

# THE ROLE OF UNIVERSITY GREEN ENTREPRENEURIAL SUPPORT IN INCREASING GREEN ENTREPRENEURIAL INTENTIONS THROUGH GREEN ENTREPRENEURIAL KNOWLEDGE

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## Abstract

This study aims to examine and analyze the influence of university green entrepreneurship on green entrepreneurial intentions through green entrepreneurial knowledge. The sample consisted of management students at universities in Tangerang City, using a purposive sampling method, resulting in 67 respondents. The data analysis technique used structural equation modeling-partial least squares (SEM-PLS) version 4. The results of this study found that university green entrepreneurship has a positive and significant effect on green entrepreneurial knowledge, green entrepreneurial knowledge has a positive and significant effect on green entrepreneurial intentions, university green entrepreneurship has a positive and significant effect on green entrepreneurial intentions, and green entrepreneurial knowledge can mediate the effect of university green entrepreneurship on green entrepreneurial intentions. These findings provide novelty because they demonstrate that the green entrepreneurial environment at universities not only directly influences green entrepreneurial intentions but also indirectly through increased green entrepreneurial knowledge. Thus, this study broadens the understanding that the role of universities is not only as a facilitator of academic knowledge but also as a catalyst in creating a generation of green entrepreneurs with awareness, competence, and a sustainability orientation.

**Keywords:** *Entrepreneurial Knowledge; Green Entrepreneurial Intentions; University Green Entrepreneurial Support*

## Introduction

Environmental issues caused by increasing industry without proper environmental management, resulting in global warming and harmful human activities have affected the weather and the earth in many ways (Cutler et al., 2020). Therefore, green entrepreneurs play a crucial role in reducing environmental impacts. Qasi et al. (2025) explain that green entrepreneurs are individuals who start businesses to create products, offer services, and/or use processes that are beneficial to the environment. Gast et al. (2017); Yi (2020); Demirel et al. (2019); and Hall et al. (2010) explain that to address this, sustainability through green entrepreneurship is needed. Liuori et al. (2019) and Asante et al. (2019) explain that students often have the desire to become entrepreneurs, but lack of support and resources makes this impossible. Therefore, the importance of adopting green entrepreneurship in business is the responsibility of universities to provide awareness and support to students (Waris et al., 2022).

Universities are slowly and gradually shifting and adopting current academic trends by promoting green activities on their campuses and practicing environmentally friendly practices (Qasi et al., 2025). Yi (2020) explains that universities are now embracing the idea of combining environmental values with academics by initiating green entrepreneurship. Therefore, universities play a crucial role in developing students with a green entrepreneurial spirit. This is crucial because universities can foster an entrepreneurial mindset among students. Universities in Tangerang City play a crucial role in developing students with a green entrepreneurial spirit. This can be seen through curriculum design, which incorporates entrepreneurship courses and even student business units as an essential part of entrepreneurship course practice. However, student activity units that focus on green entrepreneurship are still rare. Therefore, this research is important to provide additional evidence that green entrepreneurship among students can make a significant contribution to human life. Previous research has focused heavily on green entrepreneurship. However, these studies were conducted in countries other than Indonesia. For example, research by Qasi et al. (2025) found that university green entrepreneurial support can increase green entrepreneurial intention. Saeed et al. (2015)

found that educational support, including knowledge, skills, networks, and opportunities gained from education, can influence green entrepreneurial intention. Yi (2020) and Shepherd & Patzelt (2011) found that the benefits of green entrepreneurship include preserving biodiversity, improving environmental quality, and reducing deforestation. Yi (2020) and Soomro et al. (2019) found that green entrepreneurial intentions among students can be increased through education. Amponsah et al. (2025) found that university green entrepreneurial support can increase green entrepreneurial intention. Iswanti et al. (2020) found that influential factors in increasing green entrepreneurial knowledge were entrepreneurship education, the media, community leaders, and the government, both partially and simultaneously.

