



**DETERMINANTS OF SOCIAL ENTREPRENEURSHIP INTENTION AMONG
SISWAPRENEURS IN MALAYSIA PUBLIC UNIVERSITIES**

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FACULTY OF TECHNOLOGY MANAGEMENT AND TECHNOENTREPRENEURSHIP

UNIVERSITI TEKNIKAL MALAYSIA MELAKA (UTeM)

2022

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UNIVERSITY TEKNIKAL MALAYSIA MELAKA

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TITLE

**DETERMINANTS OF SOCIAL ENTREPRENEURSHIP INTENTION
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**THE THESIS IS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF BACHELOR OF
TECHNOPRENEURSHIP**

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2022

DECLARATION OF ORIGINAL WORK

**“I hereby admit that this is my own work except for summary of excerpt of
which I had mentioned the sources.”**

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DEDICATION



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ABSTRACT

Social entrepreneurship was developed in 1970, aimed to highlight the topic of community difficulties. Even social entrepreneurship has been launched a long time ago, but the literary idea and empirical regarding social entrepreneurship still not broadly. The purpose of this research is to determine the factors affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. Besides that, this research is to analyse the relationship between the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. The research are done by quantitative method where a survey are conducted by online questionnaire. A total of 346 siswapreneurs which are from Univerisity of Technical Malaysia Melaka (UTeM), University Utara Malaysia (UUM) and University Malaysia Kelantan (UMK) being involved in the survey. To analyse the data accuracy, Descriptive Analysis, Pearson's Correlation Coefficient and Multiple Regression, Statistical Package for Social Science (SPSS) software is used. The result from Pearson's Correlation and Multiple Regression analysis showed that all the independent variables such as Empathy, Social Awareness, and Self-Efficacy are significant related with Social Entrepreneurship Intention. While Social Support, and Educational Support has no significant related with Social Entrepreneurship Intention. As the results, this research can bring benefits to practical contribution to the social entrepreneurship association along with the public universities and theoretical contribution to the future reseacher and practitioners in social entrepreneurship.

ABSTRAK

Keusahawanan sosial telah dibangunkan pada tahun 1970, bertujuan untuk menyerlahkan topik kesukaran masyarakat. Malah keusahawanan sosial telah dilancarkan sejak dahulu lagi, tetapi idea sastera dan empirikal mengenai keusahawanan sosial masih tidak luas. Kajian ini bertujuan untuk menentukan faktor-faktor yang mempengaruhi Niat Keusahawanan Sosial di kalangan siswapreneurs di universiti awam Malaysia. Selain itu, kajian ini juga menganalisis hubungan antara faktor-faktor yang ditentukan dan Niat Keusahawanan Sosial di kalangan siswapreneurs di universiti awam Malaysia. Penyelidikan ini dilakukan dengan kaedah kuantitatif di mana tinjauan dijalankan oleh soal selidik dalam talian. Seramai 346 siswapreneur yang terdiri daripada Universiti Teknikal Malaysia Melaka (UTeM), Universiti Utara Malaysia (UUM) dan Universiti Malaysia Kelantan (UMK) terlibat dalam tinjauan tersebut. Untuk menganalisis ketepatan data, Analisis Deskriptif, Pekali Korelasi Pearson dan Regresi Pelbagai, perisian Pakej Statistik untuk Sains Sosial (SPSS) digunakan. Hasil daripada analisis Korelasi dan Regresi Pelbagai Pearson menunjukkan bahawa semua pembolehubah bebas seperti Empati, Kesedaran Sosial, dan Keberkesanan Diri adalah penting yang berkaitan dengan Niat Keusahawanan Sosial. Walaupun Sokongan Sosial, dan Sokongan Pendidikan tidak mempunyai kaitan yang signifikan dengan Niat Keusahawanan Sosial. Hasilnya, penyelidikan ini boleh membawa manfaat kepada sumbangan praktikal kepada persatuan keusahawanan sosial bersama-sama dengan universiti awam dan sumbangan teori kepada reseacher masa depan dan pengamal dalam keusahawanan sosial.

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Chapter 1

Introduction

1.0 Background of Research

Education, specifically higher education is crucial for the country's economic growth. Furthermore, it will contribute to socio-economic development and the standard of living among communities (Bin Yusoff et al., 2015). Thus, it leads to an increasing trend in the higher education enrolment and graduates. Regardless of the field of study, most universities nowadays offer entrepreneurial courses to ensure that students will be equipped with the knowledge and skills to be an entrepreneur once graduated. It is highlighted that students' goals will be guided by the Ministry of Education's commitment to the National Education Philosophy's vision of a well-rounded education. Knowledge and skills must be balanced with ethics and morals, according to the Ministry (Ministry of Education Malaysia (MoE), 2015). In the course, it included all the skills of social entrepreneur along with the assignment part where the students are allowed to learn how to become a social entrepreneur and how to develop a fund solution that directly address social issues (Bingyan et al., 2021).

Social Entrepreneurship contributes substantially to the economic growth of the country while solving the social concerns at the same time (Atikah et al., 2021). In order to meet the goal, Social Entrepreneurship Intention plays an important role in it. Previous research has shown that anyone may become a social entrepreneur if they have the desire to start their own business (Politis et al., 2016). Higher education officials have long argued that instead of training students to be job searchers, they should teach them how to be social entrepreneurs and the advantages that come with being an entrepreneur (Atikah et al., 2021). Malaysian university students with higher education institutions were found to have lower levels of entrepreneurial ambition but higher levels of involvement in social entrepreneurship activities, according to an earlier study. This indicates that Malaysian university students show a greater interest in and enthusiasm for social issues and activities than their counterparts in other countries

(Sarhan et al., 2020). In business, society, and politics, social entrepreneurship has become a hot subject. Social entrepreneurship has emerged as a critical study subject for businesses and academic researchers (Kannampuzha & Hockerts, 2019). The growing visibility of social entrepreneurs in the media and other popular journal articles has further attracted public interest (Volkmann et al., 2012). Social entrepreneurship, roughly defined as an activity aimed at social transformation, has a long history (Mair & Martí, 2006).

According to Joson Loh, it stated that Malaysia has around 20,000 social companies, including those run on a volunteer basis (Loh, 2020). Social entrepreneurs are important in generating long-term, fair social and economic outcomes for societies (Bahiah et al., 2018). Even today, social entrepreneurs continue facing challenges in attracting and keeping exceptional human skills and labour in order to provide social impact to communities (Nazri & Aisyah, 2018). And because of this, it is very important to let the siswapreneurs in Malaysia to understand the importants of Social Entrepreneurship Intention and enlighten the key factors of Social Entrepreneurship Intention. Therefore, this research will examine the intensity of awareness towards social entrepreneurship, the factors affecting the Social Entrepreneurship Intention and the relationship between the determined factors research and siswapreneurs Social Entrepreneurship Intention. As it was mentioned breifly that the Malaysia government are giving some support for the student to become entrepreneur, it clearly shows that the entrepreneurs is important to develop a country's economic therefore, there are many universities now have offered the entrepreneurship and technopreneurship program or course in order to cultivate students into entrepreneurs and also to develop the entrepreneur knowledges and skills which could help to improve the economic development in the coountry. There are Cooperative and Entrepreneurship Development Institute (CEDI) in University Utara Malaysia (UUM), in Univerity Teknikal Malaysia Melaka have the Faculty of Technolgy Management and Technopreneurship (FPTT) and Faculty of Entrepreneurship and Buisness in University Malaysia Kelantan that provided the program which can help the student to build up their skills and knowledges to become an entrepreneur.

The newest statistics from the Global Entrepreneurship Monitor (GEM) shows that Malaysia has a bright future as a nation known for its entrepreneurial spirit (MOHE, 2021). Entrepreneurial Intentions refers to latent entrepreneurs who plan to establish a firm within the next three years. Malaysia's performance is superior to South Korea's in virtually all areas except for this one. However, the Southeast Asian nations of Thailand, Vietnam, and Indonesia are all ahead of Malaysia in the same category. Additionally, Malaysia ranks worse in the areas of Perceived Opportunities and Perceived Capability than the three other nations studied. Despite this, Malaysia's total result in the remaining four categories might be regarded exceptional. In general, Malaysia has a good chance of fulfilling its goal of being a top entrepreneurial nation by 2030.

2017	Entrepreneurial Intentions	Total Early-Stage Entrepreneurial Activity (TEA)	Entrepreneurship as a Good Career Choice	Fear of Failure Rate	Perceived Opportunities	Perceived Capabilities	Motivational Index
Malaysia	17.6	21.6	77.06	44.95	45.06	46.12	9.20
Indonesia	28.1	7.47	70.01	46.66	47.74	57.34	1.72
Thailand	37.4	21.6	74.72	52.69	49.13	48.86	7.90
South Korea	22.8	13.0	47.24	32.16	35.3	45.86	2.93
Vietnam	24.96	23.27	62.11	46.63	46.41	50.03	4.60

Figure 1.1: Selected GEM indicators for Five Asian Countries for 2017

Key Performance Indicator	2016		2017		2018		2019		2020
	TARGET	ACHIEVED	TARGET	ACHIEVED	TARGET	ACHIEVED	TARGET	ACHIEVED	TARGET
■ Entrepreneurship awareness among students	60%	60% 309,834	70%	75% 390,372	80%	82% 427,343	90%	96.01% 531,513	100%
■ Graduate entrepreneurs	2.50%	2.50% 3,756	3%	3.10% 4,840	3.50%	5% 6,447	4%	4.63% 7,148	5%
■ Student businesses	3%	3% 9,998	6%	5% 19,024	9%	7% 30,888	10%	10.20% 49,983	15%
■ Educators with entrepreneurship expertise	300	2,206	600	1,260	900	1,988	1,200	2,079	1,500

Figure 1.2: Summarized Statistics for Four KPIs from 2016-2019

As it shown at the table above, the entrepreneurship program that conducted in Higher Education Institution (HEI) has proved by the support of MoHE. It shown the achievement of KPI 1 which is the Entrepreneurship Awareness among Students from the beginning to the end of 2016-2019. KPI 2 which is the Graduate Entrepreneurs. With the exception of 2019, the percentage of recent graduates who are starting their own businesses is higher than the annual objective.

At the end of this chapter, the scope and limitation of study, the significant will be included in this research. The finding of the research is to determine the Social Entrepreneurship Intention among the Malaysia siswapreneurs. This research will also give some information to academic purposes. This is because it allows to raise the awareness or to promote social entrepreneurship among the university students. In addition, the other researchers can have more references on this kind of topic.

1.1 Problem Statement

Social entrepreneurship in underdeveloped countries has been considered a feasible option to alleviate poverty. Creating new jobs is one way to deal with unemployment, but it is also considered as a source of growth in the economy (Atikah et al., 2021). One of the distinguishing characteristics of social entrepreneurship is that it seeks to achieve both socially beneficial and financial benefit (Politis et al., 2016). Social entrepreneurship helps companies achieve a long-term competitive advantage that enables them to carry out their social mission. Those social entrepreneurs who work in social companies and provide innovative solutions to difficult social issues while also creating income for the society (Sarhan et al., 2020).

In Malaysia, social entrepreneurship is a developing industry with the potential to contribute to the country's socioeconomic development (Micklethwait & Wooldridge, 2018). Although the terms social entrepreneur and social enterprise have been used for centuries, the word "social entrepreneurship" was just introduced in the last few decades. To recently, the ambition of the younger generation in our country, particularly millennials, to start a business has not been adequately examined and understood. Malaysia is a developing country that promotes entrepreneurship as a career option for students. It is widely acknowledged that students will be the backbone

of business in the future (Atikah et al., 2021). According to several research studies, the majority of Malaysians are unaware of the notion of social entrepreneurship and how it might help them, hence there is a need to comprehend this issue in the context of Malaysia (Shahverdi, Masoumeh; Ismail, Kamariah; Qureshi, 2018).

The general problem is that the unemployment rate has increase (Loh, 2020). More than 158.4 thousand jobless graduates were in active unemployment, as measured by the length of time they had been out of work. There were 45.1 percent of recent grads who were unemployed, the largest percentage of any group (71.4 thousand persons). 30.1 per cent (47.6 thousand people) and 14.8 per cent (23.5 thousand people) were jobless within three to five months and six to twelve months, respectively, in the meanwhile. Graduates who had been out of work for more than a year totalled 16.0 thousand people, or 10.1 percent of the workforce. Nearly half (44,0 thousand) of all unemployed college grads (21.7% of the total) were not actively looking for work in 2020 (Department of Statistics Malaysia, 2021). Besides that, the graduates tend to find a job but not as much as the intention to become the social entrepreneurs. Besides that, the graduates choose to find a job because they are more excited in getting a steady income and not to take risk in becoming an entrepreneur (Atikah et al., 2021). The rise of social entrepreneurs is considered as a social change agent who creates societal value in this regard (Shahverdi, Masoumeh; Ismail, Kamariah; Qureshi, 2018). The specific problem is there are some barriers that will reduce the Social Entrepreneurship Intention among the siswapreneurs is the lacking of resources, self-confidence, support along with adequate knowledge and competency (Shahverdi, Masoumeh; Ismail, Kamariah; Qureshi, 2018).

Other than that, many social entrepreneurs may not recognise themselves as such since social entrepreneurship is not widely recognised. Even though the Malaysian government's implementation of many laws and initiatives to boost entrepreneurial activity in the nation, students still lack the awareness for social entrepreneurial venture success (Shahverdi, Masoumeh; Ismail, Kamariah; Qureshi, 2018). Therefore, if the problems that stated above are not solve, it will affect greatly to the economic development of the country. Not only that, but it will also affect the living standard of the society for example it will increase the suicide cases, violence and crime, mental health and more.

Therefore, this study seeks to determine the factors affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.



1.2 Research Questions

1. What are the factors affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysian public universities?
2. What is the relationship between the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysian public universities?
3. Which factors are most significant that would influence Social Entrepreneurship Intention?

1.3 Research Objectives

1. To determine the factors affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.
2. To analyse the relationship between the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.
3. To examine the most significant factors that would influence Social Entrepreneurship Intention.

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1.4 Scope and Limitation of the Research

1.4.1 Scope

The scope of this research is mainly focus on the factors that affecting the Social Entrepreneurship Intention of the siswapreneurs and the relationship between these both. Next, to examine the intensity of awareness towards social entrepreneurship among the siswapreneurs. Social Entrepreneurship Intention was chosen because the social entrepreneurship is still not widespread in Malaysia and the students still does not have awareness of the important of social entrepreneurship toward Malaysia. The target respondent of the research is University Teknikal Malaysia Melaka (UTeM), Univerisiti Utara Malaysia (UUM) and Universiti Malaysia Kelantan (UMK) as these three universities are offering the entrepreneurship program to determine the factor affecting Social Entrepreneurship Intention and the awareness level among the siswapreneurs. the study will be conducted with online questionnaire where the researcher will distribute the Google form through online platform.

1.4.2 Limitations

The researcher has a few difficulties in performing this research, including a lack of time to examine the research in depth, a lack of data, and a lack of skills in finding reliable information along with lacking skill of using the software which are the Mendeley and SPSS. For example, it is very hard to find an accurate data of siswapreneurs in Malaysia. This is due to the reason that there is only small part of university are offering the entrepreneurial program. Besides that, the actual number of respondents of this research is 346 siswapreneurs but due to the reason that it is difficult to reach to the university that targeted as it is at the other state therefore it is a bit hard to have an accurate number of data due to the reason that there is very few people who want to fill in the form that distributed.

1.5 Significant of the Research

The research had highlighted numerous factors which might be influential determinant of Social Entrepreneurship Intention among the siswapreneurs in Malaysia public universities. This research will be contributed to academic. This is because it allows to raise the awareness or to promote social entrepreneurship among the university students. In addition, the other researchers can have more references on this kind of topic. Furthermore, this study will also contribute to the Chamber of Social Entrepreneur Development Malaysia (CSED Malaysia) as social entrepreneur play an important in economic development of Malaysia. If the siswapreneurs does not have the intention in becoming a social entrepreneur, it will give a greatly effect to the economic development and the society. Hence, this study will help CSED Malaysia to understand more about the reason that why the siswapreneurs does not have the intention to become a social entrepreneur and from there, they can produce a policy or strategy which can help to increase the number of social entrepreneurs.

1.6 Summary

In conclusion, social entrepreneurship is all about recognizing social issues and bringing about social change via the use of entrepreneurial ideas, processes, and operations. Besides that, social entrepreneurship is one of the important elements for the growth of economy. In this study, it will focus on the factors affecting the Social Entrepreneurship Intention among Malaysian siswapreneurs, the relationship between the determined factors research and siswapreneurs Social Entrepreneurship Intention and the intensity of awareness towards social entrepreneurship among the siswapreneurs. This research is an quantitative research where the researcher will get all the information that need via online questionnaire like google form. In this chapter, will be highlighting the study title, problem statement, research objectives, research question, scope, and limitation, as well as the relevance of the research in this chapter, which is divided into two sections (theoretical contribution and practical contribution)

Chapter 2

Literature Review

2.0 Introduction

In this chapter, researcher will discuss about the independent variables, dependent variable and theories that used as secondary data. The researcher will discuss about the factors affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysia public. Besides that, the researcher will talk about the relationship between the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. Researcher will also review about the awareness level among siswapreneurs in Malaysia public universities on the social entrepreneurship. Furthermore, theory and hypotheses will be defined toward the finish of this chapter along with the theoretical framework will be introduced as the relationship between the independent variables and dependent variable.

