

Article

The Influence of Women's Green Entrepreneurial Intention on Green Entrepreneurial Behavior through University and Social Support

Cai Li *, Majid Murad * and Sheikh Farhan Ashraf 

School of Management, Jiangsu University, Zhenjiang 212013, China

* Correspondence: gscaili@ujs.edu.cn (C.L.); majidmurad1@gmail.com (M.M.)

Abstract: Green entrepreneurship has an extensive role in solving environmental issues and contributes significantly to friendly environmental practices. In this study, we examined the effect of green entrepreneurial intention on green entrepreneurial behavior through the mediating influence of university entrepreneurial support and moderating the role of social support. The nature of this study was cross-sectional, and data were gathered from a sample of 438 women university students. Partial least squares structural equation modeling (PLS-SEM) was applied to test the proposed hypotheses. The findings indicate that green entrepreneurial intention significantly impacts green entrepreneurial behavior. Meanwhile, results reveal that the indirect effect of university entrepreneurial support on the relationship between green entrepreneurial intention and green entrepreneurial behavior was positive and significant. Moreover, findings show that social support positively moderated the link between green entrepreneurial intention and green entrepreneurial behavior. Lastly, this study concludes with practical implications for educators and policymakers in Pakistan.

Keywords: university entrepreneurial support; social support; green entrepreneurial intention; green entrepreneurial behavior; women education; sustainability; Pakistan



Citation: Li, C.; Murad, M.; Ashraf, S.F. The Influence of Women's Green Entrepreneurial Intention on Green Entrepreneurial Behavior through University and Social Support. *Sustainability* **2023**, *15*, 10123. <https://doi.org/10.3390/su151310123>

Academic Editors: Tönis Mets and Anne Pöder

Received: 31 March 2023

Revised: 31 May 2023

Accepted: 2 June 2023

Published: 26 June 2023



Copyright: © 2023 by the authors. Licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

The go-green idea has been reverberating around the world [1]. Currently, green entrepreneurship is a well-known practice for developing new business opportunities and economic growth [2,3]. Women's entrepreneurial skills and abilities are considered to provide innovation and wealth development that can enable worldwide economic development [4]. The empowerment of women is possible through creating entrepreneurial startup activities in academia and society. A large number of research studies focused on gender and looked for significant factors that appear to be involved in entrepreneurial startup activities [5,6]. Nowadays, gender is increasingly considered an essential factor in entrepreneurial research [7]. Prior researchers argued that women are more likely to engage in entrepreneurship and new business startups [8,9]. However, women entrepreneurs are growing progressively in developing countries and contributing a large number of capital shares in the global economy [10,11]. Similarly, green entrepreneurship has gradually attracted the attention of scholars regarding today's degraded natural environment [12,13]. Green entrepreneurship has also become a new value creation process that enables enterprises to respond to social and ecological needs while developing the economy [14,15]. Green entrepreneurship reduces deforestation, protects the ecosystem, improves environmental quality, and helps to establish sustainable development [16]. Currently, the Pakistani government engages in the development of green entrepreneurship and has issued several policies to promote a green environment using low carbon emissions and recycling processes [17].

Green entrepreneurship has been identified as a better solution for environmental protection and economic and environmental concerns [18–20]. Green entrepreneurs develop new technology and products that address environmental problems [21]. Previous

researchers examined the influence of entrepreneurial intention through using student samples and found that entrepreneurial intentions are positively associated with entrepreneurial behavior [22–24]. There is a lack of studies on the direct impact of women's green entrepreneurial intention on green entrepreneurial behavior [25,26], and individual factors such as university entrepreneurial support and social support are still under-explored. Many university students are engaged in starting a new business venture in environmentally friendly and strategic industries with green material development, artificial intelligence, and green energy for a bright future. Moreover, existing studies have highlighted the importance of green entrepreneurial intention using self-efficacy, entrepreneurial passion, and alertness as the mediating variables [27,28].

This study explores how green entrepreneurial intention affects green entrepreneurial behavior with the mediating influence of university entrepreneurial support and the moderating role of social support. To answer this, we reviewed the prior literature on the relationship between entrepreneurial intention–behavior models [29,30] and found that entrepreneurial intention is a valid construct of entrepreneurial behavior [16,31]. Previous research findings show that the entrepreneurial-based intention–behavioral model does not explain more than 30% of the total variance, and entrepreneurial intention does not always translate into actual entrepreneurial behavior [25,30,31]. Still, there is a lack of research on factors influencing green entrepreneurial intention and green entrepreneurial behavior. Numerous researchers examined university students' entrepreneurial intentions rather than focusing on measuring their actual green entrepreneurial behavior [22,32]. Research is needed to explore green entrepreneurial behaviors among women university students in the context of the higher education sector of Pakistan.

This study fills the gap regarding green entrepreneurship in the following perspectives. Firstly, this study identifies the direct impact of green entrepreneurial intention on specific green entrepreneurial action to start a new green business. Secondly, this study contributes to the green entrepreneurial behavior model with the mediating role of university entrepreneurial support, which is not empirically examined in existing studies in the context of Pakistani women graduates. Third, the literature identifies a clear research gap in social support toward green entrepreneurial intention and green entrepreneurial behavior [22,26]. No evidence in the literature examined the relationship between green entrepreneurial intention and green entrepreneurial behavior through university entrepreneurial support and social support in developing countries, i.e., Pakistan. Fourth, this study contributes to the theory of planned behavior (TPB) and social cognitive theory (SCT) to identify the relationship between green entrepreneurial intention/behavior models.

2. Literature Review and Hypothesis Development

2.1. Theoretical Support

The theory of planned behavior (TPB) is a psychological theory that links individual beliefs to behavior [16]. The theory of planned behavior is associated with individual attitudes, subjective norms, and perceived behavioral control over forming entrepreneurial behavior [33]. The intention to start a new business is considered as an intentionally planned behavior by a cognitive mind [34]. University entrepreneurial support is a vital resource factor in the new venture creation process through entrepreneurial education and funding [35,36]. The social cognitive theory (SCT) explains that individual thoughts and actions are affected by environmental factors [37]. The social cognitive theory elucidates that personal information and knowledge gained from external and social sources help to identify business opportunities that are ultimately exploited in the form of new venture creation [38]. The social cognitive theory links with a dynamic and reciprocal interaction of the individual through environmental resources which support them in accomplishing different tasks and enhancing business-starting inspiration [39].

2.2. Green Entrepreneurial Intention and Green Entrepreneurial Behavior

A green entrepreneur is someone committed to making his/her business green and adopting environmentally friendly production and technology [40,41]. Wang et al. [42] argued that the theory of planned behavior (TPB) contends that an individual's behavioral intention is determined by attitude, personal norms, and behavioral control. Green entrepreneurship is intentional, planned behavior and a difficult process involving various stages [43,44]. Green entrepreneurial intentions positively affect subsequent entrepreneurial behavior [45]. Green entrepreneurial behavior is defined as the forming of innovative ideas, capital, and resources along with the elements of creativity and empowerment [36,46]. Green entrepreneurship presents a more pertinent intention toward the sustainable development perspective [47]. Considering the theory of planned behavior, prior researchers have affirmed that green entrepreneurial intentions significantly influence entrepreneurial behavior [40,43].

Green entrepreneurial intention is associated with an individual's willingness to form green entrepreneurial behavior and promise to start a new business [48,49]. Green entrepreneurial behavior is linked with the individual's inclination after translating entrepreneurial intentions into actual actions [50]. In the existing literature, many researchers widely examined entrepreneurial behavior and the intention of an entrepreneur using the theory of planned behavior [16,26]. Several studies used the theory of planned behavior (TPB) to investigate the intention–behavior frameworks on individual levels [30,51]. Moreover, green entrepreneurial intention highlights the individual's interest reflected in the number of efforts to engage in green entrepreneurial behavior activities [52]. Henceforth, individuals with green entrepreneurial intentions seem more likely to adopt green entrepreneurial behaviors to start new green businesses. Therefore, we hypothesized:

H1: *Green entrepreneurial intention has a positive effect on green entrepreneurial behavior.*

2.3. Mediating Role of University Entrepreneurial Support

University entrepreneurship plays a vital role in improving entrepreneurial and innovative activities [36]. University entrepreneurial support assists in raising and promoting novel ideas for new businesses [26]. Providing facilities to university students develops more interest in creating and building business ventures with green entrepreneurship [16]. Prior studies argued that the creation of new business startups is greatly driven by universities and their support, which is provided for better success in meeting needs and profit maximization at minimum environmental costs [53]. Universities are acknowledged as the source of providing the resources for forming green entrepreneurial intentions among students. University entrepreneurial support improves the level of green entrepreneurial activities among individuals through the development of business incubation centers and the transfer of sustainable entrepreneurship knowledge [54]. Moreover, the success of any new business startup is based on the knowledge and experience of the individual; therefore, green entrepreneurial support from universities to their students also enriches the green understanding of entrepreneurs [36].

