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Factor Affecting Determinants of the Theory of Reasoned Action on Green Entrepreneurship Intention

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ABSTRACT

Green entrepreneurship is attempting to play a vastly increased role in protecting the environment through sustainable development. This study's main objective is to construct a hypothesis model of green entrepreneurship intention with their three main determinants, "attitude, subjective norm and institutional support" of university graduates, based on the theory of reasoned action. In order to achieve this, a researcher used the structural equation model for the statistical measurement to study the theoretical model based on 513 students of universities from two selected universities in Pakistan. The statistical outcomes revealed that green entrepreneurial intention directly affects attitude, subjective norm and educational support by the educational institute. While Green awareness helps to strengthen the green entrepreneurial = the green entrepreneurial intention. More significantly, creative entrepreneurs with high institutional support, self-attitude and subjective norm are more likely to participate in green recognition. Consequently, this strategy endorses the intention of students towards green entrepreneurship. On the other hand, creative entrepreneurs with low green self-identity are more likely to get involved in green disengagement, which prevents green entrepreneurial intention. Finally, we explore the theoretical and practical consequences of our findings for entrepreneurial and green entrepreneurship practices.

SCAN ME

1. Introduction

Nowadays, entrepreneurship has emerged as an essential requirement for developing any economy because it generates job opportunities and many other economic and social benefits for the countries or individuals (Hyder, Azhar, Javaid, Rehman, & Ethics, 2011). Due to this, Environmental protection has attracted considerable attention from academia across the world, while green entrepreneurship has been seen to solve social and environmental problems. Entrepreneurship is a critical work of a developing country and promotes entrepreneurship has become one of the effective methods to fast-track economic and community development (Henley & Development, 2007). But due to climate changes, ecological protection across the world has become a very extensive intention from policymakers and academia towards business. Green entrepreneurship has become one of the most emerging interests in the field of business study.

It is the process of venturing into a new business with the new ecological ideas that produce sustainable, organic, and environmentally clean products and services. An entrepreneur committed to greening his or her business by adopting sustainable production modern technologies or participating in eco-friendly products is known as a green entrepreneur (Publishing & Commission, 2014). On the other side, the idea of intention is used as an instrument to determine one's personal willingness to become a green entrepreneur. Such a willingness to continue pursuing green entrepreneurship is known as Green Entrepreneurial Intention (GEI). (Silajdžić, Kurtagić, & Vučijak, 2015) argued that green entrepreneurship is the solution to environmental and social complications. Many studies proved that green entrepreneurship protects ecosystems, keeps a safe environment, helps in qualitative improvement, and reduces ecological deforestation.

Given this importance, green entrepreneurship has turned out to be a standout amongst the most basic exercises for advancing any economy (Gast, Gundolf, & Cesinger, 2017). This significance is the development of entrepreneurial exercises prompting the chances for the business students' different segments. Green entrepreneurial education creates a way for work and different other financial advantages. Given this importance, entrepreneurship education has increased dramatically over the years. Universities have introduced syllabuses on new venture creation and entrepreneurship. Moreover, the university contribution course related to entrepreneurship has increased students' willingness (Qazi, Qureshi, Raza, Khan, & Qureshi, 2020). On the other hand, Slight is known concerning the real power of entrepreneurship schooling programs on increasing capitalist intention of the student, particularly in universities students (Collins, Smith, & Hannon, 2006). This study consists of three main variables: attitude, subjective norms, and educational supports towards green entrepreneurship intention. These variables (attitude, student support, and subjective norms) supported reasoned action theory (I. Ajzen & Fishbein, 1975). Some previous study revealed that sometimes students want to become an entrepreneur. Due to a lack of educational and financial support, they don't start their business career due to a lack of self-confidence (Liguori et al., 2020). Moreover, the educational institute's responsibility is to endorse the concept of green entrepreneurship and awareness and the significance of green adoption in enterprises (Asante & Affum-Osei, 2019).

