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ORIGINAL SCIENTIFIC PAPER

# Catalysts for Change: Examining Prosocial Motivation's Role in Fostering Social Entrepreneurial Intentions Among Women in Matrilineal Cultures



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## ABSTRACT

*Social entrepreneurship is important to attaining the Sustainable Development Goals (SDGs) worldwide. Currently, women have been heavily involved in social entrepreneurship activities. However, until now, a study involving women of Minang ethnicity (matrilinear lineage) on the student's interest in social entrepreneurship still needs to be completed. The objective of this paper is to look into the impact of prosocial and intrinsic motivation antecedents on women's social entrepreneurial intention. The inquiry model was tested in this study using a quantitative technique. This study involved 250 Minang students (female) who met the criteria that they had taken lectures for at least two semesters*

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*in Padang City. The moderating variables were investigated using the Moderated Regression Analysis (MRA) approach effect of intrinsic motivation (STATA). An interesting finding from this study is that prosocial motivation shows a positive and significant effect on social entrepreneurial intention. The urge to engage in social action triggers them to become social entrepreneurs. Although the results of the moderating effect are not proven, the implications of this investigation are very helpful for the government and higher education to develop a social entrepreneurship ecosystem and social entrepreneurship education. The originality of this paper lies in the fact that previous studies haven't focused on the role of culture in shaping the social entrepreneurial intention of Minang students.*

**KEYWORDS:** *SDGs, planned behavior theory, social entrepreneurial intention, prosocial motivation, intrinsic motivation*

## **Introduction**

One of the key roles in achieving the world's Sustainable Development Goals (SDGs) is the collaboration of various elements. Social entrepreneurship is an important element in promoting the achievement of the SDGs. Besides offering a way for entrepreneurs to change their lives, this also shows a way to empower others. There is a relationship between social enterprise and SDGs, "decent work for all" (Oliński & Mioduszewski, 2022). Social entrepreneurship can also reduce poverty in a country (Mohammed & Ndulue, 2017).

Despite the importance of social entrepreneurship, the entrepreneur population in Indonesia needs to be expanded. Indonesia's social entrepreneurs are only around 342,025 (British Council, 2018). Even according to the 2017 Global Entrepreneurship Monitor report, social entrepreneurs in Indonesia only reached 5%. Furthermore, in 2020, the British Council conducted a study involving 1,388 (2% of owners are women) social enterprises in Indonesia and found that the main sector is engaged in culinary, fashion, craft, edu and eco-tourism.

Based on the Global Entrepreneurship Monitor Report (2021), women in India, Indonesia and Kazakhstan have very strong cultural perceptions supporting entrepreneurship. However, female entrepreneurs cited job scarcity as a key motivation to create business. The issue of unemployment is inseparable from the issue of poverty. The concept of social entrepreneurship is growing rapidly in Indonesia. Several start-ups initiated by young millennials from various fields and scientific backgrounds started

to grow. The Indonesian government, through the Ministry of National Development Planning, stated that Indonesia's commitment to achieving the SDGs is not merely about fulfilling a global agreement but also about delivering on Indonesia's vision of increasing people's welfare through poverty reduction.

Social entrepreneurship is a transverse competency (García-González & Ramírez-Montoya, 2020). A concerted effort is needed to build a social entrepreneurship ecosystem to grow well. One of the parties that can contribute to this is universities. Therefore, universities should have a clear strategy to promote social entrepreneurship (García-González & Ramírez-Montoya, 2020).

Social entrepreneurship is an interesting topic of enquiry in overcoming various social problems. The main objectives of social entrepreneurship are to fulfill a mission and to provide social benefit. According to Hulgård (2010), entrepreneurship focusing on social good occurs when individuals and groups working to improve society work together to create new economic opportunities. Furthermore, inquiry suggests that women, particularly in social entrepreneurship, have distinct traits. Studies conducted by Rosca et al. (2020) in India and Colombia showed a correlation between women's social entrepreneurship and their tendency to be motivated by social issues, and the characteristics of feminism make women more empathetic. Several studies on social entrepreneurial intention have been extensively conducted (Jadmiko, 2019; Tiwati et al., 2017a, 2017b, 2020; Hockerts, 2017; Mohammed et al., 2017; Jadmiko, 2020b, 2020a, 2021). Social entrepreneurial intention among students is crucial since they are agents of change in society to overcome various social problems. In addition, the millennial generation is now living in the era of digitalization and automation that allows the creation of social missions and values through social business model innovation.

