



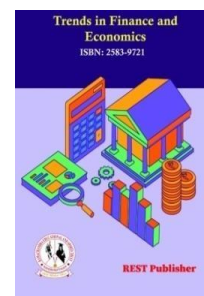
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An Empirical Analysis from Lucknow on The Impact of Internship and Business Incubation Programmes at University in Shaping Student's Entrepreneurial Intentions

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Abstract: *The development of every country's economy depends on entrepreneurship. There are many different themes covered in the study of entrepreneurship nowadays. Numerous studies that examine the motivations for starting a business have been conducted; the bulk of them focus on personality traits and other psychological factors. However, actual entrepreneurial education, including internships and business incubators, receives less focus in the research. The current study intends to fill this gap by empirically investigating the impacts of internship programmed and company incubators on students' entrepreneurial aspirations at higher study levels at universities. After gathering information from students using a structured questionnaire, partial least square structural equation modelling technique is used with the help of Smart PLS software. The statistics show that business incubators and internship programmed have a strong and statistically significant impact on entrepreneurial tendencies. In order to improve entrepreneurship's ability for risk-taking, inventiveness, and initiative as well as how these attributes might address the lack of entrepreneurial consciousness among business students, the current study can help policy-makers get a better knowledge of entrepreneurship.*

Keywords: *business incubators, internships, and entrepreneurial intentions*

1. INTRODUCTION

India, which has a population of over 1.3 billion, is the most populated nation on earth. It surpasses China to earn the title of most populous nation in the world. In India, where the population is expanding at an unsustainable rate, overpopulation is a serious issue. By 2030, the population is projected to reach 1.5 billion, and by 2050, it will reach 2 billion. India's resources are under tremendous strain as a result of its fast expansion, which is also causing social turmoil, environmental damage, and poverty. Although the administration has made significant progress towards solving the issue, much more needs to be done. The state of Uttar Pradesh, which is in north central India and has the biggest population in all of India, is home to one-sixth of the country's people. The anticipated population of Uttar Pradesh in 2023 is 235.6 million (23.56 crores). According to the most recent update to Unique Identification Aadhaar India on March 31, 2022, the population of Uttar Pradesh is expected to reach 23.32 crores by March 2022. In Uttar Pradesh, the population increased by 3.5 times, from 46 million in 1901 to 166 million in 2001. British India conducted its first census in 1901, counting 46,647,804 people. From 6.56 to 25.85% up until 2001, the population's growth rate increased steadily; from 25.85 to 20.23% from 2001 to 2011 it decreased. The population of Uttar Pradesh will reach 236 million by 2021. According to estimates from 2019, Agra has 2.2 million residents, Ghaziabad has 2.7 million, Kanpur has 3.5 million, and Lucknow has more than 3.7 million residents, making it the state capital of Uttar Pradesh. Varanasi, Meerut, Allahabad, Bareilly, Aligarh, Moradabad, and Saharanpur are the other seven cities having populations of one million or more. The unemployment rate in India is expected to increase over the next several years, despite the fact that it has traditionally been high. In fact, the Organisation for Economic Cooperation and Development (OECD) predicted that India's unemployment rate

