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Related Factors in Undergraduate Students' Motivation towards Social Entrepreneurship in Malaysia

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Abstract: Education based on social entrepreneurship (SE) practices is of importance at this time to shape the personality of students who are more responsible towards the surrounding environment. This SE requires high motivation from students to ensure success in education based on social entrepreneurship can be achieved. However, the factors that support the motivation for social entrepreneurship are still poorly identified, particularly in the setting of undergraduate students in Malaysia. Data were collected from 15 selected Malaysian universities involving undergraduate students who are actively involved in the Enactus program. A set of questionnaires was administered to 294 respondents online. The data analysis involved confirmatory factor analysis (CFA) to measure the construct validity of the measurement model, and covariance-based structural equation modelling (CB-SEM) to establish the relationship between the independent variables and dependent variables. The results revealed self-efficacy and entrepreneurship education provide a relationship in motivation toward social entrepreneurship by undergraduate students. However, social support does not relate to motivation toward social entrepreneurship. Overall, this study adds to the notion of factors that influence social entrepreneurship motivation by supplementing the literature in the areas of educational management and entrepreneurship. In practice, this study contributes significantly to the formation of government policies to further strengthen the motivation of social entrepreneurship that can enhance the community economy and local communities.

Keywords: *Entrepreneurship education, motivation toward social entrepreneurship, self-efficacy, social support, undergraduate students.*

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Introduction

The social entrepreneurship (SE) practice has risen fast in Malaysia just like in many countries. Malaysian SE is still dealing with social issues like urban poverty, uneven access to public health and education, and the necessity for environmental sustainability (Adnan et al., 2018).

Student engagement in social entrepreneurship is one way to expose them to the characteristics and culture of entrepreneurs, discover themselves as social entrepreneurs, and contribute to the community to make a better world (Smith & Woodworth, 2012). For instance, students can help to develop a society with the entrepreneurial knowledge they have learned at university. Students can also utilize the digital platform to interact and engage with the audience in any social entrepreneurship activities (Puriwat & Tripopsakul, 2022). In line with that, the Malaysian government has also taken steps to further encourage student involvement in SE through the Service-Learning Malaysia Program - University for Society (Mamat et al., 2019). According to Samsudin (2021), this program is able to combine learning objectives and community service more effectively in solving actual problems in society with affection, contentment, and mutual respect. However, entrepreneurial motivation is a major topic of entrepreneurship research, while being a

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developing knowledge field that requires further research to make progress toward a better understanding of entrepreneurs' expectations (Stephan et al., 2015). In fact, although empirical research on SE has increased dramatically, it has received little attention from university students (Tu et al., 2021). However, numerous educational establishments are beginning to inspire students to become more involved in social entrepreneurial programs (Bazan et al., 2020).

Despite the fact that most studies attempted to explicitly analyse the effect of a variety of elements on the social entrepreneurial drive, the majority of them were practically identical (Tiwari et al., 2017a). In addition, the research trend in social entrepreneurship is still mostly unexplored (Tiwari et al., 2017b). Furthermore, there have been few systematic studies that focus on the development of the specific abilities needed to become a social entrepreneur, such as educational institutions, other funded schemes, and initiatives (Hockerts, 2015; Walter et al., 2006). Adding to that, students continue to lack knowledge of the elements that might motivate them to engage in social entrepreneurship (Looi & Khoo-Lattimore, 2015). As a consequence of this research, we will better understand how and why people become involved in social entrepreneurship activities at university. Whether they are intrinsically motivated (intrinsic motivation) or externally driven (extrinsic motivation).

In the context of developing countries, this study is a significant complement to existing research frameworks that focus on Malaysia. The SE rate of Malaysia is only 2% compared to greater SE rates in other emerging nations like Thailand and Indonesia (Wahid et al., 2019). To attract students in the field of SE, the Enactus program has been created for IPT students in Malaysia. Currently, only 25 public and private universities have joined this organization (Enactus, 2019). Scholars highlighted the younger generation as being particularly drawn to venturing into business because of their enthusiasm to take risks, being highly driven for achievement, and curiosity about novelty (Santoso et al., 2021).

