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**Impact of Entrepreneurship
Education and Green
Entrepreneurial Intentions of
University Students in Ghana:
The Role of Environmental
Awareness**

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OUTLINE OF PRESENTATION

- *Rationale of Study*
- *What is the problem?*
- *Objectives of Study*
- *Methodology Overview*
- *Proposed Contributions*
- *Literature Review Overview*
- *Why Cohered Emergent Theory?*
- *Conceptual Framework*

Rationale of Study

- EE has gained prominence due to its role in supporting entrepreneurial outcomes like venture creation, job creation, and poverty alleviation.
- Many HEIs now integrate EE courses to prepare students for economic challenges (*Parker, 2018; Nabi & Linan, 2011*).
- EE is crucial for addressing youth and graduate unemployment, enhancing economic development (*Tubadji et al., 2019; Saadat et al., 2021*).
- Climate change and sustainability concerns are driving a shift towards low-carbon, sustainable economic models (*Ye et al., 2020; Zhu et al., 2016*).
- Green entrepreneurship emerges as a key solution, promoting eco-friendly economic activities, balancing social, economic, and environmental goals.



What is the problem

- Persistent youth unemployment in Ghana despite EE efforts (*Kusi-Mensah, 2017; Asumadu et al., 2022*).
- Traditional EE emphasizes business creation over sustainability (*Kuratko, 2005; Parker, 2018; Cai et al., 2022*).
- Limited research on EE's role in fostering GEI (*Nguyen et al., 2022; Aurellia, 2023*).
- **Research question:** How does entrepreneurship education influence the green entrepreneurial intention of university students in Ghana?



Objectives

- To explore the impact of entrepreneurship education on the green entrepreneurial intention of university students in Ghana.
- Examine the role of environmental awareness in enhancing green entrepreneurship intention of university students in Ghana.



Methodology Overview

LAYER	DESCRIPTION
Philosophy	Pragmatism: Evaluate theories or beliefs based on their practical applications and usefulness.
Approach	Abductive Approach: This study combines deductive hypothesis testing with quantitative data and inductive insights from qualitative interviews to refine theory.
Strategies	Case Study (focused on Ghanaian context), Quantitative survey, and Semi-Structured Interviews (qualitative).
Choices	Mixed-Methods: Combining qualitative and quantitative data collection and analysis for comprehensive understanding.
Time Horizon	Cross-Sectional Study: Data collection over a specific period with a large sample and targeted interviews.
Techniques and Procedures	Quantitative Surveys (300 students), Qualitative Interviews (6 stakeholders). Data Analysis: Quantitative (SPSS, STATA); Qualitative (NVivo thematic analysis).

Proposed Contributions

To Theory: Introduce and expand on 'Cohered Emergent Theory' within EE research.

To Policy: Offers recommendations for curriculum enhancement through the application of CET.

To Practice: Provides practical insights for educators and institutions.

Literature Review Overview

CONCEPT	SUMMARY
Entrepreneurship Education (EE)	EE focuses on developing skills, creativity, and knowledge for business creation and innovation, significantly influencing entrepreneurial intention through experiential methods, mentorship, and practical problem-solving (Fayolle et al., 2006; Nabi et al., 2017). The impact of EE varies due to pedagogical approaches and contexts (Fayolle & Gailly, 2013).
Entrepreneurial Intention (EI)	EI represents a cognitive state driving individuals to entrepreneurial pursuits, shaped by psychological, educational, and social factors (Bird, 1988; Liñán & Fayolle, 2015). The Theory of Planned Behaviour (Ajzen, 1991) highlights attitudes, subjective norms, and perceived control as key influences on EI (Kautonen et al., 2015).
Green Entrepreneurial Intention (GEI)	GEI extends EI by aligning business goals with environmental sustainability and ecological responsibility (Schaltegger & Wagner, 2011). Driven by tailored education, self-efficacy, and societal support systems, GEI promotes eco-innovation and sustainable solutions (Hockerts & Wüstenhagen, 2010; Lans et al., 2014).
EI theories	Theory of Planned Behaviour (TPB), (attitudes, norms, and perceived control; Entrepreneurial Event Model (EEM), (desirability, feasibility, and life changes; Social Cognitive Theory (SCT), (self-efficacy and personal agency); and Stakeholder Theory, (managing stakeholder relationships)



