



IMPACT OF EXPERIENTIAL SUSTAINABILITY EDUCATION ON SOCIAL ENTREPRENEURIAL INTENTIONS

This dissertation is submitted for the degree of Master of Philosophy (M.Phil.) in Management to the LM Thapar School of Management.

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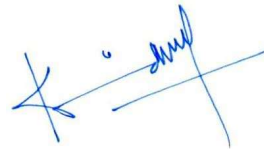
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CERTIFICATE

The thesis “**Impact of Experiential Sustainability Education on Social Entrepreneurial Intentions**”, submitted by **Tamanash Ghosh (Roll No: 881803002)** for the award of the degree of M.Phil. to the LM Thapar School of Management is a record of authentic research performed by him under my guidance and supervision.

The dissertation has not been submitted for the award of any other degree in any other university. In awarding the degree I considered that this dissertation has fulfilled the requirements and has met the standards.

Signature of the supervisor(s):

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2. Dr. Anita Sharma

3. Prof. Padmakumar Nair

DECLARATION

I certify that:

The entire research work is done by me under the guidance of my supervisor and the members of the advisory committee. The work has not been submitted anywhere for any type of diploma or degree. I have cited the papers and given them proper references in the dissertation whenever I have used any materials from them. The reference style used in this thesis is APA 6th Edition and from the plagiarism test, the similarity index of the dissertation is (12%) following as per the guidelines of UGC and LM Thapar School of Management (LMTSM).



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MOTIVATION

During my master's at the University of Groningen, I was introduced to multiple sustainability projects, which provided me with the knowledge, understanding and importance of fulfilling social and environmental objectives. I believe it had a useful role in creating entrepreneurial intentions leading to social ventures in the future. I have witnessed its impact during the Venture Lab weekend competition in the Northern Netherlands, where students came up with novel ideas as a solution to the current societal problems. Most of the participants in the competition had undergone sustainability courses or have participated in some sustainability projects. As a result, I could relate sustainability education as one of the factors influencing individuals' intention towards starting social ventures.

After I joined LMTSM in the MPhil programme, I came to know about a practice-oriented sustainability course offered to the management students i.e., 'Sustainability in Practice' (SIP). My curiosity soon changed into a passion for research to know about the causality between sustainability education and the formation of intentions towards social entrepreneurship among individuals.

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List of Abbreviations

ATB- Attitude towards the behaviour
PSN- Perceived subjective norms
PBC-Perceived behavioural control
SE- Social Entrepreneurship
EI- Entrepreneurial Intention
SEI- Social Entrepreneurial Intention
SEIs- Social Entrepreneurial Intentions
SIP- Sustainability in Practice
TPB-Theory of Planned Behaviour
EEM- Entrepreneurial Event Model
SCCT-The Social Cognitive Career Theory
SCT- Social Cognitive Theory
SLT-Social Learning Theory
ACT-Agency and Communion theory
BHVT-Basic Human Values Theory
SEB-Theory of Social Entrepreneurial Behaviour
IT-Institutional Theory
TM-Theory of Motivation
EPM-Entrepreneurial Potential Model
FFM-Five-Factor Model
EO-Entrepreneurial Orientation
PD- Perceived Desirability
PF- Perceived Feasibility
G-Se- General Self-efficacy
RCEs- Regional Centers of Expertise
ESD- Education for Sustainable Development

Chapter 1. Introduction

The field of Social Entrepreneurial Intentions (SEIs) is rapidly evolving as an area of research, duly reflected from an increase in the number of studies. A total of 43 papers published in this area from 2008 to 2019 have tried to examine different variables that influence the process of forming SEIs. But a proper systematization seems to be still lacking, which requires accumulating the currently available knowledge in the literature. In recent years, examining the formation of social entrepreneurial intention (SEI) has been a growing interest among the researchers. Our research further enriches this understanding by analysing the role of experiential sustainability education in influencing the formation of SEI. This study contributes to the sustainability education and social entrepreneurship literature by proposing a model in understanding how behavioural intentions regarding the creation of a social venture are formed among individuals enrolling in experiential sustainability education.

Intentions are considered as a robust predictor of specific behaviour (Ajzen, 1991) predominantly when it comes to goal-directed behaviour (Bagozzi, Baumgartner, & Yi, 1989). Social entrepreneurial intention (SEI) of an individual is regarded as a psychological behaviour that influences in choosing social entrepreneurship (SE) as a profession (Mair, Robinson, & Hockerts, 2006). There was a breakthrough in the research community when Mair & Noboa (2006) first proposed a model depicting the process of behavioural intentions towards the creation of social ventures.

Since then there has been considerable research on SEIs as a distinct sub-area of the field Social Entrepreneurship (SE). Studies have examined the determinants and antecedents that influence the SEIs of an individual (Baierl et al., 2014; Hockerts, 2017). Extant literature has also shed light on the concepts, specifications, and applications of SEIs (Tran & Von Korfflesch, 2016; Zaremohzzabieh et al., 2019). In the literature different theories to support authors' claims, different propositions and hypotheses have been tested, and both similar, as well as contradictory results regarding SEIs are present. As an evolving area of research, scholars are exploring in various directions, but on account of this, there also lies a threat of the field being stagnating and lacking robustness (Liñán & Fayolle, 2015). Thus, it is crucial to have a holistic picture integrating the various parts of research on the formation of SEIs. The increasing number of studies requires some ordering and systemization towards further development of this area. Our study addressed the gap and attempts to answer the following questions: What do we know about the formation of SEIs? What are the key factors in the area of SEIs that has been identified? Are there some overarching themes under which these variables can be organised? Thus, by assimilating the work of years to

identify various themes that contribute towards the formation of SEIs, it intends to contribute to the existing literature.

Education is mentioned as one of the key sources for SE, which provides accumulating knowledge, developing skill-set and having experiences regarding entrepreneurship (Corner & Ho, 2010; McMullen & Shepherd, 2006; Baron & Ensley, 2006). The intention model developed by Ernst (2018) also shows education as a factor affecting the formation of SEI.

An increasing emphasis is being given to sustainability in general and sustainability education in particular (James & Schmitz, 2011). There is a pressing need to implement the sustainability knowledge in response to the societal challenges (Stephens et al., 2008) and social entrepreneurship is considered as an important medium for its application (James & Schmitz, 2011). Sustainability education is, therefore, emerging as the major driving source of achieving sustainability (Waheed et al., 2011) and social enterprises are considered as the medium to achieve goals related to sustainable development (Rahdari, Sepasi, & Moradi, 2016). Though it has been said that sustainability objectives can be attained through social entrepreneurship (James & Schmitz, 2011), but to my knowledge, the relationship between experiential sustainability education and the formation of SEI is yet to be explored in the existing literature. This study aims to fill this gap by linking these two domains by developing a conceptual model and formulating pertinent propositions in this regard. Through this study, I have tried to answer the following question: **How does sustainability education delivered through an experiential approach influences the formation of SEI?**

To answer the research question mentioned above I first initiated a systematic literature review on the field of SEI. To know the different factors influencing the formation of SEI in the literature the research was conducted. After the emergence of the four broad themes affecting the SEI formation, my task was to provide robust rationale by constructing a theoretical framework. The research goal is directed towards including education as a factor and I went ahead in building a relationship between experiential sustainability education and formation of SEI. Our study also attempts to provide a **robust rationale on the propositions that I have put forwarded by applying the Social learning theory (SLT)**. This paper finally introduces a conceptual model as an outcome of the research, which may provide the backbone for future empirical studies in understanding the relationship between experiential sustainability education and SEI. In addition to that, it also identifies the existing gaps, limitations, boundary conditions and new relevant direction of research for the future.

I sincerely believe that the answer to the research question would be of great value theoretically as well as practically in exploring the process of SEI formation through experiential sustainability education undertaken by the students

1.1 Social Entrepreneurial Intentions (SEIs)

In the literature, intentions specific to entrepreneurship is explained, “*a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future*” (Thompson. 2009, p.676). SEI represents an individual’s desire, belief, and determination towards the launching of a social venture (Tran & Von Korfflesch, 2016). Since the time Mair & Noboa (2006) first introduced the intention model regarding SE, the literature on SEI have included both situational and personal factors such as personality traits, prior experience, education, and values influencing the formation of SEI (Mair & Noboa, 2006; Aure, 2018; Peng et al., 2019; Tan & Yoo, 2015; D’Orazio et al., 2013; Ernst, 2018).

As intention being the robust predictor of planned behaviour (Ajzen, 1991), the field of SEI is evolving gradually. Therefore, ongoing research on SEI becomes important to know the factors that may determine individuals in becoming future social entrepreneurs.

1.2 Sustainability Education in Higher Education Institutes

From the year 2005 to 2014, the United Nations has announced for Sustainable Development and named it as ‘Decade of Education’. Universities took one of the major initiatives to start ‘Regional Centers of Expertise’ (RCEs). The aim of RCEs around the world is to promote ‘Education for Sustainable Development’ (ESD) (Arbuthnott, 2009). Through education, RCEs are striving to provide knowledge globally on sustainability as a remedy to social, economic and environmental issues. Higher education institutions with its diversity of work and mechanisms contribute towards sustainability transition (Scholz et al., 2006). The field of sustainability in academia has been growing immensely (Vincent, 2015). Wiek et al. (2011) stated that education related to sustainability will enable students in adapting problem- solving skills, to get them ready for any probable challenges, and help to innovate by providing solutions through sustainability. Sustainability education is young and diverse in nature, and the general set of learning objectives from the programs has not yet become prominent (Jarchow et al., 2018).

To the increasing sustainability challenges faced by the world presently, institutions of higher education have the ability to simplify societal responses (Stephens et al., 2008). There are four different ways of contributing to societal changes by the institutions (Stephens et al., 2008). Firstly, sustainable practices can be modelled by higher education, which will help the students to initiate sustainability practices on the campus. Secondly, students are benefitted to develop skills like systems-thinking, integration and synthesis and finally how to manage complex problems dealing with sustainability challenges. Thirdly, institutions of higher education have the potential to

conduct real problem-based research addressing sustainability challenges. And lastly, institutions can act as transdisciplinary agents giving an opportunity for the students to engage in real-world issues (Stephens et al., 2008).

To identify the opportunities for effectively solving real-world problems, higher education for sustainability management programs have mentioned about the competencies. Extant literature (Lozano et al., 2013) talks about skills, attitudes and knowledge to be the three crucial components of the competencies. Deep learning is a crucial aspect of sustainability education and is directed towards the usage of analytical skills, creative reconstruction, independent and logical thinking. While surface learning focuses on the memorizing techniques and simple description, deep learning put more emphasis on the underlying meaning of the topic (Warburton, 2003).

The scope of curriculum action research provides an opportunity for educators to improve sustainability education (McKernan, 1994). It can be developed through observation, action and repeated loops of planning. (Warburton, 2003). The teaching and learning pedagogies will help to build key sustainability competencies. The interdisciplinary methods of problem-based learning will help an individual with systems thinking and the idea of interconnectedness approaches in solving. Visionary exercises will strengthen long-term, foresight thinking in reducing the long-term impacts of human activities (Frisk & Larson, 2011). Community-based learning, group projects and collaborative work will make the stakeholder engagement robust. Project-based learning and community service learning will help individuals to imbibe the importance of acting with an understanding of interpersonal skills. Essential education regarding sustainability through their learning encourages students to gain strengths that lead to changes in attitudes, values and behaviour (Fien, 1997). If awareness leads to action then it will help students to become aware and gain skills to implement in solving the issues (Hungerford & Volk, 1990).

In 1998 an experimental programme “Samvardhan” came into existence in the state of Gujarat(India) and is considered as one of the successful sustainability programs. The teachers from rural institutes have been benefitted from the intensive training programmes. This helped in a better designing of the pedagogic approaches and enabling to develop skills towards sustainable development. This program helped the participant students to face real-time challenges and its direct impact was seen in some “Samvardhan” alumni becoming successful community entrepreneurs (CEE, 2007).