This study investigates the effect of entrepreneurial self-efficacy, entrepreneurial education, and social support on motivation in social entrepreneurship (MSE). The findings demonstrated a substantial relationship between a number of characteristics, that may be of value to both scholars and policymakers in entrepreneurship education.

Literature Review

Motivation Towards Social Entrepreneurship

Motivation is an important force in everyday life behind the achievement of goals. Based on Asri et al. (2017), the word motivation comes from Latin is 'movere' which means to move from the current situation to be much better in the future. In other words, motivation enhances the strength, purpose, commitment, dedication, and intention behind the task of everyday life. Objectives and motivation can highly divine-human behaviour. Motivation is classified as either intrinsic (internally motivated) or extrinsic (externally motivated) (Bartha et al., 2019). Intrinsic motivation is a term that describes the intangible incentives that drive an entrepreneur to start a business. The urge for accomplishment, self-exploration, or mutuality is two instances of such intrinsic impulses. In contrast, extrinsic motivation denotes external rewards. Appreciation and cash rewards are examples of external motivations.

Previous empirical studies (e.g., Bartha et al., 2019; Stamboulis & Barlas, 2014) reinforce the concept that incentives impact attitude and it is a significant influence on entrepreneurial verdict and actions. According to Ryan and Deci (2000), if an individual's need for capacity, congruence, and autonomy is fulfilled, the dominant influencer is intrinsic motivation. Extrinsic motivators, on the other hand, take over in attitude if the aforementioned requirements are not met. Motivation, specifically the demand for independence, is significantly linked to the determination in entrepreneurship (Barba-Sánchez & Atienza-Sahuquillo, 2017). In addition, Antonioli et al., (2016) argue that intrinsic motives facilitate academic entrepreneurial decisions and that extrinsic motives are strongly influenced by the work setting and context of academics. Furthermore, a study conducted among Polish students discovered that entrepreneurship is linked to both intrinsic motivation and extrinsic motivation (Chmielecki & Sułkowski, 2016). According to O'Leary (2015), the opportunity to enhance the foundation of modern forms of economic governance, backed by a new generation of academic entrepreneurs, is also supported by social and economic impacts.

In other research, Edelman et al. (2010) suggested that motivation inducement may metamorphose a dormant determination to pilot entrepreneurship. They recapitulate that it can be the connection allying purposes and feat. Thus, it recommends that causal behaviour and the target of entrepreneurial motivation are qualified to engender entrepreneurship intention. In the context of entrepreneurship, Shane et al. (2012) state that performance depends on the motivation to business start-up or become a social entrepreneur. This is because motivational factors influence an individual's decision-making process in entrepreneurship, determining the direction, commitment, and persistence of behaviour. In addition, motivation is actually based on one's attitude toward the work situation in the organization. In fact, Solesvik (2013) found that people who have been involved in entrepreneurship programs have a higher motivation to venture into their own businesses.

Theory of Planned Behavior

Likewise, numerous research studies have investigated factors that influence entrepreneurial motivation. The entrepreneurial event model by Shapero and Sokol (1982) was an early business model that looked at three characteristics to predict entrepreneurial intent: Displacement, perceived attractiveness, and perceived feasibility (Krueger et al., 2000). Later, Ajzen (1991) proposed that intent is driven by attitude toward conduct, perceived behavioural control, and subjective norms called planned behavioural models. The notion of behavioural control has gained popularity, emphasizing the importance of resolving self-efficacy and regulatory difficulties at the intent stage. Hence, motivation for adopting social entrepreneurship might be established in this study.

Self-Efficacy

Self-efficacy is a vital aspect of the intentional entrepreneurial judgment concept that aims to explicate why people choose to start and operate their own businesses rather than work for someone else (Wang & Huang, 2019). Self-efficacy has been discovered as an essential predictor of entrepreneurial desire and it is defined as a self's belief or self-confidence in the capability to set up a firm (McGee et al., 2009; Osiri et al., 2019). Similarly, Smith and Woodworth (2012) have highlighted self-efficacy as an important precursor that links entrepreneurial desire and entrepreneurial willingness for the start-up. In social entrepreneurship research, self-efficacy has been identified in various studies as an essential cognitive attribute and a crucial predictor of MSE development (Urban, 2020; Wu et al., 2020). University students that possess a great intensity of self-efficacy are optimistic about their chances of becoming successful entrepreneurs (Wang & Huang, 2019). Self-efficacy has also been proven to have a favourable link with motivational involvement in previous research (Demir, 2020; Piperopoulos & Dimov, 2015). Hence, the proposed hypothesis for this study is:

H1. The self-efficacy (SE) fit will be positively related to MSE.

