



**INTERNATIONAL JOURNAL OF
ENTREPRENEURSHIP AND
MANAGEMENT PRACTICES
(IJEMP)**
www.ijemp.com



EMPOWERING GENERATION Z: THE IMPACT OF ATTITUDES TOWARDS SOCIAL AWARENESS AND SOCIAL INNOVATION ON SOCIAL ENTREPRENEURIAL INTENTION IN MALAYSIA

Siti Shalima Sabri^{1*}, Siti Asma Mohd Rosdi @ Mohd Rodhi²

¹ Faculty of Management and Economy, Universiti Pendidikan Sultan Idris, Malaysia
Email: sitiasma@fpe.upsi.edu.my

² Faculty of Management and Economy, Universiti Pendidikan Sultan Idris, Malaysia
Email: siti.shalima96@gmail.com

* Corresponding Author

Article Info:

Article history:

Received date: 24.10.2024

Revised date: 10.11.2024

Accepted date: 12.12.2024

Published date: 24.12.2024

To cite this document:

Sabri, S. S. .& Rodhi, S. A. M. (2024). Empowering Generation Z: The Impact Of Attitudes Towards Social Awareness And Social Innovation On Social Entrepreneurial Intention In Malaysia. *International Journal of Entrepreneurship and Management Practices*, 7 (28), 297-311.

DOI: 10.35631/IJEMP.728020.

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



Abstract:

Social entrepreneurs possess a strong drive and determination as they tackle important social problems by introducing innovative ideas with the goal of making big changes in society. The aim of this research is to improve the ability of the Z generation to become proactive and influential social entrepreneurs by promoting awareness and education about social entrepreneurship. The study encompasses three variables: social entrepreneurial intention (SEI), social innovation (SI), and attitude towards social awareness (ATSA). This study employed a quantitative methodology. An online questionnaire was used to collect data from a sample of 420 university students, both from public and private institutions, in Malaysia. The participants were between the ages of 18 and 30. The study employed a simple random sampling technique. The acquired data were classed, coded, and analysed using the SPSS and Smart PLS software. The R2 score of approximately 80% indicates that the model well captures the range of variability in SEI. This indicates that the model is appropriate for future research endeavours. The results indicate that ATSA ($\beta=0.266$, $t=3.108$, $p<0.002$), SI ($\beta=0.578$, $t=6.754$, $p<0.000$), ATSA and SI ($\beta=0.458$, $t=6.398$, $p<0.00$), and ATSA, SI, and SEI ($\beta=0.458$, $t=6.398$, $p<0.000$) have an important effect on SEI among Z-Generation individuals in Malaysia. Overall, this study highlights the importance of promoting (ATSA) and (SI) to impact (SEI) among the Z-Generation in Malaysia. This study suggests that it is crucial for the government to cultivate a culture that prioritizes social entrepreneurship through educational programs, financial resources, and regulatory assistance. The Z-Generation recognizes the significance of cultivating social awareness, inventiveness, and community participation. These qualities equip them with the necessary skills to address social issues and make a positive impact on society's change.

Keywords:

Attitude Towards Social Awareness, Social Entrepreneurial Intention and Social Innovation

Introduction

Over the past few years, the idea of social entrepreneurship has significantly gained popularity worldwide, particularly among younger age groups. Social entrepreneurs are characterized by their dedication to tackling important society problems through creative and enduring solutions. This approach not only seeks to provide social value but also to promote significant societal change (Lubberink, 2020). Generation Z, born between 1995 and 2010, distinguishes itself from other generational cohorts due to its distinct attributes and capacity to catalyse societal transformation. Generation Z is recognized for their proficiency in technology, ability to communicate globally, and strong commitment to social concerns. As a result, they are in a favourable position to spearhead the upcoming surge in social entrepreneurship (Jayatissa, 2023).

In Malaysia, there is a strong need to exploit this potential urgently. The country is confronted with a multitude of societal challenges, encompassing economic inequalities and concerns regarding environmental sustainability, which necessitate creative and original solutions (Sabri & Mohd Rosdi, 2023). Therefore, it is essential to comprehend the determinants that impact the intention of Malaysian Generation Z to engage in social entrepreneurship. Two crucial aspects that have been found are individuals' attitude towards social awareness (ATSA) and their ability to come up with new and creative solutions to address these issues which is social innovation (SI).

An individual's attitudes towards social awareness are indicative of their inclination to acknowledge and give importance to social issues. Recognizing this consciousness is frequently the initial phase in inspiring individuals to initiate action and participate in social entrepreneurship endeavours (Wanyoike & Maseno, 2021). Social innovation, in contrast, encompasses the creation and execution of novel concepts to efficiently tackle social issues. It is a crucial mechanism by which social entrepreneurs can implement influential ideas and catalyse societal transformation (Sampaio & Sebastião, 2024).

This article seeks to examine the influence of ATSA and SI on SEI among the Z-Generation in Malaysia. Through analysing these connections, our aim is to offer valuable understanding on how this specific group might be empowered to actively and significantly contribute as social entrepreneurs. The foundation of our research is based on data obtained from a varied group of university students from different parts of Malaysia. This provides a thorough understanding of the current state of social entrepreneurship intentions among this generation.

