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Sustainable Entrepreneurship Intention among Business Students of Developed and Developing Countries

A Comparative Study of Sweden and Pakistan

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Abstract

This study compares the sustainable entrepreneurial objectives of business students in Sweden and Pakistan. The study investigates the effect of action planning, action knowledge, cultural values, educational systems, availability of resources, and business environment on entrepreneurship intention using action regulation theory. Beginning with a literature review on sustainable entrepreneurship and business student objectives, the investigation is then conducted. The section then compares the effects of action regulation theory and action planning on sustainable entrepreneurial objectives in industrialized and developing countries. Knowledge availability and acquisition influence the entrepreneurial inclinations of business pupils in these nations.

The study also investigates how cultural values, educational systems, and organizational contexts influence action planning, action knowledge, action planning, and entrepreneurial sustainability aspirations in developed and developing countries. Determine how contextual factors influence the entrepreneurial aspirations of business students. Despite these disparities, both Swedish and Pakistani business students value sustainable entrepreneurship. Business students in Sweden have greater access to specialized resources, support networks, and government initiatives that promote sustainable entrepreneurship and action planning. Despite resource, infrastructure, and educational constraints, Pakistani business students comprehend sustainability and wish to incorporate it into their operations.

According to the study, resources, and assistance influence sustainable entrepreneurship action planning, knowledge, and intentions. Students in Sweden enjoy the advantages of well-developed programs, specialized curriculum, mentoring, and networking. Students in Pakistan develop business proposals utilizing personal networks, self-directed studies, and online resources. Both countries' entrepreneurial proclivities are influenced by risk-taking and self-assurance. To become viable entrepreneurial endeavors, these aspirations require resources, action planning, and action competence. According to the research, support networks, government regulations, technology, education, money, and resources influence the entrepreneurial tendencies of business students in affluent and developing nations. It also emphasizes the need to address resource, educational, and support system gaps in both contexts to promote sustainable entrepreneurship, economic development, social well-being, and environmental stewardship. This study sheds light on the entrepreneurial aspirations of

business students in developed and developing countries, as well as the contextual factors that influence them.

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Chapter 1. Introduction:

This Chapter establishes the contextual underpinnings of our theory. In this chapter, give a general overview of how entrepreneurs use resources to grow their companies and why they choose to put those companies in entrepreneurial ecosystems. After introducing the novel idea of stunning entrepreneurs and why they matter, I go on to discuss the research challenge. Finally, it describe the precise aim of our research.

1.1 Introduction:

In recent years, sustainable entrepreneurship has emerged as a central domain in the business world, emphasizing the integration of the environmental, social, and economic dimensions of sustainability. The ART theory (Action Regulation Theory) offers a comprehensive lens for examining the intricate dynamics and determinants of sustainable entrepreneurship. This thesis intends to use the ART theory to investigate and compare sustainable entrepreneurship intentions among business students in Sweden and Pakistan, illuminating the factors that shape sustainable entrepreneurial intentions in different contexts (Alvarez, 2021).

This thesis investigates and compares the sustainable entrepreneurship intentions of business students from Sweden and Pakistan. By comparing the social, environmental, and economic contexts of these two countries, we may acquire valuable insights into the factors that influence the development of sustainable entrepreneurial intentions and shed light on interest similarities and differences between advanced and developing nations. When developing a sustainable business concept, entrepreneurs concentrate on climate change, social inequality, and depletion of natural resources. Sustainable entrepreneurs seek to create positive environmental and social impacts while pursuing economic viability by addressing these issues. In this study, we will collect data from Sweden and Pakistan (two countries with different social, environmental, and economic issues) to determine how action planning, action knowledge, and action planning foster sustainable entrepreneurial intentions among business students.

1.2 Background

Globally, entrepreneurship has emerged as a significant driver of economic growth and development (Gu and Wang, 2022). Notably, sustainable entrepreneurship has gained increased attention due to its potential to generate positive social and environmental impacts in addition to profits (Bocken et al., 2014). Countries with a greater number of sustainable entrepreneurs are more likely to experience economic and social growth, whereas those with a deficiency of sustainable entrepreneurs frequently face social and economic stability challenges (Tunio et al., 2021). Entrepreneurship prioritizes social and environmental sustainability in addition to profitability (Rosário et al., 2021).

Studies have highlighted the importance of action planning, action knowledge, and business environmental factors in influencing sustainable entrepreneurial intentions (Ciptono et al., 2023; Liao et al., 2022). (Munkholm and Rubin, 2020) Action planning entails developing a concrete and strategic plan of action outlining the steps required to attain a specific objective. It refers to an individual's confidence in their ability to initiate and maintain a sustainable endeavor. Action knowledge on the other hand, refers to a person's understanding of the skills and knowledge required to engage in entrepreneurial activities effectively (Cai et al., 2021).

Existing research has demonstrated that these three factors have a substantial effect on an individual's intention to engage in sustainable entrepreneurship. Individuals with well-developed action plans, pertinent knowledge, and high availability of resources are more likely to have stronger intentions to pursue sustainable entrepreneurship, according to research (Rottweiler and Gill, 2022; Bouichou et al., 2021). However, the availability of resources such as funding, mentorship, and networks can moderate the relationship between these variables and entrepreneurial intent (Twum et al., 2021). Access to resources has a significant impact on a person's ability to successfully launch and maintain a sustainable enterprise (Tomy and Pardede, 2020). Without sufficient funding, a person may struggle to develop a prototype or market their product effectively, for instance. Similarly, a dearth of access to relevant networks and mentorship can hinder a person's ability to acquire the essential knowledge and support required to navigate the complexities of sustainable entrepreneurship.

Lián and Santos (2007) investigated the influence of perceived environmental factors, action planning, and action knowledge on the entrepreneurial intentions of Saudi university students (Elnadi and Gheith, 2021). Elnadi and Gheith (2002) found a positive relationship between

perceived environmental factors, action planning, action knowledge, and entrepreneurial intention. In addition, the study revealed that the influence of action planning on entrepreneurial intent was more pronounced among individuals who had access to resources such as funding and support networks (Elnadi and Gheith, 2021). Similarly, Solesvik examined the effect of action planning on entrepreneurial intention among Norwegian students. The research revealed a positive correlation between action planning and entrepreneurial intent, with a stronger effect observed among students with access to pertinent resources such as funding and mentorship (). Access to resources also plays a crucial role in the development of action knowledge, which has a consequent effect on the intention to engage in sustainable entrepreneurship. For instance, Hockerts and Wüstenhagen (2010) found that access to training and educational programs positively influenced the acquisition of action knowledge, thereby contributing to the development of a sustainable entrepreneurial mindset. In addition, the study revealed that individuals with access to resources, such as funding and support networks, experienced a greater impact of action knowledge on their sustainable entrepreneurial intention.

Research indicates that access to resources moderates the relationship between action planning, action knowledge, business environmental factors, and entrepreneurial intention. Although action planning, action knowledge, and environmental factors are important elements in influencing individuals' intentions to engage in sustainable entrepreneurship, the availability of relevant resources can substantially increase or decrease their influence.

In addition, recent research by Huy et al. (2022) indicates that sustainable entrepreneurship has become a prominent trend in developed nations. However, developing nations confront development obstacles. Further, the study contends that sustainable entrepreneurial intentions are more readily influenced in developed nations, whereas the process is more difficult in developing and underdeveloped nations. On the basis of this argument, stakeholders, engineering students, and business students in developing nations should prioritize entrepreneurial orientation despite potential challenges.

1.3 Research Questions

Our Research is based on the following research questions:

- How does action planning influence sustainable entrepreneurial intentions in developing and developed countries?

- How does action knowledge influence sustainable entrepreneurial intentions in developing and developed countries?
- How does the business environment influence sustainable entrepreneurial intentions among business students in developing and developed countries?
- Which additional factors influence the impact of action knowledge and business context on sustainable entrepreneurial intentions among business students in developing and developed countries?

1.4 Research Problems

This study addresses the need to examine and comprehend the intentions, experiences, challenges, levels of action planning and action knowledge, and the influence of various factors on sustainable entrepreneurial intentions among business students in developed and developing countries, with a focus on Pakistan and Sweden. Moreover, there is a lack of knowledge regarding the potential moderating role of resource availability and the effect of limited access to action knowledge on entrepreneurial intentions, especially in developing nations. By examining these aspects, the research aims to provide insights into the factors that shape sustainable entrepreneurial intentions and shed light on the barriers faced by business students in various contexts, thereby contributing to the development of effective strategies and interventions to promote sustainable entrepreneurship education and practice.

1.5 Research aim and objectives

The purpose of this study is to investigate and compare the factors influencing sustainable entrepreneurial intentions among business students in developing and developed countries, focusing on the role of action planning, action knowledge, action planning, and the influence of cultural values, educational systems, and business environments.

- Conduct a thorough literature review on sustainable entrepreneurship, focusing on the current understanding of business student intentions toward sustainable entrepreneurship and the factors that influence these intentions
- Examine the impact of action regulation theory and action planning on sustainable entrepreneurial intentions in both developing and developed nations, taking into account the similarities and differences between the two contexts.
- Analyze the impact of the availability and action knowledge on the entrepreneurial intentions of business students in developing and developed nations.

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1.6   Research Structure

This study is based on 4 chapters, first chapter is based on the introduction of the study, in which the research background and an overview of the study are presented. While in the second chapter, the author elaborates on the conception of the variable in the research model. Later on in the third chapter, the research methodology is presented and based on that methodology results, interpretation and conclusion will be presented in chapter 4.

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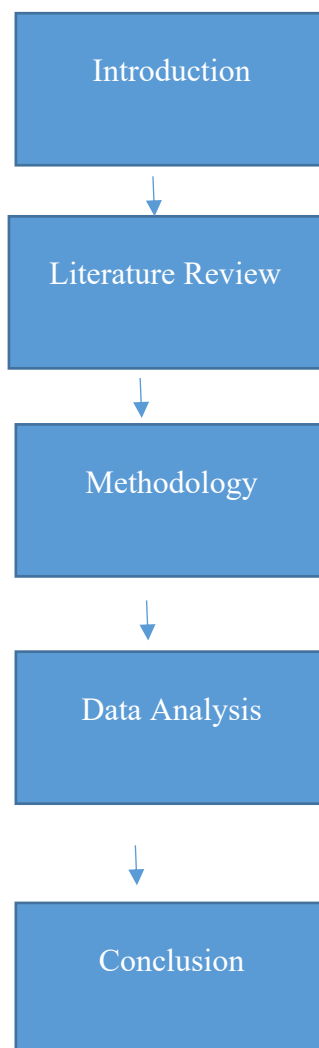
Chapter 2. Literature review

In this chapter, I provide a summary of significant ideas that are discussed throughout our thesis. This helps to connect the dots between our study and previous information. The ideas of Sustainable Entrepreneurship, action regulation theory, entrepreneurs, resources, entrepreneurial intention, and international entrepreneurs are presented together with explanations of their meanings.

2.1 Sustainable Entrepreneurship Overview

The term "sustainable entrepreneurship" refers to a business strategy that places an emphasis on incorporating sustainability principles for the environment, society, and economy into entrepreneurial endeavors. It entails pursuing cutting-edge business concepts and procedures that not only make money but also advance social progress and environmental preservation. A triple bottom line, which includes economic success, social responsibility, and environmental stewardship, serves as the motivation for sustainable entrepreneurs (Anjum, 2022).

Sustainable entrepreneurship acknowledges how interrelated economic, social, and environmental factors are. It considers the long-term effects of company actions on the environment and society, moving beyond conventional business models that only prioritize financial rewards. Innovative solutions to urgent problems like climate change, social injustice, resource depletion, and environmental degradation are what sustainable entrepreneurs seek to develop (Caldera, 2019).
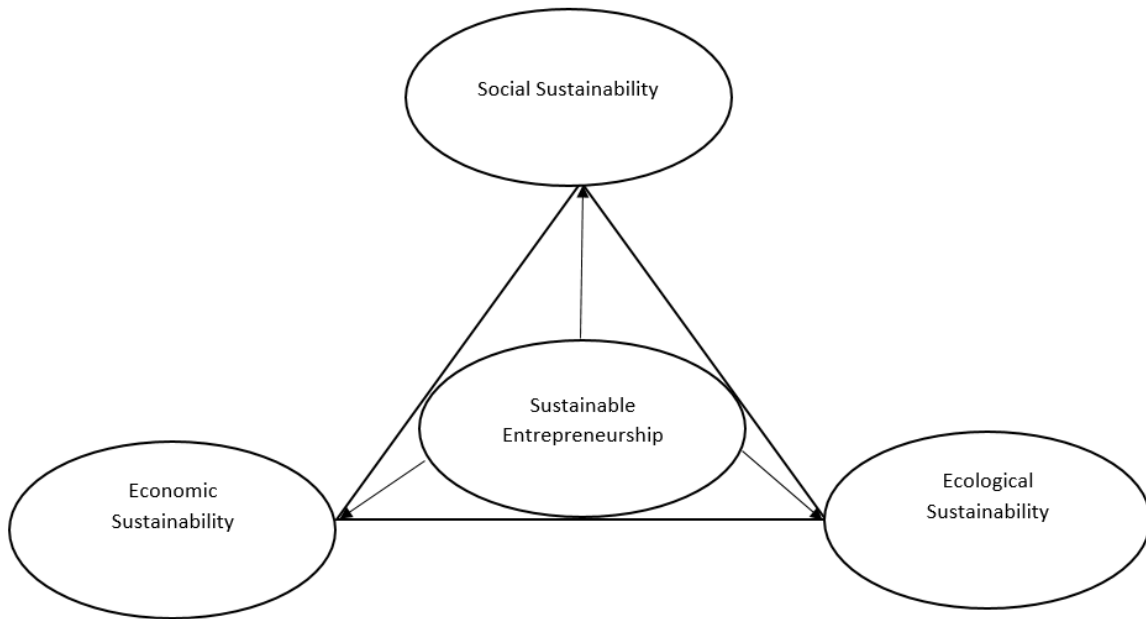
Figure 1: sustainable entrepreneurship intention (Alvarez, 2021)

The ability of sustainable entrepreneurship to stimulate economic growth and development while advancing social and environmental well-being is what makes it so significant. Entrepreneurs may help the United Nations accomplish its Sustainable Development Goals (SDGs) by integrating sustainability ideas into their business practices (Agu, 2021). By addressing societal needs, increasing social inclusion, and promoting equal economic opportunities, sustainable entrepreneurship has the potential to have a beneficial social impact.

Sustainable entrepreneurship has a lot of advantages for organizations as well as society. It can improve reputation and brand value from a commercial standpoint, draw in socially conscious customers, and save costs through resource efficiency and waste reduction. Additionally, it makes it possible for firms to adjust to shifting consumer preferences and legal requirements, improving their long-term survival (Volkmann, 2021).

In a broader sense, sustainable entrepreneurship aids in the shift to a more robust and sustainable economy. It fosters the use of eco-friendly technology and practices, encourages the responsible use of resources, and lowers greenhouse gas emissions. Furthermore, it

promotes collaboration among a variety of stakeholders, including governments, businesses, non-profit organizations, and communities, as well as the creation of sustainable supply chains.

2.2 The value of sustainable entrepreneurship and its advantages

Sustainable entrepreneurship benefits enterprises, society, and the environment over time. It has many benefits that help our earth. Sustainable entrepreneurship has several benefits (Berndt, 2020):

2.2.1 Economic Resilience:

Sustainable entrepreneurship fosters innovation and adaptation to shifting market demands and environmental problems. Businesses can reduce resource scarcity, climate change, and regulatory pressures by implementing sustainable practices. They can handle market disruptions and seize opportunities. Sustainable entrepreneurship can give businesses an edge. Consumers want eco-friendly and socially responsible products and services. Businesses may differentiate themselves, attract more customers, and increase brand loyalty by connecting their goods with sustainability principles (Volkmann, 2021).

2.2.2 Savings:

Sustainable entrepreneurship promotes resource efficiency, waste reduction, and energy conservation. Sustainable business techniques reduce resource, waste, and energy expenses. Long-term operational efficiency and profitability improve. Sustainable entrepreneurship boosts brand image and value (Liamputtong, 2020). Businesses can create confidence and credibility with consumers, employees, investors, and other stakeholders by committing to sustainability. Strong sustainability reputations promote brand value, consumer loyalty, and market share. Sustainable enterprise creates new markets and opportunities. Sustainability-focused governments and organizations foster sustainable commercial growth. Sustainable entrepreneurship also encourages the creation of new products, technologies, and business models to address social and environmental issues.

2.2.3 Talent and Employee Engagement:

 Sustainable entrepreneurship attracts more socially and ecologically conscientious people. Sustainability attracts and retains elite professionals who want to make a difference. Sustainable personnel boosts productivity, creativity, and corporate success (Zeb, 2020).

Sustainable entrepreneurship addresses environmental and social challenges while pursuing economic viability. Sustainable practices help organizations conserve the environment, minimize carbon emissions, manage resources responsibly, and promote social equity. Sustainable enterprise can influence society for the better.

2.2.4 Regulatory Compliance and Risk Management:

Governments and regulators are adopting sustainability-related laws and norms. Sustainable entrepreneurship helps businesses comply with these requirements and prevent legal and reputational concerns. Proactive sustainability strategies help businesses adapt to changing regulations (Haldar, 2019).

