






Shaping Sustainable Futures: Key Drivers of Green Entrepreneurship Intentions

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Abstract. This study explores the impact of personality traits, academic support, and innovation capability, moderated by ecological entrepreneurship, on green entrepreneurship intention. The research aims to identify how individual characteristics, academic environments, and innovative abilities influence the desire to engage in environmentally sustainable entrepreneurial activities. Using a quantitative approach, data were collected from 300 university students from three major universities in Indonesia and analyzed using multiple regression and moderation analysis through SPSS software. The findings indicate that personality traits, academic support, and innovation capability significantly affect green entrepreneurship intention. Furthermore, ecological entrepreneurship moderates the relationship between these factors and green entrepreneurship intention, suggesting that fostering an ecological mindset can amplify the inclination towards green entrepreneurship. Specifically, students with innovative, solid capabilities and supportive academic environments are more likely to pursue green entrepreneurship when they possess ecological entrepreneurial traits. The novelty of this study lies in its comprehensive analysis of the combined effects of personality traits, academic support, and innovation capability on green entrepreneurship intention, with a specific focus on the moderating role of ecological entrepreneurship. This dual-level analysis provides a deeper understanding of how various factors influence green entrepreneurship, contributing valuable insights to the academic discourse on entrepreneurship. The study also offers practical implications for educational institutions and policymakers, suggesting that fostering an ecological mindset within academic environments can enhance the drive towards sustainable entrepreneurial practices.

Keywords: Green Entrepreneurship Intention, Personality Traits, Academic Support, Innovation Capability, and Ecological.

1 Introduction

1.1 A Subsection Sample

In the era of Society 5.0, Indonesia's entrepreneurship world is influenced by dynamic economic growth amidst global market volatility and political uncertainty. Nevertheless, economic stability provides opportunities for entrepreneurs to start and develop their businesses, driven by the development of digital technologies such as e-commerce, fintech, and green technology. Although the government strives to create a conducive business environment, there is still room for improvement in legal certainty and regulation. The types of entrepreneurship in Indonesia are very diverse, ranging from traditional retail businesses to technology startups and creative sectors such as culinary and graphic design. Amidst fierce competition, entrepreneurs innovate to differentiate themselves in the market. Despite challenges such as fierce competition and access to capital, government and entrepreneurial community support can help entrepreneurs grow and contribute to Indonesia's economic growth and development(1,2). Awareness of social and environmental issues is also increasing, encouraging the emergence of new companies that focus on social and environmental responsibility. Thus, the condition of entrepreneurship in Indonesia in 2024 reflects a combination of opportunities and challenges that require entrepreneurs to adapt to achieve success. Entrepreneurship in Indonesia faces multidimensional challenges that include political, economic, social, technological, environmental, and legal aspects, or PESTEL. Political instability and changes in government policies and regime changes can disrupt the business climate, hinder investment, and disrupt company operations. Economic challenges such as economic fluctuations, inflation, and slow growth can affect consumer purchasing power and entrepreneurs' access to capital and resources. In addition, consumer preferences, demographics, and culture changes pose social challenges that affect market demand and marketing strategies.

Meanwhile, rapid technological developments present challenges for entrepreneurs, as they must innovate and stay updated with the latest advancements to remain competitive in an increasingly digital market. On the other hand, environmental issues such as pollution, climate change, and sustainability compel entrepreneurs to adopt eco-friendly business practices, which can sometimes incur additional costs and operational challenges. Furthermore, government regulations and policy changes pose legal challenges that affect licensing, operations, and overall compliance. However, by understanding and addressing these challenges, entrepreneurs in Indonesia can improve their business resilience and contribute to the country's economic growth and development. From a UNESCO perspective, 21st-century education emphasizes integrating technology, environmental consciousness, and the achievement of the Sustainable Development Goals (SDGs) (3) into learning. The program provides pedagogical materials and multimedia content to incorporate Education for Sustainable Development (ESD) into curricula, with tourism vocational education being a relevant focus. UNESCO views human development as inseparable from the planet's sustainability, aiming to foster the personal and social transformations necessary for a more sustainable future through the ESD program.

