The Influence of University Green Entrepreneurial Support and Green Knowledge Transfer on University Students' Green Entrepreneurial Intention Through Environmental Awareness

[1]Vu Thi Thanh Thuy, [2]Vu Thi Anh Tuyet, [3]Pham Thi Thuong Diep, [4]Pham Dinh Dung

[1]University of Labour & Social Affairs, Hanoi, Vietnam; Email: vuthanhthuytckt25@ulsa.edu.vn

[2]Banking Academy of Vietnam; Email: tuyetvta@hvnh.edu.vn

[3]Banking Academy of Vietnam; Email: diepptt@hvnh.edu.vn

[4]Banking Academy of Vietnam, Vietnam; Email: dungpd@hvnh.edu.vn

* Corresponding author: Vu Thi Anh Tuyet; Email: tuyetvta@hvnh.edu.vn

HOW TO CITE:

Vu Thi Thanh Thuy, Vu Thi Anh Tuyet, Pham Thi Thuong Diep, Pham Dinh Dung (2026). The Influence of University Green Entrepreneurial Support and Green Knowledge Transfer on University Students' Green Entrepreneurial Intention Through Environmental Awareness. International Journal of Special Education, 41(6s), 17-29.

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.

Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

ABSTRACT:

With increasing emphasis on environmental preservation, researchers have identified green entrepreneurial intention as a key driver and foundation of green entrepreneurial success. However, the mechanisms that foster university students' green entrepreneurial intention remain underexplored in existing literature. This study proposes that university green entrepreneurial support and green knowledge transfer are critical antecedents for enhancing students' green entrepreneurial intention. Additionally, the study broadens the scope by introducing the moderating role of environmental awareness in these relationships. The study samples students in a Vietnam university (N = 508) by using the survey method, and the five-point Likert scale is used for this purpose. The results indicate that both university green entrepreneurial support and green knowledge transfer significantly enhance students' green entrepreneurial intentions. Furthermore, these relationships are notably moderated by environmental awareness..

Keywords: university green entrepreneurial support, green knowledge transfer, green entrepreneurial intention, environmental awareness.

1. Introduction

Human activities and global warming have significantly impacted the climate and earth in various ways. Therefore, the harm caused by human being needs to be minimized urgently. "Sustainability" is the key to addressing all these issues (Gast et al., 2017). This growing emphasis has given rise to the advent and spread of green entrepreneurship in recent literature, a concept that combines economic development with environmental preservation. Previous studies show that green entrepreneurship is significant for its potential to foster sustainable economic growth, mitigate environmental impact, and promote social responsibility (Neumann, 2022; Gupta & Dharwal, 2022).

Green entrepreneurship, a concept integrates environmental considerations with business ventures, which is evolving rapidly. It encompasses various terms such as eco-enterprise, environmental entrepreneurship, and sustainable entrepreneurship, which, while related, have distinct meanings (Gast et al., 2017). Berle G, (1993) defined green entrepreneurship as the creation of products and services that align with environmental conservation principles, highlighting a business model driven by ecological considerations rather than solely focused on profit. Building on this concept, Schaper M (2016) incorporated aspects of creativity, innovation, and market orientation, with an emphasis on managing ecological protection and advancing cleaner, more greener production technologies.

Although green entrepreneurship is becoming increasingly significant, research on university students' green entrepreneurial intention (GEI) is still limited. Shabeeb et al. (2023) emphasize the critical role students play in green startups; however, more research is necessary to explore the factors that drive GEI within this demographic (Li Y, 2022). It is suggested that internal factors, such as environmental awareness (EA), along with external factors like university green entrepreneurial support (UGES) and green knowledge transfer (GKT), are crucial in influencing GEI. According to the theory of planned behavior, this study posits that UGES and GKT act as external drivers of GEI, with EA functioning as a moderating factor in this relationship.

This research seeks to examine how UGES and GKT influence the enhancement of university students' GEI. Additionally, it aims to investigate the moderating role of EA in these relationships. These findings are crucial for academic institutions and policymakers aiming to cultivate a new generation of green entrepreneurs.

Therefore, the current study will address the following research questions:

1. To what extent are UGES and GKT effective in enhancing university students' GEI?

2. To what extent does EA responsiveness moderate the relationship between IS and GKT on university students' GEI?

The rest of the study is organized to address the previously mentioned research questions as follows: the next section delves into the theoretical framework and explores the relationships among the variables. The methodology section covers the participants and measurement scales, followed by the interpretation of results, discussion, and implications of the study.

