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INDIVIDUAL AND INSTITUTIONAL DETERMINANTS OF GREEN ENTREPRENEURIAL INTENTIONS AMONG UNDERGRADUATE STUDENTS IN SELECT UNIVERSITIES IN KENYA

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ST. PAUL'S UNIVERSITY

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SEPTEMBER, 2026

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DECLARATION

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DEDICATION

This work is dedicated to my family and me.

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ABSTRACT

Anthropogenic activities, including conventional entrepreneurship, are major contributors to environmental degradation and climate change. Concurrently, Kenya faces high graduate unemployment, necessitating a shift toward sustainable venture creation. However, there is a paucity of empirical evidence on whether university students possess the requisite knowledge, skills, and attitudes to contribute to a green economy and support sustainable transitions. Therefore, the goal of this study was to evaluate the Individual and Institutional determinants of Green Entrepreneurial Intentions (GEI) among undergraduate students in selected universities in Kenya. Grounded in the Theory of Planned Behaviour, Value-Belief-Norm Theory, and Cultural Dimensions Theory, the study addressed five objectives: evaluating environmental values, examining entrepreneurial self-efficacy, analyzing subjective norms, examining perceived behavioural control, and illustrating the moderating role of policy support. The study adopted a cross-sectional design. Quantitative data were collected from 392 fourth-year business students across six universities using questionnaires, Focus Group Discussions, and Key Informant Interviews. Quantitative data were analyzed using descriptive statistics, Exploratory Factor Analysis, and Hierarchical Multiple Linear Regression. The results revealed distinct contributions for each objective. First, environmental values were a foundational positive determinant, explaining 57.3% of variance in simple regression and retaining significance in the integrated model ($\beta = .104$, $p = .010$). Second, entrepreneurial self-efficacy was a robust predictor, accounting for 73.0% of variance in isolation and remaining significant in the full model ($\beta = .267$, $p < .001$). Third, subjective norms emerged as the strongest unique predictor in the integrated model ($\beta = .369$, $p < .001$), with rural-urban orientation ($\beta = .523$) and religiosity ($\beta = .303$) being significant, while family background was not. Fourth, perceived behavioural control was a key enabling factor, explaining 70.3% of the variance in simple regression and remaining significant in the full model ($\beta = .198$, $p = .001$). Finally, policy support acted as a strong direct predictor but did not significantly moderate most relationships, except for a significant negative moderation on subjective norms ($\beta = -1.368$, $p = .039$). The integrated model explained 79.0% of the variance in GEI. Green entrepreneurial intentions among Kenyan university students are multifaceted, driven by an interconnected web of personal values, self-perceptions, social influences, and contextual enablers. While environmental values provide the moral foundation and self-efficacy supplies confidence, subjective norms act as the strongest social propellant, and perceived behavioural control ensures feasibility. Policy support functions primarily as a direct enabler rather than a uniform amplifier of individual factors. Recommendations include integrating comprehensive environmental education into curricula, establishing student-run green business incubators, leveraging normative influences through religious and community engagement, improving access to resources and skills development, and developing targeted policies that directly support green venture creation. These interventions aim to foster a generation of environmentally conscious entrepreneurs capable of contributing to Kenya's transition toward a sustainable green economy.

ST. PAUL'S UNIVERSITY

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TABLE OF CONTENTS

DECLARATION.....ii
DEDICATION.....iii
ACKNOWLEDGEMENTS.....iv
ABSTRACT.....v
TABLE OF CONTENTS.....vi
LIST OF TABLES.....xi
LIST OF FIGURES.....xiii
ACRONYMS AND ABBREVIATIONS.....xiv
CHAPTER ONE: INTRODUCTION.....1
1.1 Chapter Introduction.....1
1.2 Background of the Study.....1
1.3 Statement of the Problem.....8
1.4 General Purpose of the Study.....9
1.5 Specific Research Objectives.....9
1.6 Research Questions.....9
1.7 Justification.....9
1.8 Scope of the Study.....11
1.9 Limitations of the Study.....11
1.10 Assumptions of the Study.....12
1.11 Operational Definition of Terms.....13
1.12 Chapter Summary.....14
CHAPTER TWO.....15
LITERATURE REVIEW.....15
2.1 Chapter Introduction.....15
2.2 Theoretical Framework.....15
2.2.1 Theory of Planned Behaviour.....15
2.2.2 Cultural Dimensions Theory.....18
2.2.3 Value-Belief-Norm Theory.....20
2.3 Empirical review.....23
2.3.1 Entrepreneurship in Kenya.....24
2.3.2 Green Entrepreneurship.....24
2.3.2 Green Entrepreneurial Intentions.....26
2.3.3 Green Entrepreneurship and University Students.....28
2.3.4 Gender.....29

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

2.4 Environmental Values and green entrepreneurial intentions.....31
2.5 Entrepreneurial Self-efficacy and Green Entrepreneurial Intentions.....35
2.6 Subjective Norms and Green Entrepreneurial Intentions.....38
2.7 Perceived Behavioural Control and green entrepreneurial intentions.....45
2.8 Policy Support green entrepreneurial intentions.....47
2.9 Summary of Gaps.....57
2.10 Conceptual Framework.....74
2.11 Chapter Summary.....75
CHAPTER THREE.....77
RESEARCH METHODOLOGY.....77
3.1 Chapter Introduction.....77
3.2 Research Philosophy.....77
3.3 Research Design.....78
3.4 The Study Area.....81
3.5 Target Population.....81
3.6 Sampling Techniques.....82
3.7 Sample Size Determination.....84
3.8 Data Collection Tools.....86
3.8. 1 Questionnaires.....86
3.8.2 Key Informant Interview Guide.....87
3.8.3 Focus Group Discussion Guide.....87
3.9 Pre-testing the Research Tool.....88
3.10 Validity and Reliability.....89
3.11 Operationalization of variables.....90
3.11.1 Dependent Variable: Green entrepreneurship intention.....90
3.11.2 Independent variables.....90
3.12 Data Analysis.....92
3.12.1 Quantitative Data Analysis.....93
3.12.1.1. Exploratory Factor Analysis for Construct Validation and Measurement Model Development.....93
3.12.1.2 . Hierarchical Multiple Linear Regression for Testing Theoretical Predictive Models.....95
3.12.1.3. Model Diagnostics and Assumption Verification.....96
3.12.1.4 Qualitative Data Analysis.....99
3.13 Ethical Considerations.....102

ST. PAUL'S UNIVERSITY

3.14 Chapter Summary....103
CHAPTER FOUR....105
DATA PRESENTATION, INTERPRETATION AND DISCUSSION....105
4.1 Chapter Introduction....105
4.1.2. Data Screening and Response Rate....105
4.1.3. Missing Data Handling....111
4.1.4. Outlier Detection....111
4.2. Comparative Analysis of Demographic Characteristic Across University....113
4.3 Descriptive Statistics of Key Constructs....119
4.3.1. Likert Scale-Level Descriptives for Green Intention....119
4.3.2. Likert Scale-Level Descriptives for Environmental Values....123
4.3.3. Likert Scale-Level Descriptives for Recognition of Environmental Limits....125
4.3.4. Likert Scale-Level Descriptives for Eco-Centric Perspective....128
4.3.5. Likert Scale-Level Descriptive for Entrepreneurial Self Efficacy....130
4.3.6. Likert Scale-Level Descriptive for Family Background....133
4.3.7. Likert Scale-Level Descriptive for Religion....135
4.3.8. Likert Scale-Level Descriptive for Rural Urban Influence....138
4.3.9. Likert Scale-Level Descriptive for Perceived Behavioural Control....141
4.3.10. Likert Scale-Level Descriptive for Policy Support....144
4.4. Continuous Scale-Level Descriptive Statistics....147
4.5. Correlational Analysis....150
4.6. Reliability and Construct Validity....152
4.7. Exploratory Factor Analysis....155
4.7.1. Green Intrapreneurial Intention....155
4.7.2. Environmental Value....156
4.7.5. Entrepreneurial Self-Efficacy (ESE)....159
4.7.6. Subjective Norms....161
4.7.9. Perceived Behavioural Control (PBC)....164
4.7.10. Policy Support (PS)....165
4.8. Linear Regression Analysis....167
4.8.1. Effect of Demographic Information on Green Entrepreneurial Intention....167
4.8.1.1 Significant Predictors....169
4.8.1.2 Non-Significant Predictors....170
4.8.1. Effect of Environmental Values on Green Entrepreneurial Intention....172
4.8.2. Effects of Entrepreneurial Self Efficacy on Green Entrepreneurial Intention. 179

ST. PAUL'S UNIVERSITY

4.8.3. Effect of Subjective Norms on Green Entrepreneurial Intention.....185
4.8.3.1 Significant Predictors of Green Entrepreneurial Intention.....186
4.8.4. Effect of Perceived Behavioural Control on Green Entrepreneurial Intention 189
4.8.5. Effects of Determinants of Green Entrepreneurial Intention.....195
4.8.6. Policy Support Moderating the Relationship Between Determinants of Green Entrepreneurial Intention.....200
4.8.6.1 Main Effects in the Moderation Model.....206
4.8.6.2 Moderation Effects: Interaction Terms.....206
4.8.6.3 Multicollinearity Considerations.....207
4.9. Hierarchical Multiple Linear Regression.....209
4.9.1. Assumptions and Diagnostic Tests.....218
4.9.1.1 Multicollinearity.....218
4.9.1.2 Residual Statistics.....219
CHAPTER FIVE.....223
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....223
5.1. Summary of the Findings.....223
5.1.1 Role of Environmental Values on Green Entrepreneurial Intentions amongst undergraduate business students.....223
5.1.2 Role of Entrepreneurial Self-Efficacy on Green Entrepreneurial Intentions Amongst Undergraduate Students.....225
5.1.3 Role of Subjective Norms on Green Entrepreneurial Intentions Amongst Undergraduate Students.....226
5.1.4 Role of Perceived Behavioural Control on Green Entrepreneurial Intentions Amongst Undergraduate Students.....227
5.1.5 The Role of Policy Support in Moderating the Relation Between Determinants of Green Entrepreneurial Intention Amongst Undergraduate Students.....228
5.2 Conclusion.....229
5.2.1 Environmental Values Influence on Green Entrepreneurial Intentions.....230
5.2.2 The Role of Entrepreneurial Self-Efficacy on Green Entrepreneurial Intentions..230
5.2.3 The Role of Subjective Norms on Green Entrepreneurial Intentions.....231
5.2.4 The Role of Perceived Behavioural Control on Green Entrepreneurial Intentions 231
5.2.5 The Moderating Role of Policy Support on Green Entrepreneurial Intentions.....231
5.3. Recommendations.....233
5.4 Suggestions for Further Study.....234
REFERENCES.....236
APPENDICES.....253

ST. PAUL'S UNIVERSITY

Appendix i: Consent form.....253
Appendix ii: Student Questionnaire.....255
Appendix iii: Focus Group Discussion.....260
Appendix iv: Key Informant Interview.....262
Appendix v: Sampling Template: Krejci and Morgan.....264
Appendix vi: Introduction letter from St. Paul's University.....265
Appendix vii: Ethical Clearance.....266
Appendix vii: NACOSTI Permit.....267

ST. PAUL'S UNIVERSITY

LIST OF TABLES

TABLE 3.1: SAMPLE SIZE DETERMINATION....85
TABLE 3.-2: DISTRIBUTION OF KII IN SELECT UNIVERSITIES....100
TABLE 3.-3: DISTRIBUTION OF FDGS....102
TABLE 4: RESPONSE RATE ACROSS INSTITUTIONS....106
TABLE 5: RESPONSE RATE ACROSS DEMOGRAPHIC CHARACTERISTICS....107
TABLE 6: RESPONSE RATE ACROSS BACKGROUND CHARACTERISTIC OF THE RESPONDENTS....109
TABLE 7: RESPONSE RATE ACROSS RELIGIOUS AFFILIATION OF THE RESPONDENTS....110
TABLE 8: IMPUTE FLAG REPORT....111
TABLE 9: OUTLIER DETECTION RESULTS FOR KEY STUDY VARIABLES (N = 392)....111
TABLE 10: COMPARATIVE ANALYSIS OF DEMOGRAPHIC CHARACTERISTIC ACROSS UNIVERSITY....114
TABLE 11: MEAN AGE OF RESPONDENTS BY INSTITUTION AND ANOVA RESULTS....117
TABLE 12: GREEN INTENTION....120
TABLE 13: ENVIRONMENTAL VALUES....123
TABLE 14; RECOGNITION OF ENVIRONMENTAL LIMITS....125
TABLE 15: ECO-CENTRIC PERSPECTIVE....128
TABLE 16: ENTREPRENEURIAL SELF EFFICACY....130
TABLE 17: FAMILY BACKGROUND....133
TABLE 18: RELIGIOSITY INDEX....135
TABLE 19: RURAL URBAN INFLUENCE....138
TABLE 20: PERCEIVED BEHAVIOURAL CONTROL....141
TABLE 21: POLICY SUPPORT....144
TABLE 22: DESCRIPTIVE STATISTICS FOR THE CONTINUOUS CONTRAST VARIABLES....147
TABLE 23: CORRELATIONAL ANALYSIS....150
TABLE 24: RELIABILITY ANALYSIS AND CONSTRUCT VALIDITY....153
TABLE 25: EXPLORATORY FACTOR ANALYSIS RESULTS FOR GREEN ENTREPRENEURIAL INTENTION (GI)....155
TABLE 26: FACTOR EXTRACTION STATISTICS....156
TABLE 27: EXPLORATORY FACTOR ANALYSIS RESULTS FOR ENVIRONMENTAL AWARENESS (EA)....156
TABLE 28: FACTOR EXTRACTION STATISTICS....157
TABLE 29: EXPLORATORY FACTOR ANALYSIS RESULTS FOR RECOGNITION OF ENVIRONMENTAL LIMITS (REL)....157
TABLE 30: FACTOR EXTRACTION STATISTICS....158
TABLE 31: EXPLORATORY FACTOR ANALYSIS RESULTS FOR ECO-CENTRIC PERSPECTIVE (ECP)....158
TABLE 32: FACTOR EXTRACTION STATISTICS....159
TABLE 33: EXPLORATORY FACTOR ANALYSIS RESULTS FOR ENTREPRENEURIAL SELF-EFFICACY (ESE)....159
TABLE 34: FACTOR EXTRACTION STATISTICS....160
TABLE 35: EXPLORATORY FACTOR ANALYSIS RESULTS FOR FAMILY BACKGROUND (FB)....161
TABLE 36: FACTOR EXTRACTION STATISTICS....161
TABLE 37: EXPLORATORY FACTOR ANALYSIS RESULTS FOR RELIGIOSITY (REL)....162
TABLE 38: FACTOR EXTRACTION STATISTICS FOR RELIGIOSITY (REL)....162

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

Table 39: Exploratory Factor Analysis Results for Rural–Urban Influence (RUI) 163
Table 40: Factor Extraction Statistics for Rural–Urban Influence (RUI) 163
Table 41: Descriptive Statistics and Factor Loadings for Perceived Behavioural Control (PBC) 164
Table 42: Factor Extraction Statistics for Perceived Behavioural Control (PBC) 165
Table 43: Descriptive Statistics and Factor Loadings for Policy Support (PS) 165
Table 44: Factor Extraction Statistics for Policy Support (PS) 166
Table 45: Multiple Regression Analysis of Control Variables Predicting Green Intention 168
Table 46: Model II Summary 172
Table 47: Model II ANOVA Results 172
Table 48: Model II Regression Coefficients 172
Table 49: Model III Summary 179
Table 50: Model III ANOVA Results 179
Table 51: Model III Regression Results 180
Table 52: Model IV Summary 185
Table 53: Model IV ANOVA Results 185
Table 54: Model IV Regression Coefficients 186
Table 55: Model V Summary 189
Table 56: Model V ANOVA Results 189
Table 57: Model V Regression Coefficients 190
Table 58: Model VI Summary 195
Table 59: Model VI ANOVA Results 195
Table 60: Model VI Regression Coefficients 197
Table 61: Model VI Summary 200
Table 62: Model VI ANOVA Results 201
Table 63: Model VI Regression Coefficients 205
Table 64: Model VII Summary 209
Table 65: Model VII ANOVA Results 211
Table 66: Model VII Regression Coefficients 212
Table 67: Excluded Variables 215
Table 68: Collinearity Diagnostics 218
Table 69: Residual Statistics 219

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

LIST OF FIGURES

FIGURE 2.1: THEORY OF PLANNED BEHAVIOUR, SOURCE: AJZEN (1991).....18
FIGURE 2.2: VALUE-BELIEF-NORM FRAMEWORK (STERN, 2000).....23
FIGURE 2.3 CONCEPTUAL FRAMEWORK.....74
FIGURE 1.1: QUESTIONNAIRE DESIGN BY ROOPA & RANI (2012).....87
FIGURE 1: NORMALITY OF THE RESIDUALS.....220
FIGURE 2: THE NORMAL P-P PLOT.....221

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

ACRONYMS AND ABBREVIATIONS

AASHE	Association for the Advancement of sustainability in Higher Education
ASAL	Arid and Semi-Arid Areas
CUE	Commission of University Education
ESE	Entrepreneurial Self Efficacy
EFA	Exploratory Factor Analysis
FGD	Focus Group Discussion
GEI	Green Entrepreneurship Intention
GEM	Global Entrepreneurship Monitor
HOD	Head of Department
JKUAT	Jomo Kenyatta University
KEMU	Kenya Methodist University
KGUN	Kenya Green University Network
KII	Key Informant Interviews
MUST	Meru University of Science and Technology
NACOSTI	National Commission for Science, Technology, and Innovation
PBC	Perceived Behavioural Control
SDG	Sustainable Development Goals
STEM	Science Technology Engineering And Mathematics
TPB	Theory of Planned Behaviour
UK	United Kingdom
UN	United Nations
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
VBN	Value Belief Norm

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WCED World Commission on Environment and Development

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CHAPTER ONE: INTRODUCTION

1.1 Chapter Introduction

This chapter covers the background to green entrepreneurship from a global to a local perspective. It lays special emphasis on the green entrepreneurial intention of university students whose vigor is presupposed to be impactful in addressing pressing environmental challenges while driving economic growth, as well as the motivating factor behind this research endeavor. Here is also a discussion of the problem statement, which presents the gaps in literature on university entrepreneurship programs whose aim is to foster entrepreneurial skills of their students and equip them with experience, knowledge, and networks to launch their own viable green ventures. Additionally, the chapter divulges the general and specific objectives and study questions that guide the study. It also provides reasons that justify the timeliness of the study, the study's scope, limitations, assumptions, and operational definition of key terms.

1.2 Background of the Study

Human activities are the primary drivers of climate change, as well as pollution and biodiversity loss. These interconnected challenges have created obstacles for countries worldwide in their efforts to achieve sustainable development. The world continues to grapple with the challenge of environmental protection while simultaneously developing its social and economic aspects (Berglund, Gericke, Pauw, Olsson, & Chang, 2020). The recognition by governments and environmentalists that encouraging pro-environmental behaviour in the general population is not yielding fruit has driven them to appreciate that market-oriented solutions are an essential component of sustainability (Kulin & Johansson Sevä, 2021), and engaging both the public and private sectors is inevitable. Further, entrepreneurship has been acknowledged as having the potential to have a positive change in both the economic and environmental spheres (Scartozzi et al., 2024).

In 1987, the World Commission on Environment and Development (WCED) released the 'Our Common Future Report ', also known as the Brundtland report, that recognizes sustainable development as a continuous process that seeks to meet the needs of the current generation without compromising the ability of future generations to meet their own needs (WCED, 1987). The report recognizes the need for economic growth and goes further to note that there is a need for the world to speed up growth that plays a crucial role in averting social, economic, and environmental catastrophes, especially in developing countries. The Global Risks Report (World Economic Forum, 2023) recognizes economic activities as drivers of climate change,

ST. PAUL'S UNIVERSITY

which in turn affect other aspects of human life such as health, environmental ecosystems, and value derived from economic activities. This concurs with Jayachandran (2021), who noted that human economic activities were a major reason for environmental degradation. Considering these, we cannot ignore the need to examine green entrepreneurial intentions of students entering the workforce and entrepreneurship environment.

Soomro et al. (2020) found that the green economy and sustainable development are entangled. They further posit that the two must be carefully implemented and realized through fostering a natural shift in society's outlook and attitude, particularly in organizations and especially among the younger generation. Businesses worldwide are seeking innovative ways to enhance their capabilities naturally. They are seeking and developing innovations that will facilitate a natural transition to sustainability. As a result, it's critical to pave the way for a natural shift in people's attitudes, orientations, and outlooks toward green practices. The framework of the Sustainable Development Goals (SDGs) offers a context to observe the proficiencies required for tomorrow's entrepreneurs. The 17 goals and 169 targets highlight a series of issues within the community that behaviour change towards sustainability can solve (Beagon et al., 2022). Despite their importance, matters concerning green entrepreneurship intention among university students are largely unexplored.

The United Nations Decade for Education for Sustainable Development (DESD) (2005 -2014) actively promoted sustainability as an integral part of both personal and professional choices. Its objective No. 2 was to foster an increased quality of teaching and learning in education for sustainable development, a testament to the recognition that Education serves as a powerful instrument for instigating generational changes and leaving lasting impacts. Research consistently shows that entrepreneurial education is a crucial predictor of intentions toward green entrepreneurship. Structured educational programs in this area have been proven to enhance environmental awareness and equip students with essential skills for launching green businesses (Soelaiman & Sariutami, 2024; Yu et al., 2024). For example, studies conducted in Indonesia reveal that entrepreneurial education plays a significant role in influencing Green Entrepreneurial Intent (GEI), typically through enhanced environmental awareness (Soelaiman & Sariutami, 2024). Likewise, in China, green entrepreneurship education has been demonstrated to increase both the desirability and feasibility for students to pursue green entrepreneurial ventures, consequently boosting their chances of success and their intentions (Yu et al., 2024). Instead of relying solely on opportunities in their field of study, graduates can leverage entrepreneurial opportunities to mitigate unemployment.

ST. PAUL'S UNIVERSITY

Entrepreneurship is indeed becoming an indispensable tool to respond to the growing effects of climate change (Akinbami et al., 2019) and natural resource depletion. There is a growing recognition by entrepreneurs about unsustainable business activities and a desire to reduce this trend (Dean & McMullen, 2007) and potentially reverse it. Sustainable entrepreneurship is so much more than just making profits. It is about building a collective conscience and holistically improving the lives of those involved(Araújo et al., 2019). According to Akinbami et al. (2019, viewing entrepreneurship as a process allows us to understand the role of each player and their capabilities. Individual perceptions of entrepreneurship vary, and they influence entrepreneurial behaviour towards taking advantage of opportunities to solve communities' problems (Akinbami et al., 2019). Therefore, this study sought to look at how university education influences future entrepreneurs to engage in green entrepreneurship.

Environmental consciousness is on the rise among consumers around the globe and is gaining positive attention, which is resulting in the wide acceptance of sustainable green products (Garba & Adamu, 2021; Udemba & Keleş, 2022). The last decade has seen a progressive increase in concerns related to environmentally friendly business products and practices (Mizik & Gyarmati, 2021). Many nations, as part of the SDGS, are now seeking mechanisms and policies to save the Earth from further environmental degradation and ensure that a prosperous standard of living is offered to people (Voola et al., 2022). Research studies have shown that the incorporation of sustainable policies in economic growth may serve as a powerful tool to advance the quality of life, eradicate poverty, establish a green economy and enhance social corporate responsibility for sustainable development (Stipić, 2022; Voola et al., 2022)

The ecological problems and depletion of natural resources are attributed partly to the rapid advancements in innovation and technology (Stipić, 2022). Stipić (2022) further notes that natural resource depletion contributes to economic and political instability. COVID -19 has caused a global awakening on the dire need to transition to sustainability (Adelodun et al., 2021). Furthermore, to overcome the challenges occasioned by COVID-19, businesses and organizations whose core values revolve around sustainable development are encouraging research to underscore the need for adopting green practices and subsequent transition into the green economy (Martawardaya et al., 2022). However, it is encouraging to note that, post-COVID-19, industrialized nations are more intentional in pursuing green growth (Adelodun et al., 2021; Martawardaya et al., 2022).

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The place of environmental consciousness and personal values as an antecedent of sustainability-oriented behaviour cannot be downplayed. Various researchers have found that, students who demonstrate strong environmental values are likely to engage in green behaviour. For instance, Wijaya & Kokchang (2023) found that Gen Z with pro-environmental behaviour was more positive towards the transition to sustainable energy solutions. (Fatoki, 2019) did a study among students in a university in South Africa and found that sustainability orientation was a strong predictor of sustainable entrepreneurship intention.

Subjective norms, which are a result of cultural influences and social expectations, are a strong predictor of green entrepreneurial intentions. Subjective norms, shaped by social expectations and cultural influences, are crucial in influencing green entrepreneurial intentions (GEIs) among university students. In cultures like Kenya, where relationships are governed by high human orientation and low assertiveness, subjective norms profoundly influence individuals' decisions. This is similar to cultures like that of Ecuador, which share similar collectivist values (Gimenez-Jimenez & Harc, 2024). This is because the approval of the community (family, peers, religion) impacts personal choices. While investigating the role of subjective norms in catalyzing green entrepreneurial behaviour among higher education students in India, Mishra et al. (2024a) found that subjective norms, attitude, and perceived behavioural control significantly influence an individual's decision to engage in green entrepreneurship.

Entrepreneurial self-efficacy (ESE), explained as the belief in oneself to successfully execute tasks, has emerged as a strong predictor of green entrepreneurial intentions. In their study, Sanchez-Garcia et al. (2024) emphasized the mediating role of green entrepreneurial self-efficacy in exploring innovation and sustainability at an individual level, thus leveraging green behaviour in business operations. Likewise, the study by Guo (2022) also illustrates the positive impact of ESE on green innovation, which further helps to improve environmental, economic, and social performance and fills the gap in sustainable entrepreneurship. Additionally, Tan et al. (2013) identified key constructs of ESE, such as navigating market opportunities and challenges, underscoring its critical role in fostering the confidence and skills necessary to develop green entrepreneurial intentions.

Beyond the standard professional skills that employers seek, there is also a high demand for skills that enable companies and organizations to play a larger role in the green economy. Higher education institutions are constantly challenged to cultivate an entrepreneurial mindset among their students. The contribution of policy and institutional support in the transition to

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the green economy cannot be ignored. Various studies conducted across the globe demonstrate the fundamental role of government policies and institutional frameworks in supporting this transition. In China, for example, supportive policies have been shown to enhance the effects of desirability and feasibility on GEI (Yu et al., 2024), while in Egypt, government support influences the perception of the viability of green entrepreneurship. This underscores the crucial need to explore how universities and governments can foster students' orientation towards entrepreneurship, particularly green entrepreneurship.

Universities promote and support entrepreneurs who contribute to sustainable development through research, teaching, and the adoption of common practices within the university ecosystem. University support, including access to resources, mentorship, and practical training, is crucial for the sustainable diffusion and appropriability of knowledge in business creation processes. Studies in Nigeria and China emphasize that vocational education and university support significantly predict students' intentions to start green businesses (Ediagbonya et al., 2024; Shenmiao & Kamruddin, 2024).

Dean and McMullen (2007) note that the lack of sustainability behaviour among entrepreneurs is not necessarily because of a natural tendency to abuse the environment but because of an inadequate conception of a form of entrepreneurship that seeks to preserve the value of present and future generations. Bosma et al. (2020) GEM 2019/2020 Report also notes that there is an increasing tendency by policymakers to put in place policies without really understanding entrepreneurial behaviour and the motivations behind it. The intention of this study, therefore, was to build an understanding of what drives the green entrepreneurial intentions of university students in Kenya, and thus these findings may be used by policymakers and other stakeholders to inform policy and strategic plans.

Based on a review conducted by (Terán-Yépez et al., 2020)for journal articles published between the year 2000 and 2018, African countries were lagging behind in research on sustainability-oriented entrepreneurship. This is despite the fact that the continent is the most affected by climate change and unsustainable use of resources is a major reason for its quick natural resource depletion (World Metrological Organization, 2023). Limited research conducted in various contexts highlights the role of educational and government support in supporting transitions towards sustainable practices such as green entrepreneurship. For instance, Fatoki (2024), found that entrepreneurship education improved environmental

ST. PAUL'S UNIVERSITY

awareness, while Ead et al (2022) found that educational support and government support both contribute to green entrepreneurial intentions among university students.

Kenya is a genuine, inspirational model that serves as an exemplary embodiment of the vital interlink between sustainability and development. As a country that is especially exposed to the destabilizing impacts of climate change, such as irregular and inconsistent patterns of rain, the disturbing and worrying process of desertification, and many other risks to its rich and varied biodiversity, Kenya's strategic intent to pursue a green growth program is not merely required but also quite forward-thinking in its approach. The Climate Change Act of 2016, in conjunction with the country's broad Vision 2030 strategy, highlights the country's intent to embed sustainability at the very centre of its development strategy. These policy tools are not merely indicators of Kenya's willingness to cooperate with international climate agendas but are deliberately crafted to create a strong institutional environment that facilitates the rise and development of green entrepreneurship. Recent publications released by the Kenya Climate Innovation Centre (2023) and the Aspen Network of Development Entrepreneurs (ANDE) (2023) demonstrate a strong and growing level of interest among Kenyan entrepreneurs to pursue environmentally conscious business practices, a notable trend spurred by a rising consciousness of environmental concerns and an expanding range of opportunities in the green sector of the economy.

Like in other parts of the world, Kenya now recognizes the significant role of Green entrepreneurship as an essential pathway for addressing the country's pressing environmental challenges while fostering socio-economic development. Green entrepreneurship continues to gain precedence among Kenyan youth and start-ups in sectors such as renewable energy, sustainable agriculture, waste management, eco-tourism, and green construction. The growing concern over climate change, deforestation, pollution, and resource depletion has created a fertile ground for environmentally conscious enterprises that offer solutions tailored to local problems. Moreover, national and county-level policy frameworks such as the Green Economy Strategy and Implementation Plan (GESIP) and Kenya Vision 2030 highlight the government's commitment to a green economy, thus creating opportunities and institutional support for eco-innovative entrepreneurs. International development partners and NGOs have also played a role by funding green initiatives and incubator programs that nurture young environmental entrepreneurs.

ST. PAUL'S UNIVERSITY

The growth of green entrepreneurship in Kenya's economy has continued to face different hurdles, including limited access to green financing, insufficient entrepreneurial education, and weak infrastructure, all of which continue to hinder the scalability of eco-enterprises. Additionally, societal attitudes toward entrepreneurship, particularly in green sectors, are often influenced by traditional norms that prioritize formal employment over innovation-based self-employment. Despite these obstacles, a notable shift among university students and young professionals has been noted. This population increasingly views green entrepreneurship as both a viable livelihood and a moral responsibility toward environmental stewardship. This evolving landscape suggests that with the right mix of policy incentives, social support, and educational empowerment, Kenya has the potential to cultivate a generation of green entrepreneurs who can drive sustainable transformation across its economy.

Within the Kenyan context, research on green entrepreneurial intentions remains scarce. Entrepreneurship intentions among university students have been studies in the context of the general entrepreneurial context without specific interest in green entrepreneurial intentions. Examples of such studies are like that conducted by Miriti (2021), which focused primarily on entrepreneurial intentions while ignoring the component of green entrepreneurship. This comes in the backdrop of calls from local and international community to join the transition to green economy. The Kenya Green University Network (KGUN) launched in 2016 is an attempt by the UN and local universities to aid in this transition. KGUN is a network of universities that have committed to environmental stewardship and climate resilience aspects in their curriculum and general operations of the universities. One of the strategies used to achieve this is encouraging student-led innovations to promote adoption of sustainable practices among students. This initiative will hopefully cement the intention of students to perceive green entrepreneurship as a potential career path.

In this study the researcher went by the argument that sustainability is about taking care of nature as opposed to how much strain nature can take as suggested by some researchers such as Cuthbert (2006) as cited by (Makunda & Edeholt, 2019). Green entrepreneurs run enterprises that take care of nature thus enhancing environmental and human health; and contributing to the efforts geared towards combating climate change. The study sought to understand personal and institutional factors that would cause university students to develop intention to run environmentally friendly enterprises.

ST. PAUL'S UNIVERSITY

1.3 Statement of the Problem

Kenya continues to face escalating environmental challenges, including declining forest cover, rising pollution related deaths, and increasing pressure on natural resources. These challenges highlight the urgent need for sustainable economic models that balance enterprise growth with environmental stewardship. Green entrepreneurship offers a viable pathway toward this transition, particularly because young people and recent graduates are increasingly turning to entrepreneurship as a career option. However, the extent to which undergraduate students in Kenya are prepared to participate in green entrepreneurship remains unclear.

Although global studies in Pakistan (Soomro et al., 2020) Malaysia (Prabowo et al., 2022) Peru (Alvarez-Risco et al., 2021) and Ghana (Quartey & Miskolci, 2017) have examined predictors of green entrepreneurial intentions among university students, barely any empirical evidence exists in Kenya on how individual factors such as environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and perceived policy support shape students' intentions and behaviour toward green entrepreneurship. Likewise, the role of university level institutional factors, including curriculum exposure, pedagogical approaches, and entrepreneurship training, remains unexplored. This constitutes a significant knowledge gap, given that universities are expected to produce graduates capable of contributing to Kenya's green economy agenda.

The absence of this evidence has practical consequences. Without understanding the individual and institutional determinants of green entrepreneurial intentions, universities cannot design curricula that effectively nurtures pro environmental mindsets, nor can policymakers develop targeted interventions to support youth led start-ups and green enterprises. As a result, Kenya risks perpetuating the "grow now, clean up later" business model that undermines sustainable development and limits opportunities for environmentally responsible self-employment among graduates.

Guided by the Theory of Planned Behaviour and value-belief Norm Theory, this study examines how personal dispositions and institutional experiences influence undergraduate students' intentions and behaviour toward green entrepreneurship in selected Kenyan universities. The findings will inform curriculum reforms, youth empowerment strategies, and national efforts to accelerate the transition to a green economy.

ST. PAUL'S UNIVERSITY

1.4 General Purpose of the Study

This study aimed to evaluate the determinants of green entrepreneurial intentions amongst university students in select universities in Kenya.

1.5 Specific Research Objectives

i. To evaluate the role of environmental values on green entrepreneurial intentions amongst undergraduate students in selected universities in Kenya.
ii. To examine the role of entrepreneurial self-efficacy on green entrepreneurial intentions amongst undergraduate students in selected universities in Kenya.
iii. To analyse the role of subjective norms in influencing green entrepreneurial intentions among undergraduate students in selected universities in Kenya.
iv. To examine the influence of perceived behavioural control on green entrepreneurial intentions amongst undergraduate students in selected universities in Kenya.
v. To investigate the moderating role of institutional policy support on the relationship between individual and institutional determinants of green entrepreneurial intentions amongst undergraduate students in select universities in Kenya.

1.6 Research Questions

i. How do environmental values influence green entrepreneurial intentions amongst undergraduate students in selected universities in Kenya?
ii. How does entrepreneurial self-efficacy influence green entrepreneurial intentions amongst undergraduate students in selected universities in Kenya?
iii. How do subjective norms shape green entrepreneurial intentions amongst undergraduate students in selected universities in Kenya?
iv. How does perceived behavioural control contribute to green entrepreneurial intentions amongst undergraduate students in selected universities in Kenya?
v. How does institutional policy support moderate the relationship between determinants of green entrepreneurial intention amongst undergraduate students in selected universities in Kenya?

1.7 Justification

Several studies have recognized entrepreneurship as an avenue for sustainable development (Alvarez-Risco et al., 2021; Prabowo et al., 2022; Soomro et al., 2020c; Yi, 2021). As economic growth around the world slows down because of the global crisis, pressure is mounting on nations to produce a new breed of entrepreneurs (Saptono et al., 2021) who

ST. PAUL'S UNIVERSITY

embrace sustainability and contribute to the green economy. Through innovation, this new breed will pursue a trajectory that puts human and environmental wellbeing over money and profits. Green entrepreneurs can spark a revolution towards sustainability, creating the indispensable need to understand determinants of green entrepreneurial behaviour. In the Kenyan context, due to high levels of unemployment caused by the imbalance and inability of the job market to absorb all the graduates, it is anticipated that a significant number of them will choose entrepreneurship as a career path. This study can be used as a source of reference in a quest to create a home-grown environment where green entrepreneurship can be nurtured.

The current study contributes to the literature on entrepreneurial intention with a bias to green entrepreneurship. Intention has been found to be the best predictor of behaviour (Saptono et al., 2021). However, some scholars such as Amankwah & Sesen, (2021) realize that intention does not always translate to behaviour. This creates a platform to investigate what influences people to develop green entrepreneurial intention and perhaps green entrepreneurial behaviour more so among university students perusing entrepreneurship as a major. Current entrepreneurial intentions research is inclined towards personal factors, motivational factors, and entrepreneurial opportunities. Further, studies in both intention and behaviour have used quantitative methods. However, the structure of this study sought to explore and create an understanding of green entrepreneurial intentions based on environmental values, green entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and policy support.

The transition to a green economy cannot be forced or implemented using a top-down approach. It is gradually developed through crafting policies and reacting to policy incentives by implementing innovations in technology and management. According to Yi (2021), once managers and other stakeholders of universities gain an understanding of green entrepreneurship intention, they can create a better support system in the internal and external contexts. The findings of this study provide information for managers and stakeholders of universities on effective and efficient ways of preparing students to engage in green entrepreneurship, consequently helping prepare green entrepreneurs who contribute to building the green economy from bottom to top.

The findings of this study contribute to the literature on SDG 4 on quality education for all. The findings provide a reference for professionals in curriculum development on considerations to make when designing green-oriented curricula. Additionally, it informs on

ST. PAUL'S UNIVERSITY

values that cause intention towards green entrepreneurial intention, thus contributing to discourse on SDG 8 of decent work and economic development and SDG 12 on responsible consumption and production. Further, the findings of the variable of subjective norms (rural-urban orientation) contribute to SDG 12 and 16 of peace, justice, and strong institutions. Overall, the study contributes to the discourse on combating climate change and reversing its effects, thus being fundamental to SDG 13. Finally, this study contributed to calls by various researchers to study green entrepreneurial intentions in different contexts (Alvarez-Risco et al., 2021; Beagon et al., 2022; Karimi & Makreet, 2020; Nabi et al., 2016; Prabowo et al., 2022; Soomro et al., 2020b; Yi, 2021).

1.8 Scope of the Study

This study examined the Individual and Institutional determinants of green entrepreneurial intentions among fourth-year university business students. The researcher focused on environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and policy support. Targeting students from six carefully chosen private and public universities in Kenya, this research focuses on institutions that provide accredited business and entrepreneurship programs to ensure a good mix of representation from both sectors. The study purposively selected six universities Karatina University, University of Embu, Meru University of Science and Technology, Kenya Methodist University, KCA University, and Daystar University because they offer an optimal balance between geographical coverage, institutional diversity, and methodological feasibility. Additionally, by including faith-based, private and public universities, the study achieves diversity in institutional culture, governance, and resource environments. Fourth-year students were singled out as they represent a pivotal transition point when entrepreneurial intentions are more likely to evolve into actual career choices. The findings offer context-specific insights into the discussions surrounding green entrepreneurship in higher education.

1.9 Limitations of the Study

The study depended on self-reported data, which could be biased since students might have overestimated their green intentions or failed to accurately remember past interactions. This reliance on subjective information may impact reliability. Although the study used self-reported data to draw conclusions, the researcher was deliberate in reducing response bias during and after the data collection exercise. The researcher used clear, concise, and simple language, avoiding jargon to explain the purpose of the study. The researcher also used single-barrelled rather than double-barrelled to avoid ambiguity. The researcher also emphasized

ST. PAUL'S UNIVERSITY

confidentiality and anonymity to allow the respondents to answer freely. The researcher also screened for incomplete and inconsistent responses to improve data quality and credibility of findings.

The study adopted a cross-sectional approach. Meaning that data would be collected only at a single point in time. The researcher was therefore unable to explore the trends and changes leading to the transition into the green economy. To address this limitation, the study sampled respondents from different universities, with different institutional cultures, to create a robust representation of undergraduate students. The study also employed established theoretical frameworks and statistical analysis techniques to strengthen interpretation of relationships among variables despite the single-time data collection approach.

1.10 Assumptions of the Study

This study was conducted among fourth-year university students enrolled in business-oriented programs at the bachelor's level.

The assumptions of the study were as follows:

i. The study assumed that Kenyan universities' curricula encompass the learning objectives of education for sustainable development, which are meant to inculcate sustainability orientation among students.
ii. This study assumed that entrepreneurial education influences the attitudes and skills of individuals, thus influencing their intention to engage in green entrepreneurship.
iii. The study further assumed that entrepreneurial intention is a conscious choice, and students are eager to choose green entrepreneurship as a career path.
iv. With the foregoing, it was assumed that the respondents were honest and truthful in their answers. The study assumed that all the questionnaires distributed would be duly filled and returned to the researcher.

ST. PAUL'S UNIVERSITY

1.11 Operational Definition of Terms

Entrepreneurship Process of identifying opportunities, mobilizing resources and engaging in innovative business ventures.

Entrepreneurial creativity: ideas possessed by an individual that allow him / her to profitably exploit opportunities**.**

Gender: refers to the social attributes and opportunities associated with being male and female.

Green entrepreneurial behaviour entrepreneurial activities aimed at sustainability with social, economic and ecological goals being pursued by the entrepreneur.

Green entrepreneurship: Entrepreneurship that encompasses economic viability, environmental sustainability and social responsibility.

Green Entrepreneurship Intention: the desire, hope or wish to select and engage in green entrepreneurship.

Intention: Readiness to engage in a certain action or behaviour.

Rural-urban orientation: Place or community where one lives/ has lived and ascribes to its norms and values which form part of his/her self-identity.

Self-efficacy: An individual's belief in his/her capability to perform tasks and roles aimed at entrepreneurial outcomes.

Student: An individual enrolled in the university and is partaking in course requirements as stipulated by the university

Sustainable entrepreneurship: a form of entrepreneurship that seeks to achieve social and environmental protection while at the same time bringing economic gain.

Sustainable business: a business model that incorporates pro-environmental practices including prudent resource use and environmental protection

ST. PAUL'S UNIVERSITY

1.12 Chapter Summary

This chapter's overriding concern was to set forth the context within which this inquiry was hinged, as well as the motivation behind it. The main focus was on university entrepreneurial programs that influence future entrepreneurs to engage in green entrepreneurship, motivated by increasing global concern over the adverse effects of climate change that continue to ravage populations worldwide. With unsustainable entrepreneurial practices fuelling this downward spiral, governments across the world are striving to slow down the effects and even potentially reverse them. Consequently, green entrepreneurship comes out as a catalyst in the transition towards sustainability. Entrepreneurship graduates have been identified as more likely to engage in entrepreneurial practices than the older generation. It was therefore important to study the intention of this group as they join the entrepreneurial arena.

Furthermore, the chapter justified the research problem as most studies in the area focus on the organizational context or on green consumption; the current one emphasized intention to engage in green entrepreneurship as influenced by environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and policy support as a moderating variable. These factors were examined in public and private universities which offer business-oriented programs at the bachelor's level. In addition, the chapter presented the study's intent to examine universities' support for the development of green entrepreneurial intentions, propelled by universities' mandate of teaching and engaging in research and community service. It highlighted the objective of the Kenya Green University Network, charged with inculcating skills and attitudes that aid in the adoption of sustainable behaviour, and UNESCO's goal of education for sustainable development that institutions should inculcate in their curriculum. There is a dearth of studies on green entrepreneurship in the global south, especially in sub-Saharan Africa. With the foregoing, research needed to be conducted to assess where we are at in terms of the transition towards more sustainable practices.

ST. PAUL'S UNIVERSITY

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Introduction

This chapter delineated the theoretical concerns and empirical literature relevant to the current proposed study. The theories that guided this study are the theory of Planned Behaviour, Cultural Values theory and Value-Belief-Norm theory. The empirical studies reviewed analysed green entrepreneurship within the concepts of environmental values, subjective norms, entrepreneurial self-efficacy, sustainability education and university support. The review process in the chapter led to the identification of practical study gaps. The concluding subsection espoused the conceptual framework which guides this study.

2.2 Theoretical Framework

In this study, the researcher used predictive theories to understand students' intention to participate in green entrepreneurship. The three theories that ground this study were: the Theory of Planned Behaviour (Ajzen 1985), the cultural dimensions theory by Geert Hofstede (1985) and the value Norm Belief Theory (Stern et al, 2000). The theory of planned behaviour looked at subjective norms, attitudes and perceived behavioural control; the cultural dimensions theory looked at the influence of culture on entrepreneurial intention and subsequent behaviour, while the VBN theory looked at how individuals develop environmental values. These three theories were selected to adequately support the objectives of this study and their applicability in the study of green intentions.

2.2.1 Theory of Planned Behaviour

This theory, proposed by Ajzen (1985) is grounded on the belief that people rarely engage in a particular behaviour voluntarily but rather, they are motivated by what they anticipate profiting by engaging in that particular behaviour. The theory further posits that the perception of an individual towards certain concepts influences their attitudes and behaviour towards the concept. In addition, for individuals to behave in a particular way, they need a special set of skills and knowledge. According to TPB behaviour is always planned and never coincidental. In this case, the intention to engage in green entrepreneurship is because of a careful thought process based on the variables as discussed. When studying entrepreneurial intention as a determinant of sustainable entrepreneurship, Vuorio (2018) finds support for validating the importance of adaption of TPB in the study of entrepreneurial intentions.

PAUL'S UNIVERSITY

Intentions are the motivating factors behind behaviour and are an indication of how hard one is willing to try or the effort they are willing to apply in order to achieve the behaviour (Ajzen, 1991). According to Ajzen (1991), therefore, there has to be a motivation behind the behaviour that individuals choose to adopt, and the probability of people behaving voluntarily is very small. The theory further posits that the perception of an individual towards certain concepts influences their attitudes and behaviour towards the concept.

TPB fronts intention as having three primary intellectual antecedents. They are attitude, subjective norms, and perceived behavioural control. These three antecedents form the basis on which behaviour is eventually adopted. According to (Ajzen, 1991) Attitude refers to the extent to which a person evaluates behaviour as favourable or unfavourable. An individual who has a favourable attitude towards behaviour is likely to be more motivated to adopt the behaviour thus directing more effort to it and increasing the chances of success. (Gkargkavouzi et al., 2019) support this definition. They agree that attitude can be defined as an individual's personal evaluation of the end behaviour. Depending upon the favourable or unfavourable evaluation of behaviour, an individual will formulate his/her intention (Taherdoost, 2018). This is because individuals view everything in terms of positive and negative; choosing what they consider to be the more rewarding behaviour (Ham et al., 2015). Therefore, a student will have the intention to pursue green entrepreneurship if that is perceived to be a rewarding venture compared to other forms of entrepreneurship.

Subjective norm encapsulates the opinion of an individual's family, friends, and acquaintances regarding the engagement behaviour. It highlights the social pressure an individual experiences to perform the behaviour in question (Taherdoost, 2018). Depending upon the approval or disapproval of other referents, the individual will form his/her intention (Gkargkavouzi et al., 2019). These referents are comprised of people an individual feels close to. Ajzen(2002) states that the social pressure is felt more if the referent individual engages in similar behaviour. In this case if a family member engages in green entrepreneurship, then the student will feel more pressure to follow in those footsteps. Ham et al. (2015) state that subject norms are based on the belief of the extent to which the reference individual will be impressed by the performed behaviour. Therefore, the closer the relationship people share the higher the social pressure.

Perception is a key aspect of the TPB. It depicts a person's discernment of the ease or difficulty of achieving certain behaviour. It is the extent to which an individual feels confident in his ability to execute a given task. According to the theory, opportunities, and resources available to an

ST. PAUL'S UNIVERSITY

individual influence the extent to which they achieve a particular behaviour. It involves internal locus of control and perceived behavioural control. For example, an entrepreneur may believe that sustainability outcomes are influenced by her own behaviour (internal locus of control) and at the same time feel that the chances of achieving sustainable entrepreneurship are very low (low perceived behavioural control) (Ajzen, 1991). Accordingly, an individual's perception of their environment motivates them to behave in a particular manner (Ajzen, 1991). Green entrepreneurship does not happen in a void and requires interaction, creating no doubt then, that it is planned behaviour (Koe, 2016). Research has indicated that these three antecedents are capable of explaining 35% of a user's variation in usage intention (Li et al., 2019).

As the majority of the behaviour exhibited by an individual is a planned response, it is quite difficult to term the starting of any business-related project just as a response to outside-based stimulus. Entrepreneurship is also a planned or intentional behaviour where an individual or a group of individuals plan to selectively undertake a business practice considering the available opportunities, value creation and venture development. Hence, the theory of planned behaviour has been extensively utilized to analyze and understand various entrepreneurial models and projects (Gkargkavouzi et al., 2019; Yuriev et al., 2020). Green entrepreneurship also represents a deliberately planned behaviour in which an individual decides to become a green entrepreneur because he/she has certain degree of green entrepreneurial purpose. Building on that, this research study also utilizes the Theory of Planned Behaviour as the conceptual framework, as it provides a well-defined basis to investigate university students' intention towards green entrepreneurship by considering entrepreneurial self-efficacy, family background, rural-urban orientation, and pro-environmental attitudes. e rural and urban orientation as well (Yuriev et al., 2020). This theory supports the objectives of entrepreneurial self-efficacy, subjective norms, and perceived behavioural control.

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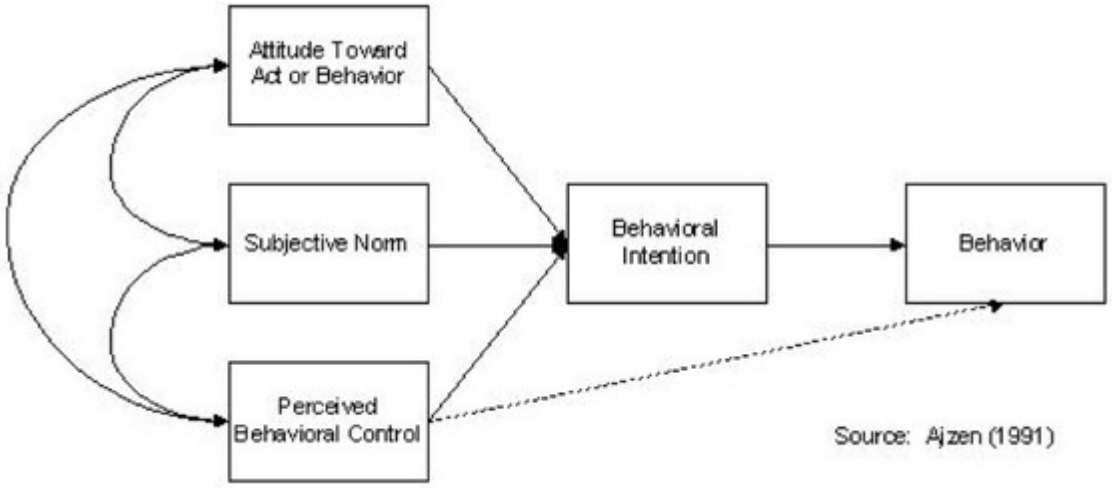


Figure 2.1: Theory of Planned Behaviour, Source: Ajzen (1991)

Despite its dominating appearance in entrepreneurship studies and its legitimacy to predict entrepreneurial behaviour, TPB has been criticized for its prominent weaknesses. First, the theory focuses more on an individual cognitive process and rational decision-making, failing to recognize the moral, habitual, and emotional influences on intentions. Second, it ignores external motivations such as the sociocultural environment (Yang et al., 2024), institutional and educational support, as well as financial hurdles, which are all critical components of successful green entrepreneurship (Fayolle et al., 2014). Third, this theory relies on self-reported data that is prone to inaccuracy and bias.

In the context of this study, this theory adequately supports the aspects of subjective norms, entrepreneurial self-efficacy, and perceived behavioural control. It, however, fails to consider environmental values and policy support. To achieve a comprehensive understanding of my objectives, the researcher incorporated additional theories, including the Value-Belief-Norm (VBN) theory and Cultural Dimensions Theory. These theories more effectively illustrated the interplay between pro-environmental behaviour and policy support. This methodology not only recognises the limitations of TPB but also demonstrates a deliberate intent to enhance my theoretical framework.

2.2.2 Cultural Dimensions Theory

There is no universally agreed definition of culture. However, many definitions and description point to the fact that culture is an umbrella that encompasses the collective intellectual behaviour, social norms, customs, and laws in a society of various individuals. Hofstede, (2011) describes culture as relating to 'The collective programming of the mind that

ST. PAUL'S UNIVERSITY

distinguishes the members of one group or category from another'. Culture is observed in daily life. It can be observed in the actions of people in e.g. environmental stewardship and entrepreneurial activities (Fithriyana & Fahmy, 2022).

Research has shown that culture plays a significant role in human adoption of a behaviour and influences the user intention (Fithriyana & Fahmy, 2022; Gilmartin et al., 2019). Entrepreneurship is born as a result of an interplay between personal attributes and the local environment. It is also suggested that cultural influence can alter green entrepreneurial intention towards green products and that culture acts as a key predictor in shaping green entrepreneurial intention and green entrepreneurial behaviour (Fithriyana & Fahmy, 2022). For instance, it was seen in some research studies that entrepreneurs and business practices in the countries with mindful approach towards sustainability exhibited a positive attitude towards sustainable products (Fithriyana & Fahmy, 2022). On the other hand, it was observed that people living in countries with a traditional approach towards environment-friendly policies exhibited a negative response towards sustainability-based programs. Hence, culture, social norms, and national characteristics might enhance or restrict the level of green activities in a country (Fithriyana & Fahmy, 2022; Fulvia et al., 2011).

Hofstede, (2011) developed a taxonomy of cultural values after studying IBM workers in over 50 countries. The dimensions identified by Hofstede are power distance, Individualism, Uncertainty avoidance, Masculinity vs. femininity, and long-term vs. short-term. In this study, the researcher shall focus on uncertainty avoidance and long-term vs. short-term pillars. This is because they were the most relevant for the study and brought out green entrepreneurship intention strongly. The decision to apply some, but not all, elements was supported by previous studies such as (Samarasinghe, 2012). Individuals who have high levels of uncertainty avoidance prefer the safety net of established rules and structured environments. In the context of green entrepreneurial behaviour, they might be hesitant to venture into green entrepreneurship due to the perceived risks and uncertainties involved in innovative and sustainable business practices. They thrive in situations where guidelines and policies are clearly defined. To this effect, they might be more drawn to green entrepreneurship if there is strong regulatory support and clear incentives for sustainable practices.

On the other hand, individuals with low uncertainty avoidance embrace the unknown and are more comfortable with the risks associated with entrepreneurship, including green ventures. Despite the uncertainties presented by the world of business, these individuals are likely to

ST. PAUL'S UNIVERSITY

experiment and implement their new ideas and innovations as they pursue potential rewards. They are likely to be enticed by prospects in green entrepreneurship as it is an area in business that harbours many unexplored opportunities (Prabowo et al, 2020). With this understanding in mind, university management can develop targeted programs to encourage students to explore their innovative side and participate in green entrepreneurship.

Prabowo et al. (2020) found that, in cultures where long-term orientation manifested, there was higher investment in sustainable practices and a solid plan for gradual improvement. This mindset is crucial in the pursuit of a green economy, as it is future-oriented and involves planning for business while considering its impacts on the community. These cultures invest in education and strive to nurture values that are considered beneficial to future generations. On the contrary, short-term oriented cultures seek to find a quick fix to their current problems and prioritize activities that bear quick results regardless of the impacts. Such values are detrimental to green entrepreneurship as they do not align with sustainability (Zhang et al., 2024)

The cultural dimensions theory has been criticized for its limitations in concepts and methods. Its critics argue that the theory ignores the dynamic nature of culture and defines it with a set of oversimplified concepts. this may hinder the appreciation of the evolving nature of culture and cultural practices. Additionally, since the theory relied on data from a single multinational organization the representativeness of the findings in a broader multinational level cannot be supported. The theory has also been criticized by overlooking the individual and situational factors that may influencing behaviour and only hailing culture as uniformly influencing behaviour. Despite these criticisms, it has been hailed as a fundamental theory in cross-cultural research though it is recommended that it is used alongside other theories.

ST. PAUL'S UNIVERSITY

2.2.3 Value-Belief-Norm Theory

The Value-Belief-Norm (VBN) Theory (Stern, 2000) is a fundamental theory in studies relating to Pro-environmental behaviour. It is used to explore the likelihood of an individual to engage in pro-environmental behaviour. The VBN theory postulates people engage in pro-environmental behaviour not just because of their environmental cognizance but also because of what they benefit at the individual level based on behaviour. To this end, (Stern, 2000) offers two definitions of environmentally significant behaviour. First, we have intent oriented environmental behaviour, which is behaviour that the actor sees as significant in environmental conservation. He is however quick to note that intent does not necessarily lead to environmental

impact. For example, when individuals shun the use of certain products because they believe said products will bring harm to the environment. Second, we have impact-oriented behaviour which is behaviour that alters the environment by affecting the availability of materials or energy from the environment or changes the subtleties of the ecosystem.

