2528-9705

Journal of Organizational Behavior Research

Vol.: 11, Is.: 1, Year: 2026, Pages: 112-122

https://doi.org/10.51847/hDJaUCI6wq

Available online

https://odad.org/

The Impact of University Educational Support on Green Entrepreneurial Intention: The Role of Self-Efficacy and Proactivity

Nguyen Tan Trung[1*], Nguyen Thi Thuy Quynh[2]

[1]School of Management, University of Economics Ho Chi Minh City, Vietnam.
[2]Faculty of Fundamental Studies, Academy of Finance, Hanoi, Vietnam.

***Corresponding Author**
E-mail: nguyenthithuyquynh@htvc.edu.vn

ABSTRACT

The global deterioration of the natural environment has intensified interest in green entrepreneurship as an essential pathway to achieving sustainable development. Although the role of higher education has been widely recognized, the psychological mechanisms through which university support is transformed into green entrepreneurial intention remain insufficiently understood. Drawing on Social Cognitive Theory (SCT), this study develops and tests a structural model linking University Educational Support (UES) with GEI through two parallel mediators: Entrepreneurial Self-Efficacy (ESE) and Proactivity (PRO). Data were collected from 303 undergraduate students in Vietnam who had participated in entrepreneurship- or sustainability-related courses and activities. The results indicate that UES significantly enhances both ESE and PRO, and that both psychological factors positively influence GEI. These findings contribute to sustainable entrepreneurship literature by clarifying how university environments shape students' intentions to engage in ecologically responsible venture creation. The study emphasizes that educational institutions should not limit themselves to theoretical instruction but should instead develop a practice-oriented entrepreneurial ecosystem—such as mentoring networks, green incubation programs, and experiential learning opportunities—that simultaneously strengthens students' confidence and proactive tendencies.

Keywords: University educational support, Self-efficacy, Proactivity, Green entrepreneurial intention.

Introduction

The global decline of ecological systems—manifested through climate change, resource depletion, and biodiversity loss—has created an urgent need for development models that simultaneously generate economic value and minimize environmental impacts. In this context, green entrepreneurship has emerged as a pivotal transition mechanism, integrating ecological innovation with the capacity to create market value. The role of university students is particularly noteworthy, as they represent a core force capable of transforming sustainability-oriented knowledge into viable business initiatives, thereby contributing to the construction of a sustainability-driven economy (Fatoki, 2024; Asad *et al*., 2025).

However, the pathway to green entrepreneurship is often more complex and risk-laden than traditional entrepreneurship due to uncertainties related to technology, regulations, and market acceptance (Anh *et al*., 2026). This suggests that in order to develop and pursue Green Entrepreneurial Intention (GEI), people need a strong foundation of psychological and behavioral readiness in addition to specialized knowledge (Razhaeva *et al*., 2022; Rojas *et al*., 2022; Al Abadie *et al*., 2023; Guzek *et al*., 2023; Lee *et al*., 2023; Aksoy & Akaydin, 2025; Kunie *et al*., 2025). Recent literature affirms that University Entrepreneurial Support (UES) serves as an important contextual factor that fosters entrepreneurial outcomes in general and green entrepreneurship in particular (Soonsan *et al*., 2025). Nevertheless, the mechanism through which UES is transformed into GEI has not been fully elucidated: through which

Recieved: 10.10.2025 –Accepted: 14.02.2026 –Published: 24.02.2026

psychological–behavioral "links" does UES influence GEI, what is the relative magnitude of these effects, and do these links operate in parallel or sequentially?

To address this gap, the present study adopts Social Cognitive Theory (SCT; Bandura, 1986), which emphasizes the reciprocal interaction among environment, cognition/personality, and behavior. From the SCT perspective, UES functions as an environmental stimulus capable of shaping students' internal psychological states—specifically, Entrepreneurial Self-Efficacy (ESE) and Proactivity (PRO)—which subsequently lead to the formation of GEI. While prior studies have examined these variables individually, few have simultaneously tested ESE and PRO as parallel mediators in the pathway from UES to GEI within the context of green entrepreneurship.

Building on this foundation, the study proposes a dual-pathway transmission mechanism: (i) a capability-based pathway, in which UES provides mastery experiences and social persuasion, thereby strengthening ESE; and (ii) a personality-driven pathway, in which UES nurtures PRO, encouraging individuals to identify and pursue green opportunities and to persevere toward their goals. This approach enables the unpacking of the "black box" between university support and GEI, while moving beyond traditional intention frameworks by clarifying the co-emergent roles of self-efficacy and proactive tendencies in the sustainability context (Liñán & Chen, 2009; Rafiq *et al*., 2024; Soonsan *et al*., 2025).

