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### Social Entrepreneurial Intention among Students of Different Status and University Category

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**Abstract:** Malaysia is now faced with the challenge of bringing its economy to greater heights. Cooperation between the government, private sectors and non-governmental sectors is necessary in order to increase the number of entrepreneurs who are able to contribute to the society. This has become a motivating factor for Malaysia to produce more graduates who specialize in social entrepreneurship in accordance to the aims set by the Malaysian Education Blueprint (Higher Education) 2015-2025 and the Malaysian Social Enterprise Blueprint 2015-2018. In order to fill the gap between profit-oriented goals and socially oriented goals, there is a dire need to explore social entrepreneurial intention. In the context of this study, social entrepreneurial intention is identified through social entrepreneurial activities carried out by university students. Next, the aim of this study is to determine social entrepreneurial intention and its differences among students of different status (student and alumni) and university categories (research university, focus university, comprehensive university, and private university).

This study uses a survey approach which involved 446 university students and 296 alumni selected through the proportionate stratified sampling method. A questionnaire was used as the research tool. The results revealed that the level of social entrepreneurial intention among students and alumni was moderate.

The data also showed that there was no significant difference in social entrepreneurial intention between students and alumni. However, there was a significant difference in social entrepreneurial intention between students from research universities and students from focused universities. This indicates that social entrepreneurial intention among university students needs to be reinforced in order to increase the number of social entrepreneurs in Malaysia.

**Keywords:** social entrepreneurial intention, university students, alumni, research university, focus university, comprehensive university, and private university.

## **I. INTRODUCTION**

### **(A) Background**

The uncertainty that looms over the global economy has had an impact on the availability of manpower and consumer purchasing power in Malaysia. Socioeconomic imbalance has left a huge gap between households with high income and households with low income. It is also getting increasingly difficult for youths to compete for limited job opportunities. On the other hand, the government has set its sights on producing capable and enterprising graduates through the Ministry of Higher Education (MOHE) Malaysia. Thus, a new holistic approach is needed in order to improve traditional business sectors which are outdated and no longer effective for improving the country's state of economy.

In general, social entrepreneurship combines the entrepreneurial process and social goals which are catalysts in financial, social and environmental development (triple bottom-line) of a country. In this context, Malaysia owns 100 social enterprises which cover education, poverty, rural development, environmental sustainability, work for marginalized groups and high-risk adolescents [1] and the number of social enterprises is increasing every year. Social entrepreneurial activities have also been reported to have an impact on the decline in poverty rate as well as the improvement of large-scale economic development [2], [3], [4], [5], [6]. It has also left an impact on individuals who desire to become socially oriented entrepreneurs. This desire has become the foundation of the current value-added field of entrepreneurship as it plays an important role in improving the lives of the society according to [7] and [8] as well as youths especially students.

Previous research has found that universities play a crucial role in the development of entrepreneurship among students [9]. Likewise, the potential of students getting involved in the field of entrepreneurship transcends all disciplines in universities. Social entrepreneurial intention needs to be cultivated from time to time so that students are always motivated and well-trained in order to produce novel social innovations after they graduate. Students should also be trained to understand and be aware of the problems faced by local communities, possess entrepreneurial skills and be able to come up with innovative ideas in order to improve the standard of living of the society. Nevertheless, a student's decision to become a social entrepreneur also depends on effort, confidence, level of preparedness, willpower and commitment which are also qualities expected of entrepreneurs. This was proven by studies by [8] and [5] where their research revealed that social entrepreneurial intention is determined by elements such as effort, confidence, preparedness, willpower and commitment adapted from the theory of planned behavior by [10]. Hence, this study was carried out with the purpose of examining social entrepreneurship intention among university students and alumni in Malaysia who are involved in social entrepreneurial activities.

### **(B) Problems and Objectives**

The inculcation of social entrepreneurship in Malaysia is still in the early stages as reported by the General Entrepreneurship Monitor in 2009. As a result, the Malaysian Social Enterprise Blueprint (2015-2018) was established to improve the lives of the society sustainably. Under the New Economic Model (NEM), social business grants were awarded to young entrepreneurs to produce social innovations which indirectly helped to reduce the rate of hardcore poverty by 40 percent. Further efforts were made with both the formal and informal introduction of social entrepreneurial studies across disciplines in higher education institutions in Malaysia.

The desire to make social entrepreneurship a career is related to the level of volunteerism [8]. In the context of this study, the rate of volunteerism among Malaysian youths is low [11], [12]. Thus, this has an impact on the interest in social entrepreneurship which was also found to be low. This is further proven through the small number of social entrepreneurial ventures and limited financial resources (Malaysian Social Enterprise Blueprint Report, 2015-2018). The above-mentioned issues point to the need for further study in order to fill the gap that exists between profit-oriented goals and socially oriented goals among students.