University entrepreneurial support empowers university students to foster green entrepreneurial behavior [45]. University entrepreneurial support is a channel through which students advance their knowledge regarding green entrepreneurship, stimulate the career growth of students, and translate green entrepreneurial intention into behavior [55]. Prior studies remarked that universities embrace the idea that green entrepreneurship and environmental values are integrated into entrepreneurial support systems to promote entrepreneurial behavioral activities among students [56,57]. Researchers argued that entrepreneurial intention is suitable and essential for entrepreneurial behavior [22,40] and applied a resource-based view to preserve entrepreneurial resources that help individuals to build entrepreneurial careers [29]. An existing study found that entrepreneurial intention and behavior relationships are influenced by various resources [58]. University entrepreneurial support in the form of resources helps students to develop green entrepreneurial intentions that ultimately translate into actual green behavior [36].

Additionally, research has remarked that university entrepreneurial support plays a dynamic role in developing new businesses [59]. Existing research revealed that university entrepreneurial support has a positive mediating effect on the relationship between entrepreneurial intentions and entrepreneurial behaviors [16,26]. University entrepreneurial support provides capital and arranges other resources through different channels for students who have innovative business ideas to become entrepreneurs [60]. Breznitz et al. [61] described two types of university support that manage and utilize available resources. The first is related to organizational features where universities support different activities of green entrepreneurship through various entrepreneurial programs and business incubation centers. The second type is linked to the support for new business formation through instilling entrepreneurial education and environmentally friendly values [62]. University support improves students' entrepreneurial intentions and motivates them to create new business ventures. Green entrepreneurship education stimulates students' business perceptions and develops green entrepreneurial behavior [43]. University entrepreneurial support helps students become entrepreneurs and convert their intentions into actual green entrepreneurial behavior [35,36,40]. Thus, when students have a higher level of motivation and entrepreneurial support from universities, they are more likely to develop their green entrepreneurial mindset and intention to protect and preserve the environment. Based on the above discussion, we predicted the following hypothesis.

H2: *University entrepreneurial support positively mediates the relationship between green entrepreneurial intention and green entrepreneurial behavior.*

2.4. The Moderating Role of Social Support

Prior research explained that social support positively influences entrepreneurial intention [22,63]. Social support is defined as individual intensity and interaction with others where an individual feels comfortable to starting a new green business [64]. Social support is related to the perceived belief, hope, direction, and guidance from a social circle [65]. Existing research argued that social support is similar to social and subjective norms from an entrepreneurial intention perspective [62,66]. However, the role of subjective norms is associated with positive intention. Entrepreneurial spirit and social support enable an individual to become an entrepreneur [67]. Moreover, a study found that family and friends' social support helps potential entrepreneurs to start and operate a new business ventures [68]. Neneh [22] argued that social support could be attained in different forms: instrumental support (resources and material aid), informational support (information and opinions), emotional support (emotion and empathy), and financial support (capital, loans, and gifts).

Furthermore, previous research explained several dimensions of social support, i.e., support from peer groups and family [65,69]. Molino et al. [70] found that support from peer groups, family support, and social expectations positively related to entrepreneurial intention. Support from families and friends significantly contributes to developing an individual's life [71]. Prior studies outlined the value of family and friends' support in an entrepreneur's career development and helped to solve different business challenges [72]. Xu et al. [65] stated that family members provide valuable support in starting a new business venture and contribute as unpaid and paid labor. Family members assist potential entrepreneurs with financial capital and help them to acquire internal and external funding sources. Klyver et al. [63] established the positive role of family members in a business to provide professional and non-professional support to an entrepreneur in achieving competitive advantages. Thus, individuals with higher levels of social support from family and friends are more inclined to translate their entrepreneurial intention into actual actions [56]. This study considers the role of social support from friends and family in forming a new green business. Therefore, we assumed that:

H3: *Social support positively and significantly affects green entrepreneurial behavior.*

H4: Social support positively moderates the association between green entrepreneurial intention and green entrepreneurial behavior.

2.5. Conceptual Framework

The conceptual framework is based on the direct influence of green entrepreneurial intention in order to translate green entrepreneurial behavior among women university students in Pakistan. Studies on predicting women's green entrepreneurial intention and behavior are less explored in previous studies [22,36,39]. Moreover, in this model, we assessed the mediating role of university entrepreneurial support and the moderating effect of social support on the relationship between women's green entrepreneurial intention and behavior, which is also not explored in existing studies [22,30,32,36]. The hypothesized relationships are presented in Figure 1.

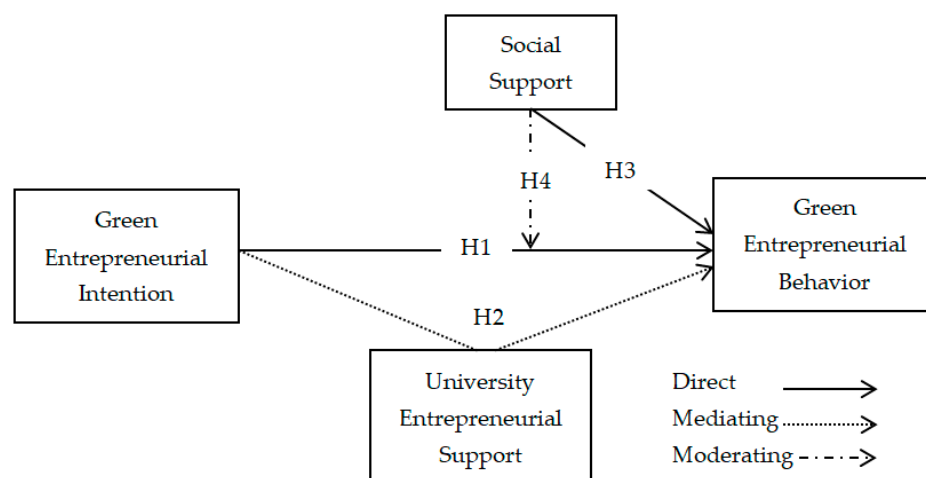


Figure 1. Conceptual model. Note: Authors' own elaborations.

3. Materials and Methods

3.1. Study Context

Prior research stated there is a growing trend among university students to transform green entrepreneurial intentions into green entrepreneurial behavior nowadays [30,36]. Many university students make their intentions and are engaged in new business activities and initiatives [34,38]. Moreover, studies argued that green entrepreneurial intention and behavior were measured simultaneously. Sometimes, green entrepreneurial intentions change over time and are considered a weak predictor of entrepreneurial behavior [24,31]. Therefore, the present study simultaneously tested this conceptual model of green entrepreneurial intention towards green entrepreneurial behavior.

3.2. Sample and Data Collection

This study's target population was ten public-sector women's universities in Punjab, Pakistan. Punjab is the biggest, most developed and most populated province of Pakistan, where students come to pursue their university education from all around the country. This study was cross-sectional, and data were gathered with the help of a self-administered questionnaire from women university students in business, economics, and social sciences. The total population of the selected women was approximately 4000 to 5000 students. According to prior research, if the population size exceeds 4000, a minimum sample size of 400 to 500 is enough [73]. As suggested by Mason [74], the formula for calculating the sample size is $Z^2 p(1 - p)/e^2$, where $Z = 1.6384$, $p = 0.25$, and $e^2 = 0.0016$. Thus, the sample size for this study is nearly 450 students. Before going to collect data, we contacted the university's administration and higher authorities through personal visits and asked them to give us permission to gather data from female respondents. The administration office

informed us and gave permission to contact relevant departments' heads of departments (HODs). We visited their offices and explained the purpose of this research. We assured them this research is conducted only for academic purposes and that feedback from the participants would be kept confidential and not used for any other means. Finally, they gave us permission to collect data.

