



Green Entrepreneurial Intention and Entrepreneurship Education: A Literature Review Study

Andi Adam Rahmanto^{1*}, Siswandari², Khresna Bayu Sangka³

Master of Economics Education, Faculty of Teacher Training and Education, Sebelas Maret University
E-mail: andiadamr@student.uns.ac.id

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Abstract

This study aims to explore the development and impact of entrepreneurship education on green entrepreneurial intentions, based on a descriptive analysis of 15 articles published between 2013 and 2024. The method used in this research is Systematic Literature Reviews. The analysis showed a significant growth in publications related to the topic of green entrepreneurial intention, with the highest peak of publications occurring in 2023. Entrepreneurship education has been identified as a key factor influencing green entrepreneurial intentions, with previous studies showing the positive impact of this education on green entrepreneurial intentions through strengthening the desire to start a business and instilling sustainability values. Studies have also shown that entrepreneurship education can influence green entrepreneurial intentions by shaping positive attitudes and self-efficacy, and developing sustainability-related knowledge and skills. Support from educational institutions and government act as moderators that strengthen the relationship between green entrepreneurial intention and behavior. Overall, green entrepreneurship education is an important element in developing environmentally conscious entrepreneurs, with a significant impact on young people's intention to start a green business.

INTRODUCTION

Developments in the business world and the environment over the past decade have driven the adoption of the green economy concept globally. One of the key drivers in the green economy is environmentally focused entrepreneurship (Ahmad et al., 2015). Green entrepreneurship involves entrepreneurial activities that not only create economic value, but also produce goods and services that are environmentally friendly (Jabarzadeh et al., 2018). Green entrepreneurship has become an important focus for governments and policy makers in an effort to address social and environmental issues to achieve sustainability. However, research on green entrepreneurship in developing countries is still limited (Santika et al., 2022). The success of green companies in these countries as real examples of addressing social and environmental issues is still rare. This is largely due to the lack of public interest in the development of green entrepreneurship.

Increasing the number of green entrepreneurs can be triggered through education. Alvarez-Risco et al. (2021) found that entrepreneurship education has a significant positive impact on green entrepreneurial intention. Entrepreneurship education, which combines economic principles with environmental sustainability, is emerging as a strategic approach to forming entrepreneurs who are not only able to create environmentally friendly businesses but also face pressing ecological challenges (Rauch & Hulsink, 2015).

Research conducted by Elsawalhy & Elzek (2023) and Dodescu et al. (2021) show that entrepreneurship education plays a crucial role in influencing green entrepreneurial intentions. This entrepreneurship education aims to increase knowledge and skills that support entrepreneurial interest (Fayolle, 2013). This education not only provides the knowledge and skills necessary to start a business, but also instills sustainability values that are important in the modern era (Boldureanu et al., 2020). The knowledge and skills acquired through this education are important assets in shaping students' attitudes towards entrepreneurship. In general, entrepreneurship education has a significant positive

impact on entrepreneurial intentions, emphasizing its importance in motivating and directing students towards entrepreneurial activities (Amofah & Saladrignes, 2022; García-Uceda et al., 2022).

Given the significance of entrepreneurship education in shaping sustainability-oriented entrepreneurial intentions, this study aims to examine the extent to which entrepreneurship education influences green entrepreneurial intentions. The results of this study are expected to provide valuable insights for educational institutions, policy makers, and aspiring entrepreneurs in promoting green entrepreneurship.

METHODS

The method used in this study is Systematic Literature Reviews (SLR) (Singh, 2017). This process involves the following sequential steps:



Materials were collected from the Scopus database. Scopus was chosen because it is one of the largest published indexers in the world. Its database also covers almost all articles that have been published in international journals in the world (Busro et al., 2021). In Scopus, the research was conducted for “Title, keywords and abstract” with a date range of “published from 2013 to 2024”. The search was conducted on July 27, 2024. The keyword considered was green entrepreneur intention, the source type selected was journal, and the document type selected was article.

In the next data filtering process in the Scopus database, by selecting the categories “Business, Management and Accounting”, “Economics, Econometrics and Finance”, “Social Sciences”. Based on consideration of the relevance of keywords to the author's topic, the author restricted the keywords “Green Entrepreneurship” “Green Entrepreneurial Intention” “Entrepreneur” “Sustainability” “Green Entrepreneurship Intention” “Green Economy” “Green Business” “Green Sustainable Entrepreneurial Intention” “Intention Of Green Entrepreneurship” resulting in 28 filtered articles. Further searches were then conducted on the title and abstract of each article to find those that were truly relevant to the author's topic. In the end, only 15 articles were found for further analysis. The process of identifying relevant articles is illustrated in Figure 1.