In a developing country like Pakistan, the importance of entrepreneurship grows up by many folds up. However, unfortunately, Pakistan's economy is harshly lacking in such activities. There are multiple reasons for this which include both psychological and hardcore aspects. In Pakistan, only the government is expected to propose the arrangement of the new establishment. Thus, in classify to support entrepreneurial activities in Pakistan. Therefore, this study's main objective is to determine the university student's green entrepreneurial intention based on the "Theory of reasoned action" with their three main components "attitude, subjective norm and educational support." The university students are selected because they are high potential students and are most willing to become entrepreneurs. They are approaching a career decision point at the end of a graduate degree from a university and becoming an entrepreneur or job.

2. Literature

2.1. Theory of reasoned action towards green entrepreneurship

The researcher used the "theory of reasoned action" in the study model to determine the impact of institutional entrepreneurial support, attitude, and subjective norm on green entrepreneurial intention of university students' (I. Ajzen & Fishbein, 1975) presented the TRA (theory of reasoned action in the year of 1975. It is used in the social-psychological field for clarifying the entity's intention. Moreover, the researcher highlighted the significance of

individual intention more than individual behaviour. Therefore, in this scenario, when students get information from university, friends, and family, their personality shows significance, so directly, student green entrepreneurial intention becomes higher. The analysis of different subjective kinds of literature argued that green entrepreneurship had become one of the most relatively new business fields. The term is comparatively derived from the permutation of two basic terms (environment and entrepreneurship) represented in the early 1990s (Burzyńska, Jabłońska, Dziuba, & Europe, 2018).

By way of illustration, it is expressed that the green business generated modernizations and modern brand results that will illuminate the natural realities that are related to it (Blue, 1990), hence the action of the individual merchant to whom the business is directed. It is not that it is cared for out of interest and out of a need for the environment (Jolink, Niesten, & Environment, 2015). Ajze's Theory of Planned Behavior, an extension of (Fishbein, Jaccard, Davidson, Ajzen, & Loken, 1980) theory of reasoned action by describing purpose as 'an individual's readiness to participate in EB or his or her contribution towards developing a new enterprise,' is one of the most commonly used theories for forecasting behavioural intention. Several reports support this hypothesis, which shows that intentions substantially impact subsequent entrepreneurial conduct (Kautonen, Hatak, Kibler, & Wainwright, 2015). Moreover, Entrepreneurial teaching can improve the undergraduate's objective to become capitalist (Frank & Luthje, 2004).

Moreover, the comprehensive Entrepreneurial Observation says the fear of disappointment is the top motivation to give universal by hopeful entrepreneurs not to preliminary possess business. Entrepreneurial Intention is the direction and desire of a person to start a firm or a company to earn money rather than do a job (Bird, 1998). Due to this importance, Entrepreneurial intention is the search of information that can be helpful for students to start a business and knowledge which can help create a firm and business. This significance is the development of entrepreneurial exercises prompt the formation of chances for the business students' different segments. Green entrepreneurial education creates a way for work and different other financial advantages. Given this importance, entrepreneurship education has increased dramatically over the years. Universities have introduced syllabuses on new venture creation and entrepreneurship. Moreover, the university contribution course related to entrepreneurship has increased students' willingness towards green entrepreneurship intention (Li et al., 2020).

2.2. Attitude towards green entrepreneurship intention

Green Entrepreneurial intention (GEI) can be clarified based on the exploratory model of the theory of reasoned action. This theory is one of the foremost well-known theoretical substructures for an examination related to intention (e.g. (Liñán, Chen, & practice, 2009). An entrepreneurial attitude is an evaluative behavior (I. Ajzen & Fishbein, 2005) defines "attitude as a propensity to like or it's an object, individual, institution or event or dislikes it. When individuals meet with an object, they demonstrate a certain attitude. They generally accept an object-based with their evaluation of the entity or reject it. If the entity is evaluated good for them, they have a positive attitude; while the object is assessed bad, they have a negative attitude.

