

SUSTAINABILITY EDUCATION AS A DRIVER OF GREEN ENTREPRENEURIAL INTENTIONS IN HIGHER EDUCATION

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Abstract

The article examined how sustainability education related to university students' green entrepreneurial intentions. Literature selection and thematic synthesis were used to analyse relationships involving environmental values, attitudes and entrepreneurial self-efficacy. The theory of planned behaviour and the value-belief-norm framework provided the theoretical foundations. The review highlighted the mediating roles of environmental attitudes and confidence in entrepreneurial capabilities. Curriculum design, university support and cultural context were considered as relevant conditions. Practical projects, mentoring and support for green ventures were proposed as educational priorities. Methodological limitations were identified, and longitudinal research was recommended to examine whether intentions translated into actual entrepreneurial activity.

Keywords: sustainability education, green entrepreneurship, entrepreneurial intention, higher education, environmental values, entrepreneurial self-efficacy, university support.

Annotatsiya

Maqolada oliy ta'limda barqaror rivojlanishga yo'naltirilgan ta'limning talabalarda yashil tadbirkorlik niyatlarini shakllantirishdagi o'rni o'rganildi. Ilmiy adabiyotlarni saralash va mavzuli umumlashtirish orqali ta'lim, ekologik qadriyatlar, shaxsiy munosabat hamda tadbirkorlik qobiliyatiga ishonch o'rtasidagi bog'liqliklar tahlil qilindi. Rejalashtirilgan xulq nazariyasi va qadriyatlar, e'tiqodlar hamda me'yorlar yondashuvi nazariy asos sifatida qo'llanildi. Adabiyotlar tahlilida ta'lim bilan tadbirkorlik niyatlari o'rtasidagi aloqada ekologik munosabat va o'z imkoniyatlariga ishonchning vositachilik o'rni ajratildi. O'quv dasturlari, universitet ko'magi va madaniy sharoitning ahamiyati yoritildi. Amaliy loyihalar, murabbiylik va yashil biznes tashabbuslarini qo'llab-quvvatlash yo'nalishlari taklif etildi. Tadqiqotlar natijalarining uslubiy cheklovlari ko'rsatildi. Niyatlarning haqiqiy tadbirkorlik faoliyatiga aylanishini uzoq muddatli tadqiqotlarda tekshirish zarurati asoslandi.

Kalit so'zlar: barqaror rivojlanish ta'limi, yashil tadbirkorlik, tadbirkorlik niyati, oliy ta'lim, ekologik qadriyatlar, tadbirkorlik qobiliyatiga ishonch, universitet ko'magi.

Аннотация

В статье была изучена роль образования в области устойчивого развития в формировании намерений студентов заниматься зелёным предпринимательством. Посредством отбора научной литературы и тематического синтеза были проанализированы связи образования с

экологическими ценностями, личными установками и предпринимательской самоэффективностью. Теоретическую основу составили теория запланированного поведения и подход, связывающий ценности, убеждения и нормы. Было выделено посредническое значение экологических установок и уверенности в собственных возможностях. Рассмотрена роль учебных программ, университетской поддержки и культурного контекста. Обобщение носило международный характер. Предложены направления использования практических проектов, наставничества и поддержки зелёных инициатив. Была обоснована необходимость длительных наблюдений за переходом предпринимательских намерений в реальные действия с учётом ограничений рассмотренных исследований.

Ключевые слова: образование в области устойчивого развития, зелёное предпринимательство, предпринимательское намерение, высшее образование, экологические ценности, предпринимательская самоэффективность, университетская поддержка.

INTRODUCTION

Green entrepreneurship is defined as the pursuit of business opportunities that yield economic, social, and environmental value. It has been recognized as a critical component of sustainable development, addressing ecological challenges while driving innovation [3]; [7]. University students, as future entrepreneurs, are a key population for cultivating green business ventures [14]. Given the urgency of global sustainability goals, many higher-education institutions have begun integrating sustainability into their curricula. Studies suggest that such educational experiences can positively influence students' entrepreneurship-related competencies and intentions [4]; [5]. However, the specific link between sustainability education and green entrepreneurial intentions (GEI) has only recently begun to attract systematic research attention [13].