1.3 Experiential Learning

Learning is defined as *“the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experiences”* (Kolb, 1984, p. 41). The notion of Kolb’s (1984) experiential model is to

give an understanding of the process of how information is acquired and transformed (Corbett, 2005). Generally, in a business school, the most usual pedagogy of experiential learning includes exercises relating to team-building, internships, guest speakers and simulations (Baden & Parkes, 2013).

Kolb (1984) explains the acquisition of information using the two concepts such as apprehension and comprehension. Apprehension is accounted for the tangibly felt differences through immediate experience whereas, comprehension refers to the symbolic representation and conceptual analysis of gathering information (Corbett, 2005). Kolb (1984) further defines the transformation of information in two different ways. Firstly, by actively testing the ideas and experiences and secondly, reflecting upon the experiences and ideas.

1.4 Research Objectives

Firstly, this study aims at exploring the field of SEI on knowing the influence of factors on the formation of intentions towards choosing SE as a profession. Secondly, it attempts to provide a rationale for understanding the relationship between education and SEI. And, finally the objective of this study is to develop a conceptual model in explaining how learning is perceived by an individual undertaking experiential sustainability education will influence the formation of SEI.

In the subsequent chapter, the methodology adopted by this study is discussed in attempting to answer the research questions. And followed by including the theories and models the researches have included in their studies to provide robust rationale regarding the formation of SEIs (Chapter 3). In Chapter 4 the results of the research are considered and I have concluded this dissertation by producing an overall understanding of the results (Chapter 5). And lastly, this study has touched upon the sections such as limitations, future direction, and theoretical and practical implications (Chapter 5).

Chapter 2. Literature Review

The extensive review of literature in understanding the components of this study and to explore the areas of research are discussed in this chapter. The chapter consists of three sections, the first section (2.1) explores the field regarding the antecedent factors that are influencing the formation of SEI by adopting a typical methodology (i.e., systematic literature review). The second (2.2) and third (2.3) describe briefly about the linkages between the constructs of the study. In the second section (2.2), the relationship between education and SEIs is considered whereas the third chapter (2.3) includes constructs such as experiential learning and sustainability education.

2.1 Social Entrepreneurial Intentions: A systematic literature review methodology

The goal of the present study is to conduct a systematic literature review on SEIs and to develop a coherent understanding of this important sub-area in the SE literature. The advantage of a systematic literature review is by drawing robust inferences, ensuring high standards of validity and reliability review over the traditional general review (Becheikh, Landry, & Amara, 2006; Reim, Parida, & Örtqvist, 2015). Along with the different disciplines of study, social sciences have frequently started using this methodological approach (Gerald, Maylor, & Williams, 2011).

The methodology applied here to decrease the bias towards unpublished studies that may affect the robustness of the study. (Reim, Parida, & Örtqvist, 2015). To address concerns related to reliability, an overview of the whole process including each step is discussed from identifying to selecting articles has been clearly explained below (Figure 1).

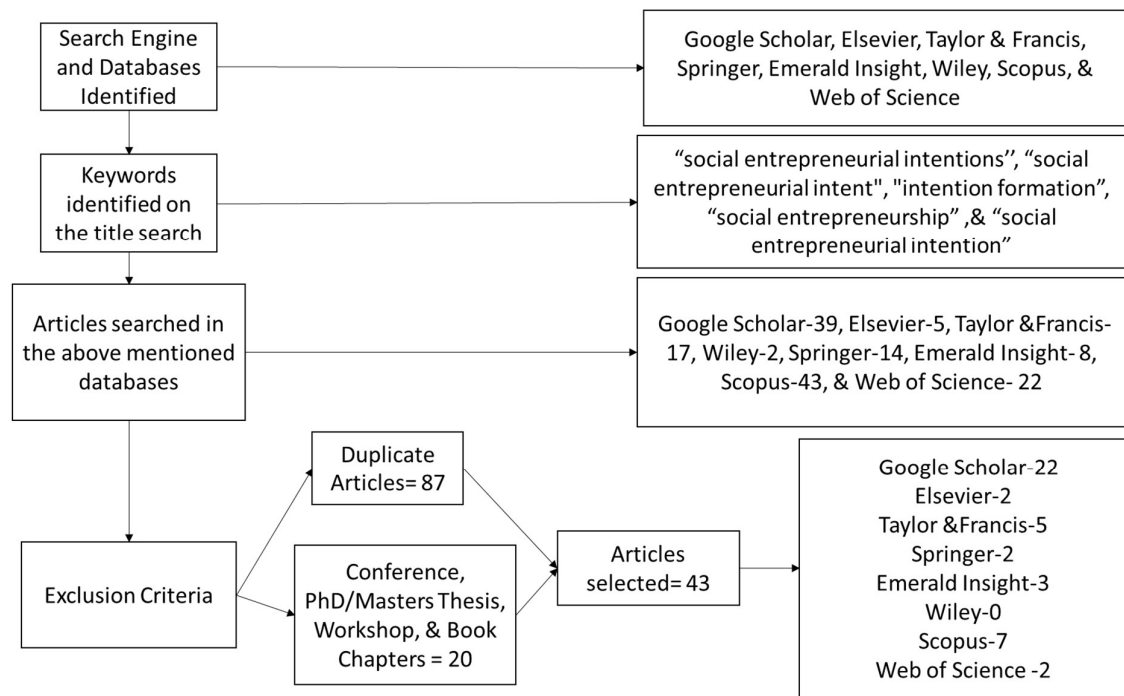


Figure 1. Flow diagram of the systematic review.

The stepwise detailed description is given below:

Step 1. Identifying Search Engine and Databases: A total of seven databases and a search engine were identified for the literature search, including both major and minor publishers in the area of management research (GS- Google Scholar, ER- Elsevier, TF- Taylor & Francis, S- Springer, EI- Emerald Insight, SC-Scopus, W- Wiley, and WS-Web of Science). The search engine GS has been identified and apart from it rest were all databases included in this study. A variety of databases was used so that all the available studies can be incorporated from the existing literature. The databases selected include only peer-reviewed research studies and amongst them, SC is considered as one of the databases in the social sciences research (Geraldi, Maylor, & Williams, 2011).

Step 2. Identifying Articles: Relevant articles were identified with various keywords on the title search in the search engine and seven databases. The advanced search helped us to identify the articles focusing on the topic. A total of 150 articles were found in the respective databases and search engine, SC and GS displayed the highest number of articles (43 and 39) respectively (Figure 1). The relevant identified articles according to the search engine and databases are given as follows: SC- 43 articles, GS- 22 articles, SC- 7 articles, TF-5 articles, EI-3 articles, WS-2 articles, S-2 articles, ER-2 articles, and W-0 article. The representation of the identified articles (Figure 2) are depicted below:

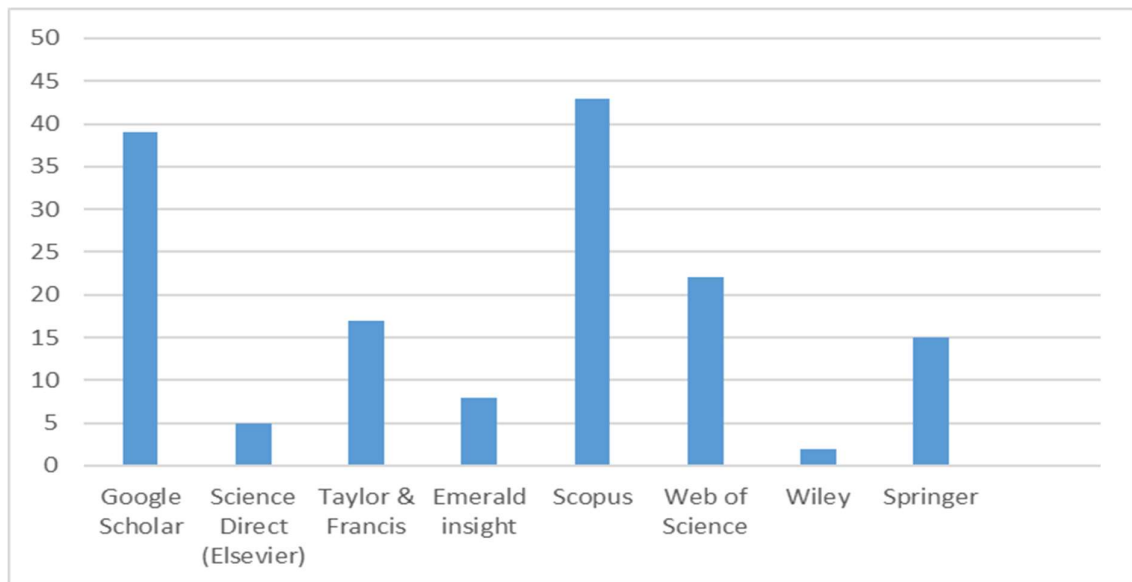


Figure 2. The distribution of the articles identified from the respective search engine and databases.

Step 3. Selection of Articles: The final step to select the articles included certain practical screening given as exclusion criteria (Figure 1). To have a robust analysis only the peer-reviewed journal articles are selected after the final filtering whereas, working papers, conference articles, Ph.D./Master’s thesis, and book chapters are excluded from the final. A total of 43 articles are selected from the seven databases and in the search engine (Figure 1). The relevant selected articles according to the search engine and databases are given as follows: SC- 43 articles, GS- 39 articles, WS-22 articles, TF-17 articles, S- 14 articles, EI-8 articles, ER-5 articles, and W-2 articles. The representation of the selected articles (Figure 3) are depicted below:

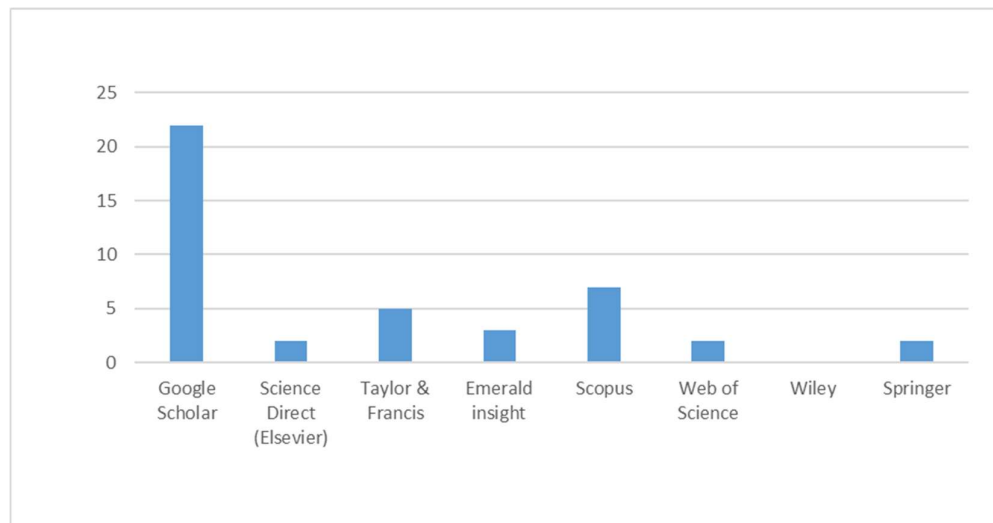


Figure 3. The distribution of the articles selected from the respective search engine and databases.