A non-probability convenience sampling technique was chosen for data collection because it is convenient for the researcher to approach participants, which saves time and money. Moreover, we distributed 550 questionnaires among participants during their free time. A total of 438 responses were returned by the participants with a response rate of 79.6%. We discarded 112 questionnaires due to incomplete information. The duration of the data collection period took approximately five months from September 2022 to February 2023. The original questionnaire was drafted in English, then translated into Urdu and proofread by two language experts in English and Urdu. For the initial screening of the data, we performed a frequency test in statistical packages for social sciences SPSS software. Among the valid responses, the most common age of women students was between 21–30 years (43.8%) and 31–40 years (40.2%). Moreover, 58.9% of participants have yet to experience starting a new business. Also, 46.8% of participants belong to the business department, whereas 26.7% of participants are from the social science department, and 61.9% come from entrepreneurial family backgrounds.

3.3. Instruments

To measure green entrepreneurial intention, we adopted five measurement items for the study [36]. A sample item is “my professional goal is to become a green entrepreneur during my study in university”. Meanwhile, a five-item scale was adopted to assess green entrepreneurial behavior [36]. Existing scholars commonly used these items to predict students' entrepreneurial behavior among those who have already started business development activities [30,75]. A sample item includes “I have started green product/service development activities”. Furthermore, we adopted measurement constructs from the study of Neneh [22] to measure social support from friends and family. Previous researchers also verified this scale [70]. A sample item includes “my family members have always thought I should choose an entrepreneurial career”. Lastly, four items were adopted from previous studies to investigate the role of university entrepreneurial support [16,36]. This measurement scale is associated with three dimensions: entrepreneurship education, entrepreneurship environment, and entrepreneurship resources. A sample item is “my university offers courses on green entrepreneurship”. All the responses were measured using a 5-point Likert scale from 1 as strongly disagree to 5 as strongly agree.

3.4. Common Method Bias

We applied numerous techniques to ensure that the data was free from avoiding CMB. First, we used the single-factor test proposed by Harman, and the principal component analysis revealed that no single component explained more than 50% of the total variance [30,32]. We also performed a correlation test for all the study variables, and all the correlational values were significant, with an acceptable value of 0.90 [76]. Therefore, the study has no issue with common methods and response biases.

4. Results

4.1. Measurement Model Analysis

We applied partial least squares structural equation modeling techniques (PLS-SEM) using Smart-PLS software version 3.3.9. This software is widely used for testing the direct, indirect, and moderating effects of variable relationships [77,78]. Using PLS-SEM is the best fit for the study because it has attracted attention from scholars in numerous domains and is widely accepted [79,80]. PLS-SEM has set new standards for analyzing critical data, which is significant in behavioral science and management studies [81,82]. Moreover, to check the multi-collinearity in the data, a variance inflation test (VIF) was performed. According to

Aiken et al. [83], the values of VIF for each measurement item must be less than five, and all the values of VIF are under the threshold (Table 1). Therefore, there is no multi-collinearity issue in the data.

Table 1. Factor loadings, reliability, and validity.

Indicators	Loadings	Cronbach's Alpha (CA)	Composite Reliability (CR)	Average Variance Extracted (AVE)	Variance Inflation Factor (VIF)
Green Entrepreneurial Behavior		0.923	0.942	0.764	
GEB 1	0.841				2.272
GEB 2	0.886				4.691
GEB 3	0.853				4.071
GEB 4	0.877				3.541
GEB 5	0.911				4.303
Green Entrepreneurial Intention		0.916	0.937	0.747	
GEI 1	0.843				2.425
GEI 2	0.863				2.645
GEI 3	0.865				2.910
GEI 4	0.894				3.377
GEI 5	0.857				2.353
University Entrepreneurial Support		0.890	0.924	0.752	
UES 1	0.876				2.447
UES 2	0.860				2.503
UES 3	0.875				2.600
UES 4	0.857				2.232
Social Support		0.874	0.923	0.799	
SSU 1	0.910				2.544
SSU 2	0.907				2.576
SSU 3	0.864				2.094

Note: Authors' own elaborations. GEB = Green Entrepreneurial Behavior, GEI = Green Entrepreneurial Intention, SSU = Social Support, and UES = University Entrepreneurial Support.

Furthermore, Table 1 depicts the validity and reliability of all measurement scales. The construct's reliability was evaluated through composite reliability (CR) and Cronbach's alpha (CA). The construct validity was measured the average variance extracted (AVE). In addition, to assess the discriminant validity, the Fornell–Larcker and Heterotrait–Monotrait (HTMT) ratio were also calculated. All the construct's Cronbach's alpha CA values were acceptable and ranged from (0.874–0.923), whereas the values of CR ranged from (0.923–0.942), which is all beyond the 0.70 threshold value suggested by [79,84]. The AVE values ranged from (0.747–0.799), which also met the threshold criteria that AVE must be greater than 0.50 [85].

4.2. Discriminant Validity

Discriminant validity was analyzed through applying the Fornell–Larcker (1983) and HTMT criterion. The square root of the AVE of each value must be higher than the correlation value of each variable. The values of Fornell–Larcker criteria are presented in Table 2. Moreover, we evaluated the values of the HTMT ratio as suggested by [86]. The value of the HTMT ratio should not exceed 0.85. Thus, it is observed in Table 3 that the maximum achieved HTMT value was 0.546 under the threshold. So, all the values were acceptable [85].

Table 2. Discriminant Validity (Fornell–Larcker).

Constructs	GEB	GEI	SSU	UES
GEB	0.874			
GEI	0.433	0.865		
SSU	0.456	0.389	0.894	
UES	0.456	0.496	0.445	0.867

Note: Authors' own elaborations. GEB = Green Entrepreneurial Behavior, GEI = Green Entrepreneurial Intention, SSU = Social Support, and UES = University Entrepreneurial Support. Values with diagonals are the square root of the AVE. Values under diagonals are correlations.

Table 3. Heterotrait–Monotrait Ratio (HTMT).

Constructs	GEB	GEI	SSU	UES
GEB				
GEI	0.465			
SSU	0.505	0.435		
UES	0.498	0.546	0.500	

Note: Authors' own elaborations. GEB = Green Entrepreneurial Behavior, GEI = Green Entrepreneurial Intention, SSU = Social Support, and UES = University Entrepreneurial Support.

4.3. Structural Model

The partial least squares structural equation modeling technique (PLS-SEM) was used to test the structural model using PLS-Algorithm and blindfolding methods. The model fitness was assessed through standardized root means square SRMR, coefficient of determination R^2 , and blindfolding Q^2 values. The value for a good model should be <0.08 . This study achieved a value of 0.045 for SRMR, which depicts the model's fitness [77,79,84]. Moreover, the values of R^2 explained a 24.6% variance in university entrepreneurial support and a 32.1% variance in green entrepreneurial behavior. A desired value of R^2 should be greater than 0.1 or 0 [82]. Furthermore, the cross-validated redundancy measure Q^2 was also assessed for the predictive relevance of the model. Hair et al. [79] suggested that the value of Q^2 should be greater than zero. Table 4 results indicate that the values of R^2 and Q^2 achieved the desired outcome level of the structural model.

Table 4. Relationship between GEI and GEB.

Hypothesis	Relationships	β	t	p
H1	GEI $\rightarrow$ GEB	0.126	2.327	0.020

Note: Authors' own elaborations. GEI = Green Entrepreneurial Intention and GEB = Green Entrepreneurial Behavior.

4.4. Hypothesis Testing

4.4.1. Direct Effect

To test the hypotheses' relationships, a bootstrapping method with 5000 subsample was performed in Smart-PLS software, version 3.3.9. The hypothesis results are shown in Table 4 and Figure 2. The findings of H1 show that green entrepreneurial intention significantly influences green entrepreneurial behavior ($\beta = 0.126$; $t = 2.327$; $p = 0.020$). Therefore, H1 was accepted.

