

Turning social concerns into entrepreneurial intentions: unpacking the role of social entrepreneurship in emerging economies

Sikandar Ali Qalati

School of Business, Liaocheng University, Liaocheng, China

Domitilla Magni

Department of Economics and Business Management Sciences,

Università Cattolica del Sacro Cuore, Milan, Italy and

*Faculty of Management, Bayes Business School, City University of London,
London, UK*

Ahmed Yehia Ebeid

Department of Marketing, College of Business, IMSIU, Riyadh, Saudi Arabia, and

Hanan Eid Badwy

Surveying of Natural Resources in Environmental Systems Department,

Environmental Studies and Research Institute, University of Sadat City,

Sadat City, Egypt

Abstract

Purpose – This study examines how social entrepreneurship influences social entrepreneurial intentions among university students in a developing economy. It explores the sequential mediating roles of entrepreneurial attitude and entrepreneurial motivation, as well as the moderating effect of perceived barriers to social entrepreneurship on the relationship between social entrepreneurship and entrepreneurial attitude.

Design/methodology/approach – Data were collected from 397 Egyptian university students and analyzed using structural equation modeling to test the proposed mediation and moderation hypotheses.

Findings – The results reveal that social entrepreneurship has both direct and indirect positive effects on social entrepreneurial intentions through entrepreneurial attitude and entrepreneurial motivation. However, perceived barriers to social entrepreneurship negatively moderates the relationship between social entrepreneurship and entrepreneurial attitude, suggesting that higher perceived barriers reduce the positive influence of social entrepreneurship on entrepreneurial attitudes.

Practical implications – The findings propose that educational institutes (universities) and support firms are suggested to enhance experiential social entrepreneurship education (e.g. incubator access, mentoring and projects), while decreasing perceived barriers by institutional support, resource access and targeted guidance. Policymakers can further improve social entrepreneurial intentions by creating conditions that reduce resource and administrative constraints on student-led social businesses.

Originality/value – This study advances understanding of the cognitive and motivational mechanisms linking social entrepreneurship and social entrepreneurial intentions within a developing-country context.

Keywords Social entrepreneurship, Entrepreneurial attitude, Entrepreneurial motivation, Perceived barriers to social entrepreneurship, Social entrepreneurial intentions, University students

Paper type Research article



1. Introduction

Entrepreneurship has long been considered the key driver of economic development, innovation, and social progress globally (Shali Lasrado *et al.*, 2025). Recently, there has been an emphasis on the importance of entrepreneurial mindset and intention-building processes among the youth with regard to venture formation and employment within the realm of higher education (Barba Sanchez *et al.*, 2021; Garus *et al.*, 2025). This has been especially important within developing nations, as entrepreneurship has been seen not only as an engine for economic growth but also as an instrument for resolving social issues (Lavisha *et al.*, 2025). In this context, social entrepreneurship (SE) has recently become a unique and rapidly growing discipline that mediates between the quest for business opportunity and the focus on generating social value (Satar, 2024). Different from traditional entrepreneurship, whose primary objective is to maximize profit, SE attempts to satisfy social, environmental, and cultural needs through innovative and sustainable approaches (Diaz-Sarachaga and Ariza-Montes, 2022; Hietschold *et al.*, 2023). Social entrepreneurs are committed to bringing beneficial social change by initiating enterprises that provide solutions for issues that are pressing, e.g. poverty, health, education, and community development (Hietschold *et al.*, 2023). While rising in significance, aspiring social entrepreneurs are normally met with perceived barriers, including limitations in resources and bureaucratic barriers that impair their ability to translate intentions into concrete action (Khandelwal *et al.*, 2022).

SE has significant potential to achieve sustainable development and address significant social challenges (Scuotto *et al.*, 2022). SE is generally characterized as recognizing, evaluating, and leveraging opportunities that lead to the generation of social value, most often through innovative and sustainable business models that respond to social needs (Kumar and Yadav, 2023; Raman *et al.*, 2025). Among university students in Egypt, who represent one of the main reservoirs of social change agents, the motivation to become involved in socially engaged entrepreneurial activities assumes special importance (Elsayed, 2018; Fakoussa *et al.*, 2020). The Egyptian socio-economic environment of youth unemployment, limited resources, and growing needs offers a rationale for SE, as well as a challenge that prevents students from developing a positive attitude and bridging the exposure-behavior gap (Assaad and Krafft, 2021). Under these circumstances, perceived barriers, including a lack of funding and mentoring, as well as institutional, ecosystem, and bureaucratic issues, are likely to affect the extent to which SE-based experiences can foster an entrepreneurial attitude and motivation (Albatran and Atikbay, 2025; Hoogendoorn *et al.*, 2019). Hence, it becomes important to recognize the motivational and psychological forces underlying these experiences and explore under which circumstances these are more or less effective (Ledi, 2024).

Social entrepreneurial intentions (SEI), in particular, define a person's intentional and deliberate behavior for initiating or participating in social entrepreneurial activities (Bergner *et al.*, 2022; Tiwari *et al.*, 2022). Following widely applied behavioral models, i.e. the theory of planned behavior (TPB) (Ajzen, 1991) and self-determination theory (SDT) (Ryan and Deci, 2000), this paper develops and tests a generic model explaining through which mechanisms SE affects students' intentions towards social entrepreneurship (Tan *et al.*, 2020). The TPB assumes that attitudes towards behavior, subjective norms, and perceived behavioral control predict intentions, which in turn transform into behavior. Entrepreneurial attitude (EA), or a person's favorable or unfavorable judgment of entrepreneurship, is a critical intention determinant (Bahri and Hasdiansa, 2024; Zubair *et al.*, 2021). The SDT further extends how intrinsic and extrinsic motivation instigate and maintain entrepreneurial behavior (Ryan and Deci, 2000). Entrepreneurial motivation (EM) clarifies the internal and external drivers that force people to engage in entrepreneurial activities, whether it is the desire for autonomy, achievement, social responsibility, or wealth (Faghih *et al.*, 2021).

Earlier research explained how SE positively affects entrepreneurial intentions (Hassan, 2020; Yamini *et al.*, 2022), but the driving forces behind students involvement in SE is still under-researched, particularly in the Egyptian context (Ghalwash *et al.*, 2017). The EA is a key driver of the enhancement of motivation through instilling a positive perception of

entrepreneurship, thereby initiating the inclination to establish new firms (Bahri and Hasdiansa, 2024; Zubair *et al.*, 2021). Even though intention-based models such as TPB recognize the influence of attitudes on intentions, prior research offers little clarity on how an individual's encounter with SE leads to positive attitudes towards entrepreneurship and, eventually, to motivational readiness for social entrepreneurial actions. To put it differently, existing research on SEI has largely explored attitude, motivation, and perceived barriers as parallel or separate influences and has failed to explain the step-by-step sequence of the psychological process by which encountering SE leads to SEI (Shahwir *et al.*, 2025; Sharma, 2018).

Furthermore, perceived barriers to social entrepreneurship, such as financial limitations, lack of social support, or lack of access to resources, significantly influence the processes of entrepreneurship (Ahmed *et al.*, 2024; Shahwir *et al.*, 2025). These barriers have the capacity to undermine the construction of a positive EA by inducing psychological and practical challenges that demotivate students and make them less likely to pursue social enterprises (Murillo-Luna *et al.*, 2021). Previous research showed that greater perceived obstacles might undermine the positive influence of SE on EA and thus constrain students' enthusiasm for pursuing social entrepreneurial activities (Chitamba *et al.*, 2025). Yet, empirical studies with regard to the moderating role of perceived barriers are minimal, particularly in developing economies such as Egypt. Therefore, existing research on intention continues to be plagued by questions regarding SE's impact on SEI, the underlying mechanisms by which this occurs, and the conditions under which context might reduce its impact. This research fills the gap by examining how perceived barriers to social entrepreneurship moderate SE–EA, emphasizing the contingent and context-specific nature of this relationship.

Considering the above gaps, this research aims to assess whether SE positively affects SEI and EA, whether EA positively influences EM, and whether EM subsequently improves SEI. It explores the sequential mediation of EA and EM in the relationship between SE and SEI. It further examines whether perceived barriers to social entrepreneurship weaken the relationship between SE and EA. By addressing the above aims in a single integrated model, our work provides a more nuanced explanation of how SE exposure forms intention formation among Egyptian university students. This study further develops the intention model by combining TPB and SDT to present the SEI process in sequential phases, whereby exposure to SE creates an entrepreneurial attitude, which in turn affects one's motivation to undertake the social activity, and, finally, SEI is derived from this motivation. Additionally, it also extends prior models by positioning perceived barriers as a boundary condition at the early attitude-formation stage, rather than treating barriers only as general background constraints or direct predictors of intention.

Considering the above perspectives, this work improves existing research on SE intentions in many ways. First, by emphasizing university students, this study provides local evidence from an under-investigated setting where contextual barriers are salient and where SE is gradually becoming relevant for addressing social challenges (Elkafrawi and Refai, 2022; Hmama, 2025). Second, through the integration of SDT and TPB to construct a conceptual model in which SE positively influences SEI by sequentially mediating the role of EA and motivation, our work clarifies the cognitive-to-motivational mechanism that remains under-examined in earlier SEI models (Al-Jubari *et al.*, 2019; Munir *et al.*, 2024). The third investigates the moderating role of perceived barriers to social entrepreneurship on the relationship between SE and EA, thereby highlighting why SE exposure may not generate equally positive attitudes among students in constrained contexts (Nguyen *et al.*, 2025).

