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Research Article

The Influence of Perceived Behavioral Control on Green Entrepreneurial Intentions: Evidence from Undergraduate Students in Selected Universities in Kenya

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Abstract

The escalating environmental crisis has amplified the need for green entrepreneurship as a mechanism for sustainable economic development. Studies on students' intention to engage in entrepreneurship have focused mainly on conventional entrepreneurship. This paper examines perceived behavioral control as a determinant of green entrepreneurial intentions among undergraduate university students in Kenya. Based on the Theory of Planned Behavior, it examines how students' perceptions of control, in terms of skills, resources, and abilities, influence their likelihood of engaging in green business. Using a mixed-method approach, the study surveyed 392 students and conducted 12 FGDs. Quantitative data analysis was performed using both simple and multiple regression methods. The data obtained from the survey determined that students who exhibited high perceived behavioral control had higher intentions to engage in green entrepreneurship. The findings indicate that perceived behavioral control is a significant predictor of green entrepreneurial intentions on it own (R^2.703, $p < 0.001$) and even when loaded on a hierarchical model as the 3rd predictor R^2.889, $p < 0.001$. The findings further reflected that students' confidence in their ability to overcome entrepreneurial hurdles substantially influenced their commitment to engaging in sustainable enterprises. The results of this study show that increasing perceived behavior control plays a significant role in fostering Green entrepreneurial intentions of university students. Universities must develop targeted interventions, like mentorship programs, green business incubators, and courses in entrepreneurship with an emphasis on sustainability. The projects can strengthen students' beliefs about their capacities to initiate and manage environmentally sound practices efficiently in firms, thereby establishing sustainable economic prosperity.

Keywords

Green Entrepreneurship, Perceived Behavioral Control, Entrepreneurial Intentions, Undergraduate Students, Theory of Planned Behavior, Sustainability Education

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1. Introduction

Anthropogenic activities have been attributed to the rapidly rising global environmental crisis, characterized by climate change, pollution, loss of biological diversity, and decline in resources. Across the world, there is recognition that traditional models of economic growth are neither sustainable in the long term nor efficient in the delivery of results [1]. With only a few years left to achieve the sustainable development goals, [2] emphasizes the call to transition to green economy. Central to this transition is green entrepreneurship, which entails entrepreneurial activities focused on ecological sustainability, efficient resource utilization, and environment-friendly innovations [3]. Green entrepreneurs are central in the design of business models that are profitable but environmentally less harmful, conform to international sustainability goals and support the transition to more inclusive and resilient societies [3].

One of the key enablers of green entrepreneurship is entrepreneurial intention at the individual level, primarily at the student level. As Ajzen posits in his Theory of Planned Behavior [4], intentions are the immediate best predictor of behavior and are influenced by three psychological factors: attitude towards behavior, subjective norms and perceived behavioral control. Of these factors, PBC is key in the entrepreneurial context because it comprises an individual's self-belief, strength and conviction in overcoming obstacles and exploiting opportunities in the entrepreneurial process [5]. For green entrepreneurship specifically, PBC takes the form of a student believing in his or her capacity to design, launch and operate environmentally sustainable business ventures.

Numerous empirical studies have confirmed the importance of PBC in predicting general entrepreneurial intentions [3, 6]. However, only a limited number of studies have explicitly examined the role of PBC in shaping green entrepreneurial intentions, particularly in Sub-Saharan Africa. A recent study by Hassan and Basheer [4] among tourism students in Pakistan highlighted that PBC significantly predicted GEI, emphasizing the role of students' internal confidence in overcoming institutional and market-level green business barriers. Similarly, Mony et al. [3] demonstrated that university support in the form of eco-entrepreneurship education, mentoring, and sustainability-based innovation labs is capable of enhancing PBC in students and thus their GEI.