2.3 Global trends and sustainable business initiatives

Businesses, society, and the environment all stand to benefit significantly from sustainable entrepreneurship thanks to the value and advantages it offers. To begin, it fosters economic resilience by driving innovation and adaptation in the face of shifting market demands and environmental problems. This helps businesses better meet customer needs and stay competitive (Agu, 2021). Businesses can avoid risks connected with resource scarcity, climate change, and regulatory pressures by implementing sustainable practices into their operations, positioning themselves for long-term success in the process. Second, sustainable entrepreneurship gives a competitive advantage by responding to the growing customer demand for ecologically and socially responsible products and services. This need is mostly driven by younger generations who are more concerned about their impact on the world. Firms can differentiate themselves in the market, acquire a larger consumer base, and increase brand loyalty by connecting their goods with sustainability principles. This can also help firms reduce their environmental impact (Hennink, 2020). Adopting sustainable practices also results in cost reductions thanks to increased resource efficiency and decreased waste production; it boosts a company's reputation and brand value; it paves the way for entry into new markets and opportunities; it entices top talent; it has a positive effect on the environment and the community; it ensures regulatory compliance; and it allows for more effective risk management. In general, sustainable entrepreneurship not only results in economic prosperity but also contributes to a future that is both more sustainable and inclusive for everyone (Alvarez, 2021).

2.4 Intentions of Business Students Toward Sustainable Entrepreneurship

The learning setting and curriculum have a big effect on what students want to do with their lives. Integrating sustainability into business education can raise students' awareness and give them the information and skills they need to run a business in a sustainable way. By including sustainability topics, case studies, and chances for hands-on learning, schools can inspire and motivate students to think about sustainable entrepreneurship as a real and worthwhile career path (Anjum, 2022).

One can't ignore how much personal ideals and beliefs matter. Students who have strong environmental and social values are more likely to say they want to start a business that is good for the earth and society (Caldera, 2019). These people are driven by a desire to make good changes, deal with social and environmental problems, and help communities get along better. Promoting and fostering these values can help people develop a way of thinking that fits with business goals that will last.

Business students' goals can be greatly changed by meeting role models and successful sustainable companies. Hearing real-life stories of entrepreneurs who have successfully integrated sustainability into their ventures can inspire and motivate students to follow a similar path (Haldar, 2019). Mentoring programs, guest talks, and networking events that put students in touch with sustainable entrepreneurs can give them helpful tips and advice and encourage them to start their own businesses.

Having the right tools and help is important for putting plans into action. Business students need to have access to money, mentors, networks, and other tools that help them come up with and run successful business plans (Zeb, 2020). Giving students access to financial support, incubation programs, and links to networks that focus on sustainability can give them the tools and confidence they need to pursue sustainable business.

2.5 Factors affecting one's aspirations to start a business:

An individual's desire to start a business can be affected by a number of things. Personal traits and goals are one of the most important things. People who have traits like self-confidence, a willingness to take risks, resiliency, and creativity are more likely to want to start their own businesses. These people want to be their own boss, are interested in new ideas, and want to make a change through their own businesses (Liamputtong, 2020).

Aspirations are also shaped by how much business experience a person has had in the past. A person may want to start their own business if they grew up in a family with a history of entrepreneurship or if they have had their own experiences with entrepreneurial activities. Being around entrepreneurs can teach you a lot about the challenges and benefits of being an entrepreneur, which can make you want to start your own business (Haldar, 2019).

Entrepreneurial goals are heavily influenced by education and getting new skills. Entrepreneurship education gives people the information, tools, and confidence they need to start and run a business. This can (Agu, 2021) be done through formal academic programs or through informal learning opportunities. Getting skills like business management, marketing, finance, and problem-solving makes a person more ready and interested in starting their own business (Hussain, 2021).

The desire to start a business is also affected by social networks and support systems. Positive interactions with family, friends, mentors, and entrepreneurial groups can provide support, guidance, and access to resources. Entrepreneurial dreams are helped a lot by having supportive networks and role models who can offer emotional and practical support, share their experiences, and give good advice (Hennink, 2020).

The economic environment plays a major part in shaping entrepreneurial aspirations. A person's desire to start a business can be helped or hurt by things like the availability of resources, access to financing, and market possibilities (Alvarez, 2021). People may be more likely to follow their entrepreneurial dreams if they live in an area with a good business climate, easy access to capital, and a market desire for new products or services.

The desire to start a business is also affected by social and cultural factors. People's interest in starting their own businesses is affected by cultural norms, how society views entrepreneurship, and how people see success. Cultures that value freedom, success, and taking risks tend to encourage people to want to be entrepreneurs. On the other hand, a social stigma or lack of respect for entrepreneurship can make people not want to be entrepreneurs (Volkmann, 2021).

2.6 Models and theoretical frameworks for entrepreneurial intentions

2.6.1 *Theory of Planned Behavior*

The Theory of Planned Behavior (TPB) is a popular paradigm in the field of entrepreneurship that attempts to explain and predict entrepreneurial intentions and subsequent behavior. According to the Theory of Planned Behavior, entrepreneurial intentions are influenced by

three primary factors: entrepreneurial attitudes, subjective norms, and perceived behavioral control (Zeb, 2020).

Attitudes toward entrepreneurship refer to a person's favorable or unfavorable evaluation of engaging in entrepreneurial activities. It reflects their perceptions of the desirability and allure of entrepreneurship as a career option. Positive dispositions are more likely to result in entrepreneurial intentions that are more robust (Caldera, 2019).

Regarding entrepreneurship, subjective norms are the social influences that individuals perceive as subjective. They include the perceived expectations, opinions, and support of influential others, including family, colleagues, and role models. Individuals' intentions will likely be influenced positively if they believe that influential others support and value entrepreneurship (Berndt, 2020). Perceived behavioral control is an individual's confidence in their capacity to launch and operate a business successfully. It considers variables such as action planning, perceived talents and knowledge, and perceived access to entrepreneurial resources. Higher levels of perceived control increase the probability of entrepreneurial aspirations (Anjum, 2022).

According to the TPB, these three factors interact and influence entrepreneurial intentions. Strong positive attitudes, perceived social support, and a high perception of behavioral control are associated with the development of entrepreneurial intentions. It is anticipated that these intentions will influence actual entrepreneurial behavior (Alvarez, 2021).

2.6.2   *Entrepreneurial Event Model (EEM):*
The Entrepreneurial Event Model (EEM) emphasizes on the role of events or stimuli that trigger entrepreneurial intentions in individuals. It proposes that personal, social, and environmental factors can stimulate individuals to consider and pursue entrepreneurial opportunities by acting as catalysts (Agu, 2021).

A person's prior experiences, abilities, and knowledge may predispose them to entrepreneurship. The influence of significant others, role models, and social networks on entrepreneurial intentions is referred to as social factors. Economic conditions, industry trends, and market opportunities are examples of environmental factors that create favorable conditions for entrepreneurship. According to the EEM, these stimuli or events can activate an individual's entrepreneurial mindset and goals (Agu, 2021). They can generate a sense of opportunity, spark motivation, and encourage people to investigate entrepreneurial

opportunities. The model emphasizes the dynamic nature of entrepreneurial intentions, highlighting how they can emerge or change in response to particular events or stimuli.

2.6.3 Social Cognitive Theory

The Social Cognitive Theory (SCT) emphasizes the influence of cognitive processes, observational learning, and action planning on entrepreneurial intentions. Individuals form intentions based on their beliefs about their own capabilities and the outcomes they anticipate from engaging in entrepreneurial activities, according to this theory (Liamputtong, 2020).

SCT suggests that action planning, which refers to an individual's belief in their own abilities to perform entrepreneurial tasks successfully, plays a crucial role in determining entrepreneurial intentions. Higher levels of action planning are related to greater intentions to engage in entrepreneurial behavior. Observational learning is another essential component of SCT, which proposes that people learn and form intentions by observing and modeling the behavior of others. Individuals' intentions can be influenced by role models, mentors, and successful entrepreneurs' perceptions of the feasibility and desirability of entrepreneurship (Zeb, 2020).

In addition, SCT emphasizes the significance of cognitive processes such as goal-setting, self-regulation, and self-reflection in shaping entrepreneurial intentions. Individuals' goal-directed reasoning, planning, and self-evaluation of their entrepreneurial ambitions contribute to the formulation and maintenance of their intentions (Liamputtong, 2020).

2.7 Entrepreneurial Intention Model (EIM):

 The Entrepreneurial Intention Model (EIM) combines multiple factors that influence entrepreneurial intentions. It combines personal characteristics, social factors, and environmental factors to provide a comprehensive comprehension of the emergence of entrepreneurial intentions. The term "personal characteristics" refers to the individual traits and qualities that influence entrepreneurial intentions. These may include self-assurance, a propensity for risk-taking, a need for achievement, a locus of control, and inventiveness. Entrepreneurial intentions are associated with positive personal characteristics (Anjum, 2022).
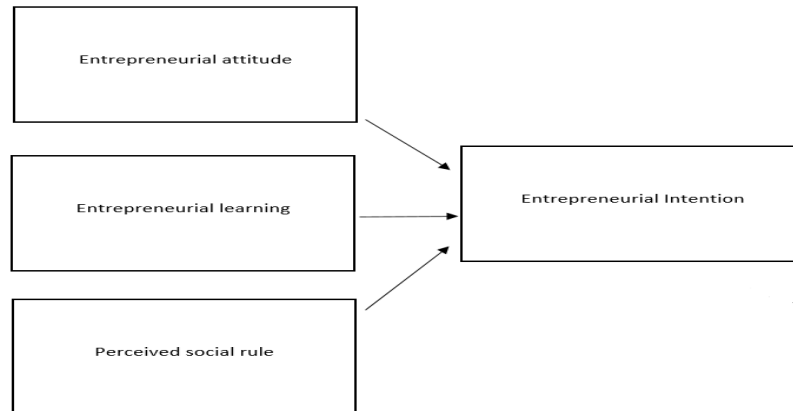
Figure 2 Model of Entrepreneurial Intentions (Caldera, 2019)

A person's entrepreneurial intentions are influenced by social factors such as social support, social networks, and role models. Social support from family, peers, and mentors can provide motivation, resources, and direction, thereby enhancing entrepreneurial aspirations. Individuals' perceptions and aspirations are influenced by the role models they look up to and emulate. The availability of resources, market conditions, regulatory frameworks, and institutional support are environmental factors that either encourage or discourage entrepreneurship. Entrepreneurial aspirations can be bolstered by favorable environmental conditions, such as access to capital, networks, and policies that encourage entrepreneurship (Liamputtong, 2020).

Individuals' entrepreneurial intentions are influenced by the interaction of personal characteristics, social factors, and environmental factors, according to the EIM. Understanding these factors and their interrelationship is essential for fostering and promoting entrepreneurial intentions. According to Shapero's Entrepreneurial Event Theory, entrepreneurial intentions result from the interaction of an individual's predisposition and their perception of environmental opportunities. It suggests that individuals with a desire for autonomy and a need for accomplishment are more likely to have entrepreneurial aspirations (Liamputtong, 2020).

Predisposition refers to the intrinsic characteristics, motivations, and values of an individual that are compatible with entrepreneurship. The desire for autonomy reflects the inclination to work independently and be self-directed, whereas the need for achievement reflects the motivation to establish and attain difficult goals (Caldera, 2019).

Perceived environmental opportunities are favorable conditions, market gaps, or emerging trends that offer entrepreneurial opportunities. Individuals who perceive desirable opportunities are more likely to develop entrepreneurial aspirations. According to this theory, an individual's entrepreneurial intentions are determined by the interaction between their disposition and their perception of opportunities. Individuals with a propensity for autonomy and achievement are more likely to engage in entrepreneurial activities when they perceive viable opportunities (Haldar, 2019).

These models and theoretical frameworks offer valuable insights into the factors that affect entrepreneurial intentions. These theories can be used by researchers and practitioners to comprehend the intricate interaction between individual characteristics, social influences, and environmental factors that shape entrepreneurial intentions. This knowledge can guide the creation of interventions, policies, and educational programs designed to foster entrepreneurial intentions and behavior (Hennink, 2020).

2.8   Sustainable Entrepreneurial Intentions

In impoverished and developing countries, research on sustainable entrepreneurship and action planning is limited but expanding. It has highlighted the significance of addressing context-specific challenges in the action planning process, such as limited access to assets, inadequate infrastructure, and institutional barriers. Effectively promoting sustainable entrepreneurial initiatives in these contexts necessitates creative strategies that consider the local social, economic, and environmental conditions (Berndt, 2020). In addition, sustainable entrepreneurial goals are closely associated with action knowledge, which refers to an awareness of environmentally friendly company procedures and strategies. Higher levels of practical knowledge positively influence sustainable entrepreneurial intentions by enhancing an individual's understanding of the opportunities and advantages associated with sustainable entrepreneurship, according to research. However, limited access to actionable knowledge regarding sustainability and entrepreneurship can be a barrier, especially in developing nations where educational assets and training programs may be scarce (Hussain, 2021).

2.9   Action Planning definition and significance in entrepreneurship

Action planning refers to the process of establishing specific objectives and delineating the necessary steps or actions to achieve those objectives. It entails dividing the overall objective into actionable tasks, establishing timelines, allocating resources, and contemplating potential obstacles and strategies to overcome them. Action planning is an essential element of

entrepreneurship because it assists individuals in translating their intentions into concrete actions and provides a road map for implementing their entrepreneurial concepts (Hennink, 2020).

Action planning is essential for aligning business activities with sustainability principles and objectives in the context of sustainable entrepreneurship. It involves incorporating environmentally friendly procedures and factors into the planning process to ensure that social, economic, and environmental sustainability goals are incorporated into an entrepreneurial endeavor. The function of action planning in both developed and developing nations has been examined by research on entrepreneurial sustainability and action planning. Action planning has been found to help with the implementation of sustainable entrepreneurial objectives in developed countries by providing a structured framework for addressing environmental issues and identifying opportunities for innovation and value creation (Alvarez, 2021).

Figure 3 Action Planning Model (Volkmann, 2021)

2.10 Impact of action knowledge on sustainable entrepreneurial intentions

Effect of action knowledge on sustainable entrepreneurial plans refers to the effect of acquiring and cultivating sustainable entrepreneurship-related knowledge on an individual's intention to

engage in sustainable entrepreneurial activities. Action knowledge encompasses a comprehension of environmentally, socially, and economically sustainable business practices, strategies, and principles (Hussain, 2021).

The growth and acquisition of action knowledge play an essential part in influencing the entrepreneurial intentions of individuals. Individuals with a greater level of action knowledge are more likely to recognize the opportunities and advantages of sustainable entrepreneurship. They comprehend the significance of integrating environmental issues into business operations and are able to effectively implement sustainable practices. Acquiring action knowledge requires education, training, and exposure to concepts and practices of sustainable entrepreneurship. This can be accomplished through formal education programs, seminars, mentoring, and networking opportunities that equip individuals with the knowledge and skills necessary to engage in sustainable entrepreneurial endeavors (Volkmann, 2021).

In addition, the development of action knowledge necessitates ongoing learning and adaptation to shifting sustainability practices and trends. As individuals engage in sustainable entrepreneurship, they gain experiential knowledge and learn from their entrepreneurial endeavors, as well as by observing and interacting with other sustainable entrepreneurs and subject matter experts (Alvarez, 2021). Twofold is the effect of action knowledge on sustainable entrepreneurial intentions. It increases individuals' awareness and comprehension of the environmental and social issues that must be addressed through entrepreneurship. It promotes an attitude that acknowledges the potential for entrepreneurship to contribute to sustainable development and encourages individuals to pursue entrepreneurial opportunities that align with sustainability objectives (Agu, 2021).

Action knowledge equips individuals with the practical skills necessary to incorporate sustainability principles into entrepreneurial endeavors. It provides them with the strategies, resources, and best practices necessary to create and implement sustainable business models, products, and processes. This competence in sustainable entrepreneurship bolsters the confidence and action planning of individuals, resulting in greater intent to engage in sustainable entrepreneurial activities (Berndt, 2020). The acquisition and development of action knowledge in sustainable entrepreneurship have a positive influence on the intentions of individuals toward sustainable entrepreneurship. It broadens their awareness, comprehension, and practical skills regarding sustainable business practices, thereby increasing their

motivation and resolve to pursue entrepreneurial endeavors that contribute to environmental, social, and economic sustainability (Anjum, 2022).

2.11 Action knowledge and sustainable entrepreneurship comparison between Underdeveloped and developed nations

Several crucial factors come into play when comparing action knowledge and sustainable entrepreneurship between developing and developed nations. It is essential to recognize that these countries have vastly different economic resources, infrastructure, educational opportunities, and social support systems. Here, I will compare and contrast action knowledge and sustainable entrepreneurship at a few essential points (Caldera, 2019).

2.11.1 Access to Resources:

Developed nations have greater accessibility to finances, technology, and facilities all of which can support entrepreneurial endeavors. This includes access to capital, business-friendly networks, innovative technologies, and dependable supply chains. In contrast, underdeveloped nations frequently encounter access restrictions to these resources, which can hinder entrepreneurial endeavors and impede the adoption of sustainable practices (Hennink, 2020).

