THE RELATIONSHIP BETWEEN ENVIRONMENTAL AWARENESS AND UNIVERSITY STUDENTS' GREEN ENTREPRENUERIAL INTENTION IN MALAYSIA

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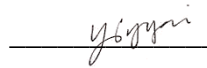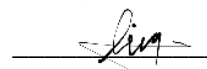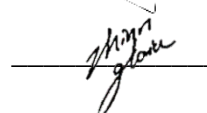
DEPARTMENT OF BUSINESS

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DECLARATION

We hereby declare that:

(1) This undergraduate FYP is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Equal contribution has been made by each group member in completing the FYP.

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DEDICATION

This dissertation is dedicated to

Our Supervisor,

Dr. Choe Kum Lung

For guiding us throughout the completion of this research project

Tertiary educational institution

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For providing us the opportunity to conduct this research project.

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LIST OF ABBREVIATIONS

DV	Dependent Variable
EA	Enviromental Awareness
GEI	Green Entrepreneurial Intention
IV	Independent Variables
PA	Perceived attitude
PBC	Perceived behavioral control
PSN	Perceived subjective norms
SPSS	Statistical Package for Social Sciences
TPB	Theory of Planned Behavior
UM	Universiti Malaya
USCI	Universiti Teknologi Malaya
UTAR	Universiti Tunku Abdul Rahman
UTM	University College Sedaya International
MBA	Master of Business Administration
NGO	Non-Governmental Organization

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PREFACE

Every student pursuing a Bachelor of Business Administration (Hons) degree at the University is required to undertake and successfully fulfil this final year project as a prerequisite for graduation. The research project is titled 'The Relationship between Environmental Awareness and University Students' Green Entrepreneurial Intention in Malaysia'. The inspiration behind this study lies in the escalating gravity of contemporary environmental challenges. Elevating environmental consciousness stands as a shared responsibility for safeguarding our planet, while the significance of green entrepreneurship is growing in its role to contribute towards Earth's preservation and well-being.

This research will investigate the environmental awareness and the TPB theory (consists of attitude, behavioural control and subjective norms) that might affect the outcome regarding the university students' green entrepreneurial intention in Malaysia. The environmental awareness is a more of a concern as after the Covid-19 outbreak, people's awareness of environmental is gradually increasing. Lastly, this study was asserted useful for future studies on the respective topics. It is because it contributes to future recommendations for readers to better grasp the relationship between independent variables and the green entrepreneurial intention of Malysia university students.

ABSTRACT

The purpose of this research is to examine the relationship between environmental awareness and TPB theory which consists of attitude, behavioral control, and subjective norms, toward the green entrepreneurial intention among universities' students in Malaysia. This study was conducted around 384 university students from two types of institutions which involved public institutions and private higher education institutions in Malaysia. In this study, 384 copies of survey questionnaires were handed out to those universities and IBM Statistical Package for the Social Sciences tool (SPSS) was used to analyses and interpret the relevant data. The data was analyzed by using descriptive analysis, reliability test, and Multiple Linear Regression. This research has tested that all IV (environmental awareness, perceived attitudes, perceived behavioural control, perceived subjective norms) have significant influence on green entrepreneurial intention. Nonetheless, there were some limitations and recommendation will be further discussed in this study as well.

Keywords: Environmental Awareness, Perceived Attitude, Perceived Behavioural Control, Perceived Subjective Norms, Universities Students' green entrepreneurial intention, Theory of Planned Behavioural (TPB).

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

The purpose of this research is to investigate the relationship between environmental awareness (EA) and university students' green entrepreneurial intention (GEI) in Malaysia. In Chapter 1, the research background, research objective, research question, hypothesis of study and problem statement will be discussed in the context of this research respectively.

1.1 Research Background

The environmental problems of today are becoming increasingly serious, so it is crucial that people develop the environmental consciousness that will allow Earth to recover. EA is "an important factor in getting people to act or do things in a more sustainable way." It focuses on knowing about global environmental problems and how to solve them in a positive way (Paradewari et al., 2018). Raising EA is something that anyone who wants to maintain and preserve the earth can do.

Furthermore, green entrepreneurship is becoming more important in protecting the earth. Green entrepreneurs aid the economy by using greener production methods, raising demand for green goods and services, creating green jobs, and offering green products and services. The green economy also helps solve environmental problems, limit natural resource depletion, and improve the quality of life for the poor. Public is paying attention to the concept of "green entrepreneurship" as it pertains to sustainable development (Bouarar et al., 2022). Sustainable entrepreneurs must master environmental innovation integration into their business operations. They must manage a commercial strategy for implementation that achieves economic and environmental results. (del Brío González et al., 2022).

Many countries, especially China, are adopting positive steps to support green entrepreneurship (Bouarar et al., 2022). As entrepreneurship education has grown in China, university students have become the most important and most new types of green entrepreneurs. Most Chinese college students started businesses in strategic and green sectors like green energy, intelligent manufacturing, and new material development. This shows that college students today want to start green businesses. Entrepreneurs and policymakers are presently discussing the causes of their green entrepreneur behaviour (Yi, 2021).

EA is one of the factors that can enhance and strengthen a country's sustainable development (Yazici & Babalik, 2016). Environmentally conscious people are more likely to be motivated to find solutions to meet the demands of individuals and businesses to stop environmental degradation and improve the ecological environment, which can help environmentally conscious businesses succeed (Barba-Sánchez et al., 2022). According to Pascucci et al (2022), a new business can be structured to pursue financial objectives, but it can also be structured to have a social function, going beyond the separation theory, and taking into account the social and environmental implications of business activities. The green entrepreneurs will come up with a way to sell their goods or services that is good for the environment or that uses clean technologies (e.g. eco-tourism).

Moreover, the Malaysian government also promotes green entrepreneurship among youth through a variety of programmes. While previous research has explored the correlation between environmental consciousness and green entrepreneurship in other nations, there is a lack of investigation into the factors that impact green entrepreneurial aspirations among Malaysian university students (Chee & Nordin, 2020). It can be seen that there is limited research on this topic. Thus, the purpose of this study is to examine the relationship between EA and GEI among university students in Malaysia.

1.2 Problem Statement

The concept of sustainable consumption and production in public sector procurement, green building criteria acceptance, and environmental certification are all outlined as means to achieve the 11th Malaysia Plan's goal of green growth for sustainability and resilience (Chee & Nordin, 2020). However, even though the Environmental Act has been around for 48 years, the government is still concerned about protecting and improving the environment. Since the 1980s, when Malaysia first began pursuing rapid industrialization, environmental degradation has become a major problem in the country. These have exacerbated global warming, air pollution, water pollution, waste management, deforestation, soil erosion, and the extinction of many species. As the result, it has had a major effect on people's health and standard of living (Hasnu & Muhammad, 2022).

EA among Malaysians is still low, despite numerous efforts to raise it, including the participation of government agencies, non-governmental organisations (NGOs), and the private sector in the implementation of Pollution Abatement Strategies (PAS) programmes and training. The reasons for low EA in society are a lack of understanding and education on environmental issues, a lack of knowledge and information on the environment, and the fact that people are still unaware that environmental problems exist because of their own actions (Jusoh et al, 2018). The study also found that university students in Malaysia have a high level of awareness, but a modest level of environment-related behaviour. According to Loon & Nordin (2019), governments, universities, and policymakers have paid a lot of attention to green entrepreneurship as a way to solve social and environmental problems. However, there appears to be only a small number of green businesses being launched in the country. This highlights the importance of investigating what motivates aspiring university students to consider green entrepreneurship as they may become the future entrepreneur to sustain and enhance the environmental in the future.

Research gap

According to Burzynska et al. (2018) and Bogatyreva et al. (2019), "green entrepreneur" is a relatively new field that has not yet been thoroughly researched. Green entrepreneurship has received little academic attention, especially in developing countries. In Malaysia, the concept of green entrepreneurship, involving environment consciousness practices in business, is still in its early stages of evolution (Kushwaha & Kumar Sharma, 2017). Due to the critical importance of both saving the environment and meeting the needs of local communities, research into green entrepreneurship is a topic with a high sense of urgency. There is few research have done regarding GEI among younger generation or university students in Pakistan, Thailand, Malaysia, and Indonesia. But still, there is a limited studies in the context of Malaysia regarding GEI among universities' students. According to Chee and Nordin (2020) as well as Loon and Nordin (2019), they have studied on Malaysian MBA's student toward GEI which the independent variables included perceived educational support and other IVs were remain the same as in the TPB theory. However, limited research specifically focusing on EA and GEI among universities' students in Malaysia.

Recognizing the importance of sustainable development, the Malaysian government has aligned itself with green concept and has undertaken a national strategy to promote green entrepreneurship in the country (Hassan & Nordin, 2016). In such, there is a trend for establishment of green entrepreneurship ventures and emphases on entrepreneurship education in Malaysia. Thus, the respondents in this research will be university's student including undergraduate and postgraduate's students. Students were chosen for this study is because universities' student contribute economically since university foster innovation, which may be used to address issues including environmental protection, healthcare, resource security, international relations, and development (Oppong, 2013; Kohoutek et al., 2017).

1.3   Research Objectives

1.3.1 General Objectives

- To examine the factors affecting university students' GEI in Malaysia.

1.3.2 Specific Objectives

- To examine the significant impact of Environmental Awareness (EA) towards university students' GEI in Malaysia.

- To examine the significant impact of Perceived Attitudes (PA) towards university students' GEI in Malaysia.

- To examine the significant impact of Perceived Behavioural Control (PBC) towards university students' GEI in Malaysia.

- To examine the significant impact of Perceived Subjective Norms (PSN) towards university students' GEI in Malaysia.

1.4   Research Questions

1.4.1 General Research Question

What are the factors affecting university students' GEI in Malaysia?

1.4.2 Specific Research Question

- Is there significant impact of EA towards university students' GEI in Malaysia?

- Is there significant impact of PA towards university students' GEI in Malaysia?
- Is there significant impact of PBC towards university students' GEI in Malaysia?
- Is there significant impact of PSN towards university students' GEI in Malaysia?

1.5 Hypothesis of The Study

H1: EA has significant impact towards university students' GEI in Malaysia.

H2: PA has significant impact on university students' GEI in Malaysia.

H3: PBC has significant impact on university students' GEI in Malaysia.

H4: PSN has significant impact on university students' GEI in Malaysia.

1.6   Significance of the Study

Significances for practitioners

This research aims to provide insights that could assist practitioners, policymakers, and entrepreneurs in establishing a sustainable business ecosystem in Malaysia. Despite the Malaysian government's efforts to promote green economic development, the involvement of Malaysians in green entrepreneurship is low. Only a few companies have been certified as green businesses, and there is a lack of green entrepreneurship among Malaysian businesses. (MGTC, 2018 as cited in Chee & Nordin, 2020) This research aims to explore the determinants of green entrepreneurship intention among future entrepreneurs in Malaysia, which could contribute to the development of a more sustainable business ecosystem. Practitioners could promote green entrepreneurship to create a business environment that is more socially and environmentally responsible, which could

enhance the reputation of businesses and attract more environmentally conscious customers, investors, and employees.

<u>Significance for academics</u>

By carrying out this research, the relationship between EA and green entrepreneurship can be better understood. The theoretical understanding of the connection between EA and the intention to engage in green business can benefit from this research. This research can advance TPB be by analysing this link in the context of Malaysian university students. This can aid researchers in creating more complex theoretical frameworks that account for the cultural, social, and economic elements affecting green entrepreneurship in developing nations.

<u>Significance for society</u>

Malaysia is facing multiple environmental challenges, including frequent natural disasters such as floods, with over 51 occurring in the past two decades (Authors of ReliefWeb, 2019). Climate change is impacting water, agricultural, and coastal resources, causing rising sea levels and prolonged droughts. Deforestation is another major issue, resulting in the loss of 15-20% of mangrove forests. Poor waste management is also leading to greenhouse gas emissions and pollution of water and land, and despite recycling initiatives, daily garbage production in Malaysia continues to increase (Rahman, 2009). This research aims to promote sustainability and raise public awareness of environmental challenges, particularly in the context of green entrepreneurship. By examining university students' views and experiences, this research may encourage more young people to engage in sustainable practices and entrepreneurship, which could have long-term benefits for the environment, human health, social justice, and economic prosperity.

1.7 Chapter Layout

Chapter 1

The introduction and the research background about the topic, a description of the problem statement, research goals, research questions, the hypothesis, significance of the study, chapter arrangement and summary are included in this chapter.

Chapter 2

This chapter included literature review, it examined the relationship between the independent variable (EA, PA, PSN, PBC) and dependent variable (GEI). It also including the conceptual framework, theories, and hypothesis development.

Chapter 3

The research design, the data collection method, sampling design, research for instrument, construct measurement and data processing and analysing would be conducted in this chapter. It discussed what are the method that researcher applied to collect the relevant data and how they analyse it.

Chapter 4

The SPSS-generated study outcomes and research hypotheses are included in this chapter. It is an important investigation component because it summarises the collected data. It is the process of validating the study's connection by evaluating data gathered through analytical and logical reasoning.

Chapter 5

This chapter will be the last chapter which cover the conclusion from the whole study that consist of discussions of key result, implication of study, limitations and provided the recommendations for future study.

1.8 Chapter Summary

In conclusion, the aim of this research is to investigate the relationship between EA and university students' GEI in Malaysia. The research background, problem

statement, hypotheses, research objective and research questions has been stated in this chapter. We will further discussion whether there is a significance relationship between the EA and university students' GEI in Malaysia.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In Chapter 2, there will be a literature review of journal articles and a critical review and study of the relationship between EA and university students' GEI. The theory that we have used for this research will be introduced at the beginning of this chapter. Next, the independent variables (IV) and dependent variables (DV) will also be discussed in this part. Besides, the conceptual framework based on the above research questions will be discussed with the theory applied. Furthermore, we will use journal articles to prove all the hypotheses development and explain the hypotheses from the previous chapter. Lastly, a short summary will be provided.