Study Issues

The primary focus of study is the insufficient social entrepreneurship knowledge among Malaysians, namely among the Z generation. This topic has been examined by (ESCAP., 2019), (Zakirai et al., 2021), (Nik Hassan et al., 2021), (Che Nawi et al., 2022) and (Zulkifle & Aziz., 2023). The proportions of social entrepreneurship (SE) enterprises indicate that,

despite the efforts of the government and media, there is still a significant gap in awareness and support.

In addition, there is a limited number of government and commercial organizations that actively advocate for and provide assistance to social entrepreneurship (Che Nawi et al., 2022). This underscores the necessity for these industries to exert greater effort in establishing and maintaining social entrepreneurship in Malaysia. It is essential to comprehend the difficulties that social entrepreneurs have while utilizing new media channels for awareness initiatives (Zakirai et al., 2021). This is crucial since these platforms are vital for effectively connecting with Generation Z and enhancing social entrepreneurship. In order to promote social entrepreneurship and optimize its impact in Malaysia, it is imperative to tackle these intricate research gaps.

Furthermore, social enterprises frequently have difficulties in providing innovative solutions to social and environmental issues, despite their commitment to the values of innovation and entrepreneurship. These challenges involve fostering creative ideas and advancing entrepreneurial endeavours to provide sustainable and impactful solutions to important problems (Muthurman et al., 2020).

Literature Review

Social Entrepreneurship

Social entrepreneurship involves the establishment and management of a social enterprise, which is conceived by a social entrepreneur (Sousa-Filho et al., 2020). The concept of social entrepreneurship is a relatively recent topic that involves distinct conceptual variations (Djebali et al., 2022). Social entrepreneurship entails generating social value by introducing innovative services or products that transform social conditions (Nascimento & Salazar, 2020). Ashoka, an innovative institution established in 1980, has been associated with the field of social entrepreneurship (García-Jurado et al., 2021).

Ashoka is actively searching for global solutions that can bring about significant changes to address socioeconomic gaps, as a result of the lack of action by governments. Social entrepreneurship plays a vital role in ensuring the long-term viability of a nation by fostering inventive approaches to addressing issues of social disparity, equitable commerce, public health, and environmental concerns. The aspirations of numerous stakeholders have been disappointed by governments, corporations, and charities, and societal issues rarely find complete resolution during the process of nation-building (Bui et al., 2021).

Moreover, the concept of social entrepreneurship is centred around assisting others. Charity can be characterised as the concept of social entrepreneurship, where individuals not only assist others but also fulfil their own needs through these endeavours. Even with organisations striving to achieve profitability, there is often a strong emphasis on social entrepreneurship. Thus, although financial gain is the main impetus for entrepreneurs, there exist additional motivations that compel a venture creator to engage in the realm of entrepreneurship (Nugroho et al., 2019).

Furthermore, the engagement of Generation Z in Malaysia in social entrepreneurship showcases a dynamic and innovative approach to addressing social and environmental challenges. The emerging trend is characterised by a strong tendency towards social responsibility, a passionate desire for positive impact, and an entrepreneurial mindset among persons in this specific demographic group.

Malaysian Gen Z is adept at using technology to tackle complicated problems in novel ways. They can use various digital platforms, social media channels, and cutting-edge technologies (Satria Fadil Persada et al., 2021). These strategies allow individuals to greatly increase the scope and impact of their efforts, reaching a wider and more diverse audience. This approach to technology empowers people to solve social challenges and lead the way in using digital innovations to alter society (Yaqub & Alsabban, 2023).

Lastly, Generation Z social entrepreneurs in Malaysia are most important in education and awareness. They actively promote educational projects that address pressing social challenges (Che Nawati et al., 2021). These projects aim to educate peers and foster community social responsibility. These young entrepreneurs effectively disseminate information through workshops, campaigns, and outreach, promoting positive change and proactive social involvement (Tjiptono et al., 2020). Educational advocacy is crucial to their goal of societal transformation.

Social Innovation

Emerging social innovations tackle social issues, foster new connections, and create innovative collaborations. These innovations have the potential to more effectively address unfulfilled needs in terms of goods, services, or organisational frameworks (Arocena & Sutz, 2021). Furthermore, a novel approach to addressing a societal problem is more effective, simplified, equitable, or enduring compared to current methods, and it benefits the collective well-being rather than individual individuals. Social innovation is the introduction of novel products, methods, or programmes that bring about fundamental changes in the way resources, authority, and beliefs are distributed within a social system. Enduring and widely impactful social innovations persist throughout time and have a broad reach (Kalemaki et al., 2021).

Furthermore, social innovation is a quantifiable and replicable effort that involves the use of a new concept or a new implementation of an existing concept to provide advantages for both stakeholders and the entire society. To comprehend the institutionalisation of corporate social innovation, it is necessary to recognise the factors that drive, enable, and hinder the generation, testing, and execution of ideas (Aydemir, 2021).

