

***ANALYSIS OF SOCIAL ENTREPRENEURSHIP IN ZAMBIA. A CASE STUDY OF
FEMALE UNIVERSITY GRADUATES***

BY

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**A Dissertation submitted to the University of Zambia in partial fulfilment of the
requirements for the award of the degree of Master of Administration in Finance**

THE UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I Kayla Kalenga Yombwe , do hereby declare that this work is my original work achieved through personal reading and research. This work has never been submitted to The University of Zambia or any other Universities . All sources of data used and literature on related works previously done by others, used in the production of this Dissertation have been duly acknowledged . If any omission has been made,it is not by choice but by error.

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APPROVAL

This Dissertation by Kayla K Yombwe is approved as a partial fulfilment of the requirements for the award of the Degree of Master of Business Administration in Finance.

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ABSTRACT

The emergence of social entrepreneurship as a worthwhile approach for alleviating social problems has shown that women are more prone to social entrepreneurship, especially as they take up courses in entrepreneurship at university level. The current study was motivated by the increasing number of women taking up entrepreneurial activities with a social focus. The study was undertaken among female university graduates in Zambia to analyse aspects of social entrepreneurship intention. The emergence of social entrepreneurship as a worthwhile approach for alleviating social problems and that women are more prone to social entrepreneurship, while universities offer entrepreneurship courses, motivated the study. Ajzen's Theory of Planned Behaviour was used in the study. It assessed personal attitude, subjective norm, perceived behaviour control, prior entrepreneurship exposure and prior experience as predictors of social entrepreneurship intention among female university graduates in Zambia. Using the mixed methods design, a sample of 500 female graduate students was randomly derived and answered the Entrepreneurial Intentions Questionnaire (EIQ). Analysis by hierarchical multiple regression at 95% confidence level and p-value significant at 0.05, revealed that all the models were significant. Prediction of SEI among female Zambian university graduates was strongest when the variables of variables of PA, SN, PBC, PEE and PE were considered together. The study is consistent with Ajzen's theory of planned behaviour. Recommendations are made to government and educational institutions to adopt strategies to inspire SE.

Keywords: entrepreneurship, social, Entrepreneurial Intentions Questionnaire (EIQ).

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LIST OF ACRONYMS

AMOS	Analysis of Moment Structures
ATB	Attitude Towards Behaviour
CFA	Confirmatory factor analysis
CFA	Confirmatory Factor Analysis
EIQ	Entrepreneurial Intentions Questionnaire
GEM	Global Entrepreneurship Monitor
IMF	International Monetary Fund
IOP	Institute of Physics
PBC	Perceived Behavioural Control
PE	Prior Experience
PEE	Prior Entrepreneurial Exposure
PICMET	Portland International Conference on Management of Engineering and Technology
PLS	Partial Least Squares
SAGE	Sarah and George Publishing
SDG	Sustainable Development Goal
SE	Social Entrepreneurship
SEI	Social Entrepreneurial Intention
SEM	Structural Equation Modelling
SN	Subjective Norms
SPSS	Statistical Package for Social Sciences
STF	Small Tourism Firms

TPB Theory of Planned Behaviour

USA United States of America

CHAPTER 1

INTRODUCTION

This introductory chapter presents the background information leading to the study. It includes the background, research problem, research purpose, objectives, questions, hypotheses, significance and scope of the study under respective sub-headings.

1.1. Background to the Research

Worldwide, countries are experiencing societal problems such as poverty, climate change, unemployment, environmental pollution, diseases, crime, corruption and economic crises especially in the African context. Rivera-santos (2015) highlights that “high levels of poverty are prominent in African countries, with 26 countries ranked among 30 poorest countries in the world (International Monetary Fund, 2013); 14 countries ranked among the 30 most corrupt countries in the world (Transparency International, 2012); and poor infrastructure, market failures, and a large informal economy, with 23 countries ranked among the 30 worst countries to do business in. Women, youth and the elderly are among the most vulnerable and marginalized in terms of their economic contributions to solving emerging problems (World Bank, 2012).” According to Rosca, Agarwal and Brem, (2020) in recent years, social and women entrepreneurship have become two growing fields of entrepreneurship research. In the context of social entrepreneurship, earlier research indicates that women are a better fit for leading social enterprises. However, the relevance of gender in the field of social entrepreneurship is underexplored and calls for further research, framing the mainstay of this study.

With the rise in feminism, the contributions of women to economic development have been affirmed, with various institutions leading the way to ensure that women can actively participate in solving social problems. While various studies have been conducted around the area of women and students in entrepreneurship, little is known about their place in social entrepreneurship (Kedmenec, Miroslav, & Polona, 2016; Rashid, et al., 2018; Karimi, et al., 2013; Karla, Guillermo, Gutiérrez-Zepeda, & Gutiérrez-Rodríguez, 2017; Hockerts, 2017; Rashed, et al, n.d.; Usman, et al, n.d.). According to the Global Entrepreneurship Monitor globally, an estimated 45% of social entrepreneurs are female. This is significantly more gender-balanced than other types of women

involvement. Women hold only 29% of positions in global businesses. Yet the area of social entrepreneurship has received low level of research (Hobson, 2020).

On the other hand, social issues have largely contributed to the underdevelopment of most African countries particularly in the Sub-Saharan region. The responsibility of addressing society's most pressing problems is in the hands of the local governments. However, it is impractical for governments to satisfy all needs of the society. As a matter of fact, they are overwhelmed with the high cost and huge burden of solving social problems solo (Güneralp, et al, 2017; Van der Westhuizen, & Swart, 2015).

In response to the identified gap, the market failure theory suggests that social entrepreneurs come into existence when the government fails to satisfy the unmet social needs (Mohammadi et al., 2020; McMullen, 2011). Scholars also argue that societies in environments faced with social challenges, pursue creative, cost-effective and sustainable strategies such as social entrepreneurship (Usman et al., 2022). This is based on the principle that social entrepreneurship focuses on "finding novel solutions to complex social problems" (Hervieux and Voltan, 2016 ;Dey and Steyaert 2012).

Social entrepreneurship has emerged as a tactic to solving societal problems as it directs entrepreneurial activities towards addressing unmet societal needs, conserving environment and facilitating the growth of the economy. On this background, under-developed nations including Zambia should embrace social entrepreneurship as it would help to mitigate the aforementioned social challenges and lessen the government's burden (Rivera-Santos, et al., 2015; Chigunta, et al., 2016; Siame, 2016; Mumba, 2017). Besides, Tiwari, Bhat and Tikoria (2017) and Chell (2007) point out that social entrepreneurship is "especially important in developing countries, where gaps in terms of social development and economic discrimination still exist".

Women in entrepreneurship has emerged as a topical issue yet there is a paucity of empirical research in this area. While various studies have been undertaken, they have revealed that women are largely underrepresented in matters of trade and participation in economic activities. Yet they recognize that there is an emerging trend among Zambian university students engaging in trading activities while pursuing their higher education. It is a growing phenomenon that female students are also forming up and being part of social entrepreneurship programs while at university.

(Chileshe, 2015; Daka, 2021; Chanda, et al., 2024; Subburaj & Sekula, 2018; Mwiya, et al., 2017). These studies in Zambia are still few and not comprehensively covered the subject matter of female students' social entrepreneurship. This gives an indication that these female students may graduate to pursue these social entrepreneurship programs apart from just seeking to be employed.

The number of social enterprises in developing nations is stagnant and very low (Luc, 2020; Phan, 2018). As a solution to the aforementioned challenge, Luc (2020) proposes that understanding the process pertaining to the formation of social entrepreneurial intention can help boost the number of social enterprises. Nevertheless, little is known about the antecedents of social entrepreneurial intention (Rambe and Ndofirepi, 2021; Chinchilla and Garcia 2017; Hockerts 2017; Hockerts 2015; Ip et al. 2018; Mair and Noboa 2006) especially among female university students in Zambia. Therefore, it is with this understanding that this study seeks to investigate the antecedents of social entrepreneurial intentions in the Zambian context, focusing on those female students undertaking entrepreneurship activities while at university.

By definition, social entrepreneurship means a dynamic process through which specific types of individuals deserving the name of “social entrepreneurs” create and develop organizations that may be defined as “social enterprises” (Defourny & Nyssens 2008; Mair & Marti 2006). As the definition suggests, the creation and development of social enterprises depends on social entrepreneurs as they “take up an initiative to solve important social issues that are happening in their surroundings” (Preethi and Priyadarshini, 2018). Similarly, Dees (2007) postulates that “social entrepreneurs aim to address major social inefficiencies such as inequality, scarce resources and climatic change through innovative ideas”. At this juncture, it can be argued that the importance of social entrepreneurs in creating and developing social enterprises is unbeatable as they possess the skills to fight social and economic problems in which government, profit-making and non-profits may not solve the problems alone. It is therefore necessary to understand what drives people to become social entrepreneurs.

According to literature (Tran, 2017; Wang et al., 2016; Wahid et al., 2021), intention of a social entrepreneur plays a critical role in the successful establishment of new social enterprises. This is consistent with Rambe and Ndofirepi (2021) who contend that “the success of social entrepreneurship depends on individual social entrepreneurs' intentions to develop concrete plans

to participate in this enterprise.” In spite of its absolute importance, there is limited research on the concept Social Entrepreneurial Intentions (Mair and Noboa, 2006; Hockerts, 2015, 2017; Chinchilla and Garcia, 2017) and especially research on antecedents of Social Entrepreneurial Intentions (Mair and Noboa, 2006; Corner and Ho, 2010). Literature also suggests that it is imperative to explore the antecedents of social entrepreneurial intentions to better identify and understand these intentions (Usman et al., 2022; Carsrud and Brännback, 2011; Omoredede, 2014). Further, understanding the antecedents of social entrepreneurial intentions is central for educators and policy makers who want to motivate more people to engage in social entrepreneurship (Hockerts, 2015). Consequently, an investigation of the antecedents of SEI is anticipated to provide novel insights.

Several studies have emphasized the importance of social entrepreneurship in addressing complex social problems (Rambe and Ndofirepi, 2021; Peredo and Mclean 2006; Wang and Aaltio 2017; Powell 2012; Mohammadi et al., 2020; McMullen, 2011) especially in developing nations (Tiwari, Bhat and Tikoria, 2017;Chell 2007). Still, certain locales in Africa are under-researched. This necessitates the need to conduct quantitative studies on social entrepreneurship in the African context (Rambe and Ndofirepi, 2021; Teise and Urban’s, 2014).

In Zambia women form the majority of the population, that is, slightly above 10 million, while the male population is approximately 9.7 million. However, in terms of participation in economic activities, fewer women are involved (Zambia Statistics Agency, 2022). The percentage of women involved in economic activities other than agriculture is estimated at 28%. This includes those in formal employment and business (Trading Economics, 2020). The World Bank, (2020) estimates that 4.427% of Zambian women are in formal employment. The World Bank (2018) revealed, “Zambia is experiencing a large demographic shift and is one of the youngest countries globally by median age. The population is growing rapidly at 2.8 percent per year, resulting in the population doubling close to every 25 years”. Further, it was revealed that “high population growth increases the demand for jobs, health, and other social services, which the economy is not able to provide at present. Between 2015 and 2050, the working age population will be more than double, which means Zambia would need to create over 10 million new jobs by 2050 to keep labor force participation and unemployment rates unchanged. This is equivalent to about 300,000 new jobs per year, just to stand still (World Bank 2018; World Bank 2017).

In light of the above, the importance of embracing sustainable strategies such as social entrepreneurship is irrefutable considering that women have a higher social problems orientation than men, Reynolds, (2019). Since Women and youth unemployment still remains a key challenge in Zambia, their involvement in the creation social enterprises is equally crucial. Particular attention can be given to students who are in institutions of higher learning where they can learn entrepreneurial skills. “Students are at the brink of entering the labour market for the first time” (Wach et al., 2021: p2; Meoli et al. 2020) and attaining university education does not guarantee employability in African developing countries (Mwiya et al., 2017; Mwiya, 2014). Against this backdrop, this study focuses on investigating the antecedents of social entrepreneurship intentions among female university students in Zambia who are involved in trading activities while attending university.

1.2. The Research Problem

Social entrepreneurship has emerged as an important avenue for alleviating social problems, yet little research has been conducted in Zambia to establish what factors influence female university graduates to take up social entrepreneurship. Recent years have seen much support for female entrepreneurs with governments and other stakeholders coming up with sustainable initiatives and interventions to support female entrepreneurship (Rivera-Santos, et al., 2015; Chigunta, et al., 2016). Alongside is the emergence of social entrepreneurship and students taking up roles as entrepreneurs.

Emerging research seeks to understand the motivations, barriers, and support systems that impact students’ decisions to pursue social entrepreneurship. This has attracted researchers in Zambia, who reveal that despite the growing interest in social entrepreneurship, there is limited research on the experiences of female university students and graduates in this field (Chileshe, 2015; Daka, 2021; Chanda, et al., 2024; Subburaj & Sekula, 2018; Mwiya, et al., 2017). These studies have focused on students in general, without regard to gender. They have also addressed entrepreneurship from a broader perspective with social entrepreneurship being a factor or outcome of the studies rather than the main variable. By exploring their perspectives, this study can provide valuable insights into the unique factors that affect female graduate students’ social entrepreneurship and inform strategies to support and empower them in their entrepreneurial journey.

1.3. Purpose of the Study

This study was undertaken in order to analyze social entrepreneurship in Zambia among female university graduates by employing Ajzen's Theory of Planned Behaviour. The purpose was to analyze social entrepreneurship by the variables of personal attitude, subjective norm, perceived behavior control, prior entrepreneurship exposure and prior experience as predictors of social entrepreneurship intention among female university graduates in Zambia.

1.4. General Objective

The general objective of the study is to investigate the determinants of social entrepreneurial intentions among female graduates in Lusaka.

1.5. Specific Objectives

The objectives are as follows;

- i. To examine the relationship between personal attitude toward social enterprise and social entrepreneurial intention among female student graduates in Lusaka.
- ii. To investigate the influence of subjective norm on social entrepreneurial intention among female student graduates in Lusaka.
- iii. To assess the relationship between perceived behavioral control and social entrepreneurial intention among female student graduates in Lusaka.
- iv. To determine the association between prior entrepreneurial exposure and social entrepreneurial intentions among female student graduates in Lusaka.
- v. To explore the relationship between prior experience in social enterprises and social entrepreneurial intention among female student graduates in Lusaka.

1.6. Research Questions

The research questions are as follows;

- i. What is the relationship between personal attitude toward social enterprise and social entrepreneurial intention among female student graduates in Lusaka?

- ii. How does subjective norm influence social entrepreneurial intention among female student graduates in Lusaka?
- iii. What is the relationship between perceived behavioral control and social entrepreneurial intention among female student graduates in Lusaka?
- iv. What is the association between prior entrepreneurial exposure and social entrepreneurial intentions among female student graduates in Lusaka?
- v. What is the relationship between prior experience in social enterprises and social entrepreneurial intention among female student graduates in Lusaka?

1.7. Hypotheses

The following hypotheses were developed for the study:

H₁: The higher the level of personal attitude toward social entrepreneurship, the higher the level of social entrepreneurial intention.

H₂: Subjective norms are positively related to social entrepreneurial intention.

H₃: Perceived behavioral control is positively related to social entrepreneurial intention.

H₄: Prior entrepreneurial exposure is positively associated with social entrepreneurial intention.

H₅: Prior experience in social enterprises has a positive effect on social entrepreneurial intention.

1.8. Significance of the Study

This research is innovative as it plays a significant role in contributing to the existing literature in numerous ways. First, Darmanto and Pujiarti (2020) assert that “the efforts to foster interest in social entrepreneurship require an understanding of how to develop and encourage the birth of potential social entrepreneurs”. Thus, this study will provide an understanding of the development of social entrepreneurs through investigating the factors of social entrepreneurial intention among female graduates. Second, it will shape a clear understanding of how social entrepreneurship is perceived by feminists in the Zambian context. Third, the present study will provide an understanding to educators and policy makers tasked with mandate to support and encourage

people to engage in social entrepreneurship. Besides, a study of this nature would help education institutions and policy makers to design mechanism that would facilitate social entrepreneurship proliferation (Politis et al., 2016; Douglas, 2013).

Practically, the significance of this study lies in its potential to contribute valuable insights into the experiences of female university students and graduates in social entrepreneurship. By highlighting the motivations, barriers, and support systems that impact their entrepreneurial journey, this study can inform government's strategies to promote gender equality and diversity in the field of social entrepreneurship. Additionally, this research can provide practical recommendations for universities, policymakers in government; entrepreneurship financing institutions; social enterprises and other stakeholders on how to create a more supportive and inclusive ecosystem for female social entrepreneurs to solve social problems yet earn revenue.

