



# Entrepreneurial Intentions for Green Entrepreneurial Behavior in the Context of Universities in Jiangxi China: An Assessment of Entrepreneurial Endorsement and University Educational Support

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## ABSTRACT

**Background and Purpose:** Green entrepreneurship has gained significant attention all over the world due to its contribution towards ecological and environmental protection. The present study investigates the impact of the entrepreneurial mindset (EM) and entrepreneurial intentions (EI) on green entrepreneurial behavior (GEB) within the context of universities in Jiangxi, China, by focusing on the mediating role of entrepreneurial endorsement (EE) and the moderating role university educational support (UES). **Method:** The present study is based on a quantitative research design and utilized a survey questionnaire for data collection. The population for the study consisted of student entrepreneurs from the selected universities in Jiangxi, China. The study used a purposive sampling strategy, and 330 complete responses were obtained. The data was analyzed through the application of PLS-SEM. **Findings:** The statistical analysis of the quantitative data revealed that EI and EM had a positive and significant impact on nurturing GEB in university students. However, UES was found to be an insignificant moderator in the association between EM and GEB, and EI and GEB. Additionally, the study supported the mediating role of EE in the association between EM and GEB while the relationship between EI and GEB was also significantly mediated by EE. **Conclusion and Implications:** Thus, the present study affirmed the significance of educational institutes for enhancing the GEB in university students. The findings of the study hold significance for the development of entrepreneurship curriculum in higher education in China, and also offers insights for practitioners in the educational sector for development of policies and environment which promotes entrepreneurship.

**Keywords:** Entrepreneurial intentions, green entrepreneurship behavior, Entrepreneurial endorsement, University educational support

## 1. INTRODUCTION

Entrepreneurship is a significant aspect of economic advancement because it enhances society's welfare by offering several employment opportunities. Universities all over the world also offer courses on entrepreneurship to enhance the entrepreneurial skills of students with the help of support from the government (Prabowo et al., 2022). Higher education institutes are responsible for enriching the business management skills of students according to the principles of sustainability. Therefore, these institutes should focus on promoting entrepreneurial growth and the entrepreneurial mindset of students through entrepreneurial education (Cui et al., 2021; Marques et al., 2018). In recent years, green entrepreneurship has emerged as a widely known phenomenon to develop new business opportunities and accelerate circular economy and economic growth (Mondal et al., 2023; Neumann, 2022). Green entrepreneurship has also emerged as an opportunity to achieve value-creation, enabling enterprises to fulfil the standards of social and ecological sustainability and witness economic growth simultaneously (Nikolaou et al., 2018; Zeng & Ren, 2022). The concept of entrepreneurship is widely popular all over the world. However, the status of entrepreneurial development and economic scales vary according to the contexts of developed and developing countries. In developed countries, sustainable entrepreneurship has emerged as an important opportunity for poverty eradication, environment regeneration, and economic advancement (Yang et al., 2022). It is widely accepted that the economic growth of every nation is driven by entrepreneurship (Cui & Bell, 2022). Therefore, as the world's largest emerging economy, the government of China introduced the concept of "mass entrepreneurship and innovation" in the 2015 government work report to propagate the concept of multi-channel employment of entrepreneurship for young graduates and migrant workforce (Chen & Wang, 2021). The increasing rate of economic transformation has caused serious environmental issues, including global warming, extreme weather patterns, and increasing desertification. Moreover, it has given rise to several social issues, such as economic inequality and employment issues, which have had a significant impact on people's lifestyles. As a result, Chinese consumers have also started prioritizing green products and services to promote eco-environmental regeneration and sustainable development in the region. This change in consumer demand has helped promote the development of green and sustainable entrepreneurial enterprises in China (Yang et al., 2022). According to Sher et al. (2020), promoting green ventures among young entrepreneurs can provide an efficient solution to resolve the problems caused by ecological footprints and achieve the Sustainable Development Goals. As a result, scholars have been exploring

entrepreneurship intentions across entrepreneurial ventures, particularly from the perspective of sustainable development. Moreover, entrepreneurship activities are habituated by intention because people need an external trigger or stimulus and intention to start their entrepreneurial venture (Bouarar et al., 2022). Studies have reported that green entrepreneurial intention has a positive impact on green entrepreneurship behavior (Amankwah & Sesen, 2021; Yi, 2021). Several studies have reported the potential of green entrepreneurs to inspire green entrepreneurship among college students and empower them to start their entrepreneurial journeys (Alvarez-Risco et al., 2021; Soomro et al., 2020). Therefore, the present study aims to analyze the GEB among university students in China.

The present study is significant in terms of its contributions towards the empirical literature on GEB in the context of China as most of the previous studies have focused on the impact of green entrepreneurship on environmental development (Ye et al., 2020; Zeng & Ren, 2022), firm performance (Jiang et al., 2018; Yin et al., 2022), and urban sustainability (Yu & Gibbs, 2020). However, the present study focuses on the impact of entrepreneurial intention and entrepreneurial mindset on fostering GEB among university students in China. Moreover, the study focuses on the mediating role of entrepreneurial endorsement and the moderating role of university educational support, which adds significance to the potential findings of the study. In addition, the empirical studies regarding GEB among university students in China are quite limited, therefore, the present study is immensely significant for its primary focus on Chinese university students. The present paper is structured as it begins with the section describing the introduction of the study. Next, there is a review of existing literature on GEB, EI, and EM. The section that follows the literature review is concerned with the research methodology. The fourth section describes the findings of the study. Finally, the concluding remarks, implications and limitations of the study are presented in the final section.

