

# Shaping Intention among Students in Environmental Entrepreneurship through Entrepreneurial Education and Environmental Concern

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## ABSTRACT

In line with the efforts to maintain environmental sustainability and economic growth, a study of interest in environmental entrepreneurship was conducted. The goal was to investigate the effect of entrepreneurial education, self-efficacy, environmental concern, and gender on environmental entrepreneurship intention. The study involved 120 students in a Faculty of Economics & Business in Jakarta, especially in the Undergraduate Management Program as respondents. This study used the Smart-PLS for processing the data with the result as follows: entrepreneurial education and environmental concern encourage the students' interest in environmental entrepreneurship, so both variables can be directed to be a mechanism in understanding environmental entrepreneurial intention. Inversely, self-efficacy and gender are not significant, so it needs the improvement of entrepreneurial learning through collaboration with stakeholders. Understanding these mechanisms could shape the intention of students in practicing entrepreneurial activities as well as respecting environmental sustainability.

**Keywords:** *Entrepreneurial education, self-efficacy, environmental concern, gender, intention*

## 1. INTRODUCTION

Entrepreneurship is a part of economic development that contributes to providing jobs and income creation, so both areas become the tools for providing welfare to community. To pursue the goals can be done by moving entrepreneurial and micro, small, and medium enterprises. The regulation is directed to develop the entrepreneurial program including entrepreneurship education. Through this program, students learn to create enterprises and should understand their roles in making solutions for environmental issues such as loss of biodiversity, water scarcity, population growth, pollution, and the risk of climate change, which gives a direct effect on people's living. It needs to be aligned by policy-makers for balancing between economic development goals and environmental risk from business activities.

This consideration is required to realize the meaning of sustainability to ensure the fullness of the needs among generations. UNEP suggested the green economy as a breakthrough in growing the income and quality of life through the green-efficiency approach. Moreover, the program of Millennium Development Goals (MDGs) until Sustainable Development Goals (SDGs) synergize with three domains such as economic growth, social equity, and environmental conservation. These projects show the concern of all parties to realize the sustainability.

Fostering the desire of young adults into entrepreneurial activities, can be done through entrepreneurial education [1],[2],[3],[4] by the goals to design the student thinking in creating a new venture. Aligning with environmental change, education should foster the students' intention and behavior to provide solutions for environmental problems [5]. Entrepreneurial knowledge is a mechanism to integrate environmental issues into entrepreneurial learning.

Priorly, McEwen noted some critical problems in global ecosystems [6]. The risk was warned 21 years ago so that it was a special concern for MDGs in ensuring environmental sustainability. When switching to SDGs, the degradation has been addressed through some goals. Nowadays, the facts show the problem in providing clean water during the dry and facing the flood in the rainy season. Disasters such as erosions, forest fires, and tide waves as the effects of climate change can harm the human beings' life. Related to global warming, the heatwave has a direct effect on the sustainability in the agricultural sector, the economic, and human beings' health [7]. These disasters have an impact on food availability, so it is needed to respect with conservative behavior.

To overcome the need to innovate from entrepreneurs, the role of higher-educational institutions prepares an ecosystem for nascent entrepreneurs. However, not all people are aware of environmental issues. The study from [8] noted that the level of entrepreneurial behavior related

to eco-entrepreneurship is still low. On the contrary, consumers view environmental concern as an important aspect in the intention to buy green products [9]. Millennial society gets the news from social media. However, they need support through education to practice business models. Therefore, this study investigated the effect of entrepreneurial education, self-efficacy, environmental concern, and gender to shape the desire in environmental entrepreneurship. This research was inspired by the study of Lenox & York to place the role of entrepreneurs from the lens of environmental value [10]. This is in line with the education, which is expected to encourage the environmental awareness and a sense of humanity in starting a venture.

The mechanisms are as follows: First, entrepreneurial education is used to predict the intention. [6] suggested an improvement of the curriculum in entrepreneurial education suitable with environmental issues. The studies conducted by [11] and [12] emphasized the role environmental education on ecological-entrepreneurial intention. The newest situation [13] proved a significant impact on eco-entrepreneurial intention. Based on these reasons, education has a role in shaping environmental-entrepreneurship intention (EEI).

