

*Full Length Research Paper*

# Sustainable entrepreneurship intention among university students in Uganda: A conceptual paper

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Entrepreneurship is significant in transformation towards a sustainable future. Sustainable entrepreneurship intention aims at establishing businesses that balance the triple bottom line of economic, social and environmental aspects. Such businesses minimize environment degradation, pollution, resource scarcity and social challenges while enabling entrepreneurs to maximize profits. In developing countries such as Uganda, there are limited conceptual and empirical studies on action regulation factors in predicting sustainable entrepreneurship intention among university students. Therefore, developing an action regulation mechanism among university students could enhance their intention towards establishing sustainable entrepreneurial ventures. The overall objective of this paper is two-fold: To identify action regulation factors that influence sustainable entrepreneurship intention and to develop a hypothesised model that can be tested on university students with a focus on the moderating effect of gender differences on sustainable entrepreneurship intention. The results of the action regulation factors could enhance establishment of more sustainable enterprises in Uganda.

**Key words:** Sustainable entrepreneurship intention, action regulation theory, students' gender.

## INTRODUCTION

Entrepreneurship is significant in transformation towards a more sustainable future (Belz and Binder, 2017). Sustainable entrepreneurship is "the process of identifying, evaluating and seizing entrepreneurial opportunities that minimize a venture's impact on the natural environment and therefore create benefits for society as a whole and for local communities" (Gast et al., 2017). Unlike conventional entrepreneurship, which

largely focuses on profit maximization, sustainable entrepreneurship aims at establishing businesses that balance the triple bottom line of economic, social and environmental aspects (Belz and Binder, 2017; Gast et al., 2017). Sustainable entrepreneurship minimizes the impact of entrepreneurial actions on the environment, enhances society improvement as a whole for local communities, provides purposeful employment and finds

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solutions to balance business goals with sustainability and environment management (Shepherd and Patzelt, 2011). Thus, beyond conventional economic concerns, societal and environmental issues should be considered while creating new ventures.

In developing countries such as Uganda, universities and tertiary institutions teach students a profit first attitude that encourages profit optimization and self-interest maximization (Gast et al., 2017). This has resulted in creation of businesses that negatively affect the society and the environment in the form of environmental degradation, exhaustion of natural resources and emission of dangerous gases. Hence, in addressing environmental and societal challenges caused by entrepreneurial actions, university students should develop sustainable entrepreneurship intention. In boosting sustainable entrepreneurship intention, action regulation factors such as action plans, action knowledge and self-efficacy are vital in enabling university students to create ventures that maximize profits while conserving the environment and the values of the society (Zacher and Frese, 2015).

Although, extent studies have been conducted on sustainable entrepreneurship (Haiyat and Kohar, 2013; Hansen and Schaltegger, 2016; Kaldschmidt, 2011; Koe et al., 2012; Munoz and Cohen, 2017; Nowduri, 2012; Segal et al., 2010; Walker and Preuss, 2008; Waweru, 2012), there is limited literature on sustainable entrepreneurship intention among university students especially in sub-Saharan Africa. Furthermore, the few empirical and theoretical studies conducted in Africa largely focused on intention of university students in creating conventional entrepreneurial ventures Gielnik et al., 2014). Therefore, the purpose of this paper is to identify action regulation factors influencing sustainable entrepreneurship intention among university students in Uganda and to develop a hypothesised model that can be tested on university students in predicting their intention in establishing sustainable entrepreneurial ventures moderated by their gender. This will contribute to a wider understanding of sustainable entrepreneurship in Uganda.

## LITERATURE REVIEW

### Theoretical foundation

In this study, action regulation theory is employed. Action regulation theory was invented by Germany and Russia (Hacker, 2003). It was operationalized in England by Frese and Zapf (Frese and Zapf, 1994). The theory suggests that the psychology of work is concerned with actions Frese and Gielnik (2014). Action is a goal directed behaviour that is affected by personal factors, physical and social environmental feedback.

