

The Role of Prior Experience as a Positive Contributor to Social Entrepreneurial Intentions among Undergraduate Business Students

Purbo Jadmiko¹, Pudi Setiyawan²

¹Management Department, Faculty of Economic and Business, Universitas Bung Hatta,

²Management Department, Universitas Teknologi Muhammadiyah Jakarta

Email: purbojadmiko@bunghatta.ac.id

To Link this Article: <http://dx.doi.org/10.6007/IJARAFMS/v13-i4/19860> DOI:10.6007/IJARAFMS/v13-i4/19860

Published Online: 28 December 2023

Abstract

The intention to engage in social entrepreneurship among 354 undergraduate business students in Indonesia is studied by this research. This research used multiple regression techniques that were carried out using Stata. Statistics discovered that males performed better in each of the indicators mentioned above than females. This implies that prior experience, self-efficacy, social entrepreneurial intention, and moral obligation are generally higher among men in this sample. Besides, prior experience, self-efficacy, and moral obligation were found to correlate with social entrepreneurial intention in this study highly. The greatest positive effect came from prior experience, while self-efficacy and moral obligation were the next most potent effects.

These findings are a significant contribution to understanding the factors that influence social entrepreneurial intentions among business students. The implications of this study suggest that students need more practical experience, emphasis on developing entrepreneurial skills, and a more mature understanding of moral obligation. Further studies are recommended to expand the scope of variables, involve multi-disciplinary samples, and test the impact of specific interventions to gain deeper practical insights.

Keywords: Social Enterprise, Social Entrepreneurial Intention, Prior Experience, Self-Efficacy, Moral Obligation

Introduction

Social entrepreneurship has been an area of interest in business schools especially their effects on students' intention to venture into social entrepreneurship. Several of these include experience, self-efficacy, moral obligations, and personal and institutional social support, which have a bearing on these intentions. As per Hockerts (2017), the belief in the ability to succeed as a social entrepreneur affects the intentions, and its responsiveness is associated with prior experience. This emphasizes the need for students' self-efficacy regarding social entrepreneurship. To tailor these constructs for use in the social

entrepreneurship context, a new Social Entrepreneurial Antecedents Scale (SEAS) has also been developed. Therefore, it forms the base for more studies on social entrepreneurship education (2015).

In addition, Xiang & Zhang (2022) emphasized the role of social entrepreneurship education in positively affecting students' intentions to start a social enterprise, providing purposeful motivation to reciprocate their contribution to society. This underscores the significance of educational interventions in nurturing students' intentions toward social entrepreneurship. Furthermore, Ilevbare et al. (2022) highlighted the influence of social support and practical entrepreneurship experience in supporting students' self-employment options, indicating the importance of external support structures in shaping students' entrepreneurial intentions.

Empirical evidence also suggests that prior experiences in self-employment and entrepreneurial education can serve as triggers and guides for potential entrepreneurs, nurturing and encouraging them to start up enterprises (Ip et al., 2017). This underscores the role of educational experiences and exposure in shaping students' intentions toward social entrepreneurship. Moreover, the importance of enhancing social entrepreneurship education with dark side theory has been emphasized, raising essential questions concerning its role in entrepreneurship and social entrepreneurship education (Talmage and Gassert, 2021).

Additionally, the significance of both passive and active teaching methods on entrepreneurship in universities has been highlighted, emphasizing the importance of including the creation and management of social enterprises in entrepreneurial education. Milanović et al. (2021) denoted the importance of education as a motivational factor in establishing a social enterprise and enhancing employment opportunities. Furthermore, Li et al. (2022) identified the lack of social experience and entrepreneurial guidance among college students as a common reason for the low success rate of entrepreneurship, emphasizing the practical significance of studying social experience guidance for college students' entrepreneurship.

Prior experience, moral obligation, and self-efficacy influence the intention of some business undergraduate students to undertake social entrepreneurship. Empathy, moral obligation, social entrepreneurial self-efficacy, and perceived social support are affected in a positive manner toward prior experience with social problems. This implies that it is possible for students' views of social entrepreneurship to be molded by exposure to social issues. Furthermore, social entrepreneurial self-efficacy has a remarkable impact on entrepreneurial intention whereby high self-efficacy encourages the move towards entrepreneurship (Wang and Huang, 2019). Additionally, several studies have found that moral obligations act as a predictors of social entrepreneurial intentions. For instance, Fatoki points out that people who feel socially responsible to remedy societal challenges are more likely to show interest in such ventures (Fatoki, 2019).