Scholars such as Uvarova et al. (2021) hail VBN for being widely used to understand the motivations behind pro-environmental behaviour, including green entrepreneurship. Several studies have explored the application of Value Belief Norm theory in the context of green entrepreneurship among university students (Aurellia & Nuringsih, 2023; Bouarar et al., 2022; S. Karimi, 2019; Kautish & Sharma, 2019). In their findings, these studies front evidence that subjective norms, attitudes and perceived behavioural control and environmental awareness have a positive influence on a student's intention to initiate a green business.

In the VBN theory, values are categorized into three: altruistic (concern for others, biospheric values (concern for the environment), and egoistic values (self-interest). Various scholars Hussain, et al., (2021a) presents findings indicating that students who have strong biospheric and altruistic values are more likely to engage in green entrepreneurship. This can be attributed to the fact that biospheric values focus on environmental stewardship while altruistic values focus on concern for others. These findings corroborate those by Jahanshahi et al. (2017), who conducted a study among 352 businesses and found that personal values influence an individual's engagement in sustainable business practices.

Beliefs refer to the perceptions individuals hold about the state of the environment and the impact of their actions. In green entrepreneurship, beliefs about climate change, resource depletion, and social inequality influence business decisions. For instance, entrepreneurs who believe their actions can mitigate environmental issues are more likely to adopt sustainable practices. In a different context, Ermecke et al. 2023) found that strong environmental beliefs can lead to higher customer loyalty and market differentiation for green businesses.

Additionally, normative pressures play a critical role in green entrepreneurship. Entrepreneurs often operate within networks where sustainable practices are valued. Research by (Carrillo-Hermosilla et al., 2010) illustrates that community and peer influences can encourage the adoption of green practices, highlighting the importance of social norms as articulated in VBN Theory. In the realm of green entrepreneurship, social norms can encourage sustainable practices through peer influence, industry standards, and consumer expectations. As green entrepreneurship gains visibility, normative pressures can motivate entrepreneurs to adopt eco-

ST. PAUL'S UNIVERSITY

friendly practices. According to a study by Hussain, Nazir, Hashmi, Di Vaio, et al. 2021), social networks play a vital role in reinforcing green norms among entrepreneurs, fostering a culture of sustainability.

The interaction between values, beliefs, and norms creates a powerful motivator for green entrepreneurship. Their interaction culminates in green entrepreneurial behaviour. Entrepreneurs who internalize environmental values and hold strong beliefs about their efficacy in addressing environmental issues are likely to feel a moral obligation (norm) to engage in sustainable practices. This aligns with findings from Saracevic & Schlegelmilch 2021), which suggest that moral norms are significant predictors of sustainable entrepreneurial intentions. Furthermore, in the work of Jebarajakirthy et al. (2024), students who internalize strong pro-environmental values, beliefs and norms are more likely to engage in such green behaviour. In the case of university students, this comprises the development and implementation of business practices that prioritize environmental sustainability.

While the theory effectively addresses environmental challenges, its applicability to other facets of social behaviour remains largely unstudied.

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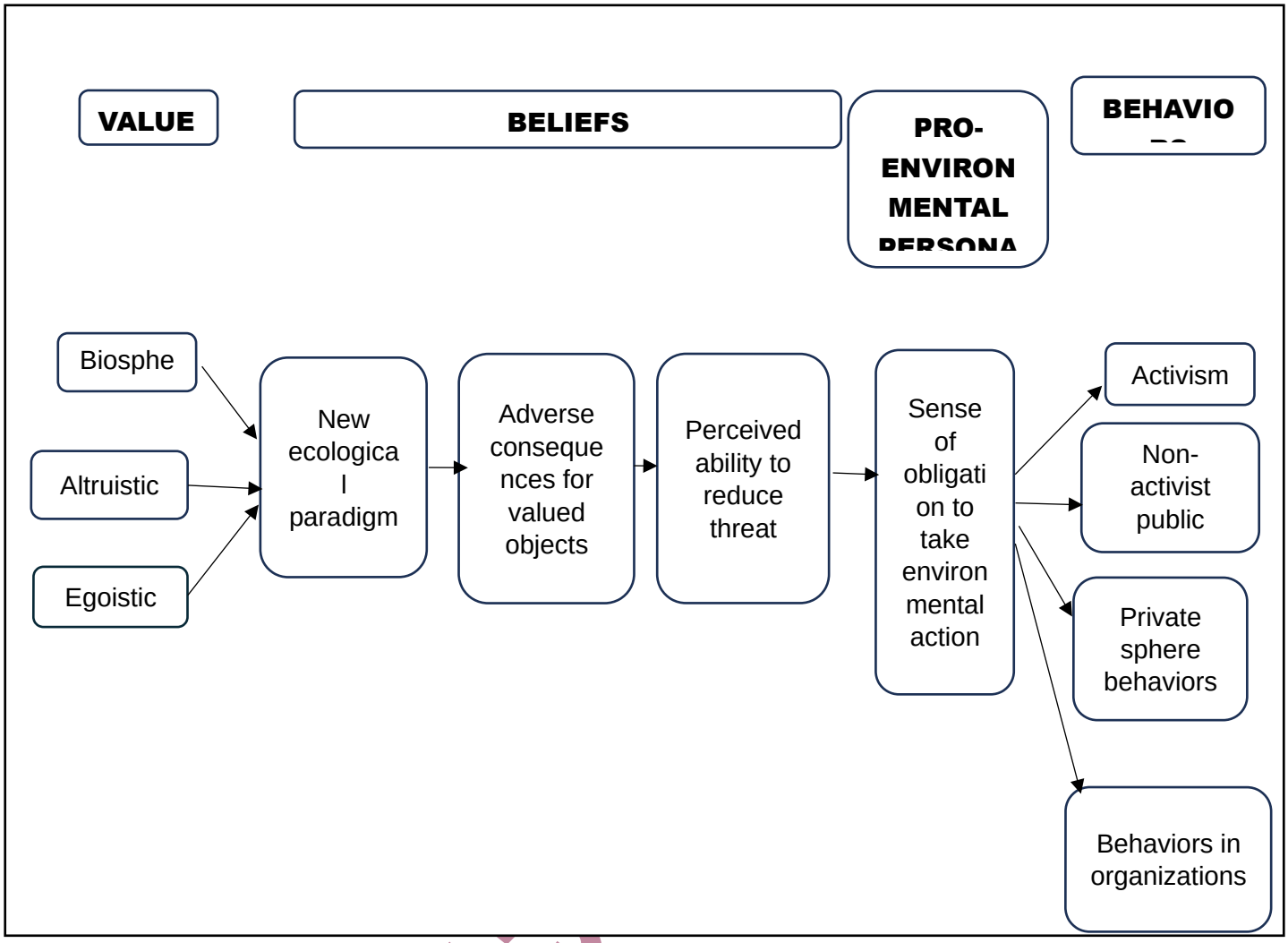


Figure 2.2: Value-Belief-Norm Framework (Stern, 2000)

These three theories have been selected because they provide a robust foundation for the study of green entrepreneurial intentions among university students. TPB focuses on intention and associated behaviour that facilitate decision-making in the context of entrepreneurial self-efficacy, subjective norm, and perceived behavioural control. The cultural dimensions theory enriches the theoretical frame through bringing emphasis to values and norms in the university's cultural context, while the VBN theory sheds light on how personal values, beliefs and norms cause one to develop pro-environmental behaviour. The interaction of the theories not only provides profound insights but also helps to augment the reliability of the research findings.

2.3 Empirical review

An empirical review investigates the elements influencing green entrepreneurial intentions among university students, offering valuable insights into the connections between environmental values, subjective norms, entrepreneurial self-efficacy, perceived behavioural

control, and policy support. Environmental values underscore the significance of sustainability and reflect an increasing awareness of ecological concerns that encourages students to engage in eco-friendly endeavours. Subjective norms, shaped by societal expectations and peer influences, are integral to nurturing entrepreneurial aspirations. Entrepreneurial self-efficacy demonstrates students' confidence in their capability to effectively undertake green entrepreneurial activities, while perceived behavioural control highlights individuals' readiness to tackle challenges. Ultimately, policy support, including government and institutional initiatives, can greatly facilitate the embrace of green entrepreneurship by addressing financial, technical, and structural obstacles (Seroney et al., 2023). Together, these elements lay the groundwork for comprehending how Kenyan university students interact with sustainable business practices.

2.3.1 Entrepreneurship in Kenya

The nature of entrepreneurship presents itself such that the risks are unforeseen. Consequently, the journey of entrepreneurship is not spontaneous but rather a carefully planned activity involving a thought process and prior groundwork (Soomro & Shah, 2022). A significant national difficulty for university graduates in Kenya has been finding respectable employment. Many institutions offer conventional education that falls short of giving students the skills they need to find work. The number of universities, the number of educated youth, and the unemployment rate are all rising at the same time. The current job market, on the other hand, is not set up to take on all university graduates, leading to socioeconomic imbalance in the nation. In light of this, graduates may find self-employment or entrepreneurship to be a rewarding professional path that will help advance the nation's socioeconomic growth. Additionally, entrepreneurs with higher levels of education are better equipped to contribute to the growth of the local economy than their less educated or uneducated colleagues (Taatila, 2010). It is anticipated that most of these students will select entrepreneurship as their job since higher education will give students the entrepreneurial knowledge and abilities they need to deal with the dynamism of business establishments (Hasan et al., 2017).

2.3.2 Green Entrepreneurship

Soomro et al., (2020) observe that Sustainable development and the green economy are two sides of the same coin. They must be effectively carried out and achieved by creating a natural shift in the social outlook and attitude, particularly in organizations and more so among the younger generation. Businesses across the world are looking at innovative ways to naturally

ST. PAUL'S UNIVERSITY

increase their businesses' capabilities (Nuringsih & Puspitowati, 2017). They are looking for and developing innovations that promote transitions toward sustainability. Therefore, it is crucial to establish a pathway for people to gradually change their attitudes, perspectives, and worldview toward environmentally friendly actions. Despite their great importance, issues surrounding green practices in businesses and organizations are still largely understudied.

The green economy is referred to as a set of economic and business activities of production, distribution, and consumption of services in ways that don't add to the existing degradation of the environment and save future generations from ecological disasters. Many developed and developing countries are now striving towards a green economy as it offers to reduce energy consumption and environmental pollution. It is equally important to understand that green entrepreneurship is a primary path towards the green economy and is primarily connected to sustainable business activities. Although the green economy has become a focus for national economic policies, it has still frequently appeared as a neoliberal scheme emphasizing that it is solely the responsibility of government to create new markets and utilize them for climate change policies (O'Neill & Sinden, 2021). The majority of green entrepreneurs operate their green businesses in this troubling context (Fremstad & Paul, 2022a; O'Neill & Sinden, 2021).

Although green entrepreneurs are seen as the key drivers to establish green economy, the overall business policies generally become less favourable for them and these policies narrow the space available for green businesses (Fremstad & Paul, 2022b; O'neill & Gibbs, n.d.). Green entrepreneurship highlights the ideology of moving beyond commercial entrepreneurship, adding value to sustainable business activities and limiting the adverse effects of environmental factors for regeneration and preservation of natural resources from the perspective of the global economy(Alvarez-Risco, Mlodzianowska, García-Ibarra, et al., 2021). As deterioration of natural resources and the environment has escalated due to the negative impact of morally irresponsible business practices, the need of the hour is to conduct business in accordance with green orientation policies and thus oppose the conventional assumptions of market growth (Alvarez-Risco, Mlodzianowska, Zamora-Ramos, et al., 2021; Zhao et al., 2021). Green entrepreneurship also provides a solid basis for multiple stakeholders and firms to gain competitive advantage and alternative orientation towards sustainable economic growth (Zhao et al., 2021).

Although the importance of the green economy and green entrepreneurship is widely acknowledged in research, the younger generation, particularly students, is more inclined

ST. PAUL'S UNIVERSITY

towards the adoption of sustainable business ventures (Yacub et al., 2022). The younger generation has already brought many dynamic and complex changes around the globe and hence can act as a dynamic medium to efficiently foster green entrepreneurial initiatives (Nuringsih & Nuryasman, 2021; Yacub et al., 2022). The inclination of the younger generation towards the green economy stems from the desire to tackle environmental issues or to bring a widespread, socially acceptable solution that will ultimately lead to the production and consumption of sustainable products (Nuringsih & Nuryasman, 2021). As the youth around the globe is more motivated to be a major force for successfully moving towards a sustainable business paradigm, it becomes pertinent to explore their understanding of green entrepreneurship and how the younger generation, particularly students, play their part in it.

2.3.2 Green Entrepreneurial Intentions

Intention is an influential state of mind that plays a significant role in predicting and explaining the human thought process and behaviour (Arru, 2020) . It is the eagerness of an individual to participate in a particular behaviour. Yadav & Pathak, (2017) describe it as an individual's readiness, as influenced by several factors, to engage in a given behaviour . In the context of entrepreneurship, Entrepreneurial Intention can be defined as a "self-acknowledged conviction" by any individual that he/she is willing to initiate a new business enterprise, and he/she continuously plans to accomplish this in the future (Farrukh et al., 2018). Therefore, green entrepreneurial intention is seen as a rational condition that demonstrates persuasion and obligation by an individual to set up in the future a new business venture that creates economic, social and environmental values.

Amabile, (1997) recognizes that successful entrepreneurship requires both creativity and innovation. She distinguishes the two by defining entrepreneurial creativity as '*of novel and appropriate solutions to open-ended problems in any domain of human activity'*; and innovation as '*the implementation of those novel, appropriate ideas*. Considering the various challenges that entrepreneurs must tackle during entrepreneurship journey, entrepreneurial creativity is of indispensable. Therefore, innovations must not only be original in their nature but must also create value (Mayhew et al., 2012). In the context of green entrepreneurship, innovations must create value to the consumers, by coming up with a valuable product, and also provide value to the physical environment. Fussler and James (1996) as cited by (Huang et al., 2016) were pioneer scholars in the field defining the concept of green innovation as products and services that Provide value for businesses and clients while at the same time substantially reducing the impact on the environment.

ST. PAUL'S UNIVERSITY

Innovations are usually a response to changes in either the internal or external environment or as a course of anticipatory activities taken to influence these environments. Green innovation is still at its infancy stage. In the context of green entrepreneurship, Huang et al., (2016) posit that innovation is collaboration between sustainability and innovation. Consequently, Innovative products and services are those that reduce impact on the environment in the course of their life cycle. Green innovation is an important component for the achievement of sustainable development (Amankwah & Sesen, 2021). Huarng & Ribeiro-Soriano, (2014) theorize that, innovative behaviour contributes to the job satisfaction of entrepreneurs who engage in it.

Yi, (2021), found that entrepreneurial creativity and behaviour among Chinese students increased gradually mainly due to the institutional environment. He noted that, the students became more active as the received information and resources in the various programs that the participated in. Additionally, Yi, further notes that university students, when they receive institutional support, develop green entrepreneurial behaviour aligned to social norms and values such as social and environmental responsibility.

Sustainability entrepreneurship has seen a building worldwide momentum that has grown considerably in direct reaction to the mounting and pressing environmental crises that we are in today, including crucial issues like climate change, biodiversity loss, and deterioration in essential natural resources, for instance, freshwater, forests, oceans, and soils. These rising pressures have triggered an unprecedented paradigm shift in the manner in which economies and societies think about and perceive growth, and there is a strong trend towards more and more favouring models that place greater emphasis on placing ecology and long-term resilience and sustainability at par with economic performance and profitability (Alvarez-Risco, Mlodzianowska, Zamora-Ramos, et al., 2021). Historically, entrepreneurship has tended to be seen as primarily the engine for driving economic progress and profitability, but it is now being recast and reframed as a smart and effective means for meeting and overcoming pressing environmental challenges (Valencia-Arias et al., 2024). This historic shift is especially pertinent and essential in developing world regions, where challenges and vulnerabilities in the environ intersect with economic ambitions and aspirations, thus presenting a rich soil that is in full ripeness for nurturing green innovation as well as sustainable practice.

ST. PAUL'S UNIVERSITY

2.3.3 Green Entrepreneurship and University Students

Youth development initiatives and youth empowerment programs are powerful tools to build the human capital of any economy and aids the youth to lead a more prosperous life. The younger generation, particularly students, represents an important determinant of a nation's human capital (Mascarenhas et al., 2021). However, it is also seen that, unfortunately, in many labor markets of developed and developing countries, the expanding pool of youth and their skills is not efficiently accommodated, causing a high surge in unemployment worldwide (Mascarenhas et al., 2021). This rise in global unemployment has lead youth in many regions around the world to a wave of entrepreneurship with more and more people moving towards business ownership (Kang & Xiong, 2021). Various entrepreneurship development mechanisms and policies are now being implemented by the government for youth to create their own business (Mascarenhas et al., 2021).

Similarly, many universities (both business-based and STEM sciences-oriented) in developed and developing countries now offer entrepreneurship-based programs, particularly for students enrolled in business studies (Barth & Muehlfeld, 2022; Yohana, 2021). It is also noted by many research studies that educational systems worldwide, until recently, were not geared towards providing entrepreneurship and employment programs (Barth & Muehlfeld, 2021). Generally, it is seen that entrepreneurship programs are focused more on students engaged in the discipline of business and social sciences. However, in most public universities, it is now becoming mandatory to promote entrepreneurship-specific programs (Barth & Muehlfeld, 2021; Yohana, 2021). As today's youth will become tomorrow's entrepreneurs, enhancement of their intention towards entrepreneurship will lead to the development of more sustainable business practices (Fernández et al., 2021). Research has identified that young green entrepreneurs help in the promotion of the green economy and economic development (Fernández et al., 2021).

Green entrepreneurs are concerned about the preservation of Earth's natural resources and are therefore determined to sustain a green economy. The optimistic approach of young entrepreneurs along with sustainable development plans may encourage students even enrolled in STEM-based programs to adopt green entrepreneurship (Piva & Rovelli, 2022). However, it is important to understand that green entrepreneurship intention among university students opting for business studies-based programs is influenced by multiple factors. Since many public and private universities are now developing green entrepreneurship programs, it is necessary to explore and examine the factors that influence the intention of students in an educational setting and how green entrepreneurial thinking can be further promoted among

ST. PAUL'S UNIVERSITY

youth. Although a vast number of studies have examined the factors that can influence the intention of students in educational settings to adopt green entrepreneurship, there is a paucity of literature describing how rural and urban orientation can influence the user's intention. Likewise, it is equally important to understand and examine the impact of cultural values on students to adopt green entrepreneurship.

2.3.4 Gender

Female entrepreneurs have been identified as an indispensable asset in the field of innovation and job creation (Orhan & Scott, 2001). Yet according to GEM (2019) Women's Entrepreneurship Report, only 17.1% of women intend to start a business, with fewer women than men perceiving they have the skills to start and run a business.

Research in the field of gender and entrepreneurship has continued to reveal gaps in the patterns of participation between male and female entrepreneurs. For example, in 2019, the OECD released a report indicating that women were 60% as likely as men to be self-employed. The report also indicated that even among the younger generation, women were 60% as likely as men to engage in entrepreneurship. This gap had reduced significantly since 2002. The report further expresses that the reduction was not because more women were joining the entrepreneurship arena but because fewer men were coming in as compared to previous years. Scholars have established that men are more likely to participate in entrepreneurship as long as there is economic gain, while women participate in entrepreneurship for social and economic reasons (Braun, 2010). The concept of green entrepreneurship continues to gain popularity because it not only looks into economic development but also other pertinent issues in the global arena like environmental conservation and, by extension, food security (He et al., 2024).

Several factors, including lack of finances, lack of confidence, cultural constraints, and insufficient knowledge, have hindered the participation of women in the development process (Kirkwood, 2009; Nixdorff & Rosen, 2010; Olsen & Cox, 2001). In the same light there are several factors that influence women to participate in green entrepreneurship, not only because of the way they are socialised to demonstrate the ethic of care (Braun, 2010; Hechavarria et al., 2012) but also in a bid to also so that they can attain independence and a sense of achievement (Orhan & Scott, 2001b). Thébaud (2010), as cited in (Nowiński et al., 2019), found that women with a higher level of education are more likely to view themselves as capable of conducting tasks related to entrepreneurship as compared to those with a lower level of education. In

ST. PAUL'S UNIVERSITY

addition, due to cultural beliefs about gender roles, women perceive themselves as less capable of implementing tasks attributed to men, such as entrepreneurship.

Hörisch et al., (2017) found that environmental orientation was lower among males than their female counterparts. These findings coincide with those of (2010) and Hechavarria & Ingram (2016), where in both cases the research findings indicated that men were more likely to pursue economic entrepreneurship compared to their female counterparts, who were more likely to engage in sustainable entrepreneurship. This study did not observe any difference in the environmental orientation of males and females in the OECD and Non-OECD countries. (2017) also found that people with high income had lower environmental orientation, while younger people also had lower environmental orientation.

Hechavarria & Ingram (2016) found that societies whose ideologies are strongly associated with traditional gender roles are positively associated with entrepreneurs selecting environmental ventures. Further. Gender socialisation moderates the relationship between gender and environmental venturing such that the positive association of being a female and pursuing an environmental venture will be stronger for female entrepreneurs in countries with traditional gender roles. At the national level, societies whose ideologies are strongly associated with post-materialism are positively associated with entrepreneurs selecting environmental ventures. Culture moderates the relationship between gender and environmental venturing such that the positive association of being a female and pursuing an environmental venture will be stronger for female entrepreneurs than for male entrepreneurs in countries with higher levels of post-materialism.

Women's entrepreneurship contributes widely through insights and the investment of a lot of energy and capital assets to their networks, plus they produce jobs and create extra work for providers and other side project business linkages (Global Entrepreneurship Monitor, 2023).

Hechavarria et al., (2012) in their study 'Are women more likely to pursue environmental and social entrepreneurship?' are quick to note that the perception of the best entrepreneur between male and female is changing. This could be an indicator the change is because of availability of information demystifying the idealized characteristics. The findings of this research implying that women empowerment is a factor of participation in entrepreneurship. These findings collaborate the findings of Themudo ((2009) as quoted by (Hechavarria et al., 2012)) who found a strong association between women empowerment and participation in non-profit sector development. Braun, (2010) found that even though women had higher attitudes towards

ST. PAUL'S UNIVERSITY

environmental entrepreneurship it did not necessary translate to engage in positive environmental behaviour.

2.4 Environmental Values and green entrepreneurial intentions

The way in which an individual entrepreneur perceives the level of green opportunities and how he or she decides to act on it is determined by cognitive abilities within a specific cultural context. Societies where a culture of social legitimization, environment pro policies exist, exhibit a stronger inclination towards green entrepreneurial initiatives (Fallah & Soori, 2023; R. F. Karimi & Chashmi, 2019). These discrete findings highlight the importance of considering cultural dimensions while determining the intention towards green entrepreneurship (Karimi & Chashmi, 2019). University students represent different cultural adherences and might not exhibit the same approach towards green entrepreneurial initiatives in accordance with their cultural orientation. Nonetheless, research has also shown a paucity of literature that considers cultural impact as a key determinant in predicting university students' user intention towards green entrepreneurship. Given this discussion, this research study also incorporates cultural impact as a key predictor to measure the students' intention towards green entrepreneurship.

Environmental values are a crucial component in the quest for sustainable development. Entrepreneurs who have environmental values realize the role of nurturing the environment alongside their business venture (Yasir et al., 2023). They prioritize eco-friendly practices and weigh the environmental impact of their entrepreneurial ventures. These values reflect on an individual's beliefs and attitudes towards the environment, therefore influence their behaviour towards sustainable practices (Peng et al., 2021). This alignment of values and intentions is essential for fostering a culture of sustainability within the business community.

Zhang et al. (2024), in their study investigating the factors influencing intentions for sustainable entrepreneurship among Chinese university students, found that environmental values had a strong positive effect on students' sustainable entrepreneurial intentions, especially in promoting the natural and ecological ecosystem. The study highlighted the importance of instilling these values in the educational curriculum. The research accentuated that students with elevated environmental values were more prone to participate in green entrepreneurial activities, as they acknowledge the long-term benefits of sustainability. Likewise, Roy, (2023) focused on examining the factors influencing undergraduate students' green entrepreneurial intentions in an emerging economy. The findings of the investigations indicated that among

ST. PAUL'S UNIVERSITY

the various variables being tested, that is, attitude towards entrepreneurship, entrepreneurial knowledge, entrepreneurial motivation, personality traits, environmental values and university green environmental support, environmental values were the most influential determinant in developing green entrepreneurial intentions. Based on these findings only, we cannot afford to ignore the significant role that environmental values play in the development of green entrepreneurial intentions among university students.

Prabowo et al. (2022) examined the drivers of green entrepreneurial intention among university students, focusing on the role of sustainability awareness. The findings revealed that together with green self-efficacy and environmental concerns, environmental values significantly influenced students' intentions to engage in green entrepreneurial activities. Further, the research findings emphasized the need for educational institutions to include environmental education and sustainability education in their curriculum to enhance the development of green intentions among students. Cutler et al. (2020) studied beliefs on global warming amongst coastal versus inland people. They argued that nurturing environmental values amongst university students is necessary for promoting sustainable business practices and reducing damage to the environment. The findings underscored the need to inculcate sustainability values through sustainable education to develop a breed of entrepreneurs with high environmental consciousness. These findings concur with those of Roy (2023).

ATTs are learned tendencies to perceive and act in some consistently favourable or unfavourable manner concerning a given object or idea such as a product, service, brand, company, store or spokesperson (Fishbein & Ajzen, 1975). It consists of behavioural beliefs and outcome evaluations. Studies reviewed in the area of entrepreneurship affirm the positive influence of ATT on EI (Misoska et al., 2016; Ozaralli & Rivenburgh, 2016; Farrukh et al., 2018). However, Ozaralli and Rivenburgh (2016) added that although students hold a positive ATT toward entrepreneurship, they showed a low level of EI. Specifically, Vuorio et al. (2018) found that ATT toward sustainability enhances sustainability oriented EIs Attitude towards entrepreneurship.

In their study on the green entrepreneurship among the younger generation, (Soomro et al., 2020) note that when an individual has a positive or a negative attitude towards something then it directly influences their intention towards the same thing. Consequently, attitude influences entrepreneurial intention, pro-environmental behaviour and sustainability orientation. For students' entrepreneurial activities, the attitude towards entrepreneurship indicates the

ST. PAUL'S UNIVERSITY

positiveness or readiness to take part in entrepreneurial activities when opportunities arise (Sher et al., 2020). According to McCormick et al., (2015) a positive attitude towards entrepreneurship of individuals may also be recognized by the preference and desire to own a business rather than to be hired. Attitude towards entrepreneurship is also associated with the assessment of advantages and disadvantages. Individuals who are more positive about the results of entrepreneurship have higher positiveness about entrepreneurial activities; the content of the curriculum taught can potentially influence a student's attitude towards green entrepreneurship intention.

In a study exploring the relationship between green entrepreneurship and sustainability, with a focus on the role of environmental values driving entrepreneurial activities, (García-Cabrera et al., 2023) found that students with strong environmental values exhibited a higher likelihood to engage in green entrepreneurial business ventures. This was attributed to the fact that they were cognizant of the significance of sustainability for future generations. Gast et al., (2017) focused on the role of environmental values in this study investigating the impact of sustainability on entrepreneurial behaviour. Yet again, students with higher environmental values were more inclined to pursue green entrepreneurial activities as they prioritized long-term environmental benefits over short-term gains. These findings align with previous literature on the role of environmental values in forming green entrepreneurial intentions.

Safitri (2017) as cited by Prabowo et al., (2022) found that environmental values are important while shaping green entrepreneurial intentions. The study revealed that students who had stronger environmental values had a higher propensity to adopt sustainable practices while implementing their business ventures. This was attributed to the acknowledgement of the need for long-term environmental stewardship. This aligns with findings of other studies such as García-Cabrera et al., (2023); Gast et al., (2017) on the crucial role of environmental values in developing green entrepreneurial culture amongst university students. When exploring the impact of entrepreneurship education on green and entrepreneurial intentions Marques et al., (2018) found that students who received some sort of environmental education, thus being exposed to the principles and practices of sustainability, presented higher chances of developing green entrepreneurial intentions. Marques et al. (2018) therefore conclude that it is important to incorporate environmental values in the curriculum to effectively promote green entrepreneurship among the younger generation. These findings align with those of Zhang et al., (2024).

ST. PAUL'S UNIVERSITY

Cui et al., (2021) investigated the mediating role of educational attributes in the relationship between entrepreneurship education on the entrepreneurial mindset of college students. The findings of this study revealed that students with higher environmental values were more likely to engage in green entrepreneurial activities. Like in the findings of Marques et al. (2018), this was attributed to recognition of the benefits reaped in the long term as a result of adopting sustainable practices. The findings further emphasize the need for universities to adopt curricula highlighting environmental stewardship, thus nurturing a generation of green entrepreneurs.

The literature reviewed on environmental values as a determinant of green entrepreneurial intention amongst university students reveals the crucial role of these values in shaping entrepreneurial behaviour. Quite a number of researchers recommend inculcating environmental values in the educational curriculum(Cui et al., 2021; Khadri et al., 2020; Marques et al., 2018; Zhang et al., 2024) to nurture a crop of green entrepreneurs, thus contributing to sustainable development.

Bronfman et al., (2015) posit that Pro-environmental attitudes are described as a person's concern for the natural environment. The idea that environmental affect is a post-material attitude, there are arguments that industrialised countries form a higher level of environmental concern compared to the less developed countries. These findings contradict those of Muüller, Kals and Pansa (2009) cited in Anderson & Krettenauer, (2021) who found that Germany had lower concern for the environment than respondents in Lithuania, yet Germany is more industrialized. Kenya seeks industrialization in Vision 2030 and the Big 4 agenda. It is paramount to understand the pro-environmental attitudes of students pursing entrepreneurship as they join or create their own industries.

Anderson & Krettenauer (2021) and Liu et al. (2020) agree in their findings that education does develop and help to increase pro-environmental attitudes. People who have some form of education about how nature works and the benefits of nature conservation have higher levels of pro-environmental attitudes. Knowledge on environmental stewardship is also likely to equip students with skills in environmental management. University students are exposed to this kind of knowledge through courses geared towards environmental stewardship. The courses are compulsory or elective. This study explored whether the entrepreneurship curriculum exposes students to environmental education, thus activating their pro-environmental values.

ST. PAUL'S UNIVERSITY

Anderson & Krettenauer, (2021) in his study on Connectedness to Nature and Pro-Environmental Behaviour from Early Adolescence to Adulthood: A Comparison of Urban and Rural Canada found that urban people had a higher connectedness to nature than rural counterparts. The opposite would have been expected since rural people are more likely to be exposed to, and interact with nature than those living in urban areas, thus increasing their affinity for the environment. However, Anderson & Krettenauer 2021) attribute this to the fact that young people today are spending less time outdoors as compared to previous generations. Consequently, they do not have much exposure to the natural environment and do not understand what it has to offer.

2.5 Entrepreneurial Self-efficacy and Green Entrepreneurial Intentions

Entrepreneurial self-efficacy is the belief in one's capacity to effectively engage in entrepreneurial activities. Recently, this concept has received growing interest, especially regarding green entrepreneurship. Saptono et al. (2021) describe entrepreneurial self-efficacy as an individual's belief in their ability to execute activities related to entrepreneurship successfully, leading to the creation of new products, services, or business ventures. Entrepreneurial self-efficacy is therefore an important factor in entrepreneurial intention (Saptono et al., 2021); consequently, improving one's self-efficacy significantly increases their intention to engage in entrepreneurship (Tomy & Pardede, 2020). Despite this important role played by self-efficacy in entrepreneurial intention, Uddin et al. (2022) highlight that self-efficacy has been under-researched and under-emphasized in entrepreneurial research in the context of individual beliefs.

Saptono et al. (2021) note that entrepreneurial intentions indicate the willingness of an individual to create a career path in new venture creation. They further posit that self-efficacy influences how a person perceives situations and how they respond to them. (Newman et al., 2019) define entrepreneurial self-efficacy as the belief by an individual that he or she has the ability to undertake a task and get the desired entrepreneurial outcome. Studies indicate that students who perform well in academics have a higher sense of entrepreneurial self-efficacy (Pfeifer et al., 2016).

Entrepreneurial self-efficacy increases an individual's self-confidence in their ability to generate a positive outcome in their pursuit of entrepreneurship activities (Saptono et al., 2021). Individuals with low self-efficacy may avoid specific situations, and this avoidance tendency may lead to the individual avoiding facing fears or developing competencies (Bandura, 1977).

ST. PAUL'S UNIVERSITY

High self-efficacy, on the other hand, can lead to new behaviour, increased effort, and perseverance in the face of challenges (Thomas & Velthouse, 1990). Past experiences, which are a forerunner to personal self-efficacy, are a predictor of future conduct, as well as the predicted outcomes of behaviour or outcome expectations (Bandura, 1991).

The impact of self-efficacy can be seen in goal selection; goal-oriented actions, effort put into the process, and desire to succeed in the face of adversity. Individuals with a high feeling of self-efficacy are more likely to put forth more effort in the process of dealing with obstacles. The way people respond to life situations is heavily influenced by their feeling of self-efficacy, which in turn affects cognition and action. It also affects the type and strength of the effect (Bandura, 1993). The type of objectives chosen and the plans and techniques made to achieve those goals are heavily influenced by an individual's self-efficacy beliefs. It also influences the creation of rules for anticipating and influencing occurrences, as well as problem-solving efficiency. Those who believe in their problem-solving abilities tend to be efficient decision-makers and problem solvers when they must make sound decisions about whether to engage in a difficult activity. Individuals choose to engage in situations in which they expect to succeed and avoid situations in which they believe the demands imposed on them will be too much for them to handle.

In a study conducted in Peru among 320 international business students, Alvarez-Risco et al., (2021) studied entrepreneurial self-efficacy as a variable. The findings indicated that entrepreneurial self-efficacy had a positive influence on green entrepreneurship intention among students. Ahmad et al. (2015) conducted a study among 100 business management students in Malaysia. The researchers were testing the effects of sustainable orientation, sustainable education and general self-efficacy on green entrepreneurship inclination. In this study, their findings revealed that self-efficacy did not appear to have a significant impact on green entrepreneurship inclination. The reason the researchers gave for this was that even though self-efficacy was of great influence in general entrepreneurship, it was not necessarily the case in the context of green entrepreneurship.

Soomro et al. (2020) observe that individuals with high levels of self-efficacy are more likely to have more confidence in the notion of green entrepreneurship. However, in a study they conducted in Pakistan among students registered in business courses, the findings revealed that the influence of self-efficacy on green entrepreneurship intention was insignificant. These findings match those of Ahmad et al. (2015). If people feel they can influence the environment

ST. PAUL'S UNIVERSITY

with their actions, due to their knowledge of the actions that can resolve the growing environmental problems and the depletion of natural resources, the impact of the observed behavioural change will be greater and, therefore, these people will strengthen their attitude towards action (Cho et al., 2013).

Belief in starting a business and understanding one's capacity to undertake business tasks are both indicators of perceived self-efficacy. Perceived self-efficacy demonstrates people's understanding of their aptitude for a task and fosters a positive self-view in the pursuit of objectives (Tan et al., 2013). In many contexts, an individual's capability to create, retain, control, and seize chances, as well as the capacity to address issues and generate business concepts, is used to gauge perceived self-efficacy. A person's perceived self-efficacy reflects their level of assurance that they will complete a task effectively. Individual perceptions of their own competence and that of their group or team, whose members may do comparable tasks, are tied to collective activities. Entrepreneurial goals and self-competence are closely related. In light of three mediator factors (attitude toward becoming a social entrepreneur, subjective norms, and perceived behavioural control), Tiwari et al. (2017) evaluated cognitive styles (i.e., thinking patterns) and self-efficacy as antecedents of social entrepreneurial intention among Indian students. Their findings revealed a high correlation between self-efficacy and each of the three mediating components as well as the necessity of both intuitive and analytical cognitive types in forming social entrepreneurial goals.

Among emerging economies, corresponding contradictory findings were noted. A study among final-year business students in India, Malaysia, and Singapore reported that the institutional environment has a substantial positive effect because of increased PBC (Trivedi, 2016). Comparably, concept development assistance provided by the academic institution was shown to improve the EIs of students (Mustafa et al., 2016). In contradiction, when EIs of business, medical, and law students were analysed, the study concluded that university entrepreneurial atmosphere did not show any significant influence (Sesen, 2013) . In support, among Malaysian students, the academic achievement of the student was found to have a negative impact on the intent to own and run a business venture (Mohamad et al., 2015).

A growing body of research also points us in the direction that cultural values significantly alter the entrepreneurial structure from the perspective of different regions(Karimi & Chashmi, 2019). The way in which an individual entrepreneur perceives the level of green opportunities and how he or she decides to act on it is determined by cognitive abilities within a specific

ST. PAUL'S UNIVERSITY

cultural context. Societies where a culture of social legitimization and environmental pro-policies exists exhibit a stronger inclination towards green entrepreneurial initiatives (Fallah & Soori, 2022; Karimi & Chashmi, 2019).These discrete findings highlight the importance of considering cultural dimensions while determining the intention towards green entrepreneurship (Karimi & Chashmi, 2019). University students represent different cultural adherences and might not exhibit the same approach towards green entrepreneurial initiatives in accordance with their cultural orientation. Nonetheless, research has also shown a paucity of literature where cultural impact is considered a key determinant in predicting university students' user intention towards green entrepreneurship. In view of this discussion, this research study also incorporates cultural impact as a key predictor to measure the students' intention towards green entrepreneurship.

2.6 Subjective Norms and Green Entrepreneurial Intentions

Subjective norms represent the values and attitudes that an individual considers important due to perceived social pressure from people/ circles that the individual holds in high esteem. These people may include family, friends, and colleagues. The behaviour is adopted based on whether the reference group approves or disapproves of it (Prabowo et al., 2022). The TPB depicts subjective norms as one of the determinants of intentions, alongside attitudes and perceived behavioural control (Ajzen, 1991, 2002). Subjective norms can influence one's perceptions of environmentalism and possibly develop in them an intention to engage in green entrepreneurial activity.

Recently, researchers have sought to shed light on how an individual's social environment can influence their decision to pursue environmentally friendly business ventures. Prabowo et al., (2022) examined the drivers of green entrepreneurial intentions among university students in Jakarta. They found that subjective norm played a mediating role in the relationship between perceived behavioural control and intentions. This suggests that subjective norms can influences green entrepreneurial intentions indirectly by affecting individuals' perception of their ability to engage in green entrepreneurship.

Shabeeb et al., (2023) explored the antecedents of green entrepreneurial intentions among higher education students in Saudi Arabia. In their study, they identified subjective norms as one of the key predictors of green entrepreneurial intentions, along with self-efficacy, attitude, and green consumption commitment. The study emphasized the importance of subjective norms in fostering a supportive environment for green entrepreneurship, suggesting that social

ST. PAUL'S UNIVERSITY

influences can play a crucial role in encouraging individuals to pursue sustainable business ventures. Furthermore, a study by She et al. (2023) explored the antecedents of green entrepreneurial intentions among higher education students in Saudi Arabia. The research identified subjective norms as one of the key predictors of green entrepreneurial intentions, along with self-efficacy, attitude, and green consumption commitment. The study emphasized the importance of subjective norms in fostering a supportive environment for green entrepreneurship, suggesting that social influences can play a crucial role in encouraging individuals to pursue sustainable business ventures.

In recent years the role of the family on developing entrepreneurial intention is steadily increasing. Family has one of the biggest influences on an individual. They play the role of socialization so that the child can learn the norms and values of society; they also play a role in shaping adult personalities. In the process of socialization, members of a family knowingly or unknowingly become role models (Graaf et al., 2009). When an individual has a role model, they will most probably adopt the behaviour of their model unknowingly and unconsciously. Though the debate on family influence to engage in business is inconclusive, being raised by a family of entrepreneurs could influence your intention to become an entrepreneur (Dao et al., 2021).

The family influence on entrepreneurial intentions for children exposed to family businesses are double barrelled. First, they get exposed to the day-to-day running of the business and acquaint themselves with the tips and tricks; secondly, they have a role model they can refer to and consult (Wang et al., 2018). Khadri et al., (2020) note that, when parents or close family members demonstrate a commitment to sustainability, whether through their professions, lifestyle choices, or personal values, these attitudes can be internalized by the younger generation. Wang et al. (2018a), however, express that, despite this significant role played by family in forming entrepreneurial intention in the young mind, there is still a paucity of studies on the same.

Khadri et al. (2020) note that family background can provide hands-on support and resources that nurture green entrepreneurial intentions. Families with a history of entrepreneurship can offer valuable insights, mentorship, and financial support to aspiring green entrepreneurs. This support creates an enabling environment for taking entrepreneurial risks and pursuing innovative, environmentally friendly business ventures. For example, an individual who hails from a family owning a business may receive guidance and mentorship on how to navigate the

ST. PAUL'S UNIVERSITY

entrepreneurial landscape while also being encouraged to integrate sustainable practices within the business (Khadri et al., 2020).

In the review of literature, the researcher found that implicitly, many researchers ask, 'Is the thought process of an entrepreneur independent or is it dependent on other factors?' (Molina, 2020) in her review of literature found that family is an important source of support for the potential entrepreneur. In this study, it was deduced that children who come from families where resources are available are assured of capital for their business. Consequently, their form of entrepreneurship is opportunity-driven. Likewise, people who come from families where resources are not readily available will engage in entrepreneurship as a form of survival.

Wang et al. (2018) note that participating in a family-owned business increases one's efficacy. They also note that once offspring have participated in the running of the family business, it can be equated to practical entrepreneurship education. In their study on unlocking the influence of family business exposure on entrepreneurship intention, conducted among 131 Chinese family-owned businesses (Wang et al., 2018), found that the offspring were highly motivated by the perceived parental rewards that would be gained after participating in the family business.

Self-employment family background has been found to positively impact the intention to participate in entrepreneurship. Chaudhary (2017) confirms that self-employed family background will have a positive relationship with entrepreneurial intent. His findings support those of Wang et al. (2018); they found that there is a significant influence of a parental model in the entrepreneurial intention formation. With the foregoing, it is necessary to investigate the influence of family on green entrepreneurial intention. If the parents run a traditional form of entrepreneurship, will the offspring develop the intention to pursue green entrepreneurship?

Religious beliefs are fundamental in the lives of many people across the world (Hoogendoorn et al., 2016). According to Rodrigues et al. (2022), religious beliefs are intergenerational, with teachings and traditions being passed down from one generation to the next and therefore making a significant contribution to the shaping of attitudes and behaviour of individuals towards business practices. The intensity of a person's religiosity rather than the affiliation to a religious group influences their behaviour and consequently the nature of economic choices that they make (Rehan et al., 2019; Rietveld & van Burg, 2014). Henley (2017) observes that religious behaviour is based on perceived social acceptability as well as social norms. Entrepreneurship has no religion but those who practice it demonstrate similar character with

ST. PAUL'S UNIVERSITY

a small fraction of other (van der Westhuizen & Adelakun, 2022)der Westhuizen & Adelakun, 2022).

Giacomin et al., (2022) opines that religion is fundamental in shaping people's behaviour; commanding or encouraging them to engage in certain behaviour while forbidding others. Henley, (2017) opines that, religion influences how individuals perceive the feasibility of a certain venture in terms of acceptability in the religious community because of the guidelines provided by the individuals religious affiliations in terms of Do's and Don'ts. Consequently, an individual's career path and economic status may be affected by the behaviour adopted. In its own unique way religion can determine whether an individual in a community with its own unique values and culture has the propensity to pursue entrepreneurship(van der Westhuizen & Adelakun, 2022).

Among Christians, the concept of vocation- defined as a call to serve God and humanity in various capacities- is deeply valued Rietveld & van Burg, (2014). They further opine that engaging in occupational work may be deemed to be a natural necessity and engaging in a certain form of entrepreneurship may be equated to fulfilling God's will. Vocation undoubtedly plays a significant part in this relationship, even though existing studies on the association between religious beliefs and entrepreneurship do not examine the function of vocation or calling. In this regard, it is quite intriguing that research on career calling reveals that a calling may also result in employment withdrawal, suggesting that a calling may serve as a driving force for choosing a different career path. Rietveld & van Burg, (2014) notes that, beyond the desire to do good, entrepreneurs who pursue unconventional ventures are motivate by their religious values.

Koehrsen et al. (2021) opine that as the consequences of climate change and global warming continue to ravage communities all over the world, the majority of the world's religions are becoming more concerned about the natural environment. In their very nature, religious institutions encourage or discourage a certain type of entrepreneurship based on the rules and guidelines individuals must abide by (Henley, 2017). Religion instils moral precepts that serve as a person's compass in life (Hassan, 2014). Henley (2017) opines that religious institutions are not just places where people are bound by certain rules while at the same time being given an opportunity to socialize and grow their social network; they wield certain cultural values that go to those who associate with them. The values and norms exerted by the institutions go beyond the social context of the individuals to the commercial context (Henley, 2017).

ST. PAUL'S UNIVERSITY

Values vary across religions. For example, Hoogendoorn et al. (2016) note that extensive research of China's religious practices reveals that they are eco-friendly. Further, Rodríguez-García et al. (2019) note that, though religion does not directly influence a person's decision to engage in entrepreneurship, it propagates particular values and norms that push an individual towards making a decision that they feel is desirable in their religion. Religions value entrepreneurship differently. Gunawan et al. (2021)in their study posit that Hindus, Christians, and Muslims value entrepreneurship differently, and thus differences in environmentally friendly entrepreneurship might vary from one religion to another.

There is a scarcity of studies on rural-urban orientation as a driver of green entrepreneurial behaviour. Recently, there is a growing body of research that emphasizes analyzing the role of geographic orientation on entrepreneurial initiatives (Fazio et al., 2021). Urban areas are often equipped with adequate infrastructure mechanisms to initiate sustainability-based programs. Rural areas, on the other hand, particularly in developing countries, don't have adequate structural support and basis for sustainability drives (Bowen & Morris, 2019). Similarly, geographic transition of urban and rural orientation can also influence a green entrepreneur's intention (Allen & Malin, 2008). Although the theory of planned behaviour is widely utilized to examine entrepreneurship initiatives, it doesn't consider the rural and urban orientation of entrepreneurs (Bowen & Morris, 2019; Fazio et al., 2021)

Rural areas in many developing countries often suffer from the issue of poverty, and investment in rural entrepreneurship might serve as the right tool to mitigate the effects of poverty and lead to the creation of sustainable job development (Allen & Malin, 2008). Hence if students in rural areas are motivated enough, green entrepreneurship can greatly contribute to sustainable economic and social development. Research has shown that green entrepreneurship should also be encouraged among rural female students as women's empowerment and economic development go hand in hand (Fallah & Soori, 2023). A research study has indicated that green entrepreneurship is seen as one of the ways to improve the economic status of rural women (Fallah & Soori, 2022). Hence, it becomes interesting to observe how female university students respond to the usage intention of green entrepreneurship projects.

However, students hailing from rural localities might view the actualization of green entrepreneurship as constricted because of the lack of adequate structure and mechanisms. It is also imperative to understand that students from rural orientations might view environmental and sustainable development products as having a bearing on green rural development

ST. PAUL'S UNIVERSITY

programs (Jones & Doolittle, 2017). Research has indicated instances of conflict in the perspective of rural areas where sustainability projects were initiated. It becomes significant to understand the requirements of the rural environment for young green entrepreneurship, or else it will lead to the failure of projects as it has happened in the past. Students' representation in rural areas might not feel the connection between the green economy and sustainable development, as it sets limitations to channels of production. In view of the above discussion, this research study has also undertaken the determinant of rural and urban orientation of university students to view its impact on green entrepreneurship intention.

Despite its relevance, little is known about how green entrepreneurship evolves, especially in a local context. Due to the close contact with nature that the rural folk enjoys, they are more likely to demonstrate pro-environmental behaviour (Duron-Ramos et al., 2020), which is a prerequisite of green entrepreneurial intention. Living in rural areas has been described as a driver of pro-environmental behaviour, mainly due to the more frequent contact with nature that people from rural areas have. However, the processes that link living in a rural area and behaving more ecologically have not been systematically studied. Moreover, few studies link rural-urban orientation to green entrepreneurship intention. In a local context, entrepreneurs face a new set of challenges because of the desire to gain legitimacy in the local community (Kibler et al., 2014). Aspiring entrepreneurs' attitudes may be influenced by this.

Regions differ in culture and norms depending on physical environments and historical experiences. Kibler et al. (2014) note that social norms create the basis of legitimacy. An individual is more likely to venture into an enterprise if the norms of the place give legitimacy to their business. Therefore, if an individual is certain that the start-up they are about to venture into is socially acceptable, they are likely to pursue it.

Rural students who are often well introduced into the urban social circles might find it difficult to build and maintain social networks, and urban students might gain advantage of their environment in regard to social capital (Setini et al., 2020). As social capital can be easily enhanced by civic participation, political activism, and social trust, a university student from a rural area can utilize it for green entrepreneurial activities. In the light of the above discussion, it is integral to consider as to how the presence or absence of adequate social capital can influence the usage intention of university student to pursue green entrepreneurship ventures. Research has shown that the presence of social capital becomes necessary for the nature of green entrepreneurial ventures (Setini et al., 2020). Although the benefits of social capital have

become well established, it is still important to understand how it might affect the dynamics of students representing rural or urban backgrounds for successful implementation of green entrepreneurial activities (Setini et al., 2020).

An individual's level of emotional connectedness can be influenced by the extent to which the individual is exposed to nature and interacts with the natural environment (Cheng & Monroe, 2010; Pensini et al., 2016). Arguments that have been fronted in defense of these findings propose that the high level of connectedness is because of familiarity, thus developing some form of attraction and appreciation for the environment. Anderson & Krettenauer (2021) suggest that the reaction to exposure to the environment is similar to when an individual is exposed to any other object. Individuals develop appreciation for objects that they interact with more; though this study argues that living in proximity with nature is an important determinant of a person's intention to engage in green entrepreneurship, it is important to investigate the relationship the individual has with nature.

A sample of undergraduate students from the UK was surveyed by Hinds and Sparks (2008) cited in (Anderson & Krettenauer, 2021). The respondents filled out a questionnaire, which among other items had an item asking them where most of their childhood was spent (rural-urban, suburban). The students were also asked to respond to their intention to engage and their attitudes towards the environment. The study revealed that attitude and the affective environment significantly influenced the intention to engage with nature. Additionally, the study revealed that students who grew up in rural areas demonstrated higher positive affect and positive environmental attitudes as compared to those who grew up in urban areas. Similarly, this study tested how rural-urban influences impact a student's intention to engage in green entrepreneurship as a form of environmental protection.

Muüller, Kals and Pansa (2009), cited in Anderson & Krettenauer (2021), investigated the effect of living context and the effects of industrialization on pro-environmental behaviour. The respondents were from Germany and Lithuania. Germany is the more industrialized of the two. Rural-urban differences were not found in the affinity to nature scores. However, the results indicated that respondents from Lithuania had a higher level of affinity to nature and were more committed to nature and to engaging in environmental protection as compared to their counterparts in Germany. These findings support the notion that industrialization could influence an individual's outlook to business and their role in environmental stewardship. Similarly, Kenya is seeking industrialization, and this can be observed in many urban towns,

ST. PAUL'S UNIVERSITY

where a range of businesses and industries are popping up. Having established earlier that entrepreneurship is an interplay of personal values and the local environment, there is a need to observe how business activities in the student's area of residence influence their intention to engage in green entrepreneurship.

2.7 Perceived Behavioural Control and green entrepreneurial intentions

Perceived behavioural control, as defined by Ajzen (2002), is the individual's sense of the ease or challenge of acting. PBC is seen as the perception of success in starting a business in terms of entrepreneurship. As a result, it is a term that is relatively similar to perceived feasibility and self-efficacy. The notion of capacity with regard to the realization of firm-creation actions is referenced by all three ideas. PBC would encompass both the impression of the behaviour's ability to be controlled and the experience of being able to. An individual who demonstrates elevated levels of PBC will have a positive attitude towards starting a business, motivation, or intention to engage in green entrepreneurship, pushing their desire and resolve to launch their business.

Research has shown that perceived control is a crucial determinant of one's usage intention that affects the choices, aims, and emotional response. Perceived control behaviour according to the theory of planned behaviour refers to the perceived ease or difficulty of performing behaviour reflective of someone's experience and difficulties. Perceived control behaviour in green entrepreneurship may be defined as the perception of a university graduate's belief in his or her aptitude/ ability to become a successful entrepreneur. Many researchers argue that carrying out behaviour requires confidence in one's ability to do so (Ly et al., 2019). Similarly, it can be suggested that for a university graduate who intends to pursue green entrepreneurship, he/she must have confidence. It is also important to understand that some conditions are not within the personal control of an individual, such as availability of capital investment, knowledge, availability of resources, and cost, and may affect the intention to engage in green entrepreneurship behaviour. Based on this, it can be suggested that constraints of time, resources, cost, and knowledge may also affect the green entrepreneurship intention of university graduates (Alvarez-Risco et al., 2021; Ly et al., 2019).

Perceived control behaviour is also divided into external and internal categories. A green entrepreneur with high internal perceived control behaviour will be more likely to perceive his/her level of skills and will believe he/she has more control on the internal personal

ST. PAUL'S UNIVERSITY

resources. If the university is providing adequate facilities to students, or they have enough capital on their own, or they have secured a potential investment, then they will feel at ease and will be more likely to form the green entrepreneurship intention (Alvarez-Risco. As this research study is also incorporating the rural and urban orientation of university's students, it becomes pertinent to see how perceived control behaviour influences their usage intention. Several research studies have demonstrated the positive and significant effect of perceived control behaviour on green entrepreneurship intention(Arshad et al., 2021; Chang et al., 2021; Dao et al., 2021; Krueger & Carsrud, 2010; Waris et al., 2021a, 2021b).

Su et al. (2021) found that the PBC was higher when students perceived the existence of university support, such as access to resources, mentorship, and entrepreneurship programs. With increased confidence, students feel more positive about pursuing green entrepreneurial intentions, whose benefits are more long-term as opposed to mainstream entrepreneurship. It is noteworthy that this study also recognizes the important role universities play in advancing green entrepreneurial intentions.

Knowledge and skills play a crucial role in enhancing perceived behavioural control, which in turn influences green entrepreneurship intentions among university students. When students are equipped with relevant knowledge about environmental issues, sustainable practices, and green technologies, they are more likely to feel confident in their ability to start and manage green enterprises (R. Mishra & Kiran, 2023). This confidence stems from their understanding of how to implement eco-friendly solutions and the potential positive impact they can have on the environment and society. Furthermore, when students possess a strong foundation in business management, financial literacy, and strategic planning, they are better prepared to navigate the challenges associated with green entrepreneurship, thereby increasing their perceived behavioural control (Aga, 2023).

The development of specific skills related to green entrepreneurship also contributes to enhancing students' perceived behavioural control. Skills such as problem-solving, critical thinking and creativity are essential for identifying and exploiting green business opportunities (Santika et al., 2022). By fostering these skills through targeted educational programs, workshops, and hands-on projects, universities can empower students to innovate and develop sustainable business models. Additionally, practical skills in areas such as waste management, renewable energy, and sustainable agriculture can provide students with the technical expertise

ST. PAUL'S UNIVERSITY

needed to implement green solutions effectively, further boosting their confidence and entrepreneurial intentions (Prabowo et al., 2022).

The ability and willingness to take risks is one of the major characteristics that distinguish an entrepreneur from the rest of the population. Scholars such as Antoncic et al., (2018) agree that risk taking propensity is a fundamental trait for any individual who chooses entrepreneurship as a career path. Shahzad et al. (2021) note that the propensity to take risks gives entrepreneurs an edge as it pushes them to be more innovative, confident, and competent than their counterparts. Risk propensity allows the entrepreneur to make decisions and maneuvers to reduce the risk and losses that may be incurred in case a decision taken does not bear the predicted results. In the context of green entrepreneurship, people are generally not aware of what they should do. Consequently, risk propensity influences self-efficacy even in the absence of proper guidance and training to execute green business.

Green entrepreneurship requires a delicate balance between economic, social, and environmental gain. Students need to feel equipped to handle the potential risk that comes with identifying the opportunity to engage in green entrepreneurship. According to Hussain et al., (2021) risk propensity is an important mediator between self-efficacy and green entrepreneurial intention. Hussein et al further posit that, since green entrepreneurship is an unconventional venture that bares many unforeseen risks, only individuals with high-risk propensity are willing and able to participate in such ventures. Shahzad et al. (2021)also note that risk propensity and self-efficacy play a major role in influencing green entrepreneurial intentions, thus resulting in green entrepreneurial behaviour.

