



DRIVE TOWARDS SOCIAL ENTREPRENEURSHIP AMONG THE MANAGEMENT STUDENTS IN SOUTH INDIA

Management

Baddala Srikar Reddy

Research Scholar, Department of Management Studies, Sri Venkateswara University, Tirupati, Andhra Pradesh, India.

Prof. P. Raghunadha Reddy

Professor & Head, Department of Management Studies, Sri Venkateswara University, Tirupati, Andhra Pradesh, India.

ABSTRACT

Management education need more focus purposiveness and directiveness in India. The top management and faculty members are having differential focus towards this elite program which has had global laurels. IIM and IIT have created their own brands and student engagement has been very high towards profits and entrepreneurship. The management education students are having a modified perspective on this MBA program towards purposive social engagement and entrepreneurship. This study was conducted among management education students on an all India basis. Data was collected from numerous students pursuing post graduate management and under graduate program in various institutions. Data was analysed using SPSS as demographic, hypothesis and objective based analysis was done. Cross tabulation, ranking, Anova and factor analysis was also done and an SEM model has been given as the output of this study. It was found from this study that management students had social entrepreneurship engagement as their career choice and they needed guidance on starting of these ventures. These students did not have work experience nor did they have networking with social entrepreneurs. Industry academia interface and entrepreneurial incubator research divisions has to be established in management institutions across South India. This would create a new breed of entrepreneurs who are socially conscious as they can make socio economic contributions in India. The Indian government must take in cognizance of these mental and attitudinal changes in Management students and support them in all means by creating program suitable for new age requirement.

KEYWORDS

Social entrepreneurship, student engagement, motivation, dedication and commitment, career choices, entrepreneurial personality and Industry internship.

1. INTRODUCTION

The foundations of social entrepreneurship were laid by non-government social purpose enterprises' use of earned income strategies to offset government support reductions and fluctuating organizational or individual donations.(Nicolás Martínez, Rubio Bañón, & Fernández Laviada, 2019). Being socially entrepreneurial calls for exceptional behavioural and leadership qualities (Zietlow, 2001), to stand up to criticism from people who think it's wrong to pursue both social and economic goals at the same time. Some non-profits have turned to social entrepreneurship in order to improve their financial planning and management, increase their output and performance by focusing on the market and the marketing mix, and increase their marketing capacity.(Zietlow, 2001).

More conceptual work than empirical research has been done in the field of social entrepreneurship, which has prevented the establishment of a single, context-free definition with obvious validity for the construct. It is possible to define social entrepreneurship as a construct with multiple dimensions, including the entrepreneur's moral obligation to innovate their decision-making processes, take calculated risks in pursuing social goals, and maintain their commitment to action in the face of moral or contextual challenges..(Sullivan Mort, Weerawardena, & Carnegie, 2003). Successful social entrepreneurship results from social innovation in the mobilisation and scaling up of the beneficiary groups' existing assets, leadership skills in bringing together different stakeholders, coalition-building with customers, and movement-building to generate and structure more targeted activities..(Noruzi, Westover, & Rahimi, 2010).

To get closer to a context-free definition of social entrepreneurship, (Tan & Yoo, 2015) Social entrepreneurship was characterised as an initiative to innovate, take risks, and profit society through business. According to this perspective, they saw community enterprises and socio- economic dual mission firms as social enterprises. A social business visionary must strike the correct balance between being "socially centred" and "market-oriented" in their business decisions.(Masseti, 2008). He/she would be driven by compassion(Dey & Steyaert, 2012)and would be willing to take risks, disciplined, creative, and skilled at spotting opportunities and putting together resources to challenge established social and economic structures for the purpose of creating social value.(Dacin, Dacin, & Matear, 2010). Through collaborative partnerships with a variety of stakeholders, a successful social entrepreneur would also be able to

successfully connect customers to the social mission.(Goyal, Sergi, & Jaiswal, 2016). Scholars have been paying attention to social entrepreneurship because of its simultaneous goals of creating social and economic wealth.(Dey & Steyaert, 2012). Social entrepreneurs discover ways to create or distribute social value by utilizing innovation;being well aware of the dangers associated with simultaneously obtaining resources (Peredo & McLean, 2006). This explanation neglects to account for a social enterprise's liability and responsibility in relation to the beneficiaries or communities it serves.(Peredo & McLean, 2006) explains a social enterprise as a business that employs for-profit business models to produce income in order to fulfil a social mission.

Because understanding Since social entrepreneurship is context-specific, more research is needed to determine how business and social models can be transferred, as well as how this would affect different communities and regions of the world..(Hota, 2021). How the success or failure of social enterprises is determined by structural, contextual, institutional, and personal factors like compassion and motivation requires further investigation. (Gali et al., 2020). Because of this, it is necessary to measure the effect of social capital on performance in order to quantify the performance and impact of social enterprises. (Kraus, Filser, O'Dwyer, & Shaw, 2014). Research is needed to come up with trustworthy metrics that make it easier to scale up;since most plan strategies give slow development results.

