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Linking Environmental Commitment and Self-Efficacy to Green Entrepreneurship Behavior: The Mediating Role of Motivation and Intention in Gen Z

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ABSTRACT

Generation Z (Gen Z) exhibits distinctive characteristics compared with previous generations, including independence, creativity, technological proficiency, appreciation of diversity, and a preference for flexible and collaborative work structures. In Indonesia, entrepreneurship has become an increasingly attractive career option for Gen Z, making it relevant to examine their motivation and interest in green entrepreneurship. This study investigates the influence of commitment to the environment (CtE) and entrepreneurial self-efficacy (ESE) on green entrepreneurship behavior (GEB), with entrepreneurial motivation (EM) and green entrepreneurial intention (GEI) as mediating variables. Drawing on the Resource-Based View (RBV), Theory of Planned Behavior (TPB), and Social Cognitive Theory (SCT), this study employed a cross-sectional design using an online survey of 150 university students participating in business incubators across Java Island. The study was conducted over approximately seven months, from May to November 2025. Data were collected through purposive sampling and analyzed using partial least squares–structural equation modeling (PLS-SEM). The findings reveal that ESE and GEI significantly affect GEB, whereas CtE and EM do not. Furthermore, GEI significantly mediates the relationship between ESE and GEB, while EM does not demonstrate a mediating effect. These findings indicate that ESE is a strong predictor of GEI and that both ESE and GEI are key determinants of GEB. From a theoretical perspective, the findings reinforce the central assumption of TPB that intention, supported by perceived behavioral capability, is the most immediate predictor of behavior. They are also consistent with SCT, which emphasizes self-efficacy as a key mechanism in behavioral development, and with RBV, which highlights internal resources, such as individual capability, as critical determinants of performance. This study extends the theoretical integration of RBV, TPB, and SCT in the context of green entrepreneurship and offers practical insights for educators and policymakers seeking to strengthen Gen Z's self-efficacy and intention toward sustainability-oriented entrepreneurial action.

Keywords: Green Entrepreneurship Behavior, Gen Z, Commitment to the Environment, Entrepreneurial Motivation, Green Entrepreneurial Intention, Entrepreneurial Self-efficacy
JEL Classifications: L26, Q56, M13

1. INTRODUCTION

Generation Z (Gen Z) has distinct characteristics compared with previous generations, such as Generation X (Gen X) and Generation Y (Gen Y) (Robbins and Judge, 2023). These differences are especially evident in motivation and personality, which shape different views of the world of work (Diana et al., 2024). In the workplace, Gen Z tends to value flexibility and is often associated with a higher tendency to change jobs, whereas previous generations generally demonstrate stronger loyalty to

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the organizations in which they work. This tendency is consistent with Gen Z's characteristics of being independent, easily bored, and unwilling to remain in work environments perceived as too conventional or monotonous. As a result, Gen Z is more likely to choose entrepreneurship, as it allows them to pursue activities they genuinely enjoy, build partnerships more freely, and avoid repetitive work routines (Arum et al., 2023). Most members of Gen Z are currently university students, although some have already entered the workforce. Among those who are still studying, many are involved in university business incubator programs. This provides an important rationale for conducting the present study in a higher education setting, specifically among students who participate in business incubator programs.

Rising consumer awareness of green products has increased demand for environmentally friendly products and services. Environmentally conscious behavior has become a global imperative for entrepreneurs. Green entrepreneurship behavior (GEB) refers to the development of innovative ideas, capital, and resources through creative processes and empowerment to establish environmentally friendly businesses (Hameed et al., 2021; Damayanti and Oktariani, 2023). It can also be understood as a set of activities that support the creation and development of green entrepreneurship.

As a generation that increasingly favors entrepreneurial careers, Gen Z also continues to champion environmental sustainability. A survey conducted by IBM (International Business Machines Corporation) reported that 73% of Gen Z consumers are willing to pay more for eco-friendly products. Similarly, Morrison (2019) notes that millennials and Gen Z in various European countries show greater interest in purchasing organic food and beverages and are even willing to pay higher prices for them.

In demographic terms, Gen Z and Millennials dominate Indonesia's population. According to BPS (2020), Gen Z accounts for 27.94% of the total population, while Millennials account for 25.87%. These data suggest that Gen Z represents a potential driver of green entrepreneurship development in Indonesia (Monika et al., 2025). This potential is even more relevant in the digital era. Given Gen Z's close connection with the digital world in daily life, they have broad opportunities to become green entrepreneurs (Monika et al., 2025).

Although universities provide entrepreneurship programs, students often still lack the motivation and skills needed to start new businesses (Pihie and Bagheri, as cited in Anisah & Wandary, 2015). Several studies have shown that entrepreneurship education and institutional support positively influence entrepreneurial intention. University support through entrepreneurship education programs is designed to foster students' entrepreneurial intentions by helping them understand environmentally friendly business concepts. Such education supports the development of green entrepreneurial intention by equipping students with the skills needed to identify and capitalize on environmentally related business opportunities (Gunawan and Hidayah, 2024; Sun et al., 2023).

By taking these courses and participating in related programs, students can improve their knowledge, skills, attitudes, and personal qualities in entrepreneurship (Wu et al., 2022). By engaging Gen Z students in entrepreneurial activities from an early stage can help prevent youth unemployment, reduce the mismatch between education and the labor market, and support school-to-work transition programs-all of which are encompassed within the SDGs 6. In addition, field studies, internships, and extracurricular activities can provide students with entrepreneurial experience and constructive ideas. The learning process can also foster motivation and support the development of business networks, which in turn strengthens student engagement (Sun et al., 2023). However, inconsistencies remain regarding which competencies most strongly motivate Gen Z students to start new businesses, particularly green businesses. This gap provides an opportunity for further research on the roles of environmental commitment, entrepreneurial self-efficacy, entrepreneurial motivation, and green entrepreneurial intention in shaping green entrepreneurship behavior.