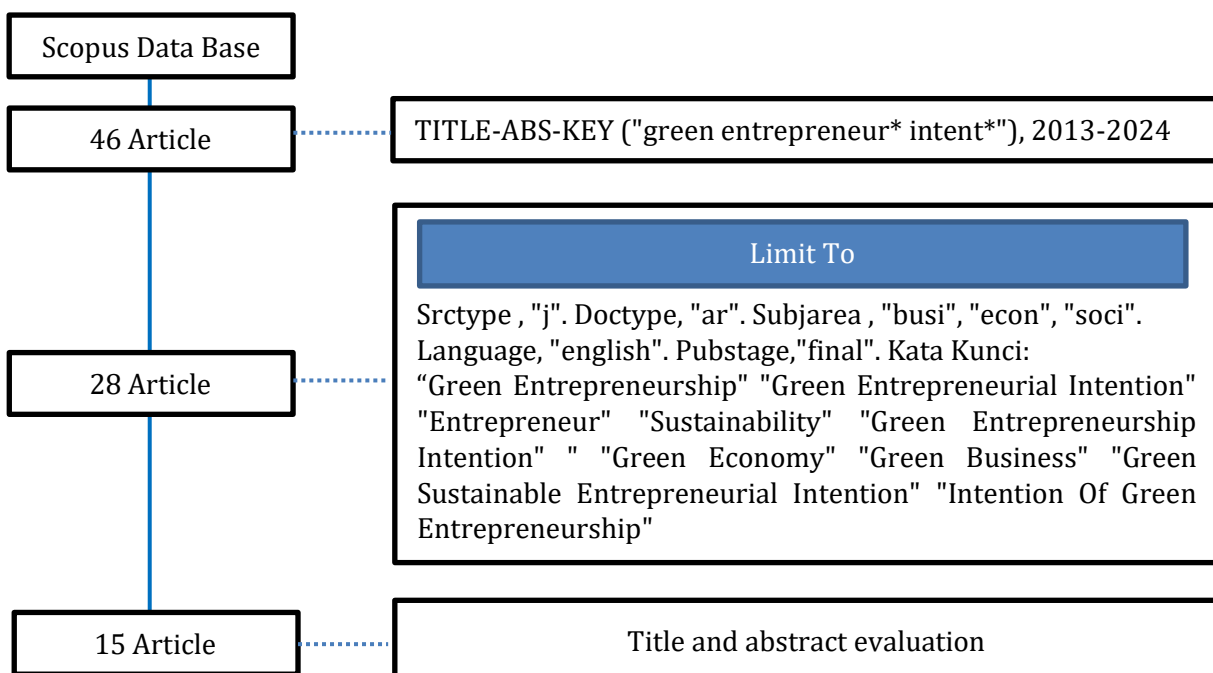


Figure 1. The process of identifying relevant articles

RESULTS AND DISCUSSION

A. Result

Through descriptive analysis, a descriptive-quantitative check was conducted to assess the completeness of the available data. A total of 46 articles were collected from the Scopus database and subsequently entered into the research database. After examining the dataset, it was seen that research on the topic of green entrepreneurial intention has grown from previous years. This is evident with the highest number of publications related to the topic occurring in 2023, which can be seen in Figure 2.