1.9. Scope of the Study

This study focuses on investigating the determinants of social entrepreneurial among female graduates in Zambia. The present study will draw a sample from 20,000 female students graduating from universities in Zambia. The study will focus on final year registered students undertaking graduate and post-graduate studies from selected universities across various schools of study such as business, education, humanities, natural sciences, and law.

1.10. Dissertation Outline

The dissertation is organized in six chapters. Chapter one is the introduction; chapter two the literature review, chapter three is methodology; chapter four is presentation of findings; chapter five is discussion of findings and chapter six the conclusion and recommendations.

1.11. Chapter Summary

This chapter was the introduction of the study. The next chapter is the literature review.

CHAPTER 2

LITERATURE REVIEW

1.0. Introduction

The current chapter provides the literature review based on the knowledge area of social entrepreneurship and women in entrepreneurship. This chapter is in subsections of: conceptualization of the key terms in relation to the study variables; empirical studies on prior entrepreneurial exposure, prior experience in social enterprises and social entrepreneurial intention; critique of the literature identifying the weaknesses and strengths of prior studies; theoretical framework; conceptual framework and hypothesis development.

2.1. Conceptualization of Key Terms

2.1.1. Social Entrepreneurship (SE)

The concept of social entrepreneurship (SE) basically means doing business for a social cause. Anderson and Dees (2002: p. 192) equally posit that social entrepreneurship “is about finding new and better ways to create and sustain social value”. Robinson (2006: pp 1-6) also adds that SE is “a process, that includes: the identification of a specific social problem and a specific solution (or a set of solutions) to address it; the evaluation of the social impact, the business model and the sustainability of the venture; and the creation of a social mission-oriented for profit or a business-oriented nonprofit entity that pursues the double (or triple) bottom line (Mair et al., 2006).” Thus, social entrepreneurship is a dynamic process through which specific types of individuals deserving the name of “social entrepreneurs” create and develop organizations that may be defined as “social enterprises” (Defourny & Nyssens 2008; Mair & Marti 2006).

By definition, a social enterprise is defined as “a business created to fulfil a social purpose” (Hsu and Wang, 2019; p 2 :Vitiello & Wolf- Powers, 2014). In this regard, SE includes “individuals or organizations involved in entrepreneurial activities to solve economic, social or/and environmental problems”(Cavazos-Arroyo, Puente-Díaz and Agarwal, 2017: p 181; Germak & Singh, 2010; Short, Moss, & Lumpkin, 2009; Zahra, Gedajlovic, Neubaum, & Shulman, 2009). Furthermore, Preethi and Priyadarshini (2018: p1) suggests that SE “is the process of applying innovation and business expertise in a non-profit sector by having a social objective and creating a social value” .

This is consistent with (Forouharfar, Rowshan and Salarzahi, 2018: p 9; Austin et al. 2006: p.2) who indicate that “SE is an innovative, social value creating activity that can occur within or across the nonprofit, business, or government sectors.”

Practically, social entrepreneurs are those persons who set up entrepreneurial ventures for the purposes of addressing specific social problems in the society that contribute to the social good. The enterprises can have profit or not-for-profit models. The key is that they are meant to further a social cause. Thus the funds realized are channeled to social programs. Examples are enterprises providing employment to refugees; delivering better food and clothes to vulnerable groups, environmental stewardship and a hoard of other programs. It is therefore conclusive to state that social entrepreneurship occurs within an organizational framework as an emerging model with a focus on creating social impacts in order to address particular social problems. Social enterprises seek social missions but operate within the commercial enterprise framework with productive capacity, financial engagement and profitability aims (Leandro & Salazar, 2020).

2.1.2. Social Entrepreneurial Intention (SEI)

Entrepreneurial intention is a reflection of an individual’s plan or willingness to engage in the creation or growth of a new venture (Mwiya et al., 2017; Davidsson, 2004). According to Thompson (2009; p. 676), entrepreneurial intention refers to “a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future”. Similarly, In the context of social entrepreneurship, the term social entrepreneurial intention is simply “the intention of starting a social enterprise” (Shahverdi, Ismail and Qureshi, 2018; p 343). Put differently, SEI is “an individual’s conviction and willingness to build up a social enterprise” (Akhter, Hossain and Al Asheq, 2020: p 2; Tran and Von Korflesch, 2016). The definitions outlined above encompass the key terms “willingness”, “conviction” or “plan” suggesting that intention is a mental state in which an individual commits to a specific course of action.

2.1.3. Attitude Towards Behaviour (ATB), Subjective Norms (SN) and Perceived Behavioral Control (PBC)

Attitude towards behaviour (ATB) includes evaluating the outcome of performing the behaviour. Ajzen and Fishbein (1980: p 6) define attitude towards behaviour as “the person’s judgment that performing the behaviour is good or bad, that he is in favor of or against performing the behaviour”. Precisely, the degree of an individual’s positive or negative feelings of the behaviour of interest indicates attitude towards behaviour. With regards to entrepreneurship, Liñán and Chen (2009: p 596) describe ATB as “the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur”.

An individual’s choice of behaviour also depends subjective norm (SN) which refers to the perception a person has with respect to society’s approval and support of a specific act. Moreover, Ajzen defines SN as “the person’s perception of social pressure to perform or not to perform the behaviour under consideration” (Ajzen, 1988, p. 117). Therefore, subjective norm simply relates to an individual’s perception of the social environment surrounding the behaviour. In the realm of business entrepreneurship, SN signifies the close social surrounding’s approval of the subject becoming an entrepreneur. In this regard, Liñán and Chen (2009: p 596) define SN as “the perceived social pressure to carry out or not to carry out entrepreneurial behaviours”. Ruhle et al., (2010: p 20) also state that SN is “the perceived image of entrepreneurship within the society”.

Lastly, perceived behavioral control (PBC) also plays a major role in determining an individual’s course of action. As a factor that predicts intention, PBC encompasses the assessment of the “doability” of the target action. Ajzen postulates that PBC denotes “the perceived ease or difficulty of performing the behaviour” (Ajzen, 1988, p. 132; Ajzen, 1991). The question here is whether the behaviour is easy to achieve or not? Thus, PBC increases when individuals perceive they have more resources and confidence (Ajzen, 1985; Hartwick & Barki, 1994; Lee & Kozar, 2005).

2.1.4. Prior Entrepreneurial Exposure (PEE)

Prior entrepreneurial exposure encompasses an individual's personal history related to entrepreneurship such as entrepreneurial parents or prior work experience in a small or newly founded firm (Krueger, 1993; Peterman & Kennedy, 2003). In this context Karimi et al., (2013) referred to PEE as the learning and inspiration that students get from significant role models, while Krueger, (1993) referred to PEE as entrepreneurial role models. In the view of Zapkau et al.,

(2015), those students whose parents had run a business before exhibited higher EI, an aspect which Krueger, (1993) found that only affected subjective norm.

Prior entrepreneurial exposure encompasses an individual's personal history related to entrepreneurship such as entrepreneurial parents or prior work experience in a small or newly founded firm (Krueger, 1993; Peterman & Kennedy, 2003). In this context (Karimi, et al., 2013) referred to PEE as the learning and inspiration that students get from significant role models, while Krueger, (1993) referred to PEE as entrepreneurial role models. In the view of Zapkau et al., (2015), those students whose parents had run a business before exhibited higher EI, an aspect which Krueger, (1993) found that only affected subjective norm. (Gemed, 2015) found prior entrepreneurship exposure a significant influencer of students' entrepreneurship intention in Andhra University of India.

Basing on social psychological and ethical factors (Saebi, Foss, & Linder, 2019) elucidates that prior entrepreneurial exposure was a factor under the individual level of analysis where altruistic behavior influenced one's intention to engage in social entrepreneurship. This occurred with the kind of support received in prior experience with entrepreneurship in harmony with (Hockerts, 2017). Earlier, Hockerts, (2017) tested a model by Mair and Noboa (2006) that the four antecedents which predicted social entrepreneurship intention included prior entrepreneurship exposure.

2.1.5. Prior experience in Social Enterprises (PE)

Prior experience in social enterprises entails the entrepreneurs' first encounters as the initial sources of their expertise. The previous relational experience was obtained from their previous engagements of employment or some other experiences which provided a deeper understanding of the phenomenon of conceiving their own businesses. In this social entrepreneurial setup, individuals often obtain advise; professional support; engage in a network of practitioners; develop social analytical skills; and develop business acumen. The significance of the experience is that it provides the capacity to identify, analyze and seek solutions to social problems with an entrepreneurial mindset. (Allen, 2020).

Prior experience in social enterprise has been contextualized to indicate that it is above the routine work tasks that add little to one's future endeavors. Instead, (Kuhlmann & Ardichvili, 2015) elucidate that there is a level of expertise that is attained through experience. The individual learns

to perceive the social world differently, develops knowledge and skills to make appropriate differences between the philanthropic and commercial. Every unique social situation is considered with depth of knowledge maturity of skills. (Ericsson & Pool, 2016) submit that experience that does not result into expertise is flawed and cannot be significantly relied on for social entrepreneurship. They argue that achieving expertise is dependent on the amount of experience (in years); the field engaged in; the knowledge accumulated; and the level of mastery attained above the performance of a novice. It is these characteristics that give the impetus to engage in social enterprising ventures at an individual or higher level.

2.1.6. Social Entrepreneurship Education

Social entrepreneurship education is an emerging phenomenon following with the general significance attached to entrepreneurship training as acknowledged by other scholars such as Fayolle, 2013; Herman and Stefanescu, 2017; Li & Wu, 2019; Ndofirepi, 2020). This has received recognizable interest from various fields of study (Satar & Ghadah, 2021). (Kummitha, 2021) also submit that the increase in the importance of sustainable development and participation of the third sector has expanded entrepreneurship education to social entrepreneurship which focuses on addressing social problems. Social entrepreneurship education therefore focuses on developing a mindset with knowledge, skills and competencies to launch and manage social enterprises sustainably. As a result, many academic institutions across the globe are beginning to adapt their training programmes to incorporate social entrepreneurship.

2.1.7. Women in Social Entrepreneurship

Considerable research has been undertaken on women in social entrepreneurship. In India, Datta and Gailey, (2012) studied empowering women through social entrepreneurship. According to the study, women's cooperatives offer self–employment opportunities that can contribute to women's social inclusion and empowerment. The research broadens existing understandings of women's entrepreneurship by focusing on less studied types of ventures and contexts—namely, a social entrepreneurial venture in India. A case study analysis was used to assess two primary areas of interest: (1) elements of empowerment embedded in the venture's business model and (2) individual perceptions of empowerment. The personal accounts of sister members revealed that this collective form of entrepreneurship has empowered them in three ways: economic security, development of entrepreneurial behavior, and increased contributions to the family.

In a study, Kimbu and Ngoasong, (2016) considered women as vectors of social entrepreneurship. By examining literature on women in the tourism sector and social entrepreneurship, the study critically explored a theoretical framework for analyzing the role of women owner-managers of small tourism firms (STFs) as social entrepreneurs. Through a qualitative analysis of owner-managers of STFs, the study provides evidence of how women integrate social transformational and commercial goals in their business strategies, while serving defined communities around the tourism sector. By critically examining the operationalization of these goals and community needs, the development impacts of women-owned STFs and opportunities for women social entrepreneurship in the tourism sector were identified.

Borquist and Bruin, (2019) studied values and women-led social entrepreneurship. The study identified and categorized the values expressed in women-led social entrepreneurship based on a typology of universal values. It explored the influence of gender and religious faith on the values that inspire social entrepreneurial organisations to engage in positive social change. Inductive multiple case study research was employed to investigate the values manifest in five social entrepreneurial organisations founded and led by women in three Southeast Asian countries. The findings of the study indicate that organisations and their women-leaders express values related to benevolence, universalism, self-direction and security. Gender and religious faith are found to be mediators that influence approaches to social transformation.

Rosca, Agarwal and Brem, (2020) studied women entrepreneurs as agents of change. Through a multiple case study approach employing four firms from two emerging markets – India and Colombia – the study analyzed how women entrepreneurs engage in social entrepreneurship processes in uncertain Base of the Pyramid environments. They investigated the entrepreneurial journey and decision-making logics employed at various stages of the venture development. Findings show that women social entrepreneurs are highly motivated concerning social issues. Also, women entrepreneurs show a subtle transition between the two approaches of causation and effectuation during the venture creation processes. This study highlights the specific challenges that women entrepreneurs face in the emerging market context and the inclusive strategies they employ to enhance socio-economic development.

2.2. Empirical Studies

Various studies have been conducted globally and regionally around the study variables. The aspect of prior experience in social enterprises has been recognized as reflective of social entrepreneurship intention. (Kedmenec, Miroslav, & Polona, 2016) examined the association between social entrepreneurship and experience and the perceived desirability and feasibility of social entrepreneurship, basing on 512 students from Austria, Bosnia, Croatia, Herzegovina and Slovenia. The aspect of experience was found statistically significant with a positive association to social entrepreneurship feasibility. The results of the study suggest that entrepreneurship education needs to incorporate aspects of experience through such activities as volunteering, activism and donations. In this way focus would be on social problems and empowering them to find appropriate solutions.

In an online study drawn from participants on social media including Facebook and LinkedIn, (Roberts, 2013) investigated the role of experience on social entrepreneurs. The study revealed that individuals with previous experience in entrepreneurship had higher social performance. The findings were found consistent over wider population groups. On the other hand, it was found that those without prior experience received more likes on their pages (up to 1,600) than those with prior experience (up to 1,000 likes). Similarly, in terms of revenue and capital raised, the novices surpassed those with prior experience. New inexperienced social entrepreneurs have higher originality and innovativeness. An important finding was that experience in commercial entrepreneurship was not significant for social entrepreneurship. Thus the study concludes that there is a lack of systematic evidence to suggest that prior entrepreneurial experience translates into higher performance in social entrepreneurs.

In Silicon Valley, (Xiaohong, 2012) undertook a study to devise constructs related to entrepreneurial intentions towards venture creation. The study examined the various forms of prior experience that facilitate levels of entrepreneurial intention. Using the survey design, 2,273 responses were analysed among Chinese and Indian participants. The study found that previous experience in personal and cultural matters contributed to entrepreneurial intention. Prior experience or involvement in social networks were important to potential entrepreneurs if they could relate such experience to the current opportunities. The study contributes to the understanding that prior experience helps to identify and assign resources for entrepreneurial purposes.

A case study by (Shane, 2012) investigated the subject of prior knowledge as a factor of discovering entrepreneurial opportunities among eight sets of entrepreneurs. The study found that prior knowledge accounted for experience where respondents presented significant knowledge of customer problems, market conditions, service markets and society's problems. It was found that such knowledge was a component of individuals; experience. The study demonstrates that an individual's previous experience was a factor for influencing their entrepreneurial intention and that previous job experience provided better judgment and easier access to resources. This will also help potential entrepreneurs to be less impulsive.

In Malaysia, Rashid, et al., (2018) assessed the factors that influenced entrepreneurship intention among students. Taking a case study of the Duta Jauhar, a special social entrepreneurship program among students, quantitative approach was taken using an online questionnaire on 101 students. The study established that there was a strong relationship between prior experience and social entrepreneurship intention. The study findings could not be generalized beyond the Duta Jauhar as it was a specific program with its own variables not common to other learning institutions.

In a study by (Gawell, 2013) it was found that experience gives people adequate information that they can use in decision making to address common problems in their society. Experience is considered a way of learning in the real life. The application of experience was found to be a bottom-up approach for driving a population towards a solution. The study aligns social entrepreneur experience to the prior experience required in traditional entrepreneurship.

In Iran, Karimi, et al., (2013) explored the effect of role models as a mediator on EI as well as the moderator effect of gender in EI into the TPB model. In their study among a sample of Iranian college students, they found that entrepreneurial role models influence indirectly students' EI through the antecedents (ATE, SN, PBC). No direct effect of role models on EI was found by the authors. These findings are consistent with previous research (Krueger, 1993). However, more research is needed to understand better the relationship between prior entrepreneurial exposure and entrepreneurial intention.

A study was conducted in Chile and Columbia by (Karla, Guillermo, Gutiérrez-Zepeda, & Gutiérrez-Rodríguez, 2017) to assess prior exposure and educational environment towards entrepreneurial intention among 351 business management students. The study hypotheses linked

prior entrepreneurship exposure to families and relatives as entrepreneurs, and to one's actual prior work experience. Using the structural equations derived from Ajzen's Model, the study established that entrepreneurial intention was mediated by prior education in entrepreneurship and the environment within the learning institution. The study contributes the understanding that entrepreneurial education within the university environment enhanced behavioral control towards entrepreneurship intention among male and female. However, the study was narrower in approach as it concentrated on business management students and covered the phenomenon as it prevails in developing countries.