Within the domain of sustainable entrepreneurship, these resources can facilitate the advancement and execution of environmentally conscious products, services, and business models. Sufficient financial backing, cutting-edge technologies, and dependable supply chains provide entrepreneurs with the means to transform their sustainable concepts into tangible outcomes, hence enhancing their motivation to participate in sustainable entrepreneurial endeavors (Hussain, 2021).

2.11.2 Education and Skills:

Generally, developed nations have more comprehensive educational systems that provide a broader range of entrepreneurial skills and knowledge. This incorporates business management, environmental sustainability, and innovation education. In contrast, impoverished nations may have limited access to education and lack the knowledge and skills required for sustainable entrepreneurship (Zeb, 2020).

The absence of adequate opportunities for acquiring high-quality education and pertinent skills can impede individuals residing in less developed countries from completely actualizing their entrepreneurial aspirations, particularly within the realm of sustainability.

2.11.3 *Regulatory Environment:*

The impact of the regulatory environment on entrepreneurial intention, particularly in relation to sustainable entrepreneurship, is a significant factor to consider. Developed nations frequently possess robust regulatory structures that foster and endorse sustainable activities. Stringent environmental rules, along with incentives for renewable energy and government backing for green initiatives, have the potential to serve as catalysts for entrepreneurs, encouraging them to match their intents with sustainability aims. On the other hand, the presence of inadequate regulatory frameworks in less developed countries can impede the advancement of sustainable entrepreneurship as a result of factors such as unpredictability, insufficient motivation, and possible legal obstacles. (Volkmann, 2021).

2.11.4 *Cultural and Social Factors:*

Cultural attitudes and societal perceptions have a substantial impact on entrepreneurship and sustainable practices. In developed nations, there is typically a greater awareness of and demand for sustainable products and services, as well as a consumer base that is receptive to them. In contrast, impoverished nations may have different priorities, and they may view sustainable practices as secondary to more pressing economic needs (Liamputtong, 2020).

The influence of cultural and social elements on entrepreneurial intention, particularly in the context of sustainability, is of great importance. Developed nations commonly demonstrate a heightened level of consciousness and desire for sustainable products and services, hence prompting entrepreneurs to connect their objectives with customer desires. Within these particular situations, sustainable entrepreneurship demonstrates a congruence with society ideals and has the potential to generate heightened support and market demand. Conversely, the entrepreneurial ambitions of impoverished nations may be influenced by cultural values and economic concerns in a distinct manner, potentially resulting in a greater emphasis on urgent economic needs rather than long-term sustainability (Agu, 2021).

2.12 Influence of Business Environments, Educational Systems, and Cultural Values

The influence of cultural values on entrepreneurial intentions investigates how cultural values, beliefs, and norms influence an individual's propensity towards entrepreneurship. The perception of entrepreneurship, propensity for risk-taking, attitudes toward innovation, and social approval of entrepreneurial behavior can be significantly influenced by cultural values. Understanding the cultural context is crucial for designing effective programs and initiatives to promote entrepreneurship (Anjum, 2022).

Incorporating sustainability principles into the curriculum, education systems play a crucial role in advancing sustainable business practices. Environmental and social issues, as well as ethical commercial practices, can be taught to students. Education systems that emphasize sustainability can cultivate a mindset of responsible entrepreneurship and equip future entrepreneurs with the tools needed to resolve sustainability challenge (Haldar, 2019).

The effect of business environments on sustainable entrepreneurial aspirations illustrates how external factors such as market conditions, access to resources, government policies, and regulatory frameworks influence individuals' propensity to pursue sustainable entrepreneurship. Individuals can be encouraged to engage in sustainable entrepreneurial activities by business environments that offer access to funding, networks, mentorship, and favorable policies (Caldera, 2019). Comparing the business climates, educational systems, and cultural values of industrialized and developing nations reveals the similarities and differences between these contexts. It investigates how the interaction between cultural values, systems of education, and business environments influences entrepreneurship goals and actions in various contexts. Such studies may uncover best practices, insights, and suggestions for policy that encourage entrepreneurial sustainability across diverse contexts (Berndt, 2020).

Understanding the impact of social values, schools, and industries on entrepreneurial intentions is crucial for the development of effective strategies, policies, and initiatives that promote sustainable entrepreneurship. It enables policymakers, teachers, and professionals to adapt their strategies to particular cultural, instructive, and environmental contexts, thereby fostering the global expansion of sustainable entrepreneurial ventures (Hennink, 2020).

2.13 Literature and research gaps

There is a dearth of comparative studies focusing explicitly on the sustainable entrepreneurship intentions of business students in developed and developing nations, with a particular emphasis on Sweden and Pakistan. There may be a lack of in-depth analysis and comparison of these two contexts in the existing literature, making it difficult to derive meaningful conclusions (Zeb, 2020).

Cultural factors have a substantial impact on entrepreneurial intentions (Zeb, 2020). Generally, developed nations have more comprehensive educational systems that provide a broader range of entrepreneurial skills and knowledge. This incorporates business management, environmental sustainability, and innovation education. In contrast, underdeveloped nations may have limited access to education and lack the knowledge and skills required for sustainable

entrepreneurship (Berndt, 2020). However, the existing literature may not adequately investigate the cultural differences between Sweden and Pakistan and their influence on business students' intentions to engage in sustainable entrepreneurship. This omission hinders a complete comprehension of the topic (Alvarez, 2021). The impact of following factors in also discussed briefly in literature. However it can be studied in detail (Agu, 2021).

2.13.1 Regulatory Environment:

Regulatory frameworks and policies that encourage sustainable entrepreneurship are often well-established in developed nations. They may have more rigid environmental regulations, incentives for renewable energy, and government support for green initiatives. It may be more difficult for enterprises in underdeveloped nations to implement sustainable strategies due to weak regulatory environments, limited enforcement capacity, and inadequate infrastructure for sustainable practices (Volkmann, 2021).

2.13.2 Cultural and Social Factors:

Cultural attitudes and societal perceptions have a substantial impact on entrepreneurship and sustainable practices. In developed nations, there is typically a greater awareness of and demand for sustainable products and services, as well as a consumer base that is receptive to them. In contrast, impoverished nations may have different priorities, and they may view sustainable practices as secondary to more pressing economic needs (Hussain, 2021).

Networks that facilitate collaboration between entrepreneurs, government agencies, academia, and non-profit organizations are typically robust in developed nations. These networks facilitate the exchange of information, mentoring, and access to support services. In contrast, impoverished nations may lack such networks, making it more difficult for entrepreneurs to obtain guidance, mentorship, and funding (Agu, 2021). Despite these disparities, it is essential to acknowledge that sustainable entrepreneurship can still emerge and flourish in developing countries. Sustainable practices can be driven by local resources, community involvement, and innovative solutions tailored to particular contexts. In terms of action knowledge and sustainable entrepreneurship, international collaborations, capacity-building initiatives, and knowledge sharing can also contribute to closing the gap between developing and developed nations (Volkmann, 2021).

2.14 Action Regulation Theory and SEI

Action regulation theory states an individual engagement in continuous efforts in setting goals and then making efforts to achieve them. Independent variables of this research study are action

planning, action knowledge and, environmental factors. These variables are about individual characteristics regarding how to set goals and then make efforts to achieve them (Alvarez, 2021). For instance, to set realistic goals it is required to have plans and then an individual should have knowledge sufficient knowledge and self believe to achieve those objectives. Applying this theory to different individuals from different backgrounds may vary. For developed countries, the plans of individuals are concise as they have access to resources while, in the case of developing nations, they look for alternatives and then select the most feasible option (Haldar, 2019).

2.15 Sequence of Action Regulation theory (SOAR)

Carver and Scheier (1990) developed the Sequence of Action Regulation theory as a psychological framework to explain the process of self-regulation and goal-directed behavior. Individuals engage in a series of actions to regulate their behavior and attain their goals, according to the SOAR theory (Alvarez, 2021). This progression consists of four primary stages:

2.15.1 Goal Setting:

The first step of the SOAR model is to establish specific objectives. Individuals strive to accomplish their goals, which are the desired outcomes or targets they have set for themselves. Individuals identify and establish goals that are significant, difficult, and congruent with their values and aspirations during this phase. Goal setting gives subsequent actions direction and purpose (Caldera, 2019).

2.15.2 Planning

After establishing objectives, the next step is planning. Planning entails the creation of strategies and action plans to direct behavior towards desired objectives. It involves identifying the necessary steps, allocating resources, and establishing deadlines for achieving an objective. Effective planning assists individuals in organizing their efforts and increases the probability of achieving their goals (Liamputtong, 2020).

2.15.3 Execution:

The execution phase involves putting the developed plans into action. Individuals engage in actions and behaviors that are congruent with their objectives. This phase requires diligence, self-discipline, and the capacity to surmount obstacles and distractions. Successful execution requires maintaining concentration, monitoring progress, and adjusting as necessary to remain on course (Alvarez, 2021).

2.15.4 *Goal Evaluation*

Goal Evaluation represents the concluding phase of the SOAR model. Individuals evaluate their progress and determine if they have attained their objectives during this phase. Evaluation involves comparing actual results to the desired results specified in the goal-setting phase (Anjum, 2022). In addition, it involves evaluating the efficacy of the employed strategies and actions, identifying strengths and areas for development, and adjusting future objectives and plans accordingly (DIVITO, 2021).

As individuals continually cycle through these four stages in their pursuit of objectives, the theory emphasizes the dynamic and cyclical nature of self-regulation. It recognizes that self-regulation is a continuous process requiring feedback, reflection, and adaptation. Individuals can improve their self-regulation, goal attainment, and personal development and well-being by comprehending this sequence of action regulation (Hennink, 2020).

2.16 Strength and Weakness Analysis

ART's (Action Regulation Theory) strengths include:

2.16.1 *Comprehensive:*

ART provides a comprehensive framework for comprehending how individuals set and pursue goals and regulate their actions in order to achieve those goals. It includes various psychological processes involved in self-regulation, such as goal formulation, planning, implementation, and evaluation (Anon., 2021).

Individuals can use the theory's strategies and techniques to enhance their ability to self-regulate. It provides guidance on establishing effective objectives, devising action plans, monitoring progress, and adjusting as necessary (Anjum, 2022).

2.16.2 *Research Support:*

ART is supported by a substantial corpus of research in a variety of fields. Numerous studies have demonstrated the validity of the theory's constructs and its ability to explain and predict goal-directed behaviors (Zeb, 2020).

The theory can be applied to a variety of human behavior domains, including academic achievement, health behavior, and personal growth. Its adaptability permits the study of self-regulation processes in various contexts (Haldar, 2019).

Action Regulation Theory (ART) Weaknesses are as follows:

2.16.3 Limited Explanation of Motivation:

ART focuses predominantly on the self-regulation processes involved in goal pursuit, but offers only a limited explanation of the motivation that drives individuals to set and pursue specific goals. It does not elaborate on the factors that influence goal selection or the intrinsic and extrinsic motivations for goal pursuit (Hussain, 2021).

2.16.4 Variations Cultural and Contextual:

ART may not completely account for cultural and contextual differences in self-regulation processes. Different cultures and contexts can have an impact on goal orientations, action planning beliefs, and the efficacy of particular self-regulation strategies. The theory may have limited applicability across diverse respondents and cultural contexts (Volkmann, 2021).

The theory's emphasis on a linear sequence of goal setting, planning, execution, and evaluation may oversimplify the nature of self-regulation's complexity. Human behavior and goal pursuit encompass a multitude of interacting factors, such as emotions, social influences, and external constraints, which are not explicitly addressed by the theory (Anjum, 2022).

2.16.5 Lack of External Factors:

ART focuses predominantly on individual-level processes and may not adequately take into account external factors such as environmental influences, societal norms, and structural constraints. Understanding the larger context in which self-regulation occurs is made more difficult by the theory's relative disregard for these external factors (Liamputtong, 2020).

While Action Regulation Theory provides a useful framework for comprehending self-regulation and goal-directed behavior, its limitations in explaining motivational factors, accounting for cultural differences, addressing complex interactions, and considering external influences must be acknowledged. Future research should strive to integrate these elements to improve the explanatory and predictive power of the theory (Caldera, 2019).

2.16.6 Reason for choosing

The Action Regulation Theory (ART) is a useful framework for understanding and analyzing the processes involved in goal-directed behavior, and it has been incorporated into this study on sustainable entrepreneurship intention among business students. The study can analyses the complex mechanisms of self-regulation and how business students manage their actions and behaviors to accomplish their sustainability-related goals by implementing ART (Liamputtong, 2020).
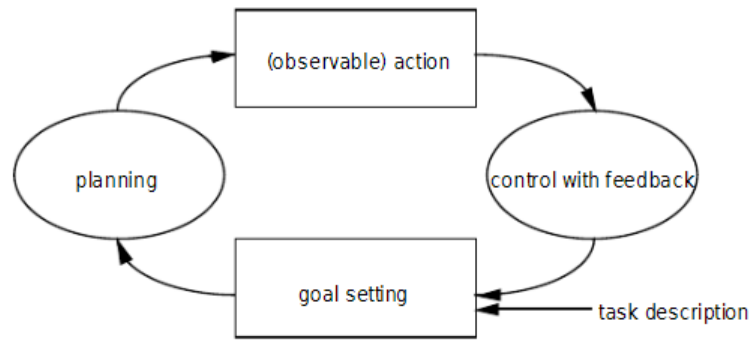
Figure 4 ART theory implementation model (Alvarez, 2021)

The focus placed by ART on creating goals, planning, carrying them out, and evaluating them fits particularly well with the framework of sustainable enterprise. Researchers who use ART can learn more about how business students develop difficult objectives that are consistent with their beliefs and ambitions in the area of sustainable entrepreneurship. The theory permits a thorough investigation of how these objectives are turned into action plans, directing people's behavior in the direction of sustainable entrepreneurship (Berndt, 2020).

Additionally, ART enables an investigation of the self-regulation techniques used by business students to uphold their dedication to sustainable entrepreneurship. It provides a lens through which researchers may look at how students exercise self-control, keep track of their development, and make required modifications to get around setbacks and distractions. In order to encourage students of business to pursue sustainable entrepreneurship, it is essential to comprehend these self-regulation mechanisms (Caldera, 2019).

The research may also learn about the many elements that affect the purpose of sustainable business by applying ART. The theory's elements, such as action knowledge and action planning, can help us understand how students' intents to engage in sustainable entrepreneurship are influenced by their knowledge of sustainable business practices and confidence in their own skills. Furthermore, ART's emphasis on goal evaluation enables researchers to examine how business students evaluate their progress, pinpoint their strong points and areas for development, and modify their plans and objectives as necessary (Liamputtong, 2020).

Practically speaking, using ART in the research enables the discovery of efficient self-regulatory tactics that can boost students' intentions for sustainable entrepreneurship. The study

can help educational institutions and policymakers who want to encourage sustainable entrepreneurship and develop the essential self-regulation abilities among business students by analyzing the methods and tactics suggested by ART (Berndt, 2020).

2.17 Summary of literature Review

The present literature review centres on the importance of sustainable business in facilitating economic growth, fostering social development, and promoting environmental well-being. This paper highlights the role of entrepreneurs in advancing the United Nations Sustainable Development Goals (SDGs) through the incorporation of sustainability principles into their company operations. Sustainable entrepreneurship has various benefits to both organisations and society as a whole. These advantages encompass enhanced reputation, financial savings derived from resource efficiency, and the flexibility to adapt to evolving customer preferences and legal obligations.

The review highlights the significance of sustainable business in promoting a resilient and environmentally conscious economy. Sustainable entrepreneurship can facilitate the establishment of sustainable supply chains and a decrease in glasshouse gas emissions through the advocacy of responsible resource utilisation, the adoption of eco-friendly technologies, and the fostering of collaboration among diverse stakeholders, encompassing governments, businesses, non-profit organisations, and communities.

Additionally, the analysis delineates a range of characteristics that exert an influence on entrepreneurial goals with regards to sustainability. The aforementioned aspects encompass personal characteristics, past encounters, educational background, social connections, and the economic and cultural context. This study examines many models and theoretical frameworks, including the Theory of Planned Behaviour, the Entrepreneurial Event Model, and the Social Cognitive Theory, to enhance our comprehension and forecasting of entrepreneurial intents.

The Entrepreneurial Intention Model (EIM) is a comprehensive framework that aims to integrate personal qualities, social influences, and environmental factors in order to explain the

genesis of entrepreneurial intents. The significance of action planning is emphasised as a critical stage in converting intentions into tangible actions, enabling entrepreneurs to effectively manage obstacles and achieve their entrepreneurial ideas.

The significance of action knowledge is particularly pronounced in the context of underdeveloped nations, where there may be restricted access to actionable knowledge pertaining to sustainability and entrepreneurship. In contexts characterised by limited access to educational resources and training programmes, the possession of action knowledge emerges as a vital asset for individuals striving to become sustainable businesses. Gaining information on the incorporation of sustainability principles into corporate operations not only empowers individuals to make well-informed decisions, but also provides them with the necessary resources to effectively tackle environmental and social concerns (Hussain, 2021).

In summary, the literature study provides evidence that sustainable entrepreneurship has considerable potential in promoting economic growth, social progress, and environmental welfare. This statement highlights the significance of the elements that impact entrepreneurial aspirations, the applicability of different theoretical frameworks, and the role of action planning and action knowledge in achieving sustainable business objectives. By incorporating these principles, entrepreneurs have the ability to not only make great contributions to society and the environment, but also establish innovative and prosperous firms that flourish in an evolving global landscape.

