

## PERCEPTIONS OF FIRST-YEAR BACCALAUREATE STUDENTS IN GREEN JOBS IN THE BENI MELLAL-KHENIFRA REGION: ANALYSIS THROUGH THE THEORY OF PLANNED BEHAVIOR

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### 1. Introduction:

The emergence of green jobs represents an essential response to current environmental and socio-economic challenges (UNEP, 2008). The transition to a green economy has become a global priority, green jobs, which encompass professions related to environmental sustainability, are key to addressing contemporary ecological challenges (Sulich, A., et al. 2020).

In a context where climate change and natural resource degradation are major global concerns (Bolarinwa, S. T., and Simatele, M. (2024), Morocco, like other countries around the world, is beginning to recognize the importance of developing skills and careers focused on sustainability.

Being committed to an ambitious energy transition, Morocco wishes to capitalize on its innovative assets to build a model combining sustainability, inclusion, innovation and human capital enhancement (Consoli, D. 2016). In this context, educational guidance plays a strategic role in preparing students to meet the needs of the growing green economy. By integrating branches and pathways leading to careers related to renewable energy and sustainable technologies, schools can raise students' awareness of the opportunities offered by the sector. This approach not only aligns young people's aspirations with national priorities, but also improves their employability in a changing labour market. In addition, educational guidance can help reduce regional disparities by directing students, including in rural areas, towards promising fields, while promoting a culture of innovation and environmental responsibility (OECD. (2021). Thus, schools have become a major player in supporting the energy transition in Morocco, while contributing to the training of a generation capable of meeting the challenges of tomorrow (OECD. 2023).

The Eco-Schools program<sup>1</sup>, created by the International Foundation for Environmental Education and adopted in Morocco in 2006 by the Mohammed VI Foundation for Environmental Protection in partnership with the Ministry of National Education, is aimed at

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<sup>1</sup> The programme is based on a seven-step methodology to mobilise all stakeholders to make it a success. It is proposed to work on five main axes: waste management, the economy of water consumption, the economy of energy consumption, attention to nutrition and the preservation of biodiversity.

preschool and primary school children, with the aim of consolidating the foundations of ecological behavior in them. The main objectives of the program are to:

- ❖ Enabling teachers to integrate environmental education into the curriculum is an innovative principle in teaching.
- ❖ To raise students' awareness of environmental issues, starting with priority topics, as they arise in their immediate environment.
- ❖ Identify the impact of student behavior on the environment and thus promote citizenship education.
- ❖ Encourage environmental transactions by involving local elected officials.
- ❖ Each school receives the Green Flag, after meeting the objectives of the program, as an incentive.

In fact, consequently, our major concern, through the present work, is to:

- To determine the perception of green professions by Moroccan students. An understanding of these professions can not only guide their career choices, but also strengthen their commitment to environmentally friendly practices.
- To try to understand the support related to green jobs and their influence on young people's educational orientation decisions.

Hence the question that has become necessary on the reality of choices in school guidance and the understanding of students in the cycle qualifying green professions, the determination of the paths that persist to invest and the proposal of recommendations and solutions to overcome the obstacles through a field survey that touches and analyzes the situation, and to identify the pathways, qualifications and aspects in which investment must continue in order to access professions that address environmental issues.

Our research will try to answer the following question: To what extent are secondary school students in the Beni Mellal-Khenifra region aware of green jobs and their opportunities?

During this work, in a theoretical framework, after having explored the issues related to the transition to a green economy and its impact on educational pathways. We will first address the notion of green economy and green jobs, highlighting the various definitions and skills required in this field. Then, we will try to examine the central role of educational guidance in this transformation, insisting on its potential to guide students towards branches and courses aligned with their inclinations, the needs of the green market and environmental standards. Finally, we will emphasize the importance of adopting a proactive approach to support and encourage students to make a positive commitment to green professions. The aim is to enable them to develop positive perceptions, to be inspired by the expectations and encouragement of those around them, while strengthening their sense of self-efficacy in this area. This approach stimulates their motivation and encourages them to become full actors of change in the service of a sustainable society. The practical framework is devoted to an empirical study aimed at students of the 1st year of the baccalaureate affiliated to the regional academy of Beni Mellal-khenifra as a sample. This survey aims to understand how the different factors put forward by the theory of planned behaviour (Ajzen, 1991) influence students' intentions to move towards green professions. By integrating the social, cultural and economic dimensions specific to the region, this approach not only validates the theoretical framework, but also sheds light on the concrete mechanisms that promote or hinder students' commitment to vocational choices focused on sustainability and environmental protection.