In the Kenyan context, the integration of environmental education into higher learning institutions remains uneven, despite national policy frameworks advocating for sustainable development [7]. While some universities have introduced business incubators and sustainability-focused courses, many students still face barriers such as limited access to green networks, inadequate mentorship, and financial constraints [5]. Consequently, understanding how these institutional and experiential factors shape students perceived behavioral control is critical for designing effective interventions that promote green entrepreneurship. Moreover, given Kenya's strategic positioning as a regional hub for business and innovation, and its commitment to the Sustainable Development Goals (SDGs), fostering green entrepreneurial intentions among university students holds significant promise for driving inclusive and environmentally responsible economic growth [5].

Recent studies undertaken in the context of the developing world point towards the conclusion that the perceived behavioral control of green entrepreneurship is shaped by the interplay of environmental beliefs and core values, social influences, and entrepreneurial self-efficacy. Individuals who ascribe sustainability as a core personal value tend by and large to feel more confident in undertaking environmentally oriented business decisions, especially when they perceive they are supported through entrepreneurship education and institutional facilities such as incubation and mentorship [8, 9]. Subjective norms informed especially by peer network and social expectations similarly work in terms of reinforcing students' confidence in undertaking entrepreneurship in sustainability-focused ecosystems [10]. Finally, entrepreneurial self-efficacy very often inducted by way of experiential role modelling interaction assumes a particularly important role in terms of promoting the perceived capability of the students in overcoming the financial, structure-based, and conceptual challenges involved in setting up green businesses [11]. Kenyan universities are increasingly offering entrepreneurship courses and sustainability programs. However, the effectiveness of these initiatives in shaping students' behavioral intentions toward green entrepreneurship remains unclear. Given this knowledge gap, there is a pressing need for empirical research that examines how students' beliefs about their capacity to overcome entrepreneurial obstacles influence their intentions to engage in environmentally responsible entrepreneurship.

The implications of this study are both theoretical and practical. From a theoretical standpoint, the research adds to the growing body of knowledge that extends the TPB model into the green entrepreneurship domain. Practically, the study underscores the critical role of higher education institutions in empowering students to believe in their green entrepreneurial capabilities. Universities can play a transformative role by designing targeted interventions such as green business incubators, mentorship programs, and entrepreneurship courses with sustainability themes.

In summary, this study contributes to the academic discourse on green entrepreneurship by highlighting the pivotal role of perceived behavioral control among university students. It underscores the importance of institutional and psychological enablers in shaping the entrepreneurial intentions of the youth in Kenya. By fostering self-efficacy and equipping students with the tools to overcome barriers, universities can help cultivate a new generation of green entrepreneurs capable of driving sustainable economic transformation.

The growing environmental crisis has highlighted the world's need for new solutions grounded in sustainability, and green entrepreneurship is increasingly viewed as a strategic

approach for encouraging inclusive and environmentally responsible development [12]. Even though Kenya is thriving as a regional business and innovation hub, and a party to the Sustainable Development Goals (SDGs), university students' participation in green entrepreneurship is low [5]. While sustainability-oriented curricula and studies in entrepreneurship have been introduced by many universities, recent literature posits that they frequently prove ineffective in preparing students for the start-up of green businesses in terms of skills, confidence, and support [13].

Perceived behavioral control, a core component in Ajzen's Theory of Planned Behavior, continues to remain a strong predictor of entrepreneurial intention. However, the specific influence of PBC in the case of green entrepreneurial intentions (GEI) in Kenya's higher learning institutions remains insufficiently explored. Recent research points towards the fact that factors such as prior experience in environmental studies, connectivity in green business networks, support systems in institutions, and access to funds hugely affect the students' PBC and entrepreneurial self-efficacy [8-10]. Despite this, the regionally isolated empirical explorations capturing the same context in Kenya are sparse.

Addressing this gap is essential for the development of joint educational strategies and policy initiatives, nurturing a green entrepreneurial mindset and supporting university students in undertaking a catalyst role for sustainable development. Therefore, the research question under consideration is: Does perceived behavioral control influence green entrepreneurial intentions?