Second, this model involves self-efficacy to start the entrepreneurial activities. According to Fishbein & Ajzen, "TPB explains the factors that describe people's intentions behind the factors described by self-efficacy" [14]. Abdullah noted that the Social-Cognitive Theory explains the mechanism of the impact of self-efficacy on human behavior [15], so this construct is involved in this research model. In some time, the study done by [15] proved the significant impact of self-efficacy on green entrepreneurial intention in Peru. [16] also proved this impact on eco-entrepreneurship intention in Ethiopia, while in [17], self-efficacy behavior influences the work in green entrepreneurial activities in Malaysia. Furthermore, [18] proved this effect on the propensity for social entrepreneurship. Based on this mechanism, self-efficacy is investigated to determine its impact on EEI.

Third, balancing economic growth and environmental conservation is a necessary concern for the environment. This refers to [19] concluding that the development of green entrepreneurship requires environmental awareness. A study from [16] proved the impact of environmental concern on intention. Moreover, the awareness occurs in the market as evidenced by the changes in consumption patterns towards green consumption. The human value affects the purchase intention in sustainable dairy products [20]. Green value improves the green-purchase intention [21]. Through TPB, environmental concern impacts purchase intention [22]. Meanwhile, [9] proved that environmental concern gives an impact to the green-purchase intention, while [23] proved the environmental concern as a factor that influences the intention in green hotels. Some studies have proven that consumers have an awareness of the environment, so they become interested in eco-friendly products or services. In line with this consumption pattern, consumers appreciate the green business model so that they have the intention to buy green

products. It becomes the basis for understanding the effect of environmental concerns on EEI.

Fourth, is the positioning gender to predict EEI. Gender understanding generally refers to the psychological, cultural, and social differences related to the roles of men and women. It was inspired from prior studies with elaborations as follows: [24] noted a similar perception on the gender of students in perceiving green entrepreneurship. Inversely, the study of [13] found the differences in intention among female and male students in eco-entrepreneurship. [25] concluded that women are more motivated as eco-entrepreneurs. In social entrepreneurship, women are considered to have a responsibility to the environment and family, so they have the highest spirit in running a business. This is a consideration of prioritizing women in the requirements of the Grameen Bank. Even Anita Roddick is included as visionary in business sustainability. Moreover, [26] stated that female entrepreneurs are more interested to engage in ecological ventures, then [27] pointed that "women have a higher prevalence of entrepreneurship, when the atmosphere is well conditioned to support entrepreneurship". Therefore, the goal of the study is to capture the gender's perspective toward intention in environmental entrepreneurship.

In line with the alignment between economic growth and environmental conservation, the presence of entrepreneurs becomes the agents of change in an entrepreneurial transformation process to avoid an environmental crisis [28]. To ensure the entrepreneurs to integrate into eco-friendly entrepreneurship, it needs support from the education system and a sense of environment. Education generates knowledge to drive students' confidence in the entrepreneurial model, while the environment awareness forms a positive attitude towards the environment, and then shapes an intention to the entrepreneurial model. Perspective gender serves as an approach to encourage the interest in environmental entrepreneurship.

Last, the goal of this study meets the significant variables in understanding the students' intention on environmental entrepreneurship. The result is as suggestion for institutions in improving the mechanism. Collaborating with stakeholders can increase the experience in eco-friendly business.

## 2. METHOD

The research stages are as follows: First, is determining the population whereas this study involves the students in Management Program, Faculty of Economics & Business, Universitas Tarumanagara, Jakarta. This program holds a concentration in entrepreneurship and regularly holding business simulations to facilitate developing stage ventures. It is supported by the center of entrepreneurship studies that is actively holding international conferences and mentoring entrepreneurship and SMEs. Thus, the sampling technique used was purposive sampling by considering the criteria for taking the basics of entrepreneurship course. The number of respondents is 120 students with data-collection period per

May-June 2021. There are 54.80% female and 45.20% male students with the majority aged between 18-25 years. As many as 42% of students have started businesses. Only 20% of respondents involved in environmental actions, while social media as a source of information gets news about the latest environmental issues.

Second, this study placed the independent variables such as Entrepreneurship Educators (ED), Self-Efficacy (SE), Environmental Concerns (EC), and Gender (G) in predicting EEI. The developing instrument is based on some previous studies such as [2] [12] [16] [26] [29] [30], which are totally 19 items. The indicator was developed into a questionnaire with an ordinal-scale ranges from 1 (strongly disagree) to 5 (strongly agree), and then the questionnaire was distributed through Google Forms.

Third, is the validity and reliability testing carried out to ensure the quality of the instrument in measuring the five variables so that the data processing is in a valid and reliable condition. The validity testing was based on cross-loading, while the reliability testing used the composite reliability. Fourth, data analysis used descriptive and quantitative approaches. Hypothesis testing used a structural regression approach with Smart-PLS version 3.0. Standard acceptance used a t-test with the significance level of 5%. To identify the influence of the four variables on EEI, the hypotheses were formulated as follows.

