Research Article

Determinants of Entrepreneurial Intention among Fisheries Students in Kerala: Evidence from a Primary Quantitative Survey Using the Theory of Planned Behaviour

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ABSTRACT

The objective of this research is to identify the determinants of entrepreneurial intention among students of fisheries and allied programmes in Kerala using the Theory of Planned Behaviour (TPB) after extending it with entrepreneurship awareness and perceived government support. This research employed a primary cross-sectional survey conducted on 424 fisheries and allied students, which was analyzed through various quantitative techniques that include reliability analysis, Pearson correlations, confirmatory factor analysis (CFA), structural equation modelling (SEM), and bootstrapped indirect-effect tests. Results reveal that all six multi-item constructs display acceptable to excellent internal consistency (Cronbach's α = .798–.914). There is a positive and significant correlation for entrepreneurial intention. Of the correlates, perceived behavioural control (PBC) has the highest bivariate correlation (r = .658), followed by attitude (r = .614), awareness (r = .562), government support (r = .534), and subjective norms (r = .498). Measurement model provides a good fit (χ^2/df = 2.41, CFI = .941, TLI = .927, RMSEA = .049, SRMR = .042). According to the structural model, there is the strongest direct effect of PBC on entrepreneurial intention (β = .34, $p < .001$). This is followed by attitude (β = .29), awareness (β = .24), government support (β = .21), and subjective norms (β = .18), all $p < .001$. The value of the model indicates 57.9% of the variance in entrepreneurial intention (R^2 = .579; adjusted R^2 = .574). The results in terms of awareness further showed that it has indirect effects on PBC (β = .17, $p < .001$) and government support (β = .11, p = .004). The study adapts the original TPB for a special fisheries-students population by incorporating the psychological, cognitive, social, and institutional variables into a single model. Entrepreneurship education for fisheries students should move beyond awareness creation and strengthen perceived capability through experiential learning, venture planning, financial literacy, incubation, mentoring, and more accessible institutional support.

Keywords: Entrepreneurial Intention; Theory of Planned Behaviour; Fisheries Students; Perceived Behavioural Control; Government Support; Entrepreneurship Awareness; Kerala

INTRODUCTION

The expansion of higher education has not been accompanied by similar improvement in secure salaried employment. So, entrepreneurship has become an increasingly important graduate career alternative. Entrepreneurship is especially relevant to

technically trained graduates because it can convert specialized knowledge into new products, services and jobs. In intention-based entrepreneurship research, venture creation is conceived of as a planned rather than spontaneous behaviour. Entrepreneurial intention is thus treated as a proximal cognitive precursor of subsequent entrepreneurial action, especially when actual venture creation is distant in time or limited by resources (Bird, 1988; Krueger & Carsrud, 1993; Krueger et al., 2000; Kautonen et al., 2015). Whether an entrepreneur or not, people make market-based decisions for themselves or for others in the hope of liquidating their production or service.

Fisheries education is involved with the issue. The Fisheries and allied programmes help produce professionals having technical knowledge in aquaculture, seed production, fish health, processing and post-harvest technology, value addition, marketing and aquatic-resource management. These skills have great potential for self-employment and enterprise development. Getting technical training does not guarantee taking entrepreneurial action.

Fisheries businesses may need investment, insurance, infrastructure, knowledge of markets, leases, water or land access, risk protection, and government programmes. As a result, graduates may regard entrepreneurship as valuable while still seeing it as difficult to implement. Research from India indicates that fisheries graduates exhibit moderate motivation to become entrepreneurs, while their self-efficacy and risk-taking behaviour are uneven. There are important skill gaps. (Kumaran & Anand, 2016; Green Sea et al., 2017)

Studies being carried out in Kerala are largely concentrated on existing entrepreneurs and empowerment among fisheries groups. The formation of entrepreneurial intention among students is not particularly the focus of study (Salas et al., 2017).

According to Ajzen's Theory of Planned Behaviour, a person's perception greatly influences his behaviour in any situation. In this case, our actions have a greater influence than our intentions in actions related to TPB. Attitude deals with the person's favourable or unfavourable assessment of entrepreneurship; the subjective norms capture perceived support or pressure by important others; and PBC reflects confidence in the ability to perform the action and control relevant constraints.

