



Shaping Social Entrepreneurial Career Intentions: The Role of Literacy, Policy Support, and Personality Traits in Indonesia

Maryam Batubara^{†1}, Erni Yusnita Siregar², Muhammad Idris Nasution^{1, *}, & Juliana Nasution¹

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Abstract: Background: Social entrepreneurship (SE) integrates business with social objectives to address economic, social, and environmental challenges, which is becoming crucial in developing countries like Indonesia. **Objective:** This study examines how SE literacy, public policy support, and personality traits of college students shape their career intentions to become social entrepreneurs. **Method:** Data were collected through Google Forms involving 517 students from Gadjah Mada University and the State Islamic University of North Sumatra. Data were analyzed using PLS-SEM with SmartPLS. **Key Findings:** The findings show that personality traits, social entrepreneurship literacy, and policy support significantly influence students' intentions to pursue careers in social entrepreneurship. Personality traits are the strongest predictor, both directly and indirectly through literacy, with openness identified as the most influential dimension. **Conclusions:** These results highlight the need for universities to strengthen social entrepreneurship education through integrated curricula and community-based learning, while governments and industries enhance support through targeted policies, incubation programs, and specific social enterprise regulations. **Recommendations:** Universities should integrate social entrepreneurship literacy into cross-disciplinary curricula through experiential and community-based learning models, while policymakers should design coherent, dedicated SE policy frameworks that combine incentives, regulatory clarity, and equitable access to funding and incubation. Future research should adopt longitudinal and cross-country designs, particularly within ASEAN contexts, to strengthen the generalizability of these findings.

Keywords: Career Intention, Higher Education, Personality Traits, Policy Support, Social Entrepreneurship Literacy

تشكيل النوايا المهنية لريادة الأعمال الاجتماعية: دور محو الأمية، ودعم السياسات، وسمات الشخصية في إندونيسيا

مريم باتوبارا¹، إرني يوسنيتا سيريغار²، محمد إدريس ناسوتيون¹ وجوليانا ناسوتيون¹
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الملخص: خلفية البحث: يتدمج ريادة الأعمال الاجتماعية الأعمال مع الأهداف الاجتماعية لمواجهة التحديات الاقتصادية والاجتماعية والبيئية، وهو أمر بالغ الأهمية في الدول النامية مثل إندونيسيا. **الهدف:** تبحث هذه الدراسة في كيفية تأثير معرفة ريادة الأعمال الاجتماعية، ودعم السياسات العامة، وسمات الشخصية لدى طلاب الجامعات على نواياهم المهنية ليصبحوا رواد أعمال اجتماعيين. **المنهجية:** جمعت البيانات من خلال نماذج جوجل، وشملت 517 طالباً من جامعة جادجاه مادا وجامعة ولاية شمال سومطرة الإسلامية. وحُلت البيانات باستخدام نمذجة المعادلات الهيكلية للمربعات الصغرى الجزئية أهم النتائج: تشير النتائج إلى أن السمات الشخصية، ومعرفة ريادة الأعمال الاجتماعية، ودعم السياسات تؤثر بشكل كبير على نوايا الطلاب في متابعة مسار مهني في ريادة الأعمال الاجتماعية. وتُعد السمات الشخصية أقوى مؤشر، سواء بشكل مباشر أو غير مباشر من خلال المعرفة، حيث تُعتبر سمة الانفتاح البُعد الأكثر تأثيراً. **الاستنتاجات:** تُبرز هذه النتائج الحاجة إلى أن تعزز الجامعات تعليم ريادة الأعمال الاجتماعية من خلال المناهج المتكاملة والتعلم المجتمعي، في حين يمكن للحكومة والصناعة دعم هذه الجهود من خلال سياسات مستهدفة، وبرامج حاضنات الأعمال، ووضع لوائح خاصة بالمؤسسات الاجتماعية. **التوصيات:** يوصى بأن تُدمج الجامعات محو الأمية بريادة الأعمال الاجتماعية ضمن مناهج متعددة التخصصات عبر التعلم التجريبي والمجتمعي، وأن يضع صانعو السياسات أطراً سياسية متكاملة وموجهة خصيصاً لريادة الأعمال الاجتماعية تجمع بين الحوافز والوضوح التنظيمي وتكافؤ فرص الوصول إلى التمويل والحاضنات. كما يوصى بأن تعتمد الأبحاث المستقبلية تصاميم طويلة ومقارنات بين الدول، خاصة ضمن دول آسيان، لتعزيز إمكانية تعميم هذه النتائج **الكلمات المفتاحية:** النية المهنية، التعليم العالي، سمات الشخصية، السياسة العامة، محو الأمية الاجتماعية

1 Faculty of Islamic Economics and Business, Universitas Islam Negeri Sumatera Utara Medan, Indonesia.
* Corresponding author: muhammadidris@mahkamahagung.go.id, orcid: https://orcid.org/0009-0007-4952-7494