2. Literature review

2.1. Theoretical background

2.1.1. Theory of social cognitive

Social cognitive theory, particularly as articulated by Albert Bandura (1986), provides a useful framework for understanding green entrepreneurial intentions. This theory emphasizes the interplay between cognitive processes, environmental influences, and behavioral outcomes, making it particularly relevant for fostering sustainable entrepreneurship. In the context of green entrepreneurship, social cognitive theory can help explain how individuals develop intentions to engage in sustainable business practices. By observing role models, interacting with supportive environments, and enhancing their self-efficacy, aspiring green entrepreneurs can be motivated to pursue ventures that align with their

values and societal needs. Recent studies have applied this theory to green entrepreneurship, highlighting its role in fostering sustainable ventures. For example, research has demonstrated that observing role models who successfully implement green business practices can significantly enhance aspiring entrepreneurs' self-efficacy and motivation to pursue similar paths ((Mei, 2020); (Nguyen, 2021). Additionally, educational programs and community initiatives has been shown to strengthen the impact of Social cognitive theory by providing the necessary resources and networks that facilitate the development of green entrepreneurial intentions (Xie, 2022). These findings underscore the critical role of both individual cognition and external support in fostering sustainable entrepreneurship, particularly among students and young entrepreneurs.

2.1.2. Theory of Planned Behavior

Theory of Planned Behavior (TPB) (Fishbein, 1977) emphasizing the connection between attitudes, subjective norms, and perceived behavioral control, and how these elements impact an individual's intention to carry out a particular action. In the context of green entrepreneurship, the TPB can be used to analyze and forecast how entrepreneurs choose to adopt sustainable practices in their businesses. The TPB asserts that an individual's intention to engage in a specific behavior is influenced by three key factors: their attitude towards the behavior, subjective norms, and their perceived control over the behavior.

Recent studies indicate that students and potential entrepreneurs who have favorable views about green entrepreneurship are more likely to express intentions to pursue such ventures. For instance, research has shown that students' preoccupation with sustainability significantly correlates with their intention to engage in green entrepreneurial activities, highlighting the importance of cultivating positive attitudes through education and awareness programs (Anghel GA, 2022); (Yasir N, 2021).

In addition, Subjective norms encompass the perceived social pressures to engage or not engage in a behavior. In the context of green entrepreneurship, these norms can be influenced by family, peers, and societal expectations regarding sustainability. If individuals perceive that their social environment supports green initiatives—through encouragement from mentors or community support—they are more likely to develop intentions to pursue green entrepreneurship. Research has indicated that social influences play a significant role in shaping students' entrepreneurial intentions, suggesting that fostering a supportive network can enhance GEIs among aspiring entrepreneurs (Alshebami, 2024). Perceived behavioral control refers to an individual's perception of their ability to perform a behavior, which is influenced by external factors such as resources and opportunities. In green entrepreneurship, access to financial support, educational resources, and mentorship can significantly enhance perceived behavioral control. Studies have found that when students feel equipped with the necessary resources and support systems—such as entrepreneurship education programs—they report higher levels of self-efficacy and are more inclined to pursue green entrepreneurial intentions. (Anghel GA, 2022); (Alshebami, 2024). This highlights the importance of creating supportive environments that empower individuals to take action towards sustainable business practices

2.2. Development of hypotheses***2.***2.1. Green entrepreneurial intention

Green entrepreneurial intention (GEI) refers to the intention of individuals, particularly entrepreneurs, to engage in business practices that prioritize environmental sustainability alongside economic viability. This concept encompasses the desire to create ventures that not only generate profits but also contribute positively to ecological preservation and sustainable development. GEI is crucial as it reflects a proactive approach to addressing environmental challenges through innovative business solutions.

Higher education institutions play a pivotal role in shaping the attitudes and intentions of future entrepreneurs. By integrating sustainability into their curricula, universities can foster a mindset that

values green entrepreneurship. Research has shown that students exposed to environmental education are more likely to develop positive attitudes toward sustainable business practices, which in turn enhances their GEI (Al-Azab, 2023). In addition, universities serve as incubators for innovation, providing students with the knowledge and skills necessary to develop sustainable business models. Programs focused on green entrepreneurship can inspire students to think creatively about solving environmental problems through entrepreneurial ventures. This aligns with findings that highlight the importance of entrepreneurial education in promoting GEIs among students. (Alshebami, 2024). Moreover, green entrepreneurial intentions among students are not just beneficial for individual career paths; they contribute to broader societal goals of sustainable development. As future leaders and innovators, these students can drive significant change by launching businesses that address environmental issues, thus supporting the transition toward a greener economy and partnerships with green businesses can also enhance practical learning experiences. (Prabowo H I. R., 2022; Prabowo H I. R., 2022; Prabowo H I. R., 2022)