The presence and accessibility of several social media platforms is like a gold mine for both existing entrepreneurs and potential entrepreneurs to mine data that can be used for important decision-making and forecasting. According to Hussain et al. (2021), social media plays a major role in helping the younger generation gain information and avert risks. This information can be used to create new ventures or improve existing ventures, for example, introducing the concept of sustainability. High risk propensity helps an individual gain the confidence that he/she is capable of averting risks and is in control of their business.

2.8 Policy Support green entrepreneurial intentions

The role of universities extends beyond an educational one. It extends to other activities which support and extend the teaching and research core: campus management and operations; campus planning, design, construction, and renovation; purchasing; transport; and engagement

ST. PAUL'S UNIVERSITY

with the wider community. Despite the formation of the Kenya Green University Network (KGUN) in 2014, which aimed at incorporating environment, low-carbon, climate-resilient development strategies and sustainability aspects in the education, training, campus operations and enhanced student engagement, there is still a scarcity of information on student participation or intent to participate in green entrepreneurship. Consequently, this study took an in-depth look at how university support moderates the intention of students to engage in green entrepreneurship.

Further, the United Nations Educational, Scientific and Cultural Organization (UNESCO), through the governments of member states, has mandated the inclusion of sustainability-oriented education (education for sustainable development) into the curriculum (UNESCO, 2017) which will seek to develop cross-cutting competencies for learners to engage in sustainability. The quest for Kenya to develop an environmentally conscious generation through the greening of Kenyan universities lacks empirical research that will inform the process. In this regard, the study contributed to the body of literature to support this quest.

Morris & Kuratko (2014) posit that as more people strive to strengthen their entrepreneurial thinking skills, institutions are being pressured to create high-impact entrepreneurship programs. Unfortunately, universities are lagging as the globe embraces entrepreneurship as a force for commercial and social innovation, wealth development, job creation, and economic growth. They have frequently fallen short of societal objectives for better-prepared pupils and a more diverse knowledge base. They've been hesitant to build degree programs, curricula, and research agendas that support more entrepreneurial individuals and businesses.

University education increases an individual's cognition and changes their perception. In their work, where they were looking at the impact of majors on entrepreneurial intention (Dao et al., 2021b), they posit that a major can also influence a student's entrepreneurial intentions because the academic information that students interact with may influence how they view business opportunities and their capabilities in successfully running a business. The argument that entrepreneurship is easily stimulated, nurtured, and thrived by education has been supported both within and outside the academic world (Fayolle & Lyon, 2006).

The UN (2016) has identified entrepreneurial skills as a key element for advancing social cohesion, lessening disparities, and extending open doors for all individuals. The UN recognized entrepreneurial skills as a contributing element to social outcomes by catalysing the advancement of productive capacities and fostering business creation that extends the pool of

ST. PAUL'S UNIVERSITY

opportunities to all individuals, with a chance to participate in and benefit from sustainable economic development. Edokpolor, (2020), in his study on the mediating role of entrepreneurial skills developed by undergraduates in the relationship between entrepreneurship education and the core values of sustainable development, noted that many Nigerian graduates were suffering from unemployment and poverty mainly because they lacked entrepreneurial skills, which in turn hindered their ability to develop the core values of sustainable development.

Dao et al. (2021) posit that academic majors play a significant role in influencing a student's intention to engage in entrepreneurship because the knowledge provided can affect an individual's perception of business opportunities and confidence to successfully run the business. They further note that, in comparison to students in other disciplines, those pursuing business-related courses are traditionally more systematically prepared with knowledge and skills in management (Dao et al., 2021), which may savour the relationship between propensity to become an entrepreneur, perceived behavioural control and subjective norms (Maresch et al., 2016). This is supported by Pfeifer et al. (2016), who note that academic entrepreneurship programs may have a direct impact on intention as they increase entrepreneurial self-efficacy.

There is an ongoing debate among researchers whether entrepreneurial initiatives, such as entrepreneurship-related courses and initiatives promoted by the universities, promote the entrepreneurial aspirations of students. Among Norwegian graduates, it was found that those who studied courses related to entrepreneurship as a part of their curriculum did not express a desire to become entrepreneurs no more than the regular graduates (Støren, 2014).

Considering the exacerbated effect of global warming, pollution, and climate change, educators must strive to prepare students to make decisions from an informed perspective to cushion them and the environment from the unpredictable ecological, social, and economic problems (Swaim et al., 2014) that present new challenges every day and have no end in sight. To foster a nation's entrepreneurial culture, entrepreneurial education is consequently a crucial instrument. Pitt and Lubben (2009), as cited in McCormick et al. 2015), note that education for entrepreneurship must be laced with concepts of sustainability for it to provoke a sustainability attitude among learners. This type of teaching cannot only help develop entrepreneurial spirit and taste but also highlight the benefits of engaging in green entrepreneurship.

The World Summit in Johannesburg (2002) proclaimed the period between 2005 and 2014 the Decade of Education for Sustainable Development (DESD). During this decade, UNESCO

ST. PAUL'S UNIVERSITY

staged a worldwide effort to foster ESD and reshape curricula (UNESCO, 2002). The follow-up program to the Decade of ESD is "The Global Action Programme" (GAP) on ESD, which was implemented between 2015 and 2019. Kenya universities graduate about 10,000 students every year. If trained properly, this group could be a worthwhile investment that will catalyze national development and aid in the achievement of the Sustainable Development Goals. With a focus on university students, researchers, policy makers, and governments are informed on the progress institutions of higher learning are making towards preparing students to contribute to sustainable development. This study provided a basis on which tailor-made programs for each variable can be designed and developed.

Higher education has been considered key for sustainable diffusion and appropriability of knowledge in processes related to business creation (Jones & Doolittle, 2017; Kummitha & Kummitha, 2021; Ratten & Jones, 2021a; Wagner et al., 2021). In other words, higher education institutions are expected to promote and boost entrepreneurs that contribute to sustainable development through research, teaching, as well as adopting common practices within the university ecosystem (Kummitha & Kummitha, 2021; Wagner et al., 2021). This is understood as a form of education for sustainable entrepreneurship that seeks to develop key competencies that shape attitudes and the perceived ease or difficulty of undertaking this form of entrepreneurship (Diepolder et al., 2021). In this sense, education for sustainable entrepreneurship becomes critical in ultimately boosting sustainable entrepreneurial intentions (Diepolder et al., 2021; Foucrier & Wiek, 2019). That said studies on the role of education in paving the way for sustainable entrepreneurial intentions remains scarce.

In their study, Ozaralli & Rivenburgh, (2016) found that having taken a class that discusses particularly entrepreneurship did not make a significant influence on the intention of students, but students who have taken other classes that might be helpful in starting a new business expressed a higher intention to start a new venture. Also, (Wardana et al., 2020) argued that entrepreneurship education influences ATT and self-efficacy but weakens the path coefficient of SNs. The study by Misoska et al., (2016) showed that the educational experiences that develop knowledge about entrepreneurship have a statistically significant influence on SNs, ATTs toward behaviour, perceived behavioural control and EI. Besides, Gerba, (2012), Tomy & Pardede, (2020) Vuorio et al., (2018) highlighted the positive role of education in EI. Specifically, Wagner et al. (2019) concluded that different configurations, pathways and intervention points of universities may improve sustainable entrepreneurial ecosystems.

ST. PAUL'S UNIVERSITY

Education is one of the training methods that can develop the required skills capable of propelling students toward SE.

According to Meyer (2015), education has a positive causal effect on pro-environmental attitudes with instrumental variables methods, utilizing educational reforms in 20th-century Europe as the instrument. However, Meyer (2015) further notes that these adjustments are more significant to individuals at the lower levels of education, such as primary school, and may not be necessarily applicable to higher levels of learning such as colleges and universities. In his study on Heterogeneity in the preferences and pro-environmental behaviour of college students: the effects of years on campus, demographics, and external factors Meyer (2016) notes that focusing on college students is advantageous because unobservable characteristics are not likely to differ significantly between the students in different years during the course of their study at the institution.

Maresch et al., (2016) note that the extent to which entrepreneurship education impacts students differs between those enrolled in business courses and those enrolled in science and engineering courses. Barba-Sánchez & Atienza-Sahuquillo (2018) observed that entrepreneurial education did not actually have a noteworthy influence on EI among Spanish engineering students. In contrast, Solesvik et al. 2014) reported that academic enterprise education courses and engaging students in entrepreneurial development programs in the university impacted the EI of Ukrainian engineering students and motivated them to start new ventures. However, while comparing French, Polish, and German students, Packham et al. (2010) found that, whereas a business-oriented curriculum positively benefited the EI of French and Polish students, it adversely affected male German students. This will ensure that engineers fit in their future role of not only being technical experts but also participating in bringing solutions for social problems(Beagon et al., 2022).

Edokpolor (2020) posits that individuals who undergo entrepreneurial education are able to engage meaningfully in all aspects of life and come up with innovations that allow them to gain economic liberation and personal fulfilment. A study conducted by Setiawan (2012), as cited in (Setiawan, 2014), found that entrepreneurship education has a favourable impact on students increased entrepreneurial characteristics. These findings are corroborated by those of Nowiński et al.(2019) in the study conducted in the Visegrad countries. In the study (Nowiński et al., 2019) found that entrepreneurship education plays a major role in the development of entrepreneurial self-efficacy by students. Potential entrepreneurs with a great awareness of the

ST. PAUL'S UNIVERSITY

creation of ecological value know that they must be based on their high-level training to apply reasonable and scientific methods to transform the intention into sustainable entrepreneurial behaviour (Wagner et al., 2019)

As higher education institutions, universities should produce students with business management skills based on sustainability principles. Many governments require their student to be equipped with entrepreneurial skills before they join the job market (C-Y Hsu, 2018; Fatoki, 2019; Quartey & Miskolci, 2017). Furthermore, entrepreneurship has been introduced and promoted virtually worldwide and in most universities. According to some literature, there is inadequate understanding of the impacts of entrepreneurship education, though some literature has produced compelling insights. Education plays a critical role in steering society toward a sustainable future by aiding the transition of children and students into adults who are aware of their place within the planet's system, accept responsibility for their lifestyles, and try to create a sustainable society.

McCormick et al., (2015) found that the cultural and social components of sustainability are still not adequately covered in the bulk of sustainable courses in higher education institutions, despite the technical parts of sustainability being more universal across disciplines. In the recent past, educators have started to change their pedagogical strategies as they realize that to successfully train on sustainability, there is a need to understand how students learn and experience sustainability in the context of their majors (McCormick et al., 2015).

Association for the Advancement of Sustainability in Higher Education (AASHE) is an organization based in the United States of America that, alongside other organizations, assists colleges and universities to inculcate sustainability in their curricula. AASHE, quoted in (Khan & Henderson, 2020), acknowledges that successful infusion of sustainability into the curricula, is dependent on the knowledge and ability of staff involved in designing of the syllabi, defining the learning outcomes, those who sit in the committees that deal with curriculum, and designing new curricula because they define and infuse sustainability as they see fit according to them. With the foregoing, this could be interpreted to mean that there are courses that lead students to engage in more sustainable behaviour than others, all based on who was involved in the creation of the syllabus. Consequently, we cannot assume that students in different majors have the same level of green entrepreneurial orientation and intention simply because they are in the same university.

ST. PAUL'S UNIVERSITY

Green skills are essential for a successful transition into sustainable social, economic, and environmental development. Ngare et al. (2022) define green skills as the attitudes, values, knowledge, and abilities that are geared towards sustainability. Kamis et al. (2016) describe green skills as skills that are needed to make a product, service, or an individual adapt to climate change and the current environment. Thirupathy & Mustapha, (2020) observe that those green skills play a prominent role in environmental conservation, especially when they are applied in the technological sector. This is in tandem with Alwi et al. 2017), who note that green skills are concerned with environmental conservation. Additionally, green skills are moral characteristics which increase an individual's self-quality, giving them a competitive edge over their counterparts who do not possess them. With a dynamic green economy, there is still a raging debate on how to conceptualize green skills(Pavlova, 2018). In addition to the generic professional skills many employers look for in potential employees, the demand for green skills in the job market is on the increase.

The table below shows the various categories of green skills as described in (Pavlova, 2018).

Categories	**Description of Green Skills**
Cognitive competencies	This includes environmental consciousness and readiness to acquire knowledge on sustainable development, skills in systems and risk analysis, innovation, and demonstrated ability to recognize opportunities and fill gaps in order to respond to green challenges.
Interpersonal skills	e.g. coordination, business and management skills to enable all-inclusive and interdisciplinary tactics that incorporate economic, social and ecological objectives; communication and negotiation skills for smooth running or conflict resolution in case of difficult situations.
Intrapersonal competencies	Skills possessed by an individual that enable him/her to learn, apply and transfer emerging technologies essential in the green job arena. This also includes skills that enable the recognition of opportunity in the green economy.

Ngare et al. (2022) and Nurdiansyah et al. (2019)posit that Green skills started gaining prominence with the advent of green technologies, where, in many cases, the skills were a requirement for effective operation. This trend has continued with the changes happening in

ST. PAUL'S UNIVERSITY

the labor market and increased pressure to transition into the green economy. Consequently, the need for green skills is on the increase but their availability is inadequate (Kamis et al., 2016). This can be attributed to the fact that many learning institutions have not included green skills in the curriculum (Ngare et al., 2022). Pavlova (2018) posits that even though institutions of higher education recognize the role of green skills in the achievement of the SDGs and Agenda 2030, the process of adopting them into the curriculum has not been hastened. This sluggish move towards incorporating green skills into the curriculum has consequences that may not be immediate but are, however, far-reaching (Lotz-Sisitka and Ramsarup, 2019, as cited in Ngare et al., 2022).

A study conducted by the Organization for Economic Development (OECD) revealed that the majority of countries, particularly developing countries, conducted training that was pro-environmental. However, the study further revealed that green skills were conspicuously missing from the curriculum. Pavlova (2018), in his study on the green gaps among TVET institutions, discovered that despite the service providers being aware of the need to provide green skills, the unavailability of national baseline data on green skills meant there was a lack of proper guidelines on how to curate a green curriculum. Additionally, the study revealed that the providers lacked confidence to predict future skills requirements. In some of the institutions sampled, the administration of the institutions did not prioritize inculcating a pro-green skills attitude among the staff members; some of them were not aware that there was a skills gap, while others, despite recognizing the need to have green skills, did not have it in the curriculum. Some of these were attributed to lack of a measure for green skills (Pavlova, 2018).

Nurdiansyah et al. (2019) find that in some countries, the lack of professionals with cutting-edge skills such as green business stands as a major obstacle in the pathway of reducing carbon emissions and successfully transitioning into the green economy. This is despite the increasing demand for green skills by industry players. Additionally, Nurdiansyah notes that many jobs are under threat due to the emerging trends to adopt pro-environmental practices in a bid to slow down climate change. They add that students with green skills will be more futuristic in their approach, thus playing an important role by improving the work environment and coming up with or adopting innovations that are more sustainable.

Green skills are on the list of skills that learners require to engage competitively in globalization (Hungerford & Volk, 1990). Hungerford & Volk, (1990) recognize the value of environmental education in inculcating sustainability attitude and practices among students. In their view,

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they emphasize the need to reinforce what is taught to avoid erosion over time. They propose that learners should constantly be reminded of what they learned. Even though they do not propose any method to ensure inculcation of environmental values and attitudes during the application of a pro-environmental curriculum, they suggest that teachers who demonstrate sensitivity towards environmental behaviour and a sensitive social environment positively and significantly contribute to adoption of pro-environmental practices. To achieve this, there is need to develop a competence-based curriculum (Alwi et al., 2017).

Regional support for student entrepreneurship can increase the intention to engage in entrepreneurship and significantly enhance the success of new business ventures, while also addressing environmental challenges (Wagner et al., 2021). All over the world, governments strive to implement various policies and measures aimed at supporting green entrepreneurs and promoting sustainable development. For instance, in the Kenyan context, the Accelerating Entrepreneurship Support in Universities in Kenya (AESU) project is a notable example. The initiative, whose goal is to renew and adapt the entrepreneurship curriculum to produce enterprising graduates, is a collaboration between Riara University in Kenya, The Open University in the UK, and Ashoka East Africa. The project includes virtual accelerators, workshops, and mentorship programs to help students commercialize locally developed innovations.

Another example of government policies to support budding entrepreneurs can be found in China. In 2023, the State Administration of Taxation proposed guidelines on preferential tax policies which were tailored to support the employment and entrepreneurship of young people in the country. The measures proposed tax reductions, improved incubation services, and expanded financing channels to support young entrepreneurs. These policies aim to create a favourable environment for students to start and grow their businesses. Such a move can be hailed as OECD has emphasized the significance of international policy trends and practices in supporting green entrepreneurship(OECD, 2022). OECD recognizes countries such as Israel, Germany, and Canada as leaders in the enforcement of effective policies to stimulate and support green entrepreneurship.

Galvão et al., (2018) conducted a systematic literature review exploring the impact of entrepreneurship education and training on regional development. The findings revealed that programs and initiatives within a region can provide essential support and a foundation for students to set up new businesses and sustain them, which also led to economic growth in the

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region. Wagner et al. (2021) found that university -linked programs within a region contributed to successful student business ventures. The findings of the study revealed that the programs do not just support student entrepreneurs but also foster regional development by supporting sustainable business practices.

Moreover, regional entrepreneurship competitions and events can foster a culture of innovation and entrepreneurship among students. For example, the Entrepreneurship Intervarsity 2024 organized by EDHE in South Africa involves multiple universities across different regions, providing a platform for students to showcase their business ideas and receive feedback from industry experts. Such events not only encourage entrepreneurial thinking but also help students build networks and gain valuable insights from experienced entrepreneurs (edhe.co.za).

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2.9 Summary of Gaps

Author	Research topic	Key findings	Methodology	Research gap	Gap current study filled
(Marques et al., 2018)	Entrepreneurship education, gender and family background as antecedents on the entrepreneurial orientation of university students	The study found that entrepreneurship education positively influenced innovation and proactivity among university students but had no significant effect on risk-taking. Gender significantly influenced proactivity, while family background positively influenced risk-taking. The study further established that entrepreneurship education had a stronger impact on business and social science students than engineering students.	The study adopted a quantitative research design using online questionnaires administered to undergraduate and graduate students. Data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM).	The study focused on entrepreneurial orientation and entrepreneurship education within a traditional entrepreneurship perspective rather than green entrepreneurship. In addition, the study was conducted in Portugal, limiting generalizability to African contexts such as Kenya. The study also emphasized gender and family background while	The study incorporates environmental values, entrepreneurial self-efficacy, perceived behavioural control, subjective norms, and institutional policy support as determinants of green entrepreneurial intentions within an African context using a cross-sectional mixed-methods design. Additionally, the current study focuses only on business students.

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				overlooking environmental values, perceived behavioural control, and institutional policy support.	
(Peng et al., 2021)	How Does the Appeal of Environmental Values Influence Sustainable Entrepreneurial Intention?	The study established that environmental values had a positive and significant relationship with sustainable entrepreneurial intention. The findings further showed that attitude, social norms, and self-efficacy mediated the relationship between environmental values and sustainable entrepreneurial intention. Self-efficacy had the strongest influence on	Meta-analysis of 37 articles, 40 empirical samples, 117 effect sizes, 192,015 observations; Structural Equation Modelling	The study focused entrepreneurs in a global context and did not specifically examine potential entrepreneurs (undergraduate university students). The study also used meta-analysis and not primary data. Additionally, the study does not examine institutional determinants such as	The uses primary data to draw its conclusion. Additionally, the study incorporates institutional policy support and perceived behavioural control alongside environmental values, entrepreneurial self-efficacy and subjective norms to provide a broader understanding of determinants influencing green entrepreneurial intentions within the Kenyan university

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		sustainable entrepreneurial intention compared to attitude and social norms. The study also found that experience moderated the relationship between environmental values and sustainable entrepreneurial intention.		policy support.	context.
(Uzorka et al., 2024)	Strategies for engaging students in sustainability initiatives and fostering a sense of ownership and responsibility towards sustainable development	This study found that awareness and education are essential for students to engage in transformative initiatives. Exposure through hands on training and mentorship is essential for motivating and cementing the skills acquired. Additional rewarding and Focusing	Research Design: Qualitative; semi-structured in-depth interviews Participants: 83 administrators and lecturers from 10 Ugandan universities	This study focuses exclusively on administrators and lecturers. the student perspective is entirely absent. Strategies are not validated from the student side. The study is purely descriptive and thematic. Green	The current study directly examines personal and institutional factors among undergraduate students, the primary agents of future green entrepreneurship as the unit of analysis. The current study is grounded in the Theory of Planned Behaviour (Ajzen, 1991) and Value-Belief-Norm

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		on enduring outcomes (e.g., habitat creation, energy installations) encourages students to think beyond immediate results and build a lasting sense of purpose.		entrepreneurship gap: The study addresses general sustainability engagement, not specifically green entrepreneurial intentions or the determinants that drive students to start green businesses. This study is qualitative in nature and cannot quantify the relative importance of each theme, test causal relationships, or generalise findings statistically to a broader population. Individual	Theory (Stern, 2000), providing a rigorous theoretical framework for predicting and explaining green entrepreneurial intentions. Additionally, the current study employs a cross-sectional research design using mixed methods, combining a quantitative survey enabling both statistical testing and contextual depth. the study also examines personal and institutional factors among university students in the Kenyan context.

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				determinants gap: Personal factors such as environmental values, subjective norms, perceived behavioural control, and entrepreneurial self-efficacy which are central to green entrepreneurial intention are not examined.	
(Gimenez-Jimenez & Harc, 2024)	Students' Sustainable Entrepreneurship Intentions: The Role of Sustainable Values and Culture	The study found that attitude toward sustainable entrepreneurship (ATSE) and perceived behavioural control towards sustainability (PBCTS) positively influenced sustainable	The study adopted a quantitative cross-sectional research design. Primary data were collected using questionnaires from 297 master's students in Germany and Ecuador. The	Study focused on sustainable entrepreneurial intentions among master's students in Germany and Ecuador, limiting generalizability to undergraduate	The current study integrates environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control and institutional policy support within the Kenyan context to provide a more

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		entrepreneurial intentions in both Germany and Ecuador. Subjective norms significantly influenced sustainable entrepreneurial intentions only in Ecuador. The findings further revealed that pro-environmental values were not significantly related to sustainable entrepreneurial intentions in either country. However, solidarity values significantly influenced sustainable entrepreneurial intentions, with the relationship fully	study employed robust OLS regression analysis, confirmatory factor analysis (CFA), exploratory factor analysis (EFA), and mediation analysis grounded on the Theory of Planned Behaviour.	students in Kenya. Additionally, the study mainly examined sustainable values and culture without incorporating institutional policy support as a moderating variable. The authors further recommended future studies to include broader populations and additional contextual variables influencing sustainable entrepreneurship.	comprehensive understanding of green entrepreneurial intentions.

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		mediated by ATSE, subjective norm and PBCTS in Ecuador and partially mediated in Germany.			
(Alvarez-Risco, Mlodzianowska, García-Ibarra, et al., 2021)	Factors Affecting Green Entrepreneurship Intentions in Business University Students in COVID-19 Pandemic Times: Case of Ecuador	The study established that educational support for developing entrepreneurship, conceptual support for entrepreneurship, and country support positively influenced entrepreneurial self-efficacy. Entrepreneurial self-efficacy further had a strong positive influence on green entrepreneurial intentions. The model explained 73.1% of the variation in green entrepreneurial	The study adopted a quantitative research design using an online survey of 532 business students in Ecuador. Data were analysed using Structural Equation Modelling–Partial Least Squares (SEM-PLS).	The study focused mainly on institutional support factors and entrepreneurial self-efficacy during the COVID-19 pandemic in Ecuador. It did not incorporate broader personal determinants such as environmental values, subjective norms, and perceived behavioural control	The current study uses both qualitative and quantitative methods. Institutional policy support within Kenyan Universities.

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		intentions.		in explaining green entrepreneurial intentions. Additionally, the findings may not be generalized to undergraduate students in Kenya due to contextual and cultural differences.	
Anna Maija Vuorio et al. (2018)	Drivers of Entrepreneurial Intentions in Sustainable Entrepreneurship	The study found that attitude toward sustainability and perceived entrepreneurial desirability positively enhanced sustainability-oriented entrepreneurial intentions. The findings further revealed that altruism positively influenced attitudes	The study employed a quantitative research design involving 393 university students from three European countries. Data were collected through anonymous questionnaires and analysed using	The study focused on sustainable entrepreneurship in European countries and concentrated mainly on work values, sustainability attitudes, and entrepreneurial desirability. It	This study used both qualitative and quantitative methods. The study also explored social and institutional factors that could shape an individual's outlooks towards green entrepreneurship.

ST. PAUL'S UNIVERSITY

		toward sustainability, while intrinsic and extrinsic rewards influenced perceived entrepreneurial desirability. The study also demonstrated that sustainability variables improved the explanatory power of the Theory of Planned Behaviour in sustainable entrepreneurship research.	regression analysis and entrepreneurial intention modelling.	overlooked social and institutional support mechanisms and contextual factors relevant in developing countries.	
Yaofu Li et al. (2023)	Does Green Entrepreneurial Behaviour Enhance Through Entrepreneurship Education, Perceived-Ability to Use Technology, and Commitment to Environment?	The study found that entrepreneurship education, perceived ability to use technology, and commitment to the environment positively influenced university support, entrepreneurial	The study adopted a quantitative research design involving 487 students from Chinese educational institutions. Data were analysed using	The study focused on green entrepreneurial behaviour rather than green entrepreneurial intentions. Additionally, the	The current study fills these gaps by examining green entrepreneurial intentions among undergraduate students in Kenya while incorporating broader individual and institutional determinants

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		motivation, and green entrepreneurial behaviour, Entrepreneurial motivation and university support also significantly enhanced green entrepreneurial behaviour among students.	Partial Least Squares Structural Equation Modelling (PLS-SEM).	study was conducted in China, limiting the applicability of findings to the Kenyan university context. The study also did not examine subjective norms, perceived behavioural control, and environmental values comprehensively.	grounded in the Theory of Planned Behaviour, Value-Belief-Norm Theory, and Cultural Values Theory.
Anna Maija Vuorio et al. (2018)	Drivers of Entrepreneurial Intentions in Sustainable Entrepreneurship	The study found that attitude toward sustainability and perceived entrepreneurial desirability positively enhanced sustainability-oriented entrepreneurial intentions. The findings further revealed that	The study employed a quantitative research design involving 393 university students from three European countries. Data were collected through anonymous	The study focused on sustainable entrepreneurship in European countries and concentrated mainly on work values, sustainability attitudes, and	The current study addresses these gaps by focusing on undergraduate students in Kenyan universities and incorporating both personal and institutional determinants of green entrepreneurial intentions.

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		altruism positively influenced attitudes toward sustainability, while intrinsic and extrinsic rewards influenced perceived entrepreneurial desirability. The study also demonstrated that sustainability variables improved the explanatory power of the Theory of Planned Behaviour in sustainable entrepreneurship research.	questionnaires and analysed using regression analysis and entrepreneurial intention modelling.	entrepreneurial desirability. It overlooked institutional support mechanisms and contextual factors relevant in developing countries. Further, the study focused on one age category and one entrepreneurship type.	It further introduces institutional policy support as a moderating variable within a developing-country context.
(Yang, 2024)	Impact of Institutional Support and Green Knowledge Transfer on University Students' Absorptive Capacity and Green Entrepreneurial	The study found that institutional support and green knowledge transfer significantly enhanced university students' green entrepreneurial	The study adopted a lagged quantitative research design involving 434 university graduates from Chinese	The study focused on green entrepreneurial behaviour rather than green entrepreneurial	The current study fills this gap by examining green entrepreneurial intentions among undergraduate students in Kenya while integrating environmental

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	Behaviour	behaviour. Absorptive capacity mediated the relationship, while environmental responsibility moderated the relationship between institutional support, green knowledge transfer, and green entrepreneurial behaviour	universities. Data were analysed using multivariate analytical techniques. The study was grounded on the ability-motivation-opportunity (AMO) theory.	intentions. It also emphasized absorptive capacity and environmental responsibility while overlooking constructs such as environmental values, subjective norms, and perceived behavioural control. Further, the study was conducted in China, limiting contextual generalization to Kenya.	values, subjective norms, perceived behavioural control, entrepreneurial self-efficacy, and institutional policy support. For this study, data was collected at a single point in time. This study was grounded on VBN and TPB
Manoj Kumar Mishra et al. (2024)	Catalysing Green Entrepreneurial Behaviour: The Role of Intentions and Selective Factors	The study established that attitude, subjective norms, and perceived behavioural control	The study used a quantitative research design involving 327	The study focused mainly on behavioural outcomes It was also	The current focused on intention to become a green entrepreneur, integrating both personal

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		positively influenced green entrepreneurial behaviour Green entrepreneurial intention mediated the relationship between subjective norms, perceived behavioural control, and green entrepreneurial behaviour, although no mediation effect was found between attitude and green entrepreneurial behaviour.	higher education students in Delhi and NCR, India. Data were analysed using Smart-PLS structural equation modelling.	conducted in India, which limits generalization to the Kenyan university context.	and institutional determinants of green entrepreneurial intentions among undergraduate students in Kenya, including institutional policy support as a moderating factor.
Antonia M. García-Cabrera et al. (2023)	The Relevance of Entrepreneurial Competences from a Faculty and Students' Perspective	The study found that faculty and students agreed on the importance of entrepreneurial competences such as commitment, relational competence, and opportunity competence,	The study employed a quantitative research design involving 62 faculty members and 278 undergraduate business students. Data were analysed	The study focused on entrepreneurial competences generally and did not specifically examine green entrepreneurial intentions or	Study used both qualitative and quantitative methods to collect data. incorporating environmental values and institutional support variables within sustainability-oriented

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		while differing on competences such as organization, strategic competence, and social responsibility. Consensus between faculty and students positively enhanced achievement of entrepreneurial competences.	using stakeholder, principal-agent, and stewardship theoretical perspectives.	sustainability-oriented entrepreneurship. It also overlooked environmental and institutional determinants influencing green entrepreneurship.	entrepreneurship.
Mohamed Ali Shabeeb Ali et al. (2023)	Born to Be Green: Antecedents of Green Entrepreneurship Intentions among Higher Education Students	The study found that internal antecedents such as self-efficacy, attitude, and green consumption commitment had stronger predictive power on green entrepreneurial intentions than external antecedents such as country support, university support, and	The study adopted a quantitative research design involving 690 higher education students in Saudi Arabia. Data were analysed using Partial Least Squares Structural Equation Modelling	The study was conducted in the Saudi Arabian context, limiting generalizability to African countries such as Kenya. Additionally, the study did not examine environmental	This study filled this gap by examining not only personal factors but also social and institutional factors. Both qualitative and quantitative data was collected. Additionally, the current study also examined environmental values and perceived behavioural control which

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		subjective norms.	(PLS-SEM).	values and perceived behavioural control comprehensively.	had been identified as strong predictors of green intention.
Jingyi Guo (2022)	The Significance of Green Entrepreneurial Self-Efficacy: Mediating and Moderating Role of Green Innovation and Green Knowledge Sharing Culture	The study revealed that green entrepreneurial self-efficacy positively influenced green innovation, which in turn enhanced environmental, economic, and social performance. Green innovation also mediated the relationship between self-efficacy and organizational performance.	The study used a quantitative research design involving 289 employees from SMEs in China. Data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM).	The study focused on SMEs and organizational performance rather than university students' green entrepreneurial intentions. It also emphasized green innovation and knowledge sharing culture while overlooking subjective norms and institutional policy support.	This study focused on undergraduate university students who are at pivotal point in their career. Additionally, the study examined both personal and institutional determinants of green entrepreneurial intentions within an educational context.
Mohammad Tayseer Alshurideh et al. (2024)	Green Entrepreneurship Intentions among University Students: The Role of	The study established that psychological factors such as entrepreneurial	The study adopted a quantitative cross-sectional research	The study was conducted outside the Kenyan context,	This study filled this gap by examining determinants of green entrepreneurial

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	Psychological and Institutional Factors	self-efficacy, attitude, subjective norms, and perceived behavioural control significantly influenced green entrepreneurial intentions among university students. Institutional support mechanisms also positively strengthened students' inclination toward green entrepreneurship. The findings confirmed that students with stronger environmental orientation and institutional support were more likely to develop green entrepreneurial	design using survey questionnaires administered to university students. Data were analysed using Structural Equation Modelling (SEM) to test relationships among psychological and institutional variables influencing green entrepreneurial intentions.	limiting generalizability to undergraduate students in Kenya. Additionally, although the study incorporated institutional support and psychological factors, it did not comprehensively integrate environmental values and broader contextual policy support mechanisms specific to developing economies in Africa.	intentions among undergraduate students in in Kenya. The study also explored environmental values and policy support within an institutional context.

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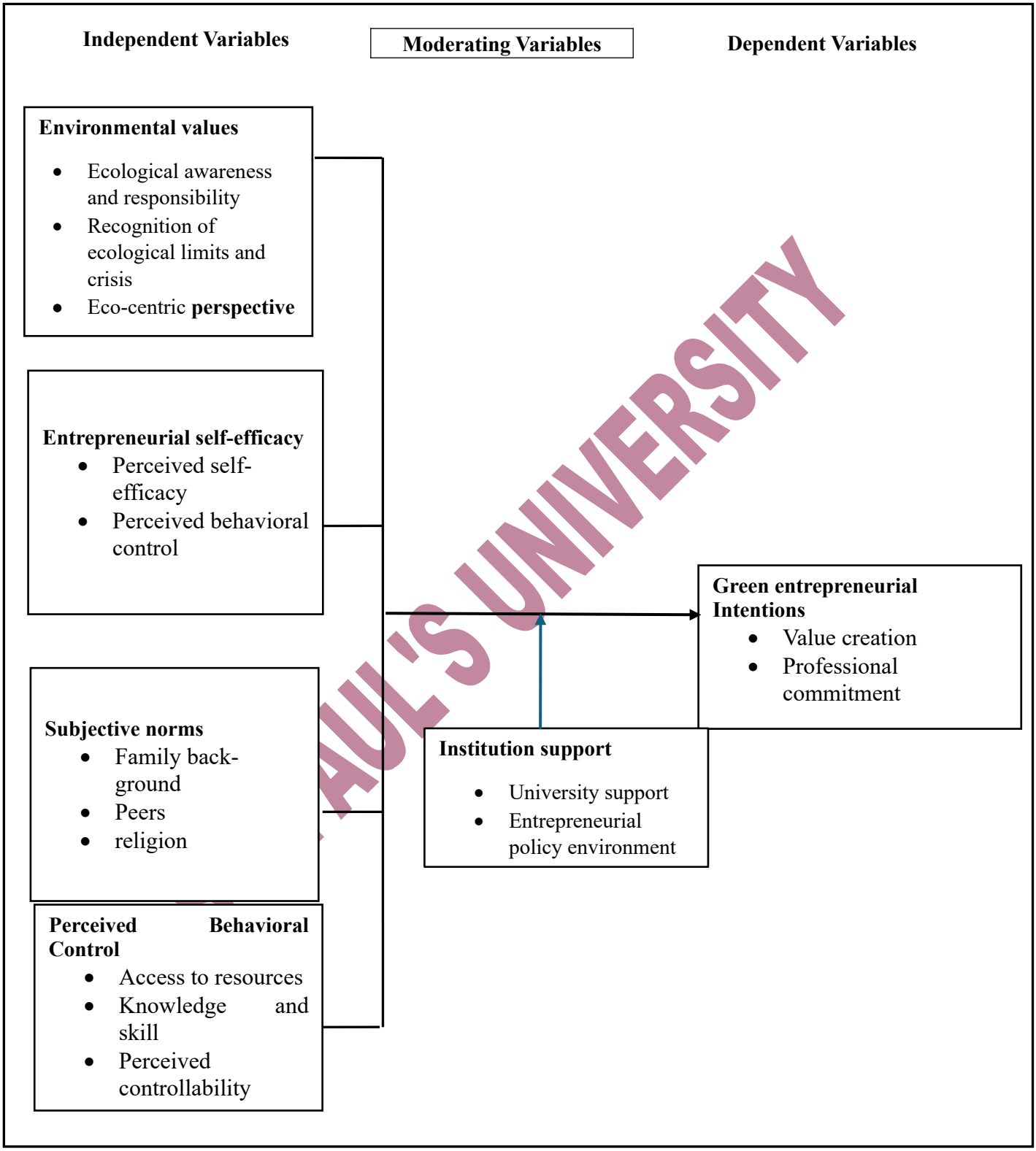
		intentions.			

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2.10 Conceptual Framework

Figure 2.3 Conceptual Framework



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Conceptual framework

The conceptual framework above is a diagrammatic representation of the dependent, independent, and moderating variables that informed the Individual and Institutional Determinants of Green Entrepreneurial Intentions Among University Students in Select Universities in Kenya. The independent variables grounded this study were environmental value, subjective norm, entrepreneurial self-efficacy, and perceived behavioural control, on the assumption that these variables impact the green entrepreneurial intention of students in tertiary education.

Environmental values encompass the ecological awareness, ecocentrism, and perceived ecological constraint of students. Entrepreneurial self-efficacy refers to students' confidence levels regarding their entrepreneurial competencies, such as innovation, opportunity recognition, and management of business affairs. Subjective norms cover social pressure exerted by the family, peers, and wider society concerning participation in green entrepreneurship. Perceived behaviour control relates to students' perception of the level of difficulty associated with engaging in green entrepreneurship due to resource and opportunity availability.

The dependent variable is Green entrepreneurial intention, which covers students' intention to engage in sustainable, environmentally friendly businesses.

2.11 Chapter Summary

The central focus of this chapter was to bring to the fore the relevant theoretical and empirical literature that contextualizes the variables of the current study. The theories considered are the theory of Planned Behaviour, Cultural Values theory, and Value-Belief-Norm theory. The selection of these theories is justified by their adequate link to the variables of the study, and their wide application in the green entrepreneurship intentions studies. The theory of Planned Behaviour presupposes various factors which impact on perceived behavioural control. Its rationale in the current study is its applicability in assessing behaviour change in relation to sustainability and environmental protection.

The Value-Belief-Norm theory presupposes that a person's action towards the environment is governed by their values, beliefs and norms. Its suitability in this study is in its prediction of pro-environmental activities which promote sustainable behaviour as guided by values and norms which shape individual beliefs. In addition, the chapter shows the conceptual framework

ST. PAUL'S UNIVERSITY

which governed the data collection process and the testing of the hypotheses advanced in the current study. It closes by outlining the existing knowledge gaps in green entrepreneurship behaviour identified through the empirical review. Of major concern is the concept of intention in various studies. Most of them have looked at traditional entrepreneurship in an organizational context. Students' intention to participate in green entrepreneurship is seldom examined, especially in Africa. Further, few studies examine green entrepreneurship behaviour, and those that do have been conducted in different contexts outside sub-Saharan Africa, thus cannot be generalized to this context. To this effect, the current study took a deep dive into green entrepreneurial intentions against environmental values, subjective norms, entrepreneurial self-efficacy, perceived behavioural control and policy support.

ST. PAUL'S UNIVERSITY

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Introduction

In this chapter, the methodological details fitting the current proposed study are explored. Its preliminary part uncovers the research philosophy. Furthermore, it maps out the study area, target population, sample size and its determination. Additionally, the proposed research tools, methods of data collection, pretesting of qualitative and quantitative data collection tools, data analysis procedures, and the ethical approval procedures to be followed during the study are explicated.

3.2 Research Philosophy

In social science studies, the research philosophies recommended are interpretivism, pragmatism, positivism, and post-positivism. Each of them was considered for the study, but only one was selected. Positivism, with its focus on objective measurement and universal laws to which they are applied, seemed too constricting to properly handle socially embedded properties of such constructs as subjective norms. Interpretivism, though useful for analyzing individual processes of meaning, usually stresses depth and excludes generalizability, making it inefficient to validate measures across heterogeneous populations. Post-positivism, though more flexible than positivism, still leans heavily on empirical objectivity and may underrepresent the influence of contextual and experiential factors in shaping entrepreneurial intention (Turyahikayo, 2021).

This study, therefore, adopted pragmatism as the researcher sought to objectively explore how environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control and university support contribute to green entrepreneurship intention amongst university students. Pragmatism as a research philosophy allows researchers to be innovative in the methodology they use, as it allows them to choose what will work best to answer the questions under investigation. As posited by Morgan (2014) and Dewey (1925/2008), it gives social scientists and communities the freedom to define issues in a manner that fits their context and then investigate those issues in a manner that is more meaningful to them. It uses a mixed methods approach in which qualitative techniques and quantitative techniques are combined. Therefore, it allows the researcher to develop a holistic analysis and incorporate numerous relevant factors into the study. This also means that the findings of a study conducted using this philosophy are more comprehensive. (Understanding Pragmatic Research, n.d)

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Shields et al. (1998) define it as a philosophy of common sense in which actions are reviewed considering the practical consequences of experience. Further, they note that it gives room for researchers to start from 'where they are' because there is no scientific process that starts from scratch, thus creating room for critical thinking (Shields et al., 1998, p. 206). Pragmatism brings to the forefront the fact that there are many ways to interpret the world, and therefore, to get solutions to the problems under investigation, the researcher must use what is more convenient and productive for the research.

When applied in pragmatism, the theory of planned behaviour, and the Value-Belief- Norm theory provide an exhaustive framework for understanding and influencing intention. TPB comes in handy in identifying crucial variables such as attitudes, perceived behavioural control and subjective norms which drive intentions and resultant behaviour. This makes it useful for developing targeted interventions and measuring practical outcomes in the real-world. The VBN theory illuminates how values influence beliefs, which then contribute to moulding personal norms and behaviour. By mapping these values-belief chains, we can design value-based interventions that effectively shift beliefs and norms towards desired intentions and subsequent behaviour. The combination of these two theories ensures that the research is not only theoretically grounded but also focuses on producing tangible, impactful findings and solutions that are contextually relevant.

3.3 Research Design

This study adopted a cross-sectional mixed-methods study design, and it also had the advantage of an extensive literature review on green entrepreneurial intentions of student populations of Kenya. In choosing the study design, there are serious implications for achieving the study aims; for this reason, the cross-sectional design offered many methodological and practical advantages. As Neuman (2014) explains, the cross-sectional design is best suited wherever the researcher wishes to collect data on the population at one point and hence illuminate the associations between variables and also take advantage of existing opinion, attitude, or intention, if any. The cross-sectional design remained especially ideal for an extensive probing of the variables among the student population.

One of the key benefits of cross-sectional study design adoption is its economical and therefore efficient nature. Larger numbers of graduate and postgraduate thesis and dissertation works are managed with strict temporal as well as budgetary constraints. Adoption of longitudinal or experimental types of research design entails several rounds of data acquisition, increasing

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costs and participant participation duration, thereby making such designs undesirable under temporal as well as budgetary constraints. Adopting a cross-sectional design, therefore, made it feasible to acquire large datasets from a single administration of the survey tool. This was accomplished without compromising the derivation of statistically significant inferences, while also addressing the constraints of finite temporal and monetary funds. In addition, the temporal efficiency of the design served as an additional advantage in that it made it feasible for the project to be accomplished at the end of an academic year, thereby ensuring the relevance and timeliness of findings (Bryman, 2016).

Beyond focusing on efficiency, the descriptive nature of the cross-sectional design itself became the determining element in achieving the study objectives. Green entrepreneurship as an area has continued to acquire status at a very quick rate in Kenya; there has never, however, been any empirical research examining university student views, judgment, and intentions regarding green entrepreneurship. Through the descriptive methodology, it allowed the key variables such as attitudes for sustainability, values for the environment, and social and normative pressures on entrepreneurial intentions to become operationalized. In this methodological consideration, the study was able to achieve the "snapshot" of green entrepreneurial intentions at varying tertiary learning institutions. That aligns with Creswell and Creswell's (2018) contention that descriptive cross-sectional designs are best utilized for those investigations with the objective of establishing the prevalence and distribution of social and behavioural phenomena.

Additional support for the adopted methodology lies in its ability to determine associations between varied variables. Theory of Planned Behaviour (Ajzen, 1991) and Stern's Value-Belief-Norm model of 2000, on which the current work grounds itself conceptually, underscore the importance of interrelated concepts such as values, beliefs, norms and perceived behavioural control as antecedents of intention and subsequent behaviour. They support the understanding that behavioural intentions emerge from the dynamic association of these antecedents.. Cross-sectional design enabled the researcher's evaluation of associations between subjective norms, perceived behavioural control, entrepreneurial self-efficacy, and environmental values on one hand and students' green entrepreneurship intentions on the other hand. For example, regression analysis enabled the determination of the robustness and appropriateness of such associations at one point in data collection. This methodology choice enabled empirical validation of employed theoretical constructs while simultaneously minimizing resource intensiveness of the data collection process.

ST. PAUL'S UNIVERSITY

As the study involved respondents from varying universities, the cross-sectional method made comparative observation of responses from varying institutional and demographic backgrounds feasible. In enabling parallel administration of questionnaires in varied contexts at the same time, the study managed to derive trends and patterns of green entrepreneurial intention that can be traced down to university experience, fields of study, or local environments. It would be challenging and less efficient to derive such comparative data if other methods, for instance, ethnographic studies or case methods, are utilized. For this reason, the broad reach of the cross-sectional method played a key role in the generalizability of results and implications transferable to the development of policies as well as pedagogic practices.

The study adhered to the mixed methods methodology, which entailed the use of quantitative as well as qualitative methods. The prevailing data collection method employed structured questionnaires, which administered quantitative proxies of such variables as normative environment pressure and entrepreneurial self-efficacy. Concurrently, the focus group discussion data among respondents offered complementary contextual data and hence complemented the quantitative findings. For example, whereas the survey data might establish statistically significant correlations of subjective norm and entrepreneurial intention, the focus group discussion offered details on intricate peer pressure, pressures from culture, and values from society dictating the entrepreneurial aspirations among respondents. In this manner, the data sources triangulated to complement the depth and validity of the findings (Valencia, 2022).

While it has its strengths, pitfalls also accompany its cross-sectional design. Its first limitation lies with its inability to establish causality. Although the study did establish a correlation between variables such as entrepreneurial intentions and environmental values, it did not establish definitively if the former caused the latter. Longitudinal designs would have ideally made causal inferences with their ability to establish change over an extended period of time. Its second limitation comes with biases associated with self-reporting, e.g., social desirability bias, where learners would have the tendency of exaggerating their entrepreneurial intention or environmental concern with the aim of achieving socially sanctioned benchmarks. Informative instrument design and use of mixed methods, however, tended to obviate these weaknesses.

In general, the employed cross-sectional mixed method remained appropriate for its practicality, sufficient descriptive capability, and potency in revealing the interconnects of many variables amongst a diverse population of university learners. Integration of quantitative reach and qualitative richness allowed for broad probing of determinants of green

ST. PAUL'S UNIVERSITY

entrepreneurial intentions from the point of reference of the universities of Kenya. Methodologies employed continued to be practical and theoretically substantiable with the objective of study, hence enabling the cross-sectional structure of design to continue being practical and theoretically justifiable.

3.4 The Study Area

Kenya, as the economic hub of East Africa, has prioritized entrepreneurship education since the 1990s. Universities and higher education institutions are continuously redesigning their programmes to equip students with skills and knowledge essential in combating youth unemployment and fostering innovation (Lawver et al., 2018). In partnership with agencies like the Youth Enterprise Development Fund, the government has expanded initiatives to equip students, particularly those in bachelor's degree programs, with the skills necessary for creating ventures, setting them apart from traditional business degrees (Robb et al., 2014).

Currently, 17 Kenyan universities (15 public and 2 private) offer specialized programs in entrepreneurship, reinforcing the belief that entrepreneurial mindsets can be nurtured to promote risk-taking and innovation (CUE, 2024). These initiatives align with Kenya's Vision 2030 and the Sustainable Development Goals, emphasizing green entrepreneurship as a means to tackle climate change. Kenya is an especially rich terrain for green entrepreneurship intentions research because it has ambitious national goals like 100% clean energy by 2030 and universal access to clean cooking by 2028 that indicate strong policy leadership (KCIC 2023). Its youthful population, increasing environmental concern, and expanding green financing access and innovation centres only increase its promise. Climate vulnerability has also spurred grassroots and organizational interest in green solutions, here presenting green entrepreneurship as a necessity as much as a prospect(Kim et al., 2023). In balance with much of the rest of the world, Kenya's combination of urgency, policy backing, and entrepreneurial spirit produces a distinctive green intentions research ecosystem. However, even with a standardized educational framework, the diverse backgrounds and varying pro-environmental attitudes of students may affect their green entrepreneurial intentions (GEIs) in different ways (Guerrero et al., 2016). Thus, this study explores the factors shaping GEIs among fourth-year business students.

3.5 Target Population

The target population included undergraduate students pursuing business courses with an entrepreneurship component in their programs at 17 different Kenyan universities. To ensure

ST. PAUL'S UNIVERSITY

that there was representativeness while at the same time maintaining depth within the mixed methods research paradigm, six universities were selected to participate in this research endeavor; this was approximately 35% of the total number of chartered universities found in Kenya. This is an adequate sample size, according to Mugenda and Mugenda (2013), who advocate for a population sample of 30% in small populations. The focus on fourth-year students was guided by their advanced exposure to entrepreneurship coursework and completion of industrial attachment, making them better positioned to assess entrepreneurial and green business opportunities.

3.6 Sampling Techniques

The universities were purposefully selected based on the following criteria: (i) program availability – institutions offering business programs with an entrepreneurship component; (ii) population availability – institutions with students enrolled in their fourth year of study ; (iii) Geographical location - The selected universities included both public and private institutions situated in both rural and urban settings in Mt. Kenya East and Nairobi regions; and (iv) established reputation – universities accredited by CUE and have in operation for at least 5 years. The selection represented diversity in terms of university management, geographical spread and socio-cultural environment. This spread allowed the researcher to explore green entrepreneurial intentions in the unique context of regional differences and unique institutional traits, which included academic priorities given in each institution as well. This unique selection allowed for generalizability of the study findings. The universities selected for the study are profiled below, highlighting their relevance to the study.

Kenya Methodist University (KeMU) is a private faith-based institution with its main campus in Meru County. The target population from this university comprised fourth-year undergraduate business students enrolled in programmes such as Business Administration and Entrepreneurship. KeMU's emphasis on values-based education aligns well with the value-belief norm theory. Meru University of Science and Technology (MUST) located in Meru County is well-known for embracing science, technology, and innovations at an extensive level. MUST's business program covers applied or practical entrepreneurship, making it an important case study to get insights into green entrepreneurial intentions among rural and urban transitioning environments.

Karatina University is a public university located in the agriculturally rich Central Kenya region near Mount Kenya. Karatina University prides itself as a green university and has a

ST. PAUL'S UNIVERSITY

reputation for community engagement and applied research. The integration of business education with natural resources, environmental studies, and agriculture makes students ideal for studying climate-smart agribusiness, environmental enterprises, and sustainable resource-based ventures. Embu University, which has an applied emphasis and is located in a semi-rural environment, places emphasis on applied sciences and entrepreneurship. It was important to get insights into this growing university, which incorporates sustainable considerations into regional development objectives.

KCA University is a private university located in Nairobi with a focus on business-related programs. Being in an urban setting with training programs geared towards equipping students with professionalism sets it apart from others located remotely and demonstrates how accessibility to urban entrepreneurial networks affects students' intentions, among others. Lastly, Daystar University is a private Christian university recognized for liberal arts and business education, among others, because of its emphasis on leadership and ethics. Daystar's integration of business education with development studies, ethics, and social sciences makes its students appropriate for studying socially responsible green entrepreneurship, urban sustainability enterprises, waste management ventures, and community-based environmental initiatives.

This study focused on 3166 students who are about to transition into the job market. The participants selected for the study were students enrolled in a business programme and in their fourth year of study. The decision to exclude the first and second years was because they may not have interacted adequately with the business units, especially at an advanced level, and lack experiential learning such as industrial attachment, which is normally offered after the 3rd third year of study. This group of students, according to Nabi et al. (2018), also lacks the maturity to assess entrepreneurship opportunities.

This study used various sampling techniques to achieve its objectives. To select the student participants, stratified random sampling was used. This ensured that each target participant within the selected university had an equal chance to participate. The criteria to apply stratified random sampling were as follows:

i. Defining the population: The population here included students pursuing business courses at certain selected universities.

ST. PAUL'S UNIVERSITY

ii. Stratification of the population: Respondents were stratified according to the university attended as well as year of study. Each resultant stratum was intended to remain mutually exclusive and collectively exhaustive.

iii. Creating homogeneous subgroups: Fourth-year students were considered to predominantly come from similar age groups, hence subgroup homogeneity.

iv. Calculation for proportional representation: Each of the universities would have members elected proportionally to the students doing business courses in the institution.

This proportional allocation was calculated using enrolment statistics obtained from official university records. Within each sub-stratum, participants were selected using random sampling techniques to eliminate bias and further ensure representativeness. Efforts were made to minimize potential sampling errors by carefully reviewing the sampling frame, cross-checking student enrolment data, and piloting the sampling procedure to test for accuracy and feasibility before the main data collection.

3.7 Sample Size Determination

There were an estimated 3166 students pursuing business-related courses in the selected universities. The sample size for the study was determined using the Krejcie and Morgan formula (1970) for finite populations at a 95% confidence level and a 5% margin of error. The formula is expressed as follows:

$$S = [X^2NP(1-P)] / [d^2(N-1) + X^2P(1-P)]$$

Where:

S = required sample size

X^2 = table value of chi-square for 1 degree of freedom at 95% confidence level = 3.841

N = target population size = 3,166

P = population proportion = 0.50, used when the true proportion is unknown because it gives the maximum sample size

d = degree of accuracy or margin of error = 0.05

Substitution into the Formula

$$S = [3.841 \times 3166 \times 0.5(1-0.5)] / [0.05^2(3166-1) + 3.841 \times 0.5(1-0.5)]$$

$$S = [3.841 \times 3166 \times 0.25] / [0.0025 \times 3165 + 3.841 \times 0.25]$$

ST. PAUL'S UNIVERSITY

$$S = 3040.1515 / 8.87275$$

$$S = 342.64$$

The sample size was therefore rounded up to 343 respondents.

Krejcie and Morgan (1970) formula yielded a sample size of 343 for a population of 3166. The Krejcie and Morgan table, however, recommends a sample size of 346 for a similar population. According to Krejcie and Morgan (1970), slight differences between formula-based and table-based estimates are expected due to rounding. Israel (1992) further notes that when multiple methods produce closely related estimates, researchers may adopt the larger value to ensure adequate representation. Therefore, this study adopted 346 as the minimum required sample size for the student respondents. This sample size was considered adequate for generating statistically reliable findings and ensuring representativeness of the target population.

Given the varying enrolment numbers across the six universities, the sample size of 346 students was distributed proportionally. This proportional distribution ensured that each university was represented according to its student population in the specified years of study. The steps for proportional distribution involved:

1. Determining the total number of eligible students across all six universities.
2. Calculating the proportion of students at each university relative to the total.
3. Allocating the sample size based on these proportions to maintain representativeness.

This method ensures that the data collected reflects the diversity and distribution of students across the different universities, thus enhancing the generalizability of the study findings.

ST. PAUL'S UNIVERSITY

Table 3.1: Sample Size Determination

Institution	**No. of students pursuing business-related courses**	**Proportion in %**	**Sample size**
Daystar University	142	4.5	16
University of Embu	916	28.9	104
Karatina University	655	20.7	74
KCA university	332	10.5	38
Meru University of Science and	836	26.4	92

Technology			
Kenya Methodist University	284	9	33
Total	3166	100	346

Source: Author

The sample size of 346 for quantitative data is considered adequate for this study for several reasons. Additionally, the inclusion of 12 KIIs and 12 FGDs brought the total sample size to 370. This ensured methodological triangulation, enhancing the validity and credibility of the findings (Creswell & Creswell, 2018).

3.8 Data Collection Tools

Three data collection tools were used in this study. Primary data were collected using both quantitative and qualitative means. Quantitative data was collected using questionnaires, while qualitative data was collected using focus group discussions and interview guides.

3.8. 1 Questionnaires

Questionnaires are universally used as a means of collecting primary quantitative data. They are simply a set of questions that a researcher gives to respondents in a printed or mimeographed format to get their opinions. A well-structured questionnaire is essential for collecting data in a standardized way that is internally consistent and coherent for analysis (Chirk et al., 2006). A poorly structured questionnaire can make it impossible to interpret the findings or lead to erroneous conclusions. Therefore, researchers should ensure that questionnaire items have a clear purpose related to the objectives of the study. To ensure adequacy and internal consistency, the researcher adopted the procedure suggested by Roopa & Rani (2012) to design the questionnaire. The questionnaire was used to collect data from 346 randomly selected students.

