

The Role of Institutional Service Quality, Psychological Capital, and Altruism in Shaping Social Entrepreneurial Intentions

Purnaning Dhyah Guritno¹, Alimatus Sahrah^{1*}, Ros Patriani Dewi¹, Rani P. Rengganis¹, Ng Siew Foen²

¹ Faculty of Psychology, Universitas Mercu Buana Yogyakarta, Indonesia

² Faculty of Language Studies and Human Development, Universiti Malaysia Kelantan

HOW TO CITE:

Purnaning Dhyah Guritno,
Alimatus Sahrah, Ros Patriani
Dewi, Rani P. Rengganis, Ng Siew
Foen (2026). The Role of
Institutional Service Quality,
Psychological Capital, and
Altruism in Shaping Social
Entrepreneurial Intentions
International Journal of Special
Education, 41(24s), 48-60

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the
terms and conditions
of the Creative Commons Attribution
(CC BY)
license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

ground: Social entrepreneurship has demonstrated significant potential to address economic and social problems across diverse contexts. Educational institutions can play a significant role in scaling up potential by instilling a social entrepreneurship intention among students. To inculcate this intention effectively, a more comprehensive understanding is needed, as previous research indicates that unidentified factors continue to drive social entrepreneurship intention. Objective: This research aims to further explore factors that impact sociopreneurial intention, particularly at the individual and institutional levels. Methods: Data were collected from undergraduate students at one university in Indonesia via an online survey. Five hundred twenty-three (523) valid responses were analyzed with partial least squares structural equation modeling using SmartPLS 3.0. Results: This study found that psychological capital and altruism significantly influence students' intention to engage in social entrepreneurship. Institutional service quality significantly affects students' psychological capital, which in turn mediates its impact on social entrepreneurship intention. Conclusions: This research complements previous investigations into the antecedents of sociopreneurship intention by highlighting the roles of psychological capital, altruism, and institutional service quality. It implies that in addition to providing knowledge and skills in sociopreneurship, educational institutions need to enhance service quality to develop psychological capital and need to embed students' altruism.

Keywords: altruism, intention, psychological capital, service quality, social entrepreneurship

1. Introduction

Social entrepreneurship has positively impacted economic, social, and environmental development. From an economic perspective, this sector has generated annual income of US\$2 trillion (World Economic Forum, 2023). The latest data shows that 110 million companies worldwide prioritize social goals over profits, which is promising for greater social impact. The same source indicates that this sector's value exceeds that of several other economic sectors; for example, it is larger than the apparel sector and twice the size of the advertising industry. As

the social enterprise sector grows, it is hoped it will effectively address social problems, including youth unemployment. Young people face greater challenges in finding and maintaining employment, with the unemployment rate almost three times that of older people. Instilling sociopreneurship in young people can offer two advantages: first, scaling up the sector; second, providing alternative career opportunities to address unemployment.

To increase sociopreneurship among the younger generation, it is necessary to develop their intentions because, as stated by Krueger et al.

(2000), intention is the strongest predictor of planned behavior. However, researchers have not fully identified the factors that influence social entrepreneurial intention (SEI), so interventions to increase intention may be less effective and efficient. Among the factors identified as antecedents of SEI are personality factors (Hockerts, 2017; Noerhartati et al., 2019; Chikha & Jarboui, 2020; Hassan, 2020; Lukman et al., 2021), the constructs of the Theory of Planned Behavior and its extension (Zaremohzzabieha et al., 2019). Most show low to moderate contributions in predicting SEI, indicating that some factors remain to be uncovered. Therefore, the current study aims to further explore the antecedents of social entrepreneurial intentions to expand understanding of this concept and enable more effective institutional interventions.

This research investigates internal and external variables predicted to influence individuals' intention to engage in social entrepreneurship. Internal variables include psychological capital (PsyCap), which represents individual psychological states, and altruism, assumed to be a prosocial trait that differentiates commercial and social entrepreneurs. The external variable is institutional service quality since this factor is predicted to influence one's psychological states and, in turn, sociopreneurship intentions. This study's findings contribute to behavioral sciences by extending explanations of intentional behavior, especially social entrepreneurship intention.

2. Literature Review

Theoretical Background

This section explains the importance of intention in shaping planned behavior, especially entrepreneurship; it reviews empirical evidence on commercial and social entrepreneurship intention and identifies other factors predicted to influence sociopreneurship intention.

Antecedents of Social Entrepreneurship Intention (SEI)

Individual entrepreneurial intention is a self-acknowledged conviction that a person intends to set up a new business venture and consciously

plans to do so at some point in the future (Thompson, 2009). Many studies have examined entrepreneurial intentions (EI), both antecedents and consequences. One reason is that entrepreneurial intention is a critical factor in starting a new business (Krueger et al., 2000). Intentions are assumed to motivate behavior. In a seminal work, the Theory of Planned Behavior (TPB), Ajzen (1991) argues that it explains how hard people are willing to try and how much effort they plan to exert to perform a behavior; therefore, the stronger the intention, the more likely it is to be performed. Therefore, institutions that aim to educate future entrepreneurs need to instill students' intention on entrepreneurship. Effective intervention requires understanding the factors that influence intention.