So, In the different theories, the relationship between entrepreneurial intention and attitude exists, the attitude towards perceived behaviour influences the entrepreneurial intention. This research emphasized attitude towards green entrepreneurship as a predictor. It aims to evaluate the attitudes and develop a positive attitude towards green entrepreneurship as a career choice. Green entrepreneurial attitude tends to respond based on a green entrepreneurship likeness or dislike (Soomro, Ghumro, & Shah, 2020), revealing respect for entrepreneurial activities or their absence. In furthermore, there are three principal components in the theory of reasoned action (educational support, subjective norm and attitude) discussed in our research model. According to (I. J. O. b. Ajzen & processes, 1991), attitude is the degree in which an individual has favorable or unfavorable assessment or basic judgement of the behavior in question.

H1: There is a direct relationship between attitude and green entrepreneurship intention

2.3 Educational supports towards green entrepreneurship intention

New research suggested that a fast-growing number of educational institutes accepted the green concept that environmental and economic values should be incorporated into university entrepreneurship and innovation support systems or promoted and implemented with ecological entrepreneurial behavior. The entrepreneurial intention is a good component of EB, indicating that entrepreneurial intention does not change entrepreneurial behavior.

So both variables depended on each other with their mutual concern (Schaper, 2010). Based on our research theory, systematically analyzing our themes within entrepreneurial education highlights the empowering understanding of green entrepreneurship. The three diverse outcomes of entrepreneurship education are increasing employability skills and empowering graduate enterprise (Qazi et al., 2020).

Whereas there's very little dialogue regarding these expectations within the domain of entrepreneurship education, a brand new variable - perceived instructional support is enclosed within the projected framework to look at the connection of green entrepreneurship education to intention in inexperienced entrepreneurship (Liñán, Urbano, Guerrero, & Development, 2011). Recognizing the specific cognitive variables that play the dominant impact on inexperienced entrepreneurship, especially with knowledge from the current entrepreneurship education curriculum, is extremely beneficial to higher education departments. For the business community, understanding the determinants of GEI would facilitate the business managers to effectively cultivate their workers' interest to green entrepreneurship, especially within the green entrepreneurial itself. For training policymakers, greedy the determinants to GEI might facilitate higher allocation of tutorial resources – coaching personnel, education facilities, start-up investment, etc. to guide the attempt of training establishments in green entrepreneurship training's a vital enabler to the financial plan of the country.

H2: There is a direct relationship between educational supports and green entrepreneurship intention

2.4. Subjective norms towards green entrepreneurship intention

The subjective norm concept has been evaluated in the theory of reasoned action and planned behavior theory by the social norm and strong consensus (Madden, Ellen, Ajzen, & Bulletin, 1992). Individuals' elaborate thoughts on subjective standards indicate whether their friends, relatives, and community are needed to complete the recommended behavior (I. J. O. b. Ajzen & processes, 1991). A perceived subjective norm is defined as the perceived correspondence of the target group's decision to become green entrepreneurs. This study assumed measurements from (Liñán et al., 2009) showed that the perceived correspondence of three references with respondents' decision to become a green entrepreneur who had close family, friends, and colleagues at the university is assessed.

In addition to this joint reference group, the study also assessed government and society's perceived conformity. This is because Malaysia is a typical collectivist society, where social opinion influences one's behavior. While most models are conceptualized within the individual cognitive space, TPB considers social influences such as social norms and normative beliefs based on collectivist culture-related variables. According to previous studies, perceived family support is the important foundation for subjective norms that help the potential entrepreneur determine whether they intend to start a new business accepted and supported by others (I. J. O. b. Ajzen & processes, 1991). Family or childhood experiences, interaction with others in business, and previous work experience are generally believed to