1 كلية الاقتصاد والأعمال الإسلامية، جامعة سومطرة الشمالية الإسلامية الحكومية، ميدان، إندونيسيا
* الباحث المراسل: muhammadidris@mahkamahagung.go.id
2 الكلية الإسلامية الحكومية مانداليلينج ناتال، بانايونجان، إندونيسيا

Background

Indonesia, as a developing country with a large and diverse population, faces a number of economic and social challenges. Increasing economic disparities, unequal access to education, and environmental issues are major concerns (Todaro & Smith, 2015). At this point, the development of social enterprise (SE) as a form of business that aims not only to achieve financial gain, but also to achieve positive social or environmental impacts (Ramya et al., 2024) gains its legitimacy because it has a positive relationship with regional economic development (Doh, 2020), triggers social change, and sustainable business development (Jiatong et al., 2021; Bansal et al., 2019) and is a powerful instrument for solving environmental problems and empowering human resources in the world (Wu & Si, 2018).

SE itself has become a trend in recent years (Fauzi et al., 2025), especially among young people (Suyatna & Nurhasanah, 2018), and in the last decade has also experienced a surge in research interest (Saebi et al., 2018). Young people have moved to develop SE in various fields, such as Waste4Change and Bank Sampah which focus on environmental issues, Sahabat Pulau on education, TaniHub and Jawara Banten Farm on animal husbandry and agriculture, Wecare.id on health, and so on. Educational institutions such as several Islamic boarding schools (Asrol et al., 2023; Fazlurrahman et al., 2022) have also followed this trend, as well as several higher education institutions in Indonesia are very enthusiastic about building SE. The rise of social entrepreneurship is particularly significant in developing countries like Indonesia, where it acts as a catalyst for inclusive growth, job creation, and environmental sustainability, aligning with global agendas such as the United

Nations Sustainable Development Goals (SDGs) (Bansal et al., 2019).

Higher education institutions (HEIs) play a crucial role in nurturing the next generation of social entrepreneurs by equipping students with the knowledge, skills, and values necessary to tackle complex social issues (Nicholls & Cho, 2006). Higher education institutions in Indonesia have also demonstrated their role as agents of social change through philanthropic initiatives that generate measurable social impact (Nasution et al., 2025). The enthusiasm for developing SE is manifested, for example, at Universitas Gadjah Mada (UGM), by establishing the Community Entrepreneurship Academy, the routine Young Indonesian Sociopreneur (SOPREMA) competition, and the ASEAN Young Socialpreneurs Program. SE has also been included in the curriculum, including in the Social Development and Welfare study program at UGM, or in the Zakat and Waqf Management study program at several State Islamic Universities. This encouragement of higher education is certainly necessary in developing interest in SE. Klein et al. (2021) revealed that understanding and literacy among students can be the key to creating future leaders who care about social and environmental issues. Research by Yalçın & Özkan (2023) and Jordaan (2009) revealed that the quality of higher education is indeed important in choosing a student's future career. Previous studies have emphasized the role of literacy in strengthening social entrepreneurial intention through mechanisms such as mission awareness and innovation (Bacq & Alt, 2018; Jiatong et al., 2021).

Another factor that is no less important in encouraging the development of SE is government commitment or public policy (Jiatong et al., 2021; Méndez-Picazo et al., 2021; Griffiths et al., 2013). The results of Li et

al.'s (2020) research revealed that government regulations on entrepreneurship have a direct influence on the development of entrepreneurship, although according to Lamoureux et al. (2019) the offer of incentives and regulations still shows a limited impact. The UK and several European countries have developed policies to create a thriving environment for social entrepreneurs, including support through regulations in the form of laws (OECD, 2022; Fernández-Guadano & Diez, 2024). In Indonesia itself, there is only Presidential Regulation Number 2 of 2022 concerning the development of entrepreneurship, but it does not mention SE. The draft entrepreneurship law mentions SE, but it is still in the form of a draft, which shows a lack of attention to the development of SE in particular and entrepreneurship in general.

In addition, personality traits—particularly prosocial and innovative tendencies—serve as internal drivers of social entrepreneurial intention. In previous studies, other factors have been studied in relation to interest and attraction in SE, Bacq & Alt (2018) studied SE intention through agent mechanisms and communal mechanisms. Jiatong et al., (2021) identified the role of social mission and social innovation in sustainable business development. Schin et al., (2023) examined the role of public administration in Romania. Usman et al. (2022) examined the factors of empathy impact, perceived social impact, social value and social network. Trajano et al. (2023) examined the influence of pro-social behavior, similar to the research of Stanlie et al. (2023), by using creativity as a mediating factor.