Government Initiatives and its Impact

In the current environment of entrepreneurship, the government has implemented numerous programs to encourage entrepreneurship among educated youth, including "Start-up India," "Stand up India," and "Make in India." These programmes offer a wide range of benefits and subsidies to first-time business owners, SC/ST individuals, female entrepreneurs, and others. For the past few years, the country has been involved in a campaign regarding these. India wants to change from being a nation of job seekers to one that creates jobs. Given these novel circumstances, this study addresses an important research question about whether students in the Masters in Business Administration course and BBA, particularly those studying management, have changed their minds about whether they want to pursue entrepreneurship now.

New Breed of Entrepreneurship in India

In the past few decades India has made a tremendous growth in the field of IT and IT enabled services and has assumed a prominent place in the

global scenario. In order to take advantages that IT and ITES sector can bring to economy many state governments are trying to attract young entrepreneurs to start their ventures in their respective states (Hutchinson & Ilavarasan, 2008). As a result of this technology boom, numerous new business owners have emerged and grown into significant players in their fields. They have grown numerous businesses into global corporations.

Research Questions

Hence the following research questions are addressed in this study.

1. Whether the Management studies have the basic entrepreneurship attitude and intention, or would like to take up salaried occupations in India?
2. How is this entrepreneurship intention formed among the post graduate business administration students? What role do motivational drives play in the formation of social entrepreneurship intention among them?
3. Whether the changing business eco system of small start up businesses is encouraging the students of business administration to consider entrepreneurship seriously?
4. Whether the changed government policies and encouragement being given to small start up entrepreneurs is encouraging the students of business administration to consider social entrepreneurship?
5. Whether the recent success stories of first time and start up entrepreneurs in the field of IT and ITES have made an attitudinal change in the minds of post graduate students of business administration making them to prefer social entrepreneurship as a career choice?

Research Objectives

On the basis of the research gaps identified from the earlier research works the following objectives have been framed,

1. To analyse the social entrepreneurship intention among the management students in India.
2. To assess the differences in terms social entrepreneurship intention and its formation between business community students and non-business community students.
3. To analyse the effect of demographic variables towards motivational drives and entrepreneurship intention.
4. To investigate the role of Motivational Drives in intention among students influencing social entrepreneurship.
5. To analyse the relationship between motivational drives and personal attitude towards entrepreneurship, subjective social norms and perceived behaviour control.
6. To determine how personal attitudes about entrepreneurship, subjective social norms, and perceived behaviour control affect the connection between motivational drives and entrepreneurial intention.

These rigorous inquiry can provide answers to questions in quantitative and qualitative empirical research methods for theory development that can contribute to the social entrepreneurship phenomenon.

Paper Organisation

The following section 2 describes the related works of social entrepreneurship among the management studies. Section 3 illustrates the methods of the study and analysis and interpretation of the data depicted in section 4. Finally the research concluded in section 5.

2. Literature Review

In South Asian nations, India, Bangladesh, and Sri Lanka conduct the majority of social entrepreneurship research. The search did not yield any results for Pakistan, Afghanistan, Bhutan, Nepal, or the Maldives. (Zaremozhzabieh et al., 2019) Utilizing the theory of planned behaviour (SEI), investigate the possibility of predicting the purpose of social entrepreneurs. Correlations between the TPB model's constructs and SEI were investigated in a random-effects meta-analysis of zero-order correlations found in 31 studies (37 samples, $n = 14,318$). A pooled correlation matrix served as the foundation for the meta-analytic structural equation modelling (MASEM) used to accomplish this. By altering the connections between significant TPB components and intentions, two alternative models were suggested and evaluated. The SEI antecedents were formulated differently by these models. The results demonstrated that the alternative models were able to accurately predict SEI in comparison to the original TPB model. Additionally, the findings demonstrated that the TPB's additional parameters boost the strength of the two models. When

analysing the results of a variety of TPB tests, this method is one that researchers are encouraged to use.

(Sahasranamam & Nandakumar, 2020) We found that all three categories of personal capital are required for social entrepreneurs to access the market using data from the Global Entrepreneurship Monitor. The study also shows that the formal institutional context shapes this relationship, with philanthropy-oriented financial systems I having a favourable moderating effect on financial capital investment (ii) moderating investment in human capital positively (iii), educational systems (ii) moderating investment in financial capital positively (iv), and political systems (v) moderating investment in both human and financial capital favourably. The study significantly contributes to the body of knowledge on social entrepreneurship by identifying the nature of contingent impacts of the relationship between individual capital and the establishment of social enterprises in the formal institutions.

