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FOSTERING GREEN ENTREPRENEURIAL INTENTIONS: THE ROLE OF EDUCATIONAL ENVIRONMENTS IN SHAPING STUDENT ENTREPRENEURIAL ASPIRATIONS

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ABSTRACT

This research empirically investigates the relationship between the entrepreneurial learning environment and green entrepreneurial intentions among undergraduate students in Indonesia. Through a cross-sectional survey involving 470 respondents from diverse academic backgrounds, the study reveals significant correlations between the physical and mental dimensions of the entrepreneurial learning environment and students' intentions toward green entrepreneurship. These dimensions encompass infrastructure, resources, and support systems, as well as attitudes, values, and perceptions cultivated within the learning environment. The findings underscore the pivotal role of fostering an educational atmosphere that nurtures innovation, creativity, and sustainability in shaping students' entrepreneurial aspirations, particularly toward green entrepreneurship. Furthermore, actionable recommendations are provided for university management, including integrating individuals with practical entrepreneurial experience into teaching, adapting entrepreneurship curriculum to incorporate principles of environmental sustainability, and empowering students through mentorship and practical experiences. Overall, this study contributes to the literature by highlighting the crucial role of the entrepreneurial learning environment in cultivating environmentally conscious entrepreneurs, not only in Indonesia but also in broader global contexts.
***Keywords**: Mental Environment, Physical Environment, Green Entrepreneurial Intention, undergraduate, student*

INTRODUCTION

Entrepreneurship education has been identified as a significant contributor to shaping students' entrepreneurial intentions. However, despite its recognized importance, many studies have found that traditional entrepreneurship education

does not necessarily promote green entrepreneurial intentions among students, or if it does, the effect is often minimal previous research has highlighted various factors influencing entrepreneurial inclinations, interests, and intentions, including the broader impact of entrepreneurship on economic development, such as fostering innovation, creating new opportunities, and addressing unemployment challenges, particularly among young graduates. Given the pressing need to address unemployment issues and stimulate economic growth, there is a growing interest in investigating how the entrepreneurial learning environment influences students' intentions toward green entrepreneurship.

Entrepreneurship is widely recognized as a catalyst for economic growth, with entrepreneurs being regarded as innovators in economic development. It is believed that the higher the percentage of entrepreneurs in a country, the better the economy of that country will grow (Nursiah et al., 2015). To become an entrepreneur, one must first possess an entrepreneurial spirit within them. Entrepreneurial spirit is the ability to create added value from limitations in an effort to create value, by seizing business opportunities and mobilizing resources to realize them (Ningrum, 2017). Entrepreneurial spirit is one of the prerequisites for thriving in society. Spirit is something abstract, learned only from statements that appear with the body, or symptoms that appear as movements so that the spirit is the soul; every human being has abstract characteristics and symptoms arising from feelings, thoughts, dreams, and so on (Ludiya & Maulana, 2020).

Schools and educational institutions play a crucial role in fostering entrepreneurship by providing academic support to motivate, guide, and prepare their graduates to have strong motivation, courage, abilities, and supportive characters in establishing new businesses (Desmintari et al., 2020). Previous research has revealed that sometimes students are willing to become entrepreneurs, but due to lack of support and resources, they do not pursue it as a career path (Liguori & Winkler, 2020) Therefore, educational institutions are responsible for promoting the concept of green entrepreneurship by providing support to their students. Educational support includes knowledge, skills, networks, and opportunities they acquire (Saeed et al., 2018). The results of statistical tests conducted found a significant positive influence between academic support variables and entrepreneurial intention. Several previous studies have demonstrated that academic support has a significant positive impact on students' entrepreneurial intentions (Akyol & Gurbuz, 2008; Desmintari Et Al., 2020; Suharti & Sirine, 2011).

Other research has explored the effects of cultural background, family background, gender, entrepreneurship education, motivation, environmental influences, and educational attainment on students' intentions to pursue entrepreneurship (Ismail, n.d.). Many of these studies have underscored the significance of entrepreneurship education in stimulating interest and intention towards entrepreneurship, although some have found either a negligible impact or insignificance. For instance, (Oosterbeek et al., 2010) found an insignificant relationship between entrepreneurship education programs and entrepreneurial intentions, with no significant effect on entrepreneurial skills. Similarly, a recent study by (Abubakars & Garba, 2021) suggested a limited influence of the entrepreneurship learning environment on entrepreneurial intentions.(Mansoori et

al., 2019) also noted the perceived ineffectiveness of entrepreneurship education in fostering entrepreneurial intentions.