A Turkish study by (Florian, Zapkau, & Holger, 2015) used the survey method to explore the impact that contextual factors had on entrepreneurial intentions among university level students. The study used the Entrepreneurship Intention Questionnaire with the planned behavior model and testing it on 425 students. The results revealed that among other factors, prior entrepreneurship exposure was significant for entrepreneurship intention. The study was not extensive in scope as it concentrated on undergraduate students, leaving room for future studies to consider other categories on a wider scale. The study contributes to the need for universities to structure entrepreneurship courses that can foster a spirit of entrepreneurship among their students and not disorient them from their previous experience and exposure.

In South Africa, (Muchabaiwa & Msimango-Galawe, 2021) used the quantitative method to study the aspects of entrepreneurial self-efficacy; experience and entrepreneurial intention, focusing on female black South African youths. Using a questionnaire based on Qualtrics, 278 respondents were involved. The findings of the study confirmed the postulation that prior entrepreneurial exposure significantly positively impacted entrepreneurial intention. The study is significant for affirming that entrepreneurship intention was much dependent on the level of one's previous entrepreneurial exposure and not on their entrepreneurial self-efficacy. The study was limited in that it was biased towards female youth of black origin. Therefore the findings could not be generalized widely.

In Scandinavia, Hockerts, (2017) studied the determinants of social entrepreneurial intentions among second year Master of Science in Management students from Scandinavia and thirty two other countries. The study extended the earlier model by Mair and Noboa (2006) to include prior

experience. Basing on data from 1,444 (257 valid) the study found that prior experience with social issues predicted social entrepreneurial intentions. The study demonstrates that students enroll in electives basing on their previous social exposures. The study extended the definition of prior experience as incorporating one's practical working experience in social sector organizations and awareness of the social problems that require solutions. As a weakness, the study recognizes that there were other determinants not incorporated but would be worth studying in future. The study contributes to the understanding that university students need interventional programs that would expose them to social phenomena that would elicit a desire for social entrepreneurial intention as they focus on solving those problems.

In South Africa, (Urban & Kujinga, 2017) studied social entrepreneurship among high education students. The methodological survey based approach was used among 193 students who answered closed-ended questionnaires. The study affirms that the desire to pursue social entrepreneurship ventures is positively correlated with individual perceptions, desirability and feasibility. The study further suggests that skill-building activities should be targeted at this antecedent of social entrepreneurship intention in order to motivate students.

A study of Czech and Slovak students was conducted by Invalid source specified. to assess attitude towards entrepreneurship environment and propensity. Focusing on a sample of 976 respondents, a questionnaire was administered. The study found that the attitude of students in Czech university was for gaining support from governments; the nature of the entrepreneurship environment and macroeconomic opportunities. Meanwhile Slovak students assigned their attitude to the portrayal of entrepreneurs in the media and were more confident about themselves. The most significant attitude attributes were risk-resistance, persistence, responsibility and specialization. The study contributes knowledge that individual attitude was important towards propensity for entrepreneurship. The study was limited in scope as it measured attributes from a commercial entrepreneurship point of view, not incorporating social entrepreneurship, a phenomenon that has been emerging in student and university entrepreneurial studies.

The aspect of subjective norm in relation to social entrepreneurship intention has been assessed variously.in Singapore, (Gracia, Turra, & Tina, 2019) assessed the variables of personal attitude (PA), subjective norm (SN), and perceived behavioral control (PBC) in relation to

entrepreneurship intention and found that, among the 60 students in the study, subjective norm had the highest significance effect on students' entrepreneurial intention. The study demonstrates that while various factors may be assessed together, the levels of significance will vary. The study submits that subjective norm initiated social pressure to the extent that students behaved in a way that indicated strong belief in the environment. Thus class motivation led to the desire to establish businesses upon completion of formal education. The research reports that subjective norm had a positive influence on entrepreneurial intention among students undertaking entrepreneurship courses. The study approves of subjective norm as a significant determinant but did not relate it to social entrepreneurship.

A recent study in Nigeria by (Igwe, Ogbo, & Agbaeze, 2020) was concerned with self-efficacy and subjective norms as moderators in social entrepreneurial intentions. Using the survey method, 541 student entrepreneurs were incorporated into the study. The study results show a positive effect of subjective norm among the factors of entrepreneurial intention. Of the subjective norms, empathy and perceived social support were significant. The study was unique as it brought about the dimension of early entrepreneurs which earlier studies had not established among students. The limitation was that the study was limited to a few students in a country where social entrepreneurship has received low empirical research on social entrepreneurship.

The studies are in harmony with earlier research such as Ajzen. The other subjective norm variables of moral obligation, society expectations; empathy, and social support are significant predictors of social entrepreneurial intentions, but studies of their interaction are still lacking (Esfandiar, Sharifi-Tehrani, Pratt, & Altinay, 2019). Hockerts (2017) conducted related studies with subjective norm as an antecedent of social entrepreneurial intention basing on the works of Mair and Noboa (2006) with insights from TPB (Ajzen, 2002).

(García-González & Ramírez-Montoya, 2021) assessed the aspect of teaching and promotion of social entrepreneurship in institutions of higher learning (HEIs). The study analysed pre-post results of earlier studies among 304 respondents. The findings of the study indicate the intergration of various social entrepreneurship aspects in university courses led the students to have greater confidence for their entrepreneurship potentials. The study adds value to the aspect of social

entrepreneurship education and related research as extendable to other courses apart from business related courses.

In the USA (Brock & Steiner, 2009) used the Content analysis approach to study the challenges and best practices associated with social entrepreneurship among 107 courses of social entrepreneurship. The study findings indicate that faculty employed various pedagogical approaches which included service learning; innovation; opportunity recognition; resource acquisition; social impact measurement; devising business models in line with social entrepreneurship and enterprise sustainability. Teaching innovativeness was the most significant challenge. The study contributes to the knowledge that pedagogy is an essential element for imparting knowledge for social entrepreneurship which enlightens the students about areas they may not have encountered in personal experiences.

In Greece, Invalid source specified. drew upon the TPB to conduct a cross-sectional study on the variable of perceived behavioral control in relation to entrepreneurial intention among 441 tertiary level students. The study revealed that perceived behavioral control did not need to be considered or measured as a unidimensional construct.

Politis, et al, (2016) employed the quantitative method to investigate social entrepreneurial intentions formation among South-East European postgraduate students. A web-based survey using 700 self-administered online questionnaires (Google forms) was conducted and the sample population consisted of postgraduates from two Colleges located in Greece, South-East Europe. Each respondent received an invitation to participate in the survey via email and the response rate was 16.4%. The study's key finding is that the chosen theory (Ajzen's theory of planned behavior (TPB), is able to predict social and commercial entrepreneurial intentions (EIs). Furthermore, the personality trait theory was totally rejected because it failed to predict both kinds of intentions. Another key finding is that tensions in mission focus seem to be present in the early shaped intentions of potential social entrepreneurs. Ajzen's theory of planned behavior (TPB) and the personality trait theory. The focal population sample was postgraduate students only. Future research should also include undergraduates. Another possible future research would be to examine the indirect effects of all the factors that were researched in the study to (S)EIs. Moreover, researchers may explore other factors that directly and/or indirectly affect (S)EIs.

In China Ching, et, al (2017) used multiple regression analysis to determine causal relationship between the variables (social entrepreneurial intentions, personality traits, creativity and social capital). SPSS 23.0 statistical software was used for data analysis. Using both online and offline surveys, a sample of 331 Hong Kong students was recruited for analyses. The results from multiple regression analysis revealed that openness negatively predicted social entrepreneurial intentions, whereas originality positively predicted social entrepreneurial intentions. However, no direct association was found between social capital and social entrepreneurial intentions. The study proposed for future studies to analyse how narrow personality traits affect social entrepreneurship and explore whether social capital can act as a mediator or moderator of the relationship between personality traits and social entrepreneurial intentions.

Asma, et al. (2019) undertook a study in China using the quantitative method to research on the determinants of social entrepreneurial intentions for educational programs. With the aid of SPSS software and AMOS for screening and descriptive analysis, and structure modeling, respectively, data from 231 purposively sampled bachelors and masters students was analysed. Results showed that prior experience tends to have greater social entrepreneurial intent, empathy, self-efficacy, and moral obligation that have positive and significant impact on entrepreneurial intent. On the other hand, perceived social support puts negative impact on entrepreneurial intention. Business schools and policymakers can take advantage of this study. Future studies can increase the sample size and can add the variables of belief to study the entrepreneurial intention.

A study in Brazil was conducted by de Sousa-Filho, et al, (2020) using the Partial Least Squares (PLS) technique to analyze data to examined the determinants of social entrepreneurial intentions in a developing country context. 423 valid questionnaires were retrieved from individuals involved in volunteer work in Brazil. The results show that there is a significant relationship between empathy, self-efficacy, perceived social support and experience on entrepreneurial intentions.

The results also indicate that there is no significant relationship between moral obligation and entrepreneurial Intentions. Ajzen's Theory of Planned Behavior was employed. The research had to analyze and theorize about the longitudinal impact of such initiatives on the determinants of social entrepreneurial intentions in poverty contexts.

In the USA Hockerts, (2015) used Confirmatory factor analysis (CFA) and AMOS to analyze data of a study on the determinants of Social Entrepreneurial Intentions on three samples of 257 business school students; 327 U.S.-based volunteers and 2,790 participants enrolled in a massive open line course. The research findings indicate that individuals with prior experience of social issues tend to have higher social entrepreneurial intentions. This effect is mediated by the four variables suggested by Mair and Noboa (2006). Ajzen's Theory of Planned Behavior and Social Entrepreneurial Intentions was employed in the study. The study recommends that future research efforts should provide a more fine-grained understanding of the different subtypes of S-ENT and their respective antecedents.

A study in China by Hsu and Wang (2018) sought to analyze data using exploratory factor analysis on social entrepreneurial intentions and its influential factors among students from Taiwan and Hong Kong. A total of 301 valid survey responses from Taiwan and 147 from Hong Kong were collected. The results indicated that original creativity and bonding social capital positively affected social entrepreneurial conviction in both groups of students. Conscientiousness negatively affected and original creativity positively affected social entrepreneurial preparation in Taiwanese students, whereas openness negatively affected and original creativity positively affected social entrepreneurial preparation in students from Hong Kong. The Big Five Personality Traits Model was used as theoretical basis for the study. It was recognized that researching variables other than personality traits, creativity, and social capital would be appropriate. For instance, past work experience, self-efficacy, and moral courage. It was recommended that future studies should consider expanding questionnaire use to a wider range of universities.

In Philippines Aure and De La Salle University, (2018) explored the social entrepreneurial intentions of senior high school and college students in a Philippine University using A Pls-Sem Approach. As a tool for analysis, partial least squares structural equation modeling was employed. This study was able to gather data from 270 respondents. There were 153 college students and 117 senior high school students that responded. Findings showed that for all respondents, the relationship of SEI with agreeableness were mediated by empathy, self-efficacy and perceived social support. Self-efficacy and social support mediated grit and SEI. The TPB and The Big Five Personality Traits were the theories applied to the study. The study noted that other background factors may be explored to have a better appreciation of the model.

In Zimbabwe, Rambe and Ndofirepi (2019) carried out a study to explain social entrepreneurial intentions among college students. Data were analyzed using SPSS 23 and AMOS 23 software. Descriptive percentage analysis, multiple regression analysis, a confirmatory factor analysis (CAF), and structural equation modelling (SEM) were carried out on the dataset. A sample of 284 vocational training college students was selected. Results suggest that only empathy, self-efficacy and social support had statistically significant relationships with social entrepreneurial intentions. Notably, social support had a negative predictive relationship with social entrepreneurial intentions. Ajzen's Theory of Planned Behaviour was used in the study. The study recommends for future research to include other antecedents to social entrepreneurship such as social entrepreneurial passion, prior experience in social ventures and entrepreneurial exposure.

A study conducted in Taiwan by Chang and Wannamakok, (2019) was about social entrepreneurial intentions: entrepreneurship education, academic major and planned behaviors. Multiple Linear Regression was used to analyze data. The sample was of 832 college students (342 from three universities in Taiwan and 490 from four universities in Thailand). All aspects of the Theory of Planned Behavior had positive and significant impact on Social Entrepreneurial Intentions. The effects of attitude toward behavior and the perceived behavioral control on social entrepreneurial intention are strengthened when students attend entrepreneurship program at university and have a non-business major. Theory of Planned Behavior were employed in the study. The study indicated a need for future research is to investigate the composition of entrepreneurship program and how different program designs affect students' skills in the new venture creation and their intention to embark upon the entrepreneurial journey. Future research is also recommended to be done using a longitudinal design and measure entrepreneurship training program using panel data.

Preethi and Priyadarshini (2018) studied the intention towards social entrepreneurship among students and its link with Big 5 Model. The study was in the Tamil Nadu region. Using quantitative methods with regression analysis, data was analysed from 100 students undergoing undergraduate and postgraduate program in various colleges in Tamil Nadu region. The undergraduate students were engineers and post graduates were students doing their management studies. The sample size consisted of 100 students. From the analysis, it was found the big 5 personality traits have a great impact on the intention towards entrepreneurship whereas the educational background of that

particular person does not affect to that extent. Big Five Model. The need to replicate this study in a different geographical area was well established.

In Bangladesh, Rashed, et al, (n.d.) focused their study on the effects of individual characteristics on women intention to become social entrepreneurs. Smart Partial Least Square (PLS) 3.0 was used to run the structural equation modeling (SEM) for assessing the research hypotheses. The study hypotheses were tested using a sample of 234 Bangladeshi women. The findings confirmed a positive and significant relation among problem-solving skills, networking ability, and entrepreneurial knowledge with social entrepreneurial intention. Moreover, data confirmed that self-efficacy mediates the relationship among problem-solving skills, networking ability, and entrepreneurial knowledge with social entrepreneurial intention. Social Entrepreneurial Intention theory was used. The study gave direction that studies may search for the antecedents and consequences of social entrepreneurial intention in different geographical locations. Moreover, future studies may also test the role of self-efficacy on increasing social entrepreneurial intention among other samples. Future researchers may use both qualitative and quantitative methods for better understanding of social entrepreneurial intentions.

In Pakistan, Usman, et al, (n.d.) studied the impact of empathy, perceived social impact, social worth and social network on the social entrepreneurial intention in socio-economic. The study involved a quantitative research design using a partial least square structural equation modeling approach. A purposive sample of 247 university students from Pakistan was selected. The results showed a positive relationship between antecedents and social entrepreneurial intentions. Overall analysis exhibited social worth as a dominant trait and social network as the least influencing trait to impact social entrepreneurial intentions. The theory of Planned Behavior and Theory of Social Entrepreneurship Intention was the basis for the study. The researchers declared the need for further research to use more comprehensive individual descriptions by considering other dimensions such as emotions, religion, knowledge and experience. Also, researchers may study how these antecedents may further cause the mediating impact Social worth and social network. Also, researchers may study the moderating effect of workplace norms and cultural dimensions on social entrepreneurial intentions.

A study in Bangladesh by Hassan (2020) used factor analysis and multiple regression to identify the relationship with SEI. The study composed of 380 university students from public and private universities in Chattogram, the business capital of Bangladesh. The theory was Social Entrepreneurship Theory. The findings reveal that ISE is significantly affected by entrepreneurial self-efficacy and entrepreneurial education. On the other, perceived university and entrepreneurial network support insignificantly affect ISE. The need of further research on student preference and experience in SE in developing nations is critical for several reasons including understanding the views of students about SE and social business, ways by which social business could enhance the student experience, understanding the role of SE in social and economic development.

In Mexico, Cavazos-Arroyo, Puente-Díaz and Agarwal, (2016) conducted an examination of certain antecedents of social entrepreneurial intentions among Mexico residents. Participants were 745 potential entrepreneurs belonging to the lower socioeconomic segment in Puebla, Mexico. Results indicated the positive influence of social values on social innovation orientation, while taking into account the influence of financial interests. Social innovation orientation, an attitude toward social entrepreneurship, entrepreneurial self-efficacy and subjective norms were identified as positive predictors of social entrepreneurial intentions. The Theory of Planned Behavior was used. The study suggests that future research might want to use more representative and diverse samples to increase external validity. Second, future investigations might want to use longitudinal designs to examine if intentions are actually realized. Lastly, it is recommended that future research should use different sources of information.

