CULTIVATING A SUSTAINABLE FUTURE: EXPLORING THE SIGNIFICANCE OF GREEN ENTREPRENEURSHIP PRACTICES IN LOGISTICS AMONG UMK STUDENTS

Yusmazida Mohd Yusoff[a], Tan Yong Hwa[b], Nurulizzah Hannani Mazlan[c], Punithan A/L Narainan[d], Siti Humaira Husna Isnin[e]

[abcde]*Universiti Malaysia Kelantan, Malaysia*

yusmazida.my@edu.my

ABSTRACT

In the pursuit of sustainable development, it has become imperative for nations to address environmental concerns. This research delves into the significance of green entrepreneurship practices within the logistics domain among UMK students. By focusing on FKP students at UMK, this study sets out to uncover the causes that can induce green entrepreneurship knowledge and awareness as well as their potential role in fostering a sustainable future. The study occupies a quantitative tactic through a questionnaire. It seeks to address the connection between skills, incentives, entrepreneurship education and green entrepreneurship practice in logistics among UMK students. By exploring these connections, the research strives to contribute to the cultivation of environmentally conscious entrepreneurs who can play a pivotal role in building a sustainable future. 346 respondents are invited to take part in the questionnaire, making their invaluable insights the cornerstone of this research and information gathered are evaluated with SPSS software. Skills exhibited a notably strong link with green entrepreneurial practices. Surprisingly, skills and incentives did not significantly influence green entrepreneurial practices, whereas entrepreneurial education played a crucial role. Moreover, the implications extend to the business sector, providing insights into preferences and expectations of the future workforce, influencing recruitment strategies and corporate sustainability initiatives. Ultimately, the research serves as a catalyst for positive change, advocating for the integration of green entrepreneurship principles into logistics education for better alignment with sustainable development objectives.

Keywords: Sustainability, Green Entrepreneurship, Skills, Incentives, Entrepreneurship Education

INTRODUCTION

The environment is an issue that causes concern every year these days. Every year, some things urge the world to overcome the increasing environmental challenges we face due to pollution, depletion of the ozone layer, and increasing carbon emissions day by day. Natural disasters such as floods, earthquakes, and landslides becoming more frequent and causing environmental problems including shortage of water, air pollution, soil pollution, noise pollution, extreme weather, and global warming (Navarathinam & Amutha, 2022). Because of these issues, green entrepreneurship is getting more attention because of its constant development which can lead to a green economy while maintaining the surrounding environment (Nordin & Hassan, 2019). A lack of knowledge and awareness of how important the practice of green entrepreneurship is for the safety of the environment can cause continuous disasters in the future. This situation will affect the right of the current generation, especially the future generation, to enjoy a world far from pollution because of humans who are not sensitive to green obsolescence. In this context, knowledge, and awareness of green entrepreneurship among students is an important concern.

Today's students are the individuals and generations that will represent the future workforce and entrepreneurial leaders; therefore, understanding the factors that drive green entrepreneurial practices among them is extremely important. It cannot be denied that there is a global shift towards sustainability; however, it is also undeniable that there is still a large gap in the incorporation of environmental principles and practises in the entrepreneurship education system. According to a study by (Makki et al., 2020), technology or research and development (R&D) are the foundation for solving complications such as lack of investors and private sector contribution, incentives and support mechanisms, rules and regulations, green initiatives, etc. The practice of green entrepreneurship involves finding innovative and environmentally friendly solutions to existing challenges by leveraging knowledge, initiative, and resources (Navarathinam & Amutha, 2022).

According to the former prime minister of Malaysia, Tun Dr Mahathir, in the 25th ASEAN Labour Ministers' Meeting, Malaysia aims for 200,000 green jobs in ASEAN in 2023 and aims for RM 180 billion in revenue and at the same time provide more than 200,000 green jobs within 2030. He stated that greening regional economies also demands that people in the region specialize in the right skills, adapt to change, and seize new opportunities. According to Rizvi and Garg (2021), opportunities, motivation, and green abilities are the circumstances that help to improve the performance of the organizational environment. And to realize this, it starts with students who need to be exposed to the practice of green entrepreneurship. This is because there is a wide opportunity for individuals to have support for green activities and access to information leading to green technology through green procurement (Abdelwahed et al., 2023).