Step 4. Descriptive Analysis: The distribution of the 43 articles related to the field of SEIs over a period of time has been illustrated below (Figure 4):

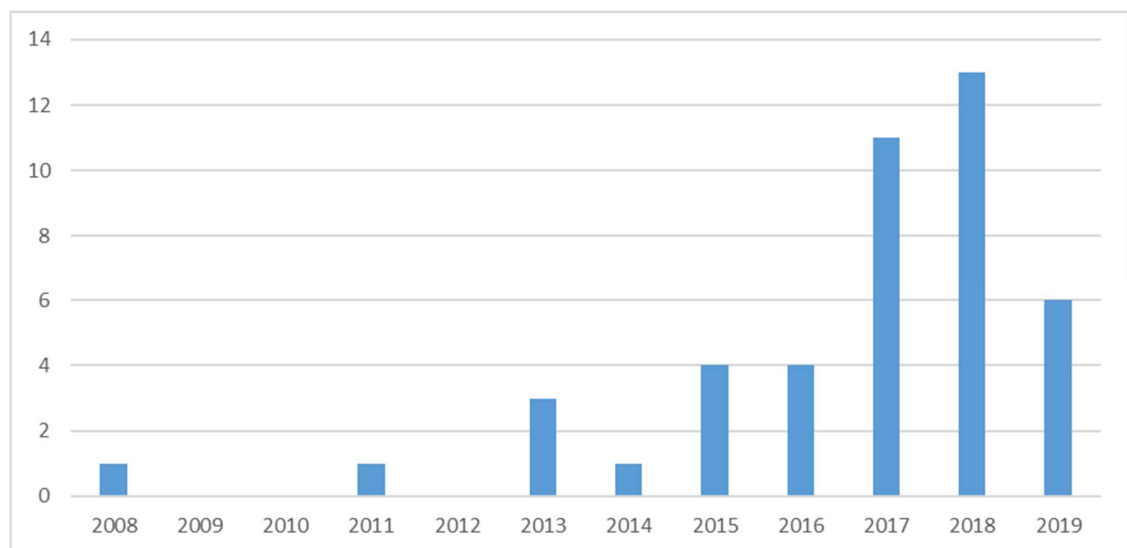


Figure 4. Distribution of publication over the years.

After the year 2016, there has been an increase in the number of articles that have been published until now. Out of the final 43 articles, 30 are published in recent years (2017, 2018, and 2019), this highlights a growing trend of research and publication in this field of research. Another analysis of the number of citations year-wise is done and is illustrated below (Figure 5):

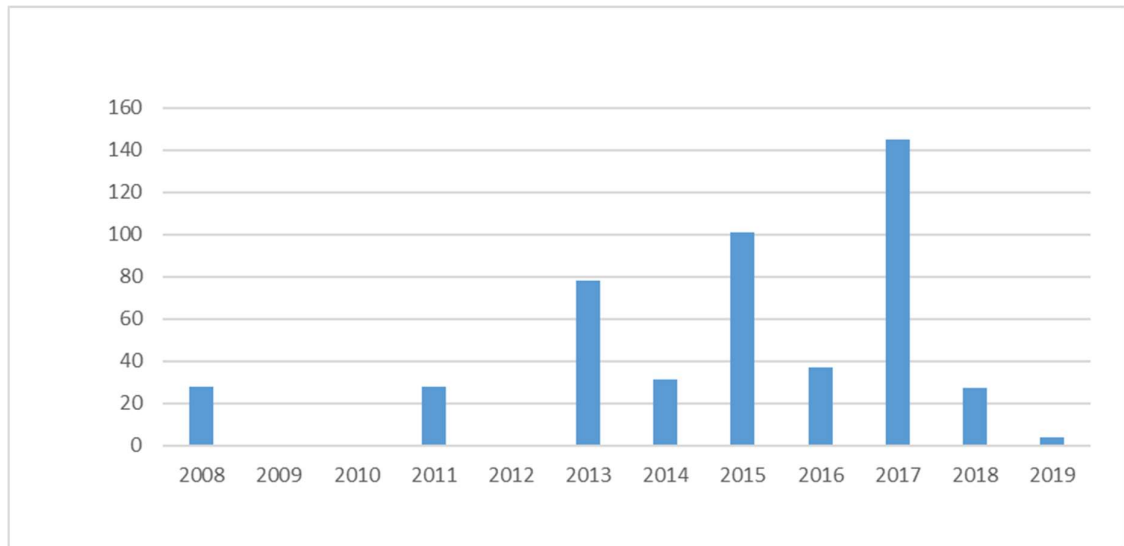


Figure 5. Distribution of citations over the years.

The analysis depicted in Figure 2 and 3 highlights an increase in the research intensity for exploring the intentions regarding the start of social ventures. It is also important to analyse the relevant journals where the research on SEIs is encouraged and accepted for publication. The list of published articles regarding SEIs in different journals is given in Appendix 1.

The findings (Appendix 1) show that the Journal of Social Entrepreneurship, which accounts for a total of 6 out of the 43 articles, has published extensive work on SEIs and is the dominant source of this literature review. The rest of the journals only have one publication each. This study also helps us to identify the context in which research has been conducted (Table 1).

Table 1

Countries with the distribution of studies

Countries	No. of studies
Malaysia	6
USA	5
Hong Kong	5
Denmark	3
South Africa	3
Taiwan	3
Germany	3
Greece	2
China	2

India	2
Philippines	2
Mexico	2
Turkey	1
Singapore	1
Switzerland	1
France	1
Italy	1
Indonesia	1
Pampanga & Bandung	1
Vietnam	1

The table above shows that the majority of the studies (21) related to this topic have Southeast Asia as their context of research. To have a bigger picture we coagulated the countries into continents to have a broader vision regarding the cultural aspects in this area of research. More than half of the studies have Asia as their context (Figure 6).

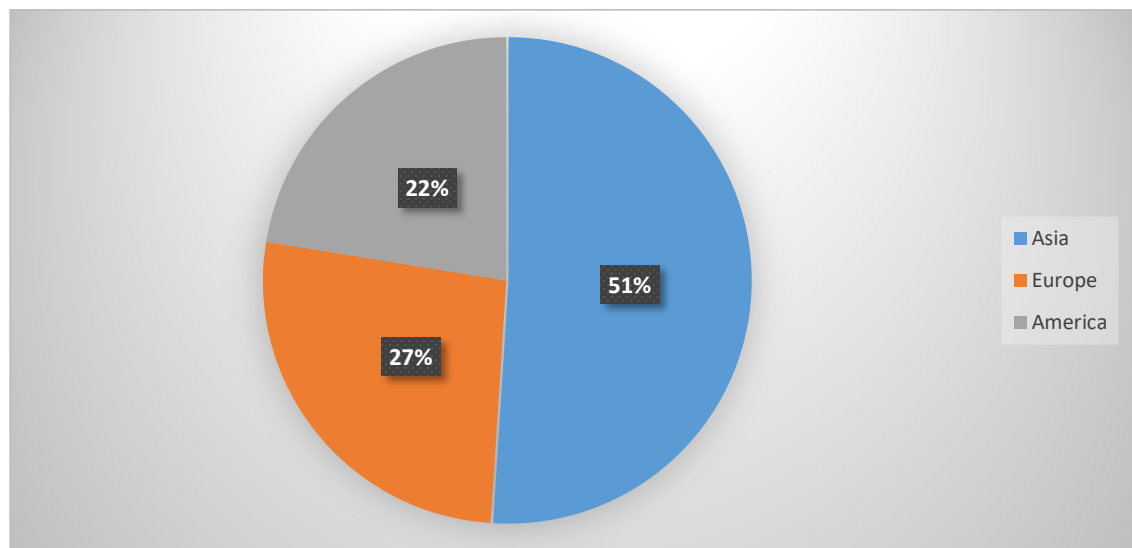


Figure 6. Context of the articles according to the continents.

2.2 Education and Social Entrepreneurial Intentions (SEIs)

In the entrepreneurial process research, education (i.e., based on knowledge and skills) as a factor has been used in the previous studies (Dimov, 2007; Teixeira & Forte, 2009). Human capital (i.e., prior experience in education) has shown a significant relationship with SEI (D'Orazio et al.,

2013), this fact is also supported by a study conducted in Malaysia where the results reported that university students' SEI was positively influenced by education (Jemari et al., 2017). More specifically entrepreneurship education can motivate individuals to launch ventures through changing mindset and increasing intention towards entrepreneurial orientation (Barton et al., 2018). Entrepreneurial education was found to be linked directly with the career option of entrepreneurship (Noel, 2002). Entrepreneurship education and social entrepreneurship education are considered antecedents of SEI formation in the previous studies (Barton et al., 2018; Hockerts, 2018) and results have found entrepreneurship education positively affecting SEI of individuals (Barton et al., 2018).

2.3 Experiential Learning and Sustainability Education

Experiential learning is described as the process of disseminating knowledge through transformational experience (Kolb, 1984). This learning model depicts that humans learn through real experience, experimentation, observation, and conceptualization, (Kolb, 1984). Experiential learning has factors like development of expertise, conversational learning, acting and reflecting (Kolb and Kolb, 2005). It is illustrated as learning through experiences in real-time that mostly fits with the pedagogy of programs related to problem-solving, field projects and group exercises (Gentry, 1990). With the help of problem-based exercises and discussion, students can relate the relationship between crucial concepts and then can visualise in mind (Warburton, 2003).

Sustainability education has started adopting experiential learning in their curriculum by shifting from classroom learning to experiment learning (Jarchow et al., 2018). Sustainability education includes community-based learning, which relies on experiential learning where a student perceives knowledge by doing the service (Shephard, 2008). It also incorporates pedagogy related to problem-based learning that focuses on experiential learning (Barrows, 1994). Students usually get the opportunity to learn by encountering authentic experiences from real-life problems and also foster active learning (Jarchow et al., 2018). The pedagogy regarding deep learning is a vital aspect of sustainability education regarding the usage of analytical skills, creative reconstruction, independent and logical thinking (Warburton, 2003). The prime focus of sustainability education relies on constructing a unifying framework across different disciplines by identifying crucial concepts relating to social, economic and environmental spheres (Warburton, 2003).

2.4 Research Gap

The intensive review of literature on SEI and sustainability education have enabled us to identify the existing research gaps. Studies in the past have focussed on the antecedent factors but

yet not explored the role of experiential sustainability education on the SEI formation of an individual. In the literature regarding the pedagogy of sustainability education in higher institutions have found to incorporate the components of experiential learning. This study also highlights the relationship between sustainability education and experiential learning approach. Till now, to our knowledge, the linkage between experiential sustainability education and SE as a profession is still not clear in the literature. Therefore, I address this research gap and through this study have built connections regarding individuals undertaking experiential sustainability education and its role in influencing individuals SEIs.

Chapter 3. Theoretical Background

The literature review in the field of SEI has identified various theories and models that have been employed by various scholars while conducting their research. Authors in this area of research have made propositions and postulated hypotheses related to the formation SEI based on the following theories and models:

3.1 Theories

In this section I have discussed from the analysis of 43 selected articles on SEI about the nine theories that have been used. Among the frequently used theories, the most used theory in the literature is the Theory of Planned Behaviour (Ajzen, 1991). The theories are described below:

1. Theory of Planned Behaviour (TPB): Ajzen's TPB is vastly tested and results have shown it as a robust predictor of intentions regarding entrepreneurial and its behaviour (Kautonen et al., 2015). Extant studies (Baierl et al., 2014; Yang et al., 2015; Hockerts, 2017) related to SEIs have used TPB as a central theoretical model in explaining and examining the formation of SEIs (Zaremohzzabieh et al., 2019). According to this theory, there are three determinants of the formation of intentions to act (Ajzen, 1991). From the TPB model, the three constructs (attitude towards the behaviour (ATB), perceived subjective norms (PSN) and perceived behavioural control (PBC)) influence the intentions regarding starting of a social venture and are considered as valuable constructs in explaining the process towards the formation of SEIs (Ernst, 2018). The constructs of the TPB model are further affected by antecedent factors like social capital, human capital and personality traits (Tiwari et al., 2017a).

