Motives For Social Entrepreneurship Among College Students

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Abstract

Teaching social entrepreneurship (SE) is important today because it has the potential to shape individuals who are more aware of their global effect. Students' drive is crucial to the success of social entrepreneurship programs. We unfortunately know very little about what drives students in Asia to become social entrepreneurs. Information on undergraduates from 16 different schools who took part in the program was compiled for this analysis. More than 300 respondents to online surveys provided usable data. The construct validity of the measuring scheme was examined with the use of a confirmatory component analysis (CFA). The findings suggested that among undergraduate students, self-efficacy was associated with an interest in formal education opportunities related to social entrepreneurship. One's degree of social support is not substantially connected with one's drive to engage in social entrepreneurship. This research significantly contributes to the fields of educational administration and entrepreneurship by expanding our understanding of the motivations of social entrepreneurs. This research has important implications for the development of public policies that aim to encourage social entrepreneurship and, by extension, to strengthen local economies and improve communities.

Keywords: Entrepreneurship training, social motivation, self-efficacy, and social support.

1. Introduction

Like in many other parts of the world, social entrepreneurship has been rising throughout Asia (SE). Despite progress, Southeast Asia still faces severe societal problems such as urban poverty, unequal access to public health and education, and the need for environmental sustainability (Bozhikin et al., 2019; Yuli Agustina et al., 2022). Activities that inspire pupils to see themselves as social entrepreneurs

and seek out ways to better their communities and the world at large are one method to educate youngsters about entrepreneurship. Among the many ways, young people may contribute to a society's development is by using the business knowledge they have gained in the classroom. Students may participate in various social entrepreneurship initiatives by interacting with the public on the website (Puriwat & Tripopsakul, 2022). Concurrently, the Asian government developed the Service-Learning Program - University for Society to boost further student participation in SE (Márquez-Garca et al., 2019). Integrating education and community service into this curriculum may address social issues in a way that benefits everyone involved. Understanding what motivates business owners is an emerging area of study that may need more attention. However, there has been a recent shift at many schools toward actively encouraging students to participate in social entrepreneurship.

Most research tried to disentangle the effects of various factors on social entrepreneurship motivation, but their conclusions were generally in line with one another. Additionally, there needs to be more development in the study surrounding social entrepreneurs. There has also been a need for more in-depth studies of how institutions like universities, NGOs, and government-funded initiatives may help cultivate the knowledge and skillsets needed to become a social entrepreneur. Students also need a firm grasp of the underlying dynamics that might inspire them to pursue social entrepreneurship. Thanks to this study, our understanding of what drives college students to engage in social entrepreneurship projects will be much enhanced. How internally (intrinsic) or externally (extrinsic) motivated someone is (intrinsic motivation).

The findings of this research provide crucial new information for theoretical frameworks that analyze Asia in the context of developing countries. Asia's SE rate of 3% is low compared to other developing regions' more excellent SE rates. The course material has been tailored for Asian students to increase interest in SE in that region. The current membership of this organization includes just 28 public and private entities. Studies have revealed that young individuals are motivated to start businesses by their natural tendency toward risk-taking, their pursuit of financial success, and their need for novel experiences. Motivation to participate in social entrepreneurship is studied, along with its relationship to social capital, formal education in entrepreneurship, and self-confidence. As the results show a strong correlation between several elements of entrepreneurship education, they may be helpful to researchers and policymakers.

2. Literature Review

2.1 Inspiring Factors for Social Entrepreneurship

Inspiration plays a crucial role in determining whether or not daily goals are met. As a result of being motivated, one's effort becomes more robust in terms of its driving force, the reason for being, degree of enthusiasm, level of commitment, and ultimate goal. The acts of others may be predicted with relative ease, provided that one knows their intentions. Inspiration may originate from the inside, or external factors can provide it. In business, "intrinsic motivation" refers to the intangible forces that drive a person to launch a company. The want to succeed, learn more about oneself, or bond with someone is an example of such an internal motivation. On the other hand, extrinsic motivation is impacted by factors external to the individual. Motives such as external recognition and monetary rewards are examples.