Since the huge potential impact of sociopreneurship has been recognized by scholars, social entrepreneurship intention, which is the determination to set up a new business venture for social purposes, has gained researchers' attention across continents. Studies have identified several variables that influence SEI, including personality factors such as the Big Five personality traits, self-efficacy, risk-taking, locus of control, and initiative (Hockerts, 2018; Noerhartati et al., 2019; Chikha & Jarboui, 2020; Hassan, 2020; Lukman et al., 2021). Entrepreneurship education was found to increase intention to social entrepreneurship (Hockerts, 2018; Hassan, 2020) by reducing perceived barriers (Shahverdi, 2018), increasing self-efficacy (Hockerts, 2018; Noerhartati, 2019), and increasing perceived social support (Hockerts, 2018). Social or moral obligation showed significant effect in studies in developing countries (Noerhartati, 2019; Lukman et al., 2021), contrary to a study in developed countries conducted by Hockerts (2017). Most of these variables significantly influence social entrepreneurship intentions, but the influence generally ranges from low ($R^2 = 0.22$) to moderate ($R^2 = 0.64$), suggesting that unidentified factors still drive SEI.

Much research on intentional behavior includes social entrepreneurship intention grounded in the

Theory of Planned Behavior. A meta-analysis of 31 studies on SEI conducted by Zaremohzzabieha et al (2019) demonstrated that the Theory of Planned Behavior model appears to be adequate, in which together the three constructs- perceived behavior control (PBC), attitude (AT), and subjective norm (SN) can explain 34% of social entrepreneurship intention. However, the study suggested an extension of TPB model. Two models were proposed: the first used TPB constructs, human capital, social capital, and personality traits; the second included TPB constructs, Perceived Desirability (PD), Perceived Feasibility, and Self-Efficacy. The results showed that both models fit better, with all constructs explaining 54% and 64% of the variance in SEI. Based on this review, scholars have identified some antecedents of SEI. Further exploration is still needed to better understand the factors influencing SEI, especially among young people, so relevant institutions can provide quality interventions.

Psychological Capital and Entrepreneurial Intention

The studies mentioned earlier have shown that, in addition to TPB constructs, self-efficacy quite often appears to be an antecedent of entrepreneurial intention. Other psychological states may also influence SEI. For example, psychological resilience has shown significant impact on entrepreneurial intention (Lopez et al., 2019; Cruz et al, 2022). Six empirical studies on entrepreneurs' psychological resilience reviewed by Hartman et al. (2021) demonstrated a significant direct link between entrepreneurs' resilience and their entrepreneurial intentions. Therefore, it might also influence sociopreneurship intention. These two psychological constructs, together with hope and optimism, comprise psychological capital (PsyCap), which is predicted to provide additional explanation about social entrepreneurial intention. According to the PsyCap concept, the four variables, when combined, contribute more than the sum of their parts, so PsyCap is assumed to have a stronger influence than its individual constructs.

Referring to Luthans & Broad (2022), the American Psychological Association defines psychological capital as a collection of four healthy psychological states that enhance well-being and performance. PsyCap covers hope, efficacy, psychological resilience, and optimism. 'Hope' is the ability to see a potential path to a better future, including having goals and the willpower to achieve them. 'Self-efficacy' denotes confidence in one's ability to accomplish goals. 'Psychological resilience' is the ability to bounce back from adversity and cope with challenges. 'Optimism' refers to a way of thinking about life that tends to attribute positive events to one's own skills and abilities, while attributing negative events to temporary, external circumstances. This includes a general tendency to expect good things to happen in the future with a grounded understanding that life is full of challenges.

Studies on the impact of PsyCap on entrepreneurial intention are rare, but indicate such an effect. Ephrem et al. (2019) found that, together with perceived subjective norm, psychological capital has a positive and significant effect on EI, with psychological capital mediating the relationship between the two. PsyCap also mediates the relationship between multicultural attitudes and entrepreneurial intentions (Maslakci, 2020). Flores et al. (2021) found that PsyCap and perceived behavioral control affect EI, with subjective norms moderating the relationship. Meanwhile, Jin (2017) showed that the sub-factors hope, resilience, and self-efficacy positively affect start-up intention, but not optimism. Besides its effect on general entrepreneurial intention, the current study presumes that PsyCap influences social entrepreneurial intention.

Altruism and Social Entrepreneurship Intention

The Cambridge Academic Content Dictionary defines altruism as the attitude of caring about others and doing acts that help them, even when one does not gain anything from those acts. William and Davis (2025) generally define it as acting for others' benefit. In psychology, researchers study altruism from at least two

perspectives. One is evolution, where altruism helps continue bloodlines (Sisco & Weber, 2019); the other is the environment, which proposes that altruism is a prosocial behavior. If someone models these behaviors in front of others, they will, in turn, mirror the behavior (Eisenberg in William & Davis, 2025). Meanwhile, anthropologists see that people help each other as a need to cooperate for social welfare (Cortes & Dweck in William & Davis, 2025).

