

SHAPING UP THE GREEN ENTREPRENEURIAL INCLINATION AMONG THE UNIVERSITY STUDENTS

T. Ramayah^{1†}, Seyedeh Khadijeh Taghizadeh^{2*}, and Syed Abidur Rahman^{3†}

¹*School of Management, Universiti Sains Malaysia, 11800 USM Pulau Pinang, Malaysia*

²*Department of Responsible Management and Leadership, Faculty of Business, Law and Digital Technologies, University of Winchester, United Kingdom*

³*College of Business Administration, University of Sharjah, United Arab Emirates*

*Corresponding author: taghizadeh.nastaran@gmail.com / nastaran.taghizadeh@winchester.ac.uk

Published online: 7 December 2022

To cite this article: Ramayah, T., Taghizadeh, S. K., & Rahman, S. A. (2022). Shaping up the green entrepreneurial inclination among the university students. *Asian Academy of Management Journal*, 27(2), 59–81. <https://doi.org/10.21315/aamj2022.27.2.4>

To link to this article: <https://doi.org/10.21315/aamj2022.27.2.4>

ABSTRACT

Green entrepreneurship is the movement of deliberately addressing an environmental/social problem/need through the apprehending of entrepreneurial ideas. However, becoming green entrepreneurs possess challenges which is needed through apprehending entrepreneurial ideas. Therefore, this study proposed and tested an integrative, multi-perspective framework towards green entrepreneurial inclination among university students in Malaysia. The main objective of this study is to determine the significant predictive role of a range of university support, institutional support, family support, and acquaintances support for green entrepreneurial inclination. Cross-sectional survey was directed through structured questionnaires among the university students. Partial least squares method was adopted using the SmartPLS 3.0 software to analyse the data from 1,000 respondents. The findings revealed that perceived educational, business development, institutional support along with perceived family and acquaintances supports play a significant role for green entrepreneurial inclination. The result of the study will provide guidelines to entrepreneurial universities to open up diverse opportunities for green entrepreneurial ventures. Non-governmental organisations, financial institutions, and patent organisations can also offer services to potential green entrepreneurs. This study will surely benefit all these parties to accelerate the green business and align with the “going green” movement.

Originality of this research is an integrated multi-perspective framework to find support for green entrepreneurial inclination.

Keywords: university support, family support, acquaintance support, green entrepreneurial inclination, Malaysia

INTRODUCTION

The notion of “be job giver, not job seeker” is surging among the youth around the world and thereby further mounting the importance of entrepreneurship. Entrepreneurship has been considered as one of the driving factors that accelerate economic progression (Bryson et al., 2017; Van Stel et al., 2005) and job creation (Baptista et al., 2008; Gaddefors et al., 2017) in countries across the globe. Entrepreneurship has evidently demonstrated the contribution towards higher productivity, invigorated social networks (Silajdžić et al., 2015). New venture creation has also been a hallmark for entrepreneurship (Acs, 2006) and it has been well diffused to the educational institutions around the world (Kucel et al., 2016; Oguntimhin & Olaniran, 2017) where future leaders are created.

Further, believing in such widespread taglines “be job giver, not job seeker” and to keep pace with the current trend of the educational system, universities are keenly inclined towards entrepreneurship education. Entrepreneurship is considered as a way to resolve the market failure (North & Thomas, 1970; Rahman et al., 2016). In this line, Hockerts and Wüstenhagen (2010) and other scholars have identified that market failure, such as environmental and social disruptions, can be restored by entrepreneurship. However, the soaring escalation of wide-ranging entrepreneurship has emerged as a great concern for sustainable development (which promotes social, economic, and environmental sustainability). According to the scholars, a deep-seated conversion is needed to lessen harmful environmental and societal impacts created by the existing untenable business practices (Belz & Binder, 2017; Hall et al., 2010; Lordkipanidze et al., 2005). Thus, to ensure sustainable development, the concept of green entrepreneurship came into existence among the practitioners, policy makers, and researchers (Ramayah et al., 2019).

According to the scholars, sustainable development is manifested by the practices of green entrepreneurship (Pacheco et al., 2010; Shepherd & Patzelt, 2017; Steinz et al., 2016). Green entrepreneurship has been defined as business that combines environmental awareness with the entrepreneurial actions which are the vital dynamics in the changeover towards a sustainable business model (Gibbs & O’Neill, 2014; Schaper, 2002). Despite its importance, green entrepreneurship is

still not widely understood or practiced in some countries in the world (Silajdžić et al., 2015). Most of the current studies are based on the personality traits of green entrepreneurship, influential factors of green entrepreneurship, and outcome of green entrepreneurship (Alwakid et al., 2020; Kraaijenbrink et al., 2009; Mukonza, 2020; Qazi et al., 2020). As a theoretical base, most of the studies have used the theory of planned behaviour (TPB) to reveal the intention of green entrepreneurship by explaining the attitude, subjective norms, and perceived behavioural control (Braun, 2010; Carr & Sequeira, 2007). In a recent research, authors have also revealed the factors of propensity of sustainable/green entrepreneurship in the context of Malaysia (Koe et al., 2014). However, the extensive literature indicates that there is a presence of gray area related with the support dynamics to create inclination towards green entrepreneurship.

Spotting this research gap, the current study has embarked to reveal the perceived support for green entrepreneurial inclination among the university students using the foundation of TPB. Therefore, the objective of the study is to reveal the perceived educational support, perceived concept development support, perceived business development support, perceived institutional support, perceived family support, and perceived acquaintances support for the green entrepreneurial inclination under the lens of TPB. This study has been conducted in Malaysia. In Malaysia, the practice of “going green” in the business which represents green entrepreneurship is still at an evolving stage (Kushwaha & Kumar Sharma, 2017). The Malaysian government has aligned itself with the green concept to ensure sustainable development and taken up a national strategy to foster green entrepreneurship within the country (Hassan & Nordin, 2016). In such a context, there is a trend for creating green entrepreneurship and emphasising entrepreneurship education in the country. Therefore, it is important to understand the green entrepreneurial inclination among the university students which is of course the spin-off for going green or building a green economy.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Inclination towards entrepreneurship can be viewed as the intention to venture into business (De Pillis & Reardon, 2007; Low & MacMillan, 1988; Rahman et al., 2017; Singh Sandhu et al., 2011). Scholars have defined entrepreneurship which focuses on the entrepreneurs’ willingness to involve in intended business related risk (Brockhaus, 1980; Taghizadeh et al., 2016). Miller (1983) defined entrepreneurship from the strategic management perspective and argued that entrepreneurship is an organisational level phenomenon focusing on innovation, risk-taking, and proactiveness. From an individual perspective, entrepreneurship

concerns on the entrepreneurs' orientation, attitude, and behaviour (Miles et al., 1993). According to Saeed et al. (2015), entrepreneurship is the process of venture creation where entrepreneurs' intention is important in this process to link ideas and action (Bird, 1988; Krueger & Carsrud, 1993). Intention can be defined as the degree to which people show their motivation and interest to perform the desired behaviour (Ajzen, 1991). Bird (1988) defined intention as a state of mind which leads individual attention toward a goal and path to become an entrepreneur.