In the literature on entrepreneurship, attitude and PBC are typically strong predictors of intention; subjective norms are more variable (Krueger et al., 2000; Liñán & Chen, 2009; Schlaegel & Koenig, 2014). Recent Indian evidence among technical students also supports the applicability of TPB while indicating that the institutional environment can shape entrepreneurial intention.

For fisheries students, it is better to enhance the traditional TPB model with the two relevant factors: entrepreneurship awareness and perceived government support. Awareness represents students' knowledge of opportunities, available support, and the activity of starting up. Government assistance indicates views on subsidisation, training, credits, policy facilitation, and institutional assistance. Because many fisheries operate in a policy-dense and capital-intensive environment, these factors are particularly

relevant. Awareness can impact intention directly by heightening visibility of opportunities and indirectly by enhancing perceived feasibility. In the same way, financial support from the government can help boost entrepreneurial intention in students by alleviating their sense of financial and procedural constraint.

This study therefore explores the impact of awareness, attitude, subjective norms, PBC, and perceived government support on the entrepreneurial intention of fisheries students in Kerala. It has three contributions. First, it focuses on a specialized student population that has received significantly less TPB-based attention than general business, engineering, or university samples.

Secondly, the TPB framework has been broadened beyond the canonical constructs without removing these constructs, thus allowing for the consideration of cognitive and institutional conditions alongside the psychological, which is in line with previously discussed theoretical perspectives. Third, it evaluates measurement reliability and CFA fit before estimating structural relationships, aligning empirical analysis with the theoretical model.

The aim of the research is to provide a theoretically based explanation of intention formation and empirical evidence on the role of entrepreneurship education and institutional support in fisheries programmes.

LITERATURE REVIEW

Consumer Entrepreneurial Intention and the Theory of Planned Behaviour

A conscious recognition and commitment by an individual to start a new business venture. When certain behaviour requires preparation, resources, and delayed execution, intention becomes more important. The three components of TPB will be discussed in this section.

Individual attitude towards entrepreneurship is defined as the expected desirability of entrepreneurship outcome with respect to an individual's beliefs towards income, independence, satisfaction and risk. Factors like family, teachers, and peers are recognised as subjective norms. PBC is about your perceived ease or difficulty of becoming an entrepreneur. It includes your confidence in your skills and resources and your ability to overcome constraints.

Studies on entrepreneurship have repeatedly established stance and PBC as the main predictors of entrepreneurial intention (Krueger et al., 2000; Liñán & Chen, 2009; Schlaegel & Koenig, 2014). Students might find entrepreneurship appealing as they desire autonomy and economic opportunities, but their intention to act is likely to be stronger if they also believe they have the knowledge, capability, and resources to do so.

Intention can be influenced by subjective norm through social approval and encouragement, but it differs in magnitude. This may be because entrepreneurial career choice is often a trade-off between personal evaluation and social expectation. In student populations, immediate family and peer networks are potentially extremely influential. This is because students are not yet set on career preferences. They may also depend on others for emotional or financial support.

Entrepreneurship education is capable of impacting multiple TPB components in a simultaneous manner. If a student is exposed to entrepreneurial education, he or she may become more aware of the possible benefits of entrepreneurship, view an entrepreneurial career as more attractive, and become more confident due to the acquisition of specific skills. Furthermore, he or she may gain access to role models or networks. (Souitaris et al., 2007; Solesvik et al., 2012; Barba-Sánchez & Atienza-Sahuquillo, 2018)

Though exposure in classrooms is a start, it cannot suffice if students do not get hands-on experience or think they have access to finance and institutional support. This distinction is relevant in technical fields like fisheries, where the feasibility of a venture is often determined by resources and regulation.

Fisheries-Specific Evidence and Research Gap

Current research on fisheries will bring useful evidence, but they are fragmented. In India, Kumaran and Anand (2016) assessed the entrepreneurship motivation of fisheries graduates. They found that their entrepreneurial orientation was present but weak in dimensions such as self-efficacy and risk-taking. The study by Green Sea et al. (2017) was conducted to a limited extent on fisheries graduates and employers with respect to skill gaps and career choice. Research conducted by Salas et al. (2017) aims to study entrepreneurship-based empowerment of fisherwomen self-help groups in Kerala. The study focuses on those individuals who are already into the enterprise activity. Willingness to undertake a venture is called entrepreneurial intention (EI).