2. Literature review and hypotheses development

2.1 Theoretical background

Understanding the determinants that lead university students to SEI necessitates inspection of cognitive and motivational processes, as indicated in Figure 1. Drawing on the SDT, it is

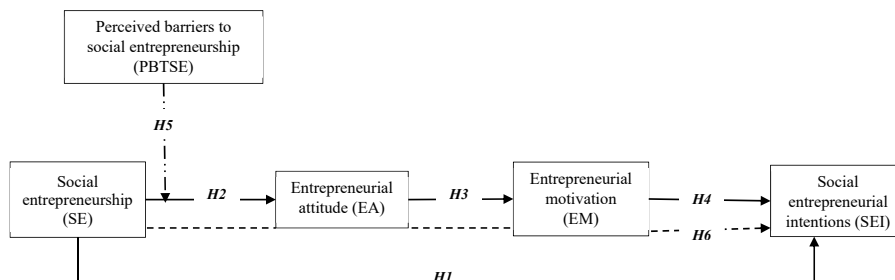


Figure 1. Proposed model

considered that individuals are intrinsically motivated to engage in an action where their inherent needs for autonomy, competence, and relatedness are fulfilled (Ryan and Deci, 2000). Within the domain of SE, the above intrinsic drivers will manifest in terms of students' aspirations to create solutions for social issues, contribute positively to society, and enjoy personal satisfaction from activities driven by values (Ghalwash *et al.*, 2017; Solórzano-García *et al.*, 2022). Previous research has revealed that, when students perceive SE as a transformative and meaningful mission, they are more likely to cultivate heightened entrepreneurial motivation and intention (Chahal *et al.*, 2023). This motivational mechanism is consistent with emerging evidence showing that intrinsic and extrinsic socially driven motivations function as key enablers of social innovation capabilities in organizational contexts (Fait *et al.*, 2023). However, in the emerging economies, the presence of ecosystem and structural barriers may disrupt this psychological process by restricting students' feelings of competence or autonomy, even though there is potential for intrinsic motivation in SE (Solórzano-García *et al.*, 2022). Thus, SDT provides an integral model for describing not only how intrinsic needs propel SEI, but also how contextual barriers destroy students' motivational routes to building social ventures (Ledi, 2024).

With the SDT, the TPB offers a cognitive-behavioral model for explaining how students form intentions related to SE. The TPB argues that behavioral intention is a function of three fundamental factors: attitudes toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). EA in this regard embodies the belief one student holds toward pursuing social entrepreneurial opportunities (Hassan, 2020). In the constrained context, the existence of perceived barriers to social entrepreneurship, such as a lack of resources, institutional failures, or fear of failure, can act as restricting beliefs that impact perceived behavior control and impede attitudinal development (Gaspar, 2013). Therefore, perceived barriers to social entrepreneurship is likely to have a negative moderation effect on the relationship between SE and EA; even with SE opportunities or socially responsible beliefs, high perceived barriers can undermine attitudinal formation that would otherwise lead to intention (Nguyen *et al.*, 2025). This is in accordance with the TPB in emphasizing how the influence of external or internalized constraints can shape the power of the association between one's behavioral judgments and actual behavioral intentions (Ahmed *et al.*, 2024).

In addition, the sequential mediation of EA and EM in the SE-SEI relationship highlights the interactive dynamics between cognitive judgments and intrinsic motivation. By incorporating perceived barriers to social entrepreneurship as a moderator, the model acknowledges that environmental or psychological obstacles can suppress the process of attitudinal formation. Students who face more obstacles, e.g. institutional barriers, insufficient funding, or insufficient support, may be less motivated to develop healthy attitudes towards SE, even if exposed to positive entrepreneurial influences. This integrative approach is especially pertinent in emerging economies, such as Egypt, where cultural expectations and

2.2 Hypotheses development

2.2.1 Social entrepreneurship and social entrepreneurial intentions. SE emerged as a core concept for striving to solve social problems utilizing innovative, value-based practices that balance social objectives with entrepreneurial values. This framework entails awareness of social issues and applying entrepreneurial capabilities for creating sustainable solutions (Kumar and Yadav, 2023). At the university level, SE education and activities have the potential to spur a realization of social problems and cause an attachment to making a difference, which in turn drives students to pursue social enterprises. Empirical studies justified that exposure of students to social entrepreneurial activities improves the awareness of society's needs among students and motivates them to embrace entrepreneurship as a viable means through which social change may be achieved (Macías-Prada et al., 2023; Yesmin et al., 2024). Besides, SE was seen to be a significant catalyst in the formation of SEI, facilitating values related to community development, empathy, and sustainability being internalized (Duncan-Horner et al., 2021). This is applicable in developing nations such as Egypt, whose young population is experiencing unemployment and social problems; hence, SE presents an option for self-employment as well as for exerting social impact (Ahmad and Abdel-Aziz, 2015). The research, thus, proposes the following proposition:

H1. SE positively impacts SEI.

2.2.2 Social entrepreneurship and entrepreneurial attitude. SE gets students to real-world challenges and instills values of empathy, innovation, and social responsibility that, altogether, shape a positive entrepreneurial attitude (Chatterjee et al., 2021; Taneja et al., 2024). From the TPB (Ajzen, 1991), there is a need for a positive EA for the formation of entrepreneurial intentions. Through undertaking SE projects, students are enabled to redefine entrepreneurship as not just a money-driven venture but more so as a means to have a positive effect on change in society (Samuel and University V, 2025). Moreover, the impact of SE on attitude can differ based on the student's interpretation and context. While some selectively emphasize more the social mission and ignore the entrepreneurial one, others undermine their entrepreneurial confidence (Orlando and Sihombing, 2022). Moreover, in fragile and uncertain contexts such as an emerging economy like Egypt, students may question the feasibility of entrepreneurship, which has the potential to influence their attitudes. Nevertheless, when SE is taught in purpose-oriented education through experiential means, it effectively cultivates practical and positive attitudes. This study, therefore, postulates that SE has a beneficial effect on students' entrepreneurial attitudes. Consequently, the study hypothesizes that:

H2. SE positively impacts EA.

2.2.3 Entrepreneurial attitude and entrepreneurial motivation. EA encompasses the positive assessment of entrepreneurial activities and takes a central stage in developing motivation to engage in such enterprises (Valencia-Arias et al., 2021). Attitude is a mental filter through which people view entrepreneurial opportunities, risks, and rewards (Mantello et al., 2023). Previous studies showed that an EA tends to make individuals perceive entrepreneurship as a desirable and viable career option, thereby boosting their natural motivation (Bahri and Hasdiansa, 2024; Zubair et al., 2021). Individuals who find entrepreneurship important and congruent with their beliefs are more likely to be driven by aspirations for autonomy, competence, and social contribution (Ryan and Deci, 2000). Particularly in education settings, since students form positive EA, such as perceiving it as a means of bringing about innovation and social change, their likelihood of investing time, effort, and resources in developing entrepreneurial capabilities and intentions increases

(Wardana *et al.*, 2020). Moreover, self-determined motivation evolves whenever EAs are reinforced through positive learning environments and relevant exposure (Donaldson *et al.*, 2021). Therefore, the current study formulates EA as a determinant of entrepreneurial motivation that motivates individuals towards building and sustaining new ventures. Accordingly, the study proposes:

H3. EA positively impacts entrepreneurial motivation.

2.2.4 Entrepreneurial motivation and social entrepreneurial intentions. EM is generally accepted as a core psychological motivator that accounts for the reasons individuals engage in entrepreneurial activities (Tiwari *et al.*, 2022). It is the personal motivation to attain entrepreneurial objectives, take the initiative, and grasp opportunities (Saoula *et al.*, 2023). Entrepreneurial motivation creates the will, persistence, and creative drive required to develop and maintain social entrepreneurial businesses (Au *et al.*, 2024). Past studies indicated that most motivated people tend to comprehend market demands, spot prospective opportunities, and effectively mobilize resources to form new businesses (Chahal *et al.*, 2023). In educational environments, particularly among university students, entrepreneurial motivation plays a significant role in how students engage with entrepreneurship learning and construct themselves as future business entrepreneurs (Bhatta *et al.*, 2024). Without motivation, even the availability of entrepreneurial knowledge can be incapable of triggering actual intentions or behavior (Lee *et al.*, 2025). Strong entrepreneurial motivation participants are likely to achieve their intention to develop ventures that generate social goodness, even where resources are uncertain or limited. Entrepreneurial motivation is thus likely to have a positive impact on SEI. Consequently, this research hypothesizes the following:

H4. Entrepreneurial motivation positively impacts SEI.

2.2.5 Moderating role of perceived barriers to social entrepreneurship. In entrepreneurial behavior, the availability of perceived barriers, such as but not limited to restricted access to capital, minimal institutional resources, and discouragement from society, can affect whether individuals convert exposure to entrepreneurial practice into positive attitudes (Shahwir *et al.*, 2025; Svtowa *et al.*, 2022). In line with the TPB (Ajzen, 1991), perceived control over behavior, which keeps individuals' judgments together about the facilitation and interference of performing a behavior, governs their intention and attitudes. If individuals are aware of significant external or internal barriers, they may get demotivated, irrespective of whether they are pursuing SE or not. It was established in previous research that environmental constraints discourage even highly motivated individuals from cultivating healthy entrepreneurial mindsets (Ahmed *et al.*, 2024; Sharma, 2018). In the emerging economies, such as Egypt, where students are frequently exposed to structural and economic challenges, these perceived constraints can discourage the cultivation of proactive entrepreneurial mindsets. Thus, this study postulates that perceived barriers will act as a negative moderator, reducing the relationship between SE and EA. Based on these theories and empirical bases, this research hypothesizes:

H5. Perceived barriers to social entrepreneurship negatively moderate the relationship between SE and EA. As such, when individuals perceive high barriers, the positive influence of SE on EA becomes weaker.

2.2.6 The serial mediating role of entrepreneurial attitude and entrepreneurial motivation. EA and EM are key psychological constructs that affect individuals' inclination to engage in entrepreneurial ventures. Drawing on the TPB (Ajzen, 1991), an individual's attitude toward engaging in a behavior is a direct precursor to intention, as it captures the individual's positive or negative appraisal of engaging in the behavior. Previous studies supported the fact that an entrepreneurial positive attitude enhances motivation towards pursuing entrepreneurial ambitions (Chahal *et al.*, 2023; Zhang *et al.*, 2024). EM, commonly described within the SDT (Ryan and Deci, 2000), is the intrinsic and extrinsic stimuli behind entrepreneurial action.