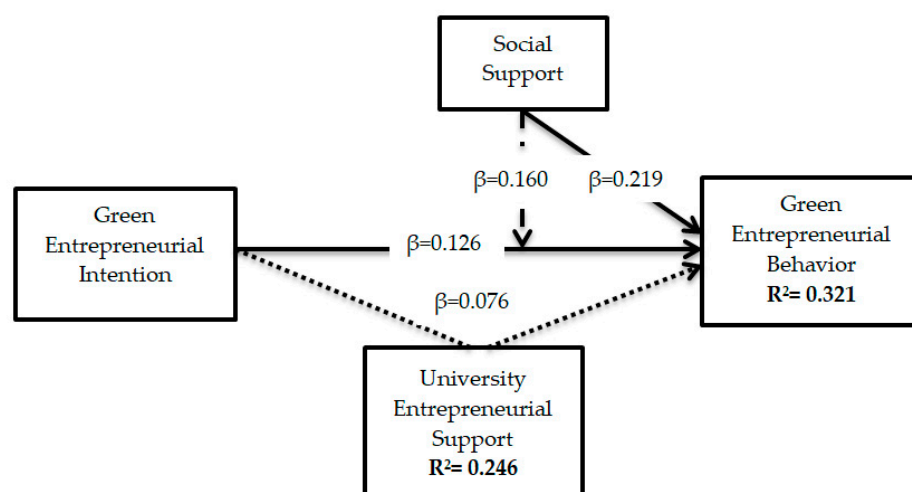


Figure 2. Bootstrapping. Note: Authors' own elaborations.

4.4.2. Mediation Effect

To test H2, Table 5 results illustrate that university entrepreneurial support significantly mediates the relationship between green entrepreneurial intention and green entrepreneurial behavior ($\beta = 0.076$; $t = 2.105$; $p = 0.035$). The mediation effect was evaluated using the values of standardized effect, standardized indirect effect, and standardized total effect (see Table 6). The standardized indirect effect value was assessed through variance accounted for (VAF), which indicates the ratio of the standardized indirect effect to standardized total effect ($0.076/0.202$). As recommended by prior scholarship, if the value of VAF > 0.20 and < 0.80 , it represents partial mediation, and if the VAF value is > 0.80 , it represents full mediation [77,79]. The mediation results show that the value of VAF is within the recommended value > 0.20 , that is, 0.376 (37.6%). Consequently, H2 confirmed the partial mediation.

Table 5. Relationship between GEI, UES, and GEB.

Hypothesis	Relationships	β	t	p
H2	GEI $\rightarrow$ UES $\rightarrow$ GEB	0.076	2.105	0.035

Note: Authors' own elaborations. GEI = Green Entrepreneurial Intention, GEB = Green Entrepreneurial Behavior, and UES = University Entrepreneurial Support.

Table 6. Mediation Analysis (UES as a mediator).

Exogenous Variable	Standardized Direct Effect	Standardized Indirect Effect	Standardized Total Effect	VAF Range	Mediation	Endogenous Variable
GEI	0.126	0.076	0.202	0.376 (37.65)	Partial Mediation	GEB

Note: Authors' own elaborations. GEI = Green Entrepreneurial Intention, GEB = Green Entrepreneurial Behavior, and UES = University Entrepreneurial Support.

4.4.3. Moderation Effect

To analyze H3, the impact of social support on green entrepreneurial behavior, Table 7's findings indicate that social support positively influences green entrepreneurial behavior ($\beta = 0.219$; $t = 4.269$; $p = 0.000$). Thus, H3 was supported. Furthermore, H4 results depict that social support significantly moderates the relationship between green entrepreneurial intention and green entrepreneurial behavior ($\beta = 0.160$; $t = 5.035$; $p = 0.000$).

Table 7. Relationship between SSU*GEI and GEB.

Hypothesis	Relationships	β	t	p
H3	SSU $\rightarrow$ GEB	0.219	4.269	0.000
H4	SSU*GEI $\rightarrow$ GEB	0.160	5.035	0.000

Note: Authors' own elaborations. SSU = Social Support, GEB = Green Entrepreneurial Behavior, and GEI = Green Entrepreneurial Intention.

Additionally, Figure 3 indicates that the simple slope plot shows the relationship between independent, moderating, and dependent variables. The X-axis shows the independent variable, whereas the Y-axis represents the dependent variable. The dotted lines show that social support moderated the slope for the relationship between green entrepreneurial intention and green entrepreneurial behavior, reflected in the fact that the relationship becomes more robust when social support for green entrepreneurial behavior is high. Accordingly, H4 was also accepted.

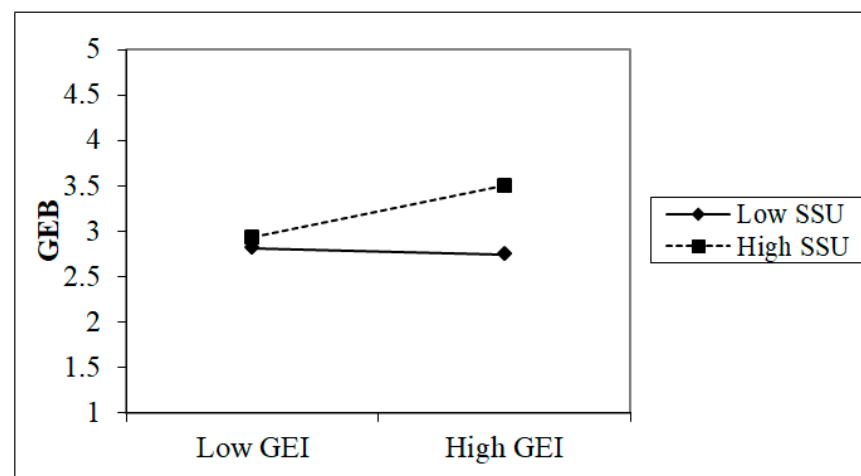


Figure 3. Social support $\times$ green entrepreneurial intention and green entrepreneurial behavior. Note: Authors' own elaborations.

5. Discussion

The results revealed that green entrepreneurial intention significantly impacts green entrepreneurial behavior. This result supports H1. This result is in line with prior studies that supported the association between green entrepreneurial intention and green entrepreneurial behavior [16,36]. When students have a greater level of green entrepreneurial intentions, they will translate those intentions into green entrepreneurial behaviors to become entrepreneurs. Prior research also supported the link between green and sustainable entrepreneurial intention [45,48]. Therefore, our results show that green entrepreneurial intention translates into green entrepreneurial behavior among Pakistani students, making them experts and capable in the new green business startup process. Thus, these results provide new insights into the green entrepreneurial culture that helps women students form their green entrepreneurial intentions and actions. Furthermore, the direct effects of university entrepreneurial support for green entrepreneurial behavior and green entrepreneurial intention on the university were positive and significant. The direct association between green entrepreneurial behavior and social support was also accepted.

Concerning H2, results show that university entrepreneurial support positively mediates in the relationship between green entrepreneurial intention and green entrepreneurial behavior. This finding is in line with prior research, who claimed that university entrepreneurial support and assistance enhance the motivation level of students in bringing green environmental initiatives and new business startups [36]. University entrepreneurial support is vital in stimulating green entrepreneurial intention that ultimately translates into

green entrepreneurial behavior [26,62]. Universities entrepreneurial support takes initiatives to assist new businesses and other entrepreneurial activities, such as entrepreneurship education based on ecological principles. This study focuses on the belief and understanding that university entrepreneurial supports, including institutional settings, resources, and university actors, are related to green entrepreneurial behaviors and processes. It is therefore suggested that the cultivation of students' essential green entrepreneurial intentions be strengthened through university entrepreneurial support.

Regarding H3 and H4, findings show that social support positively affects green entrepreneurial behavior and also strengthening the relationship between green entrepreneurial intention and behavior. The findings of this study contribute to the existing literature on entrepreneurship using a green entrepreneurial intention–behavior model with the moderating role of social support from friends and family [22,72]. This result is matched with prior research which claimed that support from family and a friend is crucial in everyone's life because it provides an essential support system throughout their existence [87]. Through both paid and unpaid labor, family members and friends provide vital contributions to new business startups. Potential and skilled entrepreneurs may rely on this labor throughout different phases of the business life cycle. Family and friends boost startup businesses through lending them money and assisting them in securing funding from outside sources. According to Molino et al. [70], family interactions function as an effective business linkage in corporate networks because they provide a variety of non-professional and professional skills and resources that positively impact the establishment of new ventures and their activities. This result is also similar to previous studies that supported the association between social support and entrepreneurial intention [88,89].