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Environmental Awareness

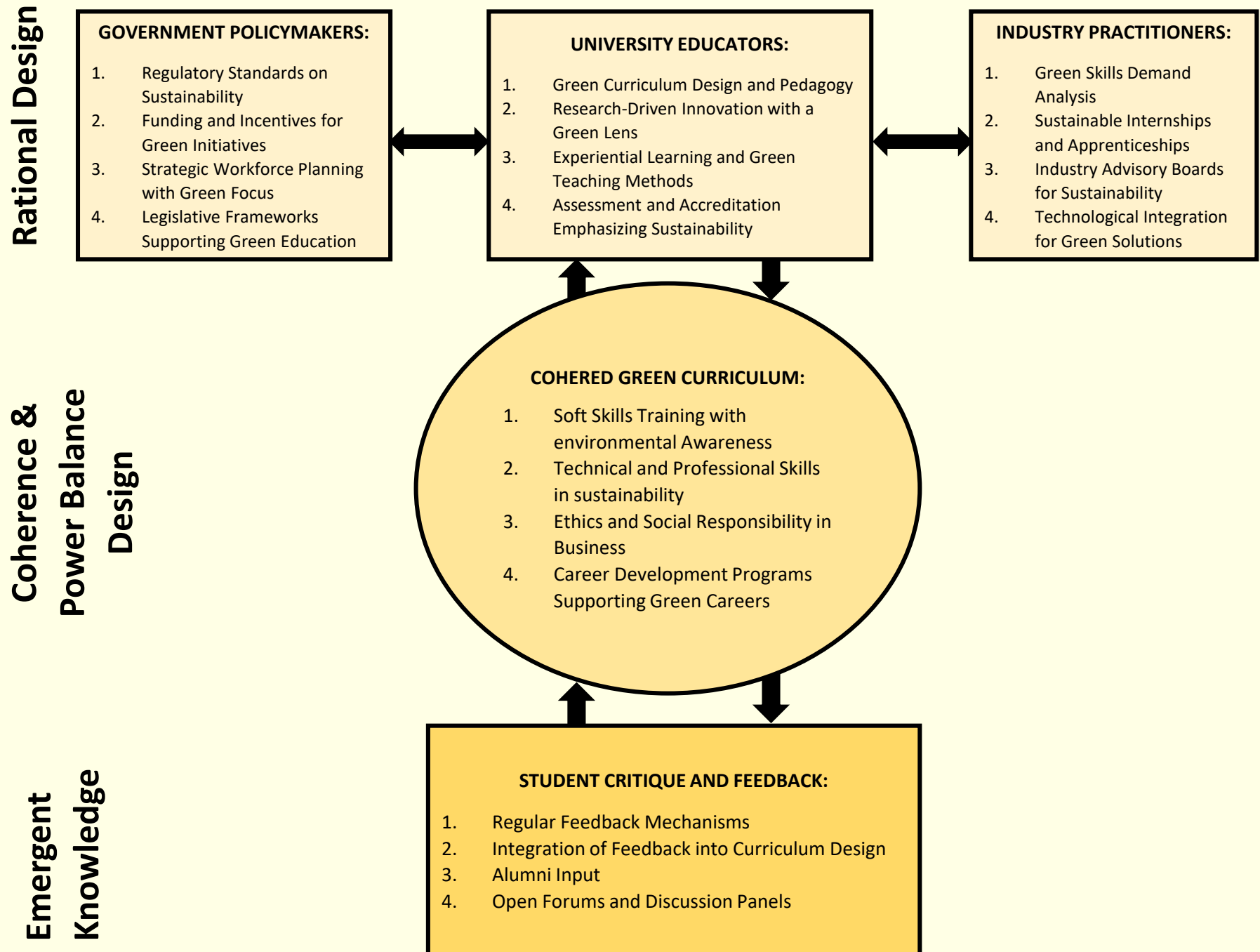
- Understanding and consciousness of environmental issues and the impact of human activities on the natural environment (*Barba-Sánchez et al., 2022; González et al., 2022; Mohiuddin et al., 2018*).
- Promotes eco-friendly practices and sustainable development (*Barba-Sánchez et al., 2022*).
- Strengthens the relationship between green entrepreneurial self-efficacy (GESE) and GEI (*Mohiuddin et al., 2018; Barba-Sánchez et al., 2022*).
- HEIs should integrate environmental awareness into entrepreneurship education (EE) to enhance students' GEI (*Ismail et al., 2023; Pamela, 2022*).
- Studies have shown positive impact of environmental awareness on GEI (*Mohiuddin et al., 2018; Yi, 2021; Mambali et al., 2024*).



Why Cohered Emergent Theory (Application to EE)?

- The cohered emergent theory is a theory of social inclusivity which acknowledges that stakeholders with varied interests must negotiate, cooperate and contribute to sustainable systems and programmes design (*Nyame-Asiamah 2013, 2021*).
- Advocates for active involvement of frontline users and bottom-up ideas in complex system design.
- Cohered Emergent Theory sets out guidelines for leadership to:
 - ✓ defer planned actions and retract top-down managerial controls
 - ✓ empower the novice/frontline users to provide critique and constructive feedback
 - ✓ introduces coherence to level up power relations and tensions between superiors and the novice. (*Nyame-Asiamah, 2013; 2021*)

Framework for Coherent Green Curriculum Design in HEIs





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THANK YOU