Ip (2024) menemukan bahwa environmental knowledge dapat meningkatkan green entrepreneurial intention. Karive et al. (2025) menemukan bahwa program pelatihan kewirausahaan dapat meningkatkan entrepreneurial intention. Nunfam et al. (2022) menemukan bahwa teaching method tidak dapat memediasi hubungan antara entrepreneurship curriculum dan entrepreneurial intention. Akan tetapi, Asitik & Nunfam (2019) dan Varamaki et al. (2015) menemukan bahwa metode pengajaran memainkan peran penting dalam membentuk kurikulum kewirausahaan dan niat serta perilaku mahasiswa terhadap kewirausahaan. Galvao et al. (2024) menemukan dampak positif dari dukungan perguruan tinggi yang dirasakan dan pendidikan kewirausahaan terhadap efikasi diri kewirausahaan mahasiswa yang pada gilirannya dapat mempengaruhi kepatuhan mahasiswa terhadap perilaku terencana dan pengembangan pola pikir kewirausahaan. Penelitian ini mencoba memodifikasi penelitian sebelumnya dengan menempatkan entrepreneurial knowledge sebagai pemediasi dalam meningkatkan pengaruh university green entrepreneurial support terhadap green entrepreneurial intentions. Based on the description, this study aims to test the influence of university green entrepreneurial support on green entrepreneurial knowledge, (2) green entrepreneurial knowledge on green entrepreneurial intentions, (3) university green entrepreneurial support on green entrepreneurial intention, and (4) university green entrepreneurial support on green entrepreneurial intention through green entrepreneurial knowledge.

### Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) proposed by Ajzen (1991) explains that behavioral intentions are formed from three main factors: attitudes toward behavior, subjective norms, and perceived behavioral control. In the context of green entrepreneurship, students' intentions to become green entrepreneurs are greatly influenced by how they view green entrepreneurship as something positive, the existence of encouraging social and environmental support, and confidence in their ability to carry out green entrepreneurial activities. University Green Entrepreneurial Support plays a crucial role as an external factor that strengthens subjective norms and perceived behavioral control. Through facilities, training, mentoring, and green business incubation programs, universities provide tangible support that fosters students' confidence in their ability to start environmentally friendly businesses. Furthermore, the Green Entrepreneurial Knowledge students acquire from universities can shape positive attitudes toward green entrepreneurship. This knowledge serves as a crucial foundation for understanding the opportunities, risks, and benefits of environmentally oriented businesses, thus strengthening their attitudes toward such behavior.

### University Green Entrepreneurial Support and Green Entrepreneurial Knowledge

According to the Theory of Planned Behavior (Ajzen, 1991), behavioral intentions are formed through three main determinants: attitude toward behavior, subjective norms, and perceived behavioral control. In the context of green entrepreneurship, University Green Entrepreneurial Support can be seen as an external factor that strengthens perceived behavioral control and subjective norms, thereby encouraging students or prospective entrepreneurs to increase their Green Entrepreneurial Knowledge. This knowledge is important because it broadens understanding of the concepts, strategies, and practices of environmentally friendly entrepreneurship, which ultimately forms a positive attitude towards green entrepreneurial behavior. Asitik & Nunfam (2019) and Varamaki et al. (2015) found that teaching methods play a significant role in shaping the entrepreneurship curriculum and students' intentions and behaviors toward entrepreneurship. Galvao et al. (2024) found a positive impact of perceived university support and entrepreneurship education on students' entrepreneurial self-efficacy, which in turn can influence students' adherence to planned behavior and the development of an entrepreneurial mindset. Based on this description, the following research hypothesis is presented:

H1: University Green Entrepreneurial Support has a positive effect on Green Entrepreneurial Knowledge

### Green Entrepreneurial Knowledge and Green Entrepreneurial Intentions

According to the Theory of Planned Behavior (Ajzen, 1991), a person's intention to perform a behavior is influenced by attitude toward behavior, subjective norms, and perceived behavioral control. In the context of green entrepreneurship, Green Entrepreneurial Knowledge (GEK) plays a crucial role in shaping attitude toward behavior and perceived behavioral control. The greater a person's knowledge of green entrepreneurship, including environmentally friendly business practices, green market opportunities, and sustainable innovation strategies, the more positive their attitude toward engaging in green entrepreneurial activities and the greater their confidence in controlling the implementation process. Ip (2024) found that environmental knowledge can increase green entrepreneurial intentions. Furthermore, Karive et al. (2025) found that entrepreneurship training programs can increase entrepreneurial intentions. Based on this description, the following research hypothesis is presented:

H2: Green Entrepreneurial Knowledge has a positive effect on Green Entrepreneurial Intentions