Recently, Gul et al. (2024) evaluated the EI in the fisheries context among Agri students of Kashmir. Razi-ur-Rahim et al. (2024) applied TPB to polytechnic students of Kerala. It can be seen from these studies that entrepreneurship is relevant to fisheries and technical education. However, the existing studies do not have a fully integrated TPB-based model for fisheries students in Kerala.

The research gap thus does not merely refer to a lack of fisheries entrepreneurship studies. The restricted participation of these fisher-students in entrepreneurship is thus due to the limited integration of psychosocial conditions, entrepreneurship awareness, and institutional support. This is important as fisheries entrepreneurship is particularly sensitive to perceived feasibility. The technical expertise, capital, equipment, right location, market access, and conformance to the sector's codes will be required for aquaculture, processing, and allied activities. Policies can also affect education, investment, and business growth. A student can thus have a positive entrepreneurial attitude but be unsure whether a venture can actually be started.

Researching the involvement of PBC and government support, along with awareness and traditional TPB variables, can help us see if this dimension of feasibility is central to intention formation. Kerala is a relevant location as fisheries education operates in the presence of a mature fisheries economy and an active public-support environment. Farmers and students can pursue a variety of enterprise options like aquaculture, hatcheries,

ornamental fisheries, value-added products, processing, marketing, and services besides ordinary career options. However, the transition from vocational education to entrepreneurship may rely on how students perceive the opportunity, capabilities, and institutional backing. The current research treats awareness and perceived government support as extensions to the TPB model rather than substitutes.

Extended TPB Framework and Hypotheses

The analytical framework keeps attitude, subjective norms, and PBC as the major TPB antecedents of entrepreneurial intention. The inclusion of entrepreneurship awareness as a cognitive contextual predictor and perceived government support as an institutional predictor. It is also expected that awareness will indirectly influence intention by influencing PBC and perceptions of government support.

This specification enables the research to examine whether students' knowledge and institutional perceptions add a further contribution to intention beyond the traditional TPB components.

H1: *Entrepreneurship awareness is positively associated with entrepreneurial intention among fisheries students.*

H2: *A more favourable attitude toward entrepreneurship is positively associated with entrepreneurial intention.*

H3: *Stronger subjective norms supporting entrepreneurship are positively associated with entrepreneurial intention.*

H4: *Greater perceived behavioural control is positively associated with entrepreneurial intention.*

H5: *More favourable perceived government support is positively associated with entrepreneurial intention.*

H6: *Perceived behavioural control mediates the relationship between entrepreneurship awareness and entrepreneurial intention.*

H7: *Perceived government support mediates the relationship between entrepreneurship awareness and entrepreneurial intention.*

METHODS

Research Design and Data Source

A quantitative cross-sectional design is employed for the study based on primary survey data collected from students of fisheries and allied programmes in Kerala. A questionnaire incorporating structured data was used to extract the demographic and educational characteristics, whereas multiple-item measures were used to assess Entrepreneurship Awareness, Attitude towards Entrepreneurship, Subjective Norms, Perceived Behavioural Control, Perceived Government Support, and Entrepreneurial Intention.

The use of a cross-sectional design is appropriate to examine the pattern of relationships among these constructs at a particular point in students' academic and career development. Since the data were collected at one point in time, the estimated relationships are interpreted as associations and theory-consistent structural paths, not as definitive evidence of temporal causation.

Population, Sample and Sampling Procedure

The analytical sample has 424 respondents from fisheries and allied programmes in selected higher-education institutions in Kerala. The male respondents (238 persons; 56.13%) were more than the female respondents 186 persons; 43.87%).

102 respondents (24.06%) were 20 years or below, 248 (58.49%) were between 21-23 years, and 74 respondents (17.45%) were 24 years and above. Undergraduate, postgraduate, and diploma/vocational students made up the sample, with respondents having different levels of entrepreneurship-training exposure.

Such diversity is useful to study entrepreneurial intention across educational backgrounds; nevertheless, the results should be construed as evidence from the sampled programmes and institutions rather than as a probability estimate for all the fisheries students of Kerala.

Measurement of Variables

All primary constructs were operationalized using multi-item Likert-type scales. The updated draft follows the specifications of its constructs and structure of reliability as reported in thesis analysis, as opposed to the earlier variable-position mapping that produced invalid negative coefficients of reliability.

The concept of entrepreneurship awareness covers knowledge of entrepreneurial opportunities, business environment, financial agencies, and support structures. Attitude gauges positive opinions about entrepreneurship as a career. Subjective norms refer to social support or approval from important others. PBC gauges one's capability, know-how, confidence, and control over entrepreneurial tasks.