## 2. Theoretical framework:

The transition to green growth "greening" has been referred to as the modern industrial revolution due to its expected structural impact on global labour markets (Bowen et al., 2016). According to the United Nations Environment Programme (UNEP, ILO, OIE, ITUC, 2008), a "green economy" is one that improves human well-being and social equity, while significantly

reducing environmental risks and ecological shortages. Policymakers pursue two main objectives in the green economy: managing the transition to green jobs and promoting green economic growth (Martinez, F., et al., 2010). However, the definition of "green employment" is not universal.

The U.S. Department of Labor's Bureau of Labor Statistics (BLS) defines green jobs as "jobs in businesses or industries that produce goods or provide services that contribute to the protection of the environment or the conservation of natural resources. They also include jobs where workers' tasks are aimed at making production processes more environmentally friendly or optimizing the use of natural resources" (BLS, 2013). Thus, "New professions generally require higher qualifications, while changes in existing professions more often concern professions requiring medium or low qualifications". International Labour Office, (2019).

It should be noted that the concept of green employment has been defined in different ways, depending on whether it relates to industries, production technologies or the environmental goods and services sector. These jobs require specific skills and abilities, highlighting the relevance of the trade-centric approach (Bowen et al., 2018).

For (Bowen et al., 2018), "the transition to a green economy is likely to influence the career trajectories of current and future workers. Workers currently employed in jobs classified as *Green Rival* may need additional skills or training to transition to a similar green job. In the long term, new entrants to the labour market may choose to acquire skills or experience that are more suited to green jobs rather than their *Green Rival equivalents*."

Shepherd and Patzelt (2011) emphasize that green jobs contribute to the preservation of ecosystems, the improvement of the quality of the environment and the reduction of deforestation. This positive perception of green jobs by young people is essential, as encouraging their professional choice in this field can strengthen environmental protection (Yi, 2021).

The notion of green jobs refers to jobs that contribute to the preservation of the environment, the reduction of pollution and a more sustainable use of natural resources (ILO, 2018). They include sectors such as renewable energy, waste management, sustainable agriculture and energy efficiency. Morocco, committed to an ambitious energy policy, sees these businesses as a strategic lever for the future.

It is in this perspective that the Theory of Planned Behavior (Ajzen, 1991) finds its relevance: it allows us to understand how individual beliefs, perceived social norms and the feeling of control influence the decision to adopt -or not- an orientation towards these sustainable professions. Thus, linking the dynamics of green jobs to the explanatory framework of the TCP makes it possible to analyze more precisely the psychosocial determinants of environmental engagement among students.

TCP (Ajzen, 1991) is a psychosocial model explaining intention and behaviour. It is based on three major determinants:

- Attitude towards behaviour (positive or negative judgment).
- Subjective norms (perceived social pressure).
- Perceived behavioral control (sense of feasibility).

These three factors directly influence intent, which in turn determines actual behavior.

### **2.1 Attitudes towards green jobs**

According to Ajzen (1991, p.188), attitude is defined as "the level at which an individual makes a positive or negative judgment about the behaviour concerned". It represents an essential element in the development of the intention to behave in a certain way, merging the direct and indirect impacts of personal convictions. In the context of a professional career, the attitude towards ecological professions can be defined as "the level at which a person maintains a personal appreciation" (Ajzen, 1991).

Numerous studies have shown that, although young people generally show a positive interest in environmental protection, this commitment does not always translate into a real desire to pursue green careers. (Van der Werff, E., et al., 2013). Other research corroborates that the more positive people see the economic and social benefits of green jobs, the greater their desire to invest in them (OECD, 2020; ILO, 2018). Therefore, the following hypothesis is made:

*H1: The attitude towards green professions has a positive influence on students' intention to go into them.*

## **2.2 Subjective norms and intention to orient towards green professions**

According to Bouarar, A. C., and Mouloudj, K. (2021), the subjective norm can be considered as "the degree of social influence imposed by a reference group, likely to influence an individual's perceptions, feelings, preferences, evaluations, attitudes, intentions, and actions" (p. 652). In the context of educational guidance, social norms refer to how individuals perceive the social pressures and expectations of those around them regarding their behaviours in terms of specific choices.