The expected contributions of this study include: (1) extending SCT into the domain of sustainable entrepreneurship by constructing and validating a dual-mediation model of ESE and PRO on the UES → GEI pathway; (2) integrating two research streams that are often examined separately—university support and the psychological mechanisms underlying green intentions—into a unified framework that allows comparison of effect magnitudes across pathways; and (3) providing managerial implications for educational institutions, suggesting that an applied entrepreneurial ecosystem (e.g., coursework, incubation, mentorship, seed funding, competitions) should not only transmit knowledge but also activate both entrepreneurial self-efficacy and proactivity among students (Qazi *et al*., 2020).

In summary, the study aims to examine the structural model UES → (ESE, PRO) → GEI, in which ESE and PRO function as two parallel mediators. Based on this model, the article develops hypotheses for each pathway and tests them using empirical data, thereby offering robust evidence for the role of higher education in cultivating future green entrepreneurs.

Literature Review & Hypotheses

Social Cognitive Theory - SCT

Social Cognitive Theory (SCT), proposed by Bandura (1986), posits that individual behavior is the outcome of a triadic reciprocal interaction among (i) environmental stimuli, (ii) cognitive or personality states, and (iii) observable actions. From this perspective, University Entrepreneurial Support (UES) operates as an environmental stimulus capable of shaping internal psychological mechanisms—such as Entrepreneurial Self-Efficacy (ESE) and Proactivity (PRO)—which subsequently influence behavior or behavioral intention related to sustainable entrepreneurship (GEI). Positioning UES, ESE, PRO, and GEI within an SCT-based framework enables the identification of the transmission mechanism linking the institutional context (i.e., the university) with students' sustainability-oriented behavioral intentions, rather than treating these relationships as isolated correlations.

Research concepts

University Entrepreneurial Support (UES): UES refers to the aggregate of resources, services, and ecosystem components provided by universities to foster students' entrepreneurial behaviors and intentions. These consist of incentive systems, network connections, legal and financial consulting, training programs, labs and incubation areas, and mentoring (Soonsan *et al*., 2025). In the context of green entrepreneurship, UES additionally encompasses learning content, experiential activities, and opportunities emphasizing competencies for solving environmental problems.

Entrepreneurial Self-Efficacy (ESE): ESE reflects an individual's belief in their ability to successfully perform core entrepreneurial tasks—from opportunity recognition to project implementation and business operations—under

resource constraints (Soonsan *et al*., 2025). According to SCT, ESE is shaped and strengthened through mastery experiences, vicarious learning, and social persuasion within the educational environment.

Proactivity (PRO): PRO denotes a forward-looking, self-initiated, and goal-oriented behavioral tendency characterized by the ability to identify opportunities, take calculated risks, and persist in pursuing goals (Qazi *et al*., 2020; Rafiq *et al*., 2024). Although it is often viewed as a dispositional trait, PRO can be cultivated through the design of challenge-rich learning experiences, real-world project engagement, and constructive feedback–reward mechanisms in higher education settings.

Green Entrepreneurial Intention (GEI): GEI represents an individual's readiness and determination to create a business that generates market value while simultaneously achieving positive ecological outcomes (Liñán & Chen, 2009; Wang *et al*., 2021). Because green entrepreneurship involves uncertainties related to technology, value chains, and regulations, GEI typically requires a stronger psychological foundation compared to conventional entrepreneurial intention (Fatoki, 2024).

Research Hypotheses

University Entrepreneurial Support (UES) and Entrepreneurial Self-Efficacy (ESE).

University Entrepreneurial Support (UES) encompasses training programs, incubation spaces, mentoring networks, and financial assistance provided by universities. Entrepreneurial Self-Efficacy (ESE) refers to an individual's belief in their ability to successfully perform entrepreneurial tasks (Soonsan *et al*., 2025). According to Social Cognitive Theory, the educational environment provides mastery experiences and social persuasion that help students strengthen their confidence in their entrepreneurial capabilities (Thao *et al*., 2025). When universities offer solid knowledge related to the green economy and adequate infrastructural support, students feel more confident in addressing environmental challenges. Therefore, the following hypothesis is proposed:

H1: University Entrepreneurial Support (UES) has a positive effect on Entrepreneurial Self-Efficacy (ESE).

UES and Proactivity (PRO)

Proactivity (PRO) reflects an individual's ability to actively seek opportunities, demonstrate initiative, and pursue goals (Trúc *et al*., 2025). Although PRO is often treated as a personality trait, contemporary educational research suggests that the university environment can cultivate and enhance this proactive orientation. Through real-world projects, entrepreneurial competitions, and learning environments that promote innovation (UES), students develop a mindset that is resilient to failure and willing to seize opportunities to create positive change (Trúc *et al*., 2025). Hence, the following hypothesis is proposed:

H2: University Entrepreneurial Support (UES) has a positive effect on students' Proactivity (PRO) (Adeleke, 2022; Sri *et al*., 2022; Simonyan *et al*., 2023; Tsiganock *et al*., 2023; Ribeiro *et al*., 2024; Sanlier & Yasan, 2024).

