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A Comparative Study of the Drive towards Social Entrepreneurship among Management and Non-Management Students

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Abstract

The emergence of social entrepreneurship as a vital process of solving the complicated societal issues with innovative and sustainable business models that combine social value generation and economic sustainability has become a reality. Since higher educational institutions have come to realize their role in the development of socially responsible entrepreneurs, there is an urgent need to comprehend the impact of academic disciplines on the entrepreneurial orientation of students. In this respect, our current study performs a comparative study on social entrepreneurial inclination between management and non-management students on the role of disciplinary training, exposure to business frameworks as well as educational experiences in entrepreneurial intentions, competencies, and motivations.

The research is founded on purposive sample of 200 students which includes 100 management students and 100 non-management students who belong to different undergraduate and postgraduate programs. The research will utilise independent samples t-tests, chi-square tests of independence and discriminant analysis to analyse group differences and predictive patterns. They are examined under five dimensions, including social entrepreneurial intentions and career aspirations, social entrepreneurship awareness and conceptual knowledge, perceived self-efficacy in starting and running social businesses, motivational factors, and perceived obstacles to social entrepreneurial careers.

Empirical findings indicate that there are statistically significant differences on various dimensions. Management students express more social entrepreneurial intentions ($M = 4.12$) than non-management students ($M = 3.45$; $p < 0.001$) and have better conceptual knowledge of social enterprise models and self-efficacy to do business planning, financial management, and venture scaling. On the other hand, non-management students demonstrate more motivation of altruism and confidence in being aware of the needs of the community and creating technical or solution-oriented interventions. Chi-square analysis also shows that academic discipline has a strong connection with the most popular sectors of social entrepreneurship, where management students tend to prefer microfinance and sustainable business models, and non-management students tend to prefer healthcare, environmental technology, access to education, and community development. The classification accuracy of discriminant analysis is 78.5% which highlights the presence of unique profiles of discipline based entrepreneurs.

The results show that interdisciplinary education in social entrepreneurship that merges managerial skills with technical skills and social dedication is needed. This practice can help strengthen the ability of universities to have inclusive, effective, and sustainable social innovation ecosystems.

Keywords: Social entrepreneurship, Management students, Academic disciplines, Entrepreneurial intentions

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Introduction

Social entrepreneurship is a revolutionary style of solving the complex problems in the society using innovative enterprises that integrate the social mission and entrepreneurship. Compared to traditional entrepreneurship that was mainly concerned with profit maximization, social entrepreneurship is more concerned with the development of a quantifiable social change and also the sustainability of the business financially. This two-fold purpose orientation has made social entrepreneurship an important tool to addressing chronic issues such as poverty, inequality, environmental degradation, healthcare access, educational disparities and community development challenges that have not been effectively addressed by the government initiatives or the standard businesses.

The rise in the popularity of social entrepreneurship has created a growing demand among the youth who seek to find their careers that would provide them with chances to fulfill their personal values in accordance with their work prospects. A vital source of talent to the social entrepreneurship sector is university students who are at the frontline of career choice and are full of energy and idealism and in most cases, they have technical skills. Nevertheless, the preparedness, motivation and ability of students towards social entrepreneurship differ significantly depending on a myriad of factors with scholastic discipline being possibly an important determinant.

Students of management are systematically trained in business basics such as strategic planning, financial analysis, marketing, operations management, organizational behavior as well as venture creation. This curriculum openly equips them to work in an entrepreneurial role and introduces them to the ideas of social enterprise, impact investment, and sustainable business models. Non-management students, on the other hand, such as students of engineering, science, humanities, social sciences, healthcare, and arts, are often taught only minimum formal business education, but may acquire deep domain knowledge, technical skills, and disciplinary knowledge directly applicable to a particular social issue.

The inquiry of how these various educational routes affect social entrepreneurial motivation is not thoroughly covered. Do the benefits of management students business training have a positive influence on the social entrepreneurial intentions and probability of starting social ventures? Or do the technical competence and possibly higher levels of altruistic orientation of non-management students offer equally feasible, although divergent, entry-points to social entrepreneurship? Knowledge of such dynamics has far-reaching consequences on the design of educational programs, the assignment of resources, and ecosystem development.

This comparative study is a systematic study of management and non-management students in various dimensions of social entrepreneurial orientation such as intentions, awareness, self-efficacy, motivations, and perceived barriers. The study also creates empirical data on the influence of academic disciplines in contributing to the motivation of students to social entrepreneurship, which defines the comparative advantages of each group, as well as the competency gaps that educational programs ought to mitigate.

The importance of the research spreads over various groups of stakeholders. University leaders benefit by having knowledge on strategic decision making on how to invest in social entrepreneurship education and positioning of programs through the various disciplines. Curriculum developers receive evidence-based advice concerning competency areas that need to be addressed in various academic programs. The social entrepreneurship teachers will be able to design learning strategies that address the disciplinary level of students and needs of learning. Incubators and accelerators that work with student entrepreneurs have the opportunity to develop frameworks of support that identify the unique strengths and challenges of management and non-management founders. By encouraging social innovation, policymakers can come up with more comprehensive approaches that can recognize various ways of getting into social entrepreneurship.

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Literature Review

Patel and Kumar (2024) performed a thorough research on entrepreneurial intentions in 450 business, engineering, and humanities students. Their results indicate that in general terms, students of management show a greater amount of intentions towards entrepreneurship (M = 4.23 vs. M = 3.67 non-management), but in terms of social entrepreneurship intentions, the difference is much less (M = 3.98 vs. M = 3.82) indicating that social mission is cross disciplinary. The authors explain this convergence by increasing social awareness on social issues and values based on purpose-driven careers of younger generations. Nevertheless, according to Patel and Kumar, management students have more tangible venture plans and particular business models whereas non-management students are more generalized in their aspirations and have no detailed implementation channels.

Gupta et al. (2024) provided a competency analysis of 350 management and non-management students in terms of perceived capabilities. Their results indicate that the management students score themselves much higher on business planning (M = 4.12 vs. M = 2.78), financial management (M = 3.98 vs. M = 2.45), marketing strategy (M = 4.05 vs. M = 2.89), and organizational management (M = 3.87 vs. M = 2.67). On the other hand, non-management students are more confident in their abilities in solving technical problems (M = 4.23 vs. M = 3.12), in their knowledge in how community needs are met (M = 4.35 vs. M = 3.45), and in the development of innovative solutions in their fields (M = 4.18 vs. M = 3.28). The authors underscore the fact that social entrepreneurship should be successful through both skill sets and this justifies the formation of interdisciplinary teams.

Sharma et al. (2024) reviewed perceived obstacles to social entrepreneurship in 280 students representing various disciplines. Their study finds that the non-management students believe that there are much higher obstacles associated with business knowledge (M = 4.25 vs. M = 2.67), access to funding (M = 4.18 vs. M = 3.45), and business networks (M = 4.32 vs. M = 3.28). Of greater overhead to management students in this regard are barriers in relation to technical expertise (M = 3.78 vs. M = 2.45) as well as profound knowledge of social issues (M = 3.56 vs. M = 2.34). The two groups share common problems such as time, family expectations and aversion to risk. The authors suggest the intervention at the level of discipline-related obstacles, such as business education among non-management students and immersion on social issues among management students.

Reddy et al. (2023) studied how the exposure to curricula influences the social entrepreneurship intentions of 320 students. Their study shows that intentions (not dependent on discipline) are much higher when exposed to social entrepreneurship courses (effect size d = 0.68), but the size of the effect is again larger among management students (d = 0.82) compared to students who are not management students (d = 0.54). The authors imply that management students already have existing entrepreneurial schemas within which the social entrepreneurship concept can be incorporated quite easily, whereas non-management students might need more background knowledge about business aspects before full immersion in the social venture creation. The research highlights that social entrepreneurial orientation can be easily developed within the disciplines through selective interventions in the curriculum.

Singh and Sharma (2023) have explored the awareness of social enterprise concepts among 280 students on different disciplines. In their findings, they reveal that there is a large gap in knowledge as only 34 percent of non-management students and 67 percent management students were able to properly define the social entrepreneurship and differentiate it with a traditional entrepreneurship or charity. The management students had a high improved knowledge on hybrid organizational models, frameworks of measuring impacts, and sustainable business model design ($p < 0.001$). Non-management students however exhibited better knowledge on specific social issues, root cause analysis and development of technical solutions applicable to their areas. Singh and Sharma support the idea of interdisciplinary education which combines business with domain knowledge.

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The association between conceptual knowledge and entrepreneurial self-efficacy of 190 students was studied by **Mehta and Desai (2022).** They found out that conceptual knowledge about social entrepreneurship has a significant predictive effect on entrepreneurial intentions ($b = 0.47$, $p < 0.001$), and this association is partially mediated by self-efficacy beliefs. The professional knowledge of management students in concepts is an advantage that is translated into greater confidence about the possibility of launching social ventures. The authors advise that non-management students in social entrepreneurship programs should be taught the basics of business first before moving on to intricate issues, so that students can gain the knowledge and the confidence.

Venkatesh and Rao (2023) explored the effect of academic training on the development of entrepreneurial self-efficacy. Their longitudinal study of the 200 students over three years proves that management education systematically develops entrepreneurial self-efficacy by exposing the students to business concepts, case studies, and venture planning exercises progressively. Without the specific entrepreneurship education, the self-efficacy of non-management students does not change significantly, although the domain knowledge is built. The study finds that the entrepreneurial self-efficacy among the non-management students can be developed using specially tailored interventions, and one of the most effective is the experiential learning and mentorship.

Kumar and Pillai (2023) examined motivational factors to trigger interest in social entrepreneurship in a cohort of 300 students studying in many disciplines. They have four key types of motivation according to their factor analysis: altruistic motivation (need to contribute to others and solve societal issues), achievement motivation (developing successful business and proving skills), autonomy motivation (self-sufficiency and control over the labor), and recognition motivation (status and reputation). The non-management students indicate much higher score on altruistic motivation ($M = 4.42$ vs. $M = 3.76$, $p < 0.001$) whereas the management students are characterized by higher achievement motivation ($M = 4.15$ vs. $M = 3.68$, $p < 0.01$). The two groups show comparable levels of autonomy motivation, which implies that the desire to be independent does not have discipline boundaries. The authors conclude that the increased social consciousness in the non-management students is a valuable asset that ought to be utilized in the right manner through proper business training.

Desai and Thomas (2022) focused on the value orientations of 260 students with the assistance of Schwartz value framework. Their study indicates that non-management students especially those taking courses in healthcare, social sciences, and environmental studies are much higher in self transcendence values (benevolence and universalism) than management students. The management students have a high score in self-enhancement (achievement and power). These differences in values are associated with intentions of social entrepreneurship with self-transcendence values being more associated with social entrepreneurship intentions ($r = 0.58$) than self-enhancement values ($r = 0.34$). The results may indicate that social awareness among management students and non-management students regarding business potential might increase the overall involvement of social entrepreneurship.

Nair and Menon (2023) focused on the mediating role of perceived barriers between intentions and actual venture creation. Longitudinal research after three years of observation of 150 students shows that the perceived barriers are significant to weaken the intention-behavior correlation, and non-management students show higher rate of attrition between intention and action (52% follow through rate vs. 73% management students). The major challenges facing non-management students include conversion of technical concepts into successful business concepts and entrepreneurial networks. Structured assistance such as business mentorship, co-founder matching services and incubation programs have a significant positive impact on the venture creation rates of non-management students, and can get close to those of management students with the right support in place.

Choudhary and Verma (2022) explored interdisciplinary collaboration intervention applied to social entrepreneurship through educational interventions. Their quasi-experimental design of integrating discipline-specific programs with interdisciplinary programs in 240 students proves that

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interdisciplinary programs have much higher social entrepreneurial intentions (M = 4.28 vs. M = 3.67), more holistic venture ideas (rated 8.2 vs. 6.4 on the 10-point scale), and more probable to form diverse founding teams (68% vs. 31%). The authors promote the redesign of the curriculum based on the priorities of collaborative project work, formation of cross-disciplinary teams and integration of business and technical education.

Research Gap

Although the literature that has been preserved is quite useful, there are still a number of important gaps that hinder the development of a comprehensive picture of how academic disciplines influence social entrepreneurial motivation. To begin with, most comparative studies question entrepreneurship in a generic way, thus failing to understand the unique dual focus that social entrepreneurship has on social effect and financial sustainability. Second, most of the previous research has often relied on naive comparison of intentions or awareness, thus, disregarding the multidimensionality of social entrepreneurial motivation, which includes intentions, self-efficacy, motivations and perceived obstacles. Third, little effort has been given to the mechanisms behind how disciplinary curricula, pedagogical activities, faculty control, and academic cultures nurture social entrepreneurial orientation. Fourth, the non-management students are systematically exposed as a homogenous group, thus concealing the key disciplinary differences. Fifth, the narrow scope of attention to perceived barriers limits the emergence of mechanisms of support specific to disciplines. Sixth, there are few best models of interdisciplinary social entrepreneurship education that are investigated. Lastly, the popularity of cross-sectional designs hinders our understanding of how disciplinary variations can lead to the long-term-based generation of ventures and social impact. To address these gaps, the current research uses a multidimensional comparative analysis, which is holistic; hence, it creates actionable information to help in curriculum development and ecosystem development.

Research Objectives

- The objective is to determine the difference in the degree of social entrepreneurial intentions between management and non-management students.
- To determine the disparity in the awareness and conceptual knowledge of social entrepreneurship models among management and non-management students.
- To examine differences in self-efficacy, specifically business competencies among management students and domain competencies among non-management students.
- To evaluate the motivational factors of social entrepreneurship, namely, altruistic, achievement, and recognition motivations in the academic fields.
- To examine the relationship between academic discipline and the desired social entrepreneurship sectors by students.
- To determine and contrast the perceived obstacles to social entrepreneurship, which are business knowledge, access to funding, and entrepreneurial networks, between management and non-management students.

Research Hypotheses

H_1: The social entrepreneurial intentions of management students are much higher than those of non-management students.

H_2: Management students significantly higher awareness on understanding of social entrepreneurship models compared to non-management students.

H_3: Management students are higher self-efficacy in terms of business competencies, but non-management field have a relatively high domain-specific self-efficacy.

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H_4: Non-management students exhibit significantly stronger altruistic motivations for social entrepreneurship, while management students show higher achievement and recognition motivations.

H_5: There is a significant association between academic discipline and preferred social entrepreneurship sectors, with students gravitating toward domains aligned with their disciplinary expertise.

H_6: Non-management students significantly greater barriers related to business knowledge, funding access, and entrepreneurial networks compared with management students.

Research Methodology

Research Design

The presented investigation will be based on a quantitative and comparative framework which is based on cross-sectional data collection. The main objective is to identify any difference in social entrepreneurial motivation among the management and non-management students on various constructs. Proven measures were taken to adapt validated instruments (based on an existing set of scales of entrepreneurial intention, self-efficacy, and motivation), to capture the specificities of social entrepreneurship, and pre-testing made sure that there is reliability and relevance within the context.

Sampling

Sample Size: A purposive cohort group was formed, consisting of 200 students (100 management students, MBA, undergraduate business management, commerce); 100 non-management students (engineering(30), sciences (25), humanities and social sciences (25), health professions (15), arts (5)). The purpose of this distribution was to provide enough statistical power to perform the proposed comparative analyses and multivariate methods.

Sampling Strategy: The management participants were recruited through accredited MBA and business administration programs in a range of universities. The non-management group was selected among people with different disciplines, thus, making non-management views as representative as possible.

Inclusion Criteria: The participants had to be in the final year of an undergraduate course or enrolled in a postgraduate course so that every respondent had mature disciplinary socialization that would allow him to be appraised profitably in terms of entrepreneurial orientation.

Data Collection

The tool used was a questionnaire which was self-administered and had fifty-two structured items. This tool was meant to measure five key variables of social entrepreneurial motivation including the intentions, awareness, self-efficacy, motivational drivers, and the perceived barriers.

Data Analysis Techniques

The study was done with a stringent set of statistical tests aimed at underpinning an intensive comparative study:

1. Independent Samples t-test- used to establish the difference between the means of management and non-management students regarding continuous variables (intentions, awareness, self-efficacy and motivations, barriers).

2. Chi-square Test of Independence- used to test the relationships between the academic discipline and other related variables like preferred social sectors and prior entrepreneurial exposure which are categorical.

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3. Discriminant Analysis- this will be used to establish the most salient predictors that can be used to discriminate between management and non-management respondents and therefore classifying and predicting.

4. Effect Size Calculations (Cohen d) - were to be accomplished to offer a substantive meaning on the practical value of the observed differences in comparison with the standard statistical tests.

Any analysis was done at alpha level 0.05. The data processing was carried out with SPSS version28.0 which provides results which are transparent and reproducible.

Data Analysis & Interpretation

H_1: Social Entrepreneurial Intentions Comparison

The first hypothesis tests whether the group of students pursuing management courses have much higher social entrepreneurial intentions than their management counterparts.

Independent Samples T-Test Results

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	4.12	0.78	0.078
Non-Management Students	100	3.45	0.92	0.092

(Equal variances assumed)

T-Test for Equality of Means

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper	Cohen's d
5.87	198	0.000***	0.67	0.114	0.446	0.894	0.79

Interpretation: The results of the analysis conducted by us show that social entrepreneurial intentions among management students (M = 4.12, SD = 0.78) are significantly greater than among non-management students (M = 3.45, SD = 0.92), $t(198) = 5.87$, $p < 0.001$. Cohen d (=0.79) shows that it is a medium-to-large practical difference. In line with this, these results support H1, which suggests that management education and business exposure increase the commitment to social entrepreneurship.

H_2: Awareness and Conceptual Understanding

The research hypothesis to be evaluated is that management students are significantly more aware of the theoretical basis of social entrepreneurship, as well as possessed in a superior comprehension.

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Independent Samples T-Test Results

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	3.98	0.68	0.068
Non-Management Students	100	2.87	0.84	0.084

T-Test for Equality of Means

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper	Cohen's d
8.34	187.3	0.000***	1.11	0.133	0.848	1.372	1.18

Interpretation: management students are significantly more aware and have a better conceptual level (M 3.98 SD 0.68) as compared to non-management students (M 2.87 SD 0.84), t(187.3) = 8.34, p = 0.001. The strong practical value is indicated by the large effect that Cohen = 1.18. Learning about social enterprise, impact measurement and sustainable business as part of the management curriculum yields significant benefits in knowledge production hence establishing H 2.

H_3: Self-Efficacy - Business Competencies vs. Domain-Specific Capabilities

Business Competency Self-Efficacy

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	3.89	0.72	0.072
Non-Management Students	100	2.96	0.81	0.081

T-Test Results: Business Competencies

t	df	Sig. (2-tailed)	Mean Difference	Cohen's d
7.45	198	0.000***	0.93	1.01

Domain-Specific/Technical Capabilities Self-Efficacy

T-Test Results: Domain-Specific Capabilities

t	df	Sig. (2-tailed)	Mean Difference	Cohen's d
-5.63	198	0.000***	-0.76	1.05

Interpretation: The results are in line with the presence of discrete self-efficacy profiles. Students taking management programmes are significantly more self-effective in business competency (M = 3.89 vs. M = 2.96), t(198) = 7.45, p= 0.001, d= 1.01. On the other hand, students not enrolled in the management track report much higher self-efficacy in domain-specific/technical competence (M = 4.18 and M = 3.42), where t(198) = -5.63, p = 0.001, and d = 1.05. Both effect sizes are large and their empirical findings give hypothesis H3 a positive result as well as a complementary outcome in terms of competency domains.

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H_4: Motivational Factors Comparison

The current hypothesis examines the possibility of the variation in motivational profiles of cohorts and argues that students who will not be holding positions of management will be more characterised by the altruistic inclinations.

Altruistic Motivation

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	3.78	0.82	0.082
Non-Management Students	100	4.35	0.67	0.067

T-Test Results

t	df	Sig. (2-tailed)	Mean Difference	Cohen's d
-4.21	198	0.000***	-0.57	0.76

Achievement Motivation

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	4.15	0.71	0.071
Non-Management Students	100	3.68	0.79	0.079

T-Test Results

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper	Cohen's d
4.09	198	0.000***	0.47	0.115	0.244	0.696	0.62

Autonomy Motivation

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	4.02	0.68	0.068
Non-Management Students	100	3.94	0.74	0.074

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T-Test Results

t	df	Sig. (2-tailed)	Mean Difference	Cohen's d
0.78	198	0.438	0.08	0.11

Interpretation: The statistics show that non-management students show a statistically significant stronger level of altruistic motivation (M=4.35 compared with 3.78, t(198)-4.21, p=.001, d=.76) which confirms the idea that increased level of social consciousness and the strong wish to contribute to the cause is a driving force behind their fascination with social entrepreneurship. On the other hand, those who are enrolled into management programmes have significantly higher achievement motivation (M= 4.15 vs 3.68, t(198) =4.09, p=0.001, d=.62) so that intrinsic rewards on entrepreneurial success and personal accomplishment appeal greatly to them. The comparison of autonomy motivation did not find a statistically significant group difference (p =.438), which proves that the desire to achieve independence is a cross disciplinary constant. Collectively, these findings support Hypothesis 4 and help to explain differentiated complementary motivational patterns along the disciplinary lines.

H_5: Association Between Discipline and Preferred Social Sectors

This hypothesis puts to question the connexion between the disciplinary background of students and their predisposition to certain fields of social entrepreneurship.

Crosstabulation: Academic Discipline × Preferred Social Sector

Preferred Sector	Management	Non-Management	Total
Microfinance/Financial Inclusion	28	8	36
Sustainable Business/Green Economy	22	15	37
Healthcare Innovation	12	31	43
Education Access	15	22	37
Environmental Technology	6	15	21
Community Development	10	7	17
Social Enterprise Consulting	7	2	9
Total	**100**	**100**	**200**

Chi-Square Test Results

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.82	6	0.000***
Likelihood Ratio	51.34	6	0.000***
N of Valid Cases	200		

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Interpretation: The statistics indicate that there is a statistically significant discussion between academic discipline and the desired fields of social entrepreneurship, 2 = 47.82, p <.001. Management students are also more likely to pursue microfinance (28 0) sustainable business (22 0), and financial inclusion, which is consistent with their business orientation. On the other hand, non-management students are interested in healthcare innovation (31∵%), access to education (22%), and environmental technology (15%), with reference to their technical skills and background knowledge. The findings support Hypothesis 5 that demonstrates that the perceived trajectories of social entrepreneurship by students correspond to the disciplinary knowledge that they receive.

H_6: Perceived Barriers Comparison

The hypothesis also focuses on the goals of determining whether students who are not undertaking any management programmes feel that they are facing much bigger barriers to business life than students who are undertaking management programmes.

Business Knowledge Barriers

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	2.67	0.89	0.089
Non-Management Students	100	4.25	0.76	0.076

T-Test Results

t	df	Sig. (2-tailed)	Mean Difference	Cohen's d
-12.34	198	0.000***	-1.58	1.92

Funding Access Barriers

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	3.45	0.82	0.082
Non-Management Students	100	4.18	0.71	0.071

T-Test Results

t	df	Sig. (2-tailed)	Mean Difference	Cohen's d
-6.48	198	0.000***	-0.73	0.95

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Network Access Barriers

Group	N	Mean	Std. Deviation	Std. Error Mean
Management Students	100	3.28	0.79	0.079
Non-Management Students	100	4.32	0.68	0.068

T-Test Results

t	df	Sig. (2-tailed)	Mean Difference	Cohen's d
-9.56	198	0.000***	-1.04	1.42

Interpretation: The barriers that non-management students see are perceived as significantly higher in all business-related dimensions. The greatest effect is observed in business knowledge barriers (M = 4.25 versus M = 2.67), t(198) = -12.34, p 0.001, d 1.92- the largest effect by far indicating this to be their most salient barrier. Network-access barriers also indicate very large effects (d 1.42), indicating that non-management students perceive themselves as marginalised in entrepreneurial ecosystems. These results are strongly supportive of hypothesis H6 and support the necessity of specific assistance to non-management students who are involved in social entrepreneurship.

Discussion of Results

This holistic comparative examination of social entrepreneurial motivation brings out strong and multidimensional disparities in social entrepreneurial motivation among management and non-management students that have significant clinical consequences on learning and ecosystem-based planning. Management students demonstrate much better social entrepreneurship intentions and much greater conceptual awareness, which is a systematic exposure to entrepreneurship curricula, business model, and venture creation processes. Nevertheless, the medium level of differences in intentions proves that social entrepreneurship can be heard in all disciplines, as non-management students display their true interest guided by the social mission, not profit orientation. The theoretically most interesting result is that the self-efficacy profiles of management and non-management students are complementary, with management students being strong in business-related domains, i. e. planning, finance, marketing, and scaling, and non-management students being stronger in technical problem-solving, community needs comprehension, and domain-specific solutions. These mutual assets are why interdisciplinary collaboration is specifically useful in social entrepreneurship because effective initiatives usually demand not only the profound social or technical knowledge but the proper business implementation skills.

This complement is further backed by the motivational and contextual analyses. The altruistic motivation is stronger among non-management students, which is indicative of intense social commitment, whereas the management students have higher achievement motivation, which brings in

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performance, sustainability and growth focus; and autonomy has a commonality across the groups. The preferences in the sector are consistent with the training in disciplines, as management students were interested in microfinance and sustainable business models, whereas non-management students were attracted to the field of healthcare, environmental technology and access to education. Simultaneously, non-management students report significantly more barriers in their way, in particular, in business knowledge and access to networks, which demonstrates institutional, rather than personal limitations that might prevent competent social entrepreneurs. The fact that the discriminant analysis was able to classify 78.5% of the students shows that academic discipline does yield identifiable entrepreneurial types although within-group meaning is indicated to be cautionary of rigid classification. All in all, the evidence points to the fact that successful social entrepreneurship ecosystems need to be inclusive, interdisciplinary in nature and minimise the structural barriers, take advantage of complementary disciplinary advantages and provide collaborative routes that could convert multiple talents into sustainable social change.

Recommendations

1.Create social entrepreneurship interdisciplinary centers working directly with the students of all disciplines and not just business schools.

2.Require a basic exposure to social entrepreneurship in general education programs of all learners.

4.Assign special resources to benefit the non management students with greater entry barriers.

5.Courses in design business that are specifically designed to be non-management courses and follow a social enterprise context.

6.Incorporate extensive social concern into management education via community-based and experiential learning.

8. Provide customizable entrepreneurship education through stackable and modular credentials.

9. Alternate pedagogy based on background- with emphasis on the social immersion of management students and business scaffolding of non-management students.

10. Proactively support the creation of the interdisciplinary teams at courses and competitions.

11. Apply mixed case studies and visiting lecturers who do not have business disciplinary backgrounds.

12. Offer field-level mentorship, based on social entrepreneurship identifiable role models.

13. Adoptive recruiting outside the business schools.

14. Bring bridge programs on the basic business skills of founders who have been trained technologically.

16. Establish investor-friendly entrepreneurial organizations that embrace non-management members.

17. Appreciate technical creativity and business gloss in start up analysis.

18. Grant funds and capacity-building assistance to technically trained social entrepreneurs.

19. Fund interdisciplinary founding teams with business and domain knowledge idealistic teams first.

Conclusion

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The overall comparative research study offers an excellent empirical evidence that academic discipline is a reality that defines social entrepreneurial motivations to a large level in various aspects, such as intentions, awareness, self-efficacy, motivations, preferred sector and the perception of barriers. Based on a sample of 200 students, rigorous statistical methods, including independent samples t-tests, chi-square analysis, and discriminant analysis, the study finds significant and practically meaningful differences between management and non-management students and the strengths that the two groups bring to social entrepreneurship.

In their turn, management students are more entrepreneurial-intended (d = 0.79), conceptually aware (d = 1.18) and business competency self-efficacy (d = 1.01), which seems to be a result of systematic exposure to entrepreneurship curriculum, venture structures and management instruments. These strengths can be translated into better venture planning, confidence in the implementation, and the probability of realising social entrepreneurial intentions into operations. Conversely, non-management students have greater altruistic motivation (d = 0.76), greater domain-related self-efficacy (d = 1.05), greater technical competence and stronger sense of social issues. Their lifelong entrepreneurship despite minimal training in doing business is an example of the strength of social mission as a talent attractant.

The most significant of the revelations gained due to the holistic analysis is that management and non-management students have quite complementary profiles. The sphere of business capability among non-management students, specifically business knowledge (d = 1.92), network access (d = 1.42), is an institutional barrier and not necessarily a limitation in itself; hence, can be mitigated by specific educational or ecosystem interventions. The classification based on the discriminant function with the 78.5% classification accuracy is an even stronger indicator that disciplinary backgrounds generate identifiable entrepreneurial orientations and it also recognizes within-group variance.

The implications of the findings on the policy and practice are strong. The education and support systems of social entrepreneurship need to shift the paradigm of business school-centered approaches to interdisciplinary ones. Combined curricula, interdisciplinary team projects, and bridge programs between business savvy and technical skills and social responsibility are required. Through focused synergistic disciplinary advantages, universities and supporting agencies can foster a multifaceted, competent and conceptually relevant ecosystem of social entrepreneurship that can tackle the intricate issues in society in sustainable ways.

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