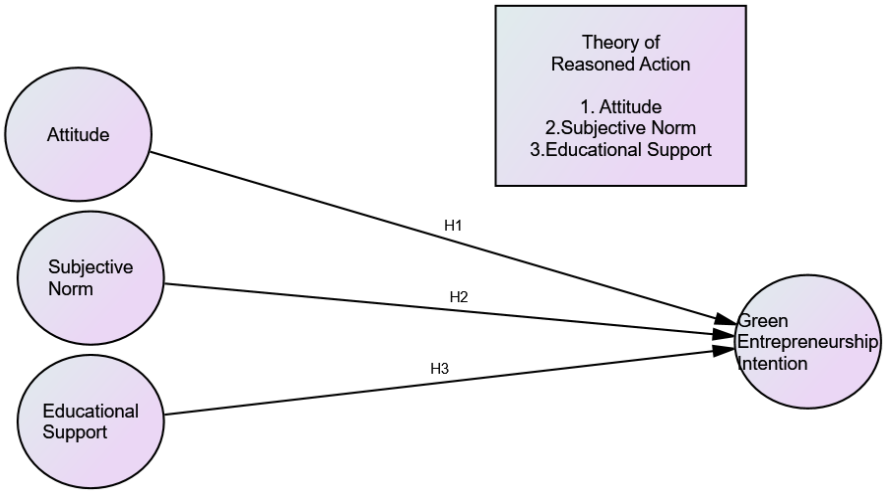

Fig. 1 Research framework.

influence entrepreneurial attitudes. The revised approach also suggested that these individuals are likely to have higher entrepreneurial intent levels when they realize that their family supports them in these actions. In the field of green entrepreneurship, references such as spouses or other industry players (De Clercq & Voronov, 2011) have been found to influence a person's entry into the green business.

H3: There is a direct relationship between subject norms and green entrepreneurship intention

3. Methodology

3.1 Data collection and Sampling

This study was conducted to investigate the university students' green entrepreneurial intentions as they have more knowledge and awareness about it. Specifically, this research targeted Indonesia's MBA students as the study group. This study used a group of university MBA students at private and public sector universities in Indonesia to carry out analytical research (quantitative) approaches. Survey questionnaires (close-ended) were structured to gather data from targeted respondents. In the researcher team's presence, the respondents filled out self-administered questionnaires to check for some uncertainty on the spot. A selection of 50 from the MBA program was used for a pilot study. To ensure authenticity, no changes were made to the questionnaire after the respondents' input. Both and ethical and legal issues were taken into account, and before filling out the questionnaires, proper approval was also received from respondents. For this analysis, a non-probability sampling technique was employed. As Sarstedt et al. (2017) discussed, there is a body of literature that promotes non-probability samples where the option of sampling technique fits the aims of sampling and the scope of research and the research objective of achieving generalization of theory.

4. Data Analysis

We used SPSS in the initial research process to consider common method bias in this dataset. Since data has been obtained from a single source (Podsakoff, 2003) suggested, it is essential to verify standard method variance. Harman's single factor evaluation was performed using a principal variable factor study that included all of the core constructs (Podsakoff, 2003). According to the first factor's recommendation, the results showed that 27.36 percent of the difference was below 50 percent (2003). In this analysis, common method bias is therefore not a concern.

Smart PLS was used in this analysis to calculate latent variables called constructs, where a study uses a variety of indicators (observed variables). When the research is directed at forecasting or predicting, the hypothesis is less defined (exploratory studies), data normality expectations are not met (Hair Jr, Hult, Ringle, & Sarstedt, 2016). The researchers tested the model of measurement (validity and Reliability) and structural model (testing the construct relationship) to finalize the results of 5,000 resamples using the bootstrapping technique (Ramayah, Cheah, Chuah, Ting, & Memon, 2018)

4.1. Measurement model

The construct's reliability was calculated in two respects, through Cronbach alpha and composite reliability. Values of 0.70 or above requirements for both reliabilities are deemed appropriate (Hair et al., 2017). As seen in Table 1, Cronbach Alpha (CA) was higher than the threshold standard for constructs such as UGSE (0.800), AE (0.863), SN (0.794), and GEI (0.848). Composite Reliability deals with all the indicators that measure latent constructs (Richter et al., 2016). Figure 1 showed that all composite reliability of the reflective constructs such as UGSE (0.873), AE (0.924), SN (0.848), and GEI (0.905) was more than 0.70 threshold level and maintained strong consistency.

