

ROLE OF STUDENTS IN ECONOMIC GROWTH TOWARDS INTENTION OF SOCIAL ENTREPRENEURSHIP DEVELOPMENT IN BANGLA DESH

Provakar Dev Barman*

MBA Student, MAHSA University, Malaysia

Email ID: mbaf20016109@mahsastudent.edu.my

&

Dr. Rasheedul Haque

Supervisor – Associate Professor, FBFAH,

MAHSA University, Malaysia

Email ID: rasheedul@mahsa.edu.my

ABSTRACT

To be a successful entrepreneur a person should have some qualities such as the capability of taking risks, thinking about the future, a good vision, intelligence and curiosity (Murnieks et al., 2014). This study is about the challenges which have a significant influence on the intention building process among the graduates in Bangladesh. As a developing country and high population level unemployment is increasing day by day. There are many social enterprises that are working for solving many social problems (Tally Press, 2016). Social entrepreneurship in a country provides sustainability in socio-economic development. This study has found social support as an indicator of other challenges such as Attitude, Education and Self-efficacy in order to measure the effect on social entrepreneurship intentions. Data has been collected through an online survey questionnaire from different universities in Bangladesh and analyzed by Smart PLS3. Attitude and Education have more influence over social entrepreneurship intention. It has been found from survey participants that some entrepreneurs are facing problems with the high charge of business approval certificates. Besides, at present E-commerce is taking a part of an entrepreneurial business that is more flexible, time-saving and cost-effective. Social entrepreneurship always refers to social benefit and socio-economic development and a social entrepreneur must have to consider whatever business he wants to do, there should be an outcome that brings advantage to the society.

Keywords: *Leadership, Self-efficacy, Social entrepreneurship, Socio-economic, Sustainability*

1. Introduction

Social entrepreneurship in a country provides sustainability in socio-economic development. Social entrepreneurs create a good value in our society and also they increase private value. They always think to find out new ideas to continue their business process (Dees, 1998). This desire is developed in the mind at an early age. Education is very important in social entrepreneurship because it helps for a better understanding of entrepreneurship and it influences their motivational level. In Bangladesh, the government and private agencies published the importance of social entrepreneurship in our society to develop the economic

situation of the country (Adnan, Yusoff & Ghazali, 2018, p. 1). There are many social enterprises that are working for solving many social problems. (Tally Press, 2016). Creating imaginative thoughts (Alvord et al., 2004) is tied with tending to social issues. Mair and Noboa (2006) have depicted social business as the innovative utilization of mixes of funding to search for circumstances entrepreneurship works as a building block to keep the development process sustained in a country.

This study has followed planned behavior theory as a basic and developed a new conceptual framework from the perspective of a developing country like Bangladesh. Generally, business entrepreneur organizations calculate their progress by profit and investment return. On the other hand, a social entrepreneur focuses on society's benefit in terms of return. But some social entrepreneur organizations consider profit because they have planned to expand or open a new service from their organization that will provide benefit to the society. Over the most recent couple of years, the possibility of 'social venture' has progressively developed in the corporate, public and non-benefit enterprises (Anderson et al, 2006). In created nations, where imbalances as far as financial development and monetary segregation actually exist (Chell, 2007), social business is especially applicable.

In Bangladesh, entrepreneurship education is already included in the courses as a subject. But it is not working effectively to build a strong intention for entrepreneurship. Researchers found attitude, subjective norms, education and Self-efficacy are the major factors that affect SEI (SEI-Social entrepreneurship intension) and they highly focused on entrepreneurship education (Kabir, Haque & Sarwar, 2017). Public organization grows exponentially and procures benefits alongside open worth improving motivation. In this study, I am going to add social support as a factor found in a model (Mair & Noboa, 2006) that also influences the intentions. The major objective is a non-benefit association named ASA was to reduce poverty in our society (Faruk, Hassan & Islam, 2013). There is a constructive outcome of instruction on business, and probably the best driver of business achievement is human resources picked up by advanced education (Unger et al., 2011). Frequently, on account of the constraint of common disasters and social detachment, people don't fulfill their fundamental enhancements of life. Indigenous individuals cut off tutoring spending for their kids to give a critical piece of cash to make sure about food needs because of monetary pain (Chowdhury, 2005). The identified problems in this study are lack of proper education, motivation, innovation, Poverty, skill and financial assistance from the government agencies.