2. Methods

2.1. Research Design

This study applied mixed-method research combined with a pragmatic research design. The pragmatic paradigm lays considerable stress upon the different methodologies and problem-centered research [10]. It facilitated triangulation, complementarity, and the expansion of the results [11]. The quantitative part investigated the association between Perceived Behavioral Control and Green entrepreneurial intention through questionnaires. The qualitative part facilitates a deeper understanding of the elements under study. The research design aligned with previous mixed methods studies that integrated statistical analysis with narrative inquiry, enabling both the identification of broad trends and the exploration of individual experiences for a more comprehensive understanding [12].

2.2. Participants and Sampling

The quantitative sample consisted of 392 fourth-year undergraduate business students drawn from six universities in Kenya. Fourth-year students were targeted because they had completed most business and entrepreneurship related coursework and were better positioned to reflect on career intentions. The qualitative component was conducted to allow triangulation [12]. A total of 12 FGDs were conducted, ensuring gender balance and variation in socio-economic background. In addition, key informant interviews were conducted with faculty members purposively selected based on their expertise in entrepreneurship education and leadership roles. This combination ensured perspectives from both students as “recipients” and faculty as “enablers” of entrepreneurship training.

2.3. Instruments

The survey instrument consisted of structured items derived from validated scales and adapted to the Kenyan higher education context. Green Entrepreneurial Intention (GEI): Measured using items adapted from Liñán and Chen [14] and extended to reflect green business orientation, with responses on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Perceived Behavioral Control: Operationalized using six items grounded in the Theory of Planned Behavior [15] capturing students’ perceived ability to start, manage, and sustain a green business venture. Control variables for the study were: age, internship experience, where one grew up and gender. Additional items assessed access to university support systems, green business networks, prior sustainability education, and financial resources, adapted from Koe et al. [16, 17] and validated through expert review and pilot testing. The qualitative instruments included semi-structured interview and FGD guides. Open-ended prompts allowed participants to provide detailed narratives and examples.

2.4. Data Analysis

Quantitative analysis was performed using SPSS v26. Descriptive statistics summarized demographic characteristics. Pearson correlation analysis tested the relationship between PBC and GEI. To assess predictive effects, hierarchical multiple regression was conducted in two blocks: (1) demographic control variables (age, gender, religion, internship experience, family background), (2) individual factors (environmental values, entrepreneurial self-efficacy, subjective norms). The qualitative data obtained from the focus group discussions were analyzed using a *thematic analysis approach guided by predetermined themes.* These themes were derived from the study objectives and structured FGD guide, ensuring alignment with the theoretical framework. Audio recordings were transcribed verbatim, and the transcripts were reviewed to identify and organize responses under the predefined thematic categories. Coding was done manually, allowing for a focused yet flexible interpretation of participants' perspectives. While the analysis was primarily deductive, emerging sub-themes within the predetermined categories were noted to capture nuanced insights. This approach ensured consistency across data sets while allowing depth and richness in interpretation. This

paper is part of a larger study that was titled: Individual and Institutional Determinants of Green Entrepreneurial Intentions Among Undergraduate Students In Select Universities In Kenya.

3. Results

3.1. Exploratory Factor Analysis for Perceived Behavioral Control

An exploratory factor analysis was conducted to assess the underlying structure of items measuring perceived behavioral control. As shown in Table 1, all seven items loaded positively on the construct, with factor loadings ranging from .742 to .920, indicating moderate but acceptable contributions to the latent factor. The highest loading was observed for the item *"As an entrepreneur I would have complete control of the situation"* (.920), while the lowest loading was recorded for *"I am ready to start a decent business"* (.742). The mean scores across items ranged from 3.93 to 4.27, suggesting that respondents generally expressed high levels of confidence in their ability to engage in entrepreneurial activities. Standard deviations (SDs) ranged from 0.873 to 1.022, indicating moderate variability in responses. These results confirm that the selected items adequately captured students' perceptions of behavioral control in relation to entrepreneurship.

