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# Green entrepreneurship intention in university students: The case of Peru

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**ABSTRACT**

**Objective:** The aim is to better understand how education supports green entrepreneurship among students by analyzing their education development support, institutional support, country support, and entrepreneurial self-efficacy.

**Research Design & Methods:** A total of 320 international business students in Peru filled the online survey. Eight questions focused on demographic information, and twenty-six questions evaluated the green entrepreneurship intention of students. We used the SEM-PLS technical analysis.

**Findings:** We found that education development support (EDS; 0.146), institutional support (IS; 0.183), and country support (CS; 0.158) had a positive influence on entrepreneurial self-efficacy (ESE), while ESE had a positive influence (0.757) on the green entrepreneurial intention (GEI). The model explained 57.3% of the green entrepreneurial intention. Findings of the bootstrapping test showed that the path coefficients were significant.

**Implications & Recommendations:** This study showed the impact of education development support, institutional support, and country support on entrepreneurs' ability to successfully carry out green entrepreneurship, which will serve universities to implement strategic plans to achieve their ecological ventures and develop such ventures on campus with the students that have the necessary skills.

**Contribution & Value Added:** The research findings will prove helpful to governments in establishing new norms to promote entrepreneurship. The novelty of the current study is supported in using the PLS-SEM technique.

**Article type:** research article

**Keywords:** Green entrepreneurship intention; international business students; Covid-19; Peru

**JEL codes:** L26, L31, Q57

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## INTRODUCTION

Entrepreneurship is continuously growing in recent years, and it has diversified its proposal for new values as green entrepreneurship. Some reports described outcomes of learning and development activities focused on entrepreneurship (Lamont, 1972). Suffice it to mention the initial university experiences of entrepreneurship in Canada (Hay, 1981). There, the scholars identified the weaknesses of university education regarding the knowledge and skills necessary for entrepreneurship, along with identifying the role of universities in promoting business development from theoretical and practical academic training (Segal, 1986), which is to give added value to universities (McMullan, Long, & Graham, 1986). Thus, university education has been seen to gradually orient more towards entrepreneurship (Hills, 1988; Hopkins, & Feldman, 1989).

Entrepreneurship has grown and has been seen as an alternative for personal development, even associated with personal survival. In this way, we may argue that the aspects that impact society trigger different actions of people. Since the beginning of 2020, we could have observed the beginning of a new

global social dynamic. The Covid-19 pandemic dramatically changed people's lives and businesses, causing 3.7 million people to die as of 5 June 2021 (WHO, 2021). This pandemic has led to significant damages among health professionals (Chen *et al*., 2020; Yáñez, Afshar Jahanshahi, Alvarez-Risco, Li, & Zhang, 2020; Zhang *et al*., 2021; Zhang *et al*., 2020), population behaviour (Aldo Alvarez-Risco, Mejia, *et al*., 2020; Quispe-Cañari *et al*., 2021; Yáñez, Alvarez-Risco, & Delgado-Zegarra, 2020), population education (Aldo Alvarez-Risco *et al*., 2021; Aldo Alvarez-Risco, Estrada-Merino, Anderson-Seminario, *et al*., 2020), firms (A. Alvarez-Risco, Del-Aguila-Arcentales, & Diaz-Risco, 2018; Aldo Alvarez-Risco, Estrada-Merino, & Perez-Luyo, 2020; Yan *et al*., 2021), and finally, the global economy (Ashraf, 2020; Laing, 2020).

During this Covid-19 pandemic, many people lost their jobs, which created severe problems for families with insufficient resources to survive. In this situation, some studies seek to obtain information from students regarding the intention of entrepreneurship that would meet the social demand for more jobs if implemented logically. In this sense, recent studies investigate entrepreneurship variables in times of the Covid-19 pandemic (cf. Liguori & Winkler, 2020).

The novelty of this study is that globally, the universities seek to promote entrepreneurship among their students, and today, intergovernmental organizations are encouraged to develop activities based on United Nations' Sustainable Development Goals (SDG). It is very important for universities and policymakers to know which factors influence green entrepreneurship to elaborate green entrepreneurship programs for their students.