2.0.1 Entrepreneurship

Entrepreneurship is carried out through social contacts, networking, and social partnerships (Prasetyo et al., 2021). Several researcher's studies reported that entrepreneurship is the same meaning with self-employment which means that an individual start their own business. It also helps to improve the economic development of developing the country. Besides that, entrepreneurship is not restricted to profit-making enterprises across the globe. Profit is important for a long-term business, but it is not necessarily the aim (Atikah et al., 2021). Making money was not the only purpose of entrepreneurship but the entrepreneurs may generate money while also assisting the community and addressing social concerns. According to Prasetyo, Setyadharma and Kistanti (2021), it reported that In Schumpeter's economic theory, the idea of entrepreneurship is thoroughly defined. He described it as a "creative activity" and popularised the notion of innovation as a critical component of launching a corporation. Furthermore, entrepreneurship is viewed as a catalyst for accelerating progress, implying entrepreneurial activity is based on the attitude of "creative destruction."

2.0.2 Social Entrepreneurship

The basic concepts of social entrepreneurship (SE) for producing economic value and addressing social challenges is a tool to address problems that the government and private sector have not been able to solve. "A process that begins with a perceived social opportunity, converts it into an enterprise model, determines and achieves the wealth necessary to execute the enterprise, initiates and grows the enterprise, and yields the future upon achievement of the enterprise's goal," according to the definition of social entrepreneurship (Akhter et al., 2020). The concept of social entrepreneurship, which draws from the commercial world, is growing in popularity (Ha et al., 2020). According to Kruse Philip, Dominika Wach and Juan Antonio Moriano, despite the fact that there is no commonly accepted definition of social entrepreneurship, it is widely believed that the key characteristic of social businesses is that they combine money generating with the fulfilment of a social mission (Kruse et al., 2019). Few strategic strategies have been created to encourage more social entrepreneurs and organise social companies by 2018. But Tina, Nicholai and Stefan (2019) argued that there is no universally accepted dimensionalities of the Social entrepreneurship construct, making it difficult to "convey the variability of a unit of study in terms of its main properties that have meaningful consequences for outcomes.

2.0.3 Social Entrepreneurship in Malaysia

Previous studies have reported that the Malaysian government established the Malaysian Global Innovation and Creativity Centre (MaGIC) to unlock the potential of social entrepreneurship as a driver for long-term societal and environmental benefit. Many attempts have been made to sponsor social entrepreneurship schemes to promote social entrepreneurship as a primary national agenda in creating a sustainable and also create awareness among the entrepreneurial students in Malaysia (Daud-Fhiri et al., 2018). According to Nazri and Aisyah (2018), earlier study suggested that social entrepreneurship arose as a reaction to complex societal requirements that could not be met by the government or private sector. In 2017, Tiwari et al. pointed out that students with a high degree of Self-Efficacy are more likely to engage in social entrepreneurship.

2.1 Definition of Dependent Variable

2.1.1 Social Entrepreneurship Intention

Intentionality is described as a "state of mind that directs a person's attention (and hence experience and activity) toward a definite item (goal) or a path to attain something (means)," according to Bird (1998). Previous studies have reported that an individual's strong desire, excitement, and purposefulness to establish a new social venture can be defined as Social Entrepreneurship Intention. (Akhter et al., 2020). The dedication of an individual to create a social company is referred to as Social Entrepreneurship Intention (Hossain & Al Asheq, 2020). From Atikah et al., 2021's study, the researchers identified important characteristics and predictors of entrepreneurial intention and social entrepreneurship among higher education institution students in (Akhter et al., 2020)Malaysia, students with higher education institutions had only modest levels of entrepreneurial intention but greater levels of social entrepreneurship activities. In addition, Social Entrepreneurship Intention was defined as an individual's self-admitted desire to become a social entrepreneur and a conscious strategy to do so in the future (Bahiah et al., 2018). Individuals' social entrepreneurial aspirations may be defined as a psychological behavior that motivates individuals to learn, perceive ideas, and carry out social business strategies in order to become social entrepreneurs (Tiwari et al., 2017a). Besides that, the theory of planned behavior stated that a person's intention is a good predictor of their future path of action (Ajzen, 2019). Masoumeh Shahverdi and Kamariah Ismail (2018) argued that the intent is not just linked to a desire to work as an entrepreneur, but also to a desire to start a business. Students must also have these thoughts and objectives to start and maintain social companies. In 2018, Nazri and Aisyah published a paper which stated that a lot of research have been undertaken in this area due to the reason that social entrepreneurship is a developing movement in Malaysia. To put it another way, deciding to start a new business is a deliberate decision rather than a spur-of-the-moment reaction. If a person has a business intention, he or she is more likely to engage in entrepreneurial conduct (Anh et al., 2021).

2.2 Review Literature on Independent Variables

2.2.1 Empathy

Table 2.1: Definition of Empathy

Author	Definition
(Ip et al., 2022)	"The ability to cognitively recognise and emotionally share the emotions or feelings of others," according to the definition of Empathy.
(Usman et al., 2022)	Empathy is defined as experiencing the same sentiments as others, and it is divided into two types: cognitive Empathy and emotional Empathy.
(Bacq & Alt, 2018)	Empathy is understood as a propensity to comprehend others' perspectives (perspective-taking) and to develop sentiments of warmth and sympathy for others (empathic care).

"The ability to cognitively recognise and emotionally share the emotions or feelings of others," according to the definition of Empathy (Ip et al., 2022). According to (Humphrey, 2013) and (Wood et al., 2012), they argued that Empathy is defined as the ability to cultivate one's capacities in recognising people's needs, supporting social innovation, reducing workplace stress, and inspiring employees, all of which are necessary for launching and running a social company. Empathetic persons may be more aware of the many options for alleviating social problems and might have seen the social and economic worth of social entrepreneurship because Empathy may increase the desire and enthusiasm to act in contributing to society. Empathy is defined as experiencing the same sentiments as others, and it is divided into two types: cognitive Empathy and emotional Empathy (Usman et al., 2022). Empathy is understood as a propensity to comprehend others' perspectives (perspective-taking) and to develop sentiments of warmth and sympathy for others (empathic care) (Bacq & Alt, 2018).

2.2.2 Social Awareness

Table 2.2: Definition of Social Awareness

Author	Definition
(Atikah et al., 2021)	Social Awareness is a good surrogate for social norms since it assesses one's presence and awareness in a shared environment, which leads to helpful conduct.
(Straw, 2022)	Social Awareness is a skill that we all need to focus on developing. In a broad sense, it involves being aware of and comprehending the world around us, which encompasses environments, cultures, communities, societal norms, challenges, difficulties, and all other aspects of our social environment.

Social Awareness is the capacity to grasp social and ethical standards for conduct and to recognise community, school, and family resources and supports from the perspective of people from other cultures and backgrounds. Aside from that, Social Awareness is an important component of good classroom behaviour, which adds to a learning environment and is widely recognised as a key aspect in workplace performance (LaRocca, 2017). Furthermore, (Atikah et al., 2021) argued that Social Awareness is a good surrogate for social norms since it assesses one's presence and awareness in a shared environment, which leads to helpful conduct. Social Awareness is a skill that we all need to focus on developing. In a broad sense, it involves being aware of and comprehending the world around us, which encompasses environments, cultures, communities, societal norms, challenges, difficulties, and all other aspects of our social environment (Straw, 2022).

2.2.3 Self-Efficacy

Table 2.3: Definition of Self-Efficacy

Author	Definition
(Tuan & Pham, 2022)	From a social cognitive approach, Self-Efficacy is defined as a collection of beliefs competences.
(Hockerts, 2017)	Self-Efficacy is described as a person's belief in their ability to contribute to social change by identifying and solving social problems.
(Mair & Noboa, 2006)	People's conviction in own capacity to mobilise the motivation, cognitive resources, and courses of action needed to exercise control over events in life is referred to as Self-Efficacy.

Self-Efficacy was commonly employed as a determining factor of intention creation and was recognised as one of the most influential factors influencing an individual's decision-making process (Bahiah et al., 2018). Self-Efficacy is a psychological construct that emphasises a person's ability to initiate and complete an innovative endeavour. Previous research has shown that Self-Efficacy is a strong predictor of social and behavioural activities, such as blood donation. Self-Efficacy may be defined as an individual's belief in his or her ability to start a new company endeavour (Akhter et al., 2020). From a social cognitive approach, Self-Efficacy is defined as a collection of beliefs competences (Tuan & Pham, 2022). Self-Efficacy is described as a person's belief in their ability to contribute to social change by identifying and solving social problems (Hockerts, 2017). People's conviction in own capacity to mobilise the motivation, cognitive resources, and courses of action needed to exercise control over events in life is referred to as Self-Efficacy (Mair & Noboa, 2006). As a result, Self-Efficacy may be seen of as a personal conviction that might motivate individuals to take action to alleviate social issues.

2.2.4 Social Support

Table 2.4: Definition of Social Support

Author	Definition
(Mair & Noboa, 2006)	As an enabling aspect in the social entrepreneurship process, Social Support refers to trust and cooperation through a social network. It makes it easier to get the resources needed to start a social venture and engage in social entrepreneurship.
(Tuan & Pham, 2022)	Social Support is described as societal interactions or relationships that provide genuine assistance or place people in a system that is designed to care for them or give them a sense of belonging to a respected communal group.
(Seyoum et al., 2021)	Social Support is a type of appropriable social contract rooted on family and social relationships that may provide established businesses with a competitive edge.

The real and prospective resources people obtain by knowing others, being part of a social network with each other, or just being known to them and having a good reputation' are examples of Social Support. As an enabling aspect in the social entrepreneurship process, Social Support refers to trust and cooperation through a social network. It makes it easier to get the resources needed to start a social venture and engage in social entrepreneurship (Mair & Noboa, 2006). Social Support is described as societal interactions or relationships that provide genuine assistance or place people in a system that is designed to care for them or give them a sense of belonging to a respected communal group (Tuan & Pham, 2022). Social Support is a type of appropriable social contract rooted on family and social relationships that may provide established businesses with a competitive edge (Seyoum et al., 2021).

2.2.5 Educational Support

Table 2.5: Definition of Educational Support

Author	Definition
(H. M. K. Hassan et al., 2022)	Entrepreneurial drive and intention are formed via education, which promotes entrepreneurial skill and orientation to boost entrepreneurial intent among university students.
(Lindner, 2018)	Education is a process of learning that educates students to become entrepreneurs and to comprehend their qualities.

Entrepreneurial drive and intention are formed via education, which promotes entrepreneurial skill and orientation to boost entrepreneurial intent among university students (H. M. K. Hassan et al., 2022). Entrepreneurial aspirations are strongly influenced by a variety of factors, including educational attainment. For the simple reason that formal education is a gateway to business (A. T. P. Tran, 2017). Education is a process of learning that educates students to become entrepreneurs and to comprehend their qualities (Lindner, 2018). According to (Nurhayati et al., 2019), the more information on entrepreneurship that is given to someone, the more likely they are to start a business of their own, and they will be more enthusiastic about doing it.

2.3 Underpinning Theory

2.3.1 Theory Of Planned Behavior (TPB)

Icek Azjen established the Theory of Planned Behavior (TPB) in 1985 as a middle-range theoretical framework to explain and predict human behavior based on attitudes and beliefs. Azjen revised his theory in 1991 to add the idea of perceived behavioral control (Armitage & Conner, 2001). It is acknowledged as a practical decision-making theory capable of predicting a wide range of actions. The TPB is predicated on the idea that the stronger an individual's desire to do a specific activity, the more likely that individual would take part in that behavior (Keith et al., 2017). According to TPB, an individual's purpose toward a specific behaviour is closely linked to that individual's subsequent actions. As a result, the concept of intention plays a critical role in the study of entrepreneurial behaviour (Riverola & Giones, 2012). According to Ajzen (2019), it stated that views of the personal desirability of engaging in a given behaviour are tapped by the Personal Attitude toward the behaviour, while perceptions of key individuals in respondents' life are tapped by subjective standards. The individual's family's views on whether it's a good idea to go into business for oneself are also taken into account. Furthermore, the author explains that perceived behavioural control is defined as the perceived ease or difficulty of doing a behaviour. The majority of the time, people choose behaviours that they believe they can master and maintain self-control over.

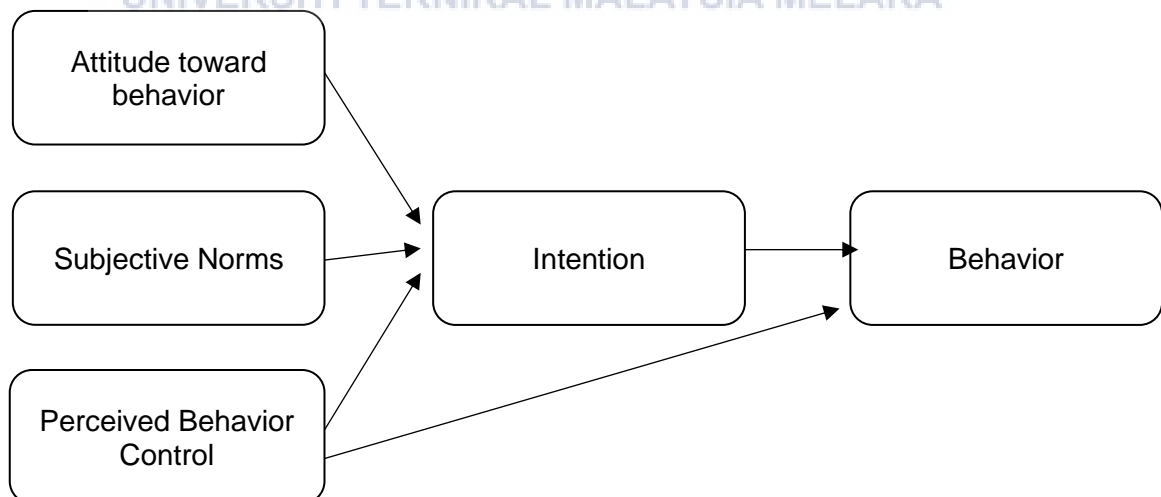


Figure 2.1: Theory of Planned Behaviour (TPB)

2.3.2 Entrepreneurial Event Model (EEM)

Shapero and Sokol (1982) proposed an entrepreneurial event model that includes three elements: displacement, perceived attractiveness, and perceived feasibility, all of which contribute to intention formation. Human conduct is guided by inertia, according to Shapero's theory, until something disturbs or displaces it (Ahuja et al., 2019). An event, according to the previous study, the authors stated that Entrepreneurial Event Model is the catalyst for making a life-altering decision like starting a business (Baharu Kemat, Mohammed Zain Yusof, 2011).

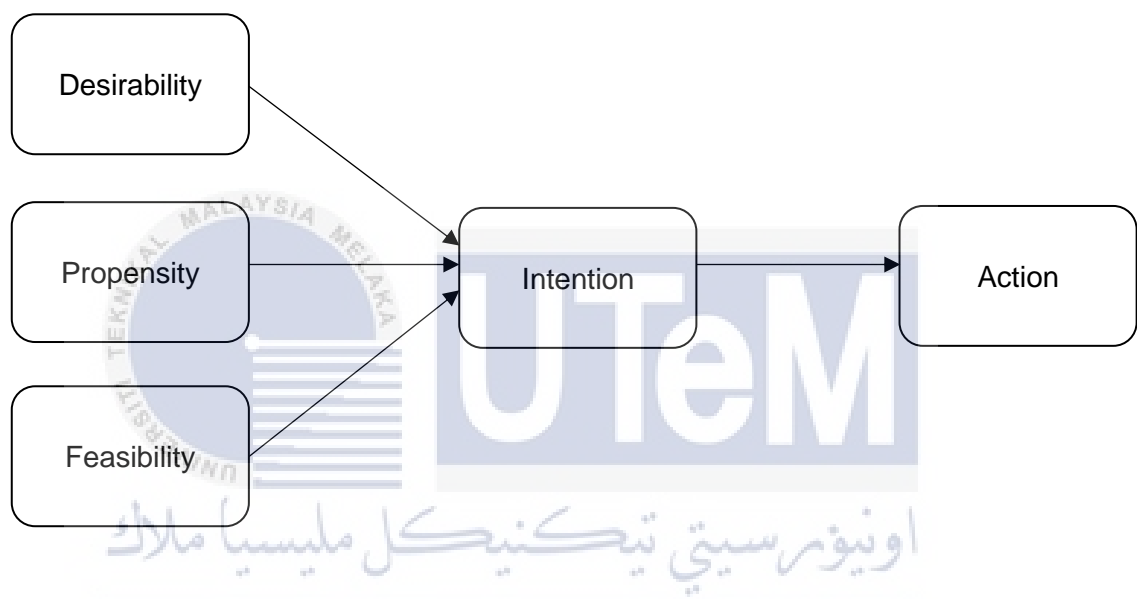


Figure 2.2: Entrepreneurial Event Model (EEM)

2.4 Theoretical Framework

Several studies had stated that Theory of Planned Behaviour by Icek Azjen (Ajzen, 1991) are very similar with the Entrepreneurial Event Model (Eid et al., 2018; Riverola & Giones, 2012; Usman et al., 2022). Hence, the researcher conducted a theoretical framework which combined both in one. The "attitude and subjective norm components" of the Theory of Planned Behaviour appear to match the Entrepreneurial Event Model's "perceived desirability" at the same time the "perceived feasibility" of the Entrepreneurial Event Model is similar to the "perceived behaviour control component" of the Theory of Planned Behaviour" (Eid et al., 2018; Krueger et al., 2000). Therefore, the framework is developed to discussed the factor that influence the intention of university student toward Social Entrepreneurship and through the underpinning theory, the reasearcher had come down with five factors which are Empathy, Social Awareness, Self-Efficacy, Social Support and Educational Support.

