Article

Unveiling the Pathway to Green Entrepreneurial Intentions: The Role of Entrepreneurship Education and Environmental Values

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Abstract

As the commercial and environmental landscapes change, the world community has come to accept the idea of a "green economy." Integrating green ideals into higher education can support a behavioral approach to encouraging green entrepreneurship. Although the importance of entrepreneurship education has been acknowledged, it is still unclear how exactly it would affect students' intents to start green businesses. Taking into consideration the moderating effect of the environment, this review of the research aims to elucidate the relationship between green entrepreneurial intention and entrepreneurship education. A review of the literature was conducted to determine the connection between ambitions for green entrepreneurship and entrepreneurship education. A theoretical framework for analyzing green entrepreneurial intents is suggested by the results, which is based on the theory of planned behavior. This study is noteworthy because it examines for the first time how environmental values impact the relationship between entrepreneurship education and the three primary determinants of intention: attitudes, subjective norms, and perceived behavioral control.

Keywords

Entrepreneurial education, entrepreneurship, intention, sustainability, theory of planned behavior

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Introduction

The concept of green entrepreneurship has garnered increasing attention from governments, academia, and policymakers as a strategic approach to tackling pressing social and environmental challenges. Over the years, various terms have emerged to define this concept, including enviropreneurship and sustainopreneurship (Huda, 2016; OECD, 2011; Tharindu & Koggalage, 2020), ecopreneurship (Gunawan, 2012), ecological entrepreneurship (Mieszajkina, 2016), environmental entrepreneurship (Huggins, 2013), and sustainable entrepreneurship (Hoogendoorn et al., 2019; Sarango-Lalangui et al., 2018). Despite its growing significance, inconsistencies in its definition and measurement have led to a lack of clarity in fully understanding its core principles (Gevrenova, 2012; Melay & Kraus, 2012; Ye et al., 2020). This ambiguity extends to identifying the key factors influencing individuals' willingness to engage in green entrepreneurship, making it essential to explore the motivations behind such entrepreneurial activities.

A critical method for assessing green entrepreneurship is through entrepreneurial intention models, as research suggests that entrepreneurial intention serves as a strong predictor of actual entrepreneurial behavior (Bui et al., 2020). The theory of planned behavior (TPB) (Ajzen, 1991) is one of the most widely applied frameworks for understanding the cognitive processes behind entrepreneurial decision-making. However, while TPB provides a strong theoretical foundation, recent studies argue that it does not fully capture the complexity of green entrepreneurial intentions (Nordin, 2020; Vuorio et al., 2018; Yasir et al., 2021). Specifically, TPB falls short in addressing the socio-environmental motivations that drive individuals toward sustainable entrepreneurship. Recognizing these limitations, this study expands on the TPB framework by incorporating entrepreneurship education and sustainable values as key determinants of green entrepreneurial intentions.

Entrepreneurship education is instrumental in developing entrepreneurial mindsets and equipping individuals with essential skills (Sun et al., 2017). While previous studies (Hoang et al., 2020; Shi et al., 2019) have highlighted the significance of entrepreneurship education in fostering general entrepreneurial intentions, limited research has examined its specific influence on green entrepreneurship. This study seeks to fill this gap by investigating how tailored entrepreneurship education, with a focus on sustainability, can cultivate stronger green entrepreneurial intentions.

Additionally, recent global studies suggest that social and environmental values play a crucial role in shaping individuals' motivations to pursue sustainable business ventures (Peng et al., 2021; Thelken & de Jong, 2020). However, there remains a significant gap in understanding how environmental values interact with entrepreneurship education to influence green entrepreneurial intentions. This study aims to bridge this gap by incorporating environmental values into the entrepreneurial intention model, exploring their moderating effect on the relationship between entrepreneurship education and green entrepreneurial intentions. By doing so, this research introduces a novel perspective that extends prior studies and provides valuable insights into how educational interventions can effectively nurture future green entrepreneurs.

In summary, this research seeks to contribute to the existing literature by addressing key gaps in the study of green entrepreneurial intentions. Unlike previous studies that focus solely on TPB variables, this research emphasizes the role of entrepreneurship education and environmental values in shaping green entrepreneurial intentions. By doing so, it provides a more comprehensive understanding of the factors influencing green entrepreneurship, thus contributing to the literature and offers practical recommendations based on empirical findings for fostering sustainable business practices, which can help create a more supportive environment for aspiring green entrepreneurs.

The following sections of this study will review relevant literature on TPB, green entrepreneurial intentions, entrepreneurship education, and sustainable values setting the foundation for the empirical analysis that follows.

