MODERATING ROLE OF GENDER AND FAMILY INCOME ON GREEN ENTREPRENEURIAL INTENTION FACTORS: AN EMPIRICAL STUDY ON HIGHER EDUCATION STUDENTS

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ABSTRACT

As the world becomes green, it emphasizes the importance of adopting a sustainable, environmentally and socially beneficial lifestyle. A growing body of academic research on "going green" offers a new standpoint on the concept of Green Entrepreneurship. Green entrepreneurship aims to follow classic entrepreneurial ideals while providing additional benefits to society and the environment at the same time. The study explores the influence of factors, namely, entrepreneurial creativity, university green entrepreneurial support, green recognition, and green value variables, on green entrepreneurial intentions, along with the moderating role of gender, family income and family occupation among students.

Data from 600 Undergraduate and Postgraduate students was collected using the survey method. For this purpose, a structured questionnaire with a five-point Likert scale was used. The statistical techniques applied to the dataset were confirmatory factor analysis and structural equation modeling using SPSS, AMOS, and process-Macro.

The results revealed that all the study variables positively and significantly influence students' green entrepreneurial intention. Moreover, demographic factors also influence this relationship.

Most of the previously conducted research focuses on entrepreneurship in context with its contribution to economic growth, development of the economy, employment generation, and reduction in a disparity of income. However, less research highlighted the green aspect of entrepreneurship and its contribution to sustainability. Moreover, there is a shortage of studies conducted to understand students' perspectives on green entrepreneurship. The present study has attempted to realize determinants that influence green entrepreneurial intentions among UG and PG students. The study's findings will provide directions to policymakers, entrepreneurs, students, Educational Institutions, and society to understand the ecosystem of green entrepreneurship.

Keywords: *Green entrepreneurship, Environmental Values, University green entrepreneurial support, Higher education, Green Value, Green recognition.*

INTRODUCTION

Contemporary civilizations are realizing that using natural resources harms the environment (Ahmad et al., 2015; Allen and Malin, 2008; Nikolaou et al., 2011). Many scholars blame firms' CO2 emissions for environmental impact (Hall et al., 2017). So, the "green wave" is gaining prominence in industry and higher education (Demirel et al., 2017; Melay et al., 2017; Aithal and Rao, 2016). Policymakers, practitioners, and academics prioritize green entrepreneurship to ensure a sustainable world and economic prosperity (Ahmad et al., 2013; Grinevich, 2017). Green company operations and the shift toward a more sustainable environment are often attributed to the great interest in and rapid acceptance of turning green (Silajdi et al., 2015). Green entrepreneurs start companies that make products, provide services, or use environmentally beneficial methods. Hence, "green entrepreneurship" requires innovative company ideas, risk-taking, out-of-the-box thinking, and environmental participation by businesspeople. Exploitation of natural resources, use of non-renewable harmful goods, and dangerous activities have affected the planet and its sustainability (Cutler et al., 2020). Ecological theory states that human harm must be reduced as soon as possible. Sustainability solves all these problems (Gast et al., 2017). Green entrepreneurs are crucial. Green entrepreneurs use a sustainable, profitable company approach. Hence, experts have stressed the need of green entrepreneurship. Green enterprise solves environmental and social issues (Yi 2020; Demirel et al. 2019; Hall et al. 2010). Green entrepreneurship encompasses enterprises that balance profit and the environment (O'Neill et al., 2014; Schaper, 2002). Businesses cannot green an economy; higher education institutions must involve instructors and students (Farinelli et al., 2011). Green entrepreneurship study is still in its infancy despite extensive exploration of entrepreneurial intention (EI) among higher education students and related sectors (Huq et al., 2017; Duong & Le, 2021).

Researchers are now focusing on sustainability ecosystems rather than the typical entrepreneurial paradigm (Turker and Selcuk, 2009; Linan et al., 2013; Gerard and Saleh, 2011; Kaijun and Sholihah, 2015; Nuringsih et al., 2019). (Turker and Selcuk 2009; Linan et al., 2013; Gerard and Saleh, 2011; Kaijun and Sholihah, 2015). According to research, eco-entrepreneurship, also known as green entrepreneurship, connects entrepreneurship to new entrepreneurial approaches (Majid, 2017; Koi et al., 2020), technology (Guntin, & Kochen, 2020), sustainable development (Kirkwood and Walton, 2010), and green entrepreneurship (Majid, 2017; Lotfi et al., 2018; Koi et al., 2020).

This study's characteristics for detecting higher education students' green entrepreneurship intentions are innovative. Green entrepreneurship intention variables are distinctive and understudied. Also, linking green entrepreneurship theory to other ideas is novel. The paper will also link green entrepreneurial ambition, environmental inventiveness, university assistance, green recognition, and green value with gender and income as moderators. The research contributes to the green entrepreneurial intention model.

