



The Influence of Personality Traits and University Green Entrepreneurial Support on Students Green Entrepreneurial Intentions

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Abstract

This quantitative study seeks to explore the influence of personal traits and university support for green entrepreneurial intentions, while also considering gender as a control variable. The research population comprises 244 students, with a sample size of 152 students enrolled in economic education at the University of Education Indonesia. The theory used is the Theory of Reasoned Action (TRA). Data collection using a questionnaire. Data analysis techniques with structural equation modeling (SEM) with Smart PLS 3. The results of this study indicate that personal traits and university green entrepreneurial intention support have a positive and significant influence on green entrepreneurial intention. In addition, it was found that there is no difference in green entrepreneurial intention from the aspect of gender. It is suggested that it involves developing educational programs to form personal traits and strengthening university support, with industry collaboration for an environmentally sound environment. PLS was chosen as the analysis method because it is suitable for small sample sizes, model complexity, focus on prediction, and consideration of control variables such as gender. It is expected to provide an in-depth understanding of the factors that influence green entrepreneurial intention among university students.

How to Cite

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INTRODUCTION

Green entrepreneurship is a business concept that focuses on developing and implementing sustainable solutions to address environmental challenges (Manisha Gupta & Mridul Dharwal, 2020). In the era of globalization and climate change, green entrepreneurship is becoming increasingly relevant in efforts to achieve the 2030 Sustainable Development Goals (SDGs) (Kartika & Nuryasman, 2021). SDGs is a universal agenda recognized by 193 member states of the United Nations (UN) to achieve sustainable development in the social, economic and environmental fields (Trifita & Amaliyah, 2020). The government through the Sustainable Development Goals (SDG's) program has formulated 4 pillars of social, economic, environmental and legal & governance development (Bappenas, 2020).

In this context, the role of higher education and universities becomes very important. Masjud (2020) highlighted the important role of universities in educating eco-entrepreneurship, emphasizing the need for synergy between the learning curriculum at the university level and the SDGs. This education not only provides an understanding of green entrepreneurship as a solution for environmental sustainability, but also provides literacy to students in designing business models that are in line with the SDGs (Raith and Siebold, 2018). Thus, the role of universities is not only limited to providing knowledge, but also as a catalyst to inspire and encourage students' interest in green entrepreneurship as an integral part of their contribution to the achievement of sustainable development goals.

Research on green entrepreneurship is important because it integrates economic, environmental, and social aspects to create a positive impact on the earth and future generations. It helps raise awareness of the importance of sustainable and eco-friendly business practices among future leaders. This research also helps us understand how green entrepreneurship can be a solution to environmental problems such as climate change, biodiversity

loss, and pollution.

A large number of previous studies have shown that the world can become green only when people take environmental issues seriously and have concern for the environment (Rahman and Reynolds, 2019). A major role in determining individual attitudes and behaviors related to the environment can be found in the green values held by each individual (Rahman and Reynolds, 2019; Chou, 2014; De Roeck et al., 2014). Personality traits such as entrepreneurial self-efficacy, need for achievement have a positive effect on green entrepreneurial intention Qazi et al., (2020). Mustafa et al. (2016) showed that proactive personality as an important determinant of entrepreneurial intention. Researchers also revealed that sometimes students want to be entrepreneurs, but due to lack of support and resources, they do not pursue it as a career (Liguoriet al., 2019; Asante and Affum-Osei, 2019).

The economic contribution of higher education institutions is significant due to their crucial role in driving innovation to address global challenges such as environmental protection, resource security, healthcare, international relations, and development (Qazi et al., 2020). Moreover, the higher education sector is also a natural partner for the knowledge-based economy. By being centers of advanced learning and sources of new information from research, universities not only help train future generations of students, but also support the creation of current innovations (Klofsten et al., 2019). Previous research illustrates the positive impact of higher education institutions on sustainable development (Findler et al., 2019).

Therefore, to promote the concept of green entrepreneurship and the importance of green practices in business, educational institutions are responsible for providing awareness and support. University support for green entrepreneurship is an effort made by higher education institutions to encourage, facilitate and promote entrepreneurial initiatives that focus on environmental sustainability. This in-

cludes providing platforms and facilities such as green entrepreneurship incubators, education and mentoring based on ecological values, and creating a learning environment that supports the development of environmentally friendly business ideas and practices (Qazi et al., 2020).