6. Conclusions

This study examined the effect of green entrepreneurial intention on green entrepreneurial behavior through the mediating impact of university entrepreneurial support and the moderating role of social support. Past studies focused on entrepreneurial intention and behavior rather than green entrepreneurial intention and green entrepreneurial behavior [30,38,75,90]. This study contributes to the literature on green entrepreneurship using green entrepreneurial intentions and actual behaviors of Pakistani women students [1,16,26,36]. The findings conclude that students who received more entrepreneurial support from university, family, and friends are more likely to start new green entrepreneurial business ventures.

6.1. Theoretical Contributions

This study found that green entrepreneurial intentions positively influenced Pakistani women graduates' green entrepreneurial behavior. Henceforth, cultivating green entrepreneurial intentions among students should be strengthened. Social and university entrepreneurial support are critical constructs that contribute to promoting green entrepreneurial intentions and becoming green entrepreneurial behaviors. This study provides four contributions to the existing body of literature. First, we suggested a model of green entrepreneurial behaviors that considers Pakistani women graduates' green entrepreneurial intentions, university support for entrepreneurship, and social support. Second, we examined a theoretical gap in green entrepreneurship research through analyzing the relationship between green entrepreneurial intention and behavior among women university students [48,91]. Third, this study contributes to the theory of planned behavior in individual–contextual variables (where individual is referring to entrepreneurial green intentions and green entrepreneurial behaviors related to going green, and contextual refers to social and university support for entrepreneurs) [46,92]. It enables us to understand how macro- and micro-factors interplay. Thus, it comprehensively presents a holistic view of the translation of green entrepreneurial intention into actual green entrepreneurial behavior. Fourth, this research offers evidence-based guidance for establishing policies promoting green entrepreneurial behaviors and provides a nuanced understanding of the relationships between green entrepreneurial intention and green entrepreneurial behavior through

demonstrating the moderating role of social support and the mediating role of university entrepreneurial support. At the same time, green entrepreneurial intention might foster green entrepreneurial behavior via social and university entrepreneurial support. There is growing evidence that university entrepreneurial support and social support always influence green entrepreneurial intention under certain circumstances that promote green entrepreneurial actions.

6.2. Practical Implications

This study provides practical implications for researchers, educational institutes, and policymakers concerned with developing students' green entrepreneurial intentions and their actual behaviors. This study's results could assist university authorities and decision makers in forming effective green entrepreneurial intention strategies and policies to develop the green entrepreneurial behavior of women university students in Pakistan. Based on the above conceptual model, we tested four hypotheses through a partial structural equation modeling technique and found that all the hypotheses are statistically significant. However, university policymakers may launch more educational institutes that aim to develop green entrepreneurship among women entrepreneurs. The findings indicate that green entrepreneurial intention has a positive and significant effect on green entrepreneurial behavior. Therefore, universities are required to see and evaluate how students translate their green entrepreneurial intentions into green entrepreneurial behavior. Universities should increase efforts to arrange adequate infrastructure and strategies that form the possibility of developing green entrepreneurship as a motivating career alternative for university students. Universities should conduct entrepreneurial seminars to develop students' interest in becoming green entrepreneurs. Universities should assist students in developing environmentally friendly projects at a low cost that will contribute to developing a green entrepreneurial culture. Universities should promote the idea of green entrepreneurship through unique environmental initiatives that foster positive intentions towards actions among university students to start environmentally friendly businesses. Universities should develop a green entrepreneurship platform and encourage women students to identify green opportunities through effective academic learning. The results of this study may attract the consideration of women universities in terms of knowing the antecedents that influence the student's green entrepreneurial intention toward green entrepreneurial behavior, so that they can implement effective course contents and offer financial support to launch green entrepreneurship initiatives in Pakistan.

Moreover, our results show that university entrepreneurial support positively and significantly enhances green entrepreneurial intention and behavior among university students. Thus, universities should launch green entrepreneurship education programs, develop entrepreneurial environments, and provide entrepreneurial resources to young entrepreneurs who have more dedication to starting a new business. Universities should implement innovative business ideas with the support of an entrepreneurial expert team, arranging financial capital for new business startups. Policymakers should enhance a better understating of translating green entrepreneurial intention into actual green entrepreneurial behavior with the collective support of society and the collaboration of university entrepreneurial support. Policymakers should place a high priority on the progress of women university students in order to advance their capability, transform their business ideas into reality through grant initiatives, and encourage them to nurture a strong interest in green entrepreneurship.

Furthermore, our findings illustrate that social support also positively and significantly strengthens the relationship between green entrepreneurial intention and green entrepreneurial behavior. In a context with high levels of social support, an educational program that focuses on improving green entrepreneurial intention will add value in translating green entrepreneurial behavior levels which are high due to social support. Finally, policymakers should encourage campaigns centered on forming a culture that emphasizes the need for social support for performing entrepreneurial development activities. Social

support directly influences green entrepreneurial behaviors and creates a favorable entrepreneurship environment, allowing those individuals with low levels of social support to start new business ventures.

6.3. Limitations and Future Research Avenues

This study provides some limitations and directions for upcoming researchers in the future. The study type was cross-sectional, and data were collected from business, economics, and social sciences undergraduate, master, and doctoral women students within the Punjab province, Pakistan. Future researchers can compare the green entrepreneurial intention of students in other fields, such as engineering, agriculture, and medicine, to add more contributions to the entrepreneurship field. Further research can also consider green entrepreneurial opportunities, traits, and other mechanisms of green entrepreneurial behavior. Moreover, the sample size of our study was a limited number of participants and only focused on women university students, which might constrain the generalizability of the results. Henceforth, we propose that researchers conduct longitudinal design research using panel data to examine green entrepreneurial opportunities, resources, and intentions in the future. Future research might also be conducted on green entrepreneurship as an exercise to promote the environmental reputation of firms.

Author Contributions: Conceptualization, M.M. and C.L.; methodology, S.F.A.; software, M.M.; validation, M.M. and S.F.A.; formal analysis, M.M. and C.L.; investigation, S.F.A.; resources, M.M.; data curation, M.M. and S.F.A.; writing—original draft preparation, M.M. and C.L.; writing—review, and editing, M.M. and C.L.; visualization, S.F.A.; supervision, C.L.; project administration, C.L.; funding acquisition, C.L. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: Ethical review and approval were not required for the study of human participants in accordance with local legislation and institutional requirements.

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Data Availability Statement: Not applicable.

Acknowledgments: Postdoctoral Jiangsu University Talent Program.

Conflicts of Interest: The authors declare no conflict of interest.

References

1. Soomro, B.A.; Ghumro, I.A.; Shah, N. Green entrepreneurship inclination among the younger generation: An avenue towards a green economy. *Sustain. Dev.* **2020**, *28*, 585–594. [\[CrossRef\]](#)
2. Mondal, S.; Singh, S.; Gupta, H. Assessing enablers of green entrepreneurship in circular economy: An integrated approach. *J. Clean. Prod.* **2023**, *388*, 135999. [\[CrossRef\]](#)
3. Neumann, T. Impact of green entrepreneurship on sustainable development: An ex-post empirical analysis. *J. Clean. Prod.* **2022**, *377*, 134317. [\[CrossRef\]](#)
4. Taneja, M.; Kiran, R.; Bose, S.C. Understanding the relevance of experiential learning for entrepreneurial self-efficacy: A gender-wise perspective. *Int. J. Manag. Educ.* **2023**, *21*, 100760. [\[CrossRef\]](#)
5. Gundry, L.K.; Welsch, H.P. The ambitious entrepreneur: High growth strategies of women-owned enterprises. *J. Bus. Ventur.* **2001**, *16*, 453–470. [\[CrossRef\]](#)
6. Kyrgidou, L.; Mylonas, N.; Petridou, E.; Vacharoglou, E. Entrepreneurs' competencies and networking as determinants of women-owned ventures success in post-economic crisis era in Greece. *J. Res. Mark. Entrep.* **2021**, *23*, 211–234. [\[CrossRef\]](#)
7. Hazudin, S.F.; Kader, M.A.R.A.; Tarmuji, N.H.; Ishak, M.; Ali, R. Discovering Small Business Start up Motives, Success Factors and Barriers: A Gender Analysis. *Procedia Econ. Financ.* **2015**, *31*, 436–443. [\[CrossRef\]](#)
8. Al-Kwafi, O.S.; Tien Khoa, T.; Ongsakul, V.; Ahmed, Z.U. Determinants of female entrepreneurship success across Saudi Arabia. *J. Transnatl. Manag.* **2019**, *25*, 3–29. [\[CrossRef\]](#)
9. Guo, X.; Edghiem, F.; Dakhan, S.A.; Khan, M. Investigating Female Students' Entrepreneurial Intention in the UK and Pakistan: An Application of TPB. In *Entrepreneurship and Change*; Hyams-Ssekasi, D., Agboma, F., Eds.; Palgrave Macmillan: Cham, Switzerland, 2022; pp. 129–163. [\[CrossRef\]](#)
10. Kovaleva, Y.; Hyrynsalmi, S.; Saltan, A.; Happonen, A.; Kasurinen, J. Becoming an entrepreneur: A study of factors with women from the tech sector. *Inf. Softw. Technol.* **2023**, *155*, 107110. [\[CrossRef\]](#)

