COMPREHENSIVE EXAMINATION ON INTENTIONS OF STUDENTS IN SOCIAL ENTREPRENEURSHIP

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Abstract:
The capacity to affect change on a local and global scale about a range of political, social, environmental, and economic challenges is known as social entrepreneurship (SE). Young exposure to theory and practice of social entrepreneurship at postsecondary educational institutions is thought to influence this change. In this study, we examine the intentions of students in social entrepreneurship. This study's objective is to assess the degrees of social and entrepreneurial entrepreneurship. For the study, 150 college students served as the sample. This study examines empathy, moral duty, social support, self-efficacy, social impact, and educational level as principal motivators for social entrepreneurship intentions. The SPSS is a software program used to analyse the data and perform statistical analyses. The findings indicate that the only factors that were statistically correlated with the desire to engage in social entrepreneurship were empathy, self-efficacy, and psychological support. The association between social support and the ambitions for social entrepreneurship was shown to be unfavourable. In conclusion, the study provides insightful information for practitioners and educators who aim to foster a vibrant environment for student social entrepreneurship.

INTRODUCTION

In social entrepreneurship (SE), chances to generate market and non-market disequilibrium are typically sought after by business start-ups that expressly adhere to a social purpose. The goal is to produce a good societal effect. However, SE education involves more than strengthening students' inclination to participate in the establishment of social businesses using a social learning process (Lukman et al., 2022). In the social and economic advancement of the areas where they operate, social entrepreneurs are crucial. They are a unique breed of entrepreneurs, motivated by the desire to enhance human health end poverty, starvation, or illiteracy, make amends for social, legal, or economic injustices, or protect the environment for coming generations (Naveed et al., 2021). Additionally, social entrepreneurs differ from humanitarian because they organise the limited resources required to solve a problem that neither the government nor the free market could solve, as opposed to using their excess wealth to sponsor their preferred non-profit organisations in support of deserving causes (Usman et al., 2022).

An individual who identifies an opportunity, exhibits ingenuity, and takes on risk to further a social objective is referred as a social entrepreneur. Considering the significance of SE in contemporary society, some educational organisations are beginning to invite more students to participate in SE behaviour or contribute to SE initiatives (Ko and Kim, 2020). SEs are influencing the course of their

profession with their ideas and lives. They are realists as well as dreamers, and their ultimate concern is the rational execution of their vision in SEs. To maximise the number of people who can increase, take their ideas, and put them into action, social entrepreneurs provide simple and have broad support (Barman, Haque, et al., 2023). The path from failures with financially viable inventions aimed at recognising social problems has evolved as SE. However, SE methods in education come from the old techniques, which could overlook chances to develop new approaches. There will be less experience in the field of entrepreneurship and limited educational opportunities. Moreover, this will result in difficulties for new businesses and a rise in joblessness. Comparing SE to traditional business schools, interest and perceptions of education restrict the desire to become an entrepreneur (Bui et al., 2023).

Bazan et al. (2020) determined a modified version of the model that has been suggested for evaluating male and female students' social entrepreneurial intention (SEI) is applicable. The environment and support system (ESS) of the university is added as a more distant construct, expanding the model. The more immediate predecessors of empathy for others perceived community support, self-efficacy, and the college's ESS, in addition to the experience with environmental concerns, cultural and social can all have an impact on environmental responsibility. (Naveed et al., 2021) determined the influence of SE education and individual social entrepreneurship orientations (ISEO) on students' SEI. The information was collected from 241 university students studying entrepreneurship. Structural equation modelling was used to analyse the data. (Solorzano-García et al., 2022) developed deeper into an examination of the social entrepreneurial aspirations, motivations, and characteristics of massive open online course (MOOC) students, with a focus on the conflicts when deciding whether to start a social corporation, involving both internal and exterior elements along with the impact of the immediate surroundings. (Tiwari et al., 2022) aimed to determine the predictive power of moral judgment, empathy, and social entrepreneurial education about SEI. In addition, there was a clear and direct correlation between social entrepreneurial objectives and SE education. (Boubker et al., 2021) examined the impact of entrepreneurship education on Moroccan students' inclinations to pursue entrepreneurship. According to the established model, four factors are thought to influence entrepreneurial intention: perceived societal norms, attitude towards entrepreneurship, entrepreneurship education, and perceived entrepreneurial capacity.

