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Identifying the Enablers of Social Entrepreneurship among University Students: Mediating Role of Social Entrepreneurial Intentions

Sana Urooj^{*1}, Hafiz Anees Afzal², Dr. Sidra Shehzadi³

Abstract

With the increasing environmental challenges, it has become necessary to consider serious measures towards the sustainability. This can be accomplished by starting the new ventures specifically focusing on the sustainability. Accordingly, study examined the influence of social entrepreneurial self-efficacy and perceived university support on social entrepreneurial behavior. Additionally, study also tested the social entrepreneurial intentions as a mediator. The study adopted the quantitative deductive approach. The data were collected by using the questionnaires adapted from the previous studies. The population of the study was the students of CAMCED from Superior University, Lahore. A total of 350 questionnaires were distributed among the students resulting in 291 filled responses. Study results revealed that self-efficacy and support received from the university resulted in higher intentions to go for the social entrepreneurial initiatives. Additionally, results also revealed that social entrepreneurial intentions is a significant mediator between the tested relationships in the study. It is a significant contribution to the emerging literature on social entrepreneurship. It is among the few attempts to study the role of university in encouraging social entrepreneurship in educational institutions. Its emphasis on social entrepreneurship is valuable in gaining a better understanding of the factors that foster the social entrepreneurial aspirations and behaviors.

Keywords: Entrepreneurial Self-efficacy, Perceived University Support, Social Entrepreneurial Intention, Social Entrepreneurial Behaviour

¹ BPP University, London, UK. * Corresponding author, email: sanaurooj7262@gmail.com

²Lecturer & HoD department of Accountancy, Superior University, Lahore, Pakistan, email: principal_accountancy@superior.edu.pk

³Lecturer BMC, Albukhary international university, Malaysia, email: sidra.shehzadi@aiu.edu.my

1. Introduction

The theoretical underpinning of the idea of entrepreneurial self-efficacy is the socio cognitive technique, which simultaneously examines the dynamic interaction between character and environment and explains what cognitive, inspirational, and affective strategies are involved in a person's decision to engage in entrepreneurial activities (Baron 1998; Venkataraman and Shane 2000). Despite the

possibility that there may be a wide range of contextual factors in addition to character factors that influence entrepreneurial desire, the position of entrepreneurial self-efficacy has been highlighted as a key antecedent, explicitly suggesting that entrepreneurial self-efficacy influences the choice and enhancement of an entrepreneurial career. Training and education can boost a person's entrepreneurial self-efficacy, undoubtedly raising the cost of company activities (Mueller and Goic 2003,

Florin, Karrii et al. 2007). Despite the ESE construct's immense potential, many students urge for its growth because the construct is still in its empirical infancy.

In nations where entrepreneurial thought has taken root, the spirit of opposition, determination, and prosperity is characterized by masculine ideals, which has an impact on entrepreneurial intention (Morrison, 2000). They stress that a student's desire to launch his own company can affect his true preference for this position (Bar et al., 2011) introduction College students' entrepreneurial goals are shaped by these factors, which also fuel their motivation and desire to launch their own firms. However, little is known regarding factors that affect university students' entrepreneurial aspirations (Fayolle and Gailly 2008; Fayolle et al. 2006).

An organization's performance may be impacted by an entrepreneur's social entrepreneurial behavior. An empirical study (Gandy, 2012) showed a connection between organizational success and corporate executives' social entrepreneurial behaviour. Furthermore, the performance of the organization is correlated with how their concept paper behaves in the area of social entrepreneurship, as demonstrated by the local environment in (Mohtar and Rahim, 2014). Numerous academics contend that closely related organizations offer particularly supportive environments for the crucial entrepreneurial behavior necessary for company growth and expansion. Family firms can have entrepreneurial skill, including purpose alignment between the company and its owners and purpose continuity across several generations working in the company (Zahra, 2005). Generational involvement may also be a crucial predictor of the entrepreneurial behaviour of family enterprises itself, as founder-centric corporations sometimes lose their impetus until the second or 0.33 generation joins the

company, revitalizing and sustaining the business. It considers how students view the academic help, cognitive support, and business improvement support provided by their university (Kraaijen et al., 2010). We evaluated the perception of institutional assistance at the institutional level, which includes national government programmes, legislation, and regulations that support entrepreneurship (Turker and Selcuk 2009).