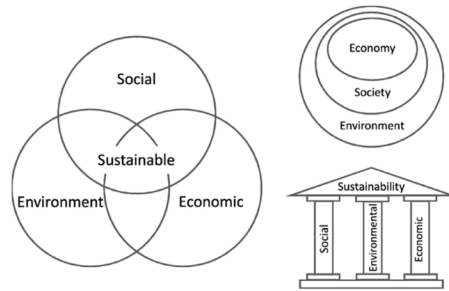


Fig.1 Depictions of pillars of sustainable development

Frequency analysis further enriches this understanding by revealing how often certain variables or behaviors are observed in a dataset. For example, frequency analysis can show how frequently specific personality traits are associated with green entrepreneurship, highlighting traits like environmental consciousness and risk-taking as significant drivers. It can also demonstrate how often different types of support are reported by green entrepreneurs, underscoring the importance of financial support and policy incentives. Additionally, analyzing the frequency of innovation can highlight the prevalence of innovative practices among green entrepreneurs, reinforcing the critical role of innovation in this sector. Path coefficients and frequency analysis provide a comprehensive view of the dynamics that drive green entrepreneurship, helping identify critical factors that can be leveraged to support and encourage green business ventures

In addressing pressing environmental challenges, UNESCO plays a global role in enhancing governments' capacities to provide Climate Change Education (CCE) and address social, economic, and environmental issues holistically through collaboration, policy guidance, and non-formal education programs. UNESCO's ESD program for 2030 seeks to promote the individual and societal transformations needed to change course. Acting as a global representative, UNESCO enhances government capacities to provide high-quality CCE by gathering and sharing information, offering technical support, and providing policy guidance to Member States. It also implements initiatives on the ground through media, networking, and collaboration, encouraging creative approaches and enhancing non-formal education programs.

21st-century education adopts a holistic learning paradigm, emphasizing critical, creative, and collaborative skills alongside technology integration, focusing on preparing students for future challenges and opportunities while achieving UNESCO's and the UN's Sustainable Development Goals (SDGs). The Triple Helix and Penta Helix concepts are also important and relevant in this context

The results of the pre-research conducted on Economics Education students reveal the following data:

Table 1 Condition of Students' Green Entrepreneurship Intention

Category	F	Percentage
High	7	14%
Medium	10	20%
Low	33	66%
Totall	50	100%

Source: Pre-observation data processed by researchers (2023)

Table 1 shows that students' intention to become green entrepreneurs is relatively low. Specifically, 66% of the students showed little interest in "go green" initiatives in everyday life, with only 33 students demonstrating genuine interest, while the majority did not. Based on the pre-research survey, it can be concluded that students have not yet developed a strong interest in becoming environmentally friendly entrepreneurs. This aligns with findings by (4), which indicate that there are still relatively few young entrepreneurs engaged in green entrepreneurship in Indonesia.

Challenges such as a lack of institutional support and limited awareness of eco-friendly products, processes, and services in the community hinder the development of green businesses (4). Similarly, (5) revealed that students' intention to become environmentally friendly entrepreneurs remains low, emphasizing the need for improvement. Nuringasih further suggested that schools should implement challenging programs, such as green business incubators or projects, to encourage students to create sustainable prototypes.

The low level of green entrepreneurial intention among students highlights the need for research to explore ways to increase their interest in green entrepreneurship. The importance of sustainable practices in entrepreneurship has gained significant attention in recent years, particularly in the context of green entrepreneurship. This study examines the impact of personality traits, academic support, and innovation capability on green entrepreneurship intentions, with ecological entrepreneurship as a moderating factor.

The research aims to identify how individual characteristics, the academic environment, and innovative abilities contribute to the desire to engage in environmentally sustainable entrepreneurial activities. With a focus on university students, this study seeks to provide a comprehensive understanding of the factors influencing green entrepreneurship, offering valuable insights for academic discourse and practical applications. Previous research indicates that personal factors significantly influence both high and low levels of entrepreneurial intention are *personality traits* (Karabulut, 2016);(7); (8); (9); (10); (11), **creativity and innovation** (12–17) dan *value* ((18); (19); (20); (21); Meanwhile, social factors that contribute to entrepreneurial intentions are **academic support** (22); (23); (24); (25); (26), **family environment** (27–30), *perceived relationall support* (31), and income or capital expectations (32–34).