Furthermore, several studies of social entrepreneurship are also examined from the aspect of gender differences (Nicolás & Rubio, 2016), women's social entrepreneurship (Rosca et al., 2020), and culture (Canestrino et al., 2020). Few people recognize the importance of entrepreneurship across cultural domains despite the frequency of ethnic supremacy in an enterprise (Andri et al., 2020). However, there haven't been studies on the role of culture in the intention of social entrepreneurship in Minang students. The Minang people are very famous for being successful merchants in various countries. Minang people have a strong business

character from their ancestors (Andri et al., 2020). The characteristics of Minang entrepreneurs include self-confidence, hard work, careful/economical calculation, perseverance, independence, consistency, ingenuity, contribution to the family, flexibility, and courage to confront business challenges (Hastuti et al., 2015). Therefore, the Minang culture, closely tied to the entrepreneurial spirit, becomes intriguingly linked with social entrepreneurship.

This investigation examined the role of antecedents of prosocial and intrinsic motivation on women's intention toward social entrepreneurship. *Hence, we can investigate whether women, particularly those with stronger associations, exhibit higher levels of empathy. This is especially relevant in the context of Minang women and their social entrepreneurial intentions.*

Students from Minang's universities participated in the exploration, focusing on female students because, as stated by Rosca et al. (2020), females are better suited to serve as CEOs of nonprofit organizations. Therefore, the study's innovative outcome will understand Minang students' (particularly women's) contributions to inclusive economic development with an eye toward societal benefit. Two examination hypotheses were developed based on the empirical study:

- H<sub>1</sub>:** Prosocial motivation has a positive effect on social entrepreneurial intention
- H<sub>2</sub>:** The association between prosocial motivation and social entrepreneurial intention is moderated by intrinsic motivation. The higher the effect of prosocial motivation on social entrepreneurial intention, the higher the intrinsic motivation.

## **Literature Review**

### **Social Entrepreneurship**

Social entrepreneurs carry the theme of a sustainable economy. According to Portales (2019), there are three important elements in social enterprises. The first element is the main reason for social mission and solving social problems. The second element is the implementation in generating social innovation and scalability. Social innovation is seen in how to "produce" solutions to social problems. The last is the element of impact in the form of value created and sustainability. The sustainability

economy promises many benefits and creates equitable social welfare. According to Desa (2010), a word that describes social entrepreneurship is "an innovative way to solve social challenges". Otherwise, these social entrepreneurs are focused on attaining their objectives (Abu-saifan, 2012). Social entrepreneurship and business entrepreneurship are two distinct concepts. Based on Mair et al. (2006), while businesses are only concerned with profit and consumer happiness, social entrepreneurs are concerned with societal goals or values.

Collaboration can be made with other individuals and groups engaged in social innovation activities to generate benefits for the community (Hulgård, 2010). Social value is an important factor in generating social benefits for the environment. For example, civil society is a group of people working together to solve a problem by utilizing the social capital of the local community. Innovation is a social contribution that involves innovating to solve social problems.

The goal of the innovation in question isn't just to make money. Social issues drive innovation. Meanwhile, economic activity is the balancing act between social missions and commercial pursuits. Socially beneficial innovation is a viable and relevant business model. Social entrepreneurs carry the theme of a sustainable economy. According to Portales (2019) in his book, there are 4 (four) elements that determine the nature of social entrepreneurship. These elements include: (1) Social mission and social value creation as the main elements; (2) Motivation focuses on changes from structural conditions that result in solutions to the problems being addressed-visualized by entrepreneurs as opportunities for social transformation; (3) Models for social generation and economic value, (4) Success based on social impact than financial performance.