Empirical research has shown that incentives significantly affect attitude, which in turn has a significant effect on entrepreneurial decision-making and action. A person's inner drive will become the primary factor in shaping behavior after their needs for capacity, unity, and autonomy have been met. However, if these conditions are not satisfied, extrinsic motivators will control one's attitude. The demand for autonomy is intrinsically linked to one's motivation and intimately connected to an inclination for the enterprise. Extrinsic incentives are highly influenced by the work environment and the academic context, but intrinsic motivations support academic entrepreneurship decisions (Barba-Sánchez & Atienza-Sahuquillo, 2018). Moreover, a poll of Polish college students found a link between entrepreneurial spirit and both internal and external sources of inspiration. A new wave of academic entrepreneurs is helping to solidify the economic basis for democratic rule in the contemporary world.

Other studies suggest that inducing motivation might rekindle a latent desire to start a business (Staniewski & Awruk, 2019; Muhammad et al., 2022). They reaffirm the possibility that this is the missing piece in the puzzle necessary for the success of joint endeavors. It is recommended that both the antecedent action and the goal of entrepreneurial motivation be appropriate for generating entrepreneurial intention. The drive behind starting a company or taking up social entrepreneurship determines how successful one becomes in either field. This is because a person's actions in the context of entrepreneurship are influenced by their motivations, which in turn define the individual's direction, commitment, and persistence of behavior. Further, one's outlook on the employment environment inside the firm is the proper foundation of motivation. Participants in entrepreneurship programs are more likely to pursue company ownership.

2.2 Principles of Planned Behavior

Likewise, many studies have looked into the variables that affect an entrepreneur's motivation. Later, it was suggested (Yuriev et al., 2020; Yifeng Zhang et al., 2022) that behavior is controlled by intent, perceptions of behavioral control, and

arbitrary standards known as planned behavioral models. As a result, this study may help identify reasons people adopt social entrepreneurship.

2.3 Self-Efficacy

An individual's belief in their abilities is essential to the deliberate entrepreneurial judgment notion, which attempts to shed light on the motivations behind the decision to go into business for oneself rather than seek employment with an established company. The extent to which an individual believes in or feels confident in their abilities to launch a business is a strong predictor of entrepreneurial motivation. Similar to how self-efficacy has been recognized as a critical antecedent linking entrepreneurial ambition and willingness of the startup, a sense of agency is a necessary condition for entrepreneurship. Research has shown that self-efficacy is an essential cognitive trait and a powerful predictor of MSE growth in social entrepreneurship. First-year College students who rate themselves well in terms of self-efficacy are more likely to see themselves as successful business owners. Motivating participation and confidence in one's abilities have been shown to go hand in hand in previous research. For this investigation, we propose the following hypothesis:

- H1. Self-efficacy (SE) fit will have a favorable relationship with MSE. entrepreneurial training

College grads may improve their business acumen with the help of courses in entrepreneurship. To better run a firm, one needs to have training in entrepreneurial management. According to proponents of entrepreneurship education, receiving such training might help anybody develop a more positive outlook on the field (Leonidou et al., 2020). Entrepreneurship education was also proposed as a mandatory requirement for community and individual businesses. According to some previous research, educating future business owners is linked to a solid motivation to aid in the cultivation of high-caliber human capital. The following serves as the working hypothesis for this investigation:

- H2. MSE will be a good match for entrepreneurial education (EE).

The term "social support" describes the emotional and material assistance received from one's social network that may help one feel less pressure. This aid may come from anybody eager to provide a hand, whether a parent, child, employee, or boss. The current high concentration of social entrepreneurs can be attributed to the availability of resources facilitating their ability to connect. Mutual support, empathy, and motivation can be significantly increased when people talk to those who have been where they are. Since social support acts as a mutually agreeable and deeply rooted in people's social and family relationships, it may provide a solid basis for launching new businesses and giving their founders a competitive edge.

This is understandable because most people treat their professional, personal, and social life as three distinct spheres. Among others, a solid social network positively correlated with social entrepreneurship. For this investigation, we propose the following hypothesis:

- H3. The social support (SS) fit will have a favorable relationship with MSE.

