going from tight implications like going into business, to broad conceptualisations, for example, a work disposition that accentuates confidence, drive, ingenuity and hazard taking. Regardless of definitional accentuation, business ventures are integral to ongoing vocation ideas like the mutable profession, the boundaryless profession, the postcorporate profession and employability. The mutable vocation (Frese & Gielnik, 2014) describes a lifelong direction wherein the individual, not the association, is in control. Achievement rules are emotional (psychological achievement), and fundamental beliefs drive vocation choices (Stewart et al., 1999). Changeable vocations depend similarly on the ability to adapt to changing circumstances and a solid understanding of personality. Businesses provide a mutable career path as it allows open doors to adaptability and creativity at the same time.

It alludes to a profession in which individuals deliberate cross-hierarchical and industry boundaries (Smith & Sheridan, 2006). There is autonomy from conventional professional courses of action (Manaf et al., 2020). Davidsson et al. (2021) note that it might be more precise to discuss a limit crossing, as limits exist. Business exemplifies the decreased imperative of limits (Ran & Weller, 2021). Here, the business person can split away from the association in the pursuit of their own endeavour, perhaps in an alternate industry or area. It is not uncommon for businesses to be cyclical: starting one, selling it, including, temporarily, one's individual work, during which more creative pursuits might be sought after.

Given the rising significance of business in our modern professions, research expects to reveal the influences of pioneering aims. This is why some plan to venture into business though others do not. We concentrate on this inquiry among business students, for whom this decision has specific importance. Except for bookkeepers, graduation will not furnish business understudies with a standardised professional status as opposed to specialists, designers and legal counsellors. There is still elbow room as far as whether the business understudy will relate to a calling (like a supervisor), an industry (e.g. a land engineer, a retailer) or work status (e.g. a business person). Likewise, business graduates, being accomplished and having various choices, tend to pick a business venture since they feel pulled towards it instead of being driven into it. Ultimately, business students build a solid customer base for business instruction foundations. So to work well for their educational needs, it is critical to realise what decides their vocation decisions and goals (Johnson et al., 2006).

Taking into account an entrepreneurial economy, this revision investigates EI and motivation for new business venture creation among postgraduate students. The business intention, entrepreneurial motivation and entrepreneurial motives of young entrepreneurs are the subject of extensive theoretical and empirical research (Sharma, 2019). This is based on India's entrepreneurial economy's fundamental characteristics at this point. A new design for studying EIs is introduced based on earlier research. Rather than applying to a type of activity or attitude, we use the term 'entrepreneur' in a narrow sense to indicate someone who has the intention to start his or her own enterprise in the future. A newly formed business venture is also known as entrepreneurship, beginning up a business and self-employment. We analyse sample sizes of postgraduate students at universities in Noida, Uttar Pradesh. As an outcome, we conclude that career decision-making and entrepreneurship instruction can be enhanced by this study.

Statement of the Problem

The most significant problem affecting our monetary system is unemployment. India suffers from an elevated joblessness occurrence than all other Asian regions and right now has the highest unemployed rate among its graduates (Singh & Shastri, 2020). Business ventures play a significant role in financial development and are very important for a country. Coulibaly et al. (2018) stated that the nation's long-term economic growth engine is entrepreneurial activity. Business ventures provide income when the economy does not provide an adequate number of occupations or other choices to produce pay and offer a positive social benefit setup (Porter & Kramer, 2018).

According to the Centre for Monitoring Indian Economy, India's unemployment rate increased slightly in April from 7.8% in March 2023 to 8.11% (*The Economic Times*, 2023). This increase was caused by a significant rise in the labour participation rate, which was at its highest level in 3 years. In general, young people's lack of views and knowledge on unemployment leads to a significant problem in unpopularity and unemployment in a considerable sector that provides data to potential job seekers, particularly if not for the chance of fate that

there are several educational institutions and universities in Noida city, Uttar Pradesh. There is very little expertise in this field. It is essential to recognise the aspects that influence a profit-driven business perception of the concept that productive behaviour results from positive attitudes and motivation. India is the second largest country. It has more youth power than other countries; at the same time, it has a higher rate of unemployment. According to its population, its unemployment rate is 3.43%. All Indian states supported start-ups and new venture creation processes (Pratibha, 2020). As a result of the screening of international start-ups in 2015, it is evident varying opinions arise from individual to individual as a means of promoting entrepreneurship as a primary occupation (Chatterjee et al., 2021). Developing a positive mindset is essential as well as essential for motivating regional entrepreneurship, but also for supporting postgraduate students in launching their own ventures.

