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Green Entrepreneurial Intention : The Role of Entrepreneurship Education and Entrepreneurial Self Efficacy

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Abstract: The purpose of this research is to examine how entrepreneurial self-efficacy functions as a mediator in the relationship between green entrepreneurial intention and entrepreneurship education. This research used a survey method with a quantitative approach. A proportionate stratified random sampling method was utilized to calculate the sample for this study, resulting in 305 respondents from various undergraduate programs at Universitas Sebelas Maret and Universitas Negeri Semarang. This study uses data collection techniques using a closed questionnaire in the form of a Likert scale with five alternative answers. IBM SPSS Statistic 26 software was utilized in this work as a statistical analysis tool to examine the mediation effect using route analysis. The study's findings suggest that students' intentions to pursue green entrepreneurship can be influenced by entrepreneurship education, with entrepreneurial self-efficacy acting as a mediator. In order to boost students' entrepreneurial ambitions, university policymakers must incorporate entrepreneurship instruction within the curriculum. Universities should include material on green entrepreneurship in their programs to prepare students to face environmental challenges through business. In addition, it is important to develop training programs that focus on increasing confidence in entrepreneurship, such as through business simulation and mentoring. Policymakers also need to support entrepreneurship education programs that promote sustainable business by providing financial support and supportive policies.

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Introduction

Attention to environmental sustainability has increased significantly. Issues such as climate change, environmental degradation, and natural resource scarcity are forcing various sectors to look for more sustainable solutions. This is where the concept of green entrepreneurship becomes relevant (Yi, 2021). A subset of entrepreneurship called "green entrepreneurship" is focused on starting companies while preserving the environment (Amankwah & Sesen, 2021). The concept is derived from a combination of entrepreneurial traits, including innovation, risk, business concepts, ecology, and social responsibility (Gevrenova, 2015). Green entrepreneurship is an entrepreneurial venture that focuses on creating economic value while contributing to environmental sustainability (Lotfi et al., 2018).

It has been acknowledged that one of the key elements influencing the purpose and conduct of entrepreneurs is entrepreneurship education (Mei et al., 2020). Individuals may acquire the attitudes, abilities, and information required to launch and run their own firms via this education (Retnasari, 2020). However, the question that still arises is the extent to which

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entrepreneurship education can influence entrepreneurial intention with environmental orientation. Apart from the educational aspect, one of the important things in understanding the formation of one's intention is entrepreneurial self-efficacy. The idea that one can succeed in entrepreneurial endeavors is known as entrepreneurial self-efficacy. Self-efficacy theory, first proposed by Albert Bandura, states that a person's self-beliefs affect the way they think, act, and motivate themselves (Bandura, 1977).

One of the elements influencing the success of a business endeavor is education. Increasing entrepreneurial awareness is the main objective of entrepreneurship education (EE). Effective EE can attract people towards entrepreneurial careers and organize and uncover what entrepreneurial potential students are not aware of (Henderson & Robertson, 1999). It is essential to teach students how to obtain the knowledge and resources they need to launch their own businesses since EE has the power to shape students' attitudes, behaviors, and mindsets to become real entrepreneurs and impact their decision to pursue entrepreneurship as a vocation. EE and training have been shown to have a positive effect on green entrepreneurial intentions (Elsawalhy & Elzek, 2023; Mambali et al., 2024). The influence of EE in the form of knowing *what*, *who*, *why*, and *how* has been considered one of the important factors in developing the desire, spirit and behavior of entrepreneurship among the younger generation. Based on the description above, it can be assumed that EE affects green entrepreneurial intentions.

Entrepreneurial self-efficacy (ESE) is a psychological concept that reflects an individual's belief in his or her ability to succeed in an entrepreneurial context. ESE is defined as the extent to which the person believes in his or her ability to complete tasks and projects based on entrepreneurial skills (Boyd & Vozikis, 1994). Self-efficacy is the conviction that one can influence life's events, accomplish objectives, and finish particular activities (Bandura, 2011). ESE is the conviction that one is capable of starting and running their own business (Camelo-Ordaz et al., 2020; Lanero et al., 2015; Nwosu et al., 2022). Individuals with strong ESE tend to have intentions to engage in entrepreneurship (Abdullah Alnemer, 2021; Kushev et al., 2019; Uysal et al., 2022). ESE is a predictor of entrepreneurial intention and includes beliefs related to motivation and ability to start and develop new ventures (Chiengkul et al., 2023; Maheshwari & Kha, 2022; Tantawy et al., 2021). ESE is also associated with beliefs about competence in various aspects of entrepreneurship, such as opportunity recognition, starting a business, and managing a firm (Madawala et al., 2023).