Educational support includes the knowledge, skills, networks and opportunities they gain from their institutions. Educational support is considered to have the highest influence on entrepreneurial self-efficacy, followed by concept development support, business development support, and institutional support (Saeed et al., 2015). As a young generation in carrying out their entrepreneurial activities, they always prioritize green economic growth. As an "entrepreneurial university" it should support green growth through green entrepreneurship education Amankwah & and Sesen (2021) proving "university education support" shapes students' intentions and behavior on green entrepreneurship. Fanea-Ivanovici & Baber (2022) states that campus sustainability fosters sustainable behavior among students. Alvarez-Risco et al. (2021) emphasized that system support including educational support is indispensable in encouraging student design thinking in business model development. Anghel & Anghel (2022) required ecological, economic and entrepreneurial-based competencies for students. This mechanism enriches the entrepreneurship learning process in Indonesia, making the Sustainable Development Goals (SDGs) the main focus in entrepreneurship development.

According to Rokhmansyah (2016), the concept of gender includes attitudes that are socially and culturally attached to individuals, both men and women. Gender characteristics can change over time, from place to place, even from different social classes. Patriana (2007) states that there are significant differences in entrepreneurial intentions between men and women. Men tend to choose entrepreneurship as a means to achieve their future goals. Previous research also found that female entrepreneurship has a significant influence

on green entrepreneurship, as well as market orientation (Octavia et al., 2023). Women entrepreneurs are less interested in business procedures that provide green economic support for small and medium-sized enterprises (Mitic et al., 2021; Octavia & Sriayudha, 2021). The use of control variables such as gender in research on green entrepreneurial intentions not only improves the quality of research methodology, but also increases understanding of the complexity of factors influencing green entrepreneurship among diverse gender groups.

Based on some of the previous studies above, this research has an urgent topic because of its significant impact on environmental sustainability, economic growth, gender equality, and improving higher education. Understanding the factors that influence green entrepreneurial intentions allows us to take concrete steps to encourage sustainable entrepreneurship, providing wider benefits to society and the environment, so the purpose of this study is to determine the effect of personal traits and university environmental support on individuals' intention to engage in green entrepreneurship with gender control variables.

This study uses the Theory of Reasoned Action (TRA) as a theoretical framework to explore the impact of personal traits and university green entrepreneurship support on students' green entrepreneurship intentions. Fishbein and Ajzen (1975) introduced TRA in 1975 as a social psychology theory that explains individual intentions. The main focus of this theory involves attitudes and subjective norms. They also highlighted the importance of intentions in understanding behavior, as a person's behavior tends to reflect intentions after the formation of beliefs to act. In the current context, when students receive green support from the university and their personal traits reflect positive intentions, it can be anticipated that students' green entrepreneurial intentions will increase.

The traits approach is based on McClelland's (1961) psychological work on entrepreneurs. Qazi et al. (2020) confirmed

that personal traits are positively and significantly related to green entrepreneurial intention. Individual characteristics play an important role in business establishment and success (Wang et al., 2016). Karabulut (2016) also stated some personal traits that play an important role in developing entrepreneurial intentions: for example, risk tolerance, internal locus of control, proactiveness, and need for achievement.

Universities are slowly adopting the trend of green entrepreneurship, promoting environmentally friendly activities on campus, and sustainability practices. According to Suwartha and Sari (2013), university ranking has become a global phenomenon, where universities around the world are actively engaged to improve their image through this concept. Therefore, universities have a responsibility to support students in adopting green business concepts after completing their studies (Teo et al., 2019). When universities train their students and pay attention to the needs of the current situation, the students respond positively (Teo et al., 2019). Ginanjar (2016) showed that education plays an important role in shaping the entrepreneurial mindset among university students. University entrepreneurship support proved to have a significant and positive impact on students' entrepreneurial intentions and behaviors, especially when related to experiential learning. According to Ho et al. (2014), these practical experiences provide effective entrepreneurial understanding, directly influencing students' entrepreneurial intentions and encouraging creative activity among them. Demirel et al. (2019) stated that green entrepreneurship support can stimulate students' perceptions and behaviors regarding green development. Fitcher & Tie-man (2018) & Yi (2020) showed a positive and significant association illustrating when institutions support their students in promoting green entrepreneurship is very important, it encourages students' behavior regarding green development (Geng et al., 2013 & Demirel et

al., 2019).

