A study on gender and course of the study differences on determinants of social entrepreneurial intention: the view point of developing country

SMS Journal of Entrepreneurship & Innovation
5 (2) 67- 80
https://doi.org/10.21844/smsjei.v5i02.15897

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Abstract

In developing countries like India, entrepreneurship can be a solution of many economy-related problems. This article is an attempt to determine the determinants of social entrepreneurship intentions with gender and course of study differences. Understanding the antecedents of social entrepreneurial intentions is important for policy makers and educators who want to motivate students to engage in social entrepreneurship. The theoretical framework is proposed in the study. The paper based questionnaires were used for students' survey enrolled in a Bachelor of Pharmacy, Bachelor of Engineering and Master of Business Administration program in India to collect the data. The convenience sampling procedure was employed as the sampling method. The usable sample size was 347. The model and hypotheses were tested using structured equation modeling with the help of smart PLS 3.0. The results of the study show that empathy, social support, moral obligation, self efficacy and government support show significant relationship with entrepreneurial intention. The social support has the highest impact on entrepreneurial intention while moral obligation is the least contributing factor towards entrepreneurial intention among students. The course of study played a key role to become an entrepreneur. The study also reveals that entrepreneurial intentions are more likely to arise in students in business disciplines than in students in engineering and pharmacy. Furthermore, the findings of the study suggest that male and female students have differences in entrepreneurial intention. In the end article presents the limitation and future research scope of the study.

Keywords : entrepreneurial intention, social support, moral obligation, self efficacy, Structured Equation Modeling, empathy, Social entrepreneurship, PLS 3.0

1. Introduction

The social entrepreneurship combines an entrepreneurial quest with a social purpose to bring the change in the society. It is accepted globally that widespread job loss due to the downsizings by companies and poor conditions of job market forced people to make a career as an entrepreneur (Bosma et al., 2005). The other reasons to become entrepreneur could be the dissatisfaction with career and jobs, and non availability of full time jobs (Schjoedt & Shaver, 2007). The developed and developing both kinds of countries promoting entrepreneurship because it help in the growth of the economy (Carree et al., 2002). The unemployment in growing economies in general and particularly in India is a big issue for the young minds. The decision to become an entrepreneur is a deliberate decision and an entrepreneurial career decision can be considered a good decision by the young professionals. The job creation is a big challenge in the country. Indian government has taken number of initiatives to bring a culture of entrepreneurship in the country through various

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schemes as 'startup-standup India', 'Atal Innovation Mission' etc. Though these initiatives are good and encouraging, still there is a big gap in schemes to promote entrepreneurial activity with fast pace among the students of professional courses.

Most of the studies on entrepreneurial intention studies were conducted in the context of developed nations and very less literature is available in context of developing countries particularly Indian context. The developed countries and developing countries differ in terms of available resources, employment, education etc. The impacts can be seen in intention of young minds and the reason for selecting entrepreneurship as career is higher in developing countries students than developed (Davey et al., 2011).

Pandit et al. (2018) conducted a study in Indian context on entrepreneurial education and intention of the students to become entrepreneur through four factors i.e. vision, opportunity identification and exploitation, perseverance and willingness to take risk on students of Science, Technology, engineering, mathematics, business/management, liberal arts etc. However, available literature is not helpful to promote the social entrepreneurship. There is paucity of research on this issue particularly social entrepreneurial intention and to know about entrepreneurial intention of professional course students (engineering, pharmacy and management) graduates. Thus it could be a popular research issue. The course of study is an unexplored area so far in social entrepreneurship research.

Objectives - The objectives of the present study are -

1) To identify and empirically test the determinants of social entrepreneurship;
2) Second, the study contributes to filling up the gap of empirical research in developing country context on social entrepreneurship
3) To test whether gender and the course of study make any differences in the intention of a student to be a social entrepreneur.

2. Literature review and hypotheses development

In the last decade, academicians and researchers attracted towards social entrepreneurship research (Hockerts, 2015). The work of Mair and Noboa (2006) is a good example to understand the social entrepreneurship intention through its antecedents. The study suggests four antecedents as empathy, moral judgment, self-efficacy and perceived social support responsible for social entrepreneurial intention. Another study based on theory of planned behaviour, extended Mair and Noboa model by adding one more variable government support as an antecedent and also a good example to understand social entrepreneurial behavior. This study based on survey items for antecedents conducted by Ernst (2018).