Green Entrepreneurship is a growing trend in the business world that focuses on creating sustainable and environmentally friendly products or services. This type of entrepreneurship aims to reduce waste, conserve resources, and promote sustainability while making a profit. The concept involves considering the physical environment and the mental environment of employees and customers. The physical environment refers to the natural surroundings where businesses operate and includes reducing carbon footprints through practices like recycling, using renewable energy sources, and conserving water. The mental environment refers to the attitudes and beliefs held by individuals within an organization, including a strong commitment to green entrepreneurship that fosters a culture of respect for the environment among employees and encourages customers to support environmentally friendly products and services (Danns & Danns, 2022; Devadhasan, 2022; Institute of Entrepreneurship Development (iED), 2022; Kuhle, 2014; Shabeeb Ali et al., 2023).

According to Abubakars & Garba (2021), the perceived lack of effectiveness in entrepreneurship education is attributed to teaching methods (Abubakars & Garba, 2021). However, Lucky and Luwali (2015) in (Londero-Santos et al., 2021) argue that environmental factors, including support and influence from the environment, are not the primary determinants of entrepreneurial intention. Meanwhile, (Abubakars & Garba, 2021) considered the entrepreneurial learning environment as an independent variable in their study, which was treated as unidimensional without proxies. The ((Thévenon & Pero, 2015)) report categorizes the components of the entrepreneurial learning environment into two main aspects: the mental and physical environments. To gain further insights into the specific impact of entrepreneurship education, particularly regarding the effects of the entrepreneurial learning environment, and considering that students are often driven by push factors such as poverty, unemployment, and job insecurities to pursue entrepreneurship, this study aims to investigate the influence of both physical and mental learning environments on entrepreneurial intention.

This study used TPB as a model to measure entrepreneurial intentions. Several previous studies measured entrepreneurial intention as a construct, including a TPB (Kong et al., 2020; Perez-Luyo et al., n.d.; Vanevenhoven & Liguori, 2013; Varamäki et al., 2019; Weis, 2009; Zapkau et al., 2015) or Shapero's entrepreneurial event model stream (Henley, 2007) (Devadhasan, 2022; Hockerts et al., 2018; Kuhle, 2014; López-González et al., 2016; Putry & Harsono, 2021; Van Gelderen et al., 2008) However, this study argued that measuring entrepreneurial intentions as a whole construct could not distinguish entrepreneurial intentionalities, explicit or unambiguous. Therefore, gauging entrepreneurial intentions should explore individuals with clear and unequivocal entrepreneurial intentionalities, such as those with real intentions or who opted for self-employment ((Franco et al., 2016)).

Green entrepreneurship is intentional, planned behaviour and a complex process involving various stages (Yi, 2021). It is a business that combines environmental awareness with entrepreneurial action, changing toward a sustainable business model (Gibbs, 2006; Gibson, 2019; Schaper, 2002). Previous studies showed that the relationship between entrepreneurship, the environment,

and sustainable development includes various thoughts of schools. It is presented in different terms such as ecological (Gast, J., Gundolf, K. and Cesinger, 2017; Linnanen, 2016; Schaper, 2002), environmental (Dean & McMullen, 2007; Neck & Corbett, 2018), green (Demirel et al., 2019; Pihie et al., 2013; Ramayah et al., 2019; Yi, 2021), and sustainable entrepreneurship (Jayaratne et al., 2019; Sargani et al., 2020; Westman et al., 2019).The introduction of this study underscores the research problem of measuring entrepreneurial intentions and advocates for a more nuanced understanding of individuals' motivations towards entrepreneurship. It critiques previous approaches that treated entrepreneurial intentions as a singular construct, arguing that such methods may overlook the diverse motivations of aspiring entrepreneurs, especially within the context of green entrepreneurship. The novelty of this study lies in its proposal to distinguish between individuals with clear and unequivocal entrepreneurial intentions, particularly in the realm of green entrepreneurship. By focusing on this subset of individuals, the study aims to offer a more accurate depiction of entrepreneurial motivations and behaviors. This approach fills a gap in existing literature and advances understanding in the field by providing a nuanced perspective on entrepreneurial intentionality.