Chapter 3.   Methodology

The following section discusses fundamental research philosophy, which can be summarized as relativism combined with a constructionist methodology. After that, it explains why chose an exploratory single-case study coupled with grounded analysis as our research design and methodology of choice. In addition to that, it goes over the methodology behind data analysis and participent selection. In the end, it discusses the methods that I used to guarantee the ethical conduct and data quality.

3.1   Theoretical Framework

The Action Regulation Theory (ART) provides a thorough and informative framework for comprehending the underlying mechanisms and dynamic forces at work in the study of sustainable entrepreneurial intention among business students. The study can concentrate on the complex dynamics of goal-directed behavior and self-regulation within the context of sustainable business by introducing ART into the research (Volkmann, 2021).

Understanding goal-directed behavior among business students in connection to sustainable entrepreneurial intention is one of the main study goals. For studying the sequential phases of goal formulation, planning, implementation, and assessment, ART provides a solid conceptual framework. The study can examine how business students develop demanding yet relevant sustainability-related goals and how these goals direct their actions and behaviors towards sustainable entrepreneurship by implementing ART (Caldera, 2019).

Investigating the self-regulation techniques used by business students to uphold their commitment to sustainable entrepreneurship is another important study goal. ART emphasizes the value of self-control actions in reaching objectives. The research can explore how students use self-discipline, self-monitoring, and self-adjustment to get through challenges and distractions by utilizing ART. To encourage students of business to pursue sustainable entrepreneurship, it is essential to comprehend these self-regulation mechanisms (Zeb, 2020).

Additionally, ART offers a useful framework for determining the elements that affect a person's intention to engage in sustainable entrepreneurship. The study can examine how these aspects interact and affect business students' intention to engage in sustainable entrepreneurship by taking into account elements including action planning, action knowledge, action planning, and goal appraisal. ART enables a thorough examination of the roles that action-related

information, assumptions, and assessments play in the emergence and growth of sustainable entrepreneurial intentions (Liamputtong, 2020).

For educational institutions, decision-makers, and entrepreneurship programmers looking to encourage sustainable entrepreneurship, adding ART into the research has practical ramifications. The study might provide useful insights for encouraging sustained entrepreneurial intention among business students by finding efficient self-regulatory tools and approaches suggested by ART (Alvarez, 2021). This can influence how educational interventions and support systems are created to improve self-regulation abilities and encourage long-term entrepreneurial behaviors. As a result, the Action Regulation Theory, when combined with the research goals, offers a strong and thorough framework for comprehending sustainable entrepreneurial intention among business students. By using ART, researchers may examine goal-directed behavior, self-regulation mechanisms, and the influences on intention (Anjum, 2022).

3.2 Research Philosophy

A researcher's approach to conducting research is guided by their research philosophy, which is comprised of the researcher's core beliefs, assumptions, and guiding principles. It serves as the basis for the design of the research, the methodology, the data collecting, the analysis, and the interpretation. The researcher's research philosophy defines their view on knowledge, truth, and the nature of reality. This perspective, in turn, influences the researcher's choice of research methodologies and the way they make meaning of the findings of the research.

Positivism, interpretivism, constructivism, and pragmatism are some of the other research ideologies or paradigms that researchers could subscribe to. Pragmatism is yet another option. Each of the several philosophies of research has a unique set of underlying assumptions as well as ramifications for the way in which research is carried out.

In this research I have employed Interpretivism, alternatively referred to as constructivism, is a study philosophy that places significant emphasis on understanding and deciphering human conduct, acts, and social phenomena within their own historical, cultural, and contextual frameworks. It presents a contrasting perspective to positivism, which prioritizes the goal of observation and quantification of data. Interpretivism acknowledges the inherent capacity of individuals and collectives to assign significance to their lived encounters, with such attributions being influenced by their unique viewpoints, convictions, principles, and cultural contexts. (Alvarez, 2021).

3.3   Research Framework

The research framework seeks to provide a comprehensive comprehension of the factors influencing business students' intention to engage in sustainable entrepreneurship. By adhering to ART and employing qualitative methods, this study aims to identify the motivations, barriers, benefits, self-perceived abilities, and contextual factors that influence sustainable entrepreneurship intention. The findings will contribute to the existing body of knowledge and inform interventions and strategies to promote sustainable entrepreneurship among business students (Alvarez, 2021).
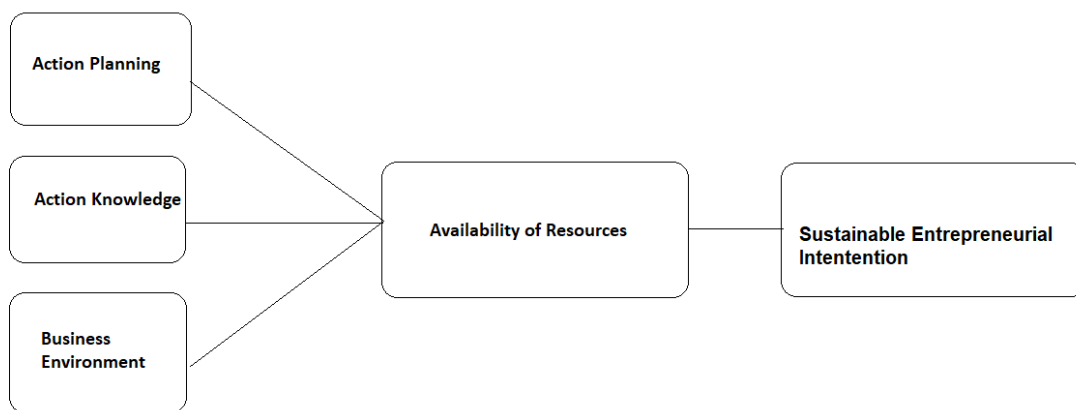
Figure 5 Research Frame Work (Agu, 2021)

Action Knowledge and Action Planning: Action Planning entails goal-setting, task-outlining, and the development of a road map for accomplishing sustainable entrepreneurial goals. Action Knowledge is the comprehension and use of information about ethical business operations. In this study, action planning and action knowledge are key factors in determining business students' aspirations toward sustainable entrepreneurship in the country of Sweden and Pakistan. Students can match their intents with environmentally and socially responsible initiatives by incorporating sustainable practices into their action plans and using their understanding of sustainable entrepreneurship (Agu, 2021).

Business Environment: The elements of the external environment that have an impact on a given context's entrepreneurial operations are referred to as the business environment. Market factors, legislative frameworks, resource accessibility, social mores, and institutional supports for sustainable entrepreneurship are all included. The corporate environment significantly influences how business students want to engage in sustainable entrepreneurship, according to

a comparison study between Sweden and Pakistan. Business students' aspirations to pursue sustainable initiatives may be affected by differences in the business environments of the two nations, such as disparities in the extent of government backing, the accessibility of resources, and cultural attitudes toward entrepreneurship (Volkmann, 2021).

Impact on the Business Context: The performance and results of sustainable entrepreneurial enterprises in Sweden and Pakistan are influenced by a variety of factors, including action planning, action knowledge, and the business environment. Improved sustainability results, a competitive edge, and long-term success in the business environment can result from the efficient integration of Action Planning, Action Knowledge, and a supporting Business Environment. The study can investigate how these factors affect the sustainable entrepreneurship intentions and outcomes of business students in Sweden and Pakistan by taking into account the distinctive features of each country's business context, including market dynamics, legal frameworks, and cultural values (Caldera, 2019).

Sustainable entrepreneurship is the activity of establishing, running, and expanding firms that adhere to ethical standards in terms of both the environment and society. In order to understand how these factors collectively affect the intentions of business students in Sweden and Pakistan to engage in sustainable entrepreneurial activities, the relationship between Action Planning, Action Knowledge, the Business Environment, and Sustainable Entrepreneurship is explored in the research topic. The study intends to shed light on the characteristics that affect business students' intentions to pursue sustainable business ventures in both developed and developing nation contexts by studying the impact of these variables on those intentions (Haldar, 2019).

A thorough understanding of the variables that influence sustainable entrepreneurship intentions and outcomes in these particular contexts is provided by the relationship between the Action Planning, Action Knowledge, the Business Environment, and Sustainable Entrepreneurship in the research topic of sustainable entrepreneurship intentions among business students in Sweden and Pakistan. For policymakers, educators, and practitioners building successful strategies and interventions to stimulate sustainable entrepreneurship among business students in both developed and developing nations, the interaction of these variables can provide insightful information (Berndt, 2020).

3.4 Research Approach

Research designs play a crucial role in structuring the research endeavour and determining the scope and methodology of the study. By utilizing these methods, the researcher is able to strategically devise a plan for the collection and analysis of data in order to effectively address the research inquiry. The study design provides a full overview of all facets pertaining to the research, encompassing the methodology employed for data collecting as well as the strategies employed for analysis. The selection of study designs can be influenced by various factors, one of which is the underlying philosophical perspective adopted by the researcher. Our research is firmly rooted in a social constructionist epistemology, as informed by our philosophical beliefs. Furthermore, our research methodology is characterized by a qualitative and exploratory orientation. The research methodology employed in our study is the grounded theory technique. This would have additionally facilitated the acquisition of a more profound understanding of the narratives and viewpoints of the students. Furthermore, the development of theory is facilitated by the comprehensive understanding acquired via the examination of the researched phenomena and its associated settings, aligning with our objective. Therefore, this will facilitate the acquisition of a comprehensive comprehension of the entrepreneurial intentions of business students. A comprehensive comprehension can be achieved through conducting interviews with multiple individuals, incorporating inquiries that delve into retrospective narratives of events from the participants' viewpoints.

However, the qualitative research methodology was selected for this study due to its capacity to provide in-depth insights and comprehension of business students' intentions regarding sustainable entrepreneurship. The research seeks to convey the complexity and richness of participants' experiences, perspectives, and attitudes regarding sustainable entrepreneurship by employing qualitative methods (Anjum, 2022).

Interpretivism is a research philosophy that is particularly suitable for qualitative research, as it centers on the comprehension of the subjective meanings and interpretations that individuals ascribe to their experiences and interactions. This methodology explores the distinct viewpoints of individuals within the framework of their cultural and social environments (Anand, 2021).

The fundamental tenets of interpretive research encompass the recognition of subjective realities, the exploration of depth and context, the maintenance of openness to exploration, the utilization of qualitative data collection methods such as interviews and observation, the provision of detailed descriptions of experiences, the employment of inductive analysis, the

practice of reflexivity, the pursuit of rich insights, the acknowledgment of the social construction of reality, and the emphasis on the significance of narratives.

One of the primary advantages of qualitative research is the extent and variety of data that can be collected. By asking participants open-ended questions and conducting in-depth interviews, researchers can delve into the nuances of their thoughts and experiences. This method permits a comprehensive investigation of the factors that influence the intention to engage in sustainable entrepreneurship, going beyond simple numerical measurements and facilitating a more holistic understanding. Understanding the context is another important consideration when selecting qualitative research methods (Volkmann, 2021). Various social, cultural, and contextual factors have an effect on the entrepreneurial intention. Qualitative methods provide the opportunity to investigate these factors and comprehend how they influence the intentions of individuals within their particular contexts. By examining the meanings and interpretations participants ascribe to their experiences, the research can reveal the underlying dynamics that drive sustainable entrepreneurship intention (Anjum, 2022).

In this study, the versatility and adaptability of qualitative research are also beneficial. The iterative nature of qualitative methods permits researchers to refine research questions, alter the process of data collection, and investigate emergent themes and insights. This adaptability ensures that the research remains responsive to the evolving dynamics of the research topic and permits a more thorough investigation of sustainable entrepreneurship intent (Berndt, 2020).

By emphasizing participant perspectives, qualitative research provides business students' experiences and perspectives a voice. The participants' ability to freely articulate themselves in response to open-ended inquiries provides unique insights into their motivations, barriers, and self-perceived abilities in relation to sustainable entrepreneurship. This participant-centered methodology increases the validity and veracity of the research findings, ensuring that they authentically reflect the experiences and perspectives of those being studied (Hussain, 2021). The contextualization and transferability of findings are facilitated by qualitative research. Through qualitative methods, researchers are able to interpret and contextualize findings within specific settings and social contexts due to a deeper understanding. This contextualization increases the applicability of the research findings to analogous contexts, contributing to a broader understanding of business students' intention to engage in sustainable entrepreneurship (Hennink, 2020).

3.5 Sampling Strategy:

Given the objective of our research, we possessed a clear understanding of the specific sampling requirements necessary to go deeper into the examination of sustainable entrepreneurship aim across developed and developing nations. Purposive sampling is characterized by the establishment of explicit inclusion criteria, ensuring that only units that satisfy these requirements are taken into account in the study. Therefore, the sample approach employed can be classified as non-probability sampling. For the purposes of this study, the participants were business students attending a variety of universities who had previously shown an interest in taking courses related to entrepreneurship or sustainability. It is possible that the interviewees were selected based on their experiences related to entrepreneurship (Caldera, 2019). The method of purposive sampling was used to make certain that a wide variety of viewpoints and experiences were taken into consideration The sample technique employed in this study is distinguished by the utilization of preset inclusion criteria. Respondents are chosen based on their expressed interest in enrolling in entrepreneurship courses and their fulfillment of the established inclusion criteria. Consequently, subsequent to the completion of the interviews, we proceeded to inquire with the respondents regarding potential additional individuals who could provide valuable insights on the subject matter. The technique of purposeful selction of respondents is guided by the researcher's aim and objectives of the study. The researcher establishes explicit criteria that must be met by potential volunteers to be eligible for inclusion in the study. The aforementioned criteria may pertain to skill, information, qualities, or experiences that are directly pertinent to the research subject matter (Agu, 2021).

3.6 Data Collection:

The students who took part in the study were interviewed in a semi-structured fashion so that data could be gathered from their perspectives. The participants were given the opportunity to openly discuss their opinions, experiences, and beliefs thanks to the open-ended format of the interviews. The interview questions were prepared with great care in order to encourage participants to give replies that were both thorough and introspective. The questions investigated a variety of topics pertaining to sustainable entrepreneurship, including self-reported capabilities, perceived rewards, perceived hurdles, and incentives to engage in such endeavors (Hussain, 2021).

When conducting qualitative research, it is common to differentiate between primary data, which refers to newly gathered information, and secondary data, which pertains to pre-existing material that is readily accessible. Qualitative data encompasses a diverse range of formats, including but not limited to interview transcripts and newspaper articles. In order to address our research inquiries in the most effective manner, a deliberate decision was made to exclusively gather primary data. Regarding primary data, we conducted interviews with business students from Sweden and Pakistan who had previously demonstrated an inclination towards entrepreneurial activities. Subsequently, this data was analysed within the framework of Action Regulation Theory, in relation to the research issue. In order to facilitate the expression of diverse viewpoints among employees, we conducted semi-structured interviews (Al-Jumaili, 2023). These entities are distinguished by predetermined topics and inquiries that are to be addressed. Nevertheless, they also offer adaptability in relation to the sequencing of inquiries or the incorporation of additional subjects. Consequently, the inclusion of these responses facilitated the acquisition of a thorough comprehension of the viewpoints held by the participants, so reinforcing the exploratory aspect of our research. During the interview process, our primary approach involved employing open-ended and expansive inquiries. This method allowed us to acquire comprehensive insights and delve into the participants' experiences, thoughts, and emotions on a profound level. The inclusion of such inquiries demonstrates the investigative character of our study.

Table 1 Demographics Data (Anjum, 2022)

Empirical Data	
Characteristics	**Survey**
Target respondents	Business students from Pakistan and Sweden
Geographical and temporal area	Pakistan and Sweden
Project timeline	January 2023- August 2023
Participants/Respondents	Undergraduate degree and master's degree students

3.7.   Interview Structure:

The duration of each interview ranged from 50 minutes to 56 minutes. We began by making audio recordings of the interviews, and then transcribed them so that I could more easily evaluate the data. Because the interviews were only semi-structured and the interviewers were asked open-ended questions, the participants were able to provide in-depth explanations of their ideas, feelings, and behaviors. However, it improvised some of the questions in order to react to the answers that our interviewees provided and to be able to enhance our knowledge about topics that seemed interesting to us in the respective situation.

When the interview was started, the first thing I did was ask the person being interviewed for permission and then go over all of the general data protection law (GDPR) rules that were pertinent. As a result, I started by inquiring about the entrepreneur, the company, and the target market in general in order to acquire a better understanding of the situation. These questions were also important to verify whether or not the Students fits within the parameters of the research.

3.8.   Data Analysis

The information that was gathered was put through a thematic analysis before it was analyzed. The interviews were transcribed word-for-word, and the resulting transcripts were then categorized to discover themes, patterns, and categories that came up repeatedly. In the beginning, open coding was utilized to produce initial codes, and then axial coding was carried out in order to investigate the linkages and connections existing between the codes (Caldera, 2019). In the end, selective coding was done in order to determine the overarching themes and underlying themes that surfaced from the data. The method of analysis was iterative, with ongoing comparison and refining of the coding scheme throughout the process (Zeb, 2020).

3.9.   Ethical Considerations

As stated by the Waqar (2023), researchers have the capacity to cause harm to their study subjects if they disregard key ethical rules. The list of ethical standards for business studies often utilized in academic discourse is the compilation presented by Bell and Bryman (2007), whereby they have synthesized a comprehensive set of ten principles. The measures implemented to adhere to these principles are detailed in the next section.

