



## The Green Entrepreneurship Intentions of Vietnamese Students: An Approach from the SOR Model

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### ABSTRACT

*Using green cognition and entrepreneurial self-efficacy as mediating factors, this study investigates the relationship between university entrepreneurial support and green entrepreneurial intention among college students. Partial Least Squares Structural Equation Modelling (PLS-SEM) was used in the study to evaluate the measurement and structural models using 1120 Vietnamese students. The results show that entrepreneurial self-efficacy, green cognition, green entrepreneurial intention, and university entrepreneurial support are all positively correlated. Furthermore, the association between university entrepreneurial support and green entrepreneurial intention is somewhat mediated by green cognition and entrepreneurial self-efficacy. By showing how environmental elements, including university assistance, interact with cognitive processes to influence entrepreneurial intention, this study expands the applicability of Social Cognitive Theory (SCT) to green entrepreneurship. This study bridges the gap between green entrepreneurship and entrepreneurial education by offering empirical evidence on how colleges might influence students' sustainable entrepreneurial behaviours. From a practical perspective, the findings suggest that universities should integrate sustainability-oriented entrepreneurial education, provide mentorship, and establish green startup ecosystems to enhance students' confidence and awareness of sustainable business opportunities.*

**Keywords:** University entrepreneurial support (UES), Green entrepreneurial intention (GEI), Green cognition (GC), Entrepreneurial self-efficacy (ESE).

### Introduction

Green entrepreneurship (GE) is an increasingly significant trend in the context of climate change and environmental degradation (Nica-Badea, 2024). GE concentrates on creating companies that not only make money but also favourably impact environmental sustainability (Devi *et al.*, 2023; Edziri *et al.*, 2024). GE is considered a sustainable approach to environmental protection (Parry & Baird, 2012; Çelik & Damar, 2024). Researchers view green entrepreneurship as a solution to ecological and social challenges (Demirel *et al.*, 2019; Yi, 2021; Ahmed *et al.*, 2023). With the growing emphasis on sustainable development, GE is regarded as a key solution to addressing environmental and social issues (Alain *et al.*, 2014; Abou-assy *et al.*, 2023; Ranganadhareddy, 2023; Temirbekova *et al.*, 2023). Recent studies, such as (Yi, 2021), have focused on the role of universities in promoting green entrepreneurship (AlZahrani, 2023). Entrepreneurial education has been found to influence students' creativity and entrepreneurial intention (Teo *et al.*, 2019). Self-efficacy is a key determinant of GEI, with research indicating that self-efficacy has a positive impact on entrepreneurial intentions, even more significantly than attitude and subjective norms (Uzun & Karataş, 2022; Cabana-Villca *et al.*, 2024; González-Prida *et al.*, 2024). Additionally, a widely used theoretical framework in previous studies is the University students' GEI has been explained by the expanded Theory of Planned Behaviour (Martins *et al.*, 2023; Fatoki, 2024; Lyu *et al.*, 2024).

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The literature study emphasizes how little is known about the connection between GEI and UES (Jain & Nikita, 2023). The majority of current research focusses on how entrepreneurial education affects entrepreneurial intention (Sun *et al.*, 2017; Jiatong *et al.*, 2021; Tabassum *et al.*, 2023), but few have examined how specific university support mechanisms—such as mentorship, funding, and sustainability-focused curricula—directly influence students' GEI. Moreover, the mediating role of ESE in the relationship between UES and GEI has not been established. While there is substantial evidence that ESE positively influences general entrepreneurial intention (Elnadi & Gheith, 2021), limited research has investigated its role in green entrepreneurship. Additionally, the impact of GC on GEI has received little attention in current research. Prior studies have primarily focused on the effects of attitude and personal motivation on sustainable entrepreneurial intention (Hwui & Lay, 2021). However, few studies have explored how green cognition—encompassing environmental knowledge, values, and awareness—acts as a mediator between university support and green entrepreneurial intention. This gap underscores the need for further research to clarify how universities can effectively foster green entrepreneurship among students.

