

**THE EFFECT OF GREEN ENTREPRENEURSHIP  
ON THE SUSTAINABLE DEVELOPMENT OF  
ENTREPRENEURSHIP EDUCATION**

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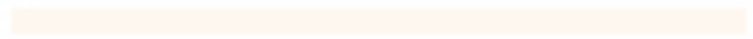
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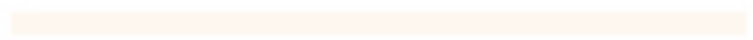
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# The Effect Of Green Entrepreneurship On The Sustainable Development Of Entrepreneurship Education

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2023

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## ABSTRACT

The current study, in this regard, intend to investigate the effect of green entrepreneurship on sustainable development of entrepreneurship education among undergraduate student of Universiti Malaysia Kelantan. Secondary data was used and proposed the outcomes from the framework after measuring the information from the literature review that supported by numerous researchers. The research design will use the quantitative study. Using convenience sampling, 346 data were gathered through online survey from students Universiti Malaysia Kelantan. Quantitative analysis using SPSS were performed to analyse data. The findings have showed the independent variables which is professional development of entrepreneurship education, Integration of Sustainability in Academic Curriculum, Boost in Financial Support, Enhancement towards Establishing and Straightening Green Culture and Expansion of Green Building and Facilities are significant to the research among UMK. Finally, the green market's effect on Sustainable development and green entrepreneurship has not yet been explored in-depth. The current study aims to highlight available literature on green sustainable development of entrepreneurship education.

**Keywords:** Entrepreneurship education, quantitative analysis, green entrepreneurship, Sustainable development, secondary data, undergraduate student.

## ABSTRAK

Kajian semasa, dalam hal ini, berhasrat untuk menyiasat kesan keusahawanan hijau terhadap pembangunan mampan pendidikan keusahawanan dalam kalangan pelajar sarjana muda Universiti Malaysia Kelantan. Data sekunder digunakan dan mencadangkan hasil daripada rangka kerja selepas mengukur maklumat daripada kajian literatur yang disokong oleh ramai penyelidik. Reka bentuk kajian akan menggunakan kajian kuantitatif. Menggunakan persampelan mudah, 346 data telah dikumpul melalui tinjauan dalam talian daripada pelajar Universiti Malaysia Kelantan. Analisis kuantitatif menggunakan SPSS dilakukan untuk menganalisis data. Dapatan kajian menunjukkan pembolehubah tidak bersandar iaitu pembangunan profesional pendidikan keusahawanan, Pengintegrasian Kelestarian dalam Kurikulum Akademik, Peningkatan Sokongan Kewangan, Pemantapan ke arah Mewujudkan dan Meluruskan Budaya Hijau serta Perluasan Bangunan dan Kemudahan Hijau adalah signifikan kepada penyelidikan di kalangan UMK. Akhirnya, kesan pasaran hijau terhadap pembangunan mampan dan keusahawanan hijau masih belum diterokai secara mendalam. Kajian semasa bertujuan untuk mengetengahkan literatur yang ada mengenai pembangunan mampan hijau pendidikan keusahawanan.

**Kata kunci:** Pendidikan keusahawanan, Pembangunan lestari, analisis kuantitatif, keusahawanan hijau, data sekunder, pelajar sarjana muda.

# CHAPTER 1

## INTRODUCTION

### 1.1 Background Of The Study

According to contemporary research, to contribute to a more ecological future green entrepreneurial education is built around green education, which is thought to represent the formation and development of competencies for long-term development such as necessary knowledge, skills, and behaviors for sustainable living and behavior (Anghel, 2022). Green entrepreneurship is one of the academic fields. This is because of the development of entrepreneurial education with environmental and economic values, emphasizing the idea and practice orientation of green entrepreneurship education (Agu et al., 2021). Other than that, green entrepreneurship education can enable university students to build their understanding of green entrepreneurship and prepare them to cope with any issues that might arise throughout the green entrepreneurship process in the future (Yi, 2020).

Entrepreneurship education (EE) into university education was to provide undergraduates with the sustainable development needed to perform well and contribute to society after graduation (Davwet et al., 2019). Entrepreneurship education has an important role in boosting economic growth, and entrepreneurship graduates are key participants in the dynamism and adaptability of corporate settings (Connor, 2018). For example, undergraduate students are able to innovate ideas depending on their knowledge to create unique business opportunities, innovations in the organization of their employment, and more after graduation.

Education for sustainable development (ESD) is a vision of education that aims to provide students with the knowledge, skills, attitudes, and values necessary to become socially responsible global citizens and to influence a sustainable future (Wang, 2020). ESD

is a lifetime learning process that is an essential component of high-quality education, it improves the cognitive, socio-emotional, and behavioral aspects of learning and includes learning content and outcomes, pedagogy, and the learning environment itself (Castellanos, 2022). As a result, education for sustainable development fosters skills such as critical thinking, anticipating future situations, and making collaborative decisions.

According to EMPL (2022), the Education Paradigm for Sustainability emphasizes the importance of learning and fostering entrepreneurship competencies, which have been identified as crucial characteristics of the twenty-first century. Furthermore, sustainability is a competency which it expands beyond business research. For example, the local community participates in green business and is highly concerned about the environment. The requirement of the study programs in entrepreneurship education, which provide not only core competencies necessary for business practices but also horizontal "green" driven competencies that shape business students' green entrepreneurial mindsets, dictates the topicality of this problem (Wang, 2020). Green entrepreneurship can begin with the development of entrepreneurship competencies among people and the need for sustainability education (Ye et al., 2020). For example, sustainability emerged from sustainable development, which means development that meets the requirements of the present without jeopardizing future generations' ability to meet their own needs (Mensah, J. 2019). Bringing sustainability and development together can be characterized as the continual expansion of an economy with the betterment of present and future generations' social, economic, and political lives Creswell, J.W.& Poth, C.N. (2018). According to Kabir, et al. (2017), sustainable development is not a constant or stable state of harmony; rather, it is a life-long process of evolution in which individuals choose choices that lead to development that meets present demands without jeopardizing future generations' ability to satisfy their own. It can be defined as a sustained increase in economic growth that leads to economic competitiveness, a

high standard of living, and self-sufficiency. It can also be viewed as a growth that allows future generations to have access to happiness, self-esteem, and independence Creswell & Poth, (2018).

Sustainable Development of Entrepreneurship education emerges with general ability growth and professional ability enhancement, ranging from knowledge learning to skill improvement (Westhead & Solesvik, 2017). In addition, it also fosters innovative talents, which are a critical driving force for future growth and currently facing new challenges as a result of innovation-driven development methods (Zeng, 2022). According to Passaro et al. (2018), more educational institutions are now offering a wide range of entrepreneurial programs and training activities for achieving sustainable development learning.

According to The Star, (2019), The inaugural Times Higher Education (THE) University Impact Rankings 2019 include nine Malaysian universities. Universiti Sains Malaysia (USM) is in first place, with a score of 84.1 out of 100. Universiti Malaya (UM), Universiti Teknologi Malaysia, and Universiti Tunku Abdul Rahman are all in the 101-200 range (UTAR). USM achieved the highest sustainable campus in Malaysia by implementing a package of actions to improve sustainability, resulting in a second wave of transformation centered on achieving excellence in research to be ranked as a high in sustainable institutions. These include the Kampus Sejahtera (Campus Well-Being) Programme, membership in the USM Regional Centre of Expertise (USM-RCE) for education for sustainable development, the University in a Garden scenario (a metaphor for a sustainability-led university), and Malaysia's Accelerated Programme for Excellence (APEX). Among them, the APEX award - the Ministry of Higher Education in Malaysia's lone grant under this system to any university is primarily focused on "transforming higher education for a sustainable tomorrow" (USM APEX Report, 2009).

An entrepreneurial university in Malaysia is University of Malaysia Kelantan. This is because students have been offered with education institutions by the University of Malaysia Kelantan. As an example, students pay tuition to the institution. The university is then able to pay the salary of the teachers and their staff by paying the fees. Furthermore, the university's green may be sustained with the payment of student fees thanks to the presence of green plants. For another example, using energy-efficient air conditioners is one of the variables that might support green entrepreneurship in a university environment. According to Harian Metro, (2021), When ranked at position 601–800 out of 1,406 higher education institutions worldwide in the Times Higher Education (THE) World University Rankings 2021, Universiti Malaysia Kelantan (UMK) continues to strengthen its incredible performance. THE Impact Ranking was established by THE, which considers ratings based on indicators from 17 Sustainable Development Goals (SDG) to make sure the institution performs an accurate role in supporting the local community. .

In conclusion, green entrepreneurship among students has been a research topic for a number of researchers, the majority of whom were interested in studying students' intentions, contacts, and perspectives on green entrepreneurship, as well as the relationships between the elements that drive it. The geographic location of this present study was conducted in Kota Bharu Kelantan, where students of Universiti Malaysia Kelantan. Thus, the present study provides an opportunity to investigate and increase understanding of the relationship between sustainable education among students of Universiti Malaysia Kelantan.

## **1.2 Problem Statement**

People are empowered by education for sustainable development to transform their ways of thinking and working toward a more sustainable future. According to Hartman, R. et al. (2017) many schools concentrate on SDG 4, Quality Education. However, because the



goals encompass a wide range of issues that affect all organizations in different ways, all 17 are applicable to schools, whether in institution operations, lecturer relations, curriculum, institution collaborations, or research. SDGs are important towards emerging entrepreneurship education where it is crucial in bringing curriculum to life by providing students with unique chances such as consulting projects and experiential learning that not only educate students but also allow them to have a positive influence on their community. Education which emerged with Sustainable Development Promotes the integration of these critical sustainability issues in local and global contexts into the curriculum to prepare learners to understand and respond to the changing world (Wunderer, R. 2021).

Responding to pressing Ministry policy issues (Franco et. al., 2019), as well as societal concerns from Times Higher Education, 2021, a rising number of higher education institutions (HEIs) have begun a journey to integrate sustainable development into their core functions. According to New Straits Time, (2022), the Ministry Of Education(MOE) has committed to establish a National Sustainable Development Goals (SDG) center to empower and accelerate programs aimed at students from early childhood education through higher education for a brighter and more sustainable future for the country. By 2030, all the SDGs goal is to achieve inclusive and equitable quality education and encourage lifelong learning opportunities for all.

State Education Departments (SEDs) administer educational policies at the state level with the assistance of District Education Offices (DEOs) for a new curriculum development Ministry of Education (2022). 5-Year Education Development Plans include elements of sustainability. In the 2000s, for example, the New Sustainable Education Policy (NSEP) was implemented in order to increase sustainable learning and reform curriculum through syllabus (Sternad et al. 2016). This initiative brings the level of sustainability to the next level by



producing students with valuable knowledge even after graduation by complying with the institution.

This research is to find the compliance of Self Empowerment & Educational Development (SEED) towards education in Malaysia. The Seed Initiative is a one-of-a-kind forum for Malaysian students to share their views and ideas Namsa, (2022). SEED is also exhibited in Universiti Malaysia Kelantan(UMK) which is the University of Entrepreneurship in Malaysia. So the motive of UMK upon SEED is to help students learn required entrepreneurial abilities in intercultural management in Asia and to contribute to the improvement of the green livelihoods of villages by undergraduate students (of any subject) who are enthusiastic about societal improvement. By this UMK will fit in conducting this research and also can broaden the scope of implementing SEED to boost more green entrepreneurial sustainable knowledge.

### 1.3 Research Questions

The following research question will be investigated as a part of this project's purpose:

1. What is the relationship between Professional Development of Green Entrepreneurship Education?
2. What is the relationship between the Integration of sustainability in Academic Curricula towards the Sustainable Development of Green Entrepreneurship Education?
3. What is the relationship between Boost in Financial support towards Sustainable Development of Green Entrepreneurship Education?
4. What is the relationship between enhancement towards Straightening Green Culture towards Sustainable Development of Green Entrepreneurship Education?
5. What is the relationship between the Expansion of Green Building and Facilities towards Green Entrepreneurship on Sustainable Development of Green Entrepreneurship Education?