will double from 4% to 8% by 2022, even if the country's economy grows at a healthy rate. India's unemployment rate might increase to 8.3% by 2022 from 6% in 2017. The forecast states that 10 million additional individuals will become unemployed over the course of the following four years, increasing the total to 220 million by 2022. The government also believes that there will be 1 million more job openings over this time period, but it also anticipates that there won't be enough employment to offset the population growth. The data provided indicates that the largest obstacles to providing young people with acceptable career possibilities are poverty and a lack of education. Being employable on the job market is still a long shot. Youth unemployment rates are high worldwide, making them one of the population groups that are most severely affected. In the US, where youth are defined as those between the ages of 15 and 24, youth unemployment is above 17%. The situation is worse in Europe, where the youth unemployment rate is reaching 60% in Greece, followed by 55% in Spain, 35% in Italy, and 25% in France. According to the Census of 2011, youngsters make up 28% of the population in India. While India is deteriorating, young unemployment is still high. According to a World Bank report, the youth unemployment rate in India is 10% for men and 11% for women as a proportion of the total population of young people. Youth are forced to engage in self-employment and low-paying contractual jobs with appalling working conditions due to a lack of acceptable employment possibilities. This is clear from the fact that the informal sector employs more than 93% of the workforce. There is a substantial degree of unemployment when looking at the unemployment rate among young educated persons. This supports the preceding finding that when education levels rise, job ambitions rise along with them, and the lack of positions that can accommodate these goals results in high levels of unemployment among the educated. A comparison of the unemployment rates of educated people in the overall population and among young people. In addition to the technical skills needed for the work, employable talents include communication and problem-solving abilities. Higher education institutions have expanded quickly over the past ten years, but concerns about the curriculum's substance, the quality of course work, the absence of internship opportunities, and the inexperience of the professors must be addressed right now. India is in a contradictory situation where, on the one hand, young people are yearning for jobs and, on the other, the lack of trained employees is hurting the economy. This skill gap renders young people unemployed. This is a result of a supply-driven education system rather than a demand-driven one since there is a lack of interaction between the many players, including policymakers, business leaders, trainers, and educational institutions. For the demographic dividend to be effectively exploited, training institutions must educate students in accordance with industry needs. Youth unemployment, especially among college graduates, is mostly caused by an overreliance on white-collar jobs as the primary source of employment. The introduction of specific subjects by the government into the curricula of the higher educational system at all levels demonstrates the need to shift students' orientation from the general perception of education as the only means of obtaining a job for sustenance and survival to that of education as a means of self-employment, sustenance, and even as a job creator (employer of labour).

2. LITERATURE REVIEW

In an effort to take advantage of these benefits, several governments are putting in place a variety of initiatives to encourage commercialization, knowledge transfer, and the development of new goods. In this governmental framework, more attention has to be paid to technopreneurship, especially among college students. Xu and Linton (2012). The social cognitive career theory highlights how people's traits and background antecedents affect their intention to start a business, self-efficacy, and expectation of success (Anh & Minh, 2022; Munir et al., 2022). More intriguingly, Tran and Von-Kar-flesch (2016) assert that, when it comes to job choice, entrepreneurial goals have a significant impact on academic research and entrepreneurial practice. The implication is that the social cognitive career theory is praised for accurately capturing the psychological features of entrepreneurial career-driven decision behaviour. State administration must support entrepreneurship in order to maintain a stable economy (Kongolo, 2010). Policymakers from both emerging and established nations are interested in the contribution that entrepreneurship makes to the economy (Krasniqi, 2007). According to the research (Valliere and Peterson, 2009; Gallouj and Savona, 2009; Kennedy and Fiss, 2013), entrepreneurs who make use of national investments in knowledge production should be linked to a significant rate of economic growth. It is crucial to encourage the young and educated to pursue entrepreneurship since it is a source of innovation, job creation, and economic progress (Farrukh et al., 2018; Riaz, Farrukh, Rehman, and Ishaque, 2016). Entrepreneurial purpose is a critical quality that must be ingrained in each new start-up in the entrepreneurship area (Farrukh et al., 2018; Wach, Wojciechowski, 2016). Entrepreneurial intention entails a personal responsibility to start a new firm from an attitude perspective (Krueger and Carsrud, 1993). In times when there are fewer employment available on the market, entrepreneurship becomes even more important. When recent graduates struggle to land their dream positions or are forced to make layoffs due to a slowing economy, knowledge regarding entrepreneurship will be highly helpful (Looi et al., 2015). Additionally, according to Gorman, Hanlon, and King (1997), a framework for the creation of a new firm must take into account a student's propensity for entrepreneurship (Sieger, Fueglistaller, and Zellweger, 2014). Students' attitudes, behaviours, and indulgence in entrepreneurship may encourage students'