Empirical studies on this topic remain limited, particularly in the context of higher education in developing countries (Alqahatani, 2023; Roy *et al.*, 2023). Most existing research has been conducted in developed nations, where entrepreneurial ecosystems are well-established, and university support programs are structured (Spigel, 2016). As a result, there is a need for further research in higher education institutions in developing countries to determine whether previous findings can be generalized. Understanding the impact of university entrepreneurial support on green entrepreneurial intention in these contexts will provide valuable insights into how universities in emerging economies can foster sustainable entrepreneurship among students.

Building on the identified research gaps, this study aims to clarify the mechanism through which UES influences GEI, with ESE and GC as mediating factors. By investigating these relationships, the study will contribute to the theory of sustainable entrepreneurship and provide practical insights for universities in designing entrepreneurial support programs that align with sustainability goals. The findings will help higher education institutions develop more effective strategies to foster green entrepreneurship among students (Pushkin *et al.*, 2023).



## Literature Review

### *Social Cognitive Theory*

The Social Cognitive Theory (SCT), proposed by Marks and Bandura (2002), serves as a fundamental theoretical framework for understanding how individuals develop beliefs and behaviors through observation, learning, and interaction with their environment. SCT emphasizes the role of cognition, personal motivation, and environmental influences in shaping human behavior. In the context of GEI, SCT provides a basis for explaining how UES can influence students' GEI through ESE and GC. Specifically, UES may enhance students' self-efficacy, increasing their confidence in pursuing green entrepreneurship, while also shaping their awareness and knowledge about environmental sustainability, which further drives their entrepreneurial intention.

### *Hypotheses Development*

In the context of sustainable entrepreneurship, universities play an increasingly vital role in fostering GEI among students. UES encompasses various elements, including entrepreneurial training programs, mentorship, business incubators, funding opportunities, and networking initiatives. Previous studies have indicated that UES can enhance students' entrepreneurial motivation and capabilities, thereby increasing their likelihood of pursuing green entrepreneurship (Anwar *et al.*, 2022; Figueroa-Valverde *et al.*, 2024).

According to SCT, ESE is developed through education and training provided by universities. Entrepreneurship-focused education programs can enhance students' knowledge and skills, thereby increasing their confidence in their entrepreneurial abilities (Molino *et al.*, 2018). University support plays a crucial role in strengthening students' entrepreneurial confidence (Huang *et al.*, 2024). Universities can further enhance students' self-efficacy, which has been shown to improve both self-efficacy and social self-efficacy (Ito *et al.*, 2024).

UES gives students the information, abilities, and chances they need to pursue entrepreneurial endeavours. When universities integrate sustainability principles into their entrepreneurial support programs, students are more likely to develop awareness of environmental issues and perceive green entrepreneurship as a viable career option (Kuckertz

& Wagner, 2010; Almulhim *et al.*, 2022). Several studies have demonstrated that a supportive entrepreneurial environment in universities can encourage students to pursue green entrepreneurship by offering: Sustainable entrepreneurship knowledge and skills through courses and workshops (Anwar *et al.*, 2022); Networking opportunities with green entrepreneurs, enabling students to gain practical experience (Hockerts, 2017); funding and financial support, motivating students to turn their green entrepreneurial ideas into reality (Newman *et al.*, 2019).

(Bonilla-Jurado *et al.*, 2024; Shafait & Huang, 2024) have found that green cognition is an essential component of green education. This includes integrating environmental education into curricula, fostering ecological awareness, and promoting environmentally responsible behavior, all of which influences students' green cognition. The transfer of green knowledge—such as through university programs—also plays a crucial role in shaping students' awareness and motivation to engage in sustainable business practices (Li *et al.*, 2023). Universities serve as key institutions in promoting circular green business thinking, equipping students with the mindset needed to address future environmental challenges (de las Mercedes Anderson-Seminario & Alvarez-Risco, 2023).

*H<sub>1</sub>: UES is positively related to ESE*

*H<sub>2</sub>: UES is positively related to GEI*

*H<sub>3</sub>: UES is positively related to GC*

Green cognition plays a crucial role in fostering GEI. Students need a clear understanding of environmental issues, along with skills and knowledge gained through education and real-world experiences, to identify opportunities and develop a sustainable entrepreneurial mindset (Cai *et al.*, 2022). González-López *et al.* (2021) found that a strong awareness of environmental challenges helps students transition from entrepreneurial intention to action. Moreover, individuals with high green cognition and a strong commitment to environmental sustainability are more likely to overcome obstacles and pursue green entrepreneurship (Wang *et al.*, 2024).