In the context of this research, the individual's change from a profit-oriented desire to that of a socially oriented desire increases social entrepreneurial intention. Individuals tend to behave in a certain manner by taking into account the hypotheses put forward by the theory of planned Behavior [10]. Social entrepreneurial desire can be determined through intention as intention is able to predict behavior. Hence, the objectives of this study are: a) to identify the social entrepreneurial intention level among students of different status and university categories; and b) to identify the differences in social entrepreneurial intention among students of different status and university categories.

## II. STUDY REFERENCES

### (A) Social Entrepreneurship in Malaysia

Social entrepreneurship in Malaysia began in 1986 as a result of the establishment of Grameen Bank, Bangladesh, by two lecturers from Universiti Sains Malaysia (USM), Professor David Gibbons and Professor Sukor Kassim. The idea was used as a foundation for the Ikhtiar Project which has now been rebranded as Amanah Ikhtiar Malaysia (AIM). AIM aims to reduce rural poverty by offering microcredit to the poor and its role remains the same till this day. In the initial stages, the term 'social entrepreneurship' was not officially used in Malaysia. Social entrepreneurial activities were gradually introduced in the agendas of public sectors, private sectors and non-governmental organizations.

The government recognizes the need to empower social entrepreneurship as it has the potential to contribute to the GDP in the long run. In the United Kingdom for example, there are 70,000 social enterprises employing more than a million workers who have contributed to more than 5% of the United Kingdom's gross domestic product [13]. In Malaysia, the Malaysian Social Enterprise Blueprint (2015-2018) was set up to groom 1000 social entrepreneurs within 3 years. The Social Entrepreneur Action Plan under the New Development Policy 2016-2020 was also launched to support the Malaysian Social Enterprise Blueprint (2015-2018). The Malaysian government also encourages youths to venture into social entrepreneurship by allocating RM20 million to establish a support system for social enterprises.

In addition, the Malaysian government has embarked on social entrepreneurial activities through its agencies at all levels. At the community level, the Village Internet Center (VIC) was established in 2002 to improve information accessibility among rural communities. Programs organized by the VIC in collaboration with the Japan International Cooperation Agency (JICA) were conducted to bridge the digital divide between rural and urban communities. Post offices with well-equipped facilities were found to be suitable locations to conduct the activities as they are where the locals normally congregate. To date, the Ministry of Information, Communication and Culture and Pos Malaysia Berhad have jointly built 42 additional buildings at post offices located nationwide. Furthermore, VIC also established a new organization known as the

Social Entrepreneur Club (SEC) which aims to conduct commercial and social activities. SEC members consist of telecentre supervisors, local entrepreneurs and local communities.

The Ministry of Women, Family and Community Development (MWFCM) Malaysia and the Social Entrepreneurship Foundation (SEF) have jointly organized the eMAK program. Housewives from low-income families living in the city are now able to generate income through the concept of 'small office, home office' (SOHO) that allows them to run a business from home [14]. The Social Welfare Department has allocated RM10 million to implement the Purple DNA Entrepreneurship Program launched in May 2012. The program aims to introduce business models based on social entrepreneurship principles and improve the socio-economic state of marginalized groups [15]. The MOHE has set up a strategy and phase two action plan (2011-2015) by incorporating social entrepreneurial elements as a platform to bridge the economic gap between the society and the industry. For instance, the National Institute of Entrepreneurship (INSKEN) under the Ministry of International Trade and Industry (MITI) has initiated the 'Social Entrepreneurship Project' among ENACTUS (Entrepreneurial Action Us) club members to promote student entrepreneurship at higher institutions of education [16]. Along with that, Social Enterprise and Economic Development (SEED) program was established as a volunteer program in Malaysia. The SEED program which is led by lecturers and students aims to inculcate the spirit of volunteerism and social entrepreneurship in both public and private universities.

The MOHE has also implemented the Women in Social Enterprise (WISE) program in 2015 which is a high-impact program based on social entrepreneurship. WISE aims to inculcate entrepreneurial values among students through social entrepreneurial activities, empower the micro-entrepreneur community with related business skills that will have a positive impact on their socio-economic development and enhance the strategic collaboration of higher education institutions (HEIs) and industries in community development. The national-level WISE program is one of the ministry's efforts to improve the delivery system and contribution of HEIs to the community through the Blue Ocean Strategy stated in the Government Transformation Program (GTP). A program called 'My Community' which was initiated by the National Higher Education Strategic Plan 2 (2011) was launched to achieve the target of producing 1000 social entrepreneurs in the next 3 years, as stated in the 11th Malaysia Plan. A sustainable entrepreneurial community can be created by integrating the importance of social entrepreneurship through schools and universities. This shows that the government places great importance on social entrepreneurship due to its potential in developing the socioeconomic status of its citizens.