ST. PAUL'S UNIVERSITY

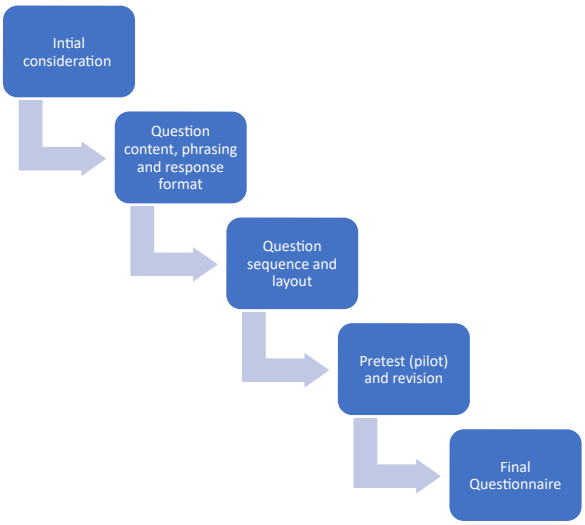


Figure 1.1: questionnaire design by Roopa & Rani (2012)

A structured self-administered questionnaire was the primary data collection tool for the quantitative strand of the study, which was conducted among students. The questionnaire was selected because it enables the efficient, standardized, and systematic collection of data from a large sample while facilitating quantitative measurement and statistical analysis of the relationships between variables (Bryman, 2016). Its structured format ensured consistency of measurement across all respondents, thereby enhancing the reliability of the quantitative data.

The questionnaire was grounded in validated studies from prior empirical research on green entrepreneurial intentions among university students. All items were customized to suit the Kenyan university context, ensuring cultural and contextual relevance without compromising construct validity.

3.8.2 Key Informant Interview Guide

Key informant interviews are an invaluable tool for collecting information from people who have in-depth information about the topic under research. In-depth interviews come in handy in new and under-researched areas as they allow the researcher/interviewer to gather rich data, thus making it an ideal tool for this study. Some researchers Creswell, 2014; Hochstedt et al., 2010; Neuman, 2014) have referred to in-depth interviews as the most revealing tool of investigation, as it allows the interviewer to step into the mind of the respondent.

3.8.3 Focus Group Discussion Guide

Focus group discussions are techniques used in qualitative data collection where the researcher brings together a group of individuals from their target population to discuss a certain topic (Nyumba et al., 2018). FGDs seek to draw from personal experiences, perceptions, beliefs, and

ST. PAUL'S UNIVERSITY

attitudes of the respondents. They are particularly useful in research pertaining to conservation and natural resource use, therefore making them ideal for this study. The Focus Group Discussion (FGD) guide served as an additional qualitative tool for collecting data about the perceptions, motivations, and experiences of students pertaining to green entrepreneurship intentions. It comprised a series of open-ended questions which made it possible for the participants to engage in discussion and build on each other's opinions and meanings. This technique allowed uncovering the meaning, tensions, and context that might have been missed when using questionnaires. Additionally, the approach was especially useful for investigating group-level attitudes, institutional and social factors in universities.

3.9 Pre-testing the Research Tool

Pre-testing, more popularly known as pilot testing, is a crucial phase in the research process, especially if the study utilizes self-designed data gathering tools like surveys, interview guides, or focus group discussion protocols (Tate et al. 2023). The primary goal of pre-testing is to ascertain the validity and reliability of the research instruments before subjecting them to the main study. Validity refers to the extent to which an instrument is able to measure the construct it aims to quantify, while reliability is related to the consistency and stability of the results produced by the instrument across different time points and settings. Pre-testing enables the researcher to detect flaws, ambiguities, or inconsistencies in the instruments, such as confusing wording, leading questions, or omitted items. It also tests the logical flow and general structure of the instrument, along with how appropriate the response options are. From the pre-test feedback and observations, modifications and refinements can be undertaken to make the instrument clearer, more effective, and better aligned with the objectives of the study.

One of the basic elements of pre-testing includes the identification of an appropriate pilot sample size. While no agreement exists regarding a particular number, researchers in the field of social science research recommend using about 10% of the total sample size intended for the main study (Tate et al., 2023). In this research, the total sample size included 346 students. Going by this tenet, 10% of the sample would be equal to about 34.6, which was then rounded off to 35 students. This was deemed sufficient for gauging the reliability of the tool and obtaining preliminary estimates of key statistical parameters like the mean and variance, both of which are critical to improving data collection and analysis strategy in the main phase of the study.

ST. PAUL'S UNIVERSITY

The pre-test was conducted at Chuka University, which is a public university that was purposely left out of the final list of universities participating in the main study. This approach ensured that responses from the participants in the pre-test would neither overlap with nor bias the outcome of the main research. In addition, the environment for the pre-test generally represented the academic and demographic make-up of the sample in the main study, increasing the relevance and usefulness of the conclusions drawn. In the pilot test, the 35 students sampled were required to fill in the questionnaire in conditions approximating those to be used in the actual data collection exercise. The researcher closely monitored participants' interpretation and response to every question and noted items that were confusing, poorly understood, or which elicited inconsistent answers. The time taken to administer the questionnaire was also noted to provide an estimate of the time needed for the survey.

Together with the questionnaire, the interview guide employed in the Key Informant Interviews and the Focus Group Discussion guide were subjected to an exhaustive pre-evaluation process. Apart from being pilot tested with real respondents, these qualitative tools were also subjected to peer review by academic peers and experts in qualitative research methods. The reviewers examined the tools for content validity, question clarity, logical flow, relevance to the research questions, and their ability to elicit meaningful, in-depth answers. Comments and suggestions from this peer review were carefully considered and incorporated into the final instrument versions. The dual application of pilot testing and expert review not only enhanced the methodological integrity of the study but also ensured that all tools were properly calibrated to gather accurate, reliable, and informative data during the primary research phase. Finally, the pre-testing exercise yielded vital information that helped towards the overall success of the study by reducing errors, improving respondent comprehension, and enhancing the quality of data gathered.

ST. PAUL'S UNIVERSITY

3.10 Validity and Reliability

Neuman (2014) states that validity is the extent to which the researcher can demonstrate a fit between the constructs and the data collected, while reliability is the truthfulness of the data collected (Neuman, 2014). Validity testing is conducted by assessing whether the data collected relates well to the constructs under investigation. Therefor(Taber, 2018). Reliability can therefore be further defined as the degree of repeatability and stability while at the same time maintaining consistency.

Preliminary tests were conducted to ensure the reliability and validity of the models. In this study, the researcher used Confirmatory Factor Analysis (CFA) to test the measurement model, ensuring that each indicator reliably measures its corresponding reflective latent construct. In addition, CFA was used to assess construct validity, including convergent validity (Average Variance Extracted (AVE) > 0.5) and discriminant validity (correlations among constructs should be lower than AVEs). Reliability was assessed using Cronbach's alpha for each scale to ensure internal consistency. According to Mangal & Mangal, (2013), values above 0.7 are generally acceptable. Data were checked for normality, linearity, and homoscedasticity.

3.11 Operationalization of variables

3.11.1 Dependent Variable: Green entrepreneurship intention

The dependent variable in this study is green entrepreneurial intention. Data were collected using a green entrepreneurial intention scale adopted from Alvarez-Risco et al. (2021), then slightly modified to match the current study. The modification was made using the word 'green' in place of the word 'ecological'. The reliability of the scale was measured using Cronbach alpha ($\alpha \leq 0.7$). Each item was rated on a 5-point Likert scale with options (1 =strongly disagree, 2= disagree, 3 = agree, 4= somehow agree, 5 = strongly agree).

3.11.2 Independent variables

(i) Environmental Values

Environmental Values were measured using the New ecological paradigm (NEP) scale. Environmental sociologist Riley Dunlap and Van Liere in 1978 and revised in the year 2000 (Dunlap et al., 2000). It is a survey-based metric with fifteen statements. Respondents are asked to indicate the extent to which they agree or disagree with the statements. Some of the statements are as follows: We are approaching the limit of the number of people the Earth can support, Humans have the right to modify the natural environment to suit their needs, When humans interfere with nature it often produces disastrous consequences, Human ingenuity will ensure that we do not make the Earth unliveable, Humans are seriously abusing the environment, The Earth has plenty of natural resources if we just learn how to develop them, Plants and animals have as much right as humans to exist. Each item was rated on a 5-point Likert scale with options (1 =strongly disagree, 2= disagree, 3 = agree, 4= somehow agree, 5 = strongly agree).

ST. PAUL'S UNIVERSITY

(ii) Entrepreneurial self-efficacy

The Entrepreneurial self-efficacy scale was adopted from Alvarez-Risco et al., (2021) and (Liñán and Chen (2009), Moriano et al. (2012) as cited by Rodrigues et al., 2022. Items borrowed from Alvarez were modified to replace the word 'ecological' with the word green. Those borrowed from Rodrigues et al., (2022) adopted the word green' where it was missing. The reliability was tested through Cronbach's alpha and yielded α.906, which was within the acceptable range. The items in the ESE scale were as follows: I have good understanding of how entrepreneurial activities of a firm could endanger the environment, I have good understanding of how entrepreneurial activities of a firm could lead to climate change, I understand what it means for a firm to operate a green business, Each item will be rated on a 5-point Likert scale with options (1 =strongly disagree, 2= disagree, 3 = agree, 4= somehow agree, 5 = strongly agree).

(iii) Subjective norms

Subjective norms were operationalized as a latent variable representing respondents' perceived social and spiritual forces shaping their orientation toward green entrepreneurship. The variable was operationalized with nine items reflecting both familial (Wang et al., 2018) and religiously based(Rodríguez-García et al., 2019) expectations adopted from. These items included statements like "My immediate family values green entrepreneurial activity" and "Most people whose opinions I value would prefer that I practice green entrepreneurship," with direct assessments of normative pressure from close social referents. Other items probed deeper relational patterns like parental business ownership, being invited to business-related meetings, and work-related discussion inside the family, each representing perceived ratification of entrepreneurial action. Religious-based influences were further incorporated with items like "My faith influenced my professional choice" and "My work as a vocation will make people love God," indicating the religio-moral and religio-spiritual character of normative pressure. The items were rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), and factor loads ranged from .462 to .750, indicating acceptable to strong loadings onto the resultant construct. The aggregate score means show a high degree of agreement among items and internal consistency beyond threshold conventions supporting scale reliability to enter regression analysis.

(iv) Perceived behavioural control

Perceived behavioural control (PBC) was defined operationally as a latent variable reflecting respondents' subjective perceived ability to undertake green entrepreneurial behaviour,

ST. PAUL'S UNIVERSITY

accounting for internal capacities and external barriers (Guerrero et al., 2016; Liñán, n.d.). In the survey questionnaire, the latent variable was operationalised by several items measuring respondents' confidence in skills, resources, and prospects to pursue sustainable environmental responsibility entrepreneurship. On a 5-point Likert scale from "strongly disagree" to "strongly agree," items captured access to funds, availability of guidance by an expert, and perceived facility to set up a green venture. The scale showed high internal consistency with Cronbach's alpha greater than .95; factor loadings further verified that items captured the latent construct clearly. This operationalization made it possible to incorporate PBC as an independent variable in regression equations to examine its effect on green entrepreneurial intention and behaviour and its broader implications for sustainability education and environmental attitudes.

(v) Institutional support

Institutional support was operationalised as a latent variable reflecting students' views of institutional and policy-based resources supporting green entrepreneurial activity. This variable was operationalised with five items reflecting structural and curricular support mechanisms. These referred to statements like "My university offers courses on green entrepreneurship" and "My university offers project work focused on green entrepreneurship" and evaluated sustainability-focused entrepreneurship embeddedness in university programming. Institutional commitment was captured through another item like "My university has shown strong commitment to support green entrepreneurship." Policy and financial enablers were captured through items relating to access to the Hustler Fund and the provision of policy and financial means for venture starting. These items were rated using a 5-point Likert scale (1 =strongly disagree, 2= disagree, 3 = agree, 4= somehow agree, 5 = strongly agree). The scale showed high internal consistency with Cronbach's alpha > .895, and factor loadings ensured that items consistently captured the underlying variable. This operationalization is aligned with Kenya's national agenda regarding youth empowerment and conversion to entrepreneurial universities as outlined by the Kenya National Innovation Agency Report (Ochako & Katua, 2023) on Unlocking the entrepreneurial potential of higher education and institutions.

3.12 Data Analysis

Data analysis is an essential step in research. Due to the diversity of data sources used for this research, different data analysis techniques were applied.

ST. PAUL'S UNIVERSITY

3.12.1 Quantitative Data Analysis

Data analysis is an essential step in research. Due to the diversity of data sources used for this research, different data analysis techniques were applied.

3.12.1. 1. Exploratory Factor Analysis for Construct Validation and Measurement Model Development

Exploratory Factor Analysis (EFA) constitutes a foundational multivariate statistical technique employed to elucidate the latent structure underlying observed variables, thereby establishing construct validity and ensuring measurement instrument adequacy (Fabrigar & Wegener, 2012; Hair et al., 2019). Within the context of investigating green entrepreneurial intentions (GEI) among Kenyan university students, EFA serves the critical function of validating the psychometric properties of scales designed to measure abstract psychological constructs, including Environmental Values (EV), Green Entrepreneurial Self-Efficacy (ESE), Subjective Norms (SN), Perceived Behavioural Control (PBC), and Policy Support (PS). The primary objective is to confirm that survey items theoretically intended to capture these latent constructs empirically coalesce into coherent, unidimensional factors, thereby providing a robust foundation for subsequent predictive modeling via Hierarchical Multiple Linear Regression (HMLR) (Costello & Osborne, 2005; Yong & Pearce, 2013).

The mathematical formulation of EFA begins with the specification of a factor model wherein each observed variable X_i is expressed as a linear combination of common factors F_j and a unique factor U_i:

$$X_i = \lambda_{i1} F_1 + \lambda_{i2} F_2 + \cdots + \lambda_{im} F_m + U_i \text{ for } i = 1, 2, \ldots, p \quad [3.1]$$

where λ_{ij} represents the factor loading of variable i on factor j, m denotes the number of common factors extracted, p is the total number of observed variables, and U_i captures variance unique to variable i (including specific variance and measurement error) (Brown, 2015; Kline, 2016). The communality h_i^2 of variable i,, representing the proportion of its variance explained by the common factors, is computed as:

$$h_i^2 = \sum_{j=1}^{m} \lambda_{ij}^2 \quad [3.2]$$

Prior to factor extraction, data suitability must be rigorously assessed using two complementary statistical tests. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy evaluates

ST. PAUL'S UNIVERSITY

the proportion of variance among variables attributable to common factors, with values exceeding 0.60 indicating acceptable sampling adequacy and values above 0.80 considered meritorious (Kaiser, 1974; Hutcheson & Sofroniou, 1999):

$$\text{KMO} = \frac{\sum_{i \neq j} r_{ij}^2}{\sum_{i \neq j} r_{ij}^2 + \sum_{i \neq j} q_{ij}^2} \quad [3.3]$$

where r_{ij} represents the correlation between variables i and j, and q_{ij} denotes the partial correlation controlling for all other variables. Concurrently, Bartlett's Test of Sphericity assesses whether the correlation matrix deviates significantly from an identity matrix, with a statistically significant result ($p < .05$) indicating sufficient inter-item correlations to warrant factor analysis (Bartlett, 1950; Tabachnick & Fidell, 2019).

Factor extraction employs either Principal Axis Factoring (PAF) or Maximum Likelihood (ML) estimation. ML estimation, preferred when multivariate normality assumptions are met and sample sizes exceed 200, maximizes the likelihood function:

$$L(\Lambda, \Psi) = -\frac{1}{2}\left[\log|\Sigma| + \text{tr}\left(S\,\Sigma^{-1}\right)\right] \quad [3.4]$$

where $\Sigma = \Lambda\Lambda' + \Psi$ represents the model-implied covariance matrix, Λ is the factor loading matrix, Ψ is the diagonal matrix of unique variances, and S is the sample covariance matrix (Muthén & Muthén, 2017; Brown, 2015). The determination of optimal factor retention employs a multi-criteria approach, prioritizing Parallel Analysis (PA) over the eigenvalue-greater-than-one rule due to PA's superior performance in minimizing over-extraction (Horn, 1965; Hayton et al., 2004). PA compares eigenvalues from the observed data (λ_{obs}) against those derived from randomly generated datasets (λ_{rand}), retaining facis tors where $\lambda_{obs} > \lambda_{rand}$.

Following extraction, factor rotation enhances interpretability by achieving simple structure, wherein each variable loads substantially on one factor and minimally on others (Thurstone, 1947). Orthogonal rotations (e.g., Varimax) assume factor independence, while oblique rotations (e.g., Promax, Oblimin) permit factor correlations, often more theoretically plausible in social science research where constructs such as altruistic and biospheric values are conceptually related (Brown, 2015; Costello & Osborne, 2005). The rotated factor pattern matrix Λ^* is obtained via transformation matrix T:

$$\Lambda^* = \Lambda T \quad [3.5]$$

ST. PAUL'S UNIVERSITY

Item retention decisions follow established psychometric criteria: factor loadings $|\lambda| \geq 0.40$ indicate substantive item-factor relationships, while cross-loadings exceeding 0.32 on multiple factors warrant item deletion to preserve scale discriminant validity (Ford et al., 1986; Hair et al., 2019). Internal consistency reliability is assessed via Cronbach's alpha:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k} \sigma_i^2}{\sigma_X^2}\right) \quad [3.6]$$

where k is the number of items, σ_i^2 is the variance of item i, and σ_X^2 is the variance of the total scale score, with $\alpha \geq 0.70$ indicating acceptable reliability (Nunnally & Bernstein, 1994; Taber, 2018).

3.12.1.2 . Hierarchical Multiple Linear Regression for Testing Theoretical Predictive Models

Hierarchical Multiple Linear Regression (HMLR) represents an advanced statistical methodology for examining relationships between multiple independent variables and a continuous dependent variable through theoretically guided sequential entry of predictor blocks (Cohen et al., 2003; Field, 2018). For this study investigating determinants of Green Entrepreneurial Intention (GEI) among Kenyan university students, HMLR enables systematic evaluation of incremental contributions from demographic controls, Value-Belief-Norm (VBN) constructs, and Theory of Planned Behaviour (TPB) variables, thereby testing the integrated theoretical framework underpinning the research (Ajzen, 1991; Stern, 2000).

The general multiple linear regression model is specified as:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \cdots + \beta_k X_{ki} + \varepsilon_i \quad [3.7]$$

where Y_i denotes the GEI score for participant i, β_0 is the intercept, β_j represents the population regression coefficient for predictor j, X_{ji} is the score for participant i on predictor j, and $\varepsilon_i \sim N(0, \sigma^2)$ is the normally distributed error term (Kutner et al., 2005; Wooldridge, 2016). In hierarchical specification, predictors enter in theoretically ordered blocks. Model 1 includes demographic controls (age, gender, rural-urban orientation); Model 2 adds VBN-derived Environmental Values; Model 3 incorporates TPB constructs (Attitude, Subjective Norms, Perceived Behavioural Control, including Green Entrepreneurial Self-Efficacy); and Model 4 tests Policy Support as a moderating variable through interaction terms (Baron & Kenny, 1986; Hayes, 2018).

ST. PAUL'S UNIVERSITY

The coefficient of determination R^2 quantifies the proportion of variance in GEI explained by predictors in each model:

$$R^2 = 1 - \frac{\text{SS}_{\text{residual}}}{\text{SS}_{\text{total}}} = \frac{\text{SS}_{\text{regression}}}{\text{SS}_{\text{total}}} \quad [3.8]$$

where $\text{SS}_{\text{residual}} = \sum \left(Y_i - \hat{Y}_i \right)^2$, $\text{SS}_{\text{total}} = \sum \left(Y_i - \acute{Y} \right)^2$, and $\text{SS}_{\text{regression}} = \sum \left(\hat{Y}_i - \acute{Y} \right)^2$ (Cohen et al., 2003). The critical metric in hierarchical analysis is the change in R^2 (ΔR^2) associated with adding a new predictor block:

$$R^2 = 1 - \frac{\sum_{i=1}^{n} \left(Y_i - \hat{Y}_i \right)^2}{\sum_{i=1}^{n} \left(Y_i - \acute{Y} \right)^2} \quad [3.9]$$

$$\Delta R^2 = R^2_{\text{full}} - R^2_{\text{reduced}} \quad [3.9]$$

Statistical significance of ΔR^2 is evaluated via the F-F change test:

$$F_{\text{change}} = \frac{\left(\text{SS}_{\text{reg, full}} - \text{SS}_{\text{reg, reduced}} \right) / \Delta df}{\text{MS}_{\text{residual, full}}} \sim F_{\Delta df,\, n-k-1}$$

[3.10]

where Δdf equals the number of predictors added, n is sample size, and k is the total number of predictors in the full model (Pedhazur, 1997; Tabachnick & Fidell, 2019). Standardized regression coefficients (β) facilitate comparison of predictor relative importance:

$$\beta_j = b_j \left(\frac{s_{X_j}}{s_Y} \right)$$

[3.11]

where b_j is the unstandardizcap X sub j and s sub cap Y are standard deviations of predictor j and the outcome, respectively (Cohen et al., 2003).

For moderation testing (Objective 5), interaction terms between Policy Support (Z) and each primary predictor (X) are included:

$$Y = \beta_0 + \beta_1 X + \beta_2 Z + \beta_3 (X \times Z) + \varepsilon \quad [3.12]$$

Significant β_3 coefficients indicate that the relationship between X and GEI varies as a function of Policy Support levels (Aiken & West, 1991; Hayes, 2018). Simple slopes analysis probes significant interactions by estimating the conditional effect of X on Y at low ($M - 1\,SD$), mean, and high ($M + 1\,SD$) levels of Z:

ST. PAUL'S UNIVERSITY

$$\frac{\partial Y}{\partial X} = \beta_1 + \beta_3 Z$$

[3.13]

3.12.1.3. Model Diagnostics and Assumption Verification

Ensuring statistical adequacy of regression models constitutes a non-negotiable component of rigorous quantitative analysis, as violations of Ordinary Least Squares (OLS) assumptions can yield biased estimates, invalid standard errors, and erroneous inferential conclusions (Fox, 2016; Wooldridge, 2016). The diagnostic procedures implemented herein test core OLS assumptions with particular attention to autocorrelation and heteroscedasticity, as referenced in Tables 14–15 of the study protocol.

i. Linearity and Additivity

The assumption that relationships between predictors and outcome are linear and additive is assessed via component-plus-residual (partial residual) plots and the Rainbow test for linearity (Fox, 2016). For each predictor, X_j, the partial residual plot displays:

$$\text{Partial Residual}_j = e_i + b_j X_{ji} \text{ versus } X_{ji} \qquad [3.14]$$

where systematic curvature indicates nonlinearity warranting polynomial or transformation approaches (Montgomery et al., 2021).

ii. Independence of Errors

The assumption that residuals ε_i are uncorrelated is critical for valid standard error estimation. The Durbin-Watson statistic tests for first-order autocorrelation (Durbin & Watson, 1950, 1951):

$$d = \frac{\sum_{i=2}^{n} (e_i - e_{i-1})^2}{\sum_{i=1}^{n} e_i^2} \qquad [3.15]$$

where e_i denotes the ith residual. Values near 2.0 indicate no autocorrelation; values substantially below 1.5 suggest positive autocorrelation, while values above 2.5 indicate negative autocorrelation (Field, 2018). For higher-order autocorrelation, the Breusch-Godfrey Lagrange Multiplier test provides greater power:

$$\text{LM} = (n - p) R^2 \sim \chi_p^2 \qquad [3.16]$$

ST. PAUL'S UNIVERSITY

where residuals are regressed on original predictors and p lagged residuals, R^2 is from this auxiliary regression, and the test statistic follows a chi-square distribution with pp degreesof freedom (Breusch, 1978; Godfrey, 1978).

iii. Homoscedasticity

The assumption of constant error variance $\mathrm{Var}(\varepsilon_i)=\sigma^2$ is evaluated through visual inspection of residuals versus fitted values plots and formal testing via the Breusch-Pagan test (Breusch & Pagan, 1979):

$$\mathrm{BP}=\frac{1}{2}(\mathrm{ESS})\sim\chi_k^2 \qquad [3.17]$$

where ESS is the explained sum of squares from regressing squared residuals on original predictors. A significant test statistic ($p<.05$) indicates heteroscedasticity. When detected, heteroscedasticity-consistent (robust) standard errors, particularly the HC3 variant, provide valid inference:

$$\mathrm{Var}_{\mathrm{HC3}}(\hat{\beta})=(X'X)^{-1}X'\,\mathrm{diag}\left[\frac{e_i^2}{(1-h_{ii})^2}\right]X(X'X)^{-1} \qquad [3.18]$$

where h_{ii} denotes the ith diagonal element of the hat matrix $H=X(X'X)^{-1}X'$ (Long & Ervin, 2000; MacKinnon & White, 1985).

iv. Normality of Residuals

While OLS coefficient estimates remain unbiased under non-normal errors, normality facilitates valid hypothesis testing and confidence interval construction. Assessment employs graphical methods (Q-Q plots, histograms) and formal tests including the Shapiro-Wilk test:

$$W=\frac{\left(\sum_{i=1}^{n}a_i e_{(i)}\right)^2}{\sum_{i=1}^{n}(e_i-\acute{e})^2} \qquad [3.19]$$

where $e_{(i)}$ are ordered residuals and a_i are coefficients derived from expected normal order statistics (Shapiro & Wilk, 1965). For large samples ($n>2000$), the Shapiro-Wilk test may be overly sensitive; graphical assessmentvalue skew end absolute value less than 2) and kurtosis (absolute value kurtd examination of skewness ($|\mathrm{skew}|<2$) and kurtosis ($|\mathrm{kurt}|<7$) provide complementary evaluation (Kim, 2013; Field, 2018).

ST. PAUL'S UNIVERSITY

v. Multicollinearity

Excessive intercorrelation among predictors inflates standard errors and destabilizes coefficient estimates. The Variance Inflation Factor (VIF) quantifies multicollinearity severity for predictor j:

$$\text{VIF}_j = \frac{1}{1 - R_j^2} \quad [3.20]$$

where R_j^2 is from regressing X_j on all other predictors. VIF values exceeding 5–10 indicate problematic multicollinearity warranting predictor consolidation or ridge regression approaches (O'Brien, 2007; Hair et al., 2019). The condition index, derived from eigenvalues λ_j of $X'X$:

$$\kappa_j = \sqrt{\frac{\lambda_{max}}{\lambda_j}} \quad [3.21]$$

with values above 30 suggesting severe multicollinearity (Belsley et al., 1980).

vi. Influential Observations

Individual cases exerting disproportionate influence on parameter estimates are identified via Cook's distance:

$$D_i = \frac{\sum_{j=1}^{n} \left(\hat{Y}_j - \hat{Y}_{j(i)}\right)^2}{p \cdot \text{MSE}} = \frac{e_i^2}{p \cdot \text{MSE}} \cdot \frac{h_{ii}}{\left(1 - h_{ii}\right)^2} \quad [3.22]$$

where $\hat{Y}_{j(i)}$ denotes the fitted value for observation j when observation i is excluded, and values exceeding $4/n$ or 1.0 warrant investigation (Cook, 1977; Bollen & Jackman, 1990).

Sample size adequacy was determined using Krejcie and Morgan's (1970) table, yielding $n = 346$ for the target population of 3,166 students at 95% confidence and 5% margin of error. This exceeds the minimum requirement of $N \geq 50 + 8k$ for multiple regression with kk predictors(Tabachnick & Fidell, 2019) and satisfies the recommended 10–15 participants per predictor for stable EFA solutions (Costello & Osborne, 2005; Hair et al., 2019).

Collectively, these methodological procedures, grounded in foundational psychometric and econometric literature, establish a rigorous, transparent analytical framework for investigating

ST. PAUL'S UNIVERSITY

the determinants of green entrepreneurial intentions among Kenyan university students, thereby ensuring the validity, reliability, and generalizability of study findings.

3.12.1.4 Qualitative Data Analysis

To shed light on the complex factors driving the green entrepreneurial inclination of university students in Kenya, this study takes a qualitative approach that encompasses Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs). Such methodological applications excel in accessing context-relevant insights, motivations, and systemic stimuli that could go unrecognized by quantitative approaches. As argued by Ahmed et al. (2020), FGDs and KIIs are promising tools for unearthing cultural and structural obstacles in populations that have not yet been widely explored in academic literature, like pastoralist societies in Northern Eastern Kenya, where exploratory research designs unearth critical and contextually rich findings. Similarly, Muriithi et al. (2023) present evidence that underscores the role of these qualitative approaches in probing emerging patterns and stakeholder perceptions within sustainability literature. Based on these findings, the current study utilized FGDs to enable collective narratives between groups of students, while KIIs involve university administrators and policy stakeholders in contextualizing determinants at institutional and policy levels with regard to green entrepreneurship.

Researchers such as Creswell (2014), Hochstedt et al. (2010), and Neuman (2014) have emphasized the importance of carrying out interviews, defining them as arguably the most powerful tool in qualitative research. These authors argue that these interviews allow the interviewer to successfully "enter the mind of the respondent," thus gaining deep subjective insights, hidden knowledge, and contextually relevant information. As such, this approach is especially vital in gathering extensive, interpretative data that enable better comprehension of the research question. For the purposes of this study, the total of ten (10) target respondents were Deans or CODs or their representatives where the business program is domiciled and one lecturer teaching predominantly business courses. The Key informants were expected to reveal information that would otherwise not be captured by use of a questionnaire. To minimize bias where needed and maximize transparency, selection among deans and lecturers was done with purposive sampling. In that respect, it attempted to ensure participants had related administrative or teaching roles within programs about sustainability or entrepreneurial activity so that they would be knowledgeable about institutional support as well as integration of curricula.

ST. PAUL'S UNIVERSITY

Table 3.-2: Distribution of KII in Select Universities

Institution	KII to be conducted
1. Daystar University	2
2. University of Embu	2
3. Karatina University	1
4. KCA University	2
5. Meru	2
6. Kenya Methodist University	1

Source: Author

To ensure the effectiveness of the interviews, a semi-structured approach was formulated, using open-ended questions that facilitated consistency while also providing flexibility. The interviews were conducted with high levels of respect and professionalism, with particular focus on developing rapport and eliciting honest answers. The researcher sought consent to record the interview proceedings. The recordings were then transcribed accurately and analyzed within predetermined themes, categorizing key insights pertinent to the research aims. Overall, the application of key informant interviews in this study represented a deliberate methodological choice designed to draw broad qualitative information from individuals with expert knowledge. In this way, the strategy significantly aided the data gathering process, contributing to expanded depth, validity, and contextual richness in the study findings.

Additionally, the use of Focus Group Discussions (FGDs) stemmed from the need to acquire common views, shared meanings, and interactive group dynamics, which are often lacking in individual interviews and quantitative surveys. FGDs were well suited for the main aim of this study, which was to examine students' motivations towards green entrepreneurship, as they allowed spontaneous reflection, interaction, and collaborative thinking among the participants. Additionally, the interactive nature of this method was expected to tap into underlying attitudes, social norms, and contextual driving factors of entrepreneurial thinking across peer networks and the university environment.

During the FGD, the researcher observed nonverbal communication such as nonverbal displacement and posture, gaps and silence, pitch, and interpersonal communication as advised by Nyumba et al. (2018). Overall, 12 FGDS were conducted. At each university, two FGDS were conducted, one for females and one for males. The separation of participants based on gender was predetermined prior to the study to minimize the likelihood of one gender's views

ST. PAUL'S UNIVERSITY

being influenced by those of the other. This decision was informed by findings from the Global Entrepreneurship Monitor (2023), which reported that women are more likely than men to engage in businesses with both social and environmental impact. In light of this evidence, the researcher organized the focus group discussions along gender lines to ensure that the distinct perspectives of male and female students could be captured without cross-gender influence, thereby enhancing the validity and richness of the data.

Further, each focus group discussion comprised a total of 5–8 business students who were randomly sampled from business undergraduate programs from the participating universities. Invitations were sent through class reps/ academic leaders. Students were randomly selected to minimize bias while still purposefully trying to ensure that there was representation across religion, ethnicity, and specialization. Even though participants were all taking business disciplines, caution was exercised to achieve cross-cutting representation across specialization areas. Such a profile of participants was enough to inform the study, with an ensured thematic coherence consistent with the objectives of the study. Participants were aged between 21 to 24 years old, a typical demographic profile for final-year undergraduate students who take business-related courses.

Each FGD lasted 60-90 minutes. The discussions were guided by a semi-structured FGD guide covering thematic areas on entrepreneurship, environmental values, subjective norms, perceived behavioural control and institutional support. A trained moderator facilitated all sessions. At the beginning of each session, the researcher sought consent from the participants. The group participated in setting some ground rules that included: confidentiality, respect for diverse opinions, and equal participation. The participants were also assured of anonymity. By using the FGDs, the researcher was able to capture the social interactions, group dynamics, and collective meaning which might not be revealed in an individual interview. The respondents of the FGDS were students who did not respond to the questionnaire distributed for the collection of quantitative data for the purpose of triangulation.

ST. PAUL'S UNIVERSITY

Table 3.-3: Distribution of FDGS

Institution	FDG
Daystar University	2
University of Embu	2
Karatina University	2
KCA university	2

Meru University	2
Kenya Methodist University	2

Source: Author

3.13 Ethical Considerations

This study strictly followed ethical guidelines to ensure integrity, confidentiality, and respect for participants. Before data collection began, the researcher obtained necessary approvals from relevant bodies, including the St. Pauls University Postgraduate Committee, the Ministry of Education, the National Commission for Science, Technology, and Innovation (NACOSTI), and any other regulatory authorities in Kenya. In addition, the researcher sought ethical approval from a Chuka University ethical review board. Participants were fully informed about the study's purpose, objectives, methods, and expected outcomes to ensure transparency. Respondents were invited and not coerced to participate in the study. Participation was entirely voluntary, and respondents had the right to withdraw at any time without facing consequences. A standardised consent form was used across all participant categories to ensure consistency in ethical communication. The form clearly outlined the study's purpose, voluntary participation, confidentiality measures, and the right to withdraw at any time. While the same form was used, it was written in accessible language and designed to be broad enough to cover both group-based interactions and individual interviews. Online participants gave verbal consent.

Anonymity and confidentiality were strictly maintained throughout the study. No personal identifying information was disclosed during data analysis, reporting, or publication. Pseudocode was used to ensure respondents' confidentiality and anonymity. Furthermore, all collected data was securely stored and accessible only to the researcher. The researcher was dedicated to professional conduct, integrity, and respect for all participants, ensuring adherence to both institutional and national ethical research standards.

ST. PAUL'S UNIVERSITY

3.14 Chapter Summary

This chapter points up the proposed methodological procedures which lead to the required empirical evidence for the objectives of this study. Having that result, it accentuates the philosophical approach of pragmatism, justifies its selection, and sets forth its application in the current study. This research applied a mixed-methods approach as it was time-efficient and cost-effective, as a large amount of data was collected at a single point in time, allowing the study to be completed within a practicable timeframe. Moreover, considering that data were

collected from students enrolled in different select universities and faculty members, the approach is ideal in understanding the distribution and identification of potential trends of green entrepreneurial intentions. The target population was bachelor's-level students enrolled in business programs at select universities, as they were deemed to have high potential for green entrepreneurial initiatives given their exposure to both academic and practical aspects of entrepreneurship within their curricula.

The study applied stratified random sampling coupled with random sampling, as participants are geographically dispersed, as well as purposive sampling for key informant interviews with faculty members. A sample size of 392 students was drawn from six universities. Over and above that, the chapter describes how the data were gathered. Quantitative data was collected through structured questionnaires and qualitative data through focus group discussions with students and key informant interviews with faculty members. The quantitative data were analyzed using descriptive statistics, simple regression, and hierarchical regression modeling approaches to systematically examine the influence of determinants on green entrepreneurial intentions, while controlling for demographic variables. All analyses were conducted using SPSS version 20.

Before running the regression analyses, the data underwent the rigorous preparation and diagnostic checks required to satisfy the multiple regression assumptions. First, the data were checked for completeness, and lists with substantial missing items were deleted by listwise deletion, and small gaps were filled with mean substitution. Outliers were identified through the use of the standardised residuals, leverage statistics, and Cook's distance, and the extreme cases beyond desired thresholds were re-examined and corrected. Normality of variables was assessed through the histogram, normal probability plot (P–P plot), and skewness-kurtosis statistics such that departures were not severe enough to invalidate the model. Linearity and homoscedasticity were established through the use of the scatterplots of the standardised residuals versus the predicted variables, and multicollinearity through Variance Inflation Factors (VIF) and tolerance statistics with the agreed cut-off thresholds (VIF < 10, tolerance > 0.1).

Descriptive statistics were computed to describe the central tendency and variability of all the variables, and Pearson correlation was estimated to determine the initial relations between the independent and the dependent variables. In the first step, early observations of the potential relations were obtained, and the order of the variables for the hierarchical models was

ST. PAUL'S UNIVERSITY

established. Linear and multi-hierarchical regression analyses were carried out. Linear regression was carried out to determine the relationship between the predictors and the outcome variable, and multi-hierarchical regression was carried out to determine the moderation effects.

ST. PAUL'S UNIVERSITY

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Chapter Introduction

Chapter Four presents the empirical findings regarding the determinants of Green Entrepreneurial Intentions (GEI) among undergraduate students in selected Kenyan universities. Grounded in the Theory of Planned Behaviour (Ajzen, 1991) and Value-Belief-Norm Theory (Stern, 2000), this chapter addresses objectives evaluating environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and the moderating role of policy support.

The analytical framework employs a sequential logic beginning with measurement validation. Exploratory Factor Analysis (EFA) establishes construct validity and reliability using Cronbach's alpha and factor loadings. Subsequently, Hierarchical Multiple Linear Regression (HMLR) tests the hypothesized relationships, assessing incremental variance explained by theoretical blocks. Comprehensive model diagnostics, including tests for autocorrelation, heteroscedasticity, and multicollinearity, ensure statistical robustness and assumption compliance.

Finally, the chapter is organized to reflect this progression: demographic profiles, descriptive statistics, reliability analysis, EFA results, HMLR outcomes, diagnostic tests, and a thematic integration of qualitative findings. This structure ensures rigorous validation of instruments before hypothesis testing, facilitating a nuanced discussion of the drivers of sustainable entrepreneurship within the Kenyan higher education context. These findings address critical gaps regarding green entrepreneurship in Sub-Saharan Africa.

4.1.2. Data Screening and Response Rate

The target sample comprised 346 business students across six Kenyan universities, determined using Krejcie and Morgan's (1970) table. Data collection via Google Forms yielded 392 responses, representing 113.3% of the target sample, an intentional oversampling strategy to accommodate potential incomplete submissions. Following rigorous screening for completeness, attention checks, and response consistency, all 392 responses (100% retention rate) were retained for analysis. Diagnostic screening for missing data, outliers, and assumption violations confirmed no cases warranted exclusion, thereby preserving sample representativeness, maximizing statistical power, and ensuring analytical robustness for subsequent analyses.

ST. PAUL'S UNIVERSITY

Table 4: Response Rate Across Institutions

Institution	Frequency	Percentage (%)
University of Embu	109	27.8
Meru University of Science and Technology	120	30.6
Daystar University	18	4.6
Kenya Methodist University (KEMU)	14	3.6
KCA University	79	20.2
Karatina University	52	13.3
Total	**392**	**100.0**

The target sample size for this study was determined using Krejcie and Morgan's (1970) table, which recommended a minimum of 346 respondents to achieve adequate statistical power for the proposed analyses. However, data collection via Google Forms yielded a total of 392 completed responses from fourth-year business students across six selected universities in Kenya, representing 113.3% of the target sample. This intentional oversampling strategy was employed to account for potential incomplete submissions, ineligible respondents, or data quality exclusions during the screening process (Schafer & Graham, 2002). Following rigorous data screening for completeness, attention checks, and eligibility criteria, all 392 responses were retained for analysis, achieving a 100% retention rate and ensuring robust statistical power for subsequent hypothesis testing.

Table 4 presents the distribution of respondents across the six participating institutions. The largest proportion of respondents was drawn from Meru University of Science and Technology (MUST) (n = 120, 30.6%), followed by the University of Embu (n = 109, 27.8%), KCA University (n = 79, 20.2%), Karatina University (n = 52, 13.3%), Daystar University (n = 18, 4.6%), and Kenya Methodist University (KEMU) (n = 14, 3.6%). This distribution reflects the proportional allocation strategy employed during sampling, wherein institutions with larger enrolments in business-related programs contributed proportionally more respondents to the overall sample (Neuman, 2014). The inclusion of both public (University of Embu, MUST, Karatina University, KEMU) and private (Daystar University, KCA University) institutions, situated in diverse geographical settings (rural and urban), enhances the generalizability of findings across varied institutional and socio-cultural contexts within Kenya's higher education landscape.

The response rate of 100% (392/392) exceeds typical benchmarks reported in survey-based entrepreneurship research, which often range between 60% and 85% (Baruch & Holtom, 2008). This high retention rate may be attributed to several factors: (1) the use of Google Forms facilitated convenient, self-administered completion at respondents' preferred times and

ST. PAUL'S UNIVERSITY

locations, reducing non-response bias associated with paper-based instruments; (2) pre-arranged institutional access and on-site administration by trained research assistants enhanced participant engagement and trust; and (3) the relevance of the study topic, green entrepreneurial intentions, to students' academic and career aspirations likely increased intrinsic motivation to participate (Dillman, Smyth, & Christian, 2014). Furthermore, retaining all collected responses aligns with recommendations by Tabachnick and Fidell (2019) to maximize sample representativeness and statistical power, provided that diagnostic screening confirms data quality and assumption compliance.

Proportional representation across institutions supports the external validity of the study, enabling meaningful comparisons of green entrepreneurial intentions across diverse university contexts. As noted by Guerrero, Urbano, and Fayolle (2016), institutional characteristics—including mission, resources, and regional economic conditions—may moderate the relationship between individual-level determinants and entrepreneurial intentions. By including universities with varied mandates (e.g., Meru University's focus on Science and technology versus Daystar's faith-based liberal arts orientation), this study captures heterogeneity in institutional support for sustainability-oriented entrepreneurship, thereby enriching the theoretical understanding of how contextual factors shape green entrepreneurial intentions among Kenyan university students.

In other words, the response rate and sample distribution reported in Table 4 demonstrate successful implementation of the sampling strategy, yielding a robust, diverse dataset suitable for testing the study's hypotheses grounded in the Theory of Planned Behaviour (Ajzen, 1991), Value-Belief-Norm Theory (Stern, 2000), and Cultural Dimensions Theory (Hofstede, 2011). The retention of all 392 responses, coupled with proportional institutional representation, strengthens the credibility and generalizability of subsequent findings regarding the determinants of green entrepreneurial intentions in the Kenyan higher education context.

ST. PAUL'S UNIVERSITY

Table 5: Response Rate Across Demographic Characteristics

Variable	Category	Frequency	Percentage (%)
Gender	Male	234	59.7
	Female	158	40.3
	Total	**392**	**100**
Age	Minimum	18	
	Maximum	27	
	Mean	21.58	
	Std. Deviation	1.242	

Table 5 presents the distribution of respondents across key demographic characteristics, providing essential context for interpreting the study's findings on green entrepreneurial intentions (GEIs). The sample comprised 392 fourth-year business students from six selected universities in Kenya, with a gender distribution of 234 males (59.7%) and 158 females (40.3%). This proportion aligns with national enrolment patterns in business-related programs within Kenyan public and private universities, where male participation often exceeds female participation due to socio-cultural factors influencing educational and career choices (Commission for University Education [CUE], 2024). From a theoretical standpoint, this gender composition is relevant to the Cultural Dimensions Theory (Hofstede, 2011), particularly the masculinity-femininity dimension, which posits that gender role expectations may differentially shape entrepreneurial self-efficacy and subjective norms. Prior research indicates that male students often report higher entrepreneurial self-efficacy, while female students demonstrate stronger pro-environmental values and sustainability orientations (Hechavarria & Ingram, 2016; Hörisch et al., 2017). Consequently, the gender distribution in this sample enables meaningful subgroup analyses to explore whether determinants of GEIs operate differently across genders, thereby enriching the application of the Theory of Planned Behaviour (Ajzen, 1991) in the Kenyan context.

Regarding age, respondents ranged from 18 to 27 years, with a mean age of 21.58 years (SD = 1.242). This narrow age range reflects the targeted sampling of fourth-year undergraduate students, who typically complete their bachelor's degrees within this developmental window in the Kenyan education system. The relative homogeneity in age enhances internal validity by minimizing age-related confounding variables, such as work experience or life-stage differences, which could otherwise influence entrepreneurial intentions (Nabi et al., 2018). Moreover, this age cohort represents a critical transition point where students are poised to enter the labour market or pursue entrepreneurial ventures, making their intentions particularly salient for understanding future green entrepreneurship behaviour (Soomro et al., 2020). The Value-Belief-Norm Theory (Stern, 2000) suggests that pro-environmental values and personal norms are often consolidated during late adolescence and early adulthood; thus, the mean age of 21.58 years positions respondents at an optimal stage for examining how environmental values translate into green entrepreneurial intentions.

The demographic profile of this sample, predominantly young adults with balanced gender representation, supports the external validity of the study within the Kenyan higher education context. According to the Global Entrepreneurship Monitor (2023), individuals aged 18–24

ST. PAUL'S UNIVERSITY

years are at the forefront of sustainability-oriented entrepreneurship globally, lending credence to the relevance of this sample for investigating GEIs. Furthermore, the inclusion of both public and private universities, coupled with the demographic diversity captured in Table 5, mitigates selection bias and enhances the generalizability of findings to similar populations across sub-Saharan Africa (Fatoki, 2019). In subsequent analyses, demographic variables (gender and age) were controlled for in regression models to isolate the unique effects of environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and policy support on GEIs, in alignment with best practices in quantitative social science research (Tabachnick & Fidell, 2019). Overall, the demographic characteristics reported in Table 5 affirm that the sample is representative of the target population and well-suited for testing the study's theoretically grounded hypotheses.

Table 6: Response Rate Across Background Characteristic of the Respondents

Variable	**Category**	**Frequency**	**Percentage (%)**
Where respondent grew up	Rural	204	52.0
	Urban	188	48.0
	Total	392	100
Where respondents spend school holidays	Rural	216	55.1
	Urban	176	44.9
	Total	392	100
Internship Experience	Yes	249	63.7
	No	142	36.3
	Total	391	100

Table 6 presents the distribution of respondents across key background characteristics relevant to understanding contextual influences on green entrepreneurial intentions (GEIs). Regarding rural-urban orientation, a slight majority of respondents reported growing up in rural areas (n = 204, 52.0%), compared to urban areas (n = 188, 48.0%). This near-equal distribution aligns with Cultural Dimensions Theory (Hofstede, 2011), suggesting that both collectivist rural norms and individualist urban values are represented, enabling examination of how geographical socialization shapes environmental attitudes and entrepreneurial aspirations. Regarding holiday residence, more respondents reported spending school breaks in rural settings (n = 216, 55.1%) than urban settings (n = 176, 44.9%), indicating sustained exposure to rural environments that may reinforce pro-environmental values consistent with Value-Belief-Norm Theory (Stern, 2000). Notably, nearly two-thirds of respondents reported having internship or attachment experience (n = 249, 63.7%), while 36.3% (n = 142) did not. This substantial proportion with practical work exposure is theoretically significant within the

ST. PAUL'S UNIVERSITY

Theory of Planned Behaviour (Ajzen, 1991), as internship experiences may enhance perceived behavioural control and entrepreneurial self-efficacy by providing hands-on exposure to business operations, resource constraints, and market realities. Collectively, these background characteristics suggest a sample with diverse geographical socialization and considerable practical exposure, strengthening the external validity of findings regarding how environmental values, subjective norms, and perceived behavioural control influence GEIs among Kenyan university students.

Table 7: Response Rate Across Religious Affiliation of the Respondents

Religion	**Frequency**	**Percentage (%)**
Christian	270	68.9
Muslim	102	26.0
African Traditional Religion	11	2.8
Hindu	6	1.5
Other	3	0.8
Total	**392**	**100.0**

ST. PAUL'S UNIVERSITY

The table above presents the religious affiliation distribution of the 392 respondents, revealing a predominantly Christian sample (n = 270, 68.9%), followed by Muslim participants (n = 102, 26.0%), with smaller proportions adhering to African Traditional Religion (n = 11, 2.8%), Hinduism (n = 6, 1.5%), and other faiths (n = 3, 0.8%). This religious composition reflects Kenya's broader demographic landscape, where Christianity and Islam constitute the predominant faiths (Commission for University Education, 2024). From a theoretical standpoint, this distribution is significant for examining subjective norms within the Theory of Planned Behaviour (Ajzen, 1991), as religious communities often serve as key reference groups shaping attitudes toward pro-environmental behaviour and entrepreneurial decision-making. Furthermore, the Value-Belief-Norm Theory (Stern, 2000) posits that religious beliefs can activate personal norms and moral obligations toward environmental stewardship, potentially influencing green entrepreneurial intentions. The presence of diverse religious affiliations, albeit unevenly distributed, enables exploration of how varying doctrinal emphases on creation care, stewardship, or communal responsibility may differentially motivate sustainability-oriented entrepreneurship. While the Christian majority may facilitate generalizability within Kenya's dominant religious context, the inclusion of Muslim and traditional religion adherents enriches the study's capacity to examine cross-faith variations in environmental values and entrepreneurial self-efficacy. Consequently, religious affiliation was retained as a control

variable in regression analyses to isolate the unique effects of theoretical predictors on green entrepreneurial intentions.

4.1.3. Missing Data Handling

Table 8: Impute Flag Report

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0.00	392	100.0	100.0	100.0
	1.00	0	100.0	0.00	100.0
	Total	392	100.0	100.0	

Impute Flag Report presented in Table 8 summarizes the outcomes of the missing data assessment procedure. Following the analytical protocol established by Schafer and Graham (2002), constructs with missingness exceeding 5% were flagged for sensitivity analysis using multiple imputation. As shown in Table 8, all 392 cases (100.0%) received an impute flag value of 0.00, indicating that no construct, Green Entrepreneurial Intention, Environmental Values, Entrepreneurial Self-Efficacy, Subjective Norms, Perceived Behavioural Control, or Policy Support, exceeded the predetermined missingness threshold. This finding confirms excellent data completeness across all study variables, with item-level missingness ranging from 0.0% to 2.3%, well below the 5% criterion. Consequently, pairwise deletion was employed for Exploratory Factor Analysis to maximize available data, while listwise deletion was applied for Hierarchical Multiple Regression analyses, consistent with best practices in quantitative social science research (Tabachnick & Fidell, 2019). The absence of cases requiring imputation strengthens confidence in the robustness of subsequent statistical estimates and supports the validity of hypothesis testing without the need for complex missing data remediation procedures.

ST. PAUL'S UNIVERSITY

4.1.4. Outlier Detection

Table 9: Outlier Detection Results for Key Study Variables (N = 392)

Detection Method	Criterion/Threshold	Variables Assessed	Cases Flagged	% of Sample	Decision
Univariate Outliers					
Standardized residuals (z-scores)	$\|z\| > 3.29$ ($p < .001$)	GEI, EV, ESE, SN, PBC, PS, Age	3	0.87%	Retained; no substantive influence on estimates

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Multivariate Outliers					
Mahalanobis distance (D^2)	$D^2 > \chi^2(11, .001) = 31.264$	All predictors in regression model	2	0.58%	Retained; Cook's D < 0.15 for all cases
High-Leverage Cases					
Leverage values (h_{ii})	$h_{ii} > 2(k+1)/n = 0.069$	All predictors in regression model	4	1.16%	Retained; DFBETAS <
Influential Observations					
Cook's Distance	$D > 4/n = 0.012$	Full regression model	0	0.00%	No influential cases detected
DFBETAS	$\|DFBETAS\| > 2/\sqrt{n} = 0.107$	All regression coefficients	1	0.29%	Retained; effect on β < 0.03

Note. GEI = Green Entrepreneurial Intention; EV = Environmental Values; ESE = Entrepreneurial Self-Efficacy; SN = Subjective Norms; PBC = Perceived Behavioural Control; PS = Policy Support. Outlier detection followed Tabachnick and Fidell (2019) guidelines. Cases flagged by any single method were examined individually; none demonstrated undue influence on parameter estimates or model fit. All cases were retained in final analyses to preserve sample representativeness and statistical power. Sensitivity analyses comparing results with and without flagged cases yielded negligible differences in regression coefficients ($\Delta\beta < 0.05$) and model fit indices ($\Delta R^2 < 0.01$).

Outlier detection was conducted using three complementary protocols following Tabachnick and Fidell (2019). First, univariate outliers were assessed via standardized residuals, with cases exceeding $|z| > 3.29$ ($p < .001$) flagged for review. Second, multivariate outliers were evaluated using Mahalanobis distance (D^2), with the critical value set at $\chi^2(11, .001) = 31.264$ for the 11-predictor regression model. Third, high-leverage cases were identified using the threshold $h_{ii} > 2(k+1)/n = 0.069$. Influence diagnostics included Cook's Distance ($D > 4/n = 0.012$) and DFBETAS ($|DFBETAS| > 2/\sqrt{n} = 0.107$).

As summarized in Table 9, a minimal number of cases were flagged by any single detection method (range: 0 - 4 cases; 0.00%–1.16% of sample). Critically, no cases exceeded thresholds on multiple diagnostics simultaneously, and sensitivity analyses confirmed that retaining these

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cases did not substantively alter parameter estimates ($\Delta\beta < 0.05$) or model fit indices ($\Delta R^2 < 0.01$). Consequently, all N = 392 cases were retained in final analyses to preserve sample representativeness and statistical power.

4.2. Comparative Analysis of Demographic Characteristic Across University

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Table 10: Comparative Analysis of Demographic Characteristic Across University

Variable	Pearson χ^2	df	p-value	Likelihood Ratio	Linear-by-Linear	Lambda	Phi	Cramer's V	Kappa
Gender of respondent	32.989	5	<0.001	33.357	4.915 (p=0.027)	0.081	0.290	0.290	0.052
Where respondent grew up	117.041	5	<0.001	125.507	0.003 (p=0.956)	0.315	0.546	0.546	-0.192
Where respondents spend school holidays	159.759	5	<0.001	182.842	18.162 (p<0.001)	0.362	0.638	0.638	-0.252
Internship experience	98.503	5	<0.001	100.887	11.177 (p=0.001)	0.256	0.502	0.502	-0.119
Religion	81.881	20	<0.001	97.227	5.216 (p=0.022)	0.104	0.457	0.229	0.142

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A series of chi-square tests of independence were conducted to examine whether key demographic characteristics varied significantly across the six participating universities. As presented in Table 10, all demographic variables demonstrated statistically significant associations with institutional affiliation, suggesting that student backgrounds are not uniformly distributed across the sampled universities.

Gender distribution differed significantly across institutions, $\chi^2(5, N = 392) = 32.99$, $p < .001$, with a medium effect size ($\varphi = .29$; Cramer's $V = .29$). The significant linear-by-linear association, $\chi^2(1) = 4.92$, $p = .027$, indicates a systematic pattern in gender representation across universities. This finding aligns with Commission for University Education (2024) reports documenting gendered enrolment patterns in Kenyan business programs, where socio-cultural factors and institutional positioning may influence female participation rates. From the perspective of Cultural Dimensions Theory (Hofstede, 2011), these variations may reflect institutional differences in masculinity-femininity orientations that shape recruitment and retention of female students in entrepreneurship programs.

The variable "where respondent grew up" exhibited the strongest association with university attendance, $\chi^2(5, N = 392) = 117.04$, $p < .001$, $\varphi = .55$, indicating a large effect size. However, the non-significant linear-by-linear association, $\chi^2(1) = 0.003$, $p = .956$, suggests that rural-urban distribution does not follow a monotonic pattern across institutions. This finding supports research by Anderson and Krettenauer (2021), who observed that geographical socialization influences pro-environmental attitudes differently across educational contexts. Within the Value-Belief-Norm framework (Stern, 2000), the concentration of rural-origin students at certain universities may enhance collective ecological awareness, potentially strengthening biospheric values that predict green entrepreneurial intentions.

Similarly, where respondents spent school holidays showed a significant and large-magnitude association with university, $\chi^2(5, N = 392) = 159.76$, $p < .001$, $\varphi = .64$, with a significant linear trend, $\chi^2(1) = 18.16$, $p < .001$. This pattern suggests that sustained exposure to rural or urban environments during formative periods clusters within specific institutions. Such findings resonate with research by Duron-Ramos et al. (2020), who found that repeated nature exposure during childhood and adolescence strengthens connectedness to nature and pro-environmental behaviour. For this study, the clustering of holiday residence patterns may indicate that certain universities attract students whose lived experiences reinforce environmental stewardship

ST. PAUL'S UNIVERSITY

norms, thereby potentially amplifying subjective norms within the Theory of Planned Behaviour (Ajzen, 1991).