## **2. LITERATURE REVIEW**

### **2.1. Theoretical Background**

The first theory integrated to support the impact of entrepreneurial intention and entrepreneurial mindset on GEB is the theory of planned behavior (TPB) proposed by (Ajzen, 1991). This theory posits that intention represents one's inclination to be engaged in a certain behavior and thus is a key determinant of such behavior directly. Thus, the central premise of this theory is that intention is the most significant antecedent of desirable behavior in an individual. The stronger the intention, the more prevalent the desirable behavior (Fishbein &

Ajzen, 2011). TBP deals with individual attitudes, subjective norms, and perceived behavioral control over the formation of entrepreneurial behavior (Hagger et al., 2022). Al-Jubari et al. (2019) regard the intention to start an entrepreneurial venture as an intentionally planned behavior by a cognitive mind. Previous theoretical literature has relied on TPB to predict entrepreneurial intention (Engle et al.; Krueger Jr et al., 2000; Liñán & Chen, 2009; Naushad, 2018). Bae et al. (2014) regarded intention as the most significant predictor of planned behavior and defined intention as an individual's readiness to exhibit entrepreneurial behavior. Amankwah and Sesen (2021) made a significant contribution towards the theoretical literature on TPB by affirming the link between green entrepreneurial intention and green entrepreneurial behavior. Similarly, Shinnar et al. (2018) validated the integration of the TPB to establish a link between entrepreneurial intention and GEB. TBP has been integrated into several studies to predict desirable behavior (Dao et al., 2021; Haddad et al., 2021; Henley et al., 2017; Maheshwari, 2021). Thus, TBP can support the present study's analysis of the impact of entrepreneurial intention and entrepreneurial mindset on GEB.

The second theory integrated in the present study is the social cognitive theory (SCT) proposed by (Bandura, 1989). This theory focuses on the impact of environmental factors on individual thoughts and actions (Cheng & Chu, 2014). The social cognitive theory posits that information and knowledge that an individual obtains from external sources help him recognize entrepreneurial opportunities, which he can exploit to start an enterprise (Shirokova et al., 2017). Osofsky (2019) relied on the social cognitive theory to predict the environmental factors such as external support and outcome expectations on the development of GEB of individuals. Thus, the social cognitive theory connects environmental resources with the individual's GEB, which can help him start his business venture. It is evident from the aforementioned theoretical literature that the social cognitive theory can support the present study's analysis of the mediating effect of entrepreneurial endorsement and the moderating role of university educational support on the development of the GEB among university students in China. The integration of SCT and TPB adds theoretical significance to the following study and helps advance the theoretical literature of both theories in the context of the development of GEB in general as well as in the context of China.

**Table 2.1: Definitions of Variables**

<b>Variable</b>	<b>Definition</b>
<b>Green Entrepreneurial Behavior</b>	Green entrepreneurship behavior is concerned with dedication to green business and the adoption of environment-friendly processes and technology for production (OECD, 2011).
<b>Entrepreneurial Intentions</b>	Entrepreneurial intentions refer to an act or intentional attitude of an individual towards seeking new business opportunities for a start-up or new ideas for an existing business (Hmieleski & Corbett, 2006).
<b>Entrepreneurial Mindset</b>	Entrepreneurial mindset refers to a holistic perception of an individual for the creation of innovative and unique ideas, evaluation of opportunities and associated risks, or starting and running a business, whereby simultaneously assessing his internal perception based on holistic instead of functional characteristics (Asenge et al., 2018).
<b>Entrepreneurial Endorsement</b>	Entrepreneurial endorsement in advertising is a popular strategy and it includes hiring famous personalities to endorse entrepreneurial products or services (Muda et al., 2014).
<b>University Educational Support</b>	University educational support refers to an education system that presents opportunities for students to get exposed to entrepreneurial education and helps them recognize entrepreneurial opportunities by enriching their entrepreneurial skills (Kuratko, 2005).

## 2.2. Impact of Entrepreneurial Intentions on Green Entrepreneurial Behavior

The study of Skordoulis et al. (2022) green entrepreneurship reports the intentional and planned nature of green entrepreneurship. Green entrepreneurship is a deliberately planned behavior and involves a multi-stage process in which an individual turns into a green entrepreneur due to his entrepreneurial purpose (Amankwah & Sesen, 2021). This definition focuses on the deliberate planned and intentional nature of green entrepreneurship. Scholars regard the intention to start a business as a significant deciding factor for pursuing the entrepreneurial journey. Therefore, previous studies have focused on the factors that influence the EI of entrepreneurs (Alferaih, 2022; Baihaqi, 2019). Without EI, no entrepreneurial journey is possible (Elnadi & Gheith, 2021), therefore, scholars have primarily focused on the factors affecting the EI of individuals (Al-Mamary & Alraja, 2022). Certain studies have reported a positive and significant impact of EI on GEB. For instance, C. Li et al. (2023) investigated the