Entrepreneurial Self-Efficacy (ESE) and Green Entrepreneurial Intention (GEI)

Green Entrepreneurial Intention (GEI) refers to an individual's willingness and determination to initiate a business venture that creates ecological value (Liñán & Chen, 2009). Green entrepreneurship is associated with technological and financial barriers; therefore, individuals with high levels of ESE are less likely to be discouraged by challenges, believing that they can operate sustainable ventures and achieve success (Rafiq *et al*., 2024). Strong empirical evidence confirms that ESE is one of the most robust predictors of GEI (Alvarez-Risco *et al*., 2021; Soonsan *et al*., 2025). Thus, the hypothesis is proposed:

H3: Entrepreneurial Self-Efficacy (ESE) positively influences Green Entrepreneurial Intention (GEI).

Proactivity (PRO) and Green Entrepreneurial Intention (GEI)

Individuals with high proactivity tend to "think beyond the conventional frame" and enjoy creating new value for society (Rafiq *et al*., 2024). In the environmental domain, proactive individuals recognize market gaps (e.g., demand for environmentally friendly products) and transform them into business opportunities. Research has demonstrated that students with higher levels of PRO show greater concern for environmental protection and possess stronger green entrepreneurial intentions compared to more passive individuals (Qazi *et al*., 2020; Trúc *et al*., 2025). Accordingly, the following hypothesis is proposed:

H4: Proactivity (PRO) has a positive effect on Green Entrepreneurial Intention (GEI).

Figure 1 illustrates the proposed research model, showing the relationships among UES, ESE, PRO, and GEI.

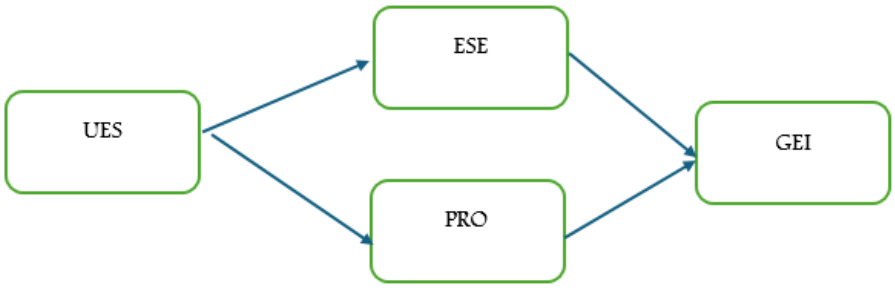

Figure 1. Proposed research model

Materials and Methods

Research Design

This study employs a quantitative approach with a structural model-testing design (Structural Equation Modeling – SEM) to examine the relationships among University Educational Support (UES), Entrepreneurial Self-Efficacy (ESE), Proactivity (PRO), and Green Entrepreneurial Intention (GEI). The Partial Least Squares SEM (PLS-SEM) technique was chosen in light of the existence of multiple latent variables and parallel mediation mechanisms because it is suitable for data that may not strictly follow a normal distribution, handles mediating effects well, and is well-suited for prediction-oriented research (Hair *et al*., 2024).

Data Collection Procedure

Primary data were collected through a survey administered to undergraduate students enrolled at universities in Vietnam who had participated in entrepreneurship-related or sustainability-oriented courses/projects. The questionnaire was delivered in two stages. Pilot test with 30 students to refine item wording, clarity, and scale structure. The main survey was administered online using Google Forms over four weeks (Alhussain *et al*., 2022; Balaji *et al*., 2022; Constantin *et al*., 2022; Delcea *et al*., 2024; Essah *et al*., 2024; Frost *et al*., 2024; Rosellini *et al*., 2024; Uneno *et al*., 2024; Umarova *et al*., 2024).

A convenience sampling method was combined with quality-control procedures (e.g., removal of overly fast responses, inconsistent answers, and outliers). According to Hair *et al*. (2024), for a model with four predictors leading to GEI, the minimum sample size required by G*Power ($\alpha = 0.05$, power = 0.95, effect size = 0.15) is approximately $N \approx 160$. However, to enhance reliability and generalizability, the study collected at least 300 valid observations.

Measurement Scales and Scale Adaptation

All measurement scales were adapted from established international studies and modified to fit the Vietnamese context. All items were measured using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

UES was measured based on Yi (2021) and Soonsan *et al*. (2025), including items on programs, mentoring support, facilities, and green learning opportunities. ESE was measured using the scale from Soonsan *et al*. (2025), reflecting students' confidence in identifying, developing, and operating green entrepreneurial projects. PRO was adapted from Qazi *et al*. (2020) and Rafiq *et al*. (2024), capturing proactive tendencies, opportunity seeking, and early action. GEI was measured using items from Liñán and Chen (2009) and Wang *et al*. (2021), capturing students' readiness to engage in eco-oriented entrepreneurial activities (Mojsak *et al*., 2022; Sugimori *et al*., 2022; Kajanova & Badrov, 2024; Lee & Ferreira, 2024).

