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**FACTORS MOTIVATING SUSTAINABLE DRIVEN
ENTREPRENEURIAL INTENTION AMONG
HIGHER EDUCATION STUDENTS IN IRAQ**

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Master's Thesis

Supervisor

Asst. Prof. Dr. Tina Ismat Idris SHABSOUGH

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ABSTRACT

FACTORS MOTIVATING SUSTAINABLE DRIVEN ENTREPRENEURIAL INTENTION AMONG HIGHER EDUCATION STUDENTS IN IRAQ

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This research aims to explore social entrepreneurial awareness role in shaping Iraqi university students' attitudes and intentions. Along with the direct association, the study also explores the mediating effect of social vision, social proactiveness, empathy, perceived social support, and self-efficacy on the awareness and attitude nexus. The data was collected using a 5-point survey questionnaire, and the tool utilized was PLS-SEM. The findings showed that social awareness and social entrepreneurial attitude influence social intention positively. Moreover, the results showed that social awareness influences attitude positively. Furthermore, the findings demonstrated that only social support mediates the relationship between social awareness and attitude. The study gives practical implications for the donors, educators, higher education institutions and facilitators.

Keywords: Social Entrepreneurial Awareness, Social Entrepreneurial Attitude, Social Entrepreneurial Intention, University Students, PLS-SEM.

TABLE OF CONTENTS

	<u>Pages</u>
ABSTRACT	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
ABBREVIATIONS.....	xi
1. INTRODUCTION	1
2. LITERATURE REVIEW	6
2.1 SOCIAL ENTREPRENEURIAL INTENTION.....	6
2.1.1 Entrepreneurial Event Theory.....	7
2.1.2 Theory of Planned Behavior	8
2.1.3 Formation of Social Entrepreneurial Intention Model.....	10
2.2 SOCIAL ENTREPRENEURIAL AWARENESS.....	11
2.3 SOCIAL VISION	12
2.4 SOCIAL PROACTIVENESS.....	14
2.5 EMPATHY	15
2.6 SELF-EFFICACY	17
2.7 PERCEIVED SOCIAL SUPPORT	19
2.8 SOCIAL ENTREPRENEURIAL ATTITUDE	20
3. METHODOLOGY	22
3.1 RESEARCH QUESTIONS, OBJECIVES, HYPOTHESES AND MODEL.....	22
3.1.1 Questions and Objectives.....	22

3.1.2 Research Hypotheses and Model	23
3.2 DATA COLLECTION PROCESS	25
3.2.1 Social Entrepreneurial Intention	25
3.2.2 Social Entrepreneurial Attitude.....	26
3.2.3 Social Vision.....	26
3.2.4 Social Proactiveness.....	26
3.2.5 Empathy	26
3.2.6 Self-Efficacy	26
3.2.7 Perceived Social Support	27
3.2.8 Social Awareness	27
3.3 RESEARCH POPULATION AND SAMPLE	27
4. RESEARCH POPULATION AND SAMPLE	29
4.1 DATA ANALYSIS.....	29
4.1.1 Demographic Profile	29
4.2 STATISTICAL ANALYSIS	31
4.2.1 Measurement Model	32
4.2.1.1 Convergent Validity	32
4.2.1.2 Discriminant Validity	33
4.2.1.3 Structural Model.....	37
5. DISCUSSION AND FINDINGS.....	41
5.1 DISCUSSION	41
5.2 CONCLUSION.....	42

5.3 IMPLICATIONS	43
5.4 LIMITATIONS AND DIRECTION FOR FURTHER STUDIES	44
REFERENCES	45
APPENDIX A.....	58



LIST OF TABLES

	<u>Pages</u>
Table 4.1: Convergent Validity	33
Table 4.2: Correlation Matrix.....	34
Table 4.3: Cross-Loadings.....	35
Table 4.4: HTMT.....	37
Table 4.5: Path Analysis.....	38
Table 4.6: Mediation Analysis	38

LIST OF FIGURES

	<u>Pages</u>
Figure 3.1: Research Model.....	24
Figure 3.2: Daniel Soper.....	28
Figure 4.1: Gender.....	29
Figure 4.2: Age	30
Figure 4.3: Education	30
Figure 4.4: Field of Study.....	31
Figure 4.5: PLS-MODEL	32

ABBREVIATIONS

SDGs	:	Sustainable Development Goals
TPB	:	Microfinance Institutions
ENT	:	Theory of Planned Behavior
ENI	:	Entrepreneurship
UN	:	United Nations
SV	:	Social Vision
PSS	:	Perceived Social Support
TBP	:	Theory of Planned Behavior
SN	:	Social Norms
PBC	:	Perceived Behavioral Control
CBO	:	Community-Based Organizations
SE	:	Self-Efficacy
AVE	:	Average Variance Extracted
PLS-SEM	:	Partial Least Square-Structural Equation Modelling
SPSS	:	Statistical Package from Social Sciences

1. INTRODUCTION

Today, around the globe, the promotion of entrepreneurship is a growing interest (World Economic Forum, 2014). The commentators and policy makers of the nations are taking keen interest in the promotion of entrepreneurship as it serves as a source of job opportunities. Similarly, societies are seeing this as a source of earning income for families and a source of motivation to those who want to become entrepreneurs. In addition, it is also stated that entrepreneurship is becoming an important skillset in today's environment (World Economic Forum, 2009). Entrepreneurship is considered to be a significant determinant for economic progress and a foundation of reducing poverty (Cheng et al., 2021). Entrepreneurship grasped the attention of many scholars as it allows individuals to initiate new services, products and ideas that result in improving the living standards (Trajano et al., 2023; Alomar, 2023).

In order to launch a new or entrepreneurial business, psychological or institutional support are needed (Bhatti et al., 2021). Moreover, in order to establish a business, an individual's intention is important. A person who wants to start a venture should be able to tolerate risk, should be self-confident and want to innovate (Nasip et al., 2017). The majority of entrepreneurial work have reported that enterprenurial intention (ENI) is enhanced by competence and attitudes (Martin et al., 2013; Neck and Greene, 2011). Intention is the important part of the entrepreneurial process and activities (Krueger, 1993). According to Zhou et al. (2022) ENI is the crucial predecessor of entrepreneurial behavior.

With respect to social venture, intention also plays an important role (Ukil et al., 2023). The prominence of social startup increases due to the sustainable development objectives developed by the United Nations (UN). One of the prime and urgent objectives that every country wants to achieve is the SDGs (sustainable development goals) (Luc, 2020; Bali Swain & Yang-Wallentin, 2020). The prime objective of these goals is to overcome social issues such as improving education and health, minimizing poverty, promoting sustainable environmental practices and minimizing inequality (Ip et al., 2022). Moreover, governments are taking keen focus, and one of the core elements that play a quintessential part in achieving sustainable development is social business or social entrepreneurship (Galindo, Castaño, Méndez, Bansal, Garg, & Yadav, 2020).

Social entrepreneurship businesses are businesses that are established with a vision and enthusiasm to serve the people of society (Hassan, 2020). Social entrepreneurship businesses reflects the venture that deals with social issues and develop job opportunities and facilitates the growth of the economy by sharing profit (Ruiz-Rosa, et al., 2020).

Social entrepreneurs are individuals who linked their entrepreneurial activities to a societal mission (Dacin et al., 2010). Social startup is a sustainable and innovative way for overcoming social issues without depending on assistances and a liability to management. The prime role of social businesses is not to probe new prospects but to develop an economic and social value for the general public. Business persons who do social business want to solve and address economic and social issues and are inclined to work on societal problems such as drug abuse, unemployment, poverty, human rights, education and environmental degradation (Nsereko, 2020; Ukil et al., 2023). It includes those issues that negatively influence a nation's sustainable development (Nsereko, 2020). Therefore, it is critically important to put exertion on people to identify the prominence of the social startups and attract young personalities to get involved in it (Ip et al., 2018).

Intention is considered to be a central and proximate factor for social entrepreneurs (Ukil et al., 2023). According to Bird (1988) intention depicts the individual eagerness to start a venture and is the prime factor of entrepreneurial intention (Hsu et al., 2017). As ENI towards social venture depicts a person strategy to start a public venture (Bacq & Alt, 2018), it is extremely important to understand the determinants that develop social entrepreneurial intentions (Mair & Noboa, 2006; Hockert's, 2017). Thus, scholars have attempted to comprehend the different social entrepreneurial forms to increase social business involvement among individuals (Tiwari et al., 2020; Ernst, 2011). Therefore, it is important to understand those variables that influence individuals' willingness and behavioral propensity to engage in social entrepreneurial activities.

ENI develops individuals' eagerness and disposition towards entrepreneurial actions and attitudes (Marques, Santos, Galvão, Mascarenhas, & Justino, 2018). Therefore, the factor that shapes the individual action toward social entrepreneurship is entrepreneurial intention (Kumar, Paray, & Dwivedi, 2020).

Social vision is another important predictor that affects ENI. The social vision (SV) navigates the person's ability to become a social representative that transforms social lives (Barendsen & Gardner, 2004). According to Irengün and Arikbo (2014), SV is one of the important determinants that differentiate social entrepreneurs' actions from others.

Another determinant that affects entrepreneurial intention is perceived social support (PSS). PSS can be defined as the sense of being respected, appreciated and loved by others at the time of need (Acuña-Duran et al., 2021). According to Potishuk and Kratzer (2017), social support depicts individuals' capability in perceiving themselves being cared for and valued by others. It implies that the more a person is valued by others, the higher the chance to get technical and motivational support from their close friends and social circle (Pihie & Bagheri, 2010). Social support can be perceived or tangible and it can emerge from family, friends, community, and society. In other words, PSS reflects a person's subjective view in the social support and wealth when needed.

Furthermore, social entrepreneurship studies identified self-efficacy, empathy and prosocial motivation as important predictors that aid in the formulation of entrepreneurial intention towards social venture (Tiwari et al., 2017; Ernst, 2011). Practitioners and researchers have reported that individual prosocial motivation is linked with sympathy, orientation and social responsibility (Eisenberg et al. 2002). Every business operated in a social environment is dependent on the societal support and surroundings. The support social businesses expect includes encouragement, motivation, and procedural and technical risk management. Possessing such support will help an individual think out of the box to solve an issue and perform its business activities efficiently (Pelaez et al., 2019). A vast amount of work have witness that an inspiring entrepreneur takes advice from close friends and family (Sullivan & Ford, 2014; Tiwari et al., 2017). Therefore, one of the major determinants that develops ENI and capabilities is social support (Robb & Coleman, 2010). According to Webb et al. (2020) the success of the business is influenced by social support provided at the initial stage of the startup. Acuña-Duran et al. (2021) argued that peer and family support strengthen the individual intention to start a venture. From the above it can be concluded that social support act as a precursor which shapes the intention and in turn leads to behavior (Farooq et al., 2018).

Past literature has identified these factors that shape entrepreneurial intention towards social ventures (Dickel & Eckardt, 2021; Ip 2018; 2019; 2022; Lacap, Mulyaningsih, Ramadani, 2018).

These studies empirically explored and identified previous experience, self-efficacy, social support, moral obligation and empathy as significant predictors. Moreover, it has been stated that identifying and exploring the determinants of ENI would lead to business creation process and entrepreneurial behavior (Lee et al., 2011). The theory of planned behavior (TPB) argues that subjective norms (SN), attitudes and PBC (perceived behavioral control) helps to shapes the entrepreneurial intention and behavior (Ajzen, 1991). A vast number of work have taken the determinants of TPB theory to study the social entrepreneurial intention (Yang et al., 2023; Duong 2023).

Despite the fact that social entrepreneurship has taken the interest of policy makers and researchers, very limited studies have examined the behavioral aspects of individuals' willingness to lauch a social startup or venture (Tu et al., 2021). In the social and business domain, social entrepreneurship research focuses on social and cultural contexts (Nsereko 2020, Kim & Ko, 2020) and characteristics such as moral obligation and self-efficacy (Peng et al., 2019), personality traits (Luc, 2020), personal background (Cohen et al., 2015), emotional intelligence (Tiwari et al., 2020), social identity (Kim & Ko, 2020), pro-social motivation (Tiwari et al., 2020), and individual initiative (Nsereko, 2018). Similarly, a few studies explore the connection between social ENI and social entrepreneurial orientation (Cohen et al., 2015).