2.2.2. University green entrepreneurial support

Universities are gradually embracing the trend of green entrepreneurship by encouraging environmentally friendly initiatives on campus and promoting sustainability practices. Suwartha (2013) note that university rankings have become a global trend, with institutions worldwide actively working to enhance their image through this concept. Consequently, universities are responsible for helping students embrace green business concepts after graduation (Teo et al., 2019). When universities equip students with relevant training and address current needs, students tend to respond positively (Teo et al., 2019). Ginanjar (2016) also demonstrated that university green entrepreneurial support has a substantial impact on students' green entrepreneurial intentions, aligning educational efforts with the growing need for environmentally responsible business practices. By creating an ecosystem that encourages sustainable innovation, universities not only shape students' entrepreneurial skills but also inspire a commitment to green practices. In line with this, several studies also have found positive relationship between university green entrepreneurial support and students' green entrepreneurial intentions. A study of 586 university graduates in China found that university entrepreneurial support, coupled with external institutional support, are key intermediary variables that help turn green entrepreneurial intentions into actual green entrepreneurial behaviors (Yi, 2021). Another study of 384 students in Oman also revealed that university green entrepreneurial support results in positive green entrepreneurial intentions. The authors developed a model to explain green entrepreneurial inclination (Sulaiman et al., 2023). Next, a study of university students in Chile determined that the support in the university ecosystem, along with country-level efforts, influence students' entrepreneurial self-efficacy, which in turn improves their intention to pursue green entrepreneurship (Cabana-Villca et al., 2024).

Based on the above discussion, the following hypothesis is generated:

H1: University green entrepreneurial support positively influences green entrepreneurial intention.

2.2.3. Green knowledge transfer

Green knowledge transfer refers to the process through which environmentally sustainable knowledge, practices, and technologies are communicated and shared, particularly within educational settings. This transfer of green knowledge is essential in shaping students' understanding of environmental issues and sustainable business practices. According to O'Brien & Sarkis (2014), green knowledge transfer in universities typically involves incorporating sustainability concepts into the curriculum, providing hands-on experiences through green projects, and facilitating access to networks that emphasize ecological responsibility. This educational exposure equips students with the knowledge and skills necessary to recognize and exploit green business opportunities. Some recent

research indicates that increased sustainability awareness is a crucial driver of GEIs, as it helps individuals recognize the importance and feasibility of engaging in environmentally friendly ventures (Prabowo H I. R., 2022)

Moreover, the influence of green knowledge transfer on students' green entrepreneurial intentions is significant. When students are well-informed about sustainable practices and the potential for green entrepreneurship, they are more likely to develop intentions to pursue such ventures (Abdul-Rashid et al., 2018). By increasing awareness and understanding of environmental challenges, green knowledge transfer fosters a mindset that values sustainability, which is critical for nurturing green entrepreneurial intentions. As students gain confidence in their ability to apply green knowledge to real-world scenarios, their motivation to launch environmentally friendly businesses strengthens (Kirkwood & Walton, 2010). Thus, green knowledge transfer serves as a crucial driver in shaping students' intentions to engage in green entrepreneurship. Therefore, we generate the following hypothesis :

H2: Green knowledge transfer has a positive impact on green entrepreneurial intentions.

2.2.4. Enviromental awareness

Environmental awareness refers to an individual's recognition and understanding of environmental issues and the impact of human activities on the environment. It shapes how individuals perceive and value the importance of sustainability. It has been shown to positively influence individuals' intentions to engage in green entrepreneurship. Students with higher levels of environmental awareness are more likely to perceive the benefits of sustainable practices and are motivated to pursue green entrepreneurial ventures (Jesús A. et al.,2022). This heightened awareness amplifies the effect of green knowledge transfer by increasing the likelihood that students will translate the university support and their knowledge into green entrepreneurial intentions. When students receive strong support from their universities, those with high environmental awareness are more likely to translate this support into actionable green entrepreneurial intentions (Raza, 2020). Conversely, students with lower environmental awareness may not fully utilize the support available to them, leading to weaker entrepreneurial intentions. This suggests that enhancing environmental awareness can amplify the effects of university support on students' intentions to engage in green entrepreneurship (Raza, 2020; Le. et al., 2023).