Grounded in the Theory of Planned Behavior (TPB) (Ajzen, 1991), this study frames students' social entrepreneurial career intentions through three predictors. SE literacy shapes attitudes toward social entrepreneurship by fostering knowledge and positive

perceptions of SE as a career with social impact (Nicholls & Cho, 2006; Corral, 2008). Public policy support influences subjective norms by creating a supportive policy environment that legitimizes SE activities (Méndez-Picazo et al., 2021; Jiatong et al., 2021). Personality traits, particularly conscientiousness and openness, enhance perceived behavioral control by boosting students' confidence in pursuing SE (M'manga & Shuliang, 2019; Ali, 2019). Beyond its confirmatory role, this study extends TPB by embedding contextual and domain-specific determinants—SE literacy and policy support—into the TPB framework. This extension addresses critiques that TPB underrepresents structural and institutional influences (Fishbein & Ajzen, 2010; Krueger, 2017). By integrating micro-level (personality, literacy) and macro-level (policy) enablers, the model provides a more holistic explanation of how cognitive, dispositional, and institutional forces jointly shape social entrepreneurial intention in emerging economies.

While prior studies have explored SE literacy, public policy, and personality traits individually (Bacq & Alt, 2018; Jiatong et al., 2021; Méndez-Picazo et al., 2021), their simultaneous interaction in shaping social entrepreneurial career intentions, particularly in the Indonesian higher education context, remains underexplored. This study addresses this gap by examining how SE literacy, public policy support, and personality traits collectively influence students' career intentions in social entrepreneurship. Using Universitas Gadjah Mada's SE initiatives as a benchmark, this research aims to provide actionable insights for universities and policymakers to foster a robust SE ecosystem, offering a model for developing countries to cultivate socially responsible business leaders.

Method

Data Collection and Sampling

Procedures: To test the proposed hypothesis, this study utilized an online survey method for students who had taken educational programs related to SE, whether as a course, workshop, research project, internship, community service, or competition. The respondents selected were at least aware of several SE businesses that are currently developing in Indonesia.

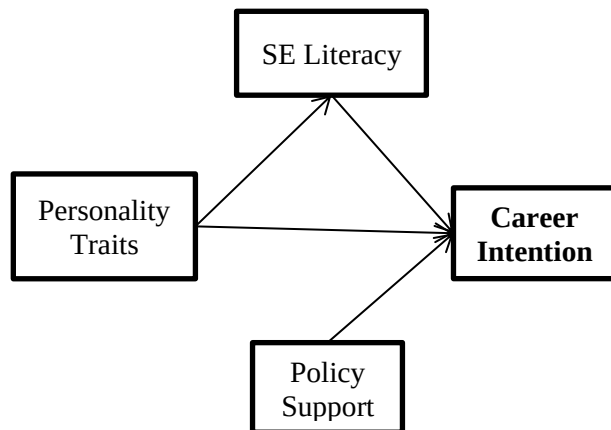
This study employed a convenience sampling strategy, which is a form of non-probability sampling. Participants were drawn from accessible populations at the Faculty of Social and Political Sciences at Universitas Gadjah Mada (UGM), Yogyakarta, and the Faculty of Islamic Economics and Business at Universitas Islam Negeri Sumatera Utara, Medan. This approach was chosen for its practicality and efficiency in reaching respondents who met the inclusion criteria, given the time and resource constraints of the study. While convenience sampling ensures feasibility, it may limit the generalizability of findings to the broader Indonesian student population, as the sample is not randomly selected and is geographically concentrated in two institutions. However, it enhances representativeness within the targeted group of SE-aware students, as the faculties were selected due to their active involvement in SE-related programs.

This study adhered to ethical guidelines for research involving human participants. All participants provided informed consent prior to completing the survey. They were informed about the study's objectives, procedures, potential risks (which were minimal, as the survey involved no sensitive personal data), and their right to withdraw at any time without penalty. Participation was voluntary, and responses were anonymous to ensure confidentiality. Data were stored securely and used solely for research purposes.

To determine the sample size, this study refers to the guidelines of Hair et al. (2021) which suggest that the minimum expected significant path coefficient ranges from 0.11 to 0.20. Therefore, approximately 155 observations are needed to achieve significance at the 5% level with 80% power. However, the sample size in this study was enlarged to 517 respondents to increase the accuracy of the PLS-SEM (Partial Least-Squares Structural Equation Modeling) estimation. Sample members received a Google Form link that introduced the purpose of the study and included a questionnaire that had to be filled out using a Likert scale of 1-5. Data were collected during the first semester of the 2024 academic year (June–July 2024).

Research Model: Based on the theoretical framework and the study's focus on university students' career intentions in social entrepreneurship, this research identifies career intention (CI) as the primary dependent variable. The model examines the influences of three independent variables—social entrepreneurship literacy (L), policy support (PS), and personality traits (PT)—on CI. In addition, the model considers the structural relationship between PT and L, under the assumption that students' prosocial personality traits may enhance their social entrepreneurship literacy. Thus, social entrepreneurship literacy potentially mediates the effect of personality on the career intention for social entrepreneurship. This conceptual research model is illustrated in Figure 1.