## 1.4 Research Objectives

The following research objectives will be investigated as a part of this project's purpose:

1. To examine the relationship between Professional Development of Green Entrepreneurship Education.
2. To examine the relationship between the Integration of sustainability in Academic Curricula towards the Sustainable Development of Green Entrepreneurship Education.
3. To examine the relationship between Boost in Financial support towards Green Entrepreneurship on Sustainable Development of Green Entrepreneurship Education.
4. To examine the relationship between enhancement towards Straightening Green Culture towards Sustainable Development of Green Entrepreneurship Education.
5. To examine the relationship between the Expansion of Green Building and Facilities towards Sustainable Development of Green Entrepreneurship Education.

### **1.5 Scope Of Study**

The scope of the study describes essentially, green entrepreneurship, and what it will focus on, which is to investigate the effect of green entrepreneurship on sustainable development of entrepreneurship education. So, this study will discuss deeper into what the effects of green entrepreneurship on sustainable development of entrepreneurship education issues on the individuals involved, where through this study will also be able to unravel all kinds of questions and also the problems faced. In addition, for the success of the study, quantitative methods where questionnaires using google form will be distributed to 384 undergraduate students of Universiti Malaysia Kelantan. This study will be conducted all over the students of entrepreneur's education which is in line with the title of the study. So, from there we will collect information such as data as well as their views on what we study and we will make a joint analysis to summarize our study more accurately and in detail.

### **1.6 Significance Of The Study**

Generally, sustainable development of entrepreneurship education is commonly understood as education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and just society for all. For instance, this equip current and future generations to meet their needs through a balanced and integrated approach to the economic, social, and environmental components of sustainable development by figuring out the ideas while answering the questionnaire. Respondents showing empathy in this study means that the ability to take the changes on the perspective of other people while being non-judgmental. At the same time, they can recognize the ideas of other people and be able to convey their own perspectives back to the people of being sustainable while pursuing education.

As a result of this study, undergraduates need to be very involved in long-term sustainable growth. Environmental, social, and ethical advancement in society is considered

possible outcomes of green economies and green business people. There are upcoming needs for green development as well as new conversations on environmental justice and green entrepreneurship as catalysts for larger systemic reform.

## **1.7 Definition Of Term**

### **1.7.1 Entrepreneur**

Entrepreneurs are independent business protagonists. According to Schumpeter (1911), they are the key drivers of economic and social dynamics. Schumpeter emphasized their skills and abilities in the independent development and implementation of ideas and pointed out their innovative power, which encompasses the creation of new products, production processes, organizational structures or alternative distribution channels. Drucker (1986) regards the competence to spot and make use of a business opportunity as a central entrepreneurial task. Entrepreneurs play a relevant role in all subsystems of our society: from business, religion, sciences and politics to education and sports.

Generally speaking, anybody can become active as an entrepreneur (Faltin, 2015). The term intrapreneur and co-entrepreneurs (Wunderer, 1999) describe entrepreneurs who are not self-employed, but decide to become active within a company. Social entrepreneurs or change-makers (Drayton, 2003) are individuals who combine entrepreneurial and social initiatives to bring about positive change in society. They implement ideas in areas such as education, environmental protection or the creation of jobs for persons with disabilities.

### **1.7.2 Entrepreneurship**

While the term entrepreneur refers to a person, entrepreneurship describes the process of developing an idea, identifying a business opportunity and implementing the idea as a

team (Fueglistaller, 2004). The term social entrepreneurship is used for initiatives that focus on solving certain problems of society; it partly overlaps with the term social business.

### **1.7.3 Green Entrepreneurship**

The term "green entrepreneurship" describes a particular category of entrepreneurship that seeks to develop and put into practice responses to environmental issues as well as to encourage societal change to prevent environmental harm (Kirkwood & Walton 2010). Furthermore, it has been proposed that green entrepreneurship may represent a new paradigm for business rather than a subset of entrepreneurship since green entrepreneurs are motivated by goals that go beyond just developing eco-friendly goods and services for a specific market (Robbins et al., 2018). According to Dean & McMullen (2007), Environmental or green entrepreneurship can be explained on the basis of theories on entrepreneurship, and environmental and welfare economics as a subset of sustainable entrepreneurship (Giuliano, 2014).

### **1.7.4 Entrepreneurship Education**

Entrepreneurship education is viewed as a body of codified knowledge that instructs, enlightens, and trains anybody involved in company establishment. Another way to define entrepreneurship education is as a pedagogical strategy that encourages entrepreneurial actions, attitudes, and ways of thinking (Rosaria et al., 2019). The significance of entrepreneurship education in assisting students in understanding and fostering entrepreneurial aims and attitudes has been widely acknowledged (Eleonora, 2019). Examining entrepreneurship education and related entrepreneurial goals among students at public and private institutions is the goal of the current study Eysenbach, G. (2014).

### 1.7.5 Sustainable Development

To attain human development goals and sustain the capacity of natural systems to deliver the natural resources and ecosystem services that are important for the economy and society, sustainable development is a key organizing concept (Schuetz, 2020). A civilization that continues to fulfill human needs while maintaining the stability and integrity of the natural system is the intended outcome (Jeronen, 2013). This is achieved through using resources and living circumstances in this way. The 1987 Brundtland Report defined sustainable development as "development that satisfies the requirements of the present generation without compromising the ability of future generations to satisfy their own needs." The emphasis on sustainable development has changed increasingly in recent years to include the conservation of the environment for future generations as well as the economic and social progress of society (Thesaurus, 2021).

## 1.8 Organization Of Proposal

This study was conducted by the researcher to investigate the effect of green entrepreneurship on sustainable development of entrepreneurship education by the questionnaire distributed towards undergraduates of Universiti Malaysia Kelantan.

**Chapter 1:** This chapter provides a summary of the study's background, problem statement, research questions, and objectives as well as its scope, significance, and definition of key terms. It also describes how the proposal is organized.

**Chapter 2:** In order to highlight the effect of green entrepreneurship on sustainable development of entrepreneurship education, this chapter discusses the literature review on introduction, underlying theory, previous studies, hypotheses statement, conceptual framework, and summary of the effect of sustainable development of entrepreneurship education .

**Chapter 3:** In this chapter, the researchers will analyze introduction, research design, data collection methods, study population, sample size, sampling techniques, research instrument development, measurement of the variables, the procedure for data analysis, and summary. The research method will explain the introduction and research design to help ensure that the methods match the research aims. The data collection method will show the researcher will get data in the study by using questionnaires. This chapter also explains the development of the research instrument, the measurement of the variables, and the procedure for the data analysis.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

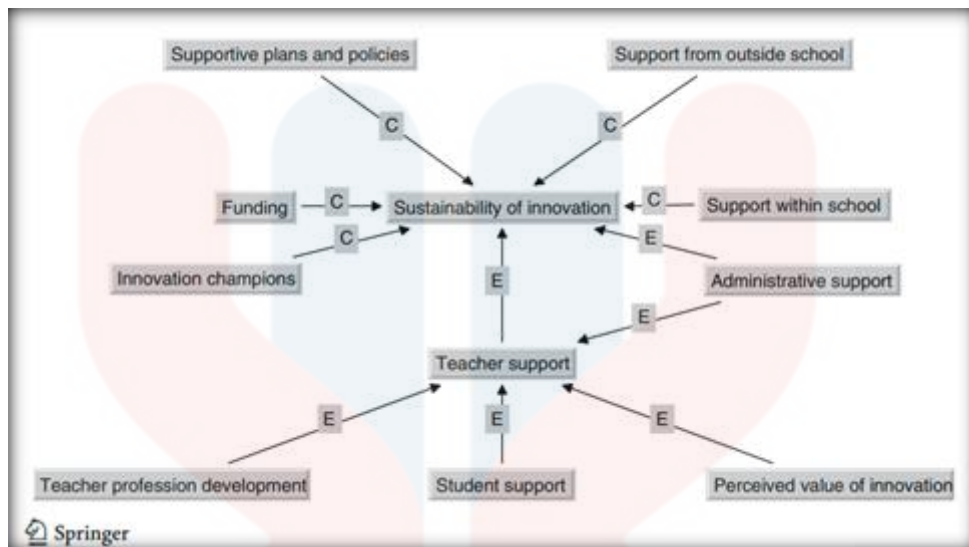
In this part, researchers will explore what the researcher discusses on both the independent variable and dependent variables through a literature review of the effect of Green Entrepreneurship on Sustainable Development of Entrepreneurship Education. Furthermore, this research will explore more on what the research is and go with greater detail on the dependent variable and independent variable of the research.

A literature review is a comprehensive summary of previous research on a topic and it surveys scholarly articles, books, and other sources which are relevant to a particular area of research. The environment's dynamic and variable nature is the primary source of resource uncertainty (Adomako, 2021). The process of creating new goods and technologies to address environmental problems is known as "green entrepreneurship." Long-term, sustainable development is linked to economic and human development growth and development (Manisha et al., 2021). Therefore, the primary purpose of carrying out this literature review is to investigate the underpinning theory associated with the research based on the design study of emotional intelligence and job performance.

#### 2.2 Owston Theory

For the purpose of this study, this study draws from Owston sustainability of innovation education model (Owston, 2006). The model is adopted and adapted to merge with the current study context. Figure 2.1 depicts the sustainability of innovation education mode it shows.

Figure 2.1: Model Sustainability of Innovation Education



Source: Owston (2007)

Figure 2.1: Model Sustainability of Innovation Education

Based on above figure 2.1, according to Owston (2007), the model of sustainability of innovation education, there are ten variables in the model. While this study only has five variables. But, all variables in model sustainability of innovation education can be used in the study variable. In addition, the variables that are in the model are also in the variables of this study. Among the related variables is teacher professional development. This variable can be linked to the first variable which is professional development of entrepreneurship education. Investing in teacher professional development is one of the finest expenditures a government can make to boost student learning (Hiebert et.al., 2018). According to the concept, when teachers realize that their pupils are supportive of the innovation and that it enhances their learning, they are more likely to commit time and effort into ensuring its success. Teachers are learning more about the pedagogical method they are adopting for example project-based learning and the sustainable development itself as they spend more on innovation.

In addition, the perceived value of innovation and student support can be linked to the integration of sustainability in academic curriculum. Along with the new basic education

curriculum reform, all provinces in the institution have been investigating "new sustainable education" for undergraduates, with "innovation" as the primary goal. (Wu Xiumi, 2020) analyzes and explores the impact of curriculum innovation in the growth of students' learning capacities in her own study. To ensure that curriculum innovation can support the cultivation and enhancement of students' learning capacity, curriculum innovation should be characterized in current curriculum teaching from the perspective of students' creativity and learning ability cultivation.

Supportive from outside the school and funding from Owton (2007), can be linked to a boost in finances. Although it may appear obvious, the fundraising is closely related to the importance of education for our young. Uneven institution financing strongly links to unequal educational results, including poorer achievement and graduation rates, which can translate to fewer institution prospects for undergraduates in extremely underfunded institutions. This extends beyond the essential academic needs of students, such as classroom materials, up-to-date technology, and clean, safe school buildings. Education also includes what happens outside of the classroom, such as through extracurricular enrichment activities in the arts, STEM industries, and other areas. University fundraising makes these possibilities available to a broader range of students and promotes a more well-rounded education for all by boosting financial support. While there are many different sorts of excellent fundraisers, those that incorporate student engagement, such as fun runs, have the added benefit of teaching students vital life skills and habits. Goal-setting, planning, accountability, teamwork, leadership, physical exercise, and so on.

Furthermore, the innovation champion and support within school can be linked to enhancement towards straightening green culture. Since students are the future decision-makers, it is critical to understand what they think about green culture, where they learn about it, and how they innovate and contribute to it. In this context, students who pursue at

the institution and commit themselves to supporting a cultural change, such as innovating a new intervention culture or cultural quality improvement effort, are known as innovation champions. Health organizations frequently rely on innovation champions, and previous research indicates that they are critical for effective cultural transformation.

Lastly, administrative support is closely related to the expansion of green buildings and facilities. Green building on college campuses is the deliberate design of buildings on college campuses that reduces resource use in both the building process and the structure's future use. Administrative support is required to work with the faculty and institution upper management in minimizing CO<sub>2</sub> emissions, energy use, and water consumption while also establishing an environment in which students may be healthy and study which will lead to the building being environmentally sustainable. Since college campuses educate the world's future leaders, institutions are opting to develop new facilities to green norms in order to encourage environmental responsibility in their students.