### University Green Entrepreneurial Support and Green Entrepreneurial Intentions

In the Theory of Planned Behavior (Ajzen, 1991), the intention to perform a behavior is influenced by three factors: attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of green entrepreneurship, University Green Entrepreneurial Support (UGES), in the form of training, mentoring, facilities, and academic support, can increase the perceived behavioral control of students and aspiring entrepreneurs. This support makes them more confident in starting and carrying out green entrepreneurial activities, while also influencing positive attitudes toward these activities. In other words, university support not only strengthens competence but also increases the intention to engage in environmentally friendly entrepreneurship. Research by Qasi et al. (2025) found that university green entrepreneurial support can increase green entrepreneurial intentions. Furthermore, research by Saeed et al. (2015) found that educational support, including knowledge, skills, networks, and opportunities gained through education, can influence green entrepreneurial intentions. Amponsah et al. (2025) found that university green entrepreneurial support can increase green entrepreneurial intentions. Based on this description, the following research hypothesis is formulated:

H3: University Green Entrepreneurial Support has a positive effect on Green Entrepreneurial Intentions

### University Green Entrepreneurial Support, Green Entrepreneurial Intentions, Green Entrepreneurial Knowledge

According to the Theory of Planned Behavior (Ajzen, 1991), an individual's intention to perform a behavior is influenced by attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of green entrepreneurship, University Green Entrepreneurial Support (UGES) acts as an external factor that increases the perceived behavioral control of students or prospective entrepreneurs. This support, for example through training, mentoring, facilities, and educational programs, helps individuals acquire better Green Entrepreneurial Knowledge (GEK), namely, the understanding and skills related to environmentally friendly business practices. Green Entrepreneurial Knowledge then shapes positive attitudes and increases individual confidence in pursuing green entrepreneurship. In other words, green entrepreneurship knowledge mediates the link between university support and green entrepreneurial intentions. Previous research supports this mechanism: Galvao et al. (2024) found a positive impact of perceived university support and entrepreneurship education on students' entrepreneurial self-efficacy, which in turn can influence students' adherence to planned behavior and the development of an entrepreneurial mindset. Based on this description, the following research hypothesis is formulated:

H4: University Green Entrepreneurial Support has a positive effect on Green Entrepreneurial Intentions through Green Entrepreneurial Knowledge.

## Methodology

### Sample

This study sample consisted of management students at universities in Tangerang City, using a purposive sampling method, resulting in 67 respondents. Data analysis used structural equation modeling-partial least squares (SEM-PLS) version 4.

### Operational Definitions and Variable Measurement

The variables used in this study are University Green Entrepreneurial Support, Green Entrepreneurial Intentions, and Green Entrepreneurial Knowledge. University Green Entrepreneurial Support is any form of support provided by higher education institutions to encourage students or academics to develop environmentally friendly entrepreneurship. This study used a five-point Likert scale consisting of three statement items to measure University

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**Green Entrepreneurial Support.** Green Entrepreneurial Intentions are an individual's intention or tendency to start or develop a business focused on environmentally friendly and sustainable business practices. This concept reflects an individual's awareness and motivation to integrate environmental aspects into entrepreneurial activities. This study used a five-point Likert scale consisting of four items to measure Green Entrepreneurial Intentions. Green Entrepreneurial Knowledge is an individual's knowledge or understanding of entrepreneurial principles, practices, and strategies that focus on sustainability and environmental friendliness. This study used a five-point Likert scale consisting of 14 items to measure Green Entrepreneurial Knowledge.

## Results and Discussion

This study aims to examine and analyze the influence of university green entrepreneurship on green entrepreneurial intentions through green entrepreneurial knowledge. The sample for this study was management students at universities in Tangerang City using a purposive sampling method, resulting in 67 respondents.

Table 1. Respondent Demographic Data

Demographics	Number of Respondents	Percentage (%)
<b>Gender:</b>		
Male	21	31%
Female	46	69%
<b>Age:</b>		
19-25 years	59	89%
26-30 years	3	4%
31-35 years	2	3%
36-40 years	2	3%
41-52 years	1	1%
<b>Employment:</b>		
Employed	45	67%
Not Employed	22	33%

Source: primary data processed by researchers, 2025

Based on the demographic data of the respondents, it can be seen that the majority of respondents in this study were women with a total of 46 people (69%), while men numbered 21 people (31%). This indicates that female participation in this study was more dominant than men. In terms of age, the majority of respondents were in the 19–25 age range of 59 people (89%), while other age groups were relatively small, namely 26–30 years old with 3 people (4%), 31–35 years old with 2 people (3%), 36–40 years old with 2 people (3%), and 41–52 years old with only 1 person (1%). This indicates that respondents were dominated by the younger generation who were in the early phase of their careers or the final stage of education. Meanwhile, regarding employment status, the majority of respondents were already working as many as 45 people (67%), while respondents who were not working numbered 22 people (33%). This finding illustrates that respondents have a sufficient background of work experience, although some were still in the preparation stage to enter the world of work.