Motivation encourages perseverance, activates innovativeness, and promotes risk-taking propensity required for the establishment of new ventures (Udekwe and Iwu, 2024). Previous research revealed that motivation mediates between attitude and intention, that is, EA enhances motivation, and motivation enhances entrepreneurial intention (Gan *et al.*, 2020; Tiwari *et al.*, 2022), and digital social entrepreneurship intention (Ghatak *et al.*, 2023). Specifically, in SE, personal aspirations and social values are blurred with motivational factors that propel the intent to establish social enterprises (Wanyoike and Maseno, 2021). Through the sequential mediation model, SE is claimed to influence first EA, influencing thereafter EM before resulting in SEI. Hence, the hypothesis developed is:

H6. EA and EM sequentially mediate the relationship between SE and SEI.

3. Methodology

3.1 Sample and data collection

This study specifically focuses on university students in the Egyptian environment, acknowledging their importance as a key population in developing future social entrepreneurs, given that they have access to educational facilities and exposure to creative ideas. Given the peculiar socio-economic difficulty of Egypt, including high unemployment rates among the youth and severe social problems, university students form a prospective population for studying the multifaceted psychological determinants that go into SEI (Aljuwaiber, 2020; Karim, 2017).

A quantitative research approach was adopted, using a systematically designed questionnaire to facilitate data gathering. The questionnaire was distributed among various Egyptian universities to provide heterogeneous student samples from diverse fields of study and socio-economic backgrounds. This methodology is consistent with the prevailing literature on entrepreneurship that suggests that diverse samples are required for making generalizable inferences (Hall *et al.*, 2022; Welter *et al.*, 2021). Before engaging in the survey, the participants were accordingly informed about the purpose and objectives of the study and also their right to withdraw or decline participation at any time without penalty. The authors confirm that the study was conducted entirely as per all applicable ethical guidelines governing studies on human subjects to protect the confidentiality and anonymity of the participants throughout the study.

Respondents were recruited through collaboration with university contacts such as university staff, students, and organizations, who were provided with the survey invitation and link, as well as through the distribution of hard copies of the survey in university classrooms and common student areas. Data collection was conducted for a period of two months, during which participants were able to complete the survey in either an online or offline format of their choice. In order to ensure that the data collected is pertinent to the issue of intention formation, inclusion criteria included that participants must be (1) currently enrolled in an Egyptian university as an undergraduate or postgraduate student, and (2) willing to give their informed consent. Datasets containing a large number of missing data points or exhibiting straightlining were eliminated during the screening process to enhance data quality.

The final sample consisted of 397 respondents who were sampled through a convenience sampling approach, a method largely used in SE research that employs partners from universities for ease of access and practicality considerations (Lyu *et al.*, 2024). Before actual data collection, the questionnaire was pilot-tested among a group of students to assess the clarity, reliability, and applicability of the items in the survey, particularly after receiving the adjusted scales on perceived barriers and entrepreneurial constructs.

The sample consisted of students from private and public institutions, with a higher percentage coming from private institutions (75.8%), and a disproportionately higher percentage of males (66.8%). Although such imbalances may occur due to access and response patterns characteristic of university-based research, they may limit the representativeness of

the findings to the Egyptian student population. Therefore, the study's findings are considered representative of the segment of students studied rather than the entire Egyptian student population. To improve transparency, Table 1 below provides a descriptive summary of the sample and compares key demographic differences between the sample and available population standards reported by official or institutional statistics. In particular, Table 1 shows a summary of the demographic background of the 397 student participants. In terms of gender breakdown, 66.8% of the participants were male (265) and 33.2% were female (132), indicating a male-skewed sample. Based on the academic year, the largest percentage of respondents (80.9%) were in their final year of study (321), and 19.1% (78) were in prior years of study, underlining the interest with those nearing graduation and potentially being more fascinated in entrepreneurial career choices in the future. Based on the type of university, the largest percentage of the respondents (75.8%) were from private universities (301), followed by hybrid universities (15.1%, 60), and a small percentage (9.1%, 36) from public universities. The sample is primarily composed of male last-year students at private universities, and accordingly, it is a suitable group for the study of social entrepreneurial intentions within the context of higher education in Egypt.

3.2 Measures

This quantitative study employed a structured survey questionnaire to examine the interrelationships among SE, EA, EM, SEI, and perceived barriers to social entrepreneurship. In testing the theoretical model, the research borrowed and adapted measurement scales that were previously tested in the literature. A professional bilingual translator, to render it clearer, more understandable, and culturally more appropriate for Egyptian university students who are Arabic speakers, translated the original questionnaire, developed in English, into Arabic.

To improve the equivalence of the translation, a back-translation procedure by a separate bilingual translator was performed for the translation of the questionnaire into English. Discrepancies were discussed to achieve a consensus by the research team. Furthermore, a pilot test with university students from Egypt was conducted to test the clarity of the questions before starting the full data collection. Through this translation procedure and the pilot test validation, the content validity of the instrument was improved.

The constructs were operationalized in this study through well-established scales from the past literature, adapted to fit the Egyptian university context. SE was operationalized through an 8-item scale created by Naderi *et al.* (2019) and utilized by Li *et al.* (2022). EA was

Table 1. Sample profile (397 respondents)

Variable	Characteristics	Frequency	Percent	Population benchmark	Sources
Gender	Male	265	66.8	CAPMAS reported in 2023/2024 that male 50.4% has higher enrollment rate relative to female 49.6%	CAPMAS (2024)
	Female	132	33.2		
Academic year	Before the Final Year	78	19.1	Not applicable	
	Final Year	321	80.9		
Type of university	Public	36	9.1	CAPMAS press release reported that Public universities = 2.5 million; private universities = 296.9 thousand Private share among universities = 296.9k/ (2.5 m + 296.9k) $\approx$ 10.6%	CAPMAS (2023)
	Private	301	75.8		
	Hybrid	60	15.1		

Note(s): CAPMAS = Central Agency for Public Mobilization and Statistics

Source(s): Authors' elaboration

operationalized through 3 items utilized by [Taneja et al. \(2024\)](#). EM was assessed using a 10-item scale of [Faghih et al. \(2021\)](#), which was also utilized by [Saoula et al. \(2023\)](#). Perceived barriers to social entrepreneurship were assessed using a 6-item scale of [Sharma \(2018\)](#). SEI was assessed using a 3-item scale of [Wu et al. \(2020\)](#). All measurement items were reviewed and rephrased by researchers for clarity and contextual relevance to Egyptian university students without altering the underlying construct meaning. [Appendix](#) considered the scale of the items.

3.3 Data analysis

Data were processed using WarpPLS 7.0 software with PLS-SEM as the primary analytical method. PLS-SEM is appropriate in this study since it is designed to maximize explained variance of the endogenous variables and is thus optimal for evaluating complicated models with many mediating and moderating relationships, such as the proposed model involving SE, EA, motivation, and perceived barriers ([Hair et al., 2022](#)). Analysis proceeded with the two-step procedure as advised: assessing the measurement model (uniqueness and validity), followed by assessing the structural model (hypotheses, mediation, and moderation).

Demographic variables (gender, age, year, university type) were not included in the structural model in order to keep the model simple and focused on testing our theorized mechanisms and boundary conditions of interest, namely the path $SE \rightarrow EA \rightarrow EM \rightarrow SEI$, and the moderating effect of perceived barriers to social entrepreneurship. Since the purpose of our research is to understand processes (cognitive and motivational) by which SE exposure affects SEI, demographic factors were not considered as predictor variables unless they were part of the process in question. Demographic controls that are not theoretically supported as part of the mechanism under study may detract from the research model's main focus and lead to non-theoretical modifications.

It must be noted that the current sample is biased by the gender imbalance and university types. These variables might affect students' access to entrepreneurial opportunities, their experience in SE-related activities, confidence, and perceptions of feasibility and barriers. Therefore, the elimination of demographic controls must be considered an inherent study limitation rather than evidence of the irrelevance of these variables. The current results should be viewed as evidence of the hypothesized psychological link in the Egyptian university student sample under study. Further studies need to explore how the same relationships operate in different gender groups, types of universities, education levels, etc.

3.4 Common method bias

Common method variance was evaluated via Harman's single-factor test and principal component analysis. The principal component analysis solution without rotation showed several factors, each with less than 50% of the variance, suggesting common method variance is unlikely to be a major source of concern. Moreover, Harman's single-factor test failed to indicate a single overriding factor, suggesting common method bias is low.

In addition, common method bias was examined through full collinearity variance inflation factors (VIFs), as suggested by ([Kock, 2021](#)). The range of the VIF measures between 1.534 and 3.098, including an average full VIF of 2.440, all of which are still below the conservative threshold of 3.3. The findings affirmed that common method bias does not have a substantial influence on study results.

4. Results

4.1 Measurement model

The structural model (SE, EA, EM, SEI, and perceived barriers to social entrepreneurship) was assessed using WarpPLS 7.0, following the quality criterion proposed by [Kock \(2021\)](#). As can

be illustrated in Table 2, the model fit and quality indices fall within acceptable or ideal cutoffs, indicating a good model fit for subsequent hypothesis testing.

Table 3 reports the results of the measurement model. Most of the loadings exceed the minimum of 0.60, indicating high item reliability, with only a few just below this level but acceptable for exploratory studies with PLS-SEM (e.g. SE1 = 0.516; SE4 = 0.502; EM9 = 0.512). The Cronbach alpha (CA) varies from 0.783 to 0.905, all above 0.70, indicating an immensely high level of internal consistency, while composite reliability (CR) varies from 0.842 to 0.927, confirming good reliability. Convergent validity is facilitated given that average variance extracted (AVE) values are higher than the minimum 0.50 (0.501–0.809), thus establishing convergent validity. Further, VIF values for all the constructs are well below the critical value of 3.3 (1.534–3.098) and therefore reflect no multicollinearity issue.