2. LITERATURE REVIEW

This study is grounded in three theoretical perspectives: the Resource-Based View (RBV), the Theory of Planned Behavior (TPB), and Social Cognitive Theory (SCT). The RBV emphasizes the critical role of internal resources in organizational growth and sustainable competitive advantage (Wernerfelt, 1984; Barney, 1991). These resources may include technological knowledge, machinery, brand reputation, skilled personnel, efficient processes, capital, and business relationships. According to the RBV, the unique combination and deployment of resources that are valuable, rare, inimitable, and non-substitutable form the foundation for superior performance (Barney, 1991). Conversely, a lack of critical resources can create significant barriers to growth (Wiklund and Shepherd, 2003). In the context of Gen Z, motivation, self-efficacy, environmental commitment, and entrepreneurial intention can be regarded as critical human and psychological resources. These intrinsic assets, combined with Gen Z's digital capabilities, may provide a source of competitive advantage in developing successful green entrepreneurship strategies.

TPB is a psychological framework that links individual beliefs to behavior (Ajzen, 1991). Rooted in a social-cognitive perspective, TPB argues that intention is the most immediate and powerful predictor of human behavior. Accordingly, the intention to start a new business is understood as a cognitively planned and deliberate behavior. According to TPB, behavioral intention is determined by three conceptually independent antecedents: attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991).

SCT, developed by Bandura (1977), emphasizes the dynamic interaction among personal factors, behavioral patterns, and environmental contexts. SCT proposes a model of reciprocal determinism and highlights the central role of cognitive elements, such as self-efficacy and observational learning, in behavioral development.

Self-efficacy, a core construct of SCT, refers to an individual's belief in their capacity to mobilize motivation, cognitive

resources, and actions to meet the demands of a specific situation. According to the self-efficacy and performance model, self-efficacy is formed through three cognitive processes: the analysis of task requirements, attributional analysis of past experiences, and assessment of personal and situational resources and constraints. These antecedents are derived from four primary sources of efficacy information: enactive mastery, vicarious experience, verbal persuasion, and physiological arousal (Gist and Mitchell, 1992).

This three-theory framework can be further explained from an integrative perspective. According to RBV, human resources, including motivation, self-efficacy, commitment to the environment, and entrepreneurial intention, constitute critical internal resources for creating competitive advantage. When individuals intend to start environmentally friendly businesses, entrepreneurial motivation and commitment to the environment become important psychological drivers. This is consistent with TPB, which states that intention is influenced by attitudes toward behavior. Furthermore, SCT emphasizes the dynamic interaction among personal factors, behavioral patterns, and environmental contexts and incorporates cognitive elements, particularly self-efficacy and observational learning, into the development of behavior. In this study, these theoretical perspectives are integrated to explain green entrepreneurship behavior.

2.1. Green Entrepreneurship Behavior

Given consumers' growing awareness of environmentally friendly products, conventional entrepreneurial approaches, which typically focus primarily on financial risks, are no longer sufficient. By embracing a green economy, individuals can express entrepreneurial creativity while protecting the environment (Damayanti and Oktariani, 2023). This has led to the emergence of green entrepreneurship. Green entrepreneurship considers the roles of individuals and organizations in entrepreneurial activities while also emphasizing environmental benefits through the production of eco-friendly products and services.

GEB refers to entrepreneurial activities guided not only by profit orientation but also by concern for the natural environment. Several principles can be applied within the framework of GEB: Valuable, in the sense of having high exchange value; pertinent, meaning responsive to current conditions; unobtrusively competent, meaning competent, knowledgeable, and modest; transparent, meaning open, clear, and unambiguous for users; controllable, meaning manageable; different, meaning distinguishable without diminishing others; and forward-looking, meaning able to recognize needs and opportunities under changing circumstances (Damayanti and Oktariani, 2023).

2.2. Generation Z

Generation Z refers to the cohort born between 1997 and 2012 and is considered the successor to the Millennial generation. As digital natives, members of Gen Z have been immersed in technology from birth and introduced to the internet and social media from an early age. Consequently, they are often referred to as the "Internet Generation" or "iGeneration." They live in a world deeply intertwined with digital technology. Their technological fluency enables them to multitask more easily than previous generations. This constant digital engagement indirectly shapes their distinctive personality traits and characteristics.

According to Stillman and Stillman (2017), Gen Z is characterized by several key traits:

1. Phygital: Their activities are inseparable from the digital and technological realm
2. Hyper-customized: They resist generic labels and seek to express their unique strengths and individuality as part of their core identity
3. Realistic: They maintain pragmatic expectations and focus on solving problems according to immediate needs rather than abstract ideals
4. Fear of Missing Out (FOMO): They experience persistent anxiety about missing information or opportunities, which can affect performance and focus
5. Weconomists: They exhibit a strong preference for collaboration and shared value creation in economic activities
6. Do-It-Yourself (DIY): They are highly independent learners who prefer to acquire new knowledge or skills autonomously without direct guidance
7. Driven: Although pragmatic and not always motivated by grand visions, they are driven to create positive change in their environment using the technology available to them.

Given these characteristics, it is important to investigate the underlying drivers of Gen Z's entry into the digital business world, particularly their commitment, motivation, self-efficacy, and intention. Understanding these factors can provide valuable insights for universities. Such knowledge is essential for designing relevant curricula and support systems that equip students for future career success.

There is growing interest among Indonesian business entities in implementing environmentally sustainable practices, a trend evident not only among large corporations but also among Micro, Small, and Medium Enterprises (MSMEs) (Panuju and Bakri, 2024). Previous research indicates growing motivation among young people and active university students to contribute to social improvement through environmentally friendly businesses. However, existing literature suggests that universities should play a more active role in nurturing this interest by developing supportive curricula and policies focused on green business. Interest in eco-friendly products among Millennials and Gen Z is increasing, although research and documentation on green start-ups remain at an early stage and offer wide opportunities for further study. This emerging trend directly influences the development of new technology-based and environmentally sustainable start-ups. Start-up ventures can reasonably be considered an increasingly attractive and realistic career path for Millennials and Gen Z, particularly in the context of green and technology-based businesses, although explicit empirical evidence that start-ups are their dominant career choice is still emerging. In line with these conditions, all respondents in this study were Gen Z students registered in business incubator programs at various universities in Indonesia.