The government has recently introduced the 'I am for Youth' program (IM4U) with the aim of promoting social entrepreneurship among youths. This was confirmed through a statement made by the Deputy Minister of Higher Education Datuk Saifuddin Abdullah at the opening ceremony of Universiti Malaya's Eye Research Center at the University Malaya Medical Center. The collaboration between HEIs and the industry is a step towards empowering social entrepreneurship in order to reduce financial burden among the people [17]. The government is also actively promoting social entrepreneurship to foster the spirit of volunteerism among youths for the betterment of society.

### **(B) Social Entrepreneurship in Technical and Vocational Education (TVET)**

Entrepreneurship education is rapidly becoming increasingly important all over the world as it is seen as a country's source of economic prosperity and competitiveness [18]. Entrepreneurship is among the key

elements emphasized in Technical Vocational Education and Training (TVET). TVET aims to produce well-rounded graduates who meet industry requirements [19]. Holistic human capital development requires the integration of entrepreneurial skills and knowledge through education, training and lifelong learning. Therefore, social entrepreneurship is required for the sustainable development of TVET and is recognized by UNESCO-UNEVOC (United Nations Organization for Education, Science and Culture-International Center for Technical and Vocational Education and Training). The TVET system is able to identify the skills needed for learning, provide social entrepreneurship support and offer a broad teaching network to students.

The challenge in grooming social entrepreneurs depends on individual interest and motivation [8]. The interest and motivation to carry out social entrepreneurial activities are driven by individual commitment and willingness to assist marginalized groups. All teaching and learning activities in TVET are strongly grounded in Malaysia's National Philosophy of Education especially in terms of inculcating moral values through the curriculum. Similarly, soft skills can be cultivated through financial management [20]; leadership in handling community problems [21]; and openness to innovation [22]. The growing need for social innovation has called for the development of social entrepreneurial skills among students on a larger scale.

Social entrepreneurship education has been incorporated into the field of TVET to strengthen the element of sustainability in existing entrepreneurship education [22]. According to [22], social entrepreneurship education is able to provide different career paths and entrepreneurial skills to students who intend to start a social-oriented business. The field of social entrepreneurship has expanded rapidly as related courses are being offered at reputable universities globally [12]; [21]; [23]. This suggests that social entrepreneurship in TVET is becoming increasingly relevant in Malaysia. It is expected that the integration of social entrepreneurial activities in teaching and research would be able to enhance the motivation and entrepreneurial desire among students to bring about sustainable socio-economic changes to the society.

### **(C) Social Entrepreneurship Intention**

This section explains the findings of previous studies on the level of social entrepreneurial intention. There is still a lack of studies on social entrepreneurial intention levels in Malaysia. Hence, this study takes into account results and findings of international research studies. [7] found that the social entrepreneurial intention level among economics and business undergraduates in Malaysian HEIs was low (mean = 3.32, s.d = 0.76). This finding is consistent with that of [8]'s where the mean score = 2.12 (s.d 1.01) obtained was low among German students pursuing their master's degree in business. However, a study by [24] revealed that the mean scores for undergraduates in Africa, America and Hispanic countries were moderate (mean = 3.11, s.d 0.87). Thus, all findings only show the social entrepreneurial intentions among students range between low to moderate levels. This suggests that a high level of social entrepreneurial intention has yet to be reported in other countries.

From the motivational aspect, [25] found that social entrepreneurs in Belgium and the Netherlands were less ambitious compared to business entrepreneurs. Their findings show that determination and strong willpower are required in order for one to become a social entrepreneur. A study by [26] also reported that motivation was an important factor in determining whether or not an individual chooses to become a social entrepreneur in Malaysia. Their findings showed that there was a strong relationship between willpower and social entrepreneurial intention ( $r = 0.951$ ). Subsequently, students who have a high

social entrepreneurial intention have the potential to be ideal candidates for companies practicing corporate social responsibility. This has an important impact on improving society's standard of living [24]. This finding is in line with the findings of [27] and [28] where the emphasis on personal characteristics was found to be important for moulding social entrepreneurial intentions. [29] found that elements such as being opportunistic, collaborative leadership, teamwork and community-orientated motivation are characteristics of social entrepreneurs belonging to SIFE students in Malaysia where the scores were moderately high (mean = 4.00, sp = 0.38).

#### **(D) University Students in Malaysia**

This study involves the two different groups namely undergraduate students and alumni (graduates) who have experience in carrying out social entrepreneurial activities in Malaysia. Generally, most entrepreneurship studies involve samples which include students pursuing their studies at Malaysian HEIs which can generally be divided into public universities and private universities. In the context of this study, public universities and private universities can further be divided into four types namely research, focus, comprehensive and private universities. Discussions would be done according to the functions of each university category. Research universities consists of 5 universities based on National Higher Education Strategic Plan, namely Universiti Sains Malaysia (USM), Universiti Malaya (UM), Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), dan Universiti Teknologi Malaysia (UTM). This type of university actively focuses on research by exploring new ideas, conducting experiments using innovative methods and utilizing scientific initiatives to seek and broaden knowledge. Meanwhile, the ratio between undergraduate students and postgraduate students is 50:50.

