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Revisiting Determinants of Social Entrepreneurial Intentions among Indian Students using Interpretive Structural Modelling

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Abstract- India has numerous social challenges in the field of education, healthcare, agriculture, renewable energy, manufacturing, and skills development. Over 60% of the Indian population still lives on less than $2 (about Rs.130 at current rates) a day. The government initiatives to address these issues have been inadequate so far. The role of the government in the socioeconomic scope is flowing towards the privatization of public responsibilities. The paper aims to explore the role of social entrepreneurial determinants among Indian students so as to address the prevalent issues in the country through social entrepreneurship. Total twelves drivers of social entrepreneurship intentions were identified after extensive literature review. Moral obligations, empathy and independence emerged as the most important determinants of entrepreneurial intentions among students. The findings of the study will aid policy makers to encourage social entrepreneurship among Indian students.

Keywords: **Social Entrepreneurship, Entrepreneurial Intention, ISM, Social Capital, Social Exposure**

I. INTRODUCTION

India faces numerous social challenges in the areas of education, healthcare, agriculture, renewable energy, manufacturing, and skills development. More than 60% of India's population continues to live on less than $2 a day (roughly Rs.130 at current rates). The government's efforts to address these issues have so far proven unsuccessful.As a result, in many countries, the government's role in the socioeconomic system has diminished.

According to the (British Council Report, 2016), there are approximately two million social enterprises serving people in India. In India, more people are using their entrepreneurial skills to create sustainable for-profit and non-profit businesses to effect change. For social entrepreneurs and other social stakeholders, India offers a plethora of opportunities.

The rise of social entrepreneurs in India is primarily due to the large number of people, the low cost of starting a business, the vibrant social entrepreneurship ecosystem, and India's poverty challenges.As emerging economies grapple with a slew of social problems such as a lack of healthcare, rising pollution and waste, a lack of education and infrastructure, sanitation, and poverty, social entrepreneurship is gaining traction. To address our planet's sustainability needs, social entrepreneurs create innovative business models that are integrated with social causes.

They use creative, cost-effective, and often technology-enabled business models to provide essential services to those who are unable to obtain them. Social entrepreneurs are concerned with issues such as social services, jobs and training, the environment, education, and community development. As a result of the growing number of social enterprises, public budgets benefit in a variety of ways.

Social entrepreneurs have always been an important stakeholder group involved in providing basic services and opportunities to the underserved in India.

India has made significant progress in terms of economic development, but no country can sustain healthy GDP growth without addressing inequality among its people. A state's development necessitates joint efforts from the government and entrepreneurs. Social entrepreneurs can play a crucial role in growth and development by addressing critical issues faced by the country.

In India, insufficient government efforts and ineffective social institutions necessitate the use of social entrepreneurship. By exploiting the opportunities available in India's social arena, social entrepreneurship can contribute to economic growth and development. These issues can be addressed through new business models and social developments.

Recognizing the importance of social entrepreneurship for developing economies, this paper uses interpretive structural modelling to identify and prioritise the key enablers of social entrepreneurship (ISM). This paper is divided into eight sections. The introduction to social entrepreneurship is covered in the first section.The literature review on social entrepreneurship is highlighted in the second section. In the third section, the need for social entrepreneurship in India is discussed. The fourth, fifth, and sixth sections of the research paper discuss research methods and data analysis. The seventh section concludes the debate. Finally, the conclusion, as well as the research implications and consequences, are included in the last section.

II. LITERATURE REVIEW

2.1Expected Family Support

The family's exposure to young people shapes their entrepreneurial intentions. This has been proved by a growing body of literature in recent years. Many studies have shown the importance of entrepreneurial disclosure to young people and its effect on their future willingness to start their own business (Dunn and Holtz-Eakin, 2000; Fairlie and Robb, 2007).As an added benefit of guidance, the family exposure aid provides easy access to the parent's company (Kim et al., 2006). It also reduces young people's fear of failure and boosts their self-esteem (Bosma et al., 2012). Family exposure and support play a significant role in shaping the career choices of young people. (Whiston and Keller, 2004).

