

**ASSESSING DETERMINANTS OF SOCIAL ENTREPRENEURIAL
INTENTIONS AMONG MBA STUDENTS IN WINDHOEK**

A THESIS SUBMITTED IN PARTIAL FULFILMENT

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GOTTLIEB BONSIÉ !NARUSEB

8933871

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SUPERVISOR: Prof. V. KALITANYI (UNIVERSITY OF JOHANNESBURG)

ABSTRACT

Social entrepreneurship is now a key strategy to address unemployment and poverty globally. The increased interest in social entrepreneurship is creating demand for better understanding of social entrepreneurial intentions (SEI) which are now valuable predictors of future entrepreneurial behaviours especially among students. Using stratified random sampling, A sample size of 136 MBA first year students were selected from a population of 148 with 109 responses. Quantitative data was collected using structured questionnaires distributed using the internet for online completion. SPSS version 27 was used for statistical data analysis, using correlation and multiple regression analysis to measure the influence of the independent variables on SEI. Microsoft Excel was used for graphical illustrations. Most respondents, 61% were in the 26-35 age group and 57% of respondents were female students. All respondents were employed, with 37% being self-employed. Empathy has been found to be the highly regarded predictor of social entrepreneurial intention (SEI) from the Theory of Planned Behaviour (TPB) whilst social entrepreneurial self-efficacy (SESE) and moral obligation are other significant predictors of SEI. All variables had good reliable internal consistency of above .7, showing an acceptable reliability of items used. Personal attitude, social entrepreneurial self-efficacy, perceived social support (PSS) and perceived behavioural control had moderate positive correlation whilst empathy, moral obligation and prior experience have weak positive correlation with SEI. The results further show that independent variables account for 64.9% of variance in the independent variable with PSS (32.2%) and prior experience (26.2%) being the main predictors of SEI respectively. The study contributes to the social entrepreneurship intentions literature among MBA students, especially, for the institutions of higher learning to encourage students to develop learning resources for the advancement of social entrepreneurship. More specifically, to provide outreach opportunities of learning to gain social problem resolution skills. In addition, students' social entrepreneurial intention can be improved by institutional support in curriculum development and engagement being integrated with practical social enterprises.

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ACRONYMS

ATB	Action Theory of Behaviour
EI	Entrepreneurship Intention
GEM	Global Entrepreneurship Monitor
MO	Moral Obligation
NBS	Namibia Business School
PA	Personal Attitude
PBC	Perceived Behavioural Control
PSS	Perceived Social Support
SE	Social Entrepreneurship
SEI	Social Entrepreneurial Intentions
SESE	Social Entrepreneurial Self-Efficacy
TPB	Theory of Planned Behaviour

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DEDICATION

My dedication for this research project is to my family for their encouragement and believing in me to complete the task. I remain deeply humbled by this gesture.

DECLARATION

I, Gottlieb !Naruseb, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1. INTRODUCTION

Studies on social entrepreneurship intentions have seen lack of empirical studies (Hockerts, 2017; Kruse, Wach, Costa and Moriano, 2018, Kruse, Wach, Costa and Moriano, 2020). The increasing studies on social entrepreneurial intentions in the last decade have mainly been in two spheres of academic inquiry and institutions realising the role of social entrepreneurship (Anh, Lan & Loan, 2021; Tan, Hanh Le & Xuan, 2020). Globally, there is a rise in social inequity (Chipeta, Kruse & Surujlal, 2020) that is creating many opportunities for social entrepreneurship prominence but many efforts that are not meeting the required levels of social inequality alleviation (Letsoalo & Rankhumise, 2020). Furthermore, the debate on the research growth of social entrepreneurship being a conceptual approach is remarkable, but the attention rather lacks quantitative empirical investigations on the factors determining social entrepreneurship, especially among students (Chipeta *et al.*, 2020).

1.1 BACKGROUND OF THE STUDY

According to Cardella, Hernández-Sánchez, Monteiro and Sánchez-García (2021), social entrepreneurship is a research field that is gaining attention. Lately, social entrepreneurship has seen remarkable attention in the academic, practitioner and public policy arena by its orientation of solving social problems, especially in the developing countries (Su, Zhou & Zhang, 2019; Hossain, 2021). The importance of social entrepreneurship is in its key role in poverty reduction, creating sustainable environment to create employment and creation of social value that sustains many communities globally (Su *et al.*, 2019; Akhter, Hossain & Al Asheq, 2020). Hossain

(2021) argues that social entrepreneurship is gaining importance due to the emergence and growth of the private sector -however, cautions that inequalities are still prevailing in developing countries.

For the last two decades, social entrepreneurship has been gaining importance due to its valued social mission (Tiwari, Bhat & Tikoria, 2017b) accelerated by the increasing prominence of socio-economic problems (Wu, Wang, Wei & Zheng, 2020) acting as a catalyst in social change (Urban & Kujinga, 2017) societal shortfall (Chinaire, Chimucheka & Khayundi, 2021; Urban & Kujinga, 2017) and creating social welfare (Akhter *et al.*, 2020). Institutions of higher learning are equally realising the importance of entrepreneurship to adjust the educational curricula in relation to entrepreneurship education (Kalitanyi & Bbenkele, 2018; Tiwari, Bhat & Tikoria, 2017a).

Lately, social entrepreneurial intention is equally becoming a key consideration in understanding social entrepreneurship in addressing social demands (De Sousa-Filho, Matos, da Silva Trajan, & de Souza Lessa, 2020). Mair and Nobia (2006) as cited in Hockerts (2017) and De Sousa-Filho *et al.* (2020) showed four determinants of social entrepreneurial intentions, consisting of empathy, moral obligation, self-efficacy, and social support. The theoretical framework, according to De Sousa-Filho *et al.* (2020) is derived from the theory of planned behaviour (TPB) that depicts the social entrepreneurial intentions. Namibia as a developing country faces social challenges as the World Bank (2022) reported that Namibia is amongst the top ten most unequal countries globally with an unemployment rate of 27% (Wach, Kruse, Costa & Moriano, 2021).

Entrepreneurial intention being the eagerness to start a social venture, evaluating the views of other important persons and understanding your own abilities can lead to entrepreneurial behaviour (Hsu & Wang, 2018). More specifically, studies conclude that factors influencing social entrepreneurship intentions are self-efficacy, social support, empathy, and moral judgement. However, many further studies mention an additional factor of prior experience becoming a predictor of SEI (Tran, 2018; Hockerts, 2017). Furthermore, in the Namibian context, Wach *et al.* (2021) explored possible predictors of social entrepreneurial intentions (SEI) among Namibian and German students, comparatively using the theory of planned behaviour (TPB) framework. This study concludes that the TPB poorly predicts social entrepreneurial intention among Namibian students and authors proposed further research on the expanded variables like self-efficacy and prior experience.

Entrepreneurship is being advanced as an integral approach to addressing some of the social problems globally. In this context, the Global Entrepreneurship Monitor (GEM) (2020) a collaborative cross country research initiative that reports about entrepreneurship activities in participating countries is making valuable contribution to enhancing understanding of the concept of entrepreneurship. In their 21st annual study, GEM (2020) states that 50 countries participated in the research process to evaluate entrepreneurial behaviour. However, whilst the global orientation is towards the output, the GEM needs further investigation. This report is highly influenced by the global COVID-19 pandemic, stating that entrepreneurship development has decreased mainly due to the decreasing household incomes. Namibia has not participated in this latest GEM report (2020) and hence this study cannot draw comparative analysis from the Namibian perspective. Nevertheless, its content is very relevant for the global entrepreneurial behaviour outlook.

According to Hassan (2020), the intentions of social entrepreneurship are gaining importance as a field of academic inquiry in entrepreneurship with particular emphasis on students and their educational environment. The study of undergraduate and postgraduate students revealed that entrepreneurial self-efficacy with entrepreneurial education are key determinants of intention to become social entrepreneurs (Hassan, 2020). Swarupa and Goyal (2020) argue that entrepreneurship intentions are best formed among university students that are facing career choices and have been exposed to economic and environmental crises like drought, climate change disasters, poverty, and unemployment. Research on SEI is a developing area of focus and is regarded as the intention of an individual to start a social venture (Ip *et al.*, 2017). Moreover, SEI is influenced by four determinants in relation to theory of planned behaviour, but the contextual determinants are emerging that influence SEI as in Hockerts (2017)'s prior experience factor.

Entrepreneurial intention plays an important role in the decision-making process on starting a business venture and the institutional entrepreneurial education increases entrepreneurial intention (Swarupa & Goyal, 2020; Rankhumise, Letsoalo & Nguza-Mduba, 2020). SE is now intentionally accepted as entrepreneurship approach in addressing social problems and its many aspects are studied more attentively on a regular basis (Lortie & Cox, 2018). One such aspect is the SEI, which is now becoming an important area of academic inquiry because of the influential determinants that predicts SEI, enabling the established role of SE (Tan *et al.*, 2020). Researchers Bacq and Alt (2018) argue that SE is driven by intentions and many studies confirm the growing interest in SEI (Bacq & Alt, 2018) as the formation of intention is the first step in starting a business venture.

Entrepreneurial intention is an important tool for the application of SE to fulfil its social mission and social wealth creation. Hassan (2021) and Fatoki (2018) established that entrepreneurial intentions can predict entrepreneurial behaviour as the authors use the theory of planned behaviour to demonstrate that entrepreneurial intentions can predict entrepreneurial behaviour. This, as the application of TPB in entrepreneurship research is growing. According to Anh *et al.* (2021), research interest in EI in the last five years increased rapidly because formation of intention to commence with a social venture is closely related to the social entrepreneurship.

Studying EI among university students has merit, as students are the future generation of the communities and at the point of career choices (Ip, Wu, Liu & Liang, 2017; Fatoki, 2018). Rankhumise *et al.* (2020) confirm that entrepreneurial intention is positively influenced by entrepreneurial education.

1.2 STATEMENT OF THE PROBLEM

Increasing entrepreneurial activity can lead to economic growth for the common good, especially when such entrepreneurial behaviour is founded on the social value creation mission among students (Lu, Song & Pan, 2021). Institutions of higher learning are implementing entrepreneurship education and training to enhance entrepreneurship development to address social problems that remain unaddressed (Al-Mamary, Abdulrab, Alwaheeb & Alshammari, 2020; Amofah, Saladrigues & Akwaa-Sekyi, 2020; Kalitanyi & Bbenkele, 2018). Institutions offering entrepreneurial education stimulate entrepreneurial behaviour, enrich students' entrepreneurial knowledge, and allow for the formation of entrepreneurial social networks (Lu *et al.*, 2021). Lacap, Mulyaningsih and Ramadani (2018) stress the important role of higher education institutions (HEI) in fostering student social

entrepreneurial orientation through relevant course offerings to encourage students to participate in social entrepreneurship activities as a contextual predictor of social entrepreneurial intention and enrich students' entrepreneurial knowledge and allow the formation of entrepreneurial social networks (Lu *et al.*, 2021) They can help reduce poverty (Elliot, 2019).

Many efforts by policy makers, social and education institutions to motivate more people to participate in social entrepreneurship risk failure due to lack of understanding of the factors that determine social entrepreneurial intentions (Lu *et al.*, 2021; Letsoalo & Rankhumise, 2020; Rambe & Ndofirepi, 2019; Urban & Kujinga, 2018). Despite the entrepreneurship education and training offered at the Namibia Business School (NBS), as an institution of higher learning at postgraduate level, there is a need to focus more on the individual and institutional factors that influence SEI to drive SE among students (NBS, 2022). The focus of the entrepreneurship qualification is limited but entrepreneurship can be taught through education (Swarupa & Goyal, 2020; Letsoalo & Rankhumise, 2020). This approach of increased focus can enable a career choice to address the social problems and challenges for the benefit of the community and country towards economic development (Kruse *et al.*, 2018; Wach *et al.*, 2021). Developing countries facing social inequalities as an emerging market can benefit economically when students are engaged in increased entrepreneurial activities (Amofah *et al.*, 2020).

Namibia is a developing country that faces many challenges like youth unemployment, high levels of poverty and social needs that remains unmet, amidst public and private effort (Wach *et al.*, 2021). Even though two important studies (Kruse *et al.*, 2018; Wach *et al.*, 2021) were conducted on SEI among Namibian students, both studies identified limitations in empirical evidence of SEI among

students in Namibia. Therefore, the aim of this study is to provide better understanding regarding the determinants of SEI among MBA students, for the benefit of the Namibian society in addressing the social problems by the young graduates that are intending to create social ventures, because the benefits created from social entrepreneurship are reported in research (Du Toit, 2021).

1.3 OBJECTIVES OF THE STUDY

The study has the following objectives, to provide more insight into the determinants of SEI among MBA students as follows: The main objective is:

- To assess the determinants of social entrepreneurial intentions among MBA students at the Namibia Business School, Windhoek Namibia

Subsequent research objectives are constructed as below:

- To examine the determinants of social entrepreneurship
- To evaluate the determinants of entrepreneurial intentions among University students
- To assess the determinants of social entrepreneurial intentions among MBA students in Namibia

1.4 RESEARCH QUESTIONS

This study states the following research questions in assessing the determinants of the social entrepreneurial intentions among MBA students: Main research question is:

- What are the determinants of social entrepreneurial intentions among MBA students at the Namibia Business School in Windhoek Namibia?

The subsequent research questions are:

- What are the determinants of social entrepreneurship?

- What are the determinants of entrepreneurship intentions among University students?
- What are the determinants of social entrepreneurial intentions among MBA students in Namibia?

1.5 SIGNIFICANCE OF THE STUDY

This study provides better understanding of the determinants of social entrepreneurial intentions among MBA students in Namibia that can help to enhance entrepreneurial education through curriculum reviews. This improvement in curriculum from the institutions, focusing on social entrepreneurs as a career choice should have positive economic and social welfare spin-offs. Furthermore, institutions of higher learning and training can enhance the ability of creating career options for social entrepreneurs to foster social entrepreneurial culture to introduce awareness programs for student exposure to become social change agents when addressing social challenges.

Equally, policy makers are enabled to better understand the formation of social entrepreneurial ventures to compliment public effort in addressing social challenges. Prior studies recommend that students exhibit eagerness (Urban & Kujinga, 2017; Fatoki, 2018).

1.6 LIMITATIONS OF THE STUDY

The study was limited due to the respondents' possible apathy in not seeing the need to respond timely due to study pressures. The study was further limited by the population and sampling technique selected due to the scope of the study. Ethical clearance was granted by the NBS, and they also provided a list of participants. Ethical

clearance for the study could have faced delays and information about the participants from the institution for sampling could have inhibited timely execution of the study. Frequent direct communication and regular follow-ups expressing the need to provide the relevant feedback, helped alleviate these limitations.

1.7 DELIMITATION OF THE STUDY

The study was conducted among 2021 registered MBA students at the Namibia Business School due to the proximity of the institution to the researcher. The study used the online survey technique due to the restrictive global pandemic and potential existed for cost cuts in terms of access to the Internet for data collection from the respondents.

1.8 THESIS OUTLINE

The thesis consists of five chapters as detailed below.

Chapter 1: Introduction and background of the study

In this chapter the study is introduced with the background, indication of the problem statement, research questions, research objectives and concludes with the limitations and delimitation of the study.

Chapter 2: Literature review

This chapter gathers and reviews the literature on the determinants of social entrepreneurship intentions among students, review of theoretical frameworks to contextualise the study and critique or express opinion on the literature.

Chapter 3: Research methodology

This chapter outlines the research methodology deployed to gather, analyse and present the data, including the sampling, data collection techniques and tools.

Chapter 4: Results and Discussion

This chapter provides the data analysis, showing the results of the data collected and makes discussions on the interpretation of the results.

Chapter 5: Conclusions and recommendations

This chapter concludes the study with a brief summary of the results and makes recommendations for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter gathered relevant literature to provide answers to the research questions and to enhance the understanding of the determinants of social entrepreneurial intentions. Osiri, Kungu and Dilbeck (2020) show that social entrepreneurial intentions are influential determinants, based on the theory of planned behaviour. According to Osiri *et al.* (2020), the theory of planned behaviour postulates that a person's intent to do some activity is a good indicator that the person would perform that action. It is on that basis that entrepreneurial intention is assumed to be a planned future behaviour (Ali, 2021).

From the initial three determinants of attitude towards the behaviour, subjective norms and perceived behavioural control, the theory was adapted to four items that include empathy, moral judgement, social entrepreneurial self-efficacy, and perceived social support (Osiri *et al.*, 2020). These determinants will be briefly elaborated upon in the following sections and the chapter concludes with the discussion of the theory of planned behaviour as the adopted theoretical framework for the study and is extended with additional variable constructs.

2.2 SOCIAL ENTREPRENEURSHIP (SE) AND ITS DETERMINANTS

Saebi, Foss and Linder (2019) observe that social entrepreneurship has been conceptualised since the 1950s and recently is gaining scholarly interest as a growing literature stream. Globally, despite several attempts by emerging economies, efforts to alleviate social challenges such as youth unemployment that is inclusive of graduate unemployment and poverty, social inequalities persist, creating social demands for government to reduce the gap caused by those inequalities in public support services (Chipeta *et al.*, 2020). Increasing economic activities in a country is greatly influenced by the ongoing creation of new ventures and in the improvement of products and

services of existing offerings (Osiri *et al.*, 2020). Given that the public sector and governments do not address significant portions of these social challenges (Letsoalo & Rankhumise, 2020) research shows that social entrepreneurship has the potential to fill these gaps. Moreover, to create academic visibility, social entrepreneurship is gaining scholarly attention, not only for research knowledge growth but also institutional capacity building initiatives in curriculum development (Akhter *et al.*, 2020). However, according to Ip *et al.* (2017), many definitions are being used to explain the concept of social entrepreneurship that ranges from the innovative approach to social problem resolution through resources and ideas mobilisation, optimising capacities. Also, fostering social arrangements that create sustainable social transformations in social value creation and institutions of higher learning encouraging graduate students to consider social entrepreneurship career choices.

Hassan (2020) in assessing the social inequalities in Bangladesh from the student's perspective, found that there has been vulnerability in receiving essential public services, due to their social standing and inability to afford these services. In putting the concept in context Wach *et al.* (2021) theorise social entrepreneurship as the process that uses resources, to explore opportunities in a sustainable approach to meet social demands. According to Urban and Kujinga (2017), social entrepreneurship is a poorly defined concept that leads to inadequate handling of the concept and its context within the literature. In the final analysis of conceptualising the construct of social entrepreneurship, Tiwari, Bhat and Tikoria (2020) state that this phenomenon is about understanding the complex realities people have to deal with, finding solutions to those problems and the ability of the social entrepreneur to find solutions for the betterment of livelihoods. Kruse *et al.* (2020) put the SE determinants at various levels of individual, social and economic levels. In their view, the authors argue that at

individual level human capital, cognition and personality are core factors that motivate potential social entrepreneurs to engage in social ventures.

For this study, the concept of social entrepreneurship is framed as the ability of individuals taking personal characteristics and their interaction within the external environment, to institutional support and the external factors like regulatory setups. These setups would mean to enable social venture creation for the purposes of addressing the inequalities that hinder student social entrepreneurship adoption with sustainable economic rewards focusing on the social mission.

2.3 ENTREPRENEURIAL INTENTION (EI)

According to Ip, Liang, Lai, and Chang (2020) intention and deductively, entrepreneurial intention can result in planned behaviour and hence understanding entrepreneurial intentions and their determinants is important for use in predicting entrepreneurial behaviour as the author concludes that ultimately, entrepreneurship is a planned behaviour. In contrast, Lu *et al.* (2021) state numerous definitions of intention ranging from first attempt at starting a business with planning, idea generation and testing to a more practical approach in evaluating the outcome of the entrepreneurial activity before commencing. Lu *et al.* (2021) concludes that EI is the process-based mental mind-set of an individual to engage in entrepreneurship. Hassan (2020, p.134) mentions that entrepreneurial intention is a “conceptual framework such as desire, motivation and aspiration” to foster entrepreneurial opportunities. According to Hassan (2020) many earlier studies introduced entrepreneurial event model followed by the theory of planned behaviour model that is driven by three features namely attitude towards the behaviour, perceived behavioural control and subjective norm.