future intentions and desires to start new businesses (Indarti, Rostiani, and Nastiti, 2016). College graduates have a good chance of becoming successful business founders (Nastiti, Indarti, and Rostiani, 2010). In order to understand and appreciate the process of starting new firms, it is important to further examine the active and exciting sector of entrepreneurial intention among students. Entrepreneurial behaviour propensity may be impacted by a variety of factors, including internships (Yi, 2018) and business incubators (Giordano Martnez et al., 2018). Some academicians have discussed internship programmes and noted that the compensation offered by these programmes is advantageous to all parties (Gault, Reading tonne, and Schlager, 2000). Additionally, internship programmes significantly strengthen the link between the classroom and the working world (Gault et al., 2000). According to Hite and Bellizzi (1986), internship programmes provide students the chance to interact with professionals, which may help them explore and clarify their career interests and skills. The company incubation programme is an additional educational initiative that several institutions of higher learning have recognised for encouraging entrepreneurship (Giordano Martnez et al., 2018). In order to support and help civitas academics—primarily students who have a company—to be able to build and develop their enterprise, a business incubator must exist within a higher education institution. Additionally, business incubators help to inspire aspiring entrepreneurs and turn their company concepts into functioning enterprises (Giordano Martnez et al., 2018).

Entrepreneurial Internship program and their effect on student's entrepreneurial intention

Therefore, it appears that students and the educational institution are working together to foster students' entrepreneurial intentions. The combined effects of internship programmes and business incubators may have a positive effect on students' attitudes and feelings, strengthening their desire to pursue entrepreneurship. The link between internships, business incubator programmes, and entrepreneurial inclinations must thus be objectively investigated. The organisation of the internship was determined to be the most important criterion by the calculated weights applied to the multi-method criteria, but more emphasis should be placed on the internship's goal and effectiveness, which the students undervalued (Stamatios Ntanos, D. Drosos, Grigorios L. Kyriakopoulos, 2022).

In order to prepare university students for an entrepreneurial career, internship programmes help to build a focal point of the educational curriculum (Grobelna and Dolot, 2018; Keat, Selvarajah, and Meyer, 2011; Raymond, McNabb, and Matthaiei, 1993). University students with prior job experience had stronger entrepreneurial intentions than those without. Students that get experience in entrepreneurship are more convinced and more prepared to deal with entrepreneurship since they are already familiar with the business environment (Yi, 2018). According to Kolvereid and Moen (1997), university graduates who enrolled in entrepreneurship courses showed a stronger propensity to start their own business than those who did not. Additionally, Frazier and Niehm (2006) found that a student's university major, the presence of an entrepreneur in the family, and their internship experience all affect their desire to become an entrepreneur. In other words, compared to graduates who did not finish or participate in any internship programmes, graduates who completed their internships are more likely to select an entrepreneurial profession. These findings highlight how crucial it is for universities to improve their curricula so that business training is integrated into all academic programmes and disciplines. Accordingly, these results support the assertion made by Frazier and Niehm (2006) that past job experience in the business world affects one's attitude towards entrepreneurship. The current study also shows that entrepreneurship education increases perceptions of new venture creation's attractiveness and viability. Similar to this, past employment in a family firm has a favourable impact on how feasible and desirable future businesses are seen to be. According to Neill and Mulholland (2003), internship and work experience programmes are essential because they equip students with the skills necessary to take part in real-world business trials and foster their desire to start their own firm. As business schools compete for the best students and concurrently attempt to build solid partnerships with top corporations, work-based learning in the form of internships is becoming more and more crucial (Gerken et al., 2015). Multiple entrepreneurial programmes can be launched, with benefits for both institutions and students (Dilts and Fowler, 1999; Hildebeitel et al., 2000). According to Hildebeitel et al. (2000), students who participated in entrepreneurial internship programmes were more likely to show better levels of job satisfaction than those who had no internship experience. According to Kumar (2012), Wilson et al. (2007), Yemini and Haddad (2010), and other researchers, students with strong internship experiences develop high levels of self-efficacy and learn how to be entrepreneurial. Higher entrepreneurial intention is the outcome of the socialisation of entrepreneurial practices and feedback from work-integrated learning. The norms and attitude of students during internships are favourably correlated with entrepreneurial inclination. The creation of entrepreneurial intention is substantially influenced by internship experiences, according to the socialisation hypothesis (Kumar, 2012). According to a recent study by Yi (Yi, 2018), the desire for entrepreneurship increases with the value of entrepreneurial internships. Universities must thus encourage students to start their own businesses before granting them entrepreneurship degrees.

