

Gender and Family Background as Antecedents on the Social Entrepreneurial Strategic Domain of University Students

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Social entrepreneurial orientation strategically consists of entrepreneurial personality, human capital, and social capital domains to ensure the effectiveness of social entrepreneurial activities. Early exposure towards social entrepreneurial orientation among university students will be able to show their interest to become social entrepreneur and also close the gaps between marginalised communities with the creation of social enterprise. In addition, empirical research regarding the antecedent factors that influence the social entrepreneurial strategic domain has relevance. Therefore, the purpose of this study is to identify the social entrepreneurial strategic domains namely entrepreneurial personality, human capital and social capital among students of different gender and family background. The specific objectives of this study are i) to identify the level of strategic domains of social entrepreneurship among university students; and ii) to determine the differences in the strategic domains of social entrepreneurship based on students' gender and family background. The survey research design was used on total 742 samples using proportionate stratified random sampling technique according to university category in Malaysia. The findings show that the level of female students from the self-own business family background were higher than the male students. However, the level of human capital and social capital domains for male students from self-own business family background were higher than the female students. Moreover, there was an existence of difference for human capital domain based on the gender and family background. The findings also showed that male and female students from self-own business family background provided positive feedback on human capital domain from the aspect of knowledge, skills, and efficacy of social entrepreneurship. Whereby, the male students from the family that earns from their self-own business

possess higher level of social entrepreneurial orientation compared to the female students. The implication of the study supported the usefulness of Entrepreneurial Event Theory (Shapero, 1982) and strengthened the existing literature in the entrepreneurial field especially the influence of trigger factors that affect the interest of students getting involved in social entrepreneurial activities. Additionally, the findings supported a system that from all universities will be able to grab the attention and motivation of students to participate in social entrepreneurial activities.

Key words: *Social Entrepreneurial Strategic Domain, Entrepreneurial Personality, Human Capital, Social Capital, Gender, Family Background, University students.*

Introduction

Social entrepreneurship is always related with the creation of social values without taking into account of the types of business institutes, non-governmental organizations (NGO), and government agencies where, in the end, it contributes to one strategic plan of increasing the development of society. In general, social entrepreneurship differs from conventional entrepreneurship in so far as it emphasizes social outcomes ahead of economic returns (Abu, 2017). This kind of approach has affected the operational of welfare agencies that are available and explored commercialisation of one particular strategic approach to balance the social and economic needs concurrently (Nicholls, 2006; David and M. Jake 2017). The strategic approach will be able to deliver social entrepreneur that built-in with higher level of domain onto the characteristics of business entrepreneurs and prosocial, knowledge, skills, self-efficacy and support systems. Apart from that, students are also able to build their self-esteem, creativity, leadership skills, critical and creative thinking (Maharam, Hamdzun, Maisarah & Johari, 2019). The formation of social strategic entrepreneurial domain will be strengthened through the theory of entrepreneurial events (Shapero, 1982) that will be associated to each individual that possess perception based on perceived desirability, perceived feasibility and propensity to act. In the context of research, perceived desirability is defined as an entrepreneur will be measured with the formation of personality that affects gender difference and family background. Moreover, perceived feasibility refers to the ability of receiving source of income, network and support system of the students from different genders and family background. Propensity to act is related to the students' ability to conduct the social entrepreneurial activities based on knowledge, skills and efficacy of entrepreneurship onto students from different genders and family backgrounds. Entrepreneurial events are also known as social entrepreneurial activities for the students from higher education.

This model of theory has strengthened the social entrepreneurial strategic domain where it had been proven empirically by most researchers such as Ernst (2011) who found out that 49%

were from entrepreneur's characteristics, human capital, and social capital among German students. Meanwhile, further research was carried out by Radin (2016) to prove the model that the similar social entrepreneurial strategic domain had contributed almost 45% among the students from higher education in Malaysia. The entrepreneurial personality will be referred to as the interest of students' possessing the mixture of various characteristics of entrepreneurial which consists of business characteristics of entrepreneur's personalities (innovative, proactive, and creative) and prosocial factors (empathy and social responsibility). On the other hand, human capital is understood as the quality of an individual student which comprises of the element of knowledge on social business, skills (leadership, creativity and personal relationship) and the efficacy of social entrepreneurship. Social capital is understood as the resources that are owned by performing the social entrepreneurial activities which includes support system and network that has been prepared by HEI. That is why the merging construct will be able to strengthen the social entrepreneurial strategic domain as proven by previous researchers (Nga & Shanmuganathan, 2010; Ernst, 2011; Ayob, Yap, Dewi & Md.Zabid, 2013; Radin, 2016; Radin, Norasmah & Zaidatol, 2017; Norasmah & Sukarni, 2019).