impact of green entrepreneurial intentions on the development of GEB among female university students in Pakistan by integrating the theoretical premises of TPB. The findings of the study reported a significant of green entrepreneurial intentions on GEB among women, thus advancing the notion that stronger entrepreneurial intentions lead to GEB. Yi (2021) also reported a significant impact of green EI on GEB among university students. Shinnar et al. (2018) also affirmed the intention-behavior link, thus reestablishing the significant impact of EI on GEB. Their study also relied on the TPB to establish the intention-behavior, thus advancing the theoretical literature on this theory. The finding of these empirical studies aligns with the central premise of TBT that strong intentions lead to the prevalence of desirable behavior (Ajzen, 1991). Al-Mamary and Alraja (2022) also highlighted the role of EI in developing entrepreneurship behavior among the youth in the KSA from the perspective of TBT. The study supported the applicability of TBT for affirming the link between intention and behavior in the context of the KSA. Overall, there is a significant scarcity of studies exploring the direct relationship between EI and GEB, however, based on these aforementioned studies, the following hypothesis can be formulated:

***H1: EI has a significant and positive influence on GEB.***

## **2.2. Impact of Entrepreneurial Mindset on Green Entrepreneurial Behavior**

The study of de las Mercedes Anderson-Seminario and Alvarez-Risco (2023) highlighted the significance of an entrepreneurial mindset for creating green entrepreneurship. The study acknowledged the presence of entrepreneurs who preferred the conventional model of linear growth and consumerism, entailing a focus on increasing production and sales of products for profit generation. However, the study highlighted that green entrepreneur had the mindset of integrating innovative business models that promoted resource efficiency and environmental sustainability. Moreover, the study followed the OECD's notion that entrepreneurs must keep on undergoing a transformation of values and processes and keep environmental sustainability and climate changes in consideration. Thus, the study affirmed the significance of EM for promoting green entrepreneurship. Over the years, scholars have focused on various aspects of EM, which have provided valuable insights into its attributes and significance. Kuratko et al. (2021) presented a literature review of the concept of EM and focused on three distinct aspects of EM: the entrepreneurial cognitive aspect, which focuses on the thinking mechanisms of entrepreneurs; the entrepreneurial behavioral aspect, which focuses on entrepreneurs' ways of seeking for entrepreneurial opportunities and utilizing them; and finally, the entrepreneurial

emotional aspects focused on the emotional elements of entrepreneurship. By highlighting these three aspects of EM, the study affirmed its significance in entrepreneurial success. Previous studies have primarily focused on the development of EM through educational support for the cultivation of EM (Green et al., 2020; Rodriguez & Lieber, 2020; Saptono et al., 2020). Thus, based on these empirical studies, the following hypothesis can be formulated:

***H2: EM has a significant and positive influence on GEB.***

## **2.2. Mediating Role of Entrepreneurial Endorsement**

The existing empirical studies focus on the potential of entrepreneurial endorsement (EE), particularly celebrity endorsement for promoting successful entrepreneurial ventures by influencing consumer behavior. Fink et al. (2020) focused on entrepreneurial marketing strategies for influencing consumer behavior and reported that Facebook-based celebrity endorsement had a significant impact on consumer behavior. The finding of this study implied that EE had a significant potential to influence the behavior of individuals. Yue Li et al. (2023) reported that substantial exposure to entrepreneurial role models and inspirational stories on successful entrepreneurial ventures can help inspire aspirant entrepreneurs to pursue a career in entrepreneurship. The findings of this study imply a significant role of entrepreneurial endorsement for endorsing entrepreneurial skills and nurturing GEB among students. The findings of this study were quite similar to those of Wang et al. (2022) who implied that aspirant entrepreneurs acquired entrepreneurial skills through inspiration. Though there is a scarcity of studies explicitly reporting the mediating role of EE for cultivating GEB among young entrepreneurs, the aforementioned studies imply a significant mediating effect of EE in the context of the present study. Therefore, the following hypotheses regarding the mediating effect of EE can be formulated:

***H3: EE significantly mediates the correlation between EI and GEB.***

***H4: EE significantly mediates the correlation between EM and GEB.***

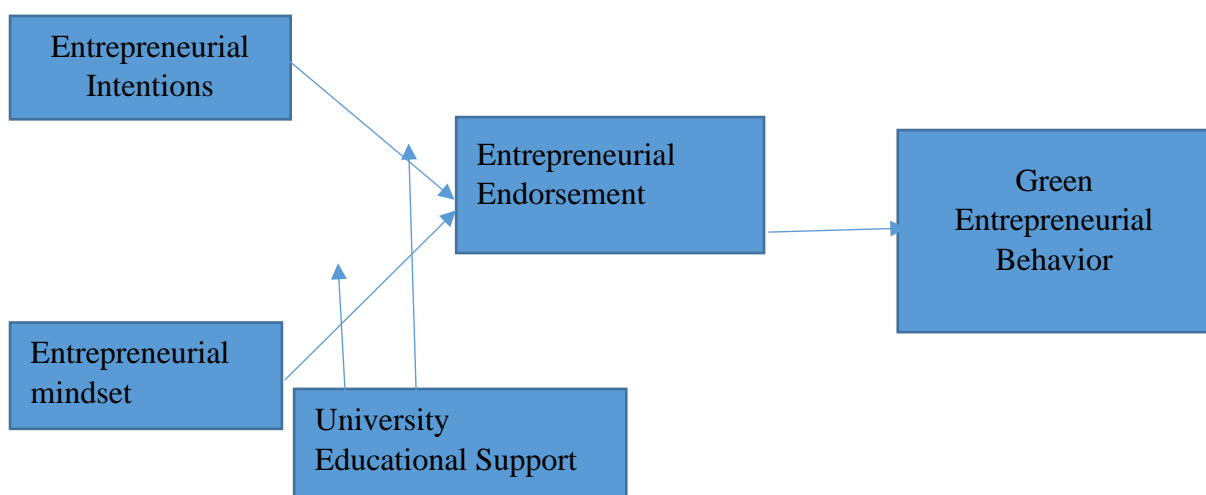
## **2.3. Moderating Role of University Educational Support**

Amankwah and Sesen (2021) provided significant empirical evidence for the significant moderating role of university educational support (UES) in the correlation between green EI and GEB of university students. This significant moderating role of UES indicates that universities are responsible for instilling EI and EM in aspirant entrepreneurs to enhance their GEB. As a result of this support from university education, students' EI and EM would grow

and this would help eradicate unemployment in countries. The findings of this study extended the findings of Yi (2021) who reported that the direct impact of green EI on GEB of university students was enhanced in the presence of the university's entrepreneurial support. The study's findings implied the significance of entrepreneurial education in providing an enabling environment for students to begin their entrepreneurial ventures. C. Li et al. (2023) reaffirmed these findings by reporting a significant and positive mediating impact of UES on the correlation between EI and GEB among female university students. Yaofu Li et al. (2023) also reported that university support had a significant and positive impact on inculcating GEB among students of entrepreneurship. According to Wardana et al. (2020), entrepreneurial education helps enhance the entrepreneurial expertise and skills of students interested in entrepreneurship and thus has a significant impact on their EM. Hameed et al. (2021) also established a significant link between entrepreneurial education and GEB and highlighted the extracurricular support provided by universities to cultivate GEB among students. Yue Li et al. (2023) also reported that entrepreneurial education had a significant and positive impact on the EI of university students. In addition, Jiatong et al. (2021) delineated entrepreneurial education as a significant factor in promoting both EM and EI among students. Based on these empirical findings, the following hypotheses regarding the moderating role of UES can be formulated:

***H5: UES significantly moderates the correlation between EI and GEB.***

***H6: UES significantly moderates the correlation between EM and GEB.***



***Figure 2.1:*** Research Framework



### 3. METHODOLOGY

#### 3.1 Measures

The researcher has extensively searched and explored different literature studies and has identified the items that were adopted for variable measurements. The researcher has used a 6-item scale to measure the entrepreneurial intentions borrowed from (Cui & Bell, 2022). The next variable green entrepreneurial behavior was measured with the help of 5 items adopted from (Yi, 2021). The same mentioned study facilitated the researcher with the measurement items for university support and provided the researcher with 4 items for it. Further, the entrepreneurial endorsement scale was adapted from the context of celebrity endorsement due to the unavailability of the exact relevant scale, and a total of 14 items were adopted for this variable measurement, this variable was measured based on its three dimensions: endorsers attractiveness, familiarity, and trustworthiness. In the last the entrepreneurial mindset was measured with 3 items adopted from a study that has evaluated the mindset of the engineering students to become entrepreneurs. All the variable items were measured with the help of the 5-point Likert scale and the scale was coded with a range from 1 to which consisted of 1 for strongly agree and 5 for strongly agree.

**Table 3.1:** *The scale items per variable and their sources*

Variable and source of items	Items used
Entrepreneurial intentions (Cui & Bell, 2022)	6
Green entrepreneurship behavior (Yi, 2021)	5
Entrepreneurial endorsement (Osei-Frimpong et al., 2019)	14
University educational support (Yi, 2021)	4
entrepreneurial mindset (Li et al., 2016)	3

#### 3.2 Target Population and Sampling Techniques

The researcher has used a non-probability purposive sampling technique for accessing the respondents and data collection. The pool of the population of the study were the students studying in different universities of China. The researcher evaluated the student's perception

on the entrepreneurial concepts and variables that's why used the students as the target population. The researcher practiced self-administered and online survey methods for data collection for the sake of maximizing the response rate, ensuring the concept of generalizability and demographical or geographical diversity in the data sample. The researcher used different social media platforms for online form distribution and accessed the far away individuals of the target population. During data collection, the researcher primarily focused on the ethical guidelines and only collected data through voluntary participation.

