

Developing student's social entrepreneurial intention

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ABSTRACT

The purpose of this study is to analyze the effect of emotional intelligence, experience of social experience, previous entrepreneurial experience, environmental support toward social entrepreneurial intention with mediating role of social entrepreneurial self-efficacy. Research sample consisted of 125 students who has some social experience and entrepreneurship from various universities in Semarang. The data carried out in 2019 and analyzed with a Structural Equation Modeling (SEM) using AMOS v 21. The results show that emotional intelligence, social activities, previous entrepreneurial experience were significantly and positively associated with social entrepreneurial, self-efficacy and social entrepreneurial intention. Social entrepreneurial self-efficacy significantly and positively influenced on social entrepreneurial intention. However, the effects of environmental support on social entrepreneurial intention was insignificant. The significant mediating role of student's social entrepreneurial self-efficacy in developing social entrepreneurial intention showed significant contribution of social cognitive theory and career development theory to realize student's social entrepreneurial intention. University and government are requested to give more attention in developing social entrepreneurship in order to have more social entrepreneur graduated from universities.

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1. Introduction

The social entrepreneur is a mission-driven individual who uses a set of entrepreneurial behaviors to deliver a social value to the less privileged, all through an entrepreneurially oriented entity that is financially independent, self-sufficient, or sustainable (Abu-Saifan, 2012). Social entrepreneurship that has started to be rife in the community, is apparently not an easy job. Nicholls (2008) stated these social entrepreneurs “unreasonable people”, because they are willing and able to work hard not only for themselves, but also for the wider social environment. Porter (2010) argues that social entrepreneurship is an anomaly, because it carries out various economic activities, but the results are for the welfare of others. The efforts to foster interest in social entrepreneurship require an understanding of how to develop and encourage the birth of potential young social entrepreneurs while they are at school. Based on the Theory of Planned Behavior approach, Social cognitive theory and career development theory, the main factor that most influence on entrepreneurship intention is entrepreneurial self-efficacy (Boyd & Vozikis, 1994; Zhao et al., 2005; Darmanto & Yuliari, 2018). According to Bandura (1986), Boyd & Vozikis (1994), self-efficacy is determined by vicarious experience, enactive mastery, social persuasion, psychological state, which is comparatively valued with the development of Theory of Planned Behavior (Ajzen, 2005) and its background factors play important role in encouraging entrepreneurial intention, through entrepreneurial self-efficacy, personality, learning, and environment factors. Underlying this background in the proposed research model to predict social entrepreneurial intention is the development of an antecedent of social entrepreneurial self-efficacy which includes emotional intelligence, social experience, entrepreneurial experience and social environment support. Previous studies concerned to the antecedents of entrepreneurial intention, whereas studies on social entrepreneurial intention are only a few, and showed differences in research results between the influence of personality characteristics, involvement in social enterprises and environmental support toward social entrepreneur intention (Hockerts, 2017; Tran & Korfflesch, 2018)

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2. Method

2.1. Sample

Respondents of research consisted university students in Semarang who have experienced in social organization or social activities and created a business. The researcher himself visited each university for an early observation and its approach with the prospective respondent. Data collecting is using questionnaires and interview (if needed) to add required data collection.

2.2. Data Collection

125 available data were collected as research samples, which also meets the number of sample adequacy for maximum likelihood estimation technique.