2. Social Cognitive Theory (SCT): In the models related to SEIs, the SCT (Bandura, 1986) has played a critical role in explaining human behaviour. New ventures are coming into existence in the market from the motivation of the individuals and intentions leading to consequent actions are influenced by environmental situations (Bird, 1988). Studies (Tan & Yoo, 2015; D'Orazio, et al., 2013) have relied upon the SCT in understanding the process of launching social ventures.

3. The Social Cognitive Career Theory (SCCT): The SCCT IS based on the SCT (Bandura, 1986) and has been used widely to describe and understand decision-making behaviour regarding career issues. According to this theory, the process on the development of career is affected by individuals' cognitive factors e.g., self-efficacy, outcome expectations and intent regarding the behaviour (Tran, & Von Korfflesch, 2016). Tran & Von Korfflesch (2016). In a study, the SCCT has been used as the theoretical background in explaining an individual's intention towards a planned and specific behaviour, which is influenced by both internal and environmental elements.

4. Social Learning Theory (SLT): The SLT (Bandura, 1971) states that learning from participation and interaction pedagogy create differences in students' attributes (Gherardi et al., 1998). The SLT mainly have influenced our understanding of social learning regarding the concept of experiential learning (Howorth et al., 2012). The theorists of social learning believe that individuals can learn from observation and imitation (Bandura, 1971). Building upon the SLT, Hockerts (2018) studied the linkages between experiential social entrepreneurship education and SEIs among the student groups for testing whether this form of education affects participants' inclination towards starting social enterprises.

5. Agency and Communion Theory (ACT): As per the theory, individuals view themselves in the social world through two elements, i.e., agency and communion (Bakan, 1966). The dimension of agency is known as the perception of self-efficacy, which is explained as deciding on how well an individual, can act in dealing with situational factors (Bandura, 1982). The other dimension communion, which is known as feelings of social worth, i.e., individuals experience of being valued by others (Grant & Gino, 2010). Bacq & Alt (2018) have used the ACT (Bakan, 1966) in explaining SEIs through two complementary motivating mechanisms.

6. Basic Human Values Theory (BHVT): Schwartz (1992) introduced the BHVT, where values are referred to as the central goal of human lives. The four integrated dimensions of personal values are 'self-enhancement, self-transcendence, conservation, and openness to change' (Kruse et al., 2019, p.7). Human behaviours are generally guided by values (Schwartz, 1992) therefore, it is justifiable to explore and understand the role of values in influencing the decision in becoming social entrepreneurs. The BHVT have been employed to explore the linkage between values and SEIs (Kruse et al., 2019).

7. Theory of Social Entrepreneurial Behaviour (SEB): The SEB is formed from the extension of TPB by El Ebrashi (2013). In the SEB personal factors are considered forming attitude, and attitude is one of the predictors of intentions (Kolvereid & Isaksen, 2006). Mohammadi et al. (2019) have used the constructs from SEB as a proxy for attitude in determining SEIs.

8. Institutional Theory (IT): Extant research (Henry et al., 2013) have reported that institutional environments (regulatory, normative and cognitive) of the country, which develop over time, contribute towards the formation of intentions and eventually influence entrepreneurial activities. Urban & Kujinga (2017) highlighted the importance of the IT regarding country-specific (Kostova, 1997) in understanding and explaining intentions towards starting a social venture especially in the emerging markets.

9. Theory of Motivation (TM): During the launching of new organizations, motivation plays a crucial role in influencing the decision-making process (Shane, Locke, & Collins, 2003). Barton,

Schaefer, and Canavati (2018) have adopted the TM (Maslow, 1943) by using motivational factors influencing the behaviours of potential social entrepreneurs.

3.2 Models

In the literature of SEI previous studies have used various models in providing robust rationale to support the hypotheses. From the analysis of the research articles, three models are used and they are described below:

1. Entrepreneurial Event Model (EEM): Shapero & Sokol (1982) came up with the EEM similar to TPB in explaining entrepreneurial behaviour. In this model, two determinants that influence the intentions are perceived desirability (PD) and perceived feasibility (PF) (Ayob et al., 2013; Forster & Grichnik, 2013). The construct PD is referred as an individual perceiving the attractiveness of launching an enterprise whereas PF refers to the belief of an individual in having the capability of establishing a company (Mair & Noboa, 2006; Ayob, et al., 2013). Previous researchers have focused on using the EEM (Tukamushaba et al., 2011; Hockerts, 2017; Haque et al., 2018) in explaining the formation of SEIs. Mair & Noboa (2006) postulated antecedents like empathy and moral judgment affecting PD and self-efficacy and social support as antecedent factors affecting PF.

2. Entrepreneurial Potential Model (EPM): By employing the same model Krueger & Brazeal (1994) proposed the EPM, which integrates the concepts of EEM and TPB. It states that people start their entrepreneurial venture because of planned behaviour and it is indicated by intentions (Krueger & Brazeal, 1994). The EPM simplified the previous models by clubbing the dimension of attitude toward the behaviour and subjective norms under the construct of PD, and the dimension of perceived behavioural control as PF (Krueger & Brazeal, 1994). Ayob et al. (2013) used EPM as a theoretical model for explaining the formation of SEIs.

3. Five-Factor Model (FFM): The big five model or the FFM (McCrae & John, 1992) is widely used in the personality literature. (Ip et al., 2018). In the entrepreneurship literature, meta-analytic studies (Zhao et al., 2010; Brandstätter, 2011) have indicated robust associations between personality traits and entrepreneurship. Studies (İrengün & Arikboğa, 2015; Hsu & Wang, 2018; Ip et al., 2018) have used the 5 components of the FFM in the context of SEIs.

The distribution of the papers based on theories and models employed by the scholars is depicted below (Figure 7):

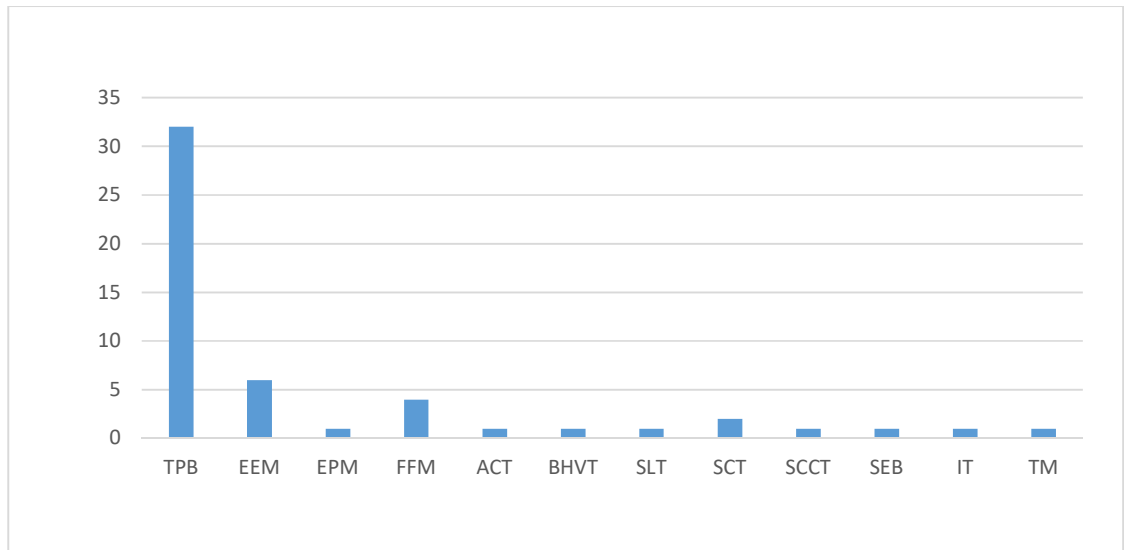


Figure 7. Distribution of the articles based on theories and models.

Chapter 4. Results and Findings

The chapter of this thesis discusses the results and findings of my research. This chapter is further divided into four sections. In the first section (4.1) the themes are formed from an in-depth analysis of the systematic literature review regarding SEI. In this section (4.1) each theme is considered and critically discussed as a factor influencing the formation of SEIs. The second section (4.2) discusses the theoretical framework applied to the four identified themes. The propositions formulated in this study are discussed in the third section (4.3). And finally, the fourth section (4.4) introduces the proposed conceptual model as the final finding of the research.

4.1 Thematic Analysis

The selected 43 papers are analysed individually and classified into four distinct themes. The identified themes generally represent the factors that influence the formation of SEIs. The themes cover elements related to the internal, external, background and beliefs of an individual.

The theme 'Person' has a total of 29 papers having the highest number of papers whereas the theme 'Outcomes' has only 3 papers, which is the lowest (Figure 9). In this section, each variable under a specific theme has been explained in three parts, i.e., context to SE, the theory undertaken as the background support and results of the studies.

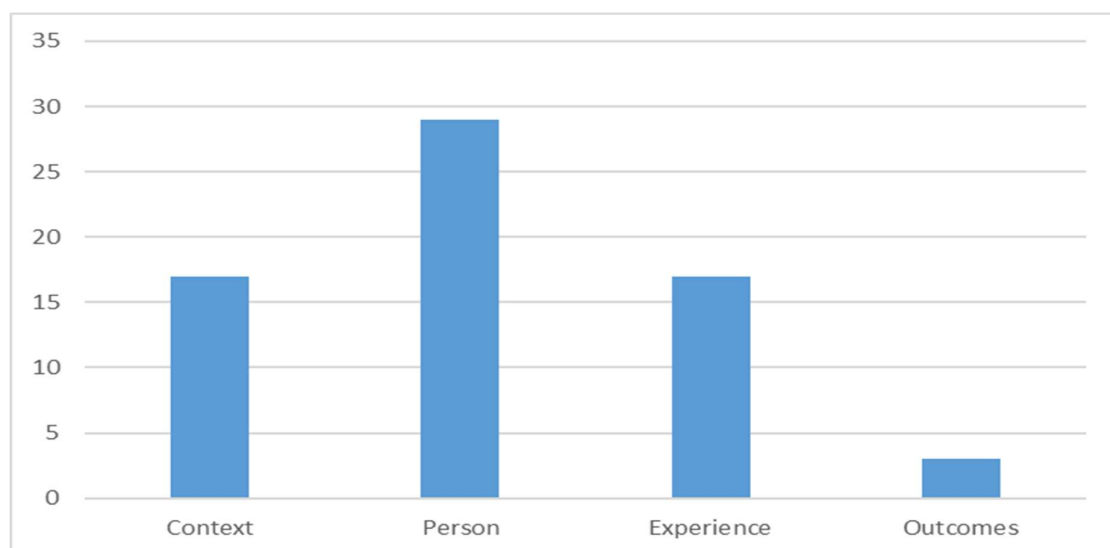


Figure 8. Distribution of the articles based on the respective themes.

4.1.1 Context. This theme focuses on the contextual factors i.e., related to the surroundings of an individual and literature has given considerable attention since motivation alone does not predict

human behaviour (Steg & Vlek, 2009). A total of 17 papers have examined the role of contextual constructs that influence prosocial behaviours among individuals. In the SE context, subjective norms lead to the formation of SEIs (Ernst, 2018). Further in a comparative study (Yang et al., 2015) between China and the USA, constructed on the TPB, the linkage between subjective norms and SEIs was found positively significant. The relationship is moderated by culture as the sample of China indicated a stronger relationship than the USA. The studies (Politis et al., 2016; Kruse et al., 2019) based on the TPB have reported no significant effect of social norms on the intent towards starting a social enterprise, although in a study (Kruse et al., 2019) results have indicated significant positive indirect linkage via PBC and ATB. And, another study (Zaremohzzabieh et al., 2019) based on the TPB has also reported a significant indirect positive relationship between social norms and SEIs via one of the EEM dimensions i.e., PD. Forster & Grichnik (2013) employed the TPB and EEM in their study and found a positively high significance between perceived social norms and SEIs whereas, a low significance indirectly via PD.

