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Are Females Ready to Become Entrepreneurs? A Case Study of Entrepreneurial Intentions Among Female Students in the Higher Education System of Uttar Pradesh

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Abstract

This study aims to assess the entrepreneurial behavior of female students in higher education in Uttar Pradesh, India, using the framework of the theory of planned behavior and self-determination theory. It employs a quantitative research approach, collecting 250 data points from female students through a non-probability sampling method. The findings indicate that female students' proactiveness (β = .27), creativity (β = .18), narcissism (β = .18), entrepreneurial passion (β = .14), and self-efficacy (β = 0.11) significantly influence their entrepreneurial intentions. Conversely, risk tolerance, optimism, and the need for achievement do not have a significant effect on their decision to pursue entrepreneurship as a career. Additionally, entrepreneurial motivations such as autonomy (β = .84) and perceived usefulness (β = .89) fully and significantly mediate the relationship between female students' entrepreneurial qualities and their intention to start a business in the future. The study offers implications for policymakers aiming to foster and support female entrepreneurs in developing countries like India. It underscores the importance of understanding women's unique motivations for becoming entrepreneurs in patriarchal societies and highlights the necessity of supportive institutional frameworks to enable their success.

Keywords: Entrepreneurial Behavior, Higher Education Institutions, Entrepreneurial Inspiration, Self-Determination Theory, Theory of Planned Behavior

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Introduction:

In light of Sustainable Development Goal (SDG) 4, the Indian government has amended its education policy and implemented the 'New Education Policy-2020' (NEP-2020). The New Education Policy, 2020, recommends overhauling school and higher education to make it more student-centered, multidisciplinary, and to foster an entrepreneurial ecosystem within the country, opening new career and entrepreneurship opportunities for students and youth in India (Ministry of Education, Annual Report 2023-24). Furthermore, entrepreneurship is positively linked to the country's economic growth and helps resolve many complex economic issues, such as low growth, high inefficiency and inflation, poor innovation, and unemployment (Ranganai & Sibanda, 2023). Specifically, entrepreneurship offers a key opportunity for women's empowerment and provides significant benefits like enhancing the health and well-being of their families and communities (Agarwal et al., 2020; Baral et al., 2023). The World Bank's report, "India Country Economic Memorandum: Becoming a High-Income Economy in a Generation," states that India needs to sustain an average GDP growth rate of 7.8% over the next 22 years to reach developed nation status. Achieving this will require leveraging the demographic dividend, investing in human capital, creating a supportive work environment, and increasing women's workforce

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participation from 35.6% to 50% by 2047 (World Bank Report, 2025).

In India, the Government has significantly invested in infrastructure, technology development, and women's empowerment (economic and social). Several key initiatives have been launched, such as the Jan Dhan-Adhaar-Mobile trinity, Beti Bachao Beti Padhao, 'Pradhan Mantri Mudra Yojana', Pradhan Mantri Kaushal Vikas Yojana, Udyogini Yojana, and Anapurna Yojana, all aimed at strengthening women's empowerment in India (Singh, 2025). However, despite these efforts, the evolution of women's entrepreneurship has been gradual, with the growth of women-led businesses varying significantly by region (Banu and Baral, 2021; Pathak and Varshney, 2017). This variation can be attributed to differences in economic growth, social status, and political stability across regions, which affect the intention and development of women's entrepreneurship (Baral et al., 2023).

Against this backdrop, the current study measures the entrepreneurial behavior of female students at higher education institutions in Uttar Pradesh (UP)-India's most populous state, which plays a crucial role in the country's politics, education, culture, industry, agriculture, and tourism. In recent years, the state has made significant social and economic progress, attracting many tourists keen to experience its rich culture, traditions, heritage, and history. Its demographic dividend, vibrant tradition of handicrafts, carpets, leather goods, technical expertise, and youthful workforce further underscore its significance. Moreover, Uttar Pradesh leads the nation in student enrollment with 52.6% male and 47.4% female students (Ministry of Education, Annual Report 2023-24).