Although there are different theories and models in the literature to explain factors influencing entrepreneurial intention, there is very little consensus on which theory is more suitable as each theory focuses on various attributes and perspectives (Singh Sandhu et al., 2011). The Entrepreneurial Event Model (Shapero & Sokol, 1982) focuses on the perception of the desirability and feasibility to act upon opportunities. People with high levels of desire to become entrepreneurs may not act upon their intentions due to certain barriers that may exist (Singh Sandhu et al., 2011). TPB (Ajzen, 1991) argues that people's intention may influence behaviour towards becoming an entrepreneur. The Entrepreneurial Potential Model (EPM) discusses that there must be the potential for entrepreneurship whether in a community seeking to develop or in a large organisation seeking to innovate (Krueger & Brazeal, 1994). Institutional Economic Theory (IET) explains entrepreneurship motives and focuses on informal factors such as attitudes, norms of behaviour, and formal factors such as policies, laws, regulations, government assistance, and culture (Krueger & Brazeal, 1994). The Social Networking Theory (SNT) argues that entrepreneurship can flourish when people have access to business networks to obtain resources, information, and business contacts (Singh et al., 1999; Singh, 2000).

In this study, we used the TPB as theoretical lens and developed the research framework with IET and SNT to argue that green entrepreneurial inclination depends on students' perceived support from university, institutional, and family for creating a new business. To understand the perceived support, we hypothesise that perceived university supports (educational, concept, and business), perceived institutional support, perceived family support, and perceived acquaintances support would significantly related with green entrepreneurial inclination.

Recently, Rodriguez-Gutierrez et al. (2020) have studied the effect of the institutional and psychological antecedents of entrepreneurial intention using TPB in the context of Ecuador. The researchers have found that personal attitudes and perceived behavioural control regarding entrepreneurship are positively related to student's entrepreneurial intention. Further, Qazi et al. (2020) have found that personality traits are positively and significantly associated with green

entrepreneurial intention in the context of Pakistan. Soomro et al. (2020) have revealed that sustainability orientation and sustainability education have a positive and significant impact on green entrepreneurship inclination. While studying green entrepreneurship in Saudi Arabia, Alwakid et al. (2020) have found that cultural characteristics, such as environmental actions, environmental consciousness, and temporal orientation, increase the level of green entrepreneurial activity. In addition, with regard to the entrepreneurial support in the context of Australia and some European countries, Kraaijenbrink et al. (2009) found that students particularly expect educational support, concept development support, and business development support from their respective universities.

Perceived University Support and Green Entrepreneurial Inclination

The study proposes that three dimensions of university support – perceived educational support, concept development support, and business development support – have relationships with green entrepreneurial inclination. According to the literature, many universities are promoting green activities and encouraging students to practice environmental-friendly activities (Qazi et al., 2020). Entrepreneurship education has been associated with the enhanced attitudes and intentions to create a new business (Chen et al., 1998; Krueger & Brazeal, 1994). The role of universities is crucial in identifying and developing entrepreneurial traits and inclinations among students and make students capable to start their own venture (Debackere & Veugelers, 2005). In this line, scholars have suggested that universities should position themselves as a hub of new venture creation through nurturing an entrepreneurial environment which can contribute to the society and economy (Gnyawali & Fogel, 1994). Entrepreneurship education and support from university has been recognised in the development of competency among students for start-up firms (Hartshorn & Hannon, 2005; Zhao et al., 2005). For example, students who passed entrepreneurship courses had a greater interest in starting their own business and about 40% of them had started their own businesses (Kolvereid & Moen, 1997; Upton et al., 1995). Entrepreneurship education program and entrepreneurial support provide the necessary knowledge about entrepreneurship and motivate students to seek an entrepreneurial career (Henderson & Robertson, 2000). However, according to the studies, student entrepreneurship figures still remain low (Kraaijenbrink et al., 2009; Saeed et al., 2015). One way for an entrepreneurship education program to increase their inclination is to nurture a supportive environment (Kraaijenbrink et al., 2009; Saeed et al., 2015). Scholars argue that although universities can support entrepreneurship in many objectively measured ways, it is also important to measure it through students' perceptions of the university support that they receive (Kraaijenbrink et al., 2009).

Universities can provide educational support by teaching students the general knowledge and skills that are needed to initiate a new venture (Saeed et al., 2015). For example, universities can offer elective courses on entrepreneurship, offer entrepreneurship project work, offer entrepreneurship internship, offer a bachelor or master study on entrepreneurship, arrange conferences or workshops on entrepreneurship, and bring entrepreneurial students in contact with each other. These efforts can influence student to seriously consider green entrepreneurship as a highly desirable career option. Further, concept development support can provide awareness, motivation, and business ideas in the early stages of the entrepreneurial process to recognise and develop opportunities for starting new ventures (Shane & Venkataraman, 2000). Universities can create awareness of entrepreneurship as a possible career choice, motivate students to start a new business, and provide students with the ideas and knowledge to start a new business (Saeed et al., 2015). Thus, it can motivate the student to be aware of starting a green business which is not risky. Also, concept development support may motivate the student to pursue a green career involving self-employment and make the students believe that the chances of success would be very high. In addition, business development support is given to the start-up firm rather than to individual students in the later stages of the entrepreneurial process (Saeed et al., 2015). If universities provide students with the financial means, use its reputation, and assist students to start a new business, it may influence students to make plans for opening a new green venture and pursue students to have a green career involving self-employment. From the above discussion, we propose the following hypotheses:

- H1: Perceived educational support positively influences green entrepreneurial inclination.
- H2: Perceived concept development support positively influences green entrepreneurial inclination.
- H3: Perceived business development support positively influences green entrepreneurial inclination.

