

FACTORS INFLUENCING INDIAN UNIVERSITY STUDENTS' ENGAGEMENT IN SOCIAL ENTREPRENEURSHIP

Maruf Mohammad Sirajum MONIR
Huazhong Agricultural University, Wuhan, China
maruf.david@gmail.com

Alula Nerea GEBEREMESKEL
Bucharest University of Economic Studies, Bucharest
gebremeskelalula20@stud.ase.ro

Abstract:

In the evolving landscape of Indian higher education, there is a growing emphasis on integrating social entrepreneurship education to shape students who are aware of their roles in societal development. This research investigates the motivational dynamics influencing Indian undergraduates' inclination toward social entrepreneurship, an area that has not been extensively studied within the Indian context. A comprehensive analysis was conducted on data collected from 300 undergraduate students across 16 diverse universities in India, employing Confirmatory Factor Analysis (CFA) to scrutinize the interplay between various motivational factors and students' engagement in social entrepreneurship. The study's findings reveal a significant positive correlation between students' self-efficacy beliefs and their interest in social entrepreneurship activities, highlighting the critical role of self-efficacy in fostering entrepreneurial intentions. Conversely, the anticipated influence of social support on students' entrepreneurial drive was not corroborated by the data, suggesting that social support may not play a pivotal role in this context. These results offer crucial insights for stakeholders in educational management and policy-making, underscoring the importance of nurturing self-efficacy among students to propel the growth of social entrepreneurship. The study contributes to the broader discourse on enhancing social entrepreneurship education in India, aiming to bolster local economic development and community welfare by equipping students with the necessary skills.

Key words: *Entrepreneurship Education, Motivational Dynamics, Self-Efficacy, Community Support, Social Entrepreneurship in India.*

JEL Classification: *L26, O31, I31, R11.*

I. INTRODUCTION

India, reflecting a global trend, is experiencing a significant surge in social entrepreneurship (SE). This movement is increasingly critical as the nation faces persistent societal challenges, such as urban poverty, healthcare disparities, and environmental sustainability (Bozhikin et al., 2019). Empowering the youth through entrepreneurial education offers a promising solution, enabling them to become catalysts of positive social change. In this context, Indian educational institutions are pivotal, equipping students with the necessary skills and knowledge to launch impactful social ventures, often leveraging digital innovation (Puriwat & Tripopsakul, 2022). Recognizing the potential of SE, the Indian government and educational bodies have initiated programs like the Service-Learning Program - University for Society, which integrates academic learning with community service, addressing social issues while benefiting all stakeholders involved (Marquez-Garcia et al., 2019). Despite these efforts, there is a notable gap in understanding the specific motivational factors that drive Indian students toward SE.

This study aims to fill this gap by exploring the intrinsic and extrinsic motivational factors influencing Indian university students' engagement in SE. It seeks to understand how self-efficacy, influenced by prior entrepreneurship education and the level of community support, shapes students' interest in pursuing social entrepreneurial activities. The investigation is set against the backdrop of India's unique socio-economic landscape, contributing to a nuanced understanding of how educational strategies and policy frameworks can be optimized to foster a robust SE ecosystem in India, thus promoting sustainable economic growth and community development. This investigation delves into the motivational drivers propelling college students towards social entrepreneurial activities. It explores the dichotomy of internal (intrinsic) versus external (extrinsic) motivators. The study's insights aim to enrich theoretical frameworks, contextualizing Asia within the ambit of emerging economies. Despite Asia's modest SE engagement rate of 3%, tailored educational materials aim to bolster interest regionally. The discourse extends to analyzing how risk appetite, the quest for financial gain, and a penchant for novelty drive the youth towards entrepreneurship. The interplay of motivation with social capital, entrepreneurship education, and self-efficacy emerges as pivotal, offering valuable perspectives for academia and policy formulation.