Entrepreneurship Education

One of the features that university graduates may utilize to better understand, and support business is entrepreneurship education (Kourilsky & Walstad, 1998). Entrepreneurship education improves a person's capacity to run a business (Rasmussen & Sørheim, 2006). According to Hasan et al. (2017), entrepreneurial education alters each person's mindset and attitude toward entrepreneurship. The importance of SE in the development of social and economic is widely recognized, and governments and universities are presently exploring ways to strengthen their commitment to this sector (Teasdale et al., 2013). In addition, entrepreneurship education was proposed to become an essential subject of study for community and individual entrepreneurs (Wu and Wu, 2017). Past research (i.e., Lehner & Germak, 2014; Othman & Ab Wahid, 2014) has indicated that entrepreneurship education has a favourable association with the desire to help generate high-quality human capital. Hence, the proposed hypothesis for this study is:

H2. The entrepreneurship education (EE) fit will be positively related to MSE.

Social Support

Psychological or material resources that are provided within social connections and may help to relieve stress are referred to as social support (French et al., 2018). This support can be from parents, children, colleagues, and supervisors who are willing to assist in work or personal matters (Abd Razak et al., 2019). Today, the number of social entrepreneurs throughout the world has grown as a result of the support that allows them to network with one another (Hockerts, 2018). Speaking with others who experienced similar situations can provide a lot of encouragement, empathy, and motivation among each other (Kendra, 2020). As a kind of acceptable social contract based on family and social bonds, social support could be a basis of competitive advantage for the establishment of new ventures (Arregle et al., 2007). To some extent, this is acceptable because companies, families, and friends are all regarded as independent entities that must be traversed as separate areas (Seyoum et al., 2021). A few studies (e.g., Klyver et al., 2018; Seyoum et al., 2021) found that social entrepreneurship was positively related to social support. Hence, the proposed hypothesis for this study is:

H3. The social support (SS) fit will be positively related to MSE.

Methodology

Sample and Procedures

This study draws on the responses of 300 undergraduate students who are active members of the Enactus program in Malaysian public universities. Specifically, the respondents were students who were members of the Enactus program. Although there are 18 institutions engaged in the Enactus program, the focus is mainly on 15 universities because they have the most members (Enactus, 2019). Stratified sampling was used in this study by involving students who

participated in the Enactus program at 15 selected universities. Due to the current circumstances in the country affected by the COVID-19 epidemic, the data were collected in a cross-sectional way utilizing a survey approach employing a questionnaire disseminated online (Google Form). Each respondent was given a set of questionnaires that included a letter describing the aim of the study, confidentiality, and voluntariness of participation, as well as questions about the variables investigated. Only 294 of the 314 distributed questionnaires were eligible for use in this study and adequate to establish the sample size for Covariance-Based Structural Equation Modelling (CB-SEM) analytical methods (Hair et al., 2014).

The demography analysis showed that the majority of respondents were female, which was 73.8 percent compared to 26.2 percent of male respondents. In terms of age, the highest age is around 21 to 23 years (58.2%), followed by 18 to 20 years (28.9%), 24 to 26 years (11.9%), and finally 27 to 30 years (11.0%). The level of education of degree holders is the highest, at 83.3 percent, compared to 16.7 percent of diploma holders. When asked about entrepreneurship courses during their studies, most participants reported that they had taken entrepreneurship courses (83.7%), compared to not having registered for courses (16.3%).

Measurement

Validated instruments were used to measure all the constructs. On a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), respondents were asked to specify their response. There are five parts of the questionnaire, and it is provided in two languages, namely Malay and English. Part A: Includes socio-demographic information of respondents such as gender, age, level of education, and entrepreneurship courses during their studies. Part B: Related to student's motivation toward social entrepreneurship (SM) was measured using the measurement of Carraher et al. (2016) containing 11 question items. This scale's Cronbach's alpha was .79. Part C: Related to self-efficacy (SE) was measured using the measurement of Hockerts (2015) and Scholz et al. (2002) containing 7 question items. This scale's Cronbach's alpha was .82. Part D: Related to entrepreneurship education (EE) was measured using the measurement of Kedmenec (2015) containing 9 question items. This scale's Cronbach's alpha was .95. Part E: Related to social support (SS) was measured using the measurement of Hockerts (2015) and Jong (2018) containing 7 question items. This scale's Cronbach's alpha was .80.