## **2.3 Previous Studies**

### **2.3.1 Sustainable University Classification Model**

Some empirical data on the personal level have been obtained in relation to the various research areas. The circumstances and needs were identified by investigating secondary and tertiary students' and teachers' perceptions, knowledge, understanding, and beliefs about Sustainable University Classification Model in previous study (Winter et al., 2007). Institutional evaluation study has been performed to examine the application of ESD in schools (Shallcross et al., 2006), and universities (Leal Filho, 2000).

However, the development of unique technique for Sustainable University Classification Model research is lagging. Because Sustainable University Classification Model research is still in its early stages, scholars are still looking for suitable techniques and

attempting to adapt and construct study instruments. An examination of publications supports the hypothesis that a lack of coherent key concepts, pronounced contextuality, and an urgent need for social and individual changes could lead to the dominance of qualitative approaches such as interviews, case studies, and action research, among others (Salflte et al., 2007; Winter and Firth, 2007; Tormey et al., 2008).

### **2.3.2 Higher Education Modeling of Sustainability as a Fully Integrated System**

The strategies of seven universities from across the world were compared in order to determine the essential features of university sustainability transformation, ideal qualities of the sustainable institution, and transformation drivers and barriers (Ferrer-Balas et. al., 2008). Initiatives to promote sustainability, such as declarations, letters, associations, and conferences, was provide to guidance for integrating sustainability into the university system. Collaboration with other institutions, integrating SD into the institutional framework, on-campus living experiences, and "Educating Educators" are crucial factors was analyzed systematically integrated into HEIs to give learning and educational value. sprint to the transition to the DS participants, ensuring the SD as the "gold thread" across the university system (Lozano R & Lukman R, 2013). Interconnecting sustainable development as a concept, within and between different disciplines and schools, and adapting it to its specific nature, could assist universities in moving toward a more balanced, synergistic, trans-disciplinary, and holistic academic system, allowing graduates to contribute to the development of more sustainable societies in a more effective way (Lozano R., 2010).

## 2.4 Hypotheses Statement

The research aims to investigate The Effect Of Green Entrepreneurship On The Sustainable Development Of Entrepreneurship Education among undergraduates of Universiti Malaysia Kelantan. Therefore, a study plan was made to study the relationship between these variables. Based on the literature review that has been discussed and the research questions, the hypotheses of this study are summarized in the following ways:

**H<sub>1</sub>:** There is a significant relationship between Professional Development of Green Entrepreneurship Education towards Sustainable Development of Green Entrepreneurship Education.

**H<sub>2</sub>:** There is a significant relationship between Integration of sustainability in Academic Curriculum towards Sustainable Development of Green Entrepreneurship Education.

**H<sub>3</sub>:** There is a significant relationship between Boost in Financial support towards Sustainable Development of Green Entrepreneurship Education.

**H<sub>4</sub>:** There is a significant relationship between enhancement towards Straightening Green Culture towards Sustainable Development of Green Entrepreneurship Education.

**H<sub>5</sub>:** There is a significant relationship between Expansion of Green Building and Facilities towards Sustainable Development of Green Entrepreneurship Education.

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## 2.5 Conceptual Framework

The literature was chosen to create a framework for addressing the research question based on the research objective. A research model was constructed to indicate precisely which associations should be assessed and how. This model includes variables derived from the literature that are relevant to the study. Each variable demonstrates the relationship between the others. The following conceptual model is based on previous research reported in the literature review the Effect Of Green Entrepreneurship On The Sustainable Development Of Entrepreneurship Education among undergraduates of Universiti Malaysia Kelantan. The goal of the conceptual model is to investigate the effect towards Sustainable Development of Green Entrepreneurship Education.

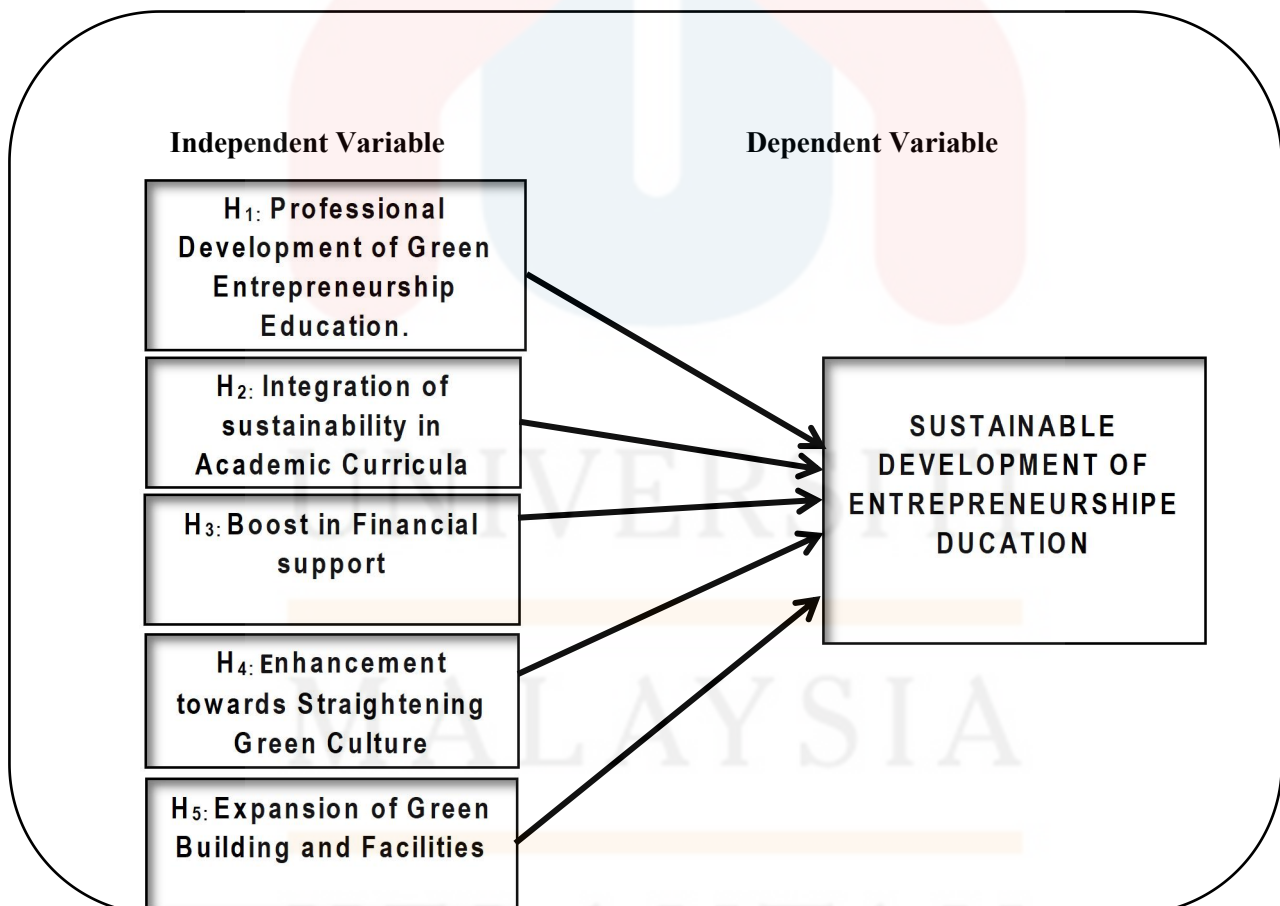


Figure 2.2: The Conceptual Framework of This Research

## 2.6 Summary / Conclusion

To provide a brief summary, the literature study that pertained to the previously investigated components had included a review of this component. The suggested theoretical framework is being built based on a mixed model, and this is being done on the basis of the literature review. The researchers have a tendency to analyse the association between all of the independent variables of emotional intelligence and how hotel workers perform on the job. Discovering the technique behind the study that was carried out will be covered in the next chapter, which will focus on the various methodology types.



## CHAPTER 3

### RESEARCH DESIGN & METHODOLOGY

#### 3.1 Introduction

This chapter discusses research design methodological selection to data gathering and analysis. This chapter also indicated where the study would be conducted in this chapter and the questionnaire design, sample size, and data analysis plan.

#### 3.2 Research Design

A research design is the framework of research methods and technique usually used to accurately assess cause-and-effect relationship between independent and dependent variable. A research design is a plan to answer a set of questions (McCombes, 2019). This study was carried out based on the positivist paradigm of research, utilizing quantitative surveying as a method for data collection. As a philosophy, positivism adheres to the view that only “factual” knowledge gained through observation, including measurement, is trustworthy, and that research findings are usually observable and quantifiable (Creswell, 2014). There are two major research design types: qualitative and quantitative. This study adopted for quantitative as the research design.

In this research, quantitative research is adopted as the primary approach for investigating the research questions and objectives, which include identifying, the relationship between the independent variable components (entrepreneurial professional development of green entrepreneurship education, integration of sustainability in academic curriculum, boost in financial support, enhancement towards establishing and straightening green culture, and expansion of green building and facilities) and dependent variable (sustainable development of entrepreneurship education issue). Primary data also known as raw data, will be utilize to acquire data for this study. Primary data is highly useful data

collector since it will allow us to gather significant quantity of data a specific group in a short amount of time

### **3.3 Data Collection Method**

Research sampling have two method which is probability sampling method and the non-probability method. This study will use non-probability sampling. Non-probability sampling is defined sampling technique. Sampling techniques where sample are adopted based on subjective judgement. In this study, the method used is convenience sampling. Convenience sampling is a sample is selected from a population sample because sample are easy to recruit and selecting a sample. For example, this study will used only survey the unit of analysis is undergraduate student in University Malaysia Kelantan. The table stated that for a population in 2021/2022 that is more than 3000, the required sample is 3593 (see Table 3.1). A sample size for this research is about 346 respondents are necessary for this study's population based on Krejcie and Morgan (see table 3.1).

Table 3.1: Number of Undergraduate Students according to Faculty of Business

| <b>Fakulti Keusahawanan dan Perniagaan (FKP)</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b> |
|--|---------------|---------------|---------------|---------------|--------------|
| <b>SAA</b>                                       | 37            | 1             |               |               | <b>38</b>    |
| <b>SAB</b>                                       | 212           | 204           | 212           | 196           | <b>824</b>   |
| <b>SAE</b>                                       | 58            | 51            | 58            | 55            | <b>222</b>   |
| <b>SAK</b>                                       | 200           | 224           | 241           | 237           | <b>902</b>   |
| <b>SAL</b>                                       | 208           | 215           | 238           | 145           | <b>806</b>   |
| <b>SAR</b>                                       | 200           | 187           | 172           | 227           | <b>801</b>   |
| <b>TOTAL</b>                                     | <b>915</b>    | <b>897</b>    | <b>921</b>    | <b>860</b>    | <b>3593</b>  |

Source: Fakulti Keusahawanan dan Perniagaan (2021)

Sources: Fakulti Keusahawanan dan Perniagaan (2021)

This research study is conducting using primary data collection through surveys the questionnaire. Researchers will design a series of questions based on variables of emotional intelligence and job performance. Questionnaires are generated with closed-ended question with the range of strongly agree to strongly disagree. It is with the purpose to easier process of data gathering. The questionnaire will be measured by using a five-point Likert Scale.

Table 3.2: The table of 5-point Likert Scale

| <b>CHARACTERIS TIC</b> | <b>STRONGLY DISAGREE</b> | <b>DISAGR EE</b> | <b>NEUTRAL</b> | <b>AGREE</b> | <b>STRONGLY AGREE</b> |
|------------------------|--------------------------|------------------|----------------|--------------|-----------------------|
| <b>NUMBER</b>          | 1                        | 2                | 3              | 4            | 5                     |

Source: Rensis Likert (1932)

Then, the questionnaire will be distributing through using google form and will disseminate through online platforms such as WhatsApp or QR code. When distributing this questionnaire, the purpose of study will be explained to the respondents and their private information will be confidential. There are 3 sections consist in the questionnaire to collect

the data and information. In the first section, the data to collect is about the demographic profile of respondents. The following sections are the questions about the 5 independent variables. This questionnaire is applying dual languages which are English and Malay to avoid any difficulties.

### **3.4 Study Population**

This study will used only survey the unit of analysis is undergraduate student in University Malaysia Kelantan. Therefore, the target population for this study is the people who are pursuing at Universiti Malaysia Kelantan. This study's population is important since it focuses on a specific location of the institution since Universiti Malaysia Kelantan is institution of Entrepreneurship. According to the research made by Ayub and Islam (2018), the population stated is approximately 400 students in the year 2014 which taken from the Department of Higher Education Statistic Malaysia, Official Portal, (2016).