Shah et al. (2020) investigated the moderating effect of self-efficacy and predicting subjective standards in entrepreneurship education and the power of attitude about entrepreneurial ambitions. Using entrepreneurial education as a controlling factor and a real experimental setup are employed to examine changes in the nature and strength of the impacts of the independent variables on the dependent variable. (Almeida, 2023) identified the defining characteristics of the student's intention to pursue social entrepreneurship. A sample of 177 students enrolled in a SE course at a university was used for the study. The results show that the setting, organisation and individual factors influence students' ambition to start their businesses. (de Sousa-Filho et al., 2020) replicated Hockerts on a developing nation, which is a somewhat different social reality from previous assessments and adds fresh insights on such variables. In this study, we examine the intentions of students in social entrepreneurship.

1. METHODOLOGY

In this section, we discuss that analysing students' intention in SE requires a methodical approach to research significant data. First, a study utilising a quantitative research methodology is utilised to ascertain the present aspirations of students within a particular graduate or undergraduate students enrolled in business or social science programs.

Research Design

To achieve the research goal, the present research used a quantitative technique and a positivistic viewpoint. Data was gathered from a sample of college students using a descriptive cross-sectional survey approach. These students were scheduled to complete an entrepreneurial skill development (ESD) course lasting a year. Since college students have the potential to become future societal leaders, they were specifically targeted as responders. Furthermore, student respondents are probably going to give a wider range of social entrepreneurial aspirations than do working social entrepreneurs.

Empathy (EP)

Empathy is the ability to imagine a different individual's feelings or the propensity to react emotionally to another person's mental condition. Social entrepreneurs strive to address inequalities and the excessive pursuit of economic gain, and their actions are motivated by empathy, which is defined as the vicarious experience of another person's feelings. This lends credence to the theory that social entrepreneurs prioritise social goals over the pursuit of profit in their endeavours and hence exhibit altruistic motivations.

H1: Student aspirations to engage in social entrepreneurship are positively correlated with empathy.

Self-efficacy (SE)

The idea of self-efficacy relates to a person's cognitive assessment of their ability to generate the cognitive resources, action plans, and necessary motivation to exert control over life events. SE has been regarded in the literature as an accurate indicator of outcomes, including career possibilities, personal effectiveness, professional interests, and people's determination to ensure the accomplishment of difficult but complex tasks. SE can have an impact on an entrepreneur's assessment of SEs viability, which is crucial to the venture's success. To better understand the factors influencing entrepreneurial goals, it is, therefore, useful to investigate the underlying assumptions of cognitive structures like SE.

H2: Self-efficacy is a strong predictor of students' willingness to engage in social entrepreneurship

Moral obligation (MO)

Moral obligations (MOs) are the societal norms and expectations that social entrepreneurs follow to determine how they should behave. In light of this, subjective norms are a person's views on what behaviour is appropriate and expected. Social entrepreneurs are assumed to have a moral obligation to assist those who are marginalised by society, given that moral responsibilities are situated between one's moral assessment and society's expectations of human behaviour.

H3: Social entrepreneurship goals are substantially predicted by moral obligation.

Social support (SS)

Additionally, social assistance (SS) included in the double purpose of social projects when economic benefit and producing pursuing social values separately. Complex scenarios, for example, have been documented in which businesses make money through their pursuit of market-oriented commercial projects, and then those revenues are used to finance social initiatives that assist recipients as non-primary consumers. In these kinds of situations, the goal of making money from social endeavours is not as much as the creation of SS.

H4: The social entrepreneurial goals of students are highly predicted by their social support.

Educational level (EL)

Students studying SE have backgrounds ranging from undergraduate to postgraduate, and beyond, as well as their goals and drives are reflected at each level of schooling. The care for social

problems and knowledge of academia are frequently combined by undergraduates, who view SE as a means of creating sustainable models and making a meaningful difference in the world. Graduates are frequently focused on leading social projects inside organisations, creating businesses, or advancing their careers. This is especially true for individuals obtaining specialised degrees or certificates.