Based on the entrepreneurial elements described in Portales (2019), social value creation and mission constitute pivotal elements within the realm of social entrepreneurship, holding paramount significance. The social mission proclaimed in the concept of entrepreneurship can provide different contributions (new business models) that can answer various current social problems. The next element that is no less important is the element of motivation. Motivation is also based on the motivation to transform change, namely from the problem of creating solution ideas. Furthermore, the implemented social solutions lead to high economic value for a just economy. Finally, social entrepreneurship is also measured by financial performance and by considering aspects of social impact. Measuring the

social impact resulting from social business activities is one indicator of the success of a social entrepreneur.

Several elements put forward by Portales (2019) emphasize the importance of the individual aspect in motivating oneself to be part of the solution in society. The motivation that appears in a person does not necessarily appear by itself. However, it is more triggered by environmental factors. Meanwhile, the government and also elements of education should contribute to various social problems. Higher education needs to be involved in transferring the elements of social entrepreneurship to students through various direct learning activities (social projects).

### **Women's Entrepreneurship**

Some literature suggests that men contribute to economic growth while women also play a crucial role in a country's development. Women are acknowledged as proficient entrepreneurs, owing to their resolute ambition, intrinsic attributes, and adeptness in propelling substantial economic progress (Khan et al., 2021). Entrepreneurship education and social entrepreneurship are crucial in the socio-cultural context (cultural, family, and institutional support) as a tool to address the gender gap. Women's entrepreneurship is also very important in the country's economic growth (especially in developing countries), promoting social inclusion and fighting poverty and discrimination (Cardella et al., 2020). An interesting fact was also found based on a study by Rosca et al. (2020): fact-finding was more important due to social causes closely related to those associated with male entrepreneurs who were more influenced by factors (such as finances). Therefore, studies on women's entrepreneurship can encourage access for any woman or man to become an entrepreneur.

Based on Radović-Marković and Achakpa (2018), women in developing countries have lower education and skill training levels. The dual role of a woman can also be a challenge in running a business. On the other hand, women generally tend to manage finances better. Women are more careful and patient in managing finances. Consequently, the intentions of start-up women may face more challenges, so they may adopt different strategies to find opportunities and place different interests on certain aspects of their operations (Manjaly et al., 2022).

Furthermore, not only being an ordinary entrepreneur, various studies confirm that women have an important role in social entrepreneurship and community empowerment. Women are more focused and actively involved

in solving problems rather than just profits (Ihejiamaizu & Inyang, 2022). The study confirms that intrinsic motivation is dominant in women's social intrapreneurial intention. On the other hand, women who work with social enterprises have stronger financial independence due to better self-confidence, autonomy, individual abilities, opinions on women's economic role, greater decision and control over households (Sharma & Kumar, 2021). Social entrepreneurship has been considered as a driver of women's empowerment; therefore, it is also important to assess its potential for women's empowerment.