## Measurement Model Evaluation

This study used a measurement model consisting of validity and reliability tests. The validity tests included convergent and discriminant validity. The convergent validity test results showed that the factor loading value was  $>0.5$ , thus proving that the convergent validity test met. Furthermore, the AVE value was also  $>0.50$ , confirming that the convergent validity test met. Furthermore, the discriminant validity test results used the heterotrait-monotrait correlation ratio, and the value was below the rule-of-thumb value of 0.90 (Henseler et al., 2015). Therefore, the discriminant validity test in this study met.

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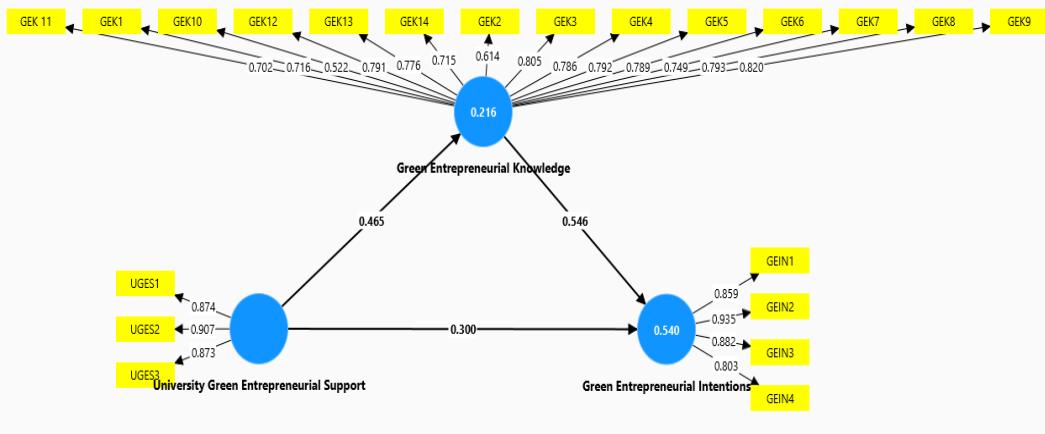


Figure 1. Results of Convergent Validity Testing

Table 3. Validity and Reliability Test Results

Variable	Aitem	Loading	CA	CR	AVE	rho_a
University green entrepreneurial	UGES1	0,874	0,862	0,916	0,783	0,868
	UGES2	0,907				
	UGES3	0,873				
Green Entrepreneurial Knowledge	GEIN1	0,859	0,937	0,945	0,555	0,938
	GEIN2	0,935				
	GEIN3	0,882				
	GEIN4	0,803				
Green Entrepreneurial Intentions	GEK1	0,716	0,893	0,926	0,759	0,898
	GEK2	0,614				
	GEK3	0,805				
	GEK4	0,786				
	GEK5	0,792				
	GEK6	0,789				
	GEK7	0,749				
	GEK8	0,793				
	GEK9	0,820				
	GEK10	0,522				
	GEK11	0,702				
	GEK12	0,791				
	GEK13	0,776				
	GEK14	0,715				

Source: primary data processed by researchers, 2025

This study also found that the reliability test results showed Cronbach's alpha (CA) and composite reliability (CR) values exceeding the rule of thumb, namely 0.70. This condition indicates that the reliability test results were met in this study.

Table 4. Results of Discriminant Validity Testing

No.	Variable	1	2	3
1	University Green Entrepreneurial			
2	Green Entrepreneurial Knowledge	0,488		
3	Green Entrepreneurial Intentions	0,628	0,721	

Source: primary data processed by researchers, 2025

### Structural Model Evaluation

The analysis results show that university green entrepreneurship has a positive and significant effect on green entrepreneurial knowledge ( $\beta = 0.465$ ;  $t\text{-value} = 5.414$ ;  $p = 0.000$ ). **Thus, hypothesis 1 (H1) is supported.** The results show that University Green Entrepreneurial Support (UGES) has a positive and significant effect on Green Entrepreneurial Knowledge (GEK). This means that the support provided by the university, whether in the form of facilities, training, guidance, or access to resources, can increase the knowledge of students or prospective entrepreneurs regarding green entrepreneurship practices. This finding is consistent with the Theory of Planned Behavior which states that external factors, such as institutional support, can influence individual knowledge and attitudes that ultimately shape certain behavioral intentions. In addition, this result is in line with previous research showing that university support, including entrepreneurship training programs and access to environmentally friendly information, can improve students' understanding of sustainable entrepreneurship practices. This increase in knowledge is important because GEK plays a foundation in forming Green Entrepreneurial Intentions, which in turn encourages environmentally friendly entrepreneurial behavior.

