

Antecedents of Social Entrepreneurship Intention among the Private University Students of Pakistan

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Abstract

The study proposes to investigate the antecedents of social entrepreneurship intention (SEI) among the students of private universities of Pakistan. A conceptual model is developed from the literature, and the hypotheses are formulated for testing. This is a quantitative study of the nature. We collected the cross-sectional data from private university students by employing quota sampling. In total, 400 questionnaires were distributed. In return, 244 usable samples were received back and valid 61% of response rate. By employing the structural equation modeling, the outcomes of a study show a positive and significant influence of emotional intelligent (EI) creativity and moral obligation (MO) on SEI among the private universities' students of Pakistan. The conclusion of an investigation would help in knowing the role of creativity, EI and MO in developing the SEI. The university authorities and policymakers may develop their ideas to divert the mind of the students towards SEI in order to reduce the burden of unemployment. Finally, it would contribute to the literature of entrepreneurship and psychology, particularly for developing contexts.

Keywords: Emotional intelligence; Creativity; Moral obligation; Social entrepreneurship intention; Private Universities.

1. Introduction

Social entrepreneurship is a business specific method of producing and selling products and services to address social problems (Iancu, Popescu, & Popescu, 2021). In the present economic crises and global recession; entrepreneurship can become the responsible for being a useful appliance for job creation and concurrently a tool to combat with numerous social problems. The concept of social entrepreneurship (SE) gained a reputation in both theories as well as the practice (Nicholls, 2010). According to Anderson, Dana, & Dana, (2006) over the last few decades, social entrepreneurship's concept has rapidly been developing in the public, private and non-profit segments. SE attracting widespread interest across the world as it is considered potential for inclusive, sustainable, and innovative solution of the contemporary problems. It is expressly essential in developing nations where gaps in economic discrimination and social development still occur (Chell, 2007). This can be

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regarded as a pillar in the shape of social competences and overcome dissimilarities across the various dimensions such as political, economic and social which can fill the gap by creating socio-economic advancement in an appropriate way (Mair, 2008). In Pakistan, there is a considerable attention in developing a culture of SE by nurturing social entrepreneurs (Soomro, Shah, & Memon, 2018). The social enterprises would offer a creative inkling towards offering services, merchandises and making occasions to the frugally weaker segments of the culture. Studies identify that SE development in most of the countries is influenced by their historical, social, political, and cultural realities (Kerlin, 2009) In Asia the SE culture is quite new in comparison with developed countries. However, SE is necessary for the development of

Pakistan, but unfortunately, comparing the current population growth the present swiftness towards SE is very sluggish. Thus, there raises a significant question to policymakers as for how social entrepreneurial actions can be improved and enlarged in the context of Pakistan. In the perception of Krueger (1993) entrepreneurship not only upsurges the overall quantity as well as quality of entrepreneurship is cultivated, but also nurture entrepreneurial notion. In this regard, most of the studies in such the domain as focused on other regions to inspire social entrepreneurial activities (Koe et al., 2010). It is understanding that beside the lack of support from government academia has also little role in SEI development among students. therefore, no SE developing investors coming forward to support (Ip et al., 2018). Social entrepreneurship may not only provide an experimental learning process but also an opportunity for students to establish their SE and create communities of shared practice. There is empirical evidence that social entrepreneurship increases self-efficacy, social support and social entrepreneurial intentions. Whereas there is a little empirical evidence on the effect of social entrepreneurship education. Keeping in view, the importance of such the notion, we propose the investigation of SEI through EI, creativity and MO among the private university students of Pakistan. The results of research would demonstrate to be supportive in indorsing social entrepreneurial happenings in Pakistan.