ESE has a major role in determining people's propensity for entrepreneurship as a career and how they view new businesses (Christensen et al., 2023; Maheshwari & Kha, 2022). Individuals with higher levels of ESE are better equipped to overcome the challenges of setting up a new company (Ciptono et al., 2023). In developing the research concept of the influence between EE and Green Entrepreneurial Intention (GEI), ESE becomes a relevant mediator. EE provides knowledge, skills, and insights on aspects of entrepreneurship, including environmental impacts. However, a person's ESE degree has a significant impact on their ability to absorb and use this knowledge in the context of green entrepreneurship. Individuals who have high levels of ESE tend to feel more confident in overcoming challenges and taking the initiative to start ventures that focus on sustainability and positive environmental impacts. Therefore, ESE can be considered as a mediator linking the positive effects of EE to green entrepreneurial intentions. By understanding the important role of ESE in shaping individual beliefs and motivations, efforts to improve EE can be better targeted to create a positive impact on sustainable and green entrepreneurial intentions.

Previous research has indicated that entrepreneurial self-efficacy can serve as a mediating factor in the relationship between entrepreneurship education and the intention to

pursue entrepreneurship (Yeh et al., 2021). In other words, entrepreneurship education may raise people's self-efficacy in their capacity to launch a firm, which in turn raises their intention to do so. Less research has been done on how this connection functions in the context of green entrepreneurship. Examining how entrepreneurship education might affect green entrepreneurial intention by raising entrepreneurial self-efficacy is crucial in this setting. Understanding this relationship can provide insights for the development of an entrepreneurship education curriculum that focuses not only on economic value creation but also on environmental sustainability. Thus, this study aims to explain the mechanism behind the effect of entrepreneurship education on green entrepreneurial intention, by placing entrepreneurial self-efficacy as a mediating variable.

Research Method

This study utilized a survey method within a quantitative approach. This study has a total population of 1,287 students consisting of students of the 2021 and 2022 batches of economics education, accounting education, and office administration education programs at Universitas Sebelas Maret (UNS) and Universitas Negeri Semarang (UNNES). These two universities were chosen because 1) UNS has an ACTIVE motto (carrying the tag as an entrepreneurship university also shows attention to teaching social entrepreneurship. 2) UNNES has the vision to become a world-reputable university and a pioneer of conservation-minded educational excellence. 3) UNS and UNNES are among the top 10 campuses that implement university commitments and actions towards greening and environmental sustainability. From this population, the researcher conducted sampling using the proportionate stratified random sampling method (Yamane, 1973). This method was chosen because the number of students in each study program and batch has a different number. After doing the calculation, the total sample used in this study amounted to 305 students.

$$n = \frac{1287}{1 + 1287(0{,}05)^2} = 305{,}1570835803201 = 305$$

Data was collected through online research questionnaires via Google Forms. Respondents simply completed the closed-ended questionnaire by marking their responses on a scoring scale. According to Sugiyono (2021), the Likert scale defines alternative responses using five answer alternatives. Following data collection, we performed descriptive statistical analyses on the data's mean, standard deviation, frequency, and percentage. Analysis of the correlation between the factors and the mediation was done. Using IBM SPSS 26, statistical analysis methods include mediation and descriptive tests. Subsequently, route analysis is employed to further elucidate the mediation between the identified variables in the data study.

Results and Discussion

Based on the validity and reliability test results listed in Table 1 and Table 2, it is known that all statement items pass the validity and reliability tests. Furthermore, before testing the hypothesis, a prerequisite analysis test is carried out, namely the data normality, linearity test, multicollinearity test, and heteroscedasticity test.