Action regulation also proposes that human actions come to reality with goal intention, action plans, action knowledge and self-efficacy (Zacher and Frese, 2015). Goal intention involves what individuals desire to achieve, action plans look at what individuals are going to do to achieve their goals, action knowledge involves individuals' having information on their actions, and self-efficacy refers to an individual's belief in having the necessary capabilities to perform the actions (Gielnik et al., 2015; Khalid et al., 2016; Zacher and Frese, 2015). These factors are antecedents that predict university students' sustainable entrepreneurship actions.

In this paper, action regulation involves action plan, self-efficacy and action knowledge that university students need to develop sustainable entrepreneurship intention aimed at conserving the environment and the values of the society. The action regulation theory has been extensively used in studies of evaluating students' entrepreneurship based training Frese and Gielnik (2014). This is because it can assess actions undertaken after the training. In addition, it has been used in studies of business start-up (Gielnik et al., 2014), entrepreneurial behaviour and success (Glaub et al., 2014), career management of employees (Raabe et al., 2007). However, action regulation theory has not been utilized in sustainable entrepreneurship studies. Thus, this study adopted the action regulation theory to predict the intention of the university students towards sustainable entrepreneurship in Uganda.

### Sustainable entrepreneurship

Sustainable entrepreneurship is a novel field in entrepreneurship research. It is derived from sustainable development which is the "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Jasma et al., 2011). Encouraging sustainable development calls for adjusting the interfaces in the three aspects of sustainability, that is, social, environment and economic dimensions. Thus, the integration of sustainable development and entrepreneurship has led to the emergence of sustainable entrepreneurship. There is seemingly no agreement on the definition of sustainable entrepreneurship. Existing definitions have focused on the economic, social and environmental aspects (Alani and Ezekiel, 2016; Atiq, 2014; Batra, 2012; Crnogaj et al., 2014; Kloviené and Speziale, 2015; Kumar et al., 2012; Levinsohn, 2013; Ojo et al., 2017; Salimzadeh et al., 2013; Santamaria et al., 2015; Soto-Acosta et al., 2016). In addition, sustainable entrepreneurship is viewed as "the focus on the preservation of nature, life support, and community in the pursuit of perceived opportunities to bring into existence future products, processes and

services for gain, where gain is broadly construed to include economic and non-economic gains to individuals, the economy and society” (Shepherd and Patzelt, 2011). Furthermore, Gast et al. (2017) viewed sustainable entrepreneurship as “the process of identifying, evaluating and seizing entrepreneurial opportunities that minimize a venture’s impact on the natural environment and therefore create benefits for society as a whole and for local communities”. Therefore, this study adopts Elkington’s (2004) definition of sustainable entrepreneurship which consists of “people, planet and profit”. This implies that entrepreneurs should balance the social, environmental and economic aspects of sustainability while undertaking entrepreneurial actions.

Social sustainability involves the ability of entrepreneurs to be answerable to different stakeholders such as the community, workers, suppliers, customers as well as the government voluntarily (Lu and Taylor, 2016; Majid et al., 2017; Moshina, 2015; Nevia, 2015). The social dimension of sustainable entrepreneurship requires university students to fulfil their responsibilities towards the stakeholders and the social setting in which they intend to operate as they undertake entrepreneurial actions (Ciasullo and Troisi, 2013). This can be achieved through improving the internal working condition of employees, employing community members, support community activities, involving stakeholders in making decisions that affect the community, community investment and development, provision of social services as well as empowering marginalized people in the community in their future businesses.