2. Literature review and SE conceptualization

Intent refers to once deliberate will to act, usually it is an outcome of prior mental conscious process influenced by various internal and external factors (Rambe et al., 2015). The origin of SE depends upon the private sector's development. Nevertheless, a cooperation of business between government and NGOs is ambiguities in developing economies. The country like Pakistan, where the notion of SE of the present era initially established (Bornstein & Davis, 2010). Social enterprises provide a groundbreaking approach to transporting the anticipated change through conceptualizing an objective of the venture and re-thinking of value- generating judgment (Brown & Wyatt,

2015). SE begins a social prosperity and well-being in life (Doherty et al., 2014). In spite of the growing interest no concentration is given a robust microfinance model (Dichter et al., 2013). In a research point of view, SE is at present unquestionably relishing an “emerging excitement” (Hirsch Levin, 1999) nevertheless, in terms of the academic dimension, it confronts two significant contests. First, SE is regarded as a by-product of more prominent notions of entrepreneurship and social novelty; henceforth there is a deficiency of theoretical literature associated to SE and a nonexistence of agreement pertaining how to explain SE has not been attained. Second, SE investigation is wedged in between apparently varying demands for implication and complexity (MairMartí, 2006). According to Iancu et al., (2021) to ensure the integration of young people in the SE, analysis of feasibility features in institutionalized environment is prerequisite as it stimulates the participation of young people in labour market. The SE has also potential to address the problems of those marginalized and vulnerable groups which were previously addressed by the public and private sectors. This study also emphasis that the principles of entrepreneurship focus on the human and social development, practical experiences in the SE activities and involvement has a positive association with SE development.

According to Soomro, Lakhani, Mangi, & Shah (2020) EI can be predicted through self-efficacy among the University of Pakistan. By applying the binary response models, the study of Fernández-Laviada et al. (2020) suggest the moderating effect of social enterprise sector (SES) development. The findings of the study explore that the self-perception about entrepreneurship such as entrepreneurial skills; perceptions and values; the demographic predictors such as age, gender, and education level); and contextual and entrepreneurial environment factors such as entrepreneurs’ perception of societal importance; economic development and entrepreneurship environment predict the SE.

Individual encounters multiple opportunities throughout the life span but not necessary that everyone holds the ability to recognize and transform that in any outstanding venture as its identification is associated with the intentionally oriented behavior (Hockerts,2018). In the perception Pacut (2020) social entrepreneurs can be enthused by a multifaceted set of constructs. The institutional environment for social enterprises in Poland is affected by formal and informal institutions. According to Soomro, et al., (2018) there is a substantial alteration in subjective norms, personal attitude, and PBC towards EI prevailing among the students of Pakistan and Thailand. More recently, entrepreneurial orientation has no significant influence on non - financial performance (Soomro & Shah, 2020). The creativity highlighted the strongest positive correlation, followed by EI (Tiwari, Bhat, & Tikoria, 2017). In any

SE leadership have significant influence on innovation tendency (Pasricha & Rao, 2018).

As a result, the numerous scholars highlighted the factors such as the institutional environment, PBC, personal attitude, subjective norms, self-perception, entrepreneurial environment and government support system for the prediction of SEI in the different context including Pakistan (Tiwari et al., 2017; Soomro et al., 2018; Pacut, 2020; Soomro & Shah, 2020). However, in Pakistan, still a need the testing of the model that may predict the SEI among the private university students. Henceforth, we proposed the following model (Figure 1) consisting of EI, creativity and MO to predict SEI among private university students.