*H<sub>4</sub>: GC is positively related to GEI.*

ESE has a strong relationship with GEI (Molino *et al.*, 2018). ESE is not only a motivating factor but also a powerful driver that encourages students to engage in green entrepreneurial behaviour (Williams & Rhodes, 2016). According to Pennetta *et al.* (2023), entrepreneurial competence encompasses learning ability, risk-taking, strategic thinking, organizational skills, and opportunity recognition. ESE plays a crucial role in fostering sustainable entrepreneurial intention, as it enhances individuals' confidence in their ability to pursue green entrepreneurship (Wang *et al.*, 2024). Furthermore, social norms and environmental factors also influence ESE, thereby affecting students' entrepreneurial intention (Ho *et al.*, 2025).

*H<sub>5</sub>: ESE is positively related to GEI*

Self-efficacy is a core component of SCT, reflecting an individual's belief in their ability to perform a specific task. In the entrepreneurial context, ESE refers to the extent to which an individual believes they can successfully start and run a business (Newman *et al.*, 2019). University entrepreneurial support, including training programs, mentorship, and business incubators, can help students develop ESE by providing knowledge, skills, and practical experience (Hsu *et al.*, 2019). When students have high ESE, they are more likely to pursue green entrepreneurship, as they believe in their ability to overcome challenges in this field (Zhao *et al.*, 2005).

*H<sub>6</sub>: ESE mediates between relationship UES and GEI*

GC in entrepreneurship refers to an individual's awareness and understanding of environmental issues and how business activities can contribute to sustainable development (Kuckertz & Wagner, 2010). According to SCT, this awareness is shaped through learning, observation, and experience. University entrepreneurial support can influence green cognition by integrating sustainability-focused content into entrepreneurship education programs (Anwar *et al.*, 2022). Students with high green cognition are more motivated to pursue green entrepreneurship, as they recognize the positive impact businesses can have on the environment (Hockerts, 2017; López-García *et al.*, 2024).

*H<sub>7</sub>: GC mediates between relationship UES and GEI*

Based on the above argument, this study suggests the proposed research model as shown in **Figure 1**.



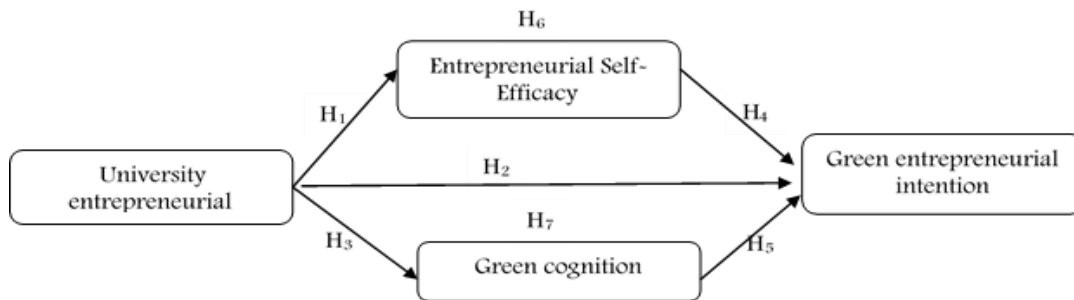


Figure 1. Research model

## Materials and Methods

### Data

A non-probability convenience sampling technique is used in the study to gather information from 1,220 Vietnamese university students. This method is chosen to ensure feasibility in accessing the target population while also providing a representative sample for examining students' GEI. Data was collected through online surveys with 750 students (61.5%) and offline surveys with 470 students (38.5%).

Partial Least Squares Structural Equation Modelling (PLS-SEM), which has two primary stages, is used in the study to analyze the research model. First, the Measurement Model is assessed to evaluate convergent and discriminant validity using Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). Second, the Structural Model is analyzed to test the research hypotheses. PLS-SEM is chosen because it is suitable for small sample sizes and does not require data to follow a normal distribution (F. Hair Jr *et al.*, 2014; Uzun & Karataş, 2022).



### Measurement

The GEI scale is adapted from (Wang *et al.*, 2016) and consists of six items. The UES scale includes four items, adopted from (Yi, 2021). The Entrepreneurial Self-Efficacy (ESE) scale, comprising four items, is based on (Shook & Bratianu, 2010). The Green Cognition (GC) scale, with six items, is derived from Jiang *et al.* (2020). All constructs are measured using a five-point Likert scale, ranging from (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, to (5) Strongly Agree.