Table 1. Instrument Validity Test Results

Indicator	Item	Sig.	Correlation Value	Correlation Condition (R Table)
EE	EE1	0,00	0,787	> 0.3061
	EE2	0,00	0,789	> 0.3061
	EE3	0,00	0,648	> 0.3061
	EE4	0.011	0,459	> 0.3061
	EE5	0,00	0,602	> 0.3061

	EE6	0,00	0,607	> 0.3061
	EE7	0,00	0,771	> 0.3061
	EE8	0,00	0,738	> 0.3061
ESE	ESE1	0,00	0,732	> 0.3061
	ESE2	0,023	0,415	> 0.3061
	ESE3	0,00	0,834	> 0.3061
	ESE4	0.00	0,849	> 0.3061
	ESE5	0,00	0,882	> 0.3061
	ESE6	0,00	0,883	> 0.3061
	ESE7	0,00	0,877	> 0.3061
	ESE8	0,00	0,767	> 0.3061
GEI	GEI1	0,00	0,724	> 0.3061
	GEI2	0,00	0,611	> 0.3061
	GEI3	0,01	0,585	> 0.3061
	GEI4	0.00	0,710	> 0.3061
	GEI5	0,00	0,705	> 0.3061
	GEI6	0,00	0,646	> 0.3061
	GEI7	0,007	0,484	> 0.3061
	GEI8	0,00	0,674	> 0.3061
	GEI9	0,023	0,413	> 0.3061
	GEI10	0,001	0,573	> 0.3061
	GEI11	0,015	0,503	> 0.3061
	GEI12	0,015	0,441	> 0.3061
	GEI13	0,00	0,714	> 0.3061
	GEI14	0,018	0,429	> 0.3061

Table 2. Instrument Reliability Test Results

No	Variable	Cronbach's	Terms	Description
1	Entrepreneurship Education	0,834	> 0,6	Reliable
3	Entrepreneurial Self Efficacy	0,913	> 0,6	Reliable
4	Green Entrepreneurial Intention	0,842	> 0,6	Reliable

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
Test Statistic	**Asymp. Sig. (2-tailed)**	**Description**
0.034	0.200	Normal

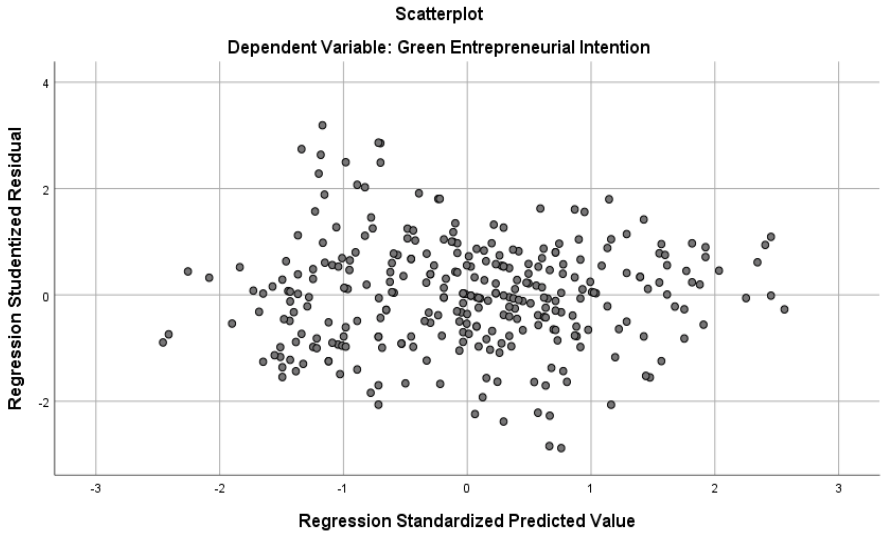

Figure 1. Scatterplot Graph of Heteroscedasticity Test

Table 4. Multicollinearity Test Results

Model	Coefficients Collinearity Statistics	
	Tolerance	VIF
Entrepreneurship Education	.933	1.072
Entrepreneurial Self Efficacy	.933	1.072

Because the significance value is larger than 0.05, the results of the normality test in Table 3 reveal that the residuals are normally distributed. It is obvious from Figure 1 that there is no heteroscedasticity and a linear relationship between the independent and dependent variables. This is illustrated by the scatterplot diagram between the residual (e) and Y hat (Ŷ) generating a scattered pattern (Siswandari, 2020). Furthermore, by looking at the VIF value in table 4, it produces a value < 10, which means that there is no multicollinearity between variables. The influence between research variables can be seen in Table 5. Testing the regression results shows that all variables have a positive and significant influence.