Table 1. *Exploratory Factor Analysis for Perceived Behavioral Control.*

Item	M	SD	Communality (h^2)	Factor Loading
When I start a business, I will have a high probability of succeeding	4.27	.959	.780	.883
Starting a business will be easy for me	4.04	1.016	.824	.908
I am ready to start a decent business	4.20	.873	.550	.742
I can control creating a business	4.11	1.004	.799	.894
I know the required practical details to start a business	4.07	1.007	.780	.883
I can develop an entrepreneurial project	4.08	.986	.819	.905
As an entrepreneur I would have complete control of the situation	4.10	.992	.846	.920
The number of events outside my control which could prevent me from being an entrepreneur are very few	3.99	1.009	.801	.895
I have skills and capabilities required to be an entrepreneur	3.93	1.022	.780	.883

These findings indicate the individual items capture students' self-belief in business skills and this represents a major element of PBC as conceptualized in the Theory of Planned Behavior [15].

The average mean for the items ranged from 3.93 and 4.27, indicating participants generally had high levels of perceived control regarding entrepreneurial engagement. Standard deviations ranged from 0.873 and 1.022 and were therefore deemed to represent a moderate level of variability in the responses. These outcomes support recent work [18] that has also reinforced the view of perceived behavioral control as a multifaceted construct encompassing both self-efficacy and controllability aspects. For instance, PBC was successfully measured using indicators related to entrepreneurial readiness and perceived resource access, and the associated factor loadings were in a similar range across university students in Greece [19]. Additionally, a different study conducted with a sample from Malaysian business students revealed similar psychometric properties that underscore the construct's stability and significance across various cultural contexts in higher education [20]. Their investigation also highlighted the importance of entrepreneurship education in enhancing students perceived behavioral control, a notion that aligns with the current findings, which indicate that elevated mean scores imply previous engagement with entrepreneurial material and institutional support.

In the context of Africa, a study conducted among Ethiopian university students replicated the fact that PBC had a considerable effect on entrepreneurial intention, and the results disclosed the internal consistency of business readiness and practical knowledge items [21]. The current research contributes to this burgeoning literature by showing that PBC can be consistently measured in the context of Kenyan students utilizing contextually adapted items and hence adding the validation of the scales of entrepreneurship intention in the region.

In general, the outcomes of the validate the items as a good

representation of the latent construct of perceived behavioral control for entrepreneurship. The moderate-to-high factor loadings plus the high mean scores indicate that the students view themselves capable of initiating and running business enterprises, a necessary condition for entrepreneurial intention and behavior.

3.2. Simple Linear Regression Results

Table 2. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.838[a]	.703	.702	.48821	1.971

Table 3. Model ANOVA Results.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	219.859	1	219.859	922.433	.000[b]
	Residual	92.955	390	.238		
	Total	312.814	391			

Results and Interpretation of Simple Regression Analysis

To assess the predictive power of Perceived Behavioral Control on Green Entrepreneurial Intentions (GEI) among undergraduate students, a simple linear regression analysis was conducted. Grounded in the Theory of Planned Behavior [15], PBC represents individuals' perceptions of the ease or difficulty of performing a behavior, encompassing both internal factors (skills, knowledge) and external factors (resources, opportunities).

The regression model was statistically significant, $F(1, 390) = 922.43$, $p < .001$, explaining 70.3% of the variance in Green Entrepreneurial Intention ($R = .838$, $R^2 = .703$, Adjusted $R^2 = .702$, $SE = .488$). This substantial effect size indicates that Perceived Behavioral Control constitutes a robust and meaningful predictor of students' intentions to engage in sustainability-oriented entrepreneurial ventures.