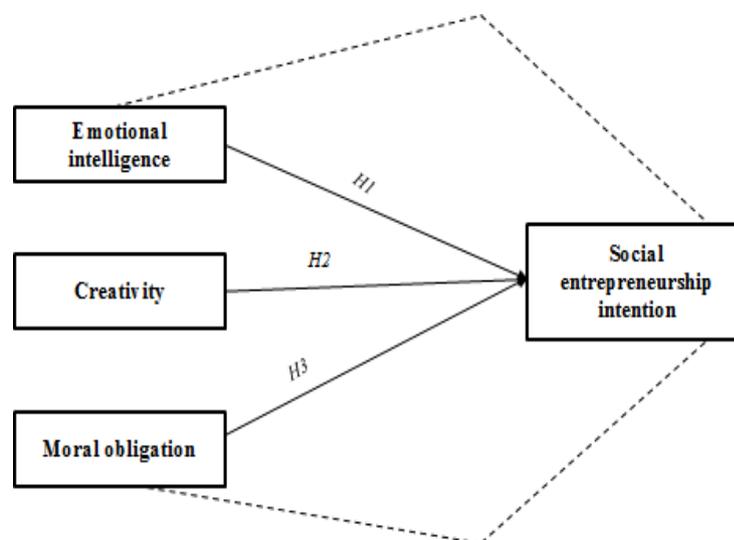


Figure 1. Conceptual Model of the Study

The concept of EI is an individual's ability to manage their emotions and feelings intelligently (Thorndike & Stein, 1937). Basically, it is separated into two schools of thought such as mixed approach and mental ability models (Gardner, 2004). The mental model shows the relationship of capabilities with emotions (Mayer et al., 2014). Although, EI in the mixed model covered of several personal attributes such as the need for achievement and flexibility. These attributes may assist individuals in managing one's emotions as well as relationships (Boren, 2010).

In the entrepreneurship domain, there is a significant role of EI in developing the entrepreneurial attitudes and intentions (Zampetakis, Kafetsios, Bouranta, Dewett, & Moustakis, 2009). According to Tsaousis and Nikolaou (2005) the management of stress is frequently connected with positive entrepreneurial attitudes and intentions. The progress and stagnation of enterprise and its staffs' success and failure may be tracked through EI. As a

result, EI is a very constructive factor in making the entrepreneur's social development and offer an inventive resolution to the demands of society. Henceforth, there is a dire need to predict the role of EI towards SEI among the private university students of Pakistan. Therefore, we proposed:

H1. EI positively and significantly affect the SEI.

Creativity is generally explained as the practice to produce something new and cherished. In the perception of Plucker, Beghetto, & Dow (2004) it is not only an endowment to create out of nothing, but also the capability to generate new philosophies by uniting or re-applying from prevailing philosophies. Innovation and creativity went together and regarded as core factor for the development of enterprises. Baron and Ward (2004) emphasized that entrepreneurs would be more innovative than others in terms of recognition of opportunity. Numerous scholars like Feldman and Bolino (2000) claims a predictive power of creativity on the intention development process. Zampetakis et al. (2009) conducted an empirical study. The study revealed the positive association among creativity, intention process and attitude toward picking entrepreneurship as an opportunity. In the perception of Ernst (2018) there is the protagonist role of creativity in forecasting SEI. The outcomes of the study underlined a significant positive association of creativity with attitude toward cultivating a social entrepreneur. In this way, to know the association of creativity with SEI among Pakistani private university students, we developed the following hypothesis:

H2. Creativity positively and significantly affects the SEI.

MO is a metaphysical commitment which generates something new. Generally, it is underlined as the tendency of serving others within the limitations of religion (Bryant, 2009). Primarily, the moral element remains as the significant predictor of intention together with subjective norms and attitude toward behavior (Fishbein, 1967). MO, in the domain of social entrepreneurs, is associated with a degree to which social entrepreneurs are entirely dedicated to their notions and observe ethically grateful to track them (Beugré, 2016). According to Mair and Noboa (2006) MO is the strongest analyst of SEI.

Similarly, social entrepreneurs are nurtured within an ordinary individual in a desire of doing better for the improvement of community and the nation's development (Thompson, 2008).

Therefore, antecedent of SE intention formation may be understood as a sense of moral obligation to help marginalized people to fulfil their basic needs. Hockerts (2015) proposed that MO the decision-making practice which inspires individuals to frame a moral judgment earlier for creating moral intentions. Based on the need for the investigation of the association between MO and SEI, we proposed the following hypothesis for estimation:

H3. MO positively and significantly affects the SEI.