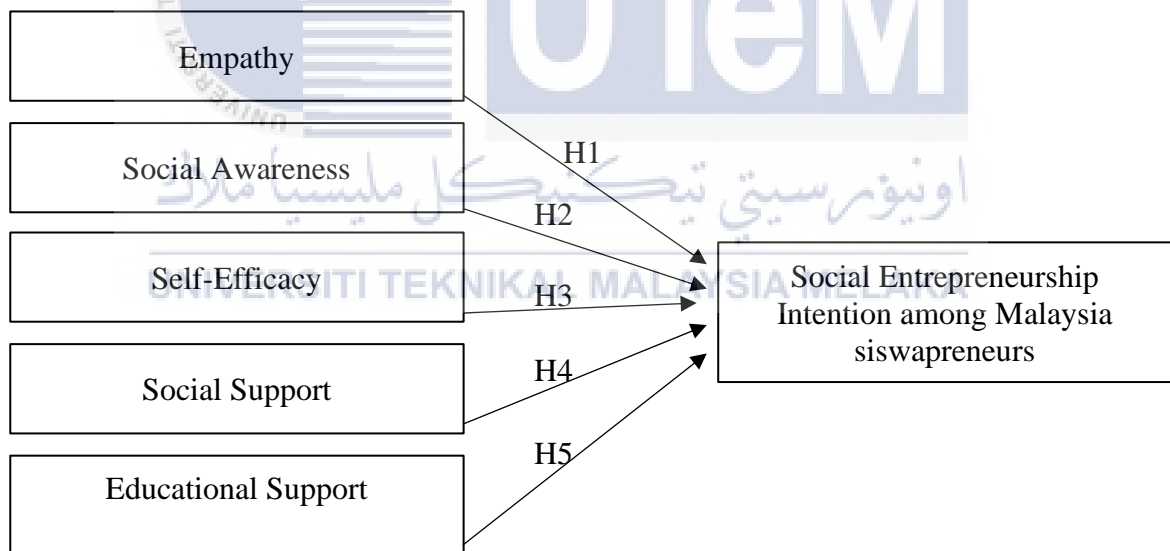


Figure 2.3: Framework of Factors that Influence the Intention of University Student Toward Social Entrepreneurship

2.5 Hypothesis Development

In research, a hypothesis serves as a master guide. Because hypothesis is made to assure that the goals established may be met, hypothesis are required in research. The hypothesis of the study are as below:

2.5.1 Empathy and Social Entrepreneurship Intention

Early academics underlined the importance of empathising with others as a key component of social entrepreneurship (Usman et al., 2022). Empathic persons who make things of societal value by vicariously experiencing others' sentiments are encouraged to do so. Empathy is a key distinguishing factor between social entrepreneurs and typical business people.

Empathy, according to (Garaika, 2020), is the driving force behind social business and creativity. Entrepreneurs that are empathetic tend to be better at motivating and leading their staff, helping them to overcome workplace stress, obtaining a greater revenue, and gaining a better understanding of what consumers want. As a result, social entrepreneurs must exhibit Empathy in order to foster a culture of social responsibility in their firms.

H1: Empathy is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.

2.5.2 Social Awareness and Social Entrepreneurship Intention

The previous researchers looked at how university students perceive the concept of social entrepreneurship and how the educational system may be tweaked to make it easier for more students to launch social enterprises when they graduate. Research shows that students are aware of social entrepreneurship, but there is considerable misconception as to what it means (Bazan et al., 2020).

According to this research study (Tiwari et al., 2017a), policymakers in Egypt might use this information to change their policies to encourage more students to choose social entrepreneurship as a career path. Egyptian students' understanding of social entrepreneurship was examined, as well as the education system's potential role in promoting social entrepreneurship.

H2: Social Awareness is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.

2.5.3 Self-Efficacy and Social Entrepreneurship Intention

From a social cognitive approach, a person's sense of Self-Efficacy may be viewed as a collection of competencies and beliefs. It is described in the context of social entrepreneurship as an individual's sense of their potential to contribute to social change and discover solutions to social issues. Social entrepreneurship is more likely to succeed when individuals have great Self-Efficacy and are prepared to deal with external barriers. Potential social entrepreneurs face psychological obstacles due to the complexity of social concerns. Since these hurdles to social entrepreneurial intention may be reduced by a sense of Self-Efficacy, this can help (Tuan & Pham, 2022).

People's decision-making is heavily influenced by their sense of Self-Efficacy. According to the author (Tiwari et al., 2017b), having a high degree of Self-Efficacy helps people see starting a social initiative as a viable option, which in turn influences their decision to act in that direction. Social entrepreneurship education has been recommended in the past to cultivate a desire for social entrepreneurship among young people.

Entrepreneurial intent has been linked to Self-Efficacy in previous studies. Having a strong belief in one's own skills is seen to be an important factor in a person's desire to engage in social entrepreneurship. Individuals who have a strong sense of Self-Efficacy are more likely to engage in and complete an innovation activity (Akhter et al., 2020).

H3: Self-Efficacy is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.

2.5.4 Social Support and Social Entrepreneurship Intention

(Tuan & Pham, 2022) stated in the research that individuals feel they are more likely to succeed in business if they have the support of their family, friends, and other trusted and influential people in their lives. TPB components have been shown to mediate a beneficial link between Social Support and entrepreneurial inclination in the past.

Social Support is known as a person that have their family and friends which give us the physical and emotional comfort when we are in the time of crisis. Preliminary study stated that people are more likely to feel that they are capable of starting their own business because of the support they receive from their family and friends. When information comes from a wide variety of reliable personal connections in a personal network, entrepreneurship is made easier. It is common for the network of social entrepreneurs to have a positive or negative outlook, which in turn affects the ideas that are developed and the solutions that are discussed (A. T. Tran et al., 2018).

H4: Social Support is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.

2.5.5 Educational Support and Social Entrepreneurship Intention

(H. Hassan et al., 2020) conducted a research that study about the entrepreneurial education, financial assistance, and the availability of markets are all factors to be considered when it comes to encouraging young people to start their own businesses. They also stated that approximately 15% of Malaysian tertiary students are expected to start their own businesses by the time they graduate, according to the Malaysian Ministry of Higher Education in 2017. An increase in the number of people starting their own businesses is projected as more people are exposed to entrepreneurship education and training.

Education has been considered as one of the important factors affecting entrepreneurial intention. This is because education is the most basic things that we will need to gain more knowledges. Besides that, having education can also help to develop skills. For example, the people that wanted to become an social entrepreneur. Therefore, education can help to increase the intention of individual to become social entrepreneur. On the other hand, if a person believes they possess the necessary abilities, they will be more inclined to engage in work or self-employment (A. T. Tran et al., 2018).

H5: Educational Support is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.

2.5.6 Summary of Hypothesis Development

Table 2.6: Summary of Hypothesis Development

Hypothesis	Statement	Reference
H1	Empathy is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.	(Usman et al., 2022). (Garaika, 2020)
H2	Social Awareness is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.	(Bazan et al., 2020) (Tiwari et al., 2017a)
H3	Self-Efficacy is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.	(Tuan & Pham, 2022) (Tiwari et al., 2017b) (Akhter et al., 2020)
H4	Social Support is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.	(Tuan & Pham, 2022) (A. T. Tran et al., 2018)
H5	Educational Support is positively related to Social Entrepreneurship Intention among Malaysia siswapreneurs.	(H. Hassan et al., 2020) (A. T. Tran et al., 2018)

2.6 Summary

In summary, this chapter cover about the meaning of independent variables which are Empathy, Social Awareness, Self-Efficacy, Social Support and Educational Support and dependent variable which is the Social Entrepreneurship Intention. This chapter helps the researcher to clearly defined the area of study and produced a theoretical framework for the research topic.

Chapter 3

Research Methodology

3.0 Introduction

In this chapter, researcher will cover about the research design, research design method, research strategy, scientific canon, sampling design, data collection method, data analysis tool, time horizon and time scale which is the Gantt Chart. All the explanation will be provide in this chapter by researcher.

3.1 Research Design

Research designs are research plans and processes that cover everything from general assumptions to specific data gathering and analysis methodologies (John W., 2009). There are three designs which are qualitative, quantitative, and mixed method. Quantitative method is using in this research this is due to the reason that quantitative research examines the connection between variables to evaluate objective ideas. These variables may be measured with equipment, allowing numerical data to be examined with statistical processes. Introduction, literature and theory, methodology, results, and commentary are all included in the final written report (John W., 2008). The researcher uses descriptive research to determine the factors affecting the Social Entrepreneurship Intention and to analyse the relationship between the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. University Technical Malaysia Melaka (UTeM), University Malaysia Kelantan (UMK), and Universiti Utara Malaysia (UUM) students will be selected for the study.

3.2 Research Design Method

The methods by which people conduct research on a subject or issue are known as research methods. Aside from that, research methods include things like conducting experiments, testing, and surveys (Gounder, 2012). Hence, the researcher will distribute the survey form via online like Google Form to the siswapreneurs to study the factors affecting the Social Entrepreneurship Intention and the awareness level towards social entrepreneurship among the siswapreneurs along with the relationship between the determined factors research and siswapreneurs Social Entrepreneurship Intention in Malaysia public universities. The questionnaire is designed into three sections. The first section is about some personal information regarding age, study major, gender, and year of studying. The second section is about the factors of the research (Empathy, Social Awareness, Educational Support, Social Support, and Self-Efficacy). The last section contains questions regarding social entrepreneurial intention.

3.2.1 Descriptive Research Design

The first phase of the research will report the responses in frequency and percentages, whereas the variables will be reported with mean, mode, median, and standard deviation, whether it represent independent or dependent. According to Sohil Sharma. (2019), descriptive statistics are the brief descriptive coefficients that are used to compile a data collection that is either a representation of the complete population or a sample. The main goal is to present a summary of the samples and measurements taken during a research project. When combined with many graphics' analysis, descriptive statistics comprise a key component of every quantitative data analysis.

3.2.2 Quantitative Research Design

The method that uses by the researcher in this research is quantitative method. Quantitative research can be characterised as a research approach that utilises number or numerical data in determining the relationship between the variables where the data acquired might be examined utilising statistical processes. Quantitative research also "uses survey tactics like as experiments and surveys to gather data on preset instruments creating statistical information." As a result, data collected from survey participants will be used to conduct a statistical analysis of the topic at hand (Gounder, 2012).

3.3 Research Strategy

3.3.1 Questionnaire Design

Technically, the questionnaire is divided into four pieces. The first, Section A, is concerned with the demographic information of the respondents, and includes questions such as gender, age, employment, and more. The purpose of this part is to acquire the respondents' broad demographic background information. The part two, Section B, focuses mostly on the research's independent variables. Empathy, Social Awareness, Self-Efficacy, Social Support, and Educational Support are among the factors, each of which has two to five questions. The component that has the largest impact on the adoption of video conferencing technologies is determined in this part, whereas the third section, Section C, focuses on the dependent variable, which is the intention to engage in social entrepreneurship. The findings from all of these sections are utilised to see whether there is a link between the constructs that have been assessed. The degree of agreement and disagreement on each of the statements in Section B, and C are measured using five-point likert scale (Likert, 1932) where 1 represents 'strongly disagree', 2 represents 'disagree', 3 represents 'neutral', 4 represents 'agree' and 5 represents 'strongly agree'. The survey is created using Google Form application and is fully digitally distributed to the targeted respondents. The adoption of online questionnaire distribution is relatively cheaper, flexible and less time consuming when compared to the traditional method of questionnaire distribution. In fact, within a short period of time, fast, accurate data and results from the questionnaire distributed can be obtained (Polaris, 2012).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Figure 3.1: Five-point Likert Scale

3.4 Scientific Canons

3.4.1 Reliability

In agreement with (Taherdoost, 2018), he stated that the criterion to which a measurement of a phenomena produces a steady and consistent result is referred to as reliability. The term "reliability" also refers to the capacity to repeat anything. A scale or test is considered to be dependable if it gives the same result every time it is used under the same conditions. Testing for dependability is crucial since it pertains to the consistency of a measuring instrument's parts. When the items on a scale "hang together" and measure the same construct, it is considered to have high internal consistency dependability. Developed in 1951 by Lee Cronbach, Cronbach's alpha (or coefficient alpha) is known as Cronbach's alpha. Cronbach's alpha is used to assess a system's dependability or consistency within itself. The Cronbach Alpha coefficient is the most often used internal consistency metric. Using Likert scales, it is considered the best way to test the dependability of the results. In most cases, a score of at least 0.7 is acceptable. A range of 0.90-0.95 has been proposed by several writers (Glen, 2021).

3.4.2 Validity

Table 3.1: Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Measurement validity is all about being able to accurately and reliably determine what you're trying to measure. In addition, the extent to which the study topic is adequately addressed by the acquired data is another consideration. Because of this, the questions and phrases in the survey are designed to ensure that respondents understand the study in the same manner it was intended. To put it another way, while making decisions, validity must be taken into account in addition to dependability. These methods are known as "construct validity," "internal validity," "external validity," and "conclusion validity"(Taherdoost, 2018). The presence item scale in the questionnaire will be evaluated for construct validity in this study.

3.4.3 Pilot Test

Preparatory distribution of questionnaires is referred to as a pilot test. As a result, a pilot test was done to gather feedback and revise the questionnaire to improve its usability (Erin et al., 2016). The recommended target sample size for pilot tests should be 10% of the actual goal sample size to achieve satisfactory findings. As a result, the pilot test included 40 participants. There should never be more than 50 participants in a survey, according to the rule of thumb stated by (Erin et al., 2016) since if that number is exceeded, additional issues may be discovered. UTeM, University Malaysia Kelantan (UMK), and Universiti Utara Malaysia (UUM) students are the intended participants of this study, although only UTeM students will participate in the pilot test. In order to reduce the likelihood of biased replies, those who took part in the pilot testing are not included in the real data gathering procedure.

Table 3.2: Pilot Test Result

Variable	Cronbach's Alpha	N of items	Strength of Association
Independent Variables			
Empathy	0.680	5	Acceptable
Social Awareness	0.745	4	Acceptable
Social Support	0.795	4	Acceptable
Educational Support	0.850	4	Good
Self-Efficacy	0.875	5	Good
Dependent Variables			
Social Entrepreneurship Intention	0.779	4	Acceptable

Source: SPSS Output

Based on the result recorded in Table 3.2, it shows that all the variable Cronbach Alpha is 0.7 and above. Hence, all the variables are acceptable indicate or higher indicate acceptable internal consistency. The Cronbach's Alpha of Empathy is 0.680 measured by 5 items. Next, the Cronbach's Alpha for Social Awareness, Social Support and educational is 0.745, 0.795 and 0.850 respectively which was measured by 4 items. The Cronbach's Alpha for Social Entrepreneurship Intention is 0.779 measured by 4

items. It was demonstrated that the survey instrument was reliable and acceptable due to the fact that all variables contained items with high reliability.

Table 3.3: Pilot Test of 26 Items

Cronbach's Alpha	N of Items
0.912	26

Source: SPSS Output

Based on the Table 3.3, the Cronbach's Alpha coefficients of overall variables are 0.912 which measured by 26 items. The Cronbach's Alpha is more than 0.7 which is 0.912 which means that this pilot test is reliable. Therefore, it can be indicated that the items have appropriate instrument internal consistency.



3.5 Sampling Design

3.5.1 Target Population

The target population for this research is University Technical Malaysia Melaka (UTeM), University Malaysia Kelantan (UMK), and University Utara Malaysia (UUM) students. The reason that these three universities is chose because this research is only mainly focusing on the entrepreneurship course and these three universities are offering program for this course. According to the lastest annual report of these three universities, there are 683 siswapreneurs registered to UMK's Syarikat Siswazah University (SSU) while there are 423 siswapreneurs that enrolled in Faculty of Technology Management and Technopreneurship (FPTT), and 2615 siswapreneurs enrolled in Cooperative and Entrepreneurship Development Institute (CEDI) of UUM. Therefore, the total population after sum up the number of siswapreneurs of the three universities is 3721 amount of siswapreneurs enroll in this program.