Common Method Bias

The single-factor test of Harman was employed to look for common method bias (Podsakoff et al., 2003). Four factors have eigenvalues greater than one as according to the results of the exploratory factor analysis of all items in the model. Furthermore, it is proved that the common method bias was not a problem as the single factor test accounted for 34% of the variance, in which was smaller than 50% (Podsakoff et al., 2003; Ramdan et al., 2022).

Results

The covariance-based structural equation modelling (CB-SEM) has been utilized in analyzing the research assumptions. There are two steps in analyzing the conceptual model: Confirmatory factor analysis (CFA) and CB-SEM analysis (Anderson & Gerbing, 1988). Start with CFA to evaluate the construct validity of the measurement model, and next, execute CB-SEM analysis to examine the proposed hypotheses of the structured model evaluation.

Confirmatory Factor Analysis (CFA)

Step one in analysing the conceptual model is to use CFA to confirm factor structure and exhibit convergent and discriminant validity. The measurement model of the goodness-of-fit statistics indicated that the model fit was satisfactory. The parameters were estimated using the maximum likelihood approach. According to CB-SEM rules to confirm a model fit, root mean square error of approximation (RMSEA) and standardized root mean residual (SRMR) must be .08 or fewer, and the comparative fit index (CFI) and Tucker-Lewis Index (TLI) must be .90 or larger, and the range of normed Chi-square (χ^2) must be between 1.0 to 5.0. Initially, goodness-of-fit did not satisfy the suggested rule of thumb, resulting in model measurements being unacceptable. The model was updated in three phases. First, the standardized path estimates test discovered that items SE8, EE3, SS1, and SS4 had a value greater than 0.5, prompting them to be deleted from the study data (Hair et al., 2010). Second, the standardized residual covariance matrix revealed that items SM3, SE6, EE4, and EE6 exceeded the value of ± 4 (Byrne, 2010), and the third modification indices revealed that SM8, SE3, EE8, and SS5 had extremely high values, which required data to be removed from the study data. As a consequence, the remaining data set had as many as 22 items (SM-9 items, SE-4 items, EE-5 items, and SS-4 items) (Refer to appendix). After the generation of items and models acceptable for structured model evaluation, the goodness-of-fit value has attained a level of acceptability. Therefore, Table 1 illustrates that the measurement model is fit to continue evaluating the validity and reliability of the construct.

Table 1. Measurement Model

Goodness-of-fit	χ^2 (df, p)	χ^2/df	CFI	TLI	RMSEA	SRMR
Measurement model	434.924 (168,0.000)	2.589	0.94	0.92	0.06	0.04
Acceptable value*	Significant on $\alpha = 0.05$	1.0-5.0	> 0.9	> 0.9	< 0.08	< 0.08

Note: * The acceptable value as according to Hair et al. (2010)

Additional investigation to confirm the convergent validity was executed. Table 2 shows that the alpha reliability is between 0.710 to 0.862, the range of construct reliability (CR) is between 0.751 to 0.929, and the range of average variance extracted (AVE) is between 0.593 to 0.659. The results fulfilled the rule of thumb for CR is 0.7 and AVE is 0.5 (Hair et al., 2010), confirming the reliability of the constructs. Thus, the measurement items of each construct are internally consistent.

As referred to Table 2, each construct has the AVE value that is larger than 0.5, the CR value is bigger than 0.7, and the standardized factor loadings are larger than 0.7. These indicate that convergent validity is demonstrated (Hair et al., 2010). This means that there is a positive association between the items used to assess the given concept.

Table 2 exhibits that the discriminant validity is supported by the smaller value of inter-construct correlations as compared to the values of the square root of the AVE (Chiu & Wang, 2008; Fornell & Larcker, 1981). It implies that the items are more similar to their specific notion than to other conceptions.