Objectives of the Study

The research aims are as described below:

- Get to know the demographic statistics of postgraduate learners and how colleges and universities support postgraduate students to start their own businesses.
- To examine and evaluate EI and entrepreneurship mentoring from postgraduate learners.
- To study the relationship between entrepreneurial and business intentions and entrepreneurial opportunities among postgraduate students in Noida, Uttar Pradesh.

Literature Review

According to Srivastava and Misra (2017), this study aims to identify the forerunners of the ambitious goals of teenagers and young adults in India. Presently, the national authority of India is underlining the women's investment enhancing the standard business and financial operations in the region vigorously. Based on this analysis, it centres around innovative goals as the main phase of business ventures. Given the hypothesis of arranged conduct, propounded by Ajzen (2011), it calls attention to goals as the leading indicator of human behaviour. This article uses a multi-strategy investigation to approve Linan's model. In this review, a modified adjusted variant used for the Startup Intention Survey (Liñán & Chen, 2009) had been controlled on a gathering of 248 undergraduate learners examining undergraduate science, business, expressions and executives' programmes, participants deliberately took part during the overview. Statistical data evaluation has been carried out based on the halfway least square method for displaying the results of calculations. Another review and subjective review performed among 110 high school female respondents through a centre-based interview strategy. System analysis was conducted for the information review of the subjective review. This study affirms the importance of social valuation as a significant precursor of

ambitious aims among women. Notwithstanding, it also recognises that entrepreneurship training is also a significant component that influences the innovative goals of young ladies in India. The review focuses on multi-technique research to identify innovative goals among young women in India.

According to Pandit et al. (2018), studying about the field of business is becoming more popular among the young people of India. While the inception, subsidising, accomplishments and failures of a new business have been widely covered, it is crucial to recognise that the enterprising environment that helps sustain and plan business people requires further assessment. One such part of this biological system is the foundations of advanced education. These foundations play an important role in setting up the future business visionaries of India. However, there is a requirement for instruction programs explicitly intended to grow understudies' abilities in business; there is a local examination of the pioneering goal of students in India. In this article, we discuss the effect of verifiable and clear routes through which business venture training in advanced education foundations can impact EI among understudies in India. Based on the surviving writing, the focal point of the report is moored on the four unique parts of EI among understudies: (a) having the ability to visualise a great vision, (b) planning to take advantage of chances, (c) perseverance and available concentration, and (d) willingness to take a business challenge. By and large, it is seen that the presence of EI is more prevalent among understudies chasing after significant investigations into business, while business understudies are generally prepared towards investigating the gamble taking part in EI.

According to Chhabra et al. (2020), this article examines the role of innovative aim in advancing women's business in MSMEs of India. During this research, it describes and explains creation of development of new enterprising goals with information about the approval through an innovative expectations instrument. An assessment did have occurred and planned with directed towards an example taken from 103 individuals around India, mostly female business people. This instrument is used to comprehend the pioneering goal by utilising group and snowball inspection. The information has been smoothed out and further investigated involving a clear examination for legitimacy and dependability. This examination was expected to determine the foundations of an entrepreneur's intention. After considerable investigation, it's been confirmed if unwavering quality coefficients prove abundance. As a result, Cronbach's alpha qualities alpha values resulting from all of the things in the system could be viewed as higher than or equivalent to 0.6. Solid connections were likewise found among direct and back-handed proportions of the original aim and henceforth affirmed that every one of the actions in the instrument was very much built. The study also made sense of the connection between different builds of pioneering expectations by utilising Pearson's relationship coefficients. Solid and beneficial upsides derived from the connection make sense about the united and unbiased legitimacy of the process. In this exploration, conclusions on a comprehensive investigation into unwavering quality and legitimacy tests give the foundation of the relationship among the different builds. They recommend that the model offers a promising potential to quantify the pioneering goal. This study will add new information on the states of women's business according to alternate points of view by creating and approving

a logical model for advancing the women's business venture in MSMEs of India. This model will help prepare programs for advancing women's business in India from an administration viewpoint. The acquired outcome brings enormous ramifications for training as well as raises a broad future course for various analysts, extended social cognitive career theory model has as of late recommended a comprehensive system of variables influencing the innovative expectation, but there are not many endeavours made in research involving this hypothesis as foundation for foreseeing aim with regards to female business venture. This article endeavours to fill this hole by figuring out a calculated model for estimating enterprising expectation among ladies business visionaries. It does this by coordinating and adjusting the development of an expanded social mental vocation hypothesis model and likely pioneering model.