Regarding environmental sustainability, it involves preserving natural resources to benefit the present and future generations (Batra, 2012; Lu and Taylor, 2016; Mulà Pons de Vall, 2011). University students can preserve natural resources in future businesses by dropping greenhouse gas emissions, efficient use of energy, using proper farming methods, afforestation and reforestation (Drohomeretski and Gouvea Da Costa, 2015; Epstein and Roy, 2001). Economic sustainability, entrepreneurs aim at wealth maximization in operating their businesses (Buckingham, 2009). University students should operate their future businesses in the best interest of the shareholders’ profit and wealth maximization (Vincenza Ciasullo and Troisi, 2013). Thus, their focus ought to be on economic value in the form of strategy, marketing and sales as well as innovation (Elkington, 1998). In developing sustainable entrepreneurship intention, university students will attain competitive advantage through customer retention, brand reputation, financial performance, employee motivation, management of risks as well as getting market opportunities in their entrepreneurial actions (Cantele and Zardini, 2016). In addition, sustainable entrepreneurship presents new opportunities which university students can

exploit to maximize economic gains while conserving the environment and the values of the society (Belz and Binder, 2017).

Extent studies on sustainable entrepreneurship have identified several factors affecting sustainable entrepreneurial intention such as perceptual factors, innovation orientation, attitude, entrepreneurial personality, firm size, ownership, management skills as well as motivation (Alani and Ezekiel, 2016; Choongo et al., 2016; Koe and Majid, 2014; Koe et al., 2014). However, few have adopted action regulation factors such as action plans, action knowledge and self-efficacy to predict sustainable entrepreneurship intention among university students. Therefore, this study intends to develop a conceptual model using action regulation theory that can be tested on the university students in understanding their intention towards sustainable entrepreneurship.

### **Sustainable entrepreneurship intention**

According to Frese and Gielnik (2014), intention determines the motivational factors that predict an individual’s behaviour. Frese and Gielnik (2014) defines intention in terms of what individuals desire to achieve. Intention includes an individual’s purpose that influences behaviour, how resilient in the efforts to achieve their desires (Ajzen, 1991). In other words, how much effort the person needs to perform behaviour. It is therefore assumed that the stronger the intention, the more the university students will devote efforts towards the action to achieve desired goals. It is against this backdrop that sustainable entrepreneurship intention is defined as the likelihood of the individual to practice sustainable entrepreneurship. In a study conducted by Koe et al. (2014), sustainable entrepreneurship intention among entrepreneurs was highly positive when making important decisions in opportunity identification, growth and general running of the businesses and meeting stakeholder needs. This implies that university students easily identify profitable business opportunities if they have sustainable entrepreneurship intention. In addition, Crnogaj et al. (2014) suggested that to encourage sustainable entrepreneurs, there should be improvement in the business environment by upgrading institutional arrangements, changing general attitudes and intentions towards sustainable entrepreneurship. Thus, the government and universities should create an enabling environment for university students to enhance their sustainable entrepreneurship intention. This can be achieved through organizing sensitization campaigns aiming at creating awareness on sustainable entrepreneurship practices, conducting sustainable business competitions and expositions as well as funding

students with viable sustainable business ventures. This could promote new business creation for profit, conservation of the natural environment and social welfare improvement of the society.

Furthermore, Raderbauer (2011) revealed that a positive attitude towards sustainability of businesses promotes the entrepreneur's sustainable entrepreneurship intentions. Thus, universities in developing countries such as Uganda should change students' attitude from focusing on profit and wealth maximization to the triple bottom line aspects of balancing the social, environmental and economic dimensions of sustainable entrepreneurship in their businesses. This will enhance creation of more sustainable entrepreneurial ventures that will ultimately conserve the environment and the values of the society. Therefore, intention influences university students' decision to adopt and implement sustainable practices in their future businesses.

## METHODOLOGY

This section indicates the research method, data collection, data preparation and data analysis stages. The research approach of this paper is a systematic literature review of secondary reported sources. This method is characterized by a well-documented, replicable and transparent search process. It is driven by a theory based understanding of the phenomena of interest and improves the quality of the review process. This method is common in business management studies (Bouncken et al., 2015; Gast et al., 2015).