2.3. Hypothesis Development

2.3.1. Commitment to the environment and green entrepreneurship behavior

Previous research has emphasized the critical role of environmental concern in shaping individual entrepreneurial behavior (Suasana and Ekawati, 2018; Li et al., 2023). Individuals with strong environmental commitment are more likely to take concrete actions to prevent ecological damage in their activities. This can be seen among environmental activists who translate their commitment into constructive action by developing a strong sense of care and seeking solutions, often through sustainable ventures aimed at environmental protection.

Empirical studies support this relationship. Anisah and Wandary (2015) found a direct influence of environmental commitment on green entrepreneurship behavior. Similarly, Li et al. (2023) demonstrated that university students with higher environmental commitment exhibit stronger green entrepreneurship behavior. Based on this theoretical and empirical foundation, the following hypothesis is proposed:

- H_1: Environmental commitment has a positive and significant effect on green entrepreneurship behavior.

2.3.2. Commitment to the environment and entrepreneurial motivation

Commitment is recognized as a key driver and source of behavioral motivation (Meyer et al., 2004). In the environmental context, an individual's commitment to the environment motivates them to seek constructive courses of action, which can then be internalized as a core motivational force. For instance, university students with high environmental commitment may cultivate an internal drive to work toward ecological improvement. This aligns with research showing that stronger entrepreneurial commitment is associated with greater efforts to protect the environment. Furthermore, empirical evidence confirms that environmental commitment positively influences entrepreneurial motivation (Li et al., 2023; Maisaroh et al., 2024). Based on this theoretical and empirical rationale, the following hypothesis is formulated:

- H_2: Environmental commitment has a positive and significant effect on entrepreneurial motivation.

2.3.3. Entrepreneurial motivation and green entrepreneurship behavior

Entrepreneurship has emerged as a significant career choice, particularly among younger generations, including Gen Z (Arum et al., 2023). Individual motivation is a primary factor that provides the drive and skills required to launch new ventures (Collins et al., 2004). When individuals are positively motivated by personal needs, they exert considerable effort to achieve desired outcomes. In the entrepreneurial context, the combination of motivation and individual perception drives entrepreneurial initiative. Research underscores the critical role of self-motivation in starting new businesses, as motivation can fundamentally alter individual behavior and encourage a person to choose new venture creation as a career path.

Empirical studies have shown that entrepreneurial motivation positively influences green entrepreneurship behavior (Li et al., 2023; Maisaroh et al., 2024). Based on this rationale, the following hypothesis is proposed:

- H_3: Entrepreneurial motivation has a positive and significant effect on green entrepreneurship behavior.

2.3.4. Commitment to the environment, green entrepreneurship behavior, and entrepreneurial motivation

A person's commitment to the environment can motivate constructive action, which becomes internalized as a core entrepreneurial motivation. Entrepreneurial motivation, in turn, is a primary factor in new venture creation. Thus, students who are both entrepreneurial and environmentally committed are more likely to operate their businesses in eco-friendly ways by minimizing waste and avoiding processes that cause environmental harm. Therefore, a higher level of environmental commitment may foster stronger entrepreneurial motivation, which consequently supports green entrepreneurship behavior (Li et al., 2023; Maisaroh et al., 2024). Based on this integrated rationale, the following hypothesis is formulated:

- H_4: Entrepreneurial motivation mediates the positive effect of environmental commitment on green entrepreneurship behavior.

2.3.5. Entrepreneurial self-efficacy and green entrepreneurship behavior

Self-efficacy is a construct derived from Social Cognitive Theory, which proposes a model of triadic reciprocal causation in which behavior, cognition, and the environment dynamically influence one another (Bandura, 1977, 1986). Self-efficacy is defined as an individual's judgment of their capability to achieve a certain level of performance.

The relationship between entrepreneurial self-efficacy and entrepreneurial behavior has been established in prior research (Darmanto and Yuliari, 2018; Li et al., 2020). Findings indicate that entrepreneurial self-efficacy positively influences entrepreneurial behavior. Individuals with high self-efficacy are more likely to complete tasks at a higher standard and have a greater propensity to launch new ventures. Entrepreneurs with strong efficacy beliefs toward a specific undertaking are more likely to persist in those activities than those with lower self-efficacy. Building on this foundation, recent studies suggest that entrepreneurial self-efficacy supports individuals' belief in their capacity to implement environmentally responsible business practices (Alvarez-Risco et al., 2021). Based on this body of evidence, the following hypothesis is proposed:

- H_5: Entrepreneurial self-efficacy has a positive and significant effect on green entrepreneurship behavior.

2.3.6. Entrepreneurial self-efficacy and green entrepreneurial intention

Self-efficacy is regarded as one of the strongest predictors of entrepreneurial intention. Essentially, an individual's decision to become an entrepreneur is based largely on belief in their own entrepreneurial capabilities. This assertion is supported by research on university students running businesses in Indonesia, which confirms that individuals with high entrepreneurial self-efficacy exhibit stronger entrepreneurial intentions and behaviors.

Further research corroborates this relationship, demonstrating that entrepreneurial self-efficacy positively influences both general entrepreneurial intention and the specific intention to engage in green entrepreneurship (Alvarez-Risco et al., 2021; Rahayu, 2024). Consistent findings also show a significant influence of entrepreneurial self-efficacy on green entrepreneurial intention. Based on this consolidated theoretical and empirical argument, the following hypothesis is proposed:

- H_6: Entrepreneurial self-efficacy has a positive and significant effect on green entrepreneurial intention.