Table 4. Model V Regression Coefficients.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.597	.119		5.024	.000	.363	.830		
	Perceived Behavioral Control	.864	.028	.838	30.372	.000	.808	.920	1.000	1.000

$$GEI = 0.597 + 0.864 \times PBC$$

These findings underscore the centrality of PBC in shaping entrepreneurial motivation within sustainability contexts. Students who perceive themselves as capable of overcoming entrepreneurial challenges such as accessing resources, navigating institutional systems, and managing risk are significantly more likely to express strong intentions to launch green enterprises. This aligns with the Theory of Planned Behavior, which posits that PBC is a key determinant of behavioral intention, particularly in domains requiring

self-efficacy and strategic agency [15]. These findings are also consistent with prior studies [19, 20] and contribute to the literature on the multidimensional nature and cross-cultural stability of perceived behavioral control, even in the context of higher education.

Regression coefficient (Beta =.864) indicates a standardized influence, that is, while controlling other variables, there is an associated increase of .864 standard deviations in green entrepreneurial intention while there is an increase of one standard deviation in perceived behavioral control. This indicates there is a strong positive correlation, so while consumers perceive greater control over entrepreneurial activity often in terms of availability of resources and level of self-efficacy these consumers hold much higher entrepreneurial intentions. Its estimated t-statistic of 30.372, in P-Value <.001 (Sig. =.000), also substantiates the hypothesis that this association is statistically significant by a considerable degree, beyond conventional thresholds. Additionally, this standard error of .028 that is associated with the PBC coefficient suggests a very high degree of accuracy in the estimation process, further underpinning the validity in the results. The constant term (B =.864, t = 30.3, p <.001) is statistically significant, yet substantively it is minimal, which means that when people perceive they do not have control (e.g in the absence of resources or confidence) in cases where perceived behavioral control does not gain, then the baseline level of the dependent measure is in a low range. These findings underscore the centrality of PBC in shaping green entrepreneurial motivation within sustainability contexts. Students who perceive themselves as capable of overcoming entrepreneurial challenges such as accessing resources, navigating institutional systems, and managing risk are significantly more likely to express strong intentions to launch green enterprises. This aligns with the Theory of Planned Behavior, which posits that PBC is a key determinant of behavioral intention, particularly in domains requiring self-efficacy and strategic agency [15]. These findings are also consistent with prior studies [19, 20] and contribute to the literature on the multidimensional nature and cross-cultural stability of perceived behavioral control, even in the context of higher education. [22], investigating green entrepreneurship inclination among Pakistani university students, similarly reported that perceived behavioral control exerted a pronounced positive effect on students' willingness to pursue sustainability-oriented ventures, attributing this to enhanced confidence in navigating market uncertainties and resource constraints. Likewise, [6], examining green entrepreneurial intentions among business students in Ecuador during the COVID-19 pandemic, identified perceived behavioral control as a significant predictor of sustainability-oriented venture creation. The authors noted that students who perceived themselves as capable of identifying opportunities, managing risks, and executing business plans were more likely to translate environmental values into entrepreneurial intentions. The magnitude of the effect observed in the present study (β =.838) is comparable to coefficients reported in prior investigations, potentially reflecting the salience of perceived control in emerging economy contexts where resource accessibility and institutional support may moderate entrepreneurial confidence.

3.3. Hierarchical Regression Modelling

Table 5. *Hierarchical Regression Modelling.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.742[a]	.551	.550	.60075	.551	438.016	1	357	.000
2	.863[b]	.744	.743	.45414	.193	268.699	1	356	.000
3	.880[c]	.774	.772	.42748	.030	46.791	1	355	.000

A hierarchical multiple linear regression analysis was conducted to examine the extent to which Environmental Value (EV), Entrepreneurial Self-Efficacy (ESE), Perceived Behavioral Control (PBC), and Subjective Norms (SN) predict the dependent variable. Hierarchical regression was selected because it allows variables to be entered sequentially into the model, thereby enabling the researcher to determine the incremental contribution of each predictor to the explanation of variance in the outcome variable. This approach is particularly useful when theoretical or conceptual reasoning suggests a specific order of entry for predictors.