2.3. Definition of variables and the measurements

Emotional Intelligence is defined as a set of individual social abilities or skills to monitor, discriminate and use one's own and others' emotions in order to regulate one's thinking and action. The measurement of emotional intelligence consists of the ability to adapt to new environments, ability to find ways to control our emotions when we want to. It is also the ability to understand someone's emotions, ability to appreciate the success of someone's work (Hassan & Norashikin, 2016; Zhou, & Bojica, 2017). Entrepreneurial experience is known as flow experience (Novak et al., 2000) which gained from acquiring training on entrepreneurship, helping a friend's business and managing his own business. Social experience is the involvement of students in social activities, as a member or officer of social organization. Environmental Support consists of university and government support in social and business activities. Respondents were asked to indicate: university supports activities and social business, Government and local government support social networks in developing social business, social network and bureaucracy access to support social activities. Social Entrepreneur Self Efficacy is defined as the dynamic set of believes about one's capacity to start a new social venture and succeed in carrying it out (Urban, 2015; Tran & Von Korflesch, 2016). The indicators consist of strongly committed to a social vision, strongly motivated to defend a social need, be an agent of social change, create an environmentally friendly business, promote a balance of economic, social and environmental concerns. Social entrepreneurship intention is defined as a belief, desire, and determination of a person to set up a new social enterprise at one point in time in the future (Tran & Von Korflesch (2018). Measurement of social entrepreneurial intention is adapted from Liñán and Chen (2009) with three items: I am ready to become social entrepreneur, I am determined to create a social enterprise in the future, I have the strong intention to start a social enterprise someday are used

2.4. Data Analysis

To test the acceptance of proposed model and the hypothesis, A full Structural Equation Modeling (SEM) analysis was performed.

3. Result

The Structural Equation Model (SEM) analysis is used to test model and developed hypothesis in this research. Model testing in structural equation model is conducted in two tests, model compatibility test and causality significance test through regression coefficient. The result of goodness of fit for SEM analysis is shown on Fig. 1.

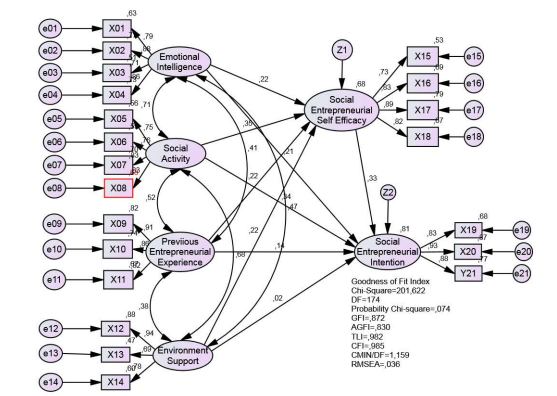


Fig. 1. Full Model SEM

Based on Fig. 1, the model basically demonstrates good results because almost the goodness of fit indices meets statistical requirements. The model test suggests that this model fits the data used in the study. This is indicated by Chi-Square (201.622), probability ($0.074 \geq 0.05$), significant Chi-Square value ($1.159 < 2$), RMSEA - Root Mean Square Residual ($0,036 < 0,08$),

CFI-Comparative Fit Index ($0.996 \geq 0.95$), and TLI-Tucker Lewis Index ($0.982 \geq 0.95$). In addition, GFI (0.872) and adjusted GFI (0.830) accepted in moderate, explain how well the data fits the proposed theoretical model. The result of the relationship between the variables in the model are illustrated in Table 1. Most of hypotheses are statistically accepted. In fact, eight hypotheses were accepted, and while one hypothesis was rejected.

Table 1
Hypothesis Testing Result

Hyp.	Relationship		Estimate	S.E.	C.R.	P	Decision
1	EI	→ SESE	0.236	0.113	2.098	0.036	Accepted
2	SE	→ SESE	0.366	0.153	2.394	0.017	Accepted
3	PEE	→ SESE	0.217	0.081	2.68	0.007	Accepted
4	ES	→ SESE	0.231	0.106	2.18	0.029	Accepted
5	EI	→ SEI	0.226	0.098	2.314	0.021	Accepted
6	SE	→ SEI	0.361	0.139	2.602	0.009	Accepted
7	PEE	→ SEI	0.144	0.07	2.066	0.039	Accepted
8	ES	→ SEI	0.016	0.089	0.182	0.855	Rejected
9	SESE	→ SEI	0.339	0.118	2.870	0.004	Accepted

The result showed on Table 1 demonstrated that (1) emotional intelligence, social experience, previous entrepreneurial experience and environmental support were significantly and positively influenced on social entrepreneurial self-efficacy (2) emotional intelligence, social experience, previous entrepreneurial experience significantly and positively influenced on social entrepreneurial intention (3) social entrepreneurial self-efficacy significantly and positively influenced on social entrepreneurial intention. The findings stated that personality, experience in social and business, environmental support influence on social entrepreneurial self-efficacy and finally influence on social entrepreneurial intention.