Entrepreneurial intention is widely treated as the most immediate antecedent of venture creation, which explains why intention-based models have become a central tool in entrepreneurship research [2; 9]. Longitudinal evidence shows that the theory of planned behavior predicts both entrepreneurial intentions and subsequent start-up actions reasonably well [8], although not every intention is converted into behavior and the size of this gap depends on individual and environmental conditions [3]; [16]. For universities, this means that shaping students' values, attitudes and confidence during their studies is one of the few levers available for increasing the future supply of environmentally oriented entrepreneurs. This question is also relevant for higher education systems in emerging economies, including Uzbekistan, where universities are expanding entrepreneurship and sustainability content in their programmes and need evidence on which educational approaches are most effective.

This paper reviews the literature on sustainability education and green entrepreneurial intention among students, adopting a global perspective. The review is organized around theoretical frameworks, empirical findings on how sustainability-oriented curricula affect intentions, and the mediating and moderating factors involved.

The goal is to identify consistent patterns, highlight methodological limitations, and point to gaps for future research.

LITERATURE REVIEW

Research on entrepreneurial intention often uses social-cognitive theories [6; 10]. The Theory of Planned Behavior (TPB) posits that an individual's intention to perform a behavior is shaped by their attitude toward the behavior, subjective norms, and perceived behavioral control (self-efficacy) [2; 9]. In the context of green entrepreneurship, TPB is frequently extended by incorporating environmental values and beliefs [18]. The Value-Belief-Norm (VBN) framework further suggests that pro-environmental personal values (e.g. altruistic and biospheric values) influence green behavior through activating personal norms [17]. Empirical studies have found that values such as altruism and biospheric concern exert an indirect influence on green entrepreneurship intentions by shaping attitudes and perceived control. For example, one study found that altruistic, biospheric, hedonic, and egoistic values all had indirect effects on sustainable entrepreneurial intentions via their impact on attitudes and perceived behavioral control [19]. In line with these theories, attitudes toward sustainability and entrepreneurial self-efficacy (perceived competence) are commonly identified as key psychological mediators linking education to intention [7]; [21].

A growing body of empirical work has examined the impact of sustainability education on green entrepreneurial intentions. For instance, Baber et al. [4] found that sustainability-focused courses in Indian universities significantly influenced students' personal and subjective norms, which in turn helped to shape entrepreneurial intentions. Similarly, a study in China reported that sustainability education enhanced students' perception of the desirability and feasibility of green entrepreneurship, and these perceptions fully mediated the effect of education on intention [20]. This study also showed that a supportive policy environment (a form of institutional context) strengthened the positive impact of desirability and feasibility on intention [20]. In Nigeria, Agu et al. [1] integrated sustainability education into an extended TPB model and found that education significantly influenced antecedent variables (attitudes, norms, control), though it had no direct effect on intention. In that context, entrepreneurial intention was driven mainly by positive attitudes and a general propensity to act [1].

Across various contexts, environmental values and attitudes frequently emerge as strong predictors of green entrepreneurial intention. For example, in a study of Indian undergraduates, factors such as positive attitude toward entrepreneurship, environmental value, and commitment to the environment all had significant positive effects on green entrepreneurial intention, with environmental value being the single most significant predictor [14]. Similarly, Prabowo et al. [12] observed that perceived behavioral control, cultural values, and sustainability knowledge significantly predicted students' green entrepreneurship intentions, whereas attitudes and subjective norms did not in that sample. These findings suggest that personal confidence and underlying values may sometimes outweigh social norm influences in the context of sustainability. Conversely, other studies have found that subjective norms exert an

indirect influence mediated by attitude. In Zimbabwe, Ndofirepi [11] reported that only attitude had a direct effect on sustainable entrepreneurship intention, while subjective norms were significant only through their effect on attitude. Overall, the literature highlights the pivotal mediating role of pro-environmental attitudes and self-efficacy in translating sustainability education into entrepreneurial intention.