Table 5. Hypothesis Results of Direct and Indirect Influence

Constructs Paths	Unstandardized Coefficients		Standardized Coefficients	t_{count}	t_{table}	Sig	Description
	B	Standard Error	Beta				
EE → GEI	0,404	0,069	0,288	5,831	1,649	0,000	Significant
EE → ESE	0,261	0,056	0,259	4,659	1,649	0,000	Significant
ESE → GEI	0,576	0,069	0,413	8,369	1,649	0,000	Significant
EE → ESE → GEI			0,106	4,069	1,649	0,000	Significant

Table 7 illustrates the regression analysis of the impact of EE and ESE on GEI. The results of testing the first hypothesis demonstrate that the t-statistic value of 5.813 is greater than the t-table (1.649) and the probability value (Sig.) is 0.000. This shows that EE significantly and favorably affects students' intentions to pursue green entrepreneurship, supporting the acceptance of hypothesis H1. In testing the second hypothesis, the t-statistic value of 4.659 is likewise greater than the t-table (1.649) with a probability value (Sig.) of 0.000. This implies that EE has a favorable and significant effect on student ESE, hence hypothesis H2 is accepted. Testing the third hypothesis provides a t-statistic value of 8.369 which is bigger than the t-table (1.649) and a probability value (Sig.) of 0.000. This suggests that ESE has a positive and considerable influence on green entrepreneurial goals, hence hypothesis H3 is accepted. In evaluating the fourth hypothesis, the t-statistic value of 4.069 is bigger than the t-table (1.649) with a probability value (Sig.) of 0.000. This shows that hypothesis H4 is supported and the ESE variable is able to mediate the influence of EE on GEI.

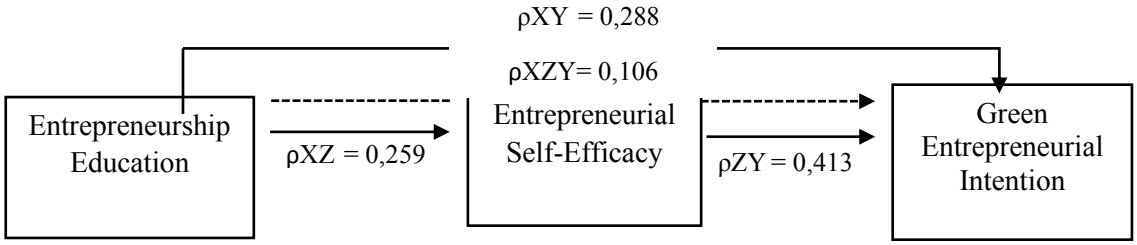

Figure 2. Empirical Causal Relationship Path Diagram of X and Z to Y

Figure 2 shows the findings that the effect of EE on GEI is 0.288 or 28.8%, the effect of EE on ESE is 0.259 or 25.9%, the effect of ESE on GEI is 0.413 or 41.3%, and the effect of EE on GEI through ESE is 0.106 or 10.6%.

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Discussion

The first step in starting a business is developing an entrepreneurial intention, which is said to be a prerequisite for becoming a green entrepreneur. This study's initial hypothesis discovered a relationship between GEI and entrepreneurial education. Similar studies demonstrate that students' intentions to become green entrepreneurs are influenced by EE. (Amankwah & Sesen, 2021). According to several studies (Barba-Sánchez & Atienza-Sahuquillo, 2018; Asghar et al., 2019; Salavou et al., 2021) entrepreneurial intentions that follow EE programs can increase significantly.

EE is indispensable for enhancing entrepreneurship-relevant knowledge and skills, which in turn influence entrepreneurial intentions (Mei et al., 2020; Dodescu et al., 2021). Through this education, students gain business knowledge and skills that enable them to recognize opportunities from environmental imperfections and market failures. Moreover, thanks to the inspiration and resources provided by EE, one may consider setting up a new venture as a viable career option (Nguyen & Nguyen, 2023; Ramadani et al., 2022; Tantawy et al., 2021). EE also enhances creativity, the ability to cope with risk and uncertainty, and sustainable entrepreneurial attitudes and behaviors (Zhang et al., 2014). EE in universities is considered a condition for long-term business performance and sustainable growth (Paray & Kumar, 2020; Mei et al., 2020; Tsaknis et al., 2022).