When students have strong environmental awareness, the knowledge they gain about green entrepreneurship is more likely to resonate with their values, leading to a stronger intention to pursue environmentally friendly business ventures (Abdul-Rashid et al., 2018). Conversely, students with lower environmental awareness may not fully grasp the importance of the green knowledge they receive, resulting in a weaker connection between knowledge transfer and entrepreneurial intentions. Therefore, environmental awareness enhances the impact of green knowledge transfer by making students more receptive and motivated to apply sustainable practices in their entrepreneurial endeavors (Murnieks et al., 2011). Therefore, the following hypotheses are formed:

H3: Environmental awareness is moderate the relationship between university green entrepreneurial support and green entrepreneurial intention.

H4: Environmental awareness moderate the relationship between green knowledge transfer and green entrepreneurial intention.

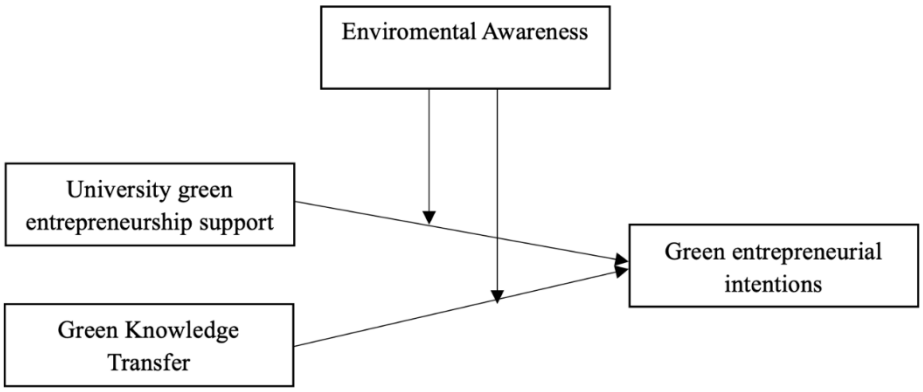


Figure 1: Research model

3. Methodology

3.1. Participants and procedure

This research is based on the quantitative data collected through online questionnaires. The instrument for data collection was developed using a five-point Likert scale that ranges from strongly disagree to strongly agree, as suggested by the authors of the papers where the items were adapted from the literature, totaling 23 items. A sample of randomly selected university students in Banking Academy of Vietnam has participated in this study, having their major in business administration, finance, economics, laws. A total of 550 questionnaires were collected, and 42 questionnaires were eliminated due to irregular answer. So, the final sample size used in the study was 508. The average age of respondents was 20.5 years and approximately 30% were males (152).

3.2. Measurement scales

This study investigated how UGES and GKT serve as precursors to students' GEI, with EA's moderating effect playing a key role. Aligned with the study's objectives, a quantitative approach was utilized, and data for the empirical analysis of the structural pathways were gathered through questionnaires. To gather participants' responses about UGES, GKT, EA, and GEI, I used previous measurement scales and adjusted them to fit the context of this study. Lin~an, (2009)'s scale of 7 items was adapted to examine GEI. The sample items are "I am ready to do anything to be a green entrepreneur." and "I will act as a professional manager and get involved in the management of a social enterprise through promotion. Preparation during my study at university". Ko DG's scale of 3 items was adapted to examine GKT. The sample items are "I have acquired a lot of green knowledge and skills applicable to my current entrepreneurial behavior" and "I have acquired a lot of green knowledge and skills that helps me to enhance my entrepreneurial behavior". Saeed's scale of 6 items was adapted to examine UGES. The sample items are "My university offers elective courses on entrepreneurship." and "My university offers project work focused on entrepreneurship". Lualhati et al.'s scale of 7 items was adapted to examine EA. The sample item is "Global warming results in a tremendous amount of heat.".

4. Results and Discussion

4.1. Measurement model

In the analysis, SPSS 26.0 was used to make the reliability analysis.

Cronbach's alpha coefficient is used to calculate reliability. When Cronbach's Alpha coefficient approaches 1.0, it indicates that each item on the scale has a higher level of internal consistency. Furthermore, George & Mallery (2003) propose the following reliability rules: "$\alpha > 0.8$ means excellent; $0.8 > \alpha > 0.7$ means good, $0.7 > \alpha > 0.6$ means acceptable".