Focus universities, on the other hand, place importance on certain areas such as the technical industry, education, management and defense. Of the 12 universities which belong to this category, only 11 universities were taken into account in this study including Universiti Teknologi Malaysia (UTM), Universiti Utara Malaysia (UUM), Universiti Perguruan Sultan Idris (UPSI), Universiti Tun Hussein Onn Malaysia (UTHM), Universiti Teknikal Malaysia Melaka (UTeM), Universiti Malaysia Perlis (UniMAP), Universiti Malaysia Terengganu (UMT), Universiti Malaysia Pahang (UMP), Universiti Sains Islam Malaysia (USIM), Universiti Malaysia Kelantan (UMK) and Universiti Pertahanan Nasional Malaysia (UPNM). The ratio between undergraduate students and postgraduate students is 70:30. Next, comprehensive universities which offer various fields of study include Universiti Teknologi MARA (UiTM), Universiti Islam Antarabangsa Malaysia (UIAM), Universiti Malaysia Sarawak (UNIMAS) and Universiti Malaysia Sabah (UMS). The ratio between undergraduate students and postgraduate students is 70:30.

Private universities include 10 universities and university colleges such as Multimedia University, Sunway University College, Universiti Tun Abdul Razak (UNIRAZAK), Universiti Tenaga Nasional (UNITEN), Tunku Abdul Rahman University College (TARC-UC), International University of Malaya-Wales (IUMW), University of Nottingham, Malaysia Campus, University of Kuala Lumpur (UNIKL), Kuala Lumpur Metropolitan University College (KLMUC) and University of Technology Petronas (UTP).

#### **(E) Differences in social entrepreneurial intention according to student status and university category**

To date, empirical studies on social entrepreneurial intention which focus on student status and different university categories in Malaysia are still limited. The majority of previous studies only discussed the level

and differences in entrepreneurial intention from the perspective of business entrepreneurship and student status. Similarly, only studies on differences in entrepreneurial intention have been done on students from different university categories. For example, a study conducted by [30] revealed that the level of entrepreneurial intention among private university students was higher compared to public university students. Furthermore, [31] found that the overall level of entrepreneurial intention among business undergraduate students at Batangas State University, Philippines was moderate (Mean = 3.08). Therefore, the gap in the literature led to the need to identify the level of social entrepreneurial intention among students and alumni from different university categories.

Furthermore, research findings related to entrepreneurial intention among undergraduate students and postgraduate students were conducted by [32]. The findings indicated that there is a small difference in entrepreneurial intention between undergraduate students and postgraduate students at Universiti Utara Malaysia ( $t = 0.176$ ,  $p < 0.05$ ). In contrast, [33] found that there was no difference in entrepreneurial intention among undergraduate students and master's students.

On the other hand, [29] found that there were differences in social entrepreneurship between students were social entrepreneurship club members and those who were non-members. This study showed that there are significant differences in social entrepreneurship based on personal characteristics and activities organized by public university students and private university students ( $t = 2.50$ ,  $p = 0.01$ ). Even though social entrepreneurial intention has yet to be accurately measured in any of the previous studies found, the findings could be used as a guide on the current trends related to entrepreneurial intention.

The applicability of the theory of planned behavior [10] in the field of entrepreneurship has gained attention from previous researchers. Most empirical studies use this theory to predict entrepreneurial intention based on factors such as attitude, subjective norms and perceived behavioral controls [34], [35], [36]. However, this study only uses the theory of planned behavior to measure the entrepreneurial intention of students from different university categories (research, focus, comprehensive and private universities) in the context of social entrepreneurship.

### III. RESEARCH METHODS

The study population consists of students and alumni who have at least a year's experience and had undergone social entrepreneurial activities in Malaysia. The data was obtained from the ENACTUS Malaysia Foundation in 2015 involving a total of 2,748 students from 30 public and private universities (Table I). A proportionate stratified sampling method was used to obtain the sample size relevant to the study. Stratified sampling was selected in this study because it allows students from each category to have equal opportunity to be selected as a sample of the study [37]. The sampling began by categorizing the universities as research universities, comprehensive universities, focus universities and private universities, according to the Ministry of Education (First Step). At this stage, the samples were selected through proportionate stratified sampling from the 30 universities involved in the study.