Data collection, preparation and analysis was done to determine all published articles in the field of sustainable entrepreneurship; the following search terms were defined and combined to identify appropriate publications: "sustainable", "entrepreneurship", "intention", "action regulation theory" (action knowledge, action plans and self-efficacy) and "university students". To discover a full range of scientific articles, libraries such as ProQuest, EBSCOHost and Elsevier were used in searching for articles. In addition, data bases such as Emerald Management Thinking, Emerald full text and Management Reviews, Google Scholar, Science Direct and Academic Search Complete were searched. These databases were searched because they provide important articles on sustainable entrepreneurship.

The study focused on peer reviewed journal articles. Thus, books, book chapters, reviews, discussion papers and conference papers were excluded. This is because peer reviewed journal articles are considered to be more valid (Macdonald and Kam, 2004). A total of 353 peer reviewed articles were identified, which were then screened manually. After exclusion of non-business related, non-English and unrelated articles, the final sample for the systematic review of literature was 85 articles. Then, relevant information was collected and organized by indicating: the name of the author(s), year of publication, title of the article, journal, subject of study, research questions, methodology used and the key findings of the study for the remaining 85 articles in an excel sheet.

To ensure validity and reliability as well as quality of the analysis, the multiple assessor method was applied. This was done by engaging two entrepreneurship scholars and two experts who read through and examined the articles, indicating the subject, research

questions as well as the findings of the study. This enabled the researcher to develop and propose a research model. Suggestions and recommendations from the entrepreneurship scholars and experts were thoroughly discussed and analyzed to enhance quality of this work. This study therefore recommends that the developed hypothesis model should be subjected to parametric tests that ensure normality, linearity, homogeneity of variance and multicollinearity.

## Proposed research model

The literature review has revealed several action regulation variables that influence the sustainable entrepreneurial intention among the university students in Uganda. Based on these factors, the following research model is proposed. Figure 1 shows the conceptual framework of the study. According to the framework, the study considers action plan, action knowledge and self-efficacy as the independent variables and sustainable entrepreneurship intention as the dependent variable. Students' gender is the moderating variable of the study.

## Hypothesis development

### *Self-efficacy and sustainable entrepreneurship intention*

Self-efficacy is one of the widely studied entrepreneurial competencies in entrepreneurship intention. According to Bandura (1971), self-efficacy involves individual's beliefs in their competencies to mobilize the motivation, cognitive resources and courses of action needed to exercise control over events in their lives. More importantly, self-efficacy in sustainability concerns an individual's belief in his or her competencies that are important in establishing sustainable ventures (Koe et al., 2014). A number of studies indicate that self-efficacy predicts sustainable entrepreneurship intention (Bădulescu et al., 2014; Elliot, 2011; Koe and Majid, 2013; Koe et al., 2014; Rey, 2011; Walker et al., 2014; Koe et al., 2014). For example, Koe et al. (2014) revealed that self-efficacy is a significant predictor of sustainable entrepreneurship among small and medium enterprises in Malaysia. This suggests that if university students are to develop sustainable entrepreneurship intention, they should have confidence in themselves first. Their sustainable entrepreneurship intention could be further enhanced if universities organize programmes such as sustainable business plan competitions as well as exposition of green products that will stimulate their self-efficacy and thus establish sustainable entrepreneurial ventures.

In addition, Raabe et al. (2007) contend that self-efficacy impacts an individual's initial decision on setting goals and activities to undertake sustainable entrepreneurial ventures. In this way, having confidence in undertaking sustainability activities increases the chance that university students will make decisions that