Saraih et al. (2018) suggest that, based on empirical evidence, entrepreneurial self-efficacy is found to have a positive impact on entrepreneurial intention. This indicates that one's belief in his/her ability to do business, which forms an important component of human capital is critical. In addition, perceptions regarding regulatory support affect social entrepreneurship and this happens via elements like empathy, ethics, and the entrepreneur's belief in his or her self efficacies. This reemphasizes the role played by external support structures on students' intention towards social entrepreneurship.

Moreover, the connection between entrepreneurial education and self-efficiency in entrepreneurial intention shows that self-efficiency is vital for overcoming obstacles and

embracing entrepreneurship (Li, 2017). This highlights the importance of educational interventions to enhance students' beliefs about self-efficacy as well as influences on entrepreneurial intentions. Secondly, a positive relationship between innovation and entrepreneurial intentions among undergraduates was discovered by Wathanakom et al. (2020). This indicates that their tendency for innovation influences their likelihood of being entrepreneurs.

In summary, prior experience, self-efficacy, and moral obligation influence the intention of undergraduate students in business to embrace social entrepreneurship. The results emphasize an intricate relationship among personal, learning, and community issues that impact on the future plans of young individuals toward social business careers.

Literature Review

Prior Experience

Research has centered largely on investigating the influence of previous experience on prospective social entrepreneurs and its attendant implications. One set of well-established studies shows that prior experience is important in shaping student intention toward social entrepreneurship. Significantly, Lacap et al. (2018) found that a person's past exposure to social issues is closely related to some key variables which include empathy, moral obligation, social entrepreneurship self-efficacy, and perceived social support. The strength of this relationship greatly influences the creation of intentions for social entrepreneurship, which is what Lacap et al.'s research points out. Further, Hockerts (2017) added to it by showing that previous experiences are predictors of future intentions for social entrepreneurship. This highlights the importance of experiential learning as a catalyst for developing students' interest in social entrepreneurship.

Furthermore, Markowska et al. (2018) the impact of prior experience and the environmental context on the development of two strategic orientations of nascent entrepreneurs: attitudes toward risk orientation, i.e., viewing risk as a downside loss or an upside opportunity, and prediction orientation, i.e., focusing on prediction. Likewise, Zhao et al. (2005) carried out a study that emphasized the complex link between prior entrepreneurship experience and entrepreneurial intentions. This revealed that entrepreneurial self-efficacy was a full mediator in its relation with past entrepreneurial experiences and entrepreneurial intentions. Therefore, this shows that there are many interactions between past experiences and internal confidence in entrepreneurial intentions calling for elaborate consideration of these mechanisms. Overall, these cumulative results reveal that past experiences play an important role in influencing social entrepreneurial intent and emphasize the need to conduct further research to delve into how these experiences affect the intention to be an entrepreneur.

Hypothesis 1: Prior experience has a positive effect on social entrepreneurial intentions among undergraduate business students.

Self-efficacy

The impact of self-belief on the inclination towards social entrepreneurship among students has received significant attention in various studies. Many researchers have highlighted the pivotal role of self-belief in shaping entrepreneurial aspirations. Bandura's theory on self-belief underscores the importance of confidence in driving behavioral changes and psychological adjustments and it emphasizes how self-belief significantly influences intentions. Empirical studies have also demonstrated a positive correlation between self-belief and student's entrepreneurial aspirations. Self-belief is defined as one's confidence and

competence to organize and execute activities required for handling future situations effectively. Furthermore, the mediating role of self-belief in the relationship between entrepreneurial education and entrepreneurial intentions has been elucidated, emphasizing its influential role as a mediator when it comes to student's intentions toward entrepreneurship. Additionally, factors like social support and emotional competence moderate the effect of self-belief on entrepreneurial aspirations, further highlighting the intricate interplay between self-belief and other influencing factors. These findings underscore the significant influence of self-belief on student's intentions to engage in social entrepreneurship. It emphasizes the importance of investigating and comprehending how self-belief influences entrepreneurial pursuits.

Hypothesis 2: Self-efficacy has a positive effect on social entrepreneurial intentions among undergraduate business students.

