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Abstract

This conceptual paper attempts to identify social entrepreneurship intention through the moderating role of SULAM among universities in UiTM Terengganu. Social entrepreneurship is viewed as a distinct approach to addressing social issues, as opposed to entrepreneurship itself, which is viewed as a critical component of economic growth. To promote social entrepreneurship, university initiatives such as student associations can be used. The Ministry of Higher Education also established a Service Learning Malaysia-University for Society (SULAM). It is a learning technique that allows students to use their professional knowledge, skills, and competencies to help solve problems or difficulties in their communities. The study investigated the relationship between social entrepreneurship intention and Ajzen's Theory of Planned Behaviour. The data in this study was collected via questionnaire and analysed using SPSS version 24 and PLS-SEM version 3.0.

Keywords: Social Entrepreneurship, SULAM, Theory of Planned Behavior, Social Entrepreneurship Intention

Introduction

Malaysia strongly encourages social entrepreneurship in its society. Dato Seri Najib Tun Abdul Razak announced national transformation 2050 (TN50) in 2017, with the goal of placing Malaysia among the top 20 nations in terms of economic stability, social development, and innovation. There are five major principles: society, environment, economy, technology, and connectivity, as well as governance (mytn50.com). The reason for the government's assistance in the development of social entrepreneurship is to instil a business culture that benefits society rather than maximising profits or performing charitable work while conducting business. Due to a lack of community awareness of the importance of social entrepreneurship, young people, particularly university students, are the best individuals who could serve as a good entrepreneurship model (Chan, 2015). There are several university-level

organisations that focus on such activities, such as Entrepreneur Action Us (ENACTUS) and 1Malaysia For Youth (iM4U). The majority of students who have been guided by these types of entrepreneurship organisations have expressed a strong interest in pursuing creative business approaches that can benefit both the community and the environment. (2015) (Ehon Chan).

To encourage students to be interested in social entrepreneurship, they must first understand the meaning of entrepreneur and entrepreneurship, which is why the government's encouragement and support are critical. This is supported by research conducted by Isada et al (2015) on the comparison of entrepreneurship awareness of IPT students from Taiwan and Japan. The study looked at both the environmental and individual factors that contributed to their disagreements. The findings revealed that students in Taiwan are more likely to pursue entrepreneurship than students in Japan. This is because the Taiwanese government provided significant support and organised various entrepreneurial programmes as a platform to encourage their students to engage in business. Given this, the Malaysian Ministry of Education (MOE) has emphasised the importance of incorporating social entrepreneurship into educational plans at universities, as well as public and private higher education institutions. This is clearly stated in the 'Pelan Pembangunan Pendidikan Malaysia 2015 – 2025' for higher education institutions (<https://sulam.mohe.gov.my/web>). SULAM was added to the curriculum of higher education by the MOE in 2019. It is an educational process in which students must perform community service to meet community needs (SULAM Playbook: Service Learning Malaysia University for Society, Higher Education Department (JPT), 2019).

Given that social entrepreneurship is viewed as a non-popular career path for millennials, Malaysia's social enterprise industry continues to struggle to attract and retain excellent talent (MaGIC, 2015a). Despite the fact that social business has the potential to address a pressing social issue such as youth unemployment in Malaysia and around the world, convincing Malaysia's young population to join the community of social entrepreneurs remains difficult (MaGIC, 2015b). As this sector has the potential to employ young people, some efforts should be made to encourage young people to consider social entrepreneurship as a career path, as well as to join Malaysia's social entrepreneurs and develop successful social enterprises. As a result, the purpose of this paper is to investigate whether SULAM can serve as a steppingstone for students interested in social entrepreneurship.