In the previous research on social entrepreneurship, the key characteristic of social entrepreneur is empathy and it is also a key driver of social entrepreneurial intention (Hockerts, 2015). Empathy enable an individual to bring change in the society, it is a skill that can be taught in schools (Hockerts, 2015).

The society plays a key role in individual career choice and social skills play an important role in entrepreneurial careers. There were different researchers who analyze the influence of social context and entrepreneurial intention (Gedajlovic et al., 2013; Wyrwich et al., 2016). The strong bonding with friends and family is considered as social capital in the literature. The assessment of such bonding influence the choice of and support for is always beneficial in entrepreneurial intention (Sharma, 2014) and strong determination of

entrepreneurial intention comes through filling this gap (Chia and Liang, 2016). Furthermore, aspiring entrepreneurs influenced by the real entrepreneurs and they work as role models to learn (Kacperczyk, 2013). Indeed, the career choice to be an entrepreneur is highly influenced by the role model (BarNir et al., 2011).

The moral obligations in the form of philanthropic activities were found in the developed countries. The literature presented that these big-notch individuals feel to give big back to the society after great success and wealth achieved to obliged society. The desire to help others leads an individual towards moral obligation (Muller et al., 2014). The moral obligations have been found as an important determinant to become social entrepreneur in previous studies (Rivis et al., 2009) and consider important characteristics of social entrepreneurs (Yiu et al., 2014, Hockerts, 2017).

Self-efficacy is the belief that an individual is capable of successfully completing a task. The social problems like poverty, educations etc are so big and reducing or removing these problems is a tough task to handle individually. Thus the best way is to become a social entrepreneur and self-efficacy can plays a key role in it. In the present work, we propose self-efficacy as a measure to judge whether an individual's is capable or not to bring significant changes in the big societal problems. Self-efficacy is an important construct to predict the behaviour of an entrepreneur. All the successful business people had higher self-efficacy than those who had not been succeed (Markman et al., 2002). Moreover, self efficacy is significantly and positively impacts the business creations and entrepreneurial success (Rauch and Frese, 2007).

The government support is key element for the welfare of the society. The government is unable to serve the society directly in many areas and due to this reason social entrepreneurship emerge. Social entrepreneurship has two basic implications on society in the form of employment and economic development. The literature suggests that entrepreneurship and economic development positively associated because of the employment generation and inclusive growth (Urban, 2016). In terms of employment, social entrepreneurship hires unemployable people and trains them professionally. The government also supports entrepreneurial activity through developing policies and providing resources at regional and national level (Valliere, 2016). The past study also suggested the positive correlation between government support and entrepreneurial intention (Denanyoh et al., 2015). Thus on the basis of above discussion, we propose following hypotheses-

H1: Empathy and Social Entrepreneurial Intention has significant relationship
H2: Social support and social entrepreneurial intention has significant relationship
H3: Moral obligation and Social Entrepreneurial Intention has significant relationship
H4: Self efficacy and Social Entrepreneurial Intention has significant relationship
H5: Government support and social entrepreneurial intention has significant relationship

2.1. Gender and course of study differences in entrepreneurship intention

Gender played a key role in entrepreneurship research and entrepreneurial intention is influenced by it. The gender has been considered as a control variable in the entrepreneurial research (Fayolle and Lin˜a´n, 2014) and entrepreneurial intention varies between gender (Yukongdi & Lopa, 2017; Camelo-Ordaz et al., 2016). Previous studies suggest that female students have lower entrepreneurial intentions than male students (Yordanova & Tarrazon, 2010; Gupta et al., 2014). Similarly, other studies also suggest that male is

more inclined towards entrepreneurship than female (Haus et al, 2013, Zhang et al., 2014).