Moreover, the study highlights the urgency of investigating green entrepreneurship due to its crucial role in addressing pressing environmental challenges while promoting economic growth and innovation. As climate change and resource depletion threaten global sustainability, businesses must adopt environmentally sustainable practices. Green entrepreneurship offers a proactive solution by integrating environmental awareness and sustainable practices into business models, thus contributing to sustainable development goals. Additionally, green entrepreneurship has the potential to generate positive social and economic impacts, including green innovation, job creation, and resource efficiency. By emphasizing the importance of green entrepreneurship, this study aligns with broader efforts to promote sustainability and mitigate the adverse effects of climate change. Overall, the introduction effectively sets the stage for the study by elucidating the research problem, highlighting its novelty, and emphasizing the urgency of studying green entrepreneurship.

RESEARCH METHODS

The study targeted final-year undergraduate students from all disciplines at the University who had undergone entrepreneurship education during their third and fourth years of study. Surveying first-year students was deemed appropriate to assess green entrepreneurial intentions. Specifically, the study employed a cross-sectional survey design to investigate how the entrepreneurial learning environment, both mental and physical, influenced the entrepreneurial intentions of final-year students during the 2020-2023 academic session. The population comprised 2485 final year students ranging from regular Level 400 to Spillover 2. The sample size of 470 students was determined using Krejciel and Morgan's (1970) (Abdul et al., 2021). method. Convenient sampling was utilised, where respondents were well selected based on their interests. Hence, questionnaires were distributed accordingly.

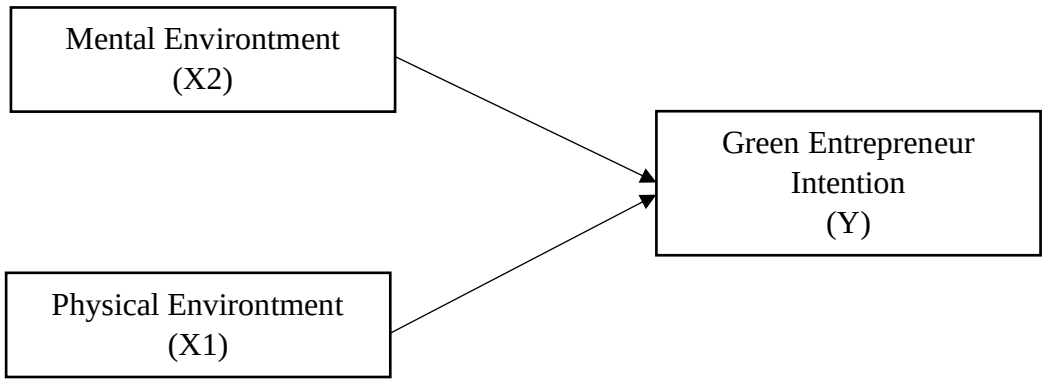

Figure 1. Conceptual framework

For data collection, students were provided with a brief explanation of the guidelines on how to respond to the questionnaire, as depicted on the first page of the questionnaire. Students' response confidence was assured to ensure that they provided appropriate answers to achieve the research objectives. Additionally, out of 470 questionnaires distributed, all of them were returned by the respondents. After a preliminary analysis of the returned questionnaires and dental screening, well deemed valid and used for further analysis.

RESULTS AND DISCUSSION

Demographic Respondent

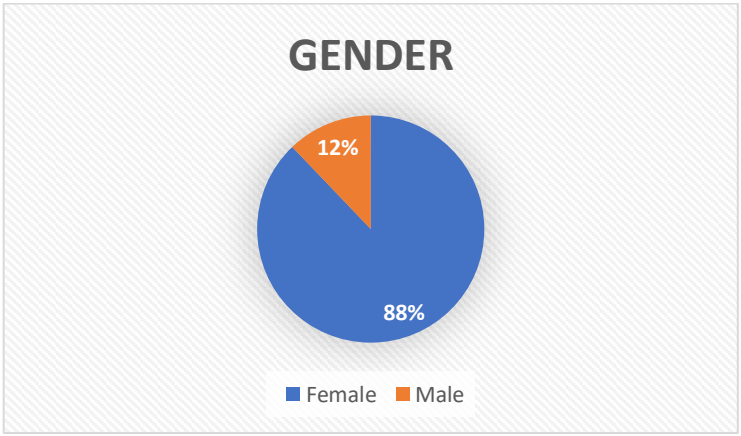

Figure 2. Demography respondents of gender

The data presented in Figure 2 indicates a gender distribution among 470 respondents. Specifically, it shows that 12% of the respondents identified as male, while 88% identified as female. This gender distribution highlights a significant majority of female respondents compared to male respondents in the sample. Such a gender imbalance could influence the interpretation of the study's findings, particularly when analyzing gender-specific patterns or behaviours related to the research topic. It may also suggest variations in male and female participants' experiences, perspectives, and responses. Thus, considering gender as a

demographic factor could be essential for accurately understanding the nuances and implications of the research outcomes.