Next, social innovation in the context of advocacy refers to the process of adapting or changing in response to new factors in the external environment and internal demands. Put simply, social innovation can be understood as a type of advocacy (Puentes et al., 2021). In order to foster and engage in social innovation, the Generation Z will need to utilise their diverse skills as scientists, practitioners, and activists. Social innovation encompasses a broader range of influence and impact compared to lobbying (Kalemaki et al., 2021). However, to ensure efficient training for the contemporary workplace, it is beneficial to assess how the particular knowledge and skills acquired in a certain academic degree will align with the fundamental attributes of social innovation.

Finally, social innovation is the development of novel solutions that effectively tackle social problems, with a particular focus on the originality of ideas and actions. This definition has gained widespread acceptance. Social innovation necessitates both creative thinking and the ability to problem solve, communicate effectively, and engage in critical thinking. These skills are frequently emphasised in advocacy training. This aligns with the presumption that members of Generation Z who successfully finish their higher education would possess all of these attributes (Dryjanska et al., 2022).

Attitude Towards Social Awareness

The ability to notice nonverbal indicators of anger and fear and assess others' sincerity is part of social awareness, which includes empathy. Understanding emotions, not experiencing them, is crucial. Social awareness emphasises an individual's ability to recognise, comprehend, and respond to others' emotions in social networks. Social awareness means understanding and caring about others' issues, ideas, and feelings. Social awareness involves considering others' needs and demonstrating compassion. Sympathetic to social situations that affect behaviour and performance is another prerequisite. A socially aware CEO can predict workplace politics' effects on the organisation. Social awareness competency includes primal empathy, service, and organisational structure (Fubara, 2020).

Social awareness refers to the capacity to establish and sustain gratifying relationships. Social awareness focuses on the interconnectedness of individuals and the impact they have on one other. Friendly individuals have strong social interactions. They possess the belief that they have the ability to effectively communicate with individuals from diverse backgrounds and exhibit strong listening skills. They claim that those who are socially conscious may possess a heightened ability to empathise with others, understand their emotions, and view situations from their point of view. Consequently, their relationships enhance. (Jago, 2020).

Gen Z places significant importance on social awareness, which encompasses several key behaviours: 1) actively opposing social injustice; 2) promoting awareness of the environmental impact of individuals' actions; 3) fostering racial tolerance and respect; and 4) making consumer choices based on a company's ethical standards. Gen Z must build these qualities of social awareness during their college or university years to properly navigate a complex and diverse society (Linder, 2021).

The Relationship Between Attitudes Towards Social Awareness and Social Entrepreneurial Intention Is Mediated by The Impact of Social Innovation

Social entrepreneurs demonstrate ingenuity and uphold moral principles in pursuit of their objectives. They exhibit an open mindset towards novel concepts and demonstrate a willingness to undertake risks in order to enhance society. Moreover, direct interaction enhances the drive for entrepreneurship, while a robust social network enhances innovation. Keep in mind that creativity requires actively acquiring new skills. Hence, the presence of novel elements does not necessarily imply the presence of innovation. Both internal and external innovation have the potential to enhance a company's operations. Innovation refers to the process of generating and acquiring novel information in order to develop and improve new concepts that have the potential to be broadly embraced in the marketplace (Andriyansah & Zahra, 2017).

Social awareness helps Gen Z identify and address social issues, which inspires social innovation. Socially conscious Gen Z are more likely to know the importance of fixing social issues and take action. Gen Z may be more interested in social innovation projects including social service, social enterprise, and advocacy (Kalemaki et al., 2021).

Gen Z can also better understand the needs and perspectives of the communities they wish to serve by increasing their social consciousness. Gen Z can propose more imaginative and effective answers if they understand these groups' challenges (Jabar & Asung, 2016). Gen Z with heightened social consciousness are more willing to collaborate on novel solutions to social problems. Gen Z can benefit society by working together to address challenges (Monteiro et al., 2021).

Social innovation mediates between social awareness and social entrepreneurial intentions in the Theory of Planned Behaviour (TPB). TPB states that an individual's attitude towards an activity strongly influences their intention to do it. When Generation Zers have positive attitudes about awareness, they are more likely to participate in social innovation, which involves creating new solutions to social problems. This forward-thinking strategy boosts their confidence and motivation to turn environmentally friendly discoveries into profitable social enterprises (Rwehumbiza & Hyun, 2024).

In addition, the Diffusion of Innovation Theory, first formulated by Everett Rogers, offers valuable insights into the mechanism by which novel ideas or practices disseminate throughout a society. In the context of this study, it is argued that social innovation, which involves innovative approaches to addressing social issues, plays a vital role as an intermediary. The statement suggests that it serves as the essential factor connecting people's positive feelings about social consciousness with their desire to participate in social entrepreneurship (Millard & Fucci, 2023). For instance, if members of the Z-Generation demonstrate positive attitudes towards social awareness and consider social innovation as a practical method to address societal problems, it significantly increases their inclination to participate in social entrepreneurship. This underscores the crucial significance of social innovation in converting positive perspectives into concrete intents (Nikolić et al., 2022).

H₁: There is a positive impact of attitudes towards social awareness on social innovation.

H₂: There is a significant positive effect of social innovation on social entrepreneurial intention.