#### 4. FINDINGS

In SEM-based studies, it is critical to ascertain that the items chosen to measure a particular construct exhibit satisfactory outer loadings. This is a key indicator for ensuring that the indicators used are reliable and to achieve this, all items associated with a latent construct are assessed using outer loadings as shown in Table 1. As a rule of a thumb, indicators must possess a loading of 0.7 to be regarded as reliable and items with loadings below 0.7 are omitted (Hair et al., 2021). Loadings in the table below confirm that all the indicators surpassed the threshold of 0.7. Furthermore, each item loaded onto its respective construct, ensuring no cross-loadings of items.

**Table 1:** *Outer Loadings*

	<b>EE</b>	<b>EI</b>	<b>EM</b>	<b>GEB</b>	<b>UES</b>
<b>EE1</b>	0.828				
<b>EE10</b>	0.903				
<b>EE2</b>	0.82				
<b>EE3</b>	0.937				
<b>EE4</b>	0.923				
<b>EE5</b>	0.909				
<b>EE6</b>	0.933				
<b>EE7</b>	0.898				
<b>EE8</b>	0.914				
<b>EE9</b>	0.928				
<b>EI1</b>		0.951			
<b>EI2</b>		0.899			
<b>EI3</b>		0.879			
<b>EI4</b>		0.829			
<b>EI5</b>		0.828			

<b>EI6</b>	0.824		
<b>EM1</b>		0.886	
<b>EM2</b>		0.922	
<b>EM3</b>		0.876	
<b>GEB1</b>			0.859
<b>GEB2</b>			0.888
<b>GEB3</b>			0.879
<b>GEB4</b>			0.863
<b>GEB5</b>			0.828
<b>UES2</b>			0.893
<b>UES3</b>			0.907
<b>UES4</b>			0.885

“Note: EI= Entrepreneurial intentions, GEB= Green entrepreneurship behavior, EE= Entrepreneurial endorsement, UES= University educational support, EM= Entrepreneurial mindset.”

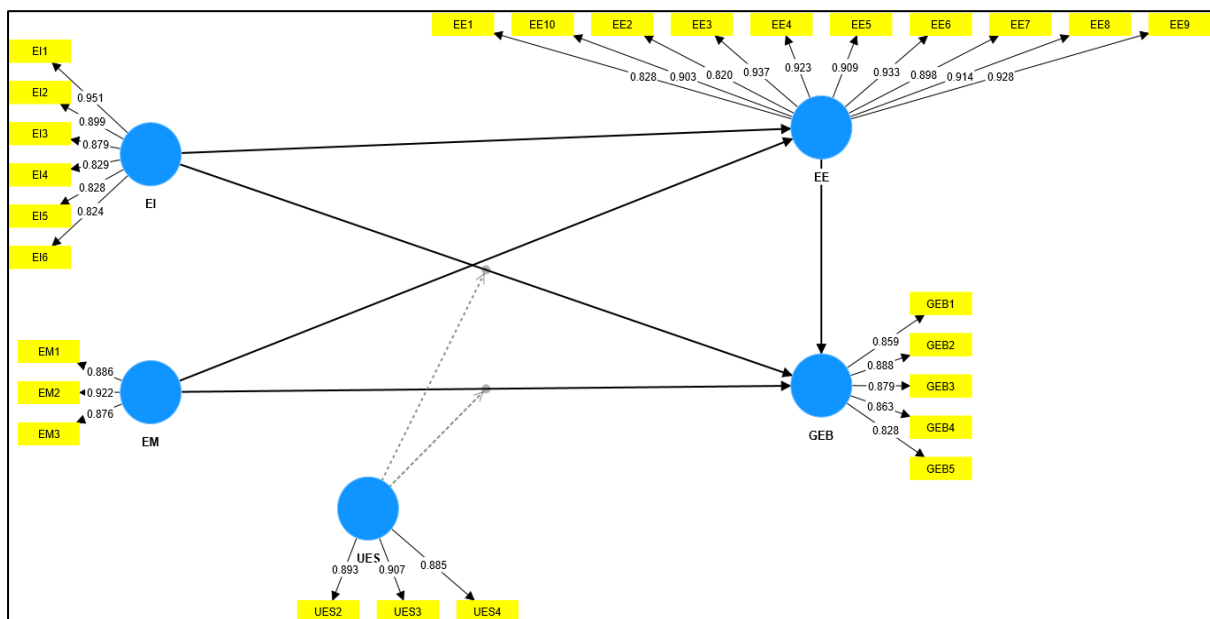


Figure 4.1: Outer Loadings

In scales with multiple items, it is essential to inspect how the items are related to one another which allows researchers to determine the consistency of results across the various factors. The most commonly used indicator for internal consistency in research is Cronbach’s alpha (Ali et al., 2021; Hu et al., 2023). Constructs with  $\alpha$  values greater than 0.6 are satisfactory while values below 0.6 are deemed unsatisfactory (Hajjar, 2018). Some studies have also used 0.7 as a threshold (Shrestha, 2021). Thus, following prior literature (Hu et al., 2023), the present study used a threshold of 0.7. In Table 2, EE was found to have an  $\alpha$  value of 0.974 while EI also

surpassed the benchmark value. Similarly, the  $\alpha$  values for EM, GEB and UES are 0.876, 0.915 and 0.876, respectively; therefore, establishing reliability. The researcher also referred to composite reliability indicator which is commonly used in studies based on SEM (Ali et al., 2021; Dash & Paul, 2021). As the CR values for the constructs exceeded 0.7, there was no issue of reliability and consistency.