2. Literature Review and Hypotheses

The improvement of entrepreneurship is not a commonly automatic process. It is basically the output of entrepreneurial intention including opportunities which was proposed by (Kabir, Haque & Sarwar, 2017). This study relates to the factors of a theory which is called planned behavior. If the intention is high then there is more possibility to take action (Ajzen, 1991). Education enhances the chance for innovating new opportunities as well as increases the possibility to take entrepreneurial action (Murnieks et al., 2014).

The major inspiration for any business enterprise is to make a profit, but social impact is the final objective of social enterprises (Marti & Mair, 2006). Social business visionaries assume a middle person's job in realizing change in the social circle and guarantee an assignment of social creation and propagation words (Liang et al ., 2017; Shamuganathan and Nga, 2010). A man normally finds a network need or issue and afterward turns into a social business visionary by starting and setting up a social endeavor (Dacin et al., 2010). Studies have indicated SEIs are impacted by segment factors (Wilson et al. 2007). For instance, recommended that ladies' business enterprise desires are ordinarily more vulnerable than men's. Age didn't have a considerable effect on enterprising aims (Abd Moen et al. 2004 and Liu et al. 2017).

A few researchers have noted, in any case, that the school of an individual enormously influences vocation decisions and business aims. Segment factors have hence been picked as contemplations to be broken down corresponding with their impact on the SEI. As an individual factor capability to take risks has a positive impact on the intention development process of social entrepreneurs (Hossain, Asheq & Arifuzzaman, 2019). The reason for social business visionaries is shown after some time, yet it is expected that it might start at the tertiary level and what edifies the students to be a social business visionary should be examined. Youngsters are more intrigued by get-togethers than moderately aged individuals (Prabhu, 1999) and this interest gets a more prominent advantage to society in the long haul. Their convictions additionally fluctuate from those of numerous more established grown-ups.

Natural, creative and excited youngsters are dynamic in certain exercises that make them a bit of leeway of a country and a change operator for the prosperity of the world (Davis, 2002). Only a couple analyzes clearly examined college understudies with sights set on social business (Davis and Peake, 2014). Rather than being educated or constrained to take up a social task, youthful social business visionaries create out of their own longing, commitment, assessments and decisions to decide their gifts, mentality, mindfulness and duties. In contrast to more established grown-ups, youngsters are consistently unconstrained, innovative and quick. Obviously, youth-drove functions furnish the network with a bit of leeway over the long haul (Davis, 2002).

As a market analyst, from Jean-Baptiste Say's perspective, a business person is somebody who utilizes cash flow to create higher creation and arrive at high profitability levels. Similarly, as with Schumpeter (1975), a trend-setter is an innovator. A created zone of business venture examines is the way toward forming goals. Besides, A business visionary is depicted as somebody who keeps on looking for development and somebody who utilizes ecological chances (Lacap et al, 2018). EI can be characterized as the perspective that drives an individual to make and assemble another undertaking, as per Bird (1988). Krueger and Carsrud (1993) proposed that EI was an aftereffect of devotion and responsibility to begin another undertaking.

The level of a person's assessment and his positive or negative thinking creates intention which changes the behavior. Social behavior helps to decide whether the behavior is intentional or not. A person's perception to control behavior and also explains, that either the controlling is hard for a person or it is easy. This controlling level depends on the capability

and outside resources of the person where more capability leads to more intention (Ajzen & Icek, 1991).

This study also followed a model developed by three (Kabir, Haque & Sarwar, 2017) about the factors of SEI. The following founded factors are responsible for influencing economic growth towards the intention of social entrepreneurship.