- H<sub>1</sub>:** Entrepreneurial Education significantly influences Environmental Entrepreneurial Intention
- H<sub>2</sub>:** Self-Efficacy significantly influences Environmental Entrepreneurial Intention.
- H<sub>3</sub>:** Environmental Concern significantly influences Environmental Entrepreneurial Intention.
- H<sub>4</sub>:** Gender significantly influences Environmental Entrepreneurial Intention.

### 3. RESULT AND DISCUSSION

**Table 1** shows the cross-loading value of each indicator in Entrepreneurial Education, Self-Efficacy, Environmental Concern, Gender, and Environmental Entrepreneurship Intention. The loading value of all indicators of a construct is greater than the indicator in other constructs, so this meets the criteria of discriminant validity. Moreover, the value of each indicator is greater than 0.70. Thus, it ensures that all indicators are valid. The scores of composite reliabilities are above 0.70, so it is considered reliable to measure all constructs.

The study results in an  $R^2$  of 0.536 indicating that 53.60% of the variations of variables of Entrepreneurial Education, Self-Efficacy, Environmental Concern, and Gender can explain the variation of EEI. Therefore, there is still 46.40% variation from other variables that can explain the students' interest in business model. These results are categorized as moderate, because the value of the coefficient of determination is less than 0.70. Further step was testing the predictive relevance, which produces a  $Q^2$  value of 0.390. This value shows that the model used to predict EEI is considered relatively good. The predictive capability of  $Q^2$  can be said to be strong, because the value is above 0.35. The same phenomenon happened to the Goodness-of-Fit, whereas the test result is 0.607. This value is slightly above 0.36, hence it can be assumed that this model can meet the assumption of the level of suitability of a research model. Further contributions come from Entrepreneurial Education (25.95%), Self-Efficacy (5.48%), Environmental Concern (26.20%), and Gender (0.63%). This shows that the higher contribution came from entrepreneurial education and environmental concern in shaping the intention of environmental entrepreneurship among the students.

**Table 1** Validity and Reliability Test Results

Items	The Value of Cross-Loading					Composite Reliability
	EE	SE	EC	G	EEI	
EE-1	0.831	0.429	0.580	0.307	0.589	0.902
EE-2	0.808	0.310	0.488	0.242	0.490	
EE-3	0.753	0.342	0.501	0.223	0.437	
EE-4	0.851	0.512	0.592	0.318	0.624	
EE-5	0.781	0.575	0.617	0.381	0.531	
SE-1	0.283	0.826	0.342	0.348	0.283	0.932
SE-2	0.495	0.847	0.523	0.335	0.495	
SE-3	0.382	0.879	0.519	0.513	0.382	
SE-4	0.521	0.885	0.622	0.468	0.521	
SE-5	0.458	0.830	0.426	0.417	0.458	
EC-1	0.723	0.525	0.850	0.318	0.679	0.907
EC-2	0.476	0.558	0.823	0.461	0.547	
EC-3	0.572	0.555	0.882	0.371	0.666	
EC-4	0.554	0.411	0.790	0.407	0.525	
EC-5	0.449	0.500	0.710	0.344	0.407	
G-1	0.262	0.324	0.338	0.662	0.342	0.894
G-2	0.176	0.419	0.201	0.736	0.065	
G-3	0.341	0.571	0.461	0.848	0.300	
G-4	0.231	0.294	0.263	0.841	0.298	

G-5	0.269	0.364	0.312	0.865	0.199	0.927
EEL-1	0.601	0.516	0.661	0.320	0.851	
EEL-2	0.614	0.516	0.555	0.345	0.893	
EEL-3	0.572	0.482	0.502	0.250	0.893	
EEL-4	0.484	0.451	0.580	0.307	0.852	

Source: The Output of SmartPLS version 3.0

**Table 2** Hypothesis Testing Results

Path	Original Sample	t-Statistics	p-Value	Status
EE → EEI	0.395	3.105	0.003	H <sub>1</sub> Accepted
SE → EEI	0.100	0.694	0.488	H <sub>2</sub> Rejected
EC → EEI	0.385	2.930	0.004	H <sub>3</sub> Accepted
G → EEI	0.018	0.186	0.852	H <sub>4</sub> Rejected
R <sup>2</sup> : 0.536; R <sup>2</sup> adjusted: 0.517		Q <sup>2</sup> : 0.390; Goodness-of-Fit: 0.607		