Validity tests are also imperative in SEM-based studies where both convergent and discriminant validity have to be established (Dash & Paul, 2021). In terms of convergent validity, the goal is to assess the level to which a new scale is correlated with other variables along with the correlation with other measures designed to gauge the similar construct (Hair et al., 2021; Hair et al., 2019). Therefore, it is crucial to ensure that constructs are correlated with related variables and at the same time, they should not be correlated with unconnected variables. For convergent validity, the AVE values are used for which a specified benchmark of 0.5 is in place (Dash & Paul, 2021; Shrestha, 2021). Given that the AVE values for all the constructs in Table 2 exceeded 0.5, convergent validity was verified.

**Table 2:** *Reliability and Convergent Validity*

	<b>Cronbach's alpha</b>	<b>Composite reliability (rho_a)</b>	<b>Composite reliability (rho_c)</b>	<b>Average variance extracted (AVE)</b>
<b>EE</b>	0.974	0.974	0.977	0.81
EI	0.936	0.949	0.949	0.757
EM	0.876	0.876	0.924	0.801
GEB	0.915	0.916	0.936	0.745
UES	0.876	0.877	0.923	0.801

*“Note: EI= Entrepreneurial intentions, GEB= Green entrepreneurship behavior, EE= Entrepreneurial endorsement, UES= University educational support, EM= Entrepreneurial mindset.”*

To test discriminant validity which refers to the extent to which each construct is different from others, the researcher used the “heterotrait-monotrait” (HTMT) as demonstrated in the table below. This method has emerged as a credible and effective technique in SEM-based frameworks (Hair et al., 2019; Li et al., 2020). The values are assessed using a threshold of 0.90 where all the values between the latent variables must be less than the benchmark. Discriminant validity issues occur if the HTMT values are elevated (Hair et al., 2019). Thus,

Table 3 confirms that no value is above the specified threshold of 0.90; thus, there is no strong correlation among the variables which provides the case for discriminant validity.

**Table 3: HTMT**

	<b>EE</b>	<b>EI</b>	<b>EM</b>	<b>GEB</b>	<b>UES</b>
<b>EE</b>					
<b>EI</b>	0.469				
<b>EM</b>	0.552	0.594			
<b>GEB</b>	0.581	0.626	0.666		
<b>UES</b>	0.524	0.678	0.746	0.578	

“Note: EI= Entrepreneurial intentions, GEB= Green entrepreneurship behavior, EE= Entrepreneurial endorsement, UES= University educational support, EM= Entrepreneurial mindset.”

A goodness of fit used in measurement models is the  $R^2$  (Hair et al., 2019). The adjusted  $R^2$  considers the number of explanatory variables in the model. The  $R^2$  is used as a measure to describe how well the data fits to the model, thereby indicating the explanatory power of the model. In this study, Table 4 revealed that 30.2% of the variability in the response variable, EE, is explicated by the predictors. Similarly, 50.5% of the variance in the variable, GEB, is accounted for by the predictors.

**Table 4: Coefficient of Determination**

	<b>R-square</b>	<b>R-square adjusted</b>
<b>EE</b>	0.306	0.302
<b>GEB</b>	0.514	0.505

“Note: GEB= Green entrepreneurship behavior, EE= Entrepreneurial endorsement.”

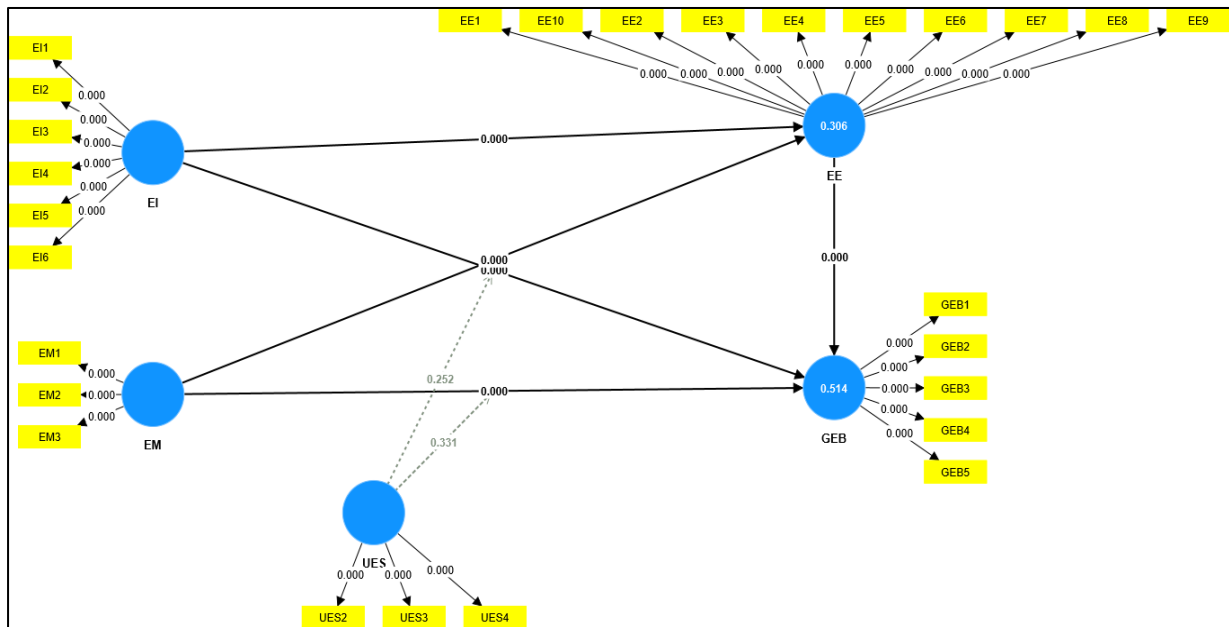
Firstly, the researcher sheds light on the direct hypotheses proposed in this study. The study evaluated the direct impact of EI on GEB and Table 5 shows that EI positively impacts GEB with a coefficient of 0.316. The results supported the association between EI and GEB as the p-value of 0.00 indicated a statistically significant association. Secondly, the direct impact of EM on GEB was also supported. The findings revealed a positive association between the two and the association was regarded significant at a 1% significance level. PLS-SEM supports in evaluating mediation and moderation hypotheses with its flexible approach and has been widely used in studies (Ali et al., 2021; Dash & Paul, 2021; Hu et al., 2023). In this study, it was proposed that UES acts as a moderator in the association between EM and GEB as well as EI and GEB. The findings showed that UES was an insignificant moderator in the association between EM and GEB as the p-value was found to be 0.33. Similarly, with a p-value of 0.25,