H₃: There is a positive impact of attitude towards social awareness on social entrepreneurial intention.

H₄: The relationship between attitudes toward social awareness and social entrepreneurship intention is mediated by social innovation.

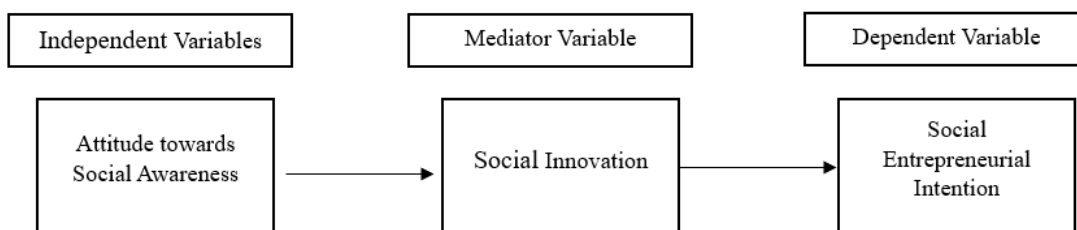


Figure 1: Conceptual Framework

The diagram illustrates the conceptual framework that presents the hypothesised relationships between attitudes towards social awareness, social innovation, and social entrepreneurial intentions. In this model, the independent variable is attitudes towards social awareness, which is hypothesised to have a direct and indirect influence on the dependent variable, social entrepreneurial intention. Social innovation serves as the mediator variable that facilitates the indirect effect. This concept proposes that cultivating a favourable mindset towards social awareness might amplify the inclination of individuals towards social entrepreneurship, especially by stimulating more social innovation. This model is consistent with academic frameworks such as the Theory of Planned Behaviour and the Diffusion of Innovation Theory. It emphasises the importance of social innovation in converting societal awareness into entrepreneurial behaviours.

Methodology

This study utilises a quantitative research design to investigate the influence of attitudes towards social awareness on social innovation and social entrepreneurial intention among Generation Z students in Malaysia. An online questionnaire was utilised to gather data from students attending different higher education institutions nationwide. This architecture allows for the gathering of a substantial and varied dataset, which enables rigorous statistical analysis.

The sample for this study comprises 846,163 Generation Z students who are currently enrolled in higher education institutions in Malaysia. According to the Krejcie and Morgan Table (1970), if the population size is greater than 100,000, a sample size of around 384 is needed to assure that it is representative. In order to improve the dependability of the findings, a sample size of 420 was chosen by the utilisation of a simple random sampling technique. This methodology guarantees that every individual in the population had an equitable opportunity to be included in the study, hence reducing the potential for selection bias.

The data collection was carried out using an online questionnaire specifically developed to assess individuals' views towards social awareness, social innovation, and social entrepreneurial intention. The survey consisted of reliable scales and was disseminated digitally to the chosen participants. The selection of this strategy was based on its efficacy and capacity to rapidly reach a broad audience.

The data that was gathered was analysed using the SmartPLS and SPSS software. The research model was analysed using SmartPLS, a software that utilises Partial Least Squares Structural Equation Modelling (PLS-SEM). PLS-SEM is particularly effective in examining intricate interactions and mediating effects. The software SPSS was utilised to do preliminary data screening, generate descriptive statistics, and perform reliability analysis. This dual method guaranteed a thorough examination of the data, encompassing both the main hypotheses and further exploratory analysis.

The study received ethical approval from the university's ethics committee. volunteers were given comprehensive information regarding the study's objective, their entitlements as volunteers, and guarantees of confidentiality. Participants were required to provide informed consent electronically before to completing the questionnaire. The data underwent anonymization, including the removal of personal identifiers, to ensure the privacy of the participants.

Multiple constraints were observed in this investigation. The utilisation of self-reported data may induce response bias, since individuals may supply answers that are socially desirable. Furthermore, the cross-sectional design imposes limitations on the capacity to deduce causal correlations between variables. To address these limitations, measures were taken to guarantee anonymity and to emphasise the significance of providing truthful responses in the participant information sheet. Additionally, the number of participants for qualitative observations was rather small, which may restrict the applicability of these results.

To summarise, this methodological section presents a comprehensive strategy to studying the influence of social awareness attitudes on social innovation and social entrepreneurial intention among Generation Z students in Malaysia. The utilisation of a quantitative methodology, employing a simple random sample procedure, along with rigorous data analysis methods, guarantees the dependability and accuracy of the results. The ethical considerations and constraints are thoroughly examined, emphasising the suitability of the selected methodologies for addressing the study topics.

Findings

Respondent Profile

The study's respondents' demographic profile is encompassing information on gender, age, education level, current position, race, and religion. The study included a total of 420 participants, which allowed for a full assessment of the target group.