Average Variance Extracted (AVE) and external loadings have been recorded to report convergent validity. The AVE was measured by determining the square loading average for each construct-related predictor's normalized data. When loading items/indicators are greater than 0.50, which means a 50% variance of an indicator identified by its endogenous constructs, the measurement scale's specific validity is tended to as convergent (Hair et al., 2017). As seen in Table 1, the desired AVE scores (0.5) were obtained for all reflective constructs, such as UGSE (0.569), AE (0.656), SN (0.632) and GEI (0.718) (Hair et al., 2017). For all reflective constructs, the constructs' external loading should be at least 0.70, an appropriate threshold standard. All indicators of latent constructs have obtained acceptable results as seen in Table 1. Although other indicators with external loadings less than 0.70 were retained, they fulfilled the reliability and validity criteria. Indicators including UGSE6, AE6, GEI6 were removed from the model due to low external factor loadings (Hair Jr et al., 2016).

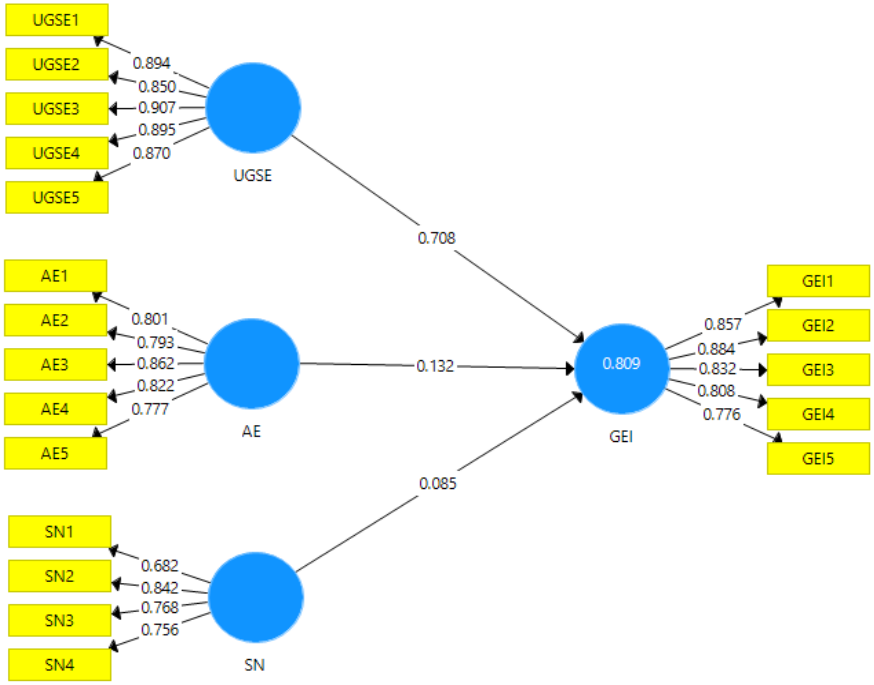

Fig 1. Measurement model.

Discriminant validity is the degree to which a construct is genuinely different from other constructs (Hair et al., 2017). Heterotrait-Monotrait (HTMT) correlation ratio is the tool used to evaluate discriminant validity (Hair et al., 2015). The cut-off value of an HTMT should be less than 0.90. The HTMT value over 0.90 indicates the absence of discriminant validity (Hair et al., 2015). As a result, all HTMT values were smaller than the cut-off value of 0.90; all HTMT values were different from each other, as presented in Table 2.

