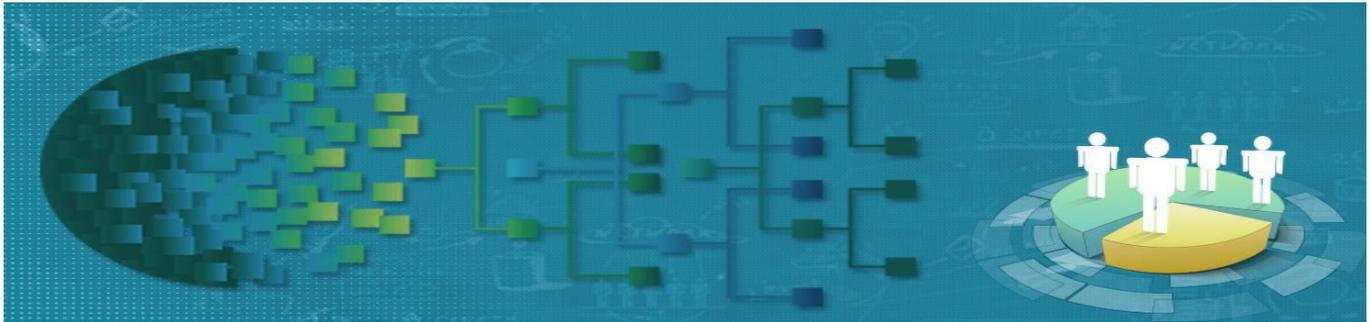


## SOCIAL ENTREPRENEURIAL INTENTION : THE CASE OF NATIONAL ECONOMICS UNIVERSITY'S STUDENTS



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### ABSTRACT

The paper is an empirical study, which aims at exploring which factors influencing the social entrepreneurial intention among students at National Economics University (NEU), Hanoi, Vietnam. The five major contextual factors including former entrepreneurship education, entrepreneurship experience, extra-curriculum entrepreneurship activity, role model and perceived support are taken into account in this study. A questionnaire with 34 items was conducted randomly at the campus in March 2017. Then, an exploratory factor analysis (EFA) was performed to test the validity of the constructs, and then confirmatory factor analysis (CFA), using AMOS, was used to test the significance of the proposed hypothesis model. The result shows that perceived support, role model, and extra activity are antecedents explaining social entrepreneurial intention while education, experience do not directly affect this intention. A discussion and implications of this finding for social entrepreneurship in Vietnam are also mentioned.

**Keywords:** social entrepreneurial intention, entrepreneurship education, entrepreneurship experience, extra entrepreneurship activity, perceived support, role model, student sample, Vietnam.

## I. INTRODUCTION

The year of 2015 is an exactly 40-year remarkable development of Vietnam from the Independent date 30th of April 1975. Under the public's eyes all over the world, Vietnam can be considered as an evidence of a successful country about recovering its economy from a severe damage because of the war as well as about its effort to an international integration ("The overview of Vietnam", on World Bank's website.) From one of the poorest countries in the world, Vietnam presently achieves a new threshold – a developing country with a middle-income class. However, the country's socio-economic sustainable development is putting Vietnam in a big challenge with a lot of urgent emerging hurdles such as climate change, environmental pollution, natural disasters, diseases, poverty, crime, corruption, economic crises, and so on. Therefore, WB calls on Vietnam's government should focus on the social structure reformation, sustainable environment, gender equality, as well as emerging social issues in the strategy of socio-eco development in the period from 2011 to 2020. Additionally, in the Resolution of the Government issued after the regular meeting in August 2014, the State of Vietnam again confirms the significantly important role of sustainable development and innovative growth models. In another way, it means that Vietnamese government, in particular, acknowledges the importance of entrepreneurship in general or social entrepreneurship.

Currently, social entrepreneurship is more and more nationally prevalent. There are some typical organizations such as Centre for Social Initiative Promotion (CSIP), Spark Vietnam Center for Social Entrepreneurship Development (Spark Vietnam), or other projects like VSEED, GreennoCom etc., which have been worked very actively with the same objective of promoting the social entrepreneurship movement. These are live evidence for promoting social entrepreneurship in practices. However, there is still lacking academic research in this topic, as it is still a brand new issue in Vietnam.

