

# **FROM FAMILY BUSINESS TO SOCIAL IMPACT: ROLE OF FAMILY BUSINESS EXPERIENCE AND MORAL OBLIGATION**

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## **ABSTRACT**

Prior entrepreneurial experiences, moral obligation, and self-efficacy shape social entrepreneurial intention (SEI) among women. This study investigates how these factors influence SEI among female students (n=153) from entrepreneurial family backgrounds in Padang City, Indonesia. The results reveal that moral obligation, prior experience, and self-efficacy all have significant and positive effects on SEI, with self-efficacy identified as the most influential factor. Prior entrepreneurial experience also plays an important role in strengthening both moral obligation and self-efficacy, indicating its broader impact beyond direct intention formation. Moreover, the findings confirm that self-efficacy serves as a key psychological pathway through which prior experience influences SEI, while the mediation role of moral obligation is not supported. These findings contribute to the understanding of social entrepreneurship by highlighting the importance of psychological empowerment and experiential learning in shaping women's intentions to engage in social ventures. The study underscores the role of educational institutions and policymakers in creating supportive environments that foster self-efficacy, leverage family entrepreneurial exposure, and encourage ethical responsibility. Such efforts are essential to promote women's participation in social entrepreneurship, contributing to inclusive and sustainable development.

**Keywords:** SEI, women, socio-economic, ethical, SDGs.

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## **1. INTRODUCTION**

Women social entrepreneurship has become a vital driver of sustainable development and gender equality, with studies showing women are 10% more likely than men to prioritize social impact over economic gains (Global Entrepreneurship Monitor, 2023). By addressing societal challenges, women entrepreneurs not only empower themselves but also uplift their communities economically and socially (Samantroy & Tomar, 2018), directly contributing to Sustainable Development Goals (SDGs) (Cukier et al., 2021). However, their efforts face systemic barriers, including cultural norms, financial exclusion, and gendered societal expectations (Yakubu et al., 2022; Chandan, 2017), underscoring the need for targeted research to support their ventures.

Research identifies three critical factors shaping women social entrepreneurial intentions (SEI): self-efficacy (SE), prior experience (PE), and moral obligation (MO). SE, or confidence in entrepreneurial abilities, strongly predicts SEI (Hockerts, 2017; Yusuf et al., 2023), while PE fosters awareness and commitment (Cardella et al., 2023). MO further amplifies SEI by tying entrepreneurial action to ethical responsibility (Toufaily, 2024). Notably, family support and entrepreneurial backgrounds enhance these factors, providing women with role models, resources, and resilience against gendered barriers (Iqbal et al., 2023; Murad et al., 2022).

In light of global trends marked by self-interest and materialism, it is essential to cultivate circumstances that foster the development of prosocial youngpreneurs (Sholikhah et al., 2024). The interaction of prosocial behaviors among young scholars can foster an environment that promotes the development of women social entrepreneurs. In academic settings, prosocial activities have been associated with individual performance (Monyei et al., 2022). Therefore, customized support mechanisms are essential to enhance the effectiveness of young female entrepreneurs in academics, allowing them to leverage their prosocial inclinations. Environments that promote positive family relations may nurture a generation of academically motivated individuals who are more receptive to addressing social concerns through entrepreneurial initiatives. The establishment of networks that facilitate collaboration is crucial for the progress of women in this domain (Wang & Hu, 2021). Nevertheless, the majority of contemporary research does not concentrate on the cohort with entrepreneurial parents, who may transmit pertinent values, experiences, and perspectives.

Research on the nexus of prior experience on SEI has yielded contradictory results. Some studies indicate that previous experience positively influences SEI (Ernst, 2012; Lacap et al., 2018; Jadmiko et al., 2023). In contrast, other research suggests that prior experience has little impact (Nguyen, 2018; Malebana & Mahlaole, 2023). Ip et al. (2017) assert that prior experience and SEI may be influenced by other variables, such as morality or empathy, indicating that dependence exclusively on prior experience is inadequate for enhancing entrepreneurial intent.

The inconsistency of these findings confirms that experience alone is not sufficient to elucidate women SEI, necessitating the incorporation of additional elements. First, the discrepancy of findings on the relationship between PE and SEI can be explained through the role of self-efficacy. Research shows that self-efficacy not only directly influences social entrepreneurial intention but also mediates the relationship between PE and SEI (Hockerts, 2017; Wu et al., 2022). This means that experience and family support alone are not enough without strong self-confidence, because individuals with high self-efficacy are better able to respond to experiences and social challenges to turn them into real entrepreneurial intentions (Younis et al., 2020).