Being aware of these issues, it is very important to overcome them due to the impact that will occur on the environment, the economy, and the well-being of society. It is worth emphasizing that failure to prepare and encourage students to engage in green entrepreneurship can exacerbate environmental challenges and hinder the transition to a more sustainable future. This research aims to investigate the relationship between key skills, incentives, entrepreneurship education and green entrepreneurship practice in logistics among UMK students to pave the way for a more environmentally friendly and sustainable entrepreneurship landscape among students. Undeniably, skills such as persuasive abilities, courage, innovation, and creative thinking are important in the new generation of entrepreneurs essential for the success of green entrepreneurship (Mia et al., 2022). Monetary and non-monetary incentives are the biggest intrinsic and extrinsic motivational factors for entrepreneurs or entrepreneurial students to contribute to green creativity and start green businesses (Abdelwahed et al., 2023). According to (Qazi et al., 2020), most universities today around the world are starting to raise awareness of environmental values as new trends in academia by encouraging and promoting environmentally friendly activities on campuses because they are aware that the support system also has an impact on awareness and views and behaviour towards green development making it paramount to promote green entrepreneurship among students. Therefore, the objectives of this study are:

1. To identify the relationship between skills and green entrepreneurship practice in logistics among Umk students.
2. To study the relationship between incentives and green entrepreneurship practice in logistics among Umk students.
3. To examine the relationship between entrepreneurship education and green entrepreneurship practice in logistics among Umk students.

The logistics industry has become more and more important in recent years, mostly because of the rapid growth of e-commerce. However, new challenges aside from opportunities also have arisen regarding sustainability because of the growth in the logistics industry. According to Mohsin et al. (2022), companies are facing the problem of mitigating the destructive of logistics operations on their surrounding and they desire to make the operations more ecologically friendly without affecting the efficiency of the services. According to "Sustainable, environmentally-friendly" (2023), Transport

Minister Anthony Loke also said that "many international companies are very concerned about the environment and the logistics industry plays an important role in helping protect the environment by lowering the carbon footprint for a sustainable future and being more competitive." This truly showed where the concept of green entrepreneurship becomes significant in the logistics industry. However, there is still a lack of thorough knowledge and awareness of green entrepreneurship practices among undergraduate students.

Therefore, the study was carried out at Universiti Malaysia Kelantan and was designed to explore the significance of green entrepreneurship practices in logistics among UMK students. It is significant for UMK students to practice and be aware of green entrepreneurship since this group of people will be playing their roles in the industry and they are the group of people that will cultivate a sustainable future. To improve the consciousness of green entrepreneurship practices in logistics among UMK students, this study investigates the consideration of green entrepreneurship practices from the point of view of skills, incentives, and entrepreneurship education. Researchers assume that the outcome of the research are beneficial to various parties by helping students to develop their green entrepreneurship skills, the government to provide incentives to encourage green entrepreneurship and the university to offer entrepreneurial education to its field of students to cultivate a sustainable future particularly, in the logistics industry.

LITERATURE REVIEW

Hypotheses Development

The Relationship between Skills and Green Entrepreneurship Practices

In general, skills refer to the abilities, knowledge, and capacity that one person receives and develops through learning and experience. Skills allow one person to do specific tasks given, solve problems, and effectively carry out activities. According to Mia et al. (2022), entrepreneurs need to have a skill where they can persuade others, be brave, and be able to learn new things. Entrepreneurs also need to be able to think creatively, sense the change in the environment, and act fast. In these new eras, people are becoming more aware of the importance of sustainability. As a result, skills seem to be an essential part of becoming an entrepreneur of green entrepreneurship.

The selection of a career generally can be influenced by personality which has an important role in individual skill set. Nowadays students are more driven to be entrepreneurs because of their character traits and behaviour (Bhuian & Sharma, 2017; Wang et al., 2016). According to the research by Qazi et al. (2020), the relationship between the impact of proactive personality and entrepreneurial intention shows positive results. At the same time, environmental protection will also generate favourable responses from students who exhibit these characteristics. Therefore, regardless of their field of study, students' self-efficacy has a direct impact on their entrepreneurial goals (Shi et al., 2019).

