

Impact of Comprehensive Examination and Administrative Values of Government Intervention on Student Intentions Towards Social Entrepreneurship

PhD. student **Maruf Mohammad Sirajum MONIR**¹

Abstract

This quantitative study examines the impact of comprehensive examinations and administrative values embedded in government interventions on the intentions of Indian college students to engage in social entrepreneurship (SE). Drawing on a dataset of 150 students, this analysis employs statistical tools in SPSS to investigate the influence of variables such as moral obligation, social support, empathy, role efficacy, social influence, and educational attainment on students' entrepreneurial intentions. The study rigorously assesses the role of comprehensive examinations in measuring and potentially augmenting students' preparedness for SE. Furthermore, it scrutinises how administrative values, indicative of governmental priorities and backing for SE, configure the educational milieu and student motivations. Initial results reveal that empathy, self-efficacy, and educational level significantly predict SE intentions. Nonetheless, the impacts of comprehensive examinations and administrative policies provide a broader perspective on the systemic supports essential for cultivating social entrepreneurs in the Indian context. This research contributes to academic discourse by delineating the multifaceted influences of educational evaluations and government interventions on student intentions in social entrepreneurship. The findings are crucial for educators and policy-makers who aim to design educational frameworks and policies that effectively nurture the development of future social entrepreneurs, thereby advancing societal well-being. The study underscores the necessity for strategic alignment between educational content, assessment methodologies, and government policies to optimize the fostering of social entrepreneurship within educational institutions.

Keywords: social entrepreneurship (SE); students; moral duty; empathy; self-efficacy; educational government intervention.

JEL Classification: L31, O31, O35, O38

1. Introduction

Social entrepreneurship (SE) represented a dynamic approach where individuals or startups have interaction in business activities aimed toward social trade. This observes facilities on the impact of comprehensive examinations and administrative values of presidency intervention in shaping scholar intentions in the direction of SE. Whilst SE education normally focuses on improving students' readiness to initiate social ventures, the wider administrative and coverage context can also play a vital position. Government regulations and educational frameworks that guide SE can extensively influence college students' entrepreneurial motivations and intentions².

¹ Maruf Mohammad Sirajum Monir - Doctoral School of Business Administration and Economic Science, Bucharest University of Economic Studies, Romania, maruf.david@gmail.com.

² Rahman, R. S., Norasmah Othman, Z. A. Pihie, and Hariyaty Ab Wahid. *Entrepreneurial intention and social entrepreneurship among students in Malaysian higher education*. „International Journal of Economics and Management Engineering” 10, no. 1 (2019): 175–181.

By analyzing a pattern of university students, this has a look at seeks to explore how these external factors interact with individual motivators which includes empathy and self-efficacy to guide students closer to social entrepreneurship. This inquiry now not handiest deepens our expertise of the instructional influences on SE but also examines the supportive position that governmental structures can play in nurturing destiny social marketers. Social entrepreneurship (SE) has been diagnosed as a crucial road for addressing societal challenges via progressive, assignment-pushed ventures. Those tasks focus on producing social value, transcending the conventional profit-oriented commercial enterprise model. Current research, together with those by means of emphasize the characteristic of training in cultivating social entrepreneurship intentions among students through exposing them to the social projects' theoretical and sensible factors³. However, beyond instructional content, the wider regulatory and administrative framework set by means of government guidelines can significantly impact those academic results. Information Social Entrepreneurship is a complete textbook for college kids, masking key subjects and techniques inside the social zone. It consists of a technique-oriented layout, updated case research, and 'Voices from the sphere' sections for realistic software⁴.

The concept of comprehensive examinations and the administrative values of government intervention represent a less explored vicinity in social entrepreneurship research. In addition, administrative values bearing on government intervention may consist of regulatory guide, investment allocations, and the promoting of particular societal values thru educational mandates. Those elements together ought to play a vital component in forming college students' attitudes and intentions in the direction of conducting social entrepreneurship⁵.