Business incubator program and their effect on student's entrepreneurial intention

According to (Nelson and Monsen, 2014), classroom teaching alone is insufficient for technology commercialization and successful university entrepreneurship; a close relationship between business, science, and technology, as well as other parties, is required to comprehend the entire university entrepreneurial network. According to (Martnez et al., 2018), business incubators (BI) give a true platform for young entrepreneurs to begin their path towards new venture development, and it also adds to their firm's survival and growth. Aside from entrepreneurship education, company incubation centres play an important role in developing an entrepreneurial culture and advancing entrepreneurship in a country (Martinez et al., 2018; Pauwels et al., 2016). Business incubators are organisations that foster the growth of new companies by providing a supportive atmosphere. BIs aid in the formation of new businesses (Albort-Morant and Oghazi, 2016; Mas-Verd et al., 2015). As a result, incubators can help to improve economic growth by encouraging innovation and fostering new entrepreneurial ventures (Barbero et al., 2014). Many projects are currently ongoing to establish university-affiliated innovation centres or company incubators to assist ambitious students in becoming entrepreneurs. It remains to be seen whether these programmes assist institutions to promote entrepreneurial ambition among their graduates more successfully. According to Otuya et al. (2013), students who have access to entrepreneurship courses, which include business development centres, have more intentions to become entrepreneurs than their counterparts who have no plans to enrol in entrepreneurship courses. The three elements of a university's assistance for entrepreneurship—educational support, idea creation support, and business development support—were demonstrated by Saeed, You safzai, and Engelen in 2014. All three elements, together with institutional support, have a role in influencing students' entrepreneurial self-efficacy and, as a result, their desire to launch new businesses. The research mentioned above, when combined with the various models, demonstrates that the facilities and business incubation services provided by universities may have an impact on students' intentions to start their own businesses. These incubator programmes serve as intermediaries in the delivery of facilities, connections, funding, and opportunities. These incubation programmes may pique the young graduates' curiosity in starting their own businesses in this environment. As a result, this study puts forth the following research hypotheses:

Hypothesis:

H1: Entrepreneurial internship is positively related to entrepreneurial intention among graduate students in Lucknow.

H2: Business incubators are positively related to entrepreneurial intention among graduate students in Lucknow.

Method and Measures:

The current study used a quantitative methodology and a structured questionnaire to gather data. This study is part of a research project focused on the entrepreneurial intention of undergraduate students in Lucknow. The data were collected from students who study in the six public sector, private sector and deemed universities located in Lucknow, Uttar Pradesh. The data collection phase procured 230 usable questionnaires. Theoretical model is presented in Figure 1.