Research on antecedents of SEI includes a “prosocial trait” because social entrepreneurs are argued to have unique characteristics compared to commercial entrepreneurs (Anh et al., 2021). Social personalities identified as motivators for starting social businesses include empathy, sympathy, compassion, and moral obligation (Anh et al., 2021). Altruism is among the prosocial traits that define social entrepreneurs. As Tan (2005) points out, social entrepreneurship has two sources of the ‘social’: the involvement of society and the enterprise’s altruistic intent. However, studies on the impact of this trait are scarce. Bergner et al. (2022), who investigated SEI using multi-level analysis, found that, at the personality level, altruism significantly affects SEI, although the effect is small. A macro-level study in 49 countries by Tietmeyer (2015) found a significant correlation between the percentage of a country’s population willing to help a stranger and the percentage of people involved in new social enterprises. However, no significant relationship emerged between total altruism and the percentage of people involved in social entrepreneurship. An investigation conducted by Saatçi and Arıkan (2021) comparing the characteristics of commercial and social entrepreneurs showed a significant difference in their altruism. As these inquiries indicate that altruism remains rarely studied and yields mixed results, other investigations in different contexts are needed.

Institutional Service Quality and Students’ Entrepreneurial Intention

Service quality is derived by comparing what customers feel firms should offer with their perceptions of the performance of firms

providing the services. Customers feel services are satisfactory if they perceive service quality as equal to or exceeding their expectations (Parasuraman et al., 1996). This scholar declares that service quality consists of five dimensions: (a) Tangibles, including physical facilities, equipment, and appearance of personnel, (b) Reliability, meaning the ability to perform the promised service dependably and accurately, (c) Responsiveness, which is willingness to help customers and provide prompt service, (d) Assurance, indicating knowledge and courtesy of employees and their ability to inspire confidence, (e) Empathy, which relates to caring, individualized attention the firm provides its customers.

Many pieces of evidence reveal that in the education environment, service quality leads to various impacts on students, including satisfaction, loyalty, commitment, academic engagement as well as performance (Chandra et al., 2018, Lee & Seong, 2020, Puah, 2022). However, research about its influence on entrepreneurial intention is limited. Among them is Mamun et al.’s (2017) study that notes positive relationships between the key performance indicators, entrepreneurial education service quality and students’ entrepreneurial intention. Binti Shamsudin et al. (2017) found that entrepreneurship education service quality moderates the relationship between entrepreneurship barriers and entrepreneurial intention. These studies also suggest that service quality affects social entrepreneurship intention.

3. Methodology

Research Variables

The current study investigated four variables: altruism, psychological capital, service quality, and social entrepreneurship intention. Altruism means caring about others and doing acts to help them. Psychological capital is defined as four healthy psychological states: hope, efficacy, resilience, and optimism. Service quality describes the comparison between what research participants, as customers, feel the university should offer and their perceptions of the

university's performance. Social entrepreneurship intention is participants' self-acknowledged conviction that they intend to set up a new social business and consciously plan to do so in the future.

Research Hypotheses

Based on the literature review above, the following hypotheses were developed for empirical testing.

Hypothesis 1. PsyCap directly influences students' social entrepreneurship intention

Hypothesis 2. Altruism directly influences students' social entrepreneurship intention

Hypothesis 3. Service quality directly influences university students' PsyCap

Hypothesis 4. Service quality directly influences students' social entrepreneurship intention

Hypothesis 5. PsyCap mediates the influence of service quality on students' social entrepreneurship intention

Conceptual Framework

The conceptual framework of this study is presented in figure 1 below. This framework represents the proposed model of antecedents of social entrepreneurship intention.

Figure 1. Proposed Model of Factors Influencing Social Entrepreneurship Intention

Note: H = Hypothesis, —→ = Direct influence, - - - -> = Indirect influence

Research Design

This study is quantitative cross-sectional research which is designed to explore the causal relationships among variables predicted to influence social entrepreneurship intention. The conceptual framework schematizes the relationships among variables. The research assumes that psychological capital and altruism are internal factors that drive sociopreneurship intention, while the academic institution's service quality is an external factor that influences this intention. Service quality may affect

sociopreneurship intention directly or indirectly by influencing psychological capital, which acts as a mediating variable.

Research Setting

The current research is conducted at Universitas Mercu Buana Yogyakarta (UMBY), Indonesia. The university is a private university located in three Indonesian cities. Universitas Mercu Buana Yogyakarta has six faculties: Faculty of Agroindustry, Economics, Psychology, Information Technology, Teaching and Education Science, and Communication Science. These faculties are located across three separate campuses, with a total of 9,100 students during the research.

Sample and Sampling Procedures

The sample size of this study was determined using the Krejcie and Morgan sampling table. As the population size is 9,100 students, the sample was rounded to 10,000 in the table, which shows 370 as the sample size. Data were collected through an online survey by distributing questionnaires to undergraduate students from all faculties. The survey collected 523 valid responses, exceeding the required sample size.