Literature Review and Hypotheses Development

The present study deals with the relationship between green entrepreneurial intention and entrepreneurship education. Green entrepreneurship is a planned behavior that can be molded in college through the study of entrepreneurship. Through the execution of green entrepreneurship, social marketing programs, institutional infrastructure development, and entrepreneurial ecosystems, in addition to universities, have a role in shaping interest in and behavior related to green entrepreneurship. A comprehensive assessment of the literature was conducted on green entrepreneurial intents from 2011 to 2021. The publications were sourced from reliable sources such as SCOPUS, Emerald, ProQuest, and Google Scholar.

From Table 1, it is clear that, the TPB is widely recognized as one of the most extensively applied and validated models for predicting entrepreneurial intentions. Several studies have leveraged TPB to explore the development of non-traditional entrepreneurial intentions, including social entrepreneurship (Teran-Yepez et al., 2020) and green entrepreneurship (Dees, 2017). Given its strong theoretical foundation, the present study focuses specifically on the pre-behavioral component of TPB, which is commonly used in entrepreneurial research.

Within this framework, attitudes toward sustainability, subjective norms, and perceived behavioral control are key factors influencing entrepreneurial intentions. The first two elements assess whether a particular action is perceived as beneficial, while the third determines the feasibility of engaging in that behavior. Each of these factors is shaped by an individual's level of confidence in the potential benefits of a given action (Ajzen, 1991). This study incorporates the core antecedents of TPB, as follows:

- Attitude toward sustainability refers to an individual's perception of the positive or negative outcomes associated with a particular behavior, making it a crucial determinant of sustainable practices (Schick et al., 2016).
- Subjective norms reflect a person's beliefs about whether key social groups would support or discourage a specific action (Ajzen, 1991). This aspect

relates to an individual's ability to align with or resist social expectations in the pursuit of sustainable entrepreneurship (Vuorio et al., 2018).

- Perceived behavioral control encompasses both self-efficacy and perceived controllability (Gao et al., 2017). It represents a combination of an individual's confidence in their own abilities and the external factors—both facilitators and barriers—that may impact their entrepreneurial journey.

By integrating these elements, the TPB framework provides a structured approach to understanding the cognitive processes that shape green entrepreneurial intentions and supports the development of effective strategies for fostering sustainable entrepreneurship.

Green Entrepreneurial Intention

Krueger (1993) defined "entrepreneurial intention" as the decision to start a business. Entrepreneurial intention is the state of mind that drives a person's focus, abilities, and actions toward starting a new business (Bui et al., 2020). TPB explains how intentions are created by stating that people always have a rationale for what they do. This theory consists of three main components: attitude (the degree to which people perceive the behavior as favorable or unfavorable), perceived behavioral control (the degree to which people believe the behavior is easy or difficult to perform), and subjective norm (the perceived social pressure to engage in the behavior or not) (Zaremohzzabieh et al., 2019).

The phrase "green entrepreneurial intention" refers to the aspiration of an individual to launch their own company while keeping environmental issues in mind. "Green entrepreneurship" refers, according to Jabarzadeh et al. (2018), to a range of entrepreneurial endeavors that offer ecologically friendly goods and services in order to generate value for the environment and the economy. According to Demirel et al. (2019), green entrepreneurs are individuals who effectively develop business models that address social and environmental issues while also generating financial gains and benefits to society and the environment. Compared to conventional commercial and social entrepreneurship, green entrepreneurship is characterized by its ability to improve the environment; mitigate the adverse impacts of climate change, including rising sea levels and global warming; and exhibit a resolute dedication to reducing environmental degradation and exploitation (Frederick, 2018). It is imperative that businesses encourage ecologically responsible behavior since social and environmental challenges need to be addressed immediately. Green entrepreneurship fosters sustainability and helps to establish a green economy by reducing the negative consequences of entrepreneurial activities on environmental deterioration worldwide.

Entrepreneurship Education

Entrepreneurship education plays a major role in the formation of planned behavior, including intents and activities associated with green entrepreneurship. According to

Sun et al. (2017), entrepreneurship education must include essential components such as know-what, know-why, know-who, and know-how to foster students' entrepreneurial attitudes and intentions. According to Hoang et al. (2020) and Shi et al. (2019), entrepreneurship education can promote entrepreneurial attitudes and intents. Communities' and colleges' social marketing initiatives can be quite effective in encouraging people to launch green businesses. The goal of green entrepreneurship social marketing is to operate sustainably and provide students with business ideas. Liguori et al. (2020) discovered that while students may aspire to pursue entrepreneurship as a career, this aspiration is typically frustrated by a lack of resources and assistance. As a result, educational institutions have a responsibility to promote green entrepreneurship and the adoption of ecologically friendly economic methods.

Educational establishments must help students. They can do this by creating awareness campaigns and developing concepts for green business. These institutions offer students opportunities, networks, information, and skills that are all part of educational assistance (Saeed et al., 2015). Students who are exposed to entrepreneurship education during their academic journeys gain invaluable experiences that act as a major motivator for them to seek professions in entrepreneurship. As a result, the entrepreneurial intention model has to incorporate entrepreneurship education as a new variable (Zhang et al., 2019).