This study is guided by two important theories: the Theory of Planned Behavior (TPB) (Ajzen, 1991) and the Self-Determination Theory (SDT) (Deci and Ryan, 1985). We aim to measure the entrepreneurial behavior of female students at HEIs in UP. SDT is used to examine the mediating role of entrepreneurial inspirations, such as autonomy and perceived usefulness, in the link between female entrepreneurial qualities and their intention to become entrepreneurs. To achieve these research objectives, the following research questions are addressed:

RQ1. What are the specific entrepreneurial qualities that motivate female students to pursue entrepreneurship as their career option?

RQ2: Do entrepreneurial inspiration factors like 'autonomy' and 'perceived usefulness' act as mediators in the association between female students' entrepreneurial qualities and their intention to start a venture in the future?

This study makes several contributions to women's entrepreneurship. First, it investigates high-potential female youths' perceptions and attitudes towards entrepreneurship as a career. Second, we focus on a specific group: female students from various academic backgrounds who are pursuing graduation and post-graduation at HEIs. Scholars believe that women possess excellent expertise, manage all factors of production, and are willing to take risks. They are also involved in creative and innovative activities, enabling them to generate employment for others. Women can advance from micro to high-growth enterprises, establishing self-identity and recognition in society and the nation. They can develop skills in managing manufacturing, retail, service activities, and promoting Small and Medium Enterprises (SMEs). Women have contributed significantly to economic growth in many countries (Lulaj et al., 2025; Agarwal et al., 2020). Finally, in this study, we used autonomy and perceived usefulness as mediators to investigate the link between female students' entrepreneurial qualities and entrepreneurial intention. By highlighting the role of these intermediary factors, we aim to provide a deeper understanding of the potential of female entrepreneurs.

Literature review and hypotheses formulation

Entrepreneurial Qualities and Entrepreneurial Intention

Entrepreneurial Intention (EI) is an initial step of entrepreneurship and is directly linked to venture creation. Moreover, intentions are recognized as the strongest predictors of any planned behavior, including entrepreneurship. Thus, it is defined as an individual's desire, objective, or attitude toward starting their own business or choosing self-employment as a career option (Katz and Gartner, 1988; Bird, 1988). TPB is particularly prominent in behavioral sciences research (Kautonen et al., 2013; Chang et al., 2022) and has shown consistent results regarding individuals' entrepreneurial intentions. It considers various factors, including personal, social, contextual, and other influences related to entrepreneurship (Nguyen, 2017; Phiri & Chasaya, 2023). Therefore, understanding the factors that influence intentions enhances our comprehension of individuals' planned and purposeful behaviors (Li & Wu, 2019).

Although the list of such entrepreneurial qualities is quite extensive, only a few among them received standardized literature support over time. Here, the stated list of eight entrepreneurial qualities comprises proactiveness, risk tolerance, narcissism, need for achievement, creativity, entrepreneurial passion, entrepreneurial self-efficacy, and optimism, which are examined in this study.

According to Schumpeter (1930), entrepreneurs serve as agents of creative destruction, eliminating established technologies, products, and practices, replacing them with options that offer greater market value (Harvard Business Review, 2018). Creativity is defined as an individual's ability to generate new and valuable ideas by recombining and connecting existing information and knowledge (Singh, 2024). It is also described as a process and a set of capacities that develop ideas, create solutions, and produce artifacts that are relatively novel and effective (Henriksen et al., 2021). Empirical evidence shows that creativity is significantly associated with individuals' entrepreneurial intentions (Singh, 2025; Biraglia & Kadile, 2017). Moreover, Kemmelmeier & Walton (2016) found that women tend to be somewhat more perceptive of the objective level of originality in their creative output than men.

Optimism refers to the expectation that positive events will occur in the future, outweighing any adverse events. It is an internal cognitive process that influences how an entrepreneur views the world (Crane & Crane, 2007). Kluemper et al. (2009) argued that optimism can be understood as both a state and a trait. Trait optimism refers to an individual's stable level of optimism, whereas contextual or situational factors influence state optimism. Previous studies (Ozaralli & Rivenburgh, 2016; Zhao & Xie, 2020) have shown a positive association between optimism and individuals' entrepreneurial intentions. However, Singh (2025) found that optimism is insignificantly linked with the entrepreneurial intention of the students at HEI.