2.2Emotional Intelligence

Emotional intelligence refers to a person's ability to shape their behaviour using sensitive information (Salovey and Mayer, 1990). Emotional intelligence increases a person's ability to precisely identify and recognise another person's emotions, as well as use them effectively (Grewal, Brackett, and Salovey, 2006).The ability to read other people's emotions adds to a leader's abilities and aids in motivating workers to be more advanced and innovative (Modassir and T.Singh, 2008). It improves the social effects, which are thought to be a crucial component of entrepreneurship (Khatoon, 2014). Failures in the family business may result from a lack of this trait (Shepherd, 2004).

2.3Education

For aspiring entrepreneurs in developing countries, the lack of entrepreneurial education has posed a significant challenge (Lee et al., 2005). Knowledge is regarded as a significant socio-cultural factor that influences the intentions of social entrepreneurs (Ernst, 2011). In developing economies like India, relevant education is the most important determinant of entrepreneurial intent (Griffiths et al., 2009).

2.4Financial Bodies Support

Any company's survival depends on its ability to manage its finances. To shape their business, entrepreneurs need financial institutions' assistance and university grants. The assistance provided by these institutions has a profound impact on an individual's entrepreneurial behaviour (Dohse and Walter, 2012).University-provided quality training programmes have an impact on young people's entrepreneurial intentions.Capital is just as important for any industry as university support. Lack of capital may be the most significant impediment to entrepreneurship's growth (Henderson and Robertson, 20).

2.5Self Efficacy

To deal with growing problems, creative solutions are essential. With their entrepreneurial skills and pro-social behaviour, young entrepreneurs with strong beliefs will bring about the desired change in society (Giles, McClenahan, Cairn and Mallet, 2004). Aslam and Hasnu (2001) found that self-efficacy is a major predictor of entrepreneurial intentions.The social entrepreneurship intent is framed when a potential entrepreneur has unwavering faith and confidence in his abilities (Mair and Noboa, 2006; Smith and Woodworth, 2012). Previous research has shown that self-efficacy acts as a mediator between other factors such as personality and risk-taking, experience, and lifestyle, among others.

2.6 Government Policies

To promote entrepreneurship among the young, entrepreneurial thinking must be embedded at the policymaking level (Haque et al. 2013). Young entrepreneurs' entrepreneurial intentions are aided by regulatory institutions' structural support (Scott, 2001). (Bruton, Ahlstrom, and Li 2010). Shane and Venkataraman (2000) argue that an individual cannot work in isolation and must rely on others.The lack of

institutional support stymies the growth of a business (Krueger and Brazeal, 1994). Government policies play an important role in the development of entrepreneurship and act as a catalyst.

2.7 Social Exposure

According to previous studies on business owners, having a close relative or family member who is or was a business owner increases the chances of self-employment because these people can serve as role models. Entrepreneurs "often come from families in which a parent owns a company," according to Feldman et al. (1991). This has also been proposed in recent studies of entrepreneurial self-awareness.Self-efficacy can be bolstered through exposure, according to research (Bandura, 1982). As a result, exposure to other entrepreneurs will help ESE. This is true not only for families and close relatives, but also for a person's circle of close friends and acquaintances. Exposure to entrepreneurs provides a person with not only familiarity, but also a network of seasoned advisors.

2.8 Empathy

In today's world of cutthroat competition, empathy is hard to come by. Empathy is characterised as an inclination toward the emotions of others and is viewed as compassion (Goetz, Keltner, and Simon-Thomas, 2010). Individuals' intentions to engage in social entrepreneurship are directly influenced by these factors (Groch, Gerdes, Segal and Groch, 2012). Young entrepreneurs should be on the lookout for opportunities.

2.9 Autonomy

The pursuit of independence has long been framed as an agentic choice, characterised as the ability to control the timing, location, and nature of one's work (Douglas and Shepherd, 2000; Gelderen, 2016). (Kolvereid, 1996). Despite the fact that the underlying factors driving entrepreneurs' quest for independence are rarely investigated (Gelderen and Jansen, 2006), it is widely assumed that those who seek independence do so for a variety of reasons.

2.10 Creativity

Individuals who have creative solutions to a community's social problems are referred to as social entrepreneurs (Jain and Chamola, 2019). They also help to advance the economy by discovering new or better ways to do things. Ordinary people's leaders who produce exceptional efforts and results are known as social entrepreneurs (Morse and Dudley, 2002). Alms are shared by both social and traditional entrepreneurs.

Social entrepreneurs, on the other hand, are change agents in society (Mair and Marti, 2005). A social entrepreneur, for example, seizes opportunities that others overlook and works to improve societal structures, encourage new approaches, discover new ways to benefit the community, and continually seek to improve socioeconomic conditions (McConachie and Simpson, 2003; Mair and Marti, 200).