Problem Statement

Most research found out genders and family backgrounds influence the student's interest to become the business entrepreneurs (Ramayah & Harun, 2015; Turker & Selcuk, 2018; Zahariah, Amalina & Erlane, 2010; Keat, Selvarajah & Meyer, 2011; Ramos, 2014; Marques, Santos, Galvao, Mascarenhas, & Justino, 2018; Dio,et.al 2019). Generally, the family background would influence and motivate the individual to become the business entrepreneurs (Ab. Aziz, 2015; Mohammad, Noor Azwan, Lingaswaran & Marina, 2017). It is similar in the context of social entrepreneurs. Family background plays an important role in forming characteristics of future generation to get involved in performing the social entrepreneurial activities (Ernst, 2011; Hariyaty, 2014; Omoredede, 2014). By considering this fact, the ministry from Malaysian government are taking initiatives to set up MAGIC (Malaysian Global Innovation & Creativity Center) by promoting workshops for business skills and business social grants to students and the public. Besides this, the government is also allocating financial assistance to families that earns a poor income. This effort will be considering the initiative done in the United Kingdom and Singapore where these countries, had allocated yearly budgeting to increase the source of income for poor income families throughout the skills program, creating access to new markets and they also build new basic infrastructure (Malaysian Social Enterprise Blueprint, 2015-2018).

Unfortunately, the level of social entrepreneurship among the Malaysian society is still as low at around 2% (General Entrepreneurship Monitor, 2011), even though the focus towards antecedent of the factor demography able to provide explanation to identify the cause of student's talent to become a social entrepreneur. Therefore, the social entrepreneur program

has not been progressed formally in all HEI in Malaysia. On top of that, the low awareness on the challenges among the HEI committee in absorbing the element of social entrepreneurship that affects access to skills, knowledge and support system for students to perform the activities (Malaysian Social Enterprise Blueprint, 2015-2018) and improve their job opportunities based on social innovation. Hence, it requires support to transform from the available business entrepreneurial field to social values orientation. This will indirectly reduce the unstable rate of unemployment among the current graduates (Graduates Tracer Study, 2017).

Thus, the research that was conducted was to overcome the gaps between the literature by identifying the importance of demography factors which are the genders and family backgrounds in developing the social entrepreneurial strategic domain (entrepreneurial personality, human capital, and social capital) among the HEI students. The results of the findings will be beneficial to the administrator of HEI in framing the program and short courses in the form of theory and practice as the first step to spread the wide comprehension and implementation of social entrepreneurship. Therefore, the objective of the research is to identify the difference of the social entrepreneurial strategic domain based on the genders and family backgrounds (Ekpoh & Nwafor 2018).

Research Method

The research design included 742 samples out of 2748 students using stratified random sampling technique proportional to the universities, researches, comprehensive, focused and private categories that were set by the Ministry of Higher Education (Malaysia). The validity process was conducted onto the selected instrument. The researchers had carried out a face validity process and content on seven different specialists that has wide experience in social entrepreneurial field and community development. Whereby, the questionnaire of the research was divided into two different sections includes demography and questionnaire which consist of 5-point Likert scale to measure the domain. To be specific, the instrument for each entrepreneurial personality domain was modified from Dohmen, Falk, Huffman, Sunde, Schupp and Wagner (2011), Wakabayashi, Baron-Cohen, Wheelwright, Goldenfeld, Delaney, Fine, Smith and Weil (2006). The human capital domain was measured using the modified instrument from Linan (2008), Hill (2009), and Urban (2013). Finally, the social capital domain was measured using the modified instrument from Linan, Rodriguez-Cohard and Rueda-Cantuche (2011). The next process involved the measurement of reliability for all the three domains towards 45 students and the result of the alpha Cronbach value was more than 0.80. The value showed that instrument of the research is good and relevant to perform using interpretation by Kline (2005). Next, the process of prerequisites for two-way MANOVA analysis was conducted to ensure the data is in good condition.