3. Methodology

3.1 Sample and Procedures

The present circumstances in the nation caused by the COVID-19 pandemic necessitated a cross-sectional survey approach employing a questionnaire provided online. The data in this study come from 300 undergraduates currently enrolled in the program at public universities in Asia. In this case, the respondents were all students. There are 16 participating institutions, but since students at those universities make up most of the program's participants, those receive the bulk of the attention. College students from 16 different schools participated in the study through a stratified sampling method. A letter explaining the purpose of the study, confidentiality, and voluntary participation was included with each set of questionnaires, and they were distributed to all respondents.

According to the demographic breakdown, the female response rate was 73.8%, while the male response rate was only 26.2%. By far the largest age group is comprised of people between the ages of 21 and 23 (58.2%), then those between the ages of 18 and 20 (28.9%), then those between the ages of 24 and 26 (11.0%), and finally those between the ages of 27 and 30 (11.0%). The percentage of degree holders is much higher than that of diploma holders (16.7% vs. 83.3%). Most respondents (83.7%) said they had taken an entrepreneurship course while in school, while only 16.3% said they hadn't taken any.

3.2 Measurement

All the constructs were measured using tools that had been previously validated. Respondents were given a 5-point Likert scale to rate their agreement or disagreement with various statements. The questionnaire has five sections and is available in English. Part A: Includes respondents' gender, age, education level, and participation in entrepreneurship-related coursework. The second part of the assessment focused on students' interest in social entrepreneurship (SM) and included 12 questions. Cronbach's alpha on this scale was.79. The self-efficacy (SE) section of the assessment, which included the aforementioned seven-item sub-test, was also assessed. The internal consistency reliability of this scale was.82, meaning it was pretty reliable. The assessment instrument consisted of 9 separate question items, with Part D's focus on questions directly related to entrepreneurship education (EE). Cronbach's alpha for this scale came in at.95. The

assessment (Jong, 2018; Agariadne et al., 2022) included 8 question items in Section E: Social Support (SS). The Cronbach's alpha on this scale was 0.80.

3.3 Methodology Bias

To check for potential Methodology Bias, we used a one-factor test. Exploratory factor analysis revealed that four of the model's items contributed to factors with values greater than one. The fact that the single-factor test explained less than 55% of the variation demonstrates that the prevalent method bias was insignificant.

4. Results

Hypothesis testing in this research was conducted using Two distinct analyses, confirmatory factor analysis (CFA) and structural equation modeling (SEM), used to evaluate the conceptual model (Dez-Mesa et al., 2018; Maram Abu Al-Nadi 2022). The measurement model's construct validity will be examined using a CFA, and the structured model assessment's hypotheses will be probed via a CB-SEM.

4.1 Confirmatory Factor Analysis (CFA)

First, CMA uses CFA to test for and validate the existence of a factor structure, demonstrating both convergent and discriminant validity. The model was found to have a good match for the test data. We opted for the most likely possible approaches to make an educated guess at the parameters. When the following criteria are satisfied, the model's fit is regarded as good enough: CFI >.90, TLI >.80, SRMR.08, and 2.0–5.0 for the range of the normed Chi-square (2) are all excellent results. Due to the model's deficiencies, the first measurement results were far from acceptable. There were three distinct phases of model updating. Standardized path estimates test results above. five resulted in the first exclusion of items S-E-8, E-E-3, S-S-1, and S-S-4. Second, there were data that couldn't be used because the values for S-M-3, S-E-6, E-E-4, and E-E-6 in the standardized residual covariance matrix were more than 4, and because the values for S-M-8, S-E-3, E-E-8, and S-S-5 in the third modification indices were too high. The final 22-item dataset consists of the S-M 9-items, the S-E 4-items, the E-E 5-items, and the S-S 4-items after the S-S 4-items were eliminated. The goodness-of-fit number is now acceptable since we use questions and well-suited models for structured evaluation. Tabular evidence supports the validity and reliability of the measurement strategy, suggesting it be utilized to further studies of the construct.