11. Fallah, M.R.; Soori, M. Presenting a framework for the successful entry of women entrepreneurs into green entrepreneurship. *J. Sci. Technol. Policy Manag.* **2022**, *14*, 467–486. [\[CrossRef\]](#)
12. Gast, J.; Gundolf, K.; Cesinger, B. Doing business in a green way: A systematic review of the ecological sustainability entrepreneurship literature and future research directions. *J. Clean. Prod.* **2017**, *147*, 44–56. [\[CrossRef\]](#)
13. Chen, Y.S.; Lin, Y.H.; Lai, Y.J. The determinants of green entrepreneurship: The perspectives of leadership, culture, and creativity. *Bus. Strateg. Environ.* **2022**; *in press*. [\[CrossRef\]](#)
14. Nikolaou, I.E.; Tasopoulou, K.; Tsagarakis, K. A Typology of Green Entrepreneurs Based on Institutional and Resource-based Views. *J. Entrep.* **2018**, *27*, 111–132. [\[CrossRef\]](#)
15. Zeng, J.; Ren, J. How does green entrepreneurship affect environmental improvement? Empirical findings from 293 enterprises. *Int. Entrep. Manag. J.* **2022**, *18*, 409–434. [\[CrossRef\]](#)
16. Amankwah, J.; Sesen, H. On the relation between green entrepreneurship intention and behavior. *Sustainability* **2021**, *13*, 7474. [\[CrossRef\]](#)
17. Shehzad, M.U.; Zhang, J.; Latif, K.F.; Jamil, K.; Waseel, A.H. Do green entrepreneurial orientation and green knowledge management matter in the pursuit of ambidextrous green innovation: A moderated mediation model. *J. Clean. Prod.* **2023**, *388*, 135971. [\[CrossRef\]](#)
18. O'Neill, K.; Gibbs, D. Rethinking green entrepreneurship—Fluid narratives of the green economy. *Environ. Plan. A Econ. Space* **2016**, *48*, 1727–1749. [\[CrossRef\]](#)
19. Noor, U.; Rabbani, S.; Dastgeer, G. Impact of job insecurity during COVID-19 on green entrepreneurial intention of Pakistani entrepreneurs: A moderated mediation model. *Kybernetes*, **2022**; *ahead-of-print*. [\[CrossRef\]](#)
20. Gupta, M.; Dharwal, M. Green entrepreneurship and sustainable development: A conceptual framework. *Mater. Today Proc.* **2022**, *49*, 3603–3606. [\[CrossRef\]](#)
21. Yin, C.; Salmador, M.P.; Li, D.; Lloria, M.B. Green entrepreneurship and SME performance: The moderating effect of firm age. *Int. Entrep. Manag. J.* **2022**, *18*, 255–275. [\[CrossRef\]](#)
22. Neneh, B.N. Entrepreneurial passion and entrepreneurial intention: The role of social support and entrepreneurial self-efficacy. *Stud. High. Educ.* **2020**, *47*, 587–603. [\[CrossRef\]](#)
23. Li, C.; Murad, M.; Shahzad, F.; Khan, M.A.S.; Ashraf, S.F.; Dogbe, C.S.K. Entrepreneurial Passion to Entrepreneurial Behavior: Role of Entrepreneurial Alertness, Entrepreneurial Self-Efficacy and Proactive Personality. *Front. Psychol.* **2020**, *11*, 1611. [\[CrossRef\]](#)
24. Ozaralli, N.; Rivenburgh, N.K. Entrepreneurial intention: Antecedents to entrepreneurial behavior in the U.S.A. and Turkey. *J. Glob. Entrep. Res.* **2016**, *6*, 3. [\[CrossRef\]](#)
25. Shinnar, R.S.; Hsu, D.K.; Powell, B.C.; Zhou, H. Entrepreneurial intentions and start-ups: Are women or men more likely to enact their intentions? *Int. Small Bus. J.* **2017**, *36*, 60–80. [\[CrossRef\]](#)
26. Li, Y.; Mohd Nordin, N.R.; Akhter, S.; Kumar, T.; Shaheen, M. Does green entrepreneurial behavior enhance through entrepreneurship education, perceived-ability to use technology, and commitment to environment? Understanding the contribution of entrepreneurial motivation and university support. *Econ. Res. Ekon. Istraživanja* **2022**, *36*, 2153375. [\[CrossRef\]](#)
27. Vodă, A.I.; Florea, N. Impact of Personality Traits and Entrepreneurship Education on Entrepreneurial Intentions of Business and Engineering Students. *Sustainability* **2019**, *11*, 1192. [\[CrossRef\]](#)
28. Akmaliah, Z.; Pihie, L. Entrepreneurship as a Career Choice: An Analysis of Entrepreneurial Self-Efficacy and Intention of University Students. *Eur. J. Soc. Sci.* **2009**, *9*, 338–349.
29. Nowiński, W.; Haddoud, M.Y. The role of inspiring role models in enhancing entrepreneurial intention. *J. Bus. Res.* **2019**, *96*, 183–193. [\[CrossRef\]](#)
30. Neneh, B.N. From entrepreneurial alertness to entrepreneurial behavior: The role of trait competitiveness and proactive personality. *Pers. Individ. Dif.* **2019**, *138*, 273–279. [\[CrossRef\]](#)
31. Shirokova, G.; Osiyevskyy, O.; Bogatyreva, K. Exploring the intention–behavior link in student entrepreneurship: Moderating effects of individual and environmental characteristics. *Eur. Manag. J.* **2016**, *34*, 386–399. [\[CrossRef\]](#)
32. Syed, I.; Butler, J.C.; Smith, R.M.; Cao, X. From entrepreneurial passion to entrepreneurial intentions: The role of entrepreneurial passion, innovativeness, and curiosity in driving entrepreneurial intentions. *Pers. Individ. Dif.* **2020**, *157*, 109758. [\[CrossRef\]](#)
33. Hagger, M.S.; Cheung, M.W.L.; Ajzen, I.; Hamilton, K. Perceived Behavioral Control Moderating Effects in the Theory of Planned Behavior: A Meta-Analysis. *Health Psychol.* **2022**, *41*, 155–167. [\[CrossRef\]](#)
34. Al-Jubari, I.; Hassan, A.; Liñán, F. Entrepreneurial intention among University students in Malaysia: Integrating self-determination theory and the theory of planned behavior. *Int. Entrep. Manag. J.* **2019**, *15*, 1323–1342. [\[CrossRef\]](#)
35. Ahmed, T.; Chandran, V.G.R.; Klobas, J.E.; Liñán, F.; Kokkalis, P. Entrepreneurship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy. *Int. J. Manag. Educ.* **2020**, *18*, 100327. [\[CrossRef\]](#)
36. Yi, G. From green entrepreneurial intentions to green entrepreneurial behaviors: The role of university entrepreneurial support and external institutional support. *Int. Entrep. Manag. J.* **2021**, *17*, 963–979. [\[CrossRef\]](#)
37. Cheng, P.Y.; Chu, M.C. Behavioral Factors Affecting Students' Intentions to Enroll in Business Ethics Courses: A Comparison of the Theory of Planned Behavior and Social Cognitive Theory Using Self-Identity as a Moderator. *J. Bus. Ethics* **2014**, *124*, 35–46. [\[CrossRef\]](#)