Moral Obligation

The effect of moral obligation on student social entrepreneurial intention has been a subject of diverse research inquiries, yielding varying perspectives on its influence. While some studies have identified a negative association between moral obligation and social entrepreneurial intentions Ip et al. (2017), others have found significant relationships between moral obligation and entrepreneurial intentions (Lacap et al., 2018). For instance, Xiang & Zhang (2022) highlighted the role of social entrepreneurship education in creating a moral obligation for social issues, consistent with the findings of (Lacap et al., 2018). Moreover, the mediating role of moral obligation between experience and social entrepreneurial intentions has been explored, indicating its significance as a subjective norm influenced by the environment (Igwe et al., 2020). Additionally, the influence of moral obligation on entrepreneurial intention is moderated by factors such as perceived advantage and social norms, further emphasizing the complex interplay of moral obligation with other determinants of entrepreneurial intentions (Ali et al., 2023). These diverse perspectives underscore the need for further comprehensive exploration and understanding of the multifaceted nature of moral obligation and its impact on students' social entrepreneurial intentions.

Hypothesis 3: Moral obligation has a positive effect on social entrepreneurial intentions among undergraduate business students.

Method

This study has involved the participation of 354 undergraduate business students in Indonesia, randomly selected from various related study programs. The data collection instrument used was an online survey through Google Forms, with questions covering the variables of Prior Experience, Self-Efficacy, Social Entrepreneurial Intention, and Moral Obligation. The variables of this study include measures of prior experience in the context of social entrepreneurship, students' level of self-efficacy in running social enterprises, students' desire to engage in social entrepreneurship, and students' moral awareness of social responsibility. Data analysis was conducted using multiple regression using Stata software, focusing on the comparison of mean scores between gender groups.

Result and Discussion

This study comprised 354 participants, with the majority (79.10% or 280 people) hailing from private higher education institutions, while the remaining 20.90% (74 people) were from

public universities. The study included 163 men (46.03%) and 191 women (53.97%). The average age of the participants was 21 years old, indicating a relatively young age distribution among them.

Questions related to social entrepreneurship education showed that most respondents stated that the social entrepreneurship course is their course (Social Entrepreneurship course) as many as 168 people (47.46%). A total of 124 respondents (35.03%) stated that social entrepreneurship material is only covered as a subchapter in other courses, while 62 people (17.51%) stated that social entrepreneurship education is not included in their university curriculum.

A significant number of respondents have had experience starting a business, either one that is still operating today (56 people or 15.32%) or one that has failed and tried again (34 people or 9.61%). Some started a business only as a college assignment, with a total of 117 people (33.05%), while those who never started a business reached 108 people (30.51%). This study provides a rich and diverse picture of the level of engagement and exploration of social entrepreneurship among the respondents. The research reflects variations in the level of education, experience, and background of social entrepreneurship among university students, creating a strong foundation for further analysis.

Table 1

Profile Respondent

No	Profile	Frequency	Percentage (%)
1	University Origin		
	Public Universities	280	79.10
	Private Universities	74	20.90
2	Gender		
	Man	163	46.03
	Female	191	53.97
3	Age (mean) = 21 years		
4	Is social entrepreneurship education included in the entrepreneurship curriculum at your university?		
	Becoming Your Own Course (Social Entrepreneurship course)	168	47.46
	only in the discussion subchapter of the Social Entrepreneurship course	124	35.03
	Not included in the curriculum	62	17.51
5	Experiences in Starting a Business?		
	Once, and currently the business/business still exists/operates	56	15.32
	Once, but only because of lecture assignments	117	33.05
	Once but failed and started again, but still failed again	34	9.61
	Once, but failed	139	39.32
	Never	108	30.51
n=354			

Source: data processes (2023)

Table 2

Descriptive statistic by Gender (mean)

Gender	Prior Experience	Self-Efficacy	Social Entrepreneurial Intention	Moral Obligation
Man	10.40164	11.54098	34.60656	16.42623
Female	9.741379	11.1681	33.42672	16.42672

Source: data processes (2023)