Second, previous studies on SEI have mostly focused on the general student population (Fatoki, 2019; Neneh, 2020; Urban, 2020; Jadmiko, 2021; Cardella et al., 2023; Jadmiko et al., 2023; Maziriri, 2024), women in general (Aloulou & Algarni, 2022), or groups of women and ethnicities (Jadmiko et al., 2024). However, there has been no research specifically examining female students with a family business background, even though this context greatly influences their SE, entrepreneurial values, and SE. Third, although MO has been identified as a key factor that strengthens social entrepreneurial intention (Toufaily, 2024), its interaction with gender and family business background has not been explored sufficiently. To date, it remains unclear how MO functions as a psychological mechanism in shaping SEI, especially among female students who are embedded in strong cultural and social norms.

This study aims to analyze the influence of PE on women SEI, while testing the dual mediating role of SE and MO in this relationship. Theoretically, this study seeks to expand the Theory of Planned Behavior (TPB) and Social Cognitive Career Theory (SCCT) by incorporating MO as an important determinant of SEI, while confirming the role of PE as a source of social learning that strengthens SE and SEI. Empirically, this study focuses on female students with a family business background, a context that has rarely been studied, to show how their experiences, self-efficacy, and moral obligations work simultaneously in shaping SEI. It offers practical insights for policymakers and educators, advocating for family-inclusive training programs, ethical entrepreneurship curricula, and gender-sensitive policies (e.g., financial access and mentorship). By centering on Indonesian women with family business ties, the research also highlights cultural nuances in overcoming patriarchal barriers (Duong, 2023).

Conducted in Padang City, Indonesia (2024), this study uniquely examines SEI determinants of SE, PE, and MO among female students from entrepreneurial families. It bridges gaps in gender-inclusive entrepreneurship research while providing actionable strategies to nurture women-led social ventures. Findings aim to inform SCCT refinement and ecosystem-building efforts tailored to familial and cultural contexts.

## **2. LITERATURE REVIEW**

The literature review section provides an overview of the foundation of the study, starting with the underpinning of social entrepreneurship and social cognitive career theory. The section continues with the hypothesis development by review of empirical studies.

### **2.1. *Social Entrepreneurship***

Social entrepreneurship represents a unique intersection of social mission and business practices, aiming to address societal challenges through innovative solutions while ensuring financial sustainability. Social enterprises are organizations that leverage innovative revenue-generating techniques to fulfil their social missions, thereby improving community well-being through effective business practices (Putri & Ihsan, 2022). This perspective aligns with the findings of Sumail et al. (2022), who emphasize that managers exhibiting social solidarity tend to foster a social entrepreneurial spirit, which in turn enhances organizational performance.

The interplay of SE, MO, and PE significantly influences social entrepreneurship. SE, defined as an individual belief in their ability to execute tasks and achieve goals, is crucial for social entrepreneurs. It fosters resilience and persistence in overcoming challenges, which are common in the social entrepreneurship landscape. Research indicates that individuals with higher SE are more likely to engage in entrepreneurial activities as they possess the confidence to navigate uncertainties and take calculated risks (Sumail et al., 2022).

MO also plays a pivotal role in motivating individuals toward social entrepreneurship. This sense of duty often stems from personal values and societal expectations, driving individuals to engage in ventures that address social issues. The literature suggests that individuals who perceive an MO to contribute to societal well-being are more inclined to initiate and sustain social enterprises (Kuncoro, 2023). This moral imperative can enhance commitment and persistence, particularly in the face of challenges, thereby influencing the overall success of social entrepreneurial initiatives (Handayani, 2023).

The Theory of Planned Behavior emphasizes that intention is the main predictor of behavior. SEI represents intentions that are influenced by various psychological and social factors. First, self-efficacy acts as a form of perceived behavioral control that determines the extent to which individuals believe in their abilities. Second, PE becomes a source of social learning that can strengthen positive attitudes and self-confidence in entrepreneurial abilities. Third, MO can be viewed as an extension of subjective norms, as it describes internal pressure in the form of ethical responsibility that encourages individuals to act beyond personal interests and focus on social impact. However, this study also utilizes the Social Cognitive Career Theory (SCCT) perspective. SCCT provides a framework for understanding how SE, MO and PE influence SEI. SCCT posits that individuals' career-related choices and behaviours are influenced by their SE beliefs, outcome expectations, and personal goals, which PEs and contextual factors shape (Newman et al., 2019; Aure et al., 2019).

SE, as defined within SCCT, refers to an individuals' belief in their ability to execute the behaviours required to achieve specific goals successfully. In the realm of social entrepreneurship, higher levels of SE are associated with increased intentions to engage in entrepreneurial activities aimed at social change (Duong & Bernat, 2019; Aure et al., 2019). Research indicates that entrepreneurial SE significantly predicts SEI among students (Duong & Bernat, 2019). This relationship is further supported by findings that demonstrate how SE mediates the impact of various antecedents, such as educational experiences and social support, on SEI (Aure et al., 2019; Malebana & Swanepoel, 2019).