Source: The output of Smart-Pls-3

**Table 2** shows the result of hypotheses testing. The first hypothesis (**H<sub>1</sub>**) produces a p-value of 0.003 (less than 0.05), so the hypothesis was accepted at 5% significance level. The significance of H<sub>1</sub> is evidenced by the t-statistics of 3.105, whereas the value is greater than 1.96 so that the effect is significant at 5% level. The second hypothesis (**H<sub>2</sub>**) produces a p-value of 0.448 (greater than 0.05). Thus, this hypothesis was not accepted. The third hypothesis (**H<sub>3</sub>**) results a p-value of 0.004, which is smaller than 0.05. Hence, the hypothesis was accepted at 5% significance level. The significance of H<sub>3</sub> test can be proven through the t-statistics of 2.930, whereas this value is greater than 1.96. Therefore, the effect is significant at 5% level. Meanwhile, the fourth hypothesis (**H<sub>4</sub>**) produces a p-value of 0.852 (greater than 0.05) so that the hypothesis was rejected. The result indicates that the variables of Entrepreneurial Education and Entrepreneurial Concern have significant effects on EEI.

It is necessary to strengthen the students' knowledge to understand the consequences of environment as part of the process of creating entrepreneurial value. Innovation must be prioritized by entrepreneurs even as a consequence in maintaining business sustainability, as defined by Shane that "Entrepreneurship is an activity that involves the discovery, evaluation, and exploitation of opportunities to introduce new goods and services, ways of organizing, markets, process, and raw materials through organizing efforts that previously had not existed" [31]. Therefore, becoming an enviro-preneur is one of the processes in the innovation by prioritizing environmental values to obtain economic goals. There are other long-term benefits obtained through this value, namely the national achievement of the Environment Performance Index. It serves an indicator of Environmental Management Performance [32]. Education and training support can be used to upgrade innovation [31]. Thereby, entrepreneurship education is important to support the innovation process. This is in line with [6], [5], and [13] about the role of education to build solutions for environmental problems. Education encourages knowledge, skills, values, and attitudes more sustainably for the community [33]. These

results show a significant effect of Entrepreneurial Education on EEI so that it shows an improvement in the entrepreneurial learning process and the growth of students' awareness of the environment. The project can be used to create a small pilot for the environment to create an agent of change as enviro-entrepreneur. Collaboration with stakeholders can provide a breakthrough in building young entrepreneurs who have a vision of environmental sustainability.

This aligns with TPB [34] because of the role of the university as a facilitator or provider in entrepreneurial learning. This role becomes a part of social norms as supporting the ecosystem in growing interest so that one day it is expected to be able to realize various ventures that respect the environment. The presence of environmental concern also contributes to forming an attitude toward the environment so that it can shape the intentions of the business model. The second is related to the Social Cognitive Theory from Bandura [15], whereas "self-efficacy is a form of one's self-confidence so that one has the confidence to be able to do something". Entrepreneurial education forms knowledge, skills, experience, and networking so that they have the confidence to run the business. This aspect forms the perceived behavioral control which ultimately contributes to foster the entrepreneurial intention.

And the last, related to gender, it shows that it is not significant, but has a positive effect on the formation of these intentions. Along with the development of social media, it is very easy to get knowledge, but not yet fully able to form an interest in entrepreneurship which is oriented towards environmental sustainability. There are many aspects in building interest in this business model, because behind gender, there are cultural and social factors of people's lives that can have an impact on one's assessment of the business model. Although it is not significant, the most important thing in this result is the formation of a positive influence so that males and females have the same perspective on environmental sustainability, along with the students' learning abilities and the educational process that can foster their intention.

#### 4. CONCLUSION

The result of this study indicates entrepreneurial education and environmental concern as the factors that shape students' interest in environmental entrepreneurship. Both of them show the collaboration between the signs of progress made by the organizers of entrepreneurship learning and the growing awareness of students towards environmental sustainability. The efforts to maintain this synergy can be done through collaboration among stakeholders. The limitations of this study are related to the instruments used in self-efficacy variable. Further studies may be able to use nine indicators to measure the environmental concern, which was also used in the study of [9]. Although there are only two variables that have a significant influence, this study provides an information that entrepreneurial education and students' awareness of the environment can synergize and shape the interest in entrepreneurship without ignoring the risk of environment degradation. The integration of environmental knowledge in entrepreneurial education forms an eco-friendly mindset, so entrepreneurial development programs can contribute to creating green jobs and green wealth for people.

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