Social capital is conceptualized as the two types of self-perceived networks i.e. bonding social capital representing an individual's strong ties with friends or relatives and bridging social capital illustrates weak ties having irregular contacts with other people (D'Orazio et al., 2013; Liang et al., 2019; Peng & Liang, 2019). In a cross-cultural study (Hsu, et al. 2018) between Hong Kong and Taiwan, which is based on the TPB and SCT, it has been observed that bonding social capital positively influence the SEIs (conviction) among the participants of both the countries. And, D'Orazio et al. (2013) have indicated a significant relationship between bridging social capital and entrepreneurial intentions (EI) among individuals via PD although, it was not relevant in the case of SEIs. It is assumed in the context of SE that the people in their network will back individuals during their endeavours (Hockerts, 2015). Tran & Von Korflesch (2016) have developed a conceptual model on the formation of SEIs based on the SCCT. The studies (Ip et al. 2017; Ip, et al. 2018b) have adopted the TPB as the central theoretical model and findings have indicated the relationship between perceived social support and SEIs among the participants to be positive.

Previous literature has mentioned that role models play a crucial role in the decision-making of SE (Shapiro & Sokol, 1982), as they can influence attitude, perception and can promote entrepreneurial thinking (Carsrud & Johnson, 1989). A study based on the SCCT has formulated propositions regarding the positive relationship between role models and SEIs and also have proposed indirect relationship through social entrepreneurial self-efficacy and social entrepreneurial outcome expectation (Tran & Von Korflesch, 2016). Though the existence of an enterprise focusing on social agenda depends upon resource availability, Tan & Yoo (2015) in their study have found no significant relationship between resource availability and the 92 NPO's intent to start social enterprises. In a study (Shahverdi et al., 2018) using the TPB as the theoretical underpinning, and

results indicate that perceived barriers (lack of resources) have negative effects on SEI. The papers on this theme are given below (Table 2):

Table 2

Role of Context on SEIs

Theme	Constructs	Author/s
Context	Subjective norms	Yang et al., 2015; Politis et al., 2016; Kruse et al., 2019; Zaremohzzabieh et al., 2019; Forster & Grichnik, 2013
	Social Capital	Hsu, et al. 2018; D'Orazio et al., 2013; Hockerts, 2015; Tran & Von Korflesch, 2016; Ip et al. 2017; Ip, et al. 2018b
	Role models	Tran & Von Korflesch, 2016
	Resource availability	Tan & Yoo, 2015; Shahverdi et al., 2018

4.1.2 Person. This theme focuses on the characteristics, values and personality traits of an individual. A total of 29 papers having dimensions related to this theme are discussed. The broad theme ‘Person’ is further divided into eight sub-themes.

The individual characteristics have been globally categorized in the literature into three different parts: dispositional, habitual and motivational (Roe, 1984). Demographics (e.g., age, gender, and religious values) of an individual have also been added as it is related to the characteristics of an individual.

Values guide human behaviours by viewing situations, considering alternatives and eventually act accordingly (Holland & Shepherd, 2013). The constructs that define values and influence SEIs were reported in the studies and they fall under the two categories of values i.e. terminal and instrumental (Rokeach, 1968).

Personality traits as a category is still getting considerable attention in research despite some criticism in the past (Liñán & Fayolle, 2015). Extant studies on EI have analysed the influence of personality traits on the intention regarding entrepreneurship (Zhao et al., 2010; Liñán & Fayolle, 2015). Studies have found the effects of personality traits on an individual’s behaviour towards SE. It is divided into two categories i.e., constructs of the FFM and proactive personality.

The eight sub-themes are discussed as follows:

4.1.2.1 Dispositional Characteristics. These characteristics are acquired from hereditary and early experiences (Roe, 1984). In the context of SE, creativity is a crucial facet and it is observed that social entrepreneurs implement creative ways to manage the enterprise with a social mission (Prabhu, 1999). The results of a study (Tiwari et al., 2017a) have found a positive relationship

between creativity and SEIs of an individual. In a cross-cultural study (Tiwari et al., 2017b) between Taiwan and Hong Kong, results have found creativity to positively influence the intentions related to social entrepreneurial conviction and preparation. In 1998, Dees came up with the two aspects of SE regarding entrepreneurial orientation (EO) i.e., innovativeness and risk-taking propensity. In a study (Cavazos-Arroyo et al., 2017) using the TPB as a central theoretical model, found a positive indirect relationship between social innovation orientation and SEIs among individuals via social entrepreneurial attitude. A study (Chipeta & Surujlal, 2017) using the TPB, results have reported a strong significant impact of the risk-taking propensity among individuals on SEIs.

The study is based on the TPB and findings have found PBC to have the strongest mediation effect and SN to have the weakest on the relationship between cognitive styles (intuitive and analytical) and SEIs (Tiwari et al., 2017b). The ACT has been used as a theoretical central model in a study (Bacq & Alt, 2018) and results have reported an indirect effect of perspective-taking on SEIs via social entrepreneurial self-efficacy.

For a social entrepreneur to create social impact the component i.e., empathy is essential with its virtuous behaviour (Ip et al., 2017). The results from different studies (Forster & Grichnik, 2013; Hockerts, 2015; Ip et al., 2017) have reported empathy as highly significant and positively associated with SEIs among individuals. In a comparative study (Ip, et al. 2018) between Taiwan and Hong Kong, the analysis revealed that the effect of empathy on SEIs is positive with the sample of Taiwan but negative with the sample of Hong Kong. Findings of the studies (Forster & Grichnik, 2013; Ip et al., 2017) also indicate positive indirect effects of empathy on SEIs via PD. Ayob et al. (2013) in their study have found a positive indirect effect of empathy on SEIs through PF. Peng & Liang (2019) in their study involving NPO workers as the sample, found a positive indirect relationship between cognitive empathy and SEIs through SE creativity although affective empathy reported negative indirect effects.

4.1.2.2 Habitual Characteristics. These characteristics are acquired through the process of training, learning or habituation (Roe, 1984). Behavioural attitude or AT is one of the constructs of the TPB and results of various studies (Politis et al., 2016; Chipeta & Surujlal, 2017; Kruse et al., 2019; Zaremohzzabieh et al., 2019) have reported significant positive effects on SEIs among individuals. In a cross-cultural study, behavioural attitude as a dimension is found to be a more powerful predictor of SEIs in the US sample than in the China sample (Yang et al., 2015).

The construct self-efficacy has been considered as one of the crucial predictors of entrepreneurial behaviour (Tiwari et al., 2017c). If Individuals perceive the launching of social enterprises as feasible, it eventually and positively affects the formation of SEIs (Hockerts, 2017; Ip et al., 2017). The studies (Forster & Grichnik, 2013; Hockerts, 2015; Tan & Yoo, 2015; Tran &

Von Korflesch, 2016; Ip et al., 2017; Tiwari et al., 2017b, c; Bahrein et al., 2018; Barton et al., 2018; Ip et al., 2018b) are built on the TPB and EEM model and have shown that self-efficacy of a participant is positively associated with SEIs. A study in the team level (Forster & Grichnik, 2013) has indicated perceived collective efficacy to affect positively towards the intent of individuals to start social enterprises. But, Ip et al. (2017) in their study have reported a relationship between social entrepreneurial self-efficacy and SEIs to be insignificant.

In the context of SE, the entrepreneurs who can manage emotions and feelings will have an upper edge in providing solutions to the unmet needs of the society (Tiwari et al., 2017a, b). Studies based on the TPB as their theoretical background found a strong positive relationship between the emotional intelligence of an individual and SEIs (Tiwari et al., a, b). Barton et al. (2018) have employed TM as the theoretical background of their study and found a positive relationship between an individual's internal locus of control and his/her PF of establishing a social company.

4.1.2.3 Motivational Characteristics. The motivational characteristics are often noticed to be unstable and generally vary with the influence of situational changes (Roe, 1984). Barton et al. (2018) in their study based on the TM have observed that motivational dimensions such as self-realization reported a positive relationship with PD of starting a social venture whereas, wealth objective, autonomy objective, and challenge objective indicated negative effects on SEIs among individuals. Aure (2018) in his study using the TPB as the theoretical background found that the grit of an individual has a positive indirect effect on SEIs via moral obligation, self-efficacy, and social support.

4.1.2.4 Demographic Characteristics. Gender and age have been considered as demographic elements affecting EI (Carter and Brush, 2004). In the context of SE, Chipeta et al. (2016) reported significant differences between men and women concerning the influence of SEIs although, Rahman et al. (2016) have indicated no significant differences. The '2006 UK Social Entrepreneurship Monitor' conducted a survey where the findings revealed that younger age group (18 to 24 years) are more likely than the older age group (35 to 44 years) to engage in SE (Harding, 2006). Chipeta et al. (2016) considered the two age groups: group 1 (18 to 24 years) and group 2 (27 to 30 years and above), and both the groups were statistically significant on SEIs and further analysis revealed that respondents from group 2 have more possibility of engaging in SE.

In the context regarding SE, religious values affect the decision-making of an individual in becoming an entrepreneur (Balog et al., 2014). A study based on the SEB has made propositions claiming to have a positive significant relationship between religiosity and SEIs among individuals (Mohammadi et al., 2019). The results of a qualitative study (Haque et al. 2018) have indicated that religious values are positively associated with SEIs among entrepreneurs.

4.1.2.5 Terminal Values. This category overall defines an individual's perception of the most important or desirable values (Rokeach, 1968).

Sense of Accomplishment: Fulfilment of the social cause can be regarded as a sense of accomplishment for NPOs. The results of the study based on the SCT have reported a positively significant relationship between the social cause of the managers of an NPO and its intent to start a social enterprise (Tan & Yoo, 2015).

4.1.2.6 Instrumental Values. This category describes the necessary values required to achieve the terminal values (Rokeach, 1968).

Welfare of Others: Individual psychological element such as general social appraisal has been undertaken in a study and building upon the TPB and EEM have found a direct positive impact of general social appraisal of an individual on SEIs (Baierl et al., 2014) The variable general social appraisal is described as an individual's personal goal being congruent with the concerns of others and to work for the welfare of others (Sporrle et al., 2009).

Obedience: With the increase in social awareness and responsibility, moral obligations of an individual may get strengthened and can increase prosocial intentions and behaviour (Ip et al., 2017). It can also be said that an individual with moral obligation is dutiful towards the social norms (Beck & Ajzen, 1991). Results from the studies (Ip et al., 2017; Ip et al., 2018b) have indicated a negative relationship between moral obligation and SEIs among individuals. In a study (Tiwari et al., 2017a) results have also reported an indirect positive relation associated with SEIs via TPB constructs (AT, SN, and PBC).

The literature has touched upon social responsibility from the two perspectives i.e., stakeholder and stockholder. The findings of a study reveal that the stockholder perspective of social responsibility negatively influences participants' SEIs (conviction and preparation) whereas the stakeholder perspective positively affects individuals' conviction towards starting a social venture (Peng & Liang, 2019).

By employing the TPB and BHVT, Kruse et al. (2019) have explored the roles of four different integrated personal values affecting the decision-making in becoming a social entrepreneur. They observed a direct positive impact of the self-transcendence and openness to change values on SEIs of individuals and a negative direct impact of the self-enhancement values and conservation values on the intent to start a social enterprise.