2.1 Underlying theories

2.1.1 Theory of Planned Behaviour Theory (TPB)

The supporting psychological attributes, conduct, and the founder all have an impact on the startup (Davidsson and Honig, 2003; Backes-Gellner and Moog, 2013, as cited in Yasir et al., 2021). Among the most significant theories, the TPB is the most commonly used theory in predicting behaviour intention (Amankwah & Sesen, 2021). The theory defines a person's tendency to engage in a certain behaviour and directly determines that behaviour. According to TPB, attitudes, subjective norms, and PBC determine intentions, leading to behaviour (Ajzen, 1991). It hypothesises that motivation and its three independent variables can predict entrepreneurial intentions (Yasir et al., 2021). The desire to start a business, which is a form of entrepreneurial intention, is a necessary condition for entrepreneurial behaviour (Fayolle, Gailly, & Lassas-Clerc, 2006; Kolvereid, 1996 as cited in Chee & Nordin, 2020).

Firstly, the attitudes is made up of behavioural beliefs and result evaluations. The theory's key concept is behavioural intention, which is a person's attitude towards behaviour and measures how positively or negatively they rate a certain behaviour (Ajzen, 1991). Subjective norms, the second construct, is the term used to describe the social pressure people experience to engage in or abstain from a given conduct (Santika et al., 2022). It is constructed by normative views and compliance desire (Ajzen, 1991). Third, perceptions of the apparent ease or difficulty of engaging in the behaviour of interest are known as PBC, and they have a big impact on the TPB. It is a crucial indicator of the intention to start a green business (Santika et al., 2022).

Moreover, EA is one of the variables utilized in extended versions of the TPB theory. Blok et al (2015) defined environmental knowledge and the recognition of environmental concerns, as cited in Yuriev et al (2020). Individuals are ostensibly more likely to act responsibly when they are aware of environmental problems. Traditional TPB constructions only incorporate this knowledge indirectly. GEI is a subset of entrepreneurial intention in Ajzen's (1991) TPB theory. A person's desire to become a green entrepreneur will increase if they find it interesting as a career option and think it has a meaningful meaning for them.

2.2 Review of The Literature

2.2.1 Students' Green Entrepreneurial Intention

Early definitions of green entrepreneurship centred on "environmental entrepreneurs" who are driven by environmental concerns and discover value that can be leveraged to earn cash (Anderson, 1998). Other researchers added that green entrepreneurs are willing to make a business decision that is financially beneficial and ensures ecological and social sustainability (Isaak, 2002; Pearce & Barbier, 2000; Lacroix & Stamatiou, 2007 as cited in Chee & Nordin, 2020). Green entrepreneurship was most recently described by OECD (2011) as "entrepreneurship" in "green" regions, where "green" denotes certain outcomes.

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Metrics of production efficiency and economic activity involving environmental goods and services are two ways that "green" is defined.

Green entrepreneurs vary in how much they prioritise environmental aims over financial returns, treat them equally, or consider them only after economic viability. True green business owners will separate themselves from "accidental ecopreneurs," who run sustainable firms as a side project (Schaper, 2005 as cited in Chee & Nordin, 2020). GEI can be defined as an individual's circumstance or state that produces interest, attention, and one's decision to carry out a specific action (Susana & Eric, 2019; Meoli et al, 2020; Alvarez-Risco et al., 2021). In addition, the TPB indicates that the intention to act contains various motivating factors that directly influence the behaviour (Fishbein & Ajzen, 1975). The intention is the step that comes before behaviour.

Moreover, research that was carried out by Sharma and Kushwaha (2015) on the subject of one's desire to become a green entrepreneur found that the chance for green entrepreneurs to enter the green market was one of the primary motivators, especially when taking into consideration the shift in consumption patterns that have occurred in society. Second, environmental consciousness, sustainable development, the green market, and green entrepreneurs are linked. Similar to this, several research asserted that the most crucial aspect of being a green entrepreneur is one's motivation (Krikwood & Walton, 2009; Peng et al., 2021). Environmental concerns and natural resource depletion are forcing entrepreneurs to embrace a sustainable business goal (Sudyasjayanti, 2017; Tesprasit et al, 2020; Peng et al., 2021).

2.2.2 Environmental Awareness

EA is defined as "the attitude towards the environmental consequences of human behaviour." (El Farouki, & El Mejdoub, 2021). According to Mouloudj and Bouarar as cited in Ajzen, (2020) stated that environment awareness is the individual's first level of environmental knowledge about the causes and consequences of environmental damage. People's EA, as defined by Wong (2010) as cited in Akkor

& Gündüz, (2017), is their understanding of the interconnected environmental and socioeconomic shifts occurring within a nation at any given time and location. Eco-conscious individuals choose the production and consumption practises that cause the least harm to the natural world.

There are emotional and behavioural components to EA. EA includes environmental-related decisions, principles, and interpretations, and acts that actualize these mental processes (Akkor & Gündüz, 2017). A multidimensional concept involving thought, emotion, and action is required to shape the EA (Du et al., 2019). The affective component of EA includes a person's sentiments regarding the environment, whether good or terrible, positive or negative, loved or disliked, angry or not furious, etc. Pro-environmental behaviour is based on cognitive knowledge of the environment, such as the ability to solve environmental problems. Intentional behaviour changes towards resolving environmental issues are the final conative element of EA (Candrianto, et al.,2023).

According to Handoyo (2021), EA is the ultimate motivator, and it is stoked by education. Awareness of environmental issues and pro-environmental actions both rise in tandem with a person's level of education. Higher educated people were more aware of environmental issues and more driven to act responsibly. Thus, EA fosters positive attitudes towards environmental issues while limiting the negative impact of human behaviour on the environment.

2.2.3 Perceived Attitude

The term "attitude" is used to describe the level of an individual's evaluation or appraisal of the behaviour in question, whether it be favourable or unfavourable. The intention to act or not act in a particular way is stimulated by a confluence of direct and indirect effects, and the underlying variable in this process is attitude (Ajzen, 1991). According to Armitage and Conner (2001), an individual's intention to engage in a behaviour is positively related to the extent to which they hold a favourable attitude towards that behaviour.

Attitude is based on an individual's evaluation of the importance of various outcomes and characteristics associated with the behavioural beliefs. Therefore, a positive attitude towards the behaviour can be expected from a person who strongly believes that the behaviour will lead to positively valued outcomes. On the other hand, a person with a negative attitude is one who is firmly convinced that the behaviour will lead to unfavourable valued consequences (Glanz, 2015). According to Ajzen (2020), stated that a person's belief about a behaviour is how likely they think it is that doing that behaviour will lead to a certain outcome.

People evaluate objects depending on their attitudes towards them from what they've experienced with them. The learning process through experience increases an individual's comprehension of their attitude such as personal experience, the influence of significant others, cultural influences, religious institutions, educational institutions, mass media, and the influence of emotional factors all play a role in the learning process. Intentions to act are preceded by attitudes, and attitudes are influenced by others' thoughts or impressions of these behaviours. An attitude is a set of fixed beliefs, emotions, and behaviours towards a certain part of one's surroundings. The way a person responds when confronted with the object of their attitude is one consequence of their attitude (Pardana, 2019).

2.2.4 Perceived Subjective Norm

According to Bouarar and Mouloudj as cited in Bouarar (2022), subjective norms defined as the degree to which social pressures from a reference group that can influence an individual's perception, judgments, preference, feeling, attitude, intention, and behaviour. It is also an individual's evaluation of a behaviour's importance in their own lives (Loon & Nordin, 2019). Both the theory of reasoned action and the TPB have evaluated the idea of subjective norms in terms of the social norm and normative belief (Madden, Ellen & Ajzen, 1992). Subjective norms are the beliefs that people have about whether they are expected by their social circles to engage in a particular behaviour (Ajzen, 1991). TPB considers collective cultural variables like social norms and normative belief, while most models are

conceptualised within the cognitive space of an individual (Nordin, 2020). According to Glanz (2015), if a person believes that specific referents expect them to do something and is driven to do it, they have a positive subjective norm. On the other hand, a person who has a relatively neutral subjective norms will be one who believes in this norm and who is less motivated to comply with those referents.

Injunctive and descriptive normative beliefs are the two distinct subtypes of normative beliefs. Individuals' injunctive normative beliefs reflect their subjective likelihood or anticipation that a particular referent individual or group, such as family, friends, co-workers, one's doctor, or one's supervisor, approves or disapproves of the behaviour in question. On the other hand, descriptive normative beliefs are those that concern whether significant others engage in the behaviour. Both kinds of beliefs contribute to the overall feeling that there is pressure from society to engage in the behaviour or conform to the subjective norm (Ajzen, 2020).

2.2.5 Perceived Behavioural Control

To extend the scope of the theory of reasoned action, PBC was presented by Azjen (1991) as a proximal antecedent of intention. This concept is intertwined not only with an individual's belief in their capacity to complete or execute an action, but also with their perception of their influence over that action(Bouarar at el., 2022). PBC can defined as an individual's perception of the extent to which they possess the capability to carry out a specific behaviour or exercise authority over it (Fishbein & Ajzen, 2010 as cited in Yzer, 2012). Bandura (1977, 1986, 1997) as cited in Yzer (2012) defined PBC is very similar to what is meant by self-efficacy which is a judgement of one's ability to organise and carry out specific types of performances. People are more likely to put forth effort and stick with it if they believe they can achieve success at what they're trying to do.

PBC results from a person's belief that they have enough resources, capability, and opportunities to perform a given behaviour. Abrahamse (2019) as cited in Suntornsan (2022) offers a similar definition of PBC in which an individual evaluates the factors that may promote or hinder a specific behaviour. According to

the TPB, PBC can influence behavioural intention directly. High PBC individuals are more likely to be motivated to perform the behaviour in question as they feel they have ability to influence their own behaviour. In contrast, individual with low PBC, are predicted to be less enthusiastic about engaging in the behaviour. The understanding of how habits are formed and altered has been expanded by the PBC construct (Yzer, 2012).

According to Ajzen (2020), stated that accessible control beliefs are assumed to underpin PBC, focusing on factors facilitating or hindering behavior. Needed knowledge and abilities, resources (such as time and money) and support from others etc are all the examples of control factors. A person's control belief is the degree to which they expect a particular enabling to be present in the context of interest. Each belief about control interacts with perceived influence on behaviour execution.

2.3 Conceptual/ Theoretical Framework
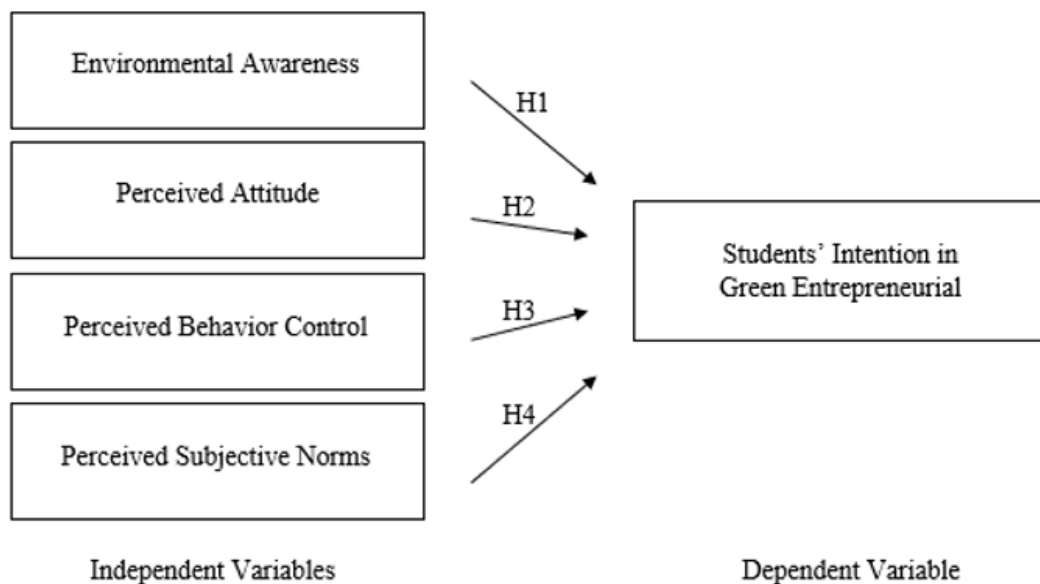
Figure 2.1: Proposed Theoretical/ Conceptual Framework

The conceptual framework illustrating the relationships between independent and dependent variables is shown in Figure 2.2. Based on this framework, the DV (students' GEI) affected by the four IV (EA, PA, PSN, PBC).

The four IV strongly influence the DV. It is also supported by the TPB which is the most suitable theory in predicting behaviour intention (Amankwah & Sesen, 2021). The theoretical framework has three fundamental elements, including attitudes, subjective standards, and PBC. And, the EA which is one of the variables of this theory also shows the relationship between itself and the GEI. An individual is more likely to become a green entrepreneur if his surroundings support him (Chee & Nordin, 2020). The higher the intention to transmit, the more likely is that the obligation will be fulfilled. Ajzen (1991) also claimed that the stronger the intention, the more like the behaviour will be performed.

Furthermore, TPB is selected as the theoretical framework for the proposed research model because the green entrepreneurial purpose of an individual is related to his attitude towards green business, the influence he acquired from his social surroundings, and his level of confidence in his own abilities. Moreover, throughout most of human history, environmental problems were linked to survival and making changes. Stern (2000) noted that people's ideas about their decisions and choices can either modify or negate an individual's intention, or they might independently influence behaviour.