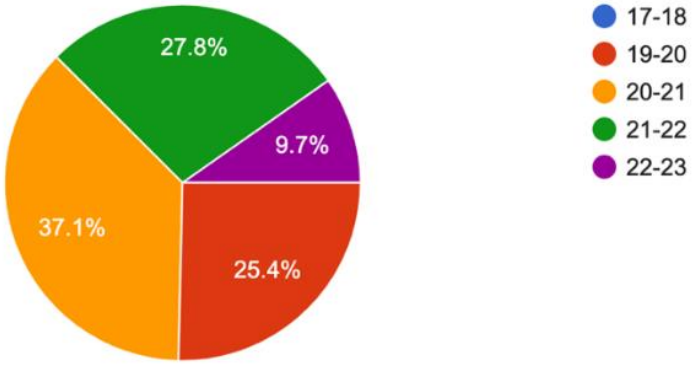

Figure 3. Characteristics of Respondents Based on Age

Most respondents (37.1%) were between 20 and 21 years old, indicating that participating students had taken entrepreneurship courses in semester 3. Further description: This demographic distribution suggests that a significant portion of the respondents were in their early twenties, likely indicating that they were undergraduate students who had recently completed or were currently undertaking entrepreneurship courses in their third semester. This finding implies that the sample population consisted primarily of young individuals at a stage in their academic journey, engaging with entrepreneurship education and potentially developing entrepreneurial skills and intentions. The fact that a substantial proportion of respondents fell within this age range underscores the importance of entrepreneurship education initiatives targeted at university students, particularly in their early academic years, to foster an entrepreneurial mindset and cultivate entrepreneurial intentions among young individuals.

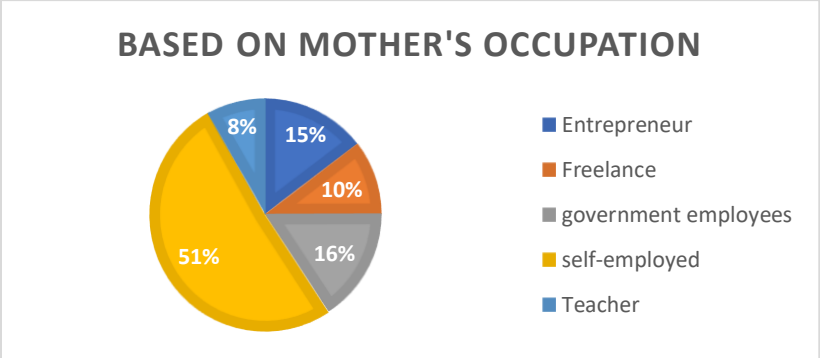

Figure 4. Characteristics of Respondents Based on Mother's Occupation

From the data distribution conducted by researchers, the data shown in Figure 4 reveals that the occupation of the respondents' mothers is predominantly characterized by homemakers, comprising 65.2% of the sample. Conversely, only

a small percentage, specifically 2.9%, of the respondents' mothers are entrepreneurs. This disparity highlights a significant gap, indicating that the percentage of mothers engaged in entrepreneurship is quite low. Such a low level of entrepreneurial representation among respondents' mothers may serve as a demotivating factor and underscores the need for entrepreneurship lecturers to employ additional strategies to increase students' entrepreneurial motivation.

Further Elaboration: The dominance of homemakers among the respondents' mothers suggests that traditional household roles prevail within the sampled population. In contrast, the limited representation of entrepreneurial mothers signifies a potential lack of exposure to entrepreneurial endeavors within familial environments. This discrepancy could impact students' perceptions of entrepreneurship and their motivation to pursue entrepreneurial paths. Consequently, educators delivering entrepreneurship courses may need to implement targeted interventions to enhance students' entrepreneurial motivation. These interventions could include guest lectures by successful entrepreneurs, experiential learning opportunities such as internships or mentorship programs, and workshops aimed at instilling entrepreneurial skills and mindsets. By addressing the disparity in parental entrepreneurial representation and providing students with diverse entrepreneurial role models and experiential learning opportunities, educators can cultivate a more conducive environment for fostering students' entrepreneurial motivation and aspirations.