4.1.2.7 Constructs of FFM. People high on agreeableness with their sympathetic and cooperative nature for others were found to demonstrate the typical characteristics of a social entrepreneur (Tran & Von Korfflesch, 2016; Ip et al., 2018b; Zaremohzzabieh, et al., 2019). In the field of SE where people are more responsible for others, it is assumed that an individual who is high on conscientiousness may engage in starting a social company (Ip et al., 2018b). As SE is related to

engaging with multiple stakeholders, higher extraversion contributes towards higher intentions of launching social ventures (Zaremohzzabieh et al., 2019). The launching of a social venture indeed needs novel ideas and to do that entrepreneurs need to demonstrate openness (Tran & Von Korfflesch, 2016). Aure (2018) in his study found that agreeableness and openness indicated a positive indirect relationship with SEIs via two constructs (self-efficacy and perceived social support). But, results from the studies (Liang et al., 2019; Ip et., 2018b; Hsu & Wang, 2018) have indicated that openness has significant negative effects on SEIs. Results from the two studies (Liang et al., 2019; Hsu & Wang, 2018) have reported that conscientiousness is negatively associated with preparation (Hsu & Wang, 2018) and conviction (Liang et al., 2019) towards SEIs among Taiwanese sample. The Hong Kong sample indicated openness having a negative impact on conviction (Liang et al., 2019) although openness reported positive effects on preparation regarding SEIs (Hsu & Wang, 2018).

4.1.2.8 Proactive Personality. Mohammadi et al. (2019) provided propositions claiming a positive relationship between proactivity and SEIs. A qualitative study with the social entrepreneurs reported proactivity as a key element in influencing SEIs among them (Weerawardena et al., 2006). But, Chipeta & Surujlal (2017) found that proactivity has not produced any contributions towards influencing SEIs among individuals. The papers on this theme and sub-themes are given below (Table 3):

Table 3

Role of Person on SEIs

Theme	Sub-Theme	Description	Constructs	Authors
Person	<i>Individual Characteristics</i>	<i>Dispositional Characteristics</i>	Creativity	Tiwari et al., a, b; Cavazos-Arroyo et al., 2017
			Risk-taking propensity	Chipeta & Surujlal, 2017.
			Cognitive styles	Tiwari et al., 2017b
			Perspective-taking	Bacq & Alt, 2018
			Empathy	Forster & Grichnik, 2013; Hockerts, 2015; Ip et al., 2017; Ip, et al., 2018b; Peng & Liang, 2019; Ayob et al., 2013

		<i>Habitual Characteristics</i>	Behavioural attitude or AT	Yang et al., 2015; Politis et al., 2016; Chipeta & Surujlal, 2017; Kruse et al., 2019; Zaremohzzabieh et al., 2019; Yang et al., 2015	
			Self-efficacy	Hockerts, 2017; Ip et al., 2017; Forster & Grichnik, 2013; Hockerts, 2015; Tan & Yoo, 2015; Tran & Von Korfflesch, 2016; Ip et al., 2017; Tiwari et al., 2017b,c; Bahrein et al., 2018; Barton et al., 2018; Ip et al., 2018b; Zaremohzzabieh et al., 2019	
			Perceived collective efficacy	Forster & Grichnik, 2013	
			Emotional intelligence	Tiwari et al., a,b	
			Locus of control	Barton et al., 2018	
		<i>Motivational Characteristics</i>	Self-realization, Objectives	Barton et al., 2018	
			Grit	Aure, 2018	
		<i>Demographic Characteristics</i>	Gender	Chipeta et al., 2016; Rahman et al., 2016	
			Age	Chipeta et al., 2016	
			Religious values	Mohammadi et al., 2019; Haque et al., 2018	
		<i>Values</i>	<i>Terminal Values</i>	<i>Sense of Accomplishment</i>	Tan & Yoo, 2015
			<i>Instrumental Values</i>	<i>Welfare of Others</i>	Baierl et al., 2014
				<i>Obedience</i>	Ip et al., 2017
				Moral obligation	Ip et al., 2017; Ip et al., 2018b
			Stakeholder	Peng & Liang, 2019	

			perspective	
			Stockholder perspective	Peng & Liang, 2019
			Self-transcendence	Kruse et al., 2019
	<i>Personality</i>		Agreeableness	Tran & Von Korflesch, 2016; Ip et al., 2018b; Zaremohzzabieh et al., 2019; Aure, 2018
			Conscientiousness	Ip et al., 2018b; Hsu & Wang, 2018; Liang et al., 2019
			Openness	Liang et al., 2019; Ip et al., 2018b; Hsu & Wang 2018; Tran & Von Korflesch, 2016; Hsu & Wang, 2018; Liang et al., 2019; Aure, 2018
			Extraversion	Zaremohzzabieh et al., 2019
			<i>Proactive Personality</i>	Mohammadi et al., 2019; Weerawardena et al., 2006; Chipeta & Surujlal, 2017

4.1.3 Experience. This theme focuses on the professional and academic experience of an individual. A total of 16 papers having dimensions related to this theme are discussed. The theme ‘Experience’ is further divided into three sub-themes.

Papers of this theme have analysed the influence of individuals’ prior experience with social organizations, social problems, social action programs, entrepreneurship, and commercial organizations on SEIs. Along with it, studies have also investigated the role of entrepreneurship education and experiential social entrepreneurship education in influencing intentions to start a social venture. Factors such as the type of university and duration of participation in a course have also been discussed.

The three sub-themes are given as follows:

4.1.3.1 Prior Experience with Social Organizations. Peng et al. (2019) have employed the EEM in their study and results have found out that previous experience in self-employment and volunteering programs can trigger individuals in finding the appropriate solution by launching social ventures in the future. Results have provided robust evidence on individuals having prior experience with social

organization tend to have higher SEIs (Hockerts, 2017; Lacap et al., 2018; Zaremohzzabieh et al. 2019). This effect is mediated by variables such as empathy, social entrepreneurial self-efficacy, moral obligations, and perceived external social support (Hockerts, 2017).

Building upon the TPB, results have indicated a positive association between prior experience with social problems and SEIs (Ip et al., 2017; Aure, 2018; Peng et al., 2019). Bahrein et al (2018) developed propositions based on the assumption that prior experience in social enterprises may have a positive relationship with SEIs. Empathy and moral obligations as mediating variables have reported an insignificant relationship between prior experience and social entrepreneurial intent (Lacap et al., 2018). Along with it, another contradictory result was found (Peng et al., 2019) where prior experience with social problems had a negative indirect impact on social entrepreneurial intent via perceived social support.

4.1.3.2 Commercial Experience. Tan & Yoo, 2015 have used the TPB as the theoretical background while studying top-level managers as the sample group in understanding the relationship between their previous commercial experience and SEIs. They have found that commercial experience of the top managers affects an organization’s (non-profit) intent to shift to a social venture positively. D’Orazio et al. (2013) also have indicated that human capital (prior experience in the commercial industry) has an indirect effect on SEIs via perceived desirability.

4.1.3.3 Educational Background. Tran & Von Korfflesch (2016) have employed the SCCT as the background of their study and came up with propositions regarding the effects of education on individuals’ SEIs. Zaremohzzabieh et al. (2019) in their meta-analytical study have explained the linkage between education and SEIs of an individual using the TPB as the theoretical lens and they found education as a predictor, which indirectly has a significant relationship with SEIs. A study has indicated that human capital (prior experience in education) has an indirect effect on SEIs via PD (D’Orazio et al., 2013). In another study, results have also found that university students’ SEIs have been positively influenced by human capital (Jemari et al., 2017). Barton et al (2018) investigated the effect of entrepreneurship education as a determinant on SEIs among individuals based on the EEM and found entrepreneurship education to be positively associated via PF. A study has employed the SLT while testing the role of experiential social entrepreneurship education on the intention among students in developing social ventures and also found that engaging in field research may lead to recognition of SE opportunities (Hockerts, 2018). The papers on this theme and sub-themes are given below (Table 4):

Table 4

Role of Experience on SEIs

Theme	Sub-Theme	Constructs	Authors
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Experience	<i>Professional Experience</i>	Prior Experience with Social Organizations	Peng, et al., 2019; Hockerts, 2017; Ip et al., 2018a; Lacap et al., 2018; Zaremohzzabieh et al., 2019; Ip et al., 2017; Aure, 2018; Haque et al., 2018; Peng et al., 2019; Bahrein et al., 2018; Lacap et al., 2018; Peng et al., 2019
		Commercial Experience	Tan & Yoo, 2015; D'Orazio et al., 2013
	<i>Education Background</i>	Education	Tran & Von Korfflesch 2016; Zaremohzzabieh et al., 2019; D'Orazio et al., 2013; Jemari et al., 2017
		Entrepreneurship education	Barton et al., 2018
		Experiential social entrepreneurship education	Hockerts, 2018

4.1.4 Outcomes. In this theme, the elements are selected from the three papers based on an individual's perception or beliefs on the possible results can occur from launching a social enterprise or on the process of starting one.

The studies are based on the EEM and TPB models and results have found that the variable perceived probability of success to have a significant positive impact on SEIs (Krueger et al., 2008) although, results of another study have found the relationship between perceived social impact and SEIs to be non-significant (Baierl et al., 2014). A study is based on the SCCT and propositions are postulated to understand the relationship between the construct outcome expectation and SEIs (Tran & Von Korfflesch, 2016). The papers on this theme are given below (Table 5):

Table 5
Role of Outcomes on SEIs

Theme	Constructs	Author/s
Outcomes	The perceived probability of success	Krueger et al., 2008
	Perceived social impact	Baierl et al., 2014
	Outcome expectation	Tran & Von Korfflesch, 2016.

4.1.5 The Thematic Model. The four identified themes from the analysis of the selected 43 research articles on SEI have been critically described. It further helps to have an understanding of the themes and their constituents. The themes emerged from the review of literature on SEI tend to influence the formation of SEI (Figure 9).

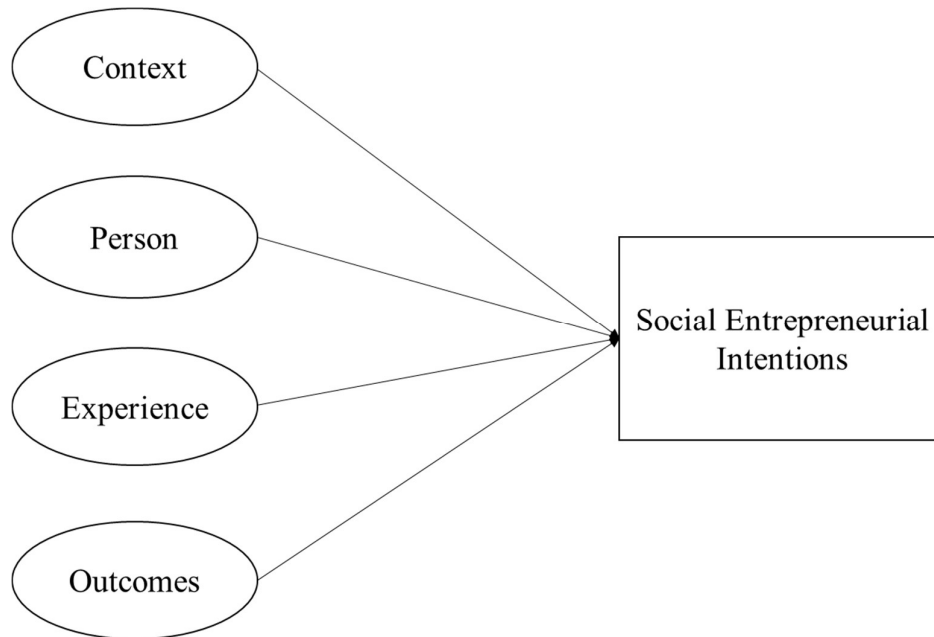


Figure 9. The thematic model representation.

The four identified themes cover both external and internal factors of an individual. I have further extended my research by providing support to the model (Figure 9) by developing a theoretical framework. It is described in the section below (4.2).

4.2 Applying Theoretical Underpinnings to the Thematic Framework

I can say from the review of literature on SEI that majority of the studies have relied upon using TPB as the central theoretical model in explaining the formation of SEIs. Studies (Baierl et al., 2014; Hockerts, 2017; Forster & Grichnik, 2013) focusing on SEIs have also been built upon the seminal work on event formation of entrepreneurship by Shapero and Sokol (1982).