Gender has an influence on entrepreneurial intention. Given that there are different views on work between men and women. Octavia et al. (2023) state that female entrepreneurship has a significant effect on green entrepreneurship, as well as on market orientation, female entrepreneurs have little interest in terms of business procedures that provide support for the green economy for small and medium enterprises (Mitic et al., 2021; Octavia & Sriayudha, 2021). This contradicts the research results of Gbadamosi (2019) who argued that women's entrepreneurship is currently gaining momentum as civilization enlightens people's knowledge about the role and contribution of women not only in the family but also in social settings; while women have a lot of potential to enter the business world.

The purpose of this study is to analyze and examine the influence of personality traits and green entrepreneurship support from colleges on green entrepreneurship intention, with gender as the control variable. This study contributes by investigating the factors that influence individuals' intention to engage in green entrepreneurship, as well as identifying the role of support from universities in this regard. The novelty of this study lies in its focus on the influence of personality traits and institutional support on green entrepreneurial intentions, while considering gender differences. It enriches the existing literature with an emphasis on factors that may influence individuals' decisions to engage in environmentally friendly business practices. Based on previous research, there are several hypotheses obtained as follows:

Hypothesis 1: personality traits have a positive relationship with green entrepreneurial intention.

Hypothesis 2: university green entrepreneurial support has a positive relationship with green entrepreneurial intention.

Hypothesis 3: there are differences in green entrepreneurial intention in terms of gender.

The framework in this study is described

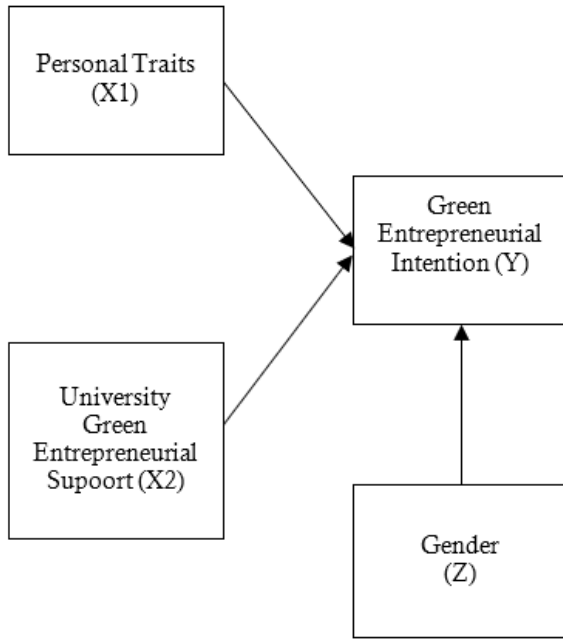


Figure 1. Conceptual Framework

in Figure 1.

METHODS

The population used is active students of the economic education study program at the University of Education Indonesia who take or have taken entrepreneurship courses as many as 244 students. Universitas Pendidikan Indonesia was chosen as the research location because of its relevance to the research focus, namely entrepreneurship, the availability of an adequate population, and easy accessibility. These students receive education about entrepreneurship in semester 3. A sample of the population is needed, using Simple Random Sampling, a sample of 152 students is obtained.

The questionnaire distribution is closed, including the independent variable, namely personal traits (X1) Quazi, et. al (2020) consisting of 4 indicators: proactive (Bateman & Crant, 1993) which has 6 question items. Examples of items include "Driven to make a difference in my community" and "See good opportunities in the long term before others." Self-efficacy has 5 items (Shook and Bratianu, 2010). Example items include "Able to tolerate unexpected changes in business conditions"

and "Product can create products that meet the needs of unmet customer needs." Risk aversion has 4 question items (Karimi et al., 2017). Sample items include "Unwilling to take risks when choosing a job or company to work for" and "Viewing risk in a job as a situation that must be faced avoided at all costs." The need for achievement has 5 items (Karabulut, 2016). Sample items include "Desire and pursue success" and "Strive to improve performance ability so as to make the business successful".