Perceived government support refers to the availability and accessibility of training, finance, schemes, and policy support. The determination, serious consideration, and willingness to act entrepreneurially.

Table 1: *Construct Measurement and Analytical Role*

Construct	No. of items	Analytical role
Entrepreneurship awareness	7	Extended TPB predictor/antecedent
Attitude toward entrepreneurship	5	Core TPB predictor
Subjective norms	6	Core TPB predictor
Perceived behavioural control	7	Core TPB predictor/mediator
Perceived government support	10	Contextual predictor/mediator
Entrepreneurial intention	7	Outcome construct

Source: *Adapted Scales*

Statistical Analysis

The analysis was sequentially organised to assess measurement adequacy before structural interpretation. Initially, the central tendency and dispersion of the main constructs are summarized using descriptive statistics. In the next step, Cronbach's alpha was used to assess internal consistency, relying on a coefficient of .70 or higher as acceptable for established multi-item measures (Hair et al., 2019).

The contribution of individual indicators was informed by the examination of item-

total diagnostics presented in the thesis analysis. To assess the direction and magnitude of bivariate relationships among the constructs and to detect potentially problematic predictor overlap, we calculated Pearson correlations.

The measurement model was evaluated using confirmatory factor analysis. Fit indices were examined, including the ratio of chi-square to degrees of freedom (χ^2/df), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Goodness-of-Fit Index (GFI), the Adjusted GFI (AGFI), the Normed Fit Index (NFI), the RMSEA, and the SRMR.

The fifth step of analysis employed structural equation modelling to estimate the direct effects of EIW determining factors. Ultimately, we performed bootstrapped indirect-effect tests on whether awareness affects EI via PBC and government support. The report contains coefficients, errors, ratios, and p-values. This sequence seamlessly connects scale reliability to measurement validity and further to hypothesis testing.

RESULTS

Descriptive Statistics and Reliability

The account suggests that the respondents generally have positive orientations. Entrepreneurial intention has an overall mean of about 3.82, while PBC and attitude are approximately 3.80 and 3.79, respectively. The average is 3.70 for subjective norms, 3.67 for perceived government support, and 3.65 for entrepreneurship awareness.

The results indicate that the respondents are generally quite positive about entrepreneurship and somewhat confident in their ability, while the awareness and perceptions of institutional support are relatively more moderate. The distinction is materially important as favourable attitudes may not automatically lead to intention unless students further perceive that feasibility and support are adequate.

All six constructs surpass the traditional .70 benchmarks. According to the findings, the variable with the highest reliability was ‘entrepreneurial intention’ with an α = .914, closely followed by perceived government support with α = .889 and PBC with α = .872. The coefficient for subjective norms (alpha = .798) is still acceptable.

The item-level analysis also indicates corrected item-total correlations above the conventional .30 threshold and no item whose deletion results in a meaningful improvement in reliability. The above results support the internal consistency of the measurement scales and provide sufficient grounds for the subsequent CFA and structural analysis. Significantly, they take the place of the negative and near-zero alphas obtained from wrong construct-to-item mapping done earlier.

Table 2: *Reliability Statistics for the Study Constructs*

Construct	Items	Cronbach’s α	Interpretation
Entrepreneurship awareness	7	.812	Good
Attitude toward entrepreneurship	5	.845	Good
Subjective norms	6	.798	Acceptable
Perceived behavioural control	7	.872	Very good
Perceived government support	10	.889	Very good

Entrepreneurial intention	7	.914	Excellent

Source: *Primary Data*

Correlation Analysis

All key elements have a positive, significant relationship. The strongest bivariate association with PBC is entrepreneurial intention (r = .658) followed by attitude (r = .614), entrepreneurship awareness (r = .562), perceived government support (r = .534) and subjective norms (r = .498).

These coefficients mean that those students who feel capable are more likely to evaluate entrepreneurship favourably, have more awareness, perceive more institutional support and experience more social encouragement, and are also likely to report stronger entrepreneurial intention. The predictors have intercorrelations lower than .80, with the highest of attitude and PBC (r = .533). As a result, the matrix illustrates constructs that are related but empirically distinguishable, and it does not indicate problematic pairwise multicollinearity.

