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Determinants of Green Entrepreneurial Behaviour Among Youth: A Descriptive Analysis

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ABSTRACT

The growing importance of sustainability has led to increased interest in green entrepreneurship, particularly among youth. This study examines the determinants of green entrepreneurial behaviour among university students in Bangalore, focusing on sustainability awareness, entrepreneurship education, and student perception. A quantitative descriptive research design was adopted using structured questionnaires administered to 300 respondents.The findings indicate that students possess high levels of sustainability awareness and are moderately exposed to sustainable entrepreneurship education. However, their actual entrepreneurial behaviour remains comparatively lower, highlighting a clear intention–action gap. Factors such as lack of practical exposure, limited financial access, and insufficient institutional support contribute to this gap.The study concludes that while awareness and education play a significant role in shaping perceptions, they are not sufficient to drive entrepreneurial action. Strengthening experiential learning, providing mentorship, and enhancing institutional support systems are essential to promote green entrepreneurial behaviour among youth.

Keywords: Green Entrepreneurship, Sustainability Awareness, Student Perception, Entrepreneurial Behaviour, Youth

I. INTRODUCTION

Green entrepreneurship refers to business activities that focus on environmental sustainability and social responsibility while achieving economic growth. In recent years, there has been a growing emphasis on promoting environmentally friendly business practices due to increasing global concerns such as climate change, resource depletion, and environmental degradation.

Youth play a crucial role in this transformation as they possess creativity, adaptability, and a strong inclination toward innovation. With greater exposure to sustainability concepts through education and media, young individuals are increasingly aware of environmental issues. However, despite this awareness, there remains a significant gap between their intention to engage in green entrepreneurship and their actual behaviour.This gap is influenced by multiple factors, including lack of practical experience, limited financial resources, and insufficient institutional support. While educational institutions provide theoretical knowledge, they often fail to offer real-world exposure necessary for entrepreneurial implementation.Therefore, this study aims to examine the key determinants influencing green entrepreneurial behaviour among youth and identify the factors responsible for the gap between awareness and action. Understanding these determinants is essential for designing effective strategies to promote sustainable entrepreneurship.

II. REVIEW OF LITERATURE

The concept of sustainable entrepreneurship among youth has gained significant academic attention in recent years, particularly due to its relevance in achieving long-term economic, social, and environmental goals. Several studies have explored the role of young entrepreneurs in driving sustainability through innovation, education, and institutional support.A systematic literature review by Paola, Juan, Isabella, Sara, and Alexandra Novozhenina (2024) highlights the growing importance of youth social entrepreneurship in fostering social innovation and sustainable development. The study identifies key research trends and emphasizes that youth-led enterprises significantly contribute to addressing societal challenges while promoting inclusive growth. Similarly, Mutaju Isaack et al. (2025) provide a comprehensive review of youth entrepreneurship, identifying critical factors such as education, institutional frameworks, and social values that influence youth participation. The authors stress the integration of sustainability into entrepreneurial models and call for more empirical research in this domain.Green entrepreneurship has also emerged as a vital dimension of sustainable business practices. Busra and Elena Korchagina (2024) develop a conceptual framework explaining how environmental awareness, innovation, and managerial attitudes shape green entrepreneurial orientation. Their findings are supported by Hashed et al. (2024), who demonstrate that environmental education and social norms significantly influence green entrepreneurial intentions among youth. Similarly, Islam and Mehdi (2024) establish a strong link between climate awareness and sustainable entrepreneurial frameworks, indicating that environmental knowledge motivates youth to engage in eco-friendly ventures.

Entrepreneurship education plays a crucial role in nurturing sustainability-oriented mindsets among young individuals. Lubna Rashid (2019) emphasizes that integrating Sustainable Development Goals (SDGs) into educational curricula enhances students' entrepreneurial capabilities. Supporting this view, Oyetoro et al. (2025) find that sustainability-focused academic programs significantly improve students' ability to develop green business ideas. Studies by Linda (2024) and Ulrich et al. (2023) further highlight that higher education institutions are instrumental in fostering innovation and sustainability through experiential learning and interdisciplinary approaches.Several researchers have also focused on the importance of entrepreneurial competencies and mindset. Sarkar and Jena (2024) demonstrate that skills such as innovation, risk-taking, and decision-making positively influence youth entrepreneurship and contribute to sustainable development. Kaur (2025) adds that a positive entrepreneurial mindset combined with environmental awareness enhances the likelihood of engaging in sustainable ventures. Joensuu-Salo et al. (2022), using the Theory of Planned Behavior, confirm that sustainability-related competencies significantly impact entrepreneurial intentions among students.Institutional support and entrepreneurial ecosystems are equally critical in promoting sustainable youth entrepreneurship. Van der Westhuizen (2023) highlights the role of financial institutions, government policies, and social networks in strengthening youth enterprises. Similarly, Kaur et al. (2025) emphasize that mentorship programs, innovation platforms, and academic support systems enhance the development of student-driven sustainable startups. Ofosu-Appiah et al. (2025), however, identify socio-ecological barriers such as lack of finance, policy constraints, and limited resources as major challenges faced by young entrepreneurs.The role of experiential learning and community engagement has also been widely recognized. Dalibozhko and Krakovetskaya (2018), through their analysis of the Enactus program, demonstrate how student-led projects contribute to sustainable development by addressing real-world social and environmental issues. Antonieta and Bisset (2022) further confirm that sustainability camps and training programs enhance problem-solving skills and encourage innovative thinking among youth.Technology has emerged as a