## Results and Discussion

### Sample Characteristics

Table 1. Sample Characteristics

Category		Frequency	Percentage
Gender	Male	609	49.9
	Female	611	50.1
Age	18 – 20	397	32.5
	20 - 22	401	32.9
	> 22	422	34.6
Educational level	Undergraduate	439	36.0
	Bachelor's degree	626	51.3
	Postgraduate	155	12.7

The survey data shows a balanced gender distribution, with 49.9% male and 50.1% female respondents. In terms of age groups, the distribution is relatively even: 18–20 years old (32.5%), 20–22 years old (32.9%), and above 22 years

old (34.6%). Regarding educational level, university students make up the largest proportion (51.3%), aligning with the study's target population, followed by undergraduate students (36.0%) and postgraduate students (12.7%) (Table 1).

#### *Measurement Model Evaluation*

**Table 2** presents the reliability assessment using Cronbach's Alpha and Composite Reliability (CR). All constructs have Cronbach's Alpha ( $\alpha$ ) values above the minimum acceptable threshold, specifically:  $\alpha_{ESE} = 0.639$ ,  $\alpha_{UES} = 0.665$ ,  $\alpha_{GC} = 0.673$ , and  $\alpha_{GEI} = 0.756$ , all exceeding 0.6. Similarly, the CR values for all constructs are greater than 0.7, indicating strong internal consistency reliability (Hair *et al.*, 2021).

**Table 2.** Statistical indicators of measurement scales

Constructs	Mean	SD	$\chi$	CA	CR	AVE
<b>Entrepreneurial Self-Efficacy (ESE)</b>				<b>0.639</b>	<b>0.786</b>	<b>0.581</b>
ESE1. "I am able to adapt to sudden changes in the corporate environment."	3.765	1.070	0.737			
ESE2. "I can react quickly to take advantage of business opportunities"	3.802	1.042	0.714			
ESE3. "I am able to create original items and company concepts."	3.837	1.014	0.730			
ESE4. "I am able to produce goods that satisfy unmet consumer wants."	3.820	0.977	0.780			
<b>University Entrepreneurial support (UES)</b>				<b>0.665</b>	<b>0.799</b>	<b>0.599</b>
UES1. "My university offers courses on green entrepreneurship."	3.587	1.247	0.707			
UES2. "My university motivates students to start a green business."	3.682	1.263	0.786			
UES3. "Green entrepreneurship-focused project work is available at my university."	3.575	1.254	0.754			
UES4. "My university offers students the financial and policy resources needed to establish a new business."	3.635	1.238	0.776			
<b>Green cognition (GC)</b>				<b>0.673</b>	<b>0.801</b>	<b>0.502</b>
GC1. "I can identify fresh venture prospects in the environmental protection industries."	3.765	1.071	0.727			
GC2. "I regularly spot concepts in the environmental protection sectors that could be turned into new goods or services."	3.693	1.121	0.734			
GC3. "I generally lack green ideas that may materialize into profitable enterprises." (reverse)	3.802	1.042	0.737			
GC4. "I frequently identify opportunities to start up new businesses in environmental protection industries."	3.837	1.014	0.732			
GC5. "I enjoy thinking about new ways of doing green businesses."	3.886	0.954	0.791			
GC6. "Over the previous month, I came up with a lot of ideas for fresh eco-friendly activities."	3.820	0.978	0.783			
<b>Green entrepreneurial intention (GEI)</b>				<b>0.756</b>	<b>0.831</b>	<b>0.551</b>
GEI1. "I will do anything to become a green entrepreneur."	3.748	1.156	0.876			
GEI2. "My professional goal is to become a green entrepreneur."	3.706	1.190	0.708			
GEI3. "I'll make every attempt to start and run my own green business."	3.778	1.108	0.741			



<b>GEI4. “I am seriously considering starting a green business.”</b>	3.761	1.117	0.792
<b>GEI5. “I am determined to become a professional green business manager.”</b>	3.747	1.115	0.784
<b>GEI6. “I am committed to developing my green business into a high-growth enterprise.”</b>	3.760	1.115	0.726

Note: Cronbach’s Alpha (CA), Composite reliability (CR), Average variance extracted (AVE):  $\chi$  : outer loadings

Additionally, the results presented in **Table 2** indicate that the factor loadings of all observed variables exceed 0.7 (Hair *et al.*, 2021). Furthermore, the Average Variance Extracted (AVE) of all measurement scales is greater than 0.5, meeting the recommended threshold. Therefore, the convergent validity of the measurement scales is confirmed (Hulland, 1999).

