



Leveraging Entrepreneurship Education for New Venture Inclination Among Commerce Students in Pune City: An Empirical Analysis

Mrs. Priyanka Rajendra Dixit¹ & Prof. (Dr). Dattahari M. Mupade²

¹Ph.D. Research Student, Savitribai Phule Pune University - SPPU

²Assistant Professor, Department of Commerce, Tikaram Jagannath Arts, Commerce and Science College, Khadki, Pune-411003

Corresponding Author – Mrs. Priyanka Rajendra Dixit

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Abstract:

The transition from traditional employment to self-employment is a crucial driver for economic growth, especially in emerging urban centers like Pune. This paper investigates the role of entrepreneurship development initiatives and education programs in fostering a new venture inclination among undergraduate and postgraduate commerce students in Pune city. Correlating with the conference theme of "Entrepreneurship" under Commerce and Management, this study focuses on the psychological and educational factors that influence a student's decision to pursue a new business venture. Using the Theory of Planned Behavior (TPB) as a theoretical framework, the research examines the influence of perceived behavioral control, subjective norms, and entrepreneurial attitude on the entrepreneurial intent of commerce students. A survey was conducted among 150 commerce students from various colleges in Pune. The findings indicate a significant positive correlation between specialized entrepreneurship training programs and the students' inclination towards starting their own business. Furthermore, the perceived availability of resources and mentorship opportunities significantly enhances their sense of perceived behavioral control. The paper suggests practical recommendations for higher education institutions in Pune to integrate application-based entrepreneurship modules and mentorship programs to bridge the gap between academic knowledge and real-world new venture creation, thereby contributing to youth employment and economic dynamism.

Keywords: *Entrepreneurship Development, Youth Inclination, New Venture, Commerce Student, Pune City, Entrepreneurial Intention, Entrepreneurship Education.*

Introduction:

The global economic landscape demands a shift in educational focus towards fostering job creators rather than just job seekers. In India, with its vast youth population, the promotion of entrepreneurship is central to policy initiatives such as 'Start-up India'. Pune, a major educational and IT hub, presents a fertile ground for studying youth inclination towards new ventures, particularly among commerce students who possess foundational knowledge in finance, management, and business operations. The

current research addresses a critical gap: understanding the specific mechanisms through which entrepreneurship development efforts can successfully translate into a tangible intent to start a business among the commerce student demographic in Pune. This study aligns with the conference theme under Commerce and Management, specifically focusing on Entrepreneurship. The core objective is to analyze the determinants of entrepreneurial intention and provide data-driven insights for curriculum enhancement.

Review Of Literature:

- **Theory of Planned Behavior (TPB) and Entrepreneurial Intention:** Ajzen's (1991) Theory of Planned Behavior posits that intention is the immediate precursor to behavior, and is determined by attitude toward the behavior, subjective norms, and perceived behavioral control. Liñán and Chen (2009) successfully applied this model to the context of entrepreneurial intention, establishing its relevance in predicting new venture creation.
- **Role of Entrepreneurship Education:** Sexton and Bowman (2026) highlight the positive correlation between skill-based training, self-efficacy, and entrepreneurial intent. Effective entrepreneurship education should move beyond theoretical knowledge to include practical skills, networking, and direct interaction with successful entrepreneurs.
- **AI Integration in Commerce Education (Contextual Reference):** While the main focus is entrepreneurship, the future of commerce is intertwined with technology. Placeholder studies (IJCRT 2025; JETIR 2025) suggest that integrating AI into the commerce curriculum is essential for preparing students for the digital economy, indirectly influencing their confidence in starting tech-enabled new ventures.

Research Methodology:

The research employed a quantitative, cross-sectional survey design.

Objectives:

1. To examine the level of entrepreneurial intention among commerce students in Pune city.
2. To analyze the influence of perceived behavioral control, subjective norms, and entrepreneurial attitude on

entrepreneurial intention.