Research Instruments

Altruism was measured using an adapted version of the 'Simplified 9-item version of the Self-Report Altruism/SRA scale' (Manzur & Olavarrieta, 2021). This scale evaluates two dimensions of altruism, namely charity (3 items) and helping others (6 items). The psychological capital scale is an adaptation of 'The Revised Compound PsyCap Scale (CPC-12R)' by Lorenz et al. (2022). Referring to the concept, this scale examines four components: self-efficacy, resilience, hope, and optimism in twelve indicators. Service quality is measured using SERVQUAL (Parasuraman et al., 1996), adapted to the academic context. With fifteen indicators, the scale assesses service quality across five dimensions: tangibles, reliability, responsiveness, empathy, and assurance. Social entrepreneurship intention, adapted from the 'New Social Entrepreneurial Intention Scale' (Bergner et al., 2022), is combined with a classic entrepreneurial

intention questionnaire (Liñán & Chen, 2009), adjusted for social entrepreneurship. The SEI comprises twelve indicators. All measures were converted into a questionnaire using a Likert scale ranging from 1 (total disagreement) to 6 (total agreement).

3. Results

This section describes the research participants, followed by the results of structural equation modeling analysis and hypothesis testing.

Research Participants Descriptive Data

Table 1. Descriptions of research participants

Characteristics	Number of subjects	%
Semester:		
1	212	41%
3	129	25%
5	121	23%
>=7	61	12%
Total	523	100%
Major:		
Business economics	47	9%
Communication science	15	3%
Psychology	439	84%
Agribusiness	4	1%
Teaching and Education Science	18	3%
Total	523	100%
Gender:		
Male	123	24%
Female	400	76%
Total	523	100%

The sample in the current study comprises undergraduate students from all semesters, although the majority (41%) are in semester one. Among the six faculties, only students from the Faculty of Information Technology did not participate, while students from the Faculty of Psychology are the major participants (84%). Females also make up the majority of participants in this study, with 76% participating. Table 1 presents the overall descriptive data of research participants.

Structural Equation Modelling Analysis

We analyzed the valid data using partial least squares structural equation modeling (PLS-SEM). This included measurement model testing, structural model testing, path analysis, and variable contributions.

Measurements Model Testing

To examine measurement validity and reliability, this research used SmartPLS 3.0. Convergent validity was evaluated by assessing the outer loading factor of each construct against the conventional standard of at least 0.7, while construct validity was assessed by comparing the

average variance extracted (AVE) with a minimum of 0.5. Because the research variables, except SEI, are higher-order constructs, the evaluation first assessed each indicator's loading factor for its respective dimension (first-order constructs) and then evaluated the dimensions for the variables. The first stage showed that all indicators of the service quality and PsyCap constructs exceeded the 0.7 threshold, with loading factors ranging from 0.753-0.929 and 0.765-0.912, respectively. Two indicators of helping others had a loading factor of 0.5, so they were dropped, but one indicator with a value of 0.634 was retained since 0.6–0.7 is considered acceptable for exploratory research (Hair et al.,

2011). By this procedure, the loading factor of each indicator varies from 0.634 to 0.851. Meanwhile, the SEI constructs meet the conventional threshold, with values of 0.723 to 0.859. The average variance extracted (AVE) for all variable dimensions is above 0.5, ranging from 0.530 to 0.845.

The evaluation results of the second-order constructs (research variables) are as follows. Table 2 shows that all variables meet the minimum standard of 0.70 for Cronbach's Alpha, rho_A, and composite reliability, and a minimum of 0.5 for AVE, indicating construct reliability and validity.

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Altruism	0.733	0.736	0.882	0.789
PsyCap	0.879	0.884	0.917	0.736
Service Quality	0.933	0.937	0.950	0.790
Sociopreneurship intention	0.944	0.945	0.951	0.618

Discriminant validity can be assessed using the Fornell-Larcker criterion, cross-loading results, and the Heterotrait-Monotrait Ratio. Table 3 shows that the AVE of a specific variable (e.g., altruism vs. altruism) is higher than the correlation of that variable with other research variables (e.g., altruism vs. PsyCap).

Table 3. Fornell-Larcker Criterion

	Altruism	PsyCap	Service Quality	Sociopreneurship intention
Altruism	0.888			
PsyCap	0.414	0.858		
Service Quality	0.308	0.577	0.889	
Sociopreneurship intention	0.464	0.469	0.333	0.786

The cross-loadings of each variable are also higher than those of other variables. In addition, the HTMT ratio for all variables is less than 0.9, ranging from 0.356–0.635. These examinations conclude that the measurements meet the criteria for discriminant validity. Finally, the collinearity statistics, as indicated by Variance Inflation Factor (VIF) values less than five (1.504–4.483), show that all variables are non-collinear. These

evaluations indicate that all measurements meet the standard criteria; therefore, the research measurements are valid and reliable.