In Malaysia, Shahverdia, Ismailb and Qureshic. (2018) considered the effect of perceived barriers on social entrepreneurship intention in Malaysian universities. Confirmatory factor analysis was conducted by using AMOS 18. Data were collected from 288 students from Malaysian research universities. The findings of this study showed that overall students consider the lack of competency, lack of self-confidence and lack of resources were the barriers that affect social entrepreneurial intentions. Results also indicated that the social entrepreneurial education moderated the relationship between the perceived barriers and social entrepreneurial intentions of the students. Ajzen's Theory of Planned Behavior was applied to the study. Future directions that a cross country analysis between developing countries and between developed and developing countries can be done to figure out barriers of social entrepreneurship intention amongst students.

A study in India by Tiwari, Bhat and Tikoria, (2017) was an empirical analysis of the factors affecting social entrepreneurial intentions. For data analysis, SPSS version 20 was used. In order to accomplish this research objective, structural equation modelling (SEM) was applied. The sample was composed of 390 students of premier technical universities of India. The result showed that the proposed model (Theory of Planned Behavior) in this study explains 47% of the variance, explaining the social entrepreneurship intention. Creativity showed a strongest positive relationship followed by emotional intelligence. The proposed model in this research study offers room for further modification and addition of more antecedents. A longitudinal research study may provide a better understanding related to the intention formation.

In the Philippines, Lacap. (2018) used the descriptive research design and Mann-Whitney U and Kruskal-Wallis H to study social entrepreneurial intentions of university students in Pampanga. A total of 500 survey questionnaires were distributed to the respondents but only 343 (68.6% response rate) were used in the study. The participants of the study were university students in Pampanga, Philippines. The results revealed that the students' nationality and age showed no statistical significant difference with their social entrepreneurial intentions. On the other hand, sex, year level, and exposure to student leadership reflected significant differences with social entrepreneurial intentions. The findings suggest that nationality and age are insignificant factors affecting the respondents' social entrepreneurial intentions while sex, year level, and exposure to student leadership are significant variables. The theory of planned behavior and Shapero's model of entrepreneurial event were employed. The study recommends for measuring social entrepreneurial intentions in various levels in the academia or to come up with studies concerning the connection of entrepreneurial intentions and social entrepreneurship intentions.

In another Philippines study, Tiwari, Bhat and Tikoria. (2017) studied the Predictors of social entrepreneurial intention. Structural equation modelling was used for data analysis. For data analysis, SPSS version 20 is used. A sample of 550 students was tested. The results of the study support that the relationship between antecedents (Cognitive Styles and Self-efficacy) and Social entrepreneurial intentions was mediated by the attitude towards becoming a social entrepreneur, subjective norms and perceived behavioral control. Findings of this research study also suggest that students with high level of Self-efficacy are more inclined towards social entrepreneurial activities. The theory of Planned Behavior formed the theoretical basis.

In the area of the SEI, a few empirical studies have been carried out (Nga and Shamuganathan, 2010; Ernst, 2011; Hockerts, 2015a, b, 2017). Lacap, et al, (2018) assessed the mediating effects of social entrepreneurial antecedents on the relationship between prior experience and social entrepreneurial intent. A quantitative research design was used and partial least square structural equation modeling was used to measure the direct and indirect effects of the structural model. The sample had 500 students from selected HEIs (Higher Education Institutions) in Pampanga, Philippines and Bandung, Indonesia. The results revealed that prior experience with social problems positively and significantly affects empathy, moral obligation, social entrepreneurial self-efficacy and perceived social support. Moreover, it was also found that social entrepreneurial self-efficacy and perceived social support positively and significantly affect social entrepreneurial intent, and these two antecedents mediate the positive relationship between prior experience with social problems and social entrepreneurial intent. The Theory of Planned Behavior and Social Entrepreneurial Intentions were employed. The study recommends that researchers may test the framework in another locale.

In a study of five countries, Kedmenec, Rebernik and Tominc, (2015) researched on social entrepreneurship education and its association with perceived desirability and feasibility of social entrepreneurship among business students from Austria, Bosnia and Herzegovina, Croatia, Slovenia and The Former Yugoslav Republic (FYR) of Macedonia. The sample included 512 soon-to-graduate business students. The approach used in this study was the quantitative method. The results indicate a statistically significant positive association between the “know what” component of social entrepreneurship education and both the desirability and the feasibility of social entrepreneurship. Experience in prosocial behaviour has a statistically significant positive association with both the desirability and the feasibility of social entrepreneurship. The theory of entrepreneurial event and the theory of planned behavior. The researchers propose that future research should report on the effectiveness of the used teaching methods so as to facilitate the replication of those which prove to be successful. In order to address causality, future research should apply pre-test– post-test design.

In Semarang, Darmantoa and Sri Pujiartia (2020) conducted their research on developing student’s social entrepreneurial intention. Analysis of data was done using structural equation modeling (SEM) using AMOS v 21. The research sample consisted of 125 students who have some social

experience and entrepreneurship from various universities in Semarang. The results show that emotional intelligence, social activities, previous entrepreneurial experience were significantly and positively associated with social entrepreneurial, self-efficacy and social entrepreneurial intention. Social cognitive theory, theory of planned behavior approach and career development theory was applied to the study. It is recommended that a similar study can be done in a different context especially, a developing nation.

2.3. Critique of Literature

The literature reviewed indicates consistency in the use of quantitative research methods in studies addressing social entrepreneurship. While various researchers have revealed various models for studying the phenomenon, literature indicates that the initial studies by Ajzen, (1991); Krueger, (1993) Mair and Noboa, (2006); Krueger, (2009); Liñán and Chen (2009) and Fayolle and Liñán (2014) have provided a sound basis for studying social entrepreneurship intention. This has had implications for studying social entrepreneurship among university students, most of which have been in developed countries. In Africa, studies in South Africa have been conducted. Of particular interest to literature is the theory of Planned Behavior which brings out the concept of intentions as predictor of human social behaviour. This has been variously adapted.

The indications from the literature are that social entrepreneurship is a topical research issue in Africa. Social entrepreneurial organisations led by women contribute to positive social change through the values they incorporate and express. Research on the link between gender and social entrepreneurship is barely existent. Given the selected variables for this study, there is an adaptation of the earlier theories around SEI to incorporate PEE and PE. A sample of students was used for this study for the purposes of achieving higher heterogeneity in assessing SEI in line with previous research, however on an adapted framework that includes five determinants in ATSE, SN, PBC, PEE and PE.

CHAPTER 3

THEORETICAL AND CONCEPTUAL FRAMEWORK

2.0. Introduction

This chapter describes the theoretical and conceptual frameworks applied to the study.

3.1.Theoretical Framework

This research is supported by theories such as Ajzen's (1991) Theory of Planned Behavior (TPB) and Social Entrepreneurial Intentions Theory.

3.1.1. Intention Towards Social Entrepreneurship

Social entrepreneurship is a concept that focuses on creating new social enterprises aimed at lessening social-economic problems (Chikha & Jarboui, 2017). According to Zahra et al. (2009, p. 519), social entrepreneurship (SE) includes “activities and processes undertaken to discover, define, and exploit opportunities to enhance social wealth by creating new ventures or managing existing organizations in an innovative manner”. Put differently, SE is a notion that combines “business principles with a passion for social impact” (Swanson and Zhang, 2012, p.1; Wolk, 2008, p. 1).

Tran and Korflesch (2016) suggests that “the more entrepreneurial thinking increases, the more entrepreneurs we have in a country”. Further that the quality and quantity of entrepreneurs determines the growth of entrepreneurship (Tran and Korflesch, 2016; Acs and Audretsch, 2003). From this perspective, it is clear that entrepreneurship development and entrepreneurial initiatives depend on entrepreneurial thinking. Therefore, understanding prime factors such as entrepreneurial intention that shape an individual's thinking process (Tiwari et al. 2017) is imperative.

Entrepreneurial Intention refers to “the growing conscious state of mind that a person desires to start a new enterprise or create new core value in existing organization”(Remeikiene, Startiene and Dumciuviene, 2013; Ngoc Khuong and Huu An, 2016). Precisely, it is an individual's desire and determination to engage in new venture creation (Doan Winkel et al., 2011). In the context of Social Entrepreneurship, Social entrepreneurial intention includes “the intention of starting a social enterprise and is considered a psychological behaviour encouraging an individual to acquire

knowledge, instigate novel ideas, and implement the social entrepreneurial plans to eventually become a social entrepreneur” (Mair, Robinson, and Hockerts 2006; Tan, Le and Xuan, 2020).

The intention to create new ventures is founded on the following theories: Ajzen’s (1991) Theory of Planned Behavior (TPB) and Shapero and Sokol’s (1982) Model of the Entrepreneurial Event. In the field of entrepreneurial intention, these two theories are commonly used (Tiwari, Bhat and Tikoria, 2017). However, this paper focuses on Ajzen’s TPB as it is the most dominant social psychology theories in predicting human behaviour (Liñán and Chen, 2009; Politis et al., 2016).

3.1.2. Ajzen’s (1991) Theory Of Planned Behavior

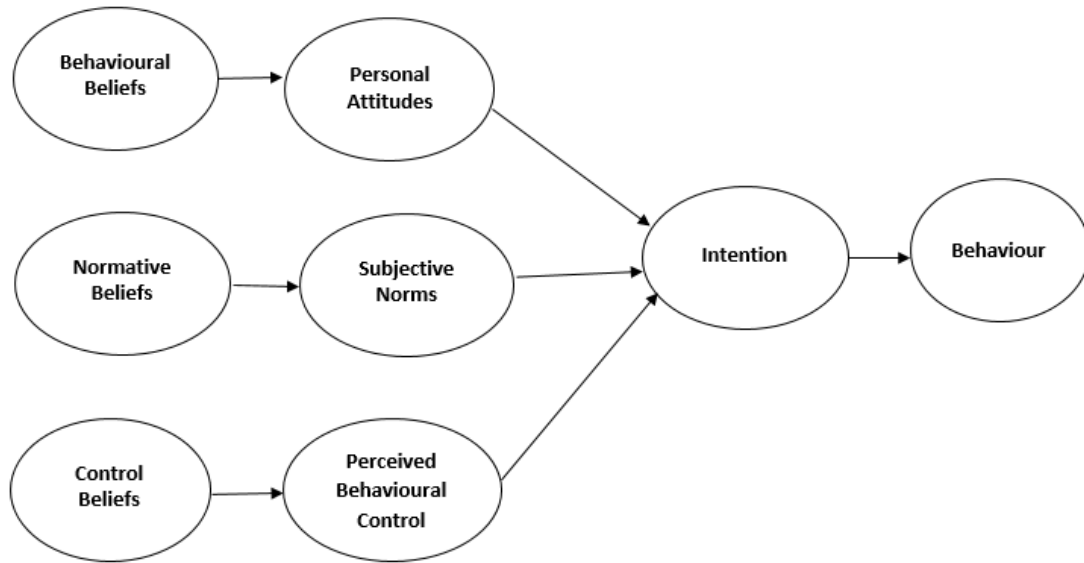
The TPB is a widely used behavioral model in predicting human behaviour. It was developed in 1991 as an extension of the Theory of Reasoned Action (TRA) by Icek Ajzen (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). The extension was due to the revelation that behaviour cannot be fully controlled and is nonvoluntary. As a result, perceived behavioral control was added to the model and with this addition, the TRA was renamed TBP (Arafat and Mohamed Ibrahim, 2018). The TPB is a psychology theory that is adapted and applied in various fields due to its wider and extensive applicability (Iakovleva and Kolvereid 2009; Krueger 1993; Krueger and Carsrud 1993; Fink 2013). Krueger et al. (2000) postulate that the attractiveness of the TPB is based on the premise that it can be changed and adapted in harmony with the specific field of a study.

The TBP proposes that human action is guided by three considerations namely behavioral beliefs, normative beliefs and control beliefs (Arafat and Mohamed Ibrahim, 2018; Ajzen, 1991). Behavioral beliefs result in attitude toward behaviour, normative beliefs give rise to subjective norms and control beliefs produces perceived behavioral control. In view of the above, the TPB predicts an individual's intention to engage in a behaviour and proposes that individual behaviour is determined by behaviour intentions. As illustrated in Figure 3.1 below, Ajzen (1991) suggests that behaviour intentions are a function of three determinants:

1. Personal attitudes toward behaviour: This refers to the degree to which a person has positive or negative feelings of the behaviour of interest.
2. Subjective norms: This refers to an individual’s perception of the social environment or the influence of social environment on an individual’s behaviour.

3. Perceived behavioral control: This refers to the degree to which individuals think they are capable of controlling their behaviour.

Figure 3. 1. Theory of Planned Behaviour



Source: Ajzen (1991)

In the context of entrepreneurship, prior studies (Mwiya *et al.*, 2017; Wach *et al.*, 2021) have applied the TPB and research findings reveal that personal attitudes, subjective norms and perceived behavioral control determine entrepreneurial intention. The Theory of Planned Behaviour assumes that behaviour is planned thus it predicts deliberate behaviour (Ajzen, 1991). In the same fashion, TPB directly predicts Entrepreneurial Intention because the decision to become an entrepreneur is deliberate and it includes conscious thinking (Wach *et al.*, 2021; Krueger, Reilly, and Carsrud 2000). Moreover, the Theory of Planned Behaviour, as a model used in various studies to underpin the formation of Entrepreneurial Intention, is widely applauded by scholars as a suitable theory for predicting entrepreneurial behaviour (Politis *et al.*, 2016; Maes *et al.*, 2014).

Other studies, have further established a link between SEI and TPB. For instance, Politis *et al.* (2016) report that Ajzen's theory of planned behaviour predicts social entrepreneurship. This is consistent with Luc (2020) who also emphasizes that TPB predicts SEI. Nevertheless, research on

the TPB antecedents and SEI is scanty especially in the African context (Rambe and Ndofirepi, 2021). For this reason, it is necessary to conduct the present study in a particular region such as Zambia as it is important to link TPB and SEI in the aforesaid context.

3.1.3. Prior Entrepreneurial Exposure and Prior Experience In Social Enterprises

According to literature, prior entrepreneurial exposure and prior experience with social enterprises predict social entrepreneurial intention (Autio et al., 2001; Mueller, Zapkau and Schwens, 2014; Zapkau et al., 2015). Prior entrepreneurial exposure constitutes direct entrepreneurial experience and entrepreneurial role model experience. Firstly, individuals gain entrepreneurial experience through: working in a small or newly formed enterprise (Kautonen, Luoto, & Tornikoski, 2010) or establishing their own business. Both alternatives denote an individual's active engagement in entrepreneurial role. Secondly, individuals gain entrepreneurial role model experience by learning from models such as parents, colleagues, or friends who previously started a business (Bosma *et al.*, 2012).

Prior experience in social enterprises signifies prior experience with social problems or the involvement of students in social activities, as a member or officer of social organization. An individual's experience or involvement in working with social enterprises exposes him or her to diverse social problems (Hockerts, 2017; Mulyaningsih and Veland, 2017). Exposure to different problems or working in social enterprises ultimately leads to increased prior experience in social problems/prior experience in social enterprises.

This research is innovative as it includes prior entrepreneurial exposure (PEE) and prior experience in social enterprises (PE) as antecedents of SEI. Besides, there is limited research on PEE and PE as antecedents of SEI.

The key justifications for using TPB in this research is its comprehensive nature. By considering individuals' attitudes, social norms, and perceived control over their behavior, TPB provides a holistic understanding of the factors influencing female graduate students' social entrepreneurship decision-making. This allowed the researcher to gain insights into not only why women engage in social entrepreneurship, but also how these behaviors can be effectively changed or influenced. Furthermore, TPB has been shown to have strong predictive power in various research contexts. Numerous studies have demonstrated that individuals' intentions to engage in a behavior, as

predicted by TPB, are highly correlated with their actual behavior. This suggests that TPB is a reliable and valid framework for understanding and predicting female graduate students' behaviour towards social entrepreneurship.

Moreover, TPB has been widely validated across various cultural contexts and populations. Unlike some theories that may be limited in their applicability to specific groups, the researcher found that TPB has been shown to hold across diverse populations. This makes it a versatile and widely applicable framework for research in different fields and settings. Thus, its adoption to study women social entrepreneurship among graduate female students.

3.2. Conceptual Framework

This section presents a conceptual model that shows the link between TPB, Prior entrepreneurial exposure, Prior experience in social enterprises and Social entrepreneurial intention. The model is developed on the basis of the inter-relationship of the concepts Social Entrepreneurial Intention, Personal Attitude, Subjective Norm, Perceived Behavioral Control, Prior Entrepreneurial Exposure and Prior Experience in Social Enterprises as shown in chapter two-literature review. Thus, the conceptualized model shown below in Figure 3.2 explains how the antecedents (Personal Attitude, Subjective Norm, Perceived Behavioral Control, Prior Entrepreneurial Exposure, Prior Experience in Social Enterprises) influence Social Entrepreneurial Intentions.