We should learn if universities offer elective courses on entrepreneurship, which shows students' knowledge about it; likewise, we should learn if the universities promote entrepreneurship through the implementation of projects, workshops, postgraduate courses, and conferences. On the other hand, we should learn if the universities connect students with entrepreneurs, create awareness about entrepreneurship, provide knowledge, and motivate students to be entrepreneurial. Finally, we should learn what students think about their country's support for green entrepreneurship, whether they are encouraged by any state proposal, if the government offers opportunities through programs to promote green entrepreneurship, and does it facilitate bank loans necessary to start the green business. In this sense, we should also learn whether students can develop an ecological enterprise today or in the future.

Therefore, we seek to better understand how education supports green entrepreneurship among students by analyzing their education development support, institutional support, country support, and entrepreneurial self-efficacy.

The following section will describe the literature review and then the hypotheses development. Next, we will detail the methodology, results, and discussion. Finally, the article ends with conclusions, along with theoretical and practical implications.

## LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

The experiences of training in entrepreneurship at universities were reported from different countries. Thus, we can recognize initial reports of entrepreneurship in universities. Initially, Huu-Phuong and Soo-Jiuan (1990) foreground the importance of SMEs in technological innovation and their entrepreneurial spirit, thus highlighting the advantage of small-scale to respond more quickly to variations in the market. Interviews with 1200 exporters in the manufacturing and services sectors showed the intentions of sustainable ventures that would open up new markets. Through empirical research, Johannisson (1991) evidence that social skills are relevant to promote entrepreneurial activities; likewise, he finds that entrepreneurial education requires an approach that considers social, personal, and organizational resources. Chrisman, Hynes, and Fraser (1995) evaluate business activities at the University of Calgary to find that around 100 start-ups began because of significant contributions from professors, generating new job positions; likewise, it was projected that approximately 14 companies would be created in short-term. Dill (1995) measures the management and perceived performance effectiveness by evaluating patent and licensing offices to recognize the great importance of all these units in the support of entrepreneurship from universities. Dill also mentions that governments have a crucial role in promoting the development of these strategic units. Tamkivi (1999) describes the successful transfer of university-developed technologies. Klofsten and Jones-Evans (2000) report some teachers' actions involved with industrial and

commercial industry in Sweden and Ireland. Their results show considerable business experience among academics, which translates into consulting activities, although not the creation of technological spin-offs. Udayanan (2019) studies entrepreneurial intention among 263 university graduates, taking self-efficacy for a mediator variable, evaluated with the AMOS software. We find that the ESE mediates the effect of self-efficacy on GEI. The above research is helpful for the formulation of public policies and for university authorities that promote the development of sustainable entrepreneurship courses.

## Variables

### Green entrepreneurial intention (GEI)

The green entrepreneurial intention could be understood as a situation or state of the individual that generates interest, attention, and decision to implement a specific action (Bird, 1988; Meoli, Fini, Sobrero, & Wiklund, 2020; Santos Susana & Liguori Eric, 2019). The intention to act contains different motivating factors that directly influence the behaviour, as indicated by the TPB (Fishbein & Ajzen, 1975). Intention is the step preceding behaviour. Studies show that entrepreneurship's intention positively influences the materialization of entrepreneurship (Meoli *et al*., 2020; Neneh, 2019; Rauch & Hulsink, 2015). This study considers the intention to develop green entrepreneurship by university students.

Scholars can identify investigations that focus on different variables that affect green entrepreneurship. Bonnet, Quist, Hoogwater, Spaans, and Wehrmann (2006) show that we can establish a combination of education in projects, sustainability, and entrepreneurship among engineering students. They mention a mode of integration of sustainability and entrepreneurship by moving from the idea to analysing context, marketing, production, and financing. Moreover, they evaluate the results of the reported start-ups and the learning outcomes of professors and students. Futagami and Helms (2009) describe that an economical solution to reverse the financial challenges is the development of entrepreneurship, which they report as increasing in Japan outside of traditional business development systems, without ties to business unions and the country's culture, which usually promotes entrepreneurship, group counselling, and a low-risk approach. Banschbach and Letovsky (2011) recount the experience of natural science students teaching environmental science concepts to senior entrepreneurs, while entrepreneurs taught natural science students the aspects of business development. Campelo Rodríguez (2013) describe the results of two projects on the acquisition of entrepreneurial skills in which they studied the professional, social, and green entrepreneurship profiles of 72 students. Opara (2013) recognizes that promoting entrepreneurship programs is necessary to take advantage of innovative technologies to increase productivity and university knowledge. There is evidence that these green entrepreneurship efforts will positively impact the emergence of sustainable agriculture in Africa. Soomro, Ghumro, and Shah (2020) seek to establish the preference of developing green entrepreneurship among 284 university students of business management and entrepreneurship courses. The authors recognize the effect of an orientation towards sustainability and the effect of education for creating an inclination to green entrepreneurship. These data are of great value for the government and university authorities as it shows the need to create awareness programs and, at the same time, adapt curricula to incorporate training about green entrepreneurship. Nguyen (2020) evaluates factors on entrepreneurial intention among 635 students in 11 universities by using the SEM PLS to analyse data and to find the effect of perceived environmental factors on students' perceived entrepreneurial behavioural control.