### **3.5 Sample Size**

When determining the number of observations, the table below will be used as the main guide. It works based on the projected number of respondents that are assumed to be within the research population. The table was designed by Krejcie and Morgan, (1970). Based on the table, the sample size to be measured in this study were between 260 and 265 respondents. However, the questionnaire were distributed to 346 respondents. Krejcie and Morgan (1970) sample size are shown at table 3.2 below:

Table 3.3: The table of Determining Sample Size of a Known Population

Table 3.1  
*Table for Determining Sample Size of a Known Population*

| N  | S  | N   | S   | N   | S   | N    | S   | N       | S   |
|----|----|-----|-----|-----|-----|------|-----|---------|-----|
| 10 | 10 | 100 | 80  | 280 | 162 | 800  | 260 | 2800    | 338 |
| 15 | 14 | 110 | 86  | 290 | 165 | 850  | 265 | 3000    | 341 |
| 20 | 19 | 120 | 92  | 300 | 169 | 900  | 269 | 3500    | 346 |
| 25 | 24 | 130 | 97  | 320 | 175 | 950  | 274 | 4000    | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500    | 354 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000    | 357 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000    | 361 |
| 45 | 40 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000    | 364 |
| 50 | 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000    | 367 |
| 55 | 48 | 190 | 127 | 440 | 205 | 1500 | 306 | 9000    | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10000   | 370 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1700 | 313 | 15000   | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20000   | 377 |
| 75 | 63 | 230 | 144 | 550 | 226 | 1900 | 320 | 30000   | 379 |
| 80 | 66 | 240 | 148 | 600 | 234 | 2000 | 322 | 40000   | 380 |
| 85 | 70 | 250 | 152 | 650 | 242 | 2200 | 327 | 50000   | 381 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75000   | 382 |
| 95 | 76 | 270 | 159 | 750 | 254 | 2600 | 335 | 1000000 | 384 |

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*

Sources: Krejcie and Morgan (1970)

### 3.6 Sampling Techniques

There are essentially two categories of sampling techniques that can be used to create a research sample, and these are the probability and non-probability sampling technique. Probability sampling technique would be chosen because it helps to precise the relationship between population and sample. From that, simple random sampling is one involved in probability sampling technique where simply choose a student respondent to answer the questionnaires. When adopting probability sampling technique, every person in the target population has an equal chance of being included in the sample.

### 3.7 Research Instrument Development

This research instrument is a methodical device for gathering information on the issue under research. The primary methods of data collection and analysis in this research are a pilot test and an online questionnaire.

#### 3.7.1 Pilot Testing

A pilot test was carried out in advance of the actual distribution of questionnaires to respondents in order to determine the validity of each variable, identify defects and errors in the questionnaires, and check that the material and questions were clear and easy to comprehend. Pilot test sample size should be 10% (Connelly, 2008). 30 respondents will be selected from 10% of sample size from study population. Validity and reliability are indeed the primary factors considered in every research method to ensure the questionnaire. People will constantly question and speculate about whether the findings of a research are accurate or not.

Table 3.4: The table of Determining Sample Size of a Known Population

| Alpha Coefficient Range | Strength of Association |
|-------------------------|-------------------------|
| Less than 0.6           | Poor                    |
| 0.6 to less than 0.7    | Moderate                |
| 0.7 to less than 0.8    | Good                    |
| 0.8 to less than 0.9    | Very good               |
| 0.9 and above           | Excellent               |

Sources: Connelly (2008)



### 3.7.2 Survey Questionnaire

A survey is a way to collect standardized information from an individual using the questionnaire method. In this study, the questionnaire method will be used to implement the study’s objectives in obtaining complete information from all respondents. This method is the most effective method for researchers to get more detailed information to conduct research. This study will use an online survey which is google Forms, and this questionnaire will be distributed randomly to the undergraduate students of Universiti Malaysia Kelantan.

### 3.7.3 Questionnaire Design

In this study, the questionnaire used has three parts which include part A (demographics), part B (independent variable: Entrepreneurial Green Skills Development), part C (independent variable: Integration of Sustainability in Academic Curricula), part D (independent variable: Boost in Financial Support), part E (independent variable: Enhancement towards Establishing and Straightening Green Culture) and part F (independent variable: Expansion of Green Building and Facilities) . This study will provide a brief description of the purpose of this research.

Table 3.5: Demographic Profile

**DEMOGRAPHIC:**

|             |             |                          |
|-------------|-------------|--------------------------|
| <b>AGE:</b> | 18-20 years | <input type="checkbox"/> |
|             | 21-25 years | <input type="checkbox"/> |
|             | 25+         | <input type="checkbox"/> |

|                |        |                          |
|----------------|--------|--------------------------|
| <b>GENDER:</b> | FEMALE | <input type="checkbox"/> |
|                | MALE   | <input type="checkbox"/> |

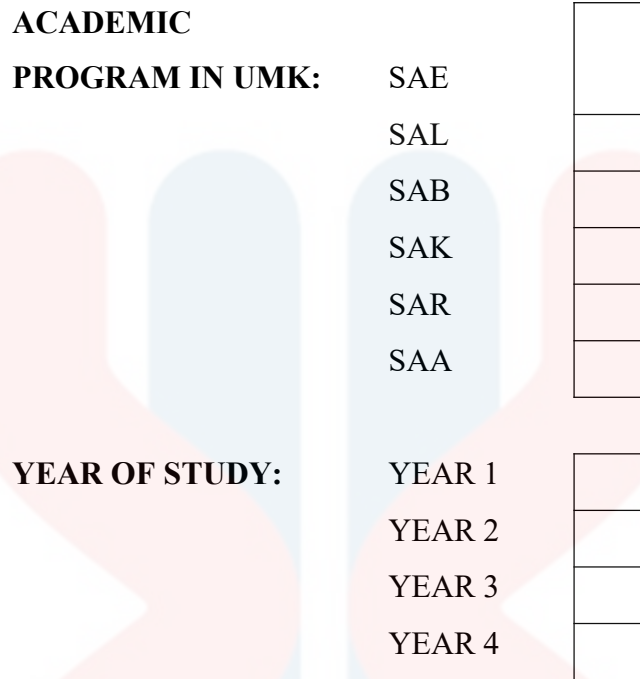


Table 3.6: Overview of the Questionnaire Design

| Types Of Section | Variable  | Type Of Question   | Sources                    |
|------------------|---|--|----------------------------|
| A                | Demographic Profile                                   | Age<br>Gender<br>Academic Program<br>Year of Study   | (Cai, Hussain et al. 2021) |
| B                | Sustainable Development of Entrepreneurship Education | Sustainable Development of Entrepreneurship Education allows undergraduates to acquire unique knowledge.<br>Sustainable Development Of Entrepreneurship Education is important to implement in institution.<br>Sustainable Development has demand in merging into Entrepreneurship Education after graduation. |                            |



|   |   |   |   |
|---|---|---|---|
|   |   | <p>Sustainable Development of Entrepreneurship Education enable values necessary to shape a sustainable future.</p>   |   |
| C | <p>Professional Development of Green Entrepreneurship Education</p> | <p>Offering elective courses on green entrepreneurship is satisfying for skills development.</p> <p>Offering project work by the university focused on green entrepreneurship is contributed to skills development.</p> <p>Practices focused on green entrepreneurship lead to examination skills level.</p> <p>Offering a bachelor's or master's degree study in entrepreneurship is compulsory to develop entrepreneurial skills.</p> <p>Organizing conferences/workshop on entrepreneurship helps to develop skills development.</p> <p>My university connects students with entrepreneurship.</p> | <p>(Qazi, Qureshi, et al. 2021)</p>     |
| D | <p>Integration of Sustainability in Academic Curricula</p>          | <p>University contributes to the inclusion of sustainability aspects in study programs.</p> <p>University promotes research on sustainability.</p> <p>Participating in crowdfunding for sustainability is beneficial behavior.</p> <p>University contributes to social well-being and tolerance.</p>  | <p>(Fanea-Ivanovici and Baber 2022)</p> |

|   |   |   |                            |
|---|---|---|----------------------------|
|   |   | <p>Inserting an education syllabus based on sustainability leads to better knowledge after graduation.</p> <p>I am willing to do anything to become an entrepreneur supporting sustainability.</p>  |                            |
| E | <p>Boost in Financial Support</p>                                       | <p>There are alternative finance sources for student entrepreneurs.</p> <p>Low-interest loans offered by banks accessible to undergraduate entrepreneurship education</p> <p>Start-up funds offered by the school/government are accessible upon entrepreneurship education</p> <p>A variety of loan guarantee options are available for entrepreneurship education</p> <p>I will do my best to run and start my own green entrepreneurship</p> | (Cai, Hussain et al. 2021) |
| F | <p>Enhancement towards Establishing and Straightening Green Culture</p> | <p>The green culture is highly supportive of individual success achieved in the institution</p> <p>The green culture emphasizes self-sufficiency, autonomy, and personal initiative.</p> <p>The green culture encourages entrepreneurial risk-taking.</p> <p>The green culture encourages creativity and innovativeness.</p> <p>The green culture emphasizes the responsibility of the individual.</p>  | (Cai, Hussain et al. 2021) |

|   |  |  |                        |
|---|--|--|------------------------|
| G | Expansion of Green Building and Facilities | <p>Doing eco-friendly ventures/initiatives on campus in the future gives me a pleasant feeling of personal satisfaction.</p> <p>I feel happy contributing to human well-being and the quality of the natural environment by involving or initiating eco-friendly ventures/initiatives.</p> <p>By involving or initiating eco-friendly ventures/initiatives, I feel pleased to do something good for our institution and the planet.</p> <p>Participating in eco-friendly ventures/initiatives makes me feel satisfied by giving something back to society and the environment.</p> | (Ye, Zhou et al. 2020) |
|---|--|--|------------------------|

### 3.8 Measurement Of The Variables

The scale of the variable being measured drastically affects the type of analysis techniques that can be applied to the data and what conclusions can be drawn from the data. Researchers will gather and analyse data to assist establish statistical inference tests in order to assess each variable on the scale.

A nominal scale is employed for qualitative variables, which implies that numbers are only used to classify or identify items within the scope of the discussion. This kind of measurement is the most fundamental and the one that costs the least. The nominal scale is used to assess things like Age, Gender, Academic Program, Year of Study. This scale is based on the distribution of questionnaires to target respondents in order to analyse them.

The ordinal scale is used for closed-ended questionnaires that give respondents several answers to choose from (Question Pro., 2018). This measurement is user-friendly and

let the researchers easily compare data between respondents. The ordinal scale is built on the nominal scale by assigning a number to the object to reflect the ranking of the attributes to be questioned.

The Likert Scale was one of the measurement tools that was used rather often over the course of this study. Therefore, the ordinal scale helps the researcher to determine the percentage of respondents who consider Sustainable Development Of Entrepreneurship Education.

### **3.9 Procedure For Data Analysis**

Data Analysis is importance to prevent error in the conclusion making. For this study, data will be collected via 346 questionnaires and analyses using Statistic Package for the Social Sciences (SPSS). After collecting data, it was analyzed and summarized in an easy to understand format for interpretations and tabulations.

#### **3.9.1 Reliability Analysis**

The consistency of the instrument was assessed using the Reliability Analysis technique. This is done to assess the validity of the research instrument and the measurements. The relationship between the independent and dependent variables will be stronger when the alpha Cronbach values are between 0.7 until 1. Therefore, the reliability test is done in order to guarantee that every respondent who takes part in the study is comfortable when answering the questions and thus permitting them to have the freedom of choosing the best responses to explain the perspective. The reliability analysis procedure calculates a number of commonly used measures of scale reliability and also provides information about the relationships between individual items in the scale.

Table 3.7: Reliability Analysis Correlation

| Cronbach's Alpha Range | Level of Reliability |
|------------------------|----------------------|
| $\alpha > 0.9$         | Excellent            |
| $\alpha > 0.8$         | Good                 |
| $\alpha > 0.7$         | Acceptable           |
| $\alpha > 0.6$         | Questionable         |
| $\alpha > 0.5$         | Poor                 |
| $\alpha > 0.4$         | Unacceptable         |

Sources: George & Mallery (2016)

### 3.9.2 Descriptive Analysis

This study makes use of descriptive analysis since it is able to accurately reflect the features of a very large quantity of data that has been gathered. Furthermore, by analyzing the demographic characteristics of samples, this analytical approach allows for the transformation of raw data into the display of numerical facts. The researcher has to measure of central tendency which are mean, mode, median and standard deviation. Moreover, the researchers will also analyses the data into percentages and frequencies from the section A of demographic respondents.