Table 2. The Measurement Model's Assessment

Measurement	Inter-construct Correlations (IC)				AVE	CR
	SE	EE	SS	SM		
SE (0.787, 0.859, 0.756, 0.803) ^a	0.802^b				0.643	0.878
EE (0.748, 0.846, 0.862, 0.786, 0.854) ^a	0.412	0.812			0.659	0.885
SS (0.838, 0.710, 0.823, 0.725) ^a	0.793	0.428	0.777		0.603	0.751
SM (0.744, 0.845, 0.710, 0.829, 0.749, 0.734, 0.781, 0.776, 0.755) ^a	0.853	0.374	0.716	0.770	0.593	0.929

Note: ^astandardized factor loading, ^bsquare root of AVE, SE-self-efficacy, EE-entrepreneurship education, SS-social support, SM-student's motivation toward social entrepreneurship

Hypothesis Testing

Direct relationship assessment was completed through CB-SEM, utilizing AMOS. The goodness-of-fit is first checked on the structural model. The result of $\chi^2=434.924$ (df=168, p=0.000), $\chi^2/df=2.589$ that less than 5, CFI=0.94 and TLI=0.92 that larger than 0.9, RMSEA=0.06 and SRMR=0.04 in which smaller than 0.08 explained that the structural model is fit and appropriate to examine the assumptions (Hair et al., 2010).

Moreover, R^2 shows the value of 0.876 percent which indicates there is a variation in student motivation toward social entrepreneurship (SM that can be explained by all three variables, namely self-efficacy (SE), entrepreneurship education (EE), and social support (SS)). Specifically, the relationship between SE and SM was significantly positive ($\beta = 0.738$, $p < 0.001$), while EE and SM also had a significant negative relationship ($\beta = -0.13$, $p < 0.01$). However, the relationship between SS and SM was not significant ($\beta = -0.036$, $p > 0.01$). Clearly prove that H_1 and H_2 are supported. Meanwhile, H_3 is not supported. Accordingly, the results show that higher self-efficacy tends to lead to higher motivation toward social entrepreneurship. Table 3 and Figure 1 display the findings of the structural model analysis and hypotheses.

Table 3. Findings of the Hypotheses

Hypothesized path	Expected direction	Standardized estimate	t-value	Result
$R^2 (SM) = 0.876$				
H ₁ : SE → SM	+	0.738***	4.501	Supported
H ₂ : EE → SM	+	-0.13**	-2.345	Supported
H ₃ : SS → SM	+	-0.036 ^{ns}	-0.381	Not supported

Note: SE - self-efficacy, EE - entrepreneurship education, SS - social support, SM - student's motivation toward social entrepreneurship