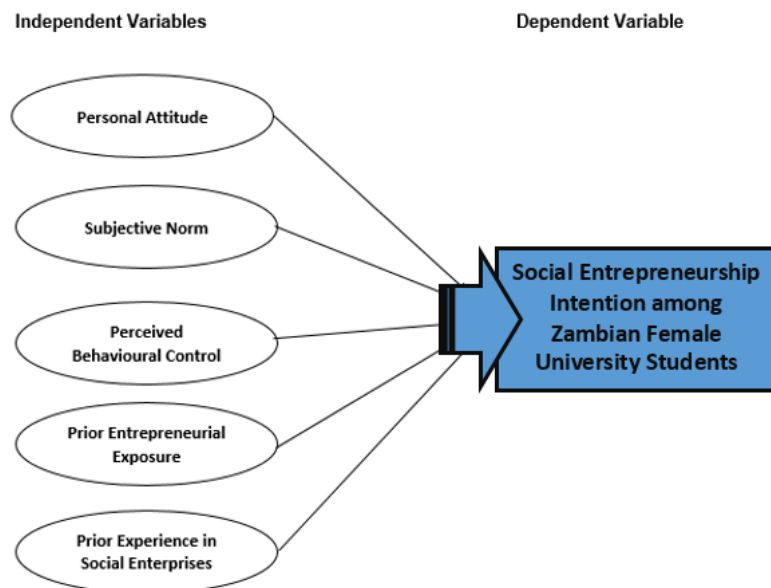


Figure 3. 2. Conceptual Framework (Source: Generated by author (2022))

3.3. Hypothesis

The hypothesis is determined with the null (H_0) and alternative (H_1) as follows:

H_0 : There is no statistically significant relationship between social entrepreneurship intention and its determinants among female university graduates in Zambia.

H_1 : There is a statistically significant relationship between social entrepreneurship intention and its determinants among female university graduates in Zambia.

3.3.1. Theory of Planned Behaviour (Personal Attitude, Subjective Norm and Perceived Behavioral Control)

The Theory of Planned Behaviour constitutes three constructs specifically attitude towards behaviour, subjective norm and perceived behavioral control. Ajzen and Fishbein (1980) define attitude towards behaviour (ATB) as “person’s good or bad assessment toward performing or not to perform certain behaviour”. The construct also refers to the extent to which an individual believes a given behaviour is attractive or not attractive or a person’s attraction towards certain target behaviour. Furthermore, subjective norm (SN) refers to “the person’s perception of social pressure to perform or not to perform the behaviour under consideration” (Ajzen and Fishbein, 1977). Lastly, Liñán and Chen (2009) indicates that perceived behavioral control (PBC) is simply “the perception of the ease or difficulty of becoming an entrepreneur”. Precisely, it involves the assessment of the “do-ability” of the target behaviour (Ajzen and Thomas, 1986).

3.3.1.1.Hypothesis Development

The theory of planned behavior (TPB) proposes three (3) antecedents of intentions: attitude towards behavior, subjective norm, and perceived behavioral control (Cavazos-Arroyo, Puente-Díaz and Agarwal, 2017; Ajzen, 1991). The TPB model also posits that the aforementioned antecedents predict intention which in turn predicts behaviour. A behaviour is likely to occur based whether there is a high level of intent. If a behaviour is perceived as appealing, socially acceptable and is easy to do, it is likely to happen. With respect to entrepreneurship, Ernst (2011) established that attitudinal factors namely attitude towards behaviour, subjective norms, and perceived behavioral control improve the formation of social entrepreneurial intention. Similarly, Maes et al.

(2014) and Miller et al. (2012) argue that the TPB explains entrepreneurial intention. This is in line with Politis *et al.* (2016) who concludes that TPB predicts social entrepreneurial intention.

Liñán and Chen (2009: p 596) define ATB as “the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur”. As an antecedent depicted by the TPB model, scholars (Douglas and Shepherd, 2002; Autio et al., 2001; Kolvereid, 1996b) postulate that ATB highly influences business entrepreneurial intentions. Furthermore, SN as an attitudinal construct describes “the perceived image of entrepreneurship within the society” (Ruhle et al., 2010: p 20) and it has the weakest association with intentions (Ernst, 2011; Krueger et al., 2000; Liñán & Chen, 2007). However, studies reveal that there is a significant relationship between SN and intentions (Greenslade & White, 2005; Cordano & Frieze, 2000; Hrubes et al., 2001). Finally, Liñán and Chen (2009: p. 596) asserts that “the perception of the ease or difficulty of becoming an entrepreneur” is termed PBC. With respect to intention, PBC strongly influences business entrepreneurial intentions (Ernst, 2011).

Consequently, the following hypotheses were shaped:

H₁: The higher the level of personal attitude toward social entrepreneurship, the higher the level of social entrepreneurial intention.

H₂: Subjective norms are positively related to social entrepreneurial intention.

H₃: Perceived behavioral control is positively related to social entrepreneurial intention.

3.3.2. Prior Entrepreneurial Exposure (PEE)

Prior entrepreneurial exposure focuses on an individual's personal history related to entrepreneurship particularly entrepreneurial parents or prior work experience in a small or newly created enterprise (Krueger, 1993; Peterman and Kennedy, 2003). Put plainly, prior entrepreneurial exposure is attainable through observing entrepreneurial role models and direct entrepreneurial experiences (Bandura; 1977; Latham and Saari; 1979).

3.3.2.1.Hypothesis Development

Scholars have established the link between prior entrepreneurial exposure and social entrepreneurial intention. For instance, Zapkau et al., (2015) suggest that individuals whose

parents have previously started a business display higher level of entrepreneurial intention. This entails that prior family business plays a major role in shaping intent (Carr and Sequeira, 2007; Chlosta et al., 2012; Krueger, 1993). Prior research also reveals that individuals with entrepreneurial role models display high entrepreneurial intention and pursue an entrepreneurial career (Crant, 1996; Matthews and Moser, 1995). In addition, “individuals’ direct entrepreneurial experiences (that is, prior work experiences in a small or newly firm or prior founding experience) are an additional important factor in the establishment of entrepreneurial intentions” (Autio et al., 2001; Mueller, Zapkau and Schwens, 2014; Goethner et al., 2012). The majority of prior research suggests that individuals with entrepreneurial role models display a stronger entrepreneurial intention and, hence, have a higher likelihood of pursuing an entrepreneurial career. Therefore, it is postulated as follows:

H₄: Prior entrepreneurial exposure is positively associated with social entrepreneurial intention.

3.3.3. Prior Experience in Social Enterprises (PE)

Prior experience in social enterprises is the involvement of students in social activities, as a member or officer of social organization and experience with social problems.

3.3.3.1. Hypothesis Development

According to research, prior experience in social enterprises predicts social entrepreneurial intention. This is supported by (Chang, En Piang and Chaoyun, 2020) who assert that there is a significant relationship between prior experience with social problems and social entrepreneurial intention. Rodrigues et al (2012) also indicates that students who have direct experience of starting their own business display favorable attitude toward entrepreneurial and confidence in their ability to repeat that behaviour. This is consistent with Darmanto and Pujiarti (2020) who argue that there is a significant association between prior experience in social enterprises and social entrepreneurial intention. As a result, the following hypothesis is framed:

H₅: Prior experience in social enterprises has a positive effect on social entrepreneurial intention.

CHAPTER 4

RESEARCH METHODOLOGY

3.0. Introduction

This chapter outlines the research methodology through the research design, population, sampling, research instruments, data collection procedures, data analysis and ethical considerations.

4.1. Philosophical Underpinnings

Research is about the creation of new knowledge (Scotland, 2012). Philosophy forms an integral part of academic research as it provides the study's overall direction and methodology, aligning with the research topic, objectives, types of data and significance of the findings to the target audience. Saunders, Lewis and Thornhill, (2015) define research philosophy as a system of assumptions and beliefs concerning the development of knowledge on a particular phenomenon. It helps to align the researcher's perceptions of a research problem in consideration of the assumptions, beliefs and values about the subject matter. It is important to select the most appropriate research philosophy to guide the research methodology. There are three important approaches to research philosophy: Ontology, epistemology and axiology.

Ontology: Ontology is the study of being and beings. It inquires into the nature of reality. The researcher engages into a determined inquiry of the nature of reality and human beings engage with their environment (Wahyuni, 2012). Researchers use the assumptions of axiology to think about the topic; its importance and how it may help to answer the research questions (Kivunja & Kuyini, 2017). Ontology considers addressing the questions of what makes the social and natural world real; how to know and understand what is perceived, seen or experienced (Creswell, et al, 2007). This study touched on an issue that affects actual humans in their environment, affecting how they conduct economic activity (entrepreneurship); basing on the perceptions of actual participants (female university graduates).

Ontology: Under ontology, the ontology of research addresses the nature of knowledge (Edelheim, 2014). Positivism considers knowledge as objective and external to social constructs. In this regard, observations indicate objectivity of truth and not individual perceptions. Interpretivism

contends that social transformations influence reality. In this study, the nature of entrepreneurship was addressed from the knowledge perspective of female university graduates.

Epistemology: Epistemology is concerned with sources of knowledge (Edelheim, 2014). The epistemology of research is the criteria that the researcher employs to collect data for the study. The four levels of knowledge are intuitive (subjective), authoritarian (expert opinion); logical (critical reasoning) and empirical (testable) (Guba & Lincoln, 1994). In this study, authoritarian knowledge was obtained from credible extant literature and people with practical knowledge and experience about entrepreneurship by women. The data was subjected to logical knowledge through analysis and interpretation. The study is empirical in nature, resulting into objective conclusion basing on the knowledge obtained. In addition, mixed method epistemology helps the researcher to appreciate the outcomes of the study, considering that the combination of qualitative and quantitative methods adds rigor to the knowledge and experience in research practice.

Axiology: Axiology is about knowledge interpretation by establishing its worth or value (Edelheim, 2014). This ‘value’ philosophy seeks to classify phenomena in terms of what is good and how good it is. This can be determined either subjectively or objective (Finlay, 2004). In research, axiology involves the researcher bringing out what is novel and of value about the study or whether it can be replicated (Guba & Lincoln, 1994). The current study is novel as previous studies have not covered female university graduates from their own point of view.

4.2. Research Paradigms

Research paradigm involves determining what assumptions the researcher takes basing on the world views necessary for engaging with the participants (Bunniss & Kelly, 2010). This helps the researcher to decide what methods are appropriate for conducting the study and analyzing data. The researcher must first decide which paradigm situates their study before determining its design (Guba, & Lincoln, 1994). Research paradigms are postpositivism, constructivism, transformative and pragmatism. This study settled for pragmatism. The study aligns with the pragmatic research paradigm, recognizing the need to address research questions from multiple perspectives.

Pragmatism is a philosophical approach with the claim that any ideology is only true if it works satisfactorily (Wahyuni, 2012). It holds that meaning can best be derived from practical factors that make it acceptable, and that unpractical ideas are to be rejected. According to Creswell, et al, (2007) pragmatism is an epistemological approach focused on practical applications of knowledge.

Those who take this approach undertake research that is not only theoretical but also applicable to real-world settings. This fits with the current study which draws from available theories and what actually obtains among female entrepreneurs. Based on pragmatism, the research questions of this study have been structured to guide all the other aspects of the study.

Pragmatism is most appropriate for mixed research because it is concerned with solving real life problems without basing on assumptions (Maxcy, 2003). It also relies on data collection methods that work which can also be known and designed in advance for collecting real data. Pragmatism in research seeks to address the strengths of qualitative and quantitative inquiry, considering that involving humans in a study requires interpretations, intentions and values grounded on empirical experience (Morgan, 2014). In this study, this was considered suitable for collecting data from real-life individuals regarding their actual practices and experiences as female entrepreneurs.

4.3. Research Design

The study will employ mixed research methods to accommodate the qualitative and quantitative aspects. The mixed research design is recommended and will therefore be employed on the basis that greater knowledge and understanding would be obtained about the events surrounding the population in a triangulated manner. The use of mixed methods will make the findings more rigorous since both the perceptions (qualitative data) and documented facts (quantitative data) will be obtained and correlated to establish configurations; correlations and generalisations based on the results (Williams, 2021). This approach has also been widely used by earlier researchers on social entrepreneurship. In line with (Creswell, 2014), this approach will allow the researcher to use a semi-structured questionnaire to ask both open and pre-determined narrow questions; assign quantifiable codes; elicit responses in a quick manner and analyze according to type of data.

4.4. Population of the Study

The population of the study includes female university students from both public and private universities. Although the State of Higher Education in Zambia 2020 Report indicates an average of 20,000 graduating annually, the number of female graduating students is not reported or aggregated for all universities in the country. Previous studies have used sampling frames where the population figure is not known (Johnston, et al., 2010; Srinath, et al., 2004; Aşan & Ayhan, 2013; Puryear, et al., 2008). It is assumed that graduating students have experienced full university

life and are in their final year, expected to make choices based on their experiences as students, among whom have been those engaged in entrepreneurial activities with others having pursued courses incorporating social entrepreneurship.

4.5. Sampling Frame

The sampling frame from which the study sample would be drawn is of graduating female students from among universities in Zambia. Since the number of graduating female students is not known, a sampling frame has been set at universities, averaging 20,000 per annum (State of Higher Education Report, 2020).

4.6. Sample Size Determination

Sample size is explained as the proportion of a defined population which is isolated as respondents for the research about which data would be collected and findings generalized (Hope, 2014). With a sampling frame of 2,000 the sample size was determined by the interval formula for systematic random sampling:

$$k = \frac{N}{n}$$

Where k is the sampling interval; N is the sampling frame; n is the sample size.

The researcher selected every 4th member of the sampling frame. Thus the attained sample was:

$$n = \frac{N}{k}$$

$$n = \frac{2000}{4}$$

$$n = 500$$

Thus, the sample size was determined at 500.

4.7. Sampling Technique

At the first level, the sample was derived from public and private universities based in Lusaka District. 260 respondents were from 2 public universities; 164 from 2 private universities and 12 from 1 mission university, making a total of 436 who actually participated out of the expected 500. From each university, female students were selected using probabilistic simple random techniques. The inclusion criteria will be that such female students have either undertaken courses in entrepreneurship or have been involved in actual entrepreneurship/social entrepreneurship activities before. The profile factors of the sample members were age group, study year, university type, school/programme, mode of study and type of entrepreneurship activities undertaken.

4.8. Data Collection Instruments

Data for the study was collected by means of an adapted 5-point Likert scale questionnaire proposed as the Entrepreneurial Intentions Questionnaire (EIQ), (Liñán & Chen, 2009). This was used to collect data from the respondents under the variables selected for assessing entrepreneurial intention among female university students. The questionnaire was adapted for female students as a standard instrument used among university students. The questionnaire was divided into subsections to describe the profiles of the respondents; then to measure the Social Entrepreneurial Intentions factors according to the entrepreneurial intention model (that is ATE, SN, PBC, PEE and EI). The questionnaire was adapted to incorporate the five variables to be tested for prediction of EI, that is ATSE, SN, PBC, PEE and PE. It further incorporated semi-structured questions to collect qualitative data.

The justification for adapting the questionnaire to semi-structured format was to capture the strengths of flexibility this would provide. This allowed participants to provide more detailed responses and the researcher to follow up on interesting responses which led to a more comprehensive understanding of the topic. The use of a semi-structured questionnaire allowed for the respondents to provide participants with the opportunity to express their thoughts and feelings in their own word; to personally engage them without bias and to enhance the validity and reliability of research findings. The semi-structured questionnaire had practical implications, being easy to design, cost effective and efficient for data collection among female students.

4.9. Data Collection Procedures and Ethical Considerations

Research data was collected by a self-administered questionnaire. A total of 500 questionnaires were to be distributed to the respondents. The entire process of administering the questionnaires and summarizing the data is estimated to take one month. Considering the limitations of meeting the students physically, the questionnaire will be designed for online administration using Google forms and would be shared for access by female students from their university website or social media. The researcher will scrutinize and analyze the first 500 valid responses.

4.10. Data Analysis

The researcher, upon collecting data from the 500 respondents, will undertake data screening, data cleaning and data analysis using IBM-SPSS 25 software. The variables to be measured for the study will be denoted in numeric format according to its type.

The demographic data will be assigned codes and be defined on a nominal scale since they do not have their own natural scale of measurement. The same approach will be taken for each of the numerical questions assessing the independent and dependent variables (coded 1 to 5 on Likert Scale). The items bearing qualitative aspects will be coded and analyzed thematically. This will involve establishing the emerging themes for each item in relation to the research objectives. The following Table 5.1. shows the approaches that will be taken for analyzing each item.