The initial six principles directly pertain to the welfare and concerns of the individuals involved in the research. According to Bell and Bryman (2007), three key considerations are implemented in order to safeguard the well-being of participants, assure their full awareness of pertinent details, and maintain the confidentiality of their data. In order to adhere to these standards, a consent form was established (as presented in the Appendix 3) that encompasses pertinent details pertaining to our thesis undertaking, the rationale behind the participant's engagement, and the overall attributes of the interview process. Additionally, it is imperative to establish comprehensive protocols regarding the preservation and subsequent deletion of confidential material upon the culmination of the thesis. Additionally, the questionnaire explicitly indicated that participation is optional, respondents' responses will be kept confidential, and they possess the prerogative to refrain from answering any questions they choose not to respond to. The document also provided a comprehensive outline of the rights that research participants possess with regards to their personal data. The participants were provided with the form well in advance of the interviews, allowing them ample time to review it thoroughly and contact us with any inquiries.

The last three principles of research aim to uphold the dignity of research participants and safeguard their privacy and confidentiality (Bell and Bryman, 2007). In order to fulfill these objectives, the pre-interview contact was conducted in a way characterized by openness and respect towards all parties involved. During the interview sessions, my objective is to establish a conducive environment by highlighting factors such as confidentiality, safeguarding of data, and the secure erasure of data. Subsequently, a series of open-ended inquiries were posed, with careful consideration given to avoiding any phrasing that could potentially bias or sway the respondents' answers. During the process of data analysis, I employed a random assignment technique to provide pseudonyms to the participants. Additionally, I took measures to exclude any identifiable information that could potentially be used to trace their identities, so ensuring the preservation of anonymity. In this manner, I took measures to safeguard the well-being of all participants by encouraging them to express their genuine viewpoints without fear of negative consequences (Waqar, 2023).

The final four principles outlined by Bell and Bryman (2007) aim to safeguard the research community as a whole. These principles include the avoidance of deception or misleading reporting, as well as the promotion of transparent communication. I ensured their satisfaction by effectively communicating transparent and precise details pertaining to the objectives of our research to the participants prior to the commencement of data collection. Finally, in order to

mitigate any misconceptions, we implemented a process known as member checking. In addition, I independently conducted the coding of my data and thereafter convened to engage in a comprehensive discussion regarding my results and deliberate on the subsequent actions to be taken. In order to safeguard the well-being of both the individuals participating in our research and the broader research community, I took measures to adhere to the ethical norms outlined by Bell and Bryman (2007) during the duration of our research endeavor.

3.10.   Quality of Research:

A The thesis incorporates the utilisation of Guba's (1981) criteria for research quality in order to establish the rigour and validity of a qualitative investigation. There are four key characteristics that need to be considered, including credibility, transferability, reliability, and confirmability.

Emphasis is on credibility in evaluating the accuracy of study findings. The research utilized triangulation as a methodological approach, incorporating a range of data gathering techniques and data sources to enable cross-validation from several perspectives. The methodology employed in this study encompassed preliminary pilot interviews to assess the effectiveness of the interview guides, interviews that were informed by existing literature and research inquiries, and supplementary components such as creative thinking and mind maps. To enhance the credibility of the study, member checking was employed as a methodological approach. This involved the transmission of transcribed interviews to the participants, allowing them to review and verify the accuracy of the information provided (Al-Jumaili, 2023).

Transferability refers to the extent to which the findings of a study can be applied to different contexts. The inherent subjectivity of qualitative research poses challenges in terms of generalizability. However, the utilisation of purposive sampling facilitated the collection of a diverse range of opinions from many departments. The utilisation of "thick" descriptions facilitated the potential for future comparisons with alternative contexts.

Dependability pertains to the attributes of data consistency and stability. To ensure methodological rigour, the study included a variety of data gathering techniques, including thought experiments and mind mapping, in order to comprehensively capture the experiences of employees. Comprehensive explanations of the research methodologies were furnished to ensure transparency and facilitate the possibility of replication.

Confirmability is a principle that seeks to establish objectivity and neutrality. The utilisation of data triangulation served to augment the objectivity of the study. To address potential biases stemming from their distinct positions (insider/outsider), both researchers independently coded the data. During the interview process, strategies such as "laddering up" and "laddering down" were employed to mitigate potential misinterpretations. The utilisation of open-ended questions was implemented in order to facilitate the expression of participants' genuine perspectives and to prevent any potential bias in their responses. (Caldera, 2019).

4. Data Analysis

This chapter will provide an overview of the findings obtained from the inductive investigation. In addition, it conducts an analysis of these facts to provide answers to the study questions I posed. The findings are represented visually in figure 8. In light of this, first-order codes that are quite close to the initial data are outlined, along with a few quotations serving as examples. Several first-order codes are combined to form second-order themes that have a higher level of abstraction. These second-order themes are combined into aggregated dimensions, which are then used to construct our theorem.

4.7. Findings

The interpretive approach described in this study involves the application of a Gioia analysis methodology, as proposed by Gioia and Chittipeddi (1991), in order to develop initial responses. The succeeding phase of interviews is deliberately focused on subjects that gradually explore concepts and potential connections that have emerged from previous interviews, employing a methodology similar to "theoretical sampling by Glaser and Strauss's (1967) " . This signifies the commencement of a second-level examination, wherein attention is directed on the possibility of forming patterns to provide theoretical frameworks that can clarify and understand the observed occurrences. Particular attention is given to emergent concepts that exhibit novelty, either by lacking extensive theoretical counterparts in current literature or by demonstrating strong resonance as existing notions that are highly applicable to a new setting.

Table 2 Gioia table depicting example quotes (FISCHER, 2020)

Example Quotes	Concepts	Aggregated Dimension
Access to networks and collaborations is one example. The availability of entrepreneurial networks, partnerships with sustainability-focused organizations, and collaborations with industry experts can provide students with valuable guidance, mentorship, and knowledge exchange opportunities, fostering their entrepreneurial tendencies and enhancing the impact of sustainable variables.	Impact of other elements	**Impact of the Business Environment**
I think the educational system is one of the key distinctions between business students in Sweden and Pakistan. The incorporation of sustainability into business courses is given more importance in Sweden, exposing students to a broad variety of practical information regarding sustainable entrepreneurship. But as there are relatively few sustainability-related issues covered in our business curricula in Pakistan	Impact of Educational	
The availability of resources and support systems substantially strengthens the connection between action planning, action knowledge, and entrepreneurial intentions. Students in business have access to numerous resources, such as funding opportunities, mentorship programs, and specialized networks, which facilitate the implementation of sustainable business concepts.	Availability of Resources	**Action knowledge**
Individual traits such as a propensity for risk-taking and self-assurance, along with action planning, action knowledge, and the business environment, influence business students' intentions regarding sustainable entrepreneurship. Those with a propensity for risk-taking demonstrate a willingness to investigate innovative, sustainable business ideas, while self-confidence enables them to overcome obstacles and setbacks. Knowledge and action planning provides them with the tools essential to incorporate sustainability into their business endeavors.	Incorporation of Sustainability	
I would say that my level of action planning in the context of sustainable entrepreneurship is modest, speaking from my experience as a business student in Pakistan. Even though I am aware of how crucial action planning is for putting sustainable practices into practice, I am still learning efficient planning strategies that are tailored to sustainable entrepreneurship. I actively look for direction and resources to improve my action-planning abilities and make sure that my upcoming entrepreneurial endeavors meaningfully incorporate sustainability.	Efficient Planning Strategies	**Action planning**
This fosters an environment where business students can formulate objectives for ethical entrepreneurship. On the other hand, Pakistan's corporate environment may create greater difficulties due to its poor infrastructure, regulatory frameworks, and cultural norms, despite the country's growing interest and understanding of sustainability. These elements may have an impact on business students' aspirations for sustainable entrepreneurship and may call for them to adopt more creative and flexible strategies.	Aspirations for Sustainable entrepreneurship	
The goals and objectives of sustainable entrepreneurship among business students are significantly influenced by the business environments in Pakistan and Sweden. A strong commitment to sustainable growth and a focus on generating long-term value for both firms and society characterize the business climate in Sweden. This inspires students of business to develop goals for sustainable entrepreneurship that put environmental preservation, social responsibility, and financial viability first. While sustainability is becoming more popular in Pakistan.	Development of Goals	

The above Gioia table compiles participant quotations that address topics pertinent to the discussion of environmentally responsible business practices. Each quotation has been given a corresponding code in order to classify it according to particular themes or ideas associated with sustainable entrepreneurship. Some examples of these themes and ideas include social effect, resource constraints, and environmental responsibility as shown in the figure below. The below figure enables to organize and examine the qualitative data in a structured and methodical manner, which makes it easier to identify recurring themes and patterns within the quotes in the context of current research.

Action Planning's Influence
Strategies for action planning
Goal formulation and objective alignment
Implementation strategies for sustainable entrepreneurship

Action Knowledge's Impact
Knowledge Acquisition in Sustainable Entrepreneurship
Education and instruction in sustainable business practices constitutes

Impact of the Business Environment
Cultural values and societal norms
Ecosystem and infrastructure support
Funding and financial resource availability

Figure 6 Thematic Tale from Gioia

4.7.1. Sweden Student's Interviews

Interview structure of Swedish students:

Table 3: Interview of Swedish Students (Hennink, 2020)

Interview#	Time	Students Major
1	55 min	Business Student
2	53 min	Business Student
3	51 min	Business Student
4	55 min	Business Student
5	50 min	Business Student

4.7.2. Transcription Analysis:

Some of the interview answers are analyzed below. In italics there are quotes from Swedish students which are further analyzed.

Swedish business students design sustainable entrepreneurship actions well. Sweden's business education and environment promote sustainable action planning. Students learn to create sustainable action plans through case studies, workshops, and group projects. Swedish business students have access to sustained business networks and research institutions, which boosts their action planning

(Participant 1, Sweden).

According to the findings of the research, Swedish business students are more inclined to have a greater level of action planning than their Pakistani counterparts. This is in contrast to the situation in Pakistan, where business students were more likely to have a lower degree of action planning. This might be attributed to Sweden's hospitable business environment, which places an emphasis on sustainability and makes tools, mentoring, and specialised education in sustainable entrepreneurship available. On the other hand, Pakistani students may be subject to constraints regarding the resources and structured educational programmes available to them. As a result, they may be forced to place a greater emphasis on self-directed learning and informal networks for the purpose of action planning.

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Sustainable entrepreneurship is more structured for Swedish business students. Swedish universities provide sustainable business programs that teach theory and practice. Swedish students can also learn about sustainable business through research centers, industrial alliances, and mentorship programs. Swedish business students develop sustainable entrepreneurship through self-directed learning and informal networks. Swedish students actively seek online resources, networking opportunities, and collaborations with local NGOs or entrepreneurs to improve their understanding and action knowledge of sustainable entrepreneurship due to resource constraints and a lack of formal educational programs.

*(*Participant 2, *Sweden*)

The analysis underlines the organized options that are accessible to Swedish business students, including specialised courses, research centers, and industrial collaborations. These opportunities are discussed in relation to the acquisition and development of action knowledge. These several paths will teach you everything you need to know about eco-friendly business practices while also giving you hands-on experience. Students in Pakistan, on the other hand, must contend with a scarcity of resources and a lack of formal education in environmentally responsible business practices. This forces them to look for alternate sources of information, such as online platforms and partnerships with non-governmental organizations. This demonstrates that Pakistan's resources and programs for formally structured education need to undergo additional expansion.

Sweden's business climate substantially influences Swedish business students' sustainable entrepreneurship objectives. Sweden's ecosystem supports sustainability, CSR, and ethical business practices. This inspires Swedish students to pursue ambitious sustainable entrepreneurial goals like creating eco-friendly products and services, applying sustainable supply chain processes, and improving society. Funding, government initiatives, and mentorship programs help them create goals.

*(*Participant *3, Sweden)*

The comparison of the business environments in Pakistan and Sweden reveals that the supportive ecosystem in Sweden has a favorable influence on the goals of Swedish business students for sustainable entrepreneurship. This conclusion is drawn from the analysis of the business ecosystems in both countries. The importance placed on long-term viability, the accessibility of funding, and the existence of mentoring programmes all contribute to their lofty objectives. There is a possibility that in Pakistan, business students' ambitions will be

influenced by the changing business climate as well as the growing knowledge of the need of sustainability; nevertheless, resource restrictions and infrastructure limitations may necessitate that these students adjust their goals to the local realities.

it is crucial to plan for the future. Focusing solely on current profits can result in poor decisions and poor outcomes; therefore, action planning is essential.

*(*Participant *4, Sweden)*

Based on the findings of the study, it appears that the business climate in Sweden is congruent with the goals and aspirations of sustainable entrepreneurship among Swedish business students. Students are encouraged to incorporate environmentally responsible practices into their business models as a result of the emphasis placed on sustainability and corporate social responsibility. Students of business in Pakistan may find themselves in a position where they need to weigh their sustainability aspirations against the reality of the economy and the demands of society as the business environment in Pakistan continues to change. This illustrates how important it is to adjust the goals of sustainable entrepreneurship to the specific circumstances of each location.

"Action planning and action knowledge are essential components for forming entrepreneurial intentions that are sustainable"

*(*Participant *5, Sweden)*

According to the findings of the study, the action planning, action knowledge, and goals for sustainable entrepreneurship are all highly influenced by the availability of resources and support structures. Business students in Sweden are able to engage in complete action planning, gain specialised action knowledge, and match their intentions with sustainability goals because of the well-developed tools and support systems in Sweden. Students in Pakistan are resourceful in their pursuit of alternate routes for obtaining action knowledge. Although the resources and support mechanisms in Pakistan are relatively limited, the goals for sustainable entrepreneurship remain strong.

4.7.3. Pakistani Students Interviews

Interview structure of five Pakistani students:

Table 4: Interview of Pakistani Students (Zeb, 2020)

Interview #	Time	Students Major
1	52 min	Business Student
2	55 min	Business Student
3	54 min	Business Student
4	56 min	Business Student
5	50 min	Business Student

4.7.4. Transcription Analysis

Some of the interview answers are analyzed below. In italics there are quotes from Pakistani students which are further analyzed.

Pakistani business students like me plan moderately. I know action planning is important, but I'm working on a sustainable business strategy. I actively seek new information and guidance to organize my actions and ensure my entrepreneurial efforts advance sustainability goals.

(Participant 1)

In the context of sustainable entrepreneurship, there are a number of differences and similarities between business students in Sweden and Pakistan regarding their understanding of action planning, acquisition and development of action knowledge, goals for sustainable entrepreneurship, availability of resources and support systems, impact of cultural values and societal norms, and influence of individual traits. These distinctions and similarities can be categorized into four groups: level of action planning; acquisition, development of action knowledge; and goals for sustainable entrepreneurship (Anjum, 2022).

I think educational institutions, access to specialized resources, and cultural factors explain why business students in Pakistan acquire and develop action knowledge regarding sustainable entrepreneurship differently. These differences emphasize the importance of considering our work settings

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It is possible that Pakistani business students have a lower level of sustainable entrepreneurship action planning. This is primarily due to the fact that knowledge about sustainability and resources devoted to it are scarce in Pakistan, resulting in less exposure to action planning strategies and techniques (Berndt, 2020).

I think Pakistan's business environments impact business students' sustainable entrepreneurship goals. Business students set ambitious sustainable entrepreneurship goals knowing they have the means and infrastructure to succeed. Pakistan's infrastructure and support systems may still be developing despite growing awareness of sustainability. Business students may need to adjust their ambitions due to local business climate challenges. Pakistani business students want to promote sustainable entrepreneurship in their countries.

(Participant 3, Pakistan)

Developing and Acquiring Action Knowledge Business students in Sweden have improved access to specialized education, courses, and mentorship programs that equip them with the action-oriented knowledge required for sustainable entrepreneurship. This aids in the acquisition and development of action knowledge. This allows them to comprehend and implement environmentally responsible business practices in their operations (Agu, 2021).

Pakistan and Sweden's business environments influence business students' sustainable entrepreneurship aims. Businesses in Pakistan face challenges include a lack of infrastructure, rigid rules, and cultural norms, despite growing awareness and interest in sustainability. These factors may affect business students' sustainable entrepreneurship ambitions, requiring them to adapt to the local business climate while still aiming to help.

(Participant 4, Pakistan)

The business climate in Sweden promotes sustainability and corporate social responsibility, which influences the sustainable entrepreneurship aspirations of Swedish business students. They are more likely to prioritize sustainable business practices, the reduction of their environmental impact, and the enhancement of social welfare (Berndt, 2020). While there is a growing awareness of the significance of sustainability in Pakistan, the country's business environment may prioritize economic development over sustainability. As a result, Pakistani

business students may modify their vision for sustainable entrepreneurship to emphasize social inclusion and the resolution of societal issues (Caldera, 2019).

Resources and support systems affect action planning, action knowledge, and sustainable entrepreneurship goals in Pakistan. Despite Pakistan's limited resources, students use academic programs, mentorship opportunities, and entrepreneurial communities to learn and create sustainable entrepreneurship strategies. Resources and support systems affect action planning, action knowledge, and sustainable entrepreneurial intentions. Access to resources and support systems affects students' ability to turn action planning and action knowledge into sustainable business goals.