the moderating role of UES in the association between EI and GEB could not be supported. This study also considered the mediating role of EE where it was presumed that EE significantly mediates the associations between EM and GEB, and EI and GEB. The outcome shown in Table 5 implies that EE significantly mediates the relationship between EM and GEB at a 1% significance level. In addition, EE also played a significant mediating role in the linkage between EI and GEB. Thus, the findings supported the direct and mediation hypotheses.

**Table 5: Hypothesis Testing**

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
<b>EI -&gt; GEB</b>	0.316	0.308	0.07	4.513	0
EM -> GEB	0.317	0.322	0.075	4.196	0
UES x EM -> GEB	0.064	0.066	0.065	0.973	0.331
UES x EI -> GEB	0.069	0.065	0.06	1.146	0.252
EM -> EE -> GEB	0.09	0.09	0.027	3.29	0.001
EI -> EE -> GEB	0.061	0.062	0.024	2.559	0.011

“Note: EI= Entrepreneurial intentions, GEB= Green entrepreneurship behavior, EE= Entrepreneurial endorsement, UES= University educational support, EM= Entrepreneurial mindset.”



**Figure 4.2: PLS-SEM Model**

**5. DISCUSSION OF FINDINGS**

The study's results offer insightful information about the connections between people connected to Jiangxi province, China's universities and their intentions, mindsets,

endorsements, support for their academic programs, and environmentally friendly entrepreneurial behavior. The research supports H1, which states that green business conduct is significantly and favorably influenced by entrepreneurial intentions. This is consistent with the body of research indicating a robust relationship between an individual's intention to pursue entrepreneurship and later adoption of environmentally conscious behaviors. Given the increasing significance of environmental responsibility in business methods, people with entrepreneurial goals are more likely to incorporate eco-friendly practices into their ventures. Likewise, H2 is validated, indicating that green business conduct is positively impacted by an entrepreneurial mentality. This research emphasizes how crucial it is to foster a business mindset in order to encourage environmentally conscious behavior. A business mindset is marked by creative problem-solving, taking calculated risks, and being proactive. Environmentally friendly entrepreneurial practices are inclined to be supported by those who are driven to find creative and environmentally friendly solutions. Moreover, the connection between business intentions, business mindset, as well as green business conduct is mediated by entrepreneurial endorsement, as speculated by H3 and H4. This indicates that people are more inclined to actually translate their plans and mentality into green business behavior if they perceive powerful backing as well as encouragement for their business endeavors. Endorsement from institutions or organizations can serve as a stimulant, creating an atmosphere that is favorable for the implementation of ecologically sustainable practices. In addition, there was no support for H5 and H6, which dealt with the moderating effect of university support for learning. This shows that the connection between business intentions, business mindset, as well as green entrepreneurial conduct is not substantially impacted by the degree of educational assistance offered by university in the backdrop of Jiangxi province, China's universities. To fully understand the subtleties of the learning assistance system and how it might affect sustainability practices, more research might be required.

The present study on environmentally friendly entrepreneurial conduct in university environments is supported by a number of studies that align with the tested hypotheses. Amankwah and Sesen (2021) found, when looking into universities, that entrepreneurial intentions had a positive as well as significant effect on sustainable business methods, supporting H1 of the current research study. Moreover, Hameed et al. (2021) investigated how a business mindset affects sustainable business conduct in university settings, bolstering hypothesis H2. Besides, similar to H3 of the current study, Cai et al. (2023) discovered that

between university entrepreneurs, the connection between business intentions and environmentally conscious business practices was mediated by entrepreneurial endorsement. Such consistent results across different cultures and geographical areas highlight how important the suggested relationships are.