(Bozhikin, Macke, & da Costa, 2019) analyze the condition of social business venture right now and how it connects with significant non-state entertainers and the public authority. In the wake of Pittaway et al. (A corpus of 478 logical articles was incorporated through a deliberate writing survey utilizing the Scopus data set, as well as Cerchione et al. (The review was conducted from 2001 to March 20, 2018. The 102 most representative works from the papers were selected based on the counts of citations they had in the Web of Science® database. The 2015 version of Alceste® was used to organize and submit the abstracts of these selected studies for content analysis. After reading each source, the papers were categorized and a data matrix was created, making descriptive analysis possible. According to the findings, there are minimum six distinct stages of government intervention designed to encourage social entrepreneurship. It also identified eleven regulatory mechanisms and four government initiatives to support social entrepreneurship, both of which could be the subject of additional research in subsequent studies. It has also been discussed how important non-state actors are in social entrepreneurship. Based on the findings of the study, a plan for further research get develop on the subject in the following directions: i) a coordinated set of regulatory mechanisms to more effectively encourage social entrepreneurship; ii) capital social; iii) strategies for the environments of social business ventures; iv) financial support from the government.

According to (Jena, 2020), Despite having the highest youth unemployment rate in the world, India faces significant challenges. Youth unemployment is primarily caused by a lack of entrepreneurial awareness and skill. There were three main goals of this study:

- 1) To investigate students' attitudes toward entrepreneurship education in Indian universities and colleges from a cognitive, affective, and behavioral standpoint;
- 2) To determine how entrepreneurial intent is affected by students' attitudes toward entrepreneurship education; students from a variety of central Indian business management colleges and universities participated in the survey to investigate the impact of control variables on the relationship between students' attitudes toward entrepreneurship education and entrepreneurial intention (such as gender and entrepreneurial family background). The schools and colleges were chosen using a purposeful testing strategy, while the respondents were chosen using basic irregular testing. The results were obtained by analyzing the data from 59 completed questionnaires using the R programming language. According to the findings, intention to start a business was significantly influenced by one's attitude toward entrepreneurial education.

(P. Kumar, 2021) done is to look at the trends in developing a social entrepreneurship postgraduate program in India's higher education institutions (HEIs). The researcher searched the websites of Indian higher education institutions for social entrepreneurship syllabi using the terms "entrepreneurship," "social entrepreneurship," and "social innovation." The fact that various institutions have curricular differences was found to be significant by the studies. The school districts in which these classes are taught have been analysed by the researcher in order to gain more in-depth knowledge. In addition, entrepreneurship teaching pedagogies and strategies, course objectives, and content are evaluated. Social entrepreneurship educators have argued for the need for cross-disciplinary collaboration in light of these provided insights.

(Swain & Patoju, 2022) intended to assess factors impacting the choice of youth in India to pick social business venture as a lifelong choice. From three Indian universities that offer courses in social entrepreneurship, a sample of 200 students pursuing a master's degree in social entrepreneurship was selected. A 5-point Likert scale was constructed and verified using data from in-depth interviews and a literature review to identify 16 measured variables. The principal component analysis (PCA) method was used to analyse the survey data. The four factors—personal, social, institutional, and other—that were extracted from the final factor structure. The study comes to the conclusion that in order to encourage students to pursue a career in social entrepreneurship, the state needs to create an environment that encourages this.

(Capella-Peris, Gil-Gómez, Martí-Puig, & Ruiz-Bernardo, 2020) proposed a SECS (social entrepreneurship competency assessment) instrument for higher education. 19 characteristics of competency in social entrepreneurship were identified. The SECS's validity and dependability were established by the pilot test ($n = 497$). A set of categories that were in line with the initial strategy was suggested by exploratory factor analysis. Corroborative element investigation showed OK connections among the scale classifications and things, while the fit lists proposed that the information fit enough to the default model. In all instances, Pearson's test confirmed significant, positive correlations between the revised categories. As a result, the scale has the potential to help research into social entrepreneurship.

According to (A. Kumar, 2019) It is necessary for educators and policymakers to have a solid understanding of the antecedents of those intentions if they want to encourage students to participate in social entrepreneurship. The theoretical framework is proposed in the study. For a survey of Indian students enrolled in Bachelor of Pharmacy, Bachelor of Engineering, and Master of Business Administration programs, paper-based questionnaires were used to collect data. The convenience sampling method was used for the sampling, and there were 347 people in the usable sample. The model and hypotheses were tested using smart PLS 3.0 structured equation modelling. Empathy, social support, moral obligation, self-efficacy, and government support are significantly correlated with entrepreneurial intention, according to the study. Students' intentions to start their own businesses are influenced most by social support, while moral obligation has the lowest impact. A college degree was a must if you wanted to run your own business. The study also reveals that male and female students have distinct entrepreneurial goals, and that students who major in business are more likely to have such goals than students who major in engineering or pharmacy. At the article's conclusion, the study's limitations and scope for future research are discussed.