2. Literature Review

2.1. Theoretical Framework

Theoretical framework of the study is presented in figure 1. The research framework is underpinned by the Social Cognitive Theory (SCT) (Badura, 1986). It holds that the environment, personality and behaviors act reciprocally. It is inclusive of the consideration of the individual prior behavior, cognition, and environment to predict the future behavior (Wong & Monaghan, 2020). Both the environment and the personality aspects shape the behaviors of the individuals. Accordingly, the study states that the self-belief of the individuals about their entrepreneurial capability and the support they receive from the university tend to influence their intention to become an entrepreneur. Once, they got their intentions then they will be engaged in the social entrepreneurial behaviors.

2.2. Self-efficacy and Social entrepreneurial intention:

Entrepreneurial self-efficacy is unquestionably linked to entrepreneurial purpose, according to previous studies (Naktiyok et al., 2010). Consequently, entrepreneurial self-efficacy implies an emotional mechanism that is crucial

for people to realize they are capable of performing exceptionally well in tasks and behaviour in a complex environment (Ciuchta & Finch 2019). Entrepreneurial self-efficacy is also inspired by environmental factors, vicarious experiences, and social modelling that pose constraints and facilitate. In contrast to those with low self-efficacy who believe they will always be wary of any new surroundings, people with high levels of self-esteem are more likely to respond favorably in any emerging circumstance (Zhao et al., 2005; Burmeister-Lamp et al., 2019). In light of this, entrepreneurial self-efficacy can significantly influence entrepreneurial intention.

H1: There is a positive relationship between self-efficiency and social entrepreneurial intention.

2.3. Perceived university support and Social entrepreneurial intention:

The university provides assistance in the form of market research and commercialization, a welcoming environment, and, intriguingly, seed money for student teams or businesses. Additionally, universities support entrepreneurship by offering free assistance and instruction in the field, which can be crucial for the development of an entrepreneur's potential and subsequent advancement (Hofer and Potter, 2010). It has been determined that entrepreneurship is a key driver of economic development and societal well-being. A crucial tool for a financial development boom, business technology is essential for entrepreneurs. According to (Gafar, Kasim et al. 2013), entrepreneurship is defined as the development of activity, formation, poverty reduction, vital supply of innovation and social improvement, as well as economic competitiveness. The university provides assistance in the form of

market research and commercialization, a welcoming environment, and, intriguingly, seed money for student teams or businesses. Then again, a huge amount of interest has always been shown in entrepreneurship training, notably by various governments of countries, in light of the substantial contribution that entrepreneurship makes to any economy.

The majority of economies in the field can grow their range and best marketers thanks to entrepreneurship education (Bae, Qian et al. 2014). Furthermore, earlier studies looked into the relationship between entrepreneurship training and entrepreneurial intentions. Tested how entrepreneurship application affects students' entrepreneurial attitudes and intents using the idea of deliberate behaviour (Souitaris, Zerbini et al. 2007). To put it briefly, academic assistance is crucial for fostering social entrepreneurship.

H2: There is a positive relationship between perceived university support and social entrepreneurial intention.

2.4. Social entrepreneurial intention and social entrepreneurial behavior:

Entrepreneurial behaviour has been the subject of extensive investigation. According to (Ceresia and Mendola 2019), entrepreneurial intention is related to a person's readiness to expand their entrepreneurial behaviour and make the commitment to starting a new firm. Previous studies (Fayolle and Gailly 2015, Shirokova, Osiyevskyy et al. 2016) detailed the significance of entrepreneurial purpose models for comprehending the entrepreneurial phenomena and demonstrated that they are a potent indicator of evaluating entrepreneurial behaviour.

According to (Kristiansen and Indarti 2004), (Schlaegel and Koenig 2014), having an

entrepreneurial aim gives someone the ability and motivation to engage in entrepreneurial behaviour. It also shows how much work that person is willing to put into business development activities. However, numerous studies have looked at the relationship between an individual's entrepreneurial goals and behaviour (Kautonen, Van Gelderen et al. 2015, Lu and Wang 2018, Neneh 2019). However, not enough research has been done to determine how entrepreneurial fervor, entrepreneurial awareness, entrepreneurial self-efficacy, and a proactive personality affect entrepreneurial intentions and behaviors. The body of work already in existence makes a significant and beneficial contribution to our understanding of how entrepreneurial goals affect various aspects of entrepreneurial behaviour (Kautonen, Van Gelderen et al. 2013, Daim, Dabic et al. 2016, Feola, Vesci et al. 2019). Therefore, as described using the notion of deliberate behaviour, individuals with a higher level of entrepreneurial motivation are more likely to engage in actual behaviour for the advancement of new businesses.