The gender distribution exhibits a higher proportion of females (57.4%) in comparison to males (42.6%). The majority of participants fall between the age range of 18-21 years (50.7%), followed by 22-25 years (37.9%), and 26-30 years (11.4%). In terms of educational achievement, around 47.6% of individuals possess a Diploma, while 34.5% have obtained a degree. A smaller percentage, 10%, hold a Secondary Certificate, and 7.9% are now engaged in postgraduate studies. 88.4% of the respondents are enrolled as full-time students, while 11.6% are enrolled as part-time students. The sample is racially composed of 49.8% Malays, 24.8% Indians, 24.3% Chinese, and 1.2% from other ethnicities. In terms of religious affiliation, the majority, accounting for 51%, identify as Muslim. Buddhist and Hindu participants make up 21.4% for each, while Christians account for 5.5%. A small minority, approximately 0.7%, are affiliated with other religions. The presence of a diverse demography ensures a thorough comprehension of the attitudes towards social awareness, social innovation, and social entrepreneurial aim among Z gens.

*PLS-SEM**Measurement Model***Table 1: Reflective Measurement Model**

Construct	Items	Indicator Reliability	Convergent Validity	Internal Consistency Reliability
		Outer Loading	AVE	Composite Reliability
		>0.70	>0.50	>0.7
Social Entrepreneurship Intention (SEI)	SEI1	0.891	0.754	0.961
	SEI2	0.846		
	SEI3	0.877		
	SEI4	0.827		
	SEI5	0.889		
	SEI6	0.861		
	SEI7	0.875		
	SEI8	0.880		
Social Innovation (SI)	SI1	0.870	0.715	0.946
	SI2	0.853		
	SI3	0.870		
	SI4	0.844		
	SI5	0.853		
	SI6	0.755		
	SI7	0.867		
Attitude Towards Social Awareness (ATSA)	ATSA1	0.883	0.791	0.964
	ATSA2	0.873		
	ATSA3	0.918		
	ATSA4	0.896		
	ATSA5	0.870		
	ATSA6	0.889		
	ATSA7	0.894		

Table 1 displays the reflective measurement model for three constructs: Social Entrepreneurship Intention (SEI), Social Innovation (SI), and Attitude Towards Social Awareness (ATSA). The constructs are assessed in terms of the reliability of the indicators, the convergent validity, and the internal consistency reliability. The dependability of indicators is evaluated by examining their outer loadings, with values above 0.70 being deemed acceptable (Hair, Hult, Ringle, & Sarstedt, 2017). The elements in the SEI (SEI1-SEI8) all have high outer loadings, ranging from 0.827 to 0.891. This indicates that the indicators have great reliability. Similarly, the outside loadings of items SI1-SI7 for the SI construct fall between 0.755 to 0.870, whereas the outer loadings of items ATSA1-ATSA7 for the ATSA construct range from 0.870 to 0.918. This indicates that all constructions have strong indication reliability.

Convergent validity is assessed by calculating the Average Variance Extracted (AVE), with values exceeding 0.50 indicating satisfactory convergent validity (Hair, Hult, Ringle, & Sarstedt, 2017). The average values (AVE) for SEI, SI, and ATSA are 0.754, 0.715, and 0.791, respectively. These values provide evidence that each construct effectively explains a substantial amount of the variability in its indicators, thereby demonstrating robust convergent validity.

Composite reliability is used to evaluate internal consistency reliability. A composite reliability number above 0.70 indicates that the dependability is satisfactory (Hair, Hult, Ringle, & Sarstedt, 2017). The composite dependability values for the SEI, SI, and ATSA are 0.961, 0.946, and 0.964, respectively. The high composite reliability ratings indicate that the constructs have exceptional internal consistency, which guarantees the trustworthiness of the measurement model.

Table 1 shows that the measurement model for SEI, SI, and ATSA has high indicator reliability, good convergent validity, and great internal consistency reliability. The results of this study demonstrate that the constructs used are strong and dependable, making them suitable for analysing the connections between social entrepreneurship intention, social innovation, and attitudes towards social awareness.

Structural Model

Table 2: Structural Model Assessment

	Path Coefficient (β)	Standard Deviation	t- value	p- value	Confidence Interval Bias 5.0%	Corrected 95%	Hypotheses
ATSA -> SEI	0.266	0.086	3.108	0.001			Accepted
SI -> SEI	0.578	0.086	6.754	0.000			Accepted
ATSA -> SI			23.55				Accepted
	0.791	0.034	2	0.000			
ATSA -> SI -> SEI	0.458	0.072	6.398	0.000	0.337	0.572	Accepted

Table 2 presents an evaluation of the structural model, specifically examining the connections between Attitude Towards Social Awareness (ATSA), Social Innovation (SI), and Social Entrepreneurship Intention (SEI). The table presents the path coefficients (β), standard deviations, t-values, p-values, and 95% confidence intervals for each hypothesised relationship, as well as the status of the hypotheses.

According to Hair, Hult, Ringle, and Sarstedt (2017), the path coefficients (β), which indicate the intensity and direction of the associations, are compared to a threshold value of 0.2. Coefficients above this threshold indicate a significant effect. In addition, the t-value is compared to the crucial value of 1.96 for a significance level of 0.05 (corresponding to a 95% confidence level) to determine if the associations are statistically significant. The p-value, which represents the likelihood that the observed results are attributable to chance, is considered significant if it is less than 0.05.