Tiwari *et al.* (2017a) state that intention has been classified in different formats but concurs that it is a condition of the mindset to motivate a person in performing a task concluding that entrepreneurial intention is governing a planned behaviour of starting a business as future action. According to Urban and Kujinga (2017) many studies demonstrated the role and importance of entrepreneurial intention as a predictor of entrepreneurial behaviour. This intention is affected by the individual's socio-economic and political context, personality, and abilities (Urban and Kujinga, 2017; Ndofirepi, 2020). Mai, Ngoc, Linh, Lan and Quynh (2018) confirm that EI mentioned in several academic studies comes out as a crucial initial activity in fostering entrepreneurial behaviour for example starting a business thereby concluding that intentions are good predictors of planned behaviour for future business-related actions. On the contrary, Mai *et al.* (2018) caution that many intentions become wasted and not fulfilled as intended as the intentions are formed at young age, but studies suggest that students have higher spirits to create future business ventures.

The intention theory originates from the cognitive psychology that puts beliefs, value systems and attitude towards a behaviour and the actual conversion into future behavioural action (Ip *et al.*, 2017; Lu *et al.*, 2021). In applying this theory to entrepreneurship, it directs the individual's mind towards a different way of thinking that encapsulates focus on opportunities rather than risks. Research has found that situational and cognitive factors such as politics, economical context, personality, and perceived ability to take action are determinants and precursors that trigger entrepreneurial intentions (Chipera *et al.* 2020) and Rambe and Ndofirepi (2019) use spatial context to show its determinants. Mirjana, Ana and Marjana (2018) used theory of planned behaviour determinants of personal attitude, subjective norms and perceived behavioural control among MBA students and conclude that these

determinants influence student's intention to become entrepreneurs. Moreover, Mirjana *et al.* (2018) provide additional empirical basis for consideration for this study in the Namibian context.

2.4 SOCIAL ENTREPRENEURIAL INTENTIONS (SEI)

Urban (2020) defines social entrepreneurial intention as a resolve to start a social venture sometime in future. Elliot (2019) conceptualises social entrepreneurial intention as the mindful responsiveness and preoccupation to setup a new business venture focusing on addressing social challenges. In simple terms, SEI can be reconstructed as a concept when an individual dedicate to use new ways of solving social problems through entrepreneurship fundamentals (Usman, Masood, Khan & Khan, 2022). According to Wach *et al.* (2021) becoming a social entrepreneur is a thoughtful and complex process involving evaluation of various criteria influencing entrepreneurial intentions transforming into entrepreneurial behaviour. De Sousa-Filho *et al.* (2020) put the social entrepreneurial intention at the centre of entrepreneurship investigation as topical phenomenon naming amongst others the perceived social support, previous experience as influencing determinants found in prior studies in developed countries. According to Kruse *et al.* (2018) and Chipera *et al.* (2020) the model to predict the social entrepreneurial intention to determine its antecedents is the main theoretical orientation to have evolved during the periodical review of the SEI.

2.5 DETERMINANTS OF SOCIAL ENTREPRENEURIAL INTENTIONS (SEI)

Generally, the social entrepreneurial intentions prediction model introduced by Mair and Nobia (2006) as cited in many studies have been recognised as allowing to measure SEI (De Sousa-Filho *et al.*, 2020; Hockerts, 2017; Ip *et al.* 2017; Ip *et al.*,

2020) and is regarded as having conducted pioneering work in the area of the formation of social entrepreneurial intentions. For instance, Hockerts (2017) improved the TPB model with the addition of a variable prior experience with social problems to the determinants scope. In further continuation of this context, Ndofirepi (2020) in a more relevant study of college students in Zimbabwe to better understand the factors that play important roles in social entrepreneurial intentions concluded that spatial context that is social approval, supportive cultural environment, institutional support and entrepreneurial self-identity are determinants thereof.

The ongoing search for additional factors continued to emerge, for instance authors, Kalitanyi and Bbenkele (2018) in their study in South Africa among university students, concur that cultural values especially language influences entrepreneurial intentions and advised that a language in practice must be to disseminate information about entrepreneurship. In further testing of the moral obligation, self-efficacy, social support and empathy as critical determinants, Rambe and Ndofirepi (2019) confirm only three factors to be significantly related to social entrepreneurial intentions leading to specific entrepreneurial activities excluding social support as being a negative influence towards social entrepreneurial intention. Akhter *et al.* (2020) assess social entrepreneurial intentions among 231 Bangladesh students and find prior experience to be least influential determinant which is in contrast to the finding of Hockerts (2017) however, authors note that self-efficacy, social and educational support progressively influence social entrepreneurial intentions among students.

According to Chipeta *et al.* (2020) factors determining social entrepreneurship intentions in South Africa are still limited from the empirical perspective and choose to investigate the moderating role of gender on these factors among university students. The authors conclude that women are more inclined to social entrepreneurial

intentions in relation to men participants who prefers commercial entrepreneurial intentions. This finding contributes to the study on the determinants that determine social entrepreneurship intentions among Namibian MBA students due to its close proximity and facing similar social problems. Recently, researchers are interested in the development of the theoretical frameworks towards the formation of intentions about social entrepreneurship because of the intention is the motivation to identify social impact opportunities for starting a venture for social change and impact (Chipeta *et al.*, 2020). Furthermore, De Sousa-Filho *et al.* (2020) put the social entrepreneurial intention at the centre of entrepreneurship investigation as topical phenomenon naming amongst others the perceived social support, previous experience etc. as influencing determinants found in prior studies in developed countries. In further testing of the moral obligation, self-efficacy, social support and empathy as critical determinants. Rambe and Ndofirepi (2019) confirm only three variables to be significantly related to social entrepreneurial intentions leading to specific entrepreneurial activities excluding social support as being negative influence towards social entrepreneurial intention.

Ndofirepi (2020) in a study of vocational institutions of higher learning students in Zimbabwe test how spatial context, institutional environment and self-efficacy affect EI and conclude concludes that spatial context that is supportive social approval, cultural environment, institutional support and entrepreneurial self-identity are determinants thereof. These ideas put the focus again on the expandability of the concept of EI in various dimensions depending the research being conducted making the conceptual approach very dynamic of the EI construct. These variabilities pose serious research challenges to understand all those different applications of the concept. Recently, many studies are now evaluating the factors of SEI and their

moderating roles between and amongst them for example Tiwari *et al.* (2017b) as well as Younis, Xiaobo, Nadeem, Kanwal, Pitafi, Qiong and Yuzhen (2020) look at the empathy, prior experience and entrepreneurial self-efficacy as the prominent entrepreneurial intentions on the relationship from their mediating roles. In addition, many studies are expanding the research scope of factors that include emotional intelligence (Tiwari *et al.*, 2017b) prosocial approach to social entrepreneurial intentions formation (Bacq & Alt, 2018) and host of other studies focus on personality traits (Ip *et al.*, 2020; Luc, 2018) for the phenomenon.

This study includes determinants of personal attitude towards behaviour, perceived behavioural control, empathy, moral obligation, social entrepreneurial self-efficacy, perceived social support, social entrepreneurial intent as dependent variable and prior experience from prior studies (Ip *et al.* 2017; Hockerts, 2017; Wach *et al.*, 2021) for the assessment of determinants among MBA students in Namibian context.

2.5.1 PERSONAL ATTITUDE TOWARDS BEHAVIOUR

According to Radzi (2019) attitude is a person's views, opinions and preferences and is affected by various demographic determinants. The author furthermore indicates that attitude assessment of the outcome of the behaviour can be classified as negative, undecided or positive in which case the future entrepreneurial behaviour is anticipated. Amofah *et al.* (2020) concur that attitude towards a behaviour is the degree to which a person desires to perform. These authors show that attitude towards behaviour is a determinant of entrepreneurial intention. Mai *et al.* (2018) state that a positive personal attitude is commonly seen as the ability of the individual to explain entrepreneurial intention and establishing the relationship between personal attitude and EI. Researchers Amofah *et al.* (2020) and Mai *et al.* (2018) conclude that attitude towards entrepreneurial behaviour is positively related to social

entrepreneurial intentions a position this study is taking for testing among Namibian MBA students. This study uses five statements rated on five-point Likert scale to measure personal attitude among MBA students.

2.5.2 PERCEIVED BEHAVIOURAL CONTROL (PBC)

Perceived behavioural control is the ability and confidence an individual believes in their ability to have control over and management of an entrepreneurial behaviour (Fatanye, 2019, Radzi, 2019). Radzi (2019) further continue to mention that PBC is formed by prior experience and foreseen hurdles. In further explanation of the PBC, Kruse *et al.* (2018) indicate that control beliefs of an individual on the ease or difficulty of performing an action determines the control the person has over the outcome of the action for instance creating an enterprise in the future. Kruse *et al.* (2018) conclude that PBC essentially consist of two elements of controllability that deals with the person's control and self-efficacy. This study uses six statements rated on five-point Likert scale to measure perceived behavioural control among MBA students.

2.5.3 EMPATHY

Rambe and Ndofirepi (2019) contend that empathy is the ability of an individual to think about feelings of another person. In their study on college students in Zimbabwe, authors conclude that empathy is positively related to social entrepreneurial intentions of students. Many studies define empathy as the ability an individual portrays to understand, appreciate and respond to the needs of the disadvantaged members of the community, is a key driver for helping social ventures and a crucial element in running effective business ventures by understanding customers and managing staff relations (Tiwari *et al.*, 2020; Bacq & Alt, 2018; Ip *et*

al. 2017). Ip *et al.* (2017) continues to state that the experience of the individual can be perceived or real in that the experience can be noticed, or having read about the situation or merely an imagination. According to Bacq and Alt (2018) empathy emphasize the focus of social entrepreneurial intentions to be a social aspect. This debate is definitive of the social entrepreneurship against the traditional commercial entrepreneurship intentions and in supporting this argument, Usman *et al.* (2022) in their quantitative study among University students in Pakistan, whilst setting the link between empathy and social entrepreneurial intentions state that empathy is a fundamental component of social entrepreneurial intentions. These authors further continue to indicate that empathy is the ability of an individual to recognise the feelings, thoughts and desires of another individual and to react with emotions accordingly. According to Usman *et al.* (2022) social entrepreneurs are renowned for their reaction supported by empathy to provide goods and services that bring about social value in comparison to economic value consideration. Hence, in displaying empathy social entrepreneurs. Many researchers are quoting empathy as an emotional response to the emotional state of others thereby being in contact with the willingness to upkeep the misery of others (Younis *et al.* 2020)

Similarly, numerous earlier studies have found empathy is an important instrument for social entrepreneur to create real impact in the communities where it intends to operate (Hockerts, 2017; Tiwari *et al.*, 2017b; Lacap *et al.* 2018). According to Hockerts (2017) and Ip *et al.* (2017) empathy is an emotion that enables an individual to feel the need of others and to understand their circumstances. Many researchers realized and found that empathy can lead to social entrepreneurial intentions as empathetic individuals are essentially more eager towards social entrepreneurial behaviour and focus on helping others more freely (Bacq & Alt, 2018;

Fatoki, 2018). This study uses three statements rated on five-point Likert scale to measure empathy among MBA students.

2.5.4 MORAL OBLIGATION

According to Fatoki (2018) moral obligation is an individual's internal orientation to help other people especially in need and agrees that moral obligation is a good predictor of social entrepreneurial intention. Equally, Rambe and Ndofirepi (2019) explains moral obligation as being a behavioural conduct of what the society expects and finds it acceptable within its context and found moral obligation to be a predictor of social entrepreneurial intentions of students. In contrast to his assessment, Ip *et al.* (2020) concur that moral judgement has been found not to be in close relation with social entrepreneurial intentions as some researchers argue that there are many other ethical motives and moral responsibilities that is the basis to achieve personal encouragement especially referring to the Hockerts (2017) study. In fact, the authors, Ip *et al.* (2020) mention the unfit use of moral obligation in the context of business environment and propose instead the use of the term social responsibility which appears to be more business-like.

Interestingly, in an earlier assessment already Ip *et al.* (2017) establish that moral obligation is not clearly related to social entrepreneurial intentions and provided some reasons why this could be the outcome naming aspects of statements used as part of the questionnaire like "social justice requires that we help less fortunate", where many responses were recorded as strongly agree, may also be interpreted as not self-serving for the entrepreneur and inadequate in addressing the needs of the less privileged. In all of the above, this study tends to measure the moral obligation in line with the established association with SEI in the context of the MBA Namibian students

to evaluate the variable impact. The study uses four items to measure moral obligation on five-point Likert scale.

2.5.5 PERCEIVED SOCIAL SUPPORT (PSS)

In their pioneer work Mair and Nobia (2006) as cited in Hockerts (2018) regard social support as the external control factor such as funding for a social venture or opinions and views of family and friends. In this context the influence of external social pressure is measured in deciding to start or not to start a business venture and as a variable of TPB subjective norms are beliefs and the level of motivation to adhere to these pressures from society, important family members can either result into entrepreneurial behaviour or not (Tuan & Pham, 2022). Rambe and Ndofirepi (2019) found the predictive relationship of students with social entrepreneurial intentions. According to Tuan and Pham (2022) perceived social support has a positive relationship with social entrepreneurial intention. This study evaluates the perceived social support using three statement on a five-point Likert scale.

2.5.6 SOCIAL ENTREPRENEURIAL SELF-EFFICACY (SESE)

Lu *et al.* (2021) define SE self-efficacy as the awareness of the individual's ability to perform a target behaviour. Younis *et al.* (2020) extend this clarification and say that social entrepreneurial self-efficacy is the confidence an individual portrays in their abilities to successfully complete a planned act. This concept of entrepreneurial behaviour requires a specific individual perception to become a business creating action as the basis of entrepreneurship which compels and entrepreneur to create or improve existing venture. Furthermore, self-efficacy as a trigger of entrepreneurial intention emerged as a determinant of person's belief in his/her ability to perform an entrepreneurial activity (Chipeta *et al.* 2020).

SE self-efficacy as the determinant of social entrepreneurial intention has been reported as having insignificant association with SEI (Ip *et al.*, 2017). Equally, Hassan (2020) shows a positive influence between intention towards SE and Self-efficacy. In contrast the authors relate the Hockerts (2017) study that concluded SESE to be significant which was carried out in western cultural settings that strongly possess individualistic cultural orientation causing the differences in outcomes. In addition, the Ip *et al.* (2017) study was set in the culture where perceived social norm could have influenced on the self-efficacy orientation as supportive social approval of other people opinions are regarded very important. Equally, when perceived support is regarded by the potential future social entrepreneur as an important role player to strengthen the interest and motivation to create a social venture can affect self-efficacy (Younis *et al.*, 2020).

This shows another demonstration of the context and environment that the study takes place that can lead to and can cause inconsistent results, but the ultimate evaluation of the variable must be explained in the context of the study rationale to be stated explicitly for better understandings of the deviations of earlier or other findings. Rambe and Ndofirepi (2019) has found self-efficacy to be related to social entrepreneurial intentions of students. This study evaluates the SESE using three statements on a five-point Likert scale.

2.5.7 SOCIAL ENTREPRENEURIAL INTENTION (SEI)

It is now reasonably acceptable that human behaviour could be predicted almost close to being precise from its initial intention which is the basis of theory of planned behaviour and that social entrepreneurial intention is a strong predictor of future social entrepreneurial behaviour (Tiwari *et al.*, 2017a; Kalitanyi & Bbenkele, 2018). According to Tiwari *et al.* (2017a) there are many variations and definitions of

what intentions mean to different researchers and often is based on unit of investigation and further the authors list some of those variations as being a personal resolve towards a future action especially in relation to starting a new venture whereas other researcher argue that intention to many other researchers are about realizing a future action-oriented behaviour (Jadmiko, 2021; Hockerts, 2017; Lacap *et al.*, 2018). This study uses three statements rated on five-point Likert scale to measure SEI among MBA students.

2.5.8 PRIOR EXPERIENCE

According to Hockerts (2017) the pioneer to add prior experience to the TPB model indicates that prior experience and family exposure to organisations with social mission has positive influence on the social entrepreneurial intentions of students. On the other hand, Fatoki (2018) concludes that prior experience working with a social organisation solving complex problems positively impact social entrepreneurial intentions of university students. According to Lacap *et al.* (2018) prior experience with social ventures plays an important role in determining social entrepreneurial intentions among students to encourage social venture creation in the future. This study uses three statements rated on five-point Likert scale to measure prior experience among MBA students.

2.6 THEORY OF PLANNED BEHAVIOUR (TPB)

Anh *et al.* (2021) in their study to review the articles on social entrepreneurship intentions during the 2007-2020 period, find that TPB is a predominant framework used in the articles published on the phenomenon and recently adopting the framework by adding additional constructs like (Hockerts, 2017) added prior experience to the model. The theory of planned behaviour is becoming an overegging theoretical conceptual framework in many studies of determinants of entrepreneurial intentions

and a suitable cognitive model for the evaluation of entrepreneurial intentions (Ali, 2021; Agolla, Monametsi & Phera, 2019; Jadmiko, 2021).

According to Agolla *et al.* (2019) apart from the western dominated testing of the TPB, in their study conducted using empirical findings in a developing country in Africa, establish that subjective norm is highly influenced by cultural orientation. So much so that the variable is either having a positive or negative impact on the entrepreneurial intention depending on the prevailing culture whether the views of significant others play a role in decision-making of individuals. In similar context, Ali (2020) testing the TPB three variables of perceived behavioural control, subjective norm and personal attitude amongst university undergraduate students concludes that personal attitude has significant impact followed by perceived behavioural control whilst subjective norm has weak impact. Subsequently Mair and Noboa (2006) revised the SEI framework consisting of four antecedents like empathy, moral judgement, self-efficacy and social support replacing attitude with empathy, subjective norm with moral judgement, perceived internal control with self-efficacy, perceived external behavioural control with social support.

In further advancement of the SEI theoretical framework, Hockerts (2017) improved the model by adding the prior experience with social problems as an antecedent and successfully found a predictor relationship with SEI in that study. In fact, Hockerts (2017) made refinement to the model by replacing also the moral judgement with moral obligation his reasoning being that moral judgement does not indicate the extent to which an individual feels obliged and hence that limitation in the test for degree to which a person feels morally obliged.

The use of the theory of planned behaviour (TPB) is predominant as a behaviour-oriented approach (Tiwari *et al.*, 2017b; Ruiz-Rosa, Gutiérrez-Taño & García-Rodríguez, 2020; Lu *et al.*, 2021) being applied to entrepreneurial intentions evaluations to predict behavioural intentions and for adjusting human actions (De Sousa-Filho *et al.*, 2020; Al-Mamary *et al.*, 2020). In further support and adoption for the relevant use of TPB for its predictive capabilities, Amofah *et al.*, ((2020) agree with the ability of the model to explain human attitudes towards a particular behaviour. In similarity, Fatoki (2018) praises the ability of the TPB, that planned human behaviour is preceded by intention. Therefore, the application of TPB variables can moderate how the determinants that determine social entrepreneurial intentions are forming the actual entrepreneurial behaviour. The main variables of the TPB are depicted below in their relation to intentions and behaviour.

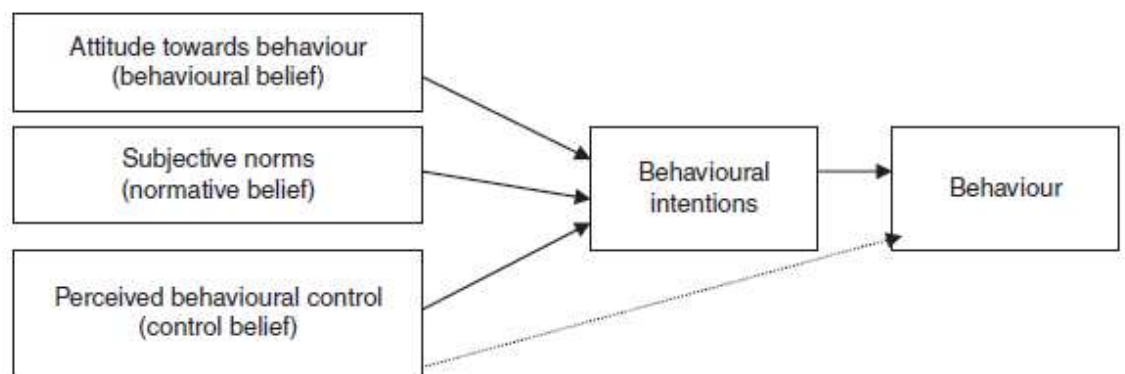


Figure 2.1 Theory of Planned behaviour

Source: *Tiwari et al. 2017b, pg. 61, Ruiz-Rosa, Gutiérrez-Taño & García-Rodríguez, (2020, pg.10)*

The reliable results obtained in applying TPB in social entrepreneurial intentions have been demonstrated as shown above however, it was not applied in the Namibian context among MBA students. The evolution of entrepreneurial intention model takes on earnest with the introduction of the theory of planned behaviour. This

conceptual model posits that three antecedents namely, attitude towards behaviour, subjective norms and perceived behavioural control determine the intention of a person to engage in entrepreneurial intention. From the theoretical perspective, Tiwari *et al.* (2017b) applied the theory of planned behaviour as research framework to evaluate the social entrepreneurial intentions of students based on the moral obligation among others determinants affecting SEI and concluded moral obligation that roles of cognitive styles and self-efficacy and concludes that there is some association between SEI and SE.