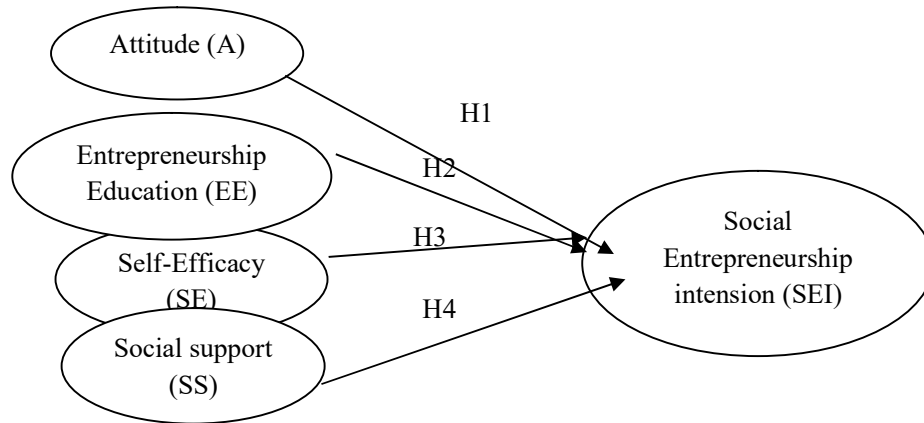


Fig.1: Conceptual framework and development of hypotheses

Here, Dependent Variable = SEI and Independent Variable = A, EE, SE & SS

2.1. Social Entrepreneurship Intention (SEI)

Social entrepreneurship Intention means the aspiration or eagerness of a person to install a social enterprise in our society (Von K. & Tran, 2016). And the reasons which cause obstacles in this process are referred to as factors. SEI is a person's mental movement that animates a person to turn into a social business visionary by gathering insight, producing thoughts and executing a social business methodology (Mair et al., 2006). SEI speaks to the mental activities of individuals, as indicated by Mair, et al. (2006), which guides them to learn the imaginative ability, novel ideas and new field-tested strategies to go about as a social business person. SEI might be seen as an individual's certainty and yearning to dispatch another social business endeavor (Tran and Von Korflesch, 2016).

2.2. Attitude (A)

It is an emotion which comes from physical language or physical perception of a person (Steenkamp & M.G., 2010). Attitude is an important part of human behavior and it influences human intentions. A person's positive or negative intentions depend on his/her attitude. Some researchers found that attitude can predict a person's intentions to be a social entrepreneur (Marques et. al, 2012)." Theorists have called for a distinction between two demeanor parts: full of feeling/experiential disposition and instrumental attitude. To involve with social activity social attitude is mandatory. Therefore, a hypothesis can be made from the above information.

H1: There is a significant relationship between Attitude (A) and Social Entrepreneurship Intention (SEI).

2.3. Entrepreneurship Education (EE)

This education helps students to implement intentions by the behaviors of entrepreneurship. (Linan, 2004). According to a research article entrepreneurial education is a matter that inspires a student to be intentional about starting a social entrepreneur business (Farashah & A.D., 2013). Instruction in a business venture is portrayed as the production of perspectives, practices and limits that can be applied as a business visionary during the profession of an individual (Wilson, 2009).

Education gives a clear idea about starting a social business, starting the business, maintaining financial activity, good teamwork and the implication of technology in the business firm. Researchers later began focusing on segment factors, for example, sexual orientation, age, level of training, and so on (Barnir, Watson, and Hutchins, 2011; Martin, McNally, and Kay, 2013). Scientists bit by bit went to psychological hypotheses to explore the impact of innovative individual contrasts on enterprising conduct because of the generally low degree of character attributes (Donnellon, Ollila, and Middleton, 2014; Nanda and Sørensen, 2010; Sivarajah and Achchuthan, 2013).

From a study in China, it is mentioned that they do not like traditional teaching for entrepreneurship. Traditional teaching is like giving a lecture in class and students attend the class as well as follow the class lectures. But in the new system with additional students in class create some groups among them and discuss analysis to make a new business plan. According to some other researchers' opinions, this system of education brings more positive emotions among the students (Li & Wu, 2019).

H2: There is a significant relationship between Entrepreneurship education (EE) and Social Entrepreneurship Intention (SEI).

2.4. Self Efficacy (SE)

It is the capability of a person about learning as well as performing it by activity to reach the goal. It also refers the problem-solving capability in or social daily life (Shelton & S.H., 1990). Its function in the making of pioneering goals was one of the main commitments to investigate enterprising self-adequacy. Boyd and Vozikis '(1994) extend the model of innovative aims of Bird (1988) in which they showed that self-adequacy was a significant middle person in assessing both the quality of enterprising goals and the likelihood that pioneering conduct would profit from those expectations. Krueger (2000) related self-adequacy to saw reasonability and innovative goal improvement. A few researchers, including McGrath (1999), Cardon and McGrath (1999), and Shepherd (2003), have talked about why there is no motivation to attempt again for endless business people who have endured business disappointment. Moreover, according to psychology literature self-efficacy

helps to build the capacity for self-protection which keeps the entrepreneur free from negative thinking about social entrepreneurial business.

H3: There is a significant relationship between Self-Efficacy (SE) and Social Entrepreneurship intention (SEI).