*** $p < 0.001$ ($t > 3.090$), ** $p < 0.01$ ($t > 2.326$), ^{ns} not significant

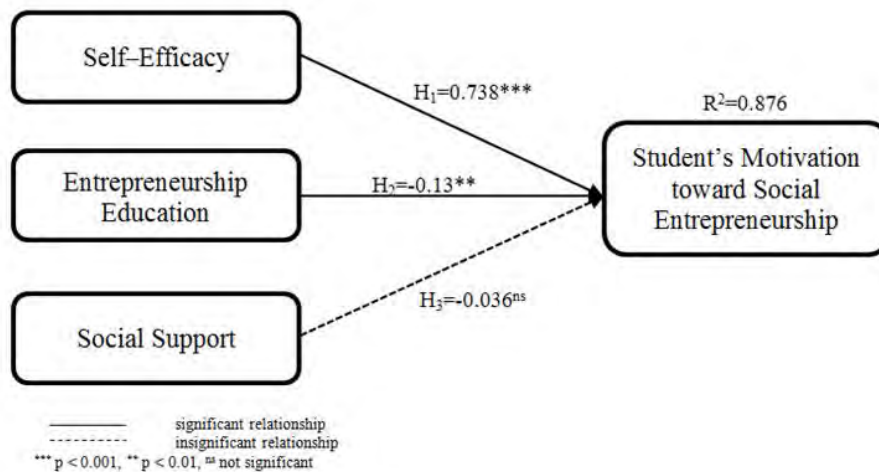


Figure 1. The Assessment Outcomes

Discussion

The findings indicated that MSE is significantly influenced by self-efficacy. Furthermore, several research studies have demonstrated self-efficacy as a factor related to entrepreneurial intention (Demir, 2020; Piperopoulos & Dimov, 2015). Moreover, assistance from educational establishments and universities boosts students' self-efficacy and enthusiasm for entrepreneurship (Kazumi & Kawai, 2017). An individual's ability to manage risk, make decisions for themselves and engage in social activities, among other things is described as self-efficacy (Douglas, 2013). A high sense of self-efficacy among entrepreneurs makes them believe they can succeed even in the most difficult and unpredictable circumstances. As a result, self-efficacy has the potential to improve students' motivation.

Next, MSE believes that entrepreneurship education is vital for enhancing student motivation. This study's conclusions are likewise consistent with earlier studies (Astiana et al., 2022; Jiang et al., 2017; Lehner & Germak, 2014; Othman & Ab Wahid, 2014). In essence, entrepreneurship education has shown to be the most effective method of cultivating entrepreneurial mindsets among graduates into a broader sense of discovering opportunities, problem-solving, and generating value in society (Hasan et al., 2017; Lv et al., 2021; Wu & Wu, 2017). Entrepreneurship education that begins in elementary school is what motivates students to continue running new businesses all the way through university (Solomon, 2007). Entrepreneurship education exposes the students to the fundamental concepts and principles of entrepreneurship in order to create interest and enhance entrepreneurship enculturation, while given an opportunity to gain first-hand experience in entrepreneurship. Thus, entrepreneurship education will influence the motivational level of students to engage in entrepreneurship activity. In addition, Abdelkarim (2021) and Farhangmehr et al., (2016) postulated that suitable entrepreneurship education pedagogical approaches are important in influencing entrepreneurial motivation among students and developing entrepreneurial self-efficacy.

In addition, the study found that social support is not significant to the motivation of students toward social entrepreneurship. The findings in this study contradict the findings of previous studies (Klyver et al., 2018; Seyoum et al., 2021). In general, these unimpressive outcomes are the consequence of undergraduate students' lack of interest in entrepreneurship, as well as their lack of grasp of entrepreneurial expertise. Students frequently consider working in the government sector after graduation. Furthermore, as mentioned by Seyoum et al. (2021), social support is not suitable as a direct link to motivation since it functions as a mediator that assists undergraduate students in becoming more motivated.

Theoretically, examining the factors that influence social entrepreneurship motivation may add to the literature in the field of educational management and entrepreneurship. The significance of adopting social entrepreneurship necessitates a study that identifies the essential characteristics that drive social entrepreneurship. As a result, this study fills a void by relating the importance of self, entrepreneurship education, and social support to social entrepreneurship. However, social support does not provide a relationship to support social entrepreneurship. The study paradigm integrating the impacts of self-efficacy, entrepreneurship education, and social support can explain this relationship to social entrepreneurship more fully.

In practice, this study helps to manage entrepreneurship, particularly in terms of policy formation. The findings demonstrate that students with self-efficacy and entrepreneurship education have a higher motivational level to participate in social entrepreneurship. As a result, people who work with the university and the university should collaborate to assist students to be more motivated to implement entrepreneurship in order to improve motivation for social entrepreneurship. This is critical to ensuring that students may engage in social entrepreneurship that benefits the country.

Conclusions

In brief, the effects of self-efficacy, entrepreneurship education, and social support on student motivation toward social entrepreneurship were studied. Understanding students' perspectives on social entrepreneurship, social business, and how these can improve the student experience and motivation may provide insights to academics and policymakers. Furthermore, the significance of social entrepreneurship in developing better social life and greater economic growth, the task of university leaders in focusing on the breadth and capability of the social entrepreneurship concept at the university level, and government measures are all important. The findings from this study indicate that self-efficacy and entrepreneurship education has a significant impact on student motivation for social entrepreneurship. Students with high self-efficacy and who also received effective entrepreneurship education have a higher motivation to engage in social entrepreneurship. Hence, the present conceptual framework provided in this study can be utilized as a theoretical model to guide analysis by a researcher investigating the issue of social entrepreneurship in future studies.