The correlation coefficient between ATSA and SEI is 0.266, with a measure of variability of 0.086, resulting in a statistical test value (t-value) of 3.108 and a probability value (p-value) of 0.001. This finding demonstrates a substantial and favourable influence of ATSA on SEI, providing support for Hypothesis 1. The 95% confidence interval for this path is from 0.337 to 0.572, indicating the strong reliability of the finding.

The correlation between SI and SEI is 0.578, with a standard deviation of 0.086. The t-value for this path is 6.754, and the p-value is 0.000, indicating a highly significant positive influence of SI on SEI. This discovery provides evidence in favour of Hypothesis 2, with a 95% confidence interval that spans from 0.337 to 0.572.

The impact of ATSA on SI is represented by a path coefficient of 0.791, which has a standard deviation of 0.034. This results in a t-value of 23.552 and a p-value of 0.000. The presence of a highly significant positive correlation provides support for Hypothesis 3. Furthermore, the 95% confidence interval for this association validates its accuracy.

The study also examines the mediating role of social influence on the relationship between ATSA and SEI. The total path connecting ATSA to SEI, passing through SI, has a coefficient of 0.458 and a standard deviation of 0.072. The t-value is 6.398, and the p-value is 0.000, which suggests a highly significant mediation effect. This finding provides evidence that (SI) has a role in the connection between (ATSA) and (SEI), with a 95% confidence range ranging from 0.337 to 0.572.

To summarise, the structural model assessment validates the assumed connections, demonstrating strong beneficial effects of ATSA on SEI, SI on SEI, and ATSA on SI. Furthermore, it has been discovered that (SI) plays a role in influencing the connection between (ATSA) and (SEI). The results confirm the suggested theoretical framework, emphasising the significance of attitudes towards social awareness and social innovation in promoting social entrepreneurial intents among Generation Z students in Malaysia.

Discussion

The results of this study present significant evidence for the beneficial effects of attitudes towards social awareness (ATSA) on both social innovation (SI) and social entrepreneurial intention (SEI). The findings provide evidence in favour of Hypothesis 1, demonstrating that ATSA has a substantial impact on SI, as indicated by a strong path coefficient and a statistically significant t-value. Similarly, Hypothesis 2 is confirmed, indicating that ATSA has a beneficial effect on SEI. Furthermore, the hypothesis that SI plays a mediation function in the link between ATSA and SEI is verified. The findings are consistent with the Theory of Planned Behaviour (TPB), which highlights the significance of attitudes, social norms, and perceived behavioural control in forecasting entrepreneurial intentions. Furthermore, the study results can be analysed using the Diffusion of Innovation Theory, which suggests that the acceptance of new ideas is affected by aspects such as the benefits it offers compared to existing options, how well it fits with current practices, how difficult it is to use, the ability to try it out, and how easily its benefits can be observed. The significant impact of social innovation as a mediator underscores its crucial function in converting social consciousness into entrepreneurial endeavours among Generation Z students in Malaysia.

Practical And Theoretical Implications

The study's findings indicate that promoting social awareness and creativity in educational institutions might greatly increase students' desire to engage in social entrepreneurship. Universities and policymakers should prioritise the integration of social awareness programs with innovation-driven courses in order to foster an entrepreneurial attitude. This can be accomplished by conducting workshops, seminars, and hands-on projects that stimulate students to creatively tackle societal issues. In addition, establishing conducive conditions that

foster cooperation and innovation can further augment students' preparedness to actively participate in social entrepreneurship. By using this approach, institutions can enhance their ability to adequately equip students with the necessary skills and knowledge to make significant contributions to society and actively promote social transformation.

This study expands the Theory of Planned Behaviour (TPB) by showing how social innovation acts as a mediator between attitudes towards social awareness and entrepreneurial ambition. The results emphasise the significance of taking into account intermediary factors such as social innovation, which can connect attitudes and behavioural intentions. This research enhances our comprehension of the mechanisms that underlie social entrepreneurship. It proposes that future studies should investigate further mediators and moderators that impact entrepreneurial intents. In addition, by including the Diffusion of Innovation Theory, researchers may better understand how social innovation can propagate throughout a community or organisation, impacting entrepreneurial goals. The utilisation of this dual theoretical paradigm amplifies the understanding of how social awareness might stimulate innovation and entrepreneurship among Generation Z.

Recommendations For Future Research

In future research should utilise longitudinal designs to investigate the temporal dynamics of social awareness, innovation, and entrepreneurial intentions. In addition, conducting an investigation into the involvement of other possible mediators and moderators, such as individual characteristics, availability of resources, and mentorship, can offer a more thorough comprehension of the elements that impact social entrepreneurship. Comparative studies conducted in various cultural and educational settings might provide insights into how cultural norms and institutional surroundings influence the formation of social entrepreneurial ambitions. Qualitative approaches, like as interviews and case studies, can enhance quantitative findings by offering more profound insights into individual experiences and motives.

Conclusion

This study effectively fulfils its aim of examining the influence of attitudes towards social awareness on promoting social innovation and entrepreneurial goals among Generation Z students in Malaysia. The results correspond with the hypotheses based on the Theory of Planned Behaviour and the Diffusion of Innovation Theory, validating that social innovation mediates the connection between social awareness and entrepreneurial goals. These discoveries offer significant theoretical and practical consequences, highlighting the necessity for educational institutions to foster social awareness and creativity as essential elements in developing future social entrepreneurs.