2.5. Social Support (SS)

Social business visionaries consider the assistance they may get from others including their loved ones while surveying the suitability of a social undertaking. On the off chance that a social business visionary gets social help from others of various foundations, the accomplishment of their association can expand (Stam et al., 2014). It was found that social support has a significant impact and there is a useful relationship between social support and another SEI (Farashah, 2013). Social help is how much a person's help and association with the social network with which he/she imparts legitimately or by implication causes that individual to feel cherished as well as thought about. Accordingly, social help is viewed as a structure block for the social and mental joining of business people into society. Social help has been partitioned by specialists into two fundamental measurements as upheld by family and friend bunch help. Companion bunches are comprised of people who are as of now in business and are proposed to offer proficient direction and help make a positive business fire-up climate for yearning business people (Bönte, Falck & Heblich, 2009). Social help is significant as it lets a man achieve comparable social enterprise results (Hockerts, 2015).

H4: There is a significant relationship between Social Support (SS) and Social entrepreneurship intention (SEI).

3. Methods

According to the type of study, I followed the online survey method to collect necessary data from the participants through a questionnaire using Google form where the questionnaire was developed with some questions as well as some statements of speech in multiple choice question formats. The participants were being requested to give their opinion on a 5-level scale (1=strongly agree to 5= strongly disagree). I was supposed to use Smart PLS software to run the samples and calculate results as well as reliability for each variable since it was popular, easy to use and helpful to get an accurate result. Total acceptable responses of the samples were above 95% in the total of 205 samples. From these samples, statistical analysis had been done to get the results where the analysis included descriptive statistical analysis, inter-correlation, regression analysis and other related things.

4. Data Analysis and Findings

The questionnaire was divided into three sections where the first section is the introduction, a brief description of the purpose of the research.

4.1. Demographic Analysis

From Table-1 (Demographic Variable) it can be seen that most of the respondents are between 20 to 29 years old in terms of age and it is (88.71%) compared to the total number of people. Graduate between thirty to thirty nine age is (10.25%) and graduates between forty to forty nine age are only (1.02%). In terms of gender, males have more responses to social entrepreneurship and the percentage is (66.15%) where females are lower (33.15%). In terms of education level or qualification bachelor's frequency is 149 (76.41%) out of total 195. Respondents from the master's level have 46 (23.58%) out of 195. The respondents from public universities are more (63.58%) and private (57.25%).

4.2. Model construction and test using PLS-SEM

To draw the model in Smart PLS-3 factors were uploaded initially. Every factor is called a latent variable in this software. The elements of these factors are symbolized as indicators.