4. Discussion

Emotional intelligence is considered as a psychological state that has a role on increasing one's belief to become a social entrepreneur, because it is related to his ability to manage social interactions with other individuals (Cardon et al., 2012). The result which stated the significantly of emotional intelligence in arising social self-efficacy entrepreneur and social entrepreneurial intention are supported by Boyd and Vozikis (2009) suggestion that individuals with higher degrees of emotional intelligence in the early stages of entrepreneurial development will have higher entrepreneurial success. Student's social experience and entrepreneur experience will lead them to believe to become a social entrepreneur because someone has to undergo through development throughout cognitive and social processes as well as skills obtained from experience (Bandura, 1986). The involvement in social activities, social organization, social volunteer and prior experience of starting a business or trying to start a business is significantly linked with a positive attitude toward entrepreneurship and a greater degree of social entrepreneur self-efficacy (Boyd & Vozikis, 1994). This implies that students who have had direct experience of starting their own business have a more favorable attitude toward an entrepreneurial career and are more confident in their own ability to repeat that behavior (Rodrigues et al., 2012). However, despite the significant influences, the effects of environmental support on social entrepreneurial intention was insignificant. Instrumental readiness did not positively influence on the entrepreneurial intentions. This research has the same results conducted by Taormina & Lao (2007) which showed that the social networks has no effect to the intention and Nastiti et al. (2010) research results concluded that the Instrumental readiness as the environment supports had no affect the student's interest in entrepreneurship in Indonesia compared with China's students. University and government are requested to give more attention in developing social entrepreneurship in order to social entrepreneur graduated from universities. Social Entrepreneurial Self-efficacy significantly influences on social entrepreneurial intention. The indicator that provides, are strongly committed to a social vision, strongly motivated to defend a social need, be an agent of social change, create an environmentally friendly business, promote a balance of economic, social and environmental concerns. Individuals who have high social entrepreneurial self-efficacy will encourage increasing social entrepreneurial intentions and behavior (Hockerts, 2017)

Table 2
Mediation Test Result on Sobel Test

Path	Estimate	T-Statistic	Probability
EI → SES → SEI	0.074	1.689	0.091*
SE → SES → SEI	0.116	1.838	0.066*
PEE → SES → SEI	0.074	1.959	0.050*
ES → SES → SEI	0.073	1.736	0.083*

Note: EI : Emotional Intelligence, SE : Social Experience, PEE : Previous Entrepreneurial Experience, EE : Environment Support, SESE : Social Entrepreneurial Self Efficacy; SEI : Social Entrepreneurial Intention, * : $p < 0.1$

Based on Sobel test on the Table 2, relationships of Emotional Intelligence, Social Activity, Previous Entrepreneurial Experience, Environment Support toward Social Entrepreneurial Intention through Social Entrepreneurial Intention were significant on $\alpha = 0.1$ (10%). This result showed the important of Social entrepreneurial self-efficacy as a mediating role between personality, experience and environmental which shows the significant contribution of Social Cognitive Theory, Theory of Planned Behavior and Entrepreneurship career development theory to realize social entrepreneurship graduated development

of university students. Students as agents of social exchange are expected to emerge their sensitivity to socio-economic problems faced by the surrounding community. His willingness to be a social volunteer and business development will bring them as social entrepreneurs that are needed for the nation's development.

5. Conclusion

Growing up social entrepreneurship is not an easy job, because people are willing and able to work hard not only for themselves but also for the wider social environment, and these efforts must begin when someone is a student. Social entrepreneurial self-efficacy has mediating role to develop social entrepreneurial intention by the increasing emotional intelligence, social activities, previous entrepreneurial experience and environmental support. This finding supports the role of social cognitive theory and entrepreneurial career theory to realize social entrepreneur students. University and government are requested to give more attention in development of social entrepreneurs due to the importance to solve social problems and entrepreneurship in the same time.

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