Theoretical Background and Development of Hypotheses

Theory of reasoned action: University green entrepreneurial help was studied using TRA. 1975 saw Fishbein and Ajzen introduce reasoned action. Social psychology first used it to understand people's intentions. The theory emphasizes attitude and subjective norms. As people act after they feel like doing, the researchers stressed the importance of purpose over conduct. Intention or instrumentality is the best predictor of behavior, since behavior leads to intention. So, when students receive green aid from the university and have realistic goals, their green entrepreneurship dreams will grow.

Universities are slowly following a green intellectual trend. Many schools promote green campus activities and eco-friendly practices (Jnr, 2020; Qazi et al., 2020). According to Suwartha and Sari (2013), university rankings are global. All institutions worldwide use this grading system to promote their brand image on many media. India's Nitte DU ranked 253rd in the 2021 UI Green Metric World University Rankings. This year's study includes 84 nations' institutions. This website was created to show green campus and sustainability requirements in institutions worldwide. Hence, the University of Iowa Green Metric promotes sustainability among college students. According to Yi (2020), colleges are fostering green business ideas under entrepreneurship, combining environmental ideals with academia. Hence, students respond positively to environmental education and sensitization (Teo et al., 2019). Universities must help students start green businesses after graduation. Emerging economies need entrepreneurs and successful strategies (Bhardwaj and Sushil, 2012).

Rothaermel et al. (2007) advised universities and colleges to focus on two important areas to encourage student entrepreneurship. The first describes the organization's functions, and the second supports startup entrepreneurs. Ginanjar (2016) found that education helps college students become entrepreneurs. Hence, higher education institutions should encourage entrepreneurship in students. The university should emphasize experiential learning and practical skills for this. Students will be more inclined to become entrepreneurs after this practical experience (Ho et al., 2014). Environmental awareness will also encourage students to develop green businesses (Demirel et al., 2016). The discussion leads to the following hypothesis.

H1. University green entrepreneurial support has a significant impact on green entrepreneurial intention.

Entrepreneurial Creativity & Green Recognition

Cognitive Dissonance Theory: This hypothesis predicts how entrepreneurial aptitude affects green entrepreneurship (Newbery et al., 2018). Cognitive dissonance occurs when people are asked to voice new opinions (Festinger, 1957). "Green entrepreneurship contributes to environmental conservation" and "Green entrepreneurship is highly risky" may cause entrepreneurs cognitive conflict. To reduce conflict pain, people favor one of two self-regulation methods to reach psychological equilibrium. The first is to openly contradict the new perception, while the second is to find knowledge to fully modify it. "Green entrepreneurship may not be unnecessary for

environmental good," says the entrepreneur. "While green entrepreneurship is a huge risk, it is also tremendously profitable," the entrepreneur may argue.

To understand why entrepreneurs become green entrepreneurs, we introduce a new variable, green recognition. Green identification is the ability to see green entrepreneurial opportunities (Noh, 2010). This study emphasizes the necessity of alleviating cognitive dissonance discomfort. Actively finding plentiful facts to support activities can help resolve this paradox (Jeong et al., 2018). Flexible cognition and diversified thinking allow entrepreneurs to generate several green concepts (Mayer & Mussweiler 2011).

Green recognition may also encourage entrepreneurs to maximize green benefits and minimize green risks. (a) researching and identifying the probable benefits of green entrepreneurship, (b) becoming aware of environmental challenges, (c) examining psychological conflicts (whether here or abroad), and (d) articulately reframing earlier psychological conflicts. Green recognition helps entrepreneurs grasp the benefits of green entrepreneurship and address the green dilemma. Green recognition may increase entrepreneurs' environmental awareness and interest in green business. (2017).

H2: Entrepreneurial creativity positively leads to Green entrepreneurial intention among the higher education students

H3: Green recognition positively leads to Green entrepreneurial intention among the higher education students

Green Value

Generational theory: Howe and Strauss introduced "generational theory" in 1991. This cyclical social development notion is new. According to Howe and Strauss (2007), values are produced in previous or subsequent times, hence one generation's values differ from the next. It shows how different generations have different values. Lepeyko and Blyznyuk (2016) state that generations may clash due to their differing socialization processes, which shape their personalities, attitudes, ways of thinking, and values. Hence, generational conflict arises from generational ideas clashing. So, this study employs environmental values as a mediator to better identify green entrepreneurial intents in higher education students. Students are more concerned about environmental destruction. These characteristics may inspire students to consider the environment.

Value is subjective—everyone interprets it differently. In this study, value meant environmental and green values. Graduation and post-graduation values last and inspire students. Green entrepreneurial actions by entrepreneurs in small and medium-sized enterprises and other firms have a substantial association with green value, according to prior studies (Allen & Malin, 2008; Hassan et al., 2019). Entrepreneurship and green consumer values lead to green business (Trapp & Kanbach, 2021). Few research suggest that green value hinders sustainable growth (Nuringsih, & Nuryasman, 2021). We hypothesized that green value directly affects green entrepreneurial intention.