2.11 Moral Obligations

When confronted with moral problems, an individual feels obligated to act in accordance with social norms. It is a feeling that one is morally obligated to help solve social problems as a result of one's moral standards (Hockerts, 2015). Increasing social awareness and responsibility to emphasise moral responsibilities.

It is a part of an individual's choice in which moral judgement is a part of his or her moral intention. Social entrepreneurs, according to some, have heightened moral fibre (Bornstein, 1998), are inspired to meet human needs, and exude moral consciousness (Nga and Shamuganathan, 2010). Furthermore, social entrepreneurs must demonstrate moral intelligence as well as personal moral valour.

2.12 Lack of employment Opportunities

The lack of focus on skills and personality development is linked to the mismatch between labour market and production needs. When people are “pushed” into self-employment because other job opportunities aren't available or have been lost, the chances are that the outcomes will be worse (Block and Koellinger, 2009).Declining employment opportunities and automation of previously human-operated processes, according to the Global Entrepreneurship Monitor (http://www.gemconsortium.org/), arguably the world's largest entrepreneurship research group, are creating a chasm between highly educated people and employment opportunities (Brich et.al., 2017).

III. INTERPRETIVE STRUCTURAL MODELLING (ISM)

Interpretive structural modelling is a useful tool for transforming a hazy mental state into a secure and well-planned arrangement. It's a popular tool for analysing complex socioeconomic systems. As a result, ISM provides a systematic and detailed method for incorporating group judgments in the construction of "first-cut" structural models to its users.It assists in retrieving qualitative information rather than quantifiable

factors as a result of traditional modelling (Janes, 1988). As a result, this method demonstrates the graphical representation of output (Sharma et al., 1994). The following are the steps in the ISM methodology:
Step 1: Different factors that affect social entrepreneurship are first identified.
Step 2: The second stage establishes the contextual relationship between the variables identified in the first.
S**tep** 3: For variables that indicate pairwise relationships among variables under consideration, a Structural Self-Interaction matrix (SSIM) is created.
Step 4: The transitivity analysis is at the heart of ISM. The following formula is used in transitivity analysis: if A=B, B=C, then A=C is deduced. This relationship is investigated by constructing a reachability matrix using SSIM and checking for transitivity.
Step 5: The reachability matrix from step 4 is split into different levels
Step 6: A directed graph is created based on the contextual relationships in the reachability matrix, and transitivity links are removed.
Step 7: Digraphs are converted into the interpretive structural model by superseding elemental nodes with statements, resulting in the final output.

3.1Structural Self -Interaction Matrix (SSIM) and Reachability Matrix

Expert opinions from academia and industry were used to determine the contextual relationship among enablers of social entrepreneurship. A total of fifty people from various fields convened. The contextual relationship was established using four symbols (V, A, X, O) which further led to the development of SSIM Matrix. The individual depiction of all symbols is given below.
V: I guides in the accomplishment of j element
A: j guides in the accomplishment of i element
X: i and j elements guide each other in accomplishment
O: both i and j elements are not affiliated
Table 2 explains the significance of four symbols (V, A, X, and O). The symbol V in cell (1, 12), which denotes element I (1), denotes element j. (12). As a result, symbol V is placed in this situation where I precedes j. Similarly, symbol A is seen in cell (2,10), indicating that element j leads to element I while symbol X is seen in cell (1,3), implying that both enablers I are present.
The next step is to use binary digits to convert SSIM into a binary matrix (0,1). The initial reachability matrix is another name for this matrix (Table 3). The binary conversion process follows a few set rules, which are as follows:
1. In SSIM cell (i, j) having V symbol takes the binary digit '1' in initial reachability matrix and'0' in case of (j, i). The cell (1, 12) has '1' in its binary matrix whereas cell (12, 1) depicts '0'.
2. Again in SSIM, a cell (i,j) having A symbol will take '0' in the initial reachability matrix, and (j,i) will be '1' in that case. The cell (2, 10) has taken '0' binary value in Table 2 and the cell (10, 2) has '1' in the initial reachability matrix.
3. If (i, j) and (j, i) is depicted with symbol X then both the cells will take a '1' binary digit in the initial reachability matrix. In case of cell (1, 3) in SSIM, both (1, 3) and (3, 1) are assigned with '1' in the initial reachability matrix.
4. If cell (i, j) is depicted by O then it takes a '0' binary digit. Cells (1, 10) and (10, 1) show '0' binary digits in the initial reachability matrix.
Before reaching the final reachability matrix, transitivity analysis is infused in the matrix to attain accurate output (as explained earlier in the methodology). Table 4 presents the final reachability matrix.

