

Chapter 8

Social Entrepreneurship Intention: The Role of Capital Enhancement and Entrepreneurship Education

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ABSTRACT

Social entrepreneurship addresses societal challenges, emphasizing impact over financial gains. It is important to understand the factors influencing individuals' intentions, particularly among students who are driving this global movement. This chapter examines the effects of human, social, and cultural capital, along with perceived entrepreneurship education, on undergraduates' intentions through Human Capital Theory. Data from 327 Vietnamese students confirm all factors positively impact intentions, with social capital playing the most significant role. Entrepreneurial experiences also influence intention levels, shaping students' abilities to engage in social entrepreneurship. Findings affirm Human Capital Theory's relevance and highlight the need to enhance education, strengthen capital, and encourage entrepreneurial experiences to foster social entrepreneurship development and long-term sustainability in diverse economic environments.

DOI: 10.4018/979-8-3373-6701-9.ch008

1. INTRODUCTION

Social entrepreneurship intention (SEI) is viewed as a purposeful effort that involves accumulating knowledge, experience, and skills, generating ideas, and executing a business plan to create a positive impact on society or the environment (Mair & Noboa, 2006). Social entrepreneurship plays a pivotal role in addressing social, cultural, and environmental problems such as poverty, unemployment, social justice, public service, and environmental pollution in both developed and developing countries (Ambad, 2022a). By embedding social value creation within business frameworks, social entrepreneurs strive to generate innovative solutions to society's most pressing challenges.

Recent years have witnessed remarkable interest from both practitioners and scholars in SEI (Alshagawi & Ghaleb, 2022; Tan et al., 2020) since the concept's significance and originality in contributing to sustainable developments for organizations, society, countries, and the world. Understanding the factors that influence SEI is essential for educators and policymakers and seeking to nurture future generations of social entrepreneurs and promote inclusive economic growth. However, despite the expanding academic focus on entrepreneurship education, the impact of both formal education and the knowledge and skills acquired through entrepreneurial education on SEI remains underexplored. In addition, recent studies focus primarily on individual-level psychological traits such as self-efficacy, moral obligation (Mair and Noboa, 2006), or empathy, while fewer have integrated factors like human, social, and cultural capital within a coherent theoretical framework (Liu et al., 2021; Seyoum et al., 2021). Most existing research has been concentrated in developed countries, leaving a notable gap in empirical evidence from developing contexts like Vietnam.

Despite an increasing number of studies on social entrepreneurship, few research studies empirically investigate the effects of antecedents on SEI, especially in developing countries, and those factors have yet to be fully explored (Rosendal Jensen, 2013). Entrepreneurship education provides individuals with knowledge, competencies, and mindset to engage in social entrepreneurial activities. While numerous papers have examined the critical importance of entrepreneurship education in fostering individuals' social entrepreneurship intentions (Nabi et al, 2017; Li and Wu, 2019; Seyoum et al., 2021; Zhang et.al, 2021; Weng et al., 2022), its specific impact on SEI remains insufficiently examined. In addition, several theories underpin research in this area, including the Entrepreneurial Event Model (Shapiro and Sokol, 1982) which offers how perceived desirability, feasibility, and propensity to act, and the Theory of Planned Behavior (Krueger and Carsrud, 1993) which emphasizes the interplay of personal, behavioral, and environmental influences on intention formation. The integration of entrepreneurship education into academic curricula

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