Hence, as per above explanations, the following hypotheses have been formulated:

H_1: Entrepreneurship education significantly and positively impacts the attitude toward behavior.
H_2: Entrepreneurship education does not have a significant impact on subjective norm.
H_3: Entrepreneurship education does not have a significant impact on perceived behavioral control.

The Theory of Planned Behavior

Ajzen (1991) established TPB, which explains the relationship between attitudes, beliefs, intentions, and behavior, building on the notion of reasoned action. The concept of reasoned action holds that an individual's desire to engage in a certain behavior is influenced by two main factors: their attitude toward the behavior and subjective norms. Perceived behavioral control is a brand-new element added to TPB by Ajzen (1991).

Hence, intents and behavior could be predicted using the widely recognized TPB, which is especially useful when examining the intents of entrepreneurs (Solesvik et al., 2012). Empirical research has validated its applicability in describing entrepreneurial attitudes, intentions, and behavior since Kolvereid first introduced it to the field of entrepreneurship (Bui et al., 2020). The idea states that a person's intention in becoming an entrepreneur is based on their attitude toward entrepreneurship, positive subjective norms about entrepreneurship, and their sense of control over pursuing entrepreneurship (Trivedi, 2016).

Research has shown that TPB can be a helpful tool in predicting the intents and behaviors of business owners in various personal groups (Trivedi, 2016). Research has consistently shown that students' attitudes toward behavior, subjective norms, and perceived behavioral control have a favorable and significant impact on their intentions to launch their own businesses (Munir et al., 2019; Paray & Kumar, 2020; Peng et al., 2021; Wardana et al., 2020; Yasir et al., 2021). Empirical studies on green entrepreneurship have also confirmed the positive and significant influence of attitude toward behavior, subjective norms, and perceived behavioral control. The aforementioned justifications allow for the formulation of the following hypotheses:

H_4: Attitude toward behavior does not have a significant impact on green entrepreneurial intention.
H_5: Subjective norm does not have a significant impact on green entrepreneurial intention.
H_6: Perceived behavioral control does not have a significant impact on green entrepreneurial intention.

Environmental Values

The relationship between green entrepreneurial intention and entrepreneurial education has been the subject of numerous studies, which has led to the identification of disparities in previous findings. A number of studies have reported no such effect (Galvão et al., 2018; Karimi et al., 2016), but others (Otache, 2019; Paray & Kumar, 2020; Sun et al., 2017; Wardana et al., 2020; Zhang et al., 2019) have found a positive and significant effect of entrepreneurship education on behavior attitudes, subjective norms, and perceived behavioral control.

There is conflicting evidence regarding the effects of attitude, subjective norm, and perceived behavioral control on green entrepreneurial aspirations. A positive and significant relationship between attitude toward behavior and green entrepreneurial intentions has been found in some studies (Nordin, 2020; Peng et al., 2021; Thelken & de Jong, 2020; Vuorio et al., 2018; Yasir et al., 2021); however, no significant relationship has been found in other studies (Hamzah et al., 2016; Sargani et al., 2020). Ranasinghe and Ajward (2019), Nordin (2020), Thelken and de Jong (2020), Londono et al. (2020), Sargani et al. (2020), Yasir et al. (2021), and Peng et al. (2021) all show variations in subjective norm and perceived behavioral control.

To address these disparities, a new variable might be added. Using environmental value as a variable, it is also possible to investigate the relationship between entrepreneurial education and attitudes, subjective norms, and perceived behavioral control. This is in line with TPB, which holds that intentions and behavior are influenced by a variety of factors, including attitudes, subjective standards, perceived behavioral control, values, and beliefs. In the context of green entrepreneurship, environmental value can enhance the norms, attitudes, and control linked to green entrepreneurial behavior (Nave & Franco, 2019; Vesper & Gartner, 1997). The aforementioned justifications allow for the formulation of the following hypotheses:

H_7: Environmental values do not have a significant impact on attitude toward behavior.
H_8: Environmental Values do not have a significant impact on subjective norm.
H_9: Environmental values do not have a significant impact on perceived behavioral control.

Methodology

Based on a detailed analysis of the literature on green entrepreneurial goals, entrepreneurship education, and drawing from TPB, a conceptual framework has been developed. Figure 1 depicts the created diagram that demonstrates the relationship between entrepreneurship education and green entrepreneurial objectives.

According to the conceptual framework, attitudes, subjective norms, and perceived behavioral control are shaped by entrepreneurship education, which in turn influences green entrepreneurial intents. What sets this research review apart from others is the addition of the additional variable of environmental values, which improves the influence of entrepreneurship education on attitudes, norms, and control relevant to green entrepreneurial behavior. In an earlier study, Qazi et al. (2020) also looked into the usage of environmental values as a factor for the influence of attitudes and subjective norms on green entrepreneurial desires. According to Yasir et al. (2021), environmental values have an effect in a stepwise manner, affecting attitudes, norms, behavior control, and intention in turn. Both actual facts and TPB support this.