Table 2: SSIM

	Variables	12	11	10	9	8	7	6	5	4	3	2	1
1	Expected Family Support	V	V	O	V	O	V	O	V	O	X	O	
2	Emotional Intelligence	V	O	A	V	V	O	O	O	O	A		
3	Education	A	V	O	V	V	A	A	A	A			

4	Financial Bodies Support	O	V	V	V	O	V	A	V				
5	Self-Efficacy	A	V	A	V	O	V	A					
6	Government Policies	O	O	V	V	O	V						
7	Prior Exposure to Social Problem	A	V	O	V	V							
8	Empathy	O	V	O	V								
9	Independence	A	X	A									
10	Creativity	V	V										
11	Moral Obligations	O											
12	Lack of employment Opportunities												

Table 3: Initial Reachability Matrix

Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1	1	0	1	0	1	0	1	0	1	0	1	1
2	0	1	0	0	0	0	0	1	1	0	0	1
3	1	1	1	0	1	0	0	1	1	0	1	0
4	0	0	1	1	1	0	1	0	1	1	1	0
5	0	0	0	0	1	0	1	0	1	0	1	0
6	0	0	1	1	1	1	1	0	1	1	0	0
7	0	0	1	0	0	0	1	1	1	0	1	1
8	0	0	0	0	0	0	0	1	1	0	1	0
9	0	0	0	0	0	0	0	0	1	0	1	0
10	0	1	0	0	1	0	0	0	1	1	1	1
11	0	0	0	0	0	0	0	0	1	0	1	0
12	0	0	1	0	1	0	0	0	1	0	0	1

Table 4: Final Reachability Matrix

Variables	1	2	3	4	5	6	7	8	9	10	11	12	Drivers
1	1	1*	1	0	1	0	1	1*	1	0	1	1	9
2	0	1	1*	0	1*	0	0	1	1	0	1*	1	7
3	1	1	1	0	1	0	1*	1	1	0	1	1*	8
4	1*	1*	1	1	1	0	1	1*	1	1	1	1*	10

5	0	0	1*	0	1	0	1	1*	1	0	1	1*	7
6	1*	1*	1	1	1	1	0	1*	1	1	1*	1*	11
7	1*	1*	1	0	1*	0	1	0	0	0	1	1	7
8	0	0	0	0	0	0	0	1	1	0	1	0	3
9	0	0	0	0	0	0	0	0	1	0	1	0	2
10	0	1	1*	0	1	0	1*	1*	1	1	1	1	9
11	0	0	0	0	0	0	0	0	1	0	1	0	2
12	1*	1*	1	0	1	0	1*	1*	1	0	1*	1	9
Dependence	6	8	9	2	9	1	8	10	12	3	12	9	

The final reachability matrix is intended to produce a collection of reachability and antecedents (Warfield, 1974). Both sets are useful for obtaining intersection sets of all available components. When the reachability and intersection sets are combined, the ISM hierarchy is formed. In the ISM hierarchy, the variable with the same reachability set and intersection set has been assigned the highest priority.

3.2 Level Partitions

Table 5: Partitioning of variables

S. No	Reachability Set	Antecedent Set	Intersection Set	Level
1	1,2,3,5,7,8,9,11,12	1,3,4,6,7,12	1,3,7,12	VI
2	2,3,5,8,9,11,12	1,2,3,4,6,7,10,12	2,3,12	V
3	1,2,3,5,7,8,9,11,12	1,2,3,4,5,6,7,10,12	1,2,3,5,7,12	III
4	1,2,3,4,5,7,8,9,10,11,12	4,6	4	VII
5	3,5,7,8,9,11,12	1,2,3,4,5,6,7,10,12	3,5,7,12	IV
6	1,2,3,4,5,6,7,8,9,10,11,12	6	6	VIII
7	1,2,3,5,7,8,9,11,12	1,3,4,5,6,7,10,12	1,3,5,7,12	III
8	8,9,11	1,2,3,4,5,6,7,8,10,12	8	II
9	9,11	1,2,3,4,5,6,7,8,9,10,11,12	9,11	I
10	2,3,5,7,8,9,10,11,12	4,6,10	10	VI