3.5.2 Sampling Techniques

Probability sampling and non-probability sampling are the two most used sampling methods. There are four types of non-probability sampling: quota, convenience, snowball, and judgement sampling. Non-probability sampling is the sample strategy used, and convenience sampling falls under this category. Sample selection can be based on individual own personal judgements when it comes to using non-probability sampling, also known as non-random sampling. In order to meet a deadline, the researchers must complete their work quickly. The data needed from the targeted respondents may therefore be gathered easily and comfortably through the use of convenience sampling. After that, just those who are most likely to answer are chosen (Syed, 2018).

3.5.3 Sampling Size

Choosing the number of observations to include in a statistical sample is known as sampling size. Therefore, in this research, the researcher will use the Krejcie and Morgan Table to determine the sample size of the research. As it was mentioned that the target population of this research is 3721 siswapreneurs among the three universities and it can be seen in the table below that the population of 3721 required 346 data for the research. Hence, the number of respondents of the research will be 346 siswapreneurs.

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

Figure 3.2: Determining Sample Size

3.6 Data Collection Method

3.6.1 Primary Data

According to Victor (2017), the term "primary data" refers to data collected by the researcher in real time. Observation, surveys, experiments, questionnaires, personal interviews, and other primary data sources were used. This study used a questionnaire to investigate the factors that influence siswapreneurs' Social Entrepreneurship Intentions, the relationship between the determined factors research and siswapreneurs' Social Entrepreneurship Intentions, and the intensity of social entrepreneurship awareness among siswapreneurs.

3.6.2 Secondary Data

According to Syed Mohammad (2016), secondary data refers to information that has already been made public. Secondary information is required for every literature review. It is being gathered for some other purpose by another party. Secondary data is required due to the impossibility of conducting a new survey that would be able to fully capture earlier change and/or advancements. Books, research articles or papers, newspapers, online articles, and other secondary data sources were used.

3.6.3 Measurement of Construct

Table 3.4: Measurement of Construct

Variable	Measurement Items	Resources
Social Entrepreneurship Intention	<ol style="list-style-type: none">1. I have very seriously thought of working in a social enterprise.2. I will make every effort to use my business acumen to bring about social change.3. I expect that in the future I will be involved in launching a social enterprise	(Usman et al., 2022) (Bazan et al., 2020)
Empathy	<ol style="list-style-type: none">1. When thinking about socially disadvantaged people. I try to put myself in their shoes.2. When I see someone being taken advantage of, I feel kind of protective toward them.	(Bacq & Alt, 2018) (Bazan et al., 2020)

	<ol style="list-style-type: none"> 3. I am often quite touched by things that I see happen. 4. I often have tender, concerned feelings for people less fortunate than me. 5. I feel compassion for socially marginalized people. 	(Eid et al., 2018)
Social Awareness	<ol style="list-style-type: none"> 1. I am aware about the various entrepreneurial supporting schemes of govt. 2. I am aware of the importance of Social Entrepreneurship 	(Kallany & Suresh, 2018)
Self-Efficacy	<ol style="list-style-type: none"> 1. I can make a contribution to address one of society's problems 2. I could figure out a way to help solve the problems that society faces. 3. Identifying new business opportunities for social change 4. Everybody can contribute to solving the problems in society 5. Challenging traditional ways of thinking 	(Bazan et al., 2020) (Hockerts, 2017) (Bacq & Alt, 2018)
Social Support	<ol style="list-style-type: none"> 1. People would socially support me if I wanted to start an organisation to help socially marginalized people. 2. If I planned to address a significant societal problem, people would back me up. 3. From my friend, boss, colleague, classmate, etc. (Excl. partners), I consulted, ask advice from, ask a favor of or just to get their impression about my project. 4. It is possible to attract investors for an organization that wants to solve social problems 	(Usman et al., 2022) (Bazan et al., 2020) (Hockerts, 2017) (Ip et al., 2022)
Educational Support	<ol style="list-style-type: none"> 1. Entrepreneurship education offers courses related to entrepreneurship. 2. Entrepreneurship education enhances my ability to innovate. 3. Entrepreneurship education helps me to identify business opportunities. 	(Hassan et al., 2022)

3.7 Data Analysis Tools

3.7.1 Descriptive Analysis

Converting data into something that is more easily comprehended and understood is done through descriptive analysis, which describes what the data indicates. Analyzing data using descriptive statistics focuses on the central tendency and dispersion of the variables being studied. Mean, mode, and median are three ways to quantify central tendency, whereas dispersion refers to how the values of the data are spread out about this centre. The standard deviation and variance are two of the most popular instances of dispersion. The demographic data of the respondent will be reported in frequency and percentage, while the independent and dependent variables will be presented using mode, mean, median, and standard deviation. The independent variables of this research is Empathy, Social Awareness, Self-Efficacy, Social Support and education support. Besides that, Five Likert Scale will be implement in the questionnaire. The higher the mean get, the more the respondent will agree on the variables. In opposite, the lower the mean get, the more of the respondent will be disagree on the variables. Next, the standard deviation is to measure the dispersion of the data and is calculated as the square root of the variance.

3.7.2 Pearson's Correlation Coefficient

According to Bruce (2009), Karl Pearson first invented the term "correlation coefficient" in 1896. The correlation coefficient, abbreviated as r , is a metric for the strength of a straight-line or linear relationship between two variables. Because the linearity assumption of the well-known correlation coefficient is rarely checked, it is frequently misapplied the correlation coefficient necessitates a linear link between the two variables under examination. The correlation coefficient is a valid measure of the strength of a linear relationship if the relationship is known to be linear or the observed pattern between the two variables appears to be linear.

Table 3.5: Pearson Correlation Coefficient

Scale of Correlation Coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 \leq r \leq 0.39$	Low Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.6 \leq r \leq 0.79$	High Correlation
$0.8 \leq r \leq 1.0$	Very High Correlation

3.7.3 Regression

There are several fields of study that employ regression analysis to determine the relationship between two or more independent variables and one or more dependent variables. In this research, the researcher uses the multiple regression to determine the variables. Multiple regression is used when the independent variables is more than dependent variable. The independent variables of the research are Empathy, Social Awareness, Self-Efficacy, Social Support and Educational Support along with the dependent variable which is the Social Entrepreneurship Intention(Mohamed, 2015).

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

Where:

Table 3.6: Symbol of Multiple Regression Equation

Symbol	Refers to
Y	Dependent Variable (entrepreneurial education intention)
α	Constant
β_1	Coefficient 1
β_2	Coefficient 2
β_3	Coefficient 3
β_4	Coefficient 4
β_5	Coefficient 5
X ₁	Independent Variable 1 (Empathy)
X ₂	Independent Variable 2 (Social Awareness)
X ₃	Independent Variable 3 (Self-Efficacy)
X ₄	Independent Variable 4 (Social Support)
X ₅	Independent Variable 5 (Educational Support)

3.8 Time Horizon

Longitudinal studies and cross-sectional studies are the two main forms of Time Horizon. Due to the time constraints of the investigation, a cross-sectional study design will be used, in which data will be gathered just once, at a single moment in time. The study's time limits mandate the gathering of data just once, hence cross-sectional research will be employed.



3.9 Time Scale (Gantt Chart)

Table 3.7: Gantt Chart

Task	Week (PSM I)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Briefing about PSM Progress	■														
Proposed Supervisor		■													
Distribution of Supervisor			■												
Identify and develop a research topic				■	■										
Determine the problem statement					■	■									
Construct research questions and research objectives					■	■									
Complete the first chapter: Introduction															
Read Journals and Articles															
Revised Chapter 1 to Supervisor and write literature review															
Complete the second chapter: Literature Review															
Identify the research design and sample selection															
Write the data analysis and tests															
Complete the third chapter: Research Method															
Amendments of draft work															
Compile of paper works															
Create the presentation slides															
Report submission															
PSM I presentation															

3.10 Summary

In a nutshell, this chapter covers the research methodology. The researcher picked quantitative method to undergo this research. Besides that, it also covers about the data collection method, selection of sample for the research and the design of questionnaire.



Chapter 4

Analysis and Results

4.0 Introduction

In this chapter, the result of the questionnaire conducted through online using Google Form on Determinants of Social Entrepreneurship Intention Among SIswapreneurs in Malaysia Public Universities. The aim of this study is to determine the factors affecting the Social Entrepreneurship Intention, analyse the relationship between the determined factors and Social Entrepreneurship Intention and to examine the most significant factors that would influence Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. The respondents cooperated well by providing accurate informations based on their knowledge and experience. The research findings in this chapter are based on the primary and secondary data such as online survey and gathered data from the past researchers.

4.1 Reliability Test

Cronbach's Alpha measures internal consistency. A scatter plot displays how the various data points in a set are connected. It's used to measure the scale's accuracy. Cronbach's alpha of 0.7 or higher shows good reliability.

Table 4.1: Reliability Statistic of All Variables

Variable	Cronbach's Alpha	N of items	Strength of Association
Independent Variables			
Empathy	0.738	5	Acceptable
Social Awareness	0.732	3	Acceptable
Social Support	0.779	4	Acceptable
Self-Efficacy	0.776	5	Acceptable
Educational Support	0.750	4	Acceptable
Dependent Variables			
Social Entrepreneurship Intention	0.835	4	Good

Source: SPSS Output

According to

Table 4.1, the Cronbach's Alpha for all variables is more than 0.7. As a result, it was demonstrated that all variables exhibited satisfactory reliability or higher, which indicates appropriate internal consistency. The conclusion is that all variables have a reasonable degree of internal consistency. Empathy, Social Awareness, Social Support, Self-Efficacy, and Educational Support had respective Cronbach's Alpha values of 0.738, 0.732, 0.779, 0.776, and 0.750. Therefore, the five independent variables exhibit a sufficient degree of correlation. Meaning that all of the questions are related and reliable, but not perfect, or that these items are sufficient to indicate the reliability of the measure (Jim, 2022). As assessed by four items, the Cronbach's Alpha for Social Entrepreneurship Intention is 0.835%. The questionnaire survey's dependability and acceptability were shown by the fact that all variables had items with good reliability.

Table 4.2: Reliability Statistics of Overall Variables

Cronbach's Alpha	N of Items
0.898	25

Source: SPSS Output

The Cronbach's Alpha coefficients of overall variables are 0.898, as determined by 25 items, as shown in Table 4.2. Cronbach's Alpha is greater than 0.7, which is 0.898. it could be concluded that the items have enough internal consistency.

4.2 Responses Rate

The actual sample size that need to achieve is 346 but due to the low response rate in Malaysia are low therefore it is hard to collect the amount that is needed. In accordance with the Department of Statistics Malaysia's (DOSM) past experience, it stated that the response rate of online survey is very low which only 20% of respondents have completed and returned an online survey (Habsah, 2014). Nigel Lindemann stated that a 33% of respond rate is enough for the survey research (Lindermann, 2021). He added that there is no widely recognized minimum response rate, and that it will depend heavily on how the survey is designed, disseminated, and gathered. According (Hair et al., 2010), a sample size of 100 or greater is advised for factor analysis. A sample size of 100 is adequate to get reliable factors. For validity considerations, if fewer than 100 people are employed, replication studies with other samples are essential.

Table 4.3: Response Rate

	Total	Per cent (%)
Number of Questionnaires Distributed	350	100
Response Received	200	57

Source: Google Form

The questionnaire is distributed through Google Form, and it distributed to 350 target respondents which are from Universiti Teknikal Malaysia Melaka (UTEM), Univerisiti Utara Malaysia (UUM) and Universiti Malaysia Kelantan (UMK) via online and social media platform. As it was meantioned earlier that due to the low-rate response therefore the researcher only received 200 response from the respondents yet it is enough for the research.

4.3 Descriptive Data Analysis

4.3.1 Demographic

The first section of the questionnaire is to collect the demographic background data of the respondents. A total of the 200 respondents were analysed by using descriptive frequency analysis. This part has analysed the background of the respondents which include gender, age, year of study, university, social entrepreneurship information, importance of individual's intention, factor of becoming social entrepreneur, type of social entrepreneur and skills needed to become a social entrepreneur.

4.3.1.1 Age

Table 4.4: Frequency and Percentage of Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	12	6.0	6.0	6.0
	23-25	146	73.0	73.0	79.0
	25-30	42	21.0	21.0	100.0
	Total	200	100.0	100.0	

Source: SPSS Output

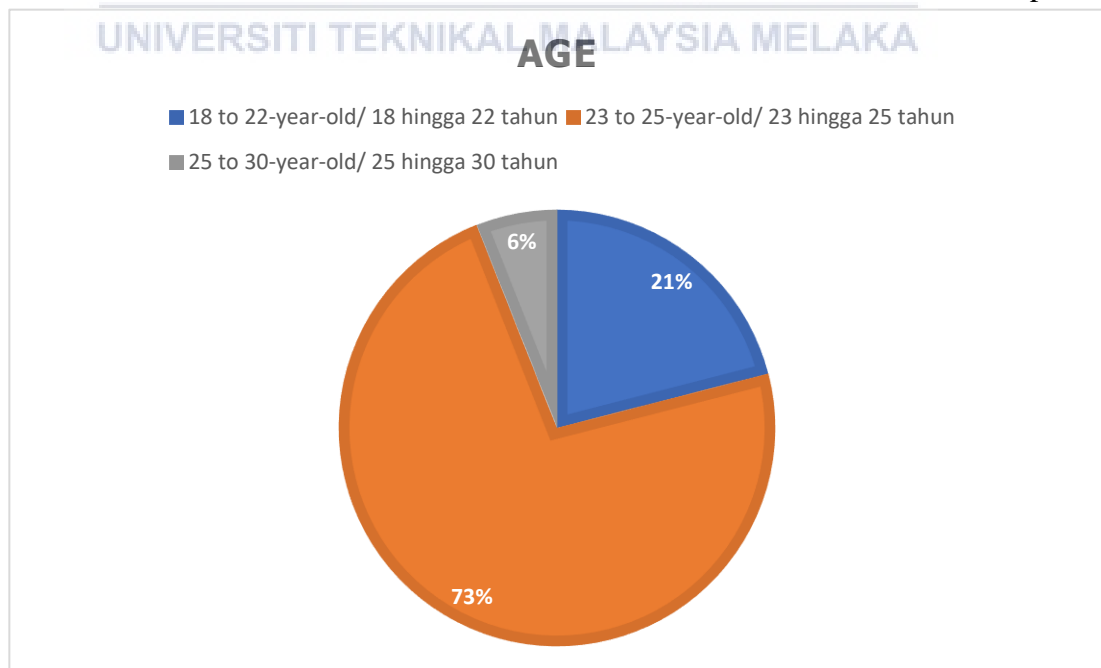


Figure 4.1: Age

Based on the Table 4.4 and Figure 4.1, it shows that three different age range which are 18 to 22 years old, 23 to 25 years old and 26-30 years old. Majority of the respondents are from the age range of 23 to 25 years old with 146 respondents (73%) follow up with the age range of 25-30 years old with 42 respondents (21%). Next is the lowest respondents age range which is the respondents from 18-22 years old which represents 6% of the survey.



4.3.1.2 Gender

Table 4.5: Frequency and Percentage of Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	97	48.0	48.0	48.0
	Female	103	52.0	52.0	100.0
	Total	200	100.0	100.0	

Source: SPSS Output

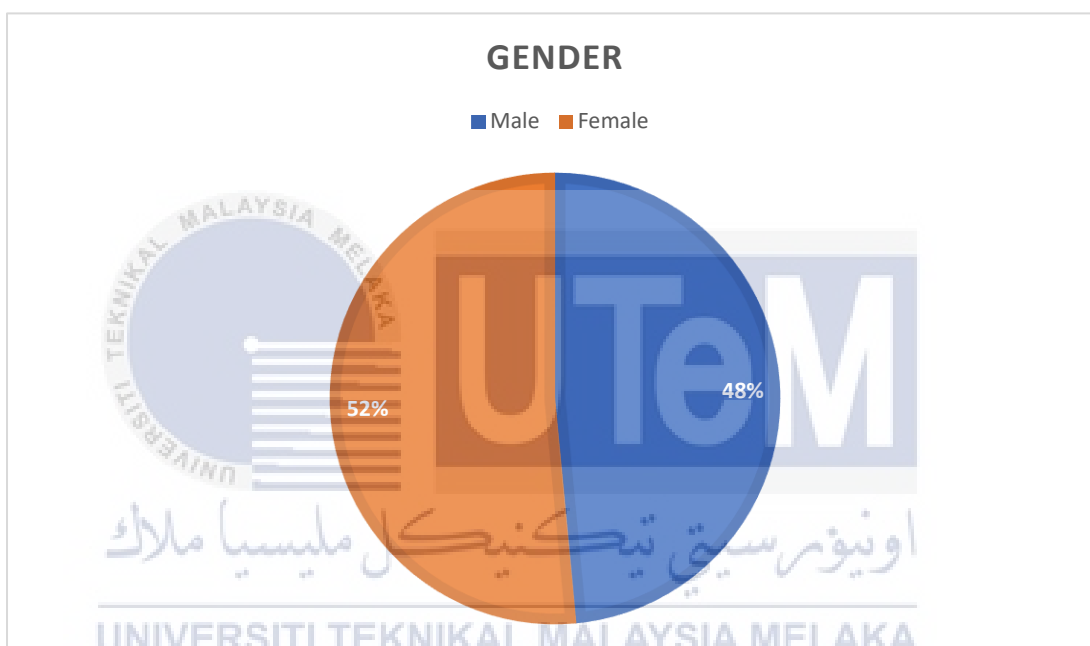


Figure 4.2: Gender

Based on Table 4.5 and Figure 4.2, there shows a total of 200 respondents on this data consists of 52% were made up of Female which represent 103 respondents while 48% or 97 respondents were male. Female respondents were somewhat higher than male respondents.