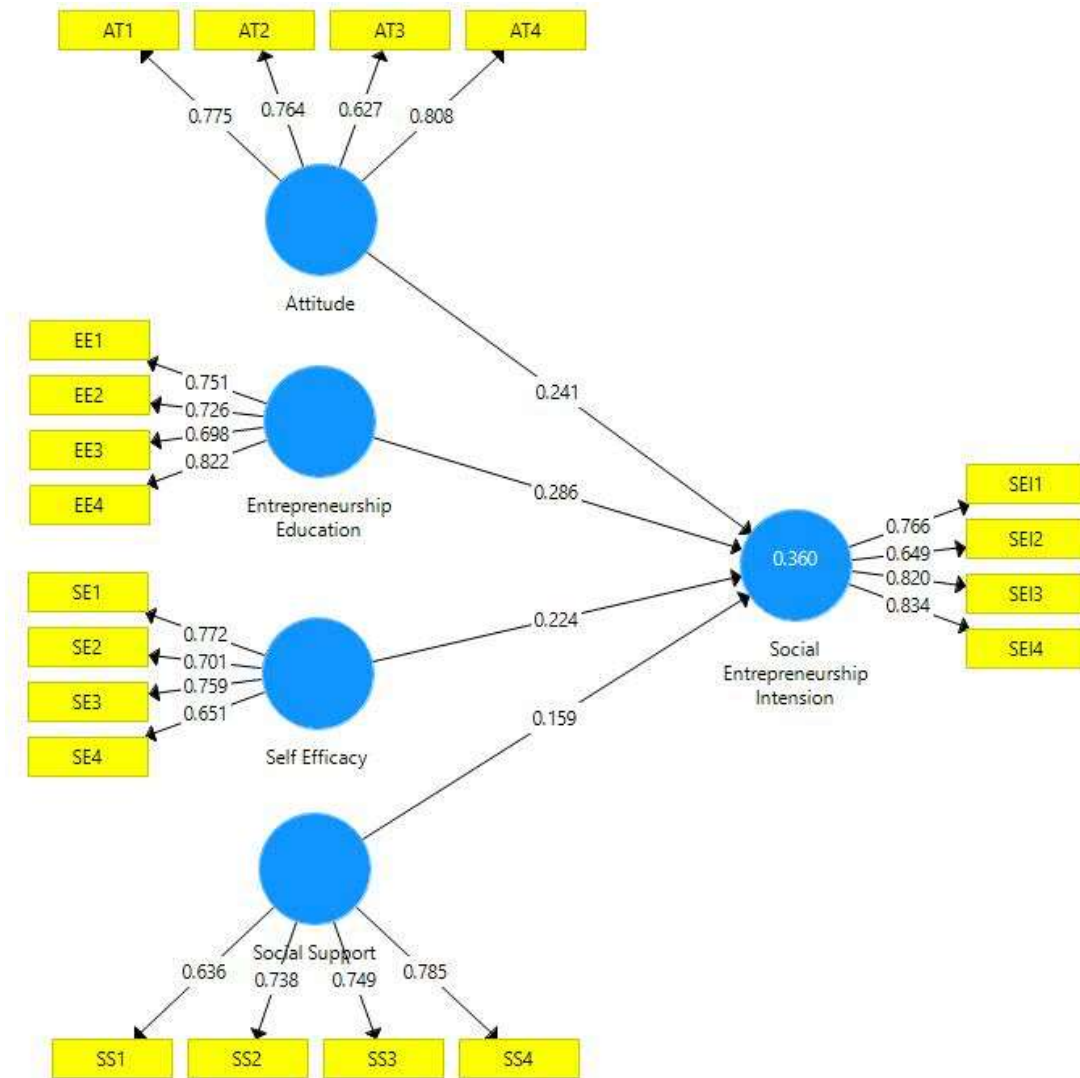


Fig. 1: Structural equation model of this study

The path Coefficient between Attitude and Social entrepreneurship intention is 0.241. In the path between entrepreneurship education as well as social entrepreneurship intention, the value for the path coefficient is 0.286. Path coefficient matrix between Self Efficacy and SEI is 0.224. Social support has also an effect on SEI building process but the value is lower than the other factors' effects. The path coefficient in the middle of social support and SEI is 0.159. Therefore, all the four factors denote thirty-six percent (36.0%) variance or fluctuation to the endogenous variable SEI. Social Entrepreneurship intention is an endogenous variable or latent construct because its values are measured by other 4 latent constructs. So, this is a dependable variable which value is impacted 36 % of its total amount. In other words, lack of these four independent factors could negatively affect the social entrepreneurship intention building process in a percentage of 36 to the young age graduates in Bangladesh.

4.3. Reliability Analysis

In Smart PLS after calculating PLS algorithm, reliability and validity have been calculated. According to Peterson and Kim (2013) Composite Reliability and Cronbach's Alpha both were used here to determine the reliability of data. According to Cid, Luis, (2013) Cronbach's Alpha generally should be greater than 0.70. But if the elements are low then values near 0.60 can be accepted as well. The alpha values are above 0.70 and all acceptable. However, at present time this method is considered as an old method. The new software like smart PLS-3 some researchers give more priority to the CR values in order to check reliability. From figure-2 every value of Composite Reliability is also greater than 0.70 which proves all the values are reliable. Besides, rho_A values can also be used for determining reliability. All values of rho_A exist between the range of Cronbach's Alpha and Composite Reliability which also represents the reliability for all five latent constructs.

4.4. Validity Analysis

From table 3, Average Variance Extracted (AVE) is used to measure the validity of the latent construct's values. AVE values should be greater than 0.5 to get the validity of data, Hanafiah, Mohd. (2016). All the values of AVE are greater than 0.5 which examine that the values are valid. The validity of the measurement model or outer model has been measured by three values such as Fornell-Larcker Criterion, Cross Loading and Heterotrait-Monotrait ratio (HTMT). From the fig.3 the 5 values (0.747, 0.751, 0.722, 0.771 and 0.729) are the square root of AVE. The FLC value of Attitude is 0.747 and the 4 co-relation values are less than the Attitude value 0.747 and it represents validity. In the same way, all co-relations are smaller than their main variables FLC values. From the figure-4 all HTMT values are less than 0.85 and it shows green color. In order to measure validity HTMT values should be lower than 0.85 (Kline RB, 2011). According to some other researchers, this value should be less than 0.90 for validity purposes.