### **Model of Social Entrepreneurship Intention**

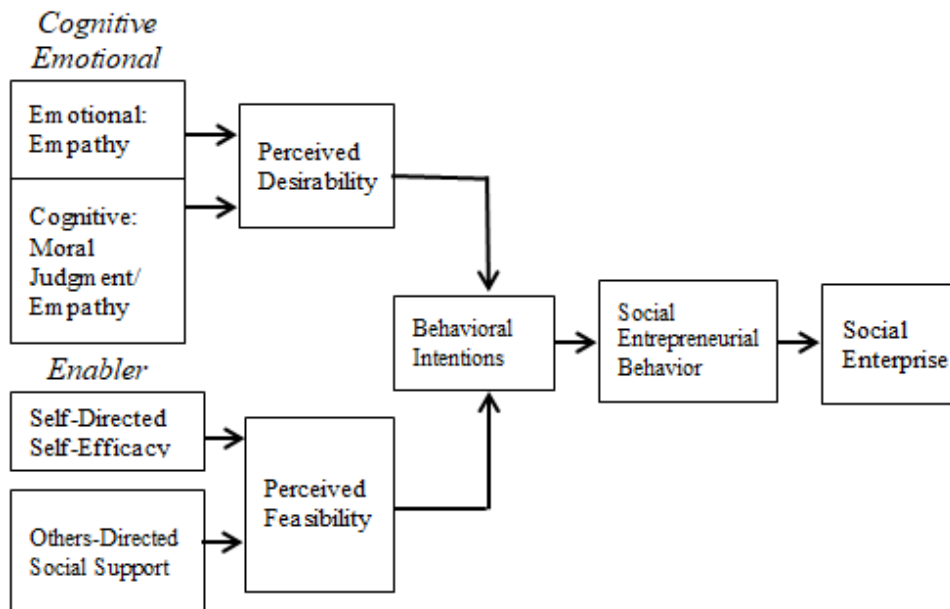
One of the theories as the basis related to social entrepreneurial intention is the Planned Behavior Theory. According to Ajzen's (1991) Planned Behavior Theory model, an individual's actions are preceded by a conscious decision to put their acquired knowledge into practice. The Planned Activity Theory (PAT) model is an attachment to the Theory of Reasoned Action (TRA), which states that one's intentions toward conduct are impacted by the attitude toward the behavior in question and perception of the social norms surrounding the behavior in question (Ajzen, 1975). As a result, figure 1 represents Mair and Naboia's (2006) initial try to develop a model that may represent the emergence of a model of social entrepreneurial intention. Additionally, the model found that the willingness to be involved in social entrepreneurship is impacted by the receipt of social assistance.

According to Tran and Von Korfflesch (2016), individual cognitive elements (such as result expectations, goals/intentions, and self-efficacy) are emphasized in SCCT as important contributors to career growth. Here, intentions are seen as the will to act in a given way. Self-efficacy refers to "people's assessment of their ability to organize and carry out the actions necessary to achieve a designated type of performance" ("I know I can do it") (Bandura, 1986 in Tran and Von Korfflesch, 2016). Also, result expectations are a person's impressions about the outcomes or effects of performing a certain behavior ("If I did it, what would happen"). As a result, a person's decision or purpose to act in a given domain is based on their assessment of their ability to plan and execute that action, as proposed by Social Cognitive Career Theory (self-efficacy), as well as the probability and anticipated outcomes of the action. Conduct specific actions (expectations of outcomes). Furthermore, Tran and Von Korfflesch (2016) add that the theory also demonstrates the importance of individual and

contextual factors in career choice. As discussed above, Social Cognitive Career theory can explain the motivation behind someone's willingness to succeed as a social entrepreneur. This theory suggests that a person's career decisions are influenced by both individuals and their environmental context. Various social problems seen by someone can trigger someone to dedicate a career in the social field, including an interest in becoming a social entrepreneur.

Prosocial motivation is currently a hot topic of discussion (Pangriya, 2019). According to Tiwari et al. (2020) prosocial motivation plays a key role in the formation of intentions to become social entrepreneurs. In their study involving 755 respondents from India who recently established social enterprises, Tiwari et al. (2020) discovered that students' perceptions of prosocial motivation significantly influenced the development of intentions.

*Figure 1: Intention Formation Model for Social Entrepreneurship*



*Source: Mair and Naboa (2006)*

In addition, several studies have explored gender differences in social entrepreneurship (Nicolás & Rubio, 2016), women's involvement in social entrepreneurship (Rosca et al., 2020), and the influence of culture



(Canestrino et al., 2020) on this phenomenon. However, no studies on the effect of culture on the evolution of social entrepreneurial purpose in Minang students have been conducted. Previous studies have found that women are more inclined to lead social enterprises than men. (Rosca et al., 2020). As a result, the novelty of the research lies in examining the role of Minang student social entrepreneurship in fostering inclusive economic development within society. Yamini et al. (2020) explained that an individual's motivation to become a social entrepreneur is influenced by prosocial and intrinsic motivation.