It is one of the most crucial steps in the statistical data analysis process. It provides a summary of the data distribution, aids in detecting typos and outliers, and allows for identifying similarities across variables, all of which prepare the data for further statistical analysis.

Formula:

$$\text{Mean } (\bar{x}) = \frac{\sum x}{N} \quad \text{Median} = \left(\frac{n+1}{2}\right)^{\text{th}} \text{ observation} \quad \text{Mode} = l + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2}\right) \times h$$

### 3.9.3 Pearson Correlation Coefficient

Pearson Correlation Coefficient ( $r$ ) is used when a researcher has two quantitative variables and wants to see a linear relationship. The research hypothesis would represent this by stating that one score appropriately influences another. Pearson correlation is used when it is assumed that the data has a linear relationship. Pearson Correlation will be used in this study to determine whether there is a significant relationship between the independent variable and the dependent variable of green entrepreneurship. Thus, correlation analysis can be used to test the mutual influence of two variables for the study (Mukaka, 2012). The correlation coefficients range between -1 and 1. With -1 indicating that both have a perfect positive negative correlation and 1 indicating that both have a perfect positive correlation. If the result is zero (0), this suggests no linear relationship between the two variables (Table 3.7).

Table 3.8: Pearson'S Correlation Coefficient

| Correlations                 | Value |
|------------------------------|-------|
| Perfect Positive Correlation | +1    |
| No Correlation               | 0     |
| Perfect Negative Correlation | -1    |

Sources: Mukaka, (2012)

### 3.9.4 Normality Test

Normality tests are used in statistics to examine if a data set is well-modeled by a normal distribution and to compute the likelihood that a random variable underlying the data set is normally distributed. More technically, the tests are a type of model selection and can be interpreted in a variety of ways, depending on how one interprets probability:

In descriptive statistics, the goodness of fit of a normal model to the data is measured; if the fit is low, the data are not properly modeled in that sense by a normal distribution, and no judgment on any underlying variable is made. Data is evaluated against the null hypothesis that it is regularly distributed in frequentist statistics statistical hypothesis testing.

### **3.10 Summary / Conclusion**

This chapter begins with an introduction and then goes on to describe the study design that will be used in this study. The data will be gathered with quantitative methods such as surveys or questionnaires for this research. There was also a discussion of the sampling framework, population, sampling method, sample size, data collection, and instruments. Since the study chooses only entrepreneurship undergraduates of Universiti Malaysia Kelantan as a sample, thus the views expressed may not accurately represent the view of undergraduates in others field. Secondly, the scope of study is only focus on the students of Universiti Malaysia Kelantan as the respondents. The geographic disparity of the sample location was a major contributor to this limitation. Besides, there are many effect of green entrepreneurship on sustainable development of entrepreneurship education, but in this study, researcher only conduct five relationship between the independent variable components (Professional Development of Green Entrepreneurship Education, Integration of sustainability in Academic Curricula, Boost in financial support, Enhancement towards establishing and straightening green culture, and Expansion of green building and facilities) and dependent variable (sustainable development of entrepreneurship education ). Therefore, it may affect the accuracy of the result.



## CHAPTER 4

### DATA ANALYSIS AND FINDINGS

#### 4.1 Introduction

The researcher presents the results of the research obtained from the data analysis in this chapter. In order to record and evaluate 351 answers, the researchers used the Statistical Package for Social Sciences (SPSS) version 26. The results are descriptive analysis, validity and reliability evaluation, normality checking, multiple regression and overall hypothesis testing if this study is shielded.

#### 4.2 Preliminary Analysis

The pilot test is a test that must be completed before the investigator distributes the questionnaire to the target respondents. The main objective of the pilot test, according to Kieser & Wasmer (1996), is to study the minimization of sample size through the approach to studies. As reported by Simon & Goes (2011), the pilot test requires a sample size of 10% to 20% for real testing, considered to be a fair number of respondents. Hence, there are 30 set of questionnaire was distributed for the pilot test.

Table 4.1: Rules of Thumb about Cronbach’s Alpha Coefficient Size Table

| Cronbach’s Alpha | Strength of Association |
|------------------|-------------------------|
| <0.6             | Poor                    |
| 0.6 to <0.7      | Moderate                |
| 0.7 to <0.8      | Good                    |
| 0.8 to <0.9      | Very Good               |
| 0.9>             | Excellent               |

Sources: Hair et al., (2003)

Table 4.2: Reability Analysis

| Variables   | Cronbach’s Alpha | Number of Item (N) |
|---|------------------|--------------------|
| Sustainable Development of Entrepreneurship Education (DV)        | .765             | 4                  |
| Professional Development of Green Entrepreneurship Education (IV) | .838             | 6                  |
| Integration of sustainability in academic curriculum (IV)         | .812             | 6                  |
| Boost in financial support (IV)                                   | .813             | 5                  |
| Enhancement toward straightening green culture (IV)               | .810             | 5                  |

|  |      |   |
|--|------|---|
| Expansion of green building and facilities | .788 | 4 |
|--|------|---|

---

Sources: Developed from research

Cronbach's Alpha takes the value between 0 and 1 in the reliability test, where the value closer to 1 indicates a more accurate scale for the variable. The more accurate a set of scales is, the more researchers are secure in the conduct of the study, which ensures that the data on outcomes and observations is safe to use. The primary target of reliability test is to identify the stability of the data gathered. Table 4.2 shows the reliability of data analysis for both dependent and independent variables of this research about Sustainable Development of Entrepreneurship Education.

All of these data are accurate when the Alpha of the Cronbach is greater than 0.6. As shown in the above table, the Sustainable Development of Entrepreneurship Education dependent variables are 0.765, which is really good. For the independent variables which is Professional Development of Green Entrepreneurship Education with 0.838, Integration of sustainability in academic curriculum with 0.812, Boost in financial support with 0.813, Enhancement toward straightening green culture with 0.810 and Expansion of green building and facilities 0.788. This shows that any attribute is really good and outstanding results for each independent variable. Any variable is greater than 0.6.

### 4.3 Demographic Profile Of Respondents

The data shown in this chapter is the demographic profile of respondents, consisting of age, gender, academic programme in UMK and year of study input from respondents whether they are agree in the expansion of sustaining the sustainable development on entrepreneurship education.

### 4.3.1 Age

Based on table 4.3, it reveals that 97 (27%) of respondents are aged 18-20 years old, 186 respondents are aged 21-25 years old with the remaining 68 (19.4%) are more than 25 years old.

Table 4.3: Respondent’s Age

|       |                 | Age       |         |               | Cumulative Percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
|       |                 | Frequency | Percent | Valid Percent |                    |
| Valid | 18-20 years old | 97        | 27.6    | 27.6          | 27.6               |
|       | 21-25 years old | 186       | 53.0    | 53.0          | 80.6               |
|       | 25+ years old   | 68        | 19.4    | 19.4          | 100.0              |
| Total |                 | 351       | 100.0   | 100.0         |                    |

Sources: Developed from Research

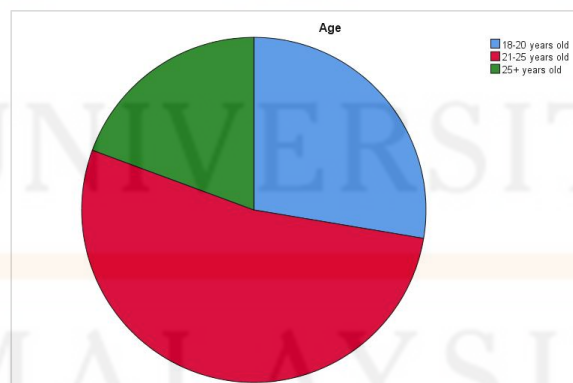


Chart 4.1: Age

Sources: Developed from Research

### 4.3.2 Gender

Based on table 4.4, it reveals that 174 (49.6%) of respondents are male, with the remaining 177 (50.4%) female.

Table 4.4: Respondent’s Gender

|       |        | Gender    |         |               | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
|       |        | Frequency | Percent | Valid Percent |                    |
| Valid | Male   | 174       | 49.6    | 49.6          | 49.6               |
|       | Female | 177       | 50.4    | 50.4          | 100.0              |
|       | Total  | 351       | 100.0   | 100.0         |                    |

Sources: Developed from Research

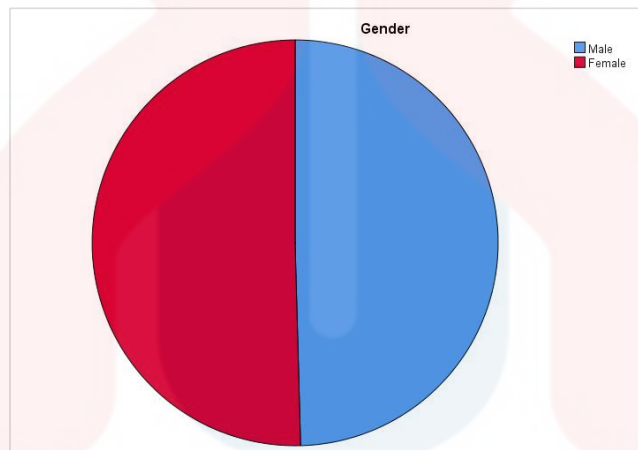


Chart 4.2: Gender

Sources: Developed from Research

### 4.3.3 Year of Study

Based on table 4.5, it reveals that 40 (11.4%) of respondents are year 1, 120 (34.2%) are year 2, 124 (35.3%) are year 3 and with the remaining 67 (19.1%) are undergraduates of year 4.

Table 4.5: Respondent’s Year of Study

|  |  | Year of Study |         |               | Cumulative Percent |
|--|--|---------------|---------|---------------|--------------------|
|  |  | Frequency     | Percent | Valid Percent |                    |
|  |  |               |         |               |                    |

|       |        |     |       |       |       |
|-------|--------|-----|-------|-------|-------|
| Valid | Year 1 | 40  | 11.4  | 11.4  | 11.4  |
|       | Year 2 | 120 | 34.2  | 34.2  | 45.6  |
|       | Year 3 | 124 | 35.3  | 35.3  | 80.9  |
|       | Year 4 | 67  | 19.1  | 19.1  | 100.0 |
|       | Total  | 351 | 100.0 | 100.0 |       |

Sources: Developed from Research

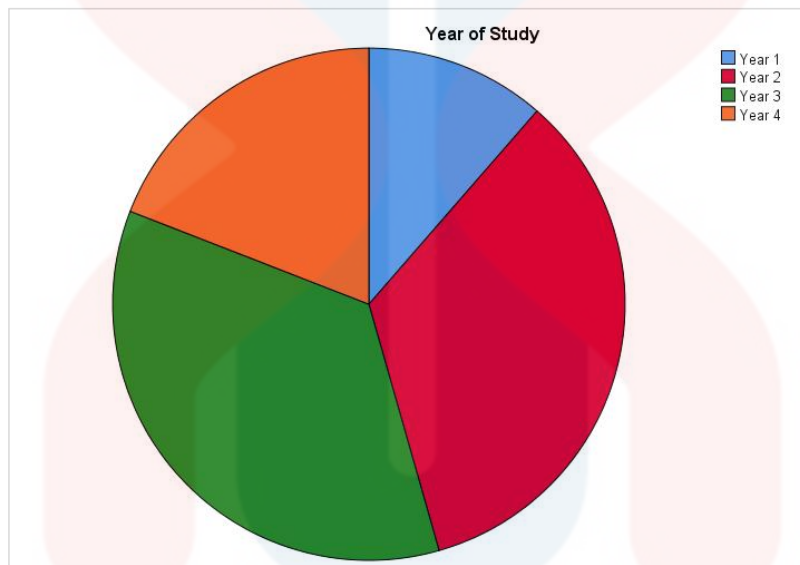


Chart 4.3: Year of Study

Sources: Developed from Research

#### 4.3.4 Academic Program In Umk

Based on table 4.6, it reveals that 40 (11.4%) of respondents are from the course SAE, 66 (18.8%) are SAL, 75 (21.4%) are SAB, 81 (23.1) are SAK, 65 (18.5) are SAR and with the remaining 24 (6.8%) are undergraduates of SAA.