4.2 Structural model

Figure 2 specified the structural model findings. In assessing the problem of multi-collinearity between the concepts, the Variance Inflation Factor (VIF) was considered. It is not to surpass 5 (Hair et al., 2017). On the three direct partnerships, the VIF values were 1.755, 2.932, and 1.686. For assessing the explanatory capacity of all three exogenous latent constructs, as seen in Table 3, the R square value was recorded. Values of 0.25, 0.50 and 0.75 demonstrate small, moderate and significant explanatory capacity (Hair et al., 2017). The R square value of 0.809 revealed that these three exogenous constructs brought about 80.90% variation in the MBA students' green entrepreneurial intentions in Indonesia. The constructs' predictive value was defined in Q square and should be above zero (Hair et al., 2017). To discuss the statistical significance, a blindfolding procedure was followed. The results returned a Q square value of 0.263, indicating predictive relevance.

Effect sizes were also explored using f square values to determine the individual exogenous effect on endogenous constructs (Hair et al., 2017). According to Cohen (1988) guidance, values of 0.02, 0.15 and 0.35 display minimal, medium, and high impact sizes. In Table 3, the effect sizes values of f-square of 0.462, 0.396 and 0.371 respectively reflected significant effect sizes. Finally, the research hypothesis was tested using a bootstrapping technique using 5000 subsamples. Table 3 revealed direct relationships between constructs using one tail by standardized beta, t value, and bias-corrected confidence interval.

For Lower Limit, LL stands and UL for Upper Limit. The first hypothesis revealed a significant influence of university green support environment on green entrepreneurial intentions (Beta= 0.673; T value= 19.133; LL= 0.723, UL= 0.875) showed a substantial positive output effect. Although the value of t was greater than 1.645, LL and UL do not straddle between zero. The hypothesis was, thus, supported. Likewise, the second hypothesis revealed a positive effect of attitude towards green entrepreneurship on green entrepreneurial intentions (beta = 0.536; T

Table 1 Outcomes of the Measurement Model.

Latent Constructs	Items	Loadings	AVE	CR	Cronbach Alpha
University Green Support Environment (UGSE)	UGSE1	0.895	0.569	0.873	0.800
	UGSE2	0.850			
	UGSE3	0.907			
	UGSE4	0.895			
	UGSE5	0.870			
Attitude towards Entrepreneurship (AE)	AE1	0.801	0.656	0.924	0.863
	AE2	0.793			
	AE3	0.862			
	AE4	0.822			
	AE5	0.777			
Subjective Norms (SN)	SNI	0.682	0.632	0.848	0.794
	SN2	0.842			
	SN3	0.768			
	SN4	0.756			
Green Entrepreneurial Intention (GEI)	GEI1	0.857	0.718	0.905	0.848
	GEI2	0.884			
	GEI3	0.832			
	GEI4	0.808			
	GEI5	0.776			

Table 2 Hetrotrait-Monotrait (HTMT).

	UGSE	AE	SN	GEI
UGSE				
AE	0.345			
SN	0.463	0.268		
GEI	0.526	0.423	0.692	

value = 2.220; LL = 0.174, UL = 0.293). H2 was, therefore, was also accepted. Finally, the third hypothesis showed positive and significant association between subjective norms and green entrepreneurial intentions (beta= 0.463; T value= 2.073; LL=0.113, UL=0.248). This hypothesis was also accepted.

The findings of this study are consistent with previous literature. (Tabares, Chandra, Alvarez, Escobar-Sierra, & Journal, 2020) stated that a significant relationship indicates that it is important to help them if competitive authorities are willing to educate students about green enterprises and go for green entrepreneurship. This means that, essentially, as educational institutions help their students and foster a green climate, green entrepreneurship intentions are more likely to be embraced by students. In addition, (Fichter & Tiemann, 2018) argued that introducing a green university is essential. Therefore, for the development of green a significant role in green activities needs to be played by colleges, all departments, faculty, staff members and students. Consequently, as students gain tremendous support from their respective institutions, they are compelled to accept their universities' ideals. Attitude towards green entrepreneurship was found to be significant and aligns with (Lilian 2017). The outcome suggests that Indonesian universities will love and admire the green company that shapes the green EI. In addition, the evidence shows that if they participate in the entrepreneurship endeavor, the students have a high degree of excitement to accept the green idea. As a result, the psychological response of MBA students' pleasure and anticipation were combined to build a sense of attitude toward the green EI. Perhaps the students see the green entrepreneurship enterprise as more peaceful, interesting, cheerful, and impactful due to the range of uncertainties and disasters. In addition, university students still assume that the green entrepreneurship enterprise is viable in their background and contexts. Indonesia's government and non-governmental organizations are working at full pace to propagate the green wave among students who are prospective entrepreneurs. The students also agree that green entrepreneurship activities would not be that hard to undertake. The likelihood of progress, the accumulation of expertise on green entrepreneurship projects shapes the perception of the Green EI's viability. The government's support system has a range of practices that may have molded the mental state of viability for the green EI.