Previous research has also shown that subjective norms have a significant impact on green entrepreneurship intent Ashraf et al. (2021), Sabah, S. (2016). In addition, Peng et al., (2020) demonstrated that subjective norms, as a mediating element, positively influence the relationship between environmental values and the intention of sustainable entrepreneurship.

Applied to the field of green jobs, this criterion reflects students' perception of the social and family expectations related to environmentally friendly jobs. When young people perceive that those around them – parents, teachers, friends or the community – value a professional commitment to green jobs, their desire to access them can increase. In this context, role models, such as sustainability professionals or teachers raising awareness of environmental transformation, play a crucial role in shaping this desire. Thus, the greater the perceived social pressure for green jobs, the more likely students are to consider this type of career.

*H2: Subjective norms positively influence students' intention to move towards green professions.*

## **2.3 Perceived Behavioural Control (PBC)**

Ajzen (1991), introduced the concept of perceived behavioral control (CCP) as an immediate precursor to intention, thus expanding the theory of reasoned action (ART). CCP is defined as "a person's perception of how easy or difficult it is to perform a significant behaviour" (Ajzen (1991), p. 183). This term refers not only to an individual's perception of his or her ability to perform an action, but also to his or her belief in his or her ability to control his or her progress (Liñán, F., and Chen, Y. (2009).

In the field of entrepreneurship, the CCP reflects an individual's confidence in their ability to implement and manage entrepreneurial activities. Several studies have shown that CCP has a significant impact on the entrepreneurial intent of university students Ambad, S.N.A. (2016). Similarly, Yurtkru E.S (2014) believes that the CCP positively influences the entrepreneurial intention of Turkish students, albeit moderately. Ashraf et al. (2021), also stated that the CCP has a positive impact on entrepreneurial intent related to e-commerce.

Applied to the context of green careers, perceived behavioural control is students' perceptions of their ability to access, succeed and persevere in a career related to environmental sustainability. The more competent, educated, and able a student feels to overcome barriers (such as lack of specialized training or job opportunities in the green sector), the more likely they intend to pursue these careers. Therefore, this sense of self-efficacy plays a crucial role in transforming positive attitudes into an intention to act.

*H3: Perceived behavioural control positively influences students' intention to move towards green professions.*

## 2.4 Sustainable support

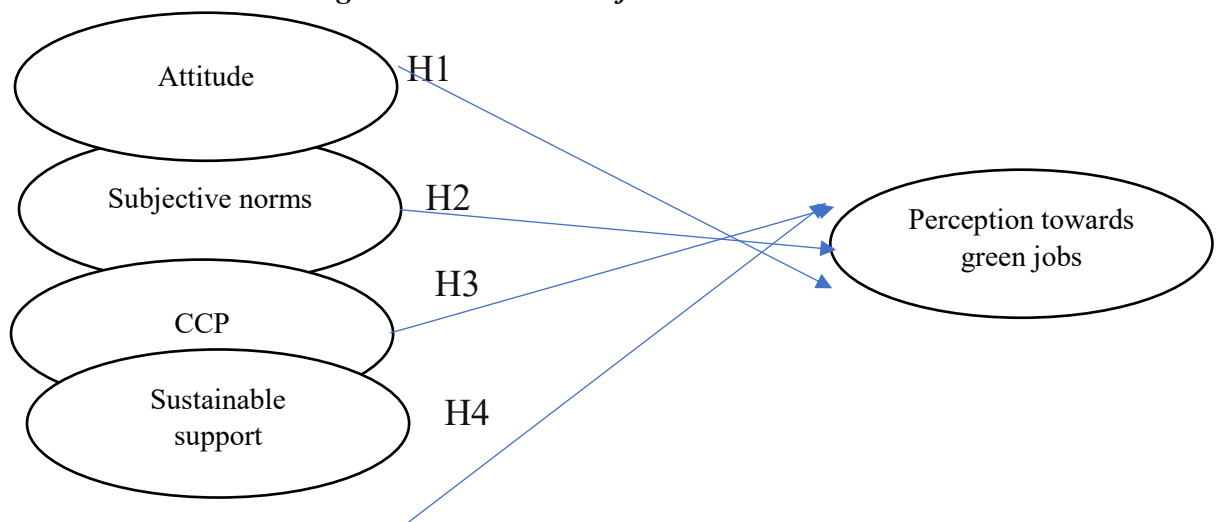
Various environmental problems pose major global challenges today. Mouloudj and Bouarar (2021) define environmental awareness as "the first level of an individual's environmental knowledge of the causes and effects of environmental degradation" (p. 875). For their part, Li et al. (2016) suggest that green entrepreneurship education improves students' perceptions and promotes sustainable development-oriented behaviours.