The Cronbach's Alpha coefficients for the variables in this paper are 0.967, 0.832, 0.972, 0.969, as shown in Table 1. For variables UGES, GKT, GEI, EA all of which are all more than the standard of 0.7, indicating that the variables are consistent and reliable.

Table 1. Reliability statistics

Items	Cronbach's alpha	N of items
UGES	.967	6
GKT	.832	3
GEI	.972	7
EA	.969	7

UGES=university green entrepreneurial support, GKT=green knowledge transfer, GEI=green entrepreneurial intention, EA= environmental awareness

In this paper, the construct validity of the questionnaire items was examined by the exploratory factor analysis (EFA). Before conducting exploratory factor analysis, the value of KMO and the significance level of Bartlett's test of sphericity should be referred to confirm whether the measurements are eligible for factor analysis (Decoster, 1998). When the KMO value is at least greater than 0.5 and Bartlett's test of sphericity is significant ($p<0.05$), it can be regarded as eligible for factor analysis (Kaiser, 1974). It can be seen from Table 2 that the KMO index of this questionnaire was 0.920(>0.5), and still, the Bartlett's test of sphericity was significant ($p=0.000< 0.001$), indicating that the data had validity (Kaiser, 1974).

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	9667.130
	Df	120
	Sig.	.000

In Table 3, the factor loadings of UGES was between .880 and .954; GKT was between .828 and .894; EA was between .855 and .956.Therefore, the questionnaire of these variables has good structural validity.

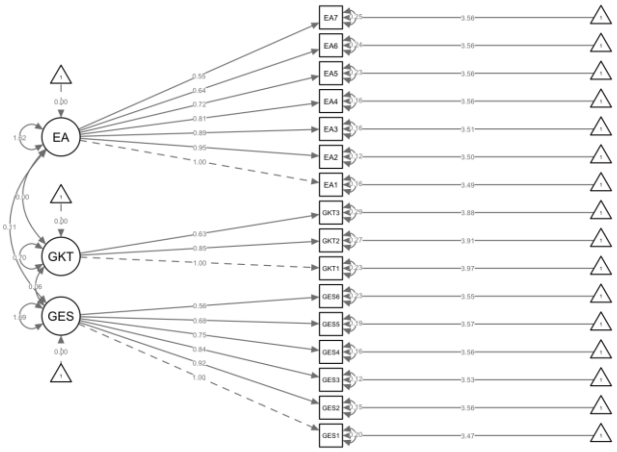
Table 3. The result of exploratory factor analysis

	Component		
	1	2	3
EA2	.956		
EA1	.952		
EA3	.943		
EA4	.943		

EA5	.915		
EA6	.894		
EA7	.855		
UGES3		.954	
UGES2		.949	
UGES1		.946	
UGES4		.943	
UGES5		.926	
UGES6		.880	
GKT1			.894
GKT2			.877
GKT3			.828
Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.			

In addition, Confirmatory factor analysis (CFA) was conducted using AMOS 18, and the construct validity was evaluated. The analysis results showed that the model had an acceptable fit (TLI = 0.972, CFI = 0.976, and RMSEA = 0.067 Byrne) (Byrne et al., 2013)

Figure 2. Confirmatory factor analysis



4.2. Structural model

In Table 5, the estimated results demonstrated that both UGES and GKT had a positive impact of 0.255 and 0.192 on GEI, respectively (p-value = 0.00). Therefore, H1 and H2 are accepted.

The regression coefficients also show that both EA_GES and EA_GKT have a statistically significant positive impact, increasing EA will increase the relationship between GES, GKT to GEI. Therefore, H3 and H4 are confirmed.