**TABLE I. NUMBER OF ENACTUS MEMBERS BASED ON UNIVERSITY CATEGORY**

<i>Research universities</i>	<i>Comprehensive universities</i>	<i>Focus universities</i>	<i>Private universities</i>	<i>Total</i>
382	568	1019	779	<b>2,748</b>

Besides taking into account sampling errors and assumptions of normal distribution, the researcher also used [38] formula due to the large population involved. Based on a confidence level of 99% with a  $\pm 5\%$  margin of error, the formula can be calculated as follows:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Indicators (normal distribution assumptions):

$$n_0 = \frac{z^2 pq}{e^2}$$

$n$  = sample size

$n_0$  = unfixed sample size

$N$  = population size (2,748 ENACTUS members)

$p$  = population ratio 0.50

$q$  = 1-p (population ratio, 1-0.5=0.50)

$e$  = degree of accuracy in the population

$$\begin{aligned} n_0 &= \frac{(2.58)^2 (0.5)(0.5)}{(0.05)^2} \\ &= 666 \end{aligned}$$

The number of samples for each university category is as follows:

Thus,  $n_0 = 666$

Next,

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

$$n = \frac{666}{1 + \frac{(666 - 1)}{2748}}$$

$$n = \frac{666}{1.2420}$$

$$n = 536$$

Hence, the minimum sample size for this study was 536 university students from the total population of 2,748 in Malaysia. The minimum sample size of the study exceeded the minimum requirement of 200 samples as suggested by [39]. To be precise, the sample size for each category included 75 research university



students, 111 comprehensive university students, 198 focus university students and 152 private university students.

To reduce sampling error, the researcher distributed 50 percent more questionnaires than the minimum requirement of 536 to ensure a high response rate. The surplus in questionnaires distributed also took into consideration the recommendations by [40]. A total of 804 questionnaires were distributed but only 742 completed questionnaires were received. However, the number of questionnaires received fulfilled the minimum sample size required.

The research instrument used in this study was a five-point Likert scale questionnaire. The questionnaire was divided into two parts: Part A contains the respondents' demographic information which includes student status and university category. Part B (8 items) measures social entrepreneurial intention. Items in Part B have been adapted and modified from instruments used in previous studies [35]; [41]; [34]; [43].

The instrument was later given to two experts and 4 students for the purpose of obtaining face validity. In terms of language, the researcher used forward-translation and back-translation services provided by language experts to adapt and modify the instrument so that it suited the context of the study in Malaysia.

Next, seven experts who have extensive experience in social entrepreneurship education, community development, youth development and social entrepreneurship were consulted to establish content validity.

Corrections were immediately made after expert opinion and constructive criticism were taken into consideration in order to improve the validity of the questionnaire items before the pilot study and actual study were conducted. Only items which are agreed upon by at least 80% of the experts can be accepted in the instrument to be piloted [44].

A pilot study was conducted on 85 students who consisted of 45 students and 40 alumni from both public and private universities around Klang Valley, Malaysia. In terms of reliability, a Cronbach Alpha's coefficient of 0.882 was obtained through the pilot study. According to [45], this value indicates that the instrument is good and relevant. For the purpose of level measurement, the five-point Likert scale (Strongly Agree (SA) to Strongly Disagree (SD)) was divided into three levels [46] as shown in Table II.

**Table II**  
**Interpretation of Mean Score**

<i>Mean score</i>	<i>Interpretation of mean score</i>
1.00-2.33	Low
2.34-3.67	Medium
3.68-5.00	High

## **IV. RESEARCH RESULTS**

### **(A) Identifying the level of social entrepreneurial intention among students**

The social entrepreneurship level in this study was measured using frequency, average mean score and standard deviation (Table III). In general, the social entrepreneurial intention level was moderate with an

average mean score of 3.52 and a standard deviation of 0.69. The highest percentage of agreement was obtained for item 5 where 60 percent (A = 45.3 percent and SA = 14.7 percent) agreed that *'I am determined to set up a social enterprise someday'*. This statement shows students have the determination to establish a social enterprise.

Item 6 (*I often think of becoming a social entrepreneur*) ranked second highest with an agreement percentage of 55.7 percent (A=39.4 percent and SA=16.3 percent). This was followed by item 8 *'I will definitely run my own social enterprise even after I am married'* with an agreement level of 52.1 percent (A = 38.4 percent and SA = 13.7 percent). The item with the fourth highest percentage of agreement was item 1 *'I will make every effort to start my own social enterprise'* at 50.3 percent (A = 39.4 percent and SA = 10.9 percent). These four items indicate that students are ready to set up a social enterprise even though they may have other responsibilities.

On the other hand, the next 4 items (items 2, 3, 4, 7) obtained agreement percentages of less than 50 percent. Item 4 with the statement *'I am ready to do anything to become a social entrepreneur'* obtain an agreement percentage of 48.5 percent (A = 37.6 per cent and SA = 10.9 per cent). This is followed by item 7 *'I still run my own social enterprise part-time despite having a permanent job'* which had an agreement percentage of 47.3 percent (A = 35.3 percent and SA = 12.0 percent).

Item 3 with the statement *'I am determined to establish a social enterprise within the first five years after graduation'* obtained an agreement percentage of 46 percent (A = 36.4 percent and SA = 9.6 percent). This shows that students have a high potential to become social entrepreneurs in terms of readiness and determination. Item 2 which was represented by the statement *'I strongly believe that I will start my own social enterprise'* obtained the lowest agreement percentage at 44.4 percent (A = 35.0 percent and SA = 9.4 percent). This indicated that students still lack the confidence to start a social enterprise compared to a business enterprise.