In further amplification of the widespread use of theory of planned behaviour, in a recent study of social entrepreneurship intentions looking at the published studies during the period 2006 to 2020, Akhter *et al.* (2020) indicate that theory of planned behaviour (TPB) was the theoretical basis of the majority investigation and in some limited instances the theoretical approach was expanded to include additional antecedents. According to Tuan and Pham (2022) the theory of planned behaviour (TPB) can demonstrate its ability to 3 main characteristics of entrepreneurial intentions which are personal attitude towards behaviour, subjective norms (also referred to as perceived social support) and perceived behavioural control as predictors of entrepreneurial future human behaviour. Tuan and Pham (2022) contend that TPB can be adjusted to fit the context of the investigation like emotional intelligence, prosocial dimensions, etc. that demonstrate the flexibility of the model for adaptation in many academic enquiries. Despite all these aspects of its application, there are some drawbacks as this theory has limited focus on openness to change and self-enhancement values as these may play a role in SEI as core personality traits (Kruse *et al.*, 2018).

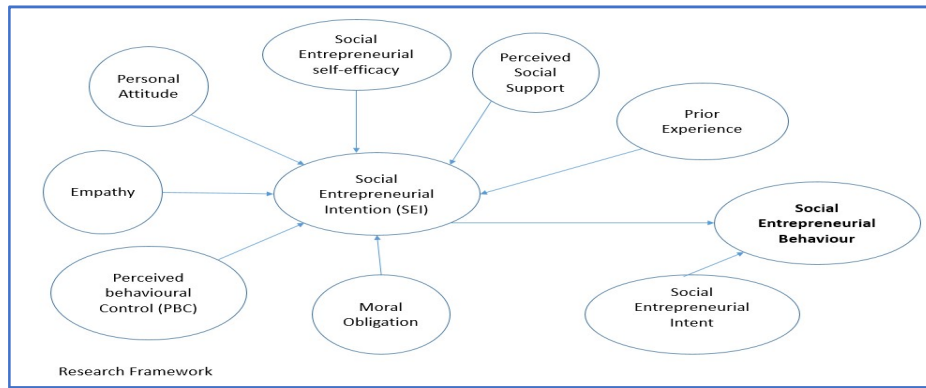


Figure 2. 2 Figure 2. Theoretical Research Framework

Source: Researcher's own Construction

Figure 2.2 illustrate the research scope of the study considering the eight variable constructs that determine social entrepreneurial intentions among students to depict the focus of the study. It further intends to show the impact of social entrepreneurial intention it has on social entrepreneurial behaviour as the outcome demonstrated in the literature and also indicates the basis of the investigation.

2.7 SUMMARY

In this chapter the literature on social entrepreneurship intentions was presented and discussed and the literature review discloses that intentions can be viewed as the best predictors of planned behaviour. Primarily the difference in the phenomenon of social entrepreneurship and its changing contextual orientation poses a disjoint in the correctness of the field of inquiry. However, social entrepreneurship has been shown and recognised to be a leading agent for economic change and a provider of necessary input to sustainable self-employment.

The theory of planned behaviour is widely used due to its ease in testing unlimited determinants, not only for social entrepreneurial intentions but also entrepreneurship intentions in general. Social entrepreneurial self-efficacy is being reported as the most influential determinant of social entrepreneurial intention in prior

research findings, with social support coming as the least influential determinant. On this supposition, the literature is in concurrence with the ongoing discovery of antecedents of social entrepreneurship intentions from baselines of empathy, moral obligation, social entrepreneurial self-efficacy, and social support to prior experience with social problems. The literature further shows how these determinants impact the social entrepreneurial intentions and the recommended strategies.

This study aimed to validate or contrast these findings in the literature using an empirical study in Namibia among MBA students across all fields of higher degree studies at the Namibia Business School at the University of Namibia for the study period of the 2021 academic year. The next chapter discusses the research methodology that enabled the study to answer the research questions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter introduces the research methodology that was applied to answer the research questions. Ali (2021) contends that research methodology details the techniques and methods used for data collection and analysis as research methodology provides the structured process in answering the research questions. In reviewing the main research question for this study, a proper philosophical orientation of the study was epistemological and positivist as data collection and interpretation was used to explain the phenomenon (Ali, 2021). In this context, Rahi (2017) states that within the positivist research paradigm, observations and experiments are used in a scientific way to generate knowledge. This study is an explanatory research that aims to describe the relationship between social entrepreneurial intentions and its determinants whilst testing the theory of planned behaviour to measure the predictive capability of the determinants (Alharahsheh & Pius, 2020).

According to Rahi (2017), explanatory research is mostly suited for the quantitative approach. In contrast, Amofah *et al.* (2020) conducted an exploratory research with the quantitative research approach among MBA students to establish new insights into what was happening in relation to entrepreneurial intentions among students. However, as this study intends to study the social entrepreneurial intentions using a cause-and-effect relationship between variables or determinants, the explanatory research design was chosen. In addition, this study deduced that the explanatory research objective would enable the researcher to attempt and explain the

intentions among MBA students to establish the nature of the reality of the phenomenon (Ali, 2021).

3.2 RESEARCH DESIGN

The research approach adopted was quantitative and used computational techniques and mathematical models for the analysis of the data. It is further attested that this type of research methodology is becoming more prevalent in business studies research among others (Mohajan, 2020). According to Rahi (2017), a quantitative research method is a specific approach that gathers new knowledge through observation and experiments whereas Alharahsheh and Pius (2020) concur that quantitative research measures the magnitudes related to a specific phenomenon shown in numbers. The authors further narrate that this type of research is used in testing existing research theories. Furthermore, Mohajan (2020) elaborates that the quantitative research design is widely used in empirical research that seeks to generate new knowledge when embracing the observation and cross-sectional survey approach at a particular point in time.

The existing theory of planned behaviour is being tested in this study, hence this study confirms to deductive theoretical level as aligned to that framework. Equally, Urban and Kujinga (2017) in their study on students in South Africa, highlight the quantitative research design as most appropriate to assess social entrepreneurial intentions among students and the authors further stressed the relevance of student respondents for being energetic, possibly at the point of career choice decision-making and also becoming social or civic leaders in their respective communities. A research strategy evaluates the process of collecting and interpreting the data and helps the researcher to answer the research questions (Alharahsheh & Pius, 2020). The study

employs the survey research strategy and the collection of data using structured pre-designed, self-administered online questionnaires. According to Mohajan (2002) survey research is important in gathering information to understand or predict a certain behaviour about the population or respondents. Data was collected from first year 2021 MBA students at the NBS totaling 136 from the population of 148 in five fields of study of entrepreneurship, management strategy, public sector management, finance and natural resources management.

3.3 POPULATION

Rahi (2017) defines population as “all people “that are eligible for conducting the research about. The permission was requested and granted by the NBS administration department to gather information about the MBA first year students for the population. The population of the study is drawn from the 2021 academic first year intake at the Namibia Business School (NBS) at the University of Namibia. The NBS provided contact details for 148 students, making up the population of the study from which the sample was determined. Chinaire *et al.* (2021, p.5) agrees that students are the right population to conduct future behavioural study due to their eagerness, improving educational background and “proficiency in cognitive skills”.

3.4 SAMPLE

Sampling is a technique or more closely a process to select a segment or units from the bigger population that can be used to represent the beliefs, views and attitudes of the bigger group (Mohajan, 2020). Many researchers found that a smaller group from a population has potential to make good extrapolation about the bigger group as the smaller group is more cost-effective and easier to collect data from (Rahi 2017).

The structure of the MBA program consists of five disciplines that can be referred to as strata making stratified random sampling a good sampling method for the population and the study. In the study of Bangladesh university entrepreneurship students, Hassan (2020) uses a combination of sampling techniques starting with stratified random sampling, followed by simple random sampling within each cohort. So as to ensure that each study field of the MBA students had a proportionate representation, stratified random sampling was used to ensure a representative sample from various programs. As the number of students differ in each discipline, the sampling formula was applied in each stratum, deploying simple random sampling. Chinaire *et al.* (2021) provides guidance when doing research in management sciences to use a margin of error of 5% and confidence level of 95% in determining a sample hence the sample size of 136 was determined statistically using Slovene's formula at 5% margin of error and 95% confidence level across all cohorts of the MBA disciplines.

3.5 RESEARCH INSTRUMENTS

A questionnaire was used for the data collection process. It was designed using Google digital forms. The use of an online digital template was decided on due to the restrictive global pandemic. This also feasible as all students have access to digital platforms on the internet and used electronic mail to receive and complete the pre-set questionnaire. The questionnaire divided into two sections was used as the data collection instrument. The first part of the questionnaire consisted of six questions for the demographic data, which included which MBA program the student was enrolled in, age group, entrepreneurship family background, gender, work experience and work experience as self-employed person.

The second part of the questionnaire consisted of 31 measurement statements across eight variables regarding the determinants of social entrepreneurial intentions. The following determinants were adopted from Hockerts (2017) Ip *et al.* (2017) Wach *et al.* (2021): personal attitude towards behaviour with five statements, perceived behavioural control consisting of six statements, empathy with three statements, moral obligation with four statements. Also, social entrepreneurial self-efficacy with four statements, perceived social support, with three statements, social entrepreneurial intent (dependent variable), three statements and the final determinant tested was the prior experience with a social organisation, having three statements.

Hockerts (2017) theorises that prior experience with social organisations can lead to social entrepreneurial behaviour and forming of social ventures. All the determinants were evaluated on a five-point Likert scale, ranging from 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and finally 5=Strongly Agree). According to Rahi (2017) despite the debate on either five- or seven-point scale, the decision is really depending on the individual researcher as both response categories have advantages and disadvantages. The author continues to emphasise the role of the five-point category as being useful to the respondent in ensuring their views are presented in a better way. This study uses variables in the questionnaire that were tested and validated in prior studies on students having social entrepreneurial intentions (Hockerts, 2017, Al-Mamary *et al.*, 2020, Wach *et al.* 2021, Ip *et al.*, 2017).

3.6 MEASURING THE DETERMINANTS OF SEI

The study collected data on eight determinants with a corresponding number of statements for measurement for each determinant as Table 3.1 shows:

Table 3.1 SEI Determinants and number of measurement items

Determinant	Number of measurement items
Personal Attitudes	5
Perceived Behavioural Control	6
Empathy	3
Moral Obligation	4
Social Entrepreneurial Self-efficacy	4
Perceived Social Support	3
Social Entrepreneurial Intent	3
Prior Experience	3

Source: Own research compilation

3.7 PROCEDURE

The selected participants were sent email notifications informing them about the commencement of the data collection process of the survey and respondents were sent an electronic link to the online survey that used Google forms. A telephonic follow-up was done to ensure the distributed template was received and accessible for completion. As no details of who responded initially was captured, repeat emails were sent to all recipients to increase the response rate and that caused some frustrations to some students who had already completed the study. The researcher apologised offering reasons why they were still included.

This also increased the confidence in the confidentiality and anonymity of the respondents as a trade-off in the data collection process. A regular update process was set up on the online survey tool to monitor progress on survey completion and to do regular follow-ups on responses not yet received. As a major step in addressing the initial low responses, the responses were collected over a period of about eight months and individual telephone calls and short message services were used and these extra efforts resulted in a substantial increase in the responses received.

A total of 109 responses were received from the sample of 136 for the period October 2021 until July 2022, representing an 80% response rate. This response rate was better, compared to the similar study by Wach *et al.* 2021, which received a response of 60.94% among Namibian students.

3.8 DATA ANALYSIS

According to Fatoki (2018) descriptive statistics and the multiple regression analysis technique is widely used in the studies of social entrepreneurial intentions among students. This study deployed the descriptive data analysis methods using computer software solutions to generate statistical data for analysis and interpretation. For the measures of the determinants of social entrepreneurial intentions, the five-point Likert scale of “1=strongly disagree and 5=strongly agree” was adopted from the (Hockerts, 2017; Ip *et al.*, 2017) studies.

This study also explored further possible relationships of the determinants with the social entrepreneurial intentions to test interdependencies and mediating effects at various levels of strength. According to Ip *et al.* (2017) in improving understanding on the potential causal relationship between the variables of social entrepreneurial intentions, performing a statistical technique of multiple regression analysis may yield expected results. In a similar assessment, Hassan (2020) indicates that multiple regression analysis can indicate the intensity of the relationship between the dependent variable of social entrepreneurial intention and its determinants. The software package, SPSS, version 27 was used for descriptive and inferential statistics whilst Microsoft Excel was used for graphical charts.

3.9 RESEARCH ETHICS

Permission was granted by the NBS to conduct the study and they offered administrative assistance with the population size. No personally identifiable information was collected during the survey to ensure confidentiality and anonymity of the respondents. The data collected is being stored for five years on the google drive online and will be disposed of after that period to avoid the ethical violation of the research data collection and storage process.

3.10 SUMMARY

This chapter provided the overview of the research methodology, depicting the positivist paradigm and stating the explanatory nature of the research study. The chapter further highlighted the explanatory research design, an online survey with a pre-set questionnaire as the research instrument and the defining of the population of the MBA first year students in five fields of study at the NBS. It continued with the sampling technique of stratified random sampling to ensure all strata as fields of study were included. A synopsis of the data collection process, data analysis and research ethical considerations concludes the chapter. The following chapter discusses the results of the study and provides findings.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

In the previous chapter the research design and methodology were presented. These enabled the data collection process. This chapter presents the results from the survey. In further discussion, the chapter discusses the results in consultation with the literature to come up with the findings. The research assessed the determinants of social entrepreneurial intentions among MBA students in Namibia, using the theory of planned behaviour framework with additional variables of prior experience, self-efficacy and social entrepreneurial intentions. The research was attempting to answer the following research questions:

- What are the determinants of social entrepreneurial intentions among MBA students at the Namibia Business School in Windhoek Namibia?

The subsequent research questions are:

- What are the determinants of social entrepreneurship?
- What are the determinants of entrepreneurship intentions among University students?
- What are the determinants of social entrepreneurial intentions among MBA students in Namibia?

In responding to the research questions eight determinants were identified from the review of literature and were tested using a structured pre-set questionnaire to determine the relationship between the dependent variable social entrepreneurial intention and seven independent variables. This research was intended to see the relationship intensity between the determinants and their influence on social

entrepreneurial intentions which has been established as predictors of future entrepreneurial behaviour for example how strongly or weakly is personal attitude of a student related to becoming a social entrepreneur in the future using entrepreneurial building blocks of opportunity identification, mobilization of resources, creating sustainable business operation and creating employment to address social problems.

Correlation analysis was tested using the SPSS data analysis technique of correlation to indicate the strength of the relationship among variables. In determining the difference in levels of variable association with the dependent variable a SPSS statistical technique of factor analysis was conducted. Factor analysis enables the researcher to identify the loading of each variable towards the level of variance the variable contributes to the independent variable variation.

Finally, in responding to the research question three, the regression analysis which is a statistical analysis technique was undertaken to establish the correlation but also to use that correlation if within acceptable level for further analysis (Jain & Chetty, 2019b).

4.2 RESULTS

In this section the results of the questionnaire are presented as completed by the MBA students in a form of a quantitative analysis. SPSS and Microsoft Excel software were used for the generation of descriptive statistics like pie and bar charts, test of reliability and validity, correlation, and regression analysis. The data was collected on the Google forms template and converted to SPSS and Excel respectively. A compute variable was created for each variable from the items contained in the variable to be used for the calculation of the statistics. The Excel was used to generate the pie and bar charts for the variables and items.

4.2.1 RESPONSE RATE

The response rate from the 136 sample of students selected using the stratified sampling technique was 109 representing an 80 % response rate.

4.2.2 DEMOGRAPHIC DETAILS

The basic data on the respondents are presented in this section as below in graphical format. The demographic section in the questionnaire consisted of six items namely study program, gender of respondent, age group, family entrepreneurial background, number of years employed and number of years' experience as self-employed person. Statistical details for each demographic item are detailed as below.

4.2.2.1 FIELD OF STUDY

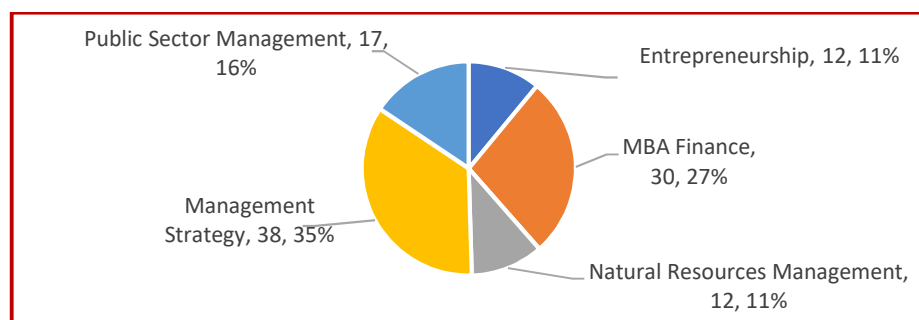


Figure 4.3 Field of Study

Source: Research findings and compilation

Figure 4.3 shows the various field of MBA programmes the students are enrolled and the response received for each field of study. Most of the students (n=38, 35%) are pursuing a career in management strategy, (n=30, 27%) in finance, (n=17, 16%) in public sector management, (n=12, 11%) entrepreneurship and natural resources management.

4.2.2.3 GENDER OF RESPONDENTS

As one of the key demographical categories gender has been shown to be very influential in many entrepreneurship studies and its impact on entrepreneurship career choices (Chipeta *et al.*, 2020).

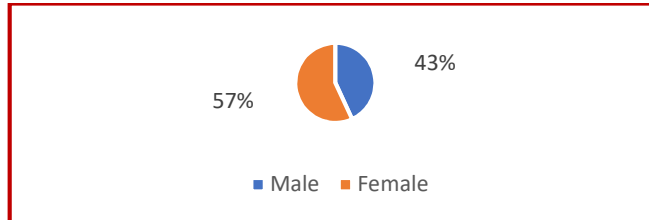


Figure 4.4 Gender of Respondents

Source: Research findings

Figure 4.4 shows majority 57% are female respondents and male respondents are 43%. It could be expected that the perceptions in the response for the study could be aligned towards the female majority views however the impact of gender is not measured for this study but this results also show the national gender balance trends and a good sign of women getting in bigger numbers into institutions of higher learning. According to Anh *et al.* (2021) gender as a social demographic characteristic has a relation to social entrepreneurial intentions among students especially women at postgraduate level of education. Moreover, as Chipeta *et al.* (2020) studied the impact of gender on antecedents of SE and found more specifically female students have higher inclination to become social entrepreneurs confirms this phenomenon of gender influence on the entrepreneurial intentions among students.