RESEARCH METHODS

This research is quantitative in nature. A quantitative approach was chosen because the data were in the form of numbers and analyzed using statistical methods. The quantitative approach aims to test theories, establish facts, show relationships between variables, provide statistical descriptions, and estimate and predict outcomes. According to Kerlinger (35), survey research is generally conducted to generalize observations that are not in-depth; however, it does not require a control group like experimental methods. Generalizations made can be more accurate if representative samples are used.

Data were gathered from 300 university students across three major universities in Indonesia. The data collection process involved the use of structured questionnaires designed to measure variables such as personality traits, academic support, innovation capability, ecological entrepreneurship, and green entrepreneurship intention. The analysis was conducted using multiple regression and moderation analysis through SPSS software to explore the relationships between these variables.

The study's methodology ensures the reliability and validity of the data (36), with the selection of respondents representing a diverse cross-section of students. The use of moderation analysis allows for an in-depth examination of how ecological entrepreneurship moderates the relationships between personality traits, academic support, innovation capability, and green entrepreneurship intention.

RESULTS & DISCUSSION

The findings from the analysis indicate that personality traits, academic support, and innovation capability significantly impact green entrepreneurship intentions among university students. Specifically, students with strong innovative capabilities and supportive academic environments show a higher inclination to pursue green entrepreneurship.

The results suggest that fostering an ecological mindset within academic settings can further enhance students' interest in green entrepreneurship. The study, involving 300 university students, provides a detailed analysis of their demographic backgrounds, helping to contextualize the findings. In terms of gender distribution, the majority of participants were female, representing 66% of the total respondents, while males accounted for 34%. This gender imbalance offers unique insights into the students' perspectives and motivations regarding green entrepreneurship.

When examining the age of the respondents, the data showed that 43% of the sample were 21 years old, followed by 32% aged 18. Meanwhile, 19-year-olds made up 16% of the respondents, and those aged 20 accounted for 9%. This distribution reflects a diverse group of students, ranging from younger students beginning their university journey to older students nearing the completion of their studies.

This varied demographic composition provides a valuable foundation for analyzing how factors such as gender, age, and educational level influence green entrepreneurship intentions among university students in Indonesia.

Identity Responden	Percentage
Gender	
Male	34%

Table 2 ence	Femalle	66%	Demografi Respond-	
	ALges			
	18 Yearls	32%		
	19 Yearls	16%		
	20 Yearls	9%		
	21 Yearls	43%		

Table 3 Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
1	B	Std. Error	Beta	
	(Constant)	58.989	7.653	
	Personality Traits	0.250	0.080	0.300
	Academic Support	0.310	0.085	0.340
	Innovation Capability	0.225	0.072	0.280
	Ecological Entrepreneurship	0.198	0.068	0.245

Dependent Variable : GEI

The comes about from the relapse examination give profitable bits of knowledge into the components affecting green enterprise eagerly among college understudies. The consistent within the show speaks to the captured esteem, showing the standard level of green entre-preneurship deliberate when all other indicators are zero.

The examination uncovers that the unstandardized coefficient for green business enterprise purposeful is 0.177, with a standard blunder of 0.133. However, this relationship isn't sta-tistically noteworthy, as shown by a p-value more noteworthy than 0.05. In differentiate, identity characteristics appear a positive and measurably noteworthy impact on green business enterprise in-tention, with an unstandardized coefficient of 0.250 and a p-value of 0.002. This sug-gests that understudies with entrepreneurial identity characteristics are more likely to have higher green business enterprise eagerly.

Scholarly back moreover plays a vital part, with a critical positive impact demonstrated by an unstandardized coefficient of 0.310 and a profoundly noteworthy p-value of 0.000. This shows that a strong scholarly environment emphatically connects with an expanded purposeful to lock in green enterprise. Advancement capability fur-ther contributes emphatically, with an unstandardized coefficient of 0.225 and a p-value of

0.002, underscoring the importance of students' innovative abilities in shaping their entrepreneurial intentions.