The majority of studies on entrepreneurial intention were conducted in developed nations, but very little research has been done in developing nations, particularly India. Resources, employment, education, and other factors differ between developed and developing nations. Young people's intentions are affected, and students in developing countries are more likely than students in developed countries to choose entrepreneurship as a career.

3. Methodology

The proposed search follows the Quantitative study, the data collected from Management students based on Questionnaire. The primary data collected through 18 to 25 years of age.

Demography Details

		Frequency	Percent
Age	18yrs-20	19	17.4
	21-25 years	79	72.5
	above 25 yrs	11	10.1
	Total	109	100.0
Gender	Male	69	63.3
	Female	40	36.7
	Total	109	100.0
Place of residence	Bangalore	21	19.3
	Coimbatore	2	1.8
	Delhi	3	2.8
	Guntur	8	7.3
	Hubli	7	6.4
	Hyderabad	21	19.3

	Jabalpur	2	1.8		
	Mysore	7	6.4		
	Nizam	7	6.4		
	Salem	1	.9		
	Tirupati	14	12.8		
	Vijaywada	8	7.3		
	Vizag	8	7.3		
	Total	109	100.0		
Number of people living in your household (including yourself)	2	3	2.8		
	3	37	33.9		
	4	50	45.9		
	5	13	11.9		
	6	5	4.6		
	7	1	.9		
	Total	109	100.0		
		Father	Mother		
Parent's education level	Primary	4	3.7	3	2.8
	Secondary	5	4.6	3	2.8
	Vocational training	27	24.8	26	23.9
	University	33	30.3	33	30.3
	Other	23	21.1	21	19.3
	Total	17	15.6	23	21.1
	Total	109	100.0	109	100.0
		Frequency		Percent	
Degree you are studying	BBA	30	27.5		
	MBA	54	49.5		
	PGDM	25	22.9		
	Total	109	100.0		
Expect to complete degree	current year	23	21.1		
	Next year	47	43.1		
	2 years	39	35.8		
	Total	109	100.0		

It is inferred from the above table that majority of the respondents are in the age group of 21 to 25 years. Majority of the respondents are male. Majority of these respondents reside in Bangalore and Hubli. It is found that majority of all these respondents do live in families where there are four members. It is found that majority of respondent's (both mother and father) parents have undergone some training program. Majority of the sample respondents are undergoing MBA program now.

Research Hypothesis

Accordingly, we propose

- H1: Business/ Non-business community students are positively related to motivation towards social entrepreneurship intention.
- H2: Relationship between Business/ Non-business community students and Motivational drive serves as a mediator between social entrepreneurial intentions.
- H3: Personal attitude is positively related to motivation drive.
- H4: The relationship between Personal attitude and social entrepreneurial intentions are mediated by motivational drive.
- H5: The background of educational Social Entrepreneurial is positively associated with motivational drive.
- H6: Motivational drive plays a role in mediating the connection between social entrepreneurial intentions and educational background.
- H7: Motivational drive on social entrepreneurial intentions has a positive impact on.
- H8: The relationships between Business/ Non-business community students, Personal attitude and social entrepreneurial education mediates Motivation.



Fig.1. Research Model

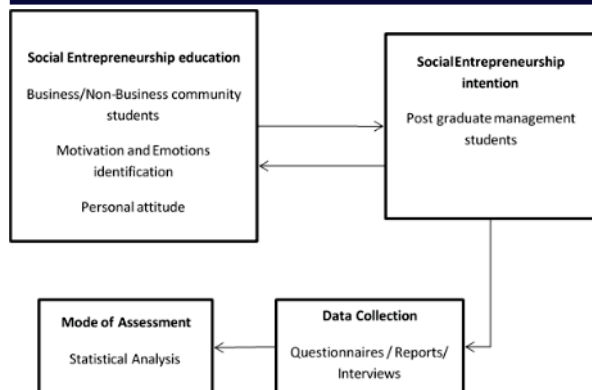


Fig.2. Conceptual Framework

The Independent variable is Social Entrepreneurship education, dependent variable is Social Entrepreneurship intention with their respect moderating variables are Business/Non- Business community students, Motivation and Emotions identification, Personal attitude.

4. Data Analysis and Interpretation

Table 1: Descriptive Statistics

	N	Min	Max	Mean	Std. Dev
Vocation is the reasons to choose this degree	109	3	7	5.77	1.144
Career opportunities is the reasons to choose this degree	109	3	7	5.76	1.053
Advice from family or friends is the reasons to choose this degree	109	1	8	4.68	1.699
Valid N (listwise)	109				

It is found from the above table that majority of the respondents have chosen MBA program as it is a vocational program and it has lot of career opportunities. This is indicated with the mean score which ranges between 5.76 to 5.77 and standard deviation score which is more than one.