2.3.7. Green entrepreneurial intention and green entrepreneurship behavior

Intention is widely regarded as the strongest predictor of planned behavior (Ajzen, 1991). Consequently, entrepreneurial intention has become a central focus in entrepreneurship research, as entrepreneurship is inherently viewed as intentional behavior. Entrepreneurial behavior is understood as the direct outcome of such intention (Fayolle et al., 2014; Kautonen et al., 2015), requiring strong individual character to translate intention into action. This action represents the behavioral realization of entrepreneurial intention.

TPB posits a significant positive influence of intention on behavior, a relationship consistently supported in entrepreneurial studies. The stronger the intention, the greater the likelihood that the corresponding behavior will be enacted (Ajzen, 1991). Empirical research confirms that green entrepreneurial intention has a positive effect on green entrepreneurship behavior (Amankwah and Sesen, 2021; Yi, 2020). Based on this theoretical and empirical foundation, the following hypothesis is proposed:

- H_7: Green entrepreneurial intention has a positive and significant effect on green entrepreneurship behavior.

2.3.8. Entrepreneurial self-efficacy, green entrepreneurship behavior, and green entrepreneurial intention

A strong belief in one's entrepreneurial capabilities is a significant predictor of green entrepreneurial intention. In other words, entrepreneurial self-efficacy is a critical determinant of green entrepreneurial intention, reflecting an individual's conviction in their capacity to conduct environmentally responsible business practices. The stronger this intention, the greater the likelihood of achieving responsible entrepreneurial outcomes.

Prior research consistently confirms that entrepreneurial intention is strongly influenced by self-efficacy; higher levels of entrepreneurial self-efficacy correspond to a greater propensity for entrepreneurial engagement. This relationship also applies to green entrepreneurship. Furthermore, studies demonstrate a direct positive influence of entrepreneurial self-efficacy on both entrepreneurial intention and behavior (Alvarez-Risco et al., 2021; Li et al., 2020). These findings collectively indicate that green entrepreneurial intention may mediate the effect of entrepreneurial self-efficacy on green entrepreneurship behavior. Based on this consolidated theoretical and empirical rationale, the following hypothesis is proposed:

- H_8: Green entrepreneurial intention mediates the positive effect of entrepreneurial self-efficacy on green entrepreneurship behavior.

2.4. Conceptual Model

Figure 1 illustrates the proposed relationships among environmental commitment, entrepreneurial self-efficacy, entrepreneurial motivation, green entrepreneurial intention, and green entrepreneurship behavior. Specifically, this study examines the effects of environmental commitment and entrepreneurial self-efficacy on green entrepreneurship behavior, with entrepreneurial motivation and green entrepreneurial intention serving as mediating variables.

3. RESEARCH METHODS

3.1. Participants and Procedures

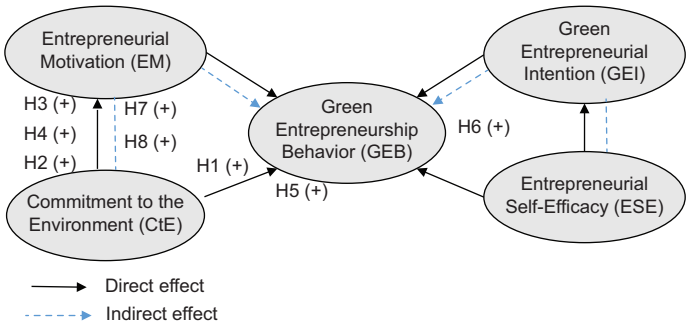
This study employed a quantitative approach with an explanatory research design. An explanatory design was chosen to examine causal relationships among variables and investigate the mediating roles of entrepreneurial motivation and green entrepreneurial intention. Data were collected through a survey method using structured questionnaires distributed via Google Forms to student members of university-based start-up business incubators in various cities across Java Island.

The population consisted of 374 student members of university-based start-up business incubators across Java Island. A purposive sampling technique was used with the following criteria: respondents had to be registered as members of a business incubator program, actively participate in business incubator activities, and voluntarily agree to participate in the study.

This study employed 29 indicators measuring five latent variables: Green Entrepreneurship Behavior (GEB), Entrepreneurial Motivation (EM), Commitment to the Environment (CtE), Entrepreneurial Self-Efficacy (ESE), and Green Entrepreneurial Intention (GEI). All items were assessed using a five-point Likert scale ranging from 1, strongly disagree, to 5, strongly agree. Accordingly, the minimum required sample size was 145 respondents, calculated as 29 × 5, while the maximum threshold was 290 respondents, calculated as 29 × 10. The final sample of 150 respondents met the requirements for partial least squares–structural equation modeling (PLS-SEM), which recommends a minimum sample size ranging from five to ten times the number of observed indicators (Hair et al., 2019).

GEB was measured using five items adapted from Hameed et al. (2021), such as "Written a green business plan." Entrepreneurial Motivation was assessed using eight items from the same source, such as "I want to be a business owner." Commitment to the

Figure 1: Research framework



Environment was measured using seven items also adapted from Hameed et al. (2021), such as "It takes too much time and effort to do things that are environmentally friendly." Entrepreneurial Self-Efficacy was evaluated using four items adapted from Alvarez-Risco et al. (2021), such as "Creating and maintaining an ecological venture is a task that I can do." Finally, Green Entrepreneurial Intention was measured using five items adapted from Liñán and Chen, as cited in Yi (2020), such as "I wished to start a green enterprise that assists in alleviating environmental issues during my university studies" (Table 1).

A structured questionnaire was disseminated via Google Forms to student members of university-based start-up business incubators on Java Island. A total of 165 responses were received, of which 150 were complete and valid for analysis, yielding a usable response rate of 40.1% based on the study population.

All participants were informed about the purpose of the study before their involvement. Participation was voluntary, and respondents provided informed consent before completing the questionnaire. Anonymity and confidentiality were guaranteed, and the data were used solely for academic research purposes in accordance with ethical research standards.