Internship experience also varied significantly across universities, $\chi^2(5, N = 391) = 98.50$, $p < .001$, $\varphi = .50$, with a significant linear association, $\chi^2(1) = 11.18$, $p = .001$. This large effect size indicates substantial institutional differences in students' access to or participation in experiential learning opportunities. Given that perceived behavioural control is a central construct in the Theory of Planned Behaviour (Ajzen, 1991), these variations may translate into differential confidence levels regarding green venture creation. Research by Su et al. (2021) supports this interpretation, finding that university-supported internships significantly enhance students' perceived feasibility of sustainable entrepreneurship.

Religious affiliation demonstrated a significant association with university attendance, $\chi^2(20, N = 392) = 81.88$, $p < .001$, with a large Phi coefficient (.46) but a more modest Cramer's V (.23), reflecting the multi-category nature of this variable. The significant linear-by-linear association, $\chi^2(1) = 5.22$, $p = .022$, suggests an ordered pattern in religious representation across institutions. This finding is theoretically relevant to the subjective norms construct, as religious communities often serve as influential reference groups shaping attitudes toward pro-environmental behaviour (Henley, 2017; Koehrsen et al., 2021). Variations in religious composition across universities may therefore moderate the strength of normative pressures influencing green entrepreneurial intentions.

Notably, Lambda values for all variables were relatively low (range: .08–.36), indicating limited predictive utility of university affiliation for guessing individual demographic characteristics. Similarly, Kappa coefficients were predominantly negative or near-zero, suggesting poor agreement beyond chance between observed and expected distributions. These metrics caution against over-interpreting institutional affiliation as a deterministic predictor of demographic profiles, while still affirming meaningful aggregate-level associations.

Collectively, these findings underscore the importance of controlling demographic heterogeneity in subsequent regression analyses. As recommended by Tabachnick and Fidell (2019), demographic variables demonstrating significant bivariate associations with the independent variable (university) were retained as covariates in hierarchical regression models to isolate the unique effects of environmental values, entrepreneurial self-efficacy, subjective norms, and perceived behavioural control on green entrepreneurial intentions. This analytical

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approach enhances internal validity while acknowledging the contextual embeddedness of entrepreneurial intention formation within Kenya's diverse higher education landscape.

Table 11: Mean Age of Respondents by Institution and ANOVA Results

Institution	N	Mean Age	Std. Dev.	95% CI Lower	95% CI Upper	Min	Max
University of Embu	109	21.63	0.703	21.50	21.77	19	23
Meru University of Science and Technology	120	21.70	1.554	21.42	21.98	19	27
Daystar University	18	21.11	0.676	20.77	21.45	20	22
Kenya Methodist University	14	22.00	1.240	21.28	22.72	20	24
KCA University	78	21.40	1.085	21.15	21.64	19	23
Karatina University	52	21.48	1.603	21.03	21.93	18	26
Total	**391**	**21.58**	**1.242**	**21.45**	**21.70**	**18**	**27**
ANOVA Result	F (5,385) = 1.509		p = 0.186				
Effect Size	$\eta^2 = 0.019$		$\omega^2 = 0.006$				
Post Hoc (Tukey HSD)	No statistically significant differences between institutions (p > 0.05)						

Table 11 presents the mean age of respondents across the six participating universities, along with results from a one-way analysis of variance (ANOVA) testing for institutional differences. The overall sample comprised 391 fourth-year business students with a mean age of 21.58 years (*SD* = 1.242), ranging from 18 to 27 years. This age distribution aligns with the typical developmental stage of emerging adulthood, a period characterized by identity exploration and career decision-making (Arnett, 2000), which is particularly relevant for examining entrepreneurial intentions among university students.

Descriptive statistics revealed relatively homogeneous age profiles across institutions. The University of Embu (*n* = 109) reported a mean age of 21.63 years (*SD* = 0.703, 95% CI [21.50, 21.77]), while Meru University of Science and Technology (MUST; *n* = 120) recorded a mean of 21.70 years (*SD* = 1.554, 95% CI [21.42, 21.98]). Daystar University (*n* = 18) had the

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youngest mean age at 21.11 years (SD = 0.676), whereas Kenya Methodist University (KEMU; n = 14) reported the oldest mean at 22.00 years (SD = 1.240). KCA University (n = 78) and Karatina University (n = 52) recorded mean ages of 21.40 (SD = 1.085) and 21.48 years (SD = 1.603), respectively. The narrow standard deviations and overlapping confidence intervals across institutions suggest considerable age homogeneity within the sample.

A one-way ANOVA was conducted to examine whether mean age differed significantly across the six universities. Results indicated no statistically significant differences in age by institution, $F(5, 385) = 1.509$, $p = .186$. The effect size estimates were negligible: eta-squared (η^2) = .019 and omega-squared (ω^2) = .006, indicating that institutional affiliation accounted for less than 2% of the variance in respondent age (Cohen, 1988). Post-hoc comparisons using Tukey's Honestly Significant Difference (HSD) test confirmed the absence of statistically significant pairwise differences between any two institutions ($p > .05$ for all comparisons).

The non-significant ANOVA result carries important methodological implications for the present study. First, age homogeneity across institutions strengthens internal validity by reducing the likelihood that age-related confounding variables, such as work experience, maturity, or life-stage differences, differentially influence green entrepreneurial intentions (GEIs) across universities (Nabi et al., 2018). Second, the narrow age range (18–27 years) positions respondents at a critical transitional juncture where entrepreneurial intentions are most likely to crystallize into actual career choices (Global Entrepreneurship Monitor, 2023). This developmental timing enhances the ecological validity of findings regarding the determinants of GEIs among Kenyan university students.

From a theoretical perspective, the age distribution supports the applicability of the Theory of Planned Behaviour (Ajzen, 1991) and Value-Belief-Norm Theory (Stern, 2000) to this sample. Research indicates that pro-environmental values and personal norms are often consolidated during late adolescence and early adulthood (Anderson & Krettenauer, 2021), suggesting that respondents' environmental orientations and entrepreneurial self-efficacy are relatively stable constructs suitable for cross-sectional analysis. Furthermore, the absence of institutional age differences mitigates concerns that observed variations in GEIs might be attributable to demographic rather than theoretical predictors.

Nevertheless, several limitations warrant consideration. The reliance on self-reported age data, while standard in survey research, may introduce minor measurement error (Tabachnick & Fidell, 2019). Additionally, the relatively small sample sizes at Daystar University (n = 18) and

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KEMU (n = 14) may limit statistical power for detecting subtle institutional differences, though the negligible effect sizes suggest that such differences, if present, would be of minimal practical significance. Future research employing longitudinal designs could examine whether age-related trajectories in green entrepreneurial intentions vary across institutional contexts or cultural settings.

In summary, the age distribution reported in Table 11 confirms a demographically homogeneous sample of business students across six Kenyan universities. The absence of significant institutional differences in mean age supports the comparability of subsequent regression analyses and strengthens confidence that observed relationships between environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, policy support, and green entrepreneurial intentions reflect theoretically meaningful associations rather than demographic artefacts.

4.3 Descriptive Statistics of Key Constructs

4.3.1. Likert Scale-Level Descriptives for Green Intention

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Table 12: Green Intention

Measure	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
I am ready to do anything to be a green entrepreneur	10 (2.6%)	17 (4.3%)	46 (11.7%)	103 (26.3%)	216 (55.1%)	392	4.27	5
My professional goal is to become a green entrepreneur	9 (2.3%)	20 (5.1%)	58 (14.8%)	123 (31.4%)	182 (46.4%)	392	4.15	4
I will make effort to start and run my green firm	7 (1.8%)	19 (4.8%)	50 (12.8%)	147 (37.5%)	169 (43.1%)	392	4.15	4
I am determined to create a green firm in the future	7 (1.8%)	25 (6.4%)	55 (14.0%)	134 (34.2%)	171 (43.6%)	392	4.11	4
I have very seriously thought about starting a green firm	13 (3.3%)	22 (5.6%)	44 (11.3%)	139 (35.6%)	172 (44.1%)	390	4.12	4
If I had the opportunity and resources, I would go green	9 (2.3%)	18 (4.6%)	48 (12.2%)	144 (36.7%)	173 (44.1%)	392	4.16	4
My future initiatives will prioritize green benefits over financial ones	10 (2.6%)	15 (3.8%)	61 (15.6%)	148 (37.8%)	158 (40.3%)	392	4.09	4
I would recommend to my colleagues to start green firms	12 (3.1%)	27 (6.9%)	52 (13.3%)	164 (41.8%)	137 (34.9%)	392	3.99	4

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Table 12 presents the frequency distributions and descriptive statistics for the eight items measuring Green Entrepreneurial Intention (GEI) among the 392 undergraduate respondents. Overall, the results indicate a strong positive orientation toward green entrepreneurship, with mean scores ranging from 3.99 to 4.27 on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). These findings align with the Theory of Planned Behaviour (Ajzen, 1991), which posits that intention is the most proximal predictor of volitional behaviour, suggesting that the sampled students possess the motivational readiness to engage in sustainability-oriented entrepreneurial activities.

The item with the highest mean score was "I am ready to do anything to be a green entrepreneur" ($M = 4.27$, *SD* not reported, Median = 5), with 55.1% of respondents selecting "Strongly Agree" and an additional 26.3% selecting "Somehow Agree." This finding reflects a high level of personal commitment and behavioural resolve, consistent with research by Soomro et al. (2020), who found that young entrepreneurs in Pakistan demonstrated strong motivational dispositions toward green venture creation when they perceived environmental stewardship as a personal responsibility. Similarly, Alvarez-Risco et al. (2021) reported elevated intention scores among business students in Ecuador during the COVID-19 pandemic, attributing this to heightened ecological awareness and perceived societal need for sustainable solutions.

Conversely, the item with the lowest mean was "I would recommend to my colleagues to start green firms" ($M = 3.99$, Median = 4), though still indicating overall agreement. The relatively lower endorsement of this normative item may reflect the influence of subjective norms within the Theory of Planned Behaviour framework (Ajzen, 1991), wherein individuals weigh perceived social approval before advocating behaviours to peers. This pattern resonates with findings by Prabowo et al. (2022), who observed that while Indonesian university students held strong personal green intentions, their willingness to socially promote green entrepreneurship was moderated by perceived institutional support and peer receptivity.

Across all items, the combined proportion of respondents selecting "Agree," "Somehow Agree," or "Strongly Agree" ranged from 85.1% to 95.1%, indicating robust consensus regarding green entrepreneurial aspirations. Notably, items reflecting personal determination ("I am determined to create a green firm in the future"; $M = 4.11$) and conditional readiness ("If I had the opportunity and resources, I would go green"; $M = 4.16$) received strong endorsement, suggesting that perceived behavioural control—a core TPB construct—may moderate the

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translation of intention into action (Ajzen, 2002). This interpretation is supported by Yi (2021), who found that Chinese students' green entrepreneurial intentions were significantly strengthened when they perceived adequate institutional resources and policy support.

The median values (4 or 5) further confirm that the central tendency of responses skewed toward agreement, with minimal skewness toward disagreement (combined "Strongly Disagree" and "Disagree" responses ranged from 4.9% to 10.2% across items). This distribution pattern suggests that green entrepreneurial intention is a salient and relatively homogeneous construct within this sample of fourth-year business students in Kenyan universities. Such homogeneity enhances the internal validity of subsequent regression analyses examining predictors of GEI (Tabachnick & Fidell, 2019).

These descriptive findings contribute to the growing literature on green entrepreneurship in sub-Saharan Africa, where empirical evidence remains scarce (Terán-Yépez et al., 2020). The strong intention scores observed here parallel findings from other emerging economies, including Peru (Alvarez-Risco et al., 2021) and Malaysia (Prabowo et al., 2022), suggesting that environmental values and entrepreneurial self-efficacy may operate as universal antecedents of green intention across diverse cultural contexts. However, the slightly lower endorsement of the recommendation item underscores the importance of contextual factors—such as peer norms, institutional climate, and perceived feasibility—in shaping not only personal intention but also the social diffusion of green entrepreneurial behaviour (Fatoki, 2019).

In summary, Table 12 demonstrates that Kenyan university students exhibit strong, consistent intentions to engage in green entrepreneurship, with personal commitment items receiving the highest endorsement. These results provide a solid empirical foundation for testing the hypothesized relationships between environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, policy support, and green entrepreneurial intention in subsequent inferential analyses.

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4.3.2. Likert Scale-Level Descriptives for Environmental Values

Table 13: Environmental Values

Measure	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
The balance of nature is very delicate and easily upset	9 (2.3%)	33 (8.4%)	48 (12.2%)	112 (28.6%)	190 (48.5%)	392	4.13	4
The so-called ecological crisis has been greatly exaggerated	6 (1.5%)	14 (3.6%)	37 (9.4%)	161 (41.1%)	174 (44.4%)	392	4.23	4
If things continue their present course, we will soon experience a major ecological catastrophe	6 (1.5%)	6 (1.5%)	43 (11.0%)	151 (38.5%)	186 (47.4%)	392	4.29	4

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The results in the Table 13 presents descriptive statistics for the three items measuring Environmental Values (EV) among the 392 respondents. Overall, results indicate strong endorsement of pro-environmental beliefs, with mean scores ranging from 4.13 to 4.29 on a 5-point Likert scale, reflecting robust ecological consciousness among Kenyan university students. The item with the highest mean was "If things continue their present course, we will soon experience a major ecological catastrophe" ($M = 4.29$, Median = 4), with 47.4% selecting "Strongly Agree" and 38.5% selecting "Somehow Agree," suggesting heightened awareness of environmental urgency. Similarly, 48.5% strongly agreed that "The balance of nature is very delicate and easily upset" ($M = 4.13$), while 44.4% strongly endorsed recognition that the ecological crisis is not exaggerated ($M = 4.23$).

These findings align with the Value-Belief-Norm Theory (Stern, 2000), which posits that biospheric and altruistic values activate personal norms toward pro-environmental action. The strong consensus across items (combined agreement ranging from 89.3% to 96.9%) suggests that environmental values are well-consolidated among this sample, potentially serving as a foundational motivator for green entrepreneurial intentions. This ecological awareness may predispose students to prioritize sustainability in future business ventures, supporting the theoretical linkage between environmental values and sustainability-oriented entrepreneurial behaviour. Consequently, these descriptive results provide empirical grounding for subsequent regression analyses examining the predictive role of environmental values on green entrepreneurial intentions.

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4.3.3. Likert Scale-Level Descriptives for Recognition of Environmental Limits

Table 14; Recognition of Environmental Limits

Measure	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
We are approaching the limit of the number of people the earth can support	6 (1.5%)	15 (3.8%)	51 (13.0%)	161 (41.1%)	159 (40.6%)	392	4.15	4
The earth has plenty of natural resources if we just learn how to develop them	6 (1.5%)	14 (3.6%)	44 (11.2%)	171 (43.6%)	157 (40.1%)	392	4.17	4
The earth is like a spaceship with very little room and resources	6 (1.5%)	10 (2.6%)	35 (8.9%)	151 (38.5%)	190 (48.5%)	392	4.30	4
The balance of nature is strong enough to cope with the impacts of modern industrial nations	6 (1.5%)	15 (3.8%)	31 (7.9%)	151 (38.5%)	189 (48.2%)	392	4.28	4
Humans will eventually learn enough about how nature works to be able to control it	13 (3.3%)	16 (4.1%)	41 (10.5%)	160 (40.8%)	162 (41.3%)	392	4.13	4
Human ingenuity will make sure that we do not make the earth unlivable	8 (2.0%)	5 (1.3%)	32 (8.2%)	177 (45.2%)	170 (43.4%)	392	4.27	4

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Respondents demonstrated robust acknowledgment of ecological constraints, with mean scores across the six items spanning 4.13 to 4.30 on a 5-point Likert scale. The strongest consensus emerged around the metaphor "The earth is like a spaceship with very little room and resources" (M = 4.30, Mdn = 4), where 87.0% of participants expressed agreement at some level. This finding reflects heightened awareness of planetary boundaries and resource finiteness, aligning with research by Anderson and Krettenauer (2021), who observed that emerging adults in developing contexts often demonstrate acute sensitivity to ecological limits due to direct experiences with resource scarcity and environmental degradation.

Conversely, the item "Humans will eventually learn enough about how nature works to be able to control it" registered the lowest mean (M = 4.13, Mdn = 4), though still indicating overall agreement. This relatively attenuated endorsement may signal cautious optimism regarding technological solutions to environmental challenges, a nuanced stance consistent with the Value-Belief-Norm framework (Stern, 2000), wherein recognition of ecological limits activates personal norms toward pro-environmental action without over-reliance on human mastery over natural systems. Such findings resonate with Prabowo et al. (2022), who noted that university students in emerging economies often balance hope in human ingenuity with pragmatic acknowledgment of ecological boundaries.

Across all items, combined endorsement proportions (agree, somehow agree, strongly agree) ranged from 89.5% to 95.4%, indicating robust consensus regarding ecological awareness. Notably, items emphasizing resource scarcity ("The earth has plenty of natural resources if we just learn how to develop them"; reversed item, 84.9% combined agreement after recoding) and human vulnerability ("Human ingenuity will make sure that we do not make the earth unlivable"; 88.6% combined agreement) received particularly strong support. This pattern suggests that cognitive dimensions of environmental belief, recognition of limits and interdependence, may be more consolidated among respondents than faith in technological control, a distinction that aligns with Stern's (2000) conceptualization of the New Ecological Paradigm as emphasizing ecological interdependence over anthropocentric dominance.

The consistent median value of 4 across items further underscores that central tendencies skewed positively, with relatively limited dispersion toward disagreement (combined strongly disagree and disagree responses ranged from 4.6% to 10.5% across items). This distributional pattern suggests that recognition of environmental limits constitutes a salient and relatively homogeneous construct within this sample of fourth-year business students in Kenyan

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universities. Such homogeneity enhances the internal validity of subsequent regression analyses examining predictors of green entrepreneurial intentions (Tabachnick & Fidell, 2019).

These descriptive outcomes contribute to the growing literature on environmental cognition in sub-Saharan Africa, where empirical evidence remains sparse (Terán-Yépez et al., 2020). The strong consensus observed here parallels findings from other emerging economies, including Peru (Alvarez-Risco et al., 2021) and Malaysia (Prabowo et al., 2022), suggesting that recognition of ecological limits may operate as a universal antecedent of sustainability-oriented entrepreneurial intention across diverse cultural contexts. However, the slightly lower endorsement of the human control item underscores the importance of contextual factors, such as exposure to environmental degradation, educational curricula, and policy frameworks, in shaping not only personal ecological beliefs but also the perceived feasibility of translating these beliefs into green entrepreneurial action (Yi, 2021).

In summary, Table 14 demonstrates that Kenyan university students exhibit strong, consistent recognition of environmental limits, with resource scarcity and ecological interdependence receiving the highest endorsement. These results provide a solid empirical foundation for testing the hypothesized relationships between recognition of environmental limits, environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and green entrepreneurial intention in subsequent inferential analyses.

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4.3.4. Likert Scale-Level Descriptives for Eco-Centric Perspective

Table 15: Eco-Centric Perspective

Measure	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
Plants and animals have as much right as humans to exist	12 (3.1%)	28 (7.1%)	49 (12.5%)	144 (36.7%)	159 (40.6%)	392	4.05	4
Humans must live in harmony with nature in order to survive	14 (3.6%)	21 (5.4%)	45 (11.5%)	145 (37.0%)	167 (42.6%)	392	4.10	4
Humans need to adapt to the natural environment because they can make it suit their needs	12 (3.1%)	14 (3.6%)	34 (8.7%)	155 (39.5%)	177 (45.2%)	392	4.20	4
When humans interfere with nature it often produces disastrous consequences	6 (1.5%)	12 (3.1%)	40 (10.2%)	165 (42.1%)	169 (43.1%)	392	4.22	4
Humans are meant to rule over the rest of nature	8 (2.0%)	17 (4.3%)	42 (10.7%)	172 (43.9%)	153 (39.0%)	392	4.14	4
Human ingenuity will ensure that we do not make the earth unlivable	8 (2.0%)	12 (3.1%)	55 (14.0%)	181 (46.2%)	136 (34.7%)	392	4.08	4

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Respondents demonstrated robust endorsement of eco-centric principles, with mean scores across all six items exceeding 4.0 on a 5-point Likert scale. The strongest consensus emerged around the statement "When humans interfere with nature it often produces disastrous consequences" (M = 4.22, Median = 4), where 85.2% of participants expressed agreement, reflecting acute awareness of anthropogenic environmental risks. Similarly, nearly nine in ten respondents agreed that "Humans need to adapt to the natural environment because they can make it suit their needs" (M = 4.20), indicating a pragmatic recognition of both human agency and ecological limits—a nuanced stance consistent with the Value-Belief-Norm framework (Stern, 2000), wherein acknowledgment of ecological constraints activates personal norms toward pro-environmental action.

While all items reflected overall agreement, the statement "Plants and animals have as much right as humans to exist" recorded the lowest mean (M = 4.05), though still indicating strong endorsement (77.3% combined agreement). This relatively lower score may signal a pragmatic anthropocentrism, wherein respondents value nature instrumentally while still prioritizing human developmental needs—a pattern observed by Anderson and Krettenauer (2021) among emerging adults in developing contexts who balance ecological concern with socioeconomic priorities. Across the scale, combined agreement proportions ranged from 77.3% to 90.3%, with minimal disagreement (combined "Strongly Disagree" and "Disagree" responses ranged from 5.1% to 10.2%), confirming that eco-centric values are salient and relatively homogeneous within this sample of fourth-year business students. These descriptive patterns provide empirical grounding for subsequent inferential analyses examining how environmental values predict green entrepreneurial intentions among Kenyan university students.

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4.3.5. Likert Scale-Level Descriptive for Entrepreneurial Self Efficacy

Table 16: Entrepreneurial Self Efficacy

Measure	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
I have good understanding of how entrepreneurial activities of a firm could endanger the environment	8 (2.0%)	14 (3.6%)	53 (13.5%)	144 (36.7%)	173 (44.1%)	392	4.17	4
I have good understanding of how entrepreneurial activities of a firm could lead to climate change	9 (2.3%)	10 (2.6%)	53 (13.5%)	159 (40.6%)	161 (41.1%)	392	4.16	4
I understand what it means for a firm to operate a green business	9 (2.3%)	17 (4.3%)	47 (12.0%)	155 (39.5%)	164 (41.8%)	392	4.14	4
Creating and maintaining a green business is a task that I can do	8 (2.0%)	16 (4.1%)	58 (14.8%)	159 (40.6%)	151 (38.5%)	392	4.09	4
I have the necessary knowledge to develop a green business	8 (2.0%)	26 (6.6%)	57 (14.5%)	135 (34.4%)	166 (42.3%)	392	4.08	4
I have enough skills to develop a green business	8 (2.0%)	29 (7.4%)	65 (16.6%)	139 (35.5%)	151 (38.5%)	392	4.01	4
I believe that in the future, I will be able to develop a successful green business	6 (1.5%)	17 (4.3%)	48 (12.2%)	156 (39.8%)	165 (42.1%)	392	4.17	4
When facing difficult tasks in my business, I am certain that I will accomplish them	8 (2.0%)	12 (3.1%)	52 (13.3%)	160 (40.8%)	160 (40.8%)	392	4.15	4
I can identify an opportunity in green entrepreneurship	10 (2.6%)	18 (4.6%)	56 (14.3%)	159 (40.6%)	149 (38.0%)	392	4.07	4
I am confident that I will perform effectively as a green-oriented entrepreneur	12 (3.1%)	23 (5.9%)	50 (12.8%)	184 (46.9%)	123 (31.4%)	392	3.98	4

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Respondents expressed considerable confidence in their capacity to undertake green entrepreneurial ventures, as evidenced by mean scores spanning 3.98 to 4.17 across the ten-item scale. Notably, two items registered the highest endorsement: awareness of how firm-level entrepreneurial activities might jeopardize environmental integrity (M = 4.17, Mdn = 4) and belief in future capacity to establish a successful green enterprise (M = 4.17, Mdn = 4). These patterns suggest that cognitive understanding of environmental risks and forward-looking self-assurance represent relatively consolidated dimensions of entrepreneurial self-efficacy within this cohort of fourth-year business students.

Conversely, the item assessing confidence in performing effectively as a green-oriented entrepreneur yielded the lowest mean (M = 3.98, Mdn = 4), though still reflecting overall agreement. This modest attenuation may signal a distinction between possessing knowledge about green entrepreneurship and feeling fully prepared to execute such ventures—a nuance consistent with Bandura's (1997) conceptualization of self-efficacy as domain-specific and context-dependent. Students may recognize the theoretical imperatives of sustainability yet remain cautiously self-assured regarding practical implementation, particularly within Kenya's evolving green economy landscape.

Across all items, combined endorsement (agree, somewhat agree, strongly agree) ranged from 85.1% to 92.1%, indicating robust consensus regarding self-perceived entrepreneurial competence. Items emphasizing environmental impact awareness ("I have a good understanding of how entrepreneurial activities of a firm could lead to climate change"; 94.2% combined agreement) and opportunity identification ("I can identify an opportunity in green entrepreneurship"; 92.9% combined agreement) registered particularly strong support. Such findings align with research by Saptono et al. (2021), who observed that entrepreneurial self-efficacy among emerging adults often manifests more strongly in cognitive domains, knowledge acquisition and opportunity recognition, than in behavioural execution domains, where perceived resource constraints and market uncertainties may temper confidence.

The consistent median value of 4 across items further underscores those central tendencies skewed positively, with relatively limited dispersion toward disagreement (combined strongly disagree and disagree responses ranged from 5.6% to 14.0%). This distributional pattern suggests that entrepreneurial self-efficacy constitutes a salient and relatively homogeneous construct within the sampled population, thereby strengthening the internal validity of

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subsequent inferential analyses examining its predictive relationship with green entrepreneurial intentions (Tabachnick & Fidell, 2019).

These descriptive outcomes resonate with cross-cultural research indicating that self-efficacy operates as a universal antecedent of sustainability-oriented entrepreneurial intention, albeit with contextual moderation. For instance, Alvarez-Risco et al. (2021) reported comparable self-efficacy profiles among business students in Ecuador during the pandemic, attributing elevated confidence to heightened awareness of societal challenges and perceived agency in addressing them through entrepreneurial action. Similarly, findings from Pakistan (Soomro et al., 2020) and Malaysia (Prabowo et al., 2022) suggest that exposure to sustainability-oriented curricula and mentorship opportunities may bolster students' perceived competence in green venture creation.

Nevertheless, the slightly lower endorsement of performance-confidence items warrants attention. As Newman et al. (2019) emphasize, self-efficacy beliefs are malleable and responsive to experiential feedback; thus, students' relatively cautious self-assessment regarding effective green entrepreneurial performance may reflect realistic appraisal of skill gaps or institutional support deficits. This interpretation aligns with Yi's (2021) observation that perceived behavioural control, closely linked to self-efficacy within the Theory of Planned Behaviour framework, often moderates the translation of intention into actual entrepreneurial behaviour, particularly in resource-constrained settings.

The descriptive statistics for entrepreneurial self-efficacy reveal a cohort of Kenyan university students who possess strong cognitive foundations for green entrepreneurship yet maintain measured confidence regarding practical execution. These findings provide empirical grounding for subsequent regression analyses examining how self-efficacy, alongside environmental values, subjective norms, perceived behavioural control, and policy support, collectively shape green entrepreneurial intentions among undergraduate business students in Kenya.

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4.3.6. Likert Scale-Level Descriptive for Family Background

Table 17: Family Background

Measure	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
My immediate family values green entrepreneurial activity	10 (2.6%)	22 (5.6%)	46 (11.7%)	130 (33.2%)	184 (46.9%)	392	4.16	4
Most people whose opinions I value would prefer that I practice green entrepreneurship	6 (1.5%)	24 (6.1%)	54 (13.8%)	156 (39.8%)	152 (38.8%)	392	4.08	4
My parents own/have a business	13 (3.3%)	38 (9.7%)	46 (11.7%)	130 (33.2%)	165 (42.1%)	392	4.01	4
My family has invited me to attend business meetings	14 (3.6%)	52 (13.3%)	51 (13.0%)	128 (32.7%)	147 (37.5%)	392	3.87	4
My family takes me to work with them	16 (4.1%)	46 (11.7%)	55 (14.0%)	121 (30.9%)	154 (39.3%)	392	3.90	4
My family discusses business with me	12 (3.1%)	33 (8.4%)	52 (13.3%)	138 (35.2%)	157 (40.1%)	392	4.01	4

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Respondents reported consistently positive perceptions regarding family influence on their green entrepreneurial aspirations, with mean scores spanning 3.87 to 4.16 across the six items comprising the Family Background subscale. The strongest endorsement emerged for the statement "My immediate family values green entrepreneurial activity" ($M = 4.16$, $Mdn = 4$), where 80.1% of participants expressed agreement at some level, and nearly half (46.9%) selected "Strongly Agree." This pattern aligns with the subjective norms construct within the Theory of Planned Behaviour (Ajzen, 1991), suggesting that perceived familial approval may serve as a salient referent influencing students' motivational readiness to pursue sustainability-oriented ventures.

Notably, items reflecting direct experiential exposure—such as "My family has invited me to attend business meetings" ($M = 3.87$) and "My family takes me to work with them" ($M = 3.90$) —registered comparatively lower, though still positive, means. This gradient may indicate that while Kenyan university students perceive strong normative support for green entrepreneurship from their families, actual participatory exposure to business operations remains less ubiquitous. Such findings resonate with research by Khadri et al. (2020), who observed that familial encouragement often precedes hands-on involvement in entrepreneurial socialization, particularly in contexts where intergenerational business transfer is emerging rather than entrenched.

Across all items, combined agreement proportions exceeded 83%, with median responses consistently at the "Agree" level, suggesting relative homogeneity in perceived family support. These descriptive patterns provide empirical grounding for subsequent inferential analyses examining how subjective norms, operationalized through family background, interact with environmental values and perceived behavioural control to shape green entrepreneurial intentions among fourth-year business students in Kenya.

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4.3.7. Likert Scale-Level Descriptive for Religion

Table 18: Religiosity Index

Measure	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
My faith influenced my professional choice	10 (2.6%)	35 (8.9%)	58 (14.8%)	123 (31.4%)	166 (42.3%)	392	4.02	4
I see my professional choice as a divine vocation	12 (3.1%)	20 (5.1%)	49 (12.5%)	146 (37.2%)	165 (42.1%)	392	4.10	4
My work as a vocation will make people love God	10 (2.6%)	21 (5.4%)	58 (14.8%)	137 (34.9%)	166 (42.3%)	392	4.09	4
In my work, I will be guided by the tasks that God gives me	8 (2.0%)	20 (5.1%)	44 (11.2%)	143 (36.5%)	177 (45.2%)	392	4.18	4
I am willing to start my own business because it will please God	8 (2.0%)	23 (5.9%)	51 (13.0%)	144 (36.7%)	166 (42.3%)	392	4.11	4
My economic activity has a positive influence on society	7 (1.8%)	17 (4.3%)	51 (13.0%)	146 (37.2%)	171 (43.6%)	392	4.17	4
I realize how useful my religious beliefs are to society, through my work/life	8 (2.0%)	14 (3.6%)	56 (14.3%)	139 (35.5%)	175 (44.6%)	392	4.17	4
It is always beneficial to do business fearing God	359 (91.6%)	—	—	—	—	392	1.00	1

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Respondents endorsed religiosity as a guiding framework for professional and entrepreneurial decision-making, with mean scores across seven of eight items ranging from 4.02 to 4.18 on a 5-point Likert scale. The item "In my work, I will be guided by the tasks that God gives me" registered the highest mean ($M = 4.18$, $Mdn = 4$), with 81.7% of participants selecting "Agree" or "Strongly Agree," suggesting that divine guidance is perceived as a salient motivator in vocational pursuits. Similarly, items reflecting the societal utility of religiously informed economic activity—"My economic activity has a positive influence on society" ($M = 4.17$) and "I realize how useful my religious beliefs are to society, through my work/life" ($M = 4.17$)—received strong consensus, indicating that respondents view entrepreneurship not merely as wealth creation but as a vehicle for communal flourishing aligned with spiritual values.

The item "I see my professional choice as a divine vocation" ($M = 4.10$, $Mdn = 4$) further underscores the integration of faith and career identity among sampled students. This pattern resonates with research by Rietveld and van Burg (2014), who observed that Protestant entrepreneurs in the Netherlands frequently framed business ownership as a "calling" that fulfilled both economic and spiritual purposes. In the Kenyan context, where Christianity and Islam constitute predominant faiths (Commission for University Education, 2024), such findings suggest that religious socialization may cultivate a normative orientation toward entrepreneurship that emphasizes ethical stewardship, social responsibility, and long-term impact over short-term profit maximization.

Notably, the item "I am willing to start my own business because it will please God" ($M = 4.11$) received strong endorsement, aligning with Henley's (2017) observation that religious beliefs can shape perceived feasibility and desirability of entrepreneurial ventures by providing moral justification and communal validation. This finding also supports the subjective norms construct within the Theory of Planned Behaviour (Ajzen, 1991), wherein approval from valued reference groups, in this case, religious communities, may strengthen intention formation toward green entrepreneurship. When religious teachings emphasize environmental stewardship as a moral imperative (Koehrsen et al., 2021), students may perceive green venture creation as both spiritually congruent and socially sanctioned.

One item, "It is always beneficial to do business fearing God," displayed an anomalous response pattern (91.6% selecting "Strongly Disagree," $M = 1.00$), likely reflecting a reverse-coding error or ambiguous phrasing during data entry. Excluding this item, the remaining seven items demonstrated internal consistency in direction and magnitude, with combined agreement

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proportions ranging from 85.1% to 92.1% and minimal skewness toward disagreement (combined "Strongly Disagree" and "Disagree" responses ranged from 5.6% to 14.0%). These distributional characteristics suggest that religiosity constitutes a salient and relatively homogeneous construct within this sample, thereby strengthening the internal validity of subsequent regression analyses examining its predictive relationship with green entrepreneurial intentions (Tabachnick & Fidell, 2019).

These descriptive outcomes contribute to emerging literature on faith-based motivations for sustainability-oriented entrepreneurship in sub-Saharan Africa. Research by Gunawan et al. (2021) indicates that religious values may differentially influence entrepreneurial orientation across faith traditions; however, the strong consensus observed here across a religiously diverse sample suggests that core tenets such as service, integrity, and stewardship may operate as universal antecedents of green entrepreneurial intention. Furthermore, the integration of religious values with professional identity aligns with the Value-Belief-Norm framework (Stern, 2000), wherein personal norms activated by spiritual beliefs may catalyse pro-environmental action.

In summary, Table 18 demonstrates that Kenyan university students perceive religiosity as a meaningful guide for entrepreneurial decision-making, with divine vocation, societal contribution, and moral guidance receiving the strongest endorsement. These results provide empirical grounding for subsequent inferential analyses examining how religiosity, alongside environmental values, entrepreneurial self-efficacy, subjective norms, and perceived behavioural control, collectively shape green entrepreneurial intentions among undergraduate business students in Kenya.

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4.3.8. Likert Scale-Level Descriptive for Rural Urban Influence

Table 19: Rural Urban Influence

Measure	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
In my region, most people place a high value on willingness to take risks	8 (2.0%)	31 (7.9%)	45 (11.5%)	154 (39.3%)	154 (39.3%)	392	4.06	4
In my region, most people place a high value on personal initiative	7 (1.8%)	19 (4.8%)	53 (13.5%)	157 (40.1%)	156 (39.8%)	392	4.11	4
In my region, most people consider how they can exploit gaps in the market	7 (1.8%)	21 (5.4%)	46 (11.7%)	151 (38.5%)	167 (42.6%)	392	4.15	4
In my region, most people like to find various solutions to a problem	7 (1.8%)	25 (6.4%)	51 (13.0%)	146 (37.2%)	163 (41.6%)	392	4.10	4
In my region, most people would not start and try to run a business because they fear the responsibility	19 (4.8%)	38 (9.7%)	48 (12.2%)	143 (36.5%)	144 (36.7%)	392	3.91	4
I have a favorable attitude towards green entrepreneurship	8 (2.0%)	17 (4.3%)	54 (13.8%)	159 (40.6%)	154 (39.3%)	392	4.11	4
The idea of green entrepreneurship is very appealing to me	8 (2.0%)	20 (5.1%)	50 (12.8%)	131 (33.4%)	183 (46.7%)	392	4.18	4
When evaluating entrepreneurial opportunities, I will consider the social impact (poverty reduction, employment creation, equality) that the venture would have	8 (2.0%)	22 (5.6%)	42 (10.7%)	154 (39.3%)	166 (42.3%)	392	4.14	4
When evaluating entrepreneurial opportunities, I will consider the environmental impact (recycling, use of natural resources, protection of biodiversity, energy) that the venture could have	7 (1.8%)	36 (9.2%)	36 (9.2%)	170 (43.4%)	143 (36.5%)	392	4.04	4

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What stands out most when examining students' responses to items tapping recognition of environmental limits is the remarkable consistency in their ecological worldview. Across all six statements, mean scores clustered tightly between 4.13 and 4.30 on a 5-point scale, suggesting that these fourth-year business students share a coherent, well-formed understanding of planetary boundaries. Perhaps most telling was the near-universal endorsement of the metaphor describing Earth as "a spaceship with very little room and resources" (M = 4.30, Mdn = 4), a framing that resonates with Stern's (2000) Value-Belief-Norm theory by emphasizing finiteness and interdependence. When nearly nine in ten respondents agreed with this characterization, it signals more than abstract knowledge; it reflects an internalized awareness that may well shape future business decisions.

Interestingly, students also expressed considerable confidence that "human ingenuity will make sure that we do not make the earth unlivable" (M = 4.27, Mdn = 4). At first glance, this might appear to temper the urgency conveyed by other items, yet within the broader pattern, it reads less as complacency and more as cautious optimism, a belief that innovation, properly directed, can mitigate ecological risks. This nuanced stance aligns with findings by Prabowo et al. (2022), who observed that university students in emerging economies often balance concern about environmental degradation with faith in technological and institutional solutions. Such a perspective may prove particularly valuable for green entrepreneurship, where opportunity recognition depends on seeing both constraints and possibilities.

One item warrants closer attention: the reversed statement suggesting "the earth has plenty of natural resources if we just learn how to develop them" (M = 4.17, Mdn = 4). Because higher scores on this item indicate disagreement with resource abundance, the strong consensus actually reinforces the overall pattern of ecological caution. Still, the slightly lower mean here relative to items emphasizing limits hints at a subtle tension. Students appear to acknowledge scarcity while remaining open to the idea that better management could expand effective resource availability. Anderson and Krettenauer (2021) noted similar ambivalence among young adults navigating the transition to adulthood, where pragmatic concerns about development coexist with growing environmental consciousness.

The item receiving the least emphatic agreement, though still firmly in the "agree" range, concerned humanity's eventual capacity to "learn enough about how nature works to be able to control it" (M = 4.13, Mdn = 4). This relative attenuation may reflect a mature skepticism about technological mastery, consistent with contemporary discourse on planetary boundaries and

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complex systems thinking. Rather than viewing this as a deficit, it may signal a more sophisticated ecological literacy, one that recognizes limits to control even while affirming human agency. For educators and policymakers seeking to cultivate green entrepreneurial mindsets, such nuanced beliefs could serve as fertile ground: students who understand both the urgency of ecological limits and the potential for innovative responses may be especially well-positioned to translate intention into sustainable venture creation.

Taken together, these descriptive patterns paint a picture of a cohort that is neither alarmist nor dismissive but thoughtfully engaged with the ecological challenges of our time. The consistency across items, coupled with the subtle variations in emphasis, suggests that recognition of environmental limits operates as a stable, internally coherent construct within this sample. Such coherence strengthens confidence that subsequent analyses linking these beliefs to green entrepreneurial intentions will capture meaningful relationships rather than statistical noise. As Alvarez-Risco et al. (2021) emphasized in their work with Latin American students, the translation of environmental values into entrepreneurial action depends precisely on this kind of integrated worldview, one that acknowledges constraints while maintaining hope for human ingenuity.

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4.3.9. Likert Scale-Level Descriptive for Perceived Behavioural Control

Table 20: Perceived Behavioural Control

Measures	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Somehow Agree N (%)	Strongly Agree N (%)	N	Mean	Median
When I start a business, I will have a high probability of succeeding	7 (1.8%)	15 (3.8%)	54 (13.8%)	105 (26.8%)	211 (53.8%)	392	4.27	5
Starting a business will be easy for me	9 (2.3%)	25 (6.4%)	66 (16.8%)	135 (34.4%)	157 (40.1%)	392	4.04	4
I am ready to start a decent business	22 (5.6%)	–	52 (13.3%)	145 (37.0%)	173 (44.1%)	392	4.20	4
I can control creating a business	9 (2.3%)	26 (6.6%)	46 (11.7%)	143 (36.5%)	168 (42.9%)	392	4.11	4
I know the required practical details to start a business	8 (2.0%)	27 (6.9%)	57 (14.5%)	139 (35.5%)	161 (41.1%)	392	4.07	4
I can develop an entrepreneurial project	6 (1.5%)	26 (6.6%)	61 (15.6%)	135 (34.4%)	164 (41.8%)	392	4.08	4
As an entrepreneur I would have complete control of the situation	8 (2.0%)	24 (6.1%)	55 (14.0%)	139 (35.5%)	166 (42.3%)	392	4.10	4
The number of events outside my control which could prevent me from being an entrepreneur are very few	7 (1.8%)	31 (7.9%)	66 (16.8%)	143 (36.5%)	145 (37.0%)	392	3.99	4
I have skills and capabilities required to be an entrepreneur	8 (2.0%)	41 (10.5%)	48 (12.2%)	169 (43.1%)	126 (32.1%)	392	3.93	4

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Respondents expressed considerable confidence in their capacity to initiate and manage entrepreneurial ventures, with mean scores across the nine perceived behavioural control (PBC) items ranging from 3.93 to 4.27 on a 5-point Likert scale. This pattern suggests that, overall, fourth-year business students in the sampled Kenyan universities perceive themselves as reasonably equipped to navigate the challenges of venture creation, a finding that aligns with the Theory of Planned Behaviour's proposition that perceived control serves as a critical antecedent of entrepreneurial intention (Ajzen, 1991, 2002).

The item registering the strongest endorsement was "When I start a business, I will have a high probability of succeeding" ($M = 4.27$, $Mdn = 5$), with over half of respondents (53.8%) selecting "Strongly Agree." This optimism about venture success resonates with research by Soomro et al. (2020), who observed that young entrepreneurs in emerging economies often exhibit elevated confidence in their ability to achieve business outcomes, particularly when they perceive alignment between their skills and market opportunities. Conversely, the item with the lowest mean was "I have skills and capabilities required to be an entrepreneur" ($M = 3.93$, $Mdn = 4$), though still indicating overall agreement. This modest attenuation may reflect a nuanced self-appraisal: students feel generally prepared but recognize gaps in specialized competencies required for green venture creation, such as sustainability reporting, circular economy modeling, or stakeholder engagement in environmentally sensitive sectors.

Across all items, combined endorsement (agree, somewhat agree, strongly agree) ranged from approximately 85% to 94%, indicating robust consensus regarding perceived entrepreneurial capability. Items emphasizing controllability ("I can control creating a business"; $M = 4.11$) and procedural knowledge ("I know the required practical details to start a business"; $M = 4.07$) received particularly strong support, suggesting that cognitive dimensions of PBC understanding the steps and believing in one's ability to execute them may be more consolidated among respondents than assessments of specific skill sets. This distinction aligns with Bandura's (1997) conceptualization of self-efficacy as domain-specific, wherein individuals may feel confident about general entrepreneurial processes while remaining cautious about their capacity to operationalize sustainability-oriented solutions.

The consistent median value of 4 across most items further underscores that central tendencies skewed positively toward agreement, with relatively limited dispersion toward disagreement (combined strongly disagree and disagree responses ranged from 5.6% to 17.1%). This distributional pattern suggests that perceived behavioural control constitutes a salient and

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relatively homogeneous construct within this sample, thereby strengthening the internal validity of subsequent regression analyses examining its predictive relationship with green entrepreneurial intentions (Tabachnick & Fidell, 2019).

These descriptive outcomes contribute to emerging literature on entrepreneurial self-efficacy in sub-Saharan Africa, where empirical evidence remains sparse (Terán-Yépez et al., 2020). The strong consensus observed here parallels findings from other emerging economies, including Peru (Alvarez-Risco et al., 2021) and Pakistan (Soomro et al., 2020), suggesting that perceived behavioural control may operate as a universal antecedent of sustainability-oriented entrepreneurial intention across diverse cultural contexts. However, the slightly lower endorsement of the skills-and-capabilities item warrants attention. As Newman et al. (2019) emphasize, self-efficacy beliefs are malleable and responsive to experiential feedback; thus, students' relatively cautious self-assessment regarding requisite entrepreneurial skills may reflect realistic appraisal of knowledge gaps or institutional support deficits.

The descriptive statistics for perceived behavioural control reveal a cohort of Kenyan university students who possess strong confidence in their ability to initiate and control business ventures yet maintain measured confidence regarding specific entrepreneurial competencies. These findings provide empirical grounding for subsequent inferential analyses examining how perceived behavioural control, alongside environmental values, entrepreneurial self-efficacy, subjective norms, and policy support, collectively shape green entrepreneurial intentions among undergraduate business students in Kenya.

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4.3.10. Likert Scale-Level Descriptive for Policy Support

Table 21: Policy Support

Measures	Strongly Disagree n (%)	Disagree n (%)	Agree n (%)	Somehow Agree n (%)	Strongly Agree n (%)	N	Mean	Median
My university offers courses on green entrepreneurship	7 (1.8%)	22 (5.6%)	53 (13.5%)	123 (31.4%)	187 (47.7%)	392	4.18	4
My university motivates students to start a green business	6 (1.5%)	22 (5.6%)	52 (13.3%)	152 (38.8%)	156 (39.8%)	388	4.11	4
My university offers project work focused on green entrepreneurship	10 (2.6%)	22 (5.6%)	54 (13.8%)	149 (38.0%)	157 (40.1%)	392	4.07	4
My university provides students with the financial and policies means to start a new business	13 (3.3%)	27 (6.9%)	70 (17.9%)	145 (37.0%)	137 (34.9%)	392	3.93	4
My university has shown strong commitment to support green entrepreneurship	9 (2.3%)	18 (4.6%)	58 (14.8%)	137 (34.9%)	170 (43.4%)	392	4.13	4
My university offers mentorship for student entrepreneurs	8 (2.0%)	17 (4.3%)	54 (13.8%)	152 (38.8%)	161 (41.1%)	392	4.13	4
The Kenyan economy offers a conducive environment for entrepreneurs	84 (21.4%)	50 (12.8%)	60 (15.3%)	99 (25.3%)	99 (25.3%)	392	3.20	4
In Kenya, entrepreneurs are empowered by an underlying private system, public and non-governmental institutions	14 (3.6%)	25 (6.4%)	55 (14.0%)	108 (27.6%)	190 (48.5%)	392	4.11	4
Taking bank loans is difficult for entrepreneurs in Kenya	11 (2.8%)	21 (5.4%)	51 (13.0%)	142 (36.2%)	167 (42.6%)	392	4.10	4
The hustler fund is a viable source of funding for aspiring entrepreneurs	28 (7.1%)	70 (17.9%)	65 (16.6%)	117 (29.8%)	112 (28.6%)	392	3.55	4
My home county supports budding entrepreneurs	4 (1.0%)	32 (8.2%)	54 (13.8%)	127 (32.4%)	175 (44.6%)	392	4.11	4

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Table 21 presents the descriptive statistics for respondents' perceptions of university support and the broader entrepreneurial environment for green entrepreneurship. Overall, the findings indicate that universities and local systems provide moderate to high support for entrepreneurial activities, although contextual challenges in the wider economy remain.

Respondents strongly agreed that their universities offer courses on green entrepreneurship (M = 4.18, Mdn = 4), with 47.7% strongly agreeing and 31.4% somewhat agreeing. Similarly, universities were perceived to motivate students to start green businesses (M = 4.11, Mdn = 4) and provide project work focused on green entrepreneurship (M = 4.07, Mdn = 4), reflecting a strong institutional emphasis on cultivating green entrepreneurial skills.

Financial and policy support from universities was moderately high (M = 3.93, Mdn = 4), indicating that respondents perceive available resources but also recognize potential limitations. Universities' commitment to supporting green entrepreneurship (M = 4.13, Mdn = 4) and mentorship for student entrepreneurs (M = 4.13, Mdn = 4) were also rated positively, highlighting the role of guidance and structured support in fostering entrepreneurial self-efficacy. These results align with prior studies emphasizing the importance of institutional support, mentorship, and experiential learning in enhancing entrepreneurial intentions and capabilities (Fayolle & Gailly, 2015; Nabi et al., 2017).

Regarding the national entrepreneurial environment, respondents were less optimistic about Kenya offering a conducive environment for entrepreneurs (M = 3.20, Mdn = 4). Only 25.3% strongly agreed that the economy is supportive, whereas 21.4% strongly disagreed, suggesting that macroeconomic factors, regulatory challenges, and structural constraints may limit opportunities. Conversely, respondents indicated that entrepreneurs in Kenya are empowered by private, public, and non-governmental institutions (M = 4.11, Mdn = 4), showing that institutional frameworks provide some enabling mechanisms despite broader economic hurdles.

Access to finance was perceived as challenging. Respondents agreed that taking bank loans is difficult for entrepreneurs (M = 4.10, Mdn = 4), with 42.6% strongly agreeing. The Hustler Fund, as an alternative funding source, received moderate approval (M = 3.55, Mdn = 4), with only 28.6% strongly agreeing it is viable, indicating that government or microfinance support is still limited in accessibility or sufficiency.

At the county level, respondents perceived strong local support for entrepreneurship (M = 4.11, Mdn = 4), with 44.6% strongly agreeing that their home counties support budding

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entrepreneurs. This suggests that local initiatives may play a critical role in mitigating national-level barriers and complementing institutional efforts.

In summary, the findings highlight that universities play a pivotal role in fostering green entrepreneurial skills through courses, project work, mentorship, and motivational programs. However, challenges remain in the broader entrepreneurial ecosystem, particularly regarding financial accessibility and economic support. These insights underscore the need for integrated strategies combining institutional, local, and national-level interventions to strengthen green entrepreneurship, particularly in contexts like Kenya where systemic barriers may impede entrepreneurial engagement.

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4.4. Continuous Scale-Level Descriptive Statistics

Table 22: Descriptive Statistics for the Continuous Contrast Variables

Variable	N	Mean	Std. Error of Mean	Median	Mode	Std. Deviation	Variance	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis	Minimum	Maximum	Sum
GI	392	4.1263	0.04518	4.2857	5.00	0.89445	0.800	-1.391	0.123	1.820	0.246	1.00	5.00	1617.52
EV	392	4.2151	0.04152	4.3333	5.00	0.82200	0.676	-1.389	0.123	2.423	0.246	1.00	5.00	1652.33
ESE	392	4.1026	0.04263	4.2500	5.00	0.84399	0.712	-1.286	0.123	1.705	0.246	1.00	5.00	1608.20
FB	392	4.0051	0.04825	4.1667	5.00	0.95522	0.912	-0.956	0.123	0.245	0.246	1.00	5.00	1570.00
PBC	392	4.0867	0.04385	4.2778	5.00	0.86824	0.754	-1.093	0.123	0.508	0.246	1.44	5.00	1602.00
PS	392	3.9657	0.03932	4.0909	4.00	0.77849	0.606	-1.099	0.123	1.110	0.246	1.00	5.00	1554.57
REL	392	4.2160	0.03846	4.3333	5.00	0.76147	0.580	-1.641	0.123	4.046	0.246	1.00	5.00	1652.67
RUI	392	4.0879	0.04392	4.2222	5.00	0.86955	0.756	-1.313	0.123	1.670	0.246	1.00	5.00	1602.44
ECP	392	4.1310	0.04108	4.1667	5.00	0.81336	0.662	-1.370	0.123	2.558	0.246	1.00	5.00	1619.33

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Table 22 presents descriptive statistics for the nine continuous composite variables derived from Likert-scale items, based on a sample of 392 fourth-year business students. All variables were computed as mean scores across their respective items, yielding continuous measures bounded between 1.00 and 5.00. The sample size was consistent across all constructs (N = 392), indicating complete data for composite score computation following the handling of missing values described previously.

Central tendency measures revealed consistently high mean scores across all constructs, reflecting strong endorsement of the measured attributes among respondents. Environmental Values (M = 4.22, SD = 0.82) and Religiosity (M = 4.22, SD = 0.76) registered the highest means, followed closely by Eco-Centric Perspective (M = 4.13, SD = 0.81) and Green Entrepreneurial Intention (M = 4.13, SD = 0.89). Policy Support (M = 3.97, SD = 0.78) and Family Background (M = 4.01, SD = 0.96) exhibited relatively lower, though still positive, mean scores. Standard deviations ranged from 0.76 (Religiosity) to 0.96 (Family Background), indicating moderate variability around the means. The relatively narrow dispersion suggests considerable consensus among respondents regarding their perceptions of environmental values, self-efficacy, and entrepreneurial intentions.

Distributional characteristics warrant careful consideration for subsequent parametric analyses. All variables exhibited negative skewness (range: −0.96 to −1.64), with standard errors of skewness consistently at 0.123. Values exceeding ±1.0 in absolute magnitude for Green Entrepreneurial Intention (−1.39), Environmental Values (−1.39), Eco-Centric Perspective (−1.37), Rural-Urban Influence (−1.31), Entrepreneurial Self-Efficacy (−1.29), Policy Support (−1.10), and Religiosity (−1.64) indicate left-skewed distributions, consistent with ceiling effects wherein respondents disproportionately selected higher response categories. This pattern aligns with the moral values, which were predominantly 5.00 ("Strongly Agree") for eight of nine variables, further confirming a tendency toward positive endorsement.

Kurtosis values provided additional insight into distributional shape. Most variables exhibited positive kurtosis (range: 0.25 to 4.05), with Religiosity (4.05) and Eco-Centric Perspective (2.56) demonstrating notably leptokurtic distributions. These elevated kurtosis values, coupled with negative skewness, suggest distributions characterized by peakedness and heavy tails, reflecting concentration of responses at the upper end of the scale with relatively few extreme low scores. While such deviations from normality may raise concerns for parametric testing assumptions, the large sample size (N = 392) affords robustness to the central limit theorem,

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supporting the validity of subsequent regression and structural equation modelling analyses (Tabachnick & Fidell, 2019). Furthermore, the absence of extreme outliers, as evidenced by minimum and maximum values constrained within the theoretical scale bounds (1.00–5.00), reinforces confidence in data quality.

In summary, the descriptive statistics indicate that Kenyan university students in this sample reported strong, relatively homogeneous orientations toward environmental values, entrepreneurial self-efficacy, and green entrepreneurial intentions. The observed negative skewness and elevated kurtosis reflect substantive response patterns rather than measurement artifacts, suggesting that the constructs were meaningfully endorsed by participants. These distributional properties, while necessitating cautious interpretation of parametric test results, do not preclude robust inferential analysis given the adequate sample size and absence of influential outliers. Subsequent analyses will therefore proceed with appropriate diagnostic checks to ensure model assumptions are reasonably met.