Furthermore, according to Krueger (2003), the growth of entrepreneurship depends on the quality as well as quantity of entrepreneurs. The more entrepreneurial thinking increases, the more entrepreneurs we have in a country. This issue relates closely to one of the classical questions for many decades that "why some people become entrepreneurs while others do not" (Shane & Venkataraman, 2000). In the specific context of social entrepreneurship, the same question is raised 'why becoming a social entrepreneur is chosen by someone, whilst it is not for others'. In other words, it is necessary to figure out 'which factors influence on people's intent to run a social enterprise'. In addition, to answer this question is the main purpose of the paper.

Furthermore, the number of publications and accessible empirical studies in social entrepreneurial intention is really small (Ernst, 2011; Mair & Noboa, 2006). Articles or works about social entrepreneurship mainly use qualitative methodologies in order to explore a new phenomenon, to discover nature of it. Especially, in Vietnam doing research in the field of social entrepreneurship is brand new, especially with the empirical perspective. Therefore, this empirical paper, which is trying to figure out which factors influencing on the intention of being a social entrepreneur from students, contributes empirical insights.

The study was conducted with data from students of National Economics University, Hanoi, Vietnam. There were 291 students taken into the survey in March 2017. The survey majorly focused on asking people to indicate their opinions on questions with regard to five contextual factors including education, experience, extra-curriculum activity, perceived support, and role model. All of the questions were evaluated with 5-point Likert-scale. Then data were analyzed by AMOS software. All detailed theoretical background, as well as the methodology for the paper, is mentioned in the following sections.

## II. THEORETICAL BACKGROUND

### Understanding of social entrepreneurial intention

Entrepreneurial intention usually refers to other frequently used similar terms such as entrepreneurial awareness, entrepreneurial potential, entrepreneurial propensity, entrepreneurial orientation, and so forth. Additionally, researchers recently often put entrepreneurship in the context of an operational process when they define entrepreneurial intention, resulting in a discrepancy. For example, Bird (1988) describes entrepreneurial intention as the state of mind that directs and guides the entrepreneur to act towards the implementation and development of new business concepts. Krueger (1993) defines entrepreneurial intention as a commitment to starting a new venture. Zhengxia Peng et al. (2012) state that entrepreneurial intention is a mental orientation such as desire, wish and hope to influence their choice of entrepreneurship. Doan Winkel et al. (2011) simply identify entrepreneurial intention as an individual's desire and determination to engage in new venture creation. In common, all researchers defining entrepreneurial intention based on the idea that intentions present a belief in which an individual will perform a certain behavior (Krueger, 2008) and entrepreneurship is a 'process of creating a new venture or new organization' (S. Shane and S. Venkataraman, 2000). So entrepreneurial intention can be understood as "a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future" (Thompson, 2009, p. 676).

Put the above definition into the context of social entrepreneurship, the social entrepreneurial intention in this paper is understood as a belief, desire, and determination of a person to set up a new social enterprise at one point in time in the future.

### Contextual factors influencing social entrepreneurial intention

There is a long tradition of entrepreneurship research, which has dealt with the question, why some people become entrepreneurs (Shane & Venkataraman, 2000; Teixeira & Forte, 2009). This question appeals a huge amount of studies with different perspectives and views. A lot of previous work contends that entrepreneurs are assumed to have certain personality traits, which made them unique, distinct from non-entrepreneurs such as creative, and innovative, propensity to take a risk, need for achievement, locus of control, etc. However, this approach is criticized that it may point out the difference between entrepreneurs and non-entrepreneurs but, does not answer the question 'why he/she run a business' as a lot of people have the same traits but don't have the same career. Even some researchers negatively proclaim that this trait approach is dead (e.g., Carsrud & Johnson, 1989; Gartner, 1989; Low & MacMillan, 1988; P. B. Robinson et al., 1991). In contrary, the cognitive approach although is new in entrepreneurship field, it is a solution for the limitations of the first one. Within the cognitive approach, the cognitive construct 'intention' has been proven as the single best predictor of planned behaviors (Ajzen, 1991). It is true that all planned behavior is intentional (Krueger, 2000, 2009). Although not all intention leads to action, no action will happen without intention (Krueger, 2000). Moreover, entrepreneurship is mostly discussed as a multi-step process leading to ventures creation (Krueger et al., 2000; S. Shane and S. Venkataraman, 2000; Rühle et al., 2009; Mühlbauer et al., 2010). Any decision to start a new business is planned rather than being a conditioned response (Krueger, Reilly & Carsrud, 2000). Therefore, entrepreneurial intention should be examined in studying entrepreneurship (S. H. Lee & Wong, 2004). As long as a person possesses the entrepreneurial intention, he or she is most likely to have the entrepreneurial behavior (Ajzen, 1991; Shaver & Scott, 1991; Krueger & Carsrud, 1993). Entrepreneurial

behavior results from cognitions and interactions between people and environment. It assumes that attitudes, perceptions, behaviors in general, and intention in particular, can be different in different contexts (Carsrud, 1993; Krueger et al., 2000). Thus, it makes sense that contextual factors should be examined empirically in term of relationship with entrepreneurial intention.