The ability to take risks is the willingness to experiment with novel concepts and opportunities while embracing the possibility of failure (Beghetto, 2018). According to Gurel et al. (2021), entrepreneurial intention was positively correlated with risk-taking inclination. Furthermore, depending on their degrees of risk-taking inclination, women were more likely than men to experience the effects of higher education on their entrepreneurial goals. Specifically, women who were less inclined to take risks profited the most from education in terms of raising their likelihood of starting their own business. According to a different study by Hossain et al. (2024), women

who exhibit openness and conscientiousness as personality qualities are more likely than men to have social entrepreneurial intention.

Proactive personalities are opportunity-seekers who are committed to developing new needs to improve their market success (Mason et al., 2015). According to Zampetakis (2008), having a proactive personality is strongly associated with creativity, which promotes an organizational culture of learning and improves career success for individuals. Previous research has shown that people's entrepreneurial ambition is positively impacted by their proactiveness attribute (Delle & Amadu, 2016; Singh, 2025).

Need for achievement is one of the influential factors that affects individuals' actions and behavior at their workplace (Kerr et al., 2018). In their study, Jabeen et al. (2017) noted that individuals with a higher need for achievement strongly desire to pursue entrepreneurship as a career choice, enabling them to compete in the market more effectively. Additionally, studies by Dzomonda and Neneh (2023), Al-Qadasi et al. (2023), and Wardana et al. (2024) have demonstrated a positive correlation between the need for achievement and entrepreneurial intention. However, in their study, Singh (2025) found that the need for achievement is insignificantly associated with the entrepreneurial intention of the students.

According to Cardon et al. (2009), entrepreneurial passion is a consciously accessible, intense, positive feeling experienced by engagement in entrepreneurial activities associated with roles that are meaningful for the self-identity of the entrepreneur. Moreover, it is the 'fire of desire' that fuels the daily efforts and creativity of entrepreneurs and forces them to persevere amid all the difficulties they encounter (Cardon and Kirk, 2015). Prior studies (Singh, 2025; Cardon et al., 2013) found that entrepreneurial passion directly and positively influences individuals' entrepreneurial intentions.

Entrepreneurial self-efficacy (ESE) is a psychological trait of entrepreneurs (Wei et al., 2020) that represents their beliefs, perceptions, and attitudes to conquer challenges and accomplish targets. In other words, it represents the self-confidence intensity of entrepreneurs to succeed through corresponding actions. Moreover, prior studies (Li et al., 2020; Singh, 2024) revealed that ESE can predict entrepreneurial behaviors and actions.

Individuals with narcissistic traits are more inclined to pursue power, fame, admiration, superiority, and leadership opportunities. They often perceive themselves as more intelligent and capable (Mathieu & St-Jean, 2013; Leung et al., 2021). Moreover, narcissism is a double-edged sword for founders. Initially, it positively correlates with business success, but over time, its impact can become negative, resulting in reduced empathy and interpersonal skills (Burger et al., 2023). Prior studies show that narcissists are linked to higher entrepreneurial intentions. (Leung et al., 2021), self-efficacy (Gao and Huang, 2022), and risk-taking, business competencies, and entrepreneurship propensity (Ali and Khan, 2023). In contrast, Wu et al. (2019) and Singh (2025) noted that narcissism negatively affects the entrepreneurial intention of individuals.

The author believes that this is a new and modern Bharat, where women occupy leadership positions across various fields, including academia, research, and science, as well as politics, banking and finance, the army, and the successful creation and management of businesses. The current study focuses on Gen Z female students, born between 1995 and 2010, who exhibit high levels of entrepreneurship. They are driven by a desire for novelty and consistently seek to improve products, services, and the world around them. They demonstrate proactivity instead of reactivity and possess both the capability and commitment to

thrive in a dynamic environment (Singh, 2024). Thus, we propose our first hypothesis is as follows-

H1: Entrepreneurial Qualities of female students are significantly and positively linked with their entrepreneurial Intention.