MO, another critical component of SCCT, refers to the internalized sense of duty to act in a socially responsible manner. This sense of MO can significantly enhance SEI, as individuals who feel a strong ethical imperative to address societal challenges are more likely to engage in social entrepreneurship (Liu & Yang, 2020; Jadmiko et al., 2023). Studies have shown that MO not only directly influences SEI but also interacts with SE, suggesting that individuals who believe in their capabilities and feel a moral duty to contribute positively to society are particularly motivated to pursue social entrepreneurial endeavours (Jadmiko et al., 2023).

PE, particularly in social contexts, plays a pivotal role in shaping both SE and MO, thereby influencing SEI. Individuals who have engaged in volunteer work, community service, or previous

entrepreneurial activities often develop a stronger sense of SE and MO, which can enhance their intentions to pursue social entrepreneurship (El-Chaarani & Raimi, 2021). Research indicates that PE not only increases the perceived feasibility of social entrepreneurial ventures but also fosters a deeper understanding of social issues, thereby reinforcing the moral imperative to act (Obi-Anike et al., 2022).

The integration of these three constructs, SE, MO, and PE, within the TPB and SCCT framework, provides a comprehensive understanding of the factors influencing SEI. SE enhances individuals' confidence in their abilities to effect change, MO instils a sense of responsibility to act, and PE provides the contextual knowledge and skills necessary to navigate the complexities of social entrepreneurship (Newman et al., 2019; Aure et al., 2019; Jadmiko, 2023). Similarly, supportive social networks can provide the encouragement and resources necessary for individuals to pursue social entrepreneurial ventures, reinforcing their SE and moral commitments (Obi-Anike et al., 2022; Jadmiko, 2023).

## **2.2. Hypothesis Development**

PE further complements the effects of SE and MO. Such experiences provide valuable insights into the complexities of managing social enterprises, thereby equipping individuals with the necessary skills and knowledge to navigate potential pitfalls (Sumail et al., 2022). Moreover, PE can foster a network of support and resources, which is essential for the sustainability of social ventures (Zahara et al., 2022).

PE with social issues is another critical factor influencing SEI. Individuals who have previously engaged with social problems are more likely to develop intentions to pursue social entrepreneurship, as such experiences can enhance empathy and MO (Milanović et al., 2021; Jadmiko et al., 2023; Ahuja et al., 2019). Jadmiko's study specifically highlights that PE positively influences SEI, with SE and MO serving as mediators in this relationship (Jadmiko et al., 2023).

Hypothesis 1. Prior experience has a positive effect on SEI

Bandura's SE theory posits that mastery experiences are the most potent source of SE beliefs, as they reinforce an individual's capability to execute particular actions effectively (Ommering et al., 2018). Mastery experiences significantly influence SE, indicating that hands-on involvement in projects directly relates to the development of SE beliefs (Chen & Phan, 2021). Similarly, Pfitzner-Eden (2016) argues that mastery experiences serve as critical predictors of teacher SE, further affirming that PE positively influences SE across diverse educational settings.

Hypothesis 2. Prior experience has a positive effect on self-efficacy

Numerous studies indicate that higher levels of entrepreneurial SE correlate positively with SEI, suggesting that individuals who believe in their capabilities are more likely to pursue social entrepreneurship (Fatoki, 2019; Wang & Yee, 2023; Maziriri, 2024). Fatoki's research highlights that entrepreneurial SE is a strong predictor of SEI among university students, emphasizing its role in fostering the intention to engage in social entrepreneurial activities (Fatoki, 2019). These findings are in line that individuals with high levels of self-efficacy tend to have stronger social entrepreneurial intentions, where these factors influence each other in the context of social entrepreneurial intention (Hockerts, 2017). Entrepreneurship education and entrepreneurial intention through self-efficacy, where entrepreneurship education can increase students' self-

confidence and support their intention to engage in social entrepreneurial activities (Enongene & Isoh, 2024).

Hypothesis 3. Self-efficacy has a positive effect on SEI

PEs can serve as significant catalysts for shaping an individual's sense of MO, leading them to engage in behaviors aligned with their ethical beliefs. Research indicates that MO is closely tied to an individual's prior encounters, particularly when those encounters involve social issues. For example, Milanović et al. argue that PE with social problems contributes positively to MO, empathy, and social entrepreneurial intentions among students, suggesting that experience enhances moral engagement and the commitment to act according to one's ethical standards (Milanović et al., 2021). This assertion is supported that MO plays a critical role in shaping social behaviors, particularly in contexts involving collective action (Hockerts, 2017).

Hypothesis 4. Prior experience has a positive effect on moral obligation

Research indicates that a strong sense of MO can enhance the intention to engage in social entrepreneurial activities, as individuals feel compelled to contribute positively to society (Razzak & Riyami, 2023; Iqbal et al., 2023; Toufaily, 2024). For example, Razzak and Riyami found a positive correlation between MO and the desire to help others, which directly influences SEI (Razzak & Riyami, 2023). Similarly, Iqbal et al. noted that MO, along with empathy and perceived social support, significantly affects SEI, reinforcing the idea that ethical considerations are central to the motivations behind social entrepreneurship (Iqbal et al., 2023).