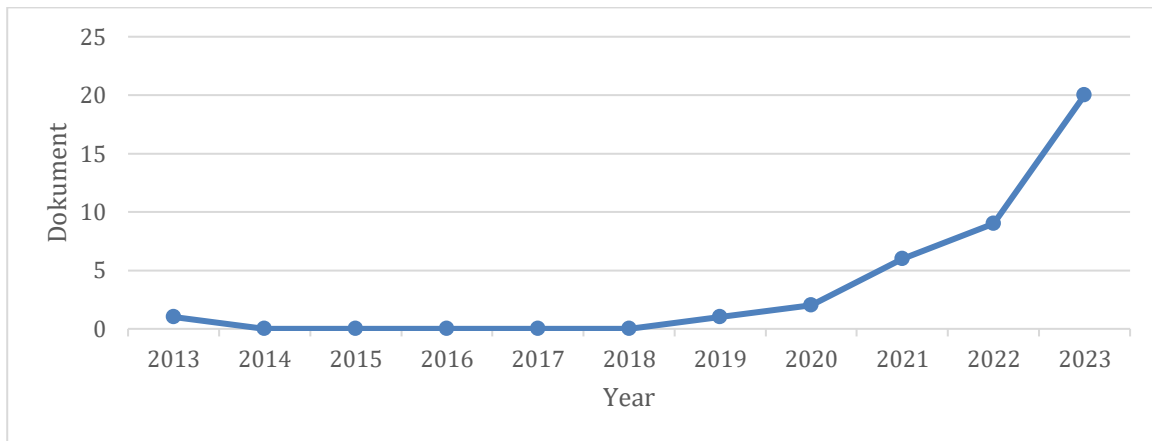


Figure 2. Number of Articles Published from 2013 to 2023

Figure 3 shows that the articles analyzed by the authors come from various countries. The countries that produce the most articles with the theme of green entrepreneurial intention are China with 11 articles, Pakistan with 8 articles, Egypt, Peru, and Saudi Arabia with 5 articles, Indonesia and Malaysia with 4 articles, India with 3 articles, Cyprus and Hong Kong with 2 articles.

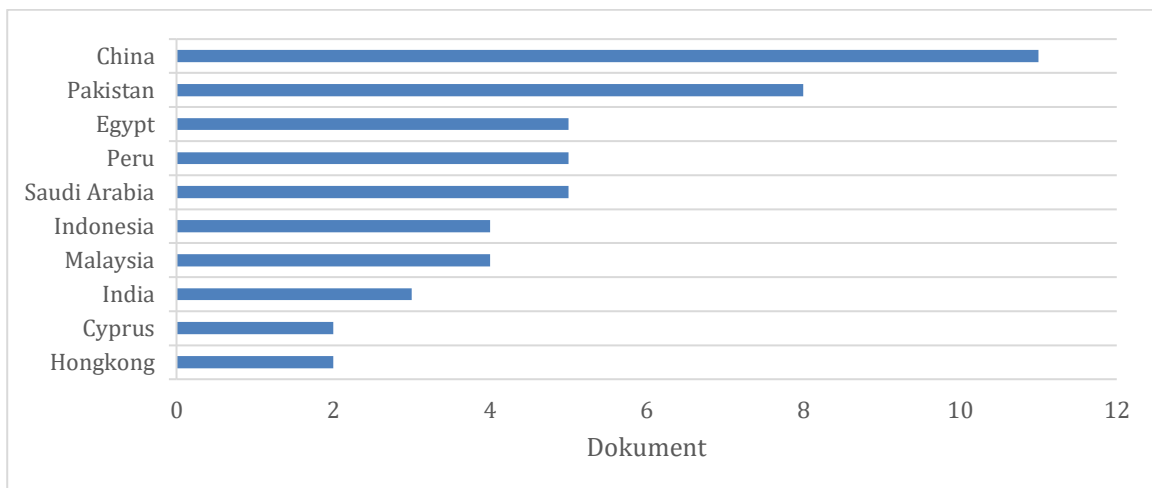


Figure 3. Publications by Country

In writing articles on a particular topic, some authors will tend to write about relevant topics. Figure 4 below is the Top 10 authors with the highest number of green entrepreneurial intention articles. The most productive authors are Alvarez-Risco, A. and Del-Aguila-Arcntales, S. with 5 articles. Mlodzianowska, S. and Elshaer, I.A. have 3 articles and the other authors have only 2 articles.