2.4 Hypothesis Development

2.4.1 Environmental Awareness

Recent research highlights the untapped potential of environmental sustainability for companies, an opportunity increasingly evident. Future sustainable entrepreneurs must grasp how to integrate eco-friendly innovations into business strategies, managing the challenge of economic pursuits alongside environmental benefits (Phillips et al., 2014). Barba-Sánchez et al. (2022) emphasize that

university students, exploring career paths, find environmental prospects motivating for eco-conscious business ventures. This accentuates the need for education to show students the perks of sustainable entrepreneurship.

Environmental factors vital for sustainable entrepreneurship success (Chege & Wang, 2020). As awareness of environmental issues grows, people seek ways to counter degradation and enhance ecology. Thus, entrepreneurial intentions align with sustainable enterprises, especially among eco-conscious youth (Dean & McMullen, 2007; Hewlett et al., 2009). EA's link to sustainability-focused businesses well-documented (Kuckertz & Wagner, 2010).

Acquiring entrepreneurial knowledge boosts becoming an entrepreneur (Ni & Ye, 2018). Green entrepreneurship education fosters sustainable development behaviors (Li et al., 2016). Green entrepreneurship involves eco-friendly tech, materials, and environmental protection (Bouarar et al., 2022). Peng et al. (2021) note positive influence of environmental values on sustainable entrepreneurial intentions. EA crucial for promoting green entrepreneurship (Bouarar et al., 2022). Considering these, we formulate our first hypothesis:

H1: EA has significant impact towards university students' GEI in Malaysia.

2.4.2 Perceived Attitude

Extensive literature has explored the connection between attitudes and entrepreneurial intentions through empirical studies, yet conflicting evidence exists. Studies reveal significant links between attitudes and entrepreneurial intent related to change and money, but not competitiveness (Schwarz et al., 2009). Mixed findings also emerge regarding attitudes' influence on entrepreneurial intent across cultures and levels (Liñán & Chen, 2009; Liñán et al., 2010).

Saleem et al. (2018) suggest that eco-entrepreneurial attitude's impact on intent is enhanced when moderated by altruism and collectivist behavior. Similarly, Vamvaka et al. (2020) find that positive attitude and self-efficacy strongly predict

entrepreneurial intent, highlighting attitude's importance in shaping aspirations, particularly in sustainable entrepreneurship.

Linking attitudes and values to sustainability motivates entrepreneurs to adopt eco-friendly practices and embrace sustainable green entrepreneurship (Koe & Majid, 2014a, 2014b). Furthermore, students aspiring for sustainable businesses exhibit favorable attitudes toward sustainable entrepreneurship (Agu, 2021). Hence, we formulate our second hypothesis as follows:

H2: PA has significant impact towards university students' GEI in Malaysia.

2.4.3 Perceived Behavioral Control

Numerous studies underscore PBC's role in forecasting entrepreneurial intent. Autio et al. (2001) identified PBC as the key predictor of entrepreneurial desire. Similar results were found in various locations (Liñán & Chen, 2009; Liñán et al., 2010; van Gelderen et al., 2008; Wilson et al., 2007).

Recognizing the potential to positively impact the environment boosts individuals' motivation to act, as Cho et al. (2013) noted. This insight strengthens their determination to address environmental challenges and resource depletion.

Perceived controllability refers to one's sense of having ample control over necessary resources for effective challenge management (Ajzen, 2002). Fayolle and Gailly (2013) and Tounés et al. (2018) found this perception bolsters entrepreneurial career intentions.

Recent research by Peng et al. (2021) emphasizes PBC as the primary predictor of green entrepreneurial intent. This aligns with Thelken and de Jong (2020), Peng et al. (2021), and Yasir et al. (2021), revealing a positive PBC-GEI relationship. This leads to our third hypothesis:

H3: PBC has significant impact towards university students' GEI in Malaysia.

2.4.4 Perceived Subjective Norms

Perceived family support significantly shapes subjective norms that influence the decision to venture into a new business, as per the TPB (Ajzen, 1991). Earlier research (Morris & Lewis, 1995) suggests that childhood experiences, family background, and interactions in the business realm shape entrepreneurial attitudes. Ajzen's revised model (2002) highlights family support's role in predicting entrepreneurial intentions. In the realm of green entrepreneurship, individuals' decisions to pursue sustainable opportunities can be influenced by spouses or industry figures (Rafi Yaacob, 2010; De Clercq & Voronov, 2011).

Studies demonstrate that knowing a business owner, especially a family member or role model, affects entrepreneurial intent (Soria-Barreto et al., 2017; Ambad & Damit, 2016). Family's pivotal role lies in early experiences, imparting essential knowledge, values, and social skills, while offering support and guidance for daily activities and important decisions (Nguyen, 2018; Narmaditya & Wibowo, 2021; Ruiz-Palomino & Martínez-Cañas, 2021; Wang & Zang, 2022; Discua Cruz et al., 2020). Hence, our fourth hypothesis can be formulated as follows:

H4: PSN has significant impact towards university students' GEI in Malaysia.

2.5 Chapter summary

To summarize, this chapter has provided a comprehensive review of the literature, theoretical framework, and hypotheses development, which have clarified the relationships between the IV (EA, PA, PBC, and PSN) and the DV (GEI among university students). Through a thorough examination of academic journals on EA, PA, PBC, PSN, and university students' GEI, these relationships have been elucidated. In the following chapter, Chapter 3, the research methodology, which entails the collection and analysis of data, will be examined.

CHAPTER 3: METHODOLOGY

3.0 Introduction

Chapter 3 of this dissertation discusses the research methodology used in this study, with the aim of justifying the data interpretation and enhancing the research outcomes' effectiveness. The chapter explains the research process to improve the overall comprehensibility of the results. It covers the research methods used to collect data.

3.1 Research Design

A research design is a plan that guides the process of collecting and analysing data to increase understanding of a specific topic. It involves formulating research questions, gathering data, and presenting responses (Abutabenjeh & Jaradat, 2018). Creswell (2008) as cited in Abutabenjeh and Jaradat (2018) defines research design as a plan for conducting research.

3.1.1 Quantitative Research

For our research, we opted for quantitative methods—systematic measurements and statistics—to obtain results. This choice was based on its impartiality, the ability to generalize sample data, and conduct hypothesis testing. Hypothesis testing is crucial for predicting how IV and DV interact (Hair et al., 2010). We collected and analyzed numerical data to explore how four IV influence the dependent variable.

3.1.2 Causal Research

Causal research identifies cause-and-effect relationships. This approach involves analysing a specific problem to explain the relationships between variables. Our research used causal research to investigate the impact of four IV, namely EA, PA, PBC, and PSN, on the DV of GEI among Malaysian university students. The research found evidence of a cause-and-effect relationship between the IV and the DV, supporting our formulated research hypothesis based on literature review.

3.2 Data Collection Methods

Gathering data encompasses methods employed to procure information for a study, aiming to address research inquiries or validate hypotheses. This process strongly influences result quality by mitigating potential errors. The techniques for data collection are categorized into primary and secondary approaches, as discussed by Taherdoost in 2021.

3.2.1 Primary Data

Primary data is first-hand information collected for a specific purpose by researchers (Taherdoost, 2021). Questionnaires are a common method for gathering primary data, and we used them in our research. To save time, we used fixed-alternative questions in the questionnaire. We shared the questionnaire using email as well as popular social media platforms like Facebook, WhatsApp, and Instagram. Participants were then asked to fill out an online Google form to provide their responses.

3.3 Sampling Design

The procedure of choosing a representative sample from a larger population is called a sample design. It refers to the procedure or strategies used by the researcher to pick the elements that will be included in the sample (Jawale, 2012). Sample design calculates sample size, or the number of elements to include. Therefore, the sample plan is set before the data are collected.

3.3.1 Target Population

This research's primary target population will be Malaysian university students. Malaysia University has an approximate student population of 1,207,131 (Policy Planning and Research Division & Ministry of Higher Education Malaysia, 2022).

3.3.2 Sampling Techniques

Nonprobability Sampling is a sampling technique in which the likelihood of selecting any particular unit within a population is not predetermined (Taherdoost, 2016).

In this reasearch, we have selected a non-probability sampling technique. One of the resaon that the convenience sampling technique was chosen include it is cost-effective as well as convenient and quick to recruit respondents (Etikan & Bala, 2017). We used convenience sampling technique to distribute the questionnaire to the targeted respondents from the university students in Malaysia that we focused through email and Facebook so that the individuals will then fill in the questionnaire on a voluntary basis in anytime and anywhere. Due to the large sample size of the target population, convenience sampling will be the optimal sampling method for us. It is because in a short amount of time we shall be able to gather a huge amount of information.

3.3.3 Sampling Frame and Sampling Location

The specific collection of units from which a simple random sample was taken is the sampling frame. Each unit in the sampling frame has the same chance of being chosen and included in the sample (Rukmana, 2014). The sampling location can reduce the cost and time required for the researchers to complete the research. In this research, the sampling frame and sampling location are the 384 respondents, all the university students in Malaysia.

3.3.4 Sampling Elements

The unit of analysis or case in a group that is being measured is called a sampling element. The group of people who selected to answer the questionnaire were the Malaysia university students included public university and private HEIs. The student's GEI is affected by the factors which involving EA, PA, PBC, and PSN. The surveys are given to different genders, ethnic groups, education levels, and institutions to produce different viewpoints for more reliable findings.

3.3.5 Sample Size

The sample size was determined based on the population (Andrade, 2020). The estimated number of Malaysia university students that enrol in public university and private HEIs will be performing the study with the questionnaire that distributed by the researcher is 1,107,834. The minimum sample size in this study, according to Krejcie and Morgan (1970), is 384 responses.

Table 3.1: Table for Determining Sample Size for a Finite Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size. S is sample size.

Source: Krejcie & Morgan, 1970

3.4 Research for Instrument

We used a questionnaire as our research technique in this research. It takes less time and costs than a physical or online interview and resulted less mistakes to occur when analysing the data (Wright, 2005). In addition, we can reach many respondents in a short time via an online survey form (Google form) over the Internet. The link will send to their email as well as share on the social media. The respondents can respond at a convenient time which is more flexible to them unlike interviews that necessitate to follow a precise time and circumstance concentration. Data can be recorded and collected efficiently as researcher will receive the submitted online questionnaires instantly (Regmi et al., 2016).

3.4.1 Questionnaire Design

This questionnaire consists of six sections (Section A, B, C, D, E, and F). This questionnaire comprises a total of 37 questions.

In section A, the questionnaire is designed as a series of limited options where the respondent may select just one. Demographic profiles will include gender, ethnicity,

education, and institution. From sections B to F, respondents will answer on a Likert scale from strongly disagree to strongly agree. Sections B, C, D, E, and F each have 33 questions. Section B (EA) consists of 4 questions; Section C (PA) consists of 9 questions; Section D (PBC) consists of 10 questions; Section E (PSN) consists of 5 questions. Section F (GEI) consists of a total of 5 questions. The questionnaire and questions were developed after reviewing various published journals by prior researchers.

3.4.2 Pilot Study

Before beginning a large-scale research investigation, a pilot test is often suggested (Pilot Test, 2018). In this research, we chose to conduct 384 respondents in order to improve the accuracy of the questionnaire. We took around two weeks to complete the survey and pilot test, with four days spent distributing and posting the questionnaire on social media and 10 days spent collecting the survey. After that, we run the SPSS programme to test the reliability of the results.

3.4.2.1 Reliability Test

According to Table 3.2, the pilot test results, all dependent and independent variables used in the test had alpha values larger than 0.7. This indicates that all the variables are reliable as they obtained a medium and satisfied strength of relation.

Table 3.2: Reliability Analysis for Pilot Study

Variables	Number of Item	Cronbach's Alpha
Green Entrepreneurial Intention (GEI)	5	0.971
Environmental Awareness (EA)	4	0.729
Perceived Attitude (PA)	9	0.879
Perceived Behavioural Control (PBC)	10	0.953
Perceived Subjective Norms (PSN)	5	0.928

Note: Developed for the research

3.5 Constructs Measurement

Table 3.3: The table of construct origin

Construct origin

Variables	No. of Items	Sources	Scales
IV1: Environmental Awareness	4	Adopted from Mouloudj & Bouarar, (2021)	Interval (5-point Likert Scale)
IV2: Perceived Attitude	9	Adopted from Chee & Nordin, (2020)	
IV3: Perceived Subjective Norms	10	Adopted from Chee & Nordin, (2020)	
IV4: Perceived Behavioural	5	Adopted from Chee & Nordin, (2020)	
DV: Green Entrepreneurial Intention	5	Adopted from Chee & Nordin, (2020)	

3.5.1 Scale of Measurement

The scale of measurement is a measurement instrument used to quantify and place various variables into a range of values. Metric scales and nonmetric scales are the two categories into which the scale of measurement can be divided. The nominal scale and ordinal scale are nonmetric scales, while the interval scale and ratio scale are metric scales.