This study used the theory of planned behaviour (TPB) as a theoretical approach to determine the influence of contextual factors and self-efficacy on the intention of green entrepreneurship. The TPB was first proposed by Fishbein and Ajzen (Fishbein & Ajzen, 1975) to explain that people's intentions follow certain factors which also convey confidence to face an activity, described as self-efficacy. Likewise, the TPB includes intention as a strong predictor of behaviour, which in our study implied that if students receive support from a country's regulations for green entrepreneurship, they will have the self-efficacy to develop green entrepreneurship, and finally, the intention to implement green entrepreneurship.

Moreover, this study used the theory of social cognition. Bandura (1986) was the one to develop this theory to emphasize that behaviours are within the individual's control. We know it also as self-

efficacy. There is a two-way relationship between environmental aspects, personal factors, and behaviour. These aspects are reflected in the development of motivations to undertake entrepreneurship, educational support for green entrepreneurship, and the legislation that facilitates these undertakings.

**Education development support (EDS)**

Education development support is understood as the set of training activities offered by the university to develop enterprises (Bergmann, Geissler, Hundt, & Grave, 2018). We expect that the educational support will focus on offering compulsory courses or elective courses that can help to understand how to develop ventures, carrying out practical projects to learn the implementation and development of ventures. On the other hand, the educational support focuses on offering pre-professional internships in organizations concentrated on entrepreneurship. It is even related to the offer of professional career or postgraduate studies that may be linked to entrepreneurship content. We measured whether conferences and practical workshops were held to develop competencies and obtain more knowledge about entrepreneurship, including linking students with real entrepreneurs. Education development support would influence self-efficacy for the development of ecological entrepreneurship, so we hypothesize that:

**H1:** Education development support has a positive influence on entrepreneurial self-efficacy.

**Institutional support (IS)**

Institutional support is understood as the efforts made by the university to provide new technical knowledge about entrepreneurship and thereby contribute to the generation of awareness about entrepreneurship in students – who upon graduation can develop successful ventures – by directly motivating students to form new business as professional development (Ferreira, Loiola, & Guedes Gondim, 2017). Likewise, students generate new business ideas both in the social field and in the environmental field by assuming a business approach. Institutional support would influence self-efficacy for the development of ecological entrepreneurship, so we hypothesize that:

**H2:** Institutional support has a positive influence on entrepreneurial self-efficacy.

**Country support (CS)**

Country support is understood as a country's efforts to contribute to the development of ventures (Fichter & Tiemann, 2018). In this way, we evaluated whether a students believed they are institutionally motivated to establish ecological enterprises in their country. Another evaluated aspect was whether students viewed their country's economy as offering many options for entrepreneurship, which can also be evidenced in their emotions and feelings about obtaining bank loans for the development of entrepreneurship. Specific laws would promote and make accessible the development of businesses, so we hypothesize that:

**H3:** Country support has a positive influence on entrepreneurial self-efficacy.

**Entrepreneurial self-efficacy (ESE)**

Self-efficacy is when one believes s/he can achieve success in an activity and incorporate specific behaviours into one's daily routine (Bandura, 1992; Krueger, Reilly, & Carsrud, 2000). Specifically, ESE is one's confidence in developing entrepreneurial activities and thus generating business (Newman, Obschonka, Schwarz, Cohen, & Nielsen, 2019; Shahab, Chengang, Arbizu Angel, & Haider Muhammad, 2019). Studies show that there is a positive influence of ESE on the intention of entrepreneurial intention (Kumar & Shukla, 2019; Li et al., 2020; Mei *et al*., 2017), which means that people with high self-efficacy – based on great confidence – are more likely to create new entrepreneurship activities. The same applies to green businesses, which are of great importance in the times of the Covid-19 pandemic (Tajvidi & Tajvidi, 2020). Thus, we hypothesize that:

**H4:** Entrepreneurial self-efficacy has a positive influence on green entrepreneurial intention.

### Research model

Following previous literature, we established the relation of the variables recognized in the research model proposed to be tested (see Figure 1).