4.2.3.4 AGE GROUP

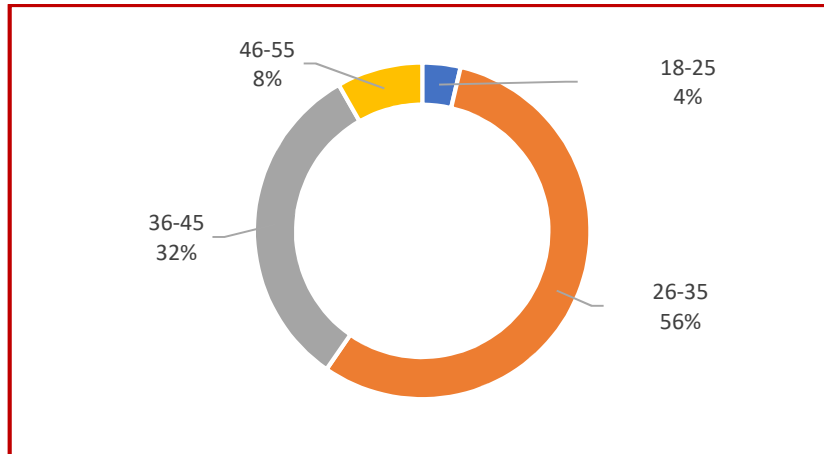


Figure 4.5 Age Group of Respondents

Source: Research findings

Figure 4.5 shows that the majority of respondents (56%) were in the age group of 26-35. This result is interesting as Zhang, Trusty, Goroshikova, Kelly, Kwong, McGuire, Perusquia, Prashu, Shen and Tang (2021) indicate that this age group is known as the millennials and are known to be more inclined to social entrepreneurship in comparison to other generations. This specific characteristic of the millennials the authors continue, are based on the life experiences during their early years when credit crisis, unemployment due to changing business and corporate environments for example downsizing or outsourcing, global health crisis like COVID-19 pandemic, etc. had impact on their families and more closely parents. Other age groups were (32%) in the age group of 36-45 and older respondents (8%) were in 46-55 age group. The younger respondents (4%) are in the 18-25 age group.

4.2.3.5 FAMILY ENTREPRENEURIAL BACKGROUND

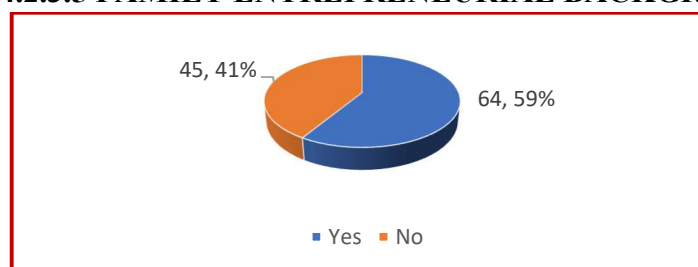


Figure 4.6 Entrepreneurship Family Background

Figure 4.6 shows that (n=64, 59%) respondents indicated family entrepreneurship background with (n=45, 41%) indicating no family background in entrepreneurial activities. To further explore this result a cross tabulation with the self-employed category was tested and results shown below.

Table 4.2 Family Entrepreneurial background * Self-employed experience

		Work experience (years) as self-employed.				Total
		No Experience	1-5 Years	6-11 Years	12 Years or More	
Entrepreneurship family background	YES	35	21	4	4	64
	NO	34	9	2	0	45
Total		69	30	6	4	109

Table 4.2 shows the cross tabulation of two constructs of family background and self-employed experience in years. This test is done to establish the phenomenon that family background influence future entrepreneurial behaviour. The results show that from the n=64 respondents that have a family entrepreneurial background, n=35 (54.6%) are formally employed.

Despite, that the majority respondents are formally employed, according to Rambe and Ndofirepi (2019) close proximity to family role models that owns business ventures have influential impact on entrepreneurial intention as future corresponding entrepreneurial behaviour. On the contrary, the results further show that of 45% of respondents coming from family entrepreneurial background being self-employed is significant. On the other hand, n=9 respondents and n=2 with no family entrepreneurial background are self-employed for periods between 1-5 years and 6-11 years respectively.

4.2.3.6 EMPLOYMENT EXPERIENCE

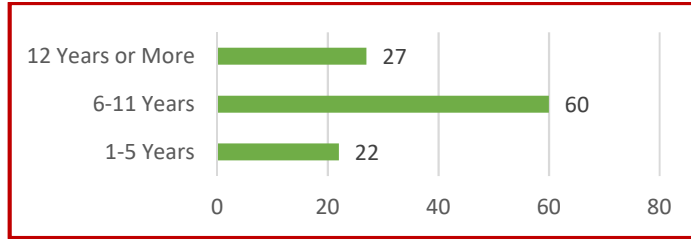


Figure 4.7 Employment Experience

Figure 4.7 demonstrate the number of years the respondents were employed either formally or informally in contrast to being self-employed or similarly working for themselves. The majority of respondents (n=60, 55%) have 6-11 years of work experience, whilst (n=27, 24.7%) have 12 years or more and (n=22, 20%) respondents have 1-5 years of work experience. Even though a category of no work experience was available all participants to the survey indicated as being formally employed or self-employed.

4.2.3.7 SELF-EMPLOYMENT EXPERIENCE

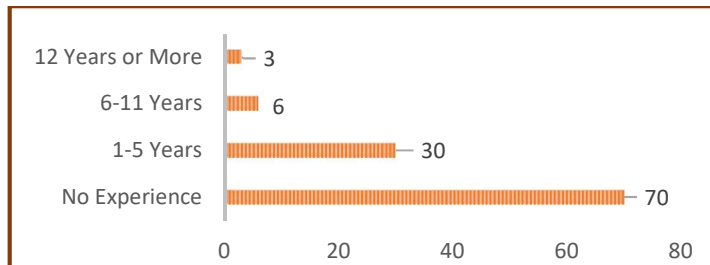


Figure 4.8 Self-Employment Experience

Figure 4.8 shows the years of self-employment where (n=70, 64%) respondents indicated no self-employment experience, whereas (n=30, 27.5%) of respondents indicated 1-5 years. The results further show that (n=6, 5.5%) of respondents have indicated 6-11 years of being self-employed and (n=3, 2.75%) of respondents having 12 years or more self-employment experience. As responses in figure 4.5 indicated no unemployment, it can be deduced that (n=34, 64%) of respondents shown in figure 4.6 are formally employed. Interestingly and in further evaluation of the results it is

possible to establish that some respondents with family background in entrepreneurship are formerly employed. Alternatively, but This argument can be shown by comparing 24 responses as shown in Figure 4.4 with no family entrepreneurial background to Figure 4.6 having 34 responses of no self-employment experience which is greater.

4.3 DETERMINANTS OF SOCIAL ENTREPRENEURIAL INTENTIONS (SEI)

This study is assessing the determinants of social entrepreneurial intentions among MBA students. The determinants assessed are personal attitude, empathy, moral obligation, perceived social support, perceived behavioural control, social entrepreneurial intent, prior experience as adopted from prior studies (Hockerts, 2017; Hockerts, 2018; Rambe & Ndofirepi, 2019). This section provides the results of the statistical explanatory analysis of the factors. According to Letsoalo and Rankhumise (2020), the internal consistency is the reliability measure of the extent to which items in construct measure the same construct.

The Cronbach's alpha is the mostly used internal consistency test when survey strategy is used in combination with a Likert style items (Letsoalo & Rankhumise, 2020). The acceptable internal consistency level of .7 or above is widely reported as the most acceptable outcome for the internal consistency of scale in the Likert style questions (Tiwari *et al.*, 2017a). Chinaire *et al.* (2021) concur that a Cronbach's Alpha in the range of 0.5 to 1 is valid for entrepreneurship studies. This is in contrary to Ali (2020) proposing a 0.7 as the cut-off for acceptable level however the level is depending on the research orientation (Letsoalo & Rankhumise, 2020).

Table 4.3 Reliability and validity test for the 8 items of study

Reliability and validity test for the 8 items of study

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.784	.791	8

Table 4.3 shows the reliability and validity commonly referred to as the Cronbach's alpha of .784 of the measuring scales used in the data collection of the study. The results show that all items were reliably testing the constructs in the study. It is important to have an acceptable level above .7 for this metric to ensure that the data is fit for statistical evaluation that includes the measurement model in correlation and regression analysis exercise (Fatoki, 2020).

Table 4.4 Eight variable descriptive statistics

Eight variable descriptive statistics

	Attitude	PBC	Empathy	Moral Obligation	SESE	PSS	SEI	PRE
Mean	3.3670	3.2141	3.8930	3.7339	3.8555	3.4037	3.5015	3.1835
Std. Deviation	.85527	.76447	.88411	.84181	.70816	.80517	.84817	.91454

Table 4.4 shows descriptive statistics for the acronyms of Attitude=Personal Attitude, PBC=Perceived behavioural Control, SESE=Social Entrepreneurial Self-Efficacy, PSS=Perceived Social Support, SEI=Social Entrepreneurial Intent. The results show that variable empathy (=3.89) has the highest mean indicating the responses were scored in agreement dimension indicating the students have empathetic approach to SEI. Bacq and Alt (2018) in their study on the link between empathy and SEI conclude that empathy is a key predictor of SEI however, empathy also being a personality trait in SEI research findings suggests that empathetic individuals will

eventually tend into actions that benefit other persons. The results further show that SESE has scores of (mean=3.85) and moral obligation (3.73) respectively are good determinants of SEI.

Table 4.5 Eight Variable Reliability and validity

Variables	Cronbach's Alpha	Number of Items
Personal Attitude	.845	5
Perceived Behavioural Control	.835	6
Empathy	.842	3
Moral Obligation	.823	4
Perceived social support	.780	3
SESE	.800	4
SEI	.740	3
Prior Experience	.712	3

Source Research findings

Table 4.5 shows the Cronbach's alpha for each of the 8 variable constructs. The Cronbach's alpha is an indication of the internal consistency of the scale being used to measure the items in a construct (Ali, 2021). The acceptable level of Cronbach's alpha is debated within the literature as some researchers like Radzi (2019) suggests the level from .6 whereas others prefer to indicate 0.7 like (Ali, 2021; Fatoki, 2020). The results show that all constructs have above acceptable levels with personal attitude (.845) perceived behavioural control (.835) Empathy (.842) moral obligation (.823) and SESE (.800) all items having good internal consistency in measuring the constructs. The next section provides the results of each individual construct and its items reliability and validity as well as descriptive statistics.

4.3.1 PERSONAL ATTITUDE

In understanding the extent to which an individual has a positive or negative assessment of social entrepreneurship as a career choice an example of item like "A career as social entrepreneur is attractive for me". The personal attitude variable

consisted of 5 items and the Cronbach's alpha is .845 indicating a strong internal consistency among the items. In further analysis it indicates that students who tended to select high scores would do that for other items as well and vice versa for low scores.

Table 4.6 Personal Attitude 5 items reliability and validity test

Reliability and validity test for the 5 items of Personal Attitude variable

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.845	.843	5

According to Hajjar (2018) a Cronbach Alpha greater than .7 is a reliable score as for the study the Cronbach Alpha is .845, hence the items used to measure the construct of personal attitude is reliable. Due to this result of Cronbach's Alpha of .845, this variable is included in the further correlation analysis to test relationship with the dependent variable of social entrepreneurial intentions.

Table 4.7 Descriptive statistics for Personal Attitude 5 items

Personal Attitude 5 items descriptive statistics	Mean	Std. Deviation
Being a social entrepreneur implies more advantages than disadvantages	3.28	1.001
A career as social entrepreneur is attractive for me	3.22	1.092
If I had the opportunity and resources, I'd like to start a social enterprise	3.55	1.023
Being a social entrepreneur would entail great satisfaction for me	3.46	1.102
Among various options, I would rather be a social entrepreneur	3.32	1.216

According to Muhmode (2021) Likert scale result of 3.4 or above is interpreted as positive and in agreement with the statements evaluated. Table 4.7 show respondents agree with the statements "If I had the opportunity and resources, I'd like

to start a social enterprise” (mean=3.55) and statement “Being a social entrepreneur would entail great satisfaction for me” (mean=3.46) respectively. On the next scale the statements “Being a social entrepreneur implies more advantages than disadvantages” (mean=3.28) and “A career as social entrepreneur is attractive for me” (mean=3.22) the last statement with “Among various options, I would rather be a social entrepreneur” (mean=3.32) has a score below the threshold of 3.4 indicating that that respondents do not regard social entrepreneurship is ranked not favourably compared to other career options.

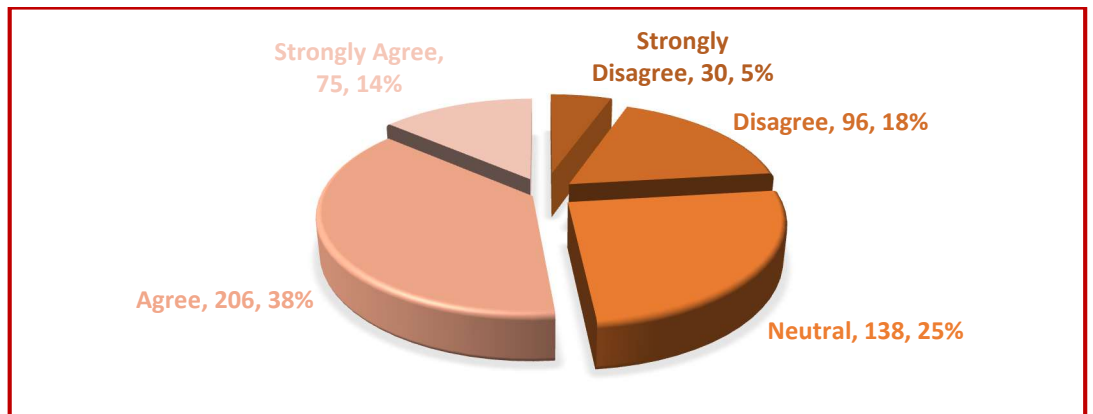


Figure 4.9 Personal Attitude variable summary graph

Figure 4.9 shows the overall scale ratings for the 5 personal attitude items combined for each rating scale, for example, all agrees responses were added together for the items to get a total. The majority of responses 52% (38% in agreement, and 14% strongly agree) are in agreement with the statements, followed by 25% undecided responses and 23% of responses are in disagreement. The results are further demarcated into the responses for each statement and their responses.

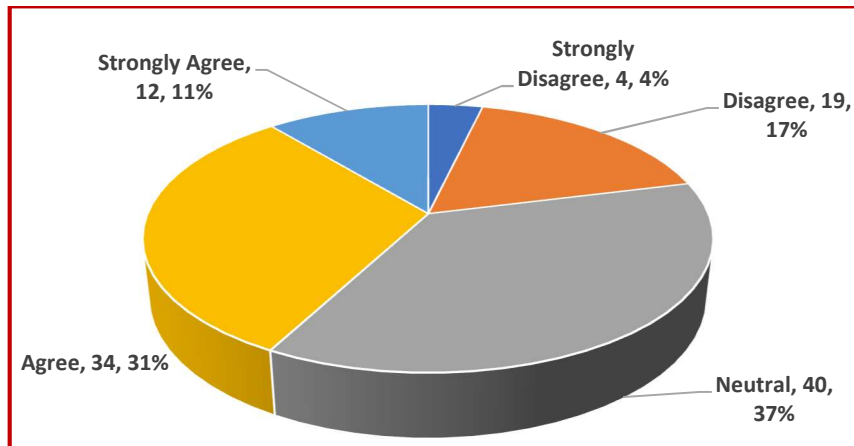


Figure 4.10 Being a social entrepreneur implies more advantages than disadvantages

Figure 4.10 shows the responses on the level of agreement on the statement “Being a social entrepreneur implies more advantages than disadvantages “with majority of students 42% agreeing, a substantially high responses of 37% undecided and 21%) in the disagreement.

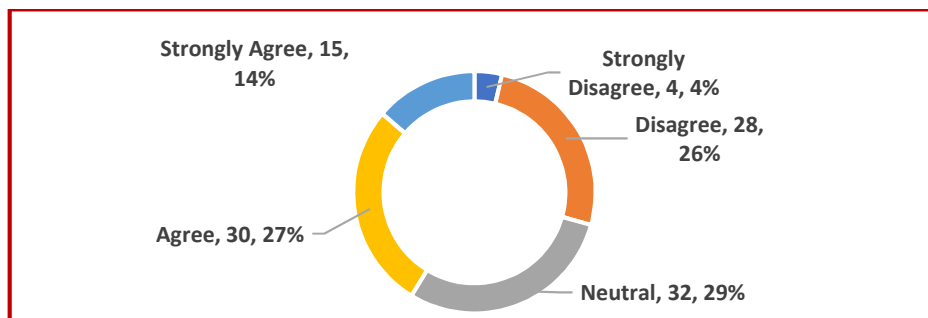


Figure 4.11 A career as social entrepreneur is attractive for me

Figure 4.11 shows the responses on the level of agreement on the statement “A career as social entrepreneur is attractive for me “with majority of students 41% agreeing, 29% undecided and rest 30% in the disagreement.

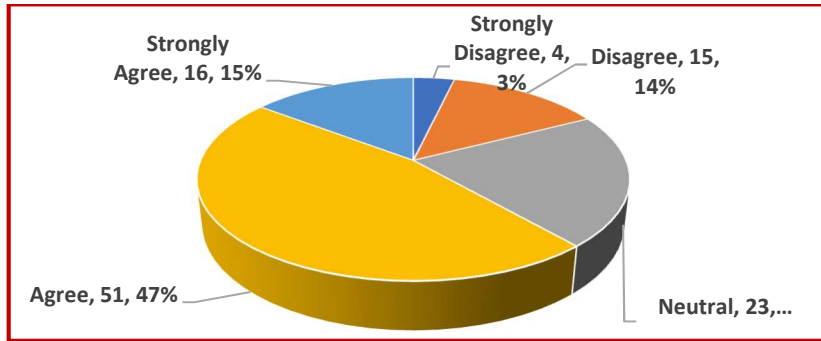


Figure 4.12 If I had the opportunity and resources, I'd like to start a social enterprise

Figure 4.12 shows the responses on the level of agreement on the statement “If I had the opportunity and resources, I'd like to start a social enterprise “with majority of respondents 62% agreeing, 21% undecided and rest 17% in the disagreement.

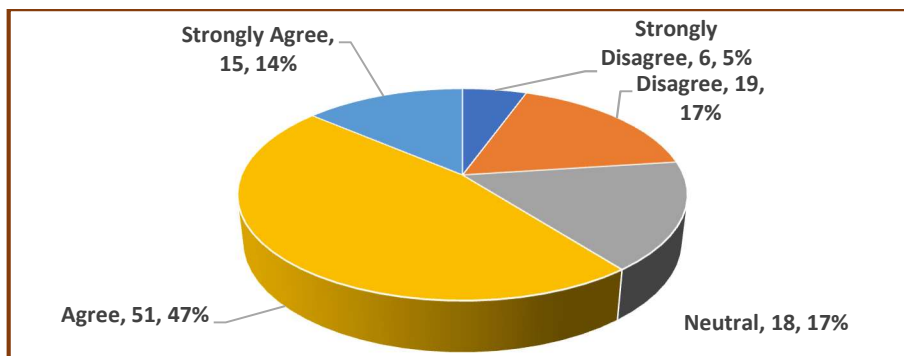


Figure 4.13 Being a social entrepreneur would entail great satisfaction for me

Figure 4.13 shows the responses on the level of agreement on the statement “Being a social entrepreneur would entail great satisfaction for me “with majority of student’s 61% agreeing, 17% undecided and 22% in the disagreement.

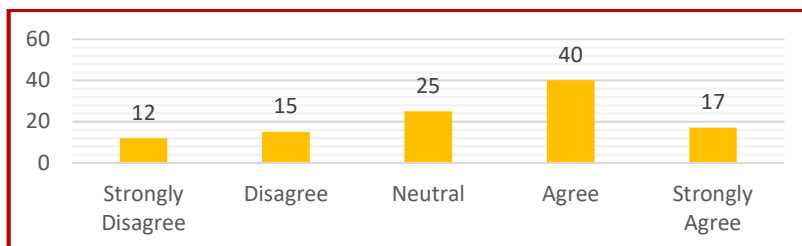


Figure 4.14 Among various options, I would rather be a social entrepreneur

Figure 4.14 shows the responses on the level of agreement on the statement “Among various options, I would rather be a social entrepreneur “with majority of students 57 agreeing. These results show that social entrepreneurship is being seen as possible career choice for majority of students. Other results show that 25 of respondents are undecided and 27 in the disagreement respectively.

4.3.2 PERCEIVED BEHAVIOURAL CONTROL (PBC)

PBC being the considered as confidence and ability to perform the intended action is a good predictor of SEI. According to Kruse *et al.* (2018) PBC is the ability of an individual to assess the control the person has over the behaviour. More specifically, PBC is the evaluation of the ease or difficulty of the task of being a social entrepreneur (Hockerts, 2017). PBC was measured using 6 items on a 5-point Likert scale. A sample statement like “I am prepared to start a viable social enterprise” was put to collect the responses. The Cronbach’s alpha is .835 for perceived behavioural control which indicates a very good internal consistency of the scale used in measuring the variable.