3.5.2 Nominal Scale

The first and most basic level of measurement is the nominal scale. It used to identify and classify the qualitatively categorizes and only deals with non-numerical variables. A nominal scale has been conducted in the Section A, where the students

have to select their gender (female or male), ethnics group (Chinese, Malay or Indian), and type of institution (public university and private HEIs). The picture below the examples given in the questionnaire:

Section A (Demographic)

Please place a tick "√" for each of the following:

    1. Gender
        o Male
        o Female

3.5.3 Ordinal Scale

The ordinal level of measurement divides variables into categorizes while also indicating the relative order of the variables. The ordinal scale was conducted in Section A as well, where the students have to select the level of education (Foundation, Degree, Diploma, Master and PhD). The picture below shows the examples given in the questionnaire:

Section A (Demographic)

Please place a tick "√" for each of the following:

    3. Level of Education

        o Foundation
        o Degree
        o Diploma
        o Master
        o PhD

3.5.4 Interval Scale

The interval scale encompasses attributes of both nominal and ordinal scale while capturing data related to discrete quantities. The Likert scale is one of those parts of the interval scale that stands out. It is starting with 1-5 which identifies as strongly disagree to strongly agree. The interval scale was conducted in Section B until Section F, where the students need to select whichever 1 (strongly disagree) to 5 (strongly agree) to examine how independent variables (EA, PA, PSN and PBC) affect Malaysia university students' GEI. The picture below shows one of the independent variables given in the questionnaire:

<u>**Section E: Environmental awareness (Independent Variable)**</u>

Please circle your answer to each statement using 5 Likert scale

{1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree}

No.	Environmental awareness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	By creating a green start-up, I can influence environmental protection.	1	2	3	4	5
2	I think I have the responsibility to protect the environment.	1	2	3	4	5
3	I think environmental problems will affect human life.	1	2	3	4	5
4	I think the environment is getting worse.	1	2	3	4	5

3.6 Data Processing

Data processing is a process of collecting all data and translate into usable information and present it in a readable format. In this research, Statistic Package for Social Science (SPSS) software is to convert the data that obtained from the questionnaire. Before that, data checking, data editing, data coding and data transcribing would be conducted to extract irrelevant data.

3.6.1 Data Checking

First step should be data checking, it refers to the process of ensuring the correctness and quality of data. Data checking is for researcher to checking the data and discover the error of the questionnaire, and ensure whether the data, or the questionnaire is validity as well as reliability.

3.6.2 Data Editing

After the checking process, the data would be edited and terminated the unused data. Data editing is a process of reviewing survey, questionnaire, or other research instrument replies to discover errors made by either the respondent or the researcher *(Data Editing*, 2018). It is evaluating and changing replies in questionnaires for omissions, readability, and consistency. Thus, this stage assists in the detection of errors and omissions in our research and made the correction to assures that the minimum data quality criteria are met.

3.6.3 Data Coding

Besides, data coding would be implemented as stated at the table below. Data coding is the procedure used to organize the gathered information into a number of useful categories.We assign numerical codes to each potential response to the questions before entering the data into the SPSS software. Data coding aids researchers in rapidly and methodically entering data into the SPSS software (Saunders, Lewis & Thornhill, 2012).

Data Coding for Section A of Questionnaire

Questions	Items	Code in SPSS
1. Gender	• Male	1
	• Female	2

Questions	Items	Code in SPSS
2. Ethnics group	• Chinese	1
	• Malay	2
	• Indian	3
3. Level of Education	• Foundation	1
	• Diploma	2
	• Degree	3
	• Master	4
	• PhD	5
4. Type of institution	• Public University	1
	• Private Higher Education Institutions	2

Data Coding for Section B till F of Questionnaire

Questions	Items	Code in SPSS
Section B till F Questions (Independent variables and dependent variable)	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5

3.6.4 Data Transcribing

Data transcribing creates a text-based structure for qualitative data and information. It makes it simpler to share and analyse data and enables researchers to dive deeper into the data they gather. Thus, the data will be collected from around 384 respondents through the questionnaire and converted the data by using Statistic Package for Social Science (SPSS). After that, we refer to the data and transcribe it into word version.

3.7 Data Analysis

Data analysis is the process of utilizing statistical techniques and calculations to extract meaningful information from data. It involves organizing and examining data in order to provide answers to research questions. As stated by Ibrahim (2015), the proper statistical steps are crucial in data analysis. In this research, IBM SPSS software is employed to assist in the data analysis process.

3.7.1 Descriptive Analysis

In research, descriptive stats summarize and organize data to show variable relationships in samples or populations (Kaur et al., 2018). This study's Section A demographic data will also be subjected to this analysis. Respondents will be categorized by gender, age, ethnicity, education, and institution in a table. Additionally, pie charts will display this demographic profile.

3.7.2 Reliability Analysis

Cronbach's alpha assesses how consistently a group of items measure a single concept, showing how well they correlate (Tavakol & Dennick, 2011). In this study, collected data reliability is gauged with Cronbach's Alpha, revealing data interconnectedness. Scores range from 0 to 1, higher values indicating better internal consistency, and lower values, lesser consistency (Taber, 2018). Table 3.4 outlines criteria for interpreting Cronbach's alpha-based consistency levels.

Table 3.4 The Rule of Thumb about Cronbach Coefficient Value

Strength of Relation	Cronbach Alpha Coefficient Range
Highly Satisfied	0.9 or above
Satisfied	Between 0.8 and 0.9
Medium	Between 0.7 and 0.8
Weak	Between 0.6 and 0.7
Very Weak	0.6 or below

Sources: Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). Business research methods. Cengage learning.

3.7.3 Inferential Analysis

Inferential statistics is a category of statistical techniques that is used to infer conclusions about a population based on sample data. It enables researchers to draw inferences and test hypotheses about the population. Inferential statistics are used to examine the relationships between variables and differences among groups (Guetterman, 2019). In this study, we employed multiple regression analysis as the primary inferential statistical methodology to investigate the relationships between the IV and DV.

3.7.3.1 Multiple Regression Analysis

Regression analysis establishes links between variables with a cause-and-effect bond. Multilinear regression includes multiple IV in the model (Uyanık & Güler,

2013). This research uses interval measurements for all variables collected via the questionnaire, making multiple regression apt. It helps gauge how changes in IV impact the DV and test research hypotheses.

3.8 Chapter Summary

In essence, the research methods offer a definitive guide for achieving reliable results. This chapter also outlines the analysis, collection, and interpretation process for our chosen research designs, data selection methods, sampling design, relevant research tools, assessment construction, data management, and SPSS-based data analysis.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

This chapter aims to analyse the results and provide conclusions about the research question and hypothesis previously presented in Chapter 3. This chapter will also review and discuss the descriptive analysis, which includes the respondent demographic profile, tendency measurement, outcomes of dependability analysis, and inferential analysis. In Chapter 4, we will be able to analyse the connection between independent by building the hypotheses about the population features according to the sample data.

4.1 Descriptive Analysis

The demographic information gathered for the study will be explained in this section.

4.1.1 Respondent Demographic profile

4.1.1.1 Gender

The differences in gender among survey respondents are shown in Table 4.1 and Figure 4.1. By referring to the tables and pie charts shown below, the majority of respondents to this survey were female with 214 (55.7%) and 170 (44.3%) responding male.

Table 4.1: Respondents' Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	170	44.3	44.3	44.3
	Female	214	55.7	55.7	100.0
	Total	384	100.0	100.0	

Sources: Developed from SPSS software

Figure 4.1: Respondents' Gender
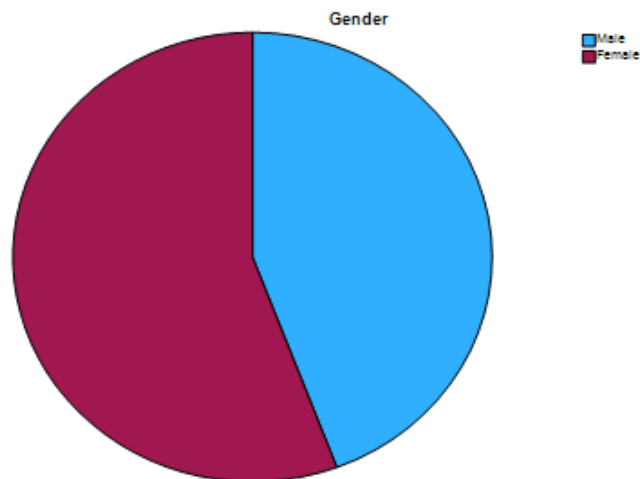
Note: Develop for the research

4.1.1.2 Ethnic Group

Table 4.2 had shown the ethnic group of the respondents who participated in our survey. Among these respondents 59.9% of them are Chinese, followed by Malay with the percentage of 39.1%, and last is the Indian with the percentage of 1%.

Table 4.2: Respondents' Ethnic Group

Ethnic Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	230	59.9	59.9	59.9
	Malay	150	39.1	39.1	99.0
	Indian	4	1.0	1.0	100.0
	Total	384	100.0	100.0	

Sources: Developed from SPSS software

Figure 4.2: Respondents' Ethnic Group
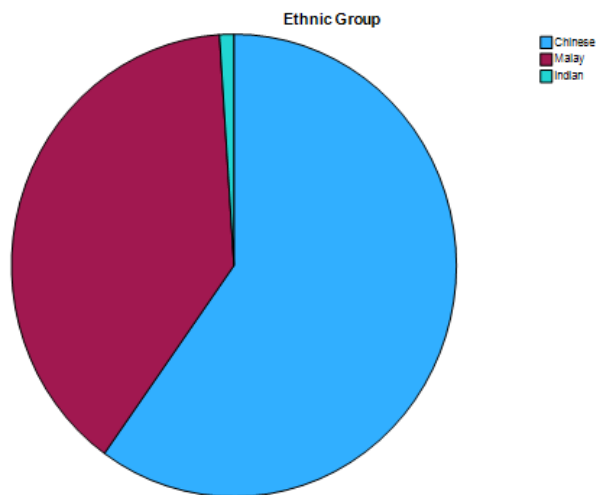
Note: Develop for the research

4.1.1.3 Level of Education

The level of education of respondents is classified into five group, which including foundation, diploma, degree, master and PhD or Doctor of Philosophy. According to Figure 4.3, it shows that there was 87% of students were studying degree, while 9.1 % were studying diploma, 3.1% were studying foundation and there was only 0.5 % for master and 0.3% for PhD.

Table 4.3: Respondents' level of education

Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	12	3.1	3.1	3.1
	Degree	334	87.0	87.0	90.1
	Diploma	35	9.1	9.1	99.2
	Master	2	.5	.5	99.7
	PhD	1	.3	.3	100.0
	Total	384	100.0	100.0	

Sources: Developed from SPSS software

Figure 4.3 : Respondents' level of education
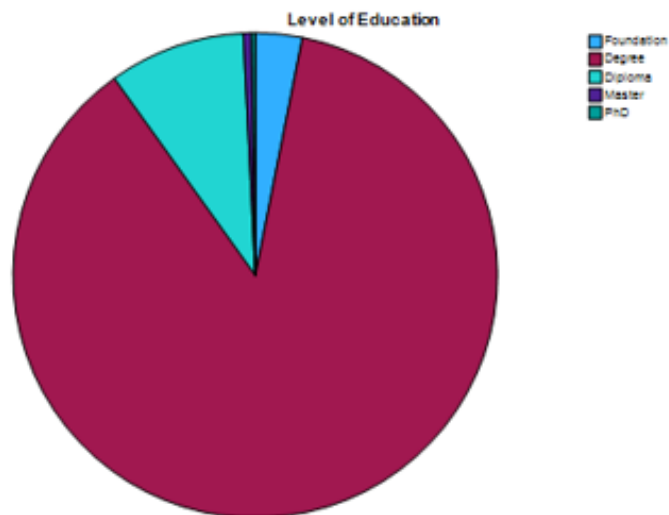
Note: Develop for the research

4.1.1.4 Type of Institution

Type of institution are classified into two group, which are public University and
private high education institution (HEIs). Figure 4.4 shows that there are 56.5%

students studying in public university and there are 43.5% of students studying in
private high education institution (HEIs) in Malaysia.

Table 4.4: Respondents' Type of institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public university	217	56.5	56.5	56.5
	Private HEIs	167	43.5	43.5	100.0
	Total	384	100.0	100.0	

Sources: Developed from SPSS software

Figure 4.4: Respondents' type of institution
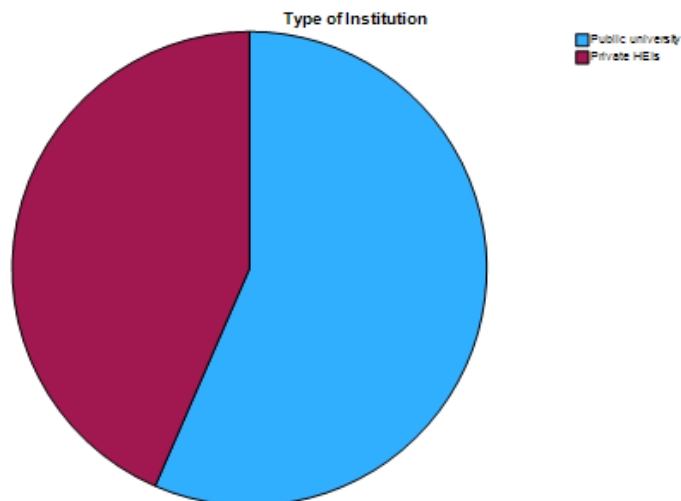
Note: Develop for the research

4.1.2 Central Tendencies Measurement of Constructs

Table 4.5: Statistics of Independent and Dependent Variables

		EA Average	PA Average	PBC Average	PSN Average	GEI Average
N	Valid	384	384	384	384	384
	Missing	0	0	0	0	0
Mean		4.4115	4.2428	4.0029	4.3807	3.8188
Std. Deviation		.58537	.53423	.71384	.67537	.91740

Sources: Developed from SPSS software

Table 4.5 shown the mean and standard deviation of all variables which including independent variables (PA, PBC, PSN, EA) and dependent variable (GEI). The highest mean of variable is EA (4.4115) and highest standard deviation is GEI (0.91740). On the other hand, the lowest of mean variable is GEI (3.8188) and the lowest of standard deviation variable is PA (0.53423).