University green entrepreneurial support (X2) adopted from (Mustafa et al., 2016 & Saeed et al., 2015) consists of 3 indicators, namely perceived educational support by Saeed et al. (2015) which has 3 question items. Example items include "My university offers elective courses on entrepreneurship" and "My university offers entrepreneurship-focused internships." Then the concept of perceived development by Saeed et al. (2015) which has 4 question items, sample items include "My university provides students with the financial means to start new businesses" and "My university uses its reputation to support students who start new businesses." Perceived business development support by Saeed et al. (2015) which has 2 question items. Example items include "My university provides students with ideas to start a new business" and "My university equips students with the necessary knowledge to start a new business." The control variable is gender. The dependent variable, namely green entrepreneurship intention (Y), refers to the journal Quazi, et. al (2020) which has 1 indicator, namely entrepreneurial intention Lin ~an and Chen (2009) and Hsu and Wang (2019) which consists of 5 question items. Sample items include "Have an initial idea to implement a green company in the future" and "Willing to do whatever it takes to become a green entrepreneur."

The data collection technique is a questionnaire using a Likert scale that ranges from 1-5 to answer questionnaire questions with numbers 1 indicating "strongly disagree" and 5 "strongly agree". The questionnaire was

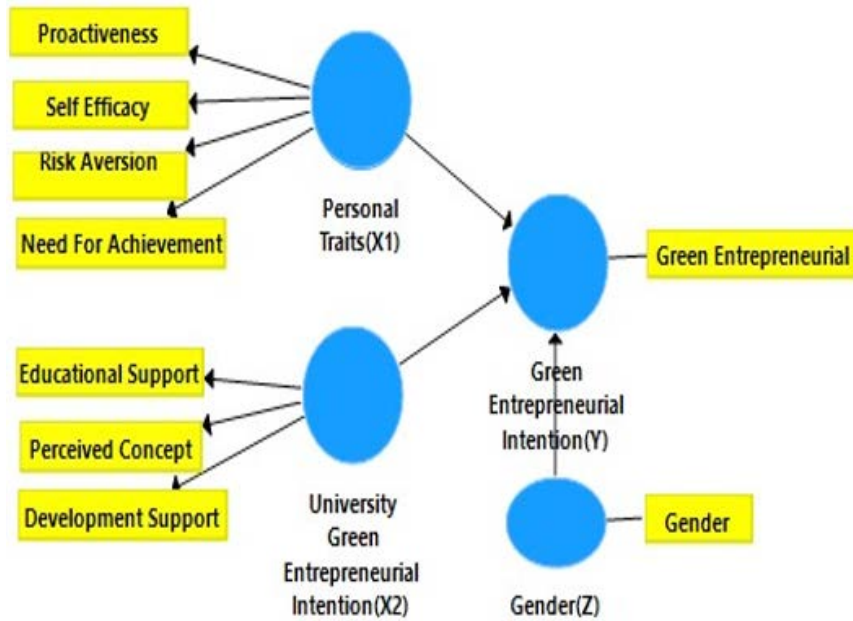


Figure 2. SEM Model

created using Google Forms media and then distributed to respondents. then each respondent needs to answer all questions by choosing one of the answers from the available options.

The SEM model used in this study will be shown in Figure 2.

Data analysis in this study used Smart Partial Least Square (PLS) software version 3.00. Model evaluation in testing with PLS consists of two stages, namely outer model and inner model. Evaluation of the outer model and inner model. Outer model evaluation consists of the Loading Factor test, Cross Loading, Fornell-Larcker Criterion, Average Variances extracted, Chronbach's Alpha, and Composite Reliability. While the inner model evaluation used in this study consists of the R-Square Test (R²), f-square Test (f²), f-Square Test (Q²), Goodness of Fit Test, Path Coefficient Test.

RESULT AND DISCUSSION

The profile of students who are respon-

dents, from the aspect of gender, is described in the Table 1.

The results of data processing show that the characteristics of respondents based on gender consist of men and women. There were 72 men respondents (47.37%) and 80

Table 1. Respondent Profile

Gender (C)	F	Percentage
Men	72	47.37 %
Women	80	52.63 %
Total	152	100 %

Source: Processed Primary Data (2023)

women respondents (52.63%).

