

# Chapter 4

## Green Minds in Business: The Influence of Sustainable and Entrepreneurship Education on Green Entrepreneurial Intentions

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### **ABSTRACT**

*Green entrepreneurship is still at an evolving stage, and so are the green entrepreneurial intentions. As present youth are the entrepreneurs of the future, the study aims to understand the influence of sustainability and entrepreneurship education on the green entrepreneurial intentions of university students. The study used the cognitive dissonance theory to understand the gap between the behavior and beliefs which can lead to discomfort or mental tension. The study uses partial least square-structural equation modeling to test the hypothesis on the sample of Indian University students. The results show that sustainable education has a significant effect on Green entrepreneurial intention whereas, entrepreneurial education had no effect. Moreover, green cognition moderated the relationship between sustainable, entrepreneurship education and green entrepreneurial intention in a positive and significant way. The chapter is foremost to investigate the moderating role of green cognition on the association between sustainability and entrepreneurship education.*

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## INTRODUCTION

As the world faces escalating environmental challenges, the integration of sustainable practices within the entrepreneurial realm has become crucial. “Going Green” has received increased attention in academics and societies due to the global agenda focusing on sustainable development. At the core of the global agenda of sustainability lies the crucial significance of entrepreneurial ingenuity in facilitating advantageous transformation and advocating for the triple bottom line of sustainability encompassing the 3Ps: people, planet, and profit (Azmat et al., 2023). Sustainability has become a crucial topic for most economies in industrialized countries, yet efforts to reduce pollution are often insufficient, delayed, or ineffective in addressing environmental challenges (Cao et al., 2017; De Silva & Tenreyro, 2021). This issue is compounded by the aggressive, short-sighted strategies of hypercompetitive business organizations that overlook the long-term environmental impact of their actions (Kriz et al., 2014). Green entrepreneurship focuses on the environmental aspect, Shepherd and Patzelt (2011) affirmed that green entrepreneurship preserves the ecosystem, improves environmental quality, and reduces deforestation for which green entrepreneurial intentions are required which refers to individuals' willingness and determination to start businesses with a positive environmental impact. The contribution towards the green economy cannot be solely achieved through business entities; rather, higher educational institutions get involved in this transformation. By embedding sustainability into the curriculum, these institutions aim to cultivate a generation of entrepreneurs who are driven not only by profit but also by the desire to create a positive environmental impact (Dixit & Sehrawat, 2022).

Higher educational institutions play a vital role in fostering sustainable entrepreneurial ventures that contribute to economic growth and national development (Del Vecchio et al., 2021). For instance, in the context of collecting wasted medicines, it is essential to motivate students and others to take the initiative in launching green start-up projects involving key stakeholders, including the government, pharmaceutical companies, and educational institutions (Njoku et al., 2024). Recognizing, encouraging, and supporting entrepreneurial intentions among students is crucial, as entrepreneurship is not solely an innate trait but can also be cultivated. Thus, there is an urgent need to identify, stimulate, and sustain student entrepreneurial intentions, since entrepreneurs are both born and made. To address this gap in the literature, this study aims to explore the impact of sustainable and entrepreneurial education on green entrepreneurial intentions, moderated by the environmental cognition of higher education students. This relationship suggests that, to maximize the benefits of sustainability education, universities must also prioritize fostering a strong environmental awareness among students. By doing so, they can effectively bridge the gap between theoretical knowledge and practical application, ultimately

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