Data Analysis Method

The data analysis followed the standard two-stage procedure of PLS-SEM:

(1) Assessment of the Measurement Model

- Reliability: Cronbach's Alpha and Composite Reliability (CR > 0.70)
- Convergent validity: factor loadings (> 0.70) and Average Variance Extracted (AVE > 0.50)
- Discriminant validity: Fornell–Larcker criterion and Heterotrait–Monotrait ratio (HTMT < 0.85)
- Multicollinearity: Variance Inflation Factor (VIF < 3.3 for all indicators)

(2) Assessment of the Structural Model

- Path coefficients (β) and statistical significance (p-values) assessed via bootstrapping with 5,000 subsamples
- Coefficient of determination (R^2) for ESE, PRO, and GEI
- Model fit: Standardized Root Mean Square Residual (SRMR < 0.08)
- Indirect effects: examination of mediation effects of ESE and PRO (parallel mediation)
- PLS-SEM analyses were conducted using SmartPLS 4.0, which enables simultaneous evaluation of both the measurement and structural models with high reliability, aligning with the study's objective of exploring underlying transmission mechanisms.

Results and Discussion

Sample Characteristics

The sample consists of 303 undergraduate students enrolled in higher education institutions in Vietnam. The average age of respondents is 20.81 years. Female students account for 62.0%, while male students represent 38.0% of the sample. Regarding academic standing, second-year students make up the largest proportion (36.0%), followed by third-year students (31.0%), first-year students (19.5%), and fourth-year students (13.5%).

In terms of fields of study, Business/Economics constitutes 40.9%, Engineering/IT 30.4%, Environment/Sciences 11.9%, and Other disciplines 16.8%. A total of 66.0% of participants reported having taken an entrepreneurship-related course, 49.8% had participated in green clubs/activities within the past 12 months, and 9.9% indicated prior entrepreneurial or startup experience.

With respect to monthly personal allowances, 43.9% fall within the 3–5 million VND range, followed by 28.4% between 5–8 million, 18.5% below 3 million, and 9.2% above 8 million. Geographically, students studying in Ho Chi Minh City represent the majority (66.7%), followed by other Southern provinces (21.1%), the Northern region (6.3%), and the Central region (5.9%).

Measurement Model

Table 1. Reliability, Composite Reliability (CR), Average Variance Extracted (AVE), and Factor Loadings

Construct	Outer loadings	Alpha	CR	AVE
UES	0.845	0.869	0.911	0.719
	0.895			
	0.867			
	0.882			
ESE	0.865	0.905	0.933	0.778
	0.886			
	0.848			
	0.884			
PRO	0.844	0.872	0.912	0.722
	0.874			
	0.841			
	0.87			
GEI	0.838	0.893	0.926	0.758

0.873	
0.842	
0.847	

Reliability and Convergent Validity. All factor loadings are high (0.838–0.895), while Cronbach's Alpha ≥ 0.869, Composite Reliability (CR) ≥ 0.911, and AVE ≥ 0.719—exceeding recommended thresholds (Alpha/CR > 0.70, AVE > 0.50), indicating strong internal reliability and satisfactory convergent validity **(Table 1)**.

Table 2. Fornell–Larcker criteria (Diagonal values = √AVE)

	UES	ESE	PRO	GEI
UES	0.848	0.437	0.392	0.345
ESE	0.437	0.882	0.187	0.42
PRO	0.392	0.187	0.85	0.359
GEI	0.345	0.42	0.359	0.871

Discriminant validity (Fornell–Larcker). The square roots of the AVE values (diagonal elements) are all greater than the correlations among the constructs. These results confirm that discriminant validity is satisfactorily established **(Table 2)**.