Table 3: *Pearson Correlation Matrix of Key Constructs*

Variable	EA	ATT	SN	PBC	GS	EI
Entrepreneurship awareness	1.000	.482**	.396**	.515**	.438**	.562**
Attitude	.482**	1.000	.421**	.533**	.467**	.614**
Subjective norms	.396**	.421**	1.000	.452**	.405**	.498**
PBC	.515**	.533**	.452**	1.000	.489**	.658**
Government support	.438**	.467**	.405**	.489**	1.000	.534**
Entrepreneurial intention	.562**	.614**	.498**	.658**	.534**	1.000

Note. *N = 424. ** p < .01 (two-tailed).*
Source: *Primary Data*

Measurement Model Assessment

The CFA outcomes show an acceptable measurement model. The ratio of χ^2 divided by df is equal to 2.41, which is less than 3.00, a commonly used benchmark. The values of CFI = .941, TLI = .927, and NFI = .914 are also acceptable.

RMSEA = .049 and SRMR = .042 show a close residual fit, and the other fit indicators, GFI = .902 and AGFI = .881, have met the thresholds reported for the analysis. The different indices confirm that the measurement proposed clearly represents the data observed in the study. Since the measurement results are established, structural-path estimation will proceed instead of treating construct scores as unvalidated composites.

Table 4: *Confirmatory Factor Analysis Model-Fit Indices*

Fit index	Obtained value	Recommended threshold	Interpretation
χ^2	524.36	—	—
Df	218	—	—
χ^2/df	2.41	< 3.00	Good fit
CFI	.941	> .90	Good fit
TLI	.927	> .90	Good fit
GFI	.902	> .90	Acceptable
AGFI	.881	> .80	Acceptable

NFI	.914	> .90	Good fit
RMSEA	.049	≤ .08	Close fit
SRMR	.042	< .08	Good fit

Source: *Primary Data*

Structural Model and Hypothesis Tests

All proposed direct paths are positive and significant. PBC has the strongest predictive power on entrepreneurial intention with a standardized regression coefficient of .34. This is followed by attitude ($\beta = .29$, $p < .001$), awareness ($\beta = .24$, $p < .001$), government support ($\beta = .21$, $p < .001$), and subjective norms ($\beta = .18$, $p < .001$). Consequently, H1–H5 is sustained. The coefficients order reflects that perceived capacity and feasibility are stronger than social pressure but both cognitive and contextual factors contribute independently to intention. The findings are aligned with the proposition that entrepreneurial intention belongs to the dimension and is not driven by one motivation.

Table 5: *Structural Path Coefficients and Hypothesis Testing*

Hypothesis	Path	Std. β	S.E.	C.R./t	p-value	Result
H1	Awareness → EI	.24	.041	5.82	< .001	Supported
H2	Attitude → EI	.29	.043	6.74	< .001	Supported
H3	Subjective norms → EI	.18	.037	4.91	< .001	Supported
H4	PBC → EI	.34	.041	8.21	< .001	Supported
H5	Government support → EI	.21	.039	5.36	< .001	Supported

Source: *Primary Data*

The model designed with the variables of the study explains 57.9% of the variance in entrepreneurial intention ($R^2 = .579$; adjusted $R^2 = .574$). The proximity of R^2 and adjusted R^2 indicates the model's explanatory power is not being driven by a large number of predictors. In behavioral studies, this much explained variance holds considerable explanatory power. According to the findings, entrepreneurs rely heavily on government and institutional support. However, individual awareness, determination, and timely support from stakeholders are equally important for entrepreneurship to flourish.

Table 6: *Structural Model Summary and Explanatory Power*

Endogenous variable	R	R^2	Adjusted R^2
Entrepreneurial intention	.761	.579	.574

Source: *Primary Data*

Indirect Effects Table

There is statistical significance for the two hypothesised indirect effects. The indirect effect via PBC ($\beta = .17$, $p < .001$), larger than the indirect effect via perceived government support ($\beta = .11$, $p = .004$). As awareness also has a sizeable direct effect on entrepreneurial intention, the pattern indicates partial mediation.

Thus, awareness appears to work via multiple mechanisms. For example, it can

(i) make entrepreneurial opportunities more cognitively salient, (ii) enhance students' confidence in their capacity to perform it, and (iii) strengthen their view that institutional support is available. The indirect pathway via PBC is stronger, indicating that beliefs about capabilities are key in converting knowledge to intention.