Structural Model Testing

As shown in Table 4, the model passes the criteria of Standardized Root Mean Square (SRMR) less than 0.1. Normed Fit Index (NFI) value (0.832) is very close to the standard of 0.9. Further

evaluation using the blindfolding procedure showed $Q^2 = 0.188$, which is greater than 0, indicating the model has predictive relevance.

Table 4. Model fit Summary

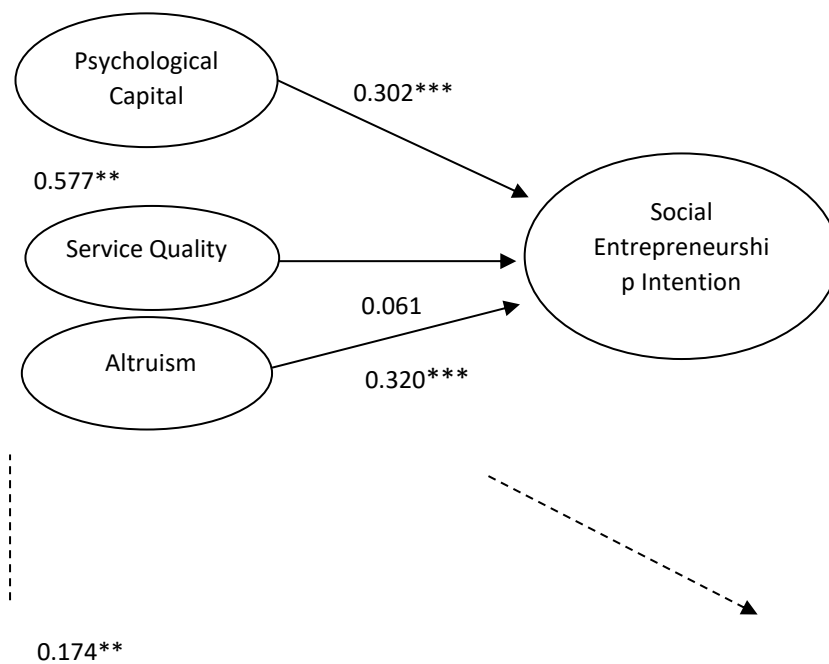
	Saturated Model	Estimated Model
SRMR	0.056	0.067
d_ULS	0.879	1.234
d_G	0.489	0.530
Chi-Square	1583.526	1614.711
NFI	0.832	0.828

Note. d_ULS = unweighted least squares discrepancy, d_G = geodesic discrepancy

Path Analysis and variable contribution towards the model

Figure 2 shows the results of structural equation modeling, while Table 5 presents the p-values for each path.

Figure 2. Structural Equation Model of PsyCap, Altruism, Service Quality and Social Entrepreneurship Intention.



--> *Note.* *** $p < .001$ = Direct influence,

= Indirect influence, R^2 = Determination coefficient

The proposed model specifies that together psychological capital, altruism, and service quality explain 31% of students' socio-entrepreneurial intention. Individually, psychological capital has a significant effect on this intention; altruism and service quality also have significant effects on social entrepreneurship intention, as shown in

Table 5 ($p = 0.00$). However, service quality does not have a significant direct effect on SEI ($p = 0.280$). However, it indirectly affects social entrepreneurship intention, meaning PsyCap fully mediates the relationship between service quality and social entrepreneurship intention ($p = 0.00$). Figure 2 reveals that service quality has a

moderate (33%) influence on psychological capital ($r = 0.577$), which in turn influences students' intention to engage in social

entrepreneurship. PsyCap explains 9% ($r = 0.302$) of the variance of SEI, while altruism accounts for 10% ($r = 0.320$).

Table 5. Path Analysis Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Altruism → SEI	0,320	0,320	0,052	6,104	0,000
PsyCap → SEI	0,302	0,305	0,063	4,800	0,000
Service Quality → PsyCap	0,577	0,578	0,036	16,173	0,000
Service Quality → SEI	0,061	0,059	0,056	1,081	0,280
Service Quality → PsyCap → SEI	0,174	0,176	0,039	4,492	0,000

Note. SEI = social entrepreneurship intention, PsyCap = psychological capital

Hypotheses testing

Based on the structural equation modeling results, we tested the hypotheses, and the decisions are presented in Table 6. The empirical data support hypothesis 1: PsyCap directly influences SEI (H1), altruism has a direct effect on SEI (H2), and service quality impacts PsyCap

(H3). Only the hypothesis stating that service quality impacts SEI (H4) was rejected. This means that the quality of service provided by educational institutions does not directly lead to improvement of students' intention to engage in social entrepreneurship. However, service quality impacts SEI by influencing students' PsyCap.

