International Journal of Economics and Management Research

E-ISSN: 2830-2508
P-ISSN: 2830-2664

Research Article

The Role of Green Entrepreneurial Motivation on Green Entrepreneurial Intention

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Abstract: Green entrepreneurial education and motivation are critical because they foster a mentality oriented toward sustainability and environmental responsibility, which is necessary for creating green entrepreneurial purposes. This study examines the influence of green entrepreneurial education and green entrepreneurial motivation on green entrepreneurial intention among students at IPB University Business School. The study used a quantitative research design with a case study approach. Data collected by the questionnaire was distributed to 109 respondents using a simple random sampling technique. Data processing begins by conducting instrument quality tests, which include validity and reliability tests. Then the classic assumption test is run to ensure the model used does not have econometric problems. The t test and the F test are used to test the hypothesis. The findings show that partially, there is a positive and substantial impact of GEE on the formation of students' GEI (t calculated value 6.753 > t table 1.982). Partially, GEM has a positive and significant influence on GEI (t calculated 6.753 > t table 1.982). Simultaneously, GEE and GEM have a positive and substantial impact on GEI (F statistic is 1062.270, which is more than the F table 3.03). This study provides valuable insights for educational institutions to enhance support for students in developing green entrepreneurial intentions and initiatives.

Keywords: Green Entrepreneurial Education; Green Entrepreneurial Intention; Green Entrepreneurial Motivation.

Received: March 15th, 2025
Revised: March 26th, 2025
Accepted: April 16th , 2025
Published: April 18th , 2025
Curr. Ver.: April 18th, 2025

1. Introduction

Green Entrepreneurial Education (GEE) and Green Entrepreneurial Motivation (GEM) are essential for running a sustainable business and supporting the Sustainable Development Goals (SDGs) program. GEE provides the knowledge and abilities required to create environmentally friendly and ethical business operations. This education enables entrepreneurs to understand the environmental impact of their business activities and learn how to mitigate it [1]. This is consistent with the SDGs' targets, especially SDG 12 on responsible consumption and production [2]. This education encourages entrepreneurs to employ sustainable practices that align with global environmental goals.

GEE plays a crucial role in fostering green entrepreneurial intentions among students, especially in higher education settings. Studies emphasize the significance of integrating green education with entrepreneurship to instill characteristics such as self-efficacy, optimism, and environmental concern [3]. Educational institutions and governments worldwide are recog-

nizing the importance of promoting green entrepreneurial intentions among young individuals, highlighting the need for knowledge, skills, and a supportive ecosystem for venture development [4]. Research also indicates a direct relationship between green economy, entrepreneurial orientation, and intention, emphasizing the role of stakeholders in aligning entrepreneurship learning with global sustainability goals [5]. By incorporating green education into curricula, extracurricular activities, and local content, educational institutions can effectively nurture a spirit of green entrepreneurship among students, contributing to sustainable prosperity and environmental stewardship.

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GEM has been recognized as an important aspect of promoting sustainable company operations. Environmentally conscious entrepreneurs are more likely to incorporate sustainability into their business strategies, hence fostering innovation and responsible resource management. The study of [6] confirmed that green entrepreneurial intentions are driven by subjective and extrinsic motives, such as personal values, legislative incentives, and market demand for sustainable products and services. This study highlights the need to integrate economic and environmental goals, implying that committed green entrepreneurs are better positioned to contribute to sustainable development. These entrepreneurs encourage sustainability, which not only reduces the negative impact on the environments but also provides long-term benefit to their companies and communities.

venture that focuses on addressing environmental issues, promoting sustainability, and offering products, services, or processes that minimize ecological harm [7]. It involves the desire to create a business that not only generates profits but also contributes positively to the environment and society by adopting environmentally friendly practices and solutions. GEI reflects individuals' commitment to pursuing entrepreneurial activities that have a beneficial impact on the environment and align with sustainable development goals [8]. GEI plays a significant function in encouraging green entrepreneurship among students, especially in higher education. Research highlights the importance of incorporating green education into entrepreneurship to instill qualities such as self-efficacy, optimism, and environmental awareness [3]. Furthermore, Green intrinsic motivation mediates the association between green mindfulness. and entrepreneurial behavior has been highlighted, emphasizing the importance of cognitive mechanisms in driving environmentally conscious business practices [8]. These findings emphasize the necessity of understanding and promoting green entrepreneurial intention to foster sustainable entrepreneurship and address environmental challenges effectively.