Figure (1): Research Model



Measurement: The research questionnaire was compiled based on the literature review discussed, which can be seen briefly in Table 1.

Table (1): Measurement of constructs

Constructs	Codes	Measurement
Literacy (L)	L.1	Ability to identify social problems.
	L.2	Search for information related to social issues.
	L.3	Evaluation and criticism of information sources.
	L.4	Understanding community needs related to social issues.
	L.5	Utilization of information found to design innovative solutions to social problems.
	L.6	Ability to communicate in a social context.
Policy Support (PS)	PS.1	Financial support for the development of SE.
	PS.2	The establishment of regulations to protect and recognize SEs.
	PS.3	The availability of SE programs and courses in higher education as part of education policy.
	PS.4	The establishment and development of SE incubators to develop social business ideas.
	PS.5	Awards for successful running of SEs.
Personality Traits (PT)	PT.1	Enjoy working in a team or interacting with many people.
	PT.2	Tend to be active in social or community activities.
	PT.3	Often feel anxious or restless.

Constructs	Codes	Measurement
Career Intention (CI)	PT.4	Often feel restless when faced with new tasks or projects.
	PT.5	Always try to maintain order in work or projects.
	PT.6	Responsible and reliable in completing work.
	PT.7	Enjoy helping others.
	PT.8	Willing to work with others to achieve common goal.
	PT.9	Interested in trying new and different things.
	PT.10	Feel open to various cultures and views.
	CI.1	Interested in participating in social activities that have a positive impact.
	CI.2	Active in communities that focus on social entrepreneurship.
	CI.3	Choosing a social entrepreneurship course if available.
Career Intention (CI)	CI.4	Desire to learn more about SE through training or workshops.
	CI.5	Motivated to develop social business ideas that solve social problems.
	CI.6	Choosing to develop social entrepreneurship if there is an opportunity.
	CI.7	Thinking that social entrepreneurship can be an interesting career.
	CI.8	SE can help achieve personal and professional goals.

The questionnaire used in this study was developed to measure key constructs: Literacy (L), Personality Traits (PT), Policy Support (PS), and Career Intentions (CI). The items were adapted from scales established in the literature and tailored to fit the context of social entrepreneurship (SE) among Indonesian university students. The Literacy indicator was adapted from the American Library Association (ALA, 1989) definition of information literacy, with elaboration for the SE context based on Corral's (2008) and Hockerts' (2015) Antecedents of Social

Entrepreneurship Scale (SEAS). The Personality Traits (PT) indicator was adapted from the Big Five Personality Traits model (Ali, 2019), which focuses on extroversion, neuroticism, conscientiousness, agreeableness, and openness. The Policy Support (PS) indicator was adapted from Mair & Marti's (2006) study on financial incentives, Dacin et al.'s (2010) study on educational policies promoting social entrepreneurship programs in universities, and Short et al.'s (2015) study. (2009) on the development of incubation centers, and Austin et al.'s (2006) study on government recognition of impactful social entrepreneurship initiatives. These forms of support collectively reflect the government's role in fostering a conducive ecosystem for social entrepreneurship. The Career Intention (CI) indicator was adapted from Holland's RIASEC theory (Holland, 1997) and Hockerts' SEAS (2015) for social entrepreneurship intentions, emphasizing participation in social entrepreneurship activities, workshops, and career choices.

A pilot study was conducted, and initial Cronbach's alpha values were calculated to assess internal consistency, which demonstrated acceptable reliability (>0.70 for all constructs: Literacy (L): $\alpha = 0.893$; Personality Traits (PT): $\alpha = 0.924$; Policy Support (PS): $\alpha = 0.906$; and Career Intention (CI): $\alpha = 0.927$). Composite reliability (ρ_c) was also >0.70 for all constructs (PS: 0.930; L: 0.918; PT: 0.939; CI: 0.941). All values exceeded the recommended threshold, indicating the instrument is robust for measuring SE-related constructs in the study population.

Data Analysis Techniques: The data analysis employed the PLS-SEM method using SmartPLS software version 4.1.0.3. This approach was chosen because it is well-suited for examining research models that involve numerous constructs and indicators, especially

when the dataset does not strictly follow normal distribution assumptions. Within the PLS framework, the path model comprises two essential components. The first is the measurement model (Outer Model), which represents how each latent construct is operationalized through its observed indicators, thereby enabling tests of validity and reliability. The second is the structural model (Inner Model), which illustrates the hypothesized causal links among the constructs in the model. By integrating these two levels of analysis, PLS-SEM provides comprehensive insights into both the quality of measurement and the strength of theoretical relationships, making it highly relevant for applied research in social and behavioral sciences (Hair et al., 2021).