Based on Table 2, it can be concluded that the average values of all four measured variables, i.e. previous experience, self-efficacy, social entrepreneurship, and moral obligation, are the highest in the male gender group (male). Males score higher than females on all variables: 10.40164 for previous experience, 11.54098 for self-efficacy, 34.60656 for social entrepreneurship, and 16.42623 for moral obligation. This suggests that the men in this sample have higher previous experience, self-efficacy, social entrepreneurial intention, and moral commitment compared to the female group. Then, Table 3 shows the results of the validity and reliability tests of the research instruments of the confirmatory factor analysis (CFA) of measuring the factors related to social entrepreneurship. Construct validity is measured by examining the extent to which the items in an instrument reflect the concept being measured, while reliability measures the extent to which the instrument produces consistent results. The results of the construct validity test indicate that the research instruments are reliable in measuring the defined constructs. The previous experience factor has a construct validity coefficient of 0.8240, a social entrepreneurial intention coefficient of 0.7605, a moral obligation coefficient between 0.7928 and 0.8967, and a self-efficacy coefficient between 0.5589 and 3.358. These values reflect a sufficient level of validity, indicating that the research instruments can be trusted to measure the specified constructs. The table shows the loading factor and reliability of each product for four factors. The validity and reliability of the research instrument used in this study were assessed. In addition to validity, instrument reliability was measured using factorial reliability values. The results show that the reliability value of the prior experience coefficient is 0.7516, the reliability value of social entrepreneurship is 0.5296, the value of moral obligation is between 0.7910 and 0.8967, and the value of self-efficacy is 0.5584 and 0.0. These reliability values suggest that the level of reliability of the research instrument is adequate, in which case the data obtained are consistent and reliable. Therefore, the results of the validity and reliability tests strongly support the quality of the research instruments used in this study.

Table 3
Validity and Reliability Test

Items	Loading Factor				Reliability			
	tor1	Fac	tor2	Fac		tor3	Fac	tor4
PriorExperience1	240	0.8			16	0.75		
PriorExperience2	521	0.8						
PriorExperience3	764	0.7						
SocialEntreneuriallntention1			296	0.5	05	0.76		
SocialEntreneuriallntention2			696	0.7				
SocialEntreneuriallntention3			681	0.7				
Moral Obligation1					67	0.89	357	0.8
Moral Obligation2							471	0.8
Moral Obligation3							928	0.7
Moral Obligation4							910	0.7
Self-Efficacy1							276	0.7
Self-Efficacy2							641	0.7
Self-Efficacy3							589	0.5

Source: data processes (2023)

Table 4
Result of Hypothesis Testing

Source	SS	df	MS	Number of obs = 354			
				F(3, 350) = 1442.85			
Model	119 26.7844	3	397 5.59482	Prob > F = 0.0000			
Residual	964. 382219	35 0	2.75 537777	R-squared = 0.9252			
Total	128 91.1667	35 3	36.5 188857	Adj R-squared = 0.9245			
				Root MSE = 1.6599			
Social Entrepr. Intention	Coe f.	St d. Err.	T	P >t	[9 5% Conf.	Int erval]	

PriorEx perience	.214 2943	.0 368284	5.82 0	.000 0	.1 418615	.2 867271
SelfEffi cacy	2.39 8513	.0 529512	45.3 0	.000 0	2. 294371	2. 502656
Moral Obligation	.220 5946	.0 34596	6.38 0	.000 0	.1 418615	.2 867271
_cons	.978 3689	.5 739626	1.70 0	. 089	- .150480	2. 107218

Source: data processes (2023)

The results of the hypothesis testing presented in Table 4 provide a detailed overview of the factors affecting social entrepreneurship intentions. Regression analysis highlights that previous experience, self-efficacy, and moral obligation are significant influencers. The analysis shows that previous experience has a strong positive effect on social entrepreneurship intention with a coefficient of 0.2142943. This suggests that people with previous experience are more likely to have positive intentions towards social entrepreneurship. In addition, Self-Efficacy is found to play a crucial role in forming social entrepreneurship intentions. The test results confirm that high self-efficacy is significantly related to stronger social entrepreneurship intentions with a coefficient of 2.398513. In addition, moral obligation was also identified as a factor affecting social entrepreneurship with a coefficient of 0.2205946. This result indicates that people who feel a greater sense of moral obligation are more likely to have strong motives for social entrepreneurship. Overall, this regression model has a very high significance with an F ratio of 1442.85, indicating that at least one independent variable has a significant effect on the dependent variable. An R-squared value of 0.9252 describes the model and the ability to explain 92.52% of the variation in the intentions of social entrepreneurs. Although these results provide strong insights into the factors that influence social entrepreneurship intentions, it is important to consider the context and limitations of the regression model when interpreting these results. In addition, further research can delve into qualitative and contextual aspects to gain a deeper understanding of the causal relationship between the variables.