Tables 4 and 5 examine the discriminant validity of constructs through the Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio. In Table 4, the square root of the AVEs (diagonal) is larger than the inter-construct correlations (off-diagonal), supporting discriminant validity. Table 5 also indicates this because HTMT ratios all values fall below the conservative cutoff of 0.90, and most fall below 0.85, which is a sign of high discriminant validity. Particularly, that of EM and EA, which is relatively higher but still in an acceptable range. All HTMT ratio *p*-values are less than the 0.05 cutoff, thus validating the statistical difference between the constructs.

4.2 Structural model and hypothesis testing

The final model depicted in Figure 2 indicates a comprehensive picture of SE direct, mediating, and moderating effects on SEI. The hypotheses are developed to test how SE affects SEI both directly and indirectly via the core psychological variables, such as EA and EM. Additionally, the model investigates the perceived barriers to social entrepreneurship as a moderator for the effect of SE and EA. The structural model then estimates the strength and importance of these relations in terms of standardized path coefficients (β), *t*-values, and R^2 values.

H1 is affirmed by a positive relationship between SE and SEI ($\beta = 0.480$, $p < 0.01$) based on Table 6 and Figure 2, which confirms that higher levels of social entrepreneurial competencies are associated with stronger intentions to engage in social ventures. R^2 for SEI is 0.48, which demonstrates that 48% of SEI variation is accounted for by its predictors. H2 is also confirmed, demonstrating that SE positively impacts EA ($\beta = 0.500$, $p < 0.01$). This means that

Table 2. Model fit and quality indices

Metrics	Result	Standard	Confirmed/Not
APC	0.459, $p < 0.001$	$p < 5\%$	Confirmed
ARS	0.490, $p < 0.001$	$p < 5\%$	Confirmed
AARS	0.488, $p < 0.001$	$p < 5\%$	Confirmed
AVIF	1.181	Acceptable if ≤ 5 , ideally ≤ 3.3	Confirmed
AFVIF	2.440	Acceptable if ≤ 5 , ideally ≤ 3.3	Confirmed
GoF	0.586	Small $\Rightarrow 0.1$, medium $\Rightarrow 0.25$, large $\Rightarrow 0.36$	Confirmed
SPR	1.000	Acceptable if $\Rightarrow 0.7$, ideally = 1	Confirmed
RSCR	1.000	Acceptable if $\Rightarrow 0.9$, ideally = 1	Confirmed
SSR	1.000	Acceptable if $\Rightarrow 0.7$	Confirmed
NLBCCR	0.900	Acceptable if $\Rightarrow 0.7$	Confirmed

Note(s): APC = Average Path Coefficient; ARS = Average R-squared; AARS = Average Adjusted R-squared; AVIF = Average Variance Inflation Factor; AFVIF = Average Full Collinearity Variance Inflation Factor; GoF = Goodness of Fit; SPR = Simpson's Paradox Ratio; RSCR = R-squared Contribution Ratio; SSR = Statistical Suppression Ratio; NLBCCR = Nonlinear Bivariate Causality Direction Ratio

Source(s): Authors' elaboration

Table 3. The measurement model

Factors	Loadings	CA	CR	AVE	VIF
Social entrepreneurship (SE)		0.783	0.842	0.501	1.534
SE1	0.516				
SE2	0.688				
SE3	0.707				
SE4	0.502				
SE5	0.654				
SE6	0.737				
SE7	0.674				
SE8	0.735				
Entrepreneurial attitude (EA)		0.881	0.927	0.809	2.909
EA1	0.893				
EA2	0.931				
EA3	0.874				
Entrepreneurial motivation (EM)		0.905	0.923	0.549	3.098
EM1	0.747				
EM2	0.826				
EM3	0.886				
EM4	0.799				
EM5	0.801				
EM6	0.813				
EM7	0.657				
EM8	0.633				
EM9	0.512				
EM10	0.655				
Social entrepreneurial intentions (SEI)		0.841	0.904	0.758	1.918
SEI1	0.888				
SEI2	0.861				
SEI3	0.863				
Perceived barriers to social entrepreneurship (PBTSE)		0.901	0.924	0.671	1.820
PBTSE1	0.887				
PBTSE2	0.744				
PBTSE3	0.821				
PBTSE4	0.887				
PBTSE5	0.744				
PBTSE6	0.821				
Source(s): Authors' elaboration					

Table 4. Discriminant validity

Variables	SE	EA	EM	SEI	PBTSE
SE	0.640	0.478	0.569	0.360	0.439
EA	0.478	0.899	0.741	0.327	0.540
EM	0.569	0.741	0.799	0.539	0.662
SEI	0.360	0.327	0.539	0.871	0.293
PBTSE	0.439	0.540	0.662	0.293	0.819
Source(s): Authors' elaboration					

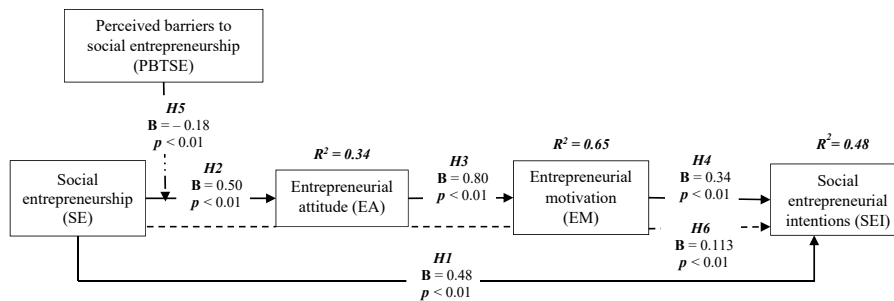
individuals who have a higher inclination towards SE tend to form more positive attitudes towards entrepreneurial conduct.

H3 supports the direct effect in the model, where EA strongly affects entrepreneurial motivation ($\beta = 0.800, p < 0.01$), thereby emphasizing the pivotal role played by attitudinal

Table 5. HTMT for validity

	SE	EA	EM	SEI	PBTSE
<i>HTMT (<0.85 and 0.90)</i>					
SE					
EA	0.558				
EM	0.672	0.788			
SEI	0.457	0.383	0.659		
PBTSE	0.507	0.602	0.723	0.338	
<i>p-values (one-tailed) for HTMT ratios (good if < 0.05)</i>					
SE					
EA	<0.001				
EM	<0.001	<0.001			
SEI	<0.001	<0.001	<0.001		
PBTSE	<0.001	<0.001	<0.001	<0.001	

Source(s): Authors' elaboration

**Figure 2.** Bootstrapping results of the study

variables in determining motivation. The R^2 for entrepreneurial motivation is 0.65, indicating that EA accounts for 65% of entrepreneurial motivation variation. **H4** is also confirmed ($\beta = 0.340$, $p < 0.01$) and reveals that entrepreneurial motivation plays a significant role in the development of SEI.

H5 establishes the moderating role of perceived barriers to social entrepreneurship on the relationship between SE and EA ($\beta = -0.180$, $p < 0.01$), thereby signifying that high perceived barriers diminish the positive role played by SE in entrepreneurial attitudes. Combined, the structural model exhibits significant explanatory capability, with all hypotheses well-supported and R^2 statistics representing robustness. This not only suggests the important role played by promoting positive attitudes and motivation but, simultaneously, overcoming perceived barriers to improve students' SEI further.

As illustrated in **Figure 2** and confirmed in **Table 6**, all path coefficients of the postulated model were statistically significant, thus testifying to the existence of the hypothesized serial mediation. The positive direct association between SE and EA was significant ($\beta = 0.50$, $p < 0.01$; CI = [0.370, 0.620]), and EA positively affected entrepreneurial motivation ($\beta = 0.80$, $p < 0.01$; CI = [0.720, 0.860]). Moreover, entrepreneurial motivation positively impacts SEI ($\beta = 0.34$, $p < 0.01$; CI = [0.240, 0.440]). These findings are in line with the sequential mediation model, demonstrating that SE indirectly enhances SEI through its effect on attitudinal and motivational processes.

Table 6. Hypotheses testing

Hypothesis	Relationship	beta	Sig	t-value	f ²	Lower CI	Upper CI	Decision
<i>Direct effect</i>								
H1	SE→SEI	0.480	$p < 0.01$	10.214	0.326	0.388	0.572	Confirmed
H2	SE→EA	0.500	$p < 0.01$	10.751	0.155	0.412	0.596	Confirmed
H3	EA→EM	0.800	$p < 0.01$	17.864	0.653	0.715	0.892	Confirmed
H4	EM→SEI	0.340	$p < 0.01$	7.016	0.148	0.242	0.430	Confirmed
<i>Moderation effect</i>								
H5	PBTSE*SE→EA	−0.180	$p < 0.01$	−3.524	0.174	−0.269	−0.077	Confirmed
<i>Serial indirect effect</i>								
H6	SE→EA→EM→SEI	0.113	$p < 0.01$	4.601	0.432	0.068	0.165	Confirmed
Note(s): CI refers to confidence interval								
Source(s): Authors' elaboration								

The explanatory power of the model is shown in the R^2 values: 34%, 65%, and 48% of variance in EA, entrepreneurial motivation, and SEI, respectively. This specifies that SE was filtered by psychological processes such as attitude and motivation, significantly contributing to the intention of students to become social entrepreneurs. These findings emphasize strengthening EA and motivation to turn a social entrepreneurial orientation into actual intention.

5. Discussion

This study examines the relationship between SE and SEI of Egyptian students through EA and EM, as well as the impact of perceived barriers on this relationship, is examined. The findings show that the effect of SE on intentions occurs in two stages: in the first stage, students develop a positive attitude towards entrepreneurship, which in turn motivates them to establish a social business venture. This interpretation contributes to intention-based research by demonstrating that attitude and motivation can be viewed not only as separate predictors of intention but also as interconnected psychological stages in the formation of SEI.

There is a positive relationship between SE and SEI, indicating that engaging in social entrepreneurship contributes to helping students realize that developing a social venture can be a practical solution for addressing issues within society. This relationship confirms previous literature where SE education, training, and volunteering are linked with an increase in awareness regarding social demands and entrepreneurial intentions (Duncan-Horner *et al.*, 2021; Macías-Prada *et al.*, 2023; Yesmin *et al.*, 2024). The importance of SE among Egyptian university students is especially clear when considering that SE represents a productive approach for addressing issues in a context characterized by growing social challenges, resource constraints, and unemployment.