Results

We first describe the socio-demographic profile of respondents, followed by an evaluation of construct validity and reliability. We then examine the direct and indirect relationships among variables, and conclude with the predictive relevance and overall model fit.

Socio-demographic characteristics: Based on Table 2, out of 517 respondents, 188 people (36.4%) were male and 329 people (63.6%) were female. The largest age group was 20 years old (183 respondents, 35.4%), followed by 21 years old (122 respondents, 23.6%), and 19 years old (100 respondents, 19.3%). Most respondents (409 people, 79.1%) were involved in courses related to SE. In addition, 101 people (19.5%) attended workshops, 28 people (5.4%) were involved in research projects, and 37 people (7.2%) participated in community service projects. The respondents' knowledge was mostly related to "Bank Sampah" (320 people, 63.2%), while other programs such as "Wecare.id" (85 people, 16.8%) and "Sahabat Pulau" (65 people,

12.8%) were also known but in smaller proportions

Table (2): Respondent Description

Category	Indicator	Total	Percentage
Gender	Male	188	36.4
	Female	329	63.6
Age	18	14	2.7
	19	100	19.3
	20	183	35.4
	21	122	23.6
	22	75	14.5
	23	17	3.3
	24	5	1.0
Participation in programs related to SE	Courses	409	79.1
	Research projects	28	5.4
	Community service projects	37	7.2
	Workshops	101	19.5
	Competitions	17	3.3
	Internships	28	5.4
Knowledge related to SE business	Bank Sampah	320	63.2
	Waste4Change	45	8.9
	Sahabat Pulau	65	12.8
	TaniHub	50	9.9
	WeCare.id	85	16.8
	Others	43	8.5

Outer Model: In this study, the model was rigorously evaluated to ensure construct validity and reliability before further examining the relationships between variables. Validity measures consist of two types: discriminant and convergent validity. Convergent validity was assessed through two main indicators: factor loadings and Average Variance Extracted (AVE). Table 3 showed that all factor loading values exceeded the recommended threshold of 0.70, while the AVE value was above 0.50. These findings indicate that the latent constructs are well represented by their respective indicators, thus meeting the criteria for convergent validity.

Table (3): Validity and Reliability for Constructs

Construct	Indicators	Loading Factor	Cronbach's alpha	Composite Reliability	AVE
SE Literacy (L)	L.2	0,805	0,868	0,91	0,717
	L.4	0,859			
	L.5	0,873			
	L.6	0,848			
Policy Support (PS)	PS.1	0,826	0,906	0,91	0,727
	PS.2	0,872			
	PS.3	0,803			
	PS.4	0,892			
	PS.5	0,868			
Personality Traits (PT)	PT.10	0,828	0,926	0,942	0,73
	PT.5	0,858			
	PT.6	0,832			
	PT.7	0,857			
	PT.8	0,876			
Career Intention (CI)	PT.9	0,876	0,921	0,938	0,717
	CI.2	0,816			
	CI.3	0,837			
	CI.4	0,883			
	CI.5	0,847			
	CI.7	0,842			
	CI.8	0,855			

Discriminant validity was examined using the Heterotrait-Monotrait Ratio (HTMT). Table 4 demonstrates that the HTMT ratios for all construct pairs are below the 0.90 threshold, indicating adequate discriminant validity and confirming that each construct is empirically distinguishable. These results are in accordance with the recommendations of Hair et al. (2021).

Table (4): Discriminant Validity: HTMT

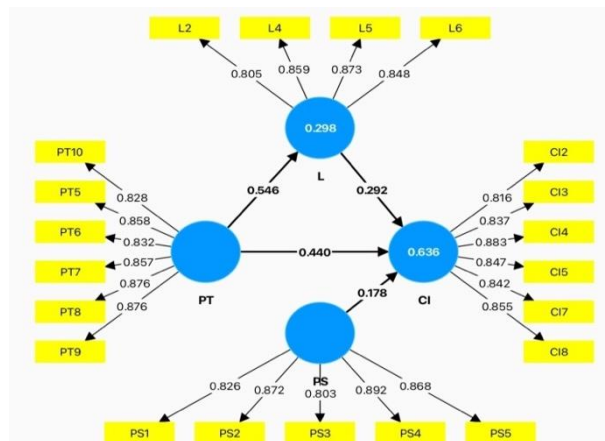
Latent variables	CI	L	PS	PT
CI				
L	0,717			
PS	0,765	0,702		
PT	0,796	0,608	0,844	

Inner Model: In evaluating the inner model, both direct and indirect relationships among constructs were assessed through several indicators, including R-square values, collinearity statistics (VIF), path coefficients,

effect sizes (f^2), T-statistics (via bootstrapping), predictive relevance (Q^2), and model fit indices.

To illustrate the relationships among the latent constructs and their indicators, Figure 2 displays the full PLS-SEM model, showing standardized outer loadings and inner path coefficients.