H5: Students' intents to engage in social entrepreneurship are strongly predicted by their educational level.

Social impact (SI)

Students who study SE are motivated to pursue their goals by a variety of social impact objectives. A strong desire to address urgent social or environmental issues, such as healthcare access, inequalities, poverty, and climate change, drives many. Their mission involves creative solutions that have the potential to significantly impact people's lives, with an emphasis on equity, empowerment, and moral corporate conduct. Some people place a high priority on environmental sustainability, focusing on projects like reducing waste and renewable energy. The conceptual design of the connections that require testing is shown in Figure 1.

H6: Social impact and students' aspirations to pursue social entrepreneurship are strongly correlated.

Figure 1. Conceptual framework
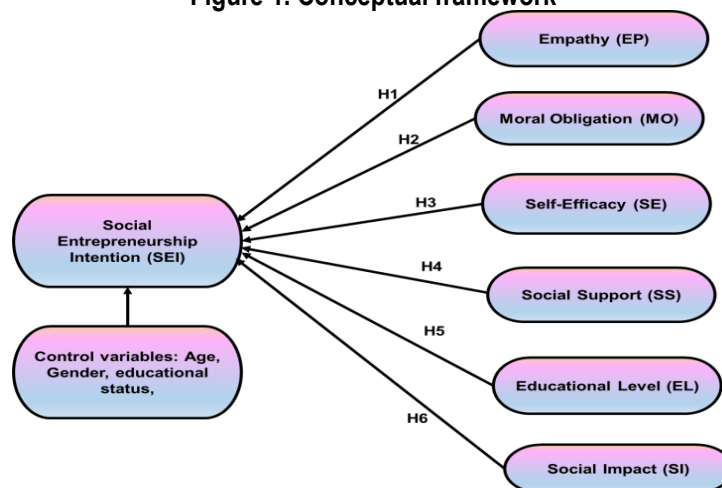
Source: Monir and Geberemeskel, 2024

Sampling and data collection

The study used a sample of 150 college students who participated in an online survey (Chengalvala, and Rentala, 2017). Table 1 depicts the description of respondents.

Table 1. Description of Respondents

Population factors	Specifications	Ranges	(%)
Gender	Women	58	39
	Men	92	61
	Overall	**150**	**100**
Age	30-35 years	0	0
	25-30 years	45	30
	20-25 years	96	64
	<20 years	9	6
	Overall	**150**	**100**
Status regarding education	Ph. D	12	8
	Post-Graduate	72	48

Population factors	Specifications	Ranges	(%)
	Graduate	66	44
	Overall	**150**	**100**
Domain of studies	Others	22	15
	Management	60	40
	Science	4	3
	Commerce	8	5
	Engineering	56	37
	Overall	**150**	**100**

Source: Monir and Geberemeskel, 2024

Data analysis

The following computer program, SPSS, was used to analyse the data for statistical testing. Descriptive percentage analysis, "structural equation modelling (SEM) and confirmatory factor analysis (CFA)" were used in the dataset.

Measuring scale

The factors were assessed using multiple-item rating scales, except gender, age of respondents, education level, and prior experience in entrepreneurship. Every scale item was given a 5-point Likert answer, with 1 denoting "strongly disagree" and 5 denoting "strongly agree". The study examined the measurement tools for the seven variables such as EL, SE, MO, EP, SS, SE, and SEI.

Measurement model

The purpose of CFA was to determine whether the following factors correctly described the variables SS, EL, MO, SE, SS, EP, and SEI. To calculate the parameter's standard error estimations, maximum likelihood estimation was done. The incremental index of fit (IFI) value of ≥ 0.10, The Tucker and Lewis index (TLI) value of ≥ 0.10, the degree of freedom and statistically insignificant Chi-square $[x^2/(df)]$ value of ≤ 3, the "Root Mean Square Error of Approximation (RMSEA)" value of ≥ 0.08, and the "comparative fit index (CFI)" value of ≥ 0.10, were employed to assess the data set's variable factor structure. In this test, the degree to which independent and dependent variables are correlated in statistics variables is examined to see if it can be explained by a method-bias-driven single component. As a result, exploratory factor analysis (EFA) was used to drive all of the observed measuring elements into a single component.