3. Methods

3.1 Data collection and sample

The data were gathered by employing a survey questionnaire which had been adopted from the literature. The application of the questionnaire provides an explanation of fixed answers regarding the confidentiality of their response and the meaning of social entrepreneurship (Tiwari et al., 2017). The targeted respondents were the students of private universities throughout Pakistan. We mainly focused on final year students who were clear about their career choices (Tiwari et al., 2017). The quota sampling strategy was employed to collect the responses. We adequately tracked the Krueger's recommendations to exactly measure the entrepreneurship intention, the sample might be nominated from the population of those who are presently confronting significant career choices (Krueger, 1993). In total, 400 questionnaires were distributed among students. In return, we got 244 valid samples with a response rate of 61%. Demographically, 65% (n=160) were male respondents as compared to females (n=84; 35%). Finally, the respondents' average had been 20 years of age.

3.2 Measures

All the items of proposed variables as adopted from the field literature. The study employs a five-point Likert scale where 1 represents the option of strongly agree and 5 represents the strongly disagree.

Emotional intelligence (EI): We adopted Trait Emotional intelligence questionnaire and based on 30 items from Zampetakis et al. (2009) and Zampetakis (2011). The sample item of the scale is "I usually find it difficult to regulate my emotions."

Creativity: The 12-item scale of Zhou and George (2001) as applied to measure creativity. The sample item of scale is "I come up with creative solutions to problems."

Moral obligation (MO): Social entrepreneurial antecedent scale (SEAS) of Hockerts (2015) based on 4 items was employed to evaluate MO. The sample item of MO is "It is an ethical responsibility to help people less fortunate than ourselves."

Social entrepreneurship intention (SEI): The 9-item scale was borrowed from the study of Krueger et al. (2000) to measure SEI. The sample item of scale is "I am determined to create a social enterprise in the future."

4. Data analysis and results

4.1 Measurement Model

We applied AMOS (version 26.0) to infer the results. Initially, we ensured the model's measurement through reliability and loadings. After doing so, the majority of items have appeared with loadings scores of > 0.70 as suggested by Hair et al. (2010; 2017) with meaningful scores (Table 1). On the other hand, some items were not qualified for the recommended scores and were not further considered. Furthermore, composite reliability (CR) ensured the good scores (0.889-0.926) (Table 2) with acceptable values (> 0.70) (Kline, 2010). Besides, average variance extracted values (AVE) confirmed the good identity among the constructs (0.808-0.879) (> 0.60) (Hair et al., 2010). Finally, Cronbach's alpha (α) has remained 0.823-0.905 (> 0.70) with acceptable values (see Table 1.) (Kannana & Tan, 2005).

Construct	Item code	Factor loadings	CR	AVE	α
Emotional intelligence	ei1	0.902	0.883	0.853	0.877
	ei3	0.900			
	ei4	0.890			
	ei2	0.889			
	ei12	0.871			
	ei14	0.852			
	ei11	0.850			
	ei9	0.843			
	ei8	0.832			
	ei7	0.812			
	ei10	0.811			
	ei15	0.809			
	ei25	0.798			
	ei23	0.789			
	ei27	0.782			
	ei30	0.778			
	ei19	0.762			
	ei13	0.752			
	ei6	0.749			
	ei20	0.731			
	cr2	0.890	0.832	0.811	0.823

Creativity	cr3	0.880			
	cr4	0.872			
	cr1	0.851			
	cr8	0.848			
	cr7	0.830			
	cr5	0.824			

	cr9	0.802			
Moral obligation	mo1	0.872	0.823	0.808	0.898
	mo3	0.861			
	mo4	0.852			
	mo2	0.823			
Social entrepreneurship intention	sei1	0.883	0.905	0.879	0.799
	sei2	0.881			
	sei4	0.841			
	sei3	0.815			
	sei5	0.802			
	sei6	0.796			
	sei7	0.781			