The connotation among entrepreneurial orientation dimensions and ENI has been explored among college students (Do & Dadvari, 2017). Similarly, some studies explored students' entrepreneurial orientation and intention to become social entrepreneurs (Al-Mamary et al., 2020; Chipeta & Surujlal, 2017). From a country perspective, the association has been explored in some countries such as Zimbabwe (Mandongwe & Jaravaza, 2020), China (Zhao, 2012), and Bangladesh (Hassan et al., 2022). In the context of social entrepreneurship, Sulphrey and Salim (2020) recommended scholars to explore the social orientation dimensions by using students samples.

This research will explore the factors influencing Iraqi students' intention to launch a social startup. Studies conducted in Iraq have been related to the role of women in entrepreneurship (Sattar, Hong, & Jouda, 2021) and the impact of experiential learning on entrepreneurship (Anwar & Abdullah, 2021). Moreover, a few studies examined the e-entrepreneurial intention (Al Halbusi et al., 2023) and the influence of self-efficacy and resilience on ENI (Renko et al., 2021). However, to the knowledge of the researcher, no research have been executed to examine the beforementioned determinants that influence the higher institutions students to start a social venture within the context of Iraq.

In this direction, this research will contribute to the literature empirically by exploring the connection between the variables in the context of Iraq. The research will also contribute theoretically by exploring the social entrepreneurial orientation dimensions among university students. Moreover, this research will provide recommendations that are beneficial for the policymaker, practitioners and young entrepreneurs. The study outcomes will also help policymakers formulate policies regarding the promotion of social entrepreneurship. Furthermore, the outcomes might encourage stakeholders to start social ventures that address social issues. Finally, this study will expand the literature related to social entrepreneurship.

The rest of the research follows this pattern. Chapter 2 is the literature review. Chapter 3 is the methodology. Chapter 4 is the data analysis and discussion. Chapter 5 is the conclusion and managerial implications.

2. LITERATURE REVIEW

2.1 SOCIAL ENTREPRENEURIAL INTENTION

Entrepreneurship (ENT) is a planned and intended activity. Krueger et al. (2000) argued that ENT is a multi-stage process in which intention is considered to be the first step. Bird (1988) stated that entrepreneurial intention is a person's subjective intention in the entrepreneurial process and is a prime factor in entrepreneurial behavior. ENT is a person's willingness to involve in entrepreneurial behavior and is important to understand entrepreneurial activity (Krueger & Brazeal, 1994). Do and Dadvari (2017) stated that ENT is a person's mind that directs individual experience and intention to develop an entrepreneurial behavior. Mair et al. (2006) defined social intention as an intellectual action that encourages a person to gather information and comprehend solutions. Bacq and Alt (2018) defined social ENI as a person's readiness to start a social business with the objective of doing something good for society. Liñán and Santos (2007) defined intention as a motivational determinant that shapes behavior and encourages a person to practice a planned behavior. Krueger (2009) stated that human behavior is either a planned or stimulus response, where entrepreneurship is considered to be a planned activity. Thompson (2009) explained intention as a person's notion to consciously start a new business and to undertake it at a certain point in upcoming years.

Intention leads behavior towards the starting of a new startups (Erikson, 1998). Douglas and Shepherd (2002) argued that there is high entrepreneurial intention in those with a positive attitude towards entrepreneurship. Ajzen (2011) stated that individual intention is influenced by attitude which in turn leads to entrepreneurial behavior. Van Gelderen et al. (2008) stated that ENI is shaped by entrepreneurial attitude among students. Accordingly, it can be established that attitude plays an integral part in developing intention which encourages entrepreneurial behavior (Nguyen et al., 2019). According to Nguyen, Do, Vu, Dang, & Nguyen (2019) entrepreneurial intention is an important factor for the new start-ups.

Concerning, social entrepreneurial intention can be defined as the self-acknowledged belief by an individual that they want to start a social venture and they constantly work to do reach at some point in future. Prieto, Phipps, and Friedrich (2012) argues that individual with social intention when to start a social venture to bring societal transformation via innovation.

Tran and Von Korflesch (2016) stated that social intention can be explained as the person aspiration to initiate a social venture. Put in a simple manner, entrepreneurial intention can be explained as the person objective to initiate an enterprise that bring social transformation in the economy (Chipeta & Surujlal, 2017; Bosch, 2013). Dees (2017) stated that individual with social intention focuses on developing social value. To conclude, individual soial intention is the willingness to start an enterprise that bring societal transformation in economy (Luc, 2020).

2.1.1 Entrepreneurial Event Theory

The literature related to entrepreneurship has explored why and how new businesses are created and contributed theoretically and empirically to comprehending the entrepreneurial process (Schlaegel & Koenig, 2014). To understand entrepreneurship, the entrepreneurial intention is critical as entrepreneurship involves creating, exploiting, and discovering opportunities (Gartner et al., 1994). Entrepreneurial intention can be defined as the person's willingness to start a new venture. In recent years, the motivation to become an entrepreneur has increased drastically. The prime reasons behind such development are prosperity, job opportunities, innovative activities, economic growth. These developments are considered to be the important pillars for an economy and society (Galloway & Brown, 2002). However, in entrepreneurship studies, one of the significant problem is the identification of those factors that affect the attitude and intention of an individual to start a business (Kaijun & Sholihah, 2015; Autio et al., 2001). The assertion to start a new venture is connected with intention (Krueger, 1993).

Numerous models have been established to examine the underpinning of entrepreneurial intention. One of the earliest models, i.e., the theory of entrepreneurial events, is given by Shapero and Sokol (1982), which is similar to the concept of the theory of planned behaviour given by Ajzen (1991).

The theory of entrepreneurial event theory is considered to be the earliest theory and was introduced by Shapero and Sokol (1982).

Both theories are important as they aims to elucidate entrepreneurial intention and lead particular behavior. Ajzen (1991) stated that the intention of the person is generally shaped by the feasibility, social norms and personal attractiveness. On the contrary, Shapero and

Sokol (1982) stated that entrepreneurial intention depends on the personal feasibility, desirability and tendency to act. Shapero and Sokol's (1982) theory concentrate on variables that depends on entrepreneurial event (i.e., venture creation). The authors define two factors that are considered as the reason of entrepreneurial events, social-cultural factors and situational factors. These events include a change in the life path of a person, such as a midlife crisis, job loss or to take risk (Elfving et al., 2017). Entrepreneurial event theory states that an individual's intention to start a venture requires the action event to be feasible and desirable (Solesvik et al., 2014). According to Shapero & Sokol (1982), perceived feasibility is a person's confidence to start his/her startup and the opportunity and practicability of the startup. Perceived desirability is a person willing to become an industrialist or the inclinations for entrepreneurial behavior (Shapero & Sokol, 1982).

This model aims to elucidate entrepreneurial intention and to comprehend entrepreneurial behaviour. Generally, in the Shapero model, the intention is central to the entrepreneurial process (Bird 1988). This theory explains venture development as an event that depends on the collaboration of risk, initiative, autonomy, management, and ability. Shapero stated that intention depends on feasibility, desirability, and propensity to act. Shapero and Sokol (1982) stated that the happening of an entrepreneurial venture is connected to social, situational and cultural determinants. The choice of becoming an entrepreneur in the social and cultural domain has been empirically adopted by Wilson et al. (2007), Peterman and Kennedy (2003), Krueger et al. (2000) etc.

The theory is based on a fundamental assumption that an individual's behaviour is transformed or affected by something. The perceived feasibility and desirability shape this behaviour transformation; thus, the intention is shaped by the exposure to activity (Shapero & Sokol, 1982).

2.1.2 Theory of Planned Behavior

Theory of Planned Behavior (TPB) was developed by Ajzen (1985) to explore individuals' behaviors and attitudes. This theory is the extended version of theory of reasoned action (Armitage & Conner, 2001). The TRA theory (theory of reasoned action) stated that an individual behavior is shaped by his/her intention to execute a particular task and this intention depends on the subjective norms and attitude (Fishbein & Ajzen, 1975). In this

theory, Ajzen (1991) added a new factor i.e., the perceived behavioral control and stated that it shapes the individual intention and behavior. Perceived behavioral control accounts for such situations where a person has no power or control over the decision (Ajzen, 2002). Therefore the action taken by a person depends on its own determination but this can help him/her till a particular level. This lacking over decision making make the achievement of goal simple or complex. Thus, the idea of perceived behavior control developed from the self-efficacy theory (Bandura, 1989), which explains the person faith over their abilities.

TPB theory is widely used in social sciences and business studies. The theory argues that individuals attitudes shape their intention, their sense of abilities and constraints, and social influence (Ajzen, 2011). Yukongdi and Lopa (2017) argues that among all the theories, TPB theory is considered to be the most appropriate to measure social entrepreneurial intention. According to Ajzen (1991), an individual's intention depends on the individual's feasibility, social norms, and attractiveness. The TPB theory stated that the prime factor that shapes the person deliberative behavior is his/her intention to get involved in that particular behavior. Whereas the intention is shaped by the Public benefit corporations (PBC), subjective norms and attitude. These three indicators acts as the proximal factors of intention. The theory argues that the high subjective norms and attitude result in high perceived behavioral control which result in high intention of the person to perform a particular task (Vamvaka et al., 2020).

SN refer to a person's activity based on the influence of social peers and the way their intention affect their willingness to plan or execute a particular action (Ajzen, 2020, 1991). Attitude refers to a degree to which an individual has a satisfactory or unsatisfactory assessment of a given behavior (Rex et al., 2015). PBC can be explained as a person difficulty or ease to perform a particular action (Ip et al., 2021).

According to Jena (2020) an individual's entrepreneurial intention depends on their attitude and behavior. Recent work have claimed that ENI is an important factor of social startups which is shaped by entrepreneurial attitudes (Yousaf et al., 2021).

Ajzen (1991) stated that the behavior of an individual is a multifaceted cognitive process and to understand this is even more challenging (Ajzen, 1991). Each step which leads towards the behavior require efficient planning (Ajzen 1987, 1985). However, determined

intention is the key part for the adoption of the particular behavior. This model argues that the behavior of a person is shaped by the intentions that is shaped by the environment, behavioral control and willingness linked to that behavior (Solesvik et al., 2012; Ajzen, 2002). Ajzen (1991) argues that attitude depends on the person's motivation which depends on unfavorable or favorable situations. The intention to become businessmen relies on their beliefs and assumptions. The willingness to become an entrepreneur is subjective in nature as the outcomes are connected with the task. The attitude of a person also depends on the availability of opportunities and resources (Ajzen, 2002). Moreover, the behavior is also affected by the person control over this behavior as it will shape their intention and result in a particular behavior (Ajzen, 1991).

Moreover, social norms can be defined as the influence of peripheral determinants linked to a person such as the interaction and presence of persons (Krueger et al., 2000). Social norms also include values and beliefs that shape the individual intention (Ofstedal et al., 2017). The factor that influences an individual intention is a normative belief that lies in the motivation. The factors such as self-employment, family expectation influences the individual intention and behavior (Krueger et al., 2000). The studies reported that if a person have strong belief and determination then intention to become an entrepreneur is less influenced by perceived social norms (Bagozzi et al., 1992; Ajzen 1987). Some studies also argues that factors such as entrepreneurial stories, close friends and teachers play a vital role in shaping the person intention (Ofstedal et al., 2017; Ajzen 1991). Scott (2014) argues that the person who are motivated to become an entrepreneur recognize their capabilities and establish their goals accordingly. Moreover, the role of social norms varies from culture to culture (McGrath and McMillan, 1992).

2.1.3 Formation of Social Entrepreneurial Intention Model

Another model that is used to measure SNI is the SNI formation model given by Mair and Noboa (2006). In comparison to TPB model, the SNI model was developed to predict SNI and it depends on the EEM model given by Shapero and Sokol (1982).

The EEM model argues that the individual social intention is influenced by perceived capability and feasibility. These two constructs are further comprised of sub factors. Feasibility comprise of individual SE(self-efficacy) (Wood & Bandura 1989), and

PSS(perceived social support) (De Carolis and Saporito 2006). Whereas desirability comprise of empathy (Mehrabian & Epstein, 1972) and moral judgment ((Mair & Noboa 2006).

Therefore, in this thesis the two factors of TPB (i.e., attitude and intention) and two variables of EEM model (empathy) are combined with the social entrepreneurial dimensions (social vision and social awareness) to examine students' willingness to engage in social startups.