Educational institutions and governments around the world have recognized the importance of promoting environmentally friendly entrepreneurship among the younger generation, emphasizing the need for knowledge, skills, and an ecosystem that supports business development [9]. This study also shows a direct relationship between the green economy, entrepreneurial orientation, and intention, highlighting the role of stakeholders in aligning entrepreneurial learning with global sustainability goals. By incorporating environmentally friendly education into curricula, extracurricular activities, and community content, educational institutions can effectively promote environmentally friendly entrepreneurship among students, thereby contributing to sustainable prosperity and environmental protection [10]. Green entrepreneurship training has proven to be an important way to instill environmental awareness in budding entrepreneurs and encourage sustainable business practices. This research summarizes findings from various academic studies to illustrate the impact of educational efforts on increasing knowledge about environmentally friendly entrepreneurship.

Currently, there is still little research on green entrepreneurship, but considering the significant positive impacts that arise from green entrepreneurship, the concept of green entrepreneurship really needs to be popularized and put into practice. The aims of this research are to analyze the impact of GEE on GEI, to analyze the impact of GEM on GEI, and to analyze the impact of GEE and GEM on GEI. This research will help campuses to check the progress and development of student entrepreneurship and develop of the entrepreneurial formation process after completing the mandatory entrepreneurship courses.

2. Research Method

Descriptive quantitative is the research design employed in this study. The population used is all active students at the IPB University Business School, Bogor and have taken entrepreneurship courses. The author conducted research on active students of the IPB Business School (S1) as objects. This student has received an entrepreneurship course in semester 3.. The calculated population is 194 consist of the class of 2020 is 65 students; the class of 2021 is 61 students; and the class of 2022 is 68.

To determine the sample size, this research used probability sampling with a simple random sampling technique. This technique is used because the population is relatively huge and researchers are unable to reach the entire population. To obtain respondent data, a closed question questionnaire was distributed which included the independent variables entrepreneurship courses and motivation, while the dependent variable was green entrepreneurship education. The statement in the questionnaire were prepared apart from using grand theory and also using internal documents in the form of Semester Study Plans (RPS) to explore descriptions of entrepreneurship courses and learning objectives. The indicators used for the GEE include curriculum content, skill development and attitudes. The indicators used for GEM include intrinsic motivation, market demand, and environment awareness. The indicator used for GEI is attitudes toward green entrepreneurship. Based on the theory in the literature analysis related to the variables, the research framework illustrated in Figure 1, while the hypothesis of the research can be formulated as:

H1: Green Entrepreneurial Education (GEE) has an impact on Green Entrepreneurial Intention (GEI)

H2: Green Entrepreneurial Motivation (GEM) has an impact on Green Entrepreneurial Intention (GEI)

H3: Green Entrepreneurial Education (GEE) and Green Motivation (GEM) has an impact on Green Entrepreneurial Intention (GEI)

Questionnaires created using Google Forms were distributed to selected respondents during February – April 2024. The research data was processed using multiple linear regression analysis techniques using SPSS 26 software. Before conducting a hypothesis test to evaluate the effect of Green Entrepreneurial Education and Green Entrepreneurial Motivation on Green Entrepreneurial Intention, an instrument quality test was first carried out which included validity and reliability tests. The following step is to run a series of classical assumption tests, including normality, multicollinearity, and heteroscedasticity. These tests are performed to confirm that the model for regression utilized in the study is devoid of econometric concerns.