The education played an important role in the success of human being and in general impacts the entrepreneurship positively (Kuttim et al., 2014). Most of the previous studies have taken entrepreneurial education as the moderator variable and provides the mixed results. Some studies have shown the significant impact of entrepreneurship education on entrepreneurial intention (Lackéus, 2014; Valliere, 2015) while other studies in the context of different nations suggest that the entrepreneurship education not contribute much to become an entrepreneur (Khalifa & Dhiaf, 2016; Rodrigues et al.,2012). Thus, the results differ from country to country and no single agreement on the findings has been found so far. There is a wide gap on course of study of the students and entrepreneurial intention. Thus this study will fill this gap as well. On the basis of above discussion, the study proposed the theoretical framework as shown in figure 1.

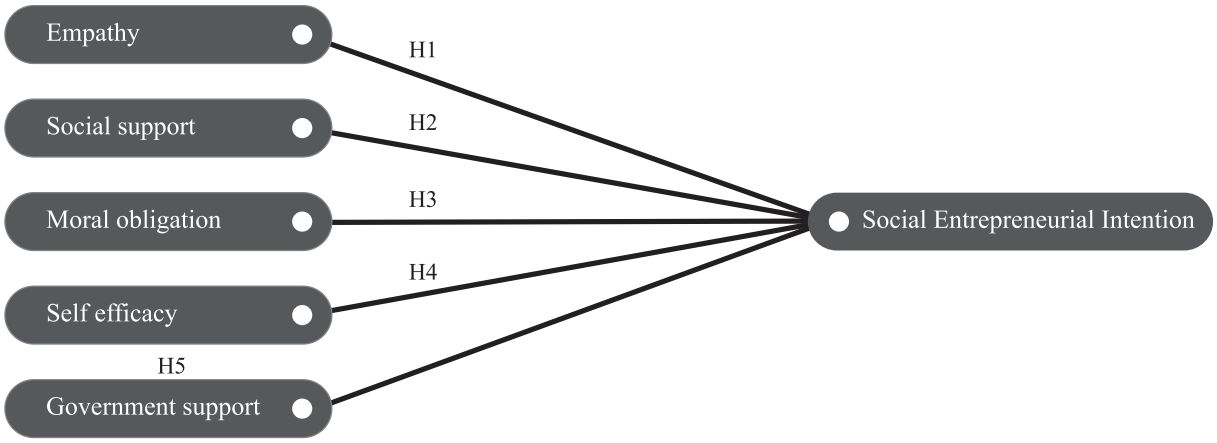

Figure 1: Proposed theoretical framework

1. Research Methodology

A well design structured questionnaire was used for data collection. The items in the questionnaire were taken from existing studies and modified according to the research requirement (Hockerts, 2015; Nieuwenhuizen & Swanepoel, 2015; Baron & Tang, 2009). The questionnaire is divided in two parts. The constructs empathy, government support, moral obligation, self efficacy, and social support towards entrepreneurial intention and its items form the first part. The second part is devoted for collecting the demographic information of the respondents. Each item in the first part is measured on a five point likert scale ranging from "strongly disagree" (1) to "strongly agree" (5).

The target population was the individuals who were pursuing their higher education (tertiary education). The paper based questionnaires were given to students enrolled in a B.Pharma, BE and MBA program in India to collect the data. The convenience sampling procedure was employed as the sampling method. The paper questionnaire consisted of a brief description of the study objectives. The usable sample size is 347. For sample size justification we followed the general thumb of rule which suggest that minimum sample

should ten times the number of items in the study. Thus the sample size is justified. The demographic information of the respondents is shown in table 1.

Table 1: Demographic Profile of the respondents

Demographic characteristics	frequency	Percentage
Gender	174	50.14
Male	173	49.86
Female		
Age		
16-20	94	27.09
21-25	197	56.77
Above 25	56	16.14
Course of the study		
Pharmacy/Engineering	174	50.14
Management	173	49.86

1. Data analysis

The Partial Least Square (PLS) method was used for data analysis and model testing using SmartPLS 3.0. In this process, model is evaluated through the evaluation of the measurement model (reliability and the convergent and discriminant validity testing) and structural model evaluation (hypothesis testing).

1.1. The measurement model

We begin with exploratory and confirmatory factor analysis. For measurement model reliability, retained only those factors having factor loading equal to or greater than 0.5(Chin, 1998). The internal consistency is the outcome of convergent validity. Table 2 presents the constructs, items, items loading, Cronbach's Alpha, composite reliability, and average variance extracted (AVE) for all model constructs. The values of Cronbach's Alpha and composite reliability are above the threshold value of 0.70. The results shown in table 2 exhibits the convergent validity.