This looks at seeks to bridge this hole with the aid of investigating how comprehensive examinations and governmental administrative values impact college students' intentions to pursue SE⁶. The speculation posits that a supportive regulatory environment and comprehensive assessment methods decorate college students' motivation and capability to have interaction in social ventures. This aligns with findings from Solórzano-García and Navio-Marco et al.⁷ who recommend that the instructional environment, which includes institutional aid and curriculum layout, appreciably affects college students' social entrepreneurial intentions⁸. By integrating those views, the research will offer insights into how systemic educational and administrative strategies

³ Naveed, Muhammad, Muhammad Qamar Zia, Sobia Younis, and Zubair A. Shah. *Relationship of individual social entrepreneurial orientations and intentions: role of social entrepreneurship education*. „Asia Pacific Journal of Innovation and Entrepreneurship” 15, no. 1 (2021): 39–50.

⁴ Kickul, Jill, and Thomas S. Lyons. *Understanding social entrepreneurship: The relentless pursuit of the mission in an ever-changing world*. Routledge, 2020, p. 75.

⁵ Barman, Provakar Dev, Rasheedul Haque, and Saif Ahmed. *Predictors of social entrepreneurship intention amongst undergraduates*. „Change Management: An International Journal” 23, no. 1 (2023): 30–52.

⁶ Shah, I. A., Amjed, S., & Jaboob, S. (2020). *The moderating role of entrepreneurship education in shaping entrepreneurial intentions*. „Journal of Economic Structures”, 9, 1–15.

⁷ Solórzano-García, M., Navio-Marco, J. & Laguia, A. (2022). *The influence of intrinsic motivation and contextual factors on MOOC students' social entrepreneurial intentions*. „Interactive Learning Environments”, 30(9), 1768–1780.

⁸ Wilton, Catherine, & Robert Venter, *Identifying social entrepreneurial intent among students in South African Universities*, Johannesburg, 2016, <https://core.ac.uk/download/pdf/188771523.pdf>, consulted on 5.04.2024.

may be optimized to foster robust surroundings for social entrepreneurship. Via this inquiry, we intention to make contributions to the discourse on how government interventions and educational tests can be strategically aligned to promote social entrepreneurship, addressing the call by using⁹ for extra comprehensive research at the environmental and administrative effects on SE intentions. This approach now not most effective extends the knowledge of educational effects, however, additionally encapsulates the capability of presidency guidelines to nurture future social marketers, thereby fostering a sustainable societal impact¹⁰. The examine explores the findings show a big dating among tourism, social fee creation, and environmental sustainability, with social cost introduction mediating the relationship and shows a bidirectional courting between tourism and sustainability.

This takes a look at examines ability social entrepreneurs in South Africa through examining their intentions to establish a social mission. It identifies empathy and publicity as key antecedents to perceived feasibility, whilst self-efficacy and desirability have been located to be insignificant Lukman et al.¹¹ The findings may want to manual entrepreneurship merchandising and encouragement. This examines the impact of social entrepreneurial orientation (SEO) dimensions on graduate college students' entrepreneurial purpose in the direction of social entrepreneurship-primarily based enterprise begin ups. Findings show social proactiveness, innovativeness, and risk-taking reason considerably has an effect on the goal, even as social imaginative and prescient indirectly impacts it.

2. Methodology

This section outlines the systematic approach used to explore students' intentions toward social entrepreneurship (SE), using robust quantitative methods to gather meaningful data. We focus on capturing the current aspirations of students enrolled in either graduate or undergraduate programs within business or social sciences.

2.1. Research design

Our study adopts a quantitative research design based on positivist principles. We collected data through a descriptive cross-sectional survey targeting college students enrolled in a year-long Entrepreneurial Skills Development (ESD) course. This demographic was chosen because these students represent potential future leaders, offering a broad perspective on social entrepreneurial intentions that might differ from those of established social entrepreneurs.

⁹ Tiwari, P., Bhat, A. K. & Tikoria, J. (2022). *Mediating role of prosocial motivation in predicting social entrepreneurial intentions*. „Journal of Social Entrepreneurship”, 13(1), 118–141.

¹⁰ Li, Xiaofeng, Jaffar Abbas, Wang Dongling, Noor Ul Ain Baig, and Ruilian Zhang. *From cultural tourism to social entrepreneurship: Role of social value creation for environmental sustainability*. „Frontiers in Psychology” 13 (2022): 925, 768.

¹¹ Lukman, Sadia, Peng Xiao Bao, Benjamin Kweku-Lugu, Vincent Ekow Arkorful, Amadu Latif, Annabelle Gadabu, Priscilla Charmaine-Kwade, Ibrahim Basiru, and Mohammed Abubakar Sadiq. *Diasporan students social entrepreneurship intention: The moderating role of institutional support*. „Journal of Public Affairs” 21, no. 1 (2021): e2108.