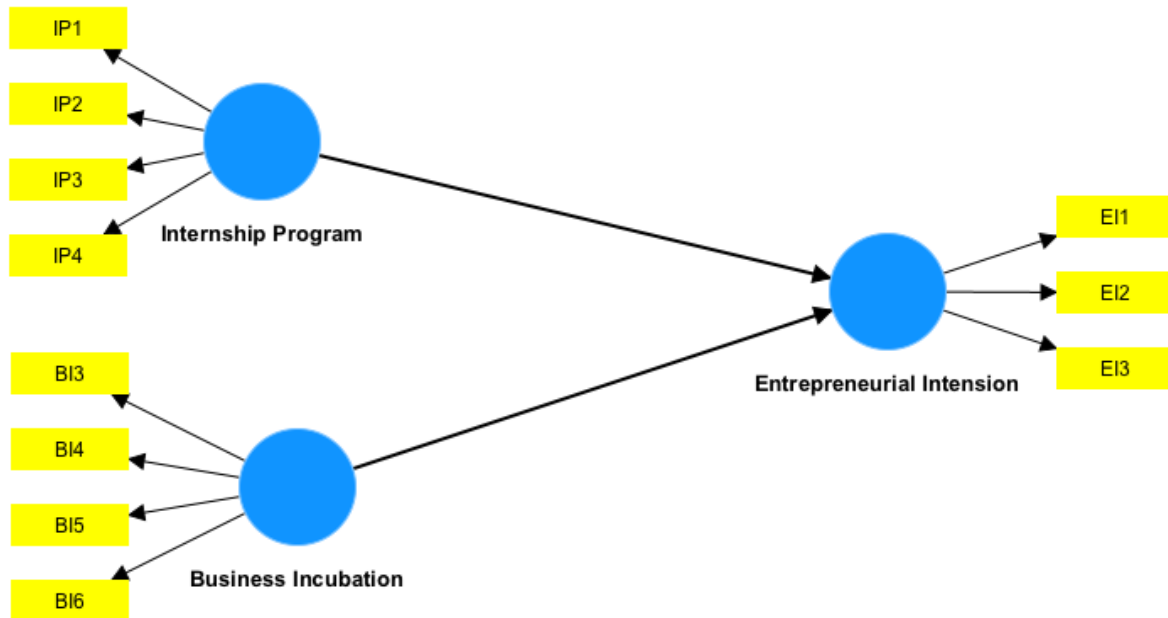


FIGURE.1 Theoretical Model

Measurement model assessment: The values of composite reliability, outer loadings, and average variance extracted were used to evaluate the outer model's convergent validity, indicator reliability, and internal consistency.

Constructive Validity

Since composite reliability takes the various outside loadings of the indicator variable into account, it is a suitable indicator of internal consistency dependability. Cronbach's alpha, in contrast, bases its conclusions on the idea that all indications are equally trustworthy (Hair et al., 2016). According to Anderson and Gerbing (1988), all individual item loadings were higher than the advised threshold of 0.5. All items demonstrated convergent validity, with more than 50% of the variance of each item shared with its associated concept (Fraering & Minor, 2006). This demonstrates the suitability and reliability of all measuring devices. Due to their failure to meet the standards for convergent validity, all items with item loadings lower than 0.5 were eliminated. Cronbach's alpha test outcomes are displayed in Table 1 and varied from 0.822 to 0.961, This exceeds the minimum internal consistency reliability threshold of 0.70 (Field, 2013). The lowest achieved average variance extracted (AVE) value of 0.650 is likewise higher than the proposed value of 0.4 (Anderson & Gerbing, 1988), as seen in the findings of Table 3. The lowest composite reliability (CR) value of 0.849 is also much higher than the recommended value of 0.6 (Hulland, 1999). As a result, convergent validity is demonstrated to have been achieved, and the good internal consistency and reliability of the deployed measurement devices are further confirmed. As a result, all the variables showed a satisfactory level of discriminating validity. These findings typically show that the study scale has adequate levels of dependability (Chinomona & Chinomona, 2013).

TABLE 1: Construct reliability and validity of the model

Research Construct	Variables	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
BI (Business Incubators)	BI3 BI4 BI5 BI6	0.822	0.849	0.880	0.650
EI (Entrepreneurial Intention)	EI1 EI2 EI3	0.829	0.923	0.890	0.731
IP (Internship Programs)	IP1 IP2 IP3 IP4	0.961	0.967	0.972	0.895

Source: Developed for this research

Discriminant Validity

According to Field (2013), items assessing several concepts are said to as having discriminant validity. Despite recommendations from earlier studies (Henseler et al., 2016; Verkijika & De Wet, 2018), discriminant validity was assessed using the hetero-trait-monotrait ratio (HTMT) criterion (Table 2). This suggests that HTMT is a better choice for this purpose than Fornell-Larcker's widely accepted criteria. If one adopts a more pessimistic stance, discriminant validity is attained when the HTMT value is less than 0.9 or 0.85 (Verkijika & De Wet, 2018). According to Table 2, the greatest HTMT value achieved is 0.839, which is less than the conservative estimate of 0.442. As a result, each construct satisfies the requirements for discriminant validity. Fornell and Larcker (1981) proposed the traditional metric and suggested that each construct 's AVE should be compared to the squared inter-construct correlation of the same construct and all other reflective constructs in the structural model. The results of the Fornell and Larcker Criterion appear in Table 3. Each latent variable value of Square root of Average variance is less than the square root of average variance in consecutive columns. Hence, this suggests that adequate discriminant validity has been achieved.