4.3.1.3 Year of Study

Table 4.6: Frequency and Percentage of Year of Study

		Year of Study			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	5	2.0	2.0	2.0
	Year 2	7	3.0	3.0	5.0
	Year 3	105	53.0	53.0	58.0
	Year 4	83	42.0	42.0	100.0
	Total	200	100.0	100.0	

Source: SPSS Output

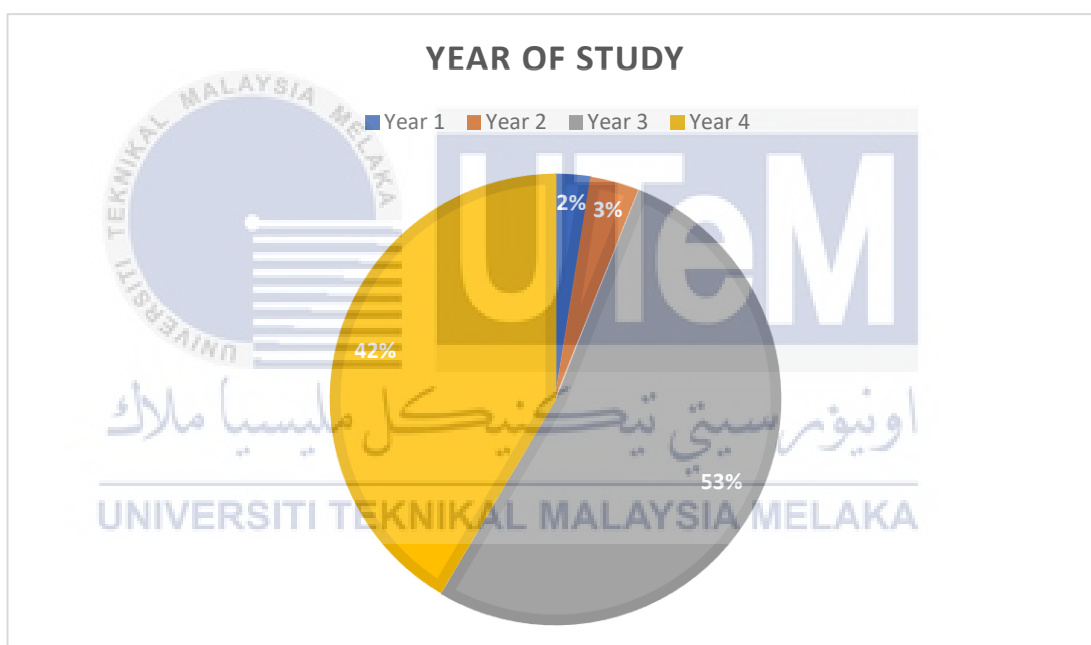


Figure 4.3: Year of Study

From Table 4.6 and Figure 4.3, the result showed the majority of respondents are the Year 3 students which consists of 105 respondents (53%) while the Year 4 students are the second highest respondents which consists of 83 respondents (42%). Next is the students from Year 2 which consists of 7 respondents (3%). The minority of respondents are the Year 1 students which consists of 5 respondents (2%).

4.3.1.4 University

Table 4.7: Frequency and Percentage of University

University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UTEM	64	32.0	32.0	32.0
	UUM	78	39.0	39.0	71.0
	UMK	58	29.0	29.0	100.0
	Total	200	100.0	100.0	

Source: SPSS Output

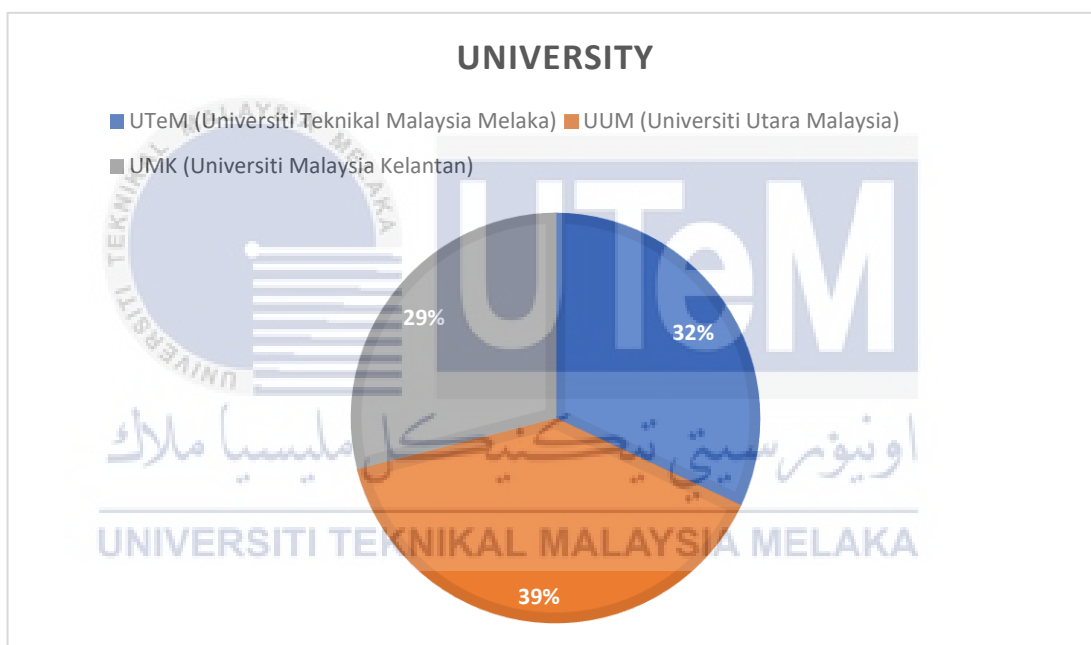


Figure 4.4: University

Based on Table 4.7 and Figure 4.4, the result showed most of the respondents are from Universiti Utara Malaysia (UUM) with 78 respondents (39%). Respondents from Universiti Teknikal Malaysia Melaka (UTEM) was made up of 64 respondents or 32%. Followed by Universiti Malaysia Kelantan (UMK) was made up of 58 respondents (29%). Hence, the number of respondents in UUM is higher than respondents in UTEM and UMK.

4.3.1.5 Social Entrepreneurship Awareness

Table 4.8: Frequency and Percentage of Social Entrepreneur Information

Social Entrepreneur Awareness					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	195	97.0	97.0	97.0
	No	5	3.0	3.0	100.0
	Total	200	100.0	100.0	

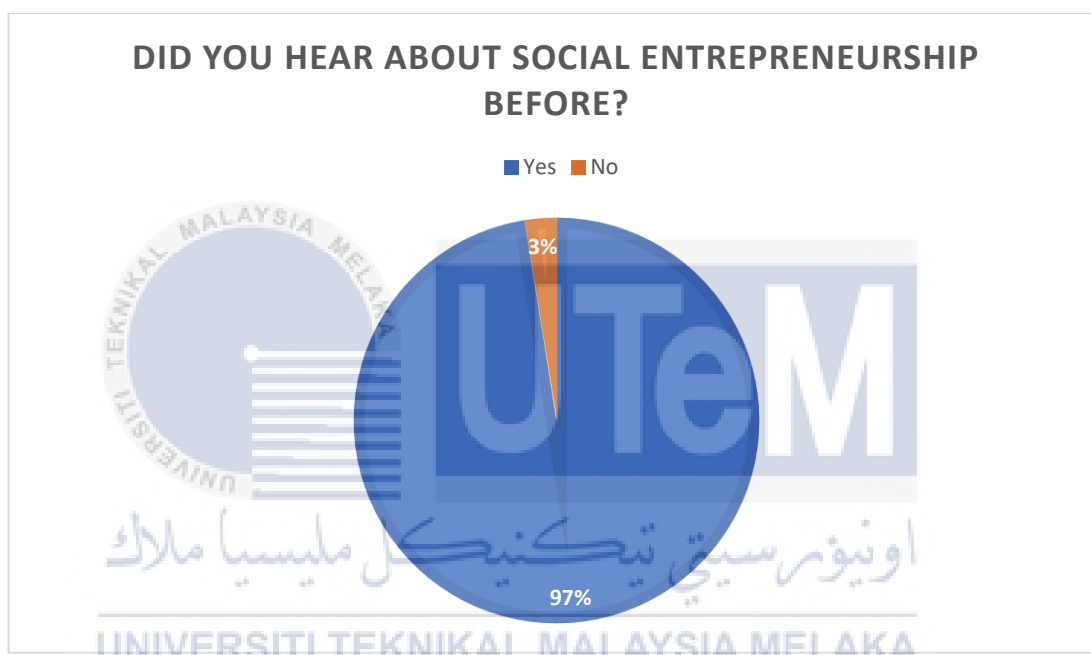


Figure 4.5: Social Entrepreneur Information

By referring to Table 4.8 and Figure 4.5, it highlights frequency and percentage of social entrepreneur awareness by the respondents. Majority of the respondents have heard about social entrepreneurship before which contain 195 respondents (97%) while there were only 5 respondents (3%) never hear before about social entrepreneurship.

4.3.1.6 Importance of Individual's Intention

Table 4.9: Frequency and Percentage of Importance of Individual's Intention

Importance of Individual's Intention					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	192	96.0	96.0	96.0
	No	8	4.0	4.0	100.0
	Total	200	100.0	100.0	

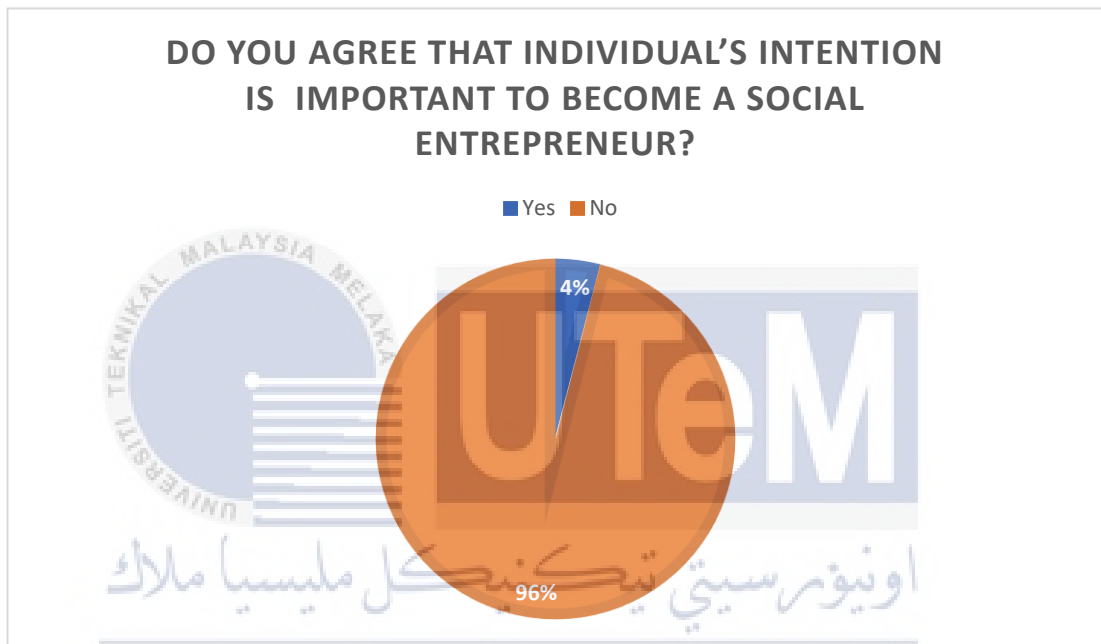


Figure 4.6: Importance of Individual's Intention

Based on Table 4.9 and Figure 4.6, the result showed that most of the respondents agree that individual's intention is important to become a social entrepreneur which consists of 192 respondents (96%). Next, minority of the respondent does not agree on the say that individual's intention is important to become a social entrepreneur and this category of respondent only consists of 8 respondents (4%).

4.3.1.7 Factors

Table 4.10: Frequency and Percentage of Factors

Factors					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Empathy	36	18.0	18.0	18.0
	Social Support	47	23.0	23.0	41.0
	Self-Efficacy	43	21.0	21.0	62.0
	Social Awareness	55	28.0	28.0	90.0
	Educational Support	19	10.0	10.0	100.0
	Total	200	100.0	100.0	

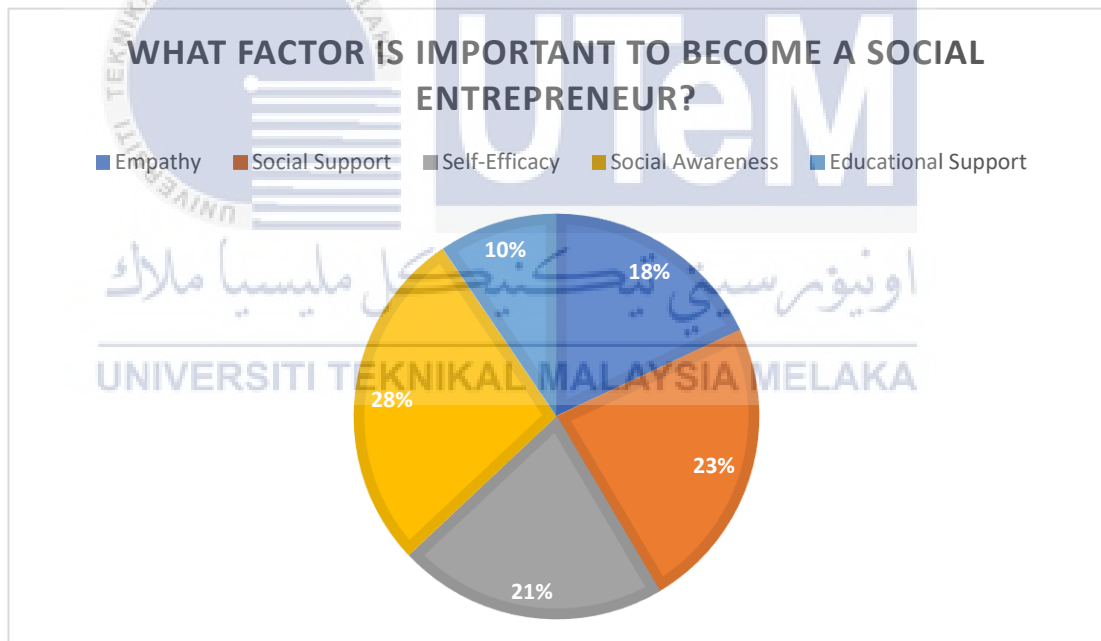


Figure 4.7: Factors

By referring to the table and figure above, it shows that majority of the respondents believes that Social Awareness is the most important factors for a person to become a social entrepreneur, hence this category consists of 55 respondents (28%) while 47 respondents (23%) believes that Social Support is a important factor to become a social entrepreneur. Followed up by Self-Efficacy that 43 respondents believes that this

factor is more important to become a social entrepreneur. Next, a total number of 36 respondents (18%) believes that Empathy is more important for ones to become a social entrepreneur. There are minority of respondents believes that Educational Support is an important factor for ones to become a social entrepreneur which consists of 19 respondents (10%).

4.3.1.8 Type of Social Entrepreneur

Table 4.11: Type of Social Entrepreneur

		Type of Social Entrepreneur			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Community Social Entrepreneur	152	76.0	76.0	76.0
	Non-Profit Social Entrepreneur	48	24.0	24.0	100.0
	Transformational Social Entrepreneur	0	0.0	0.0	-
	Total	200	100.0	100.0	

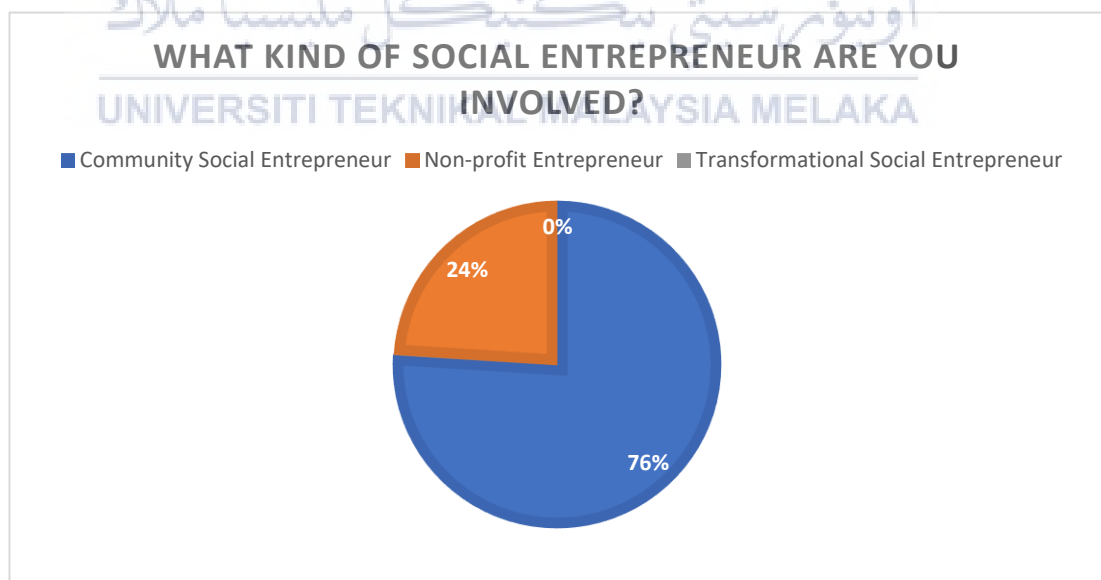


Figure 4.8: Type of Social Entrepreneur

Table 4.11 and Figure 4.8: Type of Social Entrepreneur above shown that majority of respondents are involves in community social entrepreneur which contains 152 respondents (76%), followed by the respondents that involves being a non-profit social entrepreneur with 48 respondents which represents 24%. However, there are no respondent are involves being a transformational social entrepreneur.