In 1993, Krueger was able to establish a robust link between the determinants in Shapero's model and Ajzen's TPB, and eventually constructed a model known as the Entrepreneurial Event Model (EEM). By employing the same theory, Krueger & Brazeal (1994) proposed the Entrepreneurial Potential Model (EPM) that integrates both the concepts of EEM and TPB models. It has two determinants that influence the intentions and they are PD and PF (Ayob et al., 2013; Forster & Grichnik, 2013). The construct PD is defined as an individual who perceives the attractiveness of starting a venture whereas PF refers to an individual's belief in his/her personal

capability of establishing a company (Mair & Noboa, 2006; Ayob et al., 2013). The determinants personal attitude and social norm correspond to PD, whereas PF is related to PBC (Krueger & Brazeal, 1994).

In the entrepreneurship literature, the traditional models argue that individual, as well as the situational variables, tend to determine intentions related to start-up (Mair & Noboa 2006). The social, economic and political factors under situational variables are often noticed in triggering events i.e., intentions are triggered to start a social venture (Krueger & Brazeal, 1994). Individual-based factors such as dispositions, personality traits, and background are referred to as antecedents of entrepreneurial intentions (EI). It has also been mentioned in the entrepreneurship literature that the intentional process towards an event often starts with the entrepreneur's personal values, habits, needs, personal values, beliefs and wants (Bird, 1988).

Results from this study (4.1) using a systematic literature review regarding SEIs has identified four broad themes. The variables from different studies clustered under particular themes are considered as factors that predict the formation of SEIs. Relying upon the EPM I have suggested the four themes as key antecedent factors influencing the formation of SEI via perceived desirability (PD) and perceived feasibility (PF) shown below (Figure 10):

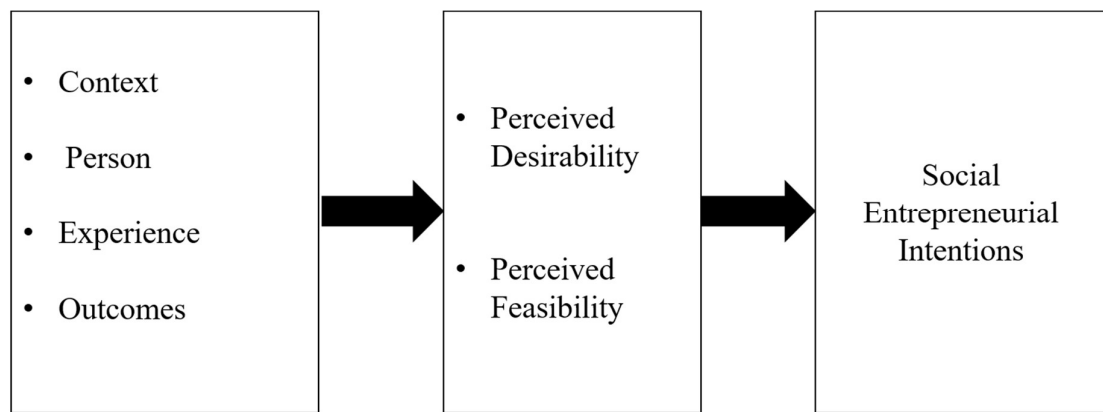


Figure 10. The theoretical framework of the four identified themes.

From the above model postulated our research interest lies with education as a factor affecting the formation of SEIs. I have earlier discussed education being a component lies within the broad theme of Experience (4.1.3). Hence, I have advanced our research in understanding the process of developing SEIs among individuals undertaking sustainability education with the experiential learning approach (Figure 11). I was keen on knowing the path of learning perceived that influences an individual's personal factors towards the development of SEIs. The construct perceived self-efficacy has been used in place of PF (Krueger & Brazeal, 1994). Regarding the

context of SE, perceived social entrepreneurial self-efficacy has been considered in the place of PF in this study.

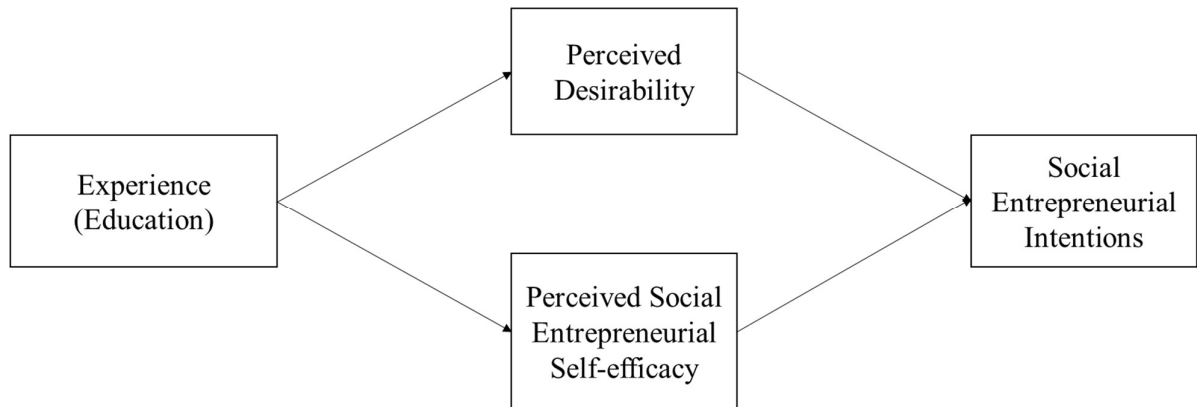


Figure 11. The theoretical framework of the selected theme.

The above model is proposed to understand the causal linkages among the constructs and exploring the process towards the formation of SEI from sustainability education, I will be relying upon the Social learning theory as the theoretical background.

4.3 Proposition Formulation

The propositions are based on the Social Learning Theory (SLT) to understand the learning process from experiential sustainability education in influencing SEIs. The traditional cognitivist theorists believed that students perceive learning through abstract knowledge transmitted by teachers (Hockerts 2018). But, Freire's (1970) opinion towards learning included both social and cognitive processes; as learning is social in nature where it requires collective actions and individuals perceive through social interactions (Branzei and Fredette 2008). Bandura's (1977a) SLT states that individuals learn deliberately or accidentally by observing, imitating, and modelling others and the changes in behaviour can occur either through real experience or by the observation of others. The SLT also states that learning with participatory and interactive pedagogy creates changes in the attributes of a student (Gherardi, Nicolini, and Odella, 1998).

Hockerts (2018) employed the SLT to understand how social learning imparted through experiential social entrepreneurship education influences the formation of SEI. This paper builds propositions relying upon the SLT to understand how individuals' inclination towards launching social venture develops through the learning perceived from experiential sustainability education.

4.3.1 Experiential Sustainability Education and The Formation of SEI. Sustainability education in higher education institutes is contributing to societal challenges in different ways (Stephens et al., 2008). Sustainable practices can be modelled by the institutions, which will help the students to initiate sustainability practices on campus and provide them with the ability to learn by doing. Students are benefited to develop skills like systems thinking, integration, and synthesis and finally how to manage complex problems dealing with sustainability challenges. And lastly, institutions with sustainability education can act as transdisciplinary agents by allowing the students to engage with real-world issues and to come out with innovative solutions (Stephens et al., 2008). So I have noticed that sustainability education in higher education institutions adopts social learning approaches for solving societal issues.

Sustainability education can influence attitudes and values by encouraging students to build strengths on their learning (Howard et al., 2000). And education directed towards attitudes and values are likely to influence intentions towards performing a specific behaviour (Arbuthnott, 2009). From the literature of SEI, it is evident that the values and attitudes of individuals have influenced the formation of intentions towards engaging in social entrepreneurship (Politis et al., 2016).

The SLT is used as the theoretical background in a study (Hockerts, 2018) to understand the influence of education on the formation of SEIs. New behaviours can be acquired or adopted by observing and imitating others in the learning process, which has been proposed in the SLT (Bandura, 1971). The approach of social learning has contributed to the notion of experiential learning that defines learning as an individual's experience from various interactions (Kolb & Kolb, 2005). Prior study (Hockerts, 2018) using the SLT as a central theoretical model have found experiential social entrepreneurship education to positively affect SEI among individuals. By further extending the work of Hockerts (2018), I propose that experiential sustainability education triggers an individual's intention towards proclivity in social entrepreneurship. Thus, I propose:

P1: Experiential sustainability education influences the formation of SEI.

4.3.2 Experiential Sustainability Education and Perceived Desirability (PD) and Perceived Social Entrepreneurial Self-Efficacy. PD, an individual's perceived attractiveness of launching an enterprise (Mair & Noboa, 2006), is positively impacted by prior entrepreneurial exposure concerning launching an enterprise (Kruger, 1993). Another empirical study regarding SE found that exposure is the antecedent of PD (Ayob et al., 2013). The exposure provided by the institutes where students participating in the education program specially focussing on entrepreneurship was found to affect SEI positively (Ayob et al., 2013). I propose that the exposure

provided through experiential sustainability education can influence the PD of starting a social enterprise. Hence, I propose:

P2: Experiential sustainability education influences the perceived desirability (PD).

In the fields of nursing (Pike & O'Donnell, 2010), computer usage (Chou, 2001), and website design (Chou & Wang, 2000) the effectiveness of experiential learning has been observed in enhancing self-efficacy among individuals. Factors concerning experiential learning such as personal experience, observing others and verbal encouragement has been found to trigger self-efficacy among individuals (McCarthy & McCarthy, 2006). It has been suggested in the literature that one of the facets of social learning i.e., modelling vicarious learning in a course or program can help the students in building social entrepreneurial self-efficacy (Smith & Woodworth, 2012). Results of a study have indicated experiential social entrepreneurship education to have a positive effect on the social entrepreneurial self-efficacy of an individual (Hockerts, 2018). In our present research, I propose that sustainability education including experiential learning approach helps an individual to develop social entrepreneurial self-efficacy. Thus, I propose:

P3: Experiential sustainability education influences the perceived social entrepreneurial self-efficacy.

4.3.3 Perceived Desirability (PD) and Perceived Social Entrepreneurial Self-Efficacy and The Formation of SEI. Taking support from the literature I have considered PD as a predictor of SEI formation (Ayob et al., 2013). A current meta-analysis study (Zaremohzzabieh et al., 2019) reported an association between human capital indicator (i.e., education) and desirability to be negative. While Ernst (2018) stated that prior knowledge (i.e., in the form of education) not only influences individuals to perceive in becoming more capable by raising confidence in them but also directs individuals in recognizing the social entrepreneurship profession as more attractive. In the context of SE, I presume that experiential sustainability education affects the formation of SEI by influencing the desirability perceived by the individuals. Hence, I propose:

P4: Perceived desirability (PD) mediates the relationship between experiential sustainability education and the formation of SEI.

Social entrepreneurial self-efficacy is an individual's perception towards one's ability in contributing to societal change by launching a social venture (Hockerts, 2018). Experiential learning (i.e., through observation, modelling and imitation) can strengthen the self-efficacy of an

individual, as it eventually plays a role in constructing intentions towards a specific behaviour (Bandura, 1997b). In an earlier study with entrepreneurship education incorporating and focusing on observational learning, practice-oriented assignments, and experience with real problems have indicated the relationship to be positive with the intentions via mediating through entrepreneurial self-efficacy (Zhao et al., 2005). Thus, I propose that experiential sustainability education as a factor develops social entrepreneurial self-efficacy perceived by an individual, which further affects the formation of SEI. Hence, I propose:

P5: Perceived social entrepreneurial self-efficacy mediates the relationship between experiential sustainability education and the formation of SEI.

4.4 Building The Conceptual Model

The literature provides adequate support on the adoption of social learning in the pedagogy of sustainability education (Sipos et al., 2008) because social learning contributes towards experiential learning (Kolb & Kolb, 2005). Also, as education is considered a predictor of SEI formation (Zaremohzzabieh et al., 2019) I have proposed the linkage between experiential sustainability education and formation of SEI (Proposition: P1).