Table 4.6: Respondent's Gender

| Academic Program in UMK |         |               |                    |
|-------------------------|---------|---------------|--------------------|
| Frequency               | Percent | Valid Percent | Cumulative Percent |
|                         |         |               |                    |
|                         |         |               |                    |
|                         |         |               |                    |
|                         |         |               |                    |
|                         |         |               |                    |
|                         |         |               |                    |
|                         |         |               |                    |
|                         |         |               |                    |
|                         |         |               |                    |

|       |       |     |       |       |       |
|-------|-------|-----|-------|-------|-------|
| Valid | SAE   | 40  | 11.4  | 11.4  | 11.4  |
|       | SAL   | 66  | 18.8  | 18.8  | 30.2  |
|       | SAB   | 75  | 21.4  | 21.4  | 51.6  |
|       | SAK   | 81  | 23.1  | 23.1  | 74.6  |
|       | SAR   | 65  | 18.5  | 18.5  | 93.2  |
|       | SAA   | 24  | 6.8   | 6.8   | 100.0 |
|       | Total | 351 | 100.0 | 100.0 |       |

Sources: Developed from Research

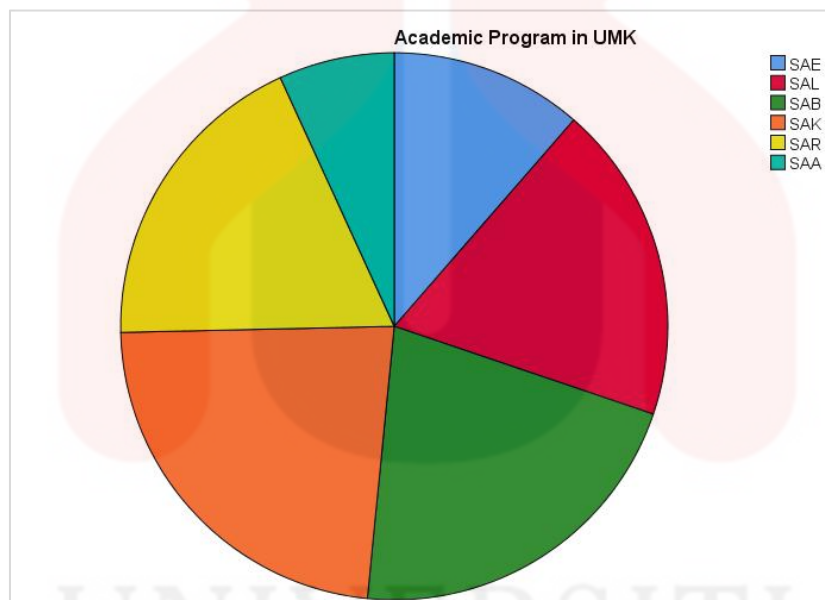


Chart 4.4: Academic Program in UMK

Sources: Developed from Research

## 4.4 Descriptive Analysis

### 4.4.1 Dependent Variable And Independent Variable

The 5 variables evaluated in the descriptive analysis consist of the dependent variable and the independent variable. Table 4.7 provides the description of the mean and standard deviation. The highest mean value came from Enhancement toward straightening green



culture and Expansion of green building and facilities based on the description, which was 4.41, where respondents agreed more for this variable, while the lowest mean value was 4.33 for each variable on Boost in financial support, where respondents agreed lower with that variable in this study. The data collection of 200 respondents with a standard deviation lower than 1 suggests that the values were more accurate.

Table 4.7: Dependent Variable (DV) and Independent Variable (IV)

| <b>Descriptive Statistics</b> |     |         |         |        |                |
|-------------------------------|-----|---------|---------|--------|----------------|
|                               | N   | Minimum | Maximum | Mean   | Std. Deviation |
| MEAN_PDGE                     | 351 | 1.67    | 5.00    | 4.3656 | .62936         |
| MEAN_ISAC                     | 351 | 2.17    | 5.00    | 4.3818 | .57751         |
| MEAN_BIFS                     | 351 | 1.60    | 5.00    | 4.3305 | .64139         |
| MEAN_ETESGC                   | 351 | 1.80    | 5.00    | 4.3761 | .62271         |
| MEAN_EGBF                     | 351 | 1.75    | 5.00    | 4.4124 | .65273         |
| MEAN_SDEE                     | 351 | 1.75    | 5.00    | 4.4124 | .65273         |
| Valid N (listwise)            | 351 |         |         |        |                |

Sources: Developed from Research

#### **4.4.2 Descriptive Statistics For Professional Development Of Green Entrepreneurship Education**

Based on table 4.8, it shows the mean and standard deviation for Professional Development Of Green Entrepreneurship Education. Based on the table, the highest mean value is on number 6 which is 4.42 where the respondents agreed that university connects students with entrepreneurship. Other than that, the lowest mean value for this category is number 1 which were 4.29 whereby offering elective courses on entrepreneurship is

satisfying for skills development. This table showed the standard deviation is lower than 1, which is the value is more reliable.

Table 4.8: Descriptive Statistics For Professional Development Of Green Entrepreneurship Education

| <b>Descriptive Statistics</b>   |     |         |         |      |                |
|---|-----|---------|---------|------|----------------|
|   | N   | Minimum | Maximum | Mean | Std. Deviation |
| Offering elective courses on entrepreneurship is satisfying for skills development.                                 | 351 | 1       | 5       | 4.29 | .866           |
| Offering project work by a university focused on entrepreneurship is contributed to skills development.             | 351 | 1       | 5       | 4.38 | .833           |
| Practices focused on entrepreneurship lead to examining skills level.   | 351 | 1       | 5       | 4.41 | .843           |
| Offering a bachelor's or master's degree study in entrepreneurship is compulsory to develop entrepreneurial skills. | 351 | 1       | 5       | 4.34 | .852           |
| Organizing conferences/workshop on entrepreneurship helps to develop skills development.                            | 351 | 1       | 5       | 4.36 | .856           |
| My university connects students with entrepreneurship.  | 351 | 1       | 5       | 4.42 | .831           |
| Valid N (listwise)  | 351 |         |         |      |                |

Sources: Developed from Research

### 4.4.3 Descriptive Statistics For Integration Of Sustainability In Academic Curriculum

Based on table 4.9, it shows the mean and standard deviation for Integration Of Sustainability In Academic Curriculum. Based on the table, the highest mean value is on number 4 and 6 which is 4.40 where the respondents agreed that University contributes to social well-being and tolerance and the undergraduates willing to do anything to become an entrepreneur supporting sustainability. Other than that, the lowest mean value for this category is number 1 which were 4.35 whereby University contributes to the inclusion of sustainability aspects in study programs. This table showed the standard deviation is lower than 1, which is the value is more reliable.

Table 4.9: Descriptive Statistics For Integration Of Sustainability In Academic Curriculum

| <b>Descriptive Statistics</b>  |     |         |         |      |                |
|--|-----|---------|---------|------|----------------|
|  | N   | Minimum | Maximum | Mean | Std. Deviation |
| University contributes to the inclusion of sustainability aspects in study programs. | 351 | 1       | 5       | 4.35 | .785           |
| University promotes research on sustainability.                                      | 351 | 1       | 5       | 4.38 | .815           |
| Participating in crowdfunding for sustainability is beneficial behavior.             | 351 | 1       | 5       | 4.36 | .766           |
| University contributes to social well-being and tolerance.                           | 351 | 1       | 5       | 4.40 | .839           |

|   |     |   |   |      |      |
|---|-----|---|---|------|------|
| Inserting an education syllabus based on sustainability leads to better knowledge after graduation. | 351 | 1 | 5 | 4.39 | .831 |
| I am willing to do anything to become an entrepreneur supporting sustainability.                    | 351 | 1 | 5 | 4.40 | .790 |
| Valid N (listwise)  | 351 |   |   |      |      |

Sources: Developed from Research

#### 4.4.4 Descriptive Statistics For Boost In Financial Support

Based on table 4.10, it shows the mean and standard deviation for Boost In Financial Support. Based on the table, the highest mean value is on number 1 which is 4.42 where the respondents agreed that there are alternative finance sources for student entrepreneurs. Other than that, the lowest mean value for this category is number 5 which were 4.19 whereby undergraduates not really agreed to start their own green entrepreneurship programme to generate financial support for the institution. This table showed the standard deviation is lower than 1, which is the value is more reliable.

Table 4.10: Descriptive Statistics For Boost In Financial Support

| Descriptive Statistics   |     |         |         |      |                |
|--|-----|---------|---------|------|----------------|
|  | N   | Minimum | Maximum | Mean | Std. Deviation |
| There are alternative finance sources for student entrepreneurs                            | 351 | 1       | 5       | 4.42 | .845           |
| Low-interest loans offered by banks accessible to undergraduate entrepreneurship education | 351 | 1       | 5       | 4.35 | .831           |

|   |     |   |   |      |      |
|---|-----|---|---|------|------|
| Start-up funds offered by the school/government are accessible upon entrepreneurship education          | 351 | 1 | 5 | 4.29 | .873 |
| A variety of loan guarantee options are available for entrepreneurship education                        | 351 | 1 | 5 | 4.40 | .888 |
| I could start my own green entrepreneurship programme to generate financial support for my institution. | 351 | 1 | 5 | 4.19 | .800 |
| Valid N (listwise)  | 351 |   |   |      |      |

Sources: Developed from Research

#### 4.4.5 Descriptive Statistics For Enhancement Toward Straightening Green Culture

Based on table 4.11, it shows the mean and standard deviation for Enhancement toward straightening green culture.. Based on the table, the highest mean value is on number 1 which is 4.43 where the respondents agreed that the green culture is highly supportive of individual success achieved in the institution.. Other than that, the lowest mean value for this category is number 3 which were 4.34 whereby undergraduates not really agreed that the green culture encourages entrepreneurial risk-taking. financial support for the institution. This table showed the standard deviation is lower than 1, which is the value is more reliable.

Table 4.11: Descriptive Statistics For Enhancement Toward Straightening Green Culture

| <b>Descriptive Statistics</b>   |     |         |         |      |                |
|---|-----|---------|---------|------|----------------|
|   | N   | Minimum | Maximum | Mean | Std. Deviation |
| The green culture is highly supportive of individual success achieved in the institution. | 351 | 1       | 5       | 4.43 | .760           |
| The green culture emphasizes self-sufficiency, autonomy, and personal initiative.         | 351 | 1       | 5       | 4.35 | .855           |
| The green culture encourages entrepreneurial risk-taking.                                 | 351 | 1       | 5       | 4.34 | .876           |
| The green culture encourages creativity and innovativeness.                               | 351 | 1       | 5       | 4.38 | .812           |
| The green culture emphasizes the responsibility of the individual.                        | 351 | 1       | 5       | 4.38 | .822           |
| Valid N (listwise)  | 351 |         |         |      |                |

Sources: Developed from Research

#### 4.4.6 Descriptive Statistics For Expansion Of Green Building And Facilities

Based on table 4.12, it shows the mean and standard deviation for Expansion Of Green Building And Facilities. Based on the table, the highest mean value is on number 1 and 4 which is 4.41 where the respondents agreed that Doing eco-friendly ventures/initiatives on campus in the future gives undergraduates a pleasant feeling of personal satisfaction and

participating in eco-friendly ventures/initiatives makes graduates feel satisfied by giving something back to society and the environment.. Other than that, the lowest mean value for this category is number 3 which were 4.345 whereby undergraduates not really agreed that feel happy contributing to human well-being and the quality of the natural environment by involving or initiating eco-friendly ventures/initiatives. This table showed the standard deviation is lower than 1, which is the value is more reliable.