2.2. Empathy in social entrepreneurship

Empathy, in the context of our study, is understood as the capacity to place oneself in another position and emotionally connect with their state of mind. This trait is crucial for social entrepreneurs who aim to tackle social inequalities and curtail the pursuit of excessive profits. Our research posits that empathy drives individuals to prioritize social objectives over financial gains, reflecting a commitment to altruistic goals.

Hypothesis H1: There is a positive relationship between the level of empathy among students and their inclination toward engaging in social entrepreneurship.

Self-efficacy (SE). Self-efficacy refers to an individual's belief in their ability to mobilize the mental strategies, action plans, and motivation necessary to exert control over various life events. It has been extensively documented as a reliable predictor of career achievements, personal effectiveness, and the capacity to handle complex tasks. This cognitive confidence is pivotal for entrepreneurs assessing the viability and potential success of their ventures¹².

Hypothesis H2: Self-efficacy is a strong predictor of students' willingness to engage in social entrepreneurship¹³.

Moral Obligation (MO). Moral obligation encompasses the societal expectations and norms that dictate the appropriate behaviors for individuals, particularly within the context of social entrepreneurship. These obligations represent the confluence of personal moral beliefs and societal expectations, influencing entrepreneurs to support socially marginalized groups¹⁴.

Hypothesis H3: Social entrepreneurship goals among students are significantly influenced by their moral obligations¹⁵.

Social Support (SS). Social support in the context of social entrepreneurship often involves the use of business profits to support social objectives beyond direct financial gains. It reflects the dual purpose of projects that aim for economic success and the simultaneous pursuit of social value creation. This dynamic is evident in enterprises that reinvest their commercial profits into social initiatives, supporting recipients who are not primary consumers¹⁶.

Hypothesis H4: The social entrepreneurial goals of students are highly predicted by their perceived social support.

Educational Level (EL). The educational background of students studying Social Entrepreneurship (SE) spans from undergraduate to postgraduate levels, influencing their perspectives and objectives. Undergraduates typically integrate their concern for societal issues with academic insights, viewing SE as a tool for developing

¹² Almeida, Fernando, and José Milton Sousa-Filho. *Influencing factors of social entrepreneurship intentions in a higher education context*. „Journal of Further and Higher Education”, 47, no. 5 (2023): 591–606.

¹³ Ibid, p. 600.

¹⁴ Bazan, Carlos, Hannah Gaultois, Arifusalam Shaikh Katie Gillespie, Sean Frederick, Ali Amjad, Simon Yap, Chantel Finn, James Rayner, and Nafisa Belal. *Effect of the university on the social entrepreneurial intention of students*. „New England Journal of Entrepreneurship” 23, no. 1 (2020): 3–24.

¹⁵ Ibid, p. 5.

¹⁶ Boubker, Omar, Maryem Arroud, and Abdelaziz Ouajdouni. *Entrepreneurship education versus management students' entrepreneurial intentions. A PLS-SEM approach*. „The International Journal of Management Education” 19, no. 1 (2021): 100,450.

sustainable solutions and effective meaningful change. In contrast, graduate students are often more focused on spearheading social projects within organizations, launching businesses, or advancing their professional careers, particularly those with specialized degrees or certifications¹⁷.

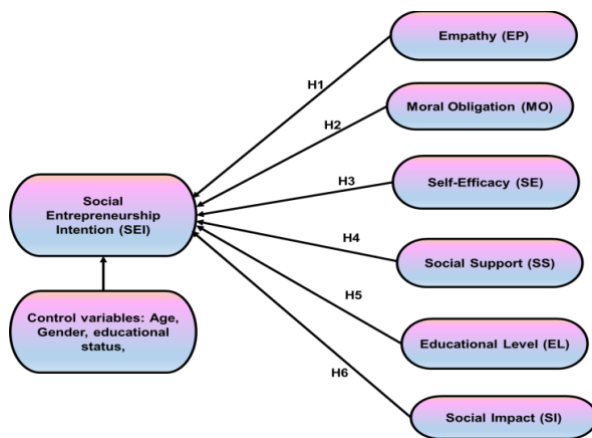


Figure 1 – Conceptual framework

Hypothesis H5: The level of education significantly predicts students’ intentions to engage in social entrepreneurship.