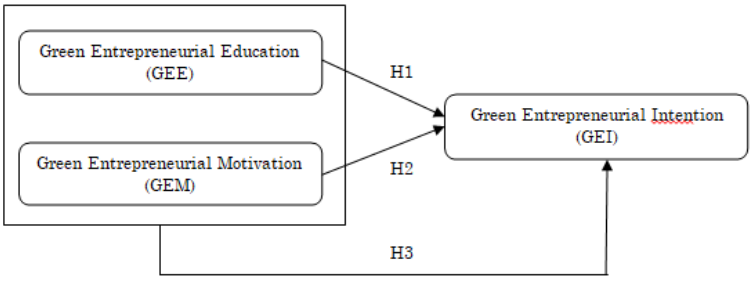

Figure 1. Conceptual Framework

3. Result and Discussion

3.1. Validity Test

To conduct the validity test, the questionnaire was distributed first to 35 respondents. Validity is a measure of the level of suitability of the instruments used in a study. The condition is that all statements in the questionnaire are declared valid and suitable for use if r count > r table. Based on the validity test that was run at a significance level of 0.05 for the two-way test with the formula df = N-2, the calculated r for each statement is larger than the value of the r table, which is 0.3338, so it can be concluded that the indicator is declared valid for each variable. The summary of validity test result present in Table 1.

Tabel 1. Validity Test's Result

Statements	r calculate	r table
GEE-1	0.6743	0.3338
GEE-2	0.5047	0.3338
GEE-3	0.4849	0.3338
GEM-1	0.6883	0.3338
GEM-2	0.5313	0.3338
GEM-3	0.4365	0.3338
GEI-1	0.6461	0.3338
GEI-2	0.5830	0.3338

3.2. Reliability Test

Another requirement before distributing a survey is that the survey must be reliable. This is a testing stage carried out to measure the level of accuracy of a research instrument and check whether the instrument can find information that occurs in the field. A questionnaire is considered trustworthy if the respondent's response to the statement is consistent or stable and the Cronbach alpha value is > 0.60. After carrying out a reliability test, the outcome of this research show that Cronbach's alpha values for all variables exceed 0.6, which guarantees that all statements in this research questionnaire are reliable. Summary of reliability test result present in Table 2.

Tabel 2. Reliability Test's Result

Statements	Cronbach's Alpha
GEE	0.929
GEM	0.880
GEI	0.935

3.3. Normality Test

Normality test results utilizing Kolmogorov-Smirnov are significant, as shown by the statistical test displayed in Table 3, which has a value of 0.074 > 0.05, indicating that the data fits the normality assumption.

Tabel 3. Normality Test's Result

		Unstandardized Residuals
N		109
Normal Parameters	Mean	0.0000000
	Std.Devia tion	2.04226452
Most Extreme Differences	Absolute	0.74
	Positive	0.63
	Negative	-0.074

Kolmogorov-Smirnov Z		0.074
Asymp. Sig. (2-tailed)		0.185

3.4. Multicollinearity Test

The multicollinearity test is a testing stage carried out to evaluate the linear correlation between the independent variables in the regression equation model. To check whether there is multicollinearity exist in the model carried out by looking at the VIF and tolerance value. If the tolerance value is greater 0.1 and the VIF value is less than 10, means no signs of multicollinearity. Based on the result of multicollinearity test that displayed in the Table 4, it may be inferred that none of the variables in this research data exhibit multicollinearity.

Tabel 4. Multicollinearity Test's Result

Variable	Tolerance	VIF
GEE	0.103	9,674
GEM	0.103	9,674

3.5. Heteroscedasticity Test

The heteroscedasticity test is conduct to evaluate whether there is unequal variance in the remaining observations in the linear regression model. The output of heteroscedasticity test displayed the following picture.