Green entrepreneurship skills are defined as the attitudes, skills, and abilities required to live and contribute to society while minimising the negative impacts of human activity on the environment (Napathorn, 2021). Green entrepreneurial skills can be developed at all levels of learning through entrepreneurship education. According to Waris et al. (2021), entrepreneurial abilities acquired throughout university education can be adapted into entrepreneurship skills. The green economy has inspired people to start their own green businesses, which can be considered one of the green entrepreneurial practices. People adopt sustainable practices when green entrepreneurial activities are promoted (Abdelwahed et al., 2023). This, in turn, promotes general social well-being, new economic opportunities and jobs, and the resolution of environmental issues. Thus, this study hypothesized that:

H_1 *: There is a positive relationship between skills and green entrepreneurship practices in logistics among UMK students.*

The Relationship between Incentives and Green Entrepreneurship Practices

An incentive is a reward given to a person in financial or non-financial form for the contribution given to the organization. It is also one of the things that motivates individuals to continue working hard and improve their work performance. Incentives are one of the biggest motivators for entrepreneurs to run green entrepreneurship. Today's society is increasingly aware of the importance of environmental sustainability. Therefore, environmentally friendly products, green businesses, and the use of green technology are getting more and more attention and support. According to Mia et al. (2022), "social entrepreneurship's significance for startup leadership encouraged by "incentive" refers to the idea that startups should forge strong ties not just with green entrepreneurship but also with other stakeholders, such as similar-sector businesses, the government, academics, and people". The current generation is said to be mostly more inclined to become entrepreneurs and open job opportunities to the public. They are also aware that the demand for environmentally friendly products, green management, and green business gives them more incentives especially in financial terms in the long term due to the implementation of green entrepreneurship practices that attract interest not only among consumers but also investors and parties' governments because it encourages the sustainability of the green economy.

"The notion that businesses can become greener by reducing their negative environmental effects and committing to sustainability while maintaining monetary incentives to motivate young entrepreneurs. Motivating business owners helps to move society closer to environmental and social goals by ensuring that goods and processes are sustainable" (Makki et al., 2020). According to Mia et al. (2022), it has been observed that successful incentive programs can offer entrepreneurs, especially young entrepreneurs, the opportunity to play a significant role in adopting green entrepreneurship for a sustainable future. In the context of students, education can offer program incentives such as entrepreneurship project work, entrepreneurship internships, a bachelor's, or master's study on entrepreneurship, and arranging conferences or workshops on entrepreneurship. Program incentives play a significant role in encouraging green entrepreneurship intention among students since it can create responsiveness and awareness of green entrepreneurship as a possible career choice if supported by access to capital, markets, and the availability of information. As a result, students are getting inspired to engage in a green career involving self-employment as they believe that getting involved in green entrepreneurship has a high possibility of success (Ramayah et al., 2022). Hence, this study hypothesized that:

H_2*: There is a positive relationship between incentives and green entrepreneurship practices in logistics among UMK students.*

The Relationship between Entrepreneurship Education and Green Entrepreneurship Practices

Entrepreneurship education encompasses a specialized form of instruction aimed at equipping individuals with the knowledge, skills, and entrepreneurial mindset required to identify, develop, and manage new business opportunities. Entrepreneurship education promotes creativity, adaptability, and problem-solving skills, critical attributes for success in the dynamic and ever-evolving business landscape. According to Nuringsih and Nuryasman (2022), entrepreneurship education is not a new concept for students; it is even part of the curriculum; thus the majority of students adopt entrepreneurship education. As a result, it is vital to widen the use of design thinking about sustainable development, such as profit, environmental solutions, and incorporating green ethics into entrepreneurial education. Entrepreneurship education is the most essential instrument of AMO theory

that encourages social change and may inspire fresh graduates' intentions during university life (Mia et al., 2022). Students' satisfaction with the quality of their entrepreneurial education has a direct impact on their obsession with the implementation of a green firm, and it corresponds favourably with their preoccupation with green entrepreneurship. Entrepreneurial education helps to establish and improve entrepreneurial abilities (Anghel & Anghel, 2022).