Entrepreneurial Inspiration as a Mediator

According to Ryan & Deci (2019), self-determination theory (SDT) indeed offers a comprehensive framework for understanding the motivations and behaviors of entrepreneurs, particularly women (Manishimwe et al., 2023). According to SDT, people are inherently inclined to be proactive and to move toward greater refinement and integration in self-functioning. This theory proposes that all human beings have three basic psychological needs—the need for competence, autonomy, and relatedness—all of which are essential for maintaining intrinsic motivation, internalizing external motivation, and regulating emotions effectively, contributing to overall functioning and well-being. In this study, we investigated the impact of entrepreneurial inspirations (in the forms of autonomy and perceived usefulness) on female students' linkage between entrepreneurial qualities and their intention to pursue entrepreneurship as a career.

The need for autonomy is defined as the necessity of experiencing a sense of choice, willingness, and volition when behaving. The need for autonomy is thus linked to the self, which is the active center of integration, initiation, and spontaneous engagement within the social context (Ryan and Guay, 2013). Empirical evidence shows that autonomy directly and significantly influences individuals' entrepreneurial intentions (Singh, 2025; Al-Mamary & Alshallaqi, 2022). Furthermore, Mahajan & Arora (2018) argued that female students in non-metropolitan areas are more inclined toward entrepreneurship due to their autonomy aspirations. In the current 21st century, Industry 5.0 has emerged, marking the age of robotics and artificial intelligence. Therefore, it is very interesting to measure students' intentions regarding the use of technology in their business activities.

According to Davis (1989), 'Perceived Usefulness' (PU) is the degree to which potential users believe that using a particular technology will enhance their job performance. It reflects motivation driven by the desire for money, recognition, and rewards, which influences individuals to adopt technologies in their work systems (Pham et al., 2023, and references therein). Ilyas et al. (2023) noted that digital entrepreneurs have significantly adopted technology to achieve business success. Singh (2025) found that perceived usefulness is strongly linked to students' entrepreneurial intentions. Figure 1 shows the proposed hypothetical model of the study.

H2: Entrepreneurial Inspirations, such as (a) Autonomy and (b) Perceived Usefulness, significantly mediate the linkage between entrepreneurial qualities and entrepreneurial intention among female students.

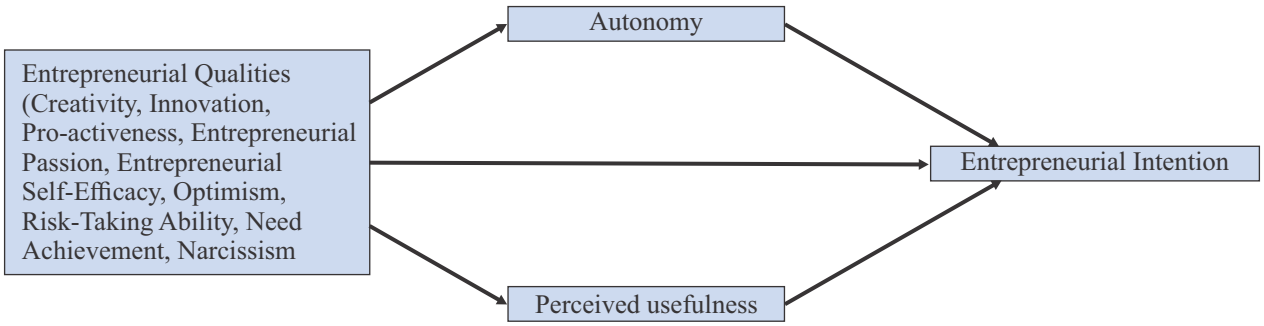

Figure 1: Model of the study

Research Methodology

Research design and sample

The study's population consists of female students pursuing graduation and post-graduation at HEIs (both colleges and universities) in Uttar Pradesh, India. The researcher employed a non-probability sampling technique, and data were collected through both offline and online (Google Forms) using a self-administered questionnaire between June and September of 2024. The G*Power software recommended 98 as the minimum sample size with a probability level = 0.05with an anticipated effect size = 0.15, desired statistical power level = 0.8. A total of 306 students completed the survey, out of which 56 replies were deemed incomplete, and as a result, they were eliminated from the survey data. Out of 250 female students, the majority of respondents (88%) belong to the age group of 21 to 23 years, and 76% are pursuing graduation, and 71% respondents are commerce and management students in government colleges (69%), see the details in Table 1.