Discussion

This observation is a good sized contribution to know-how the elements that affect college students' intentions in the direction of social entrepreneurship. The effects of speculation checking out spotlight the important position of Prior Experience, Self-Efficacy, and Moral Obligation variables. The findings associated with Prior Experience suggest that preceding enjoyment has a robust advantageous effect on social entrepreneurship intention. This locating is constant with preceding studies via way of means of Lacap et al. (2018), which proved an advantageous correlation among previous enjoy with social troubles and key elements which include empathy, ethical obligation, self-efficacy, and social aid. Furthermore, the findings exhibit coherence with the research conducted by Jadmiko et al. (2023) elucidating the robust and statistically significant positive impact of antecedent experiential engagement on the formulation of social entrepreneurial intentions among the Indonesian student populace. These findings offer in addition proof of the significance of experiential studying in shaping students' intentions concerning social entrepreneurship.

The impact of prior experience on entrepreneurial intentions among students has been extensively studied. Lacap et al. (2018) found that university students' prior experience with

social problems significantly and positively affects their social entrepreneurial intent (Lacap et al., 2018; . Chukhray et al., 2021) demonstrated that employment experience increases students' confidence regarding their entrepreneurial abilities and has a positive effect on students' intentions to start their own businesses (Chukhray et al., 2021; . Asma et al., 2019) also found that prior experience tends to have a greater impact on social entrepreneurial intent, along with empathy, self-efficacy, and moral obligation (Asma et al., 2019). Additionally, (2016) highlighted that prior entrepreneurial experience significantly affects the perception toward entrepreneurship, subsequently positively influencing entrepreneurial intention (Khương & An, 2016). These studies collectively indicate that prior experience has a positive influence on students' entrepreneurial intentions, emphasizing the importance of experiential learning and exposure to entrepreneurial activities in shaping students' attitudes and intentions towards entrepreneurship.

The findings of this observation aid the present literature that highlights the good sized position of self-efficacy ideals in shaping entrepreneurial aspirations. The observation applied Bandura's self-efficacy theory, which has been related to conducting extrude and mental adjustment. This result is consistent with different research that displays an advantageous effect of self-efficacy on pupil entrepreneurial intentions. Additionally, Mei et al.'s (2020) studies, which investigated the position of self-efficacy as a mediator withinside the dating among entrepreneurship schooling and entrepreneurial intention, affords an additional context for this locating. Therefore, those effects fortify the important position of self-efficacy in shaping social entrepreneurial intentions among college students.

The subject matter of ethical responsibility is complicated and calls for similar exploration. While this examination found that ethical responsibility does affect social entrepreneurial intentions, there are conflicting perspectives in the literature. For instance, an examine via way of means of Ip et al. (2017) located a terrible correlation between ethical responsibility and social entrepreneurship intention. Therefore, extra studies are essential to analyze the numerous dimensions and contextual elements that can affect the position of ethical responsibility in shaping social entrepreneurial intentions amongst college students.

It is crucial to renowned that the findings acquired from the regression version have massive insights. However, it's far more important to recall the context and boundaries of the version. These findings can function as a basis for destiny studies this is extra complete and intense, in particular in exploring qualitative and contextual factors that can mild or mediate the connection among the variables studied. To broaden these studies similarly, combining those findings with various perspectives from preceding research can also additionally open up possibilities for an extra holistic and in-intensity expertise of the determinants of social entrepreneurial intentions amongst college students.

When studying the results, it's crucial to recall the pattern used, which in this example became undergraduate commercial enterprise college students. The findings of this examination offer precious insights into the elements that affect social entrepreneurial intentions amongst commercial enterprise college students

After studying the findings associated with Prior Experience, it may be concluded that undergraduate commercial enterprise college students generally tend to have extra sensible enjoyment inside the commercial enterprise context and social issues. This aligns with the literature that emphasizes the important position of sensible enjoyment in shaping social entrepreneurial intentions (Lacap et al., 2018). Prior commercial enterprise enjoy can offer a deeper expertise of the social implications of commercial enterprise activities, which in turn,

definitely impacts social entrepreneurial intentions amongst commercial enterprise college students.

Regarding Self-Efficacy, undergraduate enterprise college students can also additionally evolve a sturdy basis of their entrepreneurial abilities through the enterprise curriculum. The consequences of this take a look at suggest that excessive degrees of self-efficacy are appreciably related to more potent intentions for social entrepreneurship. This shows that an enterprise curriculum that emphasizes the improvement of abilities and self-efficacy in entrepreneurship can also contribute undoubtedly to the formation of social entrepreneurial intentions amongst enterprise college students.