TABLE 2. Heterotrait Monotrait Ratio for the model

Latent Variable	BI	EI	IP
BI			
EI	0.543		
IP	0.442	0.839	

Source: Developed for this research

TABLE 3. Fornell and Larcker Criteria for the model

Latent Variable	BI	EI	IP
BI	0.806		
EI	0.488	0.855	
IP	0.412	0.828	0.946

Source: Developed for this research

The results of the cross loading is presented in Table 4. Each value in a consecutive pair of indicators or questions related to different latent constructs has a difference greater than 0.10. Hence, cross loading for the matrix is appropriate and can define validity of the data.

TABLE 4. Cross Loading for the model

Latent variable	BI	EI	IP
IP1	0.351	0.690	0.915
IP2	0.407	0.798	0.965
IP3	0.405	0.852	0.967
IP4	0.392	0.782	0.937

BI1	0.880	0.455	0.345
BI2	0.797	0.201	0.195
BI3	0.852	0.452	0.346
BI4	0.681	0.360	0.384
EI1	0.367	0.784	0.400
EI2	0.418	0.883	0.940
EI3	0.466	0.894	0.940

Source: Developed for this research

The next step performs the evaluation of the structural model, it checks the coefficient of determination (r squared) and the significance of path coefficients.

Structural model assessment: Examining the connection between the endogenous and exogenous variables, the inner model (structural model) (Fig. 2) was evaluated. A non-parametric boot-strapping procedure was used to generate the route coefficients (Vinzi et al., 2010). Because of its reflective character, a consistent bootstrapping technique was specifically adopted. 230 subsamples were chosen, as can be seen in Fig. 1 and Table 5, to do the bootstrapping. The goodness of fit (GoF) and the standardised root mean square residual (SRMR) were used to evaluate the model's fitness. The next sections will explain these indexes. Goodness of fit (GoF) evaluation R2 for the role of college-provided business incubator and internship programmes in fostering students' desire to become entrepreneurs is shown in Fig. 2. Where R2 is the average of all R2 values in the whole route model and AVE is the average of all AVE values for the research variables. The computed global GoF is more than the value recommended by Wetzels et al. (2009), 0.166. As a result, it can be said that the study model fits the data well overall.

Model fit: a model fits well if the difference between the correlation matrix implied by your model and the empirical correlation matrix is so small that it can be purely attributed to sampling error. The model fit value is marginal and can be accepted for the formation of the proposed model as shown in Table 5.

TABLE 5. Goodness of model fit

Particulars	Saturated Model	Estimated Model
SRMR	0.166	0.166
d_ ULS	0.888	0.888
d_ G	0.757	0.757

Chi-square	346.728	346.728
NFI	0.704	0.704

Source: Developed for this research

Coefficient of determination (R2):The explanatory strength of the research model was evaluated using the coefficients of determination, or R2 values. The R2 values for attitudes towards a career in entrepreneurship are larger than the suggested criteria benchmark of 0.10 (R2 = 0.712, perceived desirability = 0.589; Chin, 1998). The outcomes demonstrated that the study model's exogenous components adequately described the endogenous constructs. Entrepreneurial intention has (r squared) between 0 and 1. This indicates that our structural model is appropriate and accepted as mentioned in Table 6.

TABLE 6. Coefficient of determination (r-squared)

Variable	R-square	R-square adjusted
Entrepreneurial Intention	0.712	0.706

Source: Developed for this research

The results of the significance of path coefficients is presented in Table 7. Entrepreneurial intention has value greater than 0.10 and significant at least at the 0.05 level.

TABLE 7. Significance of path coefficient for the model

Latent Variable	Business Incubation	Entrepreneurial Intention	Internship Program
Business Incubation		0.177	
Entrepreneurial Intention			
Internship Program		0.756	

Source: Developed for this research

TABLE 8. Results of structural equation model analysis.