2.2 SOCIAL ENTREPRENEURIAL AWARENESS

Entrepreneurial awareness is explained as a person's competence to identify an opportunity in the competitive surrounding (Shamsudeen, 2017). According to Chen et al. (2007) entrepreneurial awareness is explained as the entrepreneur knowledge over the entrepreneurial opportunities and to use those skills for the success of the venture. Levie (2014) stated that entrepreneurial training and education plays a dynamic part in shaping the person willingness to become an industrialist as they provide information related to the entrepreneurial process and examples of role models to whom an individual can connect with. Fiet (2001) stated that training and education give knowledge, recognition and redesigning opportunities to individuals. According to Levie (2014), individuals who take entrepreneurship courses are more willing to start new businesses, invent innovative processes, patents, products or services, or work in small startups. Another study conducted by Ugwu (2012) on Nigerian students showed that around 70% of the students are not aware of enterprenurial opportunities. Murtaza et al. (2022) made an effort to explore entrepreneurship awareness level among civil engineering graduates in Pakistan, and found that civil engineers have moderate awareness related to entrepreneurship. Moreover, the study found that those engineers did not have practical awareness related to entrepreneurship such as legal requirements and entrepreneurial assistance programs. Entrepreneurship awareness inclines a person to develop an attitude towards entrepreneurship (Thelken & de Jong, 2020). Some scholars also reported a correlation between awareness and intention to develop a business (Kuckertz & Wagner, 2010; Wagner, 2012).

Some scholars argue that awareness of social ventures inclines individuals to choose entrepreneurship as a career and leads towards developing positive entrepreneurship intentions (Bruyere & Rappe, 2007). In order to start a social startup, prior knowledge and

awareness is important as it helps the individual to explore social needs and the reason behind the need to start a social venture (Dimov, 2007). The past work in this domain discussed that awareness and previous knowledge act as a foundation for the utilization of information and interpretation (Ip et al., 2022). Chi et al. (1981) stated that prior knowledge and awareness instigates the willingness of the person to start a societal venture. Nsereko et al. (2021) explored the role of prior knowledge in determining the social creation business among Uganda community-based organizations (CBOs), and found a clear significant association between social creation business and prior knowledge.

In the current era, the demand for sustainable development has increased, which has upsurged the need to expand the social and sustainable startups. However, to start a sustainable venture, the relevant mindset, competencies, attitude and awareness is important (Satar & John, 2016; Kummitha & Kummitha, 2021). Arguably, in order to increase the social venture, the awareness is important as it affects the behavior of students (Fayolle et al., 2006). Kuratko (2005) stated that awareness shapes the social entrepreneurial spirit. Scheiber (2012) uses the data of Rio de Janeiro social entrepreneurs and reported that they experience social issues, which motivate them to work for the society. Zur (2014) reported that social awareness is one of the significant factor in developing social venture. The studies have suggested that social awareness directs the entrepreneur's devotion towards social issues and motivate them to achieve social goals (Curtis, 2007; Christensen et al., 2006).

2.3 SOCIAL VISION

Social vision (SV) can be defined as the competence of a person to identify the problem over a time frame with an aim to overcome the problem and to act as a representative of social change (Barendsen & Gardner, 2004). Social vision can be identified as the influential aspect that differentiates entrepreneurial actions from social actions (İrengün & Arıkboğa, 2015). Precisely, social entrepreneurs are more devoted and concerned in solving societal issues (Letaifa, 2016).

Solving social issues requires engagement and dedication and the individuals who have emotional sentiments and awareness of social responsibilities work for societal welfare (Keogh & Polonsky, 1998).

Kushner (2009) stated that the individual intention towards social entrepreneurship is formed by a social vision. Tu et al. (2021) utilized the data of 465 students and concluded that social vision shapes students' social entrepreneurial intention via attitude. Orlando and Sihombing (2022) also found a significantly positive association between Indonesian students' SV and entrepreneurial attitude and intention. Social vision is an essential factor that reflects the social entrepreneurs' competency. Social vision helps entrepreneurs to identify potential social issues (Steckler & Bartunek, 2012). Moreover, social vision helps entrepreneurs to be novel and bring new ideas that bring societal transformation (Murphy & Coombes, 2009). Bird (1994) argues that social vision acts as a factor that shapes people's intention towards social ventures.

Güler (2010) argues that social vision is deemed to be one of the significant predictor that differentiates different types of entrepreneurship from social entrepreneurship. The social vision entrepreneurs has the capacity to solve those problems that are not encountered by the private and public sectors.

They initiate the ventures to bring social balance within the society. The social entrepreneurs hold the past experience that motivates them to solve the social issues and they easily realize the social problems compared to other individuals. The entrepreneurs who encountered social issues in their youth or childhood era are more prone to solve the social issues over financial profits (Hwee Nga, Shamuganathan, 2010). Thus, social vision is one of the factors that differentiates social entrepreneurs as it motivates them to target the problem and to bring a long lasting effect (Güler, 2010).

The social startups is driven by the social vision that compresses a strong feeling of commitment to fulfill the basic needs of human beings (Barendsen & Gardner, 2004). Social vision drives the capabilities to perceive opportunities beyond the current with the aim of expanding the stewardship to become a social change agent (Keogh & Polonsky, 1998; Dees et al, 2004).

Cross and Travaglione (2003) argues that to become a successful entrepreneur, one should not only be authentic or emotionally intelligent, he/she should be self-aware of the things and should have clear understanding of their values and goals, as it will envision a successful business venture. Thus, in this study, social vision is used as a mediator between social

awareness and attitude. If the person is aware of social issues and have entrepreneurial attitude, social vision will foster him/her to explore opportunities.

2.4 SOCIAL PROACTIVENESS

Zampetakis (2008) define social proactiveness as an attempt made by individuals to bring a transformation in their environment. Bateman and Crant (1993) defined proactiveness as a personality construct that differentiates people from others by taking steps that influences the environment. Crant and Bateman (2000) stated that proactive individuals create entirely new environments or improve the current environments instead of adopting the current conditions passively. Put it another way, people with strong proactive personality can exploit and recognize opportunities by representing persistent, active and proactive behaviors (Bateman and Crant, 1993). Previous study has reported that proactive individual has high entrepreneurial intentions (Crant, 1995). Crant (2000) reported that proactive individuals recognize opportunities, work on them, display initiative and take necessary actions until significant transformation occurs. Crant and Bateman (2000) stated that a person with proactive personality challenges the existing surroundings and wants to develop new surroundings different from the existing conditions. In other words, an individual who possesses proactive personality has the capability to explore and identify new opportunities by displaying persistent, active and proactive behavior. Crant (1995) stated that individuals who possess proactive personalities have high entrepreneurial attitude and intention. With respect to proactiveness and entrepreneurial attitude and intention, the studies have reported a significant association among college learners (Murad et al., 2021; Cai et al., 2021).

Proactiveness is considered to be a positive trait among individuals, therefore it has been reported that employees possessing proactiveness traits are more willing to start a business venture (Paul & Shrivatava, 2016; Zareieshamsabadi et al., 2010). Moreover, studies considering students perspectives have also reported that proactiveness significantly influences entrepreneurial attitude and intention (Hossain and Asheq, 2020; Zeb et al., 2019). In a study among college students studying in Istanbul, Basar (2017) concluded that proactiveness acts as a significant predictor of attitude and ENI. Similarly, Li et al. (2020) reported that proactiveness enhances Chinese college students' ENI and behavior. Thus, it can be determined that high proactiveness leads to high entrepreneurial attitude and intention.

The awareness related to the social venture is linked with a proactive personality (Fuller et al., 2018). A proactive personality helps an individual to explore new opportunities (Fuller et al., 2006). Social startup involves challenges that an individual bears; therefore, along with a proactive personality, attitude is also a significant predictor that shapes intentions (Griffiths et al., 2013).

Individuals with proactiveness traits explore opportunities and then act on them. They take actions and initiative and stick to them until the meaningful transformation happens (Bateman & Crant, 1993). Previous studies have defined proactiveness as a new path to flourish, develop goals, overcome problems and achieve the desired outcome (McGrath et al., 1992; Crant, 2000). Lumpkin and Dess (1996) explained proactiveness as an opportunistic action in order to shape the environment by affecting trend and to get the first mover advantage. From this point of view, proactiveness is the trait that helps a person explore the opportunities and capture it when they appear (Frese, 2009). In the entrepreneurship literature, proactiveness influences the entrepreneurship intention. In previous studies, the mediating effect of proactiveness has been explored in entrepreneurship literature but with the factors such as culture (Cacciotti & Hayton, 2017; Xuhui et al., 2018). Thus, in this study, social proactiveness is used as a mediator between social awareness and attitude. If the person is aware of social issue and have entrepreneurial attitude, the proactiveness will foster him/her to explore opportunities.

2.5 EMPATHY

Mair and Noboa (2006) explained empathy as a person's competence of emotionally sharing and knowing the emotional state of others. It involves nurturing the abilities to identify customers' needs, encourage social innovation, and handle stress related to the workplace and employees' motivation (Humphrey, 2013). Goetz, Keltner, and Simon-Thomas (2010) stated that empathy is a person's capability to comprehend others' feelings and mental state and to respond to that feeling and mental state with same the compassion and emotion.

Empathy plays an imperative part in the establishment of social ventures as it improves individual's passion and desire to serve the society (Tiwari, Bhat, & Tikoria, 2022). Dees (1998) stated that empathy is one of the significant predictors for social capitalists. Bacq and Alt (2018) stated that empathy acts as a significant factor in shaping social entrepreneurs'

attitudes and intentions. According to Hogan (1969) empathy is considered to be an imaginative or intellectual understanding of others' mindset and acts as a focal point to apprehend a social phenomenon in relation to moral development. Prahalad (2009) stated that social entrepreneurship is the feeling of understanding the problems faced by individuals and then identifying that problem as an opportunity to improve the life of individuals. In the realm of social entrepreneurship literature, this component takes a critical place. This trait differentiates a business industrialist from a social entrepreneur (Mair and Noboa, 2006).

In literature, empathy is also considered a significant predictor of attitude and intention. Many psychological studies endorsed that a high empathy level leads to a high helping behavior (Bacq & Alt, 2018; Hockerts, 2017). Empathy is one of the most used factors to explore the helping behavior. Goubert et al. (2005) reported a positive connection between empathy and the helping behavior. In a longitudinal study, Eisenberg, Spinrad, and Sadovsky (2006) reported that empathy helps encourage prosocial behavior. Several other studies reported a significantly positive connection among empathy, attitude and intention (Hockerts 2017; Tiwari et al., 2017; Ernst 2011). Moreover, Hockerts (2017) focused on cognitive and affective empathy's impact on social entrepreneurial intentions and reported a positive association. Oh and Roh (2022) stated that empathic persons have more knowledge for solving social issues and may consider the economic and social value of social ventures.

As an outcome, these individuals develop positive attitudes towards social venture or even become interested in starting a social venture.

As discussed in earlier studies, empathy is a crucial factor that shapes social entrepreneurial intention (Dees, 2012; Sullivan Mort et al., 2003). According to Decety and Jackson (2004), empathy reflects the exact emotions of others. Empathy can be explained with emotional and cognitive empathy (Mair & Noboa, 2003). Empathy helps to predict the emotions of others and then react accordingly (Preston et al., 2007). It shapes the social entrepreneur's behaviour by enhancing philanthropic characteristics (Roberts & Woods, 2005). Empathy helps entrepreneurs sustain the momentum in the entrepreneurial process (Austin et al., 2006). Moreover, this component differentiates traditional entrepreneurs from social entrepreneurs.

The scholars of social entrepreneurship reported that empathy is a trait that bifurcate a social entrepreneurs from commercial entrepreneurs (Dees, 2012) and considered empathy as an additional variable in traditional models of ENI (Mair & Noboa, 2006; Hockerts, 2017). Due to this trait, the individual engage in social startups and wants to become a social entrepreneur (Miller et al., 2012). The role of empathy as a mediator has been explored in studies with various factors such as prior experiences (Lacap et al., 2018; Zakaria et al., 2019; Aloulou & Algarni, 2022); education-related stimulus (Duong, 2023); experiential social entrepreneurial education (Hockerts, 2018), karmic beliefs (Duong, 2023); perceived regulatory support (Duong et al., 2021), and social entrepreneurial intentions. Thus, the previous research have stated that person who have social awareness tend to have empathic approach towards venture and they considered their businesses as a way to achieve their sense of determination and to bring a difference in the world empathically and sympathetically (Xu et al., 2022; Roy, 2019). Subsequently, empathy can mediate the association between social awareness and entrepreneurial attitude. In other words, if the person have social awareness and is empathic in nature they will be more willing to start a venture that will help marginalized people.