Table 5. 1. Data Analysis Matrix

Objective	Format of questions	Method of analysis
To examine the relationship between personal attitude toward social enterprise and social entrepreneurial intention among female student graduates in Lusaka.	<ul style="list-style-type: none">• 5 point Likert-scale questions• Semi-structured questions	<ul style="list-style-type: none">• Descriptive and inferential statistics• Coding themes using descriptive statistics
To investigate the influence of subjective norm on social entrepreneurial intention among female student graduates in Lusaka.	<ul style="list-style-type: none">• 5 point Likert-scale questions• Semi-structured questions	<ul style="list-style-type: none">• Descriptive and inferential statistics• Coding themes using descriptive statistics
To assess the relationship between perceived behavioral control and social entrepreneurial intention among female student graduates in Lusaka.	<ul style="list-style-type: none">• 5 point Likert-scale questions• Semi-structured questions	<ul style="list-style-type: none">• Descriptive and inferential statistics• Coding themes using descriptive statistics
To determine the association between prior entrepreneurial exposure and social entrepreneurial intentions among female student graduates in Lusaka.	<ul style="list-style-type: none">• 5 point Likert-scale questions• Semi-structured questions	<ul style="list-style-type: none">• Descriptive and inferential statistics• Coding themes using descriptive statistics

To explore the relationship between prior experience in social enterprises and social entrepreneurial intention among female student graduates in Lusaka.	<ul style="list-style-type: none"> • 5 point Likert-scale questions • Semi-structured questions 	<ul style="list-style-type: none"> • Descriptive and inferential statistics • Coding themes using descriptive statistics
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Descriptive and inferential statistics were employed in data analysis. The types of descriptive statistics employed were frequencies, proportions and measures of central tendency. This involved computation of frequencies, means, standard deviations and percentages. This was used to describe the data in order to determine the proportion of each item in relation to the sample. It also shows the significance of the data by comparing the means among the variables.

The responses from the semi-structured qualitative data was computed in themes and coded for each objective, then integrated with the quantitative data using the assigned codes. Interpretation of means was according to the coding of the Likert Scale items (Means of 1 to 1.80 for strongly disagree; 1.81 to 2.60 for disagree; 2.61 to 3.40 for neutral; 3.41 to 4.20 for agree; and 4.20 to 5.00 for strongly agree). This helped to determine how each of the independent variables' mean was related to the other items and the dependent variable mean. Reliability statistics were assessed using the Cronbach's alpha coefficient with $\alpha > .60$ being the acceptance threshold. For inferential statistics, correlation matrix and hierarchical multiple regression were run to determine the relationship among variables in line with the hypothesis and to select the best model. Interpretation will be based on 95% confidence level with p-value of 0.05.

4.11. Ethical Considerations

The study was undertaken with consideration of the ethical standards applicable to academic writing, and research norms. In this regard, the respondents will be incorporated into the study by individual consent and their identities will remain anonymous without disclosure of any information to undeserving parties. All the information collected and used in the study will be for academic purposes only. Relevant permission was obtained and ethical clearance confirmed through the University of Zambia DRGS. The writing of the paper is in line with acceptable standards whereby all information is original in content and context except where external information has been cited using the Harvard Referencing system. This research does not fall under plagiarism. The findings of the study can be generalized to university students in Zambia.

4.12. Limitations of the Study

The study was constrained by various factors. In terms of methodology, the study concentrated on a narrower population of graduated female respondents. This was difficult to categorize by sector as the respondents were not uniformly distributed. This made the data collection process longer. The sample was limited to graduated female social entrepreneurs to the exclusion of other women from various institutions and sectors who were also involved in social entrepreneurship. The triangulation used in the study was limited to a single research questionnaire as interviews could not be conducted. The study was limited in terms of financial, human and material resources as all matters of its execution were based on the resources provided by the researcher alone.

4.13. Summary

This chapter was a description of the methodological aspects applied to the study. In this regard, the chapter outlined aspects of research design, population, sampling frame, sample size, sampling technique, data collection instruments, data collection procedures, data analysis and ethical considerations. The next chapter is the presentation of the findings.

CHAPTER 5
PRESENTATION OF FINDINGS

4.0. Introduction

This chapter is the presentation of findings in accordance with the data analysis plan. For each research objective. The first part of data analysis is a presentation of the demographic characteristics of the respondents. Reliability statistics are then presented after which the descriptive and inferential statistics, in sequence. The study had determined a sample size of 500. The total number of questionnaires completed, returned, and considered valid for analysis were 436. This represents an 87% return rate. The chapter is divided into sub-sections for the demographic characteristics and five objectives of the study.

5.1. Demographic Characteristics of the Respondents

The demographic characteristics represent the personal aspects of the respondents. For each factor, the frequencies and percentages were computed to show the proportion representation. The characteristics were in the categories of age, marital status, year of university completion, university type, name of degree obtained, mode of study, year of graduation and employment status. There were 436 responses for each item.

Table 5. 1. Age

Age		Frequency	Percent	Valid Percent
Valid	25 to 29 years	88	20.2	20.2
	30 to 34 years	96	22.0	22.0
	35 to 39 years	120	27.5	27.5
	40 to 44 years	32	7.3	7.3
	45 years & above	28	6.4	6.4
	Below 25 years	72	16.5	16.5
Total		436	100.0	100.0

Table 5.1 is a presentation of the age. There were 436 respondents who gave their age. In this category, the majority were aged 35 to 39 years (27.5%); 30 to 34 years (22.0%) and 25 to 29 years (20.2%). Those aged below 25 years were 16.5%. Others were in the age groups 40 to 44 years

(7.3%) and 45 years or above (6.4%). The findings show that the study was mainly composed of relatively young university graduates.

Table 5. 2. Year of University Completion

Year of Completion	Frequency	Percent
2005 or earlier	8	1.83
2006 to 2010	32	7.34
2011 to 2015	76	17.43
2016 to 2020	180	41.28
2021 to-date	140	32.11
Total	436	100.00

Table 5.2. shows the years the respondents completed their university education. In this regard, the majority of the respondents completed their university between 2016 and 2020 (41.28%) and 2021 to 2023 (32.11%). Others completed in 2011 to 2015 (17.43%). The rest had either completed between 2006 and 2010 (7.34%) or earlier (1.83%). This reveals that the respondents were mostly fresh graduates within the last 8 years.

Table 5. 3. Mode of Study

Mode of Study	Frequency	Percent
Full time	280	64.22
Parallel	60	13.76
Distance	52	11.93
Part-Time	32	7.34
Online	12	2.75
Total	436	100

Table 5.3. is a presentation of the modes of study by which the respondents completed their university studies. The majority were on full time basis at 64.22%. Others varied among parallel learning (13.76%); distance learning (11.93%); part-time (7.34%) and online learning (2.75%). The statistics show that the study sample was more representative of graduates from fulltime.

Table 5. 4. Employment Status

Employment Status	Frequency	Percent
Employed full time	284	65.1
Not in formal employment	64	14.7
Self-employed	40	9.2
Job hunting	36	8.3

Employed part time	12	2.8
Total	436	100

Table 5.4. shows the findings concerning the employment status of the respondents. The majority of the 436 respondents were also in full time employment (65.1%). Those not in formal employment were 14.7%. The self-employed made up 9.2%. There were 8.3% who were job-seeking, while the minority of 2.8% were employed on part-time basis.

Table 5. 5. University Type

University Type	Frequency	Percent
Public	260	59.6
Private	164	37.6
Mission	12	2.8
Total	436	100

By university type, Table 5.5. has the majority of 59.60% from public universities; 37.60% from private universities, and 2.80% from mission universities.

5.2. Reliability Statistics

Reliability was tested by the Cronbach Alpha Cronbach's alpha coefficient with $\alpha > .60$ being the acceptance threshold.

Table 5. 6. Case Processing Summary

Case Processing Summary

		N	%
Cases	Valid	436	100.0
	Excluded	0	.0
	Total	436	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5. 7. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
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The above tables 5.6. and 5.7. relate to the reliability statistics based on the questionnaire items. Table 5.6 shows that there were a total of 436 cases, representing all the valid respondents taken for analysis and none (0) were excluded. Table 5.7 shows the actual reliability statistics basing on 32 items of the questionnaire. The Cronbach's Alpha was .915. This was significantly higher than the set Cronbach's alpha coefficient threshold of $\alpha > .60$. Thus, all the items were retained for analysis.

5.3. Descriptive Statistical and Qualitative Data Analysis

Descriptive statistical analysis was conducted to describe the data in terms of measures of central tendency. Having summarized the responses from the 5-point Likert scale items of the questionnaire (frequencies), means and standard deviations were derived for each item. These measures of central tendency were adequate to bring out the average responses for each item representing the entire sample of 436 respondents. The descriptive statistics were interpreted by the means in accordance with the codes assigned to the 5-point Likert scale items. The interpretation was according to the following:

- Means of 1.0 to 1.8 Very unlikely/Very unimportant
- Means of 1.81 to 2.60 Unlikely/Unimportant
- Means of 2.61 to 3.40 Neutral Position
- Means of 3.41 to 4.00 Likely/Important
- Means of 4.01 to 5.00 Very Likely/Very important

The themes arising from the semi-structured questions were also coded and presented in terms of frequencies, percentages and means in order of prominence).

5.4. Personal Attitude Toward Social Enterprise and Social Entrepreneurial Intention

The first research objective was to examine the relationship between personal attitude toward social enterprise and social entrepreneurial intention among female student graduates in Lusaka.

Table 5. 8. Personal Attitude Toward Social Enterprise

	Mean	Std. Dev.
Being a social entrepreneur implies more advantages than to me.	3.79	1.111
I would gladly take up social entrepreneurship as a career.	3.81	1.114
If I had the opportunity and resources, I'd like to start a SE firm	3.87	1.111
Being a social entrepreneur would bring great satisfactions for me.	3.80	1.196
Social entrepreneurs are also job creators.	4.40	.859
I want to contribute to wealth creating and social benefits for all	4.42	.782
Personal attitude towards social entrepreneurship	4.015	1.029

Table 5.8. is a presentation of the findings concerning the relationship between personal attitude toward social enterprise and social entrepreneurial intention among female student graduates in Lusaka. By interpretation of means, the respondents were most likely to desire to contribute to wealth creating and social benefits for all (mean 4.42); believed that social entrepreneurs are also job creators (mean 4.40) and that if they had the opportunity and resources, were likely to start a social entrepreneurship firm (mean 3.87). The female student graduates would gladly take up social entrepreneurship as a career (mean 3.81). By a mean of 3.80, the female student graduates affirmed that being a social entrepreneur would bring great satisfactions for them and that being a social entrepreneur implies more advantages than disadvantages to them (mean 3.79). A mean of 4.015 indicates that the female university graduates in the study had a personal attitude towards social entrepreneurship that made them likely to engage in social entrepreneurship. This indicates a positive social entrepreneurship intention.

The study inquired what benefits the respondents had obtained from undertaking social entrepreneurship. Four major themes arose from the responses to the semi-structured questions.

- i. **Positive Impact on Society:** The study found that social entrepreneurship for female university graduates inspired the ability to make a real impact on society. The respondents indicated that by starting a social enterprise, female graduates can use their skills and knowledge to create innovative solutions to pressing social problems, such as poverty, inequality, or environmental degradation.

- ii. **Flexibility and Autonomy:** Another advantage of social entrepreneurship for female university graduates is the flexibility and autonomy that comes with running their own business. The respondents indicates that social entrepreneurs have the freedom to create their own schedules, work on projects that align with their values, and pursue their passions.
- iii. **Platform to Showcase Skills:** Furthermore, the respondents indicated that social entrepreneurship can provide female university graduates with a platform to showcase their skills, talents, and leadership abilities. They affirmed that running a social enterprise requires a diverse set of skills, including problem-solving, communication, project management, and financial literacy.
- iv. **Opportunities:** The study found that social entrepreneurship can offer female university graduates opportunities for networking, mentorship, and collaboration. There was an indication that by connecting with other women in the field, female graduates can build valuable relationships, access resources and support, and learn from the experiences of others.

5.5. Influence of Subjective Norm on Social Entrepreneurial Intention

The second research objective was to investigate the influence of subjective norm on social entrepreneurial intention among female student graduates in Lusaka.

Table 5. 9. Subjective Norm

	Mean	Std. Dev.
Best friends think I can successfully run social entrepreneurship firm in the future.	3.57	1.208
Members of my community think I can create a social entrepreneurship firm	3.38	1.219
My fellow university graduates believe I can run a successful social enterprise	3.31	1.211
My closest family thinks I should create a social entrepreneurship firm in future.	3.08	1.259
My university faculty identify my social entrepreneurship abilities	2.77	1.218
Subjective Norm on Social Entrepreneurial Intention	3.22	1.223

Table 5.9 is a presentation of the influence of subjective norm on social entrepreneurial intention among female student graduates in Lusaka. In this regard, the respondents held that their best friends thought that they were likely to successfully run a social entrepreneurship enterprise in the future (mean 3.57). However, there was indifference among community members (mean 3.38); fellow university graduates (mean 3.31); closest family (mean 3.08) and university faculty (mean 2.77) who all were not sure about the potential of the female graduates to successfully run social enterprises in future. By a mean of 3.22 on subjective norm, it is concluded that other people did not equally believe that the female university graduates in the study could successfully run social enterprises in future.

Further, the respondents were asked semi-structured questions to indicate which people’s opinions were significant. The responses were counted and means computed as follows.

Table 5. 10. Stakeholders’ Opinions

	Mean
Family	4.11
Friends	3.65
University faculty	3.31
Fellow university graduates	3.30
Members of the community	3.29

Table 5.10. presents the findings concerning whose opinions were important with regards the female graduate student’s likelihood of running successful social enterprises in future. The table shows that the opinions of the family (mean 4.11) and friends (mean 3.65) were of significant importance compared with university faculty (mean 3.31); fellow university graduates (mean 3.30); and members of the community (mean 3.29).

5.6. Relationship Between Perceived Behavioral Control and Social Entrepreneurial Intention

The third research objective was to assess the relationship between perceived behavioral control and social entrepreneurial intention among female student graduates in Lusaka.

Table 5. 11. Perceived Behavioral Control

	Mean	Std. Dev.
To start an SE firm and keep it working would be easy for me	3.18	.979
I can successfully handle the creation process of a new firm	3.52	1.020
I know the necessary practical details to start an SE firm	3.07	1.099
It would be easy for me to develop a social idea into a real business	3.44	1.122
If I tried to start an SE firm, I would highly succeed	3.82	.870
Perceived Behavioral Control	3.406	1.018

Table 5.11 shows the statistics relating to the relationship between perceived behavioral control and social entrepreneurial intention among female student graduates in Lusaka. The respondents felt that if they tried to start social entrepreneurship firms, they would have a high probability of succeeding (mean 3.82). They were likely to successfully handle the creation process of a new firm (mean 3.52) and it would be easy for them to develop a social idea into a real business enterprise (mean 3.44). They were however not sure whether to start a social entrepreneurship firm and keep it working would be easy for them (mean 3.18). They were also not sure if they knew the necessary practical details to start a social entrepreneurship firm (mean 3.07). By a mean of 3.406 on perceived behavioral control, the respondents were not sure of their success in their social entrepreneurial intention as female university graduates.

The semi-structured qualitative questions inquired about what specific personal skills and knowledge influenced the female graduate students to start social enterprises. The findings were placed in common themes, counted and presented below.

Table 5. 12. Knowledge and Skills














	Frequency	Percent	Data Bar
Innovative solutions	423	97	
Resilience, risk taking and determination	411	94	
Deep understanding of social issues	403	92	
Engagement of a range of stakeholders	402	92	
Solutions that address needs of target audience	373	86	
Communication skills	366	84	
Management of resources	311	71	
Capacity to build relationships and partnerships	227	52	
Social research skills	215	49	
Passion for social justice	211	48	
Shared vision and mission	197	45	
Causes of social issues	166	38	
Empathy	129	30	

Table 5.12 shows the skills and knowledge possessed by female graduate social entrepreneurs at the time of commencing their enterprises. The major knowledge and skills were innovative solutions (97%); resilience, risk taking and determination (94%); deep understanding of social issues (92%); engagement of a range of stakeholders, including investors, customers, and community members (92%); solutions that truly address the needs of the target audience (86%); communication skills (84%) and management of resources (people, financial, material, intangible (71%). Other issues were capacity to build relationships and foster partnerships (52%); social research skills (49%); passion for social justice (48%) and shared vision and mission (45%). There was also indication that they understood the causes of social issues in their communities (38%) and empathy (30%).

5.7. Association Between Prior Entrepreneurial Exposure and Social Entrepreneurial Intentions

The fourth research objective was to determine the association between prior entrepreneurial exposure and social entrepreneurial intentions among female student graduates in Lusaka.