Perceived Institutional Support and Green Entrepreneurial Inclination

There are many social, cultural, economic, and political factors which may affect entrepreneurial behaviour (Saeed et al., 2015). Public institutions create laws, regulations, and policies regarding government assistance for the promotion of entrepreneurship, but private institutions define the culture, norms, beliefs, and expectations of this activity (Ingram & Silverman, 2000). Entrepreneurs' intention is a reflection of the institutional structure. The economic and political stability

of their country and factors such as economic stability, capital availability, and reduced personal income taxes influence entrepreneurial development (De Bettignies & Brander, 2007; Gentry & Hubbard, 2000; McMillan & Woodruff, 2002). If supports, such as access to capital and markets and the availability of information are provided, productive entrepreneurship will be at a high level (Basu, 1998; Baumol, 1993). Related to the student entrepreneur, studies found that the lack of funds is a major barrier to entrepreneurship (Henderson & Robertson, 2000; Li, 2007). According to Saeed et al. (2015), an institutional environment can use both tangible measures (such as flexible and friendly credit conditions, venture capital availability, physical infrastructure, corporate physical assets, R&D laboratories, training opportunities, and business plan competition) and intangible measures (such as making human capital available and providing sufficient legitimacy for entrepreneurship) to support entrepreneurship activities. If students get encouragement by an institutional structure and if the country provides them with the financial support with favorable law, the students may consider green entrepreneurship as a highly desirable career option and plan for opening a new green venture; they would ultimately get the chance of having a green business and eventually the business success. Therefore, we propose:

H4: Perceived institutional support positively influences green entrepreneurial inclination.

Perceived Family and Acquaintances Support and Green Entrepreneurial Inclination

Entrepreneurial perception of family and acquaintances supports has been associated with subjective norms and intentions to create a new business (Carr & Sequeira, 2007). Supported entrepreneurial behaviour is an important and necessary requirement for a new venture (Morrison, 2000). From the TPB perspective, it has been suggested that perceived family support provides subjective norms and an entrepreneur can recognise whether their intention to start a new venture can be supported by others (Ajzen, 1991). If students perceive that they will get the family support for their entrepreneurial actions, it is expected that their entrepreneurial intention will be high (Ajzen, 2002). If an individual perceives that their family is not supportive or discourage them not to do action for new business start-up, it will reduce the new venture intention (Dyer & Handler, 1994). Therefore, the studies suggest that more family supports would create more entrepreneurial intention among the students. In Carr and Sequeira's (2007) research, family supports has been measured in a broad concept which actually reflects two group of scales. In our study, we have made the family support dimension into two groups, namely perceived family support and perceived acquaintances support. Family support

consists of parents, spouse, brother, sisters, and relatives; while acquaintances support consists of neighbours, co-workers, close friends, and teachers. Thus, this study proposes that support from these two groups will highly influence green entrepreneurial intention to start a green business. The following hypotheses are proposed to be tested:

H5: Perceived family support positively influences green entrepreneurial inclination.

H6: Perceived acquaintances support positively influences green entrepreneurial inclination.

Following the above discussions and drawing on the TPB, institutional economic theory, and social networking theory, this study develops the research framework (Figure 1) and analyse the effect of perceived educational support, concept development support, business development support, institutional support, family support, and acquaintances support on green entrepreneurial inclination of students.

RESEARCH METHODOLOGY AND FINDINGS

To examine the hypotheses, data was gathered from a self-administered questionnaire conducted among university students in Malaysia (aged 18–34 years old). A total of 1,000 students participated in this research. The demographic profile indicates that 44.2% of the respondents are male and 55.8% are female students. Among the respondents, 61.8% with Chinese ethnicity, 26.9% with Malay ethnicity, 9.3% with Indian ethnicity, and 2% with other ethnicity have participated in this research. About 14.7% of them are just in the first year of education, 61.9% are in the second year of education, 17.7% are in the third year of education, 5.4% are in the fourth year of education, and only 0.3% are in the above fourth year of education. Thirty-three percent of respondents' parents are involved in entrepreneurship business.

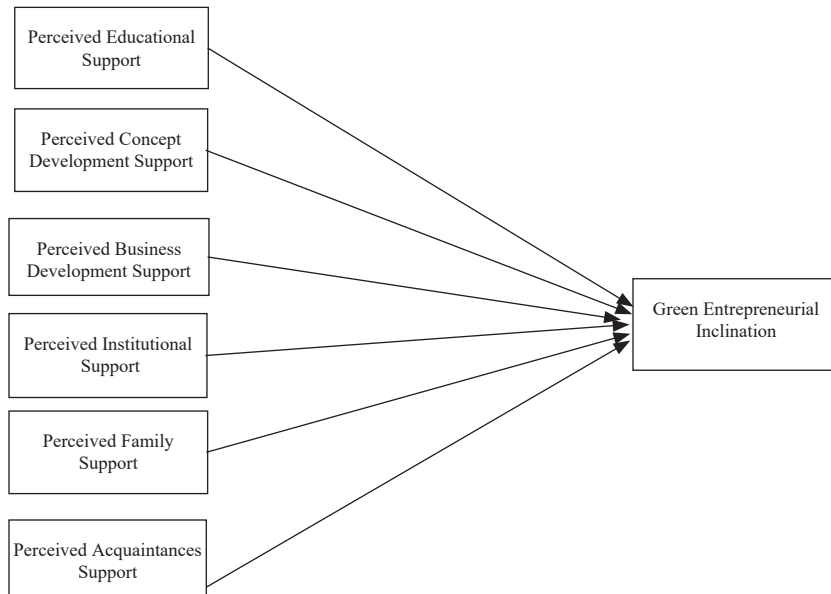


Figure 1. Research framework

All constructs and items were adapted from the existing literature and was modified to suit the purpose of this study. Perceived Educational Support with six items, Perceived Concept Development Support with four items, Perceived Business Development Support with three items, and Perceived Institutional Support with four items were adopted from Saeed et al. (2015). Perceived Family Support with four items and Perceived Acquaintances Support with five items were adopted from Carr and Sequeira (2007). Green Entrepreneurial Inclination with eight items were adopted from Keat et al. (2011). The 5-Likert scale was used in measuring items ranging from 1 = strongly disagree to 5 = strongly agree.

As data were collected from a single source, it is important to check common method variance as recommended by Podsakoff et al. (2003). Harman's single factor test was conducted by entering all the principal constructs into a principal component factor analysis (Podsakoff & Organ, 1986). The findings indicate that the first factor explains the 42.02% of the variance, which is below 50%, as per the recommendation by Podsakoff et al. (2003). Further, seven factors explain the 67.7% of the cumulative variance, which is higher than the suggested value of 50%. Therefore, common method bias is not an issue in this study.