powerful enabler of sustainable entrepreneurship. Saskia de Klerk et al. (2025) highlight that digital tools and innovation platforms reduce market entry barriers and improve access to resources for young entrepreneurs. This finding aligns with Wei et al. (2024), who suggest that environmental challenges and disruptions can act as catalysts for innovative and sustainable entrepreneurial activities.In addition, socio-cultural and economic factors significantly influence youth perspectives on sustainability. Czyzewska et al. (2025) reveal that cultural background, education, and economic conditions shape sustainable entrepreneurial intentions. Yousuf and Zehra (2024) emphasize the role of youth empowerment and community engagement in building sustainable mindsets and entrepreneurial capabilities.

Overall, the literature indicates that sustainable youth entrepreneurship is a multidimensional concept influenced by education, environmental awareness, institutional support, technological advancement, and individual competencies. While existing studies provide valuable insights, there remains a need for more empirical research focusing on regional contexts and integrated models that combine these factors. This gap highlights the importance of the present study in contributing to the understanding of sustainable entrepreneurial behavior among youth.To examine the determinants influencing green entrepreneurial behaviour among youth.To analyse the gap between sustainability awareness and entrepreneurial action.

III. METHODOLOGY OF THE STUDY

This study uses a descriptive research design to understand the factors that influence green entrepreneurial behaviour among youth. This approach is useful because it allows the researcher to clearly examine and describe the attitudes, opinions, and behavioural patterns of young individuals in the context of sustainable entrepreneurship. It helps in presenting a realistic picture of how youth perceive and respond to the idea of green entrepreneurship.The research follows a quantitative approach, as it focuses on collecting numerical data that can be measured and analysed. Both primary and secondary data have been used in this study to ensure a well-rounded understanding of the topic. Primary data was collected from university students in Bangalore through a structured questionnaire. The questionnaire was prepared based on earlier studies and included statements measured on a five-point Likert scale, ranging from strongly disagree to strongly agree. This method makes it easier to capture the respondents' views, attitudes, and intentions towards green entrepreneurship in a clear and organized way.Along with primary data, secondary data was also used to support the study. Information was gathered from research articles, journals, books, and other academic sources. This helped in building a strong theoretical base and understanding what previous studies have already found about sustainable and green entrepreneurship.For the purpose of the study, 300 respondents were selected using the convenience sampling method. This method was chosen mainly because it is easy to access respondents within a limited time. The sample consists of university students, who are seen as potential future entrepreneurs. Their opinions and attitudes are important for understanding how green entrepreneurial behaviour can develop in the future.

The data collected from respondents was analysed using suitable statistical tools. Descriptive statistics were used to present basic information about the respondents and to understand overall response patterns. In addition, reliability analysis using Cronbach's Alpha was carried out to check whether the questionnaire items are consistent and reliable.

IV. DATA ANALYSIS AND INTERPRETATION

Table 4.1: Gender Distribution

Gender	Frequency	Percentage (%)
Male	150	50
Female	140	46.7
Others	10	3.3
Total	**300**	**100**

Source: Primary Source

Interpretation:

The gender distribution of the respondents reveals a relatively balanced sample, with male respondents constituting 50.0% (n = 150), female respondents accounting for 46.7% (n = 140), and a small proportion of respondents (3.3%, n = 10) identifying as others. This near-equal representation of male and female participants enhances the robustness and inclusiveness of the study by minimizing gender bias in the findings. Such balanced participation ensures that the results reflect diverse perspectives on green entrepreneurial behaviour. Moreover, the inclusion of respondents from other gender categories, although limited, indicates an effort toward inclusivity and provides scope for broader social representation in entrepreneurship research.

