

ANTECEDENTS OF STUDENTS' INTENTION TOWARDS SOCIAL ENTREPRENEURSHIP IN GUJARAT: EXTENSION OF THEORY OF PLANNED BEHAVIOR

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Purpose: The govt. of any nation is closely monitoring social entrepreneurship, an emerging area in HE (higher education) learning, especially since its growth has started to gain more and more substantial impetus. Considering this, the present study seeks to identify different factors affecting undergraduate and postgraduate students' intentions to engage in social entrepreneurship in the Gujarat by applying a well-established theory of planned behavior (TPB) as a theoretical framework.

Design/methodology/approach: For this, using survey approach, 144 respondents out of 200 questionnaires yielding a response rate of 72% were contacted with a structured questionnaire by following the non-probability convenience sampling technique. Analysis of a moment structures (AMOS) was applied to the data using CFA and SEM to test the hypotheses.

Findings: The findings of this study showed that social entrepreneurial education, attitude and subjective norms all have a direct impact on students' intentions to engage in social entrepreneurship. Self-efficacy, on the other hand, has an indirect impact on students' intentions to engage in social entrepreneurship through attitude and subjective norms.

Practical implications: The results of this study offer valuable information that will help social entrepreneurs, the government, and entrepreneurial business setups to better understand the critical elements that influence social entrepreneurs' intentions and develop strategies for improving the environment that fosters student for social entrepreneurship.

Research limitations: The results of this study are solely generalizable to the state of Gujarat. Also, as the data for this study were collected cross-sectionally rather than longitudinally, the findings may have been different.

Originality/value: In order to improve social entrepreneurial intention among students in Gujarat, this study aimed to develop a modified theory of planned behavior based on different determinants of social entrepreneurial intention.

Keywords: Social Entrepreneurial Intention, TPB, Gujarat, Attitude, Gujarat

Paper Type: Research Paper

**Antecedents of Students' Intention towards Social Entrepreneurship in India:
Extension of Theory of Planned Behavior**

1. Introduction

There is no denying that, although being among the most dependable in growing countries, the Indian higher education system was much to be desired, particularly in the area of entrepreneurs. In to bring it up to date and correct any inadequacies, the Indian government changed its 34-year-old National Policy on Education with the National Education Policy of 2020 (NEP). The Union Cabinet's approval of the NEP aims to open up various opportunities for continual development and to enhance its corporation focus on entrepreneurship. It also pledges to make substantial improvements in both academia and innovation.

The early development of economic science by examining the process of firm establishment (Say, 1803), only lately has study on the development of this particular type of firm been conducted. Indeed, it wasn't till the 1990s that real scientific advancement started, with initial research by Greg Dees (Bornstein, 2010), then a team of academics who sought to define the idea (Seelos, 2007), revealing the key traits that set social enterprises and entrepreneurs apart (Estrin, 2016), bringing attention to the moral scale of these enterprises (J. M. Shulman et.al, 2009) exploring conceptual frameworks (P. D. Reynolds et. al, 2010) determining the best legal structures for s enterprises (Kistruck et. al, 2010) or delving deeper into the potential distinctions entrepreneurship contrasting the socially and non-social. However, the substantial volume of research that has been completed (G.T. Lumpkin et.al, 2009) the educational system has recognized that there are still many unanswered questions about how social entrepreneurs are formed and evolve, classifying it as an ambiguous field of research that requires more scientific contributions. (Hechavarr a et al. 2012).

Opportunities present themselves to people all the time, but not everyone is able to see them and turn them into profitable businesses. Finding the ideal entrepreneurial opportunity is a goal-oriented behavior. Although intentions are a very good indicator of subsequent behavior, it must be noted that intentions might arise years before subsequent behavior and that subsequent behavior may never occur.

India, which has a population of 1.38 billion, is a developing nation (according to the World Bank Report). India's population is growing at a rate of 1.9% year, or 21 million more people than the country's whole population, making the current scenario highly concerning (Ray and Ray 2019). In addition to the fundamental issues of food, housing, and education, India's economic imbalance is growing. The 2019 research by Chancel and Piketty examined a significant growth in inequality in the country. They also claim that income disparity in India now is worse than it was before independence. The extremely mild expansion of "middle class," properly described as people with incomes over the median and below the top 10% earners, is another key aspect of Indian expansion during the thirty years prior that the researchers discuss in more detail in their study paper. Between 1980 and 2014, the middle 40% of Americans' incomes increased by 102%. India therefore needed these kinds of business people who can not only add economic value but also address some of the most fundamental issues.

The major goal of the entrepreneurial revolutionary is to increase the next generation's creativity, inventiveness, cunning, aggression, innovation, and prospect-contentedness. Here is how the NEP includes this goal. This is the essence of entrepreneurship, and regardless of professional choice, it is a competency that all demographics in today's environment rapidly need to possess.

These social entrepreneurs are aiming to elevate India's impoverished class by developing an innovative solution for the most fundamental problem. Researchers and policymakers disagree on how our economic system can address a wide range of chronic or rising social issues in a way that is both sustainable and inclusive (Mair 2019). One of the most often used and most misunderstood concepts in the third sector is social entrepreneurship. Depending on the angle from which an enterprise is seen, social enterprise and entrepreneurship can mean different things. Even after more than twenty years, theoretical development in

the area of social enterprise is still regarded to be at a very early stage. There are several conflicting meanings of the term in use today, and a conceptual framework that would encompass all of them has not yet materialized. It will continue to be challenging to undertake progressive research and to make social entrepreneurship an accepted field of study topic in light of the continuous discussion around the idea and the lack of a unified framework, as several academics have remarked.

The elements that influence people's thought processes must be carefully analysed and understood in order to promote and support social entrepreneurs. The intent of this research will be to investigation of elements that might help people develop social entrepreneurial aspirations. Some entrepreneurship researchers have focused on the significance of a venture's pre-founding stage development (Ernst, 2011). A new business is entails several stages and the first step that has to be addressed is intention (Ernst 2011). This research study's primary goal is to close a knowledge gap. It replicates and builds upon earlier research on social entrepreneurship ambitions in western counties conducted by Tsang and Kwan in 1999. Research studies have to be carried out in many nations, during various time spans, in various businesses, and with various methodologies. Such simulations are necessary to confirm the results' external validity and to restore researchers' and practitioners' faith in prior findings (Mishra and Suar 2010). As a result, this investigation focuses how it relates to social entrepreneurship aspirations are produced in India rather than making comparisons to other nations. In the context of Gujarat, in order to narrow this research gap and develop research model for students' SEI, this article aims to. The sample cohort for the current study is young, budding social entrepreneurs.

2. Review of Literature

2.1 Conceptual Research Framework

2.1.1 Social Entrepreneurial Attitude (SEA)

An attitude is a tendency to respond positively or negatively toward or against anything in the environment. The total of a person's views and the judgments made in relation to those beliefs form their attitudes. According to Appolloni and Gaddam (2009), a person's behavior is influenced by their attitudes and beliefs, and those beliefs and attitudes have a significant impact on how that person acts. SEA means for the individual pull toward certain goal behavior. According to Rossmann (2010), attitudes and perceptions about how desirable it is for an individual to engage in a behavior are connected to expectations about how those results would affect the individual.

The SEA towards behavior is connected to the idea of planned behavior. The theory of planned behavior (TPB) is extremely effectively adapted and applied in a variety of different subjects, despite the fact that it was first created in the study of psychology as a result of its larger scope and comprehensive application (Kolvereid and Iakovleva 2009). TPB's extremely attractive characteristic is that the simple method may be changed to match the demands of the study's specific issue (Reilly et.al, 2000). According to Ajzen (1991), decisions to act a given manner are made consciously before taking action. He claims that three factors typically have an impact on action-intention: “SN, perceived behavioural control and attitude toward the behavior” are these. Regarding the evaluative character toward some specific objectives, attitudes differ from attributes (Armitage and Conner 2001). Hence, efforts should be taken to change the person's internal attitudes (Vinogradov, Kolvereid, and Timoshenko 2013).

SEA has been shown in studies of entrepreneurial intention to be a significant component that positively influences intention (M. U. Hassan et.al, 2013). SEA is a frequent determiner of entrepreneurial inclinations; closely behavioral control perceptions occur afterwards (D. V. Brazeal and Krueger, N. F.,

1994). In fact, attitude is a deterministic antecedent for intention, according to a study by (Vassilis S. Moustakis et.al, 2009) that found attitudes had a significant impact on entrepreneurial ambitions. This emphasizes how every shift in attitude results in a shift in entrepreneurial ambition to the same degree.

According to Carsuad and Brannback (2011), the chance of someone being entrepreneur intention if they have a favorable outlook on starting their own business and it is in line with their overall life goals. Based on this review, the following hypothesis is suggested:

H₁: Social entrepreneurial attitude significantly influences students' social entrepreneurial intention.

2.1.2 Subjective Norms (SN)

SN relates to the peer pressure one feels while deciding to do particular actions way or refraining from acting in a certain manner. The word "social pressure" as a whole includes pressure from relatives, colleagues, and other important individuals like coworkers. Studies are in agreement about the pressure from society to engage in certain behavior, but they disagree on what is causing that pressure (Lian 2004). In the notion of planned behavior, SNs are consistently regarded as the factor that causes the most conflict.

Ernst (2014) discovered a negligible correlation between SNs and the SEI study's research predecessors. It was shown that there was a substantial correlation between SN and SEIs. For this research, we evaluate the advice offered by "Linan (2007) and Peterman and Kennedy (2003)" and assess the impact of SN on PBC means of "perceived behavioural control" and attitude for direction of social entrepreneurship.

The social framework is given top priority since India's society has pronounced collectivistic characteristics. Relatives, colleagues, and several other related subgroups have an impact on how each person makes decisions. Therefore, it is crucial to evaluate whether or not SNs are useful in SEI prediction. Accordingly, the following hypothesis is postulated:

H₂: Subjective norms significantly influence students' social entrepreneurial intention.

2.1.3 Social Entrepreneurial Education (SEE)

During the past several years, there has been a lot of excitement surrounding the concept of incorporating entrepreneurship into education. Laterally effects, including improved social resilience, have been predicted as a result, according to certain researchers, employment opportunities, and economic expansion, as well as personal development, involvement, and inclusiveness. Notwithstanding the positive effects that have been described, it will be extremely difficult to put this idea into practice. Yet, the NEP offers a fresh approach to use the education sector to transform India into a worldwide economic and information superpower.

Knowledge, abilities, and experiences in entrepreneurship are provided through education, which is cited as a source for entrepreneurship in SEE to be specific (Corner, P.D. and Ho, M. , 2010). One the one hand, those with little education is less likely to become business (Varghese, T. and Hassan, A., 2012). But on the other side, if they are more knowledgeable about the market, they will enter or believe they have the necessary abilities for, they will be more driven to take action or be able to contemplate a profession or self-employment. The self-efficacy is playing moderating role between views of formal education from entrepreneurial endeavors programs and methods in the entrepreneurial training, such as having prosperous entrepreneurs deliver seminars or lectures, employing exercise simulations, or holding a competition for the excellent business concept or venture (Seibert et.al,2005). In line with this, the hypothesis, as shown below, is proposed:

H₃: Social entrepreneurial education significantly influences students' social entrepreneurial intention.

H₄: Social entrepreneurial education significantly influences students' self-efficacy.

2.1.4 Self – Efficacy (SE)

The term “self-efficacy” is the “people's assessments of their capacities to plan and carry out the courses of action necessary to achieve specified categories of performance” (Bandura, 1986). In more detail, according to Campo, entrepreneurial self-efficacy refers based on one's degree of assurance in their aptitude for launch a new firm (Campo, 2010). Self-efficacy in social entrepreneurship is what we define, based on these concepts and their application to self-efficacy, as a dynamic collection of various opinions regarding person's ability to begin and effectively complete a new social endeavor.

The measure to which a person has the self-efficacy of entrepreneurs is defined as their confidence in their capacity for launch a new firm (Sanchez, 2010). One of the most potent antecedents that influence a person's decision-making is their sense of self-efficacy. Self-efficacy was identified by Armitage and Conner (2001) as among the most significant variables influencing the prediction of entrepreneurial inclinations.

Self-efficacy is a significant precursor that those working research has been done within the social entrepreneurial sector acknowledged. According to Mair and Noboa (2006), “high levels of self-efficacy allow a person to perceive the creation of a social venture as feasible, which positively affects the formation of the corresponding behavioural intention” (Mair and Mart 2006). This is in line with other social entrepreneurship research. Although self-efficacy did not have a significant link with SNs in Ernst's (2014) study, it did have a substantial positive association both the mindset of being a social entrepreneur and the perception of behavioural control. According to (Smith, 2012) , social entrepreneurial self-efficacy among young people should be raised through social entrepreneurial education. In his research, (Hockerts, 2015) also highlighted the significance of self-efficacy. So, it is essential to self-efficacy that creation of intentions not just in SEI research but also in studies of entrepreneurial intentions. Consequently, the hypothesis, as given below, is formulated:

H₅: Self-efficacy significantly influences students' social entrepreneurial intention.

H₆: Self-efficacy significantly influences students' social entrepreneurial attitude.

H₇: Students' self-efficacy significantly influences subjective norms.

Finally, social entrepreneurship constantly strives to address any social concerns, including education, rural regions, etc. Particularly in underdeveloped nations like India, social entrepreneurs have several challenges because of a lack of resources and possibilities. In this situation, is seen as a crucial quality to inspire individuals to engage in social entrepreneurship.

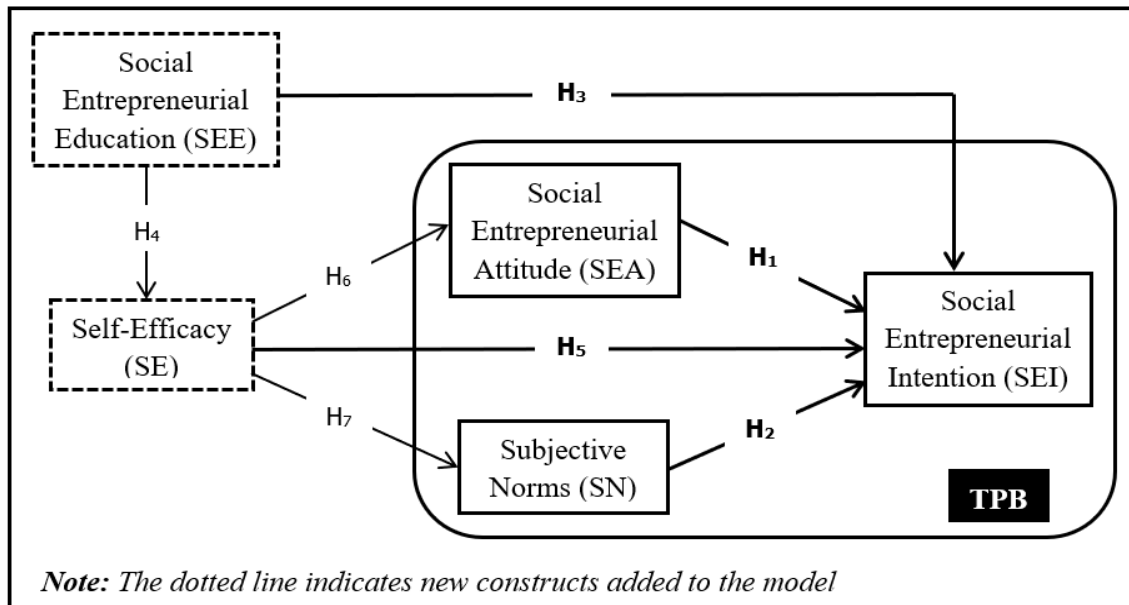


Figure 1: Proposed Research Model for Students' Intention towards Social Entrepreneurship
2.1.5 Social Entrepreneurial Intention (SEI)

As stated by the TPB, one could predict an individual's behavior based on its ensuing goals (Ajzen and Fishbein 1970). Thus, the entrepreneurial purpose is a crucial propensity for the development of an organization. It is also a developing study field that draws a sizable number of scholars. Ziegler (2009) stated that further research is needed to determine the conditions that lead to people acting as social entrepreneurs (Ziegler 2009).

Bird (1988) defined attitude towards entrepreneurship as the mentality that directs an entrepreneur's endeavors towards the creation and application of new and innovative business concepts. The decision to launch a business is made with the individual by his or her mental state, including desires, wishes, and hopes (Peng et al., 2012). The self-proclaimed conviction of an individual that they aim to launch a new company endeavor and deliberately to intend to accomplish something at some point in the future is to having entrepreneurial ambition, according to (Thompson, E.R., 2009). Simply expressed, the definition of entrepreneurial intent is a person's drive and commitment to taking part in the establishment of new businesses (Doan Winkel et al., 2011). Every person's belief, aspiration, and motivation to start a new social venture may similarly be characterized as Int-SE in terms of SE.

3. Methodological Approach

3.1 Objective of the Study

By using an established theory of planned behaviour (TPB) as a theoretical framework, this study seeks to identify several factors influencing students' intentions to engage in social entrepreneurship in Gujarat.

3.2 Sampling and Data Collection

Primary data of the present study was gathered to look at a number of variables that may have an impact on Gujarat students' social intents. A questionnaire method was employed. The sample for this study is students who are studying in any social entrepreneurship courses or they have selected their one subject as a social entrepreneurship.

The primary data required for this study was analyzed using AMOS software. AMOS was applied to the data using CFA and SEM to test the hypotheses. A small number of changes were made to the

questionnaire as a consequence of the pilot testing, which involved 20 respondents. 200 questionnaires have been sent to each respondent through online link in the Gujarat for the purpose of gathering data. 144 respondents out of 200 questionnaires yielding a response rate of 72% were contacted with structured questionnaire by following non-probability convenience sampling technique.

3.3. Measurement Scales

The scales used in this study were created using data from earlier, dependable research work. There were two sections to the research questionnaire: In section I, respondent' demographic profile is included, and in section II, a scale of eighteen items evaluating participants' views regarding various understanding the social entrepreneurial intention aspects is provided. A Likert scale with the labels "Strongly Disagree (1)" and "Strongly Agree (5)" was used to record and rate each response. The five statements of social entrepreneurial attitude (SEA) were taken from Bingyan Tu et al.,(2021), three statements of subjective norms (SN) have been taken from Iqtidar A. Shah et al. (2020) , three statements of social entrepreneurial education (SEE) were taken from the studies of Samsudin, N., Ramdan et al.,(2022), four statements of self – efficacy (SE) have been taken from Iqtidar A. Shah et al.,(2020), and the three statements of social entrepreneurial intention (SEI) were taken from Iqtidar A. Shah et al. (2020).

3.4 Data Analytical Tools

Primary data collected for this study were analyzed using SPSS 20 and AMOS 21. Different statistical tools viz. frequency, percentage, Cronbach's alpha coefficient, Confirmatory Factor Analysis and Structural Equation Modeling were performed as per the objective of this study.

4. Data Analysis

4.1 Sample Demographics

The background information of the sample was evaluated to ascertain how well the sample represents the population. Table 1 summarized the respondents' demographics. Of 144 respondents, 56.25% were males (n = 81). Most of the respondents were under the age of 20. Respondents with a business administration degree (n = 78; 54.17%) dominated the sample, followed by those with a bachelor's or master's degree in entrepreneurship (n = 32, 22.22%). Education-wise, 68.06% (n = 98) were post-graduates and 31.94% (n = 46) were post-graduates. Surprisingly, 75.69% of respondents (n = 109) were from private universities, while 24.31% were from public / govt. universities (n = 35).

Table 1: Demographic Profile of the Respondents (n = 144)

Demographic Variable	Category	Freq uency	Perce ntage
Gender	Male	81	56.25
	Female	63	43.75
Age (in years)	Below 20	81	56.25
	20-25	56	38.89

	Above 25	7	4.86
Bachelor / Master Degree	Accountancy	29	20.14
	Business administration	78	54.17
	Entrepreneurship	32	22.22
	Others	5	3.47
Education Level	Graduate	98	68.06
	Post Graduate	46	31.94
University Status	Private	109	75.69
	Public	35	24.31

Source: Primary survey

4.2 Scale Reliability:

For the purpose of evaluating the consistency of each latent variable's scale, the value of Cronbach's alpha coefficient (α) was calculated in SPSS 20 version. For survey-based research threshold, an alpha value of 0.600 was suggested (Hair et al., 2009). According to table 2, all values of Cronbach's alpha coefficient (α) ranging from 0.803 to 0.888 was greater than the thresholds indicating internal consistency of scales.

4.3 Hypotheses Testing Results:

AMOS 21 version was applied to perform SEM in two steps (Arbuckle, 2006; Anderson & Gerbing, 1988). In stage one, confirmatory factor analysis (CFA), sometimes referred to as measurement model analysis, was used to assess reliability, convergent validity, and discriminant validity in order to examine the applicability and quality of the measurement model. Stage two focused on examining the causal relationships between latent variables using structural model analysis. To assess the goodness of fit (GOF), a variety of metrics or indices were used, including the following: χ^2 (Chi-square) / $df < 3$, GFI (goodness of fit index) ≥ 0.9 , IFI (incremental fit index) ≥ 0.9 , TLI (Tucker Lewis index) ≥ 0.9 , CFI (comparative fit index) ≥ 0.9 , PNFI (parsimonious normed fit index) ≥ 0.5 and RMSEA (root mean square error of approximation) ≤ 0.08 (Byrne, 2001).

4.3.1 Confirmatory Factor Analysis (CFA)

The measurement model was tested using CFA employing maximum likelihood estimation (MLE). The goodness of fit statistics for measurement model were found to be higher above the cut-off values: $\chi^2 = 137.483$, $CMIN/df = 1.100$, $df = 125$, $p = 0.000$, $GFI = 0.908$, $IFI = 0.989$, $TLI = 0.987$, $CFI = 0.989$, $PNFI = 0.730$, and $RMSEA = 0.026$. In CFA, convergent and discriminant validity were established to assess the construct's validity. Discriminant validity, as per Mostafa (2010), is the degree to which measures of two constructs are empirically distinct. Convergent validity measures how closely scale elements "converge" on a given construct (Bagozzi et al. 1991).

Table 2: Reliability and Validity of Scale

Scale	Item	Corrected Item-Total Correlation	Cronbach's Alpha (α)	Standardized Factor Loadings (λ)*	Average Variance Extracted (AVE)	Composite Reliability
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Social Entrepreneurial Attitude (SEA)	SEA1	0.619		0.674		
	SEA2	0.639		0.686		
	SEA3	0.637	0.847	0.698	0.528	0.848
	SEA4	0.664		0.731		
	SEA5	0.722		0.833		
Subjective Norms (SN)	SN1	0.806		0.869		
	SN2	0.785	0.888	0.857	0.727	0.889
	SN3	0.755		0.832		
Social Entrepreneurial Education (SEE)	SEE1	0.620		0.723		
	SEE2	0.698	0.803	0.825	0.584	0.807
	SEE3	0.638		0.740		
Self-Efficacy (SE)	SE1	0.639		0.745		
	SE2	0.615	0.810	0.702		
	SE3	0.665		0.753	0.518	0.811
	SE4	0.591		0.674		
Social Entrepreneurial Intention (SEI)	SEI1	0.714		0.849		
	SEI2	0.721	0.824	0.823	0.620	0.829
	SEI3	0.607		0.680		

The results of CFA showed that all standardized factor loadings (λ) were higher than 0.500 and significant, which provides strong evidence for the convergent validity of the model (Bagozzi and Yi, 1988). The presence of convergent validity is also indicated by composite reliability and average variance extracted (AVE) values that are both higher than 0.700. (Fornell and Larcker 1981). All of the AVEs were higher than 0.500 (refer Table 2). In addition, all of the composite reliabilities were also higher than 0.700 (Parikh et al., 2021). The square-root of AVE (\sqrt{AVE}) for each construct was compared to squared correlations between constructs in accordance with Fornell and Larcker's (1981) technique in order to prove discriminant validity. In table 3, it is shown that \sqrt{AVE} is higher than squared correlations, demonstrating discriminant validity.

Table 3: Discriminant Validity of Constructs

Constructs		SEA	SN	SEE	SE	SEI
Social Entrepreneurial Attitude	SEA	0.727				
Subjective Norms	SN	0.645	0.853			
Social Entrepreneurial Education	SEE	0.265	0.073	0.764		
Self-Efficacy	SE	0.480	0.322	0.301	0.720	
Social Entrepreneurial Intention	SEI	0.648	0.474	0.320	0.347	0.787
	Mean	3.694	3.597	3.405	3.500	3.826
	Std. Deviation	0.561	0.727	0.637	0.626	0.674
	Skewness	-0.007	-0.369	-0.563	-0.109	-0.145
	Kurtosis	-0.207	0.371	0.771	0.335	-0.137

Note: Diagonal values display the AVE's square root for each construct.

In addition, all items' skewness and scale kurtosis values were considerably below the thresholds of ± 2 and ± 10 , respectively (see Table 3), indicating data were normally distributed (Suki, 2016).

4.3.2 Testing Structural Model:

Structural equation modelling (SEM), after having a reasonably well-fitting measurement model, was utilized to assess the structural model. The path coefficients of hypothesized relationships between constructs were evaluated for path analysis using AMOS. A structural model is a group of dependent relationships that interconnect the constructs of a hypothesized model (Hair et al. 1998). A model with direct and indirect effects on other constructs is used to test these dependent relationships (Hair et al. 1998). Testing of indirect effects on SEI is necessary since the proposed model comprises three intervening constructs, including SE, SEA, and SN.

The fit indices of structural model are as follows: $\chi^2 = 179.353$, $CMIN/df = 1.401$, $df = 128$, $p = 0.002$, $GFI = 0.887$, $IFI = 0.956$, $TLI = 0.946$, $CFI = 0.955$, $PNFI = 0.720$ and $RMSEA = 0.053$ showed a reasonable model-fit. As shown in Figure 2, the research model, which has predictive power of 41.50 percent ($R^2 = 0.415$), was validated by the analytical findings. Table 4 contains the structural path coefficients for the research model used in this study.

Table 4: Standardized Regression Weights with Direct, Indirect and Total Effects

Hypothesized Relationship	Standardized Coefficients (β)	t value	Direct Effect	Indirect Effect	Total Effect	Hypothesis Supported
EE → E	0.312	2.94*	0.312	-----	0.312	Yes
E → EA	0.533	4.944**	0.533	-----	0.533	Yes
E → N	0.382	3.741**	0.382	-----	0.382	Yes
EA → EI	0.522	4.345**	0.522	-----	0.522	Yes
N → EI	0.187	2.029*	0.187	-----	0.187	Yes
EE → EI	0.193	2.056*	0.193	0.105	0.297	Yes
E → EI	-0.014	-0.119	-0.014	0.350	0.335	No

*Note: ** < 0.001 level, * < 0.05 level*

Social entrepreneurial education was found to have significant and positive impact on self-efficacy ($\beta = 0.312$, $t = 2.94$; $p < 0.05$). Self-efficacy was discovered to be positively connected to both social entrepreneurial attitude ($\beta = 0.533$, $t = 4.944$; $p < 0.001$) and subjective norms ($\beta = 0.382$, $t = 3.741$; $p < 0.001$). Moreover, the direct impact of social entrepreneurial attitude ($\beta = 0.522$, $t = 4.345$; $p < 0.001$), subjective norms ($\beta = 0.187$, $t = 2.029$; $p < 0.05$) and social entrepreneurial education ($\beta = 0.193$, $t = 2.056$; $p < 0.05$) on social entrepreneurial intention were positively and significantly supported by the data (see Table 4). Furthermore, SEA was more directly related to SEI than SEE or SN. However, path for self-efficacy and social entrepreneurial intention was non-significant ($p > 0.05$). The relationship between SE and SEI, however, was not significant ($p > 0.05$).

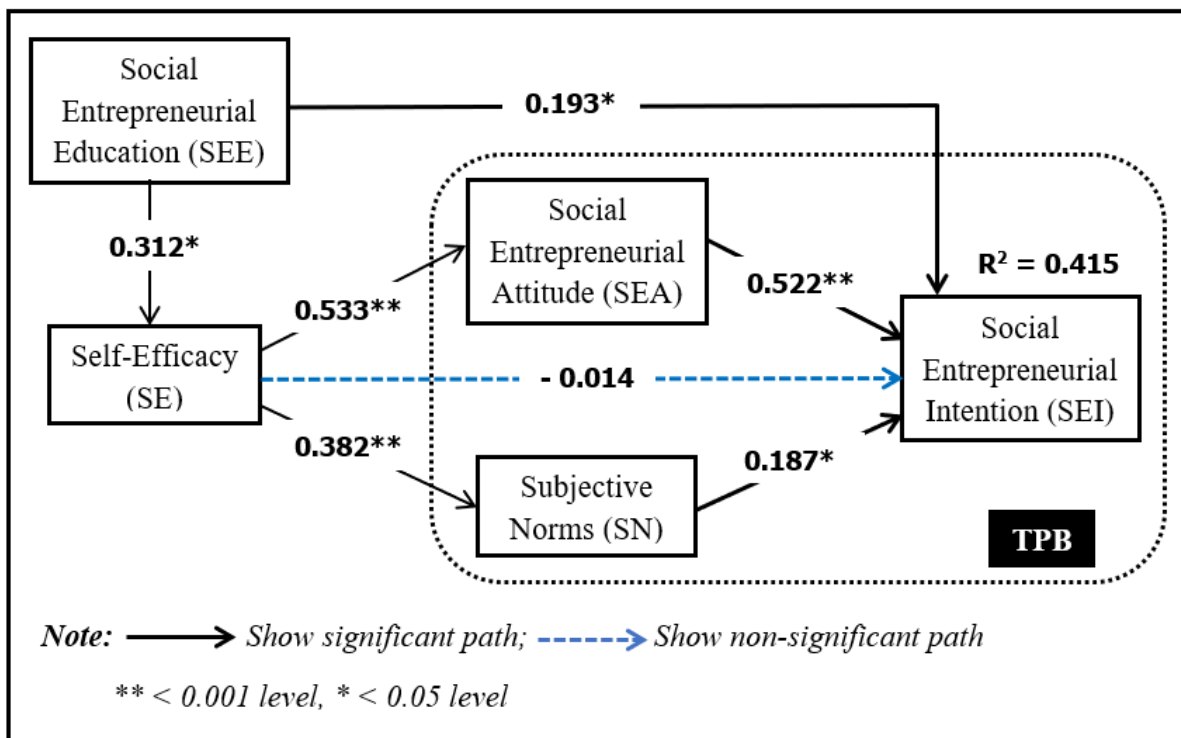


Figure 2: Structural extended TPB model with standardized path coefficients and R²

The effects of variables, both direct and indirect, as proposed by a structural model are shown in table 4. It was noticed that SEE had a stronger direct influence (0.193) on social entrepreneurial intention than its indirect effect (0.105). Corresponding to that, SE had a greater indirect effect (0.350) on social entrepreneurial intention than a minimal direct effect (-0.014).

5. Discussion of Research Findings

Solving social issues is one of social entrepreneurship's primary objectives, which also underlines having a positive social influence. Most university academic programmes tend to teach students how to be workers rather than equipping them with the knowledge and abilities to attempt something new, notably participating in any entrepreneurial initiatives. This study has identified many variables that immediately and directly affect the aim of social for entrepreneurs to fulfill this research gap. More specifically, the aforementioned study results indicate that the study's assumptions H1 through H7 are accepted statistically. More specifically, the present study's findings revealed that, within the framework of Gujarat region, social entrepreneurial intention is significantly and consistently correlated with all independent factors, including SEE, SE, SEA and SN.

Considering the findings from this research, it is also observed that social entrepreneurial intention in Gujarat is strongly and favorably influenced by social entrepreneurial social entrepreneur attitude H₁ ($\beta = 0.522$; $t = 4.345$). The results of this investigation were found to be consistent with those of Bingyan Tu et al. (2021) and Iqtidar A. Shah et al. (2020).

This study's further significant result is that subjective norms are also positively influencing social entrepreneurial intention. Hence, with related to Gujarat, hypothesis H₂ ($\beta = 0.187$; $t = 2.029$) is acceptable. Also, this outcome is in keeping with earlier studies (Iqtidar A. Shah et al., 2020). H₃, The relationship

between SEE and SEI, which stands for social entrepreneurial education, is determined to be significant ($\beta = 0.193$; $t = 2.056$), and therefore the hypothesis is accepted, identifying SEE among the critical aspects for social entrepreneurial intention with regard to Gujarat. This study's outcome is consistent with the results of earlier research (Preeti Tiwari et. al., 2020).

Likewise, Self-efficacy is connected to social entrepreneurship education as well H_4 ($\beta = 0.312$; $t = 2.94$) that according to study, the possibility of someone of succeeding as an entrepreneur is better if they feel very competent showing the acceptance of H_4 . Everyone with stronger entrepreneurial self-efficacy is more assured of their capacity to manage their own firm successfully i.e. social entrepreneurial education positively impacts on self-efficacy. Several earlier researches have concurred with this conclusion (Anh T.P. Tran and Harald Von Korflesch, 2016). H_5 , The relationship between SE and SEI, which stands for self-efficacy, is determined to be non-significant ($\beta = -0.014$; $t = -0.119$), and therefore the hypothesis is rejected, identifying SE among the not critical aspects for social entrepreneurial intention with regard to Gujarat.

A notable result of this research is that the social entrepreneurial attitude is also strongly and positively influenced by self-efficacy. Hence, in the context of Gujarat, hypothesis H_6 ($\beta = 0.533$; $t = 4.944$) is acceptable. Also, this outcome is consistent with earlier studies (Anh T.P. Tran and Harald Von Korflesch, 2016). Also, it is shown that self-efficacy considerably and favorably influences subjective norms (H_7 ; $\beta = 0.382$; $t = 3.741$). Thus, the most important element of social entrepreneurial intention in Gujarat is self-efficacy. This finding is consistent with research by Anh T.P. Tran and Harald Von Korflesch from 2016, which established that self-efficacy, is the key predictor.

6. Conclusion and Implications

This study's major goal is to pinpoint many elements, including SEE, SE, SEA and SN affecting undergraduate and postgraduate the objectives of learners to participate in social entrepreneurship in the Gujarat by applying a well-established TPB model as a conceptual research framework. With this in mind, the govt. of any nation is closely monitoring social entrepreneurship, an emerging area in HE (higher education) learning, especially since its growth has started to gain more and more substantial impetus. 144 respondents out of 200 questionnaires yielding a response rate of 72% were contacted with structured questionnaire by following non-probability convenience sampling technique. The extended version of TPB model of this study with standardized path coefficient and R^2 is portrayed in Figure II. Considering the outcomes of this research, it is revealed that out of seven hypotheses, six hypotheses are found to be statistically and positively significant in the content of Gujarat region.

In terms of theory, this investigation provides to the reservoir of understanding in the attitude-behavior framework in the study of social entrepreneurial. For scholars, academics, politicians, professionals, as well as other key stakeholders who are involved along with some way in the accomplishment of initiatives based on social entrepreneurship, the study's results have a number of important management ramifications.

On the basis of research findings, it can be inferred that person's social entrepreneurial attitude (SEA) has a considerable impact on his or her behavioural intention to launch a firm based on social entrepreneurship. Accordingly, fostering positive attitudes about social entrepreneurship might be a useful strategy for raising students' behavioural intentions towards such ventures. In order to develop and cultivate students' favorable attitudes and intention towards social entrepreneurial endeavors, the colleges and universities in Gujarat should offer particular-academic curriculum and programmes based on social entrepreneurship like conferences, seminars, training, and apprenticeship facilities.

This study demonstrates the overwhelming relevance of social entrepreneurial education (SEE) as important antecedent affecting students' SEI in Gujarat. This research's finding is very important in terms of



policy formulations for different stakeholders like educators, facilitator and sponsors working in the colleges and universities who wish to encourage and support social enterprise among their learners' aspirations. Higher education institutions, particularly universities, should now consider incorporating social problems coursework, workouts and fieldwork into the educational course so that educators would have the chance to address socioeconomic difficulties and keep track of those societal concerns that may aid in helping pupils build social vision during their learning activities.

Furthermore, colleges and academic institutions ought to conduct more social entrepreneurship-related events, seminars and sessions for training that can boost students' self-efficacy like proposals for social business plans, running small businesses on campus or at flea markets and giving them the chance to manage their own ethical enterprises and acquire expertise in running a business. Thus, students will have a higher level of intent to be social entrepreneurs because they will believe more strongly in the positive effects of their actions. The politicians have to put more effort into advancing technology infrastructure, R & D, and entrepreneurial education. Higher education administrators should also replace standard entrepreneurial efforts teaching with social entrepreneurship-based pedagogy in order to foster students' uniqueness, creativity, and capacity for vision in order to tackle and address societal concerns.

Besides these, subjective norm is significant antecedent of students' intention towards social entrepreneurship in the Gujarat. As India is a society with pronounced collectivist characteristics, the social framework must be given considerable importance while measuring individuals' intention for social entrepreneurship. Family, friends, and several other related subgroups have an impact on how each person makes decisions.

Considering self-efficacy, having indirect effect via SEA or subjective norms on SEI, is a crucial predictor of students' intent towards social entrepreneurship in Gujarat. This study supports the notion that "People act on their judgments of what they can achieve" (i.e. self-efficacy) and "on their ideas about potential consequences of particular action" (i.e. expected result). This implies that the govt. should foster a supportive climate for social entrepreneurship through advantageous financial, fiscal, and administrative laws as well as through initiatives that can recognize the contributions made by all social entrepreneurs to the society.

The study's findings indicate that undergraduate and graduate students in Gujarat form opinions regarding their intentions towards social entrepreneurship. The objectives of India's upcoming education systems are stated in the NEP 2020, which was published on July 29, 2020. To ensure ongoing learning, NEP 2020 focuses on 5 pillars: equity, accessibility, affordability, quality and accountability. It has been intended to satisfy the needs of the populace because of the necessity of knowledge in both the economy and society, which required for continual acquisition of new skills. Consequently, the focus of the focus of NEP 2020 is on ensuring that everyone has access to high-quality education and creating opportunities for lifelong learning, which will ultimately result in full and found this interesting and meaningful work as defined in the United Nations Sustainable Development Goals 2030. By 2040, India's primary and secondary educational institutions would have undergone a significant transformation thanks to the new strategy, which means it takes the place of the preceding National Policy on Education, 1986.

Limitations and Scope for Future Research:

Although this study produced some interesting outcomes, the key limitation is generalizability of its findings. *First*, Gujarat state is the sole focus of this study. Thus, it's possible that its conclusions can't be applied to other Indian states or other nations. As a result, in order to make more accurate generalizations, researchers, in future studies, may further research on multi-states or nationalities. *Second*, only university students enrolled in bachelor's or master's programmes were used as samples in this study, which may limit

the applicability of the findings. It is advised that researchers in the future may take into account those individuals who currently hold degrees and are looking for the employment.

Third, research model of this study accounted for 41.5% ($R^2 = 0.415$) of variance in students' SEI. Nonetheless, the unexplained 58.5% of variance in research model in this study shows that there are some additional factors affecting SEI that this study has not considered. As a result, future study should consider additional variables viz. cultural characteristics, entrepreneurial networks, govt. support, etc. that can affect students' intentions to pursue social entrepreneurship.

Acknowledgements

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