We employed partial least squares method using the SmartPLS 3.0 software (Ringle et al., 2015) for analysing the data. The study tested the measurement model (validity and reliability) and structural model (testing the relationship among variables) to finalise the outcome.

Measurement Model

For assessing the measurement model, we examined the convergent validity and the discriminant validity. As suggested by Hair et al. (2017), convergent validity is determined through factor loading, average variance extracted (AVE), and composite reliability (CR). The results validated that all criteria were satisfactory as the items loading were higher than 0.7, the AVE were higher than 0.5, and the values of CR were above 0.7. Thus, the convergent validity for scale measurement is fulfilled (Table 1).

Table 1
Convergent validity

Variable	Item	Loading	CR	AVE
Perceived educational support	ES1	0.758	0.904	0.611
	ES2	0.799		
	ES3	0.821		
	ES4	0.779		
	ES5	0.811		
	ES6	0.715		
Perceived concept development support	CDS1	0.837	0.912	0.723
	CDS2	0.860		
	CDS3	0.858		
	CDS4	0.845		
Perceived business development support	BDS1	0.879	0.925	0.805
	BDS2	0.903		
	BDS3	0.911		
Perceived institutional support	IS1	0.775	0.883	0.653
	IS2	0.811		
	IS3	0.831		
	IS4	0.814		

(continued on next page)

Table 1: (continued)

Variable	Item	Loading	CR	AVE
Perceived family support	PFS1	0.866	0.928	0.764
	PFS2	0.900		
	PFS3	0.894		
	PFS4	0.834		
Perceived acquaintances support	AS1	0.821	0.924	0.707
	AS2	0.856		
	AS3	0.861		
	AS4	0.846		
	AS5	0.820		
Green entrepreneurial inclination	GEI1	0.813	0.939	0.659
	GEI2	0.833		
	GEI3	0.835		
	GEI4	0.820		
	GEI5	0.819		
	GEI6	0.842		
	GEI7	0.806		
	GEI8	0.722		

Discriminant validity was assessed through heterotrait-monotrait (HTMT) ratio of correlations based on the multitrait-multimethod matrix suggested by Henseler et al. (2015). If the HTMT value is greater than HTMT_{.85} value of 0.85 (Kline, 2015), or HTMT_{.90} value of 0.90 (Gold et al., 2001), then discriminant validity is questionable. As shown in Table 2, all the values are below the threshold level of HTMT_{.90} (Gold et al., 2001), thus indicating that discriminant validity has been determined.

Structural Model

For assessing the structural model R², standard beta, *t*-values via a bootstrapping procedure with a resample of 5,000, the predictive relevance (Q²), and the effect sizes (f²) were examined as suggested by Hair et al. (2017). The results are shown in Table 3.

Table 2
HTMT ratio of correlations

Variable	1	2	3	4	5	6	7
1 Perceived acquaintances support							
2 Perceived business development support	0.54						
3 Perceived concept development support	0.605	0.762					
4 Perceived educational support	0.536	0.556	0.659				
5 Green entrepreneurial inclination	0.648	0.618	0.557	0.528			
6 Perceived institutional support	0.627	0.720	0.726	0.592	0.727		
7 Perceived family support	0.744	0.478	0.534	0.474	0.608	0.585	

This study has developed a total of six hypotheses. The statistical results reveal that five hypotheses were supported and one hypothesis was not supported. Perceived educational support with $\beta = 0.099$ and $p < 0.01$, perceived business development with $\beta = 0.193$ and $p < 0.01$, perceived institutional support with $\beta = 0.311$ and $p < 0.05$, perceived family support with $\beta = 0.174$ and $p < 0.01$, and perceived acquaintances with $\beta = 0.202$ and $p < 0.01$ have positive relationship with green entrepreneurial inclination. Therefore, H1, H3, H4, H5, and H6 were supported whereas H2 was not supported.

The R^2 value for green entrepreneurial inclination is 0.536. Hair et al. (2017) have suggested examining the changes in R^2 value to see the effect size (f^2). Following Cohen (1988) guideline, the effect size of 0.02, 0.15, and 0.35 represent small, medium, and large effects, respectively. The results of f^2 revealing acceptable effect size for the supported hypotheses except H1 (the relationship between perceived educational support and green entrepreneurial inclination), though the t -value is acceptable following the cut-off value of t -value > 1.64 .

We assessed the predictive relevance of the model through the blindfolding procedure. Predictive sample reuse technique, popularly known as the Stone-Geisser's Q^2 , can be applied as a criterion for predictive relevance besides looking at the magnitude of the R^2 . Henseler et al. (2009) also accentuated to utilise this measure to assess the research model's capability to predict. Based on the blindfolding procedure, Q^2 evaluates the predictive validity of a model via PLS.

The Q^2 is generally estimated using an omission of distance of 5–10 in PLS (Aker et al., 2011). If the Q^2 value is larger than 0, the model has predictive relevance for a certain endogenous construct (Hair et al., 2017). Based on the results, the Q^2 values for green entrepreneurial inclination of $Q^2 = 0.329$ is more than 0 suggesting that the model has sufficient predictive relevance. Hair et al. (2017) stated that values of 0.02, 0.15, and 0.35 indicate that an exogenous construct has a small, medium, or large predictive relevance for a certain endogenous construct.

Table 3
Structural model

Hs	Path relationship	Std. beta	SE	t-value	Decision	f ²	R ²	VIF	Q ²
H1	Perceived educational support → Green entrepreneurial inclination	0.099	0.040	2.501**	Supported	0.013	0.536	1.649	0.329
H2	Perceived concept development support → Green entrepreneurial inclination	-0.068	0.047	1.456	Not supported	0.004		2.359	
H3	Perceived business development support → Green entrepreneurial inclination	0.193	0.042	4.648**	Supported	0.039		2.079	
H4	Perceived institutional support → Green entrepreneurial inclination	0.311	0.037	8.314**	Supported	0.102		2.047	
H5	Perceived family support → Green entrepreneurial inclination	0.174	0.043	4.079**	Supported	0.033		1.968	
H6	Perceived acquaintances support → Green entrepreneurial inclination	0.202	0.044	4.544**	Supported	0.040		2.173	

Note: ** $p < 0.01$

DISCUSSION

“Going green” concept and green entrepreneurial activities are swelling up around the globe and marking a rising trend in the Malaysian settings. However, the required student’s perceived support to accelerate the inclination from a holistic perspective was little known in the research domain. Therefore, our main objective was to identify the most significant perceived support perceived by the university students for the green entrepreneurial inclination in Malaysia. To understand the perceived support, we have embarked on the TPB and hypothesised that perceived educational support, perceived concept development support, perceived business development support, perceived institutional support, perceived family support, and perceived acquaintances support would have significant relationship for green entrepreneurial inclination. Findings show that except perceived concept development support all other perceived support outlined in this research predict the green entrepreneurial inclination among the 1,000 Malaysian university students who belong to generation-Y cohort. The result of this study found to be somewhat similar to those previous research which indicate perceived educational support, perceived business development support, and perceived institutional support influence entrepreneurial self-efficacy and intention (Kraaijenbrink et al., 2009; Qazi et al., 2020; Saeed et al., 2015).