Findings and Discussion

In order to answer the research questions which were to identify the significant difference for the social entrepreneurial strategic domain based on genders and family backgrounds, the analysis of two-way MANOVA were used. To further answer the research questions the prerequisite analysis was conducted earlier before obtaining the original data. The descriptive analysis for the entrepreneurial personality domain showed the minimum score value for female students from the self-own business family background (Min=3.8, SP=0.59) were higher than the male students (Min=3.80, SP=0.60). In contrast, the minimum score value for the human capital domain for male students from self-own business family background (Min=3.9, SP=0.56) were higher than the female students (Min=3.70, SP=0.57). Similarly, the minimum score value for the social capital domain for the male students from the self-own business family background (Min=3.50, SP=0.79) were higher compared to female students (Min=3.34, SP=0.75).

Initial assumption test had been achieved throughout the normalization test results, linearity, univariate, and *multicollinearity* with all the fulfilled prerequisites. Therefore, the results showed there were no effects of interaction between the genders and family backgrounds on the overall social entrepreneurial strategic domain, where $F(3, 74) = 0.09$, $p = 0.06$; Wilks' lambda = 1.00; partial eta squared = 0.00. This is because there were significant differences for male and female students towards the entrepreneurial personality domain, human capital, and social capital that gives this value $F(3, 74) = 7.33$, $p = 0.00$; Wilks' Lambda = 0.87; partial eta squared = 0.03. Besides this, there were no significant differences for the students with a self-owned business family background and without a self-owned business family background onto the entrepreneurial personality domain, human capital, social capital, $F(3, 74) = 2.26$, $p = 0.08$; Wilks's lambda = 0.99; partial eta squared = 0.01.

After conducting research for each and every domain, the human capital only contributed to the difference between genders and family background. The measurement of Bonferroni (significance level 0.017) was used in the analysis to reduce type error 1. The review of every domain found out the difference for human capital domain based on genders $F(1, 74) = 13.18$, $p = 0.00$; partial eta squared = 0.02, and family background $F(1, 74) = 6.45$, $p = 0.01$; partial eta squared = 0.01. Therefore, the findings showed the significant differences on the ability of human capital domain between male and female students with different family backgrounds of self-own businesses and without self-own businesses.

The results contributed to the literature on social entrepreneurship in explaining the general cause factors of genders and family backgrounds towards the social entrepreneurial strategic domain. However, there was no previous research that was able to exactly support the findings. In detail, the discussion focused more on the significant differences of the ability of the human

capital between male and female students from different family backgrounds of self-owned businesses and without self-own businesses only. Most of the entrepreneurial literature on business and social factors only had reports on the findings of separated social entrepreneurial strategic domains with different gender and social entrepreneurial strategic domains with different family backgrounds.

The support of literature of gender effects were considered by Hariyaty (2014) whose research showed no significant difference on the personal characteristics and social entrepreneurship organized activities between male and female students that were members of social entrepreneurship club ($t = 1.37$, $p = 0.17$). In contrast, research by Ernst (2011) found out that the female students mastered the characteristics of the entrepreneur's personality, human capital, and social capital compared to the male students. Generally, male students have more interest in becoming an entrepreneur compared to female students in Malaysia (Ramayah & Harun, 2005; Norasmah, Radin & Sukarni, 2015; Zizah, Ridzuan, Shifa & Nor Asiah Omar, 2018). These findings were agreed by Ramos (2014) who found out that female students have less interest in becoming an entrepreneur who runs their own business compared to male students.

Apart from that, the findings showed that no existence of family background effects on social entrepreneurial strategic domains which contradicts Bornstein (2005) who said that family background does affect their interest and ability to form individual personalities in the future. The existence of proof from family histories showed that there is a positive influence in creating social ventures (Spear, 2016; Ettu, et.al 2016) especially in providing moral support and financial assistance (Ernst, 2011; Radin, 2016; David & Mohammed 2016). In contrast, the entrepreneurship generally has a higher correlation with family background (Aldrich & Cliff, 2003; Davidsson & Honig, 2003) where family had been the strongest supporter to start up the process of identifying an entrepreneur.

Conclusion and Recommendation

The findings of this research were not consistent along with the perspectives of business entrepreneurs, which will be able to contribute to new findings in the upcoming literature. Even though there were no effects of interaction between genders and family backgrounds on strategic domain, gender factors was found to contribute to the difference of each domain such as an entrepreneur's personality, human capital, and social capital among the higher education institute students. On the other hand, the gender factors and family background factors gave effects to the mastery of human capital domain which consist of knowledge, skills, and self-efficacy aspects. Therefore, in future research, researchers have to focus on behaviour to strengthen the social entrepreneurial strategic domain based on longitudinal studies to ensure the effectiveness of the planned program complement to their semester of study. Besides this,



interviews should be carried out to get a proper insight about the reasons for them pursuing social entrepreneurial activities.

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