Structural Model Assessment

Table 3. Coefficient path, CI 95%, and p-value

Paths	(β)	CI 95% Lower	CI 95% higher	p-value (Bootstrap)
		Direct effects		
UES → ESE	0.457	0.383	0.532	< 0.001
UES → PRO	0.388	0.319	0.457	< 0.001
ESE → GEI	0.315	0.241	0.39	< 0.001
PRO → GEI	0.262	0.187	0.337	< 0.001
		Direct effects		
UES → ESE→ GEI	0.144	0.104	0.245	< 0.001
UES → PRO→ GEI	0.102	0.047	0.324	< 0.001

The structural model estimation results using 5,000-sample bootstrapping show that all hypothesized paths are statistically significant at $p < 0.001$ **(Table 3)**. Specifically, University Educational Support (UES) exerts a positive and substantial effect on Entrepreneurial Self-Efficacy (ESE) with $\beta = 0.457$, CI95% [0.383; 0.532], thereby supporting H1. Likewise, UES positively influences Proactivity (PRO) ($\beta = 0.388$, CI95% [0.319; 0.457]), confirming H2. Regarding the effects on green entrepreneurial intention, ESE demonstrates a positive and strong impact on GEI ($\beta = 0.315$, CI95% [0.241; 0.390]), supporting H3; meanwhile, PRO also shows a significant positive effect on GEI ($\beta = 0.262$, CI95% [0.187; 0.337]), providing support for H4. These findings highlight the vital role of UES in fostering GEI through two key psychological mechanisms—students' self-efficacy and proactive disposition.

Table 4. R^2 và f^2

Constructs	R^2	f^2
ESE	0.191	0.118
PRO	0.154	0.076
GEI	0.265	0.01

The analysis results indicate that the model demonstrates an acceptable level of predictive adequacy **(Table 4)**. Specifically, the coefficient of determination (R^2) reaches 0.191 for ESE, 0.154 for PRO, and 0.265 for GEI, suggesting that the predictors explain approximately 26.5% of the variance in green entrepreneurial intention—classified as a medium level according to Hair *et al*. (2024). Regarding the effect sizes (f^2) for GEI, ESE exhibits a small-to-medium effect ($f^2 = 0.118$), PRO shows a small effect ($f^2 = 0.076$), whereas UES demonstrates a very small effect ($f^2 = 0.010$). These results imply that ESE contributes more strongly to predicting GEI compared to PRO and the direct effect of UES.

A thorough picture of how educational institutions can influence young people's intention to pursue green entrepreneurship is provided by the suggested study approach. The most significant theoretical realisation is that UES has a dual-pathway transmission mechanism rather than acting in a linear or solitary fashion. The first pathway (UES → ESE → GEI) represents a capability-based route. University support reduces psychological barriers associated with a lack of experience and provides students with the confidence needed to take action (Soonsan *et al*., 2025).

The finding that UES strengthens ESE is consistent with international evidence: Saeed *et al*. (2015), show that the three dimensions of university support (educational support, idea development support, and business development support) all enhance ESE, thereby increasing entrepreneurial intention, with educational support typically yielding the strongest effect. Our findings also resonate with Alvarez-Risco *et al*. (2021), who demonstrate that various forms of support (university, conceptual, and national) significantly increase ESE, and that ESE is a strong predictor of GEI, with their model explaining 73.1% of GEI. Additionally, Yi (2021) emphasizes that UES, together with external institutional support, functions as a "bridge" that transforms GEI into green entrepreneurial behavior, reinforcing the argument that UES primarily operates through psychological or mediating mechanisms rather than through direct effects.

Our observed ESE → GEI effect is consistent with recent findings in student populations. Wang *et al*. (2021) report that green ESE is significantly and positively associated with GEI and plays a central role in psychological models of green entrepreneurship during the COVID-19 period; motivational factors such as optimism, ecological values, and social responsibility further amplify this relationship. Similarly, Alvarez-Risco *et al*. (2021) confirm that ESE is a strong antecedent of GEI among business students, indicating that enhancing ESE is an effective policy lever. However, evidence is not unanimous: in some contexts, ESE may not directly predict intention when factors such as the need for independence or other personal motivations act as mediators or moderators, suggesting cultural or motivational variations.

The PRO → GEI findings align with the literature on proactive behavior in organizational and entrepreneurial contexts. The seminal work of Crant (2000) and the classic scale by Bateman and Crant (1993) both establish that proactivity is a stable behavioral tendency that drives change, opportunity seeking, and perseverance—traits that are particularly suitable for identifying and pursuing green opportunities. At a broader level, the meta-analysis by Rauch and Frese (2007) shows that proactive personality and generalized self-efficacy are significantly associated with entrepreneurial entry and success, reinforcing the notion that ESE and PRO jointly constitute a "predictive duo" of entrepreneurial behavior. In the green entrepreneurship domain, Qazi *et al*. (2020) further demonstrate that university green support (UGS/UES) and personality traits (including proactivity) significantly increase GEI, and that environmental values can strengthen these relationships.

Conclusion

This study advances the understanding of how university educational support (UES) fosters green entrepreneurial intention (GEI) by empirically validating a dual-mediation mechanism grounded in Social Cognitive Theory. Using data from 303 Vietnamese undergraduate students and applying PLS-SEM analysis, the findings confirm that UES significantly enhances both Entrepreneurial Self-Efficacy (ESE) and Proactivity (PRO), which subsequently increase GEI. Among the two mediators, ESE demonstrates a stronger indirect effect, highlighting the central role of confidence in entrepreneurial capabilities when students consider pursuing environmentally oriented ventures. PRO also serves as a meaningful, though comparatively weaker, pathway, underscoring the importance of proactive tendencies in opportunity identification and goal-directed action within the green entrepreneurship domain.