Entrepreneurship education is starting to shift toward greater societal social and environmental responsibility. Business schools have lately made strides in training students to be tomorrow's leaders by providing them with knowledge and skills related to sustainability. One of the goals of entrepreneurship education for sustainable and green entrepreneurship is to instill in students a sustainable attitude so that they may generate new green company concepts that are both practicable and financially successful (Uvarova et al., 2021). Through the integration of cognitive and behavioral teaching methodologies, educators and trainers involved in providing entrepreneurship education might gain crucial insights and expedite entrepreneurial education. Entrepreneurship education differs from green entrepreneurship education in that the former is purely focused on increasing students' entrepreneurial opportunity identification skills (Qazi et al., 2020). Shi et al. (2019) and Hoang et al. (2020), indicated that entrepreneurship education is a crucial aspect in cultivating entrepreneurial attitudes and ambitions. The desire to become a green entrepreneur is a planned behaviour that may be shaped through social marketing in institutions and communities. Thus, this study hypothesized that:

H_3: There is a positive relationship between entrepreneurship education and green entrepreneurship practices in logistics among UMK students.

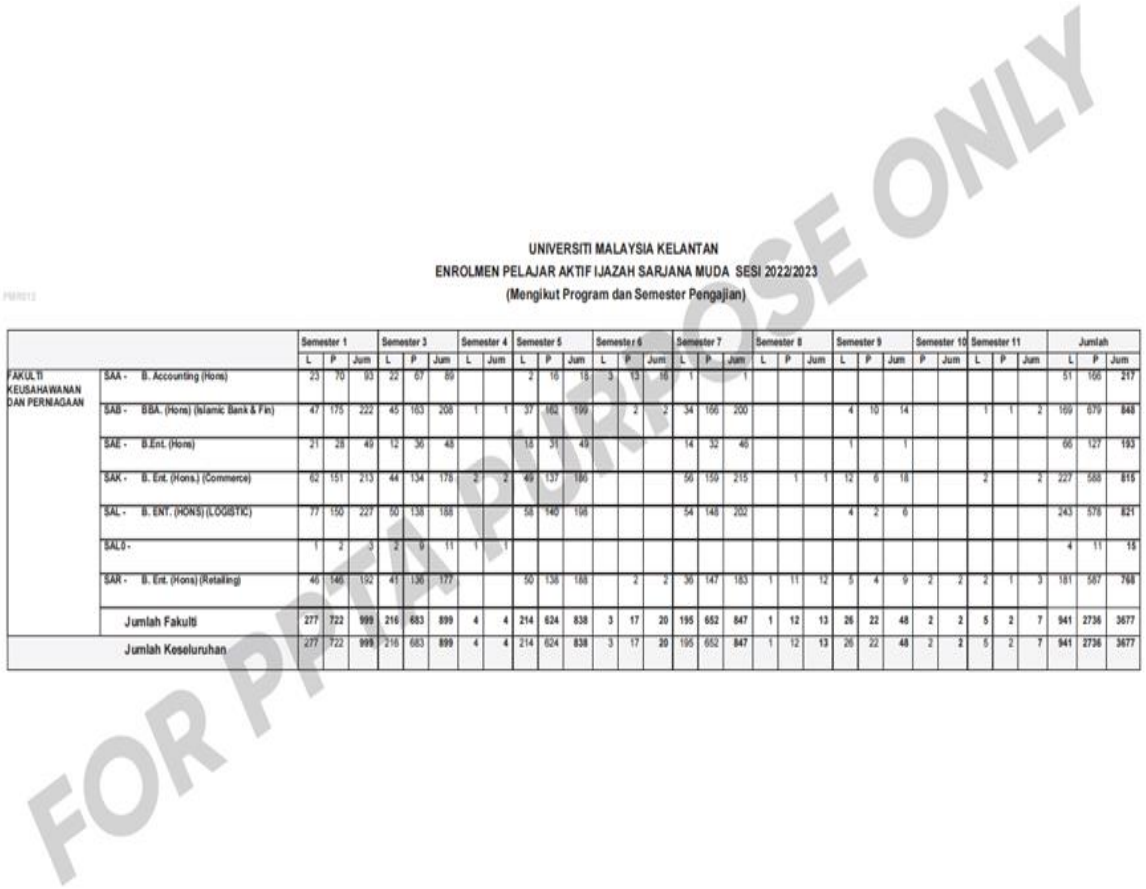
METHOD, DATA, AND ANALYSIS

Data Collection and Sampling

The research design uses quantitative methods which are primary data to obtain comprehensive information to study the relationship between skills, incentives, and entrepreneurial education with green entrepreneurship among students. An online survey questionnaire is used by the researchers to collect necessary information from the students of Universiti Malaysia Kelantan who enrolled in FKP. The survey questionnaire is designed using Google Forms because it can help the researchers collect valid, relevant, and reliable data for the study at a lower cost and shorter time (Rohmah et al., 2018). According to Table 3.1, the current population of FKP students at UMK in 2023 are 3,677 students. Therefore, a minimum number of 346 respondents from six programmes of FKP including SAA, SAB, SAE, SAK, SAL, and SAR are required to represent a total number of 3,677 FKP students at UMK for this study (Krejcie & Morgan, 1970).