2.6 SELF-EFFICACY

Bandura (1997) explained self-efficacy (SE) as an individual belief over their capability to arrange resources and the ability to take a correct action to perform a task in an efficient manner. Baron (2004) defined SE as the capability of a person to apply necessary skills, competencies and resources to achieve a task. Trevelyan (2011) stated that SE reflects the confidence level of a person to perform a task effectively.

Self-efficacy is one the strongest capabilities to start a particular assignment and lead it towards achievement (Bandura 1997). SE is considered one of the prime competencies required to develop intention towards a particular task (Ajzen, 2002). Chen, Green, and Crick (1998) set self-efficacy as a determining factor that differentiate entrepreneurs from others who are not willing to start a new project. Shane, Locke, and Collins (2003) stated that it is important to improve self-efficacy among students as it helps them improve their commitment level and draft strategies and plans, which in turn supports their achievement of entrepreneurial goals. Schmitt-Rodermund and Vondracek (2002) argued that persons who have high SE are more entrepreneurial oriented in terms of behavior and intention.

Ample of studies have reported that SE act as a significant factor of entrepreneurial behavior in both social and non-social domains (Zhao, Seibert, & Hills 2005; Hockerts 2017).

Concerning social ventures, this trait can be explained as individuals' belief in their capacity to resolve societal issues (Hockerts, 2017). The association between SE, attitude and entrepreneurial intention is positively reported in different sample countries such as Taiwan, Philippines, and Mexico (Ip et al., 2021; Cavazos-Arroyo et al., 2017). Self-efficacy involves innovativeness, expandability and social impact, which is important for the survival of the venture. Therefore, social entrepreneurs should polish their self-efficacy to indulge in the social entrepreneurship environment (Urban et al., 2015). Akter, Rana and Ramli (2020) reported a positive connection among social entrepreneurial behavior and self-efficacy. Li et al. (2020) reported that Chinese people who possess SE are more inclined to take entrepreneurial accomplishment. Ip et al. (2022) also reported that SE and entrepreneurial behavior are positively linked.

Hsu et al. (2019) stated that an individual will start a new venture when they have a high self-efficacy towards a particular opportunity. Scholars have argued that SE is the prime component for exploring opportunities (Boyd & Vozikis, 1994; Wen-pei, 2016). In order to explore the opportunities and start a new venture, self-confidence and a high level of trust are needed. The potential entrepreneurs seek new opportunities by employing self-efficacy (Hu & Ye, 2017).

A vast number of studies have concluded that efficacy is the key predictor of ENI. A person with high efficacy can have high ENI (Krueger et al., 2000; Chen et al., 1998). Krueger and Dickson (1994) argued that high efficacy results in high risk taking attitude by influencing the perception of threats and opportunities. Markman et al. (2002) conducted a study and concluded that investors with high efficacy want to start a new venture, implying that efficacy helps in identifying new opportunities and venturing out. Previous literature stated that efficacy is connected with ENI (Boyd and Vozikis, 1994).

Zhao et al. (2010) argues that efficacy act as mediator among individual level factors and the entrepreneurial intention. Urban and Teise (2015) also stated that self-efficacy mediates the relationship between individual-level antecedent factors and entrepreneurial intentions. The mechanism through which self-efficacy mediates the association between social

awareness and entrepreneurial attitude can be explained by an individual having prior experience or awareness that helps them in generating information accessible for a person's assessment of their skills and knowledge and the efficiency of various performance strategies that utilize these capabilities (Gist & Mitchell, 1992; Hockerts, 2017). Rauch and Frese (2007) stated that efficacy act as an important variable in uspruging the startup activities and is linked to opportunity recognition behavior. The similar work depicted that individuals with high efficacy considered themselves as competent in identifying the current opportunities. Therefore, self-efficacy acts a significant role in the opportunity recognition stage (Chen et al., 1998).

2.7 PERCEIVED SOCIAL SUPPORT

Baron and Markman (2000) explained perceived social support (PSS) as a person belief in the potential support from social networking. Wills (1991) defined perceived social support as individuals' perceptions of how they are cared for or valued and the level of support they get from their networks in their time of need. Zhao et al. (2005) stated that PSS can be defined with the social context that are connected with psychological features and the ability of the network to shape a person abilities, skills and inclination to become an entrepreneur.

The positive connection among entrepreneurial attitude, social support and ENI is widely accepted in literature (Ip et al., 2017; 2021, 2022). According to Seyoum, Chinta and Mujtaba (2021) social support includes both instrumental and emotional support which is considered important for new startups. It also involves approval and encouragement to become a social entrepreneur and the availability of the information that are required for the operation and establishment of social startup. Cai et al. (2021) stated that social support improves the passion towards entrepreneurial activities and improves the abilities to become an entrepreneur. Hockerts (2017) stated that receiving social support in terms of technology, funding or volunteers enhances entrepreneurs' attitudes to start a social startup. Therefore, the role of support on the establishment and success of startups is empirically supported by studies (Greve & Salaff 2003, Ip et al., 2022).

From the literature it is quite evident that successful entrepreneurs receive support from their networks. The support they receive ranges from financial support to emotional support

(Toegel et al., 2013; Kim et al., 2013) which in turn help them to develop their intention as an entrepreneurs (Jonsson, 2015).

Scholars considered social support as a multifaceted and complex factor (Vogel & Wei, 2015). Social support can be defined as an individual voluntary actions for others in the form of emotional, physical and financial assistance which can be backed up from the community friends, school and family (Muhammed et al., 2020). Based on the social support information, an individual care about the value, respect and care (Abbey & Esposito, 1985).

The individual always looks for their social networks, resources and assets when they need assistance, help, support and advice. In previous studies social support can be explained differently in numerous studies and has been identified as intangible and tangible. In previous studies social support has been used as a moderator in the studies related to entrepreneurial willingness and intention (Conner, 2015; Julianio & Yunes, 2014; Muhammed et al., 2020). While, in this study the researcher use social support as a mediator because the presence of social support might act as a supporting component for an individual who possess awareness and attitude.

2.8 SOCIAL ENTREPRENEURIAL ATTITUDE

Attitude can be defined as a psychological state in which an individual analyzes a specific scenario with a degree of disfavor or favor (Kinicki & Krietner 2009). Ajzen (1991) defined attitude as a person's negative or positive evaluation for a particular action. An attitude shapes intention, which leads behavior towards the starting of a new startups (Erikson, 1998). The startup of a new venture is an intentional activity shaped by attitude, which is connected with numerous factors such as situational and personal traits (Ajzen 1991; Shirokova, Osiyevskyy, & Bogatyreva, 2016). According to TPB, attitude leads intention.

In any surrounding, attitude is important as it shapes the behavior of an individual (Zimmerman 2008). According to Ajzen and Fishbein (1980) TPB theory, the individual capability and beliefs shape the negative and positive feelings towards a particular action. These feelings towards an object shapes the intention which is then translated into behavior. Koçoğlu and Hassan (2013) stated that attitude play a significant part in forming intentions. Mahmood et al. (2020) defined attitude towards entrepreneurship as the person desire to

become an entrepreneur that leads entrepreneurial intention. Moreover, the attitude towards entrepreneurship forms the person intention to behave in a precise manner. From the social venture perspective, the literature have analysed the importance of attitude and has been empirically tested in previous literature (Izquierdo & Buelens, 2011; Krueger et al., 2000; Aslam et al., 2012; Adelekan et al, 2018).

The literature emphasizes that a business venture is a serendipitous journey for students and can be affected by numerous factors (Welsh et al., 2016). One of the prime factors for the social startup is social awareness, which is shaped by components such as empathy (Walther et al., 2020), self-efficacy (Hu & Ye, 2017), proactive personality (Fuller et al., 2018), social vision (Tu et al., 2021), social support (Ip et al., 2022).

Along with those factors, the other essential ingredient for entrepreneurship is attitude and intention (Krueger Jr et al., 2000). Social entrepreneurship is the development of viable socioeconomic institution in order to gain social benefits (Fowler, 2000). Entrepreneurship can be considered as a process that involves social entrepreneurs (persons) involving in a social entrepreneurial behavior to start a social venture (Mair & Noboa, 2006).

To start a societal venture, intention plays a vital role and it is shaped by attitude. Therefore, it is important to understand entrepreneurial attitude by looking as factor such as social awareness, SV, social proactiveness, empathy, SE, PSS as a mediator.

Social entrepreneur is an individual who identifies opportunities, take risk, and reflect creativity to achieve a social mission. Based on the importance of social entrepreneurs in today's environment, the educational institutions are encouraging their students to participate in social start-ups i.e., participate in social entrepreneurial behaviour (Hockerts, 2015; Bazan et al., 2020). Based on the studies such as Mair and Noboa (2006) and Hockerts (2017), this research tries to explore the influence of precursors of the SEI among university studies.

3. METHODOLOGY

This study explores the factors that affect university student's intention towards starting a social venture in Iraq. Precisely, the study explores how social vision, social proactiveness, empathy, perceived social support, self-efficacy mediates the association among social awareness and attitude and intention of the students towards social venture.

3.1 RESEARCH QUESTIONS, OBJECTIVES, HYPOTHESES AND MODEL

3.1.1 Questions and Objectives

This study aims to answer the following questions:

- a. How does social vision, social proactiveness, empathy, perceived social support, self-efficacy mediate the relationship between social entrepreneurial awareness and social entrepreneurial attitude?
- b. How does social entrepreneurial awareness affect students' attitudes towards social entrepreneurship?
- c. How does students' social entrepreneurial attitude affect students' intention to open social ventures?

Based on these questions, this study explores:

- a. The mediating role of social vision between social entrepreneurial awareness and students' attitude toward social startups.
- b. The mediating role of social proactiveness between social entrepreneurial awareness and students' attitude toward social startups.
- c. The mediating role of empathy between social entrepreneurial awareness and students' attitude toward social startups.
- d. The mediating role of perceived social support between social entrepreneurial awareness and students' attitude toward social startups.
- e. The mediating role of self-efficacy between social entrepreneurial awareness and students' attitude toward social startups.

- f. The relationship between social entrepreneurial awareness and students' intention toward social entrepreneurship.
- g. The relationship between students' attitude and intention towards social entrepreneurship.

3.1.2 Research Hypotheses and Model

The literature emphasizes that a business venture is a serendipitous journey for students and can be affected by numerous factors (Welsh et al., 2016). One of the prime factors for the social startup is social awareness, which is shaped by components such as empathy (Walther et al., 2020), self-efficacy (Hu & Ye, 2017), proactive personality (Fuller et al., 2018), social vision (Tu et al., 2021), social support (Ip et al., 2022). Along with those factors, the other essential ingredient for entrepreneurship is attitude and intention (Krueger Jr et al., 2000). Majority of the studies considering these variables have reported positive association with attitude and intention. Therefore, the following hypotheses and model (Figure 3.1) have been developed.

H1: There is a positive relationship between university students' social entrepreneurial awareness and social entrepreneurial attitude.

H2: There is a positive relationship between university students' social entrepreneurial attitude and social entrepreneurial intention.

H3: There is a positive relationship between university students' social entrepreneurial social awareness and social entrepreneurial intention.