Questionnaire Development

A closed-ended, structured questionnaire provided the data. The Likert scale (5 points) was used as the basis for the statements of different constructs. With funding from the central government, subject matter experts from a university in India conducted the

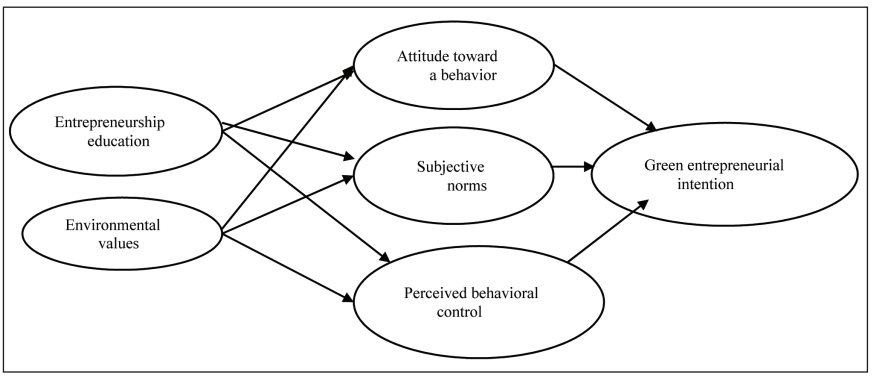

Figure 1. Conceptual Model.

pilot testing. They recommended that phrases be rephrased and that exploratory factor analysis be used to modify the scales (Hair et al., 2010; Malhotra & Dash, 2011). Entrepreneurial education consisted of five statements: "Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit in campus," "More entrepreneurial and business educational programs on campus would help students to start businesses," "The entrepreneurial education and training is enhancing my problem-solving and critical-thinking skills," "The entrepreneurship course should offer opportunities for hands-on learning (e.g., business simulations, startup projects)," and "If a major in entrepreneurship were available, I will change my major to it." Environmental values were taken from the scale developed by Kuckertz and Wagner (2010). The Liñán and Chen (2009) scale was used for the questions of attitude, subjective norms, perceived behavioral control, and green entrepreneurial intention.

Sample

Sampling is a critical component of marketing research, ensuring the selection of a representative group from the target population. This study focuses on MBA students in India, whose education in business and entrepreneurship directly influences their entrepreneurial intentions**.** To maintain sample quality, institutions were selected based on the NIRF Ranking 2023, covering 10 central universities recognized for academic excellence and diversity. Given the study's focus on entrepreneurial intention, the sample was drawn exclusively from top NIRF-ranked MBA programs, ensuring relevance and rigor. Data was collected via Google Forms, distributed through e-mails and WhatsApp groups. Screening questions ensured the inclusion of only MBA students enrolled in entrepreneurship-related courses. Of the 977 participants, 884 valid responses were recorded for analysis.

Data Analysis

Demographic Analysis

Table 2 displays the demographic profiles of the respondents (884 final samples). There were 884 pupils in the sample, including 31.5% females and 68.5% males. The majority (80%) belonged to middle-class and upper-class groups with yearly incomes of $5,000,00,000 and higher.

Exploratory Factor Analysis

The responses of the survey were subjected to EFA (Malhotra & Dash, 2011). According to various studies, items having a value of 0.5 or above should be retained (Fen & Sabruddin, 2008; Hair et al., 2006). Therefore, items having loading more than 0.5 were retained in the present study. For a more meaningful factor solution and better interpretation of the factors, factor rotation was employed. Varimax rotation was selected for the present study (Khan & Kirmani, 2018). The results of the retained items are shown in Tables 3 and 4.

Table 1. A Comprehensive Review of Recent Research Examining Entrepreneurial Intention Through the Lens of Theory of Planned Behavior Models.