This investigation examines the predecessors of innovative expectations among females in India applying the concept of arranged behaviour to identify their origins (Ali et al., 2021). According to the report, it is constructed on the General Census Analysis of the International Startup Survey, comprising 1,683 women participants across India. Typically, the information would have been broken down based on basic strategies, including chi-square insights and coordinated factors relapse. The forerunners of pioneering goals have been recognised using of arranged conduct. Around 20% of grown-up females have a detailed plan for starting a pioneering adventure. A critical contrast arose when comparing the socio-economic status of women who had and had not expectations concerning the business venture. The outcomes showed a positive and critical impact of perspectives towards abstract standards and so conduct control to innovative expectations among females. This article gives bits of knowledge on factors influencing enterprising expectations among females. It helps foster a strategy structure for advancing venture pursuits among female business visionaries. It likewise investigates the possibility of future research of pioneering goals in the Indian setting. As the Indian government focuses on advancing new pursuits, this piece of exploration could be significant in implementing an orientation-based approach to undertaking comprehensive pioneering initiatives.

By taking into account, a new factor related to self-employment training to the hypothesis based on theory of planned behaviour, this study aims to determine the peculiarity of innovative expectations among female college students of India (Anwar et al., 2020). Besides, the report examines the influence of business venture instruction on the connections between perceived behavioural control and entrepreneurship intention. Information test data from 387 female understudies were gathered, utilising a comfort examining strategy, from three renowned colleges of India utilising an organised survey created together with Chen and Liñán during 2009. As part of the information review technique, SEM along with CFA (confirmatory factor analysis) strategies has been utilised to break down the information. Theories testing uncovered that fundamental TPB (theory planned behaviour) predecessors affected female understudies' EI. At the same time, extra factor EE (entrepreneurship education) was also observed to be significantly influencing EI with a low coefficient. Accordingly, the study's results will be able to determine what is distinctiveness about entrepreneurial expectations among female college understudies.

According to Jena (2020), entrepreneurship has fundamentally impacted the economic thriving and social strength of many newly formed nations. India has the youngest populace on the planet and faces enormous challenges because of extremely excessive levels of unemployed youth specifically adolescents. Joblessness is primarily caused by the absence of education and pioneering mindfulness among youth. The goals of this study were to (a) analyse the mental, emotional and conduct parts of understudies' disposition towards business venture instruction in Indian colleges/universities, (b) estimate the effect of understudies' demeanour towards business training on pioneering aim, and (c) inspect the job of control factors (e.g. orientation and enterprising family foundation) on the connection between demeanour towards business instruction and innovative aim. The respondents were understudies from various business executive schools/colleges in India. Purposive examining was used in the selection of the schools/colleges, while arbitrary selection was adopted for the selection of the respondents. Information from 509 completed surveys was analysed using the 'R Statistical Package' to get analysis outcomes. In addition, the study indicated a hugely promising effect with regard to participants' attitudes concerning business venture training with ambitious targets.

Roy and Das (2022) learned about the theory of social cognitive; analysts examined the significance of the following distinct enterprising variables: innovative characteristics, pioneering information, perceived entrepreneurialism and driving motivation in business intention emergence. Additionally, a presented report analyses its unambiguous concept of self-adequacy as an arbiter among determinants of EI. With a sample of 1,062 students from 15 top-notch vocational organisations in India last year, the review came closer to the conclusion. In fact, the discoveries demonstrate their impact on the impacts of entrepreneurial factors are to some degree affected by entrepreneurial self-viability through a full intervention among several entrepreneurial factors, which is consistent with the scientific concept structure. Those findings recommend further developing the entrepreneurial conveyance framework, which will make understudies feel self-adequate towards being enterprising. The article discussed different educational and approach-related settings of business wandering at Indian specialised establishments.