Figure 3. Structural model results

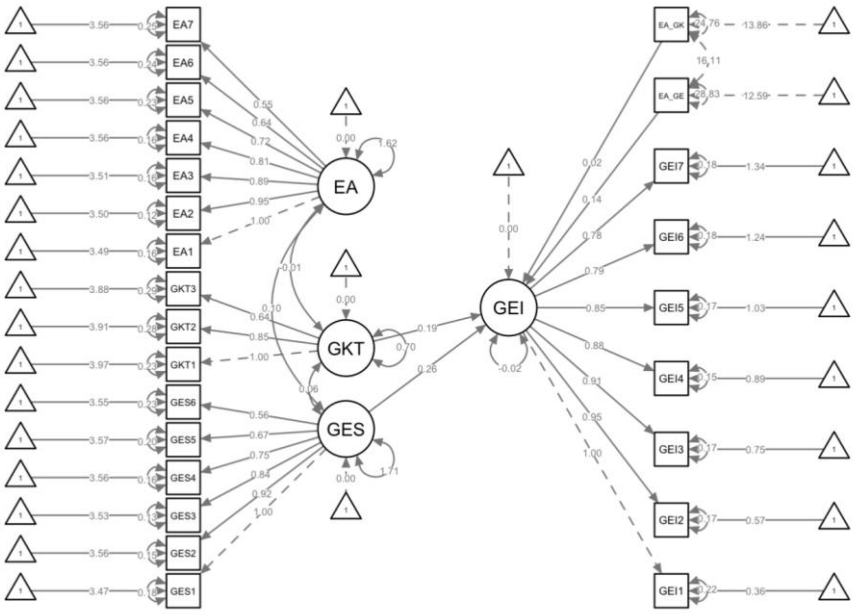


Table 4. Hypothesis testing results

Regressions:

	Estimate	Std.Err	z-value	P(>|z|)	Std.lv	Std.all
GEI ~						
GES	0.255	0.008	31.446	0.000	0.369	0.369
GKT	0.192	0.011	17.987	0.000	0.177	0.177
EA_GES	0.145	0.003	42.475	0.000	0.160	0.857
EA_GKT	0.018	0.002	10.816	0.000	0.020	0.099

5. Conclusion

5.1. Conclusion

The present study examined the relationship between external factors influencing university students, specifically university green entrepreneurial support (UGES) and green knowledge transfer (GKT), and green entrepreneurial intention (GEI). Additionally, it investigated the moderating effect of environmental awareness (EA), considered an internal factor, on the relationships between UGES and GEI, and GKT and GEI. As anticipated, UGES and GKT were found to have a positive association with GEI. Moreover, EA significantly moderated these relationships, with the links being stronger at higher levels of EA compared to lower levels. These findings are consistent with existing literature.

The validation of Hypotheses 1 and 2 highlights the essential role of UGES and GKT in strengthening GEI. This is consistent with previous research, which has shown that both UGES and GKT play a crucial role in enhancing the capacity of individuals and organizations to identify, assimilate, and use new knowledge (Geng Y, 2013; Lin YH,

2017). Within the realm of green entrepreneurship, this implies that university support and the transfer of green knowledge are vital in providing students with the skills needed to effectively absorb and implement environmental information.

The moderating effect of EA on the relationships between UGES and GKT on GEI, as proposed in H3 and H4, are confirmed. These results align with earlier studies emphasizing the significance of contextual factors in shaping the influence of external resources (Raza, 2020). As EA increases, the impact of UGES and GKT becomes more significant, indicating that a favorable environmental context enhances the effectiveness of these external factors.

5.2. Implications for theory

This study offers several important theoretical implications by addressing the knowledge gaps between UGES, GKT, and GEI. Firstly, previous research on the entrepreneurial behavior of university students has seen significant progress (Boubker O et al., 2021; Turker D, 2009; Liu X et al., 2019). To date, research on the application of green entrepreneurship remains limited (Li Y et al., 2022; Shabeeb MA et al., 2023). Additionally, previous studies have identified the institutional environment and university support as significant drivers of green entrepreneurial intention (Kazumi T, 2017). This study offers novel insights by establishing a connection between university green entrepreneurial support (UGES) and green knowledge transfer (GKT) as key precursors of green entrepreneurial intention (GEI). These findings provide empirical evidence of the relationship between UGES, GKT, and GEI, an area previously unexplored except for Yi (2021), who identified UGES as a causal factor influencing green entrepreneurial intentions. Furthermore, knowledge transfer has recently emerged as a significant factor, yet its implications within the industrial context have been explored in only a limited number of studies. For example, Tho (2017) investigated the transfer of business knowledge from in-service students to industry and its effects on firm performance. Consequently, this study represents the first attempt to evaluate the relationship between university green entrepreneurial support (UGES), green knowledge transfer (GKT), and green entrepreneurial intention (GEI).

Second, this study contributes by examining the moderating effects of environmental awareness (EA) in relation to university green entrepreneurial support (UGES) and green knowledge transfer (GKT) on green entrepreneurial intention (GEI). Specifically, our research not only proposes a theoretical framework for the interaction between EA, UGES, and GKT with respect to GEI but also empirically assesses the moderating role of EA in these relationships. Additionally, the study expands the theoretical understanding of EA by investigating its impact at the individual level. While previous research has predominantly approached EA from an organizational perspective in the context of sustainable development goals, our study shifts the focus to explore the relatively underexamined role of EA in enhancing university students' development of GEI.