In addition, SE–EA connection implies that students' exposure to SE increases their attitude towards entrepreneurship in line with TPB which states that attitudes result from evaluation belief gained from personal experience and desired outcomes. It is shown that socially oriented ventures increase the perception of entrepreneurship as desirable occupation (Chatterjee *et al.*, 2021; Taneja *et al.*, 2024). Orlando and Sihombing (2022) contended that SE's social purpose improves personal identification with the entrepreneurial spirit, thus creating attitudinal readiness. The novelty of our study is that we demonstrate this relationship, under conditions of limited opportunity, such as in Egypt, SE becomes particularly crucial because it shifts the perception of entrepreneurship from a money-making venture to a desirable one.

Furthermore, the interrelationships between EA, EM, and SEI support the integration of the TPB and the SDT frameworks. A positive attitude towards entrepreneurship seems to form the cognitive base for motivation, and motivation provides the psychological resources required to turn positive attitudes into intentions. These confirm the assumptions of the SDT, in which an individual's motivational persistence increases when the activity resonates with their personal values and goals (Ryan and Deci, 2000). They are also consistent with previous studies claiming that having positive attitudes towards entrepreneurship leads to higher levels of intrinsic motivation and motivation, in turn, to increased readiness to engage in entrepreneurial activity (Bahri and Hasdiansa, 2024; Chahal *et al.*, 2023; Zubair *et al.*, 2021). Therefore, one can conclude that SEI formation is not limited to positive attitudes only but rather requires motivation as a psychological link between the former and entrepreneurial intentions.

Moreover, the barriers act as negative moderators in the model, thereby providing an important contextual explanation for this effect. While students are exposed to SE, perceptions of monetary, institutional, mentoring, or sociological barriers could mitigate the effect of such exposure in cultivating a positive attitude towards entrepreneurship. This result is consistent with previous studies, which have shown that perceived barriers affect the building of self-efficacy in entrepreneurship and inhibit intentions (Ahmed *et al.*, 2024; Shahwir *et al.*, 2025;

Sharma, 2018; Svtowa *et al.*, 2022). From a theoretical perspective, the current findings contribute to the TPB by extending it to include perceived barriers that not only impact behavioral intention but also the development of a positive attitude.

Finally, the sequential mediation model is what constitutes the main contribution of this study to theory. SE affects SEI through a motivational-cognitive route wherein EA and EM work together. Such a finding contributes to the existing knowledge by showing how SE is meaningful to intentions when it is able to influence attitudes towards entrepreneurship before affecting motivation. Thus, the current study extends past research on the TPB (Ajzen, 1991) and SDT (Ryan and Deci, 2000) because it shows how the TPB and the SDT can be combined to explain SEI through its staged development among Egyptian university students. However, the above explanations must apply only within the context of the present study, as the findings were generated from a cross-sectional dataset comprising Egyptian university students.

6. Conclusion

6.1 Theoretical implications

This research provides an essential contribution to the literature and intention-related model in many ways.

In particular, the present research enhances the literature of SEI by using TPB and SDT together to model the formation of SEI through a cognitive-motivational sequential process (Al-Jubari *et al.*, 2019). Contrary to other theories that model attitude and motivation as parallel predictors, the results of the present study support a staged process whereby exposure to SE influences attitudes, which, in turn, energize motivation and enhance intentions (Tiwari *et al.*, 2017). This helps build a more complete model of intention formation, which captures how people proceed from the stages of evaluation to motivational readiness, as defined by social value creation (Mair and Noboa, 2006).

Secondly, this study advances intentions literature by proving the significance of contextual constraints on intentions as a boundary condition (Ahmed *et al.*, 2024; Rehman *et al.*, 2023). The negative moderation effect of perceived barriers to social entrepreneurship helps to address why SE exposure does not automatically result in enhanced attitudes because of potential inhibitors that may hinder attitude formation, despite students being engaged in socially oriented entrepreneurship ventures (Nguyen *et al.*, 2025). This particular issue has significant applications in emerging economy entrepreneurship studies due to potential limitations in institutions and ecosystems.

Third, this work makes a contribution to both cross-cultural and emerging economy literature in providing insight from Egypt, a region that rarely receives attention in SEI literature (Elsayed, 2018; Fakoussa *et al.*, 2020). The results support a model that is both theoretically valid and proven in a resource-constrained and socially needful environment in which attitudes are likely to be generated and maintained in a manner different from that in wealthy and developed regions.

Although gender is not included as a control or moderation variable, the sample is dominated by males. However, previous research on entrepreneurship has shown that there are differences between genders in terms of the perceived viability of an idea, risk involved, and support networks (Atienza-Barba *et al.*, 2025; Emami *et al.*, 2023). In the current study, there may be a difference in how female students perceive barriers to entrepreneurship, as well as how these barriers impact the relationship between SE and EA, due to societal pressures, safety, or support networks (Dabic *et al.*, 2012; Sullivan and Meek, 2012). Future research should investigate differences in these relationships for female students.

6.2 Practical implications

First, since SE assists EA and SEI, universities are suggested to develop SE learning experiences that extend beyond awareness and include direct application experiences (such

as social venture projects or fieldwork involving community problem-solving or service learning related to venture development). These should increase students' perceptions that entrepreneurship is a desirable career choice, which is step one in a series leading to SEI.

Second, as EA is a strong predictor of the motivation to become entrepreneurs, SE education and programs are suggested to include the addition of components that contribute to the formation of the attitude. For example, reflection on the social impacts, exposure to successful role models in the locality, and feedback that contributes to the development of the students' feelings of competence. This may assist students in interpreting SE as feasible and desirable, hence improving motivation.

Thirdly, since EM is a predictor of SEI, incubators and universities are suggested to provide motivation through tools (e.g. access to micro-grants for prototype recognition, teams, rewards, and mentoring). This support allows an individual's psychological readiness to translate into a plan and ultimately a start-up of social enterprises.

Fourth, since perceived barriers to social entrepreneurship reduces the SE-EA association, the policymakers responsible for entrepreneurship support are advised to directly address students' entrepreneurial barriers. This can be done by streamlining the process for student social venture registrations, facilitating interactions with the authorities, providing seed funding opportunities for student social enterprises, or facilitating access to community organizations. For institutions of higher learning, institutional support in terms of legal and administrative assistance, incubation facilities, and links to local non-governmental organizations can reduce felt limitations and transform exposure to social entrepreneurship into favorable attitudes toward entrepreneurship.

Lastly, based on the results regarding the unbalanced sample, as well as the perception of barriers, universities, alongside other support entities, must strive to enable equal mentoring and funding opportunities. This can be done through, for instance, female mentor networking, outreach, as well as the development of safe environments for incubation, which might help to eliminate the perception of certain barriers.

6.3 Limitations and future directions

Despite its contributions, this research has several limitations that offer opportunities for future research. First, the cross-sectional design limited the ability to understand causal relationships among SE, EA, motivation, and intentions. Longitudinal studies are suggested to better capture the dynamic nature of these constructs and assess whether SE exposure generates sustained changes in motivation and attitude over time.

Second, the sample was composed of university students from Egypt and was found to be biased in favor of private university students and males. This may limit the generalizability of the findings to the entire university student population in Egypt and possibly in different cultures. Future researchers are encouraged to collect data from balanced sampling frames and from different emerging economies to test the validity of the proposed model in different socio-economic environments.

Third, the current research is based on self-reported data collected at a single time-point, and response bias could thus occur. Although several different tests showed that common method bias is not a major concern for the current research, future research could collect data from different sources to enhance causal inference.

Lastly, although the focus of this paper was on important psychological factors, other relevant factors, such as social networks, resource availability, cultural values, and personality traits, among others, were not taken into account in the current framework. Possibly including other relevant factors would lead to a more complete SEI framework in the future. Additionally, the efficacy of specific SE education interventions based on the above framework can be explored in the future, as well as the gender and university-type differences in the mechanisms proposed above.

Authors' contributions

All authors have an equal level of contributions.

Ethical approval

All methods were carried out in accordance with the relevant guidelines and regulations of the University of Sadat City, Egypt. The research protocol was reviewed and approved by the Institutional Ethics Committee of the University of Sadat City.

Informed consent

Informed consent was obtained from all participants involved in this study.

Data availability statement

The datasets used and/or analyzed during the current study are available from the corresponding author on reasonable request.

Appendix

Social entrepreneurship

I

. . . . Look for ways to address social issues using entrepreneurial approaches.

. . . . Often think about how business can improve individuals' lives.

. . . . Am motivated to address societal challenges through creative ideas or projects.

. . . . Believe that entrepreneurial activities can be an effective way to address social issues.

. . . . Prefer opportunities that combine social value with sustainable business practices.

. . . . Am willing to put in the effort to create value for society, not just for myself.

Creating positive social change is a key objective in entrepreneurial activities.

Social firms often implement innovative ways of addressing social challenges.

Entrepreneurial attitude

If an opportunity to do so is offered, with the required resources, I would like to start my own business.

Being an entrepreneur is a personal achievement that is rewarding and satisfying for me.

Being an entrepreneur is an attractive option to me.

Entrepreneurial motivation

I am motivated

. To achieve personal growth through involvement in entrepreneurial activities.

. By the prospect of attaining autonomy and the freedom to make independent decisions.

. To showcase my competencies through the successful establishment of a social venture.

. By the aspiration to create something of value and significance.

. By the prospect of contributing positively to society.

. To engage in challenging tasks and achieve difficult objectives.

- By the prospect of attaining recognition for my achievements.
- By the aim of improving my future career prospects.
- By the prospect of attaining financial benefits from the entrepreneurial activities.
- By the prospect of attaining new skills and developing myself through the entrepreneurial activities.

Social entrepreneurial intentions

- I
- ... Foresee that, if I had the opportunity, I would create a social firm in the future.
- ... Plan to engage in social entrepreneurship as part of my professional path.
- ... Will commit myself to developing a firm that solves social issues.