2. RESULTS

In this section, we discuss the reliability and validity, control variables, and structural model for seven variables.

Reliability and validity

The study used Average Variance Extracted (AVE), Cronbach's alpha test, and "Composite Reliability (CR)" as measurement methodologies to evaluate the reliability of the instrument. A measure of an item's internal consistency used to evaluate a certain variable is referred to as reliability. When the CR, alpha and AVE values are the AVE is 0.5 or higher, and all are at least 0.7, they indicate good dependability. The current investigation met the previously indicated standards for high dependability in its findings shown in Table 2.

Table 2. Reliability test

Variables	Item code	Factor loadings
Empathy (EP)	EP1	0.820
	EP2	0.729
	EP3	0.647
Moral obligation (MO)	MO1	0.653

Variables	Item code	Factor loadings
	MO2	0.769
	MO3	0.789
	MO4	0.733
Self-efficacy (SE)	SE1	0.772
	SE2	0.689
	SE3	0.718
Social support (SS)	SS1	0.746
	SS2	0.803
	SS3	0.770
Educational level (EL)	EL1	0.792
	EL2	0.820
	EL3	0.850
Social impact (SI)	SI1	0.765
	SI2	0.815

Source: Monir and Geberemeskel, 2024

Other tests were conducted to evaluate the convergent and discriminant validity. The explanation of convergent validity the extent to which a certain collection of items used to assess a hidden variable truly represents the variable in question. A sufficient level of internal consistency and convergence is indicated by AVE of 0.5 or higher, CR of 0.7 or higher, and factor loadings of 0.5 or higher. Discriminant validity indicates a latent variable's degree of uniqueness. Stated differently, the notion illustrates the degree to which a theoretical variable that has been suggested varies from associated variables. While the AVE is higher than the associated Marginal Shared Variance (MSV) for each variable, discriminant validity is present. Both discriminant and convergent validity were validated by the test findings, which are listed in Table 3.

Table 3. Discriminant and convergent validity

Variables	Cronbach α value	Composite reliability	MSV	AVE value
EP	0.90	0.84	0.523	0.63
MO	0.718	0.826	0.009	0.543
SE	0.818	0.970	0.022	0.728
SS	0.759	0.939	0.020	0.670
EL	0.813	0.785	0.016	0.724
SI	0.732	0.734	0.018	0.643

Source: Monir and Geberemeskel, 2024

Control variable

To evaluate the impact on SEI of the control factors age, gender, education status, study area, and prior exposure to entrepreneurship. The model's F-test yielded a non-significant result, with $F_{(7, 218)}$ =1.32, p=0.241 and ΔR^2=.04. This variable suggests that a sizable portion of the variance in SEI was not described by the control factors.

Structural model

To evaluate the study hypotheses, an SEM model was built once a good measurement model was confirmed. The purpose of this study was to determine if SEI was predicted by the variables EP, MO, SE, EL, SI, and SS. The model fit was assessed using the following fit indices in addition to the Chi-square goodness of fit test, TLI, RMSEA, SRMR, and CFI. The findings of the fit test chi-square did not exceed statistical significance, $x^2(101)$= 116.39, $p = .148$ indicating that the design successfully matched the information. Table 4 displays the outcomes for the remaining fit indices.

Table 4. SEM model's indexes of fit

SRMR	TLI	NFI	RMSEA	CFI
0.07	0.10	0.93	0.04	0.10

Source: Monir and Geberemeskel, 2024

Table 5 shows that empathy was a strong predictor of SEI, $B = .81, p < 0.001, z = 8.21$, demonstrating that the anticipated value of SEIs increased by 0.80 units for every unit rise in the independent variable. However, SEI was not substantially predicted by moral obligation, $B = 0.16$, $z = 0.89$, $p = 0.372$, indicating that the two variables did not have a statistically significant connection. In addition, self-efficacy was a strong predictor of SEI, $B = 0.14$, $z = 2.01$, $p = 0.045$, The predicted value of SEI increased by 0.13 units for every unit rise in self-efficacy that was suggested. In the final least, social support was a strong predictor of SEIs $B = 0.32$, $z = 2.19$, $p = 0.030$, proving that the anticipated value of SEI dropped by 0.31 items for every unit increase in social support. It is evident that, at a 0.05% confidence level, the coefficients of regression for hypotheses 1, 3, 4 and 6 were the only important ones. Consequently, the findings are consistent with four of the six null hypotheses that are suggested.