4.3.1.9 Skills

Table 4.12: Skills

Skills					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Identifying Problem	213	24.0	24.0	24.0
	Taking Direct Action	120	13.0	13.0	37.0
	Speaking Skill	102	11.0	11.0	48.0
	Creativity	117	13.0	13.0	61.0
	Optimism	86	10.0	10.0	71.0
	Emotional and Social Intelligence	97	11.0	11.0	82.0
	Resilient	101	11.0	11.0	93.0
	Brave	64	7.0	7.0	100.0
	Total	200	100.0	100.0	



Figure 4.9: Skills

From the table and figure above, it showed the result that majority of the respondents believes that identifying problem is the most needed skill for ones to become a social entrepreneur. There are a total number of 213 represents 24% that the respondent chooses this skills. Next is the skill of taking direct action and creativity which consists of 120 (13%) and 117 (13%). Followed up by speaking skill, resilient and emotional and social intelligence which consists of 102 (11%), 101(11%), 97 (11%) each. Then, the optimism is the skill that rank in the second last that the respondents believe that this skill is least needed to become a social entrepreneur. Brave is a skill that the least chosen by the respondent as a skill that is needed to become a social entrepreneur which consists of 64 or 7% in the survey.

4.3.1.10 Sudden inspiration

Based on the survey questionnaire, the researcher asked the open-ended question “What has been your sudden inspiration to become a social entrepreneur?”. The responses of 200 respondents showed that social media issues and security problem has the highest voice out rate by the respondents. Majority of the siswapreneurs in Malaysia public universities stated that the sudden inspiration to become a social entrepreneur is to assist people who is in a difficult situation. Besides that, some of the respondents answered that the sudden inspiration for them to become a social entrepreneur is that the self interest. Self interest is not just considering the benefits that is advantage to self when deciding what to do but it also can affect by the other factors which are the influence from the parent, lecturers and more that could make ones to generate self interest. Furthermore, some of them stated that to broden their knowledge was the sudden inspiration to become a social entrepreneur as ones can observes many issues or life lessons to broden their insight and knowledge.

4.3.1.11 Social Issues

Based on the online questionnaire, the researcher asked a open-ended question: “What are the social issues that you want to solve the most?”. The responses of 200 respondents showed that many of the respondents wanted to solves the social media issues like cyberbullying, cyber abuse, illegal contents along with the security problem like stollen password, exposed personal information, scaming and more. Besides that, the social issues that the respondents wanted to solves is poverty and unemployment. As the respondent themselves are just the siswapreneur, they tend to solves this issues when they become a real social entrepreneur that could help to solve the social issues. Robbing cases, single mother and suides issues are the social issues that the respondents want to solve the most. All this shows that the respondents have a high intention to become a social entrepreneur to solve the social issues.

4.3.2 Normality Test

Table 4.13: Normality Test

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Empathy	200	-.596	.172	1.551	.342
Awareness	200	-.817	.172	1.700	.342
Social	200	-.305	.172	.029	.342
Educational	200	-.465	.172	.239	.342
Efficacy	200	-.323	.172	.004	.342
Intention	200	-.068	.172	-.833	.342
Valid N (listwise)	200				

Source: SPSS Output

To determine if a set of data follows a normal distribution, researchers conduct normality tests. A normal or nearly normal distribution is necessary for many statistical procedures. According to (Garson, 2012), he remarked that a normal distribution is assumed by many statistical techniques. Skew is the tilt of a distribution, whereas Kurtosis is the concentration of peaks in a distribution. When data are properly distributed, skew and kurtosis should fall between the range of +2 to -2, according to his statement. Therefore, from the table above it shows that all variables in this study is normal distributed as the skewness and kurtosis fall between the range of +2 to -2.

4.3.3 Empathy

Table 4.14: Descriptive Statistics for Empathy

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
E1	When thinking about socially disadvantaged people, I attempt to put myself in their position.	200	1	5	4.00	0.821
E2	I feel somewhat protective of someone when I see them being taken advantage of.	200	2	5	4.04	0.782
E3	I am frequently quite moved by what I witness.	200	2	5	4.00	0.830
E4	I frequently feel sympathetic and worried for those who are less fortunate than me.	200	1	5	4.14	0.779
E5	I have sympathy for those who are ostracised by society.	200	1	5	4.02	0.823
Overall		200	1.00	5.00	4.04	0.807
Valid N (listwise)		200				

Source: SPSS Output

Table 4.14 above shows descriptive statistics on the Empathy of 200 respondents. The overall mean value of Empathy is 4.04 and the standard deviation of 0.807. The item of E4 “I frequently feel sympathetic and worried for those who are less fortunate than me.” obtained the highest agreement by respondents as a mean of 4.14 and a standard deviation of 0.779. The statement that has the lowest agreed by the respondents is E1 “When thinking about socially disadvantaged people, I attempt to put myself in their position.” and E3 “I am frequently quite moved by what I witness.” with a mean of 4.00 and a standard deviation of 0.821 and 0.830 each.

4.3.4 Social Awareness

Table 4.15: Descriptive Statistic for Social Awareness

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
SA1	I am aware of the many government programmes that assist social entrepreneurship.	200	1	5	4.14	.760
SA2	I understand the value of social entrepreneurship.	200	2	5	4.14	.730
SA3	I understand the significance of becoming a social entrepreneur.	200	1	5	4.28	.738
Valid N (listwise)		200	1	5	4.17	0.743

Source: SPSS Output

Table 4.15 above shows descriptive statistics on the Social Awareness of 200 respondents. The overall mean value of Social Awareness is 4.17 and the standard deviation of 0.743. The item of SA3 “I understand the significance of becoming a social entrepreneur.” obtained the highest agreement by respondents as a mean of 4.28 and a standard deviation of 0.738. This was followed by the item of SA2 and SA3, “I understand the value of social entrepreneurship.” and “I understand the significance of becoming a social entrepreneur.” Where both items have a mean value of 4.14 and a standard deviation of 0.760 and 0.730 respectively.

4.3.5 Social Support

Table 4.16: Descriptive Statistic for Social Support

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
SS1	If I wanted to launch a non-profit organisation to assist those who are socially marginalised, people would support me socially.	200	1	5	3.69	0.864
SS2	People would support me if I intended to address a serious societal issue.	200	2	5	3.84	0.847
SS3	I seek advice on my social project from friends, bosses, co-workers, classmates, etc.	200	1	5	3.95	0.807
SS4	It is possible to recruit investors for a socially conscious organisation.	200	1	5	3.68	1.015
Overall		200	1	5	3.79	0.883
Valid N (listwise)		200				

Source: SPSS Output

Table 4.16 above shows descriptive statistics on the Social Support of 200 respondents. The overall mean value of Social Support is 3.79 and the standard deviation of 0.883. The item of SS3 “I seek advice on my social project from friends, bosses, co-workers, classmates, etc.” obtained the highest agreement by respondents as a mean of 3.95 and

a standard deviation of 0.807. This was followed by the item of SS2 “People would support me if I intended to address a serious societal issue.” which recorded mean 3.84 and the standard deviation 0.847. Also, the third higher agreed statement by respondents is SS1 “If I wanted to launch a non-profit organisation to assist those who are socially marginalised, people would support me socially.” The statement that has the lowest agreed by the respondents is SS4 “It is possible to recruit investors for a socially conscious organisation.” with a mean of 3.68 and a standard deviation of 1.015.



4.3.6 Educational Support

Table 4.17: Descriptive Statistic for Educational Support

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
ES1	My university provides students with the knowledge of social entrepreneurship for me to cope with social issues professionally.	200	2	5	3.95	0.828
ES2	The social entrepreneurship activity organised by my university inspired me to have intention to become a social entrepreneur.	200	2	5	3.86	0.796
ES3	Social entrepreneurship training provided by my university improves my ability to become a social entrepreneur.	200	1	5	4.00	0.814
ES4	Education provided by my university greatly recognises the social entrepreneur's figure.	200	1	5	3.90	0.845
Overall		200	2	5	3.93	0.821
Valid N (listwise)		200				

Source: SPSS Output

Table 4.17 above shows descriptive statistics on the Educational Support of 200 respondents. The overall mean value of Educational Support is 3.93 and the standard deviation of 0.821. The item of ES3 “Social entrepreneurship training provided by my university improves my ability to become a social entrepreneur.” obtained the highest agreement by respondents as a mean of 4.00 and a standard deviation of 0.814. This was followed by the item of ES1 “My university provides students with the knowledge of social entrepreneurship for me to cope with social issues professionally.” which recorded mean 3.95 and the standard deviation 0.828. Also, the third higher agreed statement by respondents is ES4 “Education provided by my university greatly recognises the social entrepreneur’s figure.” With a mean of 3.90 and the standard deviation 0.845 The statement that has the lowest agreed by the respondents is ES4 “The social entrepreneurship activity organised by my university inspired me to have intention to become a social entrepreneur.” with a mean of 3.86 and a standard deviation of 0.796.



4.3.7 Self-Efficacy

Table 4.18: Descriptive Statistics for Self-Efficacy

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
SE1	I can contribute to solving one of society's issues.	200	2	5	3.85	0.762
SE2	I could come up with a solution to one of society's problems.	200	2	5	3.83	0.827
SE3	I am confident that I can discover new ideas to solve social issues.	200	2	5	3.90	0.851
SE4	I can contribute to resolving societal issues.	200	2	5	3.85	0.807
SE5	I am capable of challenging established social paradigms.	200	2	5	3.84	0.811
Overall		200	2	5	3.85	0.812
Valid N (listwise)		200				

Source: SPSS Output

Table 4.18 above shows descriptive statistics on the Self-Efficacy of 200 respondents. The overall mean value of Self-Efficacy is 3.85 and the standard deviation of 0.812. The item of SE3 “I am confident that I can discover new ideas to solve social issues.” obtained the highest agreement by respondents as a mean of 3.90 and a standard deviation of 0.851. The second highest agreed is the item of SE1 “I can contribute to solving one of society's issues.” and SE4 “I can contribute to resolving societal issues.” which recorded mean 3.85 and the standard deviation 0.762 and 0.807 respectively. Also, the third higher agreed statement by respondents is SE5 “I am capable of challenging established social paradigms.” with a mean of 3.84 and the standard deviation 0.811. The statement that has the lowest agreed by the respondents is SE2 “I could come up with a solution to one of society's problems.” with a mean of 3.83 and a standard deviation of 0.827.



4.3.8 Social Entrepreneurship Intention

Table 4.19: Descriptive Statistics for Social Entrepreneurship Intention

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
SEI1	Starting as a social entrepreneur is something I've seriously considered.	200	2	5	3.91	0.860
SEI2	I'll do all in my power to use my business savvy to effect social change.	200	3	5	4.20	0.697
SEI3	I anticipate taking part in the creation of a social venture in the future.	200	2	5	4.03	0.750
SEI4	I am ready to do anything to use my business acumen to lessen societal injustices significantly.	200	3	5	4.05	0.735
Overall		200	3	5	4.05	0.761
Valid N (listwise)		200				

Source: SPSS Output

Table 4.19 above shows descriptive statistics on the Social Entrepreneurship Intention of 200 respondents. The overall mean value of Social Entrepreneurship Intention is 4.05 and the standard deviation of 0.761. The item of SEI2 “I’ll do all in my power to use my business savvy to effect social change.” obtained the highest agreement by respondents as a mean of 4.20 and a standard deviation of 0.697. This was followed by the item of SEI4 “I am ready to do anything to use my business acumen to lessen societal injustices significantly.” which recorded mean 4.05 and the standard deviation

0.735. Also, the third higher agreed statement by respondents is SEI3 “I anticipate taking part in the creation of a social venture in the future.” with the mean 4.03 and the standard deviation 0.750. The statement that has the lowest agreed by the respondents is SEI1 “Starting as a social entrepreneur is something I’ve seriously considered.” with a mean of 3.91 and a standard deviation of 0.860.

4.4 Inferential Statistics

Predictions and conclusions that would be impossible to draw from descriptive statistics alone can be determined using inferential statistics. When drawing conclusions about an entire population, inferential statistics are employed to test hypotheses and make educated estimations regarding its size. In this study, it can also be used to evaluate the dependability of the observed group differences.

4.4.1 Pearson Correlation Coefficient Analysis

The strength of the relationship between the independent and dependent variables can be quantified with the use of Pearson's correlation analysis, a statistical method. The Pearson correlation coefficient is a statistical measure of the degree to which two continuous variables are related.



Table 4.20: Pearson Correlation Coefficient Analysis

		Correlations					
		IV1	IV2	IV3	IV4	IV5	DV
IV1	Pearson Correlation	1	.391**	.295**	.377**	.456**	.649**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	200	200	200	200	200	200
IV2	Pearson Correlation	.391**	1	.306**	.353**	.375**	.473**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	200	200	200	200	200	200
IV3	Pearson Correlation	.295**	.306**	1	.356**	.387**	.308**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	200	200	200	200	200	200
IV4	Pearson Correlation	.377**	.353**	.356**	1	.452**	.337**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	200	200	200	200	200	200
IV5	Pearson Correlation	.456**	.375**	.387**	.452**	1	.559**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	200	200	200	200	200	200
DV	Pearson Correlation	.649**	.473**	.308**	.337**	.559**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200
**. Correlation is significant at the 0.01 level (2-tailed).							

Remarks:

Source: SPSS Output

IV1: Empathy

IV2: Social Awareness

IV3: Social Support

IV4: Educational Support

IV5: Self-Efficacy

DV: Social Entrepreneurship Intention

Table 4.20 above indicated that the correlation value between the independent variables (Empathy, Social Awareness, Social Support, Educational Support and Self-Efficacy) and dependent variables (Social Entrepreneurship Intention). The significant

value less than or equal to 0.05 it shows that the relationship between variables is significant and clear. Firstly, the correlation value between Empathy and Social Entrepreneurship Intention recorded the high correlation relationship which is 0.649 between the independent variable and dependent variable. Then, it followed by the correlation value between Social Awareness and Self-Efficacy with Social Entrepreneurship Intention recorded 0.559 and 0.473, respectively. Lastly, the correlation value between Educational Support and Social Support with Social Entrepreneurship Intention is 0.308 and 0.337 respectively which represent low correlation and shows that a weak positive correlation between the independent variable and dependent variable.

Table 4.21: Strength of Pearson Correlation Coefficient

Independent Variables	Pearson's Correlation	Association Strength
Empathy	0.649	High Correlation
Social Awareness	0.473	Moderate Correlation
Social Support	0.308	Low Correlation
Educational Support	0.337	Low Correlation
Self-Efficacy	0.559	Moderate Correlation

4.4.2 Multiple Regression Analysis

Table 4.22: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735 ^a	.540	.528	.42850
a. Predictors: (Constant), Efficacy, Awareness, Social, Educational, Empathy				

Source: SPSS Output

R square is the proportion of variance that can be found in the dependent variable, and R is the quality measurement for the dependent variable. Based on Table 4.22 above, the regression coefficient value indicates $R=0.735$, while the R square is 0.540 which is 54.0%. The R square = 54.0% indicated that 54.0% of variance affected Social Entrepreneurship Intention can be determined by the variance of Empathy, Social Awareness, Social Support, Educational Support, and Self-Efficacy.

Table 4.23: ANOVA

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	41.802	5	8.360	45.533
	Residual	35.621	194	.184	.000 ^b
	Total	77.424	199		
a. Dependent Variable: Intention					
b. Predictors: (Constant), Efficacy, Awareness, Social, Educational, Empathy					

Source: SPSS Output

Based on Table 4.23, the overall result indicate that the F-test value is 45.333 with a significant level of 0.000. Hence, this result shows that the independent variable of Empathy, Social Awareness, Social Support, Educational Support, and Self-Efficacy has a significant relationship with Social Entrepreneurship Intention among UTeM students as the p-value is less than 0.05 ($p < 0.05$).