H3: There is a positive relationship between social entrepreneurial intention and social entrepreneurial behavior.

2.5. Mediating Role of Social entrepreneurial intention:

The link between entrepreneurial self-efficacy and social entrepreneurial behaviour is mediated by social entrepreneurial intention. Stronger social entrepreneurial intentions, which in turn affect their engagement in social entrepreneurial behaviour, are more likely to develop in people with higher entrepreneurial self-efficacy. The goal of social entrepreneurship serves as a link between beliefs in one's own abilities and real behaviour. Prior to engaging in social

entrepreneurial behaviour, one must have the necessary intention. Strong intentions act as motivating forces that shape people's decision-making and subsequent behaviour. Between social entrepreneurial intention and social entrepreneurial behaviour, studies have consistently revealed a favorable association. Stronger intentions increase the likelihood that a person will actively pursue social entrepreneurship possibilities, start new businesses, and take part in activities that have a beneficial social impact.

H4: Social entrepreneurial intension is mediator between entrepreneurial self-efficiency and social entrepreneurial behavior.

Universities and other educational institutions are crucial in influencing people's attitudes and intentions towards social entrepreneurship. People's impressions of the assistance and tools their educational institutions have offered in promoting social entrepreneurship are referred to as perceived university support. According to research, the perception of university assistance and the inclination to engage in social entrepreneurship are positively correlated. People are more likely to have more determined intents to participate in social entrepreneurship when they believe their university supports it. This assistance may take the form of programmes like entrepreneurship classes, incubators, mentoring schemes, and networking opportunities, which increase people's exposure to and expertise of the field of social entrepreneurship. The impact of perceived university support on social entrepreneurial intention is anticipated to affect social entrepreneurial behaviour. Whenever people perceive, when individuals perceive greater support from their university, it enhances their social entrepreneurial intention, which

subsequently drives their engagement in social entrepreneurial behavior.

H5: Social entrepreneurial intension is mediator between perceived university and social entrepreneurial behavior.

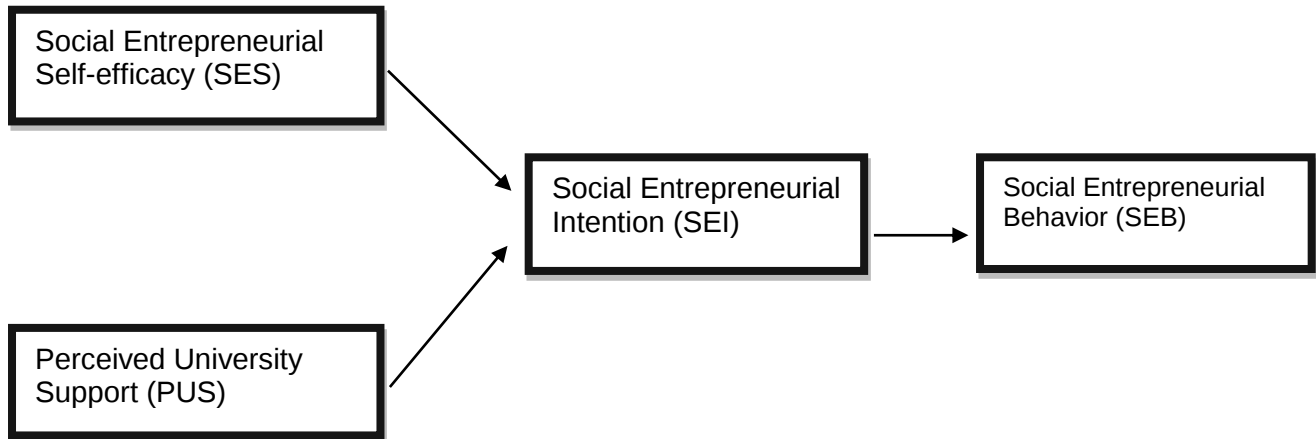


Figure 1
Research Framework

3. Methodology:

The study adopted quantitative deductive and cross sectional approach to examine the relationships between entrepreneurial self-efficacy, social entrepreneurial intention, social entrepreneurial behaviour, and perceived university support. Following the positivism approach the study used the questionnaire to obtain the response from the respondents. The study population were the students of Superior University who worked with CMACED. In this regard, data collected from the students of final degree semester studying software engineering and bachelor of information technology (BSIT) programs. Convenient sampling was used for data collection. A total of 350 questionnaires were distributed among the students and 291 responses were used for the data analysis.