Hypothesis 5. Moral obligation has a positive effect on SEI

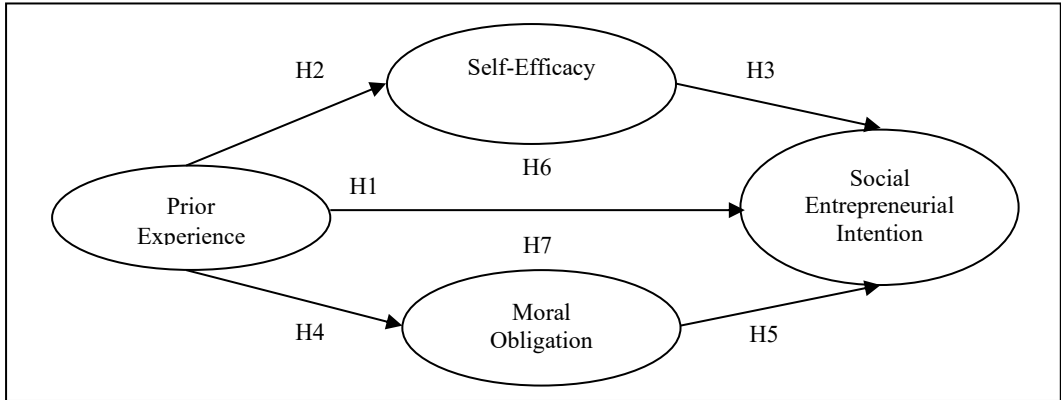
The relationship between PE and social entrepreneurship intention is significantly mediated by SE, as evidenced by several studies. SE acts as a mediator between PE and social entrepreneurship intention among Indonesian students, highlighting that students with higher SE are more likely to engage in social entrepreneurship (Jadmiko et al., 2023 and Lacap et al., 2018). These findings were echoed by Pham et al. (2022) who confirmed that SE plays a mediating role in the effect of PE on social entrepreneurial intentions, supporting the applicability of the SCCT of Matter in this context. Furthermore, Hockerts' study reinforced the importance of SE, showing it to be the most responsive to PE and having the greatest impact on social entrepreneurial intentions (Hockerts, 2015).

Hypothesis 6. Self-efficacy mediates the relationship between prior experience and SEI

The relationship between PE and SEI is complex and often mediated by various factors, including MO. Research conducted in Vietnam showed that MO, along with perceived social support and SE, mediated the influence of PE on SEI, suggesting that individuals with PE in social contexts may feel stronger MOs to engage in social entrepreneurship (Tran et al., 2023). Similarly, MO was found to mediate the relationship between empathy, altruism, and opportunity recognition with SEI among retirees, emphasizing the importance of MO in transforming PE into entrepreneurial intentions (Razzak & Riyami, 2023). However, in the context of Saudi Arabia, MO did not significantly mediate the relationship between PE and SEI, with empathy and social SE playing a more prominent role (Aloulou & Algarni, 2022). This discrepancy suggests that the mediating effects of MO may vary across different cultural and demographic contexts. Moreover, in Lebanon, MO is positively correlated with SEI, further supporting its role as a mediator in the relationship between PE and entrepreneurial intention (Toufaily & Zakhem, 2024).

Hypothesis 7. Moral obligation mediates the relationship between prior experience and SEI

**Figure 1: Proposed conceptual framework**



### 3. METHODOLOGY

#### 3.1 *Research design and data collection*

The study model was put to the test quantitatively in this investigation. Nonprobability sampling was coupled with purposeful sampling in this investigation, with respondent characteristics of (1) female students with a parental background in business or entrepreneurship and (2) students currently enrolled in an undergraduate program in the Faculty of Economics and Business. The sample size in this study was determined based on the commonly applied rule of thumb in Structural Equation Modeling using Partial Least Squares (SEM-PLS), which recommends a minimum of ten times the number of indicators analyzed (Hair et al., 2017). In this research, there are 13 indicators, requiring a minimum sample size of 130 respondents ( $10 \times 13 = 130$ ). With an actual sample of 153 respondents, this study exceeds the minimum threshold (questionnaires distributed via Google Forms).