H4: Green value is positively associated with green entrepreneurial intention.

Family Income and Gender as mediator:

Family and parents influence work choices, confidence, attitude, behavior, creativity, and risk-taking (Rahmawati et al., 2012;Stamboulis

and Barlas, 2014;). Economic factors affect family responses to members' venturing intents, as high-income countries have more start-ups than low-income countries (Henrekson and Sanandaji, 2014; Ahmed et. al., 2021).

H5a: Family income moderated the relationship between University entrepreneurial support and Green entrepreneurial intention among the higher education students

H5b: Family income moderated the relationship between Entrepreneurial creativity and Green entrepreneurial intention among the higher education students

H5c: Family income moderated the relationship between Green recognition and Green entrepreneurial intention among the higher education students

H5d: Family income moderated the relationship between Green Value and Green entrepreneurial intention among the higher education students

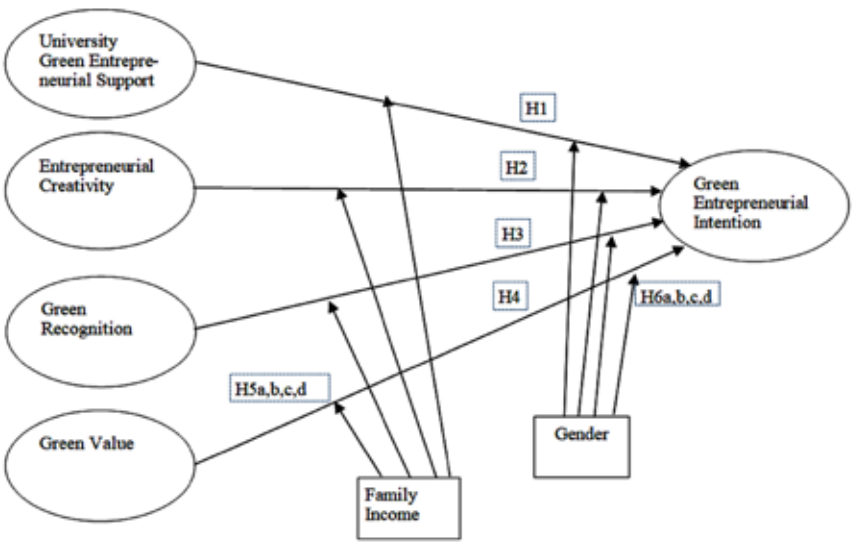
Women entrepreneurship research is rising (BarNir et. al., 2011; Karimi et al., 2013; Maes et al., 2014). Liñán & Fayolle (2015) detected gender concerns in 30 of 409 EI studies published between 2004 and 2013. Men are more optimistic about business, have better behavioral control, and want to be entrepreneurs, according to Vamvaka et al. (2020). According to Strobl et al. (2012), male students are more optimistic about entrepreneurship and have more explicit business aspirations.

H6a: Gender moderated the relationship between University entrepreneurial support and Green entrepreneurial intention among the higher education students.

H6b: Gender moderated the relationship between Entrepreneurial creativity and Green entrepreneurial intention among the higher education students.

H6c: Gender moderated the relationship between Entrepreneurial creativity and Green entrepreneurial intention among the higher education students

H6d: Gender moderated the relationship between Entrepreneurial creativity and Green entrepreneurial intention among the higher education students.



RESEARCH METHOD

In this study, the author evaluates numerous contracts. Figure one shows them. The variables' types—dependent, independent, or mediation—are shown by the arrows' directions. The study examines university green entrepreneurial support, entrepreneurial innovation, green recognition, green value, green entrepreneurial aim, and environmental values. Green entrepreneurial purpose is a dependent variable, environmental value a mediation variable, and the other four independent variables. The study examined the paper's theory and hypothesis forms. University students provided study data. College students are often used to study entrepreneurial purpose (Kabongo and Okpara, 2010; Kolvereid, 1996a; Lee et al., 2005; Shahab et al., 2018). assure responder variety and representativeness. Delhi University, Guru Gobind Singh Indraprastha University colleges, Sushant University, IILM, Noida University, and others provided the data. As the north Indian education hub. The survey sampled final-year BBA, MBA, B.Arch, MCA, and B.tech students. Final-year students are chosen for these reasons.

First, such students are more likely to start a business (Wu and Wu, 2008). Second, seniors in college are ready to choose a career (Krueger et al., 2000). Most entrepreneurs start with a plan (Fuller et al., 2018; Neneh, 2019). As sole criteria, first-year students were not considered in the sample for the study.