**Table 3.** Discriminant validity testing (Fornell–Larcker)

	<b>ESE</b>	<b>FC</b>	<b>GEI</b>	<b>UES</b>
<b>ESE</b>	<b>0.762</b>			
<b>GC</b>	0.284	<b>0.709</b>		
<b>GEI</b>	0.391	0.491	<b>0.742</b>	
<b>UES</b>	0.402	0.283	0.359	<b>0.774</b>

**Table 3** presents discriminant validity testing for the latent variables based on the Fornell–Larcker criterion (Fornell & Larcker, 1981). The square root of the AVE values for each construct is greater than the correlation coefficients between constructs in the model (Hair *et al.*, 2021). Therefore, the scales in the model achieve discriminant validity.

**Table 4.** Hypotheses testing

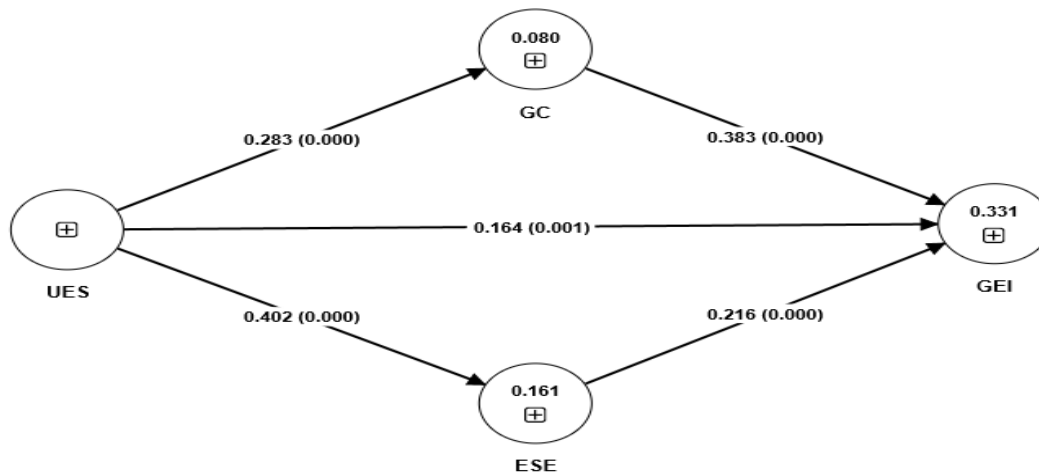
<b>Hypothesis</b>	<b>paths</b>	<b>Original sample</b>	<b>Sample mean</b>	<b>Standard deviation</b>	<b>T statistics</b>	<b>P values</b>	<b>Conclusion</b>
<b>Direct effect</b>							
<b>H1</b>	UES -> ESE	0.402***	0.406	0.051	7.819	0.000	Accepted
<b>H2</b>	UES -> GEI	0.164***	0.164	0.049	3.326	0.001	Accepted
<b>H3</b>	UES -> GC	0.283***	0.286	0.051	5.508	0.000	Accepted
<b>H4</b>	ESE -> GEI	0.216***	0.216	0.05	4.283	0.000	Accepted
<b>H5</b>	GC -> GEI	0.383***	0.384	0.044	8.766	0.000	Accepted
<b>Indirect effect</b>							
<b>H6</b>	UES -> GC -> GEI	0.108***	0.11	0.023	4.637	0.000	Accepted
<b>H7</b>	UES -> ESE -> GEI	0.087***	0.088	0.024	3.662	0.000	Accepted