Applied to the context of green carriers, environmental awareness represents an understanding of the challenges associated with nature conservation, pollution reduction and sustainable use of resources. It directly influences students' interest and motivation to pursue careers that contribute to sustainable development. Students who are aware of climate challenges and the importance of the energy and environmental transition develop a stronger intention to choose a green career, which is perceived as socially beneficial and promising for the future. Peng et al., (2020) also demonstrated that environmental values exert a significant and positive influence on sustainable entrepreneurship intentions, suggesting that environmental awareness is a prerequisite for any behavior that can support the environment.

*H4: Support and sustainable awareness have a positive influence on students' intention to move towards green professions.*

The summary of the assumptions made in the constructs is presented in the Figure below.

**Figure 1. The research framework**



*Source: Ourselves*

As part of the transition to a sustainable economy, educational guidance is emerging as an essential lever to guide students towards careers that meet contemporary environmental requirements. This fundamental role is not limited to simple information on existing professions, but also includes raising awareness of the skills and training necessary to evolve in a constantly changing environment. This implies that school guidance systems must be effective at:

- Be dynamic and responsive, integrating the new realities of the labour market and the emerging needs of the green sectors.
- To help students identify professional development opportunities available to them.
- Provide students with information on market trends, in-demand skills and available training paths,
- Encourage students to reorient themselves towards branches leading to green jobs.
- Help students understand the requirements of the new green standards,

Academic guidance can facilitate students' transition to roles that not only meet their aspirations but are also in line with society's sustainability goals. By integrating orientation programmes focused on green skills and the opportunities offered by a sustainable economy, schools can play a proactive role in preparing students for a professional future that is in line with environmental issues. These students could be encouraged to favour training specifically designed for green professions, which would make them more likely to integrate into a labour market that values skills related to sustainability.

Moreover, this proactive approach can also encourage a culture of innovation and environmental responsibility from an early age. By raising students' awareness of environmental issues and introducing them to careers available in the green sector, school guidance can not only prepare them for informed career choices, but also encourage them to adopt responsible behaviours towards the environment.

This creates a double impact: on the one hand, students become agents of change, and on the other hand, society benefits from a skilled workforce that is ready to meet the challenges of a green economy.

### **3. Methodology**

#### **3.1 Research issues and objectives**

Professions that contribute to the conservation and protection of the environment are increasingly seen as a relevant solution to today's environmental and economic challenges. As Morocco faces a shortage of skilled workers in this sector, integrating a school-based approach focused on green jobs and sustainable skills could be a key strategy to address contemporary environmental challenges. By aligning students' aspirations with the demands of the job market, this approach can help create a generation that is environmentally aware and ready to engage in careers that promote sustainable development. For these reasons, educational guidance can play a critical role in explaining, coaching, and training students on the skills and attitudes needed to guide them towards careers that meet today's environmental requirements.

This work aims to explore the perceptions of first-year baccalaureate students in Morocco of green professions and to identify the factors influencing their interests in these professions. We analyzed students' perceptions of green careers during their educational choices.

All the factors mentioned above were the main motivation for the survey that was conducted among students in the first year of the baccalaureate in various secondary schools in the Beni Mellal-Khenifra region. In fact, students are now at a crucial moment to express their choices about academic orientation in their schools.

So, the question that deserves to be asked is the following: To what extent do the attitude of secondary school students towards green professions, the social influences that surround them, their perception of their own abilities, as well as the quality of the support they receive, contribute to shaping their intentions to move towards ecological professions.