Theoretical Contribution

The study makes theoretical contributions by unpacking the psychological processes through which institutional support shapes sustainability-driven entrepreneurial intentions. Rather than exerting a direct influence, UES operates primarily through internal cognitive-behavioral mechanisms, reinforcing the SCT proposition that environmental stimuli affect behavior via changes in personal agency and self-regulation.

Managerial Implications

From a practical perspective, the results suggest that universities should move beyond traditional lecture-based approaches and develop practice-oriented entrepreneurial ecosystems. Universities should develop a practice-oriented entrepreneurial ecosystem (e.g., green clubs, ecological seed-fund programs, mentor networks) to simultaneously enhance students' confidence (ESE) and stimulate their proactive, action-oriented tendencies (PRO). Investing in these two psychological drivers is essential for transforming environmental awareness into real green enterprises in the future.

Limitations and Directions for Future Research

First, the cross-sectional design and self-reported data may entail common method variance; future research should employ multi-wave longitudinal designs and multi-source measurement. Second, future studies should examine the moderating role of environmental values and external institutional support, which have shown strengthening effects in previous research. Third, subsequent research may explore behavioral-level outcomes (GEB) to verify the GEI → GEB "linkage" under the joint influence of UES and the institutional context.

Acknowledgments: We would like to sincerely thank the Editors and Reviewers for their support in the peer review of this study. This study was supported by the University of Economics Ho Chi Minh City.

Conflict of Interest: None

Financial Support: None

Ethics Statement: This study was conducted in accordance with ethical research standards. Participation was voluntary, and informed consent was obtained from all respondents.

References

Adeleke, O. A. (2022). Development and enhancement of liquisolid compact containing rifampicin and quercetin: An in-vitro and in-vivo investigation. *Pharmaceutical Science and Drug Design*, *2*, 14–25. doi:10.51847/lw1PmMAVuw

Aksoy, C., & Akaydin, A. (2025). Exploring the influence of strategic leadership on employee performance in the aviation sector. *Annals of Organizational Culture, Communications and Conflict*, *6*, 8–15. doi:10.51847/kbN4B2z6Bs

Al Abadie, M., Sharara, Z., Ball, P. A., & Morrissey, H. (2023). Pharmacological insights into Janus kinase inhibition for the treatment of autoimmune skin diseases: A literature review. *Annals of Pharmacy Practice and Pharmacotherapy*, *3,* 1–8. doi:10.51847/lhABjfuIwh

Alhussain, B. S., Alamri, F. S., Alshehri, F. A., Aloraini, A. A., Alghamdi, S. M., Alfuhaid, N. A., & Alarefi, M. S. (2022). Influence of Mechanical Properties and Occlusal Fit on the Success of CAD/CAM Ceramic Endocrowns. *Journal of Current Research in Oral Surgery, 2*, 20-26. doi:10.51847/2MEMcd7epS

Alvarez-Risco, A., Mlodzianowska, S., García-Ibarra, V., Rosen, M. A., & Del-Aguila-Arcentales, S. (2021). Factors affecting green entrepreneurship intentions in business university students in COVID-19 pandemic times: Case of Ecuador. *Sustainability, 13*(11), 6447.

Anh, N. T. P., Khoi, B. H., Thu, N. Q., & Ghi, T. N. (2026). The role of the level of artificial intelligence adoption on business model innovation, sustainable competitive advantage, and firm performance: Integrating the TOE

framework and Dynamic Capabilities theory. *Green Technologies and Sustainability, 4*(3), 100384. doi:10.1016/j.grets.2026.100384

Asad, M., Fryan, L., & Shomo, M. I. (2025). Sustainable entrepreneurial intention among university students: Synergetic moderation of entrepreneurial fear and use of artificial intelligence in teaching. *Sustainability, 17*, 290.

Balaji, A., Jei, J. B., Murugesan, K., & Muthukumar, B. (2022). Case report on distal extension edentulous rehabilitation using claspless extra-coronal attachments. *Journal of Current Research in Oral Surgery*, *2*, 16–19. doi:10.51847/OhXCPOyjBp

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.