Table 2: Work Experience of Respondents

		Frequency		Percent	
Have you got labour experience (have worked or are working presently)	yes	49		45.0	
	No	60		55.0	
	Total	109		100.0	
Have you been in charge of other people					
Valid	yes	14	12.8	28.6	28.6
	No	35	32.1	71.4	100.0
	Total	49	45.0	100.0	
Missing	System	60	55.0		
Total		109	100.0		

Inference:

The majority of respondents do not currently have jobs because they are undergoing MBA program. The option of work and earn has to be explored in educational institutions of Bangalore which can provide more scope for practical exposure and experience in Industries which would be very fruitful for them.

It is also found that majority of them have not been exposed to be in charge of others in delegation, allocation of work, monitoring and control. As these are the prime aspects which are needed for manager MBA students must be given more exposure on these priority areas which is the need of the hour.

Table 3: Networking of MBA Students with Social Entrepreneurs:

		Frequency	Percent
personally know any social entrepreneur	yes	47	43.1
	No	62	56.9
	Total	109	100.0

Inference:

The table above demonstrates that the majority of respondents do not network or have relationships with social entrepreneurs.. Educational institutions in Bangalore must provide industry – academia interface programs every weekend where there could be an effective interaction with social entrepreneurs which would motivate them as they would also become aware of challenges and issues associated with it.

Table 4: Responses Regarding Good Entrepreneur: Personal Circle

	N	Min	Max	Mean	Std. Dev
Family member -To what extent do you know his/her activity as an entrepreneur	47	4	7	5.62	1.095
Family member-To what extent may he/she be considered a "good entrepreneur"?	47	4	7	5.72	1.097
Friend -To what extent do you know his/her activity as an entrepreneur	47	4	7	6.06	.818
Friend-To what extent may he/she be considered a "good entrepreneur"?	47	5	7	6.13	.711
Boss / foreman -To what extent do you know his/her activity as an entrepreneur	47	4	7	6.00	1.022
Boss / foreman-To what extent may he/she be considered a "good entrepreneur"?	47	4	7	5.98	.872
Others -To what extent do you know his/her activity as an entrepreneur	47	5	7	6.28	.743
Others-To what extent may he/she be considered a "good entrepreneur"?	47	4	7	6.09	.803
Valid N (list wise)	47				

It is evident from the above table that sample respondents consider that friends & others in the social circle and general public must consider them as good entrepreneurs. This could be the motivating factor which encourages them in these activities. It is evident that social engagement and relevance are considered very important by sample respondents which are indicated in the mean score which ranges between 6.13 to 6.28. The standard deviation scores range from .71to.87.

Table 5: Expectations of Sample Respondents

	N	Min	Max	Mean	Std. Dev
Specific training for young entrepreneurs	109	3	7	5.96	.981
Loans in specially favorable terms	109	1	7	5.72	1.277
Technical aid to start the business	109	1	7	4.12	1.550
Business centers	109	1	7	4.77	1.519
Consulting services in favorable terms	109	1	7	5.35	1.410
Valid N (listwise)	109				

From the table, it can be deduced that all sample respondents believe they require specialized training in entrepreneurship that can also be socially engaging.. They also want information and understanding of procedures to avail loans to become social entrepreneurs.

Table 6: Reasons for Entrepreneurial Choice

	N	Min	Max	Mean	Std. Dev
Being a social entrepreneur implies more advantages than disadvantages to me	109	2	7	5.16	1.369
A career as entrepreneur is attractive for me - If I had the opportunity and resources, I'd like to start a firm	109	2	8	5.65	1.235
Being a social entrepreneur would entail great satisfactions for me	109	3	7	5.87	.982
Social Entrepreneurial activity clashes with the culture in my country	109	1	7	4.89	1.336
The social entrepreneur's role in the economy is not sufficiently recognized	109	1	7	4.46	1.151
Many people consider hardly acceptable to be an social entrepreneur	109	1	7	3.39	1.539
Social Entrepreneurial activity is considered too risky to be worth while	109	1	7	4.19	1.190
It is commonly thought that social entrepreneurs take advantage of others	109	2	7	4.88	1.152
Start a firm and keep it working would be easy for me	109	3	6	4.39	1.011
- I'm prepared to start a viable firm	109	1	7	3.68	1.592
I can control the creation process of a new firm	109	1	7	4.14	1.337
I know the necessary practical details to start a firm	109	1	7	3.86	1.309
I know how to develop an social entrepreneurial project	109	1	7	4.82	1.140
If I tried to start a firm, I would have a high probability of succeeding	109	3	7	4.78	1.031
Valid N (list wise)	109				

The mentioned table reveals that the majority of respondents would like to pursue entrepreneurship as an appealing career choice. The challenge lies in resources and opportunity as both could be decisive factor to start a firm. This is indicated with the mean score of 5.65. The sample respondents also feel that being an entrepreneur would provide great satisfaction which is the most important factor for them which is indicated with the sample score of 5.87.