#### **3.2 Sample and procedure**

Four hundred and twenty-five students of the first year of the Baccalaureate from different secondary schools affiliated to the five provincial directorates under the Ministry of National Education, Preschool and Sports of the Regional Academy of Education and Training of Beni Mellal Khenifra (B.K) randomly selected responded to the survey. This allowed us to ensure a diverse population in terms of gender (male/female), sector (private/public), and educational environment (rural/urban), which improved the validity of the work. This demographic distribution allows us to better understand the characteristics of our sample and to place the survey results in context.

Statistically speaking, the share of girls represents 54.7% of the sample. At the academic level, the respondents are students covering various streams. In terms of geographical origin, 37.6%

of the students surveyed come from a rural area while 62.4% are students from an urban area, thus reflecting a diversity of contexts in the study. The private sector is present at a rate of 5%. However, it should be noted that the sample on which our survey was based cannot be representative of all students in the 1st year of the baccalaureate in the B.K region, which amounts to 28695 according to the official statistics of the B.K regional academy for the 2022-2023 school year. However, the size of the sample allows us to draw an overall view of how students perceive green jobs today, their degree of commitment to environmental protection, as well as their desire to move towards courses leading to these sustainable careers.

An attempt was made to develop simple and clear items so that the interviewees could better understand the questions and give relevant answers. We also tried to diversify the instructions in order to collect as much information as possible.

The measure used in this study consists of three sociodemographic questions (sex, age and level of education) as well as 20 items spread over five constructs (see Table 1).

- Five items, adapted from those used by Liñán, F., and Chen, Y. (2009), were used to measure attitudes towards green jobs.
- Five items developed by Bouarar, A. C., and Mouloudj, K. (2021) were used to assess subjective norms.
- Five items from Liñán, F., and Chen, Y. (2009) were used to measure perceived behavioural control (PCC).
- Regarding sustainable awareness-raising, five items adapted from Mouloudj, K., and Bouarar, A. C. (2021) were mobilized.
- Finally, five items borrowed from Liñán, F., and Chen, Y. (2009) were used to measure the intention to orient towards green professions.

All questions were rated using a five-point Likert scale, ranging from (1) strongly agree to (5) strongly disagree.

*Table 1. Measurement of Constructs*

Construct	Items	References
Attitudes	ATT1: Green jobs contribute to the protection of the environment.	Liñán, F., & Chen, Y. (2009).
	ATT2: Green jobs offer good opportunities for the future.	
	ATT3: Green jobs are socially rewarding.	
	ATT4: Working in a green profession is a source of pride.	
	ATT5: Green jobs bring benefits to society.	
Subjective norms	SN1: My teachers encourage me to consider a career as a teacher.	Bouarar, A. C., and Mouloudj, K. (2021).
	SN2: My family thinks it's important to work in a green profession.	
	SN3: My friends value people who are moving towards green jobs	
	SN4: My entourage considers green jobs to be useful and necessary.	
	SN5: School guidance councils encourage green jobs.	
Perceived behavioral control	PBC1: I feel capable of succeeding in a training course related to green professions.	Liñán, F., & Chen, Y. (2009).
	PBC2: I think I have the necessary skills to work in a green profession.	
	PBC3: I have access to sufficient information on green professions.	
	PBC4: I can get support if I choose to go into a green profession.	
	PBC5: There are accessible training opportunities for green jobs.	

Intentions	INT1: I am motivated to develop a career in an environment-related field.	Mouloudj, K., and Bouarar, A. C. (2021)
	INT2: I intend to move towards studies related to green professions.	
	INT3: I am motivated to develop a career in a field related to the environment.	
	INT4: I see myself in a green profession in the coming years.	
	INT5: I am motivated to develop a career in an environment-related field.	
Sustainable support	SS1: I receive personalized support that corresponds to my needs to understand green jobs.	Liñán, F., & Chen, Y. (2009).
	SS2: The counsellors/teachers provide me with clear and useful information about opportunities in green professions.	
	SS3: The personalized support motivates me to consider a career in green professions.	
	SS4: I feel supported in my efforts to orient myself towards green professions thanks to personalized support.	
	SS5: The resources and guidance I have at my disposal help me make an informed choice about green jobs.	