Education as a factor has a significant positive relationship with attitude towards behaviour (ATB), a dimension of the Theory of Planned Behaviour (TPB) (Walter & Dohse, 2009) and education (i.e., considered on the basis of knowledge and skills) have been found to influence the SEI formation via ATB (Ernst, 2018). As ATB has been used as a proxy of PD regarding entrepreneurial action (Fitzsimmons & Douglas, 2011), I consider PD to be parallel with ATB in my study and have formulated the third proposition (P2) connecting experiential sustainability education and PD and the proposition (P4) with PD as a mediator between experiential sustainability education and the formation of SEI.

Education as a factor also influences the PF, which is illustrated as an individual's belief regarding the personal capability for an entrepreneurial action (Mair & Noboa, 2006), which further affects the formation of SEI in individuals (Barton et al., 2018). Perceived feasibility (PF) is one of the dimensions along with perceived desirability (PD) in the Entrepreneurial Event Model (EEM) based on Ajzen's (1991) TPB (Shapero & Sokol, 1982). As the construct perceived self-efficacy has been used as a proxy for PF (Krueger & Brazeal, 1994), I have proposed perceived social entrepreneurial self-efficacy parallel to PF. Thus, I have formulated the proposition (P3) associating experiential sustainability education and perceived social entrepreneurial self-efficacy; and also considered perceived social entrepreneurial self-efficacy as a mediator between experiential sustainability education and formation of SEI (Proposition: P5). By employing the SLT I bring

together all the proposed association and developed a conceptual model (Figure 12) that links experiential sustainability education with SEI.

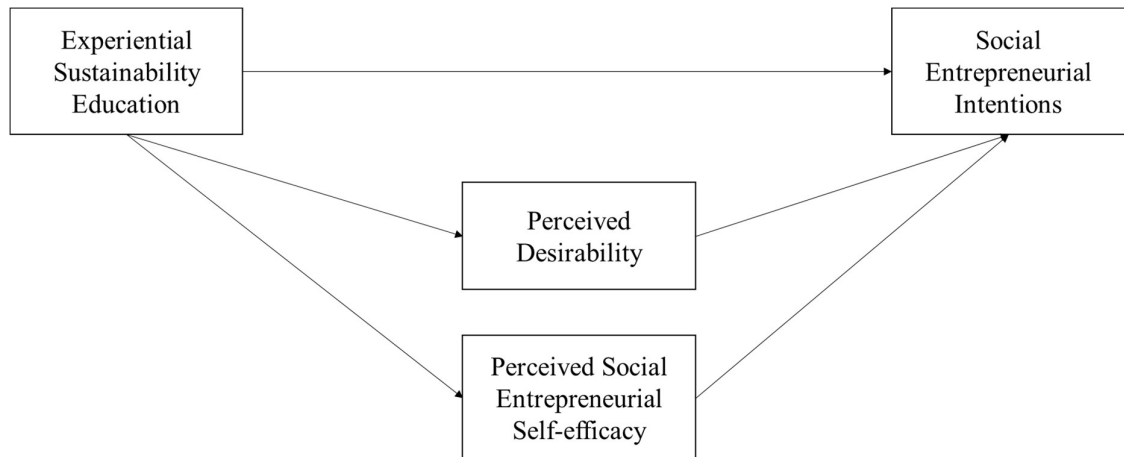


Figure 12. The proposed conceptual model.

The above model using the classical SLT as the theoretical background postulates that experiential sustainability education affects the formation of SEI directly as well as indirectly via perceived social entrepreneurial self-efficacy and PD.

In simple words, the model illustrates that an individual participating in an experiential sustainability course or programme enhances the intentions towards starting a social enterprise. It further indicates the learning process where engagement in experiential sustainability education assist individuals in perceiving social entrepreneurial self-efficacy and desirability of launching a social venture.

Chapter 5. Conclusion and Discussion

SE as a sector has been recognized for solving societal problems and also being a contributor to the nation regarding economic growth (Bahrein et al., 2018). The notion of SE as a field is still in its infancy stage with the meaning and boundaries underdeveloped (Mair & Martí, 2006; McAnany, 2012). Certainly, it becomes evident to provide strong relationships between various antecedents and the formation of SEI to have advancement in the field.

The contribution of this study specifically aims at developing a comprehensive understanding of the themes influencing the formation of SEIs. The work has successfully identified the four broad themes in determining the formation of SEIs. The themes have covered elements from outside and within an individual influencing SEIs. The theme 'Context' is defined as an external factor incorporating the variables of the surroundings whereas, the theme 'Person' is referred to as an internal factor including the variables regarding characteristics, personality traits, values, and demographics of an individual. Further, the theme 'Experience' in this paper is mentioned as a background factor of an individual encompassing an individual's association with a social and commercial organization or one's educational background. And, finally, the theme 'Outcomes' is defined as the factor regarding beliefs i.e., expected outcomes that influence the formation of SEIs. Majority of the constructs within the respective themes are found to have significant relationships with the formation of SEIs.

This study was also able to identify some contradictory results of the constructs under the respective themes. A construct of the dispositional characteristics of an individual i.e., empathy, seems to indicate positive effects on SEIs (Forster & Grichnik, 2013; Hockerts, 2015; Ip et al., 2017a) whereas, in a comparative study between Hong Kong and Taiwan the effect of the construct was found negative with the respondents from Taiwan (Ip, et al., 2018). The demographic characteristics such as gender have reported both significant and insignificant differences between men and women influencing on SEIs. (Chipeta et al., 2016; Rahman et al., 2016). Studies (Politis et al., 2016; Yang et al., 2015; Zaremohzzabieh et al., 2019) regarding subjective norms as one of the constructs of the theme 'Context' have shown no significant relationship with SEIs whereas, Kruse et al. (2019) reported a positive relationship. Studies regarding the dimension such as prior experience with social organizations considered as an individual's background too have reported contradictory findings. The construct has shown a positive association with SEIs (Hockerts, 2017; Lacap et al., 2018) and also has indicated a negative impact on the intent to start a social venture (Peng et al., 2019). The contradictory results in the literature have become evident through this study and can be tested in the future again to come out with conclusive findings.

The field of sustainability in academia has been growing immensely (Vincent & Santos, 2015). Wiek et al (2011) stated that education related to sustainability enable students in analysing and solving problems, in preparing for probable challenges, and in creating opportunities to provide for solutions. Sustainability education is young and diverse in nature and the general set of learning objectives from the programs has not yet become prominent (Jarchow et al., 2018). By applying the SLT in this study I propose a conceptual model where experiential sustainability education is considered as an antecedent factor influencing the formation of intentions regarding starting of a social enterprise. The model helps us to understand the influence of experiential sustainability education in determining the formation of SEI. The theory supporting the claim of experiential learning influencing human behaviour gives a robust rationale behind the propositions I have formulated in this study.

Through this study, I put forward the argument that an individual partaking sustainability education in an experiential manner can develop social entrepreneurial self-efficacy and perceived desirability, which contributes towards building intentions regarding social entrepreneurship.

5.1 Theoretical and Practical Implications

The theoretical implication of this paper lies in developing a thematic framework that categorizes various constructs influencing the formation of SEIs under the four broad themes. This conceptual framework provides a much-needed systematization to accumulate and organize the currently available knowledge in the literature of formation of SEIs. Through this framework, this study has successfully outlined the SEIs formation as an area of research.

This study also contributes to the literature on sustainability and social entrepreneurship. Relying on the SLT and extending the previous work of Hockert (2018), the theoretical implication of this study lies in developing a conceptual framework by including experiential sustainability education as an antecedent of SEI.

This research has some practical implications as well. By using the conceptual model (Figure 12), the governing bodies of higher education and higher education institutions can recognize the role of sustainability education in developing SEI among the students as one of the learning outcomes. This study would also help the government agencies promoting entrepreneurship in knowing the importance of experiential sustainability education by forming future social entrepreneurs. The linkages proposed in this study can help the leaders of the higher education institutes in designing courses and policymakers in improving the policies aimed at increasing SEI among individuals.

5.2 Limitations and Future Direction

One of the limitations in this study is regarding the methodology used for the systematic literature review (Figure 1), the search is only confined to title specific. In the field of SEIs is that most of the studies have used students as their sample for research and this may not yield actual behaviour of the social entrepreneurs (Baierl et al., 2014; Tiwari et al., 2017a). Research, which is confined to a particular type of sample, size or region, may suffer from selection bias and can have generalizability issues (Ayob et al., 2013; Luc, 2018; Kruse et al., 2019). Future studies with a large sample of social entrepreneurs can overcome this limitation.

Intentions are a basic requirement of opportunity exploitation and also crucial for entrepreneurial behaviour (Bird & Schjoedt, 2009), research focusing on predicting social entrepreneurial exploitation is an unfulfilled gap (Baierl et al., 2014). Along with it, several constructs like moral courage, situational empathy, the role of emotions (i.e. negative emotions), institutional resources, knowledge capital, and entrepreneurial alertness are suggested for knowing their relation with SEIs in future (Politis et al., 2016; Bacq & Alt, 2018; Peng & Liang, 2019). The constructs compassion and stress tolerance related to individuals' personality traits seem to have higher predictive power than factors of the FFM and can be examined in future to determine its impact on the formation of SEIs (Forster & Grichnik, 2013; Ip et al., 2018a).

The proposed model (Figure 12) in this study creates an opportunity to test it empirically in future. Future research could also test the model in different contexts to avoid generalizability issues with the model. The cross-cultural studies regarding SEIs have been held mostly in the Asian countries (Liang et al., 2019; Hsu & Wang, 2018) and therefore, for better understanding, longitudinal research comparing Asian and Western countries can be taken up in future (Tiwari et al., 2017a; Bacq & Alt, 2018; Haque et al., 2018; Hsu & Wang 2018; Mohammadi et al., 2019). Different sustainability programs and courses related to experiential learning can be studied in the future to know the correct pedagogy required to positively affect the formation of SEIs. Samples could also be selected from different types of universities (i.e. public and private), and different socio-economic and cultural settings to not only avoid selection biases but also to undertake the cross-sectional analysis.

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Appendices

Appendix 1

Journals with the number of publications

Journals	Number of Publications
Journal of Social Entrepreneurship	6
Social Science Research Network	1
Entrepreneurship Theory & Practice	1
The International Journal of Entrepreneurship & Innovation	1
Journal of Global Entrepreneurship Research	1
International Journal of Educational Psychology	1
The Journal of Entrepreneurship	1
Journal of Small Business & Enterprise Development	1
Journal of Business Venturing	1
Innovations in Education & Teaching International	1
Creativity Research Journal	1
Social Enterprise Journal	1
Journal of Entrepreneurship & Business	1
Journal of Legal, Ethical & Regulatory Issues	1
Brazilian Journal of Business Management	1
Gender and Behaviour	1
Journal of Business Research	1
Procedia – Social & Behavioural Sciences	1
Studies in Higher Education	1
South Asian Journal of Business Studies	1
Asia Pacific Journal of Innovation & Entrepreneurship	1
Gadjah Mada International Journal of Business	1
International Journal of Entrepreneurship & Small Business	1
International Journal of Advanced & Applied Sciences	1
Research in Entrepreneurship & Small Business	1
International Journal of Economics, Business & Management Research	1

Journal of International Business & Management	1
International Journal of Accounting, Finance & Business	1
International Journal of Social, Behavioural, Educational, Economic, Business & Industrial Engineering	1
Journal of Science & Technology Policy Management	1
The Journal of Asian Finance, Economics & Business	1
VOLUNTAS: International Journal of Voluntary & Non-profit Organizations	1
Journal of International Entrepreneurship	1
Journal of Public Affairs	1
Entrepreneurial Business & Economics Review	1
Management of Science Letters	1
Polish Journal of Management Studies,	1
International Journal of Entrepreneurial Behaviour & Research	1