Table 4.12: Descriptive Statistics For Enhancement Toward Straightening Green Culture

| <b>Descriptive Statistics</b>  |     |         |         |      |                |
|--|-----|---------|---------|------|----------------|
|  | N   | Minimum | Maximum | Mean | Std. Deviation |
| Doing eco-friendly ventures/initiatives on campus in the future gives me a pleasant feeling of personal satisfaction.                                  | 351 | 1       | 5       | 4.41 | .833           |
| I feel happy contributing to human well-being and the quality of the natural environment by involving or initiating eco-friendly ventures/initiatives. | 351 | 1       | 5       | 4.35 | .874           |
| By involving or initiating eco-friendly ventures/initiatives, I feel pleased to do something good for our institution and the planet.                  | 351 | 1       | 5       | 4.38 | .856           |
| Participating in eco-friendly ventures/initiatives makes me feel satisfied by giving something back to society and the environment.                    | 351 | 1       | 5       | 4.41 | .808           |



|                    |     |  |  |  |
|--------------------|-----|--|--|--|
| Valid N (listwise) | 351 |  |  |  |
|--------------------|-----|--|--|--|

Sources: Developed from Research

#### 4.5 Validity and Reliability Test

In this research, the researcher had used Cronbach’s Alpha to test the reliability of the data, or whether the data fits the common measurement for internal consistency. Sekaran & Bougie (2016) indicated that internal consistency reliability can be defined as a test for respondent’s responses whether is consistency at all sections. As eloquently stated by Sanders et al., (2016), Cronbach’s Alpha can be defined as the statistics or tool in measuring the consistency of respondent’s responses from a set of questions that had been designed together to measure the ultimate aim for the research.

Table 4.13: Cronbach’s Alpha Reliability Test Result

| Variables   | Cronbach’s Alpha | Number of Item (N) | Strength |
|---|------------------|--------------------|----------|
| Sustainable Development of Entrepreneurship Education (DV)        | .765             | 4                  | Moderate |
| Professional Development of Green Entrepreneurship Education (IV) | .838             | 6                  | Good     |
| Integration of sustainability in academic curriculum (IV)         | .812             | 6                  | Good     |
| Boost in financial support (IV)                                   | .813             | 5                  | Good     |

|   |      |   |          |
|---|------|---|----------|
| Enhancement toward straightening green culture (IV) | .810 | 5 | Good     |
| Expansion of green building and facilities (IV)     | .788 | 4 | Moderate |

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Sources: Developed from research

Table 4.13 above showed the results of the reliability test through the value of Cronbach’s Alpha Coefficient for dependent and independent variables in this research based on our survey of 351 respondents of Universiti Malaysia Kelantan. According to the table 4.12, the strength of the association value of Cronbach’s Alpha coefficient of more than 0.7 is good for the reliability test.

In measuring the Sustainable Development of Entrepreneurship Education, four questions were used and the Cronbach’s Alpha result for this section’s question was 0.765 which result is moderate. Thus, the coefficient obtained for these questions about Sustainable Development of Entrepreneurship Education variable is very good about 0.961.

Next, to measure the Professional Development of Green Entrepreneurship Education, there were six questions were used and the Cronbach’s Alpha result for this section is 0.838 which also resulted as good. Therefore, the coefficient obtained for the questions in the Professional Development of Green Entrepreneurship Education variable was very good.

Then, in measuring the Integration of sustainability in academic curriculum, there were six question were used and the Cronbach’s Alpha result for this section is 0.812 which also resulted as good. Therefore, the coefficient obtained for the questions in the Integration of sustainability in academic curriculum was good. Moreover, to measure the Boost in financial support, there were five question were used and the Cronbach’s Alpha result for this

section is 0.813 which also resulted as good. Therefore, the coefficient obtained for the questions in the Boost in financial support was good.

Other than that, to measure the Enhancement toward straightening green culture, there were five question were used and the Cronbach's Alpha result for this section is 0.810 which also resulted as good. Therefore, the coefficient obtained for the questions in the Enhancement toward straightening green culture was good.

Lastly, to measure the Expansion of green building and facilities, there were four question were used and the Cronbach's Alpha result for this section is 0.788 which resulted as moderate. Therefore, the coefficient obtained for the questions in the Expansion of green building and facilities was good. Based on the results shown in the table 4.12, the strength of the variables is good of the Cronbach's Alpha value is above 0.70 (Hair et al., 2003).

#### **4.5 Normality Test**

The normality tests are supplementary to the graphical assessment of normality. The normally distributed sample population normally will apply Student's t-test and the one-way and two-way ANOVA, which is a set of number of statistical test. The result of the test may become unreliable if the prediction of normality test shows not valid. Kolmogorov-Smirnov (K-S) test, Lilliefors corrected K-S test, Shapiro-Wilk test, Anderson-Darling test, Cramer-von Mises test, D'Agostino skewness test, AnscombeGlynn kurtosis test, D'Agostino-Pearson omnibus test, and the JarqueBera test is the main tests that will apply to assess in normality test. Between the test, K-S is a test that frequent be used and the SPSS Explore procedure can be conduct by K-S and ShapiroWilk tests.

Table 4.14: Normality Test

|             | Tests of Normality              |     |      |              |     |      |
|-------------|---------------------------------|-----|------|--------------|-----|------|
|             | Kolmogorov-Smirnov <sup>a</sup> |     |      | Shapiro-Wilk |     |      |
|             | Statistic                       | df  | Sig. | Statistic    | df  | Sig. |
| MEAN_PDGE   | .274                            | 351 | .000 | .768         | 351 | .000 |
| MEAN_ISAC   | .242                            | 351 | .000 | .791         | 351 | .000 |
| MEAN_BIFS   | .270                            | 351 | .000 | .769         | 351 | .000 |
| MEAN_ETESGC | .262                            | 351 | .000 | .782         | 351 | .000 |
| MEAN_EGBF   | .249                            | 351 | .000 | .767         | 351 | .000 |
| MEAN_SDEE   | .249                            | 351 | .000 | .767         | 351 | .000 |

a. Lilliefors Significance Correction

Sources: Developed from research

The above table showed a number of definitions with 0.000 less than 0.005, but not standard data. For instance, the Sig. The Shapiro-Wilk test value is 0.05 and the data is normal. Data from a normal distribution is very important when it is below 0.05.

### 4.5 Hypotheses Testing

There are 5 hypothesis that developed earlier in Chapter 2 as the ultimate purpose of this study.

Table 4.15: Hypothesis of the Sustainable Development of Entrepreneurship  
Education

|           | Hypothesis   | Significant Value | Magnitude Relationship | Supported or Rejected |
|-----------|--|-------------------|------------------------|-----------------------|
| <b>H1</b> | Professional Development of Green Entrepreneurship Education | .838              | Good relationship      | Supported             |
| <b>H2</b> | Integration of sustainability in academic curriculum         | .812              | Good relationship      | Supported             |
| <b>H3</b> | Boost in financial support                                   | .813              | Good relationship      | Supported             |
| <b>H4</b> | Enhancement toward straightening green culture               | .810              | Good relationship      | Supported             |
| <b>H5</b> | Expansion of green building and facilities                   | .788              | Moderate relationship  | Supported             |

#### 4.5 Summary / Conclusion

The results of this research have been discussed in this chapter. It will explain how the data is obtained and what is the right way to get the best result. The results of the data will be evaluated after the data has been processed and displayed in the form of a graph for a clearer and understandable display. In this chapter, the findings of this research have been discussed. It will describe how the knowledge is collected and what is the correct way to get the best result. After the data has been analyzed and presented in the form of a graph for a simpler and understandable display, the effects of the data will be evaluated.

The next chapter provided a more detailed discussion for the findings from the research and the implication of the study. The limitations while completing the study, the recommendation for future research and conclusion were also discussed at next chapter.

## CHAPTER 5

### DISCUSSIONS AND CONCLUSION

#### 5.1 Introduction

This chapter presents the conclusion of the key finding for this research. It will also highlight the contributions of this research for the body of the knowledge, the implications and the recommendations for the future research. Therefore, in this chapter also discuss about the limitations study of this research.

#### 5.2 Key Findings

In this chapter, the overall review is addressed in detail. It allows the researcher to get more data and interpretations of the results based on the findings from all the knowledge. Other than that, researchers were also able to determine whether or not they could achieve the study goals. The aim for this research was to examine the relationship between the Sustainable Development of Entrepreneurship Education based on Professional Development of Green Entrepreneurship Education, Integration of sustainability in Academic Curricula, Boost in financial support, Enhancement towards establishing and straightening green culture, and Expansion of green building and facilities towards undergraduates of Universiti Malaysia Kelantan (UMK). In order to obtain all the information required for this research, the questionnaire was distributed online.

This research attempted to accomplish five aims. The first objective is to examine the relationship between the Professional Development of Green Entrepreneurship Education towards Sustainable Development of Entrepreneurship Education. Next, to examine the relationship between the Integration of sustainability in Academic Curricula towards the Sustainable Development of Green Entrepreneurship Education. For the third objective is to



examine the relationship between Boost in Financial support towards Green

Entrepreneurship on Sustainable Development of Green Entrepreneurship Education.

Fourth, objective is to examine the relationship between enhancement towards Straightening Green Culture towards Sustainable Development of Green Entrepreneurship Education and the last but not least, to examine the relationship between Expansion of Green Building and Facilities towards Sustainable Development of Green Entrepreneurship Education.

Spearman's Rank Correlation Coefficient was used by the researcher to determine all of the research objectives. The research objectives are as follow which to examine the relationship between the Sustainable Development of Green Entrepreneurship Education on Professional Development of Green Entrepreneurship Education, Integration of sustainability in Academic Curricula, Boost in Financial, Straightening Green Culture and Expansion of Green Building and Facilities (independent variable) with Sustainable Development of Green Entrepreneurship Education (dependent variable).

The following query has been posed in order to achieve all the study goals:

1. Are there a relationship between Professional Development of Green Entrepreneurship Education?
2. Are there a relationship between the Integration of sustainability in Academic Curricula towards the Sustainable Development of Green Entrepreneurship Education?
3. Are there a relationship between Boost in Financial support towards Sustainable Development of Green Entrepreneurship Education?

4. Are there a relationship between enhancement towards Straightening Green Culture towards Sustainable Development of Green Entrepreneurship Education?
5. Are there a relationship between the Expansion of Green Building and Facilities towards Green Entrepreneurship on Sustainable Development of Green Entrepreneurship Education?

### 5.3 Discussion

In this research, researcher was examined that there is relationship between the effect green entrepreneurship on Sustainable Development of Entrepreneurship Education. Table 4.14 normality test for Sustainable Development of Entrepreneurship Education was showed the signification value between Professional Development of Green Entrepreneurship Education is 0.00 which is less than 0.01 means that the independent variable has a significant relationship. It also showed a high relationship between the independent variable (Professional Development of Green Entrepreneurship Education) and Sustainable Development of Entrepreneurship Education since the correlation coefficient value for ease of use is 0.768. Thus, based on table 4.7, the relationship between Sustainable Development of Entrepreneurship Education and the hypothesis was supported and accepted.

Second, researcher was examined that there is a relationship between Integration of sustainability in Academic Curricula and the Sustainable Development of Entrepreneurship Education towards undergraduates of Universiti Malaysia Kelantan (UMK). Table 4.14 normality test for Sustainable Development of Entrepreneurship Education was showed the signification value between Integration of sustainability in Academic Curricula is 0.00 which is less than 0.01 means that the independent variable has a significant relationship. It also showed a good relationship between the independent variable (Integration of sustainability in

Academic Curricula) and Sustainable Development of Entrepreneurship Education since the correlation coefficient value for perceived security is 0.812.

Besides, researcher examine that there is a relationship between Boost in Financial and Sustainable Development of Entrepreneurship Education. Table 4.14 normality test for Boost in Financial support was showed the signification value 0.00 which is less than 0.01 means that the independent variable has a significant relationship. It also showed a moderate relationship between the independent variable (Boost in Financial support) and Sustainable Development of Entrepreneurship Education since the correlation coefficient value for social influence is 0.813. Based on table 4.10, the relationship between Boost in Financial support with Sustainable Development of Entrepreneurship Education and the hypothesis was supported and accepted.

Other than that, researcher examine that there is a relationship between enhancement towards Straightening Green Culture and Sustainable Development of Entrepreneurship Education. Table 4.14 normality test for enhancement towards Straightening Green Culture was showed the signification value 0.00 which is less than 0.01 means that the independent variable has a significant relationship. It also showed a moderate relationship between the independent variable (enhancement towards Straightening Green Culture) and Sustainable Development of Entrepreneurship Education since the correlation coefficient value for social influence is 0.810. Based on table 4.10, the relationship between enhancement towards Straightening Green Culture with Sustainable Development of Entrepreneurship Education and the hypothesis was supported and accepted.