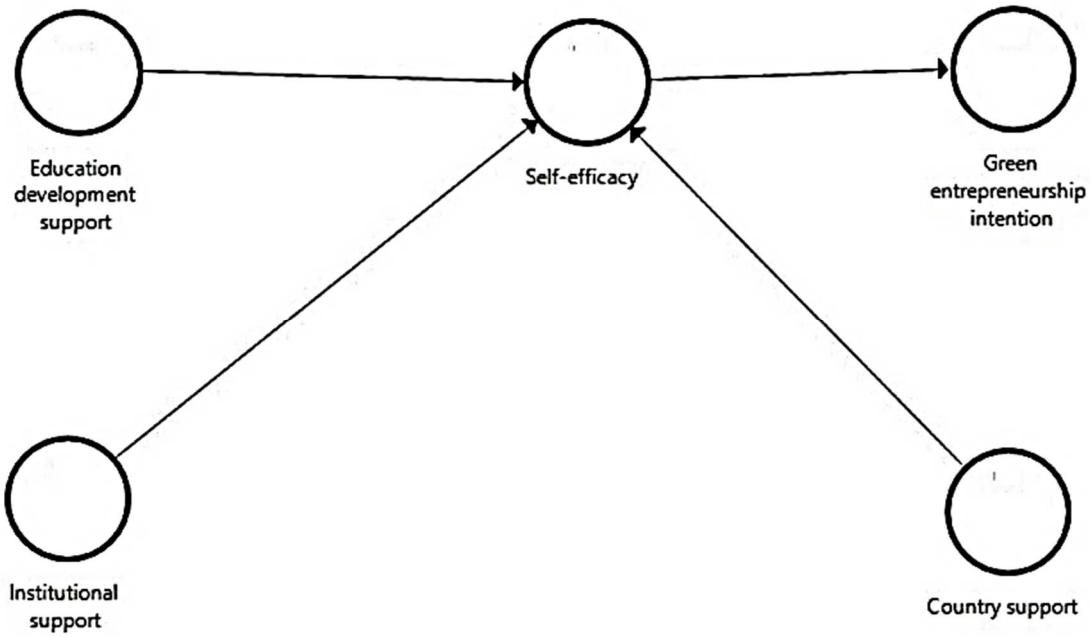


**Figure 1. Research model**
Source: own elaboration.

## RESEARCH METHODOLOGY

### Sample and data collection

We used the survey method to collect data from university students in Peru. The sampling was non-probabilistic. We obtained the data via a questionnaire in Google Forms in 10-26 December 2020, which resulted in a sample of 320 university students. The collection of the data was implemented through the distribution to university students by emails and online chats. For ethical purposes, the questionnaire was applied to students that agreed to answer after reading the following statement: "Your participation is voluntary; therefore, the information obtained will be confidential and will only be used for research purposes." We did not ask for approval for the current research because it does not involve risks for participants. The questionnaires were completed by 177 men (55.31%) and 143 women (44.69%) aged 18-33 (mean: 21.68; SD: 3.07 years).

### Measures

The six items for education development support (EDS) were adopted after Wegner, Teixeira, and Maehler (2019). The α was 0.937.

The four items for institutional support (IS) were adopted from Wegner *et al*. (2019), including its four items. The α was 0.930. We included the four items for the measurement of country support (CS). The α was 0.795.

The four items for entrepreneurial self-efficacy (ESE) were adopted from Soria-Barreto, Zúñiga-Jara, and Ruiz Campo (2016), including the four items. The α was 0.912.

The eight items for green entrepreneurial intention (GEI) were adopted from Moriano (2005), Liñán and Chen (2009), and Wegner *et al*. (2020). The α was 0.945. We used a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5).