Research Methodology

Uttar Pradesh is an Indian state in the North of India. The region contains greater than 30 universities, among them 4 central universities, 20 state educational institutions, 8 deemed universities, 2 IITs and 1 IIM at Lucknow, 1 NIT in Allahabad and several polytechnics, engineering colleges and industrial training institutes. The study population is made up of postgraduate students studying at private and public universities and colleges in Noida city, Uttar Pradesh, according to a descriptive research design. More than a hundred colleges in Greater Noida, Delhi, offer courses or degrees that are competitive in the world market. The survey methodologies implemented in the analysis are systematic random sampling based on an estimated population size of 450 using empirical formulas. There are 45 candidates representing each of the 10 educational institutions

providing postgraduate programs. For college and university students, systematic random sampling was a method that required and selected samples at regular intervals in a numbered population. In the classroom, researchers can ask every fifth, 10th and 15th student for a survey. Using the pilot study standard deviation score, a reliability percentage of 95%. There is also a mistaken value of 5%, the sample size was scientifically estimated using the sample size formula. A feasibility assessment involving 30 samples was carried out in preparation for the survey. The accuracy and reliability of the survey content have been checked. According to the measurement scale of the study used here, while interval scales are ordinal, the Likert scale assumes that the distance between each option is equal. An item scale and a total score, as well as categories, are ordinal. The numerical values of ordinal variables allow us to name the characteristic or attribute but also to arrange the classifications in an appropriate and meaningful order. Selected the categorical variable and the Likert scale was strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. Basic data questionnaires collected using structured questionnaires were self-managed. The statistical study tools used in the analysis are frequency analysis, ANOVA and multiple regression analysis. Statistical Package for Social Sciences (SPSS) version 16 was used for analysis.

Data Analysis and Discussion

Demographic Analysis

Table 1. Postgraduate Students Age—Frequency.

Age	Frequency	%
21–24	292	64.89
25–27	131	29.11
Above 27	27	6.00
Total	450	100.0

Table 2. Postgraduate Students—Gender Frequency.

Gender	Frequency	%
Male	312	69.33
Female	138	30.67
Total	450	100.0

Table 3. Postgraduate Students—Location Frequency.

Location	Frequency	%
Urban	319	70.89
Rural	65	14.44
Semi-urban	66	14.67
Total	450	100.0

Table 4. Postgraduate Candidates' Parents' Profession.

Parent's Occupation	Number of Occurrences	%
Governing body	95	21.11
Private companies and industries	118	26.22
Employed by themselves	143	31.78
A retired professional	53	11.78
Various others	41	9.11
Total	450	100.0

Table 5. Parent's Educational Background of Postgraduate Candidates.

Parent's Qualification	Number of Occurrences	%
School board	12	2.67
Higher education	45	10.00
Bachelor's studies	96	21.33
Master's studies	283	62.89
Doctorate/research studies	14	3.11
Total	450	100.0

Table 6. Amount of Annual Earnings of Parents.

Parent's Annual Income	Number of Occurrences	%
Between 1 and 3 lakhs	124	27.55
3 lakhs and 5 lakhs	231	51.33
6 lakhs and 8 lakhs	52	11.56
9 lakhs and 10 lakhs	16	3.56
Above 10 lakhs	27	6.00
Total	450	100.0

Table 7. Postgraduate Students' Institutional Support.

College and Universities Support	Frequency	%
Seminars from industry leaders	136	30.22
Entrepreneurs from previous postgraduate students	56	12.44
Start-up club for new venture creation	129	28.67
Institutional EDC departments	120	26.67
Other	9	2.00
Total	450	100.0

Table 8. Have You Ever Seriously Considered Becoming an Entrepreneur?

Postgraduate Students Opinion	Frequency	%
Yes	318	70.67
No	132	29.33
Total	450	100.0

Chi-square Test

H_0 : There is no measurable association to be found college or university assists of the postgraduate students versus postgraduate candidates ready to make anything to be an entrepreneur.

H_1 : There is a measurable association to be found college or university assists of the postgraduate students versus postgraduate candidates ready to make anything to be an entrepreneur.