Table 4.2: Age Distribution

Age Group	Frequency	Percentage (%)
18–20	110	36.7
21–23	140	46.7
24–26	50	16.6
Total	300	100

Source: Primary Source

Interpretation:

The age distribution indicates that the majority of respondents fall within the 21–23 age group (46.7%, n = 140), followed by those aged 18–20 (36.7%, n = 110), and a smaller proportion in the 24–26 age group (16.6%, n = 50). This suggests that the sample is largely composed of young university students who are at a crucial stage of career exploration and decision-making. The dominance of the 21–23 age group is particularly significant, as individuals in this category are more likely to be exposed to entrepreneurial education, skill development programs, and sustainability-related concepts. This age profile strengthens the relevance of the study, as it captures the perceptions and intentions of youth who are most likely to transition into entrepreneurial roles in the near future.

Table 4.3: Education Level

Education	Frequency	Percentage (%)
UG	180	60
PG	120	40
Total	**300**	**100**

Source: Primary Source

Interpretation:

The educational profile of respondents shows that a majority are undergraduate students (60.0%, n = 180),

while postgraduate students account for 40.0% (n = 120). This distribution indicates that most participants are in the early stages of higher education, where exposure to entrepreneurship and sustainability concepts is still developing. Undergraduate students may possess foundational knowledge but limited practical experience, which can influence their entrepreneurial behaviour. On the other hand, postgraduate students are more likely to have advanced knowledge, critical thinking skills, and greater awareness of sustainability issues. This mix of respondents provides a comprehensive understanding of how education level influences green entrepreneurial behaviour, although the dominance of undergraduates suggests that findings may be more reflective of early-stage entrepreneurial perspectives.

Table 4.4: Descriptive Statistics

Variable	Mean	Std. Deviation
SEE	3.94	0.66
SA	4.03	0.61
SP	3.88	0.63
SEB	3.76	0.69

Source: Primary Source

Interpretation:

The descriptive statistics provide insights into the central tendencies and variability of key study variables, namely Sustainable Entrepreneurial Education (SEE), Sustainability Awareness (SA), Sustainable Practices (SP), and Sustainable Entrepreneurial Behaviour (SEB). Among these variables, Sustainability Awareness (SA) records the highest mean value (Mean = 4.03, SD = 0.61), indicating that respondents generally possess a high level of awareness regarding environmental and sustainability issues. This suggests that educational institutions and social influences may be effectively promoting sustainability consciousness among youth.Sustainable Entrepreneurial Education (SEE) also shows a relatively high mean score (Mean = 3.94, SD = 0.66), reflecting that respondents perceive themselves as moderately exposed to entrepreneurship education with a sustainability focus. Similarly, Sustainable Practices (SP) exhibit a mean of 3.88 (SD = 0.63), suggesting that respondents occasionally engage in environmentally responsible practices, although not consistently.However, Sustainable Entrepreneurial Behaviour (SEB) records the lowest mean (Mean = 3.76, SD = 0.69), indicating that while respondents are aware of sustainability and possess some level of education, this does not fully translate into actual entrepreneurial behaviour. This gap between awareness and action highlights a critical issue in sustainability research—knowledge alone is insufficient to drive behavioural change. Factors such as lack of resources, practical exposure, risk perception, and institutional support may act as barriers to converting intention into action.The relatively low standard deviation values across all variables indicate that responses are fairly consistent, suggesting homogeneity in perceptions among the sample group.

Table 4.5: Reliability Analysis

Variable	No. of Items	Cronbach's Alpha
SEE	4	0.85
SA	4	0.83
SP	4	0.87
SEB	4	0.88

Source: Primary Source

Interpretation:

The reliability analysis was conducted using Cronbach's Alpha to assess the internal consistency of the measurement scales. The results indicate that all constructs demonstrate high reliability, with alpha values exceeding the recommended threshold of 0.70. Specifically, Sustainable Entrepreneurial Education (SEE) has a Cronbach's Alpha of 0.85, Sustainability Awareness (SA) shows 0.83, Sustainable Practices (SP) records 0.87, and Sustainable Entrepreneurial Behaviour (SEB) has the highest reliability at 0.88.These values indicate strong internal consistency among the items used to measure each construct, suggesting that the questionnaire is reliable and the items are well-correlated in capturing the intended variables. The high reliability of SEB, in particular, implies that the measurement of entrepreneurial behaviour is stable and dependable. Overall, the results confirm that the data collected is suitable for further statistical analysis, such as correlation and regression, and that the findings derived from this data can be considered valid and consistent.