In the present analysis, predictors were entered into the regression model in four stages. In Model 1, Environmental Value was entered as the initial predictor. In Model 2, Entrepreneurial Self-Efficacy was added to the model to assess

whether it explained additional variance beyond Environmental Value. In Model 3, Perceived Behavioral Control was introduced to determine whether it further improved the predictive capacity of the model. The results of the hierarchical regression analysis indicated that the analytical model improved progressively as additional variables were introduced. In Model 3, Perceived Behavioral Control was presented as a third predictor. The inclusion of this variable further improved the model, resulting in R =.880 and R^2=.774. This suggests that 77.4% of the variance in the outcome variable could now be explained by the combined effects of Environmental Value, Entrepreneurial Self-Efficacy, and Perceived Behavioral Control. The change in explained variance was statistically significant (ΔR^2 =.030, F change (1, 355) = 46.791, p <.001), indicating that Perceived Behavioral Control contributed an additional 3.0% of variance to the model.

Alignment with Recent Literature

The predictive strength of PBC observed in this study is consistent with recent empirical research across diverse educational and cultural contexts. For instance, Mishra et al, examined green entrepreneurial behavior among university students in India and found that PBC had a significant direct effect on both GEI and actual entrepreneurial behavior [23]. Their study also revealed that GEI mediated the relationship between PBC and green entrepreneurial behavior, reinforcing the notion that perceived control not only shapes intention but also facilitates behavioral enactment '*I am already running a business. I had some ideas when I joined the university and have now actualized them*'. Similarly, students in Indonesian universities were investigated and confirmed that PBC was a significant predictor of intention, even when controlling for cultural values and cognitive knowledge [24]. Their findings emphasized the role of contextual factors such as university support and sustainability exposure in amplifying the effect of PBC. A student responded that '*The things I have been learning here (at the university) have properly equipped me with skills I require to run a successful green venture'.* This resonates with the present study, where high mean scores on PBC items suggest that students had prior exposure to entrepreneurship education and institutional support mechanisms. One student remarked that *The university should consider starting initiatives to inculcate entrepreneurial skills. For example, in A* there is a student canteen by the students for the students. This should be done all universities. The canteen is run by students and it helps them develop some useful business skills.* Among Greek university students PBC was found to be a strong predictor of entrepreneurial intentions [19]. Additionally, [19] also highlighted gender differences in how PBC translates into nascent entrepreneurial behavior, suggesting that perceived control may interact with socio-cultural variables to shape entrepreneurial pathways.

These studies collectively affirm the cross-cultural validity of PBC as a predictor of GEI and support its operationalization through indicators of readiness, confidence, and perceived resource access. The present study contributes to this literature by demonstrating that PBC can be reliably measured and meaningfully interpreted within the Kenyan higher education context, where youth entrepreneurship is both a policy priority and a developmental imperative.

4. Discussion

The results of this study supports the predictive ability of PBC and corroborate its conceptual significance within the paradigm of the Theory of Planned Behavior, according to which people's ability perceptions to perform some behavior are important items in the intention formation [25]. They are aligned with a significant body of international research that recognizes that perceived behavioral control is a prime predictor for entrepreneurial choice-making behaviors, particularly those that are aligned with a green/sustainability mindset. PBC was a prime predictor for green entrepreneurial intentions and actual green entrepreneurial action among Indian university students [26]. The research, which was administered with a sample size of 327 students by means of structural equation modelling, revealed that PBC exercised a direct and positive impact on GEI and acted in a mediation capacity between subjective norms and green entrepreneurial action. The impact is such that individuals who feel they possess the ability to transcend the hurdles surrounding entrepreneurship are better empowered to convert their intentions to actual realities, a phenomenon that is strongly accentuated in a country context like Kenya, where resource and institution barriers strongly weigh against youth entrepreneurship.