The survey was divided into two sections: the first section comprises the relevant demographic data and the second section has the measurement items for the variables. The scale, where '1' stands for strongly disagree and '5' stands for strongly agree, was employed in the

current study. All the questions were adapted from the previous studies. Social entrepreneurial intentions was measured by adapting seven-item measure (Lancu, Popescu & Popescu, 2021). Five-items were adapted to measure the social entrepreneurial behavior (Sana et al., 2021). A 10-item measure was used to assess the social entrepreneurial self-efficacy (Urban, 2020) and six-item measures was used to assess the perceived university support (Hassan, 2020). This study used SPSS for preliminary analysis and Smart PLS to test the relationship between the variables.

4. Results:

4.1 Demographics:

The following Table 1 indicates the demographic information of the respondents. Majority of the respondents were male with having age between 21-25 years. Additionally, only few of the students reported not to have any sort of job while majority of them were doing jobs.

Table 1**Profile of Respondents**

Demographic Variables	Categories	Frequency
Gender	Male	176
	Female	115
Age	Up to 21	23
	21-25	260
	26-30	8
Marital Status	Married	16
	Single	275
Length of Service	N/A	21
	Up to 1 Year	90
	1-5 Years	180

4.2 Descriptive Statistics and Correlation

Descriptive evaluation turned into finished getting experience of statistics such that to realize the common reaction of respondents on variables and what sort of their reaction may also deviate. Additionally, table 2 indicates Mean social entrepreneurial self- efficacy, perceived university support, social entrepreneurship intentions and Entrepreneurship behavior for is 3.4433, 3.49904, 3.6893and 3.4531 respectively. Whereas the usual deviation values for social entrepreneurial self- efficacy, perceived university support, social entrepreneurship intentions and Entrepreneurship behavior .946936, .98965, .88106 and .88501 respectively.

Additionally, table 2 indicates the values for the Skewness and Kurtosis. The values of Skewness for the variables specifically social entrepreneurship, Entrepreneurial self- efficacy, social entrepreneurship intentions and Entrepreneurship Education are -.714, -.508, -.571 and -.728 respectively. Additionally, Kurtosis values for variables specifically; social

entrepreneurial self- efficacy, perceived university support, social entrepreneurship intentions and Entrepreneurship behavior are -.704, -.700, -1.099 and -.698 respectively. All the values for Skewness and Kurtosis are among the tiers of +2 to -2. Therefore, there may be no trouble of the statistics normality.

Finally, it also indicates the values for Cronbach's Alpha. All of the values for Cronbach's Alpha are extra than 0.7 indicating the inner consistency of the statistics. Hence, it mounted the reliability. It is also displaying the correlation values for the variables below study. As according to the findings suggested in desk three, Social entrepreneurial self-efficacy is positively correlated with Entrepreneurial intention of employees, that is worth $r = .707$ and sizeable as p cost is much less than 0.05. Further evaluation additionally found out that social entrepreneurship intentions is definitely associated with Entrepreneurial behavior worth .421 and -.428 respectively. All correlations are sizeable as p cost is much less than 0.05. All different variables also are correlated with every different.