Table 6. Hypotheses testing

No	Hypotheses	Decision
H1	Psychological capital directly influences students' social entrepreneurship intention	Supported
H2	Altruism directly influences students' social entrepreneurship intention	Supported
H3	Service quality directly influences students' psychological capital	Supported
H4	Service quality directly influences students' social entrepreneurship intention	Rejected
H5	Psychological capital mediates the influence of service quality on students' social entrepreneurship intention	Supported

4

. Discussion

This study found that psychological capital is an antecedent of intention to social entrepreneurship, as in the case of commercial entrepreneurial intention studied by Ephrem et

al. (2019), Maslakçı et al. (2020), and Flores et al. (2021). While previous SEI studies indicated that self-efficacy is one of the predictors, along with general traits and constructs of TPB, the current research shows that PsyCap, which comprises self-efficacy, resilience, hope, and optimism, also

acts as an antecedent of SEI, though the contribution is not large. The findings of this exploration also indicate that altruism is among the prosocial traits that drive the intention to engage in social entrepreneurship. Moreover, although previous inquiries have found that entrepreneurial education enhances students' intention to engage in entrepreneurship (Hockerts, 2017; Hassan, 2020; Wu et al., 2022), this research finds that university service quality influences social entrepreneurship intention by increasing students' psychological capital.

In this research, service quality's role in developing sociopreneurship intention aligns with Binti Shamsudin et al. (2017), which found that high-quality educational services significantly contribute to nurturing entrepreneurial mindsets. The current study adds to the understanding that institutional service quality influences both commercial and social entrepreneurial intention. Nonetheless, service quality does not directly influence sociopreneurship; instead, PsyCap mediates this relationship. This study highlights how educational institutions play a crucial role in shaping the entrepreneurial landscape by improving service quality. These improvements are not merely tangible, such as educational facilities, but also intangible, including reliability, assurance, responsiveness, and empathy (Parasuraman et al., 1996) among faculty members and support staff.

While Anh et al. (2021) have demonstrated the crucial role of social personalities such as empathy, sympathy, compassion, and moral obligation as motivators for starting a social business, the current findings indicate the importance of fostering altruism among students to strengthen intentions toward sociopreneurship. Educational strategies should therefore focus not only on improving academic services but also on promoting altruistic behaviors. This dual approach will equip students with the necessary psychological resources and moral orientations to pursue and excel in social entrepreneurship. Hockerts (2018) notes that curriculum design and institutional support systems shape students' entrepreneurial

motivations, emphasizing that an educational environment that fosters both competencies and ethical behavior can significantly influence entrepreneurial outcomes.

The current study supports the need to complement the Theory of Planned Behavior in explaining social entrepreneurial intention, as proposed by Zaremohzzabieha et al. (2019), since a substantial portion of sociopreneurial intention remains unexplained by TPB. However, rather than general personality traits such as the Big Five, this research shows that prosocial traits, especially altruism, better explain SEI. Psychological capital consists of self-efficacy, resilience, hope, and optimism and further clarifies SEI beyond self-efficacy. Consequently, institutions aiming to promote social entrepreneurship intention should focus on developing prosocial behavior, especially altruism and psychological capital. This inquiry also implies that intentional behavior, especially social entrepreneurship intention, is a complex construct; therefore, a single behavioral theory might not be sufficient to explain it. Various factors could still contribute to understanding SEI; further research is warranted.

Given the significance of PsyCap and altruism in influencing SEI, as well as the impact of service quality on PsyCap, future research should explore other psychological and institutional factors that could further clarify the dynamics of SEI. Emotional intelligence may predict SEI, as it significantly affects entrepreneurial intention. Spiritual reasons may also drive SEI. Such motivation could happen in two ways. First, it may be altruistic, driven by religious beliefs. Second, people might find meaning and value in being sociopreneurs, leading to more satisfying lives. To this end, future research can examine this spiritual aspect to extend understanding of SEI at the individual level.

Comparing psychological and institutional factors across different cultural and economic contexts could also provide deeper insights into how regional variations affect social entrepreneurial intentions, as Stephan and Uhlaner (2010) demonstrate by exploring how

cultural frameworks influence entrepreneurial activity. While the present work is limited to the individual and institutional levels, the educational environment at the macro level, such as government policies in education, economy, and social welfare, might moderate the impact of individual factors on their sociopreneurship intention. Accordingly, their role also needs investigation.

5. Conclusion

This study found two other individual factors affecting intention to social entrepreneurship. The first is psychological capital, which consists of hope, optimism, resilience, and self-efficacy; the second is altruism, another type of prosocial trait. Likewise, this inquiry found that

institutional service quality, as an environmental factor in an academic setting, significantly affects students' psychological capital. This implies that institutions should improve the quality of their services, both tangible and intangible, to develop students' psychological capital. Meanwhile, educational institutions also need to foster student altruism, which will drive their intention to engage in sociopreneurship. This research complements previous investigations of the antecedents of sociopreneurship intention by examining the roles of psychological capital, altruism, and institutional service quality, thereby expanding understanding of intentional behavior in social entrepreneurship.