Table 2: Convergent Validity

Constructs	Items	Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Empathy	E1	0.715	0.813	0.870	0.574
	E2	0.818			
	E3	0.689			
	E4	0.825			
	E5	0.730			
Government Support	GS1	0.730	0.711	0.811	0.467
	GS2	0.762			
	GS3	0.758			
	GS4	0.628			
	GS5	0.505			
Moral Obligations	MO1	0.804	0.857	0.896	0.634
	MO2	0.783			
	MO3	0.731			
	MO4	0.877			
	MO5	0.778			
Self Efficacy	SE1	0.736	0.825	0.830	0.455
	SE2	0.559			
	SE3	0.551			
	SE4	0.699			
	SE5	0.575			
	SE6	0.870			
Social Entrepreneurial Intention	SEI1	0.633	0.779	0.849	0.532
	SEI2	0.755			
	SEI3	0.681			
	SEI4	0.785			
	SEI5	0.778			
Social Support	SS1	0.714	0.784	0.860	0.606
	SS2	0.816			
	SS4	0.792			
	SS5	0.789			

The Heterotrait-Monotrait (HTMT) ratio is used for testing the discriminant validity. The values of all the HTMT ratios should be lower than 0.85 (Henseler et al., 2015). Since all the values are within the threshold range thus discriminant validity exists. The table 3 shows the results for discriminant validity.

Table 3 :Discriminant Validity using Heterotrait-Monotrait Ratio (HTMT)

Constructs	Empathy	Government Support	Moral Obligations	Self Efficacy	Social Entrepreneurial Intention	Social Support
Empathy						
Government Support	0.216					
Moral Obligations	0.250	0.702				
Self Efficacy	0.298	0.253	0.271			
Social Entrepreneurial Intention	0.584	0.513	0.437	0.361		
Social Support	0.603	0.241	0.121	0.306	0.654	