Entrepreneurship education seems imperative for stimulating entrepreneurship (Garavan & O’Cinneide, 1994; Noel, 2002). It is indeed a fact that any type of education received from an institution provides individuals with a sense of freedom and self-assurance and making people better equipped to perceive opportunities (Raposo & Paço, 2011). While conceptualising entrepreneurial education, Garcia et al. (2017) asserted that entrepreneurial education is a system that provides individuals the capability to identify the commercial opportunity, knowledge, and skill to materialise them. Any university can provide support by offering courses related to entrepreneurial, green entrepreneurial, and social entrepreneurial to the students to prepare them with concurrent knowledge and skills. This study suggests that project on green entrepreneurship and environment-related issues in the study program will help students towards green entrepreneurial ventures inclination. If the university arranges activities such as conferences, seminars, or workshop on green business, it would be useful to invite entrepreneurial students in the event and offer tailor-made courses on green entrepreneurship which would drive students’ self-confidence towards green entrepreneurial inclination. It has been also echoed by Gelaidan et al. (2017) that self-confidence pushes individuals toward inclination for doing something, particularly entrepreneurial activity.

Perceived business development support found to be significant as well in this study. Business development support refers to the university support required to develop or progress the business. Support such as financial assistance for the start-up by the university, linking up with the industry by the university, and even university can be a customer to the green business initiated by the students. In fact there are a number of entrepreneurial universities which are supporting student entrepreneurs by becoming buyers or suppliers (Culkin & Mallick, 2011). While doing so, students will be more inclined to take up green concepts and start-up green entrepreneurship ventures. If the university provides business development support to the students, they will comply to take green entrepreneurial activities as their career choice.

Unexpectedly perceived concepts development support by the university found to be insignificant for the green entrepreneurial inclination. Perceived concept development support refers to activities such as creating awareness, motivating students, and providing ideas for new green business. In this context, faculties and different programs are providing education and business development support to the students. While having the course during the study program, and other university wide activities on green entrepreneurship, students are already aware of green entrepreneurship. Therefore, this study has found perceived concept development support to have insignificant relationship with green entrepreneurial inclination.

Perceived institutional support revealed to have significant relationship with green entrepreneurial inclination. In fact, the reason for this significant relationship is due to the wide ranges of opportunities for green business given in Malaysia. According to Chua and Oh (2011), a wide range of support mechanisms and support structure are available in Malaysia to promote and develop green entrepreneurial activities. Buyers and suppliers are also aligned with the green practices outlined by the regulatory bodies and other related institutions (Eltayeb et al., 2011). Further, the state laws are favorable for running green business. All these issues perhaps incline the university students to pursue green entrepreneurial activities.

Other than the university and external institution supports, it is important to receive support from family and acquaintances. In this study, we found that perceived family support and perceived acquaintances support play significant predictive roles for the green entrepreneurial inclination among the Malaysian university students.

Research on echoed assessments, in concurrence with the diffusion of parental and siblings values and beliefs, seem to robustly shape the green entrepreneurial inclination of individual university students (Carr & Sequeira, 2007). Parents, spouse, siblings, and relative's positive attitude towards green entrepreneurship concept incline the university students to pursue take on green entrepreneurial initiatives. In addition to the perceived family support, this study suggests that perceived acquaintances support plays a significant role for the green entrepreneurial inclination among the university students, particularly while neighbour, co-workers, friends, and teachers possess a positive attitude towards green business, the students eventually are inclined towards green entrepreneurial initiatives.

IMPLICATIONS

The result of the study will help universities to move forward toward the entrepreneurial university in line with the sustainable development goal. By providing a wide range of support, universities can claim to contribute in achieving sustainable development goal and thus ensure the wellbeing of the society. To be an entrepreneurial university, it is important to transform the students as job creators rather than job seekers. This process should be done during the study program so that there can be exponential number of potential entrepreneurs in the society produced by the university. Therefore, to enhance student's green entrepreneurship, we suggest that universities should continuously assess the extent of their support and its impact on students.

The result of this study is also important for the external institutions which engaged in supporting green entrepreneurial business, for instance, financial institutions provide loans, non-governmental organisations provide training to become green entrepreneurs. These organisations may provide customised training programs for the university students who are willing to go for entrepreneurial ventures. Financial institutions can provide loans at a competitive interest rate with some additional benefits. Copyright and patent organisations may also get involved with the potential green entrepreneurs to support the green business owned by the students. Finally, it is also important for the students and potential entrepreneurs to know the types of support to be green entrepreneurs. This study will certainly benefit all these parties to accelerate the green business and align with the "going green" movement.

CONCLUSION, LIMITATION, AND FUTURE RESEARCH

In conclusion, we argue that the role of range of perceived support is fundamental for the green entrepreneurial inclination among the Malaysian university students. This study has confirmed that university, institutional, family, and acquaintances supports are instrumental to accelerate the green business as these are strong predictors for green entrepreneurial inclination. The modifications of the recent roles played by universities, on one hand, are much needed with the aim of creating a green entrepreneurial environment to further strengthen the green entrepreneurship among the university students. Then again, students must be prepared to be able to alter their traditional learning style to a more pragmatic way which is required in the entrepreneurial learning process. The results of this study also expected to shed some new understandings to the current green entrepreneurship or sustainable entrepreneurship literature, particularly in Malaysian settings.

This study was restricted to university students who are registered in business management or engineering courses. The generalisability of the findings might be narrow to this context. In addition, a mixed method research is deserved to discover new findings about other courses, universities, and countries. Researchers may expand the model in the future by incorporating actual behaviour for green entrepreneurship business. This model can also be tested in the context of techno-entrepreneurship and social entrepreneurship. Further, future study can see the antecedent role of self-efficacy in a diverse range of support.