#### 3.2 *Measurement and Data Analysis*

The measurement instruments for the research variables SE for social issues (3 items), moral obligation (4 items), prior experience (3 items), and SEI variables (3 items) were derived from Hockert (2017). SEI was assessed using a 3-item scale adapted from Hockerts (2017) "I expect that at some point in the future, I will be involved in launching an organization that aims to solve social problems", "I have the germ of an idea for a social enterprise to pursue in the future and I have no intention of launching a social enterprise (the inverse)". All items were rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Instrument validity was evaluated through outer loading using SmartPLS 4.0. Items with outer loading values of  $\geq 0.70$  were considered valid, as recommended by Hair et al. (2017). For exploratory purposes, items with loading values between 0.40 and 0.70 were retained only if their

removal reduced the composite reliability or average variance extracted (AVE). The reliability of constructs was assessed through composite reliability and Cronbach's Alpha, with acceptable thresholds of 0.70 or higher. Hypothesis testing and model evaluation were conducted using the SEM-PLS approach with SmartPLS 4.0, as this method is highly suitable for analyzing models with multiple mediating variables. SEM-PLS enables the simultaneous assessment of measurement and structural models, while the significance of both total indirect and direct effects can be efficiently tested through SmartPLS (Hair et al., 2017).

## 4. RESULTS AND DISCUSSION

### 4.1 Descriptive statistics and factor analysis for variables entering the analysis

This study involved 153 respondents who participated in this study; the average age of respondents was 20.6 years (Table 1). Most respondents came from private universities (54.25%), while the remainder were from public universities (45.75%). Regarding business experience, 28.10% of respondents had started a business as part of a course assignment, while 16.99% currently have an active business. However, 20.26% had started a business but failed, 11.76% had attempted business multiple times but still failed, and 22.88% had never tried starting a business. In terms of interest in social activities, the majority (77.78%) had experience and interest in social activities, while 20.92% expressed interest despite having no experience, and only 1.31% were not interested. When given the opportunity to run a business, 58.82% preferred social businesses, while 41.18% chose conventional businesses.

**Table 1: Respondent Profile**

No	Demographic	Frequency	Per cent
1	Average Age: 20 years old		
	Type of University		
2	Public	70	45.75
	Private	83	54.25
	Experience in starting a business		
	Once, but failed and started again, still failed again	18	11.76
3	Ever, lecture assignments	43	28.10
	Ever since, and currently, the business still exists	26	16.99
	Ever, but failed	31	20.26
	Never	35	22.88
	Have you ever been/or are you interested in doing social (work/business/activities)?		
4	Never, and not interested in social work	2	1.31
	Never, but interested in social work	32	20.92
	I am interested in social work	119	77.78
5	If given the opportunity to run a business, which one would you choose?		
	Conventional business (focuses on making a profit)	63	41.18

No	Demographic	Frequency	Per cent
	Social business (does not focus on profit)	90	58.82
<i>n = 153</i>			

Outer loading shows (Table 2) the relationship between indicators and the measured construct. MO has a fairly high loading value, with values ranging from 0.791 to 0.826, indicating that these items have a significant contribution to the construct. PE, SE, and SEI, where the outer loading values are mostly above 0.7.

**Table 2: Outer loading**

	Moral Obligation	Prior Experience	Self-Efficacy	SEI
MoralObligation1	0.826			
MoralObligation2	0.820			
MoralObligation3	0.804			
MoralObligation4	0.791			
PriorExperience1		0.819		
PriorExperience2		0.825		
PriorExperience3		0.709		
SE1			0.816	
SE2			0.872	
SE3			0.789	
SEI1				0.748
SEI2				0.830
SEI3				0.832

Cronbach's alpha and composite reliability values (Table 3) the three constructs have good reliability, with values above 0.7 (only PE is 0.692). Meanwhile, MO, PE, SE, and SEI also have decent composite reliability values, with 0.885, 0.829, 0.866, and 0.846, respectively (Table 3). The average variance extracted (AVE) value also indicates adequate convergent validity, as all constructs have an AVE above 0.5, which is the minimum limit to indicate that a construct is able to explain most of the variance of its indicators.

**Table 3: Construct Reliability and Validity**

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Moral Obligation	0.827	0.831	0.885	0.657
Prior Experience	0.692	0.707	0.829	0.618
Self-Efficacy	0.767	0.768	0.866	0.683
SEI	0.725	0.725	0.846	0.647

#### 4.2 Discriminant Validity

The Fornell-Larcker criterion is utilized to evaluate the discriminant validity among constructs. The correlation value between MO and SEI of 0.450 shows a significant correlation, indicating that the two constructs are indeed conceptually different (Table 4). All HTMT values between constructs were below 0.85, indicating that there is no problem (Table 5).