## Data analysis

The PLS-SEM as a technique of analysis allows for the evaluation of structural models considering measurement errors. We used the SmartPLS software 3.3.2 for data analysis. The data analysis was initiated to evaluate the internal consistency of each subscale (Cronbach > 0.707). Next, we analysed construct and discriminant validity and internal consistency (Ringle, Wende, & Becker, 2015). A good fit requires the value of average extracted variance (AVE) to be higher than 0.5. We used the Fornell-Larcker criterion to test discriminant validity (Fornell & Larcker, 1981).

### Reliability

The scales showed Cronbach's alpha to be higher than 0.5 in an exploratory analysis (Lopez-Odar, Alvarez-Risco, Vara-Horna, Chafloque-Cespedes, & Sekar, 2020; see Table 1).

**Table 1. Evaluation of internal consistency**

| Variables | Items | Alpha of Cronbach values | Range of item values |
|---|---|---|---|
| Education development support (EDS) | 6 | 0.937 | 0.832–0.898 |
| Institutional support (IS) | 4 | 0.930 | 0.868–0.932 |
| Country support (CS) | 4 | 0.795 | 0.751–0.830 |
| Entrepreneurial self-efficacy (ESE) | 4 | 0.912 | 0.858–0.918 |
| Green entrepreneurial intention (GEI) | 8 | 0.945 | 0.795–0.915 |

Source: own study.

### Validation and compound reliability

The questionnaire validation using SEM-PLS based on an analysis developed by Lopez-Odar *et al*. (2020). The validation expected a value higher than 0.707 for acceptable composite reliability (Lopez-Odar *et al*., 2020). The coefficients of reliability composed oscillated between 0.867 and 0.954 (see Table 2).

**Table 2. Construct validity evaluation**

| Variables – Items | Factorial weight | Composite reliability | AVE |
|---|---|---|---|
| **EDS** (My university…….) | | 0.950 | 0.760 |
| …. offers elective courses on entrepreneurship | 0.866 | | |
| …. offers project work focused on entrepreneurship | 0.886 | | |
| …. offers practices focused on entrepreneurship | 0.898 | | |
| …. offers a bachelor's or master's degree study in entrepreneurship | 0.868 | | |
| …. organize conferences/workshops on entrepreneurship | 0.879 | | |
| …. connects students with entrepreneurs | 0.832 | | |
| **IS** (My university…….) | | 0.950 | 0.827 |
| …. creates awareness of entrepreneurship as a possible career choice | 0.868 | | |
| …. motivates students to start a new business | 0.932 | | |
| …. provides students with ideas to start a new business | 0.917 | | |
| …. provides students with the knowledge needed to start a new business | 0.921 | | |
| **CS** | | 0.867 | 0.621 |
| In my country, green entrepreneurs are encouraged by an institutional structu | 0.751 | | |
| My country's economy offers many opportunities for entrepreneurs | 0.815 | | |
| Obtaining bank loans is quite difficult for entrepreneurs in my country | 0.752 | | |
| The state laws of my country are adverse to the management of a company | 0.830 | | |
| **ESE** | | 0.938 | 0.792 |
| Creating and maintaining an ecological business is a task that I can do | 0.858 | | |

| Variables – Items | Factorial weight | Composite reliability | AVE |
|---|---|---|---|
| I have the necessary knowledge to develop an ecological business | 0.884 | | |
| I have enough skills to develop an ecological business | 0.918 | | |
| I believe that in the future, I will be able to develop a successful green busines | 0.897 | | |
| **GEI** | | | |
| I plan to develop an enterprise that addresses the ecological problems of my | 0.795 | | |
| I recommend to my colleagues to develop enterprises that solve ecological | 0.795 | | |
| My future initiatives will prioritize ecological benefits over financial ones | 0.822 | | |
| If I had the opportunity and resources, so I would definitely go green | 0.789 | 0.954 | 0.723 |
| I have seriously thought about becoming a green entrepreneur | 0.881 | | |
| I will do my best to start and run my own green business | 0.913 | | |
| I have a firm intention of starting an ecological business one day | 0.882 | | |
| I propose to undertake and act in the management of my own ecological ente | 0.915 | | |

Source: own study.

### Discriminant validity

Table 3 below shows that the evaluated data meet the Fornell-Larcker criterion; it means the variance extracted square root was higher than the correlations presented by one sub-scale against the rest of the sub-scales (Lopez-Odar *et al*., 2020).