3.2. Measurement

All constructs in this study were measured using established scales adapted from previous studies. The measurement items were selected to reflect the conceptual definitions of the five constructs examined in the research model. All items were assessed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

GEB was measured using five items adapted from Hameed et al. (2021), such as "Written a green business plan." Entrepreneurial Motivation was assessed using eight items from the same source, such as "I want to be a business owner." Commitment to the Environment was measured using seven items also adapted from Hameed et al. (2021), such as "It takes too much time and effort to do things that are environmentally friendly." Entrepreneurial

Table 1: Operational definitions and questionnaire items

Variable	Operational definition	Items
Green Entrepreneurship Behavior (GEB)	Green entrepreneurship behavior reflects a set of activities that lead to the creation and development of green entrepreneurship.	GEB1: Written a green business plan. GEB2: Started green product/service development. GEB3: Attempted to obtain external funding. GEB4: Purchased materials, equipment, or machinery for a green business. GEB5: Registered a green company. (Hameed et al., 2021)
Entrepreneurial Motivation (EM)	Entrepreneurial motivation reflects intrinsic motivation to pursue entrepreneurial behavior.	EM1: I want to be a business owner. EM2: I want to profit from my endeavors. EM3: I like to be told how to do my job. EM4: I enjoy having authority at work. EM5: I like to control my own time at work. EM6: I think that having a business can improve my financial status. EM7: I see a good future for myself if I start a business. EM8: I like to make business decisions. (Hameed et al., 2021)
Commitment to the Environment (CtE)	Commitment to the environment describes an individual's level of commitment to environmental protection and sustainability.	CtE1: It takes too much time and effort to do things that are environmentally friendly. CtE2: Scientists will find a solution to global warming without people having to make major changes to their lifestyles. CtE3: The environment is a low priority for me compared with many other things in my life. CtE4: I am environmentally friendly in most things that I do. CtE5: Most people today need to change their way of life so that future generations can continue to enjoy a good quality of life and environment. CtE6: I personally need to change my way of life so that future generations can continue to enjoy a good quality of life and environment. CtE7: I frequently feel the need to reduce carbon emissions, which affects what I do, for example, choosing to drive less or turning off lights when possible. (Hameed et al., 2021)
Entrepreneurial Self-Efficacy (ESE)	Entrepreneurial self-efficacy refers to an individual's confidence in developing entrepreneurial activities and ultimately creating ventures.	ESE1: Creating and maintaining an ecological venture is a task that I can do. ESE2: I have the necessary knowledge to develop an ecological venture. ESE3: I have sufficient skills to develop an ecological venture. ESE4: I believe that, in the future, I will be able to develop a successful green venture. (Alvarez-Risco et al., 2021)
Green Entrepreneurial Intention (GEI)	Green entrepreneurial intention reflects the precondition for the formation of green entrepreneurship and significantly shapes entrepreneurial behavior.	GEI1: I wished to start a green enterprise that assists in alleviating environmental issues during my university studies. GEI2: I had a preliminary idea for a green enterprise to implement in the future during my university studies. GEI3: My professional goal was to become a green entrepreneur during my university studies. GEI4: I was willing to do anything to become a green entrepreneur during my university studies. GEI5: I would act as a professional manager and become involved in managing an enterprise through preparatory activities during my university studies. (Yi, 2020)

Self-Efficacy was evaluated using four items adapted from Alvarez-Risco et al. (2021), such as "Creating and maintaining an ecological venture is a task that I can do." Finally, Green Entrepreneurial Intention was measured using five items adapted from Liñán and Chen, as cited in Yi (2020), such as "I wished to start a green enterprise that assists in alleviating environmental issues during my university studies." (see Table 1).

4. RESULTS

The demographic profile of the research participants is presented in Table 2. The table provides a comprehensive overview of participant characteristics, including age, gender, study program, and geographical origin. All respondents were between 19 and 24 years old, indicating that all participants belonged to Gen Z. Students aged 19-22 dominated the respondent profile, accounting for 92% of the sample. This suggests that second- and third-year students tend to participate actively in business incubator programs. Female respondents accounted for 74.7% of the sample, indicating considerable female student involvement in entrepreneurial activities. Table 2 also shows that respondents came from various study programs, including non-business study programs, which reinforces the interdisciplinary nature of student entrepreneurship. In addition, respondents came from various regions across Java Island, indicating the potential spread of entrepreneurship across different regions.

Table 2: Research participant characteristics

Variable	Frequency (n)	Percentage
Age (years)		
19-20	49	32.7
21-22	89	59.3
23-24	12	8.0
Total	150	100
Gender		
Male	38	25.3
Female	112	74.7
Total	150	100
Study Program		
Office Administration Education	33	22.0
Economics Education	24	16.0
Agribusiness	13	8.6
Management	13	8.6
Accounting	8	5.2
Hospital Administration	7	4.7
Sociology	7	4.7
Informatics	5	3.4
Agricultural Extension and Communication	5	3.4
Elementary School Teacher Education	4	2.7
Digital Business	4	2.7
Other Study Programs	27	18.0
Total	150	100
Region of Origin		
Surakarta	24	16.0
Sukoharjo	20	13.3
Karanganyar	13	8.6
Boyolali	7	4.7
Sragen	7	4.7
Ngawi	4	2.7
Yogyakarta	4	2.7
Wonogiri	3	2.0
Klaten	3	2.0
Madiun	3	2.0
Kebumen	2	1.3
Other Regions	60	40.0
Total	150	100

Table 3 presents the descriptive statistics for the study variables. The mean scores of all constructs ranged from 3.25 to 4.21, indicating moderate to high levels of response. Entrepreneurial motivation recorded the highest mean score (M = 4.21, SD = 0.71), followed by commitment to the environment (M = 3.91, SD = 0.47), green entrepreneurial intention (M = 3.89, SD = 0.79), and entrepreneurial self-efficacy (M = 3.86, SD = 0.73). Meanwhile, green entrepreneurship behavior showed the lowest mean score (M = 3.25, SD = 0.98).