Figure (2): Structural Equation Model



The inner model demonstrates satisfactory explanatory power. The R-square value for career intention (CI) is 0.636, indicating that 63.6% of the variance in students' social entrepreneurship career intentions is explained by social entrepreneurship literacy (L), policy support (PS), and personality traits (PT). Meanwhile, the R-square value for social entrepreneurship literacy (L) is 0.298, suggesting that 29.8% of its variance is influenced by students' personality traits (PT). Both values, supported by close adjusted R-square scores, reflect a stable and well-fitting model with substantial and moderate predictive power, respectively (Hair et al., 2021).

To ensure that multicollinearity was not an issue among the predictor constructs, collinearity statistics were examined using the Variance Inflation Factor (VIF). As shown in Table 5, all VIF values ranged between 1.000 and 2.892, which are well below the conservative threshold of 3.3 and the general threshold of 5.0 (Hair et al., 2021). These results confirm that the model is free from

multicollinearity problems, allowing the estimated path coefficients to be interpreted reliably.

Table (5): VIF Value

	VIF
L → CI	1,661
PS → CI	2,892
PT → CI	2,524
PT → L	1,000

The path analysis results indicate that all hypothesized relationships are positive and meaningful. Personality Traits exert the strongest influence on Career Intention ($\beta = 0.440$), suggesting that prosocial and responsible personalities significantly enhance students' inclination toward social entrepreneurship careers. Social Entrepreneurship Literacy also shows a positive effect on Career Intention ($\beta = 0.292$), confirming that better understanding and knowledge about social entrepreneurship strengthen students' confidence and motivation to pursue it as a career. Meanwhile, Policy Support has a smaller yet positive impact ($\beta = 0.178$), implying that institutional and governmental support still plays a limited role. Additionally, Personality Traits strongly predict Social Entrepreneurship Literacy ($\beta = 0.546$), highlighting that prosocial characteristics not only directly foster career intention but also indirectly do so by improving students' social entrepreneurship literacy.

The effect size (f^2) analysis provides deeper insight into the strength of relationships among constructs in the model. Specifically, personality traits (PT) show the strongest effect on social entrepreneurship career intention (CI) with $f^2 = 0.211$, followed by literacy ($L \rightarrow CI = 0.141$) and policy support ($PS \rightarrow CI = 0.030$), while $PT \rightarrow L (0.425)$ indicates a substantial influence of personality on literacy. These results confirm that personality is the most critical driver shaping students' intentions toward social entrepreneurship. When

decomposed into its dimensions, Openness (0.159) emerges as the most influential trait, reflecting creativity, curiosity, and adaptability—qualities essential for recognizing social opportunities and innovating sustainable solutions.

The significance of the hypothesized relationships was assessed using the bootstrapping procedure, which is a resampling technique that repeatedly generates subsamples of size n from the original dataset (Hair et al., 2021). This method allows for the estimation of the stability and accuracy of parameter coefficients by evaluating the variability across the resamples. The results of bootstrapping provide t -statistics and p -values that serve as the basis for hypothesis testing. Specifically, a relationship is considered statistically significant if the calculated t -statistic exceeds the critical value from the t -distribution (in this study, $t_{\text{table}} = 1.98$ at $\alpha = 0.05$), or if the corresponding p -value is below the 0.05 threshold. Conversely, if the t -statistic is lower than the critical value or the p -value exceeds 0.05, the hypothesized relationship is deemed non-significant.

Table (6): T-statistics (Bootstrapping)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/ST DEV)	P values
L → CI	0,292	0,292	0,042	6,918	0,000
PS → CI	0,178	0,177	0,049	3,635	0,000
PT → CI	0,599	0,600	0,049	12,318	0,000
PT → L	0,546	0,546	0,042	12,854	0,000
PT → L → CI	0,159	0,159	0,025	6,326	0,000

The bootstrapping results presented in Table 6 show that all hypothesized paths in the structural model are statistically significant. Social entrepreneurship literacy (L → CI, $\beta = 0.292$, $T = 6.918$, $p < 0.000$) has a positive and significant effect on students' career intentions, indicating that higher literacy enhances their

motivation to pursue social entrepreneurship. Policy support (PS → CI, $\beta = 0.178$, $T = 3.635$, $p < 0.000$) also shows a significant but smaller effect. Personality traits (PT → CI, $\beta = 0.599$, $T = 12.318$, $p < 0.000$) emerge as the strongest determinant, underscoring the crucial role of personal characteristics in shaping students' social entrepreneurial intentions. Moreover, the significant relationship between PT → L ($\beta = 0.546$, $T = 12.854$, $p < 0.000$) demonstrates that prosocial personality traits substantially enhance students' social entrepreneurship literacy. In addition, the mediation analysis confirms a significant indirect effect of PT on CI through L ($\beta = 0.159$, $T = 6.326$, $p < 0.000$), suggesting that literacy partially mediates the relationship between personality and career intention. This finding indicates that students with stronger prosocial personality traits tend to develop higher literacy in social entrepreneurship, which in turn reinforces their intention to pursue social entrepreneurial careers. Overall, these results highlight the intertwined influence of personality, literacy, and policy in shaping students' social entrepreneurship intentions.