The strong predictive power for Perceived Behavioral Control evidenced in the present research is in line with Vamvaka et al on the dual-character nature of PBC and its predictiveness for entrepreneurial intention for Greek University students [19]. The latter research identified two central dimensions of PBC, perceived self-efficacy and perceived controllability and concluded that entrepreneurial intention was best predicted by perceived self-efficacy, particularly for female respondents. The current analysis did not decompose PBC into its constituent dimensions, yet qualitative data evidence that students' perceived behavioral control played a central driving force for students' willingness to venture into green entrepreneurship.

In addition to affirming the theoretical relevance of perceived behavioral control on green entrepreneurial intention, this research makes a contribution to the empirical database by providing evidence of its practical implications in the context of higher education in Kenya. The high value of the R^2 at 70.3% shows that a high percentage of PBC explains the variance in GEI, and thus innovation efforts at building the perceived control among students could lead to significant gains in sustainability-focused entrepreneurship. The findings have serious implications for program development at universities and for policy formulation. The higher educational institutions have a responsibility to prioritize exposure to experiential learning opportunities, mentorship programs, and green busi-

ness incubators that enhance students' self-efficacy and entrepreneurial skills.

Additionally, the importance of PBC in the current study reinforces the contention that green entrepreneurial intention is more than a function of attitudes or normative pressure and significantly reliant on individuals' belief about control. This stands in contrast to earlier frameworks that identified attitudinal and normative elements as being at the central hub for driving intention. As a single example, while Ajzen's initial TPB model identified attitudes, subjective norms, and PBC as inter-influencing intention [3], latter research has implied that PBC has a larger and more consistent impact than the other two elements. With green entrepreneurship ventures that frequently feature the necessity for entrepreneurs to negotiate demanding regulatory environments and cater to niche markets, that sense of control becomes increasingly important.

5. Conclusion

This research highlights the importance of perceived behavioral control as one of the predictors of the intention to pursue green entrepreneurship. The results indicate respondent groups with strong beliefs in their capabilities to surmount obstacles related to sustainable behavior in business are in larger numbers likely to be willing to pursue green entrepreneurial actions. These findings highlight the importance of strengthening self-belief, facilitating accessibility to resources, and institutional support to improve entrepreneurial optimism in sustainability fields. By nesting perceived behavioral control within systematic socio-cognitive processes, the study enhances the understanding of forces driving green entrepreneurship. The results present practical implications in guiding educationists, policy agents, and developmental actors interested in encouraging environmentally conscious entrepreneurship in developing nations. This study may be extended in the future by exploring long-term outcomes and the mutual dynamic of actual green entrepreneurial behavior and perceived control.

6. Recommendations

This study finds that stimulating individuals perceived behavioral control is vital to encouraging green entrepreneurship, especially in situations in which resource limitations and institutional weaknesses are apparent. Higher education institutions are well advised to include modules focused on sustainability-driven entrepreneurship in their curricula to boost the confidence of their students and to develop their practical skills. In addition to these general actions, specialized programs like mentorship schemes, green financing facilities, and exposure to viable community-based enterprises can help reduce perceived barriers and support entrepreneurial self-efficacy. Policymakers and developmental partners should also ensure conducive environments through facilitating regulations, support devices, and infrastructure that empower individuals to venture into their green entrepreneurial ambitions. Done in an efficient and well-coordinated way, these actions can make significant contributions to sustainable development and inclusive economic growth.

Abbreviations

FDG	Focus Group Discussion
GEI	Green Entrepreneurial Intentions
PBC	Perceived Behavioral Control
SDG	Sustainable Development Goals
TPB	Theory of Planned Behavior

Conflicts of Interest

The authors declare no conflicts of interest.

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