**Table 3. Discriminant validity**

| Scales | Institutional support | Country support | Education development support | Entrepreneurial self-efficacy | Green entrepreneurial intention |
|---|---|---|---|---|---|
| IS | **(0.910)** | | | | |
| CS | 0.447 | **(0.788)** | | | |
| EDS | 0.815 | 0.466 | **(0.872)** | | |
| ESE | 0.372 | 0.308 | 0.368 | **(0.890)** | |
| GEI | 0.386 | 0.375 | 0.387 | 0.757 | 0.851 |

Source: own study.

## RESULTS AND DISCUSSION

### Bootstrapping

Bootstrapping Technique (5000 times) demonstrated that path coefficients were significant (p values <0.01; see Table 4).

**Table 4. Trajectory coefficients (beta)**

| Scales | Original sample | Mean sample | Standard deviation | t-statistic | P |
|---|---|---|---|---|---|
| IS → ESE | 0.183 | 0.188 | 0.099 | 2.845 | 0.012 |
| CS → ESE | 0.158 | 0.164 | 0.063 | 2.528 | 0.016 |
| EDS → ESE | 0.146 | 0.141 | 0.099 | 2.474 | 0.031 |
| ESE → GEI | 0.757 | 0.758 | 0.039 | 19.264 | 0.000 |

p-value <0.01.

Source: own study.

Figure 2 below presents the evaluation of the research model. We confirmed that – through ESE – EDS, IS, and CS positively influence GEI in international business students.