Source: *Ourselves*.

### 3.3 Conduct of the study:

The data collection using the questionnaire was carried out anonymously within five weeks during the months of April and September 2024, during the period of expression of choices in terms of orientation and educational reorientation. Respondents participated voluntarily with their parents' permission.

Our questionnaire includes 20 questions divided according to the characteristics of the sample, the students' knowledge and perception of green professions, and its influence on their attitudes and educational orientation.

### 3.4 Data Analysis:

Data processing and analysis were carried out using the SPSS (Statistical Package for Social Science) version 26 software, and the Excel program.

Our work is subjected to the chi-square test to find out if it is representative or not, and to the Kolmogorov-Smirnov test to find out if the way in which the interviewees answered is correct or not.

- **Chi-square test:** The sample is representative of the population based on the school environment variable (urban – rural) with an asymptotic significance (0.075) of the chi-square test is greater than 0.05 (5%). This allows us to conclude, unless additional information is provided, that there is no significant difference between the distribution of the school environment between the sample and the population (students in rural and urban) of the Beni Mellal-Khenifra region.
- **Kolmogorov-Smirnov test (k.S):** The asymptotic significance (0.000) of the test is less than 0.05 (5%). The null hypothesis of no difference between the observed distribution and the random distribution of responses is rejected. The students' answers **are not due to chance**. They reflect their opinions because the asymptotic significance (0.000) of the Kolmogorov-Smirnov test is less than 0.05 (5%).

### 4. Results and Discussion:

Cronbach's alpha coefficient was used to assess the internal consistency of items related to the dimensions of the Planned Behavior Theory (TCP), sustainable support and intention (see Table 2). The result obtained, with a minimum value of 0.762, far exceeds the generally accepted

threshold of 0.6, which reflects a good reliability and satisfactory homogeneity of the scales used Bouarar, A. C., and Mouloudj, K. (2021).

The normality test is an important postulate in regression analysis. The reliability of the regression results requires that the data follow a normal distribution.

Checking the normality of the data is an essential preliminary step before proceeding with the regression analyses. Indeed, the reliability of the results depends on compliance with the assumption that the variables observed follow a normal distribution. As noted by Byrne, B. M. (2016), a distribution can be considered normal when skewness and kurtosis values remain close to zero, with acceptable margins of  $\pm 2$  for skewness and  $\pm 7$  for flattening.

The results of the asymmetry and flattening tests confirm the balance of the answers collected from secondary school students in the Beni Mellal-Khenifra Academy.

The results obtained from the **asymmetry values** and those of **kurtosis** are as follows:

*Table 2: Analysis of the normality of the data from the skew and flattening indices*

Indicator	Observed Interval of Variation	Acceptability Threshold (Standard)	Interpretation
Skewness	0.286 to 1.733	Less than $\pm 2$ (or $\pm 3$ depending on the literature)	The distributions do not show extreme lag, which shows good <b>symmetry</b> around the mean.
Kurtosis (Flattening)	-0.979 to +1.445	Less than $\pm 7$ (or $\pm 10$ depending on the literature)	The data is neither too "sharp" nor too "flat", indicating a distribution of responses that is neither too concentrated nor too dispersed.

*Source: Ourselves*

These values are within acceptable limits, confirming the normality of the distribution of the collected data.

*Table 3. Testing for reliability, multicollinearity and collinearity.*

Construct	Cronbach's Alpha	Skewness	Kurtosis	Tolerance	BRIGHT
INT	0.904	0.428	-1.492	--	--
ATT	0.893	1.504	2.487	,978	1,022
SN	0.861	1.130	1.349	,985	1,015
PBC	0.849	-0.462	-0.630	,974	1,026
SS	0.762	1.339	3.238	,983	1,018

*Source : Ourselves.*

To ensure that our independent variables are not too closely linked, which could damage the analysis, we checked for multicollinearity using two indicators: tolerance and variance inflation factor (VIF). In general, if the tolerance is less than 0.20 or the VIF is greater than 5, it means that there could be a problem, as the variables would be measuring the same thing in part. In our case, the results obtained show that all tolerances exceed 0.20 and that the VIFs do not go beyond 5. This means that each variable does provide different information, and multicollinearity therefore does not pose a problem in interpreting our results (see Table 3). This verification is essential to ensure that the conclusions drawn are robust and truly reflect the distinct influence of each factor studied.