Table 1: Demographic characteristics of the respondents used in the study

Demographic features		Frequency	Percentage
Age	18-22	221	88%
	23-26	18	7%
	27-30	11	5%
Education	Graduation	191	76%
	Post-graduation	59	24%
Subjects/Disciplines	Art, Humanities, and Social Sciences	57	23%
	Commerce & Management	178	71%
	Science, IT & Engineering	10	4%
	Sports and Yoga	5	2%
Academic Institutions	Government college	172	68%
	Government-aided college	45	18%
	Self-finance/or private college	3	2%
	Private university	6	2%
	State university	17	7%
	Central university	7	3%

Constructs of the study

The questionnaires related to entrepreneurial qualities, inspiration, and intentions were measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree); whereas, 1 (not confident) to 5 (fully confident) was used for measuring ESE. Table 2 shows the reliability coefficient of these variables, which is more than 0.7; therefore, it adequately provides the internal reliability of these continuous variables. Moreover, each construct is discussed below-

- Entrepreneurial Intention (EI): The Dohse & Walter (2012) scale of 3 items was applied to measure the students' EI.

- Entrepreneurial Qualities (EQ): The different scales are used to measure the EQ of the students. For example, 3 items are taken from Bateman & Crant (1993) to measure proactiveness; 2 items from Fairlie and Holleran (2012) used for measuring risk-tolerance capacity; 4 items from the scale of Cardon et al. (2013) applied in identifying individuals' passion regarding entrepreneurship; optimism is measured with Scheier and Carver (1985) scale – 3 items; individuals' achievement orientation is measured by applying the scale of Lee and Tsang (2001) - 3 items; creativity is measured by using the scale of Zhou and George (2001)- 3 items; the feature of narcissism is measured through the scale of Ames et al. (2006)- 4 items; and 3 items are taken from Biraglia and Kadile (2017) to measure students' ESE.

- Entrepreneurial Inspiration (EInsp.)- For measuring the entrepreneurial inspiration of students, two parameters, such as autonomy and perceived usefulness, have been taken, and items adopted from Van Trang et al. (2020) and Davis (1989), respectively.

- 3.2.d. Control variables- To reduce the effects of extraneous variables, a few variables such as age, gender, subjects, educational degree, and nature of educational institution are included as control variables because they influenced entrepreneurial attitude orientation (Singh, 2024)

Statistical Tools

SPSS version 26.0 was used for reliability coefficients, descriptive statistics, correlation, and regression analysis. Model 4 of the Hayes (2017) PROCESS macro analyses the mediating effect, utilizing 5,000 bootstrap samples to ensure robust standard errors and confidence intervals.

Table 2: Details of Constructs

Constructs	No. of items	Reliability coefficient	Mean	S.D.
Entrepreneurial Intention	3	.79	3.93	.85
Entrepreneurial Inspirations				
Autonomy	3	.69	4.03	.79
Perceived usefulness	2	.69	4.05	.79
Entrepreneurial Qualities				
Proactiveness	3	.85	4.15	.81
Risk-tolerance	2	.49	3.16	.85
Optimism	3	.59	3.49	.51
Creativity	3	.68	3.88	.81
Need for achievement	3	.76	4.11	.75
Narcissism	4	.66	3.59	.79
Entrepreneurial passion	4	.87	4.04	.80
Entrepreneurial self-efficacy	3	.81	3.72	.94

Data Analysis and Interpretation

Table 2 shows that female students have higher proactiveness, need for achievement, and entrepreneurial passion, followed by creativity, entrepreneurial self-efficacy, narcissism, optimism, and risk-tolerance. In addition, Table 3 reveals that entrepreneurial qualities of female respondents have a strong positive and significant correlation with their entrepreneurial intention (r = .69) and their entrepreneurial inspirations (r = .73). It is also noted that there is a direct and significant correlation found between entrepreneurial inspirations and intention to start business activities (r = .62).