Note: \*\*\*  $p < 0.01$ ; \*\*  $p < 0.05$ , \*  $p < 0.1$

**Table 4** indicates that all hypotheses in the proposed research model are statistically significant with a p-value  $< 0.01$ . Specifically, UES has a positive and statistically significant relationship with ESE, thus supporting H1 (H1:  $\beta_1 = 0.402$ ;  $p = 0.000 < 0.01$ ). Furthermore, UES has a positive impact on GEI and GC, confirming H2 and H3 (H2:  $\beta_2 = 0.164$ ;  $p = 0.000 < 0.01$ ; H3:  $\beta_3 = 0.283$ ;  $p = 0.000 < 0.01$ ). Additionally, ESE positively influences GEI, supporting H4 (H4:  $\beta_7 = 0.216$ ;  $p = 0.000 < 0.01$ ). Finally, GC positively impacts GEI, confirming H5 (H5:  $\beta_5 = 0.383$ ;  $p = 0.000 < 0.01$ ) (**Figure 2**).





**Figure 2.** PLS-SEM results

The relationship  $UES \rightarrow ESE \rightarrow GEI$  has a path coefficient ( $\beta$ ) of 0.087, with  $t$ -value = 3.662 and  $p$ -value = 0.000 ( $< 0.05$ ), confirming the statistically significant mediating role of ESE. This finding indicates that UES indirectly influences GEI by enhancing students' belief in their entrepreneurial capabilities. Therefore, ESE serves as a partial mediator between UES and GEI.

Similarly, the relationship  $UES \rightarrow GC \rightarrow GEI$  has a path coefficient ( $\beta$ ) of 0.108, with  $t$ -value = 4.637 and  $p$ -value = 0.000 ( $< 0.05$ ), confirming the statistically significant mediating role of Green Cognition (GC). This suggests that UES indirectly affects GEI by increasing students' awareness of environmental issues, which in turn fosters their green entrepreneurial intention. GC acts as a partial mediator between UES and GEI.

**Table 5.** Structural model assessment

Path	f-square	R-square	Q <sup>2</sup>	VIF
ESE -> GEI	0.056	0.331	0.105	1.239
GC -> GEI	0.194			1.130
UES -> ESE	0.192			1.000
UES -> GC	0.087			1.000
UES -> GEI	0.033			1.238

The quality of the proposed model is assessed using the  $R^2$  values and the Stone-Geisser  $Q^2$  index. The results indicate that  $R^2_{GEI} = 0.327$ , which is below the 50% threshold. According to the evaluation criteria of Hair *et al.* (2021), this suggests that the model's predictive power is weak. Additionally, the Stone-Geisser  $Q^2$  values Stone (1974) are all greater than zero, confirming that all exogenous constructs acceptably predict the endogenous constructs in the proposed research model (Hair *et al.*, 2021). Additionally, according to Cohen (2013), the effect size of each predictor is evaluated using the formula  $f^2$ , with the proposed threshold values of 0.35 (large), 0.15 (medium), and 0.02 (small). The results indicate that the  $f^2$  values for all components are greater than 0.02 but less than 0.35, suggesting a moderate effect size (**Table 5**).

Moreover, the variance inflation factor (VIF) values for all relationships are below 3. According to Hair *et al.* (2019), this indicates that there is no multicollinearity issue among the variables in the model. Additionally, common method bias (CMB) often occurs during the data collection process (Podsakoff *et al.*, 2003). The VIF values remain below the threshold of 3.3 (Kock, 2015). Therefore, the study can conclude that it is not affected by CMB.

The findings show that ESE, GC, and GEI are significantly improved by UES. These results align with earlier research. For example, Saeed *et al.* (2015) also found that university support, especially educational support, has a strong influence on students' ESE. This support not only provides knowledge and skills but also enhances students'

confidence in identifying entrepreneurial ideas and turning them into reality. The research findings align with the conclusions of Alvarez-Risco *et al.* (2021), suggesting that educational support contributes to the development of individual capabilities. Additionally, previous studies (Shirokova *et al.*, 2016; Nabi *et al.*, 2017; Alexander Dmitrievich & Anastasia Ivanovna, 2021) have shown that UES positively influences students' entrepreneurial intentions, primarily by providing knowledge, resources, and a practical learning environment. However, this study adds evidence that UES not only impacts general entrepreneurship but also plays a particularly significant role in fostering green entrepreneurial intention.