Table 2**Descriptive statistics and Correlations**

Construct	SES	PUS	SEB	SEI	Mean	SD	Skewness	Kurtosis	Alpha
SES	1				3.4433	.946936	-.714	-.704	.913
PUS	.524**	1			3.4990	.98965	-.508	-.700	.797
SEB	.469**	.361	1		3.6893	.88106	-.571	-1.099	.846
SEI	.511**	.700	.381	1	3.4531	.88501	-.728	-.698	.937

Table 3**Confirmatory Factor Analysis**

Constructs	Items	Loadings	Alpha	Rho A	CR	AVE
SES	SE1	0.576	0.911	0.928	0.926	0.583
	SE2	0.817				
	SE3	0.811				
	SE4	0.797				
	SE5	0.795				
	SE6	0.71				
	SE7	0.778				
	SE8	0.744				
	SE9	0.814				
PUS	PUS1	0.569	0.803	0.841	0.862	0.562
	PUS2	0.837				
	PUS3	0.865				
	PUS4	0.825				
	PUS5	0.598				
SEI	SEI1	0.831	0.938	0.938	0.949	0.728
	SEI2	0.864				
	SEI3	0.858				
	SEI4	0.829				
	SEI5	0.873				
	SEI6	0.868				
	SEI7	0.847				
SEB	SEB1	0.654	0.844	0.875	0.889	0.62
	SEB2	0.888				
	SEB3	0.734				
	SEB4	0.888				
	SEB5	0.746				

4.3. Confirmatory Factor Analysis

In Table 3 above, the results for the confirmatory factor analysis. First of all, Cronbach's Alpha values for all the variables are greater than 0.7 indicating the reliability are shown. Secondly, the values of the factor loadings are greater than 0.5 along with AVE greater than 0.50 indicating the convergent validity of the constructs. Finally, the results also show the value of the CR for the variables which is greater than 0.8 indicating the reliability.

4.4. Discriminant Validity

Conducting the cross-sectional research where the relationship between the variables it becomes necessary to assess the discriminant validity to assure that variables are different from each other. Accordingly, the present study has used the HTMT to assess the discriminant validity All of the variables' HTMT values falling below 0.85 indicates that all of the constructs are different. As per the findings reported in table 4.4 all of the values are less than 0.85 established the discriminant validity.

Table 4

HTMT

	PUS	SEB	SEI	SES
PUS				
SEB	0.421			
SEI	0.819	0.401		
SES	0.61	0.531	0.56	

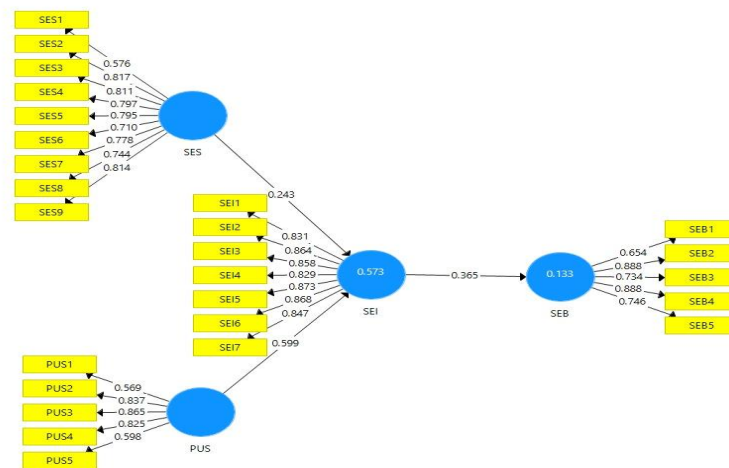


Figure 2

Measurement Model Assessment

4.5. Path Coefficients

The following table 5 shows the values for the path coefficients, explained variance, and collinearity statistics. As per the results of the study R^2 for social entrepreneurship intentions and social entrepreneurial behaviors valued at

0.573 and 0.133 respectively. Additionally, VIF value is for variables were 1.399 indicating no multi-collinearity issue in the data.

Table 5 presents the path coefficients for the variables being studied. The results indicate that perceived university support is significantly and positively associated with the social

entrepreneurial intentions ($\beta = 0.599$, $t=12.587$, $p=0.000$). Alike, self-efficacy also found to significantly associated with social entrepreneurial intentions ($\beta = 0.243$, $t= 5.023$, $p=0.000$). The mediating role of the social entrepreneurial intentions was also tested.

The results of the study revealed that influence of perceived university support ($\beta = 0.218$, $t=6.832$, $p=0.000$) and social entrepreneurial self-efficacy ($\beta = 0.089$, $t= 3.761$, $p=0.000$) was significantly mediated by the social entrepreneurial intentions.