Constantin, V. D., Silaghi, A., Epistatu, D., Dumitriu, A. S., Paunica, S., Bălan, D. G., & Socea, B. (2022). Diagnostic and Therapeutic Insights into Colorectal Carcinoma. *Archive of International Journal of Cancer and Allied Science, 2*(1), 24-28. doi:10.51847/HojLmKBDvP

Crant, J. M. (2000). Proactive behavior in organizations. *Journal of Management, 26*(3), 435–462. doi:10.1177/014920630002600304

Delcea, C., Gyorgy, M., Siserman, C., & Popa-Nedelcu, R. (2024). Impact of maladaptive cognitive schemas on suicidal behavior in adolescents during the COVID-19 pandemic: A predictive study. *International Journal of Social and Psychological Aspects of Healthcare, 4*, 42–46. doi:10.51847/EHCf9HzLEP

Essah, A., Igboemeka, C., & Hailemeskel, B. (2024). Exploring gabapentin as a treatment for pruritus: A survey of student perspectives. *Annals of Pharmacy Education, Safety and Public Health Advocacy*, *4*, 1–6. doi:10.51847/h8xgEJE3NE

Fatoki, O. (2024). The impact of values, identity, and personal norms on the green entrepreneurial intention of university students in South Africa. *International Journal of Education and Practice, 12*(3), 1080–1093.

Frost, N., Deckert, P. M., Nolte, C. H., Kohl, R., & Schreiber, S. J. (2024). Challenges and strategies in recruiting patients for a trial on patient-centered navigation in age-associated diseases. *Annals of Pharmacy Education, Safety and Public Health Advocacy*, *4*, 50–62. doi:10.51847/BLHlqwfTFT

Guzek, K., Stelmach, A., Rożnowska, A., Najbar, I., Cichocki, Ł., & Sadakierska-Chudy, A. (2023). A preliminary investigation of genetic variants linked to aripiprazole-induced adverse effects. *Annals of Pharmacy Practice and Pharmacotherapy*, *3*, 40–47. doi:10.51847/ZT28xcs95J

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2024). *A primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (4th ed.). SAGE Publications.

Kajanova, J., & Badrov, A. (2024). Medical students' perspectives on trust in medical AI: A quantitative comparative study. *Asian Journal of Ethics in Health and Medicine*, *4*, 44–57. doi:10.51847/36mpdZ9AZ8

Kunie, K., Kawakami, N., Shimazu, A., Yonekura, Y., & Miyamoto, Y. (2025). Examining the impact of managerial communication on the link between nurses' job performance and psychological empowerment. *Annals of Organizational Culture, Communications and Conflict*, *6*, 1–7. doi:10.51847/SF5ZX3J4OT

Lee, M. J., & Ferreira, J. (2024). COVID-19 and children as an afterthought: Establishing an ethical framework for pandemic policy that includes children. *Asian Journal of Ethics in Health and Medicine*, *4*, 1–19. doi:10.51847/haLKYCQorD

Lee, S., Kim, J., & Byun, G. (2023). The interplay of political skill, ethical leadership, and leader-member exchange in shaping work outcomes. *Annals of Organizational Culture, Communications and Conflict*, *4,* 45–53. doi:10.51847/vAKE892Paf

Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice, 33*(3), 593–617.

Mojsak, D., Dębczyński, M., & Kuklińska, B., Mróz, R. M. (2022). Ewing's sarcoma in a 58-year-old man: Challenges of cancer diagnosis during the COVID-19 era. *Archives of International Journal of Cancer and Allied Sciences*, *2*(1), 37–41. doi:10.51847/J1EMRn8tE2

Qazi, W., Qureshi, J. A., Raza, S. A., Khan, K. A., & Qureshi, M. A. (2020). Impact of personality traits and university green entrepreneurial support on students' green entrepreneurial intentions: The moderating role of environmental values. *Journal of Applied Research in Higher Education, 13*(4), 1154–1180.

Rafiq, M., Yang, J., & Bashar, S. (2024). Impact of personality traits and sustainability education on green entrepreneurship behavior of university students: mediating role of green entrepreneurial intention. *Journal of Global Entrepreneurship Research 14*(1).

Rauch, A., & Frese, M. (2007). Let's put the person back into entrepreneurship research: A meta-analysis on the relationship between business owners' personality traits, business creation, and success. *European Journal of Work and Organizational Psychology, 16*(4), 353–385. doi:10.1080/13594320701595438

Razhaeva, M. U., Khuchieva, L. A., Musaev, S. A., Rustamov, A. K., Bicherkaeva, K. S., & Usmanova, K. S. (2022). Environmental impact of the Y-isomer of HCH: Unveiling its role in cancer formation. *Asian Journal of Current Research in Clinical Cancer, 2*(2), 1–5. doi:10.51847/Rtj57FuF6z

Ribeiro, A., Martins, S., & Fonseca, T. (2024). Progress and gaps in national medicines policy implementation in SADC member states: A comprehensive desktop review. *Interdisciplinary Research in Medical Science Special, 4*(1), 42–56. doi:10.51847/0eVBxAI8y0