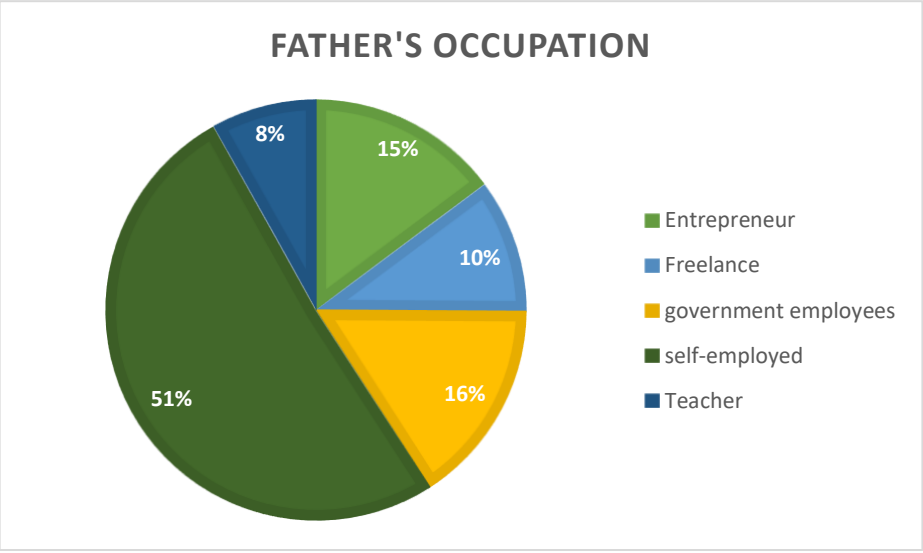

Figure 5. Characteristics of Respondents Based on Father's Occupation

The data depicted in Figure 5 illustrates that the occupation of the respondents' fathers is predominantly characterized by self-employed individuals, comprising 51% of the sample. In contrast, only 15.8% of the respondents' fathers are engaged in other occupations. Consequently, to a greater or lesser extent, this low percentage may be a demotivating factor and necessitates entrepreneurship lecturers to devise increasingly strategic approaches to enhance students'

entrepreneurial motivation. This is because, in general, a child tends to look at their parents' work, especially that of their father.

Further Elaboration: The respondents' fathers' dominance of self-employment suggests that entrepreneurship or independent business ventures are prevalent within their familial environments. However, the relatively low representation of fathers engaged in other occupations indicates a potential lack of exposure to alternative career paths outside entrepreneurship. This could impact students' perceptions of entrepreneurship and motivation to pursue entrepreneurial endeavours. Therefore, entrepreneurship lecturers need to implement diverse strategies to increase students' entrepreneurial motivation, considering the influence of parental occupations on students' career aspirations.