		Factors of TPB						
Year	Author	AT	SN	PBC	INT	ACT	Others	Analysis Tool
2014	Koe et al.	Yes	Yes	Yes		Yes		Structural equation modeling
2014	Chen & Tung	Yes	Yes	Yes	Yes		Yes	Structural equation modeling
2015	Abina et al.			Yes	Yes		Yes	Regression
2015	Ahmad et al.			Yes	Yes	Yes	Yes	Structural equation modeling
2018	Vuorio et al.	Yes			Yes		Yes	Structural equation modeling
2019	Ranasinghe & Ajward	Yes	Yes	Yes	Yes		Yes	Structural equation modeling
2019	Ali et al.		Yes		Yes		Yes	Structural equation modeling
2019	Ramayah et al.			Yes	Yes		Yes	Structural equation modeling
2019	Nuringsih et al.		Yes		Yes		Yes	Structural equation modeling
2020	Thelken & Jong	Yes	Yes	Yes	Yes		Yes	Structural equation modeling
2020	Ye et al.	Yes	Yes	Yes	Yes			Structural equation modeling
2020	Nordin	Yes	Yes	Yes	Yes			Structural equation modeling
2020	Qazi et al.	Yes	Yes	Yes	Yes			Structural equation modeling
2020	Jiang et al.			Yes	Yes		Yes	Regression
2020	Sargani et al.	Yes	Yes	Yes	Yes		Yes	Structural equation modeling
2020	Polas et al.	Yes		Yes	Yes			Structural equation modeling
2020	Soomro et al.			Yes	Yes		Yes	Structural equation modeling
2021	Yi		Yes		Yes	Yes	Yes	Structural equation modeling
2021	Yasir et al.	Yes	Yes	Yes	Yes		Yes	Structural equation modeling
2021	Hameed et al.		Yes			Yes	Yes	Structural equation modeling
2021	Peng et al.	Yes	Yes	Yes	Yes		Yes	Structural equation modeling
2022	Cui & Bell					Yes	Yes	Structural equation modeling
2022	Melia et al.					Yes	Yes	Structural equation modeling
2023	Wang et al.			Yes	Yes			Structural equation modeling
2023	Zhuang & Sun					Yes	Yes	PLS—structural equation modeling
2024	Duong & Vu			Yes	Yes		Yes	Process macro

Note: EE, entrepreneurial education; AT, attitude; SN, subjective norm; PBC, perceived behavioral control; INT, intention.

Table 2. Demographic Analysis.

Variables	Classification	Number	Percentage
Gender	Male	606	68.6
	Female	278	31.4
Annual family income	Below 2,50,000	132	14.9
	2,50,000–5,00,000	240	27.1
	5,00,000–10,00,000	216	24.4
	10,00,000 and above	296	33.5

Table 3. Exploratory Factor Analysis.

	Rotated Component Matrixa					
	Component					
	1	2	3	4	6	7
EV1	0.916					
EV3	0.928					
EV5	0.904					
EV6	0.902					
EI1		0.947				
EI2		0.590				
EI3		0.836				
EI5		0.850				
EI6		0.858				
AT1			0.752			
AT3			0.900			
AT4			0.789			
AT5			0.900			
EE1				0.806		
EE2				0.787		
EE3				0.592		
EE4				0.775		
EE5				0.746		
PBC1					0.850	
PBC2					0.920	
PBC3					0.881	
SN1						0.717
SN2						0.864
SN3						0.809

Note: [a]Rotation converged in six iterations; extraction method: principal component analysis; rotation method: Varimax with Kaiser normalization.

It is observed from Tables 3 and 4 that among six items of EE, one item was dropped. Similarly, two items of EV and PBC and one item of AT, SN, and EI were excluded. The final measurement items are listed in Table 4.

Validity Analysis

The accuracy of the instrument is measured by validity analysis (Linn, 2000). It is the extent to which the test tool accurately measures what it purports to measure. Convergent and discriminant validity are measured while guaranteeing the validity of the construct (Hair et al., 2006). Table 5 presents the validity results, which are described further.

Construct validity backs up the assertion made by the test it is designed to measure. Convergent and discriminant validity, which indicate how the observed items of the proposed model measure a construct they are attempting to assess, are the two elements that go into proving construct validity.

Convergent validity describes the empirical relationship between theoretically linked construct measures (Trochim, 2006). Two determinants—the factor

Table 4. Final Measurement Items.

S. No.	Author	Pre-testing Results		EFA Results	
		Original Statements	Rephrased Items	Loadings	Decision
Entrepreneurial education					
EE1	Ooi et al. (2011)	"Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit in campus."	No Change	0.806	Retained
EE2	Ooi et al. (2011)	"More entrepreneurial and business educational programmes on campus would help students to start businesses."	No Change	0.787	Retained
EE3	Researcher	"The entrepreneurial education and training is enhancing my problem solving and critical thinking skills."	No Change	0.592	Retained
EE4	Researcher	"The entrepreneurship course should offer opportunities for hands-on learning (e.g., business simulations, startup projects)."	No Change	0.775	Retained
EE5	Lee et al. (2005)	"If a major in entrepreneurship were available, I will change my major to it."	"If a major in entrepreneurship was available, I would have changed my major to it."	0.746	Retained
EE6	Researcher	"In my Institute, people are actively encouraged to pursue their own ideas."		<0.50	Not Retained
Environmental values					
EV1	Kuckertz & Wagner (2010)	"I think that environmental problems are one of the biggest challenges for our society."	No Change	0.916	Retained
EV2	Kuckertz & Wagner (2010)	"German firms should take an internationally leading role in the field of environmental protection."	"Firms should take an internationally leading role in the field of environmental protection."	<0.50	Not Retained
EV3	Kuckertz & Wagner (2010)	"I think that entrepreneurs and companies need to take on a larger social responsibility."	"I think that companies need to take on a larger social responsibility."	0.928	Retained
EV4	Kuckertz & Wagner (2010)	"Corporate social responsibility should be part of the foundations of each company,"	"Corporate social responsibility ought to be part of the foundations of each company."	<0.50	Not Retained
EV5	Kuckertz & Wagner (2010)	"The environmental performance of a company will in future be considered more and more by financial institutions."	"The environmental performance of a company should be considered more and more by financial institutions."	0.904	Retained
EV6	Kuckertz & Wagner (2010)	"Firms that are environmentally oriented have advantages in recruiting and retaining qualified employees."	No Change	0.902	Retained