4.1.2.1 Green Entrepreneurial Intention

Table 4.6: Green Entrepreneurial Intention

		Becoming a green entrepreneur is my preferred career choice.	My professional goal is to become a green entrepreneur.	I am committed to start and run my own green business.	I am determined to create a green business in the future.	I have been thinking about green business ideas.
N	Valid	384	384	384	384	384
	Missing	0	0	0	0	0
Mean		3.8750	3.8177	3.6432	3.9375	3.8203
Std. Deviation		1.05712	1.08061	1.16981	.99411	1.05291

Sources: Developed from SPSS software

Based on the Table 4.6, the 4th statement has the highest mean value score of 3.9375 while the standard deviation is the lowest which value 0.99411. The higher the mean value, the more respondents agreed with the statement. Thus, this indicates that most students agreed with this statement. Nevertheless, the lowest mean value score 3.6432 with the 3rd statement and the standard deviation is the highest among the statement.

4.1.2.2 Environmental Awareness

Table 4.7: Environmental Awareness

Statistics				
	By creating a green start-up, I can influence environmental protection.	I think i have the responsibility to protect the environment.	I think environmental problems will affect human life.	I think the environment is getting worse.
N Valid	384	384	384	384
Missing	0	0	0	0
Mean	4.2422	4.4349	4.5208	4.4479
Std. Deviation	.78908	.76880	.63787	.76639

Sources: Developed from SPSS software

For EA, there is a highest mean value score 4.5208 with the 3rd statement and the standard deviation is the lowest among the statement (0.63787). On the other hand, there is lowest mean value score 4.2422 with the 1st statement and the standard deviation is the highest (0.78908).

4.1.2.3 Perceived Attitude

Table 4.8 Perceived Attitude

		Being a green entrepreneur brings more advantages than disadvantages to me.	A career as a green entrepreneur is attractive to me.	If I had the opportunity and resources, I would like to become a green entrepreneur.	Being a green entrepreneur would entail great satisfaction for me.	The society should act in a more environmentally conscious way.	I support environmental protection measures even if this will cause a loss of jobs.	I am concerned about the environmental conditions our children must live under.	News reports concerning environmental problems makes me angry.	I believe the world is approaching an environmental disaster.
N	Valid	384	384	384	384	384	384	384	384	384
	Missing	0	0	0	0	0	0	0	0	0
Mean		4.3151	4.0547	4.2578	4.2318	4.3958	4.0234	4.3802	4.2135	4.3620
Std. Deviation		.70595	.83627	.77405	.76539	.69281	.96247	.64733	.86488	.71662

Sources: Developed from SPSS software

As outlined in Table 4.8, the results display that the 5th statement had the highest mean score of 4.3958, closely followed by the 7th (4.3802), 9th (4.3620), 1st (4.3151), 3rd (4.2578), 4th (4.2318), 8th (4.2135), and 2nd (4.0547). Conversely, the 6th statement got the lowest mean score of 4.0234. Additionally, the standard deviation was highest for the 6th statement (0.96247) and lowest for the 7th statement (0.64733). Considering these central measures, the questionnaire's distribution seems to follow a normal pattern.

4.1.2.4 Perceived Behavioural Control

Table 4.9 Perceived Behavioural Control

		To create a green start-up and keep it working would be easy for me.	I can control the creation process of a green start-up.	If I tried to create a green start-up, I would be likely to succeed.	I know the necessary practical details to start a green business.	I know how to develop a green entrepreneurial project.	If I tried to start a green business, I would have a high probability of success.	If I start-up a green business, I can succeed in accomplishing my business ideas.	If I start-up a green business, I can achieve most of my business goals.	If I start-up a green business, I can perform effectively on my business missions.	If I start-up a green business, I can effectively overcome environmental problems.
N	Valid	384	384	384	384	384	384	384	384	384	384
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3.9948	4.0026	4.0677	3.8438	3.5859	4.0234	4.0755	4.1354	4.1068	4.1927
Std. Deviation		.99606	.92964	.82430	1.03038	1.19307	.95703	.87138	.88054	.90346	.85768

Sources: Developed from SPSS software

Notably, the 10th statement received the highest mean score of 4.1927, followed closely by the 8th (4.1354), 9th (4.1068), 7th (4.0755), 3rd (4.0677), 6th (4.0234), 2nd (4.0026), 1st (3.9948), and 4th (3.8438). Conversely, the 5th statement had the lowest mean score of 3.5859, as shown in table 4.9. Additionally, the 5th statement exhibited the highest standard deviation of 1.19307, while the 3rd question had the lowest standard deviation of 0.82430, indicating more consistent responses.

4.1.2.5 Perceived Subjective Norms

Table 4.10 Perceived Subjective Norms

Statistics

		If I decided to become a green entrepreneur, my family will support my decision.	If I decided to become a green entrepreneur, my friends will support my decision.	If I decided to become a green entrepreneur, my course-mates will support my decision.	If I decided to become a green entrepreneur, I will receive support from the government.	If I decided to become a green entrepreneur, I will receive support from the society.
N	Valid	384	384	384	384	384
	Missing	0	0	0	0	0
Mean		4.3724	4.4193	4.3542	4.3490	4.4089
Std. Deviation		.86978	.79077	.80116	.87799	.80923

Sources: Developed from SPSS software

In Table 4.10, the results reveal that the 2nd statement scored the highest mean of 4.4193, indicating strong central tendency in PSN. The following statements ranked as follows: the 5th statement with a mean of 4.4089, the 1st statement with a mean of 4.3724, and the 3rd statement with a mean of 4.3542. On the other hand, the 4th statement had the lowest mean of 3.3490. When assessing standard deviations, the 4th statement showed the highest variability at 0.87799, while the 2nd statement exhibited the lowest variability at 0.79077.

4.2 Scale Measurement

4.2.1 Reliability

Table 4.11 Summary of reliability test result in full study

Variables	Items	Cronbach's Alpha	Reliability Level
Environmental awareness	4	0.796	Medium
Perceived attitude	9	0.853	Satisfied
Perceived behavioural control	10	0.917	Highly Satisfied
Perceived subjective norms	5	0.872	Satisfied
University students' green entrepreneurial intention	5	0.908	Highly Satisfied

Sources: Developed from SPSS software

According to Table 4.11, the DV, namely university students' GEI, and IV, PBC demonstrated a notably high level of internal consistency and reliability, as evidenced by its Cronbach's Alpha coefficient exceeding 0.9. Similarly, the two IV, PA, and PSN, also exhibited satisfactory levels of reliability, with Cronbach's Alpha coefficients of 0.853 and 0.872, respectively. Additionally, the IV, EA showed a moderate level of internal consistency and reliability. Consequently, all the measurement items employed to assess these constructs demonstrated favourable levels of internal consistency and reliability. This finding underscores the soundness of the measures utilized in this study, enhancing the confidence in the validity of the results obtained.

4.3 Inferential Analysis

4.3.1 Multiple Regression Analysis

Table 4.12 Model Summary table

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720[a]	.518	.513	.63998

a. Predictors: (Constant), PSN Average, EA Average, PBC Average, PA Average

b. Dependent Variable: GEI Average

Sources: Developed from SPSS software

In the Model Summary table pertaining to the R-squared analysis, the coefficient of determination (R-squared) is computed at 0.518. This R-squared value denotes that the ensemble of IV, namely EA, PA, PBC, and PSN, collectively account for 51.8% of the variability exhibited by the DV—namely, the university students' GEI — within the context of this investigation. It is important to acknowledge, however, that a substantial proportion of 48.2% (calculated as the complement of 100% minus 51.8%) remains unaccounted for within the confines of this research. This implies that there exist additional factors, constituting 48.2%, which carry significance in the determination of university students' GEI, but regrettably were not addressed or considered in this study.

Table 4.13 Anova table

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	167.116	4	41.779	102.006	<.001[b]
	Residual	155.229	379	.410		
	Total	322.345	383			

a. Dependent Variable: GEI Average

b. Predictors: (Constant), PSN Average, EA Average, PBC Average, PA Average

Sources: Developed from SPSS software

The results of the ANOVA test depicted in Table 4.13 indicate a significant p-value (<0.001), which is lower than the predetermined alpha value of 0.05. This finding suggests a substantial F-statistic, signifying that all the IV under consideration can be deemed reliable and useful in explaining the DV. In other words, the inclusion of the four IV has led to an improved fit of the model. The statistical significance of these variables highlights their meaningful impact on the DV, validating their relevance and reinforcing their role in influencing the outcome of interest.

Table 4.14 Coefficients table

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.480	.291		-1.648	.100
	EA Average	.305	.072	.194	4.234	<.001
	PA Average	.462	.088	.269	5.227	<.001
	PBC Average	.614	.060	.477	10.230	<.001
	PSN Average	.279	.063	.206	4.446	<.001

a. Dependent Variable: GEI Average

Sources: Developed from SPSS software

From the coefficients discovered in Table 4.14, it can be deduced that the IV bear a noteworthy association with the DV. This inference arises from the fact that the p-value (significance value) is less than the predetermined alpha value of 0.05; in this case, the p-value is <0.001. Consequently, it is evident that EA, PA, PBC, and PSN exert a substantial and significant influence on the university students' GEI in Malaysia.

Multiple Regression Equation:

$Y = a + b_1(X_1) + b_2(X_2) + b_3(X_3) + b_4(X_4)$

Y = University students' GEI

a = Constant value

b = Unstandardized coefficient B

X_1 = EA

X_2 = PA

X_3 = PBC

X_4 = PSN

University students' GEI = -0.480 + 0.305 (EA) + 0.462 (PA) + 0.614 (PBC) + 0.279 (PSN)

In table 4.13, it's noteworthy that the IV with the most significant impact on the DV's variance is PBC, as indicated by its highest standardized coefficient beta value of 0.477 among all the IV. When considering the influence of other IV on the DV within the model, it becomes evident that PBC plays the most substantial role in elucidating the variance present in the DV.

Subsequently, considering that the standardized coefficient beta value for PA stands at 0.269, marking it as the second highest among the IV, it was concluded that PA holds the second most substantial role in shaping the variance within the DV. When all the other predictor variables incorporated into the model are considered, PA emerges as the second most prominent individual factor contributing to the explanation of variance observed in the DV.

Additionally, taking into account the standardized coefficient beta value of 0.206, which ranks as the third highest among the IV, it becomes apparent that PSN play a role of significance in the variance exhibited by the DV. Once all the IV within the model have been considered collectively, it becomes evident that PSN offer the

third most distinctive and individual contribution to clarifying the variance present within the DV.

Lastly, it's worth noting that EA emerges as the IV exerting the least impact on the variance displayed by the DV. This conclusion is drawn from the fact that the computed standardized coefficient beta value for EA stands at 0.194, marking it as the smallest among all the IV. When considering the collective impact of all IV on the variance within the model, it becomes evident that EA makes the smallest distinct contribution in explaining the fluctuations observed within the DV.

4.4 Conclusion

In summary, this chapter provided an overview of the descriptive analysis rooted in the demographic attributes of the participants. Additionally, the chapter includes the presentation of mean values and standard deviations to establish the questionnaire survey's reliability. Leveraging the capabilities of SPSS software, this study performed multiple linear regression analysis to unveil the connections between the DV and its associated IV. Further elaboration on these findings will be offered in Chapter 5, delving into a more comprehensive exploration.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATION

5.0 Introduction

We will discuss the summary of the statistical analysis that has been carried out and discussed in Chapter 4. In Chapter 5, the most significant discoveries and repercussions of these findings will be discussed in this chapter. Besides, we will also discuss the limitations that this research had and some suggestions provided for the future research to enhance the feasible of this research.

5.1 Summary of Statical Analysis

5.1.1 Descriptive Analysis

According to the demographic profile of the 384 respondents, 55.7% are female and 44.3% are male. The majority of the people who filled out the surveys for this research study are Chinese (59.9%), then Malay (39.1%), and finally Indian (1%). Besides, 87% of the respondent have a Bachelor's degree, 3.1% have a Foundation, 35% have a Diploma, 2% have a Master's degree while 1% has a Phd's degree. Most of the respondents are from the public university (56.5%) and the rest are from the private university (43.5%).

5.1.1.1 Summary of Central Tendencies Measurement of Constructs

Table 5.1 Summary of Central Tendencies Measurement of Constructs

Variables	Mean	Standard Deviation
Green Entrepreneur Intention (GEI)	3.8188	0.91740
Environmental Awareness (EA)	4.4115	0.58537
Perceived Attitude (PA)	4.2428	0.53423
Perceived Behavioural Control (PBC)	4.0029	0.71384
Perceived Subjective Norms (PSN)	4.3807	0.67537

5.1.2 Summary of Inferential Analysis

5.1.2.1 Summary of Reliability Test

In this research, reliability tests are performed on four IV (EA, PA, PBC and PSN) and one DV (GEI). Firstly, the Cronbach's Alpha value of EA is 0.796 which is the lowest value among the independent variables but still resulted a good reliability. Cronbach's Alpha levels of 0.8 and higher were found in the PA, PBC, and PSN, which had values of 0.853, 0.914 (the highest), and 0.872, respectively. The GEI, on the other hand, likewise obtained a Cronbach's Alpha value of 0.908, which is within a very excellent reliability range.

5.1.2.2 Summary of Multiple Regression Analysis

Based on the analysis in Chapter 4, the four IV had affected the Malaysia university students' GEI. The significance of the four IV in evaluating the GEI of university students in Malaysia is shown by their p-values being lower than the predetermined alpha value of 0.05. Moreover, the R-square value is 0.518 also showing that the

four IV: EA, PA, PBC and PSN able explain 51.8 % of the student's GEI in Malaysia. Besides, the DV (48.2%) remains unexplained in this study.

The PBC had the greatest influence on GEI, with a standardized coefficient of Beta value of 0.614. The standardized coefficient of Beta value for EA, PA and PSN is 0.305, 0.462 and 0.279, respectively.