Table 5. Degrees of importance for every variable in the SEM model

Estimated consideration	p-Value	Standardised	Non-standard	Decision
SEI ←EP	<0.001	0.76	0.81	Reject null
SEI ←MO	0.372	-0.07	-0.16	Accept null
SEI ←SE	0.045	0.13	0.14	Reject null
SEI ←SS	0.030	-0.16	-0.32	Reject null
SEI ←EL	0.035	0.15	0.33	Accept null
SEI ←SI	0.042	-0.19	-0.25	Reject null

Source: Monir and Geberemeskel, 2024

3. DISCUSSION

Experimental design research on the effect of empathy (H1) revealed that individuals were more likely to form volunteer intention when they understood statements utilising adjectives that reflected strong empathy than when they received characterisation utilising simply plain semantics. Since empathy is more concerned with a person's attitude towards others than it is with social conduct, it makes sense and it is supported by evidence that students who exhibit higher levels of empathy are more likely than those who do not engage in SE. These pupils would be more likely to engage in or advocate for SE endeavours including promoting clear social missions, providing a novel solution by the establishment of specific items or services, and making a commitment to track the social effect of their actions.

Moral obligations (H2) are seen as normative ideas that govern socially entrepreneurial activity. As a result, moral duties are believed to apply social pressure that either increases or decreases entrepreneurial expectations. Therefore, as research has shown, the reality that moral responsibilities appear to decrease social entrepreneurial goals in certain situations and raise them in others can be the result of institutional and strategic arrangements. The reason for this is that not all social entrepreneurs are driven by moral conviction to create social businesses, and the degree to which social entrepreneurs' moral judgment guides them varies greatly.

The finding that self-efficacy (H3) was a strong predictor of SE ambitions is consistent with other research. Numerous researches back up the idea that social entrepreneurial ambitions are significantly influenced by self-efficacy. Self-efficacy and social entrepreneurial ambitions have a favourable and substantial link. The research was done in developed countries where the personalization of one's agency and emotions of individuality could have a greater impact on self-efficacy and, consequently, ambitions for SE.

Giving people social support (H4) is frequently seen as essential to the development of entrepreneurial goals. The study's findings were unexpectedly significant; the data pointed to social support and SE aspirations that is negatively correlated. The research, which favours perceived social support over other factors in the establishment of SEI, particularly in settings with limited resources, appears with the negative association.

Student's educational (H5) attainment is an important independent variable that influences their goals about social entrepreneurship and their motivation to make a major social impact (H6). To shape their goals of obtaining real-world experience and comprehending the principles of business can address societal concerns; undergraduate students frequently investigate social issues and topics related to entrepreneurship. In comparison, students seeking graduate-level degrees, particularly those with specialised degrees, have more mature intents, motivated by a more profound understanding of societal concerns, sophisticated commercial expertise, and experience with real-world situations.

4. CONCLUSION

This study investigates the students' intentions for social entrepreneurship. We considered empathy, moral duty, self-efficacy, educational level, social effect, and social support as the six variables that predict social entrepreneurial activity. This emphasises how crucial it is to develop students' self-belief and empathy while giving them enough social support to motivate them to participate in social entrepreneurship activities. The study's conclusions are given more legitimacy by using SPSS for data analysis, which offers insightful information for educators and practitioners. The results indicate that social support has an adverse association with social entrepreneurship, although empathy, self-efficacy, social effect, and educational level are important motivators. The coefficients of regression for hypotheses 1, 3, 4 and 6 were accepting the null hypothesis among 6 variables. In the future, it might be beneficial to investigate how culture affects students' goals for social entrepreneurship. Comparing students from various cross-cultural origins might assist in identifying particular drivers of motivation and obstacles related to social entrepreneurship.

AUTHORS CONTRIBUTIONS
The author/authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

CONFLICT OF INTEREST STATEMENT
The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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