Nevertheless, the study possesses certain drawbacks. The study depends on self-reported measurements, potentially introducing response biases, and exclusively targets university students in Malaysia, so constraining the generalisability of the findings to other demographic or cultural contexts. Subsequent research may rectify these limitations by utilising longitudinal designs, broadening the study population to encompass varied age groups and geographic regions, and integrating qualitative methodologies to obtain a more profound understanding of the mechanisms underlying social entrepreneurship.

By overcoming these constraints, subsequent studies can enhance this research, deepening our comprehension of the intricate mechanisms affecting social innovation and entrepreneurial goals, so facilitating more effective ways for advancing social entrepreneurship globally.

Acknowledgements

The authors extend their sincere appreciation to Global Academic Excellence (M) Sdn Bhd for the Publication Grant Scheme, which was instrumental in the successful completion of this study. The authors express their profound gratitude to the IPAC Organising Committee and extend particular thanks to the Institute of Graduate Studies (IPS) at Sultan Idris Education University for their support through the publication grant scheme, which significantly facilitated the success of this research.

References

- Andriyansah & Zahra, F. (2017). Student awareness towards social entrepreneurship: A qualitative study. *International Journal of Civil Engineering and Technology*, 8(6), 457–464
- Arocena, R., & Sutz, J. (2021). Universities and social innovation for global sustainable development as seen from the south. *Technological Forecasting and Social Change*, 162,
- Aydemir, A. (2021). Social Innovation and Lateral Thinking Tendencies of Preservice Social Studies Teachers. *International Journal of Progressive Education*, 17(3), 250–262. <https://doi.org/10.29329/ijpe.2021.346.16>
- Bui. N. T. A., Pham, X. L., and Van T. H. L. (2021). Social entrepreneurial intention: A systematic literature review and outlook. *Ho Chi Minh City Open University Journal of Science*, 11(1), 30-46
- Che Nawi, N. R., Arshad, M. M., Krauss, S. E., & Ismail, I. A. (2021). Challenges faced by youth social entrepreneurs in Malaysia: career transition to become a social entrepreneur. *European Journal of Training and Development*, 46(3/4), 317–336. <https://doi.org/10.1108/ejtd-02-2020-0021>
- Che Nawi, N.R., Arshad, M.M., Krauss, S.E. and Ismail, I.A. (2022), "Challenges faced by youth social entrepreneurs in Malaysia: career transition to become a social entrepreneur", *European Journal of Training and Development*, 46(3/4), 317-336. <https://doi.org/10.1108/EJTD-02-2020-0021>
- Djebali, Z., Di Domenico, M., & Saunders, M. N. (2022). Starting up, not slowing down: Social entrepreneurial intentions in later working-life. *International Small Business Journal: Researching Entrepreneurship*, 41(3), 239–268. <https://doi.org/10.1177/02662426221093570>
- Dryjanska, L., Kostalova, J. and Vidovic, D. (2022). Higher Education Practices for Social Innovation and Sustainable Development. *Innovation, Technology, and Knowledge Management*, 107–128. DOI:10.1007/978-3-030-84044-0_6
- ESCAP. (2019, March 12). Lack of awareness on social enterprises biggest challenge. <https://www.unescap.org/news/lack-awareness-social-enterprises-biggest-challenge>
- Fubara, S. (2020). Social Awareness and Organizational Innovativeness of Manufacturing Firms in Rivers State, Nigeria. *International Journal of Business & Law Research*, 8(1), 63-73
- García-Jurado, A., Pérez-Barea, J. J., and Nova., J. (2021). A new approach to social