In the burgeoning landscape of Indian entrepreneurship, social entrepreneurship stands out as a dynamic field where the youth are increasingly pivotal. This research delves into the motivational forces driving Indian university students toward social entrepreneurship, an area ripe for exploration given India's unique socio-economic and cultural context (Astiana et al., 2022). It unravels the intricate tapestry of intrinsic and extrinsic motivators influencing students' engagement in this field, offering fresh perspectives on the educational and psychological underpinnings of this trend. India, mirroring global movements, is witnessing a significant uptick in social entrepreneurship. This surge is vital as the country grapples with persistent societal challenges, where social entrepreneurship emerges as a promising avenue for innovative, sustainable solutions (Bozhikin et al., 2019). The study at hand expands the discourse, focusing on the psychological and educational catalysts that prime students for social entrepreneurship, delving into the nuanced interplay of self-efficacy, education, and social support within India's distinctive backdrop. This study of analysis, derived from data collected from 300 undergraduate students across 16 universities, underscores the primacy of self-efficacy in motivating students towards social entrepreneurship. This aligns with recent scholarly discourse that situates individual belief systems at the core of entrepreneurial intentions (Demir, 2020). Notably, the study reveals that, contrary to prevailing expectations, social support did not emerge as a significant driver in students' entrepreneurial motivations, a finding that diverges from established assumptions and invites a nuanced reevaluation of its role in the Indian context (Astiana et al., 2022).

This revelation not only contributes a new dimension to academic discourse but also serves as a practical guide for policymakers and educators to recalibrate strategies in nurturing future social entrepreneurs. By situating these findings within India's socio-economic landscape, the study offers invaluable insights for enhancing the efficacy of social entrepreneurship education, thereby fostering a generation equipped to tackle societal challenges innovatively. This enhanced introduction, enriched with citations, sets a comprehensive backdrop for the in-depth exploration of motivational dynamics influencing Indian undergraduates' engagement in social entrepreneurship. It aims to provide a cohesive narrative that aligns with the research's broader objectives, situating the study within the global and local discourse on social entrepreneurship education.

II. LITERATURE REVIEW:

Motivational Dynamics in Social Entrepreneurship within the Indian Context

The fabric of social entrepreneurship in India is intricately woven with the threads of motivation, driving individuals to venture beyond conventional business paradigms and address societal challenges. This literature review explores the multifaceted nature of motivation in the realm of social entrepreneurship, emphasizing the Indian context where the interplay of cultural, economic, and social factors provides a unique backdrop. **Intrinsic and Extrinsic Motivations in Social Entrepreneurship:** Motivation in social entrepreneurship is a complex amalgam of intrinsic and extrinsic factors. Intrinsic motivation, driven by personal fulfillment, the desire for social impact, and relational connections, is a significant force propelling Indian youth towards social ventures (Barba-Sanchez & Atienza-Sahuquillo, 2018). Conversely, extrinsic motivations like recognition and financial incentives also play a role but are often secondary to the altruistic and community-oriented goals central to social entrepreneurship in India.

The landscape of social entrepreneurship in India is rich and varied, influenced by a confluence of cultural, economic, and social factors that create a unique backdrop for entrepreneurial motivations. This literature review delves into the multifaceted nature of motivation in social entrepreneurship, with a particular emphasis on the Indian context. Motivation in social entrepreneurship is a nuanced amalgamation of intrinsic and extrinsic factors. Intrinsic motivation, propelled by personal fulfillment, the desire for social impact, and relational connections, plays a crucial role in driving Indian youth towards social ventures. This aligns with Barba-Sanchez & Atienza-Sahuquillo's (2018) findings that intrinsic motivators, particularly the desire for societal betterment, significantly influence entrepreneurial intent. Conversely, extrinsic motivations, such as recognition and financial incentives, while relevant, often take a backseat to the more altruistic and community-oriented goals central to social entrepreneurship in India. The influence of motivational incentives on entrepreneurial behavior is profound, shaping commitment and determination. In India's context, characterized by strong societal and community bonds, intrinsic motivation assumes paramount importance. Research suggests that when individuals align their entrepreneurial pursuits with personal and societal values, their motivation to persist and succeed is magnified, especially in the educational realm where young entrepreneurs are nurtured (Staniewski & Awruk, 2019).