METHODOLOGY

Literature search strategy

A systematic literature review was conducted to identify relevant peer-reviewed journal articles indexed in Scopus. Scopus was selected due to its comprehensive coverage of scholarly journals across various disciplines, particularly in the fields of sustainability, entrepreneurship, and education. The literature search employed targeted keywords and combinations thereof, including “sustainability education,” “green entrepreneurship,” “entrepreneurial intention,” “higher education,” and related variations. The search was limited to articles published between 2020 and 2024 to ensure recent theoretical developments and empirical findings.

Inclusion and exclusion criteria

Clearly defined inclusion and exclusion criteria guided the selection process. Articles were included if they met the following conditions:

1. Published in peer-reviewed journals indexed in the Scopus database.
2. Explicitly addressed the relationship between sustainability education and green entrepreneurial intentions among university students.
3. Provided conceptual insights or empirical findings specifically related to educational interventions, theoretical frameworks, mediators, or moderators influencing green entrepreneurial intentions.
4. Written in English and published within the specified date range (2020-2024).

Articles were excluded if they were:

1. Not peer-reviewed (such as conference papers, book chapters, editorials, reviews, or theses).
2. Published outside the specified period (before 2020).
3. Irrelevant to the focus of the current review, including articles addressing general entrepreneurship or sustainability education without explicitly linking these concepts to entrepreneurial intentions.
4. Lacking sufficient methodological clarity or theoretical detail for robust analysis.

Screening and selection procedure

Initially, the literature search identified 112 articles matching the keyword-based search strategy. The first screening involved reviewing article titles and abstracts, resulting in the exclusion of 75 articles due to irrelevance or duplication. Subsequently, the remaining 37 articles underwent a full-text assessment to ensure they fulfilled all inclusion criteria, particularly the explicit focus on sustainability education and its influence on green entrepreneurial intentions. After detailed assessment, 17 papers were excluded primarily because they did not meet the detailed relevance requirements

or lacked adequate methodological rigor or explicit theoretical contributions (Figure 1).