Lastly, researcher examine that there is a relationship between Expansion of Green Building and Facilities towards Sustainable Development of Entrepreneurship Education. Table 4.14 normality test for Sustainable Development of Entrepreneurship Education was

showed the signification value between Expansion of Green Building and Facilities is 0.00 which is less than 0.01 means that the independent variable has a significant relationship. It also showed a moderate relationship between the independent variable (Expansion of Green Building and Facilities) and Sustainable Development of Entrepreneurship Education since the correlation coefficient value for social influence is 0.788. Based on table 4.12, the relationship between Expansion of Green Building and Facilities with Sustainable Development of Entrepreneurship Education and the hypothesis was supported and accepted.

#### 5.4 Implications of the Study

Through this study, we found that Sustainable Development of Entrepreneurship Education permits every human being to gain the information, skills, attitudes, and values required to construct a sustainable future. Sustainable Development of Entrepreneurship Education produces significant action competence for sustainability. The findings of this study support the premise that Sustainable Development of Entrepreneurship Education as a teaching technique is beneficial in developing students' action competence for sustainability. Furthermore, this study demonstrates that teacher professional development activities can help to strengthen Sustainable Development of Entrepreneurship Education instruction over time, at least in the holistic dimension, and therefore promote student action competence for sustainability.

Sustainable Development of Entrepreneurship Education is necessary for achieving a sustainable society and is thus desired at all levels of official education and training, as well as non-formal and informal learning. Sustainable Development of Entrepreneurship Education is concerned with the learning required to preserve and improve our quality of life as well as the quality of life of future generations. Sustainable Development of Entrepreneurship Education helps individuals to gain the information, beliefs, and skills necessary to engage in decisions about how we do things individually and collectively, both locally and worldwide, in order to improve the quality of life now while minimizing future environmental damage.

As a result, this research can conclude that change in students' self-perceived action competence for sustainability takes time, and longitudinal research in the field of Sustainable Development of Entrepreneurship Education research is important and valuable in terms of further increasing our scholarly and in-practice understanding of how to successfully support teachers in implementing Sustainable Development of Entrepreneurship Education in their teaching.

## **5.5 Limitations of the Study**

### **5.5.1 Respondent's Contribution**

There was some limitation of the study that should be noted during conducting the research. The first limitation is respondent's cooperation. This is because it is a burden for them that bothers their minds, and nowadays there are also those who do having their midsem and final exams face to face where undergraduates do not use phone as used on pandemic time. This is clear because they busy with their face to face classes and activities.

### **5.5.2 Time Constraint**

Another drawback is that there is minimal research time provided during the conduct of the analysis. This is because of the extremely restricted constraints of time and travel as the pandemic of Covid-19 is spreading across the world. This makes it difficult for researchers to locate study-related knowledge. Very little time with a large increase in work often makes it difficult for respondents to respond.

## **5.6 Recommendations/ Suggestion for Future Research**

In this analysis, there were two constraints. Some guidelines will be released in order to resolve these limitations. First of all, for example, some respondents did not 51 completely contribute to answering the questionnaire by not having the information to answer the

question. In order to avoid this scenario, as respondents respond, the researcher or student has the opportunity to assist and inform a target respondent by offering a clarification of each question to ensure that they rank on the correct scale.

In addition, for researchers to get accuracy in data collection, the time constraint is the biggest challenge. Both responses are evaluated using the questionnaire method to verify the hypothesis for the relationship between the dependent variable and the independent variables. From here, because it may take time to sort all these mistakes, no scanning of biased answers or constantly answering the same scale for each question was done. Future research may expand the time to sort the actual data and examine only the perfect random scale that has been addressed.

### **5.7 Overall Conclusion of the Study**

The main objective of this research is to investigate the relationship between The Effect Of Green Entrepreneurship On The Sustainable Development Of Entrepreneurship Education and to show that there are five independent variables tested which are Professional Development of Green Entrepreneurship Education, Integration of sustainability in Academic Curricula, Boost in financial support, Enhancement towards establishing and straightening green culture, and Expansion of green building and facilities. In addition, all data collection was collected through an online questionnaire and the data was analyzed using SPSS software based on descriptive analysis, reliability analysis, Spearman's Correlation Coefficient analysis and Ordinal Logistics Regression. As a result, the relationship between the independent variable and the dependent variable was positively associated with the good and moderate relationship.

This research concludes the key findings, discussions, implications, limitations and recommendations set out in Chapters 4 and 5. The Spearman Correlation Analysis showed



that all variables, including Professional Development of Green Entrepreneurship Education, Integration of sustainability in Academic Curricula, Boost in financial support, Enhancement towards establishing and straightening green culture, and Expansion of green building and facilities, had a significant positive relationship with the existence of Sustainable Development Of Entrepreneurship Education. In addition, all the assumptions had been tested, where all the assumptions about Professional Development of Green Entrepreneurship Education, Integration of sustainability in Academic Curricula, Boost in financial support, Enhancement towards establishing and straightening green culture, and Expansion of green building and facilities.

Finally, the researcher also discussed some limitations encountered during the course of the research, as well as some recommendations for improvement in future research. As a final word for this study, this study aims to give an overview to the community about the Sustainable Development Of Entrepreneurship Education around the world. As a society it is important and valuable in terms of further increasing our scholarly and in-practice understanding of how to successfully in implementing Sustainable Development of Entrepreneurship Education in their daily life.

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## APPENDIX A - DRAFT OF QUESTIONNAIRE



### THE EFFECT OF GREEN ENTREPRENEURSHIP ON THE SUSTAINABLE DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION

Greetings to all dear respondents,

We are final year students from Faculty of Entrepreneurship and Business (FKP) Universiti Malaysia Kelantan (UMK) pursuing Degree in Bachelor of Entrepreneurship (Commerce) with Honours. We are currently conducting a research survey regarding “The Effect Of Green Entrepreneurship On The Sustainable Development Of Entrepreneurship Education ”. If you have any issues, please feel free to contact:

Vaishnavi A/P Sivakuma (016-4604001)

*Salam sejahtera kepada semua responden yang dihormati, Kami merupakan pelajar tahun akhir dari Fakulti Keusahawanan dan Perniagaan (FKP) Universiti Malaysia Kelantan (UMK) yang mengikuti Ijazah Sarjana Muda Keusahawanan (Perdagangan) dengan Kepujian. Kami sedang menjalankan tinjauan penyelidikan berkenaan “Kesan Keusahawanan Hijau Terhadap Pembangunan Lestari Pendidikan Keusahawanan”.*

*Jika anda mempunyai sebarang masalah, sila hubungi:*

Vaishnavi A/P Sivakuma (016-4604001)

**SECTION A: DEMOGRAPHIC PROFILE**

Please select one of the following answer boxes for each question  
*Sila pilih salah satu kotak jawapan berikut untuk setiap soalan.*

1. Age/ *Umur*
  - 18-20 years old
  - 21-25 years old
  - 25+ years old
2. Gender/ *Jantina*
  - Male
  - Female
3. Year of Study/ *Tahun Pengajian*
  - Year 1/ *Tahun 1*
  - Year 2/ *Tahun 2*
  - Year 3/ *Tahun 3*
  - Year 4/ *Tahun 4*
4. Academic Program in UMK/ *Program Pengajian di UMK*
  - SAE
  - SAL
  - SAB
  - SAK
  - SAR
  - SAA

UNIVERSITI  
MALAYSIA  
KELANTAN

**SECTION B: THE EFFECT OF GREEN ENTREPRENEURSHIP ON SUSTAINABLE DEVELOPMENT OF ENTREPRENEURSHIP**

**EDUCATION**

Please indicate your degree of agreement on the following statements by selected the numbers given ranging from: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5

*Sila nyatakan tahap persetujuan anda terhadap pernyataan berikut dengan memilih nombor yang diberikan mulai dari: Sangat Tidak Setuju = 1, Tidak Setuju = 2, Berkecuali = 3, Setuju = 4, Sangat Setuju = 5*

| QUESTION   | STRONGLY<br>DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY<br>AGREE |
|--|----------------------|----------|---------|-------|-------------------|
| <b>SUSTAINABLE DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION:</b>  |                      |          |         |       |                   |
| Sustainable Development of Entrepreneurship Education allows undergraduates to acquire unique knowledge. | 1                    | 2        | 3       | 4     | 5                 |
| Sustainable Development Of Entrepreneurship Education is important to implement in institution.          | 1                    | 2        | 3       | 4     | 5                 |



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Sustainable Development has demand in merging into Entrepreneurship Education after graduation.                     | 1 | 2 | 3 | 4 | 5 |
| Sustainable Development of Entrepreneurship Education enable values necessary to shape a sustainable future.        | 1 | 2 | 3 | 4 | 5 |
| <b>ENTREPRENEURIAL GREEN SKILLS DEVELOPMENT:</b>  |   |   |   |   |   |
| Offering elective courses on entrepreneurship is satisfying for skills development.                                 | 1 | 2 | 3 | 4 | 5 |
| Offering project work by a university focused on entrepreneurship is contributed to skills development.             | 1 | 2 | 3 | 4 | 5 |
| Practices focused on entrepreneurship lead to examining skills level.   | 1 | 2 | 3 | 4 | 5 |
| Offering a bachelor's or master's degree study in entrepreneurship is compulsory to develop entrepreneurial skills. | 1 | 2 | 3 | 4 | 5 |
| Organizing conferences/workshop on entrepreneurship helps to develop skills development                             | 1 | 2 | 3 | 4 | 5 |
| My university connects students with entrepreneurship.  | 1 | 2 | 3 | 4 | 5 |

| <b>INTEGRATION OF SUSTAINABILITY IN ACADEMIC CURRICULA:</b>   |   |   |   |   |   |
|---|---|---|---|---|---|
| University contributes to the inclusion of sustainability aspects in study programs.                | 1 | 2 | 3 | 4 | 5 |
| University promotes research on sustainability.   | 1 | 2 | 3 | 4 | 5 |
| Participating in crowdfunding for sustainability is beneficial behavior.                            | 1 | 2 | 3 | 4 | 5 |
| University contributes to social well-being and tolerance.  | 1 | 2 | 3 | 4 | 5 |
| Inserting an education syllabus based on sustainability leads to better knowledge after graduation. | 1 | 2 | 3 | 4 | 5 |
| I am willing to do anything to become an entrepreneur supporting sustainability.                    | 1 | 2 | 3 | 4 | 5 |
| <b>BOOST IN FINANCIAL SUPPORT:</b>  |   |   |   |   |   |
| There are alternative finance sources for student entrepreneurs                                     | 1 | 2 | 3 | 4 | 5 |
| Low-interest loans offered by banks accessible to undergraduate entrepreneurship education          | 1 | 2 | 3 | 4 | 5 |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Start-up funds offered by the school/government are accessible upon entrepreneurship education                        | 1 | 2 | 3 | 4 | 5 |
| A variety of loan guarantee options are available for entrepreneurship education                                      | 1 | 2 | 3 | 4 | 5 |
| <b>ENHANCEMENT TOWARDS ESTABLISHING AND STRAIGHTENING GREEN CULTURE:</b>  |   |   |   |   |   |
| The green culture is highly supportive of individual success achieved in the institution.                             | 1 | 2 | 3 | 4 | 5 |
| The green culture emphasizes self-sufficiency, autonomy, and personal initiative.                                     | 1 | 2 | 3 | 4 | 5 |
| The green culture encourages entrepreneurial risk-taking.   | 1 | 2 | 3 | 4 | 5 |
| The green culture encourages creativity and innovativeness.   | 1 | 2 | 3 | 4 | 5 |
| The green culture emphasizes the responsibility of the individual.  | 1 | 2 | 3 | 4 | 5 |
| <b>EXPANSION OF GREEN BUILDINGS AND FACILITIES:</b>   |   |   |   |   |   |
| Doing eco-friendly ventures/initiatives on campus in the future gives me a pleasant feeling of personal satisfaction. | 1 | 2 | 3 | 4 | 5 |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| I feel happy contributing to human well-being and the quality of the natural environment by involving or initiating eco-friendly ventures/initiatives. | 1 | 2 | 3 | 4 | 5 |
| By involving or initiating eco-friendly ventures/initiatives, I feel pleased to do something good for our institution and the planet.                  | 1 | 2 | 3 | 4 | 5 |
| Participating in eco-friendly ventures/initiatives makes me feel satisfied by giving something back to society and the environment.                    | 1 | 2 | 3 | 4 | 5 |