Purposive sampling was utilized in this paper as a non-probability sampling approach. Various previous research supports the use of the purposive sampling technique where the sampling aims, the scope of the study, and the research goal of theory generalization are all met, and the whole sampling frame is not accessible in a specific situation (Hulland et al. 2017; Sarstedt, et al., 2017). (Hulland et al. 2017; Sarstedt, et al., 2017). Choosing this sample approach was that it helps the researchers to acquire data from a big number of respondents in a relatively lesser period (Suki, 2016; Comrey & Lee, 2013). (Suki, 2016; Comrey & Lee, 2013). This work has employed a cross-sectional and quantitative research approach to perform the survey. As the language followed in most higher educational institutions for giving instruction in English. Hence, the questionnaire was in English. For ethical purposes, the questionnaire was presented to only those students who freely agreed to fill the questionnaire after reading the following statement: "Your participation is optional; thus, the information gathered will be secret and will only be used for research purposes." The data were acquired via physically distributing the structured questionnaire to the students and using Google- forms. Many responses were obtained as a consequence of the survey, but final consideration was provided depending on the reliability criteria. The survey was done from September 2022 to December 2022 to collect data from respondents. IT is proposed (Krejcie & Morgan ,1970) that a sample size of 300 is enough to correctly execute the structural equation modeling study.

Moreover, earlier research has suggested that a minimum sample of 500 is regarded to be good, while a sample of 1000 is considered to be great for conducting structural equation modeling analysis (Comrey & Lee 1992; Raza et al., 2020a, b). Hence, the researcher utilized

a sample of 600 (Podsakoff et al., 2003; Febrian & Ferdinand, 2017; Fornell & Larcker,1981). A total of roughly 1800 students were contacted for the data gathering. 960 replies were received, 53.33%. 283 half-filled or prejudiced responses were eliminated from 960. The final 600 replies, collected from 33.33% of respondents, were included for analysis after data coding and cleaning.

Demographic profile of respondents: 600 demographically varied people responded to this paper. 383 males and 217 females made up 600 responders. 359 responders are 17–20 years old and pursuing BBA, B. Arch, or B. Tech (59.83 percent). 241 (40.17%) are 21–24-year-old PG students (MBA or MCA). The sample had 42% female pupils and 58% male students. Table 1 shows course-wise percentage and number.

Table 1: Respondent Educational Percentage.

Course Name		Number	Percentage
UG	BBA	193	32.16
	B. Arch.	66	11
	B. Tech.	100	16.67
PG	MBA	190	31.67
	MCA	51	8.5
Gender	Male	252	42%
	Female	348	58%

INSTRUMENT AND MEASURES

The current study used a structured questionnaire with items developed and processed to suit the study. The survey contains two parts. The first section covers responder demographics, while the second section has six segments with 36 statements. This is a table with contract specifics references on which medication have been done.

Table 2: Construct Items and their reference.

Construct Name	No of Items	Adapted scale references
University Green Entrepreneurial Support	6	Mustafa, et. al.2016; Saeed et. al., 2015; Saeed et. al., 2018
Entrepreneurial creativity	12	Chia and Liang, 2016; Jiang et. al., 2020
Green Recognition	6	Ozgen, & Baron, 2007; Jiang et. al., 2020
Green Value	6	Self-develop based on Bhatia & Jain 2013
Green Entrepreneurial Intention	6	Wang, et. al., 2016; Jiang et. al., 2020

Formative constructs measure all dependents and independents (Edwards & Bagozzi, 2000; Mellinger & Hanson, 2020). After that, construct dependability was estimated, and the data met reliability criteria (alpha=0.871) (Nunnally, 1970; Cronbach & Warrington, 1951). CFA analysis using AMOS software version (21) confirmed the parameters selected for path analysis. AMOS program validated the study's hypothesis. Environmental values' mediating influence was calculated using Andrew F. Hayes' PROCESS macro in SPSS (Hayes, 2012). The paper collected data using the Likert 5-point scale (1= strongly disagree, 5= strongly agree) (Likert, 1932).

DATA ANALYSIS

To analyze data impartially, data was cleaned. Due to a high number of missing values, 263 of the 960 research responses were discarded. Remove observations with above 50% missing data (Hair et al., 2013). Social science study responses suffer from uniform response bias. As the replies are good in number, it reduces model fitness and reliability and validity (Cheung & Chan 2002). Hence, the researcher excluded 77 additional replies with uniform response biases from the data set.