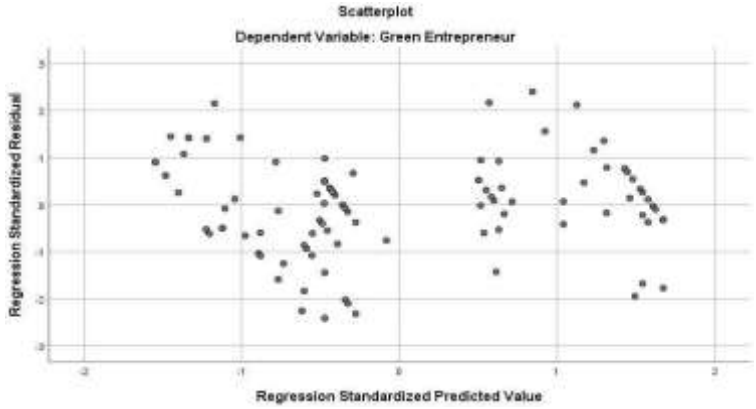

Figure 2. Result of Heteroscedasticity Test

3.6 Descriptive Statistics

After the questionnaire was distributed to the entire population, there were 109 students who were willing to become respondents in this research. Before conducting deeper research on how much influence each variable has, it can be seen from the results of completing the questionnaire by respondents, showing that only a small number of students have running a business after studying entrepreneurship courses, here are the details of the characteristics of the respondents:

Table 5. Descriptive Statistics of Respondents

Year	Number of Student	Respondent	Already Entre-preneur	Percentage
2020	65	47	7	3.4 %
2021	61	49	11	2.4 %
2022	68	34	4	1 %

3.7. Coefficient of Determination Test

The coefficient of determination is a testing stage performed with the purpose of finding out how much influence the independent and dependent variables contribute. The value of coefficient of determination is between zero and one. Zero indicates an exceedingly weak relationship, whereas one indicates an incredibly strong relationship. Table 6 shows the coefficient of determination test findings.

Table 6. Coefficient of Determination Test's Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.986	0.953	0.952	2,061

Based on the determination coefficient test results, the adjusted correlation coefficient (adjusted R square) value is 0.986. This indicates that the correlation between the independent and dependent variables is 98.6%. This can be explained that the variables of entrepreneurship courses and entrepreneurial motivation have a close relationship with the formation of students' green entrepreneurial spirit. Meanwhile, it can be seen that the coefficient of determination (R square) value is 0.953. This demonstrates that the variation in the variable for forming a student's green entrepreneurial spirit is 95.3% influenced by concurrent changes in the entrepreneurship subject variables and entrepreneurial motivation, with the remainder influenced by other factors not included in the regression model in this study.

3.7. Partial t-Test

The t-test was carried out to predict the extent of the strength of influence between independent variables. A variable can be said to be influential if its significance when t statistic is higher than t table or significance value is smaller than 0.05. Partial t-test result summarized in Table 7. From the information in the Table 7, it can be conclude that H1 is accepted (t calculated value 6.753 > t table 1.982 and value of Sig. 0.000 < 0.05). These results prove that there is a positive and substantial influence of GEE on the formation of students' GEI. This outcome in line with this research of Hameed et al (2021) stated the results of their research was proven to have an influence on entrepreneurship education on the environment ($\beta = 0.341$ $p < 0.000$).

Table 7. t-test Result

Influence Between Variables	t Statistics	Sig.	t-table
Green Entrepreneurial Education (X1) on the Formation of Students' Green Entrepreneurial Intetion (Y)	6,753	0,000	1,982
Green Entrepreneurial Motivation (X2) towards the Formation Of Students' Green Entrepreneurial Intention (Y)	8,307	0,000	1,982

GEE plays an important role in creating GEI by providing individuals with the information, skills, and attitudes required to pursue ecologically friendly company methods. Educational programs that incorporate sustainability ideas, green business practices, and environmental legislation lay the groundwork for prospective entrepreneurs to have a thorough grasp of the value of sustainability in business. According to [11] experiential learning techniques such as internships, project-based learning, and multidisciplinary approaches improve students' practical skills and inventive thinking, making them more prepared to recognize and capitalize on green business possibilities. These training experiences not only improve technical skills, but also promote a mentality focused toward solving environmental challenges through entrepreneurial solutions, boosting the desire to engage in green entrepreneurship.