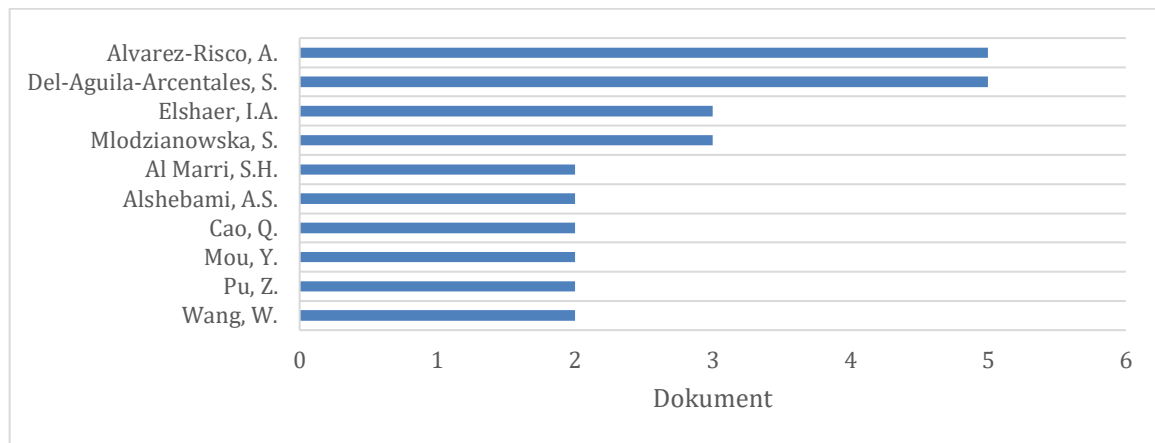


Figure 4. Publications by Author

B. Discussion

Entrepreneurship education has been identified as an important factor influencing green entrepreneurial intentions (Liñán et al., 2011; Rauch & Hulsink, 2015). Various studies show that entrepreneurship education has a positive effect on green entrepreneurial intention (Ayalew & Zeleke, 2018; Alvarez-Risco, Mlodzianowska, García-Ibarra, et al., 2021; Yi, 2021; Elsawalhy & Elzek, 2023; Makuya & Changalima, 2024). This education not only strengthens the desire to start a business (Rothaermel et al., 2007), but also instills green values that support environmental sustainability (Le et al., 2023). Studies conducted by Saeed et al. (2013) and Fretschner & Weber (2013) show that entrepreneurship education can influence green entrepreneurial intentions by developing positive attitudes, subjective norms, and strong behavioral control. Abina et al. (2015) stated that green entrepreneurship education is a way to acquire knowledge in green entrepreneurship. Moreover, it also helps in shaping an innovative mindset (Mambali et al., 2024) and the ability to seek new opportunities which are key in green entrepreneurship. This is in line with the finding that entrepreneurship education can serve as a program that increases students' interest and engagement in green entrepreneurship practices (Santika et al., 2022).

On the other hand, there are studies that state that green entrepreneurship education does not always have a direct impact on green entrepreneurial intentions (Genoveva & Tanardi, 2022). Research conducted by Alvarez-Risco, Mlodzianowska, Zamora-Ramos, et al. (2021) and Perez-Luyo et al., (2023) show that entrepreneurship education can have an effect on increasing green entrepreneurial intentions through self-efficacy. Entrepreneurship education that focuses on developing knowledge and skills related to sustainability (Mambali et al., 2024), has been shown to increase self-efficacy in entrepreneurship which in turn strengthens students' intention to start an environmentally friendly business (Kement et al., 2023).

In addition, the importance of educational support in shaping green entrepreneurial intentions cannot be ignored. Research shows that support from educational institutions (Amankwah & Sesen, 2021; Mambali et al., 2024; Sharma & Singh, 2023) and government (Ali et al., 2023) act as moderators that strengthen the relationship between green entrepreneurial intention and behavior. The models used in some studies even show that educational support is able to explain most of the variation in green entrepreneurial intentions. Overall, green entrepreneurship education is a key element contributing to the development of environmentally conscious and sustainability-oriented entrepreneurs, with a significant impact on the intentions of the younger generation (Le et al., 2023).

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The conclusion from the results of this study is that entrepreneurship education has a significant impact on enhancing green entrepreneurial intentions, by strengthening the desire to start a business, instilling sustainability values, and shaping positive attitudes and innovative mindsets among university students. Although there are studies showing that the effect of green entrepreneurship education is not

always direct, sustainability-focused education can increase self-efficacy, which in turn strengthens the intention to start a green business. Support from educational institutions and the government also plays an important role in strengthening the link between green entrepreneurial intentions and behaviors, making it a key element in the development of sustainability-oriented entrepreneurship.

B. Suggestion

This research has limitations because it only utilizes the Scopus database in its study. For future research, it is recommended to combine data sources from other indexing engines such as Google Scholar or equivalent. In addition, this study only examined the effect of entrepreneurship education on green entrepreneurial intention. Therefore, future research is recommended to identify and explore other factors that may influence green entrepreneurial intention.

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