Table 5
Path Coefficients

	Standardized Estimates			Significance	Decision	Explained Variance	Collinearity
Hypotheses	β	SD	t value	p value	S/US	R ²	VIF
PUS -> SEI	0.599	0.048	12.587	0.000	S	0.573	1.399
SEI -> SEB	0.365	0.051	7.212	0.000	S	0.133	
SES -> SEI	0.243	0.048	5.023	0.000	S		1.399
PUS -> SEI -> SEB	0.218	0.032	6.832	0.000	S		
SES -> SEI -> SEB	0.089	0.024	3.761	0.000	S		

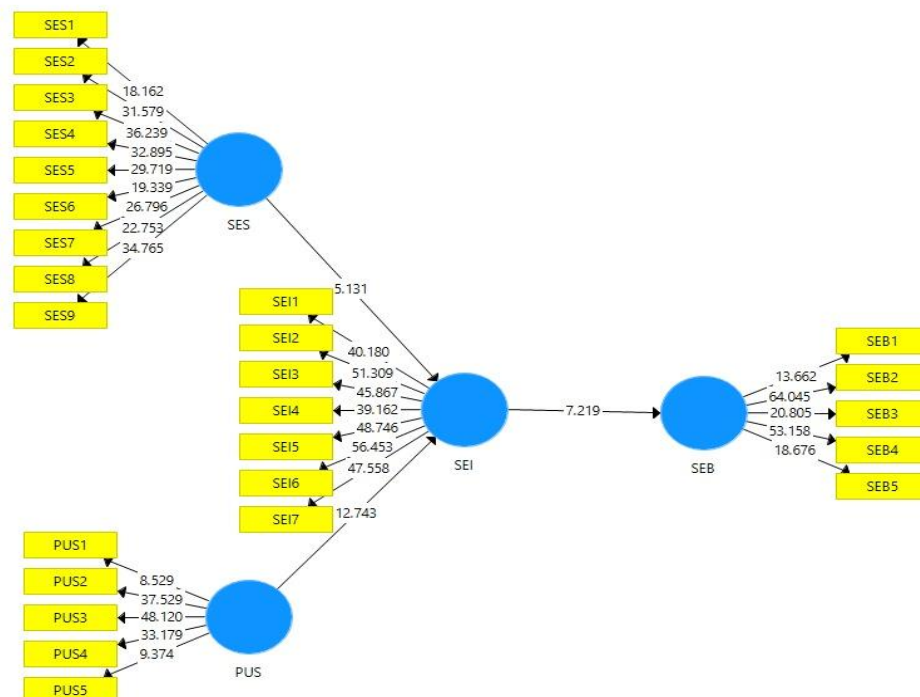


Figure 3
Structural Model Assessment

4.6 Discussion

The objective of the current study was to pinpoint

the factors that support social entrepreneurship, with an emphasis on social entrepreneurship self-efficacy, intention, behaviour, and perceived

university support. The study's hypotheses evaluated whether social entrepreneurial intention influences the links between self-efficacy and behaviour as well as between perceived university support and behaviour by examining the correlations between these variables. The findings of this study contributed to our knowledge of the factors that foster social entrepreneurship. They also supported the hypotheses that had been put out. First, it was discovered that self-efficacy and the ambition to engage in social entrepreneurship had a favorable association. This is consistent with earlier studies that showed the value of self-efficacy in encouraging entrepreneurial goals. People who have higher degrees of self-efficacy likely to have stronger inclinations to engage in social entrepreneurship because they believe they can successfully engage in entrepreneurial activities. The intention of people to engage in social entrepreneurial behaviour may therefore be positively influenced by increasing self-efficacy through various treatments and programs.

The study also discovered a link between the intention to engage in social entrepreneurship and perceived university assistance. This shows that individuals are more likely to have stronger intents to engage in social entrepreneurship when they perceive better support from their institutions in terms of resources, mentorship, and educational opportunities. Universities are essential in creating a culture that values and promotes social entrepreneurship. Universities can support the growth of social entrepreneurial intention among students and potential entrepreneurs by providing entrepreneurship courses, incubators, and networking opportunities. The findings also confirmed the association between social entrepreneurship intention and behaviour. This result is in line with earlier studies that emphasize the critical

function of intention as a motivating factor for actual behaviour. Stronger social entrepreneurship intentions increase the likelihood that a person would actively seek out social entrepreneurship possibilities and engage in actions that have a good social impact. As a result, initiatives and plans geared towards boosting social entrepreneurial intention are likely to encourage greater participation in social entrepreneurial behaviour.