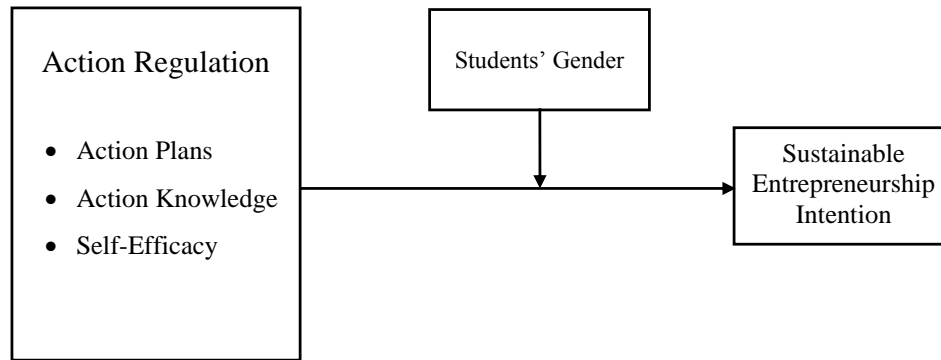


Figure 1. Research model.

enhance their sustainable entrepreneurship intention. In addition, when university students decide to undertake sustainability actions, they are more likely to show higher commitment, efforts and become resilient in integrating sustainability practices into their current and future businesses (Khalid et al., 2016). Furthermore, self-efficacy enables university students to develop action skills (Zacher and Frese, 2015). These skills are crucial in enabling future entrepreneurs to take actions that improve sustainability of the society and environment by setting sustainable businesses. Similarly, university students depend on their confidence to develop interpersonal skills (Lans et al., 2014). This is the ability to motivate, enable and facilitate collaboration and participation in sustainability activities through effective communication, bargaining as well as being empathetic to people in the society. Interpersonal skills also enable university students to establish working relationships with different stakeholders, learning from them and recognise sustainability opportunities that are core in shaping their sustainability intention. Hence, based on the above analysis of existing literature, the following relationship is presented.

H1: Self-efficacy positively influences sustainable entrepreneurship intention of the university students.

### ***Action knowledge and sustainable entrepreneurship intention***

Action knowledge involves individuals having information on their actions. This knowledge is crucial in recognizing opportunities that conserve the environment and the values of the society while maximizing economic gains. Action knowledge in this context is conceptualised as sustainability knowledge that can be explicit and implicit knowledge. Existing studies have revealed that

knowledge influences sustainable entrepreneurship intention for example, Batra (2012) asserts that sustainability action knowledge makes future entrepreneurs to become efficient in their actions. This is because knowledge enables students to understand the impact of entrepreneurial actions on the environment and the society thus reducing climate change, pollution, global warming and unemployment that come from conventional entrepreneurial actions. Furthermore, action knowledge enables entrepreneurs to share and communicate sustainability actions and principles in their marketing campaigns to consumers in both small and large scale businesses (Raderbauer, 2011). Hence, the willingness of entrepreneurs to use sustainability knowledge in terms of proper communication about their products and services in the sustainability transition enhance their growth (Hörisch, 2015).

Literature further indicates that prior exposure to sustainability practices motivates entrepreneurs to follow their goal of sustainable enterprises in order to solve environmental and societal problems (Bell and Stellingwerf, 2012). Lack of knowledge is the main challenge affecting sustainable entrepreneurs (Bell and Stellingwerf, 2012). In other words, sustainability may lead to entrepreneurial opportunity identification based on entrepreneurial knowledge of the business owner. Thus, small business owners need knowledge to identify opportunities from the environment. However, little is known about whether action knowledge influences sustainable entrepreneurial intention of the University students. Concerning the process of developing sustainable entrepreneurship intention, action knowledge enables future entrepreneurs to have information on the activities undertaken to successfully start and run a sustainable entrepreneurial venture (Belz and Binder, 2017; Farny, 2016; Hooi et al., 2016; Hörisch, 2016). This enables them to understand what to do and how to do it. Such activities include: recognizing ecological and social

problems, recognizing ecological and social opportunity, developing a triple bottom line solution, funding and forming a sustainable entrepreneurial venture and creating or entering a sustainable market.