The Theory of Planned Behavior offers a valuable lens to examine entrepreneurial motivation, suggesting that intention, perceived behavioral control, and normative beliefs are key determinants. This theory is particularly relevant in the Indian context, where societal norms and collective beliefs significantly influence individual actions, especially in the realm of social entrepreneurship. Central to the discourse on motivation is the concept of self-efficacy. In the Indian milieu, where entrepreneurial activities are often community-focused and socially driven, belief in one's ability to effect change is crucial. High self-efficacy correlates with strong

entrepreneurial intent, an essential ingredient for the growth of micro and small enterprises (MSEs) in the social sector (Astiana et al., 2022): This study further hypothesizes a positive correlation between self-efficacy and MSE growth in social entrepreneurship in India, suggesting that individuals confident in their abilities are more likely to pursue and succeed in social entrepreneurial ventures. The hypothesis is to be India's increasing emphasis on entrepreneurship education, this review also hypothesizes that such education enhances business acumen and fosters a positive outlook toward entrepreneurship, contributing to MSE growth in the social sector. Finally, considering the Indian cultural context where community support is vital, this review explores the hypothesis that emotional and practical support from one's network enhances entrepreneurial motivation, facilitating engagement in social entrepreneurship. This enhanced literature review sets the stage for an in-depth exploration of how various motivational factors influence Indian university students' engagement in social entrepreneurship, providing a nuanced understanding that can inform educational strategies and policy initiatives in India's unique socio-economic landscape.

Hypotheses In The Indian Context:

H1 :Self-Efficacy and Entrepreneurship: Given the societal emphasis on individual capability and community impact, a positive correlation between self-efficacy and MSE growth in social entrepreneurship is anticipated in India. This relationship underscores the belief that individuals confident in their abilities are more likely to pursue and succeed in social entrepreneurial ventures. The research posits a strong positive correlation between self-efficacy and MSE growth in social entrepreneurship within India. This hypothesis underscores the critical belief that Indian students who are confident in their capabilities are more inclined to embark on and succeed in social entrepreneurial ventures, reflecting a key cultural value of self-reliance and community impact.

H2: Role of Entrepreneurship Education: With India's growing focus on entrepreneurship education, there's a hypothesis that such training enhances business acumen and fosters a positive outlook towards entrepreneurship, contributing to MSE growth in the social sector. As India places growing emphasis on entrepreneurship education, the hypothesis suggests that such education not only enhances business acumen but also positively shapes students' attitudes towards entrepreneurship. This is anticipated to contribute significantly to MSE growth in the social sector, emphasizing the transformative power of education in fostering entrepreneurial mindsets.

H3: Social Support as a Motivator: In the Indian cultural context, where community support is vital, it's hypothesized that emotional and practical support from one's network enhances entrepreneurial motivation, facilitating engagement in social entrepreneurship. Given the collectivist culture prevalent in India, where community support is deemed vital, this hypothesis explores the idea that emotional and practical support from one's social network bolsters entrepreneurial motivation, thereby facilitating engagement in social entrepreneurship. This reflects the intricate interplay of social dynamics in shaping entrepreneurial pursuits in the Indian context.

H4: This literature review sets the stage for an in-depth exploration of how various motivational factors influence Indian university students' engagement in social entrepreneurship, offering a nuanced understanding that can inform educational strategies and policy initiatives in India's unique socio-economic landscape.

III. METHODOLOGY AND RESULTS

This study's methodology involved gathering data from 300 undergraduate students across 16 public universities in India, focusing on those enrolled in social entrepreneurship programs. Stratified sampling was utilized to ensure representation across various institutions. The constraints imposed by the COVID-19 pandemic necessitated the use of an online survey method. Participants were administered questionnaires electronically, with an accompanying letter detailing the study's objectives, confidentiality assurances, and the voluntary nature of participation. Demographic Breakdown of the participant pool comprised 73.8% female and 26.2% male students, primarily aged between 21 and 23 years (58.2%), followed by 18 to 20 years (28.9%), 24 to 26 years (11.0%), and 27 to 30 years (11.0%). Degree holders constituted 83.3% of respondents, with a notable 83.7% having previously undertaken entrepreneurship-related courses. Instrumentation and Reliability of the research employed validated tools with a 5-point Likert scale across five sections, covering demographics, social entrepreneurship engagement, self-efficacy, entrepreneurship education, and social support. The construct reliability was affirmed via Cronbach's alpha, demonstrating satisfactory internal consistency. Methodological Bias Mitigation: Exploratory factor analysis was conducted to address potential biases, with the one-factor test indicating minimal methodological bias, thereby reinforcing the study's validity. Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) were used to validate the study's conceptual model. The model underwent iterative refinements based on path estimates and covariance matrices, culminating in a 22-item dataset that effectively represented the core constructs. These constructs demonstrated strong convergent and discriminant validity, as evidenced by alpha reliability, construct reliability (CR), and average variance extracted (AVE) metrics exceeding standard thresholds.

IV. RESULTS:

The analysis revealed a striking affirmation of the first hypothesis (H1), showing a strong positive correlation between self-efficacy and student engagement in social entrepreneurship. However, the anticipated influences posited in H2 and H3 – the roles of entrepreneurship education and social support – were not supported by the data. These findings suggest that while self-efficacy stands as a critical driver of social entrepreneurial intent among Indian students, the expected impacts of entrepreneurship education and social support require reevaluation within this specific context.

Table 2: Measurement Model Evaluation

Construct	AVE	CR	Inter-Construct Correlations
S-E	0.754	0.787	S-E, E-E, S-S, S-M
E-E	0.768	0.776	0.521 (with S-E)
S-S	0.714	0.862	0.884 (with S-E), 0.539 (with E-E)
S-M	0.593	0.938	0.853 (with S-E), 0.374 (with E-E), 0.716 (with S-S)

Table 3: Hypothesis Testing Results

Hypothesis	Path	Standard Estimate	t-value	Result
H1	SE → SM	0.849	3.612	Supported
H2	EE → SM	-0.35	-1.456	Not Supported
H3	SS → SM	-0.047	-0.492	Not Supported

V. DISCUSSION:

The pivotal role of self-efficacy in motivating Indian students towards social entrepreneurship is evident, aligning with prior research that underscores self-efficacy's influence on entrepreneurial aspirations (Demir, 2020). The study's results reinforce the need for educational institutions to bolster self-efficacy among students, thereby fostering a conducive environment for social entrepreneurship.

Despite the anticipation that social support would be a significant motivator, the findings reveal no substantial correlation, suggesting that while social support is beneficial, it may not be a direct influencer of entrepreneurial intent among Indian students. This aspect diverges from prior assumptions and indicates that motivational enhancers other than social support may play more critical roles in shaping entrepreneurial intentions. The implications of this study are manifold, offering valuable insights for academia and policymakers in India. By understanding the nuanced interplay of self-efficacy, education, and support, stakeholders can devise targeted strategies to nurture future social entrepreneurs, equipped to address India's unique societal challenges through innovative and sustainable solutions. The findings of the study highlight the pivotal role of self-efficacy in motivating student engagement in social entrepreneurship (SE). It's evident that students' confidence in their capabilities significantly influences their inclination towards entrepreneurial endeavors. The study also underscores the significance of entrepreneurship education in cultivating intrinsic motivation among students. This aligns with the findings of Astiana et al. (2022) and Leonidou et al. (2020), which suggest that early and continuous exposure to entrepreneurship principles can foster a spirit of innovation and problem-solving. The curriculum that emphasizes entrepreneurial concepts from a young age not only instills a sense of initiative but also equips students with practical skills and an entrepreneurial mindset, as noted by Lv et al. (2021) and Abdelkarim (2021). Contrary to expectations, the study found no significant correlation between students' engagement in SE and the level of social support they receive. This finding diverges from other studies, suggesting that while social support is valuable, it may not directly influence students' entrepreneurial intent. Instead, it might function more as a motivational enhancer rather than a direct catalyst for entrepreneurship. This research contributes valuable insights into the interplay between self-efficacy, entrepreneurship education, and social support in shaping the entrepreneurial intentions of students. It underscores the necessity for a holistic educational approach that integrates self-efficacy enhancement and practical entrepreneurial learning to foster a proactive and socially responsible entrepreneurial culture among students.

The implications of these findings extend beyond academia, offering guidance for policy development aimed at nurturing future entrepreneurs. By advocating for educational strategies that blend self-efficacy reinforcement with hands-on entrepreneurial training, institutions can significantly influence students' propensity towards social entrepreneurship, thus fostering a generation equipped to tackle societal challenges through innovative business solutions. The study's findings illuminate the paramount importance of self-efficacy in motivating Indian students toward social entrepreneurship, resonating with global research trends but

contextualized within India's unique socio-cultural landscape. The lack of significant support for the latter hypotheses prompts a nuanced reconsideration of the roles that education and social support play in shaping the entrepreneurial landscape among India's youth.

VI. CONCLUSION:

The purpose of this research was to analyze the impact of self-efficacy, entrepreneurship education, and social support on the engagement of Indian university students with social entrepreneurship (SE). The study scrutinized students' perceptions of SE and its role in enhancing their educational journey and motivational levels. Results highlighted the critical role of self-efficacy in steering students towards SE, spotlighting the power of confidence and an entrepreneurial approach in shaping their future paths and societal contributions. The analysis indicated that while self-efficacy stands out as a significant factor in motivating students towards SE, social support didn't exhibit a strong influence. This finding prompts a reevaluation of the role of social support in the context of Indian students' entrepreneurial aspirations, suggesting that other factors might be more influential in shaping their entrepreneurial journey. The outcomes of this study are instrumental for educators and policy makers in India, providing insights into the essential components that foster a nurturing environment for social entrepreneurship. By integrating a robust entrepreneurship education framework and reinforcing self-efficacy among students, institutions can play a pivotal role in cultivating the next generation of social entrepreneurs poised to tackle India's societal challenges. The findings from this study contribute a significant chapter to the narrative of social entrepreneurship education in India. By highlighting the paramount importance of self-efficacy and challenging conventional beliefs about the roles of education and social support, this research paves the way for a nuanced understanding of what truly motivates Indian university students to engage in social entrepreneurship. As India continues to evolve as a hub for social innovation, the insights garnered from this study could inform strategies to cultivate a resilient, innovative, and socially conscious generation of entrepreneurs.

VII. FUTURE DIRECTIONS:

Future research should delve deeper into the long-term impacts of entrepreneurship education on SE engagement among students, considering India's diverse cultural and regional landscapes. Further exploration into the roles of mentorship, industry collaborations, and community involvement could provide additional insights into enhancing the SE ecosystem in India. Future research could explore the long-term impacts of entrepreneurship education on students' engagement with social entrepreneurship, considering India's diverse cultural and regional landscapes. Further investigations could delve into how mentorship, industry collaborations, and community involvement could augment the social entrepreneurship ecosystem in India, providing deeper insights into the motivational nuances among Indian students.

VIII. REFERENCES:

1. Abd Razak, A. Z. A. et al. (2019, p.25-38) The interplay of social support in balancing work-family dynamics and its effects on the well-being of working students. *International Business Education Journal*, 12(1).
2. Abdelkarim and A. (2021, pp. 67-88). Transitioning from entrepreneurial interest to action: The imperative of entrepreneurship education. *Entrepreneurship Education*, 4(1),
3. Astiana, M. et al. (2022, p.995-1008). The impact of entrepreneurship education on fostering entrepreneurial intentions among university students. *European Journal of Educational Research*, 11(2),.
4. Barba-Sanchez, V. et al (2018, p. 53-61). Evaluating the entrepreneurial intent among engineering students: The influence of educational practices. *European Research on Management and Business Economics*, 24(1),.
5. Bozhikin, I et al. (2019, p. 730-747). A review of the government and non-state actors' role in social entrepreneurship. *Journal of Cleaner Production*, 226,.
6. Demir and S. (2020, p. 205-224). Exploring the nexus between self-efficacy and organizational outcomes in the educational sector. *Eurasian Journal of Educational Research*, 20(85),.
7. Díez-Mesa, F. et al (2018, p. 1-13). Employing Bayesian networks and SEM in developing service quality models in public transportation. *Transportation Research Part A: Policy and Practice*, 118,
8. French, K. A. et al (2018, p. 284-314). An analysis of work-family conflict and the buffering effects of social support. *Psychological Bulletin*, 144(3),.
9. Astiana, M. et al (2022, pp. 995-1008). The impact of entrepreneurship education on fostering entrepreneurial intentions among university students. *European Journal of Educational Research*, 11(2),
10. Barba-Sanchez & Atienza-Sahuquillo, (2018, pp.53-61). Evaluating the entrepreneurial intent among engineering students: The influence of educational practices. *European Research on Management and Business Economics*, 24(1),.
11. Bozhikin, I. et al. (2019, pp. 730-747). A review of the government and non-state actors' role in social entrepreneurship. *Journal of Cleaner Production*, 226,.
12. Demir and S. (2020, pp. 205-224). Exploring the nexus between self-efficacy and organizational outcomes in the educational sector. *Eurasian Journal of Educational Research*, 20(85),.
13. Staniewski, M. et al (2019, p.23). The role of motivational incentives in shaping the behaviours of entrepreneurs. *Journal of Business Research*.