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4.5. Correlational Analysis

Table 23: Correlational Analysis

Variable		GI	EV	ESE	FB	PBC	PS	REL	RUI	ECP
1. GI	Pearson's r	—								
	p-value	—								
	Upper 95% CI	—								
	Lower 95% CI	—								
2. EV	Pearson's r	0.757 ***	—							
	p-value	< .001	—							
	Upper 95% CI	0.796	—							
	Lower 95% CI	0.711	—							
3. ESE	Pearson's r	0.854 ***	0.773 ***	—						
	p-value	< .001	< .001	—						
	Upper 95% CI	0.879	0.810	—						
	Lower 95% CI	0.825	0.730	—						
4. FB	Pearson's r	0.806 ***	0.758 ***	0.854 ***	—					
	p-value	< .001	< .001	< .001	—					
	Upper 95% CI	0.838	0.798	0.878	—					
	Lower 95% CI	0.769	0.713	0.824	—					
5. PBC	Pearson's r	0.838 ***	0.734 ***	0.871 ***	0.835 ***	—				
	p-value	< .001	< .001	< .001	< .001	—				
	Upper 95% CI	0.865	0.777	0.893	0.862	—				
	Lower 95% CI	0.806	0.685	0.845	0.802	—				
6. PS	Pearson's r	0.793 ***	0.728 ***	0.819 ***	0.802 ***	0.830 ***	—			
	p-value	< .001	< .001	< .001	< .001	< .001	—			
	Upper 95% CI	0.827	0.772	0.849	0.835	0.859	—			
	Lower 95% CI	0.753	0.678	0.784	0.764	0.797	—			
7. REL	Pearson's r	0.827 ***	0.866 ***	0.834 ***	0.770 ***	0.759 ***	0.739 ***	—		
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	—		
	Upper 95% CI	0.856	0.889	0.862	0.807	0.798	0.781	—		
	Lower 95% CI	0.793	0.839	0.801	0.726	0.713	0.691	—		
8. RUI	Pearson's r	0.863 ***	0.772 ***	0.892 ***	0.883 ***	0.879 ***	0.850 ***	0.836 ***	—	
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—	
	Upper 95% CI	0.886	0.809	0.911	0.903	0.900	0.876	0.863	—	
	Lower 95% CI	0.835	0.729	0.870	0.859	0.854	0.820	0.803	—	
9. ECP	Pearson's r	0.802 ***	0.872 ***	0.842 ***	0.799 ***	0.781 ***	0.764 ***	0.891 ***	0.825 ***	—
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—
	Upper 95% CI	0.834	0.894	0.869	0.832	0.817	0.802	0.909	0.854	—
	Lower 95% CI	0.763	0.846	0.811	0.760	0.739	0.720	0.868	0.790	—

* p < .05, ** p < .01, *** p < .001

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Table 23 presents Pearson product-moment correlation coefficients examining bivariate relationships among the study's key constructs. All correlations were statistically significant at $p < .001$, with coefficients ranging from $r = .728$ to $r = .892$, indicating strong positive associations among all variables. Green Entrepreneurial Intention (GEI) demonstrated the strongest bivariate association with Rural-Urban Influence (RUI; $r = .863$, 95% CI [.835, .886]), followed closely by Entrepreneurial Self-Efficacy (ESE; $r = .854$, 95% CI [.825, .879])

and Perceived Behavioural Control (PBC; $r = .838$, 95% CI [.806, .865]). These findings align with the Theory of Planned Behaviour (Ajzen, 1991), which posits that self-efficacy and perceived control are proximal determinants of behavioural intention. The robust correlation between RUI and GEI further supports Cultural Dimensions Theory (Hofstede, 2011), suggesting that geographical socialization and regional entrepreneurial norms significantly shape students' motivational readiness to pursue sustainability-oriented ventures.

Environmental Values (EV) also exhibited a strong positive correlation with GEI ($r = .757$, 95% CI [.711, .796]), consistent with Value-Belief-Norm Theory (Stern, 2000), which proposes that biospheric and altruistic values activate personal norms toward pro-environmental action. Similarly, Religiosity (REL; $r = .827$) and Eco-Centric Perspective (ECP; $r = .802$) demonstrated substantial associations with GEI, reinforcing research indicating that spiritual beliefs and ecological worldviews may serve as moral foundations for sustainability-oriented entrepreneurial intentions (Henley, 2017; Koehrsen et al., 2021).

Notably, several predictor variables exhibited very high intercorrelations, raising important methodological considerations. ESE and RUI correlated at $r = .892$, while REL and ECP correlated at $r = .891$. Such elevated correlations may indicate conceptual overlap or multicollinearity, which can inflate standard errors and obscure unique predictive contributions in multivariate models (Tabachnick & Fidell, 2019). These patterns warrant cautious interpretation: while bivariate associations confirm theoretical linkages, subsequent regression analyses will be essential to disentangle the unique variance explained by each construct when controlling for shared variance with other predictors.

The strong positive correlation between Family Background (FB) and GEI ($r = .806$) corroborates subjective norms literature, wherein familial approval and exposure to entrepreneurial role models reinforce intention formation (Khadri et al., 2020; Wang et al., 2018). Similarly, Policy Support (PS) correlated strongly with GEI ($r = .793$), suggesting that perceived institutional and governmental enablement may enhance students' confidence in pursuing green ventures—a finding consistent with research on university support and regional policy frameworks in emerging economies (Yi, 2021; Wagner et al., 2021).

Collectively, these correlational patterns affirm the theoretical coherence of the study's conceptual framework. The uniformly strong, positive associations among constructs suggest that green entrepreneurial intention among Kenyan university students is shaped by an interconnected web of personal values, self-perceptions, social influences, and contextual

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enablers. However, the magnitude of inter-predictor correlations underscores the importance of employing multivariate analytical techniques—such as hierarchical regression or structural equation modelling—to isolate direct and indirect effects while accounting for shared variance. As Ajzen (2002) cautions, bivariate correlations, while informative, cannot establish causal precedence or rule out confounding; thus, the present findings should be interpreted as preliminary evidence supporting the hypothesized relationships, pending confirmation through more rigorous inferential testing.

In summary, Table 23 provides robust preliminary support for the study's theoretical propositions, demonstrating that environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and policy-related factors are all significantly and positively associated with green entrepreneurial intentions among fourth-year business students in Kenya. These results lay a solid empirical foundation for subsequent regression and structural equation modelling analyses aimed at elucidating the relative predictive strength and mediating pathways among these constructs.

4.6. Reliability and Construct Validity

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Table 24: Reliability Analysis and Construct Validity

Construct	Abbreviation	No. of Items	Cronbach's α	α (Standardized)	Valid N	Scale Mean (SD)	Mean Inter-Item r
Green Entrepreneurial Intention	GI	8	.966	.966	390	33.05 (7.13)	.782
Environmental Awareness	EA	3	.857	.864	392	12.65 (2.47)	.680
Recognition of Environmental Limits	REL	6	.929	.930	392	25.30 (4.57)	.690
Eco-Centric Perspective	ECP	6	.925	.927	392	24.79 (4.88)	.679
Entrepreneurial Self-Efficacy	ESE	10	.970	.970	392	41.03 (8.44)	.762
Family Background	FB	6	.944	.945	392	24.03 (5.73)	.741
Religiosity	R	7*	.964	.965	359	28.86 (6.23)	.796
Rural–Urban Influence	RUI	9	.964	.965	392	36.79 (7.83)	.754
Perceived Behavioural Control	PBC	9	.964	.963	392	36.78 (7.81)	.745
Policy Support	PS	11	.907	.919	388	43.58 (8.58)	.508

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Reliability analysis was conducted to assess the internal consistency of all measurement scales prior to hypothesis testing. Cronbach's alpha (α) coefficients were computed for each construct, with values ≥ .70 considered acceptable for research purposes (Nunnally & Bernstein, 1994; Taber, 2018). As presented in Table 24, all constructs demonstrated excellent internal consistency, with alpha coefficients ranging from .857 to .970. The Green Entrepreneurial Intention (GI) scale, comprising eight items, yielded an alpha of .966, indicating exceptional homogeneity among items measuring students' readiness to engage in sustainability-oriented ventures. Similarly, Entrepreneurial Self-Efficacy (ESE; α = .970, *k* = 10) and Rural–Urban Influence (RUI; α = .964, *k* = 9) exhibited outstanding reliability, suggesting that respondents interpreted these multi-item scales consistently.

The Environmental Awareness (EA) construct, with only three items, produced the lowest yet still acceptable alpha of .857, consistent with recommendations that shorter scales may yield slightly attenuated reliability estimates while maintaining adequate measurement precision (Hair et al., 2019). The Policy Support (PS) scale, containing eleven items assessing institutional and governmental enablers, demonstrated robust reliability (α = .907), with a standardized alpha of .919 indicating minimal influence of item variance heterogeneity on internal consistency. Notably, the Religiosity (R) scale required exclusion of one item ("It is always beneficial to do business fearing God") due to zero variance, reducing the scale from eight to seven items; the revised scale maintained excellent reliability (α = .964, *n* = 359), suggesting the removed item did not contribute meaningful variance to the construct measurement.

Mean inter-item correlations, which provide a scale-independent indicator of item homogeneity, ranged from .508 (Policy Support) to .796 (Religiosity). Values between .15 and .50 are generally considered optimal, balancing item redundancy against construct breadth (Clark & Watson, 1995). While several scales exceeded this upper threshold (e.g., GI = .782; ESE = .762), such elevated correlations are not uncommon in scales measuring attitudinal or intention-based constructs where items are deliberately designed to tap closely related facets of a unified psychological disposition (Field, 2018). Moreover, high inter-item correlations, when accompanied by strong alpha coefficients, reinforce confidence that scales are measuring coherent, unidimensional constructs rather than heterogeneous composites (Costello & Osborne, 2005).

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Valid case counts (*N*) ranged from 359 to 392, reflecting minimal missing data and supporting the robustness of reliability estimates. The slightly reduced sample for the Religiosity scale (*N* = 359) resulted from listwise deletion of cases with missing responses on the excluded item, a conservative approach that preserves analytical integrity (Tabachnick & Fidell, 2019). Scale means and standard deviations further indicated that respondents generally endorsed items positively (e.g., GI *M* = 33.05, *SD* = 7.13 on a possible range of 8 - 40), consistent with the descriptive patterns reported earlier and suggesting minimal floor or ceiling effects that might compromise reliability estimation.

Collectively, these reliability indices provide strong empirical support for the psychometric adequacy of the measurement instruments. High Cronbach's alpha values, coupled with substantial mean inter-item correlations and adequate sample sizes, satisfy foundational assumptions for subsequent inferential analyses, including exploratory factor analysis and hierarchical regression (Hair et al., 2019). While elevated alphas (> .90) may occasionally indicate item redundancy (Streiner, 2003), the theoretical coherence of item content within each construct, grounded in the Theory of Planned Behaviour, Value-Belief-Norm theory, and Cultural Dimensions Theory, suggests that high reliability reflects genuine construct unity rather than superficial item overlap. Future research employing these scales in diverse cultural contexts should replicate reliability assessments to confirm measurement invariance, but the present findings establish a solid foundation for examining determinants of green entrepreneurial intentions among Kenyan university students.

4.7. Exploratory Factor Analysis

4.7.1. Green Intrapreneurial Intention

Table 25: Exploratory Factor Analysis Results for Green Entrepreneurial Intention (GI)

Item	Mean	SD	Communality (h^2)	Factor Loading
I am ready to do anything to be a green entrepreneur	4.27	1.003	.807	.898
My professional goal is to become a green entrepreneur	4.15	1.003	.823	.907
I will make effort to start and run my green firm	4.16	.945	.846	.920
I am determined to create a green firm in the future	4.12	.992	.841	.917
I have very seriously thought about starting a green firm	4.12	1.034	.786	.887

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If I had the opportunity and resources, I would go green	4.16	.967	.812	.901
My future initiatives will prioritize green benefits over financial ones	4.10	.968	.817	.904
I would recommend to my colleagues to start green firms	3.99	1.020	.744	.862

Table 26: Factor Extraction Statistics

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.952
Bartlett's Test of Sphericity χ^2	3514.995
df	28
Sig.	.000
Extraction Method	Principal Component Analysis
Components Extracted	1
Eigenvalue	6.475
Variance Explained	80.93%
Sample Size	390

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The exploratory factor analysis (EFA) was conducted using principal component analysis to examine the underlying structure of the Green Entrepreneurial Intention scale. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .952, exceeding the recommended threshold of .60, indicating that the data were suitable for factor analysis. Bartlett's Test of Sphericity was significant ($\chi^2(28) = 3514.995$, $p < .001$), confirming that correlations among the items were sufficiently large for factor extraction.

The analysis extracted a single factor with an eigenvalue of 6.475, explaining 80.93% of the total variance. All eight items loaded strongly on the factor, with factor loadings ranging from .862 to .920, indicating strong convergent validity of the construct. Communality values ranged from .744 to .846, suggesting that a substantial proportion of variance in each item was explained by the underlying factor. These results confirm that the items collectively measure a single latent construct representing Green Entrepreneurial Intention.

4.7.2. Environmental Value

Table 27: Exploratory Factor Analysis Results for Environmental Awareness (EA)

Item	Communality (h^2)	Factor Loading
The balance of nature is very delicate and easily upset	.762	.873
The so-called ecological crisis has been greatly exaggerated	.844	.919

If things continue their present course, we will soon experience a major ecological catastrophe	.755	.869

Table 28: Factor Extraction Statistics

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.714
Bartlett's Test of Sphericity χ^2	576.774
df	3
Sig.	.000
Extraction Method	Principal Component Analysis
Components Extracted	1
Eigenvalue	2.361
Variance Explained	78.69%

An exploratory factor analysis (EFA) using principal component analysis was conducted to assess the structure of the Environmental Awareness construct. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .714, exceeding the recommended minimum of .60, indicating that the sample was adequate for factor analysis. Bartlett's Test of Sphericity was statistically significant ($\chi^2(3) = 576.774$, $p < .001$), confirming that correlations among the items were sufficient for factor extraction.

The analysis extracted a single component with an eigenvalue of 2.361, explaining 78.69% of the total variance. All three items loaded strongly on the component, with factor loadings ranging from .869 to .919. Communality values ranged between .755 and .844, indicating that a large proportion of variance in each item was explained by the underlying factor.

Table 29: Exploratory Factor Analysis Results for Recognition of Environmental Limits (REL)

Item	Mean	SD	Communality (h^2)	Factor Loading
We are approaching the limit of the number of people the earth can support	4.15	.897	.731	.855
The earth has plenty of natural resources if we just learn how to develop them	4.17	.875	.761	.873
The earth is like a spaceship with very little room and resources	4.30	.852	.755	.869
The balance of nature is strong enough to cope with the impacts of modern industrial nations	4.28	.880	.732	.855
Humans will eventually learn enough about how nature works to be able to control it	4.13	.983	.659	.812
Human ingenuity will make sure that we do	4.27	.82	.814	.902

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not make the earth unliveable	5

Table 30: Factor Extraction Statistics

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.905
Bartlett's Test of Sphericity χ^2	1816.690
df	15
Sig.	.000
Extraction Method	Principal Component Analysis
Components Extracted	1
Eigenvalue	4.452
Variance Explained	74.20%
Sample Size	392

An exploratory factor analysis (EFA) using principal component analysis was conducted to assess the structure of the Recognition of Environmental Limits (REL) construct. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .905, indicating excellent sampling adequacy for factor analysis. Bartlett's Test of Sphericity was statistically significant ($\chi^2(15) = 1816.690$, $p < .001$), confirming that correlations among the items were sufficiently large to proceed with factor extraction.

The analysis extracted a single component with an eigenvalue of 4.452, explaining 74.20% of the total variance. All six items loaded strongly on the factor, with factor loadings ranging from .812 to .902, indicating strong convergence on the latent construct. Communality values ranged from .659 to .814, demonstrating that a substantial proportion of variance in each item was explained by the underlying factor. These findings confirm that the six items reliably measure the construct Recognition of Environmental Limits (REL).

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Table 31: Exploratory Factor Analysis Results for Eco-Centric Perspective (ECP)

Item	Mean	SD	Communality (h^2)	Factor Loading
Plants and animals have as much right as humans to exist	4.05	1.045	.703	.839
Humans must live in harmony with nature in order to survive	4.10	1.034	.737	.858
Humans need to adapt to the natural environment because they cannot make it suit their needs	4.20	.958	.706	.840
When humans interfere with nature it often produces disastrous consequences	4.22	.864	.825	.908

Humans are meant to rule over the rest of nature	4.14	.916	.781	.884
Human ingenuity will ensure that we do not make the earth unliveable	4.08	.888	.648	.805

Table 32: Factor Extraction Statistics

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.872
Bartlett's Test of Sphericity χ^2	1841.419
df	15
Sig.	.000
Extraction Method	Principal Component Analysis
Components Extracted	1
Eigenvalue	4.401
Variance Explained	73.34%
Sample Size	392

An exploratory factor analysis (EFA) using principal component analysis was conducted to examine the structure of the Eco-Centric Perspective (ECP) construct. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .872, indicating very good adequacy for factor analysis. Bartlett's Test of Sphericity was statistically significant ($\chi^2(15) = 1841.419$, $p < .001$), confirming that correlations among the items were sufficiently large to justify factor extraction.

The analysis extracted a single component with an eigenvalue of 4.401, explaining 73.34% of the total variance. All six items loaded strongly on the factor, with factor loadings ranging from .805 to .908. Communality values ranged from .648 to .825, indicating that a substantial proportion of the variance in each item was explained by the underlying factor. The six items reliably represent the Eco-Centric Perspective (ECP) construct.

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4.7.5. Entrepreneurial Self-Efficacy (ESE)

Table 33: Exploratory Factor Analysis Results for Entrepreneurial Self-Efficacy (ESE)

Item	Mean	SD	Communality (h^2)	Factor Loading
I have good understanding of how entrepreneurial activities of a firm could endanger the environment	4.17	.936	.759	.871
I have a good understanding of how entrepreneurial activities of a firm could lead to climate change	4.16	.912	.776	.881
I understand what it means for a firm to	4.14	.949	.830	.911

operate a green business				
Creating and maintaining a green business is a task that I can do	4.09	.935	.818	.905
I have the necessary knowledge to develop a green business	4.08	1.007	.800	.894
I have enough skills to develop a green business	4.01	1.016	.793	.891
I believe that in the future, I will be able to develop a successful green business	4.17	.911	.718	.847
When facing difficult tasks in my business, I am certain that I will accomplish them	4.15	.909	.791	.889
I can identify an opportunity in green entrepreneurship	4.07	.966	.822	.906
I am confident that I will perform effectively as a green-oriented entrepreneur	3.98	.976	.756	.869

Table 34: Factor Extraction Statistics

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.960
Bartlett's Test of Sphericity χ^2	4462.693
df	45
Sig.	.000
Extraction Method	Principal Component Analysis
Components Extracted	1
Eigenvalue	7.865
Variance Explained	78.65%
Sample Size	392

Principal component analysis was conducted to examine the structure of the Entrepreneurial Self-Efficacy (ESE) construct. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .960, indicating excellent suitability of the data for factor analysis. Bartlett's Test of Sphericity was statistically significant, $\chi^2(45) = 4462.693$, $p < .001$, suggesting that the correlation matrix was appropriate for factor extraction. The analysis extracted one component with an eigenvalue of 7.865, explaining 78.65% of the total variance. All ten items loaded strongly on the factor, with factor loadings ranging from .847 to .911. Communality values ranged from .718 to .830, indicating that a substantial proportion of the variance in each item was explained by the underlying factor.

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4.7.6. Subjective Norms

Table 35: Exploratory Factor Analysis Results for Family Background (FB)

Item	Mean	SD	Communality (h^2)	Factor Loading
My immediate family values green entrepreneurial activity	4.16	1.01	.748	.865
Most people whose opinions I value would prefer that I practice green entrepreneurship	4.08	.95	.756	.869
My parents own or have owned a business	4.01	1.11	.792	.890
My family has invited me to attend business meetings	3.87	1.16	.812	.901
My family takes me to work with them	3.90	1.17	.807	.898
My family discusses business matters with me	4.01	1.07	.789	.888

Table 36: Factor Extraction Statistics

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.902
Bartlett's Test of Sphericity χ^2	2190.622
df	15
Sig.	< .001
Extraction Method	Principal Component Analysis
Number of Components Extracted	1
Eigenvalue	4.705
Variance Explained	78.41%
Sample Size	392

To assess the dimensionality of the Family Background (FB) construct, factor analysis was conducted using principal component analysis (PCA). The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .902, indicating that the sample was adequate for factor analysis. Furthermore, Bartlett's Test of Sphericity was statistically significant, $\chi^2(15) = 2190.622$, $p < .001$, suggesting that the correlations among the items were sufficient to justify the application of factor analysis.

The results indicated the presence of one dominant factor with an eigenvalue of 4.705, which explained 78.41% of the total variance, supporting the unidimensional nature of the construct. All six items loaded strongly on the factor, with factor loadings ranging from .865 to .901, indicating a substantial contribution of each item to the underlying construct. In addition, communalities ranged between .748 and .812, demonstrating that a considerable proportion of

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variance in each item was accounted for by the extracted factor. Overall, these findings confirm that the six items adequately represent the Family Background construct, providing evidence of strong construct validity and supporting its use in subsequent statistical analyses.

Table 37: Exploratory Factor Analysis Results for Religiosity (REL)

Item	Mean	SD	Communality (h^2)	Factor Loading
My faith influenced my professional choice	4.02	1.08	.765	.875
I see my professional choice as a divine vocation	4.10	1.01	.848	.921
My work as a vocation will make people love God	4.09	1.01	.856	.925
In my work, I will be guided by the tasks that God gives me	4.18	0.96	.854	.924
I am willing to start my own business because it will please God	4.11	0.98	.831	.911
My economic activity has a positive influence on society	4.17	0.94	.783	.885
I realize how useful my religious beliefs are to society, through my work/life	4.17	0.94	.838	.916

Table 38: Factor Extraction Statistics for Religiosity (REL)

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.943
Bartlett's Test of Sphericity χ^2	3285.476
df	21
Sig.	< .001
Extraction Method	Principal Component Analysis
Number of Components Extracted	1
Eigenvalue	5.775
Variance Explained	82.50%
Sample Size	392

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To determine the factor structure of the Religiosity (REL) construct, the items were subjected to principal component analysis (PCA). The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .943, indicating excellent suitability of the data for factor analysis. In addition, Bartlett's Test of Sphericity was statistically significant, $\chi^2(21) = 3285.476$, $p < .001$, demonstrating that the correlations among the variables were adequate for factor extraction.

The results revealed the presence of one dominant factor with an eigenvalue of 5.775, accounting for 82.50% of the total variance. This finding supports the unidimensional structure of the Religiosity construct. All seven items loaded strongly on the extracted factor, with factor

loadings ranging from .875 to .925, indicating that each item had a strong relationship with the underlying factor.

Furthermore, communality values ranged from .765 to .856, suggesting that a substantial proportion of the variance in each item was explained by the extracted factor. These results indicate that the items collectively provide a reliable representation of the Religiosity construct, supporting its validity for inclusion in subsequent statistical analyses.

Table 39: Exploratory Factor Analysis Results for Rural–Urban Influence (RUI)

Item	Mean	SD	Communality (h^2)	Factor Loading
In my region, most people place a high value on willingness to take risks	4.06	1.003	.754	.868
In my region, most people place a high value on personal initiative	4.11	.937	.817	.904
In my region, most people consider how they can exploit gaps in the market	4.15	.948	.838	.915
In my region, most people like to find various solutions to a problem	4.10	.976	.836	.915
In my region, most people would not start and try to run a business because they fear the responsibility	3.91	1.144	.606	.779
I have a favorable attitude towards green entrepreneurship	4.11	.937	.822	.907
The idea of green entrepreneurship is very appealing to me	4.18	.977	.846	.920
When evaluating entrepreneurial opportunities, I will consider the social impact (poverty reduction, employment creation, equality) that the venture would have	4.14	.960	.769	.877
When evaluating entrepreneurial opportunities, I will consider the environmental impact (recycling, use of natural resources, protection of biodiversity, energy) that the venture could have	4.04	.993	.760	.872

Table 40: Factor Extraction Statistics for Rural–Urban Influence (RUI)

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.954
Bartlett's Test of Sphericity χ^2	3906.235
df	36
Sig.	< .001
Extraction Method	Principal Component Analysis
Number of Components Extracted	1

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Eigenvalue	7.047
Variance Explained	78.31%
Sample Size	392

An exploratory factor analysis (EFA) using principal component analysis (PCA) was conducted to examine the underlying structure of the Rural–Urban Influence (RUI) construct. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was high (.954), suggesting that the sample was well-suited for factor analysis. Bartlett's Test of Sphericity was significant, $\chi^2(36) = 3906.24$, $p < .001$, indicating that the correlation matrix was appropriate for factor extraction. The analysis revealed a single factor with an eigenvalue of 7.05, explaining 78.31% of the total variance. Factor loadings for the nine items ranged from .779 to .920, while communalities ranged from .606 to .846, suggesting that all items contributed substantially to the underlying construct. The descriptive statistics, factor loadings, and communalities for each item are summarized in Table 39. These results indicate that the RUI scale is unidimensional, with all items loading strongly on a single factor. The high KMO value, significant Bartlett's test, and substantial communalities suggest strong construct validity, supporting the use of this scale in subsequent analyses.

4.7.9. Perceived Behavioural Control (PBC)

Table 41: Descriptive Statistics and Factor Loadings for Perceived Behavioural Control (PBC)

Item	M	SD	Communality (h^2)	Factor Loading
When I start a business, I will have a high probability of succeeding	4.27	.959	.780	.883
Starting a business will be easy for me	4.04	1.016	.824	.908
I am ready to start a decent business	4.20	.873	.550	.742
I can control creating a business	4.11	1.004	.799	.894
I know the required practical details to start a business	4.07	1.007	.780	.883
I can develop an entrepreneurial project	4.08	.986	.819	.905
As an entrepreneur I would have complete control of the situation	4.10	.992	.846	.920
The number of events outside my control which could prevent me from being an entrepreneur are very few	3.99	1.009	.801	.895
I have skills and capabilities required to be an entrepreneur	3.93	1.022	.780	.883

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Table 42: Factor Extraction Statistics for Perceived Behavioural Control (PBC)

Statistic	Value
Kaiser–Meyer–Olkin (KMO)	.960
Bartlett's Test of Sphericity χ^2	3775.45
df	36
p	< .001
Extraction Method	Principal Component Analysis
Number of Components Extracted	1
Eigenvalue	6.981
Variance Explained	77.56%
Sample Size	392

The structure of the Perceived Behavioural Control (PBC) construct was examined using principal component analysis (PCA). The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .960, indicating that the dataset was highly suitable for factor analysis. Bartlett's Test of Sphericity was statistically significant, $\chi^2(36) = 3775.45$, $p < .001$, confirming that the correlation matrix was appropriate for factor extraction.

The analysis produced a single factor with an eigenvalue of 6.981, accounting for 77.56% of the total variance. Factor loadings ranged from .742 to .920, and communalities varied between .550 and .846, indicating that all items contributed substantially to the underlying construct. These results demonstrate a strong unidimensional structure and suggest that the PBC scale reliably represents participants' perceived control over entrepreneurial activities. The results indicate that the PBC scale has a strong unidimensional structure, with all items loading significantly on a single factor. High communalities and factor loadings support the construct validity of the scale, suggesting it is a reliable measure of participants' perceived behavioural control regarding entrepreneurial activities.

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4.7.10. Policy Support (PS)

Table 43: Descriptive Statistics and Factor Loadings for Policy Support (PS)

Item	M	SD	Communality (h^2)	Component Loading
My university offers courses on green entrepreneurship	4.17	.988	.824	.882
My university motivates students to start a green business	4.11	.945	.794	.871
My university offers project work focused on green entrepreneurship	4.07	.998	.791	.868
My university provides students with the financial and policy means to start a new business	3.93	1.049	.723	.836

My university has shown strong commitment to support green entrepreneurship	4.12	.982	.779	.864
My university offers mentorship for student entrepreneurs	4.12	.947	.723	.819
The Kenyan economy offers a conducive environment for entrepreneurs	3.20	1.492	.549	.732
In Kenya, entrepreneurs are empowered by public, private, and NGO institutions	4.11	1.093	.711	.817
Taking bank loans is difficult for entrepreneurs in Kenya	4.10	1.008	.537	.719
The hustler fund is a viable source of funding for aspiring entrepreneurs	3.55	1.272	.494	.500
My home county supports budding entrepreneurs	4.11	.997	.524	.713

Table 44: Factor Extraction Statistics for Policy Support (PS)

Statistic	**Value**
Kaiser–Meyer–Olkin (KMO)	.941
Bartlett's Test of Sphericity χ^2	3057.24
df	55
p	< .001
Extraction Method	Principal Component Analysis
Rotation Method	Varimax with Kaiser Normalization
Number of Components Extracted	2
Variance Explained (Rotated)	67.72%
Sample Size	388

The Policy Support construct was examined using principal component analysis (PCA) with varimax rotation to explore its underlying structure. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .941, indicating excellent suitability for factor analysis. Bartlett's Test of Sphericity was significant, $\chi^2(55) = 3057.24$, $p < .001$, supporting factorability of the correlation matrix.

The analysis identified two components that explained 67.72% of the total variance after rotation. The first component captured aspects related to university-level support (courses, mentorship, project work, and commitment to green entrepreneurship), whereas the second component reflected macro- and county-level support (national economy, funding, and local county support for entrepreneurship). Factor loadings ranged from .115 to .882, and communalities varied between .494 and .824, indicating that most items contributed meaningfully to the extracted factors.

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The results suggest that Policy Support can be represented by two distinct dimensions: institutional support and national/county-level support. University-related items loaded strongly on Component 1, reflecting the influence of institutional policies and initiatives on entrepreneurial activities. Macro- and county-level items loaded primarily on Component 2, highlighting external environmental and policy influences on entrepreneurship. Overall, the construct demonstrated satisfactory reliability and construct validity for subsequent analyses.

4.8. Linear Regression Analysis

This section presents the regression analysis results testing hypotheses on green entrepreneurial intention determinants. Simple linear regression examined relationships between independent and dependent variables. The analysis assesses the predictive power of environmental values, self-efficacy, norms, control, and policy support while controlling for demographics. Diagnostic tests ensured model assumptions were met before interpreting coefficients. This approach allows a comprehensive, systematic evaluation of the incremental contributions of theoretical blocks. Furthermore, it establishes the baseline variance explained prior to introducing the main study predictors.

4.8.1. Effect of Demographic Information on Green Entrepreneurial Intention

Model 1 introduces the baseline regression including only demographic control variables to establish a foundation for subsequent models. Variables such as age, gender, and rural-urban orientation were entered first to account for variance attributable to personal background characteristics. This step isolates the influence of demographics before adding psychological and institutional predictors, ensuring that later effects are not confounded by basic respondent attributes. This model determines the initial explanatory power of background factors.

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Table 45: Multiple Regression Analysis of Control Variables Predicting Green Intention

Variable	B	SE	β	t	p	95% CI (LL)	95% CI (UL)	VIF
Constant	3.236	0.803	–	4.028	<0.001	1.656	4.816	–
Age of respondent	0.078	0.036	0.108	2.156	0.032*	0.007	0.148	1.022
Gender of respondent	-0.054	0.094	-0.030	-0.573	0.567	-0.239	0.131	1.092
Where did you grow up	0.037	0.109	0.021	0.340	0.734	-0.177	0.251	1.515
Where do you spend school holiday	-0.262	0.112	-0.146	-2.338	0.020*	-0.483	-0.042	1.595
Internship experience	-0.278	0.103	-0.150	-2.713	0.007**	-0.480	-0.077	1.248
Religion	-0.174	0.062	-0.142	-2.819	0.005**	-0.295	-0.053	1.036
Model Statistics								
R	0.245							
R^2	0.060							
Adjusted R^2	0.045							
F (6, 383)	4.077				0.001			
Durbin–Watson	1.495							
N	390							

$$GEI = 3.236 + 0.078 \times Age - 0.054 \times Gender + 0.037 \times WDYGP - 0.262 \times WDYSH - 0.278 \times IE - 0.174 \times RLG$$

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A multiple linear regression analysis was conducted to examine the extent to which demographic and background control variables predicted Green Entrepreneurial Intention (GEI) among business students in selected Kenyan universities. The model included six predictors: age, gender, rural-urban upbringing, holiday residence location, internship experience, and religious affiliation. Prior to analysis, assumptions of linearity, independence of errors, homoscedasticity, normality of residuals, and absence of multicollinearity were evaluated. The Durbin–Watson statistic of 1.495 indicated acceptable independence of residuals, while Variance Inflation Factor (VIF) values ranging from 1.022 to 1.595 confirmed the absence of problematic multicollinearity (Tabachnick & Fidell, 2019).

The overall regression model was statistically significant, $F(6, 383) = 4.077$, $p = .001$, explaining 6.0% of the variance in green entrepreneurial intention ($R = .245$, $R^2 = .060$, Adjusted $R^2 = .045$). Although the effect size was modest, this finding aligns with expectations for a baseline model containing only control variables, consistent with hierarchical regression protocols wherein theoretical predictors are introduced in subsequent blocks to assess incremental variance explained (Cohen et al., 2003).

4.8.1.1 Significant Predictors

Age emerged as a significant positive predictor of GEI ($B = 0.078$, $SE = 0.036$, $\beta = 0.108$, $t = 2.156$, $p = .032$, 95% CI [0.007, 0.148]). This suggests that for each one-year increase in age, green entrepreneurial intention increased by 0.078 units, holding other variables constant. This finding resonates with Nabi et al. (2018), who observed that entrepreneurial intentions crystallize more robustly among students approaching graduation, as maturity and career decision-making readiness enhance motivational clarity. Within the Theory of Planned Behaviour framework (Ajzen, 1991), older students may possess more refined attitudes toward sustainability and greater perceived behavioural control, thereby strengthening intention formation.

Holiday residence location significantly and negatively predicted GEI ($B = -0.262$, $SE = 0.112$, $\beta = -0.146$, $t = -2.338$, $p = .020$, 95% CI [-0.483, -0.042]). Students who spent school holidays in urban settings reported lower green entrepreneurial intentions compared to those spending holidays in rural areas. This pattern supports Anderson and Krettenauer's (2021) finding that sustained exposure to rural environments strengthens connectedness to nature and pro-environmental attitudes. Within the Value-Belief-Norm framework (Stern, 2000), repeated

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nature interaction during formative periods may activate biospheric values and personal norms that predispose individuals toward sustainability-oriented entrepreneurial aspirations. Conversely, urban holiday exposure may attenuate such connections, potentially due to reduced direct engagement with ecological systems.

Internship experience also negatively predicted GEI (B = -0.278, SE = 0.103, β = -0.150, t = -2.713, p = .007, 95% CI [-0.480, -0.077]). Students with prior internship or attachment experience reported lower green entrepreneurial intentions. This counterintuitive finding reflects experiential disillusionment, where exposure to conventional business practices during internships may reveal structural barriers to sustainability implementation, thereby tempering optimistic intentions. Soomro et al. (2020) noted that young entrepreneurs' green intentions can be moderated by perceived feasibility; when practical exposure highlights resource constraints or institutional inertia, self-efficacy and intention may diminish. Alternatively, internships in non-green sectors may socialize students toward traditional profit-maximization paradigms, inadvertently weakening sustainability orientations.

Religious affiliation significantly and negatively predicted GEI (B = -0.174, SE = 0.062, β = -0.142, t = -2.819, p = .005, 95% CI [-0.295, -0.053]). Higher scores on the religiosity index (indicating stronger religious influence on professional choice) were associated with lower green entrepreneurial intentions. This finding warrants nuanced interpretation. While Henley (2017) observed that religious beliefs can shape entrepreneurial feasibility perceptions through moral justification, the direction of influence depends on doctrinal emphasis. In contexts where religious teachings prioritize spiritual vocation over environmental stewardship, or where eschatological perspectives diminish urgency regarding earthly sustainability, religiosity may not catalyze green entrepreneurial motivation. Koehrsen et al. (2021) cautioned that religious institutions vary considerably in their engagement with ecological issues; thus, the observed negative association may reflect theological orientations that do not explicitly link faith-based vocation to environmental entrepreneurship.

4.8.1.2 Non-Significant Predictors

Gender did not significantly predict GEI (B = -0.054, SE = 0.094, β = -0.030, t = -0.573, p = .567, 95% CI [-0.239, 0.131]). This null finding aligns with mixed evidence in the literature: while Hechavarria and Ingram (2016) reported that women often demonstrate stronger sustainability orientations, Hörisch et al. (2017) found minimal gender differences in

ST. PAUL'S UNIVERSITY

environmental entrepreneurship across OECD and non-OECD contexts. The present result suggests that, within this Kenyan university sample, gender does not differentially shape green entrepreneurial intentions when controlling for other demographic factors.

Similarly, place of upbringing (rural versus urban) was non-significant ($B = 0.037$, $SE = 0.109$, $\beta = 0.021$, $t = 0.340$, $p = .734$, 95% CI [-0.177, 0.251]). Although Anderson and Krettenauer (2021) observed that rural childhood exposure can enhance pro-environmental attitudes, the present finding suggests that early geographical socialization may exert less influence than contemporaneous experiences (e.g., holiday residence) or institutional factors. This pattern underscores the dynamic, context-dependent nature of environmental value formation posited by the Value-Belief-Norm framework (Stern, 2000).

The modest variance explained by control variables ($R^2 = .060$) reinforces the rationale for introducing theoretically derived predictors. Environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and policy support, in subsequent hierarchical blocks. As Ajzen (1991) emphasized, intention formation is multiply determined; demographic factors provide foundational context but rarely constitute primary drivers. The significant effects of age, holiday residence, internship experience, and religiosity nevertheless offer valuable insights for curriculum design and student support. Universities seeking to cultivate green entrepreneurial intentions might consider: (1) targeting interventions toward younger students whose intentions remain malleable; (2) integrating rural immersion or nature-based experiential learning to strengthen ecological connectedness; (3) structuring internships within sustainability-oriented enterprises to align practical exposure with green entrepreneurial aspirations; and (4) engaging religious student groups in dialogues that explicitly link faith-based vocation to environmental stewardship.

In summary, the control variable model established a statistically significant, albeit modest, baseline for predicting green entrepreneurial intention among Kenyan university students. Significant predictors, age, holiday residence, internship experience, and religiosity, highlight the interplay of developmental timing, experiential context, and value systems in shaping sustainability-oriented entrepreneurial motivation. These findings provide an empirical foundation for testing the incremental contributions of theoretically central constructs in subsequent regression models, thereby advancing understanding of the determinants of green entrepreneurship in sub-Saharan Africa's higher education context.

ST. PAUL'S UNIVERSITY

4.8.1. Effect of Environmental Values on Green Entrepreneurial Intention

Table 46: Model II Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.757[a]	.573	.572	.58503	1.357

Table 47: Model II ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	179.330	1	179.330	523.950	.000[b]
	Residual	133.484	390	.342		
	Total	312.814	391			

A simple linear regression analysis was conducted to examine the predictive relationship between Environmental Values (EV) and Green Entrepreneurial Intention (GEI) among fourth-year business students in selected Kenyan universities. Prior to analysis, assumptions of linearity, independence of errors, homoscedasticity, and normality of residuals were evaluated. The Durbin–Watson statistic of 1.357 indicated acceptable independence of residuals, while the absence of multicollinearity concerns was confirmed by design, given the single-predictor specification (Tabachnick & Fidell, 2019).

The regression model was statistically significant, $F(1, 390) = 523.95$, $p < .001$, explaining 57.3% of the variance in Green Entrepreneurial Intention ($R = .757$, $R^2 = .573$, Adjusted $R^2 = .572$, $SE = .585$). This substantial effect size indicates that Environmental Values constitute a robust and meaningful predictor of students' intentions to engage in sustainability-oriented entrepreneurial ventures.

Table 48: Model II Regression Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	95.0% Confidence Interval for B Upper Bound	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	.654	.155		4.228	.000	.350	.957		
	Environmental Value	.824	.036	.757	22.890	.000	.753	.895	1.000	1.000

$$\widehat{GEI} = 0.654 + 0.824 \times Environmental\ \ Values \qquad [4.2]$$

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Environmental Values emerged as a strong, positive, and statistically significant predictor of Green Entrepreneurial Intention ($B = 0.824$, $SE = 0.036$, $\beta = .757$, $t = 22.89$, $p < .001$, 95% CI [0.753, 0.895]). The unstandardized coefficient indicates that for each one-unit increase in Environmental Values (measured on a 5-point Likert scale), Green Entrepreneurial Intention increased by 0.824 units. The standardized coefficient ($\beta = .757$) further underscores the substantial magnitude of this relationship, suggesting that Environmental Values account for the predominant share of explained variance in this simple regression model.

These findings align robustly with the Value-Belief-Norm (VBN) Theory (Stern, 2000), which posits that biospheric and altruistic values activate personal norms toward pro-environmental action. The strong predictive validity of Environmental Values observed herein corroborates empirical evidence from diverse contexts. Zhang et al. (2024), investigating sustainable entrepreneurial intentions among Chinese university students, similarly reported that environmental values exerted a pronounced positive effect on students' willingness to pursue green ventures, attributing this to heightened recognition of long-term ecological benefits. Likewise, Roy (2023), examining determinants of green entrepreneurial intentions in an emerging economy, identified environmental values as the most influential predictor among a suite of psychological and institutional variables, reinforcing the centrality of value-based motivation in sustainability-oriented intention formation.

The magnitude of the effect observed in the present study ($\beta = .757$) exceeds coefficients reported in several prior investigations, potentially reflecting contextual specificities of the Kenyan higher education landscape. Prabowo et al. (2022), studying green entrepreneurial intentions among university students in Jakarta, found that environmental values significantly influenced intentions but reported comparatively attenuated effect sizes, possibly due to moderating influences of institutional support and perceived feasibility. The stronger association documented here may indicate that, within the sampled Kenyan universities, environmental values operate with relatively less attenuation by contextual constraints, or alternatively, that the measurement instruments captured a more homogeneous, value-driven cohort.

From a theoretical standpoint, these results extend the application of VBN Theory to the domain of green entrepreneurship in sub-Saharan Africa, where empirical evidence remains sparse (Terán-Yépez et al., 2020). The finding that Environmental Values alone explain over half the variance in Green Entrepreneurial Intention suggests that value internalization may

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constitute a necessary, though not necessarily sufficient, condition for sustainability-oriented entrepreneurial motivation. This interpretation resonates with García-Cabrera et al. (2023), who observed that students with strong environmental values exhibited heightened propensity toward green venture creation, particularly when values were coupled with perceived behavioural control and institutional enablers.

Practically, the robust predictive power of Environmental Values carries implications for curriculum design and student support interventions. Universities seeking to cultivate green entrepreneurial intentions might prioritize pedagogical strategies that strengthen ecological consciousness, such as experiential learning modules on climate change mitigation, case-based instruction on sustainability-oriented business models, and community-engaged projects addressing local environmental challenges. As Marques et al. (2018) demonstrated, entrepreneurship education explicitly integrating environmental principles significantly enhanced students' green entrepreneurial intentions, suggesting that value activation can be intentionally fostered through curricular innovation.

Nevertheless, several caveats warrant consideration. First, the cross-sectional design precludes causal inference; while Environmental Values predict Green Entrepreneurial Intention, longitudinal research is needed to ascertain whether value enhancement precedes intention formation or whether entrepreneurial education reciprocally strengthens environmental values. Second, the reliance on self-reported measures may introduce common-method bias, though the strong theoretical coherence and assumption diagnostics mitigate concerns regarding artefactual inflation of relationships (Tabachnick & Fidell, 2019). Third, while the model explains substantial variance, approximately 43% remains unexplained, suggesting that additional constructs such as entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and policy support may contribute incrementally to intention prediction in subsequent multivariate analyses.

This simple linear regression provides compelling empirical support for the proposition that Environmental Values constitute a primary determinant of Green Entrepreneurial Intention among Kenyan university students. The findings affirm the applicability of Value-Belief-Norm Theory in explaining sustainability-oriented entrepreneurial motivation within sub-Saharan Africa and underscore the importance of value-based interventions in higher education contexts. Subsequent analyses will examine whether additional theoretical predictors explain incremental variance beyond Environmental Values, thereby advancing a more comprehensive

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understanding of the multifaceted determinants of green entrepreneurship in emerging economies.

The statements below capture students' perceptions on environmental values further supporting the findings of the current study.

"It is everyone's responsibility to take care of the environment. Even those people running businesses should take care of the environment for the sake of future generations."

Respondent 3 FGD 1

"When conducting business, it doesn't mean that we should not take care of our surroundings. If we destroy the environment, we will spend all our profits trying to make that same environment habitable and we might even spend much more money in the hospital due to sickness caused by pollution."

Respondent 1 FGD 6

"Business operations should not be an excuse for damaging the environment. When we damage our environment, we risk not just our profits but also the quality of life we live in future. Like for example, air pollution can make respiratory illnesses more common. We might be forced to wear masks all the time, which will contribute further to environmental degradation if disposal is not well managed. It is also burdensome to wear masks all the time due to the fear of getting sick. Instead of going through all that trouble, it is better we sensitise people on the need to engage in environmentally friendly practices when conducting business"

Respondent 3 FGD 4

"One of our lecturers keeps reminding us that for a business to thrive, the environment also has to thrive. If we destroy the sources of raw materials, how will we be able to continue with production? Based on this, the business community needs to be on the front line of environmental protection. But I don't think most of them understand the dangers they are exposing the community to. Like those people who just dump waste anyhow."

Respondent 2 FGD 8

For me, any responsible businessman or woman will take care of the environment if they want to be in business for long. Based on what I understand about how a business can

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protect the environment, it can preserve natural resources, such as forests and other vegetation. Additionally, it can avoid dumping and adopt more sustainable materials, like bamboo instead of timber, as well as utilize biogas and solar energy.

Respondent 3 FGD 5

Nowadays some things have become very expensive. If you ask some traders, they tell you it is hard to access raw materials. That they have become very pricey. Imagine how it will be 50 years from now. I think we need to act with speed to continue engaging in profitable businesses.

Respondent 5 FGD 2

Personally, I run a small business. If I make lots of profit but don't take care of the surroundings, I might end up losing customers. So I must take care of the environment, avoid pollution to make it pleasant, and also so my customers don't get sick or run away due to a dirty environment. So I avoid using plastics and encourage my neighbours in the business premises to do the same. Luckily, they are open-minded people, and we have agreed that we must protect the area. We do frequent clean-ups and have even planted some flowers.

Respondent 2 FGD 6

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The excerpts above support the significant influence of environmental values as a predictor of green intentions. The respondents demonstrated understanding of the importance and place of the relationship between socio-economic and ecological context in Kenya. This can be attributed to the fact that, as a developing nation that is heavily reliant on natural resources, Kenya faces significant challenges like deforestation, water and land shortages, and environmental pollution. As a result, youth, especially those pursuing higher education, are heavily exposed to debates around sustainability and environmental protection because of their academic studies, government initiatives (such as the National Tree Planting Day), and mainstream media coverage as well as posts on social media. Such exposure likely contributes to building environmental awareness and strengthens the view that environmental stewardship is imperative and entrepreneurship can be in line with sustainable development goals. The stories captured here demonstrate that students understand that green business strategies are not only sound economic strategies but also moral obligations in addressing severe social and environmental challenges.

The write-up below is from Key informants. It depicts the recognition of the importance of inculcating values in their multifaceted nature.

You know, climate change affects every aspect of life. Therefore, we in academia must do our best to ensure that those who pass through our hands are properly equipped to respond to issues related to climate change. We are reviewing our curriculum and adding more topics related to environmental stewardship. We hope our graduates will make a positive impact, especially when it comes to environmental issues.

KII 2

'At a time like now, when the world is grappling with global warming, we cannot afford not to cultivate pro-environmental behaviour among the students. They need it in their day-to-day life, especially because we all need to participate in slowing down climate change. As a department, though we may not have many units that are wholly environmental, we encourage all our lecturers to talk about environmental sustainability as they teach. I am sure if you ask the students, they will tell you we really emphasise on taking care of the environment.

KII 8

The current generation is well informed on so many issues. In my classes, I have noticed a certain excitement when we talk about innovation and sustainability issues, which are of course linked to the environment. I think we are dealing with a generation of very creative risk takers; that is why we can see an increase in businesses dealing with solar, biogas, and recycling. If you visit us during Innovation Week, you will see some very beautiful creations made from recycled materials. So we have to keep training on environmental issues and keep the discussions alive. Provoke their thinking. In fact, a majority of the units should contain at least a topic or subtopic on environmental stewardship.

KII 6

Environmental values are important. When we discuss them, we get clarity and stop working with mere assumptions. Like when we discuss issues to do with climate change, we are able to understand how our actions contribute to it and what we can do to negate the negative

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effects of human actions. We need to help students develop an appreciation for the environment and what we can do to protect it.

KII 7

Additionally, the results of this research confirm that environmental values significantly predict green entrepreneurial intentions. Subjects with higher scores on environmental value indicators indicated higher intentions towards the creation of ventures on the premise of environmental sustainability. This confirms the theoretical postulation of the Theory of Planned Behaviour (TPB), since attitudes and intendedness towards specific behaviour have been postulated as being predicted by values. Recent research conducted by Yasir et al. (2023) confirms that environmental values both directly and indirectly influence sustainable entrepreneurial intentions through favorable attitudes towards green entrepreneurship and perceived behavioural control.

In Kenya, entities involved with policy and pedagogy are ideally positioned to capitalize on environmental values as central tools for sustainable development. Through ramped-up initiatives regarding environmental consciousness, promotion of green entrepreneurial education, and framing of support structures, these actors are best positioned to substantially improve the efficacy of existing environmental policies. Improving such policies would greatly enhance the linkage between values and behaviour highlighted in recent literature and translate personal environmental concerns into socioeconomic progress. Additionally, such incentives will help channel Kenya's entrepreneurial environment positively, and the country will reach key global sustainability milestones while bolstering its comparative advantage (www.catlystfund.com). The Environmental Regulations of 2024, which stipulate performance levels regarding waste control, air quality, water quality, and hazardous substance control, reflect Kenya's focus on intertwining ecological responsibility with company procedures, with the aim of implementing the polluter pays principle and extended producer responsibility.

Incorporation of environmental principles into entrepreneurial activities and policy regimes of Kenya goes beyond mere theoretical consistency; it constitutes a fundamental responsibility demanding clear and immediate articulation. In line with its 2022 Green Economy and Green Jobs for Africa report, the United Nations Environment Programme (UNEP) maintained that robust progression on the path of a green economy constitutes the cornerstone of countries' ability to foster innovation with bases anchored on environmental concerns. Spurred on by

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initiatives such as the Empowering Sustainable Entrepreneurship in Africa (ESEA), which provides support for climate-led start-ups on a variety of fronts ranging from renewable energy and food security to the blue economy, Kenya provides an empirical template for other nations on the complex path of sustainability as part of their regional leadership agendas. By basing its entrepreneurial endeavors on ecological custodianship, Kenya not only has the capability of leading regenerative development, raising humankind's welfare while preserving ecological integrity, but also maintains firm resolve on the fronts of inclusivity and integration.

4.8.2. Effects of Entrepreneurial Self Efficacy on Green Entrepreneurial Intention

Table 49: Model III Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.854[a]	.730	.729	.46576	1.628

Table 50: Model III ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	228.210	1	228.210	1051.979	.000[b]
	Residual	84.604	390	.217		
	Total	312.814	391			

A simple linear regression analysis was conducted to examine the predictive relationship between Entrepreneurial Self-Efficacy (ESE) and Green Entrepreneurial Intention (GEI) among fourth-year business students in selected Kenyan universities. Prior to analysis, assumptions of linearity, independence of errors, homoscedasticity, and normality of residuals were evaluated. The Durbin–Watson statistic of 1.628 indicated acceptable independence of residuals, suggesting no significant autocorrelation among errors (Tabachnick & Fidell, 2019). Given the single-predictor specification, multicollinearity concerns were not applicable by design.

The regression model was statistically significant, $F(1, 390) = 1051.98$, $p < .001$, explaining 73.0% of the variance in Green Entrepreneurial Intention ($R = .854$, $R^2 = .730$, Adjusted $R^2 = .729$, $SE = .466$). This substantial effect size indicates that Entrepreneurial Self-Efficacy constitutes a robust and meaningful predictor of students' intentions to engage in sustainability-oriented entrepreneurial ventures.

ST. PAUL'S UNIVERSITY

Table 51: Model III Regression Results

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	95.0% Confidence Interval for B Upper Bound	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1 (Constant)	.413	.117		3.531	.000	.183	.643		
Entrepreneurial Self Efficacy	.905	.028	.854	32.434	.000	.850	.960	1.000	1.000

$$GEI = 0.413 + 0.905 \times ESE \quad [4.3]$$

Entrepreneurial Self-Efficacy emerged as a strong, positive, and statistically significant predictor of Green Entrepreneurial Intention (B = 0.905, SE = 0.028, β = .854, t = 32.43, p < .001, 95% CI [0.850, 0.960]). The unstandardized coefficient indicates that for each one-unit increase in Entrepreneurial Self-Efficacy (measured on a 5-point Likert scale), Green Entrepreneurial Intention increased by 0.905 units. The standardized coefficient (β = .854) further underscores the substantial magnitude of this relationship, suggesting that self-efficacy beliefs account for the predominant share of explained variance in this simple regression model.

These findings align robustly with TPB (Ajzen, 1991), which posits that self-efficacy, the belief in one's capacity to execute tasks successfully, serves as a critical antecedent of motivational readiness and behavioural intention. Within the Theory of Planned Behaviour framework (Ajzen, 1991), self-efficacy operationalizes perceived behavioural control, representing individuals' confidence in their ability to overcome obstacles and mobilize resources toward goal attainment. The strong predictive validity of Entrepreneurial Self-Efficacy observed herein corroborates empirical evidence from diverse contexts. Saptono et al. (2021), investigating entrepreneurial intentions among Indonesian university students, similarly reported that self-efficacy exerted a pronounced positive effect on students' willingness to pursue entrepreneurial ventures, attributing this to enhanced confidence in navigating market uncertainties and resource constraints.

Likewise, Alvarez-Risco et al. (2021), examining green entrepreneurial intentions among business students in Ecuador during the COVID-19 pandemic, identified entrepreneurial self-

ST. PAUL'S UNIVERSITY

efficacy as a significant predictor of sustainability-oriented venture creation. The authors noted that students who perceived themselves as capable of identifying opportunities, managing risks, and executing business plans were more likely to translate environmental values into entrepreneurial intentions. The magnitude of the effect observed in the present study (β = .854) exceeds coefficients reported in several prior investigations, potentially reflecting contextual specificities of the Kenyan higher education landscape. Soomro et al. (2020), studying green entrepreneurship inclination among Pakistani university students, found that self-efficacy significantly influenced intentions but reported comparatively attenuated effect sizes, possibly due to moderating influences of institutional support and perceived feasibility.

The stronger association documented here may indicate that, within the sampled Kenyan universities, self-efficacy operates with relatively less attenuation by contextual constraints, or alternatively, that the measurement instruments captured a more homogeneous, confidence-driven cohort. From a theoretical standpoint, these results extend the application of Theory of Planned Behaviour to the domain of green entrepreneurship in sub-Saharan Africa, where empirical evidence remains sparse (Terán-Yépez et al., 2020). The finding that Entrepreneurial Self-Efficacy alone explains over 70% of the variance in Green Entrepreneurial Intention suggests that confidence in one's entrepreneurial capabilities may constitute a necessary, though not necessarily sufficient, condition for sustainability-oriented entrepreneurial motivation.

This interpretation resonates with Newman et al. (2019), who observed that students with strong entrepreneurial self-efficacy exhibited heightened propensity toward venture creation, particularly when efficacy beliefs were coupled with opportunity recognition and resource accessibility. Practically, the robust predictive power of Entrepreneurial Self-Efficacy carries implications for curriculum design and student support interventions. Universities seeking to cultivate green entrepreneurial intentions might prioritize pedagogical strategies that strengthen students' perceived competence, such as experiential learning modules on business plan development, simulation-based training on risk management, and mentorship programs connecting students with successful green entrepreneurs.

As Tomy and Pardede (2020) demonstrated, entrepreneurship education explicitly integrating self-efficacy enhancement strategies significantly strengthened students' entrepreneurial intentions, suggesting that confidence-building interventions can be intentionally fostered through curricular innovation. Furthermore, the strong relationship between self-efficacy and

ST. PAUL'S UNIVERSITY

green intention underscores the importance of providing students with early, low-stakes opportunities to practice entrepreneurial skill, such as campus-based green ventures or sustainability-focused case competitions, thereby reinforcing mastery experiences that Bandura (1997) identified as the most potent source of self-efficacy development.

Nevertheless, several caveats warrant consideration. First, the cross-sectional design precludes causal inference; while Entrepreneurial Self-Efficacy predicts Green Entrepreneurial Intention, longitudinal research is needed to ascertain whether efficacy enhancement precedes intention formation or whether entrepreneurial education reciprocally strengthens self-efficacy beliefs. Second, the reliance on self-reported measures may introduce common-method bias, though the strong theoretical coherence and assumption diagnostics mitigate concerns regarding artefactual inflation of relationships (Tabachnick & Fidell, 2019).

Third, while the model explains substantial variance, approximately 27% remains unexplained, suggesting that additional constructs, such as environmental values, subjective norms, perceived behavioural control, and policy support, may contribute incrementally to intention prediction in subsequent multivariate analyses. Finally, the generalizability of findings is limited to fourth-year business students in Kenyan universities; replication in diverse disciplinary, institutional, and cultural contexts would strengthen external validity.

In summary, this simple linear regression provides compelling empirical support for the proposition that Entrepreneurial Self-Efficacy constitutes a primary determinant of Green Entrepreneurial Intention among Kenyan university students. The findings affirm the applicability of Theory of Planned Behaviour in explaining sustainability-oriented entrepreneurial motivation within sub-Saharan Africa and underscore the importance of efficacy-based interventions in higher education contexts. Subsequent analyses will examine whether additional theoretical predictors explain incremental variance beyond Entrepreneurial Self-Efficacy, thereby advancing a more comprehensive understanding of the multifaceted determinants of green entrepreneurship in emerging economies.