## **6. CONCLUSION**

In a nutshell, the goal of this research study was to investigate the patterns of environmentally friendly entrepreneurial conduct in the Jiangxi province, China, university setting. Specifically, the research study focused on the impact of entrepreneurial mentality, intentions, endorsement, as well as support from the university on education. The results highlighted the significance of encouraging a proactive business mindset among people to promote environmentally conscious business practices and encourage the positive effect of business intentions on environmentally friendly business conduct. Most importantly, it was found that the relationship among business intentions as well as mentality along with environmentally friendly entrepreneurial conduct was significantly mediated by entrepreneurial endorsement. This demonstrated the critical function that institutional encouragement and backing played in converting the goals as well as mindset of entrepreneurs into concrete, environmentally responsible actions. The hypotheses, H5 along with H6, regarding the moderating effect of university support for learning, however, did not meet expectations. The current research found no evidence suggesting the relationship between business plans or entrepreneurial mentality as well as environmentally friendly entrepreneurial behavior was significantly affected by the degree of support offered by the educational or university setting. This implied that although institutional support was important, the particular educational support systems found in university settings might not have as much of an impact on the development of environmentally conscious entrepreneurial behavior.

## **7. IMPLICATIONS**

The current study has been effective in providing many implications, which contribute to its overall usefulness.

- **Theoretical Contributions**

This study makes a substantial contribution to the body of knowledge on entrepreneurial motives, especially when it comes to green entrepreneurial activity in Jiangxi province, China, universities. The study provides an in-depth comprehension of the variables influencing



business plans in the particular domain of green entrepreneurship by concentrating on the relationship between business mindset and business endorsement. By offering empirical proof of the crucial role that business endorsement plays in encouraging green entrepreneurial plans, this study adds to the existing literature. Furthermore, by concentrating on Jiangxi specifically, the study adds to the specific value of the current literature and provides insights that might be especially pertinent for areas with comparable features.

- **Practical Implications**

Beyond the confines of academia, this study has a substantial impact on the encouragement and advancement of environmentally friendly entrepreneurial conduct in Jiangxi province, China's universities. Beyond the confines of academia, this study has a substantial impact on the encouragement and advancement of environmentally friendly entrepreneurial conduct in Jiangxi province, China's universities. The crucial role that business endorsement plays has been identified, and this information has influenced the development and execution of focused entrepreneurship programs. Organizations and decision-makers can use these outcomes to customize initiatives that particularly increase students' desires to engage in environmentally friendly entrepreneurial activities. By combining aspects of business endorsement and providing educational assistance, universities can establish an atmosphere that is favorable to the growth of sustainable business endeavors. The study's outcomes also have applications for designing curriculum in academic institutions. This study can be used by educators to incorporate modules and programs that not just highlight the significance of sustainability for the environment but also give students the abilities and information they need to turn their plans into real-world business ventures. This emphasis on practical application in educational courses is in line with an increasing need for workers who are prepared to take on the challenges of global sustainability. Furthermore, the study provides direction to governmental as well as non-governmental entities that support entrepreneurial ecosystems. The insights can be used by policymakers to create incentives along with support systems that are specifically designed to promote green entrepreneurship.

## **8. LIMITATIONS**

It is important to recognize the limitations of this research study as well despite its significant contributions. The study's concentration on Jiangxi province, China, restricts the applicability of its conclusions to different historical and cultural settings. Moreover, the study's dependence

on quantitative techniques obscures the wealth of qualitative information that could offer a more thorough comprehension of the variables influencing environmentally friendly entrepreneurial behavior. An additional constraint concerns the ever-changing terrain of entrepreneurship. Although the study only looks at one point in time, societal trends as well as outside factors can have an impact on an entrepreneur's plans and actions. Besides, future green entrepreneurial aspirations may be greatly impacted by variables that this study did not fully account for.

## **9. FUTURE RESEARCH DIRECTIONS**

There must be longitudinal research that would monitor the plans of entrepreneurs over a long period of time, offering insights regarding the changing nature of these plans and the variables affecting their development. This long-term strategy would provide insightful data regarding the timing of environmentally sustainable entrepreneurial activity, clarifying how intentions become deeds over time. In addition, to supplement the quantitative results, more thorough qualitative investigations are required. Through techniques such as case studies as well as interviews, and qualitative research can provide a deeper comprehension of the goals, obstacles, and actual experiences of striving green businessmen. This method would offer a more comprehensive understanding of the subtle contextual factors that influence entrepreneurial intentions. Furthermore, the scope of future studies ought to be expanded to include a wider range of stakeholders than just students, such as academics, administrators, as well as professionals in the industry. Gaining a thorough grasp of the obstacles and possibilities in advancing green business in academic settings can be achieved by investigating the viewpoints of these important participants in the ecosystem of entrepreneurship. Future studies should also examine the effects of particular educational initiatives and support systems on the start-up and performance of green business ventures. A better understanding of the ways in which different educational initiatives result in measurable outcomes will inform the creation of more efficient policies as well as programs.

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