Table 4.8 PBC 6 items reliability and validity test

Reliability and validity test for the 6 items of Perceived Behavioural Control

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.835	.836	6

Based on this result in Table 4.8 of the acceptable Cronbach’s alpha (.835) this independent variable is included in the further data analysis using the correlation technique to test the level of association with the dependent variable social entrepreneurial intention.

Table 4.9 Descriptive statistics for Perceived Behavioural Control 6 items

Perceived Behavioural Control 6 items descriptive statistics	Mean	Std. Deviation
To start a social enterprise and keep it working would be easy for me	3.19	.928
I am prepared to start a viable social enterprise	3.15	1.104
I can control the creation process of a new social enterprise	3.19	1.004
I know the necessary practical details to start a social enterprise	3.17	1.085
I know how to develop an entrepreneurial project	3.25	1.055
If I tried to start a social enterprise, I would have a high probability of succeeding	3.34	1.011

According to Muhmode (2021) Likert scale result of 3.4 or above is interpreted as positive and in agreement with the statements evaluated. In this case, as Table 4.9 shows all statements are below the 3.4 threshold indicating the response were all not positive and either neutral or in disagreement. These results indicate that the respondents do not perceive social entrepreneurship as not being an easy act to undertake.

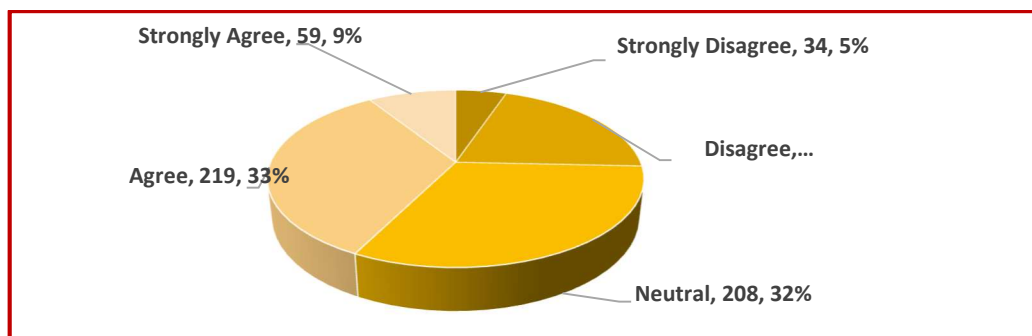


Figure 4.15 PBC summary chart

Figure 4.15 show the overall scale ratings for the 6 perceived behavioural control items combined for each rating scale for example all agrees responses were

added together for the items to get a total. The majority of responses 42% are in agreement with the overall statements being used for the variable, followed by 32% of respondents, undecided and 26% of respondents are in disagreement respectively.

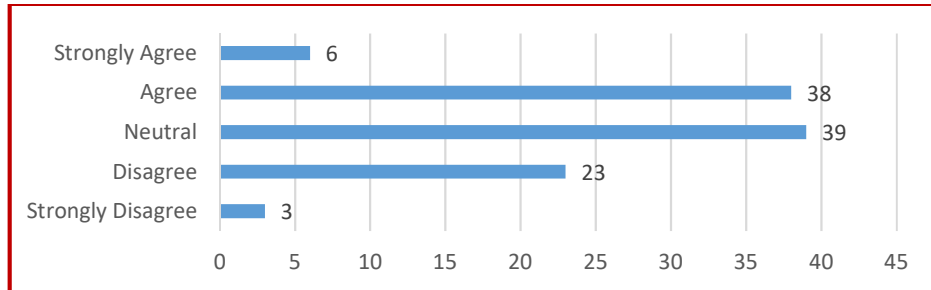


Figure 4.16 To start a social enterprise and keep it working would be easy for me

Figure 4.16 shows the responses on the statement “To start a social enterprise and keep it working would be easy for me “majority responses n=44 in agreement, n=39 neutral and n=26 in disagreement. These results show that students are not sure whether the ease of running a social enterprise could be sustainable financially for its duration.

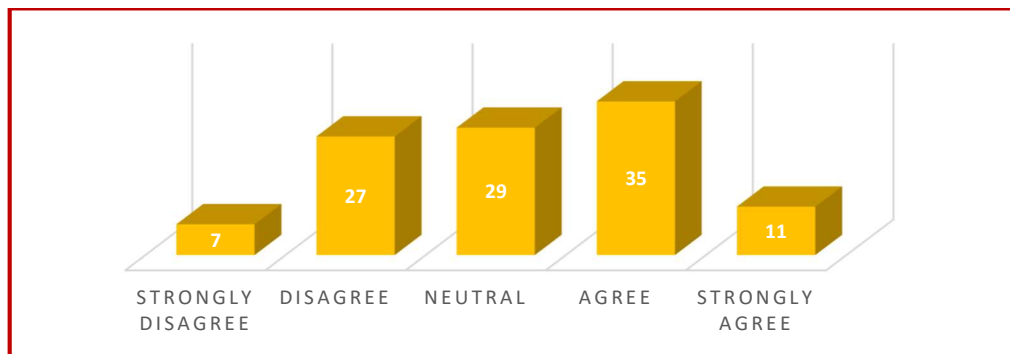


Figure 4.17 I am prepared to start a viable social enterprise

Figure 4.17 shows the responses on the statement “I am prepared to start a viable social enterprise “with majority n=46 (42%) in agreement of the statement and n=29 (26%) undecided and n=34 (32%) in disagreement.

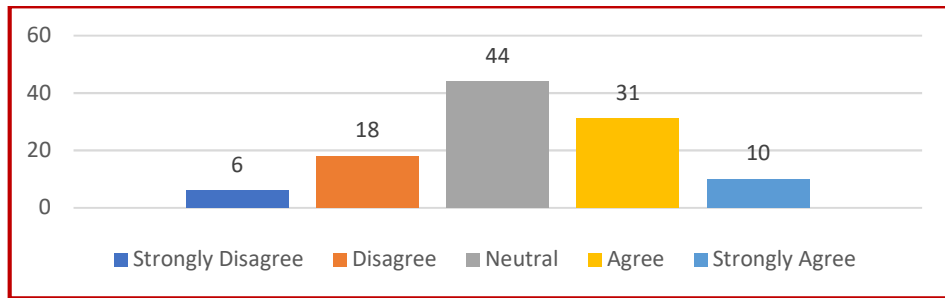


Figure 4.18 I can control the creation process of a new social enterprise

Figure 4.18 shows the responses on the level of agreement on the statement “I can control the creation process of a new social enterprise” with majority at n=44 (40%) undecided. This result is very useful that points to a training and development gap in social entrepreneurship from the student perspective to serve as a recommendation for institutional curriculum design. Other results show that n=41 (37%) agree and n=24 (22%) of respondents are in disagreement.

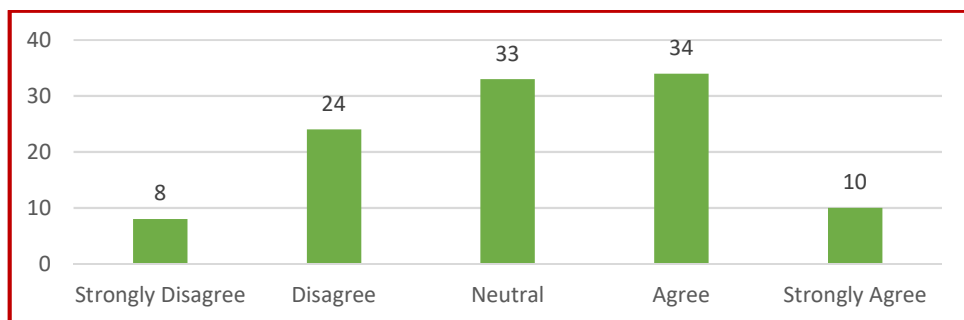


Figure 4.19 I know the necessary practical details to start a social enterprise

Figure 4.19 shows the responses on the level of agreement on the statement “I know the necessary practical details to start a social enterprise” with majority n=44 (40%) agreeing with the statement. Other results show that n=32 (30%) is in disagreement and n=33(30%) is undecided. This result is indicative of the lack of practical learning approach to social entrepreneurship.

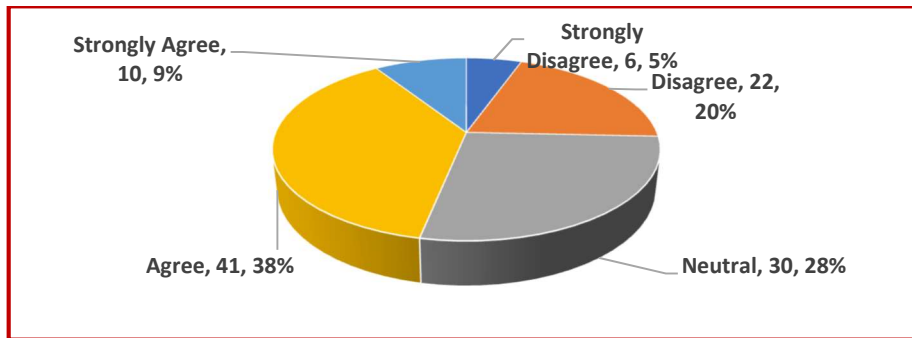


Figure 4.20 I know how to develop an entrepreneurial project

Figure 4.20 shows the responses on the level of agreement on the statement “I know how to develop an entrepreneurial project” with majority at 38% not agreeing with the statement, 34% in agreement and 28% undecided. This result can be fundamental in the formulation of potential recommendations in encouraging entrepreneurial intention development for institutions of higher learning especially project management principles in entrepreneurial projects.

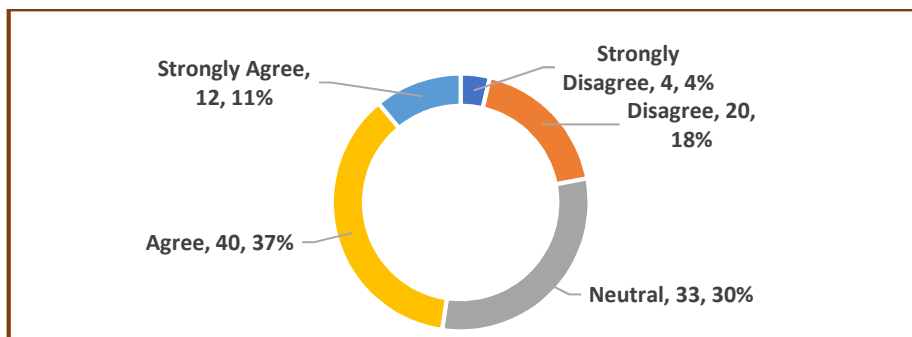


Figure 4.21 If I tried to start a social enterprise, I would have a high probability of succeeding

Figure 4.21 shows the responses on the statement “If I tried to start a social enterprise, I would have a high probability of succeeding “with majority 49% in agreement. Despite the earlier results on the lack of confidence of starting a social enterprise, the perception of social entrepreneurial behaviour of starting a social enterprise is encouraging for institutional approach. In further findings, 30% responses are undecided and 32% responses are in disagreement.

4.3.3 EMPATHY

This construct was measured using the degree to which an individual will be concerned with the problems of the disadvantaged people and their level of anticipated involvement in addressing those problems. According to Tiwari *et al.* (2020) empathy is a precursor and a helpful trait to social entrepreneurial intentions of an individual. In concurrence, Bacq and Alt (2018) demonstrate that social entrepreneurship is regarded as the ability of individuals to see the difficult circumstances of less privileged and find solution to address these problems. Therefore, to show how individuals would respond being empathetic an item like, “Seeing socially disadvantaged people triggers an emotional response in me” was put in the questionnaire to obtain responses. Empathy consisted of 3 items as adopted from Hockerts (2017). Cronbach’s alpha is .842 for the empathy variable which indicates the three items have reliable and valid internal consistency based on the measuring scale used.

Table 4. 10 Empathy 3 items reliability and validity test

Reliability and validity test for the 3 items of Empathy

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.842	.841	3

Table 4.10 shows that result of the acceptable Cronbach’s alpha (.842) this independent variable is included in the further data analysis using the correlation technique to test the level of association with the dependent variable social entrepreneurial intention.

Table 4.11 Empathy 3 Items Descriptive Statistics

Empathy 3 items descriptive statistics	Mean	Std. Deviation
When thinking about socially disadvantaged people, I try to put myself in their shoes	3.87	1.001
Seeing socially disadvantaged people triggers an emotional response in me	3.82	1.064
I feel compassion for socially marginalised people	3.99	.977

According to Muhmode (2021) Likert scale result of 3.4 or above is interpreted as positive and in agreement with the statements evaluated. The results in Table 4.11 show positive responses all the statements being evaluated higher than the threshold of 3.4. This result is significant in understanding the empathetic orientation of the respondents as empathetic individuals are concerned with the well-being of others (Bacq & Alt, 2018).

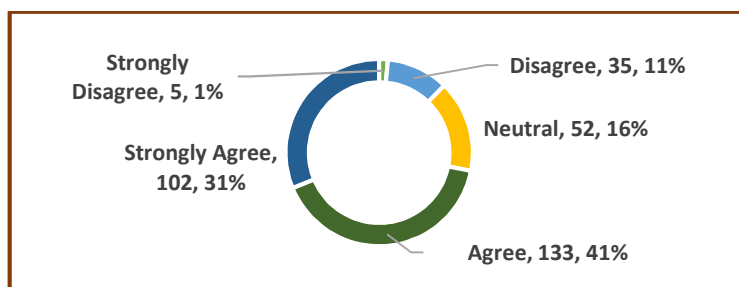


Figure 4.22 Empathy variable summary graph

Figure 4.22 show the overall scale ratings for the 3 empathy items combined for each rating scale for example all agrees responses were added together for the items to get a total. The majority of responses 72% are in agreement with the statements across all items, followed by 16% responses for undecided and 16% of responses to statements are in disagreement.

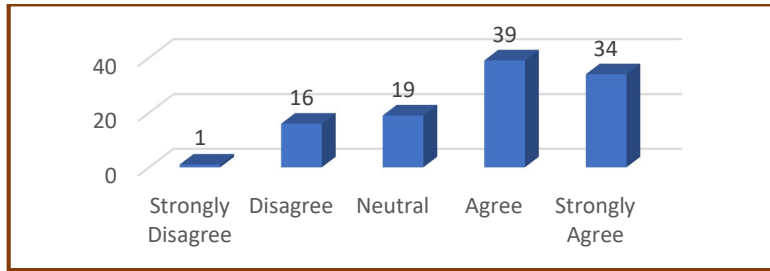


Figure 4.23 When thinking about socially disadvantaged people, I try to put myself in their shoes

Figure 4.23 shows the responses on the statement “When thinking about socially disadvantaged people, I try to put myself in their shoes “with majority n=73 (66.6%) in agreement, n=19 (17%) undecided and n=17 (15.5%) in disagreement.

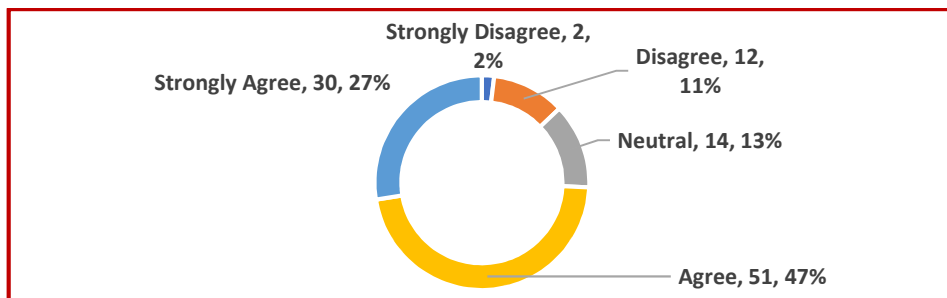


Figure 4.24 Seeing socially disadvantaged people triggers an emotional response in me

Figure 4.24 shows the responses on the level of agreement on the statement “Seeing socially disadvantaged people triggers an emotional response in me” with majority at 74% agreeing with the statement, 13% undecided and 13% in disagreement.

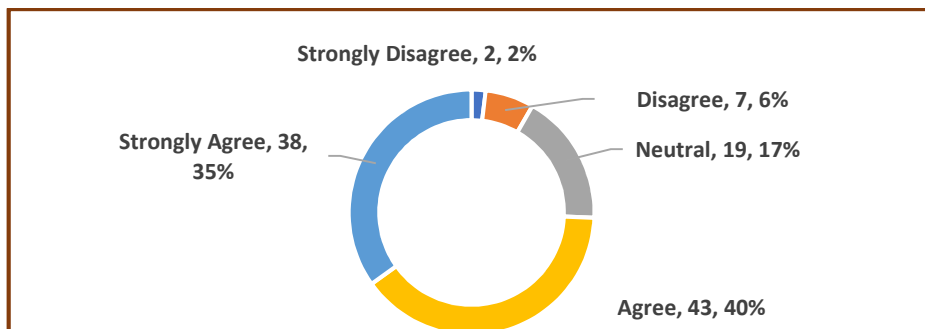


Figure 4.25 I feel compassion for socially marginalised people

Figure 4.25 shows the responses on the level of agreement on the statement “I feel compassion for socially marginalised people” with majority 75%, agreeing with the statement, 17% undecided and 8% of respondents stating strongly disagreeing.

4.3.4 MORAL OBLIGATION (MO)

Generally, the research findings on the impact of moral obligation on SEI is mixed from having negative impact SEI (Ip *et al.*, 2020; Osei, Zhuang, Menyah & Gyasi, 2020; Rambe & Ndofirepi, 2019; Hockerts, 2017) on SEI to being a key factor (Fatoki, 2018; Tiwari *et al.* 2017a that predict SEI. Moral obligation consisted of 4 items measured on a 5-point Likert scale of (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=agree and 5=Strongly agree). Table 4.12 shows the internal consistency measure for moral obligation variable as Cronbach alpha is .823 which indicates a good internal consistency of the scale used in measuring the variable.

Table 4.12 Moral Obligation Variable 4 Items reliability and Validity Test

Reliability and validity test for the 4 items of Moral Obligation

Cronbach's Alpha		
Cronbach's Alpha	Based on Standardized Items	Number of Items
.823	.823	4

Table 4.12 shows the result of the acceptable Cronbach’s alpha (.823) for the moral obligation variable as stable internal consistency that measures the construct.

Table 4.13 Moral obligation descriptive statistics for 4 items

Moral obligation 4 items descriptive statistics	Mean	Std. Deviation
It is ethical responsibility to help people less fortunate than ourselves	3.73	1.077

We are morally obliged to help those who are less fortunate than ourselves	3.69	1.016
Social justice requires that we help those who are less fortunate than ourselves	3.74	1.022
It is one of the principles of our society that we should help socially disadvantaged people	3.77	1.051

According to Muhmode (2021) Likert scale result of 3.4 or above is interpreted as positive and in agreement with the statements evaluated. Table 4.13 shows positive rating for all above the acceptable level of 3.4 with the statement “It is one of the principles of our society that we should help socially disadvantaged people” (3.77) have the highest score. Further results show that the statements “Social justice requires that we help those who are less fortunate than ourselves” (3.74). Another statement like “It is ethical responsibility to help people less fortunate than ourselves” (mean=3.73) has also high level of perception among the respondents as they agree with the statement in most instances.

The statement “We are morally obliged to help those who are less fortunate than ourselves” (mean=3.69) indicates that social welfare in helping others is also a consideration among the respondents creating some social value for the less fortunate members of the society. Interestingly and noting the moral obligation stand within the literature on its uncertain contribution as predictor to social entrepreneurship these items are rated fairly positive and almost majority in agreement.