Perceived barriers to social entrepreneurship

- I believe
- That competition and market uncertainty would be a challenge to initiating a social firm.
- That a lack of work or professional experience would be a challenge to initiating a social firm.
- There is a lack of guidance on how to start a social firm.
- That complex government processes would be a challenge to initiating a social firm.
- That the political and social conditions in my country would be a challenge to young people initiating a social firm.
- That a lack of financial resources would be a challenge to initiating a social firm.

References

- Ahmad, I. and Abdel-Aziz, M.A.A.S. (2015), *Assessing Entrepreneurship Ecosystem in Egypt: Access to Finance and Entrepreneurship Education; Challenges and Opportunities*, Cairo University, pp. 2-49.
- Ahmed, T., Klobas, J.E., Chandran, V.G.R., Akhtar, M.W. and Sergi, B.S. (2024), "How perceived contextual barriers for entrepreneurship reduce entrepreneurial intentions: a TPB study", *International Entrepreneurship and Management Journal*, Vol. 21 No. 1, p. 43, doi: [10.1007/s11365-024-01047-4](https://doi.org/10.1007/s11365-024-01047-4).
- Ajzen, I. (1991), "The theory of planned behavior", *Organizational Behavior and Human Decision Processes*, Vol. 50 No. 2, pp. 179-211, doi: [10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T).
- Al-Jubari, I., Hassan, A. and Liñán, F. (2019), "Entrepreneurial intention among university students in Malaysia: integrating self-determination theory and the theory of planned behavior", *International Entrepreneurship and Management Journal*, Vol. 15 No. 4, pp. 1323-1342, doi: [10.1007/s11365-018-0529-0](https://doi.org/10.1007/s11365-018-0529-0).
- Albatran, A.A. and Atikbay, T. (2025), "Entrepreneurship education in fragile contexts: bridging the intention-action gap through psychological and contextual pathways", *Sustainability*, Vol. 17 No. 16, p. 7447, doi: [10.3390/su17167447](https://doi.org/10.3390/su17167447).
- Aljuwaiber, A. (2020), "Entrepreneurship research in the Middle East and North Africa: trends, challenges, and sustainability issues", *Journal of Entrepreneurship in Emerging Economies*, Vol. 13 No. 3, pp. 380-426, doi: [10.1108/jeee-08-2019-0123](https://doi.org/10.1108/jeee-08-2019-0123).

- Assaad, R. and Krafft, C. (2021), "Excluded generation: the growing challenges of labor market insertion for Egyptian youth", *Journal of Youth Studies*, Vol. 24 No. 2, pp. 186-212, doi: [10.1080/13676261.2020.1714565](https://doi.org/10.1080/13676261.2020.1714565).
- Atienza-Barba, M., del Brío-González, J., Mitre-Aranda, M. and Barba-Sánchez, V. (2025), "Gender differences in the impact of ecological awareness on entrepreneurial intent", *International Entrepreneurship and Management Journal*, Vol. 21 No. 1, p. 79, doi: [10.1007/s11365-025-01084-7](https://doi.org/10.1007/s11365-025-01084-7).
- Au, K., Jeong, S.S., Hsu, A.J.C. and Xiao, Y. (2024), "When does prosocial motivation deliver? A dual-motivations approach to social enterprise outcomes", *Journal of Business Ethics*, Vol. 193 No. 1, pp. 159-178, doi: [10.1007/s10551-023-05452-7](https://doi.org/10.1007/s10551-023-05452-7).
- Bahri, A. and Hasdiansa, I.W. (2024), "Building the green entrepreneur spirit of students: the influence of entrepreneurship course and entrepreneurial motivation through entrepreneurial attitude", *Pinisi Journal of Entrepreneurship Review*, Vol. 2 No. 1, pp. 51-62, doi: [10.62794/pjer.v2i1.2473](https://doi.org/10.62794/pjer.v2i1.2473).
- Barba Sanchez, V., Salinero Martin, M.Y. and Jimenez Estevez, P. (2021), "Monetising the social value of inclusive entrepreneurship: the case of the Abono Café social economy enterprise", *CIRIEC-España, revista de economía pública, social y cooperativa*, No. 101, pp. 115-141, doi: [10.7203/CIRIEC-E.101.18158](https://doi.org/10.7203/CIRIEC-E.101.18158).
- Bergner, S., Palmer, C., Devaney, M. and Kruse, P. (2022), "A framework for antecedents of social entrepreneurial intention: empirical evidence and research agenda [original research]", *Frontiers in Psychology*, Vol. 13, 988851, doi: [10.3389/fpsyg.2022.988851](https://doi.org/10.3389/fpsyg.2022.988851).
- Bhatta, D.D., Pi, Y., Sarfraz, M., Jaffri, Z.U.A., Ivascu, L. and Ozturk, I. (2024), "What determines the entrepreneurial intentions of employees? A moderated mediation model of entrepreneurial motivation and innovate work behavior", *Heliyon*, Vol. 10 No. 2, e24678, doi: [10.1016/j.heliyon.2024.e24678](https://doi.org/10.1016/j.heliyon.2024.e24678).
- CAPMAS (Central Agency for Public Mobilization and Statistics) (2023), *Annual Bulletin of Enrolled Students and Faculty Members in Higher Education for the Academic Year 2022/2023*, Press release, Arab Republic of Egypt.
- CAPMAS (Central Agency for Public Mobilization and Statistics) (2024), *Annual Bulletin of Enrolled Students and Faculty Members in Higher Education for the Academic Year 2023/2024*, Press release, Arab Republic of Egypt.
- Chahal, J., Shoukat, M.H. and Ayoubi, R. (2023), "How entrepreneurial environment and education influence university students' entrepreneurial intentions: the mediating role of entrepreneurial motivation", *Higher Education, Skills and Work-Based Learning*, Vol. 14 No. 3, pp. 591-609, doi: [10.1108/heswbl-10-2022-0206](https://doi.org/10.1108/heswbl-10-2022-0206).
- Chatterjee, I., Cornelissen, J. and Wincent, J. (2021), "Social entrepreneurship and values work: the role of practices in shaping values and negotiating change", *Journal of Business Venturing*, Vol. 36 No. 1, 106064, doi: [10.1016/j.jbusvent.2020.106064](https://doi.org/10.1016/j.jbusvent.2020.106064).
- Chitamba, A., Mugano, G., Mbona, S. and Chitamba, N. (2025), "Exploring the impact of entrepreneurial challenges on student motivation at the Innobiz DUT centre for entrepreneurship and innovation", *Edelweiss Applied Science and Technology*, Vol. 9 No. 7, pp. 1866-1878, doi: [10.55214/2576-8484.v9i7.9016](https://doi.org/10.55214/2576-8484.v9i7.9016).
- Dabic, M., Daim, T., Bayraktaroglu, E., Novak, I. and Basic, M. (2012), "Exploring gender differences in attitudes of university students towards entrepreneurship: an international survey", *International Journal of Gender and Entrepreneurship*, Vol. 4 No. 3, pp. 316-336, doi: [10.1108/17566261211264172](https://doi.org/10.1108/17566261211264172).
- Diaz-Sarachaga, J.M. and Ariza-Montes, A. (2022), "The role of social entrepreneurship in the attainment of the sustainable development goals", *Journal of Business Research*, Vol. 152, pp. 242-250, doi: [10.1016/j.jbusres.2022.07.061](https://doi.org/10.1016/j.jbusres.2022.07.061).
- Donaldson, C., Villagrasa, J. and Sánchez, F. (2021), "Learner profile mapping: stimulating autonomous motivation in entrepreneurship education", *Industry and Higher Education*, Vol. 35 No. 4, pp. 384-402, doi: [10.1177/09504222211012322](https://doi.org/10.1177/09504222211012322).