The concept of environmental variables here can be understood as including two basic categories named as objective and subjective environment. Examples of the objective environment are economic conditions, parental behaviors, peer influences as well as “how individuals make sense of, and respond to, what their environment provides” (Lent et al., 1994, p.37). The subjective environmental factor is something subjected to an individual’s interpretation, for instance, opportunities, resources, barriers, or affordances (Lent et al., 1994). Following the idea of contextual variables in the model of career development, Huuskonen (1997) again confirms that goals and plans do not grow from empty nothingness. Otherwise, they are shaped by interacting with the environment as well as persons themselves. The effects of the surrounding business and societal context may explain entrepreneurial activities. Additionally, there are numerous meta-analysis studies which also support for that argument (e.g., Sesen, H., 2013; Zhao, H. et al, 2005; Linan, F., 2008; Nguyen, 2016). These work focus more specifically on testing the relationships between entrepreneurship intention and some narrower and more concrete variables like entrepreneurship education, entrepreneurship experience, extra-curricular entrepreneurship activity, role model, perceived support. Following the same thought, this paper limits itself with paying an attention to relationships between such antecedents and intention in social entrepreneurship.

**Entrepreneurship education (Ed)**

Education and entrepreneurial training are important in promoting entrepreneurial activities. Especially, it has been considered as one of the important factors affecting entrepreneurial intention. The reason is that formal education is the basis for knowledge and skills, in the sense of a passage to entrepreneurship (Cooper & Park., 2008; Teixeira, 2010). It develops and fosters the entrepreneurial process, enhances entrepreneurial judgments as well as provides all tools needed for starting up new ventures (McMullen & Shepherd., 2006). People are less likely to be entrepreneurs if they are with limited education (Varghese & Hassan., 2012). Contrarily, they would be more motivated to do something or able to consider a career or self-employment if they feel they have relevant skills (Blackford et al., 2009). There are many statistical studies prove for this argument. For example, Kolvereid & Moen (1997) find out that, students with a major in entrepreneurship have higher intentions to initiate new businesses. Zhao et al (Zhao et al., 2005) also explore that, perceptions of formal learning from entrepreneurship-related courses as well as practices in entrepreneurship education have a positive relationship with entrepreneurial intention through a mediation of entrepreneurial self-efficacy. In addition, Newbold .K (2014) recently shows the result in his work that, students after participate in entrepreneurship education course scored higher in entrepreneurial self-efficacy, entrepreneurial outcome expectancy, and entrepreneurial intention. Therefore, here we expect that all of these findings can be applied in the context of social entrepreneurship as well. We propose:

**H1:** *Former entrepreneurship education (Ed) will relate directly and positively to social entrepreneurial intention (SEi).*

**Entrepreneurship experience (Ex)**

Dyke et al. (1992) stated that people make decisions and perform businesses based on their past business

experiences. They start doing businesses usually related to things they did before (Cooper, 1985). Specifically, entrepreneurship is a process consisting of identifying opportunity, collecting resources, organizing them and adapting strategies so that opportunity can be exploited (Shane, 2003). The experiences, knowledge, and skills people obtained through previous jobs will likely improve both competencies and expected returns for exploiting the opportunities (Davidsson & Honig, 2003). Moreover, Bill Drayton (Drayton, 2004) in his interview with Meehan said that entrepreneurial experiences are the first stepping-stone for social entrepreneurship because it can strengthen particular cognitive abilities concerning new ventures. Hereby, we expect:

**H2:** Entrepreneurship experience (Ex) will relate directly and positively to social entrepreneurial intention (SEi)

**Extra-curricular entrepreneurship activity (Act)**

Extra-curricular entrepreneurship activities (Act) are described here as all those activities offered inside and outside of universities with regard to entrepreneurship (Giudice et al., 2014) They include clubs, confraternities, associations, and campus events as well. These activities refer to business plan/business idea contests, entrepreneurship clubs, entrepreneurship forums, and entrepreneurship conferences etc. They contribute a significant function to develop students’ entrepreneurial competencies, interests, passions; and to provide practical insights into entrepreneurship that curricular education sometimes cannot or does not yet offer (Lilischkis et al., 2015). Therefore, these activities gently direct students to be more engagement in entrepreneurship. Recently, some empirical studies supported for this argument. Researchers find out that, students are more confident in their capacities to do business, more positive in their expectation of outcomes as well as more likely to start their own businesses if they involve themselves more in extracurricular entrepreneurship activities (Nguyen, 2016; Frodin et al., 2007; El-Khasawneh, 2008; Luthje & Franke, 2003). So, here in the context of social entrepreneurship, we propose:

**H3:** Extra-curricular entrepreneurship activity (Act) will relate positively and directly to social entrepreneurial intention (SEi)

**Perceived support (Ps)**

Perceived support (Ps) is understood as the expected encouragement and assistance of individual’s close surroundings to become a social entrepreneur. The close environment’s support leads people to believe that, they have adequate and more feasible abilities for an entrepreneurial career (Liñán & Santos, 2007). Generally, entrepreneurship is facilitated when information comes from a wide range of trustworthy personal contacts in a personal network (Johannisson, 1991). Especially, in the beginning of a venture, people use networks to exchange ideas and advice, generate new ideas, pursue visions and collect resources, rather than decrease uncertainty as in case of general management (Johannisson, 2000). Therefore, the optimism or pessimism of the social entrepreneur’s network often influences the idea development as well as the solution discussions. Here, important factors are not only direct contacts, but also numerous potential linkages to lawyers, bankers, venture capitalists, accountants, technical consultant, academics, customers, suppliers, or trade associations (Carsrud & Johnson, 1989). The perceived support from the currently existent business opportunities (e.g., access to capital, availability of business information) orients people to be more likely to make the decision of starting a new business. To conclude, we suppose that perceived support has a significant impact towards entrepreneurship as a career choice. So we propose:

**H4:** Perceived support (Ps) will relate positively and directly to social entrepreneurial intention (SEi)

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**Role model (Rm)**

Literature suggests that role models play an important role in the decision to start a business (Shapero & Sokol, 1982; Krueger & Carsrud, 1993). Especially, Alan Carsrud and his colleagues presume that role models can change individuals’ critical attitudes such as self-efficacy perceptions, in turn, it can promote entrepreneurial thinking (Carsrud, & Johnson, 1989). Delmar’s work adds that the greater similarities the observers assume from the role models, the more persuasive successes and failures they get (Delmar, 1996). Role models are expected to enhance intentions. Watching others perform a task may gain a positive and confident attitude towards the behavior, especially if there are similarities between the observer and the observed person (Cooper & Park, 2008). Thus, we suggest:

**H5:** Role model (Rd) will relate positively and directly to social entrepreneurial intention (SEi)

**III. RESEARCH FRAMEWORK**

As elaborated beyond, the five hypotheses suggest the links between social entrepreneurial intention and the five factors including Entrepreneurship Education, Entrepreneurship Experience, Entrepreneurship Extra-curricular Activity, Role Model, and Perceived Support. The figure 1 below presents the research framework in this paper.

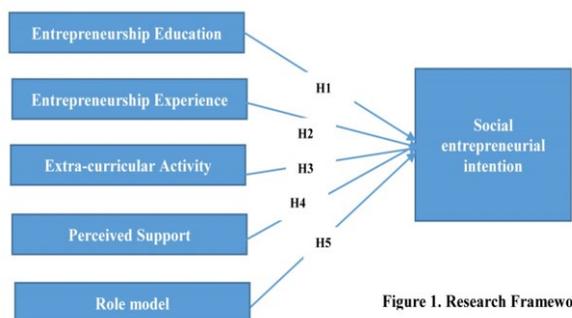


Figure 1. Research Framework

**IV. METHODOLOGY**

**Data collection**

A survey was implemented randomly in March 2017 with a target group of undergraduate students from National Economics University (NEU), Hanoi, Vietnam. All of the students from any majors, any ages are included in this target sample. Two methods (1) face-to-face and (2) email were used to collect data. With the first approach, the researcher went to the NEU campus and asked any students she met for their participation in the survey. Four hundred (400) students were reached, however only 205 students agreed to take part in answering the questionnaire. The major reason for refusing to answer was about time as they did not have time for that or they were in a hurry. However, these people were asked for their email-addresses and for a permission to email to them. After the first method finished, the second approach-via email was conducted. Emails were sent to the rest 195 students to ask for answering the survey after 1 week. In addition, the result is only 86 responses in time. So the total respondents are 291, accounting for 72.75% of the population who were asked.