The analysis results show that green entrepreneurial knowledge has a positive and significant effect on green entrepreneurial intentions ( $\beta = 0.546$ ;  $t\text{-value} = 6.833$ ;  $p = 0.000$ ). **Thus, hypothesis 2 (H2) is supported.** The results show that Green Entrepreneurial Knowledge (GEK) has a positive and significant effect on Green Entrepreneurial Intentions (GEI). This means that the higher an individual's knowledge regarding green entrepreneurial practices, the greater their intention to engage in sustainability-oriented entrepreneurial activities. This finding is in line with the Theory of Planned Behavior (TPB), which emphasizes that individual knowledge and beliefs are important factors that shape attitudes and intentions to carry out a behavior. Practically, these results indicate that developing knowledge about green entrepreneurship, for example through education, training, workshops, or access to information related to environmentally friendly innovations, can encourage students or aspiring entrepreneurs to be more committed to sustainable business activities. This study also supports previous findings stating that a good understanding of green practices not only increases individual awareness but also strengthens their intention to apply sustainability principles in their businesses.

The analysis results show that university green entrepreneurial support has a positive and significant effect on green entrepreneurial intentions ( $\beta = 0.554$ ;  $t\text{-value} = 6.519$ ;  $p = 0.000$ ). **Thus, hypothesis 3 (H3) is supported.** The results show that University Green Entrepreneurial Support (UGES) has a positive and significant effect on Green Entrepreneurial Intentions (GEI). This means that support provided by universities through facilities, training, mentoring, or green entrepreneurship programs can increase the intention of students or prospective entrepreneurs to engage in sustainability-oriented entrepreneurial activities. This finding is in line with the Theory of Planned Behavior (TPB), which states that external factors, such as institutional support, can influence an individual's attitude and intention in carrying out a behavior. University support provides motivational encouragement and access to resources that make it easier for individuals to plan and start green businesses. Furthermore, this result is consistent with previous research that found that institutional interventions, including green entrepreneurship education and mentoring programs, play an important role in shaping Green Entrepreneurial Intentions. In other words, universities not only function as educational institutions, but also as catalysts in forming a generation of entrepreneurs who are environmentally conscious and committed to sustainable business practices.

Table 5. Hypothesis Testing Results

Hypothesis	$\beta$ -value	t-value	p-value	Results
<b>Direct Influence</b>				
UGES → GEK	0,465	5,414	0,000	Supported
GEK → GEIN	0,546	6,833	0,000	Supported
UGES → GEIN	0,554	6,519	0,000	Supported
<b>Mediation influence</b>				
UGES → GEK → GEIN	0,254	4,128	0,000	Supported
Nilai adjusted $R^2$ green entrepreneurial knowledge adalah 20,4%, dan green entrepreneurial intentions adalah 52,6%. Selanjutnya, nilai $f^2$ University green entrepreneurial support → green entrepreneurial knowledge (0,276), green entrepreneurial knowledge → green entrepreneurial intentions (0,508), dan university green entrepreneurial support → green entrepreneurial intentions (0,154).				

Source: Primary data processed by researchers, 2025

The results of this study indicate that the mediating role of green entrepreneurial knowledge in the relationship between university green entrepreneurial support and green entrepreneurial intentions **supports Hypothesis 4 (H4)** ( $\beta = 0.254$ ;  $t$ -value = 4.128;  $p = 0.000$ ). The results show that Green Entrepreneurial Knowledge (GEK) plays a role as a mediator in the relationship between University Green Entrepreneurial Support (UGES) and Green Entrepreneurial Intentions (GEI). This means that the support provided by the university not only has a direct impact on green entrepreneurial intentions, but also influences these intentions indirectly through increasing green entrepreneurial knowledge in students or prospective entrepreneurs.