Lastly, the following multiple regression equation is developed based on the multiple regression model:

**University
Students' GEI= -0.480 + 0.305 (EA) + 0.462 (PA) + 0.614 (PBC) + 0.279 (PSN)**

5.2 Discussions of Major Findings

Table 5.2: Hypothesis Testing Results Summarization

Hypothesis	Results	Outcomes
H1: Environmental awareness has significant impact towards university students' green entrepreneurial intention in Malaysia.	β= 0.305 p-value < 0.001	Supported
H2: Perceived attitude has significant impact on university students' green entrepreneurial intention in Malaysia.	β= 0.462 p-value < 0.001	Supported
H3: Perceived behavioural control has significant impact on university students' green entrepreneurial intention in Malaysia.	β= 0.614 p-value < 0.001	Supported
H4: Perceived subjective norms has significant impact on university students' green entrepreneurial intention in Malaysia.	β= 0.279 p-value < 0.001	Supported

5.2.1 Environmental Awareness and Green Entrepreneurial Intention

Hypothesis 1:

Environmental awareness has significant impact towards university students' green entrepreneurial intention in Malaysia.

The outcome of this result showed a positive significant influence between EA and GEI. Chege and Wang (2020) as cited in del Brío González et al. (2022) claimed that the success of a sustainable entrepreneurial effort can be significantly influenced by the state of the environment.

The outcome from this research is being supported by Genoveva and Tanardi (2022), who stated that once the young generation have the awareness towards the environment it might lead to GEI. Setia & Nuringsih (2022) also claimed that the awareness of the environment creates a favourable attitude towards the environment, which subsequently builds a desire for the business model. The gender perspective functions as a strategy for promoting green entrepreneurship. In addition, the green value increases the intention to purchase green products when market awareness increases, as indicated by the shift in consumption patterns towards green consumption (Vermeir & Verbeke, 2008). In this case, the EA improves the students' GEI. EA also helps people develop a positive attitude towards the environment, which in ultimately creates the intentions of business model (Setia & Nuringsih, 2022).

5.2.2 Perceived Attitude and Green Entrepreneurial Intention

Hypothesis 2:

Perceived attitude has significant impact on university students' green entrepreneurial intention in Malaysia.

This research also proved that the PA has a positive impact towards the GEI. The above outcome is supported by Vuorio et al. (2018), where it has been discovered that positive attitudes towards being a sustainable entrepreneur have a significant impact on intentions to become so.

As according to the TPB model, these behavioural intentions are the result of attitudes, which are fundamental in forming intentions and determining behaviours (Salamzadeh et al., 2013; Do & Dadvari, 2017). People who have a more optimistic attitude towards environmental circumstances are more likely to act on what they believe (Yasir et al., 2023). Chao and Yu (2022) also highlighted that the undergraduate students' intention to engage in social entrepreneurship increased proportionally when they had a high level of enthusiasm, satisfaction, and positive evaluation of entrepreneurship.

5.2.3 Perceived Behavioral Control and Green Entrepreneurial Intention

Hypothesis 3:

Perceived behavioural control has significant impact on university students' green entrepreneurial intention in Malaysia.

This research's findings indicated a significant positive association between GEI and PBC. According to the findings of Peng et al. (2021), PBC results as a significant predictor of green entrepreneurship intention. There is a direct correlation between an individual's impression of having adequate control over the necessary resources to address a challenge and their level of motivation to pursue a career in entrepreneurship (Fayolle and Gailly, 2015; Tounés et al., 2018; Prabowo et al., 2022).

In this case, the intention of respondents to become green entrepreneurs will increase dramatically if their confidence in green entrepreneurship is boosted. It is supported by Chee and Nordin (2020) that also obtained a similar outcome they

claimed that PBC or self-confidence appears in various ways. However, mental preparedness, perceived ease and control, knowledge availability, confidence in success, and confidence in accomplishing green business goals and objectives are important aspects of the overall perception of behavioural control towards green entrepreneurship.

5.2.4 Perceived Subjective Norms and Green Entrepreneurial Intention

Hypothesis 4:

Perceived subjective norms has significant impact on university students' green entrepreneurial intention in Malaysia.

This research also proved that the PSN showed a positive impact towards the GEI. Rahim et al. (2013) and Xu et al. (2022) had previously conducted studies on green behaviour that yielded comparable outcomes. The researchers discovered that there is a notable correlation between perceived norms and the intention to engage in green consumption of behaviour.

It is supported by Ham et al. (2015) who claimed that other's opinions will influence individual's behaviour on their intention to pursue green food purchase. Similar to this case, the university students' GEI is influenced by surroundings' opinions. Based on the outcome from the study by Awang et al. (2016), the findings support Ajzen (1991) where it resulted the subjective norms predict higher entrepreneurial intention. Therefore, the students assert that the current mindset of their parents and social surroundings plays a role in facilitating their intention of an entrepreneurial career.

5.3 Implications of Study

5.3.1 Theoretical Implication

Based on the research, it has been proved that TPB theory is applicable and relevant in the context of GEI since all independent variables (PA, PBC, PSN and EA) were significant influence the GEI among universities' students. TPB provides a robust theoretical foundation to understand the cognitive determinants that shape individuals' intention to engage in green entrepreneurial activities.

The research findings underscore the importance of PA and behavioural intention in influencing GEI. Student who perceives positive attitudes towards green entrepreneurship and express a strong behavioural intention to engage in environmentally friendly ventures are more likely to manifest actual intentions to initiate green startups. In addition, the study highlights the relevance of PSN in shaping GEI. The influence of social norms and peer perceptions on students' intention to engage in green business initiatives underscores the significance of the social environment in fostering green entrepreneurship. Besides, the findings indicate that students who possess higher levels of EA are more likely to exhibit intention to engage in green entrepreneurship. This highlights the significance of nurturing environment consciousness and sustainable values among university students, as they play a vital role in shaping the future of green business and sustainable economic development.

5.3.2 Managerial Implications

Firstly, implementing environmental education is the key to promote future EA and concern by providing the knowledge needed to build an environmentally responsible community. Universities can and should take the initiative to change student behaviour to better protect and preserve the environment. More serious effort is needed in areas like bringing EA campaigns to universities (Jusoh et al, 2018). Besides, universities can organize networking events, seminars and

conferences that bring together environmentally conscious students and industry experts. These initiatives could focus on rising environmental consciousness among university students and inspiring them to consider green entrepreneurship as a viable career path.

The key for future green entrepreneurs is to learn how to integrate environmental innovations most effectively into their company's operations. They need to manage the duality of a business approach to implementation that yields both economic and environmental results. To meet the aspiration of the Malaysian government, the quantity of green business establishments in Malaysia needs to be increased. However, there has been little progress made in the field of green entrepreneurship education. Thus, promoting green entrepreneurship education is important, universities in Malaysia should consider incorporating courses, workshops, and seminars that focus on environmental sustainability, green business model, and entrepreneurial skills. By doing so, students will be better equipped with the knowledge and motivation to develop and lead green startups in the future.

In addition, institutions such as governments, NGOs, and the media all play crucial roles in influencing students to act more sustainably. Policymakers and government agencies might consider implementing supportive policies and financial incentives for green startups. This could tax breaks, grants, or funding schemes that specifically target environmentally sustainable business initiatives. Not only that, public and private partnerships could be fostered to promote green entrepreneurship. Collaborations between universities, government bodies and private businesses can create a supportive environment that encourage students to translate their EA into successful green startups.

5.4 Limitations

The first limitation on this study is lack of generalizability due to convenience sampling Convenience sampling is a non-probability sampling method where is

easier for the researcher to access, however it is not representative for the target population.

Besides, the second limitation is respondents bias, which the researcher cannot control in this matter. The students may not answer the questions honestly, some of them may be read through faster and answer it without thinking or they may just choose it randomly. Most of the answers found in the questionnaire is agree and strongly agree. Thus, this may result in inaccurate outcomes eventually.

In addition, questionnaire is one of the limitations as well. This study was going through the survey with questionnaires where the respondents only can choose 1 as represent strongly disagree to 5 as represent strongly agree, the researchers cannot ask opinions from them in details. Thus, it is not detail enough because of using self-administered questions.

Finally, based on the multiple regression, the R-square is only 51.8% which means all independent variables only explained up to this figure and the remaining 48.2% is unexplained in this study. This suggest that there are other variables, accounting for 48.2% of variance that significant in influencing the GEI of university students. Besides,this study only exaimined the IVs and DV ,but there is no mediating variable.

5.5 Recommendations for Future Research

It is recommended that random sampling may can be conducted for the research, as it is probability sampling in which the researcher can randomly choose random portion of the entire population. For example, the researcher can randomly choose same probability of the students from UTAR, UTM, UM, UCSI and other universities in Malaysia as it might be more representative.

Other than that, future researchers also recommended to use questionnaires along with in-depth interview for data collection purpose in the study. By going through the interview session, the researcher may receive different opinions from the students and more truthful response can obtain from them. It will be more details and accurate on the outcomes of the study.

Finally, future researchers may consider other independent variables such as perceived sustainability benefits, personal traits, perceived barrier etc. to explore more on interpreting GEI in the future. The future researcher may also add on some mediating variables such as motivation, responsibility taking etc in the study as well.

5.6 Conclusion

In the nutshell, the findings showed that the four hypotheses were supported. All independent variables (PA, PBC, PSN and EA) have significant impact on GEI among universities'' students in Malaysia. This study maybe useful for government and universities to understand the importance of EA among young people or students to have intention on green startup. Furthermore, they can refer to the research and take action to promote green entrepreneurship in this modern society to enhance the environment standard in Malaysia.

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Appendices

Appendix 1: Google Form Questionnaire Sample

Topic: The Relationship Between Environmental Awareness and University Students'
Green Entrepreneurial intention in Malaysia

Dear respondent:

We are Bachelor of Business Administration (Honours) degree at Universiti Tunku
Abdul Rahman (UTAR). We are currently working on the final year of the project
entitled "The Relationship Between Environmental Awareness and University
Students' Green Entrepreneurial intention in Malaysia".

The purpose of this research was to study the factors that affecting Malaysia
university students' green entrepreneurial intention (environmental awareness,
perceived attitude, perceived behavioral control (PBC), and perceived subjective
norms).

The questionnaire consists of **SIX** sections. **Section A** is about the individual details
of the respondent. **Section B, C, D, E,** and **F** cover all variables including
independent variables and dependent variable.

Kindly read the instructions carefully before answering the questions. Completion
of this questionnaire will take you approximately 5 to 10 minutes. Thank you for
your cooperation and willing to answer the questionnaire. Your response will be
kept confidential for academic purposes only.

Your participation in this study is entirely voluntary and you can refuse to answer
any question at any time if you feel uncomfortable. The information collected from
you will be kept strictly private and confidential and all the response and findings
will be used solely for academic purposes.

If you decide to complete this attached anonymous questionnaire, this will be taken
as you voluntarily agree and formal consent to participate in this study. Your
assistance in completing this questionnaire is highly appreciated.

If have any questions regarding the questionnaire, you may contact me through
hilee457@1utar.my. Thank you for your participation in this study.

Yours sincerely,

Lee Yingyan
Ling Hsih Xin
Ng Zhi Inn Gloria

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:-
   - For assessment of any application to UTAR
   - For processing any benefits and services
   - For communication purposes
   - For advertorial and news
   - For general administration and record purposes
   - For enhancing the value of education
   - For educational and related purposes consequential to UTAR
   - For the purpose of our corporate governance
   - For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at hilee457@1utar.my.

Acknowledgment of Notice

[   ] I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice.

[   ] I disagree, my personal data will not be processed.

Section A (Demographic)

Please place a tick "√" for each of the following:

1. Gender
    o   Male
    o   Female

2. Ethics group
    o   Chinese
    o   Malay
    o   Indian

3. Level of Education
    o   Foundation
    o   Degree
    o   Diploma
    o   Master
    o   PhD
4. Type of Institution
    o   Public university
    o   Private Higher Education Institutions (HEIs)

Section B: Environmental awareness (Independent Variable)

Please circle your answer to each statement using 5 Likert scale

{1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree}

No.	Environmental awareness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	By creating a green start-up, I can influence environmental protection.	1	2	3	4	5
2	I think I have the responsibility to protect the environment.	1	2	3	4	5
3	I think environmental problems will affect human life.	1	2	3	4	5
4	I think the environment is getting worse.	1	2	3	4	5

[Adopted from Mouloudj and Bouarar (2021)]

Section C: Perceived Attitude (Independent Variable)

Please circle your answer to each statement using 5 Likert scale

{1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree}

No.	Perceived Attitude	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Being a green entrepreneur brings more advantages than disadvantages to me.	1	2	3	4	5
2	A career as a green entrepreneur is attractive to me.	1	2	3	4	5
3	If I had the opportunity and resources, I would like to become a green entrepreneur.	1	2	3	4	5
4	Being a green entrepreneur would entail great satisfaction for me.	1	2	3	4	5
5	The society should act in a more environmentally conscious way.	1	2	3	4	5
6	I support environmental protection measures even if this will cause a loss of jobs.	1	2	3	4	5

7	I am concerned about the environmental conditions our children must live under.	1	2	3	4	5
8	News reports concerning environmental problems makes me angry.	1	2	3	4	5
9	I believe the world is approaching an environmental disaster.	1	2	3	4	5

[Adopted from Chee and Nordin, 2020]

Section D: Perceived behavioural control (PBC) (Independent Variable)