Attitude					
AT1	Liñán & Chen (2009)	"A career as entrepreneur is attractive for me."	"A career as an entrepreneur is attractive to me."	0.752	Retained
AT2	Liñán & Chen (2009)	"Among various options, I would rather be an entrepreneur."	No Change	<0.50	Not Retained
AT3	Liñán & Chen (2009)	"If I had the opportunity and resources, I'd like to start a firm."	No Change	0.900	Retained
AT4	Liñán & Chen (2009)	"Being an entrepreneur would entail great satisfactions for me."	"Being an entrepreneur would bring utmost satisfaction to me."	0.789	Retained
AT5	Liñán & Chen (2009)	"Being an entrepreneur implies more advantages than disadvantages to me."	"Being an entrepreneur has more advantages than disadvantages to me."	0.900	Retained
Subjective norms					
SN1	Liñán & Chen (2009)	"If you decided to create a firm, would people in your close environment approve of that decision? Indicate from 1 (total disapproval) to 7 (total approval). Your close family."	"As and when I decide to create a firm, people in my close environment would approve of my decision."	0.717	Retained
SN2	Leong (2008)	"I believe that people, who are important to me, think that I should pursue a career as an entrepreneur."	No Change	0.864	Retained
SN3	Leroy et al. (2009)	"My parents are positively oriented towards a career as entrepreneur."	No Change	0.809	Retained
SN4	Leroy et al. (2009)	"My friends see entrepreneurship as a logical choice."	"My peer group see entrepreneurship as a logical choice."	<0.50	Not Retained

(Table 4 continued)

(Table 4 continued)

S. No.	Author	Pre-testing Results		EFA Results	
		Original Statements	Rephrased Items	Loadings	Decision
Perceived behavioral control					
PBC1	Kolvereid (1996)	"To what extent It would be easy for me to become an entrepreneur."	"It would be easy for me to become an entrepreneur."	0.850	Retained
PBC2	Kolvereid (1996)	"To what extent I believe that the number of events which is outside my control could prevent me from being self-employed is numerous."	"I believe that the number of events which is outside my control could prevent me from being self-employed."	0.920	Retained
PBC3	Gurbuz & Aykol (2008)	"To start a firm and keep it work would be easy for me."	"To start a firm and keep it working well is easy for me."	0.881	Retained
PBC4	Kolvereid (1996)	"To what extent you are confident that if you start a business the failure chances will be very low."	"I am confident that if I start a business, the chances of failure shall be minimum."	<0.50	Not Retained
PBC5	Dohse & Walter (2011)	"If I wanted I could certainly become self-employed after my studies."	"I am certain to be self-employed after my studies."	<0.50	Not Retained
Entrepreneurial intention					
EI1	Liñán & Chen (2009)	"I am ready to do anything to be an entrepreneur."	No Change	0.806	Retained
EI2	Liñán & Chen (2009)	"My professional goal is to become an entrepreneur."	No Change	0.787	Retained
EI3	Liñán & Chen (2009)	"I am determined to create a firm in the future."	"I am committed to create an entrepreneurial venture in future."	0.592	Retained
EI4	Liñán & Chen (2009)	"I have firm intention to start a business."	No Change	<0.50	Not Retained
EI5	Liñán & Chen (2009)	"I have very seriously thought of starting a firm."	"I am keen on starting a firm."	0.775	Retained
EI6	Liñán & Chen (2009)	"I will make every effort to start my own business."	No Change	0.746	Retained

Table 5. Validity Analysis.

