



FACTORS AFFECTING GREEN ENTREPRENEURIAL INTENTION IN MALAYSIAN UNIVERSITY STUDENTS AFTER THE COVID-19 PANDEMIC

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ABSTRACT

The business world has witnessed a shift towards green entrepreneurship, driven by the need to address environmental issues and the impact of the COVID-19 pandemic. Traditional businesses have embraced technology and adapted their strategies to align with environmental preservation goals. The level of pollution, including water and air pollution, caused by large corporations has become a significant concern globally. Green entrepreneurship involves selling environmentally friendly products and working towards economic stability while safeguarding the environment. The COVID-19 pandemic has disrupted global economies and caused uncertainties in economic growth, leading to virtual communication and limited supply and demand. Moreover, the pandemic has highlighted the vulnerability of businesses, emphasising the importance of adopting a green business model to prevent future health-related crises. Efforts to protect the environment have been increasing since the early 1970s, with universities playing a crucial role in promoting entrepreneurial education and practical training. However, aspiring entrepreneurs, especially students, face challenges in accessing information, funding, and government support for their green business ideas. Future entrepreneurs and the younger generation hold the key to creating a greener business environment and need support from universities and businesses. A total of 169 useful responses were received to be analysed for this study. The results confirms the positive significance of self-efficacy, attitude, and the need for achievement on green entrepreneurial intention. However, educational support did not show a significant influence. These findings confirm essential factors for green entrepreneurship, also highlighting the practical implications and potential roles of educational institutions and policymakers in fostering sustainable entrepreneurship among university students.

Keywords: *Green Entrepreneurial Intention; COVID-19 Pandemic; Self-Efficacy; Educational Support; Attitude; Needs for Achievement*

RESEARCH HIGHLIGHTS

Students are highly motivated to launch green businesses by their belief of self-efficacy and their favourable attitudes towards conservation of the environment. Their entrepreneurial objectives are greatly influenced by these factors, as well as a strong desire for achievement. Furthermore, students' inclinations to pursue green entrepreneurship were not significantly influenced by educational support, even when entrepreneurial subjects were included in curricula. This unexpected finding defies previous research and raises the possibility that educational practices may be enhanced to more effectively support green business endeavours. In order to establish educational approaches that appeal with all students, the study concludes by highlighting the significance of embracing demographic diversity, including gender parity and a range of educational and religious backgrounds. This research emphasises how psychological and attitudinal factors play a crucial role in fostering a green entrepreneurship culture in higher education.