Validity and reliability: AVE measured convergent validity (Average variance extracted). All structures exceeded the 0.50 limit for AVE (Fornell and Larcker, 1981). It proved convergent validity. The data set's composite reliability and Cronbach's alpha were also checked to ensure response consistency. Cronbach's alpha for all variables—University green entrepreneurial support (UGES), Entrepreneurial creativity (EC), Green recognition (GR), Green Value (GV), Green entrepreneurial intention (GEI), and Environmental Values—was 0.915, 0.856, 0.907, 0.887, 0.872, and 0.857, respectively. Each value exceeds 0.70. (Bowling 1997, Bryman & Cramer 1997; Hair et al., 2013). After that, Composite Reliability (CR) was assessed to determine the scale's reliability. CR was higher than 0.70, the required level (Garv and Mentzer, 1999). Table 3 lists these outcomes. The data set has convergent validity because AVE is greater than 0.50 and CR is higher. To confirm discriminant validity, variable cross-loading was examined. All cross-loading values are more than 0.7, indicating discriminant validity. From the table, AVE > MSV, AVE > ASV, and AVE of a latent variable should be higher than the squared correlations between it and all other variables. (Fornell and Larcker, 1981), confirming discriminant validity (see Table 4).

Table 3 Reliability of measurement items (N=600).

Construct/Variable	Measurement Items	CR	AVE	Alfa (α)	Factor Loading	SRW
University Green Entrepreneurial Support (Mustafa, et. al.2016; Saeed et. al., 2015; Saeed et. al., 2018)	UGES1	0.916	0.673	0.915	0.818	0.807
	UGES2				0.841	0.823
	UGES3				0.836	0.849
	UGES4				0.834	0.836
	UGES5				0.805	0.802
	UGES6				0.749	0.694

Entrepreneurial Creativity (Chia and Liang, 2016; Jiang et. al., 2020)	EC1	0.917	0.505	0.856	0.737	0.662
	EC2				0.693	0.663
	EC3				0.747	0.702
	EC4				0.782	0.715
	EC5				0.759	0.673
	EC6				0.665	0.866
	EC7				0.641	0.508
	EC9				0.699	0.753
	EC10				0.688	0.753
	EC11				0.729	0.668
	EC12				0.546	0.795
Green Recognition (Ozgen, & Baron, 2007; Jiang et. al., 2020)	GR1	0.904	0.612	0.907	0.769	0.694
	GR2				0.801	0.709
	GR3				0.774	0.744
	GR4				0.796	0.761
	GR5				0.813	0.830
	GR6				0.787	0.833
Green Value (Self-develop based on Bhatia & Jain 2013)	GV1	0.925	0.673	0.887	0.783	0.808
	GV2				0.823	0.844
	GV3				0.809	0.798
	GV4				0.850	0.856
	GV5				0.836	0.859
	GV6				0.802	0.803
Green Entrepreneurship Intention (Wang, et. al., 2016; Jiang et. al., 2020)	GEI1	0.864	0.517	0.872	0.777	0.642
	GEI2				0.775	0.642
	GEI3				0.757	0.694
	GEI4				0.728	0.793
	GEI5				0.727	0.785
	GEI6				0.686	0.743

(Source: Research output)

Table 4: Discriminant Validity.

	CR	AVE	MSV	Maxx(H)	EC	GV	AGES	GR	GEI
EC	0.917	0.505	0.004	0.928	0.711				
GV	0.925	0.673	0.176	0.928	0.065	0.820			

UGES	0.916	0.646	0.158	0.921	0.032	0.398	0.803		
GR	0.904	0.612	0.267	0.909	0.043	0.419	0.283	0.782	
GEI	0.864	0.517	0.267	0.873	0.049	0.348	0.301	0.517	0.719

(Source: Research output)

COMMON METHOD BIAS

A single latent component explaining most variance may cause common method bias (Podsakoff and Organ, 1986). Bagozzi, Yi, and Phillips (1991) recommended quantifying CMV's impact on factors. CMV occurs when principal constructs are correlated ($r > 0.9$). If construct correlations are smaller than 0.9, CMV is irrelevant in research (Tehseen et al., 2017; Jordan & Troth, 2020). This study had no correlations over 0.9. Hence, CMV was unimportant.

Table 5: Correlation values of UGES, EC, GR, GV, and GEI.

	EC	**GEI**	**GR**	**AGES**	**GV**
EC	1				
GEI	.056	1			
GR	.049	.573**	1		
UGES	.036	.333**	.308**	1	
GV	.072	.384**	.453**	.428**	1

(Source: Research Output)

Table 6: Model Fit Indices for University green entrepreneurial support, Entrepreneurial creativity, Green recognition, Green value, and Green Entrepreneurial Intention.

CMIN/df	1.974
CFI	0.944
GFI	0.890
TLI	0.940
RMSEA	0.040

(Source: Research Output)

STRUCTURAL EQUATION MODEL

This work uses structural equation modeling (SEM) for simultaneous analysis, which yields a more accurate estimate (Tarka, 2018; Davvetas et al., 2020). Hypothesis testing was done using greatest likelihood regression (Tucker & Lewis 1973). The paper confirmed one construct and used SEM analysis (Kline, 2011; Kumar, et al., 2020). It examined how university green entrepreneurial assistance, recognition, entrepreneurial creativity, and value affect higher education students' green entrepreneurial intention.