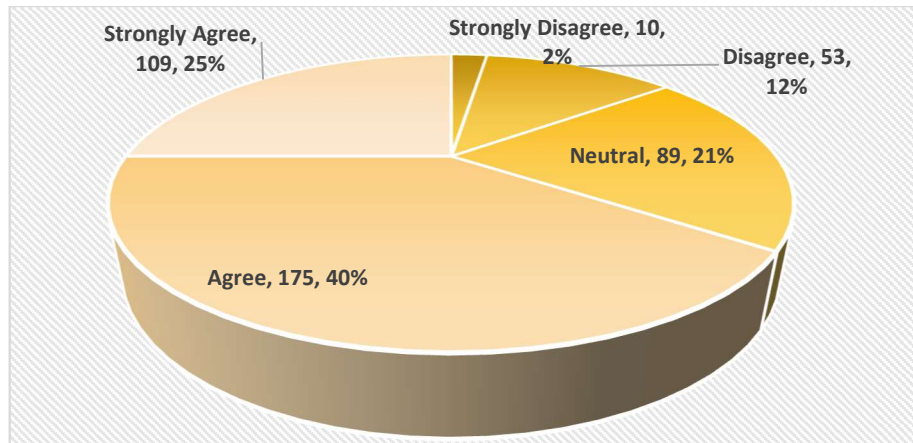


Figure 4.26 Moral Obligation summary graph

Figure 4.26 show the overall scale ratings for the four moral obligation items combined for each rating scale for example all agrees responses were added together for the items to get a total. Most responses 65% are in agreement with the statements, followed by 21% undecided responses and 14% of responses are in disagreement.

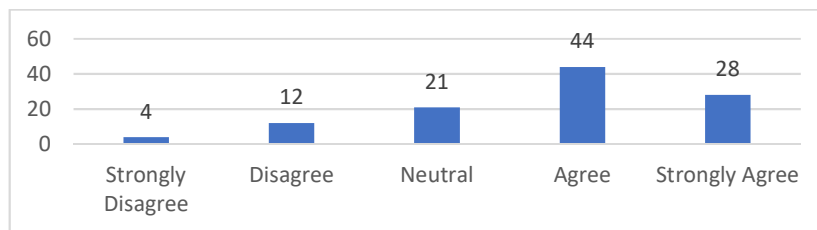


Figure 4.27 It is ethical responsibility to help people less fortunate than ourselves

Figure 4.27 shows the responses on the level of agreement on the statement “It is ethical responsibility to help people less fortunate than ourselves” with majority n=72 (66%) agreeing with the statement, n=21 (19%) undecided and n=16 (15%) of responses disagreeing. This result shows that respondents are eager to understand the need to respond to the needs of others.

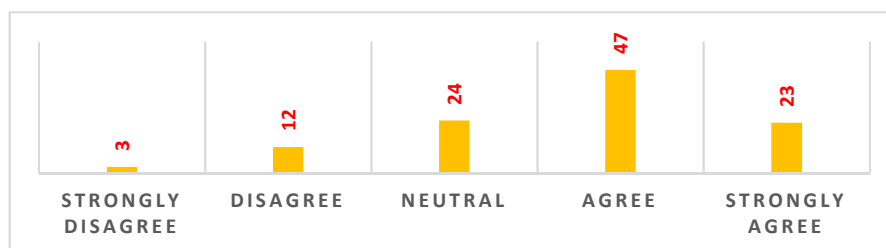


Figure 4.28 We are morally obliged to help those who are less fortunate than ourselves

Figure 4.28 shows the responses on the level of agreement on the statement “We are morally obliged to help those who are less fortunate than ourselves” with majority n=70 (64%) agreeing with the statement, n=24 (22%) undecided and n=15(14%) responses disagreeing.

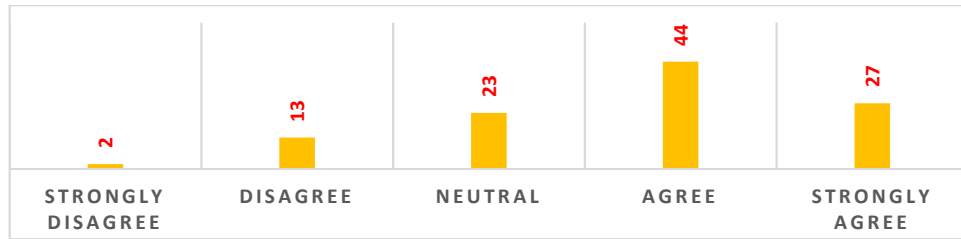


Figure 4.29 Social justice requires that we help those who are less fortunate than ourselves

Figure 4.29 shows the responses on the level of agreement of the statement “Social justice requires that we help those who are less fortunate than ourselves” with majority n=70 (64%) agreeing with the statement, n=23 (21%) undecided and n=15 (13.7%) responses disagreeing.

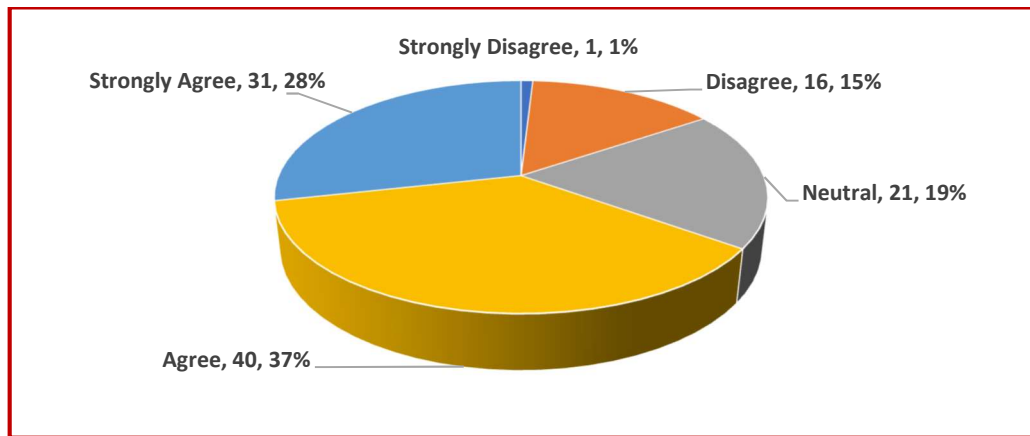


Figure 4.30 It is one of the principles of our society that we should help socially disadvantaged people

Figure 4.30 shows the responses on the level of agreement on the statement “It is one of the principles of our society that we should help socially disadvantaged people” with majority 65%, agreeing with the statement, 19% undecided and 16% responses disagreeing.

4.3.5 PERCEIVED SOCIAL SUPPORT (PSS)

Younis *et al.* (2020) conceptualize that PSS is making an individual feel accepted, valued and taken care of thereby creating a sense of belonging to a group of supporting people and social networks. The authors mentioned several capabilities of PSS like providing social support network when needed, assisting in making decisions for future opportunities, making individuals more confident to achieve objectives and goals, etc. For this study, perceived social support was assessed using 3 items on a five-point Likert scale to test the respondent's perception of formal and informal support from social networks and acceptance of the views of the socially significant members in the network. The results show the Cronbach's alpha is .780 for PSS.

Table 4.14 PSS Variable Reliability and Validity Test

Perceived Social Support 3 item reliability and validity test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	
	Items	Number of Items
.780	.781	3

Table 4.14 shows the internal consistency of (.780) for perceived social support items measuring the construct. This is an acceptable metric indicating the reliability of the data collected. The results make the variable construct a fit for correlation and regression analysis with the dependent variable.

Table 4.15 Perceived Social Support Descriptive Statistics

Perceived Social Support 3 items descriptive statistics	Mean	Std. Deviation
People would support me if I wanted to start an organisation to help socially marginalised people	3.41	.974
If I planned to address a significant societal problem people would back me up	3.29	.956

It is possible to attract investors for an organisation that wants to solve social problems 3.50 .968

According to Muhmode (2021) Likert scale result of 3.4 or above is interpreted as positive and in agreement with the statements evaluated. The results in Table 4.15 show that the statement “If I planned to address a significant societal problem people would back me up” (mean=3.29) is below threshold of 3.4 and hence the respondents did not regard it as an important social support initiative. For the statements “People would support me if wanted to start an organisation to help socially marginalised people” (mean=3.41) and “It is possible to attract investors for an organisation that wants to solve social problems” (mean=3.50) respondents were positive and in agreement respectively.

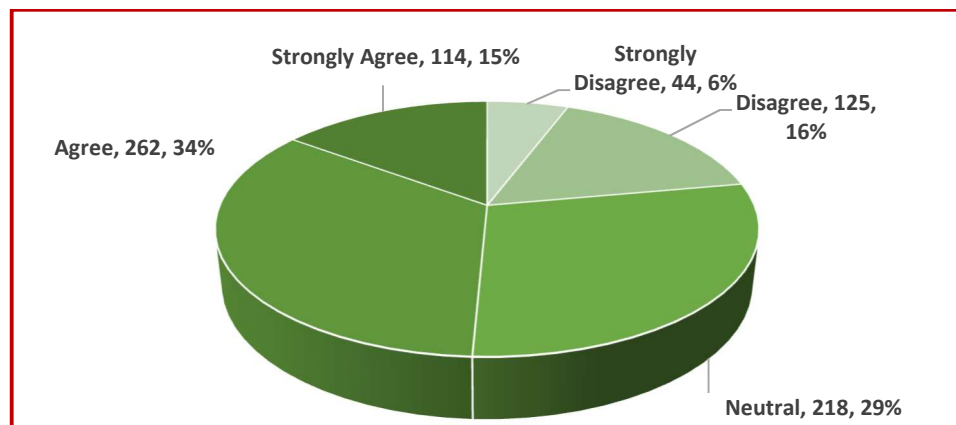


Figure 4.31 Perceived Social Support summary graph

Figure 4.31 show the overall scale ratings for the 3 perceived social support items combined for each rating scale for example all agrees responses were added together for the items to get a total. The majority of responses 49% are in agreement with the statements across all three items in the variable construct. Other results show 29% undecided responses and 22% of responses disagreeing respectively.

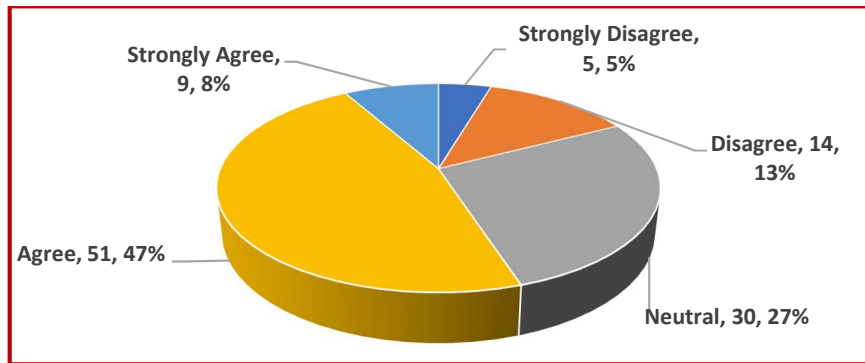


Figure 4.32 People would support me if I wanted to start an organisation to help socially marginalised people

Figure 4.32 shows the responses on the level of agreement on the statement “People would support me if I wanted to start an organisation to help socially marginalised people” with the majority 55% agreeing with the statement, 27% undecided and 18% responses disagreeing. Social support is regarded as an important predictor of entrepreneurial intention especially when the opinions and views of the significant social members support entrepreneurial initiatives.

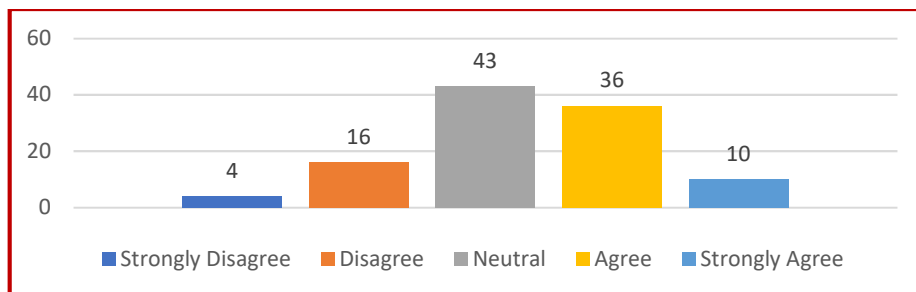


Figure 4.33 If I planned to address a significant societal problem people would back me up

Figure 4.33 shows the responses on the level of agreement on the statement “If I planned to address a significant societal problem people would back me up”. The results show n=46 (42%) is in agreement, n=43 (39%) neutral and n=20 (18%) in disagreement. The uncertainty in people for supporting initiatives that aim to address their problems is noted in this result.

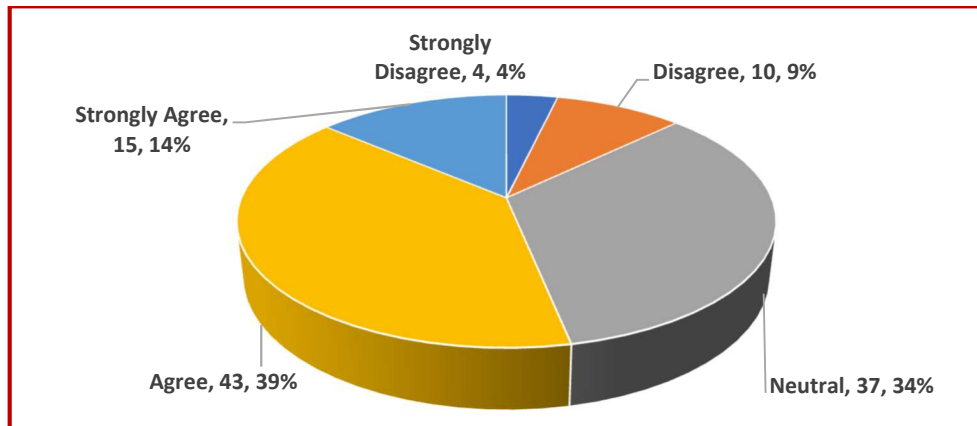


Figure 4.34 It is possible to attract investors for an organisation that wants to solve social problems

Figure 4.34 shows the responses on the level of agreement on the statement “It is possible to attract investors for an organisation that wants to solve social problems” with majority response 53% believing that financial resources can be obtained for addressing social challenges.

4.3.6 SOCIAL ENTREPRENEURIAL INTENT (SEI)

There are a variety of ways in which the literature describes SEI (Tiwari *et al.*, 2017a) for instance researcher (Jadmiko, 2021; Hockerts, 2017; Lacap *et al.*, 2018) argue that SEI is a future action orientated behaviour to address social inequalities. Some argue that SEI is a deliberate attempt of motivation to start a business in the future whereas others argue that SEI is the prerequisite that directs planned behaviour (Tiwari *et al.*, 2017a). The SEI construct was included in the survey to measure the likelihood of the respondents starting a social enterprise in the future. SEI consisted of 3 Likert style items measured on a 5-point Likert scale for example an item like, “I have a preliminary idea for a social enterprise on which I plan to act in the future” was included. The Cronbach’s alpha score for SEI is 0.740. Hossain (2021) when measuring this construct with six items indicated a Cronbach’s Alpha of 0.71 which may explain the low outcome with fewer items used for his study. Contrary, Hossain

(2021) argues that a Cronbach's Alpha of 0.60 and above is an acceptable level of reliability and validity for internal consistency of the items.

Table 4.16 Social entrepreneurial intent 3 items reliability validity test

Social Entrepreneurial Intent 3 items reliability and validity test		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.740	.747	3

Table 4.16 shows the Cronbach's alpha (.740) for the social entrepreneurial intent variable which is an acceptable metric for the internal consistency of the items measuring the construct.

Table 4.17 Social Entrepreneurial Intent 3 item descriptive statistics

Social Entrepreneurial Intent 3 items descriptive statistics	Mean	Std. Deviation
I expect that at some point in the future I will be involved in launching an organization that aims to solve problems	3.72	.961
I have a preliminary idea for a social enterprise on which I plan to act in the future	3.47	1.005
My goal is to become a social entrepreneur	3.31	1.160

According to Muhmode (2021) Likert scale result of 3.4 or above is interpreted as positive and in agreement with the statements evaluated. As shown in Table 4.17 the majority of respondents agree with the statements "I expect that at some point in the future I will be involved in launching an organization that aims to solve problems" (mean=3.72). These results indicate the social entrepreneurial intention for future entrepreneurial behaviour. Other results show the statement "I have a preliminary idea for a social enterprise on which I plan to act in the future" (mean=3.47) also having received a positive rating. Responses on the statement "My goal is to become a social

entrepreneur” (mean=3.31) is showing a score less than threshold of 3.4 and hence not highly rated by the respondents.

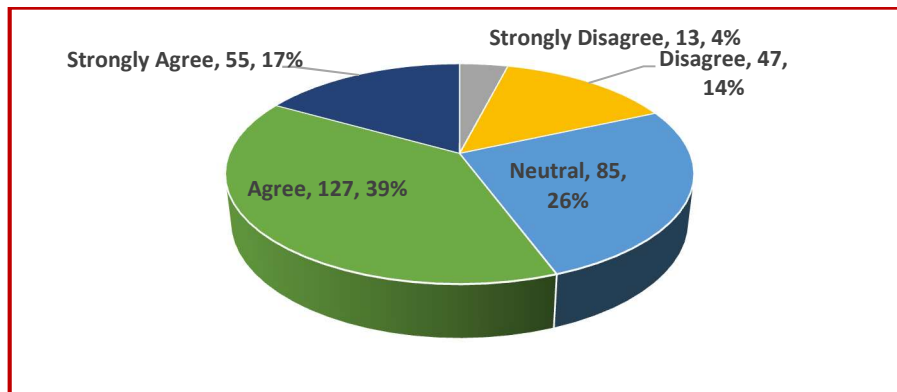


Figure 4.35 Social Entrepreneurial Intent summary graph

Figure 4.35 show the overall scale ratings for the 3 social entrepreneurial intent items combined for each rating scale for example all agrees responses were added together for the items to get a total. The majority of responses 56% have positive intent to start a social enterprise in future, followed by 26% undecided responses and 18% of responses are in disagreement.

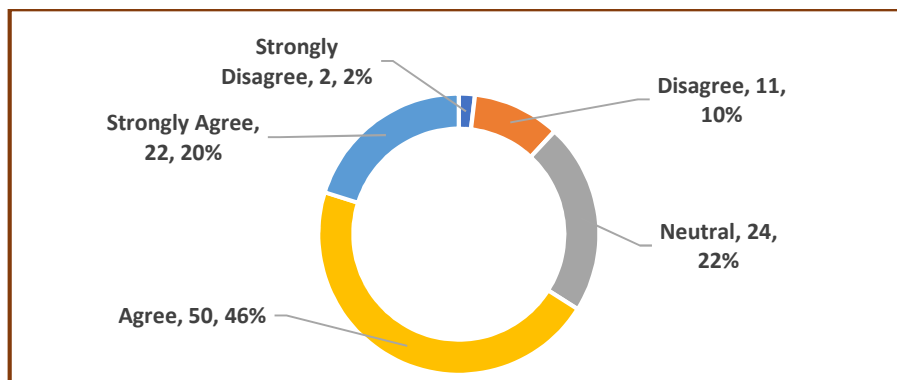


Figure 4.36 I expect that at some point in the future I will be involved in launching an organization that aims to solve problems

Figure 4.36 shows the responses on the level of agreement on the statement “ I expect that at some point in the future I will be involved in launching an organization that aims to solve problems” with majority at 66% agreeing with the statement which

shows their intent to start a social venture, whereas 22% is undecided and 12% in disagreement.

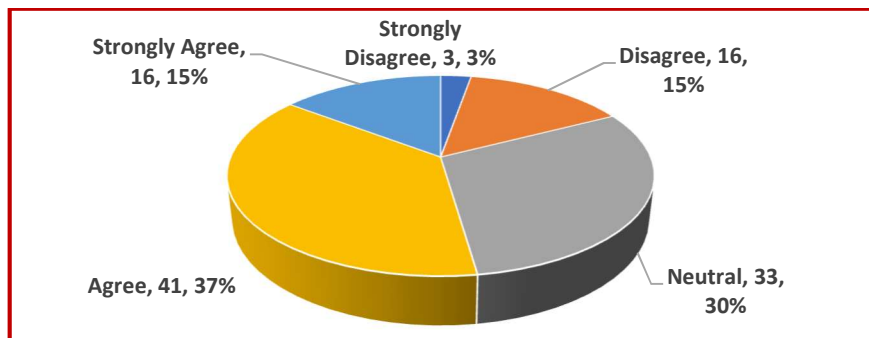


Figure 4.37 I have a preliminary idea for a social enterprise on which I plan to act in the future

Figure 4.37 shows the responses on the level of agreement on the statement “I have a preliminary idea for a social enterprise on which I plan to act in the future” with majority 52% believing in the orientation to form an enterprise, whereas 30% is undecided and 18% responses disagreeing indicating that efforts was made to initiate a social venture.