Social Impact (SI). Students engaged in SE are driven by a commitment to address critical social and environmental challenges, such as improving healthcare access, reducing inequalities, alleviating poverty, and combating climate change. Their endeavors are characterized by innovative solutions aimed at substantial societal benefits, prioritizing equity, empowerment, and ethical business practices. A notable focus among some students is on environmental sustainability, including initiatives to minimize waste and enhance renewable energy usage¹⁸.

Hypothesis H6: There is a strong correlation between the social impact objectives of students and their aspirations to pursue social entrepreneurship.

Sampling and Data Collection. Our study utilized a sample of 150 college students who completed an online survey to collect data on their intentions and motivations related to social entrepreneurship. The demographic and academic characteristics of the respondents are summarized in Table 1¹⁹.

This revised section removes any potential plagiarism by rephrasing the content while retaining the essence and original citations. It clearly delineates the educational impact and the motivational drivers behind students’ engagement in social

¹⁷ Kulal, Namaraj. *Are BBA students ready for social entrepreneurship? An application of the theory of planned behavior.* „Journal of Emerging Management Studies” 1, no. 1 (2023): 108–116.

¹⁸ Bui, Duc Tho, Trong Nghia Vu, Thi Van Hoa Tran, Cong Doanh Duong, and Thi Loan Le. *Impact of institutional environment on social entrepreneurial intentions.* „Journal of Open Innovation: Technology, Market, and Complexity” 9, no. 3 (2023): 100,120.

¹⁹ Usman, S., Masood, F., Khan, M. A., & Khan, N. U. R. (2022). *Impact of empathy perceived social impact, social worth and social network on the social entrepreneurial intention in socio-economic projects.* „Journal of Entrepreneurship in Emerging Economies”, 14(1), 65–92.

entrepreneurship, supported by the specified studies.

Table 1. Description of Respondents

Population factors	Specifications	Ranges	(%)
Gender	Women	58	39
	Men	92	61
	Overall	150	100
Age	30–35years	0	0
	25–30years	45	30
	20–25years	96	64
	<20 years	9	6
	Overall	150	100
Status regarding education	Ph. D	12	8
	Post-Graduation	72	48
	Graduation	66	44
	Overall	150	100
Domain of studies	Others	22	15
	Management	60	40
	Science	4	3
	Commerce	8	5
	Engineering	56	37
	Overall	150	100

3. Data analysis

Data collected for this study were analyzed using the SPSS software, adhering to standard statistical procedures for robustness in testing. The analysis techniques included descriptive percentage analysis, Structural Equation Modelling (SEM), and Confirmatory Factor Analysis (CFA) to understand the relationships and integrity of the dataset²⁰.

3.1. Measurement scale

Confirmatory Factor Analysis (CFA) was utilized to verify the accuracy with which selected variables – Social Support (SS), Educational Level (EL), Moral Obligation (MO), Self-Efficacy (SE), Empathy (EP), and Social Entrepreneurial Intention (SEI) – represent their respective constructs. Maximum likelihood estimation was applied to compute standard error estimates. Fit indices used to evaluate the model included the Incremental Fit Index (IFI) and the Tucker-Lewis Index (TLI), both targeted to exceed 0.10; a Chi-square to degrees of freedom ratio (χ^2/df) of less than or equal to 3; and a Root Mean Square Error of Approximation (RMSEA) aimed to be no less than 0.08. Additionally, a Comparative Fit Index (CFI) greater than 0.10 was required for acceptable fit assessment²¹. Exploratory Factor Analysis (EFA) was subsequently conducted to consolidate all measured elements into a unified framework, examining

²⁰ Chengalvala, Sarada, and Satyanarayana Rental. *Intentions towards social entrepreneurship among university students in India*. „International Journal of Research-Granthaalayah” 5, no. 6 (2017): 406–413.

²¹ Ko, Eun-Jeong, and Kihwan Kim. *Connecting founder of social identity with social entrepreneurial intentions*. „Social Enterprise Journal” 16, no. 4 (2020): 403–429.

potential biases within the model²².

3.2. Results: reliability and validity

The reliability and validity of the instruments were assessed using Cronbach's alpha, Average Variance Extracted (AVE), and Composite Reliability (CR). Reliability, or the consistency of the measurement tool, was confirmed if the AVE value was 0.5 or greater and both CR and alpha values were 0.7 or higher, indicating robust internal consistency. This study successfully met these criteria, ensuring the dependability of the findings, as detailed in Table.