*(*Participant 5, Pakistan)

Due to the limited educational resources and organized programs available in their country, business students in Pakistan may find it challenging to acquire and develop action-based knowledge about sustainable entrepreneurship. They may rely more heavily on self-learning, online resources, and informal networks in order to acquire actionable skills and knowledge (Liamputtong, 2020). Access to Available Resources and Support Systems Business students in Sweden have improved access to resources, support systems, and government programs that encourage sustainable entrepreneurship. This is a substantial advantage. This includes the availability of financial resources, incubators, mentorship programs, and professional networks, all of which contribute to their action planning, action knowledge, and sustainable business objectives (Alvarez, 2021).

Students in Pakistani business institutions may be subject to resource limitations and limited support structures, both of which may impact their ability to plan, acquire knowledge, and intend to take action. It is possible that they will need to rely more on personal networks, self-directed learning, and online resources in order to develop sustainable business plans (Zeb, 2020).

The following are effects of societal norms and cultural values:

- The Swedish society has developed a set of cultural ideals and social norms that prioritize sustainable economic growth, responsible resource consumption, and social advancement. As a result, Swedish business students are more likely to align their actions with the objectives of sustainable entrepreneurship and to incorporate sustainability into their business models and operations (Liamputtong, 2020).

- Business students' desires to engage in environmentally and socially responsible entrepreneurship in Pakistan are also influenced by cultural values such as community welfare, ethics, and social responsibility. It is possible that these principles will inspire individuals to create enterprises that are beneficial to society and the environment, as well as to consider how their activities will impact stakeholders and the company's environment (Hennink, 2020).

- The intention of a student to engage in sustainable entrepreneurship may be influenced by traits such as a propensity to take risks and a sense of self-assurance. This is true for both Swedish and Pakistani pupils of business. Students with a higher level of self-confidence and a greater willingness to take risks may be more inclined to pursue novel and sustainable business ideas (DIVITO, 2021).

- However, these intentions are also significantly influenced by other variables, including the availability of resources, the planning of actions, and the awareness of actions. To make these goals a reality, however, it is necessary to utilize the practical aspects of sustainable entrepreneurship, which include having access to a variety of resources and knowledge (Agu, 2021).

The following are additional factors that influence the choice to launch a business:

- In addition to action planning, action knowledge, and the business environment, a number of additional factors influence entrepreneurial tendencies among business students in industrialized and developing nations (Hennink, 2020).

- These characteristics include support networks, government-enacted legislation, technological advancements, educational opportunities, and access to funds and resources, to name a few. Students can find motivation and direction in their entrepreneurial endeavors with the help of support networks, mentorship, and collaboration opportunities (Agu, 2021).

- Government policies that promote sustainability, offer incentives, and create a startup-friendly ecosystem can influence the preferences of students. These policies can also foster an environment conducive to sustainable entrepreneurship (Alvarez, 2021).

- Education, access to capital and resources, technological advancements, and digital platforms that allow students to incorporate sustainable elements and expand their market reach empower and motivate students in their sustainable entrepreneurial endeavors (Caldera, 2019).

Inadequate Access to Useful Knowledge in Least-Developed Nations:

- Students of business in economically disadvantaged nations such as Pakistan may find it difficult to start their own enterprises due to a lack of access to information that is both practical and pertinent to the topics in question (Haldar, 2019).

- Due to a lack of structured educational programs, impoverished resources, and obsolete or nonexistent physical infrastructure, Pakistani students may not have as much access to practical knowledge in environmentally responsible business. Nevertheless, despite these obstacles, Pakistani business students may still demonstrate a strong desire for sustainable entrepreneurship and find alternative ways to obtain the necessary information and skills, such as self-learning and informal networks (Caldera, 2019).

- Although there are differences between the business students in Sweden and Pakistan in terms of their level of action planning, acquisition and development of action knowledge, goals for sustainable entrepreneurship, availability of resources and support systems, cultural values and societal norms, and the impact of individual traits, both groups of students recognize the importance of action planning, action knowledge, and sustainability in their respective responses to the research questions (Agu, 2021).

4.8. Theoretical Frame Work

ART, which stands for "Action, Regulation, and Theory," is a conceptual framework that offers a methodical strategy for comprehending and evaluating occurrences in many different domains, such as the social sciences, business, and research. It places an emphasis on the interconnection of action, study, and theory in the process of producing new knowledge and acquiring an all-encompassing grasp of a specific topic or field (ELIYANA, 2020).

According to the findings, business students in Pakistan and Sweden have a similar awareness regarding the significance of action planning in environmentally responsible entrepreneurship. They understand the need of careful planning, the formation of defined targets, and the delegation of concrete tasks in order to incorporate sustainability into their entrepreneurial operations. Students in Pakistan place a strong emphasis on the importance of having a mentor and receiving direction in order to develop their ability to build successful action plans, whereas students in Sweden actively seek education, workshops, and mentors in order to improve their business.

The literature review presents the Action Regulation Theory, which demonstrates a strong correlation with the analysis of interview findings pertaining to the sustainable

entrepreneurship objectives, action planning, and action understanding of Swedish and Pakistani business students. This theoretical framework places emphasis on the impact of individual traits, external circumstances, and goal-setting mechanisms on the intentions and actions of entrepreneurs.

The results indicate that Swedish business students exhibit a heightened level of action planning and action knowledge, which can be linked to the conducive business environment and educational resources accessible in Sweden. The complete action planning and action understanding of individuals are facilitated by a well-structured education system, the availability of specialised courses, mentorship programmes, and research centres. This statement is consistent with the concept proposed by the Action Regulation Theory, which posits that individuals' capacity to establish objectives and strategize actions can be influenced by external factors such as educational opportunities and support systems.

On the other hand, business students from Pakistan encounter limitations in terms of resources and access to formal educational programmes, which subsequently impact their attitude towards action planning and acquisition of actionable information. The theory's emphasis on individual attributes is relevant in this context, since Pakistani students exhibit resourcefulness by actively pursuing alternate avenues for acquiring knowledge, such as engaging in self-directed learning, utilising internet platforms, and leveraging informal networks. This study examines the interplay between personal qualities, specifically flexibility and the inclination to engage in self-directed learning, and external influences in shaping entrepreneurial goals.

In addition, the impact of cultural values and societal norms on sustainable entrepreneurial objectives is consistent with the emphasis on socio-cultural aspects in the Action Regulation Theory. In Swedish society, students place a high emphasis on sustainability, demonstrating a preference for environmentally conscious economic practises and actively contributing to the overall welfare of society. In the context of Pakistan, the aspirations of students towards sustainable business are influenced by cultural values pertaining to community welfare and ethics.

The Action Regulation Theory highlights the significance of goal-setting processes in shaping entrepreneurial aspirations. The analysis reveals that students from Sweden and Pakistan demonstrate a shared understanding of the significance of action planning and action knowledge in establishing sustainable entrepreneurial goals. The participant's answers

demonstrate their recognition of the importance of these elements in successfully converting intentions into practical measures, especially when faced with constraints in resources and ever-changing corporate landscapes.

In essence, the Action Regulation Theory offers a comprehensive conceptual framework for comprehending the interplay between individual characteristics, external circumstances, and goal-setting mechanisms in shaping sustainable entrepreneurial intentions, action planning, and action knowledge within the context of business students in Sweden and Pakistan. This theoretical framework aids in providing context and elucidating the observed variations and commonalities in their approaches towards sustainable business.

4.2 Themes

The use of themes and codes is important to the process of qualitative data analysis, which seeks to discern meaningful categories, concepts, and patterns hidden within the data. As defined below:

4.8.1. *Themes*

Themes are the underlying themes or patterns that are discovered as a result of analyzing the data. They are representative of the most important thoughts or subjects that are consistent over a number of data points or interviews. Themes offer a method for organizing and classifying the data based on the similarities or ideas that keep cropping up over and over again (Anon., 2021).

4.8.2. *Codes*

Code are tags or descriptions that are assigned to particular sections or extracts of the information that pertain to a specific topic or idea. Researchers are able to extract useful information that is connected to the research objectives with the assistance of codes, which help to recognize and organize specific information contained within the data. The use of these themes and codes as a point of departure for conducting an analysis of the data and eliciting information that is pertinent to the objectives of the study is a possibility. It is essential to keep in mind that the real themes and codes may develop or be refined throughout the process of research, depending on the new understandings and patterns that come to light as a result of the data (Volkmann, 2021).
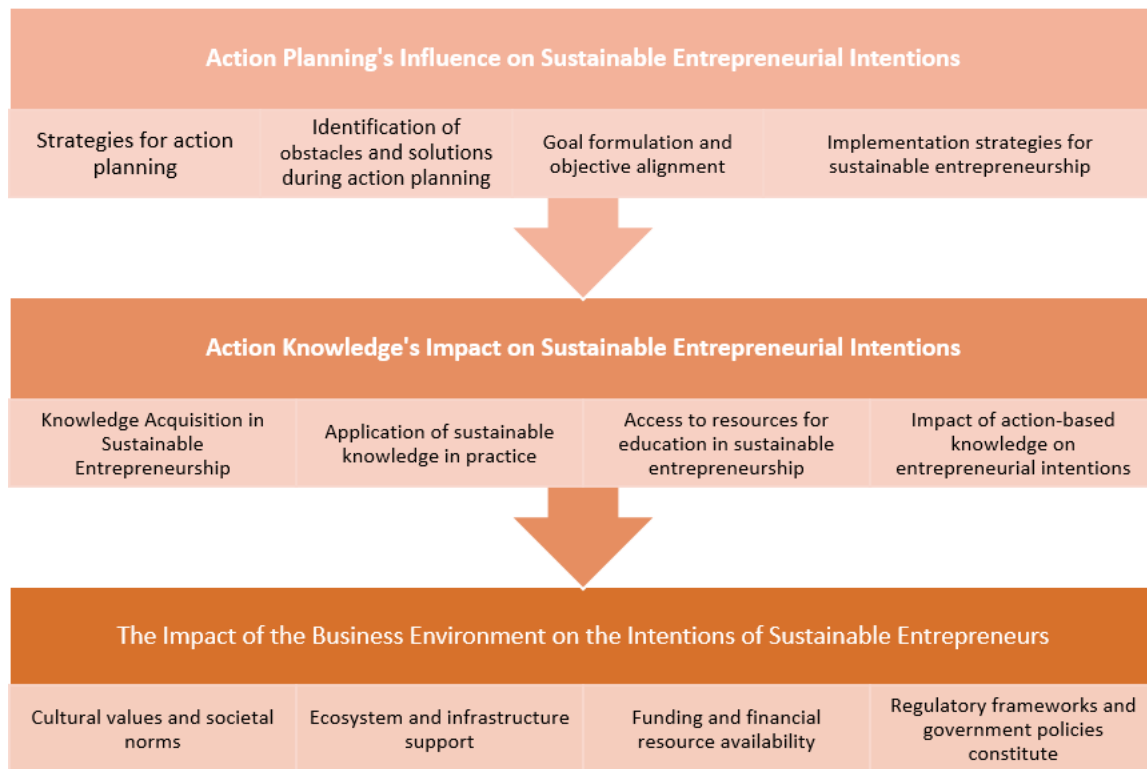
Figure 7 themes and codes (FRESE, 2007)

4.9. Discussion

According to the findings of the research, business students in both countries Pakistan and Sweden appreciate the significance of action planning when it comes to adopting environmentally responsible practices into their respective entrepreneurial activities. However, the level of action planning can vary significantly from case to case. Students of business in Sweden place a strong emphasis on the necessity of developing detailed action plans, establishing clear goals, and choosing jobs that are within their capabilities to ensure adherence to sustainable standards. Students of business in Pakistan are aware of the relevance of action planning, but they report having various levels of expertise. They are looking for guidance, advice, and tools to help them enhance their capabilities in incorporating sustainable practices into their entrepreneurial endeavors (Anon, 2021).

Differences emerge in terms of the acquisition and development of action knowledge regarding environmentally responsible business practices as a result of variations in the educational systems and resources that are at a person's disposal. Students in Swedish business schools benefit from a curriculum that places a stronger emphasis on sustainability. This provides students with both theoretical and practical knowledge, as well as access to specialized

networks, research centers, and libraries that are all dedicated to sustainable business practices. Students of business in Pakistan, on the other hand, report that their business curricula provide only a limited amount of coverage of themes linked to sustainability, which results in discrepancies in both the breadth and depth of their practical knowledge. Students in Pakistan should benefit from a greater reliance on online learning and self-directed study to get a deeper understanding of environmentally responsible business procedures (Agu, 2021).

The investigation focuses on the influence that the business environment plays in determining the aspirations of business students for environmentally responsible entrepreneurship. The cultural values, societal standards, and expectations of both Sweden and Pakistan are shaped in part by the resources that are available to them. Students majoring in business in Sweden consider supportive ecosystems, infrastructure, access to funding, and relationships with organizations focusing on sustainability as elements that strengthen their entrepreneurial impulses and enable the successful inclusion of sustainable variables. Students of business in Pakistan place a strong emphasis on the significance of societal demand for sustainable products and services, access to resources such as technology and research facilities, and the presence of policies and regulations that are supportive in terms of influencing their preferences and the overall impact of sustainable variables on their attempts to start their own businesses (Liamputtong, 2020).

An additional component that influences the interaction between action planning, action knowledge, intentions for sustainable entrepreneurship, and the business environment has been found as the availability of resources and support structures. Students of business administration in both Sweden and Pakistan emphasize the significance of having access to mentorship, guidance, and networks as significant tools that promote the sharing of knowledge, the development of skills, and the navigation of hurdles in sustainable entrepreneurship. Students' goals, confidence, and dedication to sustainable entrepreneurship are all significantly influenced by the availability of research and development tools, role models, and support from family, classmates, and the greater community. Role models are individuals who serve as an example for others to emulate (Haldar, 2019).

The findings of the study indicate that on the whole, business students from Pakistan and Sweden recognize the importance of action planning, action knowledge, and the business environment in sustainable entrepreneurship; however, there are significant differences between their levels of expertise, educational resources, and cultural contexts. If these

differences are understood, then it may be possible to devise policies that will encourage more sustainable forms of entrepreneurship among business students in both underdeveloped and developed nations (Liamputtong, 2020).

4.9.1. *Cultural values and societal norms:*

As per Students from Sweden, when asked about their goals for environmentally responsible company ventures, Swedish business students invariably emphasize the significant role that society norms and cultural values play in shaping those goals. They point out that Swedish culture places a great value on preserving the natural world, being responsible to one's community, and acting in an ethical manner (Alvarez, 2021). The entrepreneurial mindset that they develop as a result of these beliefs motivates them to launch firms with a focus on environmental responsibility. Students have the impression that they are required by society standards to have extensive action knowledge, to engage in thorough action planning, and to include sustainability into their company strategy. In addition to this, they highlight the fact that the business environment in Sweden promotes creativity, teamwork, and access to resources that help their efforts to be sustainable entrepreneurs (Agu, 2021).

Pakistani students: The students of business in Pakistan are aware of the influence that the country's cultural values and societal standards have on their goals of achieving sustained entrepreneurial success. They make the point that the cultural values associated to social responsibility and the growing understanding of sustainability create a foundation for them to establish objectives for sustainable enterprise, and they emphasize both of these points in their discussion (Anjum, 2022). Students in Pakistan are driven to contribute to sustainable development and address social and environmental concerns through their entrepreneurial ventures, despite the fact that sustainable practices are still in the process of being developed in Pakistan. They place a strong emphasis on the cultural ideals of community welfare and social responsibility as important aspects that affect their aspirations to start their own business (Berndt, 2020).

Long-term, the student's willingness to adapt and modify their plans based on changing circumstances augurs well for their entrepreneurial success. In a rapidly evolving business environment, the ability to pivot and adjust course is crucial, and the student's mindset suggests they are well-equipped to navigate the challenges and opportunities that lay ahead. The business student's response to the query, "Would you rather begin your career as an employee or an entrepreneur?" demonstrates a thoughtful and strategic approach to their career. The

student can make informed decisions about his or her prospective career path if he or she acknowledges the changing economic landscape and their own personal development over time. The student is laying the groundwork for future entrepreneurial endeavors by obtaining practical experience and financial stability through employment. And by remaining adaptable and willing to modify plans based on shifting circumstances, the student is well-equipped to navigate the challenges and opportunities of the business world.

"*If this subject were asked one or two years ago, I would have a different opinion. At that time, I may have preferred to start my own business over searching for a job but based on the present business climate in my country, I'd rather work for a year or two before considering entrepreneurship.*"

Extending the premise of the first question, I asked Participant 3 and 4, "How do you determine that the country's environment is not conducive to business or entrepreneurship?""

In response to this question, Participant 4 states, "*Beginning a career as an entrepreneur requires financial support from the government, which has been lacking in Pakistan for the past year. Pakistani financial institutions are unwilling to provide full support to students who wish to launch a business. This was one of the obstacles we confronted when planning to begin an entrepreneurial career.*"

The lack of financial support from the government and the unwillingness of Pakistani financial institutions to completely support aspiring entrepreneurs are highlighted in the business student's statement as a challenge for entrepreneurship in Pakistan. However, it is essential to analyses this statement critically in the context of assessing the overall suitability of the country's business or entrepreneurial environment. It is crucial to recognize that the availability of financial support from the government and financial institutions is only one factor in determining the business environment's suitability. Despite the undeniable importance of access to capital to entrepreneurs, numerous other factors contribute to a business-friendly environment, including regulatory frameworks, infrastructure, market conditions, ease of doing business, access to qualified labor, and technological advancement.