Table 1. Measurement Model

Notes: AVE = summation of the square of the factor loadings

CR = square of the summation of the factor loadings

α = Cronbach's alpha

4.2 Structural Model

We observed the fitness of the model for data by confirming that the model fit indices to fulfill the requirement of the sound statistical results. The basic and momentous indicator of the model fit ($\chi^2/CMIN$: 2.666; $p > 0.005$) appeared to be non-significant. Henceforth, other model fit indicators including GFI (0.920) AGFI (0.902) NFI (0.967) CFI (0.939) and RMSEA (0.028). (Table 2 and Figure 2) showed as good fitness (Hair et al., 2006).

Moreover, the hypotheses were estimated through structural equation modeling (SEM). The values for H1, SE = 0.033; CR = 6.330; $p < 0.01$) indicated a positive predictive power of EI on SEI (Table 3 and Figure 2). Henceforth, H1 was accepted. Correspondingly, the SEM scores for H2 and H3 (H2=SE=0.038; CR=7.520; $p < 0.01$; H3=SE=0.028; CR=5.222; $p < 0.01$) (Table 3 and Figure 2). As a result, H2 and H3 were accepted by confirming a meaningful and robust impact of creativity and MO on SEI

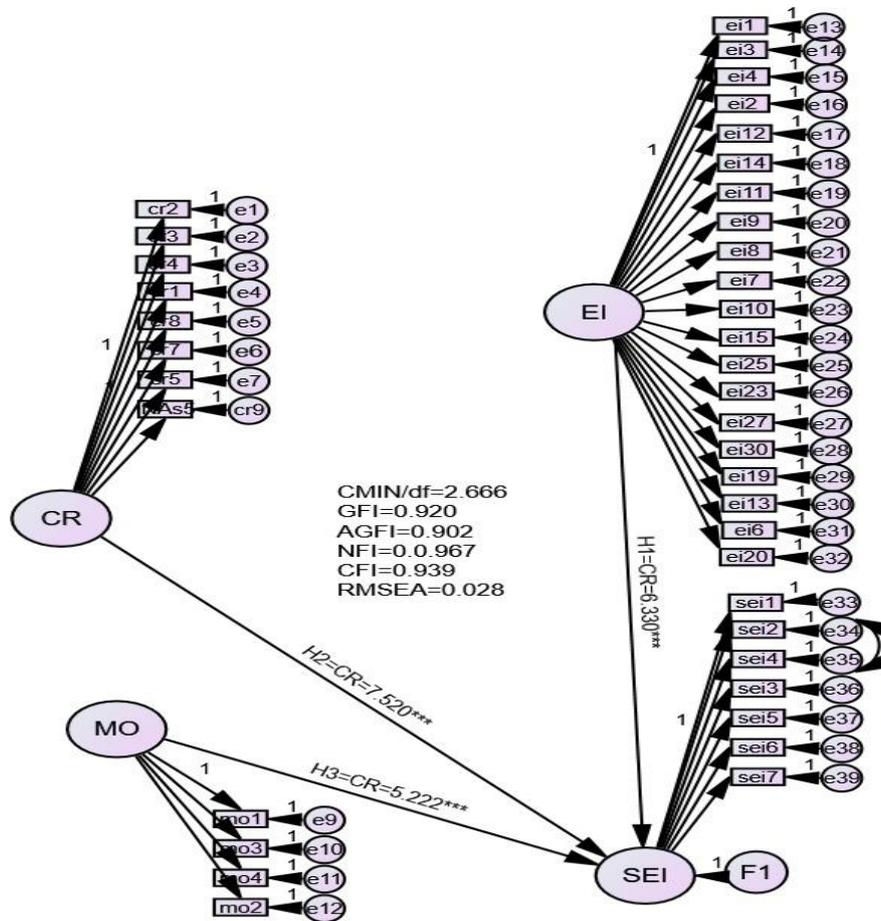


Figure 2. Structural Equation Model

Note: CR=creativity; MO=moral obligation; EI=emotional intelligence; SEI=social entrepreneurship intention