Based on Table 2, it can be seen that all variables have a high category, which means personal traits (X1), university green entrepreneurial intention (X2), gender (Z) and green entrepreneurial intention (Y) among economic education students at Universitas Pendi-

Table 2. Result of Descriptive Statistical Analysis for Variables

Variable	Mean	Std. Deviation	Category
PT	82.10	17.348	High
UGES	37.17	8.791	High
GEI	19.82	5.040	High

Source: Processed Primary Data (2023)

dikan Indonesia.

Validity and reliability tests to determine whether the variables used are valid and reliable. Variable measurement indicators can be qualified if the loading factor value is above 0.7 (Henseler et al. 2009). The factor loading in this study will be shown in Figure 3.

After the outlier loadings test, there are 3 invalid indicators, namely X1.11 with a value of 0.656, X1.7 with a value of 0.466 and X1.15 with a value of 0.436 so that the item is invalid and not suitable for use. Then the outer loadings test is carried out again without these three indicators to test whether the 31 items used are still valid or not. The following

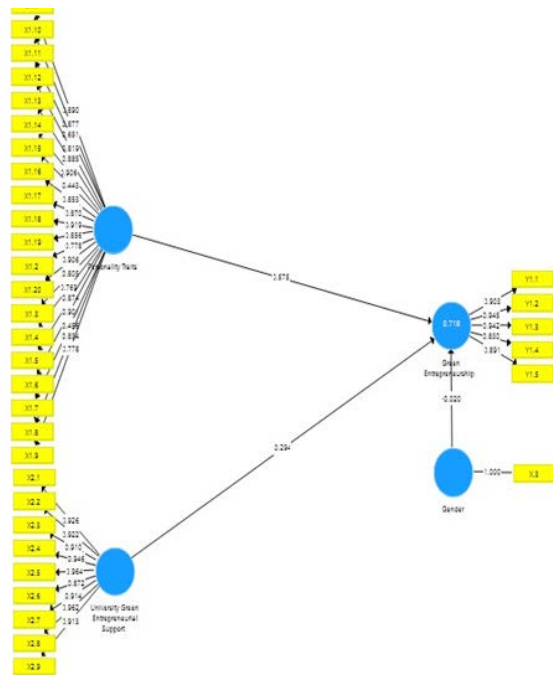


Figure 2. Factor Loading

Table 3. Result of Convergent Validity

Item	Factor Loading	P Value	Result
PT1	0.908	<0.001	Valid
PT2	0.790	<0.001	Valid
PT3	0.830	<0.001	Valid
PT4	0.776	<0.001	Valid
PT5	0.878	<0.001	Valid
PT6	0.896	<0.001	Valid
PT8	0.823	<0.001	Valid
PT9	0.774	<0.001	Valid
PT10	0.879	<0.001	Valid
PT12	0.830	<0.001	Valid
PT13	0.900	<0.001	Valid
PT14	0.914	<0.001	Valid
PT16	0.876	<0.001	Valid
PT17	0.876	<0.001	Valid
PT18	0.927	<0.001	Valid
PT19	0.867	<0.001	Valid
PT20	0.922	<0.001	Valid
UGES1	0.928	<0.001	Valid
UGES2	0.923	<0.001	Valid
UGES3	0.911	<0.001	Valid
UGES4	0.946	<0.001	Valid
UGES5	0.964	<0.001	Valid
UGES6	0.872	<0.001	Valid
UGES7	0.913	<0.001	Valid
UGES8	0.962	<0.001	Valid
UGES9	0.919	<0.001	Valid
GEI1	0.909	<0.001	Valid
GEI2	0.945	<0.001	Valid
GEI3	0.943	<0.001	Valid
GEI4	0.827	<0.001	Valid
GEI5	0.900	<0.001	Valid

Source: Processed Primary Data (2023)

is Table 3 of the validity test results.

Based on the Table 3, it shows that all variables in this study have all obtained factor loading > 0.7, so it is concluded that the 31 indicators used in this study are declared valid.

The reliability analysis test criteria with a Cronbach's alpha value of 0.60 and a Composite Reliability value of 0.70 indicate that the variables in the study are reliable (Sugiyono, 2019). The following is Table 4 of the reliability test results.