Tiwari et al. (2020) argued that prosocial motivations can influence one's decision to pursue social entrepreneurship. One of the prerequisites for assisting poor communities through the creation of social enterprises is prosocial motivation. Self-fulfillment is another essential factor in deciding to start a social venture (Solórzano-García et al., 2020). It has also been proven that women are more susceptible than men to a variety of motivational factors working in tandem. With strong prosocial motivation, social entrepreneurs develop solutions that can benefit society and the country as a whole (Tiwari et al., 2020).

### **Sample and Data Collection**

The study model was put to the test quantitatively in this investigation. Nonprobability sampling was coupled with purposeful sampling in this investigation, with respondent characteristics of (1) female students (Minang ethnicity) and (2) students who had completed two semesters of lectures ( $n = 250$ ). The independent variable in this study is prosocial motivation, while the moderating variable of intrinsic motivation. The study included social entrepreneurial intention as the independent variable and also examines its relationship with social entrepreneurial intention as the dependent variable. Google Forms was used to distribute the questionnaire.

### **Measurement**

The variable consisting of intrinsic motivation instruments (4 items) adopted from Grant (2008) assesses "What motivates you in your current occupation (work/study), including the following statements: 1. Because I enjoy the work itself, 2. Because the work I do is important, 3. Because it's fun, 4. Because I find the work engaging". Prosocial motivation (4 items) adopted from Grant (2008) evaluates "What motivates you in your current

occupation (work/study): 1. Because I want to help others through my work, 2. Because I care about benefiting others through my work, 3. Because I want to have a positive impact on others, 4. Because it is important for me to do good for others through my work". Social entrepreneurial intention (3 items) adopted from Hockerts (2017) includes the following statements: 1. "I expect that at some point in the future I will be involved in launching an organization that aims to solve social problems", 2. "I have the germ of an idea for a social enterprise to pursue in the future and I have no intention of launching a social enterprise (the inverse)". The questionnaire utilizes 5-point Likert scale, with 1 representing strong disapproval, 2 moderate disapproval, 3 neutral disapproval, 4 agreement, and 5 strong agreement.

### **Data Analysis**

The instrument's validity was assessed using the Confirmatory Factor Analysis (CFA), while its reliability was evaluated using Cronbach's Alpha analysis. Following the guidelines by Hair et al. (2010), the loading factor benchmarks are set at 0,30 (minimum level), 0.40 (intermediate), and 0.50 (highest level). Cronbach's alpha is another method for assessing consistency. The dependability is considered good, where Cronbach's alpha coefficient is 0.80.

Hypothesis testing is performed in STATA 21 utilizing a basic regression strategy and the Moderated Regression Analysis (MRA) technique. Furthermore, when the regression equation contains interaction variables, the moderating hypothesis can be tested with an interaction test strategy by employing the MRA technique. MRA is a regression to explain the role of an independent predictor variable, either as a pure moderator or a quasi-moderator by analyzing the relationship between two variables that are affected by moderators (Hair et al., 2010).

### **Results**

This study involved 250 respondents (students of Minang ethnicity) from various public and private colleges in Padang City Indonesia. The process of collecting data for this examination was carried out from April 2021 to June 2021. The profile of respondents was, on average, 21 years old, with the largest proportion of experience starting a business due to lecture assignments (28.8%), interest/experience in social enterprises (71.2%), and the majority were from families who owned businesses

(52.4%). The total average achievement of respondents in the high group was shown in the description of each variable. Table 1 presents statistical information in greater depth.

Before evaluating the hypothesis, it is important to test the instrument. Instrument testing is used to discover instrument bias early in the measurement process. The feasibility assumption is checked using the KMO measure. A KMO score greater than 0.50 is considered adequate, indicating that further testing is viable. Based on Table 1, the KMO score for social entrepreneurial intention, prosocial motivation, and intrinsic motivation is 0.9187, based on 11 items, indicating a sufficiently large sample size.