The findings of the Moral Obligation take a look at and recommend that ethical duty has a fine effect on social entrepreneurial intentions amongst undergraduate enterprise college students. However, it might be exciting to discover whether or not there are good-sized variations in perceived ethical duty amongst enterprise college students who've been exposed to enterprise ethics and social duty as a part of their curriculum.

The context of this pattern increases vital questions on how enterprise curricula may be evolved or custom designed to deeply affect college students' social entrepreneurial intentions. Are there precise factors inside the enterprise curriculum that could cause realistic experience, growth in self-efficacy, or toughen a feeling of ethical duty that may be strengthened? This dialogue affords a sturdy foundation for in addition studies on how enterprise schooling can play an energetic position in shaping an era of college students with sturdy socially entrepreneurial intentions.

Conclusion

In conclusion, this study delved into the motivations of undergraduate business students regarding social entrepreneurship, employing regression analysis to discern the influential factors. The research identified that prior experience, self-efficacy, and moral obligation significantly impact social entrepreneurship intentions. Practical experience emerged as a robust positive factor, underlining its decisive role in shaping these intentions. Additionally, self-efficacy, reflecting a student's confidence in business, was revealed as a crucial element, emphasizing the importance of skill development in entrepreneurship education. The concept of moral obligation, though intricate, demonstrated a positive effect on social entrepreneurship intentions, prompting further inquiry into how business students perceive moral commitment, particularly those exposed to business ethics and social responsibility in their curriculum.

Post-conclusion, it is imperative to illuminate the theoretical and contextual contributions of this research. The study significantly advances existing knowledge by elucidating the intricate relationships between prior experience, self-efficacy, moral obligation, and social entrepreneurship intentions. The robust regression model, with an F ratio of 1442.85 and an impressive R-squared value of 0.9252, attests to the model's explanatory power. Theoretical implications highlight the necessity of incorporating practical experiences and enhancing self-efficacy in entrepreneurship curricula to foster social entrepreneurship intentions among students. Furthermore, the study underscores the need for future research to delve into qualitative and contextual dimensions, providing a nuanced understanding of the causal relationships between variables. This research also emphasizes the pivotal role of the entrepreneurship curriculum in shaping social entrepreneurship intentions, especially among undergraduate business students. Overall, this study contributes substantially to the field by advancing theoretical understanding and guiding practical implications for educators and

policymakers in fostering a socially entrepreneurial mindset among the next generation of business leaders.

Moreover, the findings underscore the importance of addressing the multifaceted nature of moral obligation within the educational context, suggesting that merely introducing business ethics and social responsibility in the curriculum may not be sufficient. It raises questions about how these ethical principles are internalized and navigated by students, hinting at the need for a more profound exploration of the educational methods that effectively instill a sense of moral commitment. This nuanced understanding of the educational landscape contributes not only to the theoretical foundations of social entrepreneurship research but also provides educators and policymakers with actionable insights for refining pedagogical approaches to nurture a socially entrepreneurial mindset among the next generation of business leaders.

Implication

The findings of this have a look at and offer numerous critical implications, especially within the context of growing instructional regulations and social entrepreneurship practices in better training settings. First, similarly, the know-how of the robust function of Prior Experience in shaping social entrepreneurial intentions shows the want for increased practical experience for university students. Universities might also additionally recollect integrating greater internship applications, discipline projects, or community service activities that may enrich students' experience and enhance their understanding of social issues.

The effects of a look have proven that self-efficacy performs a significant function in social entrepreneurship. Therefore, commercial enterprise training applications want to awareness on constructing college students' self-efficacy via way of means of designing curricula that emphasize the improvement of entrepreneurial skills. This may be accomplished through project-primarily based studying and social entrepreneurship simulations.

We have a look at additionally highlighted the want for similar studies to apprehend the complicated dynamics of morality amongst commercial enterprise college students. Higher training establishments ought to recollect incorporating discussions on commercial enterprise ethics and social obligation into their curriculum to assist college students in increasing a greater mature and balanced know-how of ethical obligation.

Future Research

Future studies can increase the scope of variables and pattern populations to the advantage of greater complete expertise. Exploring contextual and cultural elements that can slight or mediate the connection among key variables may also offer extra insights. Additionally, pupil samples from extraordinary disciplines may also bring about a greater holistic comparison, enriching the generalizability of the findings.