**Variables Measurement & Questionnaire Development**

Measurements for all of the variables in the survey were adapted from literature. However, the questionnaire was translated into Vietnamese, as the originals are English.

This translation process was done through the back-translation methods (Brislin, 1980). Firstly, the author prepared the first questionnaire version in Vietnamese. After that, two other language experts in the faculty of foreign language in National Economics University were hired to check the translated version. Little ambiguity was found, and all the items were understandable and interpretable in Vietnamese. The meanings and concepts of these items were found to be consistent between the two translated versions in the language checking process. Moreover, as students are the research objects of this study, their feedback in understanding the survey is important as well. Hence, in the middle of February 2017, a videoconference was organized between the researcher and five students with different backgrounds from National Economics University. In this video conference, five questionnaires in Vietnamese were prepared in papers and were given to these students. The students were asked to answer the questionnaire independently. Then, each person gave his/her comments to the researcher in order to improve the understandability and clarity of questions as well as how to encourage people to answer the questionnaire more seriously. Based on all above processes, the questionnaire was revised in order to have the best version for the above survey.

The questionnaire is designed into three blocks. The first block is about some personal information regarding age, study major, gender, and year of studying. The second block is about the contextual factors (education, experience, extra activity, perceived support, and role model). The last block contains questions with regard to social entrepreneurial intention. In addition, an appendix, which explains what is a social enterprise, what is distinction between a social enterprise and a business enterprise is added in the questionnaire. The students were asked to read this appendix carefully before answering the questionnaire.

To measure social entrepreneurial intention, the scale from Liñán & Chen (2009) which has a high reliability (Cronbach’s alpha= .943) is adapted. The five items including ‘I am ready to do anything to be a social entrepreneur’, ‘My professional goal is to become a social entrepreneur’, ‘I will make every effort to start and run my own social enterprise’, ‘I am determined to create a social enterprise in the future’, and ‘I have the strong intention to start a social enterprise someday’ are used. The scale is five-point Likert which ranges from 1=‘totally disagree’ to 5= ‘totally agree’.

To measure entrepreneurship education, the scale is adapted from Zhao et al. (2005). This scale includes four items on the 5-point Likert scale ranging from 1 = “Not at all” to 5 = “Very much” and was tested with highly reliable Cronbach’s alpha =.79. Respondents were asked to indicate how much have they learned in their study in the following areas: opportunity recognition, opportunity evaluation, starting a business, and corporate enterprise.

Measurement of entrepreneurship experience is also adapted from Zhao et al. (2005) with acceptably reliable Cronbach’s alpha =.60. Respondents are asked to indicate the level of their experiences in some entrepreneurial activities such as new business venture start-up, new market development, new product development, and social entrepreneurship. The 5 point Likert scale ranging from 1 = “Not at all” to 5 = “Very much” was used.

For measuring extracurricular entrepreneurial activity, 5 items from Nguyen (2016) were adopted in the questionnaire. The participants were asked to mention the level of their frequency in some entrepreneurial activities (attend to a conference(s) about entrepreneurship, participate in a competition(s) about entrepreneurship, be a member of entrepreneurship related-clubs, and participate in a talk(s) or a forum(s) or an interview(s) with entrepreneurs) beside their studying time. The scale is also on 5-point Likert type ranging from 1 = “Not at all” to 5 = “Very much”.

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To measure perceived support, the scale was adapted from Ernst (2011) and Malebana et al. (2014). According to Ernst (2011), perceived support is divided into 2 types such as supporting in finance and supporting in counseling and networking. The two support are mainly from family, friends, and fellow students. Beside, Malebana et al. (2014) added other support from institutions such as government, bank, incubators, which are actually important for start-ups. In summary, eight items indicating perceived support in both financing and counseling/networking are used. The respondents were asked to state the level of support they expect to receive from all sources mentioned above if they want to start their own social enterprise. All items were measured on the 5-point Likert scale ranging from 1 = Totally disagree, 5 = Totally agree.