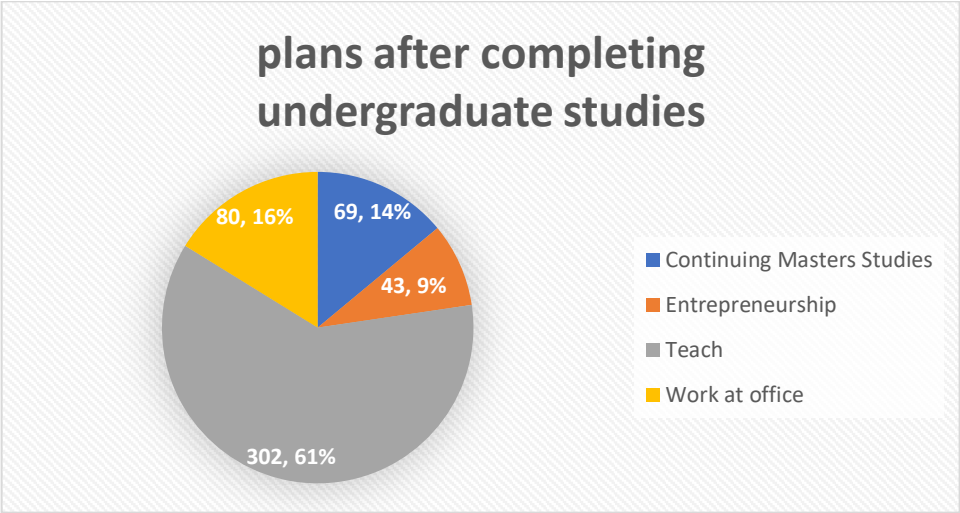

Figure 6. Percentage of Respondents based on Plans After Graduating S1

Based on distribution data obtained by researchers, students' interests after graduating from undergraduate programs (S1) are predominantly inclined towards teaching activities, accounting for 69.14% of respondents. Meanwhile, 16% express interest in working in office settings, 14% show interest in pursuing further studies at the Master's level, and 9% have other interests. Consequently, the respondents' interest in entrepreneurship after graduation remains low and requires further enhancement and motivation. This necessitates concerted efforts from entrepreneurship learning processes, entrepreneurship assistant lecturers, and faculty members to foster and motivate students' interest in entrepreneurship.

Further elaboration: The data underscores a prevailing lack of enthusiasm among students for entrepreneurship as a career path after completing their undergraduate education. The dominance of interests in teaching activities, alongside other conventional career paths such as office work and further academic studies, suggests a limited awareness or appreciation for entrepreneurship as a viable and attractive option. To address this issue, entrepreneurship educators and educational institutions must implement initiatives to promote entrepreneurship as a desirable and rewarding career choice. These initiatives include integrating practical entrepreneurship experiences into the curriculum, offering mentorship

programs with successful entrepreneurs, organizing entrepreneurial events and competitions, and providing resources and support for aspiring entrepreneurs to develop and launch their ventures. By actively engaging students and fostering an entrepreneurial mindset, educators and institutions can help bridge the gap between students' interests and the opportunities available in the entrepreneurial landscape, ultimately encouraging more graduates to pursue entrepreneurial endeavours.

Preliminary Analysis

Table 1. Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Physical Environtment	0.682
Mental Environtment	0.817
GEI	0.789

All variables show an AVE (Average Variance Extracted) value greater than 0.50, with the smallest value being 0.682 for the Personality Traits (PT) variable and the largest being 0.817 for the Environmental Value (ELV) variable. This indicates that each variable captures more than 50% of the variance shared by its indicators, meeting the requirements by the specified minimum AVE value limit, namely 0.50.

Further description: The AVE values provide insights into the extent to which the variance captured by the indicators of each variable represents the underlying construct. With AVE values exceeding 0.50 for all variables, it suggests that a substantial proportion of the variance in the indicators is attributable to the latent constructs they intend to measure. This indicates a satisfactory level of convergent validity, implying that the variables effectively measure their intended constructs. Moreover, the high AVE values suggest that the indicators within each variable are relatively coherent and reliable in capturing the underlying construct, further supporting the robustness of the measurement model. Overall, the satisfactory AVE values validate the adequacy of the measurement model and provide confidence in the reliability and validity of the study's findings.

Table 2. Composite Reliability

	Compositel Rellilalbillilty
Physical Environtment	0.895
Mental Environtment	0.930
GEI	0.937

The SmartPLS output in Table 2 reveals that the composite reliability values for all constructs are above 0.70. With these values, all variables exhibit good reliability according to the required minimum threshold.

Based on the previous calculations of the outer model, it can be concluded that each indicator within every variable demonstrates a strong relationship with the

latent variable. Therefore, the indicators reliably represent their respective constructs in the model.

Below, Table 3 will summarize the results of the outer model test, providing further insights into the relationships between variables and their respective indicators.

Table 3. Outer Model Test Results (Measurement Model)

Variabel	Indikator	Outer Loading	AVE	Composite Reliability
Physical Environtment (PE)	X1	0.890	0.682	0.895
	X2	0.813		
	X3	0.809		
	X4	0.786		
Mental Environtment (ME)	X5	0.919	0.817	0.930
	X6	0.914		
	X7	0.877		
Green Entrepreneur Intention (GEI)	Y1	0.875	0.789	0.937
	Y2	0.867		
	Y3	0.908		
	Y4	0.903		

Table 4. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
PE -> GEI	0.363	0.368	0.063	5.727	0.000
ME -> GEI	0.344	0.337	0.076	4.509	0.000

Testing hypothesis 1: Physical Environment positively affects green entrepreneurial intention. The test results indicate that the beta coefficient value of personality traits on green entrepreneurial intention is 0.363, the t-statistic is 5.727, and the p-value is 0.000. These results show that the t-statistic is significant because it is > 1.96, with a p-value < 0.05. Thus, the first hypothesis is accepted. This demonstrates that personality traits have proven to have a significant positive effect on green entrepreneurial intention.