In general, entrepreneurial intention is at a high level in developing countries compared to developed countries [46]. However, in the context of social entrepreneurship, Malaysia has one of the lowest rankings at 0.22%. This is further supported by the findings of this study which showed that the level of social entrepreneurial intention among students and alumni is moderate.

This study only focused on students who have prior experience in carrying out social entrepreneurial activities. In contrast, [29] found that students who have never carried out any form of social entrepreneurial activity had low social entrepreneurial intention especially in terms of personal characteristics and organizational skills. Similarly, the findings of [7] reported that social entrepreneurial intention among students in higher education was low.

### **(B) Identifying the Differences in Social Entrepreneurial Intention among Students of Different Status and University Category**

To answer the research question above, the researcher used two-way analysis of variance ANOVA which involved a simultaneous comparison between dependent variable (social entrepreneurial intention) and two independent variables namely university category (research, focus, comprehensive and private) and student status (students and alumni). Table IV shows the comparison of mean values between 446 students and 296 alumni according to four university categories. University students from focus universities scored the highest mean (mean = 3.58, standard deviation 0.656) compared to students from comprehensive universities, private universities and research universities.

**Table III**  
**Frequency, Mean, and Standard Deviation Forsocial Entrepreneurial Intention**

<i>Item</i>	<i>SD</i>		<i>D</i>		<i>M</i>		<i>A</i>		<i>SA</i>		
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	
SEI1 I will make every effort to start my own social enterprise.	4	0.5	40	5.4	325	43.8	292	39.4	81	10.9	
SEI2 I strongly believe that I will start my own social enterprise.	4	0.5	58	7.8	350	47.2	260	35.0	70	9.4	
SEI3 I am determined to establish a social enterprise within the first five years after graduation.	5	0.7	80	10.8	316	42.6	270	36.4	71	9.6	
SEI4 I am ready to do anything to become a social entrepreneur.	9	1.2	101	13.6	272	36.7	279	37.6	81	10.9	
SEI5 I am determined to set up a social enterprise someday.	7	0.9	46	6.2	244	32.9	336	45.3	109	14.7	
SEI6 I often think of becoming a social entrepreneur.	12	1.6	70	9.4	247	33.3	292	39.4	121	16.3	
SEI7 I still run my own social enterprise part-time despite having a permanent job.	17	2.3	81	10.9	293	39.5	262	35.3	89	12.0	
SEI8 I will definitely run my own social enterprise even after I am married.	8	1.1	59	8.0	288	38.8	285	38.4	102	13.7	
Average mean	3.52										
Standard deviation	0.69										
Level	Moderate										

Meanwhile, the alumni from focus universities also scored the highest mean (mean = 3.68, s.d 0.613) followed by alumni from comprehensive universities, private universities and research universities.

**Table IV**  
**Mean Score for Social Entrepreneurial Intention According to Student Status and University Category**

<i>Student Status</i>	<i>University Category</i>	<i>Mean</i>	<i>s.d</i>	<i>n</i>
Student	Research university	3.35	0.732	70
	Focus university	3.58	0.656	78
	Comprehensive university	3.51	0.696	147
	Private university	3.52	0.689	151
Alumni	Research university	3.41	0.710	44
	Focus university	3.68	0.613	73
	Comprehensive university	3.56	0.699	67
	Private university	3.49	0.670	112
Total	Research university	3.37	0.721	114
	Focus university	3.63	0.636	151
	Comprehensive university	3.53	0.696	214
	Private university	3.51	0.680	263

*Source: Output SPSS*

Before obtaining the analyzed results, the Levene’s test of equality of error variance was implemented to satisfy analysis of variance assumptions. The significance level obtained in this study was 0.960 which is greater than 0.05 ( $0.960 > p$ ) on SEI (Table V). This finding also satisfies the assumptions as suggested by [45] by considering both the main effects and interaction effects.

**Table V**  
**Levene’s Test of Equality of Error Variance for Social Entrepreneurial Intention**

<i>F</i>	<i>df1</i>	<i>df2</i>	<i>significance</i>
0.285	7	734	0.960

Source: Output SPSS

The interaction effect value between student status and university category in this study was found to be insignificant ( $0.788 > p$ ) as shown in Table VI. The results show that there was no difference in social entrepreneurial intention in terms of the interaction effect between student status and university category. There was a significant main effect for the university category ( $0.037 < p$ ).

However, the main effect for student status was to be insignificant ( $0.399 > p$ ). This means that students and alumni have the same effect in terms of social entrepreneurial intention. In contrast, significant differences were found in the scores for categories including research universities, focus universities, comprehensive universities and private universities.