Although the student identifies the lack of financial support as a barrier, it is essential to consider the entrepreneurial ecosystem as a whole and determine if this issue is prevalent across all industries or if it is confined to specific industries or regions. In order to obtain a comprehensive understanding of the environment, it is also necessary to evaluate the efficacy

of existing government policies, initiatives, and programmes designed to support entrepreneurship.

In addition, measuring the suitability of the business environment necessitates a holistic strategy that takes internal and external factors into account. Internal factors include the presence of entrepreneurial talent, innovation capacity, education and training opportunities, and a culture that encourages entrepreneurship. External factors consist of political stability, legal frameworks, levels of corruption, ease of procuring permits and licenses, and access to international markets. In addition, it is essential to collect data and conduct exhaustive research in order to evaluate the environment's suitability for business or entrepreneurship. This may involve analyzing pertinent statistics, conducting surveys and interviews with business owners, and comparing the business climate in Pakistan to that of other countries or regions.

While the student's statement emphasizes a specific challenge related to financial support in Pakistan, determining the business or entrepreneurial environment's suitability requires a comprehensive evaluation of multiple factors. Beyond funding, it is important to consider regulatory frameworks, infrastructure, market conditions, ease of doing business, access to qualified labor, and technological development. Research and data analysis will provide a more accurate depiction of the country's overall environment's suitability for business and entrepreneurship.

Connecting these responses to our research model, I posed the following question: "Do you not believe that these obstacles can be overcome with effective planning, business knowledge, and the action you took to launch your career?"

Participant 4 states, "*Yes, good planning and knowledge about the idea and business success impact the success; consequently, the majority of students in my class began their careers as entrepreneurs as opposed to seeking employment with a multinational corporation.*"

From the responses of the Participants, it can be concluded that action planning and action knowledge are crucial factors in determining entrepreneurial intentions. Good planning and knowledge of the business concept could mitigate the difficulties the students face.

4.9.2. *Entrepreneurship vs Sustainable Entrepreneurship*

"Regarding entrepreneurship, a query was posed about the concept of sustainability in entrepreneurship to the respondent about whether they were familiar with the term sustainable entrepreneurship?"

Yes, it is about manufacturing or designing products and services that do not negatively impact the environment, as stated by Participant 3.

Participant 2 states, "*It is a broad concept with two meanings. Firstly, it refers to the production of green products because the environment is becoming increasingly contaminated, necessitating a green product or green innovation. Second, in relation to the sustainability of businesses, it describes the processes that can be carried out over an extended period of time.*"

The first point made by the student regarding the relationship between sustainable entrepreneurship and the production of green products or green innovation is partially accurate. Sustainable entrepreneurship involves the creation and distribution of environmentally favorable goods and services. It is essential to note, however, that sustainable entrepreneurship extends beyond a focus on ecological products. It incorporates a broader set of practices and principles that integrate environmental, social, and economic factors into the business model. These factors consist of ethical sourcing, waste reduction, energy efficiency, equitable labor practices, and social impact. A valid aspect of the concept is the student's second observation that sustainable entrepreneurship is associated with processes that can be carried out for an extended period of time. Entrepreneurship that is sustainable entails the creation of businesses that are not only economically viable but also capable of sustaining their operations over time. This includes practices such as developing resilient business models, adapting to fluctuating market conditions, and cultivating stakeholder relationships that support long-term success. It is essential to observe, however, that sustainability in entrepreneurship encompasses more than just longevity. It also entails minimizing negative environmental impacts, fostering social equity, and creating shared value for all involved parties. Sustainable entrepreneurship acknowledges the interdependence of environmental, social, and economic factors and seeks to address them holistically. While the statement of the business student encapsulates certain aspects of sustainable entrepreneurship, it does not provide a comprehensive understanding of the concept. Sustainable entrepreneurship is not limited to the production of eco-friendly goods or enduring processes. It incorporates environmental, social, and economic considerations throughout the business model. By adopting a more holistic perspective, entrepreneurs can establish businesses that contribute to a prosperous and sustainable future.

Along with Participants 2 and 3, Participants 1 and 4 were also conversant with the concept of sustainability and similarly define its implementation.

4.9.3. Long-term strategies and action planning

This research seeks to examine how action planning can influence sustainable entrepreneurial intentions; therefore, the following question was posed to Pakistani business students during the interview. "Do you believe that individuals' action planning has a significant impact on their entrepreneurial sustainability?"

In response to this question, Participant 1 states, *"Clearly, planning is the initial phase of any project, and particularly when you are beginning a career, it is crucial to plan for the future. Focusing solely on current profits can result in poor decisions and poor outcomes; therefore, action planning is essential."*

The business student's response to the query regarding the impact of action planning on a person's sustainable entrepreneurial intentions contains some insightful observations. The student correctly emphasizes the significance of planning, particularly in one's early career and entrepreneurial voyage. Planning enables individuals to establish objectives, evaluate risks, and make well-informed decisions regarding the future. It helps them avoid being solely motivated by short-term profits and encourages them to focus on long-term success and sustainability. Relevant is the student's example of graduates accepting employment offers solely on the basis of a handsome salary without considering opportunities for skill development, growth potential, and the learning environment. It emphasizes the need for individuals to engage in action planning and evaluate various facets of prospective opportunities prior to making decisions. This demonstrates an understanding that sustainable entrepreneurial intentions necessitate contemplation of multiple factors in addition to immediate financial gains. However, the concept of sustainable entrepreneurial aspirations could be elaborated upon. It is essential to recognize that sustainable entrepreneurship requires not only financial success, but also the incorporation of environmental and social factors into the business model. A sustainable entrepreneur seeks to create value while minimizing adverse environmental impacts and fostering social responsibility. Consequently, the effect of action planning should incorporate not only the success or failure of a venture, but also its viability and positive impact. The business student's statement recognizes the significance of action planning in molding a person's sustainable entrepreneurial goals. It emphasizes the need to consider factors beyond immediate profits and the significance of planning in making well-informed choices. However, the statement could be improved by emphasizing the broader aspects of sustainability, such as environmental and social considerations and their influence on entrepreneurial sustainability.

Participant 2 states, *"Action planning is essential, especially when it pertains to your career and life as a whole; you should plan beforehand before making a final decision." Sustainable entrepreneurship, for instance, necessitated planning, because entrepreneurship is a hazardous endeavor. Before pursuing entrepreneurship as a profession, an individual should evaluate their skills. And should be aware of his or her abilities, skills, and knowledge regarding the undertaking he or she wishes to work on"*

The business student's response to the query regarding the significance of action planning when choosing between a job and entrepreneurship contains some valid points. However, there are aspects that could be examined further. The student correctly emphasizes the significance of action planning in the process of choosing between employment and entrepreneurship. Planning is essential because it assists individuals in assessing risks, analyzing their financial situation, and considering the potential outcomes of their decisions.

Relevant is the student's reference to standard operating procedures (SOPs) in the context of a job. Jobs frequently include established procedures and structures that provide a sense of stability and a monthly income guarantee. This may appeal to those who desire financial security and stability. Additionally, the student recognizes the risk associated with entrepreneurship, specifically the potential for financial loss. This is an essential factor to consider, as starting a business typically requires an investment of resources, time, and effort with no immediate financial return. In fact, addressing one's financial situation and having contingency plans in the event of failure are essential elements of action planning for entrepreneurs. It is essential to note, however, that entrepreneurialism is not solely defined by financial risk. It also includes opportunities for creativity, personal fulfilment, independence, and the possibility of increased long-term financial rewards. The statement could benefit from acknowledging the potential rewards and non-financial benefits that entrepreneurship can provide, such as the ability to control one's destiny, pursue passion and purpose, and positively impact society.

In addition, action planning should not be limited to addressing only financial issues. In addition, it should include market research, feasibility analysis, resource allocation, marketing strategies, and the identification of potential obstacles and opportunities. Beyond financial considerations, effective action planning for entrepreneurship necessitates a comprehensive evaluation of a variety of additional factors. The business student's statement emphasizes the significance of action planning when choosing between employment and self-employment. It

addresses the financial risks associated with entrepreneurship and the need to consider one's financial condition and contingency plans accurately. However, it could be improved by acknowledging the broader benefits and prospective rewards of entrepreneurship, as well as the need for a comprehensive action plan that encompasses more than just financial concerns.

When I posed this question to my fourth business student, he responded, "It's all about planning; an individual who has a good plan, is aware of future circumstances, and has analyzed future circumstances, positive and negative outcomes have a greater chance of being successful in the future, whereas those who are not good planners and unable to foresee possible uncertainties have a greater chance of business failure."

Based on the arguments presented by our Participants, it is evident that action planning is an important factor that influences entrepreneurial intentions, but more importantly, they assert that action planning is an important factor that influences business success in addition to entrepreneurial intentions. This statement of Participants were consistent with previous studies, done by authors such as Frees, Krauss, Keith, and Escher's assertion that action planning of business owners has a direct and positive impact on business success, and that stakeholders who are not good planners are more likely to face challenges and failures in their businesses because they do not analyses the expected uncertainties in their business ventures (Frese et al., 2007). Moreover, existing literature emphasized the significance of planning in determining the venture's success (Gaelic et al., 2015).

To further relate it to the Participants, I inquired, "Do you intend to pursue a career in sustainable entrepreneurship?""

In response to this question, a business student states, "*It depends on the available resources, which could be both internal and external. Internal resources include personal financial resources, whereas external resources include the political, economic, technological, and social situation of the region.*"

The business student's response to the query about having a plan to launch a career in sustainable entrepreneurship recognizes the significance of available resources. The student correctly emphasizes the importance of resources in career planning for sustainable entrepreneurship. Both internal and external resources have a significant impact on the viability and success of entrepreneurial endeavors. When embarking on a career in sustainable entrepreneurship, internal resources, such as personal financial resources, are crucial factors to consider. Having access to sufficient funds can help cover initial investment costs, operational

expenses, and potential financial obstacles that may arise during the venture's early phases. The student's recognition of personal financial resources as an internal factor is consistent with the realities of business startup.

The student also discusses external resources, including the region's political, economic, technological, and social climate. These factors have a significant impact on the entrepreneurial landscape. Political stability, favorable economic conditions, access to technological infrastructure, and societal support for sustainable initiatives can all facilitate the emergence and development of sustainable entrepreneurship. Consideration of these external resources enhances an individual's comprehension of the broader context in which they intend to pursue a career in sustainable entrepreneurship. However, it is essential to observe that, despite the significance of available resources, they should not be viewed as the sole determinants of the decision to pursue sustainable entrepreneurship. Personal motivation, skills, knowledge, market opportunities, and a passion for sustainability are necessary for entrepreneurial success. Through inventive problem-solving, collaboration, and exploitation of available networks and support systems, resource constraints can be overcome.

In addition, the student's response could be improved by emphasizing the need for strategic planning, market research, and the identification of specific opportunities or niches related to sustainability. Sustainable entrepreneurship entails aligning personal values and interests with market demands, identifying gaps or unmet requirements, and developing innovative solutions that generate both monetary and sustainable value. The business student's personal statement recognizes the significance of internal and external resources when planning a career in sustainable entrepreneurship. Nonetheless, it could be improved by recognizing the significance of personal motivation, skills, and market opportunities, as well as the need for strategic planning and the identification of specific sustainability-related avenues. Individuals can develop more robust and effective plans for careers in sustainable entrepreneurship by considering these additional factors.

Extending this argument, I also asked them, "Is there a common challenge they face when starting a career as an entrepreneur?" Participant 3 replied, "*The most common and significant challenge they face is financial support, followed by the ambiguous registration process for their brands*." The remaining Participants also identified these two obstacles.

In addition, they state, "*In Pakistan, it is quite difficult to begin a career as an entrepreneur, but if you have the proper team comprised of students from diverse backgrounds, it would be*

quite advantageous to begin the journey'' So, a team consisting only of business students can improve the marketing and sales of a product, but when supported by technical members such as engineers and IT students, the team is able to transform high-quality, sustainable products that have led to successful startups. Therefore, we need to collaborate with students from a technical background to pitch our ideas and to form a strong team in order to begin a career as entrepreneurs.

Moreover, in keeping with our framework, I posed the following question: "Do you believe that action planning and action knowledge are sufficient to motivate an individual towards sustainable entrepreneurship?"

They present two counterarguments in response to this argument. Participant 1 states that *"action planning and action knowledge are essential components for forming entrepreneurial intentions that are sustainable."* In lieu of searching for a 9-to-5 employment, action planning is one of the motivating factors that enables me to comprehend the significance of sustainable entrepreneurship and inspires me.

Action Understanding

I have focused on action knowledge in order to assess its effect on sustainable entrepreneurial aspirations. I have posed the following inquiry:

What role does action knowledge play in the expansion of sustainable businesses?

Participant 3 states, "*Action knowledge is essential for scaling sustainable ventures. As a sustainable entrepreneur, one will need to comprehend how to manage growth while maintaining your sustainability commitment. One must develop strategies for sourcing sustainable materials, minimizing pollution, and reducing your carbon footprint. One will also need to comprehend the social and environmental impacts of scaling your business and devise mitigation strategies.*"

In addition, I posed the following query to Participants regarding action knowledge*: "*Can action knowledge be a barrier to sustainable entrepreneurship?"

Referring to the significance of action knowledge, it is essential to examine how an individual can develop the action planning capability; hence, the following question was posed: "How can you develop your action knowledge to become a sustainable entrepreneur?" and their answer was:

"Developing action knowledge requires both formal education and on-the-job training. You can pursue courses in sustainable business practices, environmental studies, and social entrepreneurship as a business student. In order to gain practical experience, you can also seek out internships and volunteer opportunities with sustainable enterprises. Networking with sustainability-focused entrepreneurs can also help you learn from their experiences."

[Participants 1, 3, and 4]

4.9.4. Action Planning and Action Knowledge:

Students from Sweden: The students from Sweden who are studying business emphasize how important it is to have a plan of action and to have knowledge of how to put that plan into effect. They add that their culture and educational institutions urge them to acquire comprehensive action knowledge and engage in rigorous action planning in order to guarantee that sustainability is included into each and every aspect of their business operations (Anon., 2021). They do this by combining classroom learning with practical experience in the field in order to acquire and build action knowledge. They receive a strong theoretical foundation from the numerous courses and programs that focus on sustainability that are provided by the educational institutions in Sweden. They also have access to research institutes, industry partnerships, and guest lectures given by industry professionals, all of which provide them with opportunities to be exposed to real-world examples and best practices (Anon., 2021).

Students from Pakistan: Pakistani business students stress the importance of having a plan of action and having knowledge of how to put that plan into action when it comes to sustainable entrepreneurship. Students claim that experiential learning is highly valued in Pakistan, and students actively engage in practical projects and internships to implement sustainable business concepts in real-world circumstances. They also mention that experiential learning is highly appreciated in Pakistan. They claim that the educational institutions that they attend provide all-encompassing curriculums that include not just the economic but also the social and environmental aspects of sustainability. They mention that even though the resources and infrastructure may be more limited than in Sweden, collaborations between academia and industry allow them to gain insights from sustainable entrepreneurs, industry experts, and mentors who help them acquire relevant action knowledge and develop their skills in sustainable entrepreneurship. Despite the fact that the resources and infrastructure may be more limited than in Sweden, they mention that this allows them to gain insights from sustainable entrepreneurs (Anjum, 2022).

4.9.5. Business environment:

The business climate in Sweden has a significant influence on the aspirations of Swedish business students to engage in environmentally responsible and socially responsible ventures. Sweden has made a name for itself internationally thanks to its forward-thinking approach to business and its dedication to environmental protection (Zeb, 2020). They claim that the business environment encourages a culture of sustainability, in which sustainable entrepreneurship is considered as an attractive and consequential career route. This is because sustainable entrepreneurship is viewed as an attractive career path. They are encouraged to aim high in this area by the availability of resources, financial support, and incubation programs that are developed expressly for sustainable companies. Because academics, industry, and the government work together to build an ecosystem that supports and develops their goals, it enables these entities to have a positive influence through sustainable entrepreneurship (Liamputtong, 2020).

Students from Pakistan: The business environment in Pakistan presents a one-of-a-kind set of obstacles as well as opportunities for Pakistani business students who are interested in pursuing sustainable entrepreneurship. They emphasize that the emphasis on and support for sustainable activities may differ from place to place, despite the fact that sustainability is increasing popularity. They do, however, observe that the cultural norms of social responsibility and the growing acknowledgment of sustainability provide a fertile atmosphere for them to establish targets for sustainable entrepreneurship (Anjum, 2022). This is something that they notice as a positive aspect of the environment. They discuss how the economic climate in Pakistan is shifting, which has resulted in the emergence of new chances for environmentally responsible business ventures. The students are driven to contribute to sustainable development and make a difference in society and the environment, despite the fact that there may be restrictions in the resources and supportive infrastructure available to them (Anjum, 2022).