4.5. Hypothesis testing

In this hypothesis testing, both correlation analysis and regression analysis results have been added after calculation from Smart PLS.

H1: There is a significant relationship between Attitude (A) and Social Entrepreneurship Intention (SEI).

The beta value for attitude from the original sample is $0.237 > 0.20$ (It could be significant) according to Hair et al. (2014). T statistics value from figure-5 in the appendix section greater than 0.96 means the relationship between the two variables is significant (Fung, Han Ping, 2015). So, the relationship is significant. Moreover, t value is the major parameter to measure the significance level in smart PLS3. Finally p value should be less than 0.05 or 5% for confidence test. P value represents the probability of null hypothesis to be true. Sometime P is also compared with alpha as $\alpha=0.05$ where less than 0.05 represents a significant distinction between two variables (Georgiou, Georgios 2018). Here, the p value for attitude is $0.009 < 0.05$. Therefore, this analysis has rejected null hypothesis and accepted H1.

H2: There is a significant relationship between Entrepreneurship education (EE) and Social Entrepreneurship Intention (SEI).

The path coefficient beta value for Entrepreneurship education is 0.291 which is greater than 0.20. This shows the relationship. From figure-5 The T statistics in the path from entrepreneurship education to social entrepreneurship education is 3.112 which is greater than 0.96. The P value is $0.002 < 0.05$ also represents there is a significant distinction in the middle of the two variables. Therefore, depending on the analysis the hypothesis for H2 can be accepted.

H3: There is a significant relationship between Self-Efficacy (SE) and Entrepreneurship intention (SEI).

The beta value in the path of self efficacy to SEI is $0.224 > 0.2$ and the sample is 0.225 which is also greater than 0.2. The T statistics 3.070 is greater than 0.96 means the relationship is significant. P value is 0.002 less than 0.05 showing a significant distinction between the independent variable Self-Efficacy and the dependent variable Social Entrepreneurship Intention. In other words, the probability to accept the null hypothesis is less than 5%. Therefore, this analysis rejects null hypothesis and the alternative hypothesis H3 is finally accepted.

H4: There is a significant relationship between Social Support (SS) and Social entrepreneurship intention (SEI).

In the path of social support, the beta value is $0.158 < 0.20$ (It could be partially significant). According to some other researchers, the beta value should at least higher than 0.1 and generally, it should be higher than 0.20. But for significance test t statistics has the major

priority. The t statistics for social support to SEI is $2.673 > 0.96$ refers to the relationship between those variables being significant. Besides p value is 0.008 which is also less than 0.05 and in the figure-7.1 of path coefficients, the p value is green. So, for social support is partially supporting beta value and fully supporting T statistics and P value as well. According to Fung H.P., 2015 in this case the alternative hypothesis can be accepted. Therefore, hypothesis H4 is taken.

4.6. R Square

From figure-6 R square refers to the measure in the model of regression which shows the variance or fluctuation of a dependent variable due to the influence of independent variables. Normally the acceptance for R square value is from 0 to 1 (Al Sayah, Mario, 2019). Some researchers mentioned the minimum acceptance value for R square is 0.20 or 20%. From the model of this study, the achieved R square value is 0.361 or 36.1%. The value was 36.0% before bootstrap sampling. This explains social entrepreneurship intention (SEI) has 36.1% variance due to the influence of four independent variables. In other words, its value represents the goodness to fit data with the regression model.

5. Summary of Results

Initially, it can be said that recent graduates have more intentions than older graduates or higher educated people who have Master or PhD degree. All values have remained in the standard range for reliability and showed green color. From figure-5 all path coefficients meet the requirements except social support's beta value where it has been ignored since the t and p value for social support has met the requirement. The model of this study given in figure 1 has shown path coefficients toward Social entrepreneurship Intention from Attitude (0.241) and Entrepreneurship Education (0.286) are higher than self-efficacy (0.224) and social support (0.159). Attitude and Entrepreneurship Education have a higher influence on SEI or it has a high affecting ability to the intention building process. The R square value 0.36 is within the range of 0 to 1. Therefore, it has supported the regression model.