5.3. Implications for practices

This study has numerous important implications for practitioners and policymakers. First, universities play a pivotal role in equipping students with the necessary skills, knowledge, and motivation to pursue green entrepreneurship. By actively supporting green entrepreneurial initiatives, universities can create an ecosystem that encourages innovation in sustainability. UGES can include offering specialized programs, workshops, mentoring, and access to resources that focus on green business models. These initiatives not only build students' entrepreneurial skills but also instill a strong commitment to environmental stewardship. Moreover, the process of GKT within universities is crucial for embedding sustainability into the educational framework. By integrating green knowledge into curricula and fostering hands-on experiences through projects and collaborations with industry, universities can ensure that students are well-prepared to address environmental challenges through entrepreneurial solutions. This knowledge transfer empowers students to identify and exploit green opportunities

in the market, thereby enhancing their entrepreneurial intentions.

Second, universities should prioritize raising environmental awareness alongside providing entrepreneurial support. This can be achieved through campaigns, courses, and events that emphasize the importance of sustainability in business. When students possess a high level of environmental awareness, they are more likely to apply the green knowledge they acquire and translate it into actionable entrepreneurial ventures. This creates a virtuous cycle where awareness, knowledge, and support interact to strengthen students' intentions to pursue green entrepreneurship.

In practice, universities must recognize that fostering GEI requires a holistic approach that combines educational content with practical experience and a supportive environment. This means that university policies should not only focus on academic offerings but also on creating a campus culture that values sustainability. Partnerships with businesses, government agencies, and non-profits can further enhance the practical implications of UGES and GKT by providing students with real-world opportunities to implement green entrepreneurial ideas. Ultimately, by aligning their support systems, knowledge transfer mechanisms, and awareness-raising efforts, universities can play a transformative role in shaping the next generation of green entrepreneurs who are equipped to drive sustainable development.

5.4. Limitations and future research

Several limitations of this study should also be considered when interpreting the findings. First, as most of the prior studies, this study employed a cross-sectional research which may not fully capture the dynamic nature of the phenomenon over time. Longitudinal research is needed to better examine the hypothesized model. The studies are grounded in the concept of entrepreneurial knowledge, but as students acquire new knowledge, their GEI may evolve over time. Future research should consider using mixed methodologies or quasi-experimental designs to more effectively capture this dynamic. Next, this study is limited to specific contexts, a Vietnam university, and may not be generalizable to other settings. Thus, cross-cultural comparisons could provide valuable insights. Fourth, the connection between UGES, GKT, and GEI could be influenced by various contingent factors, which could be explored in future research. Studies could investigate how various contingent factors, such as institutional policies, funding mechanisms, and regional environmental regulations, impact the effectiveness of UGES programs in promoting green innovation. Additionally, exploring the mechanisms and channels through which GKT occurs could reveal how knowledge and best practices are disseminated and adopted by emerging green entrepreneurs. Understanding these dynamics may also shed light on how GES initiatives can be optimized to enhance their impact. By examining these interrelationships and potential external influences, future research could contribute to more effective strategies for fostering sustainable entrepreneurship and advancing environmental goal.

REFERENCES

Neumann, T. (2022). Impact of green entrepreneurship on sustainable development: An ex-post empirical analysis, Journal of Cleaner Production. Journal of Cleaner Production.

Gupta, M., & Dharwal, M. (2022). Green entrepreneurship and sustainable development: A conceptual framework. Materials Today: Proceedings, 3603-3606.

Gast, J., Gundolf, K., & Cesinger, B. (2017). Doing business in a green way: a systematic review of the ecological sustainability entrepreneurship literature and future research directions. Journal of Cleaner Production, 44-56.

G, B. (1993). The Green Entrepreneur: Business Opportunities that Can Save the Earth and Make You Money.

M, S. (2016). Understanding the green entrepreneur. In Making Ecopreneurs , 27-40.

Fishbein, M. a. (1977). Belief, attitude, intention, and behavior: An introduction to theory and research.

Suwartha, N. a. (2013). Evaluating UI GreenMetric as a tool to support green universities development: assessment of the year 2011 ranking. Journal of Cleaner Production, 46-53.

Teo, T. Z. (2019). Factors that influence university students' intention to use Moodle: a study in Macau. Educational Technology Research and Development, 749-766.

Ginanjar, A. (2016). Entrepreneurship education and entrepreneurial intention on entrepreneurship behavior: a case study. Global Conference on Business, Management and Entrepreneurship. Atlantis Press.