Table 4.24: Coefficients^a

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.089	.285		.312	.756
	E	.497	.064	.449	7.776	.000
	SA	.205	.058	.197	3.530	.001
	SS	.015	.050	.016	.297	.767
	ES	-.039	.058	-.039	-.682	.496
	SE	.309	.064	.292	4.843	.000

a. Dependent Variable: SEI

Source: SPSS Output

The link between the independent factors and dependent variable can be determined using the following equation for multiple regression. Multiple regression analysis has the following equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

$$Y = 0.089 + 0.50 X_1 + 0.21 X_2 + 0.02 X_3 + (0.04) X_4 + 0.31 X_5$$

The above equation demonstrates a positive relationship between Empathy (E), Social Awareness (SA), Social Support (SS), Educational Support (ES), and Self-Efficacy (SE) and Social Entrepreneurship Intention (SEI).

The five independent variables included in Table 4.24 are Empathy, Social Awareness, Social Support, Educational Support, and Self-Efficacy. Each independent variable contributes to the determination of the siswapreneur's intention to engage in social entrepreneurship at Malaysia Public University.

First and foremost, the result shows that the independent variable 'Empathy' is the strongest predictor which has the value $\beta = 0.497$, $t(200) = 7.776$, $p < 0.05$ (0.000). This is because the value of unstandardized coefficients beta, β of Empathy is the highest among the independent variables. It shown that there is a positive relationship between

the Empathy and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.

Next, the second strongest variable is Self-Efficacy, $\beta = 0.309$, $t(200) = 4.843$, $p < 0.05$ (0.000). Through this, it has the second highest influence of positive relationship between the Self-Efficacy and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.

Followed by the third strongest variable which is Social Awareness, $\beta = 0.205$, $t(200) = 3.530$, $p < 0.05$ (0.001). Therefore, it is the third highest influence the positive relationship with the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.

Furthermore, it followed by the low variable, which is Educational Support, $\beta = -0.039$, $t(200) = -0.682$, $p > 0.05$ (0.496). A p-value that is higher than 0.05 ($p > 0.05$) is not statically significant. Therefore, the independent variable 'Educational Support' has no relationship with the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.

Lastly, the lowest variable is Social Support which recorded $\beta = 0.015$, $t(200) = 0.297$, $p > 0.05$ (0.767). A p-value higher than 0.05 (> 0.05) is not statistically significant. Thus, the independents variables 'Social Support' has no relationship with the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.

In short, there are three independent variables has different level and value of influence towards the dependent variables which includes Empathy, Self-Efficacy, and self-awareness. Each of them has developed different contribution and provide a significant prediction towards Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. Then, the independent variables Social Support and Educational Support provides a not statistically significant prediction towards the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.

4.4.3 Hypothesis Testing

H1: There is a significant relationship between Empathy and Social Entrepreneurship Intention.

The result of regression for shows that Empathy (E) have significant relationship with Social Entrepreneurship Intention (SEI). This is because the significant value of attitudes towards entrepreneurship is 0.000 which is less than 0.05 significant level. Therefore, the hypothesis H1 is accepted.

H2: There is significant relationship between Social Awareness and Social Entrepreneurship Intention.

The result of regression for shows Social Awareness (SA) have significant relationship with Social Entrepreneurship Intention (SEI). This is because the significant value of Social Awareness is 0.001 which is smaller than 0.05 significant level. Therefore, the hypothesis H2 is accept.

H3: There is significant relationship between Social Support and Social Entrepreneurship Intention.

The result of regression for shows Social Support (SS) have no significant relationship with Social Entrepreneurship Intention (SEI). This is because the significant value of Social Support is 0.767 which is greater than 0.05 significant level. Therefore, the hypothesis H3 is rejected.

H4: There is significant relationship between Educational Support and Social Entrepreneurship Intention.

The result of regression for shows Educational Support (ES) have no significant relationship with Social Entrepreneurship Intention (SEI). This is because the significant value of Educational Support is 0.767 which is greater than 0.05 significant level. Therefore, the hypothesis H4 is rejected.

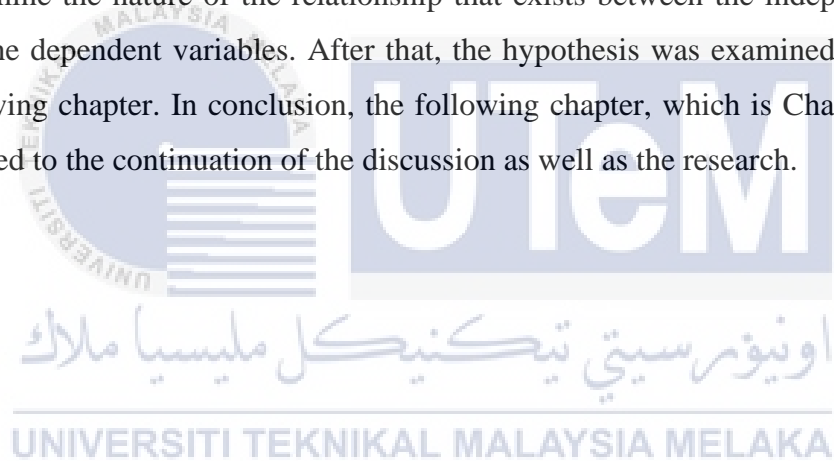
H5: There is significant relationship between Self-Efficacy (SE) and Social Entrepreneurship Intention.

The result of regression for shows Self-Efficacy (SE) have significant relationship with Social Entrepreneurship Intention (SEI). This is because the

significant value of perceived behavioural control is 0.000, which is smaller than 0.05 significant level. Therefore, the hypothesis H5 is accepted.

4.5 Summary

In this chapter, there are four different types of analyses that are used to analyse the 200 data that were collected. These analyses are a reliability test, descriptive statistics analysis, normality test, analysis of Pearson's correlation coefficient, and multiple regression analysis. The data is gathered through the use of a Google Form, and the IBM software SPSS 26.0 version was utilised for the analysis of the data. After conducting an analysis on the data that was gathered, the researcher will be able to determine the nature of the relationship that exists between the independent factors and the dependent variables. After that, the hypothesis was examined further in the following chapter. In conclusion, the following chapter, which is Chapter 5, will be devoted to the continuation of the discussion as well as the research.



Chapter 5

Discussion, Conclusion, Recommendation

5.0 Introduction

As the conclusion of the study, this chapter will now discuss the study's overall findings. To justify the purpose of this study, the researchers will provide a concise summary of the test outcomes and data analysis. In addition, this chapter includes a discussion of the research's significance. In conclusion, the importance and limitations of the study as well as suggestions for future research are examined.

5.1 Discussion

The discussion is based on the study's research objectives. This study has three research objectives, which are to determine the factors affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities, to analyse the relationship between the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities and to examine the most significant factors that would influence Social Entrepreneurship Intention. According to the results of the data analysis, the researcher will address all research objectives.

5.1.1 To determine the factor affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.

Referring to the literature review in this research, the theoretical framework is developed to understand the overview of this research. Thus, the combination of Theory of Planned Behaviour (TPB) and Entrepreneurial Event Model (EEM) is used to determine the factors affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. (Mair & Noboa, 2006) display the Social Entrepreneurship Intention framework by combining the both Theory of Planned Behaviour (TPB) and Entrepreneurial Event Model (EEM) with perceived feasibility and perceived desirability. Social Support, Self-Efficacy and Educational Support are categorized under perceived feasibility while Empathy and Social Awareness are categorized under perceived desirability. These elements that under both theories are supported by previous research such as (Sarhan et al., 2020), (Usman et al., 2022) and (H. M. K. Hassan et al., 2022) where all of the independent variables will be affecting the dependent variable. Table 4.14, Table 4.15, Table 4.16, Table 4.17, Table 4.18, and Table 4.19 demonstrated the descriptive statistic for Empathy, Social Awareness, Social Support, Self-Efficacy, Educational Support, and Social Entrepreneurship Intention. Mean is utilized as a standard measure of the data's centers of distribution in descriptive statistics. The mean score of Empathy, Social Awareness, Social Support, Educational Support, and Self-Efficacy is 4.04, 4.17, 3.79, 3.93, and 3.85 respectively. In this five factors, Social Awareness recorded the highest mean score. While Table 4.19 shows the descriptive analysis for social entrepreneurship intention where the mean score recorded 4.05. Therefore, it can be concluded that Social Awareness are the center of the distribution of the data.

5.1.2 To analyze the relationship between the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities.

For the research objective two which is to analyze the relationship between the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities, the researcher could achieved with the analysis of multiple regression by utilizing SPSS software. Table 4.24 shows the results of the relationship between the the determined factors and Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. The p-value on the coefficient table allows us to accept or reject the significant relationship between the independent variables (Empathy, Social Awareness, Social Support, Self-Efficacy, and Educational Support) and the dependent variable (Social Entrepreneurship Intention) with confidence. P-values below 0.05 are considered acceptable.

Based on the result recorded, Empathy have a significant relationship with Social Entrepreneurship Intention because it having $p < 0.05$ (0.000). Based on the previous study, the researcher stated that the influence of empathy have a significant relationship on social entrepreneurship intention. Besides that it also stated that those who aspire to work in social entrepreneurship tend to be those who have strong feelings of empathy for others (Usman et al., 2022). In addition, (Garaika, 2020) also point out that Empathy has emerged as a crucial quality for social entrepreneurs to cultivate in order to inspire and direct their teams toward the creation of social value. The author mentioned that a connection between high levels of empathy and higher pro-social conduct or voluntary engagement in actions helping others, and the author noted that empathic people have a tendency to engage in beneficial activities (Weerawardena & Sullivan, 2006).

Furthermore, Social Awareness also having a significant relationship with Social Entrepreneurship Intention with the value 0.001 ($p < 0.05$). According to the previous study, it shows that Social Awareness have a significant relationship with social entrepreneurship intention. Besides that it also mentioned that socially aware individuals will recognise that social entrepreneurship is not solely profit-driven, but also involves the creation of a business that serves both profit and social need (Atikah

et al., 2021). Therefore, siswapreneurs who have the social awareness will influences the social entrepreneurship intention.

Moreover, the p-value for Self-Efficacy is 0.000 ($p < 0.05$) which shows that there is a significant relationship between Self-Efficacy and Social Entrepreneurship Intention. The result recorded was parallel with the literature with (Garaika, 2020), (Ip et al., 2022) and (Lingappa et al., 2022). In a previous study, it was discovered that people who had higher levels of self-efficacy were more likely to engage in entrepreneurial behaviour (Ip et al., 2022). This continued supported by (Akhter et al., 2020), the author stated that siswapreneurs more likely to launch social enterprises in the future if they have a higher degree of self-efficacy. The previous study researcher stated that the greater his entrepreneurial self-efficacy, the greater his belief and effort in developing a new business with greater self confidence in entrepreneurial duties. In addition, he stated that self-efficacy is connected with a higher level of venture sustainability, innovation, expandability, and social impact, and that potential social entrepreneurs demonstrate a high level of self-efficacy (Peng et al., 2019).

The result that recorded in this research is parallel with the previous study where the research have demonstrated educational support has no significant relationship with Social Entrepreneurship Intention. The p- value of Educational support is 0.496 ($p > 0.05$) which is greater than 0.05 therefore it shows no significant relationship with the Social Entrepreneurship Intention. This is due to the reason that siswapreneur is a student that involved in the business while studying and it is difficult for them to continue as a entrepreneur when they graduate as they understand the difficulty such as getting the funding, get a right partners, financial problem and more (A. T. Tran et al., 2018) (Hannah, 2022). This was continue supported by (Kesumahati, 2021) where it recorded results show that educational support have no significant relationship with the social entrepreneurship intention. The author mentioned that as nowadays the lesson are taken in hybrid method hence the students may not fully comprehend and assimilate the idea of entrepreneurship, which further diminishes their enthusiasm in operating a social enterprise. Therefore, education support have no significant relationship with the intention of siswapreneurs to become social entrepreneur.

Lastly, the previous study demonstrated that there is a significant relationship between social support and social entrepreneurship intention (Garaika, 2020). However, the p-value between social support and social entrepreneurship intention in this research is greater than 0.05 which is 0.767 ($P > 0.05$) where it shows that there is no significant relationship. According to the past study, when individuals feel as though they are unable to help themselves and when they feel the need to get help from others, social support might have adverse effects on the persons (Pilcher & Bryant, 2016).

In conclusion, based on the result, there are three independent variables has significant relationship with Social Entrepreneurship Intention (dependent variable) which is Empathy, Social Awareness, and Self-Efficacy. While for the independent variable of Social Support and Educational Support the p-value which are 0.767 and 0.496 respectively where the p-value are greater than 0.05. Hence, it shows there are no significant relationship between Social Support, Educational Support and Social Entrepreneurship Intention.



5.1.3 To examine the most significant factors that would influence Social Entrepreneurship Intention.

The research objective has mentioned examining the most significant factors that would influence the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. Table 4.20 shows the Pearson Correlation Coefficient Analysis. The factors of Empathy recorded the highest correlation toward Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities which is 0.649. The beta value and significance of Empathy are 0.497 and 0.000 respectively, which further proves this point. The data indicate that Empathy has the highest beta value and p-value is less than 0.05. Therefore, it able to justify that compared with other independent variables which are Social Awareness, Social Support, Self-Efficacy and Educational Support, Empathy has the greatest impact toward Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. Past studies have mentioned the importance of empathy toward social entrepreneurship intention. Besides that, it also mentioned that people who have worked voluntarily on social groups and been involved in social problems tend to be relatively more innovative in merging technology and the market, and they also tend to have a high level of empathy (Garaika, 2020). This research is continued support by (Brinker & Models, 2021), the author proved that empathy is important for social entrepreneur. A social entrepreneur prioritises people, communities, and the environment over profit maximisation. Empathy is important because it allows the social entrepreneur to comprehend these communities, individuals, and issues. Without empathy, even the most well-intentioned actions can fail to yield tangible outcomes.

5.2 Contribution of the Study

This findings of this research are mainly highlighting the mechanisms which are social influence, convenient and rewards that will bring effect for the e-wallet operator attracting every generation people to use the e-wallet system. Overall, the contribution of this study will be developed by researcher include practical and theoretical contribution.

5.2.1 Practical Contribution

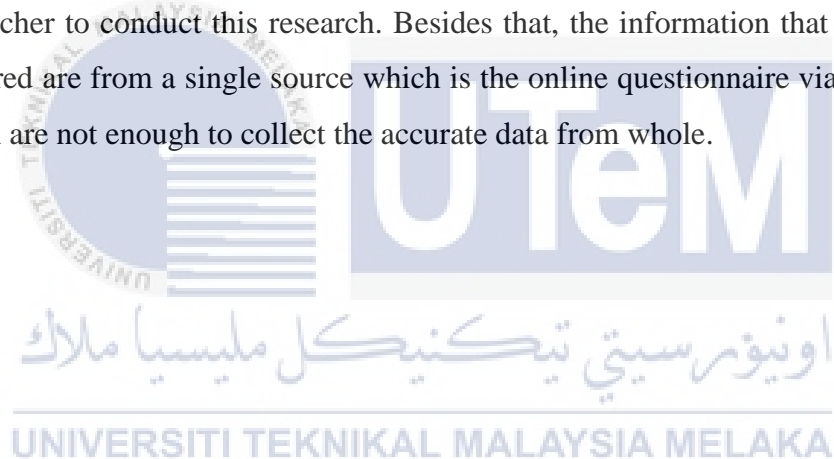
The findings of this study can assist the Chamber of Social Entrepreneur Development Malaysia (CSED Malaysia) in formulating a strategy, which is important given the significance of social entrepreneurs to the growth of Malaysia's economy. If siswapreneurs do not get board with the idea of social entrepreneurship, it could have a detrimental effect on both the rate of economic growth and the level of social stability. Therefore, the information that was gleaned from this study can be used by CSED Malaysia to better understand why siswapreneurs in the country do not have plans to become social entrepreneurs, and then the organisation can develop policies and strategies to boost the sector's overall participation rates. Besides that, this study could also provides a plan to the public universities which are UTEM, UUM and UMK to polish the syllabus and the character of the students to become a great social entrepreneur who could contributes to the society.

5.2.2 Theoretical Contribution

For theoretical contribution, the results of variables of Empathy, Social Awareness, Social Support, Educational Support and Self-Efficacy indicated that 52.8% of the variance on Social Entrepreneurship Intention in this study. Therefore, the contribution of variables of Empathy, Social Awareness, Social Support, Educational Support and Self-Efficacy the come with a conclusion that significantly give a impact on Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. This finding would offer to the researchers and practitioners have a deeper insight into the social entrepreneurship.

5.3 Limitation of the Study

There is some basic limitation in this study that needs to be considered. First is the researcher only focus on three public universities in Malaysia which are UTeM, UUM and UMK. Thus, the finding of the study cannot be generalized to represent the siswapreneurs in Malaysia as a whole. In addition, this research covered a large amount of sample size which are 346 respondents, researcher has some delayed in progressing the research because the researcher took a long period of time to collect the questionnaires from the respondents. This is also due to the reason that the difficulty for researcher to reach to respondents who are from UUM and UMK. Next, the research the sample size that needed to be collect was 346, but due to the lack of responses, the researcher could only collect 200 responses. But according to the information that found from the previous research, 200 responses are enough for the researcher to conduct this research. Besides that, the information that the researcher gathered are from a single source which is the online questionnaire via Google Form which are not enough to collect the accurate data from whole.