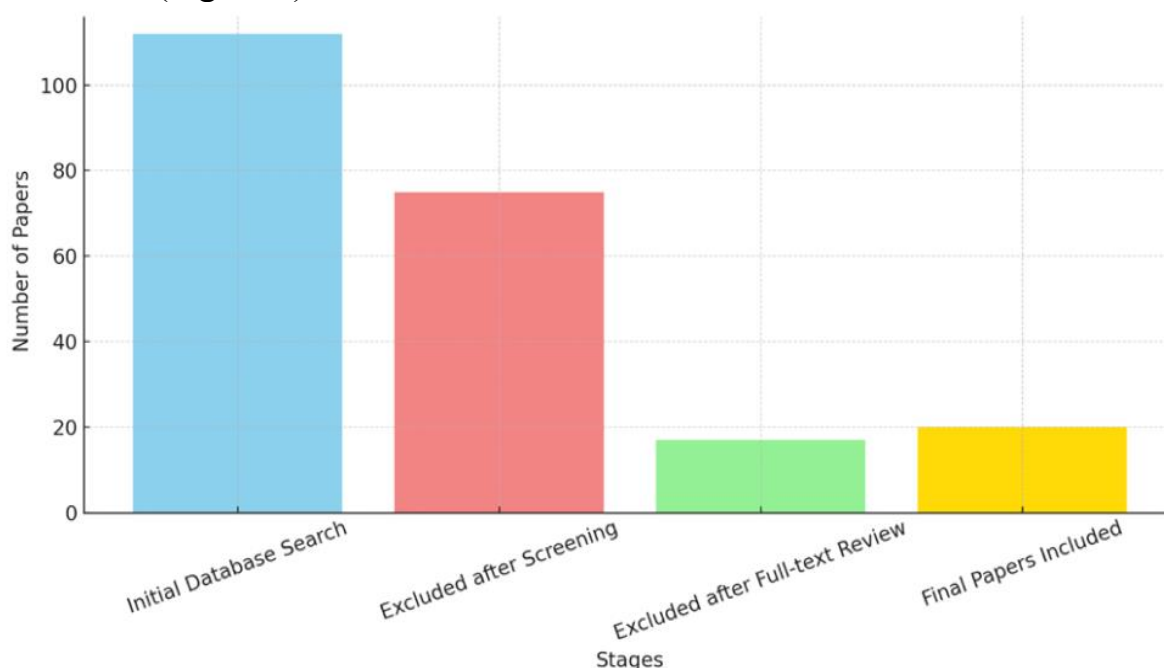


Figure 1. Literature selection process for sustainability education paper¹

Figure 1 shows how the pool of publications narrowed at each stage of the review. Of the 112 records retrieved from the initial database search, 75 were removed after title and abstract screening and a further 17 after full-text review, leaving 20 papers for the final analysis. In other words, fewer than one in five of the retrieved records met all inclusion criteria, which indicates that studies explicitly linking sustainability education with green entrepreneurial intentions still form a relatively small segment of the wider entrepreneurship education literature.

Ultimately, 20 articles satisfied all inclusion criteria and were therefore selected for comprehensive review and analysis. These final selections provided clear theoretical frameworks, conceptual elaborations, and/or empirical evidence regarding the relationship between sustainability education and green entrepreneurial intentions.

Data extraction and analysis

From the final 20 selected articles, key theoretical insights, empirical findings, identified mediators and moderators, and gaps or limitations within existing research were systematically extracted. The extracted data were analyzed through thematic synthesis, categorizing key themes around theoretical frameworks (e.g., Theory of Planned Behavior, Value-Belief-Norm theory), mediating variables (values, self-efficacy, attitudes), and moderating variables (curriculum design, institutional support, cultural differences).

This structured approach to article selection and analysis ensured the systematic identification and interpretation of current knowledge, enabling a clear synthesis of existing academic contributions and identification of avenues for future research.

¹ Source: compiled by the author based on the Scopus database search.

ANALYSIS AND RESULTS

The thematic synthesis of the selected studies grouped the reported mechanisms into two blocks: variables that carry the effect of sustainability education to intention (mediators) and conditions that strengthen or weaken this effect (moderators).

Key mediators in this relationship have been identified as:

1. Personal values: Pro-environmental values (altruistic/biospheric) that shape pro-sustainability attitudes [17]; [19].
2. Entrepreneurial self-efficacy: Confidence in one's ability to launch a venture, which enhances perceived control [7];[21].
3. Attitude toward green entrepreneurship: A positive orientation that directly increases intention [1]; [11].
4. Knowledge and skills: Sustainability-related knowledge gained through education, which feeds into perceived feasibility and desirability [12]; [20].

Moderating factors have also been discussed. For example:

1. Curriculum design and pedagogical approach: It is often argued that curricula incorporating interdisciplinary, experiential, and values-based learning strengthen the impact of education on intent. (For instance, one conceptual review noted that green entrepreneurship education should include environmental stewardship, ethics, and hands-on projects, although empirical studies of specific curricular elements remain scarce [13].)
2. Institutional support: University policies and resources (such as green incubators or funding) can amplify students' intentions. In emerging economies, the quality of education and institutional support have been found crucial for entrepreneurial intention [15], and specific university support programs have been linked to higher green entrepreneurship intention via boosting self-efficacy [7]; [14]. A systematic review also noted a general lack of research on how universities support green entrepreneurship and recommended that future studies focus on institutional mechanisms [13].
3. Cultural differences: National and cultural context can alter how students respond to education. For example, in a study of Zimbabwean students, individualistic cultural values did not moderate the predictors of sustainable intentions, suggesting context-specific effects [11]. Others have suggested exploring cultural dimensions such as power distance or social norms in future research [12]; [16].

The reviewed literature reveals consistent patterns. Across diverse countries (Asia, Africa, Latin America, Europe), sustainability education tends to shape students' values and attitudes in ways that encourage green entrepreneurship [1]; [4]; [12]; [14]; [18]. Environmental values and positive attitudes are repeatedly found to be strong predictors of green entrepreneurial intentions. When students perceive sustainability-related ventures as both desirable and feasible, their intentions rise [20]. Perceived behavioral control or self-efficacy also contributes robustly, aligning with the TPB emphasis on control beliefs [2]; [8]. On the other hand, subjective norms (peer/family expectations) often appear less influential or act only through attitudes [11]; [12].