Table 4. Result of Reliability

Variable	Cronbach's Alpha	Composite Reliability	Result
PT	0.979	0.980	Reliable
UGES	0.979	0.982	Reliable
GEI	0.945	0.958	Reliable

Source: Processed Primary Data (2023)

ability test results.

The Cronbach's alpha value is greater than 0.60 and the Composite Reliability value on the variables in the study is greater than 0.70 so that the variables used in this study are declared reliable.

The R-squared (R²) value is used to assess how much influence certain independent latent variables have on the dependent latent variable. The R square value of 0.75 is included in the strong category, the R square value of 0.50 is in the moderate category and the R square value of 0.25 is in the weak category (Sarstedt et al., 2017). The following is Table 5 of the R-square results.

Tabel 5. Result R-square

	R-Square	Persentase
GEI	0.721	72.1%

Source: Processed Primary Data (2023)

5 of the R-square results.

Based on Table 5, the test results of the coefficient of determination show a value of 0.721 or 72.1%, which means that the personal trait variable and university green ent-

repreneurial support have an influence on the green entrepreneurial intention variable. The remaining 27.9% is influenced by variables outside the research model.

Furthermore, the f-square (f²) effect value is performed to test how much impact each independent variable has on the R-square (R²) value of the dependent variable. The f-Square values of 0.02, 0.15, and 0.35 can be interpreted whether the latent variable predictors have a low, medium or high influence at the structural level (Sarstedt et al., 2017). Table 6

Table 6. Result of R-Square (R²)

Variabel	GEI	Category
PT	0.200	Medium
UGES	0.062	Low
Gender	0.000	Low

Source: Processed Primary Data (2023)

show the result of the F-Square test.

The f-square (f²) test results show that the personal traits variable has a medium influence on green entrepreneurial intention with a value of 0.200. The university green entrepreneurial support variable has a low influence on green entrepreneurial intention with a value of 0.062. The gender variable has no low influence on green entrepreneurial intention with a value of 0.000.

In the Goodness of Fit (GoF) test to measure and determine the accuracy of the overall structural model validation process. Based on the GOF test with the criteria SRMR value <0.10 or 0.08 (See Hu and Bentler, 1999) will be considered suitable for the research results. Normal Fit Index (NFI) produces a value between 0 and 1. The closer to 1 the better the

Table 7. Result Fit Model

Variable	Model Saturated
SRMR	0.063
NFI	0.548

Source: Processed Primary Data (2023)

model built. Table 7 show the result fit model.

Based on the Table 7, it is known that SRMR obtained a value of 0.063 <0.10 so it is concluded that the SRMR value meets the standard. The NFI value is 0.548 which means it is close to 1.

Furthermore, the adjustment of 31 indicators has met the criteria for convergent validity, namely the AVE value on all variables is more than 0.5. Table 8 show the Fornell-

Table 8. Fornell-Lacker Test Result

	AVE	Result
PT	0.864	Valid
UGES	0.927	Valid
GEI	0.906	Valid
Gender (C)	1.000	Valid

Source: Processed Primary Data (2023)

Lacker test results.

The Fornell-Lacker test results show that all variables have a root mean variance extract (AVE) value greater than the correlation between constructs in the model. Therefore, it can be interpreted that all variables have met the eligibility criteria in terms of the Fornell-Lacker evaluation.

Hypothesis testing refers to the T-Statistic value and P-values. If the T-Statistic value > 1.96 or P-values <0.05, it is concluded that Ha is accepted. The following table 6 results of path coefficient testing using SmartPLS 3.0

Table 9. Path Coefficient with Control Variable

Variable	T-Statistics	P-Values
PT - > GEI	5.171	0.000
UGES ->GEI	3.527	0.001
G - > GEI (C)	0.151	0.884

Source: Processed Primary Data (2023)

are shown in Table 9.

Based on the results of the calculation of H1, the p-value is 0.000 <0.05 and the T-

Statistic value is 5,171 > 1.96. So, it can be concluded that H1 is accepted, personal traits have a positive and significant influence on green entrepreneurial intention in economic education students at Universitas Pendidikan Indonesia.