GRAPHICAL ABSTRACT

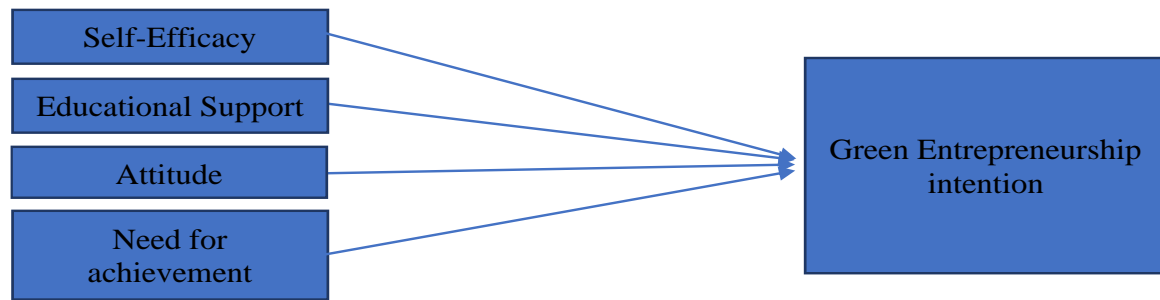


Fig. 1. Conceptual Framework

Research Objectives

The world's situation was in turmoil when the global pandemic, the COVID-19, struck unexpectedly and causing negative implications on not just the world population and their health, but also on the overall world economy, performance of multiple business industries, and the livelihood of everyone (Fadzilah et al., 2024). The purpose of this study is to clarify the complex relationships among psychological characteristics, educational support, and attitude determinants, as well as how these relationships affect Malaysian university students' aspirations to engage in green entrepreneurship, especially in the wake of COVID-19. The main goals are to fully examine the relationships that exist between the aims of green entrepreneurship and factors like self-efficacy, need for achievement, attitude, and support from education. This study aims to provide a more comprehensive understanding of the motivations underlying green entrepreneurial aspirations among Malaysian students by elucidating how these factors function as catalysts for such goals. This research is important not only for academics but also for a wide range of stakeholders, including as students, researchers, future investors, marketers, and policymakers. The results support the idea that government agencies, business leaders, and academic institutions should work together to create a supportive environment (Alvarez-Risco et al., 2021).

Methodology

This study is intended to carry out by means of a cross-sectional method. The reason for the choice of the survey is to obtain a better understanding on the variables gained from quantitative analysis. Survey is relatively efficient ways for collecting large amounts of data and they are used in studies that use individuals as units of analysis. The questionnaire will ask two preliminary questions to filter and ensuring the right respondents to answer next sections. Questions like 'have you taken entrepreneurship-related courses before?' and 'how many workshop/programmes that are entrepreneurship-related have you attended?' will be answered either 'yes' or 'no', before moving to next sections. Using SPSS (Version 24), descriptive statistics were carried out for this investigation. Before being processed, the obtained data were examined and validated for mistakes or failure to meet the statistical criteria. The Pearson's correlation matrix was utilised to test the hypothesis while a multiple

regression analysis was employed to show factors affecting green entrepreneurial intention. There were 370 questionnaires directly distributed at specific public and private institutions in Kota Kinabalu, Sabah, in electronic forms. This is consistent with the 368 respondents minimum sample size requirement listed in Krejcie and Morgan (1970), table. The total number of responses was 203, with a response rate of 54.85%. However, 169 answers were valid due to the elimination of responses from those who had never taken an entrepreneurship course.

Results

H1: Self-efficacy has a significant and positive impact on green entrepreneurship intentions among university students of Malaysia.

P value for self-efficacy ($p = .008$) was less than the alpha value of 0.05 with 95% significance level. Hypothesis 1 is therefore supported.

H2: Educational support has a significant and positive impact on green entrepreneurship intentions among university students of Malaysia.

P value for educational support ($p = .696$) was more than the alpha value of 0.05 and did not meet the required percentage of significance. Hypothesis 2 is therefore not supported.

H3: Attitude has a significant and positive impact on green entrepreneurship intentions among university students of Malaysia.

P value for attitude ($p = .002$) was less than the alpha value of 0.05 with 95% significance level. Hypothesis 3 is therefore supported.

H4: Needs for achievement has a significant and positive impact on green entrepreneurship intentions among university students of Malaysia.

P value for needs for achievement ($p = <.001$) was less than the alpha value of 0.001 with 99% significance level. Hypothesis 4 is therefore supported.

Findings

In examining factors influencing university students' intentions toward green entrepreneurship, key determinants such as self-efficacy, positive attitudes towards environmental issues, and the need for achievement were identified as significantly impactful. Although educational support did not show a significant effect on green entrepreneurship intentions among Malaysian students, contrasting with findings by Mustafa et al. (2016), that highlighted its influence on self-efficacy and entrepreneurial intent, other variables remained robust predictors. The demographic diversity within the sample, including a balanced gender distribution and varied religious, racial, and educational backgrounds, underscores the necessity for inclusive strategies in educational and entrepreneurial programming. To enhance the role of educational support, fostering partnerships between educational institutions and start-up companies could prove beneficial. Such collaborations may help bridge theoretical knowledge with practical application, thereby enhancing students' readiness to overcome the challenges inherent

in green entrepreneurship. Future research should continue to refine these interventions, potentially replicating the positive outcomes related to educational support found in studies like that of Saeed et al. (2015), which linked it to increased entrepreneurial self-efficacy.

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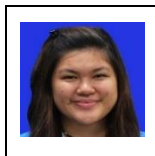
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