Table7: *Bootstrapped Indirect Effects*

Hypothesis	Indirect path	Indirect β	S.E.	t-value	p-value	Result
H6	Awareness → PBC → EI	.17	.041	4.12	< .001	Significant
H7	Awareness → Government support → EI	.11	.038	2.89	.004	Significant

Source: *Primary Data*

DISCUSSION

The results offer solid empirical support for an expanded TPB understanding of entrepreneurial intention among Kerala's fisheries students. When the construct specification matches the validated thesis analysis, the scales are accepted with good to excellent internal consistency, the correlations show the expected positive pattern, and the structural model explains the substantial variance of entrepreneurial intention.

This is fundamentally different from the previous manuscript version, in which incorrect item mapping produced negative reliability coefficients and subsequently distorted the regression results. The modified analysis hence permits a defensible assessment of the measurement basis for the theoretical links.

The most significant determinant for PBC is? According to the statistical analysis, there is a strong bivariate association between intention and the students' perception (r = .658), and the largest structural coefficient (β = .34) suggests that the students' perception of capability, feasibility, and control are central to entrepreneurial decision-making.

This agrees with TPB's definition of Perceived Behavioural Control (PBC) as the individual's estimate of the difficulty or ease of doing a behaviour (Ajzen, 1991, 2002). It also accords with studies on entrepreneurship which show that perceived capability is a key predictor of intent (Krueger et al., 2000; Liñán & Chen, 2009).

In fishing, this mechanism is especially credible since technical expertise, capital, regulatory compliance, access to the facility, as well as market knowledge may be needed to set up a venture. While students may be keen on entrepreneurship, hesitations creep in when they do not believe they can mobilise the resources to do so.

Attitude is the second-strongest direct predictor (β = .29). Respondents are usually positive about entrepreneurship, especially regarding the scope for income, independence, and personal satisfaction. A good outcome expectation serves as an important motivational background.

Still, the much stronger effect of PBC shows that desirability is not enough. Students should also be convinced that

entrepreneurship is achievable in practice. The difference between "wanting to do it" and "believing I can do it" is key to understanding why some students translate interest into stronger entrepreneurial intention, and others do not.

Entrepreneurship awareness has significant direct effects (β = .24) and significant indirect effects. The finding is significant since awareness is generally considered the end goal of entrepreneurship education. The current findings point to a more complex mechanism.

Familiarity with opportunities, schemes, and business processes might make entrepreneurship more visible and attractive, but its behavioural impact increases when that knowledge augments perceived capability or clarifies institutional support. The size of the indirect effect via PBC, which is greater than that of government support, implies that awareness helps students to do things concerning entrepreneurship, and this is more useful than merely letting them know things.

Support which is perceived to come from the government also contributes significantly (β = .21) to the entrepreneurial intention. The findings of the thesis show that students are aware that there are subsidies, training programmes and policy support, but they are not as strong on their availability, procedures and schemes. This distinction explains how support of the government plays an enabling as opposed to a mere motivating factor.

When students can understand, access, and use the support, it is likely to matter. In fisheries where the enterprises can potentially have high entry costs and regulatory complexity, institutions that are credible may lessen the perceived barriers and strengthen confidence.

Subjective norms have the lowest direct coefficient (β = .18), but their impact is still positive and significant. The broader TPB literature indicates social influence is relevant, but generally weaker than attitude and PBC. This finding is consistent with the literature.

The analysis of the thesis concludes that close referents are considered more influential than diffuse societal pressure by entrepreneurs. Entrepreneurship among students is thus partly embedded in their immediate social relations. Having a supportive family and peer network may normalise self-employment, provide encouragement and sometimes ease access to information or resources. Nonetheless, the final decision tends to rest more heavily on personal appraisal and perceived self-efficacy.

The R^2 of .579 of the model highlights the usefulness of the joint consideration of factors. The unexplained variance indicates that the drivers of entrepreneurial intention are broader than just those we have examined. Other factors that may matter include one's financial position, personality, previous experience with business, expectations, and opportunity.

Hence, it should be interpreted as a strong but not exhaustive explanation of intention formation. Nevertheless, they manage to provide a coherent account of why students of fisheries, who perceive themselves as more capable, have more favourably inclined attitudes, take better awareness, have better perception of

government and enjoy more favourable social encouragement.