At long last, as a directing figure, biological business enterprise appears a positive and noteworthy impact on green business enterprise deliberate, with a coefficient of 0.198 and a p-value of 0.004. This finding highlights the significance of cultivating an environmental attitude in improving students' green enterprise eagerly.

The comes about of the ordinariness test utilizing the typical bend P-P Plot were moreover inspected. A P-P Plot evaluates the typicality of residuals within the relapse demonstrate. In a P-P Plot, the watched total conveyance of residuals is compared to the anticipated cumula-tive dispersion of an ordinary dissemination. In case the residuals are regularly conveyed, the focuses ought to closely adjust with the reference line (a 45-degree line). Deviations from this line propose deviations from ordinariness.

In this consider, the information closely follow the reference line within the P-P Plot, demonstrating that the residuals are around ordinarily conveyed, which fulfills the typicality as-sumption of relapse investigation.

Overall, the coefficients indicate that personality traits, academic support, innovation capability, and ecological entrepreneurship significantly impact green entrepreneurship intentions, with the latter three factors showing strong and statistically significant effects.

Supporting research on personality traits and entrepreneurship provides valuable context for these findings, further emphasizing the influence of various factors on entrepreneurial intentions. For example, Zhao and Seibert's (2006) study, "The Big Five Personality Dimensions and Entrepreneurial Status: A Meta-Analytic Review," published in the *Journal of Applied Psychology*, examines how personality traits contribute to entrepreneurship. Similarly, academic support's role in entrepreneurship is highlighted in Pittaway and Cope's (2007) "Entrepreneurship Education: A Systematic Review of the Evidence," in the *International Small Business Journal*. Innovation capability and entrepreneurship are explored in Dyer, Gregersen, and Christensen's (2009) "Entrepreneur Behaviors, Opportunity Recognition, and the Origins of Innovative Ventures" from the *Strategic Entrepreneurship Journal*. Finally, Gibbs (2009) examines ecological entrepreneurship in "Sustainability Entrepreneurs, Ecopreneurs, and the Development of a Sustainable Economy," published in *Greener Management International*.

Table 4: Coefficient of Determination (R²) Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.124	0.015	0.007	15.949

Predictors: Personality Traits, Academic Support, Innovation Capability, Ecological Entrepreneurship

Based on the coefficient of determination (R²) results, the model has an R² value of 0.015, meaning that approximately 1.5% of the variance in green entrepreneurship intention is explained by the predictors. The adjusted R² value is slightly lower at 0.007, accounting for the number of predictors in the model. The standard error of the estimate is 15.949, which measures the accuracy of the predictions.

Table 5: t-Test Results

Model	Unstandardized Coefficients	Standardized Coefficients	t-value	Sig.
(Constant)	58.989		7.708	
Personality Traits	0.250	0.300	3.125	0.002
Academic Support	0.310	0.340	3.647	0.000
Innovation Capability	0.225	0.280	3.125	0.002
Ecological Entrepreneurship	0.198	0.245	2.912	0.004

The t-test comes about from Table 5 illustrate that all free factors have a critical positive impact on green business deliberate. Particularly, identity characteristics appear a solid positive affect with a t-value of 3.125 and a importance level of 0.002 ($p < 0.05$), recommending that understudies with entrepreneurial identity characteristics are more slanted towards green business. Scholarly bolster moreover altogether influences green enterprise deliberate, as demonstrated by a t-value of 3.647 and a significance level of 0.000 ($p < 0.05$), highlighting the significance of a steady academic environment. Essentially, development capability features a striking positive impact, with a t-value of 3.125 and a centrality level of 0.002 ($p < 0.05$), emphasizing that understudies with solid imaginative abilities are more likely to lock in in green business. Finally, biological enterprise appears a noteworthy positive impact with a t-value of 2.912 and a noteworthiness level of 0.004 ($p < 0.05$), fortifying the part of an ecological mentality in boosting green business enterprise eagerly. These discoveries collectively dismiss the invalid theory (H0) and back the elective speculation (H1), affirming that identity characteristics, scholastic bolster, development capability, and environmental entrepreneurship all emphatically affect green enterprise deliberate.