After confirming the feasibility assumption and meeting the KMO criterion, the loading factor for each component item can be considered as the next stage in validity testing. Table 1 displays the overall findings of utilizing the CFA approach to determine instrument validity. According to the test findings, all 11 items including SEI1, SEI2, SEI3, PROS1, PROS2, PROS3, PROS4, MOTIV1, MOTIV2, MOTIV3, and MOTIV4 demonstrated satisfactory loading factors of 0.4).

Table 1: Items, Factor Loadings, and Cronbach's Alpha

Construct	Instruments	KMO = 0.0918			Cronbach's Alpha
		Loading Factor Value			
		1	2	3	
Social entrepreneurial intention	SEI1		0.489		0.754
	SEI2		0.814		
	SEI3		0.860		
Prosocial motivation	PROS1			0.868	0.912
	PROS2			0.882	
	PROS3			0.869	
	PROS4			0.800	
Intrinsic motivation	MOTIV1	0.865			0.922
	MOTIV2	0.869			
	MOTIV3	0.860			
	MOTIV4	0.883			

Source: Authors

After conducting a reliability test, Cronbach's Alpha was 0.6. (11 items are reliable). Additionally, all (11-item) measures demonstrated validity and consistency. As a result, the data was analyzed and the hypothesis was

tested through a simple regression methodology (for H<sub>1</sub>) and the MRA technique (for H<sub>2</sub>). Table 2 summarizes the overall findings of the hypothesis tests. A Sig. value of 0.000 at p 0.05 shows a positive relationship between prosocial motivation and the intent to engage in social entrepreneurship (H<sub>1</sub> is supported).

The regression coefficient result for hypothesis 1 was 0.428. Thus, in this model, prosocial motivation was able to influence 42.8% of students' social entrepreneurial intention (with *R - Squared* = 0,2664). Based on these findings, it can be stated that students' levels of perceived prosocial motivation have a favorable effect on the intention to be involved in social entrepreneurship. Students' intentions to be involved in social entrepreneurship are positively correlated to perceived prosocial drive.

Before setting the criteria for moderation, the MRA analysis was normally carried out through three regression stages. The prosocial motivation variable was tested on social entrepreneurial intention in the first stage. The second stage involved all independent variables (social entrepreneurial intention).

In the third phase, variables representing altruistic drive, social entrepreneurship, and the dynamic between the two were incorporated (Table 2). The tables show that intrinsic motivation is not proven to moderate (H<sub>2</sub> is rejected). The test on the second hypothesis was incorporated into the independent predictor criteria based on the requirements of Hair et al. (2010).

Traditionally, the MRA analysis progressed through three stages of regression before establishing the moderation form's criteria. To begin, the effect of prosocial motivation on social entrepreneurship aspirations was studied. In the second phase, we factored in every independent variable (including social entrepreneurial intention).

In the third phase, variables representing altruistic drive, social entrepreneurship, and the dynamic between the two were incorporated (details can be seen in Table 2). The results show that intrinsic motivation is not proven to moderate (H<sub>2</sub> is rejected). The test on the second hypothesis was incorporated into the independent predictor criteria based on the requirements of Hair et al. (2010).

Table 2: Technical Hypothesis Testing Results MRA

<b>Social entrepreneurial intention</b>	<b>Coef.</b>	<b>Std. Err</b>	<b>t</b>	<b>P&gt;  t  </b>	<b>95% Conf.</b>
<b>First step</b>					
Prosocial motivation	0.428	0.0451	0.286	9.49	0.000***
<i>R - Squared</i> = 0,2664					
<b>Second step</b>					
Prosocial motivation	0.223	0.064	0.286	3.46	0.286
Intrinsic motivation	0.258	0.059	0.286	4.32	0.286
<i>R - Squared</i> = 0,318					
<b>Third step</b>					
Prosocial motivation	0.355	0.203	1.75	0.082	-0.045
Intrinsic motivation	0.425	0.250	1.70	0.091	-0.068
Prosocial motivation x Intrinsic motivation (interaction)	-0.009	0.013	-0.69	0.494	-0.035
<i>R - Squared</i> = 0.319					