The predictive relevance of the model was assessed using the blindfolding procedure. The Q^2 value obtained was 0.691, which is greater than zero, indicating that the model has substantial predictive capability and that the observed variables are well explained by the constructs.

The overall model fit was assessed using several indices, including SRMR, d_{ULS} , d_{G} , Chi-square, and NFI. As shown, the SRMR values for both the saturated (0.049) and estimated models (0.066) are below the recommended threshold of 0.08, indicating an acceptable level of model fit. The d_{ULS} (0.564–1.012) and d_{G} (0.323–0.350) values are low, further supporting the model's consistency between the empirical and estimated covariance matrices. The NFI values

of 0.888 (saturated) and 0.884 (estimated) suggest a good fit, approaching the ideal cutoff of 0.90 (Hair et al., 2021). Overall, these results demonstrate that the structural model achieves satisfactory goodness of fit and is suitable for hypothesis testing.

Discussion

Social Entrepreneurship Literacy and Career Intention: The findings indicate that social entrepreneurship literacy (L) significantly influences students' career intentions (CI), both directly and as a partial mediator of the relationship between personality traits (PT) and CI. This suggests that students with stronger prosocial personality traits tend to develop higher literacy, which in turn enhances their inclination toward social entrepreneurship. Consistent with Ching Yin Ip (2024) and Tiwari et al. (2020), literacy equips students with knowledge and awareness that strengthen their entrepreneurial orientation. Hassan et al. (2020) similarly emphasize the transformative role of entrepreneurship education in shaping intentions.

In contrast, Marpaung et al. (2025) found no effect of entrepreneurship education on intentions, highlighting that contextual factors, such as curriculum relevance and practical exposure, may determine literacy's effectiveness. Our study suggests that in Indonesia, higher education institutions like UGM enhance literacy not only through formal courses but also via programs such as the ASEAN Young Sociopreneurship Program, SOPREMA, and the FISIPOL Creative Hub. These initiatives integrate experiential learning, mentorship, networking, and access to funding, which collectively reinforce students' understanding of social entrepreneurship and their confidence to engage in it.

Critically, while literacy is a significant predictor, its effect size ($f^2 = 0.141$) is smaller than that of personality traits, implying that knowledge alone may not be sufficient. Interventions should therefore integrate literacy with personality development and policy support, reinforcing both cognitive and motivational dimensions of career intention.

Policy Support and Career Intention:

Policy support (PS) emerged as a positive but relatively smaller determinant of CI ($\beta = 0.178$, $f^2 = 0.030$). This aligns partially with Méndez-Picazo et al. (2021) and Griffiths et al. (2013), who argue that coherent public policies are essential for fostering social entrepreneurship. Similarly, Jiatong et al. (2021), Li et al. (2020), and Fernández-Guadano & Diez (2024) emphasize the regulatory dimension of support, including financial incentives, incubation centers, and government recognition.

The relatively modest impact of policy support in our study may reflect the nascent SE ecosystem in Indonesia, where policies remain general and unevenly implemented across institutions. Unlike countries with dedicated SE regulations, the Indonesian context lacks specific legal frameworks addressing social entrepreneurship separately from MSMEs. Nevertheless, proactive institutional initiatives at UGM, such as the Creative Hub and targeted incubation programs, partially compensate for broader policy gaps.

This comparison suggests that while policy support is important, its effectiveness depends on contextual adaptation and institutional implementation, reinforcing the need for integrated frameworks combining incentives, regulatory clarity, and educational programs.

Personality Traits and Career Intention:

Personality traits (PT) were found to be the strongest predictor of CI ($\beta = 0.599$, $f^2 = 0.211$), both directly and indirectly through social entrepreneurship literacy. These findings

support previous research by M. Hossain et al. (2021), Patel et al. (2023), and Owusu et al. (2023), which showed a relationship between personality and career choice. Among the personality traits, openness emerged as the most influential trait, reflecting curiosity, creativity, and adaptability—qualities essential for recognizing social opportunities and innovating solutions. This finding supports M'manga & Shuliang (2019) and Ali (2019), who highlight the role of openness in shaping career intentions, and extends Batool et al. (2023) by linking prosocial traits (empathy, altruism, integrity) with social entrepreneurship motivation.