**Table 4:** Fornell-Larcker Criterion

	1	2	3	4
1. Moral Obligation	0.811			
2. Prior Experience	0.146	0.786		
3. Self-Efficacy	0.440	0.356	0.826	
4. SEI	0.450	0.387	0.597	0.804

**Table 5:** Heterotrait-Monotrait Ratio (HTMT)

	1	2	3	4
1. Moral Obligation				
2. Prior Experience	0.200			
3. Self-Efficacy	0.555	0.500		
4. SEI	0.572	0.545	0.797	

**Table 6:** Cross Loading

	Moral Obligation	Prior Experience	Self-Efficacy	SEI
MoralObligation1	<b>0.816</b>	0.068	0.296	0.406
MoralObligation2	<b>0.814</b>	0.088	0.410	0.365
MoralObligation3	<b>0.814</b>	0.172	0.350	0.325
MoralObligation4	<b>0.800</b>	0.161	0.378	0.354
PriorExperience1	0.102	<b>0.789</b>	0.269	0.343
PriorExperience2	0.126	<b>0.810</b>	0.244	0.308
PriorExperience3	0.125	<b>0.760</b>	0.345	0.254
Self-Efficacy1	0.362	0.333	<b>0.825</b>	0.469
Self-Efficacy2	0.334	0.289	<b>0.870</b>	0.508
Self-Efficacy3	0.396	0.283	<b>0.783</b>	0.501
SEI1	0.368	0.170	0.551	<b>0.746</b>
SEI2	0.278	0.412	0.418	<b>0.830</b>
SEI3	0.425	0.350	0.463	<b>0.834</b>

Table 6 shows that all indicators have higher cross-loading values for their respective constructs than for other constructs. For example, the MO indicator has the highest loading value in the MO construct (0.800–0.816) compared to correlations in other constructs. The same is seen in the PE (0.760–0.810), SE (0.783–0.870), and SEI (0.746–0.834) indicators, which consistently show the highest values in their original constructs.

### 4.3 Hypothesis Testing

#### Direct Effect

The hypothesis testing results presented in Table 6 indicate that all direct relationships are positive at the 0.05 level. First, PE has a direct and significant impact on SEI, with a coefficient of 0.194, a T-value of 2.543, and a p-value of 0.006, implying that relevant experiences increase the likelihood of individuals having social entrepreneurial intentions (H1: supported). Second, MO has a positive and significant effect on SEI, with a path coefficient of 0.233, a T-value of 3.210, and a p-value of 0.001 (H2: supported). This suggests that individuals with a stronger sense of moral responsibility tend to exhibit a higher intention to engage in social entrepreneurship.

**Table 6: Direct Effect**

	Original sample	T statistics	P values	Result
PE → SEI	0.194	2.543	0.006***	supported
PE → Self-efficacy	0.365	4.716	0.000***	supported
SE → SEI	0.423	5.495	0.000***	supported
PE → Moral Obligation	0.150	1.765	0.039*	supported
MO → SEI	0.233	3.210	0.001***	supported

*\*p ≤ 0.05, \*\*p ≤ 0.01, \*\*\*p ≤ 0.001*

Furthermore, SE exerts the strongest influence on SEI, with a path coefficient of 0.423, a T-value of 5.495, and a p-value of 0.000. This emphasizes the vital role of self-belief in determining the intention to pursue social entrepreneurship (H3: supported). Also, PE significantly influences MO, with a path coefficient of 0.150, a T-value of 1.765, and a p-value of 0.039. This indicates that individuals' past experiences-whether social or entrepreneurial can shape a stronger sense of moral duty toward addressing social issues (H4: supported). Finally, PE also has a significant direct effect on SE, as shown by a coefficient of 0.365, a T-value of 4.716, and a p-value of 0.000. This reinforces the notion that previous experiences play a critical role in building individuals' confidence in their entrepreneurial abilities (H5: supported). Overall, these results support the theoretical framework that SEI is shaped by a combination of PE, MO, and SE (Figure 2).