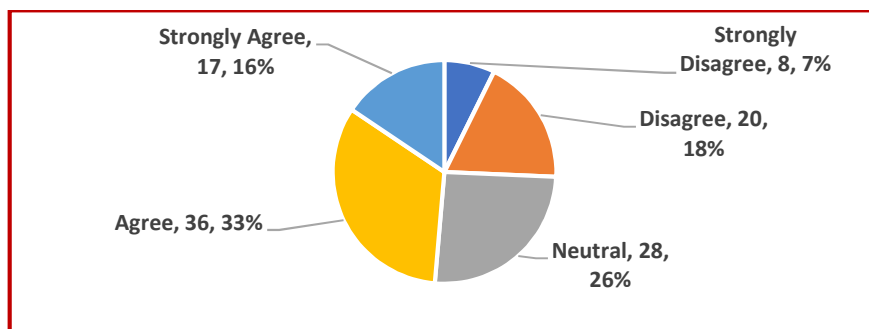


Figure 4.38 My goal is to become a social entrepreneur

Figure 4.38 shows the responses on the level of agreement on the statement “My goal is to become a social entrepreneur”. Results show that 49% of respondents are in agreement to become a social entrepreneur whilst 26% is undecided on such a behaviour and another 25% do not consider a social entrepreneurship as a career in the future.

4.3.7 SOCIAL ENTREPRENEURIAL SELF-EFFICACY (SESE)

Generally, the reference to SESE indicate the observation of the ability and confidence of the person to undertake a certain task assigned especially if the action is of social entrepreneurship nature (Lu *et al.*, 2021; Younis *et al.*, 2020). This can be a very useful trait for a social entrepreneur to possess as this confidence can help predict SEI (Hockerts, 2017; Fatoki, 2018). SESE is assessed on four items on a five-point Likert scale as adopted from Hockerts (2017). An item like “I am convinced that I personally can make a contribution to address social challenges if I put my mind to it” was used to obtain the degree to which the respondents have self-belief about their skills and abilities. The results show the Cronbach alpha of 0.800 for SESE.

Table 4.18 Social entrepreneurial self-efficacy 4 item reliability and validity test

Social Entrepreneurial Self-efficacy 4 items reliability and validity test		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.800	.798	4

The table 4.18 above shows the reliability and validity score of .800 for the SESE independent variable that is acceptable level of internal consistency of the scale used for the variable. Due to this result this variable is included in the further correlation analysis to test relationship with the dependent variable of social entrepreneurial intentions.

Table 4.19 Social entrepreneurial self-efficacy 4 item descriptive statistics

Social Entrepreneurial Self-efficacy 4 items descriptive statistics	Mean	Std. Deviation
I am convinced that I personally can make a contribution to address social challenges if I put my mind to it	3.84	.830

I could figure out a way to help solve the problems that society faces	3.85	.891
Social justice requires that we help those who are less fortunate than ourselves	3.71	.994
Solving societal problems is something each of us can contribute to	4.02	.860

According to Muhmode (2021) Likert scale result of 3.4 or above is interpreted as positive and in agreement with the statements evaluated. Results in Table 4.19 show that all items were rated above the agreement category with the statement “Solving societal problems is something each of us can contribute to” (4.02) having the highest responses followed by the statement “I could figure out a way to help solve the problems that society faces” (3.85) and “Social justice requires that we help those who are less fortunate than ourselves” (3.71). Lastly, the statement “I am convinced that I personally can make a contribution to address social challenges if I put my mind to it” rated at (3.84). This means overall items in the social entrepreneurial self-efficacy seems to be relevant among MBA students that participated in the survey.

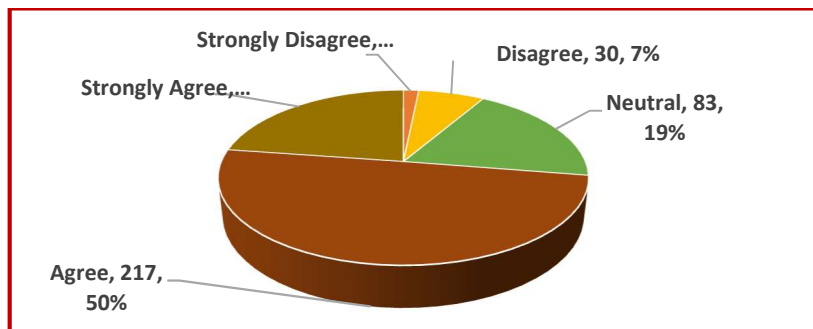


Figure 4. 39 Social Entrepreneurial Self-Efficacy summary graph

Figure 4.39 show the overall scale ratings for the 4 social entrepreneurial self-efficacy items for example all agree responses were added together for the items to get a total. The majority of responses 73% are in agreement with the statements, followed by 19% undecided responses and 8% of responses are in disagreement. This result

shows that the respondents perceived SESE to be a good predictor of SEI in the responses to the items as summarized.

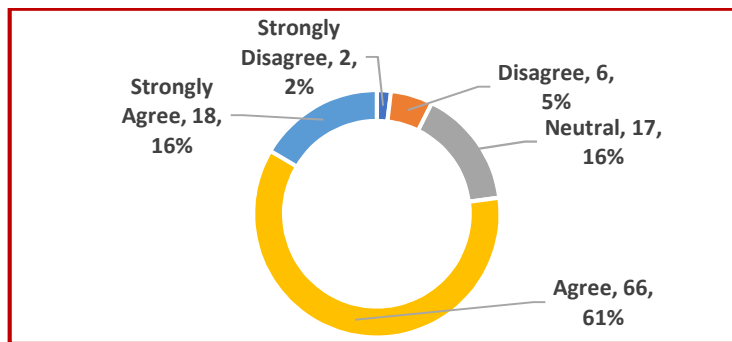


Figure 4.40 I am convinced that I personally can make a contribution to address social challenges if I put my mind to it

Figure 4.40 shows the responses on the level of agreement on the statement “I am convinced that I personally can make a contribution to address social challenges if I put my mind to it” with majority 77%, agreeing with the statement, 16% undecided and 7% of respondents disagreeing strongly. This result shows that student perception on the opportunities that social entrepreneurship can provide will encourage students to participate in solving social challenges.

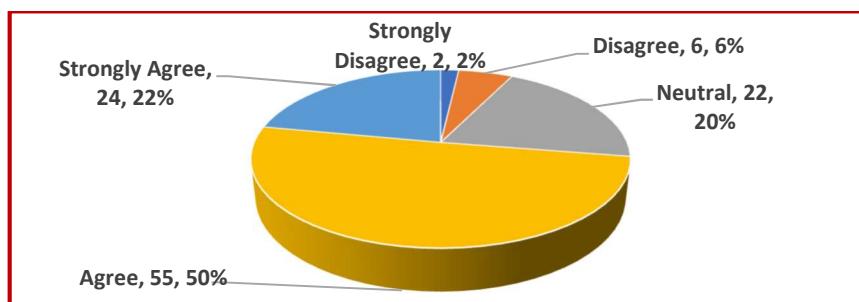


Figure 4.41 I could figure out a way to help solve the problems that society faces

Figure 4.41 shows the responses on the level of agreement on the statement “I could figure out a way to help solve the problems that society faces” with majority 72% agreeing with the statement, 20% undecided and 8% responses disagreeing. This

result shows that innovation that is finding new ways to address social problems is again perceived as the new dimensional approach to social problems solutions.

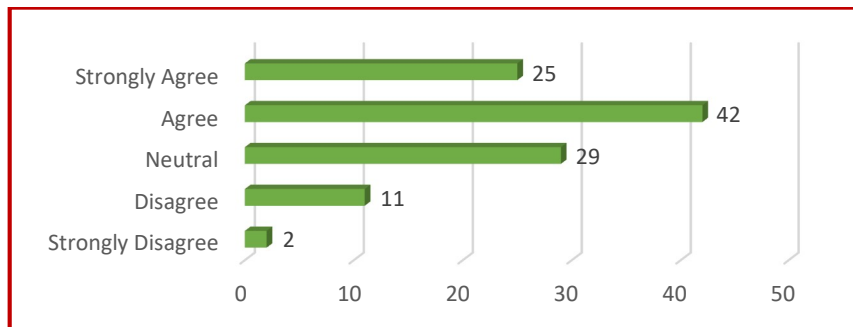


Figure 4.42 Social justice requires that we help those who are less fortunate than ourselves

Figure 4.42 shows the responses on the level of agreement on the statement “Social justice requires that we help those who are less fortunate than ourselves” with majority n=67 agreeing with the statement, n=29 undecided and n=13 disagreeing. The results show that sharing to improve the conditions of less privileged is a humanitarian concern is the primary motivation to creating a social enterprise.

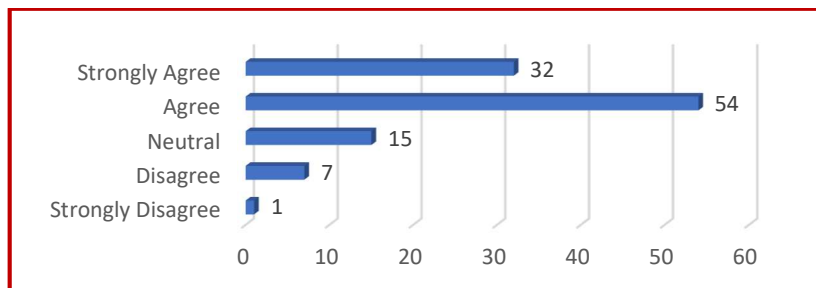


Figure 4.43 Solving societal problems is something each of us can contribute to

Figure 4.43 shows the responses on the level of agreement on the statement “Solving societal problems is something each of us can contribute to” with majority 83 responses agreeing with the statement, 15 undecided and 8 responses disagreeing. This result shows that generally, the perception is that a group contribution in addressing social problems rest with all capable persons.

4.3.8 PRIOR EXPERIENCE

The construct of prior experience examined the respondent's level on the knowledge and understanding of social organisations and working on social projects addressing social challenges of the society. Researchers like Hockerts (2017) and Lacap *et al.* (2018) agree that prior work experience is one variable that is the most regularly indicated variable to influence the intention to start an enterprise that has less focus on commercial approach to entrepreneurship. Prior experience was investigated using 3 items like for example "I have worked or volunteered to work for social organisations

Table 4.20 Prior experience 3 item reliability and validity test

Prior Experience 3 items reliability and validity test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.712	.721	3

The table 4.20 shows the reliability and validity score of .712 for the prior experience independent variable that is an acceptable level of internal consistency of the scale used for the variable. Due to this result this variable can also now be included in the further correlation analysis to test relationship with the dependent variable of social entrepreneurial intentions.

Table 4.21 Prior experience 3 item descriptive statistics

Prior Experience 3 items descriptive statistics	Mean	Std. Deviation
I have some experience trying to solve social problems	3.36	1.067
I know a lot about social organisations	3.17	1.076
I have worked or volunteered to work for social organisations	3.03	1.287

According to Muhmode (2021) Likert scale result of 3.4 or above is interpreted as positive and in agreement with the statements evaluated. The results in Table 4.21 show that students have rated this variable neutral and in disagreement as per the 3.4 threshold indicating prior experience has received negative rating on the statements evaluated.

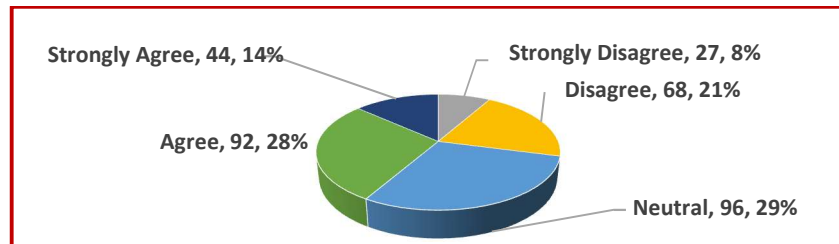


Figure 4.44 Prior experience variable summary graph

Figure 4.44 show the overall scale ratings for the 3 prior experience items combined for each rating scale for example all agrees responses were added together for the items to get a total. The majority of responses 42% are in agreement with the statements constituting the variables across all items in the construct with equal outcome of 29% for undecided and disagreement responses respectively.

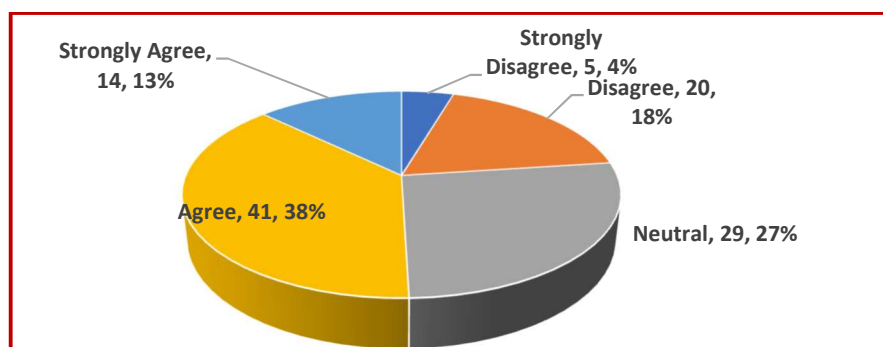


Figure 4.45 I have some experience trying to solve social problems

Figure 4.45 shows the responses on the level of agreement on the statement “I have some experience trying to solve social problems” with majority 51% agreeing with the statement, whereas 27% is undecided and 22% disagreeing respectively. This

result is actually indicating some level of exposure in attempting to address social problems.

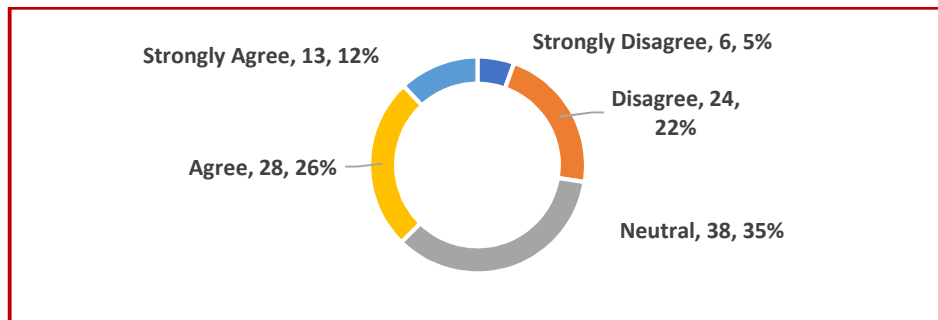


Figure 4.46 I know a lot about social organisations

Figure 4.46 shows the responses on the level of agreement on the statement "I know a lot about social organisations" with majority 38% agreeing with the statement, 35% undecided and 28% responses disagreeing. This result shows that the information on social organisations is not readily available in such a format that it influences the students to seek and be interested to act upon.

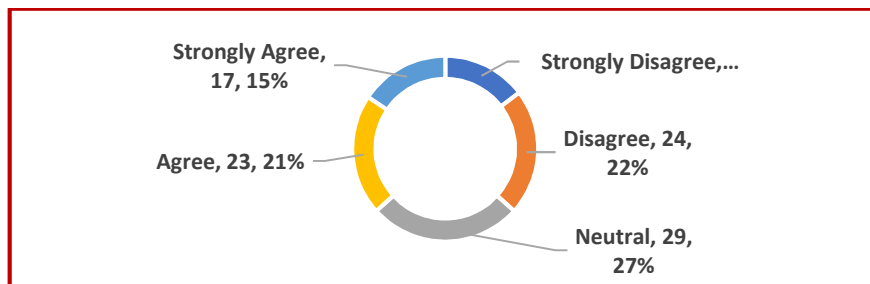


Figure 4.47 I have worked or volunteered to work for social organisations

Figure 4.47 shows the responses on the level of agreement on the statement "I have worked or volunteered to work for social organisations" with majority 37% disagreeing, 36% agreeing with the statement and 27% undecided. This result shows that exposure to social organisations as part of curriculum is lacking in addition to access to social network to be actively engaged in the social educational activities.

4.4 CORRELATION ANALYSIS

Correlation analysis is conducted to measure the level of interrelationship between independent and dependent variables or whether such relationship even exists (Jain & Cherry, 2019b). The correlation of each variable is depicted as below sections for each variable.

Table 4.22 All Variables Correlation coefficients and significance

Independent Variable (SEI)	Correlation coefficient	Significance
Personal Attitude	.422	.000 (p<0.01)
Perceived Behavioural Control	.415	.000 (p<0.01)
Empathy	.275	.004 (p<0.01)
Moral Obligation	.263	.006 (p<0.01)
Social Entrepreneurial Self-efficacy	.410	.000 (p<0.01)
Perceived Social Support	.483	.000 (p<0.01)
Prior Experience	.398	.000 (p<0.01)

Source: Own research findings

Table 4.22 shows that all variables have a positive correlation that is significantly statistical at 99% confidence level and 1% error margin. For this study, the results as shown in Table 4.22, the scores achieved can be ranked as weak positive and moderate positive correlations (Jain & Priya, 2019a). The results further show that independent variables empathy (.275) moral obligation (.263) and prior experience (.398) are all positive but have weak correlation whilst personal attitude (.422) perceived behavioural control (.415) social entrepreneurial self-efficacy (.410) and

perceived social support (.482) have positive moderate correlation with social entrepreneurial intention.

4.5 DISCUSSIONS

This study analysed the determinants of social entrepreneurial intentions among the MBA students at the Namibia Business School using the theory of planned behaviour as the basis of the investigation. It also added other variables like social entrepreneurial self-efficacy, social entrepreneurial intent and prior experience, as derived from the literature and combined with the theory of planned behaviour propositions (Hockerts, 2017; Chinaire *et al.*, 2021). The following section provides the correlation analysis for each variable construct with respect to social entrepreneurial intention.

4.5.1 CORRELATION RELATIONSHIP BETWEEN PERSONAL ATTITUDE AND SOCIAL ENTREPRENEURIAL INTENTIONS

Personal attitude is regarded as an important attribute contributing to social entrepreneurial intention formation among students as it is the ability to assess the entrepreneurial activity to have positive or negative outcomes (Bacq & Alt, 2018; Hockerts, 2017, Chinaire *et al.*, 2021).

Table 4.23 Correlation Personal Attitude and SEI

Dependent Variable	Personal Attitude
SEI Pearson Correlation	.422
Spearman correlation coefficient	.340
Sig. (2-tailed)	.000

Spearman significance result	<.001
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Source: Own research compilation

Table 4.23 shows the statistically significant moderate positive relationship between personal attitude and the dependent variable SEI at ($p < 0.01$) 2-tailed level. This result is in conformity with the studies of Tiwari *et al.* (2017a) and Mohammed, Fethi and Djaoued (2017) who found that attitude impacts students' interest in social entrepreneurial intentions. In their Namibian study, Wach *et al.* (2021) found attitude towards behaviour related positively as well. This result shows that students have positive outcome assessment of the reasons for being a social entrepreneur.

4.5.2 CORRELATION RELATIONSHIP BETWEEN PBC AND SOCIAL ENTREPRENEURIAL INTENTIONS (SEI)

Table 4.24 shows that PBC has a moderate positive relationship with SEI at .415 with statistical significance of $p < 0.01$ in the 2-tailed test. Many prior studies have similar findings (Luc, 2018; Hockerts, 2017; Chinaire *et al.*, 2021).

Table 4.24 PBC and SEI Relationship

Dependent Variable	PBC
SEI Pearson Correlation	.415
Spearman correlation coefficient	.369
Sig. (2-tailed)	.000
Spearman significance result	<.001

Source: Own research compilation

4.5.3 CORRELATION RELATIONSHIP BETWEEN EMPATHY AND SOCIAL ENTREPRENEURIAL INTENTIONS

Table 4.25 shows that empathy has a weak positive relationship with SEI at .275 with statistical significance of $p < 0.01$ for the 2-tailed test. Many prior studies have similar findings (Hockerts, 2017a, 2017b; Fatoki, 2018; Bacq & Alt, 2018; Rambe & Ndofirepi, 2019; Ip *et al.*, 2017) on the significance of the relationship. Empathetic individuals understand other person's situation, situation and intends to address those challenges timely (Chinaire *et al.*, 2021; Akhter *et al.*, 2020). These results show that students perceive empathy to be an influential determinant of SEI.