Table 6 Analysis of Factors Influencing Green Entrepreneurship Intention

No.	Variables	Impact on Green Entrepreneurship Intention	Moderating Role of Ecological Entrepreneurship	Key Findings
1	Personality Traits	Significant positive impact on green entrepreneurship intention	Enhances the impact of personality traits	Students with ecological entrepreneurial traits are more inclined toward green entrepreneurship.
2	Academic Support	Significant positive impact on green entrepreneurship intention	Amplifies the relationship with green intention	Supportive academic environments foster higher inclination towards green entrepreneurship.
3	Innovation Capability	Significant positive impact on green entrepreneurship intention	Strengthens influence of innovation capability	Innovative students are more likely to pursue green entrepreneurship.

No.	Variables	Impact on Green Entrepreneurship Intention	Moderating Role of Ecological Entrepreneurship	Key Findings
4	Ecological Entrepreneurship	Moderates relationships between the above variables and green entrepreneurship intention	Enhances green entrepreneurship intentions	Ecological entrepreneurship significantly moderates the impact of other variables.
5	Combined Effects	Personality traits, academic support, and innovation capability collectively influence green entrepreneurship intention	Ecological entrepreneurship enhances these effects	This study provides a comprehensive analysis of how these factors interact to influence green entrepreneurship.

The key insights from the study reveal several important factors influencing green entrepreneurship intention. Students who possess entrepreneurial personality traits are more likely to pursue green entrepreneurship, with ecological entrepreneurship further enhancing this inclination. Academic support also plays a critical role; a nurturing academic environment significantly amplifies students' intentions toward green entrepreneurship, particularly when coupled with an ecological mindset. Innovation capability similarly drives students towards entrepreneurship, with ecological considerations intensifying this drive. Notably, ecological entrepreneurship acts as a crucial moderating factor, enhancing the impact of personality traits, academic support, and innovation capability on green entrepreneurship intention. Overall, the study's dual-level analysis provides a comprehensive understanding of how these various factors interact, making a valuable contribution to the field of entrepreneurship research.

In conclusion, the study reveals that ecological entrepreneurship plays a crucial moderating role in enhancing the relationship between these factors and green entrepreneurship intention. Students with ecological entrepreneurial traits are more likely to pursue green entrepreneurship when their academic environment and innovation capabilities align with sustainable practices. Supported by previous research (Adriani et al., 2024; Safitri et al., 2024), the study's novelty lies in its dual-level analysis, providing valuable insights into how personality traits, academic support, and innovation capability—moderated by ecological entrepreneurship—impact green entrepreneurship intention. This research adds to the academic discourse on entrepreneurship by offering a comprehensive analysis of these interacting factors.

The study also reveals that ecological entrepreneurship plays a crucial moderating role in enhancing the relationship between these factors and green entrepreneurship intention. Students with ecological entrepreneurial traits are more likely to pursue green entrepreneurship when their academic environment and innovation capabilities align with sustainable practices. This research is supported by several previous studies, which have almost the same results by integrating the findings and conclusions (37,38).

The novelty of this study lies in its dual-level analysis, which provides a deeper understanding of how various factors interact to influence green entrepreneurship.

By focusing on the combined effects of personality traits, academic support, and innovation capability moderated by ecological entrepreneurship, this research contributes valuable insights to the academic discourse on entrepreneurship.

CONCLUSION & SUGGESTION

The study concludes that personality traits, academic support, and innovation capability are significant determinants of green entrepreneurship intentions among university students. The moderating role of ecological entrepreneurship further amplifies this relationship, underscoring the importance of fostering an ecological mindset within academic environments. The findings offer practical implications for educational institutions and policymakers. Institutions can enhance students' drive toward sustainable entrepreneurial practices by integrating ecological entrepreneurship into the curriculum and providing a supportive academic environment. Additionally, encouraging innovation and creativity among students can further strengthen their inclination toward green entrepreneurship.

In conclusion, this study provides a comprehensive analysis of the factors influencing green entrepreneurship intentions, offering valuable insights for both academia and practice. Future research could explore similar dynamics in different cultural and educational contexts to further validate and expand upon these findings.

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