As shown in Table 9, in Pearson's chi-square value, such that a low probability value of .000 (which is usually smaller than 0.05) is recorded. Accordingly, the null hypothesis is invalidated and a second hypothesis is supported and it is concluded that the variable may exists a relationship between two variables namely college or university assists postgraduate learners versus students ready to make anything to be an entrepreneur.

H_0 : There is no measurable association to be found college and university assists the postgraduate students versus student's professional goal is becoming an entrepreneur.

H_1 : There is measurable association to be found college and university assists the postgraduate students versus student's professional goal is becoming an entrepreneur.

From the above information of Table 10, in Pearson's chi-square statistics, typically only a significance value of .000 (generally smaller than 0.05) is

Table 9. Chi-Square Tests—College or University Supports of the Postgraduate Students Versus Students Ready to Make Anything to Be an Entrepreneur.

	Value	df	Asymp. Sig. (2-sided)
Pearson chi-square	38.641 ^a	12	.000
Likelihood ratio	40.430	12	.000
Linear-by-linear association	0.082	1	.762
Number of valid cases	450		

Note: ^aFour cells (20.0%) contain an anticipated quantity less than 5. The most likely result of the calculation is 2.45.

Table 10. Chi-square Tests—College and University Supports of the Postgraduate Students Versus Student's Professional Goal Is Becoming an Entrepreneur.

	Indication of Value	df	Asymp. Sig. (2-sided)
Pearson chi-square	53.446 ^a	16	.000
Likelihood ratio	70.240	16	.000
Linear-by-linear association	13.485	1	.000
Number of valid cases	450		

Note: ^aSeven cells (28.0%) have predicted an amount less than 5. The minimal probable number is .06.

Table 11. Chi-square Tests—College or University Assists Postgraduate Students Versus Students Will Attempt a Concerted Endeavour to Establish and Manage Their Independent Business Venture.

	Indication of Value	df	Asymp. Sig. (2-sided)
Pearson chi-square	46.813 ^a	12	.000
Likelihood ratio	52.174	12	.000
Linear-by-linear association	7.907	1	.005
Number of valid cases	450		

Note: ^aFour cells (20.0%) contain an anticipated quantity lesser than 5. The smallest projected quantity is 3.87.

considered significant. In this case, the null hypothesis is invalidated and a substitute hypothesis is accepted and inferred that there exist a relationship between two variables namely college and university supports of the postgraduate students versus student's professional goal is becoming an entrepreneur.

H_0 : There is no measurable association to be found college or university assists the postgraduate students versus students will make every effort to start and run their own venture.

H_1 : There is measurable association to be found college or university assists the postgraduate students versus students will make every effort to start and run their own venture.

From the aforementioned statistics, Table 11 shows the Pearson chi-square statistics, where the significance value of .000 (which is typically significantly less than 0.05) is found. Accordingly, the null hypothesis is invalidated and another hypothesis is considered and suggested that there might be an association among two variables that includes college or university assists postgraduate learners versus students will attempt every opportunity to establish and maintain their entrepreneurial venture.

ANOVA and Multiple Comparisons Post-hoc Bonferroni Test

Based on the results of Table 12, there is reason to believe that in one-way ANOVA, the significance level corresponds to the statistical level of the F -test. The low significance threshold ($<.05$) highlights the importance of the contrast between variables in particular students are prepared to sacrifice whatever it takes to be an entrepreneur (0.013). The student's professional ambition is aspiring to be an entrepreneur (0.001) and the students will devote every opportunity to establish and maintain their entrepreneurial business enterprise (0.012) (Table 13).

Regression Analysis

In Table 14, R , R^2 , adjusted R^2 , and standard error are displayed. R (.469) denotes the multiple correlation coefficient, that is, the correlation between the dependent

Table 12. ANOVA.

		Sum of Squares	df	Mean Square	F	Sig.
Students ready to make anything to be an entrepreneur	Between groups	12.215	4	3.240	3.247	.013
	Within groups	420.111	445	1.053		
	Total	433.510	449			
Students' professional goal is becoming an entrepreneur	Between groups	15.542	4	4.185	5.278	.001
	Within groups	318.354	445	.828		
	Total	346.173	449			
Students will make every effort to start and run their own venture	Between groups	16.618	4	3.898	3.952	.012
	Within groups	447.452	445	1.153		
	Total	472.000	449			

variable's observed and predicted values. Based on the regression model, R^2 (.246) indicates how much variation is explained by the dependent variable. It tends to overestimate the fit of the model to the population based on sample R^2 . In adjusted R^2 (.196), the model's goodness of fit in the population is more closely reflected.