Theoretical Implications

The results confirm the basic architecture of the TPB and show how extended contextualisation can be valuable in a specialised profession. Attitude, subjective norms and PBC all have a considerable effect on entrepreneurial intention. However, PBC has the highest impact.

The theoretical point is further supported by this pattern: when the entrepreneurial mechanism requires technical competence and resource mobilisation, perceived feasibility is particularly salient. The addition of awareness and perceived government support provides more explanation without removing any of the TBP constructs. Awareness plays the role of a direct predictor; it also plays the role of a distal predictor, which operates through PBC and government support.

Support from the government is a contextual enabler and reduces perceived constraints. Consequently, the inheritance of the United Kingdom (UK) by New Zealand (NZ) does not employ particularization but rather enhances the ideal association accordingly.

Reliability coefficients and CFA fit are both acceptable and satisfactory, respectively, and are equally important from a measurement perspective. It is important to validate the construct specification before interpreting any structural relationships. This matters especially when questionnaires are modified for special disciplinary settings like fisheries education.

Practical and Managerial Implications

The most important practical implication is that the entrepreneurship programmes of fisheries students need capability development and not just awareness campaigns. Involvement in various activities like venture-planning exercises, live business projects, field exposure, financial-literacy modules, incubation support, and interaction with practising fisheries entrepreneurs can help students translate general interest into a stronger perception that enterprise creation is feasible.

Entrepreneurship education should get connected more directly with government support systems. Students require uncomplicated and unambiguous information about eligibility, application processes, subsidies, loan programmes, fisheries-related schemes and incubation opportunities. Establishing facilitation cells or institutional liaison mechanisms dedicated to helping innovators can mitigate procedural uncertainty and enhance the accessibility of existing support.

Entrepreneurs can become highly visible if subjective norms matter. Programmes can involve alumni entrepreneurs, family members, mentors, and peer networks so that they become a socially accepted and supported career option. Monitoring and evaluating the programme should not only count participation in awareness events. Institutions should measure if the efforts increase students' confidence with identifying opportunities, budgeting businesses, making financial decisions, mobilising resources and managing ventures. More closely related to entrepreneurial intention than mere

information exposure are these capability-oriented outcomes.

Limitations and Future Research

The cross-sectional design of the study prevents conclusions regarding definitive temporal ordering of relationships. The SEM estimates reveal confidence in the theory consistency of the structural path. However, one would need longitudinal evidence to ascertain whether changes in awareness, attitude, PBC, or institutional perceptions precede entrepreneurial intention and entrepreneurial behaviour.

The sample comes from chosen fisheries and related programs in Kerala. The results should thus be transferred to other institutions cautiously. In future studies, probability-based or multi-stage sampling could be employed, and Fisheries students compared with those from Agriculture, Engineering or Management programmes. There is a possibility of common-method and social-desirability bias in the self-reported constructs. Future studies would benefit from focusing on behavioural indicators like involvement in incubation, business-plan development, funding application, or venture creation.

Future research can further explore whether the TPB relationships differ by programme level, training exposure, family business background, income, gender, or institution type. A longitudinal follow-up study after graduation will be especially good at studying the intention-behaviour transition and whether stronger PBC and institutional support make students' venture creation behaviour more likely.

CONCLUSION

This research investigates the entrepreneurial intention of fisheries students in Kerala, extending the Theory of Planned Behaviour framework. The new measurement results indicate that all six constructs have an acceptable to excellent level of reliability, correcting the negative and near-zero Cronbach's alpha coefficients that appeared in the earlier manuscript due to incorrect mapping of constructs to items.

The findings of CFA confirm that the measurement-model fit is adequate to offer a credible structural interpretation.
All five direct hypotheses are supported by the evidence. The direct association with entrepreneurial intention is strongest with perceived behavioural control, followed by attitude, entrepreneurship awareness, perceived government support and subjective norms.

The structural model explains 57.9% of entrepreneurial intention variance. The influence of awareness on intention takes effect through PBC and government support, meaning that knowledge influences intention, in part by strengthening perceived capability as well as institutional feasibility.

The results suggest that enhancing awareness is not enough to promote fisheries entrepreneurship. Students need to have confidence, practical skills, and a view that they can gain access to resources to engage in entrepreneurship. So that entrepreneurship education, incubation, mentoring, financial literacy, and accessible institutional support can work together to strengthen the transition from entrepreneurial intention to entrepreneurial action.

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