Table 7: Skills Needed for Becoming Successful Entrepreneur

	N	Min	Max	Mean	Std. Dev
Opportunity recognition	109	1	7	5.50	1.229
Creativity	109	2	7	5.52	1.252
Problem solving	109	3	7	5.65	1.117
Leadership and communication skills	109	2	7	5.50	1.295
Development of new products and services	109	3	7	5.43	1.174
Networking and making professional contacts	109	3	7	5.83	1.041
Valid N (listwise)	109				

Inference:

According to the table above, Management students consider problem-solving skills to be the most important skill. It is indicated with mean score of 5.65. It was also found from the sample respondents that opportunity recognition, creativity, leadership and communication skills are most important for MBA managers and training must be provided on these dimensions.

Table 8: Cross Tabulation on Demographic Factors and Implications

			Have you ever seriously considered becoming a social entrepreneur?		Total
Gender	Male	Count	yes 37	No 32	69
	Female	Count	33.6%	48.4%	100.0%
		Count	11	22	40
Total		% within Gender	45.0%	55.0%	100.0%
		Count	55	54	109
		% within Gender	50.5%	49.5%	100.0%

			Have you ever seriously considered becoming a social entrepreneur?		Total
Number of people living in your household (including yourself)	2	Count	yes 1	No 2	3
		%	33.3%	66.7%	100.0%
3	Count	17	20	37	
		%	45.9%	54.1%	100.0%
4	Count	23	25	50	
		%	50.0%	50.0%	100.0%
5	Count	7	6	13	
		%	33.3%	46.2%	100.0%
6	Count	4	1	5	
		%	80.0%	20.0%	100.0%
7	Count	1	0	1	
		%	100.0%	0.0%	100.0%
Total		Count	55	54	109
		%	50.5%	49.5%	100.0%

			Have you ever seriously considered becoming a social entrepreneur?		Total
Age	18yrs-20	Count	yes 12	No 7	19
		% within Age	63.2%	36.8%	100.0%
21-25	Count	37	42	79	
		% within Age	46.8%	53.2%	100.0%
above 25 yrs	Count	6	8	14	
		% within Age	54.3%	45.7%	100.0%
Total		Count	55	54	109
		% within Age	50.5%	49.5%	100.0%

As can be seen from the table above, more male students than female students want to be entrepreneurs. It is also found that majority of the entrepreneurial intentions begin at a very early age for male students which start at the age of 18 to 20 years and for females it is between 21 to 25 years.

Intention to become a social entrepreneur

Table 9: Social Entrepreneurship Intention

	Frequency	Percent
yes	55	50.5
No	54	49.5
Total	109	100.0

The fact that the majority of respondents, 50.5 percent, intend to become social entrepreneurs exemplifies the mindset of Management students who are pursuing careers for personal and social advancement.

Table 10: Size of Firm Intended to Achieve

	Frequency	Percent
Self-employed (no employees)	12	11.0
Micro-enterprise (up to 10 employees)	15	13.8
Small enterprise (10 to 50 employees)	19	17.4
Medium enterprise (50 to 250 employees)	24	22.0
Large enterp. (> 250 employees.)	39	35.8
Total	109	100.0

The above mentioned table suggests that the majority of the sample respondents (35.8%) want to start a business with around 250 employees. So it is evident that Management students want to have large scale start-ups which can benefit societies in a large scale.

Table 11: Descriptive Analysis on Intention of Becoming Social Entrepreneur

	N	Min	Max	Mean	Std. Dev.
I'm ready to make anything to be a social entrepreneur	109	3	7	5.30	1.051
My professional goal is becoming an entrepreneur	109	4	7	5.76	.980
I will make every effort to start and run my own firm	109	3	7	5.46	1.050
I'm determined to create a firm in the future	109	3	7	5.29	1.173
I have very seriously thought in starting a firm	109	2	7	5.22	1.109
I've got the firm intention to start a firm some day	109	2	7	5.33	1.089
Valid N (list wise)	109				

The above mentioned table suggests that the majority of respondents are willing to work hard to become social entrepreneurs. and it is indicated with the mean score of 5.60. majority of the sample respondents also feel that their professional goal is to become a social entrepreneur which is indicated in the mean score of 5.76.

Table 12: Descriptive Analysis on Social Entrepreneurial Success

	N	Min	Max	Mean	Std. Dev.
social entrepreneurial success indicate Competing hard in world markets	109	1	7	3.37	1.377
social entrepreneurial success-Reaching a high level of income	109	2	7	4.99	1.041
social entrepreneurial success-Carrying out the kind of job you really like	109	2	7	4.51	1.111
social entrepreneurial success-Achieving great social recognition	109	4	7	5.36	1.076
social entrepreneurial success-Helping to solve the problems of my community	109	3	7	4.89	.926
social entrepreneurial success-Keeping the business alive	109	3	6	4.59	1.047
social entrepreneurial success-Keeping a path of positive growth	109	3	7	5.06	.870
Valid N (list wise)	109				

The above table suggests that the majority of respondents are interested in social entrepreneurship because it can provide high income levels, social recognition, and positive growth. This is evident from the mean score which is between 4.99 to 5.36.