Analysing variance results are summarised in Table 15. There are two sources of variation, regression and residual, displayed as sums of squares, degrees of freedom and mean squares. This output shows the variations accounted for by the regression model. There is a total output of 372.77 based on the addition of regression information (73.018) and residual information (299.752). Regression sums of squares that are large compared with residual sums of squares indicate that the model is best able to account for the majority of the variations in the dependent variable. The F statistics (94.610) represent residual mean squares of regression mean square dividends. In the ' F ' statistics, the numerator degree of freedom is the regression degree of freedom, while the residual degree of freedom is the residual degree of freedom. One less than the number of cases equals the total number of degrees of freedom. The independent variable explains the variation in the dependent variable well if the significance of ' F ' statistics is small (0.05).

As shown in Table 16, values have significance level .000 and beta level .471 and Generally, colleges, universities mentoring and institutional support are essential for postgraduates to launch and sustain their own entrepreneurship business venture in Noida, Uttar Pradesh, is the significant variables.

Findings and Discussions of the Study

The demographic profile of the respondents was collected based on gender, age group, location, parent's occupation, parent's educational qualification, EI questions, college and university participation survey questions, and contacts with close acquaintances who are entrepreneurs and involvement and enthusiasm in entrepreneurial and business clubs involved in local colleges or universities.

Table 13. Multiple Comparisons (Bonferroni).

Dependent Variable	(l) 6. College or University Support	(j) 6. College or University Support	Mean Difference (I-J)	Std Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Students ready to make anything to be an entrepreneur Luc (2020); Pandit et al. (2018)	Seminars from industry leaders	Entrepreneurs from previous PG students	-.038	.141	1,000	-.44	.34
		Start-up club for new venture creation	-.232	.139	.590	-.60	.14
	Others	EDC	.463	.208	.239	-.11	1.04
		Others	-.162	.228	1,000	-.80	.45
	Entrepreneurs from previous postgraduate students	Seminars from industry leaders	.051	.141	1,000	-.34	.42
		Start-up club for new venture creation	-.182	.149	1,000	-.60	.21
	EDC	EDC	.532	.218	.175	-.10	1.12
		Others	-.113	.234	1,000	-.78	.53
	Start-up club for new venture creation	Seminars from industry leaders	.252	.129	.590	-.11	.60
		Entrepreneurs from previous PG students	.185	.152	1,000	-.20	.62
	EDC	EDC	.758*	.210	.007	.11	1.31
		Others	.069	.227	1,000	-.56	.70
	Others	Seminars from industry leaders	-.425	.208	.238	-1.05	.11
		Entrepreneurs from previous postgraduate students	-.514	.292	.175	-1.13	.10
Start-up club for new business venture creation	Start-up club for new business venture creation	-.718*	.210	.006	-1.31	-.12	
	Seminars from industry leaders	-.621	.279	.210	-1.45	.15	
Others	Entrepreneurs from previous PG students	.137	.280	1,000	-.47	.87	
	Start-up club	.131	.234	1,000	-.54	.70	
EDC	EDC	-.071	.227	1,000	-.70	.58	
	Others	.622	.281	.211	-.13	1.48	

(Table 13 continued)

(Table 13 continued)