Further description: The analysis suggests a statistically significant relationship between the physical environment and green entrepreneurial intention, mediated by personality traits. The beta coefficient value of 0.363 indicates that for every one-unit increase in physical environment factors, there is a corresponding increase of 0.363 units in green entrepreneurial intention, holding other variables constant. The high t-statistic of 5.727 underscores the robustness of this

relationship, confirming its statistical significance. Moreover, with a p-value of 0.000, well below the conventional threshold of 0.05, there is strong evidence to reject the null hypothesis and accept the alternative hypothesis, supporting the notion that the physical environment positively influences green entrepreneurial intention. This suggests that conducive physical surroundings, including resources, infrastructure, and workspace design, are crucial in fostering entrepreneurial intentions focused on environmentally sustainable ventures.

Testing hypothesis 2: Mental Environment positively affects green entrepreneurial intention. The test results indicate that the beta coefficient value of academic support for green entrepreneurial intention is 0.344, the t-statistic is 4.509, and the p-value is 0.000. These results show that the t-statistic is significant because it is > 1.96, with a p-value < 0.05. Thus, the second hypothesis is accepted. This indicates that academic support has proven to have a significant positive effect on green entrepreneurial intention.

Further description: The analysis reveals a statistically significant relationship between the mental environment, specifically academic support, and green entrepreneurial intention. The beta coefficient value of 0.344 suggests that for every one-unit increase in academic support for green entrepreneurial activities, there is a corresponding increase of 0.344 units in green entrepreneurial intention, holding other variables constant. The high t-statistic of 4.509 reinforces the robustness of this relationship, indicating its statistical significance. With a p-value of 0.000, well below the conventional threshold of 0.05, there is strong evidence to reject the null hypothesis and accept the alternative hypothesis, indicating that academic support positively influences green entrepreneurial intention. This implies that educational institutions play a crucial role in fostering environmentally sustainable entrepreneurial intentions among students by providing relevant support and resources for green entrepreneurship initiatives.

Table 5. Test Results f^2

Variabel	GEI
PE	0.162
ME	0.131

Based on Table 5, it is evident that the value of personality traits on GEI is 0.162, indicating that the personality traits variable has a moderate influence on GEI. Similarly, the academic support variable has a value of 0.131, indicating that academic support has a moderate effect on GEI.

DISCUSSION

The results of this research highlight that personality traits and academic support positively influence green entrepreneurial intention. Moreover, environmental values play a crucial role in moderating the relationship between personality traits and academic support for green entrepreneurial intention. Specifically, higher levels of personality traits and academic support are associated with increased intention towards green entrepreneurship. Additionally, a stronger

environmental value strengthens the relationship between personality traits and academic support in influencing green entrepreneurial intention. This research supports Ajzen's Planned Behavior Theory, which states that attitudes, subjective norms, and behavioural control influence intentions. Based on the TPB background factors (Ajzen, 1991) which states that there are three background factors, namely personal, social, and informational, it is proven in this research that personality traits and environmental values explain individual factors and social factors are explained by academic support.

This research supports previous research (Hendrajaya, 2019; Karabulut, 2016; Qazi et al., 2020) which considers that self-efficacy as part of personality traits does not influence the tendency to start a green business. The results of this research are in line with previous research, which states that academic support influences green entrepreneurial intention (Light & Dana, 2013; Lingappa et al., 2020; Saeed et al., 2018; Soomro et al., 2020) and contradicts research from (Nuringsih, 2020) (states that educational support does not affect green business intention. Furthermore, this research supports previous research, which states that environmental value contributes to increasing green entrepreneurial intention (Qazi et al., 2020; Rahman, 2018).

The findings indicate that personality traits and academic support have moderate influences on Green Entrepreneurial Intentions (GEI) and offer valuable insights into the factors shaping students' aspirations toward green entrepreneurship. Firstly, the moderate influence of personality traits suggests that individual characteristics play a significant role in shaping entrepreneurial intentions. Entrepreneurship literature often highlights the importance of traits such as creativity, risk-taking propensity, proactiveness, and resilience in entrepreneurial endeavors. In the context of green entrepreneurship, specific personality traits such as environmental concern, passion for sustainability, and adaptability to changing environmental landscapes may particularly influence students' intentions. Understanding the role of personality traits can inform targeted interventions, such as personality development programs or mentorship initiatives, aimed at nurturing these traits among students interested in green entrepreneurship.