5.4 Recommendation for Future Study

There are several opinions can be suggested by the researcher for the future study. It was strongly proposed that further research might be carried out in several other states in Malaysia, such as the Northern Region, the Central Region, the Southern Region, or Sabah and Sarawak, because different states of respondents may have various perceptions. Furthermore, the future research carried out on other variables should be encouraged to discover that affect social entrepreneurship intention since the result of R square demonstrated that only 54% represented the independent variable. Thus, this meant there were 46% of other factors which are not mentioned in this research and future research may look about this and have the chance to explore it. Besides that, the future research could also strengthen the other potential components, such as social entrepreneurship education which maybe important for the siswapreneur's intention to become a successful social entrepreneur.

5.5 Conclusion

The purpose of this study is to investigate how the factors (Empathy, Social Awareness, Social Support, Educational Support and Self-Efficacy) affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. Based on the result of this research, every factor besides Social Support and Educational Support has a signification relationship with the Social Entrepreneurship Intention among siswapreneurs in Malaysia public universities. Thus, this study has been provided an important insight into social entrepreneursip intention among siswaprenneurs in Malaysia public universities, and recommendations along with fundamental for the next researchers in this research area also have been provided.

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Appendices

Task	Week (PSM I)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Briefing about PSM Progress															
Proposed Supervisor															
Distribution of Supervisor															
Identify and develop a research topic															
Determine the problem statement															
Construct research questions and research objectives															
Complete the first chapter: Introduction															
Read Journals and Articles															
Revised Chapter 1 to Supervisor and write literature review															
Complete the second chapter: Literature Review															
Identify the research design and sample selection															
Write the data analysis and tests															
Complete the third chapter: Research Method															
Amendments of draft work															
Compile of paper works															
Create the presentation slides															
Report submission															
PSM I presentation															

Task	Semibreak (07-10'22)	Week (PSM II)															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Generate Online Questionnaire																	
Improvement in Online Questionnaire																	
Collect Pilot Test Data																	
Pilot Test Data Collected																	
SPSS-Analyze Pilot Test Data																	
PSM II Briefing																	
Collect Data From Respondents																	
Chapter 4: Data Analysis																	
Chapter 4 Amendment																	
Chapter 5: Discussion, Conclusion and Recommendation																	
Chapter 5 Amendment																	
FYP Report Checking																	
Prepare Presentation Slides																	
Finalise FYP Report																	
Submission Final FYP Report																	



**DETERMINANTS OF SOCIAL ENTREPRENEURSHIP INTENTION
AMONG SISWAPRENEURS IN MALAYSIAN PUBLIC UNIVERSITIES**

***PENENTU NIAT KEUSAHAWANAN SOSIAL DALAM KALANGAN
USAHAWAN SISWA DI UNIVERSITI AWAM MALAYSIA***

Dear Respected Respondents,

I am Choi Xiu Li, a student at Universiti Teknikal Malaysia Melaka (UTeM) under the Faculty of Technology Management and Technopreneurship (FPTT). I am researching to determine the factors affecting the Social Entrepreneurship Intention among siswapreneurs in Malaysian public universities.

The following questionnaire will require approximately 10 to 15 minutes to complete. Instructions on how to answer are provided before the survey questionnaires, please carefully read the instruction before selecting the one that best reflects your response.

Finally, I assure you that I will keep the information confidential and only use it for academic purposes.

Responden yang dihormati,

Saya Choi Xiu Li, pelajar di Universiti Teknikal Malaysia Melaka (UTeM) di bawah Fakulti Pengurusan Teknologi dan Teknousahawanan (FPTT). Saya sedang meneliti untuk menentukan faktor-faktor yang mempengaruhi niat keusahawanan sosial di kalangan siswapreneur di universiti awam Malaysia.

Soal selidik berikut memerlukan kira-kira 10 hingga 15 minit untuk diselesaikan. Arahan mengenai cara menjawab disediakan sebelum soal selidik tinjauan. Sila baca dengan teliti arahan sebelum memilih yang terbaik mencerminkan respons anda.

Akhirnya, saya memberi jaminan bahawa saya akan menyimpan maklumat anda sebagai sulit dan hanya menggunakannya untuk tujuan akademik.

Sincerely,

CHOI XIU LI

Faculty of Technology Management and Technopreneurship (FPTT)

Universiti Teknikal Malaysia Melaka (UTeM)

Email: vikichoi13@gmail.com

Phone number: 016-2071908



SECTION A: DEMOGRAPHIC AND GENERAL INFORMATION

BAHAGIAN A: DEMOGRAFI DAN MAKLUMAT AM

This section consists of personal information. Please tick ☒ in the appropriate boxes for your response.

Bahagian ini terdiri daripada maklumat peribadi. Sila tandakan ☒ dalam kotak yang sesuai untuk jawapan anda.

1. Age/*Umur*

☐
☐

18 to 22-year-old
25 to 30-year-old

☐

23 to 25-year-old

2. Gender/*Jantina*

☐

Male/*Lelaki*

☐

Female/*Perempuan*

3. Year of Study/*Tahun Pengajian*

☐

Year 1/*Tahun 1*

☐

Year 2/*Tahun 2*

☐

Year 3/*Tahun 3*

☐

Year 4/*Tahun 4*

4. University/*Universiti*

☐

UTeM

☐

UUM

☐

UMK

5. Did you hear about social entrepreneurship before?

☐

Yes/ *Ya*

☐

No/*Tidak*

6. Do you agree that individual's intention is important to become a social entrepreneur?

Adakah anda bersetuju bahawa niat individu adalah penting untuk menjadi usahawan sosial?

☐

Yes/ Ya

☐

No/Tidak

7. In your opinion, what factor is important to become a social entrepreneur? You may choose more than one answer.

Pada pendapat anda, faktor apa yang penting untuk menjadi usahawan sosial? Anda boleh memilih lebih daripada satu jawapan.

☐

Empathy/ Empati

☐

Social Awareness/ Kesedaran Sosial

☐

Social Support/ Sokongan Sosial

☐

Educational Support/ Sokongan Pendidikan

☐

Self-Efficacy/ Keberkesanan Diri

8. What has been your sudden inspiration to become a social entrepreneur?
/Apakah inspirasi anda secara tiba-tiba untuk menjadi usahawan sosial?

9. What kind of social entrepreneur are you involved? If so, please choose the below answer; otherwise, please skip to Section B.

Jenis usahawan sosial yang manakah anda terlibat? Jika ya, sila pilih jawapan di ruang yang disediakan, jika sebaliknya langkau ke Bahagian B.

☐

Community Social Entrepreneur/ Usahawan Sosial Komuniti

☐

Non-profit Entrepreneur/ Usahawan Bukan Berasaskan Keuntungan

☐

Transformational Social Entrepreneur/ Usahawan Sosial Transformasi

10. In your opinion, what skill is needed to become a social entrepreneur? You may choose more than one answer.

Pada pendapat anda, kemahiran apakah yang diperlukan untuk menjadi usahawan sosial? Anda boleh memilih lebih daripada satu jawapan.

- ☐ Identifying Problem/ *Mengenalpasti Masalah*
- ☐ Taking Direct Action/ *Mengambil Tindakan Langsung*
- ☐ Speaking Skill/ *Kemahiran Bertutur*
- ☐ Creativity/ *Kreativiti*
- ☐ Optimism/ *Optimisme*
- ☐ Emotional and Social Intelligence/ *Kecerdasan Emosi dan Sosial*
- ☐ Resilient/ *Berdaya Tahan*
- ☐ Brave/ *Berani*

11. What are the social issues that you want to solve the most?

Apakah isu-isu sosial yang paling anda mahu selesaikan?

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**SECTION B: FACTORS AFFECTING SOCIAL ENTREPRENEURSHIP
INTENTION AMONG SISWAPRENEURS IN MALAYSIAN PUBLIC
UNIVERSITIES**

***BAHAGIAN B: FAKTOR YANG MEMPENGARUHI NIAT KEUSAHAWANAN
SOSIAL DALAM KALANGAN USAHAWAN DI UNIVERSITI AWAM
MALAYSIA***

The factors influencing the intentions of siswapreneurs in Malaysian public universities are presented in the following questions. Please provide accurate and unbiased to express your agreement or disagreement with each statement using the provided scales. Please kindly tick ☒ the appropriate response in the box below.

Faktor-faktor yang mempengaruhi niat usahawan siswa di universiti awam Malaysia dibentangkan dalam soalan-soalan berikut. Sila berikan saya maklumat yang tepat dan tidak berat sebelah untuk menyatakan persetujuan atau ketidaksepakatan anda dengan setiap pernyataan, gunakan skala yang disediakan. Sila tandakan ☒ respons yang sesuai dalam kotak di bawah.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju

Empathy is the capacity to intellectually recognise and emotionally share the emotions or sentiments of another.

Empati adalah kemampuan untuk mengenali intelektual dan secara emosi berkongsi emosi atau sentimen orang lain.

No	Item	1	2	3	4	5
E1	When thinking about socially disadvantaged people, I attempt to put myself in their position. <i>Apabila berfikir tentang orang yang kurang bernasib baik secara sosial, saya cuba untuk meletakkan diri saya dalam kedudukan mereka.</i>					
E2	I feel somewhat protective of someone when I see them being taken advantage of. <i>Saya merasa agak melindungi seseorang ketika saya melihat mereka diambil keuntungan dari.</i>					
E3	I am frequently quite moved by what I witness. <i>Saya sering terharu dengan apa yang saya saksikan.</i>					
E4	I frequently feel sympathetic and worried for those who are less fortunate than me. <i>Saya sering merasa bersimpati dan bimbang terhadap orang lain yang kurang bernasib baik daripada saya.</i>					
E5	I have sympathy for those who are ostracised by society. <i>Saya punya simpati untuk mereka yang dipulaukan oleh masyarakat.</i>					

Social Awareness is the capacity to understand others' viewpoints and empathise with them, even those from different cultures and origins. It is the capacity to perceive community resources and support and comprehend social and ethical norms for behaviour.

Kesedaran Sosial ialah keupayaan untuk memahami pandangan orang lain dan berempati dengan mereka, walaupun dari budaya dan asal usul yang berbeza, keupayaan untuk melihat sumber dan sokongan komuniti, serta memahami norma sosial dan etika untuk tingkah laku.

No.	Item	1	2	3	4	5
SA1	I am aware of the many government programmes that assist social entrepreneurship. <i>Saya sedar banyak program kerajaan yang membantu keusahawanan sosial.</i>					
SA2	I understand the value of social entrepreneurship. <i>Saya faham nilai keusahawanan sosial.</i>					
SA3	I understand the significance of becoming a social entrepreneur. <i>Saya faham kepentingan menjadi usahawan sosial.</i>					

Social Support is a type of acceptable social contract based on family and social relationships that may give established businesses a competitive edge is described as societal interactions or relationships that offer genuine assistance and include people in a system that is intended to care for them or give them a sense of belonging to a respected community group.

***Sokongan Sosial** adalah sejenis kontrak sosial yang boleh diterima berdasarkan hubungan keluarga dan sosial yang mungkin memberi perniagaan yang mapan kelebihan daya saing digambarkan sebagai interaksi masyarakat atau hubungan yang menawarkan bantuan yang tulen, termasuk orang dalam sistem yang bertujuan untuk menjaga mereka, atau memberi mereka rasa kepunyaan kumpulan komuniti yang dihormati.*

No	Item	1	2	3	4	5
SS1	If I wanted to launch a non-profit organisation to assist those who are socially marginalised, people would support me socially. <i>Sekiranya saya ingin melancarkan organisasi bukan keuntungan untuk membantu mereka yang terpinggir secara sosial, orang akan menyokong saya secara sosial.</i>					
SS2	People would support me if I intended to address a serious societal issue. <i>Orang ramai akan menyokong saya jika saya berniat untuk menangani masalah masyarakat yang serius.</i>					
SS3	I seek advice on my social project from friends, bosses, co-workers, classmates, etc. <i>Saya mendapatkan nasihat mengenai projek sosial saya dari rakan-rakan, bos, rakan sekerja, rakan sekelas, dll.</i>					
SS4	It is possible to recruit investors for a socially conscious organisation.					

No	Item	1	2	3	4	5
	<i>Adalah mungkin untuk merekrut pelabur untuk organisasi yang sedar sosial.</i>					



Educational Support is a learning approach that prepares students to become entrepreneurs and understand their abilities. The entrepreneurial drive and intention are developed through education, which fosters entrepreneurial skill and orientation to increase entrepreneurial intent among university students.

Sokongan Pendidikan adalah pendekatan pembelajaran yang menyediakan murid untuk menjadi usahawan dan memahami kebolehan mereka. Penggerak dan hasrat e-usahawan dibangunkan melalui pendidikan, yang memupuk kemahiran dan orientasi keusahawanan untuk meningkatkan niat keusahawanan di kalangan pelajar universiti.

No	Item	1	2	3	4	5
ES1	My university provides students with the knowledge of social entrepreneurship for me to cope with social issues professionally. <i>Universiti saya menyediakan pelajar dengan pengetahuan keusahawanan sosial supaya saya dapat menangani isu sosial secara profesional.</i>					
ES2	The social entrepreneurship activity organised by my university inspired me to have intention to become a social entrepreneur. <i>Aktiviti keusahawanan sosial yang dianjurkan oleh universiti saya memberi inspirasi kepada saya untuk berhasrat menjadi usahawan sosial.</i>					
ES3	Social entrepreneurship training provided by my university improves my ability to become a social entrepreneur. <i>Latihan keusahawanan sosial yang disediakan oleh universiti saya meningkatkan keupayaan saya untuk menjadi seorang usahawan sosial.</i>					

No	Item	1	2	3	4	5
ES4	<p>Education provided by my university greatly recognises the social entrepreneur's figure.</p> <p><i>Pendidikan yang diberikan oleh universiti saya memberi pengiktirafan besar kepada tokoh usahawan sosial.</i></p>					



Self-Efficacy is an individual's belief in their ability to carry out the actions required to achieve performance goals. Self-Efficacy is the belief that one has power over one's motivation, conduct, and social environment.

Keberkesanan Diri adalah kepercayaan individu terhadap keupayaannya untuk melaksanakan tindakan yang diperlukan untuk mencapai matlamat prestasi. Keberkesanan diri adalah kepercayaan bahawa seseorang mempunyai kuasa ke atas motivasi, tingkah laku, dan persekitaran sosial sendiri.

No	Item	1	2	3	4	5
SE1	I can contribute to solving one of society's issues. <i>Saya boleh memberi sumbangan untuk menyelesaikan salah satu isu masyarakat.</i>					
SE2	I could come up with a solution to one of society's problems. <i>Saya boleh mencari penyelesaian kepada salah satu masalah masyarakat.</i>					
SE3	I am confident that I can discover new ideas to solve social issues. <i>Saya yakin bahawa saya boleh menemui idea baru untuk menyelesaikan isu sosial.</i>					
SE4	I can contribute to resolving societal issues. <i>Saya boleh memberi solusi untuk menyelesaikan isu-isu masyarakat.</i>					
SE5	I am capable of challenging established social paradigms. <i>Saya mampu mencabar paradigma sosial yang mantap.</i>					

SECTION C: SOCIAL ENTREPRENEURSHIP INTENTION

BAHAGIAN C: NIAT KEUSAHAWANAN SOSIAL

This section helps to identify the intention of becoming a social entrepreneur among the siswapreneurs. Please only mark ☒ one appropriate response in the boxes provided. *Bahagian ini membantu mengenal pasti niat untuk menjadi usahawan sosial di kalangan usahawan. Sila tandakan ☒ satu respons yang sesuai dalam kotak yang disediakan.*

Social Entrepreneurship Intention is a person's desire to launch a cutting-edge firm that produces long-term solutions to societal issues. The foundation of the theory of entrepreneurial intentionality is cognitive and social psychology, which aims to forecast and comprehend human behaviour.

Niat Keusahawanan Sosial ialah keinginan seseorang untuk melancarkan firma canggi yang menghasilkan penyelesaian jangka panjang kepada isu-isu masyarakat. Asas teori intensionaliti keusahawanan ialah psikologi kognitif dan sosial, yang bertujuan untuk meramal dan memahami tingkah laku manusia.

No	Item	1	2	3	4	5
SEI1	Starting as a social entrepreneur is something I've seriously considered. <i>Bermula sebagai usahawan sosial adalah sesuatu yang saya pertimbangkan dengan serius.</i>					
SEI2	I'll do all in my power to use my business savvy to effect social change. <i>Saya akan melakukan yang terbaik untuk menggunakan kebijaksanaan perniagaan saya bagi melaksanakan perubahan sosial.</i>					
SEI3	I anticipate taking part in the creation of a social venture in the future.					

No	Item	1	2	3	4	5
	<i>Saya menjangkakan akan mengambil bahagian dalam penciptaan usaha sosial pada masa hadapan.</i>					
SEI4	<p>I am ready to do anything to use my business acumen to lessen societal injustices significantly.</p> <p><i>Saya bersedia melakukan apa sahaja untuk menggunakan kepintaran perniagaan saya bagi mengurangkan ketidakadilan masyarakat dengan ketara.</i></p>					



END OF QUESTIONS

SOALAN TAMAT

Thank you for your participation.

Terima kasih atas penyertaan anda.

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