Description.  $n = 250$ , \*\*\*  $p < 0.01$

Source: Authors

## Discussion

Although many studies on student social entrepreneurial intent have been conducted, these studies continue to generate ideas and discoveries about social entrepreneurship. The findings of this study can describe the role of women in social status in the context of Minang culture. The conclusions of this study have shown some intriguing findings that will be further studied. As a result, researchers investigate more in-depth social themes with social entrepreneurial intent. The findings confirm the hypothesis ( $H_1$ ) that the desire to do good for others is correlated with a greater likelihood of engaging in social entrepreneurship. Consistent with Yamini et al. (2020a), these findings suggest that an individual's prosocial and intrinsic motivations have a role in whether or not they intend to become a social entrepreneur. This study empirically examines the role of prosocial motivation in social entrepreneurial intentions, along with psychological ownership and affective commitment. It provides insights into how prosocial motivation influences the intention to engage in social entrepreneurship.

The hypothesis testing has confirmed the findings of Tiwari et al. (2020), who found that prosocial motives promote the decision to engage in social entrepreneurship. Prosocial motivation is one of the basics for someone to help underprivileged communities through developing social enterprises. This study explores the relationship between social entrepreneurial intention and factors like perceived social support and prosocial motivation. It sheds light on the influence of prosocial motivations on individuals' inclination towards social entrepreneurship.

First, intrinsic motivation can be developed through various social activities that are supported by the learning process at the university. These results confirm that social entrepreneurial intention among students can be grown through intrinsic motivation. Intrinsic motivation itself is not created instantly; rather, there is a series of activities that shape it. It may be obtained from the process of social learning, involvement in humanitarian projects, or other social activities.

Second, the moderation test on the H<sub>2</sub> showed that intrinsic motivation did not affect the link between social entrepreneurial intention and prosocial motivation. Although the prosocial motivation study did not moderate the effect of intrinsic motivation on social entrepreneurial intention among students, this study is still expected to be one way to foster interest in social entrepreneurship. We need to underline that prosocial motivation and intrinsic motivation are much more essential for anyone who intends to be involved in social entrepreneurial activities (Yamini et al., 2020). The results of this study are consistent with the model formulated by Mair and Noboa (2006), which states that an important aspect of forming an interest in social entrepreneurship is the cognitive aspect of the individual. The higher the individual's cognitive perception, the stronger their drive to become a social entrepreneur.

This discussion explores two key points: Intrinsic motivation and its development through university-supported social activities and the moderating effect of intrinsic motivation on the relationship between social entrepreneurship intentions and motivation in society. This study shows that intrinsic motivation doesn't happen instantaneously. Instead, the organization thrives on social learning, humanitarian projects, and other related efforts. However, this study does not show that intrinsic motivation regulates the relationship between social entrepreneurship intention and social motivation. However, it emphasizes the importance of these two dynamics for those interested in social enterprise. Ultimately, this research

has practical implications for educational institutions. This suggests that universities can develop social entrepreneurship education policies by providing learning programs for social organizations or businesses and creating associations for incubator spaces. Create social entrepreneurship and launch start-up activities.

Furthermore, although intrinsic motivation is not proven to be moderating, this study can be a policy for colleges in developing social entrepreneurship education. Universities need to provide internship programs in social organizations/enterprises to provide students with opportunities to develop their own social enterprises. Additionally, creating social business incubation spaces and offering coaching or tutorial classes led by successful social entrepreneurs can further support students in their entrepreneurial endeavors.

In summary, the passage discusses research findings on students' social entrepreneurship intentions, highlighting the importance of intrinsic motivation and prosocial behavior in promoting social entrepreneurship, particularly within a cultural context. The study's results resonate with the existing literature and provide valuable insights for academia and educational institutions.

Women's social entrepreneurial intention is influenced by the socio-cultural environment, social perceptions, and entrepreneurial orientation (Grisna et al., 2021). The cultural practices of power distance, humane orientation, in-group collectivism, future orientation, and uncertainty avoidance also play a role in shaping women's engagement in social entrepreneurship (Diana et al., 2020). Also, women's intention to engage in social entrepreneurship is influenced by cultural practices such as power distance, humane orientation, in-group collectivism, future orientation, and uncertainty avoidance.