Based on the results of the calculation of H2, the p-value is 0.001 <0.05 and the T-Statistic value is 3.527 > 1.96. So, it can be concluded that H2 is accepted, university green entrepreneurial support has a positive and significant relationship with green entrepreneurial intention in economic education students at Universitas Pendidikan Indonesia.

Based on the results of the calculation of H3, the p-value is 0.884 > 0.05 and the T-Statistic value is 0.151. So, it can be concluded that Hypothesis3 is rejected, gender has a positive and insignificant influence on green entrepreneurial intention in economic education students at Universitas Pendidikan Indonesia. This suggests that the control variable, gender, does not have a significant influence on green entrepreneurial intention in the context of this study.

The discussion will address the implications of these findings in the context of existing literature, analysis of factors that influence green entrepreneurial intentions, including personality traits and educational institution support, and differences from a gender perspective. Through this discussion, it is hoped that this study provides new insights into green entrepreneurial intentions among university students. A suggestion for future research is to expand the measurement of the dependent variable by considering additional aspects such as economic motivation and other psychological factors, thus improving the representation of the phenomenon under study.

A limitation of this study lies in the inequality between the dependent (DV) and independent (IV) variables. The independent variables cover many dimensions, reflecting personal traits and university support, while the dependent variable captures only one dimension, green entrepreneurial intention. This may limit the understanding of the

complexity of the phenomenon.

The Effect of Personal Traits on Green Entrepreneurial Intention

The results showed that personal traits have a positive and significant effect on green entrepreneurial intention. This is based on the results of the H1 test which shows a p-value of $0.000 < 0.05$ and a T-Statistic value of $5,171 > 1.96$. This proves that the personal traits variable has a considerable and consistent impact on green entrepreneurial intention in economic education students at Universitas Pendidikan Indonesia. The direction of the relationship is positive, meaning that the higher the personal traits possessed by economic education students at Universitas Pendidikan Indonesia, the higher their intention to engage in entrepreneurial activities that focus on green entrepreneurial intention.

The results of this study are in line with research (Qazi et al., 2020) which showed that personal traits positively related and significant with green entrepreneurial intention. Karabulut (2016) also stated that personal traits that have an important role in developing entrepreneurial intentions such as risk tolerance, internal locus of control, proactiveness, and need for achievement. This is reinforced by the findings (Wang et al., 2016) which emphasize that individual characteristics play an important role in business establishment and success (Wang et al., 2016). The results of this study contradict the findings of (Noor et al., 2022; Soomro et al., 2020, Inggarwati & Kaudin., 2015) which show that personality traits such as self-efficacy and risk aversion do not have a positive and significant effect.

The Effect of University Green Entrepreneurial Support on Green Entrepreneurial Intention

The results showed that university green entrepreneurial support has a positive and significant relationship with green entrepreneurial intention. This is based on the results of the H2 test which shows a p-value of $0.001 < 0.05$ and a T-Statistic value of $3.527 > 1.96$. This proves that there is a strong correlation

or relationship between the level of support provided by the university in the context of sustainability and the intention of economic education students at Universitas Pendidikan Indonesia to engage in environmentally friendly entrepreneurial activities. The positive direction of the relationship means that the greater the support provided by the university in supporting entrepreneurial activities that focus on sustainability, the higher the level of student intention to engage in environmentally friendly entrepreneurial activities.

This finding is in line with Fitcher & Tieman (2018) & Yi (2020) showing a positive and significant association illustrating when universities support their students in promoting green entrepreneurship, this will encourage student behavior regarding sustainable development (Geng et al., 2013 & Demirel et al., 2019). In addition, universities have a responsibility to support students in adopting green business concepts after completing their studies (Teo et al., 2019). In Ginanjar's research (2016) emphasized that education plays an important role in shaping the entrepreneurial mindset among university students.

Differences in Green Entrepreneurial Intention from Gender Aspects

The results showed that there were no differences in green entrepreneurial intention seen from the gender aspect. This is based on the results of the H3 test which shows a p-value of $0.884 < 0.05$ and a T-Statistic value of $0.151 > 1.96$. Several factors underlie these results including: first, equality of education and opportunity. Equality in having access to education can reduce the knowledge and skills gap between men and women in terms of entrepreneurial aspects related to green entrepreneurial intention. Second, changes in gender perceptions and roles. If women are increasingly recognized and supported in various fields, including in green entrepreneurial intentions, then this can create an environment where women are more confident in entrepreneurship without being constrained by gender stereotypes. Third, the social and cultural

context. This has an important role in shaping one's green entrepreneurial intentions. Fourth, the development of environmental awareness. If both men and women are increasingly aware of the importance of sustainability, they may have equal intentions to engage in green entrepreneurship.