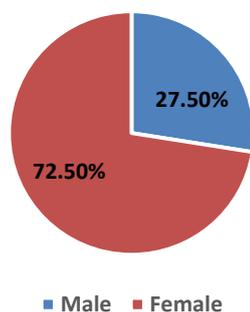
For measuring role model, the scale from Malebana (2014) was chosen and adapted in the specific case of social entrepreneurship. Therefore, four items which regarding entrepreneurship in general as well as social entrepreneurship, in particular, were used. Participants were asked about the level of personal knowing an (social) entrepreneur(s) and/or a successful (social) entrepreneur. All items were measured on the 5-point Likert scale which ranges from 1 = not at all to 5= very well.

**V. DATA ANALYSIS**

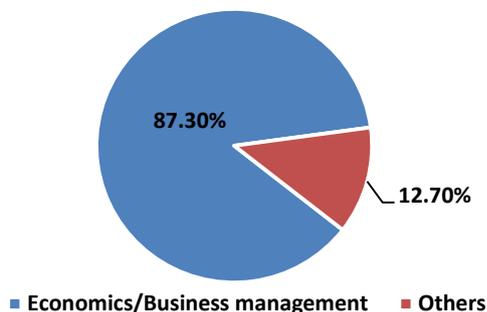
**Descriptive statistics of the sample**

In sample, 27.5% (80 students) is male and the rest 72.5% (211 students) is female (figure2). Most of them are studying Economics/Business management (87.3%). The minor rate 12.7% is people who study other majors such as engineering/technology, agriculture, environment, language, or education (figure3). The majority of respondents are on the third-year of studying (78.7%). The second majority is the final year students, which accounts for 16.5%, and the rest (4.8%) is the first and the second year students (figure4).

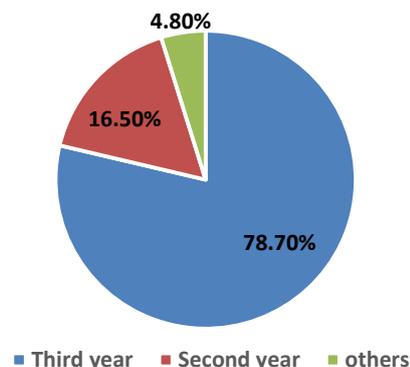
**Figure 2. Gender Percentage**



**Figure 3. Studying Major Percentage**



**Figure 4. Year-studying Percentage**



**Reliability Analysis :** The reliability of all measurements in this questionnaire was tested by the internal consistency Cronbach’s alpha. The result (table 1) shows that: Cronbach’s alpha scores were .785 for entrepreneurship education, .899 for the entrepreneurship experience, .90 for extra-curriculum activity, .88 for perceived support, .884 for role model, and .915 for social entrepreneurship intention. All of the values are more than .70, so the scales for all variables are acceptable and reliable (Nunnally, 1978).

**Construct Validity :** The principal component method is used for the explorative factor analysis. Six factors with an eigenvalue that is greater than 1.0 are extracted and these factors explained 67.5% of the variance. According to the Rotated Component Matrix, all 29 original items from the questionnaire are loaded very well into 6 factors as all of the loading factor values are more than 0.5 (from 0.556 to 0.943, see table 2). The result indicates that all variables named entrepreneurship education, entrepreneurship experience, extra-curriculum activity, role model, perceived support, as well as social entrepreneurial intention are kept themselves as one component.

Furthermore, according to the study of Hair et al (2006), construct validity is crucial to ensure that a set of items actually represents the theoretical latent construct. Validity convergence and discriminant validity were also used to assess the validity of the instruments in this study. The validity convergence is examined by observing the value of average variance extracted (AVE) for every construct. The discriminant validity is examined by observing the value of composite or construct reliability (CR). As noted by Hair et al (2006), the CR values should be greater than 0.6, while AVE should be above 0.5. As shown in table 3, the average variances extracted (AVE) for all of these constructs are greater than 0.5 (from 0.52 to 0.737); and CRs for all constructs are more than 0.7 (from 0.721 to 0.877). The result confirms that all of the items have an acceptable convergent validity and discriminant validity in explaining the theorized constructs (Hair et al, 2006).