38. Shirokova, G.; Osiyevskyy, O.; Morris, M.H.; Bogatyreva, K. Expertise, university infrastructure and approaches to new venture creation: Assessing students who start businesses. *Entrep. Reg. Dev.* **2017**, *29*, 912–944. [\[CrossRef\]](#)
39. Amankwah-Amoah, J.; Khan, Z.; Ifere, S.E.; Nyuur, R.B.; Khan, H. Entrepreneurs' Learning from Business Failures: An Emerging Market Perspective. *Br. J. Manag.* **2022**, *33*, 1735–1756. [\[CrossRef\]](#)
40. Hameed, I.; Zaman, U.; Waris, I.; Shafique, O. A Serial-Mediation Model to Link Entrepreneurship Education and Green Entrepreneurial Behavior: Application of Resource-Based View and Flow Theory. *Int. J. Environ. Res. Public Health* **2021**, *18*, 550. [\[CrossRef\]](#)
41. Cai, B.; Chen, Y.; Ayub, A. "Quiet the Mind, and the Soul Will Speak"! Exploring the Boundary Effects of Green Mindfulness and Spiritual Intelligence on University Students' Green. *Sustainability* **2023**, *15*, 3895. [\[CrossRef\]](#)
42. Wang, W.; Cao, Q.; Zhuo, C.; Mou, Y.; Pu, Z.; Zhou, Y. COVID-19 to Green Entrepreneurial Intention: Role of Green Entrepreneurial Self-Efficacy, Optimism, Ecological Values, Social Responsibility, and Green Entrepreneurial Motivation. *Front. Psychol.* **2021**, *12*, 4675. [\[CrossRef\]](#)
43. Ebrahimi, P.; Mirbargkar, S.M. Green entrepreneurship and green innovation for SME development in market turbulence. *Eurasian Bus. Rev.* **2017**, *7*, 203–228. [\[CrossRef\]](#)
44. Skordoulis, M.; Kyriakopoulos, G.; Ntanos, S.; Galatsidas, S.; Arabatzis, G.; Chalikias, M.; Kalantonis, P. The Mediating Role of Firm Strategy in the Relationship between Green Entrepreneurship, Green Innovation, and Competitive Advantage: The Case of Medium and Large-Sized Firms in Greece. *Sustainability* **2022**, *14*, 3286. [\[CrossRef\]](#)
45. Qazi, W.; Qureshi, J.A.; Raza, S.A.; Khan, K.A.; Qureshi, M.A. Impact of personality traits and university green entrepreneurial support on students' green entrepreneurial intentions: The moderating role of environmental values. *J. Appl. Res. High. Educ.* **2020**, *13*, 1154–1180. [\[CrossRef\]](#)
46. Chu, F.; Zhang, W.; Jiang, Y. How Does Policy Perception Affect Green Entrepreneurship Behavior? An Empirical Analysis from China. *Discret. Dyn. Nat. Soc.* **2021**, *2021*, 7973046. [\[CrossRef\]](#)
47. Luu, T.T. Green creative behavior in the tourism industry: The role of green entrepreneurial orientation and a dual-mediation mechanism. *J. Sustain. Tour.* **2020**, *29*, 1290–1318. [\[CrossRef\]](#)
48. Hussain, I.; Nazir, M.; Hashmi, S.B.; Shaheen, I.; Akram, S.; Waseem, M.A.; Arshad, A. Linking Green and Sustainable Entrepreneurial Intentions and Social Networking Sites; The Mediating Role of Self-Efficacy and Risk Propensity. *Sustainability* **2021**, *13*, 7050. [\[CrossRef\]](#)
49. Jiang, H.; Wang, S.; Wang, L.; Li, G. Golden Apples or Green Apples? The Effect of Entrepreneurial Creativity on Green Entrepreneurship: A Dual Pathway Model. *Sustainability* **2020**, *12*, 6285. [\[CrossRef\]](#)
50. Le Loarne Lemaire, S.; Razgallah, M.; Maalaoui, A.; Kraus, S. Becoming a green entrepreneur: An advanced entrepreneurial cognition model based on a practiced-based approach. *Int. Entrep. Manag. J.* **2022**, *18*, 801–828. [\[CrossRef\]](#)
51. Liguori, E.; Winkler, C.; Vanevenhoven, J.; Winkel, D.; James, M. Entrepreneurship as a career choice: Intentions, attitudes, and outcome expectations. *J. Small Bus. Entrep.* **2020**, *32*, 311–331. [\[CrossRef\]](#)
52. Demirel, P.; Li, Q.C.; Rentocchini, F.; Tamvada, J.P. Born to be green: New insights into the economics and management of green entrepreneurship. *Small Bus. Econ.* **2019**, *52*, 759–771. [\[CrossRef\]](#)
53. Gunawan, A.A.; Lubis, R.L. Factors influencing sustainable entrepreneurship intention among university students: An agenda for sustainable entrepreneurship programs. In *Sustainable Future: Trends, Strategies and Development, Proceedings of the 3rd Conference on Managing Digital Industry, Technology and Entrepreneurship, (CoMDITE 2022), Bandung, Indonesia, 24 May 2022*; Routledge: London, UK, 2022; pp. 300–303. [\[CrossRef\]](#)
54. António Porfírio, J.; Augusto Felício, J.; Carrilho, T.; Jardim, J. Promoting entrepreneurial intentions from adolescence: The influence of entrepreneurial culture and education. *J. Bus. Res.* **2023**, *156*, 113521. [\[CrossRef\]](#)
55. Ramayah, T.; Rahman, S.A.; Taghizadeh, S.K. Modelling green entrepreneurial intention among university students using the entrepreneurial event and cultural values theory. *Int. J. Entrep. Ventur.* **2019**, *11*, 394–412. [\[CrossRef\]](#)
56. Theodoraki, C.; Messegem, K.; Rice, M.P. A social capital approach to the development of sustainable entrepreneurial ecosystems: An explorative study. *Small Bus. Econ.* **2018**, *51*, 153–170. [\[CrossRef\]](#)
57. Bazan, C.; Gaultois, H.; Shaikh, A.; Gillespie, K.; Frederick, S.; Amjad, A.; Yap, S.; Finn, C.; Rayner, J.; Belal, N. A systematic literature review of the influence of the university's environment and support system on the precursors of social entrepreneurial intention of students. *J. Innov. Entrep.* **2020**, *9*, 4. [\[CrossRef\]](#)
58. Alvarez, S.A.; Busenitz, L.W. The entrepreneurship of resource-based theory. *J. Manag.* **2001**, *27*, 755–775. [\[CrossRef\]](#)
59. Alledan, M.M.; Elshaer, I.A.; Alyahya, M.A.; Sobaih, A.E.E. Influences of University Education Support on Entrepreneurship Orientation and Entrepreneurship Intention: Application of Theory of Planned Behavior. *Sustainability* **2022**, *14*, 13097. [\[CrossRef\]](#)
60. Czarnitzki, D.; Doherr, T.; Hussinger, K.; Schliessler, P.; Toole, A.A. Knowledge Creates Markets: The influence of entrepreneurial support and patent rights on academic entrepreneurship. *Eur. Econ. Rev.* **2016**, *86*, 131–146. [\[CrossRef\]](#)
61. Breznitz, S.M.; Clayton, P.A.; Defazio, D.; Isett, K.R. Have you been served? The impact of university entrepreneurial support on start-ups' network formation. *J. Technol. Transf.* **2018**, *43*, 343–367. [\[CrossRef\]](#)
62. Osorio, A.E.; Settles, A.; Shen, T. The Influence of Support Factors on Entrepreneurial Attitudes and Intentions of College Students. *Acad. Entrep. J.* **2017**, *23*, 24–43. [\[CrossRef\]](#)