6. Discussion

In this study, the model has been developed and analyzed according to the developing countries' perspectives. Before selecting these variables previous studies related to social entrepreneurship intention in Bangladesh have been followed. Since there are many obstacles, so it is hard to get success in Bangladesh. Some professionals mentioned government support. Some people who have started a new small business are facing problems in selling their products because some government employees are not giving importance to their work and are not considering their business size. For example, one business owner wanted BSTI certificate which will permit the company to sell their product but it demands a lot of money to get the certificate. But the business size is small and the capital invested in that business is not so high. Therefore, it is going to be a burden for them to run a social

entrepreneurship business. However, without realizing how to begin it nothing will happen. So the business visionary course is seriously needed at the college level. Most of the middle-class entrepreneurs do not get support from their families and that's why the change in social-economic conditions could be a good solution. To reduce the unemployment problem SEI is very potential. The population of Bangladesh is high compared to its area.

The first motivation comes from the elders of the family and family plays a major role to develop intention from an early age. Attitude comes from individual characteristics and a family also works to make one's that kind of attitude. Education helps to gain knowledge about SEI, its importance and its benefit to our society from it. Education helps to change the trend of only going for a job rather than starting a new entrepreneurship business. Then self-efficacy comes after gaining knowledge, motivation and attitude development. If people have the skill and good spirit to face challenges then the person can start a Social entrepreneurship business. At that starting point of a new social business social support comes into consideration. From survey participants' opinions, it has been found there is a high government approval certificate charge like BSTI approval, low motivation from family, low education. Some people have a positive attitude but they are scared to take the challenge to open a new business due to a lack of self potentiality. Therefore, Social entrepreneurship is beneficial to developing the economic situation, people's life quality and future with greater possibility.

7. Conclusion and Recommendation

Economic development can be achieved by increasing the number of social entrepreneurship businesses. This study is implicated with the self-dependency of people and creates a leadership capability in their entrepreneurial business. The unemployment problem faced by new graduates is a reason for frustration and Social entrepreneurship intention reduces this depression by providing a self-dependent productive way where they can apply their creativity. Moreover, considering the factors government could take steps to provide more facilities in this sector by making the procedure easy for small business approval for entrepreneurs. E-commerce is a new way to reduce the obstacles to starting a social entrepreneurship business. The study can be promoted by doing the survey among graduates with experienced professionals as well as the educated people who are added to different social entrepreneurship groups. In social entrepreneurship, intention capital is an important factor. It gives a person the courage to invest in new business. Moreover, leadership skills also get priority in the intention-building process of social entrepreneurship. A social entrepreneur must have to consider whatever business he wants to do there should be an outcome that brings social benefit and socio-economic development.

References

- Adnan, R. M., Yusoff, W. F. W., & Ghazali, N. (2018). The Role of Social Entrepreneurship in Malaysia: A Preliminary Analysis. *Advanced Science Letters*, 24(5), pp 3264–3269.
- TallyPress. (2016, April 1). *8 Malaysian Social Entrepreneurs Relieving Social Problems*. Vulcan Post. <https://vulcanpost.com/562701/social-entrepreneurship-malaysia/>
- Murnieks, C.Y., Mosakowski, E. & Cardon, M.S. (2014). Pathways of Passion: Identity Centrality, Passion, and Behaviour among Entrepreneurs. *Journal of Management*, Vol. 40 No. 6, pp. 1583 - 1606.
- Giustiniani, A. L. (2017, August). Study of Factors Influencing Social Entrepreneurs' Opportunity Recognition Process. *Researchgate*, 319275782.
https://www.researchgate.net/publication/319275782_Study_of_Factors_Influencing_Social_Entrepreneurs%27_Opportunity_Recognition_Process
- Kabir, S.M., Haque, A., Sarwar, A., (2017). Factors Affecting the Intention to Become an Entrepreneur: A Study from Bangladeshi Business Graduates Perspective. *International Journal of Engineering and Information Systems*, 1 (6), pp.10-19.hal-01580857f
- Mair, J. & Marti, I., (2006). Social entrepreneurship research: a source of explanation, prediction, and delight. *Journal of World Business* 41(1): pp. 36-44.
- Steenkamp, J.-B.E. and Jong, M.G. (2010). A global investigation into the constellation of consumer attitudes, *Journal of Marketing*, Vol. 74, pp. 18 - 40.
- Marques, C.S., Ferreira, J.J., Gomes, D.N. & Rodrigues, R.G. (2012). “Entrepreneurship education: How psychological, demographic and behavioral factors predict the entrepreneurial intention”, *Education + Training*, Vol. 54 No. 8/9, pp. 657 – 672
- Farashah, A.D., (2013). “The process of impact of entrepreneurship education and training on entrepreneurship perception and intention: Study of educational system of Iran”, *Education + Training*, Vol. 55 No. 8/9, pp. 865 - 885.
- Lacap, J. P. G., Mulyaningsih, H. D., & Ramadani, V. (2018). The mediating effects of social entrepreneurial antecedents on the relationship between prior experience and social entrepreneurial intent. *Journal of Science and Technology Policy Management*, 9(3), 329–346.
- Sahban, M. & Ramalu, S., Subramaniam. (2016). The Influence of Social Support on Entrepreneurial Inclination among Business Students in Indonesia. *Information Management and Business Review*. 8. 32-46.
- Ahuja, V., Akhtar, A. & Wali, O.P. (2019). Development of a comprehensive model of social entrepreneurial intention formation using a quality tool. *J Glob Entrepr Res* 9, 41.
- Akhter, A., Hossain, M. U., & Asheq, A. A. (2020). Influential Factors of Social Entrepreneurial Intention in Bangladesh. *The Journal of Asian Finance, Economics and Business*, 7(8), 645–651.
- Hossain, M. U., Asheq, A. A. & Arifuzzaman, S. M. (2019). Entrepreneurial intention of Bangladeshi students: impact of individual and contextual factors. *Problems and Perspectives in Management*, 17(4), 493-503.