These findings align with the Theory of Planned Behavior (TPB), which emphasizes that external factors can influence individual intentions through internal variables, such as knowledge and attitudes. In this context, UGES provides resources, training, and guidance that enhance GEK, which in turn fosters GEI. In other words, GEK serves as an important mechanism bridging institutional support with students' intentions to develop green entrepreneurship. These results are also consistent with previous research that found that knowledge acts as a mediator between educational interventions or institutional support and entrepreneurial intentions. Therefore, universities need to not only provide direct support but also focus on developing green entrepreneurship knowledge as a strategy to strengthen sustainability-oriented entrepreneurial intentions.

The analysis results show that the Adjusted  $R^2$  value for Green Entrepreneurial Knowledge is 20.4%, meaning that approximately 20.4% of the variation in students' green entrepreneurship knowledge can be explained by university support in the context of Green Entrepreneurial Support. This indicates that although universities contribute significantly to increasing student knowledge, there are other factors outside of university support that also influence green entrepreneurship knowledge. Meanwhile, the Adjusted  $R^2$  value for Green Entrepreneurial Intentions is 52.6%, indicating that more than half of the variation in students' intentions to become green entrepreneurs can be explained by the combination of university support and Green Entrepreneurial Knowledge. These results confirm that the green entrepreneurship knowledge obtained by students through university support plays an important role in shaping green entrepreneurship intentions, while also showing that there are other external and internal factors that also influence these intentions.

The analysis results show that the effect size ( $f^2$ ) of the influence of University Green Entrepreneurial Support on Green Entrepreneurial Knowledge is 0.276, which is included in the medium category. This indicates that university support makes a significant contribution in increasing students' green entrepreneurship knowledge. Furthermore, the influence of Green Entrepreneurial Knowledge on Green Entrepreneurial Intentions has an  $f^2$  value of 0.508, which is classified as large, indicating that green entrepreneurship knowledge is a key factor in shaping students' intentions to become green entrepreneurs. Meanwhile, the direct influence of University Green Entrepreneurial Support on Green Entrepreneurial Intentions has an  $f^2$  value of 0.154, which is included in the small to medium category. This indicates that although university support can increase green entrepreneurship intentions directly, its influence is stronger when it is intermediary with Green Entrepreneurial Knowledge.

## Conclusion

The findings of this study indicate that University Green Entrepreneurial Support has a positive and significant influence on Green Entrepreneurial Knowledge and Green Entrepreneurial Intentions. Furthermore, Green Entrepreneurial Knowledge acts as a mediator that strengthens the relationship between University Green Entrepreneurial Support and Green Entrepreneurial Intentions. In other words, university support in the field of green entrepreneurship not only directly increases students' green entrepreneurial intentions but also through increasing their green entrepreneurial knowledge.

The results of this study have several important theoretical implications. First, these findings support the principles of the Theory of Planned Behavior (TPB), which emphasizes that individual knowledge plays a crucial role in shaping behavioral intentions, in this case, green entrepreneurial intentions. Second, this study enriches the green entrepreneurship literature by demonstrating that educational institutional support, through the mechanism of increasing knowledge, can significantly influence students' intentions to pursue sustainable entrepreneurship. Third, the mediating role of Green Entrepreneurial Knowledge confirms that knowledge serves as a bridge connecting university support with green entrepreneurial intentions, thus enhancing theoretical understanding of how educational institutional interventions can encourage environmentally friendly entrepreneurial behavior.

The results of this study provide several policy implications for higher education institutions and policymakers regarding the development of green entrepreneurship. First, universities need to increase support for green entrepreneurship activities, both through the provision of training programs, workshops, and facilities that encourage sustainable innovation. Second, learning policies that emphasize the development of green entrepreneurship knowledge should be integrated into the curriculum, so that students not only have the intention but also the capacity

to run environmentally friendly businesses. Third, institutions can design mentorship programs that strengthen the transfer of green entrepreneurship knowledge and practices, so that university support can be more effective in shaping students' green entrepreneurship intentions and behaviors. This study has several limitations that should be considered. First, the sample size was limited to a select group of students, so generalizing the findings to a broader population requires caution. Second, this study used a cross-sectional design, so the causal relationship between university support, green entrepreneurship knowledge, and green entrepreneurship intention needs to be further tested using a longitudinal design. Based on these limitations, future research is recommended to involve a more diverse sample, including students from various disciplines and universities, and to use longitudinal or experimental research methods to examine the long-term effects of university support on green entrepreneurship intention and behavior. Furthermore, future research could add other variables such as green creativity or internal motivation as mediators or moderators to enrich our understanding of the factors influencing green entrepreneurship intention.

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