Entrepreneurship education offers a wide range of benefits to individuals, communities, and economies. Some of the key benefits include: 1) Fostering Innovation: Entrepreneurship

education encourages creativity, problem-solving skills, and a mindset of innovation. It equips individuals with the ability to identify opportunities, think critically, and develop new ideas and solutions. 2). Job Creation: Entrepreneurs play a crucial role in job creation by starting new businesses and expanding existing ones. Entrepreneurship education helps individuals acquire the skills and knowledge needed to establish and grow successful ventures, thereby contributing to employment opportunities. 3) Economic Growth: Entrepreneurship is a driver of economic growth as new businesses stimulate competition, innovation, and productivity. By promoting entrepreneurship education, economies can benefit from increased business activity, investment, and wealth creation. 4) Empowerment: Entrepreneurship education empowers individuals to take control of their destinations, pursue their passions, and create their own opportunities. It instills a sense of self-reliance and confidence in aspiring entrepreneurs [12]

Furthermore, Green Entrepreneurial Education has a considerable impact on students' attitudes and perceptions of behavioral control, both of which are important components of entrepreneurial intention. Educational programs that emphasize ethical responsibility, environmental knowledge, and proactive actions help to foster a good attitude toward green entrepreneurship [13]. Individuals' intentions to create and operate a green firm are enhanced when they feel they can do it successfully. Furthermore, institutional support in the form of resources, competent staff, and collaboration with industry and government boosts students' confidence and enthusiasm to pursue green entrepreneurship [11]. Green Entrepreneurial Education effectively cultivates a new generation of entrepreneurs engaged to sustainable business practices and environmental stewardship by addressing both the cognitive and affective parts of entrepreneurial purpose. The factors that influence the success of entrepreneurship courses in efforts to form a green entrepreneurial spirit are students' intention and determination to achieve success through a career as an entrepreneur after gaining a lot of knowledge in studying entrepreneurship courses.

Meanwhile, for H2, the calculation results reveled the value of calculated r is 8.307 > r table 1.982 and the Sig. 0.000 < 0.05. It means that H2 is accepted and it may be inferred that GEM has a beneficial effect on the GEI. This is consistent with the study by [14] which states that motivation has a positive effect on commitment to caring for the environment (β = 0.530, $p < 0.000$). Green entrepreneurial motivation has a number of significant benefits. One of them is encouraging green innovation. Green entrepreneurial motivation can fuel the development of green innovation, such as environmentally friendly products and services, sustainable production processes, and appropriate use of resources. This can help companies reduce negative impacts on the environment.

Furthermore, GEM is an essential factor in addressing severe environmental issues through innovation. Entrepreneurs with sustainability aims are more likely to create and execute creative solutions that decrease environmental degradation and enhance resource efficiency. Aziz & Afaq (2018) highlighted the importance of green motivation in driving eco-innovation, in which organizations actively aim to reduce their environmental impact while preserving a competitive edge. Their findings show that driven green entrepreneurs drive larger environmental change by influencing industry norms and encouraging the adoption of sustainable practices. Thus, building a green entrepreneurial drive is critical not just for individual business success, but also for meeting global sustainability goals.

The other benefit of GEM is improved environmental performance. With green entrepreneurial motivation, companies are likely to achieve better environmental performance. They will focus more on environmentally friendly business practices and contribute positively to environmental conservation. GEM also can building a sustainable future. By encouraging GEM, individuals and companies can play an active role in creating a more sustainable future. They will care more about the environment and try to reduce their carbon footprint and other negative impacts. GEM also can improve social and environmental responsibility. GEM also helps raise awareness of corporate social and environmental responsibilities. This can create a company culture that cares more about the environment and surrounding communities [16].

3.9. Simultan Test (F-Test)

The F test is used to evaluate if the independent variable has a concurrent influence on the dependent variable. If the value of F statistic is higher than F table and significance level

F is obtained from the test results is smaller than the significance value used (5%) then it can be stated that this model is suitable for use in this research.