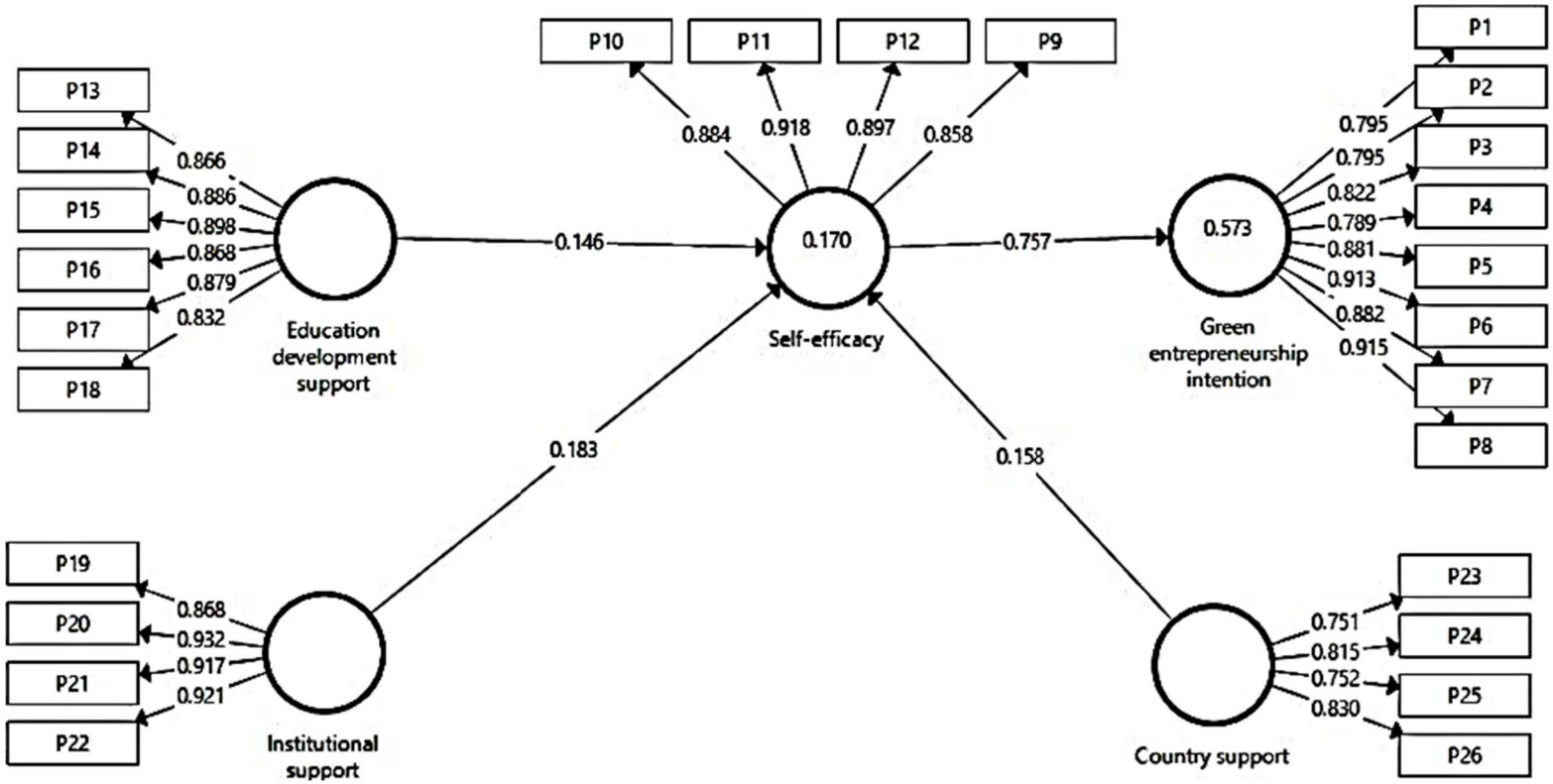


**Figure 2. Research model tested**
Source: own elaboration.

### Hypotheses test

Entrepreneurial development support had a positive influence of 0.146 over ESE. Thus, we confirmed hypothesis H1. Moreover, IS had a positive influence of 0.183 over ESE, which confirmed hypothesis H2. Furthermore, CS had a positive influence of 0.158 over ESE, thus confirming hypothesis H3. Finally, CS with EDS and IS explain 17% of ESE. Entrepreneurial self-efficacy has a positive influence of 0.757 over GEI, which confirms hypothesis H4.

### Discussion

We evaluated the influence of education development support, institutional support, and country support through entrepreneurial self-efficacy over green entrepreneurial intention in international business students in Peru. The discriminant validity and reliability were verified to ensure that the employed questionnaire can be trusted.

The verified influence of IS on ESE agrees with the finding of Shi, Yao, and Wu (2019) who studied 374 Chinese university students, the study of Mozahem and Adlouni (2020) who examined in 560 university students from Lebanon, and with a study of 376 university students in Indonesia (Wardana *et al*., 2020). It is priceless to know if universities offer elective entrepreneurship courses because although there may be accelerators that can allow new ideas to gain in scale and become successful star-ups, a course with all its theoretical and practical components can doubtlessly give further training to students. Moreover, it is helpful that we can evidence if universities call for entrepreneurship projects and collaborate with companies so that students can gain entrepreneurial practice. A very unusual aspect – but a possibly revolutionary one – is to know if universities offer careers focused on entrepreneurship or offering postgraduate programs in entrepreneurship like the ones by the University of Melbourne (Melbourne, 2021) and Amsterdam Business School (School, 2021). Moreover, it is also relevant to confirm that universities organize conferences on entrepreneurship since, in this way, preliminary results of entrepreneurship efforts can be disseminated and contact with successful entrepreneurs can be generated, who can then present their experience and motivate students to become entrepreneurs.

The verified influence of IS on ESE is in line with the report by Burnette *et al*. (2019), another study of 109 undergraduate university students (van der Westhuizen & Goyayi, 2019), but also with the findings by Cadenas, Cantú, Lynn, Spence, and Ruth (2020) in the USA, Shi *et al*. (2019) in China, and Elnadi and Gheith (2021) in Saudi Arabia. It is essential to know if the university has focused on creating awareness about entrepreneurship so that students can decide on entrepreneurship as a professional career at the end of their classes. Likewise, significant is the motivation that students may want to generate to start a new business. Among the most important aspects is knowledge whether the university provides systematic ways to generate new businesses based on entrepreneurship. In this sense, it is crucial that future researchers specifically ask whether universities have think tanks as those promoted by the University of Oxford (Oxford, 2021) and Harvard University (Harvard, 2021).

The influence of CS on ESE that was verified in the present study agrees with the study by Memon, Soomro Bahadur, and Shah (2019), who evaluated 564 university students from Pakistan, and with findings reported by Nowiński, Haddoud, Wach, and Schaefer (2020), who evaluated 360 university students in USA and 1054 university students in Poland. When entrepreneurship is evaluated, scholars usually test if students receive institutional support, but they very rarely evaluate the support and impulse given by governments for green entrepreneurship. Therefore, it is helpful to evaluate this support from the country, which also must modify specific laws and banks to promote investment in green enterprises and back loans at reasonable rates to encourage new green entrepreneurs. Jointly, CS, EDS, and IS explain 17% of ESE. This outcome is very relevant since it allows us to understand that these variables can make students feel they can conduct green ventures based on the knowledge obtained and the skills developed due to the support through courses, practices, and regulatory support. These aspects imbue students with great confidence to develop green ventures that contribute to the United Nations' SDGs.