- Duncan-Horner, E.M., Farrelly, M.A. and Rogers, B.C. (2021), "Understanding the social entrepreneur: a new intentions model for advancing equity, social justice and sustainability", *Journal of Entrepreneurship in Emerging Economies*, Vol. 14 No. 3, pp. 361-391, doi: [10.1108/jeee-10-2020-0359](https://doi.org/10.1108/jeee-10-2020-0359).
- Elkafrawi, N. and Refai, D. (2022), "Egyptian rural women entrepreneurs: challenges, ambitions and opportunities", *The International Journal of Entrepreneurship and Innovation*, Vol. 23 No. 3, pp. 203-214, doi: [10.1177/14657503221086098](https://doi.org/10.1177/14657503221086098).
- Elsayed, Y. (2018), "At the intersection of social entrepreneurship and social movements: the case of Egypt and the Arab spring", *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, Vol. 29 No. 4, pp. 819-831, doi: [10.1007/s11266-017-9943-0](https://doi.org/10.1007/s11266-017-9943-0).
- Emami, A., Ashourizadeh, S. and Packard, M.D. (2023), "The impact of social network support on opportunity intention among prospective male and female entrepreneurs during 2019-nCov pandemic", *International Journal of Entrepreneurial Behavior and Research*, Vol. 29 No. 11, pp. 132-169, doi: [10.1108/IJEBR-03-2022-0223](https://doi.org/10.1108/IJEBR-03-2022-0223).
- Faghih, N., Bonyadi, E. and Sarreshtehdari, L. (2021), "Entrepreneurial motivation index: importance of dark data", *Journal of Global Entrepreneurship Research*, Vol. 11 No. 1, pp. 15-27, doi: [10.1007/s40497-021-00277-y](https://doi.org/10.1007/s40497-021-00277-y).
- Fait, M., Magni, D., Perano, M., Farina Briamonte, M. and Sasso, P. (2023), "Grassroot processes of knowledge sharing to build social innovation capabilities", *Journal of Knowledge Management*, Vol. 27 No. 5, pp. 1390-1408, doi: [10.1108/jkm-04-2022-0338](https://doi.org/10.1108/jkm-04-2022-0338).
- Fakoussa, R., O'Leary, S. and Salem, S. (2020), "An exploratory study on social entrepreneurship in Egypt", *Journal of Islamic Accounting and Business Research*, Vol. 11 No. 3, pp. 694-707, doi: [10.1108/JIABR-02-2017-0023](https://doi.org/10.1108/JIABR-02-2017-0023).
- Gan, K.-P., Lin, Y. and Wang, Q. (2020), "Public service motivation and turnover intention: testing the mediating effects of job attitudes [original research]", *Frontiers in Psychology*, Vol. 11, 1289, doi: [10.3389/fpsyg.2020.01289](https://doi.org/10.3389/fpsyg.2020.01289).
- Garus, M., Flak, O., Kozusznik, B. and Sanchez, V.B. (2025), "Behavioural economics driven entrepreneurship nudges among individuals", *Theoretical and Practical Research in Economic Fields*, Vol. 16 No. 1, pp. 29-47, doi: [10.14505/tpref.v16.1\(33\).03](https://doi.org/10.14505/tpref.v16.1(33).03).
- Gaspar, R. (2013), "Understanding the reasons for behavioral failure: a process view of psychosocial barriers and constraints to pro-ecological behavior", *Sustainability*, Vol. 5 No. 7, pp. 2960-2975, doi: [10.3390/su5072960](https://doi.org/10.3390/su5072960), available at: <https://www.mdpi.com/2071-1050/5/7/2960>
- Ghalwash, S., Tolba, A. and Ismail, A. (2017), "What motivates social entrepreneurs to start social ventures?: an exploratory study in the context of a developing economy", *Social Enterprise Journal*, Vol. 13 No. 3, pp. 268-298, doi: [10.1108/SEJ-05-2016-0014](https://doi.org/10.1108/SEJ-05-2016-0014).
- Ghatak, A., Chatterjee, S. and Bhowmick, B. (2023), "Intention towards digital social entrepreneurship: an integrated model", *Journal of Social Entrepreneurship*, Vol. 14 No. 2, pp. 131-151.
- Hair, J., Hult, G.T.M., Ringle, C. and Sarstedt, M. (2022), *A primer on partial least squares structural equation modeling (PLS-SEM)*, 3rd ed., Sage.
- Hall, J., Savas-Hall, S. and Shaw, E. (2022), "A deductive approach to a systematic review of entrepreneurship literature", *Management Review Quarterly*, Vol. 73 No. 3, pp. 1-30, doi: [10.1007/s11301-022-00266-9](https://doi.org/10.1007/s11301-022-00266-9).
- Hassan, H.M.K. (2020), "Intention towards social entrepreneurship of university students in an emerging economy: the influence of entrepreneurial self-efficacy and entrepreneurship education", *On the Horizon: The International Journal of Learning Futures*, Vol. 28 No. 3, pp. 133-151, doi: [10.1108/oth-04-2020-0012](https://doi.org/10.1108/oth-04-2020-0012).
- Hietschold, N., Voegtlin, C., Scherer, A.G. and Gehman, J. (2023), "Pathways to social value and social change: an integrative review of the social entrepreneurship literature", *International Journal of Management Reviews*, Vol. 25 No. 3, pp. 564-586, doi: [10.1111/ijmr.12321](https://doi.org/10.1111/ijmr.12321).

- Hmama, Z. (2025), "Innovation and its implications for value creation in the Moroccan social entrepreneurship landscape: an exploratory phenomenological study", *Journal of International Entrepreneurship*, Vol. 23 No. 3, pp. 619-647, doi: [10.1007/s10843-025-00375-y](https://doi.org/10.1007/s10843-025-00375-y).
- Hoogendoorn, B., van der Zwan, P. and Thurik, R. (2019), "Sustainable entrepreneurship: the role of perceived barriers and risk", *Journal of Business Ethics*, Vol. 157 No. 4, pp. 1133-1154, doi: [10.1007/s10551-017-3646-8](https://doi.org/10.1007/s10551-017-3646-8).
- Karim, E. (2017), *Social Entrepreneurship and Education in Egypt: A Critical Inquiry into the Role of Social Enterprises in Education*, The American University in Cairo, AUC Knowledge Fountain.
- Khandelwal, K., Chahar, B. and Chahar, P.S. (2022), "Problems and challenges of social entrepreneurship from an entrepreneur's perception", in Choudhury, A., Singh, T.P., Biswas, A. and Anand, M. (Eds), *Evolution of Digitized Societies through Advanced Technologies*, Springer Nature Singapore, pp. 63-74, doi: [10.1007/978-981-19-2984-7_6](https://doi.org/10.1007/978-981-19-2984-7_6).
- Kock, N. (2021), *WarpPLS User Manual: Version 7.0*, ScriptWarp Systems, Laredo, TX.
- Kumar, S. and Yadav, S. (2023), "The role of social entrepreneurship in addressing global social challenges", *Journal of Law and Sustainable Development*, Vol. 11 No. 6, e1190, doi: [10.55908/sdgs.v11i6.1190](https://doi.org/10.55908/sdgs.v11i6.1190).
- Lavisha, Kaur, M. and Singh, R. (2025), "Navigating the dynamic landscape: entrepreneurship in India, inclusivity imperative, and emerging sectors", in Dana, L.-P. and Sharma, N. (Eds), *Entrepreneurship in India's Unorganized Sector: Challenges and Opportunities*, Springer Nature, Singapore, pp. 11-28, doi: [10.1007/978-981-96-4313-4_2](https://doi.org/10.1007/978-981-96-4313-4_2).
- Ledi, K.K. (2024), "SDG motivation and social entrepreneurial intentions. The moderating roles of institutional and social support", *Journal of Social Entrepreneurship*, Vol. 17 No. 2, pp. 1-24, doi: [10.1080/19420676.2024.2418006](https://doi.org/10.1080/19420676.2024.2418006).
- Lee, T., Liu, C.-H., Gan, B. and Yang, C.-K. (2025), "The double-edged sword of narcissism: influences of university students' grandiose and vulnerable narcissism on entrepreneurial intention", *Asia Pacific Journal of Management*, Vol. 42 No. 1, pp. 333-369, doi: [10.1007/s10490-023-09934-0](https://doi.org/10.1007/s10490-023-09934-0).
- Li, X., Abbas, J., Dongling, W., Baig, N.U.A. and Zhang, R. (2022), "From cultural tourism to social entrepreneurship: role of social value creation for environmental sustainability [original research]", *Frontiers in Psychology*, Vol. 13, doi: [10.3389/fpsyg.2022.925768](https://doi.org/10.3389/fpsyg.2022.925768).
- Lyu, X., Al Mamun, A., Yang, Q. and Aziz, N.A. (2024), "Social entrepreneurial intention among university students in China", *Scientific Reports*, Vol. 14 No. 1, p. 7362, doi: [10.1038/s41598-024-58060-4](https://doi.org/10.1038/s41598-024-58060-4).
- Macías-Prada, J.F., Silva, Y. and Zapata, Á.M. (2023), "The role of universities in Latin American social entrepreneurship ecosystems: a gender perspective", *International Journal of Gender and Entrepreneurship*, Vol. 16 No. 1, pp. 47-68, doi: [10.1108/ijge-03-2023-0081](https://doi.org/10.1108/ijge-03-2023-0081).
- Mair, J. and Noboa, E. (2006), "Social entrepreneurship: how intentions to create a social venture are formed", in Mair, J., Robinson, J. and Hockerts, K. (Eds), *Social Entrepreneurship*, Palgrave Macmillan UK, pp. 121-135, doi: [10.1057/9780230625655_8](https://doi.org/10.1057/9780230625655_8).
- Mantello, P., Ho, M.-T., Nguyen, M.-H. and Vuong, Q.-H. (2023), "Machines that feel: behavioral determinants of attitude towards affect recognition technology—upgrading technology acceptance theory with the mindsponge model", *Humanities and Social Sciences Communications*, Vol. 10 No. 1, p. 430, doi: [10.1057/s41599-023-01837-1](https://doi.org/10.1057/s41599-023-01837-1).
- Munir, H., Nauman, S., Ali Shah, F. and Zahid, U. (2024), "Attitude towards entrepreneurship education and entrepreneurial intentions among generation Z: unleashing the roles of entrepreneurial self-efficacy and social norms in Pakistani context", *Journal of Entrepreneurship and Public Policy*, Vol. 13 No. 2, pp. 255-277, doi: [10.1108/JEPP-07-2023-0065](https://doi.org/10.1108/JEPP-07-2023-0065).
- Murillo-Luna, J., Garcia Uceda, E. and Asin, J. (2021), "Obstacles to social entrepreneurship", pp. 195-216, doi: [10.1108/S2514-175920220000005009](https://doi.org/10.1108/S2514-175920220000005009).
- Naderi, A., Nasrolahi Vosta, L., Ebrahimi, A. and Jalilvand, M.R. (2019), "The contributions of social entrepreneurship and transformational leadership to performance: insights from rural tourism in