	CR	AVE	EE	SV	AT	SN	PBC	EI
EE	0.929	0.725	**0.851**					
EV	0.871	0.631	0.520	**0.794**				
AT	0.927	0.765	0.397	0.434	**0.874**			
SN	0.926	0.807	0.198	0.318	0.180	**0.898**		
PBC	0.899	0.749	0.209	0.283	0.299	0.189	**0.866**	
EI	0.941	0.763	0.226	0.327	0.192	0.201	0.280	**0.874**

Note: The correlational values are shown in boldface behind the diagonal values.

loadings and average variance extracted (AVE)—are evaluated in order to gauge convergent validity (Hair et al., 2010). When the first criterion was used, all of the factors had factor loadings greater than 0.50, as shown by the standardized loadings (Table 3). With values more than 0.50, the second convergent validity determinant, or AVE, which calculates the mean of the variance derived from the item loadings of a construct, was also determined to be acceptable (Hair et al., 2010).

Discriminant validity measures how unconnected the components of the constructs that are intended to be unrelated are. It is ascertained by contrasting the construct's correlation values with the square root of AVE. Values greater than the correlational values should be found in the square root of AVE. In Table 5, which shows the square root values of AVE, the correlational values are shown in boldface behind the diagonal values. The result suggests that the measure has discriminant validity. Consequently, the construct validity of the scale employed in this study was confirmed.

Structural Equation Modeling

To assess the data, structural equation modeling was employed. The current approach was selected above other possible methods because it provides a clear assessment of measurement errors, uses observed variables to estimate latent variables, and uses fit indices to support model testing (Kaplan, 2001). Within the allowable ranges, the measurement model's model fit indices are as follows: CMIN/df = 1.970; RMSEA = 0.048; AGFI = 0.919; GFI = 0.938; CFI = 0.855. Additionally, the composite reliability, convergent validity, and discriminant validity (AVE > 0.5, CR close to 0.7, and AVE > MSV) were all within acceptable bounds. The present study's structural model fit yielded acceptable ranges (CMIN/df = 1.980; RMSEA = 0.049; AGFI = 0.929; GFI = 0.949; CFI = 0.875). Path analysis revealed that each and every hypothesis was supported (Figure 2).

Findings

1. This research underscores the pivotal role of entrepreneurial education in fostering positive attitudes, strengthening subjective norms, and enhancing confidence toward entrepreneurship. By shaping favorable perceptions, education encourages individuals to view green entrepreneurial ventures more positively.

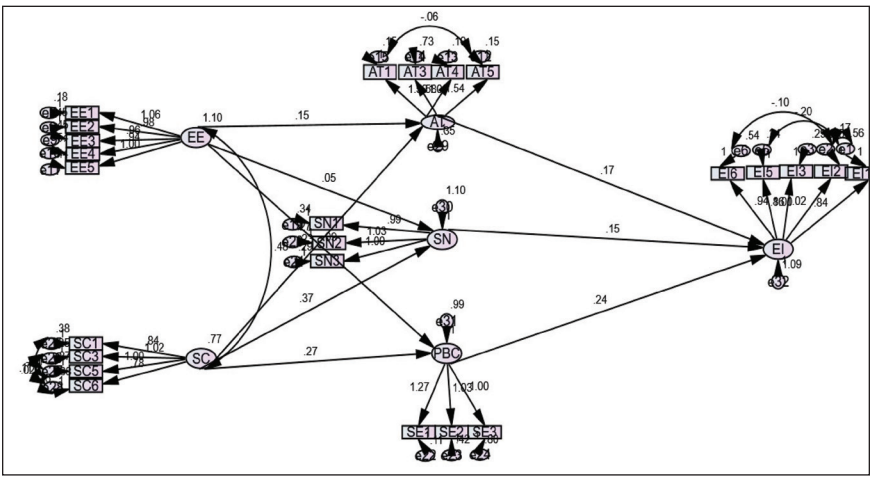

Figure 2. Structural Equation Modeling.

2. Environmental values also emerged as a key factor, reinforcing positive attitudes, strengthening social expectations, and enhancing perceived behavioral control in entrepreneurship, all contributing to a stronger commitment to creating a positive environmental impact.
3. The findings confirm that individuals with positive entrepreneurial attitudes are significantly more likely to develop green entrepreneurial intentions, aligning with the idea that favorable perceptions drive entrepreneurial intent.
4. Similarly, subjective norms, or social pressures to engage in entrepreneurship, were found to play a crucial role, indicating that societal influences shape entrepreneurial motivations.
5. Moreover, individuals with higher perceived behavioral control—a strong belief in their entrepreneurial abilities—are far more likely to pursue green entrepreneurship, emphasizing that self-confidence is a key determinant in entrepreneurial decision-making.

Together, these insights highlight how education, environmental values, and psychological factors influence green entrepreneurial intentions through attitudes, subjective norms, and perceived behavioral control.

Discussion

The findings highlight the crucial role of entrepreneurship education in fostering green entrepreneurial intentions, emphasizing how educational programs can shape positive attitudes, subjective norms, and perceived behavioral control toward entrepreneurship. By incorporating environmental values into these programs, students gain the knowledge and skills necessary to engage in sustainable business practices.