The influence of ESE on green entrepreneurship intention demonstrated in the current study is like the one reported by Soomro *et al*. (2020), who studied 284 university students from Pakistan. We researched the intention of ecological entrepreneurship which will make this study be a point of

reference for other Latin American inquiries. There is a significant growth of entrepreneurship, which can be an unbeatable opportunity to implement this type of entrepreneurship with an evident impact environment.

The outcomes obtained are like Bonnet *et al*. (2006), based on the similar influence of entrepreneurship programs with financing in the universities that are so relevant for new entrepreneurs who usually lack money. Moreover, our outcomes are like Futagami and Helms (2009), who recognize the university's role in providing counselling to students in the development of green entrepreneurship. The current study found data like those reported by Campelo Rodríguez (2013) and Opara (2013), who refer to the importance of the organization and support of green entrepreneurship projects, which allow students to develop their skills. Another important outcome is that, according to Eyo (2014), universities can offer technical support but not constant funds for developing green entrepreneurship.

Moreover, Nuringsih and Puspitowati (2017) report similar data about educational and structural support for developing green entrepreneurship, while Soomro *et al*. (2020) show outcomes in similar populations about the significant impact of education for sustainability on developing green entrepreneurship at universities.

## CONCLUSIONS

The main contribution of this study is the demonstration that the variables we elaborated affect entrepreneurship intention. We found that our variables have a relevant impact on self-efficacy, which will be the first step for whom to have the intention of developing ecological enterprises. We were able to recognize that the literature is limited to green enterprises, so this study seeks to broaden this field of interest. The analysis is a strength of this article, as we find correlations between the same variables used in multivariate analyses by modelling structural equations using partial least squares (SEM PLS).

### Theoretical implications

Studies in green entrepreneurship intention remain limited to a few countries, and not much is known about the factors that affect students. As a novelty, we incorporated into our model the support that students feel they receive from their governments, based on specific laws or programs directed towards students. We expect that in each country, this result may be different since different agendas are managed to support green entrepreneurship. By using SEM PLS, we found results that accurately confirm the relationship between the variables, and at the same time, we received a model that not only measures what universities do on campus through their courses or events but also conveys what are other incentives that motivate students towards green entrepreneurship.

We followed the TPB considering the dependent variable was the intention of behaviour; in this case, the intention of green entrepreneurship. The TPB has been beneficial to our study in putting together the research model since although we could measure behaviour – that is, current undertakings – it was very likely that students are not doing it today but potentially want to do it in the future. Therefore, the intention of green entrepreneurship was a pertinent variable that should be evaluated to see if it is constant in other situations. Likewise, this study followed the theory of social cognition with which we could demonstrate the critical role of ESE as the predictor of the intention of green entrepreneurship. Hence, we may provide a model proposal that takes the external aspects of the student to generate an influence on the conviction of developing a green enterprise, and that will finally translate into an express intention. External contexts are varied, and it is very important to be able to evaluate the influence, which in the present study is quite similar between the three independent variables. It should be considered that external contexts and elf-efficacy showed equal importance on the intention of entrepreneurship green.

### Practical implications

Universities conduct their action plans annually, including the actions they will implement in most daily activities. Our results should attract the attention of universities so that they can recognize the elements that students seek to achieve in this way, the curricular changes, and the implementation of

green entrepreneurship policy. The modification of universities' offer will facilitate their better support of students. At the same time, the offer can become attractive to new students since it will show that they improve universities integral programs that occur to achieve green undertakings among a significant number of students.

### Limitations and future scope

The current study was only conducted among international business students, so the findings must be applied only to this group. It would be interesting to incorporate another group of students to test whether the relation between variables remains the same. Moreover, this study should be reproduced in other cities, but mainly in Latin American countries to help to discern the variables that influence the situation the most.

The future development of green entrepreneurship must be specifically evaluated to know what factors influenced entrepreneurs and recognize what changes the universities must emphasize among students for the development of green entrepreneurship.

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The contribution of each author is equal to 25%
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## Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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