Table 5. 13. Prior Entrepreneurial Exposure

	Mean	Std. Dev.
I have role models who inspire me towards social entrepreneurship	3.76	1.142
I have relatives who are owners of successful enterprises	3.47	1.262
I have friends who are running successful business enterprises	3.94	1.062
I have former university graduates running successful business enterprises	3.60	1.206
I have observed how entrepreneurs start and run a successful business	3.82	1.034
I have observed the challenges and benefits of running a business enterprise	3.96	.977
Prior Entrepreneurial Exposure	3.758	1.114

Table 5.13. is about the association between prior entrepreneurial exposure and social entrepreneurial intentions among female student graduates in Lusaka. It was found that the respondents had observed the challenges and benefits of running a business enterprise (mean 3.96) and had friends who running successful business enterprises (mean 3.94). Further, evidence suggests that the respondents had observed how entrepreneurs start and run a successful business (mean 3.82). In terms of role models who inspired the female university graduates towards social entrepreneurship, a mean of 3.76 indicates affirmation. The respondents had former university graduates running successful business enterprises (mean 3.60) and relatives who are owners of successful enterprises (mean 3.47). A mean of 3.758 indicates that the female university graduates in the study had significant prior entrepreneurial exposure.

The qualitative data concerning prior entrepreneurial exposure required the respondents to indicate ways in which the other people of significance influenced them to undertake social entrepreneurship. The frequencies were derived for each emerging theme. The respondents indicated that they received significant exposure by interaction with role models, relatives, friends, former graduates and female entrepreneurs.

Table 5. 14. Influence of Other People

	Frequency	Percent	Data Bar
Provided examples of successful/influential women	413	95	
Envision themselves in similar roles	411	94	
Explain the challenges, opportunities, and best practices	393	90	
Help them make a positive impact in their communities	364	83	
Help build confidence and self-belief	326	75	
Offer valuable insights and advice	211	48	
Serve as mentors and coaches	203	47	
Help overcome self-doubt and fear of failure	141	32	
Demonstrate that females can make an impact	140	32	

Table 5.14 shows the frequencies and percentages of the respondents’ explanations of how other people had influenced their social entrepreneurship. The engagements provided them with examples of successful and influential women who have excelled in their fields (95%). Seeing other women who have achieved success in social entrepreneurship helped graduate female social entrepreneurs envision themselves in similar roles and inspire them to pursue their own entrepreneurial aspirations (94%). The respondents were made to understand the challenges, opportunities, and best practices from firsthand knowledge of the industry based on exposure to other women social entrepreneurs (90%). It was found that role models demonstrated to the respondents that it was possible for females to make a positive impact in their communities and society at large through their entrepreneurial initiatives (83%). Exposure to other successful entrepreneurs helped the women in the study to build their confidence and self-belief in their own entrepreneurial abilities (75%).

The other women offered valuable insights and advice based on their own experiences in social entrepreneurship (48%). It was found that other women who had succeeded in social entrepreneurship served as mentors and coaches, providing guidance and support to females as they navigate the complexities of starting and running a social enterprise (47%). By showcasing the successes and accomplishments of other women in social entrepreneurship, role models demonstrate that females are capable of achieving great things and making a meaningful impact in the world (32%). They helped the females overcome self-doubt and fear of failure, empowering them to take the necessary risks and steps towards pursuing their entrepreneurial dreams (32%).

5.8. Relationship Between Prior Experience in Social Enterprises and Social Entrepreneurial Intention

The fifth research objective was to explore the relationship between prior experience in social enterprises and social entrepreneurial intention among female student graduates in Lusaka.

Table 5. 15. Prior Experience

	Mean	Std. Dev.
I have some experience working with Social problems in the community	3.27	1.099
I have volunteered or otherwise worked with Social Organizations	2.95	1.405
I have obtained knowledge and skills to run a social entrepreneurship firm	3.05	1.138
I have been employed in a firm with a social entrepreneurship dimension	2.66	1.411
I practiced social entrepreneurship skills during my university years	2.74	1.282
Prior experience	2.934	1.267

Table 5.13. presents the descriptive statistics concerning the relationship between prior experience in social enterprises and social entrepreneurial intention among female student graduates in Lusaka. The study found that the responses were split almost equally between those who had prior experience and those who did not (mean 2.93 on prior experience items). In this regard, there was indifference on all the items. Some respondents had experience working with social problems in the community while others did not (mean 3.27). Some respondents had obtained adequate knowledge and skills to run a social entrepreneurship firm, while some did not (mean 3.05). Some respondents had volunteered or otherwise worked with Social Organizations while others had not (mean 2.95). Some respondents had practiced social entrepreneurship skills during their university years while others had not (mean 2.74). Some respondents had been employed in a firm with a social entrepreneurship dimension, while others had not (mean 2.66).

For the semi-structured qualitative questions, the study obtained data on the types of social enterprises that the respondents had experience working with. These were obtained and summarized into categories to show which ones were the most prominent. Frequencies and percentages were used.

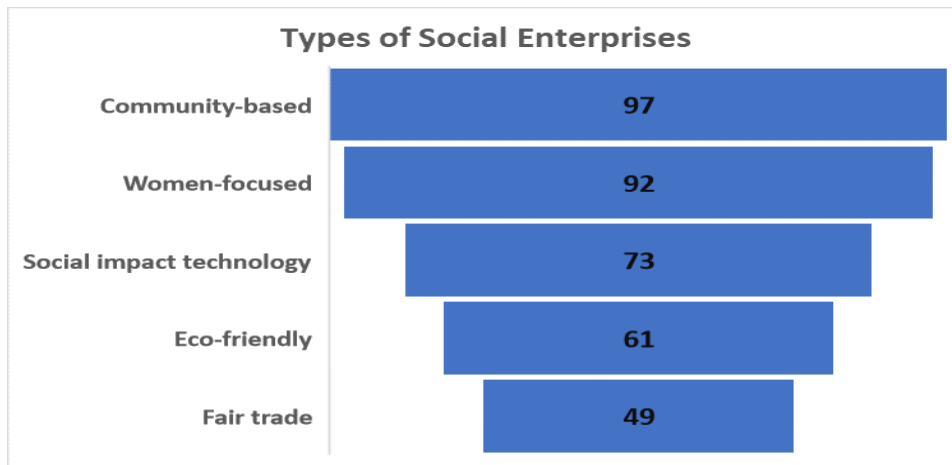


Figure 5. 1. Types of Social Enterprises

Figure 5.1. shows the five types of social enterprises that the respondents had had exposure with.

- I. **Community-based enterprises:** The study found that 97% of the female social entrepreneurs operated businesses that were deeply rooted in their local communities and work to address specific social issues facing those communities. These enterprises provide services such as entrepreneurship training, housing, education and food security programs to help improve the well-being of community members and create a more inclusive society.

- II. **Women-focused enterprises:** The study found that 92% of graduate female social entrepreneurs in the study had experienced operating and working with focus on addressing issues that disproportionately affect women, such as access to education, healthcare, and economic opportunities. These enterprises provide services such as job training, financial literacy education, and microfinance loans to women in underserved communities.

- III. **Social impact tech enterprises:** In the current study, 73% of graduate female social entrepreneurs were using technology to create social impact. These entrepreneurs start businesses that leverage technology to address social issues, such as access to healthcare, education, and financial services. They include online trading, online learning, cooperatives, telemedicine and village banking solutions that aim to improve the lives of underserved communities.

- IV. **Eco-friendly enterprises:** In this study, 61% of graduate female social entrepreneurs were passionate about environmental issues and operate businesses that promote sustainability and reduce carbon footprints. These enterprises focus on eco-friendly products, renewable energy sources, and waste reduction strategies to help protect the environment and promote a more sustainable future.
- V. **Fair trade enterprises:** Under this category, 49% of respondents run businesses that aim to create fair and ethical supply chains by ensuring that producers receive a fair price for their products and are treated with respect and dignity. These social enterprises worked with marginalized communities, such as women artisans, farmers, and workers, to provide them with fair wages and working conditions.

5.9. Inferential Statistical Analysis

Hierarchical multiple regression was run using IBM SPSS V23. Four models were created basing on the independent variables. An initial model of independent variables PA and SN was created. The other independent variables were added one at a time to the initial model. The entire model was built on the variables of PA, SN, PBC, PEE and PE. The model was developed according to figure 5.1. below.

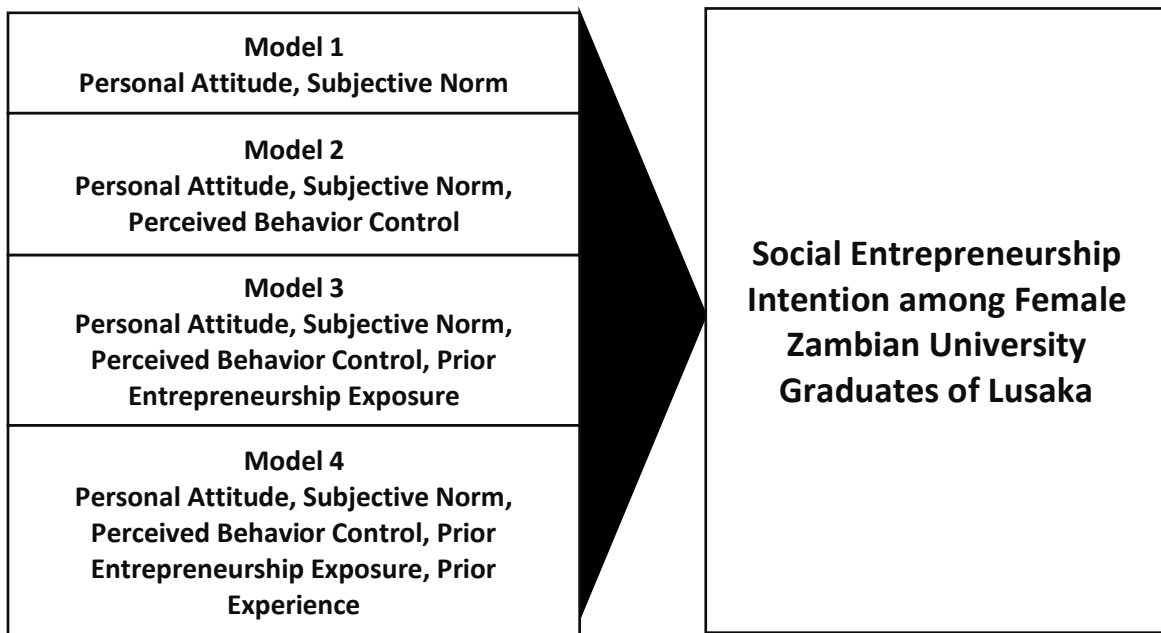


Figure 5. 2. Hierarchical Multiple Regression Model

Table 5. 16. Model Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.563 ^a	.317	.314	.648	.317	100.400	2	433	.000
2	.585 ^b	.343	.338	.637	.026	17.059	1	432	.000
3	.605 ^c	.366	.360	.626	.023	15.565	1	431	.000
4	.648 ^d	.420	.414	.599	.055	40.600	1	430	.000

a. Predictors: (Constant), Subjective Norm, Personal Attitude

b. Predictors: (Constant), Subjective Norm, Personal Attitude, Perceived Behavior Control

c. Predictors: (Constant), Subjective Norm, Personal Attitude, Perceived Behavior Control, Prior Entrepreneurship Exposure

d. Predictors: (Constant), Subjective Norm, Personal Attitude, Perceived Behavior Control, Prior Entrepreneurship Exposure, Prior Experience

Table 5.14 is the model summary based on the hierarchical multiple regression model. There were three models developed for analysis. In model 1, the R² of 0.317 gives an indication that SN and PA jointly accounted for 31.7% of the variance in Social Entrepreneurship Intention among female Zambian university graduates of Lusaka. By the addition of PBC (Model 2) the R² value increased to 0.338, or 33.8% variance in SEI. When PEE was added in Model 3, the R² increased to 0.360 or 36% of variance in SEI. When the final variable of PE was added, the R² was 0.420 or 42% variance in SEI.

Table 5.14. further shows that all models were statistically significant with p-values of 0.000, <0.05. This is interpreted to mean that the addition of a variable statistically significantly increased variance in SEI. Thus the data was good enough for analysis of variance (ANOVA).

Table 5. 17. Analysis of Variance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	84.384	2	42.192	100.400	.000 ^b
	Residual	181.964	433	.420		
	Total	266.349	435			
2	Regression	91.297	3	30.432	75.102	.000 ^c
	Residual	175.052	432	.405		
	Total	266.349	435			
3	Regression	97.398	4	24.349	62.116	.000 ^d
	Residual	168.951	431	.392		
	Total	266.349	435			
4	Regression	111.974	5	22.395	62.379	.000 ^e
	Residual	154.375	430	.359		
	Total	266.349	435			

a. Dependent Variable: social entrepreneurial intentions

b. Predictors: (Constant), Subjective Norm, Personal Attitude

c. Predictors: (Constant), Subjective Norm, Personal Attitude, Perceived Behavior Control

d. Predictors: (Constant), Subjective Norm, Personal Attitude, Perceived Behavior Control, Prior Entrepreneurship Exposure

e. Predictors: (Constant), Subjective Norm, Personal Attitude, Perceived Behavior Control, Prior Entrepreneurship Exposure, Prior Experience

Table 5.15 is the ANOVA table. It was found that all the four models had p-values <.05, therefore statistically significant at predicting SEI among female Zambian university graduates of Lusaka.

Model 1: SN and PA (Sig. .000).

Model 2: SN, PA and PBC (Sig. .000).

Model 3: SN, PA, PBC and PEE (Sig. .000).

Model 4: SN, PA, PBC, PEE and PE (Sig. .000).

Table 5. 18 Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.019	.111		27.162	.000	2.801	3.237
	Personal Attitude	.367	.028	.561	13.351	.000	.313	.421
	Subjective Norm	.003	.027	.005	.108	.914	-.050	.056
2	(Constant)	2.770	.125		22.225	.000	2.525	3.015
	Personal Attitude	.348	.027	.532	12.712	.000	.294	.402
	Subjective Norm	-.035	.028	-.054	-1.234	.218	-.090	.021
	Perceived Behavior Control	.123	.030	.177	4.130	.000	.065	.182
3	(Constant)	2.624	.128		20.491	.000	2.373	2.876
	Personal Attitude	.311	.029	.475	10.857	.000	.254	.367
	Subjective Norm	-.050	.028	-.078	-1.796	.073	-.105	.005
	Perceived Behavior Control	.081	.031	.116	2.583	.010	.019	.142
	Prior Entrepreneurship Exposure	.127	.032	.186	3.945	.000	.064	.191
4	(Constant)	2.371	.129		18.404	.000	2.118	2.624
	Personal Attitude	.312	.027	.477	11.394	.000	.258	.366
	Subjective Norm	-.083	.027	-.129	-3.047	.002	-.136	-.029
	Perceived Behavior Control	.082	.030	.118	2.746	.006	.023	.141
	Prior Entrepreneurship Exposure	.110	.031	.161	3.554	.000	.049	.171
	Prior Experience	.135	.021	.242	6.372	.000	.093	.176

a. Dependent Variable: social entrepreneurial intentions

Table 5.16 is the table of coefficients showing how significant each item was in relation to the four models. Of consideration is that SN was not significant in model 1 (sig .914 > .05); model 2 (sig .218 > .05); and model 3 (sig .073 > .05). SN was a significant predictor in model 4 (sig .002 > .05). Thus the best model was when all the variables were added.

5.10. Summary

This chapter presented the findings of the study by computation of descriptive and inferential statistics. The analysis was based on the demographic characteristics, PA, SN, PBC, PEE and PE. Thus the findings of the study have been presented with appropriate statistics and narrations. The next chapter is the discussion of the study findings.

CHAPTER 6

DISCUSSION OF FINDINGS

5.0. Introduction

This chapter is the discussion of research findings basing on the data analysis.

6.1. Personal Attitude Toward Social Enterprise and Social Entrepreneurial Intention

The first research objective was to examine the relationship between personal attitude toward social enterprise and social entrepreneurial intention among female student graduates in Lusaka. The study demonstrates a significant correlation between PA and SEI, showing that female university graduates are more likely to contribute to their own wellbeing and that of others by running successful social enterprises as careers. The findings on PA demonstrate that the female university graduates in Lusaka can create jobs by opening up social enterprises. This implies the enterprises are capable of employing human capital by bringing in professionals. Employment also contributes to the wellbeing of the employees' households. This aspect is well supported by Park and Kim, (2020) who submit that social enterprises require unique human resources, although most fail to utilize such valuable resources by providing short-term employment.