6. References

- Abdullah Al Mamun, Noorshella Binti Che Nawi, Muhammad Mohiuddin, SitiFarhah Fazira Binti Shamsudin & Syed Ali Fazal, 2017. Entrepreneurial intention and start up preparation: A study among business students in Malaysia. *Journal of Education for Business*, 92:6,296-314, DOI: 10.1080/08832323.2017.1365682
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Anh, B. N. T., Lan, P. X., & Loan, V. T. H. (2021). Social entrepreneurial intention: A systematic literature review and outlook. *Economics and Business Administration*, 11(1), 29–45. <https://doi.org/10.46223/hcmcoujs.econ.en.11.1.1399.2021>
- Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice*, 30 (1), 1–22. <https://doi.org/10.1111/j.1540-6520.2006.00107.x>. <https://journals.sagepub.com/doi/10.1111/j.1540-6520.2006.00107.x>
- Bergner, S., Palmer, C., Devaney, M., & Kruse, P. (2022). A framework for antecedents of social entrepreneurial intention: Empirical evidence and research agenda. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.988851>
- Binti Shamsudin, S. F. F., Mamun, A. Al, Che Nawi, N. B., Md Nasir, N. A. B., & Bin Zakaria, M. N. (2017). Factors Affecting Entrepreneurial Intention Among The Malaysian University Students. *The Journal of Developing Areas*, 51 (4), 423–431. <https://doi.org/10.1353/jda.2017.0111>
- Chandra, T., Ng, M., Chandra, S., & Priyono. (2018). The effect of service quality on student satisfaction and student loyalty: An empirical study. *Journal of Social Studies Education Research*, 9(3), 109–131. <https://doi.org/10.17499/jsser.12590>
- Chikha, I. Ben, & Jarboui, A. (2020). Influence of entrepreneurial competencies and motivations on social entrepreneurship intention: an empirical study related to Tunisia. *International Journal of Social Entrepreneurship and Innovation*, 5 (3), 183. <https://doi.org/10.1504/ijsei.2020.113594>
- Cruz, P. D. A., Covarrubias, L. P. C., & Pérez, P. A. (2022). The Effect of Resilience on Entrepreneurial Intention to Higher Education Students in a Post-Covid Stage 19. *Journal of Higher Education Theory and Practice*, 22 (18), 6–20. <https://doi.org/10.33423/jhetp.v22i18.5695>
- Doanh, D. C., & Bernat, T. (2019). Entrepreneurial self-efficacy and intention among Vietnamese students: A meta-analytic path analysis based on the theory of planned behavior. *Procedia Computer Science*, 159 (June 2018), 2447–2460. <https://doi.org/10.1016/j.procs.2019.09.420>

- Ephrem, A. N., Namatovu, R., & Basalirwa, E. M. (2019). Perceived social norms, psychological capital and entrepreneurial intention among undergraduate students in Bukavu. *Education and Training*, 61(7–8), 963–983. <https://doi.org/10.1108/ET-10-2018-0212>
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139–152. <https://doi.org/10.2753/MTP1069-6679190202>
- Hartmann, S., Backmann, J., Newman, A., Brykman, K. M., & Pidduck, R. J. (2022). Psychological resilience of entrepreneurs: A review and agenda for future research. *Journal of Small Business Management*, 60(5), 1041–1079. <https://doi.org/10.1080/00472778.2021.2024216>
- Hassan, H. M. K. (2020). Intention towards social entrepreneurship of university students in an emerging economy: the influence of entrepreneurial self-efficacy and entrepreneurship education. *On the Horizon*, 28(3), 133–151. <https://doi.org/10.1108/OTH-04-2020-0012>
- Hockerts, K. (2017). Determinants of Social Entrepreneurial Intentions. *Entrepreneurship: Theory and Practice*, 41(1), 105–130. <https://doi.org/10.1111/etap.12171>
- Hockerts, K. (2018). The Effect of Experiential Social Entrepreneurship Education on Intention Formation in Students. *Journal of Social Entrepreneurship*, 9 (3), 234–256. <https://doi.org/10.1080/19420676.2018.1498377>
- Jin, C. H. (2017). The effect of psychological capital on start-up intention among young start-up entrepreneurs: A cross-cultural comparison. *Chinese Management Studies*, 11(4), 707–729. <https://doi.org/10.1108/CMS-06-2017-0162>
- Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15 (5), 411–432. [https://doi.org/10.1016/S0883-9026\(98\)00033-0](https://doi.org/10.1016/S0883-9026(98)00033-0)
- Lee, H. J., & Seong, M. H. (2020). A study on the effects of business service quality on satisfaction, commitment, performance, and loyalty at a private university. *Journal of Asian Finance, Economics and Business*, 7 (9), 439–453. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO9.439>
- Liñán, F., & Chen, Y.-W. (2009). Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions. *ENTREPRENEURSHIP THEORY and PRACTICE*, 33(3), 593–617.
- López, M. J. G., López, M. C. P., & Ariza, L. R. (2019). Clearing the Hurdles in the Entrepreneurial Race: The Role of Resilience in Entrepreneurship Education. *Academy of Management Learning & Education*, 18(3). <https://doi.org/10.5465/amle.2016.0377>
- Lorenz, T., Hagitte, L., & Prasath, P. R. (2022). Validation of the revised Compound PsyCap Scale (CPC-12R) and its measurement invariance across the US and Germany. *Frontiers in Psychology*, 13(December), 1–13. <https://doi.org/10.3389/fpsyg.2022.1075031>
- Lukman, S., Bao, P. X., Kweku-Lugu, B., Arkorful, V. E., Latif, A., Gadabu, A., Charmaine-Kwade, P., Basiru, I., & Sadiq, M. A. (2021). Diasporan students social entrepreneurship intention: The moderating role of institutional support. *Journal of Public Affairs*, 21(1). <https://doi.org/10.1002/pa.2108>
- Mamun, Abdullah Al; Shamsudin, Siti Farhah Fazira Binti; Nawi, Noorshella Binti Che; Nasi, Noorul Azwin Binti Md; Zakaria, Mohd Nazri Bin; Advanced Science Letters, Volume 23, Number 9, September 2017, pp. 8204-8209(6).
- Manzur, E., & Olavarrieta, S. (2021). The 9-SRA scale: A simplified 9-items version of the SRA scale to assess altruism. *Sustainability (Switzerland)*, 13(13). <https://doi.org/10.3390/su13136999>
- Maslakci, A., Sesen, H., & Sürücü, L. (2020). Multiculturalism, positive psychological capital and students' entrepreneurial intentions. *Education and Training*, 63 (4), 597–612. <https://doi.org/10.1108/ET-04-2020-0073>
- Noerhartati, E., Soesatyo, Y., Jatiningrum, C., & Tunik Muharlisiani, L. (2019). Exploring The Intentions of Social Entrepreneurship: An Empirical Study University Student in Indonesia. *Especial N°*, 35(January), 2899–2921.
- Parasuraman, A., Zeithaml, V., & Berry, L. (1996). SERVQUAL: Multiple Item Scale for Measuring Consumer Perceptions of Service Quality. *Journal of Retailing*, 64, 12–40.
- Puah;, M. A. C.-H. S. F. A. H. (2022). Student e-learning service quality, satisfaction, commitment and behavior