Literature Reviews

According to Juhaini and Zillah (2016), increasing the practise of social entrepreneurship in Malaysia can help to address the problems of minorities and the poor, particularly among university students who will become social entrepreneurs. This research investigates the Theory of Planned Behaviour (TPB), (Ajzen, 1991). TPB factors that may influence an individual's interest are subjective norm, attitude toward behaviour, and perceived behavioural control. According to Juhaini and Zillah (2016), awareness, which is an attitude toward social entrepreneurship, peer pressure as a subjective norm, and social entrepreneurship programme as an element in perceived behavioural control all contributed to university students' creative social entrepreneurship project. As a result, universities should try to promote the benefits of social entrepreneurship and assist students in promoting that social entrepreneurship is not about profit, but it serves both profit and social values. (Juhaini & Zillah, 2016). Aishah et al (2016) are very interested in social entrepreneurship activities. This demonstrated that, despite their moderate readiness to be

social entrepreneurs, the students were deeply committed and passionate about fostering social innovation through the social entrepreneurship activities in which they participated. Authorities at higher education institutions in predicting students' tendency to become social entrepreneurs in the future (Aishah et al., 2016). According to Saadin (2015), who verified the association between the different theories and entrepreneurial intention, stated that attitudes, subjective norms, and behavioural control are major determinants of the intention to establish an enterprise.

Attitude towards Behaviour (ATB)

Individuals can tell whether they have positive or negative ATB (Ajzen, 1991, 2001). Some people interpret this as personal preferences, while others see it as a mindset toward becoming an entrepreneur (Kautonen et al., 2015). Previous research has found that the ATB is the most influential factor in deciding to pursue an entrepreneurial career (Rahman et al., 2016). The TPB framework acknowledges the existence of a positive relationship between ATB and Entrepreneurial Intention (Roy et al., 2017; Kautonen et al., 2015).

Subjective Norms (SN)

Ajzen (1991) defined Subjective Norms (SN) as a person's social influence on an intention or behaviour. When starting a business, individuals must consider the approval of close relatives (Kautonen et al., 2015). Previous research on SN has yielded contradictory results: Schlaegel and Koenig (2014) discovered it to be the most important component in predicting EIs, while other studies found it to be a non-significant predictor of EIs (Roy et al., 2017). However, because the importance of "reference individuals" in the decision to become an entrepreneur is acknowledged, a positive relationship between EIs and SN would seem logical (Ajzen et al., 2001).

Perceived Behavioural Control (PBC)

According to the Theory of Planned Behavior, Perceived Behavioral Control (PBC) is related to a person's confidence in their ability to carry out a planned behaviour and their belief that they have control over the behaviour (Ajzen, 1991) Others define it as a person's ability to judge the ease or difficulty with which they can carry out entrepreneurial activity (Cardon and Kirk, 2015).

SULAM

Service Learning Malaysia-University for Society (SULAM) is a learning technique that allows students to use their professional knowledge, skills, and competencies to help solve problems or difficulties in their communities. It is one of Malaysia's higher education initiatives aimed at producing graduates who are holistic, well-rounded, and entrepreneurial. It is one of the characteristics of High Impact Educational Practices in academic programmes, which were launched in 2016 by the Ministry of Higher Education (MoHE). Students can create any programme they want, such as Social Entrepreneurship, which can help students build networks with numerous social entrepreneurs via the university platform (Lahn and Erikson, 2016). It can also help to provide a large number of potential sources and business sustainability (Milian & Gurrisi, 2017; Thomsen et al., 2018). Furthermore, the large number of subjects in higher education for each session can pique students' interest in the field of social entrepreneurship education. Social entrepreneurship clubs and internships related to social entrepreneurship; it can also lead to SE interest. The management of each institute of

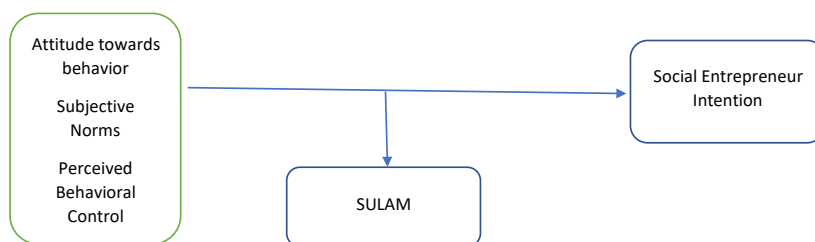
higher education must allocate students as part of an early initiative to develop a culture of social entrepreneurship in Malaysia. As a result, students' intentions to work as social entrepreneurs in higher education institutions may have an impact on their post-graduation career opportunities (Rahman et al., 2016).