Secondly, the moderate effect of academic support underscores the importance of institutional resources and encouragement in fostering entrepreneurial intentions. Academic support can encompass various forms, including mentorship programs, access to entrepreneurship courses and workshops, networking opportunities with industry professionals, and funding for entrepreneurial initiatives. In the context of green entrepreneurship, tailored academic support that integrates environmental sustainability principles into entrepreneurship education can further enhance students' intentions towards environmentally conscious business ventures. Moreover, the presence of supportive faculty and peers who recognize and encourage students' green entrepreneurial aspirations can significantly influence their confidence and commitment to pursuing such endeavors.

Overall, the findings highlight the multidimensional nature of factors influencing green entrepreneurial intentions among undergraduate students in Indonesia. While personality traits reflect inherent individual characteristics, academic support represents external influences provided by educational institutions. Recognizing the interplay between these factors can guide universities

and policymakers in designing holistic strategies to cultivate a conducive entrepreneurial ecosystem that empowers students to contribute to environmental sustainability through entrepreneurship. Further research exploring additional factors and their interactions with personality traits and academic support could provide deeper insights into fostering green entrepreneurial intentions among students.

Various studies have explored how cultural, family background, gender, entrepreneurship education, motivation, environmental influences, and educational levels affect students' inclination towards entrepreneurship (Ismail, 2015 While many of these studies emphasize the significance of entrepreneurship education in stimulating interest and intention towards entrepreneurship, the impact is often found to be either negligible or statistically insignificant. This suggests that suboptimal teaching methods may hinder the effectiveness of entrepreneurship education. Improving these teaching methods could lead to a more positive impact on fostering entrepreneurial endeavours among students.

Furthermore, the findings of this research resonate with prior studies. For instance, it corroborates previous research indicating that academic support positively affects green entrepreneurial intention. Conversely, it contrasts with studies suggesting that self-efficacy, a component of personality traits, may not directly influence the inclination towards starting a green business. Moreover, this study contributes to the existing literature by underscoring the importance of environmental values in shaping intentions towards green entrepreneurship. It supports previous research highlighting the significant contribution of environmental values to increasing green entrepreneurial intention. In light of these findings, it becomes evident that both the physical and mental environments play pivotal roles in shaping intentions towards green entrepreneurship. By understanding how personality traits, academic support, and environmental values interact within these environments, educators and policymakers can devise more effective strategies to foster entrepreneurial endeavors among students, thus advancing sustainability initiatives and environmental stewardship.

CONCLUSIONS

The conclusions on this study investigated the impact of the entrepreneurial learning environment on the entrepreneurial intentions of undergraduate students, distinguishing between physical and mental dimensions. Results indicated that both dimensions positively and significantly influenced students' entrepreneurial intentions, with the physical environment exerting a stronger effect. This suggests that practical aspects such as access to entrepreneurial experiences and resources play a crucial role in shaping students' intentions towards entrepreneurship.

The Implication of this research Incorporating practical experience into entrepreneurship courses is crucial for enhancing students' understanding of entrepreneurship and nurturing their entrepreneurial intentions. To achieve this, university management should prioritize hiring teaching staff with practical entrepreneurial experience. These individuals can offer real-world insights and mentorship, providing students with valuable guidance as they explore entrepreneurial ventures. Additionally, the establishment of business incubation centres within universities is essential. These centres serve as invaluable resources

for students, offering hands-on experience, mentorship, and networking opportunities. By providing a supportive environment for fostering entrepreneurial ideas, these centres empower aspiring student entrepreneurs to turn their concepts into viable businesses. Furthermore, entrepreneurship courses should prioritize hands-on learning approaches over purely theoretical concepts. Practical exercises, case studies, and experiential learning opportunities enable students to apply their knowledge in real-world scenarios, preparing them for the challenges of entrepreneurship and bolstering their confidence in pursuing entrepreneurial endeavours. Financial support is also critical for student entrepreneurs. University management should consider creating a foundation dedicated to providing funding for students with promising business ideas. Access to financial resources can significantly reduce barriers to entry and facilitate the development of innovative ventures among students. Lastly, encouraging further research into the impact of the entrepreneurial learning environment on students' perceptions of entrepreneurship is essential. By gaining insights from research findings, universities can refine their educational programs and policies to better support and promote entrepreneurship among undergraduate students, ultimately fostering a more vibrant entrepreneurial ecosystem within academic institutions.

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