Any course or module that could be considered as social entrepreneurship education

Table 13: Social Entrepreneurship Education

	Frequency	Percent
yes	68	62.4
No	41	37.6
Total	109	100.0

It is inferred from the above table that majority of the sample respondents(62.4%) have felt that social entrepreneurship education must be provided as a course which can provide more awareness and effective engagement of students towards it.

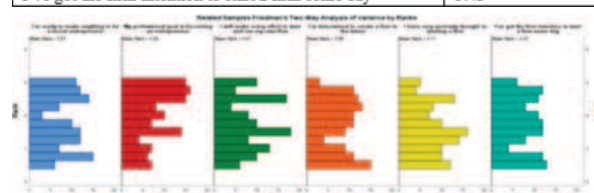
Table 14: Descriptive Analysis on Possibility to Offer Social Entrepreneurship Education Courses

	N	Min	Max	Mean	Std. Dev.
possible to offer social entrepreneurship education courses which develop the Knowledge about the social entrepreneurial environment	109	3	6	4.82	.935
possible to offer social entrepreneurship education courses which develop the Greater recognition of the social entrepreneur's figure	109	3	6	5.14	.833
possible to offer social entrepreneurship education courses which develop the preference to be a social entrepreneur	109	4	7	5.89	.906
possible to offer social entrepreneurship education courses which develop The necessary abilities to be a social entrepreneur	109	4	7	5.79	1.001
possible to offer social entrepreneurship education courses which develop The intention to be a social entrepreneur	109	3	7	5.50	1.042
Valid N (list wise)	109				

According to the above mentioned table, the majority of respondents believe that social entrepreneurship programs must foster this desire and intention. The necessary skills and capabilities required for it also has to be developed. This is indicated with the mean score which ranges between 5.79 to 5.89.

Table 15: Ranking Analysis on Preferences of MBA Students

	Mean Rank
I'm ready to make anything to be a social entrepreneur	3.57
My professional goal is becoming an entrepreneur	4.00
I will make every effort to start and run my own firm	3.47
I'm determined to create a firm in the future	3.36
I have very seriously thought in starting a firm	3.17
I've got the firm intention to start a firm some day	3.43

**Fig.3. Mean Score**

It is evident from the above that the professional goal of Management students is to become an entrepreneur which is indicated with the mean score of 4.

This is a positive intent as we could see there is a dynamic shift in thinking of modern MBA students who wish to start and define their own careers rather than being a part of other's dream, aspirations and goals.Objective 3:To investigate the role of Motivational Drives in influencing social entrepreneurship intention among students.

Table 16: Correlation Analysis on Motivational Drives and Social Entrepreneurship Intention Among Students

		Correlations	
Motivational drive	Pearson Correlation	Motivational drive	Social Entrepreneurship intention
Motivational drive	Sig. (2-tailed)		.082
	N		.397
		109	109
Social Entrepreneurship intention	Pearson Correlation		.082
	Sig. (2-tailed)		.397
	N		109

There is a positive correlation(.082) associated among the Social Entrepreneurship education and Social Entrepreneurship intention so it is confirmed that the Motivational Drives are having a positive role in influencing social entrepreneurship intention among students.

H1: Personal attitude is positively related to motivation drive.

Table 17: Correlation Analysis on Personal Attitude and Motivation Drive for Social Entrepreneurship

Factors of personal attitude towards entrepreneurship, subjective social norms and perceived behaviour control		Motivational drive
social entrepreneurial success-Reaching a high level of income	Pearson Correlation	.007
	Sig. (2-tailed)	.940
	N	109
social entrepreneurial success-Carrying out the kind of job you really like	Pearson Correlation	.058
	Sig. (2-tailed)	.551
	N	109
social entrepreneurial success-Achieving great social recognition	Pearson Correlation	.023
	Sig. (2-tailed)	.813
	N	109
social entrepreneurial success-Keeping a path of positive growth	Pearson Correlation	.102
	Sig. (2-tailed)	.290
	N	109

H1: Personal attitude is positively related to motivation drive is accepted

There is a positive correlation (.007,.058,.023,.102)associated among the Motivational drive and personal attitude towards entrepreneurship, subjective social norms and perceived behaviour control. So it is confirmed that the positive relationship between motivational drives and personal attitude.

H2: The relationship between Personal attitude and social entrepreneurial intentions are mediated by motivational drive.

Table 18: Regression Analysis on Relationship Between Personal Attitude and Social Entrepreneurial Intentions

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.000	.180		27.713	.000
	personal attitude towards entrepreneurship, subjective social norms and perceived behaviour control	.011	.036	.030	.308	.019

a. Dependent Variable: Social Entrepreneurship intention

An unstandardized coefficient B value indicates how much the dependent variable varies with an independent variable and also the positive or negative relationship between the variables. Positive coefficient value of Personal attitude (.011) shows that for each one unit increase in personal attitude, there is an increase in social entrepreneurial intentions among students.