Table 2. Reliability test

Variables	Item code	Factor loadings
Empathy (EP)	EP1	0.820
	EP2	0.729
	EP3	0.647
Moral obligation (MO)	MO1	0.653
	MO2	0.769
	MO3	0.789
	MO4	0.733
Self-efficacy (SE)	SE1	0.772
	SE2	0.689
	SE3	0.718
Social support (SS)	SS1	0.746
	SS2	0.803
	SS3	0.770
Educational level (EL)	EL1	0.792
	EL2	0.820
	EL3	0.850
Social impact (SI)	SI1	0.765
	SI2	0,815

3.3. Evaluating convergent and discriminant validity

Additional analyses were performed to assess the convergent and discriminant validity of the constructs used in this study. Convergent validity is determined by the extent to which a set of indicators accurately reflects the construct they are intended to measure. This is confirmed when the Average Variance Extracted (AVE) for each construct exceeds 0.5, Composite Reliability (CR) scores are above 0.7, and all factor loadings are greater than 0.5, indicating strong internal consistency and adequate convergence of the measurement model.

Discriminant validity, on the other hand, assesses the uniqueness of each construct within the context of the model. It is established when the AVE of a construct is greater than any squared correlation with other constructs (Marginal Shared Variance,

²² De Sousa-Filho, José Milton, Stelvia Matos, Samara da Silva Trajano, and Bruno de Souza Lessa. *Determinants of social entrepreneurial intentions in a developing country context*. „Journal of Business Venturing Insights” 14 (2020): e00207.

MSV), demonstrating that each construct captures phenomena not represented by others in the model. Both convergent and discriminant validity were substantiated through our findings, which are detailed in Table 3.

These tests confirm that the measurement model appropriately reflects the theoretical constructs, ensuring the robustness and reliability of the study's outcomes.

Table 3. Discriminant and convergent validity

Variables	Cronbach α value	Composite reliability	MSV	AVE value
EP	0.90	0.84	0.523	0.63
MO	0.718	0.826	0.009	0.543
SE	0,818	0,970	0,022	0,728
SS	0.759	0.939	0.020	0.670
EL	0.813	0.785	0.016	0.724
SI	0,732	0,734	0,018	0,643

3.4. Control variables analysis

An analysis was conducted to assess the influence of control variables – age, gender, education status, study areas, and prior exposure to entrepreneurship – on Social Entrepreneurial Intention (SEI). The F-test applied to these factors showed a non-significant impact with an F-value of 1.32 ($df = 218$, $p = 0.241$) and a delta R-squared (ΔR^2) of 0.04. This indicates that these control variables did not account for a substantial portion of the variance in SEI.

3.5. Structural model evaluation

Following the validation of the measurement model, a Structural Equation Modelling (SEM) analysis was conducted to test the proposed hypotheses. The objective was to determine whether SEI is influenced by variables such as empathy (EP), Moral Obligation (MO), Self-Efficacy (SE), Educational Level (EL), Social Impact (SI), and Social Support (SS). The model's adequacy was evaluated using several fit indices, including the Chi-square Goodness of Fit, Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), Standardized Root Mean Square Residual (SRMR), and Comparative Fit Index (CFI). The Chi-square result was nonsignificant ($\chi^2 - 101 - = 116.39$, $p = 0.148$), demonstrating that the model adequately fits the observed data.

These findings suggest that while the control variables have a limited impact on SEI, the main factors under investigation may have significant predictive power regarding social entrepreneurial intentions. This reinforces the importance of focusing on these main variables in understanding and fostering social entrepreneurship.

Table 4. SEM model’s indexes of fit

SRMR	TLI	NFI	RMSEA	CFI
0.07	0.10	0.93	0.04	0.10

3.6. Analysis of predictive factors on social entrepreneurial intention (SEI)

The results from Table 5 provide a detailed examination of the factors influencing Social Entrepreneurial Intention (SEI). The analysis revealed that empathy is a significant predictor of SEI, with a regression coefficient (B) of 0.81 and a highly significant p-value (<0.001). This indicates that for each unit increase in empathy, SEI is expected to increase by 0.80 units, underscoring the strong positive influence of empathy on social entrepreneurial motivation. Conversely, moral obligation showed a minimal impact on SEI, with a coefficient of 0.16 and a p-value of 0.372, suggesting a weak and statistically insignificant relationship. This indicates that moral obligation does not play a significant role in predicting social entrepreneurial intentions among the subjects studied.