NOTE:

†Authors secondary affiliations:

T. Ramayah:

1. Department of Information Technology and Management, Daffodil International University, Dhaka, Bangladesh
2. Faculty of Economics and Business, Universiti Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia
3. Department of Management, Sunway University Business School, Bandar Sunway, 47500 Selangor, Malaysia

Syed Abidur Rahman:

1. Department of Information Technology and Management, Daffodil International University, Dhaka, Bangladesh

REFERENCES

- Acs, Z. (2006). How is entrepreneurship good for economic growth? *Innovations*, 1(1), 97–107. <https://doi.org/10.1162/itgg.2006.1.1.97>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Ajzen, I. (2002). Residual effects of past on later behavior: Habituation and reasoned action perspectives. *Personality and Social Psychology Review*, 6(2), 107–122. https://doi.org/10.1207/S15327957PSPR0602_02
- Akter, S., D'Ambra, J., & Ray, P. (2011). Trustworthiness in mHealth information services: An assessment of a hierarchical model with mediating and moderating effects using partial least squares (PLS). *Journal of the American Society for Information Science and Technology*, 62(1), 100–116. <https://doi.org/10.1002/asi.21442>
- Alwakid, W., Aparicio, S., & Urbano, D. (2020). Cultural antecedents of green entrepreneurship in Saudi Arabia: An institutional approach. *Sustainability*, 12(9), 3673. <https://doi.org/10.3390/su12093673>
- Baptista, R., Escária, V., & Madruga, P. (2008). Entrepreneurship, regional development and job creation: The case of Portugal. *Small Business Economics*, 30(1), 49–58. <https://doi.org/10.1007/s11187-007-9055-0>
- Basu, A. (1998). An exploration of entrepreneurial activity among Asian small businesses in Britain. *Small Business Economics*, 10(4), 313–326. <https://doi.org/10.1023/A:1007956009913>
- Baumol, W. J. (1993). *Entrepreneurship, management, and the structure of payoffs*. MIT Press.
- Belz, F. M., & Binder, J. K. (2017). Sustainable entrepreneurship: A convergent process model. *Business Strategy and the Environment*, 26(1), 1–17. <https://doi.org/10.1002/bse.1887>
- Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. *Academy of Management Review*, 13(3), 442–453. <https://doi.org/10.5465/amr.1988.4306970>
- Braun, P. (2010). Going green: Women entrepreneurs and the environment. *International Journal of Gender and Entrepreneurship*, 2(3), 245–259. <https://doi.org/10.1108/17566261011079233>
- Brockhaus, R. H. (1980). Risk taking propensity of entrepreneurs. *Academy of Management Journal*, 23(3), 509–520. <https://doi.org/10.5465/255515>
- Bryson, J., Sancino, A., Benington, J., & Sørensen, E. (2017). Towards a multi-actor theory of public value co-creation. *Public Management Review*, 19(5), 640–654. <https://doi.org/10.1080/14719037.2016.1192164>
- Carr, J. C., & Sequeira, J. M. (2007). Prior family business exposure as intergenerational influence and entrepreneurial intent: A theory of planned behavior approach. *Journal of Business Research*, 60(10), 1090–1098. <https://doi.org/10.1016/j.jbusres.2006.12.016>
- Chen, C. C., Greene, P. G., & Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *Journal of Business Venturing*, 13(4), 295–316. [https://doi.org/10.1016/S0883-9026\(97\)00029-3](https://doi.org/10.1016/S0883-9026(97)00029-3)

- Chua, S. C., & Oh, T. H. (2011). Green progress and prospect in Malaysia. *Renewable and Sustainable Energy Reviews*, 15(6), 2850–2861. <https://doi.org/10.1016/j.rser.2011.03.008>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Routledge.
- Culkin, N., & Mallick, S. (2011). Producing work-ready graduates: The role of the entrepreneurial university. *International Journal of Market Research*, 53(3), 347–368. <https://doi.org/10.2501/IJMR-53-3-347-368>
- De Bettignies, J.-E., & Brander, J. A. (2007). Financing entrepreneurship: Bank finance versus venture capital. *Journal of Business Venturing*, 22(6), 808–832. <https://doi.org/10.1016/j.jbusvent.2006.07.005>
- De Pillis, E., & Reardon, K. K. (2007). The influence of personality traits and persuasive messages on entrepreneurial intention: A cross-cultural comparison. *Career Development International*, 12(4), 382–396. <https://doi.org/10.1108/13620430710756762>
- Debackere, K., & Veugelers, R. (2005). The role of academic technology transfer organizations in improving industry science links. *Research Policy*, 34(3), 321–342. <https://doi.org/10.1016/j.respol.2004.12.003>
- Dyer, W. G., & Handler, W. (1994). Entrepreneurship and family business: Exploring the connections. *Entrepreneurship Theory and Practice*, 19(1), 71–83. <https://doi.org/10.1177/104225879401900105>
- Eltayeb, T. K., Zailani, S., & Ramayah, T. (2011). Green supply chain initiatives among certified companies in Malaysia and environmental sustainability: Investigating the outcomes. *Resources, Conservation and Recycling*, 55(5), 495–506. <https://doi.org/10.1016/j.resconrec.2010.09.003>
- Gaddefors, J., Gaddefors, J., Anderson, A. R., & Anderson, A. R. (2017). Entrepreneurs and context: When entrepreneurship is greater than entrepreneurs. *International Journal of Entrepreneurial Behavior & Research*, 23(2), 267–278. <https://doi.org/10.1108/IJEBr-01-2016-0040>
- Garavan, T. N., & O'Connell, B. (1994). Entrepreneurship education and training programmes: A review and evaluation – Part 1. *Journal of European Industrial Training*, 18(8), 3–12. <https://doi.org/10.1108/03090599410068024>
- Garcia, D. H., Leles, A. D., & Romano, R. R. (2017). Program entrepreneurship and innovation: Education as the core of innovation. In T. Z. Ahram & W. Karwowski (Eds.), *Advances in the human side of service engineering* (pp. 235–244). *Advances in Intelligent Systems and Computing*, vol. 494. Springer. https://doi.org/10.1007/978-3-319-41947-3_22
- Gelaidan, H. M., Gelaidan, H. M., Abdullateef, A. O., & Abdullateef, A. O. (2017). Entrepreneurial intentions of business students in Malaysia: The role of self-confidence, educational and relation support. *Journal of Small Business and Enterprise Development*, 24(1), 54–67. <https://doi.org/10.1108/JSBED-06-2016-0078>
- Gentry, W. M., & Hubbard, R. G. (2000). Tax policy and entrepreneurial entry. *The American Economic Review*, 90(2), 283–287. <https://doi.org/10.1257/aer.90.2.283>