The model fitness metrics were as required (chi-square = 1425.233, df = 722, CMIN/DF = 1.974) and the model showed significance at p < 0.001. (Hinkin, 1995). Although these values depend on sample size, they are often useful for moderate samples (Hoang et al., 2020). CMIN/df was initially 2.378, but alteration indices changed it. Modification indices beyond 50 were used to remove incorrect term 37 (item EC8) and add e13-e14, e19-e20, and e30-e36 (Bagozzi 1980; Barrett 2007; Markland 2007). (Hu & Bentler 995)). GFI=0.890 (>0.80, Hooper et al., 2008) CFI=0.944 (>0.90, Byrne, 2010), TLI=0.940 (>0.90, Hu & Bentler, 1999), RMSEA=0.040 (<0.07, Stinger, 1990 and between 0.08 and 0.10, Mac Callum et al., 1996), AIC=1621.23. Path analysis shows that all hypothesized linkages are statistically significant with p-values below 0.05. One variable at a time, the researcher tested the model from one construct to all six. Table 6 lists model fitness results. Except for model one with one variable, all model CMIN/df values are in the permitted range (Kline, 2010) Increasing value (between 1 to 3, Hooper et al. 2008).

Hypothesis Testing: Table 7 shows the direct association between variables. The regression analysis outcome table shows that all four independent and one mediator variables have a direct and substantial link with higher education green entrepreneurship intention. All four hypotheses were supported, indicating that university green entrepreneurial assistance, entrepreneurial inventiveness, green recognition, and green value help students develop green entrepreneurial intentions.

Table 7: Regression Analysis Outcome.

IDV/DV (R2)	Beta	se	t	p	Hypothesis
University green entrepreneurial support <> Green entrepreneurship intention (R2= 0.111)	0.214	0.025	8.650	0.000	Supported
Entrepreneurial creativity <> Green entrepreneurship intention (R2= 0.103)	0.159	0.043	6.368	0.012	Supported
Green recognition <> Green entrepreneurship intention (R2= 0.328)	0.462	0.027	17.091	0.000	Supported
Green Value <> Green entrepreneurship intention (R2= 0.148)	0.283	0.028	10.182	0.000	Supported

(Source: Research Output)

MODERATING ANALYSIS OF INCOME & GENDER

Table 8: University Green Entrepreneurial support-Income-Green entrepreneurial Intention.

	Coeff.	se	t	p	LLCI	ULCI
(Moderator) Income	-0.0650	0.0276	-2.3538	0.0189	-0.1192	-0.0108
	R2-chng	F	df1	df2	p	
X*W	0.0082	5.5403	1.000	596.000	0.0189	

Source: Researcher's own

The regression analysis results show a significant association between UGES and GEI. The effect of the moderator (Income) with the outcome variable is also found significant, β=-0.0650, t (596) =-2.3538, p<0.05. The change in variation is as follows, ΔR2=0.0082, ΔF= (1, 596) =6.5847, p<0.05. Thus, the moderator variable (Income) has a significant role in the relationship between UGES and GEI. Hence, hypothesis (H5a) is supported.

Table 9: Entrepreneurial creativity -Income-Green entrepreneurial Intention.

	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
(Moderator) Income	-0.0464	0.0476	-0.9758	0.3295	-0.1399	0.0470
	R2-chng	F	df1	df2	p	
X*W	0.0016	0.9522	1.000	596.000	0.3295	

Source: Researcher's own

The regression analysis results show a significant association between EC and GEI. The effect of the moderator (Income) with the outcome variable is not found significant, β=-0.0464, t (596) =-0.9758, p>0.05. The change in variation is as follows, ΔR2=0.0016, ΔF= (1, 596) =0.9522 p>0.05. Thus, the moderator variable (Income) does not have a significant role in the relationship between EC and GEI. Hence, hypothesis (H5b) is not supported.

Table 10: Green recognition -Income-Green entrepreneurial Intention.

	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
(Moderator) Income	-0.0108	0.0314	0.3455	0.7298	-0.0725	0.0508
	R2-chng	F	df1	df2	p	
X*W	0.0001	0.1194	1.000		596.000	0.7298

Source: Researcher's own

The regression analysis results show a significant association between GR and GEI. The effect of the moderator (Income) with the outcome variable is not found significant, β=-0.0108, t (596) =-0.3455, p>0.05. The change in variation is as follows, ΔR2=0.0001, ΔF= (1, 596) =0.1194 p>0.05. Thus, the moderator variable (Income) does not have a significant role in the relationship between GR and GEI. Hence, hypothesis (H5c) is not supported.