4.9.6. Access to available resources and various support systems:

Students in Sweden: The entrepreneurial aspirations and goals of Swedish business students are substantially influenced by the availability of resources and support structures in Sweden. They remark that Sweden's strong emphasis on sustainability, which is supported by progressive legislation and a sophisticated infrastructure, provides them with many chances for collaboration, networking, and access to resources. They also mention that Sweden is a leader in environmental policy (Caldera, 2019). They highlight research institutes, sustainable business networks, and government programs as essential tools that assist them in the process

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of action planning and the acquisition of knowledge regarding action. The support structures, which may include mentoring programs, incubators, and chances for funding, make it easier for individuals to acquire actionable information and strengthen their dedication to environmentally responsible entrepreneurship (Haldar, 2019).

Students from Pakistan: Despite the fact that the resources and support structures in Pakistan are likely to be less extensive than those in Sweden, they continue to play a significant part in shaping the entrepreneurial aspirations and objectives of Pakistan's business students. They remark that cultural values and the growing knowledge of sustainability create a framework for them to establish targets for sustainable entrepreneurship, and they say that this foundation allows them to move forward with their plans (Anjum, 2022). They point out that even though they might have some constraints in terms of resources and infrastructure, they are nonetheless eager to make contributions to sustainable development. They stress the significance of having access to training and skill development programs, as well as mentoring and coaching from seasoned business owners and industry professionals, in the process of molding their proclivities toward entrepreneurship (Anon., 2021).

4.9.7. *Other aspects that play a role are as follows:*

There are other elements that influence entrepreneurial tendencies and the impact of sustainable variables among business students in both developed and developing nations. These factors include access to networks and collaborations, cultural attitudes toward risk-taking and innovation, availability of funding and financial resources, level of social and environmental awareness, access to technology and infrastructure, regulatory frameworks, government policies, availability of mentorship and guidance, and support from family and peers. Availability of funding and financial resources. The students note that these aspects play a role in their entrepreneurial aspirations and the overall influence that sustainable characteristics have on their business operations (Zeb, 2020).

5. Conclusion

In this chapter, I conclude and discuss the limitations that were placed on our research and how they may have influenced the results. These restrictions bring to light other research gaps that pertain to our subject. In order to fill in these gaps, I offer some suggestions as to what areas future research should concentrate on.

5.7. Conclusion

Sustainable entrepreneurship among Swedish and Pakistani business students led to a number of significant conclusions. Students of develop and underdeveloping countries value action planning, action knowledge, and sustainability in their entrepreneurial endeavors, despite their differences (Hennink, 2020). Due to resource, support, educational, and corporate disparities, action planning and knowledge acquisition differ among nations. Business students in Sweden have greater access to specialized resources, support networks, and government programs that promote sustainable entrepreneurship and action planning. Sustainability and corporate social responsibility are emphasized in the Swedish business climate, which influences student objectives. Mentorship, funding, and specialist networks assist Swedish students in developing sustainable business concepts, reducing their environmental impact, and enhancing their social well-being. Sustainable enterprise values long-term profit and societal advantage, like Sweden's.

The objective of this study was to examine and contrast the determinants that impact sustainable entrepreneurial intentions among business students in both developed and developing nations. Specifically, the study focused on analysing the significance of action planning, action knowledge, as well as the influence of cultural values, educational systems, and business environments. Several major conclusions were identified through a comprehensive literature review and analysis of interview responses obtained from business students in Sweden and Pakistan.

The business students from Sweden exhibited a greater focus on action planning and action understanding, a characteristic that can be related to the country's well-organized educational system and conducive business environment. The individuals derived advantages from specialised educational programmes, mentorship initiatives, and opportunities to utilise

research facilities. These resources collectively facilitated their acquisition of a holistic comprehension of sustainable entrepreneurship and the development of efficient strategies for implementing their plans. The prioritisation of sustainability within the Swedish business environment, along with the presence of ample resources and supportive mechanisms, exerted a substantial influence on the development of sustainable entrepreneurial aspirations among Swedish entrepreneurs.

On the other hand, business students from Pakistan had several resource constraints and limits within the context of official educational programmes. Nonetheless, the individuals' ability to effectively use available resources and adjust their strategies became apparent as they actively pursued other methods to obtain practical information and participate in the process of devising action plans. The individual's entrepreneurial ambitions were shaped by cultural norms, a sense of social obligation, and an increasing recognition of the importance of sustainability. Despite the inherent difficulties arising from constraints in resources and infrastructure, Pakistani students exhibited a pronounced inclination towards sustainable entrepreneurship, eagerly pursuing avenues for acquiring knowledge and honing their skills.

The results highlight the significance of external variables, including educational institutions, cultural norms, and business environments, in influencing students' intentions and behaviours pertaining to sustainable entrepreneurship. The Action Regulation Theory offers a significant conceptual framework for comprehending the intricate interplay between individual features, environmental conditions, and goal-setting processes in shaping sustainable business goals.

In summary, this research provides insights into the various factors that influence the sustainable entrepreneurial goals of business students in varying environments. Swedish students enjoy the advantages of a nurturing ecosystem and ample educational resources, whereas Pakistani students demonstrate remarkable tenacity and resourcefulness in their endeavours towards sustainable business. The findings derived from this research include significant ramifications for educational institutions, policymakers, and prospective entrepreneurs who aim to cultivate sustainable entrepreneurial endeavours in both developed and developing nations.

5.8. Recommendations:

These ideas and future work aim to improve sustainable entrepreneurial education, support systems, collaboration, and business student environments in Sweden and Pakistan. These elements can unlock sustainable entrepreneurship, resulting in economic growth, social impact,

and environmental sustainability for both nations. To improve education, Pakistani schools should teach sustainable entrepreneurship. Sustainability-focused courses and programs will teach students how to incorporate sustainability into their businesses. Academic-industry partnership will also bridge the gap between theory and practice.

Support Systems: Sweden and Pakistan should enhance sustainable entrepreneurial support systems. Sustainable business incubators, accelerators, and mentorship programs should be created. Students may turn sustainable company ideas into lucrative companies with finance, networking, and expert advice.

Collaboration and Knowledge sharing: Swedish and Pakistani business students should collaborate to promote cross-cultural learning and knowledge sharing. Creating platforms for students to share their experiences, best practices, and success stories will inspire prospective entrepreneurs. International alliances and exchange programs can help build a global network of sustainable enterprises.

Both nations should pass sustainable business laws. Tax exemptions, grants, and subsidies encourage students to start sustainable businesses. Business sustainability reporting criteria and norms enhance transparency and responsibility. Sustainable business networks in Sweden and Pakistan will connect students to industry experts, investors, and partners. These networks can organize sustainable entrepreneurship workshops, conferences, and events for business students to network and learn.

Longitudinal Studies: Tracking business students' sustainable entrepreneurial initiatives over time would shed light on educational programs, support systems, and legislative actions. This would identify development areas and guide sustainable entrepreneurship promotion.

Cultural Sensitivity and Customization: Recognizing the impact of cultural values and societal norms, sustainable entrepreneurship education and support systems should be tailored to each country. Understanding cultural differences and modifying activities will boost business student uptake.

Resource constraints: Resource constraints must be addressed in Pakistan. Pakistani business students can overcome their restrictions by partnering with local and international organizations that provide resources, money, and mentoring. Digital platforms and online resources allow access to knowledge and instructional materials that would otherwise be hard to get.

5.9. Limitations:

There were few respondenrs which is one of the study's primary limitations. Surveying only few individuals from Pakistan and Sweden could fail to accurately represent the complete business student respondents in these countries. This may not accurately represent the views, experiences, and perspectives of a larger and more diverse respondents. The interview being only conducted in Sweden and Pakistan is the lack of generalizability to other nations or areas. The findings may not accurately reflect the perceptions and experiences of business students in various cultural and economic circumstances. As a result, while interpreting the findings, it is critical to examine the distinct socio-cultural, economic, and educational settings of Sweden and Pakistan, and caution should be given when extrapolating these findings to other nations or populations. A larger and more diversified group from different countries would give a more complete understanding of the influence of entrepreneurial ambitions and a lack of practical expertise in entrepreneurship and sustainability among students in developing countries.

In addition, the study's reliance on interviews as its primary method of data acquisition may introduce biases and limitations. The responses obtained from the interviews may be influenced by the personal experiences, backgrounds, and perspectives of the participants, which may not be representative of the respondents as a whole. In addition, recall biases or the participants' desire to present themselves in a favorable manner may affect the accuracy and reliability of the data collected during interviews.

The potential for cultural and contextual biases is another limitation. Sweden and Pakistan have complex cultural values, social norms, and business environments. It is possible that the perspectives of the students who were interviewed do not completely capture the nuances and variations within these contexts. A more comprehensive study with a larger group of respondents and a broader range of participants from various backgrounds and regions within each country would provide a deeper comprehension of the differences and similarities between business students in Sweden and Pakistan.

5.10. Further Research:

The study of sustainable entrepreneurship research in the context of Swedish and Pakistani business students can reveal disparities and generate practical implications for both countries. Comparative examination of entrepreneurship education can reveal the impact of curriculum, courses, and teaching methodologies on students' strategic planning, knowledge acquisition, and sustainable entrepreneurial aspirations. A qualitative investigation into cultural values'

impact on sustainability and entrepreneurship can provide valuable insights. A longitudinal study can explore the long-term effects of mentorship and networking on sustainable company ventures, comparing and analyzing the experiences of Swedish and Pakistani students.

To understand the impact of supportive regulations on sustainable business initiatives, it is crucial to examine the efficacy of governmental policies and initiatives in promoting sustainable entrepreneurship. This study offers insights into policy modifications that could enhance the promotion of sustainable entrepreneurship.

A potential avenue for scholarly investigation is the relationship between resource accessibility and sustainable business activity. Identifying success elements in sustainable entrepreneurship can be achieved by examining the impact of financial resources, technological advancements, and specialized support on students' ability to translate their goals into actionable outcomes.Gaining insight into the psychological factors that impact students' propensity for risk-taking and their ability to sustain initiatives will provide valuable knowledge into the processes underlying decision-making. Gaining insight into the impact of self-confidence, risk perception, and personality traits on these endeavors would enhance our understanding of the human dimension of sustainable entrepreneurship.

A longitudinal study examining the environmental, social, and economic implications of initiatives undertaken by business students from Sweden and Pakistan may be beneficial. This study aims to examine the trends, challenges, and potential opportunities associated with scaling sustainable business models. Collaborations between Swedish and Pakistani students in the field of sustainable entrepreneurship have the potential to yield novel solutions to global sustainability challenges. The investigation of cultural interchange and collaboration can provide researchers with valuable insights into identifying potential for sustainable economic development.

This study has the potential to assist entrepreneurs in advancing gender equality and fostering inclusivity. Conducting research in these domains can provide valuable insights into the influence of cultural and economic variables on the sustained entrepreneurial pursuits of business students. This research has the potential to provide valuable insights for the development of laws, educational reforms, and support systems aimed at fostering sustainable firm development in further research work. By doing so, it can contribute to the promotion of economic growth, social well-being, and environmental sustainability.

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Appendix

Appendix 1: Interview Questions:

1. In the context of sustainable entrepreneurship, how do business students in Sweden and Pakistan differ in terms of their level of action planning?

2. What are the differences between business students in Sweden and Pakistan in terms of how they acquire and develop action knowledge about sustainable entrepreneurship?

3. What effects do the business environments in Sweden and Pakistan have on business students' goals for sustainable entrepreneurship?

4. What effect does the business environment have on the objectives and aims of sustainable entrepreneurship among business students in Pakistan and Sweden?

5. How do action planning, action knowledge, and intentions for sustainable entrepreneurship in Sweden and Pakistan relate to the availability of resources and support systems?

6. What are the similarities and differences between business students from developed (Sweden) and underdeveloped (Pakistan) nations in terms of how action knowledge influences their intents to start sustainable businesses?

7. How does the lack of access to practical knowledge about entrepreneurship and sustainability affect the entrepreneurial aspirations of students studying business in underdeveloped nations like Pakistan?

8. How much do cultural values and societal norms in Sweden and Pakistan influence business students' aspirations for sustainable entrepreneurship when it comes to action planning, action knowledge, and the company environment?

9. How do individual traits like a penchant for taking risks and self-assurance combine with action planning, action knowledge, and the business environment to affect the intentions of sustainable entrepreneurship among business students in Sweden and Pakistan?

10. What other elements, outside action planning, action knowledge, and the business environment, affect how entrepreneurial inclinations among business students in developed and developing nations are impacted by sustainable variables?

Appendix 2: Reflective Statement

Throughout the course of my dissertation journey on sustainable entrepreneurship intention among business students of both developed and developing nations, with a particular emphasis on Sweden as well as Pakistan, I gained invaluable knowledge and learned significant lessons that have contributed to both my personal and professional development. To begin, the process of doing this comparative study has helped me acquire a more in-depth comprehension of the difficulties surrounding sustainable entrepreneurship as well as the numerous elements that influence the goals of business students in a variety of diverse cultural and economic situations. After conducting in-depth interviews and analyzing the data, I have come to the conclusion that it is essential, while studying the aspirations of sustainable businesses, to take into account the particular qualities and difficulties that are specific to each nation.

I have also gained an understanding of the necessity of action planning and action knowledge in the process of molding the intentions of sustainable enterprise. The interviews with management students in Sweden and Pakistan have shed light on the several ways in which action planning and the development of action knowledge are handled differently in the two countries. This realization has brought into sharper focus the requirement for individualized educational programs and support structures that are geared toward fostering sustainable entrepreneurialism among students of business in both countries. In addition, the findings of this study have shed light on the impact that the corporate environment has on the aims of sustainable entrepreneurship. The findings have shown that a friendly business atmosphere, helpful government policies, and available resources all have a favorable influence on the inclinations of business students to pursue sustainable entrepreneurship. On the other hand, the constraints and challenges brought about in specific circumstances by insufficient resources and legal frameworks have brought to light the necessity of targeted interventions and support systems.

The process of doing this research has not only increased my awareness of the cultural values and societal norms that shape the goals of business students for sustainable entrepreneurship, but it has also made me more aware of these factors. Intentions to engage in sustainable entrepreneurship have been shown to be influenced by cultural values such as the welfare of communities, ethics, and collaborative decision-making, as was highlighted in the interviews with the participants. The necessity of cultural sensitivity and personalization in the

development of educational programs and support systems for students majoring in business has been brought to light as a result of this understanding.

In conclusion, I have realized the importance of working together, sharing information, and gaining insight from successful business models in the field of environmentally conscious entrepreneurship. Participating in activities with business students from other countries, such as Sweden and Pakistan, has made it possible to have conversations across cultural boundaries and to compare individual experiences. This has not only contributed to an increase in the breadth and depth of my own knowledge, but it has also brought to light the possibility for international alliances and collaboration to propel initiatives relating to sustainable business.

Appendix 3: Consent Form

Sustainable Entrepreneurship Intention among Business Students of Developed and Developing Countries: A Comparative Study of Sweden and Pakistan

Principal Investigator: [Name of the Researcher]

Affiliation: [Name of Your Institution]

Introduction:

You are invited to participate in an interview for a study on sustainable entrepreneurship among business students. This form is intended to enlighten you about the study, its purpose, and your participation rights. Please carefully review the accompanying information before deciding whether to participate. Before providing your consent, feel free to request clarification if you have any concerns.

The purpose of this research is to acquire an understanding of the perspectives, experiences, and practices of business students regarding sustainable entrepreneurship. The interview will contribute to a greater comprehension of the factors that influence sustainable entrepreneurship among business students.

If you consent to participate, you will be invited to an in-person or virtual interview that will last approximately [estimated time]. With your permission, the interview will be audio recorded to ensure accurate data collection. The researcher will conduct the interview, which will include queries about sustainable entrepreneurship, action planning, action knowledge, business environment, and additional pertinent topics. Your responses will be kept strictly confidential and used exclusively for research purposes.

Benefits and risks: Participation in this research may afford you the opportunity to reflect on your perspectives and experiences regarding sustainable entrepreneurship. In addition, your observations may contribute to academic research and the creation of policies and programs that support sustainable entrepreneurship. Minimal hazards are associated with participation, as the interview will focus on your personal experiences and perspectives. However, if you feel uneasy answering a particular query, you have the option to decline or request that it be omitted.

All information gathered during the interview will be treated with stringent confidentiality and anonymity. Your identity will be concealed, and all information will be securely stored. The data will only be accessible to the researcher and authorized personnel involved in the study. Transcribing and storing the audio recordings separately from any personally identifiable information. The study's findings may be published in academic journals or presented at academic conferences, but your identity will remain confidential.

Participation and Withdrawal on a Voluntary Basis: Participation in this investigation is entirely voluntary. You may decline participation or withdraw consent at any time without penalty or disadvantage. Your choice will have no impact on your relationship with the researcher or the institution. Any data collected prior to your withdrawal will be anonymized and included in the analysis, unless you request otherwise.

You may contact the Principal Investigator, [Researcher's Name], at [Researcher's Contact Information], if you have any questions, concerns, or need additional information about this study. Contact the [Institution's Ethics Committee] at [Ethics Committee Contact Information] if you have any questions regarding the ethical implications of this study.

I have read and comprehended the information contained in this consent form. I was given the opportunity to ask questions, and all of my inquiries have been satisfactorily addressed. I am willing to participate voluntarily in the interview for the study on sustainable entrepreneurship. I am aware that my participation is wholly voluntary and that I may withdraw at any time without consequence.

Participant's Name: _____

Participant's Signature: _____

Date: _____

Name of Researcher: _____

Signature: _____

Date: _____