The current research findings indicate that ESE and GC both have a positive impact on GEI. This suggests that confidence in entrepreneurial abilities and environmental awareness play crucial roles in fostering green entrepreneurial intention. The results are consistent with previous studies. For instance, Luc (2020) found a positive relationship between ESE and social entrepreneurial intention, which aligns with the effect of ESE on GEI in the present study. Additionally, environmental green cognition also promotes green entrepreneurial intention (Qazi *et al.*, 2021).

The mediating role of ESE between UES and GEI aligns with the findings of Newman *et al.* (2019), ESE is a crucial mediator in the relationship between environmental support factors and entrepreneurial intention. However, this study adds a new perspective on green entrepreneurship, emphasizing that UES can enhance students' confidence in their ability to develop sustainable business ventures.

The mediating role of GC between UES and GEI has been relatively underexplored in previous studies. However, Hockerts and Wüstenhagen (2010) suggested that individuals with strong environmental awareness tend to develop a higher intention for sustainable entrepreneurship. This study contributes to the theoretical gap by demonstrating that UES can indirectly influence GEI through GC, a relationship that has not been established in prior research.

#### *Theoretical Contributions*

This study contributes to the expansion of the application of SCT in the field of green entrepreneurship. First, the research demonstrates that environmental factors, specifically UES, can influence GEI through GC and ESE. Second, the study confirms that ESE plays a mediating role in the relationship between environmental support and GEI, aligning with Bandura's argument that belief in personal capabilities can influence entrepreneurial behavior. Finally, this research proposes a theoretical model that explains how students can develop green entrepreneurial intentions through the influence of the higher education environment, addressing a gap in previous studies on the formation of sustainable entrepreneurial.

Previous studies have primarily focused on the impact of UES on traditional entrepreneurial intention (Shirokova *et al.*, 2016; Nabi *et al.*, 2017). In contrast, this study expands the scope by examining the effect of UES on GEI. By evaluating the mediating role of GC, this research clarifies that UES not only helps students develop entrepreneurial skills but also influences their mindset and awareness of sustainable business practices.

Most previous studies on green entrepreneurship have focused on individual motivations or external factors such as support policies (Hockerts & Wüstenhagen, 2010; Lüdeke-Freund, 2020). This study provides empirical evidence on the crucial role of UES, a factor that can be controlled and adjusted within the higher education system, contributing to the promotion of sustainable entrepreneurial trends.

#### *Practical Contributions*

The research findings indicate that UES should not only focus on business knowledge and skills but also incorporate sustainability and environmental awareness. Universities can integrate green entrepreneurship training programs, organize workshops, and provide in-depth mentoring to help students develop GC and enhance their confidence in entrepreneurial capabilities. Additionally, universities should establish a green entrepreneurship ecosystem within the institution by connecting students with sustainable enterprises, green startup funding programs, and entrepreneurship competitions centered on environmentally friendly business models.

Additionally, students can take advantage of university support resources to enhance their awareness of green entrepreneurship and build confidence in their entrepreneurial capabilities. Universities should encourage students to participate in practical programs such as green entrepreneurship clubs, environmental innovation projects, or





sustainable startup competitions. Finally, universities should motivate students to access investment funding, green startup support funds, and mentorship opportunities from experienced businesses in the sustainability sector.

## Conclusion

This study has clarified the role of UES in shaping students' GEI via ESE and GC. The findings indicate that UES enhances students' environmental awareness, thereby fostering their desire for green entrepreneurship. At the same time, UES strengthens students' confidence in their entrepreneurial capabilities, positively influencing their decision to pursue GEI. These findings not only extend the application of SCT in the context of sustainable entrepreneurship but also provide practical insights for universities in designing effective entrepreneurial support programs. This study makes significant contributions to both theory and practice in the field of green entrepreneurship. Theoretically, it extends the application of SCT by confirming the mediating role of GC and ESE in the relationship between UES and GEI. Practically, the study provides valuable insights for universities, policymakers, and students in fostering a sustainable entrepreneurial ecosystem. These findings can help guide the development of more effective entrepreneurial support programs in the future.

Despite its significant contributions, this study has certain limitations. It does not account for individual control factors such as personal motivation, sustainability values, or prior entrepreneurial experience. Future research should consider incorporating these factors, including personal motivation, attitudes toward green entrepreneurship, and the influence of government and corporate support policies, to provide a more comprehensive understanding of green entrepreneurial intention.

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