Table 1. A Model for Measuring

Model	**x2 (df, p)**	**x2/df**	**CFI**	**TLI**	**RMSEA**	**SRMR**
Measurement	445.833	3.678	.95	.93	.06	.04

Acceptable value*	a = .05	1.0-5.0	> .8	> .8	< .7	< .7

The convergent validity was double-checked by doing further research. For example, Table 2 displays an alpha reliability range of .721–.754, a construct reliability range of 0.862–0.938, and an average variance extracted range of .593–.659. With findings meeting the guidelines for CR = .7 and AVE = .5 (, the constructs may be considered reliable, and the measurement items for each construct can be considered internally consistent.

Convergent validity is supported by the data in Table 2, where all AVE values are more than .5, CR values are more significant than .7, and standardized factor loadings are more excellent than .7 across all constructs.

As can be seen from Table 2, the inter-concept correlations are less than the square root of the AVE values, indicating that the items are more comparable to their unique notion than to other conceptions. This result bolsters the reliability of the discriminant analysis.

Table 2. Evaluation Based on a Measurement Model

Measurement	**Inter Correlations (IC)**				**AVE**	**CR**
	S-E	**E-E**	**S-S**	**S-M**		
S-E (0.678, 0.768, 0.867, 0.814) [a]	**.813**[b]				**.754**	**.787**
E-E (0.657, 0.757, 0.773, 0.897, 0.765) [a]	.521	**.823**			**.768**	**.776**
S-S (0.747, 0.821, 0.734, 0.836) [a]	.884	.539	**.888**		**.714**	**.862**
S-M (0.655, 0.756, 0.821, 0.738, 0.858, 0.845, 0.682,0.887, 0.866) [a]	.853	.374	.716	**.770**	**.593**	**0.938**
Self Efficacy (S-E), Entrepreneurial Education (E-E), Social Support (S-S), and Student Motivation (S-M) are all standardized factor loadings; AVE is the square root of the Average Value of All Variables.						

4.2 Analysis of Variables

First, we examine the level of fit between the data and the structural model. The structural model is appropriate and fits when the results are X2=445.833 (df=168, p=0.000), X2/df=3.678, which is less than 5, C-FI=0.95 and T-LI=0.93, both larger than 0.8, and RM-SEA=0.06 and SR-MR=0.04, both smaller than 0.07.

Students' self-efficacy levels, exposure to entrepreneurship courses, and social support contribute to the diversity in students' willingness to participate in social

entrepreneurship, as shown by the R2 value of 0.887 percent (S-M). While there was a statistically significant inverse relationship between E-E and S-M (= -0.35, p 0.01), there was a statistically significant positive relationship between S-E and S-M (= 0.849, p 0.001). There was a correlation between SS and SM, although it wasn't significant (= -0.047, p> 0.01; = -0.047, p> 0.01). Prove the validity of your initial hypothesis (H-1). There needs to be current work being done on H-3. These findings support the hypothesis that confidence in one's ability to succeed in a social entrepreneurship venture is positively connected to one's drive to pursue that endeavor. The structural model analysis assumptions and results are shown in Table 3.

Table 3. Results from Testing the Theories

Hypothesis path	**Standard estimate**	**t-value**	**Result**
R^2 (SM) = .887			
H1: SE → SM	.849***	3.612	Supported
H2: EE → SM	-.35**	-1.456	-Supported
H3: SS → SM	-.047 ns	-0.492	Not-supported

Self-Efficacy (SE), Entrepreneurial Education (EE), Social Support (SS), and Student Motivation (SM) are the abbreviations used here.

5.1 Discussion

According to the results, MSE is heavily impacted by one's belief in their abilities. Also, several studies have linked self-efficacy to aspiring entrepreneurs (Demir, 2020; Siriluk Pichainarongk & Satesh Bidaisee (2022). Education and university support also increase students' confidence and passion for starting businesses. Self-efficacy refers to a person's confidence in their abilities to do a task or set of tasks, whether it's risk management, decision-making, or social interaction. Entrepreneurs have a strong belief in their abilities, allowing them to persevere in facing adversity and uncertainty. Therefore, self-efficacy may increase students' enthusiasm for learning.