Table 8. F Test Result

Influence Between Variables	F Statistics	Sig.	F-table
GEE (X1) and GEM (X2) towards the GEI (Y)	1069,270	0,000	3.08

Based on the information on the Table 7, F statistic is 1062.270 is more than F table 3.03 and the sig value. 0.000 < 0.05 can be stated that simultaneously GEE and GEM has positive as well as significant impact toward the GEI. Green EE and GEM work together to enhance GEI. Individuals who get education that incorporates sustainability concepts and green business practices have the information and skills they need to discover and capitalize on green economy possibilities. Fraser et al., (2015) found that experiential learning approaches such as project-based learning, internships, and interdisciplinary studies greatly boost students' practical competences and innovative thinking. These educational experiences not only convey technical knowledge but also build a mentality geared toward tackling environmental concerns through entrepreneurial solutions, hence increasing students' aspirations to pursue green entrepreneurship. Furthermore, education that stresses ethical responsibility, environmental awareness, and proactive conduct significantly improves students' attitudes and perceived behavioral control, which are essential components of entrepreneurial purpose.

GEE helps people find possibilities in the green economy by giving them the information, abilities, and comprehension of sustainable business methods. In order to develop environmentally friendly solutions, critical thinking and creativity are fostered via education [18]. GEM, on the other hand, motivates people to move in the direction of green entrepreneurship by igniting their inner passion and excitement to use this knowledge in practical situations. Students are more likely to pursue green entrepreneurial endeavors when GEE and GEM work together to provide the underlying competency and the motivating factor, respectively [19].

Green Entrepreneurial Motivation increases the ambition to pursue sustainable entrepreneurship by encouraging people to turn their studies into actionable entrepreneurial ventures. Intrinsic motives, such as personal beliefs and environmental concern, as well as extrinsic motivations like market demand and regulatory incentives, all play an important part in determining entrepreneurial intents. Yasir et al., (2023) emphasizes that persons who are inspired by a strong sense of environmental responsibility and see clear benefits in the green market are more inclined to start green entrepreneurial companies. Furthermore, social influence and support from peers and communities reinforce this aim by creating a welcoming atmosphere for prospective green entrepreneurs [21]. The combination of comprehensive green entrepreneurial education and strong motivating elements produces a significant drive for people to engage in sustainable entrepreneurship, which has a favorable influence on green entrepreneurial intention. Therefore, efforts to disseminate green entrepreneurship are still very necessary both through entrepreneurship learning and outside campus. The role of university education and student motivation, together with student support and environmental commitment, constitute a form of green entrepreneurship among university graduates [12].

4. Conclusion

Three conclusions may be taken from the findings of data processing and discussion. First, there is a beneficial and substantial effect of Green Entrepreneurial Education on Green Entrepreneurial Intention. Second, there is positive and significant impact of Green Entrepreneurial Motivation has a positive impact on Green Entrepreneurial Intention. Third, simultaneously, both Green Entrepreneurial Education and Green Entrepreneurial Motivation have a positive impact on Green Entrepreneurial Intention. Finding of of this research can be used to develop entrepreneurship theory to foster green entrepreneurship in studentsThree conclusions may be taken from the findings of data processing and discussion. First, there is a beneficial and substantial effect of Green Entrepreneurial Education on Green Entrepreneurial Intention. Second, there is positive and significant impact of Green Entrepreneurial Motivation has a positive impact on Green Entrepreneurial Intention. Third, simultaneously, both Green Entrepreneurial Education and Green Entrepreneurial Motivation have a positive

impact on Green Entrepreneurial Intention. Finding of of this research can be used to develop entrepreneurship theory to foster green entrepreneurship in students.

5. Recommendations

Based on the findings of the research, it is recommended that educational institutions prioritize the integration of green entrepreneurial education into their curricula by designing courses and programs that emphasize sustainability principles, green business practices, and real-world applications. Additionally, institutions should implement initiatives to enhance students' green entrepreneurial motivation through mentorship programs, networking opportunities with industry leaders, and financial incentives for eco-friendly business ideas. Establishing green business incubators and fostering collaborations with stakeholders such as government agencies and environmental organizations can further support students in developing and implementing green entrepreneurial ventures. These efforts collectively aim to inspire and equip students with the knowledge, skills, and drive to lead sustainable entrepreneurial initiatives, contributing to the advancement of entrepreneurship theory and practice in fostering green innovation.

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