These findings suggest a pattern in which internal factors (values, confidence, attitude) are more salient for students' green entrepreneurial intention than external pressures.

Methodological limitations are widespread in this literature. Most studies have used cross-sectional surveys of convenience samples, typically within a single university or country. Such designs limit causal inference and may suffer from self-selection bias (e.g. students interested in sustainability are more likely to participate). Curricula descriptions and intervention details are often poorly specified, making it hard to compare or replicate programs. As noted in a systematic review, much of the entrepreneurship education field is held back by correlational designs, single-group pre-post measures, and an absence of long-term follow-up [6]; [10]. Few studies have employed experimental or longitudinal methods to establish that sustainability education causes increase in green entrepreneurial intention. Geographic focus is also narrow: most research comes from Asia, Africa, and Latin America (often emerging economies), with relatively fewer studies in North America or cross-national comparisons.

Underexplored gaps remain. Institutional factors are one such gap: although reviews have called attention to the role of university support [13]; [15], few empirical studies have deeply examined specific institutional initiatives (e.g. sustainability centers, green entrepreneurship accelerators) and their effects. Curricular content is another: there is limited research parsing which elements of sustainability education (case studies, service learning, multidisciplinary projects) are most effective. Culture and context need more attention; cross-cultural studies could reveal how country-level values or policies (e.g. green economy incentives) interact with education. Novel psychological factors could be investigated, such as “green entrepreneurial identity” or pro-environmental mindset. Finally, research on actual behavioral outcomes (i.e. whether intentions lead to sustainable ventures) is almost non-existent in this literature, though intentions are presumed to predict behavior under TPB [2]; [3]; [16].

Addressing these gaps would require diversified methods: longitudinal tracking of students, randomized curriculum interventions, and mixed-methods case studies of universities. Theoretical integration is also needed. For example, combining TPB with Social Cognitive Theory (to better model self-efficacy) or using the VBN framework explicitly could yield richer insights [17; 21]. Several authors have recommended such integrative approaches (e.g. incorporating Bandura's self-efficacy concept and cultural moderators into TPB) to build cross-culturally robust models [6; 10].

CONCLUSION AND SUGGESTIONS

In conclusion, this review finds that sustainability education in higher education can be a significant driver of green entrepreneurial intentions among students. Through the lenses of TPB and related models, it has been shown that sustainability-focused curricula tend to strengthen pro-environmental attitudes and perceived control, which in turn promote intentions to launch green ventures [2]; [4]. Personal values - particularly altruistic or biospheric values - often act as key mediators, aligning with value-belief-norm theory [17]; [19]. Institutional support and cultural context can moderate these effects: for example, supportive

university programs and favorable policies amplify the influence of education on intention [14]; [20].

Nevertheless, the research field remains uneven, with many studies relying on cross-sectional surveys and limited scopes. Future work should aim to test these relationships in diverse contexts and with stronger designs. Overall, the evidence underscores that embedding sustainability principles and practical experiences into higher-education programs is a promising strategy for cultivating the next generation of green entrepreneurs, advancing both educational and environmental goals.

Based on the results of the review, the following recommendations are proposed for universities, educators and researchers:

1. Integrate sustainability content into entrepreneurship courses (and entrepreneurship content into sustainability courses) so that students see green ventures as both desirable and feasible.
2. Use experiential and project-based methods - green business plan competitions, case studies of local sustainable enterprises and hands-on projects - to build students' entrepreneurial self-efficacy.
3. Develop institutional support mechanisms such as green incubators, mentoring by practising entrepreneurs and small seed grants for student sustainability projects.
4. Make environmental values an explicit learning outcome of study programmes, since values and attitudes were found to be among the strongest predictors of green entrepreneurial intention.
5. Describe curricula and interventions in detail in published studies and apply longitudinal and quasi-experimental designs to test whether intentions turn into actual green ventures.
6. Conduct cross-cultural and national studies, including in Central Asian universities, to test how local values and policy incentives shape the effect of sustainability education.

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