In order to test our research hypotheses, we used multiple linear regression. The results of the tests carried out are summarized and presented in the table below.

Table 4. Multiple regression results for the intention to move towards green jobs

Model	$\beta$	t	GIS.	Decision
(Constant)	0.992	7,816	,000	-
ATT	,276	3,358	,002	H1 confirmed
SN	,185	2,568	,008	H2 confirmed
PBC	,205	2.489	,006	H3 confirmed
SS	,237	2,759	,004	H4 confirmed

Dependent variable: intention towards green professions.

Independent variables: attitude (ATT), subjective norm (SN), perceived behavioral control (PBC), sustainable support (SS).

Source: Ourselves.

**Model summary:** The multiple correlation coefficient (*R*) is 68.7%, which means that the model explains a significant part of the relationship studied. The explained variance (*R*-squared) is 48.2% and, after adjustment, it remains high at 47.9%. The overall test of the model (*F*) is significant with a value of 67.200, and the associated probability (*p*) is less than 0.05, indicating that the results are statistically significant.

The table above presents the results obtained from multiple linear regression. This could help us examine the effect of four independent variables, namely perceived behavioural control (PBC), sustainable support (SS), attitudes (ATT) and subjective norms (SN) on the dependent variable, namely the intention to orient (INT) towards green professions.

The resulting coefficients show that all variables have a positive and significant effect on intent, indicating that the model is statistically valid.

- General attitudes towards green occupations (ATT) are the most influential factor in the model ( $\beta = 0.276$ ;  $t = 3.358$ ;  $p = 0.002$ ). The H1 hypothesis is therefore confirmed. This shows that the more students value green jobs and see personal or societal benefits in them, the higher their intention to access them.
- Finally, subjective norms (SN) also have a positive and significant effect ( $\beta = 0.185$ ;  $t = 2.568$ ;  $p = 0.008$ ), confirming H2. In other words, the influence of the environment (family, teachers, friends) plays a key role in forming students' intention to move towards green professions.
- Perceived behavioral control (PBC) exerts a significant positive influence on intention ( $\beta = 0.205$ ;  $t = 2.489$ ;  $p = 0.006$ ), thus confirming the H3 hypothesis. This allows us to say that the more students feel capable of succeeding in a field related to green professions, the stronger their intention to go into it.
- The attitude towards sustainable support (SS) also had a significant positive effect ( $\beta = 0.237$ ;  $t = 2.759$ ;  $p = 0.004$ ), validating H4. This may suggest that students with a favourable perception of long-term support show a greater desire to move towards sustainable courses or careers.

Overall, these results confirm that personal beliefs, environmental support and accompaniment, and social influence jointly contribute to strengthening the intention to steer towards sustainable trajectories. This is in line with the logic of the Theory of Planned Behavior (Ajzen, 1991), according to which intention is determined by attitude, perceived social norms, and a sense of control.

Thus, it can be concluded that the development of an ecological orientation in students requires integrated work on three levels: cognitive (attitudes), social (subjective norms) and psychological (perceived behavioral control).

Our study reveals that students' attitudes towards green careers play a decisive role in their intention to engage in them, thus confirming the conclusions of previous work (Saleem, et al (2018); Vamvaka, V., et al. (2020)).

This means that the more positive students have towards green careers, the more they develop an intention to pursue them. In other words, the more pronounced this attitude is, the more likely it is that they will choose a career path related to green jobs.

However, these intentions do not always translate into behaviour, especially given the multitude of issues and barriers that impede relevant and effective guidance for the majority of students, including socio-economic, environmental, and personal factors.

Our results show that subjective norms significantly and positively influence students' intentions to pursue green careers. This suggests that, for these standards, the perception of the stakeholders who seem important to the environment (parents, guidance counsellors, teachers, administrative executives, relatives, peers, parents' associations) has a direct and significant influence on students' intentions to pursue green careers. This means that the subjective norm reflects the perceived social pressure to engage in a certain behavior. It is a factor linked to individual beliefs and represents the social pressure exerted on pupils, particularly during the phase of expressing educational choices. Therefore, most students can be influenced by information from the surroundings more practically from environmental awareness organizations that promote the positive effects of green careers. Our findings confirm numerous studies indicating that subjective norms have a significant and positive influence on intentions to pursue sustainable careers. (Peng et al., (2020), Sabah, (2016)., Ashraf et al. (2021)).