The results of this study are similar to research found by Inneke Setiawan et al. (2020), research on entrepreneurial intentions reveals masculine and feminine gender orientation has no significant effect on entrepreneurial intentions. Smith et al., (2016) show that gender differences have no direct effect on entrepreneurial intentions. This is contrary to the results of (Mitic et al., 2021; Octavia & Sriayudha, 2021). The finding that female entrepreneurs have relatively little interest in business procedures that support the green economy.

This study makes a significant contribution by showing that personal traits and university support have a positive effect on the green entrepreneurial intentions of economics education students at Universitas Pendidikan Indonesia. These results can provide guidance for the development of educational programs that focus on the formation of personal traits and strengthening university support to encourage green entrepreneurship. The finding that there are no differences in green entrepreneurship in terms of gender also provides support for gender equality in the context of sustainable entrepreneurship. The results of this study have a positive impact on society at large by encouraging equal and inclusive participation in sustainable business initiatives and increasing environmental awareness among university students. Thus, to achieve better participation in sustainable business, a combination of efforts in personality traits development and university support is required. Gender equality should also be considered in designing these programs, thus creating an inclusive and supportive environment for all students. These results open up opportunities for universities and educational institutions to become agents of change in supporting the development of

sustainability-focused businesses in the future.

CONCLUSION

This study provides empirical evidence that supports the influence between personal traits and university green entrepreneurial support on green entrepreneurial intention among economic education students at the Indonesian University of Education with gender control variables. The results showed that personal traits have a positive and significant influence on the green entrepreneurial intention of economic education students at the Indonesian Education University. Personal traits variables, such as risk tolerance, internal locus of control, proactiveness, and need for achievement, are proven to have a considerable and consistent impact on students' intention to engage in entrepreneurial activities that focus on sustainability. University green entrepreneurial support has a positive and significant relationship with students' green entrepreneurial intention. Support provided by the university in the context of sustainability is strongly associated with students' intention to engage in green entrepreneurial activities. There is no significant difference in green entrepreneurial intention between male and female students. Educational equality, changing gender perceptions and roles, social and cultural contexts, and environmental awareness may be factors that explain this difference.

The results make a significant contribution by showing that the formation of personal traits and university support have a positive effect on students' green entrepreneurial intentions. Recommendations for universities are to continue to increase support for sustainable entrepreneurship initiatives and pay attention to the development of students' personal traits. Strengthening university support through the provision of resources, training, and industry collaboration is needed to be environmentally sound so that students can better develop business ideas and can create an environment that supports innovation and creativity. The finding that there is no significant difference in terms of gender supports gender

equality in the context of sustainable entrepreneurship. The results of this study have a positive impact on society by encouraging equal and inclusive participation in sustainable business initiatives. Raising environmental awareness among university students may spur the growth of environmentally friendly entrepreneurial activities in the future.

In addition, these results provide insight into the importance of character development and university support in stimulating interest in green entrepreneurship. For universities, these results can serve as a basis for enhancing programs that support sustainable entrepreneurship and student character building. Gender equality in entrepreneurial intention also emphasizes the importance of providing equal opportunities for men and women in the context of green entrepreneurship. It is also recommended to conduct further research to explore other factors that may influence green entrepreneurial intention, regardless of gender.

One limitation of this study is the imbalance between dependent (DV) and independent (IV) variables, which may limit the understanding of the complexity of the green entrepreneurial intention phenomenon. For future research, it is recommended to expand the measurement of the dependent variable to include additional relevant aspects, such as economic motivation, psychological factors, and other environmental factors. Thus, there will be a more holistic understanding of the factors that influence green entrepreneurial intention among university students. This will also help identify the deeper motivations behind sustainable entrepreneurial behavior, thus making a more significant contribution to the development of strategies and programs to encourage green entrepreneurship in the future.

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