- Iran", *International Journal of Sociology and Social Policy*, Vol. 39 Nos 9-10, pp. 719-737, doi: [10.1108/ijssp-06-2019-0124](https://doi.org/10.1108/ijssp-06-2019-0124).
- Nguyen, T.T., Nguyen, D.T., Pham, Q.T.C. and Nguyen, L.T. (2025), "Do perceived barriers always hinder social entrepreneurial intentions among undergraduate students? The roles of self-efficacy and entrepreneurship education", *Journal of Applied Research in Higher Education*, Vol. 18 No. 1, pp. 254-267, doi: [10.1108/JARHE-01-2024-0007](https://doi.org/10.1108/JARHE-01-2024-0007).
- Orlando, G. and Sihombing, S. (2022), "Social entrepreneurial orientation impact on social entrepreneurial intention mediated social entrepreneurial attitudes", *Jurnal Manajemen*, Vol. 26 No. 3, pp. 533-566, doi: [10.24912/jm.v26i3.1001](https://doi.org/10.24912/jm.v26i3.1001).
- Raman, R., Alka, T.A., Suresh, M. and Nedungadi, P. (2025), "Social entrepreneurship and sustainable technologies: impact on communities, social innovation, and inclusive development", *Sustainable Technology and Entrepreneurship*, Vol. 4 No. 3, 100110, doi: [10.1016/j.stae.2025.100110](https://doi.org/10.1016/j.stae.2025.100110).
- Rehman, W., Yosra, A., Khattak, M.S. and Fatima, G. (2023), "Antecedents and boundary conditions of entrepreneurial intentions: perspective of theory of planned behaviour", *Asia Pacific Journal of Innovation and Entrepreneurship*, Vol. 17 No. 1, pp. 46-63, doi: [10.1108/APJIE-05-2022-0047](https://doi.org/10.1108/APJIE-05-2022-0047).
- Ryan, R.M. and Deci, E.L. (2000), "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being", *American Psychologist*, Vol. 55 No. 1, pp. 68-78, doi: [10.1037/0003-066x.55.1.68](https://doi.org/10.1037/0003-066x.55.1.68).
- Samuel, K. and University V (2025), "Social entrepreneurship: balancing profit and purpose", *Research Invention Journal of Research in Education*, Vol. 5, pp. 15-21, doi: [10.59298/RIJRE/2025/511521](https://doi.org/10.59298/RIJRE/2025/511521).
- Saoula, O., Shamim, A., Ahmad, M.J. and Abid, M.F. (2023), "Do entrepreneurial self-efficacy, entrepreneurial motivation, and family support enhance entrepreneurial intention? The mediating role of entrepreneurial education", *Asia Pacific Journal of Innovation and Entrepreneurship*, Vol. 17 No. 1, pp. 20-45, doi: [10.1108/apjie-06-2022-0055](https://doi.org/10.1108/apjie-06-2022-0055).
- Satar, M.S. (2024), "Compassion, value creation and digital learning orientation in social entrepreneurs", *Management Decision*, Vol. 63 No. 3, pp. 881-911, doi: [10.1108/md-12-2023-2356](https://doi.org/10.1108/md-12-2023-2356).
- Scuotto, V., Lemaire, S.L.L., Magni, D. and Maalaoui, A. (2022), "Extending knowledge-based view: future trends of corporate social entrepreneurship to fight the gig economy challenges", *Journal of Business Research*, Vol. 139, pp. 1111-1122, doi: [10.1016/j.jbusres.2021.10.060](https://doi.org/10.1016/j.jbusres.2021.10.060).
- Shahwir, S.F., Yusoff, R.M., Zamani, N.D., Khalid, R.M., Ali, N.M., Mohamed, N.R., Hamid, H.A., Anuar, R.H.M. and Ismail, N. (2025), *Perceived Barriers to Social Entrepreneurship Among Youth in Social and Contextual Factors*, Next-Generation Business Models: The Role of Advanced Technologies in Defining the Future, Cham.
- Shali Lasrado, B., Panakaje, N., Parvin, S.M.R., Kagzi, M., Sheikh, N., Irfana, S. and Banu, W. (2025), "Skills assessment and development scale for rural women entrepreneurs: conceptualization and validation", *Journal of Small Business and Enterprise Development*, Vol. 32 No. 7, pp. 1530-1557, doi: [10.1108/JSBED-03-2025-0204](https://doi.org/10.1108/JSBED-03-2025-0204).
- Sharma, L. (2018), "Entrepreneurial intentions and perceived barriers to entrepreneurship among youth in Uttarakhand state of India: a cross-cultural investigation across genders", *International Journal of Gender and Entrepreneurship*, Vol. 10 No. 3, pp. 243-269, doi: [10.1108/ijge-02-2018-0009](https://doi.org/10.1108/ijge-02-2018-0009).
- Solórzano-García, M., Navio-Marco, J. and Laguia, A. (2022), "The influence of intrinsic motivation and contextual factors on MOOC students' social entrepreneurial intentions", *Interactive Learning Environments*, Vol. 30 No. 9, pp. 1768-1780, doi: [10.1080/10494820.2020.1769680](https://doi.org/10.1080/10494820.2020.1769680).
- Sullivan, D.M. and Meek, W.R. (2012), "Gender and entrepreneurship: a review and process model", *Journal of Managerial Psychology*, Vol. 27 No. 5, pp. 428-458, doi: [10.1108/02683941211235373](https://doi.org/10.1108/02683941211235373).
- Svotwa, T.D., Jaiyeoba, O., Roberts-Lombard, M. and Makanyeza, C. (2022), "Perceived access to finance, entrepreneurial self-efficacy, attitude toward entrepreneurship, entrepreneurial ability,

- and entrepreneurial intentions: a Botswana youth perspective”, *Sage Open*, Vol. 12 No. 2, doi: [10.1177/21582440221096437](https://doi.org/10.1177/21582440221096437).
- Tan, L.P., Le, A.N.H. and Xuan, L.P. (2020), “A systematic literature review on social entrepreneurial intention”, *Journal of Social Entrepreneurship*, Vol. 11 No. 3, pp. 241-256, doi: [10.1080/19420676.2019.1640770](https://doi.org/10.1080/19420676.2019.1640770).
- Taneja, M., Kiran, R. and Bose, S.C. (2024), “Assessing entrepreneurial intentions through experiential learning, entrepreneurial self-efficacy, and entrepreneurial attitude”, *Studies in Higher Education*, Vol. 49 No. 1, pp. 98-118, doi: [10.1080/03075079.2023.2223219](https://doi.org/10.1080/03075079.2023.2223219).
- Tiwari, P., Bhat, A.K. and Tikoria, J. (2017), “The role of emotional intelligence and self-efficacy on social entrepreneurial attitudes and social entrepreneurial intentions”, *Journal of Social Entrepreneurship*, Vol. 8 No. 2, pp. 165-185, doi: [10.1080/19420676.2017.1371628](https://doi.org/10.1080/19420676.2017.1371628).
- Tiwari, P., Bhat, A.K. and Tikoria, J. (2022), “Mediating role of prosocial motivation in predicting social entrepreneurial intentions”, *Journal of Social Entrepreneurship*, Vol. 13 No. 1, pp. 118-141, doi: [10.1080/19420676.2020.1755993](https://doi.org/10.1080/19420676.2020.1755993).
- Udekwe, E. and Iwu, C.G. (2024), “The nexus between digital technology, innovation, entrepreneurship education, and entrepreneurial intention and entrepreneurial motivation: a systematic literature review”, *Education Sciences*, Vol. 14 No. 11, p. 1211, doi: [10.3390/educsci14111211](https://doi.org/10.3390/educsci14111211), available at: <https://www.mdpi.com/2227-7102/14/11/1211>
- Valencia-Arias, A., Arango-Botero, D. and Sánchez-Torres, J.A. (2021), “Promoting entrepreneurship based on university students’ perceptions of entrepreneurial attitude, university environment, entrepreneurial culture and entrepreneurial training”, *Higher Education, Skills and Work-Based Learning*, Vol. 12 No. 2, pp. 328-345, doi: [10.1108/heswbl-07-2020-0169](https://doi.org/10.1108/heswbl-07-2020-0169).
- Wanyoike, C.N. and Maseno, M. (2021), “Exploring the motivation of social entrepreneurs in creating successful social enterprises in East Africa”, *New England Journal of Entrepreneurship*, Vol. 24 No. 2, pp. 79-104, doi: [10.1108/neje-07-2020-0028](https://doi.org/10.1108/neje-07-2020-0028).
- Wardana, L.W., Narmaditya, B.S., Wibowo, A., Mahendra, A.M., Wibowo, N.A., Harwida, G. and Rohman, A.N. (2020), “The impact of entrepreneurship education and students’ entrepreneurial mindset: the mediating role of attitude and self-efficacy”, *Heliyon*, Vol. 6 No. 9, e04922, doi: [10.1016/j.heliyon.2020.e04922](https://doi.org/10.1016/j.heliyon.2020.e04922).
- Welter, C., Scrimshire, A., Tolonen, D. and Obrimah, E. (2021), “The road to entrepreneurial success: business plans, lean startup, or both?”, *New England Journal of Entrepreneurship*, Vol. 24 No. 1, pp. 21-42, doi: [10.1108/neje-08-2020-0031](https://doi.org/10.1108/neje-08-2020-0031).
- Wu, W., Wang, H., Wei, C.-W. and Zheng, C. (2020), “Sharing achievement and social entrepreneurial intention: the role of perceived social worth and social entrepreneurial self-efficacy”, *Management Decision*, Vol. 59 No. 11, pp. 2737-2754, doi: [10.1108/md-05-2019-0667](https://doi.org/10.1108/md-05-2019-0667).
- Yamini, R., Soloveva, D. and Peng, X. (2022), “What inspires social entrepreneurship? The role of prosocial motivation, intrinsic motivation, and gender in forming social entrepreneurial intention”, *Entrepreneurship Research Journal*, Vol. 12 No. 2, pp. 71-105, doi: [10.1515/erj-2019-0129](https://doi.org/10.1515/erj-2019-0129).
- Yesmin, M.N., Hossain, M.A., Islam, M.S., Rahman, M.M., Jahan, N. and Kim, M. (2024), “Entrepreneurial intentions and the role of educational and social support: do the self-efficacy and the theory of planned behavior variables matter?”, *RAUSP Management Journal*, Vol. 59 No. 4, pp. 366-385, doi: [10.1108/rausp-03-2024-0053](https://doi.org/10.1108/rausp-03-2024-0053).
- Zhang, T., Haq, S.u., Xu, X. and Nadeem, M. (2024), “Greening ambitions: exploring factors influencing university students’ intentions for sustainable entrepreneurship”, *International Entrepreneurship and Management Journal*, Vol. 20 No. 4, pp. 2863-2899, doi: [10.1007/s11365-024-00991-5](https://doi.org/10.1007/s11365-024-00991-5).
- Zubair, A., Yousaf, R. and Syed, N. (2021), “Impact of knowledge, entrepreneurial attitude, and competencies on entrepreneurial motivation: a study of college students”, *Global Economics Review*, Vol. 6 No. 2, pp. 11-23, doi: [10.31703/ger.2021\(vi-ii\).02](https://doi.org/10.31703/ger.2021(vi-ii).02).

Corresponding author

Domitilla Magni can be contacted at: domitilla.magni@unicatt.it