The sampling method that is applied by researchers for this research is probability sampling because the total population of Faculty of Entrepreneurship and Business students can be identified. Collecting data using this technique is much more accurate than non-probability as it increases the chances of getting unbiased data (Wiśniowski et al., 2020). Simple random sampling has been applied by researchers to accumulate relevant data required for this study. According to Noor et al. (2022), this sampling technique is the most straightforward technique of selecting a sample, where all samples in the population have the same probability of being selected to participate in the study. Researchers indicate UMK students who have similar characteristics that can involve themselves in this study such as having education in the field related to entrepreneurship.

Table 3.1. Active Degree Students Enrollment in Session 2022/2023
(According to Programmes and Semester)



UNIVERSITI MALAYSIA KELANTAN
ENROLMEN PELAJAR AKTIF IJAZAH SARJANA MUDA SESI 2022/2023
(Mengikut Program dan Semester Pengajian)

		Semester 1			Semester 3			Semester 4			Semester 5			Semester 6			Semester 7			Semester 8			Semester 9			Semester 10			Semester 11			Jumlah		
		L	P	Jum	L	P	Jum	L	Jum		L	P	Jum	L	P	Jum	L	P	Jum	L	P	Jum	L	P	Jum	P	Jum	L	P	Jum	L	P	Jum
FAKULTI KEUSAHAWANAN DAN PERNIAGAAN	SAA - B. Accounting (Hons)	23	70	93	22	67	89				2	16	18	3	13	16	1		1												51	166	217
	SAB - BBA. (Hons) (Islamic Bank & Fin)	47	175	222	45	163	208	1	1		37	162	199		2	2	34	166	200				4	10	14			1	1	2	169	679	848
	SAE - B.Ent. (Hons)	21	28	49	12	36	48				18	31	49				14	32	46				1		1						66	127	193
	SAK - B. Ent. (Hons.) (Commerce)	62	151	213	44	134	178	2	2		49	137	186				56	159	215		1	1	12	6	18			2		2	227	588	815
	SAL - B. ENT. (HONS) (LOGISTIC)	77	150	227	50	138	188				58	140	198				54	148	202				4	2	6						243	578	821
	SAL0 -	1	2	3	2	9	11	1	1																					4	11	15
	SAR - B. Ent. (Hons) (Retailing)	46	146	192	41	136	177				50	138	188		2	2	36	147	183	1	11	12	5	4	9	2	2	2	1	3	181	587	768
	Jumlah Fakulti	277	722	999	216	683	899	4	4		214	624	838	3	17	20	195	652	847	1	12	13	26	22	48	2	2	5	2	7	941	2736	3677
	Jumlah Keseluruhan	277	722	999	216	683	899	4	4		214	624	838	3	17	20	195	652	847	1	12	13	26	22	48	2	2	5	2	7	941	2736	3677

Source: Faculty of Entrepreneurship and Business Universiti Malaysia Kelantan

Measurement

The questionnaire was adopted from Mia et al. (2022) and has been separated into several sections. The first section is where demographic details of respondents are collected. Next, the following sections are statements related to the relationships between skills, incentives, entrepreneurship education, and green entrepreneurship practices in logistics among UMK students. Section 2 represents green entrepreneurship practices, section 3 represents skills, section 4 represents incentives, and section 5 represents entrepreneurship education. In each section of the questionnaire, five statements that need to be answered by the students.

Nominal scales in the questionnaire include the respondent's age, course program, semester, green entrepreneurship awareness, and gender. Sections 2 to 5 are close-ended questionnaires and designed based on a five-point Likert scale of ordinal scale. On a scale of 1 to 5, this questionnaire applied a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The reason researchers used the five-point Likert scale in this study is because the scale makes respondents less confused and increases response rate and quality than a higher-point scale (Babakus & Mangold, 1992). The use of a Likert scale by having the midpoint value (neutral) give the opportunity for respondents to express personal opinions without being pressured to agree or disagree (Chyung et al., 2017).