Table 11 Green value -Income-Green entrepreneurial Intention

	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
(Moderator)Income	0.0082	0.0330	0.2478	0.8043	-0.0567	0.0731
	R2-chng	F	df1	df2	p	
X*W	0.0001	0.0614	1.000	596.000	0.8043	

The regression analysis results show a significant association between GV and GEI. The effect of the moderator (Income) with the outcome variable is not found significant, β=0.0082, t (596) =0.2478, p>0.05. The change in variation is as follows, ΔR2=0.0001, ΔF= (1, 596) =0.0614 p>0.05. Thus, the moderator variable (Income) does not have a significant role in the relationship between GV and GEI. Hence, hypothesis (H5d) is not supported.

Table 12: University Green Entrepreneurial support-Gender-Green entrepreneurial Intention.

	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
(Moderator) Gender	-0.0365	0.0498	-0.7330	0.4639	-0.1343	0.0613
	R2-chng	F	df1	df2	p	
X*W	0.0008	0.5372	1.000	596.000	0.4639	

Source: Researcher's own

The regression analysis results show a significant association between UGES and GEI. The effect of the moderator (Gender) with the outcome variable is not found significant, β=-0.0365, t (596) =-0.7330, p>0.05. The change in variation is as follows, ΔR2=0.0008, ΔF= (1, 596) =0.5372 p>0.05. Thus, the moderator variable (Gender) does not have a significant role in the relationship between UGES and GEI. Hence, hypothesis (H6a) is not supported.

Table 13: Entrepreneurial creativity -Gender-Green entrepreneurial Intention.

	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
(Moderator) Gender	-0.0195	0.0869	-0.2248	0.8222	-0.1902	-0.1511
	R2-chng	F	df1	df2	p	
X*W	0.0001	0.0506	1.000	596.000	0.8222	

Source: Researcher's own

The regression analysis results show a significant association between EC and GEI. The effect of the moderator (Gender) with the outcome variable is not found significant, β=-0.0195, t (596) =-0.2248, p>0.05. The change in variation is as follows, ΔR2=0.0001, ΔF= (1, 596) =0.0506 p>0.05. Thus, the moderator variable (Gender) does not have a significant role in the relationship between EC and GEI. Hence, hypothesis (H6b) is not supported.

Table 14: Green recognition -Gender-Green entrepreneurial Intention.

	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
(Moderator) Gender	0.1484	0.550	2.6960	0.0072	0.0403	0.2565
	R2-chng	F	df1	df2	p	
X*W	0.0081	7.2684	1.000	596.000	0.0072	

Source: Researcher's own

The regression analysis results show a significant association between GR and GEI. The effect of the moderator (Gender) with the outcome variable is also found significant, β=0.1484, t (596) =2.6960, p<0.05. The change in variation is as follows, ΔR2=0.0081, ΔF= (1, 596) =7.2684, p<0.05. Thus, the moderator variable (Gender) has a significant role in the relationship between GR and GEI. Hence, hypothesis (H6c) is supported.

Table 15: Green value -Gender-Green entrepreneurial Intention.

	Coeff.	**se**	**t**	**p**	**LLCI**	**ULCI**
(Moderator) Gender	-0.0360	0.0557	-0.6471	0.5178	-0.1453	0.0733
	R2-chng	F	df1	df2	p	
X*W	0.0006	0.4188	1.000	596.000	0.5178	

Source: Researcher's own

The regression analysis results show a significant association between GV and GEI. The effect of the moderator (Gender) with the outcome variable is not found significant, β=-0.0360, t (596) =-0.6471, p>0.05. The change in variation is as follows, ΔR2=0.0006, ΔF= (1, 596) =0.4188 p>0.05. Thus, the moderator variable (Gender) does not have a significant role in the relationship between GV and GEI. Hence, hypothesis (H6d) is not supported.

DISCUSSION

The first hypothesis, UGES→GEI, indicates a positive and significant relationship between university green entrepreneurial support and green entrepreneurial intention (β= 0.210 and P < 0.05) (table 7). These variables have a similar association in prior studies (Fichter and Tiemann, 2018; Yi , 2020; Qazi et. al., 2020). Teacher advice and learning always have a deeper impact on students. Therefore, it is recommended and necessary for authorities to assist students interested in green entrepreneurship (Ito, 2013). University green entrepreneurial support has decreased in this study. Compared to earlier study, the value is 0.210. (Qazi et. al., 2020). To become a "eco-city," green universities must promote green entrepreneurship (Roseland, 1997; Geng et. al., 2013; He et. al., 2020). Hence, green universities require all departments, faculties, employees, and students to participate. So, when colleges supported students, they had to embrace their beliefs.

Entrepreneurial creativity and green entrepreneurial ambition are strongly linked in EC GEI's second route (β= 0.159 and P < 0.05). EC's association with social entrepreneurial intention and entrepreneurial intention has been researched, and the present study's results match these variables' earlier studies (Biraglia, & Kadile 2017; Ip et. al., 2018; Zampetakis et. al., 2011; Anjum 2020; Liu, 2021). Several research tested EC as a mediator on entrepreneurial inclination (Shi et. al., 2020). Entrepreneurs use their inventiveness to solve society's challenges. 2019. Creative people are more inventive and problem-solvers (Torrance, 2018). Consequently, the study supports the

idea that creativity fosters entrepreneurialism in higher education students.