This approach not only encourages entrepreneurial spirit but also aligns it with eco-friendly goals, reflecting the growing demand for businesses that contribute to environmental sustainability. The inclusion of environmental values as a moderating factor further enriches our understanding of how personal environmental beliefs influence entrepreneurial behavior, underscoring the need for education to cultivate environmentally conscious business leaders.

Psychological factors, such as entrepreneurial attitudes, subjective norms, and perceived behavioral control, are also key drivers of green entrepreneurial intentions. Positive entrepreneurial attitudes, reinforced by social support and a strong belief in one's abilities, significantly increase the likelihood of pursuing green entrepreneurship. These findings highlight the importance of fostering both a supportive societal environment and a sense of self-confidence to encourage individuals to take entrepreneurial action. Together, these insights suggest that education, environmental values, and psychological factors are interconnected in shaping individuals' entrepreneurial intentions and behaviors, emphasizing the need for programs that support both cognitive and environmental aspects of entrepreneurship.

Implications, Limitations, and Future Research Directions

Implications

On the basis of findings, key implications are listed below:

1. Entrepreneurial education programs:
    a. Develop and deliver specialized workshops on business planning, risk management, and innovation.
    b. Partner with successful entrepreneurs to provide real-world case studies and hands-on experiences.
    c. Include pitch competitions, hackathons, and live startup projects as part of the curriculum.
    d. Offer elective courses focused on specific entrepreneurial industries like technology, social entrepreneurship, or green business.

2. Promoting sustainability in entrepreneurship:
    a. Provide tax incentives or funding for startups focused on renewable energy, waste reduction, or eco-friendly products.
    b. Establish university research centers dedicated to sustainable entrepreneurship, offering grants for innovative projects.
    c. Introduce sustainability certification programs for entrepreneurs adopting environmentally conscious practices.

3. Strengthening entrepreneurial attitudes:
    a. Launch campaigns emphasizing the economic and personal fulfillment benefits of entrepreneurship.

b. Share testimonials and success stories of entrepreneurs from similar socioeconomic backgrounds to inspire confidence.
c. Create storytelling initiatives that showcase how entrepreneurship has positively impacted communities.

4. Reinforcing subjective norms for sustainability-focused ventures:
   a. Develop local "green hubs" or co-working spaces that connect sustainability-minded entrepreneurs and encourage collaboration.
   b. Launch public recognition programs to reward and celebrate eco-friendly businesses, motivating others to follow suit.
   c. Partner with NGOs to offer training and resources for sustainable business models.

5. Building entrepreneurial perceived behavioral control:
   a. Organize regular confidence-building workshops such as public speaking, negotiation, and problem-solving exercises.
   b. Provide mentorship programs where experienced entrepreneurs coach and guide aspiring entrepreneurs.
   c. Set up mock business simulations where participants experience the challenges and decisions of running a business.

6. Government and institutional support:
   a. Establish low-interest loans and microcredit programs specifically for sustainable and faith-driven startups.
   b. Simplify licensing and regulatory processes for small businesses to encourage new ventures.
   c. Partner with educational institutions to establish entrepreneurship cells that provide resources such as incubators and accelerators.
   d. By adopting these targeted actions, stakeholders can effectively address the key findings and create a conducive environment for entrepreneurial growth and sustainable impact.

Limitations of the Study

All efforts have been taken to make the study error free; however, every study creates challenges and issues, some of which remain unexplored, setting the need for further researches. These issues are listed below, which require attention of future researchers:

1. This study focused only on national central universities in India. The results might be different in other cultures.
2. The study included only MBA students. The findings might vary for students in other programs like BBA, BCOM, or MCOM.
3. Changes in student attitudes over time were not considered because the study did not use a longitudinal approach.

4. All responses were collected online without in-person contact, which may have introduced bias. Face-to-face interaction with students might have led to different results.
5. The study considered only young people, excluding other age groups from the research.

Directions for Future Research

Some guidance for the researchers in the area of green marketing and social media marketing have been listed below:

1. **Cross-cultural comparisons**: Future research could undertake comparative studies across universities in various countries to examine how cultural differences influence entrepreneurial intentions. This would allow for a broader understanding of how culture shapes entrepreneurial behavior.
2. **Different educational levels**: Further studies can investigate entrepreneurial intentions among students from both undergraduate and postgraduate programs beyond MBA, including disciplines such as science, engineering, and arts, to determine whether academic fields have an impact on entrepreneurial outcomes.
3. **Longitudinal approach**: Incorporating a longitudinal approach in future research would enable the observation of changes in entrepreneurial attitudes over time, offering a more comprehensive understanding of how education shapes entrepreneurial intentions in the long term.
4. **Factor analysis**: As identified in the literature review, several factors influence entrepreneurial intention. Future researchers are recommended to explore and test these factors in-depth to better understand their role in shaping entrepreneurial intentions across different contexts and populations.

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