RESULTS AND DISCUSSION

DESCRIPTIVE ANALYSIS

Table 4.1: Descriptive Analysis for Dependent and Independent Variables

	N	Mean	Std. Deviation
Green Entrepreneurship	346	3.8942	.77991
Skills	346	3.9647	.78937
Incentives	346	3.8624	.75667
Entrepreneurship Education	346	3.9457	.78570

Reference: SPSS Version 26

Based on Table 4.1, the descriptive analysis results indicated that the mean value for green entrepreneurship representing the dependent variable is 3.89, whereas the mean value for skills, incentives, and entrepreneurship education representing the independent variables are 3.96, 3.86, and 3.95 respectively. Skills indicate the highest mean value while incentives indicate the lowest value. The researchers can conclude that all the variables acquire a high level of satisfaction (> 3.41).

Validity and Realibility Test

Table 4.2. Reliability Analysis

	Cronbach's Alpha	N of Item	Results
Green Entrepreneurship	.793	5	Acceptable
Skills	.851	5	Good
Incentives	.785	5	Acceptable
Entrepreneurship Education	.842	5	Good

Reference: SPSS Version 26

Based on Table 4.2, the reliability analysis outcome denoted that Cronbach's Alpha value for green entrepreneurship (DV) and incentives (IV 2) are 0.79 and 0.79 respectively representing the variables are acceptable ($0.7 \leq \alpha < 0.8$), whereas Cronbach's Alpha value for skills (IV 1) and entrepreneurship education (IV 3) are 0.85 and 0.84 respectively representing the variables are good ($0.8 \leq \alpha < 0.9$). Skills have the highest alpha value whereas green entrepreneurship and incentives share the lowest alpha value. The researchers can conclude that all the variables' results are accepted.

Hypotheses Testing

Table 4.3. Multiple Linear Regression

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients			Result
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**	
1	(Constant)	1.293	.201		6.424	.000	
	Skills	.103	.079	.104	1.302	.194	Rejected
	Incentives	.067	.079	.065	.843	.400	Rejected
	Entrepreneurship Education	.491	.052	.494	9.442	.000	Accepted

a. Dependent Variable: Green Entrepreneurship Practices

Reference: SPSS Version 26

The Relationship between Skills and Green Entrepreneurship Practices

As shown at Table 4.3, the coefficient significance (β) is 0.10 with a p-value greater than 0.05, p=0.19. It suggests that there is no significant relationship between skills and green entrepreneurship practices, thus H1 is not accepted. Researchers assume that skills only have a vague influence on green entrepreneurship as green entrepreneurship may not be emphasized at UMK, which could

explain why the correlation between skills and green entrepreneurship practices is not acknowledged. "Strong institutional support and guarantees are among the most attractive conditions for launching sustainable enterprises and projects" (Yin et, al., 2023). Therefore, in order to influence students to implement green entrepreneurship practices, they must first be exposed to green entrepreneurship.

However, it is necessary to show that skills are an important factor that leads students to apply green entrepreneurial practices. Skills are important for the success of green entrepreneurship because they enable individuals to navigate the complexities of environmental sustainability, effectively manage businesses, communicate the value of green initiatives, and positively contribute to the global shift towards a more sustainable future. As they gain experience and knowledge, aspiring entrepreneurs can strengthen their attitude by overcoming information gaps and expanding their business networks through creativity, analysis, and evaluation (Mia et. al, 2022). Also, a founder of Clean Earth Gambia, Fatou Jeng at Youth International Day 2023, said that it is important to include the young generation in climate decision-making spaces, as they are considered as important participants in a shift towards low-carbon economies. To sustain a low-carbon economy, it takes a creative attitude to come up with fresh ideas for sustainable goods, procedures, or services if one wants to stand out from other businesses.

The Relationship between Incentives and Green Entrepreneurship Practices

Regression analysis in Table 4.3 showed that there was no statistically significant correlation between incentives and green entrepreneurship (B = 0.07, p = 0.40). This implies that at the selected significance level of 0.05. As such, H2 is rejected. Researchers assume that incentives only have a vague influence on green entrepreneurship as the influence of incentives on green Entrepreneurship may not be statistically significant in this research as researchers assume that UMK students in Pengkalan Chepa may be not aware of green entrepreneurship and the incentives might not become a significant motivator for them taking part in green entrepreneurship practices. "Universities are now embracing the concept of fusing environmental principles with academia by launching green entrepreneurship initiatives. As a result, when universities train their students and pay attention to the need for the current circumstances, such students respond positively. It is the role of universities to promote and support students so that when they finish their studies, they may establish their own green enterprises" (Yi, 2020). It is probable that the relationship between incentives and green entrepreneurship is affected by education level.