Please circle your answer to each statement using 5 Likert scale

{1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree}

No.	Perceived behavioural control	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	To create a green start-up and keep it working would be easy for me.	1	2	3	4	5
2	I can control the creation process of a green start-up.	1	2	3	4	5
3	If I tried to create a green start-up, I would be likely to succeed.	1	2	3	4	5
4	I know the necessary practical details to start a green business.	1	2	3	4	5
5	I know how to develop a green entrepreneurial project.	1	2	3	4	5
6	If I tried to start a green business, I would have a high probability of success.	1	2	3	4	5
7	If I start-up a green business, I can succeed in accomplishing my business ideas.	1	2	3	4	5
8	If I start-up a green business, I can achieve most of my business goals.	1	2	3	4	5

9	If I start-up a green business, I can perform effectively on my business missions.	1	2	3	4	5
10	If I start-up a green business, I can effectively overcome environmental problems.	1	2	3	4	5

[Adopted from Chee and Nordin, 2020]

Section E: Perceived subjective norms (Independent Variable)

Please circle your answer to each statement using 5 Likert scale

{1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree}

No.	**Perceived subjective norms**	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	If I decided to become a green entrepreneur, my family will support my decision.	1	2	3	4	5
2	If I decided to become a green entrepreneur, my friends will support my decision.	1	2	3	4	5
3	If I decided to become a green entrepreneur, my course-mates will support my decision.	1	2	3	4	5
4	If I decided to become a green entrepreneur, I will receive support from the government.	1	2	3	4	5
5	If I decided to become a green entrepreneur, I will receive support from the society.	1	2	3	4	5

[Adopted from Chee and Nordin, 2020]

Section F: Students' intention in green entrepreneurship

Please circle your answer to each statement using 5 Likert scale

{1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree}

No.	**Students' intention in green entrepreneurship**	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1	Becoming a green entrepreneur is my preferred career choice.	1	2	3	4	5
2	My professional goal is to become a green entrepreneur.	1	2	3	4	5
3	I am committed to start and run my own green business.	1	2	3	4	5
4	I am determined to create a green business in the future.	1	2	3	4	5
5	I have been thinking about green business ideas.	1	2	3	4	5

[Adopted from Chee and Nordin, 2020]

Appendix 2: Reliability Test for Pilot Study

Independent Variable: Environmental Awareness

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded[a]	0	.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.729	4

Independent Variable: Perceived Attitude

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded[a]	0	.0
	Total	33	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.879	9

Independent Variable: Perceived Behavioural Control

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded[a]	0	.0
	Total	33	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.953	10

Independent Variable: Perceived Subjective Norms

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded[a]	0	.0
	Total	33	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.928	5

Dependent Variable: Green Entrepreneurial Intention

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded[a]	0	.0
	Total	33	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.971	5

Statistics

		EA Average	PA Average	PBC Average	PSN Average	GEI Average
N	Valid	33	33	33	33	33
	Missing	0	0	0	0	0
Mean		4.3258	4.1178	3.7394	4.0970	3.6121
Std. Deviation		.49405	.56242	.84370	.79392	1.09538

Frequency Table

EA Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.1	6.1	6.1
	3.75	3	9.1	9.1	15.2
	Agree	5	15.2	15.2	30.3
	4.25	4	12.1	12.1	42.4
	4.50	10	30.3	30.3	72.7
	4.75	6	18.2	18.2	90.9
	Strongly Agree	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

PA Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.1	6.1	6.1
	3.11	2	6.1	6.1	12.1
	3.33	2	6.1	6.1	18.2
	3.56	1	3.0	3.0	21.2
	3.78	2	6.1	6.1	27.3
	3.89	1	3.0	3.0	30.3
	Agree	3	9.1	9.1	39.4
	4.11	1	3.0	3.0	42.4
	4.22	2	6.1	6.1	48.5
	4.33	2	6.1	6.1	54.5
	4.44	5	15.2	15.2	69.7
	4.56	5	15.2	15.2	84.8
	4.67	3	9.1	9.1	93.9
	4.78	1	3.0	3.0	97.0
	Strongly Agree	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

PBC Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.80	1	3.0	3.0	3.0
	Disagree	1	3.0	3.0	6.1
	2.30	2	6.1	6.1	12.1
	Neutral	3	9.1	9.1	21.2
	3.10	1	3.0	3.0	24.2
	3.20	2	6.1	6.1	30.3
	3.40	1	3.0	3.0	33.3
	3.50	2	6.1	6.1	39.4
	3.80	3	9.1	9.1	48.5
	Agree	4	12.1	12.1	60.6
	4.10	2	6.1	6.1	66.7
	4.20	1	3.0	3.0	69.7
	4.30	1	3.0	3.0	72.7
	4.40	1	3.0	3.0	75.8
	4.50	1	3.0	3.0	78.8
	4.60	1	3.0	3.0	81.8
	4.70	4	12.1	12.1	93.9
	4.80	1	3.0	3.0	97.0
	4.90	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

PSN Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.0	3.0	3.0
	Neutral	3	9.1	9.1	12.1
	3.20	4	12.1	12.1	24.2
	3.40	1	3.0	3.0	27.3
	3.60	2	6.1	6.1	33.3
	Agree	3	9.1	9.1	42.4
	4.20	3	9.1	9.1	51.5
	4.40	4	12.1	12.1	63.6
	4.80	7	21.2	21.2	84.8
	Strongly Agree	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

GEI Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.0	3.0	3.0
	Disagree	5	15.2	15.2	18.2
	2.40	1	3.0	3.0	21.2
	2.60	1	3.0	3.0	24.2
	Neutral	2	6.1	6.1	30.3
	3.20	2	6.1	6.1	36.4
	3.60	2	6.1	6.1	42.4
	3.80	2	6.1	6.1	48.5
	Agree	5	15.2	15.2	63.6
	4.20	1	3.0	3.0	66.7
	4.40	3	9.1	9.1	75.8
	4.60	2	6.1	6.1	81.8
	4.80	3	9.1	9.1	90.9
	Strongly Agree	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

Pie Chart
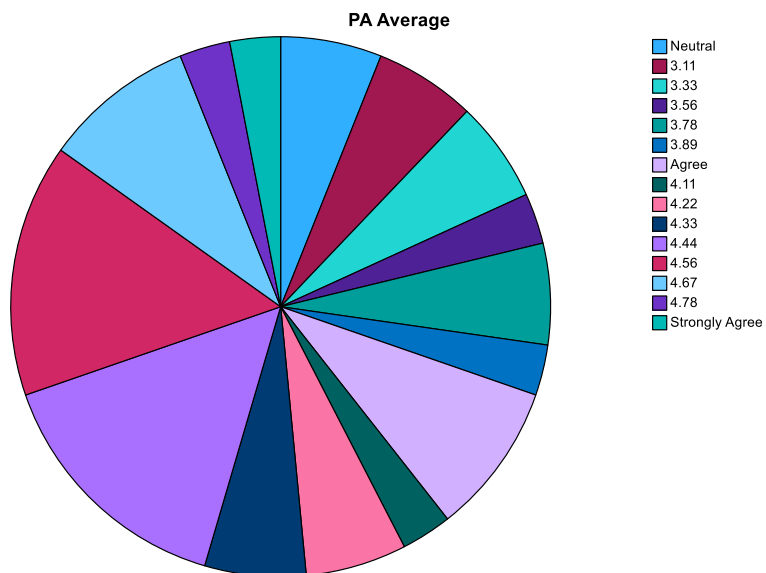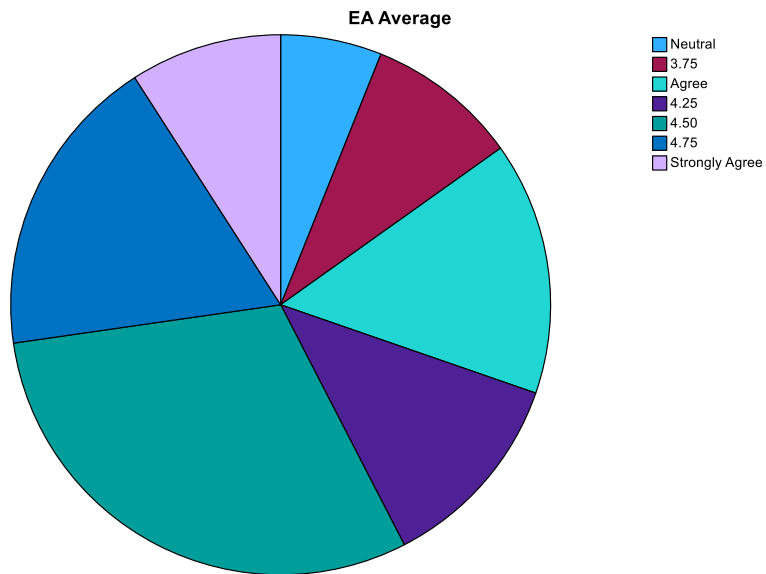
EA Average

Legend:
- Neutral
- 3.75
- Agree
- 4.25
- 4.50
- 4.75
- Strongly Agree

PA Average

Legend:
- Neutral
- 3.11
- 3.33
- 3.56
- 3.78
- 3.89
- Agree
- 4.11
- 4.22
- 4.33
- 4.44
- 4.56
- 4.67
- 4.78
- Strongly Agree

PBC Average

■	1.80
■	Disagree
■	2.30
■	Neutral
■	3.10
■	3.20
■	3.40
■	3.50
■	3.80
■	Agree
■	4.10
■	4.20
■	4.30
■	4.40
■	4.50
■	4.60
■	4.70
■	4.80
■	4.90

PSN Average

■	Disagree
■	Neutral
■	3.20
■	3.40
■	3.60
■	Agree
■	4.20
■	4.40
■	4.80
■	Strongly Agree

87

GEI Average

■	Strongly Disagree
■	Disagree
■	2.40
■	2.60
■	Neutral
■	3.20
■	3.60
■	3.80
■	Agree
■	4.20
■	4.40
■	4.60
■	4.80
■	Strongly Agree
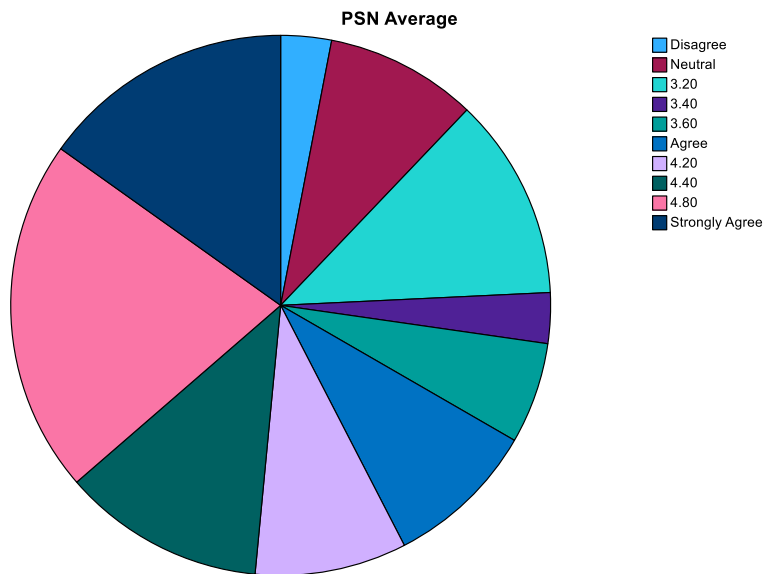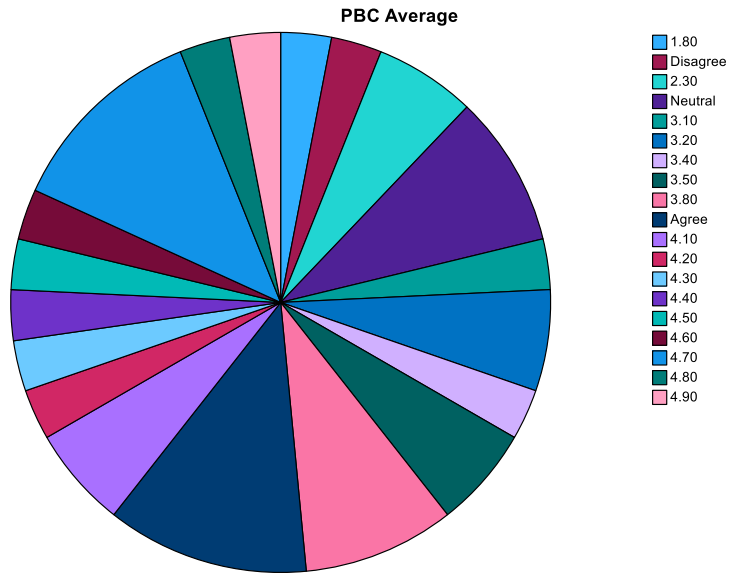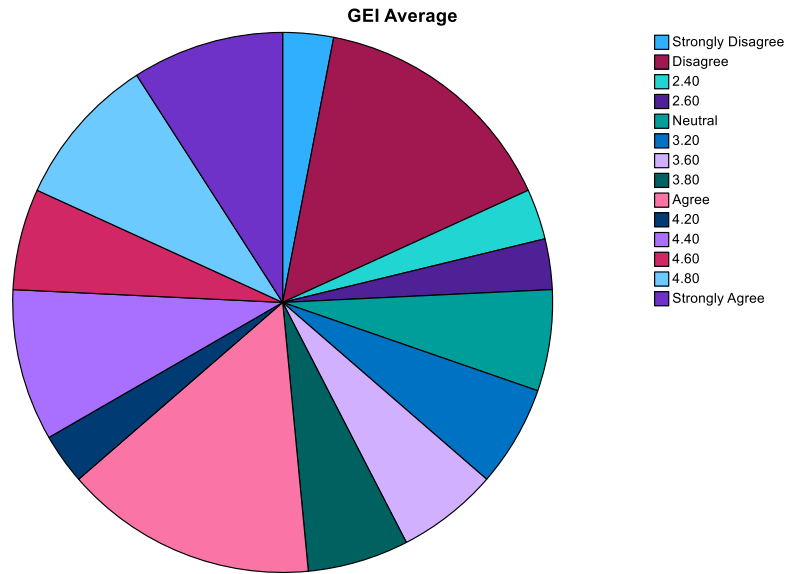
Appendix 3: Descriptive Analysis