- Gibbs, D., & O'Neill, K. (2014). Rethinking sociotechnical transitions and green entrepreneurship: The potential for transformative change in the green building sector. *Environment and Planning A: Economy and Space* 46(5), 1088–1107. <https://doi.org/10.1068/a46259>
- Gnyawali, D. R., & Fogel, D. S. (1994). Environments for entrepreneurship development: Key dimensions and research implications. *Entrepreneurship: Theory and Practice*, 18(4), 43–63. <https://doi.org/10.1177/104225879401800403>
- Gold, A. H., Malhotra, A. & Segars, A. H. (2001). Knowledge management: An organizational capabilities perspective. *Journal of Management Information Systems*, 18(1), 185–214. <https://doi.org/10.1080/07421222.2001.11045669>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling*. Sage. <https://doi.org/10.15358/9783800653614>
- Hall, J. K., Daneke, G. A., & Lenox, M. J. (2010). Sustainable development and entrepreneurship: Past contributions and future directions. *Journal of Business Venturing*, 25(5), 439–448. <https://doi.org/10.1016/j.jbusvent.2010.01.002>
- Hartshorn, C., & Hannon, P. D. (2005). Paradoxes in entrepreneurship education: Chalk and talk or chalk and cheese? A case approach. *Education + Training*, 47(8/9), 616–627. <https://doi.org/10.1108/00400910510633152>
- Hassan, R. A., & Nordin, R. B. (2016). Key determinants of green entrepreneurship among SMEs in Malaysia. Paper presented at the Ajman 4th International Environment Conference 2016, 4–5 January 2016, Dubai, United Arab Emirates.
- Henderson, R., & Robertson, M. (2000). Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career. *Career Development International*, 5(6), 279–287. <https://doi.org/10.1108/00400919910279973>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Henseler, J., Ringle, C. M., & Sinkovics, R. (2009). The use of partial least squares path modeling in international marketing. *Advances in International Marketing (AIM)*, 20, 277–320. [https://doi.org/10.1108/S1474-7979\(2009\)0000020014](https://doi.org/10.1108/S1474-7979(2009)0000020014)
- Hockerts, K., & Wüstenhagen, R. (2010). Greening Goliaths versus emerging Davids: Theorizing about the role of incumbents and new entrants in sustainable entrepreneurship. *Journal of Business Venturing*, 25(5), 481–492. <https://doi.org/10.1016/j.jbusvent.2009.07.005>
- Ingram, P., & Silverman, B. S. (2000). The new institutionalism in strategic management. In P. Ingram & B. S. Silverman (Eds.), *Advances strategic management* (pp. 1–30). Emerald Group Publishing Limited. [https://doi.org/10.1016/S0742-3322\(2000\)19](https://doi.org/10.1016/S0742-3322(2000)19)
- Keat, O. Y., Selvarajah, C., & Meyer, D. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *International Journal of Business and Social Science*, 2(4), 206–220.
- Kline, R. B. (2015). *Principles and practice of structural equation modeling*. Guilford Publications.

- Koe, W.-L., Omar, R., & Majid, I. A. (2014). Factors associated with propensity for sustainable entrepreneurship. *Procedia-Social and Behavioral Sciences*, 130, 65–74. <https://doi.org/10.1016/j.sbspro.2014.04.009>
- Kolveid, L., & Moen, Ø. (1997). Entrepreneurship among business graduates: Does a major in entrepreneurship make a difference? *Journal of European Industrial Training*, 21(4), 154–160. <https://doi.org/10.1108/03090599710171404>
- Kraaijenbrink, J., Bos, G., & Groen, A. (2009). What do students think of the entrepreneurial support given by their universities? *International Journal of Entrepreneurship and Small Business*, 9(1), 110–125. <https://doi.org/10.1504/IJESB.2010.029512>
- Krueger, N. F., & Brazeal, D. V. (1994). Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship Theory and Practice*, 18(3), 91–104. <https://doi.org/10.1177/104225879401800307>
- Krueger, N. F., & Carsrud, A. L. (1993). Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrepreneurship & Regional Development*, 5(4), 315–330. <https://doi.org/10.1080/08985629300000020>
- Kucel, A., Róbert, P., Buil, M., & Masferrer, N. (2016). Entrepreneurial skills and education-job matching of higher education graduates. *European Journal of Education*, 51(1), 73–89. <https://doi.org/10.1111/ejed.12161>
- Kushwaha, G. S., & Kumar Sharma, N. (2017). Factors influencing young entrepreneurial aspirant's insight towards sustainable entrepreneurship. *Iranian Journal of Management Studies*, 10(2), 435–466.
- Li, W. (2007). Ethnic entrepreneurship: Studying Chinese and Indian students in the United States. *Journal of Developmental Entrepreneurship*, 12(4), 449–466. <https://doi.org/10.1142/S1084946707000769>
- Lordkipanidze, M., Brezet, H., & Backman, M. (2005). The entrepreneurship factor in sustainable tourism development. *Journal of Cleaner Production*, 13(8), 787–798. <https://doi.org/10.1016/j.jclepro.2004.02.043>
- Low, M. B., & MacMillan, I. C. (1988). Entrepreneurship: Past research and future challenges. *Journal of Management*, 14(2), 139–161. <https://doi.org/10.1177/014920638801400202>
- McMillan, J., & Woodruff, C. (2002). The central role of entrepreneurs in transition economies. *The Journal of Economic Perspectives*, 16(3), 153–170. <https://doi.org/10.1257/089533002760278767>
- Miles, M. P., Arnold, D. R., & Thompson, D. L. (1993). The interrelationship between environmental hostility and entrepreneurial orientation. *Journal of Applied Business Research*, 9(4), 12–24. <https://doi.org/10.19030/jabr.v9i4.5984>
- Miller, D. (1983). The correlates of entrepreneurship in three types of firms. *Management Science*, 29(7), 770–791. <https://doi.org/10.1287/mnsc.29.7.770>
- Morrison, A. (2000). Entrepreneurship: What triggers it? *International Journal of Entrepreneurial Behavior & Research*, 6(2), 59–71. <https://doi.org/10.1108/13552550010335976>
- Mukonza, C. (2020). An analysis of factors influencing green entrepreneurship activities in South Africa. In C. Atewamba & D. Ngondjeb (Eds.), *Inclusive green growth* (pp. 47–67). Springer. https://doi.org/10.1007/978-3-030-44180-7_3