Follow-up research can also attention to qualitative elements to gain deeper expertise into the way college college students interpret and reply to elements that affect their social entrepreneurial intentions. This technique may want to contain in-intensity interviews, case research, or content material evaluation to discover college students' specific narratives and experiences.

Finally, similar studies may want to take a look at the effect of precise interventions, which include social entrepreneurship education or schooling programs, to peer the quantity to which modifications in key variables can affect social entrepreneurial intentions. This technique can offer sensible insights for academic establishments and practitioners to lay out

greater powerful techniques to facilitate the improvement of social entrepreneurship amongst college college students.

References

- Ali, S., Alshiqi, S., Ferasso, M., Sahiti, A., & Bekteshi, X. (2023). Entrepreneurial intentions and perceived advantages by Eastern students. *International Journal of Advanced and Applied Sciences*, 10(4), 63-75. <https://doi.org/10.21833/ijaas.2023.04.008>
- Duong, Q., Nguyen, T., & Nguyen, T. (2021). The impact of perceived regulatory support on social entrepreneurial intention: a survey dataset in Vietnam. *Data in Brief*, 37, 107233. <https://doi.org/10.1016/j.dib.2021.107233>
- Chukhray, N., Greguš, M., Karyy, O., & Halkiv, L. (2021). Formation of the entrepreneurial potential of student youth: a factor of work experience. *Mathematics*, 9(13), 1494. <https://doi.org/10.3390/math9131494>
- Fatoki, O. (2019). Determinants of social entrepreneurial intentions of university students in south Africa. *Journal of Economics and Behavioral Studies*, 10(6A), 72-80. <https://doi.org/10.22610/jebs.v10i6a.2663>
- Hockerts, K. (2017). Determinants of social entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 41(1), 105-130. <https://doi.org/10.1111/etap.12171>
- Igwe, A., Ogbo, A., Agbaeze, E., Abugu, J., Ezenwakwelu, C., & Okwo, H. (2020). Self-efficacy and subjective norms as moderators in the networking competence–social entrepreneurial intentions link. *Sage Open*, 10(3), 215824402093487. <https://doi.org/10.1177/2158244020934878>
- Ilevbare, F., Ilevbare, O., Adelowo, C., & Oshorenuwa, F. (2022). Social support and risk-taking propensity as predictors of entrepreneurial intention among undergraduates in Nigeria. *Asia Pacific Journal of Innovation and Entrepreneurship*, 16(2), 90-107. <https://doi.org/10.1108/apjie-02-2022-0010>
- Ip, C., Wu, S., Liu, H., & Liang, C. (2017). Revisiting the antecedents of social entrepreneurial intentions in Hong Kong. *International Journal of Educational Psychology*, 6(3), 301. <https://doi.org/10.17583/ijep.2017.2835>
- Ip, C., Wu, S., Liu, H., & Liang, C. (2017). Revisiting the antecedents of social entrepreneurial intentions in Hong Kong. *International Journal of Educational Psychology*, 6(3), 301. <https://doi.org/10.17583/ijep.2017.2835>
- Jadmiko, P., Utami, W., Putri, T. D., & Aaron, A. (2023). The Mediating Role of Religiosity , Self-Efficacy , Moral Obligation in Prior Experience on Social Entrepreneurial Intention : Undergraduate Student Managing Country Indonesia. *International Journal of Academic Research in Business & Social Science*. 13(12), 1525–1544. <https://doi.org/10.6007/IJARBS/v13-i12/20054>
- Kayabaşı, A., Karavelioğlu, C., & Özler, N. (2021). The effect of institutional environment, general self efficacy and desirability on social entrepreneurship intentions in turkey. *Istanbul Business Research*, 50(2), 411-434. <https://doi.org/10.26650/ibr.2021.50.859186>
- Khuông, M. and An, N. (2016). The factors affecting entrepreneurial intention of the students of vietnam national university — a mediation analysis of perception toward entrepreneurship. *Journal of Economics Business and Management*, 4(2), 104-111. <https://doi.org/10.7763/joebm.2016.v4.375>
- Lacap, J., Mulyaningsih, H., & Ramadani, V. (2018). The mediating effects of social entrepreneurial antecedents on the relationship between prior experience and social