The results revealed that SN also directly impacted GEI in line with Munir, Jianfeng, Ramazan, & Research (2019). The position of subjective norms

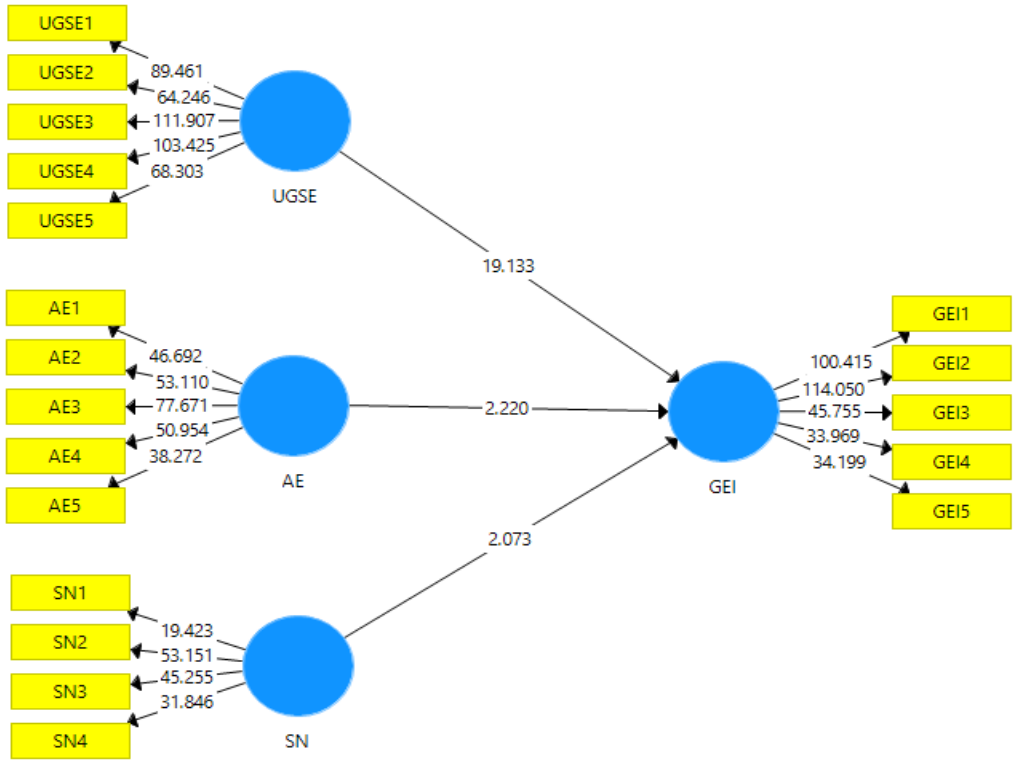

Fig. 2 Structural model.

is not normative but rather heavily dependent on both the individual cultural and social background and the specific group of respondents' behavioral context. In this scenario, green entrepreneurship is not seen solely as a green practice but rather as a market or economic activity. In short, this showed that green entrepreneurship is a special direction of entrepreneurship. People are likely to take the initiative to become green entrepreneurs to fulfill the aspirations of green entrepreneurs. This could somehow reflect the impression of potential green entrepreneurs of Indonesia's social norms, in which society is mainly aware and worried about green entrepreneurship. This assumption may have led prospective green entrepreneurs to assume that their decision to become a green entrepreneur is essential to their references and critical to their GEI.