In deprived areas, women's intention to set up social enterprises is motivated by their desire to create their own jobs and improve their surroundings, rather than changing the world (Amélie & Julie, 2017). Women's entrepreneurship is crucial for social upliftment and addressing gender-based issues, but the percentage of women involved in entrepreneurial activities is significantly lower than men (Reshma and Sripirabaa, 2019). Women entrepreneurs face various gender, social, and cultural barriers that affect their interest and ability to start and grow a business (Tongel, 2016). The socio-cultural experience of women influences their perception, preparation, principles, practice, and performance in

business. Furthermore, the findings of this study also strengthen the study conducted by Sharma and Kumar (2021) that social enterprises have great potential to create holistic women's empowerment (providing psychological support to increase independence). On the other hand, the development of women's entrepreneurship, especially in Indonesia, also requires a customized learning approach (Yulianto et al., 2023).

## **Conclusion and Recommendation**

The findings of the study highlighted several important conclusions regarding the factors that shape social entrepreneurial intent. Specifically, various individual motivating variables were identified as influential factors in driving the inclination toward social entrepreneurship. Among these variables, prosocial motivation emerged as a significant driver, inspiring individuals to pursue involvement in social entrepreneurial endeavors. Consequently, a strong positive correlation was observed between the level of prosocial motivation and the intensity of the desire to engage in and ultimately become a social entrepreneur.

This study may also provide crucial recommendations to stakeholders, which are expected to be used in policy formulation by higher education administrators, notably in the areas of business and commerce (entrepreneurship). Learning outcomes that lead to social-sector entrepreneurship should now be incorporated into the design of curricula that include knowledge about entrepreneurship, particularly for Bung Hatta University in developing learning outcomes on growing social entrepreneurship for students. Environmental aspects of societal issues may provide pupils with information that will aid in their growth and development of creative ideas (experiential social learning). The concept is to involve the public in the construction of social learning.

Based on the research findings that highlight the important role of women in social entrepreneurship, several concrete recommendations can be put forward. First, there is a need to develop specific education and training programs that explicitly target women interested in engaging in social entrepreneurship. These programs should not only provide practical skills, but also empower women with in-depth knowledge of the social and environmental impacts of their entrepreneurial ventures.

In addition, supporting the establishment of strong support networks for women in social entrepreneurship can open doors of opportunity and expand



access to resources. Creating forums or platforms that allow women to share experiences, advice and support can strengthen communities and promote mutually beneficial collaborations.

Another recommendation is to create an environment that supports women's aspirations in social entrepreneurship. This could involve initiatives to raise awareness about the challenges and opportunities women face in this field, as well as creating policies and structures that remove barriers and provide tangible support. In this context, governments and higher education institutions can collaborate to design and implement policies that support women's social entrepreneurship. This includes changes in curriculum design to integrate aspects of social entrepreneurship, especially at Bung Hatta University, taking into account the needs and aspirations of women. Implementing these recommendations is hoped to create an environment that supports, empowers and enhances women's participation in social entrepreneurship, ensuring their greater contribution to achieving a positive impact on society.

The sample used only involved students, especially the Minang ethnic group in Padang City. This certainly has an impact on the generalization of exploration findings. As a result, it was unable to capture the overall state of social entrepreneurial purpose among undergraduate students, particularly in Indonesia. This research's depth of analysis is currently at the individual level. The question of gender variations between countries, diverse national cultural contexts, and personality characteristics has yet to be addressed in this study. Further study can develop other factors from Mair and Naboia's (2006) model by involving practitioners as respondents, connecting Social Cognitive Career Theory (Aure et al., 2019), a new strand of Islamic social entrepreneurship (Ashraf, 2019), social entrepreneurship using technology (Ghatak et al., 2020), Islamic Social Entrepreneurship (Zaki et al., 2020), and other relevant issues to continue to develop social entrepreneurial models.

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