Second, according to MSE, teaching students to be entrepreneurial is crucial for raising their levels of intrinsic drive. The results of this study agree with those of previous research (Astiana et al., 2022). Education in entrepreneurship is the most effective means of developing an entrepreneurial spirit in students, which includes a propensity to seek out new ventures, solve problems, and create social benefits (Leonidou et al., 2020). (Lv et al., 2021). Students are inspired to launch new ventures from elementary school through college through a curriculum

emphasizing entrepreneurship from an early age. By introducing them to the core ideas of entrepreneurship and providing them with real-world practice opportunities, entrepreneurship education aims to foster an interest in the field and encourage students to adopt an entrepreneurial mindset. Consequently, the degree to which students are inspired to pursue entrepreneurial endeavors may be influenced by entrepreneurship education. Further, (Abdelkarim, 2021) proposed that students' entrepreneurial drive and self-efficacy levels might be influenced by the methods used in their entrepreneurship classes.

These disappointing results are often attributable to the fact that undergraduates could be more enthusiastic about and knowledgeable about entrepreneurship. Student's willingness to engage in social entrepreneurship was also shown to be unrelated to the extent to which they received social support. However, this study's results run counter to those of others. Social support is more accurately viewed as a mediator that increases motivation amongst undergraduate students rather than a direct relationship between the two.

Theoretically, exploring the factors that motivate social entrepreneurs could benefit educational management and business. Realizing the benefits of social entrepreneurship requires investigation into its foundational elements, which is understandable given the topic's significance. This study fills a void by establishing a causal link between an individual's sense of self, formal entrepreneurship education, and social support, all of which are crucial to the success of social entrepreneurs. As useful as social networks can be, they do not create conditions ideal for social entrepreneurship. A research paradigm that includes the influences of self-efficacy, entrepreneurship education, and social support may shed light on the nature of this link and its significance to social entrepreneurship.

This study aids in the management of real-world entrepreneurs, particularly in developing policies. Incorporating both self-efficacy and entrepreneurship training into a student's education increases the likelihood that they will pursue social entrepreneurship of their own volition. Therefore, it is essential for faculty and the university to encourage students to adopt an entrepreneurial mindset when it comes to addressing societal issues. This is critical in encouraging young people to engage in ethical business practices.

6. Conclusions

The research aimed to determine what role elements, including students' self-efficacy, prior exposure to entrepreneurship coursework, and social support, shaped their interest in social entrepreneurship. Students' perspectives on social entrepreneurship and social business and how these ideas may be utilized to improve the classroom experience and motivate students to give their best in their

studies could be helpful to researchers and policymakers. Furthermore, the relevance of government efforts and university leaders' attention to the concept's breadth and potential at the university level should be emphasized, and the value of social entrepreneurship in supporting both enhanced social life and healthy economic development should be addressed. Based on the findings of this study, encouraging young people to have faith in themselves and approach problems in an entrepreneurial manner can significantly impact their aspirations. Students who gain self-assurance through an engaging entrepreneurship program are more likely to serve their communities. In light of this, future research on social entrepreneurship might use the conceptual framework presented here as a theoretical model to guide the investigation.

6.1 Recommendations

This study showed that teaching students to "think like entrepreneurs" and "believe in themselves" significantly increased their enthusiasm for social entrepreneurship. Therefore, it is the responsibility of teachers at all levels to help their pupils acquire an appreciation for entrepreneurship and a strong feeling of self-determination. Some suggestions for future study might help remedy the problems with this one. Future studies could include all Asian universities to increase the sample size, as only a small number of them are included in this one. Because this study only uses cross-sectional data, future research can collect data over an extended period to provide a more accurate picture. Future studies could use qualitative or mixed methods in addition to the quantitative approaches taken here to explore further why college students engage in social entrepreneurship. Finally, future studies of students' motivation for social entrepreneurship must account for additional traits like emotional intelligence, creativity, and prior community involvement.

6.2 Limitations

There are a few significant constraints to keep in mind. While a random sample was used in this study, only undergraduates at the participating institutions can be extrapolated. Also, cross-sectional data served as the basis for this investigation. The data for this study was gathered all at once. So, it needs to give a complete picture of the relationship between the factors under study and their outcomes. Moreover, only quantitative surveys were used for data collection in this study. Additionally, the factors that were studied to determine undergraduate students' motivation toward social entrepreneurship were the sole focus of this study.

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