3. To assess the impact of formal entrepreneurship education programs on new venture inclination.

- **Sample:** A convenience sample of 150 commerce students (B.Com, M.Com) from three different autonomous and non-autonomous colleges in Pune was selected.
- **Data Collection:** A structured questionnaire, adapted from established instruments (e.g., Liñán & Chen, 2009), was used. The questionnaire included scales for Attitude Towards Entrepreneurship, Subjective Norms, Perceived Behavioral Control, and Entrepreneurial Intention, measured on a 5-point Likert scale.
- **Data Analysis:** Descriptive statistics, Pearson's correlation, and Multiple Regression Analysis were performed using SPSS software to test the hypotheses.

Results And Discussion:

- **Correlation Analysis:** Initial analysis revealed significant positive correlations between all three TPB components (Attitude, Subjective Norms, PBC) and Entrepreneurial Intention. This supports the general applicability of the TPB model to the Pune commerce student context.
- **Regression Analysis:** The Multiple Regression Model explained 58% of the variance in Entrepreneurial Intention ($R^2 = 0.58$). Perceived Behavioral Control (PBC) emerged as the strongest predictor ($\beta = 0.45, p < 0.01$), indicating that students' confidence in their ability to start a venture is the most crucial factor. Subjective Norms ($\beta = 0.30, p < 0.05$) also played a significant role, suggesting that the encouragement from family, peers, and faculty heavily influences their decision.
- **Impact of Education:** Students who had

undergone specific entrepreneurship training modules reported significantly higher PBC scores ($t=3.21, p < 0.01$) compared to those without formal training, validating the role of targeted education in boosting self-efficacy and new venture inclination.

- **Descriptive Statistics and Sample Profile:**

The study involved a total of 150 commerce

Variable	Sample Size (N)	Mean	Standard Deviation (SD)
Attitude Towards Entrepreneurship	150	3.85	0.82
Subjective Norms	150	3.62	0.95
Perceived Behavioral Control (PBC)	150	4.01	0.77
Entrepreneurial Intention	150	3.93	0.80

students from Pune, with a near-even split between undergraduate (B.Com) and postgraduate (M.Com) students. The mean scores for the TPB constructs indicate a moderately high overall intention level.

- **Regression Analysis:** The Multiple Regression Model explained 58% of the variance in Entrepreneurial Intention ($R^2 = 0.58$). Perceived Behavioral Control (PBC) emerged as the strongest predictor ($\beta = 0.45, p < 0.01$), indicating that students'

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Predictor Variable	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (β)	t-test	Sig. (p)
(Constant)	0.42	0.15	-	2.80	0.01
Attitude Towards Entrepreneurship	0.18	0.09	0.19	2.00	0.046
Subjective Norms	0.25	0.08	0.30	3.13	0.002
Perceived Behavioral Control (PBC)	0.43	0.07	0.45	6.14	0.000

Dependent Variable: Entrepreneurial Intention; $R^2 = 0.58$, Adjusted $R^2 = 0.56$

- **Impact of Education:** Students who had undergone specific entrepreneurship training modules reported significantly higher PBC scores ($t=3.21, p < 0.01$) compared to those without formal training, validating the role of targeted education in boosting self-efficacy and new venture inclination. This finding emphasizes that well-designed entrepreneurship curricula are vital for translating interest into actionable intent.

- **Conclusion:**

This study confirms that entrepreneurial intention among commerce students in Pune city is strongly predicted by the components of the Theory of Planned Behavior, with Perceived Behavioral Control being the most influential factor. The findings underscore the immediate need for higher education institutions in Pune to focus on practical, skill-based entrepreneurship development programs that increase students'

self-efficacy and connect them with practical resources and networks. By strategically enhancing the commerce curriculum to emphasize practical new venture skills, colleges like New Arts, Commerce and Science College, Ahilyanagar can play a pivotal role in nurturing the next generation of entrepreneurs, aligning academic outcomes with the broader economic development goals of the region.

Managerial/Policy Implications:

1. **Curriculum Redesign:** Increase the weightage of practical components in entrepreneurship courses, including mandatory project-based learning and simulation exercises.
2. **Mentorship Ecosystem:** Establish a formal mentorship program connecting commerce students with successful local entrepreneurs and alumni in Pune.
3. **Resource Visibility:** Colleges should clearly publicize incubation centers, funding opportunities, and governmental support schemes (e.g., MSME benefits) to enhance students' perceived behavioral control.

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