**Confirmation Factor Analysis (CFA) :** Although the exploratory factor analysis above can be quite useful for assessing the extent to which a set of items assesses a particular content domain (or set of scales), a major weakness of this technique is the inability to quantify the goodness-of-fit of the resulting factor structure. Therefore, a confirmation factor analysis (CFA) was run in order to confirm that the previous analysis has been conducted thoroughly and appropriately. Moreover, some indices of CFA will report the model fit of all constructs. Following the recommendations from Kline (2011) and Byrne (2001), some major model fit indices are referred in this work. They are the relative Chi-square which equals Chi-square Index divided by the Degrees

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of Freedom (Cmin/df), the Root Mean Square Error of Approximation (RMSEA) for model fit, the Comparative Fit Index (CFI) for model comparisons, and the Parsimony-Adjusted Measures of CFI (PCFI) are considered in this study. To interpret the model fit indices, the guideline with cut-off values (table 4) from Hooper et al. (2008) is followed.

In the table 4, the Cmin/df must be low as 2.0 in order to consider the fit-goodness of a model. In addition, the CFI value should have a value greater than 0.9, RMSEA's upper limit must be less than 0.08 and PCFI should be greater than 0.5 (Hooper et al., 2008). In this study, the result shows that Cmin/df, RMSEA, CFI, and PCFI values (1.938; 0.057; 0.928 and 0.830 respectively) are better than the cut-off values. It indicates a good model fit, and the model is regarded as acceptable.

### Hypothesis Testing Result

The result in table 5 indicates that there hypotheses 3, 4 and 5 are supported; the two others H1, H2 are rejected. It means that entrepreneurship education and experiences have no effect to the intent of people to run a social enterprise, while extra-curricular activity (H3), perceived support (H4) and role model (H5) are direct and positive influencers to social entrepreneurial intention. Specifically, perceived support has a highly positive effect on the intention to be a social entrepreneur. It has the highest effect on the intention as it can explain more than 50% ( $\beta=0.520$ ) of the intention with the absolute probability ( $p<0.001$ ). Similarly, role model is also positively and directly related to the intention of being a social entrepreneur ( $H5: \beta=0.277, p<0.001$ ), and explains about 28% of the intention. In addition, the same to the construct of extra-curricular activity as it can explain about 13% of students' intention in social entrepreneurship ( $H3: \beta=0.125, p<0.01$ ).

### VI. CONCLUSION

The current study sought to gain an understanding of the intention to be a social entrepreneur among NEU's students. All the direct links between the five contextual factors (education, experience, extra activity, perceived support, and role model) and intention in the social entrepreneurship field were tested. The result is so interesting that former education and experience with relevance to entrepreneurship have no effect on the intention; only extra activity, perceived support, and role model have influences on the intention of the students.

With regard to education and experience, the no direct relationship between these two factors and the intention of being a social entrepreneur implies that students' intents to be a social entrepreneur are not based directly on what they learned in their education or what did they have already in their practical experiences. However, it does not mean that former education and experience are not important, but rather means their own are not enough. Simply, past entrepreneurship education and past entrepreneurship experiences do not change their intention to choose whether social entrepreneurship or not.

Regarding perceived support, there is the strongest and direct link between this construct and the intention to run a social enterprise. The result shows that perceived support can explain around 52% of the social entrepreneurial intention. Moreover, the positive effect here indicates that the more they get support in finance and consultancy, the more likely they intend to involve in social entrepreneurship. However, as the Mean value of perceived support from other the institutions are greater than other values from family, friends or student fellows (see table 2), it means that students really expect to receive support from the Government, from banks, from incubator centers, etc. Therefore, to encourage students to involve into social entrepreneurship, the

in general, institutions, in particular, should have more programs or activities in helping them.

In term of role model and extra-activity, there are also direct and positive relationships between them and the social entrepreneurial intention. The more often students participate in activities such as conference, talks, competitions or clubs about entrepreneurship, the more likely they intend to be a social entrepreneur. The closer relationship with entrepreneurs in general, social entrepreneurs in particular the higher intention of running a social enterprise is. These insights can be a tip for the government or the educator (in the case with students) about how to raise students' intention into the social entrepreneurship direction. It is so helpful if conferences and/or talks regarding entrepreneurship, especially social entrepreneurship are frequently organized into the campus of universities. Through these events, more and more students are likely to put their feet into the social entrepreneurship.

In conclusion, by understanding, which is, influencers of social entrepreneurial intention, practitioners, organizations, universities, and governments can go one-step further in ensuring the growth of social entrepreneurship in society. For example, in order to increase intentions of students to be a social entrepreneur, the government and the society should have more support for them in term of finance as well as consult, and conferences, forums or talks on the topic of social entrepreneurship should be taken place more frequently.

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