Yi, G. (2021). From green entrepreneurial intentions to green entrepreneurial behaviors: the role of university entrepreneurial support and external institutional support. Int Entrep Manag J 17, 963–979 .

Sulaiman, M. A. (2023). Catalyst Role of University Green Entrepreneurial Support Promoting Green Entrepreneurial Inclinations Among Youth: Empirical Evidence from Oman. International Journal of Professional Business Review.

Cabana-Villca, R. A.-R.-M.-A.-A.-A. (2024). Green entrepreneurial intentions among university students in Chile: use of PLS-SEM. . Development Studies Research.

O'Brien, W. &. (2014). The Potential of Community-Based Sustainability Projects for Deep Learning Initiatives. Journal of Cleaner Production, 48-61.

Abdul-Rashid, S. H. (2017). The impact of sustainable manufacturing practices on sustainability performance: Empirical evidence from Malaysia. . International Journal of Operations & Production Management, 182-204.

Kirkwood, J. W. (2010). What motivates ecopreneurs to start businesses? International Journal of Entrepreneurial Behavior & Research, 204-228.

Jesús Ángel del Brío González, M. M.-S. (2022). Environmental awareness and the entrepreneurial intention in university students: Direct and mediating effects. The International Journal of Management Education.

Raza, S. A. (2020). Impact of personality traits and university green entrepreneurial support on students' green entrepreneurial intentions: the moderating role of environmental values. Journal of Research in Higher Education.

Le, P. &. (2023). How environmental understanding affects the green entrepreneurial intention of Centennials in Vietnam. Entrepreneurial Business and Economics Review, 123-137.

Murnieks, C. Y. (2011). I like how you think': Similarity as an interaction bias in the investor–entrepreneur dyad. Journal of Management Studies, 1533–1561.

Geng Y, L. K. (2013). Creating a "green university" in China: A case of Shenyang University. J of Clean Prod, 13-19.

Lin YH, C. Y. (2017). Determinants of green competitive advantage: The roles of green knowledge sharing, green dynamic capabilities, and green service innovation. Qual & Quan, 1663–1685.

Boubker O, A. M. (2021). Entrepreneurship education versus management students' entrepreneurial intentions. A PLS-SEM approach. The Inter J of Manag Edu.

Turker D, S. ِ (2009). Which factors affect entrepreneurial intention of university students? J of Europ Indu Train, 142–159.

Liu X, L. C. (2019). Research on the effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intention. Front in psych.

Li Y, M. N. (2022). Does green entrepreneurial behavior enhance through entrepreneurship education, perceived-ability to use technology, and commitment to the envi- ronment? Understanding the contribution of entrepreneurial motivation and university support. Eco Res-Ekonomska Istraz˘ivanja, 1-20.

Shabeeb MA, A. M. (2023). Born to Be Green: Antecedents of Green Entrepreneurship Inten- tions among Higher Education Students. Sust.

Kazumi T, K. N. (2017). Institutional support and women's entrepreneurial self-efficacy. Asia Pac J of Inno and Entrep., 345-365.

ND, T. (2017). Knowledge transfer from business schools to business organizations: The roles absorptive capacity, learning motivation, acquired knowledge and job autonomy. Journal of Knowledge Management, 1240-125.

Lin~an, F. a. (2009). Development and cross–cultural application of a specific instrument to measure entrepreneurial intentions. Entrepreneurship: Theory and Practice, 593-617.

Ko DG, K. L. (2005). Antecedents of knowledge transfer from consultants to clients in enterprise system implementations. MIS Quart, 59-85.

Saeed, S. Y.-D.-S. (2015). The role of perceived university support in the formation of students' entrepreneurial intention. Journal of Small Business Management, 1127-1145.

Eriksson, L., Byrne, T., Johansson, E., Trygg, J., & Vikström, C. (2013). Multi-and Megavariate Data Analysis Basic Principles and Applications. Umetrics Academy: Malmö, Sweden.

Mei, H. Z. (2020). The influence of entrepreneurial learning on entrepreneurial intention among university students: The role of entrepreneurial self-efficacy and entrepreneurship education. Sustainability, 509.

Nguyen, C. D. (2021). Environmental entrepreneurship intention among students: Integrating institutional and social cognitive models. Journal of Cleaner Production, 278.

Xie, X. &. (2022). Exploring the impact of external support on green entrepreneurial intention: The mediating role of self-efficacy and moderation of perceived benefits. . Journal of Environmental Management,, 301.