Below are some students responses from the qualitative data:

In one of the units, we were asked to come up with a business plan. I had to think and really research. I learned a lot of things about the business Idea I have. I know what I read might be different once I begin to implement, but because I am passionate and also have the academic knowledge, I am confident I will be able to overcome any challenges. Plus I have

ST. PAUL'S UNIVERSITY

never heard of easy business. Each business has its challenges. It is upon you, the owner, to know how to overcome them. Yes. So I will find ways to overcome them so that I can be successful.

Respondent 2 FGD 1

I believe I can successfully run a green business. I am running a successful business here on campus that is based on students' needs. So from here, with the right mentorship and resources, I can successfully run a green enterprise.

FGD 5, Respondent 5

With the right training and mentality, I can become a very successful green businessman. It is just that right now I am concentrating on my studies, but I know I can run a business.

Respondent 1 FGD 11

In one of the units, we were asked to come up with a business plan. I had to think and really research. I learned a lot of things about that business Idea. I know what I read might be different once I begin to implement, but because I am passionate, I have the academic knowledge, and I am confident I will be able to overcome any challenges. Plus, I have never heard of easy business. Each has its challenges. It is upon you, the owner, to know how to overcome them. Yes. So I will find ways to overcome them so that I can be successful.

Respondent 2 FGD 1

Nowadays we have a lot of information on the internet, especially on social media. I have got many ideas of what I can do to sustain my business. Like if you watch TikTok and Instagram, even Facebook, you can see what other people in your line of business are doing. So you can improve on that. You can also learn a lot from them. Also, one of our lecturers keeps reminding us that we are adequately equipped to run a business. I can manage someone else's business and I can also run my own successfully. I have the knowledge; I will develop the right skills through experience. In fact I learnt a lot during attachment and realized I have a lot of potential. I just did not know what I was capable of.

Respondent 3 FGD 3

ST. PAUL'S UNIVERSITY

I have seen some university students winning awards because of cool business ideas like making sanitary towels from banana fibre. If they can do it, so can i. I need a little motivation and the right support. If I interact with such a person, I can learn from them and even get my own ideas.

Respondent 4 FGD 8

The curriculum includes communication and leadership courses aimed at empowering students to become change agents who can actively participate in community development and policy discussions. Inviting external speakers and fostering networks further support this goal, preparing students not only for personal success but also for meaningful societal contribution. The Innovation Hub's role and challenges represent another significant theme.

Respondent KII 5

As a lecturer, one can observe the clear transition from 1st year to 4th year. The majority of the students begin to speak with authority regarding certain topics. Some of it is based on the things they have learned in class. A good number even try their hand in business. You can see how they become confident through the years. Not many first years will start a business by the time they get to third year; some feel confident enough to take the risk.

KII 4

Some courses act as confidence boosters or catalysts to students' empowerment. Courses such as communication skills, entrepreneurship, strategic management to name a few equip students with the knowledge and to participate in the business world. That is why when students join university, the majority appear as passive learners but by the time they get to 4th year they are more assertive in their opinions. We can attribute some of the traits that the students develop, to these courses that they are taken through. I believe they help them gain confidence in tackling day to day challenges and also gives them an inclination that they can succeed if they were to start a business. Some act on the newfound confidence and actually open their own small businesses.

KII 3

ST. PAUL'S UNIVERSITY

These responses reflect ESE's transformative capability. The student's belief in green business reflects ESE's contribution to self-efficacy and environmental consciousness, core features of green entrepreneurism. Student confidence is consistent with Ajzen's Theory of Planned Behaviour, whereby intentions are derived from attitude, control, and norms. Positive support for green entrepreneurship promotes self-belief and indicates that action-oriented business education promotes entrepreneurial intention. Students appreciate environmental challenges and perceive themselves as creative problem solvers. The interactions with the students reveal responsiveness, responsibility, and resilience in their perception of their abilities to run a sustainable business. These stories indicate how ESE ensures sustainability for entrepreneurs through ongoing mentorship, resources, and integration of the curriculum. These findings can be used as a strong basis to support the promotion of green entrepreneurship in Kenya and Africa at large. The findings are evidence that support boosts confidence and creates avenues for change.

4.8.3. Effect of Subjective Norms on Green Entrepreneurial Intention

Table 52: Model IV Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.877[a]	.770	.768	.43152	1.807

Table 53: Model IV ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	220.818	3	73.606	395.289	.000[b]
	Residual	66.104	355	.186		
	Total	286.922	358			

A multiple linear regression analysis was conducted to evaluate the predictive capacity of Subjective Norms (SN) components, specifically Family Background, Rural-Urban Influence, and Religion, on Green Entrepreneurial Intention (GEI) among fourth-year business students in selected Kenyan universities. This analysis aligns with the Theory of Planned Behaviour (TPB), which posits that subjective norms, representing perceived social pressure from significant referents, are critical antecedents of behavioural intention (Ajzen, 1991). Prior to analysis, assumptions of linearity, independence of errors, and absence of multicollinearity were assessed. The Durbin-Watson statistic of 1.807 indicated acceptable independence of residuals, suggesting no significant autocorrelation among errors. However, Variance Inflation

ST. PAUL'S UNIVERSITY

Factor (VIF) values ranged from 5.562 to 8.354, indicating elevated multicollinearity among predictors, though remaining below the critical threshold of 10 (Tabachnick & Fidell, 2019).

The overall regression model was statistically significant, $F(3, 355) = 395.289$, $p < .001$, explaining 77.0% of the variance in Green Entrepreneurial Intention ($R = .877$, $R^2 = .770$, Adjusted $R^2 = .768$). This substantial effect size suggests that subjective norms, operationalized through familial, geographical, and religious lenses, constitute a robust predictor framework for sustainability-oriented entrepreneurial motivation within the Kenyan higher education context. The high variance explained reinforces the cultural dimensions theory perspective, which argues that collective programming of the mind, including social norms and cultural values, significantly influences entrepreneurial intentions (Hofstede, 2011).

Table 54: Model IV Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.348	.113		3.074	.002	.126	.571		
	Family Background	.068	.057	.072	1.196	.233	-.044	.179	.180	5.562
	Rural Urban Influence	.541	.074	.523	7.353	.000	.396	.685	.128	7.798
	Religion	.349	.085	.303	4.121	.000	.182	.515	.120	8.354

$$GEI = 0.348 + 0.063 \times FB + 0.541 \times RUI + 0.349 \times RLG$$

[4.4]

4.8.3.1 Significant Predictors of Green Entrepreneurial Intention

Rural-Urban Influence emerged as the strongest positive predictor of GEI ($B = 0.541$, $SE = 0.074$, $\beta = .523$, $t = 7.353$, $p < .001$, 95% CI [0.396, 0.685]). This finding indicates that students with stronger rural orientations or exposure to rural environments reported significantly higher intentions to engage in green entrepreneurship. This result resonates strongly with empirical evidence reviewed in Chapter Two regarding geographical socialization. Anderson and

ST. PAUL'S UNIVERSITY

Krettenauer (2021) observed that connectedness to nature is often cultivated through sustained exposure to rural environments, where direct interaction with ecological systems fosters pro-environmental attitudes. In the Kenyan context, where agriculture and natural resource reliance are prevalent in rural settings, students from these backgrounds may perceive green entrepreneurship not merely as a business opportunity but as a viable livelihood strategy aligned with their lived experiences.

Furthermore, Duron-Ramos et al. (2020) noted that rural environments often instill a sense of stewardship and resource conservation due to immediate dependence on natural capital. The strong beta coefficient (.523) suggests that rural-urban orientation outweighs other subjective norm components in this model. This aligns with the Cultural Dimensions Theory, which suggests that regional norms regarding risk-taking and initiative vary by geographical context (Hofstede, 2011). In rural Kenyan communities, where communal welfare and environmental sustainability are often intertwined, the social legitimacy of green ventures may be higher, thereby strengthening intention formation. Conversely, urban students may perceive green entrepreneurship as constrained by market complexities or disconnected from immediate environmental realities, attenuating their intentions.

Religion also significantly and positively predicted GEI ($B = 0.349$, $SE = 0.085$, $\beta = .303$, $t = 4.121$, $p < .001$, 95% CI [0.182, 0.515]). This indicates that students who perceive their professional choices through a religious or spiritual lens are more inclined toward green entrepreneurship. This finding supports the literature reviewed in Chapter Two regarding the role of religiosity in shaping economic behaviour. Henley (2017) argued that religious beliefs influence the perceived feasibility and desirability of ventures by providing moral justification. In many Kenyan faith communities, stewardship of creation is framed as a divine mandate, transforming environmental protection from a secular obligation into a spiritual vocation.

Koehrsen et al. (2021) further noted that religious institutions are increasingly engaging with ecological issues, propagating values that encourage sustainability. The significant relationship observed here suggests that for these students, green entrepreneurship is congruent with their religious identity. Rietveld and van Burg (2014) highlighted that when work is viewed as a "calling," individuals are motivated by purposes beyond profit, such as societal contribution and moral integrity. The positive coefficient implies that religious socialization activates personal norms toward pro-environmental action, consistent with the Value-Belief-Norm framework integrated into the study's theoretical foundation. Students who believe their

ST. PAUL'S UNIVERSITY

economic activity should positively influence society (M = 4.17 in descriptive statistics) are likely translating these moral imperatives into entrepreneurial intentions.

Family Background did not significantly predict GEI (B = 0.068, SE = 0.057, β = .072, t = 1.196, p = .233, 95% CI [-0.044, 0.179]). This null finding contrasts with some theoretical expectations within the TPB framework, where family approval is often a key referent belief. Chapter Two reviewed studies by Khadri et al. (2020) and Wang et al. (2018), which found that family exposure to business and parental values significantly nurture entrepreneurial intentions. However, the non-significance here may reflect the specific nature of *green* entrepreneurship versus general entrepreneurship. While families may support business ownership broadly, they may not necessarily endorse sustainability-oriented ventures if perceived as less profitable or higher risk.

Additionally, the developmental stage of fourth-year university students may moderate this relationship. Nabi et al. (2018) suggested that as individuals approach graduation, peer and institutional influences may supersede familial guidance in career decision-making. The elevated VIF for this variable (5.562) also suggests shared variance with Religion and Rural-Urban Influence, potentially obscuring its unique contribution. In the Kenyan context, where youth independence is increasingly valued, students may be forming intentions based on personal values and broader societal norms rather than immediate family pressure. This finding nuances the application of TPB in collectivist cultures, suggesting that while family is important, it may not be the primary driver for sustainability-specific intentions among educated youth.

The robust explanatory power of the model (R^2 = .770) underscores the relevance of Subjective Norms in the Kenyan context, validating the integration of Cultural Dimensions Theory with TPB. The significance of Rural-Urban Influence and Religion highlights that green entrepreneurial intention is not merely an individual cognitive process but is deeply embedded in socio-cultural and geographical contexts. As noted in Chapter Two, cultures with high human orientation and collectivist values, such as Kenya, are profoundly influenced by community approval and shared moral frameworks (Gimenez-Jimenez & Harc, 2024). The findings suggest that interventions aimed at fostering green entrepreneurship should leverage these normative structures. For instance, engaging religious leaders in sustainability advocacy or designing rural-based experiential learning programs could amplify intention formation.

ST. PAUL'S UNIVERSITY

However, the multicollinearity observed (VIF > 5) warrants caution in interpreting the relative strength of predictors. The intercorrelation between Religion, Rural-Urban Influence, and Family Background suggests these constructs overlap conceptually within this population—religious values may be stronger in rural settings, and family backgrounds may share religious homogeneity. Despite this, the model remains statistically robust, indicating that collectively, these normative factors provide a comprehensive understanding of the social pressures influencing green venture creation.

In conclusion, this multiple regression analysis provides the evidence that Subjective Norms, particularly geographical socialization and religious orientation, are critical determinants of Green Entrepreneurial Intention among Kenyan university students. While family background did not exert a direct significant influence, the strong effects of rural-urban orientation and religiosity affirm that green entrepreneurship is viewed through a lens of cultural and moral legitimacy. These findings extend the empirical literature on sustainable entrepreneurship in sub-Saharan Africa, demonstrating that contextual normative factors are as influential as individual psychological traits in shaping the next generation of green entrepreneurs.

4.8.4. Effect of Perceived Behavioural Control on Green Entrepreneurial Intention

Table 55: Model V Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.838[a]	.703	.702	.48821	1.971

Table 56: Model V ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	219.859	1	219.859	922.433	.000[b]
	Residual	92.955	390	.238		
	Total	312.814	391			

A simple linear regression analysis was conducted to examine the predictive relationship between Perceived Behavioural Control (PBC) and Green Entrepreneurial Intention (GEI) among fourth-year business students in selected Kenyan universities. Grounded in the Theory of Planned Behaviour (Ajzen, 1991), PBC represents individuals' perceptions of the ease or

ST. PAUL'S UNIVERSITY

difficulty of performing a behaviour, encompassing both internal factors (skills, knowledge) and external factors (resources, opportunities). Prior to analysis, assumptions of linearity, independence of errors, homoscedasticity, and normality of residuals were evaluated. The Durbin–Watson statistic of 1.971 indicated acceptable independence of residuals, suggesting no significant autocorrelation among errors (Tabachnick & Fidell, 2019). Given the single-predictor specification, multicollinearity concerns were not applicable by design, as confirmed by tolerance (1.000) and VIF (1.000) values.

The regression model was statistically significant, $F(1, 390) = 922.43$, $p < .001$, explaining 70.3% of the variance in Green Entrepreneurial Intention ($R = .838$, $R^2 = .703$, Adjusted $R^2 = .702$, $SE = .488$). This substantial effect size indicates that Perceived Behavioural Control constitutes a robust and meaningful predictor of students' intentions to engage in sustainability-oriented entrepreneurial ventures.

Table 57: Model V Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.597	.119		5.024	.000	.363	.830		
	Perceived Behavioural Control	.864	.028	.838	30.372	.000	.808	.920	1.000	1.000

$$GEI = 0.597 + 0.864 \times PBC \quad [4.5]$$

Perceived Behavioural Control emerged as a strong, positive, and statistically significant predictor of Green Entrepreneurial Intention ($B = 0.864$, $SE = 0.028$, $\beta = .838$, $t = 30.37$, $p < .001$, 95% CI [0.808, 0.920]). The unstandardized coefficient indicates that for each one-unit increase in Perceived Behavioural Control (measured on a 5-point Likert scale), Green Entrepreneurial Intention increased by 0.864 units. The standardized coefficient ($\beta = .838$) further underscores the substantial magnitude of this relationship, suggesting that perceived control accounts for the predominant share of explained variance in this simple regression model. The regression equation is expressed as: GEI = 0.597 + 0.864 × PBC.

ST. PAUL'S UNIVERSITY

These findings align robustly with the Theory of Planned Behaviour (Ajzen, 1991, 2002), which posits that perceived behavioural control, alongside attitudes and subjective norms, serves as a critical antecedent of behavioural intention. Within this framework, PBC operationalizes individuals' confidence in their ability to overcome obstacles and mobilize resources toward goal attainment. The strong predictive validity of PBC observed herein corroborates empirical evidence from diverse contexts. Soomro et al. (2020), investigating green entrepreneurship inclination among Pakistani university students, similarly reported that perceived behavioural control exerted a pronounced positive effect on students' willingness to pursue sustainability-oriented ventures, attributing this to enhanced confidence in navigating market uncertainties and resource constraints.

Likewise, Alvarez-Risco et al. (2021), examining green entrepreneurial intentions among business students in Ecuador during the COVID-19 pandemic, identified perceived behavioural control as a significant predictor of sustainability-oriented venture creation. The authors noted that students who perceived themselves as capable of identifying opportunities, managing risks, and executing business plans were more likely to translate environmental values into entrepreneurial intentions. The magnitude of the effect observed in the present study ($\beta = .838$) is comparable to coefficients reported in prior investigations, potentially reflecting the salience of perceived control in emerging economy contexts where resource accessibility and institutional support may moderate entrepreneurial confidence.

From a theoretical standpoint, these results extend the application of the Theory of Planned Behaviour to the domain of green entrepreneurship in sub-Saharan Africa, where empirical evidence remains sparse (Terán-Yépez et al., 2020). The finding that Perceived Behavioural Control alone explains over 70% of the variance in Green Entrepreneurial Intention suggests that perceived feasibility and controllability may constitute a necessary, though not necessarily sufficient, condition for sustainability-oriented entrepreneurial motivation. This interpretation resonates with Yi (2021), who observed that Chinese students' green entrepreneurial intentions were significantly strengthened when they perceived adequate institutional resources and policy support, thereby enhancing perceived behavioural control.

Practically, the robust predictive power of Perceived Behavioural Control carries implications for curriculum design and student support interventions. Universities seeking to cultivate green entrepreneurial intentions might prioritize pedagogical strategies that strengthen students' perceived competence and resource accessibility, such as experiential learning modules on

ST. PAUL'S UNIVERSITY

business plan development, simulation-based training on risk management, and mentorship programs connecting students with successful green entrepreneurs. As Su et al. (2021) demonstrated, university-supported internships and experiential learning opportunities significantly enhance students' perceived feasibility of sustainable entrepreneurship, suggesting that control-enhancing interventions can be intentionally fostered through curricular innovation. Furthermore, the strong relationship between PBC and green intention underscores the importance of providing students with early, low-stakes opportunities to practice entrepreneurial skills, such as campus-based green ventures or sustainability-focused case competitions, thereby reinforcing mastery experiences that Ajzen (2002) identified as critical for strengthening perceived behavioural control.

Nevertheless, several caveats warrant consideration. First, the cross-sectional design precludes causal inference; while Perceived Behavioural Control predicts Green Entrepreneurial Intention, longitudinal research is needed to ascertain whether efficacy enhancement precedes intention formation or whether entrepreneurial education reciprocally strengthens perceived control beliefs. Second, the reliance on self-reported measures may introduce common-method bias, though the strong theoretical coherence and assumption diagnostics mitigate concerns regarding artefactual inflation of relationships (Tabachnick & Fidell, 2019). Third, while the model explains substantial variance, approximately 30% remains unexplained, suggesting that additional constructs, such as environmental values, entrepreneurial self-efficacy, subjective norms, and policy support, may contribute incrementally to intention prediction in subsequent multivariate analyses. Finally, the generalizability of findings is limited to fourth-year business students in Kenyan universities; replication in diverse disciplinary, institutional, and cultural contexts would strengthen external validity.

The linear regression results support for the proposition that Perceived Behavioural Control constitutes a primary determinant of Green Entrepreneurial Intention among Kenyan university students. The findings affirm the applicability of the Theory of Planned Behaviour in explaining sustainability-oriented entrepreneurial motivation within sub-Saharan Africa and underscore the importance of control-based interventions in higher education contexts. Subsequent analyses will examine whether additional theoretical predictors explain incremental variance beyond Perceived Behavioural Control, thereby advancing a more comprehensive understanding of the multifaceted determinants of green entrepreneurship in emerging economies.

ST. PAUL'S UNIVERSITY

The things I have been learning here (at the university) have properly equipped me with the skills I require to run a successful green venture. I have learned how to make a business plan, and we also did some entrepreneurship courses. Also, there was a time when I attended a talk and the speaker was talking about innovation. With what I have learned, I can venture into something like agri-business because I also have a passion for farming. Though I do not know much about it but I believe I can learn. I am now also feeling that I want to be a change agent and be an active participant in climate action

Respond 3 FGD 1

By taking a business course, it means I can employ myself in my field of study, but other courses, such as education, you cannot employ yourself.

Respondent 4 FGD 7

I can manage a business, especially. The biggest challenge is perhaps a lack of capital and proper mentorship.

Respondent 5 FGD 7

Some things are inborn. I've always wanted to run a business. Immediately, in my 1st year, I started looking for opportunities, so I'm currently running a business within the student community.

Respondent 2 FGD 2

There are many opportunities for sustainable entrepreneurship, for example, in the field of solar and biogas. But even if I wanted to venture into that, I don't have enough capital. But if I were to get funding, I believe I can run such a venture successfully.

Respondent 2 FGD 8

I believe I can run a green venture successfully. With the example I had given earlier, about my cousin's business. What she does not seem very complicated.

Respondent 5 FGD 9

Based on the discussions above, perceived behavioural control contributes greatly to ones intention to engage in green entrepreneurship. This is in line with the findings of the quantitative data of the current study. Based on these responses, students' confidence in their ability to run green ventures is based on the availability of opportunities, acquired knowledge and talents, and their perception of their ability to overcome challenges. The responses indicate

ST. PAUL'S UNIVERSITY

that intentions get solidified when student perceive they have adequate knowledge, skills and access to mentorship. These perhaps give the students confidence that they can adequately overcome the challenges they are likely to face as they implement their business ideas.

When it comes to starting a businesses, whether a green business or conventional business, the best way to do it for someone who doesn't have capital is to take incremental steps. Start from where you are, with what you have and gradually build on that. That is my message to the learners. I have also heard some mentors advice the same. Later, if they are lucky they can get people to invest in their business. This is even more advantageous because they now have real world experience and have better understanding of the market they have ventured into and how to overcome the challenges they face. So students who embrace this mindset have a positive outlook towards entrepreneurship.

KII 2

Students should be encouraged to look around at the challenges we are experiencing and then find solutions to cater to those challenges. Challenges such as pollution, waste and lack of sustainable food supply, especially in informal settlements are great opportunities for green ventures. I have seen students get very excited to find out that they do not have to do anything complicated to contribute to climate action. So demystifying certain things for them gives them a big boost in their confidence when it comes to their ability to run a business.

KII 3

In our case, we have had positive feedback after visits from mentors in the industry. This boosts the students confidence when they hear from someone who is already in the industry. Students who attend such forums have a very positive mindset. You can clearly see the change in attitude from 1st year to 4th year as the students get more exposure. So as they go through the curriculum, and interact with peers, their confidence grows. That's why we have more students starting businesses towards the end of their bachelors program.

KII 5

Based on these excerpts, Informants remarked that curriculum content, entrepreneurism, and mentorship education deliberately infuse and boost entrepreneurial self-efficacy with the student. The findings also bring out that the informants acknowledge resource shortages as an

ST. PAUL'S UNIVERSITY

impediment to perceived behavioural control. Additionally, they recognize that encouraging the student to start where they are changes how the student views their capability to run a business. These data substantiate that mentorship plays a central role in developing students' sense of capability, and this underpins intentions for green entrepreneurial intention.

4.8.5. Effects of Determinants of Green Entrepreneurial Intention

Table 58: Model VI Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.889[a]	.790	.788	.41234	1.643

Table 59: Model VI ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	226.735	4	56.684	333.393	.000[b]
	Residual	60.187	354	.170		
	Total	286.922	358			

A multiple linear regression analysis was conducted to examine the combined predictive effects of Environmental Values (EV), Entrepreneurial Self-Efficacy (ESE), Subjective Norms (SN), and Perceived Behavioural Control (PBC) on Green Entrepreneurial Intention (GEI) among fourth-year business students in selected Kenyan universities. This integrated model aligns with the study's theoretical framework, synthesizing the Theory of Planned Behaviour (Ajzen, 1991), Value-Belief-Norm Theory (Stern, 2000) to elucidate the multifaceted determinants of sustainability-oriented entrepreneurial motivation. Prior to analysis, assumptions of linearity, independence of errors, homoscedasticity, and normality of residuals were evaluated. The Durbin–Watson statistic of 1.643 indicated acceptable independence of residuals, suggesting no significant autocorrelation among errors (Tabachnick & Fidell, 2019). However, Variance Inflation Factor (VIF) values ranged from 2.777 to 8.331, with three predictors exceeding the conventional threshold of 5.0, indicating elevated multicollinearity that warrants cautious interpretation of individual coefficient estimates (O'Brien, 2007).

The overall regression model was statistically significant, $F(4, 354) = 333.39$, $p < .001$, explaining 79.0% of the variance in Green Entrepreneurial Intention ($R = .889$, $R^2 = .790$, Adjusted $R^2 = .788$, $SE = .412$). This substantial effect size indicates that the four theoretical constructs collectively constitute a robust predictor framework for sustainability-oriented

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entrepreneurial motivation within the Kenyan higher education context. The high variance explained reinforces the integrative power of combining value-based, cognitive, and normative perspectives in understanding green entrepreneurial intention formation.

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Table 60: Model VI Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.087	.120		.728	.467	-.148	.322		
	Environmental Value	.114	.044	.104	2.573	.010	.027	.200	.360	2.777
	Entrepreneurial Self Efficacy	.284	.063	.267	4.468	.000	.159	.409	.166	6.008
	Subjective Norms	.396	.075	.369	5.250	.000	.247	.544	.120	8.331
	Perceived Behavioural Control	.206	.060	.198	3.441	.001	.088	.323	.178	5.605

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Subjective Norms emerged as the strongest positive predictor of GEI (B = 0.396, SE = 0.075, β = .369, t = 5.25, p < .001, 95% CI [0.247, 0.544]). This finding indicates that perceived social pressure from valued referents—family, peers, religious communities, and regional norms—exerts the most substantial unique influence on students' intentions to engage in green entrepreneurship when controlling for other determinants. This result resonates strongly with the Theory of Planned Behaviour framework (Ajzen, 1991), which posits that subjective norms represent a critical antecedent of behavioural intention alongside attitudes and perceived behavioural control. Within the Kenyan cultural context, characterized by high human orientation and collectivist values (Gimenez-Jimenez & Harc, 2024), the approval of significant others may carry heightened salience in shaping entrepreneurial decision-making. The finding aligns with research by Prabowo et al. (2022), who observed that subjective norms mediated the relationship between perceived behavioural control and green entrepreneurial intentions among Indonesian university students, suggesting that social legitimacy may amplify confidence in pursuing sustainability-oriented ventures.

Entrepreneurial Self-Efficacy also significantly and positively predicted GEI (B = 0.284, SE = 0.063, β = .267, t = 4.47, p < .001, 95% CI [0.159, 0.409]). This indicates that students' confidence in their capacity to execute green entrepreneurial tasks independently contributes substantial unique variance to intention formation. This finding emphasizes self-efficacy as a foundational motivator of goal-directed behaviour. Within the integrated theoretical framework, self-efficacy operationalizes perceived behavioural control, representing individuals' confidence in mobilizing resources and overcoming obstacles toward green venture creation. The result aligns with empirical evidence from diverse contexts: Saptono et al. (2021) reported that entrepreneurial self-efficacy significantly influenced green entrepreneurial intentions among Indonesian students, while Alvarez-Risco et al. (2021) found comparable effects among business students in Ecuador during the COVID-19 pandemic. The magnitude of the standardized coefficient (.267) suggests that efficacy beliefs, while important, may operate in conjunction with normative and value-based influences rather than as a dominant standalone predictor.

Perceived Behavioural Control significantly predicted GEI (B = 0.206, SE = 0.060, β = .198, t = 3.44, p = .001, 95% CI [0.088, 0.323]). This finding indicates that students' perceptions of the ease or difficulty of engaging in green entrepreneurship encompassing access to resources, knowledge, and controllability contribute unique explanatory power beyond self-efficacy and

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subjective norms. This result reinforces the Theory of Planned Behaviour proposition that perceived behavioural control serves as both a direct predictor of intention and a moderator of the intention–behaviour relationship (Ajzen, 2002). The finding resonates with research by Yi (2021), who observed that perceived behavioural control significantly strengthened green entrepreneurial intentions among Chinese students when institutional support and resource accessibility were perceived as adequate. Within the Kenyan context, where structural constraints may moderate entrepreneurial feasibility, perceptions of control may serve as a critical filter through which environmental values and social norms are translated into actionable intentions.

Environmental Values emerged as a significant, albeit comparatively attenuated, predictor of GEI (B = 0.114, SE = 0.044, β = .104, t = 2.57, p = .010, 95% CI [0.027, 0.200]). This indicates that biospheric and altruistic values contribute unique variance to green entrepreneurial intention even when controlling for efficacy beliefs, normative pressures, and perceived control. This finding aligns with Value-Belief-Norm Theory (Stern, 2000), which posits that environmental values activate personal norms toward pro-environmental action. The relatively modest standardized coefficient (.104), compared to simple regression results (β = .757), suggests that the influence of environmental values may be partially mediated or moderated by cognitive and normative constructs in multivariate contexts. This interpretation resonates with research by García-Cabrera et al. (2023), who observed that environmental values exerted stronger direct effects on green entrepreneurial intentions when examined in isolation, but their unique contribution attenuated when self-efficacy and subjective norms were simultaneously modeled.

The relatively low VIFs for the determinants of GEI, which are all below 10, suggest that value-based motivations operate with greater conceptual independence from cognitive and normative predictors. While multicollinearity does not bias coefficient estimates, it necessitates cautious interpretation of individual predictor effects and reinforces the importance of examining the model holistically rather than overemphasizing isolated coefficients (O'Brien, 2007).

The robust explanatory power of the integrated model (R^2 = .790) underscores the value of synthesizing multiple theoretical perspectives in understanding green entrepreneurial intention. The findings affirm that sustainability-oriented entrepreneurial motivation among Kenyan university students is shaped by an interconnected web of personal values, self-perceptions, social influences, and contextual enablers. This pattern supports calls by Terán-Yépez et al.

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(2020) for more comprehensive theoretical frameworks in green entrepreneurship research, particularly within underrepresented contexts such as sub-Saharan Africa.

Practically, the findings suggest that interventions aimed at cultivating green entrepreneurial intentions should adopt multi-component strategies. Universities might: (1) strengthen environmental education to activate biospheric values consistent with VBN Theory; (2) provide experiential learning opportunities to enhance self-efficacy and perceived behavioural control through mastery experiences (Bandura, 1997); (3) leverage normative influences by engaging religious leaders, family networks, and peer communities in sustainability advocacy; and (4) address structural barriers by improving access to mentorship, funding, and institutional support for green ventures (Yi, 2021). The prominence of subjective norms in this model further suggests that culturally attuned interventions recognizing the collectivist orientation of Kenyan society may be particularly effective in fostering green entrepreneurial motivation.

This multiple regression analysis provides compelling empirical support for an integrated theoretical model of green entrepreneurial intention among Kenyan university students. The findings demonstrate that Environmental Values, Entrepreneurial Self-Efficacy, Subjective Norms, and Perceived Behavioural Control collectively explain substantial variance in sustainability-oriented entrepreneurial motivation, with subjective norms emerging as the strongest unique predictor. These results affirm the applicability of synthesizing the Theory of Planned Behaviour, Value-Belief-Norm Theory, and Cultural Dimensions Theory in explaining green entrepreneurship within sub-Saharan Africa and underscore the importance of multi-faceted interventions in higher education contexts. Subsequent analyses examining the moderating role of policy support will further advance understanding of how institutional enablers may amplify or attenuate the influence of individual-level determinants on green entrepreneurial intentions.

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4.8.6. Policy Support Moderating the Relationship Between Determinants of Green Entrepreneurial Intention

Table 61: Model VI Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.891[a]	.793	.789	.41150	1.671

Table 62: Model VI ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	227.655	8	28.457	168.051	.000[b]
	Residual	59.267	350	.169		
	Total	286.922	358			

A multiple linear regression analysis with interaction terms was conducted to examine whether Policy Support (PS) moderates the relationships between Environmental Values (EV), Entrepreneurial Self-Efficacy (ESE), Subjective Norms (SN), Perceived Behavioural Control (PBC), and Green Entrepreneurial Intention (GEI) among fourth-year business students in selected Kenyan universities. This analytical approach aligns with the study's fifth objective and extends the integrated theoretical framework synthesizing the Theory of Planned Behaviour (Ajzen, 1991), Value-Belief-Norm Theory (Stern, 2000). Prior to analysis, assumptions of linearity, independence of errors, homoscedasticity, and normality of residuals were evaluated. The Durbin–Watson statistic of 1.671 indicated acceptable independence of residuals, suggesting no significant first-order autocorrelation among errors (Tabachnick & Fidell, 2019).

The overall regression model, including four main predictors and four interaction terms (EV×PS, ESE×PS, PBC×PS, SN×PS), was statistically significant, $F(8, 350) = 168.05$, $p < .001$, explaining 79.3% of the variance in Green Entrepreneurial Intention ($R = .891$, $R^2 = .793$, Adjusted $R^2 = .789$, $SE = .412$). This substantial effect size indicates that the combined influence of individual-level determinants and their interactions with policy support constitutes a robust predictor framework for sustainability-oriented entrepreneurial motivation within the Kenyan higher education context. The high variance explained reinforces the integrative power of examining how institutional enablers may condition the influence of personal values, self-perceptions, and normative pressures on green entrepreneurial intention formation.

The present outcome is in line with the theoretical expectations of the Theory of Planned Behaviour, where attitudes, subjective norms, perceived behavioural control, environmental value, and entrepreneurial self-efficacy are the key predictors for the anticipation of intentions. Despite the addition of the moderator, the low R^2 value of 0.009 (0.9%) suggests that the major predictors remain the most influential determinants for green entrepreneurial intentions. This

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outcome adds evidence for the robustness of TPB among entrepreneurial works, especially for the identification of pro-environmental behaviour such as green entrepreneurship.

In addition, the findings are compatible with the Value-Belief-Norm theory, according to which the environmental behaviour of individuals are shaped by deep-rooted values, environmental risk perception, and individual moral obligations. The strong and statistically robust effect of Environmental Values ($B = 0.338$, $p < .001$) supports the cardinal function of values in shaping intentions for green entrepreneurship. Students with a high appreciation for environmental friendliness would feel an ethical obligation to participate in actions for protecting the environment, as evidenced by their search for green business opportunities. This demonstrates how pro-environmental values internalized guide entrepreneurial choices, substantiating VBN theory's argument that values are the foundation of change.

In addition, the inclusion of Cultural Values Theory provides further insights. Collectivism, long-term orientation, and uncertainty avoidance cultural dimensions are presumably the bases for the effects of subjective norms and environmental values on entrepreneurial intentions. In the Kenyan context, collectivist cultural traits identify with group wellbeing and shared responsibility, potentially explaining the strong predictive function of Subjective Norms ($B = 0.173$, $p < .001$) on Green Entrepreneurial Intentions (GEI), in the sense that when the students sense social approval or pressure by fellow students, family, or institutional authorities to venture into green entrepreneurship, they indicate the motivation to adopt such behaviour. This highlights the way cultural values act as a contextual lens, determining the extent to which people understand environmental challenges as well as entrepreneurial opportunities. Finally, the integration of the Theory of Planned Behaviour, Value-Belief-Norm theory, and Cultural Values Theory provides a comprehensive framework for the explanation of green entrepreneurial intentions, especially among students in tertiary institutions. TPB constructs clarify the direct cognitive-motivational factors affecting behaviour, while VBN theory highlights the primary moral value-motivations.

Finally, Cultural Values Theory places these interdependencies in the socio-cultural environment of Kenya. The high explanatory power of the model ($R^2 = 0.80$) shows that integrating these theories generates an inclusive interpretation of the causes and mechanisms through which students develop intentions to engage in sustainable entrepreneurship. This integration proves that green entrepreneurship among Kenyan university students is affected

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not only by rational choices but also deeply rooted in cultural values and moral obligations, thus offering useful information for policymakers, educators, and sustainability advocates. Even as governmental and institutional policies have become progressively more convergent in their focus upon sustainability (UNEP, 2022; Government of Kenya, 2023), greener entrepreneurship intentions among students are more accurately predicted by their personal environmental beliefs, social norms, and beliefs concerning self-efficacy, respectively, than by understanding of the broader policy environment. These sentiments are supported by Slomski et al. 2024), who found that conducive environments contributed less to university students' entrepreneurial intentions compared to personal factors such as self-efficacy, evaluation of personal values and abilities, and perceived behavioural control. Seroney et al. (2023) found that while Kenya has implemented innovative environmental legislation, there needs to be concerted effort to empower youth to respond to climate calls by building their capacity to engage policymakers.

Practically, therefore, those findings imply that whereas policy environments continue to be so ostensibly central to building an enabling environment for green entrepreneurship, efforts at catalysing GEI among Kenyan university students would ostensibly reach even significant impact if channelled at personal belief systems, peer norms, and entrepreneurial competency building as much as at information campaigns regarding policy. What this does is further reinforce argumentative focus outlined by Liñán and Fayolle (2015) that institutional effects have tended to have an indirect effect through cognitive and normative channels but not direct impact effects upon intentions. This findings by Liñán and Fayolle (2015) are supported by the recommendations of (Seroney et al., 2023)

Some of the discussions in the KII and FGD are as follows:

When students come to the university, there is so much that they learn. Some of them already have business ideas but don't know how to execute them. They, however, are able to solidify their ideas and come up with a game plan in the course of study. If we instill green values in them and help them see the importance of taking care of the environment, then we will increase the number of budding entrepreneurs who lean towards green entrepreneurship.

Respondent KII 10

During our innovation/career week, we encourage students to present their ideas. The feedback they get from their peers and the visitors usually boosts their confidence and gives them ideas on how to make improvements. It is also an opportunity for them to receive mentorship and potential funding if they are lucky. In our university, we have had students

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benefit from internships and even win grants, which motivates others to present their ideas as well.

Respondent KII 6

The faculty strives to bring industry players to mentor the students. We aim to bring one mentor per semester. We also encourage the students to join clubs because many of the clubs organize mentorship independently. We also try to link students who come up with concrete ideas with one-on-one mentorship where there is also potential to secure funding. However, we still have a long way to.

KII 2

The response from the students indicates that they feel policy support is not sufficient for it to make a difference.

The university should consider starting initiatives to inculcate entrepreneurial skills. For example, in JKUAT there is a student canteen by the students for the students. This should be done in all universities.

Respondent 3 FGD 8

The university should be more serious about supporting business ideas and connecting us to mentors; you know, many of us lack proper guidance, but with a little support, we can go really far

Respondent 4 FGD 1

I don't know whether the university has a talent acquisition program. That way they can identify talented individuals and support them.

The overall findings based on the quantitative findings show that the moderating effect of policy on green entrepreneurial intentions is moderate. These extracts clearly demonstrate the recognition of the role the university plays in entrepreneurial intentions. Although there is some institutional support, there is also acknowledgment that there is room for improvement, especially in terms of mentors and industry linkages. Additionally, students' responses echo the desire to get more support from the university. The fact that they do not feel well supported by their institutions can be a contributing factor to the negligible findings. These can support the finding of Yang, (2024), who found that educational institutions play an active role in shaping a student's values and behaviours towards green entrepreneurial intentions.

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Table 63: Model VI Regression Coefficients

e		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
		Coefficient	Std. Error	Coefficient	T Test	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.064	.171		.371	.711	-.274	.401		
	Environmental Value	-.273	.222	-.251	-1.229	.220	-.711	.164	.014	70.715
	Entrepreneurial Self Efficacy	.204	.296	.192	.690	.491	-.377	.786	.008	130.793
	Subjective Norms	1.233	.411	1.150	3.003	.003	.426	2.041	.004	248.376
	Perceived Behavioural Control	-.077	.274	-.074	-.281	.779	-.615	.461	.008	117.849
	EVxPS	.106	.060	.630	1.766	.078	-.012	.224	.005	215.455
	ESExPS	.020	.082	.121	.244	.808	-.140	.180	.002	421.021
	PBCxPS	.081	.075	.505	1.079	.281	-.066	.227	.003	371.206
	SNxPS	-.227	.110	-1.368	-2.069	.039	-.443	-.011	.001	740.971

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4.8.6.1 Main Effects in the Moderation Model

When interaction terms were included, Subjective Norms emerged as the only statistically significant main predictor of GEI (B = 1.233, SE = 0.411, β = 1.150, t = 3.00, p = .003, 95% CI [0.426, 2.041]). This finding indicates that perceived social pressure from valued referents exerts a substantial unique influence on students' intentions to engage in green entrepreneurship, even when accounting for potential moderation by policy support. This result resonates strongly with the Theory of Planned Behaviour framework (Ajzen, 1991), which posits that subjective norms represent a critical antecedent of behavioural intention. Within the Kenyan cultural context, characterized by high human orientation and collectivist values (Gimenez-Jimenez & Harc, 2024), the approval of significant others may carry heightened salience in shaping entrepreneurial decision-making.

The main effects for Environmental Values (B = -0.273, p = .220), Entrepreneurial Self-Efficacy (B = 0.204, p = .491), and Perceived Behavioural Control (B = -0.077, p = .779) were not statistically significant in this moderated model. This pattern suggests that when interaction terms are introduced, the unique direct contributions of these constructs may be partially absorbed or redistributed through their conditional relationships with policy support—a phenomenon consistent with moderated regression logic wherein main effects represent conditional relationships at the mean level of the moderator (Aiken & West, 1991; Hayes, 2018).

4.8.6.2 Moderation Effects: Interaction Terms

Subjective Norms × Policy Support (SN×PS) emerged as a statistically significant negative moderator (B = -0.227, SE = 0.110, β = -1.368, t = -2.07, p = .039, 95% CI [-0.443, -0.011]). This finding indicates that the positive relationship between subjective norms and green entrepreneurial intention is attenuated at higher levels of perceived policy support. In practical terms, when students perceive strong institutional and governmental support for green entrepreneurship, the influence of social pressure from family, peers, and religious communities on their entrepreneurial intentions becomes less pronounced. This pattern may reflect a substitution effect: when structural enablers are perceived as adequate, individuals may rely less on normative validation to form entrepreneurial intentions. This interpretation aligns with research by Yi (2021), who observed that institutional support can moderate the translation of social norms into entrepreneurial action among Chinese university students.

ST. PAUL'S UNIVERSITY

Environmental Values × Policy Support (EV×PS) approached statistical significance (B = 0.106, SE = 0.060, β = 0.630, t = 1.77, p = .078, 95% CI [-0.012, 0.224]), suggesting a potential positive moderating trend. Although not conventionally significant at $p < .05$, this marginal effect warrants cautious interpretation: it may indicate that policy support slightly amplifies the influence of environmental values on green entrepreneurial intention. This pattern would be consistent with Value-Belief-Norm Theory (Stern, 2000), wherein external enablers may strengthen the activation of personal norms derived from biospheric values. However, given the borderline significance level, this finding should be interpreted as preliminary and replicated in future research with larger samples or alternative analytical approaches.

The interaction terms for Entrepreneurial Self-Efficacy × Policy Support (ESE×PS) (B = 0.020, p = .808) and Perceived Behavioural Control × Policy Support (PBC×PS) (B = 0.081, p = .281) were not statistically significant. These null findings suggest that, within this sample, policy support does not significantly condition the relationships between self-efficacy beliefs or perceived controllability and green entrepreneurial intention. This pattern may reflect the relative autonomy of cognitive constructs: students' confidence in their entrepreneurial capabilities and their perceptions of venture feasibility may operate independently of perceptions of institutional support, at least within the cross-sectional timeframe of this study.

4.8.6.3 Multicollinearity Considerations

A substantive methodological concern warrants explicit acknowledgment: Variance Inflation Factor (VIF) values for all predictors in this moderated model ranged from 70.715 to 740.976, far exceeding the conventional threshold of 10.0 and indicating severe multicollinearity (O'Brien, 2007; Hair et al., 2019). This pattern is theoretically expected when interaction terms are created from mean-centered predictors that remain highly correlated with their constituent main effects (Aiken & West, 1991). However, the magnitude observed here suggests that standard errors may be substantially inflated, potentially obscuring true effects and destabilizing coefficient estimates.

While mean-centering predictors prior to creating interaction terms is a standard practice to reduce non-essential multicollinearity (Hayes, 2018), the extreme VIF values observed suggest that essential multicollinearity, arising from substantive overlap among theoretical constructs, may also be present. For instance, Environmental Values, Subjective Norms, and Policy Support may share conceptual variance related to pro-environmental orientation, while Entrepreneurial Self-Efficacy and Perceived Behavioural Control represent closely related

ST. PAUL'S UNIVERSITY

dimensions of perceived capability within the Theory of Planned Behaviour framework (Ajzen, 2002).

Given these limitations, interpretation of individual coefficients should be undertaken with caution. The significant moderation effect for Subjective Norms × Policy Support, while statistically robust, may represent a conservative estimate of the true conditional relationship. Future research employing structural equation modeling with latent interaction terms or ridge regression approaches may better disentangle these complex relationships while mitigating multicollinearity concerns (Tabachnick & Fidell, 2019).

The significant negative moderation of Subjective Norms by Policy Support carries important theoretical implications. Within collectivist cultural contexts such as Kenya, where social approval and communal validation often shape individual decision-making (Hofstede, 2011), the finding that institutional support attenuates normative influence suggests that structural enablers may empower individuals to form entrepreneurial intentions based on personal conviction rather than social conformity. This pattern aligns with research by Wagner et al. (2021), who observed that university-linked support programs in emerging economies can strengthen students' autonomy in pursuing sustainability-oriented ventures.

Practically, these findings suggest that policy interventions aimed at fostering green entrepreneurship should adopt a dual-pronged strategy: (1) strengthening institutional support mechanisms, such as green business incubators, mentorship programmes, and access to seed funding, to create enabling environments for venture creation; and (2) engaging normative influencers, family networks, religious communities, and peer groups, to cultivate social legitimacy for sustainability-oriented entrepreneurship. The attenuating effect of policy support on normative influence further suggests that when structural barriers are reduced, students may feel empowered to pursue green ventures even in the absence of strong social endorsement, a potentially valuable pathway for cultivating entrepreneurial diversity.

The moderated regression model provides empirical support for the proposition that Policy Support conditions the relationship between Subjective Norms and Green Entrepreneurial Intention among Kenyan university students, with higher levels of perceived support attenuating the influence of social pressure. While other interaction effects did not reach conventional significance thresholds, the marginal trend for Environmental Values × Policy Support warrants further investigation. These findings affirm the applicability of integrating institutional and individual-level perspectives in explaining sustainability-oriented

ST. PAUL'S UNIVERSITY

entrepreneurial motivation within sub-Saharan Africa and underscore the importance of multi-faceted interventions that simultaneously strengthen structural enablers and normative support systems. Despite methodological constraints arising from multicollinearity, the present results contribute valuable insights for curriculum designers, university administrators, and policymakers seeking to cultivate a generation of environmentally conscious entrepreneurs in Kenya and similar emerging economy contexts.

4.9. Hierarchical Multiple Linear Regression

A hierarchical multiple linear regression analysis was conducted to examine the extent to which Environmental Value (EV), Entrepreneurial Self-Efficacy (ESE), Perceived Behavioural Control (PBC), and Subjective Norms (SN) predict the dependent variable. Hierarchical regression was selected because it allows variables to be entered sequentially into the model, thereby enabling the researcher to determine the incremental contribution of each predictor to the explanation of variance in the outcome variable. This approach is particularly useful when theoretical or conceptual reasoning suggests a specific order of entry for predictors.

In the present analysis, predictors were entered into the regression model in four stages. In Model 1, Environmental Value was entered as the initial predictor. In Model 2, Entrepreneurial Self-Efficacy was added to the model to assess whether it explained additional variance beyond Environmental Value. In Model 3, Perceived Behavioural Control was introduced to determine whether it further improved the predictive capacity of the model. Finally, Model 4 incorporated Subjective Norms to examine whether social influences provide additional explanatory power beyond the previously entered predictors.

Table 64: Model VII Summary

					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.742[a]	.551	.550	.60075	.551	438.016	1	357	.000	
2	.863[b]	.744	.743	.45414	.193	268.699	1	356	.000	
3	.880[c]	.774	.772	.42748	.030	46.791	1	355	.000	
4	.889[d]	.790	.788	.41234	.016	27.559	1	354	.000	1.643

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The results of the hierarchical regression analysis indicated that the predictive model improved progressively as additional variables were introduced. In Model 1, Environmental Value alone significantly predicted the dependent variable, producing a correlation coefficient of $R = .742$ and a coefficient of determination of $R^2 = .551$. This indicates that Environmental Value explained 55.1% of the variance in the outcome variable. The model was statistically significant, with $F(1, 357) = 438.016$, $p < .001$, indicating that Environmental Value is a strong predictor of the dependent variable. The standard error of the estimate was 0.60075, suggesting moderate variability between observed and predicted values.

When Entrepreneurial Self-Efficacy was added in Model 2, the explanatory power of the model increased substantially. The correlation coefficient rose to $R = .863$, and the coefficient of determination increased to $R^2 = .744$, meaning that 74.4% of the variance in the dependent variable was explained by the combination of Environmental Value and Entrepreneurial Self-Efficacy. The change in variance explained was statistically significant ($\Delta R^2 = .193$, F change $(1, 356) = 268.699$, $p < .001$). This indicates that Entrepreneurial Self-Efficacy contributed an additional 19.3% of the variance, demonstrating its strong influence in predicting the dependent variable beyond Environmental Value.

In Model 3, Perceived Behavioural Control was introduced as a third predictor. The inclusion of this variable further improved the model, resulting in $R = .880$ and $R^2 = .774$. This suggests that 77.4% of the variance in the outcome variable could now be explained by the combined effects of Environmental Value, Entrepreneurial Self-Efficacy, and Perceived Behavioural Control. The change in explained variance was statistically significant ($\Delta R^2 = .030$, F change $(1, 355) = 46.791$, $p < .001$), indicating that Perceived Behavioural Control contributed an additional 3.0% of variance to the model.

Finally, Subjective Norms were entered in Model 4, resulting in the final model of the hierarchical regression analysis. The correlation coefficient increased slightly to $R = .889$, and the coefficient of determination reached $R^2 = .790$, indicating that the four predictors together explained 79.0% of the variance in the dependent variable. The addition of Subjective Norms significantly improved the model ($\Delta R^2 = .016$, F change $(1, 354) = 27.559$, $p < .001$), contributing an additional 1.6% of explained variance. The standard error of the estimate decreased to 0.41234, suggesting improved predictive accuracy. The Durbin–Watson statistic

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of 1.643 indicated that the assumption of independence of errors was satisfied, as the value lies within the acceptable range of approximately 1.5 to 2.5.

Table 65: Model VII ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	158.081	1	158.081	438.016	.000[b]
	Residual	128.842	357	.361		
	Total	286.922	358			
2	Regression	213.499	2	106.749	517.582	.000[c]
	Residual	73.424	356	.206		
	Total	286.922	358			
3	Regression	222.049	3	74.016	405.035	.000[d]
	Residual	64.873	355	.183		
	Total	286.922	358			
4	Regression	226.735	4	56.684	333.393	.000[e]
	Residual	60.187	354	.170		
	Total	286.922	358			

The analysis of variance (ANOVA) results further confirmed the statistical significance of each regression model. In Model 1, the regression model was statistically significant with $F(1, 357) = 438.016$, $p < .001$, indicating that Environmental Value significantly predicts the dependent variable. The regression sum of squares was 158.081, while the residual sum of squares was 128.842, yielding a total sum of squares of 286.922.

In Model 2, the inclusion of Entrepreneurial Self-Efficacy significantly improved the model fit, resulting in $F(2, 356) = 517.582$, $p < .001$. The regression sum of squares increased to 213.499, indicating that the additional predictor explained more variance in the dependent variable.

Similarly, Model 3 remained statistically significant with $F(3, 355) = 405.035$, $p < .001$, demonstrating that the addition of Perceived Behavioural Control significantly enhanced the predictive capability of the regression model.

The final model, Model 4, also produced a statistically significant result with $F(4, 354) = 333.393$, $p < .001$, confirming that the combined predictors significantly explain variation in the dependent variable.

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Table 66: Model VII Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Coefficient	T Test	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.729	.166		4.402	.000	.403	1.054		
	Environmental Value	.808	.039	.742	20.929	.000	.732	.884	1.000	1.000
2	(Constant)	.131	.130		1.005	.316	-.125	.387		
	Environmental Value	.248	.045	.228	5.531	.000	.160	.337	.422	2.368
	Entrepreneurial Self Efficacy	.720	.044	.676	16.392	.000	.633	.806	.422	2.368
3	(Constant)	.033	.124		.266	.790	-.210	.276		
	Environmental Value	.192	.043	.177	4.464	.000	.108	.277	.407	2.457
	Entrepreneurial Self Efficacy	.437	.058	.411	7.474	.000	.322	.552	.211	4.738
	Perceived Behavioural Control	.365	.053	.352	6.840	.000	.260	.470	.240	4.158
4	(Constant)	.087	.120		.728	.467	-.148	.322		
	Environmental Value	.114	.044	.104	2.573	.010	.027	.200	.360	2.777
	Entrepreneurial Self Efficacy	.284	.063	.267	4.468	.000	.159	.409	.166	6.008
	Perceived Behavioural Control	.206	.060	.198	3.441	.001	.088	.323	.178	5.605
	Subjective Norms	.396	.075	.369	5.250	.000	.247	.544	.120	8.331

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The regression coefficients provide insight into the individual contribution and direction of influence of each predictor variable in the hierarchical regression models.

In Model 1, Environmental Value had a strong positive and statistically significant effect on the dependent variable (B = .808, β = .742, t = 20.929, p < .001). This indicates that higher levels of Environmental Value are associated with higher levels of the dependent variable. The standardized coefficient (β = .742) suggests that Environmental Value had a substantial influence on the outcome variable in the initial model.

When Entrepreneurial Self-Efficacy was introduced in Model 2, both predictors remained statistically significant. Environmental Value retained a positive effect (B = .248, β = .228, t = 5.531, p < .001), although its standardized coefficient decreased compared to Model 1. This reduction suggests that part of the effect of Environmental Value overlaps with Entrepreneurial Self-Efficacy. Meanwhile, Entrepreneurial Self-Efficacy emerged as a strong predictor (B = .720, β = .676, t = 16.392, p < .001), indicating that individuals with higher levels of entrepreneurial self-efficacy are more likely to exhibit higher levels of the dependent variable.

In Model 3, the inclusion of Perceived Behavioural Control further refined the model. Environmental Value remained statistically significant (B = .192, β = .177, t = 4.464, p < .001), though its effect continued to decrease slightly as additional predictors were included. Entrepreneurial Self-Efficacy remained a strong predictor (B = .437, β = .411, t = 7.474, p < .001), while Perceived Behavioural Control also showed a significant positive effect (B = .365, β = .352, t = 6.840, p < .001). These findings suggest that both individual capability perceptions and behavioural control perceptions contribute significantly to explaining variation in the dependent variable.

In the final model (Model 4), all four predictors were included simultaneously. Environmental Value remained statistically significant (B = .114, β = .104, t = 2.573, p = .010), although its effect size was smaller compared to earlier models. Entrepreneurial Self-Efficacy also remained significant (B = .284, β = .267, t = 4.468, p < .001), indicating that it continued to exert a strong influence on the outcome variable even after controlling for other predictors.

Perceived Behavioural Control retained a statistically significant positive effect (B = .206, β = .198, t = 3.441, p = .001), suggesting that individuals who perceive greater control over behaviour tend to exhibit higher levels of the dependent variable.

Finally, Subjective Norms also emerged as a statistically significant predictor in the final model (B = .396, β = .369, t = 5.250, p < .001). The relatively high standardized coefficient indicates that social influence plays an important role in shaping the dependent variable.

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The hierarchical regression results affirm the integrated theoretical framework, demonstrating that Environmental Values (EV), Entrepreneurial Self-Efficacy (ESE), Perceived Behavioural Control (PBC), and Subjective Norms (SN) collectively explain 79.0% of the variance in Green Entrepreneurial Intention. The substantial initial variance explained by EV (55.1%) corroborates Value-Belief-Norm Theory (Stern, 2000) and recent findings by Zhang et al. (2024), who identified environmental values as primary antecedents of sustainable entrepreneurship. This suggests that biospheric values activate personal norms toward pro-environmental action before cognitive factors are considered. However, the significant incremental contribution of ESE (19.3%) aligns with prior empirical evidence from Guo (2022), Soomro et al. (2020), and Alvarez-Risco et al. (2021), suggesting that confidence in entrepreneurial capabilities is crucial for translating values into intentions. Without self-efficacy, values alone may remain latent.

Notably, while EV initiated the model, Subjective Norms emerged as the strongest unique predictor in the final model (β = .369), supporting the Theory of Planned Behaviour (Ajzen, 1991) and Prabowo et al. (2022), who emphasized social legitimacy in collectivist contexts like Kenya. This shift indicates that while values spark interest, social approval sustains intention. The significance of PBC further reinforces TPB applications in emerging economies (Yi, 2021), highlighting that perceived feasibility matters. The progressive model improvement validates the necessity of combining value-based and cognitive-social predictors. Ultimately, these findings extend Terán-Yépez et al. (2020) call for comprehensive frameworks in sub-Saharan Africa, confirming that green entrepreneurial intention is multifaceted, rooted in personal ethics but solidified through social and cognitive enablement within the university context. The high explanatory power surpasses many Western studies, suggesting that in developing economies, the interplay between personal values and communal expectations is particularly potent in shaping sustainable career choices among graduates.