Green recognition and green entrepreneurial intention are positively correlated on the third path, GR → GEI (β= 0.462 and P < 0.05). Based on the study's most robust association, green recognition affects higher education students' green entrepreneurial intention more than other variables. Social involvement and sustainable entrepreneurship intention (Nuringsih et al., 2019), green recognition and green purchasing intention, and other factors have been employed in similar ways (Sharma et al., 2020). Jiang et al. (2020) observed a positive correlation. Engaging with any living or nonliving persona creates a connection that can affect future conduct. Conduct comes from numerous intentions (Yi, 2021; Amankwah & Sesen 2021).

The fourth path of the proposed model, GV→GEI, shows that green value directly and significantly affects green entrepreneurial intention (β= 0.283 and P < 0.05). The present study supports previous studies on entrepreneurial intention, sustainable entrepreneurial ambition, and green value (Ndubisi & Nair 2009; Nuringsih et al., 2019; Alvarez-Risco 2021). The study results differ from the few investigations (St-Jean et al, 2018; Mrkajic et al., 2019). Green value involves learning about marketing, finance, HR, operations, and the environment. Consumers get comprehensive value from using green products and services. Consumer benefits are items' green worth. Green products and services provide customers financial, environmental, social, informational, and functional benefits. Customers judge products based on these benefits. Any new startup should keep this in mind and employ green entrepreneurship, which can solve numerous commercial and sustainable consumer issues.

IMPLICATION

The findings supported Cognitive Dissonance Theory that environmental values affect green entrepreneurial ambition. This study expanded green entrepreneurial intention understanding. The study validated the association with various new variables. Environmental values influence green entrepreneurial switching intention. Due to organizations' economic pursuits, climate change and environmental risks are humanity's biggest problems. Greed for maximum economic growth hurts the environment and society. Entrepreneurs boost the economy and create jobs. Novel business models, social innovation, and entrepreneurship are needed. Sustainable enterprises use green entrepreneurship. Entrepreneurs are interested in green procedures. It integrates entrepreneurship with sustainability. Teachers' everyday interactions with youth can shape a nation's thought. The study indicated that universities frame green entrepreneurship intentions positively. This study introduced two new constructs—green value and entrepreneurial creativity—to create green entrepreneurial intention among higher education students. The study found that both variables influence green entrepreneurial intention. Green entrepreneurial ambition has not been explored for the third component, green recognition. Overall, the work gives a model with three additional variables, which advances domain knowledge.

This study's conclusions are relevant to Delhi/NCR and all Indian states because "going

green" and "sustainable environment" are major themes. Due to globalization, many countries' educational systems are interconnected. So, the study's findings and goals can be duplicated in other nations. This study's findings are important not only in India but also in other countries with similar higher education systems. The findings suggest that foreign universities should promote environmental values among higher education students through successful university campaigns, as these qualities are ideal intentions to create green or eco-friendly enterprises. At this point, students' awareness of green ideals and green recognition is crucial to their ambition to launch a green business. Students should receive monetary and nonmonetary aid from universities. International institutions should encourage students to start businesses in other countries to build strong bonds and spread green practices worldwide.

CONCLUSION

The study found that green value, green recognition, and university green entrepreneurial support have a greater impact on green entrepreneurial intention than entrepreneurial inventiveness and environmental value. As a mediator, environmental value affects study variables. The study's findings are crucial to instilling green entrepreneurialism in higher education students for sustainable development and a green economy. Green entrepreneurship protects the environment and sustains products and customers. Green entrepreneurial students value the environment more. These characteristics also make new startups more environmentally friendly than established entrepreneurs. Green entrepreneurship improves customer happiness significantly. So, the government should aid green entrepreneurs financially and otherwise. They can give universities/institutions educational subsidies to build green incubation centers on campus. NGOs, government, and public and private colleges could arrange unique events on Earth Day, World Nature Conservation Day, and International Yoga Day to promote green entrepreneurship. They boost green entrepreneurship among young entrepreneurs.

Limitations and Scope for Future Research

This study has limitations, but it has added new variables to the literature. The sample exclusively included Delhi & NCR students. The model can be tested in other parts of the country using the same variables. The study only examined students' green entrepreneurial intentions. The longitudinal study can reveal students' attitudes about the same idea. The researcher can repeat the study with the same samples to see how many people act on their intentions. Second, the study used a survey method that can be repeated. Further research on the same idea can use other significant variables. Entrepreneurship education, external assistance, subjective norms, experience etc. Future study may use family background and support as moderators. Third, case study–based research in this setting can focus on a specific school where students are encouraged to include green in their business strategies and report their findings. After encouragement, it will show students' potential.

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