Hypothesis	Proposed hypothesis relationship	Beta coefficient	t-value	p-value	Decision
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H1	Business Incubator -> Entrepreneurial Intention	0.177	3.136	0.02	Supported
H2	Internship Program -> Entrepreneurial Intention	0.756	19.153	0.00	Supported

Structural Model:

After following measurement and structural model validity and checking for coefficient of determination and path for the model, the final structural model is represented in figure 2.

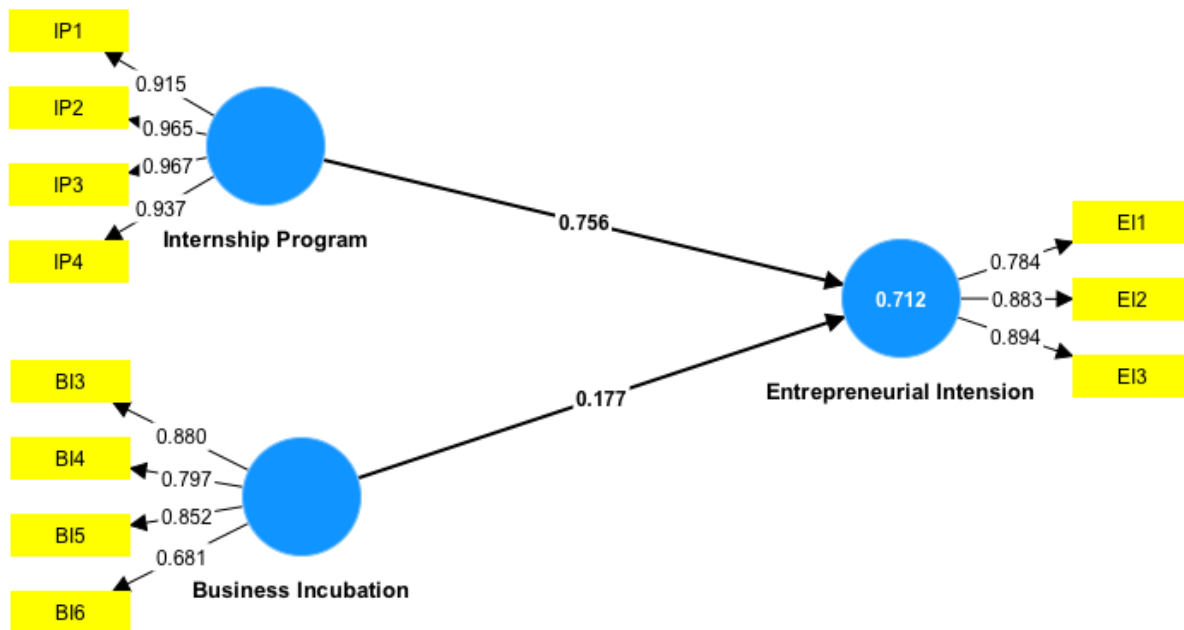


FIGURE 2. Structural Model Result

Source: Developed for this research using SmartPLS.

Hypotheses testing results: After conducting a path analysis to assess the cause-and-effect linkages among the latent variables after analysing and drawing conclusions about the proposed measurement and structural model (Nusair & Hua, 2010). Additionally, Nusair and Hua (2010) point out that SEM claims that some latent variables can impact other latent variables in the model either directly or indirectly, leading to estimation results that show how these latent variables are connected. The estimation findings from the study's hypothesis testing are shown in Table 8. The suggested hypotheses, path coefficients, t- statistics, and whether a hypothesis is accepted or rejected are all shown in the table. The strength of the links in the model is shown by the t-values, which, according to Beneke and Blampied (2012), show if there is a significant association between model variables and path coefficients. Furthermore, Chin (1998) asserts that $t > 1.96$ denotes the relevance of the link and that larger path

coefficients show the strength of the correlations among latent variables. Based on the findings in Table 8, it can be concluded that all of the associations are substantially supported since the t-statistics are higher than 1.96.