The correlation matrix shows significant positive relationships among all variables. Commitment to the environment was positively correlated with entrepreneurial motivation ($r = .403$, $p < .01$), green entrepreneurship behavior ($r = 0.254$, $P < 0.01$), green entrepreneurial intention ($r = 0.261$, $P < 0.01$), and entrepreneurial self-efficacy ($r = 0.235$, $P < 0.01$). Furthermore, entrepreneurial motivation exhibited strong correlations with green entrepreneurial intention ($r = 0.642$, $P < 0.01$) and entrepreneurial self-efficacy ($r = 0.561$, $P < 0.01$). The highest correlation coefficient was observed between green entrepreneurial intention and entrepreneurial self-efficacy ($r = 0.702$, $P < 0.01$). All correlation coefficients were below the commonly accepted threshold of 0.80, suggesting that severe multicollinearity was unlikely.

4.1. Measurement Model

Convergent validity was examined through factor loadings, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE). The results are presented in Table 4. Most indicators had factor loadings >0.60, meeting the recommended threshold and indicating that the indicators adequately measured their respective constructs. Cronbach's alpha and composite reliability values for all constructs exceeded 0.70, demonstrating satisfactory internal consistency reliability (Nunnally and

Table 3: Descriptive statistics and correlations among variables

Construct	n	Min.	Max.	Mean	SD	CtE	EM	GEB	GEI
Commitment to the Environment (CtE)	150	3	5	3.91	0.47				
Entrepreneurial Motivation (EM)	150	2	5	4.21	0.71	0.403**			
Green Entrepreneurship Behavior (GEB)	150	1	5	3.25	0.98	0.254**	0.447**		
Green Entrepreneurial Intention (GEI)	150	2	5	3.89	0.79	0.261**	0.642**	0.563**	
Entrepreneurial Self-Efficacy (ESE)	150	2	5	3.86	0.73	0.235**	0.561**	0.505**	0.702**

**P<0.01, two-tailed

Table 4: Measurement model

Construct	Indicator	Factor Loading	Cronbach's Alpha	Composite Reliability	AVE
Commitment to the Environment (CtE)	CtE4	0.717	0.707	0.818	0.531
	CtE5	0.669			
	CtE6	0.805			
	CtE7	0.716			
Entrepreneurial Motivation (EM)	EM1	0.814	0.922	0.936	0.647
	EM2	0.753			
	EM3	0.788			
	EM4	0.834			
	EM5	0.802			
	EM6	0.800			
	EM7	0.813			
	EM8	0.829			
Entrepreneurial Self-Efficacy (ESE)	ES1	0.841	0.856	0.903	0.700
	ES2	0.879			
	ES3	0.850			
	ES4	0.773			
Green Entrepreneurship Behavior (GEB)	GEB1	0.915	0.909	0.934	0.740
	GEB2	0.932			
	GEB3	0.885			
	GEB4	0.677			
	GEB5	0.868			
Green Entrepreneurial Intention (GEI)	GEI1	0.804	0.888	0.918	0.691
	GEI2	0.822			
	GEI3	0.863			
	GEI4	0.843			
	GEI5	0.823			

Table 5: Discriminant validity: Fornell–Larcker criterion

Construct	CtE	EM	ESE	GEB	GEI
Commitment to the Environment (CtE)	**0.729**				
Entrepreneurial Motivation (EM)	0.572	**0.805**			
Entrepreneurial Self-Efficacy (ESE)	0.420	0.557	**0.837**		
Green Entrepreneurship Behavior (GEB)	0.328	0.465	0.573	**0.860**	
Green Entrepreneurial Intention (GEI)	0.468	0.683	0.755	0.605	**0.831**

Bernstein, 1994). In addition, the AVE values of all constructs were above 0.50, confirming acceptable convergent validity (Hair et al., 2019).

However, three items from the Commitment to the Environment construct, namely CtE1, CtE2, and CtE3, had factor loadings below 0.60 in the preliminary analysis. Therefore, these indicators were removed from the model, leaving four valid indicators, CtE4, CtE5, CtE6, and CtE7, which showed acceptable loadings and contributed to the construct's reliability and validity.

Discriminant validity was examined using the Fornell–Larcker criterion, which states that the square root of AVE for each construct should be higher than its correlations with other constructs (Hair et al., 2019). As shown in Table 5, the diagonal elements, representing the square roots of AVE, are greater than the off-diagonal correlation values. This confirms that each construct is distinct from the others. Therefore, the discriminant validity of the measurement model is supported.

The structural model was evaluated using the coefficient of determination (R^2), which represents the amount of variance in the endogenous construct explained by the associated exogenous constructs (Hair et al., 2019). According to Chin (1998), R^2 values of 0.67, 0.33, and 0.19 are considered substantial, moderate, and weak, respectively.

Table 6: R-square testing

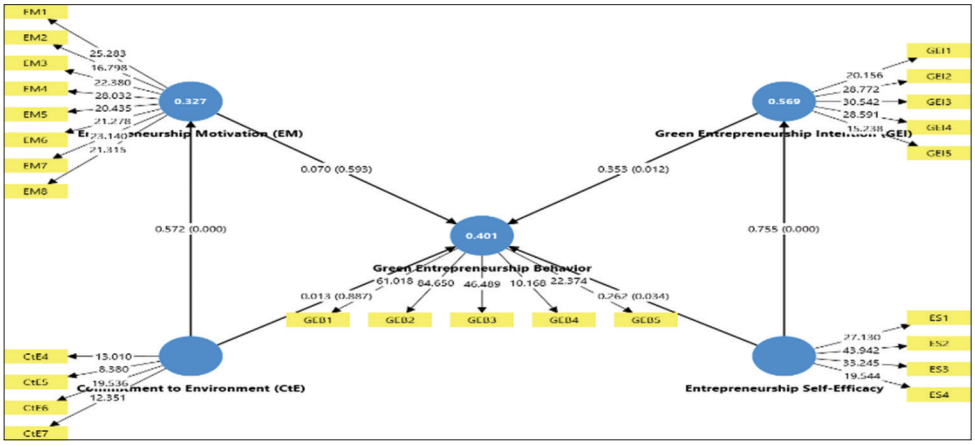
Dependent variable	R-square	Adjusted R-square	Status
Entrepreneurial Motivation (EM)	0.327	0.323	Moderate
Green Entrepreneurship Behavior (GEB)	0.401	0.384	Moderate
Green Entrepreneurial Intention (GEI)	0.569	0.566	Moderate