63. Klyver, K.; Honig, B.; Steffens, P. Social support timing and persistence in nascent entrepreneurship: Exploring when instrumental and emotional support is most effective. *Small Bus. Econ.* **2018**, *51*, 709–734. [\[CrossRef\]](#)
64. Kapusuz, A.G.; Çavuş, M.F.; Pekkan, N.Ü. Perceived social support and social entrepreneurship: Gender perspective from Turkey. In *Knowledge, Learning and Innovation: Research Insights on Cross-Sector Collaborations*; Contributions to Management Science; Ratten, V., Braga, V., Marques, C.S., Eds.; Springer: Cham, Switzerland, 2018; pp. 75–90. [\[CrossRef\]](#)
65. Xu, F.; Kellermanns, F.; Jin, L.; Xi, J. Family support as social exchange in entrepreneurship: Its moderating impact on entrepreneurial stressors-well-being relationships. *J. Bus. Res.* **2020**, *120*, 59–73. [\[CrossRef\]](#)
66. Younis, A.; Xiaobao, P.; Nadeem, M.A.; Kanwal, S.; Pitafi, A.H.; Qiong, G.; Yuzhen, D. Impact of positivity and empathy on social entrepreneurial intention: The moderating role of perceived social support. *J. Public Aff.* **2021**, *21*, e2124. [\[CrossRef\]](#)
67. Manolova, T.S.; Shirokova, G.; Tsukanova, T.; Edelman, L.F. The Impact of Family Support on Young Entrepreneurs' Start-Up Activities. *Acad. Manag. Proc.* **2015**, *2015*, 11116. [\[CrossRef\]](#)
68. Edelman, L.F.; Manolova, T.; Shirokova, G.; Tsukanova, T. The impact of family support on young entrepreneurs' start-up activities. *J. Bus. Ventur.* **2016**, *31*, 428–448. [\[CrossRef\]](#)
69. Radcliffe, M.; Cilasun, J. Families and friends group: A group that straddles teaching, support and transformation. *Group Anal.* **2018**, *52*, 283–296. [\[CrossRef\]](#)
70. Molino, M.; Dolce, V.; Cortese, C.G.; Ghislieri, C. Personality and social support as determinants of entrepreneurial intention. Gender differences in Italy. *PLoS ONE* **2018**, *13*, e0199924. [\[CrossRef\]](#) [\[PubMed\]](#)
71. Discua Cruz, A.; Howorth, C.; Hamilton, E. Intrafamily Entrepreneurship: The Formation and Membership of Family Entrepreneurial Teams. *Entrep. Theory Pract.* **2013**, *37*, 17–46. [\[CrossRef\]](#)
72. Randerson, K.; Bettinelli, C.; Fayolle, A.; Anderson, A. Family entrepreneurship as a field of research: Exploring its contours and contents. *J. Fam. Bus. Strateg.* **2015**, *6*, 143–154. [\[CrossRef\]](#)
73. Jiatong, W.; Murad, M.; Li, C.; Gill, S.A.; Ashraf, S.F. Linking cognitive flexibility to entrepreneurial alertness and entrepreneurial intention among medical students with the moderating role of entrepreneurial self-efficacy: A secondorder moderated mediation model. *PLoS ONE* **2021**, *16*, e0256420. [\[CrossRef\]](#)
74. Mason, M. Sample Size and Saturation in PhD Studies Using Qualitative Interviews. *Forum Qual. Sozialforsch./Forum Qual. Soc. Res.* **2010**, *11*, 8. [\[CrossRef\]](#)
75. Behavior, B.N. From entrepreneurial intentions to behavior: The role of anticipated regret and proactive personality. *J. Vocat. Behav.* **2019**, *112*, 311–324.
76. Kaltsonoudi, K.; Tsigilis, N.; Karteroliotis, K. Critical Review of the Literature and Current Tendencies of the Common Method Variance in Sport Management Research. *Meas. Phys. Educ. Exerc. Sci.* **2021**, *26*, 103–115. [\[CrossRef\]](#)
77. Hair, J.F.; Sarstedt, M.; Ringle, C.M. Rethinking some of the rethinking of partial least squares. *Eur. J. Mark.* **2019**, *53*, 566–584. [\[CrossRef\]](#)
78. Hair, J.F.; Ringle, C.M.; Sarstedt, M. PLS-SEM: Indeed a silver bullet. *J. Mark. Theory Pract.* **2011**, *19*, 139–151. [\[CrossRef\]](#)
79. Hair, J.F.; Risher, J.J.; Sarstedt, M.; Ringle, C.M. When to use and how to report the results of PLS-SEM. *Eur. Bus. Rev.* **2019**, *31*, 2–24. [\[CrossRef\]](#)
80. Shiau, W.L.; Sarstedt, M.; Hair, J.F. Internet research using partial least squares structural equation modeling (PLS-SEM). *Internet Res.* **2019**, *29*, 398–406. [\[CrossRef\]](#)
81. Cepeda-Carrion, G.; Cegarra-Navarro, J.G.; Cillo, V. Tips to use partial least squares structural equation modelling (PLS-SEM) in knowledge management. *J. Knowl. Manag.* **2019**, *23*, 67–89. [\[CrossRef\]](#)
82. Sarstedt, M.; Cheah, J.H. Partial least squares structural equation modeling using SmartPLS: A software review. *J. Mark. Anal.* **2019**, *7*, 196–202. [\[CrossRef\]](#)
83. Aiken, L.S.; West, S.G.; Pitts, S.C. Multiple Linear Regression. In *Handbook of Psychology*; John Wiley & Sons, Inc.: Hoboken, NJ, USA, 2003; pp. 481–507. [\[CrossRef\]](#)
84. Henseler, J.; Hubona, G.; Ray, P.A. Using PLS path modeling in new technology research: Updated guidelines. *Ind. Manag. Data Syst.* **2016**, *116*, 2–20. [\[CrossRef\]](#)
85. Sarstedt, M.; Hair, J.F.; Cheah, J.H.; Becker, J.M.; Ringle, C.M. How to Specify, Estimate, and Validate Higher-Order Constructs in PLS-SEM. *Australas. Mark. J.* **2019**, *27*, 197–211. [\[CrossRef\]](#)
86. Sarstedt, M.; Henseler, J.; Ringle, C.M. Multigroup analysis in partial least squares (PLS) path modeling: Alternative methods and empirical results. *Adv. Int. Mark.* **2011**, *22*, 195–218. [\[CrossRef\]](#)
87. Hossain, M.U.; Arefin, M.S.; Yukongdi, V. Personality Traits, Social Self-Efficacy, Social Support, and Social Entrepreneurial Intention: The Moderating Role of Gender. *J. Soc. Entrep.* **2021**, 1–21. [\[CrossRef\]](#)
88. Padi, A.; Dzisi, P.S.; Eshun, P.J.F. Entrepreneurship education in TVET institutions and entrepreneurial intentions of female students in Ghana: The social support factor. *Cogent. Bus. Manag.* **2022**, *9*, 2137954. [\[CrossRef\]](#)
89. Fichter, K.; Tiemann, I. Factors influencing university support for sustainable entrepreneurship: Insights from explorative case studies. *J. Clean. Prod.* **2018**, *175*, 512–524. [\[CrossRef\]](#)
90. Cai, L.; Murad, M.; Ashraf, S.F.; Naz, S. Impact of dark tetrad personality traits on nascent entrepreneurial behavior: The mediating role of entrepreneurial intention. *Front. Bus. Res. China* **2021**, *15*, 7. [\[CrossRef\]](#)

91. Maheshwari, G.; Kha, K.L.; Arokiasamy, A.R.A. Factors affecting students' entrepreneurial intentions: A systematic review (2005–2022) for future directions in theory and practice. *Manag. Rev. Q.* **2022**, 1–68. [[CrossRef](#)]
92. Ip, C.Y.; Zhuge, T.; Chang, Y.S.; Huang, T.-H.; Chen, Y.-L.; Ip, C.Y.; Zhuge, T.; Chang, Y.S.; Huang, T.-H.; Chen, Y.-L. Exploring the Determinants of Nascent Social Entrepreneurial Behaviour. *Int. J. Environ. Res. Public Health* **2022**, *19*, 3556. [[CrossRef](#)] [[PubMed](#)]

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.