Dependent Variable	(l) 6. College or University Support	(j) 6. College or University Support	Mean Difference (I-J)	Std Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Students' professional goal is becoming an entrepreneur Anwar et al. (2020); Stewart et al. (1999)	Seminars from industry leaders	Entrepreneurs from previous PG students	-.120	.124	1.000	-.55	.18
		Start-up club for new business venture creation	-.227	.185	.099	-.62	.01
	Entrepreneurs from previous postgraduate students	EDC	-.791*	.182	.000	-1.27	-.25
		Others	-.447	.179	.348	-.98	.17
	Start-up club for new venture creation	Seminars from industry leaders	.136	.124	1.000	-.17	.52
		EDC	-.552*	.191	.034	-1.10	-.01
	Seminars from industry leaders	Others	-.229	.205	1.000	-.80	.37
		Start-up club for new business venture creation	.281	.118	.099	-.04	.60
	EDC	Entrepreneurs from previous PG students	.115	.127	1.000	-.26	.47
		Others	-.463	.182	.134	-.98	.05
	Others	Seminars from Industry leaders	-.174	.198	1.000	-.67	.42
		Start-up club for new business venture creation	.751*	.189	.000	.23	1.25
Others	Entrepreneurs from previous PG students	.578*	.156	.032	.02	1.11	
	Seminars from industry leaders	.456	.125	.135	-.05	.97	
Others	Entrepreneurs from previous PG students	.321	.252	1.000	-.37	1.03	
	Start-up club for new business venture creation	.435	.187	.348	-.14	.98	

Table 14. Summary of Model.

Model	R	R ²	Adjusted R ²	Std Error of the Approximate
I	.469 ^a	.246	.196	.932

Note: ^aForecast: (unchanged), colleges and universities' assistance will encourage them to create their upcoming enterprises.

Table 15. ANOVA.^a

Model		Sum of Squares	df	Mean Square	F	Sig.
I	Regression	73.018	1	68.014	94.610	.000 ^b
	Residual	299.752	396	.732		
	Total	372.77	397			

Notes: ^aDependent variable: overall, colleges, universities guidance, and government support are absolutely necessary to start and run their own business venture for postgraduate students in Noida, Uttar Pradesh.

^bPredictors: (constant), college or university support will help them to start their own business venture.

Table 16. Coefficients.^a

Model		Non-standardised Coefficients		Normative Coefficients	t	Sig.
		B	Std Error	Beta		
I	(Constant)	2.299	.168		13.671	.000
	Colleges and universities' assists will enable the students to launch their independent enterprise business venture	.394	.041	.471	9.617	.000

Note: ^aDependent variable: Ultimately, colleges, universities mentoring and institutional support are essential for postgraduates to launch and sustain their own entrepreneurship business venture in Noida, Uttar Pradesh.

Based on Tables 1–8, it could be concluded that male students dominated. Postgraduate students are divided between males (69.33%) and females (30.67%). The majority of postgraduate students fall within the age ranges of 21–24 in addition to 25–27. In general, postgraduate students' parents are self-employed (31.78%) and followed by the private sector (26.22%). The location of the postgraduate students are coming from urban (70.89%), followed by semi-urban (14.67%). There are a majority of parents with postgraduate or master's degrees (62.89%). Then comes a bachelor's degree (21.33%), most of the parent's annual income 3 L–5 L (51.33%) and followed by below 3 L (27.55%). Optimal postgraduate students are seriously considered becoming an entrepreneur (70.67%) and postgraduate students' college and university support mentioned majority is seminars from industry leaders (30.22%) and followed by start-up clubs for new business venture creation (28.67%).

As shown in Table 9, in Pearson's chi-square value, such that a low probability value of .000 (which is usually smaller than 0.05) is recorded. Accordingly, the null hypothesis is invalidated and a second hypothesis is supported and it is concluded that the variable may exist a relationship between two variables namely college or university assists postgraduate learners versus students ready to make anything to be an entrepreneur.

From the above information of Table 10, in Pearson chi-square statistics, typically only a significance value of .000 (generally smaller than 0.05) is considered significant. In this case, the null hypothesis is invalidated and a substitute hypothesis is accepted and inferred that there exist a relationship between two variables namely college and university supports of the postgraduate students versus student's professional goal is becoming an entrepreneur.

From the aforementioned statistics, Table 11 shows the Pearson chi-square statistics, where the significance value of .000 (which is typically significantly less than 0.05) is found. Accordingly, the null hypothesis is invalidated and another hypothesis is considered and suggested that there might be an association among two variables that includes college or university assists postgraduate learners versus students will attempt every opportunity to establish and maintain their entrepreneurial venture.

From Table 12, it is inferred that in one-way ANOVA, significance indicates the significance level of the F -test. Small significance value ($<.05$) indicates group, the difference between variables, namely, students ready to make anything to be an entrepreneur (0.013), students' ultimate objective is to become a business owner (0.001), and students will exert every endeavour to create and sustain their new business venture (0.012).