3. CONCLUSION

According to the present study, business students in Lucknow, Uttar Pradesh, who participate in an entrepreneurial internship programme have a higher likelihood of becoming entrepreneurs. The empirical data from this study revealed a favourable and substantial association between entrepreneurial internship programmes and entrepreneurial intention. The aforementioned debate makes it clear that the entrepreneurial internship programme is essential for encouraging students' entrepreneurial aspirations. Students who have taken an internship are more likely than those who have not to positively consider entrepreneurship as a career option. It is important to recognise the significance that the entrepreneurial internship programme has played in encouraging students to start their own businesses. The existence of an entrepreneurial internship programme must thus be widely publicised to all students so that they may better understand the benefits and goals of this programme. This is due to the fact that students who join in college and sign up for an entrepreneurial internship programme lack sufficient knowledge on how to start their own business. It will be difficult for a pupil to develop business acumen if their family is not entrepreneurial. The only means by which individuals may raise their level of entrepreneurial self-efficacy, entrepreneurial orientation, and ambition to start their own business is through this internship programme. As a result, before they are given the opportunity to get a degree in entrepreneurship, the institution should encourage its students to participate in the entrepreneurial internship programme. The study reveals that business incubation (BI) programmes have a positive significant link on students' entrepreneurial intention and predicts that these programmes are favourably associated to it. This conclusion is in line with some earlier research, including Martnez et al. (2018) and Guerrero et al. (2017). Both sides gain from the incubator's use of the incubatee's skills and creativity to promote the startup business. Numerous studies conclusively demonstrate that BI programmes have a major impact on entrepreneurial intention, indicating that the greater a student's ambition to launch a firm is, the more positive their attitude towards participating in BI programmes is (Jansen et al.; 2015; Krabel et al., 2012). One of the key elements of the experiential learning theory proposed by Kolb (1984) is this variable. In these circumstances, incubator personnel must be well-prepared and able to instruct students by providing frequent seminars and trainings in entrepreneurship so that they may become actual entrepreneurs after they graduate from colleges. Before students participate in entrepreneurial activities, these sessions should be held with them. Students can use their talents in the actual world of entrepreneurship after obtaining guidance.

Implications: The direct impact of entrepreneurial internship (EI) and business incubator (BI) programmes on students' entrepreneurial ambition is experimentally tested in this study. The entrepreneurial intention predictor model may first emphasise the interpretation of EI and its relationship in the context of business learning institutions in Lucknow. It is a novel concept to teach entrepreneurship education in higher education. Because of this, the majority of colleges are unable to provide students with sufficient business knowledge and abilities. Additionally, rather than encouraging students to approach some original and unique company plans, the majority of university lecturers focus more on the theories and topics of entrepreneurship. Instead than focusing on topic, entrepreneurship lecturers should teach pragmatic entrepreneurship. Such instruction will inspire students to start their own businesses in addition to diverging from antiquated educational methods. The government is working to encourage entrepreneurship by enhancing risk-taking skills, fostering innovation, and fostering a forward-thinking attitude, therefore this type of study is crucial since it offers clear perceptions linked to entrepreneurship. It also demonstrates how the aforementioned elements may contribute to business students' ignorance about entrepreneurship. This might encourage more entrepreneurs to come out of higher education institutions. This discovery may also aid government efforts to encourage people to establish their own jobs rather than seeking for work elsewhere. Since universities' existing curricula do not promote creativity and innovation, governments should have confidence in creating educational policies that do.

Limitation: The generalizability of this research's conclusions is constrained by a small number of restrictions. Data were only gathered from a small group of students that attend Lucknow's higher education institutions, which is a limitation relating to sample size. Therefore, we recommend that future research use a bigger sample size from various national geographic regions. While ignoring the impact of some elements, such as the availability of funding, social support, and personality qualities, the study examines the direct effects of internship programmes and business incubators. Therefore, we highly advise including some more factors in future investigations. Because the study was based on a cross-sectional survey, a definite cause and effect link cannot be determined. Future research should thus be based on longitudinal studies. Future research on business students should employ probability sampling techniques, such as stratified or cluster sampling, as opposed to the non-probability sample

method used in this study. This is crucial in order to support the generality of the findings from the current investigation. Finally, with the increased involvement of women in entrepreneurship, future study should also pay attention to gender disparities among entrepreneurs, including the manner in which men and women start small businesses differently or similarly.

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