-
- towards finance courses in COVID-19 pandemic. *International Journal of Educational Management*, 36(2).
- Shahverdi, M., Ismail, K., & Qureshi, M. I. (2018). The effect of perceived barriers on social entrepreneurship intention to Malaysian universities: The moderating role of education. *Management Science Letters*, 8(5), 341–352. <https://doi.org/10.5267/j.msl.2018.4.014>
- Stephan, U., Uhlaner, L. M. (2010). Performance-based vs. socially supportive culture: A cross-national study of descriptive norms and entrepreneurship. *Journal of International Business Studies*, 41(8), 1347–1364. <https://doi.org/10.1057/jibs.2010.14>. <https://research.aston.ac.uk/en/publications/performance-based-vs-socially-supportive-culture-a-cross-national>
- Tan, W. L. (2005). Defining the 'Social' in 'Social Entrepreneurship': Altruism and Entrepreneurship. *International Entrepreneurship and Management Journal*. September 2005. DOI: [10.1007/s11365-005-2600-x](https://doi.org/10.1007/s11365-005-2600-x)
- Thompson, E. R. (2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship: Theory and Practice*, 33(3), 669–694. <https://doi.org/10.1111/j.1540-6520.2009.00321.x>
- Tietmeyer, Raphael (2015). The effect of altruism on social entrepreneurship. <http://essay.utwente.nl/67394/>
- Villanueva-Flores, M., Diaz-Fernandez, M., Hernandez-Roque, D., & van Engen, M. (2021). Psychological capital and entrepreneurship: gender differences. *Gender in Management*, 36(3), 410–429. <https://doi.org/10.1108/GM-07-2020-0231>
- William, Tristan; Davis, Tchiki. Altruism: Definition, Theory, and Examples. *Berkeley Wellbeing*, <https://www.berkeleywellbeing.com/altruism.html>. Accessed at January, 15, 2025
- World Economic Forum. (2023). *The State of Social Enterprise: A Review of Global Data 2013-2023 A P R I L 2 0 2 4 In collaboration with Bertelsmann Foundation*.
- Wu, L., Jiang, S., Wang, X., Yu, L., Wang, Y., & Pan, H. (2022). Entrepreneurship Education and Entrepreneurial Intentions of College Students: The Mediating Role of Entrepreneurial Self-Efficacy and the Moderating Role of Entrepreneurial Competition Experience. *Frontiers in Psychology*, 12(January). <https://doi.org/10.3389/fpsyg.2021.727826>
- Yıldırım Saatçi, E., & Arıkan, S. (2021). Wisdom and Altruism in Entrepreneurship: Comparing Social Entrepreneurs to Commercial Entrepreneurs. *Journal of Business Research - Turk*, 13(3), 1935–1944. <https://doi.org/10.20491/isarder.2021.1238>
- Zaremohzzabieha, Zeinab, Seyedali Ahrari, Steven Eric K., Asnarulkhadi Abu Samah, Lee Kwan Meng, Zaifunizam Ariffin. (2019). Predicting social entrepreneurial intention: A meta-analytic path analysis based on the theory of planned behavior *Journal of Business Research*. Volume 96, March 2019, Pages 264-276.

7. Acknowledgments (Optional)

Thanks for University of Mercu Buana Yogyakarta.