Table 19: Regression Analysis on Relationship Between Personal Attitude and Social Entrepreneurial Intentions are Mediated by Motivational Drive

Model		Coefficients ^a				t	Sig.
		Unstandardized Coefficients		Standardized Coefficients	Beta		
		B	Std. Error				
1	(Constant)	4.816	.305			15.803	.000
	Motivation and personal attitude	.023	.029		.076	.786	.014

a. Dependent Variable: Social Entrepreneurship intention

a. Dependent Variable: Social Entrepreneurship intention

H2: The relationship between Personal attitude and social entrepreneurial intentions are mediated by motivational drive is accepted. There is a positive relationship between Personal attitude and social entrepreneurial intentions are mediated by motivational drive. An unstandardized coefficient B value in table 20 indicates how much the dependent variable varies with an independent variable and also the positive or negative relationship between the variables .The increase in positive coefficient value of Personal attitude (.023) than the value in table 19 shows that the mediation effect of motivational drive increases the positive relationship more among personal attitude and social entrepreneurial intentions.

H3: Social Entrepreneurial educational background is positively associated with motivational drive.

Table 20: Correlation Analysis of Social Entrepreneurial Educational Background with Motivational Drive

Correlations	
Social Entrepreneurship education	Motivational drive

Social Entrepreneurship education	Pearson Correlation	1	.043
	Sig. (2-tailed)		.659
	N	109	109
Motivational drive	Pearson Correlation	.043	1
	Sig. (2-tailed)	.659	
	N	109	109

There is a positive correlation (.043) is associated among the Motivational drive and Social Entrepreneurship education. So the hypothesis is accepted and it is confirmed that the Social Entrepreneurial educational background is positively associated with motivational drive

H4: Motivational drive has a positive effect on social entrepreneurial intentions.

Table 21: Regression Analysis on Effect of Motivational Drive on Social Entrepreneurial Intentions

Model		Coefficients ^a				t	Sig.
		Unstandardized Coefficients		Standardized Coefficients	Beta		
		B	Std. Error				
1	(Constant)	4.840	.255			19.015	.000
	Motivational drive	.040	.046		.082	.850	.007

a. Dependent Variable: Social Entrepreneurship intention

Positive coefficient value of motivational drive(.040) shows that for each one unit increase in motivational drive, there is an increase in social entrepreneurial intentions among students So the hypothesis is accepted and it is confirmed that the Motivational drive has a positive effect on social entrepreneurial.



Fig.4. SEM Model for Social Entrepreneurship Engagement Among MBA Students

This SEM model clearly indicates the intention of respondents to become social entrepreneurs and their professional goal is to become a social entrepreneur. As respondents are willing to put efforts and they are having personal attitude to become- the support on training and resources has to be provided which is indicated.

Findings of the Study:

1. It is found that majority of the respondents are not working currently as they are undergoing Management program
2. Majority of the respondents are not having networking or relationship with social entrepreneurs
3. Sample respondents consider that friends & others in the social circle and general public must consider them as good entrepreneurs.
4. They need specific training in entrepreneurship which can be socially engaging also.
5. It is found from the above table that majority of the respondents would like to pursue entrepreneurship as it is an attractive career. The challenge lies in resources and opportunity as both could be decisive factor to start a firm.
6. sample respondents stated that opportunity recognition, creativity, leadership and communication skills are most important for managers, and training must be provided on these dimensions
7. It is inferred from the above table that majority of the respondents are willing to put all their efforts to become a social entrepreneur
8. It is inferred from the above table that majority of the sample respondents(35.8%) wish to create a firm which has around 250 employees

Suggestions and Recommendations:

1. It is strongly recommended that Industry academia interface must be started in Management educational institutions which facilitates social entrepreneurs and student engagement on a regular basis
2. Challenges, problems are more in resources and initial establishment of firms, so an entrepreneurial incubation centre has to be established which could coordinate all Management institutions
3. Professional research on the industry of their choice for Management students must begin in first year of program which could make them more focused and dynamic
4. Training program and support has to be provided for Management students on social entrepreneurship.

5. CONCLUSION

It is evident that Management institutions are wrongly focused and directed by considering this program as an academic course. The top management orientation and effective engagement of teachers must be oriented on training students as a program and not as an academic course. Students need practical training and internships as industrial work experience of leadership skills are not evident among them. Students have the motivation and interest to start social entrepreneurial firms in a large scale however training and resources are lagging. It is concluded that Entrepreneurial incubation centres has to be established in Management institutions which can provide impetus for the entrepreneurial spirit which is there among students. A proper care, attention and support along with resources are needed for these budding future entrepreneurs who can change the directives and future course of this country towards 2030.

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