Action knowledge is developed through active learning by involving students in the real sustainable business creation actively (Frese and Gielnik, 2014). This enables future entrepreneurs to attain comprehensive knowledge that is necessary in developing sustainable entrepreneurship intention. According to Hörisch (2015), action knowledge enables future entrepreneurs to develop communication systems that can enhance marketing green products and services. Such communication systems enable future entrepreneurs to share and communicate in their marketing campaigns sustainability practices to consumers. Hence, the willingness of the university students to use knowledge in terms of proper communication about their products and services in the sustainability transition promotes their sustainable entrepreneurship intention (Hörisch, 2015). Literature further indicates that prior exposure to sustainability practices can motivate university students to follow their goal of establishing sustainable enterprises in order to solve environmental and societal problems (Bell and Stellingwerf, 2012). Therefore, lack of knowledge is the main challenge affecting sustainable entrepreneurship intention (Bell and Stellingwerf, 2012). Surprisingly, in a study conducted by Choongo et al. (2016), knowledge does not enhance identification of sustainable entrepreneurial opportunities. The implication of Choongo et al. (2016)'s finding is that knowledge may not enable university students to identify opportunities for establishing sustainable ventures. Based on the foregoing discussion, it can be hypothesized that:

H2: Action knowledge influences sustainable entrepreneurship intention of the university students.

### ***Action plan and sustainable entrepreneurship intention***

Action plan is an important action regulation factor that is needed by university students to develop sustainable entrepreneurship intention. In this paper, action plans is used with sustainability planning interchangeably. According to Koe et al. (2014), lack of action plan knowledge could lead to wastage of resources for new sustainable venture creation. In this way, more conventional entrepreneurial ventures are likely to be created hence leading to climate change, environmental degradation, pollution and global warming. Thus, action planning involves designing, implementing activities, translated and transformative governance strategies towards sustainability of the business (Hörisch, 2016). In

this study, action planning is defined as a process of determining the sub steps of what to do and the operation details of how to do it in enhancing attainment of sustainability goals (Gielnik et al., 2015). Action plans that are sustainable enable university students to initiate and focus on the desired course of action, give special attention to activities that are more important than others and thus attaining the desired goals. This is because resources are not wasted and remain focused on the desired course of action despite the challenges involved in developing sustainable entrepreneurship intention.

Extent studies indicate that action planning enhance university students sustainable entrepreneurship intention. For example, Sisaye (2013) revealed that sustainability planning provides environmental opportunities for entrepreneurial ventures to competitively operate in a way that is environmentally sensitive and preserves societal resources. This implies sustainability planning enables university students to generate viable investment opportunities that will enhance achievement of their profit and wealth maximization as well as conserving the environment and the values of the society. In addition, Belz and Binder (2017) revealed that entrepreneurs need to have a detailed sustainable business plan if they are to access seed capital to translated their ideas to sustainable entrepreneurial ventures. Thus, if university students are to access start up capital to implement their sustainable business opportunities, it is important to develop sustainable business plans first. This will ultimately lead to creation of more sustainable entrepreneurial ventures.

Furthermore, Basiago (1999) indicates that entrepreneurs should live within the limitation of the environment and the society by integrating sustainability principles into their businesses. This implies that university students should develop plans for natural system resource protection, plan for team training in environmental protection, development of environmental plan as well as waste disposal plans. This will also preserve the environment and the value of the society. Based on the synthesis of the existing literature, the following relationship is developed.

H3: Action planning positively influences sustainable entrepreneurship intention of the university students.

### ***The moderating role of students' gender***

Gender is an important measurement of the socio-cultural aspects and can be a likely predictor of university students' sustainable entrepreneurship intention. Thus, gender difference concerning entrepreneurial interest, intention and attitude among university students has attracted attention of many scholars in the field of

entrepreneurship. According to Karimi et al. (2014), reasons for differences in gender sustainable entrepreneurship intention among students are not clear. This study could help to provide a clear understanding on whether the male or female university students have a higher intention to establish sustainable businesses in a developing country perspective. Previous studies have revealed that male students have a higher entrepreneurial intention as compared to their female counterparts (Nonato et al., 2014; Karimi et al., 2014). This could be true in establishing conventional entrepreneurial ventures in which male students are motivated to establish businesses aimed at profit and wealth maximization.