H4: Social vision mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

H5: Social proactiveness mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

H6: Empathy mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

H7: Self-efficacy mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

H8: Perceived social support mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

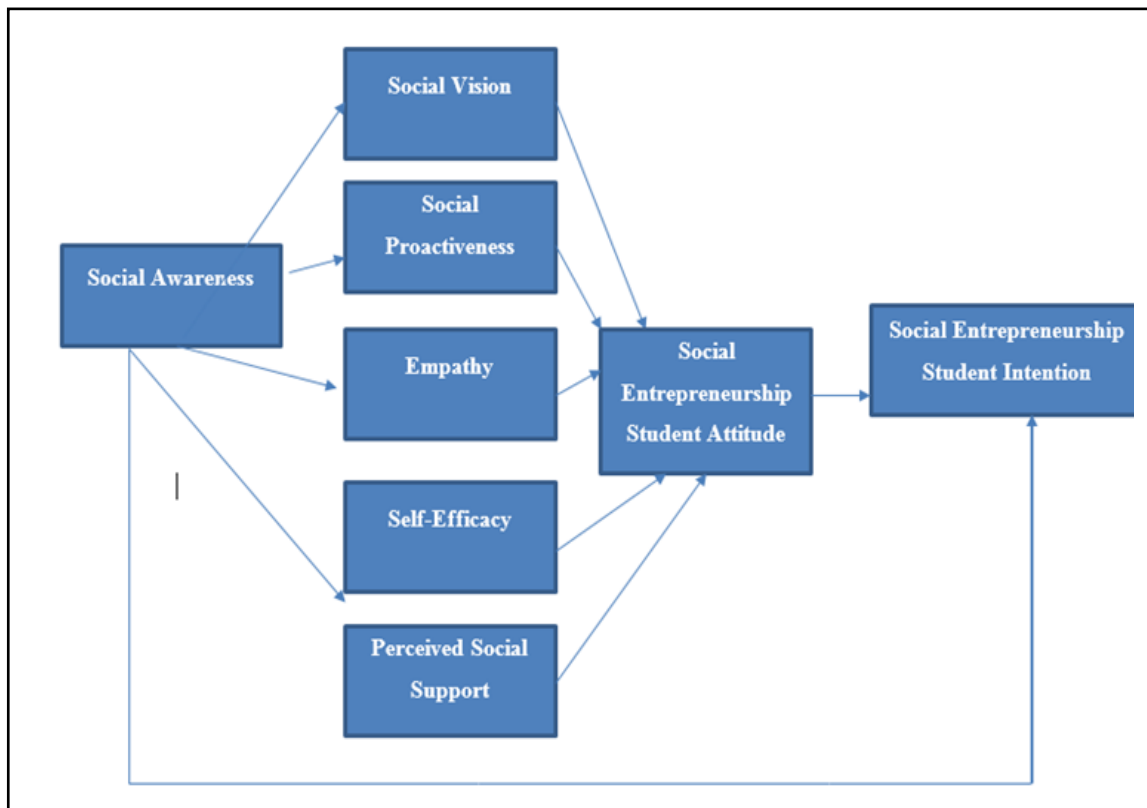


Figure 3.1: Research Model.

Saunders et al. (2012) defined three types of research approaches, inductive, deductive and abductive. Inductive approach is termed as the bottom-up approach. In this approach the theory is derived based on the objects studied earlier by the researchers (Lodico et al., 2010). The inductive approach is best fit when the sample is small in size and the focus is on a particular phenomenon (Bryman, 2016). On the other hand, deductive approach is termed the top-down approach. In this approach, the theory is examined by developing and testing the hypotheses (Lodico et al., 2010).

According to Graneheim, Lindgren and Lundman (2017), this approach is appropriate when the scholar want to explore the already developed hypotheses. Accordingly, the scholar starts by developing the hypotheses, exploring it, and then either affirm or refute the theory. The last approach is the abductive approach which is the fusion of the inductive and deductive approach (Lodico et al., 2010).

The deductive approach is chosen for this work. This study explore those variables that influences university student's intention towards starting a social venture in Iraq. To achieve this objective, the hypotheses were developed based on existing theories and review of the literature. The hypotheses were then empirically tested by gathering data and conducting appropriate statistical analysis.

Based on the chosen research approach, this research will implement a quantitative research methodology. It is appropriate where a bigger sample is involved (Brannen, 2017). Quantitative research method is applied in the case of hypotheses testing and the collected data is analyzed using statistical software (Newman, Benz & Ridenour, 1998).

3.2 DATA COLLECTION PROCESS

Based on the research methodology the scholar decides the data collection method. The scholar either collects the secondary data or primary data (Wiersma, 2007). Secondary data is the data that is already collected by someone earlier whereas primary data is the data that is collected by the scholar to fulfill specific research objectives (Malhotra, 2007). In this study, primary data will be collected using a survey questionnaire. The survey questionnaire is developed to evaluate the factors that affect Iraqi university student's intention to initiate a social business. The predictors that are used to explore the social entrepreneurial intention are seven namely social awareness, social vision, social proactiveness, empathy, perceived social support, self-efficacy, and attitude. The questionnaire consisted of 33 close ended questions. All the questionnaire items are rated on a 5-point Likert scale.

3.2.1 Social Entrepreneurial Intention

The SNI was adopted from the study of Urban and Kujinga (2017) and consists of eight items. All the questionnaire items are rated on a 5-point Likert scale where (5) represents strongly agree and (1) represents strongly disagree. The sample item of social entrepreneurial intention is "I am determined to create a social entrepreneurial venture in the future".

3.2.2 Social Entrepreneurship Attitude

The attitude was adopted from the study of Miranda et al. (2017) and consists of five items. All the questionnaire items are rated on a 5-point Likert scale where (5) represents strongly

agree and (1) represents strongly disagree. The sample item of attitude is “I find the idea of being a social entrepreneur very attractive”.

3.2.3 Social Vision

Social vision was adopted from Sulphey and Salim (2020) and consists of five items. All the questionnaire items are rated on a 5-point Likert scale where (5) represents strongly agree and (1) represents strongly disagree. The sample item of social vision is “I have a strong will to solve social problems”.

3.2.4 Social Proactiveness

Social proactiveness was adopted from Sulphey and Salim (2020) and consists of five items. All the questionnaire items are rated on a 5-point Likert scale where (5) represents strongly agree and (1) represents strongly disagree. The sample item of social proactiveness is “I am willing to be at the forefront for making the society a better place to live in”.

3.2.5 Empathy

Empathy was adopted from Sousa-Filho et al. (2020) and comprised of four items. All the questionnaire items are rated on a 5-point Likert scale where (5) represents strongly agree and (1) represents strongly disagree. . The sample item of empathy is “When thinking about socially disadvantaged people”.

3.2.6 Self-Efficacy

The self-efficacy has been measured by Sousa-Filho et al. (2020) and consists of four items. All the questionnaire items are rated on a 5-point Likert scale where (5) represents strongly agree and (1) represents strongly disagree. The sample item of self-efficacy is “I am convinced that I personally can make a contribution to address societal challenges”.

3.2.7 Perceived Social Support

It has been adopted from Sousa-Filho et al. (2020) and consists of three items. All the questionnaire items are rated on a 5-point Likert scale where (5) represents strongly agree and (1) represents strongly disagree. The sample item of Perceived social support is “People would support me if I wanted to start an organization to help socially marginalized people”.

3.2.8 Social Awareness

Social awareness has been measured using a scale developed by Nsereko et al. (2020) and consists of four items. All the questionnaire items are rated on a five-point Likert scale where (1) is strongly disagree and (5) is strongly agree. The sample item of social awareness is “I became aware of social entrepreneurship through pleasure reading and public lectures”.

An online survey is used in this study as it helps to share the questionnaire with a large number of respondents (Zhang, 2017). Therefore, in this research the online questionnaire is shared with students from Iraqi universities using google form links. The students were informed about the objective of the study and they were ensured that their data will be kept private and will not be public. In addition, no personal information is asked from the respondents.

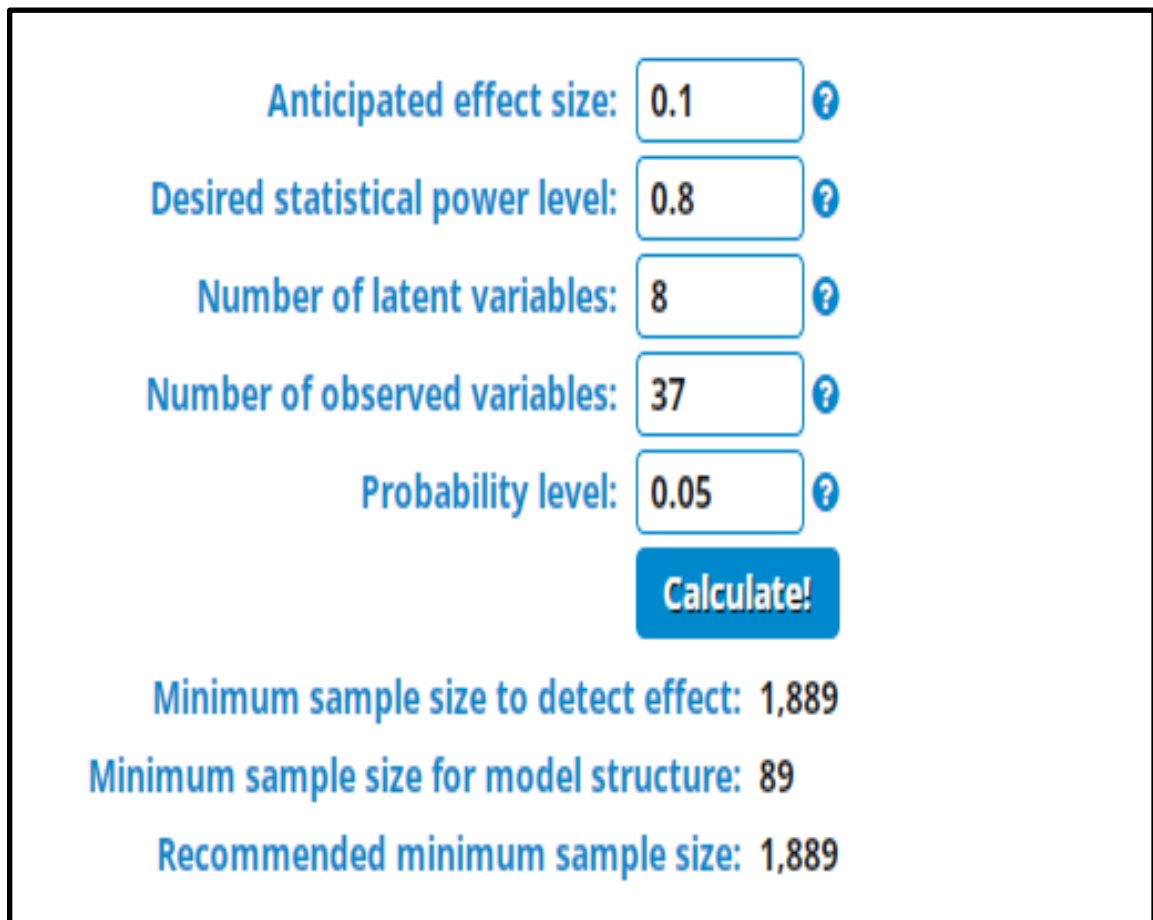
3.3 RESEARCH POPULATION AND SAMPLE

McCombes (2019) defined a population as a group of people on which the researcher wants to draw conclusion. The population for any research can be bifurcated in terms of location, age and income etc. and the target population of the study should align with the research aim. Therefore, the target population in this research is university students in Iraq.

According to the academic accelerator (2023) there are total 85 universities in Iraq, among which 35 are public and 45 are private universities. Moreover, according to the International Trade Administration (2023), the total number of Iraqi students enrolled in undergraduate degree is 850,000 students.

The large size of the population prevents the researcher from gathering data from all university students. Accordingly, sampling helps the researcher define a sample from the entire population and that sample should represent the entire population (Daniel, 2012). Two techniques are used to define the sample, probability and non-probability sampling (Jha, 2014). In probability sampling each individual of the population has an equal chance to get selected (Daniel, 2012). On the other end, non-probability sampling is the sample in which each individual does not have an equal chance of selection (Saunders, 2012).

The sampling technique used in this research is convenience sampling. It is a non-probability method in which the researcher gather the sample on the basis of convenience (Stratton, 2021). Based on the sampling technique used, the sample size used in this study is 407 university students. The sample size is confirmed by using the danielsoper website which recommended the sample size of 89 is enough for this research work. The questionnaire was sent to 450 students out of which 430 filled the questionnaire. The useful sample was 407 since 27 respondents were eliminated from the data file due to missing responses.



The image shows a web-based sample size calculator interface. It features five input fields with blue borders and question mark icons to the right of each field. Below these fields is a blue button labeled 'Calculate!'. Underneath the button, three results are displayed in blue text: 'Minimum sample size to detect effect: 1,889', 'Minimum sample size for model structure: 89', and 'Recommended minimum sample size: 1,889'.

Parameter	Value
Anticipated effect size	0.1
Desired statistical power level	0.8
Number of latent variables	8
Number of observed variables	37
Probability level	0.05
Minimum sample size to detect effect	1,889
Minimum sample size for model structure	89
Recommended minimum sample size	1,889

Figure 3.2: Daniel Soper.