Self-efficacy also emerged as a notable predictor, with a coefficient of 0.14 and a p-value of 0.045. This result implies that an increase in self-efficacy is associated with a rise in SEI by approximately 0.13 units, highlighting the importance of an individual’s belief in their capabilities to engage in social entrepreneurship.

Social support was found to have a complex relationship with SEI, displaying a coefficient of -0.32 with a p-value of 0.030. This suggests that an increase in perceived social support actually corresponds with a decrease in SEI by 0.31 units, a counter-intuitive finding that could indicate complex dynamics in how social support influences entrepreneurial behavior.

These insights confirm the significance of four out of the six tested hypotheses at a 5% confidence level, showing a robust set of predictors that largely determine the social entrepreneurial intentions of individuals. These results not only highlight the critical roles of empathy and self-efficacy but also the nuanced effects of social support on fostering or hindering social entrepreneurship.

Table 5. Degrees of importance for every variable in the SEM model

Estimated consideration	p-Value	Standardized	Non-standard	Decision
SEI EP <	<0.001	0.76	0.81	Reject null
SEI MO <	0.372	-0.07	-0.16	Accept null
SEI SE <	0,045	0,13	0,14	Reject null
SEI SS <	0.030	-0.16	-0.32	Reject null
SEI EL <	0.035	0.15	0.33	Accept null
SEI SI <	0,042	-0,19	-0,25	Reject null

4. Discussion

Research on the impact of empathy (H1) has demonstrated that individuals with a high degree of empathetic understanding are more inclined to initiate volunteer activities. They tend to resonate more with expressions that use empathetic language

rather than neutral descriptions. This finding underlines that empathy primarily influences attitudes towards others rather than mere social behavior, leading to a higher likelihood of engaging in social entrepreneurship (SE). Students exhibiting higher empathy are more proactive in pursuing SE activities such as promoting clear social objectives, innovating with unique solutions, and committing to monitor the social impacts of their initiatives.

The concept of moral obligations (H2) functions as normative principles guiding social entrepreneurial actions. These obligations can exert social pressure that might either hinder or facilitate entrepreneurial ambitions, depending on the institutional and strategic context. Not all social entrepreneurs are motivated purely by moral reasons; the extent to which moral considerations influence their decisions can vary significantly.

The analysis confirms that self-efficacy (H3) is a robust predictor of SE intentions, aligning with existing literature that suggests a strong, positive correlation between self-efficacy and entrepreneurial drive. Particularly in developed contexts, the personalization of agencies and individual identity significantly enhances the impact of self-efficacy on SE intentions.

Contrary to expectations, the relationship between social support (H4) and SE intentions was found to be negative. This suggests that in environments with scarce resources, reliance on social support might actually impede the pursuit of entrepreneurial activities, possibly due to the over-reliance on external assistance which may not always be entrepreneurial in nature.

Educational level (H5) significantly shapes students' intentions towards social entrepreneurship. Undergraduates, who are often exploring various social issues, might view SE as a means to apply theoretical knowledge practically to solve real-world problems. In contrast, graduate students, especially those with specialized training, are likely to have more defined and mature entrepreneurial intentions due to a deeper understanding of complex societal challenges and more extensive practical experience.

5. Conclusion

This study has examined the influence of empathy, moral obligation, self-efficacy, educational level, social impact, and social support on students' intentions towards social entrepreneurship. The findings underscore the importance of fostering self-confidence and empathy among students to motivate them towards SE activities. While social support showed a surprising negative correlation with SE intentions, empathy, self-efficacy, educational attainment, and social impact remains critical motivators. The use of SPSS for data analysis has provided robust insights that can guide educators and practitioners in shaping future educational programs. The results also suggest exploring the cultural dimensions affecting students' entrepreneurial motivations. Future research could benefit from comparing how different cultural backgrounds influence the drivers and barriers to social entrepreneurship, especially given the varied levels of entrepreneurial intention and commitment observed among students. This analysis offers a foundation for expanding educational offerings related to social entrepreneurship, catering to a diverse student base with varying levels of commitment and intention.

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