The study also looked at how social entrepreneurial purpose mediated the relationship between behaviour and perceived university support as well as between self-efficacy and behaviour. The findings corroborated both predictions, showing that self-efficacy and behaviour as well as perceived university support and behaviour are mediated by social entrepreneurial intention. According to these results, those who feel more supported by their universities and who have better levels of self-efficacy are more likely to have stronger intents to engage in social entrepreneurship. In the context of social entrepreneurship, social entrepreneurial intention acts as a psychological link that converts self-efficacy beliefs and perceived university support into actual behavioral outcomes.

The study's conclusions have applications for nurturing and encouraging social entrepreneurship. Universities, politicians, and organizations can support the growth of stronger social entrepreneurial intents and subsequent behaviour by focusing on and developing self-efficacy beliefs. Aspiring social entrepreneurs should have access to resources, mentorship, and educational opportunities at universities, as this perception of support from the institution has a beneficial impact on their intention and behaviour.

5. Conclusion and recommendations

5.1 Conclusion

In conclusion, this study focused on social entrepreneurial self-efficacy, intention, behaviour, and perceived university support in order to uncover the factors that support social entrepreneurial behaviour. The findings have significant ramifications for encouraging and supporting social entrepreneurship and shed light on the elements that influence individuals' engagement in it. The study's findings confirmed the theories and offered insightful information about the factors that encourage social entrepreneurship. First, self-efficacy among social entrepreneurs became a key enabler. Building people's self-confidence in their capacity to succeed in entrepreneurial activities is crucial since higher levels of self-efficacy were linked to more determined intentions to engage in social entrepreneurship. Second, it was discovered that a significant component influencing social entrepreneurial ambition was perceived university support. People's intents to engage in social entrepreneurship grew stronger when they felt that their institutions offered more resources, mentorship, and educational possibilities. These findings highlight how important it is for colleges to foster an environment that encourages and promotes social entrepreneurship. The findings also supported the strong link between social entrepreneurship intention and behaviour. Higher chance of actively pursuing social entrepreneurship possibilities and engaging in actions that have a good social impact was linked to stronger intentions. This emphasizes how important it is to encourage and support social entrepreneurial intention among those who are

interested in social entrepreneurship. The study also discovered that the links between perceived university support and behaviour, as well as between self-efficacy and behaviour, are mediated by social entrepreneurial intention. This indicates that self-efficacy and perceived university support influence social entrepreneurial intention. This suggests that through their effects on social entrepreneurial intention, self-efficacy and perceived university support influence social entrepreneurial behaviour indirectly. To translate self-efficacy beliefs and perceived university support into actual behavioral outcomes in the field of social entrepreneurship, social entrepreneurial intention serves as a psychological bridge. These findings have important ramifications for those working in government, academia, and organizations that support social entrepreneurship. Stakeholders can build an enabling climate that motivates people to engage in social entrepreneurial behaviour by boosting self-efficacy beliefs, offering support and resources inside universities, and encouraging social entrepreneurial intention. In conclusion, this research helps us understand the factors that encourage social entrepreneurship. Self-efficacy, intention, and perceived university support for social entrepreneurs were found to be significant determinants of people's participation in social entrepreneurship. Policymakers, educators, and organizations may create an ecosystem that supports social entrepreneurship and has a good social impact by identifying and utilizing these enablers.

5.2 Limitations and Future directions:

There are some limitations that should be acknowledged despite the insightful information this study on the motivators of social

entrepreneurial behaviour has supplied. These drawbacks highlight opportunities for development and offer potential directions for further study. The findings may not be applicable to other contexts because the study was conducted with a particular sample or in a particular setting. To improve the generalizability of the findings, future research may consider testing the framework in other contexts. Additionally, self-report measures, which may introduce biases and social desirability effects, were used in the study. So future research might think about using mixed-method approaches or adding more objective measures. Future longitudinal or experimental designs might offer more in-depth understandings of the temporal linkages and causal chains underlying the variables of interest. There are a number of directions for future research that can improve our understanding of the factors that support social entrepreneurial behaviour while building on the constraints highlighted above. Comparative research across various cultural, economic, and educational contexts can shed light on how context affects the factors that encourage social entrepreneurship.

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