Contrary to Cheah et al. (2023), who found no direct predictive effect of personality on social entrepreneurial behavior, our study demonstrates that personality traits simultaneously shape attitudes, skills, and motivation, highlighting the importance of non-cognitive factors in emerging economies. UGM's interventions—including multidisciplinary curricula, experiential learning, mentorship, competitions, and incubation—illustrate how personality traits can be cultivated alongside literacy, reinforcing the TPB framework by affecting perceived behavioral control and attitudes toward SE careers. Although these initiatives have not yet been empirically examined in our own study—an avenue for future research—they are consistent with findings from several studies showing that campus interventions and extracurricular activities shape personality traits and non-cognitive skills relevant to entrepreneurship (Alvi et al. 2025; Kassenboehmer et al. 2018; Korneva et al. 2020; Bosselut et al. 2020; Puerta Gómez 2024).

Importantly, these findings suggest that interventions targeting personality traits and literacy together are more effective than

focusing on either alone, providing practical guidance for educational program design

Taken together, our results underscore the interconnected roles of cognitive (literacy), structural (policy), and psychological (personality) determinants in shaping social entrepreneurship intentions, consistent with the Theory of Planned Behavior (Ajzen, 1991). The partial mediation of literacy between personality and career intention illustrates the synergistic effect of knowledge and individual traits, while the modest contribution of policy highlights the context-specific nature of external enablers.

Compared to studies in developed countries, where policy and ecosystem support often dominate (e.g., OECD, 2022), our findings demonstrate that in developing-country contexts, personality and literacy are critical drivers, suggesting that TPB can be extended by integrating domain-specific factors.

Implications

This study provides practical implications for key stakeholders by emphasizing how social entrepreneurship literacy, policy support, and personality traits jointly shape students' career intentions in developing-country contexts such as Indonesia.

For policy-makers, the findings highlight the need for more targeted and coherent policy frameworks to strengthen the social entrepreneurship ecosystem. In Indonesia, policies related to social entrepreneurship remain general and tend to focus more on the MSME sector. Comparative evidence shows the benefits of specifically designed policies—countries with dedicated social entrepreneurship regulations, for instance, account for up to 61% of social economic activities in certain regions (Fernández-Guadano et al., 2023). Governments should establish integrated frameworks that combine incentives, regulatory clarity, anti-corruption

mechanisms, and investment in social infrastructure (Méndez-Picazo et al., 2021; Griffiths et al., 2013; OECD, 2022). Such policies can promote regional socio-economic development through stronger partnerships between universities, industries, and governments, while ensuring equitable access to funding, mentorship, and incubation programs.

For educators, the results underline the importance of integrating social entrepreneurship literacy into cross-disciplinary curricula through experiential and community-based learning models. Initiatives such as innovation labs, social incubation units, and community engagement programs (Kamoun-Chouk, 2019) can foster students' cognitive and social competencies. Higher education institutions should also optimize career services, prosocial personality counseling, and multidisciplinary interventions—such as practicums, competitions (e.g., SOPREMA), and mentoring programs—to align students' values with socially oriented career paths (Suryowati et al., 2022). Such integrative educational practices can strengthen students' intentions and capacities for social entrepreneurship while building a sustainable talent pipeline for the social entrepreneurship sector.

Conclusion

This study demonstrates that personality traits, social entrepreneurship literacy, and policy support collectively shape students' intentions to pursue careers in social entrepreneurship. Among these, personality traits emerge as the most influential factor, exerting both a direct effect on career intentions and an indirect effect mediated through literacy. Students with greater openness and receptiveness to new experiences tend to develop higher levels of social entrepreneurship literacy, which in turn

reinforces their motivation to engage in social enterprises.

The study contributes a novel integrated model that links personality, literacy, and policy in explaining social entrepreneurship career intentions. These findings highlight the multidimensional nature of social entrepreneurial intention, where cognitive, structural, and psychological determinants interact dynamically. Practically, universities should strengthen social entrepreneurship education through curriculum integration, experiential learning, and community-based programs—such as innovation labs, social entrepreneurship incubations, and village partnership initiatives—to enhance literacy and align student characteristics with social impact aspirations. Meanwhile, the government and industry can strengthen this through targeted policies, incubation programs, and specific regulations that support social entrepreneurship.

Nevertheless, this study is limited by its cross-sectional design, reliance on self-reported data, and single-country context, which may restrict generalizability. Future research should adopt longitudinal designs and conduct cross-country comparisons—particularly within ASEAN contexts—to validate and extend the proposed model across diverse cultural and policy environments.

Disclosure Statement

The authors affirm that there are no financial interests or potential conflicts that may be considered pertinent to the conduct or outcomes of this research.

- **Ethical Approval and Consent to Participate:** Consent to participate was obtained from all participants after they were provided with sufficient information regarding the objectives and procedures of the study.

- **Availability of data and materials:** The data utilized and/or analyzed in this study can be obtained from the corresponding author upon reasonable request.
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List of Abbreviations

SE: social enterprise

UGM: Universitas Gadjah Mada

PLS-SEM: Partial Least Squares Structural Equation Modeling

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