The second hypothesis in this study is to see the effect of EE on ESE. The results show that the second hypothesis is that EE affects ESE. The results of this study are in line with (Duong & Vu, 2023) who also found that EE has a positive and significant influence in increasing a person's ESE. This is reinforced by Hatos et al. (2022) and Yeh et al. (2021) which explains that EE can increase a person's self-efficacy. The objectives of EE are to foster an optimistic mindset toward entrepreneurship, boost self-esteem, and enhance entrepreneurial self-efficacy. (Amofah & Saladrigues, 2022; Ashari et al., 2022; Kusumojanto et al., 2021; Martins et al., 2022; Song et al., 2021). This education helps individuals identify and explore new business opportunities, the first step in self-efficacy development. By understanding the process of finding and evaluating opportunities, one is more confident in their ability to generate innovative and potentially successful ideas.

Based on Figure 1, the third hypothesis of this study is accepted. This study found that ESE can affect GEI. This is in line with research Mambali et al. (2024), Le et al. (2023) and Wardana et al. (2024) which state that ESE has a positive effect on green entrepreneurial intention. ESE, which is a person's belief in his or her ability to mobilize the motivation, cognitive resources, and actions needed to meet situational demands, has a positive and significant influence on green entrepreneurial intention. Research shows that this belief is important in encouraging students to engage in green entrepreneurship (Alvarez-Risco, Mlodzianowska, García-Ibarra, et al., 2021; Sharma & Singh, 2023). This education increases students' entrepreneurial intentions by teaching them to increase entrepreneurial self-efficacy (Hamzah et al., 2016).

The social cognition theory developed by Albert Bandura can be used to examine how EE affects green entrepreneurial intention through ESE. This theory highlights the intricate interplay of behavioral, environmental, and personal aspects that shape an individual's behavior. The results of the research show that ESE may mitigate the effect of EE on GEI. A different study that looked at the mediating role of ESE in the relationship between EE and entrepreneurial intention found that college students who receive EE are more likely to be entrepreneurially inclined because they believe they can start and run their own businesses. (Yeh et al., 2021). This also means that EE first affects ESE, which in turn positively affects entrepreneurial intention.

EE works as a change agent, influencing people's perspectives on how to handle and overcome sustainable business obstacles. Bandura contends that a key element driving entrepreneurial activity is self-efficacy, or a person's confidence in their capacity to achieve in a certain circumstance. Through EE, individuals acquire knowledge and practical skills and develop the necessary self-efficacy to face risks and overcome obstacles in their journey as entrepreneurs. Thus, EE serves as an important catalyst that introduces students to the concept of green entrepreneurship and encourages them to integrate sustainability values into their ventures. Students who understand green entrepreneurship are better able to face global challenges such as climate change, pollution and social inequality. They will become agents of change capable of creating innovative business solutions that positively impact the world.

The implications of this study include several important points. Universities should include material on green entrepreneurship in their programs to prepare students to face environmental challenges through business. In addition, it is important to develop training programs that focus on increasing confidence in entrepreneurship, such as through business simulation and mentoring. Policymakers also need to support entrepreneurship education programs that promote sustainable business by providing financial support and supportive policies.

Conclusion

The research results concluded that students' intentions to pursue green entrepreneurship can be influenced by entrepreneurship education, with entrepreneurial self-efficacy acting as a mediator. In order to boost students' entrepreneurial ambitions, university policymakers must incorporate entrepreneurship instruction within the curriculum. Overall, this study emphasizes that entrepreneurship education is not only important to provide business knowledge, but also to increase students' confidence in entrepreneurship, which ultimately encourages them to become green entrepreneurs.

Recommendation

These findings are highly relevant for university policymakers, as they can serve as a guide in designing curricula that emphasize green entrepreneurship values to foster the growth of green businesses among students. Therefore, we advise university policymakers to integrate green entrepreneurship values into the curriculum, ensuring that educational programs encompass aspects such as altruism and social impact. Additionally, entrepreneurship education programs should be designed not only to impart business knowledge but also to enhance students' self-efficacy in entrepreneurship. High self-confidence is crucial for encouraging students to take tangible steps towards starting environmentally friendly businesses.

In addition, students should enhance their knowledge and skills in green entrepreneurship by participating in educational programs such as courses, seminars, and workshops that emphasize sustainable business practices and green innovation. Lecturers can support this by designing learning programs that offer practical experiences, such as green entrepreneurship projects, collaboration with green companies, or involvement in sustainable business incubators. These programs not only increase students' self-efficacy in entrepreneurship but also strengthen their intention to start a green business.

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