11	9,11	1,2,3,4,5,6,7,8,9,10,11,12	9,11	I
12	1,2,3,5,7,8,9,11,12	1,2,3,4,5,6,7,10,12	1,2,3,5,7,12	IV

IV. Formation of ISM Based Model

The final reachability matrix generates the structural model, also known as digraph. After removing the transitivity ties shown in Figure 1, the ISM model is created by replacing nodes with statements. According to the model (Figure 1), "government policies" are the most important enablers for social entrepreneurship since they are at the bottom of the ISM hierarchy.The model's uppermost enablers, entrepreneurial opportunities and innovation, are the least significant enablers of social entrepreneurship.

V. MICMAC Analysis

Matriced'Impactscroisés-multiplication appliquée à classement (Rajm Shankar and Suhaib, 2008) is an abbreviation for Matriced'Impactscroisés-multiplication appliquée à classement (Rajm Shankar and Suhaib, 2008). (cross-impact matrix multiplication applied to classification). The driving and dependency power are used in the MICMAC study. Table 4 shows the driving and dependency power for each enabler. The enablers are further divided into four classes, as follows: Autonomous, Dependent, and Linkage and Independent according to their driving and dependence power.

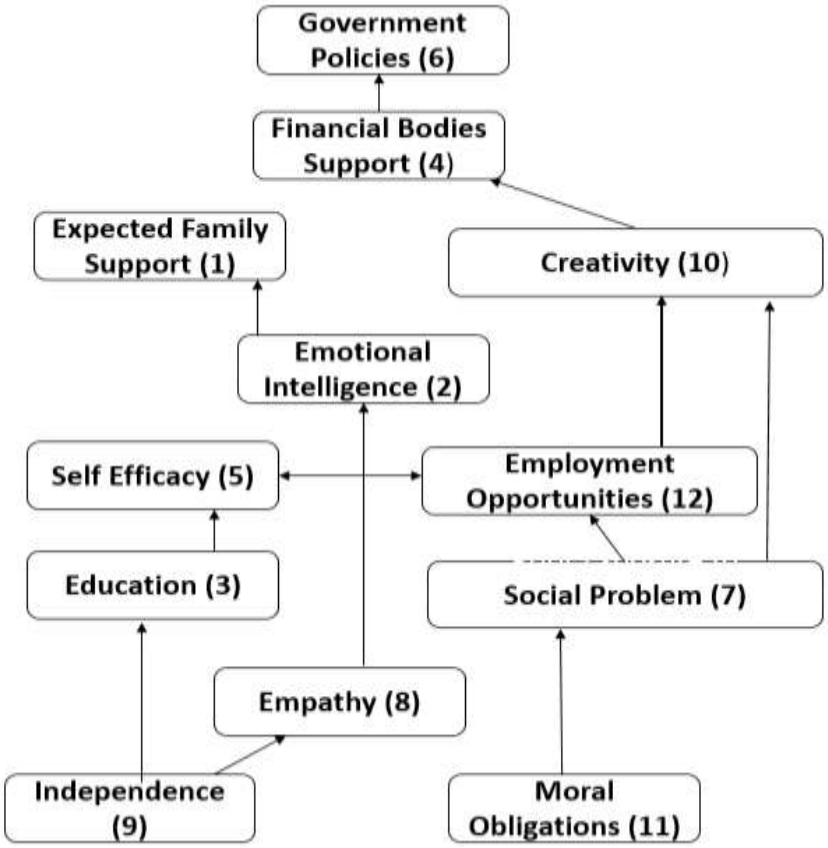

Figure 1: ISM Model

Figure 2: MICMAC Analysis

Driver													
	12	6											
	11		4						Linkage III				
	10												
	9			10			1		7	3,12			
	8	Independent (Driver) IV											
	7								2	5			
	6												
	5												
	4								Dependent II				
	3		Autonomous I								8		
	2												9,11
	1												
		1	2	3	4	5	6	7	8	9	10	11	12

Dependence

- The first compartment focuses on autonomous enablers, which are characterised by low driver and dependency capacity. This paper finds no enablers that fit into this category.
- The dependent enablers in the second compartment have a poor driver but a high dependency capacity. Empathy, independence, and moral responsibility are all examples of this.
- The third compartment comprises linkage enablers with extremely strong driver and dependence power. Prior exposure to social work, emotional intelligence, self-efficacy, education and lack of employment opportunities fall in this quadrant.
- The fourth compartment highlights independent enablers having strong driving power but weak dependence power. Expected family support (1), financial bodies support, Government Policies, and Creativity belong to this quadrant.