4. DATA ANALYSIS AND RESULTS

4.1 DATA ANALYSIS

The data analysis is performed in two parts. In the first part, the demographic statistics of the respondents are analyzed using SPSS software. The second part analyses the statistical association among variables using PLS-SEM software.

4.1.1 Demogrpahic Profile

Figure 4.1 represents the gender characteristics of the 407 respondents, of which 218 (54%) are male and 189 (46%) are female.

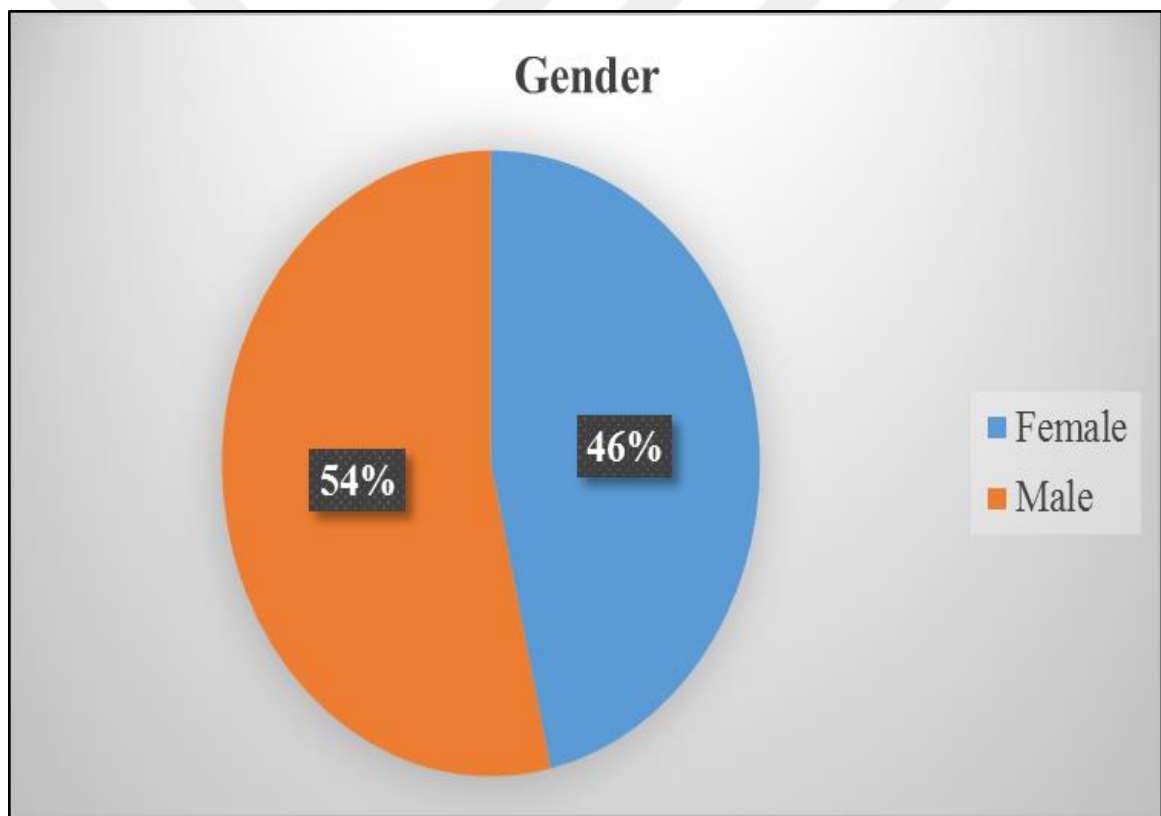


Figure 4.1: Gender.

Figure 4.2 represents the age characteristics of the 407 respondents, of which 33% falls in the age bracket of 18-22. 23% falls in the age bracket of above 32. The rest falls in the age bracket of 23-27 and 28-32 years, i.e., 22% each.

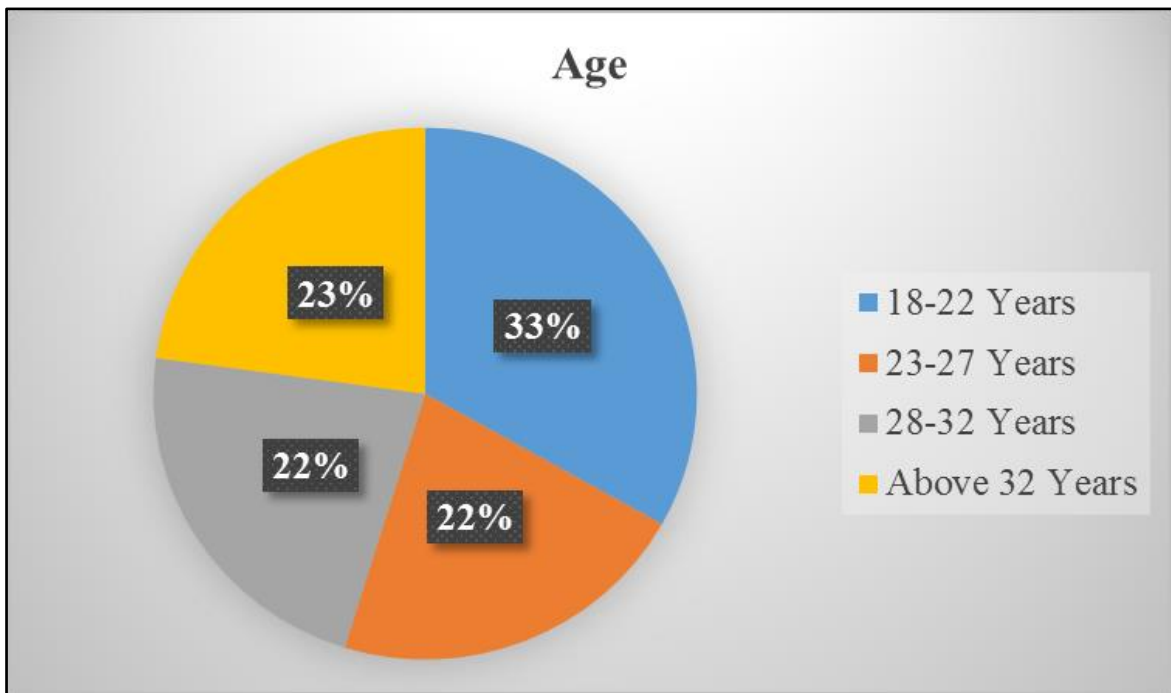


Figure 4.2: Age.

Figure 4.3 represents the education characteristics of the 407 respondents, of which 34% are undergraduate students, followed by graduate students, which is 31%. 28% of the respondents have a postgraduate degree, and the rest 7% possess other levels of education.

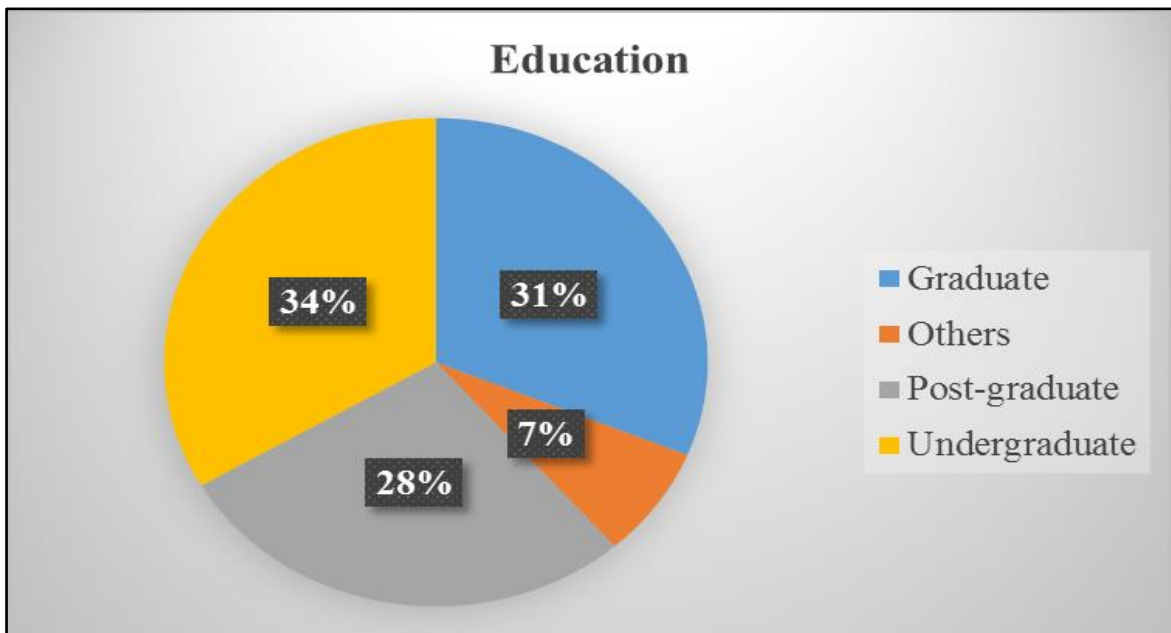


Figure 4.3: Education.

Figure 4.4 represents the field of study characteristics of the 407 respondents, of which 41% are studying business administration, followed by computer science, which is 25%. 22% of the respondents are studying medical, and the rest are others, i.e., 12%.

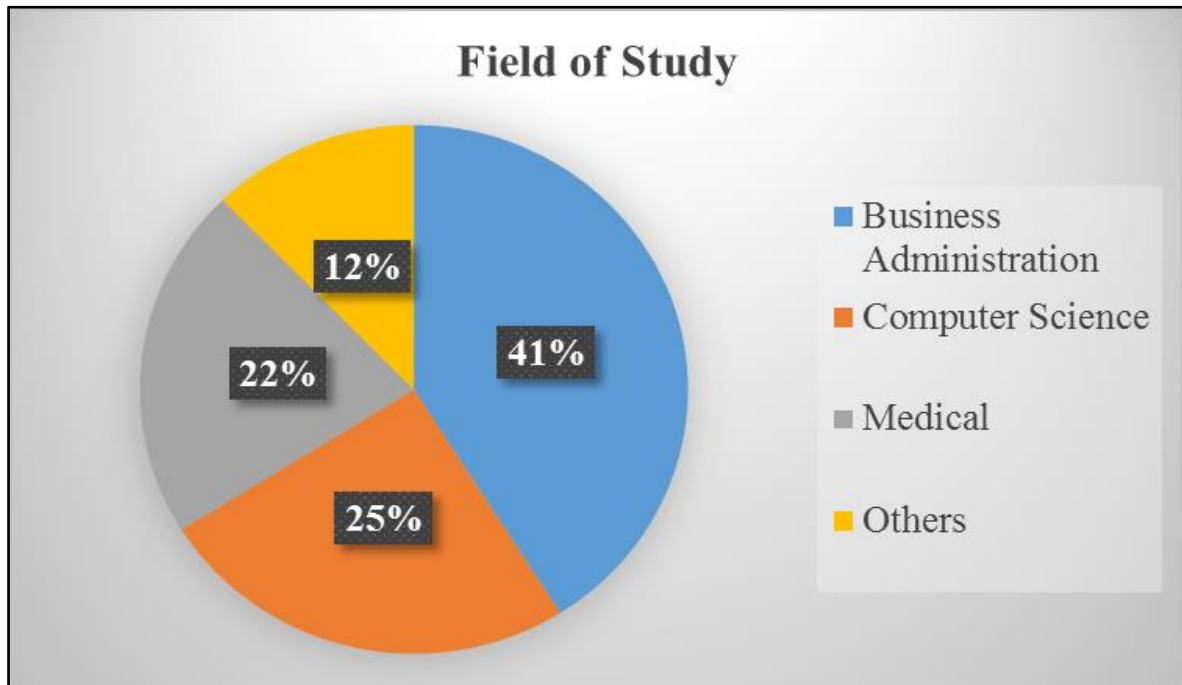


Figure 4.4: Field of Study.

4.2 STATISTICAL ANALYSIS

In this research, the PLS-SEM is applied to test the association between the variables as displayed in Figure 4-1 by using a resampling technique of 5,000 subsamples (Hair et. al 2011). This software is useful for the measurement of a complex framework. It was developed by Joreskog and Wold in (1982), to identify the relation among latent variables. In this study, the competency and the model effectiveness are evaluated by convergent and discriminant reliability (Campbell & Fiske, 1959). Path analysis is used to identify the relation between the variables. PLS-SEM is analyzed under two steps:

- a. Measurement Model.
- b. Structural Model.