**Table VI**  
**Interaction Effects Between Student Status and University Category**

<i>Source</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>Significance</i>	<i>Partial eta squared</i>
Student status	1	0.322	0.711	0.399	0.001
University category	3	1.326	2.839	0.037	0.011
Student status *university category	3	0.164	0.352	0.788	0.001
Error	734	0.467			

Source: Output SPSS

Note: \* $p < 0.05$

Based on [47]’s assumption, the effect size of 0.011 (1.1%) is classified as a small size (Table VII). Even though the effects obtained were significant, there was a very small difference in the mean score.

**Table VII**  
**Interpretation of Effect Size**

<i>Size</i>	<i>Eta squared</i> (% of variance explained)	<i>Cohen’s d</i> (standard deviation units)
Small	0.01 or 1%	0.20
Medium	0.06 or 6%	0.50
Large	0.138 or 13.8%	0.80

The strength of this small effect size was reinforced by referring to the difference in mean score which represented research universities (mean = 3.37), focus universities (mean = 3.63), comprehensive universities (mean = 3.53) and private universities (mean = 3.51). This meant that there was a small strength effect for four different university categories on social entrepreneurial intention. In addition, a post-hoc test known as Tukey’s HSD test was conducted to determine the difference for each university category (Table VIII). The results show that only research universities and focus universities have significant differences in terms of social entrepreneurship intention compared to other university categories ( $p = 0.015$ ).

**Table VIII**  
**Comparison Between Different Universities**

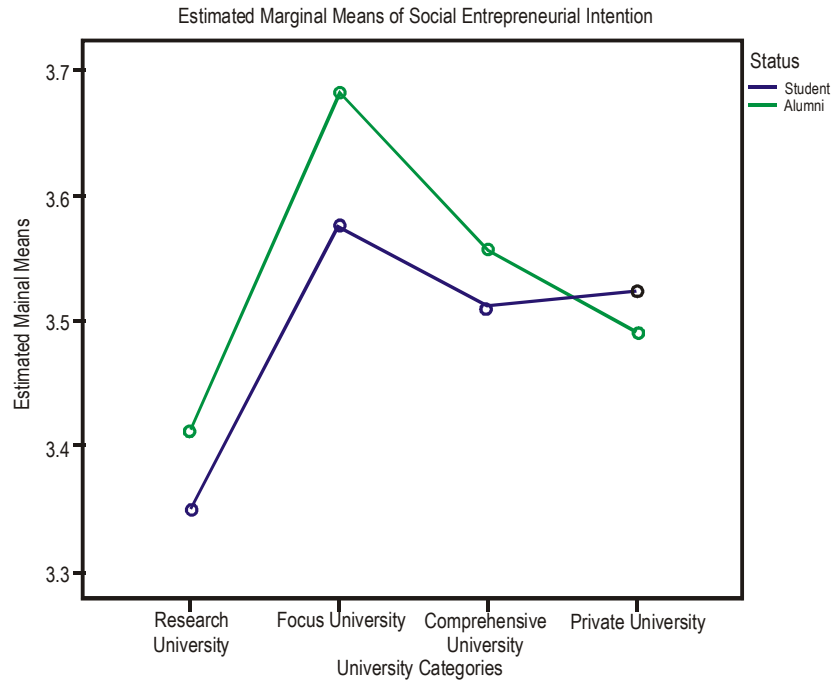
<i>(I) University Category</i>	<i>(J) University</i>	<i>Mean difference (I-J)</i>	<i>Std. Error</i>	<i>Significance level</i>
Research university	Focus university	-0.25	0.085	0.015
	Comprehensive university	-0.15	0.079	0.220
	Private university	-0.14	0.077	0.281
Focus university	Research university	0.25	0.085	0.015
	Comprehensive university	0.10	0.073	0.498
	Private university	0.12	0.070	0.335
Comprehensive university	Research university	0.15	0.079	0.220
	Focus university	-0.10	0.073	0.498
	Private university	0.02	0.063	0.995
Private university	Research university	0.14	0.077	0.281
	Focus university	-0.12	0.070	0.335
	Comprehensive university	-0.02	0.063	0.995

*Source: Output SPSS*

The results were supported through the plot shown in Figure I. This plot shows that there is a big mean score difference (mean = 3.63) between students and alumni from focus universities. Meanwhile, a small mean score difference (mean = 3.37) was obtained between students and alumni from research universities.

In conclusion, a two-way ANOVA analysis was conducted to examine the impact on sample status (students and alumni) and university category on the level of social entrepreneurial intention. Students and alumni were divided into four university categories (Group 1: research university; Group 2: focus university; Group 3: comprehensive university; Group 4: private university). The interaction effect between student status and university category was found to be insignificant, where  $F(3, 734) = 0.352, p = 0.79$ . There were significant main effects for the university category,  $F(3, 734) = 2.839, p = 0.04$ . However, the effect size was small (partial eta squared = 0.011). Tukey’s HSD test revealed that the mean score for research universities (Mean = 3.37, Standard deviation = 0.72) was significantly different compared to that of focus universities (mean = 3.63, s.d = 0.636).