The female university graduates in Lusaka present an affirmed position that they are readily available to engage in social entrepreneurship. This implies that they have innovative ideas, requiring resources to engage. There is a supportive environment, all they need are resources. Their willingness to take up social entrepreneurship as a career indicates their understanding that this can be profitable and a sustainable source of income. Besides, they would grow to become masters at what the social enterprises would engage in. They recognize that running social enterprises would bring maximum benefits and satisfaction. This implies that they would run these enterprises in unique ways basing on novel ideas.

The findings of the current study are within the framework suggested by Fernández-Guadaño and Martín-López, (2023) that women have greater motivation towards social goals which can be handled through social entrepreneurship. There is greater potential for women to attain occupational status at managerial level, backed by previous experience. This study furthered the discussion to reveal that social enterprises are a significant way of driving the Sustainable Development Goals (SDGs) and bring more women into the entrepreneurship brackets. Further,

González, and Ballesta, (2019) elucidate that while men are more likely to pursue economic goals in entrepreneurship, women are more likely to pursue the social goals inherent in social entrepreneurship with a focus on benefits for all.

In contrast, Richardson, (2017) found that fewer women were willing to take up social entrepreneurship as compared to men. It was found that women in social enterprises were earning far much less than those in for-profit enterprises and were most likely to move into the profit oriented sectors. The attitude of women towards social entrepreneurship was found constrained by poor economic empowerment; failure to spread social entrepreneurship values into the communities and pressing domestic demands on their time. Women social entrepreneurs are not always driven by income. Their primary motivation is to address a social problem to benefit their community.

6.2. Influence of Subjective Norm on Social Entrepreneurial Intention

The second research objective was to investigate the influence of subjective norm on social entrepreneurial intention among female student graduates in Lusaka. The study found that on average, other people did not always believe that the female university graduates in the study could successfully run social enterprises in future. The most respected opinions were of family members and friends. The study purported friends, community members, fellow graduates, family members and university faculty had confidence to believe that the female graduates could run successful social enterprises. Although the female university graduates respected the opinions of their family members, they relied most on peers. This implies that closest social ties were the most influential factors (family and friends) for the female university graduates to hold strong personal opinions about their ability to run successful social enterprises in future.

The findings on subjective norm in relation to social entrepreneurial intention resonate with Dawkins, et al, (2014) who established that the opinions of family and friends were important influencers of an individual's decision to undertake entrepreneurship. Other studies have similarly demonstrated that subjective norm had a positive effect on attitude towards entrepreneurship (Entrialgo & Iglesias, 2016; Farooq et al., 2018; Duong, 2021). This reflects that when other people have a positive belief in another person's abilities, it leads to a stronger entrepreneurial intention. The resultant positive attitude can significantly contribute to the formation of a strong intention to

start entrepreneurial enterprise (Zaremohzzabieh et al., 2019; Ashraf, Alam, & Alexa, 2021; Duong, 2021).

The current study findings in contrast with other studies which have found that subjective norm did not have a positive impact on entrepreneurial intention (Tung et al., 2020); that it was not direct and depended on other intervening factors (Liñán & Chen, 2009). These studies have explored the variables of age, gender, education, region to establish their correlation with subjective norms in predicting entrepreneurial intention (González-Serrano, Valantine, et al, 2018; Pauline, 2019; Shi, Yuan, Bell, & Wang, 2020).

6.3. Relationship Between Perceived Behavioral Control and Social Entrepreneurial Intention

The third research objective was to assess the relationship between perceived behavioral control and social entrepreneurial intention among female student graduates in Lusaka. The study found that PBC had aspects of indifference since the respondents were not sure of their success in their social entrepreneurial intention as female university graduates. This finding shows that despite a positive personal attitude and positive opinions of family and peers, the female university graduates were individually not sure of how successful they would be in the actual processes of starting up and running social enterprises. This would be expected in social entrepreneurship since practical knowledge in this area of entrepreneurship is rare as there are very few of such enterprises to draw from.

The findings are similar to Valliere, (2015) who acknowledged that degrees of individual preparedness varied widely according to type of enterprise. The perception of entrepreneurs vary depending upon their levels of knowledge of the entire business process. A lower PBC does not necessarily affect levels of perception. The degree of intention is a process and gets stronger given the intrinsic and extrinsic motivation towards entrepreneurship. On the other hand, Yurtkoru et al. (2014) found that PBC mediated the association between the aspects of support and entrepreneurial intention. Relational support was significant at magnifying PBC together with PA. Similarly Otchengco and Akiate, (2021) found that a positive PBC increased entrepreneurial intention. Thus PBC's relation to entrepreneurial intention was a moderated variable.

6.4. Association Between Prior Entrepreneurial Exposure And Social Entrepreneurial Intentions

The fourth research objective was to determine the association between prior entrepreneurial exposure and social entrepreneurial intentions among female student graduates in Lusaka. It was established that the female university graduates in the study had significant prior entrepreneurial exposure. This was necessitated by their knowledge of business challenges; friends running successful enterprises; role models and other colleagues succeeding in business enterprises. It affirms that they had received adequate exposure to start their own social enterprises.

The findings of PEE are correlated with Paço et al., (2011) whose study found that social entrepreneurship intention was significantly positively affected by PEE among social enterprises. Further, most of the literature reviewed by Politis, et al, (2016) also confirmed a positive relationship among both commercial and social enterprises. Similarly, Chlosta et al., (2012) established that PEE boosted entrepreneurial intention. In the case of Zapkau et al., (2015) it was found that PEE changed attitude.

While the current study found a positive relationship between PEE and social entrepreneurial intention based on a narrow population, a study by Mueller, Zapkau and Schwens, (2014) established that cultural differences played a role. People from individualistic societies based their entrepreneurial intentions on their personal experiences and attributes while those from collective cultures drew upon society knowledge and resources. Thus culture was considered a boundary condition in determining the relationship between prior entrepreneurial exposure and entrepreneurial intention.

6.5. Relationship Between Prior Experience in Social Enterprises and Social Entrepreneurial Intention

The fifth research objective was to explore the relationship between prior experience in social enterprises and social entrepreneurial intention among female student graduates in Lusaka. The responses were indifferent as some had prior experience while others did not. This finding demonstrates that there has not been significant actual involvement in social entrepreneurship among female university graduates in Zambia. This agrees with the prevailing phenomenon that there are more people involved in business entrepreneurship than social entrepreneurship. Out of 582 million entrepreneurs around the world, the proportion of social entrepreneurs is significantly

low and embedded within the wider framework (Dee, 2021). On the other hand, it is established that women are more likely to engage in social entrepreneurship on account that they are more inclined to addressing community problems. This was affirmed by Fernández-Guadaño and Martín-López, (2023) that women were more likely than men to startup social enterprises.

The aspect of PE as found in this study is in harmony with Paço et al., (2011) and Miralles, et al, (2016) that social entrepreneurship intention was positively influenced by PE. Other scholars have however, argued that PE is not an ultimate determinant of entrepreneurial intention. There are entrepreneurs who have engaged successfully as novices building on other motivation factors. These studies admit the PE only works to expedite the entrepreneurship process and expands opportunities for developing intentions for entrepreneurship (Kuckertz and Wagner, 2010; Quan, 2012). Therefore, this study aimed to analyze the influence of prior business experience on entrepreneurial intentions.

6.6. Inferential Statistical Analysis

The study found that the prediction of SEI among female Zambian university graduates was strongest when the variables of variables of PA, SN, PBC, PEE and PE were considered together. The current study confirms that the hypotheses included in the model were significant at predicting social entrepreneurship intention only when they were taken together. This implies that they complemented each other. The results are consistent with some earlier researchers who found that PA, SN, PBC, PEE and PE could positively influence entrepreneurial intention. The study therefore proves that female university graduates could be successful at starting and running social enterprises if they had a positive attitude, supported by family and friends; acquired relevant knowledge to start and run social enterprises; and utilize the knowledge, skills and experience from their previous entrepreneurship endeavors. The study is in agreement with Ajzen's theory of planned behavior (TPB).

6.7. Summary

This chapter was the discussion of the findings to show how the phenomenon of social entrepreneurship intention was influenced by the variables of PA, SN, PBC, PEE and PE. It detailed the implications of the findings in relation to previous scholars.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

This chapter is the conclusion and recommendations on the analysis of social entrepreneurship among female university graduates using the TPB factors.

7.1. Conclusion

7.1.1. Personal Attitude Toward Social Enterprise and Social Entrepreneurial Intention

The current study affirms that female university graduates have a positive personal attitude towards creating and successfully running social enterprises. Given the opportunity and resources, they have confidence to run the enterprises for the benefit of all both as careers and profitable sources of income while benefiting local communities as employers and solving social problems. The study affirms the notion that women are more likely to take up social entrepreneurship as a way of bridging the gap in the male dominated economic enterprises spheres and meet the SDGs. It is concluded that personal attitude towards social enterprise and social entrepreneurial intention for female university graduates is one of passion, determination, and optimism. It offers a unique opportunity to make a positive impact on society while also pursuing professional goals. By harnessing appropriate skills, knowledge, and creativity, graduating female students can be committed to playing a role in building a more equitable and sustainable world through social enterprise.

7.1.2. Influence of Subjective Norm on Social Entrepreneurial Intention

The attitude of female university graduates at predicting social entrepreneurial intention is strongly influenced by the opinions of family members and friends. This aspect of subjective norm demonstrates that closest family ties were more significant than university faculty and community members. The study established that for female university graduates, subjective norm can come in the form of societal expectations regarding their career choices, gender roles, and attitudes towards entrepreneurship. On the other hand, female university graduates may also receive positive reinforcement and support from their social networks, which can boost their confidence and motivation to pursue social entrepreneurship. If their family, friends, and mentors view social

entrepreneurship as a respectable and valuable career choice, they are more likely to consider it as a viable option.

In conclusion, subjective norm plays a crucial role in shaping the social entrepreneurial intention of female university graduates.

7.1.3. Relationship Between Perceived Behavioral Control and Social Entrepreneurial Intention

PBC was not independently significant at predicting entrepreneurial intention as the respondents were not sure of whether they would successfully know how to start and run the enterprises. The findings of the study substantiate the opinion that self-efficacy, the belief in one's own ability to successfully perform a task, is important for successful social entrepreneurship. With appropriate social support university female graduates can overcome the perceived barriers to social entrepreneurship. In conclusion, the relationship between perceived behavioral control and social entrepreneurial intention among female university graduates is complex and multifaceted.

7.1.4. Association Between Prior Entrepreneurial Exposure And Social Entrepreneurial Intentions

The respondents had adequate PEE with a positive relationship to entrepreneurial intention. The study affirms that prior entrepreneurial exposure can influence individuals' intentions to pursue social entrepreneurship in several ways. Thus, female university graduates who have been exposed to entrepreneurship may have a better understanding of the challenges and opportunities associated with starting and running a business. This knowledge and experience can increase their confidence in their ability to succeed as social entrepreneurs and motivate them to pursue social entrepreneurial opportunities. It is further concluded that prior entrepreneurial exposure is significantly associated with female university graduates' intentions to pursue social entrepreneurship. With adequate prior entrepreneurial experience they are more likely to express intentions to start a social enterprise, perceive social entrepreneurship as an attractive career option, and have the skills and networks essential for success in social entrepreneurship.

7.2. Association Between Prior Experience and Social Entrepreneurial Intentions

The respondents' actual PE was lower but considered a positive determinant of entrepreneurial intention. Previous studies had established conflicting results showing that PE was more of an added advantage as entrepreneurs could startup enterprises without prior experience. The findings of this study suggest that individuals who have prior experience in entrepreneurship or related fields are more likely to have the skills, knowledge, and confidence to pursue social entrepreneurial ventures. It can be concluded that women with higher levels of education are more likely to have the skills and knowledge needed to start a social enterprise. Work experience is another important factor that can shape women's social entrepreneurial intentions. Women who have worked in entrepreneurial roles, such as starting their own business or working for a social enterprise, may be more likely to see themselves as capable of pursuing a social entrepreneurial venture.

Taken together in one model, all the independent variables of PA, SN, PBC, PEE and PE positively influenced entrepreneurial intention. The study therefore confirms that female university graduates could be successful at starting and running social enterprises if they had a positive attitude, supported by family and friends; acquired relevant knowledge to start and run social enterprises; and utilize the knowledge, skills and experience from their previous entrepreneurship endeavors. The study is in agreement with Ajzen's theory of planned behavior (TPB).

7.3. Recommendations

- i. It is recommended that government, through the Ministry of Small and Medium Enterprises can adopt a policy to inspire and support graduating university students to identify social problems they can solve within their communities.
- ii. There is need for entrepreneurship associations to have a platform for social entrepreneurs to share skills and knowledge so as to develop a network of practitioners who can both motivate and provide apprenticeship to upcoming social entrepreneurs. This would also provide a hoard of knowledge and information.
- iii. Education will play a crucial role in enhancing entrepreneurship intentions among female university students. Universities need to include practical aspects that would provide

hands-on experience to the students. This can be in form of internship programmes at social enterprises.

- iv. It is recommended that future studies would consider each of the variables (PA, SN, PBC, PEE and PE) independently to establish how they individually impact social entrepreneurship, considering wider samples.

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APPENDIX A: QUESTIONNAIRE

QUESTIONNAIRE						
Analysis of Social Entrepreneurship in Zambia. A Case Study of Female University Graduates						
This questionnaire is part of a study being undertaken by Kayla Yombwe, post graduate student of the University of Zambia. You are required to complete the questionnaire and submit accordingly.						
DEMOGRAPHIC CHARACTERISTICS		Write your answer below				
D1	Marital Status					
D2	Year of University Completion					
D3	University Type					
D4	Name of Degree obtained					
D5	Mode of study					
D6	Year of graduation					
D7	Employment Status					
PERSONAL ATTITUDE		1	2	3	4	5
PA1	Being a social entrepreneur implies more advantages than disadvantages to me.	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PA2	I would gladly take up social entrepreneurship as a career.	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PA3	If I had the opportunity and resources, I'd like to start a social entrepreneurship firm.	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PA4	Being a social entrepreneur would bring great satisfactions for me.	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PA5	Social entrepreneurs are also job creators.	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PA6	I want to contribute to wealth creating and social benefits for all	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
SUBJECTIVE NORM		1	2	3	4	5
SN1	My closest family thinks I should create a social entrepreneurship firm in the future.	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
SN2	My best friends think I can successfully run a social entrepreneurship enterprise in the future.	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
SN3	My university faculty identify my social entrepreneurship abilities.	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
SN4	My fellow university graduates believe I can run a successful social enterprise	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
SN5	Members of my community think I can create a social entrepreneurship firm	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
On a scale of 1 to 5, how important is the opinion of:		1	2	3	4	5
SN6	Your family	Not important <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very important
SN7	Your Friends	Not important <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very important
SN8	Former university faculty	Not important <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very important
SN9	Fellow university graduates	Not important <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very important
SN10	Members of the community	Not important <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very important

PERCEIVED BEHAVIOUR CONTROL		1	2	3	4	5
PBC1	To start a social entrepreneurship firm and keep it working would be easy for me	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PBC2	I successfully hand the creation process of a new firm	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PBC3	I know the necessary practical details to start a social entrepreneurship firm	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PBC4	It would be easy for me to develop a social idea into a real business enterprise	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PBC5	If I tried to start a social entrepreneurship firm, I would have a high probability of succeeding	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PRIOR ENTREPRENEURIAL EXPOSURE		1	2	3	4	5
PEE1	I have role models who inspire me towards social entrepreneurship	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PEE2	I have relatives who are owners of successful enterprises	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PEE3	I have friends who are running successful business enterprises	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PEE4	I have former university graduates running successful business enterprises	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PEE5	I have observed how entrepreneurs start and run a successful business	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PEE6	I have observed the challenges and benefits of running a business enterprise	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PRIOR EXPERIENCE		1	2	3	4	5
PE1	I have some experience working with Social problems in the community	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PE2	I have volunteered or otherwise worked with Social Organizations	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PE3	I have obtained adequate knowledge and skills to run a social entrepreneurship firm	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PE4	I have been employed in a firm with a social entrepreneurship dimension	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely
PE5	I practiced social entrepreneurship skills during my university years	unlikely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> very likely

- i. State the benefits you have obtained from social entrepreneurship as a female university graduate.
- ii. State the categories of people in your social circles in order of their significance at influencing your social entrepreneurship
- iii. State ways in which other people of significance influence you to undertake social entrepreneurship.
- iv. Mention the categories or types of social enterprises you have experience working with
- v. State the ways in which other people have influenced your social entrepreneurship.
- vi. Mention the types of social enterprises that you have had exposure to.

END OF QUESTIONNAIRE