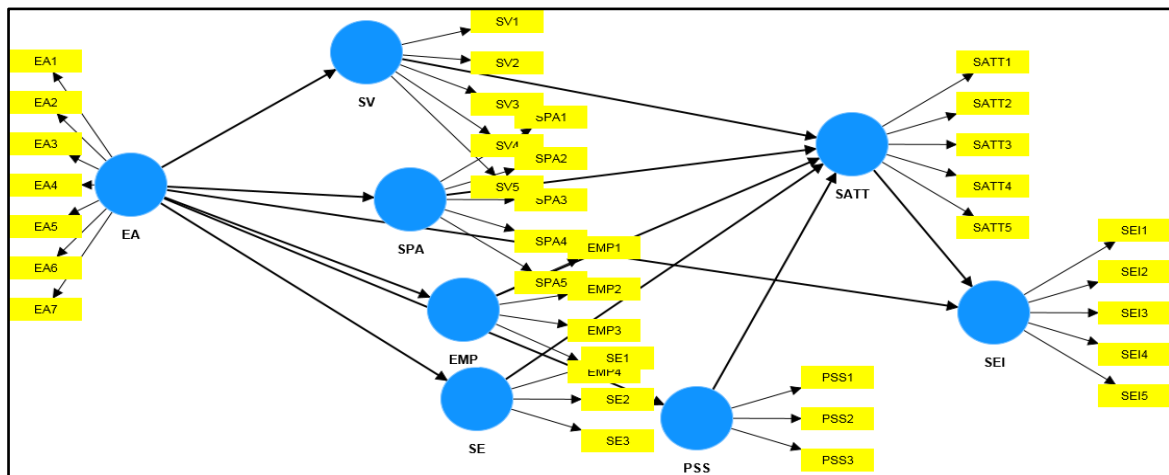


Figure 4.5: PLS-MODEL.

4.2.1 Measurement Model

The measurement model is used to measure the heterogeneity of measurement models. In PLS-SEM, the model is analyzed using two validity tests:

- a. Convergent Validity.
- b. Discriminant Validity.

4.2.1.1 Convergent Validity

Convergent validity explains the similarity within the item of a particular construct or variable (Chin & Yao, 2014). The convergent validity is confirmed by using the criteria suggested by Fornell and Larcker (1981), which include three criteria. Cronbach's α reflects the variable's dependability, composite reliability indicates the internal consistency, and Average Variance Extracted (AVE) explains that the latent variables are well reflected by the observable variables.

According to Tabachnick & Fidell (2007), the benchmark or the cut-off point of Cronbach alpha is 0.55 the reliability should be greater than 0.55 as it indicates the data suitability for statistical analysis

Table 4.1 shows that each variable is having a Cronbach alpha value more than 0.7, meeting the suggested benchmark of 0.55 given by Tabachink and Fidell (2007).

The study proposed by Nunnally (1978), suggested that composite reliability of each item should be more than 0.7. Table 1 shows that the composite reliability of each item is greater than 0.7, which means the correlation is acceptable.

Similarly, in table 1, the value of AVE of each item is greater than 0.5 which is meeting the suggested benchmark given by Fornell and Larcker (1981). The AVE should be greater than 0.5 as it reflects the variance amount captured by the independent variables (Fornell and Larcker, 1981). The higher value of AVE indicates that the variable is stronger and reliable and generate high influence on the dependent variable.

Table 4.1: Convergent Validity.

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
EA	0.848	0.861	0.526
EMP	0.725	0.723	0.549
PSS	0.855	0.860	0.776
SATT	0.740	0.766	0.517
SE	0.880	0.904	0.806
SEI	0.766	0.798	0.526
SPA	0.764	0.766	0.511
SV	0.751	0.775	0.508

Where EA is entrepreneurial awareness, EMP is empathy, PSS is perceived social support, SATT is social attitude, SE is self-efficacy, SEI is social entrepreneurial intention, SPA is proactiveness and SV is social vision.

4.2.1.2 Discriminant Validity

Discriminant validity explains the difference between the variables in the model. It is established when the variables are distinct from other constructs (Kock, 2020). In PLS, the discriminant validity can be analyzed using three tests. The first is correlation matrix, where the square root of AVEs are compared with relevant correlations. The square root of AVEs should be higher than the pertinent associations. In other words, the cross diagonal values should be higher than the off-diagonal values.

The second test is the Cross Loading Table, which explains the statistical difference between the variables. All components inside a structure should have outer loadings larger than cross-loadings with another structure (Hair et al., 2021). In other words, the values within the variable column should be higher than the values loaded in the other columns.

The third test is the HTMT Table, which explains the mean score among all item correlations across variables compared to the mean of the average correlations for items used to measure the same component. If the value of the HTMT is higher than the 0.85 threshold, one can conclude that there is a lack of discriminant validity. The HTMT table shows the similarity among the considered variables. If the value is greater than 0.85 it shows high similarity which indicates the problem of multicollinearity and depicts that the discriminant validity is not established.

In Table 4.2, the diagonal represents the square root of AVE. In this table, the square root of AVEs is compared with relevant correlations where the square root of AVEs should be higher than the pertinent associations. The higher value of AVE indicates that the variable is stronger, reliable and generates high influence on the dependent variable.

Table 4.2: Correlation Matrix.

	EA	EMP	PSS	SATT	SE	SEI	SPA	SV
EA	0.725							
EMP	0.330	0.741						
PSS	0.091	0.029	0.881					
SATT	0.296	0.236	0.245	0.645				
SE	0.065	0.048	0.745	0.251	0.898			
SEI	0.345	0.342	0.308	0.527	0.305	0.725		
SPA	0.340	0.246	0.222	0.486	0.267	0.479	0.641	
SV	0.473	0.434	0.068	0.355	0.123	0.383	0.472	0.712

Where EA is entrepreneurial awareness, EMP is empathy, PSS is perceived social support, SATT is social attitude, SE is self-efficacy, SEI is social entrepreneurial intention, SPA is proactiveness and SV is social vision.

To determine discriminant validity, the second requirement is the cross-loading table. In Table 3, it is shown that the cross-loading value of each variable is higher in its relevant construct as per the criteria suggested by Gefen et. al (2000). It reflects that the variable values of each construct is higher on their respective coloumn i.e. each factor loading was higher than the benchmark of 0.70. This also shows that the reliability of each item was good and gives reinforcement to the allocation for each item on the specified latent construct.

Table 4.3: Cross-Loadings.

	EA	EMP	PSS	SATT	SE	SEI	SPA	SV
EA1	0.764	0.183	0.104	0.248	-0.002	0.253	0.167	0.294
EA2	0.764	0.317	-0.008	0.198	0.036	0.174	0.212	0.288
EA3	0.734	0.126	0.027	0.260	0.071	0.196	0.229	0.323
EA4	0.826	0.244	0.049	0.272	0.077	0.284	0.283	0.410
EA5	0.803	0.343	0.029	0.246	0.049	0.279	0.268	0.469
EA6	0.732	0.224	0.075	0.114	0.000	0.300	0.244	0.266
EA7	0.768	0.199	0.192	0.163	0.089	0.252	0.304	0.301
EMP1	0.259	0.768	0.051	0.178	-0.030	0.218	0.122	0.318
EMP2	0.247	0.769	-0.018	0.124	-0.010	0.171	0.083	0.290
EMP3	0.236	0.763	0.004	0.178	0.075	0.298	0.255	0.309
EMP4	0.231	0.760	0.043	0.210	0.104	0.316	0.261	0.360
PSS1	0.128	0.044	0.885	0.204	0.683	0.307	0.154	0.094
PSS2	0.097	0.058	0.920	0.221	0.682	0.281	0.193	0.102
PSS3	0.008	-0.032	0.837	0.225	0.601	0.223	0.244	-0.025

Table 4.3: Cross-Loadings "Tables Continued ".

SATT1	0.151	0.084	0.192	0.755	0.152	0.302	0.214	0.184
SATT2	0.230	0.177	0.168	0.753	0.195	0.315	0.315	0.300
SATT3	0.182	0.237	0.054	0.729	0.102	0.219	0.324	0.309
SATT4	0.234	0.168	0.076	0.745	0.124	0.397	0.336	0.183
SATT5	0.161	0.110	0.278	0.726	0.221	0.431	0.362	0.195
SE1	0.056	0.020	0.653	0.215	0.885	0.250	0.217	0.086
SE2	0.083	0.088	0.664	0.256	0.929	0.316	0.294	0.132
SE3	0.027	0.007	0.699	0.196	0.878	0.245	0.194	0.111
SEI1	0.277	0.303	0.282	0.421	0.227	0.789	0.343	0.314
SEI2	0.265	0.289	0.211	0.370	0.199	0.720	0.406	0.316
SEI3	0.274	0.253	0.283	0.432	0.264	0.822	0.387	0.291
SEI4	0.257	0.163	0.166	0.429	0.222	0.769	0.385	0.242
SEI5	0.162	0.270	0.166	0.211	0.200	0.747	0.170	0.233
SPA1	0.204	0.099	0.277	0.416	0.304	0.347	0.730	0.242
SPA2	0.164	0.182	0.223	0.221	0.257	0.323	0.782	0.312
SPA3	0.214	0.157	0.076	0.225	0.112	0.291	0.763	0.255
SPA4	0.322	0.156	0.022	0.347	0.074	0.273	0.736	0.428
SPA5	0.151	0.236	0.128	0.291	0.119	0.323	0.753	0.265
SV1	0.266	0.298	0.004	0.209	0.073	0.191	0.294	0.700
SV2	0.447	0.302	0.096	0.294	0.145	0.360	0.368	0.825
SV3	0.325	0.376	-0.018	0.158	0.046	0.258	0.301	0.756
SV4	0.358	0.361	0.005	0.299	0.022	0.291	0.252	0.728

Where EA is entrepreneurial awareness, EMP is empathy, PSS is perceived social support, SATT is social attitude, SE is self-efficacy, SEI is social entrepreneurial intention, SPA is proactiveness and SV is social vision.

Table 4.4 shows the HTMT table. According to Henseler et. al. (2015) none of the value in the table should exceed 0.85. If the values are greater than 0.85 it indicates a lack of discriminant validity (Kline, 2023). Table 4 shows that the required criteria are met as all the values are less than 0.85 which shows that the latent variables do not display the collinearity problems (Ab Hamid et al., 2017).

Table 4.4: HTMT.

	EA	EMP	PSS	SATT	SE	SEI	SPA	SV
EA								
EMP	0.411							
PSS	0.136	0.082						
SATT	0.406	0.357	0.325					
SE	0.088	0.103	0.614	0.327				
SEI	0.423	0.474	0.380	0.732	0.373			
SPA	0.442	0.386	0.307	0.727	0.351	0.678		
SV	0.566	0.587	0.142	0.521	0.156	0.500	0.687	

Where EA is entrepreneurial awareness, EMP is empathy, PSS is perceived social support, SATT is social attitude, SE is self-efficacy, SEI is social entrepreneurial intention, SPA is proactiveness and SV is social vision.

4.2.1.3 Structural Model

Structural model is used to predict the association between the variables (Hair et al, 2021). The path analysis outcome is depicted in table 5 and 6. Each hypothesis is explained by beta and significance value. The beta value shows the association among the variables, whereas the significance value shows the acceptance or rejection of the hypothesis.

The coefficient value (beta value) shows whether the association between the variables is positive or negative. If the coefficient value shows a minus sign, it reflects a negative association and vice versa. If the significance value is less than 0.1, the hypothesis is accepted, and if the significance value is more than 0.1, it means the hypothesis is rejected.

In total, eight hypotheses were developed, and the outcome showed that all variables have a positive relationship with the dependent variables. Regarding acceptance, four hypotheses were accepted, and four hypotheses were rejected. Table 5 shows the direct effect between the variables and table 6 shows the mediation analysis.

Table 4.5: Path Analysis.

Hypothesis	Regression Path	Co-efficient	P Value	Remarks
H1	EA -> SATT	0.230	0.000	Accepted
H2	SATT -> SEI	0.466	0.000	Accepted
H3	EA -> SEI	0.207	0.004	Accepted

Where EA is entrepreneurial awareness, SATT is social attitude, SEI is social entrepreneurial intention.

Table 4.6: Mediation Analysis.