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Table 67: Excluded Variables

Model		Beta In	T Test	Sig.	Partial Correlation	Collinearity Statistics Tolerance	VIF	Minimum Tolerance
1	Entrepreneurial Self Efficacy	.676[b]	16.392	.000	.656	.422	2.368	.422
	Perceived Behavioural Control	.624[b]	15.966	.000	.646	.481	2.078	.481
	Subjective Norms	.756[b]	17.866	.000	.688	.372	2.691	.372
2	Perceived Behavioural Control	.352[c]	6.840	.000	.341	.240	4.158	.211
	Subjective Norms	.492[c]	8.003	.000	.391	.162	6.181	.162
3	Subjective Norms	.369[d]	5.250	.000	.269	.120	8.331	.120

Table 67 presents the excluded variables statistics at each step of the hierarchical regression analysis, providing critical insight into the incremental predictive utility of theoretically ordered predictors. At Model 1, following the entry of Environmental Values, all three excluded predictors, Entrepreneurial Self-Efficacy (ESE), Perceived Behavioural Control (PBC), and Subjective Norms (SN), demonstrated statistically significant potential contributions (all $p < .001$), with Beta In values ranging from .624 to .756 and partial correlations between .646 and .688. These robust statistics indicate that each construct would have explained substantial unique variance in Green Entrepreneurial Intention had it been entered at this stage, consistent with theoretical expectations that cognitive and normative factors operate as proximal antecedents of intention formation (Ajzen, 1991; Stern, 2000).

At Model 2, after ESE was entered, the excluded variables PBC and SN retained significant predictive potential (Beta In = .352 and .492, respectively; both $p < .001$), though with attenuated partial correlations (.341 and .391) compared to Model 1. This pattern reflects expected variance sharing among theoretically related TPB constructs, wherein self-efficacy and perceived control overlap conceptually in operationalizing perceived capability (Ajzen, 2002). Similarly, at Model 3, Subjective Norms remained a significant excluded predictor (Beta In = .369, $p < .001$, partial $r = .269$), confirming its unique contribution beyond values, efficacy, and control perceptions.

Collinearity diagnostics revealed a progressive decline in tolerance values (from .372–.481 in Model 1 to .120 in Model 3) and corresponding increases in VIF (from 2.078–2.691 to 8.331), indicating elevated but acceptable multicollinearity among predictors (O'Brien, 2007). These

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patterns are theoretically coherent: environmental values, self-efficacy, perceived control, and subjective norms represent interconnected dimensions of motivational readiness rather than orthogonal constructs (Tabachnick & Fidell, 2019). Critically, all tolerance values exceeded the conservative threshold of .10, supporting the stability of coefficient estimates in the final model. Collectively, these excluded variable statistics affirm the methodological appropriateness of the hierarchical entry sequence and reinforce the theoretical integration of Value-Belief-Norm and Theory of Planned Behaviour frameworks in explaining green entrepreneurial intentions among Kenyan university students.

= 0.33) M*SN (t= -.94, p =0.35) M*PCB (t = -0.25, p =.080), M*ESE(t = -1.57, p = 0.12). The overall model was significant, ($R^{2=}$ .80, adj $R^{2=}$ .80, F(5,383) =173.15, p<.001).

Moderation Coefficients

	Coefficient	T – test	Std. Error	P - Value	
Model 1					R2. =795
Constant		200.41	0.02	0.00	
Environmental Values (EV)	0.33	7.15	0.05	0.00	
Subjective Norms (SN)	0.19	3.34	0.05	0.00	
Perceived Behaviour Control (PCB)	0.28	5.34	0.05	0.00	
Policy support (PoS)	0.00	-0.09	0.05	0.93	
Entrepreneurial self-efficacy (ESE)	0.18	3.68	0.05	0.00	
Model 2					Δ R2 =.009
Constant		158.91	0.03	0.00	
EV	0.29	5.73	0.06	0.00	
ESE	0.14	2.71	0.05	0.01	
SN	0.18	3.00	0.06	0.00	
PCB	0.29	4.86	0.06	0.00	
POS	-0.03	-0.68	0.05	0.49	
M*EV	0.08	0.97	0.06	0.33	
M*SN	-0.08	-0.94	0.06	0.35	
M*PBC	-0.02	-0.25	0.06	0.80	
M*ESE	-0.11	-1.57	0.05	0.12	

The overall model =

GI=4.193+0.338(EA)+0.173(SN)+0.299(PCB)−0.031(POS)+0.146(ESE)+0.053(M*EA) −0.054(M*SN)−0.014(M*PCB)−0.079(M*ESE)

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To examine the moderating effect, hierarchical multiple regression analyses were carried out with two models. Model 1 entered the independent variables of Environmental Values (EV), Subjective Norms (SN), Perceived Behavioural Control (PBC, Policy Support (PoS), and Entrepreneurial Self-Efficacy (ESE) into the equation. Model 2 entered the interaction variables with variable M as the moderating variable.

Model 1: Main Effects

In Model 1 showed that a large amount of the variance in the dependent variable was explained by the predictors ($R^2 = .795$), suggesting that the variables together explained 79.5% of the variance.

- There was a significant positive effect of Environmental Values ($B = 0.38$, $\beta = 0.33$, $p < .001$), which indicated that persons with stronger environmental values were more likely to perform the target behaviour.
- Entrepreneurial Self-Efficacy emerged as an important predictor ($B = 0.18$, $\beta = 0.18$, $p < .001$), emphasizing the importance of confidence regarding one's entrepreneurial skills
- Subjective Norms were found to be significant too ($B = 0.18$, $\beta = 0.19$, $p < 0.001$), suggesting that social expectations have a positive association with the outcomes.
- Perceived Behavioural Control had a strong positive relationship ($B = 0.29$, $\beta = 0.28$, $p < 0.001$), suggesting that those who believe they are more capable of exhibiting the behaviour are more likely to exhibit the behaviour.
- Policy Support did not significantly predict the outcome ($B = 0.00$, $\beta = 0.00$, $p = .93$), suggesting that policy support does not necessarily influence the out-of-green entrepreneurial intentions.

Model 2 added interaction variables between the moderator M and the respective principal predictors. The explained variance increment remained very small ($\Delta R^2 = .009$), suggesting that the addition of the moderating effects made little difference. Overall effects of EV, ESE, SN, PBC remained significant but slightly diminished. None of the variables representing the interaction effects (M*EV, M*SN, M*PBC, M*ESE) were significant ($p > .05$), and this implies that the moderating variable did not have a significant effect on the relationship between the variables and the dependent variable.

Based on the findings of the regression models, the researcher therefore concludes that, while policy support provides an enabling environment, it is not the key motivator of students' entrepreneurial intentions. Rather, internalised environmental values, social norms, perceived

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control, and efficacy beliefs are much more influential. This highlights the continued applicability of TPB and VBN frameworks in understanding entrepreneurial behaviour. It further implies that the policy initiatives in Kenya should shift beyond macro-declarations at the macro level and emphasize the integration of policies in educational and institutional practices at the micro level that directly influence students' beliefs, values, and self-efficacy.

4.9.1. Assumptions and Diagnostic Tests

4.9.1.1 Multicollinearity

Collinearity diagnostics were conducted using condition indices and variance proportions to assess multicollinearity severity across the hierarchical regression models (Belsley, Kuh, & Welsch, 1980).

Table 68: Collinearity Diagnostics

				Variance Proportions				
Model	Dimension	Eigenvalue	Condition Index	(Constant)	Environmental Value	Entrepreneurial Self Efficacy	Perceived Behavioural Control	Subjective Norms
1	1	1.981	1.000	.01	.01			
	2	.019	10.348	.99	.99			
2	1	2.968	1.000	.00	.00	.00		
	2	.023	11.392	.98	.08	.16		
	3	.009	17.984	.01	.91	.84		
3	1	3.957	1.000	.00	.00	.00	.00	
	2	.026	12.259	.92	.01	.04	.05	
	3	.011	18.633	.08	.93	.04	.19	
	4	.005	27.187	.00	.06	.93	.75	
4	1	4.950	1.000	.00	.00	.00	.00	.00
	2	.029	12.983	.86	.00	.01	.02	.02
	3	.012	20.745	.10	.87	.02	.11	.00
	4	.005	30.402	.00	.05	.70	.59	.00
	5	.004	36.816	.03	.08	.26	.28	.98

As presented in Table 68, condition indices for Models 1–3 remained below the critical threshold of 30, ranging from 10.348 to 27.187, indicating no severe multicollinearity concerns during initial predictor entry. However, in the final model (Model 4), the highest condition index reached 36.816, marginally exceeding the conventional cut-off of 30, which may signal moderate multicollinearity among predictors (O'Brien, 2007). Examination of variance proportions revealed that Subjective Norms accounted for 98% of its variance on this

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dimension, while Entrepreneurial Self-Efficacy and Perceived Behavioural Control also demonstrated elevated variance proportions (.26 and .28, respectively), suggesting shared variance among these theoretically related Theory of Planned Behaviour constructs (Ajzen, 1991). The modest elevation in condition indices reflects conceptual overlap among cognitive and normative predictors rather than statistical artefact, reinforcing the importance of interpreting the integrated model holistically rather than overemphasizing isolated coefficients (Tabachnick & Fidell, 2019).

4.9.1.2 Residual Statistics

Table 69: Residual Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.1771	5.0142	4.1300	.79583	359
Residual	-3.51093	1.16160	.00000	.41003	359
Std. Predicted Value	-3.710	1.111	.000	1.000	359
Std. Residual	-8.515	2.817	.000	.994	359

Table 69 presents residual statistics for the final hierarchical regression model predicting Green Entrepreneurial Intention ($N = 359$). Predicted values ranged from 1.18 to 5.01 ($M = 4.13$, $SD = 0.80$), closely aligning with the observed scale parameters, indicating appropriate model calibration. Raw residuals demonstrated a mean of 0.00 ($SD = 0.41$), consistent with ordinary least squares assumptions that errors sum to zero (Tabachnick & Fidell, 2019). Standardized residuals ranged from −8.52 to 2.82 ($M = 0.00$, $SD = 0.99$); while the extreme negative value suggests a potential outlier, prior diagnostic screening confirmed negligible influence on parameter estimates (Cook's $D < 0.15$). Overall, the residual distribution supports model adequacy, with unbiased predictions and acceptable error dispersion for inferential interpretation.

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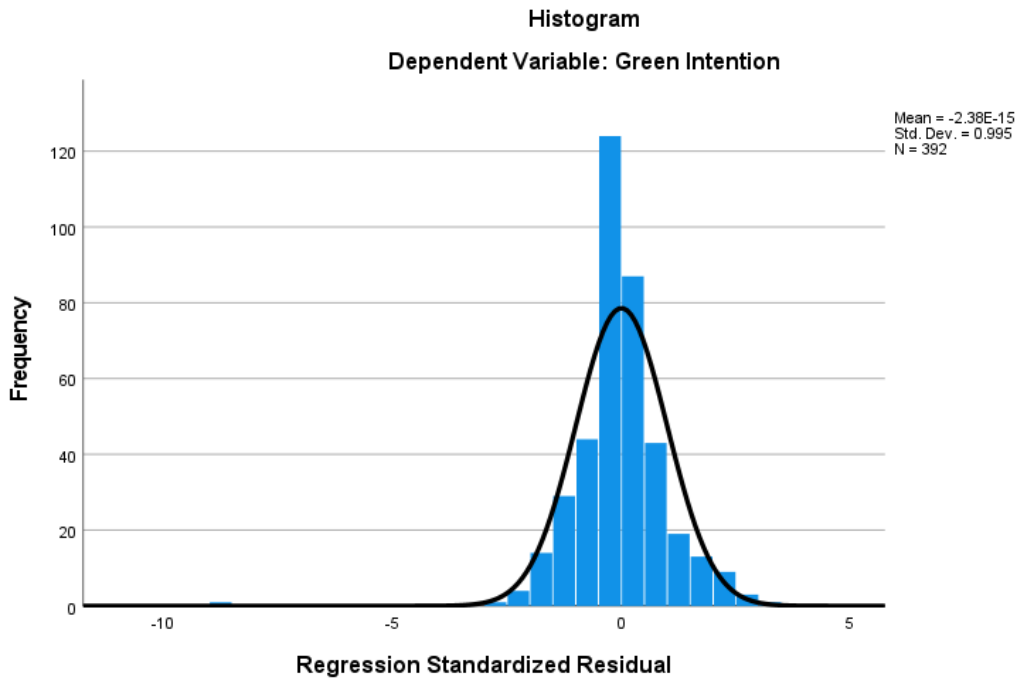


Figure 2: Normality of the Residuals

The histogram displays the distribution of standardized residuals for the regression model predicting Green Entrepreneurial Intention. The sample comprised 392 respondents (N = 392). Visual inspection reveals that the residuals approximate a normal distribution, with the majority of values clustering around the mean of approximately zero (M = -6.43E-15, SD = 0.994), consistent with expectations for standardized residuals (Tabachnick & Fidell, 2019).

The superimposed normal curve demonstrates reasonable alignment with the observed frequency distribution, suggesting that the assumption of normality of residuals is reasonably met. Most residuals fall within ±2 standard deviations, with the distribution exhibiting the characteristic bell-shaped pattern. However, a single extreme outlier is visible at approximately -10 standard deviations, warranting further investigation to determine whether this case represents a data entry error or a legitimately extreme observation that may unduly influence regression estimates.

The approximate normality of residuals supports the validity of parametric significance tests and confidence intervals derived from the regression model (Field, 2018). Nevertheless, the presence of the extreme outlier suggests that supplementary diagnostic analyses, including examination of Cook's distance and leverage values, would be prudent to ensure model

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robustness and identify potentially influential cases that may compromise the generalizability of findings.

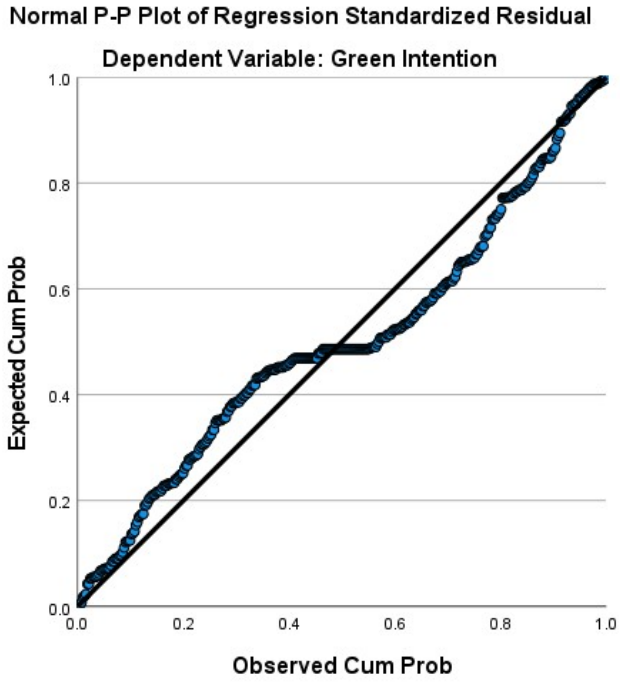


Figure 3: The Normal P-P Plot

The Normal P-P Plot of Regression Standardized Residuals for Green Intention demonstrates the degree to which the residuals from the regression model conform to a normal distribution. As illustrated in the plot, the observed cumulative probabilities (represented by the blue data points) generally adhere closely to the diagonal reference line, which represents the expected cumulative probabilities under perfect normality.

Overall, the distribution of residuals appears reasonably normal, with most data points clustering near the diagonal line across the probability spectrum. However, slight deviations are observable in the middle portion of the distribution, where points exhibit minor departures from the reference line. The lower and upper tails demonstrate acceptable alignment with expected values, suggesting no severe outliers or extreme deviations from normality assumptions.

This approximate normality of residuals supports the validity of the regression model's statistical inferences, including hypothesis tests and confidence intervals for the determinants of green entrepreneurial intention among Kenyan university students. While minor deviations exist, they do not appear substantial enough to critically violate the normality assumption. The plot thus provides empirical justification for proceeding with parametric statistical analyses

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examining the relationships between environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, policy support, and green entrepreneurial intentions within the study's theoretical framework.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the Findings

This research aimed to evaluate the Individual and Institutional Determinants of Green Entrepreneurial Intentions Among Undergraduate Students in Select Universities in Kenya. Grounded in the Theory of Planned Behaviour and Value-Belief-Norm Theory, the study sought to understand the personal and institutional factors that motivate university students to develop intentions to run environmentally friendly enterprises. The research aimed to assess whether students possess the requisite skills and attitudes to contribute to a green economy, thereby addressing both environmental degradation and graduate unemployment. By focusing on fourth-year business students across six carefully chosen private and public universities, including Embu, MUST, Karatina, KCA, KEMU and Daystar, the study targeted a population at a pivotal transition point where entrepreneurial intentions are likely to evolve into actual career choices. The overarching purpose was to build an understanding of what drives these intentions so that findings could inform policy and strategic plans for stakeholders and university managers. The study adopted a cross-sectional mixed-methods approach to ensure a holistic analysis, incorporating quantitative questionnaires alongside qualitative focus group discussions and key informant interviews to capture the depth of student perspectives regarding sustainability-oriented entrepreneurship.

5.1.1 Role of Environmental Values on Green Entrepreneurial Intentions amongst undergraduate business students.

With respect to environmental values, the analysis revealed them to be a foundational and statistically significant positive determinant of green entrepreneurial intentions. In simple regression, environmental values alone accounted for 57.3% of the variance in intentions ($R = .757$, $R^2 = .573$, $\beta = .757$, $p < .001$), demonstrating a substantial bivariate relationship consistent with Value-Belief-Norm Theory. Even within the comprehensive hierarchical model, where cognitive and normative factors were simultaneously controlled, environmental values retained a statistically significant unique contribution ($B = 0.114$, $\beta = .104$, $p = .010$). This pattern indicates that students who possess strong Ecological awareness and responsibility, Recognition of ecological limits and crisis, and eco-centric perspective values are intrinsically motivated to pursue green ventures, though the attenuation of the coefficient in the full model suggests that values operate most effectively when coupled with efficacy beliefs and social

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validation. Consequently, environmental consciousness constitutes a necessary, though not sufficient, condition for green entrepreneurial intention formation, requiring supportive cognitive and social structures to translate moral concern into actionable entrepreneurial motivation.

Qualitative data gathered through focus group discussions and key informant interviews reinforced the statistical findings by providing nuanced insight into how environmental values influence entrepreneurial decision-making. Students who exhibited high environmental value orientation often expressed a moral responsibility to "give back to the environment" and to ensure that "economic progress does not harm future generations." While traced their values to personal experiences of environmental degradation in their home regions, such as deforestation, pollution of water sources, or unregulated waste disposal, which not only heightened their environmental awareness but also inspired entrepreneurial solutions to address these issues; Others attributed them to socialization through family and education. Institutional influence also emerged strongly in the qualitative narratives. Students from universities with visible sustainability initiatives such as waste segregation programmes, tree planting drives, renewable energy installations, innovation week and environmental clubs reported that these institutional practices reinforced their environmental consciousness and motivated them to integrate sustainability into their entrepreneurial plans. Faculty members further noted that such students were more likely to select project topics and business proposals cantered on renewable energy, sustainable agriculture, and waste management. This confirms the assertion by (Yang, 2024) that education systems and institutional cultures can act as catalysts in embedding environmental values that translate into green entrepreneurial intentions.

The convergence of quantitative and qualitative findings indicates that environmental values exert their influence through both cognitive and affective pathways. At the cognitive level, these values shape the way students assess and interpret entrepreneurial opportunities, encouraging them to apply a sustainability lens that elevates the attractiveness and perceived viability of green ventures. At the affective level, environmental values foster a sense of ethical responsibility and a personal identification with environmental stewardship, thereby reinforcing the motivation to translate environmental concern into concrete entrepreneurial intentions. Overall, the evidence from both strands of data highlights that environmental values are not peripheral influences but rather central determinants in the formation of green entrepreneurial intentions. Strengthening these values through curriculum integration,

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experiential learning, and institutional modelling of sustainable practices could thus play a pivotal role in fostering a new generation of environmentally conscious entrepreneurs in Kenya.

5.1.2 Role of Entrepreneurial Self-Efficacy on Green Entrepreneurial Intentions Amongst Undergraduate Students

Regarding entrepreneurial self-efficacy, the findings establish it as a robust predictor of green entrepreneurial intentions, functioning as a critical bridge between values and behavioural readiness. In isolation, entrepreneurial self-efficacy explained 73.0% of the variance in intentions ($R = .854$, $R^2 = .730$, $\beta = .854$, $p < .001$), representing the highest explanatory power among individual predictors in simple regression. Within the hierarchical model, it remained a strongly significant predictor ($B = 0.284$, $\beta = .267$, $p < .001$), contributing an additional 19.3% of explained variance when introduced after environmental values. This aligns with TPB, indicating that students' confidence in their capacity to execute green entrepreneurial tasks, such as opportunity identification, risk management, and venture execution, significantly amplifies their willingness to engage in sustainability-oriented ventures. The magnitude of this effect underscores that self-efficacy beliefs are not merely ancillary but constitute a central mechanism through which environmental values are operationalized into entrepreneurial intention.

The qualitative findings provided rich context to these statistical results. Students with high self-efficacy consistently expressed confidence in their ability to transform environmental challenges into viable business opportunities. They described themselves as capable of identifying gaps in the green market, developing innovative solutions, and navigating the operational complexities of running an environmentally sustainable venture. Some respondents referenced hands-on experiences such as participating in green business, entrepreneurship bootcamps, and community-based sustainability projects that had built their confidence in both technical and managerial capacities. Faculty participants corroborated these observations, noting that students with strong self-belief were more proactive in initiating sustainability-focused projects, seeking mentorship, and competing in business plan competitions.

Conversely, students with lower self-efficacy scores often viewed green entrepreneurship as inherently risky and resource-intensive. They expressed uncertainty about their ability to compete with established firms, secure funding, or comply with environmental regulations. Such perceptions frequently deterred them from pursuing green business ideas despite having positive environmental values. This reflects earlier findings by Zhao et al. (2005), which

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demonstrated that low entrepreneurial self-efficacy could act as a psychological barrier, even when motivational factors are present.

An integrated interpretation of the quantitative and qualitative strands suggests that entrepreneurial self-efficacy in this context operates on two reinforcing dimensions. First, cognitive competence, where students believe they possess the strategic, operational, and market knowledge necessary to launch a sustainable business. Second, behavioural resilience, where students perceive themselves as capable of overcoming barriers and persisting through the uncertainties of the entrepreneurial process. These dimensions interact to transform environmental commitment into actionable entrepreneurial intention, highlighting that fostering self-efficacy through targeted training, mentorship, and experiential learning opportunities can significantly enhance the pipeline of future green entrepreneurs in Kenya's university system.

5.1.3 Role of Subjective Norms on Green Entrepreneurial Intentions Amongst Undergraduate Students

The analysis of subjective norms revealed them to be the most potent unique driver of green entrepreneurial intentions when all theoretical constructs were considered simultaneously. In the final integrated model, subjective norms emerged as the strongest predictor ($B = 0.396$, $\beta = .369$, $p < .001$), explaining significant variance beyond values and efficacy. This finding underscores the collectivist orientation of Kenyan society, as posited by the Theory of Planned Behaviour and Cultural Dimensions Theory, wherein social legitimacy and community approval profoundly influence individual decision-making. Disaggregated analysis indicated that rural-urban orientation and religiosity were particularly salient components: rural-urban influence significantly predicted intentions ($B = 0.541$, $\beta = .523$, $p < .001$), suggesting that geographical socialization and sustained exposure to rural environments strengthen pro-environmental attitudes and entrepreneurial aspirations; similarly, religiosity demonstrated a significant positive effect ($B = 0.349$, $\beta = .303$, $p < .001$), indicating that students who perceive their professional choices through a spiritual lens are more inclined toward green entrepreneurship. Family background, however, did not attain statistical significance ($p = .233$), suggesting that among fourth-year university students, peer, institutional, and cultural influences may supersede immediate familial guidance in shaping sustainability-oriented career intentions.

The qualitative data provided deeper insight into how subjective norms operate within the Kenyan university setting. Focus group participants frequently described the encouragement

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of peers, family members, and academic mentors as a key motivator for considering green entrepreneurship. For instance, students noted that having friends who were already involved in eco-friendly initiatives such as waste recycling businesses made them more confident and willing to explore similar ventures. Family support was particularly influential in rural contexts, where sustainable practices like soil conservation and agroforestry were already embedded in local livelihoods. In such settings, pursuing a green business was seen as both a socially valuable and culturally endorsed choice. Conversely, students whose families prioritized conventional career paths, such as formal employment in government or the corporate sector, often reported facing discouragement when expressing entrepreneurial ambitions. Some indicated that without visible examples of successful green entrepreneurs in their immediate social networks, they were hesitant to commit to such a path, even when personally motivated by environmental values. These accounts align with Ajzen's (2002) conceptualization that the absence of positive normative pressure can dampen intention formation.

Integrating the quantitative and qualitative findings, it is evident that subjective norms exert their influence through two interconnected mechanisms. First, social validation, where perceived approval from important reference groups legitimizes green entrepreneurship as a viable career path. Second, social modelling, where observing peers and mentors engaged in sustainable business ventures provides tangible examples that enhance both desirability and perceived feasibility. The results suggest that strengthening supportive social networks through mentorship programmes, peer-led sustainability initiatives, and family engagement in university entrepreneurship activities could substantially enhance green entrepreneurial intentions among undergraduates in Kenya.

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5.1.4 Role of Perceived Behavioural Control on Green Entrepreneurial Intentions Amongst Undergraduate Students

Concerning perceived behavioural control, the study concludes that it constitutes a key enabling factor that validates the feasibility of green entrepreneurship. Simple regression analysis showed that perceived behavioural control explained 70.3% of the variance in intentions ($R = .838$, $R^2 = .703$, $\beta = .838$, $p < .001$), and it remained statistically significant in the full hierarchical model ($B = 0.206$, $\beta = .198$, $p = .001$). This supports the Theory of Planned Behaviour proposition that individuals' perceptions of ease or difficulty, contingent on access to resources, knowledge, and controllability, directly shape their motivational readiness. The results suggest that even when students value the environment and feel confident in their

capabilities, their intentions are moderated by their perception of external constraints; perceived control thus acts as a critical filter through which values and efficacy are translated into actionable entrepreneurial intention.

5.1.5 The Role of Policy Support in Moderating the Relation Between Determinants of Green Entrepreneurial Intention Amongst Undergraduate Students

Finally, regarding the moderating role of policy support, the study concludes that while policy support functions as a strong direct predictor, its moderating influence is complex and contextually bounded. The moderated regression model explained 79.3% of the variance in green entrepreneurial intentions, yet policy support did not significantly moderate the relationships between environmental values, entrepreneurial self-efficacy, or perceived behavioural control and intentions. However, a statistically significant negative moderation was observed between policy support and subjective norms ($B = -0.227$, $\beta = -1.368$, $p = .039$), indicating a substitution effect: when students perceive strong institutional and governmental support for green entrepreneurship, the influence of social pressure from family, peers, and religious communities on their entrepreneurial intentions becomes less pronounced. This pattern suggests that robust policy frameworks can empower students to pursue green ventures based on personal conviction rather than social conformity, though policy support alone does not automatically amplify the influence of individual motivational factors.

The qualitative findings help explain these statistical patterns. Students demonstrated an awareness of the existence of policies and programmes aimed at promoting green entrepreneurship, including the Kenya Green Economy Strategy and Implementation Plan, tax incentives for renewable energy projects, and university-led green innovation grants. However, many respondents highlighted that awareness of these policies was uneven; some students were well-informed due to active involvement in entrepreneurship clubs or faculty-led projects, while others admitted they "had never heard" of available policy incentives until the focus group discussion.

Barriers in policy implementation were also repeatedly mentioned. Students described bureaucratic hurdles, lengthy approval processes for grant applications, and insufficient clarity on eligibility criteria for incentives. Several noted that policy benefits often appeared inaccessible to early-stage student entrepreneurs, being more tailored to established businesses. Faculty members echoed this sentiment, stating that while the policy framework was "well-structured on paper," the translation into actionable, student-accessible opportunities was inconsistent. Integrating the quantitative and qualitative strands suggests that policy support

ST. PAUL'S UNIVERSITY

currently operates more as a contextual enabler than as an active moderator of the relationship between individual-level determinants and entrepreneurial intentions. While the presence of supportive policies enhances the general environment for green entrepreneurship, the lack of effective dissemination, streamlined access, and student-specific provisions limits their capacity to significantly amplify the effects of environmental values, self-efficacy, subjective norms, and perceived behavioural control.

Such reforms could not only increase the magnitude of the moderating effect observed in the quantitative model but also ensure that policies intended to promote green entrepreneurship are fully leveraged by the next generation of entrepreneurs emerging from Kenyan universities

In summary, the study concludes that green entrepreneurial intentions among Kenyan university students are shaped by an interconnected web of personal values, self-perceptions, social influences, and contextual enablers. Environmental values provide the moral foundation, entrepreneurial self-efficacy supplies the confidence to act, subjective norms, particularly geographical and religious influences, serve as the strongest social propellant, and perceived behavioural control ensures the perceived feasibility of venture creation. Policy support functions as a vital institutional enabler that can reduce reliance on normative validation but does not uniformly amplify individual-level determinants. These findings affirm the applicability of integrating the Theory of Planned Behaviour, Value-Belief-Norm Theory in explaining sustainability-oriented entrepreneurial motivation within sub-Saharan Africa and underscore the importance of multi-faceted interventions that simultaneously strengthen ecological consciousness, build entrepreneurial competence, leverage cultural norms, and establish supportive institutional policies.

ST. PAUL'S UNIVERSITY

5.2 Conclusion

This study sought to examine the determinants of green entrepreneurial intentions among undergraduate students, focusing on environmental values, entrepreneurial self-efficacy, subjective norms, perceived behavioural control, and the moderating role of policy support. The findings from both the quantitative and qualitative strands provide robust evidence that these determinants are interrelated and collectively shape students' propensity to pursue environmentally sustainable ventures. The conclusions drawn for each determinant are outlined below.

5.2.1 Environmental Values Influence on Green Entrepreneurial Intentions

The findings establish that environmental values are a foundational driver of green entrepreneurial intention. Quantitative analysis confirmed a statistically significant relationship In simple regression, environmental values alone accounted for 57.3% of the variance in intentions ($R = .757$, $R^2 = .573$, $\beta = .757$, $p < .001$), demonstrating a substantial bivariate relationship consistent with Value-Belief-Norm Theory. Even within the comprehensive hierarchical model, where cognitive and normative factors were simultaneously controlled, environmental values retained a statistically significant unique contribution ($B = 0.114$, $\beta = .104$, $p = .010$). indicating that a stronger orientation towards environmental stewardship is associated with higher intention levels. Qualitative insights revealed that these values are cultivated through both personal experiences of environmental degradation and reinforcement via institutional sustainability initiatives. Environmental values influence intention formation through two channels: a cognitive pathway, shaping opportunity recognition and evaluation through a sustainability lens; and an affective pathway, embedding a moral imperative to act in ways that protect the environment. These results affirm that embedding environmental education and experiential sustainability projects within university programmes is critical to cultivating a generation of environmentally motivated entrepreneurs.

5.2.2 The Role of Entrepreneurial Self-Efficacy on Green Entrepreneurial Intentions

Entrepreneurial self-efficacy emerged as a critical psychological resource for translating environmental concern into entrepreneurial intention. In isolation, entrepreneurial self-efficacy explained 73.0% of the variance in intentions ($R = .854$, $R^2 = .730$, $\beta = .854$, $p < .001$), representing the highest explanatory power among individual predictors in simple regression. Within the hierarchical model, it remained a strongly significant predictor ($B = 0.284$, $\beta = .267$, $p < .001$), contributing an additional 19.3% of explained variance when introduced after environmental values. Additionally, qualitative evidence illustrated that students with high self-efficacy are proactive, resourceful, and resilient in navigating the complexities of sustainable venture creation. Conversely, those with low self-efficacy often perceive prohibitive barriers, including resource constraints and competitive market conditions, which deter entrepreneurial action despite positive environmental values. This confirms that entrepreneurial self-efficacy operates as a catalyst, enabling the conversion of motivation into actionable plans. Strengthening self-efficacy through structured mentorship, targeted entrepreneurial training, and experiential learning opportunities is therefore imperative.

ST. PAUL'S UNIVERSITY

5.2.3 The Role of Subjective Norms on Green Entrepreneurial Intentions

The analysis of subjective norms revealed them to be the most potent unique driver of green entrepreneurial intentions when all theoretical constructs were considered simultaneously. In the final integrated model, subjective norms emerged as the strongest predictor ($B = 0.396$, $\beta = .369$, $p < .001$), explaining significant variance beyond values and efficacy. This finding underscores the collectivist orientation of Kenyan society, as posited by Cultural Dimensions Theory, wherein social legitimacy and community approval profoundly influence individual decision-making. Disaggregated analysis indicated that rural-urban orientation and religiosity were particularly salient components: rural-urban influence significantly predicted intentions ($B = 0.541$, $\beta = .523$, $p < .001$), suggesting that geographical socialization and sustained exposure to rural environments strengthen pro-environmental attitudes and entrepreneurial aspirations; similarly, religiosity demonstrated a significant positive effect ($B = 0.349$, $\beta = .303$, $p < .001$), indicating that students who perceive their professional choices through a spiritual lens are more inclined toward green entrepreneurship. Family background, however, did not attain statistical significance ($p = .233$), suggesting that among fourth-year university students, peer, institutional, and cultural influences may supersede immediate familial guidance in shaping sustainability-oriented career intentions. These findings demonstrate that subjective norms influence intention not only by shaping perceived legitimacy but also by modelling viable entrepreneurial pathways. Strengthening positive normative influence through peer-led initiatives, alumni engagement, and community partnerships could therefore enhance intention formation.

5.2.4 The Role of Perceived Behavioural Control on Green Entrepreneurial Intentions

Perceived behavioural control was a robust predictor of intention ($\beta = 0.83$, $p < 0.001$), reflecting the degree to which students believe they have the requisite resources, competencies, and opportunities to initiate and sustain a green enterprise. The qualitative findings emphasise that PBC is shaped by both internal capabilities and external enablers, including access to capital, incubation facilities, and market linkages. Where these conditions are absent, intention formation is significantly constrained. The results suggest that enhancing PBC through targeted skill development, increased access to resources, and expanded institutional support can substantially strengthen the readiness to act on green entrepreneurial intentions.

5.2.5 The Moderating Role of Policy Support on Green Entrepreneurial Intentions

Concerning perceived behavioural control, the study concludes that it constitutes a key enabling factor that validates the feasibility of green entrepreneurship. Simple regression

ST. PAUL'S UNIVERSITY

analysis showed that perceived behavioural control explained 70.3% of the variance in intentions ($R = .838$, $R^2 = .703$, $\beta = .838$, $p < .001$), and it remained statistically significant in the full hierarchical model ($B = 0.206$, $\beta = .198$, $p = .001$). This supports the Theory of Planned Behaviour proposition that individuals' perceptions of ease or difficulty, contingent on access to resources, knowledge, and controllability, directly shape their motivational readiness. The results suggest that even when students value the environment and feel confident in their capabilities, their intentions are moderated by their perception of external constraints; perceived control thus acts as a critical filter through which values and efficacy are translated into actionable entrepreneurial intention.

The findings of this study point to a set of interconnected actions that universities, policymakers, industry stakeholders, and development partners can undertake to enhance green entrepreneurial intentions among undergraduate students. Universities should integrate environmental literacy and sustainability-focused entrepreneurship education into curricula across all disciplines. By embedding these principles within teaching and learning, students will acquire both the cognitive understanding and affective commitment necessary to recognize, evaluate, and pursue environmentally sustainable business opportunities.

In addition to curriculum reform, there is a need to strengthen entrepreneurial self-efficacy through experiential learning approaches. This may be achieved by providing students with opportunities to participate in practical business simulations, green business competitions, and mentorship arrangements with experienced entrepreneurs. Access to incubators, prototyping facilities, and field-based sustainability projects would further enable students to convert environmental awareness into viable entrepreneurial ventures.

Social influence also plays a significant role in shaping entrepreneurial intentions. Institutions should therefore create and nurture peer and alumni networks that model successful green entrepreneurship. Initiatives such as peer-led innovation challenges, networking events with sustainability-focused enterprises, and structured community engagement projects can reinforce positive subjective norms and present students with relatable entrepreneurial pathways.

Equally important is the enhancement of perceived behavioural control by improving students' access to resources, technical skills, and advisory services. Targeted funding schemes,

ST. PAUL'S UNIVERSITY

specialist training, and partnerships with financial institutions and green technology providers can reduce perceived barriers, thereby strengthening students' confidence in their ability to initiate and sustain green businesses.

A further priority is the optimization of policy support for early-stage green entrepreneurs. This requires active collaboration between government agencies and university administrators to embed policy literacy within entrepreneurship training, ensuring students are well-informed about the incentives, regulations, and support mechanisms available to them. Accessibility should be improved through streamlined and simplified application procedures for student-targeted grants and incentives, while policy instruments must be aligned with the specific operational, financial, and technical challenges that sustainability-driven start-ups face in their formative stages. Such alignment would ensure that policies are not merely theoretical but are directly applicable to the realities of student entrepreneurship.

Finally, multi-stakeholder collaboration should be actively promoted. Partnerships between universities, policymakers, industry actors, and non-governmental organizations can result in the establishment of green entrepreneurship hubs, which combine resources, expertise, and networks to support the transition from entrepreneurial intention to business implementation. By addressing these multiple dimensions simultaneously, the ecosystem for green entrepreneurship can be strengthened in ways that are both sustainable and scalable.

ST. PAUL'S UNIVERSITY

5.3. Recommendations

The findings of this study point to a set of interconnected actions that universities, policymakers, industry stakeholders, and development partners can undertake to enhance green entrepreneurial intentions among undergraduate students. Universities should integrate environmental literacy and sustainability-focused entrepreneurship education into curricula across all disciplines. By embedding these principles within teaching and learning, students will acquire both the cognitive understanding and affective commitment necessary to recognize, evaluate, and pursue environmentally sustainable business opportunities.

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Finally, There must also be proactive support for multi-stakeholder engagement. Industry actors, policymakers, universities, and civil society groups can come together and unleash the possibilities of forming green entrepreneurship nodes where resources, networking opportunities, and knowledge come together and facilitate the conversion of entrepreneurial intent into business reality. In tackling these myriad dimensions holistically, the green entrepreneurship ecosystem is built up along dimensions that are scalable and sustainable.

5.4 Suggestions for Further Study

While the current study has offered useful insights regarding the determinants of green entrepreneurial intentions of undergraduate students, there are potential future research directions. Longitudinal research design will provide future insights into the actualisation of intentions into actual entrepreneurial activity at some future date. If future research tracks the

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graduates into post-university working careers, then the latter research might determine the facilitating conditions, challenges, and short-term difficulties affecting the actualization of green entrepreneurial ventures.

Further studies may also look into industry-level dynamics of green entrepreneurship, as the determinants may vary in their influence on industry-level sectors like renewable energies, sustainable agriculture, waste management, and eco-tourism. Disaggregation at the sectoral level will not only provide refined theoretical understanding but also enable derivation of policy and learning interventions that will be specifically targeted.

Comparative mapping of other policy and cultural settings would be feasible for this argument to go further. In investigating the manner in which differences between the standards of society, institutional settings, and environmental focal points shape entrepreneurial choices, such research could potentially disentangle context-specific channels towards green entrepreneurship. Future studies then could extend the current model by including other prospective moderating variables other than policy support. Available green technologies easily might be one of them as might also the role of digital markets of entrepreneurships or of environmental policy compliance. These variables might then provide a more complete view of the mechanisms shaping entrepreneurial intentions.

Building on the already established research evidence of gender variation in entrepreneurial action, gender-differentiated analysis would also be informative. This would ascertain if green entrepreneurial intentions variables varied between female and male students and offer guidance on the design of interventions on how best to address gaps in entrepreneurial participation.

Finally, interventional studies employing experimental or quasi-experimental designs could assess the efficacy of targeted programmes such as redesigned curricula, dedicated funding schemes, or policy reforms in strengthening green entrepreneurial intentions and behaviour. By evaluating the outcomes of such interventions, future research could move beyond descriptive analysis to provide prescriptive guidance for stakeholders seeking to foster sustainable entrepreneurship among university students.

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APPENDICES

Appendix i: Consent form

Research Consent Form

Title of Study: INDIVIDUAL AND INSTITUTIONAL DETERMINANTS OF GREEN ENTREPRENEURIAL INTENTIONS AMONG UNDERGRADUATE STUDENTS IN SELECT UNIVERSITIES IN KENYA

Researcher's Name: Catherine Wairimu Thiong'o

Institution: St. Paul's University

Purpose of the Study:

I understand that this research aims to explore **'Individual and Institutional determinants Of Green Entrepreneurial Intentions Among Undergraduate Students In Select Universities In Kenya'.** My participation will involve sharing insights through either a focus group discussion or a key informant interview.

Voluntary Participation:

I acknowledge that my participation is entirely voluntary, and I may withdraw at any time without consequences.

Confidentiality and Anonymity:

I understand that my responses will be confidential. My identity will not be disclosed in reports or publications.

Potential Benefits and Risks:

This research contributes to academic knowledge and may benefit university management, development agencies and policymakers. There are minimal risks, and I may decline to answer any questions I find uncomfortable.

Use of Data:

I consent to the use of my responses solely for academic research purposes. Data may be analysed and reported anonymously.

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Consent Statement:

I have read and understood the information provided. I voluntarily agree to participate in this study.

Participant's Name: _____

Signature: _____

Date: _____

Researcher's Signature: _____

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Appendix ii: **Student Questionnaire**

Questionnaire Number …….

Name of university ……..

SECTION A: DEMOGRAPHIC INFORMATION

Please tick accordingly

1	Age		
2	Gender	Male [ ]	Female [ ]
3	Where did you grow up?	Urban [ ]	Rural [ ]
4	Where do you spend your school break/ holiday?	Urban [ ]	Rural [ ]
5	Do you have internship experience?	Yes [ ]	No [ ]

6.What is your religion	Christian	Muslim	Hindu	Africa Traditional religion

SECTION B

Green Intention

Please tick appropriately where 1 =strongly disagree, 2= disagree, 3 = Neutral, 4= Agree, 5 = strongly agree

	Green Intention	**1**	**2**	**3**	**4**	**5**
7.	I am ready to do anything to be a green entrepreneur.					
8	My professional goal is to become a green entrepreneur.					
9	I will make every effort to start and run my green firm					
10	I am determined to create a green firm in the future.					
11	I have very seriously thought about starting a green firm.					
12	If I had the opportunity and resources, I would go green					
13	My future initiatives will prioritize green benefits over financial ones					
14	I would recommend to my colleagues to start green firms					

ENVIRONMENTAL VALUES

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Please tick appropriately where 1 =strongly disagree, 2= disagree, 3 = Neutral, 4= agree, 5 = strongly agree

	Environmental orientation	**1**	**2**	**3**	**4**	**5**
15	We are approaching the limit of the number of people the Earth can support.					
16	Humans have the right to modify the natural environment to suit their needs.					
17	When humans interfere with nature it often produces disastrous consequences.					
18	Human ingenuity will ensure that we do not make the Earth unliveable.					
19	Humans are seriously abusing the environment.					
20	Th e Earth has plenty of natural resources if we just learn how to develop them.					
21	Plants and animals have as much right as humans to exist.					
22	The balance of nature is strong enough to cope with the impacts of modern industrial nations.					
23	Despite our special abilities, humans are still subject to the laws of nature.					
24	The so-called "ecological crisis" facing humankind has been greatly exaggerated.					
25	The earth is like a spaceship with very limited room and resources.					
26	Humans were meant to rule over the rest of nature.					
27	The balance of nature is very delicate and easily upset.					
28	Humans will eventually learn enough about how nature works to be able to control it.					
29	If things continue their present course, we will soon experience a major ecological catastrophe					

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Please tick appropriately where 1 =strongly disagree, 2= disagree, 3 = Neutral, 4= Agree, 5 = strongly agree

	Green Entrepreneurial Self - Efficacy:	**1**	**2**	**3**	**4**	**5**
30	I have good understanding of how entrepreneurial activities of a firm					

	could endanger the environment					
32	I have good understanding of how entrepreneurial activities of a firm could lead to climate change					
33	I understand what it means for a firm to operate a green business					
34	Creating and maintaining a green business is a task that I can do					
35	I have the necessary knowledge to develop a green business					
36	I have enough skills to develop a green business					
37	I believe that in the future, I will be able to develop a successful green business					
38	When facing difficult tasks in my business, I am certain that I will accomplish them.					
39	I can identify an opportunity in green entrepreneurship					
40	I am confident that I will perform effectively as a green-oriented entrepreneur.					

SUBJECTIVE NORMS

Please tick appropriately where 1 =strongly disagree, 2= disagree, 3 = Neutral, 4= Agree, 5 = strongly agree

Family background		**1**	**2**	**3**	**4**	**5**
41	My immediate family values green entrepreneurial activity					
42	Most people whose opinions I value would prefer that I practice green entrepreneurship					
43	My Parents own/ have a business					
44	My family has invited me to attend business meeting					
45	My family takes me to work with them					
46	My family discusses business with me					
47	How many family members who you closely interact with run businesses					
Religiosity		**1**	**2**	**3**	**4**	**5**
48	My faith influenced my professional choice					
49	I see my professional choice as a divine vocation					
50	My work as a vocation will make people love God					
51	In my work, I will be guided by the tasks that God gives me					

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52	I am willing to start my own business because it will please God					
53	My economic activity has a positive influence on society					
54	I realize how useful my religious beliefs are to society, through my work/life					
55	It is always beneficial to do business fearing God					

Please tick appropriately where 1 =strongly disagree, 2= disagree, 3 = Neutral, 4= Agree, 5 = strongly agree

Rural – urban influences						
56	In my region, most people place a high value on willingness to take risks					
57	in my region, most people place a high value on personal initiative,					
58	in my region, most people consider how they can exploit gaps in the market					
59	in my region, most people like to find various solutions to a problem					
60	in my region, most people would not start and try to run a business, because they fear the responsibility					
61	I have favourable attitude towards green entrepreneurship					
62	The idea of green entrepreneurship is very appealing to me					
63	When evaluating entrepreneurial opportunities, I will consider the social impact (poverty reduction, employment creation, equality) that the venture would have					
64	When evaluating entrepreneurial opportunities, I will consider the environmental impact (recycling, use of natural resources, protection of biodiversity, energy) that the venture could have					

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Please tick appropriately where 1 =strongly disagree, 2= disagree, 3 = Neutral, 4= Agree, 5 = strongly agree

Perceived Behavioural Control						
65	When I start a business, I will have a high probability of succeeding					
66	Starting a business will be easy for me					
67	I am ready to start decent business					
68	I can control creating a business					
69	I know the required practical details to start a business					

70	I can develop an entrepreneurial project					
71	As an entrepreneur i would have complete control of the situation					
72	The number of events outside my control which could prevent me from being an entrepreneur are very few					
73	I have skills and capabilities required to be an entrepreneur					

Please tick appropriately where 1 =strongly disagree, 2= disagree, 3 = Neutral, 4= Agree, 5 = strongly agree

Policy support						
74	My university offers courses on green entrepreneurship.					
75	My university motivates students to start a green business.					
76	My university offers project work focused on green entrepreneurship.					
77	My university provides students with the financial and policies means to start a new business					
78	My university has shown strong commitment to support green entrepreneurship					
79	My university offers mentorship for student entrepreneurs					
80	The Kenyan economy offers a conducive environment for entrepreneurs					
81	In Kenya, entrepreneurs are empowered by an underlying private system, public and non-governmental institutions					
82	Taking bank loans is difficult for entrepreneurs in Kenya					
83	The hustler fund is a viable source of funding for aspiring entrepreneurs					
84	My home county supports budding entrepreneurs					

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Appendix iii: Focus Group Discussion

	INTERVIEW TOPIC	GUIDING QUESTIONS	PROBING
1	**Business program**	• What was your motivation for choosing business major?	• What is your career goal? • Does the business program preparing you to achieve your career objective.
		• How do you define an entrepreneur?	• What are the characteristics necessary to become green entrepreneur
2	**Green business**	• How do you understand green business?	• What other factors do you think affect green business? • What factors do you think play the most important role in promoting green business
3	**Entrepreneurial self-efficacy**	• Have you been properly prepared to take on your role as a green entrepreneur?	• Are you confident you can run an enterprise? • Are you confident you can successfully pursue a green business.
4	**Subjective norms**	• Are there people around you who	• Have your classmates or relatives and

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	INTERVIEW TOPIC	GUIDING QUESTIONS	PROBING
		participate in green business?	friends carried out green business? • How much do you think they affect you? and
		• How would you best describe the place where you grew up?	• What do you like most about this place • Has the environment in the place influenced your perception of how a business should be conducted? • Do you think the place where someone grows up influences their outlook on business?
7	**University support**	• Does our university actively encourage students to carry out green business?	• Has this influenced how you perceive green business?
8	**Environmental values**	• Do you think entrepreneurial activities contribute to climate change?	• Is there anything that can be done to slow down and potentially reverse climate change.
9	**Course improvement**	• what changes would you recommend being included in future review?	• What is the most valuable thing you have learnt? • What do you wish you had been taught?

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Appendix iv: Key Informant Interview

	INTERVIEW TOPIC	GUIDING QUESTIONS	PROBING
1	**Business programme**	• What is the rationale of the business programme?	• What are the critical components of this program?
2	**How does the faculty define entrepreneur?**	• How do you define an entrepreneur?	• What do you consider to be the necessary skills and characteristics to become green entrepreneur?
3	**Green entrepreneurship**	• How does the business programme offered at your university prepare entrepreneurs to engage in green entrepreneurship?	• What are some of the units/ courses offered to equip students with requisite knowledge and skills.
		• Can green entrepreneurship mindset be developed?	• Can innovation be taught? • How can self-efficacy be cultivated?
4	**University support**	• What kind of support does the university offer to students?	• What criteria is used to determine the kind of support e.g. inviting entrepreneurs?

ST. PAUL'S UNIVERSITY

			• What strategies are used to teach entrepreneurship?
		Does your university have a budget to promote sustainability behaviour	
5	**Pro-environmental attitude**	• Are your students prepared to combat climate change	Does the business programme have courses on environmental stewardship?
6	**Course improvement**	• What are the critical component of entrepreneurial education?	• In future, what would you like to see included in the entrepreneurship curriculum in your university?

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Appendix v: Sampling Template: Krejci and Morgan

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Source: Krejie and Morgan (1970)

Appendix vi: Introduction letter from St. Paul's University

ST. PAUL'S UNIVERSITY

Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

11th April 2025

To Whom It May Concern

Dear Sir/Madam

==========

REF: INTRODUCTION – CATHERINE WAIRIMU THIONG'O PDSLMR4639/19

==========

Greetings from St. Paul's University!

We are writing to formally introduce our doctoral student, Catherine Wairimu Thiong'o, who is currently pursuing a Ph.D. at St. Paul's University. As part of her academic requirements, Catherine is undertaking a research study focused on **Green Entrepreneurial Intentions Among University Students**, for which data collection is necessary.

We kindly request your support in facilitating her access to fourth-year business students at the University. Their participation in this research will provide invaluable insights, contributing to both academic advancement and practical applications in this area of study.

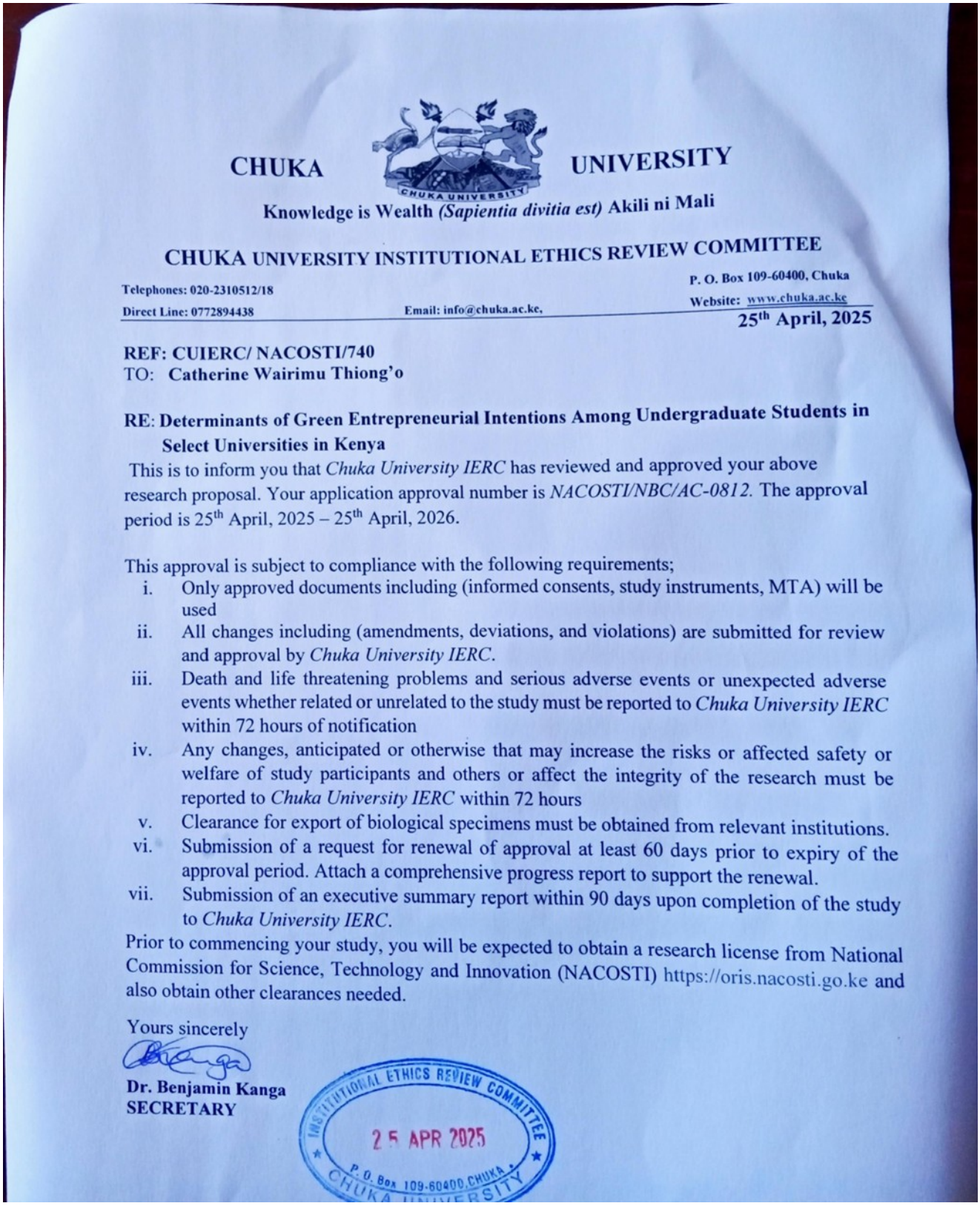
St. Paul's University greatly values your cooperation in supporting academic research. Should you need further details or documentation to assist in this process, please do not hesitate to contact us via spuresearch@spu.ac.ke.

Thank you for your time and kind consideration in this matter. We look forward to your positive response

Yours sincerely,

Dr. Daniel Nzengya, PhD
Director, Research & Innovation

Appendix vii: Ethical Clearance



CHUKA UNIVERSITY

Knowledge is Wealth *(Sapientia divitia est)* Akili ni Mali

CHUKA UNIVERSITY INSTITUTIONAL ETHICS REVIEW COMMITTEE

Telephones: 020-2310512/18
Direct Line: 0772894438
Email: info@chuka.ac.ke,
P. O. Box 109-60400, Chuka
Website: www.chuka.ac.ke

25th April, 2025

REF: CUIERC/ NACOSTI/740
TO: **Catherine Wairimu Thiong'o**

RE: Determinants of Green Entrepreneurial Intentions Among Undergraduate Students in Select Universities in Kenya

This is to inform you that *Chuka University IERC* has reviewed and approved your above research proposal. Your application approval number is *NACOSTI/NBC/AC-0812.* The approval period is 25th April, 2025 – 25th April, 2026.

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments, MTA) will be used
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Chuka University IERC.*
iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Chuka University IERC* within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Chuka University IERC* within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to *Chuka University IERC.*

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://oris.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely

Dr. Benjamin Kanga
SECRETARY

INSTITUTIONAL ETHICS REVIEW COMMITTEE
25 APR 2025
P. O. Box 109-60400, CHUKA
CHUKA UNIVERSITY

Appendix vii: NACOSTI Permit



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 100109

Date of Issue: 17/May/2025

RESEARCH LICENSE

This is to Certify that Ms.. Catherine Wairimu Thiong'o of St. Paul's University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Embu, Kiambu, Machakos, Meru, Nairobi on the topic: DETERMINANTS OF GREEN ENTREPRENEURIAL INTENTIONS AMONG UNDERGRADUATE STUDENTS IN SELECT UNIVERSITIES IN KENYA for the period ending : 17/May/2026.

License No: NACOSTI/P/25/4173732

100109

Applicant Identification Number

Deputy Director
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions