



“INTENTIONS TOWARDS SOCIAL ENTREPRENEURSHIP AMONG UNIVERSITY STUDENTS IN INDIA”

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Abstract

Social entrepreneurship is the aptitude to be a medium of change for several economic, social, environmental and political issues at domestic and international levels. It is assumed that revelation of youth towards social entrepreneurial theories and practices in institutions of higher education can mark this change.

The students in several universities outfitted with skills and knowledge that they acquired with the assistance of environment and environmental culture, while in quadrangle may assist them to determined social entrepreneurship as a carrier option after their main stream education. On this ground, the research aims to investigate the strata of social entrepreneurship and their intentions towards University students. A sample survey of 150 university students over the country was involving in this research. Factor analysis was applied to identify factors that impact intentions towards social entrepreneurship. Five factors which impact social entrepreneurship intentions were determined – entrepreneurial attitude, social entrepreneurship interest, entrepreneurship education, proactive personality and perceived behavioural control. Moreover methodology correlation analysis was regulated to explore the relationship between social entrepreneurship intentions factors. The conclusion were significant which signify that there was a favourable linear inter – factor association.

Key Words: Entrepreneurship, Carrier Intentions, Entrepreneurship Education, Social Entrepreneurship

Introduction

Entrepreneurship is the zestful procedure of making developing wealth. The prosperity is formed by people who are primed to take chance in terms of time, equity or give utility for a few product or services. Entrepreneurship is the formation of small to medium profession, plays an important role in creation of wealth for the person, rise up in employment opportunities upgrade quality of life, and allows platform for revolution, and increase in productiveness in any country. Appropriation of entrepreneurship among university students that become a notable topic among researchers of entrepreneurship. The university is an institution, wherever students move forward toward next stage of functional life. Soon after the graduation, students choose how to go ahead with their life.

The entrepreneurial ambition play a key role in expanding a country’s social and economic wellbeing. Possibly an entrepreneur can be a person who look for changes of environment and life all over him, and to use the substitute as chance to move forward looking. With adequate requirement of instructions and own intelligence, innovation, energetic is commute into a professional business personal.

A social entrepreneur recognize achievable solution to social issues by carrying together chance and innovation. They employ wise thinking in each the occupation and non-profit worlds and run all together diversities of organization. Priorly over the past 20 years, the social sector has

exposed what the business gain and understanding long ago, there is nothing as dominant as a replacement plan within the hands of a foremost – class entrepreneur.

Social entrepreneurs are offset with their ideas and presuming that their lives are constantly changing the supervision of their field. They are futurists, although additionally pragmatist, and area unit eventually involved with the realistic implementation of their innovation specifically else. Social entrepreneurs confer graspable, easy, and moral ideas that have interaction extensive support so as to enhance the quantity of native that may elevate, grasp their plan, and implement it. Social entrepreneurship is through negligence with financially eco-friendly innovations adopted toward identifying a social problem has came out.

It is a alternative breed of entrepreneurship that demonstrate characteristics of government, non- profits, and business collectively with applying to social decision making conventional, private sector entrepreneurship make innovations, large-scale transformation, and risk- taking. Committed to supply social cost, these entrepreneurs establish new procedures, services and product, or restricted ways in which of mixing validated observe with novelty to deal with complex social issues.

In this research, attempt is made to understand the intent of university students about social entrepreneurship as a future profession of choice. Furthermore, this research also try to understand the challenges anticipated to undertake social entrepreneurship as a profession choice among university students in India.

Review of Literature

A study about the behaviour of the youngster in India by Aggarwal and Upadhyay (2009) recognizing family backdrop and educational expertise as a key element of entrepreneurial intentions. The authors imply that entrepreneurial intentions have prolonged established as critical for the process of entrepreneurship as they provide the stimulus for entrepreneurial ideas to become personified.

Maalu (2012) assessed the appreciation of public secondary students in Nairobi about entrepreneurship as a career. The conclusion disclosed that majority of students in government secondary school in Nairobi had a optimistic perception of entrepreneurship as a profession. While majority of them signified that after completing school they would want to chase a career in entrepreneurship, several elements engaged as possible obstacle to their entry into entrepreneurship. Most of the students noticed insufficiency of knowledge, funds, and stiff competition on how to manage a business as major challenges.

Tiwari et al (2017), look into the profession development theory structure using a sample of students from a high-tech university in India. They found that individual plan setting and dedication towards society has direct influence for the growth of social undertaking. This has implications for development and training right at the young age during educational institutions (schools and university level) and generating a social entrepreneurial lifestyle in the society to enhance inspiration towards social entrepreneurship.

Ahmed et al (2010) accomplished that it is difficult to discriminate entrepreneur from non-entrepreneur on the basis of gender, age or entrepreneurial back drop, as the findings imply that there is no substantial relationship between these factors and intentions to become entrepreneur. But, family backdrop and level of education meant while aiming to become an entrepreneur. Students in higher classes are more biased towards entrepreneurship because of their advanced levels of knowledge and practical revelation with the field market.

Mueller and Neck (2010) recommended traditional entrepreneurship program offer the foundational expertise for all entrepreneurial proceedings regardless of type. The authors argued that the content in entrepreneurship programme does not require recurrence in social entrepreneurship classes. Preferably, social entrepreneurship programme should focus on the certain issues uncovered in the research such as aligning personal values, interest, and impact with the entrepreneurial behaviour and stabilizing economic and social aspects of business. The individual values and interests category consist of reasons reflecting the faith that with entrepreneurial actions one can function according to motives, interests, passions, and personal values.

Lorz (2011) employed the theory of planned behaviour to entrepreneurship cultivation. Foremost results from the subjective analysis of the entrepreneurial spark events recommended a possible blend of the element of the entrepreneurial event model and theory of planned behaviour. Entrepreneurial cause-event may represent the inclining point for those students heretofore high entrepreneurial intention to swirl ideas into reality and become freelance. Owing completed this study, the author presumes that entrepreneurship education is still of critical as important for promoting entrepreneurship.

A study by Nian et al, (2014), layout an important investigative analysis for entrepreneurship pedagogy. The authors asserts that an entrepreneurship education not only restrain theoretical knowledge but also be able to aid the students on begin an entrepreneurship attitude through developing entrepreneurial behaviours, skills, and attitudes. The students should be competent in entrepreneurial abilities to hold up their own business ventures or participate in entrepreneurship activities. The consequences shows that the entrepreneurship education in the higher education institutions has a pragmatic of the students in the direction of entrepreneurship education.

Nga and Shamuganatham (2010), assessed that certain personality features such as openness, agreeableness, and conscientiousness employ an influence on social entrepreneurship elements. The assumptions of how the development of social entrepreneurship and personality can be inculcated through learner- centred teaching and life-long learning had been focused in the study.

Salamzadeh et al. (2013) found that numerous university students are aware of the notion of entrepreneurship. However, the apprehension about entrepreneurship was found to be excessive among scholars who have taken entrepreneurship as a programme. There was some indecision about social entrepreneurship and only relatively frail awareness of domestic social entrepreneurs. Interpretations drawn proposed that there is a need to expand social entrepreneurship education in higher education.

Most of the authors come to an end that social entrepreneurship personify elements of both conventional business entrepreneurship with its aim on opportunity recognition and utilization of social dimensions and economic value of social entrepreneurship which indicates social value creation (Shane& Venkataraman 2000).

Research Methodology

The objective of the study was to point out the social entrepreneurship intentions through university students. With the purpose of find out social entrepreneurship intentions among university students whether they are interested in starting social businesses. The process of data collection used in this study included a administering a questionnaire and literature study. The sample was drawn from 150 final – year students from different universities in India about their

interest and what might stop them from starting such business. A detailed literature study on social entrepreneurship intention was conducted in order to identify factors that influencing social entrepreneurship intentions and their behaviour.

The survey had three parts: first section is about basic information about the students, second section contained questions about their interest in social entrepreneurship, third section comprised questions about the perceived constraints challenges they might face. The study found five important factors they are: proactive personality(6 items) , social entrepreneurship interest(9 items) , entrepreneurial attitude(8 items) , perceived behavioural control(7 items) , entrepreneurship education(5 items).

Analysis and Discussion

In this segment, the consequences of the analysis were presented. Firstly respondents demographic profile is presented. Subsequently this is coming with other analyses.

Demographic variable	Parameters	Frequency	Percentage
Gender	Female	58	39
	Male	92	61
	Total	150	100
Age	Less than 20 years	9	6
	20-25 years	96	54
	25-30 years	45	30
	30-35 years	0	0
	Total	150	100
Academic Status	Graduates	66	44
	Post graduates	72	48
	Ph.D.	12	8
	Total	150	100
Discipline	Science	4	3
	Commerce	8	5
	Engineering	56	37
	Management	60	40
	Others	22	15
	Total	150	100

Table 1 summarizes the demographics of the respondents. It shows that about 60% are male and 40% are female, which aligns with the general diversity trends in Indian institutions. Most respondents are either undergraduate or postgraduate students between 20-25 years old. Additionally, the majority are pursuing engineering or management, reflecting current Indian students preferences.

N=110	Minimum	Maximum	Mean
Proactive personality	2	5	3.91
Social Entrepreneurship Interest	2	5	3.96
Entrepreneurial Attitude	2	5	3.55
Perceived Behaviour Control	2	5	3.57
Entrepreneurship Education	3	5	3.68

Table 2 shows descriptive statistics for the five factors considered in the study. It reveals that having an interest in social entrepreneurship is the most important factors influencing Indian university student's intentions to pursue it. This is followed by another factor like an exposure to academic courses and proactive personality in entrepreneurship education.

Factors	Cronbach's alpha	Number of items
Proactive personality	0.71	8
Social entrepreneurial interest	0.835	11
Entrepreneurial attitude	0.762	10
Perceived Behaviour Control	0.527	7
Entrepreneurship Education	0.604	5

Table 3 shows the results of a test that checks how reliable the measurements are. Reliability means how consistently a tool measures something. Cronbach's alpha is a common way to measure this reliability. Generally, values of 0.7 or higher are considered good, while values below 0.7 indicates a less reliable tool.

In this study, the overall Cronbach's alpha was 0.867, which indicates good reliability for the scale used to measure social entrepreneurship intentions. The individual factors in the scale had Cronbach's alpha values ranging from 0.5 to 0.9. factors 1 to 3 were above 0.7, showing good reliability, while factors 4 and 5 were marginally acceptable.

Table 4 presents the outcomes of the correlation analysis. The table demonstrate that there is a moderate relationship of social entrepreneurial interest with entrepreneurial attitude ($r=0.451$; $p<0.01$), proactive personality ($r=0.479$, $p<0.01$), entrepreneurship education ($r=0.335$ $p<0.01$), and perceived behaviour control($r=0.439$ $p<0.01$).

	SEI	EA	PP	EE	PBC
Social entrepreneurship Interest (SEI)	1				
Entrepreneurial Attitude(EA)	0.451**	1			
Proactive Personality (PP)	0.479**	0.296**	1		
Entrepreneurship Education (EE)	0.335**	0.674**	0.237**	1	
Perceived Behavioural Control (PBC)	0.439**	0.081	0.519**	0.11	1

There is a strong relationship of entrepreneurial attitude with entrepreneurship education ($r=0.674$ $p<0.01$) and decrepit relationship with proactive personality ($r=0.296$, $p<0.01$). Proactive personality also had a infirm correlation with entrepreneurship education ($r=0.237$, $p<0.01$) and a well-fortified relationship with perceived behavioural control ($r=0.519$, $p<0.01$). Entrepreneurship education had a decrepit relationship with perceived behavioural control ($r=0.114$).

Collectively, these discoveries implies that students with the intentions to begin a business with a social responsibility are those with the attitude to take risk and entrepreneurial attitude with an active individuality.

Conclusion

The exploration of this research specify that there are five major variables that affect the social entrepreneurship intentions among university students in India such as social proactive personality, social entrepreneurial interest, entrepreneurial attitude, perceived behavioural

control, entrepreneurship education. Out of these first three variables were pointed out most important.

Social entrepreneurial absorption showed an ordinary relationship with entrepreneurial attitude, proactive personality, entrepreneurship education, and perceived behaviour control. The research also find out three factors which restraints the intention of students in the direction of starting social entrepreneurship viz. lack of financial and moral support, fear of risk, lack of knowledge regarding social entrepreneurship. Among these factors fear of risk was identified as the one of the main limitation of students.

These results high-point the needs to inspire and guide those students who are aspire to carry on their own business of a social nature. Based on the discovery of this research it is approved that universities should lead students who aim to be a social entrepreneur to perceive their goal. Social entrepreneurship has demonstrate a promising and foremost global phenomenon that surely deserves conscientious academic awareness. Boost the level of entrepreneurial activity, especially social entrepreneurship, will help to get rid of high levels of unemployment and enhance the lives of people in society.

The limitations that inhibit their interest towards social entrepreneurship should be abolished. The peers, family, and teachers should motivate and encourage the students who come up with imaginative ideas should provide assistance to those who really want to attain their goals.

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