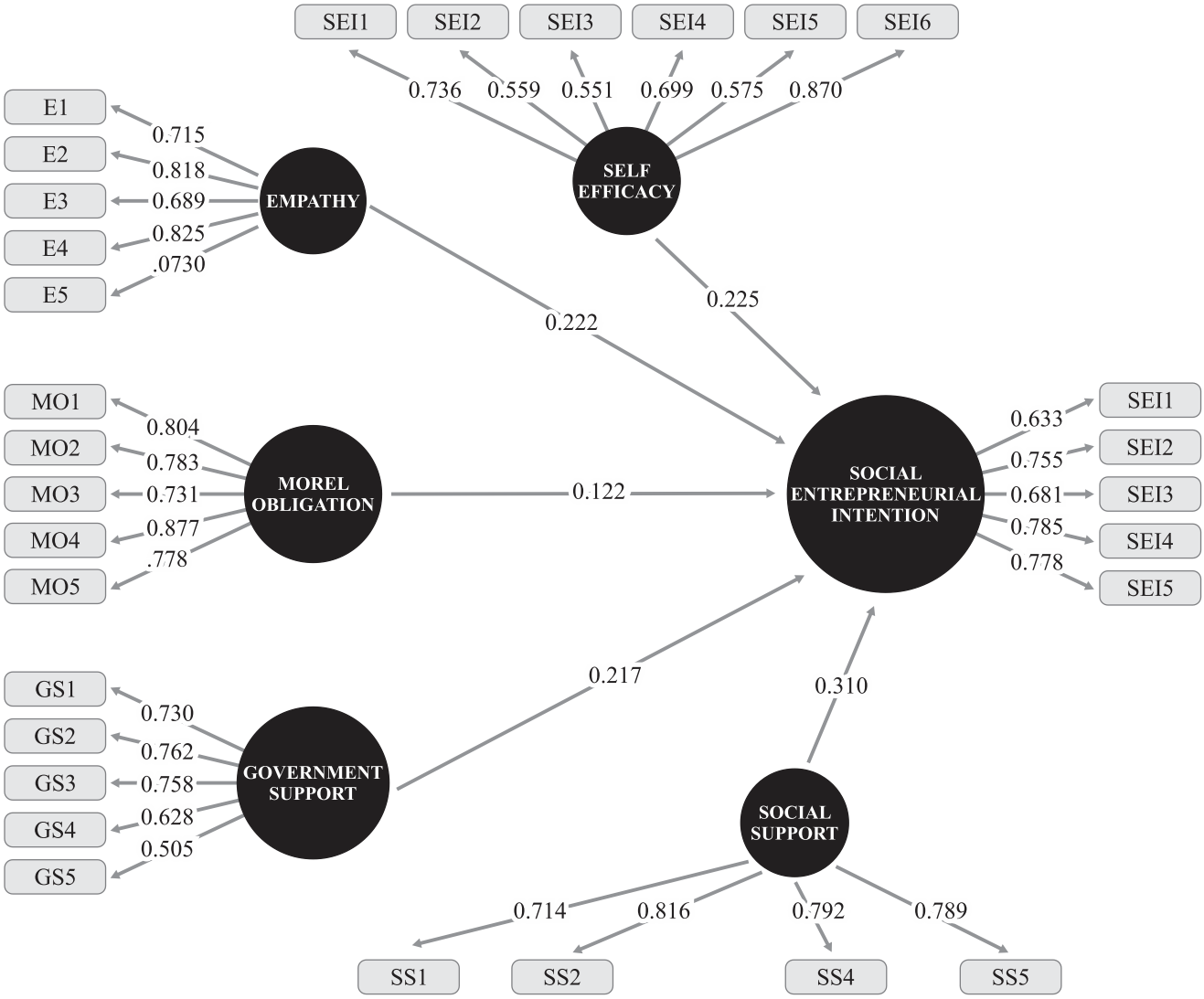

Figure 2: Path Model

1.1. The structural model

The structural model used for showing the relationship between independent and dependent variables. The strength of the model is evaluated on the basis of coefficient of determination (R^2) and path co-efficient (β) values. The coefficient of determination shows the percentage of variance in the dependent variable while the path coefficients show the strengths of relationship between each independent variables and dependent variable. The coefficient of determination value is considered as substantial = 0.26, moderate =0.13 and weak=0.02 (Cohen et al., 2003). The research model explained 48.9% of the variance in the entrepreneurial intention in our study. Thus the model has good explanatory power as shown in figure 2. For strength of relationship judgement, β value is used. The higher the β value, the dependent variable influenced higher while for lower β value, less effect on dependent variable. In our study social support have highest effect on social entrepreneurship intention while moral obligation is contributing the least towards social entrepreneurial intention

1.2. Path Coefficient & Hypotheses Testing

The PLS bootstrapping was done to get the t-value and p-value to see the hypotheses results. The results are shown in table 4. It is clear from the table that all the hypothesis are satisfied at significant level .05 and it can be concluded that the relationship between different determinants of social entrepreneurship and entrepreneurial intention of an individual is positive and significant. The bootstrapping results are also shown in figure 3.

Table 4: Path Coefficient and Hypothesis testing results

Hypothesis	Relationship	Path Coefficient (β)	T Statistics	P Values	Results
H1	Empathy → Social Entrepreneurial Intention	0.222	3.750	0.000	Accepted
H2	Social Support → Social Entrepreneurial Intention	0.310	4.770	0.000	Accepted
H3	Moral Obligation → Social Entrepreneurial Intention	0.122	2.319	0.021	Accepted
H4	Self Efficacy → Social Entrepreneurial Intention	0.225	7.001	0.000	Accepted
H5	Government Support → Social Entrepreneurial Intention	0.217	3.626	0.000	Accepted