V. DISCUSSION

The present study aimed to examine the determinants of green entrepreneurial behaviour among youth, with a focus on sustainability awareness, entrepreneurial education, and sustainable practices. The findings provide important insights into how young individuals perceive sustainability and the extent to which these perceptions translate into entrepreneurial action.One of the key findings of the study is the relatively high level of sustainability awareness among respondents. The descriptive statistics indicate that sustainability awareness recorded the highest mean score among all variables, suggesting that youth are well-informed about environmental issues and the importance of sustainable development. This finding is consistent with previous studies, which highlight that increasing environmental education and global sustainability discourse have significantly enhanced awareness levels among young individuals. However, despite this high level of awareness, the study reveals that actual sustainable entrepreneurial behaviour remains comparatively lower.This gap between awareness and behaviour reflects what is commonly referred to in the literature as the intention–behaviour gap. Although respondents demonstrate positive attitudes and knowledge regarding sustainability, they are less likely to translate these into concrete entrepreneurial actions. This finding aligns with earlier research, which suggests that awareness alone is insufficient to drive behavioural change. Factors such as limited access to financial resources, lack of practical exposure, fear of risk, and inadequate institutional support may hinder the transformation of intentions into actual entrepreneurial activities.

The study also highlights the role of sustainable entrepreneurial education in shaping youth behaviour. The results indicate that respondents have moderate exposure to entrepreneurship education, which positively influences their understanding of sustainability-oriented business practices. This supports the argument that educational institutions play a crucial role in developing entrepreneurial competencies and fostering innovation. However, the relatively lower level of entrepreneurial behaviour suggests that current educational approaches may be more theoretical than practical. This underscores the need for experiential learning methods, such as incubation programs, live projects, and industry collaborations, to enhance students' ability to apply their knowledge in real-world contexts.Furthermore, the findings related to sustainable practices indicate that while respondents occasionally engage in environmentally responsible actions, these practices are not consistently adopted. This inconsistency suggests that behavioural change requires more than awareness and education; it also depends on motivation, social influence, and access to enabling resources. The role of peer networks, mentorship, and supportive

ecosystems becomes particularly important in this context.The demographic analysis also provides useful insights. The balanced gender representation in the sample suggests that both male and female respondents have comparable exposure to sustainability concepts and entrepreneurial opportunities. This indicates a positive trend toward gender inclusivity in entrepreneurship. Additionally, the dominance of respondents in the 21–23 age group reflects a population that is at a critical stage of career development, where entrepreneurial intentions are actively being formed. However, the higher proportion of undergraduate students suggests that many respondents may still lack practical experience, which could explain the gap between knowledge and action.

The reliability analysis confirms that all measurement constructs used in the study are highly consistent, ensuring the credibility of the findings. This strengthens the validity of the conclusions drawn and supports the use of these variables in further empirical research.Overall, the study emphasizes that while youth possess strong sustainability awareness and a positive orientation toward green entrepreneurship, there are significant barriers that prevent the full realization of entrepreneurial behaviour. The findings highlight the need for a more integrated approach that combines education, practical exposure, institutional support, and policy interventions. Encouraging youth participation in sustainability-driven ventures requires not only knowledge dissemination but also the creation of an enabling environment that supports innovation, reduces risk, and provides access to resources.

VI. CONCLUSION

This study set out to understand what drives green entrepreneurial behaviour among youth, particularly focusing on sustainability awareness, entrepreneurial education, and sustainable practices. The findings clearly show that today's youth are quite aware of environmental issues and the importance of sustainability. They also have a reasonable level of exposure to entrepreneurship education, which helps shape their understanding of sustainable business ideas.However, one of the most important insights from this study is that awareness does not always lead to action. Even though students understand sustainability and show positive attitudes toward it, their actual involvement in green entrepreneurial activities is comparatively lower. This suggests that there is a gap between what young people know and what they actually do. In simple terms, many students are aware and interested, but not yet fully ready or supported to take real entrepreneurial steps.The study also highlights that education alone is not enough. While classroom learning plays an important role, students need more practical exposure, such as real-world projects, startup support, mentorship, and access to resources. Without these, it becomes difficult for them to turn ideas into action. Factors like lack of funding, fear of risk, and limited guidance can slow down their entrepreneurial journey.

At the same time, the results show a positive direction. The balanced participation of male and female students indicates that opportunities for entrepreneurship are becoming more inclusive. The strong presence of students in the early stages of their careers also suggests that there is great potential to shape future entrepreneurs if the right support is provided at the right time.Overall, this study makes it clear that youth have the interest, awareness, and potential to contribute to sustainable development through entrepreneurship. What is needed now is a stronger support system that connects education with practice. Universities, policymakers, and support institutions should work together to create an environment where young people feel confident, capable, and encouraged to start sustainable ventures.In conclusion, promoting green entrepreneurial behaviour among youth is not just about teaching sustainability—it is about enabling action. By bridging the gap between knowledge and practice, we can empower the next

generation to build businesses that are not only profitable but also socially and environmentally responsible.

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