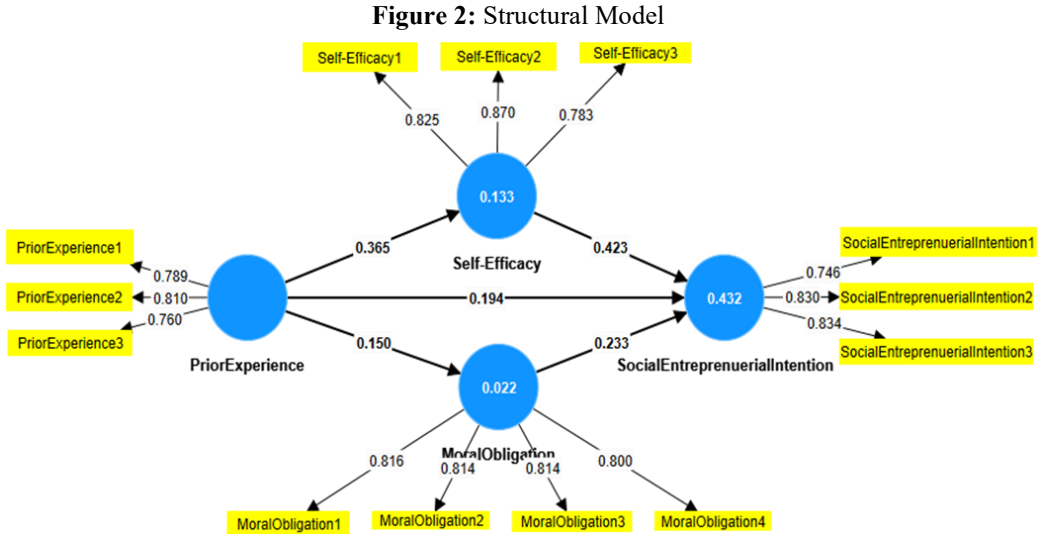
*Indirect Effect*

Table 7 shows the indirect effects. SE significantly mediates the influence of PE on SEI with a T-statistic value of 3.271 and a p-value of 0.001 ( $p < 0.05$ ), indicating that the hypothesis is accepted (H6: supported). In contrast, the mediation pathway through MO is not statistically significant, as indicated by a T-statistic value of 1.440 and a p-value of 0.075 ( $p > 0.05$ ), leading to the rejection of the hypothesis (H7: not supported). These findings suggest that PE has a stronger impact on social entrepreneurial intention when mediated by SE compared to MO. The R<sup>2</sup> value of 0.436 indicates that the model explains 43.6% of the variance in SEI. This result underscores the importance of developing SE as a key psychological mechanism in fostering SEI among individuals with prior entrepreneurial experience. The findings of this study reveal that MO, PE, and SE significantly influence SEI. These results can be interpreted through the lens of SCCT, which highlights the role of environmental influences, particularly family background, in shaping SE and moral motivation.

**Table 7: Indirect Effect**

	Original Sample	T Statistics	P Values	Results
PE → SE → SEI	0.154	3.271	0.001***	supported

	Original Sample	T Statistics	P Values	Results
PE → MO → SEI	0.035	1.440	0.075	not supported
<i>R Square = 0.436</i>				
<i>R Square Adjusted = 0.436</i>				
<i>*p ≤ 0.05, **p ≤ 0.01, ***p ≤ 0.001</i>				



#### 4.4 Discussion

MO emerges as a crucial determinant of SEI. Razzak and Riyami (2023) assert that individuals with a strong sense of MO are more likely to engage in ethical and socially responsible actions, reinforcing their intention to pursue social entrepreneurship. Wang et al. (2019) further elaborate on this by demonstrating that MO enhances social identity, acting as a catalyst for ethical behaviour and fostering a stronger connection with social groups. Additionally, Milanović et al. (2021) incorporate MO as a mediating factor within the TPB, underscoring its integral role in the decision-making processes of aspiring social entrepreneurs.

Extending this perspective, Ali et al. (2023) emphasize that MO is deeply rooted in societal and religious norms, influencing entrepreneurial intentions. Duong (2023a) similarly posits that MO interacts with other psychological constructs in shaping SEI, though further research is needed to explore its interplay within the TPB framework. Hockerts (2015) provides empirical validation for the Social Entrepreneurial Antecedents Scale, demonstrating that MO positively correlates with perceived desirability and SE, thereby reinforcing its critical role in fostering SEI.

PE is another significant predictor of SEI. Jadmiko et al. (2023) find that individuals with prior exposure to social issues exhibit stronger SEI due to heightened empathy, social awareness, and

understanding of societal challenges. Furthermore, Aloulou and Algarni (2022) argue that PE fosters empathy, MO, and social efficacy, all of which are directly linked to increased SEI. Rosihaza et al. (2023) corroborate these findings, revealing that PE, alongside MO and social support, significantly influences SEI within the Muslim community in Indonesia. In addition, other studies show that factors such as social support and prosocial motivation by students can strengthen the influence on SEI (Jadmiko, 2021; Jadmiko et al., 2024).

The role of PE extends beyond motivation to the development of entrepreneurial competencies. Türk et al. (2019) emphasize that early exposure to entrepreneurship through role models or firsthand experiences shapes individuals' socialization processes and strengthens their entrepreneurial identity. Consistent with Bignotti and Roux (2020), who demonstrate that both direct and indirect PE act as catalysts, enhancing entrepreneurial intentions among university students. Hence, PE not only amplifies motivation but also refines ability to comprehend and address social challenges.

SE, defined as an individual's belief in their ability to achieve specific goals, also significantly influences SEI. Sumail et al. (2022) and Zahara et al. (2022) demonstrate that individuals with high SE are more inclined to engage in social entrepreneurship, as confidence in their abilities enables them to confront challenges. Additionally, SE enhances resilience, allowing individuals to persist in overcoming obstacles within the social entrepreneurship landscape. Fatoki (2019) supports this claim, noting that individuals with higher SE levels exhibit greater adaptability and perseverance in dynamic business environments, reinforcing SEI.