VI. Results and Discussion

India is the world's seventh-largest economy, with 17.5 percent of the global population. It is also fortunate to be the world's youngest country, with two-thirds of the population under the age of 35. Despite being the world's second-fastest-growing economy, it is home to 40% of the world's poor (CIA Website). Illiteracy, malnutrition, and poverty are all problems facing the world.

Social enterprises may play a critical role in solving these problems and assisting in the development of solutions. We attempted to rank the factors or enablers that contribute to the growth of social entrepreneurship among Indian students in this report. The rise of social entrepreneurship could be able to help fill the gap and find a solution to some of the world's most pressing issues.

Moral responsibilities and freedom are the most important enablers of social entrepreneurship, according to the ISM Model, and they are at the bottom of the ISM Hierarchy. Independence is regarded as a poor enabler for social entrepreneurship, but it has a high dependence strength. Students who are pursuing a master's or bachelor's degree at a university may have more freedom.

Students can be encouraged to be social entrepreneurs by their optimistic attitude toward discovering new horizons of social goodness (Reference). The ability to experience autonomy and not be dependent on others while still young is a compelling reason for young people to pursue entrepreneurship as a career path.The socio-cultural factors of the Indian culture, in which students are highly dependent on their parents before they complete their education, may encourage students to pursue entrepreneurship, but there is little evidence to support that this can be the drivers and enablers for students to start social enterprises.

Moral responsibilities are often present at the first stage and are critical for social entrepreneurship. Individual moral feelings are often a major motivator for beginning a socially important company. The feeling

of moral obligation towards society may instinct the students to do a business that is more responsible and relevant to society (Reference). It is very much needed to orient and develop.

Developing a morally obligated student community will foster the growth of social enterprises in the future. If the public opinion about the motive of enterprises is the generation of economic profit, then the emergence and existence of social enterprises will be facing a great threat. To overcome these lacunas our student community needs to be addressed on these intangible assets, which in the long run benefit the society.

Being empathetic is considered as an affirmative side of every individual. Concerning entrepreneurial enablers, empathy has got an inevitable role to play. Before starting any venture an entrepreneur has to think from the perspective of 'others'. In this study, it is very less supportive of the general argument that empathy is a key driver for Indian students to engage in social entrepreneurship.

Empathy's principles and significance must be taught and exercised at all levels of educational institutions. Aside from the instructional programme, steps to be taken for instilling social entrepreneurship qualities, as well as appropriate field exposure for young aspiring entrepreneurs, should be offered.

Another factor that may encourage students to pursue social entrepreneurship is their previous exposure to social issues. Students may be motivated to start a social enterprise if they have had any social problems.If family members are committed to solving social issues, it is likely that students will start socially relevant businesses. This exposure will often help students develop a positive attitude toward social entrepreneurship.

VII. Conclusion

The study aims to address the objective of identifying the enablers of social entrepreneurship and then rank them as per their importance based on driving power. Independence, Moral obligations, and prior exposure to social problems have emerged as important drivers of social entrepreneurship in India.Self-sufficiency, or a sense of sovereignty, is critical for social entrepreneurship to thrive. Students want more freedom to demonstrate their abilities and put their ideas into action. Prior social work experience also encourages students to pursue social entrepreneurship.

VIII. Implications and Limitations

The study's results will help policymakers devise strategies for promoting the growth of social enterprises in India. Policymakers, emerging social entrepreneurs, academics, angel investors, and venture philanthropists, among others, will be guided by the report. By developing new markets and new methods of production, the growth of social enterprises would provide economic opportunities for the poor.People at the bottom of the pyramid would be able to benefit from low-cost innovation and sustainable solutions. Together with the government, social entrepreneurship has the potential to change the country's future.
A total of 30 people were surveyed for the report. Although a sample size of 30 is appropriate for a qualitative study, future studies will use a larger sample size to validate the results. The research was conducted in India, which is culturally distinct from other developing and industrialised nations. As a result, another analysis must be performed to generalise the findings of the first.

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