- Noel, T. W. (2002). Effects of entrepreneurial education on intent to open a business: An exploratory study. *Journal of Entrepreneurship Education*, 5, 3.
- North, D. C., & Thomas, R. P. (1970). An economic theory of the growth of the western world. *The Economic History Review*, 23(1), 1–17. <https://doi.org/10.2307/2594560>
- Oguntimehin, Y. A., & Olaniran, O. O. (2017). The relationship between entrepreneurship education and students' entrepreneurial intentions in Ogun State-owned universities, Nigeria. *British Journal of Education*, 5(3), 9–20.
- Pacheco, D. F., Dean, T. J., & Payne, D. S. (2010). Escaping the green prison: Entrepreneurship and the creation of opportunities for sustainable development. *Journal of Business Venturing*, 25(5), 464–480. <https://doi.org/10.1016/j.jbusvent.2009.07.006>
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management*, 12(4), 531–544. <https://doi.org/10.1177/014920638601200408>
- Qazi, W., Qureshi, J. A., Raza, S. A., Khan, K. A., & Qureshi, M. A. (2020). Impact of personality traits and university green entrepreneurial support on students' green entrepreneurial intentions: The moderating role of environmental values. *Journal of Applied Research in Higher Education*, 13(4), 1154–1180. <https://doi.org/10.1108/JARHE-05-2020-0130>
- Rahman, S. A., Ahmad, N. H., & Taghizadeh, S. K. (2016). Entrepreneurial competencies of BoP entrepreneurs in Bangladesh to achieve business success. *Journal of General Management*, 42(1), 45–63. <https://doi.org/10.1177/030630701604200104>
- Rahman, S. A., Taghizadeh, S. K., Ramayah, T., & Alam, M. M. D. (2017). Technology acceptance among micro-entrepreneurs in marginalized social strata: The case of social innovation in Bangladesh. *Technological Forecasting and Social Change*, 118, 236–245. <https://doi.org/10.1016/j.techfore.2017.01.027>
- Ramayah, T., Rahman, S. A., & Taghizadeh, S. K. (2019). Modelling green entrepreneurial intention among university students using the entrepreneurial event and cultural values theory. *International Journal of Entrepreneurial Venturing*, 11(4), 394–412. <https://doi.org/10.1504/IJEV.2019.101629>
- Raposo, M., & Paço, A. D. (2011). Entrepreneurship education: Relationship between education and entrepreneurial activity. *Psicothema*, 23(3).
- Ringle, C. M., Wende, S., & Becker, J.-M. (2015). SmartPLS 3. <http://www.smartpls.com>
- Rodriguez-Gutierrez, P., Cabeza-Ramírez, L. J., & Muñoz-Fernández, G. A. (2020). University students' behaviour towards entrepreneurial intention in Ecuador: Testing for the influence of gender. *International Journal of Environmental Research and Public Health*, 17(22), 8475. <https://doi.org/10.3390/ijerph17228475>
- Saeed, S., Yousafzai, S. Y., Yani-De-Soriano, M., & Muffatto, M. (2015). The role of perceived university support in the formation of students' entrepreneurial intention. *Journal of Small Business Management*, 53(4), 1127–1145. <https://doi.org/10.1111/jsbm.12090>

- Schaper, M. (2002). The essence of ecopreneurship. *Greener Management International*, 38(Summer), 26–30. <https://doi.org/10.9774/GLEAF.3062.2002.su.00004>
- Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217–226. <https://doi.org/10.5465/amr.2000.2791611>
- Shapero, A., & Sokol, L. (1982). The social dimensions of entrepreneurship. *Encyclopedia of Entrepreneurship*, 72–90.
- Shepherd, D. A., & Patzelt, H. (2017). Researching entrepreneurs' role in sustainable development. In *Trailblazing in entrepreneurship* (pp. 149–179). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-48701-4_5
- Silajdžić, I., Kurtagić, S. M., & Vučijak, B. (2015). Green entrepreneurship in transition economies: A case study of Bosnia and Herzegovina. *Journal of Cleaner Production*, 88(February 2015), 376–384. <https://doi.org/10.1016/j.jclepro.2014.07.004>
- Singh, R., Hills, G. E., Hybels, R. C., & Lumpkin, G. T. (1999). *Opportunity recognition through social network characteristics of entrepreneurs: Frontiers of entrepreneurship research*. Annual Entrepreneurship Research Conference, Babson College, Wellesley, MA. <https://www.tib.eu/en/search/id/BLCP%3ACN035973576/Opportunity-Recognition-Through-Social-Network/>
- Singh, R. P. (2000). *Entrepreneurial opportunity recognition through social networks*. Macmillan Education.
- Singh Sandhu, M., Fahmi Sidique, S., & Riaz, S. (2011). Entrepreneurship barriers and entrepreneurial inclination among Malaysian postgraduate students. *International Journal of Entrepreneurial Behavior & Research*, 17(4), 428–449. <https://doi.org/10.1108/13552551111139656>
- Soomro, B. A., Ghumro, I. A., & Shah, N. (2020). Green entrepreneurship inclination among the younger generation: An avenue towards a green economy. *Sustainable Development*, 28(4), 585–594. <https://doi.org/10.1002/sd.2010>
- Steinz, H. J., Van Rijnsouwer, F. J., & Nauta, F. (2016). How to green the red dragon: A start-ups' little helper for sustainable development in China. *Business Strategy and the Environment*, 25(8), 593–608. <https://doi.org/10.1002/bse.1899>
- Taghizadeh, S. K., Rahman, S. A., Ahmad, N. H., & Ramayah, T. (2016). Psychological factors of innovativeness among nomadic micro-entrepreneurs for achieving business growth. *Business: Theory and Practice*, 17(3), 191–201. <https://doi.org/10.3846/btp.2016.618>
- Upton, N., Sexton, D., & Moore, C. (1995). Have we made a difference? An examination of career activity of entrepreneurship majors since 1981. *Frontiers of entrepreneurship research*. Proceedings of the 15th Annual Entrepreneurship Research Conference, Babson College, Wellesley, MA.,
- Van Stel, A., Carree, M., & Thurik, R. (2005). The effect of entrepreneurial activity on national economic growth. *Small Business Economics*, 24(3), 311–321. <https://doi.org/10.1007/s11187-005-1996-6>
- Zhao, H., Seibert, S. E., & Hills, G. E. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90(6), 1265–1272. <https://doi.org/10.1037/0021-9010.90.6.1265>