However, the social entrepreneurial intention of students from comprehensive universities (mean = 3.53, s.d = 0.70) and private universities (mean = 3.51, s.d = 0.680) was not found to differ significantly compared to other university categories. The main effect of student status  $F(1, 734) = 0.711, p = 0.40$  was found to be insignificant. Therefore, the university category in this study resulted in a small difference in



**Figure 1: Interaction Effect Graph on the Estimated Marginal Means of Social Entrepreneurial Intention Between Students and Alumni According to University Category**

social entrepreneurial intention. However, student status did not result in any significant difference in social entrepreneurial intention.

In addition, the two-way ANOVA analysis showed that social entrepreneurial intention was generally the same for students and alumni from research universities, focus universities, comprehensive universities and private universities. However, there was a small difference in effect size in terms of the social entrepreneurial intention of students and alumni from research universities and focus universities. This finding adds to the existing literature as there is limited empirical evidence on this matter. This finding contradicts that of [29] where personal characteristics and the organization in social entrepreneurship were found to be different between students from public universities and students from private universities ( $t = 2.50, p = 0.01$ ). As suggested by the GUESS International Report (2013-2014), emphasis on the university context and entrepreneurial studies in universities is crucial in shaping entrepreneurial intention among students. In line with the initial expectation of the researcher, the longer students engage in social entrepreneurial activities, the higher their entrepreneurial intention.

This is shown in Figure I, where the social entrepreneurial intention of alumni was found to be higher compared to students for university categories including research universities, focus universities and comprehensive universities. However, more efforts are required from the administrators of private universities in order to increase entrepreneurial intention through various programs or social entrepreneurship courses. Moreover, the level of social entrepreneurial intention among students and alumni from research universities was found to be lower than focus universities, comprehensive universities and private universities. Research university administrators need to be more proactive in promoting social innovation among students and alumni alike.

## **V. IMPLICATIONS AND CONCLUSIONS**

The Theory of Planned Behavior by [10] used in this study is relevant for determining the social entrepreneurial intention of university students and alumni in Malaysia. After considering key aspects such as validity and credibility, the development of social entrepreneurial intention can be represented by seven items which have been modified based on [10]'s study. In addition, a new item was developed by the researcher after taking into account the respondents' needs during the initial interviews conducted at the stage of preliminary analysis. The experts agreed on the addition of the new item as well as the content validity. This new discovery has contributed to the theory of planned behavior [10] in the measurement of behavioral intention. The combination of these items has successfully measured the social entrepreneurship intention in Malaysia which was found to be at a moderate level.

This study also has important implications for the efficacy of the [1]. The findings of this study can be used as a guide in achieving the three key strategic thrusts namely inspiring social entrepreneurial movements, creating new ecosystems, and predicting the impact of social entrepreneurship consistently and systematically. The results of this study indicate that public university students have a higher potential to become social entrepreneurs compared to those from private universities. However, there is a need for research university administrators to integrate social entrepreneurship elements through compulsory courses at both bachelor's degree and master's degree level. In addition, there should be more rigorous research on social entrepreneurship development and collaboration among experts from focus universities, comprehensive universities and private universities. Social entrepreneurship modules also need to be developed and standardized by research universities to facilitate the implementation of assessments and screening tests.

All the findings in this study can be used by the ministry of higher education to establish social entrepreneurship policies. Entrepreneurship courses and existing innovation courses should also incorporate social entrepreneurial values. It would be ideal for the ministry to make the social entrepreneurship curriculum mandatory for all cross-disciplinary programs with particular emphasis on the development of social entrepreneurial intention.

This is because the potential of a student can be developed if social entrepreneurial values are inculcated at an early stage. In order to develop student potential, the ministry of higher education should work with the ministry of education to integrate the concept of social entrepreneurship in primary and secondary schools. TVET can also be empowered by improving of the existing system through the syllabus and programs for vocational schools, skill training institutions, polytechnics, and community colleges. Students will be able to become social entrepreneurs, create jobs and deliver social innovation to the society in a sustainable manner. Entrepreneurship centers in each university should take on a more proactive role by intensifying social entrepreneurship research, offering consultation services to graduates who wish to set up their own social enterprise and identifying the profiles of young social entrepreneurs in order to enhance student motivation.

To conclude, the findings of this study are relevant to the current situation in Malaysia where students and alumni were found to have a positive tendency towards the development of social entrepreneurial intention. The younger generation is becoming increasingly aware of their responsibility in developing the local community. As a result, they demonstrate a higher level of social entrepreneurship. Social

entrepreneurship will thrive with the presence of existing social entrepreneurs among graduates in Malaysian universities. For future studies, researchers may consider incorporating the element of social orientation or diversifying student career options upon graduation. The results of this study clearly show that alumni can be used as a yardstick for measuring existing social entrepreneurial intention among students. In addition, a good understanding of social entrepreneurship would also be able to encourage students to take consistent steps towards enhancing social innovation for marginalized communities.

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