Model fit indicators	CMI N/ df	GFI	AGFI	NFI	CFI	RMSE A
	2.66 6	0.920	0.902	0.96 7	0.939	0.028
Suggested values	< 3	> 0.90	> 0.90	> 0.90	> 0.90	< 0.05

Table 2. Goodness of fit Indices

Note: CMIN= χ^2 /chi-square/df; df=degrees of freedom; GFI=goodness-of-fit index; AGFI=adjusted goodness-of-fit index; NFI=normed fit index; CFI=comparative fit index; RMSEA=root mean square error of approximation.

H. No	Independent variables	Path	Dependent variable	Estimate	SE	CR	P	Decision
H1	Emotional intelligence	→	Social entrepreneurship intention	0.314	0.033	6.330	***	Supported
H2	Creativity	→	Social entrepreneurship intention	0.270	0.038	7.520	***	Supported
H3	Moral obligation	→	Social entrepreneurship intention	0.260	0.028	5.222	***	Supported

Table 3. Hypotheses Testing

Note: SE=standard error; CR=critical ratio; p=significance level; ***p<0.05

5. Discussion and Conclusion

The purpose of the investigation was to explore the factors including EI, creativity and MO towards SEI among the private university students pursuing their degrees in Pakistan. Based on conceptualization, the model and hypotheses were developed from the domain literature. With regard to H1, H2 and H3, our results supported all hypotheses (H1, H2 and H3 were accepted). In the literature, these paths have been supported by the various studies of the related field (Zampetakis et al., 2009; Beugré, 2016; Tiwari et al., 2017; Pacut, 2020).

For understanding and envisioning entrepreneurship, it is important to investigate the motivation behind entrepreneurial intention. The positive and significant association between EI and SEI occurred due to the psychological or emotional presence as they have stronger emotions toward performing social entrepreneurial activities. Sometimes, they are facing the challenge of difficulty in regulating their feelings for social entrepreneurship. In a simple sense, private university students have emotional stability and intelligence, which they want to show their aptitude for social activities. Among them, there is an existence of creative thinking. Through much thought, they would be able to create new notions and ideas to confront and achieve entrepreneurial goals. They found the capable of coming up with the creative solutions to problems. Further, they were found to be ethically responsible for helping others who consider themselves as less fortunate or unlucky as compared to others. They have a metaphysical commitment to generate something action or change. They have a propensity of serving others within the religious limitations. In other words, the moral factor remained as the robust predictor of intention. MO has also a significant relation with the values of community of practice therefore there is need to understand and identify the values of community and how to transform them towards SEI creation. On the contrary it raises question whether the experiences with hard social realities hinder the

SEI. SE formation requires experimental education that helps the student to solve social problems.

In conclusion, the inclusive results of the study found a significant and positive effect of EI, creativity and MO on SEI among the students. This study is limited to an application which is not applied the base of a survey on cross-sectional data that may create some issue in generalizability. Further, the sample size of 244 students may not entirely represent the whole population of private students. In future, there is dire need to understand the social entrepreneurial behavior of government and private university students through the application of concerning theories. It is suggested to understand and identify the indicators of motivation in university environment to support social entrepreneurship intentions and investigate whether the volunteering activities or prior experiences has any relation with SEI as stated by (Ip et al., 2018). Considering the EI as a strong predictor of successful entrepreneurship; Entrepreneurs should be trained to identify their potential to manage emotions so they should be able to cope with the emotional challenges.

Besides, other factors such as attitudes towards behavior, perceived desirability, subject norms and entrepreneurial culture are needed in exploring SEI. Study also recommends to pay needful attention towards contextual factors and support to the public university students for SEI development. Further replication of this study in different context and with different groups of students i.e, male versus female/science versus business studies student groups would be valuable step to add more knowledge in the subject matter.

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