- Nugroho, D., Purnomo, M., Hermanto, B., & Maulina, E. (2019). SOCIAL ENTREPRENEURSHIP INTENTION: A SYSTEMATIC LITERATURE REVIEW. *Russian Journal of Agricultural and Socio-Economic Sciences*. 88. 86-94.
- Ajzen, I. (2020). The theory of planned behavior: Frequently asked questions. *Human Behavior and Emerging Technologies*, 2(4), 314–324.
- Li, L., Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intention: does team cooperation matter? *J Glob Entrepr Res* 9, 35
- Drnovsek, M., Wincent, J. & Cardon, M. S. (2010). Entrepreneurial Self-Efficacy and Business Start-up: Developing a Multidimensional Definition. *International Journal of Entrepreneurial Behaviour & Research*. 16. 329-348.
- Peterson, R. A., & Kim, Y. (2013). On the Relationship between Coefficient Alpha and Composite Reliability. *Journal of Applied Psychology*, 98(1), 194-8.
- Chowdhury, R. M. M. (2017b, February 24). *Challenges for women entrepreneurs*. The Daily Star. <https://www.thedailystar.net/education-employment/challenges-women-entrepreneurs-1366573>
- Cid, Luis. (2013). Re: Cronbach's alpha below 0.7... Retrieved from: <https://www.researchgate.net/post/Cronbachs-alpha-below-07/5124d907e5438fcf4c000017/citation/download>.
- Hanafiah, Mohd. (2016). Re: *If a second order constructs AVE less than 0.5 is accepted in SEM?* Retrieved from: <https://www.researchgate.net/post/If-a-second-order-constructs-AVE-less-than-05-is-accepted-in-SEM/5770c78bed99e11e7616c4c0/citation/download>.
- Kline, R.B. (2011). *Principles and Practice of Structural Equation Modeling*, (Third Edition) New York: The Guilford Press
- Fung, H. P. (2015). Re: *How to accept or reject a hypothesis using PLS-SEM output?* Retrieved from: https://www.researchgate.net/post/How_to_accept_or_reject_a_hypothesis_using_PLS-SEM_output/54b3145fd3df3ec3288b4689/citation/download.
- Hair, J.F., Hult, G.T.M., Ringle, C.M. & Sarstedt, M. (2014). *A Primer on Partial Least Squares Structural Equation Modelling (PLS-SEM)*. Sage: Thousand Oaks.
- Georgiou, Georgios. (2018). Re: *What does it mean if the t-value is less than |1.96| and p-value less than 0.05?* Retrieved from: https://www.researchgate.net/post/What_does_it_mean_if_the_t-value_is_less_than_196_and_p-value_less_than_005/5b7747624921ee674a5c7050/citation/download.
- Al Sayah, Mario. (2019). Re: *What is the acceptable r-squared value?*. Retrieved from: https://www.researchgate.net/post/what_is_the_acceptable_r-squared_value/5c6841f6d7141ba50034abf5/citation/download.
- Ajzen, Icek. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*. 50. 179-211. 10.1016/0749-5978(91)90020-T.