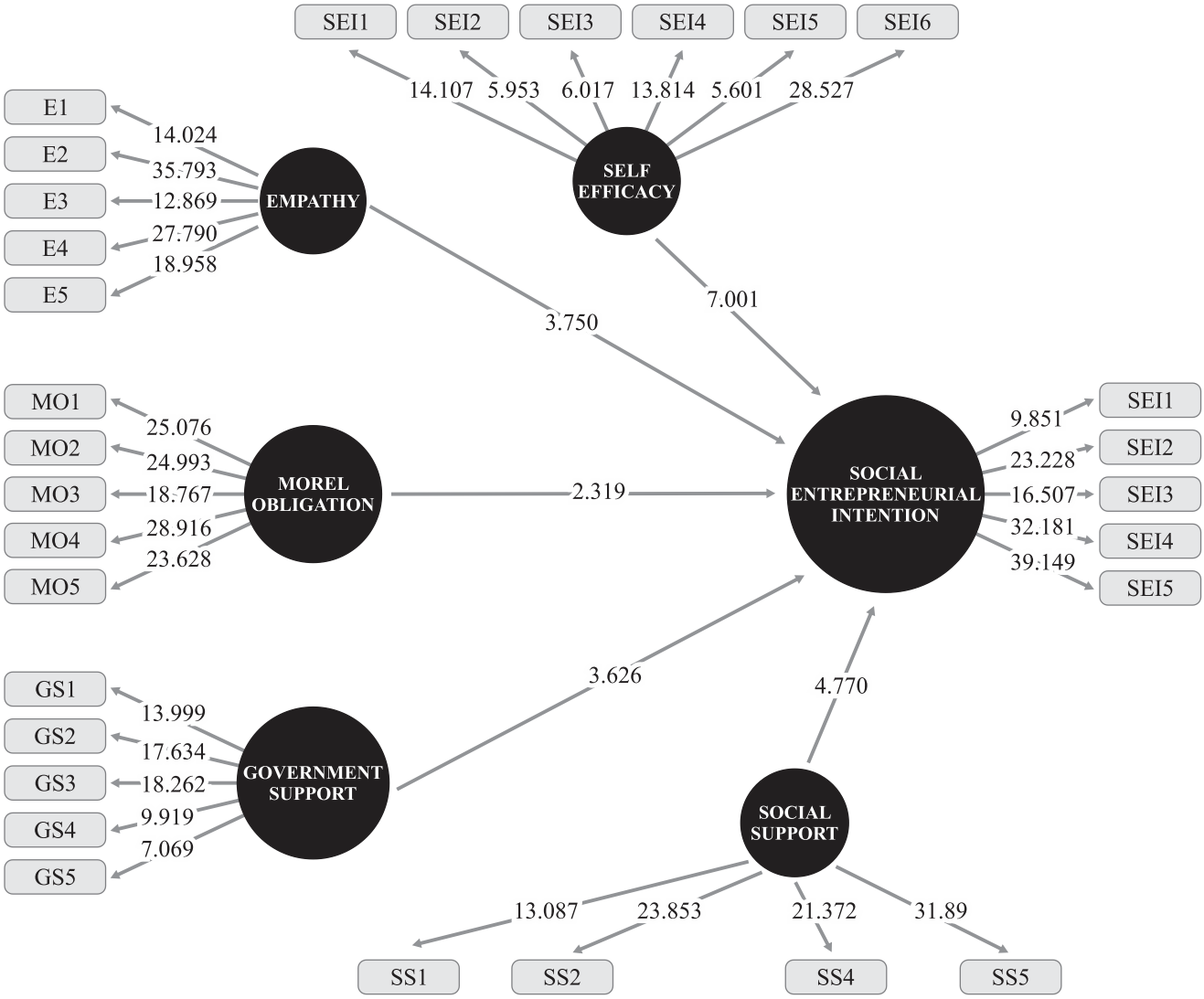

Figure 3: Bootstrapping Results

1.1. Gender and course of study differences in entrepreneurship intention

The findings are in line with the existing studies and differences exist between male and female students towards entrepreneurial intention. The men and women see the world through different perspectives based on the experiences they gained and the reason for this difference. Another reason in differences is due to their intentions to become entrepreneur. Female are less socialized then male in entrepreneurial activities and consider themselves less efficient than male (Yordanova and Tarrazon, 2010). The male students mean score is higher for empathy and self efficacy intention while female students mean score is higher for moral obligation, government support and social support as shown in table. The results are shown in table 5.