Hypothesis	Regression Path	Co-efficient	P Value
H4	EA -> SV -> SATT	0.064	0.148
H5	EA -> SPA -> SATT	0.124	0.001
H6	EA -> EMP -> SATT	0.027	0.327
H7	EA -> SE -> SATT	0.003	0.786
H8	EA -> PSS -> SATT	0.011	0.465

Where EA is entrepreneurial awareness, EMP is empathy, PSS is perceived social support, SATT is social attitude, SE is self-efficacy, SEI is social entrepreneurial intention, SPA is proactiveness and SV is social vision.

H1: There is a positive relationship between university students' social entrepreneurial awareness and social entrepreneurial attitude.

The association between SEA and SATT is significantly positive (coefficient value $\beta = 0.230$, $p < .10$). The result indicates that when social entrepreneurial awareness increases by 1 unit, social entrepreneurial attitude increases by 0.230 units, and other things remained constant. From the result, it can be concluded that the developed hypothesis is accepted. This study hypothesized that the association between these two variables is positive, and the outcome reflects the same.

H2: There is a positive relationship between university students' social entrepreneurial attitude and social entrepreneurial intention.

The association between SEA and SEI is significantly positive (coefficient value $\beta = 0.207$, $p < .10$). The result indicates that when social entrepreneurial awareness increases by 1 unit, social entrepreneurial intention increases by 0.207 units, and other things remained constant. From the result, it can be concluded that the developed hypothesis is accepted. This study hypothesizes that the association between the two variables is positive, and the outcome reflects the same.

H3: There is a positive relationship between university students' social entrepreneurial social awareness and social entrepreneurial intention.

The association between social entrepreneurship attitude and SEI is significantly positive (coefficient value $\beta = 0.466$, $p < .10$). The result indicates that when social entrepreneurship attitude increases by 1 unit, intention increases by 0.466 units, and other things remained constant. From the result, it can be concluded that the developed hypothesis is accepted. This study hypothesizes that the association between the two variables is positive, the outcome reflects the same.

H4: Social vision mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

The developed hypothesis is rejected as the P-value is higher than 0.1 ($p=.148$). The result implies that social vision does not mediate the relationship between social entrepreneurial awareness and social entrepreneurial attitude association.

H5: Social proactiveness mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

The developed hypothesis is accepted as the P-value is lower than 0.1 ($p=.001$). The result implies that social proactiveness mediates the relationship between social entrepreneurial awareness and social entrepreneurial attitude.

H6: Empathy mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

The developed hypothesis is rejected as the P-value is higher than 0.1 ($p=.327$). The result implies that empathy does not mediate the social entrepreneurial awareness and social entrepreneurial attitude association.

H7: Self-efficacy mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

The developed hypothesis is rejected as the P-value is higher than 0.1 ($p=.786$). The result implies that self-efficacy does not mediate the relationship between social entrepreneurial awareness and social entrepreneurial attitude.

H8: Perceived social support mediates the social entrepreneurial awareness and social entrepreneurial attitude relationship.

The developed hypothesis is rejected as the P-value is higher than 0.1 ($p=.465$). The result implies that social support does not mediate the social entrepreneurial awareness and social entrepreneurial attitude association.

5. DISCUSSION, CONCLUSION AND IMPLICATIONS

5.1 DISCUSSION

The association between SEA and SATT is significantly positive. The outcome is supported by the studies of Thelken and de Jong (2020); Wagner (2012). They argued that that awareness of social ventures inclines individuals to choose entrepreneurship as a career and leads towards developing positive entrepreneurship attitude which in turn lead intentions (Bruyere & Rappe, 2007). Entrepreneurial awareness develops the entrepreneurial attitude by shaping the person's belief, cognition and perception related to ENU. Awareness helps them in identifying opportunities, gaining knowledge and understanding societal norms. Increased awareness helps individuals develop their attitude towards choosing entrepreneurship as a career path.

The association between SEA and SEI is significantly positive. The outcome aligns with the work of Segal et al. (2002), Cooper & Park (2008), Linan (2008) and Anh et al. (2016), which indicates that individuals who are more aware of their surroundings and have more skills and knowledge are more likely to start a social business

The findings of this research also presented a positive and significant association between social entrepreneurship attitude and SEI . The result is supported by the studies of Mahfud et al. (2020), Amofah and Ramon Saladrighes (2022), and Krueger et al. (2000). These studies reported positive association between the variables. The outcome implies that attitude influences the entrepreneurial intention by developing perception of the individuals related to risk, feasibility, and desirability. This perception shapes the individual choice to engage in entrepreneurial activities or to start a venture.

The study also showed that proactiveness mediates the relationship between social entrepreneurial awareness and social entrepreneurial attitude. Neneh (2019) stated that proactive personality influences the ENI. In previous studies, the mediating effect of proactiveness has been explored in entrepreneurship literature but not with social awareness and attitude. Therefore, from the outcome it can be concluded that if the person is aware of social issue and have entrepreneurial attitude, the proactiveness will foster him/her to explore opportunities.

Even though some hypotheses were accepted, others were rejected. The study showed that social vision does not mediate the relationship between social entrepreneurial awareness and social entrepreneurial attitude. The plausible reason behind that is that a person's attitude depends on personal knowledge and experience more (Lacap, 2018; Zakaria et al., 2019) compared to social vision.

Moreover, this study showed that empathy does not mediate the social entrepreneurial awareness and attitude nexus. The result is supported by the study of Tran et al. (2023) who reported no significant association between empathy and SEI. The plausible reason behind this insignificant association is that empathy is an emotional and cognitive factor driving opportunity recognition but not for social entrepreneurship (Miller et al., 2012).

Furthermore, the self-efficacy were not found to mediate the relationship between social entrepreneurial awareness and social entrepreneurial attitude. The result contrasts with the study of Wardana et al. (2020) who reported that self-efficacy mediates the association between social entrepreneurial awareness and social entrepreneurial attitude. The plausible reason behind this can be explained by Krueger's entrepreneurial intention model, which states that social and cultural surroundings shape an individual's attitude. Starting a business depends on personal belief and efficacy level. If a person has awareness and high efficacy, he will be motivated to initiate a startup (Krueger & Brazeal, 1994).

Finally, the study also showed that social support does not mediate the social entrepreneurial awareness and attitude nexus. The result contrasts with the study of Ghatak et al. (2020) and aligns with (Krueger et al., 2000), who reported an insignificant relationship between social support and attitude. The plausible reason for no mediation can be that close friends, family, and businesses are contacted at difficult situations (Seyoum et al., 2021).

5.2 CONCLUSION

In this study the researcher explored how social entrepreneurial awareness shapes social entrepreneurial attitude and intention among university students in Iraq. Moreover, the mediating effect of social vision, social proactiveness, empathy, perceived social support, self-efficacy on the social entrepreneurial awareness and attitude nexus were investigated. The data was taken from students in Iraq and the statistical technique utilized in this study was PLS-SEM. The outcome of the study showed that social entrepreneurial awareness and

social entrepreneurial attitude influences social entrepreneurial intention positively. Moreover, social entrepreneurial awareness influences attitude positively indicating that the developed hypotheses are accepted. The mediating effect shows that only social support mediates the relationship between social entrepreneurial awareness and attitude. Whereas, social vision, empathy, perceived social support, self-efficacy do not mediate the social entrepreneurial awareness and attitude nexus.

5.3 IMPLICATIONS

The outcome of the study give practical implications suggesting that if universities and policy makers want students to start ventures that are social in nature, then the efforts needs to be made to change the perception and attitude of the students. This can be done by initiating training and awareness programs. Moreover, the institutions should also organize programs that involves social entrepreneurial-related activities which in turn improve the self-efficacy of students. The workshops and projects such as developing social enterprise business plan, managing small businesses in flea markets should be given as it help them to develop their own social ventures.

The outcome indicate implications for the donors, educators, higher education institutions and facilitators. The universities should develop courses that integrates social issues involves field works and exercise as this will help students to develop social vision. Moreover, the institutional policy makers should replace the traditional entrepreneurship-based teaching to the social entrepreneurship-based teaching to develop student vision to work on societal issues. Moreover, the special courses relating social ventures should be introduced at university level. The extra curriculum activities such as internship facilities, workshops, trainings and seminars should be offered to develop student attitude and intention towards social venture. Such activities at university level help to develop a social learning environment and develop a link between the university level and academia that leads the student to opt social entrepreneurship-based career. In addition, the administration of the institution should also invite social entrepreneurs, business managers and owners as a guest speakers in class as it will increase the student interaction and develop interactive platforms. In such sessions, the social business owners share their success and also give them sound idea how to be visionary and proactive in running their social ventures.

In addition, the higher institutions should also focus on their lecturers related to entrepreneur courses. It is because competent lecture provide them extensive information, experiences and capabilities and also guide the students. The sharing of experiences help the students to develop their self-efficacy. The institutions should also initiate strategies that support students as when they receive support it will help them to boost their confidence and the intention start a business. As argued by Desa and Basu (2013), when students receive support where they are lacking help them to increase their motivation.

Apart from university policy makers, policy makers at the governmental level should develop policies that are friendly in nature. Such policies should be developed that promote social ventures. The government should give leverage to the students in developing ventures such as low registration fees, license, and minimum capital requirements. In addition, the government should also give startup loans with minimum interest rates.

5.4 LIMITATIONS AND DIRECTION FOR FURTHER STUDIES

The research encounters a few limitations. The first limitation is related to the sample size, as we have collected 407 responses. The second limitation is the country, as the data is collected from one country, i.e., Iraq. The third limitation is related to the variables, as multiple variables can affect the dependent variables, but they are ignored in the study.

These limitations provide direction for future studies. Future scholars, can add variables such as education and training in the model. A comparative study can also be conducted by using the same model.

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APPENDIX A

This questionnaire is a part of my research project. The aim of this study is to explore the role of entrepreneurial awareness in shaping student intentions toward social entrepreneurial activities. The information provided will be confidential and only used for this research.

Please tick (☐) the most appropriate answer.

1= Strongly Disagree 2= Disagree 3= Neither agree nor disagree 4= Agree 5= Strongly Agree

S. No	Variables & Items	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	I have a strong will to solve social problems.					
2	I have a focused stand on social issues.					
3	I am strongly committed to social needs.					
4	I am determined to be an agent of social change.					
5	I tend to be more passionate about any societal crisis.					
6	I am willing to be at the forefront for making the society a better place to live in.					
7	I am able to clearly identify social problems ahead of others.					
8	I am ahead of others in addressing the social needs.					

9	I like to act quickly in tackling the social problems.					
10	Usually, any societal problem more actively drives me to take necessary actions to address.					
11	When thinking about socially disadvantaged people.					
12	I try to put myself in their shoes.					
13	Seeing socially disadvantaged people triggers an emotional response in me.					
14	I feel compassion for socially marginalized people.					
15	I am convinced that I personally can make a contribution to address societal challenges					
16	I could figure out a way to help solve the problems that society faces.					
17	Solving societal problems is something each of us can contribute to.					
18	People would support me if I wanted to start an organization to help socially marginalized people.					
19	If I planned to address a significant societal problem people would back me up.					

20	It is possible to attract investors for an organization that wants to solve social problems.					
21	I find the idea of being a social entrepreneur very attractive.					
22	Given the opportunity and resources, I would like to create an independent social business.					
23	Being a social entrepreneur would generate in me a feeling of great satisfaction.					
24	I am always very positive toward any kind of social business.					
25	I think if I decide to start an independent social business then it would succeed.					
26	I am determined to create a social entrepreneurial venture in the future.					
27	I have very seriously thought of starting a social venture in the future.					
28	I have a strong intention to start a social venture in the future.					
29	My professional goal is to be a social entrepreneur.					
30	I will make every effort to start and run my own social venture.					

31	Before starting a social venture, my friends provided useful business information					
32	Before starting a social venture, I recognized shifts in the market					
33	I understand new social opportunities from the information I accumulated					
34	I became aware of social entrepreneurship through pleasure reading and public lectures.					
35	I became aware of social entrepreneurship through the media					
36	Social entrepreneurship is among the general courses offered at my university					
37	Social entrepreneurship is among the departmental courses offered at my university					

Demographics

Please tick (✓) the most appropriate answer.

Age

- a. 18-22 years
- b. 23–27 years
- c. 28-32 years
- d. Above 32 years

Gender

- a. Male
- b. Female

Education level

- a. Undergraduate
- b. Graduate
- c. Post-graduate
- d. Others

Field of Study

- a. Business Administration
- b. Computer Science
- c. Medical
- d. Others