



Universiti Tun Hussein Onn Malaysia

**FACTOR OF PUBLIC UNIVERSITY STUDENTS IN
MALAYSIA PARTICIPATED IN SOCIAL
ENTREPRENEURSHIP ACTIVITY: EMPIRICAL
STUDY**

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Content

1. Introduction
2. Literature review
3. Methodology
4. Results
5. Discussion
6. Conclusions

INTRODUCTION

What is SE?

Social entrepreneurship (SE) is an activity that uses conventional business models to solve social issues (Dees, 1998).

Social entrepreneurship has emerged to find sustainable solutions to social problems and to bring social progress to society. It is also important to society as it contributes to job creation and helps to reduce hardcore poverty (Mars et al., 2008; Timmons & Spinelli, 2004).

The UK Social Enterprise shows that social enterprises are businesses that address social problems, improve the standard of living of the people and protect the environment.

Significance
of studyLiterature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

Introduction

Significance
of study

Literature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

Significance of Study

University is an ideal place to introduce social entrepreneurship activity and support youth to develop innovative business ideas that can benefit community and society (Ee Ann Nee, 2019). However, involvement of education institution in Malaysia in social entrepreneurship activities is still low (Ee Ann Nee, 2019).

Although there are entrepreneurial programs implemented, it is only to make a profit and the activities carried out cannot have a social impact. Therefore, there is a need to study the factors that influence student engagement in SE. This is important because besides individual achievement such as high marketability, participation in social entrepreneurship activities also has an impact on society (Mars et al., 2008; Timmons & Spinelli, 2004)

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Introduction

Significance
of study

Literature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

LITERATURE REVIEW

Recent research shows that involvement in social entrepreneurship activities is strongly influenced by individual internal factors. In this regard, Forster and Grinchik (2013) state that empathy and self-efficacy are two important prerequisites for engaging in social entrepreneurship activities.

Social entrepreneurship also associated with high achievement, moral obligations, empathy and student self-efficacy (Teise, & Urban, 2015).

Participation in social entrepreneurship is positively and significantly associated with desirability and feasibility (Urban & Kujinga, 2017). In addition, other factors that influence participation in social entrepreneurship activities are interest in social entrepreneurship, entrepreneurial attitude, proactive personality, entrepreneurial education and perceived behavioral control (Chengalvala & Rentala, 2017).



Introduction

Significance
of study

Literature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

LITERATURE REVIEW

Studies on the factors that motivate university students to engage in social entrepreneurship are also conducted by Wahid, Hussain, and Hanifah, (2018). Factors of self-efficacy, social support, attitude toward SE, subjective norms and behavioral control were significant determinants of involvement in SE activities. Whereas the factors of moral obligations and empathy show no significant relationship to social entrepreneurship intentions.

Similarly, studies by Zakaria and Bahrein (2018). Factors that engage students in SE activities are proactive personalities, social entrepreneurship interests, social entrepreneurship and social entrepreneurship education.