In Table 14, R , R^2 , adjusted R^2 and standard error are displayed. R (.469) denotes the multiple correlation coefficient, that is, the correlation between the dependent variable's observed and predicted values. Based on the regression model, R^2 (.246) indicates how much variation is explained by the dependent variable. It tends to overestimate the fit of the model to the population based on sample R^2 . In adjusted R^2 (.196), the model's goodness of fit in the population is more closely reflected.

Analysing variance results are summarised in Table 15. There are two sources of variation, regression and residual, displayed as sums of squares, degrees of freedom and mean squares. This output shows the variations accounted for by the regression model. There is a total output of 372.77 based on the addition of regression information (73.018) and residual information (299.752). Regression sums of squares that are large compared with residual sums of squares indicate that the model is best able to account for the majority of the variations in the dependent variable. The F statistics (94.610) represent residual mean squares of regression mean square dividends. In the ' F ' statistics, the numerator degree of freedom is the regression degree of freedom, while the residual degree of freedom is the residual degree of freedom. One less than the number of cases equals the total number of degrees of freedom. The independent variable explains the variation in the dependent variable well if the significance of ' F ' statistics is small (0.05).

The majority of postgraduate students examined in this study are seriously considering becoming entrepreneurs. Innovative business visionaries need to

dominate explicit abilities: a comprehension of licensed innovation is fundamental, joined with the capacity to oversee income, key competencies and inventive flow in general.

Entrepreneurship and running one's own business are easy to attract. However, choosing a product or service to offer can be challenging for prospective entrepreneurs. There are many things to consider during postgraduate studies. These include a person's skills and interests, the competition, financial resources and the market potential of an idea. The following inquiry is critical: Why would a customer choose this newly established company to purchase goods or services? The idea of singularity is one crucial aspect. Uniqueness can help an innovative product or service enter the market by distinguishing it from its rivals. Low-cost entry strategies should be avoided at all costs. The pursuits will often be modest. By producing in large quantities, large businesses benefit from cost-savings. Differentiation, defining a niche and innovation are often used by successful entrepreneurs to set themselves apart (Roundy & Bonnal, 2017).

Postgraduate students' innovative idea-driven business venture thinking tends to be bright and values independence above all else from their college and university support, despite a lack of recognition from economists and politicians and traditional social support. The unpredictability of their working environment and income irregularity are compensated for by the freedom to manage their own time and skills.

Conclusion

Taking into account several higher education institutes in Noida, the present study presents a literature review on EIs, entrepreneurship is also emphasised as an alternative career path. According to this study, the relationship between students' EIs and college and university support among postgraduate students in Noida, Uttar Pradesh was investigated. Using the EI study confirmed previous studies that demonstrated EI is predicted by attitudes towards entrepreneurship. This is followed by the benefits of college and university support. Business venture training added to the review program is just pointed towards making college or understudies ready to think modernly to become business people. However, it is also more than that. There is a need for action from postgraduate students at colleges and universities. These learning skills and business venture skills during their college studies can inspire them to start their own business venture. The results achieved contribute to confirming how postgraduate students get multiple supporting factors from their colleges and universities. These results related to EIs corroborate prior studies that have shown attitudes towards entrepreneurship influence new business venture creation among university students. The entrepreneurial orientation and business intentions result demonstrated that attitudes towards entrepreneurship and starting their new business venture creations predict postgraduate students' EI.

Entrepreneurship plays a significant part in economic growth. After all, entrepreneurs do more than just start businesses and build wealth for themselves. They

also affect the economy by expanding markets, products and services, driving innovation and creating new jobs and opportunities. This indicates that different people respond differently to learning stimuli. Though the conduct part includes the reaction one needs to schooling, implying that people will act differently depending upon how they learn. It will be possible for people to become valuable business visionaries if all the exploration aspects of this hypothesis are coordinated, deciphered and implemented properly. Anyone interested in education and entrepreneurship should refer to this study as a reference. In addition, it can be used as a topic of discussion and research in undergraduate and diploma programs. This will enhance and make more applicable the education in innovation studies, start-up studies, new venture creation and entrepreneurship, particularly for students.

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