Underpinning Theories

This study can contribute to the body of knowledge on the subject by analysing entrepreneurial intention from the perspective of SULAM. The Theory of Planned Behaviour (TPB) is used to better understand the extent to which factors influence entrepreneurial intention (EI) and its antecedents. This is the most commonly used model for analysing entrepreneurial intent Ajzen (2015), and it has accepted results where the EI variance ranged from 0.27 to 0.65 (Ajzen, 2015).

Theoretical Framework

The Theory of Planned Behaviour (TPB) model, as described in the theoretical framework, measures entrepreneurial intention (EI) based on the variables perceived behavioural control (PBC), attitude toward entrepreneurship (AE), and subjective norms (SN). SULAM serves as the moderator to examine the relationship between variables and social entrepreneurial intention. Figure 1 shows how the TBP model can be analysed.



Research Hypotheses

- H1: Theory of Planned behavior has a positive effect on Social Entrepreneurial Intention
- H2: Theory of Planned Behaviour has a positive relationship with SULAM
- H3: Perceived behaviour control has a positive effect on Social Entrepreneurial Intention
- H4: SULAM has a positive relationship on Social Entrepreneurship Intention
- H5: SULAM moderates the relationship between the theory of planned behaviour and Social Entrepreneurial Intention

Research Methodology

A quantitative methodological design was used to conduct cross-sectional research and descriptive fieldwork. To collect data, a self-administered questionnaire was used. The questionnaire was created by conducting a search of research published in indexed international journals around the world. The purpose of this paper is to ascertain the level of interest in social entrepreneurship in Malaysia. The study's intended audience is university students. University students are an acceptable sample of the population to correctly assess social entrepreneurship intention because they are actively seeking a career path (Juhaini & Zillah, 2016). The sample was drawn from three public universities in Terengganu. The sample consists of university students who are enrolled in SULAM as part of their semester curriculum.

Research Design

Understanding the study's aims and objectives, as well as the existing research on the subject, suggests that the Quantitative Method is the best choice for data collection. Quantitative research involves the collection of data and the examination of the relationships between these sets of information.

Population and Sample

The sample is comprised of approximately 1000 students from three public universities in Terengganu. Based on the sample size table developed by Krejcie and Morgan (1970), a sample of 278 students is selected for this study. This sample size is considered appropriate for this study's objectives. This study employs a sampling method based on probability, with the sample consisting only of university student's enrolled in SULAM courses. As the population is precisely defined and limited to an infinite number of elements, this technique is feasible (Sekaran, 2019).

Research Instrument

To develop various items for the questionnaire, four sections are identified. These include attitude, belief, behaviour, and social entrepreneurship intention (Chengalvala & Rentala, 2017). The questionnaires were distributed evenly to the targeted respondents in the selected universities.

Data Collection

A literature review and the distribution of a questionnaire were two of the data collection methods used in this study. A literature review on the subject was conducted in order to identify factors that influence social entrepreneurship intentions. A collection of survey questions sent to the HEP via a variety of mediums, such as email or social media platforms like WhatsApp.

Data Analysis

The data collected in this study was analysed using SPSS version 24 and PLS-SEM version 3.0. The reliability analysis, descriptive analysis, regression analysis, and other analyses performed in this study.

Conclusion

The purpose of this study was to look into the relationship between Sulam, the moderator, and the social entrepreneurial intentions of university students. In this paper, we examined Ajzen's (2015) Theory of Planned Behaviour, which includes Attitude toward Behaviour, Subjective Norms, and Perceived Behavioural Control. SULAM, as proposed by the Minister of Education, is a good platform for students to encourage social entrepreneurship. Improving the practise of social entrepreneurship in Malaysia can help to address the problems of minorities and the poor, especially among university students who become social entrepreneurs, according to (Juhaini and Zillah, 2016).

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Authors' Contribution

The study was conceptualized and designed by all authors, who also conducted feasibility studies and wrote the report. Everyone also helped with text edits, authorized the final version of the article, and agreed to be held responsible for its content.

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