Statistics

		Gender	Ethnic Group	Level of Education	Type of Institution
N	Valid	384	384	384	384
	Missing	0	0	0	0
Mean		1.5573	1.4115	2.0781	1.4349
Std. Deviation		.49735	.51350	.40123	.49639
Variance		.247	.264	.161	.246
Percentiles	25	1.0000	1.0000	2.0000	1.0000
	50	2.0000	1.0000	2.0000	1.0000
	75	2.0000	2.0000	2.0000	2.0000

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	170	44.3	44.3	44.3
	Female	214	55.7	55.7	100.0
	Total	384	100.0	100.0	

Ethnic Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	230	59.9	59.9	59.9
	Malay	150	39.1	39.1	99.0
	Indian	4	1.0	1.0	100.0
	Total	384	100.0	100.0	

Type of Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public university	217	56.5	56.5	56.5
	Private HEIs	167	43.5	43.5	100.0
	Total	384	100.0	100.0	

Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	12	3.1	3.1	3.1
	Degree	334	87.0	87.0	90.1
	Diploma	35	9.1	9.1	99.2
	Master	2	.5	.5	99.7
	PhD	1	.3	.3	100.0
	Total	384	100.0	100.0	

Pie Chart
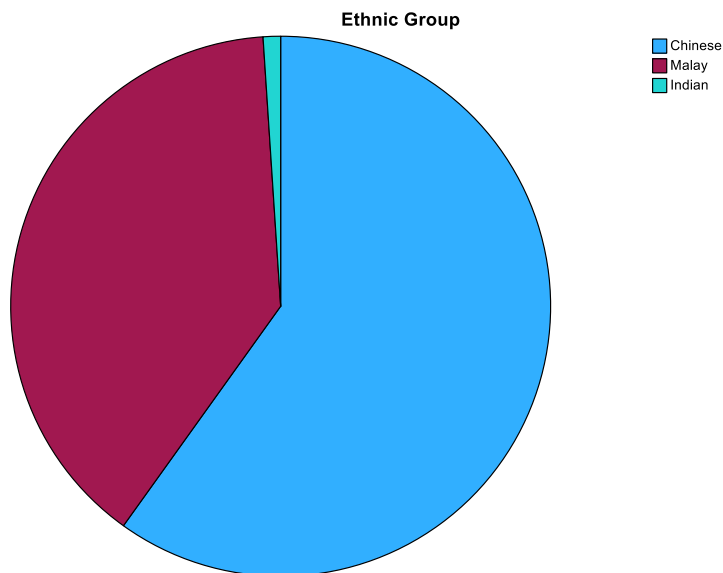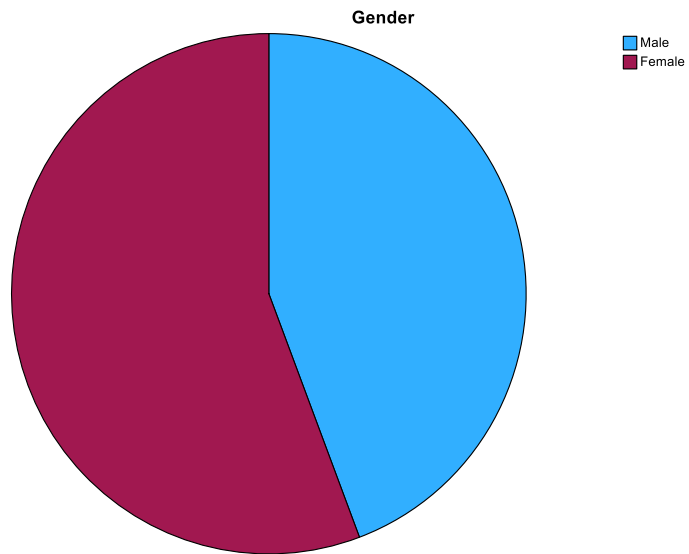
Gender

Male
Female

Ethnic Group

Chinese
Malay
Indian

Level of Education

- Foundation
- Degree
- Diploma
- Master
- PhD

Type of Institution

- Public university
- Private HEIs
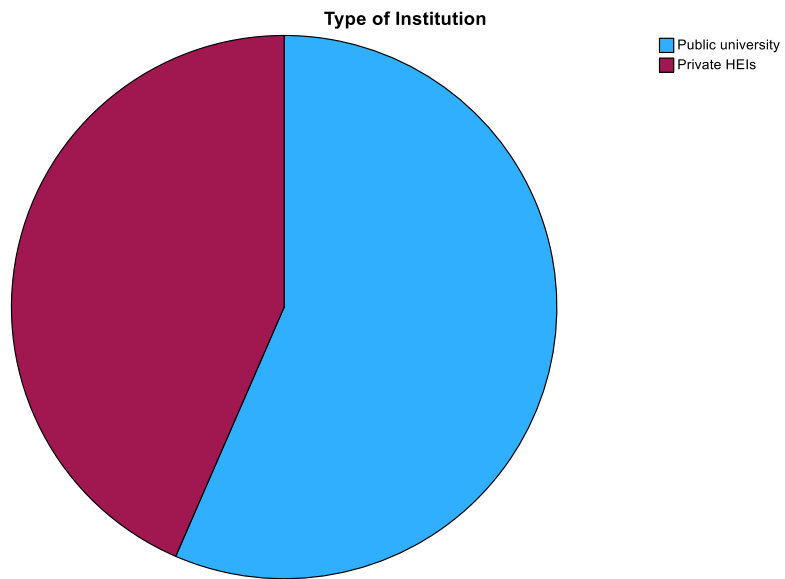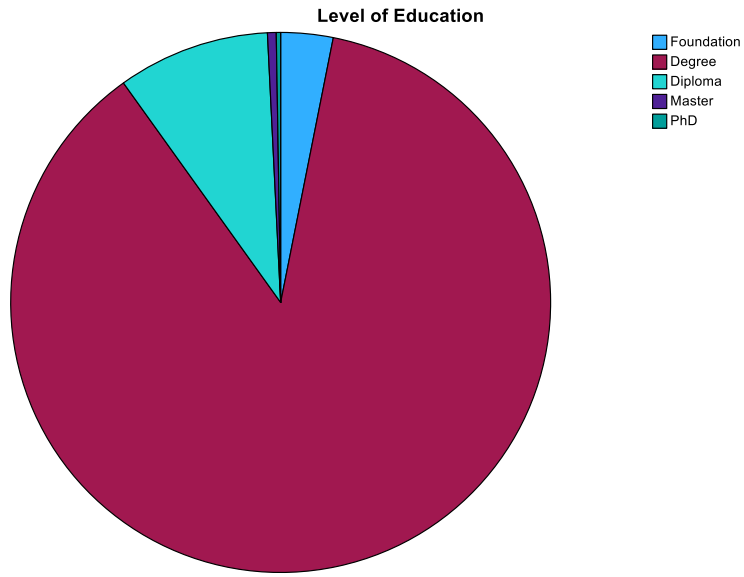
Appendix 4: Reliability Test for Full Study

<u>Independent Variable: Environmental Awareness</u>

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	384	100.0
	Excluded^a	0	.0
	Total	384	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.796	.800	4

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.552	.407	.623	.216	1.530	.010	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
By creating a green start-up , I can influence environmental protection.	13.4036	3.343	.526	.297
I think i have the responsibility to protect the environment.	13.2109	3.018	.701	.505
I think environmental problems will affect human life.	13.1250	3.582	.619	.428
I think the environment is getting worse.	13.1979	3.230	.605	.376

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
By creating a green start-up , I can influence environmental protection.	.789
I think i have the responsibility to protect the environment.	.696
I think environmental problems will affect human life.	.746
I think the environment is getting worse.	.747

Independent Variable: Perceived Attitude

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	384	100.0
	Excluded[a]	0	.0
	Total	384	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.853	.857	9

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Variances	.608	.419	.926	.507	2.211	.025

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
Being a green entrepreneur brings more advantages than disadvantages to me.	33.9193	18.711	.565	.423
A career as a green entrepreneur is attractive to me.	34.1797	17.573	.626	.467
If I had the opportunity and resources, I would like to become a green entrepreneur.	33.9766	17.934	.629	.482
Being a green entrepreneur would entail great satisfaction for me.	34.0026	17.846	.654	.510
The society should act in a more environmentally conscious way.	33.8385	18.830	.557	.423
I support environmental protection measures even if this will cause a loss of jobs.	34.2109	17.222	.565	.351
I am concerned about the environmental conditions our children must live under.	33.8542	19.122	.551	.387
News reports concerning environmental problems makes me angry.	34.0208	18.057	.525	.336
I believe the world is approaching an environmental disaster.	33.8724	18.796	.539	.322

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Being a green entrepreneur brings more advantages than disadvantages to me.	.839
A career as a green entrepreneur is attractive to me.	.833
If I had the opportunity and resources, I would like to become a green entrepreneur.	.832
Being a green entrepreneur would entail great satisfaction for me.	.830
The society should act in a more environmentally conscious way.	.840
I support environmental protection measures even if this will cause a loss of jobs.	.841
I am concerned about the environmental conditions our children must live under.	.841
News reports concerning environmental problems makes me angry.	.844
I believe the world is approaching an environmental disaster.	.842

Independent Variable: Perceived Behavioural Control

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	384	100.0
	Excludedª	0	.0
	Total	384	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.914	.917	10

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.902	.679	1.423	.744	2.095	.048	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
To create a green start-up and keep it working would be easy for me.	36.0339	42.153	.604	.506
I can control the creation process of a green start-up.	36.0260	42.203	.653	.561
If I tried to create a green start-up, I would be likely to succeed.	35.9609	43.630	.610	.475
I know the necessary practical details to start a green business.	36.1849	40.814	.690	.556
I know how to develop a green entrepreneurial project.	36.4427	39.877	.641	.531
If I tried to start a green business, I would have a high probability of success.	36.0052	40.909	.746	.605
If I start-up a green business, I can succeed in accomplishing my business ideas.	35.9531	41.637	.761	.678
If I start-up a green business, I can achieve most of my business goals.	35.8932	41.605	.755	.738
If I start-up a green business, I can perform effectively on my business missions.	35.9219	41.273	.764	.725
If I start-up a green business, I can effectively overcome environmental problems.	35.8359	42.581	.683	.552

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
To create a green start-up and keep it working would be easy for me.	.911
I can control the creation process of a green start-up.	.908
If I tried to create a green start-up, I would be likely to succeed.	.910
I know the necessary practical details to start a green business.	.906
I know how to develop a green entrepreneurial project.	.911
If I tried to start a green business, I would have a high probability of success.	.902
If I start-up a green business, I can succeed in accomplishing my business ideas.	.902
If I start-up a green business, I can achieve most of my business goals.	.902
If I start-up a green business, I can perform effectively on my business missions.	.901
If I start-up a green business, I can effectively overcome environmental problems.	.906

Independent Variable: Perceived Subjective Norms

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	384	100.0
	Excludedª	0	.0
	Total	384	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.873	5

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.690	.625	.771	.146	1.233	.005	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
If I decided to become a green entrepreneur, my family will support my decision.	17.5313	7.383	.691	.545
If I decided to become a green entrepreneur, my friends will support my decision.	17.4844	7.660	.712	.562
If I decided to become a green entrepreneur, my course-mates will support my decision.	17.5495	7.444	.759	.588
If I decided to become a green entrepreneur, I will receive support from the government.	17.5547	7.532	.643	.496
If I decided to become a green entrepreneur, I will receive support from the society.	17.4948	7.640	.695	.538

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
If I decided to become a green entrepreneur, my family will support my decision.	.847
If I decided to become a green entrepreneur, my friends will support my decision.	.842
If I decided to become a green entrepreneur, my course-mates will support my decision.	.830
If I decided to become a green entrepreneur, I will receive support from the government.	.859
If I decided to become a green entrepreneur, I will receive support from the society.	.846

Dependent Variable: Green Entrepreneurial Intention

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	384	100.0
	Excluded[a]	0	.0
	Total	384	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.908	.910	5

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	1.150	.988	1.368	.380	1.385	.019	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
Becoming a green entrepreneur is my preferred career choice.	15.2188	13.947	.757	.635
My professional goal is to become a green entrepreneur.	15.2760	13.433	.813	.695
I am committed to start and run my own green business.	15.4505	13.454	.725	.540
I am determined to create a green business in the future.	15.1563	14.200	.781	.641
I have been thinking about green business ideas.	15.2734	13.839	.778	.634

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Becoming a green entrepreneur is my preferred career choice.	.890
My professional goal is to become a green entrepreneur.	.878
I am committed to start and run my own green business.	.899
I am determined to create a green business in the future.	.886
I have been thinking about green business ideas.	.886

Appendix 5: Multiple Linear Regression Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720[a]	.518	.513	.63998

a. Predictors: (Constant), PSN Average, EA Average, PBC Average, PA Average

b. Dependent Variable: GEI Average

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	167.116	4	41.779	102.006	<.001[b]
	Residual	155.229	379	.410		
	Total	322.345	383			

a. Dependent Variable: GEI Average

b. Predictors: (Constant), PSN Average, EA Average, PBC Average, PA Average

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.480	.291		-1.648	.100
	EA Average	.305	.072	.194	4.234	<.001
	PA Average	.462	.088	.269	5.227	<.001
	PBC Average	.614	.060	.477	10.230	<.001
	PSN Average	.279	.063	.206	4.446	<.001

a. Dependent Variable: GEI Average