Introduction

Significance
of study

Literature
review

Methodology

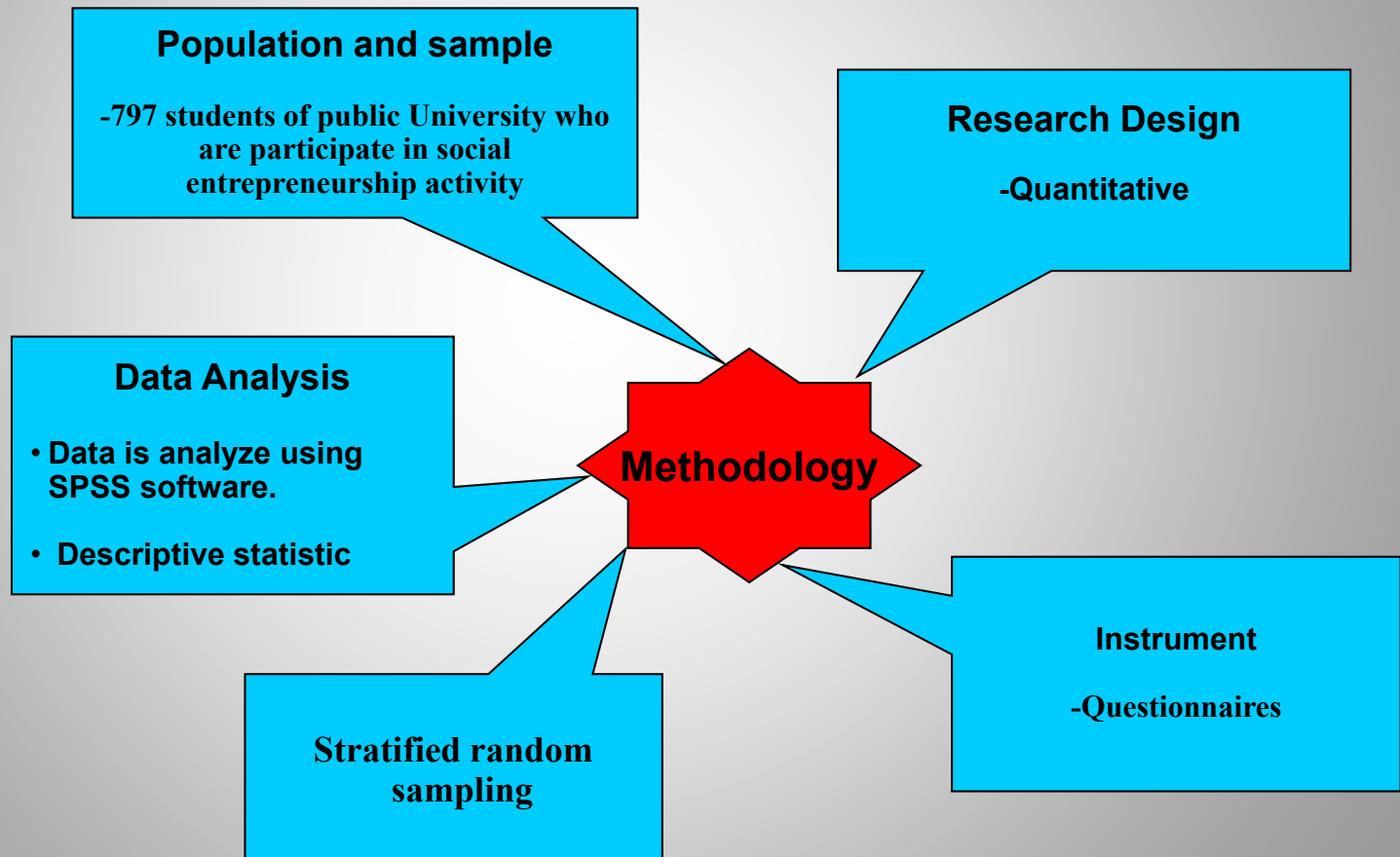
Data Analysis

Discussion

Conclusion

Reference

METHODOLOGY



Introduction

Significance
of studyLiterature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

DATA ANALYSIS

Table 1.1: Summary of student engagement levels in social entrepreneurship activities for three categories of public universities

Factor	Types of University	Min	S. d	Interpretation	Ranking
Empathy	Focus university	3.9731	.57199	High	2
	Comprehensive university	3.9492	.59041	High	3
	Research university	3.9854	.57716	High	1
	Overall	3.9693	.5782	High	2
Moral obligation	Focus university	4.0910	.57956	High	1
	Comprehensive university	4.0665	.60863	High	3
	Research university	4.0187	.61905	High	2
	Overall	4.0652	.57956	High	1
Self-efficacy	Focus university	3.5627	.65233	Medium	1
	Comprehensive university	3.5594	.63761	Medium	2
	Research university	3.4642	.60954	Medium	3
	Overall	3.5364	.63788	Medium	4
Social support	Focus university	3.5915	.77810	Medium	2
	Comprehensive university	3.6538	.76208	Medium	1
	Research university	3.5772	.75272	Medium	3
	Overall	3.6060	.76665	Medium	3

Introduction

Significance
of studyLiterature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

DATA ANALYSIS

The researchers analyzed data using Kruskal Wallis to find out the degree of difference in dominant factor among student involved in social entrepreneurship activities among the three university categories of comprehensive, focus and research as shown in the following table.

Table 1.2: Results of the kruskal wallis test

Factor	Types of University	N	Mean Rank	Sig.	Chi-Square	df
Empathy	Focus university	359	398.77	0.92	0.16	2
	Comprehensive university	205	403.90			
	Research university	233	395.05			
Moral Obligation	Focus university	359	408.17	0.31	2.33	2
	Comprehensive university	205	378.27			
	Research university	233	403.11			
Self-Efficacy	Focus university	359	409.95	0.10	4.43	2
	Comprehensive university	205	369.99			
	Research university	233	407.65			
Social support	Focus university	359	394.55	0.34	2.11	2
	Comprehensive university	205	386.86			
	Research university	233	416.53			

Introduction

Significance
of study

Literature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

DISCUSSION

Table 1.1 presents the average mean value of individual factors in three categories of public universities. Respondents from all categories of universities have high levels of empathy and moral obligations. This suggests that these four factors are the dominant characteristic for a person engaged in social entrepreneurship activities (Hockerts, 2015). While self-efficacy and social support factors have relatively high mean levels. For empathy factors, comprehensive universities have the highest mean scores followed by focused universities and research universities. For the factors of moral obligation and self-efficacy, focus universities on the highest mean scores, followed by research universities and comprehensive universities. Whereas for social support factors, research universities show the highest mean scores followed by comprehensive universities and focused universities.

In particular, moral considerations showed the highest mean scores compared to other factors in all three types of public universities. The results of this study prove that people involved in social entrepreneurship have a high sense of responsibility to help people living in poverty.

The second factor that has a high mean score after moral obligations is the empathy factor. The finding of this study supports the finding of the Phang (2015) that empathy indicate a significant relationship with social entrepreneurial intentions.

The third factor that has a high mean score after empathy is the social support factor. According to Omorede (2014), a social entrepreneur who received the encouragement and support of their parents and friends inspired them to continue to be successful as a social entrepreneur.

Lowest level is self-efficacy factor. This study shows that people involved in social entrepreneurship activities have a high degree of self-confidence. The findings of this study support the findings of the Urban (2017) study that self-efficacy builds important motivations that influence individuals' choice to engage in social entrepreneurship activities.

Based on the table of Kruskal Wallis test, there is no statistically significant differences in the level of empathy, moral considerations of self-efficacy and social support of students involved in social entrepreneurship activities in the three categories of Public Higher Education Institutions.

Introduction

Significance
of study

Literature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

CONCLUSIONS

In conclusion, student involvement in social entrepreneurship activities is driven by factors of moral obligations, self-efficacy, empathy and social support.

Activities that lead to social entrepreneurship applications need to be widely mobilized. Youth can be educated with empathy and care for the community and have a high degree of affection in realizing sustainable community development.

The results of this study can be used to promote social entrepreneurship activities at university level. Higher education institutions can benefit from this activity by offering or expanding social entrepreneurship programs to meet the needs of these individuals.

Therefore, the existing curriculum and educational programs should be formulated by offering social entrepreneurship education.

Introduction

Significance
of study

Literature
review

Methodology

Data Analysis

Discussion

Conclusion

Reference

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Question & Answer



Go ahead. Don't hesitate.