In addition, the results show that perceived behavioural control (PBC) has a positive and significant influence on the intention to pursue green professions. In this context, the PBC reflects the perception of access to the resources and opportunities necessary for the implementation of the behavior, including socioeconomic and family circumstances, individual capacities, desires and choices, as well as self-confidence in one's ability to successfully navigate a green profession. This suggests that a high level of CCP should strengthen students' intention to pursue green professions. This result is consistent with the work showing that CCP positively influences students' vocational intentions (Ambad, S. N. A., et al. (2016), Yurtkoru, E. S., et al., (2014)). It is also supported by Ashraf et al., who observed a positive effect of the CCP on entrepreneurial intentions in Facebook commerce.

In practice, students who are considering educational pathways to green jobs face a range of inherent barriers, which vary from student to student depending on their abilities, choices, skills, and environment. These major obstacles include various socio-economic constraints faced by their families, the geographical remoteness of schools offering this type of education and training, and the particular difficulties in choosing an educational path for girls, especially in rural areas where social norms and mobility remain limited. In addition to these constraints, there are technological barriers, such as lack of access to information and knowledge related to green innovations, as well as administrative obstacles, often related to the lack of programs that generally support educational pathways or environmental training. In addition, the regulatory and institutional frameworks to be developed in certain green sectors may hinder the orientation of students towards these pathways. These multiple challenges can complicate the process. They underline the urgency of strengthening personalised support for pupils and developing comprehensive and adapted educational, pedagogical and school guidance policies in order to remove these obstacles and facilitate equitable educational guidance allowing access to green jobs.

## **5. Conclusion:**

To cope with advanced and rapid economic and technological transformations, the current situation requires management, design, planning and leadership skills. These kinds of skills are

needed for innovation and new labour markets. Certainly, some sectors are more affected than others by the evolution of employment, but in general, all sectors require a certain level of environmental expertise in their core activities, such as in the areas of energy and resource efficiency, in order to comply with environmental laws and reduce waste and environmental pollution. Educational guidance plays a critical and important role in preparing future generations, as it enables today's students to follow pathways that respond to urgent climate change and, as a result, prepare themselves with advanced and specialized degrees for positions and jobs that serve to protect the environment.

To achieve this success, and based on the results obtained in this work, it is necessary to mobilize all the actors in the educational field, including teachers, guidance counsellors, school administrators, students, parents and parents' associations and civil society associations. This will allow us to create a climate and personalized support that promotes sustainability, and to instill in students sustainable thinking and awareness of their positive role towards the environment.

Several studies consider that the orientation towards green professions represents a promising solution to current environmental and social challenges. They also confirm that intentions play a key role in the career choice process (Ozaralli, N., & Rivenburgh, N. K. 2016).

In this perspective, the present study aims to develop and examine an extended model of planned behaviour theory (Ajzen, 1991), in order to assess how attitude, subjective norms, perceived behavioural control and sustainable support influence students' intentions to move towards green professions.

To our knowledge, this research constitutes one of the first attempts to explore this issue in the Moroccan educational context. To do this, a questionnaire was administered to a sample of 425 first-year baccalaureate students, from several schools in the Beni Mellal-Khenifra region, with 65 invalid questionnaires that were not used.

The results reveal that the majority of students have a low level of environmental support (Average = 2.48). In addition, the analyses show that the three dimensions of TCP (attitude, subjective norms, and perceived behavioral control), combined with environmental support, exert a positive and significant influence on the intention to orient oneself towards green professions.

Together, these four factors explain nearly 48.2% of the variance in behavioral intent, which confirms all the hypotheses made. These results thus make a valuable contribution to the emerging literature on ecological orientation intentions and open up new perspectives for the development of sustainable education and a more conscious orientation of environmental issues.

Thus, the concerted action of these actors is an essential lever for translating intentions into concrete behaviors, helping students to move from a simple environmental awareness to an active involvement in the construction of a more sustainable future. This will enable us to achieve the desired goal of building a strong and sustainable green economy.

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