5. Conclusions

Based on a statistical result, this research confirmed that three determinants of the "theory of reasoned action" have a significant and positive direct effect on universities' green entrepreneurial intention. Therefore, we strongly endorsed that students' cultivations need to be supported to enhance green entrepreneurial intention. Entrepreneurial and extrinsic institutional supports from universities are important intermediary variables that play a crucial role in promoting green entrepreneurial intention. Hence, they should be guided and cultivated to improve the green start-ups of students. This study provides three main contributions to the existing literature. According to research theory, In particular, creative entrepreneurs with a new environmental identity are much more likely to participate in green recognition and seem to have more green entrepreneurial intention.

On the other hand, creative entrepreneurs with low green attitudes, subjective norms and institutional support are more likely to participate in green disassociation. They, therefore, have less green entrepreneurial intention than those with high green engagement. Finally, this study provides evidence-based on the correct design of policies to enhance green entrepreneurial intention. We can draw some implications for investigators, academia and policymakers alike who are apprehensive about students' green entrepreneurial intention.

5.1. Recommendations

To encourage college graduates to adopt a green benefit of entrepreneurship and be aware of new

Table 3 Direct Effects.

Paths	VIF	f^2	Beta	T Value	LL	UL	Decision
EFT -> PES	1.755	0.462	0.673	19.133	0.723	0.875	Supported
EFY -> PES	2.932	0.396	0.536	2.220	0.174	0.293	Supported
LER -> PES	1.686	0.371	0.463	2.073	0.113	0.248	Supported

business opportunities. Per semester, institutions can host at least two seminars where local businesses are welcomed and asked to share their knowledge with students. More course work on entrepreneurship is also included in business degree programs that help students build their entrepreneurial intention and attitude. An analysis of growing university business demands should be conducted, and universities should offer adequate advice to new entrants. Therefore, universities can aim to improve their business students' risk-taking abilities. In this way, anyone who can put in a little extra work is more likely to start their own business. Universities should inform their students about the government's entrepreneurship initiatives.

If universities are unsuccessful in creating entrepreneurial abilities and capacities among their understudies, their students' employment rate will diminish as there are not adequate jobs accessible in the market. This would be a terrible representation for colleges in countries like Pakistan, where unemployment is so high. The promotion of an entrepreneurial culture is required for long-term development. The government must provide housing for young entrepreneurs; otherwise, unemployment and scarcity would spiral out of reach. The government should introduce interest-free schemes to assist newcomers financially in the future. The government recognizes that entrepreneurship is a great way to reduce unemployment and grow the economy; they can implement innovative strategies to attract industry visionaries. For any business movement, appropriate usage of rules is compulsory. New private companies cannot bear generators' costs, and the government should resolve electricity emergencies from the nation.

5.2. Limitations/ Future research directions

Despite advantages and implications, our research has a limitation as well. This study's findings cannot be generalized to the uneducated population since it covers only business students. This study focused on business students of Punjab province due to time and cost constraints. Moreover, this study just took into the students of Lahore and Faisalabad have been considered. There is the possibility that business students of other cities of the country have different views and opinions.

Future researchers can concentrate their efforts on business students who have started their businesses and compare the good to the unsuccessful. Given the importance of green entrepreneurial purpose and the other three determinants in this study, future research should look into the connection between social behavior and green entrepreneurial performance. It's also crucial to figure out how future graduate and postgraduate students can overcome the other obstacles found in this report. It will also be helpful to do detailed qualitative studies on the disparities between different ethnicities' inclinations toward entrepreneurship and perceived obstacles to entrepreneurship. Future studies should look into the effect of other institutional factors on green entrepreneurial propensity, such as government status, educational classification, and instructor capacity.

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