Rojas, P., Soto, M., & Vargas, I. (2022). Influence of patient age on the biological profile and prognosis of operable early-stage breast cancer. *Asian Journal of Current Research in Clinical Cancer*, *2*(2), 33–42. doi:10.51847/AsL4oopFGu

Rosellini, E., Giordano, C., Guidi, L., & Cascone, M. G. (2024). Creation of a novel surgical suture material designed to inhibit arterial thrombosis formation. *Journal of Medical Sciences Interdisciplinary Research*, *4*(1), 1–7. doi:10.51847/7denx72XdE

Saeed, S., Yousafzai, S. Y., Yani de Soriano, M., & Muffatto, M. (2015). The role of perceived university support in the formation of students' entrepreneurial intention. *Journal of Small Business Management, 53*(4), 1127–1145. doi:10.1111/jsbm.12090

Sanlier, N., & Yasan, N. (2024). Exploring the link between COVID-19 and vitamin D: A concise overview. *Interdisciplinary Research in Medical Science Special*, *4*(1), 23–32. doi:10.51847/skW1PmtWeB

Simonyan, R., Babayan, M., Yekmalyan, H., Alexanyan, A., Simonyan, G., Alexanyan, S., Darbinyan, L., Simonyan, K., & Simonyan, M. (2023). Identification and Extraction of Superoxide-Generating Protein Assemblies from *Helianthus tuberosus*, *Daucus sativus*, and *Solanum tuberosum*. *Specialty Journal of Pharmacognosy, Phytochemistry, and Biotechnology, 3*, 15-20. doi:10.51847/Vj5MeBCcDs

Soonsan, N., Prasankarn, H., Tanticharatwarodom, P., Prasankarn, J., & Jumani, Z. A. (2025). University entrepreneurial support and green entrepreneurial behavior: A quantitative serial mediation. *Journal of Innovation and Entrepreneurship, 14*, 54.

Sri, K. B., Fatima, M. S., & Sumakanth, M. (2022). Development and validation of a stability-indicating UV spectroscopic method for Baricitinib in bulk and formulation. *Pharmaceutical Science and Drug Design*, *2*, 8–13. doi:10.51847/JxHXkcB6tD

Sugimori, T., Yamaguchi, M., Kikuta, J., Shimizu, M., & Negishi, S. (2022). The biomechanical and cellular response to micro-perforations in orthodontic therapy. *Asian Journal of Periodontics and Orthodontics*, *2*, 1–15. doi:10.51847/Z9adSJ59rj

Thao, N. T. P., Truong, D. D., Lan, B. T. H., Quang, B. H., Tam, D. D., & An, N. D. (2025). Behavioral and cognitive drivers of green entrepreneurship in Net Zero context: An empirical analysis from Vietnam. *Frontiers in Psychology, 7*, 1572386.

Trúc, N. N. T., Thủy, T. T. P., & Duy, D. T. (2025). Phân tích các yếu tố tác động đến ý định khởi nghiệp xanh của sinh viên trên địa bàn thành phố Hồ Chí Minh. *Tạp chí Khoa học Kinh tế - Đại học Đà Nẵng, 12*(01), 85–98.

Tsiganock, A. S., Bgantseva, A. E., Vostrikova, V. R., Shevel, D. S., Saidarova, A. I., Bekbuzarov, I. M., Kurbanov, T. K., & Shadova, S. M. (2023). Exploring the Wound Healing Potential of Aqueous Extracts from Caucasus Herbs in Diabetes Mellitus. *Specialty Journal of Pharmacognosy, Phytochemistry, and Biotechnology, 3*, 31-38. doi:10.51847/Y5Fvcyw12s

Umarova, M. S., Akhyadova, Z. S., Salamanova, T. O., Dzhamaldinova, Z. I., Taysumova, Z. D., Bekmurzaeva, M. R., Tapaeva, M. M., & Ivanushkina, A. M. (2024). Influence of Vibrations and Other Negative Physical Factors of Production on Protein Metabolism and Protein Dynamics in the Body. *Journal of Medical Sciences and Interdisciplinary Research, 4*(1), 39-44. doi:10.51847/Jk38F1v5XH

Uneno, Y., Morita, T., Watanabe, Y., Okamoto, S., Kawashima, N., & Muto, M. (2024). Assessing the supportive care needs of elderly cancer patients at Seirei Mikatahara General Hospital in 2023. *International Journal of Social and Psychological Aspects of Healthcare*, *4,* 13–19. doi:10.51847/o4njwxvRSF

Wang, W., Cao, Q., Zhuo, C., Mou, Y., Pu, Z., & Zhou, Y. (2021). COVID-19 to green entrepreneurial intention: Role of green entrepreneurial self-efficacy, optimism, ecological values, social responsibility, and green entrepreneurial motivation. *Frontiers in Psychology, 12*, 732904.