In this study, it is important to prove that incentives are one of the most crucial aspects that can influence and motivate students to implement green entrepreneurship practices. Incentives often have a significant impact on employee motivation and performance enhancement to support organizational objectives. As an educational institution, it is very important for UMK to provide incentives to students to foster awareness of green entrepreneurship practices. Incentives such as green entrepreneurship programs that give them extra credit that guarantees their future careers, internship offers with permanent career opportunities, financial support and investment in developing their green entrepreneurship ideas and realizing them in the real world. This action to some extent can open eyes and give students a wide awareness of the profits that can be generated through the implementation of green entrepreneurship. According to Chang (2019), the existence of incentives can have an impact on individual motivation and behavioral intention and this motivation is the driving force behind their behavior. It is said that "motivating business owners helps to move society closer to environmental and social goals by ensuring that goods and processes are sustainable". To make it a reality, several parties must play a role in supporting the implementation of green entrepreneurship methods. Senator Tengku Datuk Seri Zafrul Tengku Abdul Aziz, Minister of International Trade and Industry, stated at the launch of the Investment Policy that the government has invested up to RM4.9 billion in Green Projects in 2021 and expects to create up to 1500 job opportunities in the green industry, particularly in renewable energy and energy efficiency projects. This movement will attract further investment

from a variety of sources, therefore increasing the country's green economy. This project will not only provide an incentive for entrepreneurs, but it will also motivate students to favour and support green entrepreneurs. This is because they believe that practicing green entrepreneurship can give them incentives in the long term.

The Relationship between Entrepreneurship Education and Green Entrepreneurship Practices

According to Table 4.3, the hypothesis indicates that there is a favorable link among entrepreneurship education and the acceptance of green entrepreneurship techniques in the logistics sector among UMK students. The statistical analysis produced a $\beta = 0.49$ and significant coefficient of 0.00 with a p-value of less than 0.05. As a result, H3 is approved. This provides solid evidence that greater levels of entrepreneurship education are associated with increasing engagement in green entrepreneurship activities among UMK students in the logistics sector. The findings suggest a significant and positive impact of entrepreneurship education on fostering environmentally sustainable business practices among the student population at UMK. UMK students may embrace the link between entrepreneurship education and green entrepreneurship for a multitude of reasons. Researchers assume that for starters, entrepreneurship education equips students with the skills and information required to establish new and viable company ventures. This knowledge corresponds to the growing global commitment to sustainable development. Additionally, UMK students recognize that implementing green entrepreneurial ideas into their curriculum strengthens their job market competitiveness, since there is an increasing demand for professionals who are devoted to environmental responsibility.

Furthermore, as highlighted by Nuringsih and Nuryasman (2022), the incorporation of entrepreneurship education is not novel among students; it is already integrated into the curriculum, leading to widespread adoption by the majority of students. In recent times, business schools have made significant advancements in preparing students to become future leaders by imparting knowledge and skills related to sustainability. In the realm of entrepreneurship education geared towards sustainability and green entrepreneurship, a key objective is to cultivate in students a mindset focused on sustainability, enabling them to conceive new and viable green business concepts that align with both practicality and financial success (Uvarova et al., 2021).

CONCLUSION

This study aimed to research the awareness of green entrepreneurship among Universiti Malaysia Kelantan (UMK) students, particularly those in the Faculty of Entrepreneurship and Business. The research focused on the logistics sector, recognizing the importance of sustainable business practices in an industry that plays a crucial role in international trade but also has significant environmental impacts. This study at Universiti Malaysia Kelantan uncovered significant relationships between key variables influencing green entrepreneurship among students in the logistics industry. Notably, entrepreneurial education emerged as a powerful driver of environmentally conscious practices, while skills and incentives exhibited positive but statistically insignificant connections. In short, all the objectives set for this research were effectively accomplished. The discoveries from this study hold the promise of providing valuable insights to university administrators and policymakers. These insights can aid them in formulating initiatives aimed at fostering a culture of sustainable business practices among students specializing in logistics.

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