However, Mustapha and Selvaraju (2015) revealed that gender is not an important predictor of male and female students intention towards sustainable entrepreneurship. This could be true especially if both the male and female students have different plans, knowledge and are confident to undertake sustainability initiatives in their future entrepreneurial ventures. In addition, Dabic et al. (2012) indicate that low sustainable entrepreneurship intention among the female students could be due to low self-efficacy, poor attitude towards lack of skills as well as fear of taking risks. Furthermore, gender stereotypes affect students career options by impacting their perception and intention concerning entrepreneurship (Pawlak, 2016). Hence, female students are presumed to have lower intention towards sustainable entrepreneurship in comparison with their male counterparts. Dabic et al. (2012) also reported that male students have a high perceived and desirability feasibility as compared to female students. This is because female students get more support from their families and thus become reluctant about sustainable entrepreneurship actions.

Concerning the moderating effect of students gender, Shinnar et al. (2012) discovered that gender does not moderate the relationship between barrier to entrepreneurship and the intention of students to undertake sustainable entrepreneurship initiatives in China, Belgium and United States. This finding is not surprising because of the difference in the social culture factors among students in developed and developing economies. Therefore, there is need to test this research model to establish whether students' gender in Uganda moderates their intention towards sustainable entrepreneurship. Hence based on the above analysis of existing literature, the following relationship is presented.

H4a: There are significant differences between action plans, action knowledge and self-efficacy of students' gender.

H4b: There are significant differences in sustainable entrepreneurship intention between male and female

students.

## **CONCLUSION, LIMITATIONS AND RECOMMENDATIONS**

This literature review has contributed to the general understanding of sustainable entrepreneurship intention of university students. A research model with hypothesis has been developed and should be in position to demonstrate that university students have a significant intention towards sustainable entrepreneurship. In addition, the research model can be used to understand factors that influence intention of university students towards sustainable entrepreneurship. Furthermore, action regulation factors of action knowledge, action plans and self-efficacy as well as the moderation of effect of the students' gender should be proven to positively influence university students' sustainable entrepreneurship intention. The contribution of this paper is twofold: it helps to flourish the existing literature by filling the identified gaps. It has also developed a research model that can be used to predict sustainable entrepreneurship intention of university students' in becoming sustainable entrepreneurs.

This study has limitations. First, the inclusion and exclusion criteria used in the systematic review of literature can be criticized. This is because some important articles on sustainable entrepreneurship intention could have been excluded unintentionally. In addition, concerns regarding the objectivity of data analysis of the reviewed journal articles may also arise. This is due to the fact that analysis and interpretation of the articles was subjective, that is, the previous studies' findings were perception based. Moreover, the actual sustainable entrepreneurial actions that could help in providing a better understanding of sustainable entrepreneurship intention were not explored by the researcher and hence action regulation factors of action knowledge, action plans and self-efficacy are merely discussed based on prior studies. This study thus identifies the need to conduct an empirical study to practically understand the sustainable entrepreneurship intention of university students in Uganda.

Therefore, the study recommends that for students to develop sustainable entrepreneurship intention, universities should teach sustainability and entrepreneurship together. This will enhance sustainable entrepreneurship intention among students in the university. Additionally, more sustainable opportunities will be identified by students once they are taught sustainable entrepreneurship principles. This will also contribute to the realization of the United Nations aim of incorporating sustainability principles, values and practices into education to stimulate behavioural changes

and create a more sustainable future. The government should further create conducive environment for university students to develop sustainable entrepreneurship intention that will minimize both environmental and societal challenges, thus attaining sustainable growth and development in Uganda.

## CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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