Recommendations

The findings of this study revealed that self-efficacy and entrepreneurship education significantly influence the students' motivation toward social entrepreneurship. Therefore, educators at all levels of education should inculcate entrepreneurship knowledge and develop self-confidence among students.

To overcome the limitations of this study, some future research recommendations may be considered. Since the sample size is only focused on a few universities, future studies can increase the sample size by involving all institutions in Malaysia that participate in the Enactus program. In addition, future studies can conduct a longitudinal data study by collecting data over a long time period in order to get a more precise picture since this study only involves cross-sectional data. Since this study involves quantitative research, future studies could use qualitative or mixed approaches to better understand undergraduates' motivation for social entrepreneurship. Finally, future research should look at additional characteristics that impact motivation toward social entrepreneurship among students, such as emotional intelligence, creativity, and past community involvement.

Limitations

A number of important limitations must be considered. Although this study employed random sampling, the generalization of the results was restricted to only the undergraduates at the selected universities. Moreover, the design of this study is cross-sectional data. In this type of research design, the data was collected at one point of time. Therefore, it is unable to provide a comprehensive overview of the cause-and-effect relationship for the investigated components. Furthermore, this study also solely employed quantitative surveys as a research approach. This study also concentrated solely on the factors investigated in determining undergraduate students' motivation toward social entrepreneurship.

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Authorship Contribution Statement

Samsudin: Focused on writing—original draft preparation, prepared conceptualization, and data collection. Ramdan: Prepared conceptualization, resources, and formal analysis. Abd Razak: Writing—review and editing. Mohamad: Methodology and data collection. Yaakub: Supervision and data collection. Abd Aziz: Conducted validation and data collection. Hanafiah: Managed project administration.

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Appendix

Key Constructs and Items

Student's motivation toward social entrepreneurship (SM)

I am a social entrepreneur, so...

SM1-I am adopting a mission to create social value (not just private value).

SM2-I am recognizing new opportunities to serve my mission.

SM3-I am engaging in a process of continuous adaptation related my mission.*

SM4-I am acting boldly without being limited by resources currently in hand in the fulfilment of my mission.

SM5-I am relentlessly pursuing new opportunities to serve my mission.

SM6-I seek to be a "world changer" through the accomplishment of my mission.

SM7-I am caring deeply about the outcomes created by the fulfilment of my mission.

SM8-I am adopting a mission to sustain social value (not just private value).*

SM9-I am engaging in a process of continuous innovation related my mission.

SM10-I am exhibiting a heightened sense of accountability to the constituencies served by my mission.

SM11- I am engaging in a process of continuous learning related to my mission.

Self-efficacy (SE)

SE1-I am convinced that I personally can make a contribution to address societal challenges if put my mind to it.

SE2-I could figure out a way to help solve the problems that society faces.*

SE3-Solving societal problems is something each of us can contribute to.

SE4-I do not believe it would be possible for me to bring about significant social change.

SE5-I can remain calm when facing difficulties because I can rely on my coping abilities.

SE6-I am confident that I could deal efficiently with unexpected events.*

SE7-I can always manage to solve difficult problems if I try hard enough.*

Entrepreneurship education (EE)

EE1-At my university, I have learned about social entrepreneurship.

EE2-At my university, we have analysed a business venture that solves some social problem.

EE3-At my university, we have discussed a business plan for a company that solves some social problem.*

EE4-At my university, we have learned how to measure the social impact of a business venture.*

EE5-During my higher education, I have worked with a company that solves some social problem.

EE6-At my university, I have attended a lecture given by an entrepreneur whose company solves some social problem.*

EE7-As a part of my higher education, I have launched a social entrepreneurial venture.

EE8-In my higher education, I have learned about different business models for social innovations.*

EE9-At my university, I have involved in social entrepreneurship activities.

Social support (SS)

SS1-It is possible to attract investors for an organization that wants to solve social problems.*

SS2-People would support me if I wanted to start an organization to help socially marginalized people.

SS3-If I planned to address a significant societal problem, people would back me up.

SS4-I expect that I would receive much support if I were to start a social enterprise.*

SS5-My university provide opportunities for students to demonstrate their leadership skills.*

SS6-The people I work with cooperate to get the job done.

SS7-Other students share job knowledge with each other.

Note: * Item deleted