Table 4.25 Empathy an SEI Relationship

Dependent Variable	Empathy
SEI Pearson Correlation	.275
Spearman correlation coefficient	.236
Sig. (2-tailed)	.004
Spearman significance result	.014

Source: Own research compilation

4.5.4 CORRELATION RELATIONSHIP BETWEEN MORAL OBLIGATION AND SOCIAL ENTREPRENEURIAL INTENTIONS

Table 4.26 shows that moral obligation has weak positive relationship with SEI at point .263 with statistical significance $p < .05$ on the relationship. Authors like Ip *et al.* (2017) and Hockerts (2017) found a negative relationship on this construct with SEI. Generally, the literature argues that motivation to engage in social venture is not a moral obligation consideration but rather a matter of personal acceptance and seeking societal good standing (Fatoki, 2018). In addition, Rambe and Ndofirepi (2019) has

found moral obligation to have no statistical significance among students with social entrepreneurial intentions.

Table 4.26 Moral Obligation and SEI relationship

Dependent Variable	Moral Obligation
SEI Pearson Correlation	.263
Spearman correlation coefficient	.214
Sig. (2-tailed)	.006
Spearman significance result	.025

Source: Own research compilation

4.5.5 CORRELATION RELATIONSHIP BETWEEN PSS AND SOCIAL ENTREPRENEURIAL INTENTIONS

Table 4.27 shows that PSS has moderate positive relationship with SEI at point .483 with statistical significance (0.000) on the relationship at $p < 0.01$ at the 2-tailed level. This result is in confirmation with the findings among students (Akhter *et al.*, 2020; Ip *et al.*, 2019; Hockerts, 2017). Maintaining a social network of significant important people and recognizing their views can assist the social entrepreneur in achieving milestones of the social venture and becoming a sustainable enterprise especially family support (Fatoki, 2018). In fact, for this study this variable has the highest score of positive correlation with SEI.

Table 4.27 PSS and SEI Relationship

Dependent variable	PSS
SEI Pearson Correlation	.483
Spearman correlation coefficient	.513

Sig. (2-tailed)	.000
Spearman significance result	<.001

Source: Own research compilation

4.5.6 CORRELATION RELATIONSHIP BETWEEN SESE AND SOCIAL ENTREPRENEURIAL INTENTIONS

Table 4.28 shows that SESE has moderate relationship with SEI at point .410 with statistical significance (.000) on the relationship at $p < 0.01$ at the 2-tailed level. Many prior studies have similar findings (Hockerts, 2017a, 2017b; Fatoki, 2018; Lacap *et al.*, 2018; Bacq & Alt, 2018) however, Ip *et al.* (2017) has found SESE not to be related to SEI.

Table 4.28 SESE and SEI Relationship

Dependent Variable	SESE
SEI Pearson Correlation	.410
Spearman correlation coefficient	.358
Sig. (2-tailed)	.000
Spearman significance result	<.001

Source: Own research compilation

4.5.7 CORRELATION RELATIONSHIP BETWEEN PRIOR EXPERIENCE AND SOCIAL ENTREPRENEURIAL INTENTIONS

Table 4.29 shows that prior experience has weak positive relationship with SEI at point .398 with statistical significance of .000 on the relationship at $p < 0.01$ at 2-

tailed level. This result is in agreement with prior studies with similar results (Hockerts, 2017, Ip *et al.*, 2017).

Table 4.29 Prior experience and SEI Relationship

Dependent variable	Prior Experience
SEI Pearson Correlation	.398
Spearman correlation coefficient	.340
Sig. (2-tailed)	.000
Spearman significance result	<.001

Source: Own research compilation

4.6 MULTIPLE REGRESSION ANALYSIS

In this research multiple regression analysis is conducted to analyse the effects of the determinants on SEI and also to explore the causal relationships amongst the variables.

Table 4.30 Multiple Regression Analysis

Model Summary ^a					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.649 ^b	.421	.381	.59534	1.803

a Predictors (Constant) prior experience, moral obligation, Attitude, PSS, Empathy, PBC, SESE

b Dependent variable SEI

Source: Own research compilation

The R value is the strength of the prediction the independent variable has on the dependent variable normally referred as the correlation coefficient. In this study

result $R=.649$ indicates a high level of prediction. R^2 also known as the coefficient of determination is the metric that shows the percentage of the variation in the independent variable that is caused by the independent variables (Jain & Chetty, 2019a). The results show that 64.9% of the variability in the SEI is explained by the independent variables meaning the explanatory variables well explain the variations in SEI. According to Fragoso, Rocha-Junior and Xavier (2019) a R value of 50% or above is very good measure for explaining the variations indicating that the regression model well presents the SEI. The value of Durbin-Watson result is 1.803 which is statistically satisfactory within acceptable range of 1.5 and 2.5 which is measure for the autocorrelation between the variable constructs (Akhter *et al.*, 2020).

Table 4.31 Analysis of Variance (ANOVA)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.720	7	4.674	10.497	.000 ^b
	Residual	15.949	101	.445		
	Total	32.813	108			

a. Dependent Variable SEI

b. Predictors (Constant) Prior experience, Moral obligation, Attitude, PSS, Empathy, PBC, SESE

Source: Own research compilation

Table 4.31 shows the analysis of the variance in the regression model and finds it statistically significant at $p=.000$ which is $p<.005$. This significance indicates that the independent variables significantly predict SEI and the model is a good fit for the data.

Table 4.32 Multiple regression analysis of the effects of the determinants on SEI

Coefficients ^a						
Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	-.039	.449		-.088	.930
	Attitude	.106	.098	.107	1.081	.282
	PBC	.128	.109	.116	1.173	.244
	Empathy	.089	.089	.093	1.001	.319
	Moral Obligation	.018	.096	.018	.188	.851
	SESE	.111	.123	.092	.898	.372
	PSS	.322	.091	.306	3.521	.001
	Prior Experience (PE)	.262	.073	.282	3.563	.001

a Dependent variable SEI

Source: Own research compilation

Table 4.32 shows the predictive nature of the variables under the unstandardized B coefficients. For example, for each unit of variance in SEI prior experience would be accounting for about 26.2% and PSS 32.2% respectively. Interestingly, the results also show that both major contributors of prior experience and perceived social support have statistical significance at $p < .001$.

4.7 SUMMARY

In this chapter the results of the study were presented and analysed. The conceptual framework of determinants influencing SEI were assessed with weak to

moderate association with the social entrepreneurial intentions. The prediction model for the SEI for each independent variable was shown. Perceived social support at .483 had the highest level of correlation with SEI, followed by personal attitude, perceived behavioural control and social entrepreneurial self-efficacy. In response to the research questions, eight variables were assessed as determinants influencing the SEI among students. PSS and prior experience had major predictive levels for the SEI. Hence, the analysis answered the research questions adequately and tested the determinants of the social entrepreneurial intentions among students at the Namibia Business School. The final chapter concludes the study and makes recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides conclusions and recommendations of the study. The study identified and assessed eight determinants that influence SEI among MBA students at the Namibia Business School in Namibia. The variable constructs are personal attitude, perceived behavioural control, empathy, moral obligation, perceived social support, social entrepreneurial self-efficacy, social entrepreneurial intent and prior experience. From the analysis performed, these determinants have an impact on SEI. The findings are based on four research questions namely:

- What are the determinants of social entrepreneurial intentions among MBA students at the Namibia Business School in Windhoek Namibia?

The subsequent research questions are:

- What are the determinants of social entrepreneurship?
- What are the determinants of entrepreneurship intentions among university students?
- What are the determinants of social entrepreneurial intentions among MBA students in Namibia?

Prior research indicates that entrepreneurship enables creation of new employment opportunities, and that this entrepreneurial behaviour can be predicted by many factors that are individual, institutional and contextual in perspective (Rambe & Ndofirepi, 2019; Urban & Kujinga, 2018). At the origin of entrepreneurship academic enquiry, the focus was on the person who portrayed entrepreneurial behaviour by trying to understand the personality traits. However, this focus has shifted to external factors that influence the formation of intention of entrepreneurship and the subsequent

mediating effect of these personality traits on the determinants of entrepreneurship (Anh *et al.*, 2021).

5.2 SUMMARY OF FINDINGS

The study assessed the determinants of social entrepreneurial intentions among MBA students by answering research questions. Firstly, the determinants of social entrepreneurial intentions among MBA students at the Namibia Business School in Windhoek Namibia are perceived social support, personal attitude and perceived behavioural control. Perceived social support has highest predictor of SEI amongst the students followed by prior experience. Secondly, the determinants of entrepreneurial intentions among students are empathy, self-efficacy and social support this determinants are despite many studies that find contrary results. Finally, the literature as reviewed indicates the determinants of social entrepreneurship as being an individual, socio-economic and institutional contextual factors.

The study adopted a stratified random sampling technique, which sampled 136 first year students for the 2021 academic year across all MBA fields. A response rate of 80% was achieved and the Statistical package for Social Sciences (SPSS) version 27 and Microsoft Excel version 2016 were used for data analysis applying descriptive and inferential statistics respectively. A two-section online self-administered questionnaire was designed using Google forms. It was distributed using email for completion online. Section one collected demographic data about the MBA field of study, age, family background with respect to entrepreneurship, years of experience as employed or self-employed person.

Section two consists of eight variable constructs measured using five-point Likert scale items. Female respondents accounted for 57%, whilst the 26-35 age group

had 61% of the respondents. It was revealed that most respondents were employed, with 37% being self-employed. The Cronbach's Alpha of .784 for all measuring items was acceptable (above .7) for the reliability of the internal consistency. The findings indicate that perceived social support (.483) has the highest positive correlation with SEI, followed by personal attitude (.422) and perceived behavioural control (.415). Empathy (.275) moral obligation (.263) and prior experience (.398) have weak positive correlations with SEI. On the predictive characteristics of the determinants, PPS contributes 32.2% and prior experience contributes 26.2% of on the SEI. All variables contribute 64.9% of the variability of the SEI. These findings are important for academic practitioners in the development of social entrepreneurship education to increase the inclination of students to start social ventures through a process of experiential learning as students being the main role players (Hockerts, 2018). Equally, policy makers are encouraged through these findings to enhance social entrepreneurial intentions of students through relevant policy interventions as detailed in some recommendations from the study.

5.3 CONCLUSIONS

This study sought to assess the determinants of social entrepreneurial intentions among MBA students at the Namibia Business School at the University of Namibia and identified eight variable constructs. The constructs are personal attitude, perceived behavioural control, empathy, moral obligation, perceived social support, social entrepreneurial self-efficacy, social entrepreneurial intent as dependent variable and prior experience. From the assessment it was found that these determinants have an impact on social entrepreneurial intention using both correlation and regression analysis. The results illustrate that positively statistically significant relationships exist and the determinants can predict social entrepreneurial intentions.

Equally, literature review and ongoing addition of variables or factors to be used as moderating the antecedents of SEI are increasing both internally and externally to the individual. As shown in this study, SE intentions can predict SE behaviour and hence an action to encourage these intentions must start with the understanding of the factors that influence SE intentions. This study makes the contribution in this field of research about MBA students when assessing the determinants of social entrepreneurial intentions of first year MBA students in all fields of study at the NBS. Specifically, the research questions are answered on the variables that influence the social entrepreneurial intentions among MBA students as adopted from prior studies and found their relationship to be positive and also predictors of the dependent variable SEI. Despite the varying level of relationship, results show that all variables used in this study, namely: personal attitude, perceived behavioural control, empathy, moral obligation, perceived social support, entrepreneurial self-efficacy, social entrepreneurial intent as the dependent variable and prior experience have a positive relationship with SEI. This result implies that, to encourage social entrepreneurial intentions among MBA students, NBS must design academic curriculum with practical projects to empower students to become social entrepreneurs in the future.

Finally, social entrepreneurship is a global phenomenon which is practiced worldwide to reduce unemployment, accelerate economic growth and encourage social development in a changing societal environment; therefore, also shifting the entrepreneurship research focus. In this regard, entrepreneurship research was aimed at understanding the intentions and its influential determinants that predict entrepreneurial planned behaviour, however what is now being advanced attempts to fill the gap that exists between entrepreneurial intention and subsequent

entrepreneurial behaviour that creates social ventures to increase entrepreneurial activities.

5.4 RECOMMENDATIONS

The study looks at the determinants of social entrepreneurial intentions among students as the implications of the study will be mostly viable to institutions of higher learning wishing to encourage social entrepreneurship career choices. The learning outcomes must also go into the direction of social entrepreneurship curriculum introduction in similar content to commercial entrepreneurship training. Social learning is increasingly becoming an initiative for institutions to encourage students to address real societal problems through innovative approaches as part of the learning exercise. In understanding the results, students should be regarded as the change agents and play that role as expected through the collection of knowledge and understanding through the entrepreneurship process when learning with exposure to social ventures. This practical process can improve the social value creation as one of the key components of social entrepreneurship education. Furthermore, teaching practitioners can be role models in pursuing social entrepreneurship with active engagement in practical community projects that are integrated with the assistance of structured student organisations, including government efforts.

This link with the government can be a long-term association with the students after studies are completed to function as intermediaries in future, potentially becoming social entrepreneurs as economic development agents. A multi-sectoral approach that includes participation from government, the private sector and academic institutions must promote social entrepreneurship through dedicated support for learning. More specifically, the Namibia Business School must set up support

structures and systems that provide infrastructure guidance to aspiring students as social entrepreneurs.

The additional support is that students require that institutions of higher learning consider developing social networks that can serve as a resourceful initiative for alleviating social problems where students can design the outcomes required. In fulfilling their role, institutions of higher learning must ensure that the entrepreneurial process is embedded into the education and learning programmes with the specific purpose for students to start a venture. This process should include a conducive environment characterized by mentoring and guidance, training projects, access to knowledge and if possible, work experience opportunities. In conclusion, this study shows that social entrepreneurship is a process that enables individuals to explore business opportunities, develop such opportunities into innovative solutions whilst finding funding for a new business that addresses social problems with concurrent commercial activities. In Namibia, where youth unemployment and poverty are prevalent, SE initiatives can enhance efforts that aim to address community social issues by offering better understanding of social entrepreneurial intentions among students as future entrepreneurs. Finally, social problems are faced globally causing the creation of global social networks for public support and awareness.

This chapter concludes the study on the assessment of determinants of SEI among MBA students at NBS with conclusion, brief summary of findings and appropriate recommendations have been made as per research findings for the institutional policymakers, lecturing practitioners and student practical learning outcomes.

5.5 RECOMMENDATIONS FOR FUTURE STUDIES

This study assessed the determinants of social entrepreneurial intentions amongst MBA students using eight factors and results show different relationship,

hence a further study may investigate those with not so strong correlation relationship to analyse the predictive strength. Furthermore, the study was based on the first year MBA students and further study could consider the final year MBA students to understand their intention in becoming social entrepreneurs. Finally, as this study was conducted in a single institution, further studies can include more institutions offering MBA studies.

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APPENDICES

Appendix A: Permission Letter



08 October 2021

TO WHOM IT MAY CONCERN

Re: MBA Entrepreneurship, Student – Mr. Gottlieb Naruseb Student Number-8933871

As part of our Masters Programme, students are expected to submit a research report after completion of their course-work. They need to explore in detail, some concepts and issues pertaining management strategies. To do that effectively, they need to conduct interviews and obtain practical examples.

Mr. Naruseb has chosen your organization to approach for information. It is against this background that I wish to kindly request you to assist Mr. Naruseb with the information he requires. Accept our assurance that the data will be used for academic purposes only. A copy of the completed document will be available at the Namibia Business School for perusal. His research synopsis indicates that his topic touches on "Assessing determinants of social entrepreneurial intentions among 2021 Namibia Business School students".

Your kind assistance is highly appreciated.

Yours sincerely

Greenfield Mwakipesile, Dr.
Senior Research Co-Ordinator
Namibia Business School
University of Namibia
Tel: +246 61 413 500
Fax: +246 61 413 512
Email: mwaki@g@nbs.edu.na



Appendix B: Questionnaire

Social Entrepreneurial Intentions

To gather information for academic purposes from MBA students on their intentions to start social enterprises

*Required

1. Which MBA Programme are you enrolled? *

Mark only one oval.

- Entrepreneurship
- Public Sector Management
- MBA Finance
- Natural Resources Management
- Management Strategy

2. Please select the appropriate age group. *

Mark only one oval.

- <18
- 18-25
- 26-35
- 36-45
- 46-55
- 55+

3. Please indicate entrepreneurship family background *

Mark only one oval.

- YES
- NO

4. Gender *

Mark only one oval.

Male

Female

5. Please indicate work experience (years) *

Mark only one oval.

No experience

1-5 years

6-11 years

12 years or more

6. Please indicate work experience (years) as self-employed. *

Mark only one oval.

No experience

1-5 years

6-11 years

12 years or more

7. Personal Attitude: Select your level of agreement with the following statements *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Being a social entrepreneur implies more advantages than disadvantages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A career as social entrepreneur is attractive for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had the opportunity and resources, I'd like to start a social enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a social entrepreneur would entail great satisfaction for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Among various options, I would rather be a social entrepreneur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Perceived Behavioural Control: Select your level of agreement with the following statements *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
To start a social enterprise and keep it working would be easy for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am prepared to start a viable social enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can control the creation process of a new social enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the necessary practical details to start a social enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to develop an entrepreneurial project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I tried to start a social enterprise, I would have a high probability of succeeding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Empathy: Select your level of agreement with the following statements *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When thinking about socially disadvantaged people, I try to put myself in their shoes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing socially disadvantaged People, triggers an emotional response in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel compassion for socially marginalised people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Moral Obligation: Select your level of agreement with the following statements *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is ethical responsibility to help people less fortunate than ourselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are morally obliged to help those who are less fortunate than ourselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social justice requires that we help those who are less fortunate than ourselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is one of the principles of our society that we should help socially disadvantaged people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Social Entrepreneurial Self-Efficacy: Select your level of agreement with the following statements *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am convinced that I personally can make a contribution to address social challenges if I put my mind to it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could figure out a way to help solve the problems that society faces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social justice requires that we help those who are less fortunate than ourselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving societal problems is something each of us can contribute to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Perceived Social Support: Select your level of agreement with the following statements *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
People would support me if I wanted to start an organisation to help socially marginalised people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I planned to address a significant societal problem people would back me up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is possible to attract investors for an organisation that wants to solve social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Social Entrepreneurial Intent: Select your level of agreement with the following statements *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I expect that at some point in the future I will be involved in launching an organization that aims to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a preliminary idea for a social enterprise on which I plan to act in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My goal is to become a social entrepreneur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Prior Experience: Select your level of agreement with the following statements *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have some experience trying to solve social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know a lot about social organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have worked or volunteered to work for social organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C: Language Editing Certificate



Mr. Shonhiwa Bakare

MBA, BSc Hons Soc | shonhiwabakare@gmail.com

CONTACT

PO Box 4244,
Vinetta, Swakopmund
Namibia

LANGUAGE & COPY-EDITING CERTIFICATE

27th August 2022

RE: LANGUAGE, COPYEDITING AND PROOFREADING OF GOTTLIEB !NARUSEB's THESIS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE OF THE NAMIBIA BUSINESS SCHOOL OF THE UNIVERSITY OF NAMIBIA

This certificate serves to confirm that I copyedited and proofread **GOTTLIEB !NARUSEB's** Thesis for the **MASTER OF BUSINESS ADMINISTRATION DEGREE** entitled: **ASSESSING DETERMINANTS OF SOCIAL ENTREPRENEURIAL INTENTIONS AMONG MBA STUDENTS IN WINDHOEK**

I declare that I professionally copyedited and proofread the thesis and removed mistakes and errors in spelling, grammar, and punctuation. In some cases, I improved sentence construction without changing the content provided by the student. I also removed some typographical errors from the thesis and formatted the thesis so that it complies with the University of Namibia's guidelines.

I have edited many Postgraduate Diploma, and Masters' Thesis, Dissertations for students studying with universities in Namibia and elsewhere. I have also copy-edited company documents and publications for Non-Governmental Organisations (NGOs) around the Southern African region.

Please feel free to contact me should the need arise.
Yours Sincerely,

Mr. Shonhiwa Bakare



SKM Bakare



@shonhiwabakare



+264816495143



Shonhiwa Bakare

Appendix D: Similarity Report



Document Information

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Submitter email	narusebg@gmail.com
Similarity	10%
Analysis address	mwakipg.unam@analysis.urkund.com

Sources included in the report

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