Table 5. Gender differences on social entrepreneurial intention

Attributes	Mean		t-values	Significance
	Male	Female		
Empathy	4.180	4.170	0.174	0.862
Moral Obligation	4.060	4.110	-1.006	0.315
Government Support	3.990	4.000	0.167	0.868
Self Efficacy	3.670	3.660	0.083	0.934
Social Support	4.000	4.030	0.352	0.725
Social Entrepreneurship Intention	4.050	4.040	0.165	0.869

Secondly, the separate analyses of the two groups of students have done to see the differences in entrepreneurial intention and course of study. The results show that entrepreneurial intention differs from one course of study to another. The analysis reveals that, MBA students have greater entrepreneurial intentions than engineering and pharmacy students on empathy, government support and self efficacy. The pharmacy students have greater entrepreneurial intentions than MBA students in social support and moral obligation only. The results are depicted in table 6

Table 6. Education differences on social entrepreneurial intention

Attributes	Mean		t-values	Significance
	Graduate (MBA)	Undergraduate (B.Pharma, B.E.)		
Empathy	4.190	4.160	0.517	0.606
Moral Obligation	4.070	4.100	0.709	0.479
Government Support	4.020	3.980	0.576	0.565
Self Efficacy	3.672	3.669	0.042	0.967
Social Support	4.037	4.000	0.559	0.577
Social Entrepreneurship Intention	4.060	4.040	0.250	0.803

1. Results of hypotheses Testing

According to H1, empathy and social entrepreneurial intentions have significant relationship. The hypothesis is satisfied (t= 3.75, p = 0.00). The students consider empathy as one of the key determinants to become social entrepreneur because they think that empathy can empower them to bring changes in the society. The results are in conformance with the previous studies as well (Hockerts, 2015).

The study proposed that social support and social entrepreneurial intention have positive relationship. The H2 hypothesis is satisfied (t= 4.77, p =0.00). The support from society plays an important role to start own business in diversified culture and particularly in entrepreneurship (Bruton et al., 2010). Thus these findings are in accordance to the previous studies.

The study proposed that moral obligation and social entrepreneurial intention have positive relationship. The H3 hypothesis is satisfied (t=

2.319, p =0.021). The result is well supported by previous studies (Rivis et al., 2009). Students consider that as a responsible citizen it is our moral duty to give their contribution in the development of the country.

The study proposed that self efficacy and social entrepreneurial intention have positive relationship. The H4 hypothesis is satisfied (t= 7.001, p =0.00). As a young blood students believe that they can bring significant social impact. The result supported by previous study (Smith and Woodworth, 2012) also.

The study proposed that government support and social entrepreneurial intention have positive relationship. The H5 hypothesis is satisfied (t= 3.626, p =0.00). Students think that through government support we can easily establish the social welfare startups and provide employment to unemployed people and contribute in the economic development. The previous results also support the finding where government support and entrepreneurial intention have positive correlation (Denanyoh et al., 2015).

2. Discussion & Conclusion

Societal changes can be achieved through the social entrepreneurship as suggested in the literature (Hall et al., 2010). However, it's a very less known how and what factors attracts an individual to become a social entrepreneur (Tobias et al., 2013). It is very surprising that students even do not know how an entrepreneur can solve the problems prevailing in the society and contributing towards these societal concerns through social entrepreneurship (Hoogendoorn et al., 2010). We empirically examine the determinants for social entrepreneurship intention of students in a developing country. The results regarding self-efficacy and social support match with the findings of the existing literature (Hockerts, 2015)

Previous study has shown variations among university students of different disciplines to become entrepreneur (Schwarz et al., 2009). Particularly, pursuing a career as entrepreneur among business study students in university is more favourable (Müller, 2011). The differences in entrepreneurial intention regarding field of study were analysed in our study and fill this gap to certain extent. The study also concludes that business disciplines students are more inclined towards entrepreneurship than engineering and pharmacy students.

3. Implications, limitations and future research scope

The study has several implications and will help government and private institutions, researchers and academicians in the field of entrepreneurship, consultants and advisors to get the solutions to encourage entrepreneurship in educational institutes and consequently in the society. Still the study has certain limitations. First, to become social entrepreneur, the study has not explored the psychological and personality attributes of an individual and previous research also inconclusive. Thus taking these variables together can provide a new avenue for future research as well as helpful to career counselors. Second, the study is limited to a single country thus the results related to government support and social support cannot be generalized. The government structure and societal values varies from country to country, thus exploring these factors would be a great area for the future research from broader cross-cultural perspectives.

Note: The authors are grateful to the anonymous referees of the journal for their suggestions to improve the overall quality of the paper. Usual disclaimers are applicable.

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