Further validating these findings, Neneh (2020) identifies SE as a key predictor of SEI, arguing that individuals with strong confidence in their abilities are more likely to pursue social entrepreneurship. Li et al. (2020) add that SE not only influences general entrepreneurial intentions but also enhances awareness of social opportunities, encouraging proactive engagement. Urban (2020) expands on this by illustrating that SE mediates the relationship between entrepreneurial alertness and SEI, suggesting that individuals confident in identifying and leveraging social opportunities exhibit stronger SEI. Moreover, Shahab et al. (2019) emphasize the role of entrepreneurship education in fostering SE, which subsequently bolsters SEI.

The hypothesis that SE mediates the effect of PE on SEI is supported based on several studies. Research by Jadmiko et al. (2023) and Lacap et al. (2018) demonstrates that SE acts as a mediator between PE and SEI among Indonesian students, where individuals with higher SE tend to have stronger SEI. These findings are supported by Pham et al. (2022), who confirm that SE mediates the relationship between PE and SEI, aligning with SCCT. Additionally, Hockerts' (2015) study reinforces that SE is the factor most responsive to PE and has the strongest influence in shaping SEI. Thus, SE serves as a key mechanism explaining why PE enhances SEI.

The hypothesis that MO does not mediate the relationship between PE and SEI is context-dependent, as evidenced by Aloulou & Algarni (2022), who found that MO did not significantly mediate this relationship, with empathy and social SE being more influential. Similarly, Razzak &

Riyami (2023) highlighted MO's mediating role among retirees but implied that its significance may vary across demographics. These discrepancies indicate that cultural, social, and individual factors shape whether MO acts as a mediator.

This study expands the Theory of TPB by incorporating MO, PE, and SE as determinants of SEI. MO enriches the attitude dimension with ethical aspects, PE strengthens subjective norms through the internalization of social values, and SE strengthens perceived behavioral control through increased self-confidence. This integration encourages a higher abstraction of TPB, which was originally rational-cognitive, into a more comprehensive framework with moral, experiential, and psychological dimensions. These findings confirm the importance of the socio-cultural context in influencing the formation of SEI.

This study also advances SCCT by MO, PE, and SE as key psychological and experiential antecedents of SEI. The findings update SCCT in several ways. First, MO emerges as a critical determinant of SEI, extending SCCT by highlighting how ethical values and social identity considerations act as motivational drivers that reinforce prosocial entrepreneurial aspirations. Second, PE is confirmed not only as a motivational enhancer but also as a formative source of entrepreneurial competencies and social awareness, demonstrating how experiential learning and role modeling enrich the SCCT framework. Third, SE is identified as a pivotal mediating mechanism linking PE to SEI, providing strong empirical support for the self-regulatory processes emphasized in SCCT.

Collectively, these insights extend SCCT by situating MO within ethical and cultural contexts, establishing PE as both a motivational and competence-building factor, and reaffirming SE as the psychological mechanism that enables individuals to transform experiences into actionable entrepreneurial intentions. By doing so, this research enhances the explanatory power of SCCT for understanding the formation of SEI, particularly in culturally embedded and gender-specific contexts such as those of women in Padang, Indonesia.

## **5. CONCLUSION AND IMPLICATION**

### **5.1 Conclusion**

This study advances TPB and SCCT by demonstrating how SE mediates SEI, particularly among women from entrepreneurial families. Findings reveal that family business exposure enhances both SE and SEI through experiential learning and role modelling. The research proposes a three-pronged intervention framework: (1) experiential training programs leveraging family business knowledge, (2) ethics and social responsibility integration in curricula, and (3) supportive policies, including fiscal incentives and funding access. These evidence-based recommendations create an ecosystem where women can transform family business competencies into scalable social ventures. The study contributes to gender-inclusive entrepreneurship literature while supporting the achievement of SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth).

### **5.2 Implication for Behavioral Science**

This study underscores key behavioral science principles by revealing how MO, PE, and SE collectively shape SEI. The findings align with SCCT, demonstrating that SE mediates the link between PE and SEI. At the same time, MO acts as a motivational driver rooted in ethical norms. For practitioners, this suggests that behavioural interventions such as experiential learning programs to build entrepreneurial confidence, ethical framing to strengthen moral commitment, and role-model exposure to enhance observational learning can effectively foster SEI. These insights advocate for policy and educational designs that integrate psychological and social-cognitive mechanisms to nurture socially conscious entrepreneurship.

### **5.3 Limitation**

This study has several limitations that should be acknowledged. First, the geographic scope of the research is limited to respondents in Padang, which may restrict the generalizability of the findings to other regions with different cultural, institutional, or socio-economic contexts. Second, the sample is composed exclusively of women, which, while valuable for understanding female perspectives, may not capture the broader dynamics of gender diversity in entrepreneurial or organizational behavior. These limitations suggest that future research could expand to multiple regions and include more diverse demographic groups to provide a more comprehensive understanding of the phenomena under study.

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