As shown in Table 6, entrepreneurial motivation obtained an R^2 value of 0.323, which can be categorized as moderate. Green entrepreneurship behavior recorded an R^2 value of 0.384, which is also classified as moderate. For comparison, Maisaroh et al. (2024) reported R^2 values of 0.426 for entrepreneurial motivation and 0.258 for green entrepreneurship behavior, while Li et al. (2023) reported an R^2 value of 0.321 for green entrepreneurship behavior. Meanwhile, green entrepreneurial intention achieved an R^2 value of 0.566, indicating moderate to substantial explanatory power. Overall, these results suggest that the model demonstrates acceptable predictive accuracy.

Table 7: Hypothesis testing results

Hypothesis	Path	Original Sample (β)	t-Statistics	p-Value	Result
H_1	Commitment to the Environment → Green Entrepreneurship Behavior	0.013	0.142	0.887	Not Supported
H_2	Commitment to the Environment → Entrepreneurial Motivation	0.572	7.308	0.000	Supported
H_3	Entrepreneurial Motivation → Green Entrepreneurship Behavior	0.070	0.534	0.593	Not Supported
H_4	Commitment to the Environment → Entrepreneurial Motivation → Green Entrepreneurship Behavior	0.040	0.517	0.605	Not Supported
H_5	Entrepreneurial Self-Efficacy → Green Entrepreneurship Behavior	0.262	2.122	0.034	Supported
H_6	Entrepreneurial Self-Efficacy → Green Entrepreneurial Intention	0.755	14.734	0.000	Supported
H_7	Green Entrepreneurial Intention → Green Entrepreneurship Behavior	0.353	2.501	0.012	Supported
H_8	Entrepreneurial Self-Efficacy → Green Entrepreneurial Intention → Green Entrepreneurship Behavior	0.267	2.404	0.016	Supported

Figure 2: Structural model



4.2. Hypotheses Testing

The results of the structural model testing are summarized in Table 7. Hypothesis 1 proposed that commitment to the environment positively affects green entrepreneurship behavior. However, the findings showed that this relationship was not significant (β = 0.013, t = 0.142, P = 0.887); therefore, Hypothesis 1 was not supported. In contrast, Hypothesis 2, which stated that commitment to the environment positively affects entrepreneurial motivation, was supported with a strong and significant effect (β = 0.572, t = 7.308, P < 0.001). Hypothesis 3 proposed that entrepreneurial motivation positively affects green entrepreneurship behavior. The results revealed a non-significant relationship (β = 0.070, t = 0.534, P = 0.593), leading to the rejection of Hypothesis 3. Similarly, Hypothesis 4, which suggested that entrepreneurial motivation mediates the positive effect of commitment to the environment on green entrepreneurship behavior, was not supported (β = 0.040, t = 0.517, P = 0.605).

Hypothesis 5 proposed that entrepreneurial self-efficacy positively affects green entrepreneurship behavior. The analysis confirmed this path as significant (β = 0.262, t = 2.122, P = 0.034), thereby supporting Hypothesis 5. Furthermore, Hypothesis 6, which stated that entrepreneurial self-efficacy positively affects green entrepreneurial intention, received strong empirical support (β = 0.755, t = 14.734, P < 0.001). Hypothesis 7, which suggested that green entrepreneurial intention positively affects green entrepreneurship behavior, was also supported (β = 0.353, t = 2.501, P = 0.012). Finally, Hypothesis 8 examined whether green entrepreneurial intention mediates the positive effect of entrepreneurial self-efficacy on green entrepreneurship behavior. The mediation analysis indicated a significant effect (β = 0.267, t = 2.404, P = 0.016), thus supporting Hypothesis 8.

Overall, Hypotheses 2, 5, 6, 7, and 8 were supported, while Hypotheses 1, 3, and 4 were not supported. These results underscore the importance of entrepreneurial self-efficacy and green entrepreneurial intention as key drivers of green entrepreneurship behavior. By contrast, the direct influences of commitment to the environment and entrepreneurial motivation on green entrepreneurship behavior were not statistically significant. The results of the structural model analysis are presented in Figure 2.

5. DISCUSSION

For Hypothesis 1, the analysis indicates that commitment to the environment does not have a statistically significant effect on green entrepreneurship behavior. This suggests that students' green entrepreneurial behavior is not directly associated with their level of environmental commitment. This finding is inconsistent with prior studies by Anisah and Wandary (2015) and Li et al. (2023), which reported a direct and significant influence of environmental commitment on green entrepreneurship behavior. As members of Gen Z, students tend to display realistic and pragmatic characteristics, focusing on problem-solving according to immediate needs rather than making long-term commitments

that may restrict their flexibility (Stillman and Stillman, 2017). In addition, in accordance with TPB, the strongest predictor of behavior is not attitude alone but intention (Ajzen, 1991). This is reflected in the significant effect of GEI on GEB in Hypothesis 7. Similarly, the analysis of Hypothesis 3 reveals that entrepreneurial motivation does not significantly influence green entrepreneurship behavior. This implies that students' entrepreneurial motivation does not effectively drive the emergence of green entrepreneurial conduct. This result contradicts the findings of Li et al. (2023), who established that entrepreneurial motivation has a positive and significant effect on green entrepreneurship behavior. However, it is consistent with the findings of Maisaroh et al. (2024).