- entrepreneurship: A systematic review and meta-analysis *Sustainability*, 13, 27-54
- Hair, Joseph F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Thousand Oaks: Sage. <https://doi.org/10.1016/j.lrp.2013.01.002>
- Jabar, Juhaini & Asung, Zillah. (2016). Factors Affecting the Social Innovation Intention of University Students through Social Entrepreneurship Programs. 10.13140/RG.2.2.12025.26729.
- Jago, C. (2020). Reading with heart: Teaching social-emotional skills through literature. *Literacy Today*, 37(6), 28–29.
- Jayatissa, K. a. D. U. (2023). Generation Z – A New Lifeline: A Systematic Literature Review. *Sri Lanka Journal of Social Sciences and Humanitis*, 3(2), 179–186. <https://doi.org/10.4038/sljssh.v3i2.110>
- Kalemaki, I., Garefi, I., & Protopsaltis, A. (2021). Assessing the Impact of Social Innovation Education on Student's Engagement. *European Journal of Sustainable Development*, 10(1), 389-400. <https://doi.org/10.14207/ejsd.2021.v10n1p389>
- Linder, R. (2021). *Enhancing social awareness development through multicultural literature. Middle School Journal*, 52(3), 35–43. doi:10.1080/00940771.2021.1893594
- Lubberink, R. (2020). Social Entrepreneurship and Sustainable Development. In *Encyclopedia of the UN sustainable development goals*, 913–923. https://doi.org/10.1007/978-3-319-95867-5_47
- Millard, J., & Fucci, V. (2023). The role of social innovation in tackling global poverty and vulnerability. *Frontiers in Sociology*, 8. <https://doi.org/10.3389/fsoc.2023.966918>
- Monteiro, S., Isusi-Fagoaga, R., Almeida, L., & García-Aracil, A. (2021). Contribution of Higher Education Institutions to Social Innovation: Practices in Two Southern European Universities. *Sustainability*, 13(7), 35-94. <https://doi.org/10.3390/su13073594>
- Muthurman, S., Al-Haziati, M., & Al-Hajri, A. (2020). Importance of Social Entrepreneurship in Oman towards the Sustainable Development. *Waffen-Und Kostumkunde Journal*, 11(2), 138-150
- Nascimento, L. D. S., & Salazar, V. S. (2020). On Social Enterprises and Social Entrepreneurship: An Extension. *BAR - Brazilian Administration Review*, 17(2). <https://doi.org/10.1590/1807-7692bar2020190014>
- Nugroho, D., Purnomo, M., Hermanto, B. and Maulina, E. (2019). Social Entrepreneurship Intention: A Systematic Literature Review. *Russian Journal of Agricultural and Socio-Economic Sciences*, 86-9
- Nik Hassan, N. F., Ahmad, N., Abu Kassim, A. R., & Mohd Sallem, N. R. (2021). A Framework for Exploring the Stage of Public Response on Social Media Sites (SMSs) Towards Social Enterprise in Malaysia. *Jurnal Intelek*, 16(2), 99–106. <https://doi.org/10.24191/ji.v16i2.420>
- Nikolić, T. M., Paunović, I., Milovanović, M., Lozović, N., & Đurović, M. (2022). Examining Generation Z's Attitudes, Behavior and Awareness Regarding Eco-Products: A Bayesian Approach to Confirmatory Factor Analysis. *Sustainability*, 14(5), 2727. <https://doi.org/10.3390/su14052727>
- Puente, C., Fabra, M. E., Mason, C., Puente-Rueda, C., Sáenz-Nuño, M. A., & Viñuales, R. (2021). Role of the Universities as Drivers of Social Innovation. *Sustainability*, 13(24), 13727. <https://doi.org/10.3390/su132413727>

- Rwehumbiza, K., & Hyun, E. (2024). Unlocking the Factors That Motivate Social Entrepreneurs to Engage in Social Entrepreneurship Projects in Tanzania: A Qualitative Case Study. *Administrative Sciences*, 14(2), 31. <https://doi.org/10.3390/admsci14020031>
- Sabri, S. S., & Mohd Rosdi, S. A. (2023). Driving sustainable development goals through social entrepreneurship and innovation: A case study of Malaysia. *Jurnal Penyelidikan Sains Sosial (JOSSR)*, 6(20), 60 - 79.
- Sampaio, C., & Sebastião, J. R. (2024). Social Innovation and Social Entrepreneurship: Uncovering Themes, Trends, and Discourse. *Administrative Sciences*, 14(3), 53. <https://doi.org/10.3390/admsci14030053>
- Satria Fadil Persada, Irfandy Dalimunte, Reny Nadlifatin, Bobby Ardiansyah Miraja, Anak Agung Ngurah Perwira Redi, Yogi Tri Prasetyo, Jacky Chin, & Shu-Chiang Lin. (2021). Revealing the Behavior Intention of Tech-Savvy Generation Z to Use Electronic Wallet Usage: A Theory of Planned Behavior Based Measurement. *International Journal of Business and Society*, 22(1), 213–226. <https://doi.org/10.33736/ijbs.3171.2021>
- Sousa-Filho, J. M. D., Matos, S., da Silva Trajano, S., & de Souza Lessa, B. (2020). Determinants of social entrepreneurial intentions in a developing country context. *Journal of Business Venturing Insights*, 14, e00207. <https://doi.org/10.1016/j.jbvi.2020.e00207>
- Tjiptono, F., Khan, G., Yeong, E. S., & Kunchambo, V. (2020). Generation Z in Malaysia: The Four ‘E’ Generation. *The New Generation Z in Asia: Dynamics, Differences, Digitalisation*, pp. 149–163. <https://doi.org/10.1108/978-1-80043-220-82020101>
- Wanyoike, C. N., & Maseno, M. (2021). Exploring the motivation of social entrepreneurs in creating successful social enterprises in East Africa. *New England Journal of Entrepreneurship*, 24(2), 79–104. <https://doi.org/10.1108/neje-07-2020-0028>
- Yaqub, M., & Alsabban, A. (2023). Knowledge Sharing through social media Platforms in the Silicon Age. *Sustainability*, 15(8), 6765. <https://doi.org/10.3390/su15086765>
- Zakirai@Zakaria, N., Mohd Jidi, M., Jamian, N. F., & Eshak, E. S. (2021). Strategy To Enhance Social Entrepreneurship Through the Use of New Media Within Malaysia Global Innovation and Creative Centre (MaGIC). *International Journal of Accounting, Finance and Business (IJAFB)*, 6(34), 1 - 8.