- entrepreneurial intent. *Journal of Science and Technology Policy Management*, 9(3), 329-346. <https://doi.org/10.1108/jstpm-03-2018-0028>
- Lacap, J., Mulyaningsih, H., & Ramadani, V. (2018). The mediating effects of social entrepreneurial antecedents on the relationship between prior experience and social entrepreneurial intent. *Journal of Science and Technology Policy Management*, 9(3), 329-346. <https://doi.org/10.1108/jstpm-03-2018-0028>
- Lacap, J., Mulyaningsih, H., & Ramadani, V. (2018). The mediating effects of social entrepreneurial antecedents on the relationship between prior experience and social entrepreneurial intent. *Journal of Science and Technology Policy Management*, 9(3), 329-346. <https://doi.org/10.1108/jstpm-03-2018-0028>
- Li, F., Li, N., Huang, T., & Bo, H. (2022). Social experience guidance for college students' entrepreneurship in the social network. *International Journal of Emerging Technologies in Learning (Ijet)*, 17(21), 197-213. <https://doi.org/10.3991/ijet.v17i21.35115>
- Li, Y. (2017). The entrepreneurial education and self-efficacy on entrepreneurial intention. *Proceedings of the 2017 International Conference on Organizational Innovation (ICOI 2017)*. <https://doi.org/10.2991/icoi-17.2017.35>
- Maddux, J. E. (2009). Self-efficacy: The power of believing you can. In S. J. Lopez & C. R. Snyder (Eds.), *Oxford handbook of positive psychology* (pp. 335–343). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195187243.013.0031>
- Markowska, M., Grichnik, D., Brinckmann, J., & Kapsa, D. (2019). Strategic orientations of nascent entrepreneurs: antecedents of prediction and risk orientation. *Small Business Economics*. <https://doi.org/10.1007/s11187-018-0107-4>
- Mei, H., Lee, C., & Xiang, Y. (2020). Entrepreneurship education and students' entrepreneurial intention in higher education. *Education Sciences*, 10(9), 257. <https://doi.org/10.3390/educsci10090257>
- Peng, X., Hassan, S., Akhtar, S., Sarwar, A., Khan, M., & Khan, B. (2019). Determinants of social entrepreneurial intentions for educational programs. *Journal of Public Affairs*, 19(2). <https://doi.org/10.1002/pa.1925>
- Saraih, U., Aris, A., Mutalib, S., Ahmad, T., Abdullah, S., & Amlus, M. (2018). The influence of self-efficacy on entrepreneurial intention among engineering students. *Matec Web of Conferences*, 150, 05051. <https://doi.org/10.1051/mateconf/201815005051>
- Shah, I., Amjed, S., & Jaboob, S. (2020). The moderating role of entrepreneurship education in shaping entrepreneurial intentions. *Journal of Economic Structures*, 9(1). <https://doi.org/10.1186/s40008-020-00195-4>
- Tiwari, P., Bhat, A., & Tikoria, J. (2017). An empirical analysis of the factors affecting social entrepreneurial intentions. *Journal of Global Entrepreneurship Research*, 7(1). <https://doi.org/10.1186/s40497-017-0067-1>
- Wang, L. and Huang, J. (2019). Effect of entrepreneurial self-efficacy on the entrepreneurial intentions of students at a university in Hainan province in China: taking social support as a moderator. *International Journal of Learning Teaching and Educational Research*, 18(9), 183-200. <https://doi.org/10.26803/ijlter.18.9.10>
- Wathanakom, N., Khlaisang, J., & Songkram, N. (2020). The study of the causal relationship between innovativeness and entrepreneurial intention among undergraduate students. *Journal of Innovation and Entrepreneurship*, 9(1). <https://doi.org/10.1186/s13731-020-00125-5>
- Wu, L., Jiang, S., Wang, X., Yu, L., Wang, Y., & Pan, H. (2022). Entrepreneurship education and entrepreneurial intentions of college students: the mediating role of entrepreneurial

- self-efficacy and the moderating role of entrepreneurial competition experience. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.727826>
- Xiang, J. and Zhang, Y. (2022). Untying moral efficacy and meaningfulness in promoting students' social entrepreneurial intentions: the mediating role of positive reciprocity. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.915725>
- Younis, A., Peng, X., Nadeem, M., Kanwal, S., Pitafi, A., Gui, Q., ... & Duan, Y. (2020). Impact of positivity and empathy on social entrepreneurial intention: the moderating role of perceived social support. *Journal of Public Affairs*, 21(1). <https://doi.org/10.1002/pa.2124>
- Zhao, H., Seibert, S., & Hills, G. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90(6), 1265-1272. <https://doi.org/10.1037/0021-9010.90.6.1265>