Interestingly, the mean score for entrepreneurial motivation was the highest among all variables, followed by commitment to the environment, yet neither variable had a significant direct effect on GEB. This outcome can be better understood by examining the descriptive statistics of respondents' answers. Green entrepreneurship behavior had the lowest mean score compared with all other variables, indicating that students generally had limited experience engaging in green entrepreneurial activities and were still at the learning stage. This condition is consistent with Gen Z's Do-It-Yourself characteristic, as they tend to be independent learners who prefer to acquire new knowledge and skills autonomously without direct guidance (Stillman and Stillman, 2017). Therefore, although motivation and environmental commitment were relatively high, they did not significantly translate into GEB. Likewise, entrepreneurial motivation failed to mediate the effect of environmental commitment on green entrepreneurship behavior, resulting in the rejection of Hypothesis 4.

Although Gen Z may express a preference for green businesses, previous research indicates that their career choices are influenced by various factors. Social support is one factor that shapes career decisions (Carpi et al., 2017). For example, the influence of family and close social circles still dominates students' decisions to pursue business careers (Sahputri et al., 2023). Limited resources and infrastructure may also hinder environmentally friendly business practices (Maisaroh et al., 2024).

Students' involvement in pro-environmental initiatives is predominantly confined to campus-based programs, such as the Merdeka Belajar Kampus Merdeka (MBKM) entrepreneurship pathway, environmental clean-up activities, and tree-planting events. Only a small proportion of students have engaged in actual business ventures, even on a small scale. This pattern aligns with one of Gen Z's well-known characteristics: realism. When a venture does not show clear prospects, Gen Z students tend to avoid overly high expectations and participate only to the extent that the activity meets their immediate needs. Consequently, their engagement in tangible green entrepreneurship behavior remains relatively limited.

Based on the findings of this study, it can be concluded that students rely more strongly on entrepreneurial self-efficacy and green entrepreneurial intention. Specifically, as entrepreneurial self-efficacy increases, green entrepreneurship behavior also increases, supporting Hypothesis 5. Likewise, stronger green entrepreneurial intention leads to higher levels of green entrepreneurship behavior, supporting Hypothesis 7. In addition, entrepreneurial self-efficacy significantly influences green entrepreneurial intention, supporting Hypothesis 6. In line with these results, green entrepreneurial intention successfully mediates the effect of entrepreneurial self-efficacy on green entrepreneurship behavior, supporting Hypothesis 8.

Bandura (1986) defines self-efficacy as an individual's belief in their ability to mobilize the motivation, cognitive resources, and actions needed to meet specific situational demands. Self-efficacy represents a holistic judgment of one's perceived capability to perform a particular task. The higher the level of self-efficacy, the stronger the belief in one's ability to perform the task. Consequently, higher entrepreneurial self-efficacy strengthens GEI, which in turn leads to GEB, because intention is a strong predictor of behavior (Ajzen, 1991).

The strong effect of entrepreneurial self-efficacy indicates that Gen Z students rely more on confidence in their own capabilities than on environmental commitment or entrepreneurial motivation when engaging in green entrepreneurship behavior. This pattern suggests that their behavior is predominantly action-oriented and pragmatic, with perceived feasibility playing a more decisive role than value-based considerations. Self-efficacy enables individuals to assess whether they are capable of acting under conditions of uncertainty and limited resources, which is particularly relevant for Gen Z students who are still in the early stages of entrepreneurial experience. From a theoretical perspective, these findings reinforce the central assumption of TPB that intention, supported by perceived behavioral capability, is the most immediate predictor of behavior. They are also consistent with SCT, which emphasizes self-efficacy as a key mechanism in behavioral development, and with RBV, which highlights internal resources, such as individual capability, as critical determinants of performance (Bandura, 1986; Barney, 1991).

6. CONCLUSION, SUGGESTIONS, AND LIMITATIONS

Based on the research findings, green entrepreneurial intention emerges as the most important determinant of green entrepreneurship behavior among Gen Z students. This result supports TPB, which emphasizes intention as the strongest predictor of actual behavior (Ajzen, 1991). The findings indicate that without a clear and strong intention, environmentally oriented entrepreneurial actions are unlikely to materialize, regardless of individual values or motivations. In addition, entrepreneurial self-efficacy strengthens this process by enabling students to translate intention into action when facing uncertainty and limited resources.

Despite these contributions, this study has several limitations. The cross-sectional design restricts causal interpretation of the relationships among variables. In addition, the sample was limited to students involved in university business incubators on Java Island. Future research is encouraged to employ

longitudinal designs and broader samples across regions and levels of entrepreneurial experience to enhance the robustness and generalizability of the findings.

The entrepreneurial motivation variable did not significantly influence GEB. This may indicate that the motivation indicators used in this study did not fully capture broader motivational dimensions. Future studies may consider examining additional motivational factors, including extrinsic motivation such as rewards, supervision, facilities, institutional support, and access to resources.

In light of the results of this study, universities should prioritize interventions that strengthen entrepreneurial self-efficacy and green entrepreneurial intention. Entrepreneurship education should emphasize experiential learning through small-scale green business projects that allow students to design, test, and evaluate practical environmental solutions. In addition, business incubators should integrate structured mentoring from successful green entrepreneurs and apply performance-based evaluation systems to support the transition from intention to actual green entrepreneurship behavior.

In the future, universities are expected to strengthen eco-friendly entrepreneurship courses. Learning activities in these courses should focus more on practical experiences that motivate students to develop green entrepreneurial skills and pioneer start-ups. Ongoing business incubator programs are also expected to foster new eco-friendly entrepreneurs among students, encouraging more university graduates to enter the green business sector.

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