Table 3: Correlation among constructs

Constructs	Entrepreneurial Qualities	Entrepreneurial Inspirations	Entrepreneurial Intention
Entrepreneurial Qualities	1		
Entrepreneurial Inspiration	.730**	1	
Entrepreneurial Intention	.685**	.620**	1
**Significant at: p< 0.01 level			

Table 4 revealed the causal association between entrepreneurial qualities and entrepreneurial intention. It is found that there is 46.9% variation in entrepreneurial intention of female students due to their entrepreneurial qualities such as proactiveness (β = .26), creativity (β =.18), narcissism (β = .18), entrepreneurial passion (β = .14), and self-efficacy (β =. 11). Moreover, these entrepreneurial qualities of female students are significantly linked with their entrepreneurial intention (F = 218.69, t = 14.79, p<0.05). While risk-tolerance, optimism, and need achievement traits of females are not significantly impacted by their intention to choose entrepreneurship as their career choice. Thus, we partially accepted H1.

Table (4) Causal relationship between entrepreneurial qualities and intention

Path	R2	F-Statistic	B	t-value	p value
EQ ⟶ EI	.469	218.69	1.01	14.79	0.000
PA ⟶ EI			.27	3.61	0.000
RT ⟶ EI			.02	.35	.727
OP ⟶ EI			.01	.08	.938
CR ⟶ EI			.18	2.44	.016
NA ⟶ EI			.07	.84	.400
NR ⟶ EI			.18	2.77	.008
EP ⟶ EI			.14	2.05	.042
ESE ⟶ EI			.11	2.27	.024

**Significant at: p< 0.05 level

In order to investigate the mediating effect of entrepreneurial inspirations such as autonomy and perceived usefulness in the linkage between entrepreneurial qualities and entrepreneurial intention. The result of Table 5 shows that both mediators significantly mediated the above-stated linkages. The mediating effects of autonomy (F = 152.38; β = 0.84; t = 12.34) explain 81% and perceived usefulness (F = 191.35; β = 0.89; t = 13.83) predicts 44% variation in the linkage between entrepreneurial qualities and intention to become an entrepreneur. In addition, the model contains total effect (i.e. the influence of entrepreneurial qualities on entrepreneurial intention in the presence of autonomy and perceived usefulness [β = 1.004; 95% CI (0.871, 1.138)], direct effect (i.e. the influence of autonomy and perceived usefulness on entrepreneurial intention) [β = 0.695, 95% CI (0.502, 0.888)] and indirect effect of autonomy [β = 0.104; 95% CI (-.033, 0.241)] and perceived usefulness [β = 0.206; 95% CI (0.059, 0.352)] and, these mediating effects are statically significant (p<0.05). Thus, we accept our H2 (a) and (b).

Table (5) Result of Mediation Analysis (Model 4)

Model summary						
	R^2	SE	F-statistic	Â	t-value	p
Autonomy	.806	.388	152.38	.84	12.34	0.000
Perceived usefulness	.435	.353	191.35	.89	13.83	0.000
Path	â	SE	95% Confidence Interval		t-value	p
			LLCI	ULCI		
EQ ⟶ EI	.695	.098	.502	.888	7.089	0.000
AT ⟶ EI	.124	.062	.002	.247	2.003	0.000
PU ⟶ EI	.229	.065	.102	.358	3.528	0.000
Effects						
Total Effect	1.004	.068	.871	1.138	14.788	0.000
Direct Effect	.695	.098	.502	.888	7.089	0.000
Indirect Effect						
Autonomy	.104	.069	-.033	.241		
Perceived usefulness	.206	.074	.059	.352		

Discussion and Implications of the Study

Considering the linkage between SDG4, Viksit Bharat, and the New Education Policy-2020, in light of the theory of planned behavior (Ajzen, 1991), this research measures the entrepreneurial intention of female students from different academic backgrounds at HEIs. It also employs self-determination theory (Deci and Ryan, 1985) to investigate the mediating role of entrepreneurial inspirations, such as autonomy and perceived usefulness, in the relationship between females' entrepreneurial qualities and their intent to become entrepreneurs. This study revealed that female respondents possessed several entrepreneurial qualities, including proactiveness, need for achievement, entrepreneurial passion, creativity, and entrepreneurial self-efficacy. These were followed by optimism, narcissism, and risk-tolerance, respectively. The findings showed that female entrepreneurial qualities such as proactiveness, creativity, narcissism, entrepreneurial passion, and self-efficacy have a significant direct impact on their entrepreneurial intention, while optimism, need for achievement, and narcissism have an insignificant impact. These results partially support previous research by Alamanda et al. (2024), Hossain et al. (2024), and Nowiński et al. (2017). Additionally, the study examines the mediating effects of entrepreneurial inspirations like autonomy and perceived usefulness between entrepreneurial qualities and intention. The results indicated that both variables significantly mediated this relationship, supporting previous work by Mahajan & Arora (2018). Several factors contribute to these findings. First, most respondents are students of management and commerce, likely possessing theoretical knowledge of basic business concepts such as cost-benefit analysis, economic production, e-business, and digital marketing, for use in venture creation. However, their lack of practical business experience may create fear regarding risks, uncertainties, and failures in starting a venture or self-employment. Second, there are limited opportunities for professional project counseling and internship programs at these government colleges. Third, these colleges suffer from a shortage of experienced entrepreneurship educators, incubation centers, funding, and

infrastructure facilities (Ying and Hatta, 2025; Singh, 2025).

This study has both theoretical and practical implications. It enriches the existing literature on women entrepreneurs and their entrepreneurial inspirations by providing empirical evidence of their qualities, inspirations, and career intentions. The study suggests that applying SDT and TPB models to entrepreneurship could help increase the number of female entrepreneurs and contribute to achieving Sustainable Development Goals (SDGs) 1, 4, 5, and 8. It is a pioneering effort that uses both the theory of planned behavior and self-determination theory to examine potential female entrepreneurs operating in a patriarchal society. The findings are relevant for stakeholders such as students, HEIs, government agencies, and policymakers.

Policymakers aiming to promote and support female entrepreneurs in developing countries like India should consider understanding women's motivations within patriarchal societies and creating supportive institutional frameworks for their success. Raising awareness among female students about entrepreneurship and nationwide entrepreneurial initiatives is also essential. HEIs should encourage entrepreneurial education, personality development, and traits like self-confidence, risk-taking, autonomy, and self-realization. Greater focus on training, vocational programs, case studies, brainstorming on societal issues, internships, time management, and communication skills is necessary. Furthermore, the government should establish social professional institutions to provide counseling and motivate local entrepreneurs to deliver lectures and motivational talks at HEIs. Promoting grassroots entrepreneurial initiatives through effective marketing and visualization is also crucial. Local authorities—each gram panchayat, block, and tahsil—must disseminate information regarding government schemes to foster social transformation, motivating youth towards entrepreneurship, which can help meet SDGs. Before designing incentive policies, the government and policymakers should thoroughly assess students' entrepreneurial needs and qualities, prioritizing their knowledge and inspirations in policy development (Singh, 2025).

Conclusion, limitation, and direction for future work

This study has enabled us to strive towards making several contributions to future research on the relevance between female and their entrepreneurial qualities, attitudes, and inspirations. By doing so, this study significantly adds to unravelling the how and why of the intersection between female and their psychological traits to make decisions towards their entrepreneurial career. Additionally, suppose females are not provided with a conducive environment and family and social support to reach their utmost entrepreneurial qualities. In that case, their sense of contentment, optimism, and self-confidence may suffer. The purpose of this study is to lay its prime focus on the psychological progressions that define the self-analysis of entrepreneurial capabilities and inspirations among female youth. The present study focused on the formation of intentions and not the actual business start-up (Neneh, 2019). Since intentions alone might not always determine actual business start-up, future studies can consider how governments' entrepreneurial initiatives, self-confidence, and social support influence actual business start-up. Second, this study employed non-probability sampling amongst female students at